

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ  
ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
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**THE ENGLISH LANGUAGE ACTIVITIES**

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В задачи обучения на базе данного пособия входит активизация навыков профессионального владения иноязычным материалом, который ориентирован на совершенствование филологической грамотности. В целях эффективной работы над темами тексты снабжены предтекстовыми упражнениями, направленными на расшифровку фонетических трудностей, а также на толкование отдельных лексических единиц и семантизацию текстовых реалий.

Для работы над тематическим вокабуляром предусмотрены упражнения, нацеленные на отработку фонетического материала и преодоление орфографических и лексических трудностей. Серия речевых упражнений содержит задания по развитию устной речи на материале учебных текстов и текстов для чтения и аудирования.

Предназначено для работы со студентами 1-го курса английского отделения филологического факультета и содержит аутентичные тексты для чтения и аудирования, расширяющие возможность работы над темами, включенными в программу 1-го курса РГО по основному иностранному языку (английскому).

Данное учебное пособие может быть использовано как в аудитории для выполнения заданий под руководством преподавателя, так и для самостоятельной работы студентов.

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## TOPIC 1. TENDS AND TRENDS IN MODERN ENGLISH

### 1.1. Reading Practice

**Pre-reading:** In this book you will practise skills for improving your reading and listening in English. The skills that you will practise – skimming, scanning, surveying, identifying the main idea, identifying details and guessing the meaning from context -- are the tools which will help you to build your language fluency. You must practise the skills many times until it becomes second nature to use them.

**Skimming** is a way of reading for general information or the main idea. When you skim a reading selection, you read very quickly. You read the title, the main headings, highlighted words and the first sentence of the paragraph. When you skim, you are looking for the answer to the question: "What is this reading about?" When you read a newspaper article, for example, you might skim through it to discover the topic before you decide to read it more carefully.

**Scanning**, on the other hand, is reading for details or specific information. When you look through a telephone book, for instance, you scan to find the name and phone number of the person whom you would like to call. You also scan the words in a dictionary, looking for a specific word and definition.

**Surveying** combines both skimming and scanning. When you survey a reading passage, you are getting a general idea of how the information is organized. There are several steps in surveying. First, read quickly (scan) the title, the chapter or section headings, and any words which are emphasized with *italics* or **bold type**. Second, look over (skim) the text. Finally, answer any questions which you have about the reading: How long is it? What is the main idea? Does it answer any questions which I have?

When might you survey a reading? Suppose that you want to study in the UK. You've been told that London University is an excellent institution and you would like to apply. However, your TOEFL score is 500 and, besides, you are not rich. Also, you really don't know much about the university and the kinds of courses it offers. Luckily, someone has sent you a catalogue from London University. First skim the catalogue to get an idea of its organization. Be sure to look at the table of contents and section headings. Then scan the catalogue to locate answers to your specific questions: What courses are offered? What TOEFL score is required for admission? How much does it cost? This process of reading is called surveying.

- a) **skim** Text 1 (Part I) to find out
  - how many groups form the people who speak English
  - who belongs to the third group
- b) **scan** the text to find out
  - the main idea of Paragraph A
  - what is Paragraph B about?
- c) **survey** Text 1 to find out
  - which of Paragraphs (A, B, C, D) introduces the main basic characteristics that make spreading of English possible
  - which of Paragraphs (A, B, C, D) contains information about the future of English
  - what is the future of English?
- d) now read Text 1 carefully:

### ***Text 1. English as a World Language***

**A.** Today, when English is one of the major languages in the world, it requires an effort of imagination to realize that this is a relatively recent thing – that in Shakespeare’s time, for example, only a few million people spoke English, and the language was not thought to be very important by the other nations of Europe, and was unknown to the rest of the world.

English has become a world language because of its establishment as a mother tongue outside England, in all the continents of the world. This exporting of English began in the 17<sup>th</sup> century, with the first settlements in North America. Above all, it is the great growth of population in the United States, assisted by massive immigration in the 19<sup>th</sup> and 20<sup>th</sup> centuries, that has given the English language its present standing in the world.

**B.** People who speak English fall into one of the three groups: those who have learned it as their native language; those who have learned it as a second language in a society that is mainly bilingual; and those who are forced to use it for a practical purpose – administrative, professional and educational. As a matter of fact, one person in seven of the world’s entire population belongs to one of these three groups. Incredibly enough, 75% of the world’s mail and 60% of the world’s telephone calls are in English.

**C.** Now that I come to think of it, English simply must have some **basic characteristics** which made its spreading all over the world possible. Firstly, it’s the **simplicity of form**. Old English, like modern German, French, Russian and Greek, had many inflections to show singular and plural, tense, person, etc., but over the centuries words have been simplified. Verbs now have very few inflections, and adjectives do not change according to the noun. Secondly, it’s the **flexibility** of the English language. As a result of the loss of inflections, English has become, over the past five centuries, a very flexible language.

Without inflections, the same word can operate as many different parts of speech. Many nouns and verbs have the same form, for example, swim, drink, walk, kiss, look and smile. We can talk about water to drink and to water the flowers; time to go and to time a race; a paper to read and to paper a bedroom. Adjectives can be used as verbs. We warm our hands in front of a fire; if clothes are dirtyed, they need to be cleaned and dried. Prepositions too are flexible. A sixty-year-old man is nearing retirement; we can talk about a round of golf, cards or drinks.

Another characteristic to mention is **openness of vocabulary**. This involves the free admission of words from other languages and the easy creation of compounds and derivatives. In fact, most world languages have contributed some words to English at some time, and the process is now being reversed. Purists of the French, Russian and Japanese languages are resisting the arrival of English in their vocabulary.

**D.** So now geographically, English is the most widespread language on the Earth, second only to Mandarin Chinese in the number of people who speak it. It is the language of science, business, technology, sport and aviation. As to **the future of English**, its spreading will no doubt continue, although the proposition that all other languages will die out is absurd.

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**Did you know that:**

- Mandarin Chinese is spoken by 700 million people (70% of the population of China). English is the most widespread, with 400 million speakers.
- English has the largest vocabulary, with approximately 500,000 words and 300,000 technical terms.
- The oldest written language is Egyptian, which is 5000 years old.
- India has the most languages – 845.
- Cambodian has 72 letters.
- There are no irregular verbs in Esperanto, an artificial language invented in 1887.

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*e) practise reading Text 2; dramatize the dialogue:*

- Now tell me, why are you so determined to learn English?
- Well, English is so widely spread that now it is losing its political and cultural associations and becoming the property of all cultures.
- What makes you think so? Is it the fact that over 70 countries in the world use English as the official or semi-official language and in 20 more English occupies an important position?
- Exactly. And also the fact that English is the main foreign language taught within most school systems.

- Ah, well, let me see... Now that I come to think of it, I realize that worldwide many newspapers are published in English, and it is the language of much radio and television broadcasting.
- Right. It is the language of international business, the main language of airports, air traffic control and international shipping...
- ... it is also the language of diplomacy and sport; it is one of the working languages of the United Nations and the language used by the International Olympic Committee.
- More over, it has long become the international language of science...
- Um, well, I remember reading in one of the surveys that it is estimated that two-thirds of all scientific papers today are first published in English.
- Precisely. And what is more important – 80% of all information in electronic retrieval systems is stored in English...
- Actually many people are beginning to realize now that if they want to become professionals in any branch of science or industry they cannot do without English.
- So, why am I so determined to learn English? Firstly, I want to speak it fluently. You know, knowledge of English is useful when you are in a foreign country, especially in an English-speaking country. I want to talk to people and understand what they are saying, thus establishing communication...
- Well, I believe, that to speak their native language is the only way to come to know people, their ways and habits.
- Secondly, I want to read English and American books in the original...
- ... but it's common knowledge that thousands and thousands of works of English and American literature have been translated into so many languages that millions of people who don't know English are nevertheless familiar with English, American, Canadian and Australian authors..
- Er... and yet, I'm sure, that only those who can read these books in the original can really appreciate masterpieces by William Shakespeare, Oscar Wilde, Bernard Shaw, Charlotte Bronte, Katherine Mansfield...
- ...as well as by Iris Murdoch, W. S. Maugham, Jack London, Ernest Hemingway, A. Christie...
- ... John Grisham and by many other talented writers, poets and playwrights. And now the last reason, but not the least – I hope I'll be able to teach English and help my students to become well-educated people.
- And now, what are you going to do when you graduate from the University?
- Ah, well, I haven't made up my mind yet, but whatever I'm going to become – a teacher, a translator or an interpreter – I know I must work hard to master English and other subjects to become a highly-qualified person.
- I see. Well, I wish you luck and I hope you'll be a success.
- Oh, well, thank you, thank you.

## 1.2. Vocabulary practice

Ex. 1. Transcribe the following words; make sure you know what they mean:

Text 1: major, language, require, effort, realize, relatively, recent, society, bilingual, purpose, entire, incredibly, basic, simplicity, simplify, inflection, singular, plural, flexibility, retirement, mention, involve, admission, creation, compounds, derivatives, contribute, purists, Chinese, science, technology, doubt, absurd

Text 2: determine, associations, property, exactly, official, broadcasting, international, survey (n), estimate, scientific, diplomacy, committee, precisely, actually, branch, fluently, knowledge, original, author, nevertheless, appreciate, interpreter, success

Ex. 2. Find the English equivalents to the following in Texts 1 and 2:

**Text 1:** основной (широко употребляемый) язык, требуется усилие воображения чтобы осознать, сравнительно недавнее явление, родной язык (2), первые поселения, прежде всего, рост населения, массовая иммиграция, современное положение в мире, двуязычное общество, быть вынужденным делать ч.-л., использовать язык с практической целью, фактически, все население Земли, 75% мировой почты, теперь, когда я об этом задумываюсь; основная характеристика, делать ч.-л. возможным, во-первых (во-вторых), простота формы, флексия (грам.), единственное и множественное число, время (грам.), лицо (грам.), гибкость, в результате потери флексий, поливать цветы, засекают время гонки, оклеивать обоями комнату; еще одна характеристика, которую следует упомянуть; включать в себя (подразумевать), сложные и производные слова, пурист, противостоять ч.-л., в плане географии, быть вторым по отношению к ч.-л., без сомнения, отмирать (исчезать), абсурдный

**Text 2:** быть решительно настроенным ч.-л. сделать, терять связи с, становиться достоянием, радио и телевидение, диспетчерская служба аэропорта, я помню, что читала; две третьих (дробь), подсчитано что, более того, именно так, сохранять (информацию), фактически, обойтись без ч.-л., бегло, установить общение, стиль поведения и привычки, в оригинале, тем не менее, быть знакомым с ч.-л., оценить, шедевр, талантливый драматург, последняя по порядку (но не по значимости) причина, принять решение, переводчик (устный), овладеть языком

Ex. 3. Give derivatives from the following words:  
determine, nation, science, origin, success

Ex. 4. a) learn the adjectives referring to countries and languages; transcribe the words you haven't seen or heard before or you don't know very well:

*With -ish:*

British  
English  
Irish  
Flemish  
Danish  
Spanish  
Turkish  
Polish  
Swedish  
Finnish

*With -i (an):*

Bulgarian  
Rumanian  
Hungarian  
Italian  
Russian  
Norwegian  
Australian  
Brazilian  
Mongolian  
Austrian

*With -ese:*

Chinese  
Japanese  
Portuguese  
Viet-Nameese

*With -i:*

Israeli  
Iraqi  
Pakistani  
Yemeni  
Bangladeshi

*With -ic:*

Arabic  
Icelandic

Some adjectives are worth learning separately, e.g. Swiss, Greek, Dutch.

b) which of these adjectives are the names of languages?

c) in what countries are these languages spoken?

Ex.5. Study the dictionary entry of the word **language**.

**Language** n. 1. (U) method of human communication using spoken or written words: *Linguistics is the study of language and how people use it.* – **linguistic** skills (=the ability to use a language, especially a foreign language, well): *They have no money, no home, no food, and no language skills.* 1 a. the style or types of words used by a person or group: *He was shocked at how crude their language was.* – **bad/foul language** (=language that might offend people). *My kids started using the foul language they hear on television.* – **ordinary/plain language**: *In ordinary language, 'larceny' means 'stealing' or 'theft'.* – **spoken language** a comparison between spoken and written language – **strong language** (swearing): *Mrs Beeson did not normally use strong*



language, and certainly not in public. **1 b. mind/watch your language** to make sure you use words that will not offend people: *'Just you watch your language,' snarled Swain.*

2 (C) the particular form of words and speech used by the people of a country, area, or social group: *English and French are the official languages of Canada.* – **common language:** *Their only common language was English* (they all knew how to speak it). – **speak a language:** *An announcer spoke a language Richard had never heard before.*

3 (C/U) signs, symbols, sounds, and other methods of communicating information, feelings, or ideas: *the language of dance; the language of mathematics.* **3a** a system of instructions used to program a computer: *Which computer languages do you know?*

**speak/talk the same language** to have the same ideas and attitudes as someone else

**body language** the movements or positions of your body that show other people what you are thinking or feeling: *Their body language betrayed the tension between them.*

**first language 1** the first language you learn to speak (=native language or tongue). **2** the main language that people speak in a region or country **natural language** a language that has developed in a natural way, rather than being created for a specific purpose

**second language** a language that you can speak but which is not your main language

**language laboratory** a room containing special equipment such as cassette-recorders and VCRs for students who are learning a foreign language

Ex. 6. Answer the following questions:

1. Which language is one of the major languages in the world at present?  
Where is it spoken?
2. Has it always been so widely spread?
3. When did it spread to America?
4. What other factors helped English to acquire its present standing in the world?
5. Into how many groups do people who speak English fall?
6. Who belongs to the first group?
7. What people can be referred to the second group?
8. What people fall into the third group?
9. Can you prove the fact that the English language is widely used all over the world?
10. Is there anything in the system of English that makes its spreading all over the world possible? Name the three basic characteristics.

11. What do you mean when you say that simplicity of form is characteristic of the English language?
12. Over the centuries, with the loss of inflections English words have been simplified. What is the result of it?
13. What does 'openness of vocabulary' involve?
14. What do you think of the future of the English language? Will it continue to spread? If so, will other languages die out?
15. Why are so many people around determined to learn English?
16. What are your reasons for learning English?

