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**Сборник иностранных текстов
по учебной дисциплине
«АНГЛИЙСКИЙ ЯЗЫК»
(для педагогических специальностей)**

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Сборник иностранных текстов по учебной дисциплине «Английский язык» предназначен для студентов педагогического техникума, обучающихся на разных специальностях. Сборник содержит тексты профессиональной направленности на английском языке для чтения как со словарём, так и без него, а также задания для самостоятельного выполнения, позволяющие лучше овладеть иностранным языком.

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Profession of a teacher

Text 1

"Teaching is the highest form of understanding"

Aristotle

Understanding lies in the heart of teaching. That's why it's so important to practice idea sharing and interpretation at the lesson. A proverb or a quotation can be a nice starting point for a discussion because nothing fuels the mind better than a controversial statement. That's why I asked my students from the Department of Social Education and the Department of Social and Cultural Studies to comment on quotations from newspaper "English" front pages. Here are some of the compositions created by second-year students.

a) *"Teachers open the door, but you must enter by yourself"*

Chinese proverb

I agree with the Chinese proverb: "Teachers open the door, but you must enter by yourself." I think that it is unwise to fall for an illusion of taking a teacher for your personal underpaid, yet eager, bellboy who's totally dedicated to one purpose only - to swing the door open wide upon your immediate approach. A true teacher's goal would be to assist his scholars in their desire to enter the world of knowledge. Hence, while a good teacher may indeed have the right key to allow each and every particular scholar the shortest way to effective learning, it is truly a scholar's burden to inspire his or her teacher to share that key to the full extent.

A properly motivated teacher has a well established ability to guide his scholars through to that mysterious gate of knowledge. Here is one fact worthy of mentioning: scholars are totally not passive elements within the universe of learning. They share strong tendencies to find unique passages through that dynamic and everchanging universe. Giving all that a considerable amount of analytic thought, we can only hope to devise a certain set of tools that can assist a teacher in facilitating a transition of his scholars into well-educated grown men and women.

b) *"There are two lasting bequests we can give our children: One is roots; the other is wings"*

Hodding Carter

A family is a root. If a tree doesn't have roots, any wind can break it. A child is like a young tree. If his roots are rotten, a trunk will be rotten too. However if the roots are healthy, a tree will blossom. If a child lives in a loving family, he has strong roots. But a child grows. Life has a lot in store for him. When a nestling grows up, it abandons its childhood nest. A child grows older and leaves his home. We give him wings. We give him freedom. Wings can be broken if a bird lives in a cage.

c) *"We are shaped and fashioned by what we love" Johann Wolfgang Von Goethe*

Nobody has a perfect family, but everybody wants one. This notion comes from the sphere of ideals. There are several stereotypes about a perfect family with such words as comprehension, love, confidence, responsibility for each other, etc. There are many such beautiful words and expressions, and everybody thinks, reading them "oh, my family is not as perfect as I want and somebody is happier than I am". Because of this comparison, he/she starts to be in a bad mood and family problems get worse. Therefore, in my opinion, we shouldn't think about ideals and perfect families. We should be grateful to our families, should love them, without comparing with a perfect ideal. Because, if we do it, we start envying and stop enjoying what we do have. Perfection kills our happiness, just don't think about it.

Tasks to the text № 1

Task 1: read the text for specific information.

Task 2: find the sentences with the following words and word combinations and translate them:

- nothing fuels the mind better than a controversial statement
- to guide his scholars through to that mysterious gate of knowledge
- wings can be broken if a bird lives in a cage
- to be grateful to our families

Task 3: comment the Chinese proverb "Teachers open the door, but you must enter by yourself".

Task 4: discuss in pairs the statement "**Perfection kills our happiness**".

Text 2

Effects of a Good Teacher

I think the easiest way to learn something is by learning it from someone who not only knows what he or she is talking about, but who also can keep it so simple that the students can grasp what they are being taught. An enthusiastic instructor has a better chance of teaching successfully. A good instructor should also be able to motivate students to learn by keeping the subject interesting so that the student will pay attention. Consequently, the student is in a good frame of mind to receive the education. The end result is that the student will retain what he has learned.

A good instructor should also keep the subject interesting, which plain and simply makes it easier to learn. First off, having a good instructor set a tempo that helps the class pay attention to what is being taught, keeping the class alert. This can be accomplished by the teacher enthusiastically instructing his class. Students can sense when a teacher is enjoying what they are doing. So, the students will draw from that enthusiasm which makes it easier to learn because then they don't really mind putting the time into the class. Being somewhere you want to be is definitely more enjoyable than the opposite! Instructors that smile, joke around a little, keep it light, are usually thought of as being a cool teacher. Having a "cool" instructor can motivate you to learn.

