

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

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Іноземна мова за професійним спрямуванням

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Рецензенти:

Навчальний посібник містить оригінальні тексти англійською мовою, які мають педагогічну та психологічну спрямованість, а також передтекстові і післятекстові вправи на закріплення лексико-граматичного матеріалу. Кожен текст призначений для читання, перекладу і переказу. Метою даного посібника є навчання студентів роботі з текстами за обраною спеціальністю.

Посібник призначений для студентів 1-4 років навчання факультету Початкової освіти та інших немовних факультетів педагогічних вузів.

Тексти посібника також важливі з пізнавальної та культурологічної точки зору, що дозволяє підтримувати високий рівень мотивації при їх вивченні. У цьому посібнику наведено чітко сформульовані, розподілені за видами діяльності рекомендації для студентів у вигляді завдань до вправ, які покликані допомогти їм в поступальній роботі з матеріалом посібника - над вимовою, лексикою і граматикою.

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ПЕРЕДМОВА

Навчальний посібник містить оригінальні тексти англійською мовою, які мають педагогічну та психологічну спрямованість, а також передтекстові і післятекстові вправи на закріплення лексико-граматичного матеріалу. Кожен текст призначений для читання, перекладу і переказу. Метою даного посібника є навчання студентів роботі з текстами за обраною спеціальністю.

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Text 1

Read and translate the text.

Active Vocabulary:

1. to spend – витратити, проводити
2. literate – грамотний
3. knowledge – знання
4. a subject – предмет (шкільний)
5. education – освіта
6. higher education – вища освіта
7. schooling – процес освіти
8. successful – успішний
9. high standard – високий стандарт
10. to get on well – ладити (з кимось) with pleasure – з задоволенням
11. to create – створювати
12. to develop relations – розвивати відношення
13. tolerant – толерантний
14. the ability to work without assistance – здатність працювати без допомоги
15. a human being – людське створіння
16. a key figure in our education – ключова фігура в освіті
17. fair – справедливий
18. teaching experience – викладацький досвід
19. to express opinion – виражати думку
20. to solve the problem – вирішувати проблему
21. behavior – поведінка

Schools.

School really plays an important role in our life. You may like it or you may not but we spend so much time at school that it becomes our second home. And no doubt this is true. What is the role of school in modern age? First of all it is making students literate. All students study for eleven years to get knowledge. And the most important role of school is giving knowledge. There are students who like studying because they are doing well in most subjects and they are going to continue their education after school, get higher education. But for those who are not successful in schooling and who are always pressed by their parents and teachers school becomes boring and not interesting.

The education given at our school is of a very high standard. A good student actually don't have many problems with schooling. He gets on quite well with the teachers, is quite successful in class and usually goes to school with pleasure.

School gives us not only knowledge. Children are taught real life there. School helps us understand our life better. School is a place where we create and develop our relationships, are taught to be tolerant and respect one another. And school teaches us principles and how not to lose face in difficult situations.

However, sometimes we have too much homework. Teachers and parents think that doing homework helps us to develop the student's ability to work without assistance, or that additional work could help us complete our education successfully.

We are human beings who want to be heard and understood and only then taught. And only sensitive teachers can do this well. So a teacher is a key figure in our education. Teachers come to your mind first when you think about school years. A good teacher must be intelligent and fair. Most of my teachers have a lot of teaching experience. They help us to learn all subjects well. They share their knowledge and experience with us, and we respond with love. If we do something wrong our teachers do not criticize us they always try to tell what was wrong in

this or that action, they express their opinion helping to solve the problem. Any teacher should remember that they are responsible for student's character and behavior too.

2. Read the task and present the required information.

Now you are first-year students. You passed your entrance exams thanks to the knowledge you gained either at school, or at a vocational school or at a technical college. Speak on the educational institution you studied at before entering the university. Present information on:

- 1) the type of school you studied at;
- 2) the place it is situated;
- 3) the age you began to attend it;
- 4) compulsory and optional courses there were at your school in chemistry, in drawing, in history, etc.;
- 5) the language teaching was carried out;
- 6) how many times a week you had your lessons of English;
- 7) your favourite subjects and why;
- 8) the entrance exams you passed before entering the university;
- 9) what you like and what you don't like about your school.

3. Complete the texts with the words from the list.

boarding schools; private schools; state schools; head; uniforms; mixed; nuns; pupils; priests.

In a typical school system in many countries, there are two kinds of schools: ¹ _____, which are run by the government, and ² _____.

Private schools are often stricter than state schools, and in many of them the ³ _____ (schoolchildren) have to wear ⁴ _____.

Both state and private schools are often ⁵ _____ (for boys and girls) or are for boys or girls only. There are also some schools, usually private, where the pupils sleep at school, which are called ⁶ _____.

The 'boss' of a school is called the ⁷ _____ (teacher). In some religious schools there are also ⁸ _____ (women) and ⁹ _____ (men) who work as teachers.

4. Explain the difference between the following notions:

- 1) a primary school / a secondary school
- 2) a state school / a private school
- 3) your exams / your marks
- 4) a pupil / a student
- 5) do an exam / pass an exam

What do you call ...?

- 6) the qualification you get when you finish university
- 7) the parts of the school year
- 8) a school for children under three
- 9) a school where pupils live and sleep
- 10) the work scientists do at universities.

Text 2

Read and translate the text.

Active Vocabulary:

1. to be encouraged - бути заохоченим
2. according to - згідно з
3. personal abilities - особисті здібності
4. apart from - окремо від
5. vocational school - професійна школа
6. to deal with - мати справу з
7. professional growth - професійне зростання

Choosing a Career

In our modern fast paced world there are plenty of new interesting and socially important professions. The future profession must not be boring for you. It should suit your interests and your features of character. You might choose working

indoors or outdoors, dealing with people or just with papers. In other words you should enjoy the work you do. It should also satisfy your career plans and professional ambitions. It should provide us with a chance of professional growth and personal development.

Young people in our country are encouraged to choose their own careers (professions) according to their personal abilities and interests. They are given all sorts of facilities. Usually personal qualities show up at school and teachers should guide and encourage the young people to take up the careers for which they are best suited.

Apart from the academic careers in science, medicine, law and the arts, more and more boys and girls go in for special training in the trades and the professions and take up a career seriously. They can apply to a vocational school, a technical or a polytechnic college.

Our country needs skilled specialists in all kind of trades. Young people should be encouraged to see the value of all trades, crafts and professions and to take upon the career they have chosen with interest and pride.

1. Answer the questions.

- 1) When do young people in our country start choosing their career?
- 2) When do personal qualities of children show up?
- 3) What jobs do boys and girls take up when they leave school?
- 4) Why did you choose your speciality?

2. In not more than 100 words describe the career opportunities opened to young people in Ukraine.

3. Acting the scene (make up a dialogue).

Characters: two schoolgirls / schoolboys are talking about choosing a career. You may use the following words and expressions:

Career; to give it much thought; to have something in mind; many professions are open to; would you like to be a ...?; I'd love to; I should ... if I were you; a highly competitive career; you shouldn't waste any time getting started.

4. You know some professions are usually preferred by women, some by men. Some people think that there are some professions, which are only for men or for women. Do you agree that nowadays there are women's and men's professions?

5. Look through the following list of professions. Which of them would you recommend for girls and which of them for boys? Why?

a plumber; a fireman; an officer; a doctor; a cook; a poet; a pilot; a butcher; a book-keeper; a shop-assistant; a postman; a nurse; a secretary; an engineer; a teacher; a pianist.

6. Read the following arguments which the supporters of opposite points of view have. Think of some more.

There are some women's and men's professions:

For	Against
1. Some professions are dangerous for women's health. 2. Some people think that some jobs only women can do well (a nurse, a teacher, etc.), some only men can do well (a spaceman, a captain of a ship, etc.). 3. Some professions don't allow women to combine it with looking after children.	1. All the people are equal so both men and women have equal rights to choose a profession. 2. Having both men and women of one profession gives good results. 3. Women are as clever as men.

7. Discuss the problem in groups of 3-5 students to make a decision. Give your reasons.

Text 3

Read and translate the text.

Active Vocabulary:

1. moral values - моральні цінності
2. to make decisions – приймати рішення
3. student's experience – досвід учня
4. to influence - впливати
5. opportunities - можливості
6. polite - ввічливий
7. deeper study – поглиблене навчання
8. to make efforts – докласти зусилля

What makes a person educated?

What do you think can help you to be successful in your studies?

How can you acquire a good knowledge of different subjects?

Each of us has to study at school. Only school can make a person educated. School teaches us moral values, helps to understand ourselves better and make our own decisions. That's why school plays one of the greatest roles in everyone's life. It's often at school that we learn to make friends and get on with other people. A student's experience at school can influence how he or she relates to the rest of the society. The kind of education a student receives will of course influence his or her job prospects. Besides, it offers many opportunities for many kinds of activities. So schools are often responsible for producing the citizens of tomorrow. Besides school introduces us to different sorts of people, it makes us polite and well-behaved and helps us to use our free time sensibly. And, which is most important, it teaches us about our country, its history, culture and its present-day place in the world, because an educated person contributes more to the rest of the society and education on the other hand gives a person the prospect for professional advance. Taking part in all kinds of contests, making reports and holding discussions give us opportunities to develop speaking skills and explore new ideas. The scientific

knowledge, which pupils get at their lessons of chemistry, biology and physics, will be valuable to them.

The activities of the school day afford different opportunities for pupils to participate in sports and in some useful work. They give opportunities for deeper study, for exercising speech, for making a wall newspaper, for developing our talents for paintings, music, drama and so on. These opportunities for practice are with us all day and every day.

In Ukraine there is a nine – year compulsory education, but to enter a university one has to study two years more. This system of education is quite good: those who fill with studies can go working or in special places to learn this or that profession. Others, more diligent pupils continue their studies to get a higher education and to enter university.

Still there is always place for improvement. For example, pupils want uniform at schools not to be compulsory or they want more educational excursions to be arranged.

But it is not a secret that studying at school isn't easy so we have to face lots of problems. Nobody is good at everything without making any efforts. Good work habits, constant study and a good memory help us to acquire a serious knowledge of some subject. We should take any opportunity of speaking English if you want to improve your conversational skills. Diligent work, additional reading and responsibility can help us to pass examination successfully. We will need someone's parent's advice and daily practice and a friend's help and support to cope with a difficult subject. We need all this to become an educated person, to become personalities, because an educated person is one who knows a lot about many things. Knowledge is power, light and wealth.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

Person, successful, acquire, knowledge, subjects, values, decisions, experience, influence, opportunities, responsible, well-behaved, sensibly, present-day,

contributes, professional, advance, discussions, explore, scientific, knowledge, chemistry, biology, physics, valuable, exercising, speech, diligent, improvement, conversational, responsibility, power, wealth.

2. Give Ukrainian equivalents to the following words and word combinations:

To be successful in studies, different subjects, moral values, make own decisions, student's experience at school, will influence his or her job prospects, offer many opportunities, make polite and well-behaved, to use free time sensibly, present-day place in the world, the prospect for professional advance, to develop speaking skills, place for improvement, conversational skills, diligent work, to pass examination successfully, daily practice.

3. Give English equivalents to the following words and phrases:

Придбати хороші знання, моральні цінності, приймати власні рішення, досвід учня, перспективи роботи, ввічлива та освічена людина, навички вимови, надавати різні можливості для учнів, старанні учні, отримати вищу освіту, удосконалення, діалогові навички.

4. Complete the sentences using the passages from the text:

- 1) School teaches us moral values, helps to understand ourselves better and ...
- 2) ... often responsible for producing the citizens of tomorrow.
- 3) Taking part in all kinds of contests, making reports and holding discussions give us opportunities ...
- 4) The activities of the school day afford different opportunities for pupils to participate in sports ...
- 5) But it is not a secret that studying at school isn't easy ...
- 6) We will need someone's parent's advice and daily practice and a friend's help and ...

5. Render the content of the text.

Text 4

Read and translate the text.

Active Vocabulary:

1. nursery school – дитячий садочок
2. private homes – приватні будинки
3. income - доход
4. Eleven Plus Examination – відбірковий іспит
5. local education authority's - місцеві органи освіти
6. secondary education – середня освіта
7. clay - глина
8. primary school – початкова школа
9. addition - додавання
10. subtraction – віднімання

Pre-primary and Primary Education in Great Britain

In some areas of England there are nursery schools for children under 5 years of age. Some children between two and five receive education in nursery classes or in infants' classes in primary schools. Many children attend informal play-groups organised by parents in private homes. Nursery schools are staffed with teachers and students in training. There are all kinds of toys to keep the children busy from 9 o'clock in the morning till 4 o'clock in the afternoon while their parents are at work. Here the babies play, lunch and sleep. They can run about and play in safety with someone keeping an eye on them.

For day nurseries which remain open all the year round the parents pay according to their income. The local education authority's nurseries are free. But only about three children in 100 can go to them: there aren't enough places, and the waiting lists are rather long.

Most children start school at 5 in a primary school. A primary school may be divided into two parts: infants and juniors. At infants school reading, writing and arithmetic are taught for about 20 minutes a day during the first year, gradually increasing to about 2 hours in their last year. There is usually no written timetable. Much time is spent in modelling from clay or drawing, reading or singing.

By the time children are ready for the junior school they will be able to read and write, do simple addition and subtraction of numbers.

At 7 children go on from the infants school to the junior school. This marks the transition from play to "real work". The children have set periods of arithmetic, reading and composition which are all Eleven Plus subjects. History, Geography, Nature Study, Art and Music, Physical Education, Swimming are also on the timetable.

Pupils were streamed according to their abilities to learn into A, B, C and D streams. The least gifted are in the D stream. Formally towards the end of their fourth year the pupils wrote their Eleven Plus Examination. The hated Eleven Plus Examination was a selective procedure on which not only the pupils' future schooling but their future careers depended. The abolition of selection at Eleven Plus Examination brought to life comprehensive schools where pupils can get secondary education.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

Nursery, infants, informal, pre-school, private, staffed, income, authority's, infants, juniors, arithmetic, taught, modelling, drawing, addition, subtraction, composition, Geography, Nature Study, Physical Education, streamed, abilities, Plus Examination, selective, procedure, future, careers, abolition, selection, comprehensive, secondary, education.

2. Give Ukrainian equivalents to:

nursery schools, receive education, nursery classes or infants' classes, primary schools, informal play-groups, staffed with teachers, keeping an eye on them, according to their income, local education authority's nurseries, infants and juniors, gradually increasing, do simple addition and subtraction of numbers, Eleven Plus Examination, selective procedure, future careers, comprehensive schools, secondary education.

3. Give Ukrainian equivalents to:

Дошкільна і початкова освіта, дитячі сади, в дошкільних установах, неофіційні дошкільні ігрові групи, приватні будинки, під чиймось наглядом,

виходячи з їх особистих доходів, дошкільні установи, у веденні місцевих органів освіти, початкова школа, виконувати просте складання і віднімання, відбіркові іспити в 11,5 років, відміна відбіркового іспиту, середня освіта.

4. Answer the following questions:

- 1) What can you say about pre-primary education in England?
- 2) What can parents choose for their children?
- 3) Nursery schools are staffed with teachers and students in training, aren't they?
- 4) What can children do in nursery school?
- 5) When do most children start primary school?
- 6) How may a primary school be divided ?
- 7) When do children go on from the infants school to the junior school?
- 8) Is the Ukrainian system of pre-primary education the same? Are there any changes in it?
- 9) Where can pupils get secondary education in England?

