

Документ подписан простой электронной подписью

Информация о владельце:

ФИО: Наумова Наталия Александровна

Должность: Ректор

Дата подписания: 24.10.2024 14:21:41

Уникальный идентификатор:

6b5279da4e0344b63f112303a6075191b67e2

МИНИСТЕРСТВО ОБРАЗОВАНИЯ МОСКОВСКОЙ ОБЛАСТИ

Государственное образовательное учреждение высшего образования Московской области

МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ ОБЛАСТНОЙ УНИВЕРСИТЕТ

(МГОУ)

Кафедра «Прикладная математика и информатика»

УТВЕРЖДЕН

на заседании кафедры

Протокол от « » 2019 г., №

Зав. кафедрой Антипина Н.М.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

По дисциплине
Эконометрика (продвинутый курс)

Направление подготовки:
44.04.01 – Педагогическое образование

Программа подготовки:
Социально-экономическое образование

Квалификация (степень) выпускника
магистр

Форма обучения
очная

Мытищи

2019

2.	УК-5 – способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия;	<u>Пороговый</u> <i>знать:</i> особенности делового профессионального общения в академической/научной среде; стереотипы поведения и общения, формулы этикетной речи.	ТЕКУЩИЙ КОНТРОЛЬ: практическое задание	Шкала оценивания практического задания
		<u>Продвинутый</u> <i>знать:</i> особенности делового профессионального общения в академической/научной среде; стереотипы поведения и общения, формулы этикетной речи; <i>уметь:</i> анализировать научные события с оценкой их значимости, высказывать собственное мнение по проблемам, связанным с научной и профессиональной деятельностью, осуществлять межкультурные контакты с зарубежными коллегами, создавать собственные образцы речи в сфере научной и профессиональной коммуникации.	ТЕКУЩИЙ КОНТРОЛЬ: Практическое задание, сообщение	Шкала оценивания практического задания. Шкала оценивания сообщения.
3.	ОПК-7. готовность к коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном языке для решения задач профессиональной деятельности.	<u>Пороговый</u> <i>знать:</i> основные формы устной и письменной речи на основе изученного лексического материала, необходимого для взаимодействия в процессе профессиональной деятельности.	ТЕКУЩИЙ КОНТРОЛЬ: практическое задание	Шкала оценивания практического задания
		<u>Продвинутый</u> <i>знать:</i> основные формы устной и письменной речи на основе изученного лексического материала, необходимого для взаимодействия в процессе профессиональной деятельности <i>владеть:</i> иностранным языком в устной и письменной форме в научной и профессиональной сферах общения; терминологией специальности на иностранном языке; <i>уметь:</i> готовить публикации, проводить презентации и вести, планировать, организовывать дискуссии на иностранном языке в рамках тематики профессиональной деятельности.	ТЕКУЩИЙ КОНТРОЛЬ: Практическое задание, сообщение	Шкала оценивания практического задания. Шкала оценивания сообщения.
			ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ: зачет; экзамен	Шкала оценивания зачета.

Типовые контрольные задания

Контрольно-оценочные средства (КОС) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины

«Иностранный язык в профессиональной коммуникации». КОС включают контрольные материалы для проведения текущего контроля и промежуточной аттестации.

Текущий контроль

Текущий контроль предусматривает проверку отдельных знаний, умений и навыков студентов, полученных до начала обучения или во время обучения по дисциплине. Текущий контроль имеет целью оценить систематичность учебной работы студента в течение семестра. Текущий контроль предназначен для проверки достижения студентом отдельных учебных целей и выполнения части учебных задач программы учебной дисциплины. Формами текущего контроля по дисциплине «Иностранный язык в профессиональной коммуникации» являются практические задания, сообщения.

Практическое задание – система заданий, позволяющая осуществить процедуру измерения уровня знаний и умений обучающегося.

Сообщение – конечный продукт, получаемый в результате планирования и выполнения комплекса учебных и исследовательских заданий. Позволяет оценить умения обучающихся самостоятельно конструировать свои знания в процессе решения практических задач и проблем, ориентироваться в информационном пространстве и уровень сформированности аналитических, исследовательских навыков, навыков практического и творческого мышления. Может выполняться в индивидуальном порядке или группой обучающихся.

Практические задания и сообщения по учебной дисциплине «Иностранный язык в профессиональной коммуникации» способствуют формированию в дальнейшем при изучении профессиональных модулей, следующих общепрофессиональных и профессиональных компетенций:

- самостоятельно анализировать имеющуюся информацию, ставить задачу, нести ответственность за качество работ и научную достоверность результатов;
- профессионально оформлять, представлять и докладывать результаты научно-исследовательских и производственно-технических работ по утвержденным формам;
- генерировать новые идеи и методические решения;
- уметь представлять учебный материал в устной, письменной и графической форме для различных контингентов слушателей.

Комплект практических заданий по дисциплине «Иностранный язык в профессиональной коммуникации»

Assignment 1. Read and translate the text:

Coping with Stress

Everyone – adults, teens, and even children – experiences stress at times. Stress can be beneficial. It can help people develop the skills they need to deal with possible threatening situations throughout life. Stress is not helpful when it prevents a person from taking care of themselves or their family. You can put problems into perspective by finding healthy ways to cope. Getting the right care and support can help reduce stressful feelings and symptoms.

Stress is a reaction to a situation where a person feels threatened or anxious. Stress can be positive (e.g., preparing for a wedding) or negative (e.g., dealing with a natural disaster). The symptoms may be physical or emotional.

After a traumatic event that is very frightening, people may have strong and lingering reactions. These events may include personal or environmental disasters, or threats with an assault. These strong emotions, may be normal and temporary.

Common reactions to a stressful event can include:

- Feeling sad, frustrated, and helpless
- Fear and anxiety about the future
- Anger, tension, and irritability
- Difficulty concentrating and making decisions
- Crying
- Wanting to be alone
- Loss of appetite
- Sleeping too much or too little
- Nightmares or bad memories
- Reoccurring thoughts of the event
- Headaches, back pains, and stomach problems
- Increased heart rate, difficulty breathing
- Smoking or use of alcohol or drugs

Healthy Ways to Cope with Stress

Feeling emotional and nervous or having trouble sleeping and eating can all be normal reactions to stress. Here are some healthy ways you can deal with stress:

- Take care of yourself.
 - Eat healthy, well-balanced meals
 - Exercise on a regular basis
 - Get plenty of sleep
 - Give yourself a break if you feel stressed out
- Talk to others. Share your problems and how you are feeling and coping with a parent, friend, counselor, doctor, or pastor.
- Avoid drugs and alcohol. These may seem to help with the stress. But in the long run, they create additional problems and increase the stress you are already feeling.
- Take a break. If news events are causing your stress, take a break from listening or watching the news.

Recognize when you need more help. If problems continue or you are thinking about suicide, talk to a psychologist, social worker, or professional counselor.

Helping Youth Cope with Stress

Children and adolescents often struggle with how to cope well with stress. Youth can be particularly overwhelmed when their stress is connected to a traumatic event—like a natural disaster (earthquakes, tornados, wildfires), family loss, school shootings, or community violence. Parents and educators can take steps to provide stability and support that help young people feel better.

Tips for school personnel

Kids and teens experiencing a stressful event, or see it on television, may react with shock, sadness, anger, fear, and confusion. They may be reluctant to be alone or fearful of leaving safe areas such as the house or classroom. School personnel can help their students restore their sense of safety by talking with the children about their fears. Other tips for school personnel include:

- **Reach out and talk.** Create opportunities to have students talk, but do not force them. Try asking questions like, what do you think about these events, or how do you think these things happen? You can be a model by sharing some of your own thoughts as well as correct misinformation. When children talk about their feelings, it can help them cope and to know that different feelings are normal.
- **Watch and listen.** Be alert for any change in behavior. Are students talking more or less? Withdrawing from friends? Acting out? Are they behaving in any way out of the ordinary? These changes may be early warning signs that a student is struggling and needs extra support from the school and family.
- **Maintain normal routines.** A regular classroom and school schedule can provide reassurance and promote a sense of stability and safety. Encourage students to keep up with their schoolwork and extracurricular activities but do not push them if they seem overwhelmed.
- **Take care of yourself.** You are better able to support your students if you are healthy, coping and taking care of yourself first.
 - Eat healthy, well-balanced meals
 - Exercise on a regular basis
 - Get plenty of sleep
 - Give yourself a break if you feel stressed out

Assignment 2. Scan the text in order to find the following information in it:

- 1) The proportion of young people involved in post-school education in Britain:
England & Wales _____; *Scotland* _____
- 2) Higher education in Britain is received at _____
- 3) The first awarded degree _____
The course lasts _____; *students are called* _____
- 4) The next awarded degree _____
The course lasts _____; *students are called* _____
- 5) The highest degree _____
The course lasts _____
- 6) The number of terms _____
- 7) Vacations:
 1. _____; *lasts* _____
 2. _____; *lasts* _____
 3. _____; *lasts* _____

Post-school Education in Britain

There is a considerable enthusiasm for post-school education in Britain. A large proportion of young people – about a third in England and Wales and almost half in Scotland – continue in education at a more advanced level beyond the age of 18. The higher education sector provides a variety of courses up to degree and postgraduate degree level, and carries out research. Higher education in Britain is traditionally associated with universities, though education of University standard is also given in other institutions such as colleges and institutes of higher education, which have the power to award their own degrees.

All degree courses last three years, however there are some four-year courses and medical and veterinary courses last five or six years. The British University year is divided into three terms. The vacations – a month at Christmas, a month at Easter, and three or four months in summer – are mainly periods of private study.

Students studying for the first degree are called undergraduates. At the end of the third year of study they sit for their examinations and take the Bachelor's Degree. Those engaged in the study of art subjects such as history, languages, economics or law take Bachelor of Arts (BA). Students studying pure or applied sciences such as medicine, dentistry, technology or agriculture get Bachelor of Science (BSc). When they have been awarded the degree, they are known as graduates.

Students who obtain their Bachelor degree can apply to take a further degree course, usually involving a mixture of exam courses and research. There are two different types of post-graduate courses – the Master's Degree (MA or MSc), which takes one or two years, and the higher degree of Doctor of Philosophy (PhD), which takes two or three years.

Assignment 3. Read and translate the text:

5 Steps to Effective Time Management

Once you make the decision, there are a number of excellent time management systems that you can follow. Although these are sometimes expensive or complex, you can achieve your goal by adopting a simple time management approach. The eight strategies below could make a huge impact on your academic career..

1. Make a schedule

After establishing your priorities, set up a schedule which respects your priorities. A wide variety of student organizers, diaries, planners, electronic tools and time management systems are available on the market. Choose or create whatever seems best for you. Many students select weekly planners that enable them to see the big picture more easily. Make sure your system is something you are very comfortable with as you will be referring to it often. Then, set up your schedule in this order:

- Mark in all your fixed commitments such as classes, seminars, tutorials, and part-time jobs. These are the givens, which you cannot change.
- Add in study time. Block off large sections of your day, reserved for studying alone, as well as shorter review periods. Organize your peak study times to coincide with the times of day when you are most awake and alert.
- Mark in other non-study activities. These are the important but lower priority items, such as exercise, recreational classes, or socializing, which you will fit in when possible.

2. Use a calendar

In addition to your weekly planner, invest in a large monthly wall calendar. Jot down all the important due dates, deadlines, exams, etc so they are in front of you as a visual reminder. This will make you more aware of important dates and allow you to adjust or rearrange plans if you are behind schedule.

3. Use review cards

Always keep some review cards with you to read over when you are waiting for something else to happen. This could include when you are traveling or waiting in line at the bus stop, bank, supermarket, cafeteria and so on. You could also place review cards in common locations which you pass frequently in your house, such as on the fridge door, bathroom mirror, etc. Frequent repetition and review is one of the keys to remembering information easily and effectively.

4. Plan activities logically

Get to know your bodily cycle; then, schedule activities around it as much as possible. If you always feel sleepy after lunch, for example, use the time to get in your daily walk, instead of fighting to keep your eyes open over a history book.

5. Plan some down time.

You are not a robot! Schedule some time to relax so you can rest and refresh your mind and body. This will enable you to study more effectively. Get enough sleep as well. A sleep-deprived student is not going to be able to perform at his or her best.

Assignment 4. Study the problems of the following students and recommend them the proper solutions based on the step(s) to effective time management, using the introductory phrases:

I (strongly) recommend you (not) to ...; Try (not) to ...; You'd better (not) ...;

You should (not) ...; You may ...

Problem 1. Student A is enjoying his first year. He has a lot of friends and a great social life. But this doesn't leave much time for work. **A** is anxious and guilty about this and to avoid these feelings he spends even more time going out.

Problem 2. Student B is a perfectionist. She works all the time as she finds it hard to be realistic about how much she has to do. Her goals are defined as "I should work harder" or "I must do better". Because she feels that nothing she does is good enough, **B** doesn't know when to stop, so she ends up feeling overwhelmed.

Problem 3. Student C leaves everything to the last minute. For **C** this is an attempt to deal with anxiety about his work since it gives him no time to agonize about whether it is good enough. However, putting things off is actually very stressful and **C** encounters difficulties over more complex, long-term projects or if a last minute crisis occurs.

Problem 4. Every day **Student D** means to get up at 8.00am and start work, but other things always seem more important. The longer she puts it off, the bigger and more unmanageable her assignment seems. When **D** stops to look it is clear how much time she wastes. She also recognizes that she actually works better at night.

Assignment 5.

A. Rearrange the letters in the anagrams to form equivalents for the Russian words.

изменять(ся) — arvy	широкий диапазон — dwie nerag
предоставлять — pdroevi	сознающий — arwae
сравнивать — cреpoma	развитие — ntvopeldeme
делить, разделять — srahe	поверхность — sfuraec
распространять(ся) — sadepr c.-x.	культура — oprc
сгибать, складывать — dflo	навык, умение — silkl
накрывать, покрывать — cvero	привычка, обычай — oncust
включать в себя — inuclde	среда обитания — btahait
замечать — nicote	измерять — msueare
искажать — doristt	характерная черта — fateeur
исследование — rrchease	преимущество — aantadyge

B. Match the words close in meaning in A and B.

- 1) A. to come from; to occur; to carry out; to include; to attempt; to circle; to focus (on); to preserve; to provide; to acquire; to distinguish
 B. to differentiate (between); to derive; to revolve; to try; to involve; to keep; to concentrate (on); to give; to get; to perform; to happen
- 2) A. distortion; environment; impact; branch; significance; location; elevation; spread
 B. diffusion; surroundings; influence; field; importance; altitude; inaccuracy; place
- 3) A. crude; obvious; remote; aware; gradually
 B. conscious; slowly; isolated; raw; distinct

Assignment 6.

A. Match the words in A with the words in B to form word combinations. Make up sentences with them.

- A. physical; cultural; detailed; natural; obvious; specific; important; major; accurate; distorted; perfect; flat; valuable; detailed; new; various; mental; satellite; electronic; remotely sensed
 B. representation; advantages; image; features; information

B. Match each of the following terms with the correct definition.

- a) remote sensing; b) stereoscope; c) multispectral scanner; d) aerial photograph; e) distortion; f) map projection; g) Landsat; h) legend
1. Gathering and recording information from a distance through aerial photographs and satellite images.
 2. Picture taken from above the earth.
 3. Instrument that takes a pair of overlapping aerial photographs.
 4. Instrument that records observations from space electronically and sends them to ground stations where computers translate the data into electronic images.
 5. Satellite that views the earth.
 6. One of the many different ways to show the spherical earth's surface on a flat map.
 7. It explains the meaning of symbols and colors used on a map.
 8. Inaccuracy contained on maps, which is a major disadvantage.

Assignment 7.

A. Match the words in A with the words in B to form word combinations.

- 1) A. to raise; to acquire; to share; to scratch
 B. crude maps; crops; skills; traditions
 замечать — nicote измерять — msueare искажать — doristt
 характерная черта — fateeur исследование — rrchease преимущество — aantadvge tage.
- 2) A. distinct; ice-covered; cultural; naturally occurring; inevitable; rugged; remote; low-lying; human; physical; obvious; folded
 B. distortions; phenomena; terrain; imprint; map; landscape; habitat; advantages; village; mountains; jungles; features
- 3) A. to spread; to represent; to vary; to mean; to record; to occur
 B. electronically; greatly; literally; accurately; naturally; gradually

Assignment 8. Translation into Russian

A. Look at the underlined words and circle the part of speech they belong to.

1. Enrolling at university was quite stressful.
 pronoun / conjunction / noun
2. My high school grades were less than perfect.
 adjective / verb / pronoun
3. Also, I couldn't decide which subject to major in.
 noun / verb / preposition
4. I thought seriously about going abroad.
 conjunction / adjective / adverb
5. But I didn't qualify for a scholarship. preposition / adverb / interjection

6. My parents said they couldn't help. pronoun / verb / adjective
 7. So I stayed here and applied to this university.
 noun / conjunction / preposition
 8. When I was accepted, I thought – yes!!
 adverb / preposition / interjection.

B. Underline one word in each line that is different. Explain your choice

diversity	distortion	range	variety
boundary	edge	habitat	border
convinced	sure	certain	compared
devise	invent	derive	design
observe	gather	scan	notice
separate	divide	collide	break
collide	brush	float	occur

Assignment 9.

What are Transferrable Skills?

Transferable skills are core skills, which are of value in different situations and jobs. Higher education will give you the opportunity to develop a wide range of transferable skills, which will be of considerable help to you in your further studies or in whatever chosen field of employment you may go into.

The sorts of things that are considered transferable skills are: having self-awareness, being able to communicate clearly with others, having initiative, demonstrating competence with IT, showing commitment to seeing things through to the end, being able to work independently, knowing how to tackle problems when they arise rather than becoming disheartened and giving up, managing all important deadlines, having numeracy skills, being able to lead others as well as being part of a team, presenting your ideas in a way that others can follow and understand, knowing how to undertake research and find evidence, thinking critically and asking the pertinent questions, analyzing evidence and making judgments on the results, bringing enthusiasm to tasks, using a foreign language, being flexible and open-minded, knowing how to network and introduce yourself to others, responding positively to new challenges, being decisive, having business acumen, being proactive.

Through the course of studies, you will have the chance to practice and develop many of these skills, along with numerous subject-specific skills related to your professional field.

Name five top transferrable skills necessary to a good Master student / artist / teacher / businessperson.

Answer the following questions:

- 1) What transferrable skills do you have?
- 2) What skills would you like to develop in your character?
- 3) What other transferrable skills, not mentioned above, could you name?

Assignment 10. Underline one word in each line that is different. Explain your choice

collapse	burst	release	explode
dissolve	fold	erode	decompose
estimate	measure	alter	calculate
undergo	cause	suffer	experience
develop	alter	change	vary
state	claim	remain	argue
join	separate	connect	unite
destroy	invent	devise	create

A. Translate the following sentences paying special attention to predicates expressed by modal verbs followed by infinitives in the Passive Voice:

1. However, it is clear that motivation is an internal experience which cannot be studied directly. 2. The

performances of the subjects in each age-group must be measured and compared. 3. These findings can be applied in industry. 4. The problem can be dealt with quite easily. 5. It is easier to be objective about behaviour which can be observed by others, measured and classified.

Assignment 11.

A. Match the verbs in A with the adverbs in B.

A. to move; to mean; to represent; to occur; to be used; to prove; to be populated; to erupt

B. continuously; literally; accurately; simultaneously; scientifically; heavily; suddenly; widely

B. Rearrange the letters in the anagrams to form equivalents for the Russian words.

собирать(ся) — gheatr удобрять — flitizere растворять(ся) — dvesisol выпускать — reelsea

оставаться — rinmea убеждать — cvincone изменять(ся) — arlet сделать вывод — ccondelu

претерпевать (изменения) — udergno происходить — orguc поддерживать — sporgup дрейфовать —

dftri раскалывать(ся) — siltp утверждать — cimla суровый — seeevt доказательство — cedevine

Assignment 12.