Secondly, an instructor who can motivate students to learn by action, thought, history or whatever works at the moment, gives the student a reason to learn. Having a reason to learn sets the bar for goals that the student wants to accomplish. When the bar has been set, the students now become interested in what they are learning. Finally, when an instructor reaches the stage that the students are interested in the subject, the students will want to come back again and again until their thirst for knowledge is quenched. Having an interest in something is the best teacher of all, because the students not only want to learn, they want to learn for their own self interest. For example, having an interest in a subject that might lead to a career is better than taking a class you have to take because someone else says so.

In conclusion, instructors who enthusiastically educate, motivate, and keep the class interesting, will position the students to put in the time necessary to learn, pay attention to the details and stay interested because they are interested. The outcome will not be judged by a high grade point average, but more importantly by what they do with the knowledge they have!

Tasks to the text № 2

Task 1: read the text for detail.

Task 2: translate the 1st passage in the written form.

Task 3: answer the following questions:

- What is the easiest way to learn anything ?
- What is the most common way to motivate students to learn?
- Why should a good instructor keep the subject interesting?
- How can an instructor give the student a reason to learn?
- Will the outcome be judged by a high grade point average or by what pupils do with the knowledge they have?

Task 4: discuss in pairs the statement “**An enthusiastic instructor has a better chance of teaching successfully.**”

Text 3

Balanced Teaching

“To teach is to touch the heart and impel it to action”

Louis Sullivan

The profession of a teacher is very hard and exhausting. It is hard not only physically but morally as well, because children, who are very sincere, emotional and responsive, they demand the same in exchange. They sense the hypocrisy and the disrespect of tutors who try to behave deceitfully. A real teacher should give a piece of his heart to every student he has; so imagine the size of a true teacher's heart! It should be the size of the universe. No courses that are being taught in teacher's training colleges can suggest to the human, what piece each child deserves. Only experience will give the answer to this question.

But what should a person do if he has no such experience? If he has just come to school and all he has is a mental equipment of Pedagogics, Methodics and pedagogical techniques? Of course, to gain experience. And the way he can gain experience is by practice - a kind of trial and error method. To be a young teacher is doubly hard. All the time a young teacher tries to find a balance between professionalism and a humane attitude towards his foster-children. This border is like a compass in the sea of teaching. If a border will be moved to one side; a tutor can be too liberal with the children, they won't see a strong personality in this case and won't listen to the teacher and will misbehave. The other extreme is not permitted either, because as a result, what we will see is not a human being but a computer for reading lectures and checking knowledge. Some teachers-theorists suppose that the filling of a border between these two notions is inherent and can't be found, others think that it can be found with the help of reflection and careful preparation for each lesson. To my mind both points of view are partly right because we should have an innate feeling of empathy and reflex just on the basis of it. People who have no sense of empathy shouldn't go in for teaching at all, especially teaching in schools and kindergartens.

School is a place where a person is educated, where we train moral and human qualities into the hearts of our pupils. It is not a place for the teachers that cannot understand the feelings and the emotional experience of their students, because the effect of the teacher's intervention can be very low or we may even have not noticed it at all.

Some short-sighted people think that school is not economically profitable or useful for the country as it produces no goods; but they are wrong. It does, it "produces" real human beings and they are much more important than any other goods.

Tasks to the text № 3

Task 1: read the text for detail.

Task 2: translate the 2nd passage in the written form.

Task 3: answer the following questions:

- Why is the profession of a teacher so hard?
- What should a person do if he has no teaching experience?
- What is the best way to gain experience?
- What is the most common mistake among young teachers?
- What does school give besides education?

Task 4: discuss in pairs the statement “**A real teacher should give a piece of his heart to every student he has.**”

Text 4

Teacher's Role in Teaching

A teacher is a person who helps students to learn something at school. His role is very important. Students at school not only acquire some knowledge, but they also learn to communicate with each other. A teacher helps children to socialize. It is rather difficult work, because to be a good teacher means to work hard. A good teacher develops in his pupils a burning desire to learn, and love for truth and beauty, because a bored teacher only teaches boredom. A teacher should not only have professional skills and know teaching methods, but he must also be a psychologist.

Educational work contains million of problems and contradictions, and the process of solving them helps to form new skills and characteristics. But teachers just help parents in bringing their children up.

There are a great number of schools of different types: traditional schools, home schooling, boarding schools. To speak of home schooling, the responsibility for up-bringing lies with the parents, and the teachers give some necessary knowledge. There is absence of communication in such schools, because children are isolated from their peers. In boarding schools the situation is quite different, children practically don't see their parents. And the formation of new personalities depends only on the teachers. They should pay attention to the fact that all children are different: some of them are patient and easygoing, others are resentful and withdrawn. That is why they have to deal with setbacks and put aside all negative feelings. A great teacher is a great artist and teaching might even be the greatest of the arts.

