YOUR ENGLISH

Edited by

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У першій частині посібника стисло викладені положення теорії освоєння другої мови С. Крашена. Приділяється увага методиці подачі нової інформації, стратегіям підвищення ефективності освоєння другої мови. Контрольні запитання, питання для обговорення в парах і малих групах, контрольні завдання, що подаються в кінці розділів та підрозділів, полегшують процес самостійного опрацювання теоретичного матеріалу.

Друга частина посібника носить практичний характер. У ній наведені приклади матеріалів, розроблених студентами – самостійно або разом із викладачем. Представляючи власні матеріали в аудиторії, студенти виступають у ролі викладача.

Призначається для студентів факультетів іноземних мов: спеціальності 035 Філологія, 035.041 Германські мови та літератури (переклад включно) (перша – англійська); 014 Середня освіта, 014.02 Середня освіта (англійська мова і література).

Посібник призначається для вільного розповсюдження серед студентів і викладачів закладів вищої освіти.

CONTENTS

INTRODUCTION

In my subjective opinion, a foreign language cannot be taught. It can be mastered – acquired or learned. I don't think that Stephen Krashen's theory of second language acquisition should be preferred to the approaches, currently adopted by publishing and education companies, and universities. Sometimes, it is useful to a find reasonable balance between the two methods because the choice of the method depends on the learner's and the teacher's goals.

What appeals to me in the theory of second language acquisition is its underlying principles: motivation, interesting and comprehensible input, low level of individual and classroom anxiety. I would add one more point here – the learner's autonomy.

We can implement these principles, creating our own tailor-made learning materials. Several examples of such endeavours are presented in the second part of this manual. They are parts of projects, carried out under the guidance of the teacher or independently by the students. Presenting their projects in the classroom, the authors work as teachers.

These materials are not meant for sale and they cannot compete with commercially produced ones. We just enjoyed working on them and using them in the classroom.

O. K.

1. THEORETICAL BACKGROUND

1.1 LANGUAGE ACQUISITION AND LANGUAGE LEARNING

Language acquisition is defined as:

(Crystal, 1987, pp. 226, 368)

- the process of learning a first language in children;
- the analogous process of learning a foreign/second language;

(Krashen, 1987, p. 10)

- developing ability in language.

THE ACQUISITION – LEARNING DISTINCTION

(Krashen, 1987, p. 10)

Language acquisition is a subconscious process. Typically, language acquirers are not aware of the fact that they are acquiring the rules of the language. They just use the language for the purpose of communication in different contexts.

Language learning is a conscious process. Learners know the rules and use them in speech.

SECOND LANGUAGE ACQUISITION (SLA)
SECOND LANGUAGE LEARNING (SLL)

(Krashen, 1987, pp. 10–11, 15–20)

Acquiring a language, we focus on communication, i.e. we try to express our thoughts (orally or in writing). The level of acquisition determines the fluency of our speech.

Learning a language means trying to make our speech grammatically correct. Learners consciously use grammar rules, either before they speak/write or after. This process is called Monitoring.

SLL (Krashen, 1987, p. 16)

The necessary conditions for conscious use of rules are as follows:

- time – we need time in order to remember rules and use them;
- focus on form – we think about how to say things correctly;
- knowledge of the rule – the language structure is quite complex; some language rules are comparatively easy, others are more or much more difficult; it is difficult to remember and use all the rules.

SLA According to Krashen (1987, pp. 32–33),

- ➢ acquisition is more important than learning;
- ➢ in order to acquire, two conditions are necessary:
  - (a) comprehensible input; it should contain a ***new element*** – a new word/phase/grammar structure; for example, the Present Simple, singular (*He reads a lot*) after a person has acquired the Present Continuous (*He is reading a text*). Input formula: **i + 1;**
  - (b) affective factors:
    - ❖ high motivation;
    - ❖ self-confidence;
    - ❖ low anxiety.

Differences and similarities between SLA and SLL
(Krashen, 1987, p. 113)

Teaching can be deductive and inductive. ***Deductive teaching*** is presenting a clear explanation of rules, which is followed by a certain amount of practical

work (exercises). It is believed that practice will result in understanding a rule and the ability to use it automatically in speech.

With *inductive teaching*, the learners do as much practice as possible; they are supposed to notice patterns and to work out rules.
Both inductive and deductive learning are conscious learning.

SLA compared to inductive learning

According to Krashen (1987, p. 113), there are certain similarities and differences between SLA and inductive learning.

SLA	INDUCTIVE LEARNING
data come first, rule follows	data come first, rule follows
rule is subconscious	rule is conscious
focus is on meaning	focus is on form
SLA is a slow process	learning may occur quickly
SLA requires a large amount of data	learning may require small/large amount of data

QUESTIONS. DISCUSSION. TASKS

Answer the questions and explain your answer

1. Is it easier to acquire a language as a child or in adulthood?
2. Do you believe language rules can be acquired subconsciously?
3. What is the purpose of communication?
4. Why is SLA compared not to deductive, but to inductive learning?

In pairs / small groups discuss

❖ how an adult person can develop ability in language;

❖ how language rules can be acquired through communication;

❖ things you like about SLA and SLL;

❖ things you dislike about SLA and SLL.

Tasks

1. Write a short essay on the preferred types of teaching/learning in Ukrainian schools and universities.

2. Think of your own examples to illustrate the input formula **i + 1.**

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1.2 FACTORS IN SLA

LINGUISTIC FACTORS IN SLA

According to Crystal (1987, p. 368), **second language** is a non-native language that has an official role in a country.

O'Malley and Chamot (1995, pp. 33, 37) define **language comprehension** as a process in which people get meaning from information they receive. They define **language production** as a process of constructing and expressing meaning.

Language serves the purpose of communication. Communication is the exchange of information, ideas, and attitudes. Typically, we exchange information, ideas, and attitudes through oral/written texts. Text has two aspects: form and meaning.

COGNITIVE FACTORS IN SLA

According Krashen (1987), both the form and the meaning of a text

- have to be comprehensible;
- have to be interesting and meaningful to students;
- have to contain a new element **(i+1).**

Cognition is "the process of knowing, understanding, and learning something".

(Longman Dictionary of Contemporary English Online, n.d.)

New information is stored in short-term memory (working memory) and then transferred to long-term memory. The stages of this process are as follows (O'Malley & Chamot, 1995, pp. 17, 63–67):

- ➢ selection – a person focuses on specific information and fixes it in working memory;
- ➢ acquisition – a person transfers information from working memory to long-term memory;
- ➢ construction – a person constructs connections between ideas in his/her working memory; the information from long-term memory may help to understand new ideas;
- ➢ integration – a person retrieves knowledge from his/her long-term memory.

Comprehension and production of text are complex cognitive processes. In order to be able to use a language, we have to master cognitive skills.

First, we master new skills that require little conscious effort. Practice makes such skills automatic processes. When a skill becomes automatic, it frees space in working memory for new information.

Some skills require more or even *much more* conscious effort. It is a controlled process, which is called learning.

Working with text (oral or written), we have to focus on
- its meaning (message, content);
- its structure (form).

Comprehension of text depends on:
- our general knowledge of the world (information stored in long-term memory);
- our understanding of the context of a text – a word may have a range of meanings; we select the meaning that is appropriate to a given context.

Speaking/writing is the *production* of text. In order to produce a text, we have
- to express our intention;
- to construct a series of utterances;
- to retrieve the needed words from memory;
- to use appropriate grammar rules.

SOCIOCULTURAL FACTORS IN SLA

Exposition to foreign talk
(Krashen, 1987, pp. 24, 37–43)

At first, a native speaker should modify his/her speech so that it is easier to comprehend. In the classroom, the teacher uses "foreign talk". A person can converse with other people who also acquire a SL; it is called *interlanguage* talk, "a language produced by a learner of a second language that often has

grammatical features not found in either the learner's native language or the language being acquired" (Merriam-Webster, 2021).

If a person is in the country whose language he/she tries to acquire, two factors affect his/her SLA:

- ❖ length of residence (LOR); LOR helps if a person actively communicates with native speakers; for example, the longer an international university student stays in the country, the more fluent his/her speech is; active use of the SL;
- ❖ active use of the second language.

SCHUMANN'S ACCULTURATION HYPOTHESIS

In Merriam-Webster dictionary (2021), **acculturation** is defined as "cultural modification of an individual, group, or people by adapting to or borrowing traits from another culture".

SLA is one of the aspects of acculturation.
According to Schumann (1978, pp. 27–50), acculturation is achieved through

- ❖ establishing regular contact with native speakers;
- ❖ adopting the life style and values of native speakers.

The greater the psychological/social distance between a person and native speakers is, the less successful the SLA process will be.

Talking to people and trying to adopt their culture, we have to take into account the following aspects of communication:

- ➢ why we say/write certain things (our purpose);
- ➢ what we say/write (the content of our speech);

➢ who we speak to (the addressee, their status);

➢ how we express our idea (the form of our speech).

QUESTIONS. DISCUSSION. TASKS

Answer the questions and explain your answer

1. Three factors in SLA are mentioned above. Do you think they differ in importance?

2. Why does learning require conscious effort?

3. Can you think of a case when selecting the wrong meaning of a word prevents a reader from understanding the text?

4. What is the difference between *foreign talk* and *interlanguage*?

5. Is LOR always effective?

In pairs / small groups discuss

❖ whether there is any difference in acquiring a second and a foreign language;

❖ the four stages of storing information in a person's memory; give your own examples of the process;

❖ how our general knowledge of the world affects the process of comprehension of text;

❖ what is more important in the production of text: expressing our intention or using appropriate grammar rules?

❖ the importance of the following aspects of communication:

* the purpose of communication;

* the content of our speech;

* the addressee, his/her status;

* the form of speech.

Can we achieve a desired result if we ignore them?

Tasks

1. Give your own definition of *language comprehension* and *language production*.

2. Interpret the statement "Text has two aspects: form and meaning".

3. Pick a text from your Student's Book. Can you say that it is built according to Krashen's principles reproduced below?

   Both the form and the meaning of a text

   ❖ *have to be comprehensible;*

   ❖ *have to be interesting and meaningful to students;*

   ❖ *have to contain a new element (i+1).*

4. Look for information about Brighton Beach, New York City, USA. In a short essay discuss why some of its residents find it difficult to speak English.