5. Complete the following sentences using the passages from the text:

- 1) In some areas of England there are nursery schools for
- 2) But only about three children in 100 can go to them:
- 3) At infants school reading, writing and arithmetic are taught for about 20 minutes a day during the first year,
- 4) Here the babies play,
- 5) The abolition of selection at Eleven Plus Examination brought to life comprehensive schools
- 6) The children have set periods of arithmetic, reading and composition

6. Render the content of the text.

Text 5

Read and translate the text.

Active Vocabulary:

1. available - доступний
2. academic grammar schools – середня класична школа

3. a comprehensive school - загальноосвітня школа
4. selective - вибірковий
5. to pass an exam - скласти іспит
6. unfair – несправедливий
7. craft – творчість власними руками
8. ability – можливість

Secondary education in Great Britain

Since the 1944 Education Act of Parliament, free secondary education has been available to all children in Britain. Indeed children must go to school until the age of 16, and pupils may stay on for one or two years more if they wish.

Secondary schools are usually much larger than primary schools and most children – over 80% - go to a comprehensive school at the age of 11. These schools are not selective – you don't have to pass an exam to go there. In 1965 the Labor Government introduced the policy of comprehensive education. Before that time, all children took an exam at the age of 11 called – the '11+'. Approximately the top 20% were chosen to go to the academic grammar schools. Those who failed the '11 +' (80%) went to secondary modern schools.

A lot of people thought that this system of selection at the age of 11 was unfair on many children. So, comprehensive schools were introduced to offer suitable courses for pupils of all abilities. Some LEAs (Local Education Authority) started to change over to comprehensive education immediately, but some were harder to convince and slower to act. There are a few LEAs who still keep the old system of grammar schools, but most LEAs have now changed over completely to non-selective education in comprehensive schools.

Comprehensive schools.

Comprehensive schools want to develop the talents of each individual child. So they offer a wide choice of subjects, from art and craft, woodwork and domestic science to the sciences, modern languages, computer studies, etc. All these subjects are enjoyed by both girls and boys. Pupils at comprehensive schools are quite often put into 'sets' for more academic subjects such as mathematics or languages. Sets

are formed according to ability in each subject, so that for example the children in the highest set for math will not necessarily be in the highest set for French. All pupils move to the next class automatically at the end of the year.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

Parliament, available, secondary, comprehensive, selective, labor, policy, approximately, unfair, suitable, courses, abilities, authority, immediately, individual, choice, domestic, science, languages, necessarily, automatically.

2. Give Ukrainian equivalents to the following words and word combinations:

Free secondary education, not selective, to pass an exam, the policy of comprehensive education, the academic grammar schools, to offer suitable courses, Local Education Authority, the talents of each individual child, woodwork and domestic science, move automatically.

3. Give English equivalents to the following words and phrases:

Вільна середня освіта, скласти іспит, приблизно 20 кращих учнів, різні здібності, пропонувати широкий вибір, деревообробка, відповідно до здібностей по кожному предмету, переходити автоматично.

4. Express agreement or disagreement with the following saying:

Model: Yes, you are right (it's correct).

No, you are not right (you are wrong).

- 1) Since the 1944 Education Act of Parliament, free secondary education has been available to all children in Britain.
- 2) Secondary schools are selective – you have to pass an exam to go there.
- 3) In 1956 the Labor Government introduced the policy of comprehensive education.
- 4) All children took an exam at the age of 11 called – the '11+'.
- 5) Comprehensive schools don't offer a wide choice of subjects.
- 6) All pupils move to the next class automatically at the middle of the year.

5. Translate into English:

Близько 7 відсотків дітей ходять в приватні школи. Виділяють три рівні приватних шкіл - початкову школу (з чотирьох до восьми років), середню школу (з восьми до тринадцяти). У віці 13 років діти складають іспити. Якщо вони складають їх успішно, то переходять у безкоштовну державну школу, де зазвичай залишаються до 18 років. Підготовчі школи і більшість безкоштовних державних шкіл є школами-пансіонатами, діти живуть в школі впродовж усього семестру. Хоча ці школи і називають державними, вони, фактично, є приватними.

6. Render the content of the text.

Text 6

Read and translate the text.

Active Vocabulary:

1. to divide - розділяти
2. to get a degree - отримувати ступінь
3. to depend on – залежати від
4. spent abroad - проведений за кордоном
5. to receive grants - отримувати гранти
6. to last for - тривати

Higher Education in Great Britain

There are over 90 universities in GB. They are divided into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), the 19th century universities, such as London and Manchester universities, and the new universities. Some years ago, there were also polytechnics. After graduating from polytechnic, a student got a degree, but it was not a university degree. 31 formers polytechnics were given university status in 1992.

Full courses of study offer the degree of Bachelor of Art or Science. Most degree courses at universities last for three years, language courses 4 years

(including a year spent abroad). Medicine and dentistry courses are longer (5-7 years).

Students may receive grants from the Local Education Authority to help pay for books, accommodation, transport, and food. This grant depends on the income of their parents.

Most students live away from home, in flats or halls of residence.

Students don't usually have a job during term time because the lessons called lectures, seminars, classes of tutorials (small groups), are full time. However, many students now have to work in the evenings.

University life is considered «an experience». The exams are competitive but the social life and living away from home are also important. The social life is excellent with a lot of clubs, parties, concerts, bars.

There are not only universities in Britain but also colleges. Colleges offer courses in teacher training, courses in technology and some professions connected with medicine.

1. Practice in pronunciation of the following words:

divided, types, Oxford, Cambridge, Edinburgh, Manchester, polytechnics, status, Bachelor, Science, dentistry, accommodation, tutorials, competitive.

2. Give Ukrainian equivalents to the following words and word combinations:

are divided into, after graduating from, got a degree, former polytechnics, Bachelor of Art or Science, year spent abroad, dentistry courses, receive grants, grant depends on the income, courses in.

3. Give English equivalents to the following words and phrases:

Университеты разделены на три типа, после окончания политехнического, получать степень, Степень Бакалавра искусств и науки, год, проведенный за границей, зависеть от заработка, студенческое общежитие, должны работать по вечерам, связанные с медициной.

4. Fill in the blanks with prepositions if necessary:

1) They are divided ... three types: the old universities (Oxford, Cambridge and

Edinburgh Universities), ... the 19th century universities, such as London and Manchester universities, and the new universities.

2) After graduating ... polytechnic, a student got a degree, but it was not a university degree.

3) Full courses ... study offer the degree ... Bachelor ... Art or Science.

4) Students may receive grants ... the Local Education Authority to help pay ... books, accommodation, transport, and food.

5) Most students live away ... home, ... flats ... halls ... residence.

6) However, many students now have to work ... the evenings.

7) The social life is excellent ... a lot ... clubs, parties, concerts, bars.

8) There are not only universities ... Britain but also colleges.

5. Make the following sentences:

- *interrogative*

- *negative*

1. There are over 90 universities in GB.

2. After graduating from polytechnic, a student got a degree.

3. 31 formers polytechnics were given university status in 1992.

4. Full courses of study offer the degree of Bachelor of Art or Science.

5. Students may receive grants from the Local Education Authority to help pay for books, accommodation, transport, and food.

6. This grant depends on the income of their parents.

7. Most students live away from home, in flats of halls of residence.

8. However, many students now have to work in the evenings.

9. The social life is excellent with a lot of clubs, parties, concerts, bars.

10. Colleges offer courses in teacher training, courses in technology and some professions connected with medicine.

6. Express agreement or disagreement with the following statements:

Model: Yes, you are right (it's correct).

No, you are not right (you are wrong).

1. There are over 100 universities in GB.

2. 31 formers polytechnics were given university status in 1929.
3. Full courses of study offer the degree of Bachelor of Art or Science.
4. Students may receive grants from the Local Education Authority to help pay for books, accommodation, transport, and food.
5. Most students don't live far away from home.
6. However, many students now have to work in the evenings.
7. The social life is excellent with a lot of clubs, parties, concerts, bars.
8. There are not any colleges in Britain.

7. *Render the content of the text.*

Text 7

Read and translate the text.

Active Vocabulary:

1. to afford to send - дозволяти відправляти
2. former schools leavers - колишні випускники
3. normal length - звичайна тривалість
4. to be alike - бути схожим
5. a wide range of subjects - широкий вибір предметів
6. is first mentioned - вперше згадується
7. rowing - веслування

Oxbridge

Oxford and Cambridge are the oldest and most prestigious universities in Great Britain. They are often called collectively Oxbridge to denote an elitarian education. Both universities are independent. Only very rich and aristocratic families can afford to send their sons and daughters to these universities. Mostly they are former public schools leavers.

The tutorial is the basic mode of instruction at Oxford and Cambridge, with lectures as optional extras.

The normal length of the degree course is three years, after which the

students take the Degree of Bachelor of Arts (B. A.). Some courses, such as languages or medicine, may be one or two years longer. The students may work for other degrees as well. The degrees are awarded at public degree ceremonies. Oxford and Cambridge cling to their traditions, such as the use of Latin at degree ceremonies. Full academic dress is worn at examinations.

Oxford and Cambridge universities consist of a number of colleges. Each college is different, but in many ways they are alike. Each college has its name, its coat of arms. Each college is governed by a Master. The larger ones have more than 400 members, the smallest colleges have less than 30. Each college offers teaching in a wide range of subjects. Within the college one will normally find a chapel, a dining hall, a library, rooms for undergraduates, fellows and the Master, and also rooms for teaching purposes.

Oxford is one of the oldest universities in Europe. It is the second largest in Britain, after London. The town of Oxford is first mentioned in the Anglo-Saxon Chronicle in 911 AD and it was popular with the early English kings. The university's earliest charter is dated back to 1213.

There are now twenty-four colleges for men, five for women and another five which have both men and women members, many from overseas studying for higher degrees. The Cambridge University started during the 13th century and grew until today. Now there are more than thirty colleges. The oldest college is Peterhouse, which was founded in 1284, and the most recent is Robinson College, which was opened in 1977. The most famous is probably King's College because of its magnificent chapel, the largest and the most beautiful building in Cambridge. Its choir of boys and undergraduates is also very well known.

The University was only for men until 1871, when the first women's college was opened. In the 1970s, most colleges opened their doors to both men and women. Almost all colleges are now mixed.

Many great men studied at Cambridge, Roger Bacon, the philosopher, Milton, the poet, Oliver Cromwell, the soldier, Newton, the scientist, and Kapitza, the famous physicist.

The universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport is a part of students' life at Oxbridge. The most popular sports are rowing and punting.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

prestigious, universities, aristocratic, tutorial, Bachelor, languages, undergraduates, purposes, mentioned, branches, architecture, choir, philosopher, scientist, physicist.

2. Read the proper names:

Oxford, Cambridge, Great Britain, Latin, Europe, London, Anglo-Saxon, University, College, Peterhouse, Robinson College, Roger Bacon, Milton, Oliver Cromwell, Newton, Kapitza.

3. Give Ukrainian equivalents to the following words and word combinations:

called collectively, an elitarian education, former public schools leavers, the basic mode of instruction, cling to traditions, a wide range of subjects, undergraduates, the Master, teaching purposes, the most recent, magnificent chapel.

4. Give English equivalents to the following words and phrases:

найпрестижніших університетів, основний спосіб навчання, з додатковими, необов'язковими лекціями, має свою назву, свій герб, друге за величиною місто, статут університету датований, найсучасніший, спортивні змагання.

5. Give the answers to the following questions:

1. What are the oldest and most prestigious universities in Great Britain?
2. Who can afford to send their sons and daughters to these universities?
3. What is the basic mode of instruction at Oxford and Cambridge?
4. What do the students take after three years?
5. Oxford and Cambridge don't cling to their traditions, do they?
6. Do Oxford and Cambridge universities consist of a number of colleges or universities?
7. Oxford isn't one of the oldest universities in Europe, is it?
8. Is the university's earliest charter dated back to 1321?

9. When did the Cambridge University start?
10. The University was only for women until 1871, wasn't it?
11. Is sport forbidden at Oxbridge?

6. Write the basic forms of all the irregular verbs in the text.

7. Read and translate the derivatives. Mind the suffixes.

Collective - collectively,

Educate - education,

Instruct - instruction,

Science - scientist,

Philosophy - philosopher,

Physics - physicist

8. Fill in the blanks with prepositions if necessary:

1. Only very rich and aristocratic families can afford to send their sons and daughters ... these universities.
2. The tutorial is the basic mode ... instruction ... Oxford and Cambridge, ... lectures as optional extras.
3. Full academic dress is worn ... examinations.
4. Oxford and Cambridge universities consist ... a number ... colleges.
5. Each college is governed ... a Master.
6. There are beautiful college gardens ... green lawns and lines ... tall trees.

9. Render the content of the text.

Text 8

Read and translate the text.

Active Vocabulary:

1. to show a great concern for - висловлювати турботу про
2. a right to education - право на освіту
3. higher educational establishments - вищі навчальні заклади
4. a transitional period - перехідний період

5. are headed by - очолюються

6. inclusive - включно

Educational system in Ukraine

Ukrainians have always shown a great concern for education. The right to education is stated in the Constitution of the Ukraine. It's ensured by compulsory secondary schools, vocational schools and higher educational establishments. It is also ensured by the development of extramural and evening courses and the system of state scholarships and grants.

Education in Ukraine is compulsory up to the 9th form inclusive. The stages of compulsory schooling in Ukraine are: primary education for ages 6-7 to 9-10 inclusive; and senior school for ages 10-11 to 12-13 inclusive, and secondary school for ages 13-14 to 14-15 inclusive. If a pupil of secondary school wishes to go on in higher education, he or she must stay at school for two more years. Primary and secondary school together comprise 11 years of study. After finishing the 9th form one can go on to a vocational school which offer programmes of academic subjects and a programme of training in a technical field, or a profession.

After finishing the 11th form of a secondary school, a lyceum or a gymnasium one can go into higher education. Higher education institution, that is institutes or universities, offer a 4-years programme of academic subjects for undergraduates in a variety of fields. Students can also enter higher educational institutions after graduating from specialized colleges or lyceums. They prepare students in different fields, whether the humanities or the sciences. Some of them are organized under the authorities of higher educational establishments. The system of higher education is presented by universities, polytechnic institutes or specialized institutes. Students are offered postgraduate education and scientific research work. Nowadays due to the state of our national economy not many young people are engaged in the research work. But still in some fields of science there are outstanding discoveries and research papers.

Higher educational establishments are headed by Rectors. Prorectors are in

charge of academic and scientific work. Some institutes or universities have a number of faculties. The system of higher and secondary education in Ukraine is going through a transitional period. The main objectives of the reforms are: to decentralize the higher education system, to develop a new financial mechanism, to give more academic freedom to faculties and students. All secondary schools, institutes and universities until recently have been funded by the state. Now, there is quite a number of private fee-paying primary and secondary schools, some universities have fee-paying departments.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

concern, compulsory, vocational, establishment, extramural, scholarship, inclusive, senior, comprise, technical field, lyceum, gymnasium, applicants, competitive, variety, scientific, specializing, decentralize, financial, mechanism, departments.

2. Give Ukrainian equivalents to the following words and word combinations:

School, a great concern, right to education, higher educational establishments, extramural and evening courses, senior school, comprise 11 years of study, a lyceum or a gymnasium, all applicants, take competitive exam, establishments are headed by, academic and scientific work, transitional period, to decentralize, private fee-paying primary.

3. Give English equivalents to the following words and phrases:

Право на освіту, конституція України, професійно-технічні школи, установи вищої освіти, заочні і вечірні курси, до дев'ятого класу включно, разом включають 11 років навчання, всі абітурієнти, очолюються ректорами, перехідний період, новий фінансовий механізм, фінансуватися державою, приватні школи .