But what shall we have in the future? Schools as we know them may become obsolete within several years, and the children will be taught primarily through the Internet and computers. Odds are that teachers will take on a new role as advisers.

Tasks to the text № 4

Task 1: read the text for detail.

Task 2: translate the 1st passage in the written form.

Task 3: answer the questions:

- What does a good teacher develop in his pupils?

- What types of schools are there in our country?
- What is the shortcoming of home schooling?
- Why is the profession of a teacher so responsible?

Task 4: discuss in pares the statement “**A great teacher is a great artist and teaching might even be the greatest of the arts**”.

Text 5

On Teaching

Being a teacher... What does it mean? Is it difficult or not to be a teacher? Is it a job or a way of life? So much has been already said about it, but still these questions remain vital. They cannot be answered simply.

Some people really think that it is a simple job: you come to school, you give your lessons and you leave. What can be easier? But what can be more difficult than working with children? I would say - nothing! There is no work more responsible and difficult than "making" real persons out of those little innocent creatures. We should realize how much those first years in school influence the life of a person in the future. Children are "new members of society", they look at people around and act like them; they take habits and words from them, treatment and behaviour. And of course, they adopt most from the people they see most often. Those people are teachers.

But what can a teacher give to his pupils? Just that which he has himself. Only a wise and clever teacher can educate those "little people", make them kind and smart, but at the same moment not repress their own points of view, their opinions and thoughts. It is always easy to say: "That is good" and "That is bad", but not easy to explain why. Children should understand what they do and why they do it. Teachers become a kind of parent for their pupils: some are strict, some are kind, some have a sense of humour and are patient, some are not. But the most important thing is that only SOME become parents.

Children are very pure and open creatures, they feel everything straightaway. They will never invest their trust in an unworthy person.

To be a teacher is an art. For some people it is just routine work, and for another - it is life itself. Such people pour all their knowledge and experience into their pupils, but they also give their hearts and souls, they live through the children, they love their pupils.

All the professions are very important. But how important is teaching? I think it is one of the most necessary and difficult professions. So much depends on these teachers. The material they work with are children and a teacher will never have a second chance to correct the mistakes that he or she has made.

Children absorb every word of their teacher like a sponge, every movement and every thought, even the bad ones. It is not easy to control yourself all the time and not to put anything bad in those little heads. Children always remember their best and "favourite" teachers from

school; they never forget their advice and always try to behave the way the teacher taught them. What can be better than such gratitude? Children are very grateful, they will never forget good treatment; even if they can not understand how wise their teacher is, they will realize it later and will always remember this person, who devoted his life to them. Every time such teacher sends his pupils out into life, he parts with a part of his or her own heart.

To be a teacher is a very difficult thing, but how great it is to see a nice, educated person and to hear from him "Good morning" and to know that this is your pupil. These moments of pride are the best in a teacher's life. After that he has new strength to teach more children and goes to school with a light heart, knowing that his labour is never done in vain.

Tasks to the text №5

Task 1: read the text for detail.

Task 2: translate the 2nd passage in the written form.

Task 3: answer the following questions:

- What does it mean to be a teacher? Is it a job or a way of life?
- What can a teacher give to his pupils?
- Why is the profession of a teacher one of the most necessary and difficult ones?
- Why is the profession of a teacher so grateful?

Task 4: discuss in pairs the statement **“There is no work more responsible and difficult than "making" real persons out of those little innocent creatures”**.

Text 6

The Long Way of a Young Teacher

Let's imagine the following situation: the last bell rings for a future teacher, and everything turns upside down for him. Just yesterday he was a common careless student and in a moment he becomes a young specialist, a prospective teacher. And now he himself should pass on the torch to an army of children. Just yesterday he was like one of them, and now he is in the teachers' shoes. What is waiting for him? A thousand days of joy and pleasure or a thousand years of penal servitude?

So full of new ideas, books and dictionaries - he comes to school. He plans to be a new Makarenko, to be a productive teacher and a good friend to children. He eagerly desires children's love and respect. He imagines himself in front of an enthusiastic audience, saying something enormously interesting, totally controlling the children's attention, using all the advanced methods of teaching. Everybody admires his striking skills wondering how he can be so talented and so young at the same time. He dreams about public acknowledgement.

But unfortunately he - like a horse in the races - should overcome many obstacles first. For example, a low salary, bad equipment in classes, an inconvenient time-table, and unfriendly treatment from other teachers. All these factors certainly disappoint a new teacher, but not so much as the realization that his dreams have practically nothing in common with the cruel reality. He begins to realize the fact that his theoretical knowledge sometimes contradicts practice. Not all the good thoughts from books work well in the classroom. And only a tiny part of them hold true completely.

