

Ministry of Education and Science of Ukraine
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PAGES INTO SPEECH

Instruction and Training Manual
for 3rd-year students of the School of Foreign Languages

Electronic resource

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This instruction and training manual is designed for third-year students of the School of Foreign Languages at V. N. Karazin Kharkiv National University who study English as their major or as a second foreign language (subject areas: B11 Philology; A4 Secondary Education; level B2). Its primary aim is to develop students' academic and professional speaking competence in English.

The content of this manual is organised around the themes of reading, books, writers, school education, and student life. The tasks encourage learners to analyse different phenomena and promote extended speaking through interpretation, comparison, evaluation, and debate, thus building students' confidence in academic discussion.

The manual is consistent with the University's Strategic objectives and development plan until 2030, particularly in fostering intellectual growth, critical inquiry, and effective communication skills.

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FOREWORD

Pages into Speech is designed for third-year students of the School of Foreign Languages at V. N. Karazin Kharkiv National University, majoring in B11 Philology (educational and professional program: “English Language and Literature and Translation and Second Foreign Language”) and A4 Secondary Education (“English Language, Second Foreign Language and Foreign Literature”). This instruction and training manual supports the development of advanced speaking skills within the framework of Foreign Language I and Foreign Language II (English), aligning with the current curriculum requirements.

The thematic focus of this edition centres on literature and education. The units – *Reading, Books, Writers, School Education, and Students* – invite learners to explore the cultural, intellectual, and personal dimensions of reading and academic life. The selected materials encourage reflection on literary genres, the role of books and writers in society, and contemporary educational experience, providing meaningful contexts for structured oral practice.

Each unit is organised to guide students from input to interaction. Textual or media-based prompts introduce the topic and stimulate analysis, followed by vocabulary development tasks and speaking activities. Learners engage in pair and group discussions, problem-solving tasks, mini-presentations, and argumentative exchanges. The progression within each unit supports the transition from controlled practice to spontaneous speech, fostering both accuracy and fluency.

Methodologically, the manual draws upon communicative and discussion-based principles of language teaching. It prioritises student participation, collaborative learning, and the ability to formulate and defend ideas clearly. Considerable attention is devoted to developing coherence, critical thinking, and discourse management.

Pages into Speech can be implemented in classroom instruction as well as assigned for independent preparation. It aims to serve as a practical tool for enhancing oral performance in seminars, literary discussions, conference-style presentations, and broader academic contexts. The manual may also function as supplementary material for courses in advanced speaking practice.

UNIT 1. READING



Exercise 1. A) How would you define reading as a process?

Characterise reading in one word. Combine all the words suggested by your groupmates to make a sentence, i. e. give a definition of reading.

B) Think of all possible genres a person can get acquainted with while reading.

Work together with your groupmates to draw them in a diagram form and comment on each of them. Use the phrases below while speaking.

*There is a ... genre in this diagram. The diagram shows... It is probably...
 Another important moment is... I believe that... Bear in mind...
 To the best of my knowledge, ... I think so because...
 In contrast... The main difference lies in...*

C) Answer the questions:

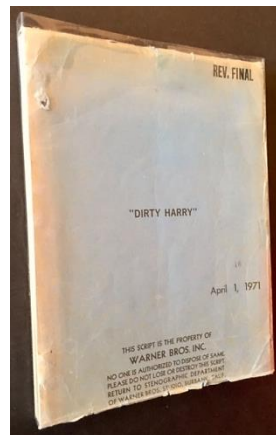
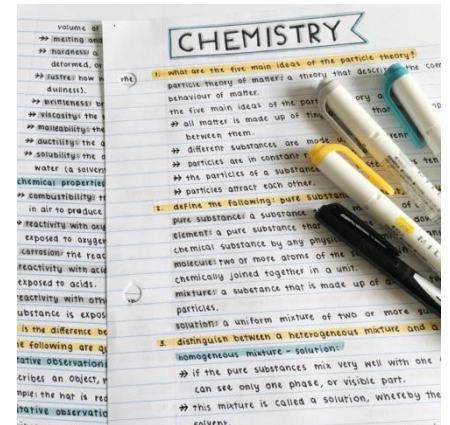
1. Are you an avid reader?
2. In what language do you usually read?
3. How do you find what to read?
4. How long does it take for you lock in and focus solely on what you read?
5. Do you tolerate background noise while you are reading?
6. What kind of reading assignments do you get at university? Do you enjoy them?
7. Reading is considered to be a passive macro skill. Why is that?
8. Have you ever checked your reading speed? Does it affect the quality and speed of reading comprehension?
9. If reading is a process, how would you call its result?
10. Can skimming through advertisements on street posters and banners can be considered reading?



Exercise 2. Look at the pictures with examples of reading material like a manuscript, a short story in the e-reader, school notes, a framed inspiring quote, a street banner, and a script.

Tell which is which and describe what you see in them, using some of the phrases.

In the... picture I see...; There is/ are ... in the picture...; In the right/ left corner...; In the top/ bottom part of the picture...; It tells us that...; On the foreground/ background, there is/ are...; It makes me think that...



Exercise 3. A) Why is reading still relevant? Brainstorm, sharing some ideas.

B) Read the article. Are your assumptions mentioned in the text?

Make sure to pay attention to your active vocabulary in bold!

The Power of Books: Why Reading Still Matters

In the world we live in today, there's an **abundance** of things constantly **vying** for our attention. Indeed, smartphones, streaming services, podcasts, and the general **hustle and bustle** of **day-to-day life** often compete for our focus. Despite all this, the

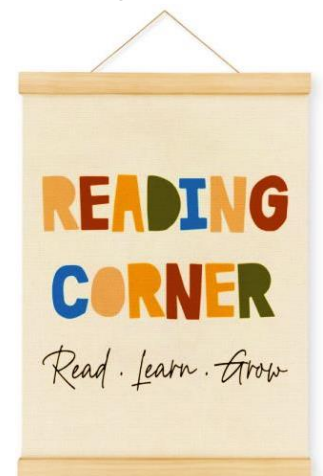
power of the written (or typed) word hasn't **dwindled**, although its form has certainly changed.

Whether bound in paper or stored on a screen, books hold power far beyond **mere** entertainment. They can serve as vital educational tools, gateways to knowledge that foster growth and progress. They can also **enhance** one's creative and critical thinking skills, abilities that can benefit an individual's life in general. Perhaps especially important given the **unrelenting** speed and clutter of modern life, books can have a positive impact on mental well-being, helping to relax and reduce stress. With that said, let's take a closer look at the power within those pages.

Reading in the digital age. It's safe to say that modern technology has revolutionized the ways we read. Although some still prefer the **tangible** feeling of the pages between their fingertips, the emergence of **e-books** has made countless written works accessible to a much broader audience. In addition, audiobooks, which once resided within **cumbersome** CD containers, can now be listened to wherever, whenever; gone are the days of missing a major plot development due to a scratch on your CD! Of course, for those who do value physical books, especially if they're looking to reduce screen time, this option is still readily available. In fact, thanks to the internet, the demand for physical copies remains strong, with plenty of online vendors offering both new and second-hand copies which can be delivered straight to your door. Even if you visit the library, online catalogues help you find exactly what you need, preventing you from getting lost among the shelves looking for that one particular novel (although a bit of **in-person** browsing is still as fun as ever).

What's the story? Odds are, as a member of modern society, none of these revelations about reading and its technological developments are particularly **groundbreaking**. So why bring this up? It's to stress how accessible reading is, which is especially important for the younger generation, who are growing up with these technologies. Of course, with the rise of tablets, smartphones, and **on-demand entertainment**, it can be difficult to get children to set aside some reading time.

Doing so is still crucial though, as reading requires active engagement which, unlike the passive video consumption many devices offer, helps children to develop concentration and comprehension abilities. Of course, the very devices that can **pose problems** can also be useful, with educational apps and digital resources being accessible via these devices. However, it's probably still a good idea to limit children's **screen**



exposure. In this case, perhaps a good old-fashioned paper book is the best solution.

A lifelong tool for growth. Although the importance of fostering an interest in reading at an early age cannot be **underestimated**, it's worth saying that plenty of the benefits books can offer kids can also apply to adults.

First off, reading helps **keep the brain engaged**, which some believe can help slow cognitive decline in later years. It can also **hone** concentration, **problem-solving**, and analytical thinking skills, which can certainly be useful in professional settings, and everyday life.

As we mentioned earlier, reading can also help reduce stress and improve one's emotional well-being, allowing the mind an opportunity to focus on something immersive and enjoyable. Of course, there are plenty of self-help and personal development books out there that can offer valuable insights into well-being, but works of fiction can also serve a cathartic purpose, and help readers to understand different perspectives and emotions.

Whether we're looking to foster the love of reading in children, or rediscover the joy of books as adults, reading offers endless opportunities for growth, self-discovery, and enrichment. In a world filled with distractions, taking some time to **immerse ourselves in a book** could be more important than ever. So, whether you prefer a novel, a **memoir**, or something a bit more technical, hopefully this has served as a handy reminder of the power in those pages. There's certainly plenty out there for you **to flick through**, so get out there and discover something new!

(<https://blog.routledge.com/education-and-training/the-power-of-books-why-reading-still-matters/>)

VOCABULARY NOTES



MATCH!

Match the words/word combinations on the left with the definitions on the right.

	A		B
1.	abundance	a)	everyday life
2.	cumbersome	b)	a large amount of activity and work, usually in a noisy surrounding.
3.	day-to-day life	c)	yourself

4.	e-book	d)	anything entertaining happening immediately when someone wants or needs it
5.	groundbreaking	e)	real and not imaginary
6.	hustle and bustle	f)	to direct something such as an ability to make it more effective
7.	in-person	g)	a situation in which there is more than enough of something
8.	memoir	h)	time individuals spend in front of electronic screens, including televisions, computers, tablets, and smartphones
9.	on-demand entertainment	i)	to stimulate one's mind with some cognitive activities like memorizing, learning, thinking about something, etc.
10.	problem-solving	j)	to improve the quality, amount, or strength of something
11.	screen exposure	k)	to get carried away by reading
12.	tangible	l)	to compete with somebody/something to get something
13.	to dwindle	m)	an electronic book
14.	to enhance	n)	to cause issues
15.	to flick through sth	o)	extremely determined; never becoming weaker or admitting defeat
16.	to hone	p)	underrated
17.	to immerse oneself in a book	q)	awkward because of being large, heavy, or not effective
18.	to keep the brain engaged	r)	a book or other piece of writing based on the writer's personal knowledge of famous people, places, or events
19.	to pose problems	s)	to become smaller
20.	to vie for sth	t)	to look quickly at the pages of a magazine, book, etc.
21.	underestimated	u)	super new and different from other things of its type
22.	unrelenting	v)	the process of finding solutions to problems

Exercise 3. A) Match some of the active words and phrases with their synonyms.

to sharpen;	to leaf through sth;	innovative;
	notable;	recollection;
bulky;	to fight for sth;	to keep one's brain sharp;
		relentless

B) Make antonymous pairs with some of your active vocabulary above and the collocations in the table.

to solve problems;	to minimize;	to get distracted from reading;
peace;	indirectly;	paper book;
lack;	avoidance of gadgets	

Exercise 4. Write 10 separate sentences about your reading using at least 2 active words/ word combinations from Vocabulary Notes above for each of them.

Watch time



Do you like reading nonfiction? What kind of challenges with reading assignments have you experienced at university?

Watch the video to learn how to develop your academic reading skills:

<https://youtu.be/1QbtOSyE5C8?si=mjrpOqNUy5KudUFg>



Exercise 5. A) Skim through the article, paying attention to the names of each separate paragraph. Ponder over how these ideas can be extended in the text.

B) Read all pieces of advice attentively. Were your assumptions correct? What is new information for you?

From Routine to Ritual: How to Create Good Reading Habits this Year

by Donna Mackay-Smith

Remember the last time you got completely lost in a book? That moment when the world around you fades, and all that matters is what's waiting on the next page. It's one of life's greatest pleasures – yet sometimes, even for **seasoned readers**, it can feel like **an uphill struggle**. Distractions, endless to-do lists, the siren call of

screens – and that ever-growing to-be-read pile – can make it hard to know where to turn. But reconnecting with reading doesn't need to feel like a challenge. Whether you're longing for the joy of uninterrupted reading time or looking to shake up your routine, these tips will help reignite your love for books. From smart ways to fit them into a busy schedule to inspiration for your next great read, here's how to make this year your best reading year yet – one page at a time.



1. Start small. The idea of diving into a 500-page tome can be daunting to even the most devoted reader. When trying **to build a new habit**, there's no shame in aiming low, rather than high. Start with just five or 10 minutes a day and build from there. A **novella**, a short story collection, or even a work of poetry can be the perfect way to build your **stamina** for something a little more ambitious.

The key is to make your reading goal manageable, but also consistent. Short daily reading sessions can gradually turn into longer, more immersive moments. You might find yourself naturally reaching for your book more often and, before you know it, you'll be **carving out** extra time to indulge in a new novel or two.



2. Always carry a book, and make books compete for your time. The Booker Prize 2025 judges learned a thing or two this year about how to squeeze more reading into already busy lives.

Ayòbámi Adébáyò's tip is to always carry a book or e-reader and **to**

make use of every spare moment to read a few pages: "Those small chunks of reading time really do add up and within a few weeks, you'd be surprised by how many books you are able to finish."

Sarah Jessica Parker agrees about making use of every spare moment, including the time between calls and appointments: "The **perfunctory** tasks we do every day always present windows. I take full advantage of them and I never leave home without a book." Kiley Reid suggests reading more than one book at a time: "I like to make books compete against one another. My feelings for them become clear very quickly this way."



3. Find your perfect match. Reading for pleasure is all about finding the perfect book, genre or author for you. Yet regardless of status, not every book will capture your imagination. Thankfully, there are plenty of options for every type of reader – whether you're a fan of blood-soaked crime novels, post-apocalyptic fiction, steamy romances, or even the

classics, there's a book for everyone in the Booker Library.

Martin MacInnes, **longlisted** for the Booker Prize 2023 for *In Ascension*, is an advocate for genre fiction, particularly sci-fi: "An SF novel can be as **highbrow** as any other genre, can have strong characters and be filled with beautiful writing," he says.

The key is finding what excites you as a reader: maybe it's a gripping mystery for the darker nights, **thought-provoking nonfiction** for your commute, or the perfect page-turner for those quieter moments. When you find the right book, reading will become a pleasure, not a chore.



4. Turn reading into a ritual. Hey, we all love a good ritual, don't we? Whether it's your morning coffee routine or your evening skincare regime, these moments give life a comforting rhythm. Reading can be the same. Maybe you're an early bird, thumbing pages in the quiet calm of morning. Or perhaps you're more of a night owl, **unwinding** with a cup of tea and a good book before bed.

Nitin Sawhney, Booker Prize 2024 judge, advocates for finding a time of day that suits you to make reading part of your routine. "I find that, as much as possible, **adhering to** a schedule of reading is the best way to work through so many books." So why

not add some mood lighting and transform reading into an act of self-care – it'll feel less like a task and more of an indulgence.



5. Give yourself permission, and consider calendaring it. Do you ever feel guilty about taking time out of your day to read? Booker Prize 2025 shortlisted author Susan Choi's top tip for finding time to read more is to put it in your calendar.

Inking reading time into your diary can feel like you finally have permission to immerse yourself in a book. Choi says, "I decide in advance, this afternoon between three and five, I'm just going to read. I calendar it."



6. Find a reading buddy or join a book club. Reading doesn't have to be a solo endeavour. Finding a reading buddy to share the experience with can help you stay motivated – you can swap recommendations, discuss the latest twist, or simply cheer each other on.

Author Sarah Bernstein, who was shortlisted the Booker Prize 2023 for *Study for Obedience*, practices this with her nearest and dearest. "I've not stopped thinking, talking, preaching about *The Bee Sting*. Several hours' worth of voice notes have been sent around to my friends."

If you'd prefer a larger group to motivate you, joining a book group or

club is the perfect way to meet like-minded book lovers. From the joys of shared reading to how to read like a Booker Prize judge, via some excellent reading recommendations, discover our collection of articles about and for book clubs.

Whether you're joining in with lively debates or simply enjoying the **camaraderie**, a book club can keep you inspired and offer new perspectives on what you are reading.

MIX & MATCH 7. Mix it up with different formats. Books, glorious books. We love them, in all shapes and sizes. But while a dog-eared paperback offers a comforting weight and timeless charm, why not experiment with format to see what fits your lifestyle? E-books are ideal for holidays, allowing you to carry an entire library in your hand luggage. Audiobooks are perfect for a hands-free commute or multitasking during chores.

"I, like everyone else, often read in the morning before getting up, then at breakfast and lunch, when alone, and on train rides. I listen to audiobooks while driving, and, if not too tired, I read at night in bed," says Jenny Erpenbeck, winner of the International Booker Prize 2024 for *Kairos*.

Sarah Timmer Harvey, longlisted for the International Booker Prize 2024 for *What I'd Rather Not Think About*,

takes a similar approach. "I **alternate between** regular books and audiobooks, so I can "read" even when I'm cooking or driving."

So, if you've never tried switching formats, **give it a shot**. Listening to a novel or reading on a tablet might open new possibilities. Variety is the spice of life, after all!



8. Create a distraction-free zone. Let's face it: in today's busy, high-demand world, it's often hard to focus on reading. Your email is pinging, your phone is buzzing, and your mind is racing through to-do lists. To truly concentrate on that great story, try silencing notifications or even putting your phone in another room.

Why not designate an area as a distraction-free zone for reading – and treat it as sacred. Whether it's a quiet corner of your home or your favourite coffee shop, you'll be surprised how many pages you can turn when interruptions are kept at bay.



9. Track progress, celebrate wins. Tracking your reading is a great way to make it stick. A simple reading diary can do the trick – note what you've read and when, along with detail on what you loved or found thought-provoking.

Setting goals is another useful tool. Maybe you want to read one book

a month, try a new genre, or finally tackle that classic that's been side-eyeing you from your to-be-read pile for far too long. Whatever your target, make it realistic and rewarding.



10. Try something new. We all **get stuck in a rut** sometimes. Shake things up by picking up a genre you've never explored or by trying an author **outside your wheelhouse**. Take a chance on a book in translation or dive into an experimental narrative that

breaks the mould. Annie McDermott, longlisted for the International Booker Prize 2024 for *Not a River*, told us that "since having a baby two years ago, I've particularly loved reading graphic novels," adding that "when you don't have much energy or the ability to focus on a lot of text, it's wonderful how a good comic can draw you in."

(<https://thebookerprizes.com/the-booker-library/features/how-to-create-good-reading-habits-this-year>)

VOCABULARY NOTES

Match the words/word combinations on the left with the definitions on the right.

	A		B
1.	a novella	a)	a type of literary work or other writing that deals with facts about real people or events, not imaginary stories
2.	a seasoned reader	b)	to stick to sth
3.	an uphill struggle	c)	making you think a lot about a subject
4.	camaraderie	d)	to switch from one thing to another
5.	highbrow	e)	to benefit from sth while using it
6.	nonfiction	f)	a very challenging situation
7.	outside one's wheelhouse	g)	to create or obtain something that helps you with skillful activities
8.	perfunctory	h)	to get used to doing sth new
9.	stamina	i)	to try sth
10.	thought-provoking	j)	to be considered for a certain prize
11.	to adhere to sth	k)	a physical and/ or mental strength to do something that might be difficult and will take a long time
12.	to alternate between sth	l)	a short novel

13.	to be longlisted for sth	m)	to relax
14.	to build a new habit	n)	to be too fixed in one particular type of job, activity, method, etc., and needing to change
15.	to carve sth out		a feeling of friendliness towards people that you work or share an experience with
16.	to get stuck in a rut	o)	outside of someone's comfort zone
17.	to give sth a shot	p)	intellectual, usually recognized and praised worldwide
18.	to make use of sth	q)	done quickly, without taking care or interest
19.	to unwind	r)	an experienced reader

Exercise 6. Answer the questions:

1. Do you stick to a particular genre when reading?
2. Is it easy for you to go out of your comfort bubble?
3. Do you use checklists in your reading routine?
4. Do you set year goals as to how many or what kind of literary works you plan to read?
5. Are you the kind of person to discuss the plot with somebody else?
6. Are you a morning person or a night owl? How does it affect your reading routine?
7. Do you judge a book by its cover?
8. Which of the mentioned tips do you already use on a daily basis?
9. Did you see any piece of advice you would like to try implementing?
10. Which suggestions would not work for you? Why?



Exercise 7. Look at the word chains. Cross the odd one in each of the chains. Explain your choice.

1. to unwind, to get stuck in a rut, an uphill struggle
2. a novella, nonfiction, a seasoned reader
3. to build a new habit, perfunctory, stamina
4. a seasoned reader, to make use of sth, to adhere to sth
5. to be longlisted for sth, stamina, to carve sth out
6. to give sth a shot, outside one's wheelhouse, to be longlisted for sth
7. perfunctory, highbrow, thought-provoking

- 8. highbrow, a seasoned reader, perfunctory
- 9. to give sth a shot, to carve sth out, to build a new habit
- 10. thought-provoking, a novella, camaraderie

The cross stands for a non-existent or rarely used in Modern English word form!

Exercise 8. A) Create new word forms using active vocabulary to fill in the table.

noun	verb	adjective	adverb
reader			
	to unwind		×
	to struggle		
		thought-provoking	
	to alternate		
habit			
	×	highbrow	×
use			

B) Fill in the gaps in the text in the left column with the words from the right column. Change their form if needed.

<p>(1) _____ offers an (2) _____ escape that is a powerful tool to navigate life's (3) _____ and find strength to move forward. Beyond mere entertainment, it's a (4) _____ engaged practice that can (5) _____ thoughts, presenting (6) _____ perspectives and enriching one's understanding of the world.</p> <p>Even a seemingly confusing text for a (7) _____ can prove surprisingly (8) _____, sparking new ideas and expanding intellectual horizons with every turned page.</p>	<p>A READER TO UNWIND TO STRUGGLE A HABIT THOUGHT-PROVOKING TO ALTERNATE Highbrow A USE</p>
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Watch time



Watch the video with thoughts about having background noises, music in particular,

when reading: <https://youtu.be/2nXxL6akRpM?si=iMHZoHns08ldIyP>

Express your attitude towards this issue.

Do you have a playlist for reading? Is it different for various pieces of literature?

Speaking time



You get assigned to one of two teams. Team A's task is to list all advantages of reading a book whether it is a paperback, hard cover or e-book. Team B has to name all pros of audiobooks, advocating for this way to get entertained and/ or educated.