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1.3 HYPOTHESIS ABOUT SLA

THE NATURAL ORDER HYPOTHESIS

(Krashen, 1987, pp. 12–15)

Certain grammar structures are acquired early; others, later. It depends on the difficulty of a structure.

e.g. 1. He *is playing* baseball. (Pr. Cont. – acquired early);

He *lives* in New York. (Pr. Simple, 3rd person sing. – acquired later);

e.g. 2. Two *days* (-*'s* for the plural form of a noun – acquired early);

John's hat (-*'s* for the possessive case – acquired later).

Errors made in the process of acquisition are called **developmental errors**.

e.g. 1. *Not like it now* (*no/not* placed outside the sentence);

   I no like it (*no/not* placed between the subject and the verb);

e.g. 2. *How he can* be a doctor? (direct word order).

Practical application of the Natural Order Hypothesis

Krashen (1987) maintains that

  ❖ we need to establish things that are acquired early and things that are acquired late;

  ❖ there is no need to learn the rule if a skill is already acquired;

  ❖ rules should be understandable;

  ❖ materials that illustrate rules should be interesting.

QUESTIONS. DISCUSSION. TASKS

Answer the questions and explain your answer

1. What is the essence of the Natural Order Hypothesis?

2. What are *developmental errors*?

In pairs / small groups discuss

  ❖ Krashen's statement that there is no need to learn the rule if a skill is already acquired;

  ❖ why students often make mistakes forming the 3rd person singular (*he go* instead of *he goes*).

Tasks

1. Use your own experience. Compile two lists of grammar structures: things that are acquired early and things that are acquired late.

2. Pick a difficult rule in your English Grammar book. Rewrite it so that it looks more understandable. In your Student's Book, find interesting examples to illustrate the rule.

THE MONITOR HYPOTHESIS

According to Krashen (1987, pp. 15–18), **Monitor** is using rules; it is conscious learning.

People consciously use rules if they:

➢ have time to think about a particular rule;

➢ concentrate on the form and try to say/write things right;

➢ know the rule.

Monitoring their speech, people change the form of a ready utterance, i.e. *Monitor comes after acquisition.*

Certain grammar structures are acquired naturally and easily. Others – more complex in form and meaning – are acquired later or even much later. The simpler the form and meaning of a grammar structure is, the easier it is for a person to monitor it. *Monitor* may help to acquire a difficult structure.

Types of Monitor Users
(Krashen, 1987, pp. 18–20)

➢ **Monitor Over-Users** – people who constantly search their memory for the right rule; as a result, their speech is not fluent.

- ➢ **Monitor Under-Users** – those who do not know rules or do not care about them.
- ➢ **Optimal Monitor Users** – those who know when *Monitor* won't interfere with communication; they use *Monitor* when it is appropriate.

Practical Application of the Monitor Hypothesis

(Krashen, 1987, pp. 89–104)

Risks:

Conscious application of rules takes time and a person's speech may become hesitant; it is difficult to listen to someone who makes long pauses in order to remember and apply a rule. Planning their next utterance, a person does not pay enough attention to what others are saying.

NB

We should use *Monitor* when we have enough time; for example, when writing an essay, a letter, etc.

QUESTIONS. DISCUSSION. TASKS

Answer the questions and explain your answer

1. Do you agree that *Monitor* comes after acquisition?

2. Is *Monitor* a synonym to *conscious learning*?

In pairs / small groups discuss

❖ the strong and weak sides of Monitor Over-Users / Monitor Under-Users;

❖ how *Monitor* may help to acquire a difficult grammar structure.

Tasks

1. Write a short essay on the difficulties of monitoring your speech.

2. Think of someone who is an Optimal Monitor User (a friend, a classmate, a teacher, a character in a movie or a book). Describe the person. What traits of character help him/her to use appropriate style of speech?

THE INPUT HYPOTHESIS

According to Krashen (1987, pp. 20–30), acquisition is moving from one stage to the next: from **i** (what a person already knows and can say) to **i+1** (new knowledge).

Necessary conditions:

➢ a person *understands* input **i+1**; "understands" means that a person is focused on the *meaning* and not on the form of what he/she hears;

➢ a person uses context, his/her knowledge of the world, extra-linguistic information in order to understand the message.

Four Important Things About the Input Hypothesis

(Krashen, 1987, pp. 20–30)

❖ Input hypothesis concerns acquisition, not learning.

❖ We acquire new input (**i+1**) relying on context, our knowledge of the world, and extra-linguistic information.

- ❖ **i+1** is provided automatically (we do not "teach" or "learn" new things, but acquire them in the process of communication).
- ❖ A person starts speaking/writing when they are ready; at first, their speech is not accurate.

OPTIMAL INPUT

According to Krashen (1987: 57–82), the characteristics of optimal input are as follows:

- ➢ optimal input is *comprehensible* (understandable);
- ➢ it is *interesting*;

- ➢ it is focused on *meaning* (message) rather than form (grammar);
- ➢ it should be *sufficient* (we should provide as much input as needed).

Optimal input should be comprehensible. At initial stages, input is directed at a person and simplified.

In order to make it comprehensible we should:
- ❖ slow down the rate of speech;
- ❖ articulate words clearly;
- ❖ use high frequency vocabulary, less slang, fewer idioms;
- ❖ make sentences shorter and syntax easier.

With beginners, real objects (realia) and pictures can help. More advanced acquirers can get more complex input. We can encourage students to use their knowledge of the world (for example, to discuss familiar topics).

Optimal input is interesting. What is **un**interesting? − Activities focused on form rather than meaning; for example, drills, reproduction of dialogues from a textbook, grammar exercises, boring reading materials, etc.

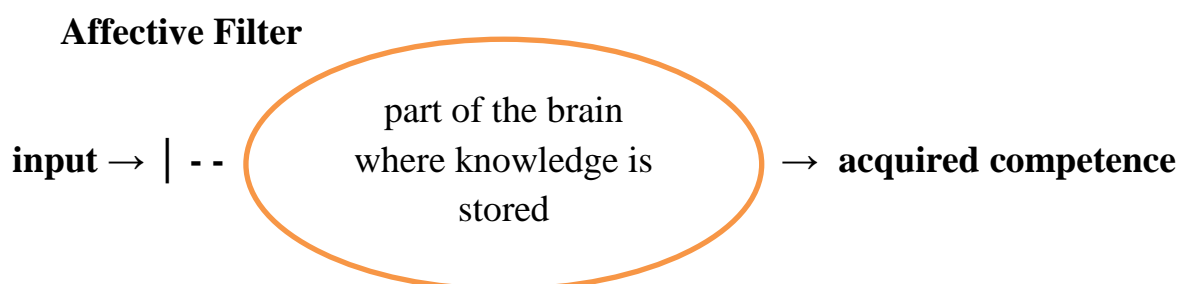## *THE AFFECTIVE FILTER HYPOTHESIS*
(Krashen, 1987, pp. 31–32)

Affective factors (also called **affective filters**) can help a person to acquire a language. They are as follows:

- **Motivation.** A person with high motivation typically does better in acquiring a language.
- **Self-confidence.** A person with self-confidence and good self-image typically does better in acquiring a language.
- **Anxiety.** Low personal and classroom anxiety typically helps people to acquire a language.

NB *Input* (**i+1**) is the *main factor* in SLA; *affective factors can just help to get the message.*

Krashen (1987, p. 32; Fig. 2.2) presents the Affective Filter Hypothesis as follows:

Affective Filter

input → | - - (part of the brain where knowledge is stored) → **acquired competence**

Practical Application of the Affective Filter Hypothesis

Krashen (1987, pp. 31–32) suggests that we should

- ➢ motivate students;
- ➢ help them develop self-confidence and good self-image;
- ➢ help them to cope with anxiety.

SLA MECHANISMS

According to Corder (1967, pp. 161–170), language **input** is what language acquirers hear/read. **Intake** is the part of the input which they understand. **Output** may be roughly defined as the production of speech.

According to Krashen's (1998) **Comprehensible Output Hypothesis**, we acquire language when we attempt to convey a message but fail; so we have to try again. Eventually, we manage to produce a correct utterance and our interlocutor understands us. Thus we acquire a new form we have produced.

Swain and Lapkin (1995, p. 371) maintain that "… sometimes, under some conditions, output facilitates second language learning in ways that are different from, or enhance, those of input."

APPLICATION OF THE INPUT HYPOTHESIS

A person may acquire language through real-world communication and/or in the SL classroom.

Krashen (1987) suggests that in the SL classroom, we should

- ➢ simplify input for students to understand it;
- ➢ show students how to manage conversation.

The process of communication may be presented as follows (Krashen, 1987, p. 61; Fig. 3.1):

input $\longrightarrow$ **language acquisition** $\longrightarrow$ **output**
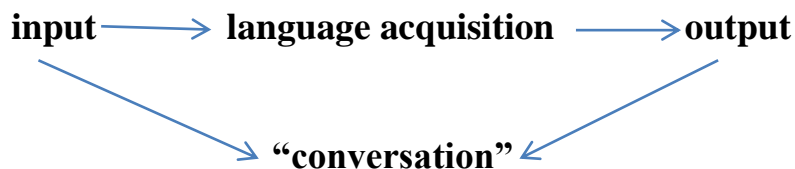
$\searrow$ **"conversation"** $\swarrow$

Input makes it possible to acquire language. Output is the result of acquired competence. Conversation occurs when a person speaks (output), and people speak back to him/her (input).

Language skills are improved through practice (Krashen, 1987, pp. 57–82):

output $\longrightarrow$ **error correction** $\longrightarrow$ **better performance**

The teacher should minimize pressure in class. He/she should
- ➢ focus on the message, not the form;
- ➢ encourage students to speak, but not force them to speak too early;
- ➢ remember that students' errors are inevitable; not try to correct every error students make because in communicative-type activities, error correction is *not* the most important thing.

The teacher should ensure that students obtain more input
- ❖ Acquisition comes through communication; encourage students to communicate – not only with their teacher, but among themselves – even if their language competence is not perfect.
- ❖ It is essential to shows students how to start a conversation and keep it going, how to express their opinion.

QUESTIONS. DISCUSSION. TASKS

Answer the questions and explain your answer

1. What are *input*, *intake*, *output*?

2. What is *extra-linguistic information*?

3. What do *affective filters* do?

4. Do you agree with Krashen's statement that in the SLA classroom, we should simplify input for students to understand?

5. What is *optimal input*?

In pairs / small groups discuss

❖ the process of input;

❖ what happens when new information (+1) contains more than one element (+1+1; +1+1+1, etc.)

