

OPTIONAL LESSONS

UNIT 1

OPTIONAL LESSON 1. HOUSEHOLD DISASTERS

Communicative area: writing about problems in your house

1. a. Work in pairs. Read the list of expressions and find the one that means *change one's home or place of residence*.

Rent a house, build a house, buy a house, occupy the house, redecorate a house, sell the house, let the house, move house, live in a house, share the house, repair a house, decorate the house, knock the house down, renovate the house, keep house.

b. Discuss the questions.

1. Have you ever experienced it? 2. What makes it an incredibly exciting but also extremely stressful time? 3. Would you call it a disaster?

2. a. You are going to read a story from Rita Oakleaf's blog. What do you think happened in the story called *The Great Flood*? What do you think a *blessing in disguise* means?

a) an unexpected misfortune; b) an unexpected piece of luck; c) a misfortune that unexpectedly turned into a good fortune.

b. Read the story and check your guesses.



My name is Rita Oakleaf and I would like to share with you a couple of funny stories about moving houses. The first one is called "Great Flood". My husband's promotion at work meant we had to move a bit farther south. We had been looking for another house since November, but nothing had worked out by the time we sold our house. Since we didn't know when we might find a house, we had to find an apartment that we could rent by the month. I found one though we didn't have much of a choice. The day my husband went to sign the papers, the landlord called and said he had bad news. The entire apartment was flooded! Something went wrong with the toilet and it flooded the entire upstairs, poured down the stairs, and caused the kitchen ceiling to become the kitchen floor. It was very frustrating, but we also had a good laugh. We always try to find something funny in the problem. It helps not to cry.

Good things to come out of this: The most important thing was that we hadn't moved in yet, or it would have ruined all of our stuff. The landlord also knew another landlord who had one apartment left. We had more parking there, the apartment was nicer and it was closer to my family. So, it really was a blessing in disguise.

c. Read the story again and answer the questions.

1. Why did the family move house?
2. Why did they have to rent?
3. What happened to the place the family was going to rent?
4. How did they feel about it?
5. What good things came out of the situation?

3. a. What devices help you with housework? How much do you rely on them? Can you do without them?

b. Read the list of problems. Which of them can happen to a fridge and which to a cooker? Has your family ever experienced anything of the kind?

An unpleasant smell, loud noise, the door won't shut properly, poor cooling, runs without pauses, a broken handle, leaks water, temperature problems.

c. Read another story from the blog. Say which of the problems the family had.



The Refrigerator

Before we had moved into the apartment, we had to get all of the food out of our refrigerator. We lived about an hour away from the new apartment, so we needed to put all the food into coolers and a mini freezer.

to plug in (electric equipment) – to unplug

When we arrived, we found that the refrigerator had been unplugged, so it wasn't even cold. We plugged it in and put the food in anyway, hoping it would get cold soon. We didn't have much choice. I put a bucket full of ice in the refrigerator, hoping it would keep it cold enough. The next three days were spent packing and dealing with the moving company at our house.

When I finally got back to the apartment, I noticed an unpleasant smell. I opened the refrigerator and realised that it never really got cold. All of our food was spoiled and most was moldy (*покрытый плесенью / покрыты плесней*). I would estimate it was at least \$100 worth of food. I don't think I realised how many types of salad dressings we had gathered until I had to throw them out.

The landlord was nice enough to buy a new refrigerator. However, when they brought a new one, they said it wouldn't fit. So then we had to wait about a week before we finally had a new refrigerator put in. I never realised how much we relied on having a refrigerator, but it drove me nuts.

Good things to come out of this: Hmm, that's a tough one. Maybe it finally convinced me to throw out all those old salad dressings? I don't know. It definitely taught us to be more attentive and careful.

The Stove

So, at least the stove (=cooker) worked, but the first time I tried to bake cookies, I opened the door and the handle came off in my hand! I had a good laugh. I just stuck it back on there and now I have to open it carefully on the very ends.

Good things to come out of this: A good excuse not to bake? Unfortunately, there is nothing wrong with the stove-top, so I need a better excuse not to cook. How about: "Uh, I just don't feel like it." Sounds good to me!

d. Read the story again and answer the questions.

1. How much money did they lose? Why?
2. Was it easy for Rita to find anything good in each of the disasters?
3. How did Rita feel in each case?
4. What lessons did the family learn?

4. a. What do you think a moving company does? How do you think they can help people? What is more stressful: packing or unpacking your belongings?

b. Read one more story and say whether the moving company was helpful.




The Moving Company

Since my husband was moving for his job, his company paid for a moving company. Overall, they were helpful and efficient. However, they did get a few things confused. First, they brought four large boxes of stuff and put them in the tiny one-car garage at the apartment. Now they take up about a third of the garage. Thanks for bringing the ceramic Christmas tree! I really needed that in June! They brought our computer desk, but none of the stuff on it, including the computer, printers, etc. Luckily, I brought my laptop, but we still can't print. I also don't have a bunch of decorative stuff, rugs, small kitchen appliances and other things. They had a list and I had to check it, but until I actually unpacked all the boxes, I didn't really know what I was missing. I also have to talk about how they packed things. They packed it well. Too well. Annoyingly well. Everything was wrapped over and over in heavy tissue paper. It took me six hours to unpack the kitchen alone! One

tiny glass would be wrapped so many times it was as big as a football. They even individually wrapped my dirty old tennis shoes (to keep other things clean?). I unpacked and organised for days. I am not looking forward to unpacking the rest of the boxes when they finally get delivered to the new house. On the other hand, it will probably be a lot like Christmas morning getting all of my stuff back.