Read the text and choose the most suitable heading from the list A–I for each part (1–7) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0):

A Freedom to Pray

B An Enduring Dream

C One in Seven

D The Balance Changes

E The Journey to Despair

F Jobs and Land

G Flight from Hunger

H Europe in Crisis

I The Great Adventure

The Melting Pot

0 - I

The USA is a land of immigrants. Between 1815 and 1914, the world witnessed the greatest migration in its history: 35 million people, mostly Europeans, left their homelands to start new lives in America. Why did these people risk everything by leaving their homes and families to see what the New World had to offer? How had the Old World let them down? There are both push and pull factors which we should consider.

1

First, what forced emigrants to make the momentous decision to leave? One major cause of the exodus among European peasants was the rise in population which in turn led to land hunger. Another was politics. Nationalism saw increased taxation and the growth of armies, and many young men fled eastern Europe to avoid being conscripted. Also, the failure of the liberal revolutions in Europe caused the departure of thousands of refugees.

2

Physical hunger provided another pressing reason. Between 1845 and 1848, the terrible potato famine in Ireland ended in death of one million Irish people and the emigration of a further million who wished to escape starvation. Following the collapse of the economy of southern Italy in the 1860s, hundreds of thousands of Italians decided to start afresh in America.

3

Religion also encouraged millions to leave the Old World. We should remember that the Pilgrim Fathers had wished to escape the ungodliness of England, while the Russian Jews of the century sought to escape persecution and death in their native land.

4

In short, people chose to leave their homes for social, economic and religious reasons. As a result, by 1890 among a total population of 63 million, there were more than 9 million foreign-born Americans.

5

But what were the attractions? First of all, there was the promise of land which was so scarce in Europe. Next, factories were calling out for labour, and pay and conditions were much better than back home. Men were needed to open up the West and build the long railroads, and settlers were needed to populate new towns and develop commerce. There was the space for religious communities to practise their faith in peace and comparative isolation.

6

This immigration meant that by around the 1850s Americans of non-English extraction had started to outnumber those of English extraction. As we know, there were losers. To start with, there were those unwilling immigrants, the slaves who had been used as a source of cheap labour for the tobacco plantations of the South. Nor should we forget the equally awful fate of the American Indians. By 1860 there were 27 million free whites, four million slaves and a mere 488,000 free blacks.

7

Nowadays, the USA is still seen by millions as the Promised Land. Gone are the days when you could buy US citizenship for one dollar. Yet, even though entry is strictly limited, refugees continue to find freedom there and people from poorer countries a better way of life. As always, the USA remains a magnet to the ambitious and the energetic who are ready to commit themselves to the land that gives them a second chance.

Assignment 13.

A. Find infinitives in the following sentences and define their functions. Translate the sentences into Russian:

1. Although much remains to be learnt about the brain, especially about the cortex, a great deal of information is available to the clinical neurologist.
2. He proceeded to carry on careful experiments.
3. To have a good memory is a great advantage.
4. The work has not progressed far enough to give a complete account of the system.
13. He continued to be influenced by his past experience.
5. To know what the person thinks about himself is of great importance.

B. Choose the right word from the box and insert it into one of the following sentences:

to acquire, to present, sign, to strengthen, to occur, to condition

1. The visible ... of ageing appear earlier in some individuals than in others.
2. Even a temporary isolation from the group ... the tendency towards conformity.
3. Experiments have demonstrated that infants as young as ten days may be ... to suck at the sound of a buzzer if this is frequently ... just before the bottle is inserted in the mouth.
4. In prematurely born infants of 32 weeks responses to light, sound and even taste may

Assignment 14.

A. Translation into Russian

1. In the degree to which all independent variables are identified and the irrelevant ones controlled, few studies equal the one by Howland.
2. The only very large differences were the ones indicating that the control group learned the poetry and the prose more quickly than the experimental group.
3. One of the simplest psychophysical methods is called the method of reproduction.
4. In most experimental work a major requirement is to keep conditions constant except for one factor, which is systematically varied.
5. Looking at the problem from another point of view one can say that intelligence is very important for a person's adjustment.

B. Match parts of the sentences:

1. I can't admit a. my telling him what to do.

2. The accused denied b. being treated in such a way.
3. We dislike c. his getting so much money for nothing.
4. Do you feel like d. going out tonight?
5. Do you fancy e. stealing the money because I was in a different place at that time.
6. Do you mind f. my closing the window? There is a draught.
7. I strongly resent g. being guilty until his execution.
8. He can't stand h. playing some old tune?

Assignment 15.

**A. Choose the right word from the box and insert it into one of the following sentences:
to reward, punishment, reinforcement, memory, reason, to refer, to cause**

1. Independence is stimulated by the mother's encouragement especially when she openly ... it by kissing the child. 2.... is used to strengthen different responses. 3. We need not ...to the responses of the youngest subjects, for they have already been described. 4. In recent years there have been a large number of investigations of... for events which have occurred within the few seconds or minutes. 5. Conditions which produce forgetting in short-term memory are really the same which ... forgetting in long-term memory. 6. The... often given for transferring older workerare that the work is too difficult, involves long hours or night work, etc. 7. The threat of... increases the tendency to fear.

Assignment 16.

A. Make up sentences by combining the words and phrases from the columns below.

Water	is; dissolves; has; reshapes; lies; collects; covers; plays; flows; falls; releases	an important role in weathering rock; as rain; everywhere; heat even as it freezes; the crust of the earth; in rivers; over three fourths of the earth's surface; different materials; underground; some special qualities; in deep and shallow places
-------	--	--

B. Underline one word in each line that is different. Explain your choice.

store	keep	release	hold
build up	reduce	increase	accumulate
gap	space	break	crust
luck	lack	need	shortage
stream	drop	flow	current
abundant	rich	scarce	fertile
widen	often	shorten	flatten
consist of	provide	include	be made up of

Assignment 17.

A. Give the Russian equivalents of the following word combinations and expressions:

the right is guaranteed by the Constitution; not only a right but a duty too; pupils study academic subjects; to go to a vocational or technical school; a college gives general knowledge; to train specialists in different fields; education is free; students get scholarships

B. Say whether these pairs of words are synonyms or antonyms:

to gain	to acquire
mental	hysical
to reflect upon	to argue
to perform	to act
to enhance	to diminish
to research	to investigate
mind	intelligence
to refine	to improve

to acquire	to loose
to be concerned with	to be linked to
emphasis	focus.

Assignment 18.

I. Answer the questionnaire and determine your character traits.

All About You

1. What do you most look forward to doing?

- a. making friends c. having a happy home life
- b. discovering who I am d. getting a high-paying job

2. Do you have a hard time expressing your feelings?

- a. sometimes c. usually
- b. often d. never

3. What do you miss not having most?

- a. more time to go out and have fun c. more time to stay home and relax
- b. more time to learn new things d. more time to get ahead

4. Which risk would you consider taking?

- a. participating in a dangerous sport c. defending a controversial issue
- b. investing money in the stock market d. taking care of my health

5. What do you put off doing the most?

- a. paying bills c. writing letters
- b. phoning friends d. taking care of my health

6. What can you easily imagine yourself doing?

- a. falling in love c. buying a large home
- b. living in the country d. changing my career

7. Do you insist on having your own way at work or at home?

- a. often c. sometimes
- b. seldom d. almost always

8. What are you most often criticized for doing?

- a. talking too much c. not paying attention
- b. not giving opinions d. interrupting

9. Do you avoid accepting responsibility for your actions?

- a. sometimes c. infrequently
- b. often d. never

10. What do you enjoy doing the most?

- a. going to a barbecue with friends c. spending time gardening
- b. hiking alone in the mountains d. eating out in a first-class restaurant

Results:

Which letter did you circle the most times? Read the personality description for that letter.

- a. You are an outgoing and generous person with a good sense of humor. Sometimes you care much about what others think of you.
- b. You are an independent person who is cultured, artistic, and sensitive. Often you feel shy.
- c. You are a reliable, idealistic person who is very family oriented. Occasionally you feel bored and lonesome.
- d. You are a very ambitious, responsible, and well-organized person. Sometimes you are too competitive.

Assignment 19.**Do the questionnaire and check your real score.****WHAT ARE YOUR CHANCES THIS TERM?**

1. Have you attended lectures?
 - a. all of them
 - b. half of them
 - c. none at all
2. Have you read the books on your list?
 - a. all the books
 - b. half of the books
 - c. just a few
3. Have you read any additional (дополнительный) material?
 - a. a lot
 - b. only a little
 - c. none
4. Have you made any notes (заметки) at the lectures?
 - a. very detailed notes
 - b. just the main points
 - c. none at all
5. Have you made any reports at the seminars?
 - a. at every seminar
 - b. only a few
 - c. none at all
6. Have you been active during the discussions at your seminars?
 - a. very active
 - b. just listening
 - c. sleeping through the discussions
7. Have you made any cribs (шпаргалки)?
 - a. a lot of them
 - b. just a few
 - c. none at all
8. Have you missed (to miss — пропускать) any classes?
 - a. a lot of them
 - b. just a few
 - c. none at all
9. Have you studied late into the night?
 - a. very often
 - b. not very often
 - c. never
10. Have you had your meals (еда) regularly?
 - a. always
 - b. only at weekends
 - c. hardly ever
11. Have you kept fit (to keep fit — быть бодрым и здоровым) this term?
 - a. fairly fit
 - b. not really
 - c. not at all

What is your score?

1. a — 5 b — 1 c — 0	2. a — 5 b — 2 c — 0	3. a — 5 b — 3 c — 0	4. a — 5 b — 4 c — 0	5. a — 5 b — 3 c — 0	6. a — 5 b — 2 c — 0
7. a — 5 b — 1 c — 5	8. a — 0 b — 3 c — 5	9. a — 0 b — 2 c — 5	10. a — 5 b — 1 c — 0	11. a — 5 b — 3 c — 0	

1. From 55 to 40. Don't worry. You are sure to pass.

2. From 40 to 20. Take care. You'll pass only if you are very lucky.
3. From 20 to 0. No chance at all, you are sure to fail at the exam.

Assignment 20.

A. Match the Russian words in the left column and their English equivalents in the right column.

удовлетворение	attend
выбор	graduation
посещать	survey
окончание учебного заведения	choice
обзор	satisfaction

B. Say whether these pairs of words are synonyms or antonyms.

need	requirement
to utilize	to use
to achieve	to loose
to feel	to experience
close	distant
to believe	to consider
to focus on	to concentrate
to knock backwards	to advance
to attract	to distract
to strive	to attempt
to push forward	to slow down
goal	aim

Assignment 21.

A. Match the words in A with their opposites in B.

- A. abundant; surface; dry; safe; shallow; rugged; tiny; high; narrow; fresh
 B. dangerous; wide; low; flat; scarce; underground; huge; rainy; deep; salt

B. Read the sentences below and say, if they are true for you:

1. I was grown up to believe that life was a gift, and that I had to treasure it.
2. If there is some work to do, I prefer to do it alone.
3. Relatives can never become a source of problems.
4. I don't mind seeing a film, even if it is thought of as a bore.
5. I am looking forward to finding a good job with an international staff.
6. It's fun to be working together on one problem.
7. My best friend is thought to have studied in a biologically-biased class at school.
8. One of my teachers is known to have been working on the same problem for ten years.
9. If you are in university to study, most work is to be done at home.
10. I always suggest choosing the shortest way in solving any problem.

Assignment 22.

A. Match the Russian words in the left column to their English equivalents in the right column.

реферат	vocational
копия	assess
студент-второкурсник	counterpart
профессиональный	sophomore
оценивать	essay

B. Translate into Russian. Pay attention to the verbs to offer, to suggest.

1. American universities offer many courses.
2. The guests suggest that Tom should play the piano.
3. The teacher offered the students to write down some interesting facts.
4. My sister suggested that they should do it.
5. Our friend offered to help us.
6. Didn't her offer surprise you?
7. Polly suggested that

they should have a picnic. 8. What did he offer? 9. The secretary offered John a cup of tea.

Assignment 23.

A. Match two parts of the sentences:

1. One can assume this
2. We expect the scope of the research
3. Most people consider science
4. I made my roommate
5. One can watch more and more people
6. You begin naturally to think
7. The author's major concern is to make the reader
8. We can find the consequences of the experiment
- a. To be astonishingly dramatic.
- b. to be far from ordinary life.
- c. clear the room after the party.
- d. such course of events to be a disaster.
- e. to expand greatly.
- f. realize the consequences of tampering with nature.
- g. to be a very simple question.
- h. move into biology from other branches of science.

B. Insert the following words in the gaps in the text below: applicant application application form apply candidate

curriculum vitae or CV (GB) or resume (US) employment agencies interview job description job vacancies references short-listed

Many people looking for work read the (1) advertised in newspapers by companies and (2) To reply to an advertisement is to (3) for a job. (You become a (4) or an (5)). You write an (6), or fill in the company's (7), and send it, along with your (8) and a covering letter. You often have to give the names of two people who are prepared to write (9) for you. If your qualifications and abilities match the (10), you might be (11), i.e. selected to attend an (12)

Assignment 24.

A. Circle Yes or No for the sentences. If the answer is No, give the correct sentence.

1. The American system of education differs from the systems of other countries.
Yes No
2. Now public and private school distinctions are largely based on religious influences.
Yes No
3. Compulsory education in the USA varies between 5 and 7 years of age, 5 being the most common.
Yes No
4. Secondary education in the USA is in grades 7—11.
Yes No
5. All states and districts have set the secondary school graduation level as the completion of the 10th grade.
Yes No

B. Read and translate the text.

Life

All of us have an intuitive understanding of what it means to be alive. However, defining life is difficult, partly because living things are so diverse and non-living matter looks like life in some cases. What's more, living things cannot be described as the sum of their parts. The quality of life emerges as a result of incredibly complex, ordered interactions among these parts. Among the characteristics of living things that, taken together, are not shared by non-living things are the following: living things consist of organic molecules, they acquire and use materials and energy from their environment and convert them into different forms, they grow and reproduce.

Assignment 25**I. Read the text. Do you agree with the author?****A Throw-Away Society**

I entered a big supermarket to shop: I needed several cans of drinks, a few chocolates, a disposable tablecloth and some paper tissues, plastic glasses and plates (not to wash the dishes afterwards) and a number of items one would buy when their friends are coming to your place to relax and have fun. I packed everything into big celluloid bags, free to be taken by anyone, and left carrying with me two dozens of objects rapped in various kinds of plastic to throw away 40 % of what I had bought as rubbish. I think it doesn't surprise anyone nowadays that we have to throw many things away after using them. We do not know what to do with a colourful wrapping or an empty box of chocolates. These things can be easily bought next time you are in a shop. So we throw them away. We do not know where to put industrially used materials. So we pour them into the sea or deposit them in huge cemeteries of rubbish. A human being has become so used to having everything new and shining that one would spend all his or her money to buy a new mobile phone even if the old one is still working. It is fashionable. It is reliable. For a society to become environmentally aware, more than just a course of lectures at a school or college is needed. One may listen to a hundred lectures but what can he do if he is made to throw away half of the things he's bought? We do not pay attention to that — it has become normal. Dustbins are being filled every day with new tons of rubbish. recycling has become a major issue in the previous century and no doubt it is being much thought about today. Most European and some Asian countries have started recycling programmes, and one can find three dustbins for different kinds of waste products in the garden of the average Englishman. The garbage is then collected and sent to special factories that use recycled materials to produce new things. To recycle is to survive.

Assignment 26

Match the words in the left and right columns to restore the collocations.

tough	forms
discriminate	courses
enjoy	schemes
disproportion	sit-down entrance examinations
abolish	of private sector students
access	a small proportional advantage
topping-up	by age and gender
application	lesson

A. Say whether these pairs of words are synonyms or antonyms.

beneficent	maleficent
duty	esponsibility
to recover	to be up and about
to remove	to eradicate
natural	artificial
to buy	to purchase
to focus on	to center
to improve	to worsen
to guarantee	to safeguard
to be dedicated to	to be devoted to

Assignment 27

Read the following text about different types of grants and do the tasks that follow.

WHAT ARE DIFFERENT KINDS OF SCHOLARSHIPS?

Question: *Can you explain the different kinds of scholarships that are available?*

This is an area of great confusion for both parents and students. The two key words to keep in mind when thinking about scholarships are merit and need.

Merit-based scholarships go to students who are superb academic performers. They are usually awarded competitively. Examples of these are the National Merit Scholarships. Competition can be very keen for some larger merit-based awards and because of the subjective evaluation process, the best-qualified candidate does not always win.

Need-based scholarships go to students whose financial resources do not enable them to afford the full cost of the college or university to which they've been accepted. These scholarships are available at many schools and can be quite large depending on the financial-aid resources of the particular college. Need-based scholarships are sometimes the only way that students can afford to attend costly schools.

There is another, more elusive category of college scholarships. I call these restrictive specialty scholarships. Most colleges have a special group of awards (usually provided by graduates of the school that bestows money upon enrolling first year students according to unique considerations).

For example, church-affiliated colleges may have some specially endowed scholarships for young men and women who are members of that denomination. - Other specialty awards might go to students from certain geographic areas. The variety of requirements and restrictions can be wide.

To find out what scholarships you, as a high-school senior, might qualify for, check with your college advisor. Sometimes one general application will suffice to apply for the full range of merit/need-based scholarships your school and community offer. Many private scholarships are advertised in the local newspaper every year, so be alert to their listings. And – as always – turn to your public library or the Web for current books and listings of other scholarship sources.

Start early and look diligently. Finding scholarship money for college takes time.

Explain the following concepts from the text.

Scholarship; merit-based scholarship; superb academic performer; to be awarded competitively; the National Merit Scholarships; need-based scholarship; financial aid; costly school; restrictive specialty scholarship; to bestow money upon someone; church-affiliated college; specially endowed scholarships; denomination; college advisor; community; public library; the Web;

Assignment 28

A. Say whether these pairs of words are synonyms or antonyms.

to maintain confidentiality	to break confidentiality
to simplify	to complicate
donor	recepient
potential	actual
conduct	behavior
honest	dishonest
health care worker	medical professional
statement	norm
sympathy	compassion
grounds	essentials

B. Answer the following questions.

1. What three kinds of scholarships are available in the UK?
2. Are merit-based scholarships always awarded fairly?
3. What is the only way for a student without outstanding academic talents or sufficient financial resources to get through a costly college?
4. Who is eligible for specialty scholarships?
5. What strategies to get a scholarship can you list?

Assignment 29

Read and translate the following text:

Robot Cricket Finds Her Mate

The cheerful chirping of a cricket is actually the 'call song' of the male as he attempts to attract a female. The female follows the song unerringly, deftly detouring around obstacles and ignoring other sounds en route to her prospective mate. How intelligent is this apparently purposeful behaviour? Barbara Webb, a psychologist at the University of Edinburgh, Scotland, attacked this problem in a novel way; she built robot female cricket. Webb's goal was to find out whether mate-finding behaviour could be distilled down to taxes, relatively simple responses to stimuli, such as responses that could be wired into an

electronic robot (and thus wired into genetically predetermined neural connections). Although its tangle of wires appears bewildering, the circuitry of the robot is trivial when compared with the potential complexity of neural connections — even in a cricket's brain.

On the laboratory bench, a loudspeaker 'male cricket' broadcasts its species-specific call song: short, regularly repeating tones. As the robot rolls forward, microphonic ears conduct the song to electronic circuitry that filters it from other sounds and adds together the repeating syllables of the song that reach each ear. The summed sounds in the ear closest to the loudspeaker reach a critical threshold level first, activating a mechanism that turns the robot toward the sound. The turning halts when an equal intensity of sound hits both ears. Sensory 'bumpers' help the robot detour around obstacles. The success of 'robocricket' surpassed Webb's expectations; it not only found its 'mate' but it unexpectedly mimicked other cricket-searching behaviours. Placed between two loudspeakers that broadcast at equal volume, the robot, like a real cricket, arbitrarily chose one speaker. If the repeating syllables of the song were altered between the two speakers, the robot (again, like a real cricket) first positioned itself exactly between them, then made an arbitrary choice. The electronic circuitry provides insights into mechanisms that could be used by a simple nervous system to produce complex adaptive behaviour.