### 1.3. Supplement A. The Plural of English Nouns

Ex. 1. a) Brush up the reading rules. To form the plural of nouns the inflection **-(e)s** is used: toy – toys, book – books, box – boxes. The **-(e)s** inflection is pronounced: [ s ] after voiceless consonants: book – books

[ z ] after voiced consonants and vowels: pen – pens, toy – toys

[ iz ] after sibilants (in spelling -ss, -sh, -ch, -tch, -x): box - boxes

after mute – e preceded by a sibilant (in spelling –ce, -se, -ze, -(d)ge: face – faces.

b) practise reading the following nouns:

| [ s ]     | [ z ]    | [ iz ]    |
|-----------|----------|-----------|
| locks     | girls    | classes   |
| tops      | ties     | noses     |
| sports    | knives   | cages     |
| maps      | pictures | wishes    |
| parents   | pencils  | pages     |
| brakes    | bees     | horses    |
| pockets   | plans    | chances   |
| roofs     | volumes  | cases     |
| notes     | lessons  | matches   |
| clocks    | hotels   | dances    |
| safes     | parties  | colleges  |
| kerchiefs | heavens  | boxes     |
| hardships | customs  | fishes    |
| critics   | novels   | churches  |
| picnics   | nephews  | sentences |

Ex. 2. Transcribe the words; practise reading them:

watches, physics, pencils, drops, kittens, calls, socks, phonetics, hares, languages, papers, ducks, paces, buttons, counties, bandages, spots, doors, peacocks, monkeys, centuries, parents, flocks, examinations, lifts, stories, foxes,

examples, fees, clashes, beasts, wells, countries, places, lamps, ceilings, pieces, roofs, slices, mathematics, dishes, privileges, rules, rulers, glasses, economics

Ex. 3. a) brush up **the spelling rules**:

- nouns, ending in **-s, -ss, -x, -ch, -sh, -tch**, form the plural by **-es**: brush - brushes
- when a noun ends in **-y** preceded by a consonant, **-y** is replaced by **-i** and the ending **-es** is added: a city – cities; when **-y** is preceded by a vowel, no change in spelling takes place: boy - boys
- when a noun ends in **-f** or **-fe**, the **-f** is changed into **-v** and the inflection **-es** is added: shelf – shelves; some nouns, ending in **-f** or **-ff**, simply add **-s** in the plural: cliff – cliffs. The following nouns have double forms: hoof – hoofs (hooves), scarf – scarfs (scarves), wharf – wharfs (wharves).
- when a noun ends in **-o** with a preceding consonant **-es** is added: hero – heroes. But: photo – photos.

b) form the plural of the following nouns; practise your spelling:

**f, fe – ves**

life

knife

wife

wolf

shelf

half

scarf (2)

leaf

wharf (2)

hoof (2)

**f (ff) – fs (ffs)**

roof

chief

kerchief

handkerchief

cuff

cliff

muff

proof

belief

grief

**o + -es**

hero

tomato

potato

Negro

Buffalo

dingo

cargo

**o + -s**

photo

piano

zero

credo

disco

mango (2)

pomelo

Ex. 4. Check your spelling of the plural forms :

blanket, essay, cargo, bee, territory, photo, stay, belief, try, window, hero, life, spray, speech, mass, scarf, victory, boss, cry, story, bench, potato, storey,

proof, space, piano, ploy, leaf, bus, cage, roof, tomato, array, half, beach, tie, kerchief, spy, mango, cuff, dormitory, fox, wharf, purse, priority, century

**B. Act out the following dialogue:**

**Learning English**

Q: Lynne, um... I'd like to ask you first, um... at what age do people start learning English these days?

L: Um... well, in many countries children start learning English when they go to school and then they complete their formal training later on, but, I think, in some countries they're starting to teach English to much younger children, and I think this will become more and more common around the world.

Greg: Yeah, um... That's certainly true 'cause I know that... er... in some countries they're even having English lessons for six- or five-year-old children, um...so, er... they'll certainly be learning as soon as they start school if not before.

Q: I see. And do you think that um... English will soon be the universal language?

L: Oh, I think most adults already speak some English, um... even if it's only a word or two here and there, because ... well, English is very common and very useful.

G: Mmm... I...

Q: What about you, Greg?

G: Well, I was just going to say that, er... I think that's right. Because, if you think about it, already there are so many words, ... for example to do with computers, um... er... that are in English and that are used internationally, er... for example, um... radio, television, football, bank, – these are all international words – English words though. So I think in years to come, um... there'll be very few people who don't speak English, not just a few words but, you know, whole sentences, even.

Q: And, er... do you think, Lynne, that teachers will start um... using English to teach other subjects, you know, for instance, geography or science, and they'll be used in schools all over the world?

L: Yes, I think that teachers will start experimenting with that. I think it is likely and I think in many ways it's the best way of learning English.

G: Mmm...

Q: Greg?

G: Um... I'm not sure about that actually, I don't think that's right. I think some will be in English certainly, um... for example, lessons in science, say. But

no, I think quite a lot of other lessons won't be in English. There's no reason why every single subject should be in English.

Q: Right. Now what about, um... British and American life, habits, institutions, do you think it's important to know about these?

L: I don't, not at all. I mean, I don't think that English as a language has anything to do with, you know, double-decker buses, and bowler hats, and hamburgers and yellow taxis. I mean, it's an international language, and... um... it can be used for communication between, you know, people who don't know each other's language, um... I don't think that the cultural roots of English are important at all.

G: Oh, sorry. Can I just come in there? I think that's... I really do disagree there, because I think you have to understand, er... the culture of a country, simply because there are some words that mean different things to different people depending on what country they're in, for example, er... the word "tea", er... can be a drink to some people in one country and in another country it means an entire meal. Um... the word "police" means different things to different people as well. You always have to know a little bit about the background and the culture of a country before you can fully understand the language.

Q: Mmm. What about in the work, er... situation. How important is English there, what's its role?

L: Well, I think it's really important and I think more and more people will use it at work, – it's, er... easily understood wherever you come from and I think, well actually, everyone will need to use more English for their work.

Q: Mmm, Greg?

G: Um... I think some people will need to use more English, particularly people working in big companies who have to travel a lot and do a lot of business between countries, but I think for the majority of the population in any country, um... who don't... who aren't involved in international business or moving around or travelling, then I think they'll be very happy sticking to their own language.

Q: And the traditional language class as we know it – do you think that that will continue or will there be other forms of teaching, such as, you know, teaching involving television and computers, using those sort of technologies?

L: Well, I think that the traditional language class will still exist. Er... I think that personal contact with the language teacher is very important and, of course, there is more than one person in a class, you can interact with the other students and I think that that's much more valuable often than just relating to a computer screen or, you know, listening to cassettes.

Q: Mmm. Do you agree with that, Greg?

G: Not entirely. I think that we live in a computer age now and, um... it's highly

likely that computers and other, er... videos, for example – all those interactive programmes that you use with videos – will allow people to learn foreign languages in a different way on their own, um ... so that you aren't dependent on teachers and other students. I'm not sure, but I think that's how it'll be.

Q: And finally, can I ask you, Lynne, do you think that, um... English will ever become more important than, um... the language of the speaker?

L: Well, no. I think obviously English is important, but I think your own language and your own culture and traditions are more important to you and I think it's good to respect those and to hold on to them.

G: Yes, I agree. I think it would be very arrogant to think that English would be more important than your own language, I mean, 'cause your own culture and your own personal identity are, after all, far more important, aren't they?

L: Mmm. I think so.

Q: Thank you very much.

L. G: Thank you.

## **TOPIC 2. THEY KNOW ENGLISH WHO KNOW HOW TO LEARN IT**

### **2.1. Reading Practice**

#### ***Text 1. We Study English***

They say that a man is so many times a man, how many languages he knows and I do agree with this statement. My ambition was to enter the University to study foreign languages, English in the first place. English has long become the international language of science and culture. It is widely spread. It is spoken in Great Britain, in the United States of America, in Canada, Australia, Singapore, India and in the South of Africa. My dream is to know English perfectly well so as to be able to understand the people and the culture of the nations with the help of the language. I also hope I shall be able to teach English and help my pupils to become well-educated people. But whatever I am going to become – a school teacher, a translator or an interpreter – I know I must work hard to master the language and other subjects to become a highly-qualified specialist.

Our daily routine at the University gives us a good deal of practice in the English language.

We have English classes four days a week. The classes begin at 8 a.m. The bell rings and our teacher comes in. We stand up, greet her in English and sit down. The teacher wants to know who is absent and why, and a student on duty or sometimes the monitor answers all her questions.

Before the lesson she cleans the blackboard, wets the duster and brings some pieces of chalk. She must also get the cassette- recorders and ear-phones ready for the lesson.

Our English lesson begins with phonetic drills. It often takes us a quarter of an hour. We practise reading dozens of tongue-twisters, proverbs and nursery-rhymes. My favourite nursery-rhyme is:

Where are you going to, my little cat?  
I'm going to town to buy a hat!  
What? A hat for a cat? A cat in a hat?  
Who ever saw a cat in a hat?

More than once we switch on the cassette-recorders, listen to the speaker and repeat sounds, words and sentences after him. It helps us to improve our pronunciation and get rid of some of our mistakes in the shortest possible time.

We do a lot of memory work at each lesson. We learn by heart and recite poems, verses and extracts from fiction.

We sometimes have palatalization of the sounds or our intonation is wrong. It's our weak point, you know. The teacher corrects our mistakes and asks us to pronounce sounds and sentences clearly and distinctly.

There is always plenty to do at the English lesson. We learn to speak, to understand, to read and to write English. I take great delight in reading English books in the original. They help me to get an idea of English authors, to understand the English people as they are, the history and culture of Great Britain.

At our weekly lessons of Home-Reading we read, analyse and discuss the book "The Labours of Hercules" by Agatha Christie, the famous English detective story writer. We have a lot to do: we learn the active vocabulary, use the words and word-combinations in sentences of our own, give synonyms and antonyms to the words, transcribe some difficult words, make up dialogues and situations using the active vocabulary, we answer questions on the text, discuss some points, retell the stories.

But our reading practice is not limited by class hours only. Each of us has an individual book to read. We choose these books according to our personal tastes and level of knowledge. Every week we stay after classes to give a full account of what we have read orally and in writing.

Practical Grammar classes also help us to master the language. We learn new grammar rules, we are taught to use English tenses and articles correctly. We learn to put all kinds of questions to the sentences: general, alternative, disjunctive and special questions. We translate sentences from English into Russian and from Russian into English.

At the end of each topic we write a test which shows our progress and our attitude to studies.

Another opportunity to enrich our knowledge and to broaden our minds is the English club where our students are encouraged to stage English and American drama, to sing songs and to recite poems in English, thus combining entertainment and work.

English is difficult but we like it and work hard in class and at home.  
“Some words gave different meanings,  
and yet they’re spelt the same.  
A cricket is an insect,  
to play it – it’s a game.  
On every hand, in every land,  
it’s thoroughly agreed,  
the English language to explain  
is very hard indeed.”  
(Harry Hemsley. The English Language)

### **Text 2. Attending School**

- David: I can’t wait to get going with my new classes at the Continuing education Centre.
- Ana: Neither can I. Which classes did you sign up for? I signed up for English.
- David: I signed up for English, too, and also for a computer technology course.
- Ana: Do you think you can handle two courses at the same time?
- David: I hope so. I want to make out well in spite of the language barrier.
- Ana: Then, you’ll just have to put your best foot forward, and give it all you’ve got.
- David: That’s right. I want to keep up with the class. I certainly don’t want to fall behind the others.
- Ana: Oh, you’ll keep up if you pay attention to the instructions, take notes and burn the midnight oil.
- David: I guess so, but we’ll both have to get used to studying.
- Ana: Well, with perseverance and determination, I’m sure we’ll have it made.
- David: I think so, I have set my sights on a bright future, I am definitely out to win.
- Ana: I, too. Education is the key.

#### **Notes on Text 2**

1. to get going: to start, to begin.  
When do you get going with your classes? When do you begin them?
2. to sign up: to register, to enroll, to join, to enlist.  
I signed up for two courses, I registered for them.
3. at the same time: simultaneously.  
She will study piano and flute at the same time.  
She will study them simultaneously.
4. in spite of: regardless of, although, even though.



Will he get the job in spite of the language barrier?

Will he get the job even though there's a language barrier?

5. to give something all one's got: to try very hard, to exert much effort.

If you give it all you've got, you'll do well. If you try very hard, you'll do well.

6. to keep up: to continue at the same pace as others and to perform at an equal level, not to fall behind.

Can he keep up with the class? Can he continue at the same learning pace as his classmates?

7. to fall behind: to go at a slower pace than others and to perform below standard, to fail to keep up.

He fell behind in English. He went more slowly than his classmates and did poorer work.

8. to pay attention: to listen carefully, to observe, to obey.

Pay attention to the teacher! Listen carefully!

9. to take notes: to write important facts from a book, a lecture etc.

She takes excellent notes. She writes all the necessary facts.

10. to burn the midnight oil: to study or work until very late into the night.

All the students burn the midnight oil during exam time. They study until very late.

11. to have it made: to get what one wants, to be lucky, fortunate.

Some people have it made! Some people get everything they want!

12. to set one's sights on: to intend to get or have, to want very much.

She set her sights on an acting career. She wants to be an actress very much.

These idioms may be separated by the object. Each idiom may be said in two ways.

to give something all one's got

He gave all he's got to his job.

He gave his job all he's got.

to keep up

Try to keep up your school work.

Try to keep your school work up.

## 2.2. Topical Vocabulary

### 1). **lesson** / *noun*

1. a period of time in which students are taught about a subject in school. AmE usually class: a French/English/Maths/history lesson.

e.g. I'd like to talk to you at the end of the lesson.

skip/miss a lesson (= not to go to a lesson when you should)

e.g. Jo's father found out that she'd been skipping lessons.

1a. A period of time in which someone is taught a skill:

a driving/dancing/swimming lesson.

2. Something that you learn from life, an event, or an experience: One of the most important lessons in life is the value of friendship.

2a. a punishment or bad experience that teaches you something: + in.

e.g. I needed a lesson in humility and I got it.

learn a lesson

e.g. I hope you've learnt a lesson from this young man.

teach smb a lesson (= punish someone)

e.g. That girl needs teaching a lesson.

Let that be a lesson to you

e.g. Let that be a lesson to you not to play with matches!

3. a section in a book that teaches you about a particular subject: Lesson 5 is all about the subjunctive.

Words frequently used with lesson:

adjectives: hard, harsh, important, salutary, valuable

## 2) **class** / noun

1. a group of students who are taught together: can be followed by a singular or plural verb:

What class is Sophie now?

Weren't you two in the same class at school?

My class are all going – why can't I?

1a. a period of time during which a group of students is taught together (= lesson): I've got classes all afternoon.

in class

e.g. We had to write an essay in class.

a French/Maths/science class

e.g. I've got a French class first thing this morning.

1b. a course of lessons in a particular subject.

e.g. I go to my art class on Mondays. You could join an exercise class at your local sports centre.

to take a class in smth.

e.g. I've started taking classes in car driving.

to teach a class

e.g. Since qualifying in 1986, she has taught regular classes for adults.

### Differences between British and American English:

#### CLASS

In both the UK and the USA, a class is usually a group of students who are learning together: Jill and I were in the same class at primary school.

In the USA you can also use class to mean a group of students who all finished high school or university in a particular year: Tim was in the class of

1998. Class can also mean a series of lessons in a particular subject: She is taking a class in business administration.

The usual British word for this is course: a course in business administration. Class can also mean one of the periods in the school day when a group of students are taught: What time is your next class?

British speakers usually use lesson for this meaning, but American speakers do not.

### 3) **break** / *noun*

BrE a period of time between lessons when students and teachers can eat, rest or play.

AmE recess: They always play together during the break.

### 4) **study** / *verb*

1. to learn about a subject by going to school, university, etc: I wanted to study languages in the sixth form.

study for

e.g. Janet's studying for a degree in history.

study to be / become smth

e.g. Michael was studying to be a lawyer.

1a. to learn about a problem or subject using scientific methods:

They will study the effect of technology on jobs.

