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Professional English
(for students and practicing teachers)

(Навчальний посібник з професійного курсу англійської мови для
студентів і практикуючих учителів)

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Навчальний посібник складається з добірки англomовних текстів за напрямками «Дошкільне виховання, початкове навчання, навчання у середньої школі», комплексу фонетичних та лексико-граматичних вправ. Побудований на професійно орієнтованому лексико-граматичному матеріалі, навчальний посібник містить систему комунікативно спрямованих завдань, метою яких є формування у студентів педагогічних ВНЗ навичок спілкування англійською мовою у галузі професійної діяльності. Підібрані тексти враховують особливості когнітивного та психоемоційного розвитку дітей дошкільного й шкільного (6-15) віку. Посібник також може прислужитися викладачам англійської мови широкого профілю та студентам спеціальних факультетів ВНЗ для проходження педагогічної практики.

Навчальний посібник розроблено співробітниками кафедри перекладу і теоретичної та прикладної лінгвістики Південноукраїнського державного педагогічного університету ім. К. Д. Ушинського доктором філологічних наук, професором Корольовою Тетяною Михайлівною та аспірантом кафедри Поповою Олександром Володимирівною.

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FOREWORD

The present textbook is intended for students and practicing teachers of English who specialize in Pre-school Education, Primary Education and Secondary School Education.

This textbook is aimed at training practical professional English and can be treated as supplementary material to the basic course of English. The main purpose of the textbook is to develop students' listening comprehension and reading skills when dealing with professional literature. It is also aimed at laying the foundation of the correct articulation of English sounds and intonation framework of oral speech and widening English vocabulary of the students' who study at pedagogical departments in the field of their professional foreign language activity.

The contents of the textbook meet the requirements of the curricula of English as a foreign language worked out by the Ministry of Education and Science of Ukraine intended for the students of higher educational institutions of Ukraine. The textbook can be of use for students who are taking practice at secondary schools and pre-school educational establishments as well as for practicing teachers who are interested in the problems of mastering their professional level. The contents of the textbook are sorted out with the regard to the peculiarities of the foreign language study in establishments of higher education: deficiency of study hours, insufficient level of students' philological grounding and necessity to form students' linguistic skills such as reading and oral speech skills satisfying the curriculum requirements.

The book provides the mastering of common and professional lexicon comprising about 1000 lexical units and it is meant for acquainting students with a great number of the most frequently used words and word combinations in the field of children's education, psychology and pedagogics. The systemic character of the tasks in various types of foreign language spoken activity (listening comprehension, reading, spontaneous speech) contributes to the development of students' communicative skills, mastering of the English speech production at the segmental and suprasegmental levels.

The material presented in the textbook is calculated for 100 auditorial work hours. The structure of the textbook presupposes 10 (ten) Units each of which contains introductory notes into the topic that is studied, phonetic exercises, listening comprehension assignments which are aimed at understanding English spontaneous and prepared speech, work on reading and communicative tasks.

The communicative tasks are of creative character. While dealing with them students have an excellent opportunity to express their ideas concerning various psychological and pedagogical problems on behalf of males and females possessing typical personal and professional characteristics. These assignments direct students' work to creative realization of the suggested language material taking into account gender correlations in communicative behaviour of interlocutors.

The authors hope that this textbook will be of use for teachers at practical English classes when working with the students specialized in Pre-school Education, Primary Education and School Education, and it will make English lessons more interesting and useful for course hearers.

CHAPTER I CHILD'S PRE-SCHOOL AND PRIMARY SCHOOL DEVELOPMENT

Unit 1

CHILDREN'S NEEDS

I. Introduction into the topic

1. Preliminary notes:

It is very important for every teacher and parent to find an individual approach to a child. Being a parent is probably the most difficult and demanding job people ever do. The idea of bringing up a perfect child is unrealistic. The most important thing to remember is that there is no one correct way of bringing up a child. If we provide the child's needs, children from all different kinds of social, religions or cultural backgrounds can still grow up to be happy, well-adjusted adults. Many parents find it difficult to understand what their children need. Remember: your feelings and emotions must be natural and sincere.

2. Have you ever thought of the problem "What do children need?"? Have you ever discussed it with your friends, family, and colleagues? Give an extensive answer.

3. What's your opinion about your child's needs? Group his/her needs according to the following items:

- a) the most necessary things;*
- b) the least necessary things;*
- c) emotional support;*
- d) your own implementation.*

II. Phonetic exercises

1. Practice the following words and word combinations from the text; perfect your transcription reading skills.

Remember:

a) the positional length of the vowels:

[e] – e'ssential, a'ffect, best, 'plenty of rest, help, themselves, re'spect;

[x] – 'matter, can, 'happen, 'grandparents;

[J] – meet needs, three, a'chieve, feel, means, 'feeding, to be 'treated, 'teachers;

[I] – 'children think, will, 'physical, build, which things, with visits;

[P] – not 'confident, 'positive, 'possible;
 [L] – warmth, talk more, ex'plore;
 [W] – in re'turn, pre'fer to learn, de'serve courtesy;
 [A] – 'roughly, love others, en'courage grown-ups, just like adults;
 [V] – would, you can, to them, should;
 [H] – too, do, in routine;

b) alveolars replaced by dentals: all their, is the, to build their;

c) no glottal stop in these word combinations: types of needs, love is, need of all, a lot of, as much as;

c) loss of plosion in the following word combinations: not be, and take, talk to, like getting, forget to, respect .

2. Repeat the phrases from the text “What do children need?” after the teacher. Pay attention to the intonation of attitudinal meanings conveyed by the pattern *Stepping Head + Low Fall* in different communicative types of sentences:

1) statements sound final, reserved: → Love is the 'most 'vital \need of all.

2) special questions sound calm, serious : → What do 'children \need?

3) imperatives sound calm, serious: → Try to pro'vide a va'riety of 'creative 'interesting 'things for your \children to do.

III. Listening comprehension

1. Listen to the text. Get the list of vital children's needs.

What Do Children Need?

Children have three essential types of needs - emotional, physical and intellectual. You may not be able to meet all their needs as you would like. What matters is doing the best you can.

Love is the most vital need of all. If you can love children without expecting anything in return, they will grow up feeling more confident and positive about themselves and more able to love others.

Children need a lot of **praise** – not just for achieving things, but for trying too.

As for **physical care**, it includes warmth, regular nutritious meals and plenty of rest. Most children feel more secure if a few things happen at roughly the same time every day and any changes in **routine** are explained to them.

Try to provide a variety of creative interesting things for your children to do.

Encourage them to explore and take on new challenges if you think they are ready for them. Your interest and praise will help to build their self-esteem.

Talk to your baby or child as much as possible and encourage them to talk to you. **Independence** means encouraging them to learn to do things for themselves, like getting dressed and feeding themselves. It also means allowing them to make choices sometimes, perhaps about which clothes they wear or which toys they prefer to play with.

Children deserve to be treated with courtesy, just like adults. They should be told about decisions which affect them, like hospital visits or separations¹⁵. They have rights too. But don't forget to teach them to **respect** grown-ups: their parents, grandparents, teachers, etc.

(From: *Putting Children First*)

2. Answer the questions:

1. What essential types of needs have children got?
2. What is the most vital need of all children's needs?
3. Why do children need praise?
4. What does "independence" mean when dealing with children?
5. Which way do children deserve to be treated?

3. Listen to the text once more:

a) Click true (**t**) or false (**f**) statements. Mark the answers with the corresponding letters in the box by each one:

1. What matters is doing something you can. ☐
2. Physical care, it includes warmth, regular nutritious meals and plenty of rest. ☐
3. Do not talk to your baby or child as much as possible and never encourage them to talk to you. ☐
4. Children shouldn't be told about decisions which affect them, like hospital visits or separations. ☐
5. It is not very important to teach children to respect grown-ups: their parents, grandparents, teachers, etc. ☐

b) Give your opinion concerning some peculiarities of the reader's intonation:

- Do pauses help us to divide the text into phonopassages?
- What kind of pauses does the reader use (those between the intonation groups, sentences, paragraphs)?
- What kind of timbre does the announcer have?
- What are characteristics of her voice, attitudes, emotional state?
- Is her speech passionate, concerned?

4. Listen to the text again. Reproduce the situations where the following word combinations are used:

three essential types of needs; the most vital need of all; in return; physical care; any changes in routine; to provide a variety of creative interesting things; to encourage to make choices; to be treated with courtesy; to respect grown-ups.

IV. Reading

1. Repeat the text after the announcer. Try to imitate the reader's pronunciation.

2. Get into groups of 4-5 persons:

a) Read the text aloud in your group. Let your colleagues listen to your reading.

b) While listening to your partner's reading the text mark the errors he makes while pronouncing some piece of the text.

3. Record your reading of the text at home:

a) Listen to the topic; try to be objective making the judgment about the quality of your reading. In case of need record the text once again.

b) Let your partner listen to the tape and comment on your reading skills.

V. Communicative tasks

1. Express your own opinion concerning the information contained in the text "What do children need?" Give a detailed answer.

2. Choose anyone you like in your group. Take an interview from the mate you've chosen. Try to use acute questions on the topic "Children's needs".

3. Give a brief survey of your interviewee's story in the form of a monologue. Mind your intonation patterns.

4. Comment on your mate's ability to use the pattern Stepping Head + Low Fall in different communicative types of sentences in his/her interview.

5. Speak on the topic "Children's essential types of needs" with the little ones. Use the expressions from ex. III. 4). The following word combinations may be of use to you in your story:

to enjoy the full benefit; social welfare; to earn a livelihood; to be protected against every form of exploitation; to bring up; with due respect for the family as an entity; all means, requisite for normal development; to help mentally or physically handicapped and the maladjusted; to shelter and succour the orphan and the waif.

a) Don't forget to recall the way you should present your story to the children who are 6-7 years old (mind the vocabulary, manner of speaking, prosody).

b) Explain why your choice is believed to be the best one to make children get interested in your speech.

c) What makes you be sure the children will understand you?

6. Read the abstract from the interview "Why do children play?" The conversation is being held between a kindergarten teacher Valentyna Ivanivna and a mother of a child attending this kindergarten.

Why do children play?

Interviewer: Valentyna Ivanivna, why do you think children need play?

Valentyna Ivanivna: Play is a core of a child's development in the world. You know, a recently born child is new to the world, and the world is new for him. As play begins, the child learns: about himself or herself, about other people, about the world and how it works ...

Interviewer: But play can take up all of the child's attention for there is so much to explore in the world, such as: shape (round or square), texture (rough, smooth, slippery), consistency (hard, soft), taste, etc. How is it possible to choose proper games at a particular age of a child?

Valentyna Ivanivna: Knowledge of the average ages at which a child masters certain skills will help the adult to know what to expect and be able to provide play opportunities which will help the child go up to the next stage of development.

Interviewer: Valentyna Ivanivna, in what way should a teacher behave with children to establish a contact, interest them, gain their love?

Valentyna Ivanivna: Thank you for the question. The teacher of games must be impartial, both in the selection of games and in the assigning of different tasks to players. Children's feelings are hurt when it appears to them that someone else is the teacher's pet. The teacher is sure to gain respect and affection of children if she (or he) participates in a game.

Interviewer: You are an experienced pedagogue. I have never given a thought of how it is possible to involve all children into some kind of co-work. It is so difficult to pay attention to everyone.

Valentyna Ivanivna: It's great work. As it turns out experiences in many schools and kindergartens indicate that many children lack the ability to get along with others if they didn't use to play as a team.

Actually, with proper guidance and leadership games can help children to learn many things. For example, a shy backward child can learn to enjoy himself with the others, an aggressive child can learn to take his turn in line, a child who seems to lack a sense of security can gain self-respect and respect of his classmates through the skill he may show in a game experience.

Interviewer: How right you are! Valentyna Ivanivna, what is the most significant about games to your mind?

Valentyna Ivanivna: Games can help a child to develop self-control. Many decisions when to run, when to stop, whom to choose, what to say, and whether to follow rules of conduct or break them are made by a child during his play, and all are, to him, of great magnitude ...

7. Answer the following questions. Try to use as many sentences as you can while answering:

1. Have you ever interviewed teachers? What was the topic you dwelt on?
2. Do you agree with all the teacher's answers? Explain why you agree or disagree with the ideas the teacher has expressed.
3. If you were a parent, what questions would you discuss with a kindergarten teacher?

Does Gender Correlate with Communicative Behaviour?

1. Group child's needs according to the degree of their importance as if you were:

- a father;
- a mother;
- a son;
- a daughter.

2. Imagine such a situation: "Your child is crying. He/she is very upset." You do not know the reason why. Try to comfort your child:

a) Which words would you choose? What kind of intonation is more effective in your opinion? Why? Should there be any interjections in your utterances? Why?

b) Role play the dialogue between:

- a mother and a child;
- a father and a child;
- a grandmother and a child;
- a grandfather and a child.

c) What other extralinguistic techniques may be helpful in this situation? What makes you think so? Comment on your choice.

3. Think of the most “popular” fairy tales:

a) Enumerate fairy tales that are the most interesting ones for:

- boys;

- girls.

Explain such a “subdivision”.

b) Choose a fairy tale and read it aloud. Don’t forget your intonation. Will it differ while dealing with a group of boys only?

Unit 2

BRINGING UP A BETTER BABY

I. Introduction into the topic

1. Preliminary notes:

While bringing up children very much depends on schools they attend. Good schools make good citizens. The role of a teacher is of great importance in this process. Nowadays the teacher’s aim is to develop child’s character. Teachers try to teach pupils about right and wrong, they also must prepare children for their future careers. You, as a would-be teacher, must educate children to read, write and count properly. They should have more art, music and games on the timetable to become well-educated people with a sense of beauty. And the aim of any school is to pass on knowledge from one generation to another.

2. Have you ever thought of the problem “How to bring up a better baby”? Have you ever discussed it with your friends, family, and colleagues? Give an extensive answer.

3. What’s your opinion about useful techniques of educating a better child? Group them according to the following items:

a) to multiply your child’s intelligence;

b) to develop a sense of beauty;

c) to combine science and games;

d) your own implementation.

II. Phonetic exercises

1. Practice the following words and word combinations from the text; perfect your transcription reading skills.

Remember:

a) the diphthongs and digraphs:

[eɪ] – 'famous, 'gene'ration, 'eighty, claim, brain, they'd, way;

[aɪ] – lives, child, 'multiply, "Miche'langelo, 'Einstein;

[jH] – 'human, neu'rology, su'perb, 'mewling, 'puking;

[qV] – wrote, 'growing, over, open, slow;

[aV] – 'founded, now, a 'bout;

[OI] – boy, spoil;

[L] – awe, more;

[H] – group, rules.

b) no palatalization: professional, obsessive 'ambitions, completely, stimuli;

c) absence of glottal stop in these word combinations: to be a reasonable, is over, have an improved, times a year, like a tree, one of;

d) linking [r]: there is, for a seven-day seminar, for over, higher orders, there any.

2. Repeat the phrases from the text “Bringing up a better baby” after the teacher. Pay attention to the intonation of attitudinal meanings conveyed by the pattern Ascending Head + Low Rise; Stepping Head + Low Fall; Stepping Head in sentences containing enumerations where non-final intonation groups are pronounced with the Low Rise each being a bit lower than the preceding one and the final intonation group is pronounced with the Low Fall in the following communicative type of sentences:

1) general questions sound skeptical, disapproving: → Can a 'parent 'spoil a baby?

2) statements sound categoric, calm, reserved: They are → dedicating their 'lives to cre'ating 'brilliant \children.

