



Reading 351

PART 1. READING

You are the editor of a magazine. You have come across two interesting articles but some parts of the articles have been mixed up. Use the headline and the initial paragraphs of the articles and put the parts to the right title and in the right order so that you should receive the original articles.

TASK 1. ARTICLE 1

What Back to School Might Look Like in the Age of Covid-19

A typical American school day **requires proximity**: High school lab partners leaning over a vial. Kindergarten students sharing finger paints. Middle schoolers passing snacks around a cafeteria table. This year, nothing about school will be typical. Many of the nation's largest districts plan to start the academic year online, and it is unclear when students and teachers will be back in classrooms. Others plan hybrid models, while some are determined to go five days a week. When school buildings do reopen, whether this fall or next year, buses, hallways, cafeterias and classrooms will need to look very different as long as the coronavirus remains a threat. Even teaching, which has evolved in recent decades to emphasize fewer lectures and more collaborative lessons, must change.

A) For many districts, getting children to school will be one of the most difficult logistical challenges during the pandemic. Parents will be asked to consider whether they can arrange other forms of transportation, like dropping their children off or arranging car pools.

Families should not cluster at the bus stop, as they might have in the past. And parents will be told: Do not send children to school if they have a fever, cough or other symptoms. In non-pandemic times, a typical bus might carry 54 children. Enforce strict social distancing guidelines of six feet and you're down to eight. Some state guidelines sketch an alternative scenario in which masked students sit in a zigzag pattern to allow more on board.

B) Teachers, who are likely at greater risk from the virus than most young students, typically come into contact with many people in the course of their daily work: children, parents, other educators. To help reduce risk, staff planning meetings and parent-teacher conferences can be held remotely.

Teachers will be encouraged to keep classroom windows open to promote air circulation. Some districts are upgrading heating and cooling systems to install filtration features, a much more expensive fix.

Moving instruction outdoors when possible would be one way to reduce the risk of airborne transmission of the virus. In Marietta, some elementary school students will bring their own folding lawn chairs to class. Athletics and singing are activities that, if they occur at all, should be done in the open air, experts say.

C) Another thing is that young children may be the hardest to keep apart, given their frenetic energy, need for hands-on play and affectionate nature. And most guidelines acknowledge that it is not realistic to expect them to wear masks all day.

Some guidelines suggest clear face shields as an alternative to masks for teachers. Seeing an adult's mouth move helps children understand the connections between spoken sounds and the written word — a key concept in early reading.

Some schools will use X's to indicate where students should sit for story time. Two students may sit at tables usually used by four or six, with individual boxes of materials that are typically shared, like art supplies — an expense that schools, teachers or families will have to bear. Students will eat in their classrooms, either bringing food from home or receiving a boxed lunch. No buffet lines.

Many schools plan to repurpose large spaces, like gyms and cafeterias, for socially distanced academic work. Adults will disinfect surfaces several times a day. Federal guidelines recommend that soft toys that cannot be easily cleaned, like stuffed animals, stay off limits. Districts are investing heavily in cleaning and hygiene supplies, such as hand sanitizer and portable air filters.

D) Education decisions are largely made at the local level, and leaders are relying on a host of conflicting federal, state and public health guidelines. There is still considerable uncertainty and debate over how easily children of different ages contract and spread the virus, and whether some of the recommended safety guidelines would help or are even necessary. As a result, schools are adopting a wide range of approaches for the pandemic era. But those recommendations largely agree on at least some adaptations, and they all come down to eliminating one factor: proximity. For about half of American students, the school day typically begins with a bus trip.

E) Options are expensive. Schools in Marietta, Ga., plan to spend \$640,000 to hire 55 monitors to check students' symptoms before they board. Dundee, Mich., expects to spend over \$300,000 to add routes. In Odessa, Texas, there are plans for buses to run on continuous routes, like city transit, with students arriving and leaving school at staggered times.

When students arrive at school, most will be checked to see if they are running a temperature or showing other symptoms. If adults are dropping off children, they will likely remain behind a barrier. Public health experts agree that a key step in keeping the coronavirus out of schools will be limiting the number of visitors inside.

Temperature checks run the risk of missing asymptomatic or atypical coronavirus cases, raising false alarms about ordinary illnesses and taking up valuable time that students could spend learning. Nevertheless, most districts plan them.

Students who fail the symptom check should be isolated while they await a caretaker to pick them up, guidelines say. Doing so may require real-estate-strapped schools to designate both safe indoor and outdoor locations to hold ill and potentially contagious children.

