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**ДЕТИ. ВОСПИТАНИЕ ДЕТЕЙ =
CHILDREN. CHILDREN UPBRINGING**

Методические указания
к практическим занятиям по дисциплине
«Английский язык»
для студентов 4-го курса
направления 6.020303 «Филология»
специальности 7.030507 «Перевод»
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Дети. Воспитание Детей = Children. Children Upbringing: методические указания к практическим занятиям по дисциплине «Английский язык» для студентов 4 курса направления 6.020303 «Филология» специальности 7.030507 «Перевод» дневной формы обучения/Сост. М.Г. Большакова, Ю.В. Майборода. – Севастополь: Изд-во СевНТУ, 2011. – 24 с.

Цель методических указаний – расширить знания студентов-филологов по теме «Воспитание детей», которая представлена в базовом учебнике английского языка для студентов 4 курса под редакцией В.Д. Аракина.

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Допущено учебно-методическим центром и научно-методическим советом СевНТУ в качестве методических указаний.

Рецензент: кафедры теории и практики перевода Петрунина Ю.В.



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INTRODUCTION = ВВЕДЕНИЕ

Методические указания предназначены для студентов 4-го курса специальности «Перевод» дневной формы обучения.

Методические указания направлены на совершенствование навыков речевого общения, навыков перевода с иностранного языка на родной и наоборот, на расширение активного лексического запаса, на ознакомление с новыми пословицами, семантически связанными с изучаемой темой.

Система упражнений направлена на:

- развитие навыков устной и письменной монологической речи, группового общения;
- закрепление навыков интерпретации и стилистического анализа публицистического текста.

Решение данных задач осуществляется на текстовом и послетекстовом этапах работы с аутентичными текстами, а также с помощью комплекса различных упражнений.

UNIT 1. CHILDHOOD. THE BEST TIME OF OUR LIFE

Task 1. Read and translate the text.

Some people say that childhood is the best time of your life. However, being a child has both advantages and disadvantages.

On the plus side, you have very few responsibilities. For example, you don't have to go to work, pay bills, or do the shopping, cooking, or cleaning. This means you have plenty of free time to do whatever you want - watch TV; play on the computer; go out with friends; play sports, or pursue other hobbies. On top of that, public transport, cinema, and sports centres cost much less for children. All in all, being a child is an exciting, action-packed time in life.

However, for every plus there is a minus. For one thing, you have to spend all day, Monday to Friday, at school. Studying usually means you have to do homework, and you have to take exams. What is more, you may have a lot of free time, but you are rarely allowed to do whatever you want. You usually have to ask your parents if you can do things, from going shopping in town to staying out late or going to a party. Last of all, although there are often cheaper prices for children, things are still expensive - and parents are not always generous with pocket money. There's never enough to do everything you want. The reality is that sometimes there's not enough to do anything at all!

To sum up, although some people see childhood as the best time in life, I think that children have no real choice, independence, or money. Nevertheless, it is true that choice, money, and independence all bring responsibilities and restrictions - which increase with age.

Task 2. From the list below found the appropriate equivalents to the words underlined in the text.

- in my opinion
- one advantage is that
- for instance
- one disadvantage is that
- pros and cons
- all things considered
- finally
- in conclusion
- in fact
- another point is that
- moreover

Task 3. Find the following word combinations in the text and make up your own sentences using them.

- вам не нужно ходить на работу
- много свободного времени
- иметь хобби, увлекаться
- насыщенное время
- все, что душе угодно
- гулять допоздна

Task 4. Wright down in two columns the pros and the cons of being a child.

Advantages	Disadvantages
1.	1.
2.	2.
3.	3.

Task 5. Think, what is the purpose of each paragraph in the text? Share your opinion with your groupmates.

Task 6. Read the text and render it in English.

Детство - самая лучшая и красочная пора в жизни. Это время, когда можно играть с утра до ночи в «дочки-матери», «казаков-разбойников», «картошку», «Поле чудес», в салки.

В детстве можно безумно влюбляться в соседского парня и думать, что это навсегда, строить глазки, и, когда этот парень взглянет на тебя ненароком, думать, что это был самый лучший влюблённый взгляд. Лазить по деревьям, носиться по двору... Можно выносить на улицу всех кукол и долго импровизировать, где же Кен, а его, к сожалению, обычно нет... Время, в которое самым большим счастьем является собрать всех-всех-всех и торжественно, первый раз в жизни, отправиться за мороженым в магазин. Можно жаловаться маме, что мальчишки дёргают за косички, и, услышав от мамы: «Значит, любят», очень изумляться, раздумывая: «Ах, вот она какая, любовь-то»... Можно улыбаться, дурачиться, баловаться, смеяться, веселиться... Верить в Деда Мороза, сказку, волшебство, чудеса... Загадывать желания, делать подарки родным своими руками, мазать мальчишек зубной пастой... Удивлять и удивляться...

