

**КАЗАНСКИЙ (ПРИВОЛЖСКИЙ) ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ
ИНСТИТУТ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ
ВЫСШАЯ ШКОЛА ИНОСТРАННЫХ ЯЗЫКОВ И ПЕРЕВОДА**

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ENGLISH FOR STUDENTS OF PEDAGOGICAL DEPARTMENTS

**Учебное пособие по английскому языку
для студентов неязыковых направлений**

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Данное пособие предназначено для бакалавров заочной формы обучения неязыковых направлений Казанского (Приволжского) федерального университета. Пособие содержит материалы, дополняющие основной курс дисциплины «Иностранный язык», способствующие развитию навыков и умений профессиональной коммуникации на английском языке. Пособие может быть использовано как для аудиторной работы, так и для самостоятельной работы студентов.

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Предисловие

Настоящее учебное пособие предназначено для занятий с бакалаврами заочного отделения неязыковых направлений Казанского (Приволжского) федерального университета. Основной целью данного пособия является развитие навыков и умений профессиональной коммуникации на английском языке, повышение уровня владения профессиональным иностранным языком, а также для дальнейшего самообразования.

Цель пособия – формирование иноязычной коммуникативной компетенции, умение самостоятельно работать с аутентичными текстами на английском языке с целью получения профессиональной информации. Тексты для пособия отобраны из интернет источников. Пособие включает упражнения и задания, направленные на развитие устных коммуникативных навыков; состоит из 10 разделов, 3 приложений и краткого глоссария терминов. Приложения содержат рекомендации и правила составления резюме текста, а также полезные слова и выражения для проведения дискуссий.

Разделы содержат аутентичные профессионально ориентированные тексты и задания. Контроль понимания аутентичной информации осуществляется через репродуктивные, продуктивные и творческие задания, которые способствуют усвоению и запоминанию новой лексики. Предложенные в учебном пособии письменные задания позволяют совершенствовать навыки письменной профессиональной коммуникации.

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Unit 1

Education

Pre-reading tasks

1. Work in groups of three or four and discuss the following:

- What is education?
- What does education include?
- Do all people have the right for education?
- Why is education divided into primary, secondary and higher?

2. Study the following words and expressions:

- competency [ˈkɒmpɪtənsɪ] – способность, данные, знания, компетентность (достаточные для осуществления какого-л. вида деятельности)
- consist of [ˈkɒnsɪst ɒv] – состоять из
- cultivation [kʌltɪˈveɪʃn] – культивация; развитие, улучшение, совершенствование
- curricula [kəˈrɪkjʊlə] – учебные программы (ед.число – curriculum)
- doctrine [ˈdɒktrɪn] – теория, доктрина; учение; теоретические взгляды
- e.g. [iːˈdʒiː] – например (полная форма: for example)
- examination [ɪgzæmɪˈneɪʃn] – экзамен
- first years [fɜːst jɪə(r)z] – буквально: первые годы, т.е. первые несколько лет
- formal education [ˈfɔːməl edʒʊˈkeɪʃn] – общее, обязательное образование
- funding [ˈfʌndɪŋ] – субсидирование, финансирование
- high school; secondary school [haɪ sku:l] , [ˈsekəndəri sku:l] – средняя школа
- human right [ˈhjuːmən raɪt] – право человека
- in general [ɪn ˈdʒenərəl] – вообще; обычно; в основном
- optional [ˈɒpʃnəl] – необязательный; дополнительный; по выбору, на выбор, опциональный

- policy ['pɒlɪsɪ] – политика; линия поведения; установка; стратегия; регламент
- post [pəʊst] – пост-; после (т.е. следующий после чего-либо)
- postgraduate education [pəʊst'grædʒuɪt edʒu'keɪʃn] – постдипломное обучение (академический курс на базе высшего образования)
- primary education; elementary education ['praɪməri edʒu'keɪʃn] , [eli'mentəri edʒu'keɪʃn] – начальное образование
- regulations [regjʊ'leɪʃnz] – нормативные документы; регламенты; правила; нормы;
- second years ['sekənd jɪəz] – буквально: вторые годы (следующий период времени после начального образования)
- secondary education ['sekəndəri edʒu'keɪʃn] – среднее образование
- skills [skɪlz] – навыки; умение; практический опыт
- social engineering ['səʊʃəl endʒɪ'nɪəriŋ] – социальная инженерия (методы прикладной социологии, ориентированные на целенаправленное изменение социальных и трудовых отношений)
- tertiary ['tɜːʃəri] – третичный
- to encompass [tuː ɪn'kʌmpəs] – включать, заключать, охватывать
- to focus [tuː 'fəʊkəs] – сосредоточивать; концентрировать; направлять (к определенной цели)
- to learn [tuː lɜːn] – учить (что-либо), изучать, обучаться
- to promote [tuː prə'məʊt] – продвигать; способствовать, содействовать; поддерживать,
- to teach [tuː ti:tʃ] – учить (кого-либо), обучать, преподавать
- trade [treɪd] – торговля; занятие, ремесло, профессия
- typically ['tɪpɪklɪ] – типично; обычно; чаще всего; как правило
- undergraduate education ['ʌndəgrædʒuɪt edʒu'keɪʃn] – преддипломное обучение (академический курс на базе среднего образования на соискание степени бакалавра)

Reading

Read and translate the text using a dictionary if necessary:

Text A. Education

Education encompasses both the teaching and learning of knowledge, proper conduct, and technical competency. It thus focuses on the cultivation of skills, trades or professions, as well as mental, moral & aesthetic development.

Formal education consists of systematic instruction, teaching and training by professional teachers. This consists of the application of pedagogy and the development of curricula.

The right to education is a fundamental human right. Since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. At world level, the United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right under its Article 13.

Educational systems are established to provide education and training, often for children and the young. A curriculum defines what students should know, understand and be able to do as the result of education. A system of policies, regulations, examinations, structures and funding enables teachers to teach to the best of their abilities. Sometimes educational systems can be used to promote doctrines or ideals as well as knowledge, which is known as *social engineering*. This can lead to political abuse of the system, particularly in totalitarian states and government.

Primary (or elementary) education consists of the first years of formal, structured education. In general, primary education consists of six or seven years of schooling starting at the age of 5 or 6, although this varies between, and sometimes within, countries. Globally, around 70% of primary-age children are enrolled in primary education, and this proportion is rising.

In most contemporary educational systems of the world, secondary education consists of the second years of formal education that occur during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary

education for minors, to the optional, selective tertiary, “post-secondary”, or “higher” education (e.g., university, vocational school) for adults.

Higher education, also called tertiary, third stage, or post-secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school or secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

Source: Education (https://www.myenglishpages.com/site_php_files/reading_education.php)

After reading tasks

3. Complete the sentences about the text:

- 1) A definition of education includes:
 - a. the process of teaching,
 - b. the process of teaching and learning
- 2) Everywhere in the world children go to primary schools:
 - a. at the same age
 - b. the age may differ.
- 3) Tertiary education refers to:
 - a. primary education,
 - b. secondary education,
 - c. post-secondary education.
- 4) Tertiary education is:
 - a. optional.
 - b. compulsory

4. Match the words with their definitions:

№	Words		Definitions
1	Formal education	A	involves learning and studying for academic or professional degrees or other qualifications for which a first or bachelor's degree generally is required, and it is normally considered to be part of higher education.
2	Postgraduate education	B	consists of the first years of formal, structured education.
3	Primary education	C	results from a program of instruction in an educational institution leading to a qualification / certification.
4	Secondary education	D	education conducted after secondary education and prior to post-graduate education. It typically includes all the academic programs up to the level of a bachelor's degree.
5	Undergraduate education	E	is the stage of education following primary education.
6	Informal education	F	refers to the whole range of educational activities taking place in various settings , that aim to meet basic learning needs.
7	Non-formal education	G	occurs in daily work, leisure or family.
8	Basic education	H	results from a program but it is not usually evaluated and doesn't lead to certification.
9	Higher education	I	is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school, secondary school.

5. Fill in the blanks with the correct words:

Words: competency, cultivation, skills, trade, curricula, human rights, policy, regulations, examination, funding.

1. He submitted his resignation in protest of the company's «...».

2. One delegation remarked that earmarked «...» should be used as an exception, not as a rule.
3. The firms have been assessed based on their «...» level for providing advice.
4. Moreover, the Commission is to establish its own administrative and financial «...».
5. Marriage is a type of «...» violation.
6. Mother is more anxious about the result of the «...» than I am.
7. Assessment of national forest inventory and shifting «...» are also part of the project.
8. Human rights are also integrated in the compulsory subject «...» for primary and secondary education.
9. Students are learning the «...» required to ensure that forests are preserved to provide for future generations in a sustainable manner.
10. There has been a large increase in «...» between the United States and China.

6. Translate the following sentences from Russian into English:

1. В настоящее время много людей в нашей стране имеют высшее образование.
2. Правительство любой страны заинтересовано в том, чтобы население государства было образованным.
3. Образование – одна из важнейших частей государственной политики, так как от его качества зависит будущее страны.
4. Образование развивает различные стороны человеческой личности, раскрывает ее способности.
5. Образование – это владение знаниями, умение ими распоряжаться, что помогает людям совершать открытия, которые улучшают нашу жизнь.
6. Каждый гражданин нашего государства имеет право на образование.
7. Школьное образование это фундамент личности человека и его жизни в целом.

7. Write a summary of the text in 130-150 words.

Text B. Tips for a new school year start

8. Read the text. Titles have been removed from it. Choose from the titles (A-H) the one which fits each gap (1-8).

- A) Motivation
- B) Create a pleasant study environment
- C) Beat stress
- D) Buy study resources
- E) Find your way to your new school
- F) Developing dialogue
- G) Reconnecting with a healthy lifestyle
- H) Set a goal

The summer holiday is over. It is time to think of the new school year. And while some are eager to know their new teacher and meet their friends to tell them about all their summer adventures, others are more worried about the new year. Here are some tips for a smooth school year start that will help you beat the stress and organize your study environment.

1.	
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During holidays, children have often been allowed to sleep late and eat a little of what they wanted at any time. The first thing to do is to help yourself make a smooth start and not to wait until the last day to find a healthy lifestyle. You should get used to have regular and reasonable hours of sleep and to eat healthy food. This of course needs several days of "rehabilitation". The ideal thing is to start reconnecting with a healthy lifestyle one week to ten days before school starts.

2.	
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Buy all the resources available for your grade. This will help you tremendously do your homework rightly. The resources may include a good dictionary, an encyclopedia, educational softwares...

3.	
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A few days before school starts, do a tidy-up of the desk and the shelves. Sort and throw away the relics of the past year. Donate your old books, pens and school things

if they are still usable. Clean up your desk. Make it a comfortable place to do your homework. Your workplace should be a quiet well-lit corner where it feels good.

4.	
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If you change your school, you need to learn how to find your way from your home to the new school. Start building new relationships in your new school environment. It will be easy for you to make new friends if you are willing to. Your new friends will certainly show you the places around the school. Your new teachers will also be happy to introduce you to your classmates.

5.	
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If you feel anxious of the new school year, it is very important to talk to your parents about your fears. They will surely find a way to help you get over your fears and gain confidence. They will certainly show you that they believe in your abilities, and will be willing to help you with your first pieces of homework if need be. It is also essential that you develop self-confidence and believe in your own potential.

6.	
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If you are overly anxious about performance, work through your negative beliefs, especially the beliefs about the implications of school failure. Challenge your negative thoughts that your worth as a person or future prospects hinge entirely on your grades. Good performance will be achieved only when you beat your fears and discover your own personal worth.

7.	
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Enjoy setting goals for yourself, so you can transcend your weaknesses and reach your full potential. Your study goals must be realistic and achievable. For example, start with small steps to reach higher targets.

8.	
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Achieving some goals will certainly motivate you to reach more challenging targets. Another motivating factor would be to understand that you work primarily for yourself and your future career. Apart from the external rewards that your parents may promise you, you must understand that studying well is your chance for self development.

9. Make a 2-3 min. speech on one of the following topics.

Remember to:

- *make a plan before you start*
 - *organize your report logically*
 - *use the key vocabulary of the unit*
 - *support your opinion with examples*
 - *check your report for errors when it is ready*
 - *apply audio and visual aids if necessary*
1. History of primary, secondary and higher education in Russia. First schools and universities.
 2. History of primary, secondary and higher education in Great Britain. First schools and universities.
 3. History of primary, secondary and higher education in the USA. First schools and universities.
 4. Ideas for successful beginnings of a new school year. Problems emerging in the process of changing the group or even school. Experience of the foreign countries.

Unit 2.

Technology in School

Pre-reading tasks

1. Work in groups of three or four and discuss the following:

- Do you think modern technology is needed in schools? If so, which ones?
- Should students use the Internet in the classroom?
- How do modern technologies make life easier for teachers?
- How do modern technologies and the Internet change education?
- If you had children, would you allow them to use the Internet to study?

2. Study the following words and expressions:

- debacle [d(e)ɪ'ba:k(ə)l] – фиаско, неудача

- concern[kən'sɜ:n] – беспокойность, озабоченность
- burning issue['bɜ:niŋ 'ɪʃu:] – злободневный вопрос
- strengthening ['streŋθniŋ] – улучшение, усиление
- integral ['ɪntɪgrəl] – неотъемлемый, неотделимый
- sharp focus [ʃɑ:p'fəʊkəs] – пристальное внимание
- observation [əbzə'veɪʃn] – наблюдение, замечание
- to assess (assessment) [tu: ə'ses] – оценивать (оценка)
- to rely on [tu: ri'laɪən] – полагаться на, зависеть, рассчитывать
- summative assessment [s`ʌmativ ə'sesmənt] – итоговая оценка
- overhead projector ['əʊvəhed prə'dʒektə] – диаскопический проектор
- statutory requirement ['stætʃʊt(ə)rɪ ri'kwaɪəmənt] – обязательное требование
- software ['sɒftweə] – компьютерная программа
- spring term [sprɪŋ tɜ:m] – весенний семестр
- initially[ɪ'niʃəlɪ] – в первую очередь, сначала
- tailor-made [teɪləmeɪd] – индивидуальный, специальный
- spreadsheet ['spredʃi:t] – электронная таблица

Reading

Read and translate the text using a dictionary if necessary:

Text A. Using technology in school assessment: «Please sir, how am I doing?»

After the Sats debacle of 2008 and the general concern around the "over testing" of children, assessment has become a burning issue. Emphasis is shifting towards formative approaches - those that plot children's development and gauge their progress rather than rely on summative tests.

In May 2009 a report from the Expert Group on Assessment - a panel advising the government - recommended strengthening the quality of teacher assessment, and that every school should have access to an accredited chartered assessor by 2020. The

group also gave its support to techniques such as assessment for learning (AfL), seen as integral to personalized learning.

This means assessment will remain in sharp focus in 2010 and beyond. For it is a multi-faceted skill; teachers must not only be able to manage their own formative assessment of pupils but must also create the right conditions for peer assessment and self-assessment, so that pupils can immediately recognize what "good" looks like and share their observations with others.

"We must be able to assess work on the spot rather than just rely on summative assessment," says Jo Rowley, head of Porthcawl primary school in Bridgend.

Porthcawl uses technology to offer immediate feedback, in particular the AVerMedia CP150 Visualizer, distributed by Steljes, which will be showcased at Bett. The device, which looks similar to the arm of an overhead projector, can capture images of text, illustrations or 3D objects, and can be connected to interactive whiteboards or PCs to project them on-screen to the whole class.

The school has a visualizer in every class and uses them to prompt discussion or share examples of good work. Rowley says that adding a visual element to teaching has helped implement AfL principles because the ensuing discussions mean the children assess their ongoing learning.

Feedback to parents is set to become an even greater priority for schools over the next few years as online updates, set out in the "parent guarantee" in the government's white paper for 21st-century schools, become a statutory requirement.

Secondary schools must comply by September 2010 and primaries by 2012. Companies specializing in assessment, such as Incerts, are developing tools that will allow schools to provide online reports to parents detailing achievements and next steps.

