



TEACHERS OF ENGLISH TO SPEAKERS
OF OTHER LANGUAGES IN UKRAINE



TESOL-UKRAINE NEWSLETTER

Dear **TESOL-Ukraine**
members and their friends!

Welcome to the spring
issue of TESOL-Ukraine
Newsletter!

This issue presents

✚ Poltava TESOL-Ukraine
Community, members of
which share their
experience;

✚ reports on the
dissemination of the
TESOL-Ukraine Summer
Institute;

✚ an article on genre
based approach from
HAWAII TESOL;

✚ different teaching
materials.

We wish you productive
and inspiring work!

TESOL-Ukraine Executive
Committee, April 2017

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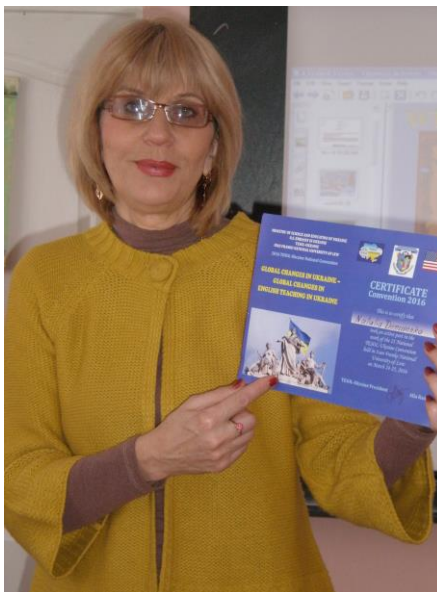
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TESOL-Ukraine family

POLTAVA TESOL-Ukraine Community

Antonyna Zaytseva

***Poltava Oblast Leader
azaytseva4@gmail.com***



Antonina Zaytseva speaking about TESOL-Ukraine conventions and presenting the certificate of participation

Poltava TESOL group mainly consists of Myrhorod and Poltava teachers. Myrhorod group includes rural teachers from the villages of Petrivtsi and Zubivka. Young rural professionals participate in teacher training activities together with their colleagues from city schools and involve their students. Poltava group TESOLers are active participants of the project Help Rural Teachers .The project includes numerous events and activities for rural and city teachers and students like American and Ukrainian Christmas, Thanksgiving, An Interactive American Cafe, One Day in an American School etc The events are held in the project basic school#5 and in the village schools.

News from Poltava TESOL group. On December, 3 the members of TESOL group were present at the workshop for rural and city teachers in the framework of the project Help Rural Teachers. The first part of the training was devoted to the information about TESOL Ukraine, its activity and benefits for school teachers. TESOLers from Okhtyrka Lilia Hryshchuk and Luba Ihnatchenko were also present at the workshop. Okhtyrka and Myrhorod TESOLers and traditionally keep on collaboration and disseminate the information among the colleagues.



Young rural professional reading Forums



Okhtyrka teachers are sharing information from the workshop in Myrhorod with their colleagues



At a workshop for rural teachers



A training for rural and city teachers with participation of Okhtyrka TESOLers

ENGLISH UNDER GLOBALIZATION

REPORT

on the dissemination of the TESOL Ukraine summer institute project
by Khmelnytskyi TESOL-Ukraine team

Reutska Nataliia

Julia Gryga

Oxana Komarnytska

Lubov Navrotska

Julia Prokofyeva

Natalya Borozenets



Date: 11 October 2016

Place: Khmelnytskyi NVO # 5 named after Sergyi Prokofiev

Attended: 25 English high school teachers of Khmelnytskyi





Topic: Modern trends in Communicative Teaching: Developing Listening & Speaking Skills

Agenda

1. Active Learning In an English Summer Camp

Presenter: Julia Prokofieva EFL teacher Khmelnytskyi NVO #5 named after Sergyi Prokofiev

2. How Go Global Method Encourages a Big Class to Speak Up

Presenter Julia Gryga executive director at an English Consulting Centre

3. How to Use Running Dictation in EFL Class

Presenter Lubov Navrotska EFL teacher, Khmelnytskyi high school #2

4. Interactive Ways of Building Vocabulary with MCQ Test Items

Presenter: Nataliia Reutska EFL tutor, interpreter/tutor

5. Using Gadgets For Lexical and Communicative Competence Development

Presenter Oxana Komarnytska, Associate Professor of Translation Department of the National Academy of Translation Department of the State Border Guard Service of Ukraine, PhD (Philology).



REPORT 1
on the seminar
“The 2016 TESOL summer school: results & dissemination”
conducted by *Olga Oliinyk*

Date: January 27, 2017.

Place: Foreign Language Department, Kharkiv State Academy of Culture.

Participants: All the members of Foreign Language Department, in particular:
Stanyslav Chastnyk, the Head of the Department, PhD, Associate Professor;
Halyna Korobka, PhD, Associate Professor;
Nadiya Bevz, Ph.D, Associate Professor;
Inna Derevyanko, Senior Lecturer;
Igor Shulyakov, lecturer;
Olena Sorokun, Department Assistant.



REPORT 2

on 2 seminars “The 2016 TESOL summer school: results & dissemination”,
conducted by *Olga Oliinyk*

Date: January 28, 2017.