1b. to do work such as reading and homework:

You need to study hard if you want to pass.

She shouldn't spend all her time studying.

2. to read or look at smth very carefully:

I have studied various maps of the area.

### 5) **learn** / *verb*

1a. to gain knowledge or experience of something, for example by being taught:

e.g. a bright girl who is already learning the alphabet

What did you learn at school today?

to learn to do smth

The children are learning to swim this summer.

1b. to study something so that you remember it exactly:

Your homework is to learn the periodic table.

learn smth by heart (= exactly)

It didn't take her long to learn this poem by heart.

learn smth by rote (= without thinking about or understanding it)

e.g. facts learned by rote

1c. to get the experience and knowledge that you need to behave or think in a particular way:

e.g. stereotypes that are learned at an early age

e.g. Children mainly learn by copying adults.

2. to gain new information about a situation, event, or passion: She'll go to great lengths to keep you from learning her secrets.

learn about/of something

e.g. We didn't learn about the situation until it was too late.

3. to improve your behaviour as a result of gaining greater experience or knowledge of something:

His girl-friend has left him again. Some people never learn, do they?

3a. learn your lesson – to be unlikely to do something stupid or wrong again, because last time you did it something unpleasant happened.

### Remember:

When you learn, you gain knowledge or skills through experience or as a result of practising, reading, or being taught:

I am learning to play the guitar.

If you want to learn English you must study hard.

When you study, you make an effort to learn a particular subject, usually by going to classes or reading and doing research:

He studied geography at University.

I need to study very hard because I missed a lot of classes.

You study in order to learn.

### 6) **repeat** / verb

1. to say or write something again:

Can you repeat what you have just said, please?

The first line is repeated throughout the poem.

2. to tell someone something that someone else has told you:

I'll tell you a secret, but please don't repeat it to anyone.

repeat smth. after smb.

The students carefully repeated the words after the teacher.

3. to do something again or make something happen again:

If you don't pass this exam you'll have to repeat a year.

When they repeated the experiment, the results were completely different.

4. (usually passive) to broadcast a television or radio programme again.

smth doesn't bear repeating – used for saying that you do not want to say something that you have heard because it is not polite.

history repeats itself – used for saying that something that is happening now is similar to an event or situation that happened in the past.

repeat yourself – to say or write the same words or idea that you said before, often without realizing that you are doing it:  
Sally sometimes becomes confused and repeats herself.

7) **revise** / *verb*

BrE – to read and learn information that you have studied in order to prepare for an examination:

Have you revised the work we did last term?

I have to revise for my Spanish test tomorrow.

AmE – review

8) **translate** / *verb*

1. to change spoken or written words into another language:

e.g. I don't speak Russian, so someone will have to translate.

translate smth into smth.

The Bible has been translated into more than 100 languages.

2. to cause a particular situation or result:

Recent economic problems are beginning to translate into a demand of reforms.

3. to change something into a different form or to express something in a different way:

e.g. These earnings, translated into pounds, represent half of our total profits.

translator / *noun* – someone who changes spoken or written words into another language, especially as their job:

Speaking through a translator, she described her life in Africa.

Compare – interpreter

1. someone whose job is to translate what a speaker is saying in one language into another language so that someone else can understand it.

2. someone who performs a piece of music, a part in a play etc. in a way that shows how they understand or feel about it:

a renowned Mozart interpreter

9) **discuss** / *verb*

1. to talk about something with someone:

e.g. We are meeting to discuss the matter next week.

to discuss smth with smb

e.g. You should discuss this problem with your doctor.

2. to write or talk about a subject in detail:

e.g. The causes of stress have already been discussed in Chapter 3.

discussion / *noun* – a conversation about something, usually something important:

e.g. Preliminary discussions between the two leaders are now underway.

a discussion about/on

an interesting discussion on Internet censorship

a discussion with

e.g. Discussions with management have broken down.

have a discussion

e.g. We need to have a discussion about your school work.

hold discussions (= organize or have formal discussions)

Discussions about the peace plan took place in Washington last week.

be in discussion with

e.g. They're in discussion with a German company about a possible takeover.

be under discussion (= being discussed)

e.g. Proposals for changing the existing system are currently under discussion.

#### 10) **speak** / verb

1. to talk about smth or to smb:

e.g. I phoned your office and spoke to your assistant.

Let me speak with Jennifer and see what she thinks.

People spoke of their fear as the flood waters rose.

He spoke movingly about his son's struggle with disease.

2. to use your voice to talk:

e.g. There was a long pause before she spoke again.

3. to be able to talk in a particular language:

e.g. Do you speak Chinese?

4. to give a formal speech:

e.g. The local MP will be speaking at our graduation ceremony.

5. to express your ideas, thoughts, or opinions about something:

e.g. Only a small group of people dared to speak against the war.

speak well / highly of smb (= say good things about someone)

speak badly / ill of smb (= say bad things about someone)

6. to speak to someone on the telephone:

"Who's speaking?" "This is Mark Richards speaking."

#### 11) **attend** / verb

1. to be present at an event or activity:

e.g. I've voiced my opinion at every meeting I've attended.

1a. to go regularly to a place, for example to a school as a student or to a church as a member:

e.g. Born in India, he attended high school and medical school in Madras.

2. to look after someone, especially someone who is ill or someone in an important position:

e.g. She is attended by a 24-hour nursing staff.

3. *very formal* – to exist with something else or happen as a result of it:  
e.g. Secondary symptoms usually attend the disease.

### 2.3. Additional Vocabulary

1) to have a good command of a subject – хорошо знать предмет

e.g. She has a good command of English.

*Syn. expr.:* to be good at a subject

2) to take (to have) an examination in English – сдавать экзамен по английскому языку

*Syn. expr.:* to go in for English

to be examined in – экзаменоваться по

to be re-examined – переэкзаменовываться

an examiner – экзаменатор

an examinee – экзаменуемый

an examining board – экзаменационная комиссия

to pass an examination (a test) in English – сдать экзамен (зачет) по английскому языку

to fail an examination (a test) in English – провалиться на экзамене (зачете) по английскому языку.

3) to have classes in Grammar (Home-Reading, Phonetics)

to have seminars on History

to have a lecture on Literature

4) to give a talk (lecture) on – прочесть доклад (лекцию) о...

5) to take (make) notes at a lecture on Literature – записывать лекцию по литературе

6) to do a subject – изучать предмет

7) to do well in a subject – хорошо успевать по какому-либо предмету

8) to work by fits and starts – работать урывками, несистематически

9) to fall (get, lag) behind the group in Grammar – отставать от группы по грамматике

10) to lack fluency – говорить медленно

11) to catch up with the group – догнать группу

12) to help smb with Grammar – помочь к.-л. по грамматике

13) an examination paper (a test paper) in Grammar – контрольная работа по грамматике

14) to revise (to do a revision) for an examination – готовиться к экзамену

15) to get a mark in a subject (for a paper) – получить оценку по предмету (за работу)

16) to follow (attend) a course – слушать курс

17) to repeat a year – остаться на второй (повторный год)

18) prompt – подсказывать

19) to cram for exams – зубрить к экзаменам

## 2.4. Classroom Expressions

### I. Beginning a lesson

#### 1. Greetings

Good morning! Good afternoon! Good evening!

Hello! (hullo!)

Hi! (AmE)

#### 2. How are you?

How are you today, Bill?

How are you getting on?

How's life?

How are things with you?

How are you feeling today, Bill?

I hope you are all feeling well (fit) today.

I hope you have all had a nice (good) weekend.

How about you, Bill?

#### 3. Absences

Is everybody present now?

Are you all here?

Is there anyone missing/absent/away today?

Who isn't here?

How many people are absent?

Five? That's rather a lot!

I wonder what's wrong with them.

And where is Bill? Is he coming? Has anybody any idea where he is today?

What's the matter?

What's the trouble?

What's wrong with him?

#### 4. Illnesses

And what about Bill?

Is he still in hospital or has he come home?

How is he getting on?

Is he better?

Is anybody going to see him soon?

Tell him we hope he'll be out of hospital soon.

Why were you absent yesterday?

Why did you miss last Monday lesson?

Where have you been for the last few days?



I hope you've recovered from your cold.  
Have you got a doctor's note?  
Have you brought a note from your parents?  
Do you have a good reason for missing my class?  
You have fallen behind rather in your English, haven't you?  
You've got a lot of catching up to do.  
I'm sure you're going to catch up quickly.

#### 5. Latecomers

Why are you late?  
Where have you been until now?  
We started five minutes ago.  
What's your excuse?  
Did you oversleep?  
Your alarm-clock didn't go off, did it?  
Try not to be late next time.  
Try to be here on time this week.  
This is the third time you've been late this week.

#### 6. Meeting the class for the first time.

Good afternoon! I'm your new English teacher.  
I'd better introduce myself. My name is ...  
I'll be teaching you English from now on.  
We'll be having English twice (three times) a week.  
I'll be teaching you on Tuesdays and on Fridays.  
Let's start by finding out your names.

#### 7. Getting down to work.

Now let's begin/start.  
Let's start our lesson now, shall we?  
Let's make a start.  
Let's get started.  
It is time to start now.  
Is everybody ready to start?  
I'm waiting to start.  
We won't start until everyone is quiet.  
Now let's get down to some work.

## II. Going Over (Checking) Homework

### 1. Introductory Phrases

Perhaps we could begin by going over your homework.

What did you have to do for today?

What was your homework?

What work did I set?

How did you get on with your homework?

How long did it take you to do your homework?

Did you find it difficult?

### 2. What to say when a pupil hasn't done his/her homework.

Have you all done your homework?

Who hasn't done the homework? Why not?

What do you mean you didn't know what to do?

Why didn't you write it down like everyone else?

You could have found out what your homework was from somebody else.

That's a poor excuse.

Do that work and bring it to me first thing tomorrow.

### 3. Going over the homework

You were to read the text on page 36, weren't you?

Let's take a look at it and make sure you have understood everything.

You were supposed to practise the dialogue on page 21 for homework.

Perhaps, we should start with the dialogues.

You also had to do Exercise 6 in writing.

Let's go over/through this exercise together.

Let's run through the analysis quickly.

Exercise 5. Will you begin, Bill?

Read the instructions first, please.

Right. What have you got for number 1?

Let's go on to number 2.

What's your answer, Mary?

And the next question, please, Bill.

What about the last one?

Read the sentence again, please.

Do try to pay attention.

### 4. Marking homework

We'll not go over your homework in class today.

I want to see your exercise-books. (I want to mark your homework.)

Please give your exercise-books in at the end of the lesson.

I'll mark them and give them back next time.

### **III. Reading Aloud**

#### 1. Introductory Phrases

All right, let's get down to work.

Get out / Take out your books.

Has everybody got a book?

#### 2. Asking pupils to open the books

Open your books at page 64.

Have a look at the passage on page 64.

#### 3. Listening and repeating

Let's read the text aloud.

Listen carefully while I read the first paragraph to you.

Listen to the way I read this passage.

Now I'll read the passage sentence by sentence, and I want you to repeat each sentence after me.

Listen and repeat.

I'll read first, and then you can read after me.

Let's read the next passage together.

All together!

#### 4. Encouraging pupils to read aloud

Now I'd like to hear you read aloud.

Could you go back to the beginning?

Bill, will you go on reading from where I left off?

Read the dialogue in pairs.

Read this passage in groups of three.

One person reads as the narrator, the others as the characters.

#### 5. Turning to a new page

Now turn over the page, please.

Let's move on to page 65.

Now turn back to the previous page.

#### 6. Taking turns

Let's take turns (reading).

Read it in turn please.

Will you begin?

Will you go on?

Take three sentences each.

I'd like you to read round the class.

Whose turn is it?

Who will be the next one to try?  
Now let's have someone else try it.  
You are next, Bill.  
Who's left? (Who hasn't had a turn?)

#### 7. Losing and finding the place

Have you lost the place?  
Show her where we are, please.  
Help her to find the place.  
Mary left off reading in the middle of the third line.  
We are on line 3.  
Have you found the place?

#### 8. Leaving out a line

You've left out (missed out, omitted, skipped, jumped) a line (a sentence, a word).  
I think we'll leave out the next paragraph (passage).

#### 9. Commenting on pronunciation

There was a mistake in your pronunciation.  
That wasn't pronounced correctly.  
You mispronounced the word "...".  
Be careful with the sounds.  
You've got the stress wrong. (The stress is wrong.)  
The stress is on the second syllable.  
Be careful with your intonation.  
Your intonation was wrong.  
I want you to pay particular attention to the intonation pattern.  
Listen to the way my voice goes up.  
You try and do the same.  
Drop (raise) your voice at the end of the sentence.

#### 10. Teacher's comments on reading louder, softer, clearer, etc

You are reading a bit too softly.  
Speak up. I can't hear you.  
A little louder, please.  
Can you read a bit louder?  
You must read loudly enough for everyone to hear you.  
Please read more softly.  
There's no need to shout.  
Slow down, please. (Take it a little more slowly, please.)  
Don't read so fast (quickly).  
There's no need to hurry. (Take your time.)

Speed up a bit.

Don't pause for breath in the wrong places.

Don't run one sentence into the other.

Do pay attention to the full stops.

I didn't quite catch what you said. Could you read it more clearly, please? Have a try.

Read more clearly / distinctly.

Read more carefully.

Keep the sense of the sentence in mind.

Put some expression into your voice. (Put a bit of life into it.)

### 11. Reading is over.

I don't think we've got time to finish the passage now.

You can close/shut your books now.

We'll continue with this passage next time.

## **IV. Blackboard work**

### 1. Coming out to the blackboard

Come out to the blackboard. (*if the teacher is at his/her desk*)

Come out and stand by the blackboard.

Will you please go to the blackboard? (*if the teacher is not at his/her desk, but somewhere in the middle or at the back of the room*)

Go and stand over there by the board.

### 2. Looking for chalk

Will you hand/give me the chalk, please.

I'm afraid we've run out of chalk.

Could you fetch me the chalk, please?

Will you go and look for some chalk, please?

Could you go and see if there is any chalk next door?

### 3. Cleaning the blackboard

Whose turn is it to clean the blackboard, please?

Would you mind cleaning the blackboard, please?

Not with your fingers!

Use the duster/sponge!

Has anyone seen the sponge/duster?

Go and fetch a cloth from next door, will you?

Go and wet the duster, please.

Could you clean the top/bottom right/left corner?

Just clean this half.

This bit, please.

Clean it all off.

Mary, please, clean the blackboard. Thank you.

That's much better now.

You may go back to your place now.

#### 4. Writing on the blackboard

Go to the blackboard, please, take some chalk and write.

Here is a piece of chalk. Write this sentence up on the blackboard.

Come out and write the correct answer.

Bill, will you do the exercise on the board?

Have you all finished copying the poem from the board? Can I rub it off?

Who hasn't been out to the blackboard yet?

Divide the blackboard into two halves.

Draw a line down in the middle of the board.

Will you write in the right half?

If you can't reach the top of the blackboard, write in the middle.

Put a circle around this word. (Circle this word.)

Put a line under all the adjectives.

Put in your stress marks.

#### 5. Spotting mistakes

And now let's check for mistakes.

Can anyone spot a mistake?

Can you see where the mistake is?

Can you see anything wrong with the last sentence?

