

- Задания с альтернативным выбором:

*Choose the correct alternative to express ability or the lack of ability (Modal Verbs).*

- Задания на соответствие – подбор пар из двух блоков по тем или иным признакам:

*Match the sentence on the right where the passive form is used with the function of the passive on the left.*

1. Smoking is not allowed in the reception area.	a) to avoid the responsibility
2. My new dress has been ruined.	b) to make the statement more formal
3. ...	c) ...

- Задания на расположение частей предложения в корректном порядке (sentence reordering):

Put the words in order to make correct sentences.

1. he lives / John is / and / in London. / a student
2. a housewife and / is / His sister / she is / secretary. / a
3. ...

Таким образом, несмотря на огромное разнообразие форм контроля, тест имеет определенные преимущества при выявлении грамматической составляющей языковой компетенции учащихся и вполне оправданно так популярен среди учителей.

## **T. Kurs**

### **GEN Y OR WHY CHANGE?**

Many university teachers have pointed out that the students they are teaching these days are different from the students they taught ten or twenty years ago – they think differently and behave differently. It is these differences that make professionals reconsider their teaching strategies and start experimenting with some new activities in order to enhance their instruction. The main focus of the article is to list the most important characteristics attributable to Gen Yers and give examples of activities to get them to engage more actively in the language classroom.

Judging by a stunning array of reports in the media and impressive research into the nature of Generation Y, the Millennials or the Net generation are really worthy of serious attention. According to researchers (Lancaster and Stillman), Gen Yers are people who were born during the last two decades of the 20<sup>th</sup> century (1980–1999) and possess a number of distinguishing characteristics. Peter Reilly in his article “Understanding and Teaching Generation Y” suggests that they are technologically advanced, value the opinion of their peers, learn chiefly by seeing and doing, have a taste for games and entertainment, “read less and less well”. Belarusian Gen Yers do not seem to differ much from their peers in other parts of the world. How do we respond to the Millennials’ characteristics?

The most outstanding characteristic of Gen Y is their being tech-savvy as they grew up on a diet of video games, stuff from computers and the Internet. Professionals in language departments have come up with some useful ways to use new technology in class in order to promote their students' interest in learning like using YouTube videos, blogs, digital course books, useful apps and websites. However, the resources at our disposal seem to be limited. Besides, many of us lack the proper training – even when it comes to a PowerPoint, we only use the simplest options. We obviously need to be taught how to use modern technology and then think of some ways to integrate it into our classes. For the time being, things being what they are, it is perhaps a good idea to let our students take an active role and use e-tools sensibly in class – we can encourage them to accompany their reports with a PowerPoint which can be viewed on individual mobile phones, surf the Net in search of some relevant and exciting materials (for example, short YouTube videos about the authors whose works we read or clips about language variants when we discuss the issue of accents/dialects/variants) in order to share them with their fellow-students. Another example of employing mobile devices could be audio recording while conversing with a partner or viewing pictures to get a conversation started. We also encourage our students to use English-English online dictionaries for looking things up. To sum up, it seems to be a sensible idea to exploit computers and phones and channel our students' addiction to them in educational ways.

Another feature of Gen Yers is that they are feedback-dependent. How do we take it into account? First, we state clearly what our expectations are and stick to them, including things like arriving on time, getting ready for classes, no cheating or plagiarism. Second, it should be kept in mind that reprimand does not work with Gen Yers – teachers should show concern in a non-blameful way. Finally, peer correction or editing, evaluation sheets to assess students' presentations (with rubrics like vocabulary, accuracy, organization, eye contact) and digital recording are all useful ways to offer feedback.

One more important characteristic of the Net generation concerns their learning styles and it is mostly being kinesthetic and visual. To get students motivated we are advised to get them moving and use visuals. Many of us use mingling activities (at speech practice classes, for example) when students are free to move around the classroom, constantly exchanging information with their partners. Another viable measure is to involve kinesthetic learners in role-play and pair work, changing interaction patterns and seating patterns. In addition, we often let our students take over and teach the group about a certain topic like some author's biography or the relevant context of a literary work. They learn to be teachers by teaching their group mates. When it comes to being visual, it is common knowledge that visual learners think in pictures and learn best from visual displays, so they will benefit from diagrams, illustrations, videos, hand-outs, worksheets.

As for Gen Y's enthusiasm about entertainment and games, many educators claim that they definitely have the educational potential, so why not use it from

time to time? We sometimes play guessing games and do quizzes at literature classes and at speech practice classes. Since we promote humanistic learning, there should be some happy, clappy, fun tasks and we definitely need to pay attention to the feelings and desires of our students.

Finally, addressing the tendency of Gen Yers to read less and less well, we still want our students, the so-called “screenagers”, to experience the classics like *The Great Gatsby* or *Lord of the Flies*, we still do both extensive and intensive reading, though this generation is said to be more holistic than analytic. Besides, we have learnt in our language department to get students to respond to inspiring materials by participating in literature projects – Literature Live (Language learners take or draw a picture illustrating a literary work), Cut! (Students shoot a short video promoting a certain story). What is more, we offer our students contemporary novels like *Man and Boy* or *The Curious Incident of the Dog In the Nighttime* which are accessible in the shape of an e-book. In our opinion, these strategies give our students an opportunity to be not only visual but also textual and develop their language skills.

In conclusion, it seems to be a good idea to be aware of some characteristics Gen Yers display and take their needs and expectations into account. However, we refuse to give up all of the things we aspire for, to chew everything for our students, and deliver everything on a plate, because they are reluctant to decipher complicated messages. Teaching students in the 21<sup>st</sup> century is a challenge and there are things we can hardly change, but it is vital to be flexible and firm at the same time. Teachers need to change and modify their teaching methods to keep pace with modern life, but they should do it sensibly. As the quote goes: “We cannot direct the wind, but we can adjust the sails.”

## **П. М. Леонтьев**

### **ОРГАНИЗАЦИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА НА МЛАДШИХ КУРСАХ ЛИНГВИСТИЧЕСКОГО УНИВЕРСИТЕТА С УЧЕТОМ УРОВНЯ ПОДГОТОВЛЕННОСТИ СТУДЕНТОВ**

Сегодня, когда контингент абитуриентов, поступающих в лингвистический университет, весьма неоднороден (за счет средств республиканского бюджета, в том числе вне конкурса и на условиях целевой подготовки, а также на платной основе), особо актуальным представляется вопрос дифференциации процесса обучения с учетом уровня подготовленности студентов.

Группы на I курсе факультета английского языка МГЛУ формируются на конкурсной основе в соответствии с пожеланиями абитуриентов, которые они указывают в анкетах при поступлении, а также исходя из количества баллов, полученных на централизованном тестировании по английскому языку. В зависимости от специализации дополнительными критериями могут служить результаты ЦТ по белорусскому или русскому языку. Баллы по английскому языку внутри группы различаются, как правило, на 2–3 пункта.