Place: Language School Professional, Kharkiv

Participants: All the teachers of English at the Language School Professional, in particular:

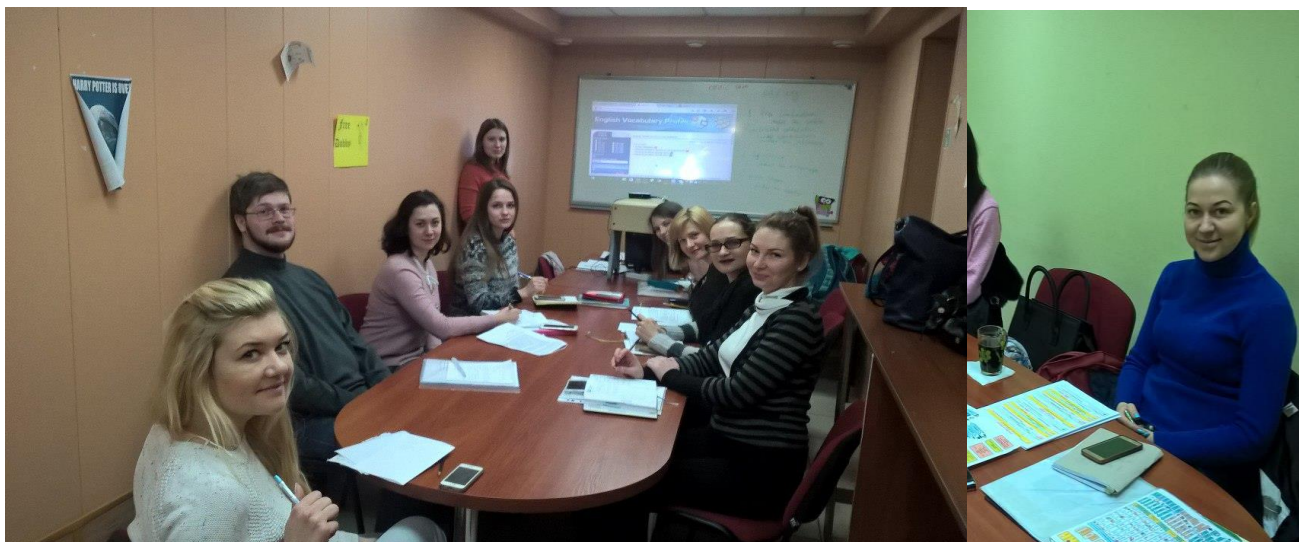
***Teachers in Adults Groups
(Seminar 1)***

- **Viktoriya Khrystosenko,**
- **Dariya Savalyuk,**
- **Alexandra Grinchenko,**
- **Peter Tanatarov,**
- **Oksana Iefimenko,**
- **Stanislava Yung,**
- **Alexandra Kolesnykova,**

***Teachers in Children Groups
(Seminar 2)***

- **Ilona Dyomina**
- **Nastya Taranuha**
- **Tatyana Filatova**
- **Evgenia Yukhno**

- **Krystyna Kruglyanskaya,**
- **Irina Bilenko**



REPORT 3

on the seminar “The 2016 TESOL summer school: results & dissemination”,
conducted by *Olga Oliinyk*

Date: February 9, 2017.

Place: Kharkiv Private Lyceum Professional, Kharkiv

Participants: All the teachers of English and German at the Kharkiv Private Lyceum Professional,
in particular:

- **Natalya Astrashkova - ELT**
- **Diana Kulminskaya - GLT**
- **Tatyana Tarasova - ELT**
- **Iryna Peleshko - ELT**
- **Tea Todua - ELT**
- **Natalya Brovko ELT**
- **Olena Sukhomlynova GLT**



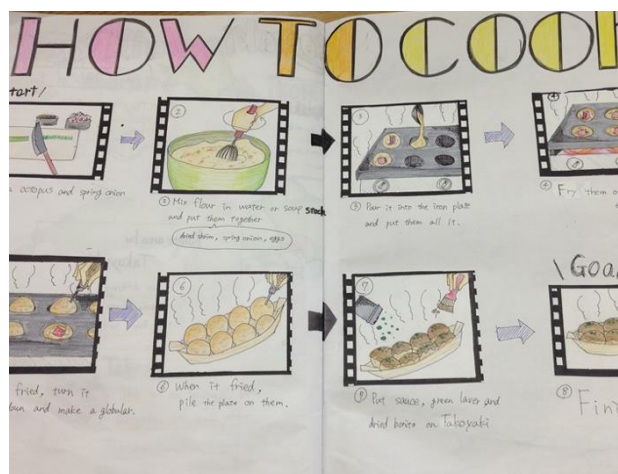
PARTNERSHIP INFORMATION & NEWS FROM HAWAII TESOL

Genre Based Approach To Writing Through Regional Food By Richard Miller



About the Author: Richard Miller is a Canadian and an associate professor at Kobe Gakuin University.