Assignment 30

A. Read and translate the sentences, say if the words in italics are nouns or verbs:

- 1 Everyone who owns or rents a television set has to pay a yearly licence.
- 2 An annual licence for a colour set costs more than twice as much as for a black and white set.
- 3 Radio 3 has classical and twentieth century music, talks on serious subjects, and plays.
- 4 BBC2 offers documentaries and discussions, adaptations of novels into plays and serials.
- 5 ITV consists of fourteen programme companies, each serving a different part of the country.
- 6 In Wales this channel shows many programmes in the Welsh language.
- 7 In between advertisements, the commercial radio stations broadcast pop music and news flashes.

B. Translate these pairs of words and say what difference between them is, if any:

channel — programme, concert — show
 channel — canal, company — campaign
 programme — flash, to control — to manage
 serials — series, owner — proprietor

Assignment 31

A. Underline the words written in the way Americans prefer:

to licence — to license neighbour — neighbor
 to honour — to honor center — centre
 behaviour — behavior traveler — traveller

B. Match and translate the synonyms:

to get — to accept
 to turn off — to love
 to rage — to occur
 to happen — to forget
 to give up — to look
 to stare — to have
 to worship — to switch off
 to take up — to storm

Assignment 32

Underline the correct words to complete each sentence about jobs in education.

1. As a travelling / visiting / touring professor in sociology, he spends much of his time abroad.
2. The overseer / supervisor / administrator of your thesis will advise you on what kind of content is appropriate for your introduction.

3. The **tester / marker / inspector** refuses to correct the paper, claiming it was illegible.
4. Thanks to weekly lessons with a private **lecturer / tutor / professor**, her reading ability improved steadily.
5. He looks as if he lives on the streets, but in fact he's a respected **headmaster / don / dean** at Oxford University.
6. All applicants must include the names and addresses of two academic **referees / arbitrators / evaluators**.
7. If you think your work has been graded unfairly, file a complaint with the **head / chief / leader** of the department.
8. Students performance will be judged by external **prefects / graders / assessors** to ensure objectivity.
9. Your career **director / analyst / advisor** is there to help you make the best choice for your future.

Assignment 33

Put each of the following words in its place in the passage below:

conservatism	stability	building	national	vision
associations	gardening	living	thatched	pond
opportunities	privilege	common	health	crime

The Love of Nature

Most of the British live in towns and cities. But they have an idealized _____ (1) of the countryside. To the British, the countryside has almost none of the negative _____ (2) which it has in some countries, such as poor facilities, lack of educational _____ (3), unemployment and poverty. To them, the countryside means peace and quiet, beauty, good _____ (4) and no _____ (5). Most of them would live in a country village if they thought that they could find a way of earning a _____ (6) there. Ideally, this village would consist of _____ (7) cottages built around an area of grass known as a "village green". Nearby, there would be a _____ (8) with ducks on it. Nowadays such a village is not actually very _____ (9), but it is a stereotypical picture that is well-known to the British.

Perhaps this love of the countryside is another aspect of British _____ (10). The countryside represents _____ (11). Those who live in towns and cities take an active interest in country matters and the British regard it as both a right and a _____ (12) to be able to go "into the country" whenever they want to. Large areas of the country are official "_____ (13) parks" where almost no _____ (14) is allowed.

Even if they cannot get into the countryside, many British people still spend a lot of their time with "nature". They grow plants. _____ (15) is one of the most popular hobbies in the country.

Assignment 34

A. The following words define the parts of the ear responsible for hearing except two. Find and cross them out.

Hammer, sound waves, eardrum, anvil, message, ear canal, hearing nerves, stirrup.

A. Find the meanings of the following words and expressions in a dictionary and translate them into Russian:

establish = set up (v) realize = understand (v)
 appoint (v) follow (v)
 retain = receive (v) available (adj)
 summarize (v) amount of (n)
 prominent = outstanding (adj) opportunity (n)
 undergraduate (n) post-graduate (n)
 supervision (n) issue (n)
 adviser = advisor (n) contribution (n)
 major in = specialize (v)
 as far as sth is concerned
 to solve a research problem
 to take an active part in
 share information about sth
 to make (a great) contribution to = to contribute to

to have a good command of English.

Assignment 35

A. Match the words in the left and right columns to restore the collocations.

distinct	job hunting and career planning
unemployment	ladders
recruitment	scheme
range	less qualified people
earnings	of the century
turn (n)	rate
displace	gap
graduate/ trainer	of occupations
career	market
develop	advantage

B. Find pairs of antonyms:

advantage, to borrow, to refuse, male, to lend, disadvantage, to speak, to listen, to accept, female.

Assignment 36

A. Find pairs of synonyms

1) to lend a) to get	2) to understand b) female
3) to obtain c) to keep to	4) gender d) belief
5) woman e) to comprehend	6) to follow f) to oppose
7) faith g) to react	8) to resist h) to suggest
9) to respond i) sex	10) to offer j) to give

B. Match the words in the left and right columns to restore the collocations.

face-to-face	programme
medium	learning environment
long-range	instruction
integrated	of instruction
full-time	student counterparts
undertake	courses
direct	feedback
hold down	a full-time job
conventional	intermittently
campus-based	commuting
attend lectures	student

Assignment 37

A. Finish the sentence by selecting one of the proposed words':.

- Your age may be an ... or a disadvantage.
a) advantage b) treatment c) survival
- Some patients ... to follow instructions given by a person younger than themselves.
a) dwell b) threat c) refuse
- ... roles may influence patient-physician interactions.
a) religious b) acceptance c) gender
- A man who is accustomed to «being the boss» may ... being told what to do by a female physician.
a) insist b) believe c) resent
- Elderly patients are often lonely and may ... on illness to obtain the attention they need for emotional

survival.

a) dwell b) insist c) follow

6. The patients' pain may be so great that they will not ... what they are being told.

a) threat b) lend c) comprehend

7. How patients feel about themselves and their illnesses has a ... on communication.

a) bearing b) cure c) benefit

8. Some religions believe in ... healing only.

a) faith b) treatment c) advantage

B. Determine are the pairs of words and expressions synonyms or antonyms:

to promote	to contribute to	to spark	to inspire
concern	empathy	to reveal	to mask
to violate	to intervene	advantage	disadvantage
gender	sex	to lend	to borrow
to obtain	to send	to comprehend	to understand
to resist	to conform	to be accustomed to	to be in the habit of
to follow	to keep to	male	female
male	man.		

Assignment 38

A. Choose the right words from this list, read and translate the sentences:

humorous, periodicals, free of charge, advertising, quarterly, circulations, trade

1 Many provincial newspapers are distributed ...

2 Most provincial press is financed by ...

3 There are about seven thousand periodicals published in the UK weekly, monthly, or ...

4 Women's magazines have the largest ...

5 There are magazines and journals for almost every ..., profession, sport, hobby or interest.

6 The Economist is one of the most important

7 They publish a few ... magazines of which Punch is most popular.

B. Guess who the three novelists are, fill in the gaps and retell the text:

1 _____ (1867—1933) is an English novelist and dramatist. His work examines the social issues of the Victorian period. He wrote *The Forsyte Saga* in 1922, and its sequel *A Modern Comedy* in 1929. His other novels include _____. He is a Nobel Prize winner of 1932.

2 _____ (1799—1850) is one of the major novelists of the 19th century. His first success was *The Chouans* inspired by Walter Scott, which began the long series of novels *The Human Comedy*, including *Eugenie Grandet*, *Pere Goriot* and *Cousin Bette*. He also wrote the *Rabelaisian Ribald Tales*.

3 _____ (1850—1893) is a prominent French novelist and short story writer. He established a reputation with the short story *Ball of Fat* and wrote some 300 short stories all in all. His novels include *A Woman's Life* and *Bel-Ami*. He was encouraged as a writer by Gustave Flaubert.

Assignment 39

A. Rearrange the letters in the anagrams to form equivalents for the Russian words.

изменять(ся) — arvu

широкий диапазон — dwie nerag

предоставлять — pdroevi

сознающий — arwae

сравнивать — cperoma

развитие — ntvopeldeme

делить, разделять — srahe

поверхность — sfuraec

распространять(ся) — sadepr c.-x.

культура — oprc

сгибать, складывать — dflo

навык, умение — silk1

накрывать, покрывать — cover	привычка, обычай — custom
включать в себя — include	среда обитания — habitat
замечать — notice	измерять — measure
искажать — distort	характерная черта — feature
исследование — research	преимущество — advantage

B. Match the words close in meaning in A and B.

- 1) A. to come from; to occur; to carry out; to include; to attempt; to circle; to focus (on); to preserve; to provide; to acquire; to distinguish
B. to differentiate (between); to derive; to revolve; to try; to involve; to keep; to concentrate (on); to give; to get; to perform; to happen
- 2) A. distortion; environment; impact; branch; significance; location; elevation; spread
B. diffusion; surroundings; influence; field; importance; altitude; inaccuracy; place
- 3) A. crude; obvious; remote; aware; gradually
B. conscious; slowly; isolated; raw; distinct

Assignment 40

Match sentences 1-6 with one of the sentences A-F. Use the words in italics to help you:

1. Samantha is the assistant manager of a bank and she works from 8.30 to 5.30 every day.
 2. Tracy works on the production line of a factory which makes cars. She uses a machine to spray paint onto the finished car parts.
 3. Jane works for herself. She is a photographer. She works every day for about eight or nine hours.
 4. Jeanette is a cleaner for a company in Birmingham, but she only works there for about three or four hours a day.
 5. Claire has a powerful job in the personnel office of a large multinational company. She is responsible for employing new people and getting rid of those that the company doesn't want to employ anymore.
 6. Marie works in the finance department of an international college in Oxford.
- A. She is a *semi-skilled blue-collar worker* in a *manufacturing industry*.
 - B. She is a *self-employed* and works *full-time*. She likes to describe herself as *freelance*.
 - C. She is responsible for *hiring and firing*.
 - D. She calculates the wages, *salaries*, *pension contributions* and *medical insurance contributions* of all the staff.
 - E. She is a *full-time white-collar worker* in a *service industry*.
 - F. She is an *unskilled part-time employee*.

Assignment 41

A. The passage contains several words connected to life: way of life, alive, standard of living. Complete the sentences with these other related words.

lifestyle live livelihood lively living

1. The Global Entrepreneurs Council met last week for a _____ debate on partnering with the UN to tackle the world's most challenging problems.
2. The _____ Aid benefit concerts were held in London and Philadelphia in 1985 and were organised by Bob Geldof.
3. Shortages of food and fuel in Kenya are sending the cost of _____ upwards.
4. *Africulture* is a new African _____ magazine that reports progressive African news, initiatives and trends.
5. Put simply, _____ means a person's ability to earn a living. It is also about everything that makes an impact on a person's life – education, health and access to food.

B. Match the words in column A to their synonyms in column B.

- | | |
|------------|------------------|
| A | B |
| 1. halt | a. guarantee |
| 2. reverse | b. reduce by 50% |
| 3. halve | c. turn round |

4. eradicate d. stop
5. ensure e. get rid of

Assignment 42

Here are some tips relating to your appearance and body language. For each one select the correct missing word from the options below:

1. Make sure your clothes are clean, but wear obvious logos or designer names.
a. do b. don't c. must
2. Don't use much deodorant or perfume!
a. to b. too c. two
3. Don't wear too much jewellery. Interviewers don't like rings!
a. never b. sometimes c. usually
4. Wear that are smart, but comfortable.
a. cloths b. clothes c. covers
5. Arrive well the interview time.
a. before b. after c. later than
6. Make eye with the interviewer when you are introduced.
a. contactation b. contiction c. contact
7. Give a firm handshake, and make sure you!
a. snarl b. smile c. snigger
8. Don't This will distract the interviewer from what you're saying.
a. fidget b. figgit c. fijit
9. Don't appear over-confident, for example by leaning too far back in your chair, but do try to.....
a. relax b. relapse c. collapse

Assignment 43

Here are some tips relating to your appearance and body language. For each one select the correct missing word from the options below:

1. Make sure your clothes are clean, but _____ wear obvious logos or designer names.
a. do
b. don't
c. must
2. Don't use _____ much deodorant or perfume!
a. to
b. too
c. two
3. Don't wear too much jewellery. Interviewers don't _____ like rings!
a. never
b. sometimes
c. usually
4. Wear _____ that are smart, but comfortable.
a. cloths
b. clothes
c. covers
5. Arrive well _____ the interview time.
a. before
b. after
c. later than
6. Make eye _____ with the interviewer when you are introduced.
a. contactation
b. contiction
c. contact
7. Give a firm handshake, and make sure you _____!
a. snarl

- b. smile
- c. snigger

8. Don't _____. This will distract the interviewer from what you're saying.

- a. fidget
- b. figgit
- c. fijit

9. Don't appear over-confident, for example by leaning too far back in your chair, but do try to

- a. relax
- b. relapse
- c. collapse

Assignment 44

A. Match the common interview question with the suitable response from the list:

1. Why did you choose this company?
 2. What are your strengths/weaknesses?
 3. How would your friends describe you?
 4. What is your greatest achievement?
 5. How well do you work in a team?
 6. Where will you be in 5 years?
- A. People say I'm sociable, organized, and decisive.
 - B. My aim is to have a position in the Management Team.
 - C. I have excellent time management, but I can be impatient for results.
 - D. Because I think I will find the work environment both challenging and rewarding.
 - E. I always support my colleagues and believe we should work towards a common goal.
 - F. Leading the University football team to the national Championships.

B. The words in the column are phrases that use the word career.

For each definition, match it to the correct phrase:

1. Chances of future success in your career
 2. The direction you hope your career will take
 3. A change you make in order to progress
 4. Time when you are not employed, perhaps when travelling or looking after children
 5. A series of promotions towards more senior positions
- A. career move
 - B. career break
 - C. career prospects
 - D. career ladder
 - E. career plan

Assignment 45

Read the text below which advises candidates how to answer difficult interview questions. For each question, mark the correct answer – right, wrong or not given:

Attending interviews

Good interviewers prepare their questions carefully in advance according to the candidate's application and CV. So candidates need to prepare just as carefully. Here are some useful tips on answering interview questions.

1. What don't you like about your current position?

No job is perfect; there's always something we don't like. Be honest but don't give a list of complaints. The important thing is to talk positively about how you deal with problems work.

2. Where does your employer think you are today?

Be honest. If you lie to your current employer, you'll lie to your next employer. Don't phone in sick on the day of the interview. Take a day's holiday but don't say why.

3. What are your professional objectives?

Think about these before the interview. Your objectives should be relevant to the job you have applied for and achievable. If the new job can't offer you everything you want, the interviewer will think that you probably won't stay with the company very long.

4. What are your weaknesses?

Be honest; no-one is perfect. Think about this before the interview and choose your answer carefully. Talk about how you deal with a weakness; this is far more important than the weakness itself.

1. Interviewers ask every candidate the same questions.
2. You shouldn't mention problems with your current job.
3. You should arrange to have a day off for the interview.
4. You should give your personal objectives.
5. Your objectives should suit the position you apply for.
6. You should practise your answers at home.
7. You shouldn't discuss things you aren't good at.

Assignment 46

Study, translate into Russian the following economic terms and match them with their definitions.

Word	Definition
1. peak	a. a period when there is little economic activity and many people are poor or without jobs.
2. boom	b. a difficult time for the economy of a country, when there is less trade and industrial activity than usual and more people are unemployed.
3. expansion	c. a situation in which smth. improves or increases over a period of time.
4. depression	d. a fall in the amount of business that is done; a time when the economy becomes weaker.
5. recession	e. a period of time when the level of smth. is low, especially a time when a business or the economy is not growing.
6. downturn	f. the point when smth. is best, most successful, strongest, etc.
7. upturn	g. an act of increasing or making smth. increase in size, amount or importance.
8. trough	h. a sudden increase in trade and economic activity; a period of wealth and success.

Критерии оценки практического задания (каждый пункт 2 балла)

Вид работы	Шкала оценивания
Практическое задание	6 баллов , если задание выполнено полностью, даны ответы на все вопросы, не допущено ни одной ошибки
	4 балла , если задание выполнено полностью, даны не полные ответы на все вопросы, допущены незначительные ошибки
	2 балла , если задание выполнено частично, допущены серьезные ошибки при формулировке ответов на поставленные вопросы
	0 баллов , если задание не выполнено

Тематика для написания сообщения по дисциплине

«Иностранный язык в профессиональной коммуникации»

1. Развитие социально-экономического образования в России и за рубежом.
2. Информационные технологии в социально-экономическом образовании.
3. Образовательная политика Великобритании.
4. Процессы модернизации в системе образования России.
5. Особенности профессионально-деловой коммуникации.
6. Формы межкультурного профессионального общения.
7. Устойчивые обороты научной речи: англо-русские соответствия.
8. Особенности общения в условиях международной научной конференции.
9. Коммуникативные стили и межкультурные различия.
10. Виртуальные педагогические конференции.
11. Терминологический аппарат педагогических технологий: русско-английские соответствия.

12. Язык профессионально-делового общения как функционально-стилистическая разновидность английского языка.
13. Идиоматика профессионально-делового языка.
14. Новейшие достижения в области профессионального образования.
15. Терминологический аппарат в области социально-экономического образования: русско-английские соответствия.
16. Лексико-морфологические особенности профессионально-делового языка.
17. Экономические научные школы Европы.
18. Экономические научные школы США.
19. Знаменитые зарубежные экономисты.
20. Великие русские экономисты.
21. Современные тенденции развития в области социально-экономического образования.
22. Виды академических текстов.
23. Магистерские программы в области социально-экономического образования в Европейских странах.
24. Магистерские программы в области социально-экономического образования в университетах США.
25. Магистерские программы в области социально-экономического образования в университетах Британии.
26. Макронавыки, необходимые для функционирования в англоязычной академической среде.
27. Микронавыки, необходимые для функционирования в англоязычной академической среде.
28. Характерные черты академического стиля.
29. Стратегии чтения академических текстов.
30. Использование ссылок и цитат в академических работах.
31. Официальный стиль и книжная лексика английского языка.
32. Оформление эссе или академических письменных работ.
33. Подготовка резюме на иностранном языке.
34. Правила написания автобиографии.
35. Правила прохождения собеседования.

Критерии оценки сообщения

Вид работы	Шкала оценивания
Сообщение	20 баллов , если представленное сообщение свидетельствует о проведенном самостоятельном исследовании с привлечением различных источников информации; логично, связно и полно раскрывается тема; заключение содержит логично вытекающие из содержания выводы.
	15 баллов , если представленное сообщение свидетельствует о проведенном самостоятельном исследовании с привлечением двух-трех источников информации; логично, связно и полно раскрывается тема; заключение содержит логично вытекающие из содержания выводы.
	10 баллов , если представленное сообщение свидетельствует о проведенном исследовании с привлечением одного источника информации; тема раскрыта не полностью; отсутствуют выводы.
	0 баллов , если сообщение отсутствует

Текстов для чтения, перевода и реферирования на зачете

Text 1

There are many different types of testing that you can use to make sure that changes to your code are working as expected. Not all testing is equal, though, and we will see here how the main testing practices differ from each other.

Manual vs. automated testing

At a high level, we need to make the distinction between manual and automated tests. Manual testing is done in person, by clicking through the application or interacting with the software and APIs with the appropriate tooling. This is very expensive as it requires someone to set up an environment and execute the tests themselves, and it can be prone to human error as the tester might make typos or omit steps in the test script.

Automated tests, on the other hand, are performed by a machine that executes a test script that has been written in advance. These tests can vary a lot in complexity, from checking a single method in a class to making sure that performing a sequence of complex actions in the UI leads to the same results. It's much more robust and reliable than automated tests – but the quality of your automated tests depends on how well your test scripts have been written.