Present your points using active vocabulary from the text and the phrases below:

We think that..., On the one hand/ On the other hand..., Firstly,..., Secondly,..., It is hard to ignore that..., It is a valid point, still..., Let's imagine a situation if..., All in all,

Exercise 9. Choose a partner. Ask them about their best reading experience ever. Make notes if needed. How can this experience describe your partner's reading habits? Use the words in the table below to comment.

<p>a seasoned reader; an uphill struggle; highbrow; nonfiction; thought-provoking; to get stuck in a rut; to unwind; outside one's wheelhouse; to alternate between sth; to adhere to sth</p>

Exercise 10. Do you mind reading digitally? How do you think e-readers have changed the reading community?

Read the article, paying attention to the words and word combinations **in bold**.

What is Digital Reading?

The days of **trekking** to bookstores or libraries for books are fading into the rearview mirror. The digital revolution has undeniably reshaped the landscape of reading. It's a **testament** to progress that we've embraced technology in almost every aspect of life, so why should reading remain untouched? Here come an e-book, a versatile companion that slips effortlessly into pockets and purses. Securely stored and ready at **a tap**, e-books offer unparalleled convenience. Let's **delve deeper into** the many advantages of this digital reading revolution.

The Revolutionary of Reading in the Digital World. E-reading is the modern equivalent of turning pages, but instead of paper and ink, we interact with words on electronic screens. It's the seamless shift from physical books to digital formats like PDFs, HTML, and ePUB which are made in book authoring studios on different book-making platforms like PUBNiTO.

Gone are the days of students **combing through** endless library shelves.

With a few taps, they can now access a world of information, from academic papers to captivating novels. Today, different types of platforms have transformed how we consume books, offering digital copies that are both convenient and cost-effective.



Essentially, digital reading is a dynamic evolution that harmonizes with our increasingly tech-driven world.



While the core reading experience remains the same, digital books offer unparalleled flexibility. They're **lightweight** companions that can be carried anywhere, and their content is instantly accessible.

Top Six Benefits of e-Reading. The advantages of e-reading in this fast-paced world are countless. You can experience the ultimate convenience of affordability and accessibility. Besides, there is the freedom to read anytime, anywhere, without limitations. In fact, the budget-friendly e-reading options meet the ease of instant access, allowing you **to indulge in** your favorite books at your own pace. Let's explain more about the advantages of digital reading:

1. Flexibility and Adaptability. E-reading is the **epitome** of convenience. All you need is a device, and you're ready to dive into a world of words, whether you're lounging at home or commuting. Imagine juggling multiple books at once – it's a physical and mental challenge.

With e-books, your entire library fits in the palm of your hand. Students, in particular, benefit from this portability, accessing a vast knowledge base without the weight of physical textbooks. The most crucial benefit of e-reading is the possibility of reading and studying anywhere or anytime without any hassle.

2. Sustainability and Environmentally Friendly. **Sustainability** meets storytelling in the realm of digital reading. The production of traditional books is a **paper-hungry** process that contributes to **deforestation**. While recycling efforts are **commendable**, they can't fully offset the environmental impact.

E-books, on the other hand, have a significantly smaller ecological footprint. The industry is also leaning towards renewable energy, making e-book creation even greener.

3. Less Capacity and High Storage. Exam season is stressful enough without the added burden of book hunting. Traditional methods involve library visits, book purchases, and constantly juggling physical texts. Digital reading revolutionizes this process. With a few clicks, you can access a vast digital library. Downloading, highlighting, and taking notes become effortless. No more **lugging** heavy textbooks on your travels; your entire study arsenal is accessible from your device.

4. Easy Sharing. Sharing the joy of reading has never been easier. E-books allow you to effortlessly share your favorite stories with friends, family, or fellow **bookworms** or read your friends' stories easily on digital reading platforms. No more worries about lost or damaged books. Additionally, educators can share e-books with students, ensuring **equitable** access to educational materials.

5. Beyond the Printed Page. E-books are transforming how we consume content. With features like text-to-speech, reading becomes an inclusive experience. Whether you prefer listening to your book while commuting or have **visual impairments**, e-reading **caters to diverse needs**; it's reading redefined.

6. Help for Interactive Learning. E-books are more than just digital **replicas** of paper books. They offer interactive elements such as images, videos, and quizzes, making digital reading and learning engaging and effective. This multimedia approach enhances comprehension and **retention**, turning passive reading into an active learning experience.

Strategies to Prevent Digital Eye Strain and Computer Vision Syndrome.

While many benefits come with digital reading, this way of reading can also have side effects on the eyes and body. To avoid these side effects, you can consider the following tips:

- 1) embrace the 20/20/20 rule: Every 20 minutes, shift your gaze to something 20 feet away for 20 seconds;
- 2) ensure you're reading in **well-lit** environments to minimize eye fatigue;
- 3) utilize an ergonomic device holder to enhance comfort while reading;
- 4) maintain a correct **posture** to support your back and neck during screen time;
- 5) opt for devices with high pixel density and excellent **screen resolution** for clearer visuals;
- 6) remember to blink intentionally while reading to keep your eyes moist;
- 7) position yourself to face the light source to reduce **glare** on your screen;
- 8) take regular breaks to **alleviate** strain and prevent discomfort in your neck and back;



- 9) activate night mode on your devices to lessen blue light exposure;
- 10) avoid screens for two hours before sleep to boost melatonin levels and promote better rest.

While traditional books **hold a cherished place in many hearts**, the undeniable march of technology has positioned e-books as the modern literary companion. Concerns over sustainability and accessibility have **tilted the scales** in favor of digital reading.

E-reading offers a refreshing alternative to **paperbound** volumes, promising cost savings and environmental responsibility. Interactive e-books, a **cutting-edge** evolution, take the reading experience to new heights. Text-to-speech technology offers a seamless auditory journey for those who prefer listening to reading. As we embrace this digital revolution, it's clear that e-books are more than just a replacement for traditional books; they are a gateway to a new era of reading.

(<https://www.pubnito.com/en/what-is-digital-reading#Top-Six-Benefits-of-eReading>)

VOCABULARY NOTES

- to trek** – to walk a long distance, usually over land such as hills, mountains, or forests
- testament** – proof of something
- tap** – an action of touching the screen of a phone, tablet computer, etc. in order to give an instruction for something to happen
- to delve into sth** – to reach into something or under the surface of something/ investigate trying find an object
- to comb through sth** – to search something very carefully in order to find something
- lightweight** – weighing only a little or less than average
- to indulge in sth** – to allow yourself to have or do something enjoyable, especially more than is good for you
- epitome** – the typical or highest example of a stated quality, as shown by a particular person or thing
- sustainability** – the quality of being able to continue over a period of time
- paper-hungry** – requiring big amounts of paper
- deforestation** – the cutting down of trees in a large area, or the destruction of forests by people
- commendable** – deserving praise
- to lug** – to carry or pull something with effort or difficulty because it is heavy
- bookworm** – a person who reads a lot and likes it
- equitable** – treating everyone fairly and in the same way
- a visual impairment** – a condition that makes someone unable to see well, or the state of being unable to see well
- to cater to needs** – to meet the needs
- replica** – an exact copy
- retention** – the continued use or possession of something

well-lit – with good lighting

posture – the way in which someone usually holds their shoulders, neck, and back, or a particular position in which someone stands, sits, etc.

screen resolution – a measure of the clarity and sharpness of a display

glare – unpleasantly bright or strong light

to alleviate sth – to make something bad such as pain or problems less severe

to hold a cherished place in one's heart – to be highly important for someone

to tilt the scales – to drastically change the situation or its perception

paperbound – paperback

cutting-edge – ultra modern and with all the newest features

Exercise 9. Distribute the vocabulary into three columns according to its meaning.

Comment on your decision.



a visual impairment; to delve into sth; well-lit; to comb through sth;
to alleviate sth; a testament; a replica; cutting-edge; sustainability;
to cater to needs; a posture; a glare

Technology	Health Care & Support	Investigation

*Exercise 10. Read the sentences. Correct them via substituting the wrong word/ word combination **in bold** with the correct one from another sentence.*

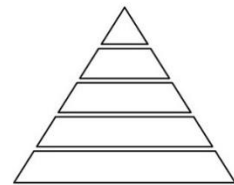
- The detailed illustrations in the book lose their precision on an e-reader with low **replica** diminishing the reading experience.
- For many bookworms, the first edition of their favorite novel continues to **indulge in**, no matter their age.
- The annotated digital manuscript was a perfect **testament** of the original, allowing researchers an unexpected access without causing any potential harm to the fragile pages.
- Her **lightweight** initiative to donate hundreds of books to the local library significantly supported the community's literacy program.

5. While some students dismissed the popular thriller as **commendable**, those unfortunate who had to bring the volume back to the library couldn't stop complaining.
6. To fully appreciate the philosopher's arguments, one must be willing to **caters to** the confusing and often unreadable texts.
7. The enduring popularity of the ancient epic is a **screen resolution**, to the timeless power of storytelling across generations.
8. After a long exhausting week, I find it quite relaxing to **tilt the scales** the immersive long character-driven novel.
9. A well-curated public library system carefully **hold a cherished place in their heart** the diverse needs of its patrons, from academic researchers to casual readers.
10. While e-books offer convenience, the tactile pleasure and aesthetic of a printed volume often **delve into** for book lovers.



*Exercise 11. How often do you read?
Share your thoughts with your groupmates.*

Figure out five main reasons for students to read something. Together, arrange them in order of frequency from highest to lowest.



Watch time

A) Get some tips on how to tackle reading when you are almost or already burned out:

<https://youtu.be/xJOf-qAAv6w?si=yJeQHnrxr-259IAhT>



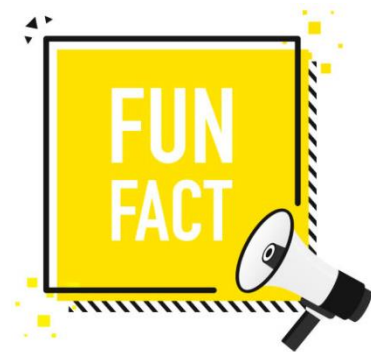
B) Answer the questions:

1. When you are tired of reading but for some reason need to finish an excerpt, would you push through or give yourself a break?
2. Which genre of literature helps you unwind?
3. What author do you turn to when exhausted?
4. Is there a book you can call your safe space?
5. If a stranger asked you to recommend them something to read, what would it be?



Fact time

Take a look at the following reading statistics.



- ⇒ Average Reading Speed: The average person reads about 200-300 words per minute. This means that large blocks of text can overwhelm readers and deter them from engaging with your content.
- ⇒ Attention Span: In 2024, the average attention span is roughly 8.25 seconds shorter than a goldfish's! This reinforces the need for concise, engaging content.
- ⇒ Preferred Reading Formats: Around 80% of people prefer reading online content in short paragraphs with clear headings and bullet points.
- ⇒ Visual Appeal: Content with visuals receives 94% more views compared to text-only content.
- ⇒ Reading vs. Watching or Listening: Studies show that approximately 65% of people prefer reading over watching videos or listening to audio when seeking information, as reading allows them to process and revisit details at their own pace.
- ⇒ Stress Reduction: Reading for just six minutes can reduce stress levels by up to 68%, making it a powerful tool for relaxation and mental health.
- ⇒ Mental and Cognitive Benefits: Reading improves vocabulary, writing skills, empathy, and even reduces the risk of Alzheimer's disease.



<https://www.quirkdesign.au/blog/essential-reading-statistics-and-facts>

Speaking time



Get into a group of 2-3 students. Choose one of the facts above, check its relevancy as of today, and prepare a 3-min comment on it, adding more detailed information about the fact and using active vocabulary from the unit.

Writing time



Your foreign friend would like to get to know Ukraine better through reading, so they ask you to give some recommendations. Type a 150-word letter, suggesting them what to start with when getting acquainted with Ukrainian literature (fiction or nonfiction). Provide some examples to support your point. Don't forget to use the words/ word combinations from this unit. Make them interested!



UNIT 2. BOOKS



Look at the list of 12 Best-Selling Books of All-Time.

1. Which of these books, if any, has had the biggest impact on your life, and why?
2. Which book on the list surprises you most, and why do you think it is there?

It should be noted that some religious and political books such as The Bible, Quran, and Quotations from Chairman Mao are believed to have more than a billion copies each in existence. However, sales numbers for these books are nearly impossible to track because many are given away by churches or governments.

Best-Sellers

- #1 – Don Quixote by Miguel de Cervantes (500 million copies sold)
- #2 – A Tale of Two Cities by Charles Dickens (200 million copies sold)
- #3 – The Lord of the Rings by J.R.R. Tolkien (150 million copies sold)
- #4 – The Little Prince by Antoine de Saint-Exupery (142 million copies sold)
- #5 – Harry Potter and the Sorcerer's Stone by J.K. Rowling (107 million copies sold)
- #6 – And Then There Were None by Agatha Christie (100 million copies sold)
- #7 – The Dream of the Red Chamber by Cao Xueqin (100 million copies sold)
- #8 – The Hobbit by J.R.R. Tolkien (100 million copies sold)
- #9 – She: A History of Adventure by H. Rider Haggard (100 million copies sold)
- #10 – The Lion, the Witch and the Wardrobe by C.S. Lewis (85 million copies sold)
- #11 – The Da Vinci Code by Dan Brown (80 million copies sold)
- #12 – Think and Grow Rich by Napoleon Hill (70 million copies sold)

(<https://jamesclear.com/best-books/best-selling>)

What defines a truly good book? Read the article below to find.

What Makes a Book Great? The 5 Elements of a Good Book

What makes a book good? Is it a great story idea? A memorable protagonist? An inimitable writing style? Great books contain all these elements and more.

The 5 Elements of a Good Book

When a potential reader is holding your book in their hands, there are a few methods they may use to determine whether it's worth reading. A casual reader may **flip through** the **front matter** of a book (which includes the book title page, the copyright page, and the table of contents) to get a sense of whether the subject matter will be intriguing. Others may scan the body of the book to get a sense of whether the book contains good writing and a **compelling story**. Whether you're writing the next great American novel or a children's book for the first time, here are some elements that every good book should contain:

1. A strong opening: A great book grabs readers on the first page and doesn't let go until they've reached the end of the book. That's why a strong opening is one of the



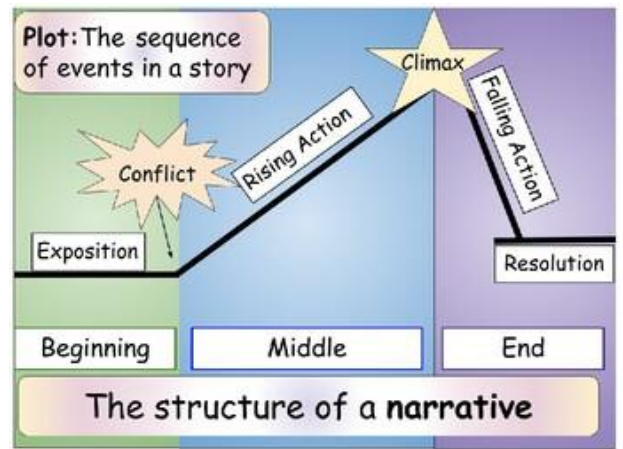
most important elements of book writing. For both non-fiction and fiction writers, the opening of a book offers an opportunity to introduce your main character, highlight your unique narrative voice, and convey the stakes of your storyline. A great novel will also use its opening pages to establish (or **subvert**) the conventions of the book's genre. For instance, readers expect a thriller to begin with immediate action or a fantasy novel to start with a scene in a new world. Either way, great literature is

only as strong as its opening, and the first few pages may be the difference between someone reading the entire book and leaving it on the library shelf.

2. Compelling characters: Most great works of literary fiction have one thing in common: rich, compelling characters. Good characters draw readers in, giving them someone to love, hate, or identify with. Just like people in real life, these characters are **multifaceted** and flawed, giving us insight into human nature as they overcome obstacles and moral tests. Character development is often inseparable from plot

since readers typically experience the events of the story through a character's point of view. Without a clear sense of who a character is, what they value, and what they're afraid of, the reader will be unable to appreciate the significance of plot events, and your story will have less impact. Great writers not only **render** their **protagonists** in rich, vivid detail, but their **antagonists** and **ancillary characters** are thoroughly developed as well. Popular books like the *Harry Potter* series are filled with villains that are just as complex and interesting as the good guys.

3. An absorbing story: When a reader picks up a novel, short story, or other piece of creative writing, they want to be entertained by a good story. From the **inciting** incident to the rising action to the **climax**, a great story keeps the reader engaged from the first page onward. Absorbing stories don't happen by accident: Good writers often spend countless hours outlining and **diagramming their plots**, so they know the page numbers that certain events happen on before they even begin writing. Determining your story structure in advance can ensure that your plot is sustainable and compelling over the course of an entire novel. Outlining in advance can also help with your **plot's pacing**, ensuring that the story neither moves too fast nor too slow.



4. Sharp dialogue: Good books are filled with **sharp**, memorable **dialogue**. Bestsellers contain dialogue that advances the plot, demonstrates your characters' personalities, and adds texture to the world of your story. The best books will balance scenes that heavily feature dialogue with scenes that describe action through first-person or third-person narration – and if a first draft leans too heavily on either, the author will often try to restore relative equilibrium in future drafts. Great writers know how to make each character's word choice, syntax, and sentence structure sound completely unique so that the reader feels like no two characters sound completely alike.

5. Unique style: Writing style is the voice and tone a writer uses to **convey a story** or express an idea. Every writer has their own writing style based on how they use



words, the type of **literary devices** they prefer, their sentence structure, and their overall approach to the art of writing. Writers spend their entire careers learning how to express themselves in their own way – and in the best cases, the results can be a classic novel with a writing style unlike anything readers have seen before. Whether you're self-publishing your first book or continuing your bestselling series, incorporating a distinct and

singular style will make your writing unique and instantly recognizable.

(<https://www.masterclass.com/articles/the-elements-of-a-good-book>)

VOCABULARY NOTES

to flip through – to quickly look at the pages of a book without reading it closely, usually to get a general sense of what it's about

front matter – the pages at the beginning of a book before the main text, such as the title page, dedication, preface, or table of contents

compelling story – a story that grabs your attention and makes you want to keep reading because the characters, conflict, or ideas feel engaging and meaningful

to subvert – to deliberately challenge or turn upside down what people normally expect (for example, a story that subverts traditional heroes or happy endings)

multifaceted – having many sides or layers; used to describe characters or ideas that are complex rather than simple or one-dimensional

to render – to represent or portray something in a particular way, especially through language, description, or imagery

protagonist – the main character of a story, whose goals, struggles, and choices drive the plot forward

antagonist – the character or force that opposes the protagonist and creates conflict in the story

ancillary character – a secondary or supporting character who is not central to the plot but helps develop the story or highlight aspects of the main characters

inciting incident – the event that sets the story in motion and pushes the protagonist into the main conflict

climax – the most intense or dramatic moment in the story, when the main conflict reaches its turning point

to diagram a plot – to visually map out the structure of a story, usually showing key stages like the inciting incident, rising action, climax, and resolution

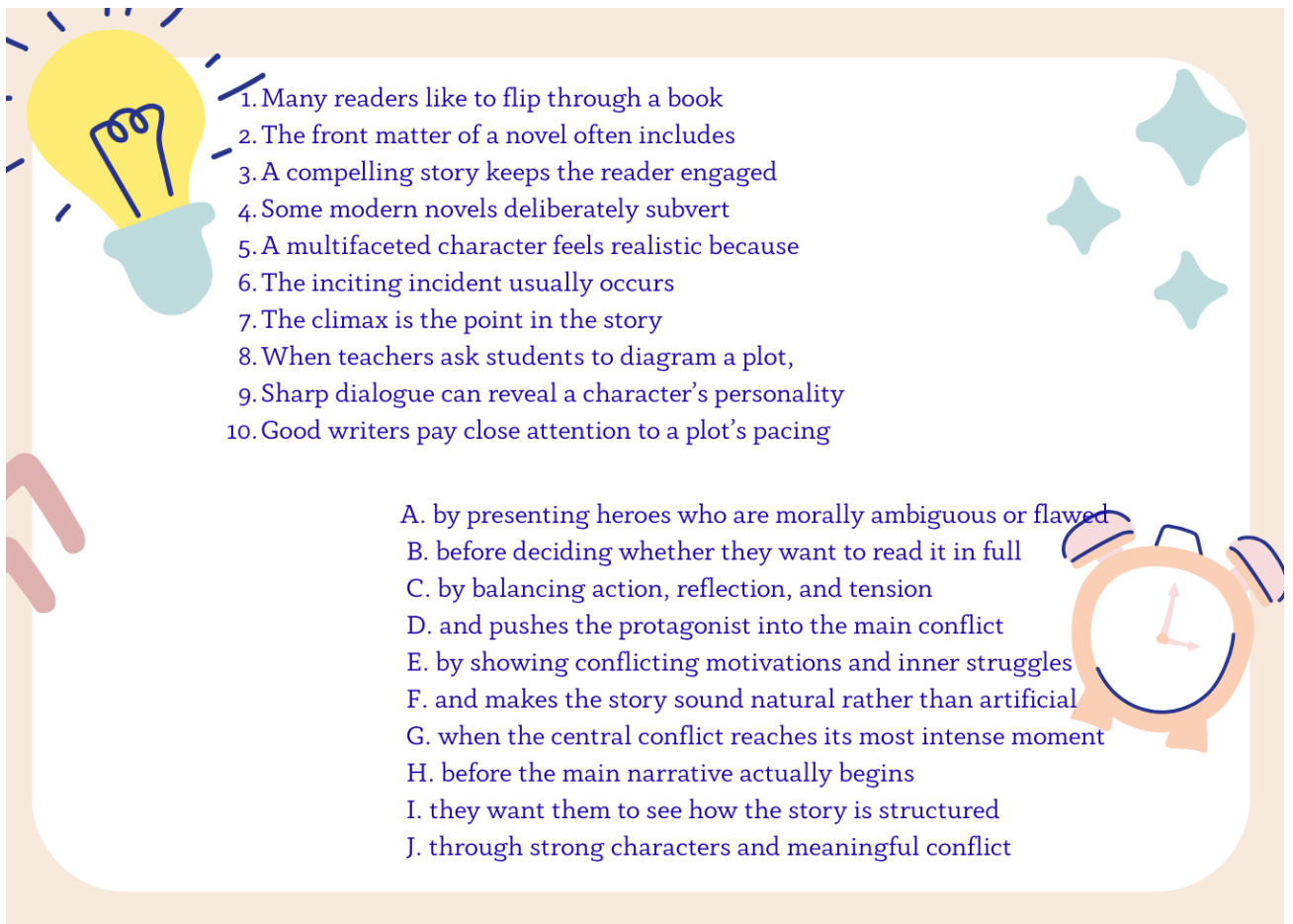
plot's pacing – the speed at which a story unfolds, including how quickly events happen and how tension is built or released

sharp dialogue – conversation between characters that sounds natural, engaging, and purposeful, often revealing personality or advancing the plot

to convey a story – to communicate a story clearly and effectively so that its events, emotions, and ideas come across to the reader

literary device – a technique a writer uses to create meaning or effect, such as metaphor, symbolism, foreshadowing, or irony

Exercise 1. Match the beginnings and endings of the sentences



1. Many readers like to flip through a book
 2. The front matter of a novel often includes
 3. A compelling story keeps the reader engaged
 4. Some modern novels deliberately subvert
 5. A multifaceted character feels realistic because
 6. The inciting incident usually occurs
 7. The climax is the point in the story
 8. When teachers ask students to diagram a plot,
 9. Sharp dialogue can reveal a character's personality
 10. Good writers pay close attention to a plot's pacing

A. by presenting heroes who are morally ambiguous or flawed
 B. before deciding whether they want to read it in full
 C. by balancing action, reflection, and tension
 D. and pushes the protagonist into the main conflict
 E. by showing conflicting motivations and inner struggles
 F. and makes the story sound natural rather than artificial
 G. when the central conflict reaches its most intense moment
 H. before the main narrative actually begins
 I. they want them to see how the story is structured
 J. through strong characters and meaningful conflict

Exercise 2. Replace the underlined part of the sentence with an appropriate word or phrase from the list.

protagonist • antagonist • ancillary character • to convey a story • to render • literary device • sharp dialogue • compelling story • to subvert • climax

1. Even minor figures, like a supporting character who appears only briefly, can influence the plot.
2. The author tries to challenge traditional expectations of the detective genre.
3. The author uses a technique such as symbolism to deepen the meaning of the final scene.
4. The book became popular because it tells a story that strongly holds the reader's attention.
5. The main character of the novel struggles to choose between personal happiness and moral responsibility.
6. The play is praised for natural and engaging conversations between characters.
7. The tension peaks during the most dramatic turning point of the story.
8. The villain functions as the character who opposes the hero throughout the novel.
9. The writer relies on clear and effective storytelling to keep readers emotionally involved.
10. This novel manages to present war in a deeply personal way, rather than as abstract history.