Замечательное, неповторимое, яркое, смелое и единственное детство. Как же сохранить это время как можно дольше?

Я знаю таких людей, которые «перестают быть детьми», потому что «уже восьмой класс на носу», потому что «уже стукнуло 14», потому что это уже стыдно, неудобно и, если ты в таком возрасте соберешься играть, все будут смеяться и думать, что ты ненормальный. Но это не так...

Почему-то мы все стремимся скорее вырасти, стать взрослыми, деловыми. Мы подгоняем и без того короткую жизнь. С этого момента игра под названием «жизнь» становится игрой наперегонки: кто быстрее... А затем дела, дела...

И нет уже времени встретиться с друзьями детства, а ведь иногда так хочется и в двадцатилетнем возрасте собраться и поиграть... А у любимых и таких родных друзей детства уже и свои «дочки-матери», семья, работа...

Думаю, не нужно никуда торопиться: в каждом из нас живёт трехлетний ребенок, не дайте ему заскучать. Будем же играть до тех пор, пока живём, давайте не будем забывать друзей этой удивительной поры... И давайте, наконец, будем улыбаться как можно чаще, и, как в детстве, будем счастливы!

Анастасия Мацкевич

Task 7. Give English equivalents to the following phrases.

- играть в «дочки-матери», «казаков-разбойников», «Поле чудес»
- строить глазки
- замечательное, неповторимое, яркое, смелое и единственное детство
- восьмой класс на носу
- стукнуло 14 лет
- игра под названием «жизнь» становится игрой наперегонки

What difficulties have you faced while translating the realias and colloquial expressions?

Task 8. Tell about the brightest events of your childhood. Do you want to be a child again?

Task 9. Read the proverbs. Explain their meaning and find Russian equivalent.

1. Happy is he that is happy in his children.
2. He that has no children knows not what love is.
3. It's only child's play to what is on the way.
4. Like mother, like child
5. Little children, little sorrow, big children, big sorrow.

UNIT 2. UPBRINGING

Task 1. Read the text.

STRICT UPBRINGING "CAN HARM CHILDREN"

An authoritarian upbringing can have a negative impact on children's results and integration at school and their sense of self-worth, according to a study.

The Swiss National Science Foundation (SNSF) research into education and discipline at home found that children from "participative" rather than strict families do better at school.

"Our results send a very different message to the one we have been hearing recently – especially from child psychiatrists – that parents need to be stricter with their children's upbringing," said the author of the report, Alain Clémence from Lausanne University.

The study, which advocates an open upbringing rather than tough love, comes at a time when many people are pointing the finger at parents for their children's aggressive behaviour and problems at school.

Following interviews with 500 12-15-year-olds and their families from French-speaking Switzerland, the research found that in the majority of homes children were involved in family decisions and were educated "democratically". Authoritarian or ultra-liberal parents represented a minority.

The research then examined the consequences of the different parental styles on children's performances at school and their general welfare.

It found that young children whose parents listened to them and involved them in decisions at home showed greater self-worth and integration at school, irrespective of the socio-professional level of their parents, the language spoken at home or their family situation.

When parents were stricter with their children, particularly the younger ones, self-respect was particularly low.

Performances

Children's' performances in particular school subjects were then analyzed to gauge the impact of different styles of upbringing. "We were particularly surprised to see how a more democratic and participative style of upbringing clearly has a major impact on school results, independent of the parents' social background or education level," said the author.

Differences between boys and girls were also marked. "The paradox is that parents tend to be more controlling with boys and more laid back with girls. Yet our results show that both styles can have a negative impact," said Clémence, pointing to the need for participative parenting.

As part of the wider debate on education and authority, the authors have published a brochure for parents with some of the main conclusions. A similar brochure will soon be available for teachers. "If a child disappoints you, digs their heels in or refuses to talk the best thing is to maintain dialogue, even if it isn't easy," the author concluded.

Simon Bradley

Task 2. Answer the questions:

1. What is the text about? Define its theme and idea.
2. What is your attitude towards the thoughts of the author?
3. What way would you prefer to bring up your children?
4. Up to you, what is the influence of the family on a child? Is it greater than the influence of school and friends?
5. Is there any difference in boy and girl upbringing?

