

Міністерство освіти і науки України
Сумський державний педагогічний університет
ім. А.С.Макаренка

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English for Seniors

Term II

*Навчальний посібник для студентів 4-го курсу
факультетів іноземних мов педагогічних ВНЗ*

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Друкується згідно з рішенням вченої ради
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Посібник охоплює такі розмовні теми як “Система вищої освіти США”, “Музика”, “Професія вчителя”. Головна мета – взаємопов’язаний розвиток навичок усного та писемного мовлення на основі оволодіння лексико-граматичним матеріалом.

Посібник розраховано на студентів 4-го курсу педагогічних ВНЗ факультетів іноземних мов.

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ПЕРЕДМОВА

Цей посібник призначений для студентів факультетів іноземних мов педагогічних інститутів та університетів. Він складається з трьох розділів. Тексти завдань посібника розроблені згідно з вимогами програми вивчення іноземної мови у вищих навчальних закладах, відповідають передбаченій нею тематиці та вміщують навчальний матеріал, не відображений в чинних підручниках та посібниках з англійської мови, але який є необхідним для професійного становлення майбутнього вчителя англійської мови.

Основна мета посібника – закріпити, узагальнити і систематизувати знання, вміння та навички, отримані студентами в межах базового курсу. Поряд із цим, посібник спрямований на оволодіння певною кількістю нового лексичного матеріалу згідно з вимогами державного стандарту до рівня володіння іноземною мовою на 4-му курсі факультетів іноземних мов педагогічних ВУЗів, а також розвиток інтелектуальних здібностей студентів та підвищення лінгвокраїнознавчої компетенції.

Запропонований посібник містить матеріали з трьох розмовних тем, що вивчаються на 4-му курсі: *Higher Education in the USA, Music, Teaching*. Кожний розділ має чітку структуру та складається з певної кількості тематичних текстів і завдань до них, передмови до теми, вправ на формування лексичних навичок, матеріалу для прослуховування, секції з розвитку писемного мовлення, ідіоматичної скарбнички та завдань для самоперевірки.

Завдання підрозділу **Lead-in** спрямовані на введення студентів в тематичну ситуацію, мають комунікативний характер, сприяють творчому мисленню студентів та надають можливість визначити попередні знання студентів з даної теми.

Завдання кожного тексту підрозділу **Reading and Speaking** орієнтовані на роботу з текстом, спрямовані на перевірку розуміння прочитаного, містять різноманітні типи лексико-граматичних вправ, дають можливість висловити свою думку щодо прочитаного.

Секції **Listening** містить тематично об'єднаний матеріал для прослуховування та обговорення з метою розширення знань по даній темі.

Вправи підрозділу **Language in Use** націлені на формування лексичних навичок з теми, вдосконалення граматичних навичок студентів.

Матеріали секції **Writing** спрямовані на розвиток писемного мовлення студентів, містять зразки та рекомендації написання листів, статей, есе.

Кожний розділ включає ідіоматичну скарбничку **Idiomatic Treasury**, призначену для розвитку ідіоматичного мовлення, та завдання для самоперевірки **Check Yourself**, що дозволять студентам підготуватися до тематичних та поточних контрольних робіт, а викладачу нададуть можливість організувати ефективний та якісний контроль вмінь і навичок студентів.

Посібник має практичну актуальність та відповідає вимогам до навчальних посібників.

Topic 1 “HIGHER EDUCATION IN THE USA”

➤ Lead-in

1. Discuss how strongly you agree or disagree with the following quotations. Give your reasons.

1. "Genius without education is like silver in the mine." (Benjamin Franklin)
2. "No one wants a good education. Everyone wants a good degree." (Lee Rudolph)
3. "It is only the ignorant who despise education." (Publius Syrus)
4. "Education is a progressive discovery of our own ignorance." (Will Durant)
5. "Education makes people easy to lead, but difficult to drive; easy to govern but impossible to enslave." (Henry Peter)

2. Match the stages of education with their definitions.

1) primary education	a) education beyond the secondary level, especially at the college or university level
2) secondary education	b) studies done after a university degree
3) higher education	c) the first four to eight years of a child's formal education
4) post-graduate study	d) studies for students intermediate between elementary school and college

3. Which of the following aims of education are most important? Rank them in order of importance, then compare with your partner.

- to develop understanding of other people/cultures;
- to learn social skills;
- to prepare for life in the workplace;
- to become aware of how the past has affected the present;
- to develop critical thinking

TEXT 1 “WHAT IS UNIVERSITY FOR NOW”

by Frank Furedi

1. Discuss in a class.

1. What are the components of decent education?
2. Are Ukrainian students well motivated to get higher education?

2. Read the text.

These days parents are not meant to think seriously about whether or not they should encourage their children to go to university. There is an automatic assumption that a good parent will do what it takes to get their offspring into higher education.

At first sight, the case for investing in your child's education is overwhelming. By all accounts a university degree provides a passport to a decent job.

Reports indicate that graduates in the UK can command salaries that are 40% higher than those without higher education. Graduates are also half as likely to be unemployed as those without a university degree.

Certainly graduates face a buoyant job market. Even if there was an economic downturn, followed by a reduction in graduate job opportunities, a degree would still enhance your child's job prospects. A-levels are rarely taken seriously and many employers now demand a university degree for relatively routine jobs.

If your main concern is to get your child into a reasonable job then the case for a university education is overwhelming. If, however, you expect the average British university to stretch and challenge your child then you need to rethink some of your assumptions. You could do worse than talk to many university students who will tell you that intellectual stimulation is a rare commodity in their life. Four out of 10 students believe that their courses don't challenge them intellectually.

Youngsters who take themselves seriously and are looking for inspiration are often the first to get turned off by campus life. Lucy Brompton found her first term in a British university a "painfully tedious" experience. She recounts how one of her tutors told her seminar group that he was there not to teach but to learn from the students. Tired of being patronised, Lucy packed in her course in November 1999 and moved to London to "learn about life". After a year of "bumming around" she has gone to study at a university in California. Although she feels culturally alienated, Lucy feels that "at least they make my brain work".

Lucy's experience is far from unusual. When Beverly Roman discovered that her first-year courses were no more demanding than her A-level preparation- she decided to make way into the world of work. Beverly reckons that university is most suited for those who lack imagination.

Parents who went to university during the 1970s or early 1980s are often not aware just how much campus life has changed. The expansion of higher education has significantly diminished the quality of experience. Students have less contact time with

their teachers. The amount of work expected of students is significantly lower than 15 or 20 years ago.

University-educated parents are often shocked when they discover that students can spend an entire year without reading a whole book. Many universities have abandoned or are in the process of abandoning final exams in favour of degrees awarded on continuous assessment. Some university managers openly concede that this will help students achieve better degrees.

Of course, in a small number of top universities students can still get decent education. Oxbridge still provides excellent networking opportunities. But in many universities administrators regard academic education as "traditional" or as "elitist". Students are contemptuous of the value of learning for its own sake. They swiftly assimilate the ethos of their qualification factor. The majority go to university to "gain qualifications". Only 21% indicate that they went to university to learn more about the subjects.

Parents who expect their children to get academic education need to look carefully at what is on offer. It is still possible to find a university or at least a department that offers quality education. It is worth asking questions. What are the contact hours available for students? How much written work is expected of undergraduates and how is their work examined and assessed?

Looking at course outlines and reading lists provides an important clue about what teachers expect of students. Parents interested in quality education would do well to avoid departments that boast about their flexibility, vast system of student support and non-traditional practices.

The other alternative is to consider sending your child to a good American university, as increasing numbers of Britons are beginning to do. Entry is still highly competitive and students are expected to take their academic work seriously. Besides there are lots of scholarships available and a surprising number of undergraduates to combine part-time employment with their academic work.

The current drop-out rate in British universities is almost 20% and two-thirds of the students do so during their first year. Dropouts have told that they have found university irrelevant to their lives.

If your son or daughter shows little inclination for university life, it might just be possible that, rather than a lack of ambition, they are showing signs of independence and creativity rather than a lack of ambition.

3. Study the Essential Vocabulary of the text.

- an assumption
- to provide a passport to a decent job
- to face a buoyant job market
- to enhance job prospects
- to stretch and challenge a child
- a rare commodity
- to get turned off
- culturally alienated

- to diminish the quality
- continuous assessment
- to be contemptuous of
- to be on offer
- to be irrelevant to
- to show little inclination

4. Fill in the table.

Word	Synonym	Antonym
	lively	
		to improve
contemptuous		
	to raise	
		common
alienated		
	proper	
		applicable
to stretch		

5. Match the words in 1-11 with those in a-k to make collocations which all appear in the text.

- | | |
|--------------------------|-----------------------|
| 1. continuous | a) alienated |
| 2. to diminish | b) job market |
| 3. to get | c) to a decent job |
| 4. to be | d) job prospects |
| 5. to face a buoyant | e) assessment |
| 6. to show | f) the quality |
| 7. to provide a passport | g) and challenge |
| 8. rare | h) turned off |
| 9. culturally | i) on offer |
| 10. to enhance | j) little inclination |
| 11. to stretch | k) commodity |

6. Are the following statements true or false?

- Parents do not hesitate whether to encourage their children to go to a university or not.
- A university degree is not needed for routine jobs now in Britain.
- University education stretches and challenges a person.
- Lighthearted youngsters are the first to get turned off by campus life.
- Students read less than their parents in 70s.
- According to some managers students are better stimulated with continuous assessment than final exams.

- g) Quality education is a rare commodity in Britain today.
- h) Decent education can be obtained in some American universities.
- i) Parents should be careful choosing a university for their offsprings.

7. Translate into English.

1. Припущення про те, що якість освіти в наші дні погіршилась і диплом більше не є перепусткою до гідної роботи, вже далеко не рідкість.
2. Лінда розчарувалася у своїх одногрупниках та почувалася відчуженою в новому університеті.
3. Невже ти дійсно вважаєш, що всі університети повинні відмовитися від іспитів на користь поточного оцінювання?
4. Вища освіта підвищить його шанси знайти роботу, але це ще не означає, що він повинен зневажливо відноситись до того, чим він займався до цього.

8. Answer the following questions.

1. Do you think you will be competitive facing a buoyant job market?
2. Does the university you study at stretch and challenge you (knowledge for its own sake) or give qualifications (just necessary working skills)?
3. Does a university degree enhance a young person's job prospects in Ukraine? Give your reasons.

9. Summarize the main idea of the text so that to answer the question risen by the author in the title.

10. Draw a visual image of the university you study at or an average Ukrainian university how you see it. Introduce it to your groupmates and describe your image. Be specific.

TEXT 2 “DUMB ON DOWN FROM DAY ONE”

by Frank Furedi

- 1. What does the title of the text suggest to you?**
- 2. You are going to read a sequel to the text “What Is University for Now?” What, in your opinion, will it be about? Formulate the main idea(s) of the text.**
- 3. Read the text and check your predictions.**

Three years ago I wrote an article entitled “What Is University for Now?” It focused on the absence of intellectual challenges in Britain's universities. I quoted undergraduates profoundly bored by their university experience and pointed out that, in many cases, students could now spend an entire year at university without reading a whole book.

The next day I received an angry e-mail from a senior university manager who accused me of “deliberately” confusing the issues. He did not dispute my claim about students who don't read books. Rather, he was upset by my assumption that books should have a privileged status in higher education.

As far as he was concerned, the book has become an optional extra for the present-day undergraduate. For month afterwards, his letter preyed on my mind.

I was sure that members of the higher educational establishment would share some of my misgivings about the fall of standards and would be likely to feel embarrassed by the way that university life was becoming so evidently banal. But my correspondent's unexpected disparagement of studying books made me think again.

I did not have to look hard to realize that the fatal influence of dumbing down in higher education begins much earlier in life. I am continually taken aback by the sense of low expectations that we transmit to youngsters. In a recent discussion I had with the parents of six and seven-year-olds, one primary school struggling to maintain a decent standard of teaching was denounced for "putting children under pressure" and being "too competitive". It is not uncommon to find children as young as five or six described as "not academic" by adults who seem keen to lower these youngsters' ambitions. Sadly, all too many schools accommodate this sentiment.

The cumulative effect of lowering pupils' expectations becomes evident when they leave school. It was reported that a third of Confederation of British Industry members have had to pay for extra English and maths lessons for recruits aged 16 to 19. Nearly half of all British universities are forced to put on remedial classes in English and maths for first-year students, because so many do not possess the literary and numerical skills of undergraduates. A study published by York University indicates that A-level maths standards have dropped so far that B-grade students score little better in a basic university test if they were guessing the answers. A survey of vice-chancellors indicated that a significant proportion of first-year students are struggling with grammar and can't write essays.

Many academics are struck by the general lack of knowledge and feeble grasp of history of the current generation of undergraduates. Youngsters have become estranged from history. In a recent survey of 10 to 14-year-olds, one in four didn't know that D-Day was something to do with the Second World War.

By the time students arrive at university, it is hard to catch up on all the things they have not learnt at school. It was reported that, as more schools make language classes non-compulsory, more children are dropping languages altogether. Is it any surprise that 75% of universities have been forced to axe language courses over the past 3 years? Places on exiting exchange programmes with European universities remain unfilled, because we cannot find enough undergraduates able to follow lectures in a foreign language.

Yet, despite all the evidence, those who claim that British institutions are dumbing down are likely to be told that they are sadly out of touch with the real world. Government ministers and the leading voices of the British cultural elite seem unable to face the truth. They assert that young people are far better educated than in the past.

Strangely, there is no such reluctance to recognize dumbing down in America. Commentators often represent President George W Bush as the personification of dumb America. And, of course, we have all been told many times that a lot of Americans are stupid white men.

This sentiment appeared to be confirmed a couple of years ago, when the National Geographic Society published a survey showing that only 17 % Americans could find Afghanistan on a world map. For many British commentators, this was another

example of the dumb America. What they failed to point out was that Britain did poorly in the same quiz. It finished bottom of the European countries surveyed.

The real problem we face is not so much the decline of standards. It is the tendency of British institutions to accommodate a regime of low expectations. This trend is particularly striking in higher education, where declining standards are masked through the increase in the number of graduates receiving 2.1 and 1st –class degrees.

Some academics have even called for replacing essays and exams with modes of assessment that are more likely to flatter student performance. Soon multiple-choice-question-based tests will displace the essay-focused exam.

“A bit dodgy” is how Charles Clarke, the education secretary, has described the idea of education for its own sake, while asserting that his government has no interest in supporting “the medieval concept of a community of scholars seeking truth”.

But this cynical orientation towards education does no favours to young people in Britain. Like previous generations, they are ready to be intellectually challenged and stretched. But instead of providing them with an education worthy of their aspirations, all that we offer them is yet another face-lift to the examination system.

In as much as it means anything, dumbing down does not refer to the intelligence of people. Rather it is a statement about the way that leading British institutions promote a mood of low expectations.

4. Study the Essential Vocabulary of the text.

- an optional extra
- to prey on one’s mind
- disparagement
- to dumb down
- to be taken aback
- to denounce
- to accommodate the sentiment
- cumulative effect
- remedial classes
- to struggle with
- to become estranged from
- to catch up on
- to axe language courses
- to flatter student performance
- face-lift to the examination system

5. Check you know the meaning of these words and phrases. Match the words on the left with the meaning on the right.

a) increasing by successive addition	face-lift
b) to condemn or censure openly or publicly	to prey on
c) to represent favourably	to catch up on
d) a renovation or restyling	estranged

e) intended to correct or improve one's skill	to axe
f) to exert a harmful or destructive influence	an extra
g) to make or become less intellectual	to flatter
h) to reduce	remedial
i) alienated	to denounce
j) an attitude toward something; regard; opinion	disparagement
k) to bring or get up to date	cumulative
l) something that derogates or casts in a bad light, as a remark	sentiment
m) something additional	to dumb down

6. Unscramble the following words.

- oudnecen
- tfatlr
- mreieadl
- terxa
- mdbu
- iprdsagatneme
- rype
- mulcuaeavit
- stegdearn
- xea

7. Make up sentences of your own using the essential vocabulary of the text.

8. Answer the following questions.

1. What did the senior university manager dispute? What was his point of view on education?
2. When does the fatal influence of dumbing down begin?
3. Prove that the quality of secondary education has diminished in Great Britain recently.
4. Why is it difficult for freshers to study at the university?
5. What is the real problem of educational standards decline?

9. Imagine you are two students discussing the quality of contemporary higher education. Dwell on its priorities and weak points.

TEXT 3 “THE WOW FACTOR AND HOW TO GET IT.”

by Stuart Crainer

1. Is it hard to enter a higher educational institution nowadays? What qualities should an applicant possess to impress the admissions office? Rank them from the most important to the most insignificant.

2. Read the text.

Getting into a top business school is tough. Intake in any year is limited by the size of the programme, so whatever the quality of applicants, it comes down to a straight fight for places. Harvard, for example, has an intake of about 900 MBA (Master of Business Administration) students a year. The school aims to ensure that places go to the best applicants. Stanford, which has consistently had an acceptance rate around 7 per cent, may be the toughest of all to get into.

The top schools don't make it easy, so prospective students have to wow them. Schools want a solid academic record: a good first degree; work experience and leadership potential as demonstrated in sport, club or work experience; interpersonal/social skills and high motivation.

Schools want renaissance men and women Julia Tyler, MBA programme director says: "The MBA programme tries to improve the intellectual capital of the participants - what they know: to improve their social capital - who they know; and to improve their emotional capital - their knowledge of themselves. So we are looking for people with a sense of themselves who have demonstrated ability outside the business frame: people who are confident in leadership situations and who have an international outlook".

The chances to wow the school are limited. First comes the Gmat, a test administered by the Educational Testing Service. Scored out of 800, the Gmat is a general intelligence test, which evaluates comprehension and reasoning ability. It has a verbal and quantitative element.

The next chance to wow the admission office comes with the application form. Many schools now offer electronic application forms. Whatever the format, all are time-consuming but critical, as the application form includes essays, an important opportunity for self-promotion. The aim from the school's perspective is to garner insights into the personality, motivation and altitude of the applicant.

Another opportunity to wow comes in the references. References are another integral part of the application merry-go-round. Some candidates see these as an exercise in name-dropping, submitting the details of people they hardly know.

Finally, there is the interview. Not all schools interview applicants. Those that do, take it seriously.

They will try to sell the benefits of the school to you. But don't let your guard down. They will also report back to the admissions office on whether you are made of the right stuff.

All prospective MBAs undergo a personal interview by a member of faculty, preferably face-to-face, or by telephone if necessary for international prospects. This process gives a good indication of the people who have the potential for great success. As one student observes: "I would advise potential candidates: know yourself, know the school and be prepared to be grilled about both with your application and interview". And then, if you feel that your ability to wow the admissions office is distinctly limited, the best strategy is to apply early. Very early.

3. Study the essential vocabulary of the text.

- intake
- an applicant
- a top school
- a prospective student
- a solid academic record
- leadership potential
- interpersonal skills
- international outlook
- to wow the admissions office
- not to let one's guard down
- to undergo a personal interview

4. In the list of the essential vocabulary find the words that mean:

- a person who requests or seeks something such as assistance or employment or admission
- the ability to lead
- a quantity taken in
- to be on the alert
- the best
- to gain an enthusiastic response from; thrill
- potential, likely, or expected
- entrance examination board
- not superficial
- existing or occurring between people
- to experience; pass through

5. Translate into English.

1. Які вимоги ставлять перед вступниками до коледжів та університетів у Сполучених Штатах Америки?
2. Набір студентів до факультету іноземних мов у цьому році є необмеженим.
3. „Учні цієї школи – наші майбутні студенти”, сказав ректор державного університету директору школи.
4. Усі вступники до факультету іноземних мов повинні виконати тест з англійської мови та пройти співбесіду.
5. Щоб вступити до цього факультету, вам необхідно вразити своїми неабиякими знаннями приймальну комісію.
6. Якщо у вас є властивості керівника і ви вмієте спілкуватися з іншими, то вас візьмуть на цю посаду.

6. Answer the following questions.

1. Why is it tough to get into a top business school?
2. What are the requirements for admission?
3. What is the aim of the MBA programme?
4. The chances to wow the school are limited. Why? What are they?
5. Why are personal interviews so important for all prospective MBA's?

7. Write down 8-10 questions of the interview a prospective student applying for the MBA programme may be put. Provided that it were you, what would you answer?

8. What pieces of advice would you give to applicants, who will undergo the personal interview by the dean of the department or a member of the faculty?

TEXT 4 "AT THE UNIVERSITY"
"HIGHER EDUCATION IN THE USA"

1. What do you know about the structure of higher education in the USA? Share your ideas with your partner.

2. Read the text, underlining the most important information.

The structure of education in the US differs notably from that in most countries. While educational systems in many areas of the world are national in character and centralized in control, education in the United States is decentralized and diversified. Under the principle of federal government, education is a responsibility of each of the 50 states, the District of Columbia, and the territories. Each state has developed a system of public schools and a system of chartering and regulating private schools.

Higher education is the term used in the U.S. for formal education beyond the twelve years of elementary and secondary school and includes the instruction offered at two-year community and junior colleges, four-year colleges, universities that award graduate degrees, and various technical and professional schools.

The financial support U.S. higher education derives from a number of different sources. "Public" colleges and universities are financed primarily by state, country, or city governments or by a combination of several levels, and they are subject to governmental authority. Public institutions, such as the University of Maryland, the various branches of the University of California, and the College of William and Mary, make up 45% of the total number of higher education institutions in the U.S. "Private" institutions which include 46% of the total, are governed by their own boards of trustees and are supported largely by private individuals or groups or religious organizations. Examples of these institutions are Harvard University, Oberlin College, and Georgetown University. Private colleges and universities are generally nonprofit institutions, but profit-making or

proprietary educational institutions also exist at the postsecondary level. Included in this category are the Electronics Technical Institute of Denver and the Art Institute of Atlanta. These types of schools comprise 9 % of all higher education institutions.

In everyday speech, the terms "college" and "university" are used interchangeably. However, there is a distinction. The U.S. college has no exact counterpart in the educational system of any other country. It is the nucleus from which all institutions of higher learning have developed in the United States. There are many colleges that stand alone as undergraduate institutions. Most colleges award the bachelor's (4-year) degree, although some may award the associate's (2-year) degree. The university is the outgrowth and expansion of the college. A university is made up of a group of schools that include a four-year undergraduate liberal arts college, graduate schools, and professional schools. Some technological and professional programmes, such as those in agriculture, business administration, engineering, nursing, and teaching, are offered at both the undergraduate and graduate levels. Other professions, such as medicine, dentistry, and law, are studied only at the graduate level.

U.S. institutions of higher education are controlled by governing boards of trustees or regents and headed by a president or chancellor, who is assisted by deans. The dean of academic affairs in a small institution, or the dean of the college or school in a multi-unit university, in cooperation with the teachers of the institution (known as members of the faculty), has general authority over matters of policy, such as curriculum and degree requirements. The dean of students is responsible for the personal and social aspects of student life. Colleges and schools are organized into different departments for each field of study. An English department, a history department, and each such unit is headed by a chairperson who is a senior member of the teaching staff.

Admission to the University.

Admission to a college or university in the U.S. is considered a privilege and not a right. Each institution establishes admission policies consistent with its level and mission. Some are highly competitive; others less so, but admission in all cases is based on an appraisal of the applicant's past grades, completion of prerequisite courses, scores on entrance exams that measure both aptitude and achievement, and other personal factors. Letters of reference from past teachers play an important role. Undergraduate admission is usually centralized, while graduate students are admitted only with the consent of the discipline department in which they will study.

Higher education in the United States is not free of charge. The student must pay tuition fees, room and board (if living away from home), books and materials, and research and thesis expenses.

Tuition is the basis charge for instruction. Depending upon the institution for the academic year can be as low as \$ 1500 or as high as \$ 15000. As a rule, tuition rates are higher in private colleges and universities than in public institutions. In the latter, the rate for residents of the state, country, or city is less than the rate for nonresidents. Tuition covers only 14% of the economic costs of instruction at

public institutions, and only 38% at private colleges and universities, despite the much larger contribution of the individual student.

Students can also expect to pay \$ 400 to \$ 600 annually for books and other course materials, and from \$ 100 to \$ 1000 in fees for such items as laboratory materials, library privileges, campus athletic and cultural events, and graduation. Graduate students incur further costs related to research and preparation of their thesis or dissertation. Research costs vary depending on the field and nature of study; thesis costs can range up to \$ 1000 or more. Students who live on the campus of a college or university pay an additional charge for room and board.

The traditional age of U.S. undergraduate students, 18 to 22, is also changing rapidly as a result of many factors: the number of persons in that age group has leveled off; many-students do not enter college directly from secondary schools but wait a year or two; and other students "stopout" or pause in the middle of their college experience to join the work force a few years before returning to complete their degree requirements.

Faculty.

Although elementary and secondary school teachers in the United States must be certified to teach by the state in which they practice, there is no certification requirement for those teaching in higher education. However, a Ph. D. degree is a normal prerequisite for a faculty position in major colleges and universities.

Faculty are ranks based on academic credentials, performance in teaching and research, and years of service to the institution, and requirements for advancement are relatively standard in higher education institutions throughout the United States.

The usual ranks are instructor, assistant professor, associate professor, and (full) professor, but faculty sometimes bear the title of lecturer, adjunct professor, and professor emeritus. Faculty members are usually referred to and addressed as professor, regardless of formal title.

Instructor is an introductory rank for a member of the full-time faculty; it is usually assigned to persons with limited or no college teaching experience. The time spent in the rank of instructor is often considered a probationary period. Instructors receive one-year contracts that are renewable annually for a period of three or four years, after which they may be eligible to apply for promotion to the rank of assistant professor.

Assistant professor is the more common introductory rank. Most assistant professors have a doctorate, although there are some fields in which a terminal degree other than the doctorate is appropriate. Generally five to seven years must be spent at this rank before a faculty member may apply for promotion or tenure.

Attaining the rank of associate professor implies that the faculty member has had broad and successful experience in a college or university, has made scholarly contributions to his or her discipline, and has been actively involved in the overall life of the institution. After a specified number of years in this rank, the faculty member may apply for promotion to the rank of professor.

By tradition, professor is an academic leader who has made an outstanding contribution to scholarship as well as to the development of the institution in which he or she is employed. The professorship is the highest academic rank awarded to an individual by a college or university.

Lecturer is usually a faculty member who is appointed for a limited term to teach a specific set of courses. Visiting professors are also appointed for a limited term. The title is sometimes given to a ranked academic who is teaching only part time. It is also given to visiting professors, especially from universities abroad, who are serving on the faculty for a limited time.

Professor-emeritus is an honorary title conferred upon an individual for long and distinguished service to the institution. It is usually given at the end of a faculty member's full-time service or at the time of retirement.

Ordinarily, all members of the faculty are evaluated annually by the students and the administration. These evaluations play a part in contract renewal, promotion in rank, the awarding of tenure or institutional honors, or appointment to one or another of the institution's standing committees. In several large universities, student evaluations of individual courses are published and available through the campus bookstore.

Tenure is an arrangement under which faculty appointments in an institution of higher education, after a specified period of probation, are guaranteed continuation until retirement for age or physical disability. Systems of tenure are designed to provide the economic security that will encourage men and women of ability to choose academic careers, and to ensure academic freedom. Once assigned a course, a faculty member is presumed to be an expert in the field and is free to teach it as he or she wishes, to express opinions without fear of reprisal, and to assign grades for the students that cannot be challenged.

American faculty have extensive duties. While about half their time is spent in teaching and preparation for their classes, they are also expected to engage in research leading to publication in scholarly journals. They must "publish or perish," which is to say that their advancement in rank, or even continuation in employment, will depend heavily on their scholarly attainments. They must also spend time raising funds to support the research, including any staff assistance required, advising undergraduate students, directing graduate student thesis and dissertation research, and serving on institutional committees. Many provide consulting services to government or private business as well, on both a profit-making and volunteer basis.

Undergraduate study.

Undergraduate students are classified according to their year of study. First year students are called freshmen, second year students- sophomores, third-year students - juniors and fourth-year students - seniors.

The first two years of a four-year college program are devoted to general learning or the "liberal arts," that is to a variety of courses in the social sciences, humanities, and natural sciences designed to develop intellectual ability and provide a solid cultural background. The scope of each course is usually broad. Courses that treat a vast area of subject matter, such as the history of art from prehistoric cave painting to modern, are known as survey courses. Since they survey an entire field of study, they are usually taken as introductory courses or as prerequisites for more specialized courses.

During the third and fourth years (occasionally fifth as well) of college, students concentrate most on their courses in one discipline. The field of concentration is called a major. A number of courses are required to obtain a baccalaureate or bachelor's degree in

the chosen field; other courses may be taken as electives. Each student is assigned an academic advisor who is a member of the faculty in his major field and who offers guidance on the choice of electives and helps solve any academic problems that arise. B.A. (Bachelor of Arts) and B.S. (Bachelor of Science) are the most common degrees at this level, but the baccalaureate is also awarded in a few professional fields (e.g., Bachelor of Nursing, Bachelor of Fine Arts).

The two-year (community, junior, and technical) colleges and institutes have seen widespread expansion in the last two decades. By offering an alternative in higher education, these schools provide students not only with a liberal arts background, but also with the semi-professional and technical training needed to prepare for employment in a highly technological world. Their programs of instruction lead to an A.A. (Associate of Arts), A.S. (Associate of Science), or A.A.S. (Associate of Applied Science) degree.

Graduate study.

Graduate work leading to a master's degree requires at least one year's study beyond the bachelor's degree, although in fields such as engineering and business administration, a two-year program is common. The typical requirements are successful completion of a specified number of graduate courses, maintenance of a minimum average of grade B, and preparation of a thesis. In general, advanced studies leading to a master's degree emphasize either research or preparation for professional practice. Again, the M.A. (Master of Arts) and M.S. (Master of Science) are the traditional degrees, but professional degrees at this level include the M.B.A. (Master of Business Administration) and M.S.W. (Master of Social Work) among a number of others.

The Ph.D. (Doctor of Philosophy) degree requires a minimum of two years' full-time study beyond the master's degree, but in most fields considerably more is necessary. For example, completion of the requirements for a doctorate in one of the natural sciences usually takes four to five years of study beyond the master's. In some institutions, highly qualified students may bypass the master's and enter a doctoral program with only a bachelor's degree, but this does not necessarily shorten the period of time required. Doctoral students attend advanced lecture courses and seminars, undergo extensive written and oral examinations, and carry out research under professional guidance. Graduate study leading to a doctorate in most fields emphasizes original research presented in the form of a dissertation. Doctorates are also awarded in medicine (M.D.), education (Ed.D.), law (J.D.), and other specialized fields.

Academic year.

The academic year ranges from 32 to 36 weeks in length. It usually begins in August or September and ends in early or late May. Some colleges and universities divide the academic year into two terms of about 15 to 18 weeks each, called semesters. Other schools divide the year into periods of 12 weeks each, called quarters. Students must be present during the three quarters that fall between August/September and May/June; the fourth quarter is the summer vacation. Still other institutions divide the academic year into three equal trimesters. At all colleges and universities, there is a two- to four-week holiday beginning in mid-December, and many schools separate their terms with this holiday. Other institutions hold

special short courses in the month of January and begin a new academic term in February. Most schools also have a one-week spring holiday in March or April, and some have a one-week break in the fall as well.

Credit system.

