

# MODULE 1

## BACK TO SCHOOL

### Part 1 Study Habits

#### Grammar Focus: basic tenses, auxiliary verbs, questions

*"Don't Just"*

*Don't just learn, experience.  
Don't just read, absorb.  
Don't just change, transform.  
Don't just relate, advocate.  
Don't just promise, prove.  
Don't just criticize, encourage.  
Don't just think, ponder.  
Don't just take, give.  
Don't just see, feel.  
Don't just dream, do.  
Don't just hear, listen.  
Don't just talk, act.  
Don't just tell, show.  
Don't just exist, live."*

— Roy T. Bennett, *The Light in the Heart*

#### WARM-UP

**Ex.1 To study efficiently, what things do you need in your surroundings? Name a few of them.**

*Example: proper lighting, fresh air, ...*

#### READING

**Ex.2 Read what some university students (1-6) say about their favourite places to study. Where do they prefer to study?**

#### Your favourite Place to Study

1) My favorite place to study on **campus** is definitely the students' **hub**. Although it is not a usual place to study, it's my favourite because it's **conveniently** close to my off-campus house. I really don't like to be in the **library**. It's entirely too quiet, too silent. I need a little background noise when I'm studying and the hub's just right.

2) My favourite place to study is the library. I like the second **floor** because it's quiet but not too quiet like the third floor where it's complete **silence**. So, it's nice. You can talk to a neighbour and ask for advice. Most people know this, you can rent a laptop from the **front desk**. They have so many you can rent it and take it up and do your work up here. And you'll be nice and away from all the **distractions** at your own home.

3) My favorite place to study is probably the third floor of the library. But – shhhh! – it's the quiet floor. As you can see by the sign it's pretty serious. Those of you that want to get your work done – say, it's **finals** week and you are really **cramming** on stuff – you want to come to the third floor. Because I think this one is the best because it's less crowded and usually the quietest.

Another good reason to come to the library to study is because we have Java City. Java city is definitely a must because it's where you can get your caffeine fix and caffeine is a **necessity** when you're studying.

4) Well, my favorite place to study is actually Waller hall. I don't do traditional studying like out of a book, getting my notes and everything because I'm a theater major. And so, I spend a lot of my time down here in the **basement** area with a lot of my friends and we talk about shows that we are working on because that's what I like to do.

5) My favorite place to study on campus is Elhaney on the second floor because I have most of my classes here because I am an economy **major** and this is the business building. Another advantage is that right before tests you come down here and a whole group of friends meet and you're right in the same building that you have your class. Another great advantage of Elhaney is that there's a computer lab that's open 24 hours a day. It's a great place to go and study.

6) My favourite place to usually study on campus is in Oak Grove. But when the weather forces me **indoors** I like to study at my job on campus located at Willis Prat Hall. I work at the career development office. And when I'm not assisting employers and students with job opportunities, I like to use the free time **to catch up** on my homework.

## VOCABULARY

**Ex.3 Study the definitions of the words from the text. Then do the exercises that follow.**

<b>basement</b>	(n.) the floor of a building which is below the ground level
<b>catch up (on/with)</b>	(v.) to spend time doing something that you haven't done recently
<b>campus</b>	(n.) the grounds and buildings of a university or college
<b>convenient</b>	(adj.) suitable, easy, useful
<b>cram</b>	(v.) to put people or things into a place that is too small to contain everything; to study intensively over a short period of time
<b>distraction</b>	(n.) something that turns your attention away so that you can't focus
<b>final</b>	(n.) an examination at the end of a school year, term or class
<b>floor</b>	(n.) a particular level of the building, a storey
<b>front desk</b>	the registration and reception desk in a large organization
<b>hub</b>	(n.) a very important center of some activity
<b>indoors</b>	(adv.) into or within a building
<b>library</b>	(n.) a building or room containing collections of books for borrowing
<b>major</b>	(n.) a student specializing in a specified subject; a student's principal subject
<b>necessity</b>	(n.) a requirement, something that you must have
<b>silence</b>	(n.) quietness, absence of sound

**Ex.4 Choose a phrase to form a correct sentence.**

- 1 To **catch up on** sleep means
  - (a) to compensate for your lack of sleep.
  - (b) to get up early.
- 2 If you are **cramming** for the finals,
  - (a) you take your time and allow for some **distractions**.
  - (b) you are staying up late trying to revise everything the night before the exam.
- 3 Students' **hub** is
  - (a) a very quiet and calm place where there is usually a complete **silence**.
  - (b) a very busy place with a lot of activities going on.
- 4 Living on **campus** is **convenient** for you if
  - (a) you like hiking and camping.
  - (b) you want to live close to where you study.
- 5 To use the **library** you need to sign in
  - (a) at the **front desk**.
  - (b) in the **basement**.
- 6 If you are a physics **major**,
  - (a) the library is a **necessity** when you're studying.
  - (b) laboratory class is a necessity when you're studying..

**SPEAKING**

**Ex.5 Write 2-3 questions to ask your partner about their favourite place to study. Work in pairs asking and answering the questions. You might need to use these phrases.**

conveniently close to, a little background noise, to talk to a neighbour, to rent a laptop, to stay away from distractions, on the first / second / third floor, to catch up on stuff, to cram on stuff, cram for the finals, less / more crowded, a necessity, on campus / out of campus, indoors / outdoors, advantage, home assignment

**Ex.6 You are going to revise for the test together with some of your fellow students. Talk to them to decide about the suitable place.**

**GRAMMAR: AUXILIARY VERBS, TYPES OF QUESTIONS**

**Ex.7 What kind of verbs are auxiliary verbs? Write as many as you can. When do we use them?**

Auxiliary Verbs: <i>do</i> , ..., ..., <i>is</i> , ...
--

**Ex.8 What is the word order in direct questions? Complete the questions with the missing auxiliary verbs.**

- 1) Is multitasking efficient in learning?
- 2) ... you ever used flashcards and spaced repetition to learn something?
- 3) ... you fail any exams last semester? Why?
- 4) ... you be learning any new skills this year? For example, driving, dancing, cooking?
- 5) ... you rather study on-line or in class if you had a choice?
- 6) What ... distract you from studying?
- 7) If you were planning your class schedule, how many classes a day ... you like to have? How many days a week ... you plan to study?
- 8) Why ... we forget the things that we learn?

**Ex.9 What is the word order in indirect questions? Make the questions in ex.8 indirect. Which questions, direct or indirect, sound more natural and polite?**

*Model: Do you think multitasking is efficient?*

**Ex. 10 What other types of questions do you know, apart from direct and indirect? How do you form them and when would you opt to use them?**

**Ex.11 Talk to your partner about their study habits, routines, techniques and lifehacks. Make use of some of the different types of questions.**

## **LISTENING**

**Ex. 12. Why do we forget the things we learn? How can we remember some things better? Listen to *BBC 6 minute English* and check your ideas.**

<https://www.youtube.com/watch?v=1iHeeMlOsyC>

**Ex.13 Discuss your language learning skills and habits.**

How many foreign languages do you speak? What is your proficiency level in them?

What are your favorite language-learning activities?

What are your strong and weak points as a language learner?

Do you have your own strategies or methods of learning languages?

What are your expectations of this particular English course?