TASK 2. ARTICLE 2

There's No Going Back to 'Normal'

More than eight months have passed since the World Health Organization declared the coronavirus a pandemic. Initially, shock and denial gave way to coping with humor: There were a plethora of jokes on social media about introverts thriving and extroverts languishing under these dystopian conditions. There

was wistful reminiscence of “the last time” we hugged a friend or sat down to eat at a restaurant, and planning for what we’d do when things went back to normal. I, like many Americans, thought that the coronavirus would quickly run its course, that after a month or so things would return to normal. Of course, that assumes that there is a “normal” that awaits us someday.

F) The term “radical acceptance” was coined by the psychologist Marsha Linehan. “Radical acceptance is an act of the total person that allows acceptance of ‘this moment,’ or of ‘this reality’ in this moment. “It is without discrimination. In other words, one does not choose parts of reality to accept and parts to reject.”

In talking with a friend recently about my work, I found myself painstakingly catching my words and rearranging them from present to past tense. The past tense has become a constant companion in the present moment, as every facet of my life has changed due to the pandemic. Mass gatherings such as conferences — my primary source of income — are foreclosed until social-distancing measures are lifted. Some scientists project that may not happen until 2022. That’s my reality.

I have formed a new ritual: Every day, I take to my laptop with my phone in hand, say a prayer, and call unemployment and log on to the website simultaneously, hoping to finally get through and join the 38 million unemployed Americans who have applied for benefits since March. Thus far, I’ve been unsuccessful. The fear that I may have to live like this for a year or more has sent me into a tailspin of profound uncertainty and self-doubt, which causes me to question my value. Like many, I have been socialized in the crucible of capitalism, which binds our worth to our production.

G) Yet as the days turn to weeks and the weeks turn to months, the novelty of staying home has worn off. The partisan wave of anti-lockdown protests that sprang up all over the country showed the desire for normalcy at its extreme, but even those who are responsibly limiting contact with others are feeling the frustration. Students are growing weary of online instruction and long to see their teachers and classmates in person. Many of those who were gainfully employed before the pandemic are now unemployed and anxious as bills mount. Essential workers are risking exposure to the virus when they clock in. In the quest to return to normal, many states have reopened despite cautions given by scientific experts who warn of another wave of outbreaks, which is now on the horizon, due to the premature reopening of states.

H) Yet my Christian faith teaches me that I am not what I produce. I am valuable because I am a human being endowed by God with intrinsic dignity and worth. I have found solace in that truth. My faith teaches me that my value is not contingent on my circumstances. Radical acceptance — which can be practiced regardless of one’s faith or worldview — is a complementary concept. It teaches me to release what I cannot control so that I can focus on what I can change.

In dialectical behavioral therapy, radical acceptance is often used to help people come to terms with circumstances they can’t change. It requires us to give up the elusive idea that we are in control and instead accept reality as it is. So without the haze, here is the reality we must accept: We are in the midst of a pandemic. Several states require that face masks be worn in public. We are in a recession. We have been in our homes and social distancing for more than eight months, and this will continue intermittently until a vaccine or an effective treatment is available. According to the infectious-disease expert Anthony Fauci, “You don’t make the timeline; the virus makes the timeline.”

I) It is a hard truth to swallow but: There won’t be a return to “normal.” I would argue that much about our former life was actually abnormal — its frenetic pace, its inequalities, and its injustices.

In this movement, I see signs that parts of society are beginning to look more to the future and less to reclaiming an old way of life. In thinking about the tension between the past, the present, and the future, I have come to believe that the only way to move forward is to grieve the life we once knew, and to shift our mindsets to radical acceptance of our present reality in order to create a new normal that is better than our pre-pandemic life.

J) Thirty-eight million Americans are unemployed, and that number is expected to climb. America has the highest number of coronavirus cases in the world, and the virus is likely to spread further due to the reopening of state and local economies, as well as the Black Lives Matter protests (though public-health officials have endorsed them). We cannot bury our departed loved ones in the traditional ways we are accustomed to, and many cannot be at the bedside of their loved ones to say final goodbyes. Prolonged quarantine is affecting our collective mental health, and those who live alone are experiencing acute isolation. On top of all of this, black people are forced to process yet more black deaths at the hands of police. Presently, the toll on our mental health is unquantifiable, but the tears we cry — and the tears we cannot bring ourselves to cry — are the calculus. This is our reality.

TASKS 3-12

Reread the two assembled texts. Choose the meaning the words and phrases in bold have in one of the texts.