Good things to come out of this: Well, at least we didn't have to move it all ourselves, but I can't really think of much else. Oh, I know! They forgot almost all of my cookbooks, so that gives me a good excuse not to cook. "Sorry, honey, I can't make anything without those cookbooks."

c. Read the story again and make a list of the things the moving company confused.

5.  Write about a problem in your apartment or house that you or your parents had to sort out. Describe it in brief. What lesson did it teach you and your family? Was it a total disaster or a blessing in disguise? Is it easy to find what good came out of the problem?

OPTIONAL LESSON 2. MY DREAM HOUSE

Communicative area: speaking about a dream house

1. a. Look at the pictures of somebody's dream houses. Read the poems and decide which one doesn't correspond to the picture.



In the House of upside-down
Cellars top floors, Attic's ground
In the House of upside-down
Laughing cries and smiles frown
In the house of upside-down
Found is lost and lost is found.

There was an old woman
who lived in a shoe
She had so many children
She didn't know what to do
She gave them some broth
Without any bread,
She kissed them all gently
And sent them to bed.



They lived
in a house by the sea
he and she.
Where fireflies lit the sky
crickets sang nearby
and gentle waves kissed
the golden sands goodbye.



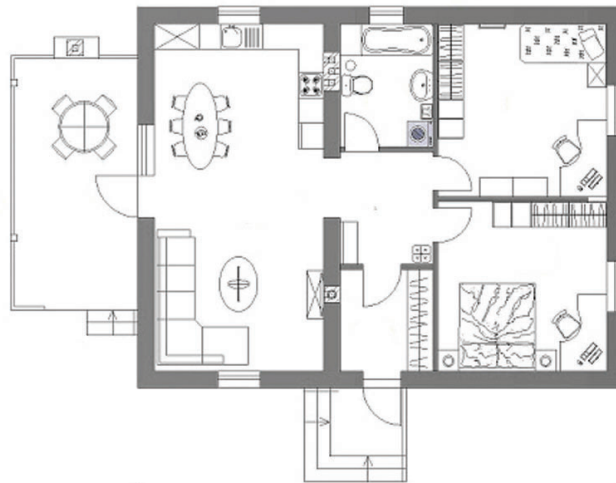
b. Talk to your partner and discuss why people might want to live in such houses.

2. a. Read the text and say how many people were involved in building this house and how long (approximately) it took them to build it.

My home is unlike any other. My family started building it when I was about seven years old and we're still working on it. Dad, the engineer, had a dream and because nothing can stop him when he puts his mind to something, he went for it. He and my mother designed it to be exactly what they wanted, and with the support, love and help of the family, we all built it. It wasn't always easy. At times it seemed like there was just too much to do, that we would never finish it. But I think that's what makes my house special. It has kept us together through

the process. We all saw what it would become and **strove through the rough patches**. It's seen us through laughter and tears, the life and happiness of new puppies and the death of beautiful old dogs. It's seen us through healings and injuries. It's seen the hatching of chickens and turkeys and their slaughter for Thanksgiving dinners. It's seen my vegetarianism and my dad's hunting hobby. It's seen the loving embraces of my family and the heated arguments which were soon forgotten. It's seen the good and the bad of all of us and knows us as well as any of our friends. It's seen our lives.

If a stranger walked through our house they would learn so much about my family. The carpets are covered with dog hair and the kitchen is **in need of a little attention**. There are books in almost every room and a glimpse of my cat might be caught if you're lucky. My father's woodwork, painstakingly varnished and aligned; my mother's tile, unique and beautifully designed; the random nuts and bolts from the cars, left by my brother; the sound of my sister's trombone; the books I left on the living room table; the model aeroplanes my other brother left behind when he went to college; the still-in-progress garage; the five-acre yard my siblings and I ventured together as children and the garden we're planting in it. It all adds up to my family. My father's perfectionism, my mother's loving, easy-going attitude, and the three (sometimes four) energetic and unique young adults living under its roof define and are defined by the house we built together. And though at times it seems our differences are pulling us apart, in the end, it is always the one thing we all share that holds us together: the love that we invested in this house and each other. Mother Teresa once said, "Love begins at home, and it is not how much we do... but how much love we put in that action." That's what my house is to me.



a blueprint

My home is a house and a palace, a residence and a kingdom, a rest stop and a journey. Everything that cannot be planned **in a blueprint** is what makes my house a home. Life makes my house a home.

Kirsten Gertje, Olympia

b. What do the words in bold mean?

c. Discuss with your partner which of these pictures is the picture of Kirsten's house. Explain why you think so.



3. a. Interview your partner about their dream house. Find out the details about the points on the list below.

1. The kind of housing; 2. its size; 3. materials used; 4. number of rooms and their location; 5. ceilings, windows, floors; 6. heating; 7. furniture; 8. modern conveniences.

b. In groups of four speak about your partner's dream house. Decide which you like best.

UNIT 2

OPTIONAL LESSON 1. GOALS FOR THE FUTURE

Communicative area: writing an essay

Active vocabulary: goal; set a goal

1. a. Read the quotations and say what the words in bold mean.

Fear melts when you **take action towards a goal** you really want.

Robert G. Allen

The big secret in life is that there is no big secret. Whatever your **goal**, you can get there if you're willing to work.

Oprah Winfrey

You need a plan to build a house. To build a life, it is even more important **to have a plan or goal**.

Zig Ziglar

This one step – **choosing a goal** and sticking to it – changes everything.

Scott Reed

Without **goals**, and plans to reach them, you are like a ship that has set sail with no destination.

Fitzhugh Dodson

If you don't know where you are going, you'll probably end up somewhere else.

Lewis Carroll

b. Answer the questions.

1. What would you like to do after finishing school?
2. Do you have clear goals for the future? Are they easy to accomplish?
3. What do you think is most important for you?

2. a. Read the essay and say what goals the author has. Which of these goals do you think are most important / least important?

