



# **UNIVERSITY LIFE AT HERZEN: AN ENGLISH COURSE**

Санкт-Петербург

2008

# **UNIVERSITY LIFE AT HERZEN: AN ENGLISH COURSE**

**Под редакцией Ю.А.Комаровой**

**УЧЕБНОЕ ПОСОБИЕ  
для преподавателей высших учебных заведений,  
выезжающих на стажировку за рубеж**

**Санкт-Петербург  
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Настоящее учебное пособие по английскому языку отражает инновационную концепцию иноязычной образовательной деятельности в высшей школе. Данное пособие предназначено для преподавателей высших учебных заведений, выезжающих на стажировку за рубежом, а также аспирантов, изучающих английский язык в высших учебных заведениях. Пособие обеспечивает коммуникативное овладение региональным материалом, являющимся важным для целевой иноязычной подготовки данной категории обучающихся.

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## ПРЕДИСЛОВИЕ

“University Life at Herzen” представляет собой пособие, отражающее инновационную концепцию иноязычной образовательной деятельности в высшей школе. Настоящее пособие посвящено актуальным проблемам, связанным с ведением инновационной деятельности в вузе, и нацелено на формирование иноязычной коммуникативной компетенции специалистов в области педагогики, планирующих стажировку в зарубежных учебных учреждениях.

Инновационный характер данного пособия обеспечивается: во-первых, особым подбором текстов, которые насыщены актуальной для современного преподавателя-инноватика информацией и, во-вторых, специальными способами овладения учебным материалом, включающими в себя ролевые игры, мини-проекты, вариативные творческие задания, предполагающие опору на лингвистические памятки-алгоритмы, речевые памятки-инструкции, семантические карты и т.д. Принципиальным для создателей названного пособия является освещение инновационной административной и педагогической деятельности сотрудников РГПУ им. А.И.Герцена. Названные учебные материалы позволяют системно и преемственно овладевать знаниями, навыками и умениями на английском языке.

Мотивированному и быстрому овладению иностранным языком способствует также логичное расположение в пособии учебной информации и упражнений и его четкая и регулярная структура. Коммуникативные темы пособия расположены в определенной последовательности, согласно принципам целесообразности, преемственности и нарастающей сложности. Весь учебный материал организован в уроки (units), которые включают в себя следующие компоненты:

- *текстовый блок*, предполагающий работу с базовым текстом, и состоящий из следующих шагов: чтение (аудирование) текста, контроль его понимания, а также активизация материала текста в разнообразных упражнениях;
- *лексический блок*, включающий в себя дополнительный словарь по теме и упражнения на отработку введенной лексики в устной и письменной речи; лексические упражнения имеют своей целью расширить границы языкового запаса обучающихся, продемонстрировать синонимические и антонимические ресурсы языка, полисемантические связи в структуре слов и т.д.;
- *грамматический блок*, содержанием которого являются задания и упражнения, нацеленные на отработку поэтапно усложняющихся грамматических явлений; грамматические упражнения имеют задачей усвоение грамматических правил, актуализацию грамматических моделей в речи, особое внимание в пособии обращается формированию навыков и умений перевода;

- *блок экстенсивного чтения*, который предполагает дополнительную работу с текстами, повествующими о жизни университетов в России, Великобритании и США; упражнения названного блока нацелены на контроль понимания прочитанного и формированию умений использования дополнительно полученной информации в своей речи;
- *контролирующий блок*, целевой установкой которого является проверка уровня сформированности приобретённых в рамках коммуникативной тематики знаний, навыков и умений; путём выполнения тестовых заданий занимательного характера.

На наш взгляд, предложенный в пособии комплекс упражнений несомненным образом способствует эффективному овладению иноязычным материалом, стимулирует общение с учетом специфики российского, британского и американского социокультурного контекста, а также позволяет овладать иностранным языком на сознательной основе. Важной особенностью пособия является то, что его легко можно использовать для самостоятельной работы.

Авторы надеются, что настоящее учебное пособие заинтересует не только студенческую молодежь, но и специалистов педагогической профессиональной сферы, изучающих английский язык с целью ведения профессиональной деятельности на данном языке.

# UNIT 1. UNIVERSITY CAMPUS

## MAIN CAMPUS

The main University campus is situated in the very centre of the old St. Petersburg within 5-15 minute walk of the major historic and cultural places of the city. The buildings constructed by famous architects of the 18th century form a beautiful ensemble along the granite Moika Embankment. This architectural complex was included into the list of world heritage objects by UNESCO in 1990. Herzen University was officially registered as a national historic and cultural landmark by the presidential decree in 1998.

The main façade of the University faces the embankment of the Moika river. The whole campus is framed by Gorokhovaya Street, Kazanskaya Street and Nevsky Prospect. The nearest metro stations are: “Griboyedov Canal” and “Sennaya Square”, so it is easy to reach University campus from any parts of the city.

The administrative centre of the University campus is situated in the Main building. In front of the Main building there is a monument to Ushinsky, an outstanding Russian pedagogue and writer. Nearby one can see the fundamental library of the University, one of the biggest libraries in St-Petersburg. The University library possesses a unique collection of more than 3 million items, which includes books issued as far back as the 11th century and rare publications of the 18th-20th centuries.

All in all there are 27 buildings on the territory of the campus. The faculties of Mathematics, Physics and Biology are situated in Building 1. The Institute of Natural Sciences is in Building 2. The faculty of Chemistry one can see in Building 3.

There are a lot of possibilities for those students who would like to see some performances, listen to music or to join some amateur groups. They should go to Building 4 where the Students’ Club is situated.

In Building 6 there is Faculty of Economics, Fine Arts and the postgraduate department. The faculty of Russian as a foreign language is situated in Building 9 and the Linguistic Centre is quite opposite - in Building 10. In Building 11 there is Faculty of Psychology and Pedagogy. Next to it in Building 12 one can find the Faculty of Geography. Chemistry laboratories are in Building 13. Building 14 is known as the seat place for the Faculty of Foreign Languages, where one can study English, German, French and some other languages.

The Faculty of Social Sciences and Law is situated in Building 20 and in front of it in Building 21 there is University Medical Centre.

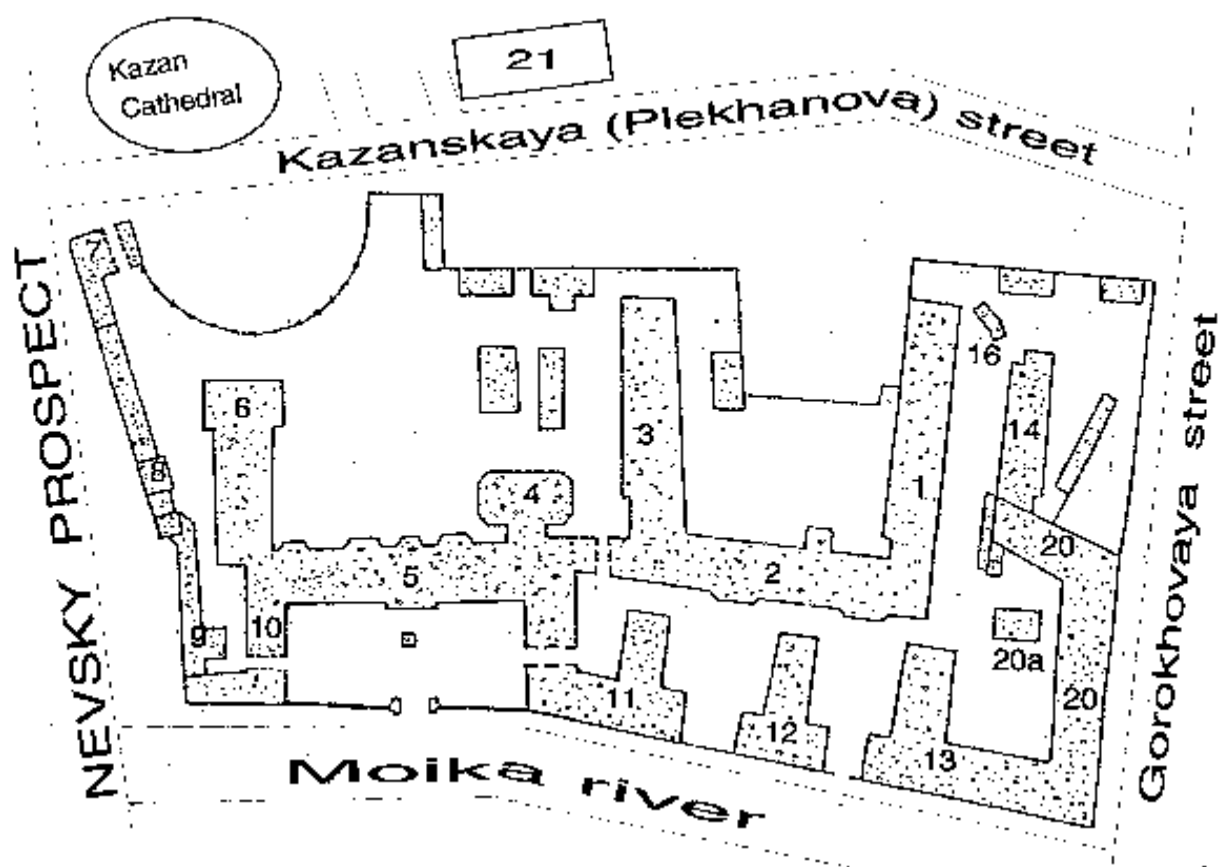


Each campus should have a hotel for visiting professors and exchange students. University hotel is located in Kazanskaya Street, in the historical part of our city. The Centre for International Cooperation is located there too.

Most of the major University buildings have refectories, which provide a range of meals and snack services on weekdays.

So, the location of University campus is very convenient, that makes easy to find whatever one wants: library or dining centre, administrative offices or Students' Club.

### HOW TO GET AROUND THE CAMPUS



Figures on the map show numbers of the University buildings where the following faculties and services are located: 1) *Faculties of Mathematics, Physics, Biology*; 2) *Institute of Natural Sciences*; 3) *Faculty of Chemistry*; 4) *Students' Club, Sport Gyms*; 5) *Administrative building*; 6) *Faculties of Economics, Fine Arts*; 7) *Branch of University's hotel*; 9) *Faculty of Russian as a Foreign Language*; 10) *Linguistic Centre*; 11) *Faculty of Psychology and Pedagogy*; 12) *Faculty of Geography*; 13) *Chemistry Laboratories*; 14) *Faculty of Foreign Languages*; 20) *Faculty of Social Sciences, Law*; 20a) *University Medical Centre*; 21) *University's Hotel and International Office*

## **I. EXERCISES.**

### ***1. Answer the questions.***

1. Is the main University Campus situated far from the major historic and cultural places of the city?
2. When were the buildings of the Campus constructed?
3. What embankment does the main façade face?
4. What monument is situated in front of the main building?
5. What can you say about the collection of books at the University?
6. What are the nearest metro stations?
7. How many buildings are there on the territory of the Campus?
8. What building should you go to if you want to have lunch or a cup of tea or coffee?
9. Where is the administrative centre of Herzen University situated?
10. Where can a visiting professor stay while his/her visit to Herzen University?