The American system involves a process of continuous assessment based on a series of individual courses. Each course carries a certain number of credits that are awarded after the successful completion of that course. For the undergraduate student, the normal full-time program—called an academic load— is 12 to 16 credits a semester or quarter. For the graduate student it is 9 to 12 credits. The two-year associate degree generally requires 60 to 64 credit hours. The four-year baccalaureate degree requires between 120 and 136 credits; a normal master's degree, 30 to 36 beyond the bachelor's; and the doctorate, 90 beyond the bachelor's. Approximately 16 of the doctor a-credits are usually awarded for the dissertation.

Registration.

Admission to an institution authorizes a person to become a student at the institution, but it does not constitute official enrollment or registration. The process of enrolling or registering for a group of specific subjects or courses generally begins with a personal consultation with the student's academic advisor. A student selects a study program from a variety of courses and includes in it those that the major department requires. The student will not be permitted to enroll for credit in any course for which adequate preparation is lacking. The student fills out the required registration forms in order to be listed on the roll of each class or course that the advisor has approved. The registration process is repeated each semester or quarter as students enroll in a new group of courses.

Assessment.

At most colleges and universities in the USA, Student's academic work is assessed with a letter grade. The A is considered superior; B – above average; C – average; D – below average and F – failure. Many institutions also employ the use of pluses and minuses to distinguish between a higher letter grade (B+) and a lower letter grade (B-). The undergraduate student is expected to maintain a C or better to remain in good academic standing. A student whose average drops below C will be placed on probation, usually for one term. A student whose grades do not improve in that time could receive either a temporary academic suspension or a permanent academic dismissal. Graduate students are expected to maintain a B average or better to remain in good academic standing. Some institutions use the letter "I" to denote incomplete work and allow the student an additional period of time (usually a semester or a year) to complete the course requirements before a final grade is entered. A few institutions use percentages rather than letter grades; under this system 90 to 100 is usually equal to A; 80 to 89 - B; 70 to 79 - C; 60 to 69 – D; below 60 – F. Many schools also make use of a pass-fail system, either for all courses or for elective courses only. The student who completes a course satisfactorily receives a grade of "pass", the student who does not, receives a grade of "fail."

Assignment of a grade for a student's work in a course is entirely the prerogative of the instructor, and it cannot be changed by anyone of higher authority in the institution. Some instructors prefer to grade students against an absolute standard that they alone have determined. Others choose to measure students against one another in a system known as "grading on the curve." This assumes that most

students in a class would work at an average, level of C, that there would be several Bs and Ds and a very few As and Fs to reflect the normal achievement curve. The system is thought to reduce the element of subjectivity in measurement. If a test or assignment is so difficult that most students do poorly or, alternatively, so easy that almost everyone completes it without error-the best will receive an A and the poorest - an F regardless of the absolute scores.

Methods of instruction.

The way a course is taught is often the result of the preference of the instructor. However, the course content, the academic level of the students, and the number of students enrolled in the class are also determinants of the method by which the material is presented.

The lecture-only method, in which an instructor relates the material to a silent but note-taking group of students for the entire class session, is now relatively rare. Students often attend lectures for part of the assigned time and are then divided into small groups for discussion led by a graduate student assistant. In science courses, laboratory sessions supplement lectures.

The seminar method is used extensively at the graduate level and frequently employed in advanced undergraduate courses. The method itself precludes a large number of students in a class, and its success is questionable in classes of more than twelve to fifteen students. In seminar courses, the material is studied in greater depth, students are usually required to do research and prepare papers, and the discussion time is given to an analysis of student and scholarly theory and opinion.

Independent study contains elements of the European tutorial style. It is a one-on-one method in which a single student in consultation with a professor, takes on the independent investigation of an academic subject for a specified number of credit hours. Independent study usually involves more reading and research than would be required in a scheduled class course.

Practical training refers to all instruction or supervision given to a student who is engaged in an apprentice-like period of learning outside the college or university.

It includes clinical practice for those in the health or allied health fields, practice teaching for those in the field of education, and many other on-the-job experiences.

Whatever the method, students are expected to appear regularly for class and to take an active role in discussion, to spend up to two hours in preparatory reading for each class hour, and to complete research papers or other written assignments by given deadline dates. Small examinations, "quizzes," may be given on a regular basis throughout the semester or quarter. More comprehensive examinations are given at the middle and end of the term..

Classroom mores.

Visitors from abroad are impressed by the often friendly and informal relationship between professors and students at U.S. colleges and universities. Many discussions begun in the classroom will continue after class at a meeting in the professor's office or over coffee. Professors usually address their students by their first names. The reverse is sometimes true if the two are not far apart in age. It is best, however, to use the formal address in new situations. Students usually dress informally for classes. In general, foreign visitors may

be surprised by the degree of informality exhibited by both faculty and students in the American classroom.

Most notable, however, is the questioning spirit that permeates the classroom. From their earliest school years, American children are taught to speak up when they do not understand what the teacher is saying, or even when they hold a different opinion. By the time they reach university age, the habit is firmly entrenched and many American professors encourage active debate in the classroom. While students show respect for their teachers, they take it for granted that respect will be returned. Because of the high cost of postsecondary education today, in fact, college and university students view themselves as consumers with the right to demand that a professor be competent in subject matter, well prepared and on time for each class, clear in explaining the grading policies, and fair in applying them.

Extracurricular life.

With the exception of those urban institutions that cater largely to part-time older students, American campuses, whether in the city or in rural areas, resemble small, independent communities. The formal course work is only one part of the college experience: extracurricular life is equally significant. In addition to the university authority structure, there is usually a student government that monitors student concerns and oversees a full range of activities. Sports, both intercollegiate and intramural, have major importance, and there are student associations focusing on everything from poetry to politics, a campus newspaper published by students, and concerts and theatrical events featuring students and outside artists. Many campuses have "Greek" organizations, known as fraternities and sororities, which are usually segregated by gender. Most of these organizations serve social functions; some have a service or an academic orientation. Membership in these organizations is usually selective, based on criteria that vary by organization. Students also involve themselves in concerns of the broader community through service to the needy, the hospitalized, preschoolers, youth groups, and the elderly. Finally, much of the students' social life revolves around the campus, with formal dances, parties organized by the various clubs, and spontaneous gatherings in the dormitories.

Campus services to international visitors.

Most American campuses have an official who serves as foreign student advisor. At larger institutions, he or she may be part of an international office headed by a dean who is responsible for overseas study programs, faculty exchanges, technical assistance projects abroad, international studies in the curriculum, and visiting scholars and students. The advisor's role is to offer guidance to students from abroad with respect to both personal and academic problems. He or she is also the intermediary between the international visitor and the Immigration and Naturalization Service and, often, the Internal Revenue Service as well. The office is also the focus of many campus events with an international flavor. For example, there might be a festival featuring one part of the world and including cultural and social events, or a special dinner at one of the halls of residence with food prepared by students of one nationality or another. At many institutions, visiting scholars are welcome to take part in these activities and to use other services the advisor offers. Upon arrival at your institution, you are urged to contact the office of the advisor to inquire about programs and services.

In many cases, one of the dormitories has been designated as an "international house," and an effort is made to pair American students in rooms with students from abroad. These dormitories typically have a full schedule of internationally-oriented activities-lectures, discussions, concerts, and social events. In several major U.S. cities, the international house is an independent institution serving both resident and nonresident students and scholars, but not associated with one particular college or university.

At institutions with substantial numbers of students from abroad, there is usually an international student association that sponsors activities and provides peer support for young newcomers.

3. Explain who is who in the US system of higher education.

- a chairperson;
- an undergraduate student;
- a dean of academic affairs;
- an instructor;
- an academic advisor;
- a president;
- a dean of students;
- a professor-emeritus;
- a graduate student;
- an associate professor.

4. Match the following phrases with their definitions and use them in the sentences below.

certificate	a series of lessons in a particular subject
to graduate from	to teach a particular subject
applicant	to leave university before finishing your degree
to revise	qualification awarded to students by college
degree	to take an exam
course	to be given money to help pay for the education you received
to lecture in	charge or payment for professional advice
tuition fee	the number of people who join a school at a particular time
to sit for an exam	official document smb receives on completing course of studying or training
to drop out of university	teaching that you are given in a particular skill or subject
to cheat in an exam	someone who has formally asked, usually in writing, for a university place
grade	the process of allowing people to enter a university, institution
mark	to leave university, having finished your degree course
entrance exams	to use dishonest methods in order to pass an exam
to play truant	to study for an exam

admissions	point given for correct answer
instruction	the qualification you receive when you have finished studying a course at university
intake	mark received by students in exams or for written work
diploma	permission to become a member of or become involved in a university
to win a scholarship	to miss school without permission

1. Her Beginner's Swimming _____ is framed on the wall.
2. I am doing _____ in radio journalism at the local technical college.
3. Paul is _____ for his geography test.
4. I am going to _____ my proficiency _____ next week.
5. I have got a _____ in biochemistry.
6. She _____ Oxford, having spent less than two terms there.
7. Rebecca _____ from York in 1995.
8. Steven _____ in Roman law at Exeter University.
9. He was one of 30 _____ for the manager's job.
10. _____ is the basis charge for instruction.
11. He was _____ again and this time he had been caught.
12. The two-year course leads to the City and Guild's _____ in printing.
13. He _____ a _____ to Cambridge.
14. I got a _____ B in my composition.
15. Percy got top _____ in his math test.
16. He _____ in every exam he sat for, being too lazy to study.
17. Tuition is the basis charge for _____.
18. The college has a very selective _____ policy.
19. _____ of students every year is limited at our university.
20. Admission in all cases is based on _____ that measure both aptitude and achievement of applicants.

5. Answer the following questions.

1. How does the structure of higher education in the USA differ from that in most countries?
2. Where do US higher educational institutions derive financial support from?
3. Explain the difference between colleges and universities if there is any.
4. How do you understand the statement "admission is a privilege but not a right"? What are the admission requirements?
5. What are the peculiarities of the curricula offered by a university?
6. Do you like the idea of evaluating teachers annually by students and the authorities?
7. Name the authorities of universities.
8. What extensive duties does American faculty have?
9. What is the most/the least productive method of instruction? Why?
10. What features of the US higher education would you like to implement in that of Ukraine?

6. Choose the correct variant according to the text.

1. Public colleges and universities are subject to ____ .
a) boards of trustees b) governmental authorities
2. Tuition is the basis charge for ____ .
a) board b) instruction
3. Faculty members are usually referred to and addressed as ____ .
a) instructors b) professors
4. Private institutions are governed by ____ .
a) boards of trustees b) local authorities
5. Students who live on the campus ____ an additional charge for books and board.
a) pay b) do not pay
6. Instructor is a/an ____ rank for a member of the full-time faculty.
a) honorary b) introductory c) probationary
7. All members of the faculty are evaluated annually by ____ .
a) the administration b) the students c) the parents
8. The first two years of a four-year college program are devoted to ____ .
a) specialized courses b) general learning c) survey courses
9. The lecture-only method is used now ____ .
a) relatively rarely b) extensively often c) always
10. The seminar method is used extensively ____ .
a) at the graduate level b) at the undergraduate level
11. Such professions as medicine, dentistry, and law are studied ____ .
a) only at the graduate level b) at the undergraduate level c) both at the
undergraduate and graduate level
12. Instructors receive ____ contracts.
a) one-year b) two-year c) three-year
13. Fourth year student is called ____ .
a) a freshman b) a junior c) a senior
14. The qualification you receive when you have finished studying a course at university is called ____ .
a) a diplomab) a degree c) a grade
15. An academic advisor offers guidance on the choice of ____ .
a) electives b) majors
16. Students usually dress ____ for classes.
a) formally b) informally
17. Fraternities and sororities are usually segregated by ____ .
a) age b) gender
18. ____ monitor(s) student concerns.
a) A dean of students b) A student government
c) A chairperson

7. A panel discussion programme “Higher Education Today” appears on TV. Four representatives of different educational establishments are invited to give

their opinions on the issue. The questions for discussion are sent in by the viewers. The chairperson reads out the question and directs the panel.

8. Do the library research and make up a comparative table of the systems of higher education in three countries: the USA, Great Britain and Ukraine.

9. A delegation of foreign students is planning a trip to your country. As a student, you have been asked to write a report on the system in your country as background information for their visit. Write your report (300-350 words), including your opinions of the advantages and disadvantages of the system. (For how to write a report see Writing 1).

TEXT 5 “ACADEMIC CORRUPTION IN UKRAINE”

1. What is corruption? How can it be defined? Consult the dictionary.

2. Enumerate the spheres of human life in which corruption can be observed.

Explain your choice.

3. Think of the reason for corruption and the consequences it can cause. Write your ideas into the table below.

Reasons	Consequences
1	1
2	2
3	3

4. Read the text.

After 30 years of teaching in higher education, I have learned to be both flexible and to expect some new behavior problem from time to time. Perhaps my expectations were high as I had very good students when teaching in Slovakia in 1992 -1993. And I did expect some cultural adjustments in Ukraine. I was looking forward to teaching what in the United States are elective subjects for upper-level students.

Except for a high rate of student absences, there were few problems in my first weeks of teaching applied economics to fourth and fifth year Ukrainian university students. Then I gave my first exam. I thought it was odd that the students were crowding four to a bench that was meant for two. There was plenty of space and no need to be crowded. As I spread them two to a seat, I also noticed some strange faces. Only two of the twenty-some students proceeded to take the test. The others immediately set about discussing it, copying from each other, looking up answers in the textbook, and rummaging through their notes. I reminded them that I had explained that this was to be individual work without use of notes or textbooks. They ignored me. So I went about the room closing books, telling them individually to put notes away. It did no good. After a while I gave up. If they knew so little about the subject, they would not be able to cheat effectively anyway. I was right. The two good students earned an 87 and 85 and then the grades trailed down from 63 to 14. But I was also wrong. Their purpose was not simply to take the exam, but to prepare

to retake the same exam - two more times. It seems in Ukraine a student could retake the course examination until he/she passed the course.

Thus began my nightmare semester. As an experienced teacher, I thought I could handle most classroom problems. But apparently that is not so. Something is fundamentally corrupt about this system. Students are students. It is the system that sets the standards and boundaries of student behavior. The students have no standard of academic behavior as a reference point. They also have no limits placed on inappropriate academic behavior. It seems trite to have to say that higher education is supposed to be about truth. Do we want surgeons who cheated on their anatomy exams or managers who could not accept responsibility? What is going wrong here and why?

The easy answer is lack of money. Universities need to retain students to get their tuition money. Maybe so, but they could retain students and still uphold academic standards. In the long run, they will destroy their reputation and lose the students anyway. Besides, I think there is more than a lack of money causing this problem. Maybe it is a lack of knowledge of how to set academic standards in a changing world. What can we do about it?

First, the university must create a culture of appropriate behavior for educated people. Most U. S. universities bring first year students to the campus a week early for an orientation program. Along with the tours and cultural programs, the upper class students indoctrinate the new students with behavior standards. These include personal behavior regarding proper conduct and appearance in public and academic behavior in the classroom and in the learning process. In other words, as students and graduates of that university, they create a cultural identity, a sort of standard of excellence. Most important, this cultural identity is not demanded of them by parental substitutes, but by their peers, other students who are their role models for success at the university. Some American universities support this standard with a student court that hears complaints and recommends disciplinary action to be imposed upon the student, including suspension and dismissal.

Second, the curriculum at Ukrainian universities may consist entirely of required courses. Students make no choices about courses or teachers and therefore have no sense of personal responsibility to perform a validation of their choice. It is not a career-learning program they have designed, but a game to be won by clever manipulation. The curriculum needs to become more flexible with elective courses and multiple sections to give students an opportunity to make their own choices about courses and teachers.

Third, the students may be placed in fixed groups and attend all classes with that group for five years. This creates a system of academic parasites. Weak or lazy students don't attend classes, get the notes from the good students, copy work from good students, and get tutored by the good students for exams. It is collective learning with the same poor quality that collective production creates in other areas. Worst of all there are intelligent students that adopt the indifferent behavior of their peers and never put in the effort that would help them reach their academic potential.

Fourth, there may be a rigid teaching method of lecture/drill that discourages active thinking, and a challenging learning experience. It is all memorization with no

responsibility or even opportunity to think, as an individual. This may be satisfactory in the physical sciences and mathematics, but it's not effective for the humanities and social sciences, in these subjects, critical thinking and individual learning is essential. Furthermore these subjects are constantly changing with new course content, new perspectives Teachers have to be given the freedom and the obligation to stay abreast of their subject and the best methods of instruction.

Finally, the students in higher education have the legal right to retake an examination - twice. It takes the responsibility for academic evaluation away from the teachers and gives it to the students as a game to be played. It causes the teacher to give priority time not to the good students who will benefit society but to the poor students who are unlikely to make much use of their educational opportunity now or in the future. It also allows the potentially good student to escape the type of teacher administered pressure that will help that student to grow into his or her ability. University presidents, as responsible public officials, should act to give the authority for student evaluation back to the teacher where it belongs.

All of the resources are in place for Ukraine to have a higher education system comparable to the best in the world. But leadership is needed. Student leaders must be given the responsibility to create an academic culture that requires a high standard of conduct from their peers. Faculty must be given authority and responsibility to restructure the curricula and the class schedule to include more elective courses, more teacher choices, and better learning methods that encourage the students to think and respond to the problems, that will confront them in the 21-st century. Students will benefit from taking classes with a wider variety of students from various class years. Finally university presidents and political leaders need to eliminate this foolish retake exam regulation. It is nothing short of a national embarrassment as an educational policy.

5. Study the essential vocabulary of the text.

- Twenty-some
- To rummage through notes
- To trail down
- To be trite
- In the long run
- To indoctrinate with
- Academic parasites
- Rigid
- To stay abreast of
- To benefit society

6. Explain what is meant by:

- To uphold academic standards
- Academic performance
- Cultural identity
- A standard of excellence

7. Complete the sentences, filling the gaps with the words from the essential vocabulary.

1. An authoritarian teacher never gives his students a chance to express their minds freely, he just _____ his own ideas and beliefs.
2. Don't repeat your remark, it is _____, somebody has already mentioned it.
3. I am sure I have her telephone number written somewhere in my notebook, so I should _____ to find it.
4. We must read the newspapers to _____ the times.
5. Her long skirt was _____ along on the floor.
6. If you get decent education you can _____ society.
7. We have watered down a _____ training . . . until we now have an educational diet in many of our public high schools that nourishes neither the classes nor the masses" (Agnes Meyer).
8. Recession may be averted _____ if policy changes are made now.

8. Comment on the following:

"Something is fundamentally corrupt about the system. Students are students. It is the system that sets the standards and boundaries off student behaviour".

9. Write out the reasons of academic corruption in Ukraine and the ways of solving the problem as the author sees them.

10. In pairs discuss the idea of having a student court in the higher educational institution.

11. Arrange a conference of Ukrainian and British University teachers entitled "The Problem of Academic Corruption in Higher Education".

TEXT 6 "EXAMS"

1. **What was the hardest exam you have ever taken? Why?**
2. **What were your feelings before/during/after the exam?**
3. **How do you revise for an exam?**
4. **Jigsaw reading. Read the text in the correct order.**

If you have done well you have a good feeling inside, thinking everything is going to be fine, but if you have had many troubles in the exam and have a bad feeling inside then you worry, look sad, and dread telling your parents. Which is rather silly if you think about it as you don't even know the result yet.

The desks are set out so precisely, as if they have been measured with a ruler. Everybody is silent, your mascot is safely hidden away in your desk, you give your

best friend a smile of good luck and then the teacher who is sitting with you hands the papers out. You bend your neck slightly to see if you can work out the question on your exam paper (which is upside down) then...as you are dying to start, the horrible, thoughtless teacher who you once thought of as being nice starts going over the exam rules which you already know, then wishes you good luck, then tells you can start, zoom!

You rush away like mad writing so fast that the paper starts smouldering at the speed of your pen, your brain is ticking away letting all the knowledge pour out.

"30 minutes to go," says the teacher, but you're not listening, just panicking as you can't do question number 4. However many times you read it, it sounds impossible.'

After you have revised for about an hour you decide to have a tiny rest e.g. 5-10 minutes. But you soon find yourself prolonging these rests into 20-40 minutes. Then you start to worry as you think you haven't done enough revising so you do some on the bus on the way to school.

When you arrive at school in the morning you are either:

- a) tired, as you didn't get to sleep early enough as you were revising,
- or b) so terrified of failing that you believe you won't be able to hold your pen.
- or c) so happy because you feel you have revised well.

In my opinion to revise is harder than to do the exam. It is so hard to concentrate while your brother is watching TV and you are stuck in your bedroom doing equations and trying to remember who Henry II put in charge of his taxes. It is so frustrating. Parents think they are helping by nagging you but they are just making matters worse. Then there is trying to get the facts stuck in your head without jumbling them all up.

The tension in the classroom is spine chilling – everybody is nervous, flicking through pages of their books, mumbling facts and figures; and then the last few minutes before the exam you have to take the register when you are trying to find your "clear plastic bag" with your pens and pencils in it.

"I've failed, I'm sure of it", you are thinking as the girl at the side of you turns over the exam paper page number 16, and you're still on number 15.

"10 minutes to go", you hear the teacher this time, and then carry on writing. "Ah yes, finished" you want to scream, but still must remember to check it through. All checked.

5. Study the essential vocabulary of the text.

- To nag
- To jumble up
- To prolong
- Spine chilling tension

- To flick through pages
- To mumble
- A mascot
- To rush away
- To smoulder

6. Match the words from the essential vocabulary with their synonyms below.

Talisman, to mix up, to grumble at, to extend, to thumb through, to hurry away, to mutter, to burn slowly, arousing terror or fear.

7. Translate into English.

Я хочу розповісти вам про те, як я проходила співбесіду при вступі в університет. Я намагалася багато чого розказати про себе, але напруження в аудиторії було таким сильним, що всі мої думки сплуталися. Я сіла перед викладачем та почала бурмотати факти про себе. Як я сподівалася вразити приймальну комісію? Подумки я бурчала на себе, намагаючись примусити себе сконцентруватися. Мене питали про мої здібності керівника, вміння спілкуватися та міжнародний кругозір. Тут я зрозуміла, що повинна бути пильною та відповідати лаконічно. Коли питання викладачів закінчилися, я вилетіла з аудиторії. На щастя, все закінчилося добре, може завдяки мені самій, а може і моєму талісману, котрий я завжди ношу з собою.

8. Describe the turmoil of your feelings when you last took an exam.

TEXT 7 “HER TURN”

1. Do you remember your first day at the university? What was it like?

2. Recollect your feelings of being a freshman and fill in the table below.

Positive recollections	Negative recollections

3. Read the text.

Little sisters. Sometimes they seem as if they will never grow up. Then one day they say or do something that tells you they have, and you wonder why you hadn't noticed before.

This September my younger sister left for college. Casting aside her high school ring and old group of small town friends, she turned her attentions to decorating a dorm room with posters and plants.

Any idyllic notions she harboured about college life would be swept away during her first weeks on campus. It's not like the movies, or even like the college catalogues. In my four years at college, I never had a professor who looked like a professor: white hair, glasses, crumpled suit.

Somewhere there is a picture-perfect campus with "real" professors, the quadrangle covered with crisp, blowing leaves, the tweed-jacketed students walking to an afternoon football game. Somewhere, but not here. Her college doesn't even have a football team, let alone great marble or granite buildings with ivy climbing up the sides.

But the buildings didn't matter. My sister hid any apprehension she may have felt and seemed excited by the prospect of going away to school, one of those teen-age girls enthusiastic about anything new or different. Her zeal peaked when she shopped for an entirely new fall wardrobe which going off to college justified.

"Gee, Dad," she said, "if I'll be living away I'll need some money to buy new clothes. You want me to look nice, don't you?"

And by invoking those words, she proved again the truth of the French proverb "A father is a banker provided by nature".

When the day arrived for her to register we packed the car with sister's things, and the family started that long trek to the New England College it was our tradition to attend. People come away from college with various results: some acquire technical skills, some acquire parting technique. I knew that if my kid sister was lucky, one or maybe two professors during her college career might throw the door of her mind back on its hinges and inspire her to dedicate herself to some purpose she thought important.

We arrived to the school two hours later, in time to hear the college president's orientation comments to incoming freshmen. Rubbing his beard, repositioning his hands on the lectern, he peered out into the cherubic faces.

"Look at the person to your right and then at the person to your left," the president told the students. "At commencement four years from now, one of those two students or you won't be among the graduating class. Not everyone who enrolls can achieve the academic excellence demanded by this institution."

Finally, the welcoming words over, we got down to the nitty-gritty of moving my sister into her dorm. Parking as close to the front door as possible, each family member grabbed something to carry and we marched up the cramped stairway to the third-floor suite. Every family there seemed engaged in the same work.

Some of the college girls were renewing old friendships, while others wandered wide-eyed, trying to locate such essentials as the soda machine and games room.

The more senior girls were helpful with directions and cheerful one-liners about how we'd all be repeating this lift-and-carry marathon in nine months at the end of the school year. Cute girls.

I placed the last of the cardboard boxes filled with clothes and a teddy bear on my sister's dorm room floor, as already she was striking up a friendship with the girl who

stayed in the next room, and the chatter of their incoming freshmen bounded up the hall.

I could have warned my little sister about the first-year distractions: the temptation to spend all day in the rathskeller, and stay up all night with friends, and skip classes scheduled at inconvenient times. I could have told her that the battle to be just herself was beginning all over again. But instead, I left the boxes in her room, said, "Take care," then left.

It was her turn to find it all out.

John-Paul Sousa

4. Study the essential vocabulary of the text.

- To harbour
- Picture-perfect
- Zeal
- To peak
- A lectern
- To get down to the nitty-gritty
- To locate something

5. Paraphrase the following word combinations using the words from the essential vocabulary of the text and fill in the sentences below.

A)

1. Flawless; excellent in appearance or character
2. To find by searching, examining, or experimenting
3. To hold in mind
4. A stand that serves as a support for the notes or books of a speaker.
5. A feeling of strong eagerness
6. To be engaged in details of a matter
7. To achieve a maximum of development, value, or intensity

B)

1. After being betrayed by the dearest person in her life, her sister, she _____ thoughts of revenge.
2. They disliked his _____ in demonstrating his superiority.
3. Helen, can you come up to the blackboard and _____ the Dnieper river on the map?
4. Let's skip the chitchat and _____.
5. Sales tend to _____ just before the holidays.
6. The professor reads lectures on Greek philosophy using a _____.
7. The Christmas village was _____.

6. Comment on the statement from the text.

"People come away from college with various results: some acquire technical skills, some acquire parting technique."

7. Enumerate the first-year distractions a freshman can face.
8. As seniors you are already experienced in the university life. Give your pieces of advice to freshmen, for them to adapt better in the new surroundings.
9. Imagine that you are University Welfare Officer and have been asked to write an information sheet to be given to newly-arrived first year students to help them to adapt to university life. For how to write an information sheet see Writing 2.

🔊 Listening

LISTENING 1

a. You will hear a radio report about ways to get into a British university. Before you listen, discuss in pairs the following.

1. What is the procedure for going to university in your country? How difficult/easy is it?
2. Is there a way for older people (e.g. over 30 years old) to go to university in your country? What is it?

b. You will hear the following words in the recording. Find out their meanings, then discuss how they are connected with university entry.

- A-levels
- Skills shortages
- Formal qualifications
- Financial assistance

c. Now listen to the recording. For questions 1-8, fill the gaps with a word or short phrase.

University applicants can choose from tens of thousands of _____.

Students may take either A-levels or _____ or a mixture of both.

Others may study full-time for _____ to obtain an HND.

Students with poor A-level results may do a _____.

The new Hospitality degree combines academic study with _____.

_____ students should contact admissions staff directly.

Return-to-study courses are available at _____ education colleges.

_____ is a way of obtaining funding for university study and opportunities for work experience.

d. Do you think it is important for universities to offer vocational courses as well as academic ones? Discuss in pairs.

LISTENING 2.

a. You will hear a recorded telephone message playing on a university newsline service. Before you listen, look at the gaps in the notes below. For which ones will you probably need

- numbers?
- a mixture of letters and numbers?
- words?

b. Now listen to the recording and write the missing information in the gaps (1-8). You will only hear the piece once. Were your guesses correct?

Dramatic Arts – course code changes:

e.g. course: **1** _____:

Old code: DA 170

New code: **2** _____

Paper-based class schedule – error on p. **3** _____

Professor Conolly, not Punter, teaches **4** _____.

No grades by post from next autumn – refer to University **5** _____.

See your **6** _____ for general transcript info.

Cost of permit for parking on **7** _____: 1 month - \$8, 9 month – **8** _____.

c. How do you feel about automated telephone helplines? Do you find they work, or do you think they are annoying? Discuss in pairs.

✍ Language in Use

TOPICAL VOCABULARY

1. Who is who: applicant/prospective student; freshman; sophomore; junior; senior; undergraduate student; graduate student; part-time student; special student; transfer student; night student; faculty: instructor, teaching assistant, assistant professor, associate professor, (full) professor, professor-emeritus; academic adviser; counsellor; international student adviser; thesis adviser; resident assistant.

2. Administration: dean, assistant dean, department chairperson, President of the University/chancellor, academic vice-president; student government; board of trustees.

3. Structure: college, university, evening school, grad school, summer school, college of continuing education, department, career development and job placement office, coed, dormitory, campus.

4. Academic calendar: fall, spring term/semester; fall, winter, spring, summer quarter; school/academic year; exam period/days – reading days/period; break/recess (fall term break; winter recess or winter holidays, summer vacation); deadline.

5. Academic programs: course (a one/three credit course); to take a course; to give/read a lecture; pass-fail course, a major; a minor/elective, discussion session; a seminar; independent study; practical-training; tutorial.

6. Grades: to get/give a grade; pass-fail grading; grades A, B, C, D, F; A-student; to graduate with straight A; a credit, to earn a credit; education record.

7. Tests: quiz; to take/give/pass an exam; to retake an exam (a retake); to flunk a course, to flunk somebody, to drop out/withdraw; a pass-fail test; multiple choice test; essay test; continuous assessment; SAT, PSAT, ACT; finals.

8. Red Tape: to register (academically and financially); to enrol for admission; to interview; to sign up for a course; to select classes/courses; to drop a course; to add a course; a student I.D.; library card; degrees: B.A., M.A., Ph.D.; to confer a degree; to confer tenure; thesis; dissertation.

9. Financing: full-time fees; part-time fees; tuition fee; grants; student financial aid; to apply for financial aid; to be eligible for financial assistance; scholarship; academic fees; housing fees.

PRACTICE

1. Using a dictionary if necessary, underline the correct word in the sentences. Use the remaining words in sentences of your own.

1. The school is thought highly innovative in that it implements a system of continuous (**tests, assessment, finals**) to determine grades.

2. One could hear the sounds of lively (**debate, talk, argument**) coming from the room where the philosophy class was being held.

3. My brother, who wants to join the clergy, has just entered a (**seminary, university, college**).

4. It was inevitable that the (**seminar, lecture, tutorial**) would be well-attended as it was being given by the renowned professor, Kurt Reimann.

5. There is no way I'll be able to come. I've got to hand in a two thousand word (**assignment, project, essay**) on the Russian Revolution by Monday afternoon.

6. Stephen was caught (**copying, plagiarising, stealing**) from his fellow student's test paper and was expelled.

7. For tomorrow, please read this short original (**article, text, excerpt**) from Dickens's "Hard Times" and be prepared to discuss it in class.