GPA (*grade point average*) – средний балл (в школе, университете) / сярэдні бал (у школе, універсітэце)

Scholarship – 1. financial aid provided for a student; 2. the position of a student who gains this financial aid



Goals in Life

High school is a very important time in a person's life. This is the time **to set goals**. We not only set goals but set out to find solutions. My first goal in no particular order is to become a good athlete. My next goal is to be a good student and graduate from high school, with a 3.0 GPA. There's the last goal, but I am saving it for later. My goals are simple, but not as easy **to achieve**.

Athletics are fun and may help count towards another goal in life. Sports may be fun, but you need hard work to become good at it. There is a chance that one day I may be able to get a scholarship for college even though I haven't decided on a sport yet I should have one by the end of the year. Sports take up time, and at some points are hard and may be a burden, but it is all worth it in the end. Becoming an athlete is a goal of mine, but there are goals more important and the next one is.

In only having sports and not education it would be like owning a car, but without an engine inside. I want that engine; therefore I must get my education and maintain a high GPA. I could accomplish this by doing all my work (I am working on this at the time being). Also not only doing my work but doing it on time and as neat as I can get it (also working on these two at the time being). My goal may also be accomplished by paying attention in class (there are a lot of things to learn that school teaches us) and try to do more listening and less talking. All of this makes a great recipe for at least a 3.0 GPA.

Have you ever had to use a combination lock? If you have you know that there are three numbers, well the combination for my success in life is first education, then athletics, and last but definitely not least, going to a four-year college. This is the perfect goal in life, besides that fact, my two other goals fit right in this category. Sports may help me get an athletic scholarship which may make my parents happier at least financially. The next goals – education – you can't get an athletic scholarship if you don't have the grades. Even without sports, you can still get an academic scholarship, but that takes a lot of hard work (that's my goal anyway) and sacrifice. During colleg I plan on majoring in psychology and becoming a psychologist.

The reason of becoming a psychologist is that I like to hear what people have to say and maybe I can help them. The ideal location would probably be the city such as Los Angeles or New York. First things first, I got to graduate from high school. These goals are pretty simple but will be tough to accomplish. All I know is that I will make it.

b. Read the text again and say what steps the author is going to undertake to achieve his goals.

3. a. Follow the steps below.

1. Do you have goals for your future life? Make a list of your goals and range them in order of priority.
2. Talk to your partner and compare your goals. Do you have a lot in common?

3. Walk around the class and find somebody whose goals are the closest to yours. Talk to this person and discuss what you are planning to do to achieve your goals.

4. Write a few sentences about your school years and your plans for the future.

b.  Write one or two sentences about your goals which will explain:

1. What is desirable;
2. What is possible;
3. What you can achieve.

4. Read the quotations in ex. 1a and choose the one you would like to use as an epigraph to your essay. Explain why you have chosen it. Compare your idea with your partner's.

5. Read parts of students' compositions about their future goals. Find ideas you would like to include into your composition. Talk to your partner and explain why.

1. A person needs to achieve certain goals in one's life before you can call them successful. Success is to achieve the goals you have set. I have set certain goals I would like to achieve in my lifetime. ... My professional goals in life are to get a good education, to find a good job that makes me happy and makes enough money for me to support my family.

2. One of my goals for the future is to be happy regardless of what I choose to do. I want to be satisfied with my decisions, to be able to accept and forgive, and most of all to be able to live up to the expectations I have for myself. I realise I cannot set my goals and dreams on the basis of others and I need to achieve things for myself. I will only accomplish my goal in being happy when I am able to live my life for myself and still able to provide love and support to others.

3. My goal is to be a role model for my younger brother specially and also to all my younger cousins, nieces, nephews, and to all the young kids out there to never give up hope. Someday, I will reach my destination in life when I earn my degree...

4. First of all, I need to get a high score on the SAT¹ test because I want to go to a good college with a scholarship. In order to do this, I have to learn many things about grammar, writing, reading and vocabulary as much as possible because I don't have a lot of time to just focus on that. I just have about one and a half year more to study for the SAT test. This test will never be easy, it is a challenge for students who want to receive a good education. If I have a good education, it is easier for me to find a good job in the future.

5. It states that your future depends on the actions and decisions that you make on a daily basis. Even though the world is chaotic, we still have paths in life to follow. It's up to us which path we take to achieve the path that we seek to reach our future goals. Once we envision our future it is up to us to set a plan

¹ **Scholastic Assessment Test** – стандартизованный тест для приема в учреждения высшего образования в США / стандартызованы тэст для прыёму ва ўстановы вышэйшай адукацыі ў ЗША

and to stay on course to achieve it. We might run into obstacles along the way, but we should still be able to stay focused and move ahead. Any struggles or obstacles that we may face the need to be used as a learning experience. It is up to us to achieve the future that we want.

Many of us are afraid to step into adulthood. We feel that we are losing out on our youthful days instead of opening up to the rest of our lives. We have to realise that when we close one chapter in our lives, another one opens for something new in our lives. The key to life is looking ahead and it takes vision, trust, and courage to work towards your future. We need to learn to leave the past in the past and not let it hinder our future. Let's learn to take a launch and set our journey ahead by having confidence and setting concrete plans.

6.  **Write an essay about your goals for the future.**

UNIT 3

OPTIONAL LESSON 1. DO YOU KNOW THAT ETYMOLOGY IS FUN?

1. a. Look through the words from the unit. What language do you think they came to English from? What other English words might they be related to?

Encourage; appreciate; indulge; volunteer; education; congratulate; prevent; flexible; blank; amount; protect; furious.

b. Find connections between the words in ex. 1a and the words in bold in the following phrases.