3) special questions sound serious, responsible, intense, often suggesting irritability or impatience: ↘ How can 'parents cre'ate the 'kind of 'brain 'growth that 'leads to 'expertise in ∟reading, ∟maths, gym∟nastics, and the \like?

III. Listening comprehension

1. Listen to the text “Bringing up a better baby”. Mark anything that surprises you in Glenn Dorman’s thinking.

Bringing Up a Better Baby (and goodbye Dr. Spock)

Part I

Dr. Benjamin Spock, the famous American pediatrician, reassured several generations of anxious parents in his best selling *Baby and Child Care*. He wrote: “Your Baby is born to be a reasonable friendly human being”. Today’s parents aren’t sure this is enough. There is a growing number of American professional parents with obsessive ambitions for their children. They are dedicating their lives to creating brilliant children. The Age of Spock is over! Why have a merely “normal” baby when you can have an improved model, a Better Baby? In the world of baby care, common sense has given way to competition and connoisseurship.

The Better Baby Institute

This was founded by an American called Glenn Doman. Four to six times a year the Institute opens its doors to a group of about eighty parents who have paid \$490 for a seven-day seminar entitled “How to multiply your baby’s intelligence”. After studying children for over forty years, Doman has developed an apparently brilliant, internally consistent, and completely idiosyncratic brand of science that commingles developmental psychology, neurology and anthropology. He introduces the parents to his “89 Cardinal Facts for Making Any Baby into a Superb Human Being.”

Cardinal Fact #6: “*Our individual genetic potential is that of Leonardo da Vinci, Mozart, Michelangelo, Edison and Einstein*”.

Doman claims that up until the age of six, when brain growth slows, a child’s intellectual and physical abilities will increase in direct proportion to stimulation. Thus any child, given the proper stimuli, can become the next Leonardo.

Cardinal Fact # 26: “*Tiny kids would rather learn than eat*”.

Doman claims that they’d rather learn Greek than baby talk, since higher orders of complexity offer more stimulation. He makes the average adult seem like a tree sloth in comparison with a two-year-old. “Every kid”, he asserts, “learns better than every adult”. Parents at the Better Baby Institute learn to regard their mewling puking infants not so much with respect as awe.

It doesn’t matter if it is a boy or a girl; the question is now one of technique. Can a parent spoil a baby? How can parents create the kind of brain growth that leads to expertise in reading, maths, gymnastics, and the like? Are there any common rules?

(adapted from an article in Harper’s and Queen March 1986)

2. Answer the questions:

1. What is Dr. Benjamin Spock famous for?
2. What are most American professional parents dedicating their lives to?
3. Can any child become the next Leonardo?

4. What brand of science has Doman developed?
5. Does any technique of bringing up a better baby exist nowadays?

3. Listen to the text once more:

a) Click true (**t**) or false (**f**) statements. Mark the answers with the corresponding letters in the box by each one:

1. Dr. Benjamin Spock wrote: "Your Baby is born to be a reasonable friendly human being". ☐
2. Doman claims that up until the age of eight, when brain growth slows. ☐
3. A child's intellectual and physical abilities will increase in direct proportion to stimulation. ☐
4. "Every adult learns better than every kid". ☐
5. It really matters if it is a boy or a girl. ☐

b) Give your opinion concerning some peculiarities of the reader's intonation:

- What is the text split into (its delimitation)?
- Are there any occasional emphatic pauses in the text presentation?
- Does the reader's speech sound passionate and interested?
- What are characteristics of his voice, attitudes, emotional state?
- Is the contrast between accented and unaccented segments great?

4. Listen to the text again. Reproduce the situations where the following word combinations are used:

anxious parents; a reasonable friendly human being; obsessive ambitions; to dedicate one's life to smth/smb; common sense; to give way to; individual genetic potential; to increase in direct proportion to; in comparison with; mewling puking infants.

IV. Reading

1. Repeat the text after the announcer. Try to imitate the reader's pronunciation.

2. Get into groups of 4-5 persons:

- a)** Read the text aloud in your group. Let your colleagues listen to your reading.
- b)** While listening to your partner's reading the text mark the errors he makes while pronouncing some piece of the text.

3. Record your reading of the text at home:

- a)** Listen to the topic; try to be objective making the judgment about the quality of

your reading. In case of need record the text once again.

b) Let your partner listen to the tape and comment on your reading skills.

V. Communicative tasks

1. Express your own opinion concerning the information contained in the text “Bringing up a better baby”. Give a detailed answer.

2. Choose anyone you like in your group. Take an interview from the mate you’ve chosen. Try to use acute questions on the topic “How to bring up a better baby”.

3. Give a brief survey of your interviewee’s story in the form of a monologue. Mind your intonation patterns.

4. Comment on your mate’s ability to use the pattern Ascending Head + Low Rise; Stepping Head + Low Fall; Stepping Head in sentences containing enumerations in different communicative types of sentences in his/her interview.

5. Speak on the topic “Best techniques to educate a better baby” with the adults. Use the expressions from ex. III. 4). The following word combinations may be of use to you in your story:

a correct way of bringing up a child; to grow up to be happy, well-adjusted adults; to recite poems, to learn hundreds of words; to entertain and amaze smb.; to analyze thoughtfully the works of famous creators; to improve infants’ cognitive abilities; the competitive pressure; to allow children to do smth.; to live with acceptance and friendship.

a) Don’t forget to recall the way you should present your story to grown-ups (mind the vocabulary, manner of speaking, prosody).

b) Explain why your choice is believed to be the best one to make parents (or would-be parents) get interested in your speech.

c) What makes you be sure the parents will support your ideas?

6. Read the abstract from the lecture “Early Greek Education” The conversation is being held between a professor of historical sciences Pr. Smith and his fifth-year students.

From the history of Education. Early Greek Education

Student 1: Professor, has the development of instructional method taken place

independently?

Pr. Smith: No, it hasn't. On the contrary, it has been extraordinarily dependent upon developments in other phases of education. The method of instruction that early men used was through imitation. Children began to imitate their elders first in play. In fact, children of all periods have done this... In this connection I would like to ask you what served them samples to follow or imitate?

Student 2: As a matter of fact, toys and games were miniature of adult activities.

Pr. Smith: No doubt ... Moreover, as children grew older they imitated their elders more closely by participating directly in the hunt, in agriculture, in domestic duties and in religious ceremonies.

Student 3: Sir, did anything change in this method of instruction after the development of writing?

Pr. Smith: Not much. Even after the development of writing the method of instruction continued to depend upon imitation and memorization. Guys, how did this method reveal itself in early Greek education? Who were the best examples to imitate during, let's say, Homeric age?

Student 4: As far as I know, the educational method of imitation also pervaded early Greek education. During Homeric age and for a long time afterward the youth were set noble examples of great men to imitate...

Pr. Smith: It will be your home task to find out the names of those "great men". The method of instruction aimed at affecting conduct. There was no divorce of word and deed. The young were constantly under the supervision of their elders. A young man was continually being directed or reminded that "this is honourable, that is dishonourable", "this is just and that is unjust", "do this and don't do that". And if he obeys, well and good; if not, he is punished."

Student 5: Professor, were children punished anyhow at those times?

Pr. Smith: They were. It should be noted that flogging was given not only to punish but also, especially in Sparta, to teach endurance. Flogging was just another hardship like hunger, cold and heat. It was ideal training for a society that, like Sparta, was constantly on a war footing.

Students: Thank you, Professor Smith, for your interesting lecture.

Pr. Smith: You are welcome. See you next week. Get ready.

7. Answer the following questions. Try to use as many sentences as you can while answering:

1. Have you ever "interviewed" professors? What was the topic you dwelt on?
2. Do you think the method of instruction works in bringing up better children?

Explain why it does (or doesn't).

3. If you were a parent, would you punish your children? How?

4. What is the most effective way in your opinion to edify children if they misbehave? What makes you think so?

Does Gender Correlate with Communicative Behaviour?

1. Enumerate the difficulties of bringing up:

- a boy;
- a girl;
- your own son;
- your own daughter.

2. Imagine such a situation: "You and your child-teenager are discussing school affairs. Your son/daughter does not agree with you to the point concerning his/her manner of speaking with teachers". You want to give advice. Can you prevent a conflict from its arising?

a) Which words would you choose? What communicative types of utterances would you use? What kind of intonation is more effective in your opinion? Why? Should there be any interjections in your utterances? Why?

b) Role play the dialogue between:

- a mother and a daughter-teenager;
- a father and a daughter-teenager;
- a mother and a son-teenager;
- a father and a son-teenager.

c) What other extralinguistic techniques may be helpful in this situation? What makes you think so? Comment on your choice.

3. Think of the most typical differences in bringing up girls and boys

a) Enumerate approaches effective in bringing up only:

- boys;
- girls.

Explain such a "subdivision".

b) Are there any common approaches suitable both for girls and boys? Give your arguments. Should girls and boys be reared differently? Express your ideas on this topic.

Unit 3

EXCESSIVE COMPETITIVENESS

I. Introduction into the topic

1. Preliminary notes:

Recently the problem of the volume of educational material for babies to be comprehended has occupied the leading position. To be more precise, the borderline between compulsory and essential material is vague. Parents want their kids to be “prodigies” and start to “stuff” them with all kinds of information to be devoured. Grown-ups forget about the fact that educational games are aimed at helping children to adapt to the surrounding world. The idea of bringing up a perfect child is unrealistic. The most important thing to remember is that there is no one correct way of bringing up a child ...

2. Have you ever thought of the problem “What should we teach kids beginning with their early age?”? Have you ever discussed it with your friends, family, and colleagues? Give an extensive answer.

3. What's your opinion about the most important things we are to teach a baby? Group them according to the following items:

- a) the most necessary things;*
- b) the least necessary things;*
- c) educational disciplines;*
- d) your own implementation.*

II. Phonetic exercises

1. Practice the following words and word combinations from the text; perfect your transcription reading skills.

Remember:

a) reading rules of some suffixes:

[lv] – re'tentive, a'ttractive, ex'clusively, com'petitive, ex'cessive, 'cognitive

[kl] – 'classical, "mathe'matical;

[ll] – "simul'taneously, 'thoughtfully, 'patiently, es'pecially, 'finally, 'socially;

[lk] – "scien'tific, 'psychic;

b) peculiarities of pronunciation of nasal consonants:

[N] – 'learning, "enter'taining, sur'rounding, a'mazing, 'everything, as long as, 'taking a psychic toll ;

[Ng] – 'bringing up;

[Nk] – think of it;

c) no voicing before voiced consonants: help them, constant lack, like manner, Wasn't Josh lonely?

d) no devoicing before voiceless consonants: cards to, the idea is to, declines to prove his claims to, he's happy, these Professional Mothers, flashcards for, was socially excellent, world has.

2. Repeat the phrases from the text "Bringing up a better baby" after the teacher. Pay attention to the intonation of attitudinal meanings conveyed by the pattern Stepping Head + Low Fall in different communicative types of sentences:

1) imperatives sound firm, serious, pressing, weighty: Write 'down a 'series of 'short, fa'miliar 'words in 'large, 'clear 'letters on ↘ flashcards.

2) general questions sound serious, responsible, intense, weighty, rather emphatic (the answer is expected or obvious): ↘ Wasn't 'Josh ↘ lonely?

3) statements sound final, categoric, considered, weighty: ↘ Efforts to im'prove 'infants' 'cognitive a'bilities 'only 'prove to him that the 'scramble for su'ccess has 'finally in'vaded the ↘ cradle.

III. Listening comprehension

1. Listen to the text. Get the list of the things mothers shouldn't teach their babies.

Bringing up a Better Baby (and goodbye Dr. Spock)

Part II

The question of technique how to do it is an acute one now. The main task of any kindergarten teacher is to arrange all conditions so that a child could feel at home and get ready and adapted for the surrounding world. We, parents, are to help them despite our constant lack of time, because they are our children and our future.

Say you want to teach your six-month-old now to read. Write down a series of short, familiar words in large, clear letters on flashcards. Show the cards to your infant five or six times a day, simultaneously reciting the word written on each one. With his extraordinary retentive powers he'll soon be learning hundreds of words, then phrases. The idea is to try to treat the baby's mind as a sponge. By the age of three, Doman guarantees, your child will be entertaining himself and

amazing your friends by reading “everything in sight”. In like manner he can learn to perform staggering mathematical stunts, or to distinguish and thoughtfully analyze the works of the Great Masters or the classical composers.

Dorman declines to prove his claims to the scientific community; he’s happy, he says, as long as parents are convinced. These Professional Mothers (it is usually the mother) turn out to be paragons. Attractive young Mrs. Di Battista printed up 9,000 flashcards for five-year-old Michael. Stout, solemn Mrs. Pereira patiently explained that she “took time off” from her all-day routine of teaching eleven-year-old Josh to devote several weeks exclusively to making Josh’s French and Spanish flashcards for the coming year. Wasn’t Josh lonely? “No”, his proud mother replied. He was “socially excellent”.

What does Dr. Benjamin Spock think of the better baby phenomenon? Like most octogenarians he thinks the world has gone to hell, he argues that competitive pressures are taking a psychic toll on most Americans, especially young people, and blames “excessive competitiveness” for the extraordinary rise in teenage suicide over the last twenty years. Efforts to improve infants’ cognitive abilities only prove to him that the scramble for success has finally invaded the cradle.

(adapted from an article in Harper’s and Queen March 1986)

2. Answer the questions:

1. What is the main task of any kindergarten teacher?
2. How can a baby learn to perform staggering mathematical stunts and distinguish the works of the Great Masters or the classical composers?
3. What was unusual about the occupation of Josh’s mother?
4. Are really competitive pressures taking a psychic toll on most Americans?
5. What has finally invaded the cradle?

3. Listen to the text once more:

a) Click true (**t**) or false (**f**) statements. Mark the answers with the corresponding letters in the box by each one:

1. Dorman maintains that babies can learn to read hundreds of new words and phrases every day. ☐
2. Scientists have proof that Glenn Dorman’s theory is correct. ☐
3. It is a full-time job for parents if they embark on the training programme. ☐
4. Josh Pereira has difficulty getting on with other children. ☐
5. Dr Spock believes it is desirable that parents make every effort to increase their baby’s cognitive abilities. ☐

b) Give your opinion concerning some peculiarities of the reader’s intonation:

- Do pauses help us to divide the text into phonopassages?

- What kind of pauses does the reader use (those between the intonation groups, sentences, paragraphs)?
- What kind of timbre does the announcer have?
- What are characteristics of her voice, attitudes, emotional state?
- Is her speech passionate, concerned?
- Does rhythm exhibit a stable pattern?

4. Listen to the text again. Reproduce the situations where the following word combinations are used:

to arrange all conditions; to feel at home; to get adapted for the surrounding world; retentive powers; everything in sight; to perform staggering mathematical stunts; to distinguish and thoughtfully analyze; to take time off from all-day routine; competitive pressures; to take a psychic toll on smb.; the scramble for success.

IV. Reading

1. Repeat the text after the announcer. Try to imitate the reader's pronunciation.

2. Get into groups of 4-5 persons:

- a) Read the text aloud in your group. Let your colleagues listen to your reading.
- b) While listening to your partner's reading the text mark the errors he makes while pronouncing some piece of the text.

3. Record your reading of the text at home:

- a) Listen to the topic; try to be objective making the judgment about the quality of your reading. In case of need record the text once again.
- b) Let your partner listen to the tape and comment on your reading skills.

V. Communicative tasks

1. Express your own opinion concerning the information contained in the text "Bringing up a better baby" Give a detailed answer.

2. Choose anyone you like in your group. Take an interview from the mate you've chosen. Try to use acute questions on the topic "Educative material and effective techniques to rear prodigies".

