

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ
ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
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WE LEARN ENGLISH

Part III

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Предлагаемое учебное пособие для студентов немецкого отделения 4-5 курсов, изучающих английский язык как второй иностранный на завершающем этапе, состоит из четырех разделов и двух приложений. Пособие ставит своей целью закрепить полученные ранее умения и навыки, а также значительно расширить словарный запас студентов как для повседневного общения, так и для профессиональных целей.

Первый раздел представлен темами, изучаемыми в соответствии с программой на последнем году обучения. Второй раздел знакомит студентов с основными характеристиками английского языка как системы, его фонетическим, морфологическим, лексическим и синтаксическим строем. В третьем разделе предлагаются тексты по литературоведению. Четвертый раздел содержит подбор текстов по специальности (языкознание и литературоведение) для перевода с английского языка на русский язык. В приложениях находится свод правил английской пунктуации с упражнениями и образец написания резюме.

Может быть использовано как в аудитории для выполнения заданий под руководством преподавателя, так и для самостоятельной работы студентов.

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PART ONE. THE ROLE OF ENGLISH IN YOUR FUTURE CAREER

UNIT 1. CHOOSING A CAREER

I. READING AND DISCUSSING THE TOPIC

PART 1

Task 1. Read the text *Teaching Practice* and do the tasks following it.

My name is Valerie Morton, my friends call me Val. At present I'm nearing the end of my first teaching practice. It began four weeks ago. I'm fortunate enough to be teaching at Oak Ridge, a good comprehensive school. The staff of the school are mainly young people, and, consequently, energetic, enthusiastic and willing to experiment.

At the moment I teach eight periods of French and four periods of English a week and observe ten periods, not only French and English, but also other subjects in order to become better acquainted with the classes I teach. On the whole, discipline is quite satisfactory in my lessons, even when there is no other teacher in the classroom with me. I've found that the pupils are inattentive and badly behaved only when they are bored or when they sense that the teacher is not strict enough with them. Of course, some classes are noisier and less co-operative than others and there are always a few troublemakers who try to take advantage of my inexperience.

The standard of pronunciation and intonation is excellent in the classes which I teach or observe; this being, no doubt, the result of the systematic use of the Language Laboratory right from the beginning. However, on the other hand, the standard of written work is inferior to that of oral work. I gave one of the best classes a dictation last week and was disagreeably surprised by the numerous spelling mistakes they made.

Over the last few weeks I've had very little time to think of anything but school. Although I have only twelve teaching periods a week, I spend each evening preparing lessons and drop into bed absolutely exhausted. I try to mark homework, written exercises and tests in my free periods at school so that I don't have to carry a briefcase full of exercise-books home every night. Apart from preparing and giving lessons a teacher has a thousand and one other time-consuming duties: attending staff meetings, sitting on committees, supervising other out-of-school activities, writing school reports, answering parents' questions, and so forth.

Frankly speaking, the first two weeks at school were something of a nightmare. I felt absolutely lost in what seemed to be an enormous, impersonal

machine and was overwhelmed by the whole business of teaching. I felt depressed because I was firmly convinced that I was an utter failure as a teacher. Most of all I dreaded the visits of my French method tutor from the Education Department of the university, who is very competent. The other members of the staff have been so sympathetic and considerate, so willing to give me advice, that I have overcome my initial doubts and regained my self-confidence. Nevertheless, it still seems incredible that less than a year from now I shall be a fully-qualified teacher with thirty periods a week and a class of my own.

Vocabulary Notes

Teaching practice is the time that someone spends teaching as part of their training to become a teacher. '*School practice*' occurs but is less common, and '*pedagogical practice*' is not used at all.

e.g. Where did you do/ have your teaching practice?

A **period** is the unit of time allotted to one lesson. A *double period* is two periods combined.

e.g. We have a double period of physics on Monday.

A *free period* is a period free from teaching. *Class period* is a period, often once a week, which each class spends with its class teacher.

e.g. I'll tell you about that in class period.

To mark homework means to put marks meaning ticks, crosses, underlining, and other signs showing that something is right or wrong and to put a mark (in the meaning of «оценка») at the end.

e.g. Hand in your books to be marked/ for marking.

Mark, n – 'to give a mark' means orally or in writing; 'to put a mark' means only in writing. To give/ have/ get a high/ good/ low/ poor/ bad mark for smth. Speaking of a teacher, one may say that 's/he is a strict marker or that s/he marks strictly. – Он строго ставит отметки.

Task 2. Use the following phrases in the sentences of your own. Give their Russian equivalents.

The staff of the school; to observe a period; a troublemaker; to take advantage of one's inexperience; the standard of pronunciation; time-consuming duties; to attend a staff meeting; to supervise out-of-class activity; to be an utter failure; a method tutor.

Task 3. Make up 10 questions on the text.

Task 4. Answer the following questions.

1. Do you think that sensitivity to atmosphere is important for a teacher?
2. What do you think is the best way to achieve the ideal situation at the lesson and to ensure attention of the pupils?

3. Do you think that complete silence at the lesson indicates enthusiasm of the pupils?
4. Does it make any difference to you when your lesson is being observed by a visitor? Does it affect the pupils?
5. Do you approve of teachers who prefer to ask only top pupils in the presence of visitors?
6. Was the discipline better in senior or in junior classes?
7. Generally speaking, what are the main pitfalls that may await a young teacher at school?
8. Do you think that teaching is an art, or that it is merely a skilled occupation requiring experience?

Task 5. Make up situations. You may want to use the words and word combinations in brackets.

1. Speak on a lesson you have just observed. Your opinion is favourable (to maintain discipline; orderly; to drill pupils in smth; to capture attention; to catch words on the fly; to be aware of the time; with interest; quietly, but in a voice that carries well).
2. Speak on a lesson you didn't like (to parade the best pupils to perform before the visitor; text-bookish *yes-no* questions; to undermine discipline; not to demand active response from; to be glued to one's notebook; to impose silence; the interest flags; tittering).
3. Speak on the pitfalls that may await a young inexperienced teacher at the first lessons (to be tongue-tied; peals of laughter; to follow the well-beaten path of; interest flags; crowded curriculum; defective memory for names; formidable exercises; insensitivity to the time).
4. Speak on any lesson where audio-visual aids were used (to capture attention; to create a situation; to develop speech habits; to describe stills; to replay the tape).

Task 6. Read the following situations, choose one of them and express your ideas in writing (at least 10 sentences). You may want to use the following phrases.

- | | |
|---------------------------|--|
| - to keep smb busy | - carefully prepared lesson |
| - to make the class quiet | - substitution tables |
| - to stand firm | - visual aids |
| - to show smb who is who | - to choose and organize the proper material |
| - to nip smth in the bud | - to lose one's temper with children |

Situations

1. A bright pupil with previous good academic progress shows a tendency to neglect his/her schoolwork because s/he doesn't believe in the value of education. How will you reason with him/her?

2. There are some passive pupils in your class who are constantly inattentive and chatty. What could you do to make them concentrate on their work, to involve them in the activity and to keep their attention?
3. There is a highly intelligent pupil in your class who is in the habit of embarrassing you with puzzling questions which you find difficult to answer. What policy will you adopt towards him?

Task 7. Choose the answer which best reflects your views.

1. What is likely to happen in any lesson is always:
 - a) unpredictable
 - b) challenging
 - c) amusing
2. Teaching a subject should involve not only knowledge but...
 - a) entertaining pupils
 - b) getting good exam results
 - c) helping pupils to learn about life
3. One of the downsides of teaching is that ...
 - a) it can be emotionally stressful
 - b) it is occasionally dull
 - c) it is unrewarding (low salary)
4. Good teachers appreciate pupils' reactions because ...
 - a) it increases pupils' self-esteem and independence
 - b) pupils take part of the responsibility for preparing class materials
5. A teacher should advocate a partnership between teachers, pupils and ...
 - a) parents
 - b) administrators
 - c) politicians
6. It's ... for teachers to be authoritarian than relaxed.
 - a) easier
 - b) more difficult
 - c) important
7. A relaxed classroom leads to ...
 - a) lower standards
 - b) purposeful quality work
 - c) lazy habits

PART 2

Task 8. Read the text *Getting Started* carefully.

For most people, choosing a career isn't easy, yet it is one of the important decisions you will make in your life. Find the right career, and you will be happy and successful. Find the wrong career, and you will be unhappy

and unsuccessful. It pays, therefore, to explore your choice from every angle, collect as much information as you can, actually try different kinds of work before making up your mind. Above all, evaluate yourself. Be sure you know your own interests and talents.

Unfortunately, not everyone takes this trouble. Those who don't can make costly mistakes. Some people simply follow in the footsteps of a parent or a relative. One young woman I know became an accountant although she hated maths. Her uncle encouraged her by promising her a job in his company. It took her several years, and several disasters with the company books, before she realized her mistake.

Postponing a decision is another error people make. I'll get started tomorrow, or next week, or next year. These people refuse to face the problem, hoping it will go away. But if you don't take the first step now, how can you plan for the future?

How do you find a career? Some people show their talents at a very early age. Most of us are not so talented or so lucky. Everyone has skills but yours may not be so obvious. Your career search has to look for everything. Be systematic. Analyze your problem. Determine what information you have. Then go after the information you need.

Initially, start with yourself. Make a list of your interests, your talents, and abilities. Concentrate on a few or on one. You may surprise yourself and everyone else at how well you can do.

The interest inventory that follows covers the major fields in which most people find careers: science, arts, social service, business, sales.

Then find where your interests lie.

Word Combinations

- it pays
- above all
- to explore smth from every angle
- to take the trouble
- to follow in the footsteps of
- to cover major fields

Task 9. Answer the following questions.

1. Why is it so important to know your personal interests?
2. Why does it pay to explore your choice of occupation?
3. What are the most common mistakes in choosing a career?
4. What are the necessary steps to avoid errors?

Task 10. Skim (read quickly) the text *Work and Careers* and say what is most essential to feel happy about the job.

Sometimes we say that someone we know is “a square peg in a round hole”. This simply means that the person whom we are speaking about is not suited for the job s/he is doing. He may be a bookkeeper who really wants to be an actor or a mechanic who likes cooking. Unfortunately many people in the world are “square pegs”; they are not doing the kind of work they should be doing for one reason or another. As a result they are probably not doing a very good job and certainly they are not happy.

Most of us spend a great part of our lives at our jobs. Therefore, we should try to find out what our talents are and how to use them. We can do this through aptitude tests, interviews with specialists, and consulting reference books on the subjects that interest us.

Task 11. *The Guardian* newspaper recently sent out a questionnaire to its readers on the subject of work and careers and received more than 11,000 replies. In one section, aspects of work which might contribute to job satisfaction were listed and readers were asked to say how important they were. Working with a partner, consider the 15 points below and put them in order of importance.

What adds up to job satisfaction?

- Challenge
- Meeting people through work
- Security
- The respect of colleagues
- Working conditions
- Status in our organization
- Learning something new
- Personal freedom
- Being part of a team
- Exercising power
- Helping other people
- Being praised by your superiors
- Social status
- Being promoted
- Making money

Task 12. Read the text *The Job Interview* and say what is most essential to get the job you want and what should be taken into consideration in a job interview.

When a job opening is advertised there are often a lot of people interested in applying. Many job hunters send in their résumés and apply for the same position. Sometimes a company will receive hundreds of résumés for a single job opening. The job interview, therefore, is very important. In the interview, an applicant must demonstrate that he or she is the best person for the job.

Because job interviews are so crucial, some job hunters read books or take courses to help them make a good first impression. These books and courses are full of advice and suggestions to help job applicants prepare for the interviews. Successful applicants, for example, dress appropriately and have a

clean and neat appearance. They take their résumés or a sheet of paper to the interview which list their education and work experience. They also prepare a list of questions about the job or the company. They go to the interview alone and are always punctual.

At the beginning of the interview, the applicant shakes hands firmly with the employer. The employer usually invites the applicant to sit down. During the interview, it is appropriate to smile often and to look directly into the eyes of the interviewer. The applicant doesn't chew gum or smoke during the interview. The applicant is prepared to answer the questions about education and the previous jobs. Sometimes interviewers also try to get to know the applicant better. They ask questions about the applicant's personal background, family and hobbies. Interviewers expect applicants to talk thoroughly, confidently, and truthfully about their work experience, skills, goals, and abilities. When the interview is over, the applicant rises, shakes hands with the interviewer, and thanks the person for his time.

Job applicants who can show they are capable, well-prepared, punctual, polite, and honest have a better chance of getting the job which they desire.

TEST YOURSELF

Task 13. Error correction. Read the text below and look carefully at each line. Some of the lines are correct and some have a word which should be omitted. If a line is correct, put a tick (✓) at the end of the line. If a line has a word which should be omitted, write the word at the end of the line. You should use your sheet of paper at the lesson. There are two examples (0) at the beginning.

A Job Interview

- 0 I think the interview went well. He wanted to know whether a ...whether
- 0 number of things about me and what I had been doing ... ✓
- 1 in the last few years. First, he asked me if I have had had
- 2 a nice trip down from Manchester and how long it
- 3 had been taken me to get there. He also wanted to know
- 4 whether or it had been snowing in Manchester. The chitchat
- 5 over, he asked from me how old I was and where I was born
- 6 although I had sent him my CV by post. He then asked
- 7 how long I had I lived in Manchester and I told him. His
- 8 next question was the whether I was married and whether I had
- 9 a family or not. I explained him that I was separated and that
- 10 I had one daughter. He me asked how long I had worked as an
- 11 editor and how much I was had being paid in my present job. He
- 12 asked me what was I liked most about my job and who had told me

13 about their company. The main questions he asked me were about the
14 qualities of a good manager. Finally, he asked how much have
15 I expected to be paid. I think the interview went very well.

Task 14. Put the following steps in Joe Bloggs' career in the correct order.

- | | |
|---|-------------------------------------|
| a) He was promoted to be an assistant to the sales manager. | f) He was offered the job. |
| b) He took up gardening as a hobby. | g) He was out of work. |
| c) He looked for a job. | h) He retired. |
| d) He was appointed managing director. | i) He went for an interview. |
| e) He made an application. | k) He worked as a clerk. |
| | l) He got the job of sales manager. |
| | m) He submitted his resignation. |

PART 3

Task 15. Read the text *A Teacher's Lot is Certainly a Different One* and find the sentences which explain why teachers are different from people of other professions.

Say *teacher* and a clear image forms in people's minds. People used to think that teachers, if female, are intensive, persistent creatures, and, if male, are a little strange. They would refer to teachers they have known and then proceed to generalizations concerning their quarrelsome emotional way of discussing things, their dictatorial or pedantic tendencies, and their boring inability to talk about anything other than their jobs.

Monday morning is a good example of the differences between school and office. In many offices you can arrive a little late and whatever is not important can be put off. A teacher's Monday is likely to begin on Sunday night, when the first uneasiness creeps up behind. There are preparations to be made for the morning, and even if they have been made it is difficult to shake off a sense of guilt about the quantity and quality of preparations. From the moment of arrival at school there is no place for lethargy; children are all around, full of questions and vigour.

The same worry can spill over into evening and weekends. Young teachers are not warned of the emotional impact children make on them. They sit and brood about the children's needs and always feel that they could be doing more. Of course that's true, but the best teachers are the ones who can switch off by doing whatever work is necessary, and then refusing to allow school problem to encroach further on their life. If a teacher falls ill s/he can't afford to stay in bed till s/he gets well. Knowing the difficulties that absence creates in school, with the class being split up and imposed on colleagues, teachers refrain from staying home when they should. It is this kind of intensity that makes teaching so extraordinary.

Task 16. Read the text *Teachers and Actors* and answer the questions.

1. What gifts attributed to a good actor should a good teacher have?
2. What are the differences between a good teacher and a good actor?

I realize that to be a good teacher you definitely need some of the gifts of a good actor: you must be able to hold the attention and interest of your very special audience; you must be a clear, distinct speaker, with a strong pleasant voice which is fully under your control.

Watch a good teacher and you will see that he doesn't sit motionless before his class. He stands the whole time he's teaching. He walks about using his arms, hands, fingers to help him in his explanations and his face to express feelings. Listen to him and you will hear the appropriate loudness and the tone of his voice, which fluctuates according to the nature of the subject he is discussing.

However, that does not mean that he will be able to act well on the stage. The actor learns his words by heart and he has to repeat the same words each time he plays. Even his movements are usually fixed before.

A good teacher works in a different way: his audience takes an active part in his play; they ask and answer numerous questions. The teacher has to understand the needs of his challenging audience, which is his class.

Task 17. Arrange the following 10 characteristics of a good teacher in order of preference and give your reasons.

Ten Characteristics of a Good Teacher

1. I want a teacher who has an enthusiasm for his teaching, i.e. one who loves his students and his work.
2. I want a teacher who is creative and employs various techniques to engage the students' minds.
3. I want a teacher who can add humour to the class. We have a good time learning with such a teacher, and we make a lot of progress because we are not afraid of making mistakes.
4. I want a teacher who challenges me and who can maintain a level of difficulty which is high enough to challenge me, but which is not so high as to discourage me.
5. I want a teacher who is encouraging and patient.
6. I want a teacher who will explain something if necessary.
7. I want a teacher who will take an interest in me as a person.
8. I want a teacher who will take a minute or two to answer a question after class or to correct my work.
9. I want a teacher who will treat me as a person, on an equal basis with all the members of the class.
10. I want a teacher who will leave his emotional baggage outside the classroom.

II. IMPROVING YOUR WRITING SKILLS

Task 18. Write your CV (see Appendix 2).