## **WRITING**

**Ex.12 Write 4-5 sentences about your needs and expectations in this English course.**

## Module 1 Part 2

### On-line Learning: Pluses and Minuses

*What grows bigger and bigger if you share it?  
(a riddle)*

#### Grammar focus: Present Tenses

##### WARM-UP

**Ex.1 Discuss these questions with your partner.**

What kind of people are interested in on-line learning?

Have you ever done on-line learning?

Do you think you will do it at some point of your life? Why?

**Ex.2 What do these abbreviations stand for? They all have to do with education. Discuss with your partner.**

MIT, Caltech, DIY, PhD, BS, MS, MA, MOOC (OCW)

##### READING

**Ex.3 Read the text from the *Popular Science* magazine about Internet education. Some parts (a - d) have been taken out of the text. Where do they belong?**

#### Homeschooled

*The world's most prestigious universities have begun posting entire **curricula** on the Web – for free. But how much can you really learn with a DIY online education? One of the Popular Science journalists has given it a try.*

Now I am taking my first physics class of my life, at the age of 35, it is at the Massachusetts Institute of Technology, and my professor is Walter Lewin, one of that institution's most respected instructors.

OK, I am not really "at" MIT. And "taking" the class may be a stretch. I am watching the video of one of Lewin's lectures from the comfort of my backyard in Brooklyn. Lewin is a star of MIT's OpenCourseWare (OCW). OCW program is a Web publication of every class taught in its halls and an example of a new kind of education built around a vast library of free online courseware.

Why will someone who is not paying \$38,000 or getting a single **credit** take a course at MIT?

(1)\_\_\_\_\_

#### MIT for free

How is the Internet going to change education? And what is MIT going to do about it? A **for-profit** distance learning program doesn't make sense for MIT.

The problem is that MIT is, by its very nature, an exclusive institution, which accepts only 12 percent of its **applicants**, who pay a small fortune for the privilege of **attending**. If MIT puts a version of that online and still awards credit, it will potentially **devalue** the university.  
(2)\_\_\_\_\_

OCW went live as a pilot program in 2002 with 50 courses. Five years later MIT celebrated the publishing of its 1,800<sup>th</sup> course. And there is much more beyond MIT – sites like Academic Earth, Google Code University, YouTube EDU and thousands of free or for-profit sites teaching everything.

### Reality check

“In physics we explore the very small of the very large,” Lewin is standing in front of the class in khaki pants, blue T-shirt and sandals. Lewin has **dismissed** the American system of measure as “extremely uncivilized”. He bases his classes on the metric system. Now he is rolling the film “Powers of 10,” at which point my screen has gone black. A note indicates that copyright **prevents** the film from being **included**. (Actually, only 79% of the OCW come with video lectures, other 21% come with audio.)

Day one, and I have stumbled over an important limitation of OCW experience.  
(3)\_\_\_\_\_

One week has passed by. I have been watching Lewin’s 50-minute lectures but I have understood almost none of them. I have been looking down at my scrawls for an hour or so. They all look like hieroglyphics. And so, in a departure lounge at Miami International Airport, in the middle of Lewin’s words “We are now coming to a much more difficult part, and that is multiplication of vectors,” I have decided **to drop the class**.

### Can’t afford not to do OCW

No text or video, no matter who builds it, will ever be a **substitute** for an actual MIT education. (Or an education from CalTech, or Sorbonne, or anywhere else.) You can’t actually use the labs or interact with faculty, who are the real draw of a college.

And that leads me to a few Free Online School Rules I’d learned by the end of my experiment:

1. You get what you pay for. “Free” means no asking questions in the middle of class.
2. It might help if you actually buy the textbook.
3. Free online learning is not going to teach you anything substantial overnight, or in a week.

Plan to do a whole course.

4. We are at the beginning of this experiment, not the end.

So, why are institutions doing this?

(4)\_\_\_\_\_

(adapted from ‘Popular Science’, 2009)

### Extra resources:

(see a part from Prof. Walter Lewin lecture at MIT - 3 minutes)

[https://www.youtube.com/watch?v=77ZF50ve6rs&ab\\_channel=LecturesbyWalterLewin.Theywillmakeyou%E2%99%A5Physics](https://www.youtube.com/watch?v=77ZF50ve6rs&ab_channel=LecturesbyWalterLewin.Theywillmakeyou%E2%99%A5Physics).

[https://www.youtube.com/watch?v=ruBfXIVSYZ8&ab\\_channel=ThePhysicsMathsWizard](https://www.youtube.com/watch?v=ruBfXIVSYZ8&ab_channel=ThePhysicsMathsWizard)

**These parts (a - d) have been taken out of the text. Where do they belong?**

a) You can already see it. OCW can enrich current students and faculty, enhance the institution reputation, and provide an opportunity to show off to prospective students. An institution can't afford not to do OCW. In five years all major institutions will be opening courses to let the world see what they do. It's a no-brainer, right?

b) Instead, if MIT puts everything out there for free, but with no offer of credit or **degree**, it will be great for the school's image, and it will be a tremendous resource for actual MIT students. It will cost a lot of money, sure, but it will give the whole world the opportunity to sample an MIT education. Shigeru Miyagava, a professor of Japanese and linguistics at MIT speaks of the program with idealism. "Why are we doing this? We are doing this because of the belief that knowledge, when you share it, expands."

c) MIT (or any other school) doesn't have the right to give away copyrighted materials such as films or textbooks used in class. Will I survive the experiment using only what is completely free? That turns out to be a major problem. It is clear that I am not equipped with the same academic basis in math or physics that the first-semester freshman is. Obviously, I can't ask a question, either.

d) For one thing, OCW offers elite teaching. College students at lesser schools can stretch themselves (32% of MIT's OCW users are **enrolled** at another college.) A high-school physics teacher can **brush up** on the laws of thermodynamics - or become a better teacher by observing different methods of instruction. An engineer can beef up by taking tests from the advanced-level classes to identify stuff he should know but doesn't. And then there are just curious people like me. I wonder: What's an MIT course like, anyway? Can I, more than a decade out of school, hang with these young brainiacs? I just want to see if I, in a month, balancing a semi-regular **schedule** and lots of other job and family obligations, can actually learn something.

#### Extra Resources

<https://ocw.mit.edu/educator/>

<https://ocw.mit.edu/>

[https://www.youtube.com/watch?v=sJG-](https://www.youtube.com/watch?v=sJG-rXBmCc&ab_channel=LecturesbyWalterLewin.Theywillmakeyou%E2%99%A5Physics.)

[rXBmCc&ab\\_channel=LecturesbyWalterLewin.Theywillmakeyou%E2%99%A5Physics.](https://www.youtube.com/watch?v=sJG-rXBmCc&ab_channel=LecturesbyWalterLewin.Theywillmakeyou%E2%99%A5Physics.)