8. If you are really interested in applying, ask the University to send you a (**syllabus, prospectus, curriculum**) for the upcoming year.

2. Below are words that correspond to the word sets from Ex. 2, tell your partner which word goes with which set and why.

- Exams
- Class
- Vocational school
- Discussion
- Homework
- Cheating
- Summary
- Course list

'Exams' corresponds with number 1. The words are ways in which educators can tell how well a student is doing.

3. Look at the study methods in the list. For which of the tasks (1-10) is each method best suited?

- Revising
- Cramming
- Highlighting
- Editing
- Note-taking
- Summarizing
- Proof-reading

1. Preparing for an end-of-term exam
2. Isolating information from its context
3. Checking and improving on a piece of work
4. Condensing information for quick access
5. Recording information during a class/lecture/seminar
6. Keeping new knowledge fresh in your mind
7. Re-organising an essay/composition
8. Organising material into manageable units
9. Ensuring a piece of written work meets all formal requirements (format, word-count, etc)
10. Making important information stand out

4. In pairs, discuss the following.

1. Which of the stated study methods do you use?
2. What do you usually use them for?
3. What other methods do you use?
4. How much time do you spend studying?
5. Do you usually study alone or with a group mate? Why?

6. Are exams a fair means of assessment? If no, what would be a better way to assess students?

5. Match the pairs of adjectives to the nouns to form collocations.

First class/Master's	Learning
Higher/first-rate	Degree
Correspondence/refresher	Schooling
Compulsory/formal	Certificate
Post graduate/2-year	Fees
Long-distance/accelerated	Diploma
Tuition/registration	Course
School-leaving/medical	Education

Now use one word from each set to complete the sentences below. If necessary, use your dictionary to help you. Use the remaining collocations in sentences of your own.

1. _____ learning has proved highly popular in remote parts of Australia and Canada.
2. In the UK _____ schooling lasts up until the age of sixteen.
3. Nowadays, a _____ certificate does not necessarily guarantee someone a place in the job market.
4. Please forward the \$100 _____ fee along with your completed application.
5. Stella already has a Bachelor of Arts but she is now working towards attaining a _____ degree.
6. My father opened a bank account for me on the day I was born to ensure that I would receive a _____ education.
7. Now that I've got this job abroad, I think I had better take a _____ course in Spanish.
8. It will take him at least a year to earn a _____ diploma in child psychology.

6. Tick the boxes to form phrases. In pairs, use the phrases in sentences.

Sit	Get	Have	Do	
				good marks
				an exam
				one's homework
				for one's finals
				expelled/suspended
				an Easter break
				a biology project
				extracurricular activities

Can you think of one more phrase or expression to go under each heading? In pairs, use them to make sentences.

7. Choose the right answer.

1. It is vital that the students' handwriting be **illiterate / legible / legitimate / literate**.
2. It's quite **arbitrary/indifferent/unconditional/voluntary** which question you answer first because you must answer them all.
3. Vincent read the article through quickly, so as to get the **core/detail/gist/run**.
4. It is very difficult to **convert/convey/exchange/transfer** the exact meaning of an idiom in a foreign language.
5. I tried to concentrate on my homework but my eyes kept **digressing/lapsing/rambling/straying** away from the handbook.
6. On Sunday, Vivian studied for seven hours **at length/at once/in full/on end**.
7. Miss Nervous handed in the test and awaited the results **in the same breath/out of breath/under her breath/with bated breath**.
8. Wilfred was so **drenched/drowned/engrossed/soaked** in his studies that he didn't notice the time passing.
9. You will need a pen and some paper to **discover/find out/realise/work out** this problem. It's too difficult to do in your head.
10. Students will be **condemned/penalized/punished/sentenced** for exceeding word-limits in their précis.
11. I am afraid I've only had time to **glance/look/peruse/scan**.
12. Frank has a good **brain/head/mind/thought** for figures.
13. The noise from the traffic outside **annoyed/distracted/prevented/upset** me from my homework.
14. You must not **diverge/go astray/ramble/wander** from the point when you write an essay.
15. I can't possibly mark your homework as your handwriting is **illegible/illicit/illogical/illusive**.
16. Deborah is going to take extra lessons to **catch up on/cut down on/ put up with/take up with** what she missed while she was away.
17. Miss Crammer is so **absorbed/attentive/consumed/intent** in her work that it would be a pity to disturb her.
18. It suddenly **came/dawned/hit/struck** on me what he really meant.
19. How many **objects/subjects/themes/topics** is Sam studying at school?
20. I have English classes **all other/each other/every other/this and the other** day – on Mondays, Wednesdays and Fridays.
21. I haven't had a very **economic/enthusiastic/extensive/productive** week. I seem to have done nothing at all.
22. It is **almost/barely/hardly/merely** impossible to find a good educational computer program.
23. **Accepted/Given/Presuming/Regarding** the difficulty of the task, I'll be lucky to complete it by the end of the next month.

24. A small **form/gang/group/team** of students was waiting outside the classroom to see the teacher.

25. Hard as she tried, she **always/even/still/yet** couldn't understand the question.

26. And as she didn't understand anything, she merely gave the teacher a **blank/clear/simple/useless** look.

27. How many marks did you **get/make/score/take** in the last test?

28. You will have to do the course again because your work has been **unnecessary/unpleasant/unsatisfactory/unusual**.

29. Andy was **evicted/expelled/left/resigned** from school because of his bad behaviour.

30. I am not sure why he didn't go to the college, but I **deduce/estimate/predict/suspect** he failed the entrance test.

8. Put each of the following words into its correct place in the passage below.

authority	bachelor's	bodies	campuses
classes	co-educational	co-ordinate	courses
degree	freshmen	graduates	junior
located	school	separate	sex
special	students	undergraduates	university
women	year		

The student body of a _____ or college is divided into _____ and undergraduates. Graduates have already received their _____ degrees, while _____ have not. The undergraduates belong to one of four _____, according to their _____ of study. These are _____, sophomore, _____, and senior classes. Most schools also admit _____ students who take a number of _____, but are not working towards a _____.

Students _____ vary considerably from _____ to school. Some institutions are _____, with both men and _____ students. Others admit _____ of only one _____.

A _____ institution has _____ men's and women's colleges. They are controlled by the same central _____ and are usually _____ on the same campus or nearby _____.

9. Match the words for people in education with the correct definition.

1. apprentice	a) female teacher in charge of a school
2. cadet	b) person who trains sportsmen for contests
3. coach	c) highest grade of university teacher
4. dean	d) the lowest teaching rank at university
5. disciple	e) person in charge of a division of study
6. headmistress	f) person who teaches driving

7. instructor	g) the head of some universities and schools
8. lecturer	h) person studying to become an officer in the army or a policeman
9. trainee	i) someone learning a trade who works in return of being taught
10. principal	j) person undergoing some form of vocational training
11. professor	k) anyone devoted to the acquisition of knowledge, especially at university
12. pupil	l) attends primary school
13. student	m) follower of a religious teacher

10. Fill in the missing information.

Subject	Teacher	Is the study of
geology	_____	_____
t _____	_____	religion
_____	botanist	_____
a _____	_____	ancient ruins
_____	entomologist	_____
agronomy	_____	_____
b _____	_____	life
zoology	_____	_____
_____	meteorologist	_____
e _____	_____	words
e _____	_____	unborn babies
_____	graphologist	_____

11. Put each of the following words into its correct place in the text.

achievements	adjustment	admit	attitude
average	colleges	common	failure
grade	letter	marking	method
minimum	occasionally	pass	percentage
perfect	progress	record	reports
school	teacher		

Grading is a _____ used in schools to _____ student achievements. Almost every _____ keeps a record of each student's _____ in order to have some basis for measuring his _____. The record supplies information for _____ to parents. Universities and _____ often use this information to help determine whether they should _____ a student.

For a long time, the most _____ method of recording achievement was by _____, with a mark, or _____, of 100 per cent representing _____ achievement. The _____ mark for a _____ was usually 70 per cent, and for _____ work, about 80 per cent. Today, the letters A, B,

D, E, and _____ F, are much more commonly used. The mark A stands for exceptional achievement, and F means _____.

A few schools use no _____ system at all. Instead, each _____ writes a detailed _____ to the parents. Such letters report the student's progress, _____, activities, and social _____.

☐ Idiomatic Treasury

1. Match items from columns A and B to make idioms and then use them, in the correct form, to complete the sentences.

Be the teacher's	p's and q's
Mind one's	one, two, three
Learn something	the grade
Be as easy as	pet
Be of the	the back of one's hand
Know something like	old school
Pass with	by heart
Make	flying colours

1. Now Johnny, if you are coming to see your sister in the school play you are to be quiet and _____.

2. I can remember as a child, the difficult time I had learning my multiplication tables _____.

3. Don't mind your father. He _____ and believes that some jobs are not to be done by a man.

4. The children jeered their classmate in the school yard with the cruel chant of, 'Suzy _____!'

5. Everybody here is fine and Steve has just finished his finals which he _____.

6. If you don't study harder there is no way that you will _____.

7. I've been studying this list of historical dates for hours and I _____.

8. There is nothing to geometry, it _____.

2. Replace the underlined words and expressions with one of the fixed phrases below. Then, in pairs, use the fixed phrases to make up sentences of your own.

- By and large
- By and by
- (Fall) by the wayside
- By chance
- By the way
- By the book
- By law
- By word of mouth

1. Her plans to become a teacher came to nothing when she was forced to drop out of school to look after her younger siblings.
2. Incidentally, did you know that Susan finished at the top of her graduating class?
3. Coincidentally, I found my old school uniform while I was cleaning out the attic.
4. We heard about the private school through various conversations with friends and colleagues.
5. If we are going to do this right, we'll have to do it exactly as we are instructed.
6. Don't worry if you don't understand the theory behind it, you'll catch on eventually.
7. Generally speaking, the number of people leaving school without obtaining a qualification is on the rise.
8. Legally, all institutes of learning must be equipped with smoke detectors and sprinkler systems.

3. Match the phrasal verbs (1-8) with their meanings (a-h).

1. You've had all the advantages in the world. Why would you get involved with that man when he'll only **drag you down**?
2. **Keep to** your study plan throughout the academic year and you are sure to do well.
3. In order to **keep up with** your classmates during your recovery you'll have to do a lot of revising at home.
4. The teacher managed to **drag the confession out of** the naughty pupil.
5. I **keep back** 10% of my pay each week for when Tommy attends university.
6. Why did you **drag in** the fact that you had never graduated in front of your new boss?
7. The lecture **dragged on** well into the afternoon.
8. The college **kept the elderly gardener on** even after he was too old to do much work.

a) adhere	e) manage to elicit
b) reserve	f) continue to employ
c) inappropriately mention	g) stay level with
d) ruin, lessen	h) continue unnecessarily

4. Learn the following idioms:

idiom	meaning	Example
Commit something to memory	Make yourself remember something	<i>He never writes phone numbers down – he just commits them to memory.</i>
Take a stroll/trip down memory lane	Remember some of the happy things you did in the past	<i>They went back to the place where they'd spend their honeymoon and took a stroll down memory lane.</i>
Jog somebody's memory	Make you remember	<i>The police are reconstructing the crime to try to jog the memory of</i>

	something	<i>possible witnesses.</i>
<i>In/within living memory</i>	Can be remembered by people still alive	<i>Streets lit by gas lamps are still within living memory.</i>
<i>Come/spring to mind</i>	Immediately think of something	<i>I'd like to get him a special birthday present, but nothing springs to mind.</i>
<i>Slip one's mind</i>	Forget about something	<i>I was going to ring her to wish her happy birthday, but it slipped my mind.</i>
<i>Bear/keep something in mind</i>	Remember information when making a decision or thinking about a matter	<i>Bearing in mind that it was your first attempt, I think you did very well.</i>
<i>Your mind goes blank</i>	You can't think of anything you say	<i>When I looked at the exam questions, my mind went blank.</i>
<i>Cross your mind</i>	Think about something for a short time	<i>Of course, I don't think you broke the window. The thought never even crossed my mind.</i>
<i>Out of sight, out of mind</i>	Something you say which means that, if you don't see someone, you forget about them	<i>Annie hasn't thought of her boyfriend since he went abroad. Out of sight, out of mind!</i>
<i>Something is on the tip of your tongue</i>	You know it, but can't quite remember it	<i>Her name is on the tip of my tongue – what is it?</i>
<i>Ring a bell</i>	Think you've heard something before	<i>Jill's face rings a bell, but I don't think we've ever met.</i>
<i>A train of thought</i>	A series of consecutive thoughts	<i>Oh no! I've lost my train of thought.</i>
<i>Rack your brains</i>	Think very hard	<i>I racked my brains, but couldn't think where I'd left the book.</i>

5. Complete each of these idioms with *memory* or *mind*.

1. Out of sight, out of _____.
2. The class reunion gave us a great opportunity for a trip down _____ lane.
3. I am sorry I forgot to post your letters. It just slipped my _____.
4. You can't remember what you did last night! Let me jog your _____.
5. Please bear me in _____ if you need someone to work on this project
6. I was so embarrassed that my _____ just went blank.
7. It never crossed my _____ to tell Nigel about our meeting.
8. Streets full of horse-drawn carriages are still within living _____.

9. I wanted to give her a surprise, but nothing suitable came to _____
10. Try to commit your mobile phone number to _____.

Writing

WRITING A REPORT

Reports are usually written to present information in formal situations. They are usually divided into sections. Each section is written as a paragraph, in the same way as other types of writing, but the sections are given headings.

You will be given a role and specific instructions as to what you should include.

A report should contain:

- An introduction in which the reason for writing is stated.
- A main body with headed sections. It is essential to choose appropriate section heading in order to answer the question properly.
- A conclusion in which the main points are summarized. The conclusion may include a reference to future action.

Interpreting the Rubric

Read the rubric below, paying careful attention to the underlined words and phrases. Then, answer the questions that follow.

You recently took part in an educational experiment in which your studies at university were evaluated by continuous assessment instead of exams. You have been asked to write a report (300-350 words) on student's reactions to the experiment for the university principal. Within your report you should describe the benefits and drawbacks of the scheme and give ideas on how the system could be improved.

- What is your role?
- What do you have to write? Who is the target reader? How formal does your writing need be?
- What is the purpose of your report? What does the target reader need to know?
- In pairs, suggest appropriate section headings.
- In pairs, suggest relevant information that you could include in each section.

Analysing a Report

1. In the phrases below, fill in the missing word, as in the example.

- out
- in
- favour
- feedback
- resulted

- as a
- addition

1 carry out; 2 _____ general; 3 give _____; 4 in _____ of; 5 _____ consequence; 6 _____ in; 7 in _____ to this.

2. The model below is the example of the report on the given instructions. Fill in the gaps with the appropriate phrases from Exercise 1. Then, mark the statements which follow *True* or *False*.

To: Mr Simkins, Principal

From: Tom Wheeler, The participant of the experiment

Subject: Outline of the reactions to the experiment

Date: 16 November 2007

Introduction

The aim of this report is to 1) _____ on the experiment in continuous assessment that was carried out at St Saviour's University last year and to make recommendations for the future. The findings are based on a questionnaire that was sent to all the students who took part at the end of the experiment.

Background

The decision to 2) _____ an experiment in continuous assessment was taken at the end of the fourth year. Participation in the scheme was strictly voluntary, and 3) _____ of this, a parallel class was set up for students who did not wish to take part.

Details of the scheme

The scheme involved weekly tests in all five subjects, the result of which counted towards the final grade. 4) _____ these, there were three projects per term for each subject, and these involved some external research.

Benefits of the scheme

In general, most students were 5) _____ the new method of assessment. It was felt that continuous assessment was better than taking final exams because it gave students a good indication of how well they were doing. Students also appreciated the fact that, if they were awarded a low grade, they still had the opportunity to make up for this later on.

Drawbacks

Some students felt that there was too much testing, and in particular that doing three projects per term for each subject 6) _____ an excessive workload. In addition, there was some criticism of the projects which stemmed from the fact that they were largely carried out away from the classroom with no supervision. It was felt that some students might seek outside help to complete their projects so as not to lose marks, and this would mean they would have an unfair advantage.

Conclusion and recommendations

7) _____, students felt that continuous assessment was a fairer and less stressful method of testing and therefore recommended that it should be implemented more widely. However, the system could be improved by having fewer termly projects and introducing some safeguards to ensure that the projects genuinely reflected each student's individual work.

The report

- is written in formal style.
- begins and ends like a letter.
- states the reason for writing at the very beginning.
- consists of sections with headings.
- has got paragraphs which start with a topic sentence.
- presents the information in short sentences without linking devices.
- is written in impersonal style.
- contains passive structures.
- is written in a chatty style.
- contains language which is suitable for the Principal of the university.

3. A delegation of foreign students is planning a trip to your country. As a student, you have been asked to write a report on the system in your country as background information for their visit. Write your report (300-350 words), including your opinions of the advantages and disadvantages of the system.

Stage 1 Read

- Who is this report for? What kind of information do you think they will be interested in?
- What factual information does the question ask for?
- What opinion does the question ask for?

Stage 2 Think

- Decide what aspects of your education system you want to mention in the factual part of the report. You may want to talk about primary, secondary, and/or university education. You may also want to mention state and private education. Think about some of the good things about your system and some of the drawbacks as well.

Stage 3 Plan

- You may like to use the following overall outline.
Introduction: give a brief introduction giving an outline of the scope of the report.
General details of the system: here you can give an outline how the education system works in your country.
Advantages of the system: give details of what you think is particularly good, giving reasons and examples where possible.
Drawbacks: outline what you feel the main drawbacks are, again giving reasons and examples.
Conclusions: sum up your ideas and perhaps suggest areas that the group should investigate further.

Stage 4 Write

- Write your report, making sure you use an appropriate style.

Stage 5 Check

- Look back at the report, and check that you have used any link words and other expressions correctly when giving explanations.

WRITING AN INFORMATION SHEET

Information sheets are written in both formal and informal situations, depending on the target reader. Like articles, they often have a main heading but they are usually divided into sections with subheadings, in the same way as reports.

Information sheets should include:

- a title which attracts the attention of the reader and states the content
- an introduction which makes the reader want to continue
- a main body divided into headed sections, focusing on the relevant information in the rubric
- a brief conclusion where main points are summarized

1. Read the rubric below and discuss the questions which follow.

Some foreign lecturers are due to visit your university for a series of seminars but know very little about the area. You are President of the Students' union and have been asked to write an information sheet to be sent to the visitors in advance of their arrival. You should include details about the university, the area, and the activities that are available to them during their stay.

1. Who are the target readers?
2. How formal does your writing need to be?
3. How many sections would you write?
4. What kind of information do you think your target readers would like to be given? Should you include details about the seminars? Why (not)?
5. Which type of writing (discursive, narrative or descriptive) will you use most?

2. Read the model and choose the most appropriate headings from those given, justifying your choices. Then answer the questions that follow.

1) About Your Visit/Kingsley: Where It's All Happening!!!

The following information should help you get the most of your forthcoming visit to our university. We have included some details about the university itself and the region, as well as some of the things that you will be able to see and do during your stay.

2) A range of Subjects to Study/The University

The University of Kingsley was founded in 1980 and since then it has doubled in size. The facilities are among the best in the country – comfortable and spacious halls of residence, well-equipped sports halls and an extensive library that is the envy of many of the more established institutions. It also boasts a wide variety of conventional degree courses as well as some of the more progressive subjects such as Golf Course Management and Mediterranean Studies.

3) The City and Surrounding Area/A Nice Place to Visit

Kingsley is in the very heart of England. It is close to some of the most spectacular scenery in the country and has many historical attractions nearby, including a well-

preserved Norman Castle. The city itself is a lively commercial centre which has retained a great deal of its charm, with some fine examples of Georgian architecture.

4) Let Your Hair Down/Events and Activities

As well as the attractions mentioned above, there are a great many events and activities on offer. There are four theatres and two art galleries in the city, and the Cultural Centre regularly organises exhibitions and special events. You will, of course, have the university's vast range of sports facilities at your disposal.

5) Enjoy Your Stay/See you Soon!

We hope your visit will live up to your expectations and that you will take the opportunity to enjoy some of the things Kingsley has to offer. The University staff and the Students' Union will certainly do whatever we can to make your stay a pleasant one.

1. Does the information sheet answer all the points in the rubric? Is it well-structured?
2. How would you describe the register of this model (e.g. formal/informal; serious/light-hearted; respectful/familiar)?
3. Circle the descriptive adjectives. Can you suggest alternatives?
4. Can you think of headings of your own to replace those given?

3. Look at the underlined words in the previous exercise and match them with their synonyms below.

- (be) just what you are looking for
- set up
- a stone's throw away from
- older universities
- managed to hold on to lots
- roomy
- (be) jealous of
- while you are here
- in really good condition
- you can do
- (to use) whenever you like
- breathtaking

4. Imagine that you are University Welfare Officer and have been asked to write an information sheet to be given to newly-arrived first year students to help them to adapt to university life.

Check Yourself

1. Choose the most suitable word to complete each sentence.

1. Many educationalists feel that continuous _____ is fairer than formal examinations.

A judgement

C cramming

B assignment**D assessment**

2. Only the very wealthy can afford the tuition _____ at this college.

A funds

C fares

B fees

D prices

3. Jerry passed the examination with _____ colours.

A flying

C flowing

B soaring

D striking

4. The news spread fast by _____ of mouth.

A way

C course

B means

D word

5. Fiona is not very bright and has to work hard to _____ up with the rest of the class.

A stay

C keep

B bear

D hold

2. Complete each of these idioms.

1. I don't think I know him, but his name rings _____.

2. What is the word for it? I can't remember it. Oh dear, it's on _____.

3. If I try, I should be able to remember the recipe for you. Let me rack _____.

4. Try not to interrupt his train _____.

5. My son is much more adventurous than I was. At his age the thought of travelling abroad alone would never _____.

6. Although Ann is not particularly bright, she is one of our English teacher's _____.

7. To master a foreign language one should learn a lot _____.

8. When you worked hard during the semester, it is always as easy as _____ to pass your exams.

9. Just admit you plagiarized the essay, he'll drag it _____ anyway.

10. My father will never agree. He is of the _____.

3. Answer the following questions on the system of higher education in the USA.

1. What are the admission requirements to the colleges and universities?

2. What degrees are offered by schools in higher learning in the USA? What are the demands for each of these degrees?

3. What is the academic calendar of a university?

4. What is there to say about a college faculty? What is tenure?

5. What are the sources of funding for universities and colleges (both public and private)?

6. What is an undergraduate student? A graduate student?

4. Choose the correct explanation.

1. Professor emeritus

a) an honorary title conferred upon an individual for long and distinguished service to the institution.

b) a person devoted to the acquisition of knowledge, especially attending university.

c) a senior member of the teaching staff.

2. Tuition

a) charge for room and board.

b) fees for laboratory materials, library privileges, cultural events, etc.

c) the basic charge for instruction.

3. Chairperson

a) the highest grade of the university teacher.

b) the lowest teaching rank at a university.

c) a senior member of the teaching staff.

4. Freshman

a) a first-year student

b) a second-year student

c) a third-year student

d) an applicant.

5. Applicant

a) a person devoted to the acquisition of knowledge, especially attending university

b) a person undergoing some form of vocational training

c) a prospective student.

6. Faculty

a) department

b) teaching staff

c) chair

7. Academic advisor

a) a member of the faculty in his major field who offers guidance on the choice of electives and helps solve academic problems

b) a person who trains students for contests or prepares private students for an exam

c) a senior member of the teaching staff.

8. Graduate

a) a first-year student

b) a second-year student

c) a third-year student

d) a fourth-year student

e) a fifth-year student.

9. Dean

a) the highest grade of the university teacher

b) a person responsible for the personal and social aspects of student life

c) a person in charge of a division of study

d) a member of the teaching staff.

10. *Senior student*

- a) a first-year student
- b) a second-year student
- c) a third-year student
- d) a fourth-year student.

5. Fill in the correct preposition.

1. She has a degree ___ English Literature.
2. I started school ___ the age of six.
3. His parents did their best to get him ___ a reasonable job.
4. Very often graduates face ___ a buoyant job market.
5. Students who live ___ the campus of a college pay an additional charge for room and board.
6. Public colleges and universities of the USA are subject ___ government authority.
7. The seminar method is used extensively ___ the graduate level.
8. Rummaging ___ the notes I tried to find the answer quickly but failed.
9. Nowadays more and more students are contemptuous ___ the value of learning.
10. Very often freshmen get turned ___ by campus life.

6. Translate into English.

Я з радістю пригадую, як я вступала до університету. Я завжди знала, що тільки гідна освіта здатна забезпечити перепустку до гідного майбутнього. Зіткнувшись з насиченим ринком праці, я хотіла бути впевненою, що зможу бути конкурентноспроможною. Крім того, я вірила, що навчання в університеті не тільки збільшить мої перспективи в роботі, допоможе розвинути мої інтелектуальні здібності, а й надасть мені можливість принести користь суспільству.

Умови вступу в різні університети значно відрізняються. Я вирішила вступати до педагогічного університету, тому повинна була пройти співбесіду. Банально згадувати про те, що я дуже нервувалася. Адже я мала вразити приймальну комісію не тільки солідним багажем знань, але й потенціалом лідера, інтернаціональним кругозором та вмінням спілкуватися.

До початку співбесіди мені здавалося, що всі мої думки переплуталися. Я почала бурчати на себе, змушуючи себе сконцентруватися. На щастя, все пройшло добре і я була зарахована до університету.

Зараз я навчаюсь на четвертому курсі, але я чудово розумію абітурієнтів, які нервують перед вступними іспитами. Але ці зусилля того варті. Адже навчання в університеті допомагає досягти високого академічного потенціалу. Крім того, я завжди нагадую собі про те, що тільки вища освіта допоможе мені отримати гідну роботу в майбутньому.

Topic 2 “IN THE REALM OF MUSIC”

➤ Lead-in

1. Rhyme the lines of the poem. What is it about? How does it concern our topic? Do you agree with the main idea of the poem? Continue it, having added at least two or three lines.

____ *Because it sounds so sweet*
____ *Of which we take great care*
____ *We cannot live without it*
____ *Music is the air*

2. Discuss how strongly you agree or disagree with the following quotations. Give your reasons.

“Music is the arithmetic of sounds as optics is the geometry of light.”(Claude Debussy (1862–1918) French composer)

“Music was invented to confirm human loneliness.”(Lawrence Durrell (1912–90) British novelist)

“There is music in the air, music all round us: the world is full of it, and you simply take as much as you require.”(Sir Edward Elgar (1857–1934) British composer)

“Music is not written in red, white and blue. It is written in the heart’s blood of the composer.”(Nellie Melba (Helen Porter Mitchell; 1861–1931) Australian soprano)

“Music creates order out of chaos; for rhythm imposes unanimity upon the divergent, melody imposes continuity upon the disjointed, and harmony imposes compatibility upon the incongruous.”(Yehudi Menuhin (1916–1998) US-born British violinist)

“Music is your own experience, your thoughts, your wisdom. If you don’t live it, it won’t come out of your horn.”(Charlie Parker (1920–55) US black jazz musician)

3. How often do you listen to music? What kind of music is it? Who or what do you think influenced your music tastes?

3. Is it easy to describe music? What words can be used to do it? Look through the given list of adjectives, think of more words.

complex	sunny	elevate	annoying
complicat	inspiring	full of joy	catchy

ed	irresistib	passionate	monotono
rhythmic	le	eternal	us
loud	romantic	divine	primitive
serious	raising	flamboyan	slow
clumsy	spirit	t	quiet
refined	thought-	sophisticat	melodic
sorrowful	provoki	ed	corny
harmonio	ng	depressive	moving
us	charmin	somber
touching	g	
	astoundi	.	
	ng		
	miraculo		
	us		

4. Listen to different songs or pieces of music and try to describe them using the words from above.

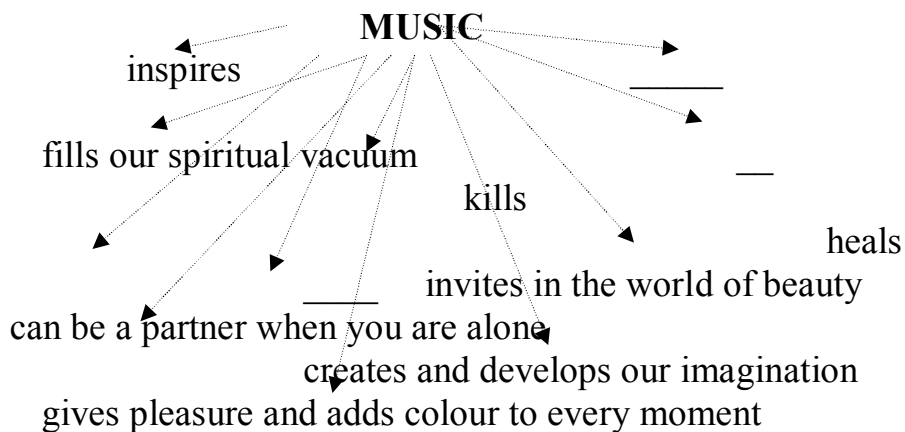
5. Discuss the following questions with your partner.

What is your favorite kind of music? How does it make you feel? What impact does music have on you? Think about the music that can make you happy/sad/ give up/win a battle/ be overwhelmed with turmoil of emotions/touch the inner corners of your soul.

 **Reading and Speaking**

TEXT 1 "MUSIC IS FOR LIFE"

1. What is the role of music in our everyday life? Complete the mind-map. Give examples.



2. Read the text. Fill in the gaps with the following words:

a) apply, b) impact, c) medicine, d) intelligence, e) manipulate, f) behavior, g) surrounds, h) freedom, i) influence, j) well-being, k) control, l) understanding, m) accompaniment, n) appreciate, o) inner peace, p) concentrated.

Music surrounds our everyday life. Many people just listen to music while they devote their attention towards something else and do not know how big the 1 _____ of the music they hear is on their 2 _____, 3 _____, 4 _____,- just to mention a few. Because of the importance of music in our life I think that all people should care more about the music that 5 _____ us.

Everybody has experienced - more or less conscious - the fact that music has a certain impact on our feelings. I guess nobody can deny that when he or she listens to the music they like best they start to feel good, singing along with the vocalist or dance. What does music have that has such a 6 _____ over our mind and bodies? I do not have the answer to this question, but I know that music has a bigger 7 _____ on us than most of us think.

Different cultures have a different 8 _____ about the impact that music has on our minds and bodies. Aborigines and various Indian tribes, for example, use music to support various rituals such as the healing process.

During the last years music became a more important part in our 9 _____. Scientists published new studies to prove that listening to and playing music actually can change how our brains and bodies function. The sound of music is used for almost everything now; from fighting cancer and mining the memories of Alzheimer's patients to relieving severe pain and improving children's test scores. Music therapy also has a positive influence on the healing of people who suffer from Parkinson disease. It is said that some stroke and Parkinson's patients have recovered more rapidly with musical 10 _____ during their physical therapy.

But not only the healing process can be fastened using music in therapy. Music has a deeper impact on our brains and intelligence. The fact is that music is processed in more regions of our brains than we ever imagined. Dr. Rauschecker, a Georgetown University researcher who studies the auditory processes of the brain, says: "Music is a great example of how different parts of the brain can act together." In his studies he found out that music can have a deep, even physical, effect on our brains. He proved that musicians trained at a young age have a greater brain activity when they listen to music than non musicians have. Some of them even show a more left brained or analytical response toward music. Rauschecker says: "Musicians devote more brain power to listening to music and may have better abilities in other areas as well.