❖ how to make a person motivated;

❖ how to lower personal/classroom anxiety;

❖ Krashen's comprehensible input hypothesis;

❖ how output facilitates second language learning and how this process is different from that of input;

❖ Krashen's graphical presentation of the process of communication (1987, p. 61; Fig. 3.1).

Tasks

1. Suggest strategies that can help a person to become "ready" and to start speaking or writing.

2. Give examples to illustrate Krashen's graphical presentation of the Affective Filter Hypothesis (1987, p. 32; Fig. 2.2).

3. Provide examples to illustrate Krashen's comprehensible output hypothesis.

4. Give a mini-lesson:

- ➢ use Krashen's principles: ***optimal input should be comprehensible, interesting, focused on meaning, be sufficient***;
- ➢ pick a topic for discussion; look for appropriate information;
- ➢ compile a list of vocabulary items you want the class to remember;
- ➢ introduce your material;
- ➢ think of appropriate classroom activities;
- ➢ engage your students in performing them;
- ➢ check students' understanding.

5. Three strategies of minimizing pressure in class are mentioned above. Suggest other ways of creating favorable classroom climate. Look for speech formulas

   A. to start and maintain a conversation;

   B. to express opinion;

   C. to express agreement and disagreement.

 6. Think of a topic for discussion. Discuss it with a partner.

1.4 INTERLANGUAGE

This section is based on the following materials:

- ➢ Nordquist, 2019
- ➢ British Council. (n.d.). Interlanguage

THE INTERLANGUAGE THEORY

The theory was developed by Larry Selinker. Interlanguage is a student's version of a second/foreign language at a given stage of its learning/acquiring. The meaning of the term is usually explained through a metaphor: it is "a halfway house" between the first and the target language, hence the name – "*inter*language".

The first language is the source language. It provides the initial building materials (words and grammar rules); they gradually blend with materials from the target language. Thus interlanguage is new forms that belong neither in the first language nor in the target language; for example, a student says *Don't do nothing* instead of *I am not doing anything*, or *I said I will do it* instead of *I said I would do it.*

In some situations a person's interlanguage can be more accurate, complex, and fluent, while in others, more primitive:

- ❖ if a student has enough time to plan his/her speech, his/her interlanguage is more accurate;
- ❖ in stressful situations (exams, job interviews, etc.), a student's speech may be less accurate or fluent than in informal ones (for example, in a conversation with another student who speaks English as his/her native language).

FOSSILIZATION

An interlanguage can *fossilize*, i.e. it can stop developing at some stage between a student's first language and their target language. Adults often experience fossilization; it can occur even in motivated students, who have every opportunity for communication.

Why Does It Happen?
- ❖ Some people are unable to acquire a target language.
- ❖ Sometimes people are happy with what they already knows: they can convey a message and feel no need in developing their skills.

TEACHER TIPS

*It is **important** for teachers to understand that*

❖ interlanguage is influenced by a learner's first language; it may seem logical to them;

❖ students' performance gets better

    * when they have time to think about the form of their speech;

    * when they are not under pressure;

    * when the topic they discuss is interesting;

    * when they have positive attitude to their interlocutor;

    * when they have as much input as possible;

    * when they have as many opportunities for communication as possible.

*It is **also important** for teachers to understand that*

❖ improving students' interlanguage takes time because

    * students need to establish connections between new information and what they already know;

    * students improve their skills through practice and testing;

    * automatic use of knowledge is achieved through continuous practice;

❖ new information should be carefully planned and properly presented:

    * at first, the teacher should present a reasonable portion of new information;

    * then the material should be reviewed;

    * the teacher should offer his/her students various kinds of activities in order to develop stable skills;

    * when presenting the next portion of information, the teacher should explain how it is related to what students already know.

QUESTIONS. DISCUSSION. TASKS

Answer the questions and explain your answer

1. What is *interlanguage*?

2. On what do the accuracy, complexity and fluency of students' speech depend?

In pairs / small groups discuss

❖ whether fossilization is a serious problem;

❖ the ways of remedying fossilization.

Tasks

1. Develop a mini-lesson plan. Make sure that your material is interesting, your input is sufficient input, and there is connection between new information and what the students already know. Design tasks for practicing and testing new knowledge.

2. Study the stages of a lesson (see the paragraph "new information should be carefully planned and properly presented"). Give a mini-lesson, following all the instructions.

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1.5 ENHANCING LANGUAGE ACQUISITION

EXPOSURE

Exposure is getting experience in the target language.

According to Becker (2007), SLA is a *special form of learning*. There are formal and informal learning settings. Formal situations are school, college,

language courses, etc. Informal language settings are "natural" situations: everyday situations such as talking to shop assistants, asking for directions, communicating with people at a party, acquiring language through the media.

THE NOTICING HYPOTHESIS

This subsection is based on the paper by R. Schmidt (2010).

A person learns certain vocabulary and grammar forms only when they *notice* them and will recognize them when they see them again. Recognition helps a person to use these aspects of language in their speech. According to Schmidt attention and awareness are factors in recognizing aspects of language.

AUTHENTIC MATERIALS

Authentic materials are print, video, and audio materials we see and make use of in real life; for example, newspaper articles, videos, TV commercials, cartoons, street signs, restaurant menus, train schedules, etc. David Nunan (1989, p. 54) defines authentic materials as "any material which has not been specifically produced for the purpose of language teaching"; but they are "excellent learning tools" (CALPRO, 2007).

According to Lansford (2014), *authentic materials have many advantages*:
- ❖ they are used by native speakers; the language is authentic, thus students are prepared for interactions in real world;
- ❖ they build listening and reading skills;
- ❖ they help to develop speaking and writing skills;
- ❖ they are "models of effective communication".

BARCROFT'S FIVE PRINCIPLES
OF ESSENTIAL LANGUAGE VOCABULARY INSTRUCTION

Barcroft (2004, pp. 200–208) states that

- ❖ in input, a new word should be "presented frequently and repeatedly";
- ❖ "meaning must be conveyed in a comprehensive manner";
- ❖ learners should be given time to understand meaning before the teacher asks them to produce utterances on their own;
- ❖ the teacher should present one problem at a time;
- ❖ it is advisable to start from easy and shift to more challenging activities.

QUESTIONS. DISCUSSION. TASKS

Answer the questions and explain your answer

1. What is *exposure to the target language*?
2. What is the essence of the Noticing Hypothesis?
3. What authentic materials can be most successfully used in the classroom?

In pairs / small groups discuss

- ❖ whether SLA is a special form of learning;
- ❖ the statement *Attention and awareness are factors in recognizing aspects of language*;
- ❖ how authentic materials can help to develop a person's speaking/writing skills;
- ❖ how authentic materials are different from those used in your Student's book;
- ❖ Barcroft's principles of essential language vocabulary instruction.

Tasks

1. In your Student's book, pick an audioscript of a radio or TV program.
   Have you noticed any interesting vocabulary items or grammar forms in it?
   Suggest the ways of practicing them in classroom activities.

2. Look for some interesting authentic materials. Prepare a mini-lesson based on some of them. Give a mini-lesson and discuss it with your classmates.

EXTENSIVE READING

This subsection is based on J. Harmer's suggestions presented in his book *How to Teach English* (2007, pp. 99–109).

Reasons for reading:
  ➢ reading helps to enlarge students' vocabulary, to develop spelling and writing skills, to practice pronunciation;
  ➢ reading materials show students how to construct sentences, paragraphs, texts;
  ➢ good texts provide ideas for discussion.

According to Harmer, **extensive reading** is reading texts (novels, web pages, newspapers, magazines, etc.) for both information and enjoyment; it helps to develop general reading skills. It is typically (but not necessarily) done outside classroom time.

Harmer maintains that **intensive reading** presupposes focus on the structure of language and on the construction of text, as well as on its content. Typically, it is preceded and/or followed by a range of tasks and study activities.

Harmer advises that

- ❖ students should read as often and as much as possible;
- ❖ students should pay attention to the content of a text, and only then to concentrate on its form;
- ❖ students should pay attention to the book cover, the headline, the web-page banner, etc. because they provide clues to the content of a given text;
- ❖ teachers should design or look for interesting activities, which would help to discuss a given text.

Harmer suggests the following types of motivating reading activities:

- ❖ reading puzzle – students read separate parts of a text; then, working as a team, they put them together and get the whole story;
- ❖ jigsaw reading – the teacher asks students to read different texts on the same topic; then students get together to discuss the whole problem;
- ❖ using newspaper – students read newspaper articles, analyze their content (taking into account the text, headlines, and pictures), express their opinions and attitudes;
- ❖ reading poetry – the teacher writes lines of a poem on separate strips of paper; working as a team, students reassemble the text and discuss the poem; students read different poems and compare their form and content;
- ❖ doing play extracts – students read an excerpt from a play/film, discuss it, and act it out;
- ❖ predicting the content of a text – the teacher makes a list of words from a text, provides pictures that illustrate the text and asks students to predict its content;
- ❖ other activities:
  - * answering comprehension questions;
  - * saying whether a statement is true or not;
  - * finding particular words in a text;
  - * presenting information in graphs and charts;

* predicting the end of a story;

* inferring the author's attitude, etc.

QUESTIONS. DISCUSSION. TASKS

Answer the questions and explain your answer

1. Why is reading important?

2. What is the difference between *extensive* and *intensive reading*?

3. Do you read much? What type of reading do you prefer?

In pairs / small groups discuss

❖ the teacher's role in the process of reading;

❖ the advantages and disadvantages of

❖ paper-based reading materials,

❖ electronic reading materials;

❖ why some young people are reluctant to read.

Tasks

1. Reread Harmer's list of motivating reading activities; look for or think of some other activities that can make the process of reading interesting.

2. Pick (an excerpt from) a short story or a play, a newspaper article, a text of your favourite blogger, a poem, etc.; study Harmer's suggestions on motivating teaching activities; prepare a task a give a mini-lesson. Discuss it in class.

This subsection is based on J. Harmer's suggestions presented in his book *How to Teach English* (2007, pp. 133–136, 142, 143).

Reasons for listening:
- listening develops the ability to understand spoken English;
- listening helps to develop students' speaking skills;
- listening activities enable student to understand different Englishes (regional variants of English).