## VOCABULARY

**Ex.4 Study the definitions of the words from the text. Then do the exercises that follow.**

<b>applicant</b>	(n.) a candidate for a job or a university place
<b>to attend</b>	(v.) (1) to go regularly (to school), to be present at (the meeting); (2) to give help and care
<b>to brush up (on)</b>	(v.) to practice something or improve your knowledge of it
<b>credit</b>	(n.) a successfully completed part of a course at a university or college
<b>curriculum</b>	(n) plan of subjects or things that are taught in a school or college
<b>degree</b>	(n.) (1) level, measure; (2) an academic rank that you get after graduation from college or university
<b>to devalue</b>	(v.) to reduce the value or importance of something
<b>to dismiss</b>	(v.) to discard, to reject, to send away
<b>to drop (the class)</b>	(v.) to leave, withdraw, quit studying
<b>to enroll</b>	(v.) to register as a member of an institution or a student on a course

<b>for-profit</b>	(adj.) commercial
<b>to include</b>	(v.) to contain, to make part of a whole
<b>to prevent (from)</b>	(v.) to stop, to keep from happening
<b>schedule</b>	(n.) a day-to-day plan or timetable
<b>substitute (for)</b>	(n.) a person or thing which is used instead of something

**Ex.5 Choose the correct answers to the questions. Each of the questions may have more than one answer.**

1 Which of the following should be **included** in the university **curriculum**?

- (a) courses
- (b) **credits**
- (c) lecturers
- (d) **degrees**

2 Which of the following can be **attended**?

- (a) a class
- (b) a patient
- (c) a conference
- (d) a **schedule**

3 Which of the following products might be a **substitute** for dairy milk?

- (a) white tea
- (b) coconut milk
- (c) low-fat milk
- (d) almond milk

4 Which of the following can **prevent** students **from** studying well?

- (a) scholarships
- (b) convenient classrooms
- (c) distractions
- (d) lack of sleep

5 Which of the following can you **brush up on**?

- (a) your teeth
- (b) your hair
- (c) your English
- (d) the types of conditional sentences

6 Which of the following do students normally do to **enroll** in a course?

- (a) register
- (b) **drop** the course
- (c) **devalue** the course
- (d) **dismiss** the subject

**Ex.6 In pairs, find the following words and phrases in the text, explain and use them in your own example sentences.**

to take the class, may be a stretch, it doesn't make sense, to pay a fortune, to stumble over, multiplication, no matter, a real draw, substantial, prospective students, can't afford, it's a no-brainer, to sample, a major problem, a freshman, to beef up, a brainiac



## SPEAKING

### Ex.7 Answer the following questions:

- 1 What is the meaning of *DIY* as it is used in the first paragraph of the text?
- 2 How might curricula of prestigious universities differ from those of lesser institutions?
- 3 What did the author mean by the phrase “taking the class may be a stretch?”
- 4 What might be some reasons to take a course at MIT for free?
- 5 In your opinion, what can potentially devalue elite education?
- 6 Would you rather use the American system of measure or the metric one? Why?
- 7 Why did the author decide to drop the class?
- 8 Do you think the author failed his own reality check?
- 9 What are some limitations of OCW education?
- 10 Why can't universities afford not to do OCW?
- 11 Do you have OCW at your university?
- 12 In your opinion, what is the future of OCW education?

### Ex.8 Group Discussion

Students are divided into groups. Each group writes 5 statements (facts and opinions) about the OCW program. Then the students read their statements and the students of the other group have to agree or disagree giving at least one argument. Use some polite expressions to agree or disagree.

### Expressions for Agreeing and Disagreeing

Asking for an opinion	What do you think / What's your idea / How do you feel about / Do you agree that
Stating an opinion	In my opinion / The way I see it / According to Lisa / My understanding is
Expressing agreement	You're absolutely right. / Absolutely. / That's so true. / Exactly. / No doubt about it. (strong) I suppose so. / I guess so. / You have a point there. (weak)
Expressing disagreement	I totally disagree. / I'd say the exact opposite. / No way. (strong) I'm afraid I disagree. / I don't think so. Not necessarily. / That's not always true. / I'm not so sure about that. (weak)
Interruptions	Sorry to interrupt, but... Can I add something here? Can I jump in for a second? If I might add something... Sorry, go ahead. / Sorry, you were saying... (after interrupting someone) You didn't let me finish. / Let me finish. (after being interrupted)

## GRAMMAR: PRESENT TENSES, QUESTIONS, NEGATIVES

**Ex.9** Look at some examples of the Present Tenses. What is the difference in their use? What are the auxiliary verbs in the Present Tenses? Find some more example sentences in the text.

### Present Tenses

Present Simple	Present Continuous	Present Perfect Simple	Present Perfect Continuous
auxiliary verbs: ?	auxiliary verbs: ?	auxiliary verbs: ?	auxiliary verbs: ?
In physics we <u>explore</u> the very small of the very large,	Now I <u>am taking</u> my first physics class of my life.	I <u>have understood</u> almost nothing.	I <u>have been looking</u> down at my scrawls for an hour or so.
<ul style="list-style-type: none"> <li>• about facts,</li> <li>• habits,</li> <li>• general truths,</li> <li>• scheduled events in future</li> </ul>	<ul style="list-style-type: none"> <li>• something is happening at the moment,</li> <li>• changing temporary actions,</li> <li>• arrangements in the future</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• actions started in the past and continue to the present,</li> <li>• our life experiences (not saying when),</li> <li>• past action has result in the present</li> </ul>	<ul style="list-style-type: none"> <li>• actions started in the past and continue to the present,</li> <li>• to point out how long the action has been happening,</li> <li>• about things that have just happened (recently, lately)</li> </ul>

**Ex.10** Use the correct verb forms to complete the student's profile. With your partner, ask and answer questions about Chris's university life.

**Chris (Imperial College London, Engineering, 2<sup>nd</sup> year)**

Career Choice?

I \_\_\_\_\_<sup>1</sup>(always / want) to be a computer engineer. As a child I wanted to be a footballer, then a lawyer. At the age of eight I had my own computer and since that time I \_\_\_\_\_<sup>2</sup>(destroy) seven computers with my curiosity, so it is the only subject for me.

I \_\_\_\_\_<sup>3</sup>(study) Electrical Engineering in Imperial College for two years.

Favourite class?

At the moment my favourite class \_\_\_\_\_<sup>4</sup>(be) Language Processors as it's a fascinating subject and a very cool lecturer \_\_\_\_\_<sup>5</sup>(teach) it.

Hobbies?

I \_\_\_\_\_<sup>6</sup>(be) quite an F1 fan, and Red Bull is my team. I'm pretty sure the amount of their drink I've consumed has lead to a good number of advancements for the car.

Dream job?

My dream job \_\_\_\_\_ <sup>7</sup>(be) to work for either Apple or an F1 race team.

Other interests?

I am an enthusiastic member of the College Chocolate Society. Hopefully, I'll set up an Apple Mac Society next year.

Living arrangements?

Currently I \_\_\_\_\_ <sup>8</sup>(live) off-campus with four friends who I lived with in Halls last year. I \_\_\_\_\_ <sup>9</sup>(have) the world's greatest housemates. The best part of it is the kitchen conversations that usually last till 3 in the morning.

Ways to relax?

To unwind after a hard day of labs I usually \_\_\_\_\_ <sup>10</sup>(hang around) the campus with my buddies, go to a free gig or to the club

**Ex.11 Read the following sentences. Make questions to match the answers.**

*Model: What do you study? - I study experimental physics at Duke University.*

1. Where .....? - I study at NSU in the physics department.
2. How long.....? - We've been studying general physics for one year.
3. How many.....? - I need 180 credits for my Bachelor in Physics.
4. ....? - Yes, they call me to the dean's office rather often.
5. ....? - Yes, I always cram for my exams.
6. How long .....? - I've been living in the dormitory for two years.
7. Where.....? - He's now doing his PhD at the University of Michigan.
8. What .....? - His major is biomedical physics.
9. What.....? - He has enrolled in a drama course this semester.
10. ....? - No, Anna hasn't got her Master's yet.