While teaching EFL/ESL writing can be done in a variety of ways, one project based approach to teaching writing is through the use of a variety of forms of writing within the same project: genre based approach, which is a relatively new concept in ESL/EFL (Cotsworth & Cornelius, 2015). An easy and effective way of getting students to use a variety of forms of writing in different genres (combined with speaking) is to have the students study and present on the food of a regional area and explain that region through the local culinary delights found there. This can be done individually or in groups (with the latter having the benefit of communicative learning). The students first present to the class, and then in written form all the while incorporating writing throughout the project. While this can be done in a variety of contexts, it can be highly effective to utilize the ESL students' knowledge of their home countries (such as Japan, which will be the example used here). The students will go through different forms of writing to explain what they plan to do,



the the region that they plan to present, and a favorite regional dish.

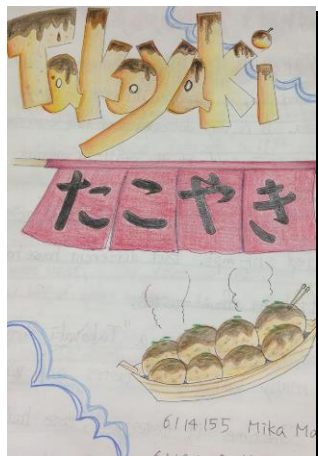
The project first involves a proposal letter, a recipe, a report, peer review notes and a comparative essay that are all written, thus enabling students to use a variety of different forms of writing. Also included are photos and/or drawings that introduce the subject with the illustrations being used to assist in explaining how to cook it during the presentation. As the main project is a recipe and an explanation of it that the students collaborate on, everything begins with a project proposal letter to the teacher that includes an introduction to the region and the food along with a brief history of the food. As letters involve paragraph writing, it should have an introduction, the main body, a conclusion, and a salutation along with addresses and required student signatures of all members of the group.

In addition to the writing, the students must give a short presentation on the food they are researching (including a brief explanation of the region where it comes from) and the recipe. Ideally, students will bring in photos and even the real food, if the classroom environment allows for it, but colored drawings on a poster can be very effective. As the presentations are being made, the students in the audience are asked to fill out peer-review rubrics about the other presenters. This gives them an opportunity to critique each other and to add an informal note with comments to the presenting groups. This exercise focuses students not only on the other groups, but also on how the grading is done within the class for speaking. It is pointed out to the students that within the grading rubric and in feedback first-person narratives are acceptable. Using peer feedback is also an effective way to keep the audience paying attention and to prepare the students for the final compare and contrast essay.

After the students have given their own presentations, they are required to write up the report and submit the written form of their food research. As it is a written essay or report, it should be formal and academic in nature. The final exam, or final report, is a further opportunity to ask students about the differences between

the foods that they had learned about in a comparative essay form where they compare and contrast two of the foods that they had learned about from their classmates.

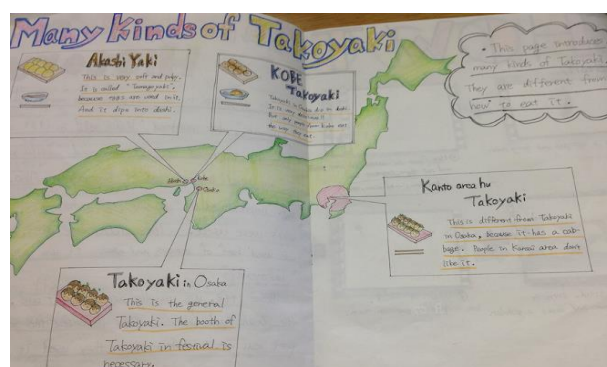
As an example, Japanese students researched then reported on a regional food called *takoyaki* and went through all of the steps listed. The students were able to explain not only how to make the food that is so popular in Western Japan, but also explain a lot about the region where it came from.



There are variations on how to do this and depending on the class objectives, there could be more emphasis on the formal/informal aspects of the writing. The exercise can also be adjusted to

have the students learn then teach different regional foods of America. One benefit of using food and recipes is that there is common ground within the entire class community and potentially a genuine interest in learning from as well as teaching each other. (Often the educator is also learning as different things are introduced). While posters are quite useful, there is the possibility of using computers with PowerPoint, for example. Where appropriate, consider showing a travel-food or cooking show (YouTube has a number of them available) in English as it helps to build schema and get all of the students to understand the process (Cotsworth & Cornelius, 2015).

While the exercise is at first glance quite simple and fun, which allows for certain motivational aspects to be utilized (Ur, 1991), it allows the students to understand and see how genre writing changes within one particular task: letter writing, recipe (explanatory, technical) writing, informal writing (with notes to each other on their presentations), and standard and comparative essay writing. So, this and reflective practice are effective in reinforcing differences



in the ways that English writing is composed. Keep in mind that when teaching ESL/EFL writing, genre writing is often ignored as a pedagogical tool (Yang, 2016), yet it can be powerful and interesting, regardless of whether the students are exploring regional differences in America or introducing something from their own country.

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TEACHER DEVELOPMENT WITH TESOL-UKRAINE

ROLE PLAY “Name it: Modern Maladies”



OKSANA CHUGAI,
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National Technical University of Ukraine, Kyiv*

Role plays really stand out among modern teaching tools. Role plays give opportunities for students to express themselves, interact with others in a meaningful way which is close to real life situations. For teachers it means breaking the routine of the lesson, getting better understanding of their students, their ability to perform in English, placing the students in the centre of the learning model.