### ***2. Say whether these statements are true or false.***

1. The main University Campus is situated in a new district of St.Petersburg.
2. The buildings of the Campus were constructed by the famous architects of the 18<sup>th</sup> century.
3. The main façade of the University faces the embankment of the Fontanka river.
4. The monument to Ushinsky is in front of Building 1.
5. There are a lot of possibilities for those students and their parents who would like to join amateur groups.
6. The library is in the same building as the administration.
7. The faculty of Geography is in Building 12.

### ***3. Match the words from the left column with the ones from the right column to make word-combinations. Reproduce the sentences from the text with these word-combinations.***

1. to face	a. which provide a range of meals
2. is constructed	b. into the list of world heritage objects
3. to form	c. to reach University campus
4. to be included	d. for students
5. a lot of possibilities	e. by famous architects

6. to have refectories	f. a beautiful ensemble
7. it is easy	g. the embankment

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

**4. You have misheard the very beginning of the following sentences. Put questions to clear up the information. Let your partner answer these questions.**

Pattern: ..... is situated in Building 10. – Pardon, what is situated in Building 10?

1. .... students live on Campus.
2. .... of the University is located in Kazanskaya Street.
3. At the faculty ..... the students are taught English, German, French, Spanish, Chinese and other languages.
4. .... are the member of the Students' Theatre.
5. .... is my favourite place at the university.
6. .... are very proud of the rich history of the University.
7. The Chinese ..... is rather popular among the students.
8. The Faculty of ..... is unique for Russia.

**5. Express hesitation or uncertainty, putting questions to the following sentences.**

Pattern: The buildings of the University are situated along the Moika Embankment.

- Are they situated along the Moika Embankment?

1. If you want to become a teacher I would recommend you to enter Herzen University.
2. Our friends from Scotland would like to have a tour about the university campus.
3. I think the board examiners were very kind to me.
4. There are only excellent marks in my record book.-What marks are there in your record book?
5. I'm afraid to take exams to Herzen University because there is a keen competition there.
6. The meeting of the Students' Club is at 7 p.m. today.

7. Professional School Managers are trained at the Faculty of School Management.

**6. Translate the following attributive word combinations from English into Russian:**

world heritage objects; a national historic and cultural landmark; an outstanding Russian pedagogue and writer; a range of meals and snack services

**7. Translate from Russian into English.**

1. Я думаю, что самое важное для профессионального становления (growing) – это способности.
2. Хорошие читальные залы имеют большое значение для научной деятельности и исследований.
3. В наши дни курсы иностранных языков очень популярны.
4. Каково ваше мнение об экзаменационной комиссии? Она очень строгая?
5. Учебники и учебные пособия студенты могут получить в библиотеке, дополнительную литературу они могут почитать в читальном зале.
6. Где находится план вашего Университета? - Вы можете найти его недалеко от арки, которая находится недалеко от Казанского собора.
7. Получение зачетной книжки было для каждого студента большим событием.
8. В этом году был не очень большой конкурс в Университет.

## **II. ADDITIONAL VOCABULARY**

**8. Read and memorize the following words.**

<b>Words</b>	<b>Pronunciation</b>	<b>Translation</b>
Ability	[q'bllltl]	Способность
Accountant Office	[q'kauntqnt 'OfIs]	Бухгалтерия
Achievement	[q'CJvmqnt]	Достижение
Acquire knowledge	[q'kwəlq 'nOllG]	Приобретать знания
Admission of students	[qd'mIS(q)n Ov 'stjHd(q)nts]	Прием студентов
Adult education	['xdAlt 'edju'kelS(q)n]	Обучение взрослых
Application form	['xpll'kel(q)n fLm]	Анкета, заявление
Assembly hall	[q'sembll hLI]	Актный зал
Board of examiners	[bLd Ov lg'zxmlnqz]	Экзаменацион. комиссия

Candidate	['kxndlqt]	Абитуриент
Computer centre	[kqm'pjHtq 'sentq]	Компьютерный центр
Correspondence course	['kOrl'spOndqns kLs]	Курс заочного обучения
Drama workshops	['drRmq 'wWkSOps]	Драмкружки
Entrance examinations	['entrqns lg"zxml'neiS(q)nz]	Вступительные экзамены
Fitness hall	['fltnqs hLl]	Физкультурный зал
Foreign language courses	['fOrln 'lxNgwlG kLslz]	Курсы иностран. языков
Handwriting	['hxnd"raltlN]	Почерк
Keen competition	[kJn "kOmpq'tlS(q)n]	Большой конкурс
Note down	[nqut daun]	Записывать
Notice-board	[nqutls bLd]	Доска объявлений
Reading room	[rJdlN rHm]	Читальный зал
Research activities	[rl'sWC xk'tlvtlzl]	Научная деятельность
Retirement Plan	[rl'talqmqnt plxn]	Пенсионное страхование
Scholarship	['skOlqSlp]	Стипендия
Social Services	['squS(q)l 'sWvls]	Социальный отдел
Student record book	['stjHd(q)nt 'rekLd buk]	Зачетная книжка студента

**9.Fill in the missing letters in the following words:**

Abilit\_\_; A\_\_embly hall; \_\_ntr\_\_ance examinations; forei\_\_ lang\_\_ge c\_\_rses;  
b\_\_rd of examin\_\_rs; candid\_\_te; a\_\_lication form; res\_\_rch activities; fitne\_\_  
hall; co\_\_esponden\_\_e c\_\_rse; comput\_\_r centre; notice-b\_\_rd; reti\_\_ment plan;  
a\_\_ountant office; admi\_\_ion of students; a\_\_uire \_\_nowledge; hand\_\_iting;  
ach\_\_vement.

**10.Fill in the gaps with the words given below:**

1. It's a question of good .....
2. Most ..... allow their members to borrow books for certain periods of time.
3. I can speak six.....
4. Jones was to play a .....part in the improvement of the paper.
5. The government cannot .....all young people with a job.

*(major, administration, performances, provide, languages, libraries)*

### ***11. Translate from Russian into English.***

1. Он знает два иностранных языка.
2. В фундаментальной библиотеке Герценовского университета находится много редких книг.
3. Имеется несколько возможных объяснений этого явления.
4. У него уникальные музыкальные способности и он наверняка успешно сдаст экзамены на музыкальный факультет и станет студентом Герценовского университета.
5. Образовательная структура нашего университета включает в себя в том числе вариативные формы обучения взрослых.
6. Для тех, кто хочет сочетать работу и учебу, есть заочный факультет.
7. На доске объявлений всегда можно прочитать важную информацию.
8. Лучшие студенты, имеющие высокие достижения в учёбе и общественной жизни, получают президентскую стипендию.

### ***III. GRAMMAR***

#### ***12. Fill in “there is” or “there are”.***

1. .... many English books in the library.
2. .... a meeting at the Students’ club now.
3. .... a good programme on TV tonight.
4. .... a lot possibilities for students to study and to rest on campus..
5. .... a monument to Betskoy in the yard.
6. .... six Vice-Rectors in our University.
7. .... a hotel near here in Kazanskay Street.

#### ***13. Put in “is there” or “are there”.***

1. .... many old buildings on University campus?
2. How many Professors ..... in your Department?
3. .... any letters for me today?
4. .... a memorable tree near the Fundamental library?
5. .... a restaurant near here?
6. .... a publishing house on campus?
7. .... any fitness centres on campus?

#### ***14. Translate from Russian into English.***

1. В его зачетной книжке много удовлетворительных оценок.
2. В нашей библиотеке имеются прекрасные читальные залы.
3. Для тех, кто хорошо поет, танцует и имеет драматический талант, есть драмкружок.

4. Все знают, что в нашем Университете имеются хорошо оборудованные физкультурные залы.
5. В студенческом клубе
6. есть большой актовый зал.
7. На том столе несколько анкет, возьмите одну из них.
8. В городе много курсов иностранных языков, но наши одни из самых популярных.
9. В нашем Университете много разных буфетов: кофейные, чайные, молочные и т.д.

#### ***IV. DISCUSSION***

##### ***15. Comment on the following.***

1. If your acquaintance from another city wanted his/her son/daughter to become a teacher would you recommend him/ her to enter our University? Why?
2. A colleague from the other country has newly arrived to St.Petersburg and does not know anything on you campus. Make a tour around the University campus for him/her. What are you going to show?
3. What would you tell the parents who are worried about the possibilities of having good meals for their children at the University?

##### ***16. Discuss the following situations with your partner.***

1. You are the member of the entrance committee. Answer the questions of the school –leavers, who are going to enter Herzen University.
2. A group of exchange students has arrived at our University. They want not only to study but to enjoy themselves as well. Tell them about the places they can dance, see performances, and have a cup of tea or coffee. Don't forget to tell them that there are different kinds of canteens in different buildings, even a Chinese café for those who like Chinese food.  
At the end of the conversation ask them if they've got enough information.

#### **Useful phrases to make suggestions**

<p><i>I would like to suggest you</i></p> <p style="text-align: center;">I suggest + -ing</p> <p><i>What about...?</i></p> <p style="text-align: center;">I suppose...</p>	<ul style="list-style-type: none"> <li>• It's a good idea to ...</li> <li>• I feel like...</li> <li>• What do you think about ... ?</li> <li>• How about...?</li> <li>• Let's consider all the opportunities</li> </ul>
--	---

I think / consider As for me, I think... Do you feel like ...?	of ... • Can I offer...?
--	-----------------------------

**17. Chose one of the situations given below and comment on it in the written form.**

1. What do you think about the place the University is situated? Is it good and important for you to work in the building which is of great historic and artistic value or would you rather work in a modern building? Why?
2. Do you agree that there are enough faculties at the University? Compare it with the State University. Do you think that some other faculties should be created to meet the demands of future students?

## **V. SUPPLEMENTARY READING.**

### **TEXT 1**

#### **Some Facts about the University**

In 2002 the Herzen State Pedagogical University of Russia celebrated its two-hundred-and five year anniversary. The University is the leading pedagogical university in Russia and one of the biggest in this country. Established first as the Foundling Hospital in 1797, thus laying the foundations of female pedagogical education in Russia, the University has passed a long way to its contemporary university status. Now the Pedagogical University named after A.I.Herzen, a famous Russian thinker and public figure of the 19th century. Over the years the University has grown both in size and reputation and is recognized as a major force in the Russian higher education scene in the field of pedagogical education.

In the course of its development the Herzen State Pedagogical University of Russia has integrated more than 30 educational and scientific institutions and accumulated in itself enormous theoretical and practical potential of education of Russia. For its long history the University has trained over 110 thousand people, among those there have been teachers, scientists, politicians, artists, actors, writers and athletes famous in Russia and abroad. Presently the University has more than 20 faculties. The University includes many faculties which are unique for Russia, such as the Faculty of Northern Nationalities' Education, the Faculty of Human Philosophy and the Faculty of School Management - the only department in Russia training professional school managers.

