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A New Face of Teaching

Навчальний посібник

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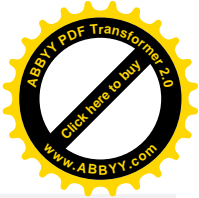
Навчальний посібник призначається для подальшого розвитку іншомовної комунікативної компетентності студентів 5 курсу романо-германського відділення заочної форми навчання. Матеріали посібника автентичні, тематично об'єднані, мають комунікативну спрямованість. Можуть використовуватися як контрольні завдання, а також для аудиторної та самостійної роботи.

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ПЕРЕДМОВА

Навчальний посібник призначається для подальшого розвитку іншомовної комунікативної компетентності студентів 5 курсу педагогічних вузів, які навчаються за ОКР «Спеціаліст», спеціальність 7.02030302 Мова і література (англійська) заочної форми навчання. Завдання посібника можна виконувати самостійно або в аудиторній роботі. Вони можуть бути також рекомендовані для контролю сформованості мовленнєвих навичок та вмінь студентів екстернатної форми навчання. Матеріали посібника відповідають вимогам сучасних навчальних програм.

READING & LANGUAGE FOCUS – перша частина посібника спрямована на розвиток умінь читання, а також розвиток усного та писемного мовлення на основі прочитаного. Студентам пропонується опрацювати різнопланові автентичні тексти і виконати до них завдання. Тексти розкривають актуальні проблеми навчання англійської мови з використанням новітніх інформаційних технологій та піднімають питання стосовно формування індивідуального стилю навчання. Післятекстові завдання орієнтовані на перевірку розуміння прочитаного і дають можливість студентам висловити й аргументувати свою думку щодо прочитаного. Достатньо уваги приділяється лексичним вправам, які сприяють виконанню завдань на переклад тематичних ситуацій з української мови на англійську.

VOCABULARY IN USE – наступна частина містить вправи, що сприяють розширенню і збагаченню лексичного словника студентів.

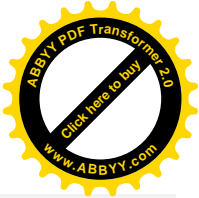
GRAMMAR PRACTICE – метою цієї частини посібника є вдосконалення граматичних навичок студентів.

WRITING – матеріали цієї частини посібника націлені на розвиток писемного мовлення студентів і надають їм рекомендації щодо написання листів, статей, доповідей та есе.

OVERVIEW – у даному розділі студенти знайдуть завдання, метою яких є перевірка сформованості мовленнєвих навичок та вмінь з даної теми.

Завдання посібника комунікативно спрямовані, вони стимулюють розвиток пізнавальних інтересів студентів і сприяють підвищенню їх мотивації до вивчення англійської мови.

Посібник стане в пригоді студентам, які бажають підвищити рівень знань з англійської мови й удосконалити мовленнєві навички та вміння. Матеріали посібника допоможуть студентам виробити свій стиль у навчанні, оволодіти ефективними когнітивними прийомами, а також бути інформованими щодо сучасних інформативних технологій та можливості їх впровадження в навчальний процес.



UNIT 1

THEME: TEACHING AND LEARNING STYLES

▼ TARGETS:

SPEAKING: (themed discussion, extended speaking)

- *How to become a more successful learner?*
- *Learning styles & strategies: encouraging learner's independence*
- *Teaching styles: managing an English language classroom*
- *Multiple Intelligences resource in foreign language teaching: how to face the challenge?*
- *Ways of establishing rapport in the classroom*

READING & LANGUAGE FOCUS: intensive reading

VOCABULARY IN USE: word formation

GRAMMAR PRACTICE: wishes and regrets; conditionals

WRITING: an article, a letter

READING & LANGUAGE FOCUS

Text 1

Managing Your Study Time

1. Read the text and do the assignments that follow.

I was in a student coffee bar during my first week at university soaking in the atmosphere when a lad from Oldham, of conspicuously cool and languid manner, announced calmly that he intended to get a first in classics. He would work 25 hours a week, study five hours a day on weekdays and leave the weekends free. That would be sufficient.

I was vaguely committed to endless hours of work. I imagined that at some point I would spend weeks of intensive study. The vice-chancellor had told us in his address to freshers to look at the person on either side and note that in all probability one of us would not be around the following year. The message struck home: I would turn myself into a paragon of academic virtue. I could see that the classicist in the coffee bar had got it all wrong, or was bluffing.

Three years later he sailed to his first whilst other friends struggled to very modest achievements. As I discovered when sharing his lodgings, he worked more or less to the plan he had outlined. He slept late in the mornings, only stirring himself if there was a lecture to attend. He played cards with the rest of us after lunch. Then he moved to his desk and stayed there till around seven. The evenings he



spent more wildly than most – hence the late mornings. Nevertheless, when I came to look back I realised he had studied more than anyone else I knew. Through sticking assiduously to a modest but well-defined, realistic plan, he had achieved a great deal. He had enjoyed work much more, too. He argued that it was not possible to work productively at intensive intellectual tasks for more than a few hours at a time. I aimed to do much more. But I was easily distracted. By the time it was apparent that stretches of a day had slipped away, I felt so guilty that I blotted studies out of my mind, comforting myself with the thought of all the days which lay ahead.

I was too inexperienced at looking after my own affairs to realise I was already failing one of the major tests of studenthood, the organisation of time. I thought that success in studying was to do with how brilliantly clever and original you were; I had yet to discover that one of the central challenges of adult life is time management.

At school the work timetable was defined for us and teachers made sure we fitted all that was required into the school year. At university I was at sea. Time came in great undifferentiated swathes. What to do with it all? With 168 hours in a week – or 105, allowing nine a day for sleeping and eating -how many was it reasonable to spend on study?

Individuals vary and different subjects make different demands. Nevertheless with a target you can plan your studies, not just stumble ahead in hope. Then you can divide your time into segments and use it strategically, rather than let it dribble away.

Defining what to do is harder. Take the booklists. How many books are students expected to read? How long should a book take? It took me so long to read just a few pages that I felt defeated when I looked ahead. Should I take notes? How many? What would I need them for?

I would sit in the library for a whole day, dipping into one book after another, often with glazed over eyes. What was my purpose? How would I know when I had achieved it? By comparison I went to lectures gratefully-at least I knew when they started and finished. Although my lecture notes weren't up too much, I could tell myself I had accomplished something, which would bring down my anxiety level.

Much later I discovered I could learn a great deal from a close reading of selected sections; that taking notes could sometimes be very satisfying and at other times was not necessary. The trick was to



take control; to decide what I wanted to find out – something specific and then work at it until I had taken in enough to think about for the time being.

Dividing big jobs into smaller sub-tasks helps to bring work under control, allows you to set targets and check your progress. There is so much pressure to be ambitious – to go for the long dissertation, to read the huge tomes. Yet achievement arises out of quite modest activities undertaken on a small scale. The trouble with the big tasks is that you keep putting them off. Their scope and shape is unclear and we all flee from uncertainty. The more you can define your work as small, discrete, concrete tasks, the more control you have over it.

Organising tasks into the time available can itself be divided into strategy and application. It is useful to think of yourself as investing time. Some tasks require intense concentration and need to be done at a prime time of day, when you are at your best and have time to spare. Others can be fitted in when you are tired, or as ‘warm-up’ activities at the start of a session. Some, such as essay writing, may best be spread over several days. Some need to be done straight away.

There are few reliable guidelines. Essentially you have to keep circling round a self-monitoring loop: plan an approach to a task, try it out, reflect afterwards on your success in achieving what you intended and then revise your strategy. Once you start to think strategically you begin to take control of your studies rather than letting them swamp you.

(Andrew Northedge,

from *The Good Study Guide*, Open University)

❖ **Vocabulary Practice**

2. A) Study the Thematic Vocabulary; use it while doing the assignments that follow.

- 1) a conspicuously cool and languid manner
- 2) to be committed to work
- 3) to strike home (The message struck home.)
- 4) to be a paragon of academic virtue
- 5) to stick assiduously to a modest but well-defined, realistic plan
- 6) to work productively at intensive intellectual tasks
- 7) to blot sth out of one’s mind
- 8) time management
- 9) not to stumble ahead in hope
- 10) to divide a task into segments



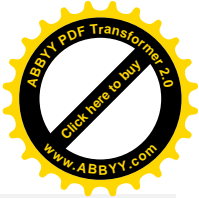
- 11) to use the plan strategically rather than let it dribble away
- 12) to dip into one book after another with glazed over eyes
- 13) to require intense concentration
- 14) to need to be done at a prime time of day
- 15) to set targets
- 16) to bring down one's anxiety level
- 17) to divide the task into strategy and application
- 18) to be ambitious
- 19) to flee from uncertainty
- 20) to define one's work as small, discrete, concrete tasks
- 21) to think strategically
- 22) to take control of your studies rather than letting them swamp you

B) Translate the Ukrainian phrases into English.

Бути цілеспрямованим; зразок у навчанні; управління часом; бути відданим роботі; вдивлятися в книгу за книгою втомленими очима; старанно дотримуватися скромного, але добре визначеного і реалістичного плану; ставити цілі; використовувати план з користю, а не пускати його виконання на самоплин; послання влучило в ціль; не тікати від невизначеності; не тупцювати на місці в надії; має бути виконано в найбільш сприятливий час дня; контролювати своє навчання, а не дозволяти йому поглинути вас; виділяти в завданні мету і шляхи її досягнення; знизити рівень тривоги; вимагати сильної зосередженості; розглядати роботу як окремі невеликі конкретні завдання.

C) In the text find the synonyms for the following words and word combinations.

- 1) to be a model of excellence
- 2) to do sth in a boasting, showing off manner
- 3) to erase, delete
- 4) to do sth wisely and in a calculated manner
- 5) to flow in drops
- 6) plunging into, skimming through
- 7) chief, leading, basic
- 8) to get up, wake up, start the day
- 9) to be feeble, lazy, lacking vigour
- 10) to absorb sb
- 11) to have an intended effect



- 12) to read books till the eyes become fixed or glassy
- 13) to be confused, perplexed, baffled
- 14) to do sth diligently, painstakingly
- 15) to move successfully to the university degree with excellence

D) Consult the dictionary to provide synonyms for the following words and word combinations.

To be committed to sth, to manage time, to stumble, to dip into smth, to flee, to define, well-defined, to stick to, to require, ambitious, achievements, assiduously, uncertainty, to invest time.

E) Fill the following sentences with the Thematic Vocabulary.

1) Don't forget that mental work long and ... concentration.

2) Very often your achievements in studying depend on the way you your time.

3) Marion appears to be so lazy that can't be to long hours of serious work at tasks.

4) While preparing for seminars I make myself after another eyes.

5) The best advice for those who want to become more successful learners is assiduously to a modest but plan.

6) On accomplishing some tasks and having certain achievements, you may feel that it is sure to bring down your

7) Remember that intensive intellectual tasks need to be done

8) Before doing something, first of all try to set and then define your work as

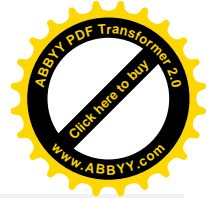
9) One of the reliable guidelines of time management is the ability to divide all the tasks into

10) Never give up but think and very soon you will realize that you know how to take rather than

❖ **Text Comprehension**

3. A) Choose the variant which best completes each sentence:

- 1) The vice-chancellor's speech _____ the writer.
 a) amused b) failed to convince c) frightened d) terrified



- 2) The lad from Oldham's time at university was ___ than the writer's.
 a) less successful b) more fun
 c) more intellectual d) more strenuous
- 3) While he was in the university library the writer _____.
 a) couldn't concentrate b) dozed off
 c) read books from cover to cover d) worked hard
- 4) Towards the end of his time at university the writer _____.
 a) gave up hope b) organised himself better
 c) worked harder d) wrote a long dissertation
- 5) The writer recommends _____.
 a) studying for a short time every day
 b) finishing one task before starting another
 c) studying only when you are alert
 d) deciding when each kind of task is best done
- 6) 'Circling round a self-monitoring loop' means _____.
 a) approaching your studies in circuitous way
 b) continuing to study for a long time
 c) planning your study methods
 d) evaluating the success of your study methods

B) Match the beginning (1-10) of the statements with their ending (A-L). There are two extra variants.

- 1) Sticking assiduously to a modest but well-defined, realistic plan, ...
- 2) Success in studying does not necessarily depend on ...
- 3) You can hardly deny, that one of the central challenges of adult life is ...
- 4) With a target you can plan your studies and other activities, ...
- 5) You should learn how divide your plan or timetable into segments and use it strategically, ...
- 6) Don't sit in the library for a whole day, dipping into one book after another, often with glazed over eyes, ...
- 7) When you notice the result and your own accomplishments, ...
- 8) Dividing big jobs into smaller sub-tasks ...
- 9) It is useful to know what time is the best for ...
- 10) Only thinking strategically, ...



- A. ...you can take control of your studies.
- B. ... not just stumble ahead in hope.
- C. ... you can achieve much in your studies.
- D. ... helps to bring work under control, allows you to set targets and check your progress.
- E. ... require intense concentration and need to be done at a prime time of day.
- F. ... but remember of the purpose of your reading.
- G. ... how brilliantly clever and original you are.
- H. ... the way you can manage your time.
- I. ... investing into a particular activity.
- J. ... then it will probably bring down your anxiety level.
- K. ... the more ambitious you become coping with the major tests of studenthood.
- L. ... rather than let it dribble away.

❖ **Talking Points**

4. As any student you are concerned with managing your study time. Answer the following questions (using the Thematic Vocabulary) to express your opinion on the issue. Share it with your partner. Make notes if necessary.

- What do you consider the key statements of the text under discussion?
- Which of the advice given in the passage do you agree with? Why?
- Which do you already follow? Which ought you to follow?

The following useful language may come in handy.

Agreeing and Giving Reasons

- ✓ That's very true, because...
- ✓ Positively, because...
- ✓ You're absolutely right. For example, when...

Partially Agreeing

- ✓ I'm not sure I totally agree, because...
- ✓ I see what you mean, but on the other hand...
- ✓ There's a lot in what you are saying. However...
- ✓ In a way you are right, but I think it all depends on...

Asking Someone to Justify their Opinion

- ✓ Why do you think that?
- ✓ What makes you say that?
- ✓ Do you really think so?
- ✓ Are you certain about that?



❖ Creative Writing

5. You are a student. Your university magazine is planning an article entitled “*What is the Key to Success in Studying?*” Readers have been asked to send short articles on the issue. You have decided to describe the way you manage your study time. (Write approximately 200-250 words. See Section *Writing*).

❖ Vocabulary Consolidation

6. Translate the situation into English cramming it with the Thematic Vocabulary.

Ніхто не стане заперечувати, що вміння раціонально використовувати свій час є важливою запорукою успішного навчання.

На жаль, є студенти, які являють собою зразок у навчанні, але не вміють правильно управляти своїм навчальним часом. Для них стає проблемою продуктивна робота над великими інтелектуальними завданнями.

Хоча вони встигають виконати завдання вчасно, але це робиться за рахунок вільного часу або сну. Це пояснюється, мабуть, лише тим, що вони достатньо амбітні й віддані роботі.

Що ж можна рекомендувати студентам стосовно управління часом?

1. Ви маєте навчитися планувати роботу і відповідно до плану розподіляти завдання на окремі невеликі частини.

2. Важливо старанно й послідовно дотримуватися плану.

3. Не хвилюйтеся, а думайте стратегічно. Добре продуманий план допоможе знизити рівень тривоги.

4. Якщо завдання вимагає концентрації уваги, пам’ятайте, що воно має бути виконаним в продуктивний час дня.

5. Старайтеся не перевтомлюватися, не засиджуватися доки в ваших очах не потемніє від безлічі підручників. Це не приведе до бажаного результату, а тільки підвищить вашу тривогу і невпевненість.

Ці та інші рекомендації, які ви можете знайти в підручниках з психології, допоможуть вам навчитись управляти своїм часом і стати успішними в навчанні.



Text 2

How I Got My First-Class Degree

1. Read the article by the student Mark McArdle who graduated from university with a first-class degree. Do the assignments that follow.

What does it take to graduate from university with a First?

University degree classifications in the UK

First class

Upper second (2:1)

Lower second (2:2)

Third class (3)

“Don’t spend too much time at the student lounge, do turn up for most lectures and tutorials and do submit all coursework - eventually.” That, I was told by a PhD student during freshers’ week, was all I needed to do to get a 2:2. For a 2:1, I’d require a better attendance record and have to work harder, but not at the expense of being cut off from civilisation. And for a First I would have to become some sort of social outcast, go to every lecture and tutorial (scribbling notes madly), spend every waking moment immersed in academic books, and be among the last to be thrown out of the university library at 10pm closing time.

Well, I did not give up my life for study. I didn’t attend every lecture and tutorial. I didn’t write down every word spoken in lectures. I didn’t get 80% or more in every essay, project, test or exam. I was usually behind with my reading and occasionally mystified by the syllabus. Sometimes I couldn’t be bothered to go to university and stayed at home instead. But I always knew where I was, what I had to do, and what not to bother with. And I always worked hard on the things that counted: assignments and exams.

Getting a degree is about learning, but it isn’t just about learning biology, history, English or whatever. It’s about understanding what you need to succeed - what, in fact, the university wants from you and what you will get in return. You have to have a feel for the education market and really sell your inspirations. What does the lecturer want? What is the essay marker searching for? Some students try to offer something not wanted. Others want to give very little – they steal the thoughts of others and submit them as their own. But they all want to be rewarded. Exchange, but don’t steal, and you’ll get a degree.

I saw lecturers as customers who fell into two broad categories.



There were those for whom lecturing was an unwelcome interruption to their research work. After all, we were students and what did we know? I would deliberately pitch my essays to this kind of academic so that my opinions appeared more as evidence that I had read and understood the key contributions to the debate, rather than as an attempt to pull down monuments. The other type of academic were those who enjoyed teaching and discussing new ideas. They wanted more. They wanted something different, inspirational, iconoclastic. I would present my arguments to show that I had done my reading and understood the key concepts, but I would also try to add something more to the issue rather than rake over familiar ground. Essentially, it was a case of working out what was wanted and then delivering it. I can't state exactly how successful this tactic was, except to say that I sold more essays than I had returned as faulty.

I could guarantee every book on my reading list was out on long loan from the university library within five seconds of the list being issued. This was worrying at first, but I quickly learned that it was impossible to read all of the books on an average reading list anyway. I sought shortcuts. Collections of selected readings or journal articles were excellent sources that often saved me the bother of reading the original texts. I would flick through the book, read the introduction, note any summaries, look at diagrams, skim the index, and read any conclusions. I plucked out what was needed and made my escape.

I revised by discarding subject areas I could not face revising; reading; compiling notes; and then condensing them onto one or two sheets of A4 for each subject area. Leading up to the exam, I would concentrate on just the condensed notes and rely on my memory to drag out the detail behind them when the time came. I didn't practise writing exam questions, although it was recommended. I prefer to be spontaneous and open-minded. I don't want pre-formed conclusions filling my mind.

And nor should you; there is no secret to getting a First – this is just an account of how I got my First. Be a happy student by striking the right balance between working and enjoying yourself. Take what you do seriously and do your best. And, no matter what you do, don't forget to appreciate every day of your university studies: it is one of the greatest periods of your life.

**(By Mark McArdle,
from *Upstream Advanced*)**



❖ **Vocabulary Practice**

2. A) Study the Thematic Vocabulary; use it while doing the assignments that follow.

- 1) to hang about the student lounge
- 2) to turn up for most lectures and tutorials
- 3) to submit all the coursework
- 4) to mind the attendance record
- 5) to become some sort of social outcast
- 6) to scribble notes madly
- 7) to spend every waking moment immersed in academic books
- 8) to be mystified by the syllabus or assignments
- 9) to work hard on the things that count
- 10) to have a feel for the education market
- 11) to sell one's inspirations
- 12) an unwelcome interruption to the academic work
- 13) to deliberately pitch essays or reports to what teachers expect to get
- 14) to make the key contributions to the debate rather than sit reticently
- 15) to pull down monuments rather than rake over familiar ground
- 16) to prefer a fact-based academic dispute to an inspirational debate
- 17) to copy from the fellow-students' essay
- 18) to care little for plagiarising and its moral aspect
- 19) to take books out on long loan
- 20) to seek shortcuts to save the bother of reading the original texts
- 21) to flick through the books, pluck out what is needed and switch to another activity
- 22) to be spontaneous and open-minded rather than using pre-formed conclusions
- 23) to condense the information onto separate sheets of paper for quick access
- 24) to concentrate on the condensed notes only
- 25) to strike the right balance between working and enjoying oneself

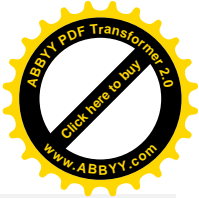


B) Match the verbs and phrasal verbs in the left column to their translation in the right column.

- | | |
|-------------------------------|----------------------------------------------------------------|
| 1) to scribble | a) пригадувати, відтворювати в пам'яті |
| 2) to immerse in | b) вилучати, витягувати |
| 3) to submit smth to sb | c) висловлюватись на певному рівні або в певному стилі |
| 4) to submit sth as one's own | d) читати поверхово, неуважно, переглядати |
| 5) to pitch smth to sth | e) писати поспіхом або неакуратно |
| 6) to rake over | f) занурюватись в |
| 7) to deliver | g) стисло робити нотатки |
| 8) to skim sth | h) представити на розсуд, передати на розгляд |
| 9) to pluck out | i) презентувати або виголосити (промову), висловити точку зору |
| 10) to condense | j) пред'явити щось як своє власне, видати за своє |

C) Translate the following Ukrainian expressions into English.

Поспіхом робити нотатки; відчувати, що потрібно на освітньому ринку; старанно працювати над тим, що має значення; руйнувати стереотипи замість того, щоб переказувати добре відоме; проводити кожну вільну хвилину, занурившись у підручники; швидко переглядати книжки, вилучаючи те, що потрібно, і переключатись на іншу діяльність; не дуже перейматися з приводу плагіату та його морального аспекту; здавати на перевірку усі курсові роботи; брати до уваги запис у журналі відвідувань; стисло записувати інформацію на окремих аркушах; спеціально писати твори і доповіді так, як цього очікують викладачі; робити суттєвий внесок у дискусії, а не сидіти мовчки; з'являтися на більшість лекцій і практичних занять; вештатися у студентському гуртожитку; стати таким собі соціальним відлюдьком; бути спантеличеним навчальною програмою та завданнями; найкращим чином показувати своє натхнення; надавати перевагу диспутам, що базуються на фактах, а не натхненних дебатах; брати книжки з бібліотеки додому; зосереджуватися на конспектах тільки; бути невимушеним і відкритим до нового, а не використовувати заздалегідь підготовлені висновки.



D) Match two columns to form expressions as they appear in the text.

- | | |
|--------------------------------|--------------------------------------------------|
| 1) to copy from | a) between working & enjoying yourself |
| 2) to care little for | b) by the syllabus or assignments |
| 3) to submit | c) the fellow-students' essays |
| 4) to concentrate on | d) out on long loan |
| 5) to sell | e) most lectures and tutorials |
| 6) to be mystified | f) all the coursework |
| 7) to strike the right balance | g) one's inspirations |
| 8) to turn up for | h) what is needed and switch to another activity |
| 9) to pluck out | i) plagiarizing and its moral aspect |
| 10) to take books | j) the condensed notes only |

E) Complete the following sentences filling them with the Thematic Vocabulary.

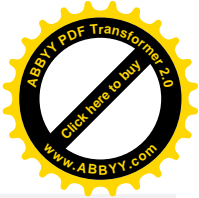
- 1) You will manage to choose the best University for yourself if you have a feel
- 2) Teaches hate when students essays.
- 3) Students had to because the lecturer spoke very quickly.
- 4) Assiduous students never but and tutorials.
- 5) The freshmen are usually mystified by Trying to catch up with their studies they spend books. Eventually they may become some sort of
- 6) When I feel like reading, I go to the library and take
- 7) Ambitious students try to make rather than
- 8) Personally I hate plagiarizing and don't understand those who care
- 9) While revising some material I used to reread it and then condensed
- 10) Leading up to the exam, I recommend you to concentrate on
- 11) Spontaneous and open-minded students prefer to pull down rather than ground.
- 12) If you want your student life to be an unforgettable period, you should



❖ **Text Comprehension**

3. Do the multiple-choice test. For questions 1-7, choose the best answer (A, B, C or D).

- 1) The PhD student who spoke to the writer
 - A exaggerated the need to work hard.
 - B thought the writer would get a First.
 - C succeeded in scaring the writer.
 - D was uncertain how to help the writer.
- 2) According to the writer, a major factor in success at university is
 - A the ability to understand the market.
 - B acquaintance with lecturers and markers.
 - C clever use of other people's ideas.
 - D an understanding of what was required.
- 3) In the third paragraph, the writer warns against
 - A trying to second-guess lecturers.
 - B expecting to be rewarded.
 - C plagiarism in essays and exams.
 - D offering money to academic staff.
- 4) In his relationship with his lecturers, the writer tried to
 - A show them that he would make a good salesman.
 - B do his work in a style which matched their expectations.
 - C always have some new ideas to impress them with.
 - D never upset them by submitting ground-breaking work.
- 5) How did the writer cope with long lists of required reading?
 - A He ignored them.
 - B He wrote his own.
 - C He was selective.
 - D He summarised them.
- 6) Why did the writer not practise writing exam questions?
 - A He was advised not to.
 - B He thought the practice was rather boring.
 - C He wanted to answer exam questions critically.
 - D He thought it might prejudice staff against him.
- 7) The writer concludes by advising students to
 - A follow his recipe for success.
 - B make the most of being a student.
 - C concentrate on passing exams.
 - D aim for a First at all costs.



❖ Talking Points

4. Your University magazine is planning articles about methods of study. Students are asked to express their opinions and share their experience. Get ready to answer the questions:

1. How similar/different is your method of study to that of the writer?
2. Are there things about the way you study which you would like to change or improve? Think about:
 - being organized
 - being more focused
 - managing your time
 - understanding what is expected of you

3. What motivates students to excel in education?

(If necessary, make notes on the issue. Discuss them with your partner. Use the Thematic Vocabulary).

The following useful language may come in handy.

Stating and Justifying Opinions

- ✓ Yes, but on the other hand, ...
- ✓ I'm convinced that ...
- ✓ I can't be certain, but I think ...
- ✓ I could be wrong, but I think ...
- ✓ If you want to know what I think, ...
- ✓ In my personal opinion ...
- ✓ My concern is ...
- ✓ Not everybody will agree with me, but ...
- ✓ Personally I think ...
- ✓ It is my firm belief that ...
- ✓ I am inclined to believe that ...

❖ Creative Writing

5. *You recently passed an examination after a great deal of hard work and were unpleasantly surprised to read in the national newspaper that learning standards are failing. Passing an exam has become an easy thing: students need neither the hard work nor the luck – they just have to turn up and they will pass.*

You have now decided to write a letter to the editor of the newspaper expressing your views detailing what you have to do in order to achieve your success. (Write approximately 200-250 words. Use the Thematic Vocabulary).



❖ Vocabulary Consolidation

6. Translate the situation into English cramming it with the Thematic Vocabulary.

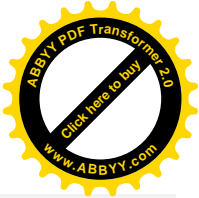
Чесно кажучи, я ніколи не був завзятим чи надто старанним студентом, таким собі соціальним відлюдьком, який проводить кожну вільну хвилину, занурившись у навчальні посібники, з'являючись на кожне заняття й завзято виконуючи додаткові справи. Справа в тому, що я вважаю цю навчальну стратегію надто суворою й неефективною. Ще в 15 років я усвідомив, що не варто її дотримуватися.

Коли я закінчив обов'язкову шкільну освіту, достатньо настраждавшись від важкого тягаря великих за обсягом завдань, я зрозумів, якщо я хочу успішно навчатися з тих предметів, що мали значення та блискуче скласти випускні іспити, я повинен точно знати, на якому етапі я знаходжусь і що я мушу робити далі, а за що не братися взагалі. Головним питанням для мене стало, як досягти рівноваги між навчанням і розвагами.