Source: Stephanie Sparrow. Using technology in school assessment

(<https://www.theguardian.com/resource/please-sir>)

After reading tasks

3. Match the words with their synonyms:

1) assessment	a) access
2) concern	b) appraisal
3) approach	c) conclusion
4) strengthening	d) reinstatement
5) observation	e) bolster
6) replacement	f) burden

4. Match the two parts to make up a sentence:

1) Lancashire is integrating the Incerts 2010 with the school's learning platform,	a) for parents who speak English as a second language.
2) Feedback to parents is set to become an even greater priority for schools over the next few years as online updates,	b) so that pupils can immediately recognize what "good" looks like and share their observations with others.
3) It collates and displays assessment results in spreadsheets and target-setting documents	c) and both parents and students will be able to access performance data and teacher comments.
4) It uses virtual markbooks to track student progress against target grades	d) and is looking to provide real-time online reporting, with password access for parents, during the spring term.
5) teachers must not only be able to manage their own formative assessment of pupils but must also create the right conditions for peer assessment and self-assessment,	e) and to identify students who need extra help.
6) It includes tailor-made comment banks to help teachers generate reports,	f) which can be used for many assessment purposes, including decisions about children's readiness for the tests.

7) He has also asked Incerts to develop a bilingual system, initially in Polish and Punjabi,	g) set out in the "parent guarantee" in the government's white paper for 21st-century schools, become a statutory requirement.
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5. Write a summary of the text in 130-150 words.

Text B. System trials

6. Read the text and discuss the possibilities of a school tracking assessment. Use appendixes 2 and 3.

Hillyfield primary in Waltham Forest, east London, a 650-pupil, three-form entry school, has been trialling the Incerts 2010 system in advance of its launch at Bett.

This software allows teacher assessment to be recorded for AfL and online reporting. Headteacher Steve Lancashire says: "The beauty is that we can access it on laptops, anywhere, at home and at school."

Lancashire is integrating the Incerts 2010 with the school's learning platform, and is looking to provide real-time online reporting, with password access for parents, during the spring term. He has also asked Incerts to develop a bilingual system, initially in Polish and Punjabi, for parents who speak English as a second language.

In response to the September 2010 deadline for secondary schools to offer online reporting, information management system specialist Hyperspheric Solutions will be launching its school tracking assessment and reporting system (Stars) at Bett.

It uses virtual markbooks to track student progress against target grades and to identify students who need extra help. It includes tailor-made comment banks to help teachers generate reports, and both parents and students will be able to access performance data and teacher comments.

Single-level tests, which are being piloted by 10 local authorities in 220 primary schools as a replacement for Sats, rely on teachers knowing when to submit children for the tests. The revised version of Prime Principle's online interactive markbook, Classroom Monitor, could help. It collates and displays assessment results in

spreadsheets and target-setting documents which can be used for many assessment purposes, including decisions about children's readiness for the tests.

RM and NFER are showcasing the latest additions to infer plan, an e-assessment programme providing topic-level challenges at primary level. Before and after pupils have been taught a topic, they are set challenges that are automatically marked and the results analyzed to provide reports and profiles online. Latest additions on show at Bett include science for key stage 2 and the newly launched science for years 3-6.

(Source: Stephanie Sparrow (<https://www.theguardian.com/resource/please-sir>))

7. Translate the following sentences from Russian into English:

1. В сфере образования гаджеты предоставляют огромное количество новых возможностей, призванных повлиять на улучшение процесса обучения, сделать его более увлекательным.

2. Чем быстрее происходят изменения в современном мире, тем лучше люди осознают важность современного образования и знания актуальных технологий.

3. Все больше и больше студентов по всему миру не представляют своего обучения без современных гаджетов.

4. Сегодня во многих образовательных учреждениях повсюду используются интерактивные доски, которые уже доказали свою высокую эффективность.

5. Электронные учебники являются отличной альтернативой книгам, ведь в одном маленьком планшете могут поместиться все учебники, а поиск необходимой информации в них простой и быстрый.

6. В настоящее время активно развивается тенденция дистанционного обучения.

7. Компьютер дает учителю новые возможности, позволяя вместе с учеником получать удовольствие от процесса обучения.

8. Использование компьютерного тестирования повышает эффективность учебного процесса, дает возможность быстрой обратной связи преподавателя с учениками.

9. Важным является немедленное после выполнения теста получение оценки каждым учеником, что, с одной стороны, исключает сомнения в объективности результатов у самих обучающихся, а, с другой стороны, существенно экономит время преподавателя на проверке контрольных работ.

8. Fill in the blanks with the correct words:

Words: Debacle, concern, strengthening, integral, observation, assessment, software, initially, tailor-made, spreadsheet.

- 1) There is a «...» that they could potentially undermine the reform process.
- 2) The Board notes the development of a «...» to identify dormant projects with balances.
- 3) The Department responded that it was acquiring new «...» that would facilitate such analysis.
- 4) Concessionaires should provide sustainable management plans and comply with the mandatory environmental impact «...» process.
- 5) The magnitude of the challenges facing the international community requires the further «...» of our Organization.
- 6) Travel and public speaking are «...» parts of Tom's job.
- 7) The more the required capacity entails policy issues stemming from purely national development conditions, the more the activity needs a «...» country approach.
- 8) I haven't discussed this awful subject since the «...» at the campus.
- 9) A newly elected Palestinian government should be treated, at least «...», with legitimacy.
- 10) Response to suggestions and recommendations raised in paragraph 31 of the concluding «...».

9. Make a 2-3 min. speech on one of the following topics. Use extra sources (books, magazines, the Internet).

Remember to:

- *make a plan before you start*

- *organize your report logically*
- *use the key vocabulary of the unit*
- *support your opinion with examples*
- *check your report for errors when it is ready*
- *apply audio and visual aids if necessary*

1. Using modern technologies in educational process.
2. Top 5 benefits of technology in the classroom.
3. The role of technology in education.

Unit 3.

Juvenile Crime

Pre-reading tasks

1. Work in groups of three or four and discuss the following:

- How do teens become juvenile offenders and why?
- How to deal with juvenile delinquency?
- What are main causes of juvenile delinquency?

2. Study the following words and expressions:

- juvenile crime [ˈdʒu:vənəl kraɪm] – преступление, совершенное несовершеннолетним; преступность среди несовершеннолетних
- juvenile [ˈdʒu:vənəl] – подросток, юноша, юношеский
- delinquency [dɪˈlɪŋkwənsɪ] – преступление, правонарушение (особенно совершённое несовершеннолетним);
- antisocial behavior [æntɪˈsəʊʃ(ə)l bɪˈheɪvjə] – антисоциальное поведение
- illegal behavior [ɪˈli:gəl bɪˈheɪvjə] – противозаконное поведение
- adolescent [ædəˈles(ə)nt] – подросток, подростковый

- marginal sectors of urban areas ['mɑ:dʒɪnl 'sektəz ɒv 'z:bən 'eəriəz] – городские окраины
- immediate social environment [ɪ'mi:diət'səʊʃəl ɪn'vaɪərənmənt] – социальная среда
- to marginalize [tu: 'mɑ:dʒɪnəlaɪz] – изолировать, обособлять
- destitute ['destitju:t] – брошенный, лишенный, сильно нуждающийся;
- to deal with [tu: di:l wɪð] – законодательство, правовая система, система законов, судебная система
- to deal with [tu: di:l wɪð] – иметь дело с; управляться, справляться с
- juvenile detention center ['dʒu:vənəl dɪ'tent(ə)n 'sentə] – центр для содержания под стражей задержанных несовершеннолетних правонарушителей
- to instill [tu: ɪn'stɪl] – внушать (страх, уважение и т. п.); вселять (надежду, уверенность); прививать (моральные принципы, нормы)
- coercive [kəʊ'z:sɪv] – насильственный, принудительный
- socialization [səʊʃəlaɪ'zeɪʃn] – социализация
- underage crime ['ʌnd(ə)rɪdʒ kraɪm] – преступление, совершенное несовершеннолетним; преступность среди несовершеннолетних

Reading

Read and translate the text using a dictionary if necessary:

Juvenile Crime

Juvenile delinquency refers to antisocial or illegal behavior by children or adolescents and is considered a serious problem all over the world. It is caused by social, economic and cultural factors. This juvenile criminality is apparent in marginal sectors of urban areas where children are exposed to violence in their immediate social environment, either as observers or as victims. Because delinquents basic education, if they have any, is poor they have been marginalized from society and destitute of any dignity or self esteem. Although most legal systems prescribe specific procedures for dealing with young criminals, such as juvenile detention centers,

approaches to prevent youth from becoming delinquent should also include measures to instill equality and justice, fight poverty and create an atmosphere of hope and peace among youth. These preventive policies should be given priorities over any coercive measures.

Socioeconomic opportunities and administrative services should be provided in rural areas to discourage young people from migrating to urban areas. Similarly, youth from poor urban settlements should benefit from plans that focus on education, employment and access to leisure programs, especially during long school holidays. Young people who drop out of school or come from broken families should have access to specific social programs that help them become responsible adults.

Information campaigns should be planned that youth to be aware of the detrimental effects of violence on the family, community and society, to teach them how to communicate without violence. Focus on the importance of family should become a priority because it is the primary institution of socialization of youth and continues to play an important role in the prevention of underage crime.

(Source: <http://www.delo-angl.ru/anglijskie-teksty-i-stati/prestupnost-sredi-nesovershennoletnix/>)

After reading tasks

3. Find the terms in the text, which mean the following.

- 1) Crime committed by young people below a specific age (18 in most countries).
- 2) Take measures concerning (someone or something), especially with the intention of putting something right.
- 3) A young person.
- 4) Gradually but firmly establish (an idea or attitude) in a person's mind.
- 5) The process of learning to behave in a way that is acceptable to society.
- 6) Minor crime, especially that committed by young people.
- 7) Extremely poor and lacking the means to provide for oneself.
- 8) Relating to or using force or threats.
- 9) Treat (a person, group, or concept) as insignificant or peripheral.
- 10) In the process of developing from a child into an adult.

4. Find synonyms to the given words:

- | | |
|----------------|--------------|
| 1) violence | a) adverse |
| 2) coercive | b) youthful |
| 3) instill | c) bullying |
| 4) juvenile | d) diffuse |
| 5) destitute | e) assault |
| 6) marginalize | f) exhausted |
| 7) delinquency | g) criticize |
| 8) detrimental | h) minority |
| 9) youth | i) boyish |
| 10) adolescent | j) default |

5. Write a summary of the text in 130-150 words.

Text B. Main causes of juvenile delinquency at the present stage of development of the Russian society

6. Read the text. Titles have been removed from it. Choose from the titles (A-F) the one which fits each gap (1-6).

- A) Lack of legislation and law enforcement
- B) Violence
- C) Lack of youth faith in the law and justice
- D) The activities of informal criminal youth associations and the impact of organized crime
- E) The negative impact of the media
- F) The neglect of juvenile offender

1)	
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The neglect of children continues to be one of the most alarming characteristics of modern Russian society. Every year over 100 thousand children left without parental care are detected. The overwhelming majority of them are social orphans, that is,

abandoned by their parents or taken from their parents who do not fulfill their responsibilities for raising and maintaining a child. Children from antisocial families are often involved in criminal activities associated with the risk to health, psychological and social development.

2)

Very often this is caused by shortcomings of the school, educational institutions, as well as omissions in the organization of leisure activities of young people.

3)

Most of the people who committed crimes were subjected to humiliation and punishment in childhood, suffered from adult abuse. The growth of cruelty to children, as well as children to their peers, is due to several reasons. The prevalence of violence in families is largely due to the liberalization of alcohol consumption. Children living in families where at least one of the parents is an alcoholic are very often subjected to violence and cruelty. They need help.

4)

Cultivating violence in the media and the arts.

5)

Most juvenile offenders who commit crimes in a group have ever been related to informal groups. They are characterized or antisocial behavior, which is a prototype of the criminal.

6)

The activity of the bodies charged with the struggle and prevention of crimes and juvenile delinquency has also weakened. This and the weakness of supervision over the implementation of laws on the education and protection of the rights of adolescents; insufficient development of specialized social welfare services for minors; poor adherence to national legislation and international standards on the children's rights.

7. Translate the following sentences from Russian into English:

- 1) Преступность несовершеннолетних относится к глобальным проблемам современности, в решении которых заинтересовано все мировое сообщество.
- 2) Преступность несовершеннолетних более чувствительна, чем преступность других возрастных групп к экономическим, социальным, идеологическим, социально-демографическим и другим процессам, происходящим в обществе.
- 3) Профилактика преступлений среди несовершеннолетних представляет собой важную часть системы по предупреждению преступности в целом, а также является частью работы по воспитанию подрастающего поколения в современных условиях.
- 4) Целью профилактики преступлений среди несовершеннолетних - это не допустить конфликта молодого человека с законом.
- 5) При вынесении приговора в отношении несовершеннолетних преступников не в полной мере учитывается характер и степень общественной опасности совершенного преступления.
- 6) Условная мера наказания в большинстве случаев не оказывает должного влияния на исправление несовершеннолетнего и воспринимается им как полное освобождение от наказания.
- 7) Растет число несовершеннолетних, которые на момент совершения преступления не учились в школе или университете.

8. Discuss these questions in pairs.

1. Should juveniles be treated as adults in the Legal system?
2. What can prevent juvenile delinquency?

Unit 4

School Uniform

Pre-reading tasks

1. Discuss the advantages and disadvantages of school uniform. Use appendixes 2 and 3.

2. Study the following words and expressions:

- academic[ækə'demɪk] – научный
- afford[ə'fɔ:d] – позволять себе что-либо (сделать что-либо)
- claim[kleɪm] – утверждать
- attendance[ə'tendəns] – посещаемость
- behavior [bɪ'heɪvjə] – поведение
- expense [ɪks'pens]– расходы, затраты
- favorable ['feɪv(ə)rəb(ə)l] – благоприятный
- to feel embarrassment [tu: fi:l ɪm'bærəsmənt] – смущаться, чувствовать себя неловко
- freedom of expression['fri:dəm ɒv ɪks'preʃn] – свобода самовыражения
- intact [ɪn'tækt] – целый, нетронутый
- introduce [ɪntrə'dju:s] – зд. вводить
- keep track [ki:p træk] – отслеживать
- mandatory ['mændətəri]– обязательный
- outfit ['aʊtfɪt] – наряд, комплект одежды
- peer [piə] – сверстник
- pride [praɪd] – гордость
- to tease [tu: ti:z] – дразнить
- thus[ðʌs]– так, таким образом
- unity ['ju:nɪti]– единство, сплоченность

Reading

Read and translate the text using a dictionary if necessary:

Text A. School uniform

Today many schools introduce their uniforms for students or have strict dress code. Parents and students see a lot of benefits of this innovation but at the same time have some doubts. Let us analyze the main concerns.

To start with, some students claim that school uniforms restrict students' freedom of expression. Adults make their own clothing choices and have the freedom to express themselves through their appearance.

But generally students' right to free expression remains intact even with mandatory school uniforms. And still there are many ways to express their individuality while wearing school uniforms by introducing variations and adding accessories. Adults' freedom to express themselves in clothing is also strictly limited by dress-codes in the companies they work for.

Another concern is that buying a school uniform is extra expense for families. Parents still need to buy regular clothes for their children to wear out of school.

However, some say that school uniforms can save parents money. Parents can reduce money they spend on clothing when their children wear the same outfit every day.

Besides, school uniforms make getting ready for school easier, which can improve punctuality.

One of the strong arguments for uniform is the absence of competition between students over clothing choices and teasing of those who are dressed in less expensive or less fashionable outfits. School uniforms keep students focused on their education, not their clothes.

On the contrary, when students have to wear the same outfits and cannot select clothes that suit their body types, they can feel embarrassed at school.

Moreover, some students find uniforms less comfortable than their regular clothes, which may not be favorable to learning.

On the other hand, in general peers and teachers have a feeling that students in uniform have higher academic potential, and even better behavior. Wearing uniform increases school pride, unity, and community spirit. Students feel that they are a part of a team. School uniforms may even improve attendance and discipline.

Another important point in favor of school uniform is safety. School uniform makes it easier to keep track of students on field trips. If a stranger comes into a school building, he\she could easily be recognized.

All in all, uniform policies are easier to introduce than a standard dress code. Clothing should not distract students from learning, although focusing on uniforms may take attention away from other important issues in education.

After reading tasks

3. Answer the questions

1. What is the difference between a school uniform and a dress code?
2. Does a school uniform limit a student's freedom of expression?
3. Do adults have more freedom to express themselves through their appearance?
4. How can school uniforms save parents' money?
5. How can school uniforms make students focus on their studies more?
6. Why do some students complain about their school uniform?
7. How can a school uniform provide safety for students?