Watch time



1. Books have been around for years and years. But what do you know about how a book is created and published? Watch the video to find out.

Work in groups 3-4 to create a short summary of what stays behind the scenes when the book-birth magic happens. Point out the facts you learnt through watching the video.

<https://www.youtube.com/watch?v=jxVW4m99Rag>

2. Watch another video on an important part of book publishing – a book blurb. The video



will guide you through the do's and don'ts of writing a blurb.

<https://www.youtube.com/watch?v=1fEBb1wYExQ>

Also, for more information read on writing a book blurb here (<https://vanessashiels.com/2020/10/02/the-book-blurb/>)

Writing time



Following the watch time task above, write a blurb (100-150 words) on a book of your choice. After that, ask one of your groupmates to write a blurb review for you.

MODERN BOOK GENRES

Answer the questions:

1. Which book genre do you usually choose first in a bookshop or library? Why?

2. Which genre did you love as a child but rarely read now?

3. Is there a

genre you avoid completely? What puts you off?

4. Which genre helps you relax the most?

5. Which genre challenges you intellectually?



Read the article below on how the evolution of the traditional genre of fiction, paying special attention to the new trend names you might not have heard previously.

Fiction Trends That Readers Are Falling in Love With

Fiction doesn't stand still. Every year, readers seek fresh ways to be **transported**, and our today is shaping up to be especially vibrant. The rise of digital communities, indie publishing, and global streaming culture isn't just changing what people read – it's inspiring writers to experiment with form, tone, and narrative in

exciting ways. If you're tired of the same old fantasy epics or detective mysteries, now is a perfect moment to explore emerging subgenres.



1. Cozy Science Fiction: The Antidote to Dystopia (Science Fiction). For decades, science fiction leaned heavily on **dark futures**: surveillance states, climate collapse, **AI takeover**. But after years of pandemic fatigue and global anxieties, readers are embracing something gentler. **Cozy Sci-Fi** blends futuristic settings with low-stakes, heartwarming narratives. Instead of galactic wars, you'll find stories about interstellar tea shops, alien pen pals, or communities rebuilding with kindness.

Why it's good: It reassures readers that humanity *can* thrive in the future. Perfect for: Readers who want imaginative settings without the stress of saving the universe.

Think of cozy sci-fi as the comfort food of speculative fiction.

2. K-Healing Fiction: Cozy With a Korean Twist (Contemporary Fiction / Women's Fiction). Building on the popularity of Korean dramas and **webtoons**, **K-Healing fiction** is exploding. These are quiet, emotional stories often set in everyday places – cafés, bookshops, small towns – that focus on recovery, self-worth, and gentle relationships. Unlike Western 'cozy' fiction, K-Healing emphasizes slower pacing, **introspection**, and **emotional healing**. It's not about escaping the world but finding peace *within it*.

Roots: Inspired by the K-drama 'slice of life' tradition. What makes it unique: Emotional warmth without needing quirky gimmicks.

Those stories can be compared to a soft hug in book form.



3. **Eco-Fabulism**: Myths for a Planet in Crisis (Fantasy / Magical Realism / Literary Fiction). **Climate fiction** (cli-fi) is no longer **niche**, but it's evolving into **eco-fabulism** – a subgenre that fuses environmental concerns with magical realism and folklore. These stories imagine rivers

that whisper warnings, forests with memories, or animals taking on mythic roles to guide humanity. Unlike hard cli-fi, which leans on science, eco-fabulism uses myth and wonder to reconnect readers with nature. Big themes: ecological grief, ancestral wisdom, re-enchantment of the natural world. Tone: poetic, dreamlike, but urgent. Why readers stay hooked: It feels both timeless and timely.

Eco-fabulism has become especially popular among younger readers who are seeking meaningful but hopeful ways to face climate anxiety.

4. Hybrid Memoir-Fiction (*Literary Fiction / Biographical*). Blurring the line between autobiography and imagination, hybrid memoir-fiction is **gaining momentum**. These works take a slice of a writer's real life – grief, migration, illness, love – and weave it with fictional elements.



Instead of **straight memoirs**, they become ‘emotional truths dressed in storytelling clothes’. Why it resonates: Readers want authenticity but also crave narrative drive. Formats: Often serialized online, mixing prose with digital media like photos, texts, or AI-generated art.

This subgenre resonates because it offers emotional honesty without being confined to strict facts – ideal for readers who want truth in spirit but not in documentary form.



5. Solarpunk's Next Wave (Science Fiction). Solarpunk – the genre of sustainable futures filled with green tech and community cooperation – has been around for a while. But now it's moving from aesthetic Tumblr posts to fully **fleshed-out narratives**. What's changing? Writers are finally grounding it in real-world climate science and urban design concepts, making it less utopian fantasy and more speculative blueprint. Story settings: rooftop farms, coastal cities adapting to rising seas, **eco-co-ops** powered by **solar microgrids**. Mood: optimistic but practical. Reader appeal: Those who want solutions alongside escapism

Solarpunk is increasingly called 'the fiction of survival without despair'.

6. Post-AI Literature (Science Fiction / Speculative Fiction). After the AI boom of the 2020s, writers are responding with **post-AI fiction** – stories that don't just speculate about AI, but reflect on how our relationship with it has already reshaped creativity and identity. Some common angles: Artists living in symbiosis with generative AI 'muses'.



Questions of authorship: Who owns a story co-created with algorithms?

This subgenre feels urgent because we're already living it. For many readers, these novels aren't science fiction – they're a mirror of everyday anxieties about work, art, and selfhood.

7. Neo-Gothic Domestic (Horror / Thriller / Gothic Fiction). Gothic fiction never died, but at present it's taking a domestic turn. Instead of haunted castles, we get suburban homes, **crumbling apartments**, and minimalist condos hiding **unsettling secrets**. What happened: Readers who **binged** 'dark academia' in 2020–2022 are older now, craving something



more mature but still atmospheric. Tone: psychological dread meets modern realism. Typical themes: motherhood, **class anxiety**, fragile family bonds, online surveillance.

Call it 'Gothic for the age of smart homes'.

8. Global Mythpunk (Fantasy / Mythology & Folk Tales). Another branch of **fabulism** growing fast is Global Mythpunk. Instead of recycling Greek and **Norse** myths, writers are drawing from **underrepresented** traditions: African epics, Indigenous cosmologies, Southeast Asian folklore. Defining trait: remixing myth with contemporary issues like migration, urban **alienation**, or queer identity. Reader draw: It feels both educational and imaginative – like entering a world you've never seen on shelves before. Market shift: Indie presses are leading, though some big publishers are catching on.



Readers love it because it feels fresh while still rooted in ancient storytelling DNA.

Why Emerging Subgenres Are Relevant

You might be wondering: Do these categories really matter, or are they just marketing labels? The truth is, subgenres **give** readers **a path**. When someone is burned out on dystopias or **cookie-cutter romances**, they need a keyword that says: ‘Here, this is different. This is what you’ve been craving’. For writers, subgenres open doors: instead of chasing trends, they create communities around shared vibes and values.

Today proves that fiction is alive, restless, and endlessly adaptable. From K-Healing’s quiet warmth to eco-fabulism’s mythic urgency and post-AI’s philosophical edge, each subgenre is more than just a label; it’s a response to how we live now. If you want your reading life to feel fresh, adventurous, and deeply human, **explore beyond the big bookstore tables**. The next story that changes you probably won’t fit neatly into yesterday’s categories.

https://subliminaltales.com/fiction-trends-2025/?utm_source=chatgpt.com

VOCABULARY NOTES

Match the words/word combinations on the left with the definitions on the right.

	A		B
1.	to be transported (about a reader)	a)	a digital comic designed to be read online, usually on a phone, often in a vertical scrolling format
2.	dark futures	b)	a story that feels complete and detailed, with fully developed characters, settings, and plotlines
3.	AI takeover	c)	a nonfiction life story that sticks closely to real events without adding fictional elements
4.	webtoon	d)	a small, local energy system powered by solar panels that can operate independently from the main electricity grid
5.	introspection	e)	to become so absorbed in a book that you forget where you are and feel mentally carried into the story’s world
6.	emotional healing	f)	communities or housing projects where people live and work together using environmentally friendly practices
7.	niche	g)	a feeling of isolation or disconnection from

			society, community, or one's own surroundings
8.	to gain momentum	h)	o provide direction or guidance that helps someone make a choice or move forward
9.	straight memoir	i)	the fear or idea that artificial intelligence gains too much control over human jobs, decisions, or society as a whole
10.	fleshed-out narrative	j)	to grow in popularity, attention, or importance as more people become involved or interested
11.	eco-co-ops	k)	a love story that follows a predictable formula with familiar characters and no real surprises
12.	solar microgrid	l)	imagined versions of the future where life has become harsher or more frightening because of technology, politics, or environmental collapse
13.	common angles	m)	a poorly maintained living space showing signs of neglect, decay, or long-term wear
14.	crumbling apartment	n)	hidden information that creates discomfort or tension once it begins to surface
15.	unsettling secret	o)	recurring perspectives or themes that writers often return to when exploring a topic
16.	to binge	p)	not shown, published, or included as much as deserved, especially in culture or media
17.	class anxiety	q)	the slow process of recovering from emotional pain and learning to feel balanced and whole again
18.	Norse	r)	worry or insecurity linked to social status, income, or fear of falling behind economically
19.	underrepresented	s)	to consume large amounts of something (books, shows, episodes) in a short period of time
20.	alienation	t)	relating to the ancient peoples, culture, and mythology of Scandinavia, especially Vikings
21.	to give a path	u)	a small, specific area of interest that appeals strongly to a particular group rather than the general public
22.	cookie-cutter romance	v)	the act of looking inward and carefully examining your own thoughts, feelings, and motivations

Exercise 3. Answer the questions on the text:

1. *Several of the subgenres described are reactions to anxiety (climate change, pandemics, AI, social pressure). Which subgenre do you think offers the most effective emotional response to modern fears, and why?*
2. *The text suggests that readers are moving away from dark, high-stakes narratives toward calmer or more reflective ones (e.g. cozy sci-fi, K-Healing fiction). Do you see this as a temporary trend, or a long-term shift in reading culture? Explain your reasoning.*
3. *Eco-fabulism and global mythpunk both reuse myth and folklore, but in different ways. How do these genres help readers engage with contemporary issues more effectively than realistic fiction might?*
4. *Hybrid memoir-fiction blurs the line between fact and imagination. Should emotional truth matter more than factual accuracy in literature? Why or why not?*
5. *The author argues that subgenres are more than marketing labels — they create communities and shared values. Do you agree? Can you think of a genre or subgenre that shaped the way you think or feel as a reader?*



Exercise 4. Fill in the gaps with the vocabulary from the box.

common angles, binge, be transported, gain momentum, introspection, emotional healing

1. The novel was so immersive that I felt completely _____, as if I were living inside the story rather than reading it.
2. After a stressful year, she turned to quiet, reflective books that supported _____ rather than dramatic plot twists.
3. The author avoided _____ like the “tortured genius” and chose to present a more subtle, realistic character instead.
4. During the holidays, many people _____ entire book series because they finally have time to read without interruptions.
5. What started as a small online book club quickly _____ and turned into a large reading community.

6. Memoir-fiction often encourages _____ by asking readers to reflect on their own memories and emotions.

Norse, give a path, alienation, underrepresented, dark futures, niche, webtoon

1. Many classic science-fiction novels focus on _____ shaped by technological or environmental disasters.
2. The fantasy novel draws heavily on _____ mythology, featuring gods, runes, and epic battles.
3. Graphic stories published as a _____ are designed for digital reading and often attract younger audiences.
4. Independent publishers often take risks by promoting _____ voices that rarely appear in mainstream literature.
5. Although poetry has a smaller audience, it still occupies a meaningful _____ within the literary world.
6. Stories about migration frequently explore feelings of _____ and the struggle to belong in a new society.
7. For readers who feel overwhelmed by endless choices, clear genre labels can _____ and help them find the right book.

Exercise 5. Look at the word chains. Cross the odd one in each of the chains. Explain your choice.



1. dark futures – AI takeover – emotional healing
2. webtoon – straight memoir – fleshed-out narrative
3. eco-co-ops – solar microgrid – cookie-cutter romance
4. crumbling apartment – unsettling secret – to gain momentum
5. niche – underrepresented – class anxiety
6. alienation – emotional healing – webtoon
7. to gain momentum – to give a path – dark futures
8. crumbling apartment – class anxiety – emotional healing
9. alienation – class anxiety – emotional healing

Watch time



1. Watch a video on how reading may help one with their mental health regulation and well-being.

<https://www.youtube.com/watch?v=sxL5rZquOh8&t=210s>

- a) Can all genres have a therapeutic effect?
 b) Why is reading the most effective way of reducing stress?

2. Watch a video on the benefits of reading books of different genres and genre switching. In groups of 3-4 discuss the key points and discuss whether it is plausible for you to build a multi-genre reading list.

https://www.youtube.com/watch?v=eF_URTd3Bq0



Speaking time



1. Quite often one can come across different reading advice, more attractively called 'bucket lists' or '10/20/100 books to read before you die'. What is your opinion on those? Do you trust such?

Prepare a 2-3 minute presentation on a reading bucket list presenting books matching the following categories:



One comfort read (to calm or heal you)



One book that challenges your worldview



One book for self-understanding



One book you've been "meaning to read forever"



One wild card (genre you normally avoid)

2. Team up with 3-4 groupmates to make up a list of recommendations on how to choose books for a great bucket list.

BOOK BANNING

Look at the two pictures below. What can you see in them? Is there anything they have in common? Use the expression in the box to give your thoughts.

It appears to me that.....; It's hard to tell, but....judging by...; I'd say.....; I get the impression that.....; The indicates that.....; From the, it is evident that.....; When you look a bit more closely..... It is difficult to tell at first glance



Exercise 6. Answer the questions.

1. *Why do societies feel the need to control what people read?*
2. *What fears usually lie behind attempts to ban books?*
3. *Why are books often treated as more dangerous than films, games, and social media content?*
4. *Why has book banning existed almost in every historical period?*
5. *Who should decide what is 'harmful' literature?*

Read the article, paying attention to the words and word combinations in bold.

The Paradox of Book Banning: How It Only Serves to Sell More Banned Books

Throughout history, banning books has been a **contentious** issue that continues to **ignite debates** and discussions worldwide. Suppressing the written word seems **counterintuitive** in a society that values freedom of expression



and exchanging ideas. Paradoxically, when books are banned, it often increases curiosity and demand for them.

The Streisand Effect

The Streisand Effect is a phenomenon that occurs when an attempt to **suppress** information, such as banning a book, leads to increased awareness and interest in that information. This concept is named after the American singer and actress Barbra Streisand, who attempted to suppress photos of her California residence, making them more **widely distributed**. The same principle applies to books; when a book is banned or **challenged**, it attracts more attention than it would have received otherwise.



Curiosity and Rebellion

Banning a book **piques** people's **curiosity**. Readers become more interested in understanding what made a book so dangerous or controversial in **censors'** eyes. This curiosity often leads individuals to seek out banned books to form opinions actively. In this process, the reader's initial motivation shifts from merely reading the book to exploring and challenging the reasons behind its prohibition.

Underground Cult Followings

Banned books often develop underground cult followings. These subcultures emerge around the idea that certain books are 'forbidden knowledge,' they bond over their shared interest in exploring these texts. Being part of an exclusive group that has access to the banned content can be **enticing**, further boosting the appeal of these books.



Media Coverage

When a book is banned, it tends to attract significant media attention. **News outlets**, social media, and even traditional publications quickly cover the story, creating a buzz around the forbidden text. The more media coverage a banned book receives, the more people become aware of it. This widespread coverage is free marketing for the book, driving its demand.

Strengthening Author Reputation

For authors, having their work banned can paradoxically enhance their reputation. A banned book is often seen as a **badge of honour**, signalling that the author was willing to tackle controversial subjects. These authors often gain more readers and supporters in the long run because of their work's **notoriety**.

Historical Examples

Throughout history, numerous books have been banned or challenged, only to become literary classics and commercial successes:

1. *Ulysses* by James Joyce: Banned in the United States and other countries for **obscenity**, *Ulysses* is now considered one of the greatest novels of the 20th century.
2. *The Catcher in the Rye* by J.D. Salinger: Banned in multiple schools and libraries for its explicit language and themes, it remains a bestselling classic.
3. *To Kill a Mockingbird* by Harper Lee: Continuously banned and challenged for its racial themes, it is now a **staple** in American literature and school curricula.

While the intentions behind book banning may vary, the unintended consequence remains the same: it often serves to sell more banned books. The Streisand Effect, driven by human curiosity, rebellion, underground followings, media coverage, and the strengthening of author reputations, ensures that banned books attract more attention and readership than they would have if left undisturbed. In a world that values freedom of expression, it is essential to understand that suppressing books may **inadvertently** result in their **proliferation**. Rather than banning books, a more productive approach may involve open and informed discussions, encouraging critical thinking, and allowing individuals to choose what they read. After all, the paradox of book banning reminds us that prohibition can often be a powerful catalyst for the ideas it aims to suppress.



<https://literaryagentmarkgottlieb.com/blog/the-paradox-of-book-banning-how-it-only-serves-to-sell-more-banned-books>

VOCABULARY NOTES

Match the words/word combinations on the left with the definitions on the right.

	A		B
1.	contentious	a)	questioned, disputed, or officially objected to, especially in terms of ideas, rules, or content
2.	to ignite debates	b)	something that is seen as a source of pride, even if it comes from criticism or controversy
3.	counterintuitive	c)	to arouse or spark (usually interest or attention)
4.	to suppress	d)	available or spread across many places or to a large number of people
5.	widely distributed	e)	likely to cause strong disagreement or heated arguments
6.	challenged	f)	authority or individual who controls and restricts what can be published, shown, or said
7.	piques curiosity	g)	accidentally or without intending to
8.	censor	h)	fame gained for negative or controversial reasons
9.	enticing	i)	to trigger lively or intense public discussion, often with opposing views
10.	news outlet	j)	material or language considered offensive or morally unacceptable by public standards
11.	badge of honour	k)	organization or platform that produces and publishes news, such as a newspaper, TV channel, or online medium
12.	notoriety	l)	a basic, essential, or regularly used item or idea
13.	obscurity	m)	a strong desire to know or learn something new or unfamiliar
14.	staple	n)	to deliberately stop something from being expressed, spread, or made public
15.	inadvertently	o)	attractive or tempting enough to draw interest or attention
16.	proliferation	p)	going against what most people would normally expect or assume

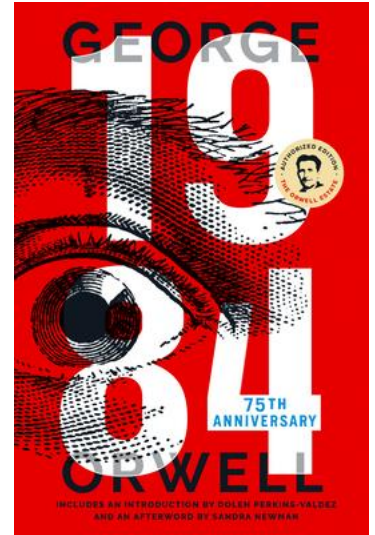
Exercise 7. Fill in the gaps with active vocabulary above. You can use each word/ word combination only once. Mind that there are more words than gaps.

badge of honour, censors', challenged, contentious, counterintuitive, curiosity, enticing, ignite debates, inadvertently, news outlets, notoriety, obscenity, piques, proliferation, staple, suppress, widely distributed

George Orwell's *1984* is one of the most (1) _____ novels of the twentieth century. Since its publication, it has continued to (2) _____ about surveillance, freedom, and the abuse of political power. The book describes a society in which the state attempts to (3) _____ independent thought and control every aspect of citizens' lives.

Despite – or perhaps because of – its bleak message, *1984* has been (4) _____ in schools and universities around the world and has become a literary (5) _____ in discussions of totalitarianism. At the same time, the novel has often been (6) _____ by authorities who view its themes as dangerous or inappropriate.

Ironically, attempts by (7) _____ to limit access to the book have only increased its (8) _____, turning controversy into a kind of (9) _____ for readers who value intellectual freedom. Even today, references to *1984* immediately (10) _____ and invite readers to reflect on how power operates in the modern world.



Exercise 8. Replace the underlined word or phrase in each sentence with one suitable word or phrase from the list below. Do not change the meaning of the sentence.

contentious · enticing · pique · suppress · proliferation

1. The proposal turned out to be extremely controversial, dividing both experts and the general public.
2. The government attempted to silence critical voices by restricting access to independent media.
3. The rapid spread of misinformation online has become a serious social concern.