But then he comes up against a greater obstacle: it is the children themselves! A young teacher dreams about the classes full of opening minds. He hopes that he will work with the children who, firstly, know his subject well enough and* secondly, who are interested in learning it. But, in practice a poor young teacher discovers that the number of children of his precious dream is really very small. One part of the class is just simply not interested in the subject, considering it useless for their future life, another -just can't understand, cope with it. And, in fact, only two or three pupils work properly during the lessons.

It is a real shock for him, which ruins all his ideals about his work. And what happens to a young teacher in such a situation? Some of them become disillusioned, realize that this occupation is not their vocation and decide to cast their lot with some other profession. They feel

eternal emptiness inside and regret the sleepless nights spent over books. Others turn into cynical creatures with a pointer in their hands and a "bun" on their heads. They prefer to solve some other problems than inspire pupils to get some knowledge.

But there still remain some enthusiasts, defenders of the ideal conception of schooling, who don't stop trying to fulfil their plans. They are a real find for both school and pupils. But after years of disappointments, the population of such unique teachers diminishes. And if you had such a teacher in your life, you may think that you are really lucky, because you have seen a real teacher, a professional in his sphere. So just thank him for the years of his hard work, for the devotion to his vocation, his school and to his pupils, because, in spite of all the difficulties, he is still some kind of eternal sunshine of the spotless mind. He is just a dreamer who tries to make our life more colourful, sensible and interesting.

Tasks to the text №6

Task 1: read the text for detail.

Task 2: translate the 1st and 2nd passages in the written form.

Task 3: answer the following questions:

- How does a young teacher imagine himself in front of a children audience when he comes to school?
- What obstacles should a young teacher overcome first?
- Why do the children themselves become a greater obstacle?
- Why do some young teachers decide to cast their lot with some other profession?
- Why may you think that you are really lucky if you had a real teacher in your life?

Task 4: discuss in pairs the statement **“Theoretical knowledge sometimes contradicts practice”**.

Text 7

An Ideal Teacher

The questions concerning human nature, character and behaviour, have always been rather difficult. Years of research and experimentation, old and new hypotheses, different points of view, various approaches, have all played a part in the endless search for an Ideal Teacher.

Annually, thousands of young enthusiasts, young and energetic, fill schools with themselves and with unflinching confidence in their destination to win the desired title.

However, the turning point is passed, the dreams are far behind: you are at school - just the time to start your attempts. What do they expect of you? What do they want? What do they like? (It should be mentioned, there exist at least three basic images of the notorious Ideal Teacher. The first is too specific and greatly changeable - the one of parents; the two others are diametrically opposite - those of teachers and pupils, respectively. By putting the question the way you did, the latter was automatically chosen.) At the first lesson students would like nothing more than doing nothing. And no homework - undoubtedly! It is the first time - why not gladden them? So happy do they look!

At the second lesson be extremely careful: do not destroy what you have already achieved. Disappointment at this stage is very painful. Shut your eyes to mistakes ("She's always seizing on me, mom!"), use only "spoken" marks. Neither boredom nor cramming. Do they like you now?

Unfortunately, you are to test them from time to time. But do not conduct a test after the first time you introduced a topic (the evening they start the preparation is too little!), and do not be too strict during the process. The best occupation for you now is filing the register in, or checking something, or (the best alternative) going to the headmaster. If possible, do not pay too much attention to rustles, whispers, unnatural motions, snickers, and suspicious smiles. From past experience it is known: the wider a smile, the better the results.

So, your classes are popular, there is no tension, the atmosphere is easy. Aren't you an Ideal Teacher?

Tasks to the text № 7

Task 1: read the text for detail.

Task 2: translate the 3rd passage in the written form.

Task 3: find the sentences with the following words and word combinations and translate them:

- years of research and experimentation
- do not destroy what you have already achieved
- neither boredom nor cramming
- not pay too much attention to rustles, whispers, unnatural motions, snickers, and suspicious smiles

Task 4: discuss in pares the statement “**the wider a smile, the better the results**”.

Text 8

The Teacher's Personality

The Question

Farida, Azerbaijan

Hello!

I would like to know your opinion on the role of a teacher in the classroom and the way their personality influences the teaching and learning process.

Being a teacher and a student as well, I realize how important the image of the teacher is to students. And every time I enter the classroom I keep in mind three methodological rules: look, sound and speak like a professional. However, I never draw a clear-cut line between myself and my students and convince them that they are my partners, not only students. But some teachers forget their role in the classroom and abuse their duties as a teacher and enjoy mocking students. I was the victim of such teachers more than once and I felt really embarrassed. ,Of course, I could defend myself but it didn't diminish the problem of such teachers. I came to the conclusion that the personality of a teacher deeply influences the teaching process. So I would like you to share your opinion on the above mentioned problem. Thanks.