Role play “Name it: Modern Maladies” is actual for everyone due to the total immersion into the digital world. Even adults have difficulties with managing their time spent on the Internet, let alone kids or teenagers. This role play makes students think about problems they face or may face in the future and find possible solutions.

Activity	Role play (counseling)
Topic of the Lesson	Technology Addiction
Aims	To make a decision as quickly as possible; To respond correctly with “will”; Summarize with “going to”; To find the best solution;
Skills	Reading, speaking
Type	Communicative, receptive-productive

<i>Instruction</i>	<p>It is difficult to make decisions in your life, especially when you have a technology addiction problem and cannot solve it. Now you are going to practice counseling and choose the best counselor in your group. It is important to make decisions quickly so that you can get the maximum amount of points. All responses should be grammatically correct.</p>
<i>Level</i>	Intermediate/advanced
<i>Organisation</i>	Groups of 3-4 students
<i>Interaction</i>	Student(s) ↔ teacher, student(s) ↔ student
<i>Preparation</i>	One set of cards per a group of students
<i>Time</i>	10-15 minutes
<i>Procedure</i>	<p><i>Step 1:</i> The teacher outlines the task.</p> <p><i>Step 2:</i> Each group of students receives 16 cards which are placed face down on the table.</p> <p><i>Step 3:</i> Students take it in turns to pick up a card and read it to the group. The first student to respond correctly with “will” gets five points. The other students then have a chance to respond and get two points. Finally, the students who read out the card has to summarize his/her group’s responses using “going to”.</p> <p><i>Step 4:</i> Students establish the winner in each group who is the best counselor and share their experience with others.</p>
<i>Control</i>	Teacher: Monitors the activity and provides help.

HANDOUT FOR STUDENTS

(Cut it into separate cards)

Your friend constantly needs money because of gambling online. Decide what to do.	Your close friend revealed highly personal information about you on VK. Decide what to do.
Instead of visiting doctors, your parents look for remedial advice on the Internet. Decide what to do.	You check emails 20-30 times a day and you cannot control that. Decide what to do.
You find laundry piling up and little food in the house for dinner because you've been busy online. Decide what to do.	You get irritated or cranky if your online time is interrupted. Decide what to do.
You lie to your boss and family about the amount of time you spend on the computer. Decide what to do.	You have tried to limit your Internet time but failed. Decide what to do.
You experience dry eyes or strained vision when few minutes on the Net turn into a few hours. Decide what to do.	You feel numbness in hands and wrists because you find yourself on the Internet longer and longer. Decide what to do.
You start neglecting your family and friends because of the Internet. Decide what to do.	Your best friend thinks that no one in his "real" life understands him like his online friends. Decide what to do.
You are excited only while involved in Internet activities. Decide what to do.	You shop on the Internet even when you don't need anything. Decide what to do.
(Think about another example of Internet addition and write its short description)	(Think about another example of Internet addition and write its short description)

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INTERCULTURAL COMMUNICATION FOR FUTURE TEACHERS OF ENGLISH

SHARON R. WORDEN, lecturer

MARYNA TSEHELKA, associate professor

Kyryvi Rih State Pedagogical University University

Intercultural communication comprehends language, culture and context, three aspects of culture that compliment one another. Wilhelm von Humbolt saw language as portraying the way we see the world and our culture is also expressed to a good extent in terms of language. This led to the 'Sapir-Wholf' theory of language relativity, which can be disputable but has, nonetheless, led to the concept of a relativistic worldview of culture.

The modern understanding of the language world model is explained as co-existence of both universal and specific elements. Universal elements constitute the cognitive basis of humanity while specific elements reflect national or ethnic peculiarities of any language. Every language community develops universal elements their own way thus determining special features of language world models. It goes without saying therefore that ethical, moral and perceptual principles are culturally bound and context dependant. Modern teaching of English is unthinkable without introducing students to the cultural norms of different countries. The importance of intercultural competence and intercultural awareness makes teachers of English cultural brokers, who empower students by teaching them how to recognize socially acceptable behaviour as well as to teach them the language. Consequently it is important to understand behaviour tendencies and the use of language that reflect a particular culture.

Since many aspects of culture are difficult to interpret there is need for Intercultural Competence that is understood as the acquisition of intercultural understanding and the ability to act in linguistically and culturally complex situations.

Thus in foreign language teaching and learning we can define three interrelated components:

Language use.

Awareness of the nature of the language.

Understanding of foreign and native culture.

The first and second points need to be considered and pursued much more intensively than to simply help students learn how to communicate in a foreign language. Language is one of the most obvious barriers to intercultural communication but perhaps not the most fundamental. People who do not share a language or who feel that they have imperfect command of another person's language do have difficulties of course communicating. But even with a good command of a foreign language understanding the

context of how language is used is essential to accurately interpret the meaning. Vocabularies are often built on the cultural experiences of the users. Language or words become a code, and you need to understand what is said in the context it is said.

Since language use is an aspect of culture that interprets behaviour and manners, teachers and students need to become more aware of how, when, where and why a particular variety of language is used, procuring also awareness of the context in which it could be used. With reference to Halliday's model of language use, known as 'register', the authors of an article published in 'Linguistics and Human Sciences' state: "we are largely programmed by our societies into given ways of doing culture. But societies and cultures change". Furthermore they point out that register can help pinpoint how language is flexible to a culture's "eco-social environment" and "to the dynamics of social change".