Anything wrong with the first word?

Are the sentences on the board right?

Can anyone see anything wrong?

Look carefully at what you have written.

Can you see where you've gone wrong?

Will you come out and put your spelling mistakes right?

Rub out these words and write them again – with correct spelling this time.

#### 6. Rubbing off

Don't rub the date off.

There's no need to rub the date off.

Leave this on.

Rub out the wrong word.

Wipe out/off the last line.

Will you rub off / wipe off the words at the top / bottom?

Rub it out and write it all again.

### 7. Looking at the blackboard

Everybody, look at the blackboard.

Can you see the blackboard all right?

Let's look at the words on the blackboard.

Now let's all read the words from the board.

### 8. Standing aside

Will you just step this way?

Move back a little, we can't see the board.

Move to one side so that we can all see.

Stand aside, please. (Stand to one side.)

Step aside so that everybody can see.

Come away from the blackboard, please.

Let the others see what you've written.

### 9. Commenting on handwriting

Write clearly so that all the students can read, even those at the back of the class.

Could you write a bit more distinctly?

Try and write in straight lines.

Are your letters all the same size?

Don't try to squeeze in another sentence. Clean the board.

## **V. Listening to the cassette-recorder**

Let's listen to the new text.

Plug the cassette-recorder in.

Will you please switch on the cassette-recorder?

Have we got the headphones? Here they are.

Insert the cassette, please.

Wind on the cassette, please.

Wind back the cassette, please. (Rewind the cassette.)

Play back the cassette.

Listen to the speaker and repeat sounds, words and sentences after him.

Switch off the cassette-recorder.

Unplug the cassette-recorder.

## **VI. Giving (setting) homework**

### 1. Introductory phrases

Please write down your homework.

This is your homework for Friday / next time.

### 2. Revise...

For homework I want you to go over what we've just learnt.

Go through this section again on your own at home.

Please revise units 6 and 7.

Please re-read this chapter for Monday's lesson.

For your homework revise / go over the grammar rules and examples very carefully.

Would you please look over the grammar rules that we've covered this week?

For Tuesday, please.

### 3. Read... Prepare...

Read Chapter 5 at home.

At home read the extract from...

Prepare the last two chapters for Friday.

Read / prepare the first 20 lines of the passage on page 34.

Will you read up to page 21 for homework?

Read down to / as far as page 37.

Prepare pages 27 to 29.

Read the passage on page 3 right to the end.

For homework you are to finish reading this story.

### 4. Ask and answer questions on the text.

Read the passage on page 10 and then answer the questions below.

Make sure you can answer the questions on the passage. They are on page 15.

Write down the answers to these questions.

Give short answers to these questions. (Answer these questions briefly.)

Finish reading the text and then answer the written questions.

Answer every other question.

Answer the first 10 questions.

Check your answers on page 120.

Prepare for homework 5 questions on / about the passage.

Ask ten questions on / about the text.

### 5. Look up the new words.

Look up the new words in a dictionary, and make a note of them in your exercise-books.

Make sure you know what these words mean.

Learn the spelling of these words.

Use each of these words in sentences of your own.

Learn all the new words.

There will be a test on it next time.

I shall be giving you the next vocabulary test some time next week.

### 6. Do exercises in writing / orally.

Look at the exercises on page 25. These exercises are your homework.



Do exercise 2 in writing.  
You can do exercise 4 orally.  
Choose one of the following topics to write about.  
Write it in your exercise-books and give it in next lesson.  
I'll go over it tomorrow.  
Write it out neatly.  
Write it legibly.  
Make sure I can read your handwriting.

## **VII. The lesson is over**

### 1. Asking the time

How long is it before the bell? (How long have we got till the bell goes?)  
It isn't time to finish yet.  
We have a couple of minutes left.  
I don't think we've got time to start anything else.  
There is no point (in) starting anything new.  
I'm afraid it's time to stop.  
We'll finish for today.

### 2. The bell

Is that the bell already?  
Was that the bell for the end of the lesson?  
Has the bell gone?  
That's the bell. It's time to stop.  
There's the bell – It's time to go home.

### 3. Telling the class to have a break

It's time for us to have a break now.  
Well, it's break-time. Off you go.  
What do you have next?

### 4. Saying good-bye

Good-bye everyone.  
Good-bye everyone and see you all tomorrow.  
See you again on Monday.  
See you later after the break.  
I'll be seeing you after the break.  
See you tomorrow.

### 5. Make (up) dialogues, sentences

Make up two dialogues of your own.  
Read the dialogue on page 7.

Make up a similar dialogue.  
Write a dialogue between...  
Practise the dialogue with one of your friends.  
Learn the dialogue by heart.  
Make five sentences of your own using this pattern.  
Write at least five sentences about yourself.  
Write a paragraph (four or five sentences) on one of the following...

#### 6. Ask questions about the picture

Look at the picture on page 20.  
Ask and answer 10 questions about the picture.  
Think of 10 questions for the people in the picture.  
Practise asking and answering questions with another student.  
Write 10 sentences about the picture on page 13.  
Write 10 sentences describing the picture on page 13.

#### 7. Miscellaneous

Look up the rules for forming the plurals of nouns.  
Give five examples of exceptions to this rule.  
Find more examples and make a list of them in your exercise-book.  
Find other examples.  
This work is to be done by Friday / by next lesson.  
Remember your homework. (Don't forget about your homework.)  
Have you got (taken, written) that down?  
Is everything clear?  
If there is anything you don't understand, ask now.  
Today I'm not going to set you any homework.

#### **VIII. Class control**

Look at me.  
Look over here  
Pay attention, now.  
Could I have your attention, please?  
Try to concentrate on (something)  
I am sorry to interrupt you, but could you look this way for a moment?  
Stop chattering there.  
Stop talking. Silence, please. Keep silent.  
Could I have a bit of quiet, please?  
Turn around and face me.  
Stop fidgeting (about).  
Stop messing (about).  
Don't be such a nuisance.

Work in pairs (twos, threes).  
Everybody, work individually!  
All to yourselves.  
Work by yourselves.  
Try work independently.  
No peeping (cheating, whispering, helping, prompting), please.  
Your time is up now.  
I'll have to stop you in two (five) minutes.

## **IX. Expressing encouragement, agreement, disagreement**

### 1. Expressing encouragement

Well done!  
That's a very good point.  
That's a very good argument.  
That's an original idea.  
That's an interesting suggestion.  
Yes, that sounds a good idea.  
That's a good question.  
You seem to have understood it very well.

### 2. Expressing agreement

I quite agree. I entirely agree.  
I think you are absolutely right.  
That's just what I think.  
That's (very) true!  
Exactly! Quite so! Absolutely!

### 3. Expressing doubt, mild disagreement

Well, maybe.  
Possible.  
You may be right.  
Well, that (it) depends.  
Do you really think so?  
Yes, but don't you think that...  
I can see your point, but...  
That's all very well, but...  
You seem to have forgotten that...  
I'm not sure about that.  
Well, I wouldn't say that.

### 4. Expressing strong disagreement

That's not how I see it.

I can't accept that...  
I disagree.  
I don't agree at all.  
I'm sorry, I think you are absolutely wrong.  
You can't be serious.  
That's ridiculous!  
Nonsense!  
On the contrary!  
Certainly not! Definitely not!

## 2.5. Phonetic Practice

Exercise 1. Look up the words in a dictionary, transcribe and learn them: language, teacher, interpreter, subject, specialist, routine, absent, student, question, phonetics, tongue-twister, proverb, nursery, improve, pronunciation, poem, extract, palatalization, distinctly, author, vocabulary, synonym, antonym, dialogue, situation, knowledge, master, progress, opportunity, broaden, encourage, course, barrier, perseverance, determination, education.

Exercise 2. Mark stresses in the following words: international, well-educated, highly-qualified, cassette-recorder, ear-phones, intonation, understand, word-combination, individual, alternative, disjunctive, entertainment

Exercise 3. Read, intone and transcribe the dialogue; pay attention to the weak forms. Learn the dialogue by heart.

Pete: Are you still studying English?

Mike: Yes, but I don't get enough time for it. I have so many other things to do.

Pete: It's the same with me. I can read English now without much difficulty, but I still find it rather difficult to speak English. And I don't always understand people when they speak English to me.

Mike: We don't hear English spoken enough, I suppose. Do you listen to the cassette-recorder?

Pete: Yes, that helps me to improve my pronunciation but not to speak English.

Mike: We must speak English all the time.

Pete: Yes, you are right; it's the best way to master a language.

## 2.6. Vocabulary Practice

Exercise 1. Give the English equivalents to the following using the words and word-combinations from Texts 1, 2.

## Text 1

- изучать иностранные языки
- на первом месте
- знать английский в совершенстве
- письменный переводчик
- устный переводчик
- владеть английским языком и другими предметами
- стать высококвалифицированным специалистом
- заниматься английским языком
- отсутствовать
- дежурный
- отвечать на вопросы
- намочить тряпку
- принести несколько кусочков мела
- фонетические тренировочные упражнения
- скороговорки, пословицы, изречения
- детские стихотворения
- включить кассетный магнитофон
- повторять звуки, слова и предложения за диктофоном
- улучшать произношение
- избавиться от ошибок в самое короткое время
- учить стихотворения наизусть
- смягчать звуки
- исправлять ошибки
- произносить звуки и предложения чётко и разборчиво
- находить удовольствие в чем-либо
- читать английские книги в оригинале
- на занятиях по домашнему чтению
- обсуждать книгу
- учить часто употребляемые слова
- находить синонимы и антонимы к словам
- составлять диалоги и ситуации
- книги по индивидуальному чтению
- отчитываться по индивидуальному чтению устно и в письменной форме
- занятия по практической грамматике
- учить правила по грамматике
- правильно употреблять времена и артикли
- задавать все типы вопросов к предложению
- переводить предложения с английского языка на русский и наоборот
- писать контрольную работу
- расширять кругозор

- вдохновлять
- усердно работать на занятиях и дома

### Text 2

- начинать занятия
- записываться на курсы по английскому языку
- осваивать два курса одновременно
- несмотря на языковой барьер
- делать все возможное
- прилагать много усилий
- держаться наравне с кем-либо (не отставать)
- отставать от кого-либо
- внимательно слушать преподавателя
- записывать лекцию (конспектировать)
- засиживаться за работой до глубокой ночи
- настойчивость (упорство)
- решительность
- страстно желать чего-либо (стремиться к чему-либо)

### Additional Vocabulary

- сдавать экзамены по английскому языку
- успешно сдать экзамен (зачет) по английскому языку
- провалиться на экзамене (зачете) по английскому языку
- прочесть доклад (лекцию) о
- изучать предмет
- работать урывками, несистематически
- говорить медленно
- хорошо успевать по какому-либо предмету
- готовиться к экзамену
- получить оценку по предмету (за работу)
- экзаменационная контрольная по грамматике
- зубрить к экзаменам
- подсказывать
- остаться на второй (повторный) год
- слушать курс
- экзаменатор, экзаменуемый, экзаменационная комиссия
- экзаменоваться по, переекзаменовываться

### Exercise 2. Paraphrase the following using Topical Vocabulary

- to punish someone
- not to go to a lesson when you should
- a period of time between lessons

- to learn about a subject by going to school, university
- to know exactly
- someone who changes spoken or written words into another language
- to talk about something with someone
- to say or write something again
- to gain knowledge or experience of something
- to learn smth without thinking or understanding it
- to use your voice to talk
- to be present at an event or activity
- to say good things about someone
- a period of time during which a group of students is taught together
- someone whose job is to translate what a speaker is saying in one language into another language so that someone else can understand it
- to say bad things about someone

Exercise 3. Give the opposite to the following using words and word-combinations from Texts 1, 2, Additional Vocabulary.

Text 1

- to graduate from the University
- to be a lazybones
- to be present
- to switch off a cassette-recorder
- to make mistakes
- right (correct)
- to dislike reading English books
- in translation
- easy
- orally
- at the beginning of the lesson

Text 2

- to finish doing something
- to exert little effort
- not to fall behind
- to fail to keep up
- to listen to smb carelessly, to disobey smb
- to spend little time on doing one's homework
- to set no hopes on the future
- not to be accustomed to doing something
- to lose (a game)

### Additional Vocabulary

- to fail an exam in English
- to speak fluently
- to work regularly
- to do badly in a subject

Exercise 4. Put each of the following words in its correct place in the sentences below.

to learn, attended, repeated, break, class, to study, had been skipping, a discussion, spoke, to revise, a lesson

1. I've got an English ... first thing this morning.
2. They always play together during ... .
3. It didn't take her long ... this poem by heart.
4. We need to have ... about your school work.
5. Jo's father found out she ... lessons.
6. There was a long pause before she ... again.
7. Born in India, he ... high school in the USA.
8. I have to ... for my Spanish test tomorrow.
9. Let that be ... to you not to skip seminars on History.
10. I wanted ... languages in the sixth form.
11. The students carefully ... the word after the teacher.

Exercise 5. Insert prepositions or post-verbal adverbs if necessary.

1. Kate is very good ... English. She always helps her friends ... their Home-Reading, Phonetics or Grammar. There are no weak students ... her group. They all work hard ... their English and help each other ... their work.
2. If a student falls ... the group, everybody is ready to help him. It doesn't take him long to catch ... ... the group.
3. If you are interested ... research work, you may join ... some scientific society. There are many ... them ... our faculty. You are sure to find something ... your liking.
4. Did you write a composition ... Monday? – Yes, we did. I got "excellent" ... it. Next week we shall write a paper ... Grammar.
5. ... winter we shall take exams ... English and the History ... England. ... a month we shall have our first examination. I have already begun to do some revision ... it.
6. I hope nobody will fail ... English. It is most unpleasant to fail ... an examination.
7. Peter is good ... Phonetics. He spends much time ... language laboratory. He listens ... the cassette-recorder.



8. Our English speaking club is extremely popular ... the students ... our faculty.  
Those who are fond ... singing or acting may join ... our theatrical group.
9. There are many sports societies ... which you can find something ... to your liking.
10. ... senior years if you are interested ... research work you will be able to join ...

Exercise 6. Translate the following sentences into English.

1. Мой брат прекрасно владеет немецким языком. Он окончил немецкое отделение университета два года тому назад.
2. Когда вы будете готовиться к экзаменам? Сколько у вас экзаменов? Когда вы будете сдавать первый экзамен?
3. Как вы смогли сделать такие грубые ошибки в вашей грамматической работе? Вы пропустили три артикля, сделали несколько ошибок во временах и допустили много орфографических ошибок.
4. Я знаю, что мне в английском языке не достает беглости. – Ты должна заниматься систематически и упорно. А ты работаешь спустя рукава, и в лингафонной лаборатории бываешь раз в две недели. Ты не сумеешь догнать группу и можешь провалиться на экзамене по языку.
5. Я стараюсь не пропускать ни одной лекции по зарубежной литературе. Они очень интересны, и я их всегда конспектирую.
6. Мы не знаем, надо ли нам будет сдавать экзамен по латинскому языку в зимнюю сессию.
7. Я люблю английский язык. Чем дольше я учу его и пользуюсь им, тем меньше, как мне кажется, я его знаю. Я прочитал сотни английских книг, перевел шесть-семь книг на русский язык, выступал с лекциями по всей Англии, а затем подошел к знакомому журналисту и спросил: «Слушай, как же всё-таки произносится слово «директор» или «дайректор»?» (О. Орестов. Другая жизнь и берег дальний.)
8. Аня! Какую оценку ты получила за сочинение? – «Хорошо», а что? – А я получила «отлично».
9. Катя сказала, что она будет участвовать в телевизионной передаче «Английский для взрослых». Она будет играть роль преподавательницы. Она уже выучила текст наизусть и собирается записать его на магнитофон, чтобы послушать, как звучит ее голос.