Task 3. Say, true or false. Prove your answer. Reread the text if necessary.

1. When parents are authoritarian children have better results at school.
2. Many people blame parents when their children behave in an aggressive way.
3. Nowadays most children are not involved in family life.
4. When parents are strict children are self-confident.
5. There is a great difference in the way parents bring up girls and boys.

Task 4. Explain in English the meaning of the following words from the text and think of some synonyms to them.

authoritarian –	tough –
impact –	point the finger –
self-worth –	welfare –
participative –	irrespective –
message –	gauge –
advocate –	

Task 5. Look through the text. Find the words corresponding to the following explanations.

1. demanding total obedience or observance; rigidly enforced
2. the treatment and instruction received by a child from its parents throughout its childhood
3. openly accuse someone or apportion blame
4. the smaller number or part, especially a number or part representing less than half of the whole.

5. the health, happiness, and fortunes of a person or group

Task 6. Translate the text

ВОСПИТАНИЕ РЕБЕНКА

Воспитание детей — это дело, с которым любой из нас сталкивался хотя бы однажды — в роли ребенка. И далеко не каждый вспоминает эту часть своей жизни с удовольствием. Готовясь стать родителями, мы думаем, что у нас-то всё будет по-другому, что мы всегда будем понимать своих детей, а они будут понимать нас — словом, что мы будем с ними хорошими друзьями. На деле же обычно получается не так гладко, и нередко мы начинаем лучше понимать в первую очередь своих родителей.

В итоге большинство опускает руки, заключая: «Видно, так с этими детьми и надо», — и переходит в лагерь взрослых, увязая в конфликтах отцов и детей по наезженному сценарию с участием уже нового поколения. Утешением им служат мысли вроде «так уж устроен мир». Кто-то находит удачную систему взаимоотношений для себя и собственных детей и пытается поделиться ею с другими, но мало у кого получается скопировать подобные авторские подходы с такими же хорошими результатами.

Вас никогда не удивляло — вот человечество за свою историю добилося огромного технического прогресса. Сегодня мы с уверенностью создаем и широко используем самые сложные технические устройства — такие как самолеты или компьютеры, — что безмерно превосходит возможности людей хотя бы сто лет назад. Но почему не достигнуто такого же повсеместного и осязаемого прогресса в воспитании детей — основанного на четких законах и принципах? Почему успешное воспитание остается уделом талантливых одиночек? И если люди в массе своей поколение за поколением наступают на одни и те же грабли в таком всеобщем и обычном занятии, как воспитание детей, не означает ли это, что в обществе существуют какие-то абсолютно ложные предрассудки о том, кто такие дети и как с ними обращаться?

Task 7. Write your own article (200 words) concerning the ways of upbringing which are the most effective up to you.

Task 8. Read the proverbs. Explain their meaning and find Russian equivalent.

1. Children are certain cares, but uncertain comforts.
2. Children are poor man's riches

3. Children when they are little make parents fools, when they are big they make them mad.
4. He cares not whose child cry, so his laugh.
5. Happy is he that is happy in his children.

UNIT 3. THE QUALITIES WE PRIZE IN OUR CHILDREN

Task 1. Read and translate an extract from an article.

A recent international study has shown some surprising and apparently contradictory results on the question of the priorities parents around the world have when raising their children. While the survey showed that some virtues are universally prized, interesting regional and national trends emerge when parents are asked to rate the importance of various qualities they wish to instil in their children.

Parents around the world seem to agree that good manners, a sense of responsibility and respect for others are important qualities to teach their children. But while West Europeans give all three qualities more or less equal importance, East Europeans and North Americans rate a sense of responsibility as by far the most important, and relegate respect for others to fourth place.

Interestingly, a sense of imagination ranked the lowest priority worldwide, although West Europeans gave the quality of flexible thinking twice the importance any other group did. The Italians stress the virtue of cultivating their youngsters' imagination more than most others surveyed, with the exception of Switzerland. The supposedly staid Swiss prize imaginative youth.

Etiquette-minded Belgians, Spaniards and Greeks placed the highest premium on politeness, while the Danes and Swedes put good manners lowest on the list. The newly-capitalist Eastern bloc countries also rated good manners as relatively unimportant, perhaps because they are being confronted with commercial competition for the first time. Together with the Swiss and the Turks, on the other hand, they prized the ability to communicate with others.