З одного боку, я ніколи не хотів догоджати вчителям, і тому писав твори й доповіді самостійно, проявляючи індивідуальність, а не так, як від мене очікувалось. Крім того, я ніколи не займався плагіатом. З іншого боку, я вибрав основні навчальні предмети, які було потрібно вчити ретельно для мого майбутнього професійного росту, а іншим приділяв менше уваги.

Власне кажучи, я ніколи не руйнував стереотипи, ставлячи під сумнів традиційні ідеї, чи висловлюючи нові, бунтарські думки. Мені ніколи не було соромно працювати вже зі знайомим матеріалом. Я з задоволенням брав участь у диспутах, які базувалися на фактах, але в той же час прагнув бути натхненним, сучасним і прогресивним.

Ближче до екзаменів я приділяв увагу повторенню й аналізу вивченого раніше, щоб упевнитися, що набуті знання, навички та вміння відповідають усім вимогам програми.



Text 3
How To Be A Good Learner
(A gapped text)

1. Read the article. For questions 1-4, you must choose which of the paragraphs A-E match the numbered gaps in the article. There is one extra paragraph which does not fit into any of the gaps.

The first few weeks of a university course can seem dangerously elusive and intangible. The initial euphoria of finding that you've got only 12 lectures a week and Fridays are free soon dissipates in the 10-page reading list. Lecturers will toss around conflicting ideas and a bewildering array of interpretations, where school teachers would lead you comfortingly through the syllabus. And suddenly it's up to you to decide when, where, how much and even how to study.

-----1-----

“The important thing is to find out what's right for you. You should ask yourself am I a morning person or an evening person and for how long can I concentrate? Do I work best in my own room or in the library and what conditions do I need? You may work best with a bit of music or you may need perfect quiet. Working a nine-to-five day – filling in the chunks of time between lectures – suits some people, but others prefer working early in the morning.”

-----2-----

In lectures it helps to develop an abbreviated style of note taking. Ms Crookes says: “You need to ask yourself why you are taking notes. They should be a complement to listening to the lecture, recording the most important points, not a substitute for listening.” It may also reinforce your understanding and memory of the lecture, if you go through the notes after each lecture, underlining key points and making summaries.

-----3-----

Tutorials and seminars provide the opportunity to get to grips with fundamental ideas, question and try out ideas that you could use in essays. But often it is wasted as people sit in embarrassed silence, thinking that their suggestion or idea is too silly to mention. Overcoming such shyness can be liberating not only for you, as you will usually find your idea is taken seriously, but also for other students who may be encouraged to express their views.



-----4-----

She says the best policy is to try to strike a balance between the two levels. “Most of the literature points towards deeper level learning being both more satisfying for the student and more successful at internalizing the material but bear in mind that there are still games to be played. You’ve got to be very clear about what’s required in exams and coursework and should get hold of as many past exam papers as you can and talk to your lecturers to get pointers as to what’s coming up in exams,” she says.

Student poverty and overstretched libraries mean that obtaining books is likely to be one of your most persistent problems. Some libraries are limiting reservations for key texts to 24 hours per student, which makes it even more important to read effectively. It’s a good idea to approach second-year students for second-hand textbooks. Some groups of friends pool book budgets and share books.

Here are the paragraphs A-E to fill in the gapped text

A

Ms Loder has done a study in which she grouped students as surface-level and deeper-level learners according to the approach they took to studying and then compared their success rate in exams and coursework. “Most common was for the deeper-level student to do well both in coursework and exams and surface-learners not to do well. Surface-level learners could do well if they were good at cue spotting and bending the lecturer’s ears but in general they tended to get through but not to excel, mainly because they didn’t take in broader ideas so well. However, some of the deeper-level students had big psychological problems with exams, because they didn’t agree with the whole concept of exams,” she says.

B

It also helped if people were encouraged to volunteer for things they had a flair for and if they overcame their fear of giving the presentation of what the group had done. “Presentations are a very good way of reinforcing what you have learnt,” she says.

C

Many universities issue students with booklets on study skills and use of the library and you should ask your course co-ordinator, personal tutor or student counselor for their advice. Effective reading is the key to success to both essay writing and exam performance and it starts with identifying clearly the question you are trying to answer. You need to



find the most relevant books; use the index to find the relevant section and read selectively with the question in mind, picking out key passages, taking down notes and quotation. In essay writing, this needs to be married with logical structuring of the answer, perhaps by labelling notes that go with each part of the argument.

D

As the workload builds up, some students are gripped by a growing sense of panic. But Shirley Crookes, a counsellor at Warwick University, says that paying careful attention to how you manage your time and realizing that studying involves simple skills that can be learnt the situation can be defused. “You need to recognize there are 168 hours in a week and that you can work hard, play hard and relax in that time. It’s a question of how to balance your use of time to get the full potential out of it,” she says.

E

Cari Loder, a lecturer in the Centre for Higher Education Studies at London University, says: “Researchers at Lancaster University have done a lot of work on how students learn and they are pushing the difference between surface-level learning and deeper-level learning.” Surface-level learning is absorbing and retaining detail and being able to reproduce it later, deeper-level learning involves engaging with fundamental principles and adjusting your own beliefs accordingly.

(From *The Cambridge CAE Course*,
by Mary Spratt and Lynda B. Taylor)

❖ Vocabulary Practice

2. A) Study the Thematic Vocabulary; use it while doing the assignments that follow.

- 1) to seem elusive and intangible
- 2) to toss around conflicting ideas and a bewildering array of interpretations
- 3) the syllabus
- 4) the workload builds up
- 5) to develop an abbreviated style of note taking
- 6) a complement to listening to the lecture
- 7) to reinforce one’s understanding and memory of the lecture
- 8) to get to grips with (fundamental ideas, concepts, theories etc.)
- 9) to strike a balance between
- 10) to be successful at internalizing the material
- 11) to identify clearly the question



- 12) surface-level and deeper-level learners
- 13) to be good at cue spotting and bending the lecturer's ears
- 14) to volunteer for things you have a flair for
- 15) to be married with
- 16) to be gripped by a growing sense of panic
- 17) to balance your use of time
- 18) to get the full potential out of your time
- 19) to be engaged with fundamental principles
- 20) **persistent** problems

Примечание [U1]:

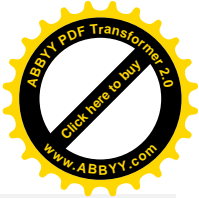
Примечание [U2R1]:

B) Translate the Ukrainian phrases into English.

Пропонувати (підкидати) дискусійні питання; ряд інтерпретацій, що спантеличують; здаватися складним для сприйняття та розуміння; бути охопленим все зростаючим відчуттям паніки; добре розумітись на тому, як заговорити викладачеві зуби; використовувати весь потенціал часу; нагальні проблеми; добровільно займатися тим, до чого є хист; знайти баланс між навчанням і розвагами; рішуче взятися за розв'язання основних питань; розробити скорочений варіант запису лекцій; навчальна програма; успішно засвоювати навчальний матеріал; конспектування стає доповненням до прослуховування лекцій; підсилити розуміння і запам'ятовування лекцій; обсяг роботи накопичується; чітко визначити запитання; студенти, що вивчають матеріал поверхово і ті, що відзначаються глибиною сприйняття; бути тісно пов'язаним; бути залученим до вивчення ключових положень.

C) In the text find the synonyms for the following words and word combinations.

- 1) to approach purposefully; to begin to deal with
- 2) to strengthen or support
- 3) to memorize some information
- 4) an utterly perplexing series or display
- 5) constantly repeated problems
- 6) indirect and inconceivable (difficult to remember and unable to be grasped)
- 7) to have a talent or ability for
- 8) inward or profound learning
- 9) to be closely connected with
- 10) to be a supplement to sth



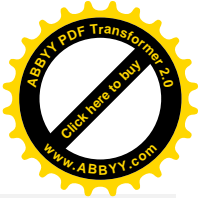
- 11) outward or superficial learning
- 12) to suggest controversial issues for discussion
- 13) program or outline of a course of study, teaching
- 14) shortened or compressed way of writing
- 15) to make the use of time well-proportioned

D) Match the following words and word combinations as they appear in the text.

- | | |
|-------------------------|--------------------------------|
| 1) to volunteer for | a) the question |
| 2) to be gripped by | b) of interpretations |
| 3) to toss around | c) the lecturer's ears |
| 4) an abbreviated style | d) note-taking |
| 5) to get to grips with | e) things you have a flair for |
| 6) to identify clearly | f) of a growing sense of panic |
| 7) to internalize | g) fundamental ideas |
| 8) overstretched | h) one's use of time |
| 9) a bewildering array | i) the material |
| 10) to bend | j) what you have learnt |
| 11) to balance | k) conflicting ideas |
| 12) to reinforce | l) libraries |

E) Complete the sentences filling them with the Thematic Vocabulary and ideas of the text.

- 1) Presentations are known to be a very good way of
- 2) For a fresher everything at University may seem
- 3) It is extremely important to learn how to balance and to get the full
- 4) For many students it turns out to be a problem to develop
- 5) Note-taking is considered to be a good and a way to reinforce
- 6) The main difference between surface-level and deeper-level learners lies in
- 7) University teachers tend to so students have to know how to ideas and concepts.
- 8) Some students fail to balance and as a result the workload and swamps them up.
- 9) Deeper-level learners are successful at
- 10) While writing an essay, remember that it should be with logical



11) Before answering the question, try to

12) Choosing a topic for presentation encourage yourself to

❖ **Text Comprehension**

3. Read the article again. Agree or disagree with the statements.

1. Lecturers are apt to toss around conflicting ideas and a bewildering array of interpretations, whereas school teachers would lead their students comfortingly through the syllabus.

2. According to Ms Crookes, "Students take notes because they are a complement to listening to the lecture, recording the most important points, not a substitute for listening."

3. Tutorials and seminars encourage students to get to grips with essay writing and its logical structuring, while lectures provide the opportunity to fundamental ideas.

4. Presentations are a very good way of overcoming students' fear.

5. Effective reading starts with identifying clearly the question you are trying to answer.

6. Many students lack study skills so universities provide them with booklets on developing the techniques and methods of successful studying.

7. A growing sense of panic at the exam is likely to be a stimulating and encouraging factor.

8. Studying may turn into an ordeal for many students as the overload builds up and they don't know how to balance their use of time to get the full potential out of it.

9. Surface-level learners are inclined to get to grips with fundamental ideas and volunteer for their interpretations at the seminars.

10. Deeper-level learners tend to excel in studying mainly because they take in broader fundamental concepts and principles, and adjust their own beliefs accordingly.

❖ **Talking Points**

4. You want to know your friend's opinion on the question: *How to become a good learner?* Work in pairs and make notes on the issue. Compare your notes with another pair, comment on them.



❖ Creative Writing

5. You are a student. Your university magazine is planning a publication of articles entitled “*How to be a Successful Learner*”. Readers have been asked to contribute with short articles. You have decided to write detailing what you do in order to achieve success in studies. (Write approximately 200-250 words. See Section *Writing*).

❖ Vocabulary Consolidation

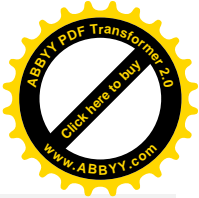
6. Translate the situation into English cramming it with the Thematic Vocabulary.

Я ніколи не вважала, що вивчаю навчальний матеріал поверхово. Я завжди прагнула добре запам'ятати матеріал не тільки шляхом поглиблення в деталі, але й вивчаючи основні принципи, приводячи їх у відповідність із своїми поглядами та переконаннями.

Озираючись на роки, проведені в університеті, я можу впевнено сказати, що вони ніколи не були для мене чимось невловимим і незрозумілим. Хоча інколи мене й охоплювало відчуття паніки, яке з'являлось під час контрольних робіт і екзаменів, але я все рівно була впевнена в своєму успіху. Моя впевненість була результатом уміння успішно працювати з навчальним матеріалом.

Не зважаючи на те, що викладачі звичайно підкидати нам проблемні питання та їх численні трактування, які спантеличували, я завжди прагнула визначити і відібрати тільки головне. Я не сподівалась, що мені підкажуть на екзамені, або що зможу “заговорити викладачеві зуби”. Тому з самого початку я самостійно взялася за розробку стратегії успішного навчання, щоб тримати баланс свого особистого часу й повністю використовувати його потенціал, і не тільки під час вивчення складних навчальних предметів, але й тих, до яких у мене був хист. Крім того я навчилася доцільно використовувати лекції: розробила спосіб стисло занотовувати матеріал як доповнення до слухання, а не його заміну; взяла за звичку перечитувати конспекти лекцій, підкреслюючи основні тези, і робити висновки.

Я вважаю, що досягла успіхів, головним чином, завдяки вмінню організувати свою навчальну діяльність.



Text 4

Applying Multiple Intelligences Theory (Abridged)

1. Read the text and do the assignments that follow.

What exactly is intelligence?

There is probably no aspect of contemporary psychology that is more misunderstood by the general public than intelligence. The notion of intelligence has a profound effect on one's social status, educational opportunities, and career choices. But most of us are unable to define exactly what intelligence is. There is no objective, agreed-upon referent either among the general public or contemporary psychologists. Most commonly, people accept a definition of intelligence that is synonymous with a score on the traditional intelligence test. Traditional IQ tests predict school performance with considerable accuracy, but they are only an indifferent predictor of performance in a profession after formal schooling.

The general public seems to have adopted the theory that intelligence is what an intelligence test measures. A good example is Marilyn Vos Savant, the individual with the world's highest recorded score on this IQ test. She is often referred to as the most intelligent person in the world. Whatever intelligence means, Savant is regarded for having lots of it.

There is also confusion within psychology. Part of the confusion surrounding a definition of intelligence within psychology emanates from the fact that there are several psychological perspectives on intelligence. For example, within modern psychology, the term intelligence can be defined in two ways. The first way is to use intelligence to refer to intelligent acts, such as writing a book or designing a new computer. The second way is to use intelligence to refer to mental processes (e.g., analyzing and synthesizing information) that give rise to intelligent acts. At one extreme, there is the proposal that each intelligent act is associated with a unique mental process.

Gardner's MI theory proposes an alternative definition of intelligence based on a radically different view of the mind, recognizing many different and discrete facets of cognition and acknowledging that people have different cognitive strengths and contrasting cognitive styles. This view of intelligence states that some finite set of mental processes gives rise to a full range of intelligence human activities. This intelligence is most completely realized in the process of solving problems and fashioning products in real-life situations.



MI theory is framed in light of the biological origins. In order to arrive at the list of eight intelligences, Gardner consulted evidence from several different sources. He wanted to make a clear distinction between an intelligence with its biological origins and a talent or skill. He was being purposely provocative in his choice of words.

What are the eight intelligences?

Having sketched the criteria for an intelligence, Gardner identified seven intelligences and has since added an eighth. The list is not meant to be final or exhaustive. The point is not the exact number of intelligences, but simply the plurality of the intellect. Each person has raw biological potential. We differ in the particular intelligence profiles with which we are born and the ways in which we develop them. Many people are surprised at some of the intelligence categories that Gardner has chosen because they never think of these areas as being related to “intelligence”. They think of the categories more as talents or aptitudes.

Bodily-kinesthetic intelligence: the ability to use the body to express ideas and feelings and to solve problems. This includes such physical skills as coordination, flexibility, speed, and balance. You can help your students develop their bodily-kinesthetic intelligence by providing opportunities for physical challenges during the foreign language lesson.

Intrapersonal intelligence: the ability to understand yourself – your strengths, weaknesses, moods, desires, and intentions. This includes such skills as understanding how you are similar to or different from others, reminding yourself to do something, knowing about yourself as a language learner, and knowing how to handle your feelings, such as what to do and how to behave when you are angry or sad. You can help EFL students develop intrapersonal intelligence by letting them express their own preferences and help them understand their own styles of learning.

Interpersonal intelligence: the ability to understand another person’s moods, feelings, motivations, and intentions. This includes such skills as responding effectively to other people in some pragmatic way, such as getting students or colleagues to participate in a project. As an EFL teacher you can help students develop interpersonal intelligence through activities that involve them in solving problems and resolving conflicts.

Linguistic intelligence: the ability to use words effectively both orally and in writing. This intelligence includes such skills as the abilities to remember information, to convince others to help you, and



to talk about language itself. You can help students develop linguistic intelligence by creating a rich print environment; by providing things to look at, listen to, and write about; and by creating many opportunities for interaction among students and between the teacher and the students.

Logical-mathematical intelligence: the ability to use numbers effectively and reason well. This includes such skills as understanding the basic properties of numbers and principles of cause and effect, as well as the ability to predict, using simple machines. You can help students develop logical-mathematical intelligence by providing manipulatives for experimentation with numbers and by using simple machines or computer programs to help children think about cause and effect.

Musical intelligence: the ability to sense rhythm, pitch, and melody. This includes such skills as the ability to recognize simple songs and to vary speed, tempo, and rhythm in simple melodies. You can help students develop musical intelligence by using tape recorders for listening, singing along, and learning new songs.

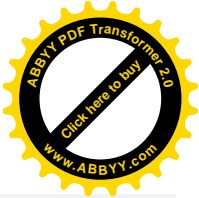
Spatial intelligence: the ability to sense form, space, color, line, and shape. It includes the ability to graphically represent visual or spatial ideas. You can help students develop spatial/visual intelligence by providing many opportunities for visual mapping activities and encouraging students to vary the arrangements of materials in space, such as by creating charts and bulletin boards.

Naturalist intelligence: the ability to recognize and classify plants, minerals, and animals, including rocks and grass, and all variety of flora and fauna. It is also the ability to recognize cultural artifacts like cars or sneakers. You can help your students develop their naturalistic intelligence by focusing their attention on the world outside the classroom.

N.B. Daniel Goleman has added a ninth 'Emotional intelligence'. This includes the ability to empathize, control impulse, and self-motivate.

Implications of MI theory for foreign language education

The theory of multiple intelligences was developed first as an account of human cognition that could be subjected to empirical tests. When Gardner wrote *Frames of Mind*, he believed that his work would be of interest chiefly to persons trained in his discipline of developmental psychology. Yet *Frames of Mind* did not arouse much interest within the discipline of developmental psychology; most developmental psychologists ignored it. The reception among



educators, however, was quite different. The theory of multiple intelligences seems to harbor a number of educational implications that are worthy of consideration. These ideas have been synthesized into four key points that educators find attractive about the theory.

1. *Each person possesses all eight intelligences.* In each person the eight intelligences function together in unique ways. Some people have high levels of functioning in all or most of the eight intelligences; a few people lack most of the rudimentary aspects of intelligence. Most people are somewhere in the middle, with a few intelligences highly developed. Most modestly developed, and one or two underdeveloped.

2. *Intelligences can be developed.* Gardner suggests that everyone has the capacity to develop all eight intelligences to a reasonably high level of performance with appropriate encouragement, enrichment, and instruction.

3. *Intelligences work together in complex ways.* No intelligence really exists by itself in life. Intelligences are always interacting with each other. For example, to cook a meal, one must read a recipe (linguistic), perhaps double it (logical-mathematical), and prepare a menu that satisfies others you may cook for (interpersonal) and yourself (intrapersonal).

4. *There are many different ways to be intelligent.* There is no standard set of attributes that one must have in order to be considered intelligent. I remember a friend in high school who was completely awkward in the dance class and yet a marvel in building construction. Both activities required bodily-kinesthetic intelligence.

Howard Gardner was not designing a curriculum or preparing a model to be used in schools with his multiple intelligences theory. Educators have taken the theory, put it together in different ways, and applied it to their lesson planning and program and curriculum development. The key points given above are all useful to the English language teaching profession. They help us understand the diversity we observe in our students and provide a framework for addressing these differences in our teaching.

(By Mary Ann Christison)

❖ **Vocabulary Practice**

2. **A. Study the Thematic Vocabulary; use it while doing the assignments that follow.**

1) to have a profound effect on one's social status, educational opportunities, and career choices



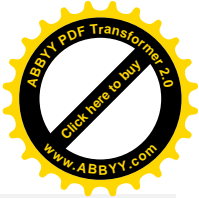
- 2) an objective, agreed-upon referent
- 3) to predict school performance
- 4) to emanate from
- 5) to recognize many different and discrete facets of cognition
- 6) cognitive strengths and contrasting cognitive styles
- 7) to give rise to a full range of intelligence human activities
- 8) to be framed in light of
- 9) to be purposely provocative in one's choice of words
- 10) to sketch the criteria for
- 11) to differ in the particular intelligence profiles
- 12) to provide opportunities for physical challenges
- 13) to know how to handle one's feelings
- 14) to respond effectively to other people
- 15) to solve problems and resolve conflicts
- 16) to understand your strengths and weaknesses
- 17) to use words effectively both orally and in writing
- 18) to recognize cultural artifacts
- 19) to harbor a number of educational implications
- 20) highly (modestly) developed / underdeveloped intelligence
- 21) to apply MI theory to the lesson planning
- 22) to provide a framework for applying MI theory to teaching

B) Translate the Ukrainian phrases into English.

Передбачати шкільну успішність; визначити (окреслити) критерії; знати, як контролювати почуття; розв'язувати проблеми і конфлікти; розуміти свої сильні та слабкі сторони; походити від ...; розпізнавати культурні (мистецькі) вироби; мати глибокий вплив на соціальний статус та освітні можливості; вдало користуватися словами як усно так і письмово; спеціально провокувати вибором слів; впроваджувати теорію в планування уроків; охоплювати низку навчальних значень; ефективно реагувати на інших; забезпечувати можливості для виконання складних вправ; розрізняти багато різних та окремих рис пізнання; давати поштовх до розвитку повного арсеналу інтелектуальної діяльності людини; окремі грані, риси; стилі пізнання; вичерпне визначення (що не потребує доповнень).

C) In the text find synonyms for the following words and word combinations.

- 1) to be aware how to cope with one's feelings
- 2) to outline the standards of judgment
- 3) to foretell a learner's achievements



- 4) to originate from
- 5) to react competently to other people
- 6) to identify man-made objects
- 7) to increase an array of intellectual activities
- 8) to have a significant influence
- 9) to become aware of various parts of knowledge
- 10) to contrast in the intellectual characteristics
- 11) to hold several academic consequences
- 12) to be aware of one's strong and weak sides

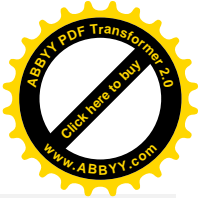
D) Match the items of two columns to form collocations as they appear in the text.

- | | |
|--------------------------------|-----------------------------------------|
| 1) to provide | a) one's feelings |
| 2) to sketch | b) school performance |
| 3) to handle | c) a number of educational implications |
| 4) to recognize | d) to other people |
| 5) to predict | e) in one's choice of words |
| 6) to harbor | f) opportunities |
| 7) to respond effectively | g) facets of cognition |
| 8) to be purposely provocative | h) the particular intelligence profiles |
| 9) to differ in | i) teaching |
| 10) different and discrete | j) the criteria for smth |
| 11) to sketch | k) cultural artifacts |
| 12) to apply MI theory to | l) the criteria |

❖ **Text Comprehension**

3. A) Read the text again and define whether the statements are true or false:

1. A person's social status, educational opportunities and career choices are thought to be considerably influenced by the notion of intelligence.
2. Undoubtedly, most of us fail to outline precisely the definition of intelligence.
3. Intelligence is generally known to be confused with a score on the traditional intelligence test.
4. Psychology considers a variety of perspectives on the notion of intelligence.
5. As a matter of fact, the words talent and intelligence can be used interchangeably.



6. Howard Gardner presented an unusual interpretation of the notion intelligence in his ground-breaking work *Frames of Mind*.
7. There are no clear-cut criteria that each intelligence must meet.
8. According to Howard Gardner, each person is born with a raw biological potential and it can be developed.
9. Howard Gardner designed a curriculum on the basis of his multiple intelligences theory and prepared a model to be used in schools.
10. The MI theory found its successful application in ELT only.

B) Complete the following statements referring to Howard Gardner’s interpretations of intelligence.

The notion “intelligence” is considered to ...

Howard Gardner in his ground-breaking “*Frames of mind*” suggested scrutinizing intelligence as ...

The Multiple intelligences theory implies ...

Howard Gardner identified ..., they are ...

The theory of MI seems to ...

According to the MI theory each person ...

... can be developed to a reasonably high level in case ...

There many different ways to ..., ...

Educators apply the theory to ... and ...

❖ **Talking Points**

4. A) Discuss with a partner or partners the questions concerning MI theory.

- 1) Why is it of the utmost importance to recognize and develop all of the varied human intelligences?
- 2) How can a teacher benefit from the Multiple Intelligences theory?
- 3) Why is it significant to integrate the MI theory in TEFL educational programs?
- 4) What are the ways of applying MI theory to the EL classroom?

B) Look at the activities below. Group them according to eight intelligences. When you have finished, share your worksheet with a partner or a small group. Be prepared to justify yourself.

- | | |
|------------------------|---------------------------------|
| Lecture | Using a video clip from a movie |
| Using maps or charts | Jazz Chants |
| Small group discussion | Personal journal keeping |
| Creative movement | Logic puzzles |
| Mime | Role play |
| Making collages | Classroom ‘cooking’ |



Problem-solving activities
Group singing
Strip story
Visualization activities
Scientific demonstrations
Word games
Field trips
Peer teaching
Group brainstorming

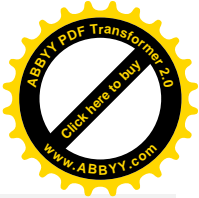
Storytelling
Word mazes
Classroom publishing
Using student-created art
Memorization
Folk dancing
Mood music
Writing a short essay
Find someone who...

❖ Creative Writing

5. Multiple Intelligences Profile.

Most of us have a mixture of different intelligences – the interesting thing is to find out each person's unique profile. What is yours? Put a tick against each item that is true about you. Compare your results with the key. Analyze it and write some comments on your Multiple Intelligence Profile. Compare it with that of your partner.

- 1) I can hear words in my head before I speak or write them down.
- 2) I often have music playing while I'm studying or working.
- 3) I play at least one sport or physical activity regularly.
- 4) I enjoy being out in the countryside and feel 'trapped' in cities.
- 5) I prefer group sports to solo sports.
- 6) I keep a personal diary or journal.
- 7) I learn more from listening or reading than I do from TV or films.
- 8) I often see visual images when I close my eyes.
- 9) I regularly spend time alone meditating, or thinking about important questions.
- 10) I like things to be measured or quantified in some way.
- 11) English and history are easier for me than maths and science.
- 12) I am very interested in ecology and preserving the planet.
- 13) People come to me for advice.
- 14) My best ideas often come to me when I'm walking or doing something physical.
- 15) I can generally find my way around unfamiliar territory.
- 16) I often make tapping sounds or sing melodies while working or studying.
- 17) I enjoy teaching people what I know.
- 18) I find it much easier to do geometry than algebra.



- 19) I consider myself to be strong-willed or fiercely independent.
- 20) I can easily imagine how something would look from all angles.
- 21) If I hear a tune once or twice, I can usually sing it fairly accurately, and I can tell if a note is out of tune.
- 22) I consider myself (or others have called me) a leader.
- 23) I read books or attend seminars to know more about myself.
- 24) I believe that most things have a rational explanation.
- 25) I find it difficult to sit still for long.
- 26) I like classifying things and sorting them into categories.
- 27) I have a special hobby or interest that I mostly keep to myself.
- 28) I play an instrument and / or I know the tunes to many songs or pieces of music.
- 29) I need to practice a new skill by doing it rather hearing about it or seeing it.
- 30) I wonder about how things work.
- 31) I enjoy word games, tongue twisters, nonsense rhymes or puns.
- 32) I like to observe things closely and keep detailed records.
- 33) I can double or triple a cooking recipe or carpentry measurement in my head.
- 34) I often have a tune in my head.
- 35) Other people sometimes ask me to explain the meaning of words I use.
- 36) I enjoy solving jigsaw puzzles, mazes, or other visual puzzles.
- 37) I feel comfortable in a crowd.
- 38) I beat my friends in chess, checkers or other strategy games.
- 39) I know a lot about biology, rocks or stars.
- 40) I frequently use hand gestures or other forms of body language when conversing.