4. Find the right word order:

- 1) right, to, the, is, constitution, education, of, stated, in, Ukraine.
- 2) in, Ukraine, education, up, the, 9th, compulsory, to, form, is, inclusive.
- 3) school, comprise, together, secondary, of, primary, and, 11 years, study.

- 4) Rectors, educational, by, establishments, are, headed, higher.
- 5) schools, all, secondary, by, universities, recently, until, institutes, and, have, funded, the, been, state.
- 6) number, of, now, is, quite, a, and, fee-paying, secondary, fee-paying, primary, schools, universities, private, have, there, some, departments.

5. Give the answers to the following:

1. Where is the right to education stated?
2. Education in Ukraine is compulsory up to the 9th form inclusive, isn't it?
3. What are the stages of compulsory schooling in Ukraine?
4. How many do primary and secondary school together comprise?
5. Are higher educational establishments headed by Rectors?
6. What have been funded by the state until recently?
7. Now, there is quite a number of private fee-paying primary and secondary schools, some universities have fee-paying departments, isn't there?

6. Insert the missing words:

1. Ukrainians have always shown a great concern for ...
2. The right to education is stated in ...
3. Education in Ukraine is compulsory up to ...
4. Primary and secondary school together comprise ...
5. After finishing the 11th form of a secondary school, a lyceum or a gymnasium one can ...
6. Higher educational establishments are headed ...
7. The system of higher and secondary education in Ukraine is going ...

7. Make up short monologues using the following words and word combinations:

the right to education, higher educational establishments, extramural and evening courses, senior school, the stages of compulsory schooling, competitive exam, private fee-paying primary and secondary schools.

8. Render the content of the text.

Text 9

Read and translate the text.

Active Vocabulary:

1. independent life - незалежне життя
2. to comprise - включати
3. to choose a profession - вибирати професію
4. source of funding - джерело фінансування
5. to be admitted into - бути прийнятим в
6. to achieve a success - досягати успіху
7. to gain reputations -завоювати репутацію

Higher Education in the USA

Finishing school is the beginning of an independent life for millions of school graduates. Many roads are open before them. But it is not an easy thing to choose a profession out of more than the 2000 existing in the world.

Out of the more than three million students who graduate from high school each year, about one million go on for “higher education”. Simply by being admitted into one of the most respected universities in the United States, a high school graduate achieves a degree of success. A college at a leading university might receive applications from two percent of these high school graduates, and then accept only one out of every ten who apply.

The system of higher education in the United States is complex. It comprises four categories of institution. The university may contain:

- several colleges for undergraduate students;
- the four-year undergraduate institution – the – college;
- the technical training institution;
- the two-year, or community college.

Any of these institutions, in any category, might be either public or private,

depending on the source of its funding. Many universities and colleges, both public and private, have gained reputations for providing their students with a higher quality of education. In the United States it is generally recognized that there are more and less desirable institutions. The more desirable institutions are generally more costly to attend. Still, many Americans are not satisfied with the condition of higher education in their country. Perhaps the most widespread complaint has to do with the college curriculum as a whole and with the wide range of electives in particular. The National Institute of Education (NIE) issued a report, "Involvement in Learning". In its report, the NIE concluded that the college curriculum has become "excessively vocational and work-related". The report also warned that college education may no longer be developing in students "the shared values and knowledge".

American higher education is changing, as it has throughout its history. In fact, the next change in American education may be a trend for people to continue their education in college – for a lifetime.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

Independent, existing, admitted, achieves, percent, accept, comprises, ranging, variety, source, gained, reputations, particularly, majority, satisfactory, advantages, employment, curriculum, knowledge.

2. Give Ukrainian equivalents to the following words and word combinations:

an independent life, the most respected universities, a degree of success, a wide variety of, the source of funding, gained reputations, the great majority, quite satisfactory, more and less desirable institutions, the condition of higher education, the college curriculum.

3. Give English equivalents to the following words and phrases:

Закінчення школи, незалежне життя, існуючих більш ніж з 2000 року, найуспішніший, система включає 4 категорії, може містити, тривалістю від 6 місяців до 2 років, джерело фінансування, завоювати репутацію, переважна

більшість, не задоволені станом, навчальна програма.

4. Fill in the blanks with articles if necessary:

1. Finishing school is ... beginning of ... independent life for millions of school graduates.
2. But it is not ... easy thing to choose ... profession out of more than ...2000 existing in ...world.
3. ...system of higher education in ... United States is complex.
4. Still, many Americans are not satisfied with ... condition of higher education in their country.
5. In fact, ... next charge in American education may be ... trend for people to continue their education in college – for ... lifetime.

5. Write the basic forms of all the irregular verbs in the text.

6. Ask all types of questions:

1. Finishing school is the beginning of an independent life for millions of school graduates.
2. But it is not an easy thing to choose a profession out of more than the 2000 existing in the world.
3. A college can accept only one out of every ten who apply.
4. The system of higher education in the United States comprises four categories of institution.
5. The great majority of these institutions are generally regarded as quite satisfactory.
6. The more desirable institutions are more costly to attend.
7. Many Americans are not satisfied with the condition of higher education in their country.

7. Underline the suffixes and state their meaning:

independent, profession, education, applications, technical, duration, majority, generally, satisfactory, desirable, employment, American, National, involvement, vocational, traditionally, direction.

8. Translate into Ukrainian.

The American system of education differs from ours in its freedom and personal approach. There are electives – subjects one chooses freely for the semester. They make up only part of the total number; there are required courses also. American professors take their job as a teacher more seriously; they are serious, honest teachers, taking their work as a duty. American teachers value the student's viewpoint as his or her essential right – “an inalienable right”. It is the right to express their thoughts, to fulfill their potential, to feel themselves equal to the teacher – not in age or experience, but in mental capabilities.

9. *Render the content of the text.*

Text 10

Read and translate the text.

Active Vocabulary:

1. lot - доля
2. female - жіноча стаття
3. intense - напружений
4. persistent - наполегливий, стійкий
5. male - чоловіча стаття
6. self-conscious - сором'язливий, свідомий
7. fall ill - захворіти
8. afford - дозволяти
9. rage - лють, гнів
10. rewards - нагороди
11. expectations - очікування

A Teacher's Lot is Certainly a Different One

Say «teacher» and a clear image forms in people's minds. People usually think that teachers, if female, are intense, persistent creatures, and if male, are a little strange. Teachers themselves have a particularly self-conscious view of their role. They tend to feel isolated and to grow away from friends who work a

standard office day. The teacher's job imposes exceptional stresses and conflicts, and this have the power to isolate teachers from everybody else, to alter their outlook and even their characters.

Young teachers who have had college lectures on «discipline in the classroom situation» or «the deprived child» are not properly warned of the emotional impact children make on them. They sit and brood about the children's needs and always feel that they could be doing more. Of course that's true, but the best teachers are the ones who can switch off, by doing whatever work is necessary. If a teacher falls ill he can't afford to stay in bed till he gets well. Extremes of behavior are more common in the classroom than people would believe. Many teachers discover in themselves depths of bad temper, even rage, they never knew they had.

But the rewards of the job are so special that teachers learn to maintain high expectations, to apply them generally. The experience, they have at school, have a great influence on their attitudes to job and people. Most of the generalizations about them are rooted somewhere in truth – teachers are different – but few people bother to find out why.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

clear, certainly, minds, female, creatures, particularly, self-conscious, exceptional, characters, properly, behavior, depths, expectations, experience, influence, attitudes, generalizations, imposes, deprived, warned.

2. Give Ukrainian equivalents to the following words and word combinations:

clear image, persistent creatures, a little strange, self-conscious view, tend to feel, to grow away, job imposes exceptional stresses, to alter outlook, the emotional impact, brood about the children's needs, can't afford to stay in bed, discover in themselves, depths of bad temper, to maintain high expectations, a great influence on their attitudes.

3. Give English equivalents to the following words and phrases:

ясний образ, стійке створення, схильні відчувати, змінювати світогляд,

належним чином не попереджені, емоційний вплив, який чиниться на них, роздумувати про потреби дітей, не може дозволити лежати в ліжку, поки не одужає, досвід, отриманий в школі.

4. Express agreement or disagreement with the following statements:

Model: Yes, you are right (it's correct).

No, you are not right (you are wrong).

1. Teachers themselves have a particularly unconscious view of their role.
2. They tend to feel isolated and to grow away from friends who work a standard office day.
3. Young teachers who have had college lectures on «discipline in the classroom situation» or «the deprived child» are warned of the emotional impact children make on them.
4. They sit and brood about the children's needs.
5. If a teacher falls ill he can always afford to stay in bed till he gets well.
6. Many teachers discover in themselves depths of bad temper, even rage, they never knew they had.

5. Make the following sentences

1) interrogative

2) negative

1. Say «teacher» and a clear image forms in people's minds.
2. People usually think that teachers, if female, are intense, persistent creatures, and if male, are a little strange.
3. Teachers themselves have a particularly self-conscious view of their role.
4. They tend to feel isolated and to grow away from friends who work a standard office day.
5. Teachers sit and brood about the children's needs and always feel that they could be doing more.
6. If a teacher falls ill he can afford to stay in bed till he gets well.
7. The experience, they have at school, have a great influence on their attitudes to job and people.

6. Insert the missing words.

1. Say «teacher» and a clear image forms in ...
2. Teachers themselves have a particularly self-conscious view ...
3. They tend to feel isolated and to grow away from ...
4. They sit and brood about the children's needs and always feel ...
5. Extremes of behavior are more common in the classroom ...
6. Many teachers discover in themselves depths of bad temper, even rage ...
7. But the rewards of the job are so special that teachers learn to maintain high expectations ...

7. Make up sentences of your own using the words and word combinations given below:

clear image, tend to feel, to grow away, to alter outlook, behavior, characters, attitudes, the emotional impact, high expectations.

8. Translate into English:

Учитель повинен бути творчою особистістю і застосовувати різні методи і прийоми при навчанні. Він повинен любити учнів і свою роботу. Гумор обов'язково повинен бути присутнім на уроці, тоді діти не бояться робити помилки, у них є шанси виправитися. Необхідно ставитися до кожного учня так само, як і до всіх дітей у класі. Ніколи не можна демонструвати негативні емоції в класі.

9. Render the content of the text.

Text 11

Read and translate the text.

Active Vocabulary:

1. applied pedagogics - прикладна педагогіка
2. Orphanage - сирітський притулок
3. management - управління

4. to initiate - започаткувати, вводити
5. substantiated - викладений
6. devoted - відданий
7. to participate - брати участь
8. representatives - представники

Konstantin Ushinsky

(1823-1871)

Ushinsky started his pedagogical work as a teacher of Russian Literature and Law at the Gatchina Orphanage. In 1855-1859 he became the Inspector at the same institution.

Ushinsky is the author of numerous works in the field of applied pedagogics. He worked on questions concerning management of schools, teacher's professional skills, problems regarding intellectual, ethical, labour, esthetical and physical education of children. According to Ushinsky, the subject of education is human, so it is impossible to achieve results in education without using the results of the "anthropological sciences": philosophy, political economy, history, literature, psychology, anatomy, physiology. Ushinsky was a devoted advocate of humanitarian ideals in education, substantiated his theoretical concepts by his own daily practical work. As a pedagogue, he was an ideal of a popular teacher, who "gave his heart to children". He also wrote children's textbooks for learning reading: *Children's World*, "the Russian equivalent of America's *McGuffey Reader*," and the *Native Word*. Ushinsky's views on education repeatedly led to conflicts with the official pedagogics and to heated discussions with its most conservative representatives.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

pedagogical, numerous, applied, concerning, management, regarding, intellectual, philosophy, political economy, history, literature, psychology, anatomy,

physiology, initiated, integral, trust, influence, humanitarian, substantiated, theoretical, pedagogue, consultations, representatives.

2. Give Ukrainian equivalents to the following words and word combinations:

works in the field of, applied pedagogics, questions concerning management of schools, teacher's professional skills, integral pedagogical system, a creative process, a devoted advocate, humanitarian ideals, director's innovations.

3. Give English equivalents to the following words and phrases:

педагогічна діяльність, численні роботи, прикладна педагогіка, професійні вміння, творчий процес, щоденна практична робота, нововведення.

4. Find the right word order:

1. Ushinsky his Literature pedagogical as a teacher of Russian and Law at the Gatchina work started Orphanage.
2. Ushinsky is the applied author of numerous in the field works of pedagogics.
3. He concerning skills worked on questions of schools, teacher's management professional.
4. Ushinsky humanitarian a devoted ideals advocate of in education was.
5. Ushinsky 's education views on led to conflicts with official repeatedly the pedagogics.

5. Give the answers to the following:

1. How did Ushinsky start his pedagogical work?
2. Where did he work?
3. Is Ushinsky the author of numerous works in the field of chemistry?
4. What did he write for children?
5. He was for education using the results of the "anthropological sciences", wasn't he?
6. Did Ushinsky 's views on education repeatedly lead to conflicts with the official pedagogics?

6. Fill in the blanks with prepositions if necessary:

1. Ushinsky is the author ... numerous works ... the field ... applied pedagogics.
2. Ushinsky was a devoted advocate ... humanitarian ideals ... education.

3. he was an ideal ... a popular teacher, who "gave his heart ... children".
4. He also wrote children's textbooks ... learning reading.
5. Ushinsky's views ... education repeatedly led ... conflicts ... the official pedagogics.

7. Point out the nouns, adjectives and verbs and write them down in three columns:

Pedagogical, work, worked, pedagogics, professional, profession, intellectual, philosophy, political economy, history, literature, psychology, anatomy, physiology, theoretical, theory, practical, practice, pedagogue, pedagogy.

8. Make up sentences of your own using the words and word combinations given below:

a teacher, professional skills, trust and respect, a creative process, humanitarian ideals, daily practical work, innovations.

9. Render the content of the text.

Text 12

Read and translate the text.

Active Vocabulary:

1. to assume - припустити
2. to chastise - чинити
3. to ridicule - насміхатися
4. solution - рішення
5. to excoriate - карати
6. self-esteem - самооцінка
7. inflated – надутий

Do (strict) Chinese mums know best?

The Observer

Amy Chua claims that soft western parenting fails because it stops children from fulfilling their potential, whereas her hardline Chinese approach gets results. Journalist Toby Young and psychologist Oliver James have their say.

Toby Young, journalist and campaigner for “free schools”: The problem with western parents, Amy Chua says, is that we assume our children are fragile, delicate creatures. We think they'll be permanently damaged if we push them too hard or express our disappointment if they're under-achieving. Chinese mothers, by contrast, will chastise and ridicule their children, confident that they're strong enough to take it. “Chinese parents demand perfect grades because they believe that their child can get them,” she writes. “If their child doesn't get them, the Chinese parent assumes it's because the child didn't work hard enough. That's why the solution to substandard performance is always to excoriate, punish and shame the child.”

The problem with constantly boosting our children's self-esteem, telling them they're budding little geniuses when they manage to add 2 + 2, is that we're setting them up for a fall. We send them out into the world with an inflated idea of their own abilities and the moment they come face to face with a tough competitor – one of Ms Chua's daughters, for instance – they collapse like a house of cards. Bye-bye, self-esteem. Hello, depression.

This sounds like a good reason to be a bit tougher on our children, but is it?

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

permanently, disappointment, under-achieving, confident, performance, punish, shame, constantly, genius, depression.

2. Give Ukrainian equivalents to the following words and word combinations:

western parents, delicate creature, permanently damaged, express our disappointment, to substandard performance, constantly boosting, for instance, a house of cards, a good reason.

3. Give English equivalents to the following words and phrases:

делікатне створіння, вагома причина, наприклад, висловлюють своє розчарування, нестандартною продуктивністю, постійно підсилюючи, постійно пошкоджені.