3. Give a brief survey of your interviewee's story in the form of a monologue. Mind your intonation patterns.

4. Comment on your mate's ability to use the pattern Stepping Head + Low Fall in different communicative types of sentences in his/her interview.

5. Speak on the topic “Bringing up a prodigy” with graduates of pedagogical universities. Use the expressions from ex. III. 4). The following word combinations may be of use to you in your story:

to recognize colours and shapes; to read to smb.; to talk back to smb.; to characterize things; (not) to interrupt smb.; to inherit; to demand smth.; (ir)relevant to life; to perceive smth.; to achieve smth. at all costs; to question the wisdom of elders; a child’s academic success; a competitive society; to show tolerance.

a) Don’t forget to recall the way you should present your story to the auditorium consisting of would-be kindergarten teachers (mind the vocabulary, manner of speaking, prosody).

b) Explain why your choice is believed to be the best one to convince the public and excite their curiosity in your speech.

c) What makes you be sure the graduates will believe you?

6. Read the abstract from the conversation “Should we educate better children in kindergartens?” The conversation is being held between a headmistress of an educational centre (specializing in pre-school and school education) and parents of children attending this centre.

Should we educate better children in kindergartens?

Headmistress: There are plenty of advantages when speaking about kinder gardens. Their educational purpose is out of the question. We all know that games prevail in children’s activity till they are approximately 7 years old.

Parent 1: Dear Maria Ivanovna, as far as you know, nowadays it is urgent to teach children rather than entertain them. Most of school work that children do at pre-school educational establishments and schools is simply a waste of time, of energy, of patience...

Headmistress: You know, Mrs. Pavlova, at elementary stages we are to teach and bring up children in the form of a game. That’s why a lot of various educational games exist: manipulative, pretend, creative play, jigsaws, and table games. They develop children’s imagination, logics, native wit. It is revealed when children begin to study school disciplines.

Parent 2: Do you train any handicraft skills at your centre?

Headmistress: Of course, we do. It’s very important for every kid to see the results of his or her work. So, we can use mechanoes, tool kits, constructor boxes for boys, sewing sets, mosaic for girls. It doesn’t mean that girls shouldn’t build any figures of construc-

tor parts, and boys mustn't sew. This manipulative play aims to teach children elementary necessary things – to sew, to be able to repair, they can develop their skills whether to imitate or to work out something that belongs only to a child's imagination.

Parent 3: It is demanded nowadays that after leaving higher educational establishments and schools as well both girls and boys get adapted to family life. Do you practise work like this?

Headmistress: We occupy children with pretend play. It's very amazing to watch children being busy and puzzled with pretend play. Usually both boys and girls arrange the furniture in dolls houses, taking cars out of toy garages and then putting them back or feeding domestic animals on toy farms. A boy or a girls can "sit-and-drive" or play with a toy railway. The fact is they very seldom quarrel while playing, they share toys with each other. There are of course exclusions, so our task is to interest and involve all of them into the process.

Parent 4: How much time do you usually devote to creative work?

Headmistress: Creative play is very significant. Every day kids have creativity classes. They express themselves drawing wherever it is possible - in albums, on the ground... Crayons, chalks, paint sets, felt-tip pens will do. They can realize their thoughts and views in modeling with plasticine. You'll be very surprised when you see how children make ornaments gluing different parts to a sheet of paper. If you let them work with dry flowers, leaves or some other natural material you'll be astonished at the results.

Parent 5: And what about mental training? Speak on this topic, please.

Headmistress: It's necessary to develop children's mental activity as well by solving jigsaw puzzles. Dominoes and picture lotto provide thinking too. We can't do without kaleidoscopes, microscopes, binoculars, a globe at the lessons. They help find out and investigate the world around us.

Parent 5: Maria Ivanovna, thanks a lot for your interesting story. I think my child is the first candidate to enter your educational center. I wish you good luck and success in all your strivings.

Headmistress: I am grateful to you. Still there is a good saying: Toys are for doing not having. We'll try to do our best to educate a worthy generation.

7. Answer the following questions. Try to use as many sentences as you can while answering:

1. Have you ever interviewed headmasters (headmistresses)? What was the topic you dwelt on?
2. Do you agree with all the headmistress's answers? Explain why you agree or

disagree with the ideas the headmistress has expressed.

3. If you were a parent, what questions would you discuss with a headmistress of an educational establishment your child is going to attend?

Does Gender Correlate with Communicative Behaviour?

1. Should parents try to teach their children before they go to school? Express your ideas as if you were:

- a father;
- a mother;
- a grandmother;
- a grandfather.

2. Imagine such a situation: "There is a leader in your group of children aged 9-10 years. He/she wants the rest to obey him/her". How are you going to relieve tension?

a) Which words would you choose? What kind of intonation is more effective in your opinion? Why? Should there be any exclamations in your utterances? Why?

b) Role play the dialogue between:

- a teacher and a girl-leader;
- a teacher and a boy-leader;
- a girl-leader and her friends;
- a boy-leader and his friends.

c) What other extralinguistic techniques may be helpful in this situation? What makes you think so? Comment on your choice.

3. Think of the most typical problems arising in connection with kindergarten education

a) List the most common problematic situations the following people may be involved into:

- a daughter-in-law and a mother-in-law;
- a son-in-law and a mother-in-law;
- a daughter-in-law and a father-in-law;
- a son-in-law and a father-in-law

b) How do usually men/women try to solve these problems? Do they undertake any specific technique? Who is inclined to find compromise more often: women or men? What makes you think so? Give your arguments.

Unit 4

CREATIVE WORK WITH INFANTS

I. Introduction into the topic

1. Preliminary notes:

From an early stage of living a baby is surrounded by people, unknown and strange (for him/her) things, sounds of various nature, natural processes going on around him/her, etc. It is very interesting for a baby to investigate everything, no matter how dangerous it may be. A baby is curious. It is eager to learn more about everything. In the process of acknowledging and getting in touch with things a baby's desire to learn more doesn't disappear. So, the task of the educator is to invent creative assignments for children to become acquainted with the world.

2. Have you ever thought of the problem “Development of children’s creativity”? Have you ever discussed it with your friends, family, and colleagues? Give an extensive answer.

3. What’s your opinion about the spheres of creativity appliance? Group them according to the following items:

- a) creative playing;
- b) creative study;
- c) creative activity outside an educational establishment;
- d) your own implementation.

II. Phonetic exercises

1. Practice the following words and word combinations from the text; perfect your transcription reading skills.

Remember:

a) reading rules of the vowels referring to the open and closed types of stressed syllables:

[eɪ] – 'spatial re'lations, 'major, shape, able;

[x] – i'maginary, re'action, 'language;

[aɪ] – thrive, size, write, why;

[ɪ] – 'difficulty, 'fiction, 'physical, rhythm;

[j] – these, be'lieve, be;

[e] – suc'cessful, a'ggressive, re'flect;

[qV] – e'voke, con'trol, a'lone;

[O] – 'positive, in'volvement, 'objects;

[jH] – co'mmunicating, 'music, use;

[H] – true, rule, who;

[A] – us, 'adults, 'judgement.

b) difference in lip position while pronouncing [w] and [v]: which – be'lieve, have – what, in'vestigate – be'tween, co-'operative – work;

c) nasalization of vowels preceded or followed by nasal sonorants: young, long, be'ginning, keen, sense, come;

d) slight labialization of consonants preceding the vowels: school, group, mood, tool.

2. Repeat the phrases from the text “Young children’s creativity” after the teacher.

Pay attention to sequence of tones:

1) in a sentence containing enumeration all non-final intonation-groups are usually pronounced with the Low Rise each being a bit lower than the preceding one. The final intonation-group is pronounced with the Low Fall if the choice of enumeration is exhausted:

They , look, | , listen, | , smell, | , touch and taste to , satisfy their , curi , osity.

2) If the speaker wants to make one word of the descending head more prominent (accidental rise) than the others he pronounces it a little higher than the preceding syllables thus breaking their descending succession:

↘Educators of 'young 'children have 'long 'recognized the 'power of ↑play in the 'child's de \velopment.

3) Simple sentences with adverbial phrases at the beginning are usually divided into two intonation-groups. The non-final intonation-group is usually pronounced with the low-rising or mid-level tone:

, Often | ↘children 'take a'part and 'put to'gether 'objects in "con'figurations which were 'not 'necessarily in'tended by the material.

III. Listening comprehension

1. Listen to the text. Get the list of the things which develop children’s creativity in your opinion.

Young Children’s Creativity

Young children are enthusiastic and positive about learning. We all thrive on doing well and being praised for what we do and this is especially true for young children. It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning. If we label children’s failures, then they believe us. Young children sometimes have difficulty in knowing “What is *fact* and what is

fiction?”. The borderline between the real world and the imaginary world is not clear. They use language skills long before they are aware of them. Their own understanding comes through hands and ears. The physical world is dominant at all times.

Educators of young children have long recognized the power of play in the child's development. In play they saw a freedom of spirit which allows a child to investigate and research, a sense of personal involvement, control and mastery, a natural way of encouraging children to work co-operatively.

Playing alone and in small groups. Interpersonal relations with one's peers or with strange adults, like a new teacher, do not come easily for very young children. Entering the group life of school for the first time is a difficult task that must be learned and practised. A major role of the school is to help the child express his aggressive feelings but with acceptable actions. The teacher helps the child come to terms with his feelings, to understand how to deal with them.

Building skills and judgement. All children are very interested in the “what?”, “why?”, and “how?” of the phenomena around them. They look, listen, smell, touch and taste to satisfy their curiosity.

Self-directive materials can help children see difference in size, shape, colour – all of which help them to understand spatial relations, and achieve technical mastery. Often children take apart and put together objects in configurations which were not necessarily intended by the material. This kind of imaginative play we call “creativity”. The rule of the educator is to help a child acquire language in which he can think and talk about them.

Communicating with language, music and art. Communicating is essential to interpersonal relations. A child communicates through the language of music, dance, arts and crafts. He is able to express himself physically and tactually before he can read and write. A child uses rhythm instruments to express moods and feelings. His art work reflects his reaction to what he sees around him. Physical communication demands skill in the use of material and tools; it spurs orderly work, physical co-ordination and creative thinking. Painting a picture evokes keen observation. Creative dancing and drama improvisations require body-control. Children who have experienced and mastered these means of communication are the ones who will “hear things” in music and “see things” in painting and be able to verbalize their perception.

2. Answer the questions:

1. What do usually children have difficulty in?
2. What is a major role of the school?
3. What do we call “creativity”?
4. Is communicating essential to interpersonal relations?
5. How do music and art help a child to develop his/her creativity?

3. Listen to the text once more:

a) Click true (**t**) or false (**f**) statements. Mark the answers with the corresponding letters in the box by each one:

1. Young children are not usually enthusiastic and positive about learning. ☐
2. Children always believe grown-ups if they label children's failures. ☐
3. It is not a difficult task for children to enter the group life of school for the first time. ☐
4. A child communicates through the language of music, dance, arts and crafts. ☐
5. Painting a picture evokes keen thinking. ☐

b) Give your opinion concerning some peculiarities of the reader's intonation:

- Do pauses help us to divide the text into phonopassages?
- What kind of pauses does the reader use (those between the intonation-groups, sentences, paragraphs)?
- What kind of timbre does the announcer have?
- Does the announcer sound instructive and edifying?
- Is his speech loud?
- Are there any variations and contrasts of the tempo in the speech continuum?

4. Listen to the text again. Reproduce the situations where the following word combinations are used:

to thrive on; to keep smb's enthusiasm; feel successful; to be aware of smth.; a freedom of spirit; to investigate and research; a sense of personal involvement; to work co-operatively; interpersonal relations; to satisfy one's curiosity; to achieve technical mastery; to spur orderly work; to evoke keen observation; to verbalize perception.

IV. Reading

1. Repeat the text after the announcer. Try to imitate the reader's pronunciation.

2. Get into groups of 4-5 persons:

a) Read the text aloud in your group. Let your colleagues listen to your reading.

b) While listening to your partner's reading the text mark the errors he makes while pronouncing some piece of the text.

3. Record your reading of the text at home:

a) Listen to the topic; try to be objective making the judgment about the quality of your reading. In case of need record the text once again.

b) Let your partner listen to the tape and comment on your reading skills.

V. Communicative tasks

1. Express your own opinion concerning the information contained in the text “Young children’s creativity”. Give a detailed answer.

2. Choose anyone you like in your group. Take an interview from the mate you’ve chosen. Try to use acute questions on the topic “The most effective assignments aimed at developing children’s creativity”.

3. Give a brief survey of your interviewee’s story in the form of a monologue. Mind your intonation patterns.

4. Comment on your mate’s ability to use the pattern Stepping / Descending Head + Low Fall / Low Rise, accidental rise in statements in his/her interview.

5. Speak on the topic “How to reveal child’s individuality and discover his/her creative potential” with kindergarten teachers. Use the expressions from ex. III.

4). The following word combinations may be of use to you in your story:

to express concern; to concentrate smb’s attention on; to be worth doing smth.; inherited; gifts; to maintain interest; to provide the basis for; to contribute to; the scope of knowledge; to condition development of; to centre smb’s attention on.

a) Don’t forget to recall the way you should present your story to the auditorium consisting of experienced kindergarten teachers and educators (mind the vocabulary, manner of speaking, prosody).

b) Explain why your choice is believed to be the best one to interest and convince the public consisting of people whose work is closely connected with the upbringing of children.

c) What makes you be sure the teachers will support your points of view?

6. Read the abstract from the conversation of a kindergarten teacher Maria Ivanovna and children on a summer day “A sports day in the kinder garden”.

A sports day in the kinder garden.

Maria Ivanovna: What a lovely day we are having today, children. We are going to have sports competitions today. Are you ready?

Lyuda: Maria Ivanovna, I’ve forgotten my bathing-suit and a cap.

Maria Ivanovna: Never mind, Lyuda. You’ll be a judge. Can you count from 1 to 20?

Lyuda: Sure, I can. 1, 2, 3, 4 ...

Maria Ivanovna: That's okay. Be ready to help me.

Peter: May I put on my goggles? The sun is shining brightly. I can't see anything.

Maria Ivanovna: Peter, you may. Go to the shallow end of the swimming pool and stroke your hands to show the girls how to swim. They are at the start line waiting for you.

Den: Maria Ivanovna! Look, group №2 are in the sacks already. They are ready to sack race. Shall I cheer them up?

Maria Ivanovna: Do please. But be careful. There is a sand pit in front of you. You may stumble and fall into it. You'd better climb up the rope ladder. You're the quickest climber.

Ken: Guys, I can skip and hop very well, I also like to play hopscotch.

Children: We want to swing and play tags.

Maria Ivanovna: Kids, we should have physical jerks first. Stand straight. Hands up, hands down. Stretch your hands wide. Kolya, continue the exercises.

Kolya: OK, Maria Ivanovna. Walk on tiptoe, walk on heels. Kick your leg high into the air.

Stacy: I can't. My leg hurts me. Yesterday I fell down, because it was slippery.

Kolya: Then, Stacy, curl up small and stand on your fours. You'll pretend to be a cat. Say: "miaow".

Kate: Miaow.

Maria Ivanovna: Thank you Kolya, Vasya bend your arms down. Stand straight. Balance with your arms stretched. You're a bit sleepy. What's up?

Vasya: Maria Ivanovna, there was an interesting movie yesterday night. I enjoyed it very much.

Maria Ivanovna: I see. Children, Morning exercises are over. Let's go to the slides and see-saws.

Children: Hurrah! And to the log cabin!!!