The virtues of tolerance and respect for others were most highly regarded in Scandinavia, France, Britain, Switzerland, the Netherlands and Spain. This was not the case in Greece and the former Eastern bloc nations, which rated these as being of lesser importance.

Germans, Austrians and Swedes esteem personal independence, but the industrious French hold the quality of conscientiousness at work more dear than any other European nationals. The responses in the industrialized

nations of Sweden and Britain showed, perhaps bewilderingly, that nationals of those countries gave little importance to conscientiousness at work.

Polite Belgians answered that for them, obedience is among their paramount values; this sentiment is shared to a lesser degree by the British, Greeks and Irish. The Italians, according to their questionnaires, ranked this very low.

When rearing their children, the Greeks, Turks and Irish are alone in their emphasis on instilling strong religious beliefs.

One of the primary difficulties the researchers faced was translating the questions as perfectly as possible in order not to distort the result. "Imagination", for example, can be translated into Dutch as "conceitedness"; perhaps this explains why the Dutch appeared to give imagination a low priority.

Also, some qualities are so ingrained in certain cultures that they are taken for granted, while others are given great emphasis because they are felt to be lacking in a particular society.

Task 2. Discuss, what qualities would parents like to see in their children? Put these qualities in order of importance, giving your reasons.

Task 3. Say, whether the following statements are true or false according to the text.

1. All over the world parents value the same qualities.
2. North Americans value respect most.
3. The Swiss value imagination.
4. Swedes value good manners.
5. The French value conscientiousness at work most.
6. The British don't value conscientiousness at work.

Task 4. Choose a right variant.

The survey shows that

- A. some values are general and others vary.
- B. no patterns emerged.
- C. different nations contradict each other.
- D. there are no clear results.

For the North Americans, a sense of responsibility is

- A. more important than it is for East Europeans.
- B. more important than respect for others.
- C. as important as it is for West Europeans.
- D. as important as respect for others.

A sense of imagination is

- A. most important to the Italians.
- B. most important to the Swiss.
- C. important to all except the Swiss.
- D. equally important to the Italians and the Swiss.

Politeness is less important in the Eastern bloc because

- A. they enjoy confrontation.
- B. they are competitive people.
- C. they are still getting used to capitalism.
- D. they are relatively uncommunicative.

Although their societies are industrialized, the British and Swedes

- A. are not conscious of it.
- B. are bewildered by industry.
- C. do not think hard work important.
- D. do not think their nationality important.

The research was difficult because

- A. the researchers made so many mistakes.
- B. the results were distorted.
- C. no one knew how to translate certain words.
- D. it had to be conducted in so many languages.

Task 5. Find the following words in the text and try to explain their meaning:

Apparently, survey, universally, regional, emerge, ranked, cultivating, youngsters, etiquette-minded, capitalist, relatively, confronted, industrious, responses, industrialized, rearing

Task 6. Match the word from the first column with its synonym from the second

- | | |
|------------------|---------------------|
| 1. contradictory | a. establish |
| 2. indifference | b. confusingly |
| 3. instill | c. alter |
| 4. relegate | d. demote |
| 5. staid | e. fixed |
| 6. bewilderingly | f. lack of interest |
| 7. paramount | g. importance |
| 8. distort | h. dull |
| 9. ingrained | i. different |
| 10. priority | j. very important |

Task 8. Look at the qualities below and list them according to whether you think they are positive or negative. Prove your opinion.

obedience, conceitedness, a sense of responsibility, honesty, vanity, tolerance, a sense of imagination, respect for others, independence, aggressiveness, politeness, selfishness, stubbornness, ambition, optimism, pessimism, loyalty, compassion, impatience, greed, generosity, conscientiousness

Task 9. Match the following idioms with their explanations and then decide which express positive qualities and which express negative qualities.

- | | |
|-----------------------------|---|
| 1. heart of stone | a. one who is very annoying |
| 2. rotten apple | b. an extremely kind and helpful person |
| 3. as good as gold | c. a person or company that is in trouble and needs help |
| 4. lame duck | d. one who behaves very well |
| 5. heart of gold | e. a gentle person not able to do anything to injure or upset anyone |
| 6. pain in the neck | f. one who is cruel and has no sympathy for people |
| 7. wolf in sheep's clothing | g. someone who seems to be pleasant and friendly but is in fact dangerous or evil |
| 8. wouldn't hurt a fly | h. one bad person in a group of people who are good |

Task 10. Fill in the correct word from the list below:

stubborn, responsible, respectful, imaginative, selfish, polite, impatient, conceited, tolerant, ambitious, snob, trouble-maker, industrious

1. Brian is always so.....; he hates waiting.
2. Tom is very.....; he is the most well-mannered person I know.
3. Julie is a bit of a and constantly disrupts the class.
4. Dave tends to bewith his belongings, and won't lend them to anyone.
5. Mr Brown is a very.....worker who works late at the office almost every night.
6. Martha is so.....; she will never change her mind.
7. Nicholas is extremely.....of children and never loses his temper with them.
8. She is a bit of a; she tends to look down on people.
9. Ben is very; he's always coming up with new ideas.
10. Catherine is very.....- she can be trusted to look after the children on her own.