## 2. 7. Oral Practice

Exercise 1. Practise the reading of the text “We Study English”. Mark the stresses and tunes. Say it in exactly the same way.

Exercise 2. a) Listen to the recording of the dialogue “Attending School”. Mark the stresses and tunes. b) Practise the dialogue for test reading. Listen to the

recording very carefully until you can say it in exactly the same way. c) Memorize the dialogue and dramatize it.

Exercise 3. What do you say if:

Pattern: – What do you say if your friend has fallen behind the group in Phonetics?

– I say, “You must go to the laboratory and listen to recordings”.

- you are late for your lesson and enter the classroom after the bell has gone?
- there is no chalk in the classroom?
- you don't know how to spell a word?
- your friend has made a mistake in spelling?
- your friend doesn't work properly?
- you didn't hear what the teacher said?
- you don't know what a word means?
- your friend has pronounced a word in the wrong way?
- your friend has failed an exam?
- you don't know how to write an essay?
- your friend doesn't know how to use English tenses and articles correctly?
- you don't know what to become: a translator or an interpreter?
- your friend doesn't set his/her sights on a bright future?
- the students of your group don't pay attention to the teacher, don't take notes and skip many lessons?

Exercise 4. When do you say?

Pattern: He works by fits and starts.

We say, “He works by fits and starts” if he doesn't work regularly.

10. She has a good command of English.
11. He lacks fluency.
12. Much work and no play never makes people gay.
13. She has done well in her exams.
14. She never misses classes.
15. He gets up behind the group in Phonetics.
16. She has already learned the poem by heart.
17. Sally sometimes becomes confused and repeats herself.
18. He has revised for his Spanish test.
19. The teacher has spoken well of the students.
20. She repeated a year.
21. His knowledge of grammar is poor.

Exercise 5. After reading Text 1 talk on the following points:

1. The importance of studying foreign languages.

2. Setting hopes on the future.
3. At the English lesson.
4. At the lesson of Home-Reading.
5. Individual Reading.
6. Practical Grammar classes.
7. The English-speaking club.

Exercise 6. Learn the proverbs and use them in situations of your own.

1. Soon learnt, soon forgotten. – Выученное наспех быстро забывается.
2. Live and learn. – Век живи, век учись.
3. Little knowledge is a dangerous thing. – Недоученный хуже неученого.  
(Ср.: Всякое полужнание хуже незнания.)
4. To know everything is to know nothing. – Знать все – значит ничего не знать.
5. It is never too late to learn. – Учиться никогда не поздно.

Exercise 7. Stage a dialogue between a teacher and a student using classroom expressions:

1. beginning a lesson;
2. checking homework;
3. reading the text;
4. writing on the blackboard;
5. listening to the cassette-recorder;
6. giving homework.

Exercise 8. Answer the following questions:

1. What classes in English do you have?
2. Do you find English spelling (grammar) difficult? Why?
3. Do you work regularly? Do you ever miss classes?
4. What English book are you reading now? Do you use a dictionary when reading it?
5. Who is good at English in your group?
6. Are there any students who fall behind in your group?
7. How many exams will you have in winter? Have you begun to revise for them yet?
8. Is there a language laboratory at your faculty?
9. Do you cope with all the tasks? What is your weak point?
10. What do you take great delight in?
11. Do you take part in the work of the English-speaking club? What about other opportunities to enrich your knowledge and to broaden your minds?
12. Do you set your sights on a bright future?

## 2.8. Writing Practice

Exercise 1. Write a composition on one of the topics. Use topical and additional vocabulary.

1. Your first day at the University.
2. Your preparation for the future winter exam.
3. Your English classes.
4. Your new friends at the University

## 2.9. Listening Practice

Exercise 1. Listen to the chants “Sally Speaks Spanish but Not Very Well”, “How’s His English?”

Practise them until you can say them in exactly the same way.

Sally Speaks Spanish, but Not Very Well

Sally speaks Spanish, but not very well.

When she tries to speak Spanish

you really can’t tell,

What language she is speaking

or trying to speak.

The first time I heard her

I thought it was Greek.

How’s His English?

His English is wonderful

He speaks very well.

His accent is perfect

You really can’t tell

That he isn’t a native of the USA.

There’s only one problem –

He has nothing to say.

## 2.10. Supplement. Dialogues to act out.

### 1. A Lesson in English

TEACHER. Well, children, we shall review the last week’s lesson now.

PUPIL. Please, ma’am, may I come in?

T. Oh, Edward Hamilton! Late as usual.

E. I am sorry, ma’am. Our clock –.

T. You always have a ready excuse, Edward Hamilton. You may take your seat. Now, are you done with talking, Mary Swan?

- M. S. Yes, ma'am, excuse me, please.
- T. You may sit down, Mary Swan.
- M. S. Yes, ma'am.
- T. Open your books, all of you, at page 81. We shall read lesson 12. Nancy Brown, read, please.
- N. B. Yes, ma'am. (*Nancy B. reads.*)
- T. That'll do. You read quite well. Name the parts of the last sentence, please. (*Nancy B. names them.*) Any remarks, children? None. You did very well, Nancy. I shall give you an excellent mark. Now, you read, Edward Hamilton.
- E. H. I'm sorry, ma'am, but I've left my book at home.
- T. No wonder. Nancy Brown, give him your book, please. (*Nancy B. gives it to him and Edward H. reads.*) Your reading is not very good, Edward – you stumbled three times. Read over again the second line from the bottom of the paragraph please. (*Edward H. reads.*) There, you have made the same mistake again! How do you pronounce the second word in that sentence?
- E. H. Exercise.
- T. You pronounce it with a roll to the "r". George Western, how do you pronounce it? (*George W pronounces it correctly.*) That's right. Now, you repeat it, Edward. (*Edward H. says it right.*) There, that's better! Go to the blackboard, please.
- E. H. Must I –.
- T. No, you needn't take your book. (*Edward H. goes to the blackboard.*) Face the pupils, please. (*He turns towards the pupils.*) Now, tell us what is the past tense of the verb "to work".
- E. H. The verb "to work" is a regular verb and the past tense is formed by adding "-ed" to it.
- T. Good. Now construct a sentence with that word, please. (*Edward H. writes a sentence on the blackboard.*) Very good. You may take your seat. I'll give you a "four", Edward.
- E. H. Yes, ma'am.
- T. There goes the bell! The lesson is over!

## 2. Enquiring about a course

**Receptionist:** Good morning. Can I help you?

**Student:** Yes, please. I would want to have some information about the... er... the courses at Swan School.

**R:** Is that a summer course that you're interested in?

**S:** Yes. Yes, please.

**R:** Yes. Fine. OK. Well, we have ... er... short intensive full-time courses during the summer.

- S:** Mm-mm. I want to know the length of one course.
- R:** Yes. Each course lasts three weeks.
- S:** How many hours per week, please?
- R:** Well, it's about twenty-three hours a week. Usually four and a half days each week.
- S:** You have a lot of students in the class, haven't you?
- R:** We have a lot of students in the school but in the classes only about between twelve and fourteen students.
- S:** Twelve and fourteen. Could you please give me the dates of the first and the second course?
- R:** Yes, certainly. The first course begins on 3 July and lasts until 20 July and the second course is from 24 July until 10 August.
- S:** What about the fees per course?
- R:** Yes, each... each course costs \$150 plus VAT, which is 15 percent and a \$5 registration fee.
- S:** And deposit, please?
- R:** Yes, for each course we need a deposit of \$20 and the \$ 5 registration fee.
- S:** Oh, thank you. Do we have to find our... our own accommodation?
- R:** No, we can do that for you. We have a lady who arranges the accommodation for you with Oxford family.
- S:** How much does it cost?
- R:** Well, you can choose to have bed and breakfast only which is \$20 a week, or bed, breakfast and dinner which is about \$27 a week.
- S:** \$27. Thank you very much.
- R:** You're welcome.

### 3. At the Exam

**Mr Sorensen:** Richard, what's that under your paper?

**Richard:** What's what?

**Mr S:** Lift your arm. What's this?

**R:** Oh, that. Uh, that's a grocery list. I've got to pick up some things on my way home.

**Mr S:** Do you really expect me to believe that?

**R:** Well, that's what it is.

**Mr S:** (*reading*) Soren Kierkegard, Denmark, 1800s, Hegel, Germany, Sartre, Paris, 1900s ... An interesting 'grocery' list, Mr Jackson!

**R:** Oh, gee, let me see that. Oh, my gosh, they must be my notes. How did they get there?

**Mr S:** I'd like to see you in my office, please. (*They leave the classroom and go to the office down the hall.*) Now, Richard, would you care to explain how the answers to the test questions appeared on your desk?

**R:** I can't, sir. Someone must have left them on my desk.

**Mr S:** Someone left them on your desk! Someone with hand-writing identical to yours left them on your desk? I'm afraid I can't accept that answer.  
**R:** Are you accusing *me* of cheating?  
**Mr S:** Yes, I am.  
**R:** You can't do that without proof! I'm going to call my counselor.  
**Mr S:** By all means, do that. In the meantime, however, don't come to class again. I am extremely disappointed at your behaviour.

#### 4. Congratulations

**Mary:** You look happy today!  
**Fred:** I *am* happy. I've just passed my Foreign Literature exam.  
**Mary:** Congratulations! I'm glad somebody's happy.  
**Fred:** Why? What's the matter?  
**Mary:** Oh, I'm just worried, I guess. I have to take my History exam next week.  
**Fred:** Oh, come, you're always nervous about your exams but you get only fives, as far as I know. You've passed some exams already, haven't you?  
**Mary:** Yes, I've passed my French exam.  
**Fred:** Oh, I give up! I simply can't learn French.  
**Mary:** Why do you say that? I think you're making a lot of progress.  
**Fred:** No, I'm not. I try and try and I still can't speak it well enough.  
**Mary:** Learning any language takes a lot of effort, you know. But don't give up. Why don't we practise those dialogues together?  
**Fred:** Good idea! That just might help.

#### 5. At the Lecture

**Bob:** Excuse me, Tom, is this seat taken?  
**Tom:** No, it isn't.  
**Bob:** Would you mind moving a little so that my friend and I can sit together?  
**Tom:** Not at all.  
**Bob:** Thanks a lot. Do you always attend Professor Brown's lectures?  
**Tom:** As a rule, I do. I find them very interesting and instructive, besides he is a brilliant speaker.  
**Bob:** Yes, I quite agree with you.  
**Tom:** What do you think of Professor Green's course?  
**Bob:** Not much.  
**Tom:** Why? What's wrong with it?  
**Bob:** Oh, I don't know. It's just that he ... Well, because he overloads it with detail. That course he gave on town planning last year. It was just the same –just a load of detail which you could have got from a book anyway, and more and more technical terms. There was no ... er...

**Tom:** No general overview, you mean?

**Bob:** Yes. I suppose you could call it that. I couldn't see the town for the buildings.

**Tom:** But you've got to have detail in this kind of subject, Bob, and anyway I think he's good. You take his first lecture, for instance – I thought that was very interesting, and not at all over-detailed.

**Bob:** But that's just it, Tom. That's just what I'm getting at. He starts off all right and engages your interest so that you sit back and think 'I'm going to enjoy this. I'm going to get a general idea of the important points in this topic'. When bang! Before you know it you're up to your neck in minute details and he's bombarding you with technical terminology and ...

**Tom:** Oh, rubbish! Now you're exaggerating.

## 6. Jenny Pringle's College Life

One morning Jenny received a letter in the post. She noticed that the letter had "University of Edinburgh" in large letters at the top. Her heart sank when she saw that the letter was from the Dean of Faculty of Arts, Professor Stewart. The letter was brief: "Dear Miss Pringle, would you please call at my office on Friday at 11 a.m."

**Jenny:** I wonder what he wants. Do you think it's got anything to do with my work?

**Helen:** Well, Jenny. You haven't been the most hard-working student, have you?

**Jenny:** But what will I say to him?

**Helen:** As little as possible. Just listen carefully to what he says. And don't look so anxious. He won't bite your head off.

Jenny's interview with Professor Stewart lasted about ten minutes. He was polite but firm.

**Jenny:** I believe you wanted to see me, Professor Stewart.

**Proff:** Ah, Miss Pringle, I'm glad you found the time to come and see me. Sit down, please. Your tutors tell me that you don't always have enough time to see them. They're rather worried about your irregular attendance at classes and about the standard of your academic work in general.

**Jenny:** I'm sorry, Professor. There's such a lot to do here that I have difficulty in finding time for everything.

**Proff:** Now, Miss Pringle, you are taking an honours degree in French and Russian, we hope. You said at your interview that you were keen on a career of an interpreter or translator. You realize, of course, that the next few years won't



be easy. You won't graduate as a matter of course. You will have to be convinced that you have made good academic progress and you must pass a large number of exams. Let me give you some advice. Don't try to take all sporting and other activities in your first term. After all, you'll be here for four years and they won't run away. Do you understand me?

**Jenny:** Yes, Professor.

**Proff:** Fine, Miss Pringle, I'm looking forward to hearing some favourable reports from your tutors. Do come back and see me if you have any problems.

## 7. Ann Green's College Life

Ann Green is Jenny's room-mate. She's also a language student and she is in her final year. At the moment she is also having trouble with her studies. She is invited to Professor Stewart to discuss her progress.

**Proff:** Come in, come in!

**Ann:** Good morning, Professor. I understand you wanted to see me?

**Proff:** Yes, Ann, I did. It's about your work.

**Ann:** Work, sir?

**Proff:** I'm afraid your tutor, Mr Atkins, has reported to me that the standard of your work has been getting worse.

**Ann:** I know, sir, ...I ...er...

**Proff:** He tells me that the essays you have done this term have been weak, and that your attendance at his tutorials and seminars has been poor.

**Ann:** He has spoken to me about it, Professor.

**Proff:** At this stage, Ann, your work is very important. I understand from Mr Atkins that you're a capable student and it would be a pity to ruin your chances of a good degree, wouldn't it?

**Ann:** Yes, it would.

**Proff:** Ann, I think you should do two things. The first thing is to cut down on your Union\* activities – I understand you do a lot in the Union – and the second is to see one of the Welfare Tutors\* to discuss any problem you may have. I'd like you to make an appointment to do that as soon as possible.

**Ann:** All right, Professor.

**Proff:** And I'll expect to hear that your work has improved. Good morning, Ann.

**Ann:** Good morning, Professor, and thank you.

**Note:** 1. The Union – general club and debating society at some universities.  
2. a welfare tutor – a teacher at a college or university who is responsible for students' studies and mode of life.