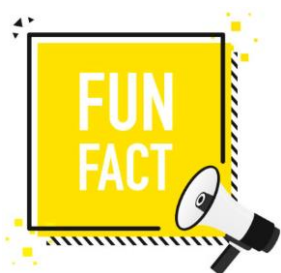
4. The film's trailer was deliberately designed to spark interest without revealing too much of the plot.
5. What began as a routine classroom discussion quickly became argument-provoking and emotionally charged.
6. Authorities often claim that new regulations are necessary to limit public unrest.
7. The colourful cover and dramatic blurb made the novel particularly tempting to younger readers.
8. Scientists are worried about the increase of antibiotic-resistant bacteria worldwide.
9. The unexpected headline was enough to arouse readers' interest and draw them into the article.
10. The promise of forbidden knowledge made the course sound even more appealing.

Speaking time



Team up with 2-3 partners and think of a book which you believe should have been banned. Give your reasoning for why it has not, and explain what you think must be challenged. While doing so, use at least 5 phrases from your Vocabulary Notes.

Fact Time

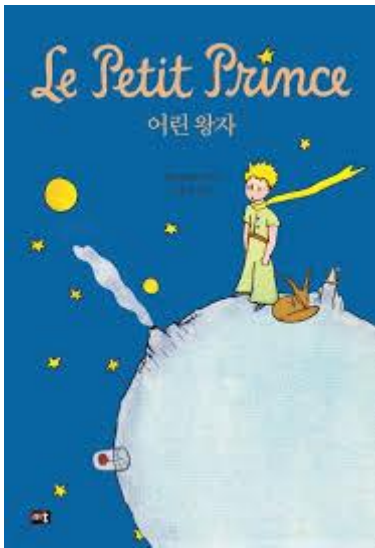
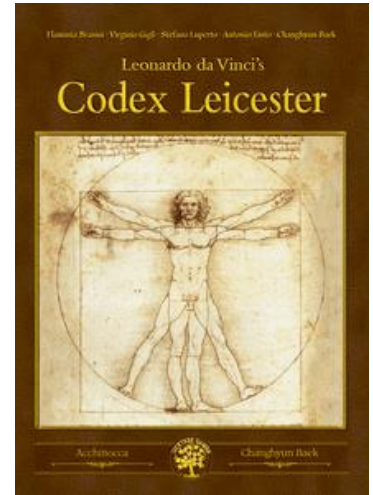


⇒ The Longest Book. Depending on how you measure the volume (the most widely accepted is word count), the answer for this one can vary. *Divta*, a 33-year-long suspense series, is considered the longest book by word count with 11,206,310 words and 8,128 pages. *Venmurasu*, based on a Sanskrit epic that takes place in India, is only approximately 3,640,000 words, however, it has 22,400 pages!

⇒ The Smallest Book. The smallest book in the world, *Teeny Ted from Turnip Town*, measures only 0.07mm x 0.10mm. The 30 microtablets that the text is etched onto can only be read with a scanning electron microscope. The first edition produced only 100 copies, but a library edition was produced in 2012 that was considered the large print version of the book.

⇒ The Most Expensive Book. The most expensive book ever sold was the *Codex Leicester*, which is Leonardo di Vinci's science diary. It sold for \$30.8 million in 1994, which would be \$53.5 million today!

⇒ The Largest Bookstore. The record for the largest bookstore, based on square footage, is the Barnes & Noble on 5th Avenue in New York City. But, to give credit where credit is due, Powell's Bookstore in Portland, Oregon has long held the record for the largest bookstore based on shelf space.



⇒ The Most Popular Children's Book. With over 140 million hard copies sold worldwide, *Le Petit Prince* (*The Little Prince*) by Antoine de Saint-Exupéry is considered the most widely popular story for children. First published in 1943, it has been a favourite of many generations.

⇒ The Most Prolific Author. The author with the most published books is L. Ron Hubbard with 1,084 works. His first written piece was published in 1934 and his last was published in 2006.

⇒ The Youngest Author. Dorothy Straight was only four years old when she wrote and illustrated *How the World Began* for her grandmother. It was officially published two years later.

⇒ The Oldest Author. The world's oldest published author, Bertha Wood, was 100 when her memoirs *Fresh Air and Fun: The Story of a Blackpool Holiday Camp* was released. She began the book at age 90.

⇒ The oldest book store is located in Lisbon, Portugal, Livraria Bertrand. It has been operating since 1732.



(<https://worldstrides.com/en-us/teachers/how-it-works/blog/book-lovers-day-interesting-facts-about-books>)

UNIT 3. WRITERS

Why Do Writers Write?

Every writer has faced this question in their writing journey: Why do we write? It's deceptively simple, yet the answers are as diverse and **layered** as those who put pen to paper or fingers to keyboard. For some, writing is a way to self-express. For others, it's their profession or even therapy. But regardless of whether you journal at night to quiet your mind or draft essays to spark deep conversations, let's explore.



1. To Understand Ourselves

Writing is often a mirror showing us our **innermost** thoughts and emotions. When we write, we can organise our thoughts and feelings, **unravel fears**, explore hopes, and make sense of the chaos in our minds. Journals, memoirs, and personal essays are all fantastic examples of this introspective purpose.

2. To Connect With Others



Humans are **inherently** social creatures, and writing is one of the most enduring ways we connect. A love letter, a novel, or a tweet all share one purpose: to reach out and be understood. Writing bridges gaps between people who may never meet, crossing boundaries of time, culture, and geography. In sharing our stories, we foster empathy. A writer's ability to transport readers into a different perspective creates a shared human experience, helping to promote understanding and connection.

3. To Tell Stories

Stories are the **lifeblood** of writing. They entertain, teach and help us understand the world around us. We write to create worlds, breathe life into

characters, and explore “what if?” questions. Even non-fiction is **steeped** in storytelling – whether it’s a journalist uncovering the truth, a historian recounting the past, or a scientist explaining a breakthrough. We write to **weave narratives** that help others (and ourselves) understand.

4. To Heal

Writing can be deeply therapeutic. For many, putting thoughts into words is an act of **catharsis** – a way to process emotions too overwhelming to hold inside. Writers who have faced trauma often use writing to reclaim their narratives, finding healing through storytelling. Even when not shared with others, putting pen to paper is powerful.



5. Because We Must

For some, writing is as essential as breathing. It’s a compulsion or a need to get the words out, even if nobody ever reads them. Writers often describe feeling incomplete or restless when they’re not writing. This **intrinsic drive** can stem from a love of language, a desire to create, or simply an unexplainable force within.

6. To Inspire Change



Never underestimate the written word’s ability to provoke thought, ignite movements, or change the course of history. Letters have started revolutions. Articles have inspired policy. You don’t have to aim for societal impact right away; if your blog post challenges a reader’s assumptions or your story sparks someone to reconsider an issue, you’re already contributing to that incredible legacy of action through writing.

7. Writing to Leave a Legacy (Preserving Memories)

There’s something inherently timeless about writing. When we write, we leave breadcrumbs for future generations. Letters, books, diaries, Facebook posts – all of these are the markers of what mattered to us, how we lived, and what we believed.

Think about Anne Frank’s diary or Maya Angelou’s poetry. Their words carry their legacy far beyond their lifetimes. And while our writing might not shift the cultural **zeitgeist**, it still matters. Your blog post explaining how to take the perfect photograph might help someone travel to a destination they’ve dreamt of visiting. Your novel might become a favourite bedtime story for someone’s child. Even a love letter tucked into a drawer carries meaning beyond what we can know.

By writing, we let those who come after us know, “I was here; this is what I saw, felt, and thought.”

<https://georgelthomas.com/2025/05/20/why-do-writers-write/>

VOCABULARY NOTES

layered – having several levels of meaning or complexity, where each “layer” adds something new once you look more closely

innermost – the deepest and most private part of someone’s thoughts, feelings, or identity

to unravel fears – to slowly bring hidden anxieties to the surface and understand where they come from, often through reflection or storytelling.

inherently – in a way that is natural or built-in; something that exists as a core part of a thing, not added later

lifeblood – the essential element that keeps something alive or meaningful; without it, the whole thing would lose its purpose

to be steeped – to be deeply influenced or saturated with something over time, especially ideas, traditions, or emotions

weave narratives – to carefully connect events, voices, or ideas into a coherent story, often in a subtle or artful way

catharsis – a powerful emotional release that comes from confronting intense feelings, leaving a sense of relief or clarity afterward

intrinsic drive – an inner motivation that pushes someone to act out of genuine interest or passion, not external pressure or reward

zeitgeist – the general mood, values, or concerns that define a particular period of time and shape how people think and create

*Exercise 1. This exercise gives a little insight into the literary work of **Virginia Woolf**, a famous British writer and literary critic.*

One of the most influential 20th-century modernist authors, she helped to pioneer the use of stream of consciousness narration as a literary device.

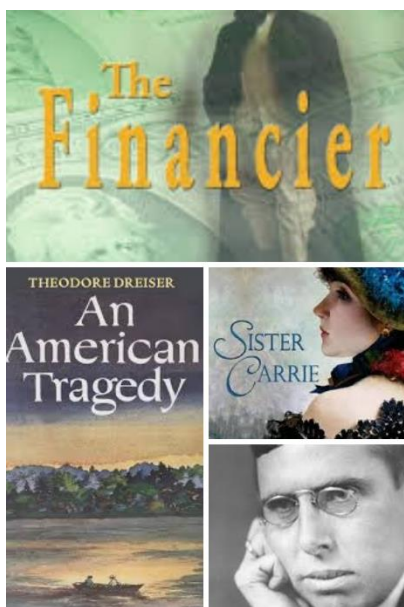
Among her most popular works are *Jacob's Room* (1922), *To the Lighthouse* (1927), *Mrs. Dalloway* (1925), *Orlando: A Biography* (1928), alongside the foundational feminist essay *A Room of One's Own* (1929); *The Waves* (1931).

Match the beginnings of the sentences with their endings.



- | A | B |
|--|---|
| 1. Virginia Woolf believed that fiction should capture the | a) zeitgeist of early twentieth-century Britain. |
| 2. Her novels are famously | b) innermost thoughts through stream-of-consciousness techniques. |
| 3. Woolf often explored her characters' | c) unravel fears that could not be expressed openly in society. |
| 4. Writing allowed her to | d) lifeblood of serious literature and artistic freedom. |
| 5. She argued that certain emotions are | e) layered, rewarding slow and attentive reading. |
| 6. For Woolf, language was the | f) inherently difficult to explain in logical terms. |
| 7. Her work is deeply | g) weave narratives around moments rather than events. |
| 8. Rather than following a fixed plot, she preferred to | h) catharsis after finishing her most emotionally intense novels. |
| 9. Many readers describe a sense of | i) steeped in the social and cultural tensions of her time. |
| 10. Woolf's writing clearly reflects the | j) intrinsic drive to experiment with form and voice. |

Exercise 2. This task offers a short summary on another famous writer **Theodore Dreiser**.



American novelist and journalist of the naturalist school, his novels often featured main characters who succeeded at their objectives despite a lack of a firm moral code, and literary situations that more closely resemble studies of nature than tales of choice and agency. Dreiser's best-known novels include *Sister Carrie* (1900), the massive bestseller *An American Tragedy* (1925), and the “Trilogy of Desire” series, which includes *The Financier* (1912), *The Titan* (1914), and *The Stoic* (1947).

Fill in the gaps with the words and expressions given below.

• intrinsic drive • layered • unravel fears • innermost • inherently • lifeblood • steeped • weave narratives • catharsis • zeitgeist

Theodore Dreiser is best known for novels that expose the social realities of American life at the turn of the twentieth century. His writing is deeply (1) _____ in urban experience, economic struggle, and the pressures of modern society.

Dreiser believed that human ambition is (2) _____ shaped by social forces, and his characters are rarely simple or heroic. Instead, they are morally complex and psychologically (3) _____, driven by desire, fear, and circumstance. This approach allows him to explore his characters' (4) _____ motivations without idealising them. For Dreiser, realism was the (5) _____ of literature. He felt an (6) _____ to show life as it was lived, even when it made readers uncomfortable. Through his novels, readers can (7) _____ about failure, success, and social inequality that still feel relevant today.

Rather than romanticising events, Dreiser chose to (8) _____ that reflect ordinary lives shaped by chance. His work captures the (9) _____ of a rapidly industrialising America and often offers a quiet form of (10) _____ through recognition rather than resolution.

Watch time



Have you ever pondered over the question of which is more important in writing – hard work or being naturally talented?

Watch the video below to find out the answer to the question.

<https://www.youtube.com/watch?v=vcjiuQBw4x8>

What are some unexpected claims the host makes about the correlation of ‘hard work – talent’ that caught your ear?

Watch another video that sheds some light on to some famous writers’ writing routines. What habits to they have? What do they suggest to improve your writing quality?

<https://www.youtube.com/watch?v=vcjiuQBw4x8>



Speaking time



Look at the statements below. In groups of 3-4 go through each of them, and say whether you agree or disagree, explain your opinion using some of the expressions in the box below.

In my eyes.... It seems to me that.... From my perspective.... From my point of view.... From my view point.... As far as I’m concerned.... Personally, I think.... I’d like to point out that.... What I mean is.... Generally it is thought that.... Some people say that.... Well, it is considered that.... It is generally accepted that.... My impression is that.... It goes without saying that.... I hold the view that.... I’m of the opinion that....

1. A writer’s main responsibility is not to entertain, but to challenge society.
2. The personal life of a writer should influence how we read and judge their books.
3. Writers who avoid political or social issues are missing the point of literature.
4. In the age of AI and short-form content, traditional writers are losing their cultural power.
5. A controversial book is often more valuable than a comfortable one.
6. Writers do not create trends – they reflect the zeitgeist of their time.
7. Censorship sometimes protects society more than it harms creativity.

10 Responsibilities Writers Should Take Note Of

by M.D. Johnson

1. You have to take responsibility for what you say, as much as you take ownership of what you write. That means if you inspired another to detonate a bomb, whether this person was in a healthy mental state of mind or not, you have to be accountable. That's not to say assume all the guilt, but it is to say be mindful always. Words have power, that you as a writer, give them, they can **heal** or destroy; what choice will you make for your words?



2. There is researching and being inspired, and then there is down right **thievery**. Picasso said, "Good artists copy, great artists steal" but did not mean it literally. Always **pay homage** to the works of other writers by quoting them and using citation. To take another's concept and improve upon it making it **indistinguishable** from it's original state isn't down right thievery and is acceptable. Take responsibility when using the work of others to do the right thing; plagiarism is illegal when it **infringes on** another writers' intellectual property rights, copyright and trademark.



3. Be responsible enough to check your sources and references when disclosing a truth or something factual or statistical. It's inevitable you will more often than not find opposing views on the same topic, but that's when common sense has to come into play and perhaps even checking the **credibility** of the reporter if need be.

4. Know that what you say, doesn't always directly affect you and you alone, but can quite possibly affect your family and friends as well. Have you ever felt the need to delete a long-time friend on Facebook for an opposing or radical view they had and revealed on Facebook, that made you question if you ever even really knew them at all to begin with? Or perhaps maybe you received some ill

treatment or unfavourable commentary because your spouse wrote something distasteful on a forum or social website or blog. Be responsible for what you write because it doesn't necessarily only affect you.

5. It may seem like long shot but editing and grammar are significant when it comes to responsibilities of a writer because what you write is just as important as how you write it. Readers judge you on how you write, it can **exude** your educational level, and quite frankly if you aren't coherent and your writing isn't an easy read, your writing simply won't be read.



6. It is your responsibility as a writer to remain tactful and in good taste when it comes to responding to your critics about your writing. If you believe in freedom of speech, you should **extend the**



courtesy to those who find fault with your work as well. Let them say their peace, don't take it to heart, not everyone will admire or appreciate your work, so what? Is it causing you any harm or discord in your life? You wasting energy responding in **expletives** to your critics could **run off your fan base** or other potential readers and responders. "Be kind to unkind people. They need it the most." ~Dalai Lama XIV.

7. Protecting your writing. Be sure you write your name on every publication you put out and even © if need be, whether publishing in print or online.



8. Your response, this is beyond your control, and maybe there is no way to prepare for an astronomical response or no response whatsoever to your work, and that's not to say don't have expectations, but you never know how a written work or publication will do. Never count your chickens before they hatch as the old **adage** goes, but know there are steps you can take to gain a bigger audience for your works, or if your response is beyond your wildest dreams and you are suddenly flung into a multitudinous frenzy of book publishers hurling book

contacts your way, you can always hire a publicist and lawyer to help you navigate those hurdles.



9. Your rejections. Taking ownership or responsibility for your rejections is no easy task, but the key is to never give up, it's like finding your prince or princess, you either have to kiss a lot of frogs or a lot of **booger-wolfs** before you find your perfect mate, a.k.a. book deal or publisher. If you didn't adhere to the company's or website's publishing policies or writing criteria, be it word criteria or format, you have to own your mistake and try to do better next time.

10. Where you publish your works is just as important as what you publish and should perhaps sit hand in hand. It's best to make sure what you publish and where matches the target market of the website or publishing company, otherwise your writing may **fall on deaf ears** or not gain a big readership. This is a mistake I make time and time again, however, it can still work out for you in the sense you may draw in your target market in the future and at least it lends you a bigger and stronger presence on the web.

(<https://poeticmc.medium.com/10-responsibilities-writers-should-take-note-of-89790b4d2b3e>)

Answer the questions on the text

1. *Do you agree that writers should be held accountable if their words inspire harmful actions? Where should we draw the line between freedom of speech and responsibility?*
2. *The text says words can "heal or destroy." Can you think of real examples where words had a powerful positive or negative impact?*
3. *What is the difference between being inspired by someone's work and committing plagiarism? Why do you think some people still plagiarize despite the risks?*
4. *The author suggests checking sources and the credibility of reporters. How can writers (and readers) recognize trustworthy information today?*
5. *Do you think a writer's opinions online can affect their family or career? Should writers limit what they post on social media? Why or why not?*



6. *The text argues that writers should respond politely to critics. Is it always possible – or realistic – to stay calm when facing criticism? How should writers deal with negative feedback?*
7. *The author compares rejection in publishing to “kissing frogs.” Why is rejection such a common part of a writer’s life? How can writers stay motivated despite it?*

VOCABULARY NOTES

Match the words/word combinations on the left with the definitions on the right.

	A		B
1.	to heal	a)	so similar that you can’t tell the difference between two or more things
2.	thievery	b)	an old-fashioned or humorous term for imaginary fears or exaggerated threats – things people worry about that aren’t really there
3.	to pay homage	c)	using someone else’s words or ideas and presenting them as your own, without giving credit
4.	indistinguishable	d)	a swear word or strong expression used to show emotion, especially anger or surprise
5.	plagiarism	e)	the quality of being believable and trustworthy
6.	to infringe	f)	to show respect, admiration, or honour to someone or something, often publicly or symbolically
7.	credibility	g)	a short, traditional saying that expresses a general truth or piece of advice
8.	to exude	h)	to drive away the people who support or follow you, usually because of your behaviour, decisions, or opinions
9.	to extend the courtesy	i)	to recover from physical or emotional pain; to gradually return to a healthier or more stable state
10.	expletive	j)	to give off or project a strong quality or feeling in a natural, noticeable way (e.g., confidence, warmth)
11.	to run off your fan	k)	to show politeness or respect by doing something

	base		considerate for someone
12.	adage	l)	to break or go beyond the limits of a rule, law, or someone's rights
13.	booger-wolfs	m)	to be ignored; when advice, warnings, or requests are not listened to or taken seriously
14.	to fall on deaf ears	n)	the act or habit of stealing; dishonest taking of something that doesn't belong to you

*Exercise 3. Read some information on **Mark Twain**, an American writer, essayist, and humorist, often referred to as 'the father of American literature'. Among Twain's novels *The Adventures of Tom Sawyer* (1876) and *Adventures of Huckleberry Finn* (1884), which is often called the "Great American Novel"; *A Connecticut Yankee in King Arthur's Court* (1889), *Pudd'nhead Wilson* (1894); co-wrote *The Gilded Age: A Tale of Today* (1873) with Charles Dudley Warner.*



Use the words in the box below to replace the sentence parts in bold. Use each word/phrase only once.

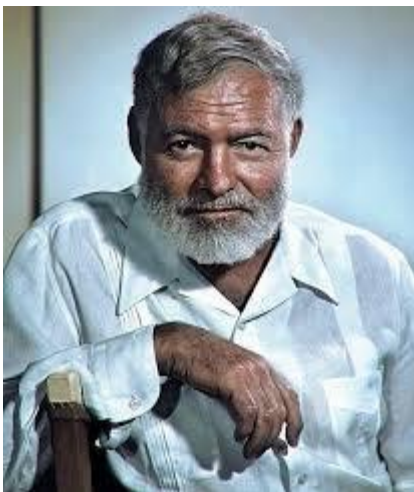
Mark Twain and the Responsibility of a Writer

• to infringe • adage • to extend the courtesy • plagiarism • to fall on deaf ears
 • credibility • expletive • to exude • booger-wolfs • to pay homage • to run off your
 fan base • indistinguishable • thievery • to heal

1. Mark Twain strongly believed in the old **saying** that humour can reveal serious truths about society.
2. Through his novels, he hoped not only to entertain readers but also **to help repair** social divisions in America after the Civil War.
3. His sharp wit seemed **to naturally project** confidence and intelligence whenever he spoke in public.
4. However, Twain was careful never to cross the line into literary **stealing**, because he valued originality.

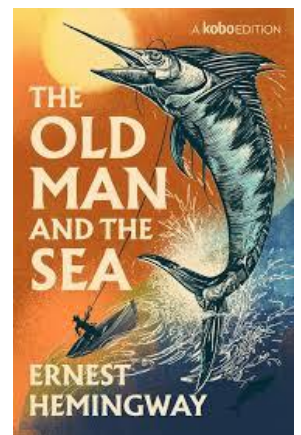
5. He openly admired other writers and often quoted them in order *to show respect* to their influence on his work.
6. Twain understood that copying someone's work without credit would damage his *reputation for being trustworthy* as a writer.
7. He also knew that publishing someone else's ideas as your own was not inspiration but *copying another person's work and claiming it as yours*.
8. At the same time, he believed that improving an idea until it was almost impossible to tell the difference from the original did not automatically mean it was wrong, as long as it did not *break* copyright laws.
9. Twain sometimes used strong language in his speeches, but he avoided unnecessary *swear words* that could shock his audience.
10. He was aware that attacking his critics aggressively might *drive away his loyal readers*, something he wanted to avoid.
11. When facing criticism, he tried *to show politeness* even to those who misunderstood his satire.
12. Of course, some of his warnings about racism and hypocrisy initially *were ignored* by parts of society.
13. Many of the fears people had about social change, Twain believed, were nothing more than imaginary monsters – mere *imaginary threats* created by ignorance.
14. Still, he understood that a writer must never *violate* the rights of others, whether legally or morally.