11. Daniel isof his elders and always gives older people his seat on the bus.
 12. Lucy is a(n)girl; she wants to own her own company before she is 25.
 13. Jo is a bit.....; she thinks she's really clever.

Task 11. Make sentences illustrating the following characteristics:

generous, pessimistic, greedy, aggressive, obedient, selfless, faithful, dishonest

e.g. Ann is very **generous** and likes to share her things with others.

Task 12. Look at the qualities each nation values. Then talk about their differences and similarities using the expressions below.

Neither... nor, However, whereas, on (the) one hand/on the other hand, on the contrary, Similarly, In the same way, both ... and, etc

Belgium: politeness, obedience

Greece: politeness, obedience; religious belief

Spain: politeness, tolerance, respect

Ireland: obedience, religious belief

Britain: obedience, tolerance, respect

Switzerland: imagination, tolerance, respect

Italy: imagination

France: conscientiousness at work, tolerance, respect

Sweden: good manners, independence

Denmark: good manners

Turkey: ability to communicate, religious belief

e.g. **Both the Greeks and the Irish value religious belief. Similarly the Turks value religious belief as an important quality to be instilled in children.**

Task 13. Read the proverbs. Explain their meaning and find Russian equivalent.

1. No one will take care of your children the way a mother would.
2. Old men are twice children.
3. Spare the rod and spoil the child.
4. Spend nights eating the dreams of children under a bridge.

UNIT 4. CHILD PROBLEMS IN CONTEMPORARY WORLD

Task 1. Read the texts about problems that occur while bringing up children and as the result of wrong upbringing.

YOUTH PROBLEMS

(Angela Paulk, Peace Corps of the USA)

The problems American teenagers face daily reflect problems in American society: drugs, guns, violence, poverty and depression. However, there are a few problems, which are prevalent mainly among America's youth. For example, teenage pregnancy, underage drinking (drinking alcohol under the age of 21), gang membership, and the lack of a voice in today's society are among the many issues teenagers must deal with. Not all Americans have good clothing, adequate food and vitamins, and housing. So, some American children are raised in poverty.

Many of these children find other means of supporting themselves or their families. Many times poor or underprivileged children are forced to sell drugs or join gangs. Gangs, violence, and drugs are issues, which go hand in hand. In other words, where one finds a gang, one is most likely to also find drugs, guns and violence. As a result many young girls and boys are brutally murdered in drive-by shootings, ambushes and gang wars.

While these problems of poor teenagers are immeasurable and harsh, middle class and wealthy American teenagers also face many problems. Drugs, underage drinking and smoking are prevalent among teenagers. Drugs are destroying minds, family and friend relationships, and are killing America's youth. These drugs are a problem, which must be destroyed.

Violence in schools has been an increasing problem in America in the past few years. Occasions when American students have shot and killed their classmates no longer sound unfamiliar. Guns have no place in the hands of American children. Children should not have to fear going to school, and should not have to fear their classmates.

Yet another problem of American youths is vehicular homicide. Because teenagers drive at the age of 14, and because many are careless or perhaps drunk drivers, the number of deaths behind the wheel continue to grow. Teenage drivers no longer have to worry about having a parent drive them around or parking them after school, but need to worry about driving safety.

Teenage pregnancy is also a problem relevant to the topic of teenage problems. Children having child — teenage mothers and fathers — cannot provide for their babies, because they too still need to be cared for. Teenage parents do not have adequate education and monetary means to support babies in today's world. And while teenagers continue to have sex at earlier ages, it is also necessary to address the problem of STDs (sexually transmitted diseases). STDs such as AIDS (acquired immune deficiency syndrome) are incurable and are devastating to teenagers who are just beginning to enjoy life. In order to address these problems of youth teenagers need to discuss their problems. In today's society it is difficult for a teenager

to be taken seriously. However, in the next few years, adults must take the time to hear the problems of these young Americans so that solutions can be found to eliminate the problems.