**Ex.12 Make negatives to the sentences in Ex.10.**

*Model: I don't study at MSU.*

**Ex.13 Make the questions in ex.11 indirect to sound more polite.**

*Model: I'm just wondering where you study.*

**Ex.14 Write 5-6 sentences about your education experience.**

*example: I'm a second year student at Novosibirsk State (University). (I'm in my second year ...)  
I've been interested in physics since ...*

**LISTENING**

**Ex.15 Before listening make sure you understand the following words and phrases:**

exchange (students), compulsory education, academic / vocational learning, 6-th form college, A-levels, GCSE, term (planner), overcrowded, timetable / schedule, bang on time

**Ex.16 Listen to 6 people talking about their college education. Match the given statements (1 - 7) with the speakers (A - F). There is one EXTRA statement.**

speaker	A	B	C	D	E	F
statement						

1. Exchange programs are important for your studies.
2. Organizing your studies efficiently is important.
3. Education is never extra when you haven't yet chosen a career.
4. Speaking a foreign language is useful for exchange students.
5. College atmosphere motivates students to study.
6. Learning a foreign language is never extra.
7. College discipline policy can be too tough.

**Ex.17 Speak about your own college experience. Is it positive or negative? Is it useful?**

## Module 1 Part 3

### Social Mobility

#### WARM-UP

**Ex.1 Discuss these questions with your partner.**

Do you know what social mobility is?

What countries have the highest index of social mobility now? And 50 years ago?

What are some determinants of social mobility?

Why is declining social mobility negative for society?

How can we boost social mobility?

**Ex.2 Watch the video to find the answers to the questions in ex.1.**

Why it's harder to earn more than your parents. Social Mobility

[https://www.youtube.com/watch?v=T1FdIvLg6i4&ab\\_channel=TheEconomist](https://www.youtube.com/watch?v=T1FdIvLg6i4&ab_channel=TheEconomist)

#### READING

**Ex.3 Read the text about social mobility and fill in the missing parts (a - f).**

- (a) So what can be done to bridge this social divide and widen access to higher education?
- (b) are starting to make a difference by challenging private fee-paying schools
- (c) you should be pretty **disturbed** by this
- (d) whether you've been to university or not
- (e) absolute mobility has been falling
- (f) catapulting kids from lower-income families into top universities

**Are children on the path to having a better life than their parents, or will they remain stuck in their socio-economic status?**

It used to be much easier to get ahead. After the second world war countries such as America and Britain enjoyed a social mobility boom. Government is a big business, but far from the only one. An **expansion** of professional and managerial jobs allowed many working-class people to move up the **income** ladder, and as a result, if you were born in post-war years in America, you had a 90% chance of making more money than your parents. But this didn't last. From a high in the 1940s, \_\_\_\_\_(1)\_\_\_\_\_. And the generation of children born in the 1980s had just a 50% chance of making more money than their parents. One team of economists have dubbed this phenomenon "the fading American Dream". Since the second world war in America, absolute mobility has **declined**. And those chances have declined pretty **steadily** for each younger generation in America. So if you are part of the millennial generation, \_\_\_\_\_(2)\_\_\_\_\_.

There is one **divide** which has become especially **significant** - \_\_\_\_ (3) \_\_\_\_\_. In rich countries there has been an economic **shift** away from manufacturing towards more service-based industries, which means there are now fewer openings for those without a degree. Education has now become the new **determinant** of people's incomes and life chances much more than it was 50 or 60 years ago. Now that revolution has minted winners, particularly in highly paid service-sector jobs, doctors and lawyers, for the lower and middle class it condemns them to a bit more **precarious** situation. \_\_\_\_\_ (4) \_\_\_\_\_

In Britain, a new **breed** of state schools have sprung up, \_\_\_\_\_ (5) \_\_\_\_\_. The NCS is located in Newham, London's second-poorest borough. While nearly half the students here are on **bursaries** or qualify for free school meals, an indicator of **deprivation**, last year 95% went on to top universities in Britain. Most will be the first in their family to get a degree, let alone one from an elite university.

*Students speak.*

- My parents haven't gone to university, so I didn't really have, like, **mentors** to guide me. And, like, now, me **aspiring** to go to, like, Oxbridge, that's a huge deal.
- Coming from, like, a working-class background immigrant parents, they really like to push the education thing so much because they want their sacrifice to matter. They want children to break the class barriers that maybe acted as an actual barrier for them.

It probably helps that the school only takes the very brightest. Last year they had 4,000 applications for 300 places. And schools like these \_\_\_\_\_ (6) \_\_\_\_\_, bastions of Britain's class system. Schools like Eton College have long been pilloried in comedy sketches for disproportionately feeding Britain's elite. Just over a third of the nation's prime ministers were educated there.

**Ex.4 Watch the part of the video (minutes 4.11 -9.16) to check your answers to ex.3.**

## VOCABULARY

**Ex.5 Study the definitions of the words from the text. Then do the exercises that follow.**

<b>to aspire (to)</b>	(v.) to have a strong desire to achieve
<b>breed</b>	(n.) a particular type of animal with specific qualities; a sort of person
<b>bursary</b>	(n.) scholarship, grant
<b>to decline</b>	(v) (1) to decrease, to become smaller; (2) to refuse politely
<b>deprivation</b>	(n.) lack of basic necessities; to deprive of - (v.) to take away or prevent from having
<b>determinant</b>	(n.) a factor which decisively affects the outcome of something
<b>to disturb</b>	(v.) to worry, to upset, to interrupt
<b>divide</b>	(n.) something that separates
<b>expansion</b>	(n.) growth, stretching

<b>income</b>	(n.) financial gain
<b>mentor</b>	(n.) an experienced and trusted adviser, a tutor
<b>precarious</b>	(adj.) uncertain, insecure, risky, uncontrolled
<b>steadily</b>	(adj.) constantly, permanently
<b>significant</b>	(adj.) important, serious, essential
<b>shift</b>	(n.) a slight change in position, direction, tendency

**Ex.6 Choose the correct answers to the questions. Each of the questions may have more than one answer.**

- Which of the following might indicate a student from a low-**income** family?  
 (a) a BS from Oxbridge (c) free school meals  
 (b) having a **mentor** (d) food **deprivation**
- Which of the following can be viewed as a **precarious** situation?  
 (a) having a loan (c) sleep **deprivation**  
 (b) being on a **bursary** (d) a **steady income decline**
- Which of the following do people usually **aspire** to?  
 (a) a higher standard of living (c) health problems  
 (b) an economic **shift** (d) drop from college
- Which of the following facilitates the overall **expansion** of our knowledge?  
 (a) language **divide** (c) scientific research  
 (b) cultural **divide** (d) scientific experiments
- Which of the following is likely to **disturb** people?  
 (a) a new tax (c) a new breed of politicians  
 (b) a new **breed** of roses (d) a new breed of horses