*Exercise 4. In this exercise, you will get to know some facts on **Ernest Hemingway**, American short-story writer, novelist, and journalist. His writing style was known to*



the Sea (1952).

be economical, and the author himself romanticised for his adventurous lifestyle and blunt public speaking. Hemingway was even awarded a Nobel Prize in Literature in 1954. His most famous works include *The Sun Also Rises* (1926), *A Farewell to Arms* (1929), *For Whom the Bell Tolls* (1940), and the Pulitzer Prize-winning novella *The Old Man and the Sea* (1952).



Correct the errors where necessary. Some of the words in bold are correct, others not. Mind the error number tip at the end of either paragraph.

to heal • thievery • to pay homage • indistinguishable • plagiarism • to infringe
 • credibility • to exude • to extend the courtesy • expletive • to run off your fan
 base • adage • booger-wolfs • to fall on deaf ears

Ernest Hemingway built his literary **credibility** through years of disciplined writing and war reporting. His style seemed to **exude** quiet authority, and many young authors admired it. He often repeated the old **plagiarism** that a writer must strip language down to its essentials. However, when emerging writers produced stories almost **indistinguishable** from his, critics debated whether this was influence or simple **thievery**. Hemingway argued that being inspired by others did not automatically mean **infringing on** someone's rights. (3 mistakes)

Hemingway did not always **extend the courtesy** to journalists who criticized his work. Occasionally, a sharp **expletive** slipped into his public responses. He understood that constantly attacking reviewers might **run off his fan base**, yet he believed some criticism would always **heal on deaf ears**. For him, many social fears were nothing more than **booger-wolfs**, exaggerated threats created by imagination. (2 mistakes)

Watch time



The process of writing is hugely inspirational and a matter of hard work and discipline. At times, authors face a condition often referred to as writer's block. Have you ever heard the term? What does it mean?

The video below offers you ways to overcome feeling helpless when wishing to write a new piece, and having no ideas good enough to elaborate on.

<https://www.youtube.com/watch?v=wCVZt9qIgec>

- *Do you think a structured method (like “story smoothies”) helps writers overcome writer's block? Why or why not?*
- *What are the advantages and disadvantages of trying to force ideas vs waiting for inspiration?*
- *Can you think of a situation in which a writer shouldn't mix ideas and should instead stick to one?*

Speaking time



Look at the picture below. In it, you can find names of the most famous English writers and their works. In groups of 3-4 match the authors to their literary creations (more than 1 work per author is possible).

ENGLISH WRITERS

WILLIAM SHAKESPEARE ARE

GEORFFREY CHAUCER

ian McEwan

Mary Shelley

ATONEMENT

PRIDE AND PREJUDICE

THE CANTERBURY TALES

Sense and Sensibility

ANIMAL FARM

OLIVER TWIST

GEORGE ORWELL

OTHELLO

HAMLET

1984

JANE AUSTEN

JANE EYRE

CHARLES DICKENS

JAMES JOYCE

FANTASTIC BEASTS

ULYSSES

J.K. Rowling

FRANKENSTEIN

A Christmas Carol

CHARLOTTE BRONTË



indie publishing.

INDIE AUTHORS

1. *Have you ever dreamt of becoming a writer? If yes, how long ago was that? What sparked that dream?*
2. *What makes people pursue a career in writing?*
3. *Do you know much about the behind-the-scenes processes of book writing and publishing?*
4. *On the left side of the page is a step-by-step guide to publishing a book? Which of these steps seem to be the most time/money-consuming and tiring?*
5. *Would you be willing to take all these steps to finally get a book with your name on it published?*

The publishing business is a tough and competitive one where only some get to reach the top and be acknowledged by broad audiences.

Do you know what the term 'indie author' means? Do any indie writers' names come to mind?

Read the article below to explore an alternative path in letting the world see your book as one worth reading and sharing –

How Indie Authors Are Redefining Publishing and Building Sustainable Self-Publishing Businesses

Discover how modern indie authors have evolved from **fringe self-publishers** to multi-platform entrepreneurs, **leveraging** new technologies and the creator economy to connect with readers and build lasting careers.

What Does ‘Indie’ Mean Today?

Indie authors are so much more than just authors. If you’ve been in the indie publishing industry for any length of time, you have had to adapt by necessity.

In the early days, indie authors faced challenges stretching far beyond writing – questions such as how to publish, how to distribute their work, and how to build a readership in a marketplace that viewed them with *scepticism*. Technology, of course, changed everything, bringing greater freedom for authors who wanted to build their own publishing businesses, new distribution options, and broader acceptance for self-published works within the industry. Those who **pioneered** the independent publishing **route** smashed down barriers that had stood for generations, but new challenges arose – more authors, more books, and more voices to rise above. Opportunity and competition arrived hand in hand.

Now, indie publishing has become an industry in its own right. What was once considered a fringe alternative is now a thriving, legitimate path with its own communities and success stories. With constant change, it’s sometimes good to hit the “pause” button and **take stock** – not only to look back at how far the industry has come but also to recognize the momentum carrying it forward. Indie authors today stand at a point of possibility, giving them the freedom to shape their own careers and how they connect with readers, as well as to help define the future of publishing.

Where Indie Publishing Started

In the early 2000s, the rise of **print-on-demand** opened the door to publishing without the need for warehouse space and shipping. Yet **self-publishing** was still being branded as vanity publishing, a separate publishing model that still exists today in which authors pay a company to publish their work. It wasn’t until the Kindle boom that indie authors shook off that tired perception, proving that \$0.99 e-books and rapid-release series could capture a global readership. Indie authors could skip the traditional publishing **slush pile**, retaining control and achieving speed to market over traditionally published peers.



Consider Amanda Hocking, an indie author often cited as one of the first major indie success stories. In 2010, she uploaded her Paranormal novels to Kindle, and by 2011, she had sold almost half a million books. Her success challenged industry

perceptions and led to traditional publishing contracts for her work. She proved that self-publishing could be **viable**, even **lucrative**, if paired with persistence, speed, and adaptability.

Hocking's story is **emblematic** of the early indie movement – authors proving that the **stigma** of self-publishing was outdated. Her trajectory also showed traditional publishers there was a thriving audience for books discovered online, influencing how the industry viewed digital-first authors.

How Indie Authorship Looks Today

If the early years were about breaking down barriers within the industry, the current moment is about building sustainable businesses on the foundations of those breakthroughs. Authors today aren't simply releasing books; they are running publishing houses of one. A modern indie career often extends beyond books into podcasts, videos, **serialized** online **stories**, audiobooks, and more. What was once a **sidestep** around barriers has evolved into a dynamic, multi-platform endeavour.

Success is no longer measured by getting a book into print but by building a



sustainable publishing system around one's work. Many authors sell directly to readers through platforms like Patreon, Substack, or Kickstarter. Others turn to social platforms, where short-form videos introduce their work to entirely new audiences. The algorithms that once lived in online bookstores now live on social feeds, and

indie authors have adapted accordingly.

Many modern indie careers are hybrid. An author may self-publish one series, sign a traditional contract for another, then experiment with other forms of writing or branch into online content creation, such as launching a YouTube channel. The endpoint, however, remains the same: autonomy. Being “indie” today is less about the method of publication and more about a mindset of independence and control.

How Indie Authors Find Success

S. R. Webster, a dark fiction author of Horror, Suspense, Psychological Thrillers, and Speculative Fiction who has been publishing independently for more than fifteen years, describes today's climate as “both a challenge and an inspiration.” The tools at hand, she explains, allow writers to “share their vision with readers

worldwide without gatekeepers.” But that same accessibility creates what she calls “a tsunami of content,” where every book must struggle for visibility.

The sense of community, online or off, has become one of the defining elements of indie authorship today. Where early pioneers often worked in isolation, today’s authors thrive on interaction. They build newsletters, host Discord groups, run serialized fiction communities, and foster networks of superfans. Authors are connecting with each other as much as with readers—Webster mentions engaging with other writers “through social media, conferences, and writing groups.”

Crowdfunding campaigns not only generate funds but also transform readers into stakeholders who **champion a project** long before its release. In this way, publishing is no longer a solitary act but a collaborative relationship.

Professionalization is another marker of how far the industry has come. Readers expect indie books to look and feel indistinguishable from those published by the big publishers. “Never **skimp out** on hiring a good editor and cover designer,” Webster says. Covers are expected to be polished, editing to be professionally done, and branding to be consistent. The bar has risen, and serious authors meet it not only because they must but because they respect their work enough to do so. This rising professionalism has had **ripple effects**, pushing traditional publishers to recognize the quality and staying power of indie-produced books.



Driving Further Change

Today, indie publishing is tied closely to the broader creator economy. Books are still at the centre, but they are rarely the only product an indie author sells. A novel might be accompanied by a **spin-off short story** or serialized fiction on a subscription platform, **behind-the-scenes content** for **patrons**, conference appearances, or viral marketing clips that reach thousands of potential readers overnight. The indie author is now part of a larger creative ecosystem, building audience relationships across multiple channels and inviting readers to engage at varying depths.

Technology accelerates this reality. Algorithms can elevate an unknown author to viral success. Crowdfunding tools make it possible to launch a book with an audience already invested. Distribution platforms extend reach across borders, and advances in audio and digital tools put once-expensive formats within reach of the

solo creator. Where access was once the primary challenge, now the challenge is visibility, strategy, and endurance.

Together, the creator economy and these technologies are dissolving the old lines between indie and traditional publishing, and broadening the boundaries of the publishing industry. Success is less about which path an author chooses and more about how they connect with readers, diversify income, and maintain control of their creative vision. To be indie now is to embrace entrepreneurship, adaptability, and experimentation.

The next decade may bring even more change. As technology continues to evolve – through artificial intelligence, new distribution platforms, or immersive storytelling formats – indie authors will do as they have always done: **forge** a new **path**. The drive to create, to innovate, and to connect with readers wherever they are will ensure that indie authorship remains not just relevant but essential to the future of publishing.

(<https://indieauthormagazine.com/how-indie-authors-are-redefining-publishing-and-building-sustainable-self-publishing-businesses/>)

VOCABULARY NOTES

fringe self-publisher – a small, often independent publisher operating outside the mainstream industry. Usually niche, experimental, or not widely recognized

to leverage – to use something you already have (a skill, connection, platform, advantage) to get a better result

to pioneer a route – to be one of the first to try a new way of doing something and open the door for others

to take stock – to pause and carefully think about your situation before deciding what to do next

print-on-demand – a publishing method where books are printed only when someone orders them, instead of producing large batches in advance

self-publishing – when an author publishes their own work independently, without using a traditional publishing house

slush pile – the large stack of unsolicited manuscripts that publishers or literary agents receive and have not yet reviewed

viable – realistic and possible to succeed; practical enough to work in the real world.

lucrative – producing a lot of money or profit

emblematic – representing something larger; being a strong symbol of a wider idea or trend

stigma – a negative stereotype or social disapproval attached to something

serialized story – a story published in parts over time (for example, chapter by chapter in a magazine or online)

to sidestep – to avoid something, especially a problem or difficulty

crowdfunding campaign – an effort to raise money for a project by collecting small amounts from many people, usually online

to champion a project – to strongly support, promote, and defend an idea or creative work

to skimp out – to spend too little on something important, often resulting in lower quality

ripple effect – a chain reaction where one small action causes a series of further effects

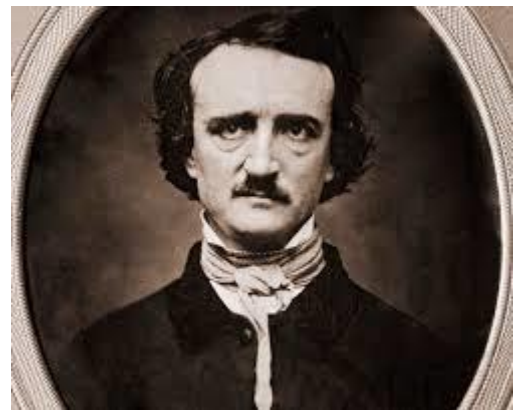
spin-off short story – a short story based on a character, world, or idea from a larger work

behind-the-scenes content – extra material that shows how something was created or what happens outside the main story

patron – person who financially supports an artist, writer, or project

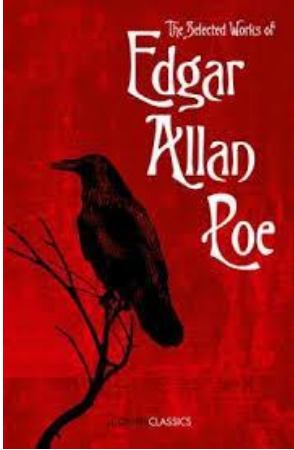
to forge a path – to create your own way forward, especially in a new or difficult situation

Exercise 5. Get to know Edgar Allan Poe, an American short-story writer, poet, critic, and editor, was famous for his cultivation of mystery and the macabre. The tale “The Murders in the Rue Morgue” (1841) gave rise to the modern detective story. The atmosphere in his tales of horror is unrivalled in American fiction. “The Raven” (1845) numbers among the best-known poems in the national literature.



In the text below, choose the option that makes more sense.

Edgar Allan Poe is often seen as a writer who managed to **pioneer a route / skimp out** in detective fiction and psychological horror. At a time when most authors followed traditional styles, Poe decided to **forge a path / take stock** of darker and more experimental themes.

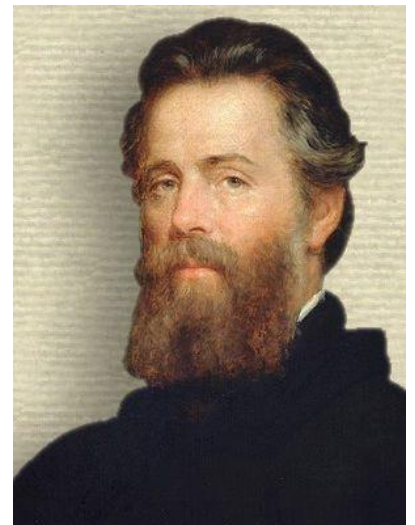


In the early nineteenth century, publishing was a difficult and often unreliable profession. Poe had to **leverage / sidestep** his talent for criticism and poetry to survive financially. Although today he is considered emblematic of Gothic literature, during his lifetime he struggled with the **stigma / ripple effect** of being regarded as an unstable writer.

Many of his works first appeared as a **serialized story / crowdfunding campaign** in literary magazines. Like many writers of his era, he had to compete with others whose manuscripts were waiting in the **slush pile / print-on-demand** of publishers.

Financial success was rarely **viable / fringe** for him, and his career was far from **lucrative / emblematic**. Yet the influence of his detective character, C. Auguste Dupin, created a lasting **ripple effect / patron** on crime fiction. Later authors would openly **champion a project / champion** of detective storytelling inspired by Poe's innovative style.

Exercise 6. Read on Herman Melville, an American writer of American Renaissance. His famous works include "Moby-Dick" (1851), "Billy Bud, Sailor" (published posthumously). When alive, Melville was not well-known, just a century later "Moby-Dick" found recognition and is now considered one of the greatest novels in American literature.



Fill in the gaps with active vocabulary from the box below. You can use each word/ word combination only once.

crowdfunding campaign behind-the-scenes content print-on-demand
 patron to take stock fringe self-publisher self-publishing
 to sidestep spin-off short story to skimp out

When Herman Melville published *Moby-Dick*, he was not a _____ (1); he worked with established publishers. However, the novel was not immediately successful, and Melville had to _____ (2) of his career and consider his future as a writer.

Unlike modern authors who might turn to _____ (3), Melville depended heavily on his publishers and occasional support from a wealthy _____ (4). Today, if the novel were first rejected, an author might try _____ (5) or use a _____ (6) service to make the book available without printing large numbers of copies.

Melville could not easily _____ (7) negative reviews, which damaged his reputation. In modern times, writers often share _____ (8) to build interest in their novels. Some might even publish a _____ (9) based on a minor character to attract readers before releasing the main work.

Fortunately, Melville did not _____ (10) on research or detail; his careful descriptions of whaling life helped make the novel a masterpiece.

Watch time



Watch the video below on most iconic American authors. Which of these writers' books have you read? Which of the authors were a surprise for you?

https://www.youtube.com/watch?v=AyXec8oXJ_g

Choose one of the writers from the video that you like and read works by. Share in groups 3-4 why you like them and what makes the work of your choice stand out among the others.

Speaking time



Get divided into two groups, and do an argumentative discussion on the pros and cons of 'writing for beauty' and 'writing for impact'. Brainstorm your ideas with your teammates, and present them to the other team.

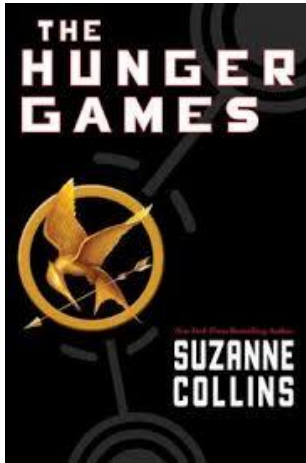
Writing time



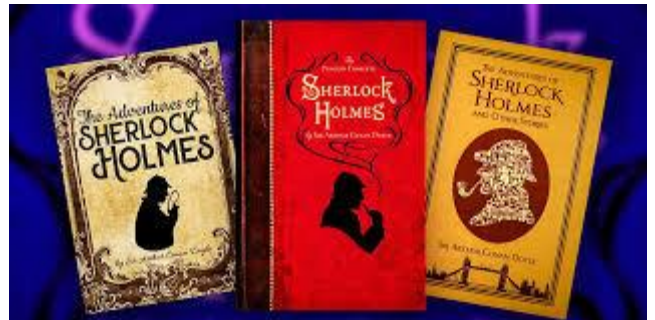
Write a 200-word essay on the subject of 'Writers, Readers, and Interpretation'

Fact time

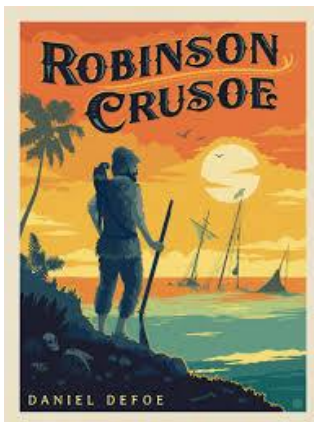
- ⇒ **Jane Austen** had a knack for brewing her own beer. She used molasses to give her brews a sweeter taste.
- ⇒ 451 degrees Fahrenheit isn't actually the temperature at which paper burns. **Bradbury** was misinformed when he was choosing a title for *Fahrenheit 451*; that's actually the temperature at which paper will combust.



- ⇒ The Netflix adaptation of **Julia Quinn's** "*Bridgerton*" is the most-watched series in the platform's history. Over 82 million households have tuned in.
- ⇒ **Suzanne Collins** claims she came up with the idea for *The Hunger Games* when she was channel surfing, flicking between footage of the war in Iraq and reality TV.
- ⇒ **Agatha Christie** disappeared for nearly two weeks in 1926, after her first husband told her he wanted a divorce. Her car was found abandoned, 15,000 volunteers undertook a manhunt, and **Sir Arthur Conan Doyle** consulted a psychic. She was found in a hotel under an assumed name (borrowed from her husband's mistress), and never offered any explanation, not even in her autobiography.



- ⇒ **Daniel Defoe** was terrible with money.



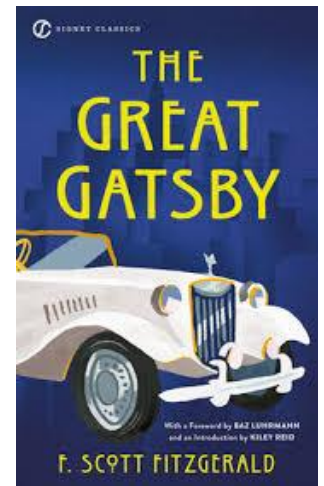
He was in-and-out of debtors prison for most of his life, and died while (probably) in hiding from his creditors.

- ⇒ After a severe car accident, **Stephen King's** lawyer purchased the vehicle that hit him, "to prevent it from appearing on eBay". The car was later crushed in a car yard, and King was reportedly disappointed that he didn't get to smash it himself.
- ⇒ **J.D. Salinger** became a vegetarian after his father tried to

pressure him to enter the meat-import business, and he spent a short time working in slaughterhouses in Vienna and Poland.

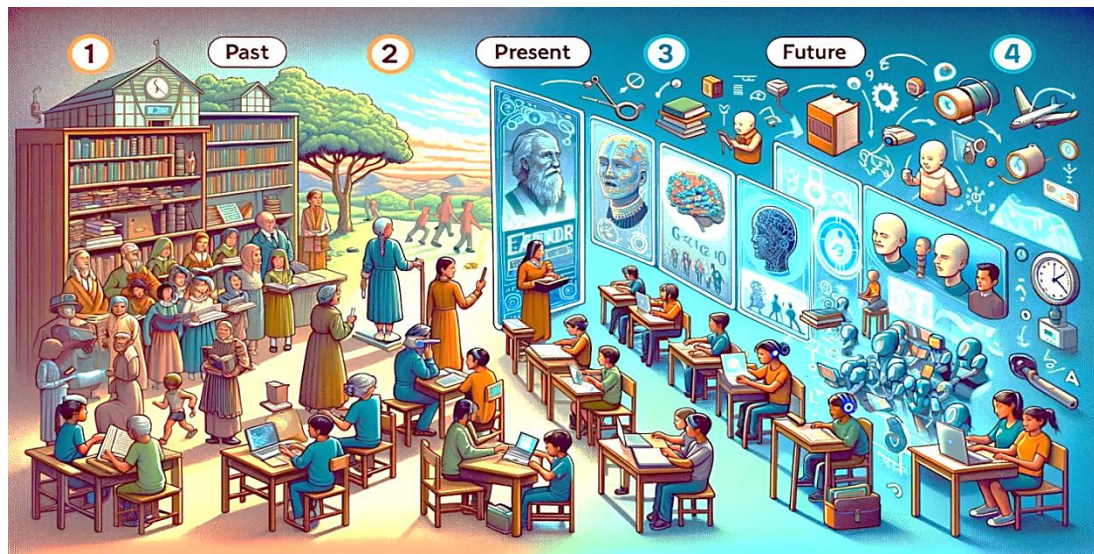
- ⇒ **Veronica Roth** wrote her debut novel, *Divergent*, while on winter break from her studies at Northwestern. She sold the book before graduation, and film rights sold before the book's release.
- ⇒ **F. Scott Fitzgerald** was named for Francis Scott Key, who wrote the lyrics for The Star Spangled Banner.