Task 19. Write a letter of application. A letter of application refers directly to the job which one is applying for. It doesn't repeat the information in the CV but highlights and expands the information in the CV and further explains why the person is especially suitable for that job.

1. Gary is applying for a job. Read his letter of application. Choose the correct form of the verb.

Salesperson wanted. Recent graduate. Fluent French is essential. Good team worker, persuasive person. Ability to work under pressure in competitive environment. Good salary for the right person.

Gary Dyer
25 Ordinary Avenue
Normalton

Personnel Manager
Global Sales Enterprise, Inc.
Gotham City

Dear Sir/ Madam,

I'm writing *applying/ to apply* for the job of salesperson, advertised in today's *Daily Globe* newspaper. I recently graduated from Normal Valley University, where I took a B.A. in French and European Studies.

I am good at *working/to work* on a team and I also have the ability *work/to work* on my own when necessary. I am very good at *deal/dealing* with people, and I have been told that I am gifted at *persuade/persuading* people. I *am working/work* well under pressure, and I like *meet/meeting* new people.

I already have experience of working in telephone sales, as I spent my holidays *sell/selling* advertising space for my uncle's newspaper. I enjoy *to be/being* creative, and I am also extremely good at *to make/making* decisions.

Having/to have new challenges is important to me, and I am eager to gain more experience in *manage/managing* projects. I am fluent in French and I love *communicating/communicate* with people from other cultures.

I look forward *hearing/to hearing* from you.

Yours faithfully,
Gary Dyer

2. Gary had an interview with *Global Sales Enterprises, Inc.* Fill in the gaps with the correct verb form.

| | | | | | | | |
|------|----------|------|--------------|-----|------|------|-------|
| make | work (2) | deal | persuade (3) | get | swim | sell | apply |
|------|----------|------|--------------|-----|------|------|-------|

I – Why exactly do you want ___ for the job, Mr Dyer?

G – Well, I think I'd be quite good at ___ your products.

I – OK. How good are you at ___ under pressure?

G – Extremely good! After all, I managed ___ my degree.

I – Lots of people do. I need to make sure that you actually want ___ under pressure. And I need you ___ me that you are the best person for the job.

G – Er ... I'm extremely good at ... er ___ people, and I think I'm not bad at ___ decisions.

I – Are you any good at ___ with people? Look at me when I'm talking to you!

G – I think so. My mother thinks I am.

I – Well you haven't managed ___ me, I'm afraid! Goodbye!!

G – I'm not bad at ___.

Task 20. 1. Ana is a senior duty receptionist in a hotel. She is looking for a new job. **Match Ana's thoughts (a-j) to the formal sentences for a job application letter (1-10).**

- | | |
|---|--|
| a) I saw your ad in (newspaper) for (job). | 1. I am available for interview at your convenience. |
| b) I've put some other things in with this letter. | 2. I would be grateful if you could give me further information concerning ... |
| c) I can come and see you when convenient. | 3. Although I am happy in my current position, I would like a post with more responsibility. |
| d) I'm getting a bit bored with my job. | 4. Thank you for considering my application. |
| e) Can you give me some additional information about... | 5. I am writing in response to your advertisement for a (job) in the (newspaper) dated... |
| f) Write to me. | 6. I look forward to hearing from you. |
| g) I work in a hotel at the moment. | 7. I am responsible for a small team of reception staff and enjoy this aspect of my work. |
| h) I hope you give me the job. | 8. My work involves a variety of duties, including ... |
| i) I have to do lots of different things. | 9. I enclose ... / Please find enclosed ... |
| j) I love telling the junior receptionists what to do. | 10. I am currently working as a (job and place of work). |

2. Write a job application letter.

UNIT 2. WE STUDY ENGLISH

I. READING AND DISCUSSING THE TOPIC

Task 1. Look at these statements about English and decide if you agree with them. Work in pairs and compare your answers with a partner.

You'll forget a language if you don't use it.

You can learn a language outside the classroom.

A good way to learn a language is to make friends with a native speaker and practicing with that person.

The best way to learn a language is to go to the country where it is spoken.

You should always use the dictionary if you don't understand a word.

Don't worry about making mistakes; it's more important to make yourself understood.

Learning about grammar is very useful.

Listening, especially to native speakers, is the most difficult skill to develop.

Children find it easier to learn a foreign language.

Task 2. Read the text *English: the Language of Millions*. Try to answer the question: why do people learn English?

Job advertisements in quality European newspapers sometimes ask for a 'good working knowledge' of English. Nowadays, large international companies often use English to communicate between offices and subsidiaries in different countries. 80% of all the information in the world's computers is in English, so organizations need employees who speak good English. European professionals feel that English sometimes helps them to get a new job. It is usually a passport to more money, more travel, and more interest in their work.

Why is English so important as an international language? The statistics answer this question. About 350 million people speak English as a first language and another 300 million use English as a second language.

International English has a rich and growing vocabulary. Many everyday words come from other languages. *Umbrella*, for example, comes from *ombra*, the Italian word for shade. English speakers get their breakfast *marmalade* from the Portuguese word *marmelada*. There are many Spanish words in English including *cargo*, *flotilla*, and *macho*; German gives the English language the words *hamburger*, *waltz*, and *quartz*; French provides *liaison*, *elite*, and *café*.

English helps the business world to communicate across national borders. Many international companies provide language training programmes for employees. They know that English is a passport to a successful future. It is the language of millions.

Task 3. Put each of the following expressions into its correct place in the sentences below. A great many expressions used in English come originally from other languages but most of them are now so absorbed into English that they are no longer thought of as foreign. However, some words have retained their original spelling, pronunciation and foreign identity.

| | |
|------------------|-----------------------|
| Siesta (Spanish) | Kindergarten (German) |
| Macho (Spanish) | Incognito (Italian) |
| Patio (Spanish) | Bravo (Italian) |
| Blitz (German) | Graffiti (Italian) |
| Kaput (German) | Kowtow (Chinese) |

1. A man who is very hard, tough and masculine is sometimes described as '___'.
2. At the age of three she went to a ___ just to learn to play with other children.
3. After lunch I like to have a ___ for an hour or so.
4. A week after the wall was repainted, it was covered with ___ again.
5. My television's ___. I'll have to buy a new one.
6. You performed very well. ___!
7. He didn't want to be recognized so he changed his appearance and traveled ___.
8. My garden was looking very overgrown and neglected so I did a real ___ on it last Saturday. I worked all day.
9. When the Prime Minister comes, just be polite and normal. There's no need to ___ to him.
10. No, our house hasn't got a proper garden, just a paved ___.

Task 4. Read the text *How to Read in English* carefully. Write down things that were new to you and that you never used to do before when reading in English.

When you begin to read silently and you come to words and phrases that are new to you, use the following techniques: 1) Read the passage through for general sense first, without stopping to puzzle over unfamiliar words or constructions; then go back for a second, more careful reading. When you come to an unknown word try to get the meaning from the sentence without having to look it up in the dictionary. 2) When you decide that you must look up a word, (a) underline the word with your pencil, (b) take a good look at the phrase that contains it, and pronounce the phrase aloud, (c) repeat the phrase concentrating all your attention on its sound and spelling while you are looking for a key word in the vocabulary or dictionary, (d) when you find it, put a dot before the word in its column, (e) turn back to your page, find the last underlined word and go on reading.

Never write the translation into your language on the page. Doing so puts the emphases on the native language equivalent and not on the English word,

which is the word that you must learn. When you finish your assignment, reread it and see how many of the phrases containing underlined words you still understand. Look up the words you haven't yet learned and put another dot in front of them in the vocabulary list; look through the vocabulary once a week and make a special effort to learn the words with several dots. These are your "hard" words. Learn them now or you will be spending hours looking them up month after month.

II. IMPROVING YOUR LISTENING SKILLS

Task 5. Listen to Hazel, Michael and Janet talking about how they learned a foreign language. Find out what languages they learned and where and when they first started learning the language. What do they think the most difficult and important aspects of learning languages are?

Task 6. You will hear eight learners of English talking about what they do to learn vocabulary. Listen to them and make notes. Work in groups. Discuss these different approaches to vocabulary learning. What is your way to enlarge your vocabulary? Which way would you like to try?

TEST YOURSELF

Task 7. Error correction. Read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should be omitted. If a line is correct, put a tick (✓) at the end of the line. If a line has a word which should be omitted, write the word at the end of the line. At the lesson you should use your sheet of paper. There are two examples (0) at the beginning.

Why Am I Learning English?

- | | |
|--|-----------|
| 0 English is the most widely spoken language in the world | ...✓... |
| 0 today. It is a quite amazing how the use of English has | ... a ... |
| 1 become so widespread. The English is not as easy as Esperanto, | |
| 2 which was especially written for to be as easy as possible for | |
| 3 people to learn, and yet the Esperanto is spoken by very few | |
| 4 people around the world. For many people English is not as | |
| 5 more beautiful a language as French but it seems too late for | |
| 6 French to catch up with English as an international language. | |
| 7 German is a quite a useful language if you are in business | |
| 8 in Europe but it is not half as easy to learn so as English, | |
| 9 and people say it doesn't sound as if pleasant as English. | |

- 10 English has become so important that it is becoming the more
 11 and more essential to know it if you want to get a good job.
 12 There are also so many of films and so many songs which are
 13 in English. It is too much early to say whether English will remain
 14 as influential as it is today but it seems like difficult to stop its
 15 growth. It looks like it will be a world language for a long time.

Task 8. Word Formation. Read the text below. Use the word given in capitals at the end of each line to form a word that fits the space in the same line. The first (0) is given as an example.

How to Learn Vocabulary

Students are under enormous *pressure* (0) to learn huge PRESS
 amounts of vocabulary but they are rarely given (1) as to how to go GUIDE
 about it. They have a (2) to try and learn long lists by heart but TEND
 this is hardly the most (3) approach to the problem. EFFICIENCY
 The golden rule is to do lots of (4) at regular REVISE
 intervals. Secondly, students should concentrate on words with
 the highest (5), particularly everyday words which FREQUENT
 also improve the students' spoken (6). They should also FLUENT
 take every (7) to use the words in communication - OPPORTUNE
 there is considerable (8) evidence that learners who like PSYCHOLOGY
 using the foreign language improve their oral (9) and their PERFORM
 overall (10) of the language much more rapidly than students ACQUIRE
 who are (11) to practice the language in real situations. RELUCTANCE

UNIT 3. LET'S GO TO LONDON

I. READING AND DISCUSSING THE TOPIC

Task 1. What do you know about London? Solve this quiz and find out.

1. Who gave London its first name?
 a) the Egyptians b) the Greeks c) the Romans
2. Who said "When a man is tired of London, he is tired of life"?
 a) William Shakespeare b) Samuel Johnson c) Charles Dickens
3. Which is the oldest part of London?
 a) Westminster b) the City c) the West End

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4. Where are the British kings and queens crowned?
a) St Paul's Cathedral b) Westminster Abbey c) the House of Lords
5. Which birds, according to legend, protect the Tower of London?
a) pigeons b) ravens c) swans
6. What is the name of Shakespeare's famous theatre?
a) the World b) the Globe c) the Universe
7. Which is the largest and oldest museum in Britain?
a) the British Museum b) the National Gallery c) Madame Tussaud's
8. Which London park is famous for its Speakers' Corner where you can make any speech you like?
a) St James's Park b) Regent's Park c) Hyde Park
9. Which is the most famous shopping street in London?
a) Oxford Street b) Downing Street c) Baker Street
10. What is a 'double-decker'?
a) a lorry b) a ship c) a bus
11. What's the popular name for the underground system in London?
a) the Tunnel b) the Channel c) the Tube
12. What is the London Eye?
a) a telescope b) an observation wheel c) a newspaper
13. What's the name of the man who wanted to blow up Parliament in 1605?
a) Boy Hawkes b) Gay Forks c) Guy Fawkes
14. Which former London resident has been voted 'the greatest Briton of all time'?
a) Sir Winston Churchill b) Charles Darwin c) John Lennon

Task 2. Read the text *London*.

London is one of the world's most enjoyable cities. Visited by tourists in the millions the city offers them an astonishing variety of scenes. In this historic city the modern person rubs shoulders with the old, the present is ever conscious of the past, the great and the small live side by side in mutual tolerance and respect, and in every part of London's busy and complex life there is to be found a very genuine affection for her traditions and her fortunes.

London grew up around the first point where the Roman invaders found the Thames narrow enough to build a bridge. By 300 A.D. that settlement had turned out to be a rather large port with the population of about 5,000 people. At that time it was surrounded by a wall.

As the years passed London continued to grow in its importance and its position as the seat of the government was firmly secured. London survived the Plague, which killed nearly 100,000 people, and the Great Fire, which followed. Little damage occurred during World War I, but World War II brought tremendous destruction. Many buildings of great historic value were laid in ruins and today the face of London is changed. Yet much was spared, including the Tower, St. Paul's and Westminster Abbey.

Modern London is a big city. The built-up area of Greater London stretches for 50 km from east to west. London's population is one-seventh of the population of the UK.

The best place to start your tour of London is Trafalgar Square, which is the natural centre of London. The Square was so named to commemorate Nelson's victory in the Battle of Trafalgar in 1805 and the monument in the centre, known as Nelson's Column, is surmounted with a statue of Admiral Nelson, 16 feet high. The square has now become a huge traffic island, the statues and fountains have enlivened the space so that it remains a major tourist attraction. When the square is not used for demonstrations, it is full of visitors who are feeding the pigeons or watching the traffic. The National Gallery and the National Portrait Gallery are on the north side of the square.

St. Paul's Cathedral, the work of the eminent architect Sir Christopher Wren, has always dominated the centre of London. Londoners have a particular affection for St. Paul's, which is the largest Protestant church in England. Its 111 metres high dome has become a symbol of London all over the world. The dome of St. Paul's is actually made of three domes. Running round the inside is a balcony called the Whispering Gallery.

Another great church of London is Westminster Abbey. It is a national shrine where the kings and queens are crowned and where famous people are buried: Charles Dickens, Walter Scott, Isaac Newton, Charles Darwin, just to name a few. Founded by Edward the Confessor in 1050, The Abbey was a monastery for a long time. Since William I almost every British monarch has been crowned in this great church. One of the greatest treasures of the Abbey is the oaken Coronation Chair made in 1300. Westminster Abbey is also known for its Poets' Corner. Graves and memorials to many English poets and writers are found there.

From the centre of Westminster Bridge one can have a splendid view of the Houses of Parliament, which spread, magnificently on the north bank of the river Thames. This structure is a remarkable example of Gothic architecture. The Clock Tower, which contains the hour-bell called Big Ben, is universally known. The bell is so named after Sir Benjamin Hall, the first Commissioner of

works when the Houses of Parliament were rebuilt in 1850. The palace was both a royal residence and also a parliament house until the end of the 16th century when the royal family moved to Whitehall Palace.

The Tower is preeminent among the historic buildings of the city. It was founded by Julius Caesar and in 1066 rebuilt by William the Conqueror. Since the times of William I, various kings have built and extended the Tower and used it for different purposes. It has been used as a royal palace, an observatory, a state prison, and many famous and infamous people have been executed within its walls. The Tower is now a museum. For many people the principle attraction is the Crown Jewels – the finest precious stones of the nation. The security of the Tower is ensured by the Yeoman Warders or Beefeaters who still wear their picturesque Tudor uniform. A group of ravens live in the Tower. The tradition goes that if they disappear the building will fall.

Among other places of interest in London are Madam Tussaud's, a famous museum of wax figures, Buckingham Palace, where national parades take place, Fleet Street, headquarters of the press industry, Piccadilly Circus and many, many others. The Museum of London presents the history of London from the founding of London by the Romans to the Greater London of today.

Vocabulary Notes

- AD – нашей эры (лат. Anno Domini)
- Plague – чума
- Greater London – Большой Лондон
- Whispering Gallery – галерея шепота
- Crown Jewels – королевские драгоценности
- Edward the Confessor – Эдуард Исповедник
- William the Conqueror – Вильгельм Завоеватель
- Sir Christopher Wren (1632 – 1723) – Сэр Кристофер Рен
- Beefeater – бифитер, солдат охраны лондонского Тауэра

Task 3. Give the Russian equivalents of the following phrases.

To rub shoulders with; to live side by side; mutual respect; within the passing years; to lie in ruins; to be surmounted with; a principle attraction.

Task 4. Answer the following questions.

1. How was London founded?
2. What do you know about the history of London?
3. Why is London a city of great variety?
4. What is modern London?
5. Why was the square in the centre of London named Trafalgar?
6. What can you say about St. Paul's Cathedral?
7. Explain why Westminster Abbey is famous. What prominent people are buried there?

8. What do you know about the Palace of Westminster? Where is it situated?
9. Why is the hour-bell in Clock Tower called “Big Ben”?
10. When and with what aim was the Tower of London built?

Task 5. Finish up the following sentences.

1. London grew up round the first point where ...
2. London survived ...
3. World War II brought ...
4. London’s population is ...
5. Trafalgar Square was so named to commemorate ...
6. On the north side of Trafalgar Square are ...
7. One of the greatest treasures of Westminster Abbey is ...
8. Westminster Palace is a remarkable example of ...
9. The Tower of London was used for different purposes: ...
10. The security of the Tower is ensured by ...
11. The tradition goes ...
12. Among other places of interest in London are ...

