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по развитию устной речи для студентов специальностей
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I. JOBS AND CAREERS

1. Before you read, look at the title. Predict what you are going to read about. This will help you to read faster.

YOUR PERSONALITY AND YOUR JOB

What is a perfect job for you? It depends a lot on your personality. People think, act and feel in different ways, and there are interesting jobs for every kind of person. Three common personality types are outgoing, intellectual, and creative.

Outgoing people enjoy meeting others and helping them. They are good talkers. They are friendly, and they get along well with other people. They often become nurses, counselors, teachers or social workers.

Intellectual people like thinking about problems and finding answers to hard questions. They often enjoy reading and playing games like chess. Many intellectual people like working alone more than working in a group. They may become scientists, computer programmers, or writers.

Creative people enjoy making things. They like to imagine things that are new and different. Many of them become artists such as painters, dancers or musicians. Architects, designers, and photographers are other examples of creative jobs.

Before you choose a career, think about your personality type. If you want to be happy in your work, choose the right job for your personality.

2. Check your understanding.

- a) What do outgoing people enjoy doing? What jobs are good for them?
- b) What do intellectual people like? What jobs are good for them?
- c) What do creative people enjoy? What jobs are good for them?
- d) Why is it important for you to know your personality type?

3. Build your vocabulary.

1) Find these words in the reading, and underline them.

personality	intellectual
type	creative
outgoing	artists

2) Find these phrases in the reading, and circle them.

Enjoy meeting others

Like to imagine things that are new and difficult
Like thinking about the problems
Think, act, and feel in different ways
Painters, dancers, or musicians
Every kind of person

3) Look at the phrases in № 2. They are clues to help you guess the meaning of these words. Match them.

- a) personality –
- b) type –
- c) outgoing –
- d) intellectual –
- e) creative –
- f) artists –

4. Read the adverts. Predict the job each ad will describe.

Are you creative? Do you like imagining things? Do you love making things? Do you enjoy thinking of new ideas? We are looking for creative people to join our team of architects. Help us design exciting new homes. Your future is with us!

Are you intellectual? Do you enjoy solving difficult problems? Do you like working alone than working in a group? Yes? Then you are the right person for us! We need computer programmers to help create new computers for the future.

Are you friendly and outgoing? Do you like talking with people and helping them? Do you enjoy meeting new people and finding out about them? If your answer is yes, then teaching is the job for you. Come and join our friendly team of teachers. Apply today!

5. Read the ads in Ex. 4. Write the best job for each person.

- 1. Phil is creative. _____
- 2. Beverley is intellectual. _____
- 3. Sarah is outgoing. _____
- 4. Michael likes working alone. _____

5. Elena enjoys meeting new people. _____
6. Julio loves imagining new ideas. _____

6. Complete the sentences.

artist creative friendly intellectual outgoing personality type

1. Your _____ is the way you think, feel and act.
2. Su Lin likes thinking and finding answers. She is _____.
3. Osman enjoys making things. He is _____.
4. Jenny loves painting and drawing. She wants to be an _____.
5. Ann enjoys meeting people. She is outgoing _____.
6. Jim’s personality _____ is intellectual.
7. Albert likes talking to people and socializing. He is very _____.

7. Complete the chart.

*architect drawing helpful quiet surfing the internet
creative finding answers helping people scientist talking
designer friendly outgoing social worker teacher*

<i>Jobs</i>	<i>Personality adjectives</i>	<i>Adjectives</i>

8. Talk with a partner. Ask and answer questions.

1. What personality type are you?
2. What is a good job for you?

9. Retell the text “Your personality and your job”. Add a passage of your own – your personality type and your plans for the future.

10. How ambitious are you? Answer the questionnaire and add up your score to see how ambitious you are.

HOW AMBITIOUS ARE YOU?

1. In ten years’ time do you hope to...

- a) have an interesting but not very well-paid job?
- b) have a well-paid job that isn’t very interesting?
- c) have a job that is well-paid and interesting?

2. In twenty years' time do you want to...

- a) have enough money to pay your bills?
- b) have quite a lot of money?
- c) have a lot of money?

3. Here is the list of jobs. Which would you like to do? Choose your favourite.

*A nanny doctor journalist company director policeman
famous actor famous singer artist singer*

4. When you are playing a game or doing sport, do you always want to win?

5. Do you enjoy working hard?

6. If you have some extra to do, do you look forward to doing it and do it soon, or do you wait until the last moment?

7. Would you like to have more money than most of your friends?

8. Which of the following is most important to you?

ANSWERS

1. a 0 b 5 c 10

2. a 0 b 5 c 10

3. nanny/artist 0

policeman/teacher/journalist 2

famous singer/actor 5

doctor/company director 10

4. yes 10 no 0

5. yes 10 no 0

6. look forward 10 last moment 0

7. yes 10 no 0

8. love 0 happiness 5 money 10 health 0

0–30. You are not very ambitious. You are happy with a quiet life.

20–50. You are quite ambitious but you do not want to work too hard!

Over 50. You are very ambitious! Good luck and try to be nice to people!

II. THE JOB OF A NURSERY TEACHER

1. Vocabulary notes.

nursery teacher – воспитатель дошкольного учреждения

demanding – взыскательный

reward – награда

to consider – рассматривать, полагать

to define – определять

to inspire – внушать, вдохновлять

to share – делить

to gain – получать, приобретать

2. Read and translate the text. Use your dictionary and vocabulary notes above.

MY FUTURE PROFESSION

Let me introduce myself. I am Marina Kolesnikova, a first year student of the Polotsk State University.

I am 18. I was born in Verhnedvinsk, a small town in the north of Belarus. My family still live there. It's not too large – my mum, my dad and my younger brother Andrey. There's also my grandma who lives not far from our house and often visits us.

As for me I live in the hostel with two other girls. I love my University and my new friends but of course I miss my family very much. Twice a month I go home to stay with them and we are very happy when we are together. I study at the Sports and Pedagogy Faculty. My course lasts 5 years. When I graduate I will get the qualification of a nursery teacher. People often ask me why I made a decision to become a nursery teacher. Some of them think this profession is very demanding and difficult. The others believe it's badly paid.

Ok, that's true. But don't forget – any job has its rewards. If you love young children and want to give them a good start in their life then it's a perfect job for you. The idea of becoming a nursery teacher didn't come to my mind as a sudden flash. I was considering different jobs and careers until I made my choice. It wasn't easy... I consulted our school psychologist and she explained people think, act and feel in different ways. There are interesting jobs for every kind of person. Three common personality types are outgoing, intellectual and creative. I defined my personality type as outgoing. Outgoing people enjoy meeting others and helping them. They are good talkers. They are friendly and they get along well with other people. They often become nurses, counselors,

teachers and social workers. “This is exactly about me!” I thought, “I love young children so much!”

My next aim was to learn about the profession of a nursery teacher as much as possible. This is a short summary of what is involved in my future work. Nursery teachers work with children aged three to five in nursery schools or classes. They plan, organize and run a wide range of indoor and outdoor activities for them. They motivate and inspire the kids learning abilities, give constant care and safe learning atmosphere to kids, produce visual assistance and schooling materials, organize education equipment and resources, support the growth of children’s essential skills. They also develop children’s curiosity and knowledge through stories, songs, games, drawing and imaginative play. Young teachers must learn how to work with kids through sharing knowledge gained with other teachers and parents and keep up-to-date with changes in the curriculum and developments in best practice. I think these are the main points of the nursery teacher’s work. But the main thing you must possess before you decide to become a teacher – you must love children and be ready to work hard and be patient. I hope I made the right choice in my life and will study hard to become a highly qualified specialist in my field.

Reading Comprehension.

a) Answer the following questions.

1. Where was Marina born?
2. Is her family large?
3. Where does she live now?
4. Where does she study? What is her future qualification?
5. Why did she make a choice to become a nursery teacher?
6. What activities are involved in nursery teachers’ work?

b) Join the parts of the sentences.

1. Outgoing people	a) through stories, songs and games.
2. Nursery teaching involves running	b) gaining success in any job.
3. Children’s imagination can be developed	c) with parents and keep up-to-date with changes in the curriculum.
4. Sharing knowledge is an important condition for	d) often become nurses, counselors, teachers and social workers.
5. Young teachers must cooperate	f) then teaching is a perfect job for you.
6. If you want to give children a good start in their life	g) a lot of indoor as well as outdoor activities for young children.

3. Reading and speaking.

a) Discuss these questions.

Which of these jobs are traditionally done by men, and which by women?
Which are done by both?

*nurse builder teacher plumber soldier computer programmer
secretary chef gardener painter firefighter detective nanny*

b) Do you believe *all* the jobs in exercise a) can be done equally well by both sexes? If not, why not?

c) In Britain, the Equal Opportunities Commission (EOC) fights sexism, racism, and prejudice in the workplace. What does that mean?

d) Read the first part of the newspaper article.

JOBS FOR THE BOYS... AND GIRLS

Can you imagine ringing for a plumber and a woman arriving at the door?
Or paying a man to look after your children? Does this seem unusual?

Sally Rice, social affairs correspondent, investigates.

A recent report by the Equal Opportunities Commission, called "Free to Choose", says that schools and employers are still recommending some careers only for boys and others only for girls. The government has to take action on this, says the EOS. At school, boys and girls continue to study subjects that are traditional for their gender, and they continue to get poor careers advice. Employers for some jobs still choose young people because of their gender, not their ability.

For example, less than 2% of men work in childcare in Britain, and only 1% of women work in building, engineering, and plumbing. So what's it like for someone to cross gender gap at work?

e) Answer the questions.

1) What was the EOS report called? What does this mean?

2) What does report say schools and employers are still doing?

3) What school subjects do you think are 'traditional for their gender'?

Give examples.

4) What examples does the EOS give of jobs which are 'traditional for their gender'?

f) Read about Alex.

ALEX CARLSSON – NANNY

Alex was an engineering student in Sweden until three years ago. But he found it boring and decided to change careers.

He has always loved children, and now he is a qualified male nanny (or ‘manny’!) to a 18-month-old Jack. But he has had some problems. “There is prejudice. A lot of people don’t think that a man can look after a child as well as a woman. Some nanny agencies didn’t want me at all,” he said. ‘Some parents didn’t want a man looking after their children. I had to wait nearly a year for my first job.’

But does he like his new career? ‘I love it!’ says Alex. ‘Jack was 10 weeks old when I started looking after him. I don’t think it’s strange to feed him and change his nappy – it’s my profession. It’s wonderful to be part of his development. I love playing with him, and teaching him things as well.’

What is his advice for other men who want to work in childcare. ‘You should go for it!’ he says. ‘Ignore the prejudice. Just show them you can do it!’

g) Answer the questions.

- 1) What did he study?
- 2) What is he studying now? Why?
- 3) Who has he had problems with? Why?
- 4) Does he like the career he finally chose?
- 5) What advice does he give to other people who want to do the same thing?

h) Verbs often go together with certain words and phrases.

apply for a job

give somebody advice

go for an interview

Work with a partner. Match the verbs in A with the phrases in B. Sometimes more than one answer is possible.