4. Match the words with their definitions:

1)	afford	A	Required by law or mandate; compulsory.
2)	claim	B	The cost incurred in or required for something.
3)	attendance	C	The way in which one acts or conducts oneself, especially towards others.
4)	behavior	D	Have enough money to pay for
5)	expense	E	State or assert that something is the case, typically without providing evidence or proof.
6)	favorable	F	Not damaged or impaired in any way; complete.
7)	intact	G	Expressing approval
8)	mandatory	H	The action or state of going regularly to or being present at a place or event.

5. Fill in the blanks with the correct words:

Words: outfit, peer, pride, to tease, thus, unity, academic, afford, claimed, attendance.

- 1) Your «...» will affect your final grade.

- 2) He is unable to concentrate on his «...» work.
- 3) Through fear or «...», he made no answer.
- 4) I promise to «...» you about precautionary principles all night.
- 5) Tom «...» that he didn't know his beach house was being used for illegal activities.
- 6) Despite all its disadvantages, serfhood was the primary means by which the «...» of the nation was preserved.
- 7) I couldn't «...» to buy everything we needed.
- 8) Mary was a sight for sore eyes in her stunning, form-fitting red«...».
- 9) Invite students to imagine that a «...» at school says cruel and unkind things about them.
- 10) «...», I tell you don't just go alone.

6. Translate the following sentences from Russian into English:

- 1) Школьная форма является неотъемлемой частью школьной жизни во многих странах.
- 2) Когда дети носят школьную форму, они понимают, что они находятся в школе, а не в другом месте.
- 3) Школьные формы предотвращают социальное неравенство, поскольку богатые и бедные ходят в одинаковой одежде.
- 4) Школьная форма в России стоит довольно дорого, поэтому, не каждый родитель захочет покупать ее.
- 5) Школьная форма – это хороший способ психологически объединить учеников одной школы в одну команду.
- 6) Школьная форма показывает, что ученики равны в правах и обязанностях.
- 7) Во времена СССР дети носили строгую школьную форму, но в 1990 году обязательную школьную форму отменили.
- 8) Школьная форма прививает детям дисциплинированность.
- 9) В современном мире невозможно предотвратить социальное неравенство только с помощью школьной формы.

10) Есть множество факторов, указывающие на социальное положение семьи каждого ученика, например, мобильный телефон.

7. Write a summary of the text in 130-150 words.

Text B. History of School Uniforms

8. Read the quotes below. How do you understand these quotes? Give your reasons and examples to support your answers. Use appendixes 2 and 3.

1. "A school uniform helps build school spirit."
2. "School uniforms provide a more professional look and attitude towards school."
3. "School uniforms will restrict expression of a child's unique individuality."
4. "Wearing a uniform doesn't stop students from finding ways to stylize them."

The first recorded use of standardized dress in education may have been in England in 1222, when the Archbishop of Canterbury mandated that students wear a robe-like outfit called the "*cappa clausa*." The origin of the modern school uniform can be traced to 16th Century England, when the impoverished "charity children" attending the Christ's Hospital boarding school wore blue cloaks reminiscent of the cassocks worn by clergy, along with yellow stockings. As of Sep. 2014, students at Christ's Hospital were still wearing the same uniform, and according to the school it is the oldest school uniform still in use. When Christ's Hospital surveyed its students in 2011, 95% voted to keep the traditional uniforms.

In later centuries, school uniforms became associated with the upper class. At one of England's most prestigious schools, Eton, students were required to wear black top hats and tails on and off campus until 1972, when the dress codes began to be relaxed.

School uniforms in the United States followed the traditional use of uniforms established in England and were generally limited to private and parochial schools. One exception was found in government-run boarding schools for Native

American children, first established in the late 1800s, where the children, who had been removed from their families, were dressed in military-style uniforms.

9. Make a 2-3 min. speech on one of the following topics. Use extra sources (books, magazines, the Internet).

Remember to:

- *make a plan before you start*
- *organize your report logically*
- *use the key vocabulary of the unit*
- *support your opinion with examples*
- *check your report for errors when it is ready*
- *apply audio and visual aids if necessary*

1. School uniforms – pros and cons.
2. Should students have to wear school uniforms?
3. Positive effects of school uniforms.

Unit 5

Educational Systems All around the World

Pre-reading tasks

1. Read the sentences and try to guess which of them is true and which is false.

- 1) Most Japanese schools don't have canteens. Pupils bring food from home.
- 2) In the US, there is a five-point grading system.
- 3) In Japan, the school year begins in the winter.
- 4) In Italy, the educational system involves exactly 13 years of study.
- 5) Italian pupils don't wear school uniforms, and after completing their studies it is not customary to organize a prom.
- 6) In China, summer holidays last just one month. They begin in the month of August.

- 7) All forms of education in Greek universities are paid.
- 8) The Greek education system provides students with a huge number of discounts: absolutely free medical care, free travel, and free food.
- 9) The US Admissions Office closely monitors the balance of girls and boys upon admission. If one type of gender in an educational institution prevails, for example, of young males, then the admission of young people to that educational institution ends.

2. Study the following words and expressions:

- overwhelming number [əʊvə'welmiŋ 'nʌmbə] – подавляющее большинство
- consideration [kənsɪdə'reɪʃn] – соображение, обсуждение
- host of pitfalls[həʊst ɒv 'pɪtfɔ:lz]– множество подводных камней
- assignment[ə'saɪnmənt] – назначение, распределение, направление
- vital [vaɪtəl] – жизненно важный
- overcomplicate['əʊvə'kɒmplɪkət]– сильно усложнить
- repatriation [ri:pætri'eɪʃn] – возвращение на родину
- hinder entry into [Hɪndər 'entri 'ɪntu:]– препятствовать поступлению
- examination arrangement[ɪgzæmɪ'neɪʃn ə'reɪndʒmənt] – система проведения экзамена
- revered [rɪ'veɪəd] – уважаемый, почитаемый
- curriculum [kə'rɪkjʊləm] – учебная программа
- enviable position ['envɪəbl rə'zɪʃn] – завидная позиция
- outbound['aʊtbaʊnd] – исходящий
- inspectorate[ɪn'spektətɪt] – орган надзора, инспекция
- rapidly ['ræpɪdli]– быстро, стремительно
- viable option['vaɪəbl ɒpʃn] – приемлемый вариант
- guidance ['gaɪdəns]– руководство, консультация
- framework['freɪmwɜ:k] – система, структура, каркас
- benchmark ['benʃmɑ:k]– критерий, показатель, стандарт

Reading

Read and translate the text using a dictionary if necessary:

Text A. Comparing global education systems

For families making an international move with school-age children, there can be an overwhelming number of considerations to factor in to the planning process. Depending on the ages of the children and which school they currently attend, there will be many difficult and emotionally charged decisions to make.

Children are likely to be settled in their existing schools, with firm friendship groups, and they will be accustomed to an established system of learning. Not only will there be cultural challenges ahead, but there will also be new education systems to navigate, which could present a host of pitfalls if parents have not been advised to consider their next move.

While a foreign assignment can be one of the most life-changing experiences, offering new and exciting opportunities, it is vital that families keep one eye on the future. Not all education systems around the world are equal, and, without giving careful thought to each stage of learning – and the resulting qualifications for each child – families could overcomplicate repatriation and, at worst, hinder entry into a preferred higher-education institution.

Global education systems

Every education system around the world has its own examination arrangement or assessment of pupil performance, which usually allows students to move on to the next stage of learning. Luckily for UK citizens, the education system in Britain is one of the most revered and widely replicated learning structures across the globe.

In fact, education is one of the UK's biggest exports; according to figures from ISC Research over 45 per cent of all international schools teaching in the English language offer a British-based curriculum.

Families moving from the UK often find themselves in the enviable position of selecting from a large number of international schools teaching a British curriculum, which offers students not only continuity of education on the outbound relocation but

also ease of repatriation back into the UK education system, particularly when it comes to exam time.

Although these schools will largely be fee-paying, some will have the advantage of being accredited by British-government-approved inspectorates, offering families further peace of mind.

In fact, in many of the rapidly developing major international relocation destinations, such as the Middle East and Asia Pacific, it will be necessary to attend a fee-paying international school, as state education is unlikely to be available to, or a viable option for, expatriate families.

However, in destinations such as many European countries, the USA and Australia, state education systems are highly regarded, and families may be more open to the prospect of a local state-funded school. This option has the added advantages of helping with social integration and being an alternative to costly fee-paying international schools.

Considering future moves

It is vital that families choosing to enter the state education system of their destination country are advised to consider any future moves or possible repatriation issues. For example, in the USA, while the standard of state education is considered to be high, schools offer an entirely different learning curriculum from the UK, even differing from state to state within the country.

In addition, the US education system does not offer an end-of-school assessment comparable to the British GCSEs and A Levels.

Comparing final exams

With that in mind, if the child of an assignee is heading towards the completion of secondary or high school in the state education system of their host country, it will be necessary for the family to understand the levels of achievement required for entry into a higher-education institution or a profession.

Comparisons between end-of-school exam systems and/or methods of assessment of different countries are notoriously difficult to make. Ideally, families should be advised to avoid a move during this particularly tricky stage. If presented with this

challenge, there are methods of determining the standards and equivalent levels of qualifications students will gain while the family is on an overseas assignment.

In the UK, the Universities and Colleges Admissions Service (UCAS), an organization which co-ordinates applications to most British higher-education institutions, operates a tariff system whereby it attributes points to grades achieved in post-16 qualifications. The points system covers many qualifications, including all the UK exams, such as A Levels and Scottish Highers, but also includes some of the qualifications that are likely to be obtained overseas, such as the International Baccalaureate (IB), the Irish Leaving Certificate, and the Advanced Placement Programme, which is offered in the US and Canada.

UCAS accepts that, increasingly, comparisons need to be made with international qualifications as a consequence of the rise in global mobility, and has published guidance on this, which offers help to families making further-education decisions.

“Globalization is leading to a greater mobility of students across the world,” states the UCAS International Qualifications Guide. “It is therefore important that higher-education admissions officers, staff and tutors are fully aware of the qualifications that may be offered by international applicants.”

The guide goes some way to ensuring that international students are assessed fairly when entering the UK higher-education system. UCAS aims to promote a greater understanding of the value of international qualifications, and is helping higher-education providers to make realistic offers to international students and those returning to the UK having obtained qualifications overseas.

Another UK-based resource that offers help to understand the value of overseas qualifications is the UK National Recognition Information Centre (UK NARIC), a designated National Agency responsible for providing information and advice on qualifications worldwide. Its services are offered to individuals and organizations advising on comparisons of international qualifications against UK framework levels. Competition to top universities around the world is fierce but students with an international education can have the edge due to the unique nature of their schooling environment and experience.

The UWC education movement, which has 17 campuses around the world, is a case in point. Its ethos and practice go beyond solely academic instruction to foster leadership skills and those of tolerance and collaboration.

At Pearson College UWC in Canada, students learn to think and collaborate across countries, cultures, disciplines and sectors by leading and facilitating initiatives on campus and taking responsibility for the community. Students built the composter on campus and designed and constructed the greenhouse and they also have one or more volunteer jobs that help to keep the community running.

The unique nature of their instruction means that applications to higher education institutions inevitably stand out: 13 Pearson College UWC alumni have gone on to become Rhodes Scholars at the University of Oxford.

Benchmarking international qualifications

In 2008, the European Commission devised the European Qualifications Framework (EQF), which divides learning stages and qualifications gained into eight levels.

The framework ranges from Level 1, ‘basic general knowledge’, to Level 8, ‘knowledge at the most advanced frontier of a field of work or study’. Most qualifications around the world can be placed within these levels, to offer a guide to both the comparable levels of learning with an unfamiliar education system and the final exams on offer.

The UK, along with many other EU member countries, has restructured its own qualifications framework in line with the EQF. As a general guide, those taking GCSEs with passes at grades D–G would sit within Level 1, Level 2 would include GCSE grades A*–C, AS and A Level, and the International Baccalaureate would be classified as Level 3. Level 6 would take in a bachelor’s degree, and Level 8 would represent those with a doctorate.

UNESCO’s detailed breakdowns of international education systems and qualifications benchmarked against a similar structure to the EQF can be found on the UNESCO website.

While there are many resources to help guide families to a better understanding of what they may face when choosing a state education system in their overseas

destination, there is no substitute for discussing the specifics of the learning options with the schools and colleges themselves.

(Source: <https://www.relocatemagazine.com/articles/rmarriage-03-d3-2015-6666-education-comparing-global-education-systems>)

After reading tasks

3. Translate the following sentences from Russian into English:

- 1) В Сингапуре несколько известных университетов, которые предлагают высококачественное образование и современные методы обучения.
- 2) Учиться в Сингапуре - это большое преимущество, так как у вас будет больше времени для знакомства со страной и ее стилем жизни.
- 3) Сингапур предлагает уникальную систему образования с упором на конкретные области. Курсы посвящены таким интересным темам, как инновации, предпринимательство и инженерия, и многие из них полностью читаются на английском языке.
- 4) Сингапурские университеты ежегодно принимают более 80 000 иностранных студентов.
- 5) Размер платы за обучение зависит от университета, который вас интересует. Как правило, он колеблется от 15 000 до 50 000 долларов в год.
- 6) Стипендии высоко ценятся в системе образования в Сингапуре. Они предлагаются многими агентствами, организациями и университетами. Чтобы получить их, студенты должны иметь определенные академические успехи или достижения.
- 7) Как и в других странах, университетское общежитие является самым популярным выбором среди студентов. В то же время оно также ограничено и часто доступно только для определенных периодов в течение вашего обучения.

4. Fill in the blanks with the correct words:

Words: vital, overwhelming, framework, consideration, repatriation, assignment, guidance, benchmark

1. While nominally the Palestinians have a collective leadership, the reality is that Arafat has «...» control.
2. Their security should be prime in our «...» when we deal with war and peace.
3. To accomplish its «...», the Council may gather all the necessary information and call on experts.
4. Those new steps established a new «...» for openness and engagement.
5. Water is a natural resource of «...» importance.
6. This article provides the legal «...» for compliance by nuclear States with nuclear disarmament goals.
7. Where possible, the authorities worked with refugees to encourage their «...».
8. Under the teacher's «...», I took big strides with my studies.

5. Write a summary of the text in 130-150 words.

Text B. Masters in Japan

6. Read the following text and write down its keywords:

Asia is becoming progressively a very attractive destination for international students not only because of its exotic characters, but also due to the quality of education, offered in many Asian countries. Japan is one of the most interesting Asian cultures and the third largest economy in the world after US and China. The high emphasis on quality, particularly in education, is proven by the Japanese presence in the top positions of the university rankings.

International students in Japan

The Japanese government has set the goal to welcome 300 000 international students in their universities. The following steps are being taken to encourage foreign students: financial aid, study programmes in English, international teachers and increasing the exchange programmes and cooperation with universities overseas.

Japanese universities

There are approximately 780 universities in Japan and they are categorized as national public (80%), state public and private. Not all of them offer Masters programmes, because graduate degrees are not in such demand as in Europe. The reason is that corporate companies don't require graduate students as much and that the unemployment in Japan is low. Also, Masters education exists in Japan only since the end of the World War II.

Japanese universities are among the best universities in the world, whereby the public ones are more prestigious than the private ones. Five universities in Japan are listed in the Top100 of the QS World University Ranking for 2015.

Language and terms in Japanese universities

English is widely spoken in Japan and there are many Masters programmes entirely taught in English. For those of you who would like to learn Japanese while studying, there are courses for international students, mostly offered for free.

If you choose to do your Masters in Japan, you should keep in mind that the academic year starts in April, respectively the second semester – in October. Anyway, this is a good possibility for Bachelor graduates to take a break before continuing with the next education step. Normally, a Masters in Japan lasts 24 months.

Applications and fees

Most of the Japanese universities have entrance examinations. There is a standardized test for foreign students, called Examination for Japanese University (EJU), whereby skills in relevant academic areas are tested. Additional required application documents are an application form, an academic transcript, a Bachelor diploma and an English Language Proficiency certificate (or a taken English test). Sometimes proofs of sufficient finances, references or an academic essay (personal application letter) are required additionally.

Tuition fees in Japan are among the highest ones in Asia, but they are reasonable compared to those in Western countries. International students also have the opportunity to gain a financial support by the Japanese governance.