KEY - Multiple Intelligences Profile

Type of Intelligence	Question numbers
Linguistic	1, 7, 11, 31, 35
Logical-Mathematical	10, 24, 30, 33, 38
Spatial-Visual	8, 15, 18, 20, 36
Musical	2, 16, 21, 28, 34
Bodily-Kinaesthetic	3, 14, 25, 29, 40
Interpersonal	5, 13, 17, 22, 37
Intrapersonal	6, 9, 19, 23, 27
Naturalist	4, 12, 26, 32, 39



❖ Vocabulary Consolidation

6. Translate the situation into English cramming it with the Thematic Vocabulary.

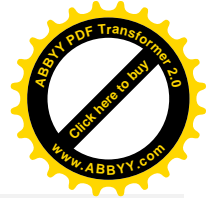
Що стосується теорії множинного інтелекту, то вона суперечлива і дійсно викликає багато дискусій. Основна проблема полягає в тому, що важко однозначно визначити термін «інтелект», який є одним із найважливіших аспектів сучасної психології. Але чому цей термін викликає так багато протиріч? Відповідь полягає в тому, що саме поняття «інтелект» має досить серйозний вплив на життя людини, її можливості й соціальний статус.

Традиційно інтелект, і взагалі обдарованість людини, ототожнюють з її показниками IQ тестів. Але видатний американський психолог Говард Гарднер зробив революційне припущення, що інтелект не дорівнює розумовим здібностям людини. Це значно ширше поняття, яке включає різноманітні способи пізнання світу, що реалізуються під час вирішення проблем у повсякденних життєвих ситуаціях. Гарднер запропонував нові критерії для визначення інтелекту, розробив і обґрунтував теорію множинного інтелекту, виділивши його 8 типів: кінестетичний, міжособистісний, внутрішньоособистісний, лінгвістичний, логіко-математичний, музикальний, просторовий, натуралістичний.

Хоча практично кожній людині властиві 8 типів множинного інтелекту, всі ми значно відрізняємося тим, що кожен має унікальну комбінацію природжених розумових якостей і здібностей. Деякі здібності домінують в особистості від народження, їх рівень функціонування достатньо високий. У той же час сформованість інших якостей є дуже низькою і не відповідає нормам.

Зрозуміло, що активно використовуючи свої природні здібності й таланти протягом свого життя, людина підживлює їх, чим стимулює їх подальший розвиток. Проте не слід обмежуватися тільки сталим стилем інтелекту. Для вирішення різноманітних життєвих задач і участі в нових ситуаціях конче потрібно знати свої сильні та слабкі сторони, розвивати недостатньо розвинуті складові інтелекту та формувати нові стратегії мислення і поведінки.

І останнє, якщо ми зуміємо продемонструвати різноманітний арсенал стилів пізнання і типів інтелекту, нам є чим пишатися.



Text 5

A Fresh Look At The Classroom

1. Read the article and do the assignments that follow.

My intention in the plenary was to help people to see their everyday place of work in a fresh light.

I began my plenary by attempting to make the classroom strange. I wanted people to see the classroom in a fresh, new and unfamiliar way, because it is a place we spend so much time in, that perhaps we cease to see it for what it is. I gave my own definition of the classroom.

“A classroom is a place where a group of people (called students or pupils) choose (or are made) to spend regular periods of time being taught (and perhaps learning) a subject by an individual (called a teacher) who probably knows more about the subject and how to help his/her students to learn it.”

I at least had time to work on this definition, whereas I gave the conference participants very little time to come up with a definition of or a metaphor for the classroom. However, here is a selection of the ones I was given:

A classroom is a place where equally important partners (teacher and students) work together to build a strong house, brick by brick, with more or less equal contributions; where they feel themselves safe, renovated, enthusiastic and eager to carry on building more storeys.

A classroom is like a funfair.

A classroom is like a garden.

A classroom is like a jungle; a boiling pot; a mixed pizza; a stage.

A classroom is a honeycomb - individual cells, all interconnected, and perhaps filled with sweet stuff, but also some wax.

A classroom is a weird setting where people have to utter weird (and usually meaningless) pieces of language, which usually do not have any purpose.

A classroom is a place where I am not bound by the constraints of the institution's administration. It's freedom.

A classroom is a beach, sometimes sunny and warm and sometimes windy and cold. But there's always someone around.

A classroom is a mini-version of society.

A classroom is a complex crucible.



A classroom is a cauldron of spells, which boils and cools and needs tending and sometimes produces magic and sometimes produces a nasty but necessary medicine and sometimes produces just a mess.

A classroom is like an ocean. There's no end to the things you could explore and get excited about.

A classroom is an environment where students with their teacher turn sketches of learning into nice colourful pictures.

A classroom is rapidly becoming an irrelevant place for learning.

Whether this little exercise helped to defamiliarise the classroom or not I don't know; perhaps we really needed to spend longer on this exercise, teasing out the implications of the different metaphors and similes.

I then went on to look at what we generally do in English Language Teaching classrooms. And in order to do this, I made two gross over-simplifications. I talked about two teaching cultures. The first, which I called Culture A, is one where the teacher, a figure of authority, is above all a transmitter of knowledge, where students learn about the language. And the second, Culture B, is one where the teacher creates the conditions for learning to take place, where students learn how to use the language as a means of communication through communication. The first I associated with the teacher as 'sage on the stage'; the second with the teacher as 'guide on the side'.

I then looked at some of the things all language teachers do in class, namely grammar, communication and interaction, language practice of a more controlled kind and the kind of talk associated with friendly chat, administrative matters and discipline (let's call it 'classroom language'). For each of these four areas, I addressed teachers in both culture A and culture B. So, for example, on the subject of 'doing grammar', I made the obvious point to Culture A teachers (or those more in that camp than in the Culture B camp) that teaching grammar rules, learning about the language, will not by itself enable pupils to use the language appropriately, accurately, fluently and effectively. Students must be given plentiful opportunities to use the grammar for real communication in class. And to Culture B teachers I said that not talking about the language, not helping students to notice patterns, not developing students' declarative knowledge of the language, deprives them of a valuable means of learning to become fluent, accurate, appropriate and effective users of the language. To teachers of both cultures, I said that a balance is necessary.



On communication and interaction in the classroom, I said to Culture A teachers: do more pair work, group work, role-plays, games, problem-solving and other activities that are likely to promote communicative practice. If you are controlling all the time, simply displaying and attempting to transmit your knowledge, your students will not become fluent, accurate, appropriate and effective users of the language.

And to culture B teachers, I said: if you do a great deal of non-teacher centred, communicative practice in class, don't forget the value of your telling, directing, modelling, correcting. Keep a balance.

And I attempted to do the same in the areas of controlled language practice and classroom language: to implore teachers in both cultures to look at what they are not doing very much of and to redress the balance a little bit. This was part of my overall attempt to turn around and look at their classrooms in a fresh way and perhaps even teach in a fresh way.

I then talked about recent research into effective classroom practice – research done into primary and secondary classrooms. The following features are ones that I thought had relevance to our ELT classrooms:

Time-on-task: the amount of time students are actively engaged in learning activities in the classroom as opposed to socialising, day-dreaming, misbehaving. The more opportunities the students have to learn (and this includes homework), the more effective the classroom.

Classroom management: the better organised the classroom (clear rules and procedures, efficient transitions from activity to activity, efficient handling of hardware and software, clear instructions etc.), the more effective a learning environment is.

Teacher expectations: you convey your expectation through your voice, body language, your words of praise and criticism, your choice of students to answer, your pairing and grouping of students, your corrections. If you have high expectations, the students will do better.

Personalisation and contextualisation: the more you lodge language practice in personal contexts – contexts that relate to students' personal interests and lives – the more effective the learning will be.

Appropriate questioning: teachers need to be aware of different types of questions (open and closed, higher and lower order, divergent and convergent) and to use them appropriately. They need to know how and when to ask which type of question. They need to leave an appropriate amount of time after each question ('wait-time') and they



need to respond to students' responses appropriately. All of this needs to be conscious, not automatic, on the part of the teacher. And effective questioning and answering leads to better learning.

Lesson clarity: clear aims and a clear sense of direction are linked to more effective classrooms. If students know what they are doing and why (and that presupposes that the teacher knows!) they are more likely to learn more effectively.

Variety: variety both within a lesson and across lessons makes a difference. Teachers need to provide a variety of activity types within a lesson; and they need to alter the shape of lessons overall.

Challenge: students need to be challenged, but not challenged too much. If they are not challenged at all, they are bored; if they are challenged too much, they are anxious or they give up.

Once again, this section of my talk was an attempt to throw fresh light on different areas of our teaching, to look at areas where we might quite easily make a difference if we re-examined them in the light of recent research.

Finally, in my fresh look at the classroom, I looked at the area of rapport. I referred to both *tact and teaching intelligence*. Teaching intelligence is what all teachers possess to varying degrees. It encompasses all the intuitive skills we use in the classroom – the skills we tend to associate with our personality, the use of voice and gesture, our ability to get on with our students, to create a good atmosphere. It is the emotional side of teaching.

Tact is the key skill in teaching intelligence:

Tact is instantly knowing what to do, an improvisational skill and grace in dealing with others. Someone who shows tact seems to have the ability to act quickly, surely, confidently and appropriately in complex and delicate circumstances.

I suggested that the following were aspects of tact that effective teachers might possess – and that new teachers could develop. I do not believe that these are things we are only born with: they are skills that can be developed.

Being personally present: this means not being on automatic pilot. You really are there one hundred per cent, listening and responding and dealing with your students as real human beings! It means you have to be on good form, on the ball, alert – quite a tall order.

Being open and not over-planned: this means you need to plan, but not scripted. You must be open to change, ready to depart from your plan in response to whatever happens in class.



Tone: both your tone of voice and the ‘tone’ you create in the classroom matter enormously.

Genuine interest: this ties in with ‘being personally present’. You must be genuinely interested in each student: your interest must not be faked. If it is, it will be recognised as such and students will be less involved.

Humour: this does not mean you have to tell jokes all the time. It simply means that the classroom should not always be a heavy place. At times (most of the time?) it should be a light place, where humour and fun is O.K. And this flows from the teacher.

Being confident: it is important for a teacher to be confident – but not over-confident. Over-confidence results in not listening properly.

Being calm and relaxed, but alert: this is difficult in the everyday rush of school life but there is no doubt that you and your students benefit if you are calm and relaxed. Perhaps the final feature in the list above of features that make for a more effective classroom is relevant here – *challenge*. But this time, it is challenge for the teacher. If the teacher is not challenged, she will be bored and her teaching less effective; and if she is challenged too much, she will be anxious. We all need to find that zone between anxiety and boredom so that our teaching remains fresh and effective.

I finished by suggesting that it was possible for both pre-service, inexperienced teachers and in-service, experienced teachers to work on developing all of the skills I had looked at in my plenary. But unfortunately, there was no time for me to develop how these skills might be worked on. Another day...

(By Peter Maingay, 2000)

❖ **Vocabulary Practice**

2. A) Study the Thematic Vocabulary; use it while doing the assignments that follow.

- 1) a complex crucible
- 2) to be bound by the constraints of the administration
- 3) an irrelevant place
- 4) a figure of authority
- 5) a transmitter of knowledge
- 6) to encompass all the skills
- 7) communication through communication
- 8) to enable pupils to use the language appropriately, accurately, fluently and effectively



- 9) to promote communicative practice
- 10) to do research into effective classroom practice
- 11) to give plentiful opportunities
- 12) to become fluent and effective users of the language
- 13) to be actively engaged in learning activities
- 14) to be genuinely interested
- 15) efficient transitions from activity to activity
- 16) to have high expectations
- 17) to alter the shape of lessons overall
- 18) to come up with some idea, solution, suggestion etc.
- 19) to establish rapport in the classroom
- 20) pre-service and in-service teachers

B) Translate the Ukrainian phrases into English.

Охоплювати всі вміння; стати ефективним користувачем мови; бути активно залученим у навчальні вправи; майбутні вчителі; повністю змінити формат уроків; установити взаємодію на уроці; бути зв'язаним вимогами керівництва; зробити учнів здатними користуватися мовою правильно, грамотно, швидко та ефективно; мати високі очікування; сприяти практиці у спілкуванні; авторитетна особа; давати багато можливостей; спілкування через спілкування; бути по-справжньому зацікавленим; ефективні переходи між вправами; складне випробування; вчителі-практики.

C) Match the units in the left column with their corresponding definitions in the right one.

- | | |
|-------------------------|----------------------------------------------------------------|
| 1) to be bound by | a) to produce an idea, etc. |
| 2) irrelevant | b) a severe test or trial |
| 3) to come up with smth | c) competent |
| 4) to keep a balance | d) to bring advantage to smth |
| 5) to be faked | e) to be required by an obligation or duty |
| 6) effective | f) inappropriate |
| 7) to benefit smth | g) abundant |
| 8) rapport | h) precise, exact, scrupulous |
| 9) on the ball | i) to maintain stability |
| 10) a complex crucible | j) not genuine |
| 11) plentiful | k) alert |
| 12) accurate | l) relationship or communication, (when useful and harmonious) |



D) In the text, find synonyms for the following expressions.

- 1) to provide a lot of chances or possibilities
- 2) to transfer one's knowledge to sb
- 3) to embrace sth
- 4) to encourage students' speaking activities
- 5) to encourage students to be fluent, effective users of the language
- 6) to expect much of the students
- 7) to change the pattern of the lesson completely
- 8) to set up atmosphere conducive to interaction
- 9) to be enthusiastically involved in learning
- 10) to produce (an idea, suggestion, proposition, etc.)

E) Match the adjectives with the nouns (as they appear in the article). Describe your teaching experience using them.

- | | |
|---------------|------------------|
| 1) plentiful | a) crucible |
| 2) complex | b) place |
| 3) accurate | c) users |
| 4) effective | d) transitions |
| 5) irrelevant | e) expectations |
| 6) valuable | f) opportunities |
| 7) efficient | g) intelligence |
| 8) clear | h) means |
| 9) high | i) definition |
| 10) teaching | j) instructions |

❖ **Text Comprehension**

3. A) Here are the questions for you to answer and compare your answers with those of your friend's.

1) Do you agree that participants of teaching-learning process are considered equally important partners? Why? Why not?

2) What does the author suggest dividing the work in ELT classroom into teaching cultures? Where are more teachers in Culture A or B? Why?

3) What are the main features relevant to successful ELT classrooms? Name them.

4) What teacher's skills does rapport in the classroom depend on? Single out the most important ones. Comment on your suggestions.

5) What do you think prevents teachers from:

- using the language as a means of communication through communication?



- altering the shape of lessons to adapt teaching to learners?
- making a classroom a relevant place for learning? (Describe your considerations in writing).

6) Choose a few definitions of the classroom mentioned in the article and comment on them.

B) Complete the statements referring to Peter Maingay's description of the ELT classroom.

First and foremost, let's throw fresh light on different areas of teaching because ...

When we try to give our own definition of the classroom ...

Second, regarding two teaching cultures we can ...

Analyzing recent research into effective classroom practice it is possible to mention the following features of the ELT classroom: ...

Thus, to make the classroom a relevant place for learning ...

Apart from this, the area of rapport requires our consideration, ...

To sum up, it is of great salience to ...

❖ **Talking Points**

4. Your University magazine wants to know the students' opinion on a favourable classroom environment. So the students are asked to do the task: Put in order of importance the following factors enhancing teaching:

- Accurate definitions
- Efficient transitions
- Clear instructions
- High expectations
- Teacher intelligence
- Learner responsibility for learning

Justify your choice. Discuss it with your partner giving him/her pieces of advice in terms of establishing rapport in the classroom that promotes effective communication. You may do your answering in writing.

❖ **Creative Writing**

5. A magazine for pre-service and in-service teachers has asked its readers to send in articles about their ideas about ELT classroom. You decided to contribute. In your article, you plan to describe the way you see the English classroom, mentioning your strengths and weaknesses in establishing rapport with your pupils. (Write approximately 250 words).



❖ Vocabulary Consolidation

6. Translate the situations into English cramming them with the Thematic Vocabulary.

А) Для того, щоб уявити клас у свіжому, новому й незвичному світлі, вчитель має ретельно переглянути свої методи навчання. Він повинен змінити дещо в своїх підходах до цієї проблеми, щоб зробити навчальний процес більш ефективним.

Дійсно, існує багато чого у викладанні, що варто було б переглянути і змінити. Я пропоную розглянути клас як не зовсім відповідне місце для проведення занять. Справа в тому, що сучасним учням набридло звичне оточення, де вони проводять багато часу, навчаючись. Я впевнена, що зміна місця роботи з учнями може бути корисною як учням, так і вам (вчителям). Нові умови навчання (це може бути театр, кінотеатр або стадіон – відповідно до теми) захоплять учнів і спонукають їх до навчання.

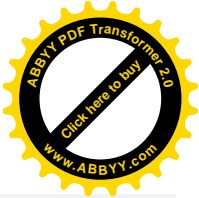
В) Клас викликає різноманітні асоціації як в учнів, так і в учителів. Його можна порівняти і з садом, сценою, міні-версією суспільства або навіть із суровим випробуванням.

Учителі створюють атмосферу в класі відповідно до «культури», яку вони представляють – деякі з них, в першу чергу, є носіями знань, інші вчать учнів використовувати мову як засіб спілкування через спілкування. Але, щоб зробити учнів умілими користувачами мови, потрібен баланс. Щоб надати учням можливість користуватися мовою відповідно, точно і швидко, вчитель має дотримуватися простих правил.

По-перше, це управління класом. Відомо, чим краще організований клас, тим ефективнішим буде середовище навчання. По-друге, це очікування щодо успіхів учнів. Якщо очікування вчителя високі, то учні зможуть досягти високих результатів. Такт учителя також важлива складова його успіху.

Різнманітність видів діяльності, чітко сформульовані цілі, віддача з боку вчителя й учнів – усе це сприяє ефективності сучасного уроку.

Але, мабуть, найголовнішим є те, що вчитель має любити свою професію, а також проявляти любов і повагу до своїх учнів.



VOCABULARY IN USE

Word Formation

1. Complete the following sentences using words formed from the verb ***impress***.

1. It was an presentation of Professor Howard Gardener, who was working at the theory of Multiple Intelligences.
2. He found the lecture rather saying that he had expected to hear more about the recent research.
3. He was anxious to make a good on his teacher, so kept well-ordered vocabulary notes in English.
4. Jeremy was by Shona's display of anger; after all, he was used to her losing her temper.
5. Tony is only 16 and he is easily influenced by those around him; he's rather young man.

2. Complete the following sentences using words from the words in bold.

apply

- His for the post of students' counselor was successful.
- It seems to me that these considerations are not in this case.

perceive

- His teaching completely altered Jane's of how life should be lived.
- He's very and quickly understands people's hidden motives.

certain

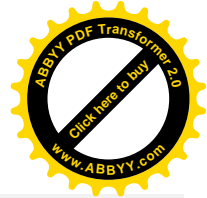
- There are few established about the future of the primary and secondary education in our country.
- It was as to whether or not it was worth paying so much for his tuition.

simple

- You need to your explanations to the students; they don't seem to understand you.
- Jenny was annoyed by the of the new theory she read about in the scientific journal.

produce

- Learners engaged in a task can become very frustrated when they lack the words they need to express themselves.
- Language activities are not only practice activities.



create

- Teachers should not expect instant fluency and of their students, they should build up their confidence ‘bit by bit’.
- Teachers need to plan production activities that will provoke students abilities.

3. A. Read the text. Use the words below it to form words that fit in the same numbered spaces in the text.

My Child’s a Genius!

Child prodigies are the circus animals of our age, a source of 1)..... to us all; whether they are worthy of admiration or pity is 2)..... . It is more than two decades since the 3)..... Ruth Lawrence, at the age of thirteen, obtained a First in mathematics at Oxford University, becoming a national 4)..... . More recently, six-year old Justin Chapman enrolled at the University of Rochester, New York, to study ancient world history. Their intellectual 5)..... are obviously impressive, but surely such children are too immature to cope with university. Some 6)..... point out that while it is entirely understandable that parents of exceptionally gifted children should 7)..... them to succeed, it is important that they are not put under 8)..... pressure, and also that their emotional and social development as children is not neglected.

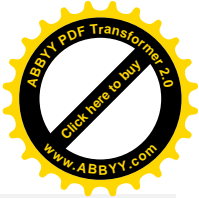
- | | | | |
|--------------|------------|---------------|------------|
| 1) fascinate | 3) remark | 5) achieve | 7) courage |
| 2) debate | 4) curious | 6) psychology | 8) exceed |

B. Read the text below. Use the words after the text to form one word that fits in the same numbered space in the text.

What Is the Cost of Genius?

Some children are endowed with such 1) talent that there seems to be no accounting for it. And, while heredity factors apparently have little to do with genius, there is a clear 2) between the parents’ involvement and the child’s 3)

Parents can help (or hinder) the development of a child prodigy in a(n) 4) number of ways, ranging from the attentive but not too 5) to the downright 6) The story of pianist Ruth Slezhynska, who made her debut in 1929 at the age of 4, is quite frightening. In her autobiography she tells how her father made her practise 9 hours every day. He tolerated no mistakes and hit her at the least wrong note. At the age of 15 she suffered a mental 7) that put an end to her career.



- 1) except 3) accomplish 5) push 7) break
- 2) connect 4) finite 6) obsess

C. Read the text. Fill the gaps with word formed from the words given after the text.

Improve Your Child’s Mind

Like a computer, our minds process all the **1)** we input. Our beliefs and **2)** are built up by the thoughts and **3)** we regularly give ourselves. So too with children. Children’s minds are incredibly active, with thousands of thoughts each day.

Affirmations – short, simple **4)** that we repeat to ourselves either internally or out loud – can effectively direct those thoughts towards a particular purpose. For example, if your child is worried about an **5)** test, you could teach him to repeat to himself.

“I’m going to do well really well.” Thus, the mind shifts from the worry to **6)** Affirmations also affect actions. As a result of the positive **7)** his mind is feeding him, he may even study an extra half an hour before going to bed. Most important, he’ll start thinking about ‘doing well’, and expecting the best from his **8)**

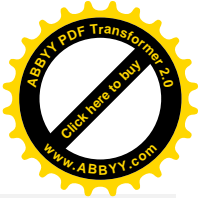
- 1) inform 3) suggest 5) come 7) stimulate
- 2) expect 4) state 6) confident 8) perform

D. For questions 1-10, read the text below. Use the words after the text to form one word that fits in the same numbered space in the text.

Illiteracy

While the number of adults who remain illiterate are fewer than ever, it is becoming **1)** clear that they are more **2)** than such people were in the past. Nowadays the written word is so important that without it much information that is vital for the running of our everyday lives becomes **3)** Ashamed to admit it, illiterate adults often become **4)** to concealing their ignorance, and **5)** many do so with remarkable success. This may be one of the reasons why Bristol’s ‘Literacy for You’ scheme has been received rather less than **6)**

Not surprisingly, adults have some **7)** about coming forward and openly admitting that they find **8)** a page of print that a child of seven could read without effort. Programmes for teaching basic literacy skills to adults need to be sensitively assembled



so as not to discourage or humiliate the learner, who is probably already experiencing high levels of frustration on a day to day basis. Reading materials need to be graded carefully in terms of
 9) and some authentic texts may require considerable
 10) before the learner is able to handle them.

- | | | |
|---------------|---------------|------------|
| 1) increase | 5) seem | 9) complex |
| 2) convenient | 6) enthusiasm | 10) simple |
| 3) access | 7) reserve | |
| 4) custom | 8) comprehend | |

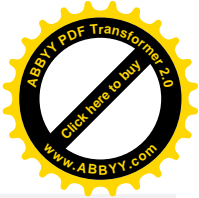
E. For questions 1-15, read the text. Use the words after the text to form one word that fits in the same numbered space in it.

Prospects after your Degree

In recent years our graduates have found that a degree in Politics provides a useful 1) point for careers in a very wide range of 2) areas. Whilst relatively few 3) will use their subject directly (though the York Politics Department can claim some, leading political figures among its alumni), the skills 4) through the course can be utilized across such diverse employment fields as industrial 5), public administration, the media and finance. The crucial skills are those of 6) data, absorbing 7), debating issues, supporting an argument and presenting opinions and 8), either in written work, 9), or as part of a team in 10) and seminars.

Politics students who involve themselves in university life as a whole and who seek 11),..... vacation work experience in 12) to obtaining good academic results will start to identify where their-personal strengths and 13) lie and discover the direction in which they would like their talents to develop on graduation. They will also be able to present themselves to future 14) as the well-rounded, experienced and articulate candidates who are so 15) sought after by employers of graduates.

- | | | |
|-------------|---------------|------------|
| 1) start | 6) analyze | 11) use |
| 2) employ | 7) inform | 12) add |
| 3) graduate | 8) conclude | 13) weak |
| 4) develop | 9) individual | 14) employ |
| 5) manage | 10) tutor | 15) keen |



GRAMMAR PRACTICE

I. Wishes and Regrets

Review grammar rules regarding verb forms that follow the verb *to wish*.

Main points: *wish* is used

- when the speaker wants reality to be different, to be exactly the opposite. When we regret about present or future events, **Past Simple** of the verb is used, in case with past events, **Past Perfect** – is used.
- when the speaker expresses 1) a polite imperative or 2) a desire for a situation or person's behaviour to change. The speaker may also complain about the present situation. The wish may or may not be realized. (In this case the verb *would* is used after *wish*);
- ***If only*** is used in exactly the same way as *wish* but it is more emphatic or more dramatic;
- after the subject pronouns *I* and *we*, *could* may be used instead of *would*.

Read the example sentences and complete the grammar rules with the correct option A, B or C below.

Examples:

I wish he were more ambitious.

I wish he thought strategically.

I wish (if only) I had divided a task into segments.

I wish he would stop stumbling ahead in hope.

A would (do) B the past simple C the past perfect

1) We use *wish/if only* and _____ to express a regret about a situation in the past.

2) We use *wish/if only* and _____ to express a wish for something which is not the case at the moment.

3) We use *wish/if only* and _____ if we want someone to change their habits or intentions, or when we want something beyond our control to change.

Practice

1. Underline the correct alternative in the following sentences.

1) I am in a mess all the time. I wish I *would be able to/could/had been able to* manage my studying time more successfully.

2) I wish the theme of my graduation project *weren't/wouldn't be/isn't* so mind-boggling. Collecting data for it turns into a real ordeal for me.



3) If only I *hadn't had/wouldn't have /didn't have* to meet them again.

4) Our project seemed elusive and intangible. If only every member of the team *were/had been/would be* committed to their duties.

5) The meeting was really fascinating after you left. We all wish you *would stay/had stayed/stayed* a bit longer to listen to the report about new scientific achievements in contemporary psychology.

6) I wish I *didn't spend/wouldn't spend/hadn't spent* all my money last month. Now having so plentiful opportunities I can't afford much.

7) Mrs. Palmer wishes her pupils *would be/had been/were* actively engaged in learning activities at every lesson.

8) I wish my students *would become/became/had become* fluent and effective users of language. I really made every effort to teach them.

9) If only you *enabled/would enable/had enabled* your pupils to use language efficiently. But you seem to have failed to do it.

10) If only you *didn't prevent/wouldn't prevent/prevented* me from doing research into effective classroom communication.

2. Consider the sentences and put the verbs in brackets in the correct tense form.

1) I wish I _____ (to attend) the last month IATEFL conference, aimed at promoting new approaches in teaching foreign languages.

2) I wish my students _____ (to learn) to benefit from their Multiple intelligences profile.

3) We wish the organizing committee _____ (to encourage) the participants of the conference to share their experience regarding innovative methods in teaching English.

4) Headmistress wishes the teacher-trainee _____ (to establish) rapport in the classroom on her last teaching practice.

5) I wish our experts _____ (to think) strategically in order to improve the syllabus and get the full potential out of it.

6) If only he _____ (to flee) from uncertainty but _____ (to go) out of his way to resolve the conflict as soon as possible.

7) If only the workload _____ (to build up). I'm so unhappy.

8) I wish our syllabus _____ (to be) so dangerously elusive and intangible. All the students feel overworked and exhausted.

9) I wish you _____ (to cope) with the persistent problems which appear now and then.