Automated testing is a key component of continuous integration and continuous delivery and it's a great way to scale your QA process as you add new features to your application. But there's still value in doing some manual testing with what is called exploratory testing as we will see in this guide.

The different types of tests

Unit tests. Unit tests are very low level, close to the source of your application. They consist in testing individual methods and functions of the classes, components or modules used by your software. Unit tests are in general quite cheap to automate and can be run very quickly by a continuous integration server.

Integration tests. Integration tests verify that different modules or services used by your application work well together. For example, it can be testing the interaction with the database or making sure that microservices work together as expected. These types of tests are more expensive to run as they require multiple parts of the application to be up and running.

Functional tests. Functional tests focus on the business requirements of an application. They only verify the output of an action and do not check the intermediate states of the system when performing that action.

There is sometimes a confusion between integration tests and functional tests as they both require multiple components to interact with each other. The difference is that an integration test may simply verify that you can query the database while a functional test would expect to get a specific value from the database as defined by the product requirements.

End-to-end tests. End-to-end testing replicates a user behavior with the software in a complete application environment. It verifies that various user flows work as expected and can be as simple as loading a web page or logging in or much more complex scenarios verifying email notifications, online payments, etc...

End-to-end tests are very useful, but they're expensive to perform and can be hard to maintain when they're automated. It is recommended to have a few key end-to-end tests and rely more on lower level types of testing (unit and integration tests) to be able to quickly identify breaking changes.

Acceptance testing. Acceptance tests are formal tests executed to verify if a system satisfies its business requirements. They require the entire application to be up and running and focus on replicating user behaviors. But they can also go further and measure the performance of the system and reject changes if certain goals are not met.

Performance testing. Performance tests check the behaviors of the system when it is under significant load. These tests are non-functional and can have the various form to understand the reliability, stability, and availability of the platform. For instance, it can be

observing response times when executing a high number of requests, or seeing how the system behaves with a significant of data.

Performance tests are by their nature quite costly to implement and run, but they can help you understand if new changes are going to degrade your system.

Smoke testing. Smoke tests are basic tests that check basic functionality of the application. They are meant to be quick to execute, and their goal is to give you the assurance that the major features of your system are working as expected.

Smoke tests can be useful right after a new build is made to decide whether or not you can run more expensive tests, or right after a deployment to make sure that they application is running properly in the newly deployed environment.

Text 2

How to automate your tests

An individual can execute all the tests mentioned above, but it will be very expensive and counter-productive to do so. As humans, we have limited capacity to perform a large number of actions in a repeatable and reliable way. But a machine can easily do that rapidly and will test that login/password combination works for the 100th time without complaining.

To automate your tests, you will first need to write them programmatically using a testing framework that suits your application. PHPUnit, Mocha, RSpec are examples of testing frameworks that you can use for PHP, Javascript, and Ruby respectively. There are many options out there for each language so you might have to do some research and ask developer communities to find out what would be the best framework for you.

When your tests can be executed via script from your terminal, you can have them be automatically executed by a continuous integration server like Bamboo or use a cloud service like Bitbucket Pipelines. These tools will monitor your repositories and execute your test suite whenever new changes are pushed to the main repository.

Every push to the repository is verified thanks to Bitbucket Pipelines

If you're just getting started with testing, you can read our continuous integration tutorial to help you with your first test suite.

Exploratory testing.

The more features and improvements go into your code, the more you'll need to test to make sure that all your system works properly. And then for each bug you fix, it would be wise to check that they don't get back in newer releases. Automation is key to make this possible and writing tests sooner or later will become part of your development workflow.

So, the question is whether it is still worth doing manual testing? The short answer is yes, and it should be focused on what is called exploratory testing where the goal is to uncover non-obvious errors.

An exploratory testing session should not exceed two hours and need to have a clear scope to help testers focus on a specific area of the software. Once all testers have been briefed, is up to them to try various actions to check how the system behaves. This type of testing is expensive by nature but is quite helpful to uncover UI issues or verify complex user workflows. It's something especially worth doing whenever a significant new capability is added to your application to help understand how it behaves under edge cases.

A note about testing.

To finish this guide, it's important to talk about the goal of testing. While it's important to test that users can use your application (I can log in, I can save an object) it is equally important to test that your system doesn't break when bad data or unexpected actions are performed. You need to anticipate what would happen when a user makes a typo, tries to save an incomplete form or uses the wrong API. You need to check if someone can easily compromise data, get access to a resource they're not supposed to. A good testing suite should try to break your app and help understand its limit.

Text 3

5 Innovative Learning Strategies For Modern Pedagogy

1. **Crossover Learning.** Learning in informal settings, such as museums and after-school clubs, can link educational content with issues that matter to learners in their lives. These connections work in both directions. Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These connected experiences spark further interest and motivation to learn.

An effective method is for a teacher to propose and discuss a question in the classroom, then for learners to explore that question on a museum visit or field trip, collecting photos or notes as evidence, then share their findings back in the class to produce individual or group answers.

These crossover learning experiences exploit the strengths of both environments and provide learners with authentic and engaging opportunities for learning. Since learning occurs over a lifetime, drawing on experiences across multiple settings, the wider opportunity is to support learners in recording, linking, recalling and sharing their diverse learning events.

2. **Learning Through Argumentation.** Students can advance their understanding of science and mathematics by arguing in ways similar to professional scientists and mathematicians. Argumentation helps students attend to contrasting ideas, which can deepen their learning. It makes technical reasoning public, for all to learn. It also allows students to refine ideas with others, so they learn how scientists work together to establish or refute claims.

Teachers can spark meaningful discussion in classrooms by encouraging students to ask open-ended questions, re-state remarks in more scientific language, and develop and use models to construct explanations. When students argue in scientific ways, they learn how to take turns, listen actively, and respond constructively to others. Professional development can help teachers to learn these strategies and overcome challenges, such as how to share their intellectual expertise with students appropriately.

3. **Incidental Learning.** Incidental learning is unplanned or unintentional learning. It may occur while carrying out an activity that is seemingly unrelated to what is learned. Early research on this topic dealt with how people learn in their daily routines at their workplaces.

For many people, mobile devices have been integrated into their daily lives, providing many opportunities for technology-supported incidental learning. Unlike formal education, incidental learning is not led by a teacher, nor does it follow a structured curriculum, or result in formal certification.

However, it may trigger self-reflection and this could be used to encourage learners to reconceive what could otherwise be isolated learning fragments as part of more coherent and longer-term learning journeys.

4. **Context-Based Learning.** Context enables us to learn from experience. By interpreting new information in the context of where and when it occurs and relating it to what we already know, we come to understand its relevance and meaning. In a classroom or lecture theater, the context is typically confined to a fixed space and limited time. Beyond the classroom, learning can come from an enriched context such as visiting a heritage site or museum, or being immersed in a good book.

We have opportunities to create context, by interacting with our surroundings, holding conversations, making notes, and modifying nearby objects. We can also come to understand context by exploring the world around us, supported by guides and measuring instruments. It follows that to design effective sites for learning, at schools, museums and websites, requires a deep understanding of how context shapes and is shaped by the process of learning.

5. **Computational Thinking.** Computational thinking is a powerful approach to thinking and problem solving. It involves breaking large problems down into smaller ones (decomposition), recognizing how these relate to problems that have been solved in the past (pattern recognition), setting aside unimportant details (abstraction), identifying and developing

the steps that will be necessary to reach a solution (algorithms) and refining these steps (debugging).

Such computational thinking skills can be valuable in many aspects of life, ranging from writing a recipe to share a favorite dish with friends, through planning a holiday or expedition, to deploying a scientific team to tackle a difficult challenge like an outbreak of disease.

The aim is to teach children to structure problems so they can be solved. Computational thinking can be taught as part of mathematics, science and art or in other settings. The aim is not just to encourage children to be computer coders, but also to master an art of thinking that will enable them to tackle complex challenges in all aspects of their lives..

Text 4

What is a university?

A university is not a school. Although, confusingly, the word 'school' is used in universities, as an alternative to 'faculty' or 'department', as in 'School of Education' or to denote trends in thinking, as in 'the revisionist school', or sometimes as a technical term for final examinations, university and school in the normal sense of the word are two very different institutions and experiences. Schools are heavily influenced by the examination boards that devise courses, set exam papers, draw up the mark schemes and mark the examination scripts. Universities have a significantly different history. In the Middle Ages they were self-sufficient communities of scholars. Their purpose was to study the world and, by so doing, to both extend the sum of human knowledge and learn more of the workings of God. The gowns and hoods worn at university graduation ceremonies are a reminder of universities' medieval origins. So is the concept of academic freedom.

One of the biggest differences between school and university is that lecturers do not have to guess what will be on the exam papers, since they set and mark them – overseen by External examiners who ensure that standards are maintained. Many first-year courses, which often introduce students to broad themes such as 'western civilisation', are designed and assessed centrally. Second- and, particularly, third-year topics usually relate to the areas of the lecturers' own research. This close relationship between research and teaching can be very fruitful: there is an undeniable 'buzz' to be had from working close to the cutting edge of research. It also represents a fundamental difference between the experiences of school and university.

Text 5

Teachers and students

The relationship between university lecturers and students is very different from that between teachers and pupils in school. Undergraduates are subject to university rules governing attendance, submitting work, conduct and so on, but they are also adults; indeed, some of them are mature students who are older than their lecturers. This does not just mean that students enjoy the liberty to drink or smoke; it is a sign of a fundamentally different learning relationship. Universities do not offer lessons. A school lesson, if it is well planned, is a varied, interactive learning session, with a balance between explanation from the teacher, questions from pupils, group work and other activities. But the teacher retains at all times a role of leadership and authority, however lightly it might be worn. A university lecture, by contrast, is a set-piece performance, where the lecturer speaks for about an hour. A gifted lecturer can so enthrall an audience that the subject comes alive and the hour flies by; not all lecturers, however, are gifted, as generations of students will confirm. A seminar is a smaller discussion group, for which it is usually necessary to prepare by reading materials or by writing a paper. A tutorial is a meeting between a lecturer and one or two students, generally to offer individual support. You can expect to encounter any or all of these in your first year of university study.

Experience, supported by research, suggests that most A level students look to their teachers to give them 'the facts', wrapped up in as much clear explanation as possible. Teachers

will certainly try to make sure that their lessons cover everything that might come up in the exam. Such is the pressure to get through the course that they may feel obliged to exclude anything else, however interesting. There is no obvious equivalent of this sort of lesson in university teaching and learning. A good lecture can certainly explain key concepts and give examples to illustrate them, but there is no sense in which even a whole course of lectures is expected or designed to 'get you through the exam'. Students are expected to see lectures as a starting point for reading far more widely. No lecturer is impressed by an examination script that consists entirely of material given in lectures, especially if he or she originally gave them. In seminars and tutorials, the lecturers assume students already know the outline of facts and events; there is no question of stopping the discussion to teach them.

At the same time, it is expected that students will speak out and challenge both each other and the lecturer. This can be daunting with people with 'Dr' and 'Professor' in front of their names who may have written important books on the subject under discussion, but it is important not to be overawed by academic titles or distinction: university is about a learning partnership *between* lecturer and student; it is not about the student being taught *by* the lecturer.

Text 6

FOUR KEY THINGS YOU NEED TO UNDERSTAND ABOUT THE SOCIAL ECONOMY

Eric Dahan

Eric is co-founder and CEO of Open Influence, where he oversees the strategic vision and growth of the company.

Shutterstock

Today, the social economy embodies a powerhouse of influence and value for reaching a wide range of potential customers. While companies like Uber and Lyft benefit off of peer-to-peer transactions directly, the social economy doesn't always mean dollars and cents. And in today's social-driven world, social influence itself serves as a form of currency.

Understanding the social economy is a necessity for marketing purposes, as younger generations value the opinion of influencers over traditional advertising methods when making purchasing decisions. In fact, a new study found that, when making shopping decisions, customers trust influencers 94% more than family or friends. This shows the growing importance of utilizing several forms of social interaction in marketing strategies.

The power of the social economy continues to grow as technology creates opportunities to connect with millions of people and facilitate peer-to-peer transactions. With that said, there are some ways to utilize the social economy to improve your business or social influence. Here are a few things you must understand:

1. Whether you like it or not, you're a member of the social economy.

The social economy has existed for as long as people could communicate. There has always been a value to social interaction. However, it's not always quantifiable in traditional monetary standards. For example, a popular person has a lot of social value stemming from all the connections they have made, not just on social media. They might have established these connections from in-person networking or their presence at an event or social gathering. Social platforms like Facebook or Snapchat help standardize and quantify the social economy, making it easier than ever to measure the value of an individual's social influence. Nonetheless, you have social influence online and off.

To increase your influence within the social economy, find out why people engage with your social profile and focus on it. Just like any business, you want to understand why people buy your product and what differentiates you from others doing the same thing. Likewise, knowing why people engage in your content will help you craft your social unique selling proposition.

2. There's a functional currency for the social economy.

Like any economy, the social economy has a currency that all members transact in, often referred to as social currency. How social currency is defined differs significantly based on who you ask. Simply put, social currency equates to the attention you get from others and consists of the number of active social connections you may have at any given time. Attention comes in the form of any social interaction such as views, likes, comments, shares and anything else where another user has invested time engaging with the information you've shared. Social media platforms do a fantastic job of quantifying the amount of interaction and influence a particular profile or piece of content has, which ultimately shows its value.

Understanding social currency is key to being able to convert it into real currency. Figure out what drives social currency for you and create a cohesive funnel for converting that into sales or to drive key business KPIs. For example, a finance company can share advice around personal finance, like tips on securing a mortgage or retirement planning. Users engage in that content and the finance company can leverage that engagement to sell its financial services. Effectively, the content is a marketing tool for the company to get users in the door.

3. Content is the driving commodity of the social economy.

As mentioned, social currency is generated when users view or interact with another user. But, to do so, they need something to interact with. From a social media perspective, that something is content. The quality of content, combined with its reach, is what drives interaction. Social media influencers are perfecting this art and making impressive amounts of money in return. You can think of the different types and formats of content as the commodities that drive the social economy.

Create content that people are demanding and enjoy engaging with. Currently, video content is king -- and story content, such as Instagram and Snapchat stories, is a hot topic. Figure out how to use new content forms to tell your story. Don't be afraid to try new forms of content as they emerge, as doing so before the rest of the market catches up can pay dividends by quickly boosting your growth and fame. Focus on quality content and make your promotional content entertaining. Lastly, always ask yourself if you're giving value to the consumer. Following these steps will ensure that you're creating shareworthy content and driving social value.

4. Influencers are the industrialists of the social economy.

"Influencers" and "influencer marketing" have become huge buzzwords in the advertising industry over the past three years. Some thought it was a fad and would pass, but others like myself believe that influencers and influencer marketing is here to stay. Why? Because in the social economy, like any economy, there's money to be made and competition to accumulate more wealth than others. In this case, influencers are the elite of the social economy. Through the merit of their content, they have accumulated lots of social currency and, like any good investor, leveraged that initial currency to gain more.

Influencers focus on providing content that's in demand, and they control a particular market share of that type of content. Like any business, some influencers concentrate on producing content for a specific target market while others strive to provide content on more general topics. Either way, influencers are the elite of the social economy, and when they advertise, they convert their social currency into actual currency.

In sum, the social economy operates on the same principles of any market and is made up of content creators and content consumers, with many of us being both. The market favors first/early movers who can take advantage of a white space via a differentiated offering with high quality and that constantly addresses the demands of the market.

Text 7

AN EDUCATION FOR LIFE?

There is a problem that will touch us all -men, women and children – in the not too distant future, a problem that resolves itself into a question: what is education for? At the moment most of us can answer that fairly practically and without too much soul-searching. On the lowest level education is for enabling us to cope in an adult world where money must be

added up, tax forms filled in, numbers looked up in telephone directories, maps read, curtains measured and street signs understood. On the next level it is for getting some kind of job that will pay a living wage.

But we are already peering into a future so different from anything we would now recognize as familiar that the last of these two educational aims may become as obsolete as a dodo. Basic skills (reading, writing and arithmetic) will continue to be necessary but these, after all, can be taught to children in from one to two years during their childhood. But education with a view to working for a living, at least in the sense of earning daily bread, may well be on its way out right now for the majority of us. Then the question 'what is education for?' becomes much more complex. Because what the future proclaims is: an education is an education.

In other words, our grandchildren may well spend their lives learning as, today, we spend our lives working. This does not simply involve a straightforward substitution of activity but a complete transformation of motive. We work for things basically unconnected with that work – usually money, prestige, success, security. We will learn for learning's sake alone: a rose is a rose because it *is* and not what we can get out of it. Nor need any cynic doubt that we shall not wish to work without there being any obvious end in view.

Nevertheless, we still live in a very competitive society and most of us will need to reshuffle the furniture of our minds in order to gear our children towards a future in which outer rewards -keeping up with the Joneses – become less relevant than inner and more individual spurs. The existence of competition has always meant doing things because they win us some essentially unconnected advantage but the aim of the future must be to integrate the doing with its own reward, like virtue.

Oddly enough it is in America, that citadel of competitiveness, that the first experiments in this change of mind are taking place. In that New World, there are already organizations set up to examine ways in which competitiveness can be replaced by other inner-directed forms of rewards and pleasures. Take one inter-esting example in a Foundation whose aim is to transform competitive sport. A tug-of-war, as we all know, consists of one team pitting its strength against another team. The aim is to tug the opposing team over a line and, by doing so, win. In the brand-new non-competitive version, things are very different. There are still two teams on either end of a rope but now the aim is not to win but to *maintain* the struggle. ...because victory is not the aim and the tug-of-war is ended only by defeat of those judgments and skills. What's more, I think most people would get more pleasure out of the neo-tug than the old winners-take-all concept.

So could it be for learning. Most of us, at some time or another, have glimpsed one of the real inner pleasures of education – a sort of one-person chase after an elusive goal that pits. You only against You or, at the very most, against the discoveries of the greatest minds of other generations. On a more humble level, most of us have already got some pleasurable hobby that we enjoy for its own sake and become expert in for that enjoyment. In my own stumbling efforts, since last year, to learn the piano, I have seen the future and it works.

Abridged from The Guardian

Text 8

DEFINING THE UNIVERSITY OF THE 21ST CENTURY

by Barry James

Disraeli managed to say it in 13 words: "A university should be a place of light, of liberty, and of learning".

More than 100 education ministers, hundreds of university heads, professors, consultants, international officials and even a token smattering of students spent the past week trying to come up with a new description of a university for the 21st century, taking many thousands of words to do so.

The delegates at the World Conference on Higher Education were grappling with some particularly modern problems, such as the vastly increased numbers of higher-level students from 13 million worldwide in 1970 to more than 80 million today, the inability of governments to pay for such expansion; the irruption of information technology and the concept that education has to become a lifelong process to cope with the constantly changing needs of work and society.

The most passionate call for change came from the director-general of UNESCO, Federico Mayor of Spain. "Never before in human history have communities everywhere, and millions upon millions of individuals everywhere, attached such importance and value to education," he said. "We realize we need a 'learning world to match the 'information society'. And people are crying out for a truly learning world. One where each and every person has the opportunity to fulfill his or her potential".

"No one - and I mean, quite literally, not one single person - should feel they are sentenced to lifelong exile from the world of learning. It is a matter of human dignity. It is a matter of democracy".

Without a revolution in knowledge, Mr. Mayor added, the digital revolution could "only entrench inequality, injustice, exclusion".

The World Declaration on Higher Education for the Twenty-First Century came up with some recommendations that are somewhat advanced in parts of the world - for example, the idea that women should be treated as the equals of men in access to higher education, that university places should be awarded according to merit rather than membership of an elite; that universities should enjoy academic freedom or that they should be open to lifelong learning.