#### **Exercises**

**1. Answer the questions.**



1. How old is the University?
2. Is the University the biggest in this country?
3. Has the University trained teachers since 1797?
4. Who was the Pedagogical Institute named after?
5. When did the Pedagogical Institute get the status of the University?
6. How many people has the University trained during its long history?
7. How many faculties are there at the University?

**2. *Fill in gaps with the words from the text.***

1. The University is the ..... pedagogical University in Russia
2. A.I.Herzen is a famous Russian ..... and public figure of the 19<sup>th</sup> century
3. The University has high reputation in the Russian higher.....
4. There are more than .....at the University
5. There are some faculties that are unique for Russia: .....

**3. *Discussion***

1. In 2007 the Herzen State Pedagogical University is going to celebrate its two-hundred-and ten anniversary. What facts concerning the present life of the University shall we publish in the University magazines and newspapers?
2. We are going to have an Internet conference for foreign students. They are supposed to ask questions about the agreements the University has with educational establishments in other countries. They would like to know if foreign students can take part in scientific programmes at the University, whether there are possibilities to study Russian, etc. Act out this “ virtual” conference.

**Text 2**

**MIT CAMPUS (PART I)**

Massachusetts Institute of Technology, USA

***77 Massachusetts Avenue***

The grand stairway and columns of 77 Mass. Ave. signal the gateway to MIT. Head through the doors into the original campus complex, the *famed* Infinite Corridor, and on to the delights of the eastern regions. Step across the street and explore West Campus, with the Student Center, Kresge Oval, and the Amherst Alley *dorms*. Or just sit down and enjoy a quick snack from the *curbside* food trucks, which sell chickpea wares and other gastronomic delights.

### ***Bexley***

We rule the sciences and technology, but we're also creative spirits. And sometimes you just have to express what you feel. Bexley is famed for its free-spirited folk and the basement art they create. But the residents of this dorm don't confine their art - here it's quite okay to decorate your walls with *murals*, hieroglyphics, or *elaborate* (or not so elaborate) stick-figure drawings.

### ***Pierce Boathouse***

Around here rowers don't have to go far to find the home course: it's right outside, as MIT runs along the Charles River. Home to both recreational and competitive rowers at MIT, the Pierce Boathouse has modern equipment, including a rowing simulator that pumps in water at 125,000 gallons/minute, producing a 10 mph current for crew practice.

The Charles River is one of the world's great venues for crew. Each year thousands of people descend on Boston and Cambridge for the historic Head of the Charles regatta. Spectators jockey for position, but don't worry: MIT residence halls have the best views of the Charles Athletic Fields.

Sport is very popular at MIT- there's only one other college in the country with more varsity sports. Nearly 20% of MIT undergrads participate in one (or more) of 39 intercollegiate sports. Almost 75% take part in 15 intramurals 38 club sports. Try old favorites like Frisbee and hockey or something you've never done before - like climbing 13,500 feet and then freefalling for a minute (that's the Skydiving Club, in case you're interested).

### ***Hahvahd Bridge***

364.4 smoots and one ear long, the Mass. Ave. (never call it Massachusetts Avenue) bridge spans the Charles River and connects Cambridge to Boston. A “smoot” became part of MIT legend and lexicon in October 1958, when *fraternity pledge* Oliver Smoot measured the bridge in body lengths (specifically, his). We hope Oliver stopped in the middle to enjoy the view of two great cities in all their glory.

### **Notes:**

*famed* – известный, знаменитый, прославленный;

*dorm* – общежитие;

*curbside* – стоящий на обочине;

*murals – фреска, роспись по мокрой штукатурке;*  
*elaborate- детально выполненный;*  
*pump – насос;*

*jockey – быстро занимать (место);*  
*varsity- (разг) университетский, университет;*  
*fraternity – студенческое братство*  
*pledge- обязательство, зарок.*

### **Exercises**

#### ***1. Answer the questions.***

1. What is MIT?
2. What signals the gateway to MIT?
3. The students live very far from the Charles River, don't they?
4. Head of the Charles regatta is not a very popular event, is it?
5. What are the most popular kinds of sport at MIT?
6. What is Bexley famed for?
7. Is Frisbee a new kind of sport?
8. What cities are connected by the Mass. Ave. bridge?
9. What kind of measure is a smoot?
10. Is it difficult for spectators to find a good position?

#### ***2. Correct the factual mistakes in the following sentences.***

1. At the main entrance one can head through the doors into the original campus complex, the famed Bexley.
2. At lunch time you can just sit down and enjoy a quick snack from the curbside food carts, which sell different gastronomic delights.
3. Bexley is famed for its conservative folk and the basement art gallery.
4. The Pierce Boathouse is home to both swimmers and rowers at MIT; it has modern equipment, including latest boats and a rowing simulator.
5. Twice a year thousands of people descend on Boston and Cambridge for the historic Head of the Charles regatta.
6. A "shoot" became part of MIT legend and lexicon in October 1958.
7. From the bridge it is possible to enjoy the view of two great cities in all their glory: Cambridge and Oxford.

#### ***3. Write a letter to your friend.***

You are a visiting professor at MIT. Write a letter to your friend and describe the campus and sport facilities. Invite your friend for the Head of the Charles regatta and tell him not to worry about residence halls.

(“Useful phrases” in Appendix will help you)

### **Text 3.**

#### **MIT CAMPUS (PART II)**

Massachusetts Institute of Technology, USA

##### ***Kresge Oval***

Kresge Oval literally connects the mind, body, and spirit. It offers the *tranquility* of the MIT Chapel and the activity of the Johnson Athletics Center and the du Pont Gymnasium, where you'll find squash courts, ice rink, shooting ranges, wrestling room, *fencing* rooms and more. The 1200-seat Kresge Auditorium is MIT's main stage for theater and music. Both the auditorium and the chapel were designed by *renowned* Finnish architect Eero Saarinen.

##### ***International Fair***

We've got a world of student activities. You can explore the fine arts of photography, writing and design with the yearbook, *Technique*; venture out with the Caving Club for *rappelling* throughout New England; or indulge in a comedy with Roadkill Buffet. (They have nothing to do with campus food.) Find your place and your passion - newfound or old - among the 300 recognized campus groups. Here, diverse social and ethnic groups gather in Kresge Oval for MIT's annual International Fair.

##### ***McCormick Hall***

In the late 1950s legendary *alumna* Katherine Dexter McCormick decided MIT needed to support more women. As female enrollment was limited to 50 by a lack of suitable housing, the scholar and feminist firebrand donated the funds for the all-woman hall that bears her name today. While all other MIT residences (not including independent living groups) are *co-ed*, most have single-sex living areas. Ms. McCormick, incidentally, would be happy to know that today nearly 40 percent of undergrads are women.

##### ***Memorial Drive West***

The MIT residences lining “Amherst Alley” span the spectrum, from the *flamboyant* facade of Ashdown, a former hotel, to the clean lines of Tang. Many rooms and windows overlook the Charles River and Boston. In fact, when *acclaimed* Finnish

architect Alvar Aalto was a visiting professor at MIT in the 1940s, he designed Baker House with a serpentine plan, so that nearly all rooms have river views.

### ***New House***

Each dorm room speaks to its own rhyme and reason, even if, on first glance, chaos prevails over reason. This is a fairly typical double for women in New House, a dorm so named because it was, well, new when constructed in 1975. The residence system offers a range of styles in building, room, and culture, from Charles River dorms to historic Back Bay brownstones to residential houses in nearby Allston and Brighton.

### ***Chocolate City***

A tidy room. In fact, an incredibly tidy room (we're very impressed) is called Chocolate City, an all-male, traditionally African American and Latino living group in New House. MIT has a number of independent living groups devoted to different interests. There's everything from Alpha Delta Phi, a living group with roots in literature and the arts, to Russian House, two floors in New House where a diverse bunch of “kulturnie ludi” share language, culture, and home-cooking.

### ***Student Center Lobby***

From banking and mail to travel, optical, and hairstyling services, the Student Center is the epicenter of life at MIT. There's great pizza at Lobdell Cafeteria and caffeine at the 24-Hour Coffeehouse. Toscanini's features Boston's best ice cream - keep in mind that what the world calls “milkshake”, New Englanders call “frappe”. You'll also find a branch of the Coop, where you can get textbooks and insignia t-shirts, as well as the Source, a student-staffed information booth that sells tickets and movie passes.

#### **Notes:**

*tranquility* – спокойствие;

*fencing* – фехтование;

*renowned* – знаменитый, прославленный;

*rappelling* - спускаться по канату;

*alumna*- выпускник, выпускница;

*co-ed* – совместное обучение или проживание в общежитии;

*flamboyant* – пышный;

*acclaimed*- широко известный.

### **Exercises**

#### ***1. Answer the questions.***

1. What does Kresge Oval offer?

2. There are a lot of student activities in the Campus, aren't there?
3. Did the famous scholar donate the all-woman or the all-man hall?
4. The residence system offers a very limited range of styles in building, doesn't it?
5. What kind of activities do the students have in the Campus?
6. Where do diverse social and ethnic groups gather?
7. Who supported women in the late 1950s?
8. Why does the all-woman hall bear the name of the scholar?
9. Who designed Baker House with a serpentine plan?
10. What kind of people there live in Chocolate City?

**2. Finish the following sentences.**

1. Kresge Oval literally connects\_\_\_\_\_.
2. In Kresge Oval you'll find squash courts, ice rink, shooting ranges, wrestling room, \_\_\_\_\_.
3. In the late 1950s legendary *alumna* Katherine Dexter McCormick decided \_\_\_\_\_.
4. The scholar and feminist firebrand donated the funds for the all-woman hall that \_\_\_\_\_.
5. In fact, when acclaimed Finnish architect Alvar Aalto was a visiting professor at MIT in the 1940s, he\_\_\_\_\_.
6. Each dorm room speaks to its own rhyme and reason, even if, on first glance,\_\_\_\_\_.
7. The residence system offers\_\_\_\_\_.
8. MIT has a number of independent living groups devoted \_\_\_\_\_.
9. From banking and mail to travel, optical, and hairstyling services, the Student Center \_\_\_\_\_.
10. On MIT campus there is also a branch of the Coop, where you can get textbooks \_\_\_\_\_.

**3. Speak on the following situation.**

You are Katherine Dexter McCormick, a legendary *alumna* of MIT, who, with the help of "time machine", found herself in 2000s. Speak about your *alma mater*.

**VI. CHECK YOURSELF.**

**1. Put the words in the correct order.**

Pattern:      faculty, do, study, what, you, at?  
What faculty do you study at?