**Ex. 7 Find a SYNONYM for each word in bold.**

<b>1 significant</b> A inessential B unimportant C serious D convenient  <b>2 precarious</b> A stable B steady C dangerous D for-profit	<b>4 to aspire</b> A to attend B to aim C to dismiss D to inspire  <b>5 to deprive</b> A to deny B to include C to cram D to distract
---	---

<b>3 expansion</b> A divide B increase C decrease D decline	<b>6 to disturb</b> A to catch up B to interrupt C to prevent D to drop
---	---

**Ex.8 Read the text in ex.3 again and answer the following questions.**

- 1 Why did the USA and the UK have a dramatic increase in social mobility after the second world war?
- 2 What phenomena are dubbed “the American dream” and “the fading American Dream”?
- 3 Why has obtaining a degree become even more significant now than 50 years ago?
- 4 Apart from doctors and lawyers, can you think of some more winners in highly paid service-sector jobs?
- 5 What new breed of state schools has sprung up in Britain?
- 6 What are children living in the poor boroughs of London probably deprived of?
- 7 How can family income affect a student's academic performance?
- 8 In what way is parents’ academic background important for the future of their children?
- 9 What is the meaning of Oxbridge as it is used in the passage?
- 10 Do you think it is fair that the NCS takes only brainiacs?

**Extra resources:**

[https://en.wikipedia.org/wiki/Global\\_Social\\_Mobility\\_Index](https://en.wikipedia.org/wiki/Global_Social_Mobility_Index)

<https://www.visualcapitalist.com/ranked-the-social-mobility-of-82-countries/>

## **GRAMMAR: PRESENT PERFECT vs PAST SIMPLE**

**Ex.9 What are the differences in use of the Present Perfect and the Past Simple tenses? Can we sometimes use either?**

PRESENT PERFECT	PAST SIMPLE
-----------------	-------------



<p>Single or repeated actions in the past, when we don't know the date of the action or it isn't important.</p> <p><i>He has just passed this test.</i></p> <p><i>I've already taken this course.</i></p> <p>Time expressions: before, ever, already, just and yet</p>	<p>Single or repeated actions that happened at a definite time in the past.</p> <p><i>He passed the test in May.</i></p> <p><i>I took this course last year.</i></p> <p>Time expressions: yesterday, last month, in 2016, etc.</p>
<p>Situations that started in the past and are still continuing:</p> <p><i>Tom has lived in this room for two years.</i></p> <p>(He's living there now.)</p> <p>Time expressions: <i>for</i> + period of time, or <i>since</i> + date</p>	<p>Situations that started and finished in the past.</p> <p><i>Tom lived in this room for two years.</i></p> <p>(He isn't living there now.)</p> <p>Time expressions: <i>for</i> to say how long the situation lasted</p>
<p>One or more completed actions in a time period that is still continuing:</p> <p><i>We have written two tests this week.</i></p> <p>Time expressions: this morning / evening, today, so far, etc.</p>	<p>Completed actions in a time period that is finished.</p> <p><i>We wrote two tests a week ago.</i></p> <p>Time expressions: <i>ago</i> (a period before now)</p>

#### Ex.10 Use the Present Perfect or the Past Simple of the verbs.

- 1) The kitchen is a mess because nobody \_\_\_\_\_ (do) washing-up.
- 2) Has she still got her car or \_\_\_\_\_ she \_\_\_\_\_ (sell) it?
- 3) A lot of new people \_\_\_\_\_ (join) our drama class this semester.
- 4) A lot of new people \_\_\_\_\_ (join) our drama class last semester.
- 5) They \_\_\_\_\_ (move) to a new place last summer.
- 6) Two students \_\_\_\_\_ (raise) \$500 for charity. They \_\_\_\_\_ (cook) a three-course meal for seventy people.
- 7) I \_\_\_\_\_ (learn) to ride a scooter. Now I can go on scooter everywhere.
- 8) - \_\_\_\_\_ Sophie ever \_\_\_\_\_ (talk) about her course?  
- No, she \_\_\_\_\_ (never / mention) it.
- 9) I \_\_\_\_\_ (be) very busy since January.

10) Are they still doing exams or \_\_\_\_\_ they \_\_\_\_\_ (finish)?

## **Module 1 Part 4**

### **International Students**

#### **LISTENING**

##### **Ex.1 Before you listen**

Think of five things that may be a problem for foreign students who study at our university.

##### **Ex.2 Listen for general meaning**

Listen to the first part of an interview with Jenny, a lecturer at a London university, who is talking about various problems her foreign students have. What does Jenny mention as common problems for her students? (Choose from the following situations.)

- a) level of English lower than required
- b) difficulty understanding the language used in class
- c) difficulty understanding the language used socially
- d) discussing students' personal life experience in class
- e) writing essays
- f) feeling homesick
- g) not having qualifications for the course

##### **Ex.3 After listening, read the first part of the interview. Check your answers. Role play a similar conversation with your partner.**

*Jackie:* For this week's podcastinenglish.com we are going to be talking about the experiences that international students have living in England. And with me today is Jenny. Hello, Jenny!

*Jenny:* Hello, Jackie.

*Jackie:* Tell me first of all, what's your job?

*Jenny:* I work as a lecturer at a university in London teaching students on their master's degree in international development and education.

*Jackie:* And the students that you have, come from, they are international students, they come from various countries around the world?

*Jenny:* Yes, from all over the world, really. Some of my students this year come from Brazil, from Pakistan, from India. And then some from Japan and Poland. A whole range of countries.

*Jackie:* So what kind of problems do these students have when they come to the UK and study here?

*Jenny:* Well, obviously, all of the students have achieved the required level of English to be able to study. But many students still find it difficult to cope with the language both in classes and socially, because they haven't been taught the kind of jargon that people use as related to the subjects that we teach. But also in everyday language, the kind of slang, the kind of expressions that we use are quite difficult for students from other countries.

*Jackie:* So, therefore, they have problems both in class, in the lectures while they are studying as well as problems socially as well then?

*Jenny:* Both those things can be the case. And with writing as well. It can be quite difficult to write essays in the style of the British education system when perhaps you've been taught in a very different way. Similarly with things like reading, taking notes. All these things can be quite challenging for students. But there are other difficulties as well that the students have that aren't really connected with the language, but they are more connected with living in a different setting. So they might feel quite homesick. They have to cope with the horrible British weather and to kind of acclimatize to that. It can be a very lonely experience leaving family behind and friends behind and trying to find people to get on with. And then for some students I think it can be quite difficult because they've come from being very-very successful in their own countries. And perhaps part of quite a small elite who've got to the point of being able to do a higher degree in a different country.

*Jackie:* So this is an MA course that you teach, so will most of them have already done a BA then?

*Jenny:* Definitely, yes. And most of them will already have an MA as well in their host country or they might be a qualified teacher in their country who wants to do some further training.

*Jackie:* Right.

*Jenny:* Many are highly qualified people. And then one student, for example, recently was telling me how when she spoke with people when she first came to England people would speak to her very slowly and sometimes very loudly as if she couldn't quite hear them properly because they just assumed that she didn't understand what was going on. And she found it very difficult that people weren't really treating her as an equal at all.

*Jackie:* Simply because she was foreign?