According to Harmer, **extensive listening** is listening that students typically do outside the classroom, either for pleasure or for some other purpose. As there is no teacher to provide any help, students have to rely on their own listening skills.

Harmer maintains that **intensive listening** is usually done in the classroom under the teacher's supervision; its aim is the development of listening skills.

Harmer advises that
- students should do as much listening as possible;
- teachers should help students prepare for listening – discuss the topic, use pictures, ask guiding questions, etc.;
- a record/video should be played more than once; difficult parts should be explained and discussed; students should be encouraged to ask questions;
- attention should be paid not only to the form, but first and foremost, to the content of listening material;

> the first stage should be checking students' general understanding; the next one, listening for detailed information, paying attention to the language and pronunciation.

NB

Listening should not be done for the sake of listening; it is a way of receiving new information.

Harmer suggests the following types of motivating listening activities:

❖ live interviews – a visitor is invited to the class, students are encouraged to ask questions, to discuss different issues;

❖ recorded authentic interviews – students listen to a record of an interview and discuss the questions and answers;

❖ jigsaw listening – students work in groups; they listen to different records, all of which are about the same issue; then they compare their information;

❖ message-taking – students listen to a phone message (voicemail, a message giving the number of the on-call service, an airport announcement, a gallery guide, etc.) and say what they are going to do next;

❖ songs – students listen to songs and say what they are about and what mood they convey, fill in the blanks in the lines, suggest synonyms for particular words, etc.

❖ news – students listen to a news broadcast; first they say what topics are presented; then they listen for details and discuss the events;

❖ stories – students listen to people telling stories, discuss the content, predict the end, say what they would do in the same situation, etc.;

❖ monologues – students listen to a lecture and take notes, to interviews and discuss them, to dramatic or comic monologues, political debates, speeches at weddings, meetings, etc. and say whether they like them or not.

QUESTIONS. DISCUSSION. TASKS

Answer the questions and explain your answer

1. Why is listening important?

2. Is it important to understand different Englishes?

3. What are the aims of *extensive* and *intensive listening*?

In pairs / small groups discuss

- ❖ the role of the teacher in listening process;
- ❖ strategies of classroom listening;
- ❖ why it is wrong to do listening for its own sake.

Tasks

1. Reread the list of motivating listening activities suggested by Harmer; look for or think of some other activities that can make the process of listening interesting.

2. Pick an excerpt from a radio programme, an interview, a talk show, a piece of news on TV, a recorded story, a lecture, a song, etc. Study Harmer's suggestions on motivating teaching activities; prepare a task a give a mini-lesson. Discuss it in class.

PROJECT WORK

Project-based learning is a student-centered approach that involves investigation of real-world problems and finding solutions to different challenges. The process lets students acquire new knowledge and develop their language and communication skills (Edutopia, 2019).

The following segment is based on the material presents in K. Woodson's (n.d.) article *How to Get Your ESL Students Excited with Project-based Learning.*

The Role of the Teacher

The essential principle of project-based learning is that projects are conceived and carried out by students. But the teacher helps them throughout the process. The teacher advises, explains, discusses both the form and the content of a project, and corrects whatever needs correction.

Woodson suggests **Eight Steps to Complete a Project-based Learning Lesson:**

1. Picking engaging topics

Each project has a central question or problem that should be answered or solved. Discussion of a book, a blog text, a real-life experience, a newspaper article can help students to choose a problem.

2. Suggesting the central question

Preferably, students pose the central question of their project. If necessary, the teacher offers his/her help. It is very important that the problem is not "Google-able", i.e. to find a solution, students have to examine the situation, to gather and analyze information.

3. Developing a clear plan

The teacher and students work on the plan together. The plan is "not carved on stone tablets" and may be reconsidered and changed as needed.

4. Setting deadlines

Deadlines for each stage of the project have to be reasonable and flexible. They should be posted in the classroom – it will help students to realize the importance of deadline.

5. Doing research

The common tactics are carrying out surveys and interviews, doing the Internet research, reading books/newspapers/magazines, watching documentaries, etc.

6. Providing monitoring and guidance

The teacher monitors the process of the research, gives instructions, advice, and mini-lessons when necessary or requested.

7. Demonstrating the results

Projects are presented in class for further discussion. Guests – other students, teachers, and parents – may be invited. The teacher should encourage the discussion of problems addressed in projects.

8. Analyzing the results

The teacher and students discuss their achievements, analyze weaknesses, and things that have been missed.

QUESTIONS. DISCUSSION. TASKS

Answer the questions and explain your answer

1. What are the essential features of project-based learning?
2. Why is it important to develop a plan for the project?
3. What is your idea of flexible deadline?

In pairs / small groups discuss

❖ Woodson's statement: *a project is planned and run by students*;
❖ Woodson's warning: *the central question of a project should not be "Google-able"*;
❖ the ways of researching a project's central question;
❖ the ways of presenting a project's results.

Tasks

1. Pick an engaging topic and do a project.

2. Present your project in class.

3. Together with other students, analyze the achievements and shortcomings of the project.

TASK-BASED LANGUAGE TEACHING

Task-Based Language Teaching (**TBLT**) is an alternative approach to language teaching: students are engaged in interaction while performing real-world tasks; TBLT presupposes the use of exclusively authentic materials.

According to Nunan (2004), **TBLT is based on the following principles**:
- teachers want to analyze learners' needs.
- teachers use authentic texts in the classroom.
- learners make use of their linguistic experience and intellectual potential.
- people learn language by making use of it.

Teachers want to analyze learners' needs

We use different methods training different professional/social groups – doctors, English teachers, air-traffic controllers, people who want to be able to communicate while travelling around the world, etc. (Breen, 1984, Ellis, 2003, Nunan, 2004).

People learn language by making use of it

The target language is used in order to achieve a particular result – to book an airline ticket, to find some specific information on the Internet, etc. People try to accomplish the task, using the target language. They learn the language by using it in a particular context (Breen, 1984).

TBLT emphasizes the primacy of meaning

The speaker's main concern is the exchange of information and getting the meaning. Yet, according to Van den Branden (2006) two types of tasks may be used in the classroom:

> A. tasks not focused on a specific language form;
>
> B. tasks focused on particular language features (specific vocabulary and grammar).

Type B tasks are *not drills*, but *meaningful activities*. They are designed to attract students' attention to *a particular language form*.

Giving a partner directions, scheduling a meeting, planning a holiday are examples of task-based activities that can be used in the classroom.

QUESTIONS. DISCUSSION. TASKS

Answer the questions and explain your answer

Why is TBLT called an alternative approach to language teaching?

What is a task that is *not focused on a specific language form*?

In pairs / small groups discuss

❖ the strengths and limitations of TBLT;

❖ the following TBLT principles:

> ➢ teachers use authentic texts in the classroom;

> ➢ learners make use of their linguistic experience and intellectual potential;
>
> ❖ how drills are different from meaningful activities.

Tasks

1. Look for some other examples of TBLT activities that can be used in the classroom.

2. With a partner, think of at least three tasks. Use one of them to develop a plan of a mini-lesson; look for authentic materials (texts, pictures, audio and video materials). Give a mini-lesson. Then, discuss it in class.

2. PRACTICE MAKES PERFECT

This part of the manual presents examples of tailor-made learning materials, created by my students and myself as part of educational research, and not for sale or profit.

The underpinning principles of the projects are motivation, interest, comprehensible input, low anxiety, and learner's autonomy.

2.1 YOUTH, WITH SWIFT FEET ...

By Olga Kulchytska and Anna Erlikhman, 2009, 2021

Photographs by Olga Kulchytska

Youth, with swift feet, walks onward in the way; the land of joy lies all before his eyes.

Edward Bulwer-Lytton, 1st Baron Lytton (AZ Quotes, n.d.)

Teens are being portrayed with depth because they are multidimensional, and they deserve to be portrayed as such.

Kiernan Shipka (Brainy Quote, n.d.)

There is a belief that adolescents and young people "inhabit a separate world with different values" (Wikipedia, 2020).

Some people are more critical. For example, in his post *God Damned Young People Need to Toughen the Hell Up*, Don Mills (n.d.) says that today young people resemble "...marshmallows. And the similarity extends beyond their squishy plumpness and incredible lack of taste. Most of them have never done a lick of honest work and wouldn't recognize a calloused palm if you clapped them across the ear with one. (…) They are emotionally soft too. Criticism's considered some form of abuse instead of what it's supposed to be – a practical assessment of your obvious limitations and some damned motivation to prove me wrong".

Do you agree with the blogger?

What do you think about the form and meaning of his post?

Do you agree with Don Mills (n.d.) that
 - "having tattoos and weirdo haircuts,
 - dressing like morons,
 - being high on the drugs,
 - listening to rap music,
 - being video game addicts,
 - having cell phones,
 - being unisex,
 - refusing to work for a living,
 - being functionally illiterate,
 - never cracking a book,
 - being materialistic,
 - having no ambition,
 - having access to too much info", etc.

are the defining features of the young generation of today?

In your opinion, what things are young people interested in?

Are their values and moral standards distinct from those of their parents?

Why are some adults dissatisfied with and critical of young people?

DILEMMA

Checking updates on different social networks has become part of young people's life.

Let us discuss the pros and cons of this phenomenon. First, read the texts below.

SOCIAL MEDIA PLATFORMS

Facebook

"Facebook has affected the social life and activity of people in various ways. With its availability on many mobile devices, Facebook allows users to continuously stay in touch with friends, relatives and other acquaintances wherever they are in the world, as long as there is access to the Internet. It can also unite people with common interests and/or beliefs through groups and other pages, and has been known to reunite lost family members and friends because of the widespread reach of its network. One such reunion was between John Watson and the daughter he had been seeking for 20 years" (Media Studies, 2013).

<div align="center">*</div>

According to Hannah Baker (n.d.), "Facebook, by its own report, boasts over 750 million active members", and "if all you've done lately on Facebook is comment on your friends' gorgeous wedding photos, you're missing out". She indicates five ways Facebook can benefit your studies and career: build up your brand, promote your blog, find a job, find new employees, form a study group.

Instagram

"In May 2017, a survey conducted by the United Kingdom's Royal Society for Public Health, featuring 1,479 people aged 14–24, asking them to rate social media platforms depending on anxiety, depression, loneliness, bullying and body image, concluded that Instagram was the "worst for young mental health". Some have suggested it may contribute to digital dependence, whist this same survey noticed its positive effects, including self-expression, self-identity, and community building. In response to the survey, Instagram stated that "Keeping Instagram a safe and supportive place for young people was a top priority". The company filters out the reviews and accounts. If some of the accounts violate Instagram's community guidelines, it will take action, which could include banning them" ("Instagram", 2021).