10) If only our team _____ (to be gripped) by a sense of panic doing our project last week. We should have balanced our emotions.

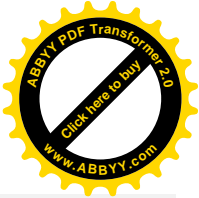


3. Rewrite each sentence expressing regret. Use *wish* or *if only*.

- 1) They failed to get to grips with key ideas at the last seminar.
- 2) Why didn't she identify clearly all the main questions of her graduation essay as I told her yesterday?
- 3) My cousin regrets not knowing how to handle his feelings.
- 4) Mike shouldn't be purposely provocative in his choice of words.
- 5) Professor hates when his students plagiarize.
- 6) What a shame! They won't recognize cultural artifacts.
- 7) As Philip felt nervous he could not use words effectively both orally and in writing, and as a result he failed the interview.
- 8) My father doesn't want Jane to get to grips with the problems of his firm. He doesn't consider her quite professional.
- 9) Unfortunately the pre-service teachers didn't manage to apply MI theory to the lesson planning.
- 10) What a pity! Mike could hardly comprehend a new theory.

4. Translate the following sentences.

- 1) Шкода, що не всі вчителі можуть передбачити успішність своїх учнів.
- 2) Я так хочу, щоб мої учні розумілися на výroбах мистецтва!
- 3) Шкода, ви не врахували теорію множинного інтелекту, аналізуючи свій інтелектуальний профіль.
- 4) Шкода, що ви не змогли зрозуміти сильні та слабкі сторони своїх учнів і не урізноманітнили відповідно свій стиль викладання.
- 5) На жаль, я не знаю, як знизити свій рівень тривоги.
- 6) Якби тільки студенти могли окреслити основні стратегії своєї роботи та правильно ставити цілі!
- 7) Я так хочу навчитися справлятися зі своїми почуттями!
- 8) На жаль, він не вмів ефективно користуватися словом як усно так і письмово.
- 9) Якби тільки ви навчилися вирішувати проблеми й розв'язувати конфлікти самостійно!
- 10) Якби тільки всі викладачі впроваджували теорію множинного інтелекту у навчання іноземних мов!
- 11) Шкода, що не всі мої студенти прогресивні й відкриті до нових ідей, а користуються раніше сформульованими висновками.
- 12) На жаль, він не зробив значний внесок у дискусію, а більше сидів мовчки.
- 13) Шкода, що вони не працювали над тим, що було важливим.



II. Conditionals

Review grammar rules regarding *Conditionals*.

Main points:

- bear in mind that there are three types of conditional sentences, and ‘mixed’ types when past and present times are mixed;
- the Past Indefinite can be used to refer to the present when we talk about imaginary, hypothetical, unreal or impossible situations which are contrary to facts in the present (*Conditionals Type 2*);
- the *Past Perfect* can be used to refer to imaginary, hypothetical, unreal or impossible situations which are contrary to facts in the past (*Conditionals Type 3*);
- *Conditionals Type 3* are also used to express regrets or criticism.

Sometimes *if* can be used with, or replaced by, other structures: sentences may start with *suppose/supposing* (frequently in questions), *provided/providing*, *unless*, *as if/as though*, *but for* and be inverted.

Read the examples below. Which of the conditional sentences in 1-5 refer to:

- an impossible situation?
- a hypothetical past situation?
- a plain fact?
- a hypothetical situation?
- a possibility?

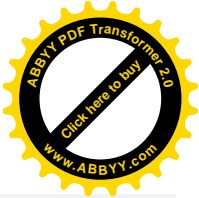
1) If you want to know how to handle your feelings, you can turn to Mrs. Smith for advice.

2) If we resolved all conflicts just now, our interaction would be more effective.

3) If I were Howard Gardner, I would enjoy the educators’ reaction to MI theory.

4) If you had encompassed all the skills of your pupils, they would have become fluent and effective users of language. But you failed to do it.

5) If you follow the experienced teachers’ advice, you will definitely establish rapport in the classroom.



Practice

1. Rewrite each sentence so that it has a similar meaning to the first. Start with the words given in brackets.

1) A teacher’s high expectations mean that students are believed in, and thus they can do better. (Provided).

2) Jack talked to others in a conspicuously cool and languid manner, so he was considered as a man lacking confidence and vigour. (If).

3) You don’t work assiduously and as a result you can’t become ‘a paragon of academic virtue’. (Unless).

4) Unluckily, you failed to be more decisive and your message didn’t strike home, so in the long run nobody understood what you meant. (If).

5) Bring all necessary data today and I will complete my work on time. (Providing).

6) I didn’t join the British Council list, so couldn’t get the latest news about the student’s exchange program. (Provided).

7) **A.** Do you know how to make efficient transitions from activity to activity? – **B.** I think you’d better ask more experienced teachers to help. (If).

8) I read your Website about the on-line conference on new teaching methods, but unfortunately I failed to fill in the application form on time. (If only).

9) I don’t know how to get my pupils genuinely interested in the lesson. Is there anybody I can turn for advice to? (Suppose).

10) Fiona did not use the plan strategically and it dribbled away, thus she could not cope with her task. (Providing).

2. Finish the following sentences proceeding from the imaginary situation of the first part. Use the Thematic Vocabulary to make it coherent.

1) But for new opportunities, _____ .

2) If everybody had come up with new ideas and proposals, _____ .

3) Unless in-service teachers instructed us, _____ .

4) Joanne acted as if _____ .

5) But for her advice, _____ .

6) Provided you had known about the on-line conference, ____?

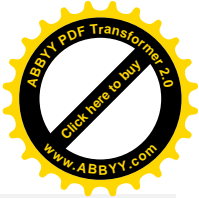
7) If you didn’t blot the most important information out of your mind, _____ .



- 8) Supposing you knew how to alter the shape of lessons overall, _____?
- 9) Why are you looking at me as if _____?
- 10) But for Sue's valuable help, _____.

3. Translate the following sentences.

- 1) Якщо робота потребує сильної концентрації уваги, вона має бути виконана в найпродуктивніший час дня.
- 2) Якби я знала, як знизити свій рівень тривоги, то я б могла реально оцінювати свої проблеми.
- 3) Якби студенти окреслили основні стратегії своєї роботи та правильно поставили цілі, то вони б вчасно здали на перевірку свої курсові проекти.
- 4) Студенти вашої групи могли б стати прогресивними й відкритими до нових ідей, якби вони не користувалися раніше сформульованими висновками і не займалися плагіатом.
- 5) Він отримав би кращу оцінку минулого тижня, якби не намагався списати есе своїх однокурсників.
- 6) Вона могла б стати зразком у навчанні, якби відчувала, що потрібно ринку освіти.
- 7) Ви змогли б насолоджуватися студентським життям, якби знайшли рівновагу між навчанням та розвагами.
- 8) Якби вчителі не були зацікавлені в своїх учнях, чи змогли б вони передбачити їх успішність?
- 9) Якби ви знали основи теорії множинного інтелекту, то змогли б скласти інтелектуальний профіль своїх учнів.
- 10) Якби ви зрозуміли сильні та слабкі сторони своїх учнів, то ви навчилися би змінювати та варіювати свій стиль викладання.
- 11) Ви маєте звернутися до психолога, якщо не знаєте, як самостійно вирішувати проблеми й розв'язувати конфлікти.
- 12) Учні стануть більш ефективними користувачами мови, якщо вчителі будуть застосовувати теорію множинного інтелекту у навчанні іноземних мов.
- 13) Чи була б я більш успішною у навчанні, якби навчилася справлятися з своїми почуттями?
- 14) Якщо учень уміє ефективно користуватися словом як усно так і письмово, то він зможе швидко вивчити іноземну мову.
- 15) Якби всі учні були активно залучені до навчальної діяльності, то це б сприяло створенню взаємодії в класі.



WRITING

I. Formal and Informal Letters

Study the following material in order to know how to write letters.

Formal letters are written for a variety of reasons – e.g. to present information, to make an application, to recommend someone or something, to complain, to apologise, etc.

Informal letters are written for similar reasons but are usually written to people you know.

A letter should contain:

- An introduction in which the reason for writing is clearly stated. In formal letters, it is often necessary to state who you are.
- A main body in which the task is covered according to the instructions given. Each different issue should be discussed in a separate paragraph. You usually begin each paragraph with a topic sentence and then examples or explanations are added in supporting sentences.
- In a conclusion you restate the main points of the letter and/or state an opinion. For formal letters, any action you want taken should be clearly stated at the end of the letter. In informal letters, you usually end by sending your wishes and asking the other person to write back.

Formal and Informal Style

How formal your letter needs to be depends on the target reader and the reason for writing. It is very important to maintain the same level of formality throughout your letter (in other words, you should not mix very formal expressions with very informal ones). Study the guidelines.

Formal style includes:

- sophisticated vocabulary • impersonal tone • more frequent use of the passive voice • complex grammatical constructions • formal linking devices • advanced vocabulary • no contractions.

Informal style includes:

- colloquial (spoken) and idiomatic English • personal tone/direct address • less frequent use of the passive voice • less complex grammatical constructions • simple linking devices • less advanced vocabulary • contractions.



Beginnings and Endings

Formal letters

Remember that formal letters begin and end with either Dear Sir/Madam, > Yours faithfully, or Dear Mr/Mrs/Ms Smith, > Yours sincerely, Bill White.

All formal letters begin with the reason for writing, e.g. *I am writing to request... / inform you... / complain about... / apologise for... / apply for... / I am writing in reply to your article... / in response to the column...* etc. In addition, you can include one or more of the following:

- who you are - e.g. *I am writing on behalf of my English class...*
- a reference to something you have seen or read, e.g. *I am writing in response to your article in last Tuesday's issue of Education News.*
- details of place, time, people spoken to, etc, e.g. *... while I was attending the seminars for students on 4th May.*

Some other formal phrases you are expected to use:

The principal reason for this is..., / we find it difficult to believe..., / to express my disagreement..., / I am entitled to inform you..., / to voice my concern about..., / with regard to..., / you are entirely correct to point out that..., etc.

Informal letters

Informal letters usually begin and end with first names in the following way:

Dear John, > Lots of love, Susan.

Dear Margaret > Take care and write soon, Bill

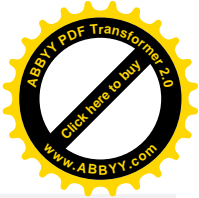
Informal letters can begin with the reason for writing, e.g. *I thought I would write to let you know about this fantastic new course that's being offered.*

Alternatively, they can begin with an informal greeting, e.g. *How are you doing?*

The closing comment depends on the content of the letter, e.g. *Write soon and let me know what you think. / Why don't you give it a try? / Why not give it a go?* etc.

Some other informal phrases you are expected to use:

I'd like to say how much I disagree..., / I thought I'd drop you a line..., / it can't be right that..., / I am writing to let you know about..., / Say hello to everyone for me, etc.



II. Articles

Study the following recommendations in order to know how to write articles.

Articles are written for newspapers, magazines, newsletters, etc, and use a variety of styles. In general, **an article should contain:**

- a suitable eye-catching title, followed by an introduction which makes the reader want to read more. Techniques for attracting the reader's attention include using:
 - direct address (*e.g. If you need help with your studies, look no further.*)
 - a rhetorical question (*e.g. How often do you think about where our food comes from?*)
 - background information (*e.g. In recent months, we have heard a great deal about...*)
- A main body, in which you write about the main points in the rubric.
 - You should start a new paragraph for each point.
 - Each paragraph should begin with a topic sentence, followed by explanation(s) or example(s).
- A conclusion, in which you can summarise the main points or re-state your opinion.

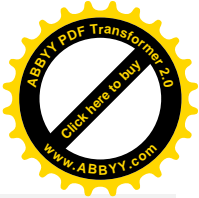
The style of writing should be appropriate for the target reader (which in this case is determined by the type of publication).

Most articles are a blend of different types of writing. For example, an article *describing a journey you have made* is clearly **narrative**. However, **descriptive** writing will also be used to describe *the scenery, your feelings, atmosphere*, etc. If the rubric also includes instructions to ... *say what you learned from the experience*, then you will need to use **discursive** writing as well.

Follow stages 1-5 to write your article.

Stage 1 Read

- Who is going to read this article?
- Will the readers want lots of factual information, or are they going to read for entertainment and pleasure?
- How formal or informal do you think this article will need to be?



Stage 2 Think

- Decide whether you basically agree or disagree with the issue you are writing about.
- Think of the examples that support your views. Where possible, think of real people, places or events you know.
- What information must you include in the main body?

Stage 3 Plan

- Plan the main topic areas that you are going to discuss. You could follow this pattern:
 - Give the article a title.
 - Introduce the subject.
 - Outline opposing views.
 - Discount opposing views.
 - Give your opinion and supply supporting information.
 - Conclude.

Stage 4 Write

- Remember that you will be given credit for a wide range of vocabulary. You could achieve this in part by including a few idiomatic expressions that you know.
- What would be a suitable way to end your article?

Stage 5 Check

- Read the article again. Have you made your opinions clear to the reader?
- If you have included a piece of direct speech from a character, check that the punctuation is correct.

Now write your own article.

The University where you are studying has asked you to write an article for new students, to be published in the newsletter. In your article, you should point out two or three things students should expect from university life and give suggestions as to the best ways of dealing with them.



OVERVIEW

THEMED DISCUSSION

The following issues may be recommended for a round table talk. Discuss them in small groups.

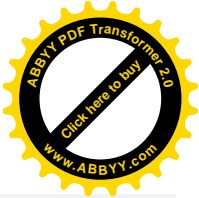
1. Success in studying. What does it depend on?
2. Knowledge acquisition: is it passive memorizing or active learning?
3. Key principles and techniques of managing an English language classroom.
4. The Multiple Intelligences resource in foreign language teaching.
5. What are the major factors in motivating people to excel in education?
6. The ways of establishing rapport in the classroom.
7. The ways of becoming a good English learner.
8. Musts for personal and professional development of a foreign language teacher.
9. What I like and dislike about my studies at the University.
10. Finding a fit between learning and teaching styles in a foreign language classroom.
11. My first-hand experience of teaching: gains to be proud of and failures never to appear again.
12. My multiple intelligences profile: is anything to consider and improve in the future?
13. What are the teaching techniques of creating a favourable classroom atmosphere?
14. The teaching practice: my strengths and weaknesses.
15. What are the main principles on which teaching should be based?
16. Modelling effective teaching techniques.
17. Why should teachers never give up?
18. Learning to teach: the way to success.
19. Major tips for in-service teachers of English.
20. Rethinking the ways schoolchildren are taught.



CHECK YOURSELF

Make sure you know the Essential Vocabulary below. Use the list to sum up what you have learnt from Unit 1 “Teaching and Learning Styles”.

1. to set targets
2. time management
3. to be committed to work
4. to turn up for lectures and seminars
5. to be a paragon of academic virtue
6. to stick assiduously to a well-defined, realistic plan
7. to plagiarise, plagiarism
8. to be spontaneous and open-minded
9. to condense the information onto separate sheets of paper
10. to strike the right balance between working and enjoying oneself
11. to get to grips with sth
12. to be mystified by the syllabus or assignments
13. to volunteer for things you have a flair for
14. to toss around conflicting ideas
15. to enhance thinking styles
16. mismatch in teaching and learning styles
17. to be locked into one profile
18. to seem elusive and intangible
19. to be engaged with fundamental principles
20. a bewildering array of interpretations
21. to develop an abbreviated style of note taking
22. to reinforce one’s understanding of the lecture
23. to budget sufficient time for
24. to underestimate the students’ abilities and accomplishments
25. traditional and non-traditional classroom setting
26. to use the language appropriately, accurately, fluently and effectively
27. to take a random approach to problems
28. to defy (to follow) conventions
29. to get the full potential out of your time
30. to predict school performance
31. many facets of cognition
32. to differ in the particular intelligence profile
33. to encompass all the skills
34. to establish rapport in the classroom



UNIT 2

NEW INFORMATION TECHNOLOGIES IN TEACHING

▼ TARGETS:

SPEAKING: (themed discussion, extended speaking)

- *Technology in education – Why?*
- *The role of the Internet in personal and professional development*
- *New educational technologies: challenges and potential*
- *New information technologies and effective teaching techniques*
- *Netiquette and cross-cultural communication*
- *The Internet addiction*

READING & LANGUAGE FOCUS: intensive reading

VOCABULARY IN USE: word formation

GRAMMAR PRACTICE: inversion; future forms

WRITING: a survey report, an essay

READING & LANGUAGE FOCUS

Text 1

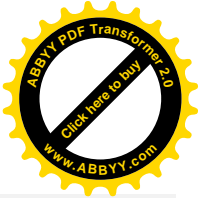
New Information Technologies

1. Read the text and do the assignments that follow.

Technological advancements are occurring on almost a daily basis. Faster and faster new computers can be linked to computer networks within a school and/or directly to on-line services and the Internet, which allow students access to information bulletin boards. E-mail allows students to send messages to each other as well as graphics, photos, and even art and music projects. Teachers and students alike will be involved in gleaning knowledge from the information superhighway.

In some secondary schools students have their own e-mail addresses and routinely get notes from students in other states or in other countries. *Mosaic*, a navigation program available free to the Internet users, allows students and teachers to ‘tap into audio and video clips as well as texts’ without having to know where the items are stored in some remote data.

Newly developed software enables students in classrooms in different schools and even in different states to work on a project together. Such software is referred to as groupware. Recently, a



fourth-grade class in a South Dakota elementary school decided to use technology to study economic concepts. They linked up with students in Alaska, North Carolina, Texas, and other states to do an economic survey. For instance, they discovered that a Big Mac sandwich costs the least in South Dakota and the most in Alaska.

Teachers can program computers so students can choose among a variety of activities to meet a learning objective. Students can touch a picture or words on the screen to find out more information about a particular subject. For instance, in studying the Civil War, fourth-graders can point to the pictures of such generals as Stonewall Jackson, Robert E. Lee, Ulysses S. Grant and others; and the text appears that provides additional details and information about that person or photos of the Civil War battle sites. New CD-ROMs blend video, text, graphics, sound, photos and animation so cleverly that they deliver an experience wholly different from what books or ordinary software can provide.

Virtual reality, now popular with secondary students as a leisure-time activity, is on its way into the classroom. Instead of virtual reality machines that stimulate driving in a car race, flying a powerful jet fighter or playing basketball, students will examine what it was like to be a soldier in World War II.

Many companies, including those that produce both hardware and software have joined alliances to combine telephone and computer systems in computer telephony. Through fiber optics lines, teachers will be able to talk to each other and trade lesson plans on their computer screens at the same time. School districts or regional offices will use servers that allow area schools to become linked with other schools. Students will be able to collect data on field trips, use laptop computers and cellular telephones to relay the data back to a computer in their classroom or to students in another school in another part of the world.

Obtaining the latest technology is difficult for many school districts, which simply cannot afford them. Affluent school districts, on the other hand, speed along on the information superhighway with all the gadgets and software their teachers and students can use. Indeed, many teacher education programs lack the hardware and software needed to train future teachers for what they will be expected to use as part of the curricula in their own classrooms. Technological advancements are predicted to widen the gap between schools and student achievements.



❖ **Vocabulary Practice**

2. A) Study the Thematic Vocabulary; use it while doing the assignments that follow.

- 1) to be linked to computer networks
- 2) to allow students access to
- 3) to glean knowledge from the information superhighway
- 4) to tap into audio and video clips
- 5) to link up with
- 6) to meet a learning objective
- 7) to blend video, texts, graphics, sound, photos
- 8) to combine telephone & computer systems in computer telephony
- 9) to deliver an experience
- 10) interactive software
- 11) a bunch of computer games transferred to TV
- 12) to collect data
- 13) to trade lesson plans on the computer screens
- 14) a laptop computer
- 15) a gadget
- 16) affluent
- 17) technological advancements

B) In the text find the synonyms of the following items.

- 1) to extract news or facts from the information superhighway
- 2) to mix together
- 3) a portable computer
- 4) to take and give to a person
- 5) joining together
- 6) progress, promotion
- 7) programs for a computer
- 8) to accumulate information (statistics)
- 9) to exchange teaching materials through the Net
- 10) a mechanical or electronic device or tool
- 11) to join; connect
- 12) wealthy, rich

C) Translate the Ukrainian phrases into English.

Спілкування з найвіддаленішими куточками земної кулі;
певна кількість комп'ютерних ігор, які можна пристосувати до
телевізора; з'єднаний з комп'ютерною мережею; обмінюватися



досвідом із закордонними друзями; комп'ютерні програми, що дозволяють переглядати і прослуховувати аудіо та відео кліпи; швидко з'єднатись зі студентами з інших країн; відповідати навчальним цілям; новітні технології; технологічний прогрес; переваги віртуальної реальності; передавати досвід; комп'ютерні технології; найновітніші програмні продукти; портативний комп'ютер; збирати потрібні дані з Інтернету; обмінюватися планами уроків, виставляючи їх на екрані комп'ютера.

D) Match the following phrases as they appear in the text.

- | | |
|--------------------------|--------------------------------------|
| 1) affluent | a) the latest technology |
| 2) to trade lesson plans | b) data |
| 3) to glean knowledge | c) audio and video clips |
| 4) to deliver | d) software |
| 5) technological | e) other students |
| 6) to meet | f) computer networks |
| 7) to tap into | g) school districts |
| 8) interactive | h) a learning objective |
| 9) to obtain | i) an experience |
| 10) to link up with | j) on the computer screens |
| 11) to collect | k) advancements |
| 12) to be linked to | l) from the information superhighway |

❖ **Text Comprehension**

3. A) Define whether the following statements are true or false.

1) Mosaic is a navigation program which allows students and teachers to copy either single pages or complete sites.

2) To have linkage with all parts of the world is what newly developed software enables students.

3) In fact, virtual reality is one of the ways to entertain ourselves.

4) To speed along on the information superhighway is quite accessible for schools located in affluent districts as they have all the gadgets and software their teachers and students can afford.

5) Portable computers come in handy for collecting data on trips of all kinds.

6) In-service teachers are expected to introduce new information technologies into the classrooms because their educational institutions have enough hardware and software to upgrade their professional skills.

7) Eventually, with the new technological advancements the gap between schools and students only decreases.



B) Arrange the following sentences logically according to the text. Tick off a sentence that is odd-out.

1) Teachers are to program computers so students can choose among a variety of activities to meet a learning objective.

2) Students will be able to collect data on field trips and use laptop computers to relay the data back to a computer in their classroom or to students in another school in another part of the world.

3) Technological advancements are predicted to widen the gap between schools and student achievements.

4) Many companies have joined alliances to combine telephone and computer systems in computer telephony.

5) Students can touch a picture or words on the screen to find out more information about a particular subject.

6) Newly developed software enables students in different schools and even in different states to work on a project together.

7) Through fiber optics phone lines teachers will be able to talk to each other.

8) Students thousands of miles from each other can work on a musical arrangement over the phone.

9) Affluent school districts have all opportunities to speed along on the information superhighway.

10) Virtual reality is now popular with secondary students as a leisure activity.

C) Complete the sentences using the information of the text.

- To start with, technological advancements, ...
- Nowadays the most popular activities involve e-mailing, ...
- Newly developed software enables ...
- In order to meet a learning objective ...
- Virtual reality is considered not only a leisure-time activity ...
- To sum it up, both teachers and students can benefit from new technological advancements: ...

❖ **Talking Points**

4. Work in groups of three. Interview your partners to find out their opinion on the question: *What part do information technologies play in students' self-education?* (If necessary, take notes of their answers.) Comment on the results of your interview.



❖ Creative Writing

5. *Your University magazine is planning a newsletter on 'The Role of Computers in Education'. You have decided to write a report. Survey the students' opinion and describe how computers are used in the students' self-education. (See Section: Writing survey reports).*

❖ Vocabulary Consolidation

6. **Translate the sentences into English cramming them with the Thematic Vocabulary.**

1) Загально відомо, що віртуальна реальність має як переваги так і недоліки.

2) Нам потрібно кілька хвилин, щоб з'єднатися з найвіддаленішими куточками земної кулі.

3) Талановиті програмісти створюють чимало комп'ютерних програм, що дозволяють переглядати і прослуховувати аудіо та відео кліпи, але найбільш відомою є Мозаїка.

4) Завдяки Інтернету, не існує ніяких перешкод у спілкуванні з найвіддаленішими куточками земної кулі. Цю перевагу можна використовувати для обміну досвідом із закордонними друзями.

5) Для досягнення багатьох навчальних цілей нам необхідно серйозно працювати над комп'ютерним забезпеченням школи. Це допомогло б нам удосконалити наші навчальні програми.

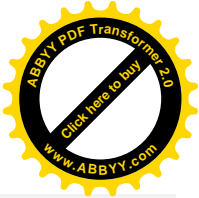
6) Новітні технології у поєднанні з вже добре відомими забезпечили б найкращий результат у роботі нашої компанії, дозволили б використати всі переваги віртуальної реальності.

7) Передача досвіду – це саме те, що намагаються зробити наші досвідчені фахівці для налагодження ефективної роботи у галузі комп'ютерних технологій.

8) Якби нам вдалося зібрати якомога більше інформації про наших конкурентів, то вже завтра ми б підготували звіт завідувачому відділом.

9) Невже ти не в захваті від цього чудового і надзвичайно корисного винаходу – портативного комп'ютера? З ним у тебе не буде ніяких проблем з підготовкою документації, збором потрібних даних, плануванням уроків, розробкою наочних посібників. Крім того, ти зможеш обмінюватися конспектами уроків, презентуючи їх на екрані комп'ютера й одночасно обговорюючи з однокласниками.

10) Я вже божеволію від такої великої кількості комп'ютерних ігор, які можна пристосувати до телевізора.



Text 2

Virtually English Classroom

1. Read the text and do the assignments that follow.

We've have annotated dictionaries on CD-ROM, teaching planners downloadable from the Web, and multimedia learners' packages for the intrepid and wealthy.

Now the rise of virtual language schools is amongst the very latest initiatives to marry English language teaching with the new digital technologies. Hosting a virtual classroom for learners of English will change the face of language learning as we know it. At least those are the terms in which internet schools are being discussed by their promoters. But are we to believe them, and would we want to anyway?

Chewing it over, I took a stroll down the information superhighway, stopping off at virtual schools on the way. The first I attended was on the cyber-campus of leading ELT giant, EF English First. To all intents and purposes, EF English Live claims to work like a traditional school. Students meet and greet, do homework, get help from an EF teacher, and, when all is done and dusted, receive their certificate.

I was struck by the range of courses that English Live offers: several beginner, elementary and advanced levels of general and business English, and areas of professional English usage relating to the pharmaceutical industry, telecommunications, insurance, banking and finance.

Lots of emphasis has been placed too on the diversity of courses at other schools. Ed USA, a school based – as its name suggests – in the US, develops an impressive array of courses via the Web to meet the needs of multinational corporations, government and educational institutions and individual learners around the world. Ed USA's on-line teachers are ever on hand, guiding students at every turn through customized home-pages, an interactive syllabus and extensive banks of downloadable course materials.

The edge that Ed USA seems to have over competitors is its real-time audio conferencing, encouraging language speaking and live assistance. But, we wonder, how easy would it be to teach students English down the phone lines, least of all to learn? And with individual course tuition starting at \$300, one would expect an uncompromised value for our money.

The Tutor 2000 network offers a similar electronic encounter with teachers who can be chosen from a list of resumes and



recommendations supplied on the site. More a kind of Internet tutor's agency than virtual classroom, here students of any age and level of ability respond to assignments set by teachers who return them, graded and with accompanying remarks.

Other notably North American sites include the grandly titled, Surf 2 School, dubbing itself "an Academy of the 21st Century". Here teachers read to their 'surfers'/students, showing them pictures and text, correcting mistakes in their writing and pronunciation. Homework is checked, and teachers send out recommended textbooks.

On successful completion of courses, the delighted student proudly receives a Surf 2 School (TM) certificate.

But by far the cosiest stop of them all is Net Languages, the recently launched cyber child of International House. At the reception area the host tests the student's level of ability through an ingenious interactive word placement exercise.

Apart from classrooms for students' courses and additional study materials, there's a library with links to videos, listening material, grammar references, encyclopedia and dictionaries. One might choose to hang around in the virtual cafe, chatting with other students and reading magazines and newspapers, before downloading the required software. Be sure to visit the teachers' room to meet with tutors, check out their personal profiles and consult noticeboards.