## 8. Teaching Practice

**a) Diana:** Philip! Philip! We're over here.

**Caroline:** What happened to you?

**Philip:** Nothing very much.

**Diana:** Well, why are you late then?

**Philip:** I left the address of the school in my other jacket.

**Carol:** I don't know how you'll get through your teaching practice.

**Philip:** Oh, I'll manage. I always do. I've planned all my lessons. I'll be superb.

**Carol:** You're the most conceited man I've ever met.

**Philip:** What school are you going to, Steve?

**Steve:** A school in Hillingdon. Brook Lane Secondary School.

**Philip:** Brook Lane! I've heard some pretty ghastly things about that place.

**Steve:** Oh? What's wrong with it?

**Philip:** You'll find out. I'm glad I'm going to work with Juniors.

**Steve:** You still haven't told me what's wrong with Brook Lane.

**Philip:** Oh, it's only that my tutor said ...

**Carol:** Don't listen to him, Steve, he's only trying to frighten you.

**Steve:** What did your tutor say?

**Philip:** Nothing much. Well, I must dash! See you tonight!

**b) Diana:** How did you get on, Steve?

**Steve:** Very well, indeed! I had this marvellous idea about drama.

**Diana:** What were you doing?

**Steve:** It was a history lesson actually. I was doing something about Roman Britain.

**Carol:** Roman Britain? Where did the drama come in?

**Steve:** Well, we've talked about Caesar's invasions of Britain and I thought we'd act the assassination. Marvellous idea! The whole class were Roman senators and I was Caesar. Action, everything. It was all right until one of the kids produced a real knife! Here's Philip.

**Carol:** Late again!

**Philip:** I had to wash my trousers.

**Diana:** You had to wash your what?

**Philip:** Trousers! They were covered in powder-paint.

**Diana:** Well, what's been happening to you?

**Philip:** An art class! I told them to paint me. And one of them did! All over! Then the Headmaster came in.

**Steve:** I bet he was furious.

**Philip:** No, no, on the contrary. He said, "Congratulations, Mr Webster. We've had such a lot of trouble with that child. That is the first time he's done anything!"

## TOPIC 3. KNOWLEDGE IS POWER

### 3.1. Reading Practice

#### *Text. Our University*

Samara State University, which not long ago celebrated its 35<sup>th</sup> anniversary, is famous for its high academic standards. It offers education and training for undergraduate and post-graduate students in the Sciences and the Humanities (=the Arts). The science faculties include Physics, Mathematics and Applied Mathematics, Biology and Chemistry. In the Humanities there are faculties of Philology, History, Law, Sociology and Psychology.

The University also provides evening and correspondence courses for those who wish to receive a higher education without taking time off work. The University offers post-graduate training in a number of subjects. Research students carry out individual research within their particular field of study and do a dissertation.

The University is in session from the beginning of September until the end of June. The academic year is divided into two semesters (or terms). The main building houses all the faculties except Philological and Law Faculties. The building we have classes in is not conspicuously impressive in its architectural design; neither is it the last word in the way of comfort and convenience. Moreover, it is overcrowded and there is lack of classrooms. Of course, I wish I could go every day to the building where both exterior and interior factors were combined to create the atmosphere of peace, scholarship and traditions. But if you ask me, the University means people to me: my teachers and my fellow-students.

I'm a first year student of the Philological Faculty, English Department, Group 6.... My fellow-students are kind, companionable and well-bred people. They are bright, linguistically-minded students. The staff of the department stimulate a sense of interest, encourage our imagination and independence of mind.

If you choose to study a modern language at Samara State University you will have every opportunity to receive intensive language training and to acquire near-native competence in the language. The courses are being continually updated so that each generation of students graduates with the latest skills and up-to-date knowledge in the various subject areas. In addition to compulsory courses you choose some optional courses from a large number of options available.

If someone wants to enter the Philological Faculty, English Department, he is to pass the unified state exams in English, Russian and History. Candidates seeking admission hand in their applications at the end of June or at the beginning of July. Those who are lucky will see their names in the lists on the notice-board.

Studies begin on the 1<sup>st</sup> of September. Twice a year our students have vacations. Also twice a year they have to take midterm exams. The first-year students take the following subjects: English Practice, Phonetics, Grammar, Linguistics, Latin, Political History and others. Discipline is strict at the

University. Those who miss classes without a reasonable excuse are reprimanded or even expelled. Our students understand the importance of discipline and good studies and work hard.

A well-stocked library is equipped with a wide range of literature to meet the needs of students and to support the teaching and the research. Language laboratories with audio-visual equipment and computers help in mastering foreign languages.

Our students come from all parts of the country and the University provides accommodation for the majority of them in our hall of residence (hostel). Some students rent rooms.

Sports and recreation are an integral part of students' life, and the University provides a variety of leisure activities: students' clubs, concerts, discos, sport competitions.

Samara State University has plenty to offer and if I were asked to give advice to school-leavers I'd say – make it your choice and you will not be disappointed.

### 3.2. Topical Vocabulary

#### Education

|                                |   |
|--------------------------------|---|
| Elementary                     | начальное образование                   |
| Secondary                      | среднее образование                     |
| post-school                    | послешкольное образование               |
| Higher                         | высшее образование                      |
| adult                          | образование для взрослых                |
| Free                           | бесплатное образование                  |
| Compulsory                     | обязательное обучение                   |
| Vocational                     | профессионально-техническое образование |
| Secular<br>(nondenominational) | светское образование                    |
| full-time                      | обучение на дневном отделении           |
| part-time                      | обучение на вечернем отделении          |
| all-round                      | широкое образование                     |
| by correspondence              | заочное образование                     |

#### Department

a faculty *Br.*, a department *Am.* – факультет

a day department – дневное отделение

an evening department

an extra-mural department – заочное отделение

to study by correspondence = to study as an extra-mural student

without taking time off work  
 to carry out research – вести исследование  
 to do a dissertation (thesis) – писать диссертацию

### School

|          |                         |                            |  |
|----------|-------------------------|----------------------------|--|
| a<br>(n) | Day                     | S<br>C<br>H<br>O<br>O<br>L | дневная школа  |
|          | Boarding<br>(residence) |                            | школа-интернат   |
|          | professional            |                            | профессиональное училище   |
|          | private                 |                            | частная школа  |
|          | Public                  |                            | государственная школа (в США); частная<br>(привилегированная) школа (в Англии) |
|          | Independent Br.         |                            | независимая (частная) школа  |
|          | Special Am.             |                            | школа для слаборазвитых детей  |
|          | post-graduate           |                            | аспирантура  |

### Course

|          |                              |  |  |
|----------|------------------------------|--|--|
| a<br>(n) | Undergraduate                |  | студенческий курс                            |
|          | postgraduate                 |  | аспирантский курс                            |
|          | Required<br>(compulsory)     |  | обязательный курс                            |
|          | Elective                     |  | курс по выбору                               |
|          | Technical                    |  | курс по техническим дисциплинам              |
|          | Science                      |  | курс по естественно-математическим<br>наукам |
|          | humanities (liberal<br>arts) |  | курс гуманитарных наук                       |
|          | Refresher                    |  | курсы повышения квалификации                 |

preliminary = preparatory courses – подготовительные курсы  
 follow (attend) a course – слушать курс

|                              |  |  |
|------------------------------|--|--|
| leave<br>(graduate from)     | (a) school<br>(a college,<br>a university) | оканчивать школу (колледж,<br>университет)           |
| enter Br.,<br>enroll in /Am. |  | поступить в школу (колледж,<br>университет)          |
| Attend                       |  | посещать занятия в школе (колледже,<br>университете) |
| drop out of                  |  | бросить школу (колледж, университет)                 |

to get a degree

## Teachers and Students

a pupil *Br.*, a school-goer *Am.* – школьник  
a student – студент; *Am.* студент, школьник старших классов, учащийся  
an undergraduate *Br.* – студент  
a post-graduate – аспирант  
an external student – студент-заочник  
part-time students ≠ full-time students  
a freshman *Am.* – студент I курса  
a sophomore *Am.* – студент II курса  
a junior *Am.* – студент III курса  
a senior *Am.* – студент IV курса  
a school-leaver *Br.* – выпускник школы, a graduate *Am.* выпускник  
an aspirant *Am.* – абитуриент; an applicant  
a monitor – староста класса  
Bachelor of Arts (B. A.) – бакалавр наук  
Master of Arts (M. A.) – магистр наук  
Doctor of Philosophy (Ph. D.) – доктор наук (филологических)  
a professor – a senior university academic  
a lecturer – a person who delivers lectures – лектор, старший преподаватель  
a tutor *Br.* – a teacher at university without any academic honours – наставник,  
руководитель группы студентов университета; *Am.* младший  
преподаватель, ассистент  
a reader – преподаватель вуза, лектор  
a senior teacher – старший преподаватель  
the Head of the Department – зав. кафедрой  
a headmaster (mistress) *Br.*, a principal *Am.* – директор школы  
teaching service (experience) – преподавательский стаж

## Exams and Marks

an entrance examination – вступительный экзамен  
a graduate (final) examination – выпускной экзамен  
a verbal test – устный экзамен  
a written exam (examination) – письменный экзамен  
to revise (to do a revision) for an exam – готовиться к экзамену  
sram for exams – зубрить к экзаменам  
a grind – зубрила  
an examination (test) paper in Grammar – письменное задание (тест)  
take, sit for, pass (an) examination – сдавать экзамен, сдавать (письменный)  
экзамен, сдать экзамен  
to pass midterms and finals  
fail (flunk *coll.*) (an) examination – провалиться на экзамене  
to do well in an exam ≠ to do badly in an exam – сдать хорошо ≠ сдать плохо

to use a crib – пользоваться шпаргалкой  
prompt – подсказывать  
to resit an exam – пересдавать экзамен  
be examined in – экзаменоваться по  
be re-examined – переэкзаменовываться  
an examiner – экзаменатор  
an examinee – экзаменуемый  
an examining board – экзаменационная комиссия  
to give a mark, a credit (зачёт)  
to get a mark, a credit (in a subject)  
mark *Br.*, grade *Am.* – оценка  
a credit (hour) *Am.* – семестровое очко академического зачета  
assess, give marks – оценивать знания, ставить оценку  
full marks = excellent marks  
a record book = a matriculation card – зачётная книжка  
to reprimand – делать выговор  
a rough paper – черновик

### **Subjects**

a curriculum – программа  
a syllabus – учебный план  
basic (ordinary, general) subjects – основные предметы  
compulsory subjects ≠ optional subjects – факультативные предметы  
cores = (the) main subjects  
core curriculum – the basic subjects that smb must study at school or university  
– профилирующие предметы  
the Humanities = the Arts  
to give a lecture on Literature  
to have classes in English  
a class in English – урок английского языка  
to have seminars in Literature  
a seminar on the topic  
a Shakespeare seminar

### **Progress in Studies**

to do a subject – изучать предмет  
to take (make) notes at/of a lecture on Literature  
to have a good command of a subject = to be good at a subject  
to do well in a subject – хорошо успевать по какому-либо предмету  
to achieve amazing results in a subject  
high academic standards – высокий уровень образования  
the latest skills and up-to-date knowledge in a subject

independence of mind  
to acquire near-native competence  
to encourage a student in his/her studies  
be on top (at the bottom) of the list (class) in – быть первым (последним) в классе по  
hard-working = bright = capable = industrious = diligent ≠ a slow student = lazy  
to attend classes (lectures) = to be present at a lesson ≠ to miss classes = to stay away from classes (with or without a good excuse)  
to cut classes (without any (reasonable) excuse) = to miss classes deliberately = to skip classes  
to give (offer) an excuse for being late  
to work by fits and starts – работать не систематически ≠ to work regularly  
to fall (lag, get) behind the group (in) – отстать от группы (по)  
repeat a year – остаться на второй (повторный) год  
to catch up with the group – догонять, догнать  
to help smb with Grammar

a school year – учебный год  
a school term *Br.* semester *Am* – учебный семестр (четверть)  
a period – урок (40–50 минут)  
a form *Br.*, a grade *Am.* – класс  
a stream (A, B, C) – потоки по способностям  
I. Q. (intelligence quotient) – уровень умственной одаренности  
a break (a recess) – перемена  
a campus *Am* – университетский городок  
a hostel = a hall of residence = dormitory

to house – вмещать, размещать  
to be in session from 8.30 to 2.30  
to be in session from the 1<sup>st</sup> of September up to the end of June  
to run = to last – длиться  
to meet the needs of smb – отвечать потребностям  
a time-table = a schedule  
to resume studies (in a subject) ( after a break, holidays)  
a shift – смена  
to complete the year  
to pass from one course to another  
grants – стипендия = scholarship (поощрительная)



### Admission Procedure

to give an interview for candidates seeking admission – проводить День открытых дверей

to hand in an application for admission – подать документы

(by) competitive entry – на конкурсной основе

an applicant = a person (candidate) seeking admission

### **Extracurricular Activities**

extracurricular activities = out-of class activities

a scientific students' society

to belong to a society (circle)

to take part in public (social) work (life)

to put out a newspaper

### **3.3. Additional Vocabulary: Study and Academic Work**

#### **A Study and exams**

Before an exam you can revise or cram<sup>1</sup> for it. If the exam happens every year, you can look at past papers<sup>2</sup>. Some things can be memorised or learnt off by heart. But rote-learning<sup>3</sup> is not sufficient for most subjects. It is also possible to use mnemonics<sup>4</sup>. But tricks alone are not enough, and the best idea is to bury yourself in your books<sup>5</sup> until you know the subject inside out.

1 study intensively for a short time

2 exam papers from previous years

3 learning purely by repetition

4 [ni'moniks] tricks that help you remember something, for example: 'i' after 'e' except after 'c' is a mnemonic for English spelling (e.g. friend, but receive)

5 spend the maximum time studying

6 know it completely

#### **B Written work for courses, etc.**

| Word         | Description  |
|--------------|--|
| Composition  | Could be just 50–100 words, often used to refer to children's work                                   |
| Essay        | Longer than a composition, more serious, hundreds or even thousands of words                         |
| Assignment   | a long essay, often part of a course, usually thousands of words                                     |
| Project      | Like an assignment, but emphasis on student's own material and topic                                 |
| Portfolio    | a collection of individual pieces of work, not necessarily written                                   |
| Dissertation | Long, research-based work, perhaps 10–15,000 words, for a degree or diploma                          |
| Thesis       | A very long, original, research-based work, perhaps 80–100,000 words, for a higher degree (e.g. PhD) |

### **C The writing process and evaluation**

It's a good idea to start with a mind-map<sup>1</sup> when preparing an essay. Always write a first draft<sup>2</sup> before writing up the final version. Your essay should be all your own work; plagiarism<sup>3</sup> is a very serious offence in most colleges and universities. There is usually a deadline<sup>4</sup>. After the essay is submitted<sup>5</sup>, it will be assessed<sup>6</sup> and usually you can get feedback<sup>7</sup>.

1 diagram that lays out ideas for the topic and how they are connected to one another

2 first, rough version

3 ['pleidZɜrɪzɪzəm] using other people's work as if it was yours

4 date by which you must hand in the work

5 handed in (formal)

6 evaluated and given a grade

7 comments from the teacher/tutor

### **D Aspects of higher academic study**

University academics carry out [less formal 'do'] research and are expected to read academic journals [note: not magazines], which publish papers/articles on specialised subjects. If a library does not have a book or journal, you can usually get it through inter-library loan [system where libraries exchange books/journals with one another]. Academic study can be very demanding and intensive, and some students drop out [leave the course before the end because they cannot cope], but the majority survive till finals [the last exams before receiving a degree].