(Source: <https://www.master-and-more.eu/en/find-your-masters/masters-abroad/masters-in-japan/>)

7. Render the text using the keywords.

8. Make a 2-3 min. speech on one of the following topics. Use extra sources (books, magazines, the Internet).

Remember to:

- *make a plan before you start*
- *organize your report logically*
- *use the key vocabulary of the unit*
- *support your opinion with examples*
- *check your report for errors when it is ready*
- *apply audio and visual aids if necessary*

1. Education system in Great Britain.
2. How education differs around the world.
3. Changes in the classroom and education system.

Unit 6

What Don't We Know about Gratitude and Youth?

Pre-reading tasks

1. Work in groups of three or four and discuss the following: agree or disagree with the statement and explain your position to other members of the group. Use appendixes 2 and 3.

Modern children don't know what gratitude and politeness are.

2. Try to answer the question, discussing the opinions of each other.

What's the secret to instilling gratitude in kids?

3. Guess the meaning of the following words:

Encephalitis –

To utter –
Highlight –
Encouragement –
Gratitude –
Postdoctoral –
Virtually –
Embark –
Nutritional –
To emerge –

4. Study the following words and expressions:

- encephalitis [ɪnsefə'laɪtɪs] –энцефалит
- hooked up [hʊkd ʌp] – подключён
- trembling ['tremblɪŋ] –дрожь, трепет
- shake [ʃeɪk]- трясти, дрожать
- gratitude ['grætɪtʃu:d] – благодарность, признательность
- encouragement [ɪn'kʌrɪdʒmənt] –поощрение, поддержка, воодушевление
- niche [nɪʃ] – ниша
- scientifically [saɪən'tɪfɪklɪ] – научно обоснованный
- chapter ['tʃæptə] –глава, раздел
- emerging[ɪ'mɜ:dʒɪŋ]– возникающий, развивающийся
- embark[ɪm'bɑ:k]– начинать, вступать
- cultivate ['kʌltɪveɪt] – культивировать
- nutritional [nju:'trɪʃnəl] – питательный
- benefit ['benɪfɪt] – выгода, польза
- spontaneously [spɒn'teɪniəsli] – спонтанно, самопроизвольно
- start out [stɑ:t aʊt]– начинать(ся)
- overview ['əʊvəvju:] –обзор, анализ
- figure out ['fɪgə aʊt]– выяснять, разбираться

- verify ['verɪfaɪ]– проверять, подтверждать
- assessing [ə'sesɪŋ] – оценка
- age-appropriate [eɪdʒ-ə'prəʊpɪət] – соответствующий возрасту
- accuracy ['ækjərəsɪ]– точность , аккуратность , достоверность
- preschooler [pri:'sku:lə]– дошкольник
- adolescent [ædə'les(ə)nt] – подросток
- envy ['envɪ] –зависть, завидовать
- longitudinally [lɒndʒɪ'tju:d(ə)nəli] – вдоль
- unfold[ʌn'fəʊld]– развиваться, открывать, раскрывать
- submitted [səb'mɪtɪd] –предоставленный
- reinforce [ri:'ɪn'fɔ:s] – подкреплять, усиливать
- competence ['kɒmpɪtənsɪ]– способность, полномочие
- appraising [ə'preɪzɪŋ] – оценивающий
- curriculum [kə'ɪkjʊləm]–курс обучения

Reading

Read and translate the text using a dictionary if necessary:

Text A. What Don't We Know about Gratitude and Youth?

When I was nine years old, I came down with a serious case of encephalitis. I spent a couple of weeks drifting in and out of sleep, hooked up to tubes and IVs, unable to talk—and then I slipped into a coma. A doctor warned my mom and dad that I might not come out “normal” or be able to walk again. When I came through a week later, I was happy to see my parents and my aunt standing in front of me, masks covering their mouths, their eyes open with relief and trembling with concern. I figured something was wrong, but didn't understand what.

“I want pizza,” I uttered.

I had to wait a week before I could eat regular food. But my parents and relatives talked with me about the things I could do when I got out, which helped me to set my sights on getting better. And the many prayers from loved ones mattered; I believed them. When one nurse, named Flo, asked me about my hobbies and interests, it made me feel special and it focused me on things I wanted to do again. She was surprised to learn that I had never had a shake. As soon as I could eat regular food again, Flo showed up with a chocolate shake for me! I was filled with gratitude.

Knowing that people were there for me and believed in me guided my focus and gave me strength. It was the highlight of each day when my parents arrived with a treat or homemade food. I believed their encouragement that I was strong and would get out soon. I surprised the doctor with my recovery by the end of the week and, after leaving the hospital, with my progress through physical therapy.

My lifelong interest in the positive power of relationships started with this negative life event. Twenty-three years later, I began scientifically exploring gratitude in postdoctoral work with Michael McCullough at the University of Miami. Though I started out studying forgiveness, I was surprised to learn that there was virtually no research on the development of gratitude. I had found my niche!

As an immigrant who had always gravitated towards adults who personally cared about my development, gratitude seemed particularly valuable to me and to the topic of supporting youth achievement. In 2007, Michael Furlong at UC Santa Barbara invited me to write a chapter on the potential of gratitude in school. Research on gratitude in youth was just emerging, mainly being done by a psychologist at Hofstra University by the name of Jeffrey Froh. Jeff and I wrote two chapters about gratitude, and as we embarked on more research together, we sought a grant to support our work. In 2011, thanks to funding from the John Templeton Foundation, the Youth Gratitude Project (YGP) was born. We're working with hundreds of students and educators to understand how to measure and cultivate gratitude in schools and at home.

Today, I'm often asked, "What's the secret to instilling gratitude in kids?" This question is tough to answer in a few sentences because gratitude is a complex social

behavior that we must personalize and work at regularly to grow (just like nutritional or exercise habits that last). It will emerge spontaneously, in situations like the one I faced. But can we cultivate gratitude and its benefits in our daily lives? The truth is that the science of gratitude is just starting out—and there's a lot we still don't know. Here's an overview of what we've discovered about kids and thankfulness, and the questions we're still trying to answer.

Figuring out what happens when kids say “thanks”

To start, we tried to figure out how to measure gratitude in children and teens. Research had yet to verify if existing measures of gratitude were suitable for assessing gratitude in 10-19 year olds. We examined this in a study six years ago, and our main findings were that the standard for measuring the grateful personality in adults, the GQ-6, did not perform well for 10-13 year olds but was sufficient for 14-19 year olds.

We recommended that better measures needed to be developed for children younger than 13. We are now examining if modified versions of the GQ-6 that use more age-appropriate wording or formatting perform with greater consistency and accuracy for 7-19 year olds. We also need a measure for preschoolers, and we're currently conducting assessment studies with that group. Lack of such measures hinders basic and applied research on gratitude in youth.

The YGP also addressed the effects of gratitude on children and teens. An early study of 14-19 year olds linked gratitude to outcomes like better GPA, less envy and depression, and more life satisfaction and flow. We also found that materialism tended to negatively affect these outcomes.

We're examining these and other relationships longitudinally—meaning that we're following how they unfold over time—and findings so far show that gratitude is related to more pro-social behavior, satisfaction with life, hope, and search for purpose, and less antisocial behavior and depression over a period of four years. One study we just submitted for publication shows that gratitude and prosocial behavior reinforce each other—and that adolescents who show more gratitude are more likely to be skilled at identifying goals and strategizing ways to reach them, and they tend to

be more empathic and trusting. These findings suggest that gratitude helps youth develop their competencies and become their own person by gradually improving themselves and how they interact with others.

Finally, another study of ours found that 8-11 year old students could be taught to think gratefully (i.e., be better at appraising gifts they receive from benefactors) in school and that doing so supports their emotional well-being over a period of five months. It also, unsurprisingly, leads them to express thanks more, compared to students who were not taught grateful thinking. We are also examining the effects of a gratitude and purpose curriculum on students in grades 4-12.

5. Write a summary of the text in 130-150 words.

Text B. How good is gratitude to students?

6. Read the following text and write down its keywords:

Tyler Renshaw and Rachel Olinger at Louisiana State University study examined research on whether gratitude is beneficial for youth in schools by meta-analyzing studies from 2006 to 2014, including some of ours. They basically found that measures of gratitude in youth are not as accurate or consistent as they need to be for scientific purposes, that gratitude interventions with youth in school and in after-school programs were ineffective, and that enthusiasm for promoting gratitude in youth and in schools should be tempered with further research in this area.

According to Renshaw and Olinger, researchers like us are facing three main obstacles: the homogenous samples, the lack of uniformity in how gratitude should be practiced in school, and a narrow theoretical understanding of the causes and consequences of gratitude when practiced in school. For instance, the majority of studies they could include in their review focused on adolescents, and the intervention studies have all been done with ethnically homogenous populations. With the field so nascent, researchers have yet to settle on a common set of practices that should characterize gratitude interventions for youth.

Finally, little is known from the studies about how gratitude influences processes and outcomes that are important to schools (like students' prosocial and academic behaviors and social-emotional skills or how these things lead to school-specific subjective well-being and quality of school climate).

This meta-analysis highlights how much more work we still have to do. Indeed, overcoming these three limitations are major goals of the Youth Gratitude Project. As part of this effort, the research is targeting a wide age range of students (ages 4-18) from multiple ethnic backgrounds and examining processes and outcomes relevant to schools, like achievement, grit, social conduct, relationships with peers and teachers, and school satisfaction.

Renshaw and Olinger also found that gratitude interventions have not proven effective. Here, however, their findings might be premature. The small number of interventions that have been done formally—and, specifically, the six that could be included in their review—has been limited by the types of gratitude induction activities (such as counting blessings or letter writing) and settings (during school and in after-school programs). In other words, researchers and educators are still trying to figure out what techniques and settings work best in fostering gratitude among kids—and we're still a few years away from definitive conclusions.

It is, for example, worth considering variables that could moderate intervention effects before drawing conclusions about the effectiveness of gratitude interventions, such as how often students engage in gratitude practices—a major factor influencing the effects of any positive psychology technique. Other variables matter, too, such as students' enjoyment of the lessons, and the effectiveness with which the lessons are delivered.

Unlike other intervention research, the YGP curriculum addresses these critical variables head-on. It's including such variables to determine intervention effectiveness, and it's including teacher training, so that lessons can be experienced as a natural part of the school day and be better personalized by students and educators. This will undoubtedly go a long way in helping to identify and craft more standard and effective techniques for interventions.

How gratitude is practiced matters

The main idea of the YGP curriculum is that varied gratitude practices, such as journaling, that genuinely build on students' strengths and guide them to have more meaningful interactions and discussion with peers, teachers, and other adults more regularly should help students feel more socially competent and connected, be more satisfied with school, have better mental health and emotional well-being, and be more motivated about school and their future.

Preliminary evidence for the effects of our gratitude and purpose curriculum so far indicate that it is helping to decrease depression, anxiety, and antisocial behavior and increase hope, emotional regulation, and search for purpose. We will soon explore effects on other outcomes of interest to schools and move to fill many of the crucial gaps in this research area.

In short, research on what good gratitude is to youth development, students, and schools is trickling in and better tools for measuring gratitude in children will soon be available to help advance basic and applied research.

What practices should gratitude interventions include? They should start by identifying and engaging students' character strengths and interests; and they should let students appreciate the different benefits and benefactors in their lives for themselves. Let's go beyond lists and dry journals. As my story shows, when people "get" us and help us through tough times, gratitude grows. Bringing the full spectrum of human experience into grateful focus is key, and it seems to be a missing ingredient from youth intervention studies done so far too. My research so far suggests that this is the way to go.

In the meantime, schools participating in the YGP curriculum have shared anecdotes about students' and parents' enthusiasm for the gratitude lessons. Indeed, the character strength and gratitude exercises have not only been affirmation—strengthening pride in students' achievements and building a sense of community—but they have also been hijacking much of the wall space at the Open Houses! In my opinion, this may be because the lessons are helping students to appreciate the value of altruistic choices in school and recognize the good intentions of others, which

helps them feel supported in reaching for better. I imagine that's good for teachers, staff, and neighborhoods, too.

7. Render the text using the keywords.

8. Give English equivalents to these expressions from the text:

Тем временем –

Нападение –

Альтруистический выбор –

Утверждение –

Предварительные доказательства –

Безусловно –

Благодетель –

Полный спектр человеческого опыта –

Интервенционные исследования–

Прикладное исследование–

9. Discuss these quotes in small groups. Do you agree or disagree with them? Give your reasons and examples to support your answers. Use appendices 2 and 3.

1. “Develop an attitude of gratitude, and give thanks for everything that happens to you, knowing that every step forward is a step toward achieving something bigger and better than your current situation.” – Brian Tracy.

2. “If you want to turn your life around, try thankfulness. It will change your life mightily.” – Gerald Good

3. “The way to develop the best that is in a person is by appreciation and encouragement.” – Charles Schwab

Unit 7

Tips for Helping Kids Adopt a Growth Mindset

Pre-reading tasks

1. Work in groups of three or four and discuss the following: agree or disagree with the statement and explain your position to other members of your group. Use appendices 2 and 3.

Some people are just jerks, and not much can be done to change them.

2. Scan the text and explain the main idea in your own words.

3. Study the following words and expressions:

- mindset['maɪndset]– мышление
- obstacle['ɒbstəkl]– преграда
- surmountable[sə'maʊntəb(ə)l] – преодолимый
- crucial['kru:ʃəl]– ключевой, решающий
- bullying['bulɪŋ]– запугивающий, издевательство
- resilient[rɪ'zɪliənt]– упругий, гибкий
- overwhelmed[əʊvə'welmd]– подавленный
- controversy['kɒntrəvɜ:sɪ]– противоречие, дискуссия
- misapplication[mɪsæplɪ'keɪʃn]– неправильное использование
- fostering['fɒstərɪŋ]– создание, воспитание, поощрение
- anxiety[æŋ'zaɪəti]– тревога
- sense of failure [sens ɒv 'feɪljə]– чувство неудачи
- midst [mɪdst]– среди
- struggling ['strʌɡlɪŋ]–борющийся
- cooperation [kəʊpərə'reɪʃn]–сотрудничество
- malleable ['mæliəbl]–податливый. гибкий
- yield[ji:ld]– уступать, принести
- oversimplified [əʊvə'sɪmplɪfaɪd]–упрощенный

- unfair [ʌn'feə]—несправедливый
- circumstances ['sɜ:kəmstənsɪz] – обстоятельства

Reading

Translate the text into Russian in writing. Use a dictionary if necessary.

Text A. Tips for Helping Kids Adopt a Growth Mindset

“Growth mindset,” is an idea pioneered by Stanford researcher Carol Dweck. It’s the opposite of a “fixed mindset,” the idea that people are born either smart or not, kind or not, strong or not—and people just don’t change all that much.

According to this research, when we practice a growth mindset, the obstacles we’re facing seem more surmountable. It’s crucial for us to realize that we are not helpless; we can grow and adapt. Just as important as seeing ourselves as capable of growth, however, is the belief that someone who is challenging us can change, too. This perspective releases some of the pressure we might feel, and helps us to think more in terms of challenges than threats.

We shouldn’t only believe in the ability of other people to change for their benefit, however. We are the ones who stand the most to gain when we see possibilities in others. For example, one recent study found that teens who learned about the growth mindset in relation to bullying— hearing that bullies could change and no one was stuck as an aggressor or victim—were more resilient to social stress. Even when they got ignored or felt shy, for example, they didn’t become overwhelmed or physically stressed out. Seven months later, they were even getting better grades.

That’s a fairly easy idea to suggest, and perhaps you already believe in it. But if you’re a parent or educator, the challenge lies in helping kids to see the advantages and the ways that it can be applied to their lives and relationships. Here are some tips for helping kids turn a fixed mindset into a growth one.

How to explain the social benefits

Although there is some controversy over the misapplication of mindset research in schools, a growing number of studies suggest that fostering a growth mindset (also known as an “incremental theory of personality”) helps students to better navigate social challenges.

Improved peer relationships: A simple belief in the possibility of change may have a powerful effect on our thinking—potentially freeing us to actually see our way through anxiety and a sense of failure in the midst of peer conflict and peer exclusion. Research also indicates that believing personalities can change can lower aggression and retaliatory behavior.

Empathy: A growth mindset can prompt us to put in the effort to empathize more—particularly when it’s challenging. If we are struggling to understand that so-called “jerk” in our lives, we might be able to say to ourselves, “This person may be having a rough time right now, but she may change her behavior over time.”