A	B
Interview	hard
Study	engineering
Earn	somebody for a job
take care of	a lot of training
Do	career
Change	children
Work	time with someone
Spend	a lot of money
get on	together/with somebody

i) Alex has applied for the job of nanny to baby Jack. Jack’s mother, Rachel, is interviewing him. Read the dialogue and answer the questions.

1. Why did Alex choose a career as a nanny?
2. How long did he have to train?
3. How many boys were on his course?
4. What did he learn on his course?
5. What does Rachel want Alex to do before she offers him a job?
6. What question does Alex ask?

Dialogue.

R Good morning Alex. Nice to meet you. I have to say that this is a first! Interviewing a man for this job.

A I know it's unusual.

R Well, certainly a man has never applied for it before. Tell me, have you always been a nanny?

A No, not at all. I was studying engineering in Stockholm, and I knew I could earn a lot of money as an engineer but it was boring, so I stopped and decided to look at other careers.

R OK I understand that. But why a nanny? Why did you choose this career, a career in childcare?

A Well obviously it's because I love children, but it's much more than that. You see my mother died when I was just twelve years old and I had to help my father take care of my younger brother and sister.

R Ah, I see. So you didn't have to do a lot of training to be a nanny?

A Oh yes, I did. I had to train for a year. I had to learn how to look after children properly. Actually, I was the only boy on the course – so I really enjoyed it!

R So what kind of things did you learn?

A Well, you know, how to change nappies....

R Very important!

A How to cook healthy meals for children. How to play with them and organize their days. We worked hard and we all felt fully-qualified for the job at the end of the course.

R Well, before I offer you the job I'd like you to meet Jack and spend some time with him to see how well you two get on together.

A I'd love to.

R Well, let's go and meet him. He's adorable! Oh I forgot – do you have any questions for me?

A Just one. Do I have to wear a uniform?

R No, that's not necessary. You look just fine.

A Thank you very much.

R Ok, let's....

4. Speak about your future profession.

III. EDUCATION IN ENGLAND AND BELARUS

SECONDARY EDUCATION IN ENGLAND

1. Vocabulary notes.

central authority – центральная власть (орган)

compulsory – обязательный

county school – школа графства

(графство – админ. единица Великобритании)

endowment – пожертвование, дарственный фонд

extensive – обширный

shorthand – стенография

2. Read and translate the texts. Use your dictionary and vocabulary notes above.

Schooling in England

Every child in Great Britain between ages of five and fifteen years must attend school. The Ministry of Education is the central authority established by the law.

There are three main types of educational institutions: primary (elementary) schools, secondary schools, and universities. They are all controlled by the Ministry of Education, the state schools most and the Universities least. The latter are almost independent of state control.

State schools are free and attendance is compulsory. Morning school begins at 9 o'clock and lasts for three hours until 12 o'clock noon. Afternoon school begins at 2 o'clock and lasts for two and half hours until half past four. School is open five days a week. On Saturdays and Sundays there are no lessons. There are holidays at Christmas, Easter, Whitsun and in the summer. In London and other cities there are two grades of state schools for those who will go to work at 15: state schools for boys and girls between the ages of five and eleven, and secondary schools for children from eleven to fifteen years.

The first lesson of the day is usually Bible study. The second is arithmetic, both written and mental. The other lessons are: reading, writing, English, Literature, History, Geography, Science, Nature, Drawing, Painting, Singing, Woodwork, Physical training. Instead of Woodwork the girls' curriculum includes needlework and cooking.

Public schools

Besides the State primary schools children may go to the grammar schools, public schools or to a county school. Some famous public schools are: Eton, Marlborough, Westminster etc. They have large endowments and are almost entirely independent. Most of them have two sides: a classical side and a modern side. Classical side specializes in ancient languages, history and philosophy. The modern one specializes in languages, natural science and geography. The boys sleep in the school houses during the term. Each house is being governed by a school master. The children's time is fully taken up by their lessons and their games. Every public school has extensive playing fields attached to it.

Grammar schools

The fees at public schools are high, much higher than those at the fee-paying grammar day schools. Moreover at every State grammar school the prices are free to be won by boys and girls at the primary schools. The grammar schools are for boys or for girls, or for both. They are day schools, but the subjects are wider and more advanced than at primary schools: English (language and literature), mathematics (arithmetic, algebra, geometry and trigonometry), history (English and European), geography, natural science (chemistry and physics), ancient languages (Latin and Greek), modern languages (French, German, Spanish, Italian and Russian), commercial subjects (typewriting, shorthand, book-keeping and accounting), art, music, handwork, and physical training.

Grammar schools have six classes called forms. The first form is the lowest class, and the sixth is the highest. As a rule each form consists of three parallel classes: the first (A) specializing in arts (humanities), the second (B) in science, and the third (C) in commerce.

When boys and girls reach the age of sixteen years they may sit for the General Certificate of Education which shows that the holder has received a general education and has reached certain standards in various subjects. There are three standards of levels: ordinary, advanced and scholarship. In order to gain an entrance to a university, a boy or a girl must pass examinations in five subjects of which English and another language must be two and which must include either mathematics or science. He or she must pass at least two of these five subjects at the advanced level.

Reading Comprehension.

a) Answer the following questions.

1. What are the main types of educational institutions in Great Britain?
2. Are educational institutions controlled by any authorities?
3. Are state schools free? What time does the school start and finish?
4. What subjects do the children study?
5. What are the most famous public schools?
6. What is the difference between state schools and public schools?
7. Do children have to pay for the education at grammar schools?
8. What commercial subjects can children study at grammar schools?
9. How many classes do grammar schools have?
10. When may the children sit for the General Certificate of Education?
11. What does the General Certificate of Education show?

b) Say whether these statements are true or false. Correct the false ones.

1. State schools and Universities are equally controlled by the Ministry of Education.
2. The fees at state schools are not very high.
3. There are holidays at Christmas, Easter, Whitsun and in the summer.
4. Instead of Woodwork the girls' curriculum includes typewriting and shorthand.
5. Most of the public schools have two sides: a classical side and a modern side.
6. The grammar schools are for boys only.
7. Grammar schools have six classes called forms.
8. When boys and girls reach the age of seventeen they may sit for the General Certificate of Education.

SECONDARY EDUCATION IN BELARUS

1. Vocabulary notes.

to acquire – приобретать

to get acquainted – знакомиться

objective – цель

capability – способность

to envisage – предусматривать

mandatory – зд. обязательный

update – обновлять

annually – ежегодно

Each citizen of the Republic of Belarus is guaranteed the right to get education.

Preschool education includes a net of preschool establishments. For children under age of 6 there are nurseries, preprimary schools, kindergartens, kindergarten-schools.

According to the profile they can be divided into institutions of general purpose, specialty schools, sanatory infant schools, special infant schools for psychophysically-challenged children, preschool centres of child's development.

General secondary education.

The majority of girls and boys come to school for the first time when they are 6 years old. The first four years of school are devoted to acquiring basic skills and habits of writing, reading, counting; mastering primary knowledge of the nature, society and man; getting acquainted with principles of personal hygiene and healthy way of life.

The main objective of the primary school is not only the development of physical and intellectual capabilities of schoolchildren, ethical and moral properties of a personality, but the formation of children's steady interest to studies. The basic and secondary school is ahead, which envisages mandatory studying of subjects of the social-and-humanitarian cycle (Belarusian and Russian languages and literatures, Foreign Languages, History of Belarus and the World History, Man and Society), natural-and-scientific cycle (Mathematics, Informatics, Geography, Biology, Physics, Chemistry) and aesthetic cycle (music, fine arts, world artistic culture), physical training and labor education.

Vocational

Vocational education is one of the most important links of the national educational system involved in qualified working staff training. Over 240 educational establishments belong to the sector (235 of them are state-run and 7 are private). They include vocational schools, colleges and professional lyceums where training in over 300 professions is conducted. At present, preference is given to broad specialist training thus contracting training in particular specialties.

Special secondary education

Special secondary education (secondary vocational education) aims at providing the republic with qualified staff. Staff training at state special secondary educational establishments (technical schools, colleges, secondary

schools-colleges of Arts, gymnasium-colleges of Arts, linguistic gymnasium-colleges, vocational colleges and others) is conducted in over 150 professions for all branches of national economy. The list of specialties and curricula are updated annually to meet the modern labor market requirements and correspond with educational establishments resources.

Reading Comprehension.

a) Answer the following questions.

- 1) What kind of establishments does preschool education include?
- 2) Name different preschool institutions according to their profile.
- 3) When can children start school?
- 4) What are the first four years of school devoted to?
- 5) What is the main objective of the primary school?
- 6) What subjects do pupils study at the basic and secondary school?
- 7) Why is vocational education so important?
- 8) How many state-run and private vocational schools are there in Belarus?
- 9) What kind of training is the preference given to at present?
- 10) What does special secondary education aim at?

b) Match English and Russian equivalents.

1. preschool establishments	a) рыночный спрос
2. basic skills	b) широкая подготовка специалистов
3. mandatory studying	c) дошкольные учреждения
4. qualified working staff training	d) обязательное изучение
5. market requirements	e) основные умения и навыки
6. broad specialist training	f) подготовка квалифицированного рабочего персонала

3. Speak about the system of secondary education

- a) in England.
- b) in Belarus.

4. Reading and speaking.

a) The teenage years can be difficult for both children and parents. Why, do you think? What can go wrong? Why do teenagers feel the need to rebel (протестовать, восставать) against their parents?

b) Work in small groups. Read the actions in the box. Decide which are *very bad*, and which are *not very bad* behavior for a teenager. Complete the chart.

<i>telling lies</i>	<i>playing truant</i>	<i>arguing with adults</i>	<i>drinking alcohol</i>
<i>stealing</i>	<i>taking drugs</i>	<i>swearing</i>	<i>fighting and bullying</i>
			<i>cheating in exams</i>

VERY BAD	NOT VERY BAD

c) Read the introduction and first half of the article about Ned, Emily and Jamie. Which of the activities in exercise 2 were they guilty of?

BRAT CAMP I

What do you do with a teenager that swears at you, steals, lies, fights, drinks, takes drugs, and is completely out of control?

Desperate parents from all over the world are sending their difficult teenagers to behaviour camps in the Utah mountains, hoping that they will come back as the children they once knew and loved. Read about these three troubled teenagers. Will the tough therapy camp help them or will they return the same rebellion brats?

TEN WEEKS. THREE TEENAGERS. ONE LAST CHANCE

Ned, aged 16

Ned has always argued with his mother and no longer lives at home. “I lie, steal, and cheat. I’ve got a drug problem,” he says. “I hate everything.” His dad died when he was nine. His mother says, “He’s going to end up in prison, and it’ll be my fault.”