I think that if people are more conscious about how music can influence and improve our lives they would 11 _____ music much more. History has proven that music can be used to 12 _____ people and this is used in our every day life. Film music for example underlines the scenes to create special feelings to the audience. I often wonder what a horror scene would be like without the shrill sounds we hear while watching it. Would it be as scary as it is with the music? I do not think so.

Knowing about the positive influence of music on myself, I am glad to be involved. I gained so much from music and I would never want to miss it. I cannot mention it often enough that music is the way to 13 _____. Playing a music instrument leads you to get to know yourself better than you do without this experience.

In fact, music demands a lot of discipline. Playing an instrument helps people to be more **14** _____ in other areas as well. They learn the techniques of studying from the first lesson on and can **15** _____ that knowledge to other topics.

For me music is not just playing an instrument but also another way to express myself, to communicate with others and to find myself. Music is **16** _____ and everybody who experienced it will prove me right.

I think that all people should learn to play music as it is a part of our all day life and can help us to become better people.

3. Write out from the text the roles music plays in our life. Extend on them. Discuss them with your partner.

4. Comment on the following statement.

...The paradox of music is that it is effective when it seems to fuse two contradictory elements - the general and the personal - into a kind of mass intimacy. The work itself is unchanging, aimed at an audience of millions, and yet, when it works, it seems to speak to each member of the audience in a powerfully personal way...

5. Choose a few pieces of music to illustrate their different roles. Let your groupmates guess what each piece of music is aimed at.

6. Write a short passage entitled “What Is the Impact of Music on Me Personally?”

TEXT 2 “ _____ ”

1. Skim the first passage of the text. How would you entitle the text? Why? Justify your choice.

2. Read the text. While reading match the headings with the appropriate paragraphs:

- a) *Summary*
- b) *Music Is an Art*
- c) *Definitions of Music*
- d) *Music Is a Means of Expression*
- e) *Music Is a Universal Phenomenon*

Music is a part of all our lives. Some people create it or perform it, but we all listen to it. Music is a part of our experience from childhood through adulthood, as part of games at recess, in the shower with no one listening, in churches and schools, or from a stereo at home or in the car. Many people have become sophisticated in their use of

music by learning to play instruments and perhaps even by learning to read music. Experiences with music, thus, can exist with or without formal training.

1. _____

What is music? Music escapes easy definition, as can be seen from the following statements.

Music is sound that is pleasing to the ear. If pleasing means pretty or beautiful, then much music is excluded under this definition. Music can be noisy, loud, raucous— anything but pleasing. Music does not have to be beautiful or pleasing to be music, unless one's concept of what is beautiful or pleasing is very broad. This also is an inadequate definition of music that does not sound pleasing to us but that may sound pleasing to others, or of music that has a larger purpose than to sound pleasing. Such a definition excludes much Western European art music composed in the last hundred years as well as much music representative of some non-Western European cultures.

Music is sound and silence organized in time. This definition is to some extent objective and includes all music from any place at any time. It avoids the subjective. Much music so organized can to many people be noisy, weird, displeasing, ugly, and "to my ears, it isn't music." We, therefore, cannot define music without the subjective factors of taste, judgment, and personal reaction as exemplified in the common expression, "I don't know anything about music, but I know what I like."

Music is sound that you want to hear as music. Sound that is not organized in some fashion typically cannot be called music. Yet the roar of a waterfall, the sound of rain falling on a tent, or the chirping of birds can be "music to my ears." These sounds are not music in the objective sense but are pleasing, perhaps therefore musical, sounds. In fact, the sounds of birds, water, whales, and other sounds of nature have been taped and used in "organized" music. Conversely, all sorts of drums, cymbals, and gongs; harsh, dissonant harmonies; and abstract, totally unsingable melodies have been organized into music. However, is it really music? As at least one student has asked, "What would prompt a person to write something like that?" A piece of music incorporating sounds that might be perceived as noisy can be music if you want it to be. Even if one does not like a certain style of music, one can respect it, value its creative process, know its cultural and social context, and, ultimately, grow from it.

As this exploration of the world of music unfolds, perhaps your sense of what music is and what music is to you will become more clear, more understandable, and perhaps more inclusive of a wide variety of this world's music.

2. _____

What is unfamiliar music to some can be profoundly important music to others. Music exists to serve different purposes—to entertain, to uplift, to stimulate feelings and responses, to enhance certain rituals from a football game to a High Mass. These many cultures, traditions, and purposes for creating music produce an infinite variety of music of which we will come to know only a small part.

People always make judgments about music and develop attitudes, tastes, and preferences. Most have a narrow range of likes, preferring those styles which they know and with which they feel comfortable. This book will assist in building and expanding on what is known, gaining understanding of what is less familiar, and examining relationships—similarities and differences— among different musical styles. Additionally, *The World of Music* just may broaden your own range of musical preferences.

3. _____

Great music, as with other works of art, can have universal appeal, may be remembered for hundreds of years, and has a degree of substance that challenges the listener and the performer. A great piece of art music encourages repeated listening, performance, and study. One can explore and find subtleties of expression and depths of meaning. Upon repeated experiences with a work, one will not tire of it and will continue to find new awareness and understandings. Such characteristics are not limited to Western European classical music, for a number of other cultures have classical music traditions, their great "masterpieces," their own high art. It can effectively be argued that characteristics of high art music can also be found in Western vernacular music, notably some jazz, new age, and rock music.

The creation of great art and music that will last generations, if not centuries, is very important in Western civilization, although the more common attitude worldwide is to create something for immediate use, not for preservation. Additionally, music from all cultures, as with all the arts, is a reflection of the society in which it was created and, at the same time, helps to shape the future of that society.

4. _____

Music exists in all nations and among all people and has existed as far back in time as we know about people and their cultures. The musical languages, styles, and functions have differed considerably.

People in different cultures value music for different reasons. For example, music will sound different from culture to culture because social groups or societies develop their own tastes about what sounds beautiful in music. They have their own musical traditions. They have different reasons for using music in their communities in such involvements as their religion, recreation and entertainment. and public gatherings. They use different instruments and have different ways of creating music; thus, they achieve stylistic differences. They also have different attitudes about performance practices and audience/performer relationships.

However, all cultures have music because of its universal power to stimulate emotional feelings and responses and to convey powerful feelings, moods, images, and associations. Music also provides a means of communication for people who desire common identify and who "Have common values and aspirations.

5. _____

Music is an expressive language, for it can communicate feelings and images and can generate aesthetic responses, responses that may be universal and transcend cultural boundaries or may be culture-specific (nonuniversal). Music can generate such feelings as joy, sorrow, pain, love, merriment, and spiritual exaltation. It can also stimulate bodily movements, such as foot tapping, yelling or shouting as in certain types of religious expression, and physiological reactions as the skin tingling in response to a special musical moment.

Music can be romantic and sentimental: it can be simple and beautiful; and it can recall special memories and pleasant associations (and probably some that are not so pleasant). Yet, it can be harsh and complex, even noisy, reflecting certain aspects of our modern, technological society.

Music serves many functions. It is a part of ceremony and ritual and something to march and dance to. It affects our moods by entertaining, enriching, or relaxing us. It can help people escape momentarily from the real world.

Music is able to move the mind, heart, and body in a wide variety of ways. It stimulates responses ranging from excitement to boredom, from love to hate, and from intense involvement to apathetic detachment.

3. Study the Essential Vocabulary of the text

- to create/perform/read music
- to escape easy definition
- noisy, loud, raucous music
- weird, displeasing, ugly music
- harsh and complex music
- romantic and sentimental music
- simple and beautiful
- harsh, dissonant harmonies
- abstract, totally unsingable melodies
- to entertain
- to uplift
- to stimulate feelings and responses
- to enhance certain rituals
- one's own range of musical preferences
- to have universal appeal
- vernacular music
- to convey powerful feelings, moods, images, and associations
- expressive language
- to communicate feelings and images
- to stimulate bodily movements
- to move the mind, heart, and body in a wide variety of ways
- intense involvement
- apathetic detachment

4. Find synonyms in the text to the following words:

to eliminate, strange, to be reordered, hoarse, to chatter, to induce, as a result, exquisite, to arrange, moreover.

5. Match 1-17 to a-q. Make up your sentences using phrases from the exercise.

1. one's own range of	a) music
2. to escapes	b) appeal
3. weird, displeasing, ugly	c) detachment
4. harsh, dissonant	d) music
5. abstract, totally unsingable	e) harmonies
6. to stimulate	f) melodies
7. to enhance	g) bodily movements
8. to have universal	h) certain rituals
9. to create/perform/read	i) musical preferences
10. vernacular	j) easy definition
11. to convey powerful	k) music
12. to stimulate	l) feelings, moods, images, and associations
13. in a wide	m) expressive language
14. intense	n) feelings and responses
15. noisy, loud, raucous	o) variety of ways
16. apathetic	p) involvement
17. to communicate	q) music

6. Explain the meaning of the following words/phrases

- to stimulate feelings and responses
- expressive language
- intense involvement
- apathetic detachment
- motivating force

7. Give all the possible derivatives to the following words:

to negate, to exclude, to exemplify, to unfold, to uplift, to enhance, to expand, to distract, to stretch, to overlap, to share.

8. Match the antonyms.

raucous	initial
weird	clear
ultimate	accident al
inclusive	painstaki ng

refined	plain
innate	acquired
dedicated	harsh
sophisticated	deliberate
intended	indigested
spontaneous	ordinary
immediate	tight
loose	careless
meticulous	fickle
arranged	exclusive

9. Are the following statements true or false?

1. There is a clear impartial definition of what music is.
2. Music can heal handicapped people.
3. To achieve acclaim a composer should bear in mind the cultural peculiarities of the intended audience.
4. People of all age are engrossed in the process of music.
5. The audience is an important driving force in the process of music making.

10. Work out questions to the text so that answers sound like that.

- a) Sounds of birds.
- b) Considerably.
- c) Physiological reactions.
- d) It stimulates responses.
- e) Not so pleasant.

11. Make up a composite plan to the text. Summarize the text according to your plan.

12. Comment on the following statements taken from the text.

- Music is sound that is pleasing to the ear.
- Music is sound that you want to hear as music.
- A piece of music incorporating sounds that might be perceived as noisy can be music if you want it to be.
- People in different cultures value music for different reasons.

- Music from all cultures, as with all the arts, is a reflection of the society in which it was created and, at the same time, helps to shape the future of that society.

13. Discuss with your partner the answer to the following questions.

What is the purpose of music in your opinion? Can music be defined in the only one way? Why? Give arguments.

14. Write an essay on the topic “The Role of Music in Moulding a Personality”.

TEXT 3 “MUSIC”

1. Discuss in pairs. Tell the class what you have known about your partner.

What was the role of music in your childhood? Was music your obsession? Did you try to create a music band? What was the result?

2. You are going to read the text about music in the life of a person. Write down five adjectives, five nouns and five verbs, which you predict, will appear in the text. When you have finished, compare your predictions in groups and explain your choice.

3. Read the text and check your predictions.

Music is my obsession. It reverberates across every fiber of my being. I have spent endless hours of my life creating music, performing it, or even just dreaming about it. My thoughts are filled with the angelic sigh of a bow kissing the string of a violin or the hellish crash of batons torturing the skin of a kettle drum. But my favorite instrument is the vociferous world around us. The scuff of a penny loafer against a wood floor, die clinking of Crayolas across a child's desk, or the mesmerizing hum of an oscillating fan are all part of this chaotic symphony. It is within this sonic spectrum that I exist.

I have long been preoccupied with the audible world. [A] My mother's pots, empty soda bottles, even the railing on my front porch became part of my private symphony orchestra. Then, for my ninth birthday, I received a Fisher-Price record player. A single tin speaker was built into the base, and the needle was attached to a wooden lid, which I had to shut in order to make the thing work. More often than not, the lid would fall accidentally and cut deep scratches into the record. But to my young ears, it made the sounds of heaven.

Armed with my record player and some old jazz 45's I liberated from my dad's collection I locked myself in the garage and entered another world. Instead of remaining surrounded by tools and half-empty paint cans, I lowered the lid of that cheap Fisher-Price and-transported-myself to a smokey club somewhere in the city. As the music played, wrenches became saxophones, boxes became a set of drums, and the workbench became a sleek black piano. I played 'em all, man! I wore those old 45's down until there was nothing left but pops, cracks; and the occasional high

note. I spent most of my childhood in that smelly garage listening to Miles Davis and my other patron saints, while other kids played football and video games. [B]

When I entered high school, my interests shifted towards learning to play a musical instrument. After a little experimentation, I fell in love with the bass guitar. It covered me with warm, confident tones-blankets of pure ecstasy. They were poised ballroom dancers waltzing elegantly around my head. The guitar became the implement of my creativity, the brush with which I painted portraits of candid love and dark emotion. I was naked and insecure without it. Its weight was a lover's hand upon my shoulder, and its smooth hourglass body was a pleasure to hold. It whispered sweet kisses in my ear.

[C]But the harder I tried, the less I succeeded. It seemed as though I was simply incapable of playing those songs. All those wild bass licks that poured out of that Fisher-Price record player were ripped from my dreams.

My lust for jazz was then replaced by the desire to perform in a live rock band. So, I joined a local college group and began to play small venues. The shows were like cathartic orgasms of sweaty bodies undulating as the sensation of music overwhelmed them. [D] But I felt as though the music was in control and I was just letting it happen. That feeling began to consume spirit and destroy my sense of oneness with the music.

There was definitely something missing. Even though what I played was structurally powerful, it lacked a soul. I also realized that my style of playing lacked a human quality. So when I came upon my old jazz records, I listened to them with new ears. [E] As the records popped and scratched their way around the turntable, the secrets of the universe were finally revealed to me.

I realized that my approach had been all wrong. All my songs were suffocated under the weight of formality. Harnessed to the yoke of "proper" song structure and arrangement they were never allowed to grow fully. So, I picked up my bass with a fresh tenacity and dropped all my inhibitions. Not, surprisingly, those old jazz songs started to pour out. I played them as if I had known them all of my life.

I look back on that day and realize that I did know how to play those songs all along. It wasn't a tangible lack of something — like talent or effort — that held me back. I just needed to feel the music — to feel the sweet life a musician blows into, to feel it the way that innocent child felt in the garage all those years ago.

Louis Gonzalez

4. Choose the most appropriate sentence to fill each of the blanks (A-E) in the text. Be careful, one of the suggested answers does not fit at all.

1) While I was on stage, the power of the music pierced through the air like a volley of arrows falling upon the flannel-clad flesh whirling below me.

2) Even though my parents said I wasted my time, there, the experience instilled in me a burning desire to become a musician.

3) As my skills increased, so did my yearning to play those old jazz songs of my youth.

4) When I was younger, anything and everything that made a sound became a musical instrument.

5) I dropped all of my preconceived notions of song structure.

6) While doing my homework I was constantly listening to gentle background music that helped me to concentrate.

5. Study the Essential Vocabulary

- obsession
- to reverberate across every fibre of one's being
- vociferous world around us
- mesmerizing
- sonic spectrum
- audible world
- to instill a burning desire in sb
- implement of one's creativity
- yearning to do sth
- the harder ...the less
- to play small venues
- to overwhelm
- to listen with new ears

6. Make sure you know the meaning of these words. Match the words on the left with the meaning on the right.

oscillating	a long thin piece of wood with a tight string fastened along it, used to play musical instruments that have strings
poised	a low continuous sound
bow	one of the long thin pieces of wire, nylon etc that is stretched across a musical instrument and produces sound
hum	a cover for the open part of smth
lust	a very strong desire to have smth
inhibition	a lot of objects that are thrown through the air at the same time
string	a feeling of worry or embarrassment that stops you doing or saying what you really want to
lid	smth that restricts your freedom, making life hard or unpleasant
yoke	not moving but ready to move or do something at any moment
volley	keeping changing between one feeling or attitude and another

7. Find in the text synonyms to the following words.

Divine, stifle, biased, distinct, tool, will-power, shambolic, unity, infernal, pleasure, wavy, unbiased.

8. Fill in the blanks with words from the Essential Vocabulary. Change them if necessary.

1. The noise of the plane engines is still _____ in my ears.
2. The whole audience instead of being mute became _____.
3. She has a _____ to visit the village where she was born.
4. He's convinced he was unfairly cured and it's become his unhealthy _____ with death.
5. We have decided to _____ the committee's suggestions in full.
6. He was _____ by her charm and beauty.
7. He was suddenly _____ by a strong feeling of his own insignificance.

9. Translate into English.

1. Моїх батьків давно захоплювала ідея навчити мене грати на скрипці, віолончелі або гобої, але в мене не було палкого бажання цього робити.
2. Чим більше я намагався навчитися грати на флейті, тим краще в мене виходило. Слухачі могли годинами заворожено мене слухати.
3. Мої батьки з дитинства прагнули привити мені бажання стати музикантом, але з роками мої захоплення змістилися в бік вивчення іноземних мов.

10. Answer the following questions on the text. Discuss them as a class.

1. How much of the time did the author devote to music?
2. Which ways was the author's burning desire to play music realized on different stages of the life?
3. What was the role of music in the author's life?
4. What was the most essential thing the author realized about music?
5. How would you behave as parents if you saw your child's yearning to become a musician?

11. Work with your partner. Read the following and make up a dialogue.

Jane works at a shop selling records. She enjoys working here as music has been her obsession since childhood. One afternoon a middle-aged woman hurriedly entered the shop and asked for a record. Unfortunately she did not remember the title of the record but she thought she could easily recognize the music if Jane helped her. She described the tune and Jane tried to guess asking leading questions. In the long run she recognized the play and gave the customer the needed record.

TEXT 4 "TINKLING THE IVORIES, JANGLING THE NERVES"

1. Work in groups and discuss these questions.

- Learning a musical instrument is not an easy thing. Do you play any musical instruments?
- Which of them would you like to be able to play? Give your reasons.
- What are the rewards of learning a musical instrument?

2. Read this article.

Except perhaps for learning a foreign language and getting your teeth properly sorted out once and for all, there is nothing more rewarding than learning a musical instrument. It provides a sense of accomplishment, a creative outlet and an absorbing pastime to while away the tedious hours between being born and dying. Musical "At Homes" can be a fine way of entertaining friends especially if you have a bitter grudge against them. Instrumental tuition is widely available publicly, privately and by post.

Before choosing an instrument to learn you should ask yourself five questions. How much does it cost? How easy is it to play? How much does it weigh? Will playing it make me a more attractive human being? How much does it hurt? All musical instruments, if played properly, hurt.

The least you can expect is low back pain and shoulder strain, and in some cases there may also be bleeding and unsightly swelling. Various relaxation methods, such as meditation and the Alexander Technique, can help.

The most popular instrument for beginners is the piano, though I don't know why this should be so. The piano is expensive, it's fiendishly difficult to play, it weighs a ton and it hasn't been sexy since Liszt died. If you sit at the keyboard in the approved position for more than a few minutes, the pain is such that you are liable to break down and betray the secrets of your closest friends. The only good thing you can say about the piano is that it provides you with a bit of extra shelf space around the house.

Being difficult to play means that learning the piano could make you vulnerable to a syndrome known as Lipchitz's Dilemma. Lipchitz was an Austrian behavioural psychologist who observed that setting out to acquire a difficult skill leads to one of just two alternative results.

Either, because of lack of talent or lack of application, you reach only a low to average level of attainment which leads to general dissatisfaction and maudlin sessions of wandering aimlessly about the house, gently kicking the furniture and muttering, "I'm hopeless at everything."

Or you reach a very high attainment level but, because you spend anything up to 18 hours a day reaching and maintaining this level, other aspects of your personality do not develop properly, which leads to general dissatisfaction and maudlin sessions of wandering aimlessly about the house, gently kicking the furniture and muttering, "Up the Villa"

Having thus established that no good at all can come of any sort of endeavour, Lipchitz himself gave up behavioural psychology and took a job in a Post Office as the person who runs out of things.

The violin is definitely a Lipchitz's Dilemma instrument, but it does have certain advantages over the piano. It is portable and need not be all that expensive to buy.

You might not be able to get as good a sound out of a cheap instrument as in expensive one but since it is notoriously difficult to get much of a sound out of any sort of violin your best advice is to forget the whole idea and take up something easier.

The maraca is, a hollowed out gourd half filled with beads or dried lentils or some such. Shaken, it makes a rattling sound. Small babies find this mildly entertaining but nobody else is interested.

The harmonica is similar. You buy it. You blow it. You suck it. You put it in a drawer. You lie on the sofa and you turn the telly on.

Some people think that the drums are easy to play and assume it must be fun, thrashing about like that. Do not be misled. Even basic rock'n'roll drumming requires a high level of musical understanding and physical coordination. Years of practice are needed to acquire a fluent technique, sufficient stamina and command of rhythmic and dynamic nuance and yet, after all that trouble, people still come up and say, "Must be fun thrashing about like that." This is why drummers often contract some of the more amusing personality disorders from the Encyclopedia Psychopathics.

An evening out with a drummer can be diverting, but be prepared for it to end with lines such as, "Leave it Terry!" "For God's sake he was only joking" and " OH, CHRIST, WHAT A MESS!" Otherwise, take my mother's advice and don't have anything to do with drums or drummers.

Brass instruments are much more fun. Professional brass players always wear an expression of bewildered good cheer. This is because they have discovered one of life's most wonderful secrets: you can earn a living making rude noises down a metal pipe. It is a secret that enables them to steer through all life's uncertainties and absurdities with unruffled equanimity.

I have played the guitar for more than 30 years, but I would not advise others to do the same. Far too many other, people play the guitar and you will probably find, as I have, that they do it better than you.

A friend once invited me for tea. He had also invited a chap from the pub. The chap from the pub brought his accordion with him. It was an electric accordion which plugged into an amplifier. The living room was small, the amplifier large. He played "Lady of Spain and The Sabre Dance." The International Court of Human Rights has my report on the incident and is considering my recommendations.

For sheer sex appeal you can't do better than a saxophone. Just holding a saxophone gives you a late night charisma, enables you to drink whisky and smoke with authority. But if you wish to maintain credibility, it's as well to have a good stock of excuses ready for when you're asked actually to put the thing to your lips and blow, especially if your best shot is "Oh, The Camptown Ladies Sing This Song, Doo Dah Doo Dah" Otherwise, be prepared for maudlin sessions of aimless wandering, furniture kicking, and muttering, "I'm hopeless at everything."

David Stafford

3. Study the Essential Vocabulary of the text.

- to provide a sense of accomplishment

- creative outlet
- to while away the tedious hours between being born and dying
- to have a bitter grudge against sb
- instrumental tuition
- unsightly
- fiendishly difficult
- to be liable to break down
- betray the secrets of your closest friends
- a bit of extra space
- lack of talent or application
- notoriously difficult
- to get much of sth
- to acquire sth
- fluent technique
- sufficient stamina
- command of rhythmic and dynamic nuance
- to contract personality disorders
- diverting
- to steer through sth
- life's uncertainties and absurdities
- with unruffled equanimity.
- to do sth with authority
- to maintain credibility

4. Match the pairs as to how they appear in the text.

a creative	liable to
to be	equanim ity
sufficie nt	away
unruffl ed	through
to steer	outlet
sheer	stamina
to while	attainme nt
a bitter	difficult
level of	sex appeal
fiendis hly	grudge

5. Unscramble the following words.

Reggdu, ettulo, enunca, sdusbirieat, betlopar, cpihetsmacolmn, ygsuhlint.

6. Match the synonymic pairs.

notoriously difficult	to be prone to
to acquire	move forward
tedious	entertaining
to be liable to	clinking the keyboard
diverting	steady imperturbability
to steer through	fiendishly complicated
unruffled equanimity	ample endurance
sufficient stamina	to receive
tinkling the ivories	fraying the nerves
jangling the nerves	humdrum

7. What kinds of music would you like to perform if you were able to play any musical instrument: *punk music, jazz, folk music, reggae, classical music, country music, pop music?*

A. To get to know the differences between them complete the sentences with one of the words in italics.

1. _____ is often played by a big orchestra in a concert hall.
2. _____ is usually played by young people with brightly coloured hair.
3. _____ comes originally from black American musicians.
4. _____ usually offers simple tunes which are popular for a short time.
5. _____ comes from a specific region and is usually popular for a long time.
6. _____ has a strong regular rhythm. It is originally from Jamaica.
7. _____ is usually played on the guitar, banjo and violin.

B. Can you think of a famous musician for each type of the music mentioned above? What is he famous for?

reggae	<i>Bob Marley, Jamaican singer, guitarist and songwriter, who pioneered Jamaican reggae music.</i>
punk music	
jazz	
folk music	
classical music	

country music	
pop music	

8. Consult the dictionary and complete the table with the name of musical instruments you know and people who play them.

violin	violinist
guitar	
cello	
drums	
piano	
trumpet	
.....	

9. Note down your answers to these questions, or highlight the relevant information in the passage.

1. Three rewards of learning an instrument are mentioned: what are they?
2. Four kinds of pain are mentioned what are they?
3. What is the difference between the two symptoms of Lipchitz's Dilemma?
4. What reasons does the writer give for advising the reader not to take up eight of the nine instruments he mentions?
5. Which of the instruments seems to have the fewest drawbacks?
6. What happened at the end of the imaginary evening out with a drummer?

10. Nine instruments are mentioned: what are they? Fill in the table and summarize advantages and disadvantages of playing these instruments. Add your own ideas. Share them with your groupmates.

<i>musical instrument</i>	+	-
violin	portable, not expensive to buy, ...	it is notoriously difficult to get much of a sound out of it, ...

11. Conduct a questionnaire. Ask your groupmates the following questions. Introduce your findings to the class.

<i>Questions</i>	→					
<i>Names</i>	↓					
What musical instrument would you like to be able to play on?						
How much does it cost?						
How much does it weigh?						

How easy is it to play?						
How much does it hurt?						
Will playing it make you a more attractive human being?						

12. Work in groups. Set up a band. Consider instruments, repertoire, and image of your band. Organize a concert to your groupmates. Make up a song, set it to music. Perform your tune to the rest of a class.

TEXT 5 “TRY IT AGAIN”

1. Read the text below and see how many of the musical terms contained in these reminiscences can be of use to you.

I spent nearly six years studying and practising the piano at school, that's to say, four years playing scales and arpeggios, then eighteen months let loose on actual pieces of music.

My teacher, Mr. Pearson, was the sort of person who thought that anyone who didn't have perfect pitch was educationally subnormal and as for pupils - like me – who had difficulty in reading music and never really began to master sight-reading, well, there was really no hope in life.

Looking back, I can see that he was not particularly modern or enlightened in his approach. There were weekly tests along the lines of:

'How many flats are there in the key of A flat major? '

'How were Bach's ideas on melody, harmony and counterpoint significant'

'What was the opus number of Mozart's *Eine Kleine Nachtmusik*?' and lots of unanswerable questions about bass clefs and treble clefs, etc.

Still, we persevered together for those six years, despite my numerous handicaps.

For a start, my sense of rhythm - especially for anything syncopated – was virtually non-existent.

'How many beats in the bar, Haskins?'

'Three, sir'

'Then kindly stop trying to squeeze in five.'

Then, being so small, neither of my hands could span a full octave which meant that keys were rarely struck by the finger recommended and that, particularly on the black notes, the little finger fell short of expectations.

'Is there normally a B flat in a B major chord, Haskins?'

'No, sir'

'Right, then spare us it, will you?'

It wasn't that I didn't try. On the contrary, I had visions of one day performing in concerts and recitals, if not as a soloist, at least accompanying guest singers and instrumentalists. Somehow, the visions became fainter and fainter.

'I think if Beethoven had wanted a minor chord just there, Haskins, he would have written one. Don't you think so?'

So the years went on, endless variations on a single theme, dozens of arrangements of one basic tune, which I swear he composed himself I must admit there were times when I thought of changing instruments – going back to the woodwind class, where I had bitten through three oboe reeds in one session, or the strings department, where I kept dropping the viola bow, or the percussion wing, where I had snapped two drumsticks inside ten minutes, or the brass class, where I had nearly swallowed a trumpet mouthpiece. But I didn't. I stayed with Mr. Pearson and his finger exercises, the wrong notes, the missed entrances, the 'Try it again's'. I suppose I was lucky that you can't play the piano out of tune. I'm sure if it was possible to play flat, I would have done.

'What's the difference between an F sharp and an F natural, Haskins?'

'A semitone, sir.'

'Correct. Now, if you could remember that while you're playing, you might not make such a pig's ear out of one of the most beautiful melodies Brahms ever composed. Try it again.'

2. Study the Essential Vocabulary

- to study and practise a musical instrument
- a piece of music
- to have perfect pitch
- to read music
- to master sight-reading
- the opus number
- sense of rhythm
- syncopated
- non-existent.
- endless variations on a single theme
- to compose
- out of tune

3. A Imagine that you are going to form your own supergroup, inviting famous pop stars and other musicians to join you. Choose the instrument that you would like to play from the list of instruments and types of singers below, in the line up for the recording session for this pop group or rock band. Then note down the instrument or vocals of your choice from each line and who you will invite to play them or to sing.

1 lead vocals

2 lead guitar (electric)

3 acoustic guitar, 12-string guitar, sitar

4 bass guitar, backing vocals

- 5 drums
- 6 extra percussion, tambourine, maracas, bongos
- 7 keyboards, organ, electric piano, synthesizer
- 8 mandolin, steel guitar, electric fiddle (violin)
- 9 harmonica, mouth organ, Jew's harp, kazoo
- 10 saxophone, rhythm guitar, backing vocals

B The arrangements, production, sound engineering and mixing are still to be organized. Think of the records that you have got at home. Choose a recording company or label that you would write to, in the hope that they will help you to find a studio and market your record.

C Now you've got your latest single release recorded, when are you are to go out on the road and do some live concerts? Note down the five venues that you would choose for a European tour. Explain your choice.

4. Now, a variation on a BBC radio game. You're being sent off to a desert island tomorrow with a toothbrush, bottle-opener and record-player. Make a list of the pieces of music that you are going to take with you. You're allowed some or all of the following:

- 2 symphonies
- 2 concertos or sonatas
- 1 choral or orchestral work: oratorio, cantata, etc.
- 1 opera: (grand, light, comic or operetta)
- 1 additional piece or set of classical music: a rhapsody, overture collection of nocturnes, serenades, studies, etc.
- 1 jazz LP: (modern or traditional)
- 1 album: folk, soul or blues
- 1 LP by a group: (pop or rock)
- 1 solo album: male or female vocalist
- 1 other selection of your choice: brass band music, a film score, nursery rhymes, electronic music, pub sing-songs

5. In this short quiz, answer each of the questions.

1. Which of these is not normally religious?
a hymn **b** psalm **c** carol **d** ballad
2. Which of these would normally make the least noise?
a round **b** lullaby **c** anthem
d the refrain of a madrigal
3. Which of these is the odd one out?
a duet **b** triplet **c** quartet **d** quintet

4. Which order should these be in, starting from the top, that is to say the voice that can sing the highest notes?

- a baritone b bass c tenor
d contralto (alto) e soprano (treble)

TEXT 6 “THE PLAYER AND THE LISTENER”

1. You are going to read an extract from “*The Piano*”, the novel based on the award-winning film. Here are some of the words and phrases used in the extract.