Cooperation: Finally, if we believe that personalities are malleable and situations can change, we can also apply this thinking to groups. Israeli and Palestinian teens that were taught the simple idea that groups of people can also change demonstrated increased cooperation in a joint tower-building task. They showed more positive emotions and built a much higher tower than the control group participants in the study.

Although the basic message above seems to yield numerous social benefits, researchers caution us not to default to oversimplified “people-can-change” platitudes as we share information about the growth mindset. It’s not okay to put the entire burden on someone who is being bullied or otherwise facing unfair circumstances. When we address bullying and victimization, both bullies and bystanders must be part of the conversation—and the solution.

(Source: https://greatergood.berkeley.edu/article/item/tips_for_helping_kids_adapt_a_growth_mindset)

Text B. Three ways to teach a growth mindset

4. Read the following text quickly and write down its key words:

Many growth mindset studies feature brief reading and writing activities where participants learn about our human potential for growth, apply their learning, and share it with others. If you would like to recreate a similar learning experience at home or in your classroom, here are some elements you might include.

- Talk about bullying and social exclusion: Why do bullies bully? Are victims always victims? What traits do bullies and victims share? Can bullies or victims change? The goal here is to challenge black-and-white views of “bullies” and “victims.” Exploring these questions can help us realize that neither bullies nor victims are fundamentally flawed or fated to always remain in their role.

- Explore growth vs. fixed mindsets: With the help of these two videos, you can introduce the concept of neuroplasticity and what it means to hold a growth vs. a fixed mindset. Viewers should start to understand how believing that people’s abilities and traits can change makes us more motivated and optimistic about solving problems. Then, you can apply these concepts to the idea of bullying: Can bullies and victims grow and change? How can we shift some of our fixed ideas about them—He’s a bad person; No one likes me—to more flexible ones?

- Reinforce learning through teaching: Research demonstrates that learning and comprehension can be significantly enhanced when you get to teach what you are learning. Invite older children or teens to develop several tips and discussion questions about the growth mindset. Then find a time when they can share these key ideas with younger children (or siblings).

Obstacles to growth

Consider the following cautions and clarifications from mindset researcher Carol Dweck:

- You can’t have a growth mindset all the time: It’s important to note that a growth mindset isn’t a personal attribute or state of being; it’s a way of thinking or a coping strategy that we can apply in a given situation. It is not something you simply have or you don’t.

- We all experience fixed mindsets, too: Everyone is a mix of both fixed and growth mindsets, and no one person has a pure growth mindset all the time. If we want to

benefit from a growth mindset, we need to understand how both a fixed and growth mindset can play out in different situations. For example, a growth mindset can come in handy in situations where we experience anxiety or a sense of failure.

- Beware of your triggers: However, sometimes it's really challenging to access a growth mindset. Fixed-mindset triggers such as feeling threatened, compared, or criticized can make us feel defensive and insecure so that it can be difficult to believe in the capacity for change. Fixed mindsets can also spark negative self-conscious emotions like shame, which can spark signs of stress in the body as we react to potential threats.

Studies suggest that growth mindsets counter the fight-or-flight response, helping us to view social problems as challenges. This helps us to adapt, change, and grow—the chief characteristics of resilience. When we promote the belief that people truly have the potential to change, we free up ourselves and others to actually do that.

(Source: https://greatergood.berkeley.edu/article/item/tips_for_helping_kids_adopt_a_growth_mindset)

5. Render the text using your keywords.

6. Give English equivalents to these words and expressions from the text:

Тип мышления –

Небезопасный –

Способность –

Застенчивые эмоции –

Упругость –

Рост мышления –

Чувство неудачи –

Состояние бытия –

Усиливать –

Осторожность –

7. Discuss the following statements in small groups. Do you agree or disagree with them? Give your reasons and examples to support your answers. Use appendices 2 and 3.

1. People who adopt a fixed mindset tend to avoid challenges, can't handle mistakes, and as a result, they don't enjoy learning.
2. With a growth mindset, kids and adults see challenges, mistakes and even failures as opportunities to grow. These people believe that intelligence isn't fixed at birth but is obtained through hard work.
3. Another great way to instill a growth mindset in kids is by reading books with growth mindset themes.

Unit 8

Boys Cry Too

Pre-reading tasks

1. Are the following subjects taught in: primary school, secondary school, both or neither in your country? Fill in the table

Subjects: literature, art and design, physical education, music, civics, world history, economics, drama, foreign languages, computer studies, technical drawing, environmental studies, creative writing, psychology, anatomy.

Primary school	Secondary school	Both	Neither

Are there any subjects which you feel should be taught at school but which are not?
Why do you think they are essential/not essential?

2. Agree or disagree with the following. Use appendixes 2 and 3:

“Education’s purpose is to replace an empty mind with an open one.”

Malcom Forbes (US publisher)

“A school’s reason for existence is to provide opportunity for experience.”

J. L. Carr (British novelist)

3. Discuss the following. Use appendixes 2 and 3.

- What might be the consequences of not being able to express how you feel?
- How can emotional problems interfere with someone’s work/ progress at school?

4. Study the following words and expressions:

- undecided[ʌndɪ'saɪdɪd]– нерешительный
- increasingly sarcastic[ɪn'kri:siŋli sɑ:'kæstɪk] – все более саркастичный
- swollen['swəʊlən]– вздутый
- slammed[slæmd]– захлопнувшийся
- outburst ['aʊtbɜ:st] – выброс
- cool off [ku:l ɒf] –остывать
- advisor[əd'vaɪzə]– советник, консультант
- counseling['kaʊnsəlɪŋ] – рекомендация
- curt[kɜ:t] – резкий, краткий
- cautious['kɔ:ʃəs] –осторожный, бережный
- begrudge[bɪ'grʌdʒ]–завидовать , поскупиться
- punctuated with shrugs['rʌŋktʃʊeɪtɪdwið ʃrʌgz]– прерываемый пожатием плеч
- looks wary[lʊks 'we(ə)rɪ]– выглядит настороженно
- toughness ['tʌfnɪs] – прочность
- beyond Fight-or-Flight [bɪ'jɒnd faɪt ɔ: flaɪt] –за пределами борьбы или бегства

- complexity[kəm'pleksɪtɪ]– сложность, запутанность
- to pull away [tu: pʊl ə'wei] –отстраниться
- emotional divide [ɪ'məʊʃnəl dɪ'vaɪd] – эмоциональный разрыв
- struggle [strʌɡl] – битва, трудность
- regardless[ɪr'gɑ:dɪs]– несмотря на
- ill-prepared[ɪlprɪ'reəd]– плохо подготовленный
- amplified['æmplɪfaɪd]–усиленный
- masculine toughness['mæskjʊlɪn 'tʌfnɪs] – мужская жестокость
- deny[dɪ'naɪ]–отрицать, отказываться
- miseducation– неправильное образование
- frustration [frʌs'treɪʃn] – разочарование
- threat [θret] –угроза
- self-esteem [self ɪs'ti:m] –самоуважение, самооценка
- fear [fiə] – страх
- convince [kən'vɪns] –убеждать
- foregone [fɔ:'gɒn] –неизбежный
- to diminish [dɪ'mɪnɪʃ] –снижать, ослабить
- inner life ['ɪnə laɪf]– духовная жизнь
- suffer['sʌfə]– страдать
- acknowledge[ək'nɒlɪdʒ]–признавать
- advance [əd'vɑ:ns]–продвижение, достижение
- unclench[ʌn'klenʃ]–разжимать

Reading

Read the text and give a summary.

Text A. Teach boys emotional literacy, or else

Luce, thirteen, pauses at the office door, undecided whether to take his baseball cap off or leave it alone; he pulls it off and steps into the room – the school psychologist’s office. “Come on in, Luke. Have a seat in the big chair.”

Luke’s a “good kid”. He plays drums in the school band and makes fair grades, though they’re dropped lately. At school he’s not part of the popular clique, but he does have a few good “mates”.

So what brings him here? In the past few months Luke has grown increasingly sarcastic and swollen. A few evenings ago, concerned about his grades, his parents turned down his request to participate in an optional after-school activity. Luke flew into a rage. He slammed doors and kicked a hole in his bedroom wall. His mother was stunned by the violent outburst, his father was livid, but they left him alone to cool off. The next morning Dad left early for work, Luke had a headache and took a sick day off from school, and his mother called in at the school to see if anyone there might know what was troubling him. Luke’s advisor suggested the counseling visit.

As we talk, my questions cruise the perimeter of his life: academic, music, friendship, family. His answers are curt, cautious and begrudging, punctuated with shrugs and a steely expression intended to keep the conversation from moving any closer than that outer edge. “About the other night. The rage and that hole in the bedroom wall. You must have been pretty mad to do that? ” Luke looks wary, and even a little scared. He shrugs. “You look sad. Do you feel sad?”

Luke quickly looks down, and I see that tears are beginning to well up in his eyes. Clearly he is hurting, but it is masked in the toughness that fills his voice. “I don’t know. Maybe, I guess.”

“Let’s see if we can figure out what’s making you feel so bad.”

Beyond Fight-or-Flight

Every troubled boy has a different story, but their stories share a disturbing theme, a theme of emotional language and expression by emotional complexity. When we ask them to open up, most, like Luke, respond with the same fight-to-flight response we all have to threatening situations.

A boy longs for connection at the same time he feels the need to begin to pull away, and this opens up an emotional divide. This struggle between his need for connection and his desire for autonomy finds different expression as a boy grows. But regardless of their age, most boys are ill-prepared for the challenges along the road to becoming an emotionally healthy adult. Whatever role biology plays (and that role is by no means clear) in the way boys are characteristically different from girls in their emotional experience, those differences are amplified by a culture that supports emotional development for girls and discourages it for boys. Stereotypical notions of masculine toughness deny a boy his emotions and rob him of the chance to develop the full range of emotional resources. We call this process. In which a boy is stressed away from his inner world, the emotional miseducation of boys.

If you ask a boy the question “How did that make you feel?” he very often won’t know how to respond. He’ll talk, instead, about what he did or plans to do about the problem. Some boys don’t have the words for their feelings – “sad” or “angry” or “ashamed”, for instance. A large part of our work with boys is to help them understand their emotional life and develop an emotional vocabulary. We try to teach them emotional literacy – the ability to read, understand and put into words our emotions and those of others.

We build emotional literacy, first, by being able to identify and name our emotions; second, by recognizing the emotional content of voice and facial expression, or body language; and third, by understanding the situations or reactions that produce emotional states. By this we mean the link between loss and sadness, between frustration and anger, or threats to pride or self-esteem and fear. In our experience with families, we find that most girls get lots of encouragement from an early age to be emotionally literate; to be reflective and expressive of their own feelings, and responsive to the feelings of others.

In the shadows

When we first began working with and speaking about boys, a large part of our task was to convince skeptical parents and educators of a truth we knew from our years of experience as therapists; that boys suffer deeply as a result of the destructive

emotional training our culture imposes upon them, that many of are in crisis, and that all of them need help. Perhaps, because men enjoy so much power and prestige in society, there is a tendency to view it as a foregone conclusion that boys will have future success and to diminish the importance of any problems they might experience in childhood.

We have to come to grips with the fact that every boy has an inner life, that their hearts are full. Every boy is sensitive, and every boy suffers. When we do acknowledge it, and use this understanding to advance our own emotional education as parents and teachers of boys, we can help them meet the shadows in their lives with a more meaningful light. If we can give them an emotional vocabulary and the encouragement to use it, they will unclench their hearts.

After reading tasks

5. Choose the right option:

1) Luke is the kind of boy who

A regularly flies into fits of rage.

B is not popular with his peers.

C has a limited circle of friends.

D wouldn't normally need counseling.

2) In narrating the incident which prompted Luke's mother to seek help, the writer presents Luke as being

A spoilt

B troublesome

C tough

D distressed

3) Luke's behavior during the counseling session

A is not consistent with a violent temperament

B shows that he is afraid of punishment

C is typical of boys visiting the psychologist

D shows fear which may not be entirely genuine

- 4) The writer suggests that, when asked to talk about their feelings, boys feel
- A vulnerable
 - B offended
 - C ridiculed
 - D bullied
- 5) The writer believes that the differences between boys and girls
- A are mostly of a biological nature
 - B are made greater by society
 - C cause boys to become tough
 - D give girls an unfair advantage
- 6) When asked about their emotions, boys think of
- A ways of understanding them better
 - B dealing with them in practical terms
 - C how they can express themselves
 - D how they can use them to their benefit

6. In the last paragraph, the writer stresses that:

- A adults also need to develop emotionally in order to help boys.
- B boys won't suffer if they have a good emotional vocabulary
- C admitting that boys are sensitive is hard for the male parent
- D parents and teachers must be encouraged to help boys

**Text B. Tips for Teachers: Ways to Help Students Who Struggle with Emotions
or Behavior**

7. Read the text quickly. Discuss with a partner the importance of the following tips.

1. Start fresh. Other teachers may see your class roster and warn you about a particular student, but if what they have to say is negative it can taint your perception of that student before you have even met them. If you see a conversation starting to go this way, reframe it in a positive light. Ask what worked best, or what that teacher

would have done differently if they got to do it over. It's up to you to develop your own relationship with that student.

2. Draw on past experiences with students, but don't necessarily rely on them. The start of the school year brings a fresh crop of children and teenagers with different backgrounds, personalities, and problems. Think about techniques that worked last year for dealing with some of your "difficult" students, but stay open to new approaches.

3. Put yourself in the right frame of mind. Most students who have emotional or behavioral problems want to be successful in school, but have trouble controlling themselves, focusing, and staying still. Avoid deeming them "attention seekers," or "slackers." Work on being as patient as possible.

4. Expect some disorganization and forgetfulness. Children who are sad, angry, or afraid are probably not too concerned about missing papers or homework assignments. Of 11-17-year olds who took MHA's Youth Screening, 92 percent reported that they sometimes or often had trouble concentrating, and 91 percent reported that they were sometimes or often easily distracted. If your workload allows, it might be helpful to email homework assignments to parents to keep kids on task, or provide written directions instead of verbal ones so students can refer back to them. If you are using technology in the classroom, use the reminder or task tools that are available.

5. Reduce classroom stress. Avoid rigid deadlines – try giving homework assignments that are due in two days instead of the following day. Don't lower grades for non-academic reasons like messy handwriting, especially with younger children. Think of ways to gamify your lessons from time to time so they are more engaging for students who struggle to focus.

6. Look into evidence-based programs that support social and emotional learning. MHA recommends the Pax Good Behavior Game (especially for younger students), the Positive Action Program, and the Raising Healthy Children Program. These programs use social and emotional learning to deliver outcomes that matter later in life such as less crime, lower rates of public assistance, improved employment

opportunities, and higher earning potential. Furthermore, they have demonstrated considerable return on investment.

7. Find the good and praise it. Children and teens who are struggling with emotional or behavioral problems find school extra hard and often deal with low self-esteem. They may be extra sensitive and much harder on themselves than their peers. Be genuine and generous in your praise and downplay their shortcomings. Assure them that with hard work and practice, they will eventually find difficult assignments easier.

8. Be familiar with options for accommodations. For children and teenagers who still have trouble despite after school help or chances to correct their mistakes, IEPs and 504 Plans can help structure the unique assistance they need to succeed. Gently suggest these options to parents when appropriate – they may not even know this kind of extra help is available.

9. Avoid embarrassment. When dealing with a student who is being disruptive, take them aside or out in the hall to explain the problem rather than reprimanding them in front of their classmates. Ensure that they know the problem is with the behavior – not them – and how you expect them to behave moving forward.

10. Exercise compassion. No special accommodation can substitute for patience, kindness, and flexibility. Teachers bring a great deal of compassion to the table to start with, but it can be easy to let it fall to the wayside when you've got a classroom full of 30 students, 4 more lesson plans to get through, and can't seem to get everyone to stay on the same page. No one expects you to be a saint – just try your best to keep your cool.

11. Work with parents. Parents may see behaviors at home that you aren't seeing in school and vice versa. Keeping open lines of communication with parents will create consistency in working with students who have emotional or behavioral struggles and minimize misunderstandings. Make a plan that helps you communicate regularly with parents who need more frequent contact than others so that they're in the loop with what you're seeing in the classroom, and they can fill you in on what's going on at home.

12. Make time to take care of yourself. Find ways to de-stress on evenings and weekends so you can bring your “A game” to the classroom. You might be the take-a-hot-bath type or you might be the cross fit type – whatever works best for you.