Sveta: Dima, why are you so impudent? This is me who is swinging on the bar. Go away. Hm. *(she is crying)*

Maria Ivanovna: Dima you shouldn't behave like this. Take the roundabout. It's vacant. Let Sveta swing.

Dima: She has been swinging for an hour already. I want it too.

Sveta: You are mistaken. Ha-ha-ha. You're a boy. Go to play football with other boys or ride a bicycle.

Dima: You're a naughty girl. I'll make sandcastles in the sandpit.

Sveta: Dima, I'd like it to. Take me with you, please...

Dima: OK, let's go. But don't spoil the figures, be patient, behave yourself...

Sveta: I agree.

Maria Ivanovna: Guys, who can dive?

Children: I, I, I, I ...
Maria Ivanovna: You can dig and rake. Don't forget to take the spades.
Boys: What for?!
Maria Ivanovna: We are going to plant fruit trees.
Children: What fruit trees?
Maria Ivanovna: Apple, plum, pear, peach trees.
Children: That's great. In autumn we'll harvest the fruit and eat it.
Maria Ivanovna: Of course, you will. Let's play.
Children: With pleasure.
Maria Ivanovna: Scatter. We'll play hide-and-seek. It's my turn to look for you.
Children: Count from 1 to 10.
Maria Ivanovna: 1, 2, 3, 4, 5 ... Children, where are you? I can't, find you. It's dinner time already. Come out, I'll allow you not to sleep in the day time.

7. Answer the following questions. Try to use as many sentences as you can while answering:

1. Have you ever watched young children play? What games did they play? Were they discussing anything?
2. Were there any quarrels while playing? What caused them?
3. If you were a kindergarten teacher, what games would you choose for children to play? Would they evoke their creativity? Give your arguments.

Does Gender Correlate with Communicative Behaviour?

1. What games would you like to play with children? Are they interesting and creative? Express your ideas as if you were:

- a boy of 5 years old;
- a girl of 5 years old;
- a young educated mother;
- a young educated father.

2. Imagine such a situation: "The weather is fine. You take children outdoors. What games can you suggest that the boys should play? The girls are already outdoors. They are quarrelling, choose the proper (= suitable) games for them. Provide good conditions for them to play together". How are you going to relieve tension?

a) Which words would you choose to interest the children? Why? Are there any intensifiers and vocatives in your speech? What kind of intonation is more effective in your opinion? Is your tempo slow? What are your terminal tones and pre-nuclear patterns?

b) Role play the dialogue between:

- a boy and a boy;
- a girl and a girl;
- a girl and a boy.

c) What other extralinguistic techniques may be helpful in this situation? What makes you think so? Comment on your choice.

3. Think of the most typical conflicts arising in a group of young children.

a) Give your arguments on behalf of:

- a boy;
- a girl;
- a kindergarten teacher (a woman).

b) *Who and how do you think is apt to solve conflicts? What helps him/her manage to do it? Why? Give your arguments.*

Unit 5

PARENTS AND CHILDREN

I. Introduction into the topic

1. Preliminary notes:

Naturally, every parent is anxious to teach and bring up their children. All parents' strivings may face problems of various kinds. Much depends upon the way a parent chooses to realize their plan. Parents' excessive obtrusiveness and permissiveness usually spurn children from them. It is significant that parents should find balance between what to permit and what not to. Children should be taught responsibility. But responsibility cannot be imposed on them. It must grow from within. Besides, children are to be given opportunities for choosing and deciding things for themselves. They must account for what they do.

2. Have you ever thought of the problem "Excessive permissiveness"? Have you ever discussed it with your friends, family, and colleagues? Give an extensive answer.

3. What's your opinion about the things children are allowed and not allowed to do? Group them according to the following items:

a) at school;

- b) in public;
- c) at home;
- d) your own implementation.

II. Phonetic exercises

1. Practice the following words and word combinations from the text; perfect your transcription reading skills.

Remember:

a) reading rules of some vowel and consonant combinations:

[s] – 'since, psy'chologists, 'certainly, ad'vice, ad'o'lescent;

[ks] – ex'cessive, su'cceed, lax, su'ccess;

[jH] – few, knew, 'attitude, due, 'newspaper;

[lq] – sheer, fear, dears, years, 'merely, 'really;

[aV] – a'bout, out, a'llowed, shout, 'countless, 'household, mouth;

[qV] – those, know, most, own, roam;

[A] – 'suffer, trouble, love, nothing;

[R] – a'part, bar'barity, are, harm, ask, 'answer, 'after;

b) loss of plosion: would defend, attitude to, and parents, hasn't taken, complete control, should keep;

c) the post-alveolar [t], [d] under the influence of the post-alveolar [r] (partial regressive assimilation): children, trouble, streets, truth.

2. Repeat the phrases from the text “Parents are too permissive with their children nowadays” after the teacher. Pay attention to the intonation of attitudinal meanings conveyed by the pattern Low Head + Low Rise in the following communicative types of sentences:

1) statements sound encouraging further conversation: „ Few „people would de „fend the Vic „torian „attitude to /children.

2) statements sound reprovingly critical, guarded, reserving judgement, appealing to the listener to change his attitude: The „spread of „juvenile de „linquency in our „own „age is „largely „due to pa „rental /laxity.

3) special questions sound calm, but very disapproving: „What „else can the „poor „parents /do but obey?

III. Listening comprehension

1. Listen to the text. Get the list of the things you agree and disagree about parents' behaviour.

***Parents are Too Permissive
with their Children Nowadays***

Few people would defend the Victorian attitude to children. Children were to be seen and not heard. Freud and company did away with all that and parents have been bewildered ever since.

... The child's happiness is all-important, the psychologists say, but what about the parent's happiness? Parents suffer constantly from fear and guilt while their children gaily romp about pulling the place apart. A good old-fashioned spanking is out of the question: no modern child rearing manual would permit such barbarity. The trouble is you are not allowed even to shout ... Certainly a child needs love ... and a lot of it. But the excessive permissiveness of modern parents is surely doing more harm than good.

Psychologists have succeeded in undermining parents' confidence in their own authority and it hasn't taken children long to get wind of the fact. In addition to the great modern classics on child care, there are countless articles in magazines and newspapers. With so much unsolicited advice flying about, mum and dad just don't know what to do any more. In the end, they do nothing at all. So, from early childhood, the kids are in charge and parents' lives are regulated according to the needs of their off-spring. When the little dears develop into teenagers, they take complete control. Lax authority over the years makes adolescent rebellion against parents all the more violent. If the young people are going to have a party, for instance, parents are asked to leave the house. Their presence merely spoils the fun. What else can the poor parents do but obey?

Children are hardy creatures (far hardier than the psychologists could believe) and most of them survive the harmful influence of extreme permissiveness which is the normal condition in the modern household. But a great many do not. The spread of juvenile delinquency in our own age is largely due to parental laxity. Mother, believing that little Johnny can look after himself, is not at home when he returns from school, so little Johnny roams the streets. The dividing line between permissiveness and sheer, negligence is very fine indeed.

The psychologists have much to answer. They should keep their mouths shut and let parents get on with the job. And if children are knocked about a little bit in the process, it may not really matter too much ... Perhaps, there is some truth in the idea that children who've had a surfeit of happiness in their childhood emerge like stodgy puddings and fail to make a success of life.

2. Answer the questions:

1. What do parents constantly suffer from?
2. Who regulates life?

3. What is the normal condition in the modern household?
4. What is the spread of juvenile delinquency largely due to?
5. Do most of children who've had a surfeit of happiness in their life always make a success of life?

3. Listen to the text once more:

a) Click true (**t**) or false (**f**) statements. Mark the answers with the corresponding letters in the box by each one:

1. In Victorian times parents could see and hear their children wherever they might stand. ☐
2. Nowadays a parent is allowed to "apply manual rearing" while bringing up children. ☐
3. Lax authority over the years makes adolescent rebellion against parents all the more violent. ☐
4. Children are very sweet creatures. ☐
5. The borderline between permissiveness and sheer negligence is vague. ☐

b) Give your opinion concerning some peculiarities of the reader's intonation:

- Do pauses help us to divide the text into phonopassages?
- What kind of pauses does the reader use (those between the intonation groups, sentences, paragraphs)?
- Does the speaker sound passionate and concerned?
- What are characteristics of his voice, attitudes, emotional state?
- Is loudness relatively stable and normal?
- Does rhythm exhibit a stable pattern?
- What are terminal tones commonly expressed by?

4. Listen to the text again. Reproduce the situations where the following word combinations are used:

to be bewildered; to suffer from fear and guilt; modern child-rearing manual; to permit barbarity; excessive permissiveness; to succeed in; to undermine parents' confidence; to be in charge of smth/smb; to take complete control; adolescent rebellion; parental laxity; sheer negligence; to have a surfeit of happiness; to make a success of life.

IV. Reading

1. Repeat the text after the announcer. Try to imitate the reader's pronunciation.

2. Get into groups of 4-5 persons:

a) Read the text aloud in your group. Let your colleagues listen to your reading.

b) While listening to your partner's reading the text mark the errors he makes while pronouncing some piece of the text.

3. Record your reading of the text at home:

a) Listen to the topic; try to be objective making the judgment about the quality of your reading. In case of need record the text once again.

b) Let your partner listen to the tape and comment on your reading skills.

V. Communicative tasks

1. Express your own opinion concerning the information contained in the text "Parents are too permissive with their children nowadays" Give a detailed answer.

2. Choose anyone you like in your group. Take an interview from the mate you've chosen. Try to use acute questions on the topic "Extreme permissiveness is harmful for children and can result in negative development".

3. Give a brief survey of your interviewee's story in the form of a monologue. Mind your intonation patterns.

4. Comment on your mate's ability to use the pattern Low Head + Low Rise in statements in his/her interview.

5. Speak on the topic "Permission and prohibition" with a group of "spoiled" schoolchildren who are 6- 8 years of age. Use the expressions from ex. III. 4). The following word combinations may be of use to you in your story:

spanking; to beat daylights out of smb.; to shake the life out of smb.; to be ashamed of oneself; the best way to criticize; to answer back; to ignore a child; to work out all sorts of schemes for revenge; to keep anger under control; not to force one's will on a child; to gain independence from parents; a peaceful and relaxed manner; to be sensitive to one's feelings; to show much patience (plenty of love).

a) Don't forget to recall the way you should present your story to the auditorium consisting of mostly bad behaving children (mind the vocabulary, manner of speaking, prosody).

b) Explain why your choice is believed to be the best one to convince schoolchildren who are 6- 8 years of age and excite their curiosity in your speech.

c) What makes you be sure the children will believe you?

6. Read the abstract from the dialogue between Mrs. Brent and Mr. Alden, a teacher.

Mr. Alden: Would you like another cup of tea or something?

Mrs. Brent: Well, no Thanks just the same.

Mr. Alden: I am sorry to have to say this, but what would our youngsters do without the youth centre? They'd be pretty lost, wouldn't they?

Mrs. Brent: It's all right I suppose.

Mr. Alden: Er ... would you care to dance, Mrs. Brent?

Mrs. Brent: Thank you ... but no. The music isn't of my generation. You know ... the generation gap. When I was young I'd never dared speak as our children do. Especially with a teacher present.

Mr. Alden: We've got a bit of a problem here, you see. It's part of job to know people ... and especially young people ... as they are. And really the so-called generation gap is a myth you know. Teenagers aren't really so different. As a teacher I find them quite traditional in their attitudes.

Mrs. Brent: I'm sorry to disagree with you, but look at the way they dress ... and their hair!

Mr. Alden: I don't think you get the point. Those things are quite superficial. But basically their attitudes are very similar to those of our generation.

Mrs. Brent: There is no excuse for their language and you seem to approve of the kind of language we hear from our children.

Mr. Alden: Now, I didn't say that. Anyway the concepts of "approval" and "disapproval" tend to oversimplify matters. Every generation creates its own special language just as it creates its own styles in clothes and music.

Mrs. Brent: I'd like to point out that the styles and habits of today's teenagers are so ... Well basically ... unacceptable.

Mr. Alden: You mean unacceptable to you. In fact their clothes are very practical and very simple.

Mrs. Brent: I do wish you had a teenage son or daughter of your own, Mr. Alden.

Mr. Alden: But I have more contact with them. You see, we have regular discussions. You could come and sit in sometime if you like. And you'll realize I think how traditional their attitudes are.

7. Answer the following questions. Try to use as many sentences as you can while answering:

1. Have you ever interviewed teachers who defend children's interests, rights and attitudes? What was the topic you dwelt on?
2. Do you agree that "our youngsters" should wear clothes they like? Explain why you agree or disagree with this decision.
3. What is your attitude to their hair style and language? If you were a parent, what would you advise your child?

Does Gender Correlate with Communicative Behaviour?

1. What do you think of the problem of the generation gap? Express your ideas as if you were:

- a strict mother;
- a strict father;
- a kind grandmother;
- a kind grandfather.

2. Imagine such a situation: “Parents are not allowed to hit children who misbehave. Children abuse their privilege. Parents are nervous about it and can’t do anything about their children’s behaviour”. How are you going to relieve tension?

a) Which words would you choose to convince the misbehaving children that they are doing wrong? Why? Are there any intensifiers and vocatives in your speech? Is the proportion of parenthetical compound types of sentence you use high? What is the length of your utterances? What is your sentence structure? What kind of intonation is more effective in your opinion?

b) Role play the dialogue between:

- a mother and a daughter;
- a mother and a son;
- a father and a daughter;
- a father and a son.

c) What other extralinguistic techniques may be helpful in this situation? What makes you think so? Comment on your choice.

3. Think of the most typical problems arising when dealing with children who are 6 – 8 years of age in connection with the excessive permissiveness.

a) Express your opinion on behalf of these people how they may influence the child’s behaviour who has a surfeit of happiness:

- a child’s friend (a boy);
- a child’s friend (a girl);
- a respectable acquaintance of his/her parents (a woman);
- a respectable acquaintance of his/her parents (a man);
- a parent (a father or a mother).

b) Who do you think is apt to convince a “lucky” child? What helps him/her manage to do it? Why? Give your arguments.

CHAPTER II TEENAGERS' DEVELOPMENT

Unit 6

FREEDOM FOR CHILDREN

I. Introduction into the topic

1. Preliminary notes:

Any state education system is organized in order to educate a person with a wide range of interests, an intelligent and well-adapting person in our surrounding world, a person who is capable of realizing his/her ideas in modern society. It is necessary that a person should identify his/her inclinations; it may help him/her direct energy into the right channel and develop individuality. The aim of life is to find happiness, which means to find interest. Education should be a preparation for life. But educational establishments presuppose that schoolchildren, students obey definite rules and regulations while studying ...

2. Have you ever thought of the problem "Can schoolchildren be free about their behaviour, clothes, subjects to choose, etc.?"? Have you ever discussed it with your friends, family, and colleagues? Give an extensive answer.

3. What's your opinion about the most important things schoolchildren are to obey? Group them according to the following items:

- a) school duties;*
- b) public behaviour;*
- c) obligatory educational disciplines;*
- d) your own implementation.*

II. Phonetic exercises

1. Practice the following words and word combinations from the text; perfect your transcription reading skills.

Remember:

a) reading rules of some suffixes:

[Sn] – "demon'stration, "civili'zation, con'ception, di'rection, su'ggestion, in'struction, 'function, "gene'ration, per'mission;

[qns] – im'portance, "inter'ference, 'guidance, 'absence;

[qs] – re'ligious, 'anxious;

b) nasal plosion: modern, didn't, downtrodden,

c) lateral plosion: mostly, should learn, fight like,

d) loss of plosion: at desks, had taught, had to, want to, child cry, hate breeds, grand piano, vote does.