*absorbed discerning engrossed harmony
insatiable longing melody rhythm*

- a) Decide whether they are used to refer to music or people.
b) Which two adjectives from the list mean *very interested* and could complete this sentence: “*It's no use trying to talk to him He's completely ... in his work*”?
c) Which adjective can describe *appetite / desire / need / curiosity*?
d) Which adjective describes a person who has good taste in food, music, wine, clothes, etc ?
e) Which three nouns mean the same as *beat / tune / combination of different notes*?
f) Which noun means *great desire*?

2. Read Part 1 of the extract from the novel.

- a) Why did Ada visit George Baines?
b) How did her daughter occupy her time while Ada was with George?
c) What was her main reason for visiting him now?

3. Read Part 2 of the extract from the novel.

- a) How did Ada's playing compare with the kinds of music George had heard before?
b) What effect did her playing have on Baines?

4. Read Part 3 of the extract from the novel.

- a) How did Ada feel about George Baines' reaction to her playing?
b) Why do you think Baines closed his eyes?
c) Why do you think Ada glanced *warily* at him?

The Piano

Part 1 Flora and Ada made the walk to George Baines' hut for the next piano lesson through the endless rain. Baines kept a friendly mongrel dog whom he called Flynn and Flora's pleasure was to torment Flynn with a stick. The dog complied with her games passively, taking refuge under the hut when her enthusiasm grew too great. Flora tried to force him out into the driving rain by pushing her weapon through a

hole in the veranda floor, her excited leaping and shouting keeping tempo with her mother's rhythmic melodies.

Inside, George Baines paced the floor of his hut while Ada McGrath played in her insatiable manner; the music at once lyrical and insistent. She had dropped all efforts to teach Baines and now played for her own pleasure stealing time for herself from beneath his gaze.

Part 2 Baines had heard singers and players in the drinking houses of many ports; he had sung sailors' tunes himself at sea; he had stamped his feet and danced with women who lifted their skirts and whirled gaily. It was nothing like this. His listening was not refined nor discerning and yet Ada McGrath's playing made him hear, made his mind open and fill with emotion. He felt he could listen to her play forever. He observed that she played a steady rhythm with her left hand, and a counter rhythm with her right. One piece seemed to flow into the next without cessation. These were not parlor songs, or jigs, or popular tunes; they were harmonies from somewhere else. Baines was drawn to Ada, to her self-contained silence at the keys. It was as though the music brought this silence strangely alive.

Baines kept his head bowed, but as the playing became more confident and she became more absorbed, he raised his eyes to watch. He sat at a far corner of the room, enjoying the whole vision of this woman at her piano.

Part 3 Presently Baines took his chair to a closer position and opposite angle. Ada glanced up as she felt him passing behind her. She thought it odd that he always seemed satisfied to listen; not wanting to play was beyond her imagining. She became engrossed in the music once again while his attention focused on her as she bent farther from or closer to the keys.

Again Baines shifted his chair, carrying it round the back and to the other side of the piano. Ada watched him as he moved conscious of his scrutiny, the shifting heat of his presence. From this position Baines could see more clearly and thus enjoy her fingers moving fluidly on the keys and the small details of emotion on her face. Her hands were so very supple, her fingers tapered strong but delicate and fine. Twice he closed his eyes and breathed deeply, suffused with longing. When his eyes were closed, Ada glanced at him warily.

Jane Campion and Kate Pullinger, "The Piano"

5. Answer the following questions.

- A *weapon* is a general word for something used for fighting. What was Flora's *weapon*?

- What is the meaning of *nor*? How could you rephrase *not refined, nor discerning*?

- What kind of *keys* are being referred to? What other meanings does *key* have?

- *bowed* is from the verb *bow* meaning to lower your head. What other meanings does *bow* have? How can it be pronounced?

- Farther is one of the comparative forms of *far*. What is the other?

- *Thus* is a rather literary word. What alternatives could be used in spoken language?

6. Choose one of the episodes from the text and dramatize it.

TEXT 7 "IMAGE QUEEN"

1. What do you know about Madonna? What did she look like the last time you saw a picture or a video of her? Fill in the blanks with the missing information about her life (Student A completes the TEXT 1. Student B completes the TEXT 2. Then check your answers together).

TEXT 1. Madonna was born Louise Veronica Ciccone on 16th August, 1958 in Bay City, Michigan (*Where?*). She was the oldest of eight children. Her mother died of cancer when she was _____ (*How old?*). She was brought up by her father, who was an engineer. He remarried, and Madonna's stepmother was called _____ (*What... name of... ?*). She started singing and dancing when she was eight, participating in school shows and being a cheerleader. She also had piano and ballet lessons. She went to the University of _____ (*Which... to?*), where she studied dance, but she put aside her studies after two years and went to _____ (*Where... to?*), because she had dreams of becoming a star. She had no money, so she worked in shops and as a model. She decided _____ (*What... do?*), and found work as a backing vocalist. She wrote songs, and performed at local discos. She signed a contract with Warner Brothers in 1982. And immediately her career took off. She had her first number one hit in _____ (*When?*) with *Like a Virgin*. In 1985 she appeared as the lead in the film *Desperately Seeking Susan*. Around this time she married Sean Penn. Unfortunately the marriage only lasted for _____ years (*How long?*). In 1992 she founded her own record company called Maverick. In 1996 she starred in the film *Evita*. And she was awarded _____ (*What?*). In the same year she had her first child Lourdes Maria. The father was her personal trainer, Carlos Leon. She currently lives in _____ (*Where?*) with her English husband, Guy Ritchie, with whom she had a second child, a boy called Rocco. She has had _____ (*How many?*) number one hits - more than any other female artist.

TEXT 2. Madonna was born Louise Veronica Ciccone on 16th August, 1958 (*When?*) in Bay City, Michigan. She was the oldest of eight children. Her mother died of _____ (*What?*) when she was six years old. She was brought up by _____ (*Who... by?*), who was an engineer. He remarried, and Madonna's stepmother was called Joan. She started singing and dancing when she was _____ (*How old?*), participating in school shows and being a cheerleader. She also had piano and ballet lessons. She went to the University of Michigan, where she studied _____ (*What?*), but she put aside her studies after two years and went to New York, because _____ (*Why?*). She had no money, so she worked in shops and as a model. She decided to start singing, and found work as a backing vocalist. She wrote songs, and performed at local discos. She signed a contract with _____ (*Who... with?*) in 1982 and immediately her career took off. She had her first number one hit in 1984 with *Like a Virgin*. In 1985 she appeared as the lead in the film *Desperately Seeking Susan*. Around this

time she married _____ (*Who?*). Unfortunately the marriage only lasted for four years. In 1992 she founded her own record company called Maverick. In 1996 she starred in the film _____ (*Which?*), and she was awarded the Golden Globe for Best Actress. In the same year she had her first child, Lourdes Maria. The father was _____ (*Who?*). She currently lives in London with _____ (*Who... with?*), with whom she had a second child, a boy called Rocco. She has had eleven number one hits - more than any other female artist.

2. Read the article for more details about Madonna's life.

“MATERIAL GIRL TO GEISHA GIRL”

The look is pure subservience. The white-painted face, with lips like a red gash, is framed by a dead straight curtain of dark glossy hair. It is the stark image of a geisha that stares into the camera. So it is difficult to believe that this is Madonna...the woman who sums up feisty independence in the post-feminist era... posing as a silent, submissive geisha girl.

But to take Madonna at face value is to misunderstand one of the most complex and intensely clever female stars of the past two decades.

She is the mistress of reinvention. And behind every change of image – always total, always perfect down to the last detail – is a carefully thought-out strategy to get the attention that she wants.

From the moment the Detroit convent girl hitch-hiked to New York twenty years ago with a burning ambition to be the world's most famous woman, she has shown an amazing talent for transformation.

She was named the new face of Max Factor make-up – quite an achievement at the age of forty. But the singer almost certainly has her eye on her next film role. It is no coincidence that Steven Spielberg is looking for a woman for his film adaptation of Arthur Golden's best-selling novel, *Memoirs of a Geisha*. And if her new geisha look is part of Madonna's campaign to secure the part, who can blame her? It has paid off before.

She desperately wanted the role of Eva Peron in the film *Evita*. So she showed director Alan Parker she was the perfect choice by adopting an uncanny resemblance to the Argentinian president's wife.

Madonna has always been a brilliant consolidator of trends, picking up on an existing look and making it her own. When she first bounced into the charts in 1984 with hits such as *Holiday*, it was as a trashy punk with torn tights and big bangles.

Material Girl in 1985 was not just a clever pastiche on Marilyn Monroe's *Diamonds Are a Girl's Best Friend*. The platinum blond hair, furs and glitzy jewelry she wore for the video so entranced actor Sean Penn that he was determined to have her. Another example of Madonna dressing for results.

By 1989, when her marriage to Penn formally ended, she had moved on and was involved with Warren Beatty. For a short time, she dressed like the gangster's moll she played in their joint movie venture, *Dick Tracy*, in which she played Breathless Mahoney... a role she took so seriously that she was prepared to put on weight for it.

When the Beatty romance ended, she turned to Jean-Paul Gaultier for space-age outfits with tight corsets and menacing conical bra tops.

At the 1995 MTV Music Video Awards she adopted the Brigitte Bardot look with black eyeliner and loose hair falling over her shoulders.

When Madonna was expecting her daughter, Lourdes, in 1996 she completely vanished from view. It wasn't until Lourdes was nine months old that she emerged as an Earth Mother, wearing pretty dresses and hardly any make-up.

Then at forty, she moved into the Indian mystic phase... and nine months later her hair, which has been almost every colour under the sun, is now black to its natural dark brown, cut in a bob.

What has drawn Madonna to the persona of the geisha, one of the most notorious symbols of pre-feminist woman, virtually imprisoned in the service of men? Only time tells, but one thing is certain... this geisha is being used in the service of only one person. Madonna herself.

(Based on the article in *The Mail on Sunday*)

3. Study the Essential Vocabulary

- to take sb at face value
- carefully thought-out strategy
- a burning ambition
- an amazing talent for sth
- to have one's eye on sb /sth
- a film adaptation of a novel
- to pay off
- to bounce into the charts
- to entrance sb
- to take sth seriously
- to adopt sb's look

4. Explain in English:

- to take at face value
- to have one's look on sth.
- film adaptation

5. Complete the following statements using words from the text about Madonna.

- I usually take people at _____ and then regret it.
- I have no _____, but I'd quite like to earn a lot of money.
- I have an _____ for wasting time, particularly when I need to do something urgently.
- I'm always disappointed when I see a _____ of a novel I've read.
- When I was at school I _____ my work _____.
- I've recently _____ a new look.

6. Are any of these sentences true for you? If no, change them to make them such.

7. Discuss with your partners the answers to the following questions.

- Which of these words does *not* describe Madonna: *scheming, intensely clever, innocent, complex, calculating, ambitious*? Explain the meaning of these words.
- Which of these characteristics do you consider positive/negative? Why?
- What is your own opinion of Madonna?

8. Think about your favourite living famous person (a singer, a music maker, etc.). You are going to tell a partner about him/her. Think about what you will say and what language you will need. Describe him/her in writing.

- Is it a man or a woman?
- What are they famous for?
- What do you particularly like about them?
- How long have you been a fan?
- When did you first become aware of them?
- Did they look any different then from how they look like now?
- What do they look like now?
- How old are they?
- Are they married?
- Do you know they live?
- Are they world famous?
- Have you ever seen them in real life?
-
-

Listening

LISTENING 1

1. You are going to hear four people talking about their musical preferences. As you listen, answer these questions. (There may be more than one answer to each question.)

1 Which speakers like these types of music?

- classical • pop • jazz • dance • film

2 Who likes these people's music?

- Mozart • Ella Fitzgerald • Michael Jackson
- Bach

3 Who likes music that makes them feel calm and relaxed?

4 Who likes singing in the car?

2. The second speaker uses four adjectives to describe his musical tastes. What have the adjectives got in common? Listen and complete the extract.

I've always loved Michael Jackson music and sort of really.....1 stuff - everything that's in the charts. I know that it's.....2 but it's erm, I don't know, fun to dance to and it's.....3 - you hear it once and I don't know next time you hear it, you sort of know, know the lyrics and you want to sing along. And when you go to night clubs or wherever, it's fun to dance to. Erm, but more serious stuff, I, I really like Ella Fitzgerald and.....4 stuff but yeah, that's about it.

3. How are the four adjectives formed? Think about the kinds of words they are related to.

4. Which adjective(s) mean(s)

- a* similar to something?
- b* pleasant and easy to remember?
- c* unoriginal, mediocre, banal, common?

5. Rephrase these sentences using adjectives ending in -y.

- a* This meat tastes as if it is made of rubber.
- b* I hate chewing gum that tastes like fruit.
- c* He's worked as a builder all his life - that's why his hands are like leather.
- d* I don't like that camera. It looks as if it's made of plastic.

6. Adverbs of degree are used to modify adjectives, verbs, or other adverbs. Underline the adverbs of degree in these sentences (a-f are from the recording).

- a* ... I am quite an intense person.
- b* I really like Ella Fitzgerald.
- c* I have quite specific music tastes.
- d* I particularly like the way someone like Stanley Kubrick uses it ...
- e* I think that that's very clever and very moving ...
- f* ... I sing in the car a lot which is quite embarrassing at traffic lights because it's quite obvious that I'm singing very loudly.
- g* I'd say I've got fairly wide tastes in music.
- h* I have to admit I find opera singers slightly annoying.
- i* I rather like classical music but most of my friends absolutely hate it.

7. Adverbs of degree are used in different positions in sentences. Which adverbs from ex. 6 a-i can be used

- a* before an adjective? *I'm.....tired.*
- b* before an adverb? *She's driving.....fast.*
- c* before a main verb? *They.....enjoy parties.*

d before an indefinite article + adjective + noun? *He's.....a lazy person.*

e after an indefinite article and before an adjective + noun? *He's a.....clever person.*

8. Group the adverbs from 6 a-i according to their meaning. Use the four headings below. When you have included all the adverbs, add any more you know to the table.

Full degree	High degree	Medium degree	Small degree
<i>particularly</i>	<i>really</i>	<i>fairly</i>	<i>slightly</i>

9. Compare yourself with a partner.

a) What kind of person are you? Include adverbs of degree in your answers.

How intense are you? / How sociable are you? / How intellectual are you? / How talkative are you? / How brave are you? / How self-confident are you? / How creative are you? / How optimistic are you? / How generous are you? / How stubborn are you? / How impulsive are you? / How reliable are you? / How persuasive are you? / How moody are you? / How patriotic are you? / How inquisitive are you? / How practical are you? / How organized are you?

b) How much do you enjoy these occasions and activities?

*Work Holidays Weekends Parties
Watching sports Sport Shopping
Spending time with friends
Spending time with your family*

LISTENING 2

1. You will hear three people talking about music.

- What kind of music is each person talking about?
- What specific aspects of music do they mention or describe?

2. Listen again and answer these questions.

- How do we know that the first speaker really enjoyed the CD she describes?
- Why was the second speaker surprised that she enjoyed the music so much?
- Why do you think the third speaker was not surprised by how much she enjoyed the concert she describes?

3. Discuss with your partner.

- a) What makes you decide to buy a particular CD or listen to a particular piece of music on TV, radio or live?
- b) Would a good review ever persuade you to buy a CD or go to a concert? Would a bad review put you off?
- c) Would a friend's opinion have more or less effect on you than a published review?

4. Read one of the reviews and answer the questions below. (Student A reads the review of *Genesis at Earls Court*; Student B reads the review of the CD by *El Hadj N'Diaye*.)

- a) What does the reviewer like and dislike?
- b) How many stars would the reviewer have given? Use this rating system below.

GENESIS AT EARL COURT

There aren't many bands of whom it can be said that the drum solo is the best part of the show, but then there is only one Genesis. I'd trailed down to Earl Court wondering if I'd missed something for all these years, and that Genesis had maintained their extraordinary popularity by secretly becoming thrilling and provocative.

Of course they hadn't, but first let me say how impressive the production was, with its strange lighting pods climbing diagonally across the stage, the array of huge screens displaying chunks of animation, computer graphics, film and live video.

What a shame all this technology couldn't make the music even slightly interesting. Although pieces like *No Son Of Mine* at least have a tune, a trip down Genesis's memory lane is like being locked in a musical-aversion chamber, where synthesizers plonk aimlessly, and guitars huff and bluster till they're blue in the face.

Adam Sweeting, *The Guardian*

EL HADJ N'DIAYE

Voice guitar
Thiaroye
Siggi Musigue (48 minutes)

While Senegal's El Hadj N'Diaye has created quite a stir in France and Belgium over the last two years, he has so far remained little known elsewhere. Thiaroye is bound to change all that. This album is suffused with deep emotional intensity captured in 12 arrangements of masterful simplicity.

The focus of the music is N'Diaye's stirring voice. Besides being a remarkable musician, he is also an outstanding lyricist whose songs, dedicated to various social groups, have gained him the title "voice of the voiceless".

The album also contains some of the most convincing songs ever written. The heartbreaking *Say Get* really makes you feel the pain of separation, whilst *Weet* describes loneliness with light melodies and intriguing allegories. The gripping blend of haunting melodies, floating guitars and inspired lyrics makes *Thiaroye* an utterly compelling album.

Katharina Lobeck, *Songlines*

- ★ ★ ★ ★ ★ Unmissable
- ★ ★ ★ ★ Recommended
- ★ ★ ★ Enjoyable
- ★ ★ Mediocre
- ★ Terrible

5. Work in pairs.

a) Tell your partner about the review you have read. Say what the reviewer particularly liked and/or disliked.

b) From what you have read, would you go to the concert or by the CD? Why?

6. Write a review of a musical experience you have had (For how to write a review see *Writing 2*).

LISTENING 3

1. You are going to hear three people having a conversation about music.

a) What are they discussing? Why?

b) Do you agree with any of their suggestions?

2. Work in groups of three or four.

You are going on holiday together, travelling by car with your friends from England and the USA. Like the people in the recording, you decide to take some music with you for the journey.

a) Think of three albums you personally would like to take.

b) Tell the rest of your group about your choices. Give your reasons.

c) Agree as a group on which six albums to take. Everyone needs to feel their choices have been taken into account, but you also need to have a variety of different kinds of music.

3. Write a survey report “Styles of music popular in Ukraine, England, and the USA” (For how to write a survey report see *Writing 1*).

✍ Language in Use

TOPICAL VOCABULARY

1. Musical genres (styles): classical music (instrumental, vocal, chamber, symphony), opera, operetta, musical, ballet, blues, ragtime, jazz, pop, rock, folk (country) music, electronic music, background music, incidental music.

2. Musical forms: piece, movement, sonata, area, fantasy, suite, rhapsody, concerto, solo, duet, trio, quartet, quintet, sextet (etc.), chorus.

3. Musical rhythms: polka, waltz, march, blues, ragtime, jazz, swing, bossa nova, samba, disco, rock.

4. Musical instruments: (string group): violin, viola, cello, bass, harp; (wind group): flute, oboe, clarinet, bassoon; (brass group): trumpet, French horn, tuba;

percussion, piano, accordion, guitar, saxophone, synthesizer, acoustic, electronic, electric instruments.

5. Music makers: composer, conductor, musician, soloist, virtuoso, minstrel group, team, band, orchestra.

6. Music making: to write authentically Ukrainian, Afro-American, etc. music, to compose, to arrange, to transcribe, to make music, to perform, to improvise, to interpret, to accompany, to complete.

7. Musical equipment: tape-recorder, video cassette-recorder, tuner, amplifier, player, equalizer, (loud) speaker, turn-table.

8. Musical events: (made up) concert, recital, jam session, festival, competition.

9. Miscellany: major, flat, baton, bow, drum sticks, under the baton, single, album, track, record jacket (sleeve), score, spiritual, beat, video-clip, syncopation, harmony.

PRACTICE

1. Complete the blanks with the words below.

a) album b) beat c) disc-jockey d) hit e) juke-box f) lyrics g) single h) sleeves i) tempo j) tune

1. A _____ plays records in discotheques.
2. A small record is called a _____.
3. A large record is called a(n) _____.
4. In a pub records are played on a _____.
5. The rhythm of the music is called the _____.
6. The words of a song are called the _____.
7. The melody of a song is the _____.
8. The speed of the music is the _____.
9. Records are kept in _____ to preserve them from dust.
10. A song which is a great success is a _____.

2. Choose the answer to fit each gap.

1. They have _____ music at the disco.
a) actual b) live c) living
2. Shall we dance? They are playing our favourite _____.
a) aria b) music c) tune
3. Of course I will play the piano at the party but I am a little out of _____.
a) practice b) reach c) tune
4. Is he really _____ to judge a brass band contest?
a) capable b) competent c) efficient
5. Some LPs have very imaginative designs on their _____.
a) coats b) sleeves c) envelopes
6. The pop _____ is emptier following the death of John Lennon.
a) life b) scene c) music

7. I don't think I know that song, but if you _____ the tune I may be able to recognize it.
 a) chant b) sing c) hum
8. The Manhattan Transfer _____ is an example of well-balanced singing by 4 singers.
 a) duet b) tune c) quartet
9. At the pop festival you will be able to hear music _____ over a system of loudspeakers.
 a) relayed b) propelled c) reproduced
10. The record-player needle _____ the record badly.
 a) scraped b) scratched c) tore

3. Choose the answer to fit each gap.

1. The acoustics in the concert hall were very poor, and it was necessary to _____ voices of the performers.
 a) amplify b) exaggerate c) extend
2. Italian TV has _____ a young composer to write an opera for the TV's thirtieth anniversary.
 a) appointed b) commissioned c) consulted
3. Pop stars have to get used to people trying to get their _____.
 a) autographs b) signatures c) names
4. Tonight is a special _____ night for our percussionist who has injured his hand and won't be able to play again.
 a) charity b) welfare c) benefit
5. Mozart composed music when he was still a child. He had a great _____ for it.
 a) ability b) gift c) skill
6. I am now going to play a piece _____ "The Fall".
 a) denominated b) entitled c) labeled
7. The conductor was annoyed with the orchestra for not _____ time.
 a) beating b) keeping c) making
8. Schubert didn't complete one of his symphonies so it will always be _____.
 a) defective b) deficient c) unfinished
9. The attendance at the music festival _____ all expectations.
 a) surpassed b) overcame c) suppressed
10. Just as the violinist began to play, one of the _____ on his violin broke.
 a) chords b) cords c) strings

4. Choose the answer to fit each gap.

1. She sat at the piano and began to play a patriotic _____.
 a) music b) sound c) tune
2. She never learnt the piano but she can play by _____.
 a) ear b) heart c) memory

3. The audience gave the soloist an enthusiastic _____ when he entered.
a) applause b) clapping c) reception
4. Although I play the piano quite well, I still can't _____.
a) play a score b) play the notes c) read music
5. They sometimes play together in a _____.
a) quartet b) quintet c) triplet
6. He is an exceptionally _____ violinist and has won several prizes in international competitions.
a) artful b) gifted c) ingenious
7. As a child, Mozart was considered to be an infant _____.
a) prodigy b) miracle c) sensation
8. She ought to _____ singing with a voice like that.
a) take on b) undertake c) take up
9. The next _____ on the programme will be a sonata by Beethoven.
a) item b) piece c) part
10. Her performance was _____; the audience was delighted.
a) faultless b) imperfect c) unmarked

5. Choose the answer to fit each gap.

1. In the orchestra the oboe and the bassoon are two of the _____ instruments
a) breath b) mouth c) wind
2. When the artist opened his violin case, he found that someone had stolen his _____.
a) bow b) rod c) stick
3. Which _____ do you propose to play this piece in?
a) chord b) key c) notes
4. The piano is badly out of _____ I am afraid.
a) melody b) tune c) use
5. As a pianist his _____ is brilliant, but I don't care much for his interpretation.
a) mastery b) technique c) technology
6. In this sonata, the first violin _____ a nightingale.
a) represents b) reproduces c) resembles
7. He never _____ his early promise as a musician.
a) carried on b) fulfilled c) performed
8. The choir stood in four rows according to their _____ heights.
a) respectful b) respective c) respectable
9. _____ is not a kind of music.
a) ballet b) opera c) oratorio
10. _____ is not a kind of voice.
a) bass b) recitative c) contralto

6. Answer the clues.

1. _____
2. _____

3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. The person who stands in front of an orchestra.
2. The stick used by the person who stands in front of an orchestra.
3. A classical composition for an orchestra.
4. A performance of music by one person.
5. Writes music.
6. Singing and acting together
7. A written sign for a musical sound of a particular length and pitch.
8. A soothing song sung to send a child to sleep.
9. A set of five parallel lines on or between any of which a note is written to indicate its pitch.
10. Any of the short units into which a piece of music is divided, shown on a score by vertical lines.

7. Fill in the blanks using a suitable derivative of the words given in the box.

(1)exhibit	(5)explain	(9)person
(2)introduce	(6)describe	(10)reveal
(3)paint	(7)mean	
(4)art	(8)please	

I have only been once to an art ___ (1). In fact, the Tate in London was my ___ (2) to modern art, but although the gallery was quite interesting, I found the pictures difficult to understand. The ___ (3) in the exhibition were by famous ___ (4) from all over the world. Our guide told us about each painting, and I listened carefully to her ___ (5). After she had given us a ___ (6) of a painting by Picasso, I asked her what it all ___ (7). She said we should not look for meaning but for ___ (8), as the most important thing was to enjoy the shapes and colours. ___ (9), I found this advice a complete ___ (10).

8. Fill in the blanks using a suitable derivative of the words given in the box.

(1)success	(5)interest	(9)expense
(2) excite	(6)music	(10)invite
(3)usual	(7)wealth	
(4)fame	(8)bore	

The most ___ (1) pop group in history was the Beatles and the most ___ (2) bands of the 1960s and 1970s were male bands. The Spice Girls were ___ (3) when they became ___ (4) in the 1990s, but now female pop groups are not only common but quite ___ (5) from a ___ (6) point of view as well. But what happens when a schoolgirl suddenly becomes very ___ (7) and well known? She leaves behind the ___ (8) life other girls lead, earns a lot of money and buys ___ (9) clothes. She gets ___ (10) to trendy parties. Will she forget all her old schoolfriends?

9. Fill in the blanks using a suitable derivative of the words given in the box.

(1)introduce	(5)argue	(9)explain
(2)music	(6)child	(10)success
(3)survive	(7)interest	
(4)solve	(8)bore	

Primary schools in London are trying out an ambitious plan through which young children get an ___ (1) to serious music. The idea comes from a group of famous ___ (2) who are concerned about the ___ (3) of certain types of classical music. They see the plan as one possible ___ (4) to the problem of declining audiences at classical concerts.

Their ___ (5) is that an interest in classical music should be developed in early ___ (6). They reject the idea that children are ___ (7) in serious music or necessarily find it boring. The group goes into a school and gives a live ___ (8) of a short classical piece and then this is followed by an ___ (9) of how the instruments work. These sessions have proved so ___ (10) that they have now become a regular feature in some schools.

10. Put each of the following words or phrases in its place in the passages below.

musicians	string	concert hall
baton	live	concert
audience	bow	group
keys	top ten	recording
conductor	instruments	recording studio
vocalist #1	fans	bows
stage	score	

CLASSICAL MUSIC

While the ___ (1) was filling up and the ___ (2) were taking their seats, the ___ (3) were tuning their ___ (4). The famous ___ (5) entered. He gave the audience a low ___ (6), picked up his ___ (7), looked briefly at the ___ (8) which lay open in front of him, and raised his hands. The pianist placed her fingers ready over the ___ (9) of her

piano. The ___ (10) section of the orchestra (violinists, cellists, etc.) brought their ___ (11) up, ready to play. The concert was about to begin.

POPULAR MUSIC

After the Beatles, The Rolling Stones have probably been the most successful ___ (12) in Britain. Most of their records have gone into the ___ (13) and they've had many at ___ (14). But their records have usually been made in a ___ (15) and I always wanted to hear them ___ (16) at a ... (17). I wanted to see them perform on ... (18) in front of thousands of excited ... (19). And I did, at Earls Court in 1990. It was great. And Mick Jagger, the ... (20), sang all the old favourites.

11. Choose the most suitable word given for each blank.

THE HISTORY OF MUSIC

Nobody knows for certain what the origin of music was. Music is certainly older than poetry and painting but as early man had no way of ___ (1) it, we can only ___ (2) what it sounded like. Watching a child ___ (3) on a drum with its hands or a ___ (4) of wood, it is easy to see that this is the simplest of instruments. It does not ___ (5) much effort to produce a rhythm on it.

Wall paintings show what some of the first instruments ___ (6) like. Early civilizations had already discovered the three basic ___ (7) of producing music: blowing into a tube, striking an object, and scraping a string. We know that western music comes from the ___ (8) Greeks. The musical scales we use now are ___ (9) on certain sequences of notes which the Greeks used to create a particular ___ (10).

Until the sixteenth century, most players of instruments were ___ (11) performers, but as music became more ___ (12), orchestras and musical groups began to ___ (13). This ___ (14) about the writing of music to be played by several musicians at one time. This can certainly be ___ (15) the birth of modern music.

- | | | | |
|--------------------|-------------|----------------|---------------|
| (1) a) recording | b) playing | c) producing | d) performing |
| (2) a) think | b) reckon | c) guess | d) realize |
| (3) a) hitting | b) knocking | c) crashing | d) banging |
| (4) a) slice | b) point | c) piece | d) shape |
| (5) a) make | b) call | c) take | d) do |
| (6) a) looked | b) appeared | c) felt | d) sounded |
| (7) a) forms | b) manners | c) systems | d) ways |
| (8) a) ancient | b) old | c) aged | d) antique |
| (9) a) raised | b) based | c) established | d) supported |
| (10) a) spirit | b) temper | c) mood | d) humour |
| (11) a) separate | b) lonely | c) unique | d) single |
| (12) a) widespread | b) enlarged | c) expanded | d) extended |
| (13) a) turn | b) appear | c) spring | d) be |
| (14) a) produced | b) affected | c) caused | d) brought |
| (15) a) appointed | b) called | c) decided | d) named |

12. Divide the following instruments into the four groups:

- a) *string instruments*
- b) *brass instruments*
- c) *wood-wind instruments*
- d) *percussion instruments.*

banjo bugle clarinet cymbals
 double-bass drums flute guitar
 harp horn oboe piano saxophone
 tambourine trumpet violin xylophone

☞ **Idiomatic Treasury**

1. Match the idioms 1-22 to their explanations A-V.

1 SING THE BLUES	A to be disappointed or disillusioned.
2 PLAY SECOND FIDDLE TO SOMEONE	B to be subordinate to someone
3 PLAY BY EAR	C to not speculate about something until it is completed.
4 MUSIC TO MY EARS	D influence people to buy something.
5 TOOT ONE'S OWN HORN; BLOW ONE'S OWN HORN	E adjust an engine so that it runs correctly /to adjust instruments in an orchestra so that each musician is in harmony with one another.
6 JAZZ SOMETHING UP	F take a popular position; join the group that has the greatest popularity.
7 SOAP OPERA	G to play a piece of music without looking at the notes/to perform without prior preparation.
8 IT'S NOT OVER TILL THE FAT LADY SINGS	H make decisions; decide what is to be done/ the person who is in charge is the one who makes the final decision
9 CHANGE ONE'S TUNE	I lively; active
10 OUT OF TUNE	J unusual, not typical.
11 CALL THE TUNE	K et cetera; and so forth.
12 MARCH TO A DIFFERENT DRUMMER	L very much; very fast.
13 DRUM UP BUSINESS	M to make something more interesting or lively.