4. Find the right word order:

1. We creatures our are fragile delicate assume children.
2. They're to strong it enough take.
3. Chinese perfect their parents grades because that they believe child get demand them can.
4. We into them the world abilities out with an their idea of send inflated own.
5. This be like a good to a bit tougher children on our sounds reason.

5. Give the answers to the following:

1. How do the western parents assume their children to be?
2. What do Chinese mothers think about their children under-achievements?
3. Why do the Chinese parents demand perfect grades from a child?
4. Where does the problem with constantly boosting our children's self-esteem lead?
5. What happens at the moment the children come face to face with a tough competitor?
6. Why should we be a bit tougher on our children?

6. Make up sentences of your own using the words and word combinations given below:

delicate creature, collapse like a house of cards, come face to face, work hard enough, by contrast, western parents.

7. Render the content of the text.

Text 13

Read and translate the text.

Active Vocabulary:

1. extracurricular - позакласний
2. doomed to fend - приречений на піклування

3. independence - незалежність
4. domestic chores - домашні справи
5. adventurous - авантюрний
6. entangled - заплутатися
7. grip - захват
8. consequences - наслідки

Children after School

What do American children do if they don't stay after school for extracurricular activities but come home to an empty house? It is actually not only an American problem, it is a universal problem because in the modern world in most families both parents work and the children are doomed to fend for themselves. On the bright side it is true that some children develop independence earlier, they learn some domestic chores doing part of the house work. But it is not always the rule. Some children turn to the street.

Children are an adventurous lot both intellectually and emotionally, so they may be entangled with criminal youngsters' gangs.

But if the child is too young and shy and wouldn't leave home, what would he do? Probably, watch TV or play video games. These children are often in the grip of fear because though there is no immediate danger they are afraid of dark corners, intimidated by the house silence and often develop signs of nervousness which is difficult to treat. Psychologists hold that the sense of fear is innate in both younger and older children. Over time it can lay the foundation for a temperament where a person is insecure, and that can be balanced by aggressiveness.

So, in the long run, the child's loneliness is really something that can affect a child's future life. The fact that many children keep returning home from school day after day with the key on a chain round their neck requires thought. Children cannot be left alone to themselves, most psychologists insist. Parents and communities must step in to prevent dangerous consequences.

1. Write down these words with their transcription and translation into your

vocabularies and try to remember them:

extracurricular activities, a universal problem, the bright side, to develop independence, criminal youngsters' gangs, criminal youngsters' gangs, the sense of fear, insecure, the child's loneliness.

2. Give Ukrainian equivalents to the following words and word combinations:

children develop independence earlier, turn to the street, both intellectually and emotionally, the grip of fear, difficult to treat, balanced by aggressiveness, affect a child's future life, to prevent dangerous consequences.

3. Give English equivalents to the following words and phrases:

щоб запобігти небезпечним наслідкам, діти розвивають самостійність раніше, захват страху, важко піддається лікуванню, врівноважений агресивністю, як інтелектуально, так і емоційно, повертаються на вулицю, впливають на подальше життя дитини.

4. Make up a list of dangerous consequences, using the information of the text and steps which help to prevent them.

consequences	steps

5. Express agreement or disagreement with the following.

1. The sense of fear is innate in both younger and older children.
2. Children are an adventurous lot both intellectually and emotionally.
3. If a person is insecure, that can be balanced by aggressiveness.
4. Loneliness is really something that can affect a child's future life.

6. Render the content of the text.

Text 14

Read and translate the text.

Active Vocabulary:

1. establishment - установа
2. research - дослідження
3. existence - існування
4. PhD degree - ступень доктора наук
5. to cooperate - співпрацювати
6. postgraduate - department аспірантура

The South Ukrainian National Pedagogical University named after K. D. Ushynsky.

The University is one of the oldest education institutions of Ukraine, it is the first Pedagogical establishment created in the south of Ukraine. The international authority of the University in developing modern teacher training system, scientific research in fundamental and applied sciences is high enough.

Almost 100 thousand teachers, who work in our country and abroad, have been trained at the university during the period of its existence. Among the graduates there are more than two thousand people who are awarded the titles of Distinguished and Honored workers in education, science, culture and sports.

The students, masters, postgraduate students, persons working for a doctor's degree from 23 countries are taught at the university.

The future teachers' professional training in 40 qualifications, specialties and specializations is carried out by more than 1000 educators and research workers; about 400 persons of the staff have the scientific degree of a doctor, are awarded honorable titles in different fields of science, education, culture, arts and sports.

There are 17 scientific schools that are known in Ukraine and the World and 7 Qualification Scientific Boards authorized to award the PhD degree.

The students and graduates are the pride of the University, among them there are 5 Heroes of the USSR and Ukraine, National teachers, and world known

distinguished scholars, writers, artists, sportsmen, who won 22 gold medals in the Olympic Games.

The University has joined the Association of European Universities, the East-European Universities Network, the International Association of Pedagogical Universities of Central and Eastern Europe; it is a member of a well-known European organization “Observatory of the Magna Charta”. It cooperates with more than 100 educational establishments of Ukraine and many Universities of Europe, Asia and the USA.

Almost 700 foreign citizens are taught at the University. They master the curriculum successfully in order to get a decent profession which will help them to find their place in the dynamic day world.

The education is carried out in the following areas and specialties.

The educational and qualification degree of “Bachelor”:

Pre-school Education; Primary Education; Technology Education; Correction Education Social Pedagogics, Physical Training, Choreography, Musical Art, Fine Arts, Philosophy, History, Philology, Psychology, Mathematics, Physics, Computer science;

The educational and qualification degree of “Master”:

Pre-school Education; Primary Education; Technology Education; Correction Education; Social Pedagogics; Physical Training; Choreography; Musical Art; Fine Art; Philosophy; History; Psychology; the Ukrainian Language and Literature; Language and Literature (English, German); Translation (English); Mathematics; Physics; Computer Science; Administration of an Educational Institution.

The representatives from many countries are taught at the university postgraduate department. Among the authors who have successfully defended their dissertations are the citizens of China, the USA, and Cyprus.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

training, existence, postgraduate, qualification, research, honorable, authorized, pride, establishment, decent, representative, citizen.

2. Give Ukrainian equivalents to the following words and word combinations:

one of the oldest education institutions, high enough, honorable title, in different fields, the pride of the University, foreign citizens, in order to get, a decent profession, the dynamic day world, the following areas, degree of “Bachelor”, degree of “Master”, successfully.

3. Give English equivalents to the following words and phrases:

успішно, гідна професія, іноземні громадяни, динамічний світ, досить високий, почесне звання, гордість університету, ступінь "бакалавр", щоб отримати, один із найстаріших навчальних закладів, наступні напрямки, ступінь "магістр", в різних областях.

4. Make up sentences of your own using the words and word combinations given below:

educational establishment, research worker, postgraduate student, the period of existence, one of the oldest, scientific degree.

5. Answer the following questions in writing:

1. When did you enter the University?
2. Who was the first to congratulate you on this event?
3. Was it difficult to realize your dream – to become a student of the faculty chosen? If so, why?
4. What entrance exams to the University did you take?
5. Were they oral or written exams?
6. Which examination turned out to be the most difficult exam of all for you? Why?

6. Asking questions on the topic:

1. Imagine that a Ukrainian student is asking a student of Oxford University about the system of higher education in Great Britain. What questions would the student ask?
2. Imagine that you're discussing some course of lectures with a friend of yours. You highly appreciate them; your friend criticizes the lectures. What would you both say?

3. You're talking to a student of a university about the university, his department, his studies, and his future profession. What questions would you ask him?
4. Imagine that you're discussing the problem of choosing a career or your future profession with a student from some country. You also want to know whether there is equality of men and women in choosing a profession in his country. What questions would you ask him?

7. Talking points:

1. Our examination session is not a holiday time.
2. Learning a foreign language takes a lot of efforts.
3. Choosing a career for life is not a simple problem.
4. Some people say we can be too old to learn certain things. Do you agree with it?
5. What do you think is more difficult – learning or teaching?

8. Render the content of the text.

Text 15

Read and translate the text.

Active Vocabulary:

1. adolescent – підліток
2. psychologist - психолог
3. divorce - розлучення
4. to resolve - вирішувати
5. to interfere - перешкоджати
6. confidence – довіра, впевненість
7. suspended - припинено
8. to establish - встановлювати

The problems of children and adolescents

All children and adolescents face problems from time to time. There is the list of the most important problems made up by school psychologists. So, pupils may:

- Feel afraid to go to school

- Fall behind in their school work
- Lack self-discipline
- Worry about family matters such as divorce and death
- Feel depressed or anxious
- Experiment with drugs and alcohol
- Think about suicide
- Face difficult situations, such as applying to college, getting a job, or quitting school
- Doubt their aptitudes and abilities

School psychologists help children, parents, teachers, and members of the community understand and resolve these concerns. The following situations demonstrate how school psychologists may typically solve problems.

Family Problems

The teacher noticed that Carla, an able student, had stopped participating in class discussions and had difficulty in paying attention to her classmates. The school psychologist was asked to explore why Carla's behavior had changed so much. After discovering that Carla's parents were divorcing, the school psychologist provided counseling for Carla and gave her parents' suggestions for this difficult time. Carla's behavior and self-esteem improved, and she felt more secure about her relationship with her parents.

School psychologists can be trusted to help with delicate personal and family situations that interfere with schooling.

Reading Problems

Tommy's parents were concerned about his difficulty in reading. They feared that he would fall behind and lose confidence in himself. In school the teacher noticed that Tommy understood what was presented in verbal form, but that he needed the help of his classmates to do written work. After observing Tommy and gathering information about his reading and writing skills, the school psychologist collaborated with his parents and teachers to develop a plan to improve his reading

and writing. The plan worked, and both Tommy's reading and his self-esteem improved.

School psychologists can help prevent future problems when they intervene with learning problems early on.

A Potential Dropout

David was a high school student who often missed classes. He had very poor behavior and had been suspended from school on various occasions for fighting. After establishing a relationship with David, the school psychologist taught him simple techniques to relax and to control his aggressive behavior. David's mother and his teacher worked together on a plan designed by the school psychologist to establish limits and to improve communication.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

aptitude, relationship, schooling, occasion, communication, collaborate, delicate, resolve, concern, fighting, suicide, drugs, death, alcohol, divorce.

2. Give Ukrainian equivalents to the following words and word combinations:

from time to time, applying to college, typically solve problems, difficulty in paying attention, feel afraid, help prevent future problems, simple techniques, lose confidence, learning problems.

3. Give English equivalents to the following words and phrases:

прості методи, втрачати впевненість, відчувати страх, час від часу, звернення до коледжу, зазвичай вирішують проблеми, допомагають запобігти майбутнім проблемам, труднощі у зверненні уваги, проблеми у навчанні.

4. Find the right word order:

1. School prevent help future can psychologists problems.
2. The problems may demonstrate school following psychologists typically situations solve how.
3. She about relationship her more her secure with felt parents.
4. David classes a school was high often who student missed.

5. They and behind would feared that lose confidence in he himself fall.

5. Give the answers to the following:

1. What is the list of the most important problems made up by school psychologists?
2. What did the school psychologist provide counseling for Carla and her parents?
3. Can the school psychologists help prevent future problems? How can they do it?
4. What was Tommy's problem?
5. What was recommended to David?
6. Have you ever visited a psychologist? Do you think it's useful for you? Why?

6. Point out the nouns, adjectives and verbs and write them down in three columns:

school, schooling, occasion, intervene, fighting, relax, missed, self-esteem, reading, collaborated, written, relationship, learning, aggressive, divorce, important, prevent, establishing, anxious, difficulty.

7. Make up sentences of your own using the words and word combinations given below:

lack self-discipline, doubt the aptitudes and abilities, suspended from school, learning problems, in verbal form, delicate personal and family situation, members of the community.

8. Render the content of the text.

Text 16

1. Read and translate the text.

Active Vocabulary:

1. generation - покоління
2. several - декілька
3. patience - терпіння
4. to devote - присвятити
5. upbringing - виховання

6. insolent - нахабний
7. defiant - недоброзичливий
8. overindulge - надмірна доброта

Generation Gap

Do you know what a generation gap is? Even if you don't know the particular definition, you are aware of this problem, basing on your own experience. Generation gap is a popular term used to describe serious differences between people of two generations.

To realize how to deal with it, you should keep in mind that generation gap includes several aspects: children must know as much as possible about their parents and parents — about the world outlook of their children, about relations between brothers and sisters, and also about the attitude to them of close relatives on both sides — father's and mother's.

Children demand a great deal of attention, time and patience, so, if you are not ready to devote all that to your baby, it is better not to hurry. There are many families where both parents keep working after giving birth to their baby. It is similar to the situation with a single-parent family, when a father or a mother hardly have enough time and neglect their children's upbringing. In such cases most of the time the child has to spend on his own or with his friends. Due to the fact that he has not got any guidance from his parents he may be involved in some bad companies which commit violence or even crime and become alcohol or drug addicted. When the parents discover that, it's usually too late to change anything.

On the other hand, there is a different situation when the parents treat their children too strict and don't give them any freedom at all. In this case the children may become pariahs among their peers. Constant bans may increase the risk that the child will grow up insolent and defiant. This causes another big problem — lying. The child is forced to lie to the parents because of the fear to be punished. It can be anything from putting on make-up in the girls' room at school to stealing.

Some children rebel against discipline and family values. They listen to a loud

music, wear inappropriate, to their parents' mind, clothes, dye their hair in inconceivable colours, have all their bodies pierced and tattooed trying to show their independence and establish their identity. They want to be treated as adults, but they are not ready to take all the necessary responsibilities. It doesn't mean that your child is bad and he will become a criminal. Of course, not! It only means that your child is in his transitional age and he is in need of your understanding and support.

But how to handle such behaviour? Parents should become his close friends. First of all they should learn to respect his interests. Try to speak with him as often as possible, offer some parent-child activities like shopping or going in for sports. It is worth involving the child in discussing some family questions, just to show that he is a full member of the family. Moreover, children in their teens are very vulnerable when they are criticized in public, so try to avoid it. Parents should always be honest and sincere with their child; otherwise it would be unfair to require the same from him.

Too authoritarian parents can't do any good to their children as well as parents who overindulge all the child's caprices. Overindulgence may lead to the same results as negligence. There are parents who are afraid of hurting the child by banning something when it is necessary. Such parents risk becoming powerless in the family and losing control over their children who may become spoiled and capricious.

It demands to make a great effort from both parents and children to reach mutual understanding. There are many different opinions on the question of treating children if they disobey their parents, but every parent should decide for himself what will be best for his child and set him on the right path.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

generation gap, outlook, neglect, insolent, inappropriate, defiant, indulgence, powerless, spoiled, effort, mutual, disobey, treating, path.

2. Give Ukrainian equivalents to the following words and word combinations:

commit violence, authoritarian parents, try to avoid, criticized in public, going in for sports, parent-child activities, a full member of the family, losing control over the children, a single-parent family.

3. Give English equivalents to the following words and phrases:

публічно критикується, батьківсько-дитяча активність, втрачаючи контроль над дітьми, авторитарні батьки, займається спортом, чинить насильство, намагається уникати, повноправний член сім'ї, неповна сім'я.

4. Find the right word order:

1. Discipline some family children rebel and values against.
2. Results overindulgence as may lead to same the negligence.
3. Increase defiant constant grow may the risk the child will up insolent that bans and.
4. With it similar the to situation a single-parent is family.
5. Parents by the are who are of hurting child banning afraid there.