"Admission to higher education will depend on the merit, capacity, efforts, perseverance and devotion showed by those seeking access to it, and can take place in a lifelong scheme, at any time, with due recognition of previously acquired skills," the ministers said. "As a consequence, no discrimination can be accepted for access to higher education concerning race, sex, language, religion neither for any economic or social distinctions, nor for physical disabilities."

The document also stressed that universities must have the role of promoting peace.

An accompanying "framework for priority action" insisted that students should be considered "among the main stakeholders of higher education" who should be associated "with the policy decisions and organization of management structures".

But radical student views in those parts of the world where the three Rs stand for rebellion, revolution and rioting did not find a place in this government-sponsored meeting. It was left to relatively tame bodies such as the International Movement of Catholic Students and the International Association of Students in Economics and Management to put the learners' point of view in a debate sponsored by the British Department for Education and Employment. The final documents had nothing to say about the growing practice in the United States and other developed countries of providing specialized higher education within companies and - workplaces, which some experts believe is a challenge to the traditional concept of the university. The consensus of the ministers was that higher education remains the responsibility of the state.

Prime Minister Lionel Jospin of France said the state remained the essential guarantor of equal opportunity in education. Mr. Jospin said higher education must adapt to the market economy, but it must not be determined by the market".

The ministers also stressed that higher education must do better at preparing students for work - to turn out job creators rather than unemployed graduates.

They also emphasized the role of universities in promoting civilization and human values. They must "exercise their intellectual capacity and moral prestige to defend and disseminate universally accepted values, such as peace, justice, freedom, equality and solidarity," the ministers said. They should enjoy academic freedom "while being responsible and accountable to society".

Abridged from The International Herald Tribune

Text 9

FREE SCHOOL

You mustn't smoke or wear make-up. You must do your homework on time. You mustn't fight in the playground. Even if you like school, it seems that someone is always telling you what to do.

This is why a lot of children don't like school. And now a few teachers believe this is why some kids don't learn. People learn better and faster when they have more choice in what they learn, and when and how they learn it.

At free school, people believe that school should teach what the children need and want to learn. School should help a child to think for himself.

There is no punishment for missing school. But many kids spend more time here than other children spend in ordinary schools. The kids complain if holidays last longer than two weeks.

There are no compulsory lessons. Each child has one adult who follows his progress through the school. Together they decide what he needs to learn next, and the child does this in his own time.

A lot happens outside school. They visit local factories, markets, shops, fire and police stations. They talk to people about their jobs, ask strikers why they're on strike (to be on strike — бастовать), ask their neighbours what they want the local government to do for them. They visit exhibitions, go roller-skating and horse-riding, make trips to the country or the sea and go camping.

Special subjects like photography, metalwork, pottery (керамика) etc are organized by working adults. Practical skills like painting and repairing a house are all done as part of the maintenance of the school. But there are very few free schools in England.

(Adapted from *Club*)

Text 10

THE NATIONAL CURRICULUM

In 1988, for the first time in British history, a **National Curriculum** was introduced. The National Curriculum tells pupils which subjects they have to study, what they must learn and when they have to take **assessment** tests.

Between the ages of 14 and 16, pupils study for their GCSE (General Certificate of Secondary Education) exams. Pupils must take English Language, Maths and Science for GCSE, as well as a half GCSE in a foreign language and Technology. In addition, they must also be taught **Physical Education**, Religious Education and Sex Education, although they do not take exams in these subjects.

At the age of 16, pupils can **leave** school. If pupils **stay on**, they usually take A (Advanced) levels, AS (Advanced Supplementary) levels or GNVQs (Greater National Vocational Qualifications). It is quite common to combine, for example, two A levels with one AS level, or one A level with one GNVQ.

Pupils taking A levels study traditional subjects such as French, Physics or History. To go to university, pupils usually need two or three A levels.

AS levels are the same standard as A levels, but only half the **content**; AS-level German pupils take the A-level German Language exam, but do not take the A-level German Literature exam.

GNVQs are vocational qualifications. Pupils usually take one GNVQ in subjects such as Business, **Leisure** and Tourism, Manufacturing, and Art and Design. One GNVQ (an advanced level) is equal to two A levels.

The Time Table of the Fifth-form Pupils of St Mary's Comprehensive School					
Time	Monday	Tuesday	Wednesday	Thursday	Friday

			y		
8.30-8.40	Registrat ion	Registration	Registrati on	Registrati on	Registration
8.40-9.00	Assembl y	Assembly	Assembly	Assembly	Assembly
9.00-9.45	French	Technology	SE	Art	RE
9.45-10.30	French	Science	Maths	Art	IT
10.30-11.15	Science	Science	Maths	French	Science
11.15-11.30	Break	Break	Break	Break	Break
11.30-12.15	Maths	History	English Literature	Science	Technology
12.15-1.00	Maths	History	English Literature	Science	Technology
1.00-2.00	Lunch	Lunch	Lunch	Lunch	Lunch
2.00-2.45	English	Art	PE	History	English
2.45-3.30	English	Art	PE	English	English

SE = Sex Education; RE = Religious Education; IT = Information Technology; PE = Physical Education

Text 11

PRIVATE SCHOOLS IN RUSSIA

In the Soviet Union most schools were state schools. Only very few children or the most talented ones could choose a school to go to. Most children were schoolchildren of local schools.

Now in Russia most kids still go to their local schools. But at the same time there is a choice of private schools and kindergartens. According to officials, Moscow has nearly one half of the private schools of the country.

According to the same officials, most of the private schools offer more courses and activities than state schools. They include foreign languages, training, horse riding and door-to-door transport. An important thing is individual attention. Now all people, however, share this opinion.

In 1996, there were 135,000 children to 6,800 teachers in the private schools of Moscow. At the same time in the state sector the classes are large and there is a shortage of teachers. But the tuition fees in private schools are very high. As a result most of the expensive private schools do not have enough pupils, and they cannot choose students on the basis of their knowledge and abilities.

One of the most important problems for Russian private schools is to find the right kind of teachers. Even the most qualified ones have sometimes troubles with the new approach to teaching. Very often a teacher must work with less than 10 pupils and must deal with each of them personally. Sometimes even the most qualified teachers cannot create the right relationship between a pupil, a parent and a teacher — a relationship where understanding must replace the barked command.

Text 12

AMERICAN SCHOOLS

The American system of education differs from the systems of other countries. There are free, **state-supported, public schools**, which the majority of American children attend.

There are also private elementary and secondary schools where a fee is charged. Now public and private school distinctions are largely based on religious influences.

Most public schools are co-educational, that is, boys and girls study together, but a lot of the church-supported schools are for boys or girls only.

Compulsory education in the USA varies, according to the state, between 5 and 7 years of age, 6 being the most common; the age of exit varies between 16 and 18 years of age, the most common being 16. Secondary education in the USA is in **grades 7—12**.

Elementary (primary) and secondary (high) schools are organized on one of two bases: eight years of elementary school and four years of secondary school, or six years of elementary, three years of **junior high school** and three years of **senior high school**.

Elementary school children in the USA learn much the same subjects as do children of the same age in other countries. The program of studies includes English (reading, writing, spelling, grammar, composition), Arithmetic, Geography, History of the USA and elementary Natural Science. Physical Training, Music and Drawing are also taught. Some schools teach a modern language, such as French, Spanish or German.

The junior high school is a sort of halfway between elementary and secondary school. It continues some elementary school subjects, but it also introduces courses in Mathematics and Science, and usually gives students their first chance to study a foreign language. It usually comprises grades seven, eight and nine.

The high school prepares young people either for work immediately after **graduation** or for more advanced study in a college or university. The subjects studied in elementary school are studied in greater detail and in a more advanced form in high school. In addition a student can specialize in Home Economics, Chemistry and Physics, Music, Humanities etc.

All states and districts have set the secondary school graduation level as the completion of the 12th grade, and the common name for the secondary graduation qualification is the **High School Diploma**.

The USA have the shortest school year in the world, an average of 180 days.

Text 13

YOURS ARE THE HANDS ...

Yours are the hands that clapped (to clap — хлопать) to get my attention in first grade. You let me know there was work to be done as well as time to play in this all day school. You taught me discipline still allowing me to be creative and inventive (изобретательный).

Yours are the hands that introduced me to geography in third grade by sharing your stories of travel and adventure (приключение). You gave me the desire (желание) to learn more about other lands and their people. You made my world bigger.

Yours are the hands that made the numbers come alive in fourth grade. You shared your passion (страсть) for math and helped me see that math is used in every single part of our lives. You made me think harder.

Yes, throughout my education, yours are the hands that held mine in times of trouble (тревожные времена); that wiped the tears (to wipe the tears — вытирать слезы) when I thought the world was against me; that clapped as loud as my parents when I won the Good Citizen (хороший человек) of the Month award (премия); that waved and directed me in the music presentations of the school plays; that handed me a "Happy Birthday" ribbon (лента) on my special day.

Yours are the hands that now shake mine (to shake hands — обменяться рукопожатием), wish me luck, and point me onward to the next level of my education. Thank you. Thank you for helping model (создавать) my future and caring (to care — заботиться) as you did all these years, for yours are the hands that will touch (иметь отношение) my life forever.

(From *Chicken Soup for the Teacher's Soul* by J. Canfield)

Text 14

AMERICAN COLLEGES AND UNIVERSITIES

Basically, American higher education developed its own pattern by the adaptation of the university tradition of England and the university tradition of the Continent.

The first universities were **developed** by private **charitable** organizations, many of which were religious. The private universities are still very important. Of the nation's nearly 1,900 four-

year institutions of higher learning, 1,200 are privately controlled. All higher educational **establishments** charge fees. It costs a lot of money to study there.

The system of higher education in the United States comprises three categories of institutions: 1) the university, which may contain a) several (four-year) colleges for undergraduate students seeking a bachelor's degree and b) one or more graduate schools for those continuing in specialized studies beyond the bachelor's degree to obtain a **master's** or a **doctoral degree**; 2) the technical training institutions at which high school graduates may take courses ranging from six months to four years in duration; 3) the two-year college, from which students may enter many professions or may transfer to four-year colleges.

The American college is an institution which has no **counterpart** in Europe. These are two-year colleges offering a **range** of technical vocational and life **adjustment** courses. They do not **award degrees** and are therefore well down the hierarchy of higher education institutions. Some degree of **equality** is to be **maintained**, however, as many of them offer two-year courses, which lead to **credits** towards a four-year bachelor's degree after the transfer to a degree-awarding institution.

Bachelor's degree courses are typically four-years long, with credits given for courses successfully completed. Successful completion is **assessed** on course work, prepared essays and possibly final examination. The credit system of assessment is general in the education system.

The methods of instruction in the universities are lectures, discussions and work in laboratories. The academic year is usually of nine months duration, or two semesters of four and a half months each.

Students are classified as **freshmen, sophomores, juniors** and **seniors**. A special **feature** of American college and university life is numerous students' unions, **fraternities** and **sororities**.

Text 15

TEACHING

Teaching is without doubt one of the most **rewarding** professions. It offers constant intellectual **challenge** and stimulation.

The British Government pays great attention to the teachers and has put them as a heart of the state **prosperity**. The country's economic and cultural future **depends** on high academic standards in the schools, and teachers help this happen.

Almost all teachers in England and Wales **complete** an approved course of initial teacher training. Initial teacher training courses (ITT) are provided by universities and other higher education institutions. Such training takes place almost entirely within schools. Local Education

Authorities and higher education institutions **design** the training programme.

After completing ITT the students **acquire** Qualified Teacher Status (QTS).

The programme usually **consists of** three core components: School-based experience, Subject studies and Education studies.

Theory of Education is one of the main subjects. At the end of the first or second year students must make their choice as to the age-range of children they wish to teach.

Junior students go to schools for one day each week, watching experienced teachers at work. They take part in the life of the school, help with games, societies or play productions.

Senior students spend fifteen weeks on teaching practice. They learn the use of different educational aids, audio-visual facilities, observe lessons and take an active part in discussing them with a supervisor on school practice.

Examinations are held at the end of each term. Final examinations (or finals) are taken at the end of the course.

Text 16

TEACHER TRAINING IN THE USA

Since 1900 there has been **increasing** acceptance by colleges and universities of their **responsibility** for teacher education. Often this began as a section of the **department** of

philosophy or psychology, **grew** into a separate department of education and by 1960s became a school or college of education, which is an **entity** within the university. Some institutions of higher learning offer only graduate work in education and have no relevant undergraduate school, such as Harvard and the University of Chicago. Master of Arts in teaching (MAT) programs are **expanding** in scope and increasing in numbers as a fifth year of study is recognized to be necessary for well-qualified teachers. Some fifth-year programs are designed for persons holding non-education degrees and combine classroom experience with paid teaching **internships** in the public schools.

TRAINING OF PRIMARY AND SECONDARY SCHOOL TEACHERS IN THE USA

For decades, there have been two authorized routes in licenced training of teachers in the United States. The main is a four-year bachelor program **embracing** two years of general studies (the lower division of the undergraduate college) and two years (the upper division) of more specialized studies.

Requirements for education and certification of early childhood (kindergarten) and elementary (primary) teachers are regulated by state governments, which want multiple exams prior to entering teacher education and again following completion of teacher education but prior to certification.

The **initial** teaching qualification is the bachelor's degree plus certification. Most states offer higher levels of certification based on experience and additional education, and many teachers at this level earn the master's degree. Secondary school teachers are certified as competent in one or more academic or vocational subjects and spend their careers concentrating on these subjects, whereas elementary school teachers — especially for the lower **grades** — may be certified to teach the full primary course or may specialize, particularly if teaching in the more differentiated upper elementary/middle school grades.

All states certify teachers according to subject specializations as well as grade levels/ranges. Specialized non-instructional personnel must also be certified in most states; these individuals include school administrators, school **counselors**, school **health** personnel (psychologists, **nurses**), school librarians and curriculum specialists.

Text 17

What was the secret of this teacher's magic?

Everything changed in the second year. There must have been just as many children in the classroom, but somehow the room seemed bigger than the one we had left. Perhaps it was because everything was in its proper place. There were corners (уголки) for this and corners for that, our desks had our names stuck on them, so we knew our place. So did Miss Craddock. You could never go into that room when she wasn't there. In the mornings she looked just the same as we had left her in the evenings. She was never absent or late for school. Sometimes I wondered if she might have slept there.

Miss Craddock was very tall, one of the tallest women I have ever seen. She wore flat shoes (туфли без каблуков); I don't know what her clothes looked like because I never saw her with any on. That is I never saw her in a frock (платье) or a pullover and skirt (юбка). Two large smocks (блузоны) covered her up, they buttoned down the front. One of them was patterned with blue and white daisies (маргаритки), the other one was a pink-and-white check (клетка). I liked the daisies one best; I think she must have done too because she wore (to wear — носить) it more than the pink-and-white one. She never buttoned them, even the two buttons on the top, but she might have buttoned these up had her neck (шея) been so long. She said herself that she looked like a giraffe, yes she did, when she was showing us pictures of animals. Miss Craddock didn't mind us laughing when she told us this, she laughed herself.

Giraffes are beautiful animals and that is why I fell in love with Miss Craddock. I think that is why, although her eyes were big and blue, her complexion fresh, she always smelled as

though she had just got out of the bath, she smelled of clean washing, no scent (духи) to her, just this clean smell.

How would you know what a teacher smelled like? Well, at some time during the day Miss Craddock would cuddle us. Hold us quite close to her and say something very special. We all got the same treatment. As I had never had it at home, I suppose I appreciated it more than some of the others. The room was never noisy like the other one had been, this was funny because I can't even remember Miss Craddock shouting. There were eight groups for reading lessons and she would float from group to group. I can't remember how she taught us to read, in fact I can't remember not being able to read. I had not been in her class long before she extracted (to extract — извлекать) me from the groups altogether; she would give me a book that she had brought from home or borrowed (to borrow — взять на время) from her friend Miss Moore and tell me to read it on my own (самостоятельно). Later she would ask me what the book was about.

(From *Mentors, Masters and Mrs. MacGregor*)

Text 18

SOME TRAITS OF CHARACTER WHICH A PERFECT TEACHER MUST OBTAIN

Being a teacher is a noble and complicated job that **demand**s a lot of inner and outer efforts from a person. It stands to reason that not every man who wishes to be a teacher can become it. The point is a real teacher must combine a great number of qualities. These qualities can be divided into some groups: innate qualities, qualities of **mind**, **volitional** powers and qualities **related** to other people.

Let's start with innate qualities. A real teacher cannot be without cheerful character because each lesson should be started with a teacher's smile. Teacher's calm and neat **appearance** helps children tune up to a working mood. If you are inert or a bore, there is no road for you to the teacher profession. Moreover, a teacher must be self-denying and self-critical.

It goes without saying that a good teacher cannot be without broad mind. He must acquire bright and clever head; he must be well-read, intelligent and deep in his subject. Students or pupils cannot accept teachers who are ordinary or shallow.

Teacher's job **requires** a lot of volitional powers. Children are not creatures who are easy to get along with. Children are different with various trends of **character**, facilities and abilities. That is why only firm and strong-willed teachers can succeed in the relationship with pupils. If you feel that you are unable to control your emotions or you are hesitant and weak-willed, just **drop** the idea of being a teacher.

Together with all above-mentioned qualities a real teacher must acquire communicable and **amiable** character. He should be considerate and flexible. A teacher always comes across with so called "a pain in the neck" students, with real **troublemakers**, whose language is awruf, who talk back, **resent** any advice, can tell lies and seem to have lost interest in school. While working with such students a teacher must try to analyse the feelings and to find an explanation for this **behaviour**. It is difficult indeed: it requires a lot of power and tolerance.

We, future teachers, should remember that pupils need our presence and love. One of the greatest people on the Earth said: A good teacher can govern the state. So the point is being a perfect teacher equals to being a real person.

Text 19

WHAT IS TEACHING?

A group of student teachers had just completed the last week of their first term of a four-year programme and they were reviewing their learning at that early stage. With the encouragement of their tutor and class teacher mentor they began to discuss and to identify personal strengths. They then moved on to think about "where they wanted to be in four years' time" and "how they would get there", anticipating their learning over the rest of the course. In

other words they were thinking about the question "What is teaching?" Below are some of their comments to each other.

"I don't know what it is that you do, Anna. It is quite magical. There they were, all fidgeting (to fidget — перекакивать с места на место; ерзать) and ready to be really naughty, and the next thing they were just as good as anything, all ready to listen and looking at you quietly."

"Yes, and Richard, my teaching partner in the classroom, he is so really good at explaining things to the children, you could see that they were following and understood."

"But isn't that because he listened to them properly in the first place? You know when we listened to that tape (магнитофонная лента) of him questioning the children about his sundial (солнечные часы)? We said that he made the children feel valued."

"Yes, but he'd planned it so carefully too, hadn't he? But then he nearly spoiled (to spoil — портить) it all with that dreadful (ужасный) writing on the blackboard!!!"

As they talked, they collected together their ideas under two main headings:

- what you needed to learn to do
- what you needed to learn to be

The lists that emerged (to emerge — появляться) show how these student teachers saw the two faces of teaching, the deliberate (хорошо обдуманный) and learned skills or more intuitive response (реакция) to children and events. Here are some of the things which they listed under the two headings.

The skills of teaching Teaching

You need to speak clearly and use your voice properly with expression.

Questioning the children is more complicated than I'd thought — we need that skill.

Part of the skill of questioning is listening carefully to the children and understanding them.

My lettering is awful, I'll have to learn the print properly.

Managing

You need to be able to organize groups.

We'll have to learn a lot more about discipline and how to deal with problems.

Classroom control, that's what I need to find out about.

Understanding children

I need to know more about children's special needs.

You need to recognize and teach the different abilities in the class.

I'm going to find out about different faiths and cultures.

Planning

Teachers have to learn how to plan. They need to know about the National Curriculum.

The qualities of a teacher

It's having a feel for the class, knowing how to get interest and involvement.

It's about being a good listener as well as telling them things.

The children can tell if you care about what you are doing.

Teachers have to be leaders. The children have to see them as leaders. So do other teachers often too.