14 OFF-BEAT	N accept the unpleasant consequences for one's actions.
15 TUNE OUT	O set the television control to receive a program.
16 TUNE IN	P an overly dramatic and emotional story, broadcast regularly on the radio or television.
17 TUNE UP	Q ignore someone or something.
18 TO BEAT THE BAND	R not in agreement
19 JUMP ON THE BANDWAGON	S to follow one's own ideas rather than being influenced by the group.
20 FACE THE MUSIC	T to praise oneself; to brag.
21 ALL THAT JAZZ	U to change one's opinions or manner.
22 JAZZY	V good news; information that makes someone happy.

2. Fill in the gaps with the words from 1-22. Translate them into Ukrainian.

1. Phil and Mary throw **j**_____ parties. Hours pass like minutes at their house.
2. I can play all the popular songs **b**_____. 3. When my boss told me about my promotion it was **m**_____. 4. Though her policies were criticized, and her election in doubt, the candidate reminded the news correspondents that **i**_____. 5. We haven't had time to prepare for the meeting. We'll have to **p**_____. 6. Mary's day | was not complete unless she saw her favorite **s**_____. 7. His suggestions were **o**_____ with reality. 8 A lot of people do not get along with Carol. She always wants to **c**_____. 9 The big advertisement in today's newspaper should **d**_____. 10. He dressed in an **o**_____ manner. 11. The movie was filled with kissing and hugging and all that **j**_____. 12 Dick isn't going to support us; he always **m**_____. 13. Tom **j**_____ his gray suit with a red tie. 14. S/he who pays the piper **c**_____. 15. I needed a mechanic to **t**_____ my car. 16. I **t**_____ when the speaker started quoting statistics. 17. The police car was speeding down the highway to **b**_____. 18. Carol resigned from the company because she was tired of **p**_____ George. 19. Mary is always **t**_____. She forgets that other people have a role in our company's success. 20. John was critical of Anne's judgment until she was made his supervisor. Now he has **c**_____ and agrees with everything she does. 21. The orchestra **t**_____ before the concert began. 22. I **t**_____ to the news every evening. 23. Jimmy broke his neighbor's window with his baseball. Now he's got to **f**_____. 24. The politicians **j**_____ when they saw the governor was so popular. 25. Jim is **s**_____ since he broke up with Elizabeth.

3. Translate into English.

1. „Досить нудьгувати! Поглянь, яка незвичайно чудова погода”, - підбадьорював Том Джека.

2. „Налаштуйте свої телевізори на нашу програму завтра в цей же час”, - бадьоро оголосила ведуча.

3. Вперше в житті я проігнорував бажання батьків навчити мене грати на віолончелі, наполіг на своєму і зайнявся спортом. Не хочу хвалитися, але я досяг успіху, і зараз вже мої батьки заспівали по-іншому, намагаючись зі мною помириться.

4. Джиму набридло завжди бути на других ролях, і він перебіг на бік процвітаючого конкурента в надії досягти успіху і почати самому приймати рішення.

5. Я маю для тебе гарні новини. Кажуть, тебе скоро підвищать. – Це ще не остаточно. Не кажи „гоп”, поки не перестрибнеш.

Writing

WRITING A SURVEY REPORT

A survey report is a formal piece of writing based on research.

Structure:

Introduction: State the purpose / aim of the report, when and how the information was gathered.

Main Body: All the information collected and analysed is presented clearly and in detail.

Conclusion: Sum up the points mentioned above. If necessary a recommendation can be included as well.

In survey reports we often need:

- To bring out the similarities and differences, to compare and contrast things.
- To introduce the information with a general comment i.e. support facts by generalisations, and then describe the most important information. To make generalisations more precise it is advisable to qualify them. The following "quantity" words can be useful:

<i>all / every / each</i>	<i>many / much / a lot of</i>
<i>several</i>	<i>enough</i>
<i>a (vast) majority (of)</i>	<i>a few / a little</i>
<i>a minority of</i>	<i>few / little</i>
<i>a l large (the largest)</i>	<i>a (large) number of</i>
<i>percentage</i>	<i>no / none/not any</i>
<i>a small (the</i>	<i>some</i>
<i>smallest) percentage</i>	<i>most</i>

- to be careful about claims we make; it is advisable to use impersonal verb phrases such as:

It appears / seems to / that

It tends to be

There is a tendency to / for

(Some of) the evidence shows that

It is doubtful if/that

“Cautious” adverbs and nouns:

<i>apparently</i>	<i>assumption</i>
<i>approximately</i>	<i>claim</i>
<i>hardly</i>	<i>evidence</i>
<i>practically</i>	<i>possibility</i>
<i>relatively</i>	<i>chance</i>
<i>slightly</i>	<i>likelihood</i>

Useful hints and phrases:

Present Tenses, reported speech and an impersonal style should be used in survey reports. Use a variety of reporting verbs such as *claim, state, report, agree, complain, suggest*, etc.

When reporting the results of a survey, the figures gathered should be given in the form of **percentages** or **proportions**. Expressions such as "one in four" or "six out of ten" can be used, or exact percentages e.g. *25% of the people questioned, 68% of those who filled in the questionnaire, etc.* Less exact expressions such as: *the majority of those questioned, a large proportion of, a significant number of, etc.* can also be used.

Useful language for reports:

To introduce: *The purpose/aim of this report, As requested, This survey was carried out (conducted), etc.*

To generalize: *In general, Generally, On the whole, etc.*

To refer to a fact: *The fact is that..., In fact, In practice, etc.*

To conclude / summarize: *In conclusion, All things considered. To sum up, All in all, etc.*

Write a survey report “Styles of music popular in Ukraine, England, and the USA”.

WRITING A REVIEW

A review is a short description of a film / book / performance, etc. which can be found in a newspaper or magazine.

A review should have

a) an **introduction** in which you give the background of the story / performance (a brief description of what you are going to review),

b) a **main body** consisting of two/three paragraphs where you give the main points of the plot/performance and general comments (what you liked and/or disliked),

c) a **conclusion** where the writer summarizes the reasons why the film / book / performance is recommended / not recommended.

Present Tenses should be used when writing a review.

Don't forget that a **review** demands **opinion** !!! as well as description. It is **not appropriate** only to give details of the plot and describe what happened.

Write a review of a musical experience you have had.

Check Yourself

1. Fill in the blanks with one or two words from your Active Vocabulary on the topic.

1. The living conditions were unendurable and he survived only due to his _____ .

2. Each and every person has his own _____ for energy which helps him to be in peace and harmony with himself.

3. It is generally recognized that Mozart's magnum _____ has always been considered Requiem, the latter can be described as _____ and _____ as this piece of music terrifies by its flatulence and makes a person feel blue.

4. Only a _____ to be together helped this young couple to overcome all obstacles on their way.

2. Fill in the blanks with idioms.

1. I don't want my son to become a musician. How dare you do this _____ to my wish? It's me who pay your tuition that is why let me _____ and decide what to do!

2. It was such a/an _____ way to _____ that all goods were sold immediately.

3. I'm fed up with _____ my boss that is why I have made up my mind to stand my ground and _____ instead of adjusting to his wishes.

3. Fill in the correct preposition.

1. For sure he has a bitter grudge _____ me otherwise he would not have treated me like that.

2. You shouldn't take his words _____ face value, he is prone to swindle.
3. I listened to him _____ new ears and his music reverberated _____ every fiber of my being.
4. Learning to play any musical instrument is a fiendishly complicated task: different difficulties are liable _____ arise during this painstaking process.
5. She has been engrossed _____ music since her childhood. It was her parents who instilled _____ her a burning desire to play.

4. Answer the following questions.

1. What musical genres do you know? What is the difference between them? Are different musical genres strictly separated or do they overlap in some ways? In what ways?
2. Of what instruments does a symphony/chamber orchestra consist? What are the most popular instruments of pop groups, jazz or rock?
3. What is the Ukrainian contribution to the art of music? Can you name the most outstanding groups, composers and their heritage?

5. Choose the right variant.

1. Which is not a percussion instrument?
 - a) chimes b) kettledrum
 - c) tom-tom d) whistle
2. A piece of music with three or four parts that is written for a piano, or for a piano and another instrument is called
 - a) sonata b) cantata c) minuet
3. Which of these is a stringed instrument?
 - a) kettledrum b) cymbals
 - c) fiddle d) bassoon
4. A piece of religious music sung by a choir and single performers is usually called
 - a) sonata b) cantata c) minuet
5. Which of these is a wood-wind instrument?
 - a) fiddle b) bassoon
 - c) kettledrum d) cymbals
6. Which of these would normally make the most noise?
 - a) round b) lullaby
 - c) anthem d) the refrain of a madrigal

6. Translate into English.

Є щось дивне у тому яким чином музика впливає на наше життя. Починаючи з колискової наш музичний досвід розширюється та збагачується. Згадайте, як у дитячому садку ви завзято співали пісеньки з ваших улюблених мультфільмів або танцювали під веселу музику біля новорічної ялинки.

Майже всі батьки мріють, щоб їхні діти навчилися грати на якому-небудь музичному інструменті. В наслідок цього багато дітей 7-8 років приречені сидіти вдома і часами вчитися читати та виконувати музику. Але якщо у дитини не має музичного слуху, бажання та старанності, то він чи вона, навряд чи стане відомим музикантом. А ось слухати музику можуть всі. Існує багато музичних стилів (напрямків): джаз, рок, рок-н-рол, поп, та класична музика. Кожен вибирає до смаку (до вподоби). Дехто віддає перевагу складній та витонченій музиці, відкриваючи для себе безсмертні твори великих композиторів. Але є й ті, що вважають цю музику дивною та незрозумілою і віддають перевагу простій розважальній веселій музиці, яка підвищує настрій.

Тож, те, що є музикою для одних, може здаватися різкими негармонійними звуками для інших. Але, мабуть, не так важливо, яку саме музику слухають люди. Важливо інше – музика поєднує людей та дійсно прикрашає наше життя.

Topic 3 “TEACHING ”

➤ Lead-in

1. *A soldier A teacher A mechanic A doctor A surgeon An airline pilot
A construction worker A school bus driver A telephone operator A solicitor
A football manager A farmer A probation officer A carpenter
A war correspondent A factory worker*

Look at the list of jobs above. Which professions would you associate with the following? In what way? Tell your partner.

+	-
High earnings	Physical tiredness
Sense of achievement	Stress
Job satisfaction	Danger
Social status	Deadline pressure
Career advancement	Lack of recognition
Room for creativity	Workaholism
Little or no stress	Overwork

Which of the jobs mentioned do you think would appeal the most to ...

- An adventurous person
- A caring person
- A person who likes children
- An ambitious person
- A team player
- A person who likes to keep fit

2. Rank the following according to how important you think they are for a happy working life (1 = most important, 6 = least important). Then compare your ranking with that of another student.

- ___ pleasant working environment
- ___ recognition of achievement
- ___ good remuneration
- ___ opportunity for creativity
- ___ helping others
- ___ opportunity for personal development
- ___ approachable employer
- ___ flexible working hours

Which of the following statements best applies to you?

3. Paraphrase the following quotations. Which do you agree with? Why? Discuss in pairs.

‘Work is an essential part of being alive. Your work is your identity’. (Kay Stepkin)

‘A teacher affects eternity; he can never tell where his influence stops.’ (Henry B. Adams)

4. Think about the Russian equivalents to the following English idioms.

- put on airs
- make a fuss
- take liberties with sb
- love sb with all one’s heart and soul
- nake sb under one’s wing
- set one’s hopes on sb/sth
- be frightened out of one’s wits
- take sb/sth for granted
- surpass sb’s expectations
- keep up appearances
- do sth of one’s own free will
- take pains to do sth
- beat about the bush
- know which side one’s bread is buttered
- keep one’s nose above water
- burn the candle at both ends
- have time to burn
- have one’s sleep out
- have a tedious time
- not to know what to do with oneself
- be up to one’s ears in work

5. Tell your group-mates about your first teaching practice, using the idioms from the previous exercise.

6. Think about the actions a teacher may take in his first lessons. And now match the following actions (1-8) to underlying beliefs (a-k) as it is shown in the Example.

Actions in first lessons	Underlying beliefs
<p>1 Establish a particular classroom atmosphere: co-operative and respectful. Example <i>a, h</i></p>	<p><i>a</i> Learning means forming a series of good habits from the start. <i>b</i> Learners should understand what the course is about to be properly oriented and motivated to learn.</p>
<p>2 Establish a code of</p>	

<p>classroom conduct (acceptable behaviour, etc.)._____</p> <p>3 Learn about learners' expectations._____</p> <p>4 Present the course: point out important information._____ about course content, ways of working, assessment._____</p> <p>5 Introduce yourself._____</p> <p>6 Learners introduce themselves, or each other, or learn something about each other._____</p> <p>7 Pre-test learners to assess their proficiency level._____</p> <p>8 Teach a typical lesson, saving unusual activities (introductions, etc.) for the second lesson._____</p>	<p>c Language is for communication, and learners should begin using a foreign language for this purpose.</p> <p>d Learners should take responsibility for their own learning.</p> <p>e A teacher must know something about her learners' personal lives to make the class interesting to them.</p> <p>f It is difficult and unnatural to work with strangers.</p> <p>g Learners' attitudes about the course will be formed quickly, by the end of the first lesson.</p> <p>h A teacher cannot teach learners properly unless she knows who they are and what their needs are.</p> <p>i Discipline is an important element in the classroom, and learners should be shown that early on.</p> <p>j Learning should be fun in order to be motivating.</p> <p>k Learners should believe that their teacher is well-qualified and interesting.</p>
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7. Here are some more examples of the activities, which may be taken in the first lesson. Discuss them with your group-mates.

Activity A - Reverse role-play

1 Sit in pairs. Interview your partner for five minutes, remembering that in a few minutes you are going to role-play that person. You will have to answer questions about them as if you were them. Be prepared to answer as many questions as you can about them.

2 Change pairs and work with someone else in the class. You now role-play the person you interviewed in (1). Work for five minutes and answer your new partner's questions as if you were that person. You might have to invent some responses but keep cool, be creative; if you get stuck, imagine what their answer(s) might be!

3 Return to your original partner. No doubt there will be some more questions that you need to ask them, to clarify some points or to discover some more information. Talk for five minutes and find out something else about them.

Activity B - Making rules

1 The teacher sets out three or four basic rules that she would like the class to keep, for example:

- please be on time for every class; I shall do the same
- homework must be handed in on time; I shall give you ample time to do it
- when I speak, please keep silent; when you speak, I shall also keep silent; (etc.)

2 The teacher invites the class to add any rules that they would like to be kept. Learners discuss their ideas in groups or give individual suggestions.

3 A poster is made and mounted (by the learners or the teacher) of the rules that the class has negotiated, so that everyone can see the rules.

Activity C-Names

You will need a large ball for this activity.

1 The whole class stands or sits in a circle. One person holds the ball. He throws the ball to someone else, shouting out his own name clearly. This continues until everyone has caught the ball and shouted out their own names.

2 The teacher then changes the activity: the person throwing the ball must name the person she is throwing to. This continues for a while.

3 Participants can throw the ball to someone whose name they have forgotten, asking: 'What's your name?' The person who catches the ball tells his/her name.

4 Continue the activity until everyone knows the names of most of their classmates.

Reading and Speaking

TEXT 1 "OBSERVATION"

1. Do you like being observed? Why? Speak about your feelings and emotions while being observed.

2. Read the text.

Observation may be very broad and cover a variety of issues, or it may be extremely narrow and focus on only one aspect of the classroom experience. More and more teacher trainees, current teachers, teacher trainers, researchers and even school inspectors are making observations in order to learn something about the classroom experience while it is happening. They do not necessarily watch in order to judge whether the lesson is good or bad, but rather to describe what is happening. The point of their observations is to provide a kind of mirror for themselves or the person doing the teaching; the mirror may help the observed or the observer to see the action that takes place in the classroom more clearly.

The ultimate aim of observing, then, is to learn more about what teaching and learning are about: an observer may focus, for example, on a teacher's eye contact with her learners and discover that she is not looking at everyone, during the lesson. The observer may decide that he, as a teacher, will consciously try to sweep his eyes over his own class (now or in the future) and make eye contact with all the learners. On the other hand, by focusing on a particular point, the observer may discover that he already behaves in a similar way to this teacher or in a different way from her. In

both cases the observer develops an awareness of a behaviour found in the classroom, and this awareness can be useful in generating alternative actions or changes that might be appropriate in another classroom situation. But how do people feel being observed? Let's find out.

In some ways am not quite myself when I am being observed. I try to do my best and that means that I try to make sure both my English and my teaching are just perfect. I always hope that my learners will be on their best behaviour too, but you shouldn't count on that.

Vanida

Maybe I'm weird, but I really like it when other teachers observe my classes. It's a good opportunity for me to get some feedback from a totally different perspective, sometimes I invite another teacher to come and watch my class, and I ask her to observe a particular aspect of the lesson, such as trying to balance the class to get all the different levels of learners actively involved. It's so difficult teaching mixed-ability classes, and another teacher's feedback about what happened in my class is invaluable to me.

Anna

I rarely have a chance to talk to other teachers about a new idea; we're all so busy. Recently, another teacher at my school asked me if I would like to come and observe some of her classes, and in exchange she would observe some of mine. At first I was a bit nervous, but then I thought: 'This is what I have been waiting for.' It's been of the best things I've done and I definitely feel I have a buddy at work now.

Kinfe

I don't really mind when another teacher comes in to my class to observe my lesson. It's a great way to get new ideas about how to teach a particular point or handle a situation I usually find awkward or difficult. But I do feel as though our privacy is being invaded. I mean, I feel I have a certain rapport with my learners, and my classes have a positive atmosphere. When an outsider enters our classroom, there is always a chance that the special atmosphere we have created will be upset.

Tomek

I dislike being observed. I feel like the person is judging me. It's usually the school inspector who observes my classes, and I feel he's only looking at what's wrong with my lesson. Maybe he's just trying to help me, but I resent his criticism. Why can't he spend an equal amount of time telling me about what is positive in my lessons?

Andreas

Observing other teachers is something I began to do many years ago. At the very beginning I think I tended to be rather critical and constantly see the lesson in comparison to the way I think I'd teach it. But the more I did it, the better I became at it. Doing observations well is definitely something that takes some practice, but you can gain a lot from them, if you're willing to put in the effort.

Masaaki

3. Study the Essential Vocabulary to the text

- a teacher trainee
- a current teacher
- a teacher trainer
- an ultimate aim
- to be not quite oneself
- to be weird
- to get some feedback
- to observe a particular aspect of the lesson
- to get all the different levels of learners actively involved
- a mixed-ability class
- to teach a particular point
- to handle a situation
- to invade privacy
- to have a rapport with
- to upset special atmosphere
- to resent criticism
- to be willing to put in the effort

4. Find the synonyms to the following words.

Response, strange, to cope with, a probationer, mutual understanding, to intrude, definite (final), to be indignant, a coach, to disturb, to desire.

5. Explain the meaning of the following words/phrases.

- an ultimate aim
- to be not quite oneself
- a mixed-ability class
- to invade privacy
- to resent criticism

6. Translate into English.

1. Зовсім недивно, що зазвичай студенти-практиканти дуже нервуються, коли за ними спостерігає викладач-методист.

2. Навіть досвідчені вчителі мають труднощі з встановленням взаєморозуміння з тим класом, в якому вони викладають.

3. Я почуваюся дуже незручно, коли хтось порушує ту атмосферу, яку я намагаюся встановити на своїх уроках.

4. Я щиро вважаю, що головною метою кожного вчителя є отримання віддачі від учнів.

5. В сучасній школі більшість класів - це класи з учнями різних здібностей, тому кожен вчитель має робити все можливе, щоб залучити усіх учнів до активного навчання.

7. Discuss your feelings while being observed (using the Essential Vocabulary).

8. Comment on: *The point of observations is to provide a kind of mirror for the person doing teaching.*

9. Imagine you are talking to a prospective teacher trainee. Give him/her your pieces of advice how to behave being observed.

TEXT 2 "10 WAYS TO...REVIVE A LESSON"

1. It's easy to kill a lesson, don't you think so? Enumerate at least 5 mistakes inexperienced teachers normally make. Share your ideas with your partner.

2. Can the following mistakes be harmful for a good lesson? Justify your answer.

- 1 Teach learners what they already know.
- 2 Teach learners what they could easily guess if they worked in pairs or groups.
- 3 Teach learners what would not even be useful or interesting in their own language.
- 4 When students' dynamic is low, do drama.
- 5 Do listening, reading or writing when students' dynamic is high.
- 6 Make learners say some thing nobody will really listen to, or write some thing nobody will really read (except to point out errors and give a mark).
- 7 Give learners long and detailed instructions.
- 8 Teach too slowly; teach too fast.
- 9 Never make time for feedback.
- 10 Keep control of the lesson at all times.

3. Be honest! 😊 Which of the mistakes mentioned above did you make during your teaching practice?

4. Discuss the reasons of these mistakes.

5. And now learn 10 ways to revive a lesson? Match the following phrases with the number of the possible way to revive a lesson and then discuss them with your group-mates, suggest more if you can.

- *Challenge Pairs*
- *Appropriate Dynamics*
- *Adapt from High to Low*
- *Any Topic, Any Song*

- *Abandon Failure*
- *Get Moving*
- *Any Topic, Any Chant*
- *High before Low, Low before High*
- *Offer Choices*
- *Adapt from Low to High*

ONE: _____

If something isn't working, stop. NLP teaches us to say aloud: *This isn't working'* and to do something else.

TWO: _____

Say to pairs: *You work it out!* *'Help each other.'* *'Only ask me if you need my help. Don't use my brain. Use yours.'* *' Use your partner's brain!'*

Say to pairs, *"This is what I want you to do. You work out how to do it in an interesting way. Then work out how to communicate it to another pair."*

THREE: _____

You control the lesson, but you can still give students choices, e.g. between two activities which will equally help them learn. Plan lessons with parallel choices and options.

FOUR: _____

Change activities regularly (at least every 20 minutes). When energy levels are low, get people stretching, doing simple exercises or moving around.

FIVE: _____

Appropriate Tasks. The high dynamic is high energy, just right for speaking, drama, role-play, active games, and action songs, but wrong for reading, writing or listening.

In the low dynamic, your learners will not willingly do any of the high dynamic items. But they are just right for listening, reading, writing, and thinking.

SIX: _____

To achieve a good high, take your learners lower and lower first, and they'll come up with their own energy to speak or do drama. To achieve a good low, take your learners to a lively climax first, and they'll happily sit quietly and read, write or listen.

SEVEN: _____

At a particular stage in your lesson you need your learners to listen, read or write carefully, but their energy level is high. Don't try to force them to be quiet. Change the activity from being private and quiet to being public and noisy. Say *'Listen in pairs while I speak (or play a tape) for 30 seconds, then speak (any language) for 10 seconds. Listen, speak. Listen, speak'* Or say, *'Write in pairs. Both discuss and one writes.'* Or say, *'Read aloud in pairs'*.

EIGHT: _____

You need your learners to speak or do drama or a role-play or an action song, yet their energy level is low. Don't try to force them to be lively. Change a public, noisy activity into a silent, private activity. Say, *'Don't say this dialogue aloud, write it to your partner.'* Say, *'Don't sing the song. Say the words in your head as you listen.'* Say, *'Don't stand up. Don't do the actions with your body, do the actions with just your fingers'* or *'Draw a body and imagine it doing the actions.'* Say, *'Don't speak. Imagine yourself speaking, and then write the words'*.

NINE: _____

At any stage of any lesson create a change. Say, *'Give me four words on this topic.'*

Lead a chant using the words (20 seconds).

Say, *'Give me actions to suit the words.'*

Lead the chant with the actions (20 seconds).

Repeat the sequence with four new words.

Half the class chants the first four words with the actions, while the others chant the second four words with the actions (20 seconds).

Swap.

Students move round the class. They say one of the words and elicit the action from other students.

TEN: _____

At any stage of any lesson create a song.

'La, la' the tune of a song everyone knows,

E.g. 'Happy Birthday'. Say, *'This song is going to be about... (topic). Give me the first line'*. Students help you create the first verse, line by line on the topic. You all sing each line.

Say, *'Give me actions.'*

You lead the first verse with actions.

Say, *'in fours make another verse with actions. Same topic, same tune.'*

When they're nearly ready, go round saying, 'Practise your verse with the actions but without the words, so the others can guess.'

Each group performs their verse with the actions without the words. The others guess the words. Then the group sings the words with the actions.

6. Which of 10 ways do you consider the most important and effective, why? Rank them from the most essential to the least important.

TEXT 3 "HOW TO CREATE DISCIPLINE PROBLEMS"

M. MARK WASICKO and STEVEN M. ROSS

1. Read the text and grade the methods mentioned in the text according to their importance. Justify your choice. Which of these rules can/can't be applied in our schools? Why?

In this article we suggest that many discipline problems are caused and sustained by teachers who use self-defeating discipline strategies. There are, we believe, several simple, concrete methods to reduce classroom discipline problems.

Expect the Best from Kids

That teachers' expectations play an important role in determining student behavior has long been known. One author remembers two teachers who, at first glance, appeared similar. Both were very strict, gave mountains of homework, and kept students busy from the first moment they entered the classroom. However, they differed in their expectations for students. One seemed to say, "I know I am hard on you, but it is because I know you can do the work." She was effective and was loved by students. The other conveyed her negative expectations. "If I don't keep these kids busy they will stab me in the back." Students did everything they could to live up to each teacher's expectations. Thus, by conveying negative attitudes toward students, many teachers create their own discipline problems. A first step in reducing discipline problems is to demonstrate positive expectations toward students. Assume that every child, if given the chance, will act properly. And, most important, if students don't meet your expectations, don't give up. Some students will require much attention before they will begin to respond.

Make the Implicit Explicit

Many teachers increase the likelihood of discipline problems by not making their expectations about proper behavior clear and explicit. For example, how many times have you heard yourself saying, "Now class, BEHAVE". You assume everyone knows what you mean.

This assumption may not be reasonable. Classroom teachers have different notions about proper behavior, but in few cases do teachers spell out their expectations carefully. Sad to say most students must learn the meaning of "behave" by the process of elimination: "Don't look out the window.... Don't put hands on fellow students."

A preferred approach would be to phrase rules positively; "Students should..." The teacher (or the class) could prepare a poster on which rules are listed. If you want to increase the likelihood that rules will be followed, have students help make the rules. Research shows that when students feel responsible for rules, they make greater efforts to live by them.

Rewards, Yes! Punishments, No!

A major factor in creating classroom discipline problems is the overuse of punishments as an answer to misbehavior. While most teachers would agree with this statement, recent research indicates that punishments outweigh rewards by at least 10 to 1 in the typical classroom. The types of punishments identified include such old favorites as "The Trip to the Office" and "Write a million times." "I will not.... and the countless pleas to "Face front," "Stop talking," "Sit down!" and so on.

Punishments (both major and minor) have at least four consequences that frequently lead to increased classroom disruption: (1) Punishment brings attention to those who misbehave. We all know-the adage, "The squeaky wheel acts greased.

Good behavior frequently leaves a student nameless and unnoticed, but bad behavior can bring the undivided attention of the teacher before an audience of classmates! (2) Punishment has negative side effects such as aggression, depression, anxiety, or embarrassment. At the least, when a child is punished he feels worse about himself, about you and your class, or about school in general. He may even try to reduce the negative side effects by taking it out on another child or on school equipment. (3) Punishment only temporarily suppresses bad behavior. The teacher who rules with an iron ruler can have students who never misbehave in her presence, but who misbehave the moment she leaves the room or turns her back. (4) Punishment disrupts the continuity of your lessons and reduces the time spent on productive learning.

In view of these factors, the preferred approach is to use rewards. Rewards bring attention to good behaviors, "Thank you for being prepared." Rewards provide an appropriate model for other students, and make students feel positive about themselves, about you, and about your class. Also reinforcing positive behaviors reduces the inclination toward misbehavior and enhances the flow of your lesson. You stay on task, get more student participation, and accentuate the correct responses.

Let Punishment Fit the Crime.

When rewards are inappropriate, many teachers create discipline problems by using short-sighted or ineffective punishments. The classic example is the "whole class punishment." "Okay, I said if anyone talked there would be no recess, so we stay in today!" This approach frustrates students (especially the ones who were behaving properly) and causes more misbehavior.

Research indicates that punishments are most effective when they are the natural consequences of the behavior. For example, if a child breaks a window, it makes sense to punish him with clean-up responsibilities and by making him pay for damage. Having him write 1,000 times, "I will not break the window, or having him do extra math problems, does little to help him see the relationship between actions and consequences.

In reality, this is one of the hardest suggestions to follow. In many cases, the "natural consequences" are obscure ("Okay Steve, you hurt Carlton's feelings by calling him fat. For your punishment we will make him feel better"). So, finding an appropriate punishment is often difficult. We suggest that after racking your brain, you consult with the offenders. They may be able to come up with a consequence that at least appears to them to be a fit punishment. In any case, nothing is lost for trying.

If You Must Punish, Remove Privileges.

In the event that there are no natural consequences that can serve as punishments, the next best approach is to withdraw privileges. This type of punishment fits in well with the actual conditions in our society. In "real life" (located somewhere outside the school walls) privileges and responsibilities go hand in hand. People who do not act responsibly quickly lose freedoms and privileges. Classrooms provide a great opportunity to teach this lesson, but there is one catch: There must be privilege to withdraw! Many privileges already exist in classrooms and many more should be

created. For example, students who finish their work neatly and on time can play an educational game, do an extra credit math sheet, work on homework, or earn points toward fun activities and free time. The possibilities are limitless. The important point, however, is that those who break the rules lose out on the privileges.

Ignorance Is Bliss.

One of the most effective ways to create troubles is to reward the very behaviors you want to eliminate. Many teachers do this inadvertently by giving attention to misbehaviors. For example, while one author was observing a kindergarten class, a child uttered an expletive after dropping a box of toys. The teachers quickly surrounded him and excitedly exclaimed, "That's nasty! Shame! Shame! Don't ever say that nasty word again!" All the while the other kids looked on with studied interest. So by lunch time, many of the other students were chanting, "... (expletive deleted)..." and the teachers were in frenzy! Teachers create similar problems by bringing attention to note passing, gum chewing, and countless other minor transgressions. Such problems can usually be avoided by ignoring minor misbehaviors and, at a later time, talking to the student individually.

Consistency Is the Best Policy.

Another good way to create discipline problems is to be inconsistent with rules, assignments, and punishments. For example, one author's daughter was given 750 math problems to complete over the Christmas holidays. She spent many hours (which she would rather have spent playing with friends) completing the task. As it turned out no one else completed the assignment, so the teacher extended the deadline by another week. In this case, the teacher was teaching students that it is all right to skip assignments. When events like this recur, the teacher loses credibility and students are taught to procrastinate, which they may continue to do throughout their lives.

Inconsistent punishment has a similar effect. By warning and rewarning students, teachers actually cultivate misbehavior. "The next time you do that, you're going to the office!" Five minutes pass and then, "I'm warning you, one more time and you are gone!" And later, "This is your last warning!" And finally, "Okay, I have had it with you, go stand in the hall!" In this instance, a student has learned that a punishment buys him/her a number of chances to misbehave (she/he might as well use them all), and that the actual punishment will be less severe than the promised one (not a bad deal). To avoid the pitfalls of inconsistency, mean what you say. And, when you say it, follow through.