*Jenny:* Yeah. Because she was foreign. And then another problem that many students have is, of course, they have a huge range of fascinating life experiences and life histories. And some students feel that those are not valued at all. So that's one thing that we try to do on our course is to spend a lot of time giving students opportunities to think and talk about how their own history and their own past experience links with what they are studying now. And for me it's been one of the most exciting things about the teaching that I've been doing. I feel that in many ways I've learned more than the students have.

*Jackie:* You've learned a lot about their cultures and things that are important to them?

*Jenny:* Absolutely.

## **LISTENING (continued)**

### **Ex.4 Before you listen:**

Imagine you were going to study abroad. What would you do to make it easier for you to accommodate there?

### **Ex.5 Listen for general meaning:**

Listen to the second part of the interview with Jenny, the lecturer at London University. She is giving advice to international students. Which pieces of advice are mentioned by Jenny and which are not?

- a) do some academic reading in advance
- b) when you are there, do not waste your time on social events
- c) go to the website of the university and see what's available
- d) try to hide away for a bit when you arrive in a place
- e) if you feel low, don't show it to other people
- f) be optimistic and expect that it's all going to be 100% perfect
- g) consult with special supporting services

### Ex.6 Listen for details:

Listen again to Jenny's talk. Here is an extract from it. Fill in the gaps with missing words in this:

-Yeah, and looking out for a kind of social events that are specially designed to \_\_\_\_\_1\_\_\_\_\_ students. And sometimes I think you know when you arrive in a place you just want to kind of \_\_\_\_\_2\_\_\_\_\_ for a bit. But actually forcing yourself to go to some of those \_\_\_\_\_3\_\_\_\_\_ in the beginning is a good way to begin to meet people. And probably, not to expect that it's all going to be \_\_\_\_\_4\_\_\_\_\_, straight away and to understand that there will be \_\_\_\_\_5\_\_\_\_\_ and times where you miss home but there will also be many good times and for most of the students come away feeling really really \_\_\_\_\_6\_\_\_\_\_ as well as getting the qualification, they make \_\_\_\_\_7\_\_\_\_\_ that they can keep through a life. So, I wouldn't be put off by the \_\_\_\_\_8\_\_\_\_\_ that I've told.

-Yes, everyone feels the same as well, I mean lots of the students who will be feeling the same, won't they?

-Yeah, that's right. And look out for the support because if they are feeling low these are people whose job is to help students who are feeling in distress. So, look out for those services if you feel that you are in need, don't just skip or hide away, and keep it to yourself.

## SPEAKING

**Ex.7 Discuss the following questions with a partner or in small groups. Make use of the words and phrases below.**

- a) Have you ever spoken to any foreigner? What language did you speak? Did you have any comprehension problems?
- b) What will you do if a foreigner doesn't understand what you are saying?
- c) If you have a foreign student in your group, what will you do to support him/her?

**Useful words:** foreign ['fɔrɪn], to feel homesick, to achieve a required level of, to take notes, to cope with, to get on with, to treat somebody as (equal), in advance, available, to feel low, to look out for support, to feel distress

## WRITING

**Ex.8 Look at the letter a student has written to her American friend. Her teacher has used symbols to correct different kinds of mistakes. Read the letter and correct the mistakes.**

T- Tense  
P - Punctuation  
WO – Word Order  
Prep – Preposition  
Sp - Spelling

WW –Wrong Word  
Gr - Grammar  
Λ - Word missing  
¶ - Paragraph

*Hi, Caroline!*

*How are you? I got your message in<sup>Prep</sup> Tuesday. Sorry, I didn't reply at once. I have been very busy this week, mainly with work for college. You know<sup>P</sup> I'm taking enveronmental<sup>Sp</sup> biology this semester, which turned out<sup>Λ</sup> be really heavy<sup>WW</sup>. We have huge home assingments<sup>Sp</sup> and field research.*

*Also, Paulo, my new roommate needs some help of mine. He is Λ first-semester freshman and has some tongue<sup>WW</sup> as well as academic problems. Also he is struggling to accommodate<sup>Λ</sup> our terrible weather. By the way, it rained<sup>T</sup> for three days it haven't<sup>Gr</sup> stopped yet. ¶ Anyway, this weekend we arrange<sup>T</sup> a potluck dinner in our dorm for all our freshman<sup>Sp</sup>. Hopefully, can we<sup>WO</sup> eat out and make barbeque.*

*Sorry<sup>P</sup> I've got to rush to the next class.  
Give me a ring or we can skype on Saturday.*

*Keep in touch,  
Dan*

**Ex.9 Here is another student's letter. Have fun reading it. What has actually happened to Jane?**

*Dear Mom and Dad,*

*It has now been three months since I left for college. I am sorry that I haven't written before. I will bring you up to date but before that you'd better sit down. Okay?*

*I am getting along pretty well now. The skull fracture and concussion I got when I jumped out of my apartment window when it caught fire after my arrival here is pretty well healed. I only spent two weeks in the hospital. Now I can see almost normally and only get these sick headaches once a day. Fortunately, the fire and my jump were witnessed by Roger, an attendant at the gas station, and he called the fire department. He also visited me in the hospital. As I have nowhere to live he was kind enough to invite me to share his apartment with him. He is a very fine man, and we are planning to get married. We haven't set the date yet, but it will be before my pregnancy begins to show. His divorce is final now. We are going to take care of his three kids together.*

*Now that I have brought you up to date I want to tell you that there was no fire, I did not have a concussion or skull fracture, I was not in the hospital, I am not pregnant, I am not engaged, and there is no divorced man in my life.*

*However, I am getting a "D" in Art and an "F" in Biology and I want you to see these marks in the proper perspective.*

*Your loving daughter,*

*Jane*

**Ex.10 Write a letter home or to your friend giving some of your news. It can be quite serious or humorous. Then exchange your letters and correct them (if necessary) using special symbols from ex.1.**

## MODULE 1

### GRAMMAR PRACTICE

**The forms of *be*, *have*, *have got***

**Ex.1 Read the e-mail and complete it with the correct forms of *be* / *have* / *have got*. Sometimes more than one answer is possible.**

Hi guys,

Well, here I (0) am at art college now, and I'm missing you all! You know, I (1) \_\_\_\_\_ quite homesick – I didn't expect it at all.

I (2) \_\_\_\_\_ a room in an apartment with five other students. The apartment (3) \_\_\_\_\_ quite big and nice. It (4) \_\_\_\_\_ a big kitchen, but it (5) \_\_\_\_\_ a dishwasher or a washing machine!

Two of the rooms (6) \_\_\_\_\_ still empty – I expect those people will come at the weekend. Two of the other girls here aren't very friendly; they just stay in their rooms. But the other girl – Christine – (7) \_\_\_\_\_ really outgoing. On Saturday we are going to (8) \_\_\_\_\_ a potluck dinner and we are going to invite our other neighbors.

My timetable isn't too full – I (9) \_\_\_\_\_ about five lectures each week and eight classes.

Enough about me! How are you all? (10) \_\_\_\_\_ you \_\_\_\_\_ any news for me?