What's your opinion? Is there an ideal teacher personality? Would the students be better off without a teacher? Should teachers simply be themselves? Does it depend on the age of the students?

Answers

Gary Stobbs, China

In answer to the question about the teacher's personality effecting the lesson I would like to give some advice that I have found to be true in most cases from working in schools for the last 18 years and as an English teacher in China for the last of them: "If you want your students to perform then you must perform for them." By that I mean you always give your best and if you need to demonstrate a word by acting like a fool then act the fool. If it needs you to very carefully explain something then that is what you do. You must allow students to be "able to talk" to you because that is what they need. And if you want to be a critic then find a different job.

Tjang Kian Liong, Indonesia

I would like to write something about a teacher's personality. I agree that a teacher should have a nice personality that will make the learning processes interesting and enjoyable.

A teacher should always learn to speak in a more attractive way, manipulating his own voice (articulation, intonation, volume, speed, etc.), his own eye-contact, his own body movements and postures.

A teacher should appear nicely, dressed in simple but suitable garments, and wear suitable ornamental accessories.

A teacher should plan and build interesting activities, and conduct those activities using clear instructions.

A teacher should also build students' confidence by positive encouragement - avoiding criticism and blame.

When students like the teacher, they will learn better and more readily.

Bob Bajirioghene, Nigeria

I would like to contribute concerning a teacher's personality and how it affects the student or the pupil.

I read somewhere that a teacher is the one who gives just a piece of himself or herself to the student. To do this, he must have at his fingertips a good grasp of his subject matter and realise that the first day, the very first day, in class is crucial. The impression made that day is what constitutes a large chunk of what the teacher would impart on the student or pupil.

Dr. Leena Thomas, India

It is rather important that the teacher is friendly - this helps students to open up. She/he must be sure of her/his subject - you need their respect.

You must motivate - very important in learning English. I would also add:

Some control is essential.

Never mock or discourage students.

Bring out the best in them.

Aysegul, Turkey

I also believe our personality as teachers influences students. If you show tolerance they begin to make noise and don't listen to you. If you shout at them, they join the lesson only because they are afraid of you. This is not a good thing. I want to enjoy the lesson while I am teaching. I don't want to threaten my students but sometimes they force me to.

H. Shaefi, Assistance Professor of English as Second Language, Libya

Concerning the teacher's personality, it is very important in controlling the lessons and the learning process.

I have noticed if the teacher isn't controlling the class in a commanding way, he will lose control of it and the discipline of the class. As a result, the attention of the students would lessen and the benefits from the teaching process would be limited.

Therefore, a strong personality is recommended for the language teacher, besides his competence and knowledge of the language and teaching methods.

That also results from my observation and my ten-years' teaching experience.

Marwan Muhammad Azzam, Syria

I would like to answer the question about a teacher's personality in the classroom. As a teacher of English, once I participated in the second Abu Dhabi Branch Conference of TESOL Arabia under this title: "Connecting the classroom and the community". The main idea was that the best teacher is the one who is like an orchestra conductor, who gives the instructions and lets the pupils perform. This leads us to say that we must increase pupils talking time PTT and reduce teacher-talking time TTT.

Harrow English School, UK

Regardless of whether the pupil is a member of a classroom full of pupils or a solitary pupil in a tutorial session, we regard the "relationship" aspect of their contract to be a completely individual situation; class teaching may take place in common but, when pupils are learning, a private mutual arrangement runs between the teacher and each individual pupil. With this in mind, we submit that the relationship between teacher and pupil should (ideally) incorporate the following:

A craving in the pupil (P) to acquire, as soon as he can, facts and skills that he is certain the teacher (T) possesses; this craving should be so strong as to verge on desperation;

A conviction, in T, that the principal purpose for his possession of all his skills and knowledge is for him to make as many other individuals as possible fully acquainted with a total understanding of those same facts and skills; and that T's life will have been a total waste if he should fail to achieve as much as possible of this in respect of the pupil or pupils now facing him; the desire in T, to do this, should also amount to a craving;

The nature of the relationship between P and T (regardless of their actual ages) should resemble that between a younger person (represented by P) enjoying a shared, leisurely activity

(for example a rural walk) with a much-loved and admired avuncular older person (represented by T), during which activity the two converse comfortably, in good humour, with mutual respect and a profound sense of fulfilment;

4. We consider that no hypothetical discussion in this context should consider any situation less than an ideal: contemplation of an inferior state must strip all purpose or point from the original question posed. Nobody climbs seriously without wondering about reaching the summit.

Kamran, Pakistan

My opinion about teachers is that they give us the right way of thoughts but whenever a weak student wants to obtain positive attention from the teacher then they try to make personal connections. So, if they are of the opposite sex then this kind of involvement is not good.