Emily, aged 15

Emily was a happy girl who did well at school. Now she plays truant all the time. Her behavior changed at 13, when her mother remarried. She drinks a lot, stays out all night, and bullies her mother. “It’s my life and I can do what I want,” she says.

Jamie, aged 17

Jamie is a very intelligent boy, but five schools asked him to leave in just three years. His parents are divorced. “I fight a lot,” he says. “I am going to end up in prison or seriously hurt if I don’t go to this camp. I hope it helps.”

Answer the questions.

- a) The brat camp is also called a ‘behaviour camp’ and ‘a tough therapy camp’. Why?
- b) Why are the parents so desperate? What do they hope will happen?
- c) What does Ned’s mother think is going to happen to him? Who does she blame?
- d) Which of the teenagers.....?
***is selfish *has a negative opinion of life *sees hope in the future**

5. Read the rest of the article. What do you think happens in the camp?

BRAT CAMP II

Far away from outside world, the teenagers have to give up all the things from their old lives, including body piercings, cigarettes, music, mobile phones, and their fashionable clothes. There are a lot of rules to follow and physical activity is very important. They go on long hikes through the mountains, and sleep in tents all night. They learn to look after themselves and each other, and be responsible. They discuss their problems with the camp psychologist who decides when they are ready to go home. The average time is ten weeks.

Ned felt very ill at first, as he couldn’t take drugs anymore. “It was tough, but I feel better now. I don’t feel depressed anymore. I’m really looking forward to seeing my family. I’d love to live at home again,” he says.

Emily had to take out all her 18 body piercings. She was shocked by camp life and cried all the time. “I hated camp, but I’ve learnt that everything I do affects other people. I’m sorry I was so horrible to my mum. I hope I can go back to school. I want to be a nurse.”

At first Jamie had terrible problems following orders from the camp staff. But then he began to enjoy the outdoor life. He says, “It was an incredible experience. I’ve got more self-control now. I am going to join the army.”

Answer the questions.

- a) In what ways is life at the camp is different for the teenagers? What can’t they do?
- b) What do they learn to do?

- c) When can they go home?
- d) What were the teenagers' first experiences of life in the camp?
- e) How did life in the camp change them now?
- f) What are their hope and ambitions now?

6. What do you think?

Why do think the teenagers have to give up the things from their old lives? Why is physical activity so important? Do you feel sorry for the teenagers? Or more sorry for their parents? Why do you think these teenagers had problems?

IV. PRIMARY SCHOOLS

1. Vocabulary notes.

compulsory – обязательный
accommodation – помещение, проживание
admittance – доступ
ample – достаточный, обширный
guidance – руководство
supervisor – куратор (зд. воспитатель)
restrict – ограничивать
bright – способный
according to – согласно

2. Read and translate the text. Use your dictionary and vocabulary notes above.

Nursery schools in England

Schooling is compulsory in England for children of 5 to 15 years of age. Nursery schools are provided in some areas for children under 5 years of age, usually for those between two and five, but only small percentage of the nation's children of this age group do attend as accommodation and admittance are restricted. These nurseries are truly children's paradise where ample equipment including toys of all kinds is provided to keep these babies busy from 9 o'clock in the morning till 4 o'clock in the afternoon. Here they play, lunch and sleep under the guidance of two supervisors for each classroom of about 30 youngsters.

At 5 children enter the Infant school which is to a large extent the continuation of the activities of the nursery school. The three R's (reading, writing and 'rithmetic) are taught for about 20 min a day during the first year, gradually increasing to about 2 hours in their last year. The remainder of the time is spent in activities which the children have initiated either themselves or with the help of the teacher. Activities such as modeling from clay or plasticine, painting, drawing, singings are very popular. There is usually no written time-table.

At 7 children are transferred to the Junior school which is in many cases another section of the same building. The atmosphere is more restricted at this level. The children sit in rows and follow a regular time-table for the first time. The following subjects would appear on an average time-table: English, Arithmetic, History, Geography, Nature Study, Art and Music, Physical Education, Religious Instruction and Swimming. There pupils are streamed, according to their ability to learn, into A, B, C and D streams – the brightest children being in the A stream and the less gifted in the D stream. This last

named group is usually smaller than the others and receives more individual attention. A more difficult course is offered to the pupils of the A stream.

In this system a pupil never repeats a grade but always follows his own age group. Towards the end of their 4th year the pupils write their Eleven Plus Examinations on the results of which they will proceed to a Secondary Modern, Technical, Grammar or Comprehensive school.

Reading Comprehension.

a) Answer the following questions.

- 1) For what age group is schooling compulsory?
- 2) Are nursery schools provided for children under 5 years of age?
- 3) What kind of activities are babies busy with in the nurseries?
- 4) When can children enter the Infant school?
- 5) What subjects do children learn at Infant school?
- 6) Is there a written time table for them?
- 7) What school do children start at 7?
- 8) What is the difference between Infant school and Junior school?
- 9) Why are the children streamed into A, B, C, and D levels?
- 10) What happens at the end of the 4th year?

b) Join the parts of the sentences.

1. The nurseries have lot of facilities	a) under the guidance of two supervisors for each classroom.
2. Children play, lunch and sleep	b) in the same building where the Nursery school is.
3. The most popular activities are	c) do the most difficult course.
4. Junior school is often located	d) according to their ability to learn.
5. The children are streamed	e) to keep babies busy from 9 o'clock in the morning till 4 o'clock in the afternoon.
6. Pupils of the A stream	f) plactisine or clay modeling, painting, drawing, singing and dancing.

3. Speak about Nursery schools in England.

4. Reading and speaking.

You are going to read about Amanda's job. Read and answer the questions. Use your dictionary to help with new words. Discuss your answers with the group.

- a) What and who influenced her choice of career?
- b) What did her parents want her to do?

- c) What was the parents' attitude to the choice of career at first?
- d) Has the parents' attitude changed? Why?
- e) In what ways do the parents think that times have changed since they were very young?

THE NANNY

Amanda Peniston-Bird, 21, is the daughter of a judge and has just completed a two-year training course to be nanny at the Norland Nursery Training college. She and her mother talk about her choice of career.

Amanda

My sister Charlotte was born when I was seven and my mother decided she needed a nanny to look after us. So we got Alison. She was very young, seventeen I think, and wonderful. I adored her. She only worked part-time with us before she started her training at Norland college. She had to dress us in the morning and take me to school. After school she made us delicious teas and read us stories in bed. On Charlotte's birthday she organized a fantastic party.

When Alison left we had a trained nanny who lived with us and worked full-time. She was called Nanny Barnes by everyone, including my parents. She was older and quite traditional and wore a uniform. It was then that I realized that I wanted to be a nanny. I have always got on well with children. I have always enjoyed taking care of my sister and younger cousins. I told Mummy very firmly that I wanted to be a nanny when I grew up. At the time she laughed. I know that she and Daddy thought it was just a childish phase I was going through, but it wasn't. They thought I would follow in my father's footsteps and study law. But I didn't. There were some terrible rows but I didn't go to University. I left school and spent a year working at Ludgrove School, where Prince William used to go. Then I started my training course at Norland College. I finished the course last month and I've applied for the post of nanny to twins aged six months. Mammy and Daddy weren't angry for long, we made it up before I went to college, and they have encouraged me ever since.

Amanda's mother

Her father is still a wee bit disappointed that she didn't take after him and study law, but I think we're both proud and pleased that she has made her own decisions in life and done so well. We have brought her up to be an independent thinker, so we can't complain. Everything has turned out for the best. I had a nanny when I was a child but I never thought of being one myself, but times have changed and 'nannying' has been sociably acceptable for a long time. It wasn't just Princess Diana who made it fashionable!

V. BASIC TEACHING METHODS IN NURSERY SCHOOLS

1. Vocabulary notes.

to focus on – уделять большое внимание, сосредотачиваться на

principle – принцип, основное правило

integral – существенный, нераздельный

to underpin – поддерживать, являться основой

resilient – жизнерадостный

capable – способный

self-assured – уверенный в себе

promote – зд. проводить, обеспечивать

to explore – исследовать

BASIC TEACHING METHODS IN NURSERY SCHOOLS

Nursery preschool educational institutions mostly focus on providing fun filled education and studying to the children. Moreover, it's a place where children can interact socially with other children and develop the quality of working in a group. Meeting the needs and interests of the children is the main goal of all preschool establishments in our society. There are a few principles that are integral to a child's development and underpin the activities, routines and learning at nursery schools:

Unique child. Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive relationships. Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling environments. The environment plays a key role in supporting and extending children's learning and development.

Learning and Development. Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected.

There are six key areas of learning that make up the early years' foundation stage. They are integral to the planning at the nursery school:

Personal, social and emotional development. How do we promote it in nursery schools?

We all have the same personal and emotional needs. Children are taught how to form relationships with other adults and children who may come from the same or different background and cultures. Various topics based on the

young children's experiences are often explored and presented. Multi-cultural celebrations and customs are introduced in the hope that children will grow to understand and respect people from different lands and diverse needs. Children's birthdays are celebrated with games and singing. Teachers aim to help them to be independent and exercise the confidence needed in later life through them acting as helpers and helping teachers during the breaks and at lunchtime.

Communication, language and literacy. How do we promote them in nursery schools?

A book corner where children enjoy exploring books, images and texts. Story telling and role play where the children enjoy dressing up and developing large construction scenes of the story. Every session includes a 'circle time' where children listen, discuss and talk about the days of the week, the season, the weather, the things that may have happened.

Teachers have songs for daily routines i.e. tidying up. Singing often involves puppets, singing cards and actions.

Children's vocabulary is developed by playing language games, rhyming soup, saying riddles and rhymes and through identifying letters and sounds in theme activities.

Problem Solving, Reasoning and Numeracy. How do we promote them in nursery schools?

Sorting activities through colour, shape, patterns, size and features. Measuring volumes through water tray and sand tray activities, as well as through cooking. Activities where children explore size, shape, weight and length. Comparing sizes through using hands, feet and heights.

Exploring numbers through counting, adding and subtracting objects in a fun way. Finding ways of constructing, using large and small construction equipment. Exploring ways of travelling through garden activities.

Knowledge and understanding of the world. How do we promote them in nursery schools?

Exploring science and how they happen through small experiments. Exploring natural resources through sensory play (sand, water, cornflour). Inviting members of the community in to talk to the children about their work (fireman, policeman etc.). Celebrating different cultures and their festivals.

Physical development. How do we promote it in nursery schools?

Most kindergartens have climbing frames, slides and balancing platforms to develop gross motor skills.

Creative problem solving and physical skills are developed through the outside blackboards, painting boards, tricycles, scooters and sports equipment.

Dancing is included as a part of the curriculum as well as using soft play equipment.

Creative development. How do we promote it in nursery schools?

Storytelling, drama, role play, music and movement are used as ways to develop kids' expressive skills. Using a range of art and craft media to develop small and large scale artwork (clay, painting, sticking, pencils). Use of natural resources to develop imagination through construction and artwork, for example forming a large collage of the garden through the use of natural materials from the garden.

Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. Nursery educational establishment is the framework that provides that assurance from early childhood up to schooling age.

Reading Comprehension.

a) Answer the following questions.

- 1) What do nursery preschool educational institutions mostly focus on?
- 2) What is the main goal of all preschool establishments in our society?
- 3) What are the main principles that underpin the activities, routines and learning at nursery schools?
- 4) What are six key areas of learning that make up the early years' foundation stage?

b) Divide into 6 groups. Discuss the main key areas of learning in nursery schools. Share your ideas with the other students.

c) Match the verbs in A with the phrases in B

A	B
to provide	a key role in supporting children's development.
to meet	people from different lands
to play	by playing language games
to make up	size, shape, weight and length
to respect	fun filled education
to develop the vocabulary	different cultures and their festivals
to explore	the early years' foundation stage
to celebrate	the needs and interests of the children

2. Reading and speaking.

A story in a story.

a) Think about when you were a small child. Did your parents tell you stories? Which was your favorite story? Tell the class.

b) Read part one of the story.

A TRAIN JOURNEY

The people on the train were hot and tired. A tall young man sat next to three small children and their aunt. The aunt and the children talked. When the aunt spoke she always began with “Don’t...”. When the children spoke they always began with “Why ...?” The young man said nothing.

The small boy whistled loudly. “Don’t do that, Cyril,” said his aunt. Cyril stood up and looked out of the window at the countryside.

“Why is that man taking those sheep out of that field?” he asked.

“Perhaps he’s taking them to another field where there’s more grass,” said his aunt.

“But there’s lots of grass in that field. Why can’t the sheep stay there?”

“Perhaps the grass in the other field is better.”

“Why is it better?”

The young man looked annoyed.

“Oh dear,” thought the aunt, “he doesn’t like children.”

“Sit down quietly, Cyril. Now, listen. I’m going to tell you all a story.”

The children looked bored but they listened. The story was very boring indeed. It was about a very beautiful little girl, who worked hard and behaved beautifully. Everybody loved her. One day she fell into a lake and everyone in the village ran to save her.

“Why did they save her?” asked the bigger girl.

“Because she was so good,” said the aunt.

“But that’s stupid,” said the girl. “When people fall into lakes, it doesn’t matter, if they’re good or bad, you run to save them.”

“You’re right,” said the young man, speaking for the first time. “That’s a ridiculous story.”

“Well, perhaps *you* would like to tell a story,” said the aunt coldly.

“Ok,” said the man. The children looked interested and he began.

c) Answer the questions.

1) Who are the people on the train?

- 2) What does Cyril ask questions about?
- 3) Why does the aunt tell children a story?
- 4) What is the story about?
- 5) Do the children like the story?
- 6) Why does the young man start speaking?
- 7) Which of these adjectives best describe the people? Write them in the correct column.

quiet noisy badly-behaved tired worried bored boring annoyed annoying

the aunt	the children	the young man

d) Read part two.

The tale of horribly good Bertha

‘Once upon a time, a long time ago there was a little girl called Bertha. She was always well behaved and worked hard at school to please her parents and her teachers. She was never late, never dirty or untidy, never rude, and she never told lies.’

The children on the train began to look bored. ‘Was she pretty?’ asked the smaller girl.

‘No,’ said the young man. ‘She wasn’t pretty at all. She was just *horribly* good. Bertha was so good that she won three gold medals. One said *Never late*, one said *Always polite*, and the third said *Best child in the world*.’

‘Yuk!’ said the three children.

‘Anyway,’ said the young man, ‘Bertha was so good that the king invited her to his palace. So she put on her best clean white dress and she pinned her three medals to the front and she walked through the woods to the king’s palace. But in the woods there lived a big hungry wolf. He saw Bertha’s lovely white dress through the trees and he heard the medals clinking together as she walked.’

‘Aha!’ thought the wolf. ‘Lunch!’ And he started to move quickly but quietly through the trees towards Bertha.’

‘Oh, no!’ cried the children. ‘Is he going to eat Bertha?’

‘Yes, of course,’ answered the young man. ‘Bertha tried to run away but she couldn’t run fast because the medals were so heavy. The wolf caught her easily and he ate everything, every bit of Bertha, except her three gold medals.’

'That's a terrible story,' said the aunt.

'No, it isn't,' shouted the children. 'It's the best story ever!'

'Ah,' said the young man, 'the train's stopping. It's my station.'

f) Answer the questions.

1) What is the same and what is different in the aunt's story and the young man's story?

2) Does the aunt like young man's story? Why/Why not?

3) Do the children like the story? Why/Why not?

4) Which of these do you think is the moral of Bertha's story?

It pays to be good.

It never pays to be good.

It doesn't always pay to be good.

3. Speak briefly about the basic methods of teaching in nursery schools you are going to use in your work with children.

VI. LANGUAGE TEACHING METHODS IN PRIMARY SCHOOLS

1. Vocabulary notes.

to grasp – схватывать

flexibility – гибкость, податливость

span – период, промежуток времени

to spread – развертывать

to slap – хлопать, шлепать

to encourage – поощрять, ободрять, способствовать

to intimidate – пугать

to appreciate – оценивать

repetitive – повторяющийся, циклический

2. Read and translate the text. Use your dictionary and vocabulary notes above.

LANGUAGE TEACHING METHODS IN PRIMARY SCHOOLS

Preschool is so much fun. It can be difficult to teach a second language to children still trying to grasp their own and who cannot yet read. It can also be really enjoyable because these students have the flexibility to learn languages more quickly and are usually very enthusiastic.

Activities

Keep everything as simple and short as possible. These students do not have long attention spans and are easily distracted so **you should try to be the most interesting thing in the room at all times.** Students may also have a hard time sitting still during class so **plan activities that let them move around. Simon Says is excellent for preschoolers.** You can also have them make groups with the same number of people as the number you say aloud so if you say “*Four*” students have to make groups of four. This is another very fun, fast moving, and active game. With decks of vocabulary cards that have pictures instead of words, students can play simple games in small groups. A very basic game is to spread the cards face up and the first student to slap the correct card when you call out a word gets to keep it; the student with the most cards at the end of the game wins. You can also conduct some team based activities such as Chinese Whispers, which encourages students to be quiet and patient.

Songs/Gestures

Students at this age do well with **songs** and **gestures**. You can have songs for each part of the day to help them learn and remember certain vocabulary for

instance, a morning song might include *getting up, brushing teeth, and eating breakfast*. You can also use songs in your lessons for **speaking practice** since it is less intimidating to sing-a-long with the class than to speak individually. You should create gestures for different words because this will make it easier for students to remember new vocabulary. Choose gestures that you are comfortable with and that are simple enough for you to do repeatedly throughout the course. **Teaching preschoolers requires a high energy level and you may feel silly at first but these students can be a real pleasure to work with and they will certainly appreciate your efforts.**

Worksheets

Worksheets for this age group are less common. Unlike worksheets used for older students, preschool worksheets do not need to have any words on them. In most cases worksheets for this age level should not have words on them at all however it will depend on your school. Either way, you can still use worksheets to practice material and test comprehension, for example, you can ask students to draw a picture while you tell a story. The story would have to be very short and simple but if you tell a story about a tree and a student draws a house then it might be time to **get those flashcards out again.** You can also use **coloring pages** and do matching activities where you ask students to match the pictures of two words you say aloud. This also serves as a simple comprehension test.

Stories

While your students will not be reading much in your class, they may enjoy **hearing some stories** especially if the lesson is during a quieter part of their day. The best stories for this age group, regardless of the activity you have in mind, are repetitive. This ensures that students catch the main points. Stories such as *Goldilocks and the Three Bears and One Fish, Two Fish, Red Fish, Blue Fish* might be appropriate for your students at this level. If students have heard the story more than once, you can ask them to tell you the story based on the illustrations. Students often enjoy this type of activity in their native language so you may as well include it in your lessons. Start with the most basic story you can find to see if your class enjoys having story time.

Topics you teach at the preschool level will be quite limited

You can usually cover topics as body parts, colors, numbers, weather, emotions, appearance and routines. You will have to introduce new vocabulary slowly and do lots of practice activities each day. Every lesson should be focused on speaking, listening, and having fun.

Reading Comprehension

a) Answer the following questions.

- 1) Is it difficult to teach a second language to the children? If yes, why?
- 2) What activities are the best to plan for young children? Why?
- 3) Why songs and gestures are so important in teaching a second language? Give examples.
- 4) What kind of worksheets do teachers use at preschool?
- 5) What is the role of storytelling?
- 6) What stories are the best for the young age group?
- 7) What topics do teachers usually cover at the preschool level?
- 8) What should be every lesson focused on?

b) Match the verbs in A with the phrases in B

A	B
to teach	new vocabulary
to conduct	lots of practice activities
to remember	simple games in small groups
to enjoy	a second language
to do	coloring pages
to appreciate	team based activities
to use	someone's efforts
to play	having story time

3. Reading and speaking.

a) Complete the story with the adjectives and adverbs from the box.
Use each word once only.

adjectives	adverbs
beautiful	carefully
green	happily
hot	quickly
angry	suddenly
deep	immediately
handsome	unfortunately
unhappy	quietly

THE PRINCESS AND THE FROG

Once upon a time there was a (1) *beautiful* princess who had a golden ball. She lived in a palace with her father, the King, and her seven sisters. Every day she played with her ball in the garden of palace.

At the end of the garden there was a (2) _____, dark lake. When the weather was (3) _____, the princess liked playing near the lake.

(4) _____, one day she dropped her golden ball into the water. She was very (5) _____ and she sat on the grass and started to cry.

(6) _____ she heard a voice: 'Don't cry, princess.'

She opened her eyes and saw a large (7) _____ frog. 'Oh, please help me!' she said, 'I can't get my ball.'

'I'll help you,' said the frog, 'if I can come and live with you in the palace!'

'Yes, yes, of course. I promise,' said the princess.

So the frog jumped into the water and came back with the ball. The princess laughed and took the ball. She ran (8) _____ back to the palace and forgot all about the frog.

The frog was very (9) _____. He followed the princess into the palace and told his story to the King.

'A promise is a promise,' said the frog.

'Yes,' said the King and called his daughter. 'A promise is a promise, my daughter. Take the frog to your room and look after him (10) _____.'

The princess cried again, but she took the frog and put him on her bed. The frog looked at her and said (11) _____, 'Please kiss me, princess.' She closed her eyes and kissed him.

(12) _____, the frog turned into a (13) _____ prince. Of course, he and the princess fell in love. One week later they married and they lived (14) _____ ever after.

b) Write another fairy story that you know. Write about 200 words. Remember to use adjectives and adverbs.

Begin *Once upon a time...*

End *... and they lived happily ever after.*

c) Prepare a few pictures illustrating your story. Represent your story in the class. You can make a computer presentation as well.