5. Give the answers to the following:

1. Are there many different opinions on the question of treating children if they disobey their parents?
2. What are the efforts from both parents and children to reach mutual understanding?
3. Can overindulgence lead to the same results as negligence?
4. Why is the child forced to lie to the parents?
5. What is recommended to parents to avoid the generation gap?
6. Have you ever experienced the generation gap? Do you think it happens in every family? Why?

6. Point out the nouns, adjectives and verbs and write them down in three columns:

Rebel, discipline, inappropriate, mind, clothes, inconceivable, pierced, independence, establish, identity, necessary, criminal, transitional, understanding, handle, involving, teens, vulnerable, avoid, honest, sincere, unfair, require.

7. Make up sentences of your own using the words and word combinations given below:

child's caprices, becoming powerless in the family, to reach mutual understanding, to show the independence and establish the identity, to be treated as adults, the fear to be punished, to neglect the children's upbringing.

8. Render the content of the text.

Text 17

1. Read and translate the text.

Active Vocabulary:

1. attitude – ставлення
2. to judge – судити
3. inner - внутрішнє
4. anxiety - занепокоєння
5. anger - гнів
6. cognitive - когнітивне
7. expectation - сподівання
8. boredom - нудьга
9. pervasive - всебічний
10. sustained - витриманий

Emotions

What are emotions? Emotions are psychological states that show a person's attitude to the world and other people. Emotions can be either positive or negative. Emotions play a great role in our life. Due to them we can better understand each other and judge about people's inner state. If we know about our friend's or relatives' feelings or mood it is easier for us to communicate and get along with them.

Many psychologists believe that we are born with a definite set of emotions –such as happiness, fear, anger, anxiety and wonder. They are called biological emotions.

During his life a man acquires also social emotions like pride, guilt, etc. When being in the society every person needs to be loved, needs to follow or exceed expectations of his nearest and dearest. It's necessary to mention about cognitive emotions, for example interest, boredom or curiosity.

All the emotional states are classified accordingly to their force and duration. So mood, stress, affect are the forms of emotions. Mood is a pervasive and sustained emotion, experienced by a person. It is not difficult to see what the mood of your friends or parents is. Children can't hide their mood at all. Stress means that a person strains to the limit. The reason of stress may be any difficult, dangerous situation. A person feels anxiety and tries to find a way out of such a situation. Affect is characterized as conflict emotional state. People lose control over their consciousness and act under the influence of some strong feelings like fear, terror or anger.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

positive, negative, mood, fear, happiness, pride, to mention, curiosity, accordingly, duration, consciousness, influence, terror.

2. Give Ukrainian equivalents to the following words and word combinations:

psychological state, person's attitude, people's inner state, a great role, set of emotions, necessary to mention, experienced by a person, conflict emotional state, lose control.

3. Give English equivalents to the following words and phrases:

втрачати контроль, ставлення людини, необхідно згадати, внутрішній стан людей, пережитий людиною, велика роль, психологічний стан, набір емоцій, конфліктний емоційний стан.

4. Find the right word order:

1. Many emotions that with believe are born a definite we set of psychologists.
2. During emotions a life acquires also his social man.
3. All duration emotional accordingly states are classified their to and the force.
4. Mood a sustained and a emotion, is experienced by pervasive person.

5. The dangerous be reason may any difficult, of situation stress.

5. Give the answers to the following:

1. What are emotions?
2. What are biological emotions?
3. What are social emotions?
4. What is mood?
5. What is stress?

6. Fill in the gaps with the required prepositions:

1. If we know ... our friend's or relatives' feelings or mood it is easier ... us to communicate and get ... with them.
2. It's necessary to mention ... cognitive emotions, ... example interest, boredom or curiosity.
3. It is not difficult to see ... the mood ... your friends or parents is.
4. A person feels anxiety and tries to find a way ... such a situation.
5. People lose control ...their consciousness and act under the influence ... some strong feelings.

7. Make up sentences of your own using the words and word combinations given below:

our friend's or relatives' feelings, the emotional states, the forms of emotions, hide the mood, to find a way out of, act under the influence, better understand each other.

8. Render the content of the text.

Text 18

1. Read and translate the text.

Active Vocabulary:

1. to assume - припустити
2. to divide - ділити
3. bladder – (тут) жовч

4. accurate - точно
5. steady - стійкий
6. surrounding - оточення

Temperament

Through most of human history, it has been assumed that people are divided into four basic personality types, or "temperaments" (the Latin word temperament means "mixture, proportionality"). The great Greek physician Hippocrates made the first description of temperament in 400 BC. He named the four temperaments "Melancholic", "Sanguine", "Choleric", and "Phlegmatic" after various human body fluids which he believed influenced personality. These fluids were blood, bladder, mucus and black bladder.

Though Hippocrates' body-fluids theory turned out to be a dead end, his observations about human temperament were very accurate indeed. The vast majority of people tend to have one particular temperament. True, there are some people, which have features of two or more temperaments.

Over the years, a great number of scientists worked on this problem and several different classifications have been proposed. So, there is the most common classification of the four temperaments.

Sanguine is a strong, steady, alive man, he has the raised activity and is very vigorous and efficient. Sanguine is actively accepted for new business and can work hard without tiredness for a long time. Such type of personality easily converges with people and quickly gets used to the new conditions.

As well as sanguine choleric is a strong and lively type of personality. But he is rather unbalanced, unrestrained and impatient. High activity and good spirits can quickly change into tiredness and irritation. Choleric is hot-tempered that's why he often has conflicts with people.

Phlegmatic is a strong, balanced and inert type. It is difficult to make him laugh or angry. He remains quiet at the large troubles. Phlegmatic has great patience and self-control. The lack is his inertness due to which he hardly switches his attention and adapts to new surroundings.

Melancholic is weak and unbalanced. Usually he is shy and sensitive. The smallest difficulty forces him to lower his hands. However in habitual atmosphere melancholic can successfully cope with any tasks.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

mixture, Melancholic, Sanguine, Choleric, Phlegmatic, mucus, blood, majority, indeed, vigorous, efficient, unrestrained, successfully.

2. Give Ukrainian equivalents to the following words and word combinations:

most of human history, the first description, various human body fluids, features of two or more temperaments, the most common classification, actively accepted for new business, great patience and self-control, in habitual atmosphere, cope with any tasks.

3. Give English equivalents to the following words and phrases:

у звичній атмосфері, різні рідини людського тіла, велике терпіння і самоконтроль, особливості двох або більше темпераментів, перший опис, найпоширеніша класифікація, активно приймаються до нових справ, більша частина історії людства, справляються з будь-якими завданнями.

4. Find the right word order:

1. The particular one of majority to have people temperament tend vast.
2. Over, this scientists number worked the on been proposed problem great and several of different classifications a have years.
3. Such to quickly type of easily with personality new converges people and gets used the conditions.
4. High can activity quickly and change into tiredness and spirits irritation good.
5. However with cope melancholic in atmosphere can any successfully tasks habitual.

5. Give the answers to the following:

1. What the four temperaments are?
2. What is Phlegmatic?
3. What is Melancholic?

4. What is Sanguine?

5. What is Choleric?

6. Fill in the gaps with the required prepositions:

1. The vast majority ... people tend to have one particular temperament.
2. Sanguine is actively accepted ... new business and can work hard ... tiredness ... a long time.
3. High activity and good spirits can quickly change ... tiredness and irritation.
4. It is difficult to make him laugh or angry. He remains quiet ... the large troubles.
5. However in habitual atmosphere melancholic can successfully cope ... any tasks.

7. Make up sentences of your own using the words and word combinations given below:

four basic personality types, the first description of temperament, tend to have, work hard without tiredness, new surroundings, to lower hands, in habitual atmosphere.

8. Render the content of the text.

Text 19

1. Read and translate the text.

Active Vocabulary:

1. violence - насильство
2. interaction - взаємодія
3. composure - самовираження
4. nurturing - виховання
5. abuse - зловживання
6. infliction - заподіяння
7. excessive - надмірний

What kind of atmosphere is necessary for child's proper emotional development?

Family occupy very important place in the child's proper emotional development. From first days of life child absorb every little movement, each act, every emotion around himself, so the parental behavior serves as an example for child. Violence towards children harms their psychic and changes their state of mind. But children's emotional development has never been strictly a function of family influences. All social interactions and modeling are very important. Those patterns of the behavior children see, try on at kindergarten, at school, playing on streets with friends and neighboring children take a great place in the emotional development. So, the proper emotional development is possible only in healthy society.

The atmosphere of love, attention and care should reign at home; parents should remember importance of self-control, composure and patience. Why it is so dangerous for children to be exposed to violence? Violence towards children has many names and many expressions. The four main types are physical, sexual, psychological, and neglect. Child neglect is where the responsible adult fails to provide adequately for various needs, including physical (failure to provide adequate food, clothing, etc.), emotional (failure to provide nurturing or affection), educational (failure to enroll a child in school), or medical (failure to medicate the child or take him/ her to the doctor). Physical abuse is physical aggression directed at a child by an adult. It can involve striking, kicking, slapping, bruising, pulling ears or hair, choking or shaking a child. Most nations with child-abuse laws consider the infliction of physical injuries or actions that place the child in obvious risk of serious injury or death to be illegal. Beyond this, there is considerable variation. The distinction between child discipline and abuse is often poorly defined. Out of all the possible forms of abuse, emotional abuse is the hardest to define. It could include name-calling, degradation, destruction of personal belongings, torture or destruction of a pet, excessive criticism,

inappropriate or excessive demands, withholding communication, and routine labeling or humiliation. But the consequences of child abuse are well known everywhere and by everyone. Not only physical injuries by itself are dangerous for child's health, but psychological injuries are even worse. The results of psychological studies show that children who experienced violence have lower IQ scores, higher levels of aggression such as arguing, screaming, fighting, destroying things, they have high level of anxiety, behavior problems and higher risk of violent or criminal behavior, they are inclined to depression and excessive alcohol use. Victims of emotional abuse may react by distancing themselves from the abuser, internalizing the abusive words, or fighting back by insulting the abuser. Emotional abuse can result in abnormal or disrupted attachment disorder, a tendency for victims to blame themselves (self-blame) and overly passive behavior.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

pattern, behavior, patience, neglect, to provide, striking, kicking, slapping, bruising, pulling ears or hair, choking, shaking, labeling, humiliation.

2. Give Ukrainian equivalents to the following words and word combinations:

the child's proper emotional development, parental behavior, state of mind, to provide adequately, to enroll a child in school, psychological injuries, higher risk of violent or criminal behavior, emotional abuse, a tendency for victims.

3. Give English equivalents to the following words and phrases:

адекватно забезпечувати, більш високий ризик насильницької чи злочинної поведінки, психологічні травми, належний емоційний розвиток дитини, батьківська поведінка, душевний стан, зараховувати дитину до школи, емоційне насильство, схильність до жертв.

4. Find the right word order:

1. Family emotional very occupy in child's proper place development the important.
2. Violence state children their and changes towards their mind harms of psychic.

3. All important social are and modeling very interactions.
4. The poorly distinction abuse and is child often defined between discipline.
5. The children that results studies violence show experienced have psychological lower IQ of scores who.

5. Give the answers to the following:

1. Why does the parental behavior serve as an example for child?
2. Why are all social interactions and modeling very important?
3. Why it is so dangerous for children to be exposed to violence?
4. What are the consequences of child abuse?
5. How the victims of emotional abuse may react?

6. Fill in the gaps with the required prepositions:

1. Violence ... children harms their psychic and changes their state ... mind.
2. The atmosphere ... love, attention and care should reign ... home.
3. Child neglect is where the responsible adult fails to provide adequately ... various needs.
4. Not only physical injuries ... itself are dangerous ... child`s health.
5. Victims ... emotional abuse may react ... distancing themselves ... the abuser.

7. Make up sentences of your own using the words and word combinations given below:

an example for child, high level of anxiety, distancing from the abuser, the consequences of child abuse, the atmosphere of love, attention and care, healthy society.

8. Render the content of the text.

Text 20

1. Read and translate the text.

Active Vocabulary:

1. generation – покоління
2. kindergarten - дитячий садок

3. to occupy – зайняти
4. to substitute - замінити
5. to insult- ображати
6. reprimand – догана
7. dignity - гідність
8. to imbibe – вбирати

How should the new generation be brought up?

New generation needs love and attention more than everything else. New style of life makes parents constantly busy, people don't have much time to give for their children, they try to substitute their parental attention in different ways. Some give children into the full-day kindergartens, schools, try to occupy them with different things, some leave their children for other people to upbringing them, others try to substitute their presence with various toys and such. But nothing can really substitute parental love, care, attention and presence.

It's very important not to insult child while teaching him/her anything. There should be no reprimands in public or in the presence of friends. Children have right to their dignity too, and modern generation value this right highly. If a mistake has been made, parents should wait until they are alone with the child and then gently correct him/her. That way child will be taught on parental example to respect others. Of course parents have to give advice and counsel, but most of all, they have to show a child that it is possible to live with dignity and treat others with respect and kindness.

Parental example should be the basis of new generation upbringing. Parents can demonstrate that it is much more fun to share joys and toys, by sharing what they treasure, can train a child to show respect to elders by treating their own elders with the utmost respect. Parents can help children imbibe the value of education by continuing their own learning process, or taking up some course of study.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

constantly, attention, parental, presence, to value, counsel, course.

2. Give Ukrainian equivalents to the following words and word combinations:

more than everything, in different ways, modern generation, parental example, the basis of upbringing, to show respect to elders, their own learning process.

3. Give English equivalents to the following words and phrases:

виявляти повагу до старших, по-різному, сучасне покоління, основа виховання, батьківський приклад, більше за все, власний процес навчання.

4. Find the right word order:

1. New constantly style life makes of busy parents.
2. There no should in reprimands presence or in the of public be friends.
3. Children their right to dignity too have.
4. Parental the upbringing should basis new example be generation of.
5. That example child way be on parental to respect taught others will.

5. Give the answers to the following:

1. Why does the new style of life make?
2. Why nothing can substitute parents to a child?
3. Why it is so important to an example of the correct behavior?
4. What are the most important things in the upbringing?
5. How to show a child the values of modern life?

6. Fill in the gaps with the required prepositions:

1. Some people try to occupy them ... different things; some leave their children ... other people to upbringing them.
2. It's very important not to insult child ... teaching him/her anything.
3. That way child will be taught ... parental example to respect others.
4. Parents can train a child to show respect to elders ... treating their own elders ... the utmost respect.
5. Parents can help children imbibe the value ... education ... continuing their own learning process, or taking ... some course ... study.

7. Make up sentences of your own using the words and word combinations given below:

nothing can really substitute parental love, to live with dignity, not to insult child, to give advice and counsel, the basis of new generation upbringing, taking up some course of study, to respect others.

8. Render the content of the text.

Text 21

1. Read and translate the text.

Active Vocabulary:

1. mental - психічний
2. skill - майстерність
3. weapon - зброя
4. parcel - посилка
5. no doubt - без сумніву
6. intention - намір
7. to harm - шкодити
8. to injure - травмувати

The impact of aggressive gun-play on a children`s character.

Play is exciting - it's fun and it stimulates imagination. It also teaches children social skills such as co-operation and self-control, something all parents are keen to see. Toys help develop mental and physical skills by stimulating and prolonging play.

Mothers are sometimes shocked when their sons, or even their daughters - some as young as two years old - ask for a toy gun or action figure. Some parents worry about children playing aggressive games or playing with toy weapons. Others say that aggressive play and pretend fighting with toys are all part and parcel of children learning appropriate behavior. The debate will no doubt go on.