"Being without a teacher is just like the Earth being without gravity."

Ysabel, Spain

The mainstay of all children's education is the teacher. A school is not only the students, with them is also the teacher and his role in the classroom is very important.

Teachers do not only teach Maths or Literature, they teach children other things, as important as how to be a good person for example.

Evidently, a teacher has to be a personality. I do not think and, also, I do not agree with the idea that all teachers are similar because everyone has to be a personality and that has an influence on their students. The difference between a good or bad teacher depends, many times, on a big or small school dropout rate. If the teacher is not motivated, he transmits his apathy to the students, but when he has a passion for his job that has a positive consequence on the pupils. They have motivation and go happily to school.

Because of that, I think the role of the teacher in classroom is essential.

Parivash Shoghi, Iran

I think the personality of a teacher is very important. I lived in the U.S.A for fourteen years and I think it affected my personality a lot. I got my bachelor's degree in Austin, Texas. I was always very friendly with my students and they loved it. But most teachers in Iran are very serious. I believe if a student likes his or her teacher, they will study better.

Text 9

Challenges and rewards of teaching a teenager

Teaching is like a mountainous landscape. It's full of ups and downs, low hills and high peaks. You climb, sometimes fall down, but stand up and go forward again. This way isn't easy but it is interesting and rewarding.

Is it easy to be a teenager? When I think back to my adolescence, to going through all those changes (in my body, mind, tastes, relationships) I can definitely say that being a teenager isn't easy. Is it easy to be a teacher for teens then?

I've been teaching at the Grammar School which is considered to be the best in our region. The best school, the best students... capable, independent, full of ideas, hardworking, Olympiad winners. But very often my classrooms are filled with students who come from varying backgrounds. They represent different cultures, philosophies, and social classes. They have different levels of subject knowledge; they learn in a variety of ways. This challenge of diversity in a classroom is the most important one every teacher has to address, so that all students can learn successfully. At the same time, a teacher should be in some way a researcher identifying his/her students' skills and abilities.

My classes can be called "mixed ability" classes with students of different skills and personalities. Some like to speak, others prefer written tasks. They have various learning strategies. For example, I allow my students to choose an exercise to their liking. Thus, while working on a text some students decide to make a plan, some of them prefer asking others questions on the text, others choose to* compare some things and facts given in the text, etc. I often ask my students what they want to begin the lesson with (reading? writing? speaking? grammar? etc). Teens especially appreciate when a teacher gives them a right to make a choice.

One more great challenge that I face today as a teacher of teens is connected with the development of their communicative competence. Most of them are dynamic, open to speak and up-to-date but on the other hand there are teens that are less active and shy. In this case a progressive atmosphere in a class can be created with the help of a combination of individual approach and group methods of working (multi-level groups are rather effective).

I think teachers need to adopt a flexible methodology that allows for a variety of learning styles and abilities. The project method teaches my students to value one another as equals,

regardless of their abilities and encourages them to be tolerant to each other. It gives every student a feeling of achievement, motivates and challenges them, and develops their communicative skills. I was surprised when troublesome students were deeply involved in making projects and they coped with tasks better than bright ones. My pupils also enjoy role playing and games. Active games and the roles they have at the lessons let them express different feelings: happiness, anger, hatred, or love.

The world of teenagers is full of music, sports, films, computers, subcultures. So, teaching a teenager means being competent in all these things. This is the challenge some teachers have to overcome and take into consideration. Teens like teachers who express ideas similar

to theirs. I strongly believe that teachers who deal with teens should develop those techniques that tap into their students' interests.

A newcomer to the class can also be challenging for a teacher. This is what I experienced this year. A good sense of humour and a warm talk with the girl (who is 16 years old) helped to change her attitude towards me, end misunderstanding and diffuse confrontation.

Teaching is always rewarding. Every single success of pupils whether it is great or small, gives a teacher the feeling of satisfaction and inspires him/her. Good marks, well prepared homework, an interesting essay written by your pupils, winning a contest, flowers or just a bar of chocolate - all these things are rewarding.

But there's something that's difficult to describe. Let me try. In my opinion the highest reward is when your students are ready to follow you, do the same work as you do. They fall in love with English. Finally they become teachers of English themselves. Last year one of my students was conducting a lesson. This happens every year on the day when students put themselves in the roles of teachers. Children model the behavior and manners of their parents. This is quite natural. But when I watched my student repeating the words, the intonation, the manners and gestures I usually use at the lesson I was touched deeply. That was really rewarding.