You need to give off a sense of assurance.

It's amazing what a difference it makes if you are able to speak with confidence, even if you don't feel it.

It's all about getting the best out of children.

The main thing is to make all the children feel valued.

You need to listen with understanding to parents.

I can see that I'll have to be a lot better organized.

The group decided that above all teachers would have to enjoy their work, care about children and their families and become really involved in their work.

In their informal discussion, that group identified some important characteristics of their chosen profession. Teaching involves:

- the learning of new skills
- the application of theoretical knowledge in a practical situation

- the inquiring (to inquire — спрашивать) and reflective approach to present practice and new situations
- a professional commitment (приверженность) to children and their parents as well as to teacher colleagues.

Text 20

ANNE MEETS HER CLASS

The children fixed their eyes upon Anne. Anne **gazed** back, feeling helpless.

"Now, children," began Miss Enderby firmly, "you are very lucky this term to have Miss Lacey for your new teacher."

Anne gave a watery smile. The children's faces were **unmoved**.

"Miss Lacey," repeated Miss Enderby with emphasis. "Can you say that?"

"Miss Lacey," chorused the class **obediently**.

"Perhaps you could say 'Good morning' to your new teacher?" suggested Miss Enderby in an imperative tone.

"Good morning, Miss Lacey," came the polite chorus.

"Good morning, children," responded Anne in a shy voice.

Miss Enderby motioned to the children to take their seats. She gave a swift look round the class. "I expect you to help Miss Lacey in every way," said the headmistress. "Do you hear me, Arnold?"

"Please, keep an eye on that boy," murmured Miss Enderby. "Broken home — brother in prison — and some dreadful habits!"

Anne looked with fresh interest at Arnold and thought he looked quite **different** from what Miss Enderby said about him. He looked **innocent** and apple-cheeked.

As soon as the headmistress left the classroom, the forty-six tongues began to wag cheerfully. Anne watched this change with some dismay. She remembered some advice which had been given to her at the college. "**Stand** quite still, be calm, and gradually the children will become conscious that you are waiting. Never, never attempt to shout them down."

So Anne **stood her ground** waiting for the chattering to stop. But the noise grew in volume. One or two children **ran** across the room to see their distant friends. Two little boys attacked each other. Her presence, she noted, meant nothing at all to them.

A chair fell over, someone yelped with pain, there was a burst of laughter, and Anne couldn't wait anymore. "To your desks!" she roared. "And quickly!"

With a pleasurable shock she saw that children obeyed her and turned attentive eyes upon her.

(From *Fresh from the Country*)

Text 21

The Heart of Education (part 1)

James Boutin

Scanning my ninth-grade language arts classroom as she speaks, curious Janet with black curls in her hair and a half-smile of interest on her face says to me in a quiet voice about her good friend, "Mr. Boutin, I think Jessica smells like tortillas this morning!"

"Now that is an interesting observation, Janet. Why do you think that is?"

Taking a moment to gaze at the ceiling with a crinkle in her brow before responding, Janet becomes bug-eyed as she eventually blurts, "Maybe she had tortillas for breakfast!"

"I bet she did! Thank you for that information, Janet. I love how attentive to detail you are!"

Looking at me over the top of the notebook that she's raised in front of her face to obscure her excitement, Janet smiles at me with her eyes and nods succinctly as if she has just completed a very important mission before walking confidently back to her seat.

Many of my friends wrongly believe that the best thing about being an educator is that I get the summers off. Little do they know that I spend much of my summer daydreaming about the real perks of teaching, one of which is the joy that comes in witnessing the profound curiosity that young people like Janet have for things that adults long ago dismissed as unimportant.

While adults often concern themselves with doing taxes, doing their jobs, or doing the laundry, young people are far more inclined to wonder. They wonder why people speak English. They wonder how we got here. They wonder why their friends smell like tortillas. There is nothing more beautiful than a mind that is still immensely curious, that has not yet lost the courage to ask the most basic questions. And there are few things more depressing than when someone squashes that curiosity with an answer.

In schools, there is often a culture among educators of ironically giving to students things they should be finding themselves, like answers, and yet simultaneously making them work hard for things that don't seem to serve them in any meaningful way. We lecture students about the way the world is in history and science, but then expect them to labor over which multiple choice answers to eliminate. And we very often do so unconscious of the tremendous adult privilege that allows us to pass off our world view to young people as objective or true, and then test students on whether they've learned to agree with us or not. However well intentioned, the appropriate word for this process is indoctrination, not education, and it subverts students' natural inclination to wonder and grow themselves.

My favorite definition for education is the process by which a person becomes her or himself. This notion is different from the more popular perspective that sees schools as places intended to fill students' brains with knowledge and understandings developed by other people (always adults), that we think they will need to exist in the world as we have known it. The problem is that students will very soon exist in the world as we don't know it. And it is there, in our future, that the innate gifts of curiosity, collaboration, imagination, and passion for discovery will be invaluable.

In his 1976 book, *Beyond Culture*, anthropologist Edward T. Hall opens by citing two great crises facing humanity. The first of these is the crisis of relationships we maintain with ourselves. Can we find purpose and meaning in the modern world and transcend social diseases like racism, sexism, and other systems of oppression? The second crisis Hall notes is our relationship with the earth. Climate change, the trash epidemic, and the destruction of fragile and life-sustaining ecosystems across our globe are causes for incredible concern. Indeed, these crises are not mutually exclusive. We will not solve one without simultaneously addressing the other.

What, you might ask, do either of these problems have to do with a girl who wonders about the smell of tortillas? The answer, I would say, is absolutely everything.

Text 22
The Heart of Education
(part 2)

James Boutin

As a teacher and citizen, I have spent over a decade advocating for humane education policy. In that time, I've come to realize that a great many policy initiatives and ideas that dominate popular conversation around education still suffer from the refusal to move away from antiquated notions of the mind as a blank slate, with the function of education being to fill it so that students can conform to society. This view persists despite the fact that leading experts in the field of epistemology—the study of how we know what we know — have long held that to be an outdated model for thinking about learning and knowing.

Meanwhile, various indigenous perspectives on education have long emphasized the acquisition of knowledge as a process of experiencing, questioning, and reflecting. When shared, the wisdom of elders is often framed with language that honors the possibility of alternative

perspectives. "You'll need to know that for the test," is alternatively said, "My experience with that has been..."

This dichotomy helps us understand our own system of education very much as a cultural artifact that is unique to Western modes of being and knowing. The fact that we use the word "standard" to describe a learning outcome is further evidence of our belief in a notion of knowledge as an objective, quantifiable reality to be gained from "out there."

The word "standard" is far more appropriate to the field of weights and measures. When a government agency needs to provide a sense of consistency across a given industry, they set a standard weight or measure that is defined as a quantity that can be compared to something being used in the field in order to ensure consistency. Take a moment to think about the implications of public education co-opting that word to refer to learning. It implies that we believe that knowledge can be experienced the same in all learners' brains when it cannot.

The metaphor we continue to operate with for school is that of a factory, where standards are meant to be produced with consistency over and over again, when the metaphor of a garden, a place that supports life and vitality, would be a far healthier frame through which to imagine schools.

None of this means that learning targets or structured learning isn't valuable. It's that we've framed them poorly. Our current overemphasis on a narrow strand of knowledge and skills is unhealthy and counterproductive. Especially in schools under tremendous pressure to perform, it squashes individuality and emphasizes a deficit perspective, in which educators spend far more time thinking about how students are deficient rather than building on their strengths. Much of what's offered in the factory is valuable, albeit delivered ineffectively. But it's so incomplete without the complement of what the garden will produce. We cannot allow ourselves to get off the hook by choosing one over the other. Students deserve both challenging learning outcomes that grow them for societal participation and opportunities to find and become themselves. Each supports the other.

Text 23
The Heart of Education
(part 3)

James Boutin

Many educators, born and raised in this culture, have a difficult time understanding that the standards are culturally normative, and do not do a good job honoring both aspects of human growth that many other subcultures in our society would choose as paramount, such as the ability to relate with others, to take initiative and be inventive, or to critically question and reflect on information presented.

There exists within our culture a curious fear of human variation. That variation exists is natural and should be celebrated. Accepting this variation is fundamental to the possibility of a bright future for our species. Diverse perspectives are actually the whole point of working in groups to begin with. Homogenous groups do not behave as intelligently as well-functioning diverse groups. As such, we should be wary of when, why, and in what ways we demand that people in our society be the same.

Since the advent of the industrial revolution and the incredible increase in immigration and cultural exchange that has accompanied it, people have often pontificated over whether such a thing as a harmonious pluralist democracy, where people from incredibly diverse cultures live and work as neighbors, was a real possibility. While pundits may have the luxury of debating this question, educators in America's public schools do not. The only answer is yes. A harmonious pluralist democracy is our only option. This is where we find the real sense of urgency in our world. And public school educators must be among those who discover how to make it work.

The problems of the future will never be solved by those who've been taught to function in a world of the past. It will neither be solved by those who have been limited by a given

culture's prescription for how to be, know, and think; most certainly not in a pluralist democracy like the United States. To be sure, the problems facing our world are immense. They require tenacity, problem-solving, courage, imagination, collaboration, and tremendous hope. There is good reason to believe that we can rise to meet the challenges facing life on earth with a force worthy of the human spirit, but it won't be because we've trained our young people to think as we think and do as we do. It will be because we were brave enough to enact policy and curate spaces in and out of schools that allow them to become themselves.

Text 24

New Approaches, New Results (part 1)

Carla Reynolds

*The impact of poverty for some is like a storm and for others it is a hurricane. ~
Investigative journalist*

As Mira, a new student from El Salvador, enters class, I wonder what her plans are for continuing her education after she has her baby. How stable is her home life? How much support does she have for raising her child? Was this pregnancy a choice, accident or other? Another student of mine recently told me that her pregnancy was due to being raped during her journey from El Salvador. The truth is I won't know what trauma, if any, is affecting Mira until I get to know her. No one teacher can take on the responsibility of getting one student caught up after 12 weeks of maternity leave and deliver quality teaching. We already feel like we are standing in a slowly rising river of "to do's."

A few moments later, Oscar, who should be in my class, walks by my window on his cell phone. I haven't seen him for a week and wonder how he is doing. Fifteen minutes pass and he enters class with a smile and in a "It's nice to see you and it's been a while" tone he says, "Hi Ms.," then sits down next to his buddy, Benjamin. Does he have a place to live? Is he still concerned about being deported? I plan to reconnect with him as soon as I can after students start their independent work. Sitting next to him and working with him for a while has helped him feel included. I learned the hard way that if I don't intentionally include him, he will mumble vulgarities under his breath, horse around with his friends, zone out on his phone, refuse to participate in class, sit by himself and slam his hands down saying, "No entiendo nada! No puedo hacer eso!" (I don't understand anything! I can't do this!)

Thirty minutes later, after the class takes a short break outside, students report to me that Nhat has grabbed Carolina's butt for the second time. This is the first time Nhat has come to school in a month. I need to immediately separate them so Carolina feels safe and then follow up with Nhat and the counselor after school. I wonder when I will have time to follow up with him since I'm double booked after school; I have to go to an intervention meeting for a student as well as work with three students who have recently missed class.

Text 25

New Approaches, New Results (part 2)

Carla Reynolds

Regardless of the socio-economic status of the student population, social-emotional issues are prevalent in all schools, but not at the same rate as at some high poverty schools. To illustrate, a principal who is currently working at a school with a high socio-economic population told me he had recently met with all of his teachers about their struggling students and most of them had one or none. For teachers at my school, this is hard to imagine as we invest much of our free time after school and on weekends doing the best we can to "close the achievement gap." Each year, 17% to 50% of our 9th grade class enters reading at grade level, yet a 70% graduation rate is not celebrated. In the past, our staff has met these challenges and we've seen students transform their lives over the course of their tenure in high school. One

example is a student who, as a 9th grader, cut herself regularly and was disengaged at school. With persistent teachers who knew how to work with her, she graduated four years later, with plans to go to college and truly inspired to continue learning and growing.

This staff still had room for growth, especially about working collaboratively, but there were so many signs of progress and students re-inventing themselves as curious and ambitious scholars. While facing challenges, we still had a sense of accomplishment and progress yet were still overwhelmed with the workload, which made us question how sustainable our school was.

After 11 years of teaching in a high poverty school, I've witnessed how a school can work against itself by lowering academic and behavioral expectations for students and therefore undermining students' self-confidence and drive. The culture of high expectations and skillful response to students who have experienced trauma can be created in every school.

To do this in a high-poverty school, teachers need embedded time during the school day in order to do quality work. They need an extra hour each day and a reasonable teaching load, at most two different classes, so they can adequately differentiate for students' skill levels and meet their social-emotional needs. This structure is currently provided at a nearby public school in a high socio economic area.

These teachers need embedded time to become experts at working with students who have experienced trauma. They need embedded time to communicate with families on a regular basis because only calling home with negative news does not build community. On a weekly basis—not every six weeks—teachers need time to collaborate with other teachers about students of concern.

Text 26

New Approaches, New Results (part 3)

Carla Reynolds

A need I see in many schools is for teachers to develop their expertise at teaching students soft skills, such as how to express their feelings precisely and ask for what they need in a way that others will hear them. Knowing that when people are upset they can't think rationally, students need to learn how to calm themselves down when they are losing it. Teaching students how to problem solve when managing their workloads and deal with personal, interpersonal and class wide issues will empower them and prepare them for life after high school.

After getting quality training on how to teach these skills, through programs such as Positive Discipline, teachers could transform their school. They would have an extra hour to problem solve issues that come up during implementation, set measureable goals so they can chart and monitor their progress and make adjustments as needed. They could work together on interventions for students of concern, track those interventions and monitor the progress weekly (instead of every six weeks). Teachers also need time to create the lessons they will use to teach those skills—about two-three hours per week in the beginning.

Since stressed teachers usually call home only if there is a problem, and keep the calls as short as possible so they can move on to other tasks, teachers need extra embedded time for family engagement. With another hour a week, teachers could call parents and guardians on a regular basis to check in with them, update them on what the class is working on, how they can support their student at home and inform them of school events. Over time, this regular communication would build a stronger community because teachers and parents would come to understand each other on a deeper level and keep lines of communication open—all of which prevents issues from building up.

If we continue to expect teachers at high poverty schools to do twice as much work as those at other schools, they will continue to try their best, but the results will be the same. If we want new results, we need to make time for those determined teachers to do quality work.

Text 27

Branson's new route to more jobs

by Celia Weston

For many young people lucky enough to get a job after leaving school or college, the biggest shock of the transition to work is how few holidays they get.

Having spent their academic years working an eight or nine-month year, it can be depressing to realize that for the rest of their working lives they will be able to take only four weeks off a year.

Many would jump at the chance to take three months off - and that's exactly what happened at Virgin Atlantic, the airline run by Richard Branson. He believes the new initiative could help to reduce unemployment.

Faced last autumn with the recession and with its failure to acquire more flight slots out of Heathrow airport, the company was having to consider redundancies. Mr. Branson wrote to staff saying that cutting back on jobs was "something I have never wanted to do". Instead he invited employees to take up to six months unpaid leave and to participate in a job sharing scheme.

The immediate crisis passed but the idea of a shorter working year took off. When the company later asked for 300 volunteers to take three months unpaid leave, 450 put their names forward.

Mr. Branson said: "To be fair and share it around, in some cases we said that people could only take six weeks."

Most of the volunteers were cabin crew but other staff, including secretaries and pilots, took advantage of the offer as well. "And when they came back from their break ... they definitely seemed to enjoy work more," he said.

The company tends to recruit and train its own staff from scratch. As Mr. Branson said: "If you've been at college or on the dole, working for only nine months still makes you a lot better off financially than you were before." He believes there is a broader social benefit to be achieved. "If you are only taking on people for nine months, that will enable others who would otherwise have no work or be living on the dole to have a chance too." And he goes further. "I think this should be the basis of a pattern across the whole European Community for the first few years of working life."

Nor was a shorter working year only applicable to young people. "If older women and men with children can afford it because one partner's working 12 months and the other nine, I think a lot of people would like to earn slightly less and be able to spend more time with their children," Mr. Branson said.

This year the scheme is on offer again, although not over the busy summer period. "All the people who took time off last year would like to do so again," Mr. Branson said. But its realization depended on whether the company could recruit enough people to allow 400-500 existing staff to take three months off.

The company was considering whether the arrangement should become a permanent feature, Mr. Branson said. "For new people being taken on in most departments, we're thinking about making nine-month working a standard contract."

Text 28

Business Operations

A variety of operations keep businesses, especially large corporations, running efficiently and effectively. Common business operation divisions include (1) production, (2) marketing, (3) finance, and (4) human resource management.

Production includes those activities involved in conceptualizing, designing, and creating products and services. In recent years there have been dramatic changes in the way goods are produced. Today, computers help monitor, control, and even perform work.

Flexible, high-tech machines can do in minutes what it used to take people hours to accomplish. Another important development has been the trend toward just-in-time inventory.

The word inventory refers to the amount of goods a business keeps available for wholesale or retail. In just-in-time inventory, the firm stocks only what it needs for the next day or two. Many businesses rely on fast, global computer communications to allow them to respond quickly to changes in consumer demand. Inventories are thus minimized and businesses can invest more in product research, development, and marketing.

Marketing is the process of identifying the goods and services that consumers need and want and providing those goods and services at the right price, place, and time. Businesses develop marketing strategies by conducting research to determine what products and services potential customers think they would like to be able to purchase. Firms also promote their products and services through such techniques as advertising and personalized sales, which serve to inform potential customers and motivate them to purchase. Firms that market products for which there is always some demand, such as foods and household goods, often advertise if they face competition from other firms marketing similar products. Such products rarely need to be sold face-to-face. On the other hand, firms that market products and services that buyers will want to see, use, or better understand before buying, often rely on personalized sales. Expensive and durable goods - such as automobiles, electronics, or furniture - benefit from personalized sales, as do legal, financial, and accounting services.

Finance involves the management of money. All businesses must have enough capital on hand to pay their bills, and for-profit businesses seek extra capital to expand their operations. In some cases, they raise long-term capital by selling ownership in the company. Other common financial activities include granting, monitoring, and collecting on credit or loans and ensuring that customers pay bills on time. The financial division of any business must also establish a good working relationship with a bank. This is particularly important when a business wants to obtain a loan.

Businesses rely on effective human resource management (HRM) to ensure that they hire and keep good employees, and that they are able to respond to conflicts between workers and management. HRM specialists initially determine the number and type of employees that a business will need over its first few years of operation. They are then responsible for recruiting new employees to replace those who leave and for filling newly created positions. A business's HRM division also trains or arranges for the training of its staff to encourage worker productivity, efficiency, and satisfaction, and to promote the overall success of the business. Finally, human resource managers create workers' compensation plans and benefit packages for employees.

Text 29

Ethical behaviour is doing things that are morally right. *Ethics* (countable noun) are moral beliefs about what is right or wrong. *Ethics* (uncountable noun) is the study of this.

Ethically responsible companies want to do the right thing in areas such as:

- ☐ employment and community: they want to pay attention to things that affect all people, not just their employees, in the areas where the company has its offices, factories and activities.
- ☐ the environment: they want to conduct business in ways that protect the environment to ensure that the air, rivers etc. are not polluted and plant and animal life are not endangered.
- ☐ winning new business: they want to get business without engaging in corrupt behaviour, for example offering bribes - money given to someone so that they behave unethically.

Companies want to be seen as good corporate citizens, with activities that are beneficial not only for their stakeholders - their employees, shareholders and so on - but for the community and society as a whole.

Accountability and transparency

Ethical corporate behaviour includes accountability - the idea that companies are completely responsible for what they do and that people should be able to expect them to explain their actions. Transparency is explaining this behaviour in a way that can be understood by

outsiders, and not trying to hide anything. Companies may say that they demand high levels of probity and integrity - complete honesty - from their employees, and that they do not tolerate any form of misconduct.