Task 6. The following places in London are associated with certain important institutions and are often used in the media and in general conversation to refer to those institutions. **Put each one in its correct place in the sentences below.**

The City

Westminster

Fleet Street

10 Downing Street

Scotland Yard

The West End

Buckingham Palace

The Old Bailey

Whitehall

1. His criminal career started with theft and pick-pocketing and ended up at ___ on a murder charge.
2. Although he’s only just entered Parliament, he’s already aiming at ___.
3. There are likely to be late nights and angry arguments at ___ when the new tax proposals are debated next week.
4. ___ has denied reports that the Queen is shortly going to abdicate.
5. After the prison escape, ___ alerted all police forces to be on the look-out for the man.
6. He’s an important man in ___. He’s either a director of a big bank, or of an insurance firm, or of something else.
7. She’s a good actress but she won’t really feel she’s succeeded until she has a leading part in ___.
8. There are rumours in ___ about the possible launching of a new newspaper next year.
9. There have been growing complaints that bureaucracy in ___ is slowing down the enforcement of government legislation.

UNIT 4. COLLEGE LIFE

I. READING AND DISCUSSING THE TOPIC

Task 1. Act out the following dialogues substituting phrases from the lists for the ones in italics.

1. – Where do you study?

I study at *the Herzen State Pedagogical University of Russia*, St.Petersburg.
(the Institute of Foreign Languages, the philological faculty)

2. – What's your favourite subject?

I like *English* most of all.
(Linguistics, Latin, German, Psychology, Philosophy, Literature, German Studies, Methods of Teaching English, History of the Language, Grammatical Theory)

3. -What subjects do you take?

- If we speak about English, it is mainly *Phonetics and Grammar*.
(Conversation, Written composition, Translation, Home Reading, Analytical Reading, Business English)

4. – What are you good (poor) at?

I'm good at *writing essays*.
(memorizing foreign words, doing grammar exercises, giving talks, writing accurate translations)

5. – Why didn't you attend the *previous lesson in English*?

The fact is that I was not well.
(lecture on Literature, seminar on psychology)

6. – What mark did you get for your *composition*?

- I was given an excellent (good, satisfactory, bad) mark.
(translation, test, examination)

7. – What are you going to do tomorrow morning?

I think I'll be *reading up for the exam*.
(writing an essay, reading up for the seminar, revising for the test, preparing for my class)

Task 2. The curriculum at the faculty consists of several subjects which all students must study. **Speak about your favourites and the ones you dislike(d). Explain to your partner why you enjoy(ed) or don't (didn't) enjoy them.**

Task 3. **When do we say the following about people? Comment on the following statements.**

E.g. She never misses classes.

We say, 'She never misses classes' if she attends classes regularly.

1. Nick has a good command of English.

2. Richard has done well in his exams.
3. Donna lags behind the group.
4. Max never cribs at exams.
5. Brandon lacks fluency.
6. Helen is fond of playing truant.
7. Ray is burning the midnight oil.
8. Brenda keeps up with the rest of the group.

Task 4. What situations (things) make you feel the emotions listed below?

e.g. *I find writing long tests to be annoying.*

Boring; embarrassing; depressing; confusing; exciting; annoying; worrying; amusing.

(attending lectures/ seminars/ classes; taking notes; making reports; writing essays; doing homework; correcting mistakes; translating from Russian into English; listening to the tapes; missing classes; cheating in exam and test; taking/ failing/ retaking examinations; coming late to classes; participating in class; working on the thesis)

Discuss what activities you think difficult and what – easy.

Task 5. Read the story. Answer and discuss in class the questions below. Try to continue the story.

It took a couple of weeks for classes to get settled, and then we got down to the nitty-gritty. As homework began pouring in, and tests loomed on the horizon, I realized that my study skills were very poor and that it was going to be a challenge in itself to teach myself to study. I experimented with several tactics, trying to find out what would work for me. I started out in the bedroom with the door closed, but it seemed the phone was always ringing. I managed to get my work done but I was not pleased with this frustrating situation. Later I tried going outside and preparing somewhere in the yard. I ended up chatting with a neighbour and petting her dog. Clearly, something had to be changed. As my workload increased, so did my frustration. Quite by accident, however, I found the solution to my problem ...

a. Find the English equivalents of the Russian words and phrases.

Повседневная работа, наваливаться, маячить, вызов, удручающая ситуация, работа накапливалась, разочарование, совершенно случайно, решение проблемы.

b. Answer the questions and express your opinion.

1. What advice would you give to a friend of yours if he or she had to deal with the problem of distraction?
2. What tactics do you personally choose to get yourself organized?

Task 6. Read the text *Oxford* and do the following tasks.

The students were wearing black gowns and queer-looking caps. Some of the gowns looked very old and I asked John, my guide around the university, if these students were rather poor and couldn't afford new gowns. He laughed and said that undergraduates tried to get old, worn-looking gowns so that people would think they had been in Oxford for years. While we were talking, a scholarly-looking man in a cap and a gown walked past and smiled at John. As he walked away I said: "Surely he is not an undergraduate."

John – No, that's my tutor.

O – What's a tutor?

J – The tutorial system is one of the ways in which Oxford and Cambridge differ from all other English universities. Every student has a tutor and as soon as you come to Oxford, one of the first things you do is to go and see your tutor. He more or less plans your work, suggests the books you should read and sets work for you to do, for example, an essay to write. Each week you go to him in his room and he discusses with you the work that you have done, criticizes in detail your essay and sets the next week's work for you.

O – Does the tutor also give lectures?

J – Yes, he may.

O – But aren't lectures given by professors?

J – Yes, though professors don't give a great many lectures. They are often appointed to carry on research in their particular subjects.

O – Can you go to any lecture you like, no matter whether it is by a tutor or professors of your college or not?

J – Yes, lectures are organized not by the colleges but by the university and any member of the university may attend. The result is that where you get a famous professor you will often find that his lecture hall is crowded; a dull professor may have only a handful of students.

O – You said that the lectures "were organized by the University". Where's the University?

J – It must seem rather strange to you but there isn't really any university at Oxford as there is, for example, at Manchester, Bristol, or Edinburgh. Oxford, like Cambridge, is a collection of colleges, each self-governing and independent. *The University* is merely an administrative body that organizes lectures, arranges examinations, gives degrees, etc. Each college has its own character and individuality. But remember that there are students of all kinds in each college: I mean, every college has its respective students in the fields of art, science, medicine and engineering. Every student, of course, follows his own course of studies, but he gains a lot from living among those who represent all other branches.

O – I saw some notices about *Societies*; there seemed to be quite a lot of societies.

J – There are dozens of them: dramatic, language, philosophy societies, in addition to rowing, boxing, and political clubs of all varieties, actually there is a society or club for almost every activity under the sun. The best known society, I suppose, is a debating club, which is a sort of training ground for our future statesmen.

O – There's another tutor, I suppose, that man in a cap with those two men in bowler hats behind him.

J – No, he's a proctor. And the two men behind him are "Bulldogs". The proctor's job is to keep discipline, to see that students aren't out after midnight, or aren't driving a car without having first received the proctor's permission.

O – What punishment can the proctor give?

J – Students can be fined a sum of money or, for a very serious offence, they can be expelled.

O – What do you want to do when you leave Oxford?

J – What I'd like more than anything else would be to start a school in Oxford for teaching English to foreign students.

O – Well, I wish you luck.

Vocabulary Notes

A person who teaches at a university is officially called a **university teacher**. However, such a teacher may be called a **(university) lecturer** by the people not familiar with educational terminology, since the word **teacher** is associated in mainly people's minds with schools. A lecturer, however, is only one type of university teacher.

Within the university the teachers are called collectively **the academic/teaching staff**, to distinguish them from the administrative and other staff. **Academic staff** is a wider term than **teaching staff**, since it includes research staff.

The academic/teaching staff can be translated as **профессорско-преподавательский состав**. In everyday situations the academic/teaching staff are often referred to simply as **the staff**, in contrast to the students.

The official grades of university teachers in Britain are:

Professor – The number of professors in a department depends on its size and on how many branches the subject has.

Reader – This grade exists in most, but not all English universities. There may be only one reader in a department. It is difficult to see any logic in the system of readerships. Furthermore, the word *reader* may not be understood by those outside the university.

Lecturer – This is the largest group of teachers. They not only give lectures but also take classes, seminars, and tutorials. Lecturers are subdivided into **senior lecturers** and **lecturers**.

Tutor – At Oxford, a **tutor** is a member of staff who supervises students' work individually. This is a system of individual tuition organized by the colleges.

Each fellow in a college is a tutor in his own subject to the undergraduates who are studying it. Each student goes to his tutor's room for an hour every week to read out an essay which he and his tutor then discuss. A student doesn't necessarily go only to his own tutor in his own college for all his **tutorials**. He may be assigned to another don in his own college or in another college when he is studying some particular topic which is outside the special interests of his own tutor.

The same system exists at Cambridge but the word **supervisor** is used instead of **tutor**.

Task 7. Answer the following questions.

1. What do undergraduates wear? Why do some of them prefer to buy a ragged gown?
2. What does a tutor do?
3. What is the job of a proctor?
4. What societies are there in Oxford?
5. Do you attend to your university work in earnest?
6. You never stay away from classes without a reasonable excuse, do you?
7. What leisure activities does the university offer?
8. Have you joined any extracurricular club or students society?

Task 8. Read the text *Cambridge*.

Whatever country one comes from as a student, one cannot escape the influence of the Cambridge traditions. Here, perhaps, more than anywhere else, one feels at one and the same time the past, the present and even the future.

The story of the University began in 1209 when several hundred students and scholars arrived in the little town of Cambridge after having walked 60 miles from Oxford. These students were all churchmen and had been studying in Oxford at that city's well-known schools. It was a hard life at Oxford as there was constant trouble, even fighting between the townsfolk and the students. Then one day a student accidentally killed a man of the town. The Major arrested three other students who were innocent and by order of King John, who was quarrelling with the Church, they were put to death by hanging. In protest, many students moved elsewhere, some coming to Cambridge; and so the new University began.

There were no colleges in those early days, of course, and student life was very different from what it is now. Students were of all ages and came from everywhere. Those from the same part of the country tended to group themselves together and these groups, called *Nations*, often fought one another.

The students were armed; some even banded together to rob the people of the countryside. Gradually the idea of the *College* developed and in 1284

Peterhouse, the oldest *College* in Cambridge was founded. Life in College was strict; students were forbidden to play games, to sing (except sacred music), to hunt, to fish or even to dance. Books were scarce and all the lessons were in the Latin language, which they were supposed to speak even among themselves.

King Henry VI founded King's College in 1440 and other colleges followed. Many great men studied at Cambridge, among them Bacon, Milton, Cromwell, Newton, Wordsworth, Byron and Tennyson.

Now let's walk around Cambridge. The marketplace, in the centre of the town, is where country traders come to sell their produce several times a week. The streets are narrow and crowded. Continuing, you find your way to the river, which flows behind the college buildings and winds about the town in the shape of a horseshoe. This narrow river is the Granta and a little farther on it changes its name to the Cam. The *Backs*, as this part of the town behind the colleges is called, have been described as the loveliest man-made view in England. There are merely meadows, college gardens, and lines of tall trees to the left, across the stream. Stone bridges cross the stream at intervals along the river and lead into the Colleges which line the right bank.

The deep-coloured brick or stone of the College walls, sometimes red and sometimes grey, is 500 years old. The Colleges join one another along the curve of the river. Going through a College gate one finds that one is standing in an almost square space of about 70 yards (the size varies from college to college) known as a *court*. On all sides of the court are student residence buildings. The Colleges are built on a plan common to all. There is a chapel, a library, and a large dining hall. One court leads into another and each is made beautiful with lawns or a fountain or a charming old stone path.

There are 19 Colleges, excluding two for women students, which were built near the end of the last century. Of the full-time students now attending English universities three quarters are men, and one quarter women.

Task 9. Answer the following questions.

1. Which is the older University, Oxford or Cambridge?
2. How did Cambridge University begin?
3. Life in College was strict in the Middle Ages. What does the phrase mean?
4. What place in Cambridge is described as "the loveliest man-made view in England"?
5. What is the *common plan* on which the Colleges are built?
6. What is the percentage of men and women students in British universities?

Task 10. Discuss college life in your country. Use these questions as a guide for your discussion.

1. What disciplines are studied at a philological faculty?

2. How is students' work organized?
3. When does the term begin? How long does it last?
4. How long is the college day?
5. What forms of extracurricular activities are organized at the university?
6. Who decides what a student will study?
7. Who decides which students will attend college?

Task 11. What do you know about Samara State University? Read the following text.

Every year thousands of young people enter universities and institutes of Higher Education in Russia. One of the biggest and well-known universities in our city is our Samara State University. It is also the oldest university in the city. It was founded in 1918. In those days about 2.000 students and 50 academicians and professors worked there. However in 1927 the university ceased to exist because of economic crises.

In 1969 Kuibyshev State University was opened again. Since then the University has grown into a large educational and scientific centre in Sredneye Povolzhye. The university trains highly educated specialists who work at research institutes, plants, universities, and colleges. In 1991 after the city was granted back its historic name Samara, Kuibyshev State University was renamed too.

Samara State University is famous for its high academic standards. It offers education and training for undergraduate and postgraduate 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 the faculties of Philology, History, Law, and Sociology.

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 postgraduate 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 in which we have classes is not impressive in its architectural design; neither is it the last word in terms of comfort and convenience. Moreover, it is overcrowded and there is lack of space. However, if you were to ask me, the university means people to me: my teachers and my fellow students. 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 in 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.

If someone wants to enter our University, s/he is to pass entrance exams which consist of two oral and one written exams. The written exam is in Literature – a composition. The oral exams are in a foreign language and History. Those who are lucky will see their names in the lists on the notice board. Twice a year our students have vacations. Also twice a year they have to take exams. Discipline is strict at the University. Those who miss classes without a reasonable excuse are reprimanded or even expelled.

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.

Our students come from all parts of the country and the university provides accommodations for the majority of them in our residence hall. Some students rent rooms.

Task 12. Compare the systems of higher education in Britain and Russia.

Task 13. Find out how colleges and universities in Russia have changed since your teachers were students. Ask your teachers to tell you about what it was like when they were at college. Present an oral report on changes in Russian colleges and universities.

Task 14. Translate the following quotations and comment upon one of them.

1. A university should be a place of light, of liberty, and of learning. (Benjamin Disraeli)
2. Knowledge is a city, to the building of which every human being brought a stone. (Ralph W. Emerson)
3. Knowledge is power. (Francis Bacon)

Task 15. Match the English idioms in the left column with their Russian equivalents in the right column. Illustrate the meanings of the English idioms by your own examples.

- | | |
|-----------------------------------|------------------------------|
| 1. to drum smth. into smb.'s head | a. начать азов |
| 2. a brain twister | b. как дважды два - четыре |
| 3. two and two make four | c. куриные мозги |
| 4. a stumbling block | d. вдаваться в подробности |
| 5. the key word | e. головомолка |
| 6. the brain of a pigeon | f. легко даваться |
| 7. to come easy | g. ключевое слово |
| 8. to start from scratch | h. камень преткновения |
| 9. to go into details | i. долбить что-либо в голову |

Task 16. Put the following story in the correct order.

- a. Her research is in international law.
- b. When she was at playschool, Maria played and had fun.
- c. After finishing her BA, she took a year off.
- d. In her infant school, she began learning how to read and write.
- e. She got into grammar school and did well in all subjects.
- f. When she was at junior school, she loved history.
- g. She got a place at university to do law.
- h. She graduated with a first-class degree.
- i. She decided to do postgraduate work.
- j. In the sixth form she studied A-levels to get into university.

Task 17. Choose *a* or *the* in the following passage. Sometimes neither is possible.

1. A/ The professor is not a/ the teacher in a/ the secondary school, but has a/ the highest academic position in a/ the university.
2. A/ The lecturer is a/ the university teacher. Lecturers and professors – give a/ the lectures.
3. Students in Britain usually have a/ the tutor who gives them a/ the advice and teaches students in small groups.
4. You graduate from a university with a/ the degree.
5. If you do a/ the postgraduate work, you will have a/ the supervisor to help and advise you.

TEST YOURSELF

Task 18. Read the text *Education in Australia* and then choose the correct alternative below for each of the numbered gaps.

In Australia most children (1) ... primary school from the age of five. Only two per cent of children of primary school age are (2) ... 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) ... classes for these and for school (4) ... 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) ... the final year of secondary school examinations and complete a university (6) At the moment university (7) ... 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) ... , tutorials and practical classes. The humanities courses like History and Philosophy, usually involve a lot of extra (9) ... in the library. To become a primary or secondary school (10) ... , it is usually necessary to study at a university for three years or more.

- | | | | |
|----|--------------|---------------|--------------|
| 1 | A attend | B assist | C go |
| 2 | A brought up | B educated | C trained |
| 3 | A personal | B private | C particular |
| 4 | A matters | B courses | C subjects |
| 5 | A succeed | B pass | C approve |
| 6 | A degree | B curriculum | C career |
| 7 | A pupils | B trainees | C students |
| 8 | A lectures | B conferences | C talks |
| 9 | A lectures | B reading | C training |
| 10 | A lecturer | B professor | C teacher |

PART TWO. AN INTRODUCTION TO LINGUISTICS

UNIT 1. THE ENGLISH LANGUAGE

I. READING AND DISCUSSING THE TOPIC

Task 1. Brainstorm the following problem “What makes a good language learner?” Remember that **brainstorming** is a way of developing new ideas, through a discussion in which several people make a lot of suggestions and the best ones are chosen. A good brainstorming should include three steps:

1. making a list of suggestions;
2. choosing the best suggestions;
3. grouping the suggestions chosen.

Task 2. Answer the questions using the words from the box.