1. activities, what, are there, for, opportunities, sport?
2. the University, a lot of, at, there are, faculties.
3. sport, the Campus, is there, centre, good, in, a ?
4. leading, in Russia, the University, establishment, pedagogical, is, the?
5. has trained, people, over, 110 thousand, The University.
6. Northern Nationalities, Russia, The Faculty, unique, for, is.
7. there are, items, the library, more, in, than.
8. several, there, on, campus, monuments, are.
9. countries, we, rather, have, developed, relations, Universities, of many, with, international.

## 2. "MAGIC EIGHT"

*Put the letters of each line in the right order in the next line to get EIGHT words from the additional vocabulary.*

*If you write them correctly you'll get the word meaning a very popular electronic machine (when you read the boxes marked by circles)*

P	A	P	I	L	A	T	N	O	I	C
A	N	S	S	M	I	D	O			
C	H	A	I	E	M	T	N	V	E	E
C	M	O	N	O	T	T	I	I	E	P
L	T	U	A	D						
T	I	L	I	Y	B	A				
G	N	I	E	F	R	O				
S	P	I	S	H	C	A	R	H	O	L

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### 3. Match the words with the definitions.

1

1	Computer	a	Gathering together of people for a particular purpose
2	Competition	b	An electronic machine that can quickly make calculations, store data, rearrange and retrieve information
3	Notice-board	c	A way into a place or profession
4	Correspondence	d	Permission given to a person to join an organization
5	Retirement	e	A board on the wall which people pin notices too
6	Entrance	f	An event in which many people take part in order to find out who is the best in particular ability
7	Handwriting	g	The place where the work of keeping financial accounts is done
8	Reading room	h	The quality or skill that you have which makes it possible for you to do it
9	Student record book	i	Learn something
10	Research activities	j	It is something which someone has succeeded in doing, especially after a lot of effort
11	Ability	k	A formal written request for a job or a place at a college
12	Note down	l	Your studies are paid for you by a school or university
13	Achievement	m	Someone who is being considered for a position
14	Board	n	Work that involves studying something and trying to discover facts about
15	Assembly	o	Person or animal fully developed or mature
16	Adult	p	A period of discussion or practical work in which a group of people learn about the subject by sharing their knowledge or experience
17	Scholarship	q	The act of writing to a person
18	Social services	r	A small book with the marks that students get at the examinations
19	Workshops	s	The competitors are trying very hard and it is not clear who will win
20	Foreign	t	The style of writing with a pen or pencil



21	Keen competition	u	Write down so that you have a record of it
22	Accountant office	v	A place in the library where you can read books
23	Admission	w	Group of people who control a company or organization
24	Application	x	The time when people leave their job and usually stop working altogether
25	Candidate	y	Belongs to a country that is not your own
26	Acquire knowledge	z	Services provided by the local authorities to help people who have social and financial problems or needs

## UNIT 2. HISTORICAL BACKGROUND

### HISTORY OF HERZEN UNIVERSITY

The Herzen Pedagogical University of Russia is now an educational, scientific and pedagogical centre of Russia and has the world importance. Its history is closely connected with the history of St. Petersburg Foundling Hospital that was opened under the initiative of the famous enlightener and educationalist I.I. Betskoy in 1770 as a branch of Moscow Foundling Hospital.

Betskoy's humanistic ideas formed the structure of the Foundling Hospital and joined in the treasury of the Russian pedagogics; they were passed from generation to generation and *were inherited* by the pedagogical University: love for children; high demands to teachers; integration of physical and moral education of children according to the principle "Mens sana in corpore sano"; moral education by setting good examples; complete refusal from corporal punishment; consideration for female education; enjoying the process of learning: a child should be led to learning as to "a pleasant field full of flowers".

The Foundling Hospital developed like a complex educational institution with progressive ideas of *childhood protection*. It laid the foundation of female pedagogical education in Russia

In 1806 the first college for *deaf-and-dumb children* was set up as part of the Hospital.

In 1837 the first Female Orphanage for daughters of warrant officers was set up on the educational base of the Hospital. There were teacher - training classes there. The girls could qualify as governesses, baby-sitters, music, gymnastics and dance teachers. In 1871 there was opened a class training girls in French for female institutions of the Mariinskiy department.

In the second half of the 19<sup>th</sup> century the traditions of training teachers for kindergartens, national schools, female boarding school, governesses, teachers of French, music, gymnastics and dances, teachers for deaf-and-dumb children, teachers of manual labour were laid. In 1903 the first and unique Pedagogical institute in Russia-The Imperial Women Pedagogical Institute was opened. In 1918 it was renamed into the First Pedagogical Institute. The Second Pedagogical Institute was founded on the base of the Teachers Institute. On November 17, 1918 the Third Pedagogical Institute was founded and it was named after A.I. Herzen in 1920. In 1922-1925 the 1<sup>st</sup>, the 2<sup>nd</sup> and the 3<sup>d</sup> Pedagogical Institutes, and some other educational institutions were united. The united Pedagogical Institute kept the name of A.I. Herzen and later it got the name of the Leningrad Herzen State Pedagogical Institute.

For the whole period of its development the Herzen State Pedagogical University of Russia has integrated more than 30 educational and scientific institutions and accumulated in itself enormous theoretical and practical potential of education in our country. As a matter of fact, there is no sphere of pre-school, primary, secondary, higher or postgraduate education, for which the Herzen RGPU specialists did not complete textbooks, methodical manuals, programs; many of them are used in educational institutions over the world.

1004 teachers and students of Herzen University were on the front during the Great Patriotic War; more than 400 of them perished.

On January 21, 1991 Herzen Institute was awarded the status of a university and is now called “The Herzen State Pedagogical University of Russia” which is a manifestation of the acknowledgement of its leading role in Russian and world education. Nowadays the university still remains one of the leading high educational pedagogical establishments that has got recognition all over the world.

**Notes:**

*were inherited* – были унаследованы;

*childhood protection* - защита детства;

*deaf-and-dumb children* - глухо-немые дети.

## **I. EXCERSICES**

### ***1. Say whether the following sentences are true or false. Correct the false ones.***

1. The Herzen Pedagogical University of Russia is now only an educational centre.
2. Betskoy was the famous enlighter and educationalist.
3. The main Betskoy's humanistic ideas were love for children, high demands to teachers and complete refusal from corporal punishment.
4. The Foundling Hospital laid the foundation of both female and male pedagogical education in Russia
5. The Second Pedagogical Institute was founded on the base of the Hospital.
6. The first Female Orphanage students could qualify as governesses, baby-sitters, music, gymnastics and dance teachers.
7. On November 17, 1918 the Third P. In. was founded and it was named after A.I. Herzen.
8. The Herzen RGPU specialists complete textbooks, methodical manuals and programs only for primary school.
9. On January 21, 1991 the institute was awarded a certificate of a university.
10. The Herzen State Pedagogical University is famous only in Russia.

**2. What do these numbers correspond to? Name the dates and match them with the events from the text.**

1903	1871	1991	1837
400	21	1806	1004
1770	30		

**3. Answer the following questions.**

1. Why does the Herzen Pedagogical University of Russia have the world importance?
2. Who was the founder of St. Petersburg Foundling Hospital?
3. What was the principle of the moral education in the 18<sup>th</sup> century?
4. Who was the first Female Orphanage set up for?
5. What qualifications did daughters of warrant officers get in the first Female Orphanage?
6. When was the first and unique Pedagogical Institute in Russia opened?
7. What was its name?
8. Did the students and teachers of the university take part in the World War II?
9. Why is the university well-known not only in Russia but all over the world?
10. When was the University named after A. I. Herzen?

**4. Put the following sentences in the correct order.**

- ☐ In 1871 there was opened a class training girls in French for female institutions of the Mariinskiy department.
- ☐ 1004 teachers and students of the H. U. were on the front during the Great Patriotic War; more than 400 of them perished.
- ☐ For the whole period of its development the Herzen State Pedagogical University of Russia has integrated more than 30 educational and scientific institutions and accumulated in itself enormous theoretical and practical potential of education in our country.
- ☐ St. Petersburg Foundling Hospital that was opened under the initiative of the famous enlightener and educationalist I.I. Betskoy in 1770 as a branch of Moscow Foundling Hospital.
- ☐ There were teacher - training classes in the Hospital. The girls were trained to be governesses, baby-sitters, music, gymnastics and dance teachers.
- ☐ In 1806 the first college for deaf-and-dumb children was set up as part of the Hospital.
- ☐ In 1837 the first Female Orphanage for daughters of warrant officers was set up on the educational base of the Hospital.
- ☐ The girls could qualify as governesses, baby-sitters, music, gymnastics and dance teachers.

**5. You have misheard the very beginning of the following sentences. Put questions to clear up the information. Let your partner answer these questions.**

Pattern: ..... is situated in Building 10. – Pardon, what is situated in Building 10?

- 1... .. is now an educational, scientific and pedagogical centre of Russia and has the world importance.
2. ... .. humanistic ideas formed the structure of the Foundling Hospital and joined in the treasury of the Russian pedagogics.
- 3... .. the first college for deaf-and-dumb children was set up as part of the Hospital.
4. ... .. could qualify as governesses, baby-sitters, music, gymnastics and dance teachers.
5. ... .. was founded on the base of the Teachers Institute.
6. On November 17, 1918 ... .. was founded and it was named after A.I. Herzen in 1920.
7. ... .. were on the front during the Great Patriotic War; more than 400 of them perished.
8. ... .. kept the name of A.I. Herzen and later it got the name of the Leningrad Herzen State Pedagogical Institute.

**6. Express hesitation or uncertainty, putting questions to the following sentences.**

1. The history of the university is closely connected with the history of St. Petersburg Foundling Hospital.
2. St. Petersburg Foundling Hospital was opened in 1770 as a branch of Moscow Foundling Hospital.
3. Some of the humanistic ideas were love for children, high demands to teachers, moral education by setting good examples and complete refusal from corporal punishment.
4. The Foundling Hospital laid the foundation of female pedagogical education in Russia
5. In 1837 the first Female Orphanage for daughters of warrant officers was set up on the educational base of the Hospital.
6. In 1903 the first and unique Pedagogical institute in Russia-The Imperial Women Pedagogical Institute was opened.
7. The Herzen State Pedagogical University of Russia is a manifestation of the acknowledgement of its leading role in Russian and world education.
8. Nowadays the university still remains one of the leading high educational pedagogical establishments that has got recognition all over the world.

**7. Translate the following attributive word combination from English into Russian:**

world importance; a complex educational; female pedagogical education; training classes; female boarding school; enormous theoretical and practical potential; pre-school, primary, secondary, higher or postgraduate education; methodical manuals; leading high educational pedagogical establishments.

**8. Translate from Russian into English**

1. После окончания средней школы можно продолжить обучение в институте или университете.
2. В наше время английский язык является наиболее распространенным языком в мире.
3. Элизабет отправили учиться в школу - интернат для девочек из богатых семей Англии.
4. Выпускники педагогического университета имени А.И. Герцена имеют достаточную теоретическую и практическую подготовку (training) для ведения профессиональной деятельности.
5. В каждом вузе кроме лекций проводятся практические и лабораторные занятия.
6. Многие дети в России перед поступлением в начальную школу получают дошкольное образование в детских учреждениях (institutions).
7. Выпускники вузов, которые увлекаются наукой, имеют возможность поступить в аспирантуру.
8. Ведущие педагогические вузы России известны во всем мире своими высококвалифицированными специалистами.