Pretending to be aggressive is not the same as being aggressive. Aggressive

behavior is the intention to harm another person. Aggressive play includes make-believe fighting and rough-and-tumble, which has no intention to injure anyone. According to the latest research, toy weapons and violent video games stimulate aggressive play but have no effect on aggressive behavior. There is no evidence linking aggressive toys to children's attitudes toward war or violence.

For nearly all children who engage in it, aggressive play is exciting, active, and fun, full of fantasy and imagination. While adults may sometimes confuse real and pretend fighting, research shows that children as young as five are able to tell the difference between real aggression, which frightens them, and aggressive play, which they see as harmless fun.

Children's experience of actual aggression in the home has much more influence on them than a toy - however fond of the toy they may be.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

imagination, keen, to pretend, appropriate, rough-and-tumble, violent, imagination, to confuse.

2. Give Ukrainian equivalents to the following words and word combinations:

social skills, stimulating and prolonging play, to pretend fighting, make-believe fighting, children's attitudes toward war, full of fantasy and imagination, to confuse real and pretend fighting.

3. Give English equivalents to the following words and phrases:

соціальні навички, стимулююча та тривала гра, прикидатися воюючими, уявна війна, ставлення дітей до війни, сповнене фантазії та уяви, плутати реальні та уявні бійки.

4. Find the right word order:

1. Toys prolonging help mental and skills develop stimulating and play physical by.
2. The no on debate doubt will go.
3. Pretending is as to aggressive aggressive the same being be not.

4. There is war children's evidence aggressive no to attitudes linking toward toys or violence.
5. For play nearly all children of imagination who in it, aggressive is engage and ,exciting, fun active, full fantasy and.

5. Give the answers to the following:

1. What is a game for a little child?
2. Why is pretending to be aggressive not the same as being aggressive?
3. Why it is so important for a child to play make-believe fighting and rough-and-tumble?
4. What do such games stimulate?
5. How about the adults and such games? Do you think the adult should play the aggressive games?

6. Fill in the gaps with the required prepositions:

1. Toys help develop mental and physical skills ... stimulating and prolonging play.
2. Some parents worry ... children playing aggressive games or playing ... toy weapons.
3. According ... the latest research, toy weapons and violent video games stimulate aggressive play but have no effect ... aggressive behavior.
4. Children's experience ... actual aggression in the home has much more influence ... them than a toy.

7. Make up sentences of your own using the words and word combinations given below:

help develop mental and physical skills, playing aggressive games, learning appropriate behavior, the intention to harm, according to the latest research, no evidence linking, real and pretend fighting.

8. Render the content of the text.

1. Read and translate the text.

Active Vocabulary:

1. stable - стабільний
2. environment - середовище
3. to ensure – гарантувати, забезпечувати
4. to assimilate - асимілювати
5. vulnerable - вразливий
6. to upset - засмучувати

The prime importance of home in the upbringing of children.

Good upbringing starts at home and we feel very sorry for children who have no home, no parents, and no love. But some homes are not better than being homeless. It is essential for an individual to grow up in a stable home environment. The family is the natural environment of the primary socialization of the child, the source of material and emotional support, tool, storage and transmission of cultural values from generation to generation.

From the first days of life family prepares child for life and teaches to ensure a reasonable organization of their lives, helps assimilate the positive experience of older generations, gain personal experience of behavior and life skills in general. When a family has a stable home environment it brings in love, joy, happiness, security, and a real family style that parents and children both can enjoy. If we keep our surroundings peaceful, happy, and everyone has an even temperament, a family can survive any situation. When there is chaos in a home environment, everyone tends to lead a life of stress and anxiety. Children's minds work differently than adults. They see things as they are and not as they want to see them. They believe that when there is trouble in the house that they are part of it if not the center of it. Children are vulnerable and will pick up on the behaviors in the home. They will act out and carry these behaviors into adulthood if not caught soon enough. An unwelcoming, unstable environment can upset children and the way they look at things.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

upbringing, homeless, essential, transmission, behavior, reasonable, chaos, surrounding.

2. Give Ukrainian equivalents to the following words and word combinations:

being homeless, to grow up, the source of material, the positive experience, a real family style, everyone tends to lead, to survive any situation, to work differently.

3. Give English equivalents to the following words and phrases:

будучи бездомним, джерело матеріалу, рости, працювати по-іншому, пережити будь-яку ситуацію, позитивний досвід, справжній сімейний стиль, кожен прагне керувати.

4. Find the right word order:

1. Some not homes than being are homeless better.
2. The natural the environment is the primary of the socialization of family child.
3. If surroundings we our situation peaceful family keep, a can survive any.
4. Children's differently work than adults minds.
5. Children up the vulnerable and will pick on the are behaviors in home.

5. Give the answers to the following:

1. Is it essential for an individual to grow up in a stable home environment? Why?
2. Do children's minds work differently than adults?
3. What should the family teach the child?

6. Fill in the gaps with the required prepositions:

1. Good upbringing starts ... home and we feel very sorry ... children who have no home, no parents, and no love.
2. It is essential for an individual to grow ... a stable home environment.
3. From the first days ... life family prepares child ... life and teaches to ensure a reasonable organization ... their lives.
4. They believe that when there is trouble... the house that they are part ... it if not the center... it.

7. Make up sentences of your own using the words and word combinations given below:

trouble in the house, a stable home environment, differently than adults, a life of stress, an unwelcoming environment, chaos in a home environment, the primary socialization.

8. Render the content of the text.

Text 23

1. Read and translate the text.

Active Vocabulary:

1. to gain - здобувати
2. exposure - контакт
3. deflecting - відхиляючий
4. to satiate - наситити
5. consequence - наслідок

Television

What good and positive influences does television have on children (people)? Television has its good side. It can be entertaining and educational, and can open up new worlds for kids, giving them a chance to travel the globe, learn about different cultures, and gain exposure to ideas they may never encounter in their own community. Shows with a prosocial message can have a positive effect on kids' behavior. Current research is discovering that individuals can employ television to create what is termed a parasocial or faux relationship with characters from their favorite television shows and movies as a way of deflecting feelings of loneliness and social deprivation. Just as an individual would spend time with a real person sharing opinions and thoughts, pseudo-relationships are formed with TV characters by becoming personally invested in their lives as if they were a close friend so that the individual can satiate the human desire to form meaningful relationships and establish themselves in society. When an individual is not able to

participate in interactions with real people, they are less likely to indicate feelings of loneliness when watching their favorite TV show. Furthermore, when an event such as a fight or argument disrupts a personal relationship, watching a favorite TV show is able to create a cushion and prevent the individual from experiencing reduced self-esteem and feelings of inadequacy that can often accompany the perceived threat. By providing a temporary substitute for acceptance and belonging that is experienced through social relationships TV is helping to relieve feelings of depression and loneliness when those relationships are not available. This benefit is considered a positive consequence of watching television as it can contract the psychological damage that is caused by isolation from social relationships.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

entertaining, the globe, encounter, desire, to indicate, meaningful, inadequacy, threat.

2. Give Ukrainian equivalents to the following words and word combinations:

to travel the globe, a prosocial message, a parasocial or faux relationship, the human desire, to indicate feelings, to create a cushion, a fight or argument.

3. Give English equivalents to the following words and phrases:

вказувати на почуття, просоціальне повідомлення, парасоціальні або фальшиві стосунки, бажання людини, створювати подушку, подорожувати по земній кулі, бійка або суперечка.

4. Find the right word order:

1. Television side its good has.
2. When an not able to participate in feelings with their real people, they are less individual is to interactions indicate of loneliness when watching favorite TV likely show.
3. This caused benefit is a positive consequence of watching relationships damage television as it can contract the considered that is by isolation from social psychological.

4. By a temporary substitute loneliness for and belonging is helping not that is experienced providing through social relationships TV to relieve feelings of depression and when acceptance those relationships are available.

5. Give the answers to the following:

1. What effect on kids' behavior can shows with a prosocial message have?
2. What can TV shows prevent?
3. Why it is so important to watch TV for a child?
4. What is current research discovering?
5. What good and positive influences does television have on children (people)?

6. Fill in the gaps with the required prepositions:

1. Shows ... a prosocial message can have a positive effect ... kids' behavior.
2. It can be entertaining and educational and gain exposure ... ideas they may never encounter ... their own community.
3. This benefit is considered a positive consequence ... watching television as it can contract the psychological damage that is caused ... isolation ... social relationships.
4. When an individual is not able to participate ... interactions ... real people, they are less likely to indicate feelings of loneliness when watching their favorite TV show.
5. By providing a temporary substitute ... acceptance and belonging that is experienced ... social relationships TV is helping to relieve feelings ... depression and loneliness when those relationships are not available.

7. Make up sentences of your own using the words and word combinations given below:

gain exposure to ideas, a prosocial message, pseudo-relationships, deflecting feelings of loneliness and social deprivation, to satiate the human desire, the isolation from social relationships, a positive consequence.

8. Render the content of the text.

1. Read and translate the text.

Active Vocabulary:

1. alarming - насторожуючий
2. illicit - незаконний
3. drug - наркотики
4. crime - злочин
5. to misuse - зловживати
6. multiple - множинні
7. delinquency - правопорушення
8. juvenile - неповнолітній
9. to abandon - кинути

Vital role of drug addiction and school consumption in the growing crime rate.

In the last decades the most alarming trend is the increasing use of drugs, tobacco and alcohol among youth all over the world. As the consequences, the attendant growing crime rate is. All drug substances are divided into illicit drugs (such as cocaine, heroin, marijuana, methamphetamine etc.) and prescription drugs, which are medicines powerful as drugs that, when misused, are just as dangerous as illegal street drugs. To this kind of drugs are attributed painkillers, depressants, stimulants and such. Unfortunately, only illicit drugs are illegal. Though all drugs are related to crime in multiple ways. Most directly, it is a crime to use, possess, manufacture or distribute drugs classified as illicit drugs. Drugs are also related to crime through the effects they have on the users behavior and by generating violence and other illegal activity in connection with drug trafficking. What would you say about disillusionment, loss of faith in the surrounding grown-up world as a possible reason for juvenile delinquency. These days the hectic lifestyles adults are forced to live in order to make something of their lives and improve the lives of their children in the end causes a decrease in the amount of time and care parents can give to their children. Real attention and

time is what juveniles need to feel loved which is the basis for feeling happy, money cannot replace this attention. The family structure has been disintegrated over the last few decades as people travel further distances to work and when parents get home they are often too tired to have time for their children. The parents may also be doing their best just to keep their relationship together in such circumstances. In many cases parents may tend to drink to relax from their stressful life because subconsciously they feel guilty about not doing more for their family because the capitalist structure puts a stranglehold on the old fashioned way of life and they can do nothing about it. This stress and lack of ability to change the way their lives are structured causes conflict between parents as they both feel caged, they cannot influence the world so they become aggressive to each other even though both do not deserve it or hate each other. These arguments leave children feeling abandoned and scared of the future, seeing their parents not knowing what to do and depressed gives the children a sense of hopelessness and the lack of love and neglect makes them cold hearted. Listening to shouting is the only way children learn to behave and deal with authority, causing a rebellious nature as juveniles.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

tobacco, alcohol, youth, prescription, painkillers, disillusionment, surrounding, hectic.

2. Give Ukrainian equivalents to the following words and word combinations:

growing crime rate, as dangerous as illegal street drugs, loss of faith, to relax from the stressful life, subconsciously to feel guilty, lack of ability to change the way, to learn to behave and deal with authority.

3. Give English equivalents to the following words and phrases:

відсутність здатності змінити спосіб, зростаючий рівень злочинності, розслаблення від стресового життя, втрата віри, такий же небезпечний, як і нелегальні вуличні наркотики, підсвідоме почуття провини, навчитися поводити себе і поводитися з владою.

4. Find the right word order:

1. Though multiple drugs all are ways related crime to in.
2. Listening to is the only nature way children learn to behave causing and deal juveniles authority, a rebellious shouting as with.
3. Most, it a use crime to drugs, possess, or is distribute classified as manufacture directly illicit drugs.
4. Real and is what money juveniles cannot to feel is loved which the basis for attention feeling happy time, replace this need attention.
5. The keep parents circumstances their be doing their best also just to relationship together in such may.

5. Give the answers to the following:

1. What are all drug substances divided into?
2. Why are all drug substances related to crime?
3. Why has family structure been disintegrated?
4. What does the stress and lack of ability to change the way of life cause?
5. What is the way children learn to behave and deal with authority?

6. Fill in the gaps with the required prepositions:

1. All drug substances are divided ... illicit drugs and prescription drugs, which are medicines powerful ... drugs that, when misused, are just ...dangerous ... illegal street drugs.
2. These days the hectic lifestyles adults are forced to live ... order to make something ... their lives and improve the lives ... their children.
3. This stress and lack ... ability to change the way their lives are structured causes conflict ... parents ... they both feel caged.
4. These arguments leave children feeling abandoned and scared ... the future, give the children a sense ... hopelessness and the lack ... love and neglect makes them cold hearted.

7. Make up sentences of your own using the words and word combinations given below:

the users behavior, the old fashioned way of life, subconsciously to feel guilty, the family structure, to change the way, a sense of hopelessness, to make cold hearted.

8. *Render the content of the text.*

Text 25

1. *Read and translate the text.*

Active Vocabulary:

1. exhausted - виснажений
2. well-paid - добре оплачуваний
3. optional - факультативний
4. to accustom - привчити

At School for 17 Hours a Day

It is 6.30 a.m. and the sun has only just come up when the two alarm clocks next to Jie Sun's bed ring simultaneously. She gets out of bed and goes to the kitchen. Her eyes half closed, she hardly says a word while she eats breakfast. Next to the table is her blue Benetton school bag which she packed the night before. It weighs just over six and a half kilos. At 7 a.m. she says goodbye to her parents and sets off to her school, just outside the capital city, Seoul. She returns home at 6 p.m. for dinner, but half an hour later she sets off again for a private academy where she studies for another four hours. On a typical night she gets home at midnight and falls asleep, completely exhausted.

Studying for up to 17 hours a day is a fact of life for South Korean secondary school pupils. They live in a society where education is very important, and there is great competition for a place at university. Getting a good degree from a top university is the only way to be sure of getting a professional well-paid job. The normal secondary school day, as in most other countries, lasts eight hours. But after that most parents make their children stay at school for extra classes. In theory these classes are optional, but in practice they are compulsory. When the school day ends, the children are not allowed to relax and enjoy themselves. Most

of them have to study all evening in libraries, with private tutors or at private academies.

Classes of 50 are not uncommon and the teachers are strict. Pupils have to repeat after the teacher and memorize everything. 'Teachers at my school don't give you any individual attention because they have not got time,' says Jie Sun. 'They don't let us ask questions because they say it wastes time.'

Young people like Jie Sun have almost no social life. They rarely have time to see their friends, and having a boyfriend or girlfriend is unthinkable. 'I've never had a boyfriend and neither have any of my friends,' says Jie Sun. 'Our studies come first.'

This lifestyle may seem very hard to many European schoolchildren, who are accustomed to going out most weekends, and watching TV every evening. But on the other hand, in many British schools, up to 40% of teenagers leave school with no qualifications and the prospect of unemployment. So which system really is better?

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

simultaneously, outside, uncommon, rarely, unthinkable, prospect, unemployment, to memorize.

2. Give Ukrainian equivalents to the following words and word combinations:

a private academy, a great competition, extra classes, individual attention, no qualifications, private tutors, in practice.

3. Give English equivalents to the following words and phrases:

приватні викладачі, додаткові заняття, індивідуальна увага, відсутність кваліфікації, великий конкурс, на практиці, приватна академія.

4. Find the right word order:

1. Her closed eats half, hardly she says a word she eyes while breakfast.
2. On home night gets at and midnight asleep falls, completely she exhausted a typical.