1. **обескураженный** отказом; **кураж** – это наигранная смелость;
2. заполнить **бланк**;
3. **превентивные** меры;
4. сделать **протекцию**;
5. разъяренная как **Фурия**;
6. **волевые волонтёры**;
7. **Адукацыя** і Выхаванне;
8. раздавать **индальгенцыи**;
9. склонный к **рефлексии**;
10. белорусский и русский языки – языки **флективные**.

1. **абескуражаны** адмовай; **кураж** – гэта найграная смеласць;
2. запоўніць **бланк**;
3. **прэвентыўныя** меры;
4. зрабіць **пратэкцыю**;
5. раз'юшаная як **Фурыя**;
6. **валявыя валанцёры**;
7. **Адукацыя** і Выхаванне;
8. раздаваць **індальгенцыі**;
9. схільны да **рэфлексіі**;
10. беларуская і руская мовы – мовы **флектыўныя**.

c. Read about the origin of the words from ex. 1a. How can this knowledge help you understand the meaning of the words in English?

From Latin:

1. appreciate (via French from “appretiare” – “to know the price”);
2. indulge (from “indulgere” – “let yourself do something that you enjoy even if it is bad for you”);
3. volunteer (via French, from “voluntaries” (“voluntary”) and “voluntas” – “will”);
4. education – from educare – “lead out”;
5. congratulate; grateful (“grate” – pleasing, thankful);
6. prevent (“praevenire” – “to come before”);
7. flexible (“flexibilis” (“flexus”) from “flectere” – “to bend”);
8. amount (via French – uphill, compare with “mountain”);

9. protect (from “protegere” – “to cover”);
10. furious (from “furia” – “fury”).

From French:

1. encourage – “to give courage”;
2. blank – “white”.

2. a. What kind of science do you think etymology is? What about entomology?

b. Read the article. Which of the two sciences would you like to study? What does this science do? What could it help you with?

If you're not an expert in the origins of words, it might be quite easy for you to confuse two studies: etymology and entomology. These two words are so dangerously alike.

Are you a fan of insects? Are you keen on observing flies, moths, bees, wasps, butterflies, ants, grasshoppers or dragonflies? If yes, entomology is your science. “Entomon” is “insect” in Greek.

Are you a fan of languages? Do you like decoding the messages and guessing the secret codes of words? If yes, etymology is for you. This science unlocks the meanings and origins of words, making learning more enjoyable and the facts that you learn – more memorable. Etymology is the study of the true meanings of words – from the Greek “etymon” (“true meaning”), and “logos” (“word” or “study”).

Many new words in English come from names of people and places. Badminton got its name from Badminton House where it was played. Earl Sandwich is said to have introduced a sandwich for his convenience. He wanted to continue playing cards without getting up from the card table to eat.

Sometimes, words were borrowed from French, though they already existed in English. For example, the poor would use the words “lamb” and “sheep”, but the rich would be following the French fashion and talk about “mutton” (from French ‘mouton’). Of course, with time these came to denote different things. So now, if an older lady tries to look younger than she is copying the style suitable for a young woman, the English say “mutton dressed as lamb”. The two words of the English and French origin are very comfortable in the same phrase.

Dozens of languages influenced English. “Guru” came from Hindi, “checkmate” from Persian, “monsoon” from Arabic and “patio” from Spanish. The Latin word caput (“head”) was first borrowed by the French language and then became “caboche”. Only then did it come to English as “cabbage”. By the way, now it is easy to understand why we call the main city of each country a “capital” or the main person on a ship – a “captain”.

The largest part of the English words come from Latin or Greek. Knowing where they come from helps to understand the English words better. A hippopotamus from the Greek “hippos” (“horse”) and “potamos” (“river”) helps you realise what a hippodrome is and makes you smile that the local Indian name for the river running through the American capital – the Potomac – is so close to the Greek word “river”. Around 20 March and 23 September, at the equinox, the day is as

long as the night. The Latin words “aequi” and “nox” show you that the night is equal to the day. Etymology enables you to make hundreds of fascinating discoveries.

It also helps you with spelling and pronunciation. The words originating from Greek don’t have an “f” in their spelling, but “ph”. These words are mostly long and can be found in most European languages: telephone, philosophy, phrase, saxophone, atmosphere, autograph and biography. Knowing that you will never make a spelling mistake in such a word.

c. Tell your classmate about the most interesting discovery you made when you were reading the article.

3. Look through the list of WORD-projects you could do. Which of them looks inviting? Share with your partner.

1. Words of the year;
2. Newly added words;
3. Old-fashioned words and phrases;
4. British vs American;
5. Extreme words (the longest, words with most consonants / vowels, etc.);
6. Number of words in the English language;
7. Words coined by William Shakespeare;
8. Word origins.

4. a. Watch the video. Which facts do you find the most surprising?



b. Find and watch more “etymology videos” on YouTube. Tell your classmates what you have learnt.

vimeo.com/
105221860

5. a. Read the poem by Ken Nesbitt. Are there any words in it that you like?

My Favourite Words

Spatula.
Linoleum.
Persnickety.
Bermuda.
Cattywampus.
Flabbergasted.
Fuddy-duddy.
Gouda.
Nincompoop
and scuttlebutt.
Kerfuffle
and gazebo.
Diphthong.
Macadamia.
Skedaddle

and placebo.
Spackle.
Grackle.
Folderol.
Galoshes.
Dollop.
Frizzle.
Uvula.
Mustachioed.
Jacuzzi.
Juju.
Swizzle.
Tighty-whitey.
Hoity-toity.
Hurly-burly.
Spleen.
Piggly-wiggly.
Artsy-fartsy.
Namby-pamby.
Preen.
That's my list
of favorite words,
the greatest
words around.
I really don't care
what they mean.
I love the way
they sound.
Kenn Nesbitt

b. What are your favourite words in English?