The concept of register (language variation according to use) is valid in pinpointing differences between social situations. These situations might appear 'the same' in its social context in various cultures but perceived and expressed altogether differently, showing the differences of "cultural space-time and boundaries". (A. Lukin, A. Moore, M. Here, R. Wegener, C. Wu: 2011)

The third point – understanding of foreign and native cultures is the main focus of Intercultural Communication as a subject. Intercultural Communication (IC) as a subject links two very broad and abstract categories – culture and communication. These very abstract categories tend to blend into each other as culture is a dynamic concept that has many meanings, and the same may be said about communication. Learning the basics of different cultures and their means of organization becomes an important issue in modern society and cannot be overlooked by teachers of English.

Foundations of IC are not a remedy for all misunderstandings that may occur between people from different cultures, but they do aim to help make such encounters effective. The basic issues of IC – defining culture and its functions, cultural dimensions, verbal and nonverbal forms of communication are urgent for teachers of English in developing cultural competence. The teacher of English should be a mediator between the cultures, recognize cultural differences and celebrate cultural diversity.

Among the important areas for studying we can single out four main blocks – Culture, Comparing Cultures: Cultural Dimensions, Verbal and Nonverbal Communication: Intercultural Aspects and Developing Intercultural Competence. Each block is represented by the following topics:

Culture - Defining Culture, Layers of Culture, the Tree of Culture, Cultural Universals, Dimensions of Human Behaviour and Functions of Culture.

Comparing Cultures: Cultural Dimensions - Concept of Self: Individualism/Collectivism, Universalistic and Particularistic Cultures,

Concept of Time: Monochronic and Polychronic, “Being” vs. “Doing” Cultures, Masculinity and Femininity.

Verbal and Nonverbal Communication: Intercultural Aspects - Communication as a Process. Forms of Communication, Verbal and Nonverbal Forms of Communication, High and Low Context Cultures, Direct and Indirect Verbal Interaction Styles, Uncertainty Avoidance/Risk Taking, Power Distance and Nonverbal Communication.

Developing Intercultural Competence - Barriers to Successful Intercultural Communication, History and Experience through Language, Cultural Values and National Character, Cultural Truth or Ethnocentrism, Stereotypes, Sensitive Language: Avoiding Bias and Intercultural Communication Competence.

Having completed a course in intercultural communication students should have acquired:

- **knowledge of the cultures, institutions, histories and ways of life of different communities and the ability to recognize their impact on behavioural norms in given fields of communication;**
- **understanding of the relationship between culture, contexts of communication and language use;**
- **insight into the roles and conventions governing behaviour within specific intercultural environments;**
- **critical awareness of their own and others’ beliefs and values;**
- **sensitivity towards cultural stereotypes and related obstacles to successful intercultural communication.**
- **Students who have acquired such knowledge and understanding will be expected to demonstrate the capacity for:**
- **effective communication in the language of their interlocutor;**
- **application of the knowledge of culture and cultural values to the management of intercultural contexts;**
- **adaptation of their behaviour according to the demands of different intercultural situations;**
- **identification and critical analysis of the cultural components of authentic media of communication;**
- **reflection on the cultural factors influencing their own behaviour and that of others.**

Since intercultural communication has become a global necessity in our modern world we must conclude that it is indeed impertinent to use effective teaching methods that help students acquire more than just knowledge of a language, and cultural awareness by and through language. Knowledgeable teaching methods will help students to be better equipped to face the challenge of the future having procured a greater understanding of cultural likenesses and differences.

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<http://2012books.lardbucket.org/books/challenges-and-opportunities-in-international-business/s07-culture-and-business.html>

This is a collection of interesting (and sometimes tragic) incidents of cross-cultural miscommunication. They emphasize the importance of appreciating cultural differences when traveling or working abroad.

A company advertised eyeglasses in Thailand by featuring a variety of cute animals wearing glasses. The ad was a poor choice since animals are considered to be a form of low life and no self respecting Thai would wear anything worn by animals.

~

McDonald's developed a series of "Hispanic ads." They considered all Hispanics the same until they received complaints from Puerto Rico that the "ads were too Mexican," and had to be changed.

~

A telephone company tried to market its products and services to Latinos by showing a commercial in which a Latino wife tells her husband to call a friend, telling her they would be late for dinner." The commercial bombed since Latino women do not order their husbands around and their use of time would not require a call about lateness.

~

Proctor & Gamble used a television commercial in Japan that was popular in Europe. The ad showed a woman bathing, her husband entering the bathroom and touching her. The Japanese considered this ad an invasion of privacy, inappropriate behavior, and in very poor taste.

EXAM PREPARATION: SCIENCE AND TECHNOLOGY



MARINA TSEHELKA
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Kyryvi Rih National University

SCIENCE AND TECHNOLOGY

Task 1. Read the text about science, fill in the table, add the examples and express your opinion.

Science is important for most people living in the modern world for a number of reasons. In particular, science is important for the world's peace and consent, for the understanding of environment, and for our world outlook.