**II. ADDITIONAL VOCABULARY**

**9. Read and memorize the following words.**

educational	["edju'kelS(q)n(q)l]	образовательный
scientific	["salqn'tlflk]	научный
initiative	[l'nISqtlv]	инициатива
branch	[brRnC]	филиал
treasury	['trqZ(q)rI]	сокровищница
generation	['Genq'relS(q)n]	поколение
inherit	[In'herIt]	наследовать
demand	[dl'mRnd]	требование
integration	['Intl'greIS(q)n]	объединение
refusal	[rl'fjHz(q)l]	отказ

corporal punishment	['kLp(q)r(q)l 'pAnlSmqnt]	телесное наказание
consideration	[kqn"sld(q)'relS(q)n]	рассмотрение, решение
foundling	['faundlIn]	подкидыш, найденный
deaf	[def]	глухой
dumb	[dAm]	немой
female	['fJmell]	женский
boarding school	['bLdIn skul]	школа-интернат
manual labour	['mxnjuql 'lelbq]	ручной труд
accumulate	[q'kjHmjulelt]	собирать
enormous	[l'nLmqS]	огромный
postgraduate courses	[pqust'grxdjuqt kLslz]	аспирантура
award	[q'wLd]	награждать
primary education	['pralmqrI "edju'kelS(q)n]	начальное образование
secondary education	['sekqnd(q)rI "edju'kelS(q)n]	среднее образование
higher education	['halq"edju'kelS(q)n]	высшее образование

**10. Fill in the missing letters in the following words:**

Educa\_\_ional; tr\_\_sury; br\_\_nch; considera\_\_ion; corp\_\_ral puni\_\_ment; refu\_\_al;  
d\_\_af; to in\_\_erit; manual lab\_\_r; aw\_\_d; d\_\_mb; enorm\_\_s; postgrad\_\_uate  
c\_\_rses; dem\_\_nd; int\_\_gration; high\_\_ education; f\_\_male; f\_\_ndling.

**11. Replace the underlined words in the sentences by their synonyms from the Vocabulary.**

1. People who can't hear and speak have a lot of problems in their life and their education as well.
2. His composition was the best one and he got the prize.
3. Every year a huge number of people try to enter different institutes and universities.
4. After graduating from an institute many young people continue their studying.
5. It's forbidden to beat students at schools now.
6. The collection of best Russian pedagogical ideas can be found in the walls of the Herzen University.
7. The Foundling Hospital laid the foundation of women's pedagogical education in Russia
8. For the whole period of its development the Herzen State Pedagogical University of Russia has collected in itself enormous theoretical and practical potential of education in our country.

**12. Fill in the gaps.**

1. In the University there is correction pedagogics department where teachers for ... .. are trained.
2. The University provides not only higher education but also ... ..
3. There were educational establishments where ... .. and ... .. students studied separately.
4. At ... .. children not only studied but also had their accommodation.
5. 9-year ... .. is compulsory in our country.
6. Pedagogical knowledge of the Herzen Pedagogical University of Russia was ... .. by every generation.
7. The works of famous Russian educationalist comprise the ... .. of pedagogics.
8. Every year a(n) ... .. amount of young people try to enter different institutes and universities to get ... .. education.

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

1. Наш университет является образовательным, научным и педагогическим центром России.
2. Каждое поколение наследует опыт и знания своих предшественников.
3. Преподаватели университета получают зарплату в зависимости от своей квалификации.
4. В нашей стране среднее образование является обязательным.
5. Высшее образование в настоящее время все чаще становится платным.
6. Раньше очень большой популярностью пользовались школы-интернаты.
7. Крупные высшие учебные заведения имеют филиалы в других городах России.
8. Отказ от телесного наказания в школах стало революционным решением для своего времени.

**14. Study the following:**

**MAKE и DO**

**DO** выражает действие само по себе.

**MAKE** обозначает результат действия.

*e.g. Do you want me to make some potato salad?*

*Why don't you do any business with this company?*



**MAKE** употребляется непосредственно с существительными, относящимися к речи:

apology	complaint	decision
enquiry	excuse	list
note	phone call	point
remark	speech	

**15. Put the following expressions into two columns to make correct word-combinations:**

business; a translation; a fortune; shopping; a mistake; the washing up; an exercise; money; housework; a noise; something for a living; one's best; the beds; a crossword; sure; one's duty; a mess; a fortune

MAKE	DO

**16. Fill in MAKE and DO in the following sentences.**

1. Don't \_\_\_\_\_ a mess in your room.
2. After the party \_\_\_\_\_ the washing up and clean the flat.
3. They usually \_\_\_\_\_ business with foreigners.
4. You have to \_\_\_\_\_ this translation yourself.
5. He \_\_\_\_\_ his fortune on the Stock Exchange.
6. She is fond of \_\_\_\_\_ crosswords in the evening.
7. Those children \_\_\_\_\_ so much noise.
8. Soldiers must always \_\_\_\_\_ their duty.
9. You have \_\_\_\_\_ lots of mistakes in your work.
10. What do you \_\_\_\_\_ for a living?

**17. Study the following expressions with DO and match them with their Russian equivalents:**

to do for	приводить в порядок; застегивать; вы-
to do with	заботиться; ухаживать; вести хозяйство
to do away (with)	годиться; подходить
to do up	избавляться; отменять
to do for somebody	довольствоваться

**18. Translate the following sentences into English.**

1. При изучении этой дисциплины каждый студент должен представить доклад в письменной форме.
2. Студенты языковых факультетов за время своего обучения выполняют большое количество переводов.
3. Чтобы достичь хороших результатов в учебе, необходимо много работать как на занятиях, так и дома, выполняя домашние задания.
4. Кто ничего не делает, тот не ошибается.
5. Чтобы написать диссертационную работу, аспиранты проводят обширное исследование по теме.
6. В настоящее время абитуриентам приходится прилагать большие усилия, чтобы успешно сдать вступительные экзамены.
7. Во время проведения государственных аттестационных экзаменов запрещается шуметь в коридорах.
8. Перед выполнением теста обязательно убедитесь, что Вам понятны все задания.

### **III. GRAMMAR**

**19. Open the brackets and put the verbs in the Past Simple Tense.**

1. I.I. Betskoy (*to be*) the famous enlighter and educationalist of the 18<sup>th</sup> century.
2. He (*to found*) St. Petersburg Foundling Hospital in 1770 as a branch of Moscow Foundling Hospital.

3. He (*to join*) in the treasury of the Russian pedagogics.
4. The Foundling Hospital (*to develop*) like a complex educational institution with progressive ideas of childhood protection.
5. The united Pedagogical Institute (*to keep*) the name of A.I. Herzen.
6. Later it (*to get*) the name of the Leningrad Herzen State Pedagogical Institute.
7. 1004 teachers and students of the H. U. (*to take part*) in the Great Patriotic War; more than 400 of them (*to perish*).

**20. Underline the correct variant.**

1. Tom usually *attends lectures* / *is attending lectures* but today he stays/is staying at home.
2. What language *do they speak* / *are they speaking* in Holland?
3. I can't understand what language those professors *speak* / *are speaking* over there.
4. Don't worry. I know what I *do/am doing*.
5. What do you *think* / *are you thinking* about this lecturer?
6. I *see* / *am seeing* my adviser tomorrow in the evening.
7. The professor *knows* / *is knowing* five foreign languages.
8. My friend *wants* / *is wanting* to take a post graduate course after the university.

**21. Put the following sentences into the Passive Voice.**

Pattern: The girls could become governesses, baby-sitters, music, gymnastics and dance teachers. – The girls were trained as governesses, baby-sitters, music, gymnastics and dance teachers.

1. Everybody knows the Herzen Pedagogical University of Russia as an educational, scientific and pedagogical centre of Russia.
2. The Foundling Hospital, as a complex educational institution with progressive ideas of childhood protection, appeared in Russia at the beginning of the 19<sup>th</sup> century.
3. The Foundling Hospital laid the foundation of female pedagogical education in Russia.
4. A teacher should lead a child to learning as to “a pleasant field full of flowers”.
5. Teachers set good examples of moral education themselves.
6. In 1806 the first college for deaf-and-dumb children came into being as part of the Hospital.
7. The Teachers' Institute served as the base for the Second Pedagogical Institute.

**22. Find and correct the mistakes in the following sentences (if there are any).**

1. In 1806 the first college for deaf-and-dumb children were open as part of the Hospital.
2. Our professor know a lot of interesting facts.
3. In the second half of the 19<sup>th</sup> century the traditions of training teachers for kindergartens laid.
4. There was *teacher* - training classes there.
5. We doing a very important research for our project now.
6. She became well-known architect after the university.
7. Nowadays the Herzen State Pedagogical University of Russia is having recognition all over the world.
8. The best university students are usually with bonus in addition to their scholarship.

#### **IV. DISCUSSION**

**23. You are a reporter who is writing about the historic background of the Herzen Pedagogical University of Russia.**

***a) Ask the questions to get the following answers using the synonyms of the underlined words.***

1. No, there are no departments in other cities.
2. It was I.I. Betskoy' idea to found St. Petersburg Foundling Hospital in 1770.
3. Yes, the requirements for teachers working there were really high.
4. The institutes were united in 1922-1925.
5. Yes, for the whole period of its development the Herzen State Pedagogical University of Russia has collected in itself huge theoretical and practical potential of education in our country.
6. The institute was rewarded the status of a university on January, 21 1991.

***b) Use the answers from Ex.9 and write your own report about the historic background of the Herzen Pedagogical University of Russia.***

**24. Work in pairs and imagine you were invited to take part in a TV show devoted to Russian educational system. Choose a) a TV presenter and b) a university representative. Make a conversation and give the necessary information about the university historical background.**

**25. Creative Writing**

You are going to arrange a TV show devoted to Russian educational system. Write an advertisement to a local magazine to attract its participants. Compare it to your partner's one.

## V. SUPPLEMENTARY READING.

### Text 1.

#### HISTORICAL BACKGROUND OF EDUCATIONAL SYSTEM IN THE USA

The history of education in the USA has certain *peculiarities* which are closely connected with the specific conditions of life in the New World and the history of the American society.

The early Colonies and different politics of education for the first white settlers who came to North America from Europe in the 17<sup>th</sup> century brought with them the educational ideas of the time most typical of the countries they represented. In Virginia and South Carolina, for example, education was entirely private. The children of the rich either had tutors or were sent to Europe for schooling. Many of the children of poor parents had no education at all. In Pennsylvania, New Jersey and New York many of the schools were set up and controlled by the church.