2. Repeat the phrases from the text “The idea of Summerhill” after the teacher. Pay attention to the intonation conveyed by the pattern Descending Head + Low Rise in the following statements:

1) positive simple sentences sound non-final, not categoric, soothing, reassuring:
↘ Summerhill is 'possibly the 'happiest 'school in the ,world.

2) contrastive complex sentences the principal clauses imply continuation, make a separate intonation-group and are pronounced with the low-rising or falling-rising nuclear tone: If → left to himself without 'adult su'ggestion of any> kind, | he will de'velop as far as he is 'capable of de ,veloping.

3) parentheses at the beginning of the sentence form an intonation-group if the speaker attaches more importance to them. In this case they are stressed and are pronounced with any nuclear tone (Low Fall, Low Rise, Mid-Level or Fall-Rise):
>So, | they ↘ set 'out to 'make a 'school in which they should a'llow 'children 'freedom to be them ,selves.

III. Listening comprehension

1. Listen to the text. Get the list of the things you find unusual for a school.

The Idea of Summerhill

This is a story of a modern school (it was founded in 1921) – Summerhill. Summerhill began as an experimental school. It is no longer such; it is now a demonstration school, for it demonstrates that freedom works.

When A.S. Neill, the founder of this school, and his first wife began the school, they had one main idea: *to make the school fit the child* – instead of making the child fit the school.

Obviously, a school that makes active children sit at desks studying mostly useless subjects is a bad school. It is a good school only for those who believe in *such* a school, for those uncreative citizens who want docile, uncreative children who will fit into a civilization whose standard of success is money.

A.S. Neill had taught in ordinary schools for many years. He knew the other way well. He knew it was all wrong. It was wrong because it was based on an adult conception of what a child should be and of how a child should learn.

So, they set out to make a school in which they should allow children freedom to be themselves. In order to do this, they had to renounce all discipline,

all direction, all suggestion, all moral training, all modern religious instruction. They have been called brave, but it didn't require courage. All it required was what they had – a complete belief in the child as a good, not an evil, being.

Mr. Neill's view is that a child is innately wise and realistic. If left to himself without adult suggestion of any kind, he will develop as far as he is capable of developing. Logically, Summerhill is a place in which people who have the innate ability and wish to be scholars will be scholars; while those who are only fit to sweep the streets will sweep the streets.

What is Summerhill like then?

... Well, for one thing, lessons are optional. Children can go to them or stay away from them – for years if they want to. There is a timetable – but only for the teachers. Children have classes usually according to their age, but sometimes according to their interests. They have no new methods of teaching, because they do not consider that teaching in itself matters very much. Whether a school has or has not a special method for teaching long division is of no importance except to those who *want* to learn it. And the child who *wants* to learn long division will learn it no matter how it is taught.

Summerhill is possibly the happiest school in the world. They have no truants and seldom a case of homesickness. They very rarely have fights – quarrels, of course, but seldom has A.S. Neill seen a stand-up fight like the ones they used to have as boys. He seldom hears a child cry, because children when free have much less hate to express than children who are downtrodden. Hate breeds hate, and love breeds love. Love means approving of children, and that is essential in any school. You can't be on the side of children if you punish them and storm at them. Summerhill is a school in which the child knows that he is approved of.

The function of the child is to live his own life – not the life that his anxious parents think he should live, nor a life according to the purpose of the educator who thinks he knows what is best. All this interference and guidance on the part of adults only produces a generation of robots.

In Summerhill, everyone has equal rights. No one is allowed to walk on Mr. Neill's grand piano, and Mr. Neill is not allowed to borrow a boy's cycle without his permission. At a General School Meeting, the vote of a child of six counts for as much as the headmaster's vote does.

Free children are not easily influenced. The absence of fear is the finest thing that can happen to a child ...

(adapted from A.S. Neill's story about Summerhill school)

2. Answer the questions:

1. What kind of school is Summerhill school?
2. What is the child believed to be at this school?
3. Is there a timetable for lessons?
4. Can children have classes according to their age or interests?
5. Does Summerhill have special teaching methods?

3. Listen to the text once more:

a) Click true (**t**) or false (**f**) statements. Mark the answers with the corresponding letters in the box by each one:

1. A school that makes active children sit at desks studying various (useful and useless) subjects is a good school. ☐
2. Summerhill is a school in which teachers should allow children freedom to reveal themselves. ☐
3. Schoolchildren do not miss classes and they rarely feel homesick. ☐
4. Children should listen to their parents' advice and choose what their parents want them to. ☐
5. Free children are easily influenced. ☐

b) Give your opinion concerning some peculiarities of the reader's intonation:

- Do pauses help us to divide the text into phonopassages?
- What kind of pauses does the reader use (those between the intonation groups, sentences, paragraphs)?
- What kind of timbre does the announcer have?
- What are characteristics of his voice, attitudes, emotional state?
- Is his speech soothing, interested, encouraging?
- Does rhythm exhibit a stable pattern?

4. Listen to the text again. Reproduce the situations where the following word combinations are used:

to fit the child; standard of success; to renounce all discipline; docile, uncreative children; innately wise and realistic; downtrodden children; to breed hate; approving of children; to storm at smb.; the purpose of the educator; interference and guidance; to produce a generation of robots; to borrow smth. without smb's permission; the absence of fear.

IV. Reading

1. Repeat the text after the announcer. Try to imitate the reader's pronunciation.

2. Get into groups of 4-5 persons:

a) Read the text aloud in your group. Let your colleagues listen to your reading.

b) While listening to your partner's reading the text mark the errors he makes while pronouncing some piece of the text.

3. Record your reading of the text at home:

a) Listen to the topic; try to be objective making the judgment about the quality of your reading. In case of need record the text once again.

b) Let your partner listen to the tape and comment on your reading skills.

V. Communicative tasks

1. Express your own opinion concerning the information contained in the text “The idea of Summerhill” Give a detailed answer.

2. Choose anyone you like in your group. Take an interview from the mate you’ve chosen. Try to use acute questions on the topic “What freedoms should children enjoy”.

3. Give a brief survey of your interviewee’s story in the form of a monologue. Mind your intonation patterns.

4. Comment on your mate’s ability to use the pattern *Stepping Head + Low Rise* in statements in his/her interview, intonation patterns in contrastive complex sentences and sentences containing parentheses.

5. Speak on the topic “A school of my dream” with senior schoolchildren. Use the expressions from ex. III. 4). The following word combinations may be of use to you in your story:

“fashionable” and expensive education; a swimming pond; spacious sports grounds, accommodation of pupils; to embolden smb.; genuine curiosity; to derive solace and profit; to develop personality and character; to get on well with smb.; to keep smb. occupied; the ideal school priorities; (not) to beat proposals.

a) Don’t forget to recall the way you should present your story to the auditorium consisting of mostly teenagers (mind the vocabulary, manner of speaking, prosody).

b) Explain why your choice is believed to be the best one to convince the teenagers of 13-16 years of age and excite their curiosity in your speech.

c) What makes you be sure the teenagers will believe you?

6. Read the abstract from the radio programme on “Independent Schools” The conversation is being held between a special reporter Patricia Wilby and a presenter.

Independent Schools

Presenter:

Hello, and welcome to today’s *Worldly Wise*, the programme that investigates current issues and tells you, the consumer, all about them. Today our attention turns to independent schools,

the alternative system for those that can afford it. Most people believe that independent schools offer their pupils advantages that state schools don't. Some think this is unfair. Others will go to the edge of ruin to get the 'best' education for their children. What are the independent schools like these days? Are they still as they were depicted in so many books and films? We sent Patricia Wilby to investigate.

Patricia Wilby:

In 1980 Eton abolished fagging – that is younger boys acting as servants to older, more senior ones – after the Head had at last persuaded two-thirds of his housemasters that this was an outdated institution. Winchester, for the first time in its history, sent more boys to provincial universities than it sent to Oxbridge. Bradford Grammar School decided that boys of thirteen and fourteen should be compelled to study science. And the Head Master of Oundle was able to assert that, although the practice had not been formally abolished, boys had not been beaten 'for many years'. Public schools are not what there were. For a start, you're not supposed to call them 'public' schools any more. They prefer the term 'independent' school, suggesting initiative and enterprise instead of snobbery and prejudice. Over the past fifteen years, they have set out to bury the image of institutions that were socially divisive, obsessed with the classics, disdainful of industry because it meant money was earned, not inherited, and where success on the sports field was more important than success in the exam room. The modern public school will point out that engineering is the largest single destination for its leavers. It will show you computer terminals, science laboratories, and craft workshops. It will introduce you, if at all possible, to pupils whose backgrounds are far from aristocratic.

Yet what is remarkable about this revolution is not so much that it has happened, but that it has happened so recently. And if much has changed, what critics regard as the most important things have not. The majority of the nation's Cabinet Ministers, top civil servants, ambassadors, High Court judges, military leaders, bishops, and bank directors went to public schools. They still account for about half the entrants to Oxford and Cambridge. Although most Western countries have independent school sectors, the British public school system is unique in the extent to which it is set apart from the rest of the nation. The isolation is possible because, by comparison, the private sector in Britain is remarkably small. Around five per cent of the nation's schoolchildren go private, while in the United States the figure is ten per cent. But the most significant change of all

is the importance that is now attached to academic achievement. In the top schools, the focus is firmly on A levels. GCSEs are regarded as distraction, and pupils might take one or two when they are fifteen. It is academic success that is going to keep top people where they think they belong – at the top.

Presenter: And that was a special report by Patricia Wilby. Next week we'll be looking at the state of state education. Until then, good-bye.

7. Answer the following questions. Try to use as many sentences as you can while answering:

1. Have you ever interviewed experts in educational system? What was the topic you dwelt on?
2. Do you agree that boys of thirteen and fourteen should be compelled to study science? Explain why you agree or disagree with this decision.
3. What is your attitude to the term “*independent*” school when speaking about “*public*” schools? If you were a parent, what kind of British school would you choose for your child to study at? Give your arguments.

Does Gender Correlate with Communicative Behaviour?

1. Should there be schools of various types? Express your ideas as if you were:

- a senior student (a boy);
- a senior student (a girl);
- a representative of feminists (a woman);
- a representative of chauvinists (a man).

2. Imagine such a situation: “There is a conflict in a family. Parents compel their child to enter a high school according to their choice. Their child won’t obey them”. How are you going to relieve tension?

a) Which words would you choose to convince the child? Why? Are there any intensifiers and vocatives in your speech? Can parents and children use colloquialisms? Is the proportion of parenthetical compound types of sentence high? What is the length of your utterances? What is your sentence structure? What kind of intonation is more effective in your opinion?

b) Role play the dialogue between:

- a mother and a daughter;
- a mother and a son;
- a father and a daughter;
- a father and a son;
- a husband and a wife.

c) What other extralinguistic techniques may be helpful in this situation? What makes you think so? Comment on your choice.

3. Think of the most typical problems arising in connection with the choice of an educational establishment to study at.

a) Express your opinion about how these people may influence the child's choice:

- a child's friend (a boy);
- a child's friend (a girl);
- a respectable acquaintance of his/her parents (a woman);
- a respectable acquaintance of his/her parents (a man);
- a parent (a father or a mother);
- an ex-form-master.

b) *Who do you think is apt to convince a senior student? What helps him/her manage to do it? Why? Give your arguments.*

Unit 7

DIFFICULT CHILDREN

I. Introduction into the topic

1. Preliminary notes:

The “moulded”, conditioned, disciplined, repressed child – the unfree child, whose name is Legion, lives in every corner of the world. He lives in our town just across the street, he sits at a dull desk in a dull school, and later he sits at a duller desk in an office or on a factory bench. He is docile, prone to obey authority, fearful of criticism, and almost fanatical in his desire to be conventional and correct. He accepts what he has been taught almost without question; and he hands down all his complexes and fears and frustrations to his children. Adults take it for granted that a child should be taught to behave in such a way that the adults will have as quiet a life as possible. Hence the importance is attached to obedience, to manner, to docility.

2. Have you ever thought of the problem “The unfree child”? Have you ever discussed it with your friends, family, and colleagues? Give an extensive answer.

3. What's your opinion about the conditions that cause deprivation of children's freedom? Group them according to the following items:

a) at home;

- b) at school;
- c) in public;
- d) your own implementation.

II. Phonetic exercises

1. Practice the following words and word combinations from the text; perfect your transcription reading skills.

Remember:

a) reading rules of some vowel + consonant combinations:

[W] – world, serve, yearn, im'personal, 'permanently, con'cern, 'surface, 'earnest;

[alq] – de'sire, quiet, en'tirely, 'violence;

[aVq] – our, 'nowadays;

b) reading rules of some consonant combinations:

[f] – 'atmosphere, emphasize;

[kw] – con'sequence, 'question, 'quarrelsome;

[T] – thrive, through, nothing, 'underneath, think;

[D] – the, with, this, that, they, their, wi'thin, wi'thout, 'other;

c) English sonorants [m, n, r, l, j, w] preceded by the fortis voiceless consonants [p, t, k, s] are partially devoiced: at war, problem, without moralizing, place, strain, treat, gun-play, control, inclination;

d) reading rules of some mute consonants: who, wrong, what, where, doubt, would, which, knowledge;

2. Repeat the phrases from the text “The Difficult Child” after the teacher. Pay attention to the intonation of attitudinal meanings conveyed by the pattern (Low Pre-Head) + High Fall (+Tail) in the following communicative types of sentences:

1) statements convey personal concern or involvement; they sound lively, interested, airy (very common in conversation):

A difficult child is nearly always made difficult by wrong treatment at home.

2) special questions sound lively, interested: \ How will they ever be able to exercise "self-discipline"?

3) exclamations sound very emotional: \ Fear can be a terrible thing in a child's life!

III. Listening comprehension

1. Listen to the text. Get the list of proofs exhibiting the primary importance of home in the upbringing of children.

The Difficult Child

The difficult child is the child who is unhappy. He is at war with himself, and in consequence, he is at war with the world. A difficult child is nearly always made difficult by wrong treatment at home. He is deprived of freedom.

The usual argument against freedom for children is this: life is hard, and we must train the children so that they will fit into life later on. We must therefore discipline them. If we allow them to do what they like, how will they ever be able to exercise self-discipline? How will they ever be able to exercise self-discipline?

To impose anything by authority is wrong. Obedience must come from within – not be imposed from without. The problem child is the child who is pressured into obedience and persuaded through fear. Fear can be a terrible thing in a child's life! Fear must be entirely eliminated – fear of adults, fear of punishment, fear of disapproval. Only hate can flourish in the atmosphere of fear!

The happiest homes are those in which the parents are frankly honest with their children without moralizing. Fear does not enter these homes. Father and son are pals. Love can thrive. In other homes love is crushed by fear. Pretentious dignity and demanded respect hold love aloof. Compelled respect always implies fear. The happiness and well-being of children depend on a degree of love and approval we give them. We must be on the child's side. Being on the side of the child is giving love to the child – not possessive love – not sentimental love – just behaving to the child in such a way the child feels you love him and approve of him.

Home plays many parts in the life of the growing child, it is the natural source of affection, the place where he can live with the sense of security; it educates him in all sorts of ways, provides him with his opportunities of recreation, it affects his status in society.

Children need affection. Of all the functions of the family that of providing an affectionate background for childhood and adolescence has never been more important than it is today. Child study has enabled us to see how necessary affection is in ensuring proper emotional development; and the stresses and strains of growing up in modern urban society have the effect of intensifying the yearning for parental regard.

The childhood spent with heartless, indifferent or quarrelsome parents or in a broken home makes a child permanently embittered. Nothing can compensate for lack of parental affection. When the home is a loveless one, the children are impersonal and even hostile.