SCHOOL BULLIES TARGET PUPIL WEB LOGS

High-tech school bullies have moved on to the internet, pursuing their victims through personal web pages.

An outbreak of "blog bullying" has forced schools to intervene as pupils' web logs have been hijacked and flooded with personal abuse, insults and sexually explicit comments.

Children who post photographs and personal profiles in the hope of finding friends become instantly vulnerable. One talented musician who is a pupil at a West Midlands school has received counseling after being called "weird and pretentious" on his website. His schoolmates also took photographs of him being attacked and posted them on blogs.

Cheltenham Ladies' College is blocking its pupils' access to such sites after finding that boys of other schools were logging on to rate girls according to their looks.

Even Daniel Radcliffe, star of the Harry Potter films, has been teased on a mock profile apparently posted by fellow pupils.

Liz Carnell, director of Bullying Online, receives about 20 complaints a week.

"The comments left on the victims' blogs cause alarm and distress. They can amount to harassment, which is a criminal offence," she said.

Some messages go beyond the abusive. "One girl was told that her web stalker wanted to kill her. The consequences of such bullying can be far-reaching," Carnell said.

One site, which claims to carry postings from 10,000 British children grouped under the names of their schools, encourages users to put up photographs and to list their friends and their favourite music and drinks in the style of celebrity magazines. Friends and strangers can then post comments.

Michael Birch, co-founder of the site which is based in San Francisco, said,

"You can't physically hurt anyone on the social network [website], but if you bully someone in the playground you can hit them. It's just people saying nasty things about other people, there's nothing physical going on. You could argue it is safer than the real world."

For most children the blogs are a way of showing off holiday snaps or clothes, but a 15-year-old pupil at St Helen and St Katharine, an independent girls' school in Abingdon, Oxfordshire, was sent the message "U r soooooooooo ugly!" by an American girl who had seen her picture.

The school now advises pupils not to put pictures on the website and has blocked it from school computers. One member of staff described it as "lethal".

One entry from Ranelagh Church of England school in Bracknell, Berkshire, read: "Thought I would repeat how much everyone hates you and that my lifetime wish is for you to [be partly] sliced into pieces."

In another example — in northwest England — a boy posted on his school's intranet pictures of his former girlfriend with her head superimposed on a pornographic image. Although the school found the perpetrator and removed the photographs, the girl and her family felt that the damage had already been done to her self-esteem.

The boy who was bullied because of his musical talent is one of the most striking recent examples.

He described how "one boy took photos on a digital camera of me being bullied. I was in the form room and three or four boys would be pushing me about, dragging me over or throwing me on the desk."

"It was like a form of happy slapping. But then the boy posted the images on his blog. I was very upset and humiliated and begged the boy to take the photos off but he just laughed."

"People saw this and judged me as a loser. The bullying is bad enough but to have it displayed to have boys make fun of me makes it far worse."

Vicky Tuck, headmistress of Cheltenham Ladies, said that however hard schools tried to block access, it was almost impossible. "You can't lock the gates to these sites," she said.

From "The Sunday Times"

ONE CHILD IN FOUR LEFT HIGH AND DRY' AS SCHOOLS FAIL

The improvement in school standards has stalled, leaving nearly two million less academically able children high and dry, David Bell, the Chief Inspector, said in his first annual report.

Every fourth child was leaving primary school without a proper command of the Three Rs - a proportion that had remained unchanged for three years - and every third 14-year-old was failing to reach the expected level in English, maths and science, a proportion that had also remained unchanged for three years.

Secondary schools were not meeting the needs of a similar proportion of less academically able pupils aged 14 to 16, and further education colleges, a fifth of which were "inadequate", were doing little or nothing for such pupils between the ages of 16 and 19.

"Our system continues to fall short for a significant number of pupils and students, particularly those for whom "academic" learning does not come easily," Mr Bell said. "These concerns represent considerable obstacles in the way of the Government's avowed intention to create a "world-class" education system."

Although 70 per cent of the teaching in schools was now judged good or better, and only four per cent unsatisfactory, it was time to question the remaining 26 per cent classified as "satisfactory".

"In schools facing the most challenging of circumstances [one secondary school in five], satisfactory teaching may not be sufficient to achieve high standards."

In what Mr Bell called "a chain of connection", such teaching, allied to an inappropriate curriculum, had a significant impact on the behaviour of some pupils, predominantly boys. "A few pupils in virtually all schools, and larger numbers in some schools, lack social skills, are offensive in their language or actions and generally show little or no understanding of how to behave sensibly in the school setting," the report said.