VII. MY FUTURE PROFESSION

HANDICRAFTS TEACHER

1. Vocabulary notes.

artefact – искусственный (сделанный человеком продукт)

dwelling – жилье, дом

tool – инструмент

aesthetic dimension – эстетическое измерение

embody – воплощать

craftsman – мастер, ремесленник

creative – творческий

contemporary – современный

sophisticated – утончённый, сложный, изысканный

to require – требовать

vital – жизненно важный

2. Read and translate the text. Use your dictionary and vocabulary notes above.

MY FUTURE PROFESSION

Let me introduce myself. I am Marina Kolesnikova, a first year student of the Polotsk State University.

I am 18. I was born in Verkhnedvinsk, a small town in the north of Belarus. My family still live there. It's not too large – my mum, my dad and my younger brother Andrey. There's also my grandma who lives not far from our house and often visits us.

As for me I live in the hostel with two other girls. I love my University and my new friends but of course I miss my family very much. Twice a month I go home to stay with them and we are very happy when we are together. I study at the Sports and Pedagogy Faculty. My course lasts 5 years. When I graduate I will get the qualification of a Handicrafts teacher and an entrepreneur. Let me say a few words about the subject of Handicrafts and Arts at school.

Historically humankind has used and processed materials to make tools, clothing, dwellings and art. Artefacts are part of most areas of our lives. Artefacts communicate thoughts and ideas, make statements about social status, views on life, power and placement, who we are and where we belong. The

aesthetic dimension is a central element of the everyday life of children and young people, constituting a basis for their choices and expressions.

The arts and crafts subject embodies various traditions, from the craftsman's knowledge of materials, techniques and work processes, via the designer's knowledge of developing ideas and solving problem, to the artist's production of creative works of art. Understanding the arts and crafts of the past and the present in one's own culture and that of others may provide the basis for developing our multicultural society.

Practical creative work in the schools and studios, developing ideas, and designing products are all central aspects of the subject. This work includes using traditional and more contemporary materials, tools and techniques. Developing imagination, creativity and motor skills – from the simple to the more sophisticated – are important dimensions of the subject and require much time. It gives each individual the opportunity to experience the joy of creating and mastering.

Knowledge about form, colour and composition is vital for the creation of products that function. This knowledge can contribute to personal development. Such knowledge can improve the opportunity to participate in democratic decision-making processes in a society where more and more information is communicated visually. The main aim of the subject is to help to develop entrepreneurship and cooperation with business and industry, institutions and specialists. In interdisciplinary cooperation on design and technology the subject particularly contributes to the practical-aesthetic aspects of design.

The subject *arts and crafts* has an important position in developing general cultural education. It also prepares pupils for a number of further education, trades and occupations. Aesthetic competence is a source of development on several levels, from personal growth to creative innovation in a larger social perspective.

Reading Comprehension.

a) Answer the following questions.

- 1) Where was Marina born?
- 2) Is her family large?
- 3) Where does she live now?
- 4) What is her future qualification?
- 5) What does 'artefact' mean? Explain in English please.
- 6) Why is the understanding of the arts and crafts history so important?

- 7) What are the central aspects of the subject?
 8) What knowledge do you need to possess for the creation of products that function?
 9) Why is the subject *arts and crafts* so important for children?

b) Join the parts of the sentences.

1. The term "craft" denotes	a) like embossing, repoussé work, engraving, granulation and filigree decoration.
2. Decorative Art is considered	b) to develop entrepreneurship and cooperation with business and industry, institutions and specialists.
3. Applied Art describes	c) a skill, usually employed in branches of the decorative arts.
4. The main aim of the Arts and Crafts subject is	d) vital for the creation of products that function.
5. Jewelry includes metalwork involving processes	f) fields of creative activity that apply design and aesthetics to utilitarian objects of everyday use.
6. Knowledge about form, colour and composition is	g) to include ornamental and functional works in ceramic, glass, metal, wood and textiles.

3. Reading and speaking.

TEXT I

Career Development

a) Read about Sami describing his career path to becoming a Network Designer. Complete the table with what Sami was doing at different ages.

16	Sitting exams at school
17	
18	
20	
23	
25	

Interview with a Network Designer

Interviewer: Tell me a little about your professional history and what you do now.

Sami: At school I used to enjoy Maths and Physics, so when I left school at sixteen I wanted a job working in technology, and outdoors if possible. I got good marks in my school exams. A friend told me that BT had an apprenticeship scheme, so I applied. There was an interview and I was accepted. I was seventeen and a Service Technician, climbing poles and fixing lines. It was great. BT is a company that is constantly changing and there are always opportunities to study and learn new things. I passed my BTEC in Telecommunications with 100%! At eighteen I became a Data and Networks Technician and studied for an NVO. It was my job to install new networks at the exchanges. I was responsible for the exchange switch and transmission. I was out on work placements a lot to get experience and did loads of courses. We got days off work to study.

I got more and more interested in actually designing the network. The new 21st Century Network was about to be developed so I decided to become a Network Designer when I was twenty, and joined the Network Design Department. The 21st Century Network was to be a completely new IT Network to replace the old phone-based one. It was a massive challenge to BT. In the office I learned how to design and plan networks as well as how to predict future growth and trends using modeling techniques. At the same time the company sponsored me to do a university degree. Now I was designing the systems that BT's technology runs on. When I was 23 I graduated from university with a BSc in computer and network engineering and have worked as a Network Designer since then. I've worked as a Project Manager on a range of really interesting projects. I've had to learn different skills really quickly and learn how to prioritize. New projects make you think about what exactly needs to be done and which parts are important. I have to give presentations to senior management within the company, major customers, and at international conferences.

b) Answer the questions.

- 1) What subjects did Sami study at school?
- 2) What does a service technician do?
- 3) What did he like about the job?
- 4) What were his responsibilities at the exchange?
- 5) What qualifications did he have by the time he was 20?
- 6) What did he learn when he joined the Network Design Department?

- 7) What did he study at University?
- 8) What has he had to learn as a Network Designer?

c) Preparing for an interview.

- 1) How would you prepare for an interview? Work in pairs and make a list of key points.
- 2) Look at the checklist below. How many of these points did you think of?
- 3) Can you think of any other points that would be important?

Checklist

- Find out who you will be talking to. The department boss will ask specific task-related questions and someone from Personnel will ask about your general skills.
- Find out about the company – their products and services, customers and competitors.
- Prepare for some common questions that are often asked during an interview.

What are your strengths and weaknesses?

Why do you want to work for us?

What did you like most in your last job?

How do you get on with other people?

Do you work best on your own or in a team?

How do you manage multitasking?

How do you deal with stress?

Read more of these typical questions at www.jobcentrplus.gov.uk or by searching, for example, on Google.

- Be positive.
- Give relevant answers.
- Ask questions.
- Wear smart, business-like clothes.
- Get to interview early.

TEXT II

Before you read

Have you ever been to an interview? What was it for? What was it like? How did you feel? What do people often do wrong in interviews?

Read about how not to behave in an interview and answer the questions.

- 1 What are three common mistakes that people make?
- 2 Which do you think is the funniest job interview story?

Making the wrong impression.

Job interviews are never easy but some people make the most obvious mistakes. Some arrive late. Others don't prepare what they are going to say. And many don't even show any interest in the job.

There are lots of funny stories about job interviews. According to one company, one person went into the interview wearing motorcycling clothes – including a crash helmet! Another listened to a personal stereo the whole time. A third suggested an arm-wrestling competition with the interviewer, while another just fell asleep and snored!

Writing

Complete the instructions for going to an interview in Britain. Use the correct adjectives and adverbs.

Clearly punctually confident smartly nervous carefully
comfortably early firmly fast briefly

MAKING THE RIGHT IMPRESSION

- 1 Dress but If you are a woman, don't wear too much make up or jewelry.
- 2 Check the time of the interview and arrive Remember, it's better to be than late.
- 3 When you are introduced, shake hands
- 4 Look cheerful and – even if you are not feeling it!
- 5 Don't smoke.
- 6 Answer questions but honestly.
- 7 Speak And try not to speak too, even if you are
- 8 Listen and with interest when the interviewer talks about the job.

Compare your sentences with your partner.

Do you disagree with any of these instructions? Is it the same in your country? If not, how is it different?

4. Supplementary reading.

CRAFTS

Definition and Meaning

The term "craft" denotes a skill, usually employed in branches of the decorative arts (eg. ceramics), or in an associated artistic practice (eg. lace-making). A key feature of crafts is that they involve a high degree of "hands-on" craftsmanship rather than just skill with a machine.

Some crafts that are practiced by artists working alone are sometimes referred to by the term "studio craft". Metal work, wood turning, glass blowing, and glass art are examples of "studio crafts", as is pottery – notably the studio pottery movement exemplified by Bernard Leach in Britain.

Arts Versus Crafts

Ever since the Renaissance era, when the status of painters and sculptors was upgraded to "artist", the term "crafts" has been classified as a less creative activity to "arts." Why? Because a craftsman can predict what he is going to create, whereas an artist can't predict what he is going to create until he has created it. In practice, however, the line between an "art" and a "craft" is frequently so fine as to be meaningless.

Decorative Arts: Applied Art: Versus Crafts

The etymology and distinctive meanings of terms like "arts" and "crafts" is further complicated and confused by the expansion of closely related areas like "Decorative Arts" and "Applied Arts".

'**Decorative Art**' is traditionally considered to include ornamental and functional works in ceramic, glass, metal, wood and textiles. The term encompasses pottery, furniture, furnishings, interior design, and architecture, and is used by art critics to distinguish these areas from the "fine arts" such as drawing, painting, and sculpture: "Fine Arts" being created purely for aesthetic reasons.

"**Applied Art**" describes fields of creative activity that apply design and aesthetics to utilitarian objects of everyday use. It includes activities like architecture, interior design, graphic design, fashion design, industrial or commercial design, decorative art and functional art.

As you can see, a noticeable overlap exists between the three areas: decorative, applied arts, and crafts, and (in practice) between unique crafted items and fine art sculpture.

Types of Craft

There are hundreds if not thousands of different varieties of handicrafts. The following list of crafts is included merely for illustrative purposes.

Textiles

Appliqué, Crocheting, Embroidery, Felt-making, Knitting, Lace-making, Macramé, Quilting, Tapestry art, Weaving.

Woodcraft

Wood-carving, Wood-turning, Cabinet making, Furniture making lacquerware.

Papercraft.

Paper Modelling, Collage, Decoupage, Origami paper folding, Papier-mâché.

Pottery and Glass Craft.

Ceramics (earthenware, stoneware, porcelain), Mosaic Art, Glass Beadmaking, Glass Blowing, Glass Etching.

Jewellery

Includes **metalwork** involving processes like embossing, repoussé work, engraving, granulation and filigree decoration.

Other Examples of Craftwork

Basket weaving, Beer-making, Book-binding, Doll-making, Enamelling, Floral Design, Ikebana, Jewellery-making, Knife-making (cutler), Leatherwork, Metalwork, Model-making, Tattoo Designing, Toy-making.