Corporate social responsibility

Companies have long had codes of ethics and codes of conduct saying how their managers and employees should behave. Now they are looking at these issues in more systematic ways. They are designating executives to oversee the whole area of corporate social responsibility (CSR).

Text 30

How to become good in all areas

Few companies are clear about how to manage what can be an amorphous collection of internal initiatives and external relationships on social, environmental and ethical issues.

Probity and responsibility must be embedded in a company's culture, strategy and operations from the top down. But how can this be done? A new guide from Business for Social Responsibility, a US non-profit research and advisory organization with 1,400 member companies and affiliates, attempts to answer this by taking the reader step by step through the process of designing a corporate social responsibility management system.

Only a handful of companies have a full CSR management system in place, says the organization, which advises its members on how to make responsible practices integral to their strategy and operations. Its combined annual revenues of nearly \$2,000 bn (£1,300bn) and employ 6m people. They include ABB, British Airways, Coca-Cola, Ikea, Unilever and Wal-Mart. The scandals in the US have underlined how "corporate responsibility taskforces" and codes of conduct are not enough on their own and can sometimes be a smokescreen.

Creating and building a successful CSR management system is a complex, long-term project for any company," says the report. "It involves a shift in the way a company conducts business and can be likened to implementing other large-scale change initiatives such as total quality management."

The guide runs through basics such as who currently has responsibility for CSR in the company, why a better management structure might improve things and what "hotbutton" issues (child labour, drug pricing) face different sectors. It encourages companies to think hard about their stakeholders, what their concerns are, how credible and influential they are and whether they are a potential long-term partner or liability.

1. Most companies have clear, coherent policies on social, environmental and ethical issues.
2. If a company behaves with probity, it has high ethical standards.
3. Business for Social Responsibility has a coherent approach to designing a corporate social responsibility management system.
4. It's simple for a company to add a CSR management system to its day-to-day business.
5. Codes of conduct are enough to ensure ethical behaviour.
6. The guide says that a company's stakeholders should all be kept happy so that they are all retained by the company over the long term.

Text 31

A company is, in general, any group of persons (known as its members) united to pursue a common interest. The term is thus synonymous with association, but more often it is used specifically to identify associations formed for profit, such as the partnership, the joint-stock company, and the for-profit corporation. A company is not necessarily a corporation, and thus may not have a separate existence from its members.

A company might also not be able to sue or be sued in its own name, and thus would not be considered to be a legal person. Whether a company has either of these characteristics depend on the law of the jurisdiction.

Although associations of persons carrying on business must have existed from time immemorial, the oldest continually-operating business in existence is Japanese firm Kongo Gumi, which was founded in the sixth century.

A voluntary association (also sometimes called just an association) is a group of individuals who voluntarily enter into an agreement to form a body (or organization) to accomplish a purpose.

Strictly speaking in many jurisdictions no formalities are necessary to start an association, although it is difficult to imagine how a one person association would operate.

In some jurisdictions, there is a minimum for the number of persons starting an association. Some jurisdictions require that the association register with the police or other official body to inform the public of the association's existence. This is not necessarily a tool of political control but much more a way of protecting the economy from fraud. In many such jurisdictions, only a registered association is a legal person whose membership is not responsible for the financial acts of the association. Any group of persons may, of course, work as an association but in such case, the persons making a transaction in the name of the association are all responsible for it.

Associations that are organized for profit or financial gain are usually called partnerships. A special kind of partnership is a co-operative which is usually founded on one man - one vote principle and distributes its profits according to the amount of goods produced or bought by the member. Associations may take the form of a non-profit organization or they may be not-for-profit corporations; this does not mean that the association cannot make benefits from its activity, but all the benefits must be reinvested.

Most associations have some kind of document or documents that regulate the way in which the body meets and operates. Such an instrument is often called the organization's bylaws, regulations, or agreement of association. In some civil law systems, an association is considered a special form of contract. In the Civil Code of Quebec this is a type of nominate contract. The association can be a body corporate, and can thus open a bank account, make contracts (rent premises, hire employees, take out an insurance policy), lodge a complaint etc. In France, conventional associations are regulated by the Waldeck-Rousseau law of July 1, 1901 and are thus called Association loi 1901, except in Alsace and Moselle where the law of April 19, 1908 applies (these countries were German in 1901). In Texas, state law has statutes concerning unincorporated nonprofit associations that allow unincorporated associations that meet certain criteria to operate as an entity independent of its members, with the right to own property, make contracts, sue and be sued, as well as limited liability to its officers and members.

Text 32

Education, Economy and Social Change

Phillip Brown University of Kent, United Kingdom &
Hugh Lauder Victoria University, New Zeala.

Introduction

In this paper we will argue that the formal system of education in Western industrial societies are increasingly inappropriate to the social and economic conditions of the late twentieth century. In recent decades Western societies have been experiencing a major transformation heralding a new era which writers have variously described as post-industrial, post-modern, post-fordist or in terms of the rise of the 'information society' (Piore & Sabel, 1984; Harvey, 1989; Kumar, 1991). This transformation was signalled by the first 'oil shock' in the early 1970s and has been the result of a number of factors including the technological revolution in communications, computers and robotics; globalisation; and the rising competitive force of Pacific Rim countries.

In 'ideal typical' terms we can suggest that Western industrial societies (and this would equally apply to the Soviet Union) confront choices between trying to adapt the rigid hierarchical division of labour, and the low skill and low trust relationships which characterise 'fordist' societies such as Britain, Phillip Brown & Hugh Lauder to new condition, or shifting to systems of flexible production and organisation based on flatter hierarchies, adaptable and highly skilled workers, and a breakdown of the divisions which currently exist between mental and manual labour and learning.

The sense of unease about social change in the late twentieth century has been accompanied by a universal crisis of confidence about the aims and purposes of education. In Britain and the United States of America the New Right have responded to the turmoil of recent decades by arguing that "we may no longer know what kind of society this is, but we do know that it is a market economy, and the best way to make a market economy work is through a minimum of government interference" (Block, 1990, p. 3). This attitude has characterised educational decision-making in both countries over the last decade. The education system has frequently been discussed in terms of how it can be organised to conform to the imperatives of the market.

Sociologists and educationalists opposed to the moral and political foundations and consequences of the 'free market', have tended to channel their energies into describing and evaluating its consequences for the future of the welfare state. However, this focus has delayed the development of new theoretical and empirical studies of post-fordist possibilities. A task which has become all the more important given firstly, that the descriptive and analytical powers of theories of industrial society and its social institutions, which have informed sociological insights throughout the twentieth century have been seriously weakened, and secondly, given recent events in Eastern Europe and the Soviet Union, the foundation of alternative forms of social arrangements to capitalism have also been subjected to serious re-examination.

As a result, it has been difficult to present a coherent programme of reform hinged to a new vision of society. As Block has also noted: "Those educational reformers who succeeded in linking their proposals to widely shared views of the direction in which the society was moving tended to be more successful than those who were unable to connect their reform proposals to the master concepts of social science."

The sociologist of education must urgently address these broader issues if s/he is to develop a clear and viable vision of the educational system at the end of the millennium. Moreover, unless their criticisms of free market policies can be integrated into a viable strategy for economic renewal, they are likely to count for little in the present social climate. The perceived economic benefits of education have historically provided a powerful political lever for educational investment and reform. This is why it cannot be ignored by those who are interested in social justice and democratic renewal.

In this paper we will explain why current educational policies in countries like Britain and the United States of America are hopelessly inadequate in the attempt to activate the changes we believe to be necessary. The creation of a free market for education and training is likely to reinforce, Education, Economy and Social Change if not intensify the rigidities and inequalities which already exist in these societies.

We will argue that the 'trained capacity' of different social groups into predictable and clearly demarcated positions in the hierarchical division of education, training and employment is increasingly a source of 'trained incapacity' (Brown & Lauder, 1991). In our view the Right's

response represents a low skill and low trust solution, which will fail to improve the quality of working and social life for most people and fail to win a competitive advantage vis-a-vis leading industrial nations. Therefore, if we are to develop a more imaginative and viable educational response built on relations of high trust and high skill, we are forced to challenge much of the received wisdom about education, markets and economic efficiency.

The problems concerning the aims and organization of educational systems in the late twentieth century cannot, therefore, be understood simply in terms of the political fortunes of the Left or Right. In many ways Thatcherism and Reagonomics were a consequence rather than a cause of a deep-rooted crisis in the social and institutional structures of Western industrial societies.

Text 33

SOLE PROPRIETORSHIPS

(part 1)

A sole proprietorship is a business that is owned (and usually operated) by one person. Sole proprietorship is the oldest and simplest form of business ownership, and it is the easiest to start. In most instances, the owner (the *sole* proprietor) simply decides that he or she is in business and begins operations. Some of the largest of today's corporations, including Ford Motor Company, H.J. Heinz Company, and J.C. Penney Company, started out as tiny sole proprietorships.

There are more than twelve million sole proprietorships in the United States. They account for more than two-thirds of the country's business firms. Sole proprietorships are most common in the retailing, agriculture, and service industries. Thus the specialty clothing shop, corner grocery, and television repair shop down the street are likely to be sole proprietorships.

Most of the advantages and disadvantages of sole proprietorships arise from the two main characteristics of this form of ownership: simplicity and individual control.

Advantages of Sole Proprietorships

Ease and Low Cost of Formation and Dissolution No contracts, agreements, or other legal documents are required to start a sole proprietorship. Most are established without even an attorney. A state or city license may be required for certain types of businesses, such as restaurants or catering services, that are regulated in the interest of public safety. But beyond that, a sole proprietor does not pay any special start-up fees or taxes. Nor are there any minimum capital requirements.

If the enterprise does not succeed, or the owner decides to enter another line of business, the firm can be closed as easily as it was opened. Creditors must be paid, of course. But the owner does not have to go through any legal procedure before hanging up an "Out of Business" sign.

Retention of All Profits All profits earned by a sole proprietorship become the personal earnings of its owner. This provides the owner with a strong incentive to succeed—perhaps the strongest incentive—and a great deal of satisfaction when the business does succeed. It is this direct financial reward that attracts many entrepreneurs to the sole proprietorship form of business.

Flexibility The sole owner of a business is completely free to make decisions about the firm's operations. Without asking or waiting for anyone's approval, a sole proprietor can switch from retailing to wholesaling, move a shop's location, or open a new store and close an old one. A sole owner can also respond to changes in market conditions much more quickly than the operators of other forms of business. Suppose the sole owner of an appliance store finds that many customers now prefer to shop on Sunday afternoons. He or she can make an immediate change in business hours to take advantage of that information (provided that state laws allow such stores to open on Sunday). The manager of one store in a large corporate chain may have to

seek the approval of numerous managers before making such a change. Furthermore, a sole proprietor can quickly switch suppliers to take advantage of a lower price, whereas such a switch could take weeks in a more complex business.

Possible Tax Advantages The sole proprietorship's profits are taxed as personal income of the owner. Thus a sole proprietorship does not pay the special state and federal income taxes that corporations pay. (As you will see later, the result of these special taxes is that a corporation's profits are taxed twice. A sole proprietorship's profits are taxed only once.) Also, recent changes in federal tax laws have resulted in higher tax rates for corporations than for individuals at certain income levels.

Secrecy Sole proprietors are not required by federal or state governments to publicly reveal their business plans, profits, or other vital facts. Therefore, competitors cannot get their hands on this information. Of course, sole proprietorships must report certain financial information on their personal tax forms, but that information is kept secret by taxing authorities.

Text 34

Creating your CV

When creating your CV you will need to identify your skills and experiences, highlighting:

- nn Professional qualifications,
- nn Social work experiences
- nn Additional qualifications and employment experiences.

Your CV will be a dynamic document that will change and develop as your experience grows. It's much easier to amend an existing, well prepared CV than to start from scratch, particularly when you're under pressure because you've just seen that dream job advertised. Not all job applications require a CV, but keeping yours up to date means that you have to hand most of the factual information you are likely to need when completing an application form or on-line application.

Preparing your CV

There are two ways of reviewing the information for your CV. Some will be recording key dates, employers and qualifications, but crucially it is how you reflect on your experiences that will make your CV stand out and make the employer want to meet you. You will need to record, reflect and have the evidence to prove you can do the job. Have a job description and person specification for a relevant job to refer to.

The following table identifies key criteria from job descriptions and person specifications. By auditing your professional, academic and life experiences you will be able to clearly evidence employers' requirements.

Text 35

Before The Interview: Practical Preparation & Planning (part 1)

Research the organisation/local authority/speciality applied to will demonstrate your interest and enthusiasm for the job. Knowledge of the job description with an understanding of the job specifications is vital.

Understanding about any recent expansions, changes or developments would be useful

nn Know what skills are required to do the job - can you talk to people who are already working there? Have you had an opportunity for an informal visit? Have you scrutinised the job specification highlighting essential and desirable criteria needed?

nn Have a list of prepared questions: questions about the organisation, job prospects, induction, mentoring, training etc. rather than questions about salary

nn Make a copy of your application form and CV for your reference

- nn Make necessary domestic arrangements. Ensure you won't be interrupted during the interview time.
- nn Know how to get there and how long will it take?
- nn Know where to go: building, floor, room
- nn Know what to take: letter inviting you to the interview, name of interviewer, file with CV and application form, exam certificates and a list of questions to ask
- nn Find out beforehand as much as you can about the interview itself. How long is it scheduled for and what format will it take? E.g. one-one, panel, presentation needed
- nn Decide on what you are going to wear the day before
- nn Arrive promptly- make sure you have a contact number in case you are delayed.

Before The Interview: Practical Preparation & Planning (part 2)

Self-presentation: Practical presentation and planning

Dress: smart but comfortable.

- nn Conservative rather than high fashion
- nn Clean shoes, clothes, hands
- nn Pay attention to hair and grooming
- nn Not too much jewellery, make up, perfume, after shave

Preparation for the Interview

- nn Make sure you have recently read through your CV and application form. Have you evidence and examples of the skills and qualities you have highlighted?
- nn Think about why you want this job
- nn Think about the skills you have that are desirable and/or essential for the job
- nn Highlight your strengths and training needs: don't think in terms of weaknesses

How to act in an interview

- nn Try to relax - do not fidget
- nn Have a firm handshake
- nn Smile and try and remember people's names
- nn Be aware of your non-verbal communication, body language, eye contact
- nn Speak confidently; slowly. It is acceptable to stop and ask for clarification
- nn Be positive, enthusiastic and motivated.
- nn Keep a balance between one word answers and saying too much and becoming overpowering. Be clear and to the point, expanding on ideas without 'waffling'
- nn Do not appear to criticise previous employer or work colleagues
- nn Never say anything that you cannot justify

Asking questions

- nn What about induction and preceptorship?
- nn Training opportunities?
- nn Further opportunities within this organisation
- nn Why is the position available?
- nn What skills are needed to succeed?
- nn Refer to something you have read in the job description-ask for more information.

After the Interview

- nn Make sure you gain feedback from the employer so that you can move on and know what you could do next
- nn Why were you not successful? Not enough experience, qualifications shortfall. Seek feedback from the employer to identify how they think you could improve
- nn If you are unsuccessful at the interview make sure that you can gain some positive points from the experience

DO NOT FORGET:

7-10% is what you say

20- 30% is how you say it

60-80 % is your image, body language and the overall impression you create.

*Text 36**Unemployment rate*

Unemployment is one of the most serious issues faced by the eight countries surveyed, in particular in those where political stability is weak, and where civil unrest is therefore likeliest among the unemployed. Levels of unemployment in 2011 were highest in Iraq (19.0%), followed by Tunisia (18.3%). Morocco had the lowest unemployment rate (9.0%) in 2011, according to Euromonitor International. Regional governments are therefore looking to improve the employability of their people by investing in education and raising levels of English use and proficiency is part of this.

English language development has become an educational focus for the Tunisian government, for example, which is now working towards strengthening university English departments by signing partnerships with foreign universities. Tunisian students also have access to a variety of exchange programmes at university level, courses and scholarships at foreign universities and research institutions. Examples include a partnership MBA programme with the Paris-based CNAM (Conservatoire National des Arts et Métiers) taught in English, and MSB (Mediterranean School of Business), which has a number of partners among US-based university counterparts.

There is a clear correlation between high unemployment rates and an inadequately educated workforce in these countries. For example, the percentage of inadequately educated workforce was the lowest in Lebanon (2.9%), where the unemployment level was 10.3% in 2011. Lebanon has a strong service sector, one of the areas where English-speaking abilities are most valued and in demand.

*Text 37***SOLE PROPRIETORSHIPS****(part 2)**

A sole proprietorship is a business that is owned (and usually operated) by one person. Sole proprietorship is the oldest and simplest form of business ownership, and it is the easiest to start. In most instances, the owner (the *sole* proprietor) simply decides that he or she is in business and begins operations. Some of the largest of today's corporations, including Ford Motor Company, H.J. Heinz Company, and J.C. Penney Company, started out as tiny sole proprietorships.

There are more than twelve million sole proprietorships in the United States. They account for more than two-thirds of the country's business firms. Sole proprietorships are most common in the retailing, agriculture, and service industries. Thus the specialty clothing shop, corner grocery, and television repair shop down the street are likely to be sole proprietorships.

Most of the advantages and disadvantages of sole proprietorships arise from the two main characteristics of this form of ownership: simplicity and individual control.

Disadvantages of Sole Proprietorships

Unlimited Liability Unlimited liability is a legal concept that holds a sole proprietor personally responsible for all the debts of his or her business. This means there is no legal difference between the debts of the business and the debts of the proprietor. If the business ails, the owner's personal property—including house, savings, and other assets—can be seized (and sold if necessary) to pay creditors.

Unlimited liability is thus the other side of the owner-keeps-the-profits coin. It is perhaps the major factor that tends to discourage would-be entrepreneurs from using this form of business organization.

Lack of Continuity Legally, the sole proprietor is the business. If the owner dies or is declared legally incompetent, the business essentially ceases to exist. In many cases, however, the owner's heirs take over the business and continue to operate it, especially if it is a profitable enterprise.

Limited Ability to Borrow Banks and other lenders are usually unwilling to lend large sums to sole proprietorships. Only one person—the sole proprietor—can be held responsible for repaying such loans, and the assets of most sole proprietors are fairly limited. Moreover, these assets may already have been used as the basis for personal borrowing (a mortgage loan or car loan) or for short-term credit from suppliers. Lenders also worry about the lack of continuity of sole proprietorships: Who will repay a loan if the sole proprietor is incapacitated?

The limited ability to borrow can keep a sole proprietorship from growing. It is the main reason why many business owners change from the sole proprietorship to some other ownership form when they need relatively large amounts of capital.

Limited Business Skills and Knowledge Managers perform a variety of functions (including planning, organizing, and controlling) in such areas as finance, marketing, human resources management, and operations. Often the sole proprietor is also the sole manager—in addition to being a salesperson, buyer, accountant, and, on occasion, janitor.

Even the most experienced business owner is unlikely to have expertise in all these areas. Consequently, the business can suffer in the areas in which the owner is less knowledgeable, unless he or she obtains the necessary expertise by hiring assistants or consultants.

Lack of Opportunity for Employees The sole proprietor may find it hard to attract and keep competent help. Potential employees may feel that there is no room for advancement in a firm whose owner assumes all managerial responsibilities. And when those who are hired are ready to take on added responsibility, they may find that the only way to do so is to quit the sole proprietorship and either work for a larger firm or start up their own business.

Text 38

CAN WE STOP THE BULLIES?

Bullying is a serious problem in many countries. In the UK, for example, 8 out of every 10 children are bullied at some time. About ten young people commit suicide every year because they're victims of bullying.

Bullying often starts when people pick on something that is different. It could be how big you are, or how thin you are, the way you look or the way you dress.... Sometimes bullies don't even need a reason — they make one up.

"If someone takes a dislike to you, they make your life hell. It doesn't matter if you're fat or thin, pretty or ugly," says a 13-year-old Russian pupil.