OPTIONAL LESSON 2. DISTANCE LEARNING

1. Discuss in pairs or small groups.

1. Do you think that computers will replace a real classroom with a teacher in the future?

2. Is face-to-face communication with a teacher important for a learner?

3. Have you ever taken an on-line course? If yes, did you find it effective?

4. Would you like to take an on-line course in the future? Why / Why not?



2. a. Sort out the advantages and disadvantages of distance learning.

1. Less interruption of daily life;

2. Lack of the “college spirit”;

3. Isolation;

4. Flexibility;

5. Affordability;

6. Convenience;

7. Indirect contact with professors;

8. Limited course options.

b. Read the article about distance learning from the Internet magazine and match the headlines with the paragraphs.

There’s nothing quite like the comforts of home, even when it comes to getting an education. The age of the internet has transformed the way we do a lot of things, including the way we learn. It’s now possible to get a diploma or earn a degree without leaving the house and in spite of job or family commitments. While this scenario sounds great, it’s always advantageous to look at both sides of the coin before choosing the right path for you.



Advantages of Distance Learning

1. ...

The time and energy saved through distance education can be astronomical. Avoiding a hectic commute and the trouble of trying to make it to class on time can help keep your mind free of stress and anxiety. When the weather turns bad, forget about fighting the elements, just turn on the coffee pot. If you live in a remote area, choosing distance education can mean living in your own home in comfortable surroundings instead of packing up and moving to an unfamiliar place.

2. ...

With distance education, you’ll be able to study at your own pace and do course work at a time that fits with your busy life. You are the master of your own schedule and can choose to stay up late if you’re a night hawk or hit the books early if you’re a morning person.

3. ...

Distance education allows you to continue your full or part-time work schedule or even look after a family or other commitments while you earn a degree, diploma or certificate. You'll have the best of both worlds, without too much of an interruption to your daily routine.

4. ...

Tuition for on-campus courses is usually more expensive than for distance learning courses. This is understandable since a physical location must be maintained and faculty must be paid. With distance education, you'll also save money on commuting or paying for a residence within the vicinity of the school. If you want an education but have to live within a budget, this option could be financially feasible for you.

Disadvantages of Distance Learning

5. ...

The classroom setting creates an atmosphere that is conducive to learning. As is the case with some who work from home, students who are isolated may find it difficult to be self-disciplined enough to complete the course requirements. Face to face interaction with other students creates a learning environment with social interaction and a network of support.

6. ...

Often, a teacher is a lot more than someone who just dispenses facts and figures. Many students benefit greatly from direct contact with a professional instructor who adds personal experience, valuable guidance and, last but not least, motivation and encouragement to succeed in their studies.

7. ...

Many feel that post-secondary education should be an "experience" that includes more than just classroom learning. Distance education lacks the on-campus atmosphere and 'college experience' that for some is one of the main reasons for attending. In fact, in some views there is still a stigma attached to distance education.

8. ...

There is an increasing variety of courses available through distance education, however, there are some programs that still require in-class work such as hands-on practical applications and experimentation, etc. If you're a highly driven, self-disciplined person with a busy personal schedule who likes to work on your own, distance education could be for you. However, if you're a social person who thrives in the structured environment of a classroom with face-to-face interaction, you might decide that regular learning is a better fit for you. Either way, you can pursue higher education and reach your goals.

c. Read the article again and say who distance learning is suitable for.

d. Is distance learning suitable for you? Why do you think so?

3. a. Read the forum entries. The participants discuss the question: “Will computers replace teachers in the future?” Which of them answer positively?



wisteraln: I believe whole-heartedly that teachers should be replaced by computers. This is from experience. By watching online videos, I have gained so much insight in math, it's become fun learning it again. I believe that there should be mentors there in classrooms in case a student needs physical help but the main source of learning should be from a video source of a really good teacher/explainer of the subject. That way, the system can be unified and there won't be unfair teachers/problems/standard problems/etc. :)

zakk: I personally have received a lot of free classes at *free-ed.com*, including classes that I have yet to take. I am a Sophomore in high school, taking enriched geometry, but I already have a thorough understanding of the basics in trigonometry. I also take classes that I am currently in, and I have found that in every class, I learn as much, if not more, that what my teachers teach.

Hidell: Many aspects of our educational system are outmoded. For example, the practice of giving lectures at university is really a relic of the Middle Ages when the technology of printing had not yet been invented. There is rarely any real need for lectures nowadays except when the lecturer is presenting material so distinctive that it does not exist anywhere in book form. For 95% of lectures given in the higher education system today, written material, accessed either in printed form or online, would be preferable. It would be better if students were responsible for their own education through personal study in online texts. There should be a teacher available to offer advice if needed but the fact that all education is given in a collective classroom context simply holds back the more able students and brings them down to the level of the lowest common denominator.

Mrmoppy1: No way! Teachers are a vital part of our economy. If we were to replace teachers with computers, millions of jobs would be lost and the recession would deepen even more. Children's grades would also fall dramatically, as they could easily cheat and get away with it. Students need teachers as they can tailor lessons to specific classes needs and give feedback on work. Computers cannot have compassion, interest or any other emotion to a student.

luigi123: Computers have all the information. Whenever you are sick, you can still learn, by using the computer at home. Also computers can remember things and teachers could forget stuff. Also, teachers often get stressed from teaching naughty kids.

computerz: If students were to learn from computers, they would just cheat and do something else because the computer can do nothing about it. Also, students would go on game websites or go on inappropriate websites.

K9: When computers are capable of giving feedback on errors, of inspirational and improvisational thought, and of disciplining students to keep them focused on the task, then they will replace teachers.