VIII. VALUE AND AIMS OF HANDICRAFTS TEACHING

1. Vocabulary notes.

essentially – главным образом

underlie – лежать в основе

to expand – расширять

introduction – введение

manual abilities – мануальные (физические) способности

over-theoretical - излишне теоретический

contemplative – созерцательный

pursuit – занятие

to overcome – преодолеть

to enable – давать возможность

spontaneously – спонтанно

aptitude – пригодность

to aid – способствовать

2. Read and translate the text. Use your dictionary and vocabulary notes above.

VALUE AND AIMS OF HANDICRAFTS TEACHING

Handicrafts have a special educational value in our school system. They are based essentially on the general values underlying the human personality which they help to expand.

Handicrafts serve as an introduction to vocational or technical trainings; they prepare pupils indirectly for a given trade.

In the first place handicrafts are excellent for training the senses especially sight and touch. They develop manual abilities and skill. They give a sense of reality inducing the habit of testing ideas by objective criteria. Thus handicrafts give the necessary balance to a general education which is often over-theoretical and intellectual. They are essential to the complete and harmonious development of the pupil's personality.

It is a fact that handicrafts lead to a perfect unity of thought and action. While fulfilling the purely cultural needs of education, handicrafts, from the psychological point of view, also respond to the need of action. They maintain a balance between contemplative and active pursuits. It is reasonable to hope that handicrafts teaching may help to overcome the century old opposition between thought and action.

Whether handicrafts lead to the production of beautiful objects or not, they provide the easiest means of enabling pupils to experiment in aesthetic creation. This teaching is an important part of artistic training because it awakens good taste and responds to the individual's need to create and to express himself spontaneously.

From the point of view of ethical education handicrafts are character forming, provide discipline in work, teach order and method. More easily and clearly than any other subject handicrafts make pupils alive to the need for effort, accuracy and finish in their work.

Handicraft teaching is equally valuable from the point of view of social education, because accustoming future intellectual to using their hands and making them understand the mentality of manual workers will bring them closer together and remove the misunderstandings which have separated them.

Handicrafts can give a teacher a psychological knowledge of his pupils, which is essential to all education. They are particularly important in bringing light aptitude, interests and tastes which must be known to guide school work and later, vocational training.

Finally Handicrafts aid very effectively in teaching all other subjects. They constitute a means of giving concrete demonstration in many subjects and providing innumerable topics for hobbies and research.

Reading Comprehension.

a) Answer the following questions.

- 1) What is the value of handicrafts in our school system?
- 2) What are they based on?
- 3) Why do they help to complete harmonious development of the pupil's personality?
- 4) In what way does handicrafts teaching may affect the century old opposition between thought and action?
- 5) They awaken good taste and respond to the individual's need to create and to express himself, don't they?
- 6) What value do handicrafts have from the point of view of ethical education?
- 7) What value do handicrafts have from the point of view of social education?
- 8) Do handicrafts give a teacher a psychological knowledge of his pupils?
- 9) How do handicrafts aid in teaching all other subjects?

b) Join the parts of the sentences.

1. Handicrafts serve as	a) a perfect unity of thought and action.
2. The Arts and Crafts Movement was	b) a means of giving concrete demonstration in many subjects.
3. Handicrafts lead to	c) a social and aesthetic movement of the late 19th and early 20th century.
4. Handicrafts provide	d) very effectively in teaching all other subjects.
5. Handicrafts constitute	f) an introduction to vocational or technical trainings.
6. Handicrafts aid	g) the easiest means of enabling pupils to experiment in aesthetic creation.

3. Reading and speaking.

a) Study the description of the course of Alec Hammond, a technology student from Scotland, and answer the questions.

1. How long does the course start?
2. What jobs can he do after he completes the course?
3. Can he study a foreign language?

<i>CIVIL ENGINEERING, HND</i> <i>Ideal for students who want to follow a career in Civil engineering</i>
Duration Two years full-time, starting in September.
Overview The construction industry needs well trained and qualified managers, technologists and technicians. This course is designed to teach you the skills necessary for a managerial role in this industry. You will learn the latest construction practices and be given the opportunity to specialize in one area.
Course content <i>You study core units in:</i> <ul style="list-style-type: none">- CAD- Communications- Construction management- Construction technology- Construction surveying

- Civil engineering materials
- Drawing and design
- Fluid materials
- Geotechnics
- IT
- Maths

- Mechanics and structure

You can take additional units in:

- *Advanced structural design*
- *Advanced surveying*
- *Highway engineering*
- *Quality assurance*
- *a foreign language*

What can I do next?

On successful completion of the course, you may progress to a range of degree-level courses. Some students progress to employment as Civil engineering technicians/technologists.

b) In what of the core units will these topics be covered?

- 1) the properties of concrete
- 2) computer application software
- 3) forces on a structure
- 4) calculus
- 5) report writing

c) Read Part I of the interview. Answer the questions.

- 1) Which stage of the course is Alec at?
- 2) How many women are taking the course?
- 3) What age was he when he left school?
- 4) What job did he do when he left school?
- 5) Which subjects did he enjoy most at school?

I – interviewer, A – Alex

THE COURSE

I You are doing an HND in Civil Engineering. How long does it last?

A It's a two-year course.

I And what stage are you at now?

A I'm in the second semester of the first year.

I How many students are in the group?

A There are eight, all men.

I Why did you decide to do this course?

A I left school at seventeen and started off as an Architectural Technician and...

I What did that involve, being an Architectural Technician?

A Doing all the technical drawings for the architects, things like that. We used a program called Autocad.

I And what took you into that line of business?

A Well, I was interested in architecture. My best subject at school, the one I enjoyed most was Graphic communication. I decided to try to get a career using that. So, when I went into an architect's office and was there for four years before I decided to start my HND.

d) Here are the interviewer's questions from Part II of the interview. Predict how Alex answers them. Then read Part II of the interview and check your answers.

1) What do you hope to do at the end of the course?

2) What kind of degree will you take?

3) How long will it take?

4) When you start work as a Civil Engineer, what do you want to build – houses, or big structures like bridges and roads?

I What do you hope to do at the end of your course?

A Well, I want to go on to the degree.

I What kind of degree will you take?

A I'd like to do Structural engineering, a BEng. I've got an acceptance from two universities. I can start once I've finished one year of my HND.

I How long will it take?

A It's four years for a BEng.

I When you start work as a Civil Engineer, what do you want to build – houses or big structures like bridges and roads?

A I'm more interested in the big structures like bridges.

I You may have to go overseas for that.

A That's one reason why I chose this career. That you can travel. there's a lot of opportunities to go overseas.

4. Supplementary reading.

HISTORY AND DEVELOPMENT OF CRAFTS

Craft Guilds (c. 1250–1850)

Originally coined during medieval times in Europe, the term "Craft Guild" refers to an occupational association which typically consisted of all the artisans (and sometimes the suppliers, retailers and wholesale merchants) involved in a specific branch of industry or commerce. Largely developed after 1250, Medieval craft guilds (eg. for goldsmithery and metalwork) varied little in their general organization. Each had an assembly of all members, which possessed some rule-making authority, but real control lay in the hands of a few top officials and a council of advisors. A typical Guild was divided into three categories: Masters, Journeymen and Apprentices. In the wealthiest trades, a guild might also have an inner circle of Master Craftsmen. The main economic aim of craft guilds was to achieve a complete monopoly over everyone involved in the profession, in order to protect and promote the financial interests of their members, but this was rarely achieved. Generally, there were too many competing guilds, and too much state interest for this to occur. For example, from the 15th century onwards, rules regarding apprenticeship and key areas of guild policy became the target of State intervention. As a result, from the late 16th century onwards, the power and activity of craft guilds began to decline: a process accelerated by the standardization and mass-production techniques introduced by the Industrial Revolution, as well as the emergence of regulated companies and other associations. Guilds were finally abolished in France (1791), Rome (1907) Spain (1840) England (1835) Austria and Germany (1860) and Italy (1864).

The disappearance of craft guilds signalled the end of master-craftsmanship as an integral part of industry and commerce, and its replacement with machine-tool dexterity in both factories and workshops. This issue – the redundancy of individual hand-based craft skills, and the emergence of mass-production methods to produce faster, cheaper but less "beautiful" products – informs much of the debate surrounding the inherent value of crafts. The first reaction against this mechanization was the **Arts and Crafts Movement**, which gathered momentum during late Victorian times.

East Asian Arts and Crafts

Asian art – embracing works from India, China, Korea and Japan – is noted for its mastery of different types of art. Lacquerware, jade carving,

bronzes, pottery, porcelain, Buddhist sculpture, silks and other textiles, were just some of the artforms mastered in Eastern Asia. For more, see: Chinese Art (c. 1700 BCE – 2000 CE); Korean Art (c. 3,000 BCE onwards) and Japanese Art.

Arts and Crafts Movement (Flourished c. 1850–1900)

The Arts and Crafts Movement was a social and aesthetic movement of the late 19th and early 20th century that advocated good design and craftsmanship at a time of increasing mechanization and mass production. Mainly concerned with architecture and the decorative arts the movement originated in Britain but also had a significant impact on the continent and in America. No particular style was associated with the movement, aside from general "folk art", but there was an emphasis on "honesty" - on producing products that showed clearly what they were made of and how they worked. This often involved the use of plain materials and surfaces, and has had a lasting influence on modern design.

The movement's name came from the *Arts & Crafts Exhibition Society*, founded in 1888, but its origins go back to the 1850s ideas of John Ruskin (1819–1900). Ruskin abhorred the type of highly decorated machine made products that dominated the Great Exhibition of 1851 (which led to the foundation of the Victoria and Albert Museum) and believed that the beauty of medieval art sprang from the pride that medieval artists had in individual craftsmanship. His ideas had a huge influence on William Morris (1834–96) who, via his decorative arts firm, set about the recreation of hand industry in a machine age, producing a range of textiles, printed books, wallpaper, furniture and other items. Commercially and aesthetically, his work was a triumph, but he failed completely in his idea of producing art for the masses because only rich people could afford his products. Even so, his ideas strongly influenced craftsmen and teachers, leading to the foundation in the 1880s of various bodies to promote Arts and Crafts ideas including the *Artworkers Guild* (1884), which aimed to increase understanding and collaboration between different branches of the visual arts.

IX. HANDICRAFTS: ART, DESIGN AND COOKING

1. Vocabulary notes.

book binding – переплет книг
to enable – давать возможность
inspiration – вдохновение
carving – резьба
sketch – эскиз
entrepreneurship – предпринимательство
pastry – кондитерские изделия
competence – компетенция
assessment – оценка, суждение
versatile – многосторонние
to gain – получать
to permeate – проникать, охватывать

2. Read and translate the text. Use your dictionary and vocabulary notes above.

HANDICRAFTS: ART, DESIGN AND COOKING

Handicrafts have been a standard subject in secondary schools for quite a long time. It is a fact that Handicrafts subject has a general educational value and can contribute to the development of the whole personality. It develops manual and practical skills, enables the individual to carry out everyday tasks, teach him how to put his leisure to good use. Handicrafts subject also serves as a good introduction to a professional activity.