"In response to abusive and negative comments on users' photos, Instagram has made efforts to give users more control over their posts and accompanying comments field. In July 2016, it announced that users would be able to turn off comments for their posts, as well as control the language used in comments by inputting words they consider offensive, which will ban applicable comments from showing up" ("Instagram", 2021).

<div align="center">*</div>

Jessica Baron (2019) says that "sites like Facebook and Instagram give us the ability to compare ourselves constantly with people all over the world. If we see those people as having more glamorous or fulfilling lives, we often make unfavorable comparisons to our own", which can result in "sleep disturbances, body image issues, muscle tension, depression, or anxiety worse". Yet if you use social media platforms productively, "you may be able to find support or resources that help you manage your issues".

*

Is there a danger that humans may become addicted to and, as a result, dependent on their computers? Are humans slaves to their computers or are computers their slaves? Are computers "good" or "bad"?

Consider the comment by imrigone *on the* CreateDebate (2021) website.

imrigone (n.d.) refutes the most common anti-computer arguments:

- o children have access to porno,
- o computers waste your time,
- o they are "a source of slang",
- o computers should be banned "before they take over the world".

According to imrigone, computers are a tool, which cannot be blamed for mistakes and weaknesses of their users. Certain social phenomena, like slang, have been around for a long time before the computer era. Computers can help people in many ways, for example, give useful information. They already have taken over the world – "And thing are a heck of a lot more efficient now".

Now, answer the questions below.

- Do you agree with imrigone?
- Are you an active user of social networks?
- Why do people create their own web pages/blogs?
- What information do you / would you post on your web page?
- Do you agree with the statement that Facebook encourages narcissism?
- Who, in your opinion, can be called a computer addict / computer slave? Do you know such people?

↓ Don't you think that the danger of becoming dependent on computers is exaggerated?

↓ What are the advantages and dangers of living in a virtual world?

Read The Evitable Conflict *from the* I, Robot *collection of short stories by Isaac Asimov.*

The author describes Humankind that has lost its own way in its future. Machines took over from helpless governments, political and public leaders, who had never understood economic and social forces and who failed to cope with drastic climate changes and big and small wars. Now the Machines deal with them and with the Society making all conflicts finally evitable. One of the characters says, *"How horrible!"* Another one answers, *"Perhaps, how wonderful!"* Which of them would you agree with?

*

Look for some information about Mark Prensky's theory of **digital natives and digital immigrants.** *Do you think Mark Prensky is right?*

FACTS AND FIGURES

1. *Read the texts about SCOUTING MOVEMENT* (Scouts, n.d.):

"There are more than 50 million Scouts, young people and adults, male and female, in over 200 countries and territories. Some 500 million people have been Scouts, including prominent people in every field.

Early Beginnings

All this began with 20 boys and an experimental camp in 1907. It was held during the first nine days of August in 1907 at Brownsea Island, near Poole in Dorset, England. The camp was a great success and proved to its organiser, Robert Baden-Powell, that his training and methods appealed to young people and really worked. In January 1908, Baden-Powell published the first edition of 'Scouting for Boys'. It was an immediate success and has since sold over 100 million copies, making it one of the best selling books of all time. The success of "Scouting for Boys" produced a Movement that quickly – automatically it seemed – adopted the name of The Boy Scouts.

Mission

'The Mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.' The Mission was adopted at the 35th World Scout Conference in Durban, South Africa in 1999. Illustrating both the local and

global impact of Scouting, the Mission of Scouting has been captured in World Scouting's brand as 'Creating a Better World'.

The Scout Promise and Law

The Scout Movement is based on the following principles:

Duty to God – a person's relationship with the spiritual values of life, the fundamental belief in a force above mankind.

Duty to others – a person's relationship with, and responsibility within, society in the broadest sense of the term: his or her family, local community, country and the world at large, as well as respect for others and for the natural world.

Duty to self – a person's responsibility to develop his or her own potential, to the best of that person's ability.

The Scout Law

1. A Scout's honour is to be trusted.

2. A Scout is loyal.

3. A Scout's duty is to be useful and to help others.

4. A Scout is a friend to all and a brother to every other Scout.

5. A Scout is courteous.

6. A Scout is a friend to animals.

7. A Scout obeys orders of his parents, Patrol Leader or Scoutmaster without question.

8. A Scout smiles and whistles under all difficulties.

9. A Scout is thrifty.

10. A Scout is clean in thought, word and deed" (Scouts, n.d.).

2020: SCOUT ACTIONS (Scouts, 2020)

- "In August, Scouts everywhere were in awe of the nearly 5,000 Lebanese Scouts who were among the first responders after a devastating explosion hit Beirut.

- In just 19 months, Anna-Christina met all Eagle Scout requirements: earning 21 badges, holding leadership positions for six months and completing a project as a Life Scout.

- Scouts in different parts of Kenya mobilized since the start of the pandemic, to ensure their communities were informed and had everything they needed to be safe.

- World Scouting was thrilled to welcome 11,000 Afghan youth back to the Scout Movement.

- Greek Scouts have made great commitments to help achieve the Sustainable Development Goals (SDGs) in their communities, with particular attention to environmental initiatives.

- Scouting is offered all over the world, including in countries with conflict. We were constantly inspired by photos of Scouting in Syria, where Scout Leaders are helping children and youth find peace through fun activities, adventure, friendship and learning.

- When workers became stranded in India's urban centres due to COVID-19 lockdowns, Scouts stepped in to help keep workers and their children happy and healthy. They quickly created a programme of education, exercise and games, which was then replicated at shelters across the country".

*

In small groups, discuss the following issues:

- Did you know Scouting is not just camping out or hiking?
- What are the basic principles of Scouting?
- What helps the Scouting movement not to betray its principles in our individualistic digital world?
- What do you know about national Scouting movements (for example, the Scouting movement in Ukraine?)

*

2. *Read the article*

HOW RAP CAN HELP END RAPE CULTURE by Michael P. Jeffries (2012)

It is a stunning story about Angel Haze, a female rap singer, "who recently released a brilliant and devastating track about her own story as a rape and abuse survivor". The author's message is that rap has a potential as a weapon against rape culture, and sexual violence can be curbed through building political and social consciousness.

Find out more about the sociocultural context of the events described in the article:

- Explain the statement "The president's elementary stance is nice but won't fix anything on its own".
- What do you know about hip-hop culture and rap music?
- What is meant by "rape culture"?
- Explain what is meant by "one genre of music being blamed for all of society's ills".
- Surf the Internet for information on the Jerry Sandusky case. Say what, in your pinion, the author means by "countless others, like those held accountable in the Jerry Sandusky case, who bury their heads in the sand as the terrorism continues".
- Why does the author call hip-hop "a warzone and a weapon, especially for young women of color" (Jeffries, 2012)?

*

3. *Read the article **THE FUTURE OF HACKTIVISM** by Asher Wolf (2012)*

The author talks with a young hacker, a university student, interested in "programming, astronomy, the outdoors, security" and other things. The young man says that at first hacking gave him the feeling of "getting to the top of some massive hill", being a "freedom fighter" (remember WikiLeaks). Then he noticed that his double life – being a student by day and an anonymous hacker by night – was actually ruining his social and private life, and his mind. Now he believes that most of hacks are "pointless" and "None of this nonsense helps anyone" (Wolf, 2012).

Answer the following questions:

Do you believe hacking _____ ?

- is fun
- can affect social change / change the world
- is a form of protest
- is fighting for freedom
- is doing the right thing in the name of a cause
- does damage to millions of people
- means living a double life
- ruins real-life relationships and friendship
- is pointless

Reread the final paragraph of the article and say whether you agree or disagree with the interviewed hacker.

Summing up the FACTS AND FIGURES section

Answer the following questions and do the task:

- In your opinion, how are people engaged in the activities described above different from one another? Can you name the features that typify Scouts, rappers, hackers?
- What is the social impact of each of these activities?
- Can we call Scouting, hip-hop, hacktivism youth subcultures? What other subcultures do you know?
- Provide a definition of the subculture / youth subculture. Suggest at least three underlying principles of a youth subculture.

PROJECT WORK

Work in small groups. Choose a subculture you would like to discuss (other than those mentioned above); prepare a questionnaire and conduct an opinion survey on your peers' attitude to the subculture. In class, present the results of the survey and initiate a discussion.

LANGUAGE FUNCTIONS

Read the following texts about some activities young people engage in.

EXTREME SPORTS

Mark Barber (2018) has compiled a list of "**top 100 types of extreme sport**". According to the author, "There has been an explosion in popularity in adventure activities over the last decade or so". Here are just some of adventure sports from Mark Barber's list and just some of the explanations (Merriam-Webster, 2021).

What do you know about the rest of these sports?

Alpinism

BASE Jumping – the activity or sport of parachuting from a high structure (such as a building, tower, or bridge) or cliff

Bouldering – the sport of rock climbing on large boulders or low cliffs

Bungee/Bungy jumping

Caving

Dog Sledding – travelling over ice and through snow in a sled drawn by dogs

Free Climbing

Hang Gliding – gliding down from a cliff or hill in a hang glider

Kiteboarding/Kitesurfing – the sport of riding on a small surfboard that is propelled across water by a large kite to which the rider is harnessed

Motocross

Parachuting (Static Line)

Parkour

Sand boarding

Scuba Diving

Skydiving – the sport of jumping from an airplane and typically executing a prolonged free fall before deploying a parachute

Snowboarding

Surfing

SUP (Stand Up Paddleboarding)

White-water rafting

Windsurfing

Can you extend Mark Barber's list?

What do you know about **builderng**, or **urban climbing**?

This representation is modern art, not life. The photograph was taken by Olga Kulchytska in Stockholm, Sweden in July 2010.

Discussion

- Extreme sports are sometimes called daredevil activities. What makes young people risk their lives?
- What abilities are necessary for doing extreme sports?
- What are underpinning philosophies of such sports?
- Are they done purely for the sake of entertainment?