3. Studying to hours up a day is secondary a fact life for South of pupils Korean 17for school.
4. Classes strict 50 are and not are the teachers of uncommon.
5. They is time boyfriend to see their friends, and have having a or girlfriend rarely unthinkable.

5. Give the answers to the following:

1. Does the South Korean lifestyle seem very hard?
2. Why is the education for the South Korean very important?
3. Why do most parents make their children stay at school for extra classes?
4. How different is the educational system from the Ukrainian one?
5. What are the advantages and disadvantages of the Korean educational system?
Make a list of them.

6. Fill in the gaps with the required prepositions:

5. She gets ... bed and goes ... the kitchen.
6. She returns home ... 6 p.m. for dinner, but half an hour later she sets ... again ... a private academy where she studies ... another four hours.
7. They live ... a society where education is very important, and there is great competition ... a place ... university.
8. But ... the other hand, ...many British schools, up to 40% of teenagers leave school with no qualifications and the prospect ...unemployment.

7. Make up sentences of your own using the words and word combinations given below:

eyes half closed, completely exhausted, a professional well-paid job, stay at school for extra classes, not uncommon, almost no social life, studies come first.

8. Render the content of the text.

Text 26

1. Read and translate the text.

Active Vocabulary:

1. intimidating - залякующий

2. to stigmatize – стигматизувати
3. to exclude - виключити
4. target - ціль
5. to measure вимірювати
6. harsh жорсткість

What Are the Best Ways to Prevent Bullying in Schools?

All 50 U.S. states require schools to have a bullying prevention policy. But a policy, alone, is not enough. Despite the requirement, there's been a slight uptick in all forms of bullying during the last three years. Bullying can look like experienced basketball players systematically intimidating novice players off the court, kids repeatedly stigmatizing immigrant classmates for their cultural differences, or a middle-school girl suddenly being insulted by her group of friends.

Bullying occurs everywhere, even in the highest-performing schools, and it is hurtful to everyone involved, from the targets of bullying to the witnesses—and even to bullies themselves. Most bullying prevention programs focus on raising awareness of the problem and administering consequences. But programs that rely on punishment and zero tolerance have not been shown to be effective in the U.S.; and they often disproportionately target students of color. Programs like peer mediation that place responsibility on the children to work out conflicts can *increase* bullying. Bystander intervention, even among adults, only works for some people—extroverts, empaths, and people with higher social status and moral engagement. Many approaches that educators adopt have not been evaluated through research; instead, educators tend to select programs based on what their colleagues use.

Building a positive school climate

School climate can be difficult to define, though possible to measure. It is the “felt sense” of being in a school, which can arise from a greeting, the way a problem is resolved, or how people work together; it is a school’s “heart and soul,” its “quality

and character.” Schools with a positive climate foster healthy development, while a negative school climate is associated with higher rates of student bullying, aggression, victimization, and feeling unsafe.

Advancing social and emotional learning

Social and emotional learning (SEL) is well known, and involves teaching skills of self-awareness, self-management, social awareness, responsible decision making, and relationships management. Teachers also benefit from SEL. Those with emotional and social skills training have higher job satisfaction and less burnout, show more positive emotions toward their students, manage their classrooms better, and use more strategies that cultivate creativity, choice, and autonomy in their students.

Schools can’t do this alone

Families matter, too. Bullying in schools sometimes arises from harsh parenting practices or sibling bullying at home. Even parents’ workplaces matter. Adults experience bullying in their workplaces at about the same rate as children in schools, and it’s even found among teachers and in senior living communities. In other words, bullying is not just a childhood problem; it is a pervasive human problem. And children are not buffered from the wider social world—bullying of children who belong to groups targeted in the national political discourse has spiked on playgrounds nationwide.

Ultimately, we need a substantial shift in our mindsets about the importance of children and their feelings. Children are more likely to thrive when we nurture their humanity, and offer them language and strategies and values to help them identify, express, and, thus, regulate their feelings. When parents, teachers, and administrators gain new awareness into the complex roots of bullying and adopt new strategies for addressing it, schools can lead the way. The kids are counting on us.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

extrovert, empath, to select, victimization, awareness, burnout, pervasive, to cultivate.

2. Give Ukrainian equivalents to the following words and word combinations:

a bullying prevention policy, a slight uptick, the national political discourse, a substantial shift, tend to select programs, foster healthy development, less burnout.

3. Give English equivalents to the following words and phrases:

підбирають програми, політика запобігання знущанням, менше вигорання, невеликий підйом, значний зсув, як правило, національний політичний дискурс, сприяють здоровому розвитку.

4. Find the right word order:

1. Despite forms, there's been the three a slight in all of bullying the last requirement uptick years during.
2. Most raising prevention consequences programs administering problem of focus on awareness the and bullying.
3. Programs like can mediation place the children on to work out peer conflicts increase that responsibility bullying.
4. School though be to define, possible can climate to measure difficult.
5. Bullying home schools sometimes bullying arises in from parenting or sibling at harsh practices.

5. Give the answers to the following:

1. What can the bullying look like?
2. What is the adults experience bullying?
3. Why programs that rely on punishment and zero tolerance have not been shown to be effective?
4. How can teachers also benefit from SEL?
5. Do we need a substantial shift in our mindsets about the importance of children and their feelings?

6. Fill in the gaps with the required prepositions:

1. Most bullying prevention programs focus ... raising awareness ... the problem and administering consequences.

2. Schools ... a positive climate foster healthy development, ... a negative school climate is associated ... higher rates ... student bullying, aggression, victimization, and feeling unsafe.
3. Bullying ... schools sometimes arises ... harsh parenting practices or sibling bullying ... home.
4. When parents, teachers, and administrators gain new awareness ... the complex roots ... bullying and adopt new strategies ... addressing it, schools can lead the way.

7. Make up sentences of your own using the words and word combinations given below:

more positive emotions, harsh parenting practices, senior living communities, cultivate creativity, possible to measure, bullying prevention programs, the targets of bullying.

8. Render the content of the text.

TEXTS FOR SELF-STUDYING

1. How to Help Young People Transition Into Adulthood

Modern "rites of passage" can help teens prepare for an uncertain future.

With so much rapid-fire change in the world, the job of preparing our young people for the future has become increasingly daunting. The Institute of the Future issued a report in 2017 that declared that 85 percent of the jobs in 2030—when today's second-graders will graduate high school—have not been invented yet. On top of that, we're facing an unfolding crisis in the environment; rampant racial, ethnic, and gender inequities; the impending confluence of bioengineering and artificial intelligence; and escalating craziness on the geopolitical stage.

The vast majority of educators agree that skills like critical thinking, resilience, creativity, systems thinking, and empathy are crucial and must be prioritized over

compliance and standardized test scores. But, more recently, there's a sense that young people need to gain real-world experience in navigating the unknown through some kind of authentic rite of passage—and more and more research is exploring what that might look like.

In fact, 75 percent of people between the ages of 12 and 25 lack a clear sense of purpose and many young adults are intimidated by “adulting.” How might we combine what we know from psychology and education research with traditional rite-of-passage rituals to help youth practice dwelling in the unknown, while building up critical skills for the future?

The updated three steps are —now *preparation*, *threshold*, and *reflection*—revolve around a student-centered project that allows youth to deepen their self-knowledge while learning to be comfortable in the unknown. Dozens of young people have gone through this process, and teachers, community leaders, and others can use this model to facilitate meaningful and impactful rites of passage to support the development of the youth in their communities.

1. Preparation: Student-centered project design

Rites of passage provide a safe and structured container for young people to undergo a metamorphic shift in identity from youth to adult. The goal of the first phase is for you (as a teacher, leader, or parent) and the initiates to develop a deeper understanding of themselves: their character strengths, interests, skills, and passions.

- **What are your strengths?** This can be skills such as math, drawing, or swimming, or dispositions such as patience, leadership, or the ability to focus.
- **What do you love to do?** Note that many teens' first answer will be something to do with video games or social media. Capture these ideas, but dig a little deeper to see what else is under there. Do they enjoy strategizing with friends in *Fortnite*? Or creating beautiful images for Instagram? Once you've captured the digital stuff, be sure to find out what else they love in the “offline” world, just for balance.

- **Is there anything that you wish you knew how to do?** A skill or disposition that you want to develop? Again, see if you can find both digital and offline answers here.
- **What issue or cause out in the world do you care about the most?** Climate? Gun violence? Homelessness? Animal welfare? Government corruption? Talk to them about a few specific issues.

Brainstorm projects. Using the student's answers to each question, begin to brainstorm project ideas that would be meaningful. Projects should be designed to use the initiate's skills to help solve a community problem that he deeply cares about.

For instance, say you are working with a 19-year-old named Sam who loves to draw, write fiction, and make short videos with her friends. The VIA Character Strengths Survey shows she's strong in social intelligence (which she knew) but also in bravery (which she didn't!). She wants to learn business skills and how to make better videos. The daughter of immigrants, Sam is deeply troubled by the racist attacks to which she and her friends are increasingly subjected.

Sam and her mentor brainstorm some ideas for projects. For instance, she might make a short video interviewing three immigrants in her community about their experiences with racism. Or maybe she could illustrate t-shirts with messages of equity and inclusion, and set up a pop-up shop. A third idea might be to write, illustrate, self-publish, and sell a book of short stories about a teenage immigrant.

Discuss viability of project. Have your student review the projects and select a couple of favorites to evaluate what it will take to pull each off successfully. Will it require a lot of money or volunteers? What about location? What is the scope? Are there a lot of interdependencies? Involve the initiate in brainstorming solutions. Ultimately, as in the real world, the final project scope will be determined by a combination of will and resources.

Because it will be a ton of work to fill up an entire shop, and then organize a pop-up, Sam settles on the video project, which seems very doable within her three-month summer break.

Write a project plan. Written as much as possible by the student with support as needed from their mentor, a project plan should include real-world skills like calling venues, organizing volunteers, setting up a Kickstarter campaign, writing a basic budget, using social media for promotion, gathering sponsors, writing, and performing speeches.

Sam's project plan outlines in detail the content, production process, budget, and timeline for her documentary short. Using her mentor's connections, Sam reaches out to a local nonprofit that has a video editing suite and asks if she can use it after-hours.

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GGSC Summer Institute for Educators

A six-day workshop to transform teachers' understanding of themselves and their students

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Prepare for departure. Integral to the design of a rite of passage is that the initiate must leave the comfort of home and venture out into a new realm. This separation is baked into the experience of going away to college or summer sleepaway camp, but it can also be engineered in other ways: a summer or gap-year project, or over a holiday break.

The night before Sam is to shoot her first interview, her mentor and parents invite eight adults—family members, former teachers, and friends who know and love Sam—to an opening circle to witness her at the beginning of her journey. The room is illuminated with candles. Each adult speaks to Sam of her strengths and their belief in her, offering one piece of advice and one thing they appreciate about her. The adults have also made a short video of each of them repeating their wishes for her. Sam speaks of her intentions to learn more about filmmaking and to speak out against racism.

2. Threshold: Tasks must be hard (and relevant)

The ordeal will be a challenge. Students need to feel frustrated—pushed as close to the point of giving up as possible—or it won't have the impact.

This is the time when we as facilitators have to step out of the way and let the student work on her own, grapple with setbacks, and, yes, fail. If they show signs of withering, you can support independent problem solving wherever possible. There are several research-based practices you can share that will help build resilience and well-being during the ordeal and well into adulthood, as well.

Growth mindset. If she is not already skilled at learning from mistakes, remind your student that every failure is a learning opportunity. If she starts to internalize negative self-talk, such as “I will never be able to do this!,” remind her of the power of “yet”—as in, “You don’t know how to do this, yet. But you will get it.”

Three Good Things. This is a super simple and proven practice of writing down three good things that happened at the end of each day. Research shows that this can help us sustain a sense of happiness and fend off depressive symptoms for up to three months—an excellent practice to build while amid an ordeal.

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Three Good Things

A way to tune into the positive events in your life

•

Cultivate awareness. Have the initiate reflect on how he’s doing and identify any challenges with self-compassion. Bring any negative self-talk to awareness. Help the initiate become aware of what he does when he starts to experience the frustration of obstacles. Keeping a regular project journal can help facilitate this reflection.

Ethics. In the real world, we come up against ethical challenges all the time. Especially now with the ever-shifting sands of ethical standards in our public discourse, it is important that adults model respect, morality, and ethical decision making during an ordeal. It will be tempting for your student to make some unethical choices. You will want to make it safe and supportive to make the right choice.

Awe. Awe, “numinosity,” or the sense that there is a larger force at work in the world is key to meaningful rites of passage, as research shows it is a positive way

to catalyze the identity shift necessary to leave childhood and become fully adult. This can be designed into the experience by taking young people out into awe-inspiring nature for several days, creating a deck of personally meaningful cards as in Soul Collage, or reading the poetry of Rumi, Lucille Clifton, or Mary Oliver.

3. Reflection: Completion of project

Once the ordeal has concluded, it is time to celebrate the accomplishments of the initiate! Like the departure, this return is a time of celebration and welcoming back to the “normal world.” Many traditions have the initiate stand up in front of his peers and community and speak about the experience. This celebration can be big and formal, or small and intimate. The key is that the initiate should be able to answer the following questions:

- Why did you do this project?
- What did you hope to learn?
- What did you learn?
- What will you take with you?
- What is one of your best memories?

Ideally, there is time to help the initiate integrate the experience and set about planning for another self-designed goal. In Sam’s case, her family and mentor will invite the same adults to come over for a special screening of her video, and she will give a short introduction to the video offering her reflections.

In traditional rites of passage, the initiate returns home as an adult, having been prepared for adult responsibilities—mind, body, and soul—through the ordeal. We don’t really have a similar expectation in our contemporary communities, and of course there are myriad reasons why young people are taking longer to find their footing as adults.

But we can certainly help young people deepen their self-knowledge and strengthen their sense of identity, develop real-world skills, and (most importantly) experience the state-change that comes with accomplishing a major stretch goal. We can provide a model for navigating the unknown as a means of strengthening their identity and engaging community support.

2. Seven Ways to Help High Schoolers Find Purpose

Many students go through high school bored and unengaged. What a purpose-driven curriculum would look like?

One thing nearly all teens agree on is that most of what high school teaches them is irrelevant to their lives outside of school or their future careers. One study found that the most common feelings among high school students are fatigue and boredom. Another study concluded that 65 percent of the jobs that today's high school graduates will have in their lifetime *do not even exist yet*. But we are still teaching them in the same way that we trained industrial workers a century ago.

- **Join the Purpose Challenge**

Want to help high schoolers find purpose? The Purpose Challenge for students, educators, and parents incorporates cutting-edge science into videos and interactive exercises. Students can get help with their college essay and win up to \$25,000 in scholarship money.

So how do we bring engagement, real-world learning, and a sense of meaning into high school education?

What is purpose?

William Damon, the director of the Stanford Center on Adolescence, defines purpose as “a stable and generalized intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self.”

Damon's research breaks students into four categories on their path to purpose: the dreamers, the dabblers, the disengaged, and the purposeful (each of the categories representing roughly a quarter of the adolescent population). Extremely purposeful students exhibit high degrees of persistence, resourcefulness, resilience, and capacity for healthy risk taking.

Lecturers at the Stanford's school created the below graphic that identifies three interrelated factors essential to fostering purpose among students: 1) A student's skills and strengths; 2) what the world needs; and 3) what the student loves to do.

According to research by Kendall Cotton Bronk, a developmental psychologist at Claremont Graduate University, truly finding one's purpose requires four key components: dedicated commitment, personal meaningfulness, goal directedness, and a vision larger than one's self. These are not skills that typically get nurtured in American high schools today. Most of the high school experience is oriented around external achievement, checking off boxes, and short-term goal fulfillment. So what would a high school look like that helps students actively seek a sense of purpose?