Professor: Although technology is a wonderful teaching tool, I do not believe that a computer could ever replace a teacher. I believe that teachers should be better trained to use the technology in the classroom. Computers do not have that human element that students need to learn. Computers do not care about the student's personal problems or learning disabilities. Teachers are needed to help and guide students. They nurture the student and offer praise. Therefore, I do believe that technology is a great tool in the classroom; it will never replace a real teacher. Teachers and technology together are the best way to teach today's students.

b. Find the arguments you agree with and read them aloud.

c. Have a class discussion: "Will computers replace teachers in the future?" Use the linking words and phrases below.

Useful language box

Starting out

- In my opinion ...
- In my view ...
- I believe ...
- I suppose ...
- As far as I'm concerned ...
- Personally speaking, ...
- As I see it ...

Useful language box

Giving details

- An example of this ...
- One reason for this is ...
- This may sound rather confusing. Let me explain.
- I feel I should point out that ...
- You might be interested to know that ...
- I must stress that ...
- I feel strongly that ...

Accepting sb's idea

- I find it a very convincing argument.
- I'd like to support ...'s point of view about ...
- I agree whole-heartedly with what ... said.
- That's just what I think.
- I go along with that point of view.
- In addition to this, ...

Accepting sb's idea but not convinced

- These are all important points, however / on the other hand ...
- Many people say ... However ...
- It is true that ... Nevertheless, ...
- I don't find it a very convincing argument.
- That is a good point but ...

Expressing disagreement

- I'm afraid I can't agree with / that ...
- I can hardly imagine that ...
- I cannot believe that ...
- We are led to believe that ... However, in reality ...
- I would seriously doubt whether ...

4. Take part in the forum discussion "Will computers replace teachers in the future?" and write your own opinion.

OPTIONAL LESSON 3. VIRTUAL HIGH SCHOOL

1. Read the article about Virtual High School. What skills can students practice there?

Expand Your World

Liz Pape, President & CEO¹

Imagine classrooms without walls, where students are working in online classes with students from other states and countries, learning exciting curriculum, fully engaged in their learning, and learning at a pace that meets their educational needs. Imagine students working together, on team projects and group activities, learning online collaboration skills, learning information literacy skills, multimedia presentation skills – in short, the skills needed by knowledge and collaboration workers of the 21st century. Imagine students communicating with one another, transcending the barriers of time and place, gaining global citizenry skills, and becoming part of a community of learners who not only are gaining new curriculum knowledge, but are also gaining knowledge of cultures and citizens outside of their face-to-face classroom community. What you are imagining is the reality of the Virtual High School Global Consortium.



The VHS vision for online education is based upon providing students with online classroom experiences that not only teach course content but also develop students' information literacy and global citizenry skills. Over the years, we have developed online course and teaching standards to achieve our goal of a high quality online education program that expands schools' offerings to students.

Effective online courses are engaging, build student confidence in their learning, and lead to student achievement.

The world is your classroom with VHS. We unite teachers and students from a variety of social, economic, and geographic backgrounds to study and collaborate with one another in a virtual learning environment. For example, a student in North America partners with a classmate in Asia to complete a project, and logs on to look over the assignment that their teacher in another time zone posted earlier in the day.

While the differences in locations are clear, these individuals are joined by a mutual desire to know more about a specific subject, to meet international peers and to work in tandem online to learn about the material, and about one another.

Students and teachers in a global class may come from wealthy suburban communities, remote rural areas, and inner city schools. They can be in different

¹ **CEO** (Chief Executive Officer) – главный исполнительный директор / галоўны выканаўчы дырэктар

regions of the world and speak several languages, or they may be in neighboring communities, districts or states yet still provide the varied discussions that come from a wide-range of ideologies and viewpoints.

What makes a successful global learning environment?

To be truly successful in a global classroom, students must actively participate in collaborative projects and have:

- respect for different ideas, cultures and opinions;
- a desire to learn from others around the world;
- an open-mind accepting of critique;
- critical thinking and analytical skills.

Why is it so important?

A global classroom can easily be a microcosm of a world that students will know beyond high school. It can provide diverse interpretations, worldly perceptions, fervent debate, enthusiastic ideas and international points of view.

This type of teamwork leads to more than just a grasp of the content. The unique perspectives, characterised by assorted locale and societies, are seldom found in a traditional classroom. Global learning can offer regional, political and cultural insights that provide the basis for thought provoking discussions and an education that reaches far beyond a student’s hometown. It better prepares students to communicate effectively and productively in an international economy.

2. Discuss in small groups. What advantages does VHS have over a face-to-face classroom?



cutt.ly/
gnF7fnO

3. Watch the video, in which Olivia shares her experience of being one of VHS Environmental Science students. What advantages of studying with VHS does she mention?



4. Would you like to be a student of a school like VHS? Why (not)? Give a short speech.

OPTIONAL LESSON 4. VOLUNTEERING

1. a. Do the questionnaire to decide what kind of volunteer work you should do.