*

GRAFFITI

Photographs of graffiti by Yulia Lukach, Yuliya Tsinyk,

Samantiel-Artur Kratt, Yuliia Bufan, and Anastasiia Tychynska

The first graffiti were, perhaps, the drawings on walls made by cave men. Ancient Romans were fond of making inscriptions (sometimes vulgar and rude) on the walls of communal and private buildings. According to *The History of Graffiti* on the British Council (n.d.) website, modern graffiti "appeared in Philadelphia in the early 1960s, and by the late sixties it had reached New York". In the 1970s people began to write their names – the so called tags – on buildings, walls, and subway trains. Some of them were really artful and New York art galleries began buying them. Street gangs used graffiti to mark their territory.

Is graffiti a form of art or vandalism? The issue is still widely debated. The works of Bansky, Lee Quinones, Blek le Rat, and many other artists, who are, perhaps, less famous but no less talented, make cities look exciting and attractive. At the same time, some signs and spray paintings deface public and private property.

Discussion
- Get some interesting information about graffiti.
- What do you know about the most famous graffiti artists?
- Is there a lot of graffiti in your town / city?
- What are they like?
- Are there any famous street artists where you live?

Art or Vandalism?

According to the comments on the British Council (n.d.) website, graffiti may be both.

For example, The_Persona (2013) saw some works of Banksy ("really nice", but he/she was not amazed) and of Smug One, another famous British artist. Such works are "a kind of art". Graffiti is not just an "unusual form of writing words", it can be "magnificent paintings" – beautiful portraits, landscapes, "a house looking like a book shelf – awesome idea of graffiti!" They decorate "old boring walls". The_Persona says, "… we mustn't do graffiti where we want. I'm glad that there are places in Britain to welcome graffiti like DPM Park and Bristol". As for rude words and drawings on walls, they are vandalism.

sona (2016) says that in his/her town there are a lot of graffiti – usually made by teenagers "in their prom time". They are mostly illegal and "express a kind of rebellion".

<p style="text-align:center">*</p>

What do you think about the graffiti in this section of the book?

*

*Work in pairs. Use the following expressions to give your **OPINION** on Scouting, hacktivism, extreme sports, graffiti and other youth activities.*

Personally, I think/believe/feel (that) …

In my opinion, …

It is my opinion that …

As I see it …

I'm not sure if I agree.

You don't seem to realize that …

That's not my opinion.

I see what you mean, but …

There is no denying that, but …

It looks/sounds very attractive, but …

You may be right … All the same, …

I agree with you in a sense, but …

We can see both sides of the question.

<div align="center">*</div>

TEXT WORK

Read the text below and suggest titles for parts 1, 2 and 3.

YOUTH CULTURE

1.

Youth culture is the lifestyle of the adolescent society – its "body of norms, values, and practices" (Rice, 1996: 405). "Elements of youth culture include beliefs, behaviors, styles, and interests. An emphasis on clothes, popular music, sports, vocabulary, and dating set adolescents apart from other age groups, giving them what many believe is a distinct culture of their own. Within youth culture, there are many distinct and constantly changing youth subcultures. These subcultures' norms, values, behaviors, and styles vary widely, and may differ from the general youth culture" ("Youth Culture", 2020).

2.

"For decades, adults have worried that youth subcultures were the root of moral degradation and changing values in younger generations. Researchers have characterized youth culture as embodying values that are in conflict with those of the adult world. Common concerns about youth culture include a perceived lack of interest in education, involvement in risky behaviors like substance use and sexual activity, and engaging extensively in leisure activities. These perceptions have led many adults to believe that adolescents hold different values than older generations and to perceive youth culture as an attack on the morals of current society. These worries have prompted the creation of parenting websites such as theyouthculturereport.com and the Center for Parent Youth Understanding, whose goal is to preserve the values of older generations in young people.

Despite the attitudes of many adults, there is not a consensus among researchers about whether youth subcultures hold different beliefs than adults do. Some researchers have noted the simultaneous rise in age segregation and adolescent adjustment problems such as suicide, delinquency, and premarital pregnancy. Perhaps the increased prevalence of age segregation contributed to the problems of modern youth, and these problems represent a difference in values. However, most evidence suggests that these youth problems are not a reflection of different morals held by younger generations. Multiple studies have found that most adolescents hold views that are similar to their parents'.

If adolescents' values are similar to their parents', this raises the question of why adults insist that adolescents inhabit a separate world with different values. One reason may be that the similarities between adolescent and adult values are relatively invisible compared to the differences between these two groups. The

way young people dress, the music they listen to, and their language are often more apparent than the values they hold. This may lead adults to overemphasize the differences between youth and other age groups.

Adults may also falsely believe that youth's assertion of independence in exterior aspects of their life represents a manifestation of a different value system. In reality, sports, language, music, clothing and dating tend to be superficial ways of expressing autonomy—they can be adopted without compromising one's beliefs or values. Of course, there are some areas in which adolescents' assertion of autonomy can cause long-term consequences. These include behaviors involving substance use and sexual activity.

The impact of youth culture on deviance and sexual behavior is debatable. Drinking alcohol is normative for adolescents in the United States, with more than 70% of high school students reporting ever having had a drink. Similarly, about 2/3 of teenagers have engaged in sexual intercourse by the time they leave high school. Because they are ubiquitous in adolescence, many researchers include drinking and having sex as aspects of youth culture. Engaging in these activities can definitely have harmful consequences for adolescents, although the majority of adolescents who engage in these risky behaviors do not suffer long-term consequences. The possibilities of addiction, pregnancy, incarceration, and other negative outcomes are some potentially negative effects of participation in youth culture" ("Youth Culture", 2020).

3.

"Young people can be a powerful force in precipitating change in society. Youth-led revolutions in the 20th and 21st centuries attest to this fact. Organizations of young people, which were often based on a student identity, were crucial to the American Civil Rights Movement. These include

organizations such as the Southern Student Organizing Committee, Students for a Democratic Society and the Student Nonviolent Coordinating Committee, whose role in sit-ins, protests, and other activities of the Civil Rights movement were crucial to its success. The Freedom Summer relied heavily on college students; hundreds of students engaged in registering African Americans to vote, teaching in 'Freedom Schools', and organizing the Mississippi Freedom Democratic Party.

The American protests in the Vietnam War were also student-driven. Many college campuses were buzzing during the war with protests, sit-ins, and demonstrations. Organizations such as the Young Americans for Freedom, the Student Libertarian Movement, and the Student Peace Union were based on youth status and contributed to participation in anti-war activities. Some scholars have claimed that the activism of youth during the Vietnam War was symbolic of a youth culture whose values were against those of mainstream American culture.

More recently, the Arab Spring has drawn attention because of the role young people have played in demonstrations and protests. The activities of the movement have been initiated primarily by young people, often college students who are unsatisfied with the opportunities afforded to them in the current political climate. The participation of young people has been so crucial that it led TIME magazine to include several youth members of the movement in its 2011 list of 100 most influential people. Additionally, the movement has relied heavily on social media (which can be considered an aspect of youth culture) to schedule, coordinate, and publicize events" ("Youth Culture", 2020).

Comprehension Check and Vocabulary

1. Comment on the following statements ("Youth Culture", 2020):

↓ Part 2: "One reason may be that the similarities between adolescent and adult values are relatively invisible compared to the differences between these two groups";

↓ Part 2: "Adults may also falsely believe that youth's assertion of independence in exterior aspects of their life represents a manifestation of a different value system";

↓ Part 3: "The activities of the movement have been initiated primarily by young people, often college students who are unsatisfied with the opportunities afforded to them in the current political climate".

2. Provide explanations for the following items:

↓ age segregation

↓ adolescent adjustment problems

↓ compromise one's beliefs/values

↓ adolescents'/youth's assertion of independence/autonomy

↓ deviance

↓ aspects of youth culture

3. The author of the text highlights some common concerns about youth culture. Fill in the blanks in the list below.

- _____

  involvement in risky behaviours:

  - _____
  - _____

- _____

  harmful consequences:

  - _____
  - _____
  - _____
  - _____
  - _____

4. Say what, in your opinion, is the author's attitude towards the subject – do they approve/disapprove of the youth subcultures or are they impartial? Consider the following expressions from the text:

- the root of moral degradation
- be in conflict with someone/smth
- risky behavio(u)rs
- addiction
- attack on the morals of the current society
- suffer long-term consequences
- have harmful consequences for adolescents
- negative effect of participation in youth culture

5. Match the words on the left to those on the right and make up word groups / collocations:

1. adolescent		A. the values of older generations in young people
2. youth		B. force in smth
3. the body of		C. different values/beliefs/views/morals than …
4. set someone apart		D. the success of smth
5. hold		E. (sub)culture
6. preserve		F. afforded to someone
7. ways of		G. society
8. manifestation of		H. from other age groups
9. a powerful		I. similar to one's parents'
10. precipitate		J. change in society
11. be crucial		K. norms, values, and practices
12. opportunities		L. expressing autonomy
13. hold views		M. different value system

6. Use the topical vocabulary and translate the following sentences (see exercises 2–5 or the TOPICAL VOCABULARY section at the end of the unit):

1. Морально здорове молоде покоління є визначальним фактором успішного розвитку суспільства. Його погляди і діяльність є могутнім рушієм прогресу. Тому можливості, що надаються молоді суспільством, повинні відповідати її вимогам.

2. Молодь має інші цінності, переконання та інші моральні принципи, але не варто сприймати це як виклик моралі сучасного суспільства. Підлітки і молодь – частина цього суспільства, а демонстрація іншої системи цінностей є одним із проявів молодіжної культури.

3. Часом підлітки бояться визнати, що дотримуються спільних із батьками поглядів, тому що це, мовляв, означає зраду власних переконань. Таке перекручення свідомості є негативним наслідком приналежності до молодіжної культури.

4. Таке звичне для нас виокремлення підлітків з-поміж інших вікових груп призводить до того, що і вони, і старше покоління страждають від довготривалих наслідків. Натомість варто подумати, як зберегти у молоді принаймні базові цінності старшої генерації.

5. Молодіжна субкультура, з одного боку, є наслідком притаманної будь-якому суспільству вікової сегрегації, а з другого, відображає психологічні проблеми, які виникають у підлітків у процесі адаптації до суспільства.

6. Іноді у середовищі підлітків вживання алкоголю та наркотиків, сексуальні стосунки, правопорушення, надмірність у розвагах розглядаються як спосіб утвердження власної незалежності, а відхилення від загальної норми – як спосіб висловити незгоду із суспільними нормами, цінностями і практиками.