1. Which language in the world is spoken by most people?
2. Which language has the largest vocabulary?
3. Which is the oldest written language?
4. Which country has the largest number of languages?
5. Which language has no irregular verbs?
6. Which language has the most letters in its alphabet?
7. In which language is the largest encyclopedia printed?

Spanish Cambodian English Egyptian Esperanto Mandarin Chinese India

Task 3. Before reading the text “English as a World Language”, decide whether the following statements are true or false. Then read the text and find answers to the true/false statements.

1. English was already an important language four hundred years ago.
2. It is mainly because of the United States that English has become a world language.
3. One person out of seven in the world speaks perfect English.
4. There are few inflections in modern English.
5. In English, many verbs can be used as nouns.
6. English has borrowed words from many other languages.
7. In the future, all other languages will probably die out.

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 and 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 of England, in all the continents of the world. This exporting of English began in the 17th 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 19th and the 20th centuries that has given the language its present standing in the world.

People who speak English fall into one of the three groups: those who have learnt it as their native language; those who have learnt 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 or educational. One person in seven of the world's entire population belongs to one of those three groups. Incredibly enough, 75% of the world's mail and 60% of the world's telephone calls are in English.

Basic Characteristics

Simplicity of Form. Old English, like modern French, German, 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.

Flexibility. As the 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* 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, drinks.

Openness of Vocabulary. This involves the free admission of words from other languages and the easy creation of compounds and derivatives. 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 words in their vocabulary.

The Future of English. Geographically, English is the most widespread on 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. This process of the spread of English will, no doubt, continue, although the proposition that all other languages will die out is absurd.

Task 4. Here are the answers to some questions. Work out the questions.

1. A few million.
2. Because it is the mother tongue of many countries outside England.

3. In the 17th century.
4. 75%
5. 60%
6. Yes, it had a lot of inflections.
7. Simplicity of form, flexibility, and openness of vocabulary.
8. Mandarin Chinese.

Task 5. What do you think?

1. Does the text come from
 - a brochure for an English language school?
 - a preface to a book on modern language teaching?
 - a dictionary?
 - an encyclopedia?
2. The text says that it is because of the United States that English is a world language. Why?
3. Which of the three groups of English speakers do you belong to? What is your reason for learning?
4. What words are there in your language that have been borrowed from other languages?

II. ENLARGING YOUR VOCABULARY

Task 6. Transcribe the following words and practise their pronunciation.

Major, to require, an effort, relatively, a tongue, exporting, growth, bilingual, administrative, entire, characteristic, incredibly, compound, derivative, to contribute, a process, spreading, absurd.

Task 7. Give the English equivalents of the following words and word combinations. Search the text for the sentences in which they are used.

Один из ведущих языков; относительно недавнее положение вещей; быть неизвестным; язык мирового общения; родной язык (2); распространение (2); современный статус; двуязычное общество; потеря флексий; выступать в качестве различных частей речи; свободное заимствование; пурист; самый распространенный; предположение.

Task 8. Match the linguistic terms and their definitions.

- | | |
|----------------|-------------------------------|
| 1. syntax | a. writing systems |
| 2. phonetics | b. the grammar and word order |
| 3. lexicon | c. how words are formed |
| 4. orthography | d. vocabulary |
| 5. morphology | e. the sound system |

Task 9. Find the Russian equivalents of the following linguistic terms.

A mother tongue/native language; bilingual; an inflection; singular; plural; tense; person; to simplify; an adjective; a noun; parts of speech; a verb; a preposition; a compound; a derivative; pronunciation; intonation; modality; a phoneme; a monophthong; a diphthong; a character; a pictogram; an ideogram; a morpheme; an umlaut.

Task 10. Rewrite the sentences given below using the terms from Tasks 8 and 9 instead of the underlined words.

1. The writing system of Burmese is quite difficult for a foreign learner. 2. Japanese uses several different writing systems with hundreds of letters. 3. The vocabulary of a language like English is constantly changing. 4. Unlike English, some world languages have very few vowel sounds and no combinations of vowels. 5. This ancient and beautiful alphabet uses symbols that evoke pictures to express meaning. 6. Windscreen is a noun made from two nouns. 7. Meanings connected with probability and obligation are expressed in different forms in different languages. 8. The word *gären* is written with a special mark " " in German.

Task 11. The English language belongs to the Indo-European family of languages (a major group of languages in Europe and in parts of Asia). **How many examples of Indo-European languages can you remember? Write them under the following headings.**

| <i>Slavic</i> | <i>Germanic</i> | <i>Romance</i> | <i>Indo-Arian</i> | <i>Celtic</i> |
|---------------|-----------------|----------------|-------------------|---------------|
| | | | | |

Task 12. Translate the following sentences from English into Russian.

1. The English alphabet has 26 characters. 2. There are three morphemes in *unthinkable*: *un*, *think* and *able*. 3. English expresses modality with modal verbs like *must*, *could* and *should*. 4. The Germanic languages have many compounds. 5. Some writing systems, such as Chinese, are not alphabetic but have pictograms or ideograms. 6. English has 20 vowel phonemes: 12 monophthongs and 8 diphthongs. 7. The Romance languages are inflected which means that words have endings to show tense, person, etc., while the Chinese languages are isolating, that is each word has only one morpheme. 8. English has a mixture of Graeco-Latin and Anglo-Saxon words.

Task 13. Translate the following sentences from Russian into English.

1. Трудно представить, что широкое распространение английского языка – сравнительно недавнее положение вещей. 2. Во времена Шекспира на английском языке говорили всего несколько миллионов человек, и он был неизвестен остальному миру. 3. Получив официальный статус родного языка за пределами Англии, английский стал языком мирового общения. 4. Кроме того, современному статусу английского языка способствовала массовая иммиграция в Северную Америку и огромный прирост населения. 5. Люди, говорящие по-английски, принадлежат к одной из трех групп: те, кто говорит на нем как на родном языке; те, кто выучил английский в двуязычном обществе; те, кто вынужден использовать английский для практических целей. 6. Древнеанглийский имел множество окончаний для выражения времени, числа, лица, и т.д., но постепенно они опростились. 7. В результате потери флексий одно и то же слово может употребляться в качестве разных частей речи. 8. Имена прилагательные не согласуются с именами существительными. 9. Другая характеристика английского языка – это открытость словарного состава, что предполагает свободное заимствование слов из других языков и образование сложных и производных слов. 10. Английский язык занимает второе место после китайского по количеству говорящих на нем людей.

III. DEVELOPING YOUR LISTENING SKILLS

Task 14. You will hear six native speakers of English from different countries describing their capital city. **Put the number of the speaker in the right box. Try to recognize their different accents, and listen for clues to help you.**

| | | | | | |
|-----------------|--|-----------------|--|-------------------|--|
| <i>American</i> | | <i>Welsh</i> | | <i>Australian</i> | |
| <i>Irish</i> | | <i>Scottish</i> | | <i>English</i> | |

IV. IMPROVING YOUR SPEAKING SKILLS

Task 15. Describe a language and its main features in English, using the terms given in this unit. You may choose a language from the box below. Remember to speak about the number of people who use it, its geographical spreading, phonetic and writing systems, morphological type, lexicon and syntax.

| | | | | | | |
|----------------|--------------|----------------|------------------|---------------|-----------------|---------------|
| <i>Russian</i> | <i>Dutch</i> | <i>Spanish</i> | <i>Chinese</i> | <i>Hebrew</i> | <i>Japanese</i> | <i>Arabic</i> |
| | | | <i>Bulgarian</i> | <i>German</i> | | |

V. LEARNING ENGLISH IS FUN

Task 16. Differences in the way that the same language is spoken in different places are called *varieties*, e.g. the forms of the German language in Germany, Austria and Switzerland. There are numerous varieties of English too, such as British English (Southern English, Northern English, Scottish, Welsh and Irish), American, Canadian, Australian, Indian, West African etc.. However, for historic reasons, British English and American English are the two most influential varieties. The distinctive features of British and American English can be seen especially in semantics, pronunciation, spelling, and grammar. **Learn more about the differences. Do the following exercises.**

A. Trudi Burns (USA) and Eileen Unwin (UK) describe the way they spent their day yesterday. The events are very similar. **How many linguistic differences can you spot?**

Trudi:

I got up at seven-thirty. I put on my bathrobe, went into the bathroom and turned on the bathtub faucets. After my bath I ate breakfast with my parents on the deck. Our apartment's on the fifteenth floor, so the view's terrific. At eight o'clock my mom and I took the elevator to the parking lot underneath our apartment block. First we stopped for gas, then she drove me to school. The freeway was really busy – automobiles everywhere. When I got to school it was raining. Luckily, I'd brought my goloshes and an umbrella, so I didn't get wet.

School was OK except that we had a math test before recess. I think I flunked it. Anyway, after school I took a bus downtown to meet my sister, Susan. She became a grade school teacher after she left college last year. We ate out at a Chinese restaurant. Personally I don't like rice, so I ordered french-fries instead. Susan disapproved. After dessert and coffee we paid the check and left. It had stopped raining, but the sidewalks were still wet. Susan gave me a ride home, then I did a history assignment for the next day, watched a movie on TV and went to bed around 11.30. I was pooped!

Eileen:

I got up at half past seven. I put on my dressing gown, went into the bathroom and turned on the bath taps. After my bath I had breakfast with my parents on the terrace. Our flat is on the fifteenth floor, so the view's terrific. At eight o'clock my mum and I took the lift to the car park under our block of flats. First we stopped for petrol, then she drove me to school. The motorway was really busy – cars everywhere. When I got to school it was raining. Luckily I'd brought my wellington boots and an umbrella, so I didn't get wet.

School was OK, except that we had a maths exam before break. I think I failed it. Anyway, after school I took a bus to the city centre to meet my sister

Susan. She became a primary school teacher after she left university last year. We went out for dinner to a Chinese restaurant. Personally I don't like rice, so I ordered chips instead. Susan disapproved. After sweet and coffee we paid the bill and left. It had stopped raining but the pavements were still wet. Susan gave me a lift home, then I did some history homework for the next day, watched a film on TV and went to bed at about half past eleven. I was really tired!

B. Arrange the following words in two columns: British spelling and American spelling.

Centre, humor, theater, appall, offense, behaviour, fulfil, skillful, pretence, favourite, liter, labor.

C. Match the words on the left and their definitions on the right.

- | | |
|--------------|--|
| 1. shroff | a. Scottish word for "small" |
| 2. joker | b. Scottish word for a "child" |
| 3. wee | c. Malaysian word for "university" |
| 4. varsity | d. Australian word for "person" |
| 5. bairn | e. Caribbean word for a "godmother" |
| 6. washroom | f. Hong Kong word for a "payment office" at a car park |
| 7. macommere | g. Canadian word for a "public toilet" |

UNIT 2. PHONETICS, PHONOLOGY AND PROSODY

I. READING AND DISCUSSING THE TOPIC

Task 1. Can you remember how many characters and sounds different languages have? **Match the languages from left-hand column with the correct answers in the right-hand column.**

| | |
|---------|--------------------------|
| Russian | 26 characters, 44 sounds |
| English | 26 characters, 32 sounds |
| German | 33 characters, 42 sounds |
| French | 26 characters, 42 sounds |

Task 2. Read the text *Phonetics, Phonology and Prosody* and do the tasks following it.

Phonetics

Language can be written, recorded mechanically, and even produced by computers in limited way, but speech remains the primary way we encode it. The branch of linguistics examining the inventory and structure of the sound of

language is called phonetics. Human languages display a wide variety of sounds, called phones or speech sounds.

There are two ways of approaching phonetics. One way studies the physiological mechanism of speech production. This is known as articulatory phonetics. The other, known as acoustic phonetics, deals with the physics of speech sounds. Both approaches are indispensable to an understanding of phonetics.

The sounds of language are widely transcribed by means of the International Phonetic Alphabet and fall into three major types: consonants, vowels and glides. Sounds may be voiced or voiceless and oral or nasal. Consonants are produced at various places of articulation: labial, dental, alveolar, alveopalatal, palatal, velar, glottal and pharyngeal. At the places of articulation, the airstream is modified by different manners of articulation and the resulting sounds are stops, fricatives, or affricates. Vowels are produced with less drastic closure and are described with reference to tongue position (high, low, back, and front), tension (tense or lax), length, short or long, and lip rounding, rounded or unrounded. A number of phonetic processes act on natural classes of sounds in speech, such as assimilation, dissimilation, deletion, epenthesis, metathesis, etc.

Phonology

Phonology deals with the sequential and phonetically conditioned patterning of sounds in language. To account for this patterning, three units of phonological representation have been established: the feature, the phoneme, and the syllable.

Phonemes are contrastive segmental units composed of distinctive features. Phonetically conditioned variants of phonemes are called allophones. Phonology makes use of underlying forms, derivations, phonological rules and representations in its formal notation.

Prosody

Prosody, or intonation, is widely understood as the combination of musical tones on which we pronounce the syllables that make up our speech. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of others. Intonation gives us clues about the attitudes of the speaker, as to whether they are interested, bored, being kind, being honest or lying, and so on.

There are languages in which intonation has quite a specific meaning function, such as the various Chinese languages. These are called tone languages and they use the voice in quite a different way. The pitch and movement of the voice on a syllable determines the meaning. Cantonese, for example, *ma* can mean *mother*, *hemp* or *scold*, depending on whether the voice goes up or down or stays level.

Intonation is a unity of suprasegmental features of speech, such as pitch, loudness and tempo. Voice quality, or timbre, plays as great a part. The basic

voice qualities are as follows: resonance, over-resonance, breathiness, nasality, harshness, huskiness, pectoral voice and whisper.

Task 3. Here are the answers to some questions. Work out the questions.

1. Phonetics.
2. Physiological mechanism of speech production
3. Physics of speech sounds.
4. Consonants, vowels and glides.
5. Assimilation, dissimilation, deletion, epenthesis, metathesis.
6. Phonology.
7. Phonemes.
8. Prosody.
9. Because we express our own thoughts with it and it enables us to understand those of others.
10. The pitch and movement of the voice on a syllable.
11. Pitch, loudness and tempo.
12. Voice quality.

Task 4. Are the following statements true or false?

1. Writing remains the primary way to encode language.
2. Human languages display a wide variety of sounds, called phones or speech sounds.
3. Articulatory phonetics deals with the physics of speech sounds.
4. Acoustic phonetics studies the physiological mechanism of speech production.
5. Vowels are described with reference to tongue position, tension, length and lip rounding.
6. Three units of phonological representation are the feature, the phoneme, and the stress.
7. Phonetically conditioned variants of phonemes are called phones.
8. Intonation gives us clues about the attitudes of the speaker.
9. Tone languages use the voice in the same way as intonation languages.
10. Intonation is a unity of suprasegmental features of speech.

II. ENLARGING YOUR VOCABULARY

Task 5. Transcribe the following words and practise their pronunciation.

Mechanically, linguistics, inventory, phonetics, articulatory, acoustic, a consonant, a vowel, nasal, alveolar, velar, pharyngeal, affricate, closure, deletion, epenthesis, metathesis, sequential, a syllable, a phoneme, prosody, fundamental, loudness, tempo, timbre, breathiness.

Task 6. Give the English equivalents of the following words and word combinations. Search the text for the sentences in which they are used.

Язык; речь; раздел языкознания; состав и структура звуков; физиологический механизм речеобразования; природа звука; положение языка; различительные признаки; фонологические законы; обозначение; выражать собственные мысли; отношение говорящего; смысловозначительная функция; тонические языки; определять значение; сверхсегментный; тон; громкость; тембр.

Task 7. Match the following phonetic terms with their definitions.

| | |
|-----------------------|--|
| 1. phonetics | a. the branch of linguistics examining the inventory and structure of the sounds of language |
| 2. phonology | b. is a contrastive segmental unit composed of distinctive features |
| 3. phoneme | c. a phonetically conditioned variant of a phoneme |
| 4. allophone | d. is the combination of musical tones on which we pronounce the syllables that make up our speech |
| 5. prosody/intonation | e. deals with the sequential and phonetically conditioned patterning of sounds in language |

Task 8. Find the Russian equivalents of the following linguistic terms.

A speech sound, voiced, voiceless, oral, nasal, a consonant, labial, dental, alveolar, alveopalatal, palatal, velar, glottal, pharyngeal, a stop, a fricative, an affricate, a vowel, high, low, back, front, tense, lax, rounded, unrounded, a glide, a feature, a phoneme, a syllable, an allophone, resonance, over-resonance, breathiness, nasality, harshness, huskiness, pectoral voice, whisper.

Task 9. Translate the following sentences from English into Russian.

1. Assimilation results from a sound becoming more like another nearby sounds in terms of one or more of its phonetic characteristics. 2. The goal of the International Phonetic Alphabet (IPA) is to represent each sound of human speech with a single symbol. 3. The sounds of language can be grouped into classes, based on the phonetic properties that they share. 4. A language is said to have or be a tone language when differences in word meaning are signaled by differences in pitch. 5. Intonation often serves to convey information of a broadly meaningful nature. 6. There are vowels and consonants in many languages, whose articulation is held longer relative to that of other vowels and consonants. 7. Language also shows suprasegmental phenomena such as tone, intonation and stress. 8. Phonological structure is composed of levels of elements: features, phonemes, syllables; each level is composed of elements at the level beneath it.

Task 10. Translate the following sentences from Russian into English.