<https://keepingupwiththepenguins.com/fun-facts-about-books-and-authors/>



The Evolution of Education: A Journey Through Time

Education has always been a **cornerstone** of human progress, influencing societal structures, economies, and individual growth. Over **millennia**, it has transformed from the rudimentary teachings of early civilizations to the complex, globally interconnected systems we have today. Let's explore education's historical journey, highlighting the profound changes and lasting impacts across different eras. By examining how education evolved, we gain insights into how it continues to shape our future.



Ancient Beginnings, Egypt's Middle Kingdom: The Birth of Formal Schools. The concept of **formal education** as we know it today originated in ancient Egypt during the Middle Kingdom, around 2061-2010 BC. Here, the first schools were established, mainly to serve the sons of nobility and wealthy families. These schools focused on **imparting knowledge** in reading, writing, arithmetic, and administration. The central figure was Kheti, a treasurer to Pharaoh Mentuhotep II, who played a crucial role in founding these early schools. The students in these institutions were prepared for careers in government, ensuring the continuity of Egypt's bureaucratic structure.

Mesopotamia: The Rise of Scribes and Scholars. Mesopotamia, another ancient civilization, took a more selective approach to education. Here, formal schooling was reserved for the elite: royal offspring, sons of wealthy merchants, and professionals such as **scribes** and priests. The **cuneiform script**, developed in Mesopotamia, was central to education, and those who mastered it were invaluable to society. Schools

were often attached to temples, and the primary focus was on producing scribes, essential for recording trade, religious texts, and legal transactions.

Ancient Greece and Rome: Philosophical Foundations



Greek Education: The Ideal Citizen.

In Ancient Greece, education was not only about learning practical skills but also about shaping the character and thinking of citizens. The Greeks emphasized a **holistic education** that nurtured both the mind and body. Students learned a broad **curriculum** that included physical fitness, music, mathematics, and philosophy.

Influential philosophers like Socrates, Plato, and Aristotle shaped the educational system, focusing on critical thinking, ethics, and civic responsibility. Schools like the Academy, founded by Plato, became centers of intellectual development and **laid the foundation for** modern education systems.

Roman Schools: Practical Skills and Citizenship. In contrast to the Greek approach, Roman education was more pragmatic, focusing on skills that would prepare young people for adult responsibilities. Children, mainly boys, attended the *ludus*, an **elementary school**, where they learned basic **literacy** and **numeracy**. The emphasis was on preparing them for roles in administration, law, and public speaking. Notably, Quintilian, a famous Roman orator and educator, advocated for a balanced approach to education, encouraging a combination of **eloquence** and practicality.

Medieval Europe: Monastic Schools and Guilds

Monastic Schools: Preserving Knowledge. After the fall of the Roman Empire, education in Europe was largely maintained through the efforts of monks and monastic schools. Monasteries became centers of learning, preserving classical knowledge by **meticulously** copying ancient texts. These schools were primarily focused on religious instruction, but they also taught subjects like Latin and the liberal arts. Charlemagne's reforms during the Carolingian Renaissance were instrumental in establishing a more **standardized** educational system across Europe.

Guild Schools: **Apprenticeship** and **Craftsmanship**. In addition to religious education, **vocational training** was also prominent during medieval times. Guild schools played an essential role in teaching trades and crafts. Apprentices learned under the guidance of master craftsmen, ensuring that skills were **passed down**

through generations. This system not only trained skilled workers but also contributed to the stability of the economy and society.

Renaissance and Enlightenment: Humanism and Reason

Humanism: A Revival of Classical Learning. The Renaissance marked a significant shift in education, with the **resurgence** of interest in classical Greek and Latin texts. Humanists like Petrarch and Erasmus emphasized the value of studying literature, history, and philosophy. The invention of the printing press by Johannes Gutenberg made books more accessible, leading to the spread of knowledge and the establishment of more schools across Europe. This period laid the groundwork for modern educational thought, promoting a more secular and inclusive approach to learning.

Enlightenment Ideals: Reason and Progress. The Enlightenment further transformed education by promoting the ideals of reason, science, and individual rights. Philosophers like John Locke argued that education was essential for nurturing rational, self-governing citizens. As public schooling systems began to emerge, the focus shifted towards creating an educated populace capable of participating in democratic governance. The ideas of the Enlightenment significantly influenced the development of modern education systems, emphasizing the importance of **critical thinking** and **civic responsibility**.

Industrial Revolution: Mass Education

The Rise of Mass Education.

The Industrial Revolution brought about significant social and economic changes, which in turn affected education. With the rise of factories and urbanization, there was a growing need for a **literate** workforce. Reformers like Horace Mann in the United States



championed the idea of **public education** as a way to ensure equal opportunities for all citizens. **Compulsory** education laws were introduced, and schools became accessible to the masses. This period marked the beginning of modern public schooling systems that aimed to prepare children for industrial society.

Global Spread of Compulsory Education. The concept of mass education quickly spread around the world, with different nations adopting compulsory schooling laws. Education became seen as a fundamental right, and literacy rates

improved significantly. This expansion of education was not without its challenges, but it laid the foundation for the global educational systems we see today.

Education in the 21st Century: Challenges and Innovations

Digitalisation and Personalized Learning. In the 21st century, education faces new challenges and opportunities. Digital technology has transformed how students learn and teachers teach. Online learning platforms, digital classrooms, and personalized learning plans are reshaping the educational landscape. Students can now access information from anywhere in the world, and adaptive learning systems allow for more individualized instruction.



Globalization and Education for the Future.

As the world becomes more **interconnected**, education systems must adapt to prepare students for a globalized workforce. Schools are increasingly focusing on teaching skills like critical thinking, creativity, and **collaboration**, which are essential for success in the

modern world. Additionally, there is a growing emphasis on global citizenship and sustainability, ensuring that students are not only prepared for careers but also for the responsibilities of living in a global society.

The history of education teaches us that learning is a dynamic and evolving process. From the early schools of Egypt and Mesopotamia to the digital classrooms of today, education has continuously adapted to meet the needs of society. As we look to the future, it is clear that education will continue to play a crucial role in shaping the world. By learning from the past, we can ensure that every student has the opportunity to **thrive** and **contribute to** a better future.

<https://think-schools.org/the-evolution-of-education-a-journey-through-time>

VOCABULARY NOTES

Match the words/word combinations on the left with the definitions on the right.

	A		B
1.	cuneiform script	a)	duties and obligations of citizens towards their country and community

2.	apprenticeship	b)	a skill in making things, especially by hand
3.	civic responsibility	c)	a process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect a person
4.	compulsory	d)	a comprehensive approach to teaching where educators seek to address the emotional, social, ethical, and academic needs of students
5.	cornerstone	e)	adaptation of a system, process, etc. to be operated with the use of computers and the internet
6.	craftsmanship	f)	necessary by law or a rule
7.	critical thinking	g)	in a way that shows great care and attention to detail
8.	curriculum (curricula)	h)	a form of writing used for over 3,000 years until the 1st century BC in the ancient countries of Western Asia
9.	digitalisation	i)	with different parts or things connected or related to each other
10.	elementary school	j)	the ability to read and write; knowledge of a particular subject, or a particular type of knowledge
11.	eloquence	k)	an ability to do basic mathematics
12.	formal education	l)	a person employed before printing was invented to make copies of documents; in biblical times, a teacher of religious law
13.	holistic education	m)	something of great importance that everything else depends on
14.	interconnected	n)	all the courses given in a school, college, etc., or a particular course of study in one subject
15.	literacy	o)	a school that provides the first part of a child's education, usually for children between five and eleven years old
16.	meticulously	p)	education that is received in school,

			college, or university
17.	millennium (millennia)	q)	a quality of delivering a clear, strong message
18.	numeracy	r)	a system of free schooling accessible to all children within a community, primarily funded by taxpayer money
19.	public education	s)	to produce the basic ideas or structures from which something much larger develops
20.	resurgence	t)	a training in skills and teaching of knowledge related to a specific trade, occupation or vocation in which the student wishes to participate
21.	scribe	u)	to teach or give something to future generations
22.	standardized	v)	a period of 1,000 years, or the time when a period of 1,000 years ends
23.	to impart knowledge	w)	a period of time working as an apprentice
24.	to lay the foundation for sth	x)	of the same type
25.	to pass sth down	y)	a new increase of activity or interest in a particular subject or idea that had been forgotten for some time
26.	vocational training	z)	to transfer knowledge

Exercise 3. Get into groups of 4-6. Look through the questions and answer them one by one. Review each other's answers according to the text:

1. *Where did formal education originate?*
2. *What kind of education system was there in Ancient Greece?*
3. *How influential was Enlightenment in the educational sphere?*
4. *Did the Industrial Revolution bring any change to education?*
5. *How has education been impacted by general digitalisation?*
6. *What does the future of education look like?*



Exercise 4. Replace the underlined word or phrase in each sentence with one suitable word or phrase from the list below. Do not change the meaning of the sentence.

*civic responsibility; a cornerstone; an elementary school; eloquence;
interconnected; literacy; meticulously; a scribe; to impart knowledge;
pass something down*

1. A well-rounded primary school education provides for students' lifelong learning and critical thinking.
2. The persuasiveness of a skilled educator lies not only in their delivery but in their deep subject knowledge.
3. Historical awareness and civic duty are intertwined, making the study of the past so relevant and crucial.
4. Academics' ultimate legacy is often left for descendants in the former ones' publications, thereby shaping future generations and their views through time.
5. The goal of formal education is to equip individuals with the tools to precisely analyze information and contribute to society with their gained knowledge and skills.
6. A profound training manual writer can turn complex ideas into accessible prose, creating works that leave a rich intellectual heritage.
7. True erudition extends beyond mere fact accumulation.
8. The curriculum was designed to foster not only academic skills but also a sense of civil responsibility in students.
9. A basis of any effective argument, whether in debate or essay, rests on logical structure and convincing examples.



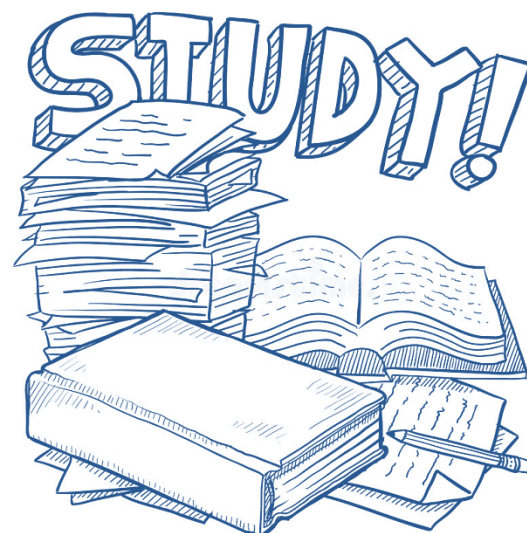
10. Mentorship programs are vital as they allow experienced professionals to pass knowledge to others, ensuring valuable expertise.

Exercise 5. Fill in the gaps with active words/ word combinations.

*a cuneiform script; an apprenticeship; critical thinking; a curriculum;
digitalisation; holistic education; public education; resurgence;
to lay the foundation for; vocational training*

1. The recent increase of interest in _____ underscores its vital role in equipping students with practical skills.

2. _____ aims to develop the whole individual, fostering not only academic skills but also emotional intelligence and social responsibility.
3. The _____ of learning materials has fundamentally transformed access to knowledge nowadays.
4. Many argue that a balanced well-structured _____ is as crucial as training materials of a high quality.
5. An ancient _____, used in Mesopotamian scholarly traditions, represents one of humanity's earliest formal systems for recording and transmitting knowledge.
6. An _____ combines practical experience with theoretical instruction, creating a powerful model for skill acquisition that bridges the gap between education and employment.
7. _____ serves as a cornerstone of a democratic society, theoretically providing equal opportunity regardless of socioeconomic background.
8. The teaching of _____ skills allows students to analyze information instead of passively accepting it.
9. The pandemic has prompted a remarkable _____ in the appreciation for in-person learning environments.
10. Early childhood programs are crucial _____ lifelong learning, emphasizing the importance of social emotional learning and cognitive development.



Watch time

Get to know how the Japanese system of school education differs from that in other countries:

<https://youtu.be/Xy2LAADV2JU?si=9jWjzsaLLPCOEH8P>

Compared to the Ukrainian educational process in schools, what seems similar to you as former school students and what is drastically different?

Would you like to be a student in one of the schools described?

Read about Jen's experience of getting used to the differences between British and American school systems and the regulations governing school education. As a mother of three who has moved to the UK from the USA, she pinpoints key similarities and differences in schooling and discusses distinctive approaches to education.

UK vs. US Education: The Ultimate Expat Family Guide

As an American immigrant to the UK with three children, I've had to learn through trial and error exactly how the educational systems in each country are different, and how they're (sometimes) similar.

Here's my complete guide to understanding the US vs. UK educational systems, so that you can be prepared to navigate them more easily.



The USA

America has 3 general types of schools: 1) public schools, 2) **private schools**, and 3) **charter schools**.

1) Public Schools

In America, government-funded schools are called "public" schools, and are governed by a school district. These public schools are community-based, and you'll usually need to live within their boundaries to attend (with some exceptions). **Catchment areas** and admissions work differently in different school districts, but generally, you'll be assigned a school and don't always get a choice. Public schools cannot be religious in America because of the separation of church and state within the Constitution.

2) Private Schools

Fee-paying schools in America are called "private" schools, and each have their own admissions **criteria**. Only private schools in America can be religious. You don't usually have

1. Types of Schools



The UK

The UK has 2 general types of schools: 1) **state schools**, and 2) **independent schools**. Within these two groups, there are several variations.

1) State Schools

In the UK, government-funded schools are called "state" schools. These are **community-based schools** that each have a catchment area in which you'll need to live to attend. State schools must follow the national curriculum, and they can be religious or secular. Some state schools are all-girls or all-boys.

There are several different types of state schools from which to choose from, and they all operate a little differently:

- ✓ **community schools**: the most common type, these state schools are funded by the local authority and follow the national curriculum;
- ✓ **foundation schools & voluntary schools**: these state schools are still funded by the local authority, but have more freedom to change how

to be a member of the church to attend the school, but sometimes it helps you gain admission if you are.

3) Charter Schools

The third type of school is called a “charter” school, which is funded by the government, but operates independently. Each state and school have different admissions procedures for charter schools.



- they operate;
- ✓ **academies & free schools**: these state schools are funded by the government, but have more control over their curriculum and can have selective admissions;
- ✓ **grammar schools**: these are state schools that are highly selective and provide the highest standard of education;
- ✓ **state boarding schools**: these schools still provide free education, but charge fees for boarding;
- ✓ **special schools**: state schools that specialize in educating pupils with special educational needs (SEND or SEN).

2) Private/Independent Schools

Private schools used to be called “public” schools in the UK, but it’s a misleading term that’s no longer used. Privately funded, fee-paying schools in the UK are called either “independent” schools or “private” schools. These schools do not have to follow the national curriculum, but students will still have to take national exams like GCSEs and A-Levels in private school (explained further in the testing section below). Many more of these schools are gendered than state schools, serving only boys or only girls.



The USA

In America, each year of school is called **a grade**.

American schools start at kindergarten (age 5-6) and are compulsory until 12th Grade (age 18).

In the US, compulsory

2. Age Ranges and School Structure



The UK

In the UK, each year or school is called exactly that: **a year**.

British schools start at nursery (age 3-4) and are compulsory until to Year 11 (age 16), with various options to continue mandatory further education

schooling begins at age 5 or 6 with entrance to kindergarten. Until then, parents are on their own to find and fund preschools or alternate **childcare** (though in some states there is government assistance with costs).

After kindergarten, a child enters 1st grade, 2nd grade, etc, all the way to 12th grade from which they will graduate at age 18.

1) Elementary School:

Ages 5-12

Elementary schools go from Kindergarten through grade 5 or 6, depending on the school. These are usually called “K-5” or “K-6” schools.

2) Middle School: Ages 12-15

Middle school usually consists of grades 6-8, though sometimes this stage is only grades 7-8, depending on the school. Some elementary schools are combined with middle schools, and these are called “K-8” schools.

3) High School: Age 15-18

Grades 9-12. Grade 9 is called “freshman” year, grade 10 is called “sophomore” year, grade 11 is called “junior” year, and grade 12 is called “senior” year. These labels are also used at university, which can make it a little confusing.



from ages 16-18.

In the UK, schooling years are divided up into primary school, for children ages 5-11, and secondary school, for ages 11-16.

1) Early Years: Ages 3-5

“Nursery” starts at age 3, and “reception” starts at age 4, and together, these make up the Early Years Foundation Framework. Nursery is not compulsory, and is therefore not free to attend, even in state schools. But in state schools, a nursery is much cheaper than an equivalent preschool in America. Reception is not compulsory either, but it is free to attend. Most students start in reception, but some students will start their compulsory schooling in Year 1, which is akin to American kindergarten.

1) Primary School: Ages 5-11

Primary schools serve students from ages 5-11, and include Year 1 to Year 6, much like American elementary schools. State primary schools follow the national curriculum for Key Stages 1 and 2.

2) Secondary: Ages 11-16

Secondary schools serve students from ages 11-16, and include Year 7 through Year 11. State secondary schools follow the national curriculum for Key Stages 3 and 4.

3) Post-Secondary: Ages 16-18

After secondary school, students have several choices for how to continue their education until age 18. Students who intend to go to university will either continue at their current school and move into the sixth form (if the school offers it), or attend a Sixth Form College. This is where students will

study for A-Levels in preparation for university. Students who don't attend sixth form must continue in designated pathways (like a combination of work and study, or attending **a trade school**) until age 18.

3. Curriculum and Academic Focus

The major difference between both school systems is that the UK is an exam-based system, while the American system is not. The UK also narrows a student's curriculum much earlier, whilst an American student might not narrow their fields of study until university.

Education in these two countries is so vastly different that it's hard to compare them side by side. Neither one is "better," and I wish that I could take parts of both systems and combine them into one, making the ideal educational atmosphere. But if you're moving – either by choice or for work – it's so important to do your research, and know exactly what you're getting into.

(<https://londoninreallife.com/moving-to-london/uk-vs-us-education-compared/>)

VOCABULARY NOTES

Match the words/word combinations on the left with the definitions on the right.

	A		B
1.	catchment area	a)	a public school that provides services and support that fit each neighbourhood's needs
2.	charter school	b)	a school in the UK that is not controlled by the local authority and receives its money directly from the central government, has control over their curriculum and can have selective admissions
3.	community(-based) school	c)	a school in the US for older children, usually children from grades 9-12, or aged approximately 14-18
4.	grade/year	d)	in parts of the US, a school for children

			between the ages of about 12 and 15; in parts of the UK, a school for children between the ages of about 11 and 16
5.	grammar school	e)	a free school provided by the government, managed by local representatives
6.	private (US)/ independent (UK) school	f)	a standard by which one judges, decides about, or deals with something
7.	public (US)/state (UK) school	g)	an area around a school that its students come from
8.	state boarding school	h)	a type of education one gets after finishing secondary school when one studies a few subjects more in-depth
9.	trade school	i)	a school class or group of classes in which all the children are of a similar age or ability
10.	academy	j)	a school that does not receive financial support from the government
11.	childcare	k)	in the US, a school that is paid for with public money but is organized by a private group for a special purpose and admits only students who meet its standards
12.	criterion (criteria)	l)	a school where students learn skills that involve working with their hands
13.	elementary (US)/ primary (UK) school	m)	care for children, especially that provided by either the government, an organization, or a person while parents are at work or are absent for another reason
14.	high school	n) o)	in the UK, a school that provides free education but charge fees for boarding
15.	middle (US)/ secondary (UK) school	p)	a school that provides the first part of a child's education, usually for children between five and eleven years old
16.	post(-)secondary/tertiary education	q)	in the UK, a school for children aged between eleven and 18 who have passed an examination



Speaking time

Get divided into 4 groups. Look through the article once again and identify the advantages of the American (for Team A)/ British (for team B) school systems, and disadvantages that students and their parents face in the USA (for Team C)/in the UK (for Team D).



Watch time

A) Learn more about the differences between schools in Great Britain and the USA from the students' perspective:

<https://youtu.be/xkxRmBE3QL8?si=gZeYHM6p6hzXMrlr>

B) Look at the pictures showing some characteristic features of British and American schools mentioned in the video. Describe what you see in them and try to guess which of the two school systems is shown in each image. Use the phrases in the box for support.



Accroding to the picture,...; I think so because...; In the top/bottom corner we see...; Overall, the image depicts...; I have an educated guess...; Still, ...; In the video, it was mentioned that...; Judging by...; ... so to say.

*Exercise 6. Complete the sentences. Match the beginning of the sentence from the left column with its ending in the right one. Pay attention to active vocabulary **in bold**.*

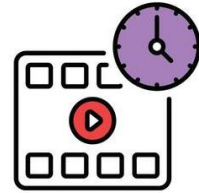
1. Being transferred to a higher **grade** requires ...
2. Many parents opt for a **charter school** due to its specialized ...
3. The transition from **middle school** to ...
4. Admission to this prestigious program is possible upon meeting strict ...
5. Foundational literacy and numeracy skills are ...
6. Funding for a **state school** is derived from ...
7. The local **community school** manages to bring the neighbourhood together, fostering strong ties ...
8. For those pursuing a career, enrolling in ...
9. Our family relocated specifically to reside within **the catchment area** ...
10. A well-rounded education system should offer diverse pathways, from **primary school** to ...

- a) ... **high school** is a significant milestone in an adolescent's academic and social development.
- b) ... **a trade school** can be a pragmatic and efficient decision.
- c) ... are developed at **primary school**.
- d) ... consistent effort and a deep engagement with the material.
- e) ... governmental sources, making it accessible to the general public.
- f) ... **criteria** beyond mere academic performance.
- g) ... **high school** and including vocational options like **a trade school**.
- h) ... **curriculum** and greater autonomy.
- i) ... between families and educators.
- j) ... of a highly respected **secondary school**.

Exercise 7. Look at the word chains. Cross out the odd one in each chain. Explain your choice.

1. a charter school, a grammar school, a state school;
2. primary school, middle school, a private school;
3. elementary school, post-secondary education, high school;
4. a trade school, high school, tertiary education;
5. a criterion, an academy, childcare;

6. childcare, a community(-based) school, a trade school;
7. a grammar school, an academy, a trade school;
8. elementary school, primary school, a state boarding school.



Watch time

Did you notice the difference in some terms between American and British English when it comes to education? Watch a short video, learning more about such variations:

https://youtube.com/shorts/gV498WSNe_c?si=7nBpOxAUICsgM366

Exercise 8. Though the majority of students agree that school education is important, it is often taken for granted. Take a look at the reasons why school is an essential part that should not be skipped.