In the first place, handicrafts are excellent for training the senses especially sight and touch. They develop manual abilities and skill. They give a sense of reality inducing the habit of testing ideas by objective criteria. Thus handicrafts give the necessary balance to a general education which is often over-theoretical and intellectual. It is a fact that handicrafts lead to a perfect unity of thought and action. It is for that reason that handicrafts, from the psychological point of view, while fulfilling the purely cultural needs of education, also respond to the need of action, which is in all young people, and maintain a balance between contemplative and active pursuits. It is reasonable to hope that handicrafts teaching may help to overcome the century old opposition between thought and action.

In our country teaching handicrafts is included in school curricula for every year of secondary education except from senior classes. There is a wide

variety of handicrafts activities – wood work, metalwork, needlework and domestic science. In some schools many new activities such as weaving, carpet making, book binding, leather work, the construction of models of boats and airplanes, pottery, not to speak of gardening are added.

ARTS

The tradition of creative work with images and sculpture is continued and developed in this main subject area. Inspiration from art history, from rock carvings via antiquity and renaissance to contemporary art in our multicultural society, forms the basis and point of reference for the pupil's own imagination and creative work with various materials.

DESIGN

Design represents a continuance of the artisan tradition and deals with the designing of objects. It comprises both work directly with materials and work with sketches and models. The design of ideas, technical drawings, products and arts and crafts are key elements. Familiarity with materials, problem solving and production can constitute the basis for innovation and entrepreneurship.

COOKING

In the art of cooking program pupils focus on cooking skill, baking, pastry and Belarusian regional cuisine.

BASIC SKILLS

Basic skills are integrated in the competence aims where they contribute to development of the competence in the subject, while also being part of this competence. In the arts and crafts subject the basic skills are understood as follows:

Being able to express oneself orally in arts and crafts, and comment on one's own work and that of others is an important part of the subject. The discussion might be conducted on a number of levels, from description to analysis and assessment. Presentation of one's own work, oral descriptions and assessments are key elements. Oral skills are also important for the reflection upon and assessment of experiences, aesthetic techniques and connections.

Being able to express oneself in writing in arts and crafts means using signs and symbols to express oneself visually. The development of written and visual competence occurs when facts, ideas and attitudes are translated into signs. To maintain visual skills, parallel to developing literacy, focused and versatile drawing activities are equally important on all levels.

Being able to read in arts and crafts focuses on being able to interpret signs and symbols and to gain inspiration for creative work. Visual communication permeates the subject and contributes to developing textual understanding. To utilise information and avoid being taken in by visual rhetoric it is important to be able to read and understand different textual expressions.

Interpreting diagrams and other visual representations, such as user instructions and architectural drawings, forms the basis for important decisions.

Being able to do mathematics in arts and crafts means working with proportions, dimensions, scales and basic geometric shapes. Drawing involves assessing proportions and two- and three-dimensional representations. The relation between aesthetics and geometry is also an essential aspect of working with decorations, ornaments and architecture. Mathematical skills are required for working with various materials and techniques.

Being able to use digital tools in arts and crafts is important when searching for information and producing information as text and images. Production of digital images is important in the pupils' work with photography, scanning, animation, film and video. Also included here are attitudes relating to source criticism, protection of personal privacy and familiarity with copyright rules. Multimedia is included in presentations of one's own work and that of others. Knowledge of aesthetic and digital techniques is decisive for successful communication.

Reading Comprehension.

a) Answer the following questions.

1. Why has handicrafts been a standard subject in secondary schools for quite a long time?
2. What does this subject help to develop?
3. Does it introduce oneself to a professional activity?
4. What balance do handicrafts give to a general education?
5. What kind of handicrafts activities do our schools practice?
6. What activities do pupils have in the areas of arts, design and cooking?
7. What are the main basic skills children have to possess in the subject?

b) Join the parts of the sentences.

1. Oral skills are	a) focuses on being able to interpret signs and symbols and to gain inspiration for creative work.
2. Writing skills in arts and crafts help	b) allows to work with proportions, dimensions, scales and basic geometric shapes.
3. Reading skill	c) then it will be easy for you to search for information and produce information as text and images.
4. Knowledge in maths	d) very important in expressing oneself in arts and crafts as well as commenting on one's own work.
5. If you can use digital tools in arts and crafts	f) g) to express oneself visually using signs and symbols.

3. Reading and speaking.

TEXT I

IT'S MY JOB

a. Study the requirements in the design brief for Kenneth Blake, a furniture Designer. Then match each requirement to the correct reason.

Product: garden chair.

Requirement

- | | |
|----------------------------------|------------------------------------|
| 1 light weight | a) stores easily in winter |
| 2 strong | b) spends most of the time outside |
| 3 stackable | c) supports heavy adults |
| 4 available in a range of colors | d) keeps manufacturing costs low |
| 5 durable | e) easy to lift |
| 6 durable | f) competes with rivals |
| 7 easy to mass-produce | g) looks attractive |
| 8 sells for less than 20 euros | h) encourages people to use it |

b. Read about Kenneth. Complete the sentences 1-6 with words from the text.

- 1) Plastic is very hard-wearing – it's _____ .
- 2) A company which competes with yours is a _____ .
- 3) A _____ helps to make a structure stronger.
- 4) Kenneth _____ his designs first and then makes finished drawings.
- 5) You can make hundreds of plastic chairs from one _____ .
- 6) A _____ is a model which is ready for testing.

KENNETH BLAKE: FURNITURE DESIGNER

I decided to use plastic because it's durable. You can make it in a lot of colours and it's easy to mass-produce plastic items.

I went to the local garden centre to examine the chairs other companies made, the rival products, and to find out their cost – about 20 euro. I bought three different models. I wanted a chair without arms so I cut the arms off one. This made the back too weak so I added vertical supports to make the back stronger.

I sketched my designs on paper, and from these I produced technical drawings with all the dimensions. I made a full-scale model to make sure the

chair looked good and was comfortable. Then I transferred my drawings to a 3-D computer modeling program, and sent a copy by file transfer to the moulding company.

They made a mould and sent me a prototype chair. I added more supports to the back and the chair was ready to produce.

Write questions to ask Kenneth about his design. The answers should be in the text above.

EXAMPLES

Why did you go to the garden centre?

How much do garden chairs cost?

Did you make a model?

Now practice your questions in pairs. Take turns to ask and answer.

TEXT II

FROM RAGU TO RICHES

a. Read the text

Glossary:

From rags to riches. A rag is an old cloth. The original expression means ‘from being very poor to being very rich’.

Ragu. In this case is a brand name for a range of different pasta sauces.

This is a story about two cities, one woman and tomato sauce. The story began nearly one hundred years ago in the kitchen of a small house in the ancient city of Melfi in the southern Italy. It ended with one of the USA’s best-selling sauces.

In July 1892, a baby girl was born in Melfi. She was called Assunta Gala. Her father, Michelangelo, and his wife Amelia had ten children altogether. Four of them died.

In those days life in southern Italy was very hard. One way of escape was a ticket to the USA. The whole family emigrated and Assunta arrived in New York on 15th May, 1914. They went straight to ‘Little Italy’ in New York State and settled in the city of Rochester. Assunta had no skills except cooking and

she worked in her brother's restaurant for several years. In 1927 she married Giovanni Cantisano and started a family.

To earn a little extra money, Assunta began to make spaghetti sauce. She used her mother's old recipe, made the sauce in her kitchen and sold it locally. Soon everyone wanted the sauce and the Cantisanos moved the 'kitchen' to a factory. They put the sauce into cans called it 'Ragu' and sold it throughout the north-eastern states.

In 1969, an American food company bought the 'golden recipe' for over forty million dollars! Assunta began her life in poverty and died a millionairess. Her sauce was the best-selling spaghetti sauce in the whole of the USA.

b. Write ten questions to ask your partner about the story. Start your questions with *When, Where, Who, What* and *Why*.

When was Assunta born?

Where was she born?

4. Supplementary reading.

20th Century Crafts

The Arts and Crafts movement also inspired designers, like Henry van de Velde, as well as styles such as Art Nouveau, Art Deco, the building of the Honan Chapel (1916) in Cork, the Dutch De Stijl design group, the Viennese Secession movement, the Deutscher Werkbund, the Wiener Werkstätte, and eventually The Bauhaus Design School. Some art historians even regard it as a precursor of Minimalism, whose pure forms found their way into architecture, painting, sculpture and many areas of applied art. In America, there were a series of Arts and Crafts-inspired styles. "The Craftsman," a magazine published by cabinet-maker Gustav Stickley articulated a number of American craft concepts which had significant influence on Frank Lloyd Wright and later American craftsmen, artists and architects. Another crafts style was the Roycroft movement, established in 1895 by Elbert Hubbard, as a community of artisans along the lines of a Medieval European guild in upstate New York. Mainly concerned with creating ornate books, it also produced a range of furniture and metal products. The 20th century studio crafts movement originated in a number of new crafts programs established during the 1900s. In 1901, for example, the first ceramics art school was founded at Alfred University in New York. In the

same year, the first metal arts class was launched at the Rhode Island School of Design in Providence, followed two years later by the first textiles class.

After the end of World War I, Europe gave birth to a variety of new design styles, including: De Stijl, The Bauhaus School and Art Deco; the latter being embraced by numerous American architects and designers. Also, during the Depression era of the late 1920s, early 1930s, the US Federal Works Progress Administration continued funding crafts as well as public works and murals, in order to keep workers occupied. This permitted crafts to survive at a local level, while the incorporation of more craft courses into third-level arts programs helped to promote crafts at a national level.

The Post-War Rise of American Crafts

During and after World War II, which witnessed the replacement of Paris by New York as the world's art capital, there was a significant movement of skilled European artists, ex-Bauhaus designers and craftsmen from Europe to America. In addition, in 1943, the American Craft Council was established to champion the skills and well-being of craftspeople. In due course, the ACC founded its own publication - the "American Craft" magazine – and developed the Museum of Art and Design (then called the Museum of Contemporary Crafts). Other centres of innovation and excellence emerged, among them Black Mountain College in North Carolina, the Otis College of Art and Design in Los Angeles, the California College of Arts and Crafts, the Toledo Museum of Art, the Haystack Mountain School of Crafts, the Penland School of Crafts and the Pilchuck Glass School. Thus revitalized, post-war American craftspeople became better trained and their studio art more proficient, a process accelerated in the 1960s and 1970s by the feminist art movement – see, for instance, the work of Judy Chicago (b.1939) – and by the anti-industrialism trend among young people. In 1972, the Renwick Gallery – located in the Corcoran Gallery of Art building close to the White House in Washington DC – was established as a studio craft department of the National Museum of American Art, and has become a distinguished showcase for American studio craft objects. In 1993, designated as "The Year of American Craft", works by 70 craftspeople were gifted to the White House to inaugurate The White House Collection of American Crafts.