Science is important for world peace in many ways. On the one hand, scientists have helped to develop many of the modern tools of war. On the other hand, they have also helped us understand the problem of supplying the world with energy and developed a number of solutions of the energy problem. Another important contribution of science to the world's consent is that new methods of agriculture have been developed to fight with food shortages — to have bigger crops we use fertilizers, pesticides and sustainable agriculture.

Scientists have also analysed the world's resources, they study the Universe and how to use its possibilities for the benefit of humanity. Science provides people with some knowledge of the natural world. Scientists are trying to predict earthquakes, are continuing to study many other natural events such as storms. Scientists are also studying various aspects of human biology and the origin and development of the human race. The study of the natural world may help improve life for many people all over the world.

Science is also important for everyone who is affected by modern technology. Many of the things that make our lives easier and better are the results of advances in technology and, if the present patterns continue, technology will affect us even more in the future than it does now.

A basic knowledge of science is essential for everyone. It helps people to find their way in the changing world.

Examples: computers, human genetic code (the human genome project), solar heating and air conditioning, theoretical models such as the theory of relativity and the Big Bang theory, satellite observations, nuclear power stations, earthquakes/ seismological predictions, genetic methods of fighting diseases, internet, Skype and cell phones, genetic engineering.

<p><i>Science is crucial for...</i></p>	<p><i>This results in...</i></p>	<p><i>The vivid/common example of such scientific development is...</i></p>	<p><i>In my point of view...</i> <i>If you ask me...</i> <i>To me it seems ... because...</i></p>

the world's peace and consent	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
the understanding of the environment	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
for our world outlook	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Task 2. Read the information below to talk about the scientific progress using the 'Key Language'.

It's difficult to overestimate the role of science and technology in our life. They accelerate the development of civilization and help us in our co-operation with nature. Scientists investigate the laws of the universe, discover the secrets of nature, and apply their knowledge into practice thus improving the life of people.

Let's compare our life nowadays to the life of people at the beginning of the 20th century. It has changed beyond recognition. Our ancestors hadn't the slightest idea of the trivial things created by the scientific progress that we use in our everyday life: refrigerators, washing machines, TV sets, computers, microwave ovens, cell phones... They would seem miracles to them that made our life easy, comfortable and pleasant.

Also, the great inventions of the beginning of the 20th century such as radio, airplanes, combustion and jet engines have become usual things and we can't imagine our life without them. A century is a long period for scientific and technological progress, as it's rather rapid. Through the

millions of researches the endless number of outstanding discoveries has been made. Our century has had several periods that were connected with a certain era in science and technology. At first it was called the atomic age due to the discovery of the splitting of the atom. Then it became the space age when for the first time in the history of mankind a man overcame the gravity and entered the Universe. And now we live in the information era when the computer network embraces the globe and connects not only the countries and space stations but a lot of people all over the world.

All these things prove the power and the greatest progressive role of science in our life. But every medal has its reverse. And the rapid scientific progress has aroused a number of problems that are a matter of our great concern. These are ecological problems, the safety of nuclear power stations, the nuclear war threat, and the responsibility of a scientist. Also, many modern inventions have their positive and negative sides:

The Invention	Pros	Cons
TV and Remote control (1900 — 1955)	Television is a perfect means of spreading ideas and information.	TV addicts, couch potatoes.
Microwave Oven (1955)	Allows to warm and cook food quickly, is a great time-saver for working people.	The hidden hazards of high-frequency radio waves is in radiation — spreading energy with electromagnetic waves.
Cordless devices (1961) (cordless phones, radios, computers)	Increase the mobility of people, gives the opportunity to work from different places.	
Mobile phones	Instant word wide communication, useful in emergencies, convenient, helps people stay in touch.	Can be costly, potential health hazard if overused, telephone games cause children's addiction, annoying in public places.
Jet Airliner (1958)	Accessible mass air travel, able to travel around the world fast, people are not limited to local areas, helps people communicate, improves	The risk of catastrophe and turbulences, causes and increases air pollution, uses up fossil fuels.

	business and trade.	
Laser Beam (1958)	Whitens teeth, removes tattoos, corrects vision, erases wrinkles, reduces weight, gives cosmetic beauty a new meaning altogether. And all this while trying to track missiles too!	The intensity of the laser beam can be higher than necessary thus causing skin burns.
The Computer, Internet, E-mail and Skype (1959 – 2000) Video and Computer Games (1962 – nowadays)	Computers have brought a lot of new phrases into the language: ‘dot com’, surfing the Internet, browsing the sites, e-mail message, twitter, skypeing, social nets: Facebook, vkontakte, etc.	Internet addicts (netaholics), Cyber-Relationship Addiction (social networking, chat rooms), Net Compulsions (online gaming), Information Overload (compulsive web surfing or database searching). Health risks including muscle and joint pain, obesity, eyestrain and overuse injuries of the hand.
ATM (1969)	You can withdraw cash easily with little commission.	Risk of robbery and forgetting the pin code or losing the card.
MP3 Player (1998)	Allows its users to listen to music in different places, makes listening more personal.	The inappropriate use of MP3 players can lead to hearing damage or even loss of hearing.
Surgical Operations	Major surgical advances (open heart/laser surgery), saves lives, incurable conditions are now operated on, operations performed painlessly, high level of accuracy thanks to high	High cost of many operations, people worry less about healthy lifestyle.

	tech methods, patients are monitored by computer.	
Skyscrapers	Provide place for offices and many people.	May be cramped and noisy, not ideal for bringing up children.
Space Exploration	Possibility of discovering life on other planets, information broadcast by satellites, risky experiments conducted in space.	Extremely high cost, money spent on it may be used for helping people in developing countries, spending money on education or medical research is more important.
Robots	Increased level of production in industry (robots are used at factories), mass production of goods helps world economy, robots are less likely to make mistakes.	May cause unemployment (replacing people in jobs), less able to make production decisions that a factory worker.