Source: Red Flags, “Ways to Assist Students with Depression or Related Disorders.” (<https://www.mhanational.org/tips-teachers-ways-help-students-who-struggle-emotions-or-behavior>)

8. Read the text again. Match the following information with the correct paragraph.

1. Develop your own relationships with the students even if you are warned about their emotional or behavioral problems.
2. Keep communicating with parents. It will help to minimize misunderstandings in working with students.
3. Take care of yourself and have a rest sometimes.
4. Use your past experiences working with students, but stay open to new approaches.
5. Praise the students who often deal with low self-esteem. Assure them that with hard work and practice, they will be more successful in school.
6. Avoid rigid deadlines and strict rules. Encourage students to do their best in learning.

9. Make a 2-3 min. speech on one of the following topics. Use extra sources (books, magazines, the Internet).

Remember to:

- *make a plan before you start*
- *organize your report logically*
- *use the key vocabulary of the unit*
- *support your opinion with examples*
- *check your report for errors when it is ready*
- *apply audio and visual aids if necessary*

1. Social, emotional and behavioral challenges

2. Common behavioral issues in school-age children
3. Behavioral challenges in the classroom

Unit 9

University

Pre-reading tasks

1. Study the following words and expressions:

- bursary ['bɜ:səri] – стипендия, грант
- fundraising campaign [ˈfʌndreɪsɪŋ kæmˈpeɪn] – кампания по сбору средств
- widening [ˈwaɪdnɪŋ] – расширение, увеличение
- comprehensive [kəmˈprɪˈhensɪv] – комплексный, целостный
- tuition fees [tju:ˈɪʃnfi:z] – плата за обучение
- estimated [ˈestɪmeɪtɪd] – предполагаемый, оцененный, исчисляющийся
- eligible [ˈelɪdʒəbl] – приемлемый, допустимый
- subsequent [ˈsʌbsɪkwənt] – последующий, поздний
- brightest [ˈbraɪtɪst] – самый яркий
- perceived [pəˈsi:vɪd] – предполагаемый, воспринятый

2. Underline the correct word to complete each sentence:

- 1) As a travelling/ visiting/ touring professor in sociology, he spends much of his time abroad.
- 2) The overseer/ supervisor/ administrator of your thesis will advise you on what kind of content is appropriate for your introduction.
- 3) The tester/ marker / inspector refused to correct the paper, claiming it was illegible.
- 4) Thanks to weekly lessons with a private lecturer / tutor / professor, her reading ability improved steadily.
- 5) He looks as if he lives on the streets, but in fact he's a respected headmaster/ don/ dean at Oxford University.

- 6) If you think your work has been graded unfairly, file a complaint with the head/ chief/ leader of the department.
- 7) Students' performance will be judged by external prefects/ graders / assessors to ensure objectivity.
- 8) The ski teacher/ coach/ instructor warned the new skiers about the risk of frostbite.

3. Pick the right word to make each sentence complete:

- 1) As an office trainee/ learner/ novice, she was expected to follow the lead of the more experienced secretaries.
- 2) Becoming a doctor requires a lengthy period of study followed by several years as a junior/ trainee/ houseman.
- 3) The carpenter's pupil/ apprentice/ helper envied his master's skill and precision.
- 4) A first-year undergraduate/ post-graduate/ senior often needs time to adjust to their new campus environment.
- 5) The successful entrant/ applicant / finalist will serve a three-month trial period before being offered a permanent position.

4. Match the words in columns A and B to form collocations, then complete the sentences below. You might need to change the form of some verbs.

A	B
Expel	truant
Drop out of	a student
Play	students' progress
Attend	school
Assess	a lesson

- 1) Last term the headmaster «...» for bullying.
- 2) Bernard was reprimanded for failing to «...».
- 3) It is difficult to «...» without testing them regularly.

- 4) Children who regularly «...» are twice as likely to leave school without any qualifications.
- 5) Once an energetic and bright student, Jill «...» shortly after her father's accident.

5. Is it right for universities to charge tuition fees? Think about:

- Highly intelligent students who cannot afford to attend University
- The expenses involved in running a university

Reading

Read and translate the text using a dictionary if necessary:

Text A. Oxford bursaries offered to widen undergraduate access

Oxford University and its undergraduate colleges are today launching a new bursaries scheme and a major fundraising campaign to assist the process of widening participation. The Oxford Bursaries will be the most comprehensive scheme of this kind to be offered by any UK university and, when fully operational, will distribute over $\frac{3}{4}$ m euro a year.

Undergraduates whose tuition fees are paid in full by his or her local authority will be eligible to apply for Oxford Bursaries of at least 2000 euro. The scheme will be introduced for UK and EU undergraduate students taking up places at Oxford in Autumn 2002; it is estimated that around 400 students will be eligible for bursaries in the first year. Each bursary will be worth 1000 euro in a student's first year, and 500 euro in each subsequent year of the course. The scheme will initially be offered to eligible students who begin their courses in 2002, 2003 and 2004.

Launching the scheme, Dr Colin Lucas, Vice-Chancellor, said "Oxford is a world-class centre of learning. To maintain this standard, it needs to attract the brightest and best students, whoever they are and wherever they live. The University wants to do all it can to remove barriers – real or perceived – which might deter students with potential from applying for a place."

After reading tasks

6. Choose the best option:

- 1) Oxford University is
- A worried they are attracting the wrong students
 - B increasing the number of courses on offer
 - C facing very serious financial difficulties
 - D keen to encourage gifted students from all walks of life
- 2) The bursaries are being offered
- A to any student who applies for one
 - B only to students who apply in Autumn
 - C to students already receiving financial aid
 - D to students taking part in fund-raising activities

7. Match items from column A to those in column B:

- | A | B |
|---|--|
| 1 If you were hard-working, | a if you hadn't spoken to the coach like that |
| 2 If he has informed of the teacher's meeting | b if I didn't admire his approach to the subject |
| 3 You would be the captain of the football team now | c she will join us for the seminar this morning |
| 4 I wouldn't have gone to Professor Smith's lecture | d you wouldn't have lost your job |
| 5 If she finished her Assignment last night | e she'll be here |

Text B. University is the best time of your life and here is why

8. Read the text and give a summary of it.

Whether you are at the beginning of your studies or at the very end, you sure have heard countless times so far that studying is the best period of a person's life. At the first glance it seems like a cliché, which people always pronounced with a certain dose of sadness. With all the commitments, strict professors and difficult exams for which one needs to study for months, it does not really seem to be an amusing period of life. However, if you look at things from a different angle, at the end you definitely will come to the same conclusion.

We are going to help you in this and we are going to give you some good reasons that prove studying is truly the most beautiful and the most interesting part of life.

1. **The Freedom** — you are finally on your own and you can arrange your free time the way you please. This is something every young person dreams of. The students that live outside their hometown or in some other country get to really experience this advantage. You can do or stop doing things you couldn't even dream of in your parents' home. A spontaneous party, a cake for lunch or a stroll at 4 am, why not?

2. **The Independence** — Going away from home can be both stressful and difficult, but there are very few things that will contribute your personal development and self-reliance as much as this experience. At first you might think you won't be able to survive without your mom's kitchen. But soon the idea that you can eat anything and anytime becomes more and more tempting. If you have decided to study in a foreign country, then you are facing the real challenge. However, when you get used to it, there are no limits for you anymore. You are going to develop enough creativity and imagination to be able to handle anything.

3. **The Friendships** — While studying, you are going to meet new people, and often very different from your self — the people of other nationalities, religions, characters and points of view, but also some people of similar interests and with some of them staying friends for life. According to statistics, people create the largest number of lifelong friendships at the university. You have similar troubles, you find yourself in an unknown environment, you have the same temptations, obligations, desires ... Also, many people meet their greatest love just while studying.

4. **The Knowledge** — We assume that you study the things you are interested in. Studying will satisfy all your curiosity in a particular field. There are also numerous associations and extracurricular activities where you can gain some additional skills and meet people who share your passion.

5. **Having Fun** — You get up early for lectures, you should not be late, your timetable is very busy, you have lots of homework, seminars, projects ... Still, you will remember your college days for the best parties you've ever been to or perhaps organized yourself. Nightlife and student days have many things in common. Of course, one should have boundaries when it comes to anything in life.

Just a friendly reminder to all students — I know that health concerns aren't the main focus when you go overseas for higher education, but sometimes unpredictable things can happen. Having a student health insurance will give you greater peace of mind wherever you are. Don't forget that.

Studying is one of the most turbulent and most intense periods of a person's life. A whole new horizon opens in front of you, and the lessons that you will learn do not only come from books you read.

The best comes when you successfully overcome all the problems and obstacles, tasks and obligations that the study brings, and you are finally able to say that you are a grown up. You were gradually changing every single day you spent as a student. Do not be surprised if you start your academic education as one person, and finish it as another, usually a better one.

Most ex-students will agree that studying really is the most precious life period, but the problem is that we only become aware of that fact when the student days are behind us.

9. Read the quotes below. How do you understand these quotes? Give your reasons and examples to support your answers.

- “Education is knowing where to go to find out what you need to know; and its knowing how to use the information you get.” (William Feather, US Author)

- “To teach how to live with uncertainty, yet without being paralyzed by hesitation, is perhaps the chief thing that philosophy can do.” (Bertrand Russell)

10. Make a 2-3 min. speech on one of the following topics. Use extra sources (books, magazines, the Internet).

Remember to:

- *make a plan before you start*
- *organize your report logically*
- *use the key vocabulary of the unit*
- *support your opinion with examples*
- *check your report for errors when it is ready*
- *apply audio and visual aids if necessary*

1. My life at the University.
2. Similarities and differences between school and university.
3. Where you see yourself after graduation.

Unit 10

Toxic Personality and Success

Pre-reading tasks

1. Work in groups and discuss the following:

- who is a toxic person?
- do you consider yourself like this?
- what social skills are there?
- do I need to take online personality type tests and why?
- is the personality type important when applying for a job?

2. Study the following words and expressions:

- toxic Personality ['tɒksɪk pɜːsə'nælɪti] – токсичный человек
- participants [pɑː'tɪsɪpənts] – участники
- supervisors [supervisors] – супервайзеры
- university of Bonn [juːnɪ'vɜːsɪti əv bɒn] - Боннский университет
- successful careers [sək'sesf(ə)l careers] – успешная карьера
- formal education ['fɔːməl edʒu'keɪʃn] – общее, обязательное образование
- positive attributes ['pɒzɪtɪv attributes] – позитивные атрибуты
- individual Differences [ɪndɪ'vɪdʒʊəl 'dɪfrənsɪz] – индивидуальное развитие
- hierarchical positions [haɪər'a:kɪkəl positions] – иерархические позиции
- employees [emplɔɪ'iːz] – работники
- optional ['ɒpʃnəl] – необязательный; дополнительный; по выбору, на выбор, опциональный
- honesty ['ɒnɪstɪ] – честность
- post [pəʊst] – пост-; после (т.е. следующий после чего-либо)
- modesty ['mɒdɪstɪ] – скромность

3. Read and translate the following words and expressions:

lack of modesty –

toxic personality –

social skill –

abuse trust –

harmlessness –

employees –

low values –

selecting staff –

leadership positions –

instance –

double-edged sword –

Reading

Read and translate the text using a dictionary if necessary:

Text A. Toxic Personality and Success

Read the text and give a summary.

The term is used to describe people who are greedy, lack modesty, act unfairly and are not too concerned with the truth, a 'toxic personality' would not seem to be something that leads to success in life. However, research at the Department of Psychology, University of Bonn suggests otherwise.

According to Dr. Mareike Kholin, Bastian Kückelhaus and Prof. Dr. Gerhard Blickle people with toxic personalities can still have successful careers. The key lies with their social skills.

While social skills are generally positive attributes in the workplace, they 'can also be used to deceive others, abuse trust or construct a façade of harmlessness beyond which actually lurks deceitfulness' they state in a paper in Personality and Individual Differences. Dr. Mareike Kholin and the research team argue that people with toxic personalities considered to be socially adept by colleagues were thought to be more capable by superiors and occupied higher hierarchical positions.

The Bonn psychologists investigated 231 "trios" of employees, colleagues and superiors to shed some light on the phenomenon:

- Employees filled in an anonymous online survey, assessing themselves on characteristics such as "honesty" and "modesty".
- Colleagues gave information on each participant's social skills.
- Participant's supervisors provided an appraisal of their employees work performance.

They found that employees with low values of honesty and modesty can still have successful careers if they balance toxic parts of their personality with social skills.

Dr Kholin commented:

"We have to get used to the idea that social skills can be a double-edged sword."

Bastian Kückelhaus summarises:

"Trickery, disguise and deception are the dark side of social skills."

Low values of "honesty" and "modesty"

Characteristically, "toxic" persons have low scores for "honesty" and "modesty" in personality tests.

Prof. Blickle said:

"Such personalities tend to focus on themselves all the time. Good social skills enable them to deceive others."

Conversely, employees who are distinctly honest and modest are seen as a real joy for their team: They behave fairly and allow their colleagues to share in their successes.

Assessing toxic personalities more accurately?

How should organizations and work teams act on these findings? Prof. Blickle advised:

"In order to slow down the ascent of toxic personalities, more attention should be paid to actual performance and less to the good impression when selecting staff and making assessments. This is particularly difficult in activities where it is important to impress and arouse interest, such as in sales or leadership positions. Here, it makes sense for instance to also look at the sickness and notice rate of employees, or customer loyalty.

Source: Kholin, M., Kückelhaus, B., & Blickle, G.: Why Dark Personalities can Get Ahead: Extending the Toxic Career Model, *Personality and Individual Differences* (<https://www.psycharticles.com/career/toxic-personality.htm>)

After reading tasks

4. Choose the best option about the text:

- 1) Can toxic people have a successful job?
 - a. Yes, but social skills are needed,
 - b. No, no one needs toxic workers
- 2) Why did the Bonn psychologists study the workers?
 - a. they decided to shed light on the phenomenon of social skills,

b. they were given this task

3) How did the Bonn psychologists conduct their research?

a. interviewed them themselves,

b. conducted an online survey,

c. asked other people to do it for them.

4) What did Dr. Holin say?

a. "We have to get used to the idea that social skills can be a double-edged sword."

b. "Trickery, disguise and deception are the dark side of social skills."

5. Match the words with their definitions:

1	toxic personality	A	the science that studies the laws of the origin, development and functioning of the psyche and mental activity of a person and groups of people.
2	psychology	B	a concept that reflects the richness of human nature, the multiplicity and diversity of ways of expressing the general in the individual
3	social skill	C	a philosophical concept that means an object of sensory perception, a phenomenon that can be comprehended through experience.
4	individual differences	D	this is the type of person who tends to avoid responsibility for their actions, and tends to shift the blame for any reason on others.
5	the phenomenon	E	a specialist who studies the manifestations, methods and forms of organization of mental phenomena of the individual in various areas of human activity to solve research and applied problems
6	social network	F	These are skills that enable people to recognize and manage their emotions, successfully deal with conflicts, solve interpersonal problems, understand

			and empathize with others, establish and maintain positive relationships, follow ethics, make constructive contributions to their reference communities, and set and achieve goals.
7	psychologist	G	an online platform that is used for communication, dating, and creating social relationships

6. Fill in the blanks with the correct words:

Words: socially, employees, attributes, otherwise, performance, double-edged sword, impress, online, toxic personalities, the key.

1. However, research at the Department of Psychology, University of Bonn suggests «...».
2. "In order to slow down the ascent of «...», more attention should be paid to actual performance.
3. People with toxic personalities are considered to be «...» adept.
4. This is particularly difficult in activities where it is important to «...» and arouse interest.
5. Here, it makes sense for instance to also look at the sickness and notice rate of «...», or customer loyalty.
6. «...» lies with their social skills.
7. Social skills are generally positive «...» in the workplace.
8. Participant's supervisors provided an appraisal of their employees work «...».
9. Employees filled in an anonymous «...» survey.
10. "We have to get used to the idea that social skills can be a «...».

7. Translate the following sentences from Russian into English:

1. Как правило, токсичными называют людей, после общения с которыми остается неприятное послевкусие.