X. BUSINESS ACTIVITIES

TEXT I. BUSINESS

1. Vocabulary notes.

enterprise (firm) – предприятие, фирма

multiple – многократный (зд. несколько)

sole proprietorship – единоличная (индивидуальная) собственность

unlimited liability – неограниченная ответственность

obligation – обязательство

incur – нести ответственность

assets – активы

partnership – партнерство (товарищество)

limited liability – ограниченная ответственность

corporation – корпорация (общество)

not-for-profit – некоммерческий (не предназначенный для извлечения прибыли)

for-profit – коммерческий

share – акция, пай

a stock exchange – фондовая биржа

2. Read and translate the text. Use your dictionary and vocabulary notes above.

A **business**, also known as an **enterprise** or a **firm**, is an organization involved in the provision of goods, services, or both to consumers. A business owned by multiple individuals may be referred to as a company.

Basic forms of ownership:

Forms of business ownership vary by jurisdiction, but several common forms exist:

Sole proprietorship: A sole proprietorship, also known as a sole trader, is owned by one person and operates for their benefit. The owner may operate the business alone or with other people. A sole proprietor has unlimited liability for all obligations incurred by the business, whether from operating costs or judgments against the business. All assets of the business belong to a sole proprietor as well as any real property owned by the business.

Partnership: A partnership is a business owned by two or more people. In most forms of partnerships, each partner has unlimited liability for the debts incurred by the business. The three most prevalent types of for-profit partnerships are general partnerships, limited partnerships, and limited liability partnerships.

Corporation: The owners of a corporation have limited liability and the business has a separate legal personality from its owners. Corporations can be either government-owned or privately owned. They can organize either for profit or as not-for-profit organizations. A privately owned, for-profit corporation is owned by its shareholders, who elect a board of directors to direct the corporation and hire its managerial staff. A privately owned, for-profit corporation can be either privately held by a small group of individuals, or publicly held, with publicly traded shares listed on a stock exchange.

Cooperative: Often referred to as a "co-op", a cooperative is a limited liability business that can organize for-profit or not-for-profit. A cooperative differs from a corporation in that it has members, not shareholders, and they share decision-making authority. Cooperatives are typically classified as either consumer cooperatives or worker cooperatives. Cooperatives are fundamental to the ideology of economic democracy.

Answer the questions:

- a) What is a business?
- b) What are the basic forms of ownership?
- c) What is the difference between a sole proprietorship and a partnership?
- d) What is a corporation?
- e) What is a cooperative?

TEXT II.

BUSINESS PLAN BASICS

The business plan is a tool to help you find and explore opportunities.

Vocabulary notes

concept – понятие, идея

requirement – требование, необходимое условие

to visualize – отчётливо представлять себе, видеть мысленно

approach – подход

Students at any level of education can use the concept of preparing a business plan as a method of exploring all kinds of ideas for starting a business. It is merely a series of questions that lead you to think about the requirements and the possibilities of any kind of business. Until you start to ask these questions, you aren't able to visualize the details necessary to be successful in a business.

There are many different approaches to writing a business plan, some more complex than others. But the basic components of a business plan can be organized as follows:

- providing a description of the business;
- choosing the best marketing strategy
- identifying the management plan
- analyzing the finances needed

Why develop a plan?

Vocabulary notes

day-to-day – повседневный

fund – капитал

tool – инструмент, орудие

simulation – симуляция (зд. моделирование)

to reinforce – усилить

tangible – осязаемый, заметный

The process of making choices is the most important reason for anyone to learn how to write a business plan. It is fun to think of yourself as a business owner, to dream about your successes, and to talk about your ideas. But when you have to answer the specific questions of a business plan, you must make decisions about the direction your business will take... decisions that may show you that this idea is not likely to be successful. But, no problem, then you can go back and make different decisions until you find a way to be successful.

We sometimes hear people arguing that business owners don't always have a business plan... but perhaps they should. Once you are into the day-to-day operations of a business it may be too late. But most banks value a good business plan when you are looking for funds for your business. And in our educational system it is one tool that can be used to provide learning experiences that open students to the opportunities in their own community.

As a teacher, you can use the business plan as a learning activity at all levels of education in future. For very young students it can be included as part of a simulation about the processes of business. It can reinforce skills being taught in math, communications, spelling, art, and computer skills. In fact a teacher of history or geography could use the business creativity approach to identifying ways to start a business using their curriculum as the source of ideas. It could give students a closer feeling of what it was like to live in different times in history, or in different parts of the world.

The closer a student is to becoming an adult, the more important it is to give them real-life opportunities to practice making decisions about a business of their own. The practice of business planning is an experience important for the learning process. And every time a student does this decision-making the possibility of really starting a business becomes more tangible.

A variety of approaches in the classroom.

Vocabulary notes

challenge – вызов, проблема

franchise – право на производство и продажу продукции другой компании

Many high school courses are teaching the skills of entrepreneurship. In such courses the teacher can give the students many types of challenges to develop a business plan for...

- a business needed in your town
- a business using your own personal skills and talents
- a business that involves exports to another country
- a home-based business
- a business that could be started with \$1,000
- a business that would require \$50,000 to start
- a business that would require \$1,000,000 to start
- a franchise that you develop and offer nationally
- a service business
- a partnership between two students in the class
- a corporation formed by small groups in the class
- for the worst possible business idea you can imagine ...try it, you will be surprised.

For adult students it is critical to help them actually start a business... because that is why an adult is taking the course. In this case you must deal with realities of finance, skills, and personal abilities. They are beyond the time for dreaming and need help to get started.

Business plan questions.

The business plan is a tool designed to help you find and explore opportunities. It also provides you with a way to analyze potential opportunities continuously. A business plan is personal and should never be "canned" or prepared professionally by others. No one knows you or your ideas better than you do. It is the process of seeking the answers to important questions about

your enterprise that are important as you try to realize the dream of owning your own business.

Use the following questions to make decision about a business idea of your choice. Be sure to write out your answers...to remember your decisions and build on them.

1. How can you describe the business...in only one paragraph please?
2. What is your product or service?
3. Who will buy it?
4. Where should you locate the business?
5. How can you attract customers?
6. What is your competition?
7. How much should you charge for the products or service?
8. What advice do you need and who can provide it?
9. How will you organize the managers and/or workers of the business?
10. How will you split the profits? Who is responsible for the losses?
11. What should you consider to be able to produce the product and get it to the customer?
12. How much money is needed to get the business started?
13. How many customers will you have per month and how much will they buy per month?
14. How much does it cost to make the product or provide the service?
15. What are your operating costs? (Include your own salary)
16. How much money will your business earn each month by selling your product or service?
17. How much investment will you need to keep the business going until you make a profit?
18. What is your potential profit per year for Year I, Year II, and Year III?
19. How much money do you need to borrow to start this business?
20. How will you make the business grow in the future?

There are other questions you might ask depending on the type of business you have in mind. There are many different formats for a business plan based on what you need for the business of your choice. The point is to start asking yourself questions and then looking for the answers. Are you having trouble getting started? Perhaps you should interview a local business owner about these decisions in relation to the startup of that business. Write down the answers and discuss them with other students to decide how you would have started such a business.

Ideas for starters.

You might want to think about some of the following types of business to get your business plan "thinking processes" moving:

- Lemonade stand
- Refreshment stand at local games
- Child care
- Hot dog stand
- Yard care
- Developing a web page for others
- Youth community center
- Shopping service for seniors
- Pet sitting
- Delivery services
- House cleaning service
- Janitorial services for local businesses
- Selling used clothes
- Jewelry making
- Catalog sales
- Temporaries agency
- Computer service business
- Add value to an existing product (packaging, new Marketing local crafts design, new customers, different size)
- Travel services
- Musical group
- Repair services (shoes, electrical equipment, cars, clothing, etc.)

Questions for creative thinking.

Use some of the following questions to guide your thinking about starting a business:

A. What kind of business would you start if your family would lend you \$5000 to get it started?

B. What kind of business would you start if you and two classmates had access to a loan for \$100,000?

C. What kind of business could you start if you want to do business with another country?

D. What type of business could you start while still going to school?

E. What type of business could you start using the skills you have now?

F. What type of business could you run while also working in a part time job (to provide the security of a salary while the business grows)?

G. How could you start a business and then later make it into your own franchising business for purposes of expansion?

After developing your business plan you will want to discuss your ideas with the class or an advisor to improve your plan and determine what you learned in the process of preparing a business plan. Now that you are thinking like an entrepreneur you may find these same questions pop up about many different business possibilities as you experience new opportunities in life.

3. Reading and speaking.

Management styles.

1. Have you ever heard of Richard Branson? Read this article about the way he works. Is there anything unusual about his management style? Do you think you would like to work for him?

RICHARD BRANSON'S

10 secrets of success

Richard Branson became famous as a 'hippy' businessman in the 1960s when he set up a record company. Today he runs a successful Virgin airline and he's still breaking many of the traditional rules of management. So how does he do it?

1. He regularly works an eleven-hour day, starting around eight and finishing around seven at night.

2. He spends a lot of time talking to people on the telephone but he never sends memos.

3. He rarely holds board meetings. He makes decisions on the telephone or on the tennis court.

4. He has a good memory and he writes people's names on his hand so he doesn't forget them.

5. He invites every single one of his 10,000 employees to a party at his home in Oxfordshire every year. The last party cost around 100,000 pounds.

6. He continually questions his employees about every aspect of the business and he tries to pick holes in their arguments to find out whether their ideas will work.

7. If he becomes annoyed in meetings, he leaves the room. He hardly ever loses his temper.

8. He employs people he likes personally. This is more important to him than qualifications.

9. He has had several business failures in the past and nearly went bankrupt several times but he has always survived. He puts his success down to good ideas, good people, and good luck.

10. He didn't go into business to make money. He went into business because he wanted a challenge.

Work with a partner. Look at the facts about Branson and ask and answer questions about how he works. Use these questions forms to help you.

What...?	How...?	How many...?
Where...?	Does he...?	How much...?
When...?	Has he...?	What sort of...?
Why...?	How often ...?	

Time management.

In a busy working day, it's not easy to find time to study. Discuss these questions with your teacher and classmates and plan how you manage your time.

Which part of your day is most productive? When do you find it easiest to concentrate and when do you find it most difficult?

When do you find time to relax?

When will you find time to study English?

How do you plan to study English apart from your lessons?

Are you going to

- read English newspapers?
- work with your textbook?
- read English books?
- watch English programmes and movies on TV?
- listen to records?
- look for an English speaking pen-friend on the Internet?
- do anything else?

Now set yourself some objectives for your English studies. Complete these sentences.

I am going to _____ .

I plan to _____ .

I intend to _____ .

I'd like to _____ .

I hope to _____ .

Which of these phrases sound more definite?

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