Key Language

...is a great invention because ... but at the same time...

While ... is created to ... it also can...

Potentially ... aims to ... but in reality...

Task 3. Read the text below. Fill in the gap (1–4) with one suitable word.

IS TECHNOLOGY DESTROYING MORE JOBS THAN IT IS CREATING?

Mankind has progressed very quickly in recent decades and the fast paced technological development is a proof (1) _____ this fact. But, is the high unemployment, being witnessed in many countries, an outcome of (2) _____ achievement?

We now have technological innovations that have gone as far as creating robots you can interact (3) _____ and give orders to. Machines may be very well replacing humans and creating a wider gap between the number of job positions available and the number of applicable candidates for it. Humans created machines and now machines are threatening their jobs. They were supposed to make life easier (4) _____ you. But,

apparently they are making life for your employers so easy that they don't need much human resources now.

Task 4. Read the text. For each of the empty space (1–12) choose the correct answer (A, B, C or D).

NASA, the National Aeronautics and Space Administration was established on July 29th, 1958. It was responsible (1) _____ the USA's space exploration programme. NASA has changed the way we live (2) _____ on Earth, and the way we look at the universe. President Dwight D. Eisenhower created it to (3) _____ the Soviet Union's space programme. For several decades, NASA became (4) _____ in the Space Race that saw some of the greatest achievements in human history. The Apollo project put the first man, Neil Armstrong, on the Moon in 1969; Skylab was (5) _____ in 1973 and became the first space station; and the first reusable Space Shuttle blasted (6) _____ in 1981. Other milestones include the Hubble Telescope and the International Space Station.

NASA will never stop exploring. Its mission is to find (7) _____ as much as it can about our universe. In early February 2006, NASA said its aim was: 'To explore the universe and search for (8) _____; to inspire the next generation of explorers ... as only NASA can.' US President George W. Bush announced a new plan for astronauts to return to the Moon (9) _____ 2018. He said NASA would set up a Moon Base for future missions to Mars and (10) _____. In 2007, NASA stated it aimed to put a man on Mars by 2037. There are also plans to explore Saturn and study the Sun. NASA spacecraft are (11) _____ on their way to Mercury and Pluto. Other planned missions cover over half the solar system. As NASA's motto says, this is 'For the benefit of (12) _____'.

- | | | | | |
|----|------------|------------|-------------|-------------|
| 1 | A from | B for | C of | D by |
| 2 | A there | B down | C up | D here |
| 3 | A counter | B counting | C counts | D count |
| 4 | A involved | B involves | C involving | D involve |
| 5 | A lunched | B launcher | C launched | D launching |
| 6 | A on | B up | C down | D off |
| 7 | A in | B out | C up | D of |
| 8 | A life | B living | C lives | D live |
| 9 | A until | B since | C by | D at |
| 10 | A behind | B beyond | C before | D begin |
| 11 | A present | B presence | C presently | D presenter |

12 A some B few C half D all

Task 5. Read the text. Match choices (A-I) to (1-7). There are two choices you do not need to use.

(1) _____ Bill Gates, the head of Microsoft, the creator of Basic, MSDOS, Windows and Flight Simulator, is the richest man in America. If you lived to be 70, you would have to make \$100 million dollars every year of your life in order to come up with what Gates is currently worth.

(2) _____ Gates himself draws a salary around \$300,000, about a tenth of that claimed by America's best-paid company heads.

He is a one-man band: he works 15-hour days and loses his temper easily. He is addicted to competition, and to winning. He enjoys poker and fast cars.

(3) _____ By the time he was 16, he had already set up a company, and was making money from computing. Math was his strong subject, important because it shares with programming the same ways of thinking. Gates was paid to debug the local mainframe, and he also offered a data-processing service to local authorities.

When the first PC appeared on the cover of Popular Computer in January 1975, Gates, then 19, phoned the manufacturer. He claimed he had a version of Basic for the 8080 microprocessor and was ready to do business. Working night and day, Gates and a friend squeezed the language into 4K with enough space left over to run a programme.

(4) _____ The coding certainly required a high level of ingenuity.

Things were done so quickly that a bootstrap loader had to be written on the flight to deliver the completed tape.

(5) _____ Gates never forgot how his Basic was immediately pirated by computer companies all over the world. He became a very sharp businessman indeed, unwilling to give anyone a free ride.

A typical example of the Gates technique can be demonstrated by his relationship with IBM. IBM split with Microsoft and produced its own version of OS/2 to compete with Windows.

(6) _____ When OS/2 had to be Windows-compatible to stand a chance of survival, Microsoft released Windows 3.1 and made other changes so that IBM's product was compatible only with last year's model.