As an inevitable offspin of the virtual classroom comes the virtual teacher. The digitally-based Net Learn Languages (NLL) offers what they are claiming is the world's first course in using Internet video-conferencing to teach English.

Whether Net Learn really is the "first (and still the only) Internet-only language school", is far from important. (Haven't they had a chance to Surf 2 School yet?). What they have achieved is a way of using the Web to prepare learners for standardized exams such as Cambridge, TOEFL and IELTS. The area of their influence is great too; as NLL Director Mark Haverstock states, "We attract students from around the world who are keen to improve their English. They appreciate the convenience of being able to study from their offices or homes in a truly international environment, with a native English teacher but without the expense of travelling to an English-speaking country. Most of them re-book."

Coming home from cyber school, laptop satchel swinging, I found myself deep in thought. Apart from wondering what the impact



on language learning will be with the appearance of the virtual school, I asked myself what it will do to the English language itself. Jonathon Dykes of International House: “It has already had an impact, with the appearance of new vocabularies. Whether this scale of international communication will modify the language, who knows? I certainly wouldn’t rule it out.”

I enjoyed studying with students from around the world, benefitting from the expertise of countless language professionals, working one-to-one with on-line teachers, starting and ending my day when and where I chose. But for all the chat-room jokes, interactive word games, e-mail exchanges and electronic coffee with my new found friends, it struck me I hadn’t actually met anyone yet. And I couldn’t help feeling a little bit lonely.

(By Leon Wainwright)

❖ **Vocabulary Practice**

2. A) Study the Essential Vocabulary; use it while doing the assignments that follow.

- 1) annotated dictionaries on CD-ROM
- 2) multimedia learners' packages
- 3) the new digital technologies
- 4) to host a virtual classroom
- 5) teaching planners downloadable from the Web
- 6) to marry English language teaching with the new digital technologies
- 7) to change the face of language learning
- 8) to chew smth over
- 9) to stroll down the information superhighway
- 10) the cyber-campus, cyber-school
- 11) when all is done and dusted
- 12) to place lots of emphasis on
- 13) an impressive array of courses via the Web
- 14) on-line teachers are ever on hand
- 15) customized home-pages
- 16) extensive banks of downloadable course materials
- 17) to have the edge over smb
- 18) an electronic encounter
- 19) to launch a cyber-child
- 20) to rule out
- 21) an ingenious interactive word placement exercise



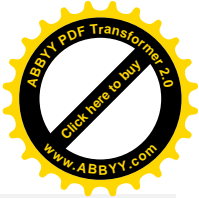
- 22) to download the required software
- 23) to check out smn's personal profile
- 24) an inevitable offspin of the virtual classroom
- 25) to modify smth
- 26) to benefit from the expertise of language professionals
- 27) to work on a one-to-one with on-line teachers

B) In the text find the equivalents of the following words and phrases.

- 1) to hold sth
- 2) to combine smth with sth
- 3) to modify the form of sth
- 4) to think over
- 5) to surf the Internet
- 6) finally, in the end
- 7) variety, choice
- 8) to accentuate smth
- 9) to have an advantage over smb
- 10) to start or set in motion, to initiate
- 11) to be available (about people)
- 12) to exclude smth as impossible
- 13) teachers' skills, knowledge and experience (mastery)
- 14) to work individually

C) Translate the following Ukrainian expressions into English.

Несподівана зустріч в Інтернеті; перевірити особисті данні вчителя; блукати інформаційною магістраллю; вражаючий вибір курсів в Інтернеті; щось змінити; очолювати віртуальну школу; нові цифрові технології; змінити вигляд навчання іноземних мов; щось обміркувати; коли все зроблено; нескладна інтерактивна вправа на підстановку лексичних одиниць; робити сильний наголос на ...; великий банк навчальних матеріалів, які можна завантажити; отримати зиск від знань і досвіду професіоналів-лінгвістів; виключити щось як неможливе; словники з коментарями на дисках; мультимедійний навчальний комплект; навчальні плани, які можна завантажити з Інтернету; поєднати навчання з новими цифровими технологіями; мати перевагу над кимось; завантажити потрібну програму; неминуча частина віртуального навчання; працювати один на один з учителями в он-лайн.



D) Match the words and phrases from the text to their explanations.

- | | |
|------------------------------|---------------------------------------------------------------------------------------------------|
| 1) learner's package | a) actually happening, not recorded |
| 2) downloadable from the Web | b) to start, to begin |
| 3) to host a virtual school | c) individualized Internet materials |
| 4) on-line | d) small portable computer |
| 5) customized home pages | e) a complex of teaching materials |
| 6) extensive banks | f) based on a system in which information is presented in the form of changing electronic signals |
| 7) electronic encounter | g) of (for) the exchange between a user and a computer |
| 8) to launch | h) communication via the Web |
| 9) interactive | i) related materials |
| 10) links | j) large amounts of information stored in the Internet |
| 11) lap-top | k) possible to pipe out from the Web |
| 12) digital | l) to create a site for learners in the Internet |

E) Fill the empty spaces with the words or phrases from Ex.2 D.

- 1) The new syllabus presupposes that learners have access to of downloadable information.
- 2) The Ministry of Education is about to a new program based on new technologies.
- 3) Even while travelling, ever-in-a-hurry businessmen work with their
- 4) The site itself wasn't informative, but I found a lot of there.
- 5) I tried to copy the Web site, but unfortunately it was
- 6) No may substitute a face-to-face communication.
- 7) I have music. Prefer vinyl discs, anyway.
- 8) After I had paid my tuition, I got application forms, tests, learning materials with recommendations, in other words, a
- 9) You've to pay \$5 to work off-line and twice as much to work in the Net
- 10) TV enables viewers to participate in the programs.



❖ **Text Comprehension**

3. A) Answer the questions considering the issues of the text.

- 1) What can marry English language teaching with the new digital technologies?
- 2) Why are new digital technologies so popular in English language teaching?
- 3) How have the digital technologies affected ELT (English language teaching)?
- 4) What virtual schools were attended by the author of the article? Why did he attend them?
- 5) How are virtual English schools organized?
- 6) How can a virtual teacher be chosen by learners?
- 7) What are the most effective methods of teaching in virtual schools?
- 8) What are the advantages of virtual ELT?
- 9) What are the disadvantages of virtual English schools?
- 10) How does it feel to study English via the Web?

B) Complete the following sentences using the information of the text.

- As a matter of fact, virtual language schools ...
- Strolling down the information superhighway, one can ...
- The Internet is known to offer the range of virtual courses ...
- The advantages of cyber schools are numerous ...
- On successful completion of courses ...
- Apart from having virtual lessons ...
- Regarding on-line teachers ...
- In spite of the obvious advantages of the cyber school, ...

❖ **Talking Points**

4. Work in groups of three.

Discuss with your partners the topic 'A New Face of the Foreign Language Classroom'. Consider the questions given below:

- 1) Can cyber schools be considered as serious rivals of regular ones? Why? Why not?
- 2) Do you think a virtual teacher can replace a real one someday?
- 3) Should the traditional technologies be opposed to or complied with new informational ones?
- 4) What must the position of Ukrainian educational authorities be in terms of changing the face of ELT classroom?



❖ Creative Writing

5. Write your own essay for the competition.

Your University library is running a competition to find the best virtual learner. You have decided to contribute. Write an essay 'How I Picture Myself in a Virtually English Classroom'. (Write approximately 250 words. Use the Thematic Vocabulary).

❖ Vocabulary Consolidation

6. Translate the situation into English cramming it with the Thematic Vocabulary.

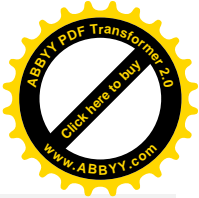
Не існує ніяких сумнівів, що вигляд викладання іноземних мов у сучасних умовах змінюється: воно стає більш різноманітним, гнучким та сучасним. З'явилися нові типи шкіл, навіть віртуальні.

Останнім часом такі школи стали доволі популярними, особливо серед тих, хто бажає вивчати іноземні мови самостійно. Зрозуміло, вони не можуть по-справжньому конкурувати зі звичайними, бо ніщо не може замінити живе спілкування учнів один з одним та вчителями. Проте, віртуальні школи створюються, їх відвідує велика кількість людей. Очевидно, що це спроба по'єднати традиційне навчання з новими електронними технологіями.

Ніхто не буде заперечувати, що віртуальне навчання надає вражаючий арсенал можливостей та має цілий ряд переваг, а саме: учні будь-якого віку та здібностей можуть навчатися вдома та самостійно обирати зручний час для електронного спілкування з учителем. Учителів вони також можуть обирати самостійно, ознайомлюючись із їх рекомендаціями на сайті. Єдине, що потрібно учневі, так це завантажити обрану програму й отримати від учителя завдання та всі необхідні навчальні матеріали. Учні працюють з учителями віч-на-віч у режимі 'он-лайн', вчасно отримуючи допомогу, завжди маючи до них легкий доступ. Вони опиняються в по-справжньому міжнаціональному середовищі з учителем, що є носієм мови. А коли все зроблено, учень отримує свідоцтво про закінчення курсів.

Зрозуміло, що таке навчання дуже цікаве й корисне. Крім опрацювання завантажених програмних матеріалів, учні можуть просто розважитися у віртуальному кафе, поблукати по сайтах, поспілкуватися один з одним, прочитати останні новини.

Хто знає, може саме такі віртуальні школи стануть типовими в недалекому майбутньому.



Text 3 Netiquette

1. Read the text and do the assignments that follow.

What is Netiquette? Simply stated, it is network etiquette that is the etiquette of cyberspace. And ‘etiquette’ means “the forms required by good breeding or prescribed by authority to be required in social or official life”. When you enter any new culture and cyberspace has its own culture you are liable to commit a few social blunders. You might offend people without meaning to.

Rule 1: Remember the human

Do unto others as you’d have others do unto you. Holding a conversation on-line, whether it is an e-mail exchange or a response to a discussion group posting, it is easy to misinterpret your correspondent’s meaning. It is frighteningly easy to forget that your correspondent is a person with feelings more or less like your own.

Computer networks bring people together. So, use your network connections to express yourself freely: explore strange new worlds, and boldly go where you’ve never gone before. But remember the Prime Directive of Netiquette: those are real people out there.

Would you say it to the person’s face?

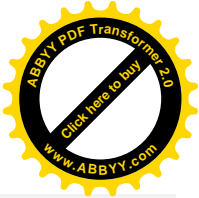
Guy Kawasaki, writer and evangelist, proposes a useful test for anything you are about to post or mail: Ask yourself, “Would I say this to the person’s face?” If the answer is **no**, rewrite and reread. Repeat the process till you feel sure that you’d feel as comfortable saying these words to the live person as you do sending them through cyberspace.

Another reason not to be offensive on-line

When you communicate through cyberspace via e-mail or on discussion groups your words are written. They are stored somewhere where you have no control over them. In other words, there is a good chance they can come back to haunt you. Never forget the story of a famous e-mail user Oliver North. He diligently deleted all incriminating notes he sent or received. What he didn’t realize was that, somewhere in the White House, computer room staff were equally diligently backing up the mainframe where his messages were stored. When he went on trial, all those handy backup tapes were available as evidence against him.

Rule 2: Know where you are in cyberspace

Netiquette varies from domain to domain



What is perfectly acceptable in one area may be dreadfully rude in another. For example, in most TV discussion groups, passing on idle gossip is perfectly permissible. But throwing around unsubstantiated rumors in a journalists' mailing list will make you very unpopular there. Thus the next conclusion:

Lurk before you leap

When you enter a domain of cyberspace that is new to you, take a look around. Spend a while listening to the chat or reading the archives. Get a sense of how the people act. Then go ahead and participate.

Rule 3: Respect other people's time and bandwidth

It is a cliché that people today seem to have less time than ever before, even though we sleep less and have more labor-saving devices than our grandparents did. When you send e-mail or post to a discussion group, you are taking up other people's time. It is your responsibility to ensure that the time they spend reading your posting is not wasted. The word 'bandwidth' is sometimes used synonymously with time, but it's really a different thing. Bandwidth is the information carrying capacity of the wires and channels that connect everyone in cyberspace.

You are tint the center of cyberspace

Presumably, this reminder will be superfluous to most readers. So don't expect instant responses to all your questions, and don't assume that all readers will agree with or care about your passionate arguments.

Rule 4: Make yourself look good on-line

Take advantage of your anonymity

I don't want to give the impression that the Net is a cold, cruel place full of people who just can't wait to insult each other. Networks, particularly discussion groups, let you reach out to people you'd otherwise never meet. And none of them can see you. You won't be judged by the color of your skin, eyes or spelling, but still makes no sense whatsoever.

Know what you are talking about and make sense

Pay attention to the content of your writing. In addition, make sure your notes are clear and logical. Finally, be polite. Don't use offensive language, and don't be confrontational for the sake of confrontation.

Rule 5: Share expert knowledge

The strength of cyberspace is in its numbers. The reason for asking questions on-line works as a lot of knowledgeable people are



reading the questions. And if even a few of them offer intelligent answers, the sum total of world knowledge increases. The Internet itself was founded and grew because scientists wanted to share information. Gradually, the rest of us got in on the act.

Rule 6: Help keep flame wars under control

“Flaming” is what people do when they express a strongly held opinion without holding back any emotion. It’s the kind of message that makes people respond. “Oh, come on, tell us how you really feel.” The act is not its objective.

Flames can be fun: both to read and to write. But the Netiquette does forbid the perpetuation of flame war series of angry letters, most of them from two or three people directed toward each other, that can dominate the tone and destroy the camaraderie of a discussion group.

Rule 7: Respect other people’s privacy

Surely, you’d never dream of going through your colleagues’ desk drawers. So naturally, you wouldn’t read their e-mail either.

Rule 8: Don’t abuse your power

Knowing more than others, or having more power than they do, does not give you the right to take advantage of them. For example, sysadmins should never read private e-mail.

Rule 9: Be forgiving of other people’s mistakes

Everyone was a network newbie once. And not everyone has had the benefit of reading this article. So when someone makes a mistake whether it’s a spelling error or a stupid question, or an unnecessarily long answer, be kind about it.

If you do decide to inform someone of a mistake, point it out politely and preferably by private e-mail rather than in public. Give people the benefit of the doubt; assume they just don’t know any better. And never be arrogant and self-righteous about it.

(By Virginia Shea)

❖ **Vocabulary Practice**

2. A) Study the Thematic Vocabulary; use it while doing the assignments that follow.

- 1) to be liable to commit a few social blunders
- 2) Do unto others as you’d have others do unto you
- 3) to hold a conversation on-line
- 4) to boldly go where you’ve never gone before
- 5) to use network connections
- 6) to communicate through cyberspace via mail



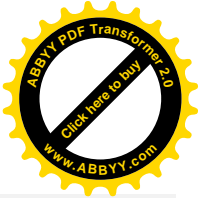
- 7) to haunt smb
- 8) to delete notes
- 9) to back up the mainframe
- 10) to enter a domain of cyberspace
- 11) to throw around unsubstantiated rumors
- 12) Lurk before you leap.
- 13) bandwidth
- 14) presumably
- 15) to be superfluous
- 16) to take advantage of one's anonymity
- 17) to express a strongly held opinion
- 18) a network newbie
- 19) to be arrogant
- 20) to be self-righteous about smth

B) Translate the following Ukrainian phrases into English.

Видалити записи; виконати резервне копіювання; спілкуватися в кіберпросторі поштою; увійти у володіння кіберпростору; палко висловлювати свою думку; розповсюджувати непідтверджені плітки; підтримувати бесіду в режимі он-лайн; бути схильним робити помилки; сміливо йти туди, куди раніше ніколи не ходив; переслідувати кого-небудь; імовірно; надмірний; гордовитий (пихатий); ханжа; новачок у користуванні Інтернетом; користуватися перевагами анонімності; ставитись до інших так, як би ми хотіли, щоб ставились до нас.

C) Skim through the text and provide synonyms for the following items.

- 1) to be bound to smth
- 2) to remove (written or printed material)
- 3) to spread information that lacks factual basis
- 4) probably, in all likelihood
- 5) redundant, excessive; needless
- 6) to visit habitually
- 7) to be aggressive, assertive or presumptuous
- 8) having unknown or undeclared authorship
- 9) freedom from intrusion or public attention
- 10) to make security copies of data in the large-scale computer system
- 11) area under one rule; sphere of control or influence
- 12) to refuse to allow; prohibit, ban, debar from



D) Group the given words and expressions thematically, and then label them. Comment on the area of their usage.

Good breeding, on-line, cyberspace, e-mail exchange, offensive, diligent, dreadfully rude, idle gossip, bandwidth, to insult, flame wars, confrontation, Netiquette, a strongly held opinion, to hold back any emotion, to destroy the camaraderie, people's privacy, a network newbie, to abuse one's power, to be arrogant and self-righteous, to be forgiving, computer room staff, passionate arguments, to back up mainframe, on-line conversation.

❖ **Text Comprehension**

3. A) Answer the questions.

- 1) What is the purpose of netiquette?
- 2) What are the most significant rules guiding you through the Net?
- 3) How would you comment on the proverbs '*Do unto others as you'd have others do unto you*' and '*Lurk before you leap*'?
- 4) How do we use our network connections?
- 5) What is considered extremely forbidden on-line?
- 6) Do you always observe rules for discussion groups? If not, why?
- 7) What are the advantages of a person's anonymity while communicating through cyberspace?
- 8) Why are many people liable to snoop?
- 9) What are the things we can forgive in on-line communication?
- 10) What would you advise a network newbie?

❖ **Talking Points**

4. Fill in the table. Use gradable adjectives (completely, extremely, absolutely, etc.) to reason your attitude to the key rules of Netiquette. Then join in small groups and share your opinions with the partners. Comment on the results.

Rules to follow	Personal attitude	Reasons
e.g. Remember the human	Positive (completely agree)	Hurting people's feelings is abhorrent



❖ Creative Writing

5. Write your own report.

Working as a teacher-trainee you were asked to make a report on the etiquette of cyberspace for school learners (intermediate level). So, choose the most relevant information of the text and adapt it for them. Then present it in the class as you would do to school learners.

❖ Vocabulary Consolidation

6. Translate the sentences into English cramming them with the Thematic Vocabulary.

1) Ще зовсім недавно про кіберпростір і всесвітню павутину ніхто навіть не мріяв. А сьогодні практично неможливо знайти людину, яка не користується Інтернет комунікаціями.

2) Олена так захоплена новою ідеєю, що не уявляє свого життя без спілкування з однодумцями електронною поштою.

3) Я збиралася знищити всі записи, що стосувались однієї справи, але, нажаль, не встигла і про це дізнався мій приятель. Звинувачуючи мене, він був зневажливим і говорив, як ханжа.

4) Перестань втручатися у справи інших. Якщо ти й далі будеш поширювати непідтверджені плітки, то ми назавжди закриємо тобі доступ до сайту нашого клубу.

5) Ти вмієш працювати з комп'ютером? Ти маєш уяву про електронну пошту та принцип її роботи? Тоді допоможи, будь ласка, новачку.

6) Чи потрібно дотримуватися Інтернет етикету? Відповіді на це запитання досить різні, але переважає думка, що це дуже важливо, навіть у всесвітній павутині не можна забувати про ввічливість і правила етикету.

7) Я розумію, що людині притаманно помилятися. Але якби ти була більш розсудливою, ти б не передавала неперевірені факти електронною поштою.

8) Дуже часто ми забуваємо просте правило: Поводься з іншими так, як би ти хотів, щоб поводитися з тобою.

9) Якби наш відділ займався резервним копіюванням важливих файлів, то ми змогли б зберегти всі необхідні данні.

10) Користуючись перевагами своєї анонімності, Марк порушив правила спілкування і спровокував конфронтацію в дискусійній групі.

11) Якщо тобі потрібно видалити зайві файли, зроби це негайно.



Text 4

Studies Identify Internet Addiction

1. **Read the text and do the assignments that follow.**
*Computer-users' behaviour similar to other junkies',
research finds*

Do you feel irritated and restless when you're not surfing the Internet? Do you often intend to stay on-line for only 15 minutes but are still in front of the computer two hours later? Are you spending more money on-line than you can afford?

If you've answered 'yes' to any of these questions, you could be a certifiable Net junkie.

At the annual meeting of the American Psychological Association, researchers reported that many people who use the Internet develop pathologies that look surprisingly like other recognized addictions.

In one study of student computer-users on a college campus – the group believed to be at the highest risk for developing computer addiction – almost three in four students acknowledged suffering some symptoms associated with addictive behaviour.

Janet Morahan-Martin, a professor of psychology at Bryant College in Smithfield, R.I., studied 277 college students and found that about 72 per cent reported that use of the Internet caused academic, work or interpersonal problems, personal distress, withdrawal symptoms or mood alterations.

About 64 per cent of the group reported one to three symptoms. And eight per cent reported four or more symptoms, a level that Ms. Morahan-Martin considers evidence of pathological addiction.

'Compared to others, pathological users scored significantly higher on a standard loneliness scale, were more likely to go on-line to relax, to talk to others with similar interests, to meet new people and for support,' she said.

'Internet addicts acknowledge that it's easier to be friendly and open on-line than in person,' Ms. Morahan-Martin said.

Overall, her study showed that women are closing the gap in computer usage. Four years ago, men outnumbered women on the Internet 20 to 1; today, it's 3 to 1.

Women dominate electronic mail. 'Females are more favourable toward e-mail than males, and are even more likely than males to use the Internet for communication with friends and family,' she said.



In a separate study, Kimberly Young of the University of Pittsburgh in Bradford, a pioneer in research on computer addiction, reported that people are lured to the Internet because of the highly addictive nature of interactive ‘chat’ rooms, which create an atmosphere for dependent people to seek out companionship and sexual excitement. A big draw is the ability of participants to anonymously alter their own identities.

In her study, Ms. Young contacted nearly 400 self-described Internet addicts who fulfilled criteria for such classification. Although men use computers more than women. Ms. Young’s sample included more women than men; most of the people in her sample were no longer students but had completed high school and had several years of college.

She said her study found that Internet addicts:

- feel preoccupied with the Internet to the extent that, for example, they think about going on-line while on the job;
- feel a need to use the Internet with increasing amounts of time to achieve satisfaction;
- have an inability to control the Internet use;
- use the Internet as a way of escaping from problems or relieving depression;
- lie to family members or friends to conceal the extent of involvement with the Internet;
- jeopardize the loss of significant relationships, job, educational or career opportunities because of the Internet;
- after spending an excessive amount of money on on-line fees, often return another day;
- go through withdrawal when not on-line.

(By Ed Susman)

❖ **Vocabulary Practice**

2. A) Study the Essential Vocabulary of the text; use it while doing the assignments that follow.

- 1) a certifiable Net junkie
- 2) addictive behaviour, a highly addictive nature
- 3) withdrawal symptoms
- 4) mood alterations
- 5) pathological addiction
- 6) the Internet addicts
- 7) to be lured to the Internet



- 8) to seek out companionship
- 9) a big draw
- 10) to anonymously alter one's identity
- 11) to feel preoccupied with the Internet
- 12) involvement with the Internet
- 13) to jeopardize smth
- 14) to go through withdrawal

B) Translate the following items into English.

Поведінка, викликана хворобливою пристрастю; божевільний Інтернет-залежний; велика приманка; зміни настрою; ставити щось під загрозу; Інтернет-залежні; абстинентний синдром (ломка); патологічна пристрасть; шукати дружні стосунки; спокушатися Інтернетом; відчувати ознаки абстинентного синдрому; анонімно змінювати свою ідентичність; відчувати себе залежним від Інтернету; захоплення Інтернетом.

C) Provide synonyms from the text for the following items.

To endanger smth	to surf the Net
<i>col.</i> insane	obsessive
engrossed	the Net addict
to be tempted	mental engrossment in the Net
attraction	change of state of mind
the process of ceasing to take addictive drugs	

D) Match the following phrases as they appear in the text.

- | | |
|-------------------------|------------------------------|
| 1) a certifiable | a) with the Internet |
| 2) recognized | b) the loss of relationships |
| 3) at the highest | c) Net junkie |
| 4) associated with | d) companionship |
| 5) withdrawal | e) going on-line |
| 6) mood | f) their own identities |
| 7) to alter | g) risk |
| 8) to think about | h) symptoms |
| 9) to jeopardize | i) addictions |
| 10) addictive | j) addictive behaviour |
| 11) to seek out | k) nature |
| 12) to feel preoccupied | l) alterations |



E) Group the given words and expressions thematically, and then label them. Comment on the area of their usage.

Irritated, restless, to surf the Net, to stay on-line, a certifiable Net junkie, computer addiction, personal distress, interactive chat rooms, withdrawal symptoms, mood alterations, to be lured to the Internet, dependent people, electronic mail, pathological addiction, to seek out companionship, the Internet addicts, to alter one's own identity, involvement with the Internet, interpersonal problems, significant relationships, to relieve depression, to feel preoccupied with the Internet, to escape from problems.

❖ **Text Comprehension**

3. A) You have read the article by Ed Susman about the problem of the Internet addiction. You want to know your friend's attitude to the problem. Here are the questions for you to answer and compare your answers with those of your friend's.

1) How do you conjure up the image of a 'certifiable Net junkie'?

2) Do you consider the Net addiction a disease? Why? Why not?

3) Who is most at risk of developing computer addiction?

4) What problems do students from Bryant College ascribe to Internet use?

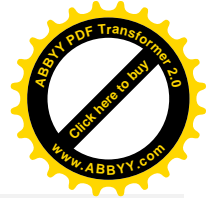
5) How did the use of the Internet affect the college students who were surveyed?

6) Why do participants in the Internet activities tend to change their identities?

7) How would you describe withdrawal symptoms?

B) Complete the sentences referring to the article.

- One could be a certifiable Net junkie if ...
- About 72 per cent reported that use of the Internet ...
- The evidence of pathological addiction in Ms. Morahan-Martin's opinion is ...
 - Pathological users were more liable to ...
 - Females communicate through e-mail more frequently ...
 - People are lured to the Internet because of ...
 - In her study, Kimberly Young, a pioneer in research on computer addiction, surveyed ...
 - Ms. Young came to the conclusion ...



❖ **Talking Points**

4. **Work in small groups (with no partners, work individually).**

Discuss the problem of the Internet addiction. Consider the questions and fill in the table given below.

- 1) Do you think ‘the Internet addiction’ exists? Explain why.
- 2) How frequently do you use the Internet?
- 3) What do you use the Internet for? Complete the table below individually, then compare it with that of a partner’s.

Summarize the Net habits of your peers, comment on the results.

Activity	Amount of time each day
surfing	
e-mail	
chat rooms	
research	
other	

❖ **Creative Writing**

5. **Write the essay ‘The Internet Addiction. Its Adverse Consequences’.**

Working as a teacher-trainee you were asked to study the Internet habits of your class. First, you decided to develop a questionnaire based on Kimberly Young’s findings. Then, having analyzed the results, you found out that there was really a problem in the class. So, you considered obligatory to inform the pupils with the results. The aim of your presentation is to persuade them to change their Net habits. Be as persuasive as you can. (See Section: Writing persuasive essays).

Hints for developing a questionnaire: Read the eight conclusions listed in the article, then determine which ones you want to include in your survey. Add the scale (see example below) on which your respondents indicate their responses.

Example: *The Internet Questionnaire*

Please, read the question and circle the appropriate answer.

- 1) Do you think about going on-line while you are in class?
1 2 3 4 5
never always
- 2) Do you lie to your family and friends to hide the amount of time you spend using the Internet?
1 2 3 4 5
never always



❖ Vocabulary Consolidation

6. Translate the situation into English cramming it with the Thematic Vocabulary.

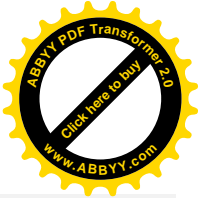
Останнім часом батьки та вчителі серйозно схвилювані невтішною ситуацією, що склалася з Інтернет користуванням підростаючим поколінням. Зростає кількість підлітків, а також дітей молодшого віку, які проводять занадто багато часу, блукаючи Інтернетом. Справа в тому, що їх майже неможливо відірвати від комп'ютера, а коли вони декілька днів не сидять перед монітором, то у них виявляються всі симптоми патологічної залежності.