Know Each Student Well

Discipline problems can frequently be caused by punishing students we intended to reward and vice versa. When a student is told to clean up the classroom after school, is that a reward or punishment?

It's hard to tell. As we all know, "One person's pleasure is another's poison."

One author remembers the difficulty he had with reading in the fourth grade. It made him so anxious that he would become sick just before reading period in the hope that he would be sent to the clinic, home, or anywhere other than to "the circle."

One day, after helping the teacher straighten out the room before school, the teacher thanked him with, "Mark, you've been so helpful, you can be the first to read today." The author made sure he was never "helpful" enough to be so severely punished again.

The opposite happens just as often. For example, here are many class clowns who delight in such "punishments" as standing in the corner, leaving the room or being called to the blackboard. The same author recalls having to stand in the school courtyard for punishment. He missed math, social studies, and English, and by the end of day had entertained many classmates with tales of his escapades.

The key to reducing discipline problems is to know your students well; know what is rewarding and what is punishing for each.

Use School Work as Rewards.

One of the worst sins a teacher can commit is to use school work as punishments. There is something sadly humorous about the language arts teacher who punishes students with, "Write 3,000 times, I will not...." or the math teacher who assigns 100 problems as punishment. In cases like these we are actually punishing students with that which we want them to use and enjoy! Teachers can actually reduce discipline problems (and increase learning) by using their subjects as rewards. This is done in subtle and sometimes indirect ways, through making lessons meaningful, practical, and fun. If you are teaching about fractions, bring in pies and cakes and see how fast those kids can learn the difference between $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$. Reading teachers should allow free reading as a reward for good behavior. Math teachers can give extra credit math sheets (points to be added to the next test) when regular assignments are completed. The possibilities are endless and the results will be less misbehavior and a greater appreciation for both teacher and subject.

Treat Students with Love and Respect.

The final suggestion for reducing discipline problems is to treat students kindly. It is no secret that people tend to respond with the same kind of treatment that they are given. If students are treated in a cold or impersonal manner, they are less likely to care if they cause you grief. If they are treated with warmth and respect they will want to treat you well in return. One of the best ways to show you care (and thus reduce discipline problems) is to surprise kids. After they have worked particularly hard, give them a treat. "You kids have worked so hard you may have 30 minutes extra recess." Or have a party one day for no good reason at all. Kids will come to think, "This school stuff isn't so bad after all!" Be careful to keep the surprises unexpected.

Final Thoughts.

When talking about reducing discipline problems, we need to be careful not to suggest that they can or should be totally eliminated. When children are enthusiastic about learning, involved in what they are doing, and allowed to express themselves creatively, "discipline problems" are apt to occur. Albert Einstein is one of numerous examples of highly successful people who were labeled discipline problems in school. This led to his expulsion from school because his presence in the class is

disruptive and affects the other students. For dictators and tyrants, robot-like obedience is a major goal. For teachers, however, a much more critical objective is to help a classroom full of students reach their maximum potential as individuals.

2. Study the Essential Vocabulary of the text

- to reduce classroom discipline problems
- to be hard on sb
- to convey negative expectations
- to live up to sb's expectations
- to increase the likelihood of discipline problems
- proper behavior
- to spell out expectations
- overuse of punishments
- to bring the undivided attention
- to suppress bad behavior
- productive learning
- to feel positive about oneself
- short-sighted/ineffective punishments
- obscure
- to come up with
- nothing is lost for trying
- to withdraw privileges
- to finish work neatly and on time
- to be in a frenzy
- to recur
- to lose credibility
- to procrastinate
- to avoid the pitfalls
- robot-like obedience
- to reach maximum potential

3. Find the phrases in the essential vocabulary that mean...

- the quality of being believable or trustworthy
- to bring down to a smaller extent, size, amount, number, degree, intensity
- an unapparent source of trouble or danger; a hidden hazard
- to occur again, as an event, experience
- to draw back, away, or aside; take back; remove
- to put off till another day or time; defer; delay
- to produce an idea; supply
- to communicate; impart; make known
- to explain something explicitly, so that the meaning is unmistakable
- extreme mental agitation; wild excitement or derangement
- not clear or plain; ambiguous, vague, or uncertain
- to live in accordance with (expectations or an ideal or standard); measure

up to

- lacking foresight
- to put an end to forcibly; subdue
- not distracted; wholly concentrated

4. Explain the meaning of the following words/phrases.

- to be hard on sb
- to live up to sb's expectations
- productive learning
- to be in a frenzy
- to procrastinate

5. Read the statements and define whether they are true or false according to the text.

- It has long been known that teachers' expectations play an important role in determining student behavior.
- Many teachers increase the likelihood of discipline problems by making their expectations about proper behavior clear and explicit.
- A major factor in creating classroom discipline problems is the use of punishments as an answer to misbehavior.
- When rewards are inappropriate, many teachers create discipline problems by using short-sighted or ineffective punishments.
- In the event that there are no natural consequences that can serve as punishments, the next best approach is to withdraw privileges.
- One of the most effective ways to create troubles is to reward the very behaviors you want to eliminate.
- Another good way to create discipline problems is to be inconsistent with rules, assignments, and punishments.
- Discipline problems can frequently be caused by punishing students we intended to reward and vice versa.
- One of the worst sins a teacher can commit is to use punishments as school work.
- When talking about reducing discipline problems, we needn't be careful not to suggest that they can or should be totally eliminated.

6. Group work. In order to live up to your teacher's expectations make up a list of rules to follow in your group.

7. Every student is unique. And different tasks can be rewarding for some students and viewed as punishment for others. Speak on the activities that stimulate and discourage you.

PROJECT WORK: “MODELLING OF AN EFFICIENT TEACHER”

1. Discuss the following in the class:

1. Teachers’ appearance (age (middle-aged, elderly, young, old...), height; weight; hair (short / long / medium; blond/ red/ brown...);
2. Voice;
3. Dressing habits:

Before evaluating the model of dressing habits of a teacher comment on the following statements:

- The way people dress at work usually indicates how competent they are at their work;
- People should be allowed to wear exactly what they want at work;
- People work best in the clothes they feel most comfortable in;
- People wearing unusual clothes to work give a bad impression;
- As long as a person is good at his/her job, it shouldn't matter what s/he wears;
- Sloppy clothes mean sloppy work;
- I wouldn't have fair in a businessperson who wore jeans to work.

2. Think about characteristics of a good and a bad teacher. Read the following characteristics and classify them in two groups. Discuss them with your partner.

A GOOD TEACHER	A BAD TEACHER

- always recognizes and minimizes worry and tension;
- sees outcomes as standard and stereotyped;
- cares about students and their life;
- believes strongly in a work ethic and on-task behavior, but does this without negative pressure;
- views children and parents in a positive way and understands, that there should be a working partnership;
- avoids shouting and bullying;
- is a quiet, firm disciplinarian who sees positive control as a means to exciting learning;
- has a style of control that builds up petty incidents out of proportion;
- emphasizes praise rather than criticism;
- recognizes and uses children's enthusiasm, talent and individuality;
- has a contagious enthusiasm himself/herself;
- sees outcomes as varying and interesting;
- has a suspicious attitude towards change, rather than an informed opinion;
- sees creativity and curiosity as the key to learning experiences;
- often insults children and yet expects good manners and tolerance;
- sees change as positive and necessary in any inspired institution;

- varies teaching styles to suit the content and the children;
- can add the pace humor to the class but uses it sparingly;
- is encouraging and patient and doesn't give up on students;
- can explain something on the spot if necessary;
- takes a minute to answer a question after class;
- will leave his/her emotional baggage outside the classroom;
- quite often frightens children and acts as a kind of adult bully;
- creates tension based on unrealistic goals, and deadlines;
- sees children and parents as threats and views parental help in a negative light;
- emphasizes punishment rather than praise;
- emphasizes stress rather than calm and hardly ever smiles or laughs
- challenges the students
- has a similar level of punishments for all incidents, big and small;
- frowns on a wide curriculum and sees education in terms of a narrow range of basic skills;
- sees a wide-range curriculum as the best way to incorporate basic skills;
- makes children feel good about themselves, recognizing that they are individuals and need individual attention;
- develops a restrictive timetable that dominates every routine;
- defines self-expression, the "arts" and most forms of spontaneous creativity as not being "work".

3 Think about the roles every teacher performs.

A friend

A social worker

A counsellor

An informant

4. Discuss in groups:

- a) What are the activities teachers engage in while performing these roles?
- b) Possible pitfalls, problems...
- c) Ways out, advice...

5. Possible questions for discussion:

- A teacher is a friend: where is the line a teacher shouldn't cross (if there is any)?
- What can be done to minimize worry and tension and to make children feel good about themselves?
- _____

- 1. What memories do you have about the school you attended and the teachers you had? Share your recollections with your partner.**
- 2. Read the text in the correct order of paragraphs.**

I walk down the vacant halls, and what light there is shines a path on the mirrored beige floors, leading me past imposing grey lockers that stand erect in columns. At one time, they woke the dead in closing but now remain closed in silence. I remember the faces of people who stood and sometimes slumped before them at day's end. They were friendly faces that looked up and nodded or said "Hello" as I galloped past. Now there are other faces, faces of people I never got to know.

It's all different, quiet and grey now, like the sun reflecting on the previous night's darkness or predicting the afternoon's storm. On this stifling summer morning, I scarcely recognize the school I had attended for four years. The life and laughter have died. It is another world.

Eventually my eyes come to rest on the chalkboards. Old habits die hard. I remember staring at them through teachers whose words “had forked no lightning.” My teachers and classmates are gone, but many faces remain. From seats in front and to my side they turn and stare. They are shadows of the past, bloodless visions, returned from long exile to mock my exile and return. They're looking for me and through me. But they are only memories. They've left, you know—some gone to school, some gone to the world, others gone to their own private hells. Faces that laughed, young and innocent, now cry, worn and haggard. Their expressions hide lives that were true and alive but now are neither.

The rooms are empty now save the ancient desks. They are yellow clay and steel and much smaller than I remember. I can still read arcane graffiti, its meaning forgotten, on their dull surfaces. The handwriting is my own. I recognize the doodles drawn as every minute ran past like a turtle climbing up a glass wall. Back then, they killed the time. They didn't do much for the furniture either.

I leave now, maybe forever. I wonder if I ever existed and was ever here at all. To say good-bye is to die a little. And so I do.

Out of the building, I walk on grassy playing fields where so many of us found brief insignificant glory. They were greener in another spring. The empty stands play sentinel to the lonely track and football field, and a thousand ghosts applaud a hundred athletes only I can see. I no longer remember who won and lost, only that somehow we all walked away winners and losers to the same heart, veterans of so much happiness and so much pain. It is more than I can bear.

The lockers soon give way to the classrooms, cement cells we once lived in, learned in, and often slept in. Steel I-beams I had once hardly noticed now hang like doom over cracked and peeling walls. The architect left them exposed, for want of talent, I assume. From the color scheme of putrid green to the neutral asbestos ceiling and steel rafters, the banality of the classrooms overwhelms me.

3. Study the Essential Vocabulary of the text.

- a stifling morning
- to scarcely recognize
- to slump
- to gallop past
- to mock
- haggard

4. Unscramble the words.

Logalp, fsitignl, agraghd, pmsul, omkc, carsecyl.

5. Match the words with their definitions.

To gallop	Exhausted
Haggard	Very hot or stuffy
To mock	To drop or fall heavily
Scarcely	To go fast, race, or hurry
To slump	To ridicule
Stifling	Barely; hardly; not quite

6. Translate into English.

1. Я дуже добре пам'ятаю той задушливий літній ранок, коли вперше дізналася цю приголомшливу новину.

2. Я прийшов додому після іспитів, виснажений нервовим перевантаженням.

3. Коли ця дівчина підійшла до мене, я ледве її впізнала, бо вона дуже змінилася з того часу, як я в останнє її бачила.

4. Нажаль, сьогодні не поодиноким є явище, коли старші студенти висміюють молодших.

5. Я дуже поспішала, тому пронеслася повз своїх подружок, навіть не звернувши на них уваги.

6. Дуже втомившись після важкого дня, я буквально впала на диван, не відчуваючи ніг.

7. What is the message of the text? Summarize its main idea in a few sentences. Make the plan of the text, entitling every paragraph.

TEXT 5 "TAKE CONTROL FROM YOUR OBNOXIOUS TEENAGER"

1. What makes a child happy/unhappy? What traits of character would you name as typical for a happy/unhappy child? Consider the following points with regard to his attitudes to: a) his family, parents; b) the school, teachers, studies,

rules and regulations; c) his classmates; d) his friends. Then decide what adjectives can be used to describe a happy/unhappy child and fill in the following table.

A happy child	An unhappy child
Kind-hearted	Irritable

Restless, hard-working, communicative, humiliated, good-natured, industrious, impersonal, stubborn, gregarious, destructive, unrestrained, thoughtful, confident, intolerant, impulsive, polite, self-centered, loving, friendly, misbehaving, outgoing, insolent, dull, unselfish, self-possessed, sulky, frustrated, balanced, depressed, motivated, naughty, disobedient, fearful, considerate, coarse, enthusiastic, courteous, rude, rough.

2. Read the text.

If you have been following my articles you know by now that I am an advocate of the "tough love" approach to parenting. My position on raising defiant teenagers is that the parent must establish an atmosphere in which it is understood unequivocally that the role of a parent is not a "jump ball call."

I am in agreement with a small number of professionals and parents who believe in the benevolent dictatorship model of parenting— not the democratic principle. However, once the child's defiance abates and their behavior comes into alignment with acceptable social norms they should be "granted" access to a more democratic living environment, but only because you say so.

The operative word here is "granted." That's the great thing about being a dictator. The mercy and benevolence by which you rule is purely of your own discretion! As the parent, I believe your position with persistently defiant teenager should be as follows: "I am a good parent. I am a fair parent. I am caring, kind, and loving. I am supportive of you in every way that you need. There is no one on the face of the earth who will go to the mat for you quicker and with more commitment than I will. I am on your side. BUT, If... you choose... to... disrespect.. ME— with obnoxious behavior—then... your life... is... going...to... be... MISERABLE. When you are ready to regain my unqualified support, my unconditional love and commitment, then you just let me know and I'll be there in a heartbeat, before you can draw your next breath, with arms wide open."

You must do some serious self-examination to determine whether you are in fact a caring, kind, loving, and supportive parent.

If your parenting style is persistently-abusive, threatening, humiliating, intimidating or neglectful, then all bets are off. You need to do some individual work before you can even consider improving your relationship with your child. Your child may even need to be placed out of your care temporarily. But if after taking honest self-inventory you find yourself truly believing, "hey, wait a minute, I'm not perfect, but I certainly don't deserve this," then I say— "its on".

Defiant teenagers essentially wrench control from their parents and proceed to abuse their power by making everyone in the house downright miserable. Sometimes it happens so rapidly that parents are truly shocked. These children create an atmosphere in which everyone is intimidated by their rude attitudes, their disrespectful behaviors, and their verbal and nonverbal intimidation. Parents, other relatives, even adult friends of the parents find themselves "walking on eggshells," ceding all control and authority, and abandoning their own rights to be treated with respect and dignity. These children are bullies. I am of the very strong opinion that if anyone is going to be miserable in the family under such circumstances, then it should be and it WILL be the child who, is behaving in such an obnoxious manner.

In this discussion we should make the important distinction between the defiant teenager and the conduct disordered teenager. Defiant teens are children who simply refuse to live within appropriate parent-child boundaries. They believe that they are on equal footing with you as the parent, that their opinion not only counts as much as yours but more, and that actually you have very little say-so over their lives. They completely dismiss your opinion and your authority with blatant acts of disrespect. It is not that they do not love you. But, they find you a nuisance and they just wish that you would go away. They make sure that you know that they feel this way.

Defiant teenagers are to be differentiated from the child who is physically assaultive, who destroys property, steals, vandalizes, sells/ uses drugs, carries weapons, or engages in other illegal activities. These children are exhibiting a serious psychiatric disturbance known as conduct disorder. They require intensive stabilization and treatment typically found in a residential treatment center, if they are to avoid juvenile or adult incarceration. So, this article is not intended to address conduct disordered children. We are going to discuss the exact steps that need to be taken to deal with your defiant teen.

Upon completing this simple article the parents are ready to inform the teenager that all the rules have changed. Overnight, just like that, the parents state that they have thought about it, they have tried every "other method under the sun" to establish a better relationship and nothing has worked. The parent informs the child at a heartfelt level that they are not willing to give up on the relationship, but clearly dramatic actions are required to salvage it and going to begin, NOW.

The parent then tells the child that they (the parents) will no longer be miserable, and that from this point forward, if anyone is going to be miserable it is going to be the child. They are advised to issue some directions (not requests) depending on their needs. For example, "I will not accept you speaking to me in that tone of voice. You may not swear at me or in my presence. You are to come home by curfew. You are to answer me politely when I call your name."

Furthermore, as they violate these expectations all privileges that they have thought of as "rights" will systematically be removed until they "get on board with the family respect plan."

These privileges include use of the telephone, nintendo, computer, the car, etc. If they persist in violating the expectations then you will stop purchasing their favorite snacks, their favorite foods for dinner, even their favorite shampoo. They can eat meatloaf (again) if they're hungry and they can use generic brands. You will not wash

their clothes or pick up their dry cleaning. They can wash their own darned clothes and just figure out another way to get their favorite sweater from the dry cleaners.

If they still aren't getting it then you just keep going and going and going. And you must deliver.

Okay, let's stop here, Right now you're "kidding me, my home will become a war zone." And my response: Yes, it certainly will. Let them know right up front that you are declaring a type of war. A war to regain power and respect in your own household, a war to regain their love. Yes, it is a war. Assure them with cold calculating, certainty that in the end you WILL be the victor. That even though they can't see it now, this means you all will win.

Now, it's my turn to ask the reader, "Who are YOU kidding?" If your defiant teenager is running your household (and in many, many families they are) then you are already living in a war zone you have already lost. If you surrender, you need to know that defiant teens take no prisoners. Under conditions of surrender, they fight to the emotional death. And if you have any knowledge of military strategy, you know what happens in the face of withdrawal of forces - anarchy. Now ask yourself, is that what you've been doing all along? Strategically withdrawing? Is that why your household is in a state of chaos?

One of the key elements to this particular approach that I am advocating is that it is delivered very matter-of-factly. There is no need for a lot of drama.

There is no yelling, screeching, or threatening by the parent of what the child "better not do." And, of course, there is absolutely no physical confrontation whatsoever. Simply issue your directives, announce that you are no longer going to be miserable, declare "war" to regain peace, love, and harmony in your household and begin now. Another key element is that as soon as the child shows the first inkling that he "gets it," then you immediately cease your rules of engagement. You return to that loving, caring, nurturing, parent that you have been and that you want to continue to be.

You DO NOT gloat over the child's surrender. In fact, they are not "surrendering" anything; they are simply returning control and power to its rightful owner. You accept it with grace and dignity and you restore love and light in your relationship. You DO NOT intimidate the child to maintain peace with threats of "you know what will happen." Actions speak louder than words. I advise the parents not to say any more, simply implement it when necessary.

Sybil Smith-Gray. PhD.

3. Study the Essential Vocabulary of the text.

- to be an advocate of
- an approach to parenting
- one's position on sth
- a defiant teenager
- unequivocally
- to be in agreement with sb/sth
- benevolent dictatorship model of parenting

- child's defiance
- to abate
- to come into alignment with
- one's own discretion
- to be supportive of sb (in every way)
- unconditional love
- in a heartbeat
- abusive / intimidating / neglectful parenting style
- to wrench control from
- to hold downright miserable
- to be intimidated by rude attitudes
- disrespectful behavior
- verbal and nonverbal intimidation
- to walk on eggshells
- to cede all control and authority
- to be of the very strong opinion that
- to behave in an obnoxious manner
- a conduct disordered teenager
- to be on equal footing with sb
- to dismiss one's opinion of authority with blatant acts of disrespect
- to exhibit a serious psychiatric disturbance
- to try every other method under the sun
- at a heartfelt level
- to salvage
- screeching
- to show the first inkling
- to gloat over
- a rightful owner
- to restore love
- to maintain peace

4. Match the words with their collocations.

1. approach to	social norms
2. conduct	parenting
3. defiant	owner
4. benevolent dictatorship	eggshells
5. acceptable	defiance
6. abusive/intimidating/ neglectful	level
7. to wrench	parenting style
8. to abuse	control from
9. disrespectful	one's power
10. verbal and nonverbal	behavior
11. to walk on	intimidation

12.child's	all control and authority
13.to dismiss	one's opinion
14.at a heartfelt	model of parenting
15.to show the first	disorder
16.to cede	inkling
17.rightful	teenagers

5. The following phrases can be used to express your opinion and beliefs and all of them appear in the text. Use them in the sentences of your own.

- To be an advocate of smth
- One's position on smth is...
- To be in agreement with smb/smth
- To be of the very strong opinion that ...

6. Match the pairs of adjectives to the nouns.

Unconditional/parental	bond
Long-lasting/favourable	attributes
Spiritual/common	impression
Personal/hidden	family
Superficial/working	love
Nuclear/close-knit	relationship
Middle/only	sympathy
Heartfelt/popular	child

Now use one word from each set to complete the sentences below. In pairs, use the remaining collocations to make up sentences of your own.

1. I am very lucky in the fact that I have a very _____ family that sticks together when times get difficult.
2. My uncle made a(n) _____ impression on me. To this day, I remember his honesty and kindness.
3. _____ love from one's grandmother can be an incredible blessing to a confused teenager.
4. Unfortunately, in this day and age, the majority of us are involved in mostly _____ relationships.

7. Read the statements and define whether they are true or false according to the text.

- Defiant teenagers essentially wrench control from their parents and proceed to abuse their power by making everyone in the house downright miserable.
- Defiant teens are children who simply live within appropriate parent-child boundaries.

- Defiant teenagers are to be differentiated from the child who is physically assaultive, who destroys property, steals, vandalizes, sells/ uses drugs, carries weapons, or engages in other illegal activities.

8. Pair work. Agree or disagree with the statements below. Be ready to report your discussion to other members of the group.

- There's never a problem child, there are only problem parents.
- The adults who fear that youth will be corrupted by freedom are those who are corrupted themselves.
- "When children are doing nothing they are doing mischief." (H. Fielding)
- "Anger is never without a reason, but seldom without a good one." (Benj. Franklin)
- "Children begin by loving parents, as they grow older they judge them, sometimes they forgive them." (O. Wilde)

Listening

HEARING ABILITY

Lend me your ears!

1. The title is part of a famous quotation from *Julius Caesar* by William Shakespeare: *Friends, Romans, countrymen, lend me your ears. I come to bury Caesar, not to praise him.* It is intended as a request for people to pay attention to a speech. Which of these statements is true about you?

'I'm a good listener.'

'I can't concentrate on anything for more than about 10 minutes.'

'I listen to what people say but afterwards I can't remember what they've said.'

'I can study with the radio or TV on.'

'If someone tells me their phone number, I can remember it easily.'

'I don't like any background noises when I'm concentrating.'

2. You will hear two teachers, Mark and Judy, talking about listening and attention. For questions 1-6, decide whether the opinions are expressed by only one of the speakers or whether the speakers agree. Write M for Mark, J for Judy or B for both where they agree.

1 Our research focused on making the best use of our incredible powers of hearing.

2 It would be unrealistic to expect total concentration all the time.

3 It's interesting that we can obliterate sounds we have no desire to hear.

4 People who find themselves forced to listen will find their minds wandering.

5 If you adopt a more active approach to listening, your powers of concentration will improve.

6 Devising your own listening tasks will help improve your memory.

3. Answer the following questions.

1. Do you agree with what the speakers said? Why? Why not?
2. What methods do you use to try and remember what you have heard?
3. How do you make yourself concentrate, even if you are bored?

4. The expressions below are all idioms relating to the ear. Match each idiom with the correct definition.

1 grin from ear to ear	a listen
2 wet behind the ears	b wear a big smile
3 be out on one's ear	c be extremely busy
4 be up to one's ears	d act without a definite plan
5 fall on deaf ears	e naive and inexperienced
6 be all ears	f be ignored by your audience
7 lend an ear	g be thrown out or dismissed at short notice
8 play it by ear	h pay a lot of attention to what is being said

5. Use three of these expressions to describe something from your own experience.

Language in Use

TOPICAL VOCABULARY

1. Teaching practice: basic school; to be allotted (to); grade (form); an instructor on teaching practice; to observe a lesson; out-of-class activities.

2. Classroom observation: to maintain discipline; to take attendance orderly; to drill pupils in smth.; genuine enthusiasm; variety of activities; to capture attention; to catch words on the fly; to feel the time; with unflagging interest; to have a feeling for atmosphere; quietly but in a voice that carried well.

3. Managing a FL classroom: definite clear-cut aims for the lesson; to be properly oriented and motivated; to form learners' attitudes to; to apply different approaches; to capture attention; to create communicative situations; to imitate real-life communication; to develop speech habits and skills; to encourage learner's independence; to split the class into subgroups; to play the tape back; to design teaching materials.

4. Lesson criticism: opinion is rather unfavourable; to parade the best students; to perform before the visitor; a text-bookish language; "yes-no" questions; to undermine

discipline; not to demand active response from; the interest flagged; a complete and utter failure; to be glued to one's notebook; tittering; to impose silence; to stick to a few techniques;

5. Possible pitfalls: to be tongue-tied; peals of laughter; to impose silence; to follow the well-beaten path of; interest flags; crowded curriculum; defective memory for names; traces of fatigue on the part of; formidable exercises; not to feel the time; recess; rowdyism.

PRACTICE

1. Answer the following questions in writing using Topical Vocabulary.

1. What do you think about the penalty of copying the text ("a hundred lines") practised in English and American schools? 2. What would you do at the lesson if there were any attempts to rag the teacher by banging desk-lids, tittering or some other kind of rowdyism? 3. Do you think that feeling for atmosphere is important for a teacher? 4. What do you think is the best way to achieve the ideal situation at the lesson-genuine enthusiasm and attention on the part of the pupils? 5. Do you think complete silence at the lesson agrees with enthusiasm of the pupils? 6. What do you think should be done if the interest of the group flags? Have you ever experienced that kind of situation? 7. Does it make any difference to you when your lesson is being observed by a visitor? Does it seriously affect the pupils? The teacher? 8. Do you approve of teachers who prefer to ask only top pupils in the presence of visitors? 9. Which forms did you prefer during your teaching practice? Was the discipline better in senior or in junior forms? 10. On the whole, what are the main pitfalls that may await a young teacher at school? 11. Do you think teaching is an art, or merely a skilled occupation?

2. Make up situations using the words and word combinations in brackets.

1. Imagine that you are speaking about a lesson of English you have just observed. Your opinion is rather favourable. (*genuine enthusiasm, to maintain discipline, orderly, to drill pupils in smth., to capture attention, to catch words on the fly, to feel the time, with unflagging interest, one's feeling for atmosphere, quietly but in a voice that carried well, to take attendance*)

2. Speak about a lesson of English you did not like. Give your criticism of the methods used at the lesson and of the discipline. (*to parade the best students to perform before the visitor, a text-bookish language, "yes — no" questions, to rap one's knuckles on, to undermine discipline, not to demand active response from, the interest flagged, to struggle through passages, a complete and utter failure, to be glued to one's notebook, tittering, to impose silence*)

3. Speak about the pitfalls that may await a young inexperienced teacher at the first lessons. (*to be tongue-tied, peals of laughter, to impose silence, to undermine discipline, to follow the well-beaten path of, interest flags, crowded curriculum, defective memory for names, traces of fatigue on the part of, formidable exercises,*

not to feel the time, recess, rowdyism)

4. Speak about your last teaching practice. (*basic school, to be allotted (to), grade (form), an instructor on teaching practice, to observe a lesson, a definite clear-cut aim for each lesson, genuine enthusiasm, various types of approaches, for the presentation (or drill) functions, to split the class into subgroups, out-of-class activities*)

5. Speak about any lesson you observed or your own lesson where audio-visual aids were used. (*to capture attention, to black-out the classroom, film-strip projector, slides, to create situations, to develop speech habits, to describe stills, tape-recorder, tape, to play the tape back*)

3. Make pictures illustrating the following words:

- to catch words on the fly
- to feel the time
- to be glued to one's notebook
- to be tongue-tied
- to follow the well-beaten path
- crowded curriculum

4. Insert the proper prepositions.

- to be allotted _____
- to be glued ___ one's notebook
- to follow the well-beaten path _____
- to split the class ___ subgroups
- to be ___ teaching practice
- peals ___ laughter
- to drill pupils ___ smth
- defective memory _____ names
- to catch words ___ the fly
- to stick ___ a few techniques
- to have a feeling _____ atmosphere

5. Speak about your first teaching practice at school, using topical vocabulary.

6. Teaching is one of the most respectable professions in the world among many others. Match A to B to form words describing different kinds of workers and professionals. Then, in pairs, put them under the appropriate headings in the table below. Some of the words can go under more than one heading.

A	B
Refuse	designer
Business	hygienist
Computer	collector
Graphic	practitioner
Assembly-line	executive
Talent	servant
Plastic	surgeon
Fire	worker
Dental	fighter
Civil	programmer
General	scout
Sound	technician

Jobs and Professions

Manual	Creative	Blue-collar	White-collar	Administrative
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In pairs, decide which of the adjectives below best describe the jobs and professions above. Give reasons.

Fulfilling	arduous	mind-numbing	demanding	gruelling	rewarding
hazardous	glamorous	mundane	secure	stimulating	strenuous
motivating	physical	intellectual			

7. **Underline the correct words/phrases. Then use the remaining words to make up sentences of your own. Use a dictionary to help you.**

1. Due to the unsafe conditions at the plant, the workers decided to **work to rule/ go on the picket line/ go on strike** until their demands for improvements were met by the management.

2. Many employees were **sacked/ laid off/ dismissed** as a result of the economic crisis.

3. Not only are we appreciated for what we do but we also receive **perks/ benefits/ bonuses** at Christmas and Easter.

4. Not too many years ago, miners and factory workers would have to line up outside their employer's office every Friday to collect their **salary/ profits/ wages**.

5. On arrival at the military base, the new **trainees/ apprentices/ recruits** were told to report to the registration area.

6. I've just been transferred to this **head office/ department/ boardroom**. Could you tell me where my cubicle is, please?

7. If there is any hope of meeting this deadline, we'll have to work **part-time/ overtime/ flexi-time** all next week.

8. For us to consider you for the position, you'll need to provide us with at least two **credentials/ references/ applications**.

9. I hope you realise, Ms Hines, that if you accept the **job/ employment/ occupation** you will be expected to put in quite a bit of overtime.

10. After receiving a degree in business management, Lynn realised that her true **profession/ trade/ vocation** was in teaching, so she returned to university.

11. My sister **works/ labours/ toils** in a beautiful office doing a job that she loves.

12. The latest company **duty/ task/ project** requires that we all work as a team to meet the deadline.

13. The **staff/ union/ board** has called a general meeting to hear employee complaints.

14. Tom just received a government **raise/ award/ grant** to continue his work with the city's homeless.

15. They have several **vacancies/ occupations/ appointments** to fill, but they can't find the right people.

16. When he failed to comply with the manager's instructions, he was **removed/ dismissed/ deposed**.

Now, decide which aspect of work the sets of words are related to.