1. Фонетика – это наука об устной речи, ее звуковом составе и просодических характеристиках. 2. Артикуляционная фонетика изучает механизм речеобразования. 3. Акустическая фонетика описывает физическую природу звука. 4. На письме звучащая речь отображается с помощью транскрипции. 5. Согласные звуки классифицируются по месту и способу образования преграды, а гласные по положению языка и губ, напряженности и долготе. 6. В реальной речи звуки подвергаются ассимиляции, диссимиляции, выпадению, редукции и т.д. 7. Фонема – мельчайшая неделимая смысловоразличительная единица языка. 8. Под просодией понимается единство сверхсегментных признаков речи: тона, громкости и темпа. 9. С помощью просодии говорящий выражает свое отношение к сообщаемому. 10. Тембр накладывается на основные компоненты голоса. В состав голосовых качеств входят звучность, звонкость, придыхательность, назальность, хриплость, приглушенность, грудное звучание и шепот.

III. DEVELOPING YOUR LISTENING SKILLS

Task 11. Listen to 5 people and try to guess from their accents which part of Britain they come from. Match the speakers and the geographical spots. The task is difficult, so do not get upset if you fail to complete it correctly.

| | |
|------------------|---------------------|
| <i>Speaker 1</i> | <i>Liverpool</i> |
| <i>Speaker 2</i> | <i>Newcastle</i> |
| <i>Speaker 3</i> | <i>Glasgow</i> |
| <i>Speaker 4</i> | <i>Huddersfield</i> |
| <i>Speaker 5</i> | <i>Cornwall</i> |

IV. IMPROVING YOUR SPEAKING SKILLS

Task 12. Describe the phonetic system of a language in English, using the terms given in this unit. You may choose a language from the box below. Remember to speak about the number consonants, vowels, and glides in the language, give their brief classifications and describe the language in terms of prosody.

| | | | | | | |
|----------------|--------------|----------------|------------------|---------------|-----------------|---------------|
| <i>Russian</i> | <i>Dutch</i> | <i>Spanish</i> | <i>Chinese</i> | <i>Hebrew</i> | <i>Japanese</i> | <i>Arabic</i> |
| | | | <i>Bulgarian</i> | <i>German</i> | | |

V. LEARNING ENGLISH IS FUN

Task 13. It is common knowledge that there are striking differences between spelling and pronunciation in English. Here is a poem that explores some of these differences. **First practise the poem in pairs and try and work out the pronunciation of the most difficult words. Then listen to the poem to check the pronunciation.**

Here is some pronunciation.
Ration never rhymes with nation,
Say prefer, but preferable,
Comfortable and vegetable.
B must not be heard on doubt,
Debt and dumb both leave it out.
In the words psychology,
Psychic and psychiatry,
You must never sound the *p*.
Psychiatrist you call the man
Who cures the complex, if he can.
In architect, *ch* is *k*,
In arch it is the other way.

Please remember to say iron
So that it'll rhyme with lion.
Advertisers advertise,
Advertisements will put you wise.
Time when work is done is leisure,
Fill it up with useful pleasure.
Accidental, accident,
Sound the *g* in ignorant.
Relative but a relation,
Then say creature but creation.
Say the *a* in gas quite short,
Bought remember rhymes with thwart.
Drought must always rhyme with bout,
In daughter leave the *gh* out.

Wear a boot upon your foot,
Root can never rhyme with soot.
In muscle *sc* is *s*,
In muscular it's *sk*, yes!
Choir must always rhyme with wire,
That again will rhyme with liar.
Then, remember it's address,
With an accent like possess.
G in sign must silent be,
In signature pronounce the *g*.

Please remember, say towards
Just as if it rhymed with boards.
Weight's like wait, but not like height,
Which should always rhyme with
might.
Sew is just the same as so,
Tie a ribbon in a bow.
When you meet the queen you bow,
Which again must rhyme with how.
In perfect English make a start.
Learn this little rhyme by heart.

UNIT 3. MORPHOLOGY

I. READING AND DISCUSSING THE TOPIC

Task 1. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

| | |
|---|----------|
| Tennessee Williams was born in 1914 and spent his ... | CHILD |
| in ... Mississippi. His real name was Thomas Lanier | EAST |
| Williams, but like many people in the ... of fame, he | PURSUE |
| adopted a pen-name. During his ... he worked in various | YOUNG |
| ... including a period as a shoe salesman. | OCCUPY |
| However, it was of course as a ... that he became famous. | DRAMA |
| His best work was based on the ... of southern American | LIVE |
| society with its pretence of well-mannered and ... behaviour. | ELEGANCE |
| His most famous ... include "A Street Car Named Desire" | ACHIEVE |
| and "Cat on a Hot Tin Roof". Both display a ... of social | COMBINE |
| awareness and emotional tension. Many ... films have been | SUCCESS |
| made, based on his plays. | |

Task 2. Read the text *Morphology* and do the tasks following it.

Morphology

The field of grammar is often divided into two domains: morphology and syntax. The former focuses on the structure of words, dealing with such matters as inflectional endings and the way words can be build up; the latter focuses on the structure of sentences.

A widely recognized approach divides morphology into two domains: lexical or derivational morphology and inflectional morphology. The former studies the way in which new items of vocabulary can be built up out of combinations of elements (as in the case of *in-describ-able*). The latter studies the way words vary in their form in order to express a grammatical contrast (as in the case of *horses*, where the ending marks plurality).

The elements which build up words are called morphemes. Morphemes are the minimal units of words that have a meaning and cannot be subdivided further. There are two main types: free and bound. Free morphemes can occur alone and bound morphemes must occur with another morpheme. An example of a free morpheme is "bad", and an example of a bound morpheme is "ly." It is bound because although it has meaning, it cannot stand alone. It must be attached to another morpheme to produce a word: badly. Bound morphemes are called affixes, which include prefixes, suffixes, infixes and circumfixes.

Parts of Speech

Words are said to belong to particular classes which are known as parts of speech. Traditional grammar of English, following an approach which can be traced back to Latin, agreed that there were eight parts of speech in English: the noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection. The main reason to talk about parts of speech is to be able to make general and economical statements about the way the words of the language behave.

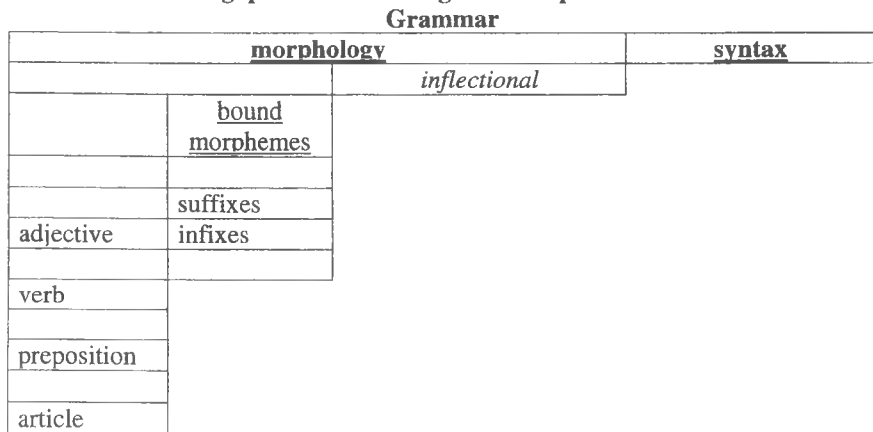
However, when linguists began to look closely at English grammatical structure in the 1940s and 1950s, they encountered so many problems of identification and definition that the term *part of speech* soon fell out of favour, *word class* being introduced instead. Word classes are equivalent to parts of speech, but defined according to strictly linguistic criteria.

Class words fall into two groups: lexical, or content, and function, or grammatical, words. Lexical class words are also called open class words and include nouns, adjectives, pronouns, numerals, verbs, and adverbs. New words can regularly be added to this group. Function words, or closed class words, are conjunctions, prepositions, articles, interjections; new words cannot be, or are very rarely, added to this class.

Task 3. Here are the short answers to some questions. Work out the questions and expand on each question.

- | | |
|-----------------------------|----------------------------|
| 1. Grammar. | 6. Bound morphemes. |
| 2. Lexical morphology. | 7. Latin. |
| 3. Inflectional morphology. | 8. Word class. |
| 4. Morphemes. | 9. Lexical word classes. |
| 5. Free morphemes. | 10. Function word classes. |

Task 4. Fill in the gaps in the following mind-map.



II. ENLARGING YOUR VOCABULARY

Task 5. Transcribe the following words and practise their pronunciation.

A domain, morphology, inflectional, lexical, derivational, a morpheme, bound, to occur, an approach, a noun, an adjective, a pronoun, an adverb, a conjunction, an interjections, to encounter, instead, equivalent, criterion (criteria), content, a function, a numeral.

Task 6. Give the English equivalents of the following words and word combinations. Search the text for the sentences in which they are used.

Грамматика; морфология; синтаксис; структура; широко известный подход; множественность; минимальные единицы; значение; неделимый; употребляться самостоятельно; присоединять; образовать слово; лексическая единица; части речи; определение; выйти из употребления; строго лингвистические критерии; полнозначные слова; служебные слова.

Task 7. Match the following morphologic terms with their definitions.

| | |
|--------------------|--|
| 1. grammar | a. the study of the structure of sentences |
| 2. morphology | b. particular classes of words which work in the same way |
| 3. syntax | c. the study of the structure of words |
| 4. morpheme | d. the minimal unit of words that has a meaning and cannot be subdivided further |
| 5. parts of speech | e. the study of morphology and syntax |

Task 8. Find the Russian equivalents of the following linguistic terms.

An ending, a morpheme, a free morpheme, a bound morpheme, a noun, an adjective, a pronoun, a numeral, a verb, an adverb, a conjunction, a preposition, an article, an interjection.

Task 9. Translate the following sentences from English into Russian.

1. Words fall under certain classes called parts of speech, all the members of each of these classes having certain formal characteristics. 2. Verbals are a class of words intermediate between verbs on the one hand and nouns and adjectives on the other. 3. We must rely on five signals of structural meaning when we classify words as various parts of speech. 4. It often happens that a word combines the function of a form-word with something of the independent meaning of a full word. 5. Many Indo-European languages had extensive case

endings, but these are no longer found in Romance languages or English. 6. Although pronouns still show a trace of the case system (he vs. him), English uses prepositions to show the case. 7. Root is the most basic form of a word, or a word that is the base for other words. 8. A word class is a group of words which, from a grammatical point of view, behave in the same way.

Task 10. Translate the following sentences from Russian into English.

1. Грамматика как раздел лингвистики представлена двумя областями: морфологией и синтаксисом. 2. Морфология изучает структуру слов, а также способы их образования. 3. Морфема – минимальная значимая часть слова, неделимая со смысловой точки зрения. 4. Существует два основных типа морфем: свободные и связанные. 5. Свободные морфемы функционируют в речи самостоятельно. 6. Связанные морфемы имеют собственное значение, но не употребляются самостоятельно, а присоединяются к свободным морфемам. 7. К самостоятельным частям речи относятся имя существительное, прилагательное, местоимение, числительное, глагол и наречие. 8. Служебные части речи представлены предлогами, союзами, артиклями и междометиями.

III. IMPROVING YOUR SPEAKING SKILLS

Task 11. Describe the morphologic and word-building system of a language in English, using the terms given in this unit. You may choose a language from the box below. Remember to speak about its morphological structure, parts of speech system, types of affixes and ways of wordformation. Provide examples if possible.

| | | | | | | |
|----------------|--------------|----------------|------------------|---------------|-----------------|---------------|
| <i>Russian</i> | <i>Dutch</i> | <i>Spanish</i> | <i>Chinese</i> | <i>Hebrew</i> | <i>Japanese</i> | <i>Arabic</i> |
| | | | <i>Bulgarian</i> | <i>German</i> | | |

IV. LEARNING ENGLISH IS FUN

Task 12. Fill in the gaps in the following poem.

A ___ is the name of anything

As *school, garden or king.*

___ tell the kind of Noun

As *great, small, pretty, white or brown.*

Instead of noun the ___ is,

As *mine, yours, our and his.*

___ tell of something being done –

To read, count, laugh, carry or run.

How things are done the ___ tell

As *slowly, quickly, ill or well.*

___ join the words together,

As men *and* women, wind *or* weather.

The ___ stands before

A noun as *in or through* a door.

The ___ shows surprise,

As – *Oh!* How pretty! *Ah!* How wise!

The little words you often see

Are ___ – *a, an, and the.*

The whole are called the ___ of ___

Which reading, writing, speaking teaching.

UNIT 4. LEXICOLOGY AND LEXICOGRAPHY

I. READING AND DISCUSSING THE TOPIC

Task 1. Your teacher will provide you with a few English dictionaries. **Leaf through them and answer the following questions:** How large is the dictionary? How many words, you think, does it contain? How is it organized? What is the structure of a dictionary entry? Is it easy to find the word needed? Are there any illustrations?

Task 2. Read the text *Lexicology and Lexicography* and do the tasks following it.

Lexicology

To study lexicon of a language is to study all aspects of the vocabulary of the language: how words are formed, how they have developed over time, how they are used now, how they relate in meaning to each other, and how they are handled in dictionaries and other word books. It is a study which is carried on by lexicologists, who are thus practising lexicology. The basic notion lexicology operates with is a word, or lexeme, or lexical item, which is called the unit of meaning.

Word-Formation

Affixes are often the bound morphemes which form new words. This group includes prefixes, suffixes, infixes, and circumfixes. Prefixes are added to the beginning of another morpheme, suffixes are added to the end, infixes are inserted into other morphemes, and circumfixes are attached to another morpheme at the beginning and end. Following are examples of each of these: prefix *re-* added to *do* produces *redo*; suffix *-or* added to *construct* produces

constructor; infix *-um-* added to *fikas* (strong) produces *fumikas* (to be strong) in Bontoc; circumfix: *ge-* and *-t* to *lieb* (love) produces *geliebt* (loved) in German.

Some other ways to form new words are compounding, back-formation, abbreviation and conversion. Compounds are a combination of words like *doghouse*; back-formations are created from removing what is mistakenly considered to be an affix (edit); abbreviations or clippings are shortening longer words (phone); conversion is a process of changing a word class (love – to love).

The Sources of the Lexicon

Many lexemes have always been in the language and have never fallen out of use. As far as the English language is concerned, the Anglo-Saxon lexical character continues to dominate everyday conversation, whether it be grammatical words, lexical words, or affixes. There are also borrowings from Latin and Greek (school, physics), Old Norse (sky, take), French (advise, mutton), and many other languages (sputnik, tea, tattoo, sushi).

Lexical Dimensions

The lexicon is so vast and varied that it is impossible to classify it into neat categories. A single lexeme simultaneously contains information relating to several linguistic dimensions: when it came into the language (the historical dimension), how it is formed (the structural dimension), whether it is in standard use or restricted to a dialect (the regional dimension), whether it carries resonances of gender, class, formality, or ethnicity (the social dimension), whether it has special status in such domains as science, religion, or law (the occupational dimension), and much more.

Semantics

When we study semantic structure, we are trying to expound all the relationships of meaning that relate lexemes to each other. A fruitful notion of investigating semantic structure is the semantic or lexical field, which is a named area of meaning in which lexemes interrelate and define each other in specific ways.

The chief types of meaning relations are synonymy, antonymy, and hyponymy. Synonyms are lexemes which have nearly the same meaning (enough – sufficient). Antonyms are lexemes which are opposite in meaning (large – small). Hyponymy describes what happens when we say ‘An X is a kind of Y’ (A daffodil is a kind of flower).

Lexicography

If lexicologists choose to write a dictionary, they are known as lexicographers, and their calling is lexicography. Main dictionary types are monolingual and bilingual. Dictionaries are structured in the form of entries. An entry usually contains the word itself, comments on its morphological structure, its origin and field of usage, definitions, collocations, and examples which make the dictionary user-friendly.

Task 3. Here are the short answers to some questions. Work out the questions and expand on each question.

1. Lexicology.
2. The unit of meaning.
3. It includes prefixes, suffixes, infixes, and circumfixes.
4. Compounding, back-formation, abbreviation and conversion.
5. The sources of borrowings.
6. A variety of lexical dimensions.
7. A semantic field.
8. Types of meaning relations.
9. Lexicography.
10. A dictionary entry.

Task 4. Are the following statements true or false?

1. The basic notion lexicology operates with is a word.
2. Affixes are the free morphemes which produce new forms of words.
3. The French borrowings continue to dominate everyday conversation.
4. The English lexicon is impossible to classify it into neat categories.
5. Semantic or lexical field – a named area of meaning in which lexemes interrelate and define each other in specific ways.
6. The inferior types of meaning relations are synonymy, antonymy, and hyponymy.
7. The only dictionary type is monolingual.
8. A dictionary entry contains a lot of information about the word along with its definitions.

II. ENLARGING YOUR VOCABULARY

Task 5. Transcribe the following words and practise their pronunciation.

A lexicon, a lexeme, a prefix, a suffix, an infix, a circumfix, a compound, an abbreviation, a conversion, a borrowing, varied, a category, dimension, a dialect, ethnicity, semantic, to interrelate, synonymy, antonymy, hyponymy, monolingual.

Task 6. Give the English equivalents of the following words and word combinations. Search the text for the sentences in which they are used.

Лексикология; словарный состав (2); основное понятие; лексическая единица; словообразование; аффиксы; англо-саксонский; повседневное общение; древненорвежский; диахрония; ограниченный; региональное варьирование; социальное варьирование; профессиональное употребление; семантическое поле; сочетаемость; удобный для пользователя.

Task 7. Match the following morphologic terms with their definitions.

| | |
|-------------------|--|
| 1. lexicology | a. a unit of meaning |
| 2. lexeme | b. a named area of meaning in which lexemes interrelate and define each other in specific ways |
| 3. word-formation | c. the study of compiling a dictionary |
| 4. semantic field | d. the process of creation of new words |
| 5. lexicography | e. the study of all the aspects of the vocabulary of the language |

Task 8. Find the Russian equivalents of the following linguistic terms.