Approaching adolescence children become more independent of their parents. They are now more concerned with what other kids say or do, they go on loving their parents deeply underneath, but they don't show it on the surface. They no longer want to be loved as a possession or as an appealing child. They are

gaining a sense of dignity as individuals, and they like to be treated as such. They develop a stronger sense of responsibility about matters that they think are important.

From their need to be less independent on their parents, they turn more to trusted adults outside the family for ideas and knowledge.

In adolescence aggressive feelings become much stronger. In this period, children will play an earnest game of war. There may be arguments, roughhousing and even real fights. Is gun-play good or bad for children?

For many years educators emphasized its harmlessness, even when thoughtful parents expressed doubt about letting their children have pistols and other warlike toys. It was assumed that in the course of growing up children have a natural tendency to bring their aggressiveness more and more under control.

But nowadays educators and physicians would give parents more encouragement in their inclination to guide children away from violence of any kind, from violence of gun-play and from violence on screen. Parents should firmly stop children's war-play or any other kind of play that generates into deliberate cruelty or meanness. One can't be permissive about such things. We should bring up the next generation with a greater respect for law and for other people's rights.

2. Answer the questions:

1. What makes a child unhappy?
2. Why do many adults attach importance to obedience?
3. What kinds of fear does a child experience?
4. What kind of atmosphere is necessary for child's proper emotional development?
5. What is peculiar about children approaching adolescence?

3. Listen to the text once more:

a) Click true (**t**) or false (**f**) statements. Mark the answers with the corresponding letters in the box by each one:

1. A child should be obedient; obedience must be imposed from without. ☐
2. The happiest homes are those where love and affection flourish. ☐
3. Giving a child possessive, sentimental love means being on the side of the child. ☐
4. Heartless, indifferent or quarrelsome parents, broken home make a child permanently embittered. ☐
5. Parents nowadays are apt to guide children away from violence of any kind. ☐

b) Give your opinion concerning some peculiarities of the reader's intonation:

- What kind of pauses does the reader use (those between the intonational groups, sentences, paragraphs)?
- Are there any special attitudes expressed in this text?

- What are characteristics of his voice, timbre?
 - Is loudness relatively stable and normal?
 - Does rhythm exhibit a stable pattern?
 - Is there a large amount of parallelisms on any level, prosodic features including?
- Give examples.

4. Listen to the text again. Reproduce the situations where the following word combinations are used:

to exercise self-discipline; to impose smth. by authority; to pressure smb. into obedience; to eliminate fear; to hold love aloof; the natural source of affection; to affect one's status in society; to ensure proper emotional development; to gain a sense of dignity; to be less dependent on their parents; to approach adolescence; to guide children away from violence; to generate into deliberate cruelty and meanness.

IV. Reading

1. Repeat the text after the announcer. Try to imitate the reader's pronunciation.

2. Get into groups of 4-5 persons:

- a)*** Read the text aloud in your group. Let your colleagues listen to your reading.
- b)*** While listening to your partner's reading the text mark the errors he makes while pronouncing some piece of the text.

3. Record your reading of the text at home:

- a)*** Listen to the topic; try to be objective making the judgment about the quality of your reading. In case of need record the text once again.
- b)*** Let your partner listen to the tape and comment on your reading skills.

V. Communicative tasks

1. Express your own opinion concerning the information contained in the text "The Difficult Child" Give a detailed answer.

2. Choose anyone you like in your group. Take an interview from the mate you've chosen. Try to use acute questions on the topic "What are the dangerous symptoms of a problem child?"

3. Give a brief survey of your interviewee's story in the form of a monologue. Mind your intonation patterns.

4. Comment on your mate's ability to use the pattern *Low Head + Low Rise* in statements in his/her interview.

5. Speak on the topic "*The problem children*" with a group of their parents. Use the expressions from ex. III. 4). The following word combinations may be of use to you in your story:

a child: prone to obey, submissive; depressed, distressed; unsociable, lonely; humiliated; stubborn; irritable, annoyed; resentful, arrogant, insolent; unable to cope with difficulties;

a parent: impulsive; pampering, babying; indifferent; disapproving; impatient, intolerant; insensible; nagging, fussy; cruel, harsh; destructive; restraining; uncompromising, tough;
to make slaves of oneself; for the child's benefit; to damage smb's confidence; to get rid of; to break promises; to criticize children in public.

a) Don't forget to recall the way you should present your story to the auditorium consisting mostly of "unhappy parents" (mind the vocabulary, manner of speaking, prosody).

b) Explain why your choice is believed to be the best one to convince the parents who do not always agree with what psychologists and educators say and interest them.

c) What makes you be sure the parents will believe you?

6. Read the abstract from the dialogue between Mrs. Tomson, a pedagogue, and Martin, a difficult teenager.

Martin: Mrs. Tomson, why do you think I should help my parents after school? I want to have a rest not less than they. They come home and rest. I want to rest from my classes ...

Mrs. Tomson: You know, children and parents have an equal right to free time. They work, earn money to provide you with good education, food, clothes, comfort ... You should respect them and understand that they are worthy caring for them as well as they do take care of you.

Martin: I do really love and respect them. I am under years yet. When I finish school, I will find a job. I am not going to live them off.

Mrs. Tomson: I hope so. But Martin you also must help them about the house. All members of the family must do an equal share of the housework according to age and ability. I would recommend you to make up a list of duties. You could allocate your time.

You would know your amount of work. It would be up to you to decide when to fulfill it, when to go for a walk, when to have a rest, when to watch TV and what not ...

Martin: They do not let me invite my friends on weekdays. It doesn't matter if I have done all duties or got a good mark.

Mrs. Tomson: Do you listen to music?

Martin: Who doesn't?

Mrs. Tomson: Do you discuss your problems with mum and dad?

Martin: Yes, we always try to find the best way to solve them.

Mrs. Tomson: Do you speak loud?

Martin: Well ... It depends upon a situation. Sometimes ...

Mrs. Tomson: You must think of how tired they are at the end of their working day. They want silence, comfort and cosiness. Count with their wish and opinion. You may bring your friends when they are at work or somewhere out, at weekends, for example. I am sure you are not going to have any problems at all.

Martin: I should think about it.

Mrs. Tomson: And do not go to bed too late. You may go to bed when you like, but remember: your school starts at 8 o'clock. You may be sleepy, tired and even irritated. Mind it.

Martin: I will. I do not like when my parents criticize me in public, before my friends in particular. They may even cancel our plans suddenly or break a promise. It is important for me right now. I probably won't need it later.

Mrs. Tomson: I think they postpone them, not break. You'll see in a week, or earlier, they'll allow you to do what they promised you to. Your parents are very good people ...

Martin: They are, but they should count with my opinion too. I am a grown-up already. I am a personality.

Mrs. Tomson: No doubt you are, but in the future you'll have your own children and face problems. You must know how to behave in different situations. I wish you only happiness.

Martin: Thank you, Mrs. Tompson. I'll try to do my best to find a common language with my parents. See you next Friday.

Mrs. Tomson: Good-bye, Martin.

7. Answer the following questions. Try to use as many sentences as you can while answering:

1. Have you ever interviewed "difficult children"? What was the topic you dwelt on?
2. Did you really help them to solve their problems? Do you think children should be independent in all their decisions and deeds? Explain your point of view.

3. What is your attitude to “timidity” and “selfishness” of children? If you were a parent, what way of up-bringing would you choose to raise an enthusiastic courteous and hard-working child?

Does Gender Correlate with Communicative Behaviour?

1. What do you think of the problem of unhappy children/parents? Express your ideas as if you were:

- a difficult child (son);
- a difficult child (daughter);
- an unhappy mother;
- an unhappy father.

2. Imagine such a situation: “Boys should do so much work as girls”. How are you going to disapprove/approve this supposition?

a) Which words would you choose to convince the children that they are to fulfill this or that kind of housework? Why? Are there any intensifiers and vocatives in your speech? Is the proportion of parenthetic compound types of sentence you use high? What is your sentence structure? What kind of intonation is more effective in your opinion?

b) Role play the dialogue between:

- a mother and a daughter;
- a mother and a son;
- a father and a daughter;
- a father and a son.

c) What other extralinguistic techniques may be helpful in this situation? What makes you think so? Comment on your choice.

3. Think of the most typical problems arising in connection with the excessive timidity or selfishness of a child.

a) Express your opinion about how these people may influence the child’s behaviour who is considered to be a difficult one:

- a child’s authority (a woman);
- a child’s authority (a man);
- a teacher (a woman);
- a teacher (a man);
- a parent (a father or a mother).

b) Who do you think is apt to convince a “problem” child? What helps him/her manage to do it? Why? Give your arguments.

Unit 8

THE YOUNGER GENERATION

I. Introduction into the topic

1. Preliminary notes:

The younger generation thinks that they know what to do, how to do and why to do better than their parents. But children can't be "independent": first, they are dependent on their parents for food, clothes, place to live in, education, entertainments. Second, they are spiritually dependent on their parents because their own spiritual values are yet unformed. Adults have to choose everything for their children who don't know anything about the surrounding world and so cannot choose for themselves. Of course, a grown-up woman knows more about good taste in clothes than her adolescent daughter and can advise her better than her teenage friends. As to choosing friends, it is still the parents' duty to protect their children from bad influence.

2. Have you ever thought of the problem "What is the younger generation interested in?"? Have you ever discussed it with your friends, family, and colleagues? Give an extensive answer.

3. What's your opinion about your contemporaries' interests? Group their interests according to the following items:

- a) the most interesting things;*
- b) the least interesting things;*
- c) their fashion/style;*
- d) your own implementation.*

II. Phonetic exercises

1. Practice the following words and word combinations from the text; perfect your transcription reading skills.

Remember:

a) the positional length of the vowels:

[R] – 'marked, are, past;

[J] – com'plete, 'freedom, 'reason, leave, be'queath, mean;

[L] – con'formity, en'forced, short, more, all, im'portant, 'forty, be'cause;

[W] – world, 'personal, re'versed, learn, work;

b) articulation peculiarities of the vowels:

[x] – 'value, 'matter, un'happy, am'bitious, 'aspect, 'sanity, a'mass, e'xactly;

[e] – spend, de'pendent, best, men, 'record, 'leisure, 'present, shed, threat;
 [q] – 'constant, 'comment, 'lessons, 'elder;
 [lq] – ma'terial, years, 'glorious, i'deal, 'serious;
 [Fq] – 'parents, pre'pared, wear, 'haircut;

c) [m] remains bilabial before another bilabial: simple, complete, ambitions, important;

d) absence of palatalization before the sound [I], [e], [J], [W]: they, were, been, think; 'difference, leave, it, in'deed, ob'sess.

2. Repeat the phrases from the text “The Younger Generation Knows Best” after the teacher. Pay attention to the intonation of attitudinal meanings conveyed by the pattern (Low Pre-Head+) Rising Head + High Fall (+Tail) in different communicative types of sentences:

- 1) statements express personal concern, involvement, disgruntled protest:
 — They have / more 'money to 'spend and 'enjoy their \ freedom.
- 2) general questions sound protesting, sometimes impatient;
 / Haven't the 'old 'lost 'touch with 'all that is im'portant in \ life?
- 3) special questions sound unpleasantly surprised or displeased, protesting:
 / Who 'said that all the 'men in the 'world should 'wear 'dull 'grey 'suits and 'short haircuts?

III. Listening comprehension

1. Listen to the text. Get the list of its leading ideas.

The Younger Generation Knows Best

Old people are always saying that the young are not what they were. The same comment is made from generation to generation and it is always true. It has never been truer than it is today. The young are better educated. They have more money to spend and enjoy their freedom. They grow up more quickly and are not so dependent on their parents. They think more for themselves and do not blindly accept the ideals of their elders. Every new generation is different from the one that preceded it. Today the difference is very marked indeed.

The old always assume that they know best for the simple reason that they have been around a bit longer. They don't like to feel that their values are being questioned and threatened. And this is precisely what the young are doing. They take leave to doubt that the older generation has created the best of all possible worlds. What they reject more than anything is conformity. Office hours, for

instance, are nothing more than enforced slavery. Wouldn't people work better if they were given complete freedom and responsibility? And what about clothing? Who said that all the men in the world should wear dull grey suits and short haircuts? If we turn our minds to more serious matters, why have the older generation so often used violence to solve their problems? Why are they so unhappy and guilt-ridden in their personal lives, so obsessed with mean ambitions and the desire to amass more and more material possessions? Can anything be right with the rat-race? Haven't the old lost touch with all that is important in life?

These are not questions the older generation can shrug off lightly. Their record over the past forty years or so hasn't been exactly spotless. Traditionally, the young have turned to their elders for guidance. Today, the situation might be reversed. The old – if they are prepared to admit it – could learn a thing or two from their children. One of the biggest lessons they could learn is that enjoyment is not “sinful”. Enjoyment is a principle one could apply to all aspects of life. It is surely not wrong to enjoy work and enjoy your leisure; to shed restricting inhibitions. It is surely not wrong to live in the present rather than in the past or future. This emphasis on the present is only to be expected because the young have grown up under the shadow of the bomb: the constant threat of complete annihilation. This is their glorious heritage. Can we be surprised that they should so often question the sanity of the generation that bequeathed it?

(From: “For and Against” by L.G. Alexander)

2. Answer the questions:

1. Who enjoys more freedom nowadays: the younger generation or the older one?
2. What is the older generation afraid of?
3. Could elders learn anything from their children?
4. What can be applied to all aspects of life?
5. Is it wrong to live in the present rather than in the past or future?

3. Listen to the text once more:

a) Click true (**t**) or false (**f**) statements. Mark the answers with the corresponding letters in the box by each one:

1. The young are what they were. ☐
2. The older generation assumes that they are more confident because of their experience. ☐
3. The young traditionally turn to their contemporaries for guidance. ☐
4. One of the greatest lessons the children can learn is that the enjoyment is not “sinful”. ☐
5. It is surely right to enjoy your work and leisure. ☐

b) Give your opinion concerning some peculiarities of the reader's intonation:

- What kind of pauses does the reader use (those between the intonation groups, sentences, paragraphs?)
- What kind of timbre does the announcer have?
- What are characteristics of her voice, attitudes, emotional state?
- Does her speech sound concerned, interested, protesting?
- Is there increase of loudness on semantic centers?
- Is the reading rhythmical?

4. Listen to the text again. Reproduce the situations where the following word combinations are used:

to accept blindly the ideas of the elders; to be around longer; enforced slavery; to give smb. responsibility; to turn one's mind to a more serious matter; unhappy and guilt-ridden; to be obsessed with mean ambitions; to amass more material possessions; to lose touch with smth./smb.; to shrug off; to shed restricting inhibitions; the constant threat of smth.; complete annihilation; glorious heritage; the sanity of the generation.

IV. Reading

1. Repeat the text after the announcer. Try to imitate the reader's pronunciation.

2. Get into groups of 4-5 persons:

- a) Read the text aloud in your group. Let your colleagues listen to your reading.
- b) While listening to your partner's reading the text mark the errors he makes while pronouncing some piece of the text.

3. Record your reading of the text at home:

- a) Listen to the topic; try to be objective making the judgment about the quality of your reading. In case of need record the text once again.
- b) Let your partner listen to the tape and comment on your reading skills.

V. Communicative tasks

1. Express your own opinion concerning the information contained in the text "The Younger Generation Knows Best". Give a detailed answer.

2. Choose anyone you like in your group. Take an interview from the mate you've chosen. Try to use acute questions on the topic "Generation gap".