Психологічні дослідження підтверджують той факт, що Інтернет-залежність набуває характеристик, притаманних наркологічній залежності. Вже й самі Інтернет користувачі признають, що страждають від деяких симптомів, які асоціюються із залежною поведінкою. Більше половини молоді, яка регулярно користується Інтернетом, стверджує, що це хобі негативно позначається на їх навчанні, міжособистісних стосунках, крім того викликають пригніченість та зміну в поведінці.

Серед деяких груп молоді це набуває патологічного характеру. Вони вже не можуть утриматись від того, щоб не поспілкуватись в прямому режимі з тими, з ким вони мають спільні інтереси, щоб не познайомитись з новими людьми та отримати їх допомогу. Психологи стверджують, що Інтернет-залежність пов'язана з самою суттю інтерактивних чатів, які створюють таку атмосферу, коли залежні користувачі шукають партнерства або сексуального збудження. Великою є спокуса спілкуватися анонімно, змінюючи свою ідентичність.

Батькам, якщо вони хочуть допомогти своїм Інтернет залежним дітям, потрібно бути уважними і знати основні симптоми хворобливої пристрасті. Інтернет залежні переповнені думками про Інтернет навіть під час роботи або на уроці в класі. Для задоволення їм потрібна постійно зростаюча кількість годин. Вони не можуть контролювати своє користування Інтернетом. Своїм друзям та батькам вони говорять неправду про те, скільки часу вони зайняті в світовій мережі. Через це вони втрачають важливі стосунки, професійні та навчальні можливості.

Ці та інші симптоми треба знати всім, щоб попередити хворобливу пристрасть до Інтернету або вчасно її вилікувати.



VOCABULARY IN USE

Word Formation

A. Read the text. Use the words below it to form words that fit in the same numbered spaces in the text.

Computer Generation

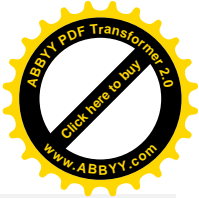
Computers are shaping children's lives, at home and at school, in totally 1) _____ ways. Common sense suggests that we consider both the 2) _____, as well as the beneficial aspects of these changes. Computers can 3) _____ damage children's health. The health hazards include obesity, 4) _____ stress injuries, eyestrain, social 5) _____, and, for some, long-term damage to physical, emotional, or intellectual development. What is suitable for adults and older students is often 6) _____ for youngsters. Too often, what computers actually connect children to is 7) _____ advertising and silly games. This can cut children off, 8) _____ and physically, from the world of 9) _____.

How often do we hear of 10) _____ spending all their free time in front of the computer, isolating themselves from other people their age?

- | | |
|-------------------|-----------------------|
| 1) expect | 6) appropriate |
| 2) harm | 7) aggression |
| 3) serious | 8) emotion |
| 4) repeat | 9) real |
| 5) isolate | 10) young |

B. For gaps 1-10, read the text below. From the words in the brackets form new words to fit in the numbered spaces in the text.

Modern technology has brought about enormous 1) _____ (**improve**) in communications and yet many people are still very worried about using the latest computer technology. I am often 2) _____ (**surprise**) to meet colleagues who still don't know what the "e" in e-mail stands for and they are too 3) _____ (**embarrass**) to ask. They assume you have to be 4) _____ (**skill**) in computers to send a message via e-mail but in fact it is the simplest thing in the world. It is also 5) _____ (**cheap**) to send an e-mail message than to send an ordinary letter or a 'snail' message which also takes much longer. An e-mail message is only 6) _____ (**slight**) more expensive than a local telephone call to send; on top of the call 7) _____ (**it**) you also have to pay a fee to your 'server'. If you



send a letter by first-class mail, it will take a couple of days to get there whereas an e-mail will not take longer than a few seconds. Once you become 8) _____ (**custom**) to using the system you will be amazed at how much more efficient it is than other means of communication. Of course, before you have access to e-mail, you will need a 9) _____ (**fair**) powerful computer, which can be quite 10) _____ (**expense**).

C. For gaps 1-15, read the text below. From the words in the brackets form new words to fit in the numbered spaces in the text.

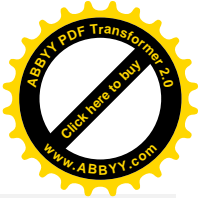
What Can Computers Do?

Computers and microchips are becoming part of our everyday lives: we visit shops and offices which are designed with the help of computers, we read magazines which are produced on computer, we pay bills prepared by computers. Just picking up a telephone and dialing a number involves the use of a 1) _____ (**sophisticate**) computer system, as does making a flight 2) _____ (**reserve**) or bank transaction.

We encounter 3) _____ (**day**) many computers that spring to life the instant they are switched on (e.g. calculators, the car's electronic ignition, the 4) _____ (**time**) in the microwave, or the programmer inside the TV set), all of which use chip technology.

What makes your computer such a 5) _____ (**miracle**) device? Each time you turn it on it is 6) _____ (**able**) of doing anything you ask. It is a 7) _____ (**calculate**) machine that speeds up 8) _____ (**finance**) calculations. It is a 9) _____ (**magic**) typewriter that allows you to type and print any kind of document – letters, memos or legal documents. It is a 10) _____ (person) communicator that 11) _____ (**able**) you to interact with other computers and with people around the world. If you like gadgets and electronic 12) _____ (**entertain**), you can even use your PC relaxing with computer games.

On the other hand, there are also 13) _____ (**advantage**) with the computer age. Computer technology may progress rapidly, but machines still make mistakes. It is not 14) _____ (**common**) for computers to suddenly crash, deleting whole files for essential information. Another negative effect of computers is that people easily become 15) _____ (**depend**) on them.



GRAMMAR PRACTICE

I. Inversion

Study theoretical explanations, and then do the activities that follow.

The term *inversion* covers two different grammatical operations.

- Using a question of the main verb (after *nowhere*, *not for one minute*, *not since*, *not until*, *never again*).

- ✓ Not only *did he fail* to collect data on the problem, but also forgot to link up with the supervisor.

- ✓ Never *have I met* a more obsessed Network maniac.

- Changing the normal position of verb and subject

- ✓ From the information superhighway *gleaned he* knowledge.

Inversion after negative adverbs

- This only occurs when the adverbial is at the beginning of a clause. All the examples below are used in formal language, usually for rhetorical effect, such as in political speeches. They are not usual in everyday spoken language. Compare:

- ✓ Never *have I used* a better laptop computer!

- ✓ I have never used a better laptop computer!

- Time expressions: *never*, *rarely*, *seldom*

These are most commonly used with *present perfect or past perfect*, or with modals such as *can or could*. Sentences of this type often contain comparatives.

- ✓ *Rarely can a Net user* have been faced with such a problem.

- ✓ *Seldom has the virtual reality* been a *worse* kind of leisure-time activity.

- ✓ *Rarely had I had* such an impressive array of new opportunities.

- Time expressions: *hardly*, *barely*, *scarcely*, *no sooner*

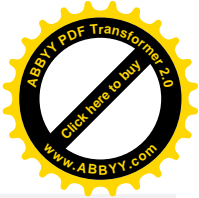
These refer to an event which quickly follows another in the past. They are usually used with *past perfect*, although *no sooner* can be followed by *past simple*. Note the words used in the contrasting clause.

- ✓ *Hardly had I left* ICQ, *when* my connection aborted.

- ✓ *Scarcely had I entered* my e-mail, *when* the computer crashed.

- ✓ *No sooner had I reached* the door *than* I realized it was locked.

- ✓ *No sooner was he* on-line again *than* he tried to attack my computer with viruses.



- After *only*

Here *only* combines with other time expressions and is usually used with *past simple*.

✓ **Only** after leaving an I-net café ***did I remember*** that I had forgotten to mention the most significant facts.

Other examples are *only if/when, only then, only later*.

Note that when *only* refers to 'the state of being the only one', there is no inversion following it.

✓ Only John wanted to hang around in the virtual café.

- Phrases containing *no/not*

These include *under no circumstances, on no account, at no time, in no way, on no condition, not until, not only... (but also)*.

✓ **On no condition are you** to drop your classes in a cyber-school.

✓ **Not until** I worked on a one-to-one with my on-line teachers ***did I realize*** the areas of their professionalism.

- After *little*

Little also has a negative or restrictive meaning in this sense.

✓ **Little does he appreciate** the advantages of digital technologies.

Inversion after *so/such* with *that*

• This occurs with *so* and adjectives when the main verb is *to be*. It is used for emphasis and is more common than the example with *such*.

✓ **So impressive was his personal profile that** we decided to contact him.

- *Such* used with *to be* means *so much/so great*.

✓ **Such was the magnetism** of his character that we started to respect him.

• As in the examples with *such*, inversion only occurs if *so/such* is the first word in the clause.

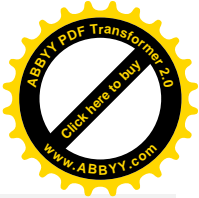
Inverted conditional sentences without *If*

• Three types of *If*- sentence can be inverted without *If*. This makes the sentences more formal and makes the event less likely.

✓ If you studied at the virtual school, you would benefit from the expertise of the language professionals.

✓ **Were you to study** at the virtual school, you would benefit from the expertise of the language professionals.

✓ If you had downloaded the necessary data, your report would have been more convincing and well-grounded.



✓ *Were you to have downloaded* the necessary data, your report would have been more convincing and well-grounded.

✓ If all has been done and dusted, you may be free.

✓ *Should all have been done and dusted*, you may be free.

✓ If he had deleted all the necessary information, he would have been punished.

✓ *Had he deleted* all the necessary information, he would have been punished.

- Inversion after *as*

This is more common in formal or written language.

✓ I enjoy surfing the Net , *as do many of my friends*.

✓ I was impressed with that new gadget, *as were other students*.

✓ I knew, *as did my colleagues*, that computer technologies would revitalize language learning.

- Inversion after *so, neither* and *nor*

These are used in ‘echoing’ statements, agreeing or disagreeing.

✓ A: I am going to serve the Net. B: *So am I*.

✓ A: I don’t spend much time on e-mail. B: *Neither do I*.

Notes: *inversion should be used sparingly as overuse can sound ridiculous. It can usually be avoided in conversation altogether. It does tend to come up regularly in the use of English paper of the exam, though.*

Practice

1. Rewrite the following sentences intensifying them and making necessary changes. There are prompts how to start.

1) He will never combine telephone and computer systems in computer telephony. He lacks technological competence and experience.

Never _____.

2) They didn’t realize until later what a terrible thing had happened – his joined alliance had collapsed.

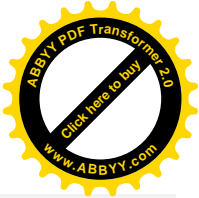
Not until _____.

3) He knows little about cross-cultural communication via the Web with colleagues from English-speaking countries.

Little _____.

4) They seldom buy computer games which are transferred to TV.

Seldom _____.



5) They have never seen such a variety of interactive software.

Never _____ .

6) I linked up with the innovative one-to-one e-mail project and hope for some sort of response only after my manager's agreement.

Only after _____ .

7) You can rarely find a student who does not want to meet new learning objectives.

Rarely _____ .

8) You are not to blend texts and graphics, as you can't do it well enough. Ask someone else, otherwise you'll make a mess of everything.

On no condition _____ .

9) Jack couldn't persuade his sister in any way to apply to the virtual English school.

In no way _____ .

10) The student couldn't find anywhere the information how to download the necessary video from YouTube.

Nowhere _____ .

2. Rewrite the following sentences making them more emphatic.

Variant 1

1) One rarely finds a person of such persistence as our colleague Lucy, who always surfs the Net for captivating information.

2) I do not allow my children to play computer games at any time.

3) The teaching staff is allowed to launch this program only after several months of training.

4) The advantages of a cyber-school are so apparent that we'll never discredit it.

5) As soon as I settled down to surf the Net for some significant data, it stopped working.

6) She was little aware of the highly addictive nature of interactive 'chat' rooms.

7) He never felt preoccupied with the Internet.

8) She didn't hesitate a second that she would delete his message.

9) As soon as I settled down to hang around in the virtual cafe, my mom asked me to help her.

10) You will not encounter a more impressive array of virtual courses anywhere.



Variant 2

- 1) I don't know how to grasp the nature and importance of computer literacy.
- 2) New Information Technologies often revitalize and intensify English language learning.
- 3) Inexperienced teachers didn't know how to employ innovative media materials into teaching process.
- 4) Some people discredit the significance of computer literacy and besides they underemphasize its nature.
- 5) Jack was unaware how to overcome his technological incompetence and phobia.
- 6) I don't know the characteristics of a new high-tech information society.
- 7) Modern people frequently suffer from the information overload.
- 8) One shouldn't blame computers for dumbing-down of the youth.
- 9) When I came in contact with people belonging to different social classes, I realized that there was a growing disparity between their possibilities.
- 10) My mom is immune to the advantages the Internet offers.

Variant 3

- 1) I have never had such a limited access to the Internet Explorer.
- 2) Alice had no idea that while designing her project she would have so many teething problems.
- 3) No matter how rapidly the high-tech information society is developing, still we meet people who stay immune to its advantages.
- 4) I can't say that nowadays we frequently meet young people who suffer from technological incompetence and phobia.
- 5) You mustn't fail to cultivate your media literacy skills in any case.
- 6) When John skimmed through that Web page, he got aware that somebody had thrown around unsubstantiated rumors about his friends.
- 7) Unfortunately she doesn't realize the significance of computer literacy.
- 8) He didn't think for one minute that he would suffer from information overload.
- 9) The moment he accessed the Website, his computer switched off.
- 10) Some teachers have no idea how to marry English with new educational technologies.



Variant 4

- 1) She will never allow her students to underemphasize and discredit the significance of computer literacy.
- 2) One rarely finds a student who is so willing to benefit from the expertise of language professionals.
- 3) Jack couldn't persuade his sister in any way to apply to the virtual English school.
- 4) The English learners will not get the certificate of completion the virtual course until they pass all the exams.
- 5) You will not encounter a more impressive array of virtual courses anywhere.
- 6) Very frequently students reluctantly join on-line conferences but instead they either hang around in the virtual café or tap into audio and video clips.
- 7) On my teaching practice I never cultivated media skills of my pupils.
- 8) You shouldn't diminish the positive potential of media and technology in any way.
- 9) The Internet addicts lie to family members or friends to conceal the extent of involvement with the Internet.
- 10) The Internet addicts have an inability to control Internet use and besides they go through withdrawal when not on-line.

3. Rewrite the following conditional intensifying them.

e.g. If I had access to the Net, I would save plenty of time.

Were I to have access to the Net, I would save plenty of time.

- 1) If I had some time, I would skim this Web page and inform you as soon as possible.
- 2) If my Internet ran quicker, I would cope with the project work.
- 3) If you had checked some Web pages, you would have found the information you need.
- 4) If you had informed me about the cross-cultural work you organized, I would not have been looking for other partners to cooperate.
- 5) If you bring all necessary data today, I will complete my work on time.
- 6) If you want to access a particular Website but don't know how, ask Monica for help.
- 7) If I knew when your discussion group worked, I would join you in the Web.
- 8) If he were free, he would display our Web pages on a local Arena Network.



9) If I had read your Website about audio conferencing, I would have participated in it.

10) If I joined the British Council list, I would get the latest news about student exchange programs.

4. First, put the verbs in brackets in the correct tense to form conditionals. Then, rewrite the conditional intensifying them.

e.g. If I _____ (have) enough time last Sunday, I _____ (stroll) down the information superhighway.

If I had had enough time last Sunday, *I would have strolled* down the information superhighway.

Had I had enough time last Sunday, *I would have strolled* down the information superhighway. (*One more variant is possible*).

1) If the authorities _____ (not to discredit) the significance of media and computer literacy, we _____ (not enter) the information society so rapidly.

2) Your company produces high tech gadgets. If you _____ (to sell) them, you _____ (to make) a fortune.

3) If Alice _____ (go) to Central European University, she _____ (to cultivate) her media skills.

4) If your friend _____ (to plagiarize) some exceptional ideas of yours, what _____ you _____ (to do)?

5) We're at a loss: if we _____ (to intensify) the experience of Ukrainian education years ago, we _____ (to have) much better developed educational networking.

6) Again we've caught the computer virus. If you _____ (to install) a special virus protection system, the data _____ (not to destroy).

7) If you _____ (to listen) to me sometimes instead of being so stubborn, you _____ (to be aware) of your technological incompetence and phobia. Then you _____ (not to appear) in a black list.

8) If I _____ (can know) how to tap into audio and video clips, I _____ (to do) it long before.

5. Complete the sentences using the Thematic Vocabulary (where it is possible).

1) Were I to have some time, _____ .

2) _____, I wouldn't have overslept.

3) _____, she wouldn't be so upset.

4) Had he worked better, _____.



- 5) _____, they would produce contemporary media forms.
- 6) Had she come, _____ .
- 7) Should he have plagiarized, _____ .
- 8) Were you to have a virus in your program, _____ .
- 9) Were you to have questioned me about the matter, _____ .
- 10) _____, you wouldn't experience information overload.

6. Translate the following conditional sentences into English bearing in mind inversion.

1) Якби у мене був доступ до мережі Інтернет, я б зекономив чимало часу.

2) За умови, що у мене буде час, я продивлюся цю Web сторінку і повідомлю про результати як найшвидше.

3) Якби мій Інтернет працював швидше, я б виконав всю роботу, яку мені замовила ваша фірма.

4) Якщо б вчора ти перевірила декілька Web сторінок, то неодмінно знайшла б корисну інформацію.

5) Якби ти повідомила мені раніше, що за між культурне співробітництво ви проводите, я б не шукала інших компаній для співробітництва.

6) Якби наша компанія не використовувала всі переваги Інтернету, ми б ніколи не вийшли на світовий ринок у сфері торгівлі якісними технічними засобами.

7) Якщо ви будете так багато працювати в Інтернеті, то врешті-решт ви відчуєте інформаційне перевантаження.

8) Якщо ти бажаєш якомога швидше отримати доступ до певного сайту, то перш за все ти маєш навчитися працювати в електронній мережі.

II. Future Forms

Review theoretical explanations, and then do the activities that follow.

Main points:

- *The Future Indefinite* is used 1) for decisions made at the moment of speaking, for expressing an immediate decision; 2) for predictions about the future, based on what we think, believe or imagine, using the verbs *think, expect* etc, the expressions *be sure, be afraid* etc, and the adverbs *probably, certainly, perhaps* etc; 3) promises, threats, warnings, requests, hopes and offers (without any



prior plan); 4) actions, events, situations which will definitely happen in the future and which you can't control.

- When you are making predictions about the future or talking about future intentions, you can use either *the Future Indefinite* or '*be going to*'.

- When you are expressing prior plans, intentions or ambitions for the future (something you intend to do in the future because you have made a plan or decision) only '*be going to*' is used.

- Decisions expressed with '*be going to*' refer to a more distant point in the future.

- Fixed arrangements, especially social and travel arrangements are expressed by *the Present Continuous*. In this case a time reference is usually included.

- *The Present Simple* is also used to describe fixed events which are not simply the wishes of the speaker.(e.g. Tom retires in three years.)

- For future events based on fixed arrangements and plans, you use *the Future Continuous*.

- For events that will happen before a stated time in the future, you use *the Future Perfect*.

Note:

The use of *shall* for the first person in future is generally considered to be restricted in British English and possibly declining in use. For some speakers, *shall* is used in formal speech and in written language.

Practice

1. In the following sentences underline the future form which is more appropriate.

1) So, you have sold your old computer, haven't you? When *will you buy/are you buying* a new one?

2) Darling, I hate your constant checking out Web pages. *Are you going to stop/ will you stop* it for a minute?

3) I hear you have been offered a new job in Microsoft. *Will you accept/ are you going to accept* it or not?

4) Do you think they *will ever take/will ever have taken* occasional risks?

5) Yes, I am sure our interaction *will have lead/will lead* to more cross-cultural work.



6) Hurry up and skim through this Web page. The train **will leave/is leaving** soon and I do not want to miss it.

7) Which platform **will it leave/does it leave** from?

8) Oh! We are going to be late for the party. By the time we get there, all the others **will be getting/will have got** the information the Internet offers.

9) The term **starts/will start** at the beginning of February. I hope the Internet **will run/will be running** irreproachably.

10) Do not call at seven, I **will be checking/will check** my e-mail.

11) Tomorrow's cyberspace **will provide/is going to provide** even more opportunities for language learners. (prediction)

12) If you press this button, you **will see/will have seen** an awesome power of the Web.

2. Complete the following sentences using will or be going to in the correct form.

1) I _____ blend this text for tomorrow's lesson. Do you want to have it? No thanks, I _____ blend it a bit later today.

2) Helen and Jill _____ have joined alliance. How wonderful! The manager _____ love it!

3) Bye, Mum. I _____ go to the Internet cafe to collect some data. I _____ back at about ten o'clock. - Have a good time, but do not be late again or I _____ furious.

4) Alice _____ mad with me when she finds out I've broken her laptop computer. - She _____ understand. Just tell her it was not your fault.

5) I _____ work today I feel awful. - Do not. I _____ ring your boss and tell her you are sick.

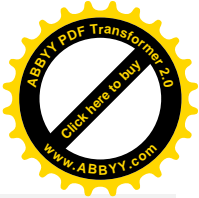
6) I am tired. I think I _____ go to bed. - Good night, I _____ fix this gadget and then join you.

7) My boss has told me I _____ be promoted. I am afraid that means longer hours at the office, darling.

8) Mr. Smith, now you've won the prize - a cellular telephone plus the lottery and you _____ to be the 5th richest man in England. How do you feel about that? - I _____ tell you next week. I'm too excited to think about it now.

9) We _____ invite several people to the party. _____ you print the invitation cards, please?

10) If you _____ press this button, you _____ back up the mainframe.



WRITING

I. Survey Report

This is a formal piece of writing based on research. This type of essay usually has three parts:

1) **an introduction** (1 paragraph) where you identify the purpose and content of your report;

2) **a main body** (several paragraphs with subheadings) where you present the collected information in detail;

3) **a conclusion** (1 paragraph) where you summarize the information and give a recommendation (suggestion) if relevant in your case.

Recommendations:

- Use formal language.
- Use numbers or letters to separate portions of information.
- Think of the main heading of your report.
- Carefully analyze the information and break it up into appropriate subheadings.
- Use present tenses to introduce generalizations, otherwise use past tenses if appropriate.
- Use expressions like *20 %*, *every second computer*, *the majority of software*, *a large proportion of Websites* to report the results of your survey.
- Present facts in the form of percentages or proportions if applicable.
- Link generalizations to the facts either by active (*This indicates / manifests / makes clear*) or passive (*It is demonstrated / specified by...*).

Useful phrases:

To introduce: *This research/survey was done... The aim of this survey is... As requested by... With reference to... According to...*

To generalize: *On the whole... As a rule... In general... Generally... By and large... In all parts... Overall...*

To give examples: *For instance... For example... Particularly... In particular... Such as... Especially...*

To introduce other people's opinions: *Many experts consider /believe/assume... Some people claim/argue/declare/point out... It is popularly believed... It is often alleged... Contrary to popular belief...*

To conclude: *Finally... Lastly... On balance... To sum it up... All in all... In conclusion... All things considered... Last but not least... Taking everything into account/consideration...*



II. Argumentative Essay (‘For and Against Essay’)

This is a formal piece of writing in which advantages and disadvantages of a particular topic are discussed. This type of essay usually has three parts:

1) **an introduction** (paragraph 1) where you state the topic without giving your opinion;

2) **a main body** (2-4 paragraphs) where you give your points 'for' (paragraphs 1-2) and 'against' (paragraphs 3-4) together with supporting arguments;

3) **a conclusion** (paragraph 4) where you give a balanced consideration of the topic or your personal opinion.

Recommendations:

- Do not use informal language.
- Do not use strong language (e.g. *I am absolutely convinced... It is my firm belief*).

• Do not use opinion words (e.g. *I believe... In my opinion/view... I am inclined to believe... I think...*) in the first two parts of the essay.

• Prepare a list of 'for' and 'against' points before you begin writing.

• Make sure there are no paragraphs containing only one sentence.

• Start each paragraph with a topic sentence (the one which summarizes the content of the paragraph).

• Do not use contracted forms.

Useful phrases:

To introduce the topic: *Some experts believe that... Are you aware of...? Is not it amazing that/how..? Have you ever considered..? As far as this problem is concerned... To start/begin with... First of all...*

To list the advantages: *In the first place... Furthermore ... One point of view in favour of... In addition to... The main advantage of... An additional argument is that... Many are convinced that... Afterwards...*

To list the disadvantages: *However there are some disadvantages as well... Despite the advantages... Nevertheless ... The main drawback / disadvantage is ... The greatest disadvantage of... As a result... Finally...*

To emphasise a point: *Indeed... Naturally... Clearly... Obviously... Needless to say... Suffice it to say...*

To introduce the conclusion: *To conclude ... To put it succinctly... The way I see it... Taking everything into account ... All things considered... To sum it up ...*



III. Persuasive Essay

This is a formal piece of writing the purpose of which is to persuade the reader to believe the writer's position on some particular issue. As the writer you need to determine the issue you want to argue, and then you will support your thesis. This type of essay usually has three parts:

1) **an introduction** (1 paragraph) where you start with a general idea identifying the purpose and content of your essay.

2) **a main body** (3-5 paragraphs) where you express your opinion and present the reasonable arguments of it. For persuasion four kinds of support can be used: *statistics, authority, example, and/or predicting the consequences*. Each paragraph is organized around a central idea.

3) **a conclusion** (1 paragraph) may summarize briefly the points you have made in your argument, and it restates the thesis in different words.

Recommendations:

- Read the rubric of the task carefully to see exactly what is required.
- Think carefully about the information you are going to include.
- Remember who you are writing for: choose formal or informal style.
- Use opinion words to be persuasive and argumentative at the same time (e.g. *I believe... In my opinion/view... I am inclined to believe... As far as I am concerned, I ...*).
- Make sure there are no paragraphs containing only one sentence.
- Do not use contracted forms.

Useful phrases:

To introduce a false statement: *It could be argued that... Some people would argue that... It is often suggested that...*

To demolish a false statement: *This is partly true, but... This assumption/argument has a certain superficial logic, but... To a certain limited extent, there is some truth in this...*

To propose a correct argument: *It is clear that... The real situation... Obviously... It is correct to suggest...*

To give examples: *For instance... For example... Particularly... In particular... Such as... Especially...*

To state authority's opinions: *Many experts claim/believe/assume/ argue/declare/point out... It is considered/believed... It is often alleged...*

To express reality: *It is a fact that... In fact... As a matter of fact... Actually... In practice... Indeed...*

To express consequences: *Finally... So... Thus... Consequently... Accordingly... As a result... Eventually... Sooner or later... Therefore... In the long run... Ultimately...*



OVERVIEW

THEMED DISCUSSION

The following issues may be recommended for a round table talk. Discuss them in groups.

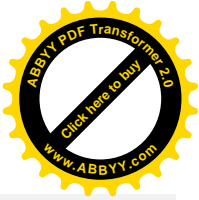
1. New information technologies in foreign language teaching: pros and cons.
2. The Internet addiction – a serious problem of nowadays.
3. The Internet addiction. What can a teacher do to change addictive Net habits of his (her) pupils?
4. The way I see the English classroom with multi-media incorporated.
5. How can a teacher benefit from multi-media as teaching devices?
6. What part does a computer play in self-education?
7. How media and computer technologies can change the face of the foreign language classroom.
8. How do you use the Internet for your personal and professional development?
9. New information technologies as educational aids: their challenges and potential.
10. Virtual reality: an entirely new world that is only a touch away.
11. Cross-cultural communication via the Web – an exciting experience to deliver.
12. What is a new high-tech information society?
13. Computers are indispensable in foreign-language learning.
14. My place in a virtually English classroom, the way I see it.
15. The major rules of Netiquette. Do you always follow them in your cross-cultural communication?
16. Technology in education – why?
17. The impact of technology on the education.
18. The 21st century education.