7. Не погляди молодого покоління, яке конфліктує із старшим, а байдужість суспільства до проблем молоді є корінням моральної деградації. Наслідками цього можуть бути відсутність інтересу до навчання, ризиковані форми поведінки, дошлюбна вагітність, алкогольна і наркотична залежність, спроби самогубства, арешт і утримання під вартою.

TRANSLATION

Read the text and choose a passage for translation.

WHY TEENS DON'T LISTEN TO CLASSICAL MUSIC by Jason (2009)
Reproduced with the permission of the author
Abridged

"When you see a teenager walking down the street, white ear-buds firmly implanted, swaying slightly to their own inner grove, you can be pretty much certain that it's not classical music they're listening to. Teenagers I know can enthusiastically rattle off the name of a dozen bands on their current favourite playlist, but ask them if they know who Brahms was and a funny kind of glazed look comes over their eyes. Even my music students, who I'd hope would know better, are astonishingly unknowledgeable about classical music, and if they don't even know the names of these composers, you'd better believe that they don't have any recordings by them.

Sales. The numbers for classical music consumption in general are, by any standard, frighteningly low. Only 3% of recordings sold in 2008 were classical, with the average classical music recording selling only 300 copies. And you'll be disappointed if you think that this low figure is made up for in concert attendance—only 3% of concert tickets sold in 2008 were for classical music concerts, the same depressingly low figure as CD sales.

Who's to blame for this incredibly low number? Though schools, television, and video games can all be blamed for the lack of popularity for classical music among teenagers, it really boils down to one reason: it's just plain boring to them.

Now, I know that this doesn't apply to all teens. I have plenty of students that listen to classical music all the time, which is very cool. But they're in the minority!

Reasons Why Teens Don't Like Classical Music. First of all, the pace and rhythm of classical music, with its many stops and starts, tempo, dynamic and mood changes, and lengthy moments is the exact opposite of what the turbocharged teenage psyche craves. After all, kids talk fast, play fast, and think fast. They also want their music fast. They also have attention spans of about three minutes (if they're lucky!), far too short for a four-movement sonata but perfect for that new pop tune. Pop tunes are also structurally much simpler, kind of like an aural billboard, and quite a contrast to the multi-faceted complexity of classical music.

The subject matter of pop music also holds much more appeal to the typical teen than does a wordless, 45 minute symphony by Gustav Mahler. Classical music is incredibly powerful but not exactly about issues that are immediately relevant to a typical teen. To them, listening to that Mahler symphony is about as exciting as reading the Constitution. Interesting? I suppose. Information-packed? You bet. Exciting? Not on your life.

Consumption. Finally, the way that teenagers consume music today is vastly different from what generations in the past did. In the nineteenth century, families would gather in the parlour and sing songs together, and the ability to

play the piano was a treasured thing for a family member to have. The only other opportunity to hear music was an infrequent journey to a concert hall, where one would be dazzled by the novelty of actually hearing many humans making music in tandem. Fast forward many generations and many technological innovations (the record player, radio, electrified instruments, CDs, the Internet) to the present, and music flows across broadband networks with lightening speed, the entire sum recorded music of humanity available just 99 cents and a click away. Also, the musical fabric of a teen's daily life is not exactly symphonic. How many movies, television shows, and video games prominently feature classical music these days? Not many.

Audiences. I play concerts for all sorts of classical music ensembles, and no matter how "hip" or edgy" they are in their marketing, I see almost nothing but gray hair when I look out in the crowd. These gray-haired classical music lovers seem to continue to love classical music (there is evidence, according to Dempster, that people are more attracted to classical music in middle age than in their youth), but if you're a teen and your mom and dad love something, chances are good that you'll, if not outright hate it, at least think it's pretty lame.

Education. There is little discussion of teenage classical music consumption among those looking at trends in classical music, however, and for good reason: listening rates for teens are practically nil. Even my own music students, who practice for hours a day and spend even more hours in music rehearsals, admit (somewhat sheepishly) that they almost never listen to a classical recording unless it's for research purposes like learning a new piece or comparing different interpretations. When they want to relax, it's always pop music. Always" (Jason, 2009).

In class, discuss the text and answer the following questions:

- Why, according to the author, teenagers do not listen to classical music? Do you agree with Jason?
- Can you name other factors that affect young people's musical preferences?
- What music genres / kinds of music appeal to young people today? What makes them popular?
- What are your favourite kinds of music? Who are your favourite composers, lyricists, performers? What is it that attracts you in their works?

LISTENING

We have asked young people from different cultures to answer two questions:

What is your greatest achievement? What is your greatest ambition?

Man and Pegasus by Carl Milles. The photograph was
taken by Olga Kulchytska in Millesgården, Lidingö, Sweden in August 2011

Listen to their answers

(https://drive.google.com/drive/folders/1d-0UIsr16sompH8vh1FLyJdWi9_kyUCh?usp=sharing).

Now do the tasks and answer the questions below.

- Make audio scripts of the stories.
- Define the notions of achievement and ambition. Is there any connection between them?
- Judging by the answers, what are the priorities of young people today – art, career, doing something useful for other people, education, family, friends, job, knowledge and skills, leisure, money, relationships, travelling?
- In your opinion, are young people's priorities different from those of older people?
- How would you answer the questions *What is your greatest achievement?* and *What is your greatest ambition?*

ESSAY WRITING

Some essay-writing tips (Маркелова & Яхонтова, 2019, pp. 124–125):

- you may start with a "grabber" – "a challenging claim, or surprising story to catch a reader's attention" (part of the introduction);
- develop your main ideas in the body paragraphs; details and examples will help you to express your ideas and make them sound more convincing;
- "the conclusion wraps up the entire essay and creates an overall impression that will stay with a reader".

Use one of the topics below to write an essay.

- Youth subcultures
- Activities young people engage in

- Hazards young people / teenagers may encounter in contemporary society
- Generation gap problem
- Other

Present your essay in class for comments and further discussion.

*

TOPICAL VOCABULARY

in order of their appearance in "YOUTH CULTURE" (2020)

- ✓ adolescent society
- ✓ body of norms, values and practices
- ✓ youth culture/subculture
- ✓ set someone apart from other age groups
- ✓ the root of moral degradation
- ✓ be in conflict with someone
- ✓ lack of interest in education
- ✓ involvement in risky behavio(u)rs
- ✓ substance abuse
- ✓ sexual activity
- ✓ engage extensively in leisure activities
- ✓ hold different values/beliefs/morals than someone else
- ✓ attack (N) on the morals of the current society
- ✓ preserve the values of older generations in young people
- ✓ age segregation
- ✓ adolescent adjustment problems
- ✓ suicide
- ✓ delinquency

- ✓ premarital pregnancy

- ✓ hold views similar to one's parents'

- ✓ assertion of independence

- ✓ manifestation of a different value system

- ✓ ways of expressing autonomy

- ✓ compromise one's beliefs/values

- ✓ deviance

- ✓ aspects of youth culture

- ✓ have harmful consequences for adolescents

- ✓ suffer long-term consequences

- ✓ addiction

- ✓ incarceration

- ✓ negative effect of participation in youth culture

- ✓ powerful force in smth

- ✓ precipitate change in society

- ✓ be crucial to the success of smth

- ✓ opportunities afforded to someone

*

2.2 POSITIVE FEEDBACK

PRACTISING READING SKILLS

By Anna-Maria Bekesh, Nataliia Zelinska,

Liliia Lokatyr, and Yulia Lukach, 2020

*Read the article **Giving and Receiving Positive Feedback** on the* British Council (n.d.) *website.*

According to the author, it is not polite to start a talk with criticism. Criticism should come between two positive comments. In the article, it is called "feedback sandwich". The practice is so common that people can perceive positive feedback as "sugarcoating" or cushioning the negatives. It diminishes the value of positive feedback. The author gives three tips how to make positive feedback count.

Now answer the questions and do the tasks below.

What do you think about the text?

- Is it useful?
- Is it interesting?
- Are these ideas so obvious that reading the text is a waste of time?

- Who are author's the target audience?
- Can you add something to the three tips given by the author?

Offer definitions of the following words (mind their use in the context of the article):

performance   inject   sugarcoat   diminish   cushion (V)   devalue

constructive   mindset   proponent   plasticity   innate   hone/honing

appraisal   cynical   environment   embrace   enhance

Explain the meaning of the following word combinations and phrases:

- go hand in hand
- diminish the value of smth
- reinforce and encourage smth
- become devalued and ignored
- for its own sake
- resist the temptation to do smth
- offer constructive criticism
- plasticity of the brain
- have an eye for details
- team/department/company culture
- make small talk
- the higher ranks

- peer feedback
- in the long run
- working performance

What does the author of the article mean by_____?

- "feedback sandwich"
- "inject some positivity into one's feedback"
- "sugarcoate the negatives"
- "give positive feedback for its own sake"
- "growth mindset"
- "focus one's praise on the end result and seemingly innate talents
- hone talents"
- "It might take time to counter the effects of an environment where there is a cynical view of positive feedback"
- "embrace positive feedback"

Are these statements about the text true or false?

- The situation, described in the first paragraph, is the example of "feedback sandwich".
- In order not to discourage an employee, menegers rely on sandwiching positive feedback between two negative comments.
- Positive feedback is a form of sugarcoating the negatives, which diminishes its value.
- Negative feedback may devalue the positives when used in the same piece of discourse.
- In conversation, the temptation to offer constructive criticism should be resisted.

- Focusing on the process of work, rather than on the result and innate talents of a person, may help to develop new skills and talents.
- In an unfrendly environment, it is impossible to create a culture of offering positive feedback.

DISCUSSION

- What do you think about the "feedback sandwich" practice?
- How do you feel about positive and negative feedback given by your superiors?
- Do you welcome peer feedback?
- Do you feel more comfortable receiving no feedback at all?

*

2.3 HUMANS OR CYBORGS?

PRACTISING SPEAKING SKILLS

By Valerii Hanzin, Valentyna Melnyk,

Anastasiia Tychynska, and Yuliya Tsinyk, 2020
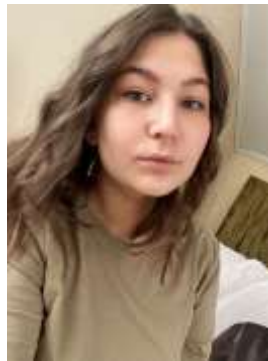
Wach Hugh Herr's (2018) presntation

How We'll Become Cyborgs and Extend Human Potential

on YouTube.