## **3.4. Vocabulary Practice**

Exercise 1. Look up the words in a dictionary, transcribe and learn them:

anniversary, the Humanities, applied, semester, conspicuously, exterior, interior, staff, intensive, competence, reprimand, excuse, enroll, audio-visual, accommodation, integral, variety, chemistry, sociology, psychology.

Exercise 2. Give the English equivalents to the following using the words and word-combinations from Text 1:

праздновать ч-л юбилей/годовщину; быть знаменитым ч-л; высокий академический уровень; студенты младших/старших курсов; аспиранты; точные/естественные науки; гуманитарные науки; прикладная математика; вечернее и заочное обучение; получать высшее образование без отрыва от производства; предлагать обучение в аспирантуре по многим дисциплинам; проводить/выполнять научные исследования; писать диссертацию; учебный год делится на два семестра; располагать, размещать внутри себя (о здании); зримо / заметно / явно впечатлять своим

архитектурным замыслом / дизайном; быть перенаселенным / переполненным; нехватка аудиторий; внешние и внутренние факторы/параметры; создавать атмосферу мира образованности, традиций; умные, лингвистически направленные студенты; преподавательский состав факультета/отделения; развивать / стимулировать интерес; развивать/поощрять развитие воображения; независимость мышления/взглядов; иметь разнообразные, любые возможности; получать интенсивную языковую подготовку; приобретать аутентичные (соответствующие подлинным) навыки владения языком; приводить в соответствие с требованиями современности; закончить вуз, имея современные профессиональные навыки и знания в различных областях знаний; профилирующие / обязательные предметы; факультативные предметы/курс лекций; сдать вступительные экзамены; увидеть свое имя в списках на доске объявлений; сдавать сессию; пропускать занятия без уважительной причины; налагать дисциплинарное взыскание; быть исключенным из...; отвечать / соответствовать запросам / нуждам студентов; аудиовизуальное оборудование; предоставлять общежитие; снимать комнату; спорт и развлечения; неотъемлемая часть студенческой жизни; предоставлять множество / разнообразие внеклассных мероприятий; быть разочарованным

Exercise 3. Give synonyms to the following:

- a student
- an external student
- cores
- an applicant
- out-of-class activities
- a record book
- a dormitory
- a timetable
- hard-working
- to do well in an exam
- to be good at a subject
- to run
- to be present at a lesson
- to cut classes
- to get behind the group
- to take an exam

Exercise 4. Give the opposite to:

- a full-time student
- a day department
- cores
- hard-working
- to work regularly
- to catch up with the group
- to be present at a lesson
- to do well in a subject
- to praise
- to admit

Exercise 5. Complete the following sentences:

1. He didn't work properly during the year and now (he is)...
2. If you want to pass your exams well, you...
3. Helen entered the Institute in 1965, so in 1970 she...
4. If you help Kate with Grammar, she is sure...
5. If you don't know what lectures you will have tomorrow...
6. If you want to have a good command of the language, you must...
7. In winter we shall take exams in...
8. Pete failed his exam. No wonder. He worked...

Exercise 6. Read the following texts and choose the correct alternative in each case:

### **A. My Studies**

I started school when I was five and I went to the local (1) *nursery/primary school*. I liked it very much; the (2) *classes/lessons* were small and the (3) *teachers/professors* were very friendly. At eleven I changed and went to (4) *sixth form college/secondary school*. Things didn't go so well here. I hated studying (5) *subjects/courses* like Biology and Physics and I got terrible (6) *points/marks* in tests. My parents tried to (7) *teach/learn* me the things I didn't understand, but it was no good. I used to get very worried about my end-of-year exams and one year, even though I spent a lot of time (8) *revising/reviewing*, I knew I wouldn't (9) *pass/succeed*. In the end I was right – I (10) *failed/missed* all the exams and had to (11) *retake/remake* them all a few months later. That was the worst year of my school life, but it didn't stop me having a good (12) *course/career* as an engineer.

### **B. Education in Australia**

In Australia most children (1) *attend/assist/go* primary school from the age of five. Only two per cent of children of primary school age are (2) *brought up/educated/trained* at home. Some children who go to school also take up extra

activities such as learning to play a musical instrument or dancing, and they go to (3) *personal/private/particular* classes for these and for school (4) *matters/courses/subjects* they find difficult or particularly interesting, such as languages, mathematics or computing. Ninety-five per cent of the population go on to secondary school, but a much smaller percentage (5) *succeed/pass/approve* the final year of secondary school examinations and complete a university (6) *degree/curriculum/career*. At the moment university (7) *pupils/trainees/students* and graduates make up less than a third of the total population. Australian universities are modern and well-equipped. Most teaching is by a combination of (8) *lectures/conferences/talks*, tutorials and practical classes. The humanities courses like History and Philosophy, usually involve a lot of extra (9) *lectures/reading/training* in the library. To become a primary or secondary school (10) *lecturer/professor/teacher*, it is usually necessary to study at a university for three years or more.

Exercise 7. Study the Additional Vocabulary and correct the wrong usage of words to do with written work in these sentences.

1. His PhD assignment was 90,000 words long and was on the history of US place names.
2. Little Martha did her first dissertation in school today. It was called 'My family'.
3. We have to hand in an essay at the end of the course. It can consist of up to five different pieces of work.
4. The teacher gave us the title of this week's project today. We have to write 1,000 words on the topic of 'If I ruled the world' and hand it in next Monday.
5. At the end of this course you have to do a 5,000-word thesis which will be assessed, and the grade will contribute to your final degree.
6. I think I'll do a study of people's personal banking habits for my MSc composition. It has to be about 12,000 words.
7. I've chosen to do the portfolio instead of the two exams, because I like to do one single piece of work where I can research something that interests me personally.

Exercise 8. Rewrite this short text using words and phrases from the Additional Vocabulary instead of the underlined words.

When I'm preparing intensively for an exam, I don't see any point in looking up exam papers from previous years, nor is there any point in just learning things by memory. I know some people develop very clever memory tricks to help them remember the material, but there's no real substitute for re-reading and going over the term's work. It's a good idea to have some sort of diagram to organise your ideas, and memory-learning is useful, but in a limited way. At the

end of the day, you just have to read a huge amount until you feel you know the subject 100 per cent.

Exercise 9. Here are some idiomatic expressions about studying and exams. Use the context to guess what they mean and choose the right answer.

1 It's very easy to fall behind with your studies if you miss even just a few classes.

- a) stay close behind other students
- b) find yourself far behind other students
- c) get ahead of other students

2 She seemed to just breeze through the exams. Everyone else was in such a panic and almost had nervous breakdowns.

- a) do them calmly and efficiently
- b) not take them seriously
- c) cheat in them

3 I just can't seem to get the hang of English prepositions. Just when I think I've learnt them I make new mistakes.

- a) memorise
- b) understand
- c) enjoy

4 When I sat down and looked at the exam paper my mind just went blank. Everyone else seemed to be writing away quite happily.

- a) became confused
- b) became very focused
- c) became empty

Exercise 10. Answer these questions.

1. What do we call the first attempt at writing something, e.g. an essay?
2. What word means 'the date by which you must do something'?
3. What word means 'using someone else's ideas as if they were yours'?
4. What are more formal words for 'to hand in' and for 'to mark'?
5. What verb do we use when someone doesn't complete their course?
6. What is another word for an academic article? Where can you read them?

Exercise 11. Read the following dialogues and act them out:

1.

- How did you find your last test in English?
- = Rather difficult. I made a lot of mistakes.
- That's natural: you miss so many lessons!
- = Yes, I do. But can I hope for your help?

2.

- How many periods (lectures) have you got today?
- = Three. But we are not going to have all of them.
- That's something new! What do you mean?
- = Prof. Rogov won't come today because of his illness.

3.

– What's the matter, Kate? You aren't crying, are you?

= Yes, I was given a bad mark for the rhyme.

– But you were supposed to learn it by heart.

= I tried hard, but failed to memorize it.

4.

– I'm proud of you, Henry.

= Are you... are you really, Mother?

– Yes, very proud. Frankly, I didn't believe you'd be able to manage it.

= I knew you didn't: that's why I worked so hard.

### Exercise 12. Translate into English:

1. Почему его собираются отчислить? – Он провалил все экзамены. И хотя он их пересдавал, он так и не сдал их. – А как он работал в течение семестра? – Он часто отсутствовал без уважительной причины и занимался несистематически. Поэтому он сильно отстал от группы.
2. Ты уже подал документы? На какое отделение? – На вечернее. – Почему? – Я хочу пойти работать, и таким образом я смогу одновременно еще и учиться.
3. На лекцию по литературе, которую читал приехавший доктор филологических наук, собрались студенты дневного, вечернего и заочного отделения. Старосты групп составили списки присутствующих студентов.
4. Майк хорошо занимается по всем предметам, а в химии он достиг изумительных результатов. Преподаватели поощряют его жажду к знаниям, а товарищи из группы его недолюбливают, считая зубрилой. А сам Майк работает так усердно, потому что хочет поступить в аспирантуру и работать над диссертацией.
5. Какого числа мы возобновим занятия после зимних каникул? – 10 февраля. Кстати мы будем учиться во вторую смену. – Сколько недель будет длиться весенний семестр? – 17. Я уже видела расписание. В понедельник у нас лекция по истории, семинар по языкознанию и практическое занятие по латыни.
6. Вступительные экзамены проводятся на конкурсной основе, значит возьмут только тех абитуриентов, которые сдадут все экзамены на отлично. – Как ты думаешь, мы сможем воспользоваться шпаргалками? – Я лучше нет. Я боюсь, что экзаменационная комиссия это заметит. – Ладно, я подскажу тебе, если будет нужно.
7. Заведующая кафедрой рассказала первокурсникам об университете, его истории, преподавателях, высоком уровне образования, а также

о профилирующих и факультативных курсах, которые им предстоит изучить.

8. После окончания сессии старосты собрали зачетки и отнесли их в деканат. Пит не сдал зачетку вовремя, потому что в ней не были проставлены все зачеты, и получил за это выговор.
9. Экзамен по английскому устный или письменный? – Устный. – Как ты к нему готовишься? – Я зарываюсь в учебники и зубрю темы, пока не выучу назубок.
10. Когда срок сдавать эссе? – Послезавтра. Я уже написала черновик, но все равно мне многое нужно доработать.
11. Он закончил университет, приобретя аутентичные навыки владения языком, потому что все 5 лет его учебы он получал интенсивную языковую подготовку, преподавательский состав развивал его интерес к языку, а все учебные курсы были приведены в соответствие с требованиями современности.
12. Дэн посещал подготовительные курсы, и так как он был первым учеником в группе, его зачислили в университет без экзаменов.
13. Тебя не переведут на другой курс, пока ты не сдашь сессию. – Меня пугает завтрашняя пересдача экзамена по зарубежной литературе. Я невнимательно записывала лекции, а некоторые я вообще прогуляла. Ты сможешь мне по литературе? – Конечно.
14. Я знаю, что тебя зачислили в университет. А где ты будешь жить? Снимешь квартиру? – Нет. Университет предоставляет место в студенческом общежитии на территории университетского городка. Говорят, оно отвечает всем нуждам студентов. – Тогда тебе нужно идти в деканат и написать заявление на общежитие.
15. Этот корпус университета совсем новый. Он явно впечатляет своим архитектурным замыслом. В нем располагаются факультеты юриспруденции и социологии, и также актовый зал, спортзал и всевозможные кружки, где студенты как естественных, так и гуманитарных специальностей занимаются внеклассными мероприятиями, которые составляют неотъемлемую часть студенческой жизни.

### 3.5. Oral Practice

Exercise 1. Read **Text 1** carefully for details. Answer the following questions:

1. What University do you study at?
2. Is your University famous for its high academic standards?
3. How many full-time students are there at the University?
4. Do many students study by correspondence?
5. The University offers post-graduate training, doesn't it?



6. Does the University provide accommodation to all the students who come from other cities, towns and villages?
7. Do you live in a hall of residence or rent a room?
8. Did you have to take exams before you were admitted to the University?
9. What subjects did you take exams in?
10. Was it difficult for you to do well in your unified state exams?
11. What did you feel when you learnt that you were admitted to the University?
12. Your parents were proud of you, weren't they?
13. Do you attend to your studies in earnest?
14. What do you find more interesting: lectures, seminars or practical classes in English? Why?
15. You never stay away from classes without a reasonable excuse, do you?
16. What do students have to do to pass their midterms and finals?
17. Are you allowed to take exams until you have got all the credits?
18. When do you have your set of exams?
19. Are you in the habit of cramming on the eve of the exam?
20. Is the method of cramming good with language training? Why?
21. What is your method of working at the language?
22. What leisure activities does the University you study at offer?
23. Do you participate in sports? What is your favourite kind of sport?
24. Have you joined any extra-curricular club or students' society?

Exercise 2. Comment on the following proverbs and quotations and illustrate their meaning:

1. Experience is the mother of wisdom.
2. One is never old to learn.
3. "The object of education is to prepare the young to educate themselves throughout their lives." (R. M. Hutchins)
4. "A school should not be a preparation for life. A school should be life." (E. Hubbard)

Exercise 3. Develop the following statements into short dialogues:

1. I'm sure she will do her best to improve her pronunciation.
2. I'm sure they always take notes at the lectures.
3. I'm sure they have given their matriculation cards to the head-teacher.
4. Kate will catch up with the group. There is no need for us to worry.
5. I've already bought a dictionary for Kate. There is no need for her to buy it.
6. I've looked through these articles. There is no need for to do it.

Exercise 4. Make up dialogues on the following topics:

1. The first day at the University.
2. A teacher makes a fresher acquainted with the University.
3. Our winter exams.
4. Our timetable this term.
5. Our progress in English.

### 3.6. Listening Practice: Exam Fever

Exercise 1. Listen for meaning. You are going to hear three students talking about exams. Listen and answer the following questions.

1. Which person doesn't mind exams?
2. Which person doesn't like exams?
3. Which person doesn't give his/her opinion?

Exercise 2. Listen for details. Listen again and decide which of the students (1, 2 or 3) talk about the following things.

- a) oral exams
- b) coursework
- c) competitive exams
- d) writing speed
- e) revising for exams
- f) failing exams

Exercise 3. Reproduce what each student says about the above points.

Exercise 4. Work in a group with other students and discuss whether you agree or disagree with the following statements. Give reasons.

1. Exams are not an accurate measure of a person's ability.
2. A mixture of exams and coursework is a good idea.
3. You should repeat a school year if you fail your exams.
4. You should be told the questions a little time before you go into the exam.
5. Exams should involve an oral and a written part.
6. Competitive exams are a good idea.

### 3.7. Writing Practice

Exercise 1. Get ready to write. Look at the following sentences and say what the names are of the different punctuation marks.

How do you spell 'competitive'?

"It's time to stop writing," she said.

Stop throwing those paper-clips!

Exercise 2. An international young people's magazine was investigating the question:

*Should students only be judged by their results in the end-of-year exams?*

A student wrote a short article for the magazine on this topic, based on his own experience.