2. У токсичных людей всегда плохое настроение, они недовольны тем, что имеют.
3. Так что не стоит навешивать ярлык на того, кто всегда был отзывчивым, но однажды внезапно «сорвался» на вас: это может быть досадной случайностью, связанной с проблемами в семье или на работе, с плохим настроением.
4. В профессиональной среде токсичных людей называют эмоционально незрелыми.
5. В современном мире много людей, которые обладают хорошими социальными навыками, необходимыми для жизни.
6. Каждому человеку, даже токсичному, обязательно нужны социальные навыки для хорошей работы.
7. В целом очень важно изучать психологию, типы людей и различные навыки.

Text B. Why toxic people rise to the top

8. Read the text and give a summary of it.

Imagine that you've got two types of people in a company. There is one kind that is selfish, manipulative, aggressive and cold-hearted. On the other hand, you have the sort of people who are friendly, warm, supportive and honest. Which one would you like to have as your boss? I guess the answer is obvious to most of us. Why is it then that so many toxic people become successful and powerful?

You may wonder how toxic people manage to reach their positions. How can they rise to the top if they are total jerks? Research shows that their key to success lies not only in management skills but also in specific personality traits. Let's start with The Dark Triad.

The Dark Triad and toxic personality

The Dark Triad is a concept in psychology that describes three aversive qualities: narcissism, Machiavellianism and psychopathy. Narcissism consists of constant seeking for attention and willingness to be in the center to an extreme degree.

Machiavellianism is a tendency to exploit others, whereas psychopathy is characterized by low empathy and heartlessness in social situations.



All of these traits have a lot in common with **toxic behavior in the workplace**. It's because such qualities make manipulation and exploiting others easy. Moreover, people scoring high on these traits are more likely to commit crimes, cause social distress and act less empathetically toward others. That of course, in combination with power, is a dangerous mix in a corporate environment.

Having high political skills

Klaus Templer from the Singapore University of Social Sciences has also observed that there were plenty of toxic people who got to the top in huge companies and politics. He decided to investigate why toxic people get ahead at work so successfully. In his study, Templer asked employees and their supervisors working in various Singaporean organizations to rate their "political skills". He assessed it based on their abilities to network with other people, behaving "correctly" in social situations, minding body language and knowing how to make people to like them. Supervisors also rated their employee's performance and team work from their perspective.

Templer found out that people high on The Dark Triad were more likely to receive high scores in terms of "political skills". Simply speaking, "dark" employees received good performance ratings through their high political skills.

Evolutionary perspective

From an evolutionary perspective “dark” traits may be selected if they are used for one’s advantage. It’s like with mating games. The stronger wins. It’s pretty much the same with corporate careers. People with strong manipulation skills and those who benefit from others may achieve better results at work, especially in short-term.

A study conducted by Daniel Spurrk from the University of Bern conforms to that idea. He and his colleagues analyzed how each “dark” trait impacted career success. As an objective measure they chose salary and leadership position. And to measure subjective satisfaction they analyzed personal career satisfaction.

As a result, the study proved that narcissism was positively related to salary, Machiavellianism was positively related to leadership position and career satisfaction. But psychopathy was negatively related to all analyzed outcomes. That provides another answer why toxic people are able to advance their careers.

Source: Alex Gozdek. About communication and people. (<https://www.alexgozdek.com/why-toxic-people-rise-to-the-top/>).

9. Give English equivalents to these expressions from the text:

- постоянный поиск внимания и готовности
- корпоративная среда
- продвигаться вперед на работе
- оценить политические способности
- хорошие оценки производительности
- влиять на карьерный успех
- личное удовлетворение от карьеры
- способны продвигаться по карьерной лестнице

10. Make a 2-3 min. speech on one of the following topics. Use extra sources (books, magazines, the Internet).

Remember to:

- *make a plan before you start*

- *organize your report logically*
- *use the key vocabulary of the unit*
- *support your opinion with examples*
- *check your report for errors when it is ready*
- *apply audio and visual aids if necessary*

1. Why are toxic people so successful?
2. Signs of a toxic person.
3. Toxic people and how to deal with them.

Glossary

A

adolescent [ædə'les(ə)nt] – подросток, подростковый

age-appropriate [eɪdʒ-ə'prəʊpɪət] – соответствующий возрасту

assessing [ə'sesɪŋ] – оценка

B

behavior [bi'heɪvjə] – поведение

benchmark ['bentʃmɑ:k] – критерий, показатель, стандарт

bullying ['bʊlɪŋ] – запугивающий, издевательство

bursary ['bɜ:səri] – стипендия, грант

C

competence ['kɒmpɪtənsɪ] – способность, полномочие

curriculum [kə'ɪkɪjʊləm] – учебная программа, curricula [kə'ɪkɪjʊlə] – учебные программы

D

doctrine ['dɒktrɪn] – теория, доктрина; учение; теоретические взгляды

E

encouragement [ɪn'kʌrɪdʒmənt] – поощрение, поддержка, воодушевление

examination arrangement [ɪgzæmɪ'neɪʃn ə'reɪndʒmənt] – система проведения экзамена

F

formal education [ˈfɔ:məl edʒuˈkeɪʃn] – общее, обязательное образование

G

gratitude [ˈgrætɪtʃu:d] – благодарность, признательность

H

high school [haɪ sku:l] – средняя школа

I

inspectorate [ɪnˈspektətɪ] – орган надзора, инспекция

J

juvenile crime [ˈdʒu:vənəl kraɪm] – преступление, совершенное несовершеннолетним; преступность среди несовершеннолетних

M

miseducation – неправильное образование

O

optional [ˈɒpʃnəl] – необязательный; дополнительный; по выбору, на выбор, опциональный

P

peer [piə] – сверстник

postgraduate education [pəʊstˈgrædʒweɪt edʒuˈkeɪʃn] – постдипломное обучение (академический курс на базе высшего образования)

preschooler [priːˈsku:lə] – дошкольник

primary education; elementary education [ˈpraɪməri edʒuˈkeɪʃn], [elɪˈmentəri edʒuˈkeɪʃn] – начальное образование

R

regulations [regjʊˈleɪʃnz] – нормативные документы; регламенты; правила; нормы;

S

secondary education [ˈsekəndəri edʒuˈkeɪʃn] – среднее образование

high school; secondary school [haɪ sku:l], [ˈsekəndəri sku:l] – средняя школа

T

tuition fees [tju:'ɪfn fi:z] – плата за обучение

U

undergraduate education ['ʌndəgrædʒuɪt edʒu'keɪʃn] – преддипломное обучение (академический курс на базе среднего образования на соискание степени бакалавра)

underage crime ['ʌnd(ə)rɪdʒ kraɪm] – преступление, совершенное несовершеннолетним; преступность среди несовершеннолетних

Answer Key

Unit 1

Task 3

1-b; 2-b; 3-c; 4-a

Task 4

1-C; 2-A; 3-B; 4-E; 5-D; 6-G; 7-H; 8-F; 9-I

Task 5

1. policy
2. funding
3. competency
4. regulations
5. human rights
6. examination
7. cultivation
8. curricula
- 9-. skills
- 10-. trade

Task 6

1. Nowadays, many people in our country have higher education.
2. The government of any country is interested in the fact that the population of the state is educated.

3. Education is one of the most important parts of state policy, since the country's future depends on its quality.
4. Education develops various aspects of the human personality, reveals its abilities.
5. Education is the possession of knowledge, the ability to dispose of them, which helps people to make discoveries that improve our lives.
6. Every citizen of our state has the right to education.
7. School education is the foundation of a person's personality and his life as a whole.

Task 8

1-G; 2-D; 3-B; 4-E; 5-F; 6-C; 7-H; 8-A

Unit 2

Task 3

1- b, 2-f, 3-a, 4-e, 5-c, 6-d

Task 4

1-d, 2-g, 3-f, 4-e, 5-b, 6-c, 7-a

Task 7

1. In the field of education, gadgets provide a huge number of new opportunities designed to influence the improvement of the learning process, to make it more exciting.
2. The faster changes occur in the modern world, the better people realize the importance of modern education and knowledge of current technologies.
3. More and more students around the world don't represent their studies without modern gadgets.
4. Today, in many educational institutions, interactive whiteboards, which have already proved their high efficiency, are being used with might and main.
5. Electronic textbooks are an excellent alternative to books, because in one small tablet all textbooks can fit, and finding the necessary information in them is simple and fast.
6. Currently, the trend of distance learning is actively developing.
7. The computer gives the teacher new opportunities, allowing together with the student to enjoy the learning process.

8. The use of computer-based testing improves the efficiency of the educational process, allows for quick feedback from the teacher with the students.

9. It is important to receive an assessment by each student immediately after the test, which, on the one hand, eliminates doubts about the objectivity of the results of the students themselves, and, on the other hand, significantly saves the teacher's time for checking tests.

Task 8

1. concern
2. spreadsheet
3. software
4. assessment
5. strengthening
6. integral
7. tailor-made
8. debacle
9. initially
10. observations

Unit 3

Task 3

1. juvenile crime
2. to deal with
3. juvenile
4. to instill
5. socialization
6. delinquency
7. destitute
8. coercive
9. marginalize
10. adolescent

Task 4

1-e, 2-c, 3-d, 4-b, 5-f, 6-g, 7-j, 8-a, 9-h, 10-i

Task 6

1-F, 2-C, 3-B, 4-E, 5-D, 6-A

Task 7

1. Juvenile delinquency relates to the global problems of our time, in the solution of which the entire world community is interested.
2. Juvenile delinquency is more sensitive than the criminality of other age groups to economic, social, ideological, socio-demographic and other processes occurring in society.
3. Prevention of juvenile delinquency is an important part of the crime prevention system as a whole, and is also part of the work of educating the younger generation in modern conditions.
4. The purpose of the prevention of crimes among minors is to prevent the conflict between a young person and the law.
5. In sentencing juvenile offenders, the nature and degree of public danger of the crime committed are not fully taken into account.
6. In most cases, the conditional punishment does not have a due effect on the correction of a minor and is perceived by him as a complete exemption from punishment.
7. The number of minors who were not attending school or university at the time of the crime is increasing.

Unit 4

Task 3

1. "There are many ways to express students' individuality while wearing school uniforms by introducing variations and adding accessories. Adults' freedom to express themselves in clothing is also strictly limited by dress-codes in the companies they work for."
2. "Generally students' right to free expression remains intact even with mandatory school uniforms. And still there are many ways to express their individuality while wearing school uniforms by introducing variations and adding accessories."

3. “Adults’ freedom to express themselves in clothing is also strictly limited by dress-codes in the companies they work for.”

4. “Parents can reduce money they spend on clothing when their children wear the same outfit every day.”

5. “School uniforms keep students focused on their education, not their clothes.”

6. “When students have to wear the same outfits and cannot select clothes that suit their body types, they can feel embarrassed at school.

Moreover, some students find uniforms less comfortable than their regular clothes, which may not be favorable to learning.”

7. “School uniform makes it easier to keep track of students on field trips. If a stranger comes into a school building, he\she could easily be recognized.”

Task 4

1-D, 2-E, 3- H, 4-C, 5-B, 6-G, 7-F, 8-A

Task 5

1. attendance

2. academic

3. pride

4. tease

5. claimed

6. unity

7. afford

8. outfit

9. peer

10. thus

Task 6

1. School uniform is an integral part of school life in many countries.

2. When children wear school uniforms, they understand that they are in school and not elsewhere.

3. School uniforms prevent social inequality, as the rich and the poor wear the same clothes.

4. School uniform in Russia is quite expensive, therefore, not every parent will want to buy it.
5. School uniform is a good way to psychologically unite students of one school into one team.
6. School uniform shows that students are equal in rights and duties.
7. During Soviet times, children wore a strict school uniform, but in 1990 the obligatory school uniform was abolished.
8. School uniform instills discipline in children.
9. In today's world, it is impossible to prevent social inequality only through school uniforms.
10. There are many factors that indicate the social status of each student's family, for example, a mobile phone.

Unit 5

Task 1

1 – T; 2 – F; 3 – F; 4 – T; 5 – T; 6 – T; 7 – F; 8 – T; 9 – F

Task 3

1. There are several well-known universities in Singapore that offer high-quality education and modern teaching methods.
2. Studying in Singapore is a big advantage, as you will have more time to get to know the country and its lifestyle.
3. Singapore offers a unique education system with a strong emphasis on particular areas. The courses are focused on interesting topics such as innovation, entrepreneurship and engineering and many of them are entirely delivered in English.
4. Singapore universities annually admit over 80,000 international students.
5. The amount of tuition fee depends on the university that interests you. As a rule, it ranges from 15,000 to 50,000 dollars a year.
6. Scholarships are highly valued in the education system in Singapore. They are offered by many agencies, organizations and universities. To receive them, students must have certain academic achievements or achievements.

7. As in other countries, a university dormitory is the most popular choice among students. At the same time, it is also limited and often available only for certain periods during your university studies.

Task 4

1. overwhelming
2. consideration
3. assignments
4. benchmark
5. vital
6. framework
7. repatriation
8. guidance

Unit 6

Task 3

1. энцефалит
2. издавать звук, произносить
3. освещать, придавать большое значение
4. ободрение
5. благодарность, признательность
6. после защиты докторской диссертации
7. фактически, в сущности
8. начинать, грузить(ся)
9. питательный, диетологический
10. появляться, выясняться

Task 8

1. In the meantime
2. hijacking
3. altruistic choice
4. affirmation
5. preliminary evidence

6. undoubtedly
7. benefactor
8. the full spectrum of human experience
9. intervention studies
10. applied research

Unit 7

Task 6

1. mindset
2. insecure
3. capacity
4. self-conscious emotions
5. resilience
6. growth mindset
7. sense of failure
8. state of being
9. reinforce
10. caution

Unit 8

Task 5

1 – D; 2 – B; 3 – C; 4 – A; 5 – D; 6 – B

Task 6 – B

Unit 9

Task 2

1. travelling
2. supervisor
3. inspector
4. tutor
5. dean
6. head
7. graders

8. instructor

Task 3

1. trainee

2. trainee

3. helper

4. undergraduate

5. applicant

Task 4

1. expel a student

2. attend a lesson

3. assess students' progress

4. play truant

5. drop out of school

Task 6

1 – A; 2 – C

Task 7

1-d, 2-c, 3-a, 4-b, 5-e

Unit 10

Task 4

1-a; 2-a; 3-b; 4-a

Task 5

1-D; 2-A; 3-F; 4-B; 5-C; 6-G; 7-E

Task 6

1. otherwise

2. toxic personalities

3. socially

4. impress

5. employees

6. the key

7. attributes
8. performance
9. online
10. double-edged sword

Task 7

1. As a rule, toxic people are called, after communicating with which there is an unpleasant aftertaste.
2. Toxic people are always in a bad mood, they are dissatisfied with what they have.
3. So do not put a label on someone who has always been responsive, but one day suddenly "snapped" at you: this can be an annoying accident associated with problems in the family or at work, with a bad mood.
4. In the professional environment, toxic people are called emotionally immature.
5. In the modern world, there are many people who have good social skills that are necessary for life.
6. Every person, even a toxic one, necessarily needs social skills for a good job.
7. In general, it is very important to study psychology, types of people and various skills.

Appendices

Appendix 1. How to write a summary

A summary is condensed version of a larger reading. A summary is not a rewrite of the original piece and does not have to be long nor should it be long. To write a summary, use your own words to express briefly the main idea and relevant details of the piece you have read. Your purpose in writing the summary is to give the basic ideas of the original reading. What was it about and what did the author want to communicate?

While reading the original work, take note of what or who is the focus and ask the usual questions that reporters use: Who? What? When? Where? Why? How? Using these questions to examine what you are reading can help you to write the summary.

Sometimes, the central idea of the piece is stated in the introduction or first paragraph, and the supporting ideas of this central idea are presented one by one in the following paragraphs. Always read the introductory paragraph thoughtfully and look for a thesis statement. Finding the thesis statement is like finding a key to a locked door. Frequently, however, the thesis, or central idea, is implied or suggested. Thus, you will have to work harder to figure out what the author wants readers to understand. Use any hints that may shed light on the meaning of the piece: pay attention to the title and any headings and to the opening and closing lines of paragraphs.

The goal of writing a summary of an article, a chapter, or a book is to offer as accurately as possible the full sense of the original, but in a more condensed form. A summary restates the author's main point, purpose, intent, and supporting details in your own words.

The process of summarizing enables you to better grasp the original, and the result shows the reader that you understand it as well. In addition, the knowledge gained allows you to better analyze and critique the original.