1. When you meet someone new, what do you do?
 - a) I give them a big smile and a hug (объятия / абдымкі)
 - b) I give them a flower I picked in the garden
 - c) I attack them with lots of questions
 - d) I get excited and start jumping up and down
2. What **motto** do you live by?
 - a) Hug them, feed them, love them
 - b) The 3 R's – reduce, reuse, recycle
 - c) A laugh a day keeps the doctor away
 - d) You can't get anywhere without a good education
3. Which school club interests you most?
 - a) Eco-Friends
 - b) Friendship Club
 - c) Students in the Community (в обществе / у громаді)
 - d) Future Leaders
4. If you could change one thing in the world, what would it be?
 - a) Stop global warming
 - b) Feed the hungry
 - c) Find a cure for every single disease
 - d) End the wars – can't we all just get along
5. How would your best friends describe you?
 - a) Fun to be with
 - b) Helpful and caring
 - c) Smart and brainy
 - d) Romantic and dreamy
6. Who is your **hero**?
 - a) Albert Einstein – he was a genius
 - b) The Animal Rights Group
 - c) Jacques Yves Cousteau – he loved the Earth
 - d) Mother Teresa – a true saint (святая / свята)

How to score:

1a – 3; 1b – 1; 1c – 2; 1d – 4; 2a – 3; 2b – 1; 2c – 4; 2d – 2

3a – 1; 3b – 3; 3c – 4; 3d – 2; 4a – 1; 4b – 3; 4c – 2; 4d – 4

5a – 4; 5b – 3; 5c – 1; 5d – 2; 6a – 2; 6b – 4; 6c – 1; 6d – 3

<p>6–11: Your perfect volunteer job is with the environment!</p> <p>You're passionate about protecting the environment. You stand up for recycling and riding bikes to school, you're against aerosol hairspray, littering and the use of styrofoam in the school cafeteria. It would be great for you to volunteer at a recycling depot, at a greenhouse or even for Greenpeace.</p>	<p>12–17: Your perfect volunteer job is with science!</p> <p>You're a brainiac who loves learning about all things science! Your room is filled with telescopes to study space and microscopes to study bugs and bacteria that you find hiding in the corners of your room. So start volunteering at a museum, space centre or planetarium to use your smarts!</p>
<p>18–23: Your perfect volunteer job is with the homeless!</p> <p>You're so kind and caring that your friends sometimes mistake you for their mom! You don't have a selfish bone in your body and would do anything to help out sick and homeless people. That's why you're perfectly suited to work at a homeless shelter or a soup kitchen where you can get to know homeless people, feed them and maybe even help them get jobs.</p>	<p>24: Your perfect volunteer job is with animals!</p> <p>You love animals – you're absolutely crazy about them! You own more pets than anyone you know, and that's probably because you rescue every sick bird and squirrel that you come across. You're perfectly suited to volunteer at the zoo or aquarium where you'll be taking care of animals – and that includes scooping up their poop too!</p>
<p>Sometimes, there's something more important to a job than money. Volunteering can also help you to gain new skills, improve your resume, and – most importantly – decide what you really want to do when you graduate from university.</p>	

b. Do you agree with the questionnaire results? Compare your ideas with your partner's.

2. a. Look through the information in the application form for a volunteer job. Which of the volunteer jobs from this lesson do you think Emily could do?

b. Match the questions with the rubrics in the application form below.

How old are you? What are you good at and what are you not very good at? What's your first name? What's your email address? What's your last name? What's your address? What's your telephone number? Are you a student? How good is your English? Do you speak any other language? Do you have any special skills? What's your nationality? Why do you want to do this job?

c. Fill in the Volunteer Application Form for yourself.

3. a. Fill in the words from the lesson.

What sort of person should you be to work as a ...? Can you find a volunteer job in your country? Does anyone you know works as a volunteer in a homeless ... or an animal ...? Would you like to do a volunteer job abroad? What ... do you live by? Who is your ...?

b. Ask and answer the questions in ex. 3a.

Please complete in **black** ink

VOLUNTEER APPLICATION FORM

Last name (family): Trout

First name: Emily

Age: 16 **Sex:** male / female **Marital status:** married / single

Nationality: USA

Address: 27 La Jolla St, San Diego, California

Telephone number: 16197718549

Email address: truetrout@gmail.com

Occupation: student

Hobbies and special interests: music, diving, biology

Language proficiency: English average / good

Any other foreign language: Spanish average / good

Special skills, if any: can play the guitar and the piano; have a certificate in surfing

Strengths: good at communicating with people, outgoing

Weaknesses: can be too outspoken and thick-headed

Give two reasons why you should be given this job: I love animals and I've always been taking care of some pet, my current pet is an iguana

UNIT 4

OPTIONAL LESSON 1. PEACE ONE DAY

1. a. What is peace? Discuss in pairs, then share your ideas with the class.

b. Read the information below and answer the question: What is “Peace One Day”?

Peace One Day

Here’s a crazy idea: Persuade the world to try living in peace for just one day, every September 21. Due to Jeremy Gilley this crazy idea became real – real enough to help millions of kids in war-torn regions.

Jeremy Gilley is an English actor who in the late 1990s became preoccupied with questions about the fundamental nature of humanity and the issue of peace. He was determined to explore these through the medium of film, and specifically, to create a documentary following his campaign to create an annual day of ceasefire¹ and non-violence.



In 1999, Jeremy founded Peace One Day, a non-profit organisation, and in 2001 Peace One Day’s efforts were rewarded when the member states of the United Nations adopted the first ever annual day of global ceasefire and non-violence on 21 September – Peace Day.

c. Read Jeremy Gilley’s story about his organisation. Match the headings to the paragraphs.

A. writing to everyone

D. fighting skepticism

B. a remarkable number

E. the first World Peace Day

C. an idea from a book

F. listening to everyone

H. getting everyone involved

G. getting a famous actor involved

1. I have always been concerned about what was going on in the world. When I was 12, I was bottom of the class. And at that point, I read a book by Frank Barnaby, a nuclear physicist, and he said that media had a responsibility to move things forward. That fascinated me because I’d been messing around with a camera most of my life. Then I thought, maybe I could do something and find

¹ **ceasefire** – соглашение о прекращении огня / пагадненне пра спыненне агню

peace of mind. Maybe I could become a filmmaker. Maybe there's a little change I can get involved in. I started thinking about peace. I was not knowledgeable enough in this issue, then I had an idea – There was no starting point for peace.