CHECK YOURSELF

Make sure you know the Essential Vocabulary below. Use the list to sum up what you have learnt from Unit 2 “New Information Technologies in Teaching”.

1. to allow students access to
2. to glean knowledge from
3. to stroll down the information superhighway
4. to deliver an experience
5. to trade lesson plans on the computer screens
6. a gadget
7. technological advancements
8. new digital technologies
9. teaching planners downloadable from the Web
10. to marry English language teaching with the new digital technologies
11. to change the face of language learning
12. to stroll down the information superhighway
13. to place lots of emphasis on
14. an impressive array of courses via the Web
15. to have the edge over smb
16. an electronic encounter
17. to download the required software
18. to check out smb’s personal profile
19. to benefit from the expertise of language professionals
20. to be liable to commit a few social blunders
21. to hold a conversation on-line
22. to communicate through cyberspace via mail
23. to take advantage of one’s anonymity
24. a network newbie
25. a certifiable Net junkie
26. addictive behavior; a highly addictive nature; pathological addiction; the Internet addicts
27. to be lured to the Internet
28. to anonymously alter one’s identity
29. to feel preoccupied with the Internet
30. to jeopardize sth
31. to go through withdrawal; withdrawal symptoms
32. to have some teething problems



TEXTS FOR INDEPENDENT READING

Text 1

Understanding Your Learning Style: The Soloman-Felder Index of Learning Styles

Learning style preferences refer to the “characteristic strengths and preferences in the ways people take in and process information” (Felder, 1996). The Soloman-Felder Model of Learning Styles incorporates most of the major approaches to understanding learning styles and is designed for use with college and university students to self-test their learning preferences. Each of the four scales of the Soloman-Felder Index of Learning Styles has two opposite preferences. Everyone uses all preferences at different times, but not usually with equal levels of confidence.

The Active/Reflective Scale: How do you prefer to process information?

Active Reflective

Active learners learn by doing something with information. They prefer to process information by talking about it and trying it out. Reflective learners learn by thinking about information. They prefer to think things through and understand things before acting.

The Sensing/Intuitive Scale: How do you prefer to take in information?

Sensing Intuitive

Sensing learners prefer to take in information that is concrete and practical. They are oriented towards details, facts, and figures and prefer to use proven procedures. They are realistic and like practical applications. Intuitive learners prefer to take in information that is abstract, original, and oriented towards theory. They look at the big picture and try to grasp overall patterns. They like discovering possibilities and relationships and working with ideas.

The Visual/Verbal Scale: How do you prefer information to be presented?

Visual Verbal

Visual learners prefer visual presentations of material – diagrams, charts, graphs, pictures. Verbal learners prefer explanations with words – both written and spoken.

The Sequential/Global Scale: How do you prefer to organize information?



Sequential Global

Sequential learners prefer to organize information in a linear, orderly fashion. They learn in logically sequenced steps, work with information in an organized and systematic way. Global learners prefer to organize information more holistically and in a seemingly random manner without seeing connections. They often appear scattered and disorganised in their thinking yet often arrive at a creative or correct end product.

How can independent learners help themselves?

Active:

- Compensate for lack of discussion by scheduling regular meetings with advising faculty member or seek out other students interested in same or similar topics and organise discussion groups.
- When developing your work to assess, find creative ways to use the material learned.
- Talk about material learned with family and friends.

Reflective:

- Schedule time to reflect on material.
- Don't just read – stop periodically to review the material and think of possible questions or applications.
- Write short summaries of materials read.
- Use reflective writing tasks (i.e., journals).

Sensing:

- Make connections to the real world.
- Seek out specific examples of concepts and procedures.
- Brainstorm about real world connections with your advising faculty member, other students, family, or friends.

Intuitive:

- Seek out interpretation and theory to link together facts.
- Try to find theoretical connections to material learned.
- Discuss theories and interpretations with your advising faculty member.
- Take care not to miss the details when producing work to assess.

Visual:

- Seek out diagrams, graphs, sketches, schematics, photographs, flow charts, or other visual representations of material.
- Seek out video, CD-ROM, or internet animations of material.



- Organise material into a concept map (or flow chart).
- Colour code your notes.

Verbal:

- Write summaries and outlines of material learned.
- Convert diagrams, graphs, etc., into written descriptions.
- Meet with advising faculty member regularly to discuss material.
- Organise discussion groups with other students.
- Explain material to family and friends.

Sequential:

- Learn material in steps.
- Ask advising faculty member to fill in any skipped steps when explaining information.
- Take time to organise material in logical order.
- Try to strengthen global skills by relating new topics to material already learned.

Global:

- Generate the big picture before trying to master details.
- Seek out general review articles that summarize literature before reading individual research papers.
- Skim through readings before you read material carefully.
- Instead of spending a little time on a subject daily, try to schedule larger blocks of time less often to immerse yourself in the subject.
- Find connections to material already learned.

(By R. Felder and B. Solomon,
from “Learning Styles and Strategies”)

Text 2

Learning Styles: How Learners Help Themselves

Active and Reflective Learners

Active learners tend to retain and understand information best by doing something active with it – discussing or applying it or explaining it to others. Reflective learners prefer to think about it quietly first.

“Let’s try it out and see how it works” is an active learner’s phrase; “Let’s think it through first” is the reflective learner’s response.

Active learners tend to like group work more than reflective learners, who prefer working alone.



Sitting through lectures without getting to do anything physical but take notes is hard for both learning types, but particularly hard for active learners.

Everybody is active sometimes and reflective sometimes. Your preference for one category or the other may be strong, moderate, or mild. A balance of the two is desirable. If you always act before reflecting you can jump into things prematurely and get into trouble, while if you spend too much time reflecting you may never get anything done.

How can active learners help themselves?

If you are an active learner in a class that allows little or no class time for discussion or problem-solving activities, you should try to compensate for these lacks when you study. Study in a group in which the members take turns explaining different topics to each other. Work with others to guess what you will be asked on the next test and figure out how you will answer. You will always retain information better if you find ways to do something with it.

How can reflective learners help themselves?

If you are a reflective learner in a class that allows little or no class time for thinking about new information, you should try to compensate for this lack when you study. Don't simply read or memorize the material; stop periodically to review what you have read and to think of possible questions or applications. You might find it helpful to write short summaries of readings or class notes in your own words. Doing so may take extra time but will enable you to retain the material more effectively.

Sensing and Intuitive Learners

Sensing learners tend to like learning facts, intuitive learners often prefer discovering possibilities and relationships.

Sensors often like solving problems by well-established methods and dislike complications and surprises; intuitors like innovation and dislike repetition. Sensors are more likely than intuitors to resent being tested on material that has not been explicitly covered in class.

Sensors tend to be patient with details and good at memorizing facts and doing hands-on (laboratory) work; intuitors may be better at grasping new concepts and are often more comfortable than sensors with abstractions and mathematical formulations.

Sensors tend to be more practical and careful than intuitors; intuitors tend to work faster and to be more innovative than sensors.



Sensors don't like courses that have no apparent connection to the real world; intuitors don't like "plug-and-chug" courses that involve a lot of memorization and routine calculations.

Everybody is sensing sometimes and intuitive sometimes. Your preference for one or the other may be strong, moderate, or mild. To be effective as a learner and problem solver, you need to be able to function both ways. If you overemphasize intuition, you may miss important details or make careless mistakes in calculations or hands-on work; if you overemphasize sensing, you may rely too much on memorization and familiar methods and not concentrate enough on understanding and innovative thinking.

How can sensing learners help themselves?

Sensors remember and understand information best if they can see how it connects to the real world. If you are in a class where most of the material is abstract and theoretical, you may have difficulty. Ask your instructor for specific examples of concepts and procedures, and find out how the concepts apply in practice. If the teacher does not provide enough specifics, try to find some in your course text or other references or by brainstorming with friends or classmates.

How can intuitive learners help themselves?

Many college lecture classes are aimed at intuitors. However, if you are an intuator and you happen to be in a class that deals primarily with memorization and rote substitution in formulas, you may have trouble with boredom. Ask your instructor for interpretations or theories that link the facts, or try to find the connections yourself. You may also be prone to careless mistakes on test because you are impatient with details and don't like repetition. Take time to read the entire question before you start answering and be sure to check your results.

Visual and Verbal Learners

Visual learners remember best what they see – pictures, diagrams, flow charts, time lines, films, and demonstrations. Verbal learners get more out of words – written and spoken explanations. Everyone learns more when information is presented both visually and verbally.

In most college classes very little visual information is presented: students mainly listen to lectures and read material written on chalkboards and in textbooks and handouts. Unfortunately, most people are visual learners, which means that most students do not get nearly as much as they would if more visual presentation were used in class. Good learners are capable of processing information presented either visually or verbally.



How can visual learners help themselves?

If you are a visual learner, try to find diagrams, sketches, schematics, photographs, flow charts, or any other visual representation of course material that is predominantly verbal. Ask your instructor, consult reference books, and see if any videotapes or CD-ROM displays of the course material are available. Prepare a concept map by listing key points, enclosing them in boxes or circles, and drawing lines with arrows between concepts to show connections. Color-code your notes with a highlighter so that everything relating to one topic is the same color.

How can verbal learners help themselves?

Write summaries or outlines of course material in your own words. Working in groups can be particularly effective: you gain understanding of material by hearing classmates' explanations and you learn even more when you do the explaining.

Sequential and Global Learners

Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly "getting it."

Sequential learners tend to follow logical stepwise paths in finding solutions; global learners may be able to solve complex problems quickly or put things together in novel ways once they have grasped the big picture, but they may have difficulty explaining how they did it.

Many people who read this description may conclude incorrectly that they are global, since everyone has experienced bewilderment followed by a sudden flash of understanding. What makes you global or not is what happens before the light bulb goes on. Sequential learners may not fully understand the material but they can nevertheless do something with it (like solve the homework problems or pass the test) since the pieces they have absorbed are logically connected. Strongly global learners who lack good sequential thinking abilities, on the other hand, may have serious difficulties until they have the big picture. Even after they have it, they may be fussy about the details of the subject, while sequential learners may know a lot about specific aspects of a subject but may have trouble relating them to different aspects of the same subject or different subjects.

How can sequential learners help themselves?

Most college courses are taught in a sequential manner. However, if you are a sequential learner and you have an instructor



who jumps around from topic to topic or skips steps, you may have difficulty following and remembering. Ask the instructor to fill in the skipped steps, or fill them in yourself by consulting references. When you are studying, take the time to outline the lecture material for yourself in logical order. In the long run doing so will save you time. You might also try to strengthen your global thinking skills by relating each new topic you study to things you already know. The more you can do so, the deeper your understanding of the topic is likely to be.

How can global learners help themselves?

If you are a global learner, it can be helpful for you to realize that you need the big picture of a subject before you can master details. If your instructor plunges directly into new topics without bothering to explain how they relate to what you already know, it can cause problems for you. Fortunately, there are steps you can take that may help you get the big picture more rapidly. Before you begin to study the first section of a chapter in a text, skim through the entire chapter to get an overview. Doing so may be time-consuming initially but it may save you from going over and over individual parts later. Instead of spending a short time on every subject every night, you might find it more productive to immerse yourself in individual subjects for large blocks. Try to relate the subject to things you already know, either by asking the instructor to help you see connections or by consulting references. Above all, don't lose faith in yourself; you will eventually understand the new material, and once you do your understanding of how it connects to other topics and disciplines may enable you to apply it in ways that most sequential thinkers would never dream of.

(By R. Felder and B. Solomon)

Text 3

Learning Styles: How to Learn Effectively

How do you learn best? Have you ever thought that you might be more effective in your classes if you fully understood the methods for learning and studying that work best for your learning style? This section is designed to allow you to assess your learning style and provide some ideas for strategies that will help you to be more effective in the classroom. Remember, we all learn in different ways but everyone can learn effectively.



Assessing Your Learning Style

The first step in the process is to assess your learning style. Please take one of the following inventories. These inventories are meant to give you valuable feedback about your learning style but should not be considered diagnostic or predictive.

<http://www.vark-learn.com/english/page.asp?p=questionnaire>

After the assessment be sure to look at the help sheets associated with each learning modality. You will find lots of helpful tips.

Learning Style Strategies

Once you have completed one of the inventories (or both!), you'll have an indication of your learning style preferences. Though all of us are able to learn in all of the modes, we tend to have preferences for certain styles. The following information may then be helpful as you work to modify how you study, prepare for exams, read your assignments or take notes during lectures in new and more interesting ways.

Visual Learners

- Organize work and living space to avoid distractions.
- Sit in the front of the room to avoid distraction and away from doors or windows where action takes place. Sit away from wall maps or bulletin boards.
 - Use neatly organized or typed material.
 - Use visual association, visual imagery, written repetition, flash cards, and clustering strategies for improved memory.
 - Reconstruct images in different ways – try different spatial arrangements and take advantage of blank spaces on the page.
 - Use note pads, to-do lists, and other forms of reminders.
 - Use organizational format outlining for recording notes. Use underlining, highlighting in different colors, symbols, flow charts, graphs or pictures in your notes.
- Practice turning visual cues back into words as you prepare for exams.
 - Allow sufficient time for planning and recording thoughts when doing problem-solving tasks.
 - Use test preparation strategies that emphasize organization of information and visual encoding and recall.
 - Participate actively in class or group activities.
 - Develop written or pictorial outlines of responses before answering essay questions.



Reading/Writing Learners

- Use a combination of handouts, textbook and lecture notes when studying.
- Rewrite the ideas and principles into other words.
- Make lists and organize them into categories and sections.
- Turn charts and flows into words.
- Seek to explain pictures and examples in words.
- Seek out professors who use words well and provide lots of information in their lectures.
- Read and write your notes again and again.
- Organize diagrams and graphs into statements.
- Imagine your lists arranged as multiple choice questions and distinguish one from the other.
- Make use of extra information recommended by instructors such as manuals, dictionaries, and glossaries.

Auditory Learners

- Work in quiet areas to reduce distractions, avoiding areas with conversation, music, and television.
- Sit away from doors or windows where noises may enter the classroom.
- Rehearse information rally.
- Attend lectures and tutorials regularly.
- Discuss topics with other students, professors and GTAs. Ask others to hear your understanding of the material.
- Use mnemonics, rhymes, jingles, and auditory repetition through tape recording to improve memory.
- Practice verbal interaction to improve motivation and self-monitoring.
- Use tape recorders to document lectures and for reading materials.
- Remember to examine illustrations in textbooks and convert them into verbal descriptions.
- Read the directions for tests or assignments aloud, or have someone read them to you, especially if the directions are long and complicated.
- Remind yourself to review details.
- Use time managers and translate written appointment reminders into verbal cues.



- Use verbal brainstorming and tape recording writing and proofing.
- Leave spaces in your lecture notes for later recall and ‘filing’. Expand your notes by talking with others and collecting notes from the textbook.
- Read your notes aloud.
- Practice writing your answers using old exams and speak your answers.

Kinesthetic Learners

- Keep verbal discourse short and to the point.
- Actively participate in discussions.
- Use all of your senses – sight, touch, taste, smell, hearing.
- Use direct involvement, physical manipulation, imagery, and “hands on” activities to improve motivation, interest, and memory.
- Organize information into the steps that were used to physically complete a task.
- Seek out courses that have laboratories, field trips, etc. and lecturers who give real life examples.
- Use case studies and applications (example) to help with principles and abstract concepts.
- Allow for physical action in solving problems.
- Read or summarize directions, especially if they are lengthy and complicated, to discourage starting a task without instructions.
- Use taped reading materials.
- Use practice, play acting, and modeling to prepare for tests.
- Allow for physical movement and periodic breaks during tests, while reading, or while composing written assignments.
- Role play the exam situation.
- Teach the material to someone else.
- Write practice answers, paragraphs or essays.

Text 4

Learning Styles And Strategies

The Visual / Verbal Learning Style

You learn best when information is presented visually and in a written language format. In a classroom setting, you benefit from instructors who use the blackboard (or overhead projector) to list the essential points of a lecture, or who provide you with an outline to follow along with during lecture. You benefit from information



obtained from textbooks and class notes. You tend to like to study by yourself in a quiet room. You often see information “in your mind’s eye” when you are trying to remember something.

Learning Strategies for the Visual / Verbal Learner:

✓ To aid recall, make use of “colour coding” when studying new information in your textbook or notes. Using highlighter pens, highlight different kinds of information in contrasting colours.

✓ Write out sentences and phrases that summarize key information obtained from your textbook and lecture.

✓ Make flashcards of vocabulary words and concepts that need to be memorized. Use highlighter pens to emphasize key points on the cards. Limit the amount of information per card so your mind can take a mental “picture” of the information.

✓ When learning information presented in diagrams or illustrations, write out explanations for the information.

✓ When learning mathematical or technical information, write out in sentences and key phrases your understanding of the material. When a problem involves a sequence of steps, write out in detail how to do each step.

✓ Make use of computer word processing. Copy key information from your notes and textbook into a computer. Use the print-outs for visual review.

✓ Before an exam, make yourself visual reminders of information that must be memorized. Make “stick it” notes containing key words and concepts and place them in highly visible places – on your mirror, notebook, car dashboard, etc...

The Visual / Nonverbal Learning Style

You learn best when information is presented visually and in a picture or design format. In a classroom setting, you benefit from instructors who use visual aids such as film, video, maps and charts. You benefit from information obtained from the pictures and diagrams in textbooks. You tend to like to work in a quiet room and may not like to work in study groups. When trying to remember something, you can often visualize a picture of it in your mind. You may have an artistic side that enjoys activities having to do with visual art and design.

Learning Strategies for the Visual / Nonverbal Learner:

✓ Make flashcards of key information that needs to be memorized. Draw symbols and pictures on the cards to facilitate recall. Use highlighter pens to highlight key words and pictures on the flashcards. Limit the amount of information per card, so your mind can take a mental “picture” of the information.



✓ Mark up the margins of your textbook with key words, symbols, and diagrams that help you remember the text. Use highlighter pens of contrasting colours to “colour code” the information.

✓ When learning mathematical or technical information, make charts to organize the information. When a mathematical problem involves a sequence of steps, draw a series of boxes, each containing the appropriate bit of information in sequence. Use large square graph paper to assist in creating charts and diagrams that illustrate key concepts.

✓ Use the computer to assist in organizing material that needs to be memorized. Using word processing, create tables and charts with graphics that help you to understand and retain course material. Use spreadsheet and database software to further organize material that needs to be learned.

✓ As much as possible, translate words and ideas into symbols, pictures, and diagrams.

The Tactile / Kinesthetic Learning Style

You learn best when physically engaged in a “hands on” activity. In the classroom, you benefit from a lab setting where you can manipulate materials to learn new information. You learn best when you can be physically active in the learning environment. You benefit from instructors who encourage in-class demonstrations, “hands on” student learning experiences, and field work outside the classroom.

Strategies for the Tactile / Kinesthetic Learner:

✓ To help you stay focused on class lecture, sit near the front of the room and take notes throughout the class period. Don't worry about correct spelling or writing in complete sentences. Jot down key words and draw pictures or make charts to help you remember the information you are hearing.

✓ When studying, walk back and forth with textbook, notes, or flashcards in hand and read the information out loud. Think of ways to make your learning tangible, i.e. something you can put your hands on. For example, make a model that illustrates a key concept. Spend extra time in a lab setting to learn an important procedure. Spend time in the field (e.g. a museum, historical site, or job site) to gain first-hand experience of your subject matter.

✓ To learn a sequence of steps, make flashcards for each step. Arrange the cards on a table top to represent the correct sequence. Put words, symbols, or pictures on your flashcards – anything that helps you remember the information. Use highlighter pens in contrasting



colours to emphasize important points. Limit the amount of information per card to aid recall. Practice putting the cards in order until the sequence becomes automatic.

- ✓ When reviewing new information, copy key points onto a chalkboard, easel board, or other large writing surface.

- ✓ Make use of the computer to reinforce learning through the sense of touch. Using word processing software, copy essential information from your notes and textbook. Use graphics, tables, and spreadsheets to further organize material that must be learned.

- ✓ Listen to audio tapes on a Walkman tape player while exercising. Make your own tapes containing important course information.

The Auditory / Verbal Learning Style

You learn best when information is presented auditory in an oral language format. In a classroom setting, you benefit from listening to lecture and participating in group discussions. You also benefit from obtaining information from audio tape. When trying to remember something, you can often “hear” the way someone told you the information, or the way you previously repeated it out loud. You learn best when interacting with others in a listening/speaking exchange.

Strategies for the Auditory / Verbal Learner:

- ✓ Join a study group to assist you in learning course material. Or, work with a “study buddy” on an ongoing basis to review key information and prepare for exams.

- ✓ When studying by yourself, talk out loud to aid recall. Get yourself in a room where you won't be bothering anyone and read your notes and textbook out loud.

- ✓ Tape record your lectures. Use the ‘pause’ button to avoid taping irrelevant information. Use a tape recorder equipped with a 3-digit counter. At the beginning of each lecture, set your counter to ‘000.’ If a concept discussed during lecture seems particularly confusing, glance at the counter number and jot it down in your notes. Later, you can fast forward to that number to review the material that confused you during lecture. Making use of a counter and pause button while tape recording allows you to avoid the tedious task of having to listen to hours and hours of lecture tape.

- ✓ Use audio tapes such as commercial books on tape to aid recall. Or, create your own audio tapes by reading notes and textbook information into a tape recorder. When preparing for an exam, review the tapes on your car tape player or on a “Walkman” player whenever you can.



✓ When learning mathematical or technical information, “talk your way” through the new information. State the problem in your own words. Reason through solutions to problems by talking out loud to yourself or with a study partner. To learn a sequence of steps, write them out in sentence form and read them out loud.

Text 5

Technology In Education – Why?

There has been a lot of chatter lately about whether integrating technology into the classroom is having an impact on student learning. “Where is the data that justifies the millions of dollars spent on technology?”

Many say that students can learn content without technology in the classroom, and I don’t disagree.

We know this to be true because prior to technology in education students still learned and passed tests. If students can ‘succeed in school’ without technology, why are we spending so much time, energy, and money to get it into our classrooms? This is a valid question... but one that raises even more questions.

When students were succeeding in school with no technology, we were also living in a world with little technology, and preparing students for life in a world where technology wasn’t a part of their daily lives.

An excerpt from Sir Ken Robinson’s talk, “Changing Education Paradigms”:

“...The problem is they are trying to meet the future by doing what they did in the past. And on the way they are alienating millions of kids who don’t see any purpose in going to school. When we went to school we were kept there with the story, which is if you worked hard and did well and got a college degree you’d have a job. Our kids don’t believe that and they are right not to...”

When I saw Sir Ken Robinson speak at a recent NYSCATE conference he said something to the effect of, ‘Technology isn’t technology if it already existed when you were born.’ Think about it... “Wow,” I thought. Our children are born in to this, and don’t know anything different. To our children, this is just ‘how it is.’ I am 34 years old and don’t think twice about cordless phones or wireless remotes on televisions, but I bet they were a big deal when they first came out.



Of course this will have an impact on how we educate our children. This is not like when they allowed calculators to be used in school!

Why should we include technology in the education of our children? Here are some very well thought out answers to that question written by John Page. (John Page is a software designer living in California's Silicon Valley. He is the author of the free online geometry textbook Math Open Reference – Thanks, John!)

Reason 1. *Expansion of Time and Place*

In a typical high school a student has access to a teacher 40 minutes per day. That means she has access to that teacher 5% of her waking day, and even that time is shared with 25 classmates. She has access to the Internet 100% of the time. That's 20X better.

Technology is no substitute for an inspiring teacher. However, on-line materials are far more available. Twenty times more.

Using the "textbook plus classroom" approach, the places where learning can occur are limited. On the other hand, a wireless laptop has access to the teacher's course material and the entire Internet almost anywhere. This is also a vastly larger resource than can be practically carried on paper in a backpack.

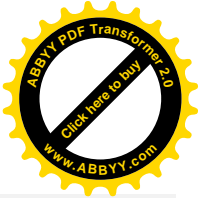
Bottom line: information technology allows learning anywhere, any time; not just in one particular classroom for forty minutes a day.

Reason 2. *Depth of Understanding*

Interactive simulations and illustrations can produce a much greater depth of understanding of a concept. When virtual manipulatives are used in a classroom setting they can go far beyond chalk and talk. Using a projector, the teacher can conduct on-screen investigations and demonstrate concepts far more easily than with just words and arm-waving. The students have access to the same tools over the Web; they can reinforce the ideas by experimenting with the simulations themselves, any time, anywhere.

Reason 3. *Learning vs. Teaching*

Technology allows the tables to be turned. Instead of teaching (push), students can be given projects that require them to learn (pull) the necessary material themselves. Key to this is the ability to get the information they need any time anywhere, without being in the physical presence of a teacher. This project-based pull approach makes learning far more interesting for the student. I have seen first-hand how students cannot wait to get out of regular classes to go to the after-school robotics project.



Reason 4. *New Media for Self-Expression*

In the old days, students could write in a notebook, and what they wrote was seen only by the teacher. Using modern technology they can: Make a PowerPoint presentation, record/edit spoken word, do digital photography, make a video, run a class newspaper, run a Web-based school radio or TV station, do claymation, compose digital music on a synthesizer, make a Website, create a blog.

Reason 5. *Collaboration*

A vital skill in the new digital world is the ability to work collaboratively on projects with others who may not be physically close. This can best be done using modern computer tools such as the Web, email, instant messaging and cell phone. Rather than laboring alone on homework, students can work in small groups wherever they happen to be and at any time. They are doing this already (it used to be called cheating) – it can now be formalized and taught as a vital skill. Many university projects are undertaken by teams spread around the world. Students need to be prepared for this.

Reason 6. *Going Global*

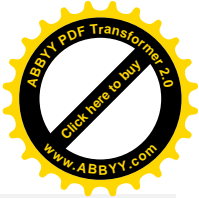
The worldview of the student can be expanded because of the zero cost of communicating with other people around the globe. The Internet permits free video conferencing which permits interaction in real time with sister schools in other countries. From an educational viewpoint, what could be more important than understanding other cultures through direct dialog and collaboration?

Reason 7. *Individual Pacing and Sequence*

Students are, of course, all different. Information technologies can permit them to break step with the class and go at a pace and order that suits that student better. Without disrupting the class, they can repeat difficult lessons and explore what they find interesting. With time, it will become more like having a private tutor rather than being lost in a large class.

Reason 8. *Weight*

Three textbooks and three binders easily weigh over 25lb. A laptop computer weighs about 5lb and provides access to infinitely more material via its own storage and the Internet. A 40Gb hard drive can hold 2 million pages with illustrations; the Web is unfathomably large. Right now, students are getting back injuries lugging around a tiny subset of what they need in the form of black marks on slices of dead trees. And it's just a static, boring text.



Reason 9. *Personal Productivity*

Students need productivity tools for the same reasons you do. They need to write, read, communicate, organize and schedule. A student's life is not much different from any knowledge worker, and they need similar tools. Even if they are never used in the classroom, portable personal computers will make a student's (and teacher's) life more effective. To cash in this benefit, schools need to go paperless.

Reason 10. *Lower Cost*

It is not unusual for a textbook to cost over \$120, and in community colleges, where they are purchased by the student, they can cost more than the tuition itself.

Through the use of open, free educational tools on the Web, the dependence on expensive paper textbooks can be reduced. There is a growing movement to create and publish this type of material through organizations such as OER Commons. OER stands for Open Educational Resources and the idea is to follow the open source model made popular by software projects such as Linux. Material is created by the educational community itself then freely shared.

Today (Nov 2007) a decent laptop can be bought for \$399, the price of a few textbooks. Right now we need both the paper books and the computer, but that is simply a transitional phase.

Take a look at the video entitled: "The Evolution of Technology and the Human Race" (www.the21centuryteacher/member-articles/on-education/50-technology-education-why)

The world is not the same as it was 15, 10, 5, even 1 year ago. This is a fact. It is our job as educators to prepare our students to succeed in the world as it is (will be) the best we can. This is a fact.

With the world changing as it is largely due to technology wouldn't it make sense to include technology in education?

Do we have loads of data explaining why we need to integrate technology into education? No... not yet. When we do, what form will this data take? Will we ever have this data? I don't know, but I'd be willing to bet that if we REMOVED all current technology from education today, there might all of a sudden be plenty of reasons why we all would need it back!