This academic year was completely different. I had to teach at one more school, a comprehensive one. During my first lesson I realized that only two pupils understood; me and my English!!! Oh, my God! Nine-graders ought to understand a teacher speaking English. Then I noticed that fewer than a half of them had their text books. Well, I tried to explain to them a new grammar rule but they didn't have any idea about very simple grammar points! They weren't used to doing any homework, or concentrating on a task for a long time. I was at a loss. That was

challenging. Moreover, one pupil, let call him Sergei, was quite rude with me saying he "was sick and tired of English lessons". It was clear they were experiencing a sharp-adaptation which may be compared with "culture shock".

Two weeks ago we had our last lesson and this very Sergei said it had been the most productive year of their studying English. Secretly I was proud of myself. Isn't it the best reward for my effort?!

Challenges or rewards... Which dominates more in teaching a teenager? Most of my friends don't understand what is good about being a teacher. They think this profession is boring and full of problems. But teaching helps me stay young, be enthusiastic, self-educated, optimistic, hardworking, creative and always active... These are the best rewards teachers deserve.

Text 10

Students Teaching Practice

Every year the fourth and the fifth year students of the Colleges of Education have a period of teaching practice at school. The aim of teaching practice is to prepare the students for their future role of teachers and educators and to test their ability to apply in practice at school the knowledge they have acquired at the College of Education

Before going to teaching practice the students are delivered lectures in Psychology and Principles of Education, take part in seminars on Methods of teaching foreign languages. The student-teachers make a special study of classroom expressions in order to master all the current words and expressions used during the lessons. Lack of knowledge of such expressions, or want of experience in their use makes it impossible to give a lesson successfully. Each group of student-teachers is attached to one of the supervisors on teaching practice and a member of the chair of Principles of Education and Psychology. Their duty is to direct and control the work of the students at school.

The headmaster of the school meets the students and has a talk to acquaint them with the school regulations. He puts them on guard against the mistakes most commonly made by students during their teaching practice. Each student-teacher is supposed to keep a diary in which he has to enter his individual plan of work for each day and a daily account of the work accomplished. On the very first day the students are allotted each to a class in which they will have to give lessons.

Before actually teaching themselves the students spend an entire week getting to know their class and each pupil in particular. For that purpose they attend all the lessons "their" class has and make observations, which they enter in their diaries. Then, after preliminary consultations with the teachers of their classes they set to work to prepare their lessons in details.

One of the most important parts of the teacher's work is the careful working out (drawing up) of the plan of each lesson, the choice of the right approach to the subject and the selection of the most suitable methods or ways of introducing fresh (new) material (for making it accessible) to the pupils. The first condition for success in this respect is knowledge of one's pupils. Then the lessons must be prepared in accordance with all the rules of Principles of Education and Methods. The teacher should write his daily plans if he strives for effective use of time allotted to his pupils' learning a foreign language. However some teachers including student-teachers do not

prepare written plans. They claim they can teach "off the top of their heads", and most of them really can, but their teaching usually results in poor pupils' language skills. Indeed, when the teacher is standing in front of pupils he does not have much time to think how to organize his pupils' activity. This should be done before the lesson. In any case, a daily plan should state the objectives, specify the activities, include evaluation techniques, indicate the assignment, and determine teaching aids and teaching material. Time also must be set aside, for revising the old material and for questioning the pupils to see that they assimilated and mastered the material.

After a long minute preparation the student-teacher is at last in front of his class. He may feel a little shy or nervous. But it is no time for shyness or nervousness. The teacher must be complete master of himself and of his class. He has the duty of arousing and sustaining (keeping) the attention and interest of the whole class. Beginners always make mistakes. The thing is not to be surprised, still less discouraged by one's mistakes but to learn by them. The teacher must know how to correct his faults, to switch over from one way of approach or one method - of teaching to another when necessary. He sees to it that all the pupils are attentive, maintains good discipline, spurs on the laggards, keeps alive the interest of the more capable pupils. The blackboard is one of the teachers' greatest helps at school. He uses it whenever possible. Visual aids such as maps, pictures, wall charts are also of very great use. The supervisor on teaching practice, the foreign language teacher, representatives of the chair of Principles of education and the fellow students sit in at his lessons. After the test and criticism lessons discussions are held.

The teacher's activities are not confined to the classroom. Teachers must be educators, as well as importers of knowledge. The student-teacher must join in the cultural activities, arrange discussions, readers' conferences and clubs.