(7) _____ They wear T-shirts and anoraks, eat pizzas and read sci-fi, but they know more than the difference between ROM and RAM, and they shall inherit the earth.

- A It was a task so difficult that many claimed it was impossible.
- B Above all, he is a technical whiz kid.
- C It's a hard life competing against the new technicians.
- D By a miracle, the tape worked when it was loaded.

- E IBM is company whose management was tied to old technology.**
- F Of course, that wealth is largely the result of Microsoft's astronomical share price.**
- G Gates started early.**
- H But Microsoft makes money on every copy of OS/2 that IBM sells.**
- I How do you become a billionaire?**

Task 6. Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

CARBON FOOTPRINT

Carbon footprint is the indicator of the total amount of carbon dioxide released into the atmosphere annually, as a result of our day-to-day activities. Every person can have a different value for his carbon footprint, which is determined by his way of living. If you ponder on your daily routine, you'll find activities such as driving a car, watching television, talking on the phone, browsing the net, using the dishwasher to clean dishes, washing your clothes in a washing machine, etc. Each one of these activities and many more that you indulge in during the course of a day, contributes to the total amount of carbon dioxide emitted on the planet.

Carbon dioxide is one of the greenhouse gases that are responsible for maintaining the earth's temperature. However, excessive amounts of greenhouse gases in the atmosphere can lead to a drastic increase in the average temperature of the Earth. This phenomenon is termed as global warming, and is a serious environmental concern today.

So, how you can stop the damage caused to the environment, you may ask. Well, while you can't bring these activities to a stop, reducing them to some extent can definitely help.

For example, the average U.S. household carbon footprint is 48 tons CO₂e per year. The single largest source of emissions for the typical household is from driving (gasoline use). Transportation as a whole (driving, flying and small amount from public transit) is the largest overall category, followed by housing (electricity, natural gas, waste, construction), then food (mostly from red meat, dairy and seafood products, but also includes emissions from all other food), then goods followed lastly by services. The carbon footprint of U.S. households is about 5 times greater than the global average, which is approximately 10 tons CO₂e per household per year. For most U.S. households, the single most important action to reduce their carbon footprint is driving less or switching to a more efficient vehicle. The carbon footprint of an individual is nothing but the total amount of carbon dioxide that was released into the atmosphere in a year, directly or indirectly, due to the individual's activities. So, while activities such as using electrical

appliances, add to your carbon footprint directly, others like purchasing imported stuff and even purchasing anything new, for that matter, can also make a difference.

- 1 The carbon footprint_____.
 - A is the same for every person
 - B differs among the nations
 - C is unique for everyone
 - D cannot be calculated

- 2 Our daily actions_____.
 - A add carbon dioxide to our footprint
 - B subtract carbon dioxide
 - C harm our planet
 - D harm the lives of other people

- 3 The excessive amount of carbon dioxide can_____.
 - A decrease the temperature
 - B diminish the temperature
 - C increase the temperature
 - D inspire the temperature

- 4 The biggest part of carbon footprint for an American household comes from_____.
 - A using carbon dioxide for cars
 - B using petrol for cars
 - C using petrol for housing
 - D using carbon dioxide for services

- 5 A usual family in the USA can reduce the amount of carbon dioxide by_____.
 - A using more cars
 - B using more economical cars
 - C switching the light
 - D switching the appliances

Task 7. Write an article (at least 100 words). You have been asked to write an article to your school newspaper about the pros and cons of the technological progress. Write it on a separate sheet of paper giving both pros and cons and conclude it by stating that the technical progress is inevitable and the humanity will have to adjust to it.

Contribute to TESOL-Ukraine Newsletter

It's a great professional development opportunity!

TESOL-Ukraine Newsletter invites all of you to submit articles on various subjects of the professional life of the English teachers and TESOL-Ukraine activities in your places.

CALL FOR SUBMISSIONS

Dear TESOL-Ukraine members,

On this page we bring to your attention the main rules set for submissions to the TESOL-Ukraine Newsletter. Following the requirements you will easily choose the field and format for your article. You will save your time and efforts while preparing it and ensure the best result for it as to be accepted for publication either in the TESOL-Ukraine Newsletter or in any other TESOL International journal. The Editorial Board may suggest the author to send the material for partner's TESOL-Hawaii Newsletter. You are always welcome in your articles to share research-based practices, to report on practice at all levels and in all contexts that is grounded in theory and has immediate relevancy to practitioners. The main requirements to the material submitted:

1. The submission must be original and not a revision or restatement of extant research in the field.
2. The submission must not have been previously published or be under consideration for publication elsewhere.
3. Authors may use British or American spelling, but they must be consistent.
4. The authors should submit manuscripts electronically to the Editorial Board of the TESOL-Ukraine Newsletter. Submissions should be in Microsoft Word or compatible program. Please submit figures, graphs, and other graphic elements in a standard graphic format (e.g.: JPEG or Excel). Tables should be created in Microsoft Word or compatible program.

Authors who want to submit video or music files should contact OChugai@meta.ua for further information.

5. All quoted materials must be cited in the text and in the following reference list.

All the submissions should be addressed to OChugai@meta.ua .

The Editorial Board will be thankful to both the authors of new rubrics and those of the traditional sections of the TESOL-Ukraine Newsletter.

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