Look at the following article. a) In the first and second paragraphs there are ten mistakes of punctuation. Find and correct them. b) In the third paragraph there is no punctuation. Rewrite it, putting in the correct punctuation as necessary.

more and more in my country, student achievement is being based on a mixture of continuous assessment and end-of-year exams some people claim that this is leading to lower standards in schools' but I don't believe this is true.

In my opinion, it is much fairer to allow the work students do during their school year to count towards their final result for various reasons. Firstly, it is possible to have a bad day when you take your exams and not show your true ability secondly, exams don't encourage real learning as students just memorize lots of information for the exam and then immediately forget it all as well as this, it is much more realistic to spend time thinking about a question or problem discussing it with other people and researching it in books. This is, of course something you cannot do in an exam.

in conclusion then i believe that we should make coursework an increasingly important part of students final marks this will give a fairer and more accurate picture of each students real ability

Exercise 3. Now read the article above again and decide: a) what the purpose of each paragraph is. b) if you agree in general with the views of the person who wrote it.

Exercise 4. An international young people's magazine is investigating the view that: *There is no point in making students repeat a school year if they fail their exams.*

Write a short article (120-180 words) for the magazine on this topic, based on your own experience.

Follow this procedure:

1. Work with a partner and think of ideas to include.
2. Organise your ideas into sensible paragraphs.
3. Write a rough draft.
4. Read through the draft and make sure you have included appropriate linking expressions.
5. Check your punctuation.

6. Show the draft to another student and ask them if everything is clear and easy to understand. If not, discuss how you might reword it.
7. Write a final version.

### 3.8. Supplementary Reading

Exercise 1. Which of the following features do you associate with a) a traditional approach to education b) a more 'progressive' approach?

- written examinations
- individual assignments
- choice of subjects
- questioning ideas
- streaming
- continuous assessment
- collaborative activities
- fixed curriculum
- rote learning
- mixed-ability classes

Exercise 2. The following extracts from job advertisements mention qualities which are often required in the modern working environment. Which qualities do you think are developed by schools? Which are not developed? Which of the features listed in Exercise 1 are most likely to encourage these qualities?

- must be self-motivated
- work independently
- should possess well-developed leadership and communication skills
- understanding of and empathy with other cultures
- you will be a reliable team player with some sound commercial judgment
- excellent time management skills and attention to detail
- good analytical ability is essential for success in this role

Exercise 3. Read the following text taken from a book by Charles Handy, an educator with many years' experience in business and public services, who has written extensively on the role of business in modern society. In this extract he evaluates how useful his own education was as a preparation for the world of work.

Does the writer think his education was a help or a hindrance to him when he started work?

## Supplementary Text: A PROPER EDUCATION

I left school and university with my head packed full of knowledge; enough of it, anyway, to pass all the examinations that were put in my path. As a well-educated man I rather expected my work to be a piece of cake, something at which my intellect would allow me to excel without undue effort. It came as something of a shock, therefore, to encounter the world outside for the first time, and to realize that I was woefully ill-equipped, not only for the necessary business of earning a living, but, more importantly, for coping with all the new decisions which came my way, in both life and work. My first employers put it rather well: ‘You have a well-trained but empty mind,’ they told me, ‘which we will now try to fill with something useful, but don’t imagine that you will be of any real value to us for the first ten years.

A well-trained mind is not to be sneezed at, but I was soon to discover that my mind had been trained to deal with closed problems, whereas most of what I now had to deal with were open-ended problems. ‘What is the cost of sales?’ is a closed problem, one with a right or a wrong answer. ‘What should we do about it?’ is an open problem, one with any number of possible answers. Trained in analysis, I had no experience of taking decisions which might or might not turn out to be good. Knowing the right answer to a question, I came to realize, was not the same as making a difference to a situation, which was what I was supposed to be paid for. Worst of all, the real open-ended question – ‘What is all this in aid of?’ was beginning to nudge at my mind.

I had been educated in an individualist culture. My scores were mine. No one else came into it, except as competitors in some imagined race. I was on my own in the learning game at school and university. Not so in my work, I soon realized. Nothing there happened unless other people cooperated. Being an individual star would not help me if it was in a failing group. A group failure brought me down along with the group. Our destinies were linked, which meant that my coworkers were now colleagues, not competitors. Teams were something I had encountered on the sports field, not in the classroom. They were in the box marked ‘fun’ in my mind, not the one marked ‘work’ or even ‘life’. My new challenge, I discovered, was to merge these three boxes. I had discovered, rather later than most, the necessity of others. It was the start of my real education.

‘So you’re a university graduate, are you?’ said my new sales manager. ‘In classics, is it? I don’t think that is going to impress our Chinese salesmen! How do you propose to win their respect since you will be in charge of some of them very shortly?’ Another open-ended problem! I had never before been thrust among people very different from me, with different values and assumptions about the way the world worked, or should work. I had not even met anyone more than two years older, except for relatives and teachers. Cultural

exploration was a process unknown to me, and I was not accustomed to being regarded as stupid and ignorant, which I undoubtedly was, in all the things that mattered in their world.

My education, I decided then, had been positively disabling. So much of the content of what I had learned was irrelevant, while the process of learning it had cultivated a set of attitudes and behaviours which were directly opposed to what seemed to be needed in real life. Although I had studied philosophy I hadn't applied it to myself I had assumed that the point of life was obvious: to get on, get rich, get a wife and get a family. It was beginning to be clear that life wasn't as simple as that. What I believed in, what I thought was worth working for, and with whom, these things were becoming important. So was my worry about what I personally could contribute that might not only earn me money but also make a useful contribution somewhere.

Exercise 4. Answer the following questions, which focus on the way Handy develops his ideas through the text and how he supports his final conclusion with evidence and examples.

Paragraph 1

1. Which is the best summary of paragraph 1?

A Because of his background, the writer expected to succeed in business without trying very hard.

B The writer discovered his education had not prepared him well for life after school and university.

2. Underline the sentence which helped you to decide on the answer. This is the topic sentence.

Paragraph 2

3. What kind of decisions had Handy's schooling taught him to make?

4. What kind of decisions did he have to make in his work?

5. What did he realize about what was expected of him at work?

6. Underline the topic sentence of the paragraph.

Paragraph 3

7. What attitude to other people had been encouraged by his education?

8. Why was this attitude not helpful in his working life?

9. Underline the topic sentence.

Paragraph 4

10. What kind of people had Handy mixed with before leaving university?

11. Why was this a problem for him in his work?

12. Underline the main idea in this paragraph.

Paragraph 5

13. Does Handy decide that a traditional education is a) a good preparation for life? b) insufficient preparation for life? c) a definite disadvantage in life?

Underline the sentence that tells you.

14. What two key reasons does he give in this paragraph to support this conclusion?

Exercise 5. Find the following expressions in the text and use the context to work out what they mean. Reproduce the situations in which they are used.

1. a piece of cake (para. 1) CLUE: expression with similar meaning follows it
2. encounter (vb.) (paras.1/3) CLUE: check both uses of the word
3. a closed problem/an open problem (para. 2) CLUE: explanations supplied in the text
4. come into it (para. 3) CLUE: parallel expression; contrast
5. disabling (para. 5) CLUE: word formation

Exercise 6. Choose the best option, A, B, C or D.

- 1 When the writer left university he expected to succeed
  - A without needing to try very hard.
  - B by excelling intellectually.
  - C by knowing everything necessary.
  - D by making important decisions.
  
- 2 He found that he needed to re-evaluate his approach because
  - A his employers thought he was too vague.
  - B he had been trained to deal with problems in the wrong way.
  - C he met new kinds of problems in his working life.
  - D he wanted each decision to make a difference.
  
- 3 Which discovery caused the biggest change in his attitude?
  - A He was not good at cooperating with others.
  - B He could not help a group that was failing.
  - C He could not work if he was not having fun.
  - D He needed to work as part of a group.
  
- 4 He realized that he lacked understanding of other cultures
  - A when he had to work in China.
  - B when he lost the respect of his Chinese employees.
  - C when he had to work with people who had different values.
  - D when he found out that other people looked down on his own culture.
  
- 5 What was Charles' conclusion about his education?
  - A It had taught him to value money too much.
  - B It had helped him to make a useful contribution to society.
  - C It had done him more harm than good.
  - D It had taught him that life was not simple.

Exercise 7. How do you think Charles' education could have prepared him more effectively for his working life? Using information from the text, discuss whether and to what extent the following suggestions would have helped him. Give reasons for your decisions.

- more vocational or practical subjects (give examples)
- compulsory involvement in team sports
- school trips and exchange visits to other countries
- more cross-curricular projects
- work experience placements

Add more suggestions to the list.

### 3.9. Supplement 1: TAPESCRIPT

#### Student 1

I've always been terrible in exams, which is probably why I can't stand them! I don't know what it is exactly, but I just seem to go to pieces. I forget everything I've learnt. I think it's really unfair because I write really slowly – when I look around the exam room, everyone else has usually written twice as much as me! The other thing is that it all depends on luck. I mean, it's all right if the questions you have revised come up, but sometimes they don't and then it's a disaster. I must say I hate revising – it's so boring!

#### Student 2

I think exams are much better in a way than coursework. I'd prefer to just have exams at the end of the year. As far as I'm concerned, the problem with coursework is that the pressure is on you all the time and nearly everything you do counts towards your final result, whereas with exams you can pace yourself and work really hard in the final stages. I think exams are okay ... in the end I think they generally give a pretty accurate picture of how much you know about a subject. In fact I quite like revising for exams. I find it brings together all the different things I've been learning and I suddenly begin to understand what the teachers have been going on about. I like to get up early and go through my notes on the day of the exam. That way everything is fresh in my mind.

#### Student 3

In my country we have to repeat our school year if we fail the end-of-year exams, so they are pretty serious. In fact most people repeat a year at some point or other. Something which is a bit different to England is that we quite often have oral exams where you see your question a few minutes in advance and then you have to go and speak your answer to a group of professors, for example. Another thing which happens sometimes is that exams can be competitive, so only a certain percentage will pass. That makes it hard if you happen to be taking the exam at the same time as a lot of very good students!



### 3.10. Supplement 2: TEST ASSIGNMENTS

#### I. Use of Articles. One of the answers is correct:

- Meryl Streep is \_\_\_ actress.  
1.a                      2. -                      3.the
- (in a restaurant) Could I have \_\_\_ menu, please?  
1.the                      2.a                      3. -
- \_\_\_ National Gallery is worth visiting.  
1. -                      2. the                      3.a
- She's going to \_\_\_ university to do French.  
1. a                      2. the                      3. -
- \_\_\_ Watermans? Oh, yes, we know them. A very nice couple.  
1. -                      2.a                      3.the
- There's \_\_\_ John Spence waiting to see you in the office.  
1.the                      2.a                      3. -
- \_\_\_ Cheviot Hills mark the border between England and Scotland.  
1.a                      2. -                      3.the
- I'm afraid \_\_\_ violin is an instrument I've never mastered.  
1. -                      2.the                      3.a
- He's been a newsreader for \_\_\_ BBC for 10 years.  
1.the                      2.a                      3. -
- Children can wander at \_\_\_ night when they are disturbed.  
1.a                      2.-                      3.the

#### II. Use of Prepositions. One answer is correct:

- I was born in May, so in a month I'll come \_\_\_ age.  
1.from                      2.-                      3.over                      4.of
- Take Text 10 \_\_\_ Peter and copy it.  
1.-                      2.off                      3.from                      4.away
- What's \_\_\_? - My pen won't write.  
1.up                      2.on                      3. -                      4.in
- Switch \_\_\_ the cassette-recorder. The lesson is over.  
1.on                      2.-                      3.over                      4.off
- Find the picture on Page 11. What do you see \_\_\_ the picture?  
1.on                      2.at                      3.in                      4. -
- Help yourself \_\_\_ some mixed salad.  
1. -                      2.with                      3.to                      4.on
- She has made \_\_\_ her mind to become a teacher.  
1. -                      2.for                      3.up                      4.to

8. You've missed many classes. Try to catch \_\_\_ with the group.  
 1. for                      2. with                      3. up                      4. -
9. I'm going to buy a handbag to match \_\_\_ my coat.  
 1. with                      2. -                      3. for                      4. to
10. Six multiplied \_\_\_ six is thirty-six.  
 1. -                      2. on                      3. with                      4. by

### III. Indirect Speech

- Jill said, "I'll have a better command of the language if I read English books in the original."
- The shop-assistant asked, "What size gloves does your daughter wear?"
- Mike said to me, "Would you do me a favour and meet Helen at the station?"
- "Take another piece of cake, Nick, it's delicious," said the hostess.
- Martin says, "I attend the language laboratory almost every day. I'm working hard at my pronunciation, and I hope to make progress soon."
- Jane asked, "Did they do much sightseeing?"
- Nelly said, "Look at the sky! There's hardly a cloud in it."
- He said, "We've crossed the city in different directions but can't find the house anywhere."
- The girl asked, "May I wait for my friend here?"
- "I'm sure I'll be sleeping when you start. I don't want to get up so early. Don't wake me up," said Alice.

### IV. Vocabulary in Use. Translate the following sentences:

- Наш преподаватель исправил ошибки в письменных работах и предложил нам выполнить дополнительные упражнения самостоятельно, чтобы повторить грамматические правила и улучшить орфографию.
- Многие студенты живут в общежитии, которое находится недалеко от университета. Им требуется не более 10 минут, чтобы добраться до корпуса филологического факультета.
- Кто-то стучится в дверь.  
 - Я никого не жду. Возможно, пришел почтальон.  
 - Впустить его?
- Моя подруга живет в современном 10-этажном доме со всеми удобствами. Ее 4-комнатная квартира с видом на Волгу очень просторная и уютная.
- Библиотекарь не ожидала, что я прочитаю статью так быстро. Она спросила, не приготовить ли для меня еще несколько работ этого автора.

6. Когда мы вышли на улицу, ярко светило солнце. Было невыносимо душно, и моя подруга предложила пойти на пляж.
7. Даже дождливая и ветреная погода не заставила путешественников вернуться в лагерь.
8. Никто не заметил, как он вышел из кабинета и быстро пошел в направлении деканата.
9. Он не любит, когда над ним смеются. Он смущается и чувствует себя неуверенно.
10. Интересно, где можно купить такую красивую замшевую сумку? – В маленьком магазинчике на нашей улице. Я надеюсь, что их еще не распродали, т.к. они очень модные в этом сезоне.
11. Что строится напротив нашего университета? – Говорят, торговый центр. Их построили огромное множество за последние 5-7 лет.
12. Он должен быть дома сейчас. Вы ему не звонили? – Да, дважды нас разъединяли, а теперь телефон постоянно занят. Я не могу дозвониться.
13. Я никогда не слышал, как он говорит по-французски.
14. Если снег растает через месяц, появятся первые подснежники и грибы, которые, с одной стороны, считаются ядовитыми, а с другой, если их правильно приготовить, очень вкусные и питательные.
15. О том, чтобы пойти в столовую после занятий не может быть и речи. Там очень плохо готовят: мясо, как правило, жесткое и соленое, супы жидкие и безвкусные, пирожные черствые, а чай – холодный.

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