Tasks to the text №10

Task 1: translate the expressions and learn them

- | | |
|---------------------------------------|-------------------------------------|
| to be allotted to a class | to carry out educational (cultural) |
| to work out a plan, to draw up a plan | social work |
| to keep alive the interest of smb | out-of-school-hour work |
| supervisor on teaching practice | school regulations |
| visual aids | to get to know |
| methods of presentation | to feel shy or nervous |
| | to be panic—stricken |

to be a master of oneself
to maintain (to keep) good discipline
to attend lessons, to give lessons
to join in smth (cultural activities)
lack of knowledge, lack of experience
to set to work
to apply oneself earnestly to smth (e.g. studies, work)
to enter smth (one's individual plan of work for each day) in a diary
to be allotted to a class
to work out (to draw up) a plan
to make the new material accessible to the pupils
to concentrate one's attention on the major points
to pass lightly over what is only secondary
to assimilate smth (material)
to arouse and sustain the interest of smth
to switch over from one way of approach or method of teaching to another
to spur on smb (the laggards)
to keep alive the interest of smth (the more capable pupils)
to point out the qualities of the lesson as well as its defects
to join in smth (cultural and political activities)
to run (hold) seminars on a subject
to question pupils
to sit in at a lesson

Task 2: read the text for detail

Task 3: ask 10 questions to the text

Task 4: make up a story about your own practice.

Text 11

Children are victims of adults' vices

- Children are tender and kind. They love everyone.
- Youngsters are cruel. They hate everyone!
- Grown-ups are nervous and busy. They don't care for others.
- Elderly people are tired and angry. They hate youngsters and never understand them.

We are accustomed to ail this. But why is there : such a situation?

These 4 types of people I've mentioned don't exist without any relation to each other. At first, a person is a child, then a youngster, then an adult and finally an elderly man/woman. But while growing up we always forget about our origins and stages passed. Our grannies consider us ill-bred though their grannies thought the same of them. So why, why, why can't we all come to agreement? Unfortunately, I can't say; no one can. But let's just try to investigate the problem. '

The title is the name of the sculptural composition by Michael Shemiakin, situated in the centre of Moscow, in Bolotnaya Square. That's my favourite place; staying there is calming. So that it's the best place to think over the problem raised. Shemiakin singles out 13 vices (an evil number, isn't it?). Here they are:

1. Drug addiction. A lonely generation learnt this way of getting pleasure. We mustn't condemn them, because it's not their fault.
2. Prostitution. Poor girls dream about being well-off ladies. They don't know that prostitution is not a way out; but getting involved they can't stop.
3. Thievery. If parents are poor or just don't have enough money they shouldn't show it to their children, but should explain everything as if to adults. Children are smart and they can't stand lies and bad treatment. They don't know the word "forbidden" because they are not aware of "why".
4. Alcoholism. Unfortunately, it's inherited like a family disease.
5. Ignorance. As far as I understand, it's the ignorance of adults who don't think of ways of bringing up their children, and their careless attitude towards such a situation.
6. Irresponsible science. Medicine is meant because babies are often born ill and weak and the reason lies in medical treatment. There's no point retelling once again the

fact that the personnel of hospitals like to drink tea instead of looking after patients. I know because I was saved from such indifference.

7. Propaganda of violence. Since World War II any woman has been considered to give birth to a soldier; teenagers are keen on horrible computer games, but don't want to go into army service.
8. The word "maniac" is not so frightening any longer. We live in a country where a person can't be shocked any more. So isn't it a reason why we are longing for "unusual feelings? Sadism. Just the same. In action.
9. For those without memory. We forget everything good and remember only the bad. We are careless and are eager to take revenge, though there is no aim.
10. Child labour. Some parents call their children lazy and others want their children to live with them until "death separates them". But the most awful thing is wide-spread kiddie-porn: children quickly get taken in and their parents often don't even know. By the way, they can't help it, they can't prevent their children from being involved and the government shuts its eyes to this and doesn't take measures to stop its release.
11. Poverty. Do you remember: - My grandfather fought for a world without the rich. - That's queer. My grandfather fought for the world without the poor. There is a variety of opportunities to earn money but as a rule poverty results from some external reasons.
12. War. At first children don't know what death is; then they don't want to die. At last, being soldiers, they are to die. A vivid and terrible example is Bush's campaign in Iraq.

In the middle of the group is, "indifference". We all know our faults but we don't want to see them', to hear them and to discuss them. We are silent, blind and deaf. So what do we expect our children to do in future? In front of the "vices" there are the last two figures - the golden girl and boy who don't see the surroundings, but should choose their way.

Michael Shemiakin wrote to his spectators: "I created the sculptural composition 'Children...' as a symbol and a call for action to save the living and the future generations. For many years it has been declared and pathetically' exclaimed: 'Children are our future!' However, it would take volumes to write down all the crimes of the society against children. I, as an artist,

call upon you with this work to turn your heads around to hear* and behold all those sorrows and horrors our children have to suffer nowadays. All sensible and honest people should stop and think before it's too late. Don't be indifferent: fight and do your best to save Russian's future!"

And the last thing I'd like to say. When I was putting down that quotation a priest came to me and said: "There is one more vice missed." - "What .exactly?" - "Slavery". In my opinion, all those concepts and slavery are interchangeable. When we behave bad, we are the slaves of our habits that rule us.

By Alina Nikolayeva