Bullies rely on three things: that no one tells, that no one stands up for you, and that no one steps in if you seek help.

"The bullies say if you tell on them, they'll beat you up," one pupil said. "I can't talk to my mum and dad," explains another. "They won't understand." A third said, "I don't want to tell a teacher. I'm afraid it'll make things worse."

Bullying can take many forms — from physical violence to name calling and spreading nasty rumours. Parents and teachers often think that bullies are kids who hit, kick and pinch. But bullies who don't flex their muscles are often more dangerous. This breed of bully is a social sniper who attacks by spreading rumours, calling names and making insulting remarks. What is worse, this kind of bullying is so subtle that it sometimes goes on underground — teachers and parents can't always see it happening. Quite often, this bully can even hide behind the guise of Little Girl Good. And anybody can be her next victim. Even you.

Can you take a minute to imagine how bad you would feel if you were the one being bullied and teased? When you say and do malicious things to someone, you do long-lasting harm

to that person's psyche. Adults who were teased as kids almost say they have never forgotten the pain. Teasing can really push a person to the brink. It hurts!

Knowing what to do if you are the victim of bullying is difficult. Most victims feel isolated. They usually don't even want to admit that they are being bullied. So finding a solution to the problem isn't easy. It is important to know why people become bullies. Bullies are nearly always cowards. They get satisfaction from hurting people who are usually weaker than they are. They are often jealous of their victims or something the victims can do well. This is because they either have problems of their own or an extremely low opinion of themselves. Perhaps they are the victims of bullying by their parents or their brothers and sisters. Another sign of cowardice is the fact that they usually bully in gangs.

The golden rule if you are being bullied is: TELL, TELL, TELL! Talk to someone you can trust: a teacher, parent, older friend or relative. Keeping things secret is the bullies' biggest weapon against you. This is why they go to so much trouble to try to stop you telling.

Be persistent. If the first person you talk to ignores you, don't give up, speak to someone else.

Don't give your bullies the satisfaction of a reaction. You don't want them to know it bothers you. They make fun of your shoes? Thank them for the compliment and walk away confidently.

Don't be an easy target. There's one thing we want you to fake — just for a while. Walk with an air of confidence and pretend you are in control. Head high, shoulders back, and act as if you are not at all hurt. Eventually, the bullies might believe it and lose interest. And you'll get so used to being this way that it'll be second nature.

Don't believe the lies that the bullies tell about you. Keep telling yourself there's nothing wrong with you, that they are the ones with the problem — because they are.

Stand up for other students. If you see someone being bullied, pluck up your courage to say, "Hey! Leave that kid alone!" If you're too afraid this will put you in the hot seat, talk privately to an adult about the problem.

Finally, if you're being bullied you're not alone. Napoleon, Churchill, Madonna, Ronan Keating, Sarah Michelle Gellar, Boy Gorge were all bullied while at school!

Text 39

WHY AREN'T YOU AT SCHOOL, SONNY?

This is a question that many British schoolchildren may hear at some point in their school careers, when they are "playing truant", "bunking off", or absent without permission. Most people bunk off because they face problems at school — either they are not doing well, they are being bullied or their parents are putting too much pressure on them. The government thinks that absenteeism is getting out of control in England, but what can they do to make sure children go to school? Here are some of the reasons they are worried:

One million children a year bunk off school (go absent without a reason). In primary schools (5—11) the average time missed per absent pupil is over five days in the year. For secondary schools (11—16), it is 10 days.

Why is it such a problem? The evidence shows that truancy is linked to crime and failure at school. When children are out of school they might be committing crime and they certainly aren't learning.

What is the answer then? Some people think it is electronic registration: this is a chip in a card that the children have to swipe at the beginning of the school day. When the children put the card in a machine the headmaster can see immediately who is in the school and who is absent.

The best way of improving attendance is to make school, and the gaps between the lessons more interesting. Some schools which have had attendance problems in the past have started lunchtime radio stations, sport, music, and a breakfast club with morning TV and aerobics.

Other schools have resorted to more extreme methods when pupils don't turn up. Last

year 9000 children were expelled from schools in England, a big rise in figures. Many children were excluded for violence and criminal behaviour. Of course, throwing children out of school solves one problem but immediately creates many more. Some teachers want corporal punishment brought (beating children with sticks) back into the classroom (it was banned in the 1970s), but the government didn't agree.

One parent knows very well the cost of truancy, not only to her children's education, but to her own freedom too. A mother of five, Patricia Amos, was the first person in Britain to be sent to jail for failing to send her children to school. She was sent to prison for 60 days after being found guilty in Oxford. She served 28 days in a very dangerous and violent women's prison in London. Mrs. Amos said, "the whole horrible thing worked. It has brought me to my senses."

Text 40

TEENAGERS: WHAT PROBLEMS?

One question that always comes up is: "Are teenagers a problem in your country?"

Actually there are two questions. The second one is: "Do teenagers have problems in your country?" With both these questions we have the familiar linking of the words "teenagers" and "problems" and this set me thinking why the two words are so inextricably linked. Why should teenagers be more of a problem than, say, middle-aged people or babies? And why should they have the prerogative on having problems? Let's see if we can come up with some answers and the best way to do that is to ask questions.

Officially, of course, a teenager is anyone aged from 13 to 19 inclusive but most people would probably think first of the younger age group and exclude 18 and 19-year-olds. After all, once you reach 18 you can vote, get married without your parents' permission and join the army. On the other hand, children are growing up and developing more quickly and these days 11- and 12-year-olds would like to include themselves in the "teenager" group. In actual fact they have their own group title now — "Pre-teens" or sometimes "Between-agers."

Without getting hung on actual ages, what we really mean by "teenagers" are people who are in the stage of their life when they are developing from children into adults.

According to "the older generation" teenagers are lazy, they wear ridiculous clothes and are appallingly rude to their betters and elders; they find it impossible to be polite, helpful, constructive, caring or hardworking. What's more, they spend all their time listening to awful music ("It isn't music, it's just a collection of terrible noises!") and gawping at unsuitable films. And all they ever think about is parties, drugs and sex.

Actually, it seems to me to be quite the opposite of the truth. Teenagers spend a lot of time thinking about their work (studies), their families and friends and their hobbies. Sure, there are certain preoccupations such as clothes, money, how to behave in a certain situation, their bodies. Most young people take jobs while they are at school. They work at movie theatres, fast-food restaurants, gas stations, and stores to pay for their clothes and entertainment. Maybe this is what makes them so independent from their parents at such a young age.

But isn't it the same for most people? So what about the myth that all teenagers are rude, selfish, lazy and greedy? As far as I'm concerned, it's nonsense. The vast majority of young people I met are polite, friendly, open, interested and hard-working.

It's true, of course, that sometimes teenagers have special problems. It is a difficult time because it is a period of transformation. It isn't quite as bad as a chrysalis changing into a butterfly but it may seem like it — or even the other way round! It isn't easy to grow up and the physical and emotional changes are often confusing and worrying. But it's my impression that most young people cope rather well.

Text 40

Ways of knowing (epistemology) and Values

Modern thinking assumes that the only valid route to knowledge, and therefore to understanding the universe, is the scientific method. This has given rise to the current cultural imbalance.

Such thinking is based in what Boaventura de Sousa Santos calls abyssal: thinking which imposes hierarchy and differences, presupposing a "this side of the line" belonging to us and therefore proven and superior, and a "the other side of the line", the other an attempt to remove it from reality, to prove its non-existence. This theory is based on the idea of the "impossibility of the co-presence of both sides of the line" (2010, p. 24) which has contributed to what the author refers to as epistemicide (2009, p.10), that is, the elimination of any type of knowledge or social practices that generate knowledge other than those validated by modern Western scientific thought.

Boaventura de Sousa Santos indicates the fact that "the first challenge is to face that the world is made up of missed social experiences; there are some theories telling us there is no alternative, when in reality there are many alternatives" (2007, p.24). Similarly, Morin (1994) states that: *"We have gained unprecedented knowledge of the physical, biological, psychological and sociological world. Through science, empirical and logical methods of verification are more and more prevalent ... And yet, incidence of error, ignorance and lack of insight is growing everywhere while our knowledge grows."*

We need to gain a radical awareness that: 1. The deepest cause of error is not in factual error (false perception) nor in logical error (incoherence) but in the way we organise our knowledge into systems of ideas (theories, ideologies); 2. There is a new form of ignorance linked to the very development of science; 3. There is a new lack of insight linked to the deteriorating use of reason; 4. The most serious threats humanity faces are linked to the blind and uncontrolled progress of knowledge (thermonuclear weapons, adulterations of all kinds, ecological disasters, etc.) (1994, p. 27).

We must, therefore, become aware of the consequences of the "crippling means of organising knowledge, incapable of recognising and understanding the complexity of the real" (1994, p. 28).

Probably one of the greatest causes of the world's unsustainable economic growth involves the confusion between economics and chrematistics. It is a confusion that has led to today's utilitarian capitalism, characterised by consumerism and hedonism and totally disconnected from Weber's proposition that suggested the "spirit of capitalism" was linked to a values system rooted in religion, where austerity, money saving, and the rational organisation of free labour lay hidden. Capitalism was founded on moderating to a rational degree the unrestrained hunger for profit present throughout history. The secularisation of wealth, however, is removing the spirit from capitalism and giving way to an unrestrained desire to possess and to consume.

The confusion between economics and chrematistics has led to another, between need and want. Needs have a satisfaction threshold; wants do not, but it is precisely in the satisfaction supposedly provided by want that the expansion of global industry is currently based.

To understand the confusion between economics and chrematistics we must look to Aristotle, who claims that: The science of acquisition, "chrematistics", is not the same as that of economics ... The goal of the former is to provide the means, the latter's to make use of them ... Economic science must provide us with the resources necessary, or useful, for life in every civil or domestic association ... The quality which fulfils the demands of life and of happiness is not infinite. But there is also the real art of acquisition, which puts no limits on wealth or acquisition ... While the one is natural the other does not come from nature but rather is the result of an art or an industry (Aristotle, Book One, chapter III).

Natural acquisition and wealth accumulation are two separate things. The former has to do with economics and its aim is survival; the latter has to do with chrematistics, where money is the aim of the exchange and seeks to be reproduced. "Money is the means and the end of the exchange and wealth resulting from this art of acquisition has no limits In contrast, economic

science, very different to the art of acquisition, has its limits. Economics is not the same as the science of wealth The aim of the one is possession, the other expansion" (Ibid).

Aristotle places the economy within the group of needs (that are moderated and have a satisfaction threshold), while chrematistics is about unrestrained desires. He sees it as natural to produce goods to cover needs, but not wants.

For Aristotle, the current understanding of the economy would be nothing other than chrematistics and the current crisis moves us once more to look at its origins and reclaim concepts such as the economy for what they really are. Only then is it possible to put the social economy in context, to understand the relationship between the economy and society, and to place the economy in the service of people.

Вопросы для экзамена

1. Система высшего образования в России.
2. Система высшего образования в Британии и США.
3. Система высшего образования в Европейских странах.
4. Магистратура в Британии и США.
5. Магистратура в России.
6. Обучение в магистратуре в различных университетах мира.
7. Магистерские направления и курсы.
8. Исследовательские программы магистратуры.
9. Обучающие программы магистратуры.
10. Уровни образования, дипломы и ученые степени в англо-русских соответствиях.
11. Научное исследование магистранта: проблема, цель, задачи, методы исследования, результаты.
12. Перспективы развития профессионального образования.
13. Профессиональное образование в образовательном пространстве.
14. Научная педагогическая деятельность.
15. Язык профессионально-делового общения как функционально-стилистическая разновидность английского языка.
16. Лексико-морфологические особенности профессионально-делового языка.
17. Идиоматика профессионально-делового языка.
18. Виды делового общения.
19. Жанры научной речи.
20. Особенности профессионально-деловой коммуникации.
21. Устная и письменная коммуникация.
22. Особенности межкультурного профессионального общения.
23. Формы межкультурного профессионального общения.
24. Терминологический аппарат педагогических теорий: русско-английские соответствия.
25. Виртуальные педагогические конференции.
26. Международные педагогические конференции.
27. Межкультурные различия вербального и невербального поведения.
28. Новейшие достижения в области профессионального образования.
29. Формальный/неформальный регистры речи.
30. Понятие коммуникативного стиля.
31. Виды коммуникативных стилей.

32. История создания Европейского языкового портфеля.
33. Американский языковой портфель учащегося.
34. Европейский языковой портфель.
35. Языковой портфель учащегося в России.

Тематика сообщений для выступления на экзамене

1. Ученая степень бакалавра в Европе XII-XIII веков.
2. Ученая степень магистра в Европе XII-XIII веков.
3. Ученая степень доктора в Европе XII-XIII веков.
4. Иерархическая система степеней «магистр» – «доктор» в XV–XVII веках.
5. Проблема унификации ученых степеней и званий.
6. «Всеобщая хартия университетов» (1988 г.).
7. Конвенция о признании квалификаций, относящихся к высшему образованию в Европейском регионе (1997 г.).
8. Совместная Декларация о гармонизации структуры системы европейского высшего образования (1998 г.).
9. Декларации об архитектуре высшего европейского образования (Болонская декларация, 1999 г.).
10. Интерактивная технология и ее использование в области профессионального образования.
11. Проектная технология и ее использование в области профессионального образования.
12. Блочно-модульная технология и ее использование в области профессионального образования.
13. Метод кейсов в области профессионального образования.
14. Проблемная технология и ее использование в области профессионального образования.
15. Дебаты-технология и ее использование в области профессионального образования.
16. Понятийно-терминологический аппарат педагогических технологий.
17. Эволюция научных знаний в педагогике в России.
18. Эволюция научных знаний в педагогике за рубежом.
19. Объективные и субъективные трудности в разработке терминов и понятий в определенной области научного исследования.
20. Идиоматика профессионально-делового языка в сфере профессионального образования.
21. Система регистров речи.
22. Факторы регуляции речевого общения.
23. Формальный регистр речи.
24. Неформальный регистр речи.
25. Формы межкультурной профессиональной коммуникации.
26. Виды межкультурной профессиональной коммуникации.
27. Типы межкультурной профессиональной коммуникации.
28. Блоги и форумы в области социально-экономического образования в России.
29. Блоги и форумы в области социально-экономического образования за рубежом.
30. Научные дебаты в области социально-экономического образования, организуемые в России.

31. Научные дебаты в области социально-экономического образования, организуемые за рубежом.
32. Инструменты для создания эффективной презентации.
33. Виды коммуникативных стилей.
34. Научная презентация.
35. Понятие профессиограммы.

Зачет 2 семестр:

Зачет по дисциплине «Иностранный язык в профессиональной коммуникации» состоит из:

- 1) чтение, перевод и реферирование текста деловой и профессиональной тематики.

Экзамен 3 семестр:

Экзамен по дисциплине «Иностранный язык в профессиональной коммуникации» состоит из двух частей:

- 1) ответ по подготовленному сообщению;
- 2) ответ на вопрос по изученной тематике.

Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций.

Дисциплина «Иностранный язык в профессиональной коммуникации» занимает важное место в профессиональной подготовке высококвалифицированного педагога в определенной профессиональной области и является обязательной для изучения.

Практические занятия по дисциплине «Иностранный язык в профессиональной коммуникации» должны пробудить интерес студентов к изучению особенностей речевой коммуникации в условиях межкультурного профессионального общения, развить умение анализировать новейшие достижения в области профессиональной деятельности с оценкой их значимости, создавать собственные образцы речи на английском языке по профессиональной тематике.

Сообщение как форма текущего контроля предполагает 10-15-минутное выступление магистранта на практическом занятии на заранее подготовленную тему. Сообщение направлено на формирование навыка изложения своих мыслей в устной форме. При оценивании сообщения учитывается умение выделить актуальные научные работы по выбранной теме; проанализировать изученный материал с выделением наиболее значимых с точки зрения раскрытия темы сообщения, фактов, мнений и научных положений; логически выстроить материал сообщения.

Выполнение практических заданий направлено на углубление, совершенствование профессиональных знаний и навыков учащихся, которые должны овладеть различными методами решения практических задач в художественном образовании. Критерием оценки практических заданий является: соответствие содержания работы заявленной теме; глубина, полнота раскрытия темы; уровень навыков самостоятельной работы с научной литературой.

Формой промежуточной аттестации является, зачет во 2-м семестре, экзамен в 3 семестре. Зачет проводится в виде устного собеседования по прочитанному отрывку текста общей и профессиональной направленности. Экзамен проводится в виде устного собеседования по вопросам и выступления по подготовленному сообщению.

Зачет.

Максимальное количество баллов, которое может набрать магистрант в течение 2 семестра за текущий контроль, равняется 80 баллам.

Минимальное количество баллов, которые магистрант должен набрать в течение 2 семестра за текущий контроль равняется 20 баллам.

Максимальная сумма баллов, которые магистрант может получить на зачете, равняется 20 баллам.

Шкала оценивания зачета			
Отлично (20-15 баллов)	Хорошо (14-10 баллов)	Удовлетворительно (9-5 баллов)	Неудовлетворительно (4-0 баллов)
Демонстрация глубокого понимания текста. Грамотное изложение содержания текста. Беглое чтение без ошибок. Перевод отрывка на русский язык адекватный содержанию оригинала.	Чёткое изложение текста, и демонстрация его содержания. Беглое чтение, с допущением одной или двух незначительных ошибок. При переводе отрывка на русский язык возможно допущение незначительных лексических, грамматических и стилистических ошибок.	Слабое изложение текста и демонстрация его неполного содержания. Чтение с допущением ошибок. Перевод отрывка на русский язык с допущением лексических, грамматических и стилистических ошибок.	Демонстрация непонимания текста, плохое понимание содержания текста. Чтение с допущением множества ошибок. Перевод отрывка на русский язык не адекватный содержанию оригинала.

Итоговая шкала оценивания результатов освоения дисциплины

Итоговая оценка по дисциплине формируется из суммы баллов по результатам текущего контроля и промежуточной аттестации и выставляется в соответствии с приведенной ниже таблицей:

Оценка по 100-балльной системе	Оценка по традиционной шкале
41-100	зачтено
0-40	не зачтено

Экзамен.

Максимальное количество баллов, которое может набрать магистрант в течение 3 семестра за текущий контроль, равняется 70 баллам.

Минимальное количество баллов, которые магистрант должен набрать в течение 3 семестра за текущий контроль равняется 30 баллам.

Максимальная сумма баллов, которые магистрант может получить на экзамене, равняется 30 баллам.

Критерии оценивания промежуточной аттестации (экзамен)

«30-22»

- 1) Полное усвоение материала;
- 2) Умение выделить главное, сделать обобщающие выводы;
- 3) Исчерпывающее, грамотное и ясное изложение материала;
- 4) Свободное владение основными понятиями;
- 5) Полные ответы на дополнительные вопросы;

«21-11»

- 1) Достаточно полное усвоение материала;
- 2) Умение выделять главное, делать выводы;
- 3) Грамотное изложение материала, отсутствие неточностей;
- 4) Знание основных понятий;
- 5) Ответы на дополнительные вопросы;

«10-1»

- 1) Общее знание основного материала;
- 2) Неточная формулировка основных понятий;
- 3) Умение применить свои знания на практике с допущением ошибок;
- 4) Знание некоторых понятий;
- 5) Затруднения при ответе на дополнительные вопросы;

«0»

- 1) Незнание значительной части материала;
- 2) Существенные ошибки при ответе на вопрос;
- 3) Незнание основных понятий;
- 4) Грубые ошибки при попытке применить знания на практике;
- 5) Неспособность ответить на дополнительные вопросы.

Итоговая шкала оценивания результатов освоения дисциплины

Итоговая оценка по дисциплине формируется из суммы баллов по результатам текущего контроля и промежуточной аттестации и выставляется в соответствии с приведенной ниже таблицей:

Оценка по 100-балльной системе	Оценка по традиционной шкале
81-100	отлично
61-80	хорошо
41-60	удовлетворительно
0-40	не удовлетворительно