Prioritize internal motivation over external achievement

In today's schools, students compete against one another for grades and attention from teachers and colleges. The ranking system at most high schools sends the message to students that their worth is based *entirely* on their grade point average. This reinforces the notion that external achievement is the means to success and the way to get rewarded.

But this is actually the opposite of what develops a sense of purpose: Students who show a sense of purpose have a deeply developed *intrinsic motivation* to achieve a goal or take part in an activity. This means they are not motivated to achieve something simply because they can, because it is hard, or because they get rewarded or recognized for it. Rather, they do it because they have a deep internal interest in pursuing it—and derive pleasure from the process.

It is true that students need to be able to develop their skills and strengths in high school. But they also need to be able to find out what they love to do and what the world actually needs—and, quite often, students won't receive external rewards when exploring these questions.

Foster collaboration

Consider how different high school would feel if students were working in collaboration with their peers instead of competing against them all the time? What if high school grading was based on how well you worked with other people and how well you mentored and advised your peers? This would much more accurately

mimic most workplaces, where teamwork and collaboration are some of the main skills desired by today's employers.

Part of developing a sense of purpose is having a vision bigger than one's self. If you are only worried about yourself and your own advancement throughout high school—a mindset reinforced by today's system—you'll be trained to care only about yourself. By working in teams, our young people can start to develop the skills and mindsets that are essential both to thriving in today's workforce and to leading a life that feels meaningful.

See teachers as mentors and coaches

What adult influenced you the most in high school? If you're like most people, you'll remember one of your mentors, coaches, or teachers who took a real interest in your well-being. People rarely mention someone who helped them cram things into their brain the most or taught them things they were not interested in.

On the other side of the equation, if you talk to most high school teachers about what motivated them to become an educator, you will usually find it was about developing relationships. Choosing to teach or lead a school is not simply delivering content, but about helping young people find their way in the world.

However, high school now is dominated by content delivery, leaving little room for teachers to develop meaningful relationships with students inside the classroom.

This is why taking students outside the classroom can be hugely transformative for them, whether it's a trip to a new place, a tough wilderness trip, or working on something important to them in their community—not doing it because they “have to” or simply for college admissions, but because they actually care about it.

However, nearly all of high school currently takes place in a classroom. We need to expand the classroom out to the real world and actively include more purpose-seeking opportunities. Then we can bring those experiences back into the classroom, synthesize them with peers and teachers, and connect these activities directly to classroom material, making it relevant and engaging.

Learning from failure

Our current model of high school rewards perfection and discourages risk taking. Students who are aiming for elite schools take the most number of classes where they can get the best grades and boost their GPAs. At some high schools, getting a single B can take them out of the running for prestigious colleges or awards at their school. Less academic students are shamed by getting bad grades. In other words, students are either rewarded for being perfectionists or shamed for failing.

But failure is how we learn. Paul Tough documents this well—how learning to fail builds up critical life skills. It is hard to think of a political leader or anyone who ever accomplished anything important who did not fail along the way—in fact, failure was often a catalyst for their eventual success. Learning how to persevere is often the most important part of this process. But we do not give students the opportunity to fail without serious consequences. So when they get out into the real world they cannot deal with failure.

Value students' inner lives

- **More on Finding Purpose**

Discover how awe can help students develop purpose.

Learn how having a sense of purpose could extend your life.

Try the Best Possible Self exercise: Get clarity on your deepest goals by imagining a successful future.

Our traditional high school system completely neglects the inner lives of students. Often the most extensive part of the high school curriculum that touches on the inner lives of students is a semester-long health class (which is almost never taken seriously by high school students—just ask one). But by failing to nurture their internal lives, we risk knocking students from a path to purpose.

There is something deeply spiritual about developing a sense of purpose. And it is no surprise that new research shows that teenagers with a greater sense of spirituality report higher levels of purpose and meaning. But our high schools do little to nurture this type of personal growth, and as a result we are creating a whole new generation of students who look great on the outside and hollow on the inside.

Former dean of freshman at Stanford University, Julie Lythcott-Haims, says this about a new generation of students: “Hell-bent on removing all risks of life and on catapulting them into the college with the right brand name, we’ve robbed our kids of the chance to construct and know their own *selves*.”

To have a sense of purpose, it is essential that you know yourself: what you want from your life—not what others want for you, or what is expected of you—but what actually makes you come alive. If we deny our students the chance to really explore who they are, they lose out on their chance for purposefulness.

Start with the why

We need to bring a sense of what I call “*whyness*” back into education. Many high school students work hard, but they have no idea why. Or they do not work hard at all because they see no real-world benefit from it.

First and foremost, students need to be clear *why* they are learning what they are learning. If they do not understand *why*, schoolwork will either be boring or meaningless to them, causing tons of worry and stress. They will be doing it simply to advance through the next hoop—high school graduation or college admission—not for its own inherent value.

When you are working from a value-aligned, purposeful place, hard work does not seem so hard. In fact, it seems natural and often puts you in a state of “flow,” meaning that you feel fully immersed in an activity, giving it all of your attention and deriving enjoyment from the process.

3. How to Support Teachers’ Emotional Needs Right Now

Schools can develop a plan to help teachers who are feeling anxious and overwhelmed.

This article was originally published on [EdSurge](#) as part of the guide [Navigating Uncertain Times: How Schools Can Cope With Coronavirus](#).

At the end of March, our team at the Yale Center for Emotional Intelligence, along with our colleagues at the Collaborative for Academic, Social, and Emotional

Learning (CASEL), launched a survey to unpack the emotional lives of teachers during the COVID-19 crisis.

In the span of just three days, over 5,000 U.S. teachers responded to the survey. We asked them to describe, in their own words, the three most frequent emotions they felt each day.

The five most-mentioned feelings among all teachers were *anxious*, *fearful*, *worried*, *overwhelmed*, and *sad*. Anxiety, by far, was the most frequently mentioned emotion.

The reasons educators gave for these stress-related feelings could be divided into two buckets. The first is mostly personal, including a general fear that they or someone in their family would contract COVID-19, the new coronavirus. The second pertains to their stress around managing their own and their families' needs while simultaneously working full-time from home and adapting to new technologies for teaching.

Once distance learning had gone into effect, we heard from one educator who shared:

My vision of finally having someone else take care of my own kids' education, even virtually, was smashed to smithereens. This requires 100 percent parent involvement, actually 200 percent because my kids are in two different grades!

Given the unexpected new demands our educators are facing, we might assume that how teachers are feeling now is entirely different from the emotions they were experiencing before the pandemic. But is it?

In 2017, our center conducted a similar survey on teachers' emotions. A national sample of over 5,000 educators answered the same questions about how they were feeling.

Back then, the top five emotions were *frustrated*, *overwhelmed*, *stressed*, *tired*, and *happy*. The primary source of their frustration and stress pertained to not feeling supported by their administration around challenges related to meeting all of their

students' learning needs, high-stakes testing, an ever-changing curriculum, and work-life balance.

Our research findings are echoed across a growing body of research on teachers' stress and burnout.

In one study, 85 percent of teachers reported that work-life imbalance was affecting their ability to teach. Other research has shown that at least 30 percent of teachers leave the profession within their first five years of teaching. Like our research, these studies found that the general causes of teacher stress and burnout are related to a lack of strong leadership and a negative climate, as well as increased job demands, especially around testing, addressing challenging student behaviors, a lack of autonomy and decision-making power, and limited to no training in social and emotional learning (SEL) to support educators' and students' emotional needs.

So, before the pandemic, America's teachers were already burning out. Add in new expectations of becoming distance-learning experts to support uninterrupted learning for all their students and caring for the ever-evolving demands of their families, and it's no surprise that 95 percent of the feelings they reported recently are rooted in anxiety.

We can't control what is happening to us and around us, but we can control how we respond to it.

Emotions matter

An anonymous teacher who filled out our most recent survey described the balancing act like this:

There is this huge dissonance right now between the messages such as "be well" and "take care of yourself" at the end of emails, and "in this time of uncertainty." Yet we have to partake in multiple seminars, read links related to online instruction, legal requirements in special ed, due process, timelines, etc. Everyone needs to be reminded again about how the brain works.

At the Yale Center for Emotional Intelligence, we study how emotions drive effective teaching and learning, the decisions educators make, classroom and

school climate, and educator well-being. We assert that educators' emotions matter for five primary reasons:

- **Emotions matter for attention, memory, and learning.** Positive emotions like joy and curiosity harness attention and promote greater engagement. Emotions like anxiety and fear, especially when prolonged, disrupt concentration and interfere with thinking. Chronic stress, especially when poorly managed, can result in the persistent activation of the sympathetic nervous system and the release of stress hormones like cortisol. Prolonged release of this and other neurochemicals impacts brain structures associated with executive functioning and memory, diminishing our ability to be effective educators and undermining student learning.
- **Emotions matter for decision making.** When we're overwhelmed and feeling scared and stressed, the areas of our brains responsible for wise decision making also can become "hijacked." In contrast, the experience of more positive states like joy and interest tend to help people evaluate individuals, places, and events more favorably compared to people experiencing more unpleasant emotions. Pleasant emotions also have been shown to enhance mental flexibility and creativity, which are key to navigating the novel and evolving demands of living through a pandemic.
- **Emotions matter for relationships.** How we feel and how we interpret the feelings of others send signals for other people to either approach or avoid us. Teachers who express anxiety or frustration (for example, in their facial expressions, body language, vocal tone, or behavior) are likely to alienate students, which can impact students' sense of safety in the classroom—and likely at home in a virtual learning environment—thereby having a negative influence on learning. Further, dysregulated emotions can undermine healthy relationships between teachers and parents. For most students, a successful distance-learning experience will require a solid partnership between teachers and families.

- **Emotions matter for health and well-being.** How we feel influences our bodies, including physical and mental health. Stress is associated with increased levels of cortisol, which has been shown to lead to both physical and mental health challenges, including depression and weight gain. Both the ability to regulate unpleasant emotions and the experience of more pleasant emotions have been shown to have health benefits, including fostering greater resilience during and after traumatic events.
- **Emotions matter for performance.** Chronic stress among teachers is linked to decreases in teacher motivation and engagement, both of which lead to burnout. Teachers who are burned out have poorer relationships with students and are also less likely to be positive role models for healthy self-regulation—for their students and their families. It's no surprise that teachers who are burned out are more likely to leave the profession, which impacts student learning and puts a huge drain on schools. You get the picture: When educators answer the question about how they feel at school—or, in our most recent study, as an at-home educator—we learn they spend a big part of their workday in a pretty dark place.

Research we and others have conducted has shown two possible protective factors for teachers' emotional well-being. First, teachers with more developed emotion skills tend to report less burnout and greater job satisfaction. These skills include the ability to recognize emotions accurately, understand their causes and consequences, label them precisely, express them comfortably, and regulate them effectively. But the challenge is that most teachers have not received a formal education in emotion skills.

Second, teachers who work in a school with an administrator with more developed emotion skills tend to experience fewer negative emotions and more positive emotions. These teachers also are likely to have better-quality relationships with their students. When students have stronger connections with their teachers, they, in turn, are more engaged and committed to learning; they're also more willing to take risks and persist in the face of difficulty.

We need a greater focus on teachers' health and well-being now, so they can thrive through this pandemic and be psychologically ready to return to school after this has passed.

Supporting educators' well-being

We know how anxious teachers (and, really, everyone else) are feeling right now. But have we thought about how we *want* to feel?

Previously, we asked teachers how they *want* to feel at school, and they answered loud and clear. A few of the top hoped-for emotions were *happy, inspired, valued, supported, effective, and respected*.

The more sensitive we can be to our educators' emotional needs today, the better we'll be able to support them now and when schools reopen. The space between how we feel and how we want to feel presents an opportunity to work together to improve the emotional climate of our homes and schools. The emotional climate is the feelings and emotions a learning space evokes; that space includes both the physical one and the learning climate that is evoked through the interactions between and among educators and students. This can be applied to traditional school settings and to virtual ones.

Supporting Learning and Well-Being During the Coronavirus Crisis

Activities, articles, videos, and other resources to address student and adult anxiety and cultivate connection

-

We need to understand how our teachers *want* to feel, again, and then support them with what they'll need to experience these feelings.

In the same survey we conducted at the end of March, we asked teachers to share some reflections about what they need to have greater emotional balance. Responses included time to adjust to the new normal of online learning and ways to make virtual learning fun and engaging. Teachers also expressed a strong need for honesty, respect, kindness, flexibility, and patience from their school administrators. Further, they requested more realistic expectations, including

boundaries around working around the clock. Among the top requests were strategies to support their own and their students' wellness and resilience.

Building a charter

Putting our emotional needs in writing has a way of making them real for everyone. It acts as a reminder for those times when we might feel anxious or frustrated or any other uncomfortable feeling. It also serves as a contract between ourselves and our colleagues (and even students and families) to help during moments when we are anything but calm and considerate.

As part of RULER, our center's approach to SEL, thousands of schools across the nation have gone through the process of creating an "Emotional Intelligence Charter" with their faculty and staff with positive results.

The process of building a charter or agreement requires us to be vulnerable, and that can be hard, especially in times like these. And some educators are somewhat self-conscious and apprehensive about the process of asking colleagues how they want to feel. It can be scary. Often, how we want to feel is an indicator of what hasn't been working at our schools. But we've found that when schools have the courage to ask, the benefits outweigh the risks.

Specifically, a charter reflects the agreed-upon feelings and behaviors of the members of a learning community. Here, we describe the process of building a faculty and staff charter. The same process can be applied to the classroom or home environment.

It starts with a deceptively simple question: *How do we want to feel as a faculty/staff?* A principal or group of teachers can pose the question to the faculty and staff at their school. Once everyone shares their top three or four hoped-for feelings, the goal is to narrow them all down to a "top five" list reflective of the entire faculty.

The second question is: *What do we need to do for everyone to feel this way?* Here, faculty and staff share specific ideas that would support them in experiencing each of the feelings. The goal is to come up with two or three observable behaviors that are realistic and attainable for each feeling. For example, in order for teachers to

feel supported around distance learning, what exactly will everyone agree to do differently so everyone feels supported? If teachers want to feel more valued, what are the specific things schools can do? Perhaps everyone can agree to respond to virtual inquiries in a timely manner.

Once the five feelings and related behaviors are compiled, the charter can be created and distributed to each member of the faculty and staff. In this virtual world of education, be creative about ways to disseminate it to everyone. If your school or district uses a learning management system, perhaps the charter can be “public” there.

Importantly, the charter should be a living document—it will evolve as your learning community does throughout the pandemic. Consider weekly reflections and opportunities for teachers to share ideas based on their hoped-for feelings. For example, if teachers want to feel more engaged, perhaps create opportunities for them to share their best virtual lesson of the week and why it worked so well. Even weekly quotations that remind everyone about the desired feelings can help to sustain a positive climate. And when we are all finally able to return to our schools, it will be important to revisit the charter. How we want to feel and what we need to support our health and well-being is fluid.

We are living through a pandemic that most of us could never have imagined. And, as we’ve shared, our educators are not in the best emotional shape. Today’s teachers, counselors, and school leaders are experiencing greater anxiety, stress, and burnout than ever before. If we just hope for the best, more and more educators will fall by the wayside. Fortunately, an increasing number of schools are seeing the benefits of SEL, not just for students, but for educators’ own skill development. The time has come for *all* schools to address the missing link in what will help educators’ thrive—a greater focus on *all* adults’ health and well-being. If we want our educators to be successful—both personally and professionally—schools must be places that bring out the best in them.

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