3. Give a brief survey of your interviewee's story in the form of a monologue. Mind your intonation patterns.

4. Comment on your mate's ability to use the pattern (Low Pre-Head+) Rising Head + High Fall (+Tail) in different communicative types of sentences in his/her interview.

5. Speak on the topic "The problems of the young" with your contemporaries. Use the expressions from ex. III. 4). The following word combinations may be of use to you in your story:

to reject conformity; family background; lack of understanding; negligence; parents' authority; parent-child relationship; moral standards; to create own styles in clothes and music; mixture of violence and lethargy; a heart-breaking topic; curfews; "gentle" pressure; the result of ignorance; an inability to understand; the abject fear; to be overconscious of appearance; tremendous elation; black despair.

a) Don't forget to recall the way you should present your story to your contemporaries (mind the vocabulary, manner of speaking, prosody).

b) Explain why your choice is believed to be the best one to make your contemporaries get interested in your speech.

c) What makes you be sure they will support your ideas?

6. Read the abstract from the following interview with *Quentin Crisp*, a writer.

Interview with Quentin Crisp

Presenter: This is part of an interview with Quentin Crisp which was broadcast on LBC (London Broadcasting Company) radio. The interviewer asked Quentin Crisp why he had always felt different and apart from other people.

Crisp: I really never had any option to do anything else. I was never going to be able to join the human race, and I realized that very early. When I was a child I was an object of scorn. I don't ever remember not being laughed at, by my brothers and my sisters, my parents when I was a child, by the other boys at school, as you can well imagine, when I went to school, and by the people with whom I worked when I went out into the world. So that it seemed I either had to try and make a go of being myself or accept complete failure as being a real person.

Interviewer: It sounds as though it was ... very miserable childhood. Was it?

Crisp: It was a miserable childhood, but one must be careful. I wasn't beaten, I wasn't shut in dark cellars for days on end. You hear now of such terrible things happening to children that you have to be careful when you say "I had a rotten childhood." It was, in a sense, my own fault. I was unable to learn how to be with other people.

Interviewer: When did that first hit you, when did you first realize that that's how you felt?

Crisp: Well, I suppose mostly at school, when my appearance, which was just like, to me, I was just like everybody else, I mean, they wouldn't have allowed me to grow my hair long, er, because as you know a public school is just like being in prison. But it still made no difference. People were saying: "Why on earth do you say these things? Why do you stand like that? Why do you look like that? I mean, it never stopped.

Interviewer: Do you think this was with you from birth, I mean, if the rest of your family was so completely conventional and ordinary, how did you learn to be like that?

Crisp: I don't know how it happened, because, yes, my mother and father were middle-class, middle-brow, middling people, and my sister was just like a human being all her life. My brothers were sort of part-time hooligans. When my ... one of my nieces went all the way to Chile to ... er ... see her cousin and see my brother, when she came back, she said: "Oh, he's a hooligan". And I said: "He can't be, he's been with the same firm for thirty years". And she said: "Well, he went to a board meeting wearing rope-soled sandals and one of his daughter's jumpers".

Interviewer: But ... I mean ... did ... have you kept in touch with your family? Did you feel that you were rejected by your family, or did you reject your family?

Crisp: They were very good. They ... my father died when I was twenty-two, more or less in self-defense. I think. My mother lived until I was in my fifties, and of course, if you live long enough, you become the same age as your parents. If you're three and your mother is thirty, she might be from another planet. If you're fifty-three and your mother is eighty-three, what the hell, you're just two little old people. So I got to know my mother, and indeed I knew her better than I knew my sister, in a sense.

Presenter: The interview goes on to discuss Quentin Crisp's career as a writer, which, although successful, did not bring in much money.

Interviewer: Would you have liked more money though? I mean, would you ... what would you have done with it if you'd had it?

Crisp: If I'd had a great deal of money, I wouldn't have lived very differently. I would have lived in a larger room, and it would have been made so that everything was very easy for me to do. I like the process of living to be reduced to an absolute minimum. But otherwise and that, I would have lived in America earlier, I could have gone there, and I should say if I was rich, I would have been welcome come what may. Otherwise and that, I would have lived in one room, I would have done whatever people found for me to do, and when I

wasn't doing it, I would have done a hell of a lot of nothing. I am very good at doing nothing.

Interviewer: One of the stories about you is that you lived in this room in Chelsea for thirty-seven years without ever cleaning it. Is that true?

Crisp: That's true. There's no need to clean your room. All that's a dream invented by your mother. Er, all ... everyone who sees you in your room says: "You can't go on living like this. You'll get some terrible disease ... 'erm, and so on. It's all quite untrue. I'm still here, nearly eighty, and I've never cleaned any room I've lived in.

7. Answer the following questions. Try to use as many sentences as you can while answering:

1. Have you ever interviewed writers? What was the topic you dwelt on?
2. Do you have anything in common with Crisp? Do you share his ideas? Explain why you agree or disagree with the ideas the writer has expressed.
3. If you were an interviewer, what questions would you discuss with the writer?

Does Gender Correlate with Communicative Behaviour?

1. Group the items you like/dislike about the younger generation as if you were:

- a grandfather;
- a grandmother;
- a father;
- a mother.

2. Imagine such a situation: "Your son/daughter/ is going to disco. You do not like the way he/she is dressed. His/her hair-do leaves much to be desired. Besides your child does not agree with your remarks. You quarrel a bit. You, as a parent, are irritated at the tone your child is talking to you". Have a try to convince your child that you are right:

a) Which words would you choose? What kind of intonation is more effective in your opinion? Why? Should there be any interjections in your utterances? Why?

b) Role play the dialogue between:

- a mother and a child;
- a father and a child;
- a grandmother and a child;
- a grandfather and a child.

c) What other extralinguistic techniques may be helpful in this situation? What makes you think so? Comment on your choice.

3. Think of the most “popular” ways of spending leisure time by teenagers:

a) Enumerate the most interesting ones for:

- boys;
- girls.

Explain such a “subdivision”.

b) Offer a universal way of spending free time for both boys and girls. Do your best to excite the curiosity of your audience consisting mostly of teenagers. Don’t forget your intonation and choice of words.

Unit 9

FEELINGS AND EMOTIONS

I. Introduction into the topic

1. Preliminary notes:

The incredible amount of confusion about feelings and emotions are in both the minds of the public and the attention of the “experts”. “*Emotion*” is the general term which encompasses the feeling tone, the bio-physiological state, and even the chemical changes we are beginning to understand underline the sensations we experience. “*Feeling*” is our subjective awareness of our own emotional state. It is that which we experience; that which we know about our current emotional condition. Feelings, particularly the complex and subtle range of feelings in human beings, are testament to our capacity for choice and learning.

2. Have you ever thought of the problem “Feelings are the instruments of rationality, not alternatives to it”? Have you ever discussed it with your friends, family, and colleagues? Give an extensive answer.

3. What’s your opinion about classification of feelings? Reveal them according to the following items:

- a)*** the positive ones;
- b)*** the negative ones;

What are they conditioned by?

II. Phonetic exercises

1. Practice the following words and word combinations from the text; perfect your transcription reading skills.

Remember:

a) articulation peculiarities of some fortis and lenis consonants:

[t] – terms, tense, 'typically;

[d] – 'difficult, deal, a'ddition;

[k] – con'trol, con'cern, kids, keep;

[g] – get, re'garding, growth;

[p] – 'parents, 'powerful, re'port;

[b] – back, be'come, be'haviour;

[s] – sign, some, face, 'sensitive;

[z] – a'rouses, 'recognize, 'miser, re'sult;

[f] – feel, form, foster, few, 'fury;

[v] – 'very, 'never, 'even;

[ʃ] – es'pecially, 'special;

[ʒ] – 'usually, con'fusion;

[C] – 'childhood, which, 'actually;

[G] – rage, a'djust, 'damage;

b) tenseness and laxity of the vowels [R], [A], [L], [P], [J], [I], [H], [V], [W], [e], [x]: re'gard - be'come, more - 'longer, these - slip, school – 'childhood, 'further - tell - 'anger;

c) the phonemic status of the unstressed sounds: 'normal ['nɒlml], e'xist [ɪg'zɪst], con'trol [kɒn'rɒvl], pre'dictable [pri'dɪktəbl], a'ccumulated [ə'kjʌmjuleɪtɪd], a'dult [x'dʌlt], 'bother ['bɒðə].

2. Repeat the phrases from the text “Anger is Normal. Or is it?” after the teacher. Pay attention to the intonation of attitudinal meanings conveyed by the pattern (Low Pre-Head+) Sliding Head + High Falls (+Tail) in different communicative types of sentences:

1) statements sound emphatic. Such Falls provide a greater degree of prominence for the words on which they occur. All other words of the head are not stressed: Some teachers report that they never get angry in the classroom.

2) In special questions the attitude is not changed:

What will the kids tell their parents?

3) General questions sound emphatic:

Will this get back to the principal?

III. Listening comprehension

1. Listen to the text. Find in it arguments for accepting anger as normal and against it. Group them into two columns (“for” / “against”).

Anger is Normal. Or is it?

In terms of frequency of expression, anger is normal. It exists everywhere and is in all of us. But most teachers and parents find it difficult to accept anger as normal and inevitable. The real issue for the teacher and parent becomes the question of how to deal with anger in oneself.

The pressures on us to control or hide our anger are very powerful. Teachers ask, “Will this be held against me as a sign of incompetence or immaturity?” Other concerns are: “What will the kids tell their parents?” and “Will this get back to the principal?” Teachers in addition, have real concern for their children: “Will even a child become frightened? Will it damage him in some way?” or, even more upsetting, “Will the child get angry at me, become rebellious, and no longer like me as a teacher?”

These concerns are so real that most teachers try to hide their anger. The results of this are quite predictable: at best the teacher who is straining to keep in anger is tense, irritable, and impatient; at worst the anger slips out in sarcasm or explodes in a rage of accumulated fury.

Some teachers report that they never get angry in the classroom. In further discussions with teachers regarding situations or behaviour which typically arouses anger some teachers recognize all the signs of anger, but actually did not feel anger in the classroom. But usually an observer or the children in the classroom recognize the signs of anger. Certain teachers are more successful at hiding anger, but unless anger is in a mild form, it will be out one way or another.

How do children react to anger? All of us, as we recall our own childhood experiences in school, can remember instances of teachers expressing anger in the classroom. Though children frequently face anger from adults, they do not always adjust to it in ways that foster their own growth and learning. Teachers report that children often react with confusion; they’re bothered, or their faces appear troubled. Some children are especially sensitive and hurt at the teacher’s anger, and a few children are even frightened. Sarcasm or biting remarks that touch areas of special concern for children can be remembered with special misery for many years.

2. Answer the questions:

1. What are possible results for the teachers who are trying to hide anger?
2. Do teachers get angry in the classroom?
3. Who do children face anger from?
4. How do children react to anger?
5. What can be remembered with special misery for many years?

3. Listen to the text once more:

a) Click true (**t**) or false (**f**) statements. Mark the answers with the corresponding letters in the box by each one:

1. In terms of frequency of expression, anger is not normal. ☐
2. Most teachers and parents find it difficult to accept anger as normal and inevitable. ☐
3. The pressures on us to control or hide our anger are very powerful. ☐
4. Anger will be out one way or another, it doesn't matter how successful at hiding anger teachers are. ☐
5. Children are never hurt at the teacher's anger. ☐

b) Give your opinion concerning some peculiarities of the reader's intonation:

- What kind of pauses does the reader use (those between the intonation groups, sentences, paragraphs)?
- What kind of timbre does the announcer have?
- What are characteristics of his voice, attitudes, emotional state?
- Does his speech sound concerned, interested, involved?
- Is the suggested theme weighty?
- Is there increase of loudness on semantic centers?
- Is the reading rhythmical?

4. Listen to the text again. Reproduce the situations where the following word combinations are used:

in terms of; to accept anger; a sign of incompetence or immaturity; to become rebellious; to slip out in sarcasm; to explode in a rage of accumulated fury; to hide anger; to recall childhood experiences; to adjust to anger; to react with confusion; biting remarks; to remember with special misery; to touch areas of special concern.

IV. Reading

1. Repeat the text after the announcer. Try to imitate the reader's pronunciation.

2. Get into groups of 4-5 persons:

a) Read the text aloud in your group. Let your colleagues listen to your reading.

b) While listening to your partner's reading the text mark the errors he makes while pronouncing some piece of the text.

3. Record your reading of the text at home:

a) Listen to the topic; try to be objective making the judgment about the quality of your reading. In case of need record the text once again.

b) Let your partner listen to the tape and comment on your reading skills.

V. Communicative tasks

1. Express your own opinion concerning the information contained in the text “Anger is Normal. Or is it?” Give a detailed answer.

2. Choose anyone you like in your group. Take an interview from the mate you’ve chosen. Try to use acute questions on the topic “Emotions are perfectly permissible signs of the healthy body’s response to distress”.

3. Give a brief survey of your interviewee’s story in the form of a monologue. Mind your intonation patterns.

4. Comment on your mate’s ability to use the pattern (Low Pre-Head+) Sliding Head + High Falls (+Tail) in different communicative types of sentences in his/her interview.

5. Speak on the topic “People should keep in their feelings in public” with your younger brothers (sisters). Use the expressions from ex. III. 4). The following word combinations may be of use to you in your story:

to express/hide/disguise/control/reveal/relieve one’s feelings; an outlet for one’s feelings; to let off steam; to burst out crying/laughing; to take one’s irritation out on smb.; to keep/lose one’s temper; to be tense and jumpy; to be in a good/bad temper; to behave calmly and coolly; to throw tantrums; to scream and yell at smb.; to feel good/fine/great.

a) Don’t forget to recall the way you should present your story to your younger brothers/sisters (mind the vocabulary, manner of speaking, prosody).

b) Explain why your choice is believed to be the best one to make your younger brothers/sisters get interested in your speech.

c) What makes you be sure they will support your ideas?

6. Read the abstract from the following interview with six people who do not call their names.

Six people’s childhood memories

Interviewer: Did you often misbehave when a child? Were you afraid of your father?

Person 1: I really wasn’t. I used to like to do well just to see the look of pleasure on my dad’s face. He’d say ‘Pet, it’s like a tonic to me when you do

well – I don't know how I have such clever children!' But I never felt I was being pushed too hard. If I did badly he'd just say 'Well what'll it matter a hundred years from now that you failed your Geography exam!' I liked his approach to me, that's why I never make him lose his temper.

Interviewer: You were lucky to have such a father. And you, mister, did you have good relationship with your father?

Person 2: Not that good. In his opinion, whatever I did was just never quite good enough. I wasn't very strong as a child – I used to get attacks of asthma, so I couldn't do PE or games. Well, anyway, when I was twelve I was so thrilled because I was put in the second eleven for cricket. I was so sure he'd be pleased. D'you know what he said? 'Second team? When I was your age I was in the first for cricket, rugby, and hockey.' I felt so crushed, I just crawled away and cried – in private of course!

Interviewer: An unpleasant situation ... Miss, were your parents friendly with you and your friends? Or did your parents suppress you?

Person 3: They never ever were authoritarian. Our house was always open to whoever came round. You'd never know how many people would sit down to a meal. My parents were always inviting people in, and my sisters and I brought friends from school. They used to love coming to our house because they were made so welcome. There were no petty rules, and as long as we tidied up they didn't mind what we did. We called of my parents' friends 'Uncle' or 'Aunt' so-so. We never used to know who were our real relations! But what was so nice for us kids was that we grew up surrounded by a lot of adults, not just our parents, so we heard what they had to say, and they listened to our opinions as well.

Interviewer: How happy you are to have such parents! Mister, were your parents also loving and caring people? Did they pay enough attention to your problems? Did you spend much time together?