In Massachusetts, which was much more developed at that time, 3 educational principles were laid down: 1) the right of citizens of each State or Colony is to be educated; 2) each State has the right to establish schools; and 3) the local government has the right to support the schools.

At the very beginning schools were *poorly equipped* with a few benches, a stove, and rarely enough textbooks. Discipline was harsh, and corporal punishment was frequent.

The program of studies consisted largely of reading, writing, basic arithmetic, and Bible lessons.

By the mid-19<sup>th</sup> century, the desire for free public education was widespread. But the State couldn't find enough money for their financial support and finally communities began to support the schools within their *boundaries*. At the end of the 19<sup>th</sup> century new compulsory attendance laws came into being. Now in most States the minimum age at which a pupil may leave school is 16; in 5 states 17; and in 4 States 18.

Each State has a board of education which is either elected or appointed by the Governor. It works out the educational program for its schools according to historical traditions.

#### Notes:

*peculiarities* - особенности;

*poorly equipped*- бедно оснащены;

*boundaries – границы.*

### **Exercises**

#### **1. Say if the following sentences are true or false.**

2. The history of education began in America in the 17<sup>th</sup> century.
3. The children of the rich got their education in America in the 17<sup>th</sup> century.
4. The citizens of each State or Colony had the right to get education.
5. The local government never supported the schools.
6. The program of studies consisted of Bible lessons and music.

#### **2. Choose the right variant.**

1. The early Colonies and different politics of education for the first white settlers came to North America from ... .. in the 17<sup>th</sup> century.  
A. Asia                                      B. Europe                                      C. Canada
2. In Pennsylvania, New Jersey and New York many of the schools were set up and controlled by ... ..  
A. the government                      B. the local council                      C. the church
3. Massachusetts was a ... .. state than other states at that time.  
A. less developed                      B. much more developed                      C. developed
4. At the very beginning schools were ... .. equipped with a few benches, a stove, and rarely enough textbooks.  
A. poorly                                      B. well                                      C. not at all
5. Discipline was harsh, and corporal punishment was ... ..  
A. rare                                      B. normal                                      C. frequent

#### **3. Correct the factual mistakes in the following sentences.**

1. Many of the children of poor parents were sent to Europe for schooling.
2. Many of the schools in New Jersey and New York were not under the church control.
3. All the schools were well equipped and there was no punishment at all.
4. In the 18<sup>th</sup> century the desire for free public education was widespread.
5. Each State has a board of education which is appointed by the Governor.

#### **4. Discussion.**

1. Do you agree with the three educational principles of the 17<sup>th</sup> century? Can you add some more principles to the given list? Discuss them in pairs.
2. Discuss with your partner advantages and disadvantages of private education.

## **Text 2**

### **BRITISH UNIVERSITIES**

There are 46 universities in Britain. The oldest and best known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol and Birmingham.

British universities differ greatly from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, way of student life.

The two intellectual eyes of Britain - Oxford and Cambridge universities - date back to the 12<sup>th</sup> and 13<sup>th</sup> centuries.

The Scottish universities of St. Andrews, Glasgow and Edinburgh date back to the 15<sup>th</sup> and 16<sup>th</sup> centuries.

In the 19<sup>th</sup> and the early part of the 20<sup>th</sup> centuries the so-called Redbrick universities were founded. These include London, Manchester, Leeds, Liverpool and Birmingham. During the late 60<sup>th</sup> and the early 70<sup>th</sup> some 20 “new” universities were set up. Sometimes they are called “concrete and glass” universities. Among them are the universities of Sussex, York, East Anglia and some others.

For all British citizens a place at university brings with it a grant from their Local Education authority. The grants cover *tuition fees* and some of the living *expenses*. The amount depends on the parents' income.

There is an interesting form of studies which is called the Open University. It is for people who study in their own free time and who “attend” lectures by watching television and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.

#### **Notes:**

*tuition fee* – плата за обучения;

*expenses* - траты, затраты.

### **Exercises**

#### **1. Say if the following sentences are true or false.**

1. British universities are all alike.
2. Oxford and Cambridge are the oldest and the best-known universities in Britain.

3. Oxford and Cambridge universities date back to the 15<sup>th</sup> and 16<sup>th</sup> centuries.
4. The Open University is one of the largest universities in Britain.
5. The Open University students have no formal qualifications and can't enter ordinary universities.

## 2. Choose the right variant.

1. The amount of grants depends on the ... ..  
*A. parents' income*                      *B. students' results*              *C. scholarship*
2. The grants cover tuition fees and some of the... ..  
*A. books*                      *B. accommodation*              *C. living expenses*
3. There are ... .. universities in Britain.  
*A. 64*                      *B. 46*                      *C. 26*
4. There is an interesting form of studies which is called the ... ..  
*A. Open University*              *B. Close University*              *C. Private University*
5. They keep in touch by phone and letter with their ... .. and attend summer schools.  
*A. friends*                      *B. parents*                      *C. tutors*

## 3. Discussion

1. What famous universities can you name in Russia? What do you know about them?
2. Would you like "to attend" the Open University? Why? What area would you like to study?

## Text 3

### OXBRIDGE

Oxford and Cambridge are the oldest and the most prestigious universities in GB. They are often called collectively Oxbridge. Both universities are independent.

Oxford is one of the oldest universities in Europe. It is the second largest in Britain, after London. The town of Oxford *is first mentioned* in the Anglo-Saxon Chronicle in 911 A. D. It was popular with the early English Kings (Richard Lion Hearted was probably here). The university's foundation *dates back* to 1213. There



are now 24 colleges for men, 5 for women and another 5 which have both men and women members. Among the oldest colleges are University college (founded in 1249), All Souls (founded in 1438) and Christ Church (founded in 1525).

The Cambridge University started during the 14<sup>th</sup> century and grew until today. Now there are more than 20 colleges. The oldest college is Peterhouse (founded in 1248) and the most recent is Robinson College (opened in 1977). The most famous is probably King's College (founded in 1441) because of its magnificent chapel. The chapel is the most beautiful building in Cambridge and the most perfect example of English 15<sup>th</sup>-century architecture.

The University was only for men until 1871. In the 1970<sup>th</sup> most colleges opened their doors to both men and women. Almost all colleges are now mixed.

Many great men studied at Cambridge, among them Roger Bacon, the philosopher, Milton, the poet, Oliver Cromwell, the soldier, Newton, the scientist and Kapitza, the famous Russian physicist.

### Notes:

*is first mentioned* – впервые упомянут;

*dates back* - датируется.

### Exercises

#### ***1. Say if the following sentences are true or false.***

1. Oxford University became famous at the beginning of the 15<sup>th</sup> century.
2. Oxbridge is a town where the largest university in GB is located.
3. The University was only for men until 1871.
4. Now there are more than 30 colleges.
5. Many great men studied at Cambridge.

#### ***2. Complete the following word-combinations and reproduce the sentences with them from the text.***

- Anglo-Saxon \_\_\_\_\_
- Richard Lion \_\_\_\_\_
- Peterhouse \_\_\_\_\_
- King's \_\_\_\_\_
- \_\_\_\_\_ Bacon

#### ***3. Find out 6 sentences from the text. Identify a factual mistake in the gist and correct it.***

oxfordandcambridgearetheoldestandthemostprestigiousuniversitiesingboxfordisthe  
secondlargestuniversityinbritainafterlondonuniversitytheuniversity'sfoundationdate

sbacktothethirteenthcenturythecambridgeuniversitystarteddduringthefourteenthcentu  
ryandg  
rewuntodaythemostfamouscollegeinoxfordeisproba  
blyking'scollegemanygreatmenstudiedatoxbridge

## 4. Discussion

1. What do you think about separate and mixed education? Give your reasons.
2. Imagine you were a Newton's groupmate and describe your routine at the college in a written form.

## VI. CHECK YOURSELF.

**1. Have some fun with grammar! You will succeed if you translate the following jokes into English.**

1.
  - What type of car ... .. your teacher (drive)?
  - I ... .. (not/know) the name, but it starts with a “P”.
  - That’s strange. Our car starts with a key.
  
2.
  - ... .. you ever (have) problems making up your mind?
  - Well, yes and no.
  
3.
  - I ... .. (not/go) to the university today. The teachers ... .. (not/like) me. The students ... .. (hate) me and the caretaker ... ..
  - ... ..
  - ... (be) rude to me.
  - But you have to go for two very good reasons.
  - What ... .. (be) they?
  - You are forty years old and you are the head of the university.

## 2. *SECRET WORD.*

*Answer the following questions choosing one of the letters. If you do everything correctly, you will be able to guess the secret word.*

*Give the Russian equivalent to the following phrases:*

1. make a complaint: - извиняться **O**  
- жаловаться **T**

2. do the washing up: - умываться **I**  
- мыть посуду **R**
3. make money: - печатать деньги **J**  
- зарабатывать деньги **E**
4. make sure: - уверять **C**  
- убеждаться **A**
5. do one's best: - стараться изо всех сил **S**  
- угождать кому-либо **M**
6. do the bed: - изготавливать кровати **N**  
- заправлять постель **U**
7. do business with somebody: - вести дела с кем-либо **R**  
- назначать деловую встречу с кем-либо **L**
8. do shopping: - работать в магазине **H**  
- делать покупки **Y**

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**2. Find the odd word out and say why.**

№	WORDS	ODD ONE OUT	WHY
1	was, grown, had, founded		
2	locate, differ, keep, depend		
3	closely , educational, scientific, pedagogical		
4	education, foundation, integration, knowledge		
5	will be set up, was set up, set		

	up, is set up,		
6	man, school, tutor, teacher		
7	its, his, her, it's		
8	often, nowadays, seldom, sometimes		
9	money, advice, police, news		
10	attentive, initiative, sensitive, creative		
11.	tutors, professors, students, lab assistants		

## UNIT 3. UNIVERSITY ACADEMIC AND

# **ADMINISTRATIVE STRUCTURE**

## **UNIVERSITY ACADEMIC AND ADMINISTRATIVE STRUCTURE**

Management of the University is organized in accordance with the legislation of the Russian Federation and on the basis of the University Charter.

### **THE UNIVERSITY CONFERENCE**

In order to discuss the most important problems related to University activities and to make appropriate decisions, a conference of teachers, researchers, as well as representatives of other categories of workers and students of the University is convoked. It is convoked on the initiative of the Rector, or the Academic Council, or at least half of the Faculty Councils. The Conference adopts the University Charter and additions and amendments to it, which then have to be approved by the Ministry of Education of the Russian Federation. The Conference also elects the Rector and members of the Academic Council of the University.

### **THE ACADEMIC COUNCIL**

The general management of the University is carried out by an elected representative body, which is called the Academic Council. The Academic Council includes the Rector who is its chairman, pro-rectors and also (upon decision by the Academic Council) faculty deans. Other members of the Council are elected by the Conference by a secret ballot. The number of the Council members is 70. Sessions of the Academic Council are held not less often than once a month.