Obviously – just purchasing technology and putting it into a classroom isn't going to do anything. It's all in how our teachers are using it to facilitate student learning. This is where the problem is. It's past time to address this. Are webinars, PD's and conferences really



the answer? Are they working? Are only some working? Are we currently living in a grey area of time where some understand the tools available and some don't? – So many questions. One thing is for sure... Technology is here for good.

(By Jake Glasgow)

Text 6

Impact of Technology On the Educational System

Shortly after the internet explosion of the 1990s, technology was immediately integrated into the classrooms. Technology, even though symbolizes advancement in human knowledge, was seen as a setback by many educators. Many efforts have been established to help educators realize the benefits of technology and ways of implementing them in the classroom. This advancement created a constantly expanding gap between the student's perception on the use of technology within the learning atmosphere, and the teacher's perception and limitations.

Educational Implications

The student-teacher dynamic has drastically changed since the introduction of technology-based class structure. The instructor is no longer the king of the classroom but rather a middleman between information and student. Instead of a passive sponge soaking up knowledge, the student has now become an active informational architect, procuring, rearranging and displaying information. Two-thirds of teachers surveyed at the turn of the century stated that they were not comfortable using technology, leaving tech-savvy students in a position to assist the teacher in technology-based lesson plans. Through this the personal development is happened harmoniously. Of course technologies damage the rank of teachers at the classes, but the aim of teachers is to develop children's knowledge.

Effects on Children

Children are understanding concepts better. Their skills are improving. More than the teacher writing on the black board this system leaves behind a better impact on children of all age groups. The children enjoy learning like this as it is not boring like the lessons learned on black board. As all children like computers and latest technology, this way of teaching is really helpful.



Positive Effects

The use of technology in education has had a positive impact on the students, educators, as well as the educational system as a whole. Many positive impacts have been observed by government officials in the field: **1) Change in the roles of students and teachers:** Students become actively involved in the process of education rather than the traditional passive roles students assumed. The teacher, instead of being the center of attention, becomes a facilitator of the means by which students learn using modern technology. **2) Motivation and improved self-esteem:** Students become more motivated when using technology because it relates to their everyday life and they can see practical implementation of what they learn in the class. **3) Technical Skills, teamwork, improved use of outside resources, improved design skills/attention to audience.**

Negative Effects

Technology-based educational videos and games are being integrated into the lives and classrooms of new generations. These videos and games are meant to be used as tools to help growing minds develop, and to increase knowledge and awareness. Videos such as Baby Einsteins line of infant DVDs are a topic of conflicting interest, according to the University of Washington study of infant, vocabulary is slipping due to educational baby DVDs.

Published in the Journal of Pediatrics, a 2007 University of Washington study on the vocabulary of babies surveyed over 1,000 parents in Washington and Minnesota, the study found that for every one hour that babies 8-16 months of age watched DVDs and Videos they knew 6-8 fewer 90 common baby words than the babies that did not watch them. Andrew Meltzoff, Ph.D, a surveyor in this study states that the result makes sense, that if the baby's 'alert time' is spent in front of DVDs and TV, instead of with people speaking, the babies are not going to get the same linguistic experience. Dr. Dimitri Chistakis, another surveyor reported that the evidence is mounting that baby DVDs are of no value and may be harmful.

The digital revolution hit generation, also known as the digital generation of the youth with a new way of interacting with the world and with their own identities. Social networking websites, such as Facebook and Study Cocoa are tools used by the digital generation as a means of assessing their culture. Michel Rich, an associate professor at Harvard Medical School and executive director of the center on



Media and Child Health in Boston said of the digital generation, “Their brains are rewarded not for staying on task, but for jumping to the next thing, and the side effects could linger: the worry is we’re raising a generation of kids in front of screens whose brains are going to be wired differently.”

Many students who are at high risk for school failure have the potential to learn; but their academic achievement in the core areas of reading, mathematics and writing falls far short of their potential. There is growing evidence, that the academic difficulties experienced by these students is cumulative in nature, and the gap between achievement and potential grows from childhood into adolescence. These young adults tend to drop out of school more frequently than do students without these difficulties, and they experience higher levels of unemployment and underemployment. They face a significant risk for lifelong problems.

Positive Effects of Technology and Education

The Internet itself has unlocked a world of opportunity for students. Information and ideas that were previously out of reach are a click away. Students of all ages can connect, share, and learn on a global scale. Success at difficult technological tasks, as well as social networking such as Facebook can also lead to improved self-esteem. The environmental aspects of e-mail and online drop boxes are the most compelling argument. Branches, trees, and forests are saved every day, let alone the countless resources no longer wasted to harvest the paper crop. Students in school today are surrounded by technology; we live in a technological society. Utilizing these technologies is the best way to reach out to students. Students have different types of learning styles and using different types of technology is a great way to help all kinds of learners.

Usage of Multimedia Technology in Literature

As the great development of database derived from technology, more and more scholar articles could be uploaded into electronic library through the internet. And as a result, tens of thousands academic articles and masterpiece can be shared by public, especially satisfying the need of the academic writers and college students. However, before the application of multimedia, even like in last 90s’, people can only go to the library of a university or a public civilian library to borrow and referenced resources from the vast of pages. Whereas, the multimedia turns the whole human being’s society into a



new era. Today, people could find the useful resources from internet through typing the key words into the search engine, like Google.

And at the same time, the impact of multimedia does not only stay in opening a new door for searching materials, but also it would encourage people to create much more writings. Because of the low efficiency with hand-writing before, universities' students tend to avoid creating additional sorts of writings, such as letters, novels, diary and etc.

Efforts to Educate Educators about Technology

The rapid advancement of technology has left the educational system in its dust and the educators scrambling to find a way to catch up. Many technological companies have implemented technology into many of the traditional learning tools to enable teachers to stay afloat in a world of rapid technological advances. As an effort to merge technology into the classroom, NJEA has adopted a unique technique of educating teachers about technology. Every year hundreds of teachers gather in Atlantic City, NJ to attend lectures and learn about many advances in education, specifically the technological field. Companies such as Smart Systems TEQ, and the brain show, integrate technology into the classroom by innovating products that combine both technology and conventional educational tools.

(From Wikipedia)

Text 7

Can Computer Games Harm Children's Brains?

As any parent will tell you, there is something intuitively troubling about the hold which computers exercise over the web-generation – those children who have never known a world without computers.

Left to their own devices, many children could quite happily spend their days glued to the computer screen. Indeed, it is not just children who find themselves in thrall to the ubiquitous digital portal – adults are also increasingly likely to while away the hours in front of a brightly lit screen, exploring a binary wonderland of communication, information and recreation.

For the most part, intuitive parental concern about the impact on children of computer usage has rested upon less-than-firm foundations: untested hypotheses and hunches that all is not well.

Enter neuroscientist and member of the UK's House of Lords, Baroness Susan Greenfield. A professor of synaptic pharmacology at



Lincoln College, Oxford, the baroness is a widely published expert on the neurological aspects of Alzheimer's disease. In the course of her work, Greenfield has recognised that her research may well have significant implications for understanding the impact of computer use on young brains.

In particular, Greenfield has noted the eminent plasticity of the human brain. Addressing the House of Lords in February of 2009, Greenfield explained that, from a neurological perspective, "every single moment, leaves its mark almost literally on your brain". Importantly, the impact of external stimuli on the brain is physical, such that the brain's architecture undergoes observable changes according to the stimuli it receives.

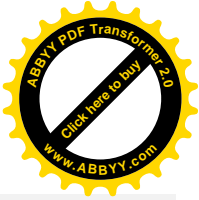
As an example, she cites a study conducted on London taxi-drivers, whose need to remember countless street names and routes has the effect of physically enlarging that part of the brain related to memory.

As Greenfield notes, none of this is new: the ability of the human brain to adapt has long been understood as one of the key factors in establishing us at the top end of the food chain. What is new, however, is the environment within which the human brain now functions, and the astonishing speed at which this environment has changed.

A quarter of a century ago, computers existed in giant university facilities, not in the home. Now, Greenfield notes, some children routinely spend six hours each day at a computer. Indeed, an Iowa State University study, published last month in the US journal *Psychophysiology*, revealed that some tertiary students there were spending up to 60 hours per week playing computer games.

According to Greenfield, there is no doubt that such sustained exposure is having an impact – and a physical impact no less – upon the brains of today's youth. Exactly what kind of impact is less clear. At this point, the prognosis is not good.

In particular, Greenfield has called attention to the potential impact of stimulus-intensive video games, which deliver an uninterrupted stream of audio-visual thrills, but without real-world consequences. Speaking to the ABC's *Lateline* in September of 2009, Greenfield noted that the on-demand delivery of such stimuli, resulting in a pleasurable experience ostensibly for the sake of pleasure itself, may be establishing in children an expectation of constant stimulation, leaving them ill-equipped for a world in which hardship, struggle and suffering are simply inevitable.



Also under scrutiny are social networking sites, like Facebook and MySpace, whereby children are able to maintain round-the-clock computer-based contact with online ‘friends’ (with whom they may or may not be acquainted in the real world). Reducing communication to bite-sized grabs of manicured transcripts, such sites threaten to hamper children's ability to engage in real-world personal conversation and interaction.

Says Greenfield, online communication can be “devoid of cohesive narrative and long-term relevance”, and children may be losing the capacity for genuine empathy, so distracted are they with the prospect of constant attention, affirmation and stimulation.

Already, it is apparent that young people’s attention spans are shrinking. The Iowa study found a clear inverse correlation between the amount of time spent playing computer games and a person’s attention span. Tasks devoid of pleasurable stimuli may simply be too boring for some children to complete. At stake is the ability to persevere through difficulty in pursuit of a desired goal.

As Greenfield freely admits, the science on such hypotheses is far from settled. What’s more, some computer games have been shown to enhance brain function, and are designed specifically for that purpose. Unfortunately, such games do not appear to account for the vast quantities of time young people are spending at the computer.

For parents, it is sufficient to note that those intuitive concerns over children’s growing attachment to all things computerised are becoming increasingly fortified by the likes of Baroness Greenfield. And as children’s brains physically warp to the shape of the virtual landscape, it may not be such a bad idea to reach for the off-switch and toss them out the back door every once in a while.

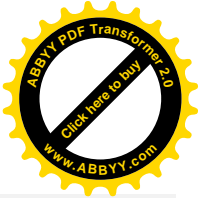
(By Tim Cannon)

Text 8

New Technology Lets Students Cheat More Than Ever

Heloise Pechan’s heart rose when she read the essay one of her students, a seemingly uninterested high school sophomore, had turned in for a class assignment on “To Kill a Mockingbird.” The paper was clear, logical and well written – a sign, she thought, that she had gotten through to the boy.

Her elation passed quickly. What came next was suspicion.



Pechan, then substitute teaching at a McHenry County high school, went to Google, typed the paper's first sentence ("Kind and understanding, strict but fair, Atticus Finch embodies everything that a father should be") and there it was: The entire essay had been lifted from an online paper mill.

"I went from amazement and excitement to 'Oh my God' in the space of a half-second", Pechan recalled.

That feeling is going around a lot these days. As technology puts massive computing power and the near-sum of human knowledge within a few taps of a touch screen, educators and students say young people are finding new and increasingly devious ways to cheat. They're going to websites that calculate the answers for their math homework. They're snapping covert photographs of exams and forwarding them to dozens of friends. They're sneaking cheat sheets into the memory banks of their calculators.

Isha Jog, 17, a senior at Hoffman Estates High School, said she has even seen some of her peers getting quiz answers off their cellphones – while the quiz is in progress.

At the same time, technology also is helping to foil digital desperadoes. Teachers are running essays through automated plagiarism detectors. They're using systems that allow them to observe what students are doing with their wireless classroom calculators. And they're using programs to shuffle test questions so every class gets a different version.

Still, experts say cheaters have the upper hand, leaving some educators to look for teaching techniques that are harder to game. But in the file-sharing, cut-and-paste world enabled by the Internet, some say the biggest challenge might be convincing students that what they're doing is wrong.

"I definitely think there's a mindset problem," said Carol Baker, curriculum director for science and music at School District 218, serving Oak Lawn and nearby suburbs, and president of the Illinois Science Teachers Association. "Today, kids are used to obtaining any kind of information they want (online). There are so many things that are free out there. I think kids don't have the same sense of, 'Gee, it's wrong to take something that somebody else wrote.' The Internet encourages all of us to do that."

Eric Anderman, a professor of educational psychology at Ohio State University, has studied student cheating. He says that while it's



hard to nail down statistics on its prevalence, the best estimate is that up to 85 percent of high school students have cheated at least once.

It's unclear how digital technology has affected teens' willingness to cheat, he said. What is clear is that it has made dishonesty a lot easier. "If you have 30 kids in a classroom, it's not easy to catch them," he said. "There's only so much one person can do. The kids really can get away with it."

Students interviewed by the Tribune say the Web has made homework a snap. WolframAlpha can instantly solve the most complicated equations, while Yahoo! Answers is a bazaar of solutions. York High School junior Kathleen O'Brien said some students post homework answers on blogs, too. "Sometimes entire answer sheets for work sheets can be found online," she said.

As for tests, suburban high school biology teacher Jason Crean said he has heard about students texting exam questions to friends who have his class later in the day. In response, he now makes multiple versions of his tests, a step that has doubled or tripled his preparation time.

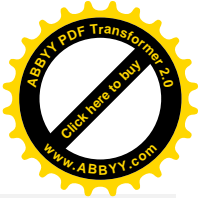
He said cheating seems to have become a social obligation that students strive to meet without considering the harm of their actions – not least to themselves.

"If they learn anything in my class, I want them to learn to do things for themselves," he said. "That's a lesson they have to learn for life, and I don't want them to learn it the hard way after they've left. They need to think and solve problems ... and the technology is taking away from that."

Some are trying to find technological solutions to cheating. The College Board, burned by a scandal earlier this year in which Long Island students were paid to take the SAT for others, will soon require students to provide their photographs – typically by digital upload – before taking the test. The photos will later be sent to the test-taker's high school to thwart any would-be impersonators. The ACT is adopting a similar tactic for those who take the test away from their schools.

Back in the classroom, some teachers rely on turnitin.com, a website that, for \$2 per student per year, will check essays against the Internet, 30 million journal articles and 250 million archived student papers to uncover possible plagiarism. Spokesman Chris Harrick said 10,000 schools use the service.

But Gary Anderson, who teaches English at Fremd High School in Palatine, said such websites create an atmosphere of mistrust. The better



response, he said, is to think up techniques that will foil copying, such as requiring literary essays to include examples from a student’s own life. “You can prevent so much plagiarism and cheating simply by the kind of assignments we do,” he said. “A three-page assignment you can find on the Internet isn’t an assignment worth doing.”

Math teacher Natalie Jakucyn of Glenbrook South High School in Glenview takes a more basic approach – her students must hand in their cellphones before tests – but agrees that imaginative long-term solutions are needed.

“What the educator needs to do is adapt to the age of technology and change the question,” she said. “Maybe what students are learning should change. Maybe how they’re learning should change. Now the challenge to me is to match that technology and say what I’m doing needs to change.”

Aashna Patel, 16, a junior at Lake Park High School in Roselle, said digital technology has made cheating so easy that giving answers to friends – even mere Facebook friends – has become an expectation among many students. And Fremd junior Tyler Raap, 16, said the pressure to achieve at his competitive school often overwhelms his peers’ sense of ethics.

“Teachers always give you the whole moral thing, but kids just want to get good grades,” he said.

Anderman, the Ohio State researcher, said one thing has proved to cut down on cheating, but installing it would require a sharp cultural change in an educational system that is placing ever more importance on test results.

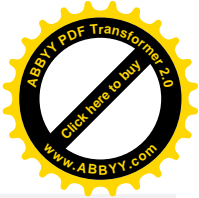
“The bottom line in our research is pretty simple,” he said. “Where teachers are really emphasizing the test, you’re more likely to get cheating. When teachers are emphasizing the learning more than the test, you get less cheating.”

(By John Keilman, Chicago Tribune)

Text 9

Internet and Computer Addiction: Signs, Symptoms and Treatment

While time spent online can be hugely productive, compulsive Internet use can interfere with daily life, work, and relationships. When you feel more comfortable with your online friends than your real ones, or you can’t stop yourself from playing games, gambling, or



compulsively surfing – even when it has negative consequences in your life – then you may be using the Internet too much. Learn about the signs and symptoms of Internet addiction and how to balance your life online and off.

What is Internet addiction or computer addiction?

• **Internet Addiction**, otherwise known as computer addiction, online addiction, or internet addiction disorder (IAD), covers a variety of impulse-control problems, including:

• **Cybersex Addiction** – compulsive use of Internet pornography, adult chat rooms, or adult fantasy role-play sites impacting negatively on real-life intimate relationships.

• **Cyber-Relationship Addiction** – addiction to social networking, chat rooms, and messaging to the point where virtual, online friends become more important than real-life relationships with family and friends.

• **Net Compulsions** – such as compulsive online gaming, gambling, stock trading, or compulsive use of online auction sites such as eBay, often resulting in financial and job-related problems.

• **Information Overload** – compulsive web surfing or database searching, leading to lower work productivity and less social interaction with family and friends.

• **Computer Addiction** – obsessive playing of off-line computer games, such as Solitaire or Minesweeper, or obsessive computer programming.

The most common of these Internet addictions are cybersex, online gambling, and cyber-relationship addiction.

Healthy vs. unhealthy Internet use

The Internet provides a constant, ever-changing source of information and entertainment, and can be accessed from most smart phones as well as tablets, laptops, and computers. Email, blogs, social networks, and message boards allow for both public and anonymous communication about any topic. But how much is too much Internet usage?

Each person’s Internet use is different. You might need to use the Internet extensively for your work, for example, or you might rely heavily on social networking sites to keep in touch with faraway family and friends. Spending a lot of time online only becomes a problem when it absorbs too much of your time, causing you to neglect your relationships, your work, school, or other important



things in your life. If you keep repeating compulsive Internet behavior despite the negative consequences in your offline life, then it's time to strike a new balance.

How do people become addicted to the Internet?

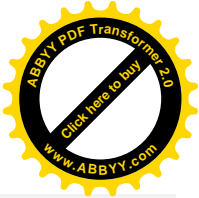
Many people turn to the Internet in order to manage unpleasant feelings such as stress, loneliness, depression, and anxiety. When you have a bad day and are looking for a way to escape your problems or to quickly relieve stress or self-soothe, the Internet can be an easily accessible outlet. Losing yourself online can temporarily make feelings such as loneliness, stress, anxiety, depression, and boredom evaporate into thin air. As much comfort as the Internet can provide, though, it's important to remember that there are healthier (and more effective) ways to keep difficult feelings in check. These may include exercising, meditating, using sensory relaxation strategies, and practicing simple breathing exercises.

For many people, an important aspect of overcoming Internet and computer addiction is to find alternate ways to handle these difficult feelings. Even when your Internet use is back to healthy levels, the painful and unpleasant feelings that may have prompted you to engage in unhealthy Internet use in the past will remain. So, it's worth spending some time thinking about the different ways you intend to deal with stressful situations and the daily irritations that would normally have you logging on.

Risk factors for Internet addiction and computer addiction

You are at greater risk of Internet addiction if:

- **You suffer from anxiety.** You may use the Internet to distract yourself from your worries and fears. An anxiety disorder like obsessive-compulsive disorder may also contribute to excessive email checking and compulsive Internet use.
- **You are depressed.** The Internet can be an escape from feelings of depression, but too much time online can make things worse. Internet addiction further contributes to stress, isolation and loneliness. The longer you spend online, the higher your stress levels will be.
- **You have any other addictions.** Many Internet addicts suffer from other addictions, such as drugs, alcohol, gambling, and sex.
- **You lack social support.** Internet addicts often use social networking sites, instant messaging, or online gaming as a safe way of establishing new relationships and more confidently relating to others.
- **You're an unhappy teenager.** You might be wondering where you fit in and the Internet could feel more comfortable than real-life friends.



- **You are less mobile or socially active than you once were.** For example, you may be coping with a new disability that limits your ability to drive. Or you may be parenting very young children, which can make it hard to leave the house or connect with old friends.

Signs and symptoms of Internet addiction or computer addiction

Signs and symptoms of Internet addiction vary from person to person. For example, there are no set hours per day or number of messages sent that indicate Internet addiction. But here are some general warning signs that your Internet use may have become a problem:

- **Losing track of time online.** Do you frequently find yourself on the Internet longer than you intended? Do a few minutes turn into a few hours? Do you get irritated or cranky if your online time is interrupted?

- **Having trouble completing tasks at work or home.** Do you find laundry piling up and little food in the house for dinner because you've been busy online? Perhaps you find yourself working late more often because you can't complete your work on time – then staying even longer when everyone else has gone home so you can use the Internet freely.

- **Isolation from family and friends.** Is your social life suffering because of all the time you spend online? Are you neglecting your family and friends? Do you feel like no one in your “real” life – even your spouse – understands you like your online friends?

- **Feeling guilty or defensive about your Internet use.** Are you sick of your spouse nagging you to get off the computer and spend time together? Do you hide your Internet use or lie to your boss and family about the amount of time you spend on the computer and what you do while you're online?

- **Feeling a sense of euphoria while involved in Internet activities.** Do you use the Internet as an outlet when stressed, sad, or for sexual gratification or excitement? Have you tried to limit your Internet time but failed?

Physical symptoms of Internet addiction:

- ✓ Carpal Tunnel Syndrome (pain and numbness in hands and wrists)
- ✓ Dry eyes or strained vision
- ✓ Back aches and neck aches; severe headaches



- ✓ Sleep disturbances
- ✓ Pronounced weight gain or weight loss

Internet addiction: Cyber-relationships

When used responsibly, the Internet can be a great place to interact socially, meet new people, and even start romantic relationships. However, online relationships can often be more intense than those in real life. Our fantasies are given free reign and the idea of being with our online love can exceed all realistic expectations. Since few real-life relationships can compete with these fantasy relationships, the Internet addict will prefer to spend more and more time with their online friends.

Another problem is that about 50% of people online lie about their age, weight, job, marital status, or gender. When online friends meet and the real-life person fails to match the online persona, it can create profound emotional disappointment.

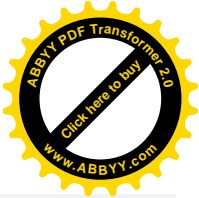
Self-help tips for breaking your Internet addiction

There are a number of steps you can take to get your Internet use under control. While you can initiate many of these yourself, it's important you get some outside support as well. It can be all too easy to slip back into old patterns of usage, especially if you use the Internet heavily for work or other important activities.

- **Recognize any underlying problems that may support your Internet addiction.** If you are struggling with depression, stress, or anxiety, for example, Internet addiction might be a way to self-soothe rocky moods. Have you had problems with alcohol or drugs in the past? Does anything about your Internet use remind you of how you used to drink or use drugs to numb yourself? Recognize if you need to address treatment in these areas or return to group support meetings.

- **Build your coping skills.** Perhaps blowing off steam on the Internet is your way of coping with stress or angry feelings. Or maybe you have trouble relating to others, or are excessively shy with people in real life. Building skills in these areas will help you weather the stresses and strains of daily life without resorting to compulsive Internet use.

- **Strengthen your support network.** The more relationships you have in real life, the less you will need the Internet for social interaction. Set aside dedicated time each week for friends and family. If you are shy, try finding common interest groups such as a sports team, education class, or book reading club. This allows you to interact with others and let relationships develop naturally.



Modify your Internet use step by step:

- To help you see problem areas, keep a log of how much you use the Internet for non-work or non-essential activities. Are there times of day that you use the Internet more? Are there triggers in your day that make you stay online for hours at a time when you only planned to stay for a few minutes?
 - Set goals for when you can use the Internet. For example, you might try setting a timer, scheduling use for certain times of day, or making a commitment to turn off the computer, tablet, or smart phone at the same time each night. Or you could reward yourself with a certain amount of online time once you've completed a homework assignment or finished the laundry, for instance.
 - Replace your Internet usage with healthy activities. If you are bored and lonely, resisting the urge to get back online can be very difficult. Have a plan for other ways to fill the time, such as going to lunch with a coworker, taking a class, or inviting a friend over.

Tips for dealing with Internet addiction:

- ✓ Ask yourself, "What am I missing out on when I spend so much time on the Internet?" Write down these activities and decrease your Internet time to pursue some of them.
- ✓ Set reasonable Internet use goals and stick to them. Take frequent breaks, at least 5 minutes each hour, and do some other activity.
- ✓ Alter your routine to break your usage patterns. If you spend evenings on the Internet, start limiting your use to mornings.
- ✓ Seek out friends and acquaintances who "couldn't care less" about the Internet. Take time to appreciate the fact that all life is not yet online.
- ✓ Stay connected to the offline world. Visit newsstands, book and music stores, and participate in entertainment such as museums, music, and live theater. Novels and poetry readings are hard to experience online.
- ✓ Treat the Internet as a tool. Stay focused on the fact that the Internet is a means to an end. Plan your strategy – whether you're looking for information or entertainment – with the end in mind and you'll save valuable time. (*Source: University of California, San Francisco*)

Helping a friend or family member with Internet addiction

Tips to helping others with Internet addiction:

- ✓ Be a good role model. Manage the Internet and computer use in your own life well.



- ✓ Introduce the Internet addict to other people who handle their Internet use sensibly.
- ✓ Get your friend involved in non-Internet related interests.
- ✓ Talk to your friend about your concerns with their Internet use.
- ✓ Support their desire for change if they think they have a problem.

✓ Encourage them to seek professional counseling.

(Adapted from: The University of Texas at Dallas)

Helping a child or teen with an Internet addiction

It's a fine line as a parent. If you severely limit a child or teen's Internet use, they might rebel and go to excess. But you should monitor computer use, supervise computer activity, and get your child help if he or she needs it. If your child or teen is showing signs of Internet addiction, there are things that you can do to help:

- **Encourage other interests and social activities.** Get your child out from behind the computer screen. Expose kids to other hobbies and activities, such as team sports, Scouts, and afterschool clubs.

- **Monitor computer use and set clear limits.** Restrict the use of computers, iPads, or smart phones to a common area of the house where you can keep an eye on your child's online activity, and limit time online. This will be most effective if you as parents follow suit. If you can't stay offline, chances are your children won't either.

- **Talk to your child about underlying issues.** Compulsive computer use can be the sign of deeper problems. Is your child having problems fitting in? Has there been a recent major change, like a move or divorce, which is causing stress?

- **Get help.** Teenagers often rebel against their parents but if they hear the same information from a different authority figure, they may be more inclined to listen. Try a sports coach, doctor, or respected family friend. Don't be afraid to seek professional counseling if you are concerned about your child.

(By J. Saisan, M. Smith, L. Robinson, and J. Segal)

Text 10

The Commencement Address

delivered by Steve Jobs, CEO of Apple Computer and of Pixar Animation Studios, on June 12, 2005

I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college



graduation. Today I want to tell you three stories from my life. That's it. No big deal. **Just three stories.**

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would some day go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every



label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and san serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

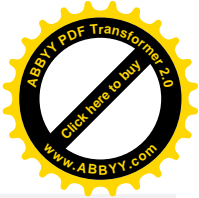
None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something – your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss.

I was lucky – I found what I loved to do early in life. Woz and I started Apple in my parents' garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4000 employees. We had just released our finest creation – the Macintosh – a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down – that I had dropped



the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me – I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

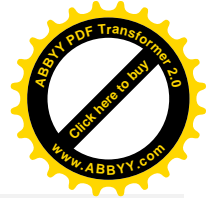
I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, Toy Story, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Lauren and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was an awfully tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.



Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything – all external expectations, all pride, all fear of embarrassment or failure – these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

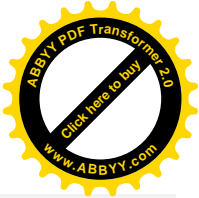
About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma – which is living with the results of other



people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And the most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called The Whole Earth Catalog, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960's, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: it was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of The Whole Earth Catalog, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish.

Thank you all very much.

(By Steve Jobs)



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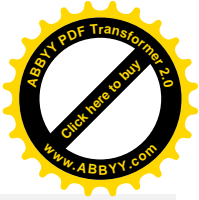
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