Person 4: I can't say they didn't love me but they were always so busy, always getting dressed up to go to somewhere, and so wrapped up in each other. I really don't know why they had children. They always said I was a mistake! They gave me every material benefit, pocket money any time I asked: I had my own brand – BMW when I was seventeen. I wanted for nothing except their time. Anyway I started hanging about with this bunch of 'yobbos' and they said 'Try it' – and I thought 'Why not? Who cares?'

Interviewer: They just wanted to earn money to provide you good conditions and education but they sacrificed the important person in their life – their child. Miss, did your parents take care of you? Did they work much?

Person 5: Maybe. My parents finally split up when I was four. It's one of my earliest memories – my dad sitting me on his knee and saying,

‘Mummy and daddy have decided to live in different houses and I want you to decide which house you want to live in.’ Can you imagine asking a child of four? I hadn’t a clue what to say, but my very much bigger brother was standing behind him mouthing, ‘Say mum, say mum.’ So I did, and I never saw my dad again except once when I was about ten – from the top of a double-decker bus. At least, I think it was him. – I’m sure it was, that time – only I still keep thinking I see him all over the place. I’ve had three step-dads – it’s not the same.

Interviewer: I quite understand you. If there isn’t a parent, it is very difficult to find “a worthy substitute”. What kind of person was your mum, miss?

Person 6: She was like a sea of calm, nothing ruffled her, she always had time. Me and the others would be scrapping about something, and she’d say ‘OK, OK, let’s calm down, let’s go back to the beginning and sort it out – so we did, and it was sorted out!’ I remember this school friend of mine, she fell off her bike and completely smashed her front teeth. She didn’t cry because she was hurt, but because her mother was so particular about her appearance. She said ‘She’ll kill me, she thinks I have such lovely teeth!’ In fact this friend came to my mum first and she rang and told her mum what had happened. Fancy not being able to go to your own mum!

Interviewer: Guests, I’m very thankful to you for your stories. In my return, I’m going to include your interviews into my article about family relationship.

7. Answer the following questions. Try to use as many sentences as you can while answering:

1. Have you ever conducted anonymous interviews? What was the topic you dwelt on?
2. What positive and negative educational aspects do you find in this interview? Comment on them. What advice would you give to the people’s parents?
3. If you were an interviewer, what questions would you discuss with your guests?

Does Gender Correlate with Communicative Behaviour?

1. Group the positive feelings and situations that condition their display as if you were:

- an unmarried young man;
- an unmarried young woman;
- a married young man;
- a married young woman.

2. Imagine such a situation: “You are scolding your child because of his/her bad study at school. But your child has some weighty reasons of being at the bottom

of the class. Besides your child does not agree with your remarks. You quarrel a bit. You, as a parent, are irritated at the tone your child is talking to you". Have a try to convince your child that you wish him/her only good and worry about him/her:

a) Which words would you choose? What kind of intonation is more effective in your opinion? Why? Should there be any interjections and parenthesis in your utterances? Why?

b) Role play the dialogue between:

- a mother and a daughter;
- a father and a daughter;
- a mother and a son;
- a father and a son.

c) What other extralinguistic techniques may be helpful in this situation? What makes you think so? Comment on your choice.

3. Think of the moods of depression or sadness:

a) Explain how different people react to incidents:

- boys;
- girls;
- women;
- men.

b) Offer a universal way of avoiding such situations. Give your recommendations. Try to interest men and women, boys and girls. Don't forget your intonation and a choice of words.

Unit 10

BEING A GOOD TEACHER

I. Introduction into the topic

1. Preliminary notes:

The emphasis in society today is falling upon the need to individualize. The danger that the individual may become lost in the crowd has led in turn to the questioning of the very basis of authority by pupils (students), and in some cases by Authority itself. Primary, however, the concern must be with the child and the way or ways in which any child lives and moves within the school. The teacher has

to prove himself through a period of apprenticeship, during which time he will be assessed by the children themselves. If, during this time, he reveals a genuine, as opposed to an expressed interest, he will eventually be accepted in both a tutorial and perhaps a counseling role. Being a good teacher implies a desire to know the child's background and his family history, and it implies also a respect for the child as he is, and not as we would like him to be.

2. Have you ever thought of the problem “What kind of person can be a teacher?”? Have you ever discussed it with your friends, family, and colleagues? Give an extensive answer.

3. What's your opinion about teacher's characteristics? Reveal them according to the following items:

- a) the positive ones;
- b) the negative ones;
- c) your own implementation.

II. Phonetic exercises

1. Practice the following words and word combinations from the text; perfect your transcription reading skills.

Remember:

a) articulation peculiarities of some consonants:

[h] – hold, he, how, hold, who, hu'manity, hands, pro'hibit, health, 'humour;

[l] – a real 'model, 'only, love, skills;

[m] – 'matter, 'motionless, 'mimics, ma'terial, must, most;

[n] – 'never, 'necessary, know, on, not;

[w] – while 'working, with, re'warding, word, world;

[r] – right, re'flect, su'rrounding, re'al^y;

b) when we link two vowel sounds or when we speak we usually add linking and intrusive sounds ([j] and [w]):

be able, the interest, who is, to every, creativity, they are, individuality.

[j]

[j]

[w]

[w]

[j]

[j]

[w]

c) linking [r]: teacheris, forus, thereare, fora long time, forexample,

2. Repeat the phrases from the text “What Makes A Good Teacher?” after the teacher. Pay attention to the intonation of attitudinal meanings conveyed by the pattern (High Pre-Head+) Descending Scandent Head + Low Fall (+Tail) in different communicative types of sentences:

1) statements express strong emotions of both characters – the positive ones (admiration) and the negative ones (indignation):

↘ Teaching is / rewarding and / stimulating work.

2) Imperatives sound very emphatic:

↘ Think it / over / seriously before / choosing the / profession of a teacher.

III. Listening comprehension

1. Listen to the text. Write out the ideas about real teacher's characteristics you agree with.

What Makes A Good Teacher?

It's not an easy task to be a teacher, though it's considered to be a noble profession. Not everyone dares to become a teacher because teaching is also very difficult work with a great deal of complicated situations. Teacher is a model for his pupils, besides he helps them overcome different problems. At first sight it seems that teaching is easy and amusing work, but in reality a real teacher needs a lot of gifts. It is necessary not only to know the subject you teach, but to be able to hold the interest of audience and control a situation. Pupils praise a teacher who is confident and who obviously enjoys his profession and specialization. People who do not love children or are not tolerant can't simply be teachers. Besides a good teacher always finds an individual human approach to every pupil no matter how "difficult" his character is. We deal here with humanity and creativity of a teacher while working with children. A child should feel the atmosphere of trust, attention and affection towards him. Only love for children make people become teachers and they are never sorry about their choice.

Communication with children also plays a great role in the profession of a teacher. A teacher has an excellent opportunity to give his knowledge to children by means of communication. Pupils' success in great degree depends on their teacher and his professional skills. A good teacher devotes his life to children, which lets him win children's love and respect. It's nice if a teacher possesses a strong pleasing voice, so that his students could follow the topic of an explanation. He stresses the most important items; a born teacher is not motionless. He is constantly gesticulating, moving his arms, hands; he uses mimics very often for us to understand the material.

Teaching is rewarding and stimulating work. Working with children a teacher stays young. Still there are many difficulties in this profession. Sometimes it's practically impossible to direct a child's energy into the right channel; there are problems with their discipline. We should take a child as an individual, a person. Little children are very energetic; they can't sit and concentrate for a long time. We shouldn't prohibit them to stand up for example and go out. It's necessary to do

physical jerks at the lessons. We must pay a great attention to their bearing otherwise their physical state may suffer and reflect on their health.

In other words, we must direct all our forces to the child's adaptation to the surrounding world. Teachers should try to do their best to develop a child's individuality. Our task is not to hurt a child, his self-esteem, we must protect children against the development of various psychological deviations. To sum up, a composite ideal teacher has infinite knowledge and energy, a sense of humour and a talent for discipline, alongside with personal charm and internal patience; he/she possesses impeccable teaching techniques. Think it over seriously before choosing the profession of a teacher.

2. Answer the questions:

1. What kind of profession is teaching?
2. What does a teacher need?
3. Why is communication important for every teacher and pupil?
4. What is difficult about being a teacher?
5. How can we characterize an ideal teacher?

3. Listen to the text once more:

a) Click true (**t**) or false (**f**) statements. Mark the answers with the corresponding letters in the box by each one:

1. Teaching is considered to be easy and amusing work. ☐
2. A child should feel the atmosphere of trust, attention and affection towards him no matter how "difficult" his character is. ☐
3. It is not necessary for a teacher to possess a strong pleasing voice. ☐
4. Working with children a teacher becomes older. ☐
5. Teachers should try to do their best to develop a child's individuality. ☐

b) Give your opinion concerning some peculiarities of the reader's intonation:

- What kind of pauses does the reader use (those between the intonation groups, sentences, paragraphs)?
- What kind of timbre does the announcer have?
- What are characteristics of his voice, attitudes, emotional state?
- Does his speech sound emphatic?
- Is the tempo fast or slow?
- Is there any increase of loudness on semantic centers?
- Is the reading rhythmical?

4. Listen to the text again. Reproduce the situations where the following word combinations are used:

a noble profession; to overcome different problems; to hold the interest of audience; to find an individual human approach to every pupil; the atmosphere of trust, attention and affection; by means of communication; professional skills; to devote one's life to children; to win children's love and respect; to possess impeccable teaching techniques; to use mimics; to direct a child's energy into the right channel; the child's adaptation to the surrounding world; to develop a child's individuality; the development of psychological deviations; a composite ideal teacher; internal patience.

IV. Reading

1. Repeat the text after the announcer. Try to imitate the reader's pronunciation.

2. Get into groups of 4-5 persons:

a) Read the text aloud in your group. Let your colleagues listen to your reading.

b) While listening to your partner's reading the text mark the errors he makes while pronouncing some piece of the text.

3. Record your reading of the text at home:

a) Listen to the topic; try to be objective making the judgment about the quality of your reading. In case of need record the text once again.

b) Let your partner listen to the tape and comment on your reading skills.

V. Communicative tasks

1. Express your own opinion concerning the information contained in the text "What Makes A Good Teacher?" Give a detailed answer.

2. Choose anyone you like in your group. Take an interview from the mate you've chosen. Try to use acute questions on the topic "How can a teacher find an individual approach to a child and create situations where he/she (a teacher) can be available to children as a friend?"

3. Give a brief survey of your interviewee's story in the form of a monologue. Mind your intonation patterns.

4. Comment on your mate's ability to use the pattern (High Pre-Head+) Descending Scandent Head + Low Fall (+Tail) in different communicative types of sentences in his/her interview.

5. Speak on the topic "The need to individualize is so urgent in our society nowadays" with experienced teachers of older generation. Use the expressions

from ex. III. 4). The following word combinations may be of use to you in your story:

authoritarian basis/approach; to create supportive climate; personal development of a pupil; to operate under pressure; to respond to pupils' problems; teacher-pupil relationship; out-of-class activities; to keep/come to order; to play truant; to maintain discipline in class; to establish communication; to impose silence; the irresponsible use of punishment; a problem of non-recognition of self; to be outspokenly and fiercely critical of smb./smth.; in a private capacity.

a) Don't forget to recall the way you should present your story to experienced teachers of older generation (mind the vocabulary, manner of speaking, prosody).

b) Explain why your choice is believed to be the best one to make teachers of older generation get interested in your speech.

c) What makes you be sure they will support your ideas?

6. Read the abstract from the following interview with senior students.

Being a Good Teacher of English

Interviewer: Guys, the topic of our discussion today is "Being a good teacher of English". All of you studied at school. I would like you to recollect your teachers of English first. Do you consider them to be good ones? What makes you think so?

Natasha: My teacher's name is Vera Ivanovna. It is she who "discovered" my foreign language skills. All her lessons were really interesting because she loves her subject and has a thorough knowledge of it. She knows what she is talking about. She is skillful at methods. Vera Ivanovna explained new material in such a way that there was nobody who didn't understand it. All were involved in the learning process.

Interviewer: Competence is of great importance for every teacher. But teachers may be so different...

Peter: I quite agree with you. Ours could talk for hours... not English. She would tell personal anecdotes in class. We were happy to divert from the subject. Only now do I really understand how we wasted our precious class time on nothing. I'll never do that with my pupils. A teacher's sense of humour and ability to take the tension out of language learning are important but there should be a borderline...

Interviewer: What would you say about discipline at the lessons? Is it the major factor of good learning results?

Olga: Er... It may be. There are some teachers who just let a class talk all the time. Then you never learn anything. It is more difficult to hold

children's interest up to the end of the lesson. Only born teachers can do it. If a teacher allows pupils to be late for classes (or even miss them) or not to do homework, it may become regular. I do not think children will start to love and respect such teachers more. Their task is to study and assess knowledge. I couldn't afford to be late for classes. Our teacher wouldn't have forgiven it, still we admired her in spite of the fact that she was strict and demanding. I remember many things she taught us till now.

Interviewer: And what about teachers' attitude to pupils? Is it essential?

Denis: They ought to be polite to us. We are people too. When a teacher is smiling at you, you want to try. You don't get so nervous about making mistakes. Mine could hear only her own voice. We were embarrassed by her caustic wit. She would talk only to the best students. It won't do. A teacher should respect all her pupils and be their guide.

Interviewer: What other teacher's virtues are to be mentioned?

Laura: The teacher's voice. It shouldn't be monotonous. You have to hear him in the back row. Timbre and choice of intonation are rather significant. Every lesson you perceive his enunciation (or mispronunciation) by ear. A teacher should be very careful about his phonetics.

Alex: I like beautiful young teachers especially when they are neatly dressed. I have a great stimulus to work and create. I feel shame if I am not ready for a lesson. I do my best and know much ...

Interviewer: Alex, sorry to interrupt you, but we are pressed for time. I hope I'll see you in a week and we'll continue our discussion in this studio. Thank you very much for your participation. Good-bye.

7. Answer the following questions. Try to use as many sentences as you can while answering:

1. Have you ever interviewed your group mates? What was the topic you dwelt on?
2. What positive and negative educational aspects in the teachers' behaviour do you find in this interview? Comment on them. What else would you add to the teacher's virtues?
3. If you were an interviewer, what questions would you discuss with your group mates?

Does Gender Correlate with Communicative Behaviour?

1. Group the negatives moments that may occur in the teaching/learning process as if you were:

- a headmistress;
- a young teacher (a woman);
- a young teacher (a man);

- a pupil (a boy or a girl).

2. Imagine such a situation: “You are a young teacher of English. There is a mess in your classroom. The pupils won’t listen to you. They are preoccupied with their own business. You are to attract their attention, excite their curiosity and hold their interest till the end of the lesson”. Have a try to convince your pupils that you are their friend and want to give them knowledge:

a) Which words would you choose? What kind of intonation is more effective in your opinion? Why? Should there be any interjections and parenthesis in your utterances? Why?

b) Role play the dialogue between:

- a young teacher (a man) and a schoolgirl;
- a young teacher (a man) and a schoolboy;
- a young teacher (a woman) and a schoolgirl;
- a young teacher (a woman) and a schoolboy.

c) What other extralinguistic techniques may be helpful in this situation? What makes you think so? Comment on your choice.

3. Think of helpful techniques (methods) when teaching children:

a) Explain how people react to teachers’ strivings to educate them:

- mothers;
- fathers;
- schoolgirls;
- schoolboys.

b) Offer a universal way of teacher-student cooperative work. Give your recommendations. Try to interest both schoolchildren and their parents. Don’t forget your intonation and a choice of words.

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