Why Go to School? The Importance of Education Beyond Knowledge



Education has been an essential part of human development for centuries, and it continues to play a significant role in our society today. While there are now countless ways to access information and gain knowledge outside of traditional educational institutions, schools remain vital for a multitude of reasons beyond just academic learning.

At the heart of schooling, there is the opportunity for personal growth and social development. In classrooms, students learn to work together, communicate effectively, and practice **empathy** and respect for one another. These skills are not only crucial for building healthy relationships but also for **navigating the complexities** of the modern world.

Schools provide a unique opportunity for children to interact with people from **diverse backgrounds** and cultures, allowing them to broaden their perspectives and learn about different ways of life. **Exposure to diversity** can help children develop an understanding and appreciation for others, which can lead to greater acceptance and **inclusion**.

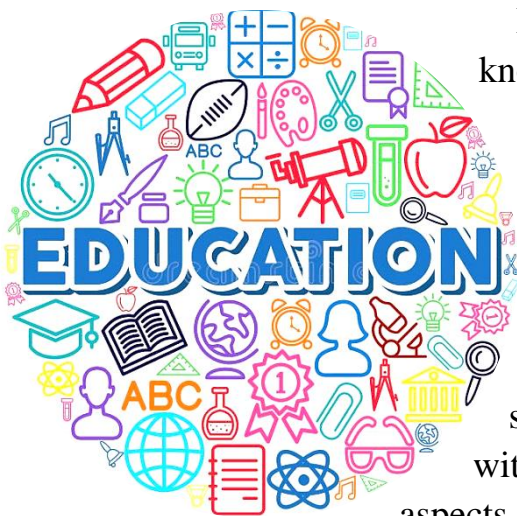
In addition to social development, schools also offer



opportunities for personal growth and **self-discovery**. Through extracurricular activities, students can explore their interests, develop their talents, and discover their passions. Whether it is through sports, clubs, music, or art, these activities provide a platform for students **to express themselves** and build confidence in their skills and abilities.

Moreover, schools play a crucial role in helping students develop **a sense of purpose** and direction. By providing **guidance** and resources for **career exploration**, schools can help students identify their strengths and interests, and provide the tools necessary for achieving their goals. Additionally, exposure to different subjects and areas of study can help students discover new passions and interests that they may not have otherwise considered.

It's also worth noting that school serves as a safe space for many children, providing structure, routine, and stability. For some students, the school environment may be the only place where they feel supported and encouraged, and where they can access resources to help them overcome challenges they may face outside of school.



In conclusion, while there are many ways to access knowledge and skills outside of traditional schooling, the importance of schools and education goes far beyond academic learning. The social, personal, and developmental benefits of attending school are crucial for personal growth, building healthy relationships, and finding purpose and direction in life. Ultimately, school provides an environment for students to develop into **well-rounded individuals** with a set of skills and confidence to succeed in all aspects of life.

<https://www.nordangliaeducation.com/cis-doha/news/2023/02/28/why-go-to-school>

VOCABULARY NOTES

empathy – the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation

to navigate complexities – to understand how to act in a challenging situation

diverse backgrounds – a complex of customs, beliefs, values, and practices that individuals from different cultures have and display

exposure to diversity – a condition where individuals, particularly students, experience constant interaction with people, ideas, or perspectives originating from cultural, social, or ethnic backgrounds different from their own

inclusion – an idea that everyone should be able to use the same facilities, take part in the same activities, and enjoy the same experiences, including people who have a disability, special needs or are in circumstances different from others

self-discovery – the process of learning about yourself and your beliefs

to express oneself – to communicate what an individual thinks or feels, by speaking or writing, or in some other way

sense of purpose – the way a person gives meaning to their existence

guidance – help and advice about how to do something or about how to deal with problems connected with one's work, education, or personal relationships

career exploration – a process of learning about career paths, job functions, industries, fields, and roles that can help clarify one's professional interests, goals, and aspirations

a well-rounded individual – a person that has and/or able to provide experience and knowledge in a number of different areas

Exercise 9. Complete the active collocations. Match the beginning of the word/phase from the left column with its ending in the right one.

Try to complete the task by memory. Check if you got everything correct by giving your final variant to your groupmate for review.

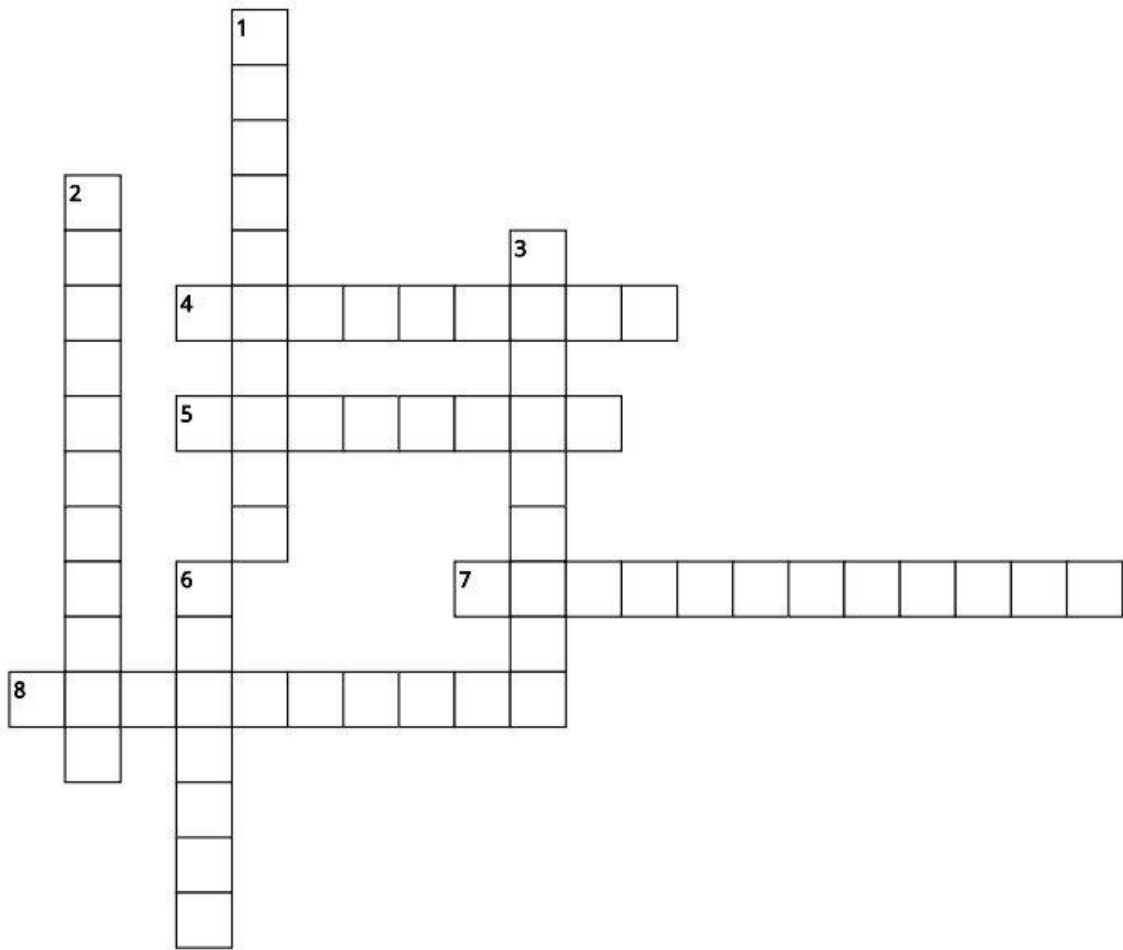
	A		B
1.	career	a)	of purpose
2.	well-	b)	oneself
3.	diverse	c)	rounded
4.	to express	d)	discovery
5.	to navigate	e)	backgrounds
6.	exposure	f)	complexities
7.	self-	g)	to diversity
8.	a sense	h)	exploration

Exercise 10. Solve a crossword puzzle with active vocabulary to the text. Go through each blank one by one. Work in teams of 3-5 to solve the puzzle.

Let's see which team completes it more quickly.



SCHOOL EDUCATION



Across

- 4. A mixture of different opinions, cultures, religions, races being equally represented
- 5. Nurture and help throughout the way
- 7. With knowledge and experience in many various areas
- 8. A difficulty

Down

- 1. A person who thinks and behaves in their own way
- 2. A process of getting to know more about one's profession is called career...
- 3. A process of learning more about one's inner self is called self-...
- 6. To show a feeling or an opinion

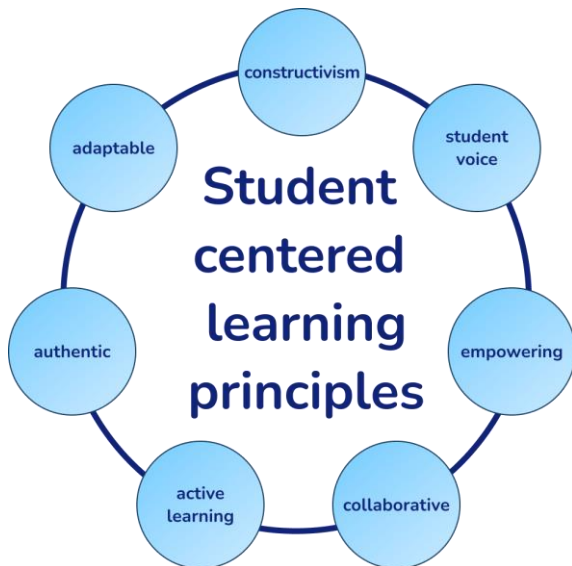


Watch time

A) What do you know about student-centred learning? What are the main characteristic features of this educational paradigm?

Look at the diagram and share your assumptions. Use some of the phrases below.

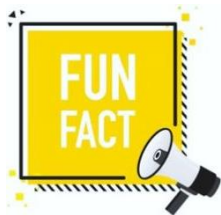
The diagram depicts...; In the top/bottom part of the scheme, there is/are...;
 Looking at...; In my opinions...; I believe that...; I suppose that...;
 I may be wrong but...; It is clear that...; Another assumption of mine is...



B) Watch the video, figuring out whether you were correct. Do you think student-centred approach is more beneficial than the traditional teacher-centred? To who? Which pros and cons can be detected?

https://youtu.be/WvzVAQkuSqU?si=k_mNNye-YEo6HUC9

Fact time



Have you ever heard about an “air” school or the one you start attending with a cardboard cone? If not, take a look at the facts below and learn more about peculiar educational traditions and practices all around the world.

- ⇒ Known as *o soji*, Japanese students clean their entire school at the end of every school day. They take out the trash, sweep the floors, and even clean the restrooms. All of this is believed to help build character, teamwork, and respect for one's environment.
- ⇒ In rural Australia, deep in the Outback, kids are too few and far between for normal schools to be viable. So, in 1951, The School of the



Air was started, and kids started learning via radio.

- ⇒ As part of a tradition starting sometime in the 19th century, on their very first day of school, German kids receive a *Schultüte*. This giant cardboard cone is often filled with candy, toys, and all of the school supplies they will need for their first year of school. The gift-filled cones are supposedly "grown" on trees, and the kids pick them when it's time for their first day of school.
- ⇒ On average, schools in Finland are only in session for about 5 hours a day and have little to no homework. This may be surprising as Finland also ranks as one of the best school systems in the world, putting an emphasis on quality over quantity. In comparison, like in many Asian countries, Taiwanese students can expect an 8.5-hour school day.
- ⇒ The first written record of schools using uniforms comes from 1552 when Christ's Hospital School started making its students wear blue blazers with yellow socks. A very similar uniform is still worn by students of the school today.
- ⇒ During the monsoon season in Bangladesh, it becomes very difficult for students to get to school due to floods and the destruction they bring. The Shidhulai Swanirvar Sangstha organization began tackling this problem in 2002 by bringing schools to them by boat. The boats are solar-powered, linked to the internet, and have everything a modern classroom could need.
- ⇒ A small primary school in Phumachangtang, Tibet, holds the Guinness World



Record for the highest school ever. Standing 16,476 feet (5,022 meters) above sea level, students at this school had trouble concentrating due to a lack of oxygen. The school was ultimately closed in 2017, and students moved a little lower.

(<https://www.thefactsite.com/global-school-facts/>)

UNIT 5. STUDENTS

Exercise 1. A) Think what kind of expectations about the educational process you had before attending school. Which of them came true? What turned out not the way you had imagined?



B) Create a 7-10 point checklist you would have given your younger self to be prepared for school.



What does it tell about you as a person and your emotional and intellectual growth? Use the phrases below to comment on the topic.

If you ask me...; Judging from...; I think so because...; Keep in mind that...; What I mean is that...; To be honest...; If I remember correctly...; I'm not really sure but...; I'd prefer...; ... so to say.

Exercise 2. You as modern students could have faced bias towards your generation and its attitude to studying, developing skills, growing up, etc. Read the article. See if it debunks the myths or proves them real.

Are Today's Students Really Less Independent Than Previous Generations?

by Arianna Prothero



How to encourage independent learning!

Are adolescents less independent thinkers and **decision-makers** now than they were a decade ago? Many educators would answer that question with an emphatic “yes!” A good number of teachers and principals in middle and high school report that their students are struggling to direct their own learning, advocate for themselves, and take responsibility for their education.

There can be big **repercussions** for students who struggle to **self-govern**, especially high schoolers who are preparing to launch into the real world where the

ability to work and learn independently is a **prerequisite** for success in college and the workforce.

While there are **myriad** factors that could be contributing to the decline in youth independence that are beyond educators' control, experts say **social-emotional learning (SEL)** strategies are available for teachers to help students develop the skills they need to be more independent.

Asking for help is a skill many students lack. Students are displaying a lack of independence in a variety of ways. For Miranda Mack, a high school physics teacher in Dallas, the lack of independence among some of her students shows up in their inability to ask for help when they're struggling – or to even recognize when they are **falling**



behind in the first place. She **recalls** hearing from a student at the end of last semester. “I had a student message me asking if there is anything I can do to make [their] grade better and I was like, ‘Well, that’s a great question, but why are you asking today?’” she said.

When Mack meets individually with struggling students to discuss their grades, it’s not that they don’t care about their **academic standing**. “But the issue is that I have to have that **face-to-face conversation** with them in the first place,” she said. “They may know they don’t have a great grade, but they don’t do anything about it.”

Mack believes the problem **predates** the pandemic, but the pandemic made things worse. Kids learn SEL in the service of goals that they have. They don’t learn them in the abstract on their own, divorced from a goal.

Helicopter parents, cellphones, and social media fuel the problem. Lawrence, the principal in Wisconsin, believes the pandemic **exacerbated** the problem, but that the decline in adolescent independence is primarily caused by kids spending more time on screens and less time engaging in unstructured play. When kids ride around on their bikes, explore outdoor areas, or go to the mall with friends, those activities are rich with learning opportunities, Lawrence said. Problems arise – **a flat tire**, a dispute with a friend – and kids are forced to work through them on their own. Lawrence said he has also seen a rise in parents **intervening** when their child is having difficulties socially with other children.

Is this generation really less independent than previous ones? Some experts suggest the problem might not be as bad as some perceive it to be. Many people have a tendency to perceive each generation as morally worse than their own.

This “illusion of moral decline,” an idea explored extensively in a 2023 study, probably applies here, said David Yeager, a psychology professor at the University of Texas at Austin. “The most likely thing is that kids are no worse at being independent than they were in the ‘90s or 2000s. Maybe in the ‘50s, they were more independent,” he said. “I do think that every generation shows this lack of independence in a slightly different way, so adults are like, ‘Well, they can’t even do X.’ And X is supposed to [represent] this global lack of character, resilience and independence. But you could have picked a different **anecdote** out of there and described a previous generation.”

With a lack of research on – or even a way to measure – whether adolescents are less independent than they were 10 years ago, that leaves anecdotes and media coverage to colour people’s perceptions of adolescents’ independence or lack thereof, Yeager said. But those perceptions still matter.



Building social-emotional skills that foster independence. Whether the problem is

exaggerated by some doesn’t change the fact that middle and high school students need to learn how to be independent.

Goal-setting, delayed gratification, self-management of emotions – these are all social-emotional skills that lead to greater independence, said David Adams, the chief executive officer of The Urban Assembly, a non-profit school support organization that focuses on SEL. It’s the teaching of **non-academic skills** that are essential to success in

school and life. These include the skills that build students’ independence, and they can be taught and cultivated in school, Adams said.

Although it may seem **counterintuitive** for adolescents, a major part of being independent is knowing how to communicate their needs and ask for help. Teaching students how to manage their emotions so they persist when tasks get challenging is also key, said Adams. That doesn’t mean easier coursework, he said, because then students don’t develop these skills – they get bored and they **check out**.

But many schools do not have SEL programs at the middle and high school levels that are meaningful to **tweens** and teens, experts point out. SEL has traditionally been emphasized much more in elementary schools. SEL experts say there’s long been a perception among educators that SEL is a “little kids’ thing,” **discounting** its importance for older students.

Give students meaningful SEL tasks that are important to them. A recent report from the Collaborative for Academic, Social, and Emotional Learning, or CASEL, and the RAND Corp. found that the number of middle and high school principals reporting in surveys that their schools use an SEL curriculum doubled between the 2017-18 and 2023-24 school years – from 37 percent to 77 percent. That might mean including students in the development of classroom rules or, on the more ambitious end of the spectrum, allowing students to offer and vote on ideas on how to spend money for school improvement projects.

Being an independent thinker and decision-maker has always been an important trait for success in college and the workforce. “This notion of self-directed learning, and upskilling and reskilling as the economy shifts, this is going to separate **folks** who are going to be successful from folks who are going to struggle in a knowledge-based economy,” Adams said, believing that is going to become even more so as advances in technology force workers to be quicker and more innovative thinkers.

(<https://www.edweek.org/leadership/are-todays-students-really-less-independent-than-previous-generations/2025/01>)

VOCABULARY NOTES

Match the words/word combinations on the left with the definitions on the right.

	A		B
1.	face-to-face conversation	a)	a person who decides things, especially at a high level in an organization or educational institution
2.	flat tire	b)	a car/bike/bicycle tire that does not have any or enough air in it
3.	helicopter parent	c)	the process of deciding what you want to achieve or what you want someone else to achieve over a particular period

4.	academic standing	d)	very large in number, or having great variety
5.	anecdote	e)	something that must exist or happen before something else can exist or happen
6.	counterintuitive	f)	a dialogue with someone who you meet in the same place
7.	decision-maker	g)	an effect that an action, event, or decision has on something, especially a bad effect
8.	delayed gratification	h)	a usually short narrative of an interesting, amusing, or biographical incident
9.	folks	i)	a methodology that helps students of all ages to better comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others
10.	goal-setting	j)	to leave/stop doing something
11.	myriad	k)	a behavioural trait in which a person puts off an immediate reward in favour of a greater reward in the future
12.	non-academic skills	l)	a student's status or position in relation to their academic performance and progress within an educational institution
13.	prerequisite	m)	people (US), esp. those of a particular group or type
14.	repercussion	n)	soft skills
15.	social-emotional learning (SEL)	o)	different from what you would expect
16.	to check out	p)	to make something that is already bad even worse
17.	to discount sth	q)	to have existed or happened before another thing
18.	to exacerbate	r)	to bring the memory of a past event into your mind, and often to give a description of what you remember
19.	to fall behind	s)	a child between the ages of approximately eight and twelve
20.	to fuel the problem	t)	to decide that something or someone is not worth considering or giving attention

21.	to intervene	u)	a parent who is closely involved with their child's life and tries to control it too much, especially their child's education
22.	to predate sth	v)	to contribute to further aggravation of the problem
23.	to recall	w)	to not make as much progress as someone else
24.	to self-govern	x)	to have a full control of one's own life and take responsibility for all the decision one makes
25.	tween	y)	to intentionally become involved in a difficult situation in order to improve it or prevent it from getting worse

Exercise 3. Complete the active collocations. Match the beginning of the word/phase from the left column with its ending in the right one.

	A		B
1.	academic	a)	conversation
2.	to fall	b)	out
3.	non-academic	c)	tire
4.	to check	d)	skills
5.	to fuel	e)	learning
6.	a face-to-face	f)	gratification
7.	helicopter	g)	standing
8.	delayed	h)	the problem
9.	social-emotional	i)	behind
10.	a flat	j)	parents



Exercise 4. Fill in the blanks. Choose ONLY one option for each situation.

1. To ensure that students do not _____ the group, schools often implement targeted intervention programs.

- A. recall
- B. fall behind
- C. check out

2. Understanding the _____ for advanced coursework is essential for students aiming to excel academically.

- A. repercussions
- B. tweens
- C. prerequisites

3. The _____ of neglecting social-emotional learning can lead to increased behavioural issues and decreased academic performance.

- A. repercussions
- B. decision-makers
- C. prerequisites

4. Modern education increasingly emphasizes the development of _____ such as critical thinking and emotional intelligence.

- A. social-emotional learning
- B. non-academic skills
- C. a face-to-face conversation

5. _____ are tasked with balancing curriculum standards with their extracurricular activities and they excel in it.

- A. Non-academic skills
- B. Folks
- C. Decision-makers

6. _____ often scrutinize every aspect of their child's educational experience, even hindering independent growth.

- A. Tweens
- B. Helicopter parents
- C. Folks

7. To foster genuine connections, teachers prefer to have _____ rather than relying solely on digital communication.

- A. flat tires
- B. goal-setting
- C. face-to-face conversations

8. The school library offers _____ resources that can significantly enhance students' learning experiences.

- A. myriad
- B. non-academic
- C. counterintuitive

9. During the field trip, a student had _____, which unexpectedly delayed their arrival back at school.

- A. an anecdote
- B. a repercussion
- C. a flat tire

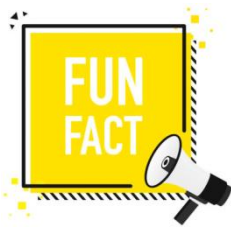


10. Integrating _____ into lessons helps students develop resilience and interpersonal skills essential for their future success.