2. I decided to create the first ever Ceasefire Non-Violence Day. I wanted it to be the 21st of September because it was my grandad's favourite number. He was a prisoner of war. He saw the bomb go off at Nagasaki. It poisoned his blood. He died when I was 11. He was my hero. So, we started writing letters to everybody. It required a lot of time and efforts. Obviously, we didn't have any money, so we were playing guitars and getting the money for the stamps. We wrote to heads of state, their ambassadors, Nobel Peace laureates, NGOs¹, various organisations. And very quickly, some letters started coming back. One of the first letters was from the Dalai Lama. The Dalai Lama wrote, "This is an amazing thing. Come and see me. I'd love to talk to you about the first ever day of peace."

3. In 1999 we invited lots of people – all the press, because we were going to try and create the first ever World Peace Day. We invited everybody, and no press showed up. There were 114 people there – they were mostly my friends and family. But it didn't matter because we were documenting, and that was the thing. They used to say the pen is mightier than the sword. I think the camera is. But we hadn't achieved our goal yet.

4. We continued the journey. We were listening to people. We were documenting everywhere. I've visited 76 countries in the last 12 years. I've recorded 44,000 young people. I'm really clear about how young people feel when you talk to them about this idea of having a starting point for their actions for a more peaceful world through their poetry, their art, their literature, their music, their sport, whatever it might be.

5. I started showing the film, and I remember getting it absolutely destroyed by some guys having watched the film – that it's just a day of peace, it doesn't mean anything. It's not going to work; you're not going to stop the fighting in Afghanistan, etc. I went back to the United Nations. After lots and lots of meetings, UNICEF² said, "Okay, we'll have a go." Then UNAMA³ got involved in Afghanistan.

6. I went back to London, and I saw this chap, Jude Law. I saw him because he was an actor, I was an actor, I had a connection to him, because we needed the media to be involved. Maybe there would be more people interested. Jude said, "Okay, I'll do some statements for you." One day he said to me, "Where are you going next?" I said, "I'm going to Afghanistan." And I could see a little look in his eye of interest. So I said to him, "Do you want to come with me? It'd be really interesting if you came." He said yes and we found ourselves in Afghanistan.

7. We travelled around, and we spoke to doctors, we spoke to nurses, we held press conferences, we went out with soldiers, we sat down with ISAF⁴, we sat down with NATO⁵, we sat down with the UK government. We held press

¹ NGO – nongovernmental organisation

² UNICEF – the United Nations Children's Fund

³ UNAMA – the United Nations Assistance Mission in Afghanistan

⁴ ISAF – the International Security Assistance Force

⁵ NATO – the North Atlantic Treaty Organisation

conferences, which of course, now were loaded with press. There was an interest in what was going on.

8. And then we went home. We had to wait now and see what would happen. I remember one of the team bringing in a letter to me from Afghanistan which said, *"We will observe this day. We see it as a window of opportunity. And we will not engage"*¹. That meant that humanitarian workers wouldn't be kidnapped or killed. And days later, 1.6 million children were vaccinated against polio². That was the year of 2007. That was our first victory in the fight for a global truce³.

2. Work in pairs. Are the following sentences true or false?

1. Jeremy Gilley was a top pupil in his class.
2. He wanted to make a film that could make a difference.
3. Jeremy chose the date of September 21 because it was his birthday.
4. Thousands of people came to launch the first World Peace Day.
5. It was important for Jeremy to know what young people feel about peace.
6. UNICEF got involved in Jeremy's project immediately.
7. Jude Law helped Jeremy because they were close friends.
8. 2007 became a turning point in the life of the organisation.

3. Find the names of organisations in the text. What article is used with them? Discuss in pairs. Check your ideas with the Grammar Reference.

4. Discuss in groups.

- Do you think Jeremy Gilley is a hero?
- How much can one person do for peace?
- What qualities do people need to do as much as Jeremy?

5. Work in pairs. Imagine that you are making a short YouTube video about Jeremy Gilley and his project.

1. Write a tapescript for your video about Jeremy Gilley.
2. Speak about this courageous man.

6. a. What can you do on World Peace Day? Read the Internet article and compare your ideas.

Inspired by a 70% recorded reduction in violent incidents on Peace Day in Afghanistan Jeremy launched the Global Truce campaign. The Peace One Day 2012 report found that, across the world, approximately 280 million people in 198 countries were aware of Peace Day 2012 – 4% of the world's population. The report further estimates that approximately 2% of those people (5.6 million) behaved more peacefully as a result. Peace One Day expects to double those figures for 2013.

¹ engage – здесь: вступать в бой / уступаць у бой

² polio – полиомиелит / паліямієліт

³ truce – перемирие / перамір'є

Simple things can build peace on 21 September – Peace day



Our lives are made up of day to day experiences and interactions, so every day we have the chance to make someone else's life better. To build a more peaceful and sustainable world, we need to build peace in our everyday lives.

No matter how small, everyday acts of kindness can help make peace a reality; whether it is standing up for somebody in trouble, saying sorry, reconnecting with an old friend, or helping someone you see who's in need of assistance. Of course, random acts of kindness should take place all year round, but we would like to invite you to join with others around the world to give this wonderful idea a special focus on Peace Day 21 September.

Wherever you are, at home, school, or work, you can help improve the quality of the lives of the people around you, including your family, colleagues, teachers, classmates or friends. Sometimes the simplest things can have the most immediate and meaningful impact on the lives of everyone around you.

So on Peace Day 21 September...

- What can you say to make peace with someone?
- What can you do to make peace with someone?
- Who will you make peace with?

6. b. Work in pairs. Answer the questions from the article.



Peace and war begin at home. If we truly want peace in the world, let us begin by loving one another in our own families. If we want to spread joy, we need for every family to have joy.

— Mother Teresa —

AZ QUOTES