Vocabulary, to operate, an infix, a circumfix, compounding, back-formation, abbreviation, grammatical words, borrowing, a neat category, a linguistic dimension, synonymy, antonymy, hyponymy, a dictionary entry.

Task 9. Translate the following sentences from English into Russian.

1. The use of prefixes, suffixes, compounding, and other processes of word-building turns out to play a crucial part in English vocabulary growth. 2. A lexeme is a unit of lexical meaning, which exists regardless of any inflectional endings it may have or the number of words it may contain. 3. The fashionable use of abbreviation comes and goes in waves, though it is never totally absent. 4. The emergence of English as a world language has promoted regular contact with an unprecedented number of languages and cultures and the borrowings have shown an immediate and dramatic upturn. 5. Lexical semantics is concerned with the meanings of words and the meaning of relationships among words. 6. Homonyms are different words that have the same pronunciation, but may or may not be spelled the same (to, two, and too). 7. A pidgin is a rudimentary language of few lexical items and less complex grammatical rules based on another language. 8. Besides dialects, speakers may use different styles or registers (such as contractions) depending on the context.

Task 10. Translate the following sentences from Russian into English.

1. Лексикология – это раздел языкознания, который изучает словарный состав языка. 2. Слово есть единица словарного состава языка. 3. Словарный состав языка находится в непрерывном развитии и изменении. 4. В понятие этимология входит происхождение слова, его первоначальная форма, наиболее древнее значение слова, а также связь со словами в других языках. 5. В процессе развития языка слова претерпевают различные семантические изменения. 6. Словарный состав языка

пополняется путем словообразования и заимствований. 7. Заимствование из немецкого языка в английский началось в XVI веке. 8. К самостоятельным частям речи относятся имя существительное, прилагательное, местоимение, числительное, глагол и наречие.

III. IMPROVING YOUR SPEAKING SKILLS

Task 11. Make short reports on the following topics.

1. Homonymy and Polysemy. 2. Euphemisms. 3. Phraseology. 4. Neologisms and Archaisms. 5. Terms. 6. Jargon. 7. Slang. 8. Swearing. 9. Political Correctness. 10. Proper Names.

IV. LEARNING ENGLISH IS FUN

Task 12. English is abundant in idioms which are important to be learnt as the meaning of an idiomatic expression cannot be guessed from the meanings of the constituent words. How many idioms can you find in the text? Underline each one. Use a dictionary if necessary.

‘I always try to make the most of any opportunity to make new friends, such as a party or a social event. But it’s not always easy to break the ice, and when you don’t know someone, it’s so easy to put your foot in it by saying something insensitive or something which unexpectedly rubs someone up the wrong way. But if you keep an eye on what you say, play it by ear and just try to act naturally, it can make all the difference and you may find you stand a good chance of making a new acquaintance or even a good friend.’

Now match each of the idioms you found above with their meanings from this list.

- a. be watchful/careful about something
- b. create a relaxed social atmosphere
- c. get the maximum benefit from a situation
- d. irritates someone
- e. say or do something socially embarrassing
- f. have a very positive effect
- g. there is a strong possibility
- h. don’t plan in advance, just see how things go

UNIT 5. SYNTAX

I. READING AND DISCUSSING THE TOPIC

Task 1. Read the text *Syntax* and do the tasks following it.

Approaches to Sentence Definition

The sentence is probably the most familiar of all grammatical terms. Traditional grammars define a sentence as 'a complete expression of a single thought'. Unfortunately, this *notional* approach is too vague to be of much help. The *formal* approach to English grammar, by contrast, tries to avoid these kinds of difficulties by describing the way in which sentences are constructed (the patterns of words they contain).

Types of Sentences

Sentences can be grouped into two main types: on the basis of whether they are formed in a regular (major sentences) or an irregular way (minor sentences). Major sentences can essentially be broken down into a specific and predictable pattern of elements (normally defined as a clause): *I gave the letter to Mary*. Sentences which consist of just one clause are said to be simple sentences. Sentences which can be immediately analysed into more than one clause are multiple sentences.

Minor sentences use abnormal patterns which cannot be clearly analysed into a sequence of clause elements and do not follow all the rules of grammar, e.g. a greeting *How do you do?* Here also belong formulae for stereotyped social situations (*hello, thanks, cheers*), emotional or functional noises (*shh, oh, ugh*), proverbs and aphorisms, etc.

Sentence Functions

Traditional grammars recognized four types of sentence function: statement, question, command, and exclamation. Some modern grammars recognize a much larger range of functions. Meanwhile, the notion of *question* covers several different kinds of construction; the sentences called *commands* express other kinds of meaning; the notion *exclamation* is unacceptably vague; and there is an important sentence type (the *echo utterance*) which fits into none of these four categories.

Clause Elements

All clauses are made up out of elements, each expressing a particular kind of meaning. The sentence *That cyclist / has called / Dave / a fool / twice* contains all the five types of clause element: the subject, which identifies the theme of the clause; the verb, expressing such meanings as actions, sensations, or states of being; the object, which identifies who or what has been directly affected by the action of the verb. The complement gives further information about another clause element. The adverbial usually adds extra information about the situation (the time of an action, its location, its manner of being performed, etc.).

Multiple Sentences

Multiple sentences are classified into two broad types: compound sentences and complex sentences. In compound sentences, the clauses are linked by coordination (usually, by the coordinating conjunctions *and*, *or*, or *but*). In complex sentences, the clauses are linked by subordination, using such subordinating conjunctions as *because*, *when*, and *since*. Here, one clause (called the subordinate clause) is made dependent upon another (the main clause).

Phrases

A phrase is a syntactic construction which typically contains more than one word, but which lacks the subject-predicate structure usually found in a clause. Phrases are classified into types based on the most important word they contain: pronoun phrases (*silly me*), adverb phrases (*terribly slowly*), adjectival phrases (*easy to please*), verb phrases (*may have gone*), noun phrases (*the hat*), and prepositional phrases (*in the garden*).

Task 2. Here are the short answers to some questions. Work out the questions and expand on each question.

1. Notional approach.
2. Formal approach.
3. Major sentences.
4. Simple sentences.
5. Multiple sentences.
6. Minor sentences.
7. Four functions.
8. Sentence elements.
9. The subject, the verb, the object, the complement, the adverbial.
10. Compound sentences.
11. Complex sentences.
12. Phrases.

Task 3. Are the following statements true or false?

1. Modern grammars define a sentence as *a complete expression of a single thought*.
2. The *formal* approach to English grammar describes the way in which sentences are constructed.
3. Sentences can be grouped into two main types: major sentences and minor sentences.
4. Sentences which consist of just one clause are said to be simple sentences.
5. Sentences which can be immediately analysed into more than one clause are complex sentences.
6. Traditional grammars recognized five types of sentence function: statement, question, command, echo utterance, and exclamation.

7. Clauses are made up out of elements which do not express any kind of meaning.
8. Compound sentences consist of a main clause and a subordinate clause or clauses and are linked by subordination.
9. Complex sentences are combination of two main clauses linked by means of coordination.
10. A phrase is a syntactic construction which typically contains more than one word, but which lacks the subject-predicate structure usually found in a clause.

II. ENLARGING YOUR VOCABULARY

Task 4. Transcribe the following words and practise their pronunciation.

Notional, an approach, vague, major, minor, a clause, multiple, a formula, a stereotype, an aphorism, an exclamation, echo, an utterance, particular, to identify, to affect, coordination, subordination, a phrase.

Task 5. Give the English equivalents of the following words and word combinations. Search the text for the sentences in which they are used.

Самый знакомый грамматический термин; выражение; логический подход; формальный подход; структура (2); полные предложения; неполные предложения; простое предложение; сложное предложение; коммуникативные типы предложения; члены предложения; сложносочиненное предложение; сложноподчиненное предложение; словосочетание.

Task 6. Match the following morphologic terms with their definitions.

| | |
|----------------------|--|
| 1. syntax | a. a sentence formed in an irregular way |
| 2. major sentence | b. syntactic construction containing more than one word, but lacking the subject-predicate structure |
| 3. minor sentence | c. a sentence in which the clauses are linked by coordination |
| 4. compound sentence | d. the process of creation of new words |
| 5. complex sentence | e. a sentence in which the clauses are linked by subordination |
| 6. phrase | f. a sentence formed in a regular way |

Task 7. Find the Russian equivalents of the following linguistic terms.

A clause, a simple sentence, formulae for stereotyped social situations, a statement, a question, a command, an exclamation, the subject, the verb, the object, the complement, the adverbial, coordinating, subordinating, a main clause, a subordinate clause, a pronoun phrase, an adverb phrase, an adjective phrase, a noun phrase, a verb phrase, a prepositional phrase.

Task 8. Translate the following sentences from English into Russian.

1. Some languages, such as Chinese, show grammatical relations entirely by means of word order and form-words. 2. A syntactic group is a combination of words that forms a distinct part of a sentence. 3. In some cases, a complete meaning is expressed by a single word, a sentence-word, such as *come!* 4. In many languages the subject is often characterized by its own form, as by its agreement with the verbal predicate, both in person and in number. 5. The predicates are mainly grouped into two types: nominal predicates and verbal predicates. 6. An independent sentence is one whose grammatical structure allows it to stand alone. 7. A dependent sentence is one that cannot stand alone, but makes us expect another (generally an independent) sentence to complete its meaning. 8. The chief varieties of dependent clauses are relative clauses (often called adjectival clauses), adverbial clauses, and noun clauses.

Task 9. Translate the following sentences from Russian into English.

1. Традиционно предложение изучалось с позиций логического подхода. 2. Формальный подход к изучению предложения делает попытку описать основные структурные модели предложения. 3. Полные предложения распадаются на два класса: простые и сложные. 4. Неполные предложения представлены формулами речевого этикета, восклицаниями, пословицами, афоризмами и т.д. 5. Выделяются четыре коммуникативных типа предложения: повествовательное, вопросительное, повелительное и восклицательное. 6. Предложение обычно состоит из пяти членов: подлежащее, сказуемое, дополнение, обстоятельство и обстоятельство. 7. Сложные предложения встречаются двух типов: сложносочиненные и сложноподчиненные. 8. Сложносочиненное предложение представляет собой два или более независимых предложения, соединенных сочинительной связью. 9. Сложноподчиненное предложение представлено главным и одним или несколькими зависимыми предложениями, соединенными подчинительными союзами. 10. Наиболее употребительными являются глагольные и субстантивные словосочетания.

III. IMPROVING YOUR SPEAKING SKILLS

Task 10. Make short reports on the following topics.

1. Word Order in the English and German languages.
2. Spoken and Written Syntax.
3. Types of Questions.
4. Rhetorical Questions.
5. Ellipsis.
6. Parenthesis.
7. Reported Speech.
8. Communicative Syntax.
9. Noun Phrases.
10. Verb Phrases.

IV. LEARNING ENGLISH IS FUN

Task 11. To emphasize a particular part of a sentence in spoken or written English, we use emphatic structures. One of the most common ways to put emphasis is to use the construction 'it + to be + subject/object + that/who(m)': *It is me that/who you are talking to, so don't lie.* **Rewrite the following sentences, emphasising the words in bold.**

1. **The Beatles** recorded *Let it Be*.
2. **Paul McCartney** sang the lead.
3. The video was recorded **on a rooftop**.
4. The record was released **in 1969**.
5. **John Lennon** played lead guitar.
6. The Beatles broke up **shortly after this**.

PART THREE. THE WORLD OF LITERATURE

UNIT 1. THE ROMANTIC PERIOD

I. READING AND DISCUSSING THE TOPIC

Task 1. Speak on the Romantic period in German literature. Why is it so important? Who are its main representatives in the German-speaking world? What are their most popular works?

Task 2. Read the text *The Romantic Period* and do the tasks following it.

The Romantic period in Europe saw the end of the dominance of the Renaissance tradition. The result was the discovery of local cultures and a flowering of local literatures. Romantic literature is strong in many parts of Europe and, indeed, is most clearly seen in the literatures which it more or less creates, notably German and Russian.

In Britain, where there had been a strong literature for several centuries, this change of consciousness was a less sudden affair. There were many pointers to it in the 18th century, e.g. Thomas Gray. The poets and writers became greatly influenced by ballads, folk-songs, which were the literature of the common people, and turned to the Gothic and biblical traditions.

The Romantic period saw changes in philosophy, politics, and religion, as well as in the arts of literature, painting, and music. In philosophy the Romantic period saw a reaction against the rationalism of the 18th century. It was a reaction against a view of the physical world increasingly dominated by science. The Romantic poets and writers rebelled against the emphasis on the material and on *common sense*.

Society for the Romantics became an evil force moulding its citizens, it was a dark cloud, limiting action. These ideas led to the flight from the city. Of the many social evils – the slave trade, the treatment of the poor – one was beginning to be recognized as a new and growing threat: industrialization. The description of mass industrialization is a feature of mid 19th century literature.

It is hardly surprising that the Romantic poets and writers ‘left’ the city turned to nature. They described many different kinds of natural scene, and they are if not *wild* at least independent of man. For them man needed the help of nature rather than society to fulfil himself.

The Romantic period saw also a change in religious ideas. Many poets and writers failed to find Christianity satisfying. In the search for a spiritual truth they used two faculties: feelings and imagination. The result was that the search

for spiritual truth became one in which the poet played a greater role than in the past. Thus, the writer ceased to be a man of letters and became an artist.

Task3. Here are the answers to some questions. Work out the questions.

1. The end of the dominance of the Renaissance tradition.
2. Notably German and Russian.
3. By ballads, folk-songs, the literature of the common people.
4. In philosophy, politics, and religion.
5. A reaction against the rationalism of the 18th century.
6. Society.
7. Industrialization.
8. The help of nature.
9. Feelings and imagination.
10. An artist.

Task 4. Are the following statements true or false?

1. The Romantic period in Europe discovered local cultures and literatures.
2. The change of consciousness in the Romantic period was an unexpected affair in Britain.
3. The Romantic period traced a reaction against a view of the physical world increasingly dominated by religion.
4. A new and growing threat in society was industrialization.
5. The Romantic poets and writers left the country for the city.
6. They described many different kinds of natural scene dependent of man.
7. The Romantic period also saw a change in religious ideas.
8. The poet did not play any part in the search for spiritual truth.

Task 5. Finish up the following sentences using the text.

1. The Romantic period marked the discovery of local cultures and ____.
2. There were many pointers to the change of consciousness in the 18th century, e.g. ____.
3. The Romantic period saw changes in philosophy, politics, and religion, as well as ____.
4. The Romantic poets and writers rebelled against the emphasis on the material and ____.
5. The certain view of the society led to ____.
6. The description of mass industrialization is a ____.
7. Many poets and writers failed ____.
8. The writer ceased to be a man of letters and ____.

II. VOCABULARY AND GRAMMAR PRACTICE

Task 6. Transcribe the following words and practise their pronunciation.

Romantic, a period, Europe, dominance, Renaissance, flowering, a century, consciousness, an affair, a ballad, a folk-song, Gothic, biblical, philosophy, politics, religion, rationalism, a view, physical, increasingly, science, to rebel, emphasis, society, evil, to mould, threat, industrialization, a feature, scene, religious, Christianity, a search, spiritual, to cease.

Task 7. Give the English equivalents of the following words and word combinations. Search the text for the sentences in which they are used.

Конец господства традиции Возрождения; открытие национальных культур; расцвет национальных литератур; особенно в немецкой и русской литературах; перестройка сознания; неожиданность; простой народ; реакция на рационализм 18 века; доминирование научного воззрения на физический мир; упор на материальное; злая сила; ограничивающий действие; уход из города; работоторговля; эксплуатация бедняков; черта; обратились к природе; «дикая» природа; реализоваться; удовлетворительный; духовная правда.

Task 8. Find the Russian equivalents of the following words and word combinations.

The Romantic period; a strong literature; a pointer; a folk-song; the Gothic and biblical traditions; 'common sense'; moulding its citizens; social evils; a new and growing threat; many different kinds of natural scene; independent of man; a change in religious ideas; the search for a spiritual truth; two faculties; a man of letters.

Task 9. Use the following words and word combinations in the sentences of your own.

The end of smth; the Renaissance tradition; the discovery of smth; a flowering of smth; to be most clearly seen; to see changes in smth; a view of the physical world; to rebel against smth; 'common sense'; an evil force; the flight from smth; the description of smth; to be hardly surprising; to fulfil oneself; to fail to do smth; to use faculties; to play a greater role; to ceased.

Task 10. Fill in prepositions if necessary.

1. The result was the flowering ___ local literatures. 2. It is most clearly seen ___ German and Russian literatures. 3. In Britain there had been a strong literature ___ several centuries. 4. There were many pointers ___ the change in the 18th century. 5. The Romantics turned ___ the Gothic and biblical traditions. 6. The Romantic period saw changes ___ the arts of literature, painting, and music. 7. The Romantic period saw a reaction ___ the rationalism of the 18th century. 8. The Romantic poets and writers rebelled against the emphasis ___

the material and on *common sense*. 9. The ideas led ___ the flight from the city. 10. They described many different kinds of natural scene independent ___ man. 11. In the search ___ a spiritual truth they used feelings and imagination. 12. The writer ceased to be a man ___ letters and became an artist.

Task 11. Translate the following sentences from Russian into English.