- A. academic standing
- B. social-emotional learning
- C. a flat tire



Fact time



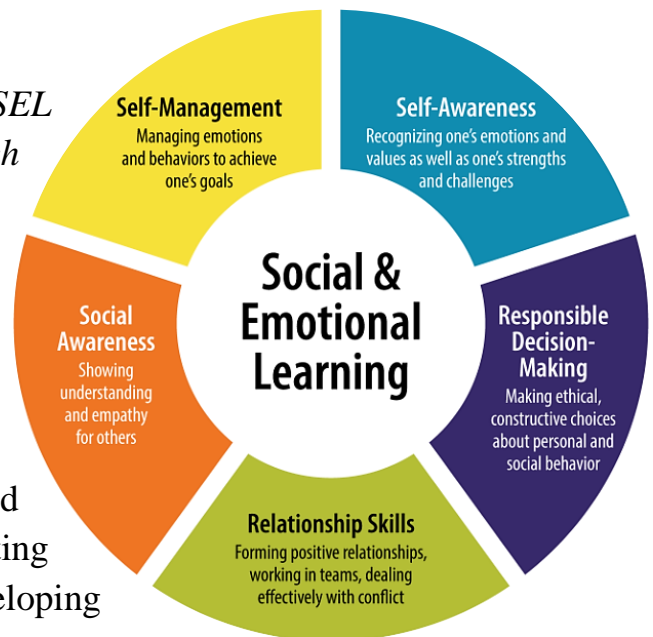
Do you know that Social-Emotional Learning (SEL), mentioned in the article above, focuses on five key competences: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness?

Follow the link to learn more about the CASEL Framework and the components of each competence from the wheel:

https://youtu.be/ouXhi_CfBVg

Answer the questions:

1. Which skills have you developed at school?
2. How their acquisition can be implemented into lesson plans without completely shifting the focus from tasks and activities for developing students' hard skills?
3. Can digital skills be added to any competence from the wheel?
4. Do modern students benefit from digital awareness in the educational process context or get distracted by it?
5. Can you call yourself a “digital native”?





Watch time

When you feel exhausted but still have to do errands, study and try to navigate your life, fatigue can accumulate with time and subsequently turn into burnout. Watch a video with tips on how to avoid it even in the constant movement of modern fast-paced life:

<https://youtu.be/YyjBKqsJqAo?si=F819styh4x-Y36wZ>

Exercise 5. One of the challenges of school life can be building healthy relationships with peers. Unfortunately, intuitive teaching of what is good or bad cannot fully eliminate the potential for conflicts, which, in their turn, may escalate to bullying. Read the text, learning more about the types of bullying students can face at school and what can be done to stop it from happening.

4 Different Types of Bullying in Schools

Bullying changes lives. A victim of bullying can suffer long-lasting trauma that can **devastate** their mental health, their **self-esteem**, and their ability to cope at school and at home. Bullying has a domino effect of hopelessness on victims, **perpetrators**, their families, peers, and community members. Bullying can lead to depression, anxiety, anger, low self-esteem, and ultimately the end of a child's life. However, with proper intervention, bullying is a behaviour that can be changed.




Preventing All Types of Bullying In Schools. Every state has laws requiring schools to respond to reports of bullying. However, preventing bullying is a challenging job due to its complex nature. When schools, families, and community members work collaboratively and communicate openly with students, and **build a safe school environment**, they can prevent all types of bullying in schools. Once a student reports that bullying has taken place, a trusted adult can empower the student by helping them create an action plan. The adult should advocate for the student by offering support and assisting with solutions.

Needless to say, all parties involved in a bullying situation must be handled with care and respect. Students who feel supported by their families, communities,

and peers are less likely to bully others. It is important for school employees to investigate why students **exhibit** bullying **behaviours**. There may be **extenuating**, root causes that should be addressed to help the students stop the bullying behaviour. Research into family history and peer relations are important points for school administrators to begin their investigation. **School counsellors** and mental health experts will be instrumental in the analysis and implementation of therapy/strategies as they work with these students and families.

Conquering all types of bullying is complicated and involves much **more than meets the eye**. A student may exhibit bullying tendencies that are difficult to understand. Bullying involves ongoing, unwanted, and aggressive misuse of power that intends to cause physical, social, and psychological harm. At first glance, it may seem like a student uses their power over another just to feel important or simply to get things they want (such as lunch money). However, the truth is that many students who exhibit these behaviours, regardless of the type of bullying, are struggling with various emotional issues themselves. These issues can stem from trouble in their personal life, anxiety or depression, or being the victim of abuse or bullying themselves. The first step to preventing bullying in schools is to be able to recognize the different types.


4 Types of Bullying Students Face in Schools. There are several types of bullying in schools, but the four most common are physical bullying, verbal bullying, social bullying and cyber bullying. Learn more about the nuances in the different types of bullying below.

 1. Physical Bullying. Physical bullying involves hurting or harming a person's body or **possessions**. Physical bullying is often more typical when bigger and stronger kids **assert control over** their victims by using physical force. Some common examples of physical bullying include aggressive actions, such as:

- 1) kicking,
- 2) spitting,
- 3) shoving/tripping,
- 4) slapping/hitting/punching,


5) taking or breaking someone's belongings,

6) other physical acts of aggression.

 2. Verbal Bullying. Verbal bullying involves **name-calling**, hurtful words, and harsh statements in order to gain control and power over a victim. The impact of bullying can impact victims even if the perpetrator never physically touches the victim. Insults are used to **degrade**, **belittle**, and **demean** another student. Unfortunately, it's common for

students who bully to target students with special needs or those who look or act differently than others.

Verbal bullying is another type of bullying in schools that is difficult to identify. Often, these verbal attacks occur when adults **are out of earshot**. Unfortunately, when there is no evidence, it becomes one student's word against another's. Adults often try to help students deal with verbal bullying by telling them to ignore it, but the emotional impact of verbal bullying is greater than adults realize. Verbal bullying can have a deeper long-term impact than physical bullying. It can cause low self-esteem, depression, self-harm, and thoughts of suicide. Thus, verbal bullying should be taken as seriously as all other types of bullying.

 3. Social Bullying. Social bullying is often called relational bullying or emotional bullying. This type of bullying has sneaky and insidious roots and often **slips under the radars** of teachers, administrators, and parents. This type of bullying occurs when a student acts in ways that sabotage another student's social standing. With social bullying, students may **ostracise** other students, tell secrets about them, and spread false rumours about them.

The goal of students who use social bullying as a tactic is to raise

their own social standing by bringing the reputations of others down. Victims of this type of bullying are more often girls than boys and are likely to be cast out of groups, ignored, intimidated, teased, and insulted by others, leaving them to feel alone and disconnected.



4. Cyberbullying. Cyberbullying is the newest and possibly the most significant type of bullying. It happens when a student uses technology to bully another student with negative or harmful content. The student might use the internet, smartphones, tablets, apps, online forums or gaming communities for social media sites to embarrass, threaten, spread rumours, or harass another student. Unfortunately, cyberbullying can be done 24/7 and becomes public and permanent. The Pew Research Center found that at least half of youth in the United States has faced bullying online in 2022. According to another study in early 2021, the COVID-19 pandemic significantly increased online cyberbullying rates. Some of the most common forms of cyberbullying include:

- 1) making online threats,
- 2) sending harassing texts or direct messages,
- 3) sending hurtful emails,
- 4) posting **unbecoming** photos or information.

Cyberbullying has become more common and widespread because it can be difficult **to pinpoint** the perpetrator because adults may not know about it. It is easier for this type of bullying to occur because there is no physical interaction, so it's easier for the person to feel safe and anonymous as they set

out to hurt others. Cyberbullying is especially dangerous because victims can be targeted anytime and anywhere. This is another way to make victims feel isolated and anxious, especially when they can't escape the bullying in the "safety" of their own homes.

Taking Action: Responding to Bullying. Members of school communities and families must work together and respond to bullying swiftly and consistently. Students often will not ask for help due to fear, so it's important for adults to keep an eye out for warning signs. If students show changes in their emotional or behavioural states, open up the lines of communication. By setting up a supportive environment for students, adults send a message that they are not alone. It also sends the message that there are trusted individuals who can help them develop healthy school and peer connections and interactions. By responding to bullying consistently, adults cultivate a safe learning environment where students feel free to learn without feeling threatened, harassed, or abused.



It is imperative that schools establish and **enforce expectations and policies** that clearly describe how students are expected **to lift each other up** instead of **breaking each other down**. One of the most effective ways to get started in this mindset is by inviting mental health education into the school, through which students are exposed to opportunities to learn and hone healthy coping skills to handle stress. This helps create emotional resilience in students which is so vital in life. The positive end result of this approach is that students are given the power to spread kindness, hope, and connection with other students in a way that the opposite types of behaviours, such as bullying,

become unacceptable within their school culture.

(<https://rachelschallenge.org/blog/types-of-bullying-in-schools/>)

VOCABULARY NOTES

bullying – a behaviour of a person who hurts or frightens someone smaller or less powerful, often forcing that person to do something they do not want to do

to devastate – to destroy completely or cause great damage to something

self-esteem – belief and confidence in one's own ability and value

perpetrator – someone who has committed a crime or a violent or harmful act

to build a safe environment – to create a workplace where everyone feels comfortable, respected, and encouraged to contribute, regardless of their background or needs

to exhibit a behaviour – to behave in a certain way

extenuating – causing a wrong act to be judged less seriously by giving reasons for it

a school counsellor – a mental health professional who provides holistic guidance to students in elementary, middle, and high school

more than meets the eye – more difficult to understand or involves more things than you thought at the beginning

possession – something that a person owns or that they are carrying with them at a particular time

to assert control over sb/sth – to take or establish authority or dominance over somebody/something

name-calling – the act of insulting someone by calling them rude names

to degrade – to cause people to feel that they or other people have no value and do not have the respect or good opinion of others

to belittle – to make a person or an action seem as if he, she or it is not important

to demean – to cause someone to become less respected

to be out of earshot – to be too far away to hear

to slip under the radars – to go unnoticed

to ostracise sb – to avoid someone intentionally, or to prevent someone from taking part in the activities of a group

cyberbullying – the activity of using the internet to harm or frighten another person, especially by sending them unpleasant messages

unbecoming – not suitable or acceptable

to pinpoint – to discover or describe the exact facts about something

to enforce expectations and policies – to make others obey the regulations

to lift sb up – to make someone feel happier or more hopeful

to break sb down – to make somebody very upset

Exercise 6. Answer the questions:

1. *What kind of consequences can a victim of bullying face?*
2. *Why is it challenging to prevent bullying in the first place?*
3. *Is bullying prevention a one-time conversation with a conflict instigator?*
4. *Which main types of bullying occur in schools on a regular basis?*
5. *Which role does the school play in aggression prevention?*
6. *Which students are usually targeted as victims of verbal bullying?*
7. *Can ignoring verbal abuse at school help stop it?*
8. *Why is cyberbullying the most significant type of all?*
9. *What is the reason for students' silence in case of bullying whether from victims' or bystanders' perspective?*
10. *What kind of policies should be introduced in schools to prevent bullying?*



Watch time

Take a look at the statistics UNESCO has provided regarding school bullying: <https://youtu.be/rgMwh5Fnp3I?si=Tx6Bn5seXNWan6w->

Are the types of bullying in the video different from those mentioned in the article above?

In what way?

What kind of support can students from the video be offered as survivors of bullying?



Exercise 7. Make antonymous pairs with some of your active vocabulary above.

to lose control over sb/sth;	to call sb by a pet name;	to celebrate;
to crush sb;	a victim;	fitting
to conceal;	to be close at hand;	praising



Exercise 8. Write a ten-sentence anti-bullying memo with word/word combinations in Vocabulary Notes, stating what students and teachers should remember to reduce the risks of such a distractive behavior at school. Share it with your groupmates.

Exercise 9. Take a look at the situations depicted. Use your memo and the tips from the text to comment on what can be done to stop different types of bullying.

Implement some of the phrases below.

In my opinion, ...; Even if...;
 If I witnessed it happening, ...;
 I find it highly important to...;
 I strongly believe that...;
 ... to say the least.

Exercise 10. The argument of whether some children possess genius and uniqueness since birth while others don't has always been controversial. To every parent, their child seems to be the best. However, within the competition for the top spot in the school rankings, every small difference can be the key to both a child's studying tendency and self-esteem. What can be done about it and whether it is necessary to distinguish children into prodigies and ordinary students at all, can be found out from the following text.

*Read the article, paying attention to active vocabulary **in bold**.*

Every Child Has a Genius... Even If School Doesn't Recognise It



by Dina Cooper

Yesterday was **the end-of-year assembly** at my boys' school... the one where awards are given out and school captains are announced. There's

excitement **in the air** and for many children, there's also quiet disappointment as they watch others walk up to the stage, again and again, while they remain in their seats. I remember being that child. At school, I was **an all-rounder**. I did well in English, Maths, and Science above average, but never the best. I never got the awards. And now, 30 years on, I finally understand why. No matter how hard I tried, I could never have been the best because what I truly **excelled at** wasn't being measured.

“Archaic” might sound harsh when describing our education system, but let me ask you this. How many jobs have you seen where IQ was the only thing that mattered? How many of you were creative as children, but felt out of place or deeply bored at school? How many of you had natural strengths in emotional intelligence or human behaviour, yet those **skills** were never **recognised** or nurtured? And how many of you have created a meaningful, successful life without a stack of academic qualifications?

In the past seven years, I've changed careers. And now I know what it feels like to be the best. Not better than others, but deeply aligned with my unique gifts. When I sit with another human being – whether it's a parent, teacher, or child – I help them see themselves more clearly. I support them in becoming who they're meant to be. And that is my genius. I facilitate transformation. Every. Single. Time.

These weren't skills I learned in school and they definitely weren't on my report card because back then, emotional intelligence (EQ), intuition, resilience, and **behavioural insights** weren't even considered skills. They weren't recognised by my teachers or even by my **well-meaning** parents. So for much of my life, I felt unintelligent. It has taken a lot to undo that belief but I no longer see myself that way. And when I say I'm doing my best, I mean I'm finally being me in the world. That's the version of success I want for all of us. “Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid,” said Albert Einstein.

So, when my youngest son came home with a medal for academic excellence in mathematics, I was truly excited for him. I celebrated with him and asked how he felt about the achievement because I know maths is his happy place. He is exceptional at it. But my joy **was laced with** frustration because my other son – like me – is a quiet all-rounder. He has incredibly high emotional intelligence. He's kind, aware, and **insightful**. These are the skills we know



are at the heart of the future of work. Yet year after year, he is overlooked because our current system doesn't measure what he's best at. So yes, I feel angry. And sad. Sad for every child whose genius is invisible in the current model of education.

Let me be clear, this is not about a particular teacher or school. This is about the entire system, a collective need **to redefine** what we value. As organisations start **to seek out** emotional intelligence and creativity in employees, universities will begin to adapt. As universities shift their requirements, so will schools. And right now, we as parents have the power to start this shift in our homes. We can name, **celebrate**, and value the diverse ways our children **are wired**. We can look beyond what's measurable and encourage what's meaningful. I'm hopeful. I see signs of change. But for now, we have to speak up. Every child has a genius. It's up to all of us to help them find it, name it, and own it.

(<https://www.dinacooper.com.au/blog/every-child-is-a-genius>)

VOCABULARY NOTES

the end-of-year assembly – an assembly of students, parents or caregivers, teachers and administration at the end of a school year to celebrate student achievements, recognize effort, and transition to the next grade/year level or school break

in the air – happening or about to happen

an all-rounder – a person who has many different types of skills and abilities, is good at all subjects

to excel at sth – to be extremely good at something

to recognise skills – to acknowledge and validate particular skills

behavioural insights – a study of human behaviour, often drawing on empirical research in fields including economics, psychology and sociology

well-meaning – wanting to have a good effect, but not always achieving one

to be laced with sth – to have something added to it, sometimes something bad

insightful – showing a clear and usually original understanding of a complicated problem or situation

to redefine – to change the meaning of something or to make people think about something in a new or different way

to celebrate sb – to praise and show appreciation to somebody

to be wired – to function

Exercise 11. Fill in the gaps in the text with active vocabulary. Use the words/word combinations from the table below.

the end-of -year assembly; an all-rounder; to excel at;
to recognise; well-meaning; to be laced with; insightful;
to redefine; to celebrate; to be wired

At our (1) _____, we (2) _____ students not merely for academic achievements but for their diverse talents that define them. We (3) _____ the (4) _____ students and the (5) _____ mentors with equal regard, understanding that young minds (6) _____ in wider ways than traditional structured learning anticipates. The true aim is to encourage every pupil (7) _____ their unique strengths, thereby (8) _____ academic success. The ceremony, (9) _____ pride, honours each student's journey, fostering the growth of resilient, creative (10) _____ prepared for the world beyond our halls.

Exercise 12. Match some of the active words and phrases with their synonyms.

about to happen; a multiskilled student; to ace at sth;
thoughtful; to act a certain way;
to reconsider; to be spoilt with sth; to appreciate



Team work

Choose one of two teams: Team A advocates for all children having some kind of giftedness while Team B supports the thought that every child is equally valuable but not everyone possesses genius. Work in groups to prepare some arguments, present them one by one when everybody is ready. Listen to the opponents' team; oppose your idea to theirs. Continue till all the points from both teams are mentioned.

Use your active vocabulary and some collocations below.

*I particularly agree with this point, but...; I'm afraid you're missing...;
That's not how we see it.; It is a valid point, still...;
We have agreed that...; May I interrupt?
The reason I keep bringing it up is...; Let's consider it from another direction.*

Watch time



Watch a video about what school education was like a century ago.

Pay attention to what was taught, what kind of routine students had, who the teachers were and what the general priority of school was.



<https://youtu.be/LLqhZdDU9zE?si=ZssZxaiLrCA4EKBg>.

Fact time



⇒ One hundred years ago, most teachers were women.

⇒ Around 1919, about 84 percent of teachers were women. Compare that with the year 1800, when 90 percent of teachers were men. It became a career path primarily for women when public education boomed during the mid-1800s. Basically, education reformers wanted to show that the system could be cheap, so they filled the new teaching jobs with women, who were paid much less than men.

⇒ In the past, girls and boys did not receive the same education. Girls were pushed toward home economics and classes that focused on domestic skills. In some places, girls weren't even allowed to enter school through the same door as boys.

⇒ Mills and factories in the U.S. had their own schools. One hundred years ago, many kids had jobs, whether on family farms or at mills or factories—which meant that regular 8 a.m. to 3 p.m. school hours wouldn't work. Some children attended elementary and high school at night, and in some cities, it was mandatory to provide night school for children.

⇒ Transportation to school wasn't standardized. Kids were expected to get to school by any means possible, which could have meant hitching a ride on a wagon, carriage, or cart. The modern idea of school buses started emerging in the first decades of the 20th century.

(<https://www.mentalfloss.com/culture/education/how-school-was-different-100-years-ago>)

Speaking time



Imagine you found an old telephone that connected you with a school student from 1920s. Astonishment aside, your new acquaintance was telling you about their experience at school when stopped to inquire about yours. Make up a dialogue with active vocabulary, acting out the conversation between two students from the present and the past. Stay on topic, keep you dialogue within 2-3 minutes.

Writing time



Your former school teacher has contacted you and asked you to write a short review of your learning experience for the school website. In about 100 words, summarise the main advantages and disadvantages of your time at school. Make sure to include a few memorable or funny moments from your school years. Try to incorporate some of your active vocabulary in your response.



VOCABULARY NOTES LIST**Unit 1. Reading**

abundance
adhere to sth
alternate between sth
be longlisted for sth
bookworm equitable
build a new habit
camaraderie
carve sth out
cater to needs
comb through sth
commendable
cumbersome
cutting-edge
day-to-day life
deforestation
delve into sth
dwindle
e-book
enhance
epitome
flick through sth
get stuck in a rut
give sth a shot
glare to alleviate sth
groundbreaking
highbrow
hold a cherished place in one's heart
hone
hustle and bustle
immerse oneself in a book
indulge in sth
in-person

keep the brain engaged
lightweight
lug
make use of sth
memoir
nonfiction
novella
on-demand entertainment
outside one's wheelhouse
paperbound
paper-hungry
perfunctory
pose problems
posture
problem-solving
replica
retention well-lit
screen exposure
screen resolution
seasoned reader
stamina
sustainability
tangible
tap
testament
thought-provoking
tilt the scales
trek
underestimated
unrelenting
unwind
uphill struggle
vie for sth
visual impairment

Unit 2. Books

AI takeover
alienation
ancillary character
antagonist
badge of honour
binge
censors
challenged
class anxiety
climax
common angles
compelling story
contentious
convey a story
cookie-cutter romance
Cozy Sci-Fi
counterintuitive
crumbling apartment
curiosity
dark future
diagram a plot
dialogue
eco-co-ops
emotional healing
enticing
fleshed-out narrative
flip through
front matter
gain momentum
give a path
ignite a debate
inadvertently
inciting incident
introspection
K-Healing fiction

literary device
multifaceted
muse
news outlet
niche
Norse
notoriety
obscenity
pique
plot's pacing
proliferation
protagonist
sharp
solar microgrid
staple
straight memoir
subvert
suppress
transported
underrepresented
unsettling secret
widely distributed

Unit 3. Writers

adage
behind-the-scenes content
booger-wolfs
champion a project
credibility
crowdfunding campaign
emblematic
expletive
extend the courtesy
exude
fall on deaf ears

fringe self-publisher
indistinguishable
leverage
lucrative
patron
pay homage
pioneer a route
plagiarism
print-on-demand
ripple effect
self-publishing
serialized story
sidestep
skimp out
slush pile
spin-off short story
stigma
take stock
thievery
to forge a path
to heal
to infringe
to run off your fan base
viable

Unit 4. School Education

academy
apprenticeship
career exploration
catchment area
charter school
childcare
civic responsibility
community(-based) school
compulsory

cornerstone
craftsmanship
criterion (criteria)
critical thinking
cuneiform script
curriculum (curricula)
digitalisation
diverse backgrounds
elementary (US)/ primary (UK) school
elementary school
eloquence
empathy
exposure to diversity
express oneself sense of purpose
formal education
grade/year
grammar school
guidance
high school
holistic education
impart knowledge
inclusion
interconnected
lay the foundation for sth
literacy
meticulously
middle (US)/secondary (UK) school
millennium (millennia)
navigate complexities
numeracy
pass sth down
post(-)secondary/tertiary education
private (US)/independent (UK) school
public (US)/state (UK) school
public education
resurgence

scribe
self-discovery
standardized
state boarding school
trade school
vocational training
well-rounded individual

Unit 5. Students

academic standing
anecdote
assert control over sb/sth
be out of earshot
belittle
break sb down
build a safe environment
bullying
check out
counterintuitive
cyberbullying
decision-maker
degrade
delayed gratification
demean
devastate
discount sth
enforce expectations and policies
exacerbate
exhibit a behaviour
extenuating
face-to-face conversation
fall behind
flat tire
folks
fuel the problem

goal-setting
helicopter parent
intervene
lift sb up
more than meets the eye
myriad
name-calling
non-academic skills
ostracise sb
perpetrator
pinpoint
possession
predate sth
prerequisite
recall
repercussion
self-esteem
self-govern
slip under the radars
social-emotional learning (SEL)
tween
unbecoming

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