The Academic Council considers the basic problems of economic and social development of the University. It makes decisions on the organization of educational, research, economic, international and other activities of the University. Its broad powers include:

- approval of the curricula for various disciplines,
- decision on the creation of elective representative bodies (councils) within the University's structural divisions,
- setting the date and procedure of election of the rector.
- consideration of drafts of additions and amendments to the University Charter,
- decisions on the creation, reorganization and liquidation of faculties, institutes and branches,
- election of faculty deans and department chairs,

- decisions connected with granting the academic titles of professor and associate professor,
- award of personal scholarships,
- the right to transfer a part of its powers to Faculty Councils and the representative bodies of other structural divisions of the University.

For its day-to-day operations the Academic Council sets up its presidium consisting of 11 members. The Council also forms a certification commission consisting of 20 members and headed by the First Pro-Rector.

## THE OFFICE OF THE UNIVERSITY RECTOR

The Rector is the chief academic and executive officer of the University. He is elected by secret ballot by the University Conference for a term of five years and is appointed to this post by the Ministry of Education of the Russian Federation with subsequent approval by the Government of the Russian Federation. The Rector is responsible for carrying out the educational and administrative policies, for the effective management of the resources and for providing leadership to the University in fulfilling its educational mission. The Rector's office, which includes 17 officials, is a collective body assisting the Rector in working out decisions concerning various activities of the University. The Rector appoints Pro-Rectors and can transfer a part of his powers to them.

Reporting directly to the Rector are seven Pro-Rectors. They are: the First Pro-Rector, the Pro-Rector for research and entrepreneurial activities, the two Pro-Rectors for Academic Affairs, the Pro-Rector for studies and further education, the Pro-Rector for international cooperation and the Pro-Rector for Works and Services.

## FACULTIES AND DEPARTMENTS

Faculties comprise academic staff in a particular broad subject area. Each Faculty is headed by a dean who serves as its chief executive officer and is immediately responsible for its academic programme and enforcing its rules and regulations. Deans are elected by secret ballot from among the most qualified teaching staff by the Academic Council for a term of five years. Their appointment to this post must be approved by the Rector. Each Faculty has its own Faculty Council headed by the Dean.

Departments are the discipline-based groupings of academic staff. Each department is headed by a chair who is responsible for directing its instructional and research programmes and ensuring its smooth administrative operation. Chairs are elected by secret ballot by the Academic Council with the concurrence of the appropriate Faculty Council for a term of five years. Their appointment to this post must also be approved by the Rector.

The chair represents the department in discussions on academic and administrative matters with other departments and Faculties and with the administration of the University. He or she directs the negotiations with persons being considered for appointment in the department and confirms in writing the terms and conditions of each appointment, except in special cases where the dean or a Pro-Rector perform those functions in consultation with the chair.

**Notes:**

*to be organized* – быть организованным, организовываться

*to be convoked* – быть созванным, созываться

*to be approved* – быть утвержденным, утверждаться

*to be called* – быть названным, называться

*to be elected* – быть избранным, избираться

*to be appointed* – быть назначенным, назначаться

## **I. EXERCISES**

**1. Say whether the following sentences are true or false. Correct the false ones.**

1. The Rector is the chief academic and executive officer of the University.
2. The right to convoke the University Conference belongs to the Rector.
3. The Academic Council meets at least once a month.
4. The University Conference adopts the University Charter.
5. The Academic Council has the right to transfer some of its powers to Faculty Councils.
6. Each department is headed by a dean.
7. Chairs are elected by open ballot for a term of three years.
8. All appointments to the posts of dean or department chair must be approved by the Rector.
9. There are three Pro-Rectors for Academic Affairs at the University.
10. The presidium of the Academic Council consists of 11 members.
11. The certification commission of the Academic Council is headed by the Rector.

**2. Match the beginnings and the ends of the sentences.**

1. Departments are the discipline-based...	a) in a particular broad subject area.
2. Faculties comprise academic staff...	b) by the Conference by a secret ballot.
3. The Rector is the chief academic...	c) groupings of academic staff.
4. Other members of the Council are elected...	d) is carried out by an elected representative body.
5. The general management of the University...	e) and executive officer of the University.

1	2	3	4	5

**3. Answer the following questions.**

1. What is the University Conference convoked for?
2. How is the Rector elected?
3. Who reports directly to the Rector?
4. How often does the University Academic Council meet?
5. What are the powers of the Academic Council?
6. What body does the Academic Council set up for its day-to-day operations?
7. How many members does the presidium of the Academic Council consist of?
8. Are the Pro-Rectors elected?
9. Who heads each faculty?
10. Who is responsible for directing the instructional and research programs of a department?

**4. Use the given word combinations from the text to reconstruct the sentences where they are used. Write down the sentences in the correct order.**

- ☐ in accordance with the legislation
- ☐ by a secret ballot
- ☐ the chief academic and executive officer
- ☐ for a term of five years
- ☐ entrepreneurial activities
- ☐ be approved by
- ☐ an elected representative body
- ☐ instructional and research programmes
- ☐ on the initiative of
- ☐ is responsible for carrying out

**5. Use the word combinations from Ex. 4 to make up your own sentences about the department you work at.**

**6. You have misheard some part of the following sentences. Put questions to clear up the information. Let your partner answer these questions.**



Pattern: ..... is the chief academic and executive officer of the University. – Pardon, what is the title of the chief academic and executive officer of the University?

1. .... is headed by a dean who serves as its chief executive officer.
2. The Academic Council includes the Rector, .... and faculty deans.
3. The number of the Council members is .....
4. Additions and amendments to the University Charter have to be approved by.....
5. Reporting directly to the Rector are .....
6. In order to discuss the most important problems related to..... a University Conference is convoked.
7. The Academic Council has the right to transfer..... to Faculty Councils.
8. The Council forms a ..... consisting of 20 members.

**7. Express hesitation or uncertainty, putting questions to the following sentences. Let your partner answer these questions.**

1. Teachers, researchers, as well as representatives of other categories of workers and students take part in the University Conference.
2. The Academic Council is an elected representative body.
3. Sessions of the Academic Council are held once a month.
4. The Council sets up its presidium consisting of 11 members.
5. The Rector's office assists the Rector in working out decisions concerning various activities of the University.
6. Pro-Rectors are appointed by the Rector.
7. Deans are elected but their appointment to this post must be approved by the Rector.
8. The department chair represents the department in dealings with other departments and Faculties and with the administration of the University.

**8. Translate the following attributive word combinations from English into Russian:**

University Charter, Faculty Council, an elected representative body, a faculty dean, a Council member, international and other activities, economic and social development, broad powers, structural divisions, an academic title, a certification commission, a department chair, the chief academic and executive officer, instructional and research programmes, academic and administrative matters.

**9. Translate from Russian into English.**

- Управление университетом организуется в соответствии с законодательством Российской Федерации.
- Конференция принимает устав университета, изменения и дополнения к нему.
- Конференция избирает ректора и членов Ученого совета университета.
- Заседания Ученого совета проводятся не реже одного раза в месяц.
- Ректор избирается на конференции тайным голосованием на срок 5 лет.
- Деканы факультетов избираются из числа наиболее квалифицированных педагогических работников университета.
- Ректор назначает проректоров и передает им часть своих полномочий.
- Заведующий кафедрой отвечает за руководство программами обучения и научных исследований.

## ***II. ADDITIONAL VOCABULARY***

***10. Read and memorize the following words.***

setup	[set'Ap]	структура
statute	['steiCq]	устав
to refer to (as)	[ri'fW]	называть
key	[kJ]	важнейший, ключевой
board	[bLd]	совет
governance	['gAv(q)nqns]	управление
president	['prezid(q)nt]	ректор
chancellor	['CRns(q)lq]	(номинальный) глава университета
vice-chancellor	[vais 'CRns(q)lq]	фактический глава университета, ректор
chairman, chairwoman, chairperson	['CFqmqn], ['CFq"wumqn], ['CFq"pWs(q)n]	председатель, заведующий
head	[hed ]	руководитель, глава, заведующий
meeting	['mJtiN]	заседание
convene	[kqn'vJn]	созывать
structural unit	[' strAkC(q)r(q)l 'jHnlt]	структурное подразделение
committee	[kq'miti]	комитет, комиссия
grant	[grRnt]	стипендия
delegate	['dellgqt]	передавать
everyday	['evrIdel]	повседневный
develop	[dl'velqp]	разрабатывать
execute	['eksIkjHt]	исполнять

**11. Fill in the missing letters in the following words:**

Mana\_\_\_\_\_ment; in ac\_\_\_\_\_rdance with; Univ\_\_\_\_\_ity Ch\_\_\_\_\_ter; app\_\_\_\_\_priate  
deci\_\_\_\_\_ons; rep\_\_\_\_\_entatives; on the ini\_\_\_\_\_ative; add\_\_\_\_\_ions and  
am\_\_\_\_\_ments; soc\_\_\_\_\_l devel\_\_\_\_\_ment; ed\_\_\_\_\_cational act\_\_\_\_\_ities;  
dis\_\_\_\_\_pline; str\_\_\_\_\_tural divis\_\_\_\_\_ions; proc\_\_\_\_\_dure of elec\_\_\_\_\_ion;  
depa\_\_\_\_\_tment chair; acad\_\_\_\_\_mic t\_\_\_\_\_tle; ex\_\_\_\_\_utive off\_\_\_\_\_er;  
subse\_\_\_\_\_uent ap\_\_\_\_\_roval.

**12. Replace the underlined words in the sentences by their synonyms from the Vocabulary.**

1. Management of the University is organized in accordance with the legislation of the Russian Federation.
2. The administrative structure of the University looks as follows.
3. The Conference was convoked on the initiative of the Rector.
4. Sessions of the Academic Council are held once a month.
5. 3. For its day-to-day operations the Academic Council sets up its presidium.
6. The Rector can transfer a part of his powers to Pro-Rectors.
7. Faculty deans and department chairs are elected for a term of five years.
8. The dean or a Pro-Rector perform those functions in consultation with the chair.
9. The certification commission consists of 20 members and is headed by the First Pro-Rector.
10. The Conference adopts the University Charter and additions and amendments to it.

**13. Insert the words from the Vocabulary into the following sentences.**

1. The... .. of a department is responsible for directing its instructional and research programmes.
2. The University is governed in accordance with the legislation of the Russian Federation and on the basis of the University ... ..
3. To discuss ... .. problems related to University activities and to make appropriate decisions, a conference is ... ..
4. The Academic Council awards personal ... ..
5. Faculty heads are ... .. as deans.
6. The Rector's office is a collective body assisting the Rector in ... .. decisions concerning various activities of the University.
7. The organisational ... .. of all Russian universities is practically the same.
8. The Academic ... .. is responsible for general governance of the University.

9. In Britain the nominal head of a university is called ... .. while the real head is referred to as ... ..
10. In America the head of a university or college is called ... ..