"Behaviour worsens through Key Stage 3 [ages 12 to 14]: lessons in which behaviour is unsatisfactory rise from fewer than one in 20 in Year 7 to one in 12 in Years 8 and 9.

"The task of improving behaviour is made particularly difficult by unsupportive parents, high pupil mobility and staffing problems."

However, this was hard to achieve when "debilitating" staffing difficulties led to teachers teaching outside their specialism; forced schools to rely on temporary, unqualified and overseas teachers whose knowledge of the national curriculum was limited; and left inexperienced staff struggling to cope in tough conditions.

"The recruitment and retention of teachers pose considerable challenges to an increasing number of schools, not just in London and the South East," the report said.

One consequence was that the gap between the average achievement of pupils in the highest-performing and the lowest-performing schools continued to widen.

Teaching that failed to enthuse or challenge pupils was a problem in primary schools too. The worst affected subjects were ICT (information and communications technology), geography, design and technology, history and RE (religious education).

Many of the Government's attempts to raise standards had also come to little.

The Connexions service, which is meant to ease the transition between school and work, had failed to make an impact, as had Education Action Zones, one of the Government's most trumpeted and costly initiatives.

It is increasingly clear that the less academic are let down by current education policies, and that the gap between the best and the worst is getting wider.

Task 2. Say, what unites these three texts. Discuss them, share your opinion with your groupmates.

Task 3. Look at the phrases taken from the texts and explain the bold parts in your own words.

However, there are a few problems, which **are prevalent** mainly among America's youth.

1. Many times poor or **underprivileged** children are forced to sell drugs or join gangs.
2. Gangs, violence, and drugs are issues, which **go hand in hand**.
3. Guns **have no place in the hands** of American children.
4. They can **amount to harassment**, which is a criminal offence.
5. It's just people saying nasty things about other people, **there's nothing physical going on**.
6. I was very **upset and humiliated** and begged the boy to take the photos off but he just laughed.
7. In what Mr Bell called "**a chain of connection**", such teaching, **allied to an inappropriate curriculum**, had a significant impact on the behaviour of some pupils, predominantly boys.
8. The task of improving behaviour is made particularly difficult by **unsupportive parents, high pupil mobility and staffing problems**.
9. It is increasingly clear that the **less academic are let down by current education policies**.

Task 4. Discuss in pairs, what problems from the mentioned above did you or your friends faced. Who helped to overcome them?

Task 5. Choose one of the articles given above, analyze it and right a small review on the chosen theme

Task 6. Read the proverbs. Explain their meaning and find Russian equivalent.

1. The burnt child dreads the fire.
2. When children stand quiet, they have done some harm
3. A bitten child dreads the dog
4. Children and fools must not play with edged tools

TESTS

Variant 1

1. Give the English equivalent for:

- | | |
|------------------------|------------------------|
| - за и против | - чувство |
| - все, что душе угодно | - ответственности |
| - строить глазки | - эгоизм |
| - так уж устроен мир | - волк в овечьей шкуре |

2. Translate into Russian:

- | | |
|-------------------------|-------------|
| - all things considered | - survey |
| - point the finger | - relegate |
| - irrespective | - ingrained |
| - gauge | |

3. Give English equivalent for the following proverbs. Make up a sentence of your own with each of them.

1. Яблоко от яблони недалеко падает.
2. Обжётся на молоке, станешь дуть и на воду.
3. Мать жива и дети сыты.

4. Render the text in English.

В ЧЕМ ПРИЧИНЫ РОДИТЕЛЬСКИХ РАЗНОГЛАСИЙ?

Причин возникновения в семье разногласий в воспитании ребенка может быть множество. Прежде всего виной тому могут быть различия в воспитательном опыте родителей, усвоении ими еще в собственном детстве: некоторые родители полностью копируют ту модель воспитания, которая была принята в их семье. Другие, напротив, будучи несогласными с родительскими мерами воспитания, которые применялись к ним в детстве, стараются найти другой путь по отношению к собственному ребенку и выйти за рамки принятой в их семье традиции воспитания. Очень часто таким способом действуют родители, на которых в детстве сильно давили. Стараясь скомпенсировать собственные страдания, они позволяют своим детям слишком многое, поэтому у таких родителей дети не знают ни запретов, ни ограничений, что часто приводит к развитию безответственности и эгоистичности.