PRE-WATCHING ACTIVITY

Answer the following questions:

  ➢ What is cybernetics?
  ➢ What is the difference between cybernetics and robotics?
  ➢ What are potential applications of cybernetics?

Vocabulary items that you may find useful

The definitions are taken from Oxford Learner's Dictionary (2021).

- **augment** /ɔːɡˈment/ "to increase the amount, value, size, etc. of something"
- **bionic** /baɪˈɒnɪk/ "having parts of the body that are electronic, and therefore able to do things that are not possible for normal humans"
- **contemplate** /ˈkɒntəmpleɪt/ "to think about whether you should do something, or how you should do something"
- **cyborg** /ˈsaɪbɔːɡ/ "a creature that is part human, part machine"
- **eliminate** /ɪˈlɪmɪneɪt/ "to remove or get rid of something"
- **enhance** /ɪnˈhɑːns/ "to increase or further improve the good quality, value or status of somebody/something"
- **pacemaker** /ˈpeɪsmeɪkə(r)/ "an electronic device that is put inside a person's to help their heart beat regularly"
- **proprioception** /ˌprəʊpriəˈsepʃən/ "the process in which nerve endings in the muscles and joints are stimulated (= made to operate) when the body moves, so that a person is aware of their body's position"
- **tendon** /ˈtendən/ " a strong band of tissue in the body that joins a muscle to a bone"

WHILE WATCHING

Focus on the following issues:

- ➢ Why does Hugh Herr say that he is not a cyborg? What are the differences between his prosthetics and the cyborg's ones?
- ➢ Why can't amputees feel their prosthetics?
- ➢ What does AMI (the agonist-antagonist myoneural interface) help amputees do?
- ➢ How can cybernetics affect the future of humanity?

AFTER WATCHING

*Surf the Internet for the **FUNCTIONS Giving Opinions, Agreeing and Disagreeing.***

Dicuss the following issues:

- Should society control science? Can it control science?
- Where is the limit to the integration of humans and machines?
- How can advanced human-machine integration change our reality?
- Should ethical issues be taken into account when it comes to scientific advancement?
- Do technologies, described in cybernetic fiction, fascinate, amaze or scare you? Do you think about ethical problems, when reading cybernetic fiction?
- Do you think about ethical problems when discussing the use of pacemakers?
- In your opinion, can cybernetic devices combine naturally with the human body?
- Is it safe to let machines control human thought and communication?
- Do you believe cybernetics will help humans to evolve?
- Pros and cons of creating a new species – half-humans and half-machines.
- Is cybernetics a way to immortality?
- Pros and cons of immortality.

*

2.4 CAFFEINE, ALCOHOL, AND SLEEP

PRACTISING LISTENING SKILLS

By Yuliia Bufan, Samantiel-Artur Kratt,

Tetiana Marynevych, Nadiia Melnychuk, 2020

Based on *Coffee Statistics*, posted on the E-Imports (2021) website, and *Alcohol facts and statistics*, on the website of National Institute of Alcohol Abuse and Alcoholism (2020).

According to surveys, conducted by The National Coffee Association and The Specialty Coffee Association of America, more than 50 percent of young Americans drink coffee every day. Another popular beverage is alcohol. According to the 2019 National Survey on Drug Use and Health, USA, more than 85 percent of young people answered yes, when asked if they ever drank alcohol.

It would be interesting to find out how these drinks affect a person's sleep.

Listen to Matthew Walker (TED, 2020)*, a professor of neuroscience and psychology at the University of California, Berkeley.*

PRE-WATCHING ACTIVITY

Match each word with a definition.

The definitions A, F, and G are taken from Dictionary.com (2021).

The definitions B, C, D, E, H, I, and J are taken from Cambridge Dictionary (2021).

1. stimulant	**A.** "slow oscillation of the eyes during the portion of the sleep cycle when no dreaming occurs"
2. alert	**B.** "believing or involving the belief that it is important to work hard and control yourself, and that pleasure is wrong or unnecessary"
3. circulate	**C.** "to cause something to start"
4. swill	**D.** "something that makes or causes something else to grow or develop"
5. non-rapid eye movement	**E.** "the outer layer, especially of the brain and other organs"
6. sedation	**F.** "period of sleep characterized by decreased metabolic activity, slowed breathing and heart rate, and the absence of dreaming"
7. cortex	**G.** "to move in a circle or circuit; move or pass through a circuit back to the starting point"
8. non-REM sleep	**H.** "the use of a drug or other means to make someone calm or to make them go to sleep"
9. trigger	**I.** "to cause a liquid to flow around or over something, often in order to clean it"
10. puritanical	**J.** "quick to see, understand and act in a particular situation"

WATCHING THE VIDEO

How Caffeine and Alcohol Affect Your Sleep (TED, 2020)

AFTER WATCHING

Fill in the gaps using the words in the box.

---

coffee   additional   restorative   wine   sedation

circulating   quality   dream sleep   natural   duration

Matthew Walker (TED, 2020) says,

"Many of us like to start the day with a cup of _____ and perhaps end the day with a glass of _____."

"There are at least two _____ hidden features of caffeine beside making us more alert."

"After five to six hours since coffee intake fifty percent of the caffeine is still _____ in our system."

"Caffeine affects the _____ and _____ of your sleep."

"Caffeine can decrease the amount of _____ sleep."

"_____ is not deep sleep."

"Switching off the firing of the brain cells in the cortex is not _____ sleep."

"Alcohol can block your REM sleep, or your _____."

Photographs by Tetiana Marynevych

CHECK YOUR UNDERSTANDING

Answer the following questions:

- What is a psychoactive stimulant?
- What are additional hidden features of caffeine?
- According to Matthew Walker, the half-life of caffeine is about five to six hours and its quarter-life is about ten to twelve hours. What does it mean?
- How can caffeine change the quality of your sleep?
- Look for information about the stages of sleep.
- Some people would say a cup of coffee in the evening does not affect their sleep. Matthew Walker does not seem to agree with them. Why?
- Have you ever felt tired in the morning even if you have no problem falling asleep and don't wake up throughout the night?
- Why does Matthew Walker call alcohol "anything but a sleep aid"?
- What is the difference between sedation and sleep?

- How can alcohol fragment your sleep?
- Can blocking REM sleep, or dream sleep, be harmful for an individual?
- Have you ever thought about the effect of caffeine and alcohol on your sleep? What do you think about it now?

*

2.5 IN MY OPINION

PRACTICING WRITING SKILLS

By Tetyana Dudyshyn, 2020

Say if you agree or disagree with these statements and explain your answers:

- Today, most young people are ill-mannered, ill-behaved, and lazy.
- Adults and teenagers think and feel differently.
- Adults are unable to understand teenagers.
- Most adults are conservative – they don't want to change their views and values.
- Communication with teenagers can make adults look at the world with new eyes.
- Never try to understand teenagers' problems or help them – they don't want your help.

Read the introduction to **IELTS Writing Task 2 Sample 973 – The older generations tend to have very traditional ideas** *and* **Sample Answer 3 by Ram Karki** *on the IELTS Mentor (2017) website.*

Answer the following questions:

➢ What paragraph(s)
  o introduce(s) the subject and says what the writer agrees and disagrees with?
  o summarize(s) the writer's opinion?

- show(s) the writer's agreement/disagreement with the traditional views on life?

➢ Does the fact that disagreement precedes agreement give more emphasis to the former?

➢ Does the writer give any examples to illustrate his meaning?

Think of possible introductory expressions for each paragraph.

Paragraph 1   _____, _____, _____

Paragraph 2   _____, _____, _____

Paragraph 3   _____, _____, _____

Paragraph 4   _____, _____, _____

Study vocabulary for expressing **AGREEMENT, DISAGREEMENT, and PARTIAL AGREEMENT** (IELTS Mentor, 2018).

Use these vocabulary items to express agreement or disagreement with the statements below (Brainy Quote, n.d.):

➕ Teens think listening to music helps them concentrate. It doesn't. It relieves them of the boredom that concentration on homework induces.

Marilyn vos Savant

➕ If we ever head down the American path of banning certain books or turning the editorial process into one of censorship, we will risk turning teens off books and sending them elsewhere – to their X-Boxes, for instance. To the Internet. And they won't ever come back to books.

Matt Haig

- Maybe something that's acceptable in your teens or 20s is unacceptable in your 30s or 40s.

  Eva Mendes

- The young always have the same problem – how to rebel and conform at the same time. They have now solved this by defying their parents and copying one another.

  Quentin Crisp

- Our goal is really to make sure that 'Instagram', whether you're a celebrity or not, is a safe place and that the content that gets posted is something that's appropriate for teens and also for adults.

  Kevin Systrom

- We all have an interest in making sure teens grow up healthy and drug-free.

  John Walters

- Oh the innocent girl in her maiden teens knows perfectly well what everything means.

  D. H. Lawrence

- Children and teens need to explore the dark side as a healthy part of growing. If a child is protected from everything dreadful, he will have no coping mechanisms in place when finally confronted with disaster.

  Annette Curtis Klause

ESSAY WRITING

How to write a good essay

See Маркелова & Яхонтова (2019, pp. 124–125).

Essay is "a short piece of writing about a particular subject by a student as part of a course of study" (Longman Dictionary of Contemporary English Online,

n.d.). The three basic parts of an essay are the introduction, the body, and the conclusion.

 The introduction presents the subject, the aim, and the main points of an essay.

The body of the essay usually has three paragraphs. Longer essays may have more than that. The core of each paragraph is a major new idea. All paragraphs begin with signpost sentences, indicators of presented issues. A signpost sentence is followed by explanations, details, and examples that back up the writer's claim.

The conclusion (the last paragraph in a short essay or more than one paragraphs in longer works) summarizes the main ideas of the discussion. No new ideas are introduced; sometimes, prospective studies are outlined.

Now choose one of the above statements about teenagers and write a short essay, expressing your agreement or disagreement.

*

2.6 SEEING LIFE THROUGH CARTOONS

MULTIMODAL APPROACH

Drawings by Ira Vepryniak and Mariia Bugai, 2014

Multimodality is the use of more than one systems for making meaning (semiotic modes) in communication, for example, words and images on the page; moving images, oral speech, music, sounds of nature on the screen; gestures, facial expression, body language in conversation, etc.

Provide a caption for each cartoon.

Interpret and discuss the cartons.

How do different modes interact in each context?

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