3 The underlined word-combination “require proximity” means the same as:

- A fall into contempt
- B demand closeness
- C acquire propensity
- D sit in contemplation

4 The underlined word “guidelines” means the same as:

- A directions for exacerbation
- B methods of the education process
- C scientific thesis
- D recommendations or instructions

5 The underlined word-combination “considerable uncertainty” means the same as:

- A substantial vagueness
- B uncertain validity
- C strange implication
- D unprecedented greatness

6 The underlined word-combination “wide range of approaches” means the same as:

- A new hypotheses
- B a number of theories

C various ways of dealing with something

D unknown experiments

7 The underlined word-combination “dropping their children off” means the same as:

A asking other parents

B giving the children a lift

C hiring a bus for the children

D making the children stay at home

8 The underlined word “cautions” means the same as:

A celerity

B cessations

C warning words

D implying a cause-and-effect relationship

9 The underlined word “premature” means the same as:

A done before the right time

B derived by reasoning

C growing by addition

D becoming pariah

10 The underlined word “grieve” means the same as:

A give up temporarily

B speak equivocally

C garner support

D cause deep sorrow

11 The underlined word “facet” means the same as:

A merger

B miscellany

C aspect

D avarice

12 The underlined word “foreclosed” means the same as:

A frustrated

B banned

C fraught

D mixed up

TASKS 13-27

Here is a résumé using information from the article “What Back to School Might Look Like in the Age of Covid -19”. However, it contains some vocabulary, grammar and factual errors. Decide which of the sentences contain an error if any. There can be more than 1 error in a sentence. Some sentences do not have errors at all. If there are no errors in the sentence choose “0”.

a — 0, b — 1, c — 2, d — 3, e — 4, f — 5

13 The article deals with the problem of schools’ functioned in the covid-19 era in the USA.

14 The authorities are considering the possibilities of organizing the educational process in such a way that students and teachers should not run the risk of contracting with the virus.

15 This year, nothing about school will be typical: much of the nation’s largest districts plan to start the academic year online, and it is clear when students and teachers will be back in classrooms; others plan hybrid models, while some are determined to go five days a week.

16 Many schools plan to repurpose large spaces, like gyms and cafeterias, for social distanced academic work.

17 Teachers who put determination in educational process on collaborative lessons are likely to experience problems.

18 The incoming public health guidelines are few and unanimous.

19 There is still considerable uncertainty and debate over how easily children of different ages contract with and spread the virus, and whether some of the recommended safety guidelines would help or are even necessary.

20 The strict social distancing of six feet augments the number of children on bus from 54 down to 8.

21 Leaving the building students will be checked for a temperature or showing other symptoms.

22 According the guidelines, students who failure the symptom check should isolate while they await a caretaker to pick them up.

23 Most problems expect with young children, giving their frenetic energy.

24 Young children are at greater risk from the virus than teachers.

25 Staff planning meetings and parent-teacher conferences can be held at school as often as possible to explain the situation to the parents.

26 Face shields propose as an alternative for masks for teachers. Disinfections will be carried out several times a day.

27 Teachers will try to keep students indoors as it is winter now and they could get a cold.

PART 2. WRITING

TASKS 28-32

You can see some separate words. Write a coherent sentence, based on information in Article 2 "There's No Going Back to 'Normal'", to link the following words in the necessary form in the order given and then use your sentence as a part of your outline for your commentary on the article.

28 pandemic / shock and denial / reminiscence

29 anti-lockdown protests / normalcy / grow weary

30 reclaim the old way of life / tension / grieve

31 radical acceptance / come to terms / elusive idea

32 coronavirus cases / prolonged quarantine / the toll on mental health

TASK 33

*Write your commentary on the article "There's No Going Back to 'Normal'". Your commentary is to be between **180-200 words**. You are not allowed to cite from the original text pieces longer than 4 words running. Your text should contain various points of view, including your own.*

To fulfil the task successfully you are:

- to briefly convey the content of the article;
- to mention various/possible views of the issue;
- to divide your text into logically connected paragraphs.

Key

TASK 1

D

A

E

C

B

TASK 2

G

J

F

H

I

TASKS 3-12

3 — B

4 — D

5 — A

6 — C

7 — B

8 — C

9 — A

10 — D

11 — C

12 — B

TASKS 13-27

13 — b

14 — b

15 — c

16 — b

17 — b

18 — b

19 — a

20 — b

21 — c

22 — d

23 — c

24 — b

25 — b

26 — c

27 — b

TASKS 28-32

Официальные ключи отсутствуют.