Другим серьезным препятствием к выбору оптимального стиля воспитания могут выступать различия в характерах родителей. В то время как педантичный, обращающий внимание на мелочи, склонный

впадать в гнев отец требует беспрекословного послушания и моментального выполнения приказов, более мягкая по характеру мама, напротив, потакает всем слабостям и капризам ребенка.

Чем опасна такая ситуация? Она может разрешиться двояко: либо привести к повышению уровня тревожности у ребенка за счет постоянного напряженного ожидания и неопределенности - накажут ли его за этот поступок или похвалят, либо к развитию хитрости и склонности к манипулированию: ребенок может научиться играть на этом разногласии между матерью и отцом. Так, всякий раз после стычек с отцом он может приходить в слезах и с жалобами к матери и выпрашивать у нее в качестве утешительного приза подарки, сладости и просто знаки внимания. Мать, соглашаясь в этой ситуации, что "папа плохой", подрывает тем самым авторитет отца в глазах ребенка. Отца такое положение вещей злит еще больше, и внутрисемейный конфликт усугубляется. Почему? Отец, наблюдая заговор матери с ребенком, чувствует себя ненужным. Кстати, как правило, за маской подобного "деспота" скрывается ранимая натура с заниженной самооценкой, которая требует внимания и понимания не меньше, чем ребенок. Корни подобного поведения взрослого уходят в желание уберечь своих детей от собственных ошибок, тяжелых переживаний. Перенесшие в детстве унижения, насмешки и неудачи, родители хотят видеть своих детей сильными, негибкими личностями и поэтому воспитывают их в "спартанских" условиях. Не наученные в детстве любить, не имеющие надежной поддержки, они не понимают, что стать сильной личностью возможно только тогда, когда есть ощущение, что тебя понимают и одобряют близкие тебе люди.

Variant 2

1. Give the English equivalent for:

- | | |
|-------------------------|------------------------|
| - например (2 варианта) | - влияние (2 варианта) |
| - иметь хобби, | - ложные предрассудки |
| увлекаться | - уравновешенный |
| - игра наперегонки | - сострадание |

2. Translate into Russian:

- | | |
|-----------------------------|-----------------|
| - conscientiousness at work | - bewilderingly |
| - selfless | - paramount |
| - conscientiousness | - distort |
| | - conceitedness |

3. Give English equivalent for the following proverbs. Make up a sentence of your own with each of them.

1. Пожалеешь розгу - испортишь дитя.
2. Маленькие детки - маленькие бедки, а вырастут велики - будут большие.
3. Своя рубашка ближе к телу.

4. Render the text in English.

ПОСЛЕДСТВИЯ РАЗНОГЛАСИЙ ДЛЯ РЕБЕНКА?

Разногласия в воспитании ребенка нередко сигнализируют о наличии дисгармоничных отношений между членами семьи. В таком случае он оказывается заложником родительских конфликтов. В итоге именно малышу достается самая неприглядная роль: он вынужден выбирать, как ему себя вести в изначально противоречивой ситуации, причем выбирать между матерью и отцом, которых он одинаково любит.

Одна из важнейших потребностей ребенка - быть любимым и хорошим в глазах близких ему людей. Как часто дети задают этот вопрос: "Я хороший?" или констатируют гордо: "Я - хороший мальчик!". Для них это очень важно, и часто поведение детей мотивируется как раз этой потребностью. Что же делать ребенку, который хочет быть хорошим и для любимой мамы, и для любимого папы, а тут еще и бабушка с дедушкой вооружились своими педагогическими принципами? Ребенку тяжело не только выбирать линию поведения, но и вообще выбирать между любимыми им взрослыми. Для него это практически невозможный выбор, и он вынужден хитрить и подстраиваться под каждого в зависимости от их ожиданий. Так уже с младенчества родители вынуждают малыша постигать тонкое искусство манипуляции. Ребенку, воспитываемому в противоречивой среде, сложно выработать свои морально-нравственные установки, принципы и убеждения, что вовсе не способствует гармоничному и целостному развитию личности.

На фоне такого несогласия в семье у малыша могут начаться разного рода невротические проявления - страхи, энурезы, вспышки агрессии. Ребенку бывает элементарно страшно, когда родители ссорятся по поводу его воспитания. Нередко обвинения типа "вот, полюбуйся, это все твое воспитание" высказываются родителями прямо при ребенке. Он может подумать, что это он сам виноват в их ссоре, и почувствовав свою вину, обреченно причислить себя к "плохим" и начать вести себя еще хуже.

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