1. Конец эпохи Ренессанса ознаменовался обращением к национальным культурам и расцветом национальных литератур. 2. С главенствования эпохи Романтизма, по большому счету, начались национальные литературы в Германии и России. 3. В Британии сильная литературная традиция существовала веками. 4. Начиная с Т. Грэй, английский писатели и поэты обратились к балладам и народным песням. 5. Эпоха Романтизма характеризуется возрождением средневековой традиции готического романа. 6. Изменения в философских воззрениях стали ответом на господство рационализма в 18 веке. 7. Романтики протестовали против упора на материальное и здравый смысл. 8. Одним из пороков общества, ограничивающего своих членов, была работорговля. 9. Описание индустриализации становится чертой литературы 19 века. 10. Неудивительно, что романтики бегут из города и обращаются к природе. 11. Человеку необходима «дикая» природа, чтобы раскрыться. 12. Религиозные воззрения не удовлетворяли романтиков в поисках духовной правды, поэтому они обратились к чувствам и воображению.

Task 12. Speak on another literary period using the vocabulary of the unit.

UNIT 2. THE NOVEL

I. READING AND DISCUSSING THE TOPIC

Task 1. Here is Britain's favourite books list: *The Top 10*. Tick the books from the list you have read.

1. *The Lord of the Rings*, J.R.R. Tolkien.
2. *1984*, G. Orwell.
3. *Animal Farm*, G. Orwell.
4. *Ulysses*, J. Joyce.
5. *Catch-22*, J. Heller.
6. *The Catcher in the Rye*, J.D. Salinger.
7. *To Kill a Mockingbird*, H. Lee.
8. *One Hundred Years of Solitude*, G.G. Marquez.
9. *The Grapes of Wrath*, J. Steinbeck.
10. *The Great Gatsby*, F. Scott Fitzgerald.

Task 2. Read the text *The Novel* and do the tasks following it.

A novel is an extended, generally fictional narrative, typically in prose. Until the 18th century, the word referred specifically to short fictions of love and intrigue as opposed to romances, which were epic-length works about love and adventure.

The standard plot of the early romance was a series of adventures. A hero would undergo a first set of adventures before he met his lady. A separation would follow, with a second set of adventures leading to a final reunion. Variations kept the genre alive. Classics of the romance developed such as the *Roman de la Rose*. These original romances were verse works, adopting a *high language* as prose was considered *low*.

During the 18th century the novel adopted features of the old romance and became one of the major literary genres. It is today defined mostly by its ability to become the object of literary criticism demanding artistic merit and a specific 'literary' style – or specific literary styles. Some categories of genre are: science fiction, fantasy, crime fiction, westerns, romance novels, spy novels and thrillers, and Gothic fiction.

The period 1200-1750 saw a rise of the novel (originally a short piece of fiction) rivaling the romance (the epic-length performance). The period 1700-1800 saw the rise of a *new romance* in reaction to the production of scandalous novels. The new genre also adopted the name novel: this new novel was a work of new epic proportions, with the effect that a new word was needed for the original short *novel*: the term *novella* or *short story*.

The European tradition of epic works went back as far as Homer. It is more difficult to speak of the influence of the shorter performances of regular storytelling on the medieval traditions which led to the development of the novel/novella. There was a third tradition of prose fictions, in a satirical mode (*Satyricon*), the incredible stories (*The Golden Ass*) and a heroic strain (with the romances of Longos et al.).

Though a *novel* remains to be one of the most popular narrative, literary theory of genres has not yet managed to isolate a single definite, stable characteristic of the novel that holds without reservations.

Task 3. Here are the answers to some questions. Work out the questions.

1. A novel.
2. Until the 18th century.
3. A series of adventures.
4. Roman de la Rose.
5. Because prose was considered low.
6. Short story.
7. Modernism and postmodernism,
8. As far as Homer.

Task 4. Are the following statements true or false?

1. Variations in the plot in early novels kept the genre alive.
2. During the 18th century the novel became one of the minor literary genres.
3. The period 1700-1800 saw the rise of a *new romance* in reaction to the production of heroic novels.
4. The European tradition of epic works went back as far as Homer.
5. There was a third tradition of prose fictions in a satirical mode, which were the incredible stories and a heroic strain.
6. Literary theory of genres has managed to isolate a single definite, stable characteristic of the novel that holds without reservations.

Task 5. Finish up the following sentences using the text.

1. A novel is an extended, generally fictional narrative, ____.
2. Until the 18th century, the novel referred specifically to ____.
3. The original *romances* were verse works, adopting a “____”.
4. During the 18th century the novel became ____.
5. A novel is today defined by its ability to become ____ demanding artistic merit and a specific ____ style.
6. The period 1200-1750 saw a ____ rivaling the romance.
7. The new genre which was a work of new epic proportions was labeled novella or ____.
8. A *novel* remains to be one of ____.

II. VOCABULARY AND GRAMMAR PRACTICE

Task 6. Transcribe the following words and practise their pronunciation.

A novel, fictional, narrative, prose, specifically, intrigue, romances, adventure, a series, a hero, a variation, a genre, major, literary, criticism, fantasy, a thriller, rivaling, scandalous, modernism, postmodernism, European, medieval, satirical, theory, to isolate.

Task 7. Give the English equivalents of the following words and word combinations. Search the text for the sentences in which they are used.

Художественное повествование; типичный сюжет; пройти серию испытаний; воссоединение в финале; произведения в стихах; ведущий литературный жанр; определяется способностью стать объектом литературной критики; художественные достоинства; особый «литературный» стиль; стать свидетелем выхода романа на первый план; взять название; новое веяние/тенденция; берет свое начало; говорить о влиянии; регулярное повествование; художественная проза; литературоведение.

Task 8. Find the Russian equivalents of the following words and word combinations.

Typically in prose, short fictions, romances, epic-length works, *high language*, *low language*, categories of genre, science fiction, fantasy, crime fiction, westerns, romance novels, spy novels, thrillers, gothic fiction, epic proportions, short story, epic works, medieval traditions, a satirical mode, an incredible story, a heroic strain.

Task 9. Use the following words and word combinations in the sentences of your own.

A fictional narrative; to be specifically referred to smth; as opposed to smth; the standard plot; to keep smth alive; to adopt smth; to be defined by smth; to see the rise of smth; epic proportions; to go as far as; to speak of the influence on smth; to lead to smth; the development of smth; to hold without reservations.

Task 10. Fill in prepositions if necessary.

1. A novel is a generally fictional narrative, typically ___ prose. 2. Until the 18th century, the novel referred specifically ___ short fictions as opposed ___ romances. 3. It is today defined mostly ___ its ability to become the object of literary criticism. 4. A new word was needed ___ the original short *novel*: the term "short story". 5. There was a third tradition of prose fictions, ___ a satirical mode.

Task 11. Translate the following sentences from Russian into English.

1. Роман – это протяженное художественное повествование в прозе. 2. Слово «роман» относилось к эпическим произведениям о любви и приключениях. 3. Типичный сюжет повествует о герое, проходящем серию испытаний и в финале воссоединяющемся с возлюбленной. 4. Классическим средневековым романом можно считать «Дон Кихот». 5. В раннем Средневековье проза считалась «низким» стилем. 6. Новелла стала одним из главных жанров в 19 веке. 7. Романы не раз становились объектом литературной критики. 8. Поэма характеризуется художественными достоинствами и особым литературным стилем. 9. Научная фантастика появилась как реакция на индустриализацию общества. 10. Любовные романы особенно популярны среди женщин, в то время как мужчины предпочитают шпионские или готические романы.

Task 12. Here are the titles of ten novels. What are the novels?

Eavbr enw olrdw; eht itarl; a owcclkrko agenor; ollati; hte amne fo het ores; eeccabr; hte eanubbrale sshgtinel fo ibegn; rpufmee; het uasmg; ylusse.

Now fill in the table to match the authors and the novels. Can you remember their Russian equivalents?

| | |
|--|--|
| Anthony Burgess John Fowles Aldous Huxley Franz Kafka Patrick Susskind Umberto Eco Milan Kundera James Joyce Daphne du Maurier Vladimir Nabokov | |
|--|--|

UNIT 3. A GOOD READ

I. READING AND DISCUSSING THE TOPIC

Task 1. What is your favourite book? Give a 2 minute talk on it.

Task 2. Read the text *A Good Read* and do the tasks following it.

Though modern literature has undergone certain transformations in terms of content and form, which let some critics speak of its decay, it flourishes. It seems unlikely that literature will disappear at least in the near future. With the spread of mass culture, however, which has flooded bookshops with spy stories, fantasy and romance books of low quality, the notion of *a good read* comes forth in its struggle against lowbrow books. A good read is a masterful combination of excellent plot, brilliant language, deep psychological and philosophical reflections.

The example is not far-fetched as the novel *The Unbearable Lightness of Being*, by the Czech writer Milan Kundera, meets the above-mentioned requirements. The author tells the story of Tomas and Teresa, their first meeting, the development of their relations till their deaths in a car accident. Tomas is a *Don Juan*, yet he loves his wife deeply; Teresa knows that, however, she cannot stop being monstrously jealous. The couple are juxtaposed to another couple, Sabrina and Franz, whose relation is shorter, though, by no means, less complicated.

Moreover, the theme of human relations is coupled with philosophical meditations. Kundera examines Nietzsche's myth of man's eternal return, "Once means never". Man lives only once, he has consciousness and reason, but his life is unrepeatable, as a result, he experiences lack of responsibility. The lack of responsibility turns into lightness. The idea of lightness is taken from Parmenides, originally connoting playfulness, and stands for meaningless

emptiness. Man, being able to realize that, comes to the conclusion that lightness becomes unbearable.

The author uses the principle of playfulness and variation as an instrument to examine matters from all sides and devotes much space to the political situation in Czechoslovakia in the late 1960's and early 1970's. *The Prague Spring of 1968* plays an important part in characters' lives. In his meditations Kundera comes to reject any *isms*, be it *communism*, *fascism*, or *totalitarianism* as they all deprive men of their individuality, their *ego*, making them the same weak-willed creatures.

Then, the concept of *kitsch*, "a beautiful lie", is closely related to political issues. The author equates *kitsch*, bad, unoriginal, and non-genuine sentimental art, with totalitarian regimes. Brilliant language, as far as we can judge by the translation, also contributes to this complex and polyphonic novel where the narrator becomes one of the characters, continually interrupting the story, explaining to the reader what he means and examining highlighted problems from different angles.

In brief, authentic story, coupled with philosophical reflections on eternal values, such as life and death, love and hatred, beauty and ugliness, freedom and slavery, and thought-provoking writing make one desire to read *The Unbearable Lightness of Being* from cover to cover, as the contents are always topical and new.

Task 3. Here are the answers to some questions. Work out the questions.

1. Certain transformations.
2. The spread of mass culture.
3. The story of Tomas and Teresa.
4. Nietzsche's myth.
5. The idea of lightness.
6. The principle of *playfulness*.
7. Bad, unoriginal sentimental art.
8. Brilliant language.

Task 4. Are the following statements true or false?

1. It seems likely that literature will disappear at least in the near future.
2. A good read is a cheap romance or spy-novel one can get at any bookshop.
3. Tomas and Teresa are juxtaposed to another couple, Sabrina and Franz, whose relation is no less complicated.
4. Moreover, the theme of human relations is coupled with psychological analysis and meditations.
5. The lack of responsibility turns into lightness.
6. The author devotes much space to the political situation in Czechoslovakia in the late 1960's and early 1970's.

7. Kundera supports such concepts as *communism*, *fascism*, or *totalitarianism*.
8. The concept of *kitsch*, “a beautiful lie”, is closely related to political issues.
9. The narrator remains detached from the story.
10. The highlighted problems are examined one-sidedly.

Task 5. Finish up the following sentences using the text.

1. A good read is a masterful combination of excellent plot and ____.
2. Kundera examines ____ of man’s eternal return, “Once means never”.
3. The idea of lightness is taken from Parmenides and stands for ____.
4. *The Prague Spring of 1968* plays ____ in characters’ lives.
5. Kitsch means ____.
6. Brilliant language also contributes to this ____.
7. The narrator becomes one of the characters, continually interrupting the story, ____.
8. *The Unbearable Lightness of Being* is the book one desires to read ____.

II. VOCABULARY AND GRAMMAR PRACTICE

Task 6. Transcribe the following words and practise their pronunciation.

A content, a critic, to flourish, to flood, lowbrow, excellent, an issue, an analysis, psychological, philosophical, an accident, don juan, monstrously, jealous, to juxtapose, a theme, to couple, a myth, a character, rejection, fascism, totalitarianism, to equate, non-genuine, a regime, to contribute, polyphonic, a narrator, continually, highlighted, an angle, authentic, eternal, a value.

Task 7. Give the English equivalents of the following words and word combinations. Search the text for the sentences in which they are used.

Низкопробные книги; пример лежит на поверхности; отвечает упомянутым выше требованиям; быть противопоставленным; ни в коем случае; тема человеческих отношений переплетается с философскими размышлениями; приходить к заключению; легкость становится невыносимой; использовать в качестве инструмента; исследовать проблемы со всех сторон; отводить много места; приходить к отрицанию; лишать людей индивидуальности; близко соотносится; вносить вклад; становиться одним из персонажей; затронутые вопросы; с разных точек зрения; вечные ценности; давать пищу для размышлений.

Task 8. Find the Russian equivalents of the following words and word combinations.

Certain transformations, content and form, the spread of mass culture, a good read, a masterful combination, brilliant language, deep psychological analysis, he examines Nietzsche's myth of man's eternal return, he experiences lack of responsibility, stands for meaningless emptiness, the principle of playfulness, making them the same weak-willed creatures, he equates *kitsch* with totalitarian regimes, a polyphonic novel, to interrupt the story, to read from cover to cover.

Task 9. Use the following words and word combinations in the sentences of your own.

To undergo certain transformations; to flourish; to flood bookshops with smth; books of low quality; the example is not far-fetched; to meet the demands; to be juxtaposed to smth/someone; to be coupled with smth; as a result; lack of responsibility; to stand for smth; to come to the conclusion; to examine matters from all sides; to come to reject; to deprive someone of smth; to be closely related to smth; to equate smth with smth; to contribute to smth; different angles; to give food for thought; to read from cover to cover.

Task 10. Fill in prepositions if necessary.

1. The book is brilliant ___ terms of content and form. 2. The notion of a good read struggles ___ lowbrow books. 3. The couple are juxtaposed ___ Sabrina and Franz. 4. The theme of human relations is coupled ___ philosophical meditations. 5. The lack of responsibility turns ___ lightness. 6. The idea stands ___ meaningless emptiness. 7. Man comes ___ the conclusion that lightness becomes unbearable. 8. The author examines matters ___ all sides. 9. Totalitarian regimes deprive people ___ their individuality. 10. *Kitsch* is closely related ___ political issues. 11. The author equates *kitsch* ___ totalitarian regimes. 12. ___ brief, all this makes *The Unbearable Lightness of Being* the book one desires to read ___ cover to cover.

Task 11. Translate the following sentences from Russian into English.

1. Современная литература претерпела некоторые изменения. 2. Форма и содержание некоторых произведений позволяют говорить некоторым критикам об упадке литературы. 3. Распространение массовой литературы привело к заполнению книжных магазинов низкопробной литературой. 4. Мастерское сочетание прекрасного сюжета и хорошего языка превращает книгу в образец хорошей литературы. 5. Книга «Процесс» Франца Кафки отвечает всем вышеозначенным требованиям. 6. Тема любви противопоставлена теме ревности. 7. Философские размышления основываются на концепциях Ницше и Парменида. 8. Принцип игры используется как инструмент, чтобы рассмотреть проблему под всеми углами. 9. Размышляя, автор приходит к отвержению рабства. 10.

Неподлинное и сентиментальное искусство приравнивается к тоталитаризму. 11. Автор становится одним из героев романа, постоянно вкрапливающимся в сюжет и рассматривающим затронутые проблемы с разных точек зрения. 12. Размышления о вечных ценностях делают книгу всегда новой и актуальной.

Task 12. Devising a Horror Story. Try your hand at writing and outlining the plot of a horror story. Work in four groups and select from the list of ingredients below. Appoint a spokesperson to make notes. Feel free to add your own ideas.

| Location | Period | Characters | Events |
|--|---|---|--|
| a cemetery an old castle on a hill a church a remote country mansion a house with secret passages an aeroplane a dark wood | 1860 the Middle Ages when there's a new moon present time some time in the future | a honeymoon couple a mad scientist a witch a psychiatrist a poltergeist an army of androids rats, spiders, giant bees, bats | people disappear a monster is created man-eating plants invade Earth someone collects people for a human Zoo the dead return to life an operation that goes wrong inexplicable accidents |

PART FOUR. TEXTS FOR TRANSLATION

1. *Feed in English, Print out French*

Once upon a time, according to a much-told story, a computer was set the task of translating 'traffic jam' into French and back into English. The machine buzzed, clicked, blinked its lights and eventually came up with 'car-flavoured marmalade'. Machine translation has come a long way since then. Computer translation systems are now in use in many parts of the world. Not surprisingly, the EEC is very involved. With so many official languages, translating and interpreting take up more than fifty per cent of the Community's administrative budget. But although the efficiency of machine translation is improving rapidly, there is no question of human translators being made redundant.

On the contrary, people and machines work together in harmony. Today's computers are of little value in translating literary works, where subtlety is vital, or the spoken word, which tends to be ungrammatical, or important texts, where absolute accuracy is essential. But for routine technical reports, working papers and the like, which take up so much of the translation workload of international organizations, computers are likely to play an increasing part. The method of operation will probably be for the machine to make a rough version, which the translator will then edit, correcting obvious mistakes, and where necessary referring back to the original.