Love, Lucy

### Present Simple vs. Present Continuous, State Verbs

**Ex.2 In the first paragraph of the text "Homeschooled" find the examples of the Present Simple and Present Continuous Tenses. Explain their usage.**

**Ex.3 Which tense do we use in the following cases? Think of your own examples.**

a) habitual and repeated actions

with adverbs of frequency (e.g. *always*, *often*, *sometimes*, *seldom*, *never*)

to say how often something happens  
for facts that are always true (permanent)  
for situations / states that are usually true

- b) for actions in progress at the moment  
with *always*, to show that something happens often and is annoying  
for situations / states that are true for a limited period of time (temporary)
- c) with verbs that describe states (mental, attitude, sense, possession and some other)

#### Ex.4 Complete the sentences with Present Simple or Continuous.

In pairs, comment on the verb form.

- 1) Usually students *go / are going* to college right after high school.
- 2) Each semester Laura *takes / is taking* some extracurricular classes. This time she *takes / is taking* drama class.
- 3) Who *makes / is making* this terrible noise? I can't stand it!
- 4) - I *live / am living* in Cardiff at this moment. I *do / am doing* my Master in social studies.  
- Really? My cousin *lives / is living* near Cardiff. She *works / is working* in the hospital there.
- 5) Oh no! I haven't got my keys again. I *always lose / am always losing* my keys!

#### Ex.5 Complete the sentences.

- 1) He often \_\_\_\_\_ (work) on Mondays. He \_\_\_\_\_ (not work) today, though. I think he \_\_\_\_\_ (be) sick.
- 2) - In my drama class we \_\_\_\_\_ (put on) a play by a Polish playwright.  
- How boring! I never \_\_\_\_\_ (go) to the theatre.
- 3) - How are you? How \_\_\_\_\_ the holidays \_\_\_\_\_ (go)?  
- Great! We \_\_\_\_\_ (have) a wonderful time here in Georgia.
- 4) - They \_\_\_\_\_ (publish) the university newspaper once a week.  
- Yes, I know. My brother \_\_\_\_\_ (work) there at the moment as a reporter.

#### State Verbs

Ex.6 States Verbs are NOT usually used in the continuous form. What states do they describe?  
Study the table and make your own example sentences.

<b>Mental / thinking verbs</b>	agree, believe, know, remember, think*, understand
<b>Attitude verbs</b>	hate, love, like, wish, need, prefer, want
<b>Sense / perception verbs</b>	hear, see*, smell*, taste*
<b>Appearance, qualities</b>	appear, look* (=seem), seem, sound
<b>Being, possession</b>	be, belong, contain, have*, own

<b>Other verbs</b>	cost, fit, mean, owe
--------------------	----------------------

Examples:

I think you are right. I understand you. I know you well. I love you and I wish you all the best.

\*But: I'm thinking of applying to MIT. I'm seeing my new academic adviser tomorrow.

### Ex.7 Choose the correct form of the verbs. Mind state verbs!

- 1) - Jessica *thinks* / *is thinking* of studying abroad.  
- I *think* / *am thinking* it will be a real challenge for her.
- 2) - I *make* / *am making* a new costume for the fancy dress party. My old one *doesn't fit* / *isn't fitting* any more.  
- Oh, I *love* / *am loving* your old dress! May I try it?
- 3) - *Does this watch belong* / *is this watch belonging* to Fred?  
- I *don't know* / *am not knowing*. It could be Fred's.
- 4) - *Do you believe* / *are you believing* her?  
- We *think* / *are thinking* she is making it up.
- 5) - *Do you see* / *are you seeing* that tall man over there? It's William Ernst, our new academic advisor.  
- I *know* / *am knowing*. I *see* / *am seeing* him tomorrow morning to discuss my research work.

### Ex.8 Use the Present Simple or Present Continuous of the verbs.

- 1) We \_\_\_\_\_ (have) lunch at the moment.
- 2) This soup \_\_\_\_\_ (taste) awful!
- 3) I'm not eating all the yogurt! I \_\_\_\_\_ (taste) it to see if it's still OK.
- 4) I \_\_\_\_\_ (love) this shampoo. It \_\_\_\_\_ (smell) of coconuts.
- 5) Sophie \_\_\_\_\_ (think) I watch too much television.
- 6) My college \_\_\_\_\_ (have) some very good sports facilities.
- 7) \_\_\_\_\_ you \_\_\_\_\_ (see) that red car over there? It's Ben's.

### Ex.9 Complete the sentences with the verbs from the box. Use Present Simple or Present Continuous. Mind the use of state verbs.

<i>cost</i>	<i>cry</i>	<i>not agree</i>	<i>need</i>	<i>prefer</i>	<i>understand</i>	<i>wait</i>
-------------	------------	------------------	-------------	---------------	-------------------	-------------

- 1) \_\_\_\_\_ you \_\_\_\_\_ how this works?
- 2) I'm afraid I \_\_\_\_\_ with you.
- 3) Excuse me, how much \_\_\_\_\_ the ticket \_\_\_\_\_?
- 4) What's the matter, Becky? Why \_\_\_\_\_ you \_\_\_\_\_?
- 5) I \_\_\_\_\_ soul music to rap.
- 6) Hurry up! Nikki and Anna \_\_\_\_\_ for us.
- 7) If you \_\_\_\_\_ some help at college, there are some good advisors there.

### Present Perfect vs. Past Simple



**Ex.10 Which tense do we use in the following cases? Think of your own examples.**

a) to talk about an action that happened in the past and has a result in the present (+ just, already, yet);  
we don't say when it happened because it isn't important  
to talk about general experiences in our lives up to now (+ *ever / never*)  
to talk about an action that started in the past and continues in the present with state verbs (+for, since)

b) to focus on a recent activity, not on its present result  
to talk about an action that started in the past and continues in the present (+for, since)  
to focus on how long

c) to talk about situations that finished in the past  
to talk about the exact time of the past actions  
to give more details about recent events

**Ex.11 In pairs, comment on the use of the verb forms.**

- 1) - Have you ever flown in a helicopter?  
- No, but I have flown in a plane.
- 2) Tom has hurt his leg. He can't go with us.
- 3) - Anna has always wanted to travel abroad.  
- I think her brother has already been to Spain, Italy and France.
- 4) I met Sam two years ago.
- 5) I've known Sam for two years.
- 6) Tom broke his leg two years ago.
- 7) - Have you heard? Mary's had a baby!  
- When did she have it?  
- Last night.
- 8) She passed her driving test yesterday.
- 9) - Have you seen Molly recently?  
- I met her last week.
- 10) I haven't taken this course yet.
- 11) I moved to London in 2002.
- 12) I've been living in London since 2002.
- 13) I've been painting the kitchen. There's one more wall left.
- 14) Ooh! I've painted the kitchen. Now we can move in!
- 15) I've been shopping since ten past ten.

**Ex.12 Present Perfect vs. Past Simple. Use *since / for / yet / in / ago* for time reference.**

- 1) - So, have you started college \_\_\_\_\_?  
- Yeah, I've been there \_\_\_\_\_ Monday, just a few days really.  
- What are you studying?  
- Sport science. I've wanted to be a sport teacher \_\_\_\_\_ I was a little boy.
- 2) - Do you want to go to the gym?  
- OK. I haven't been there \_\_\_\_\_ last week.  
- Last week? I haven't been there \_\_\_\_\_ a month!
- 3) - How long have you been in the chess club?

- Just a few months. \_\_\_\_\_ Christmas. And what about you?
- I joined the club \_\_\_\_\_ March. It's great! I love it! I used to play chess with my dad. But we haven't played \_\_\_\_\_ ages.
- 4) - I've known David \_\_\_\_\_ years.
- Have you?
- Yes, I've met him \_\_\_\_\_ 2010.
- Really? I haven't met him \_\_\_\_\_. I only moved here a week \_\_\_\_\_.