**14. Match the given words and their Russian equivalents.**

1. Rector	a) должность
2. powers	b) проректор
3. Academic Council	c) факультет
4. session	d) кафедра
5. dean	e) тайное голосование
6. department chair	f) Ученый Совет
7. to elect	g) срок (работы)
8. grant	h) декан
9. committee	i) ректор
10. post	j) избирать
11. amendment	k) комиссия
12. Rector's office	l) полномочия
13. report (to)	m) созывать
14. secret ballot	n) управление
15. department	o) структурное подразделение
16. to refer to	p) отчитываться (перед)
17. term (of office)	q) называть
18. structural division	r) заседание
19. faculty	s) поправка
20. governance	t) ректорат
21. convoke	u) стипендия
22. pro-rector	v) заведующий кафедрой

1	2	3	4	5	6	7	8	9	10	11
12	13	14	15	16	17	18	19	20	21	22

**15. You are a visiting professor at Herzen University. Ask your Russian colleagues about the academic and administrative structure of the University to get the answers given below. Replace the underlined words for their synonyms in your questions.**

- No, the chief academic and executive officer of our University is called the Rector.
- The University Charter is adopted by the University Conference and then approved by the Ministry of Education of the Russian Federation.
- The University Conference is convoked on the initiative of the Rector, or the Academic Council, or at least half of the Faculty Councils.

4. The Academic Council includes the Rector who is its chairman, pro-rectors and faculty deans.
5. Yes, the Rector has the right to transfer a part of his powers to Pro-Rectors.

**16. Translate the following sentences from Russian into English.**

1. Устав Университета утверждается на конференции педагогических и научных работников Университета.
2. Административная структура Университета выглядит следующим образом.
3. Для обсуждения наиболее важных в деятельности университета вопросов и принятия решений по ним созывается конференция педагогических и научных работников, а также представителей других категорий работников и обучающихся.
4. Конференция созывается по инициативе Ректора, Ученого Совета, или, по крайней мере, половины Советов факультетов.
5. Общее руководство университетом осуществляет выборный представительный орган - Ученый совет.
6. Заседания Ученого Совета проводятся раз в месяц.
7. После избрания на конференции Ректор назначается на эту должность Министерством образования Российской Федерации.
8. Деканы факультетов и заведующие кафедрами также избираются на срок 5 лет.
9. Аттестационная комиссия состоит из 20 членов и возглавляется Первым Проректором.
10. На каждом факультете есть Совет факультета, возглавляемый деканом.

**17. Study the following idiomatic expressions with SET as their core and insert them in the following sentences.**

to set the date	назначить время (дату)
to set standards	устанавливать нормы, стандарты
to set things in motion	привести в движение, в действие
to set a good/bad example	подавать хороший/плохой пример
to set (somebody) free	освободить
to set a plan before somebody	представить кому-то на рассмотрение план
to set somebody's mind at rest	успокоить кого-либо
set the stage (for)	подготовить почву
to set a limit to something	установить предел
to set a goal	поставить цель

1. Before we convene the next meeting you must \_\_\_\_\_ for it very carefully.

2. If we want to get good results we must \_\_\_\_\_ so that people know what to expect.
3. The Charter \_\_\_\_\_ of five years to the dean's term of office.
4. Now that we have the Ministry's approval for this idea we can finally \_\_\_\_\_ .
5. The Rector will \_\_\_\_\_ before the Academic Council.
6. The teacher's behaviour must \_\_\_\_\_ to his students.
7. It is necessary \_\_\_\_\_ to the time of it takes to complete these forms.
8. Our University \_\_\_\_\_ that many other Russian universities and institutes that train teachers try to follow.
9. Your students want the impossible – they want us \_\_\_\_\_ from all rules and regulations.
10. Don't worry, this year there will be no more reforms in the education systems, so you can \_\_\_\_\_ .

**18. Translate the following sentences into English.**

1. Перед студентами необходимо поставить ясную цель.
2. Пожалуйста, назначьте время следующего заседания.
3. Успокойтесь, в этом семестре будет только три экзамена.
4. Председатель должен установить ограничение на время каждого доклада.
5. Министерство Образования устанавливает образовательные стандарты.
6. Прежде чем менять правила, надо подготовить для этого почву.
7. Преподаватели должны во всем подавать пример своим студентам.
8. Вы можете изложить свой план на заседании кафедры?
9. Да, но мне нужна Ваша поддержка, чтобы привести его в действие.
10. Мы согласны освободить вас от выполнения этой работы.

**19. Study the following verbs with SET as a core and find their synonyms.**

1. to set something (on)	<i>поставить, положить</i>	A. to delay the advance of something
2. to set something + ing	<i>привести в движение, в действие</i>	B. to show to be clearly different
3. to set back	<i>отбросить, задержать</i>	C. to cause to start
4. to set in	<i>начинаться, наступать</i>	D. to organise
5. to set forth	<i>излагать</i>	E. to put something into a particular place
6. to set up	<i>основать, организовать</i>	F. to establish what must be done
7. to set apart	<i>выделять, отделять</i>	G. to leave out of consideration
8. to set down/ to be set down	<i>указывать, устанавливать</i>	H. to formulate

9. to set aside	<i>оставлять в стороне, не учитывать</i>	I. to begin and probably continue
-----------------	--	-----------------------------------

1	2	3	4	5	6	7	8	9

**20. Translate the following sentences into English.**

1. Отсутствие хороших учебников всегда задерживает процесс обучения.
2. Давайте оставим все формальности.
3. Я никогда не буду обращаться к тебе за помощью.
4. Его способности выделяют его среди остальных студентов группы.
5. Ваши замечания всегда заставляют меня задуматься.
6. Прошу Вас изложить результаты Ваших исследований в письменном виде.
7. Зима в Санкт-Петербурге начинается в ноябре.
8. Пожалуйста, поставьте телевизор на стол.
9. Ученый Совет предлагает создать новую кафедру.

**III. GRAMMAR**

**21. Fill in the columns of the table with the past-tense forms of the following verbs in accordance with the pronunciation of -ed.**

elect, discuss, work, connect, organize, ask, provide, like, match, open, need, hope, carry, call, overlook, perish, equip, mix, include, translate, describe, consist, head, approve, recommend, consider, form, belong, use, decide.

	[d]	[t]	[Id]
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

**22. Match the present and past forms of the following irregular verbs.**

make, hold, say, meet, give, hear, put,  
take, read, give, can, do, leave, begin,  
set, get, grow

left, held, heard, made, grew, did, took,  
put, began, set, said, gave, got, met,  
read, could.

**23. Supply the missing forms of the following irregular verbs.**

<i>Infinitive</i>	<i>Past Simple</i>	<i>Past Participle</i>
have		
	was, were	
		gone
show		
	brought	
		lain
grow		
	bore	
		forbidden
come		
	read	
		Set

**24. Open the brackets and put the verbs into Past Simple.**

1. Last week the dean (to convene) a meeting.
2. They all (to know) what to expect.
3. The Charter (to limit) the dean's term of office to five years.
4. Last year winter in St. Petersburg (to set in) in December.
5. The Rector (to speak) before the Academic Council.
6. Yesterday some students (to be) late for the lecture.
7. It (to take) a long time to complete these forms.

**25. Put questions to the underlined words.**

1. In 1999 he became the chief academic and executive officer of the University.
2. The right to convoke the University Conference belonged to the Rector.
3. The Academic Council met once a month.
4. The University Conference adopted the University Charter.
5. The Academic Council transferred some of its powers to Faculty Councils.
6. Last month our dean convened a meeting.
7. The Council elected a new chairman.
8. The Rector approved that appointment.
9. There were two Pro-Rectors for Academic Affairs at the University.
10. The presidium of the Academic Council consisted of 11 members.



**26. Make all the sentences in Ex. 24 negative.**

**27. Transform the following sentences according to the pattern below.**

Pattern: The dean changed the agenda. (Декан изменил повестку дня)

The agenda was changed by the dean. (Повестка дня была изменена деканом)

1. He described their plan in detail.
2. The rector convoked the University Conference.
3. The Conference adopted an amendment to the University Charter.
4. She opened the meeting.
5. Students memorized a hundred new words each week.
6. The pro-rector confirmed her appointment to that post.

**28. Describe your own department using Present Simple and Past Simple to describe any changes over the years. Use the new words from the Vocabulary. The following plan will help you.**

- Department structure
- Department staff and their functions
- Department educational goals and perspectives
- Department scientific research work and international links
- 

#### **IV.DISCUSSION**

**29.. You work for the PR department. Design the project of the University advertisement for a) a newspaper; b) a TV program; c) educational conference.**

**30. Work in groups. Think about a new department and work it out. You can use the plan from the previous exercise. Be ready to give its presentation to your group mates.**

**31. Write a letter to your foreign colleague(s) briefly describing the administrative structure of Herzen State.**

#### **V. SUPPLEMENTARY READING**

##### **Text 1**

##### **CITY UNIVERSITY ACADEMIC STRUCTURE**

The basic organisational unit for the University's *academic structure* is the School. There are also Institutes, Departments, Faculties and Centres.

- An Institute is headed by a Director, with the status of a Pro-Vice-Chancellor. There are two Institutes - the Institute of Health Sciences and the Institute of Law. Institutes comprise a number of schools and departments. Not all areas of the University are within an Institute.
- A School is headed by a Dean, and comprises the academic staff in a particular (broad) subject area. Schools are the basis for the University's resource allocation.
- Departments are the discipline-based groupings of academic staff. All departments other than the Department of Law are based within a School. Within the Business School, Faculties are the basis for discipline-centred organisation and are broadly equivalent to departments.
- Centres are organisational units normally based around research but sometimes around a specific field of activity. Centres may be located within departments or may be located within schools, with equivalent status to departments.

### **Exercises**

**1. Find equivalents of the following words and word combinations in the above text.**

1. several
2. inside
3. single and different from others
4. faculty members
5. serious and detailed study of a subject

**2. Put “+” if the sentence is true and “-“ if it is false.**

1. The basic organisational unit for the University's academic structure is the School.
2. An Institute is headed by a Rector. ☐
3. All areas of the University are within an Institute. ☐
4. All departments are based within a School. ☐
5. Centres are organisational units based solely around research. ☐

**3. Choose the right variant.**

1. There are ..... schools within the University.

a. two	b. three	c. four
--------	----------	---------

2. A School is headed by a .....

a. director	b. rector	c. dean
-------------	-----------	---------

3. The basis for the University's resource allocation are .....

a. Schools	b. Institutes	c. Centres
------------	---------------	------------

4. Centres are units normally based around ....

a. teaching	b. administration	c. research
-------------	-------------------	-------------

5. Faculties are broadly equivalent to.....

a. Schools	b. Departments	c. Centres
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#### **4. Discussion**

1. Compare Russian and British universities and find some common features.
2. What is your opinion about keeping each country's old unique traditions in its educational system? Give your reasons and examples.

### **Text 2 COLUMBIA UNIVERSITY**

#### **Academic Structure of the University**

The basic organizing units of the University are its twenty Faculties and seventy