If machines can translate languages, could they ever teach languages? Yes, say enthusiasts, although they doubt that the teacher could ever be totally replaced by a machine in the classroom. Good old teachers know best!

2. *Language Variety*

The fact that English has been spoken in England for 1,500 years but in Australia for only 200, explains why we have a great wealth of regional dialects in England while this phenomenon is more or less totally lacking in Australia. It is often possible to tell where an English person comes from within about 15 miles or less. In Australia, where there has not been enough time for changes to bring about much regional variation, it is almost impossible to tell where someone comes from at all, although very small differences are now beginning to appear.

It is unlikely, however that there will ever be as much dialectal variation in Australia as there is in England. This is because modern transport and communication conditions are very different from what there were 1,500 or even 100 years ago. Even though English is now spoken in many different parts of the world many thousands of miles apart, it is very unlikely that English will ever break up into a number of different non-intelligible languages in the same way that Indo-European and Germanic languages did.

German and Norwegian became different languages because the ancestors of the speakers of these two languages moved apart geographically, and were no

longer communicating with one another. In the modern world, barring unforeseen catastrophes, this will not happen, at least in the near future. As long as Americans and British people, for instance, are in touch with one another and want to communicate with one another, it is most unlikely their dialects will drift so far apart as to become different languages.

3. *Pragmatics*

Pragmatics is the study of how people use language. It describes the connection between language and human life. An important feature of language is that the meaning of a sentence involves more than a combination of the meanings of the words it contains: to understand fully, we also use information from the situation where the sentence is used. Language users (either speakers or writers) continually make choices of words and phrases and these choices affect how they are understood.

All languages have a set of pragmatic conventions about language use. These conventions are social and cultural. People often use language to help their social relationships. For example, when you ask someone to do something for you, you usually want to do this politely. Politeness involves taking the discipline of emotions and feelings – your own and those others.

One large area of difficulty for learners of English is that it has many words and phrases that appear to be neutral, but in fact carry a negative or positive connotation (this has been called ‘semantic prosody’). It is important, therefore, to learn not only the basic meaning of words but also their cultural impact. For example, in British culture people do not express negative emotions such as grief or anger in front of people that they do not know well.

Sometimes people avoid to express their emotions and use the so-called vague expressions. They allow speakers and writers to give an appropriate amount of information in a particular context. For example, people are vague because they do not have precise information or sometimes because precise information is not needed.

4. *Folk Etymology*

When people hear a foreign or unfamiliar word for the first time, they try to make sense of it by relating it to words they already know well. They guess what it must mean and often guess wrongly. However, if enough people make the same wrong guess, the error can become part of the language. Such erroneous forms are called folk or popular etymologies.

Bridegroom provides a good example. What has a groom got to do with getting married? Is he going to ‘groom’ the bride in some way? Or perhaps he is responsible for horses to carry him and his bride off into the sunset? The true explanation is more prosaic. The Middle English form was *bridgome*, which goes back to Old English *brydguma*, from ‘bride’ + *guma* ‘man’. However, *gome* died out during the Middle English period. By the 16th century its meaning

was no longer apparent, and it came to be popularly replaced by a similar-sounding word, *grome*, 'serving lad'. This later developed the sense of 'servant having the care of horses', which is the dominant sense today. But the *bridegroom* never meant anything more than 'bride's man'.

5. The Alphabet

The letter-shapes of the modern alphabet in most cases are part of an alphabetic tradition which is over 3,000 years old. The earliest-known alphabet was the 22-letter North Semitic, which developed c. 1700 BC in the Middle East. Several alphabets were based on this model, including the Phoenician, which c. 1000 BC was used as a model by the Greeks, who added letters for vowels. Greek in c. 800 BC itself became the model for the alphabet used by the Etruscans (a civilization in the Tuscany area of central Italy), and it is from Etruscan that the capital letters of the 23-letter Roman alphabet derived.

The Christian era saw the emergence of new styles of writing throughout the Roman Empire, with scribes developing smaller scripts which could be written rapidly and smoothly, and in which the pen remained in contact with the paper as much as possible. The distinctive shapes of modern lowercase letters arose through the constraints imposed by the need for efficient handwriting.

Old English was first written in the runic alphabet, but the arrival of Christian missionaries brought the rapid introduction of the Roman alphabet. The 23 Latin letters were applied to the Old English sound system in a systematic way, with the addition of four new symbols to represent unfamiliar sounds: ash, thorn, eth and wynn; also 'g' appeared in a modified form as yogh. Following the Norman Conquest, the distinctively Anglo-Saxon symbols gradually disappeared, at first because the French scribes preferred more familiar letters, and later because Continental printers did not have the ability to print the earlier symbols. *Ash* was replaced by 'a', *thorn* and *eth* by 'th', *yogh* chiefly by 'gh', and *wynn* by a new letter 'w'.

To this alphabet of 24 letters were added, from the late Middle Ages, 'v' and 'j', respectively distinguished from 'u' and 'I', with which they had previously been interchangeable. The result is the 26-letter alphabet known today. One of the distinctive features of this alphabet is its lack of diacritics, apart from the dot over lowercase 'i' and 'j', and the occasional use of accents in loan words where a pronunciation would otherwise be unclear (e.g. *résumé*, *naïve*).

6. Webster's

In 1828 appeared *An American Dictionary of the English Language*, in two volumes, containing some 70,000 words. The work greatly improved the coverage of scientific and technical terms, as well as terms to do with American culture and institutions (such as *congress* and *plantation*), and added a great deal of encyclopedic information. A new feature was the introduction of Webster's

own etymologies – though the speculative nature of many of these was an early source of unwelcome criticism. The spellings were mainly conservative and its pronunciations were generally provincial in character, those of Webster's own New England.

The label 'American' in the title is more a reflection of the works of American authors referred to than of its uniquely American lexicon. Indeed, at one point Webster observed (though not with any great accuracy) that 'there were not fifty words in all which were used in America and not in England'. On the other hand, nearly half of the words he did include are not to be found in Johnson's *Dictionary*, which added considerable force to his claim that he was giving lexicography a fresh direction.

Despite its weaknesses and its critics, the *American Dictionary* made Webster a household name in the USA. It was fiercely attacked in Britain for its Americanism, especially in matters of spelling and usage; but the work was crucial in giving to US English an identity and status comparable to that given to the British English lexicon by Dr Johnson. Indeed, it is difficult to appreciate today the impact which 'Webster's' made at the time, and just how authoritative the book was perceived to be.

7. F. Scott Fitzgerald

Francis Scott Fitzgerald (1896-1940) was born in St. Paul, Minnesota, but the Middle West was not the setting for any of his major works. After he entered New Jersey's prestigious Princeton University he tried to forget his origins, though he was unhappy at college and felt inferior to all those who were born rich Easterners.

When the United States entered World War I, he enlisted in the Army, and in a training camp in Alabama met Zelda who became his wife and who was the model for most of the beautiful, gay heroines of his fiction. He became a writer in order to earn enough money to marry her.

His first novel, *This Side of Paradise*, was published in 1920. It concerns the world of youth, excited though somewhat cynical, and the parties and the love affairs of the rich. Fitzgerald was the spokesman for the youth; he sensed the romantic yearnings of the time, and the yearnings of the *Jazz Age*, and he put them into his fiction.

Fitzgerald's best novel, *The Great Gatsby*, was published in 1925. By then he was himself rich, though his earnings could never keep pace with his and his wife's extravagance. He had attained success as a writer, being considered a serious novelist and a producer of short stories for slick magazines. He also knew that between the peaks of joy were periods of sorrow. *The Great Gatsby* reflects Fitzgerald's deeper knowledge, his recognition that wanting to be happy does not ensure one's being so and that the pursuit of entertainment may only cover a lot of pain.

8. *Hamlet, the Origin and the Problem of the Text*

The Tragicall Historie of Hamlet, Prince of Denmarke is a tragedy by William Shakespeare. It is one of his best-known works, and also one of the most-quoted writings in the English language. *Hamlet* has been called "Shakespeare's greatest play" and it is universally included on lists of the world's greatest books. It is also one of the most popular of Shakespeare's plays, and judging by the number of productions; for example, it has topped the list at the Royal Shakespeare Company since 1879. With 4,042 lines and 29,551 words, *Hamlet* is also the longest Shakespearian play. *Hamlet* is a tragedy of the revenge genre, in which the title character, and another characters as well, seek revenge for their fathers' deaths.

The story of the Danish Prince Hamlet, who plots revenge on his uncle, the current king, for killing his father, the former king, is an old one. Many of the story elements are already here in this medieval tale, recorded by Saxo Grammaticus. Shakespeare's main source, however, is believed to be an earlier play, now lost (and possibly by Thomas Kyd), known as the *Ur-Hamlet*.

In 1602 there appeared the first version of Shakespeare's *Hamlet*, which is said to be a very garbled one. Various differing theories have been offered to explain how this version was compiled, but it is generally agreed that it is in part at least a report of an actual performance. In the following year a new edition of the play came out and it was probably set up direct from Shakespeare's manuscript, but if so, by a careless printer, who made many blunders. More recently, editors have preferred the second version as a basis for their text, correcting obvious misreadings.

APPENDIX 1

ENGLISH PUNCTUATION

Task 1. Read *A Panda Joke* told by N. Hall from Manchester Metropolitan University which illustrates how important English punctuation is.

Panda walks into a bar, orders a sandwich, eats it and shoots the waiter. And then he heads for the door.

- 'Hey,' yields the bartender.

Panda grins over his shoulder:

- 'I'm a panda. Look it up.'

So the bartender gets a dictionary and looks it up: 'Panda, a rare bear-like mammal, with distinctive black and white markings, eats(,) shoots and leaves.'

Vocabulary Notes

- a leaf (pl. leaves) – лист (на дереве)
- to leave – покидать, уезжать, уходить
- a shoot – побег (растения)
- to shoot – стрелять, застрелить

Task 2. Study the punctuation rules.

A Full stop (.), question mark (?) and exclamation mark (!)

A sentence ends with one of these punctuation marks.

1. **Full stop** is placed at the end of the declarative utterance:

- ✓ It's cold today.
- ✓ The office was closed.
- ✓ Please be careful.

2. **Question mark** is placed at the end of the interrogative utterance with direct or inverted word order:

- ✓ Who's that?
- ✓ Did you see the show?
- ✓ Could you wait, please?

3. **Exclamation mark** will be placed at the end of the exclamatory utterance:

- ✓ Oh, no! I don't believe it!

B Semi-colon (;)

The **semi-colon** is used between two separate statements which are linked in meaning. We could also use a full stop here.

- ✓ Melanie is a very kind person; she visits David in hospital every day.

C Colon (:)

We use a **colon** before a list or an enumeration or before an explanation.

- ✓ There wasn't much in the fridge: a couple of sausages, some butter, half a bottle of milk.
- ✓ Vicky felt nervous: she hated the dark.

D Dash (-)

A **dash** is rather informal. It is sometimes used instead of a colon or a semi-colon.

- ✓ I'm having a great time – there's lot to do.
- ✓ Vicky felt nervous – she hated the dark.

E Comma (,)

1. We often use a comma when we link two statements with *and*, *but* or *or*.
 - ✓ Daniel was tired, and his feet were hurting.
 - ✓ It's a really good camera, but I can't afford it.
2. We can also use a comma when a sentence has a linking word like *when* and *although*.
 - ✓ When the office is busy, Sarah has to work late.
3. Sometimes a comma can separate off an adverb or a phrase.
 - ✓ Sarah, unfortunately, has to work late.
 - ✓ On busy days, Sarah has to work late.
4. We also use commas in a list of more than two. The last two are linked by *and*, often with a comma.
 - ✓ I went out with Rachel, Vicky, Emma **and** Matthew.
5. A comma can separate off nouns of direct address.
 - ✓ You, Miss Brown, must leave the class at once.
6. We also use commas when parenthetical words or phrases are included into a sentence.
 - ✓ The car was just average. Not too new. **To tell you the truth**, I didn't pay much attention to it.

Task 3. The punctuation in the following examples is correct. Comment on its use.

Semi-colon

- a. People say that travel broadens the mind; it can also be a frustrating and dangerous experience.
- b. Some people believe he is a man of virtue; others maintain that he is dishonest and corrupt.

Colon

- c. A first aid kit should contain the following items: cotton wool, sticking plasters, antiseptic cream, bandages, and a pair of scissors.

Comma

- d. Although the weather wasn't nice, they started for the picnic.
- e. Schooldays, in my opinion, are the happiest days of our lives.

Task 4. Correct the punctuation mistakes in the following sentences if there are any.

1. She speaks English, French, Russian, and German. 2. She asked me, if I wanted any help? 3. The Prime Minister said, that the situation was improving. 4. 'That' said John 'is all I know. 'Why?,' asked Angela. 5. When everyone is here, we'll start the meeting. 6. We'll start the meeting when everyone's here. 7. The girls' school was on one side of the road, the boys' on the other. 8. She doesn't talk, normally.

Task 5. Here are two well-known anecdotes about Winston Churchill. Punctuate them as you think appropriate.

a. A lady MP once rebuked Churchill for being drunk at a dinner party sir she said you are drunk and you madam are ugly Churchill answered but I shall be sober tomorrow

b. In conversation with Churchill Lady Astor talked on the subject of women's rights Churchill opposed her on this Lady Astor said Winston if I were married to you I'd put poison in your coffee Churchill answered and if you were my wife I'd drink it

APPENDIX 2

YOUR CURRICULUM VITAE

Task 1. Curriculum vitae, CV for short, is a document giving details of your qualifications and the jobs you have had in the past that you send to someone when you are applying for a job. **Study the sample CV.**

| CURRICULUM VITAE | |
|--|---|
| Personal details | |
| Name | Robert Brown |
| Address | 17 Beagle Ridge Drive, Acomb, York, Yo 243 JH England Tel: 1904 34 55 82 Email: robert@mktg.ssu.co.uk |
| Nationality | British |
| Date of birth | 12/10/76 |
| Marital status | single |
| Personal profile I am reliable, well organized, and used to working on my own initiative. I am able to prioritize my workload. I am comfortable working on my own or as part of a team. | |
| Key skills Familiar with Microsoft Word and Excel Confident communicator Able to cope under pressure Clean driving licence Good problem-solver Self-motivated Fluent in German | |
| Work experience | |
| 2000-Present | Marketing Assistant, Success Solutions Unlimited, Manchester. Duties include planning and implementing all advertising and promotion, responding to enquiries, monitoring student performance |
| 1998-2000 | Teacher of English, Churchill School of English, Munich, Germany |
| August 1996 | One month placement in the sales department of Newton Publishing, London |
| Education | |
| Dec 1997 | Certificate in Teaching English as a Foreign Language (Distinction) London University: BA in English Literature and Language (2.2) |
| 1994-1997 | Minster College Secondary School, Wells |
| 1987-1994 | 8 GCSEs, 3 A levels: English (A), German (B), Art (C) |
| Interests Football, sailing, reading, landscape painting | |
| References Available on request | |

Task 2. Put the parts of the CV in the order they should appear.

1. 2. 3. 4. 5. 6. 7.

Key skills, personal details, work experience, personal profile, references, interests, education.

Task 3. Which of the following personal details would you write in your CV if you were Mary Brown? Cross out the redundant information.

Name: Mary Louise Brown

Father's Name: John Brown

Mother's Name: Elizabeth Brown, born Greene

Address: 16 Coda Avenue, Bishopthorpe, York, YO 232 SE England

Home Telephone Number: 0657 38 99 62

Cell Telephone Number: +44 784 981 45 54

Neighbours' Telephone Number: 0657 43 70 04

Email: mary.brown@gmail.com

Nationality: British

Date of Birth: 15 October 1979

Marital Status: divorced David McSporrán last year, now dating Andrew McCarthy

Task 4. When writing your personal profile, make sure you put forward your most important and, obviously, positive characteristics. Decide which of the following characteristics are positive and which ones are negative and place them in the correct column.

Generous, sly, sharp-tongued, diligent, stubborn, tolerant, stingy, work-obsessed, shrewd, resolute, serious, unprincipled, thrifty.

| <i>Positive characteristics</i> | <i>Negative characteristics</i> |
|---------------------------------|---------------------------------|
| | |

Task 5. Another important aspect of compiling your personal profile section is to choose the characteristics which are relevant for certain professional purposes. Write out the ones that you consider to be appropriate for a CV.

Reliable; fun-loving; naïve; able to prioritize; intellectual; down-to-earth; good problem-solver; artistic; work as part of a team; initiative; perfectionist; independent; imaginative; industrious, able to cope under pressure.

Task 6. Key skills should cover your language, computer and office management skills, negotiation abilities and driving licence. **Which words from the box below collocate with the following skills?**

1. Language skills
2. Computer skills
3. Office management skills
4. Negotiation skills
5. Driving skills

| | | | | | | |
|----------------|--|--------------|---------------|--------|-------|---------|
| fluent | confident | communicator | mother tongue | leader | clean | licence |
| basic | confident with a fax-machine and photocopier | intermediate | good | | | |
| problem-solver | familiar with email, MS Word, Excel and PowerPoint | | | | | |

Task 7. Interests bring you alive and say something about you as a person. Make sure what you write down adds value. Here is a list of the most popular hobbies. **Which things are you keen on?**

Gardening, yoga, reading, listening to music, going to the cinema/theatre, cooking, doing crosswords, doing voluntary work, sports (football, tennis, swimming, cycling, skiing, roller skating, etc), fitness, fishing, photography, collecting, camping, surfing the Internet, watching TV, playing computer games, painting.

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