If you are asked to write a critical summary or to include a critique, you may want to ask yourself questions such as: Does the author succeed? How and why or why not? What are the strengths, weaknesses? Why? What did the author do well? Not well? Why?

Remember:

- Do not rewrite the original piece.
- Keep your summary short.
- Use your own wording.
- Refer to the central and main ideas of the original piece.
- Read with who, what, when, where, why and how questions in mind.
- Do not put in your opinion of the issue or topic discussed in the original piece.

Often, instructors ask students to put their opinions in a paragraph separate from the summary.

How to write a good summary

Writing a good summary demonstrates that you clearly understand a text...and that you can communicate that understanding to your readers. A summary can be tricky to write at first because it's tempting to include too much or too little information.

1) Divide...and conquer. First off, skim the text you are going to summarize and divide it into sections. Focus on any headings and subheadings. Also look at any bold-faced terms and make sure you understand them before you read. This will give you a more complete understanding of its meaning. Having read through once, ask yourself: *How does the story begin? How does the middle support and move the idea along? How does the ending fit?*

2) Read. Now that you've prepared, go ahead and read the selection. Read straight through. At this point, you don't need to stop to look up anything that gives you trouble—just get a feel for the author's tone, style, and main idea.

3) Reread. Rereading should be *active* reading. Underline important ideas. Circle **key terms**. Find the **main point** of the article. Divide the article into sections or **stages of thought**, and label each section or stage of thought in the margins. Note the main idea of each paragraph if the article is short. Label areas that you want to refer to as you write your summary. Also label areas that should be avoided because the details—though they may be interesting—are too specific. Identify areas that you do not understand and try to clarify those points.

4) One sentence at a time. You should now have a firm grasp on the text you will be summarizing. In steps 1–3, you divided the piece into sections and located the author's main ideas and points. Now write down the main idea of each section in one well-developed sentence. Make sure that what you include in your sentences are key points, not minor details. This should be a **brief outline** of the article.

5) Write a thesis statement. This is the key to any well-written summary. Review the sentences you wrote in step 4. From them, you should be able to create a thesis statement that clearly communicates what the entire text was trying to achieve. If you find that you are not able to do this step, then you should go back and make sure your sentences actually addressed key points.

6) Ready to write. At this point, your first draft is virtually done. You can use the thesis statement as the introductory sentence of your summary, and your other sentences can make up the body. Make sure that they are in order. Add some transition words (*then, however, also, moreover*) that help with the overall structure and flow of the summary. And once you are actually putting pen to paper (or fingers to keys!), remember these tips:

- Write in the present tense.
- Use your own words. Write a summary rather than a table of contents.

Wrong: This article covers point X. Then the article covers point Y.

Right: Glacial advances have been rapid as shown by x, y, and z. (*see sample*).

- Make sure to include the author and title of the work.
- Be concise: a summary should not be equal in length to the original text.
- If you must use the words of the author, cite them.
- Don't put your own opinions, ideas, or interpretations into the summary. The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.
- Write the conclusion. State what you feel was the purpose of the story or article, or what the author accomplished in the writing.

7) Check for accuracy. Reread your summary and make certain that you have accurately represented the author's ideas and key points. Make sure that you have correctly cited anything directly quoted from the text. Also check to make sure that your text does not contain your own commentary on the piece.

8) Revise and edit. Once you are certain that your summary is accurate, you should (as with any piece of writing) revise it for style, grammar, and punctuation. Be concise. Eliminate needless words and repetitions. (Avoid using "the author says...", "the author argues...", etc.) Do not use quotations, but if you use them be sure to quote correctly. Indicate quotations with quotation marks. Cite each quotation correctly (give the page number). Do not plagiarize. Cite any paraphrases by citing the page number the information appears on. Avoid paraphrasing whenever possible.

If you have time, give your summary to someone else to read. This person should be able to understand the main text based on your summary alone. If he or she does not, you may have focused too much on one area of the piece and not enough on the author's main idea.

So when you write a summary:

1. State the main point first.
2. Emphasize the main stages of thought.
3. State the article's conclusion.
4. Summarize rather than give a table of contents.
5. Keep summary short: 3 to 7 sentences.

Characteristics of a Good Summary: A good summary has the following characteristics:

- **Proper Citation:** The summary begins by citing the title, author, source, and, in the case of a magazine or journal article, the date of publication and the text.
- **Thesis Statement:** The overall thesis of the text selection is the author's central theme. There are several aspects to an effective thesis statement:
 - It comprises two parts: a) the topic or general subject matter of the text, and b) the author's major assertion, comment, or position on the topic.
 - This central theme is summarized clearly and accurately in a one sentence thesis statement.
 - The thesis statement does not contain specific details discussed in the text.
 - The thesis statement is stated at the beginning of the summary.
- **Supporting Ideas:** The author supports his/her thesis with supporting ideas. Use the following basic guidelines when summarizing supporting ideas:
 - Cover all of the author's major supporting ideas.
 - Show the relationships among these ideas.
 - Omit specifics, such as illustrations, descriptions, and detailed explanations.
 - Indicate the author's purpose in writing: to inform, to persuade, or to entertain. If the passage is a persuasive piece, report the author's bias or position on the issue.

- Omit all personal opinions, ideas, and inferences. Let the reader know that you are reporting the author's ideas.
- Grammar and the Mechanics of Writing: Grammar and related concerns ensure that, as a writer, you communicate clearly to your reader. The following are particularly important:
 - Restate the ideas in your own words as much as possible. Avoid direct quotations.
 - Use transitional words for a smooth and logical flow of ideas.
 - Edit and re-write your work.
 - Check your grammar, punctuation, and spelling
- Length: The length of a summary depends on how long the original document is.

Here are sample summaries:

Sample 1

In the short story "The Secret Life Of Walter Mitty" author James Thurber humorously presents a character who fantasizes about himself as a hero enduring incredibly challenging circumstances. In his real life, Walter Mitty lives an ordinary, plain life; he is a husband under the control of an overbearing, critical wife. Thurber uses lively dialogue to give readers an understanding of Mitty's character. The story takes place over a period of about twenty minutes; during this brief time, Mitty drives his wife to the hairdresser and runs errands that his wife has given him while he waits for her. In between his worrying that he is not doing what she wants him to do, he daydreams about himself as a great surgeon, brilliant repair technician, expert marksman, and brave military captain. This story shows that fantasy is often a good alternative to reality.

Sample 2

Wrong:

This article covers the topic of measuring the extent of global deforestation. The article discusses reasons for concern, the technique, the results, and the project's current goal.

Right:

According to the author of "Seeing the Forest," the extent of global deforestation was difficult to measure until satellite remote sensing techniques were applied. Measuring the extent of global deforestation is important because of concerns about global warming and species extinctions. The technique compares old infrared LANDSAT images with new images. The authors conclude the method is accurate and cost effective.

Appendix 2. Useful phrases for discussion and composition**1. Introducing a point**

- First of all I'd like to point out ...
- Speaking of ...
- The main problem is ...
- The question of ...
- What we have to decide is ...

2. Enumeration of points

- Above all
- Another example of this is ...
- Basically
- Besides
- Essentially, the problem is ...
- First of all, I'd like to say ...
- Firstly - secondly - finally
- Furthermore, ...
- In addition to that ...
- Let me begin by pointing out - and besides
- Moreover, ...
- To begin/start with - next - lastly

- To top it all
- What is more

3. **Stating something as a fact**

- Everyone knows that ...
- It is a fact that ...
- It is generally accepted that ...
- Nobody will deny that ...
- There can be no doubt that...

4. **Asking for an opinion**

- What do you think about it?
- What is your opinion?
- What is your point of view?
- What is your attitude to this problem?
- Would you like to say something about it?

5. **Expressing a point of view that is generally thought by people**

- It is thought that...
- It is considered...
- It is generally accepted that...
- Some people say that...

6. **Expressing a personal opinion**

- As far as I know,
- As far as I'm concerned...
- As for me
- As I see it ...
- Generally speaking, I think...
- I am sure that ...
- I believe that...
- I feel that ...
- I have the feeling / the impression that ...

- I rather think that ...
 - I'd just like to say...
 - I'm quite / absolutely convinced that...(only use this expression to express a very strong opinion)
 - I'd like to point out that...
 - I'd say that...
 - I'd suggest that...
 - If you ask me...
 - In my experience...
 - In my opinion...
 - In my view
 - It seems to me that ...
 - Personally, I believe/suppose/ feel (that) ...
 - Personally, I haven't the faintest idea about / whether... (starting with this expression may be interpreted as off-hand and could suggest that you have nothing else to say)
 - Personally, I think...
 - Speaking for myself...
 - The way I see it
 - This is a crazy idea, if you ask me.
 - To be quite honest / frank...
 - To my mind...
 - Well, if you ask me ...
 - What I mean is...
 - You can take it from me that ...
- 7. Expressing pros and cons**
- An argument for this would be /in favour of/against is ...
 - On the one hand ..., on the other hand ...
 - Some people think that ..., others say that ...

- There are two sides to the question...
- While admitting that ... one should not forget that...

8. **Expressing agreement**

- I agree completely / entirely.
- I couldn't agree more.
- I agree in some way
- I agree in theory, but...
- I agree with you on this.
- I couldn't agree with you more.
- I don't think so either.
- I see your point.
- I suppose so.
- I think it depends
- I think so, too.
- I think that it is a great idea.
- I think you're quite right.
- I'd go along with that.
- In a way, yes
- It's a good point.
- It's great! / That's great! / Great!
- It's very good! / Very good!
- Looks like that
- Maybe / perhaps (not)
- Most likely
- Neither do I.
- Of course. / Certainly. / Sure.
- Right you are
- Right.
- So do I.

- That is a very good / important point.
- That seems reasonable.
- That's exactly what I think.
- That's just what I was thinking.
- That's true. / That's right.
- To a certain degree / extent you are right
- Yes, definitively.
- Yes, to some extent
- Yes, up to a point ...
- You took the words right out of my mouth.
- You're (absolutely) right.
- You've got a good point there.

9. **Expressing doubt**

- I'm not(quite) sure if ...
- I'm not convinced that ...
- I wonder if you realise that ...
- I doubt that.
- Maybe, but I'm not sure.
- I'm not sure that I agree with your argument.
- I have to think about it.
- I have mixed feelings about it.
- There can be no doubt that ...
- It is a fact that ...
- Indeed / actually

10. **Expressing disagreement**

- Although
- Are you serious? / You must be joking.
- Basically, I understand what you mean, but I think your conclusions are wrong.
- Do you really think so?

- Even so
- Hardly
- However
- I cannot accept your view that ...
- I cannot share this view.
- I can't agree, I'm afraid.
- I can't believe it.
- I disagree (completely).
- I don't agree with you at all
- I don't agree with you about ...
- I don't believe it.
- I don't know.
- I don't like this idea.
- I don't quite agree here.
- I don't think it will work.
- I don't think so.
- I must take issue with you on that.
- I shouldn't / wouldn't say so.
- I'm afraid not.
- I'm afraid I have to disagree.
- I'm against...
- I'm not quite so sure.
- I'm not so sure about that.
- I'm of a different opinion.
- I'm sorry to disagree with you, but...
- I'm sorry, but it's not quite right.
- It can't be true!
- It's hard to say
- It's unjustifiable to say that...

- Most unlike
- Nevertheless / still
- Nothing of the kind
- On the contrary...
- Sorry? / Beg your pardon?
- That's rubbish
- That's different.
- That's not entirely / exactly true.
- That's not how I see it.
- That's not the same thing at all.
- To tell (you) the truth, I have a different opinion.
- Yes, but don't you think...
- Yet
- You are mistaken
- You've got it all wrong

11. Asking to repeat

- Could you repeat what you just said?
- Can you repeat it, please?
- What did you say?

12. Interrupting the speaker

- I'm sorry for the interruption
- Could I make a suggestion?
- Excuse me for interrupting you, but
- If I could just make a point here.
- Sorry to interrupt, but I'd just like to say that ...

13. Giving in gracefully

- I suppose you're right somehow.
- I guess you are right.
- It's just that I was thinking of.

- There's something in what you say, I guess.

14. Apologising

- I am terribly / awfully / very / really sorry that ...
- I sincerely apologise for (not) ... +gerund / noun
- I greatly / deeply regret ...
- I do / must / would like to / wish to / sincerely apologise for ... +gerund / noun
- I hope you will excuse /forgive me for (not) ... +gerund / noun
- Please, accept my apologies.

Note:

Never say or write "*I beg your pardon*" if you want to apologise for something, the meaning of this expression being that you haven't understood and would like the other person to repeat.

"*Excuse me!*" is not so much a true apology as a polite remark enabling you to make a request or cover up a slight disturbance.

"*Sorry*" is a true apology, i.e. when stepping on someone's foot.

15. Giving reasons

- The reason for this is (that) ...
- I base my argument on ...
- I tell you all this because ...
- There is no reason why ...
- because
- since
- as

16. Keeping to the point

- ... has nothing to do with my argument.
- Come to the point.
- It would be more to the point if ...
- That's not relevant.
- That's not the problem.

- What we are discussing is...

17. Adding information

- Also,
- Besides,
- I'd like to add that
- In addition to that
- What's more

18. Making a suggestion

- How about ...?
- I suggest
- Let's ...
- We could ...
- Why don't we ...?
- Wouldn't it be a good idea to ...?
- You could ...

19. Drawing conclusions and summing up

- In conclusion we can say that ...
- Just to give you the main points again, ...
- Last but not least ...
- Summing up, I'd like to say that ...
- The obvious conclusion is ...
- The only alternative (left) is ...
- The only possible solution/conclusion is ...
- To cut a long story short,...

20. Asking to explain

- Could you explain it, please?
- Do you mean that
- I'd like to know ...

- I'm afraid I don't understand.
- What are you trying to say?
- What do you mean by saying that
- Why? Why not?
- Would you mind explaining it in detail?

21. Explaining and clarifying

- I mean that ...
- In other words, ...
- What I am trying to say is that ...
- What I wanted to say was that ...
- You misunderstood. Let me explain.

22. Understanding

- I understand.
- I got it.
- I see what you mean.
- I see your point.

23. Being evasive when you don't know the answer

- Don't ask me.
- I don't know.
- I have no idea.
- I wish I knew.
- I'd need more information to answer your question.
- I'm afraid I can't give you a definitive answer at present.
- I'm afraid I couldn't say.
- Sorry to sound evasive, but there is no straightforward answer to that.

24. Summarising one's arguments

- In conclusion...
- It follows from this that...

- So,...
- Therefore ...
- To conclude...
- To sum up..

25. Making suggestions and recommendations

- Any suggestions? I think we should ...
- Do any of you have any suggestions? Have you thought of ... +gerund / noun
- I'd like to hear your ideas on this. It might be a good idea to ...
- What do you recommend / suggest? I see no alternative but to

Appendix 3. Useful Phrases and Linkers.

accordingly	admittedly	all in all
clearly	alternatively	anyhow
anyway	apparently	as a (general) rule
as a result	as far as we know	astonishingly
at the same time	basically	briefly
broadly	by and large	by contrast
characteristically	all things considered	coincidentally
conveniently	conversely	curiously
disappointingly	equally	essentially
even so	eventually	explicitly
finally	firstly	fortunately
fundamentally	funnily enough	furthermore
hopefully	generally speaking	however
incredibly	interestingly	ironically
in addition	in conclusion	in consequence
in contrast	in that case	in essence
in fairness	in many/some cases	in general

in other words	in a nutshell	in particular
in practice	in reality	in retrospect
in short	in spite of that/this	in theory
in the same way	in these circumstances	in view of this
luckily	lastly	meanwhile
moreover	thus	naturally
nevertheless	nonetheless	obviously
officially	on average	on balance
on reflection	on the contrary	on the one hand
on the whole	on the other hand	overall
paradoxically	personally	potentially
predictably	presumably	primarily
probably	put simply	remarkably
sadly	to put it in a nutshell	seemingly
significantly	more interestingly/seriously/ specifically	subsequently
surprisingly	to put it bluntly/briefly/crudely	therefore
similarly	to all intents and purposes	theoretically
secondly	to summarise (the situation)	to sum up
typically	understandably	unbelievably
ultimately	undoubtedly	unfortunately
with hindsight	here are some academic terms as well:	commercially
culturally	ecologically	economically
financially	ideologically	logically
morally	numerically	politically
psychologically	scientifically	socially
statistically	technically	traditionally

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