- Incentives
- New employees
- Pay
- The workplace
- Applying for a job
- Worker's protest
- Working hours
- Occupation
- Working activity
- Employees
- Loosing a job

8. Complete the table with the words. Use some of them to fill in the gaps in the sentences.

Work	Job

Mate, satisfaction, title, load, place, shop, description, bench, market, hunter, station, centre, prospects, horse.

1. Some of the staff say she's the manager, some say she is the owner. Do you know what her actual _____ is?

2. I'm sorry, but nowhere in my _____ does it say that I have to empty

the wastepaper bins.

3. At the moment, John has such a heavy _____ that we can't even get out at the weekends.

4. The assembly-line worker was sacked because he was constantly away from his _____.

5. My wife is a real _____. She puts in eight hours at the office and then comes home and does all the housework.

6. Above the carpenter's _____ was row after row after row of bright shiny tools.

9. Using a dictionary if necessary, say what the personality traits of these workers are.

- The whiz
- The perfectionist
- The paper-shuffler
- The gossip
- The stirrer
- The workaholic
- The slave driver
- The techno-freak
- The yes-man

Which are positive/negative traits?

10. Choose the correct variant.

1. The study of a **history/histories/history/the history** can be very interesting.

2. You can learn as much theory as you like, but you only master a skill by **doing/exercising/practicing/training** it.

3. Mabel's school report last term was most **fortunate/fulfilling/satisfactory/satisfied**.

4. Most of the students agreed to the plan, a few **argued/differed/failed/opposed** it.

5. Mr. Genius was so **brilliant/hopeful/keen/proud** at maths at school that he became the youngest student ever to be accepted by a college.

6. Miss Lazy has hardly done any **effort/job/labour/work** this week!

7. When I told him my opinion, he **hooked/knocked/rocked/shook** his head in disagreement.

8. Please reply **hastily/promptly/rapid/swift** as I have no time to lose.

9. Miss Pretender's knowledge of the subject was only **external/outer/outward/superficial**.

10. Arnold is **dragging/fighting/straining/struggling** a bit with his English classes so his parents have arranged for him to have private tuition.

11. Billy is a most **capable/cunning/industrious/laborious** young man; he can do a lot of different jobs well.

12. Miss Conceited is very **fed/looked/stuck/turned** up and thinks she is superior to her classmates.

13. The new student found the informality at school **blinding/foreign/mysterious/off-putting** at first.

14. We can't teach him anything because he already knows his subject **from cover to cover/from top to toe/inside out/upside-down**.

15. What's done is done. It's **futile/helpless/ineffectual/valueless** wondering what would have happened if you had passed the exam.

16. My sister is a most **absent/careful/conscientious/honest** student, never failing to turn up to lectures.

17. You completely misunderstood my instructions; you got hold of the wrong end of the **line/rope/stick/story**.

18. Miss Amusing was **attractive/considerate/familiar/popular** at school because she always made people laugh.

19. Some people have the mistaken idea that all students are **idle/motionless/stagnant/still**.

20. After the serious talk with the tutor, Hilary **applied/converted/engaged/exerted** himself more conscientiously to his studies.

21. In class the teacher punished disobedient pupils **hardly/severely/stiffly/strongly**.

22. It was a great **favour/fortune/privilege/value** to study under such an outstanding teacher.

23. We all like professor Merryman because of his great **feeling/principle/sense/willingness** of humour.

24. The most important **innovation/introduction/novelty/reformation** that Dr. Projector was responsible for was the use of video in teaching.

25. My English teacher **convinced/encouraged/insisted/proposed** me to try for a place in the English Department at the Jagiellonian University.

26. Mr. Violin has been teaching music for years, even though he hasn't got any **examinations/experience/experiment/qualifications**.

27. Mr. Unemployed went to Algeria hoping to find a teaching **employment/job/occupation/work** without too much difficulty.

28. A university professor's view is rarely that of the man in the **bus/factory/queue/street**.

29. Dr. Scholar uses student volunteers as **agents/cases/models/subjects** for his experiments.

30. You must ask your class teacher **agreement/allowance/permission/permit** to do that.

31. **Arise/Lift/Raise/Rise** your hand if you want to ask a question in class.

32. For goodness' **benefit/like/love/sake** stop asking such silly questions!

33. At the beginning of the school year, every teacher is **allocated/distributed/registered/sorted** a classroom.

34. Could you stand **down/in/out/up** for me and teach my history class tomorrow, Maggie?

35. The teaching profession offers good career **ladders/perspectives/prospects/scales**.

36. Mr. Optimist has been looking for a school with a **hard/heavy/grave/serious** attitude towards its students and their work.

37. I wonder whether the lecturer will be up to the **cutting/examining/piercing/searching** questions such as an audience is capable of.

38. Professor Pedant announced that he was addressing the meeting in his **capacity/character/qualification/rank** as a teacher.

39. Teachers have learned to take shortages of textbooks and equipment in their **course/habit/scope/stride**.

40. Some people are against informality at lectures but, personally, I **applaud/cheer/clap/shout** the idea.

41. My mother had to take private pupils in order to **augment/expand/complete/inflate** her salary as a teacher.

42. Mr. Horrid was a terrible teacher and obviously not **cut in/cut on/cut out/cut up** for teaching.

43. Mr. Original **carries/holds/keeps/takes** some unusual educational beliefs.

44. Our maths teacher applied for a year's **sabbatical/satanic/superfluous/suspended** leave to write his Ph. D. dissertation.

45. Remember that exams never start late; they always start **ahead of time/at the last moment/in time/on time**.

46. Will you help me to **go through/read/review/revise** for tomorrow's exam?

47. Lazy Tom clearly had no **ambition/desire/intention/willingness** of doing any work, although it was only a week till the exam.

48. Are the students **discussing/saying/talking/telling** about the history exam?

49. If you never do any work, you will only have yourself to **blame/fault/mistake/reprove** if you fail your exams.

50. I'm **deceived/despaired/disappointed/disillusioned** I didn't pass the exam but I'll do better next time.

51. You must tell me the result now. I can't bear the **suspenders/suspending/suspense/suspension**.

52. As my exam is next month, I'll take advantage of the week off to **catch up/hurry up/make up/pick up** on some reading.

53. Eve was happy she **achieved/managed/realized/succeeded** to finish the exam in time.

54. Do you think there is any **chance/expectancy/occasion/opportunity** of him passing the exam?

55. I hate **making/passing/sitting/writing** formal examinations. I find it difficult to organize my thoughts in a limited space of time.

56. Don't forget to **get/place/put/set** your name at the top of the testpaper.

57. Your answers to the examination questions must **accompany/conform/follow/keep** exactly the instructions given below.

58. Eric was very upset by his French exam **effects/failures/results/successes**.

59. Well done! You've done an excellent **job/task/trade/work**.

60. If at first you don't **accomplish/prosper/succeed/triumph**, try again.

61. Those students **assisted/made/presented/took** their exams last week.

62. Franky got very **imperfect/low/reduced/secondary** marks in his maths exam.

63. Did you **enter into/form part of/go in for/take place in** the examination last month?
64. You should write your name **clearly/largely/obviously/seriously** at the top of the paper.
65. Good **chance/hope/luck/wish!** I hope you do well.
66. The examiners often **create/make/set/write** extremely difficult questions for the written exams.
67. I expect all of you to be here ten minutes before the exam begins, without **fail/failure/fault/miss**.
68. The purpose of this exam was to **inspect/prove/test/try** the student's knowledge of the subject.
69. Vivian passed the **handy/practical/skilful/working** test but failed the written examination.
70. Miss Unlucky was very **afraid/excited/sensitive/upset** because she had failed her exam.
71. You should have **entered for/passed/sat for/taken** the exam last week, so bring your money to the office as soon as possible.
72. Congratulations **by/for/from/on** passing your exams. Well done!
73. During the test it is always better to make an educated **attempt/chance/endeavour/guess** than to leave a blank.
74. Mrs. Worried had a good **idea/news/report/thought** of the exam result when she saw her daughter's face.
75. This kind of question can sometimes be answered only by a process of **abolition/elimination/exception/subtraction**.
76. The person who **dominates/governs/leads/supervises** an exam is supposed to see that nobody tries to cheat.
77. Greg has just taken an exam **about/for/in/on** history.
78. Miss Intelligent was the **brightest/clearest/fastest/highest** student in her class and passed all her exams with high grades.
79. Sign your name on the **broken/dotted/drawn/spotted** line.
80. There must be a **expanse/gap/place/room** of at least one metre between the desks in the exam room.
81. This test **composes of/composes in/consists of/consists in** a number of multiple choice questions.
82. Please don't talk in the **corridor/lane/promenade/way** because there is an exam in the lecture hall.
83. The **just/little/mere/sole** thought of exams makes me feel ill.
84. The school has **adopted/agreed/collected/taken** a system of monthly tests in place of an annual exam.
85. Miss Diligent did nine hours' **big/heavy/powerful/solid** studying a day for her exam.
86. In the exam you may be asked for comments on various **angles/aspects/features/qualities** of a topic.
87. Failing the final exam was a big **band/blow/hit/kick** to my hopes.
88. You shouldn't talk about him failing. You'll **underestimate/undergo/undermine/worry** his confidence.

89. I'm feeling rather **anxious/excited/impatient/unquiet** because of the exam I'm doing next week.

90. The result of this exam will **control/determine/govern/rule** his future.

91. Please be **brief/concise/rapid/short**. I haven't got long.

92. George has no head for figures. He simply can't **collect/realise/relate/remember** them.

93. No one is so **ignorant/sensible/simple/useless** as the person who has no wish to learn.

94. In a multiple-choice exercise it's sometimes easier to **eliminate/exclude/give/omit** the wrong answers before choosing the right one.

95. Waiting outside the exam room, I trembled with **apprehension/comprehension/expectation/tension**.

96. His test results are not very **consequent/consistent/continuous/invariable**. He does well one month and badly the next.

97. The **false/imaginary/mock/unreal** exam in March prepared pupils for the real thing in May.

98. My hopes of becoming a doctor **cracked/crashed/crumbled/smashed** when I failed my "A" levels.

99. I was completely **baffled/harassed/stupid/stupified** by most of the exam questions, so I must have failed.

100. Having already graduated from another university, he was **deferred/excluded/exempted/prohibited** from the entrance exams.

☐ Idiomatic Treasury

1. Match the idioms with their explanations.

1. to learn smth at one's mother's knee	- repeatedly starting and stopping
2. intellectual/mental food	- to understand things quickly
3a. to be quick in/on the uptake	- to have difficulty understanding simple or obvious things
3b. to be slow in/on the uptake	- to give someone ideas about smth. Teach someone (usually something useless or wrong)
4. to go one's own way	- to begin to understand/cope with smth, especially a problem/difficult situation
5. In doing we learn (<i>proverb</i>)	- to reach a particular standard/succeed
6. An idle brain is the devil's workshop (<i>proverb</i>)	- to deal with smth successfully
7. to work in/by fits and starts	- to be more important/greater/better than others
8. to be head and/over ears in work	- it is very easy to influence on a person who doesn't know much
9. to busy one's brains about smth/rack one's brains	- to be good at arithmetic
10. to follow in smb's footsteps	- to talk too much

11. to stuff smb's head with smth	- to have no knowledge of a subject
12. from cover to cover	- the talent to talk easily and persuasively
13. to hammer into smb's head	- unable to understand/control, especially a difficult topic/situation
14. to stuff smb's memory with	- a pupil behaves like his teacher
15. to show promise	- to do the same things as somebody did earlier
16. smb will/should go far	- to keep repeating something forcefully so that it will have an effect on people
17. a walking dictionary/encyclopedia	- to do what you want rather than what everyone else does or expects
18. to bear/reap the fruits of smth	- to be trained by a famous teacher
19. under pressure to	- to swot up
20. to turn a dead ear to smth	- to examine a small part of a problem/subject
21. in (at) one ear and out (at) the other	- to gain knowledge of a subject, or skill in an activity by experience, by doing smth
22. It's never too late to learn (proverb)	- to learn smth as a very young child
23. He who makes no mistakes, makes nothing (proverb)	- laziness leads to a person's downfall
24. Live and learn (proverb)	- incomplete knowledge an embarrass or harm someone or something
25. Little knowledge is a dangerous thing (proverb)	- to have much work to do
26. Knowledge is power (proverb)	- smb who thinks he/she is very clever
27. Better untaught than ill taught (proverb)	- to get ready for an exam
28. Like teacher, like pupil (proverb)	- to become familiar with details of a job, etc.
29. to study under smb	- someone who knows a lot, and always has the information that you want
30. Money spent on the brain is never spent in vain (proverb)	- to try very hard to think of something
31. to learn by/from one's experience/ mistakes	- to load smb's (or one's) memory with smth
32. to learn by rote	- smth that makes you think
33. to learn smth off	- from beginning to end
34. to study up	- to profit by one's own mistakes
35. a smart alec	- to learn by heart
36. to put smb in one's place	- confused
37. to be at sea	- to be likely to become very good
38. to know smth inside out	- to have a result of smth
39. to learn the ropes	- to be persuaded very strongly that you must do smth
40. to scratch the surface	- to ignore what someone says
41. to get to grips with	- what has been said is forgotten immediately

42. to make the grade	- if one spends money on education one gains knowledge. One needs education to be successful in life.
43. to have a good head for figures	- there's always room for improvement, getting knowledge of some subject, or skill
44. not have a clue about smth	- to increase one's knowledge by experience. Usually said when one is surprised to learn smth.
45. to get on top of smth	- the greater our knowledge is the easier we can influence other people
46. to talk the hind legs off a donkey	- to make smb understand they have done smth unacceptable
47. to have the gift of the gab	- to know very well
48. to be head and shoulders above the rest	- to be successful
49. to be out of one's depth in smth	- little knowledge is a dangerous thing

2. Read the dialogue and try to replace the words in bold with the idioms from the table.

Mrs Brown: Hello, Miss Black, I'm Sean Brown's mother. I'd like to talk to you about how he's **1) coping with** his school work. He missed so many lessons while he was in hospital - Well, it's been hard.

Miss Black: Please, sit down, Mrs Brown. Yes, Sean has missed quite a bit. But I'm certain he can still **2) succeed** if he works hard. His main weakness is in maths. At the moment, I'm afraid, he's **3) unable to understand** the subject.

Mrs Brown: Oh, he never **4) was good at arithmetic**. He takes after me I suppose. I **5) haven't any idea of** maths either!

Miss Black: But there isn't any need to worry. As I said, I'm sure he'll be able to catch up. It just means he'll have some extra homework for a while, which I imagine he won't like! However, Sean's never **6) learned slowly**, so it shouldn't be long before he **7) deals with** it **successfully**.

Mrs Brown: Oh, I am relieved to hear that. And, tell me, is he well-behaved in class? His father always says he could **8) talk too much**!

Miss Black: Yes. He certainly has **9) the talent to talk easily and persuasively**; he could even be a good politician one day! I can honestly say that Sean is a pleasure to teach. He's very polite and enthusiastic. And he **10) is better than others** when it comes to English. He shows great talent in his compositions.

Mrs Brown: Well, I really have taken up enough of your time Miss Black. Thanks very much for seeing me.

Miss Black: Not at all. Goodbye!

3. Fill in the gaps with phrases from the list:

slow on the uptake, out of my depth, good head for figures, haven't a clue, make the grade

1.....My husband has _____, so he deals with all our money matters.

2..... Steve's a bit _____. It took him three weeks to realise that Sharon wasn't interested in him.

3 Teresa didn't get onto the degree course at Oxford as she didn't _____ at her interview.

4.....When Martin talks about computers, I'm soon _____ because I have no idea how they function.

5.....I've been looking for my glasses all morning; I _____ where I left them.

4. Fill in the gaps with phrases from the list:

getting to grips with, talk the hind legs off a donkey, head and shoulders above, on top of, the gift of the gab

- I heard our new breakfast-show host this morning. He's brilliant - definitely 1) _____ the last one.
- I know, and he's really got 2) _____ too; you should see how much fan mail he's getting from the listeners!
- How is he 3) _____ the workload?
- Fine. He's got Mary to help him out and together they seem to be getting 4) _____ it all.
- Mary? Isn't she the one who never stops talking?
- Yes, she could 5) _____! Actually, I was wondering if we could get her a slot on the breakfast show too ...

5. The following sentences all contain an idiom with one word missing. Choose one of the four alternatives to complete the idiom.

1. The factory owners turned a ___ (*dead, deaf, deep, deft*) ear to the demands of the workers. 2. Work hard and you'll ___ (*bar, bare, bear, beard*) the fruits of your work. 3. She agreed to do it under ___ (*presage, press, pressing, pressure*). 4. My friend knows a lot, she's a ___ (*working, waking, walking, wanting*) dictionary. 5. Money spent on the brain is never spent in ___ (*vane, vein, veil, vain*). 6. Our fellow student is an able person. I think he'll go ___ (*father, fast, far, further*). 7. I tried to ___ (*ham, hamper, hammer, hamstring*) the facts into my sister's head. 8. Who ___ (*stumbled, stumped, stuffed, stunned*) the child's head with this nonsense?

6. Translate into English.

1. Друже, підтримай хоч ти мене, я в розквіті років, я подаю великі надії. Якщо б я захотів, я б пішов дуже далеко.
2. Не можна працювати уривками, коли готуєшся до іспиту, це знижує твої шанси на успіх.

3. Фред брехав про себе безсоромно, але йому не те щоб не вірили, просто пропускали повз вуха всі його вигадки.

4. Карл вбив собі в голову, що не впорається із завданням.

5. З'явившись тоді до вчителя, він увійшов із почуттям власної гідності людини, яка готова зібрати плоди та вислухати компліменти.

6. Я мимоволі захопився його пристрастями, але був дуже гордовитим, щоб піти його слідами, та молодим, щоб слідувати своїм власним шляхом.

7. Багато студентів не тому успішно складають іспити, бо на голову вище за решти. Вони можуть і не знати матеріал від „а” до „я” і тому висвітлюють його поверхово. Але вони не губляться, а розмовляють без зупинку. Деяких викладачі ставлять на місце, деяким таланих, і вони справляються з іспитами без зусиль.

Writing

CV (CURRICULUM VITAE)

1. Read the instructions how to write a CV and then try your hand at writing your own brief personal history.

Your curriculum vita is the single most important weapon in your armoury when it comes to job hunting. A prospective employer will often make a snap judgement the second they read it and even the most qualified people on the planet can find themselves rejected if the resume fails to come up to scratch. So how can you give yours the edge? Avoid making it too fancy and complicated. You only have about five seconds to grab the attention - if it is too clever and unreadable it will go in the bin. Don't try to make jokes and never slag off previous employers.

There are no set rules governing the length of your CV - this will be decided on your career history, education and achievements. If possible try to keep it to one page, but if this looks too cramped then feel free to spread it out over two sheets. Everyone has a different theory when it comes to CV design. Don't get too bogged down over this, just make sure everything is clearly marked. Include your career progression, education and achievements prominently so your prospective employer doesn't have to search.

Here is a basic format: Start off with your name, address and contact details clearly listed at the top of the page. Follow this with a profile of yourself which should include an outline of your skills, experience and immediate career goals.

After this you can put in your career history - in reverse chronological order over the past 10 years - with brief descriptions of your responsibilities and achievements. Then comes education, interests/personal details and references.

Make sure it is printed on good quality A4 size paper and never attach extra documents, letters or certificates - save these for the interview. Read and re-read your CV, and then ask a friend or family member to read it as well. Make sure there are no

spelling errors or coffee stains as these will be fatal. It might sound obvious, but be truthful. Never try to smudge dates and jobs to hide periods of unemployment. The most basic of checks will expose your deceit and ruin any chance of getting the job. Follow all instructions on the job advert. If they want four copies of your CV then you should send four. It is also vital to get it in on time. The covering letter should be customised for each job you apply for as this is your chance to tailor your skills to the demands required.

CVs are required for all except the most junior jobs, and are used as a basis for assessment and comparison of applicants for a job. CVs provide information about an applicant, set out in a way that is easy to read. They should include:

- name, address and telephone number
- date and place of birth
- nationality
- married or single (give the ages of any children)
- dates and places of education
- examinations passed, especially if internationally recognised
- knowledge of English and of other languages
- previous employment and work experience
- outside interests, hobbies, etc.
- CVs should be typed on plain white paper

CVs can vary slightly in the layout, but all give the same basic information.

2. Read the example of a CV.

AKIKO TANAKA

52 Orchard Street, London W2 3BT

Telephone: 020-7654 3210; Mobile: 07960 999999; E-mail:
akiko9999@hotmail.com

Employment

1999-2001 **Natural Group**, Tokyo, Japan
A manufacturer and retailer of natural foods and supplements in Japan

Sales Assistant

- Advised the main shop's customers about organic and health foods
- Developed new business in smaller satellite stores, explaining the benefits of supplements and organic food to potential new customers
- Increased sales at both the main and the satellite shops. The extra profits were used to expand the business by establishing a new shop

1997-1999 **Sony Corporation**, Tokyo, Japan
A Japanese conglomerate which develops and manufactures consumer and industrial electronic equipment world-wide

Administration Assistant, General Affairs Department

- Examined incoming mail and redirected this to the appropriate division
- Translated foreign letters (written in English) into Japanese

Customs Clearance Officer, Import Division, Sony Air Cargo

- Completed reports (e.g. bills of entry) to facilitate the import of goods from abroad
- Dealt with customs enquiries and procedures

Education

Sep 2001 - **Britannia School of English**, London
English language school; passed Cambridge First Certificate exam in June 2002

1993-1997 **Meikai University**, Chiba, Japan
Degree in International Relations

Other Skills

Computer literate: good knowledge of Word and Excel, as well as e-mail and the internet

Fluent in Japanese; practical knowledge of English and Korean

Personal Details

Date of Birth	6 January 1975
Nationality	Japanese
Gender	Female
Work status	Student visa
Interests	Studying English, visiting museums, playing golf

LETTERS OF APPLICATION

When writing a letter of application for a job or a course of study, it is important to include only the information that is relevant to the particular job you are applying for. It is also important to use exactly the right tone; otherwise the application will be rejected. Typically, such letters contain some or all of the following:

- The name of the job/course you are applying for
- Where you saw it advertised
- What are you doing now
- What work experience you have
- Your academic qualifications
- The personal qualities which make you suitable for the job or course

1. Study the following example of a letter of application.

Dear Sir/Madam,

This letter is in support of my application for the position of Head Clerk in the central London office, as advertised in the August edition of the Sylvester Company Newsletter.

For the last five years, I have been employed as Junior Administration Officer in our Huddersfield branch, where I am responsible for the processing of telephone orders, as well as coordinating product development and negotiating contracts with our suppliers. My duties also include dealing with customer complaints.

As you will see from the enclosed CV, I attended Holm Green County Secondary School in Briairfield, where I obtained four GCSEs and two AS-levels. In addition, I have recently completed an evening course in office administration which I feel has given me the confidence to undertake greater responsibilities.

I believe that I would be an ideal candidate for the position as I feel that, over the last five years, I have gained a valuable insight into the policies of this company and have received a thorough training in the requirements of this type of work. I also consider myself to be a reliable and industrious worker, and am capable of working under my own initiative. In short, I feel that I have the necessary experience and qualifications to enable me to carry out the duties required of this post.

I would be grateful if you would consider my application for this position. Please find enclosed my CV and two references from previous employers. I will be happy to supply you with further information should it be required.

Yours faithfully,

K Brogan

Mr K.D.Brogan

- 2. You are looking for a career change and you have seen an advertisement for your dream job. The advertisement asks applicants to write a letter, stating why they are interested in the job and what qualities they feel they could bring to the position. Write your letter of application.**

Check Yourself

1. Fill in the gaps with proper prepositions.

- to have a rapport _____ learners
- to be hard _____ somebody
- to live up _____ sb's expectations
- to come _____ with an idea
- to be an advocate _____

- to catch words _____ the fly
- to be _____ equal footing _____ somebody
- _____ a heartbeat
- to walk _____ eggshells
- to play it _____ ear

2. Answer the following questions.

1. What problems can a teacher-trainee face being on his practice at school?
2. What qualities should a good teacher possess?
3. What are the characteristic traits of a happy/unhappy child?
4. Dwell on the roles a teacher can perform in the classroom.
5. What is the best way to successful classroom management?

3. Paraphrase the following phrases using the Essential vocabulary of the unit.

1. Mutual understanding with learners.
2. Very hot or stuffy. _____
3. To explain something explicitly, so that the meaning is unmistakable.

-
4. An unapparent source of trouble or danger; a hidden hazard. _____
 5. Exhausted, worn out. _____
 6. Strange _____
 7. Definite (final) _____
 8. To encourage all learners to study. _____
 9. To yield or formally surrender to another. _____
 10. Causing disapproval or protest; an objectionable person. _____

4. Paraphrase the following phrases using the Topical vocabulary of the unit.

1. To give a person a place in an institution. _____
2. Unable to speak, as from shyness, embarrassment, or surprise. _____
3. Rough, disorderly behavior. _____
4. To disrupt discipline. _____
5. To impart knowledge by repetition. _____
6. Physical or mental weariness resulting from exertion. _____
7. Of discouraging or awesome strength, size, difficulty. _____
8. Lack of success. _____
9. To understand as soon as something is uttered. _____
10. To be provided with a motive. _____

5. Translate into English using Essential Vocabulary.

1. Я просто не можу приборкати погану поведінку своїх учнів! Я вже випробувала все: переконувала й перестерігала їх, залякувала, позбавляла привілеїв... Я виснажила всі свої запаси ентузіазму і єдине про що я мрію - це канікули й відновлення сил. А поки, єдине задоволення, що у мене є - це

бачити, що не тільки я, але й батьки цих "кричущих порожніх голів" теж збиті з пантелику й не здатні що-небудь змінити!

2. - Єдине, що я можу тобі порадити, так це те, що ти повинна спробувати зменшити занепокоєння й напругу своїх учнів, змусити їх повірити у себе. На уроці неодмінно повинне існувати робоче товариство.

- Так, я бачу, ти маєш заразливий ентузіазм, а я завжди все бачу в негативному світлі.

3. Мені завжди не по-собі, коли хто-небудь відвідує мої заняття. Я відчуваю себе якось дивно, мені увесь час здається, що особлива атмосфера уроку зруйнована.

4. Коли я відвідую урок, то я не спостерігаю за якимось певним аспектом, за звичай я розглядаю весь урок у порівнянні з тим, як мені здається я б його провела.

5. Навчати клас зі змішаними здібностями не так вже і складно, єдине, що необхідно зробити, так це постаратися збалансувати весь клас так, щоб учні різних рівнів були активно залучені в роботу.

6. Він занадто суворий з учнями. Мені здається, що його поведінка не зменшує проблем з дисципліною в класі, а навпаки, збільшує ймовірність їхньої появи.

7. Найбільше діти не люблять, коли вчителі відкладають усе на потім, і якщо такі ситуації з'являються знову й знову, то такий учитель може просто втратити довіру учнів.

8. Нерозсудливо припускати, що діти, навіть найбільш слухняні, будуть увесь час слухати вчителя з інтересом, що не вщухає.

9. Для вчителя мати погану пам'ять на імена - це ще не трагедія, головне, вміти привернути увагу й заохочувати незалежність учнів, і як результат, ви забудете про невдалі уроки.

10. Чесно кажучи, я вже давно виснажила свій запас ентузіазму, але в одному я точно впевнена - я буду продовжувати працювати вчителем, хоча б тому, що тільки спробувавши себе в цій професії, я зрозуміла, що значить мріяти про канікули, відпочинок і відновлення сил, як про краплю води в пустелі. Це виклик - чи не так? А я це люблю!

11. Звичайно, знизити хвилювання й напругу учнів, змусити їх почувати себе впевнено, повинне бути метою кожного вчителя, але, на жаль, частіше ми бачимо, як вчителі кричать і залякують дітей, ставлять перед ними нереальні цілі й віддають перевагу покаранню, а не заохоченню.

6. Translate into English using Essential Vocabulary.

Я проходила свою першу педагогічну практику місяць тому, але я все ще запитувати себе, яким повинен бути сучасний вчитель англійської мови.

Коли я була ученицею, для вчителя було звичним слідувати уторованим шляхом викладання іноземної мови. Кінцевим результатом навчання було вивчення книжної мови, та розвиток вмінь читання та перекладу.

Недивно, що діти не проявляли справжнього ентузіазму до навчання. Як правило їх зацікавленість іноземною мовою знижувалася після першого чи

другого року навчання. Починали виникати проблеми з дисципліною. Вчитель був вимушений встановлювати дисципліну і бути суворим з дітьми.

Сучасний вчитель - це не тільки керівник учбового процесу та взірець для учнів, а й помічник у навчанні, їх старший друг. Він не тільки подає новий лексичний та граматичний матеріал і тренує учнів у його використанні, а й вчить іншомовному спілкуванню.

Вчитель чітко формулює цілі до кожного уроку і намагається їх досягти. Він варіює стиль викладання, щоб знайти індивідуальний підхід до всіх учнів. Він знає багато різноманітних вправ, які допомагають йому заволодити увагою учнів і змусити їх ловити кожне вчителеве слово на льоту.

Такий вчитель завжди впевнений в собі і не почувається неспроможним, якщо виникають проблеми з дисципліною.. Він не карає, а заохочує, раціонально використовує гумор. Він залишає поганий настрій вдома і створює особливу, теплу атмосферу на уроці.

З курсу психології я пам'ятаю, що вчитель не повинен забувати про свою зовнішність та невербальну поведінку, бути охайними, щоб і у цьому ставати прикладом для учнів.

7. Translate into English.

Це був 7-й урок, діти здавалися утомленими, а їх вчителька – наляканою та зхвильованою. Вона чекала приходу методиста. Прозвенів дзвінок і Вероніці довелося залишити всі негативні переживання за дверима класу. Початок уроку пройшов добре, хоча в класі було декілька хлопчиськ, які починали псувати дисципліну, і перетворювати все на хаос, ледве увійшовши до класу. Цього разу вони не базікали і не хіхікали. Вероніка відчувала атмосферу в класі. Вперше за 2 місяці їй здалося, що між нею і дітьми є невидимий зв'язок.

Розминка у вигляді гри зацікавила дітей і сприяла їх активному залученню в подальшу роботу. Вероніка придумала комунікативні ситуації для всіх вправ, оскільки розуміла, що тренування навичок повинне бути цікавим і осмисленим. Вона не йшла уторованим шляхом, а прагнула застосувати нові різноманітні методи і прийоми, використовувати групову і парну роботу.

Учні стежили за вчителькою з великою зацікавленістю, з готовністю виконуючи всі завдання, ловили кожне слово нальоту. Вчителька повністю оволоділа їх увагою. Вона вже не хмурилася, а усміхалася і навіть іноді жартувала, пам'ятаючи, що гумор потрібно використовувати з розумом,

Методист була задоволена. Вона відзначила, що Вероніка не була прив'язана до свого конспекту, вільно спілкувалася з дітьми, професійно керувала роботою на уроці, була повна запального ентузіазму. Вероніка не уникнула лише деяких помилок молодих вчителів. Вона то дуже близько підходила до учня, що відповідав, то не відходила від свого столу. Всі знають, що для вчителя важливо рухатися по класу і тримати в полі зору всіх учнів. В цілому, їй вдалося створити умови, в який навчання є ефективним і можна чекати добрих результатів.

FOR NOTES

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Навчальне видання

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