### Present Perfect Simple or Present Perfect Continuous?

#### Ex.13 Comment on the differences in use of these two tenses?

PRESENT PERFECT SIMPLE	PRESENT PERFECT CONTINUOUS
<p>An action that is completed:</p> <p><i>I've used an electronic microscope before.</i></p>	<p>An activity that is still continuing or has just ended:</p> <p><i>I've been using an electronic microscope since I started my work on the project.</i></p>
<p>The result of the action is important:</p> <p><i>He has repaired the microscope.</i></p> <p><i>(It's ready for use.)</i></p>	<p>The cause of the of the result is important:</p> <p><i>Why is Karl tired?</i></p> <p><i>He's been repairing the microscope.</i></p>
<p>To answer the question 'how much?' or 'how many?'</p> <p><i>We've analyzed three hundred samples.</i></p>	<p>To answer the question 'how long?'</p> <p><i>We've been analyzing the samples for two weeks.</i></p>

**With State Verbs we use the Present Perfect Simple, NOT the Present Perfect Continuous.**

examples:

*I've known Ben since I was six. (Incorrect: I've been knowing Ben since I was six.)*

*Have you ever owned a car?*

*I've never had a computer of my own.*

\*Some state verbs (e.g. live, work, teach, study) describe action which continues over a period of time, not a single event. We can use these verbs with **for** and **since** in the present perfect simple and continuous.

examples:

*How long have you lived / have you been living here?*

*We've lived / have been living here for two years.*

*Alice has studied / has been studying math for nine years.*

**Ex.14 Use the Present Perfect Simple or Continuous tense.**

- 1) - We've just *bought / been buying* a new computer.  
- Can I see it?
- 2) - Is Jane still in her room?  
- Yes, she has *revised / been revising* for the test all day.
- 3) - Sorry I'm late.  
- That's all right. I haven't *waited / been waiting* long.
- 4) - Have you *finished / been finishing*?  
- No, but you can use the computer. I don't need it.
- 5) - I've *tried / been trying* to phone you all day!  
- I was at the sport centre.

**Ex.15 Use the prompts to write questions and answers with *How many?* and *How long?*  
Use the present Perfect Simple and Continuous Tenses.**

*Example: films/ she/ act in? six; seven years*

- *How many films has she acted in?*
- *She has acted in six so far.*
- *How long has she been acting?*
- *She's been acting for seven years.*

1. books/ she/ write? three; ten years
2. pizzas/ he/ cook? four; one hour
3. kilometers/ they/ cycle? thirty; 8 a.m.
4. games/ they/ play? five; four thirty
5. shirts/ he /iron? ten; he got up
6. pictures/ he /painted? three; four weeks

**Ex.16 Present Perfect Simple / Continuous**

**Complete the second sentence so that it means the same as the first, using the word in bold.**

- 1) Emma started typing that report two hours ago.  
Emma \_\_\_\_\_ **been** \_\_\_\_\_ that report for two hours.
- 2) We met Joanna two years ago.  
We \_\_\_\_\_ **known** \_\_\_\_\_ two years.
- 3) Peter and Martha got married in 2005.  
Peter and Martha \_\_\_\_\_ **since** \_\_\_\_\_ 2005.
- 4) I've never read such a weird article before.  
This is the \_\_\_\_\_ **ever** \_\_\_\_\_ read.
- 5) This is the first time I've ever acted on stage.  
I \_\_\_\_\_ **never** \_\_\_\_\_ on stage before.

### Ex.17 The Present Perfect Game

Students write 2 true and 2 false statements about their academic experience and university life using the Present Perfect Tense and then question each other to decide whether they are true or false.

examples: 1) *This semester I have attended all laboratory classes.* 2) *Since my first year I have had three academic advisers.* 3) *I have never been called to the Dean's office, etc.*

Then ask your partner: *Have you attended all the labs this semester?*

### Present Tenses Review

**Ex.18 The teacher will give you sentences in Russian. Place them in the table and translate them into English.**

<b>Present Simple</b> V(-s/-es)	<b>Present Continuous</b> am/is/are + Ving.	<b>Present Perfect</b> have/has+V3	<b>Present Continuous</b> have/has + been +Ving	<b>Perfect</b>

## MODULE 1

### VOCABULARY PRACTICE

#### Word Formation

**Ex.1 Complete the word chains. Mind the parts of speech. What suffixes form nouns?  
How else can nouns be formed?**

similar (adj) - \_\_\_\_\_ (n), similarly (adv)  
differ (v) - \_\_\_\_\_ (n) – different (adj)  
\_\_\_\_\_ (v) – attendance (n) – attendant (n)  
long (adj) – \_\_\_\_\_ (n) – length (n)  
respect (n) – \_\_\_\_\_ (v) - \_\_\_\_\_ (adj) – respectful (adj) – respectfully (adv)  
shorten (v) - short (adj) - \_\_\_\_\_ (n) – \_\_\_\_\_ (adv)  
value (n) – valuable (adj) – \_\_\_\_\_ (v) - \_\_\_\_\_ (v)  
inform (v) – \_\_\_\_\_ (v) - \_\_\_\_\_ (n) - \_\_\_\_\_ (adj) – informative (adj)  
use (v) – \_\_\_\_\_ (n) - \_\_\_\_\_ (adj) – useful (adj) – user (n)  
\_\_\_\_\_ (n) – curricula (n, pl) – extracurricular (adj) – curriculum vitae  
\_\_\_\_\_ (v) – decision (n) – \_\_\_\_\_ (adj) – indecisive (adj)  
\_\_\_\_\_ (n) – brainiac (n) – no-brainer (n)  
\_\_\_\_\_ (v) - celebration (n) – celebrity (n)  
\_\_\_\_\_ (v) – equipment (n)

require (v) – \_\_\_\_\_ (n)  
\_\_\_\_\_ (v) – retirement (n)  
\_\_\_\_\_ (v) – \_\_\_\_\_ (n) - wonderful (adj) - \_\_\_\_\_ (adv)  
amaze (v) - \_\_\_\_\_ (adj) – \_\_\_\_\_ (adj) – \_\_\_\_\_ (n)

**Ex.2 Complete the text using the words in brackets to form the appropriate part of speech.**

Professor Griffins is an \_\_\_\_\_ (amaze) lecturer and a \_\_\_\_\_ (respect) scientist. He is a \_\_\_\_\_ (celebrate) in the world of science. After his \_\_\_\_\_ (retire) he made a \_\_\_\_\_ (decide) to establish a \_\_\_\_\_ (school) for real brainiacs. In addition to tuition fee, it will cover all living expenses. `The \_\_\_\_\_ (announce) has been placed on the \_\_\_\_\_ (inform) board. The \_\_\_\_\_ (require) for the scholarship are tough. You must have an excellent \_\_\_\_\_ (attend) record and stay in the top five list of the department for the period of three years. No student has stayed in the top five list that \_\_\_\_\_ (long). So Griffins has decided to \_\_\_\_\_ (short) the period to two years. I think I will apply though my attendance isn't really excellent. I \_\_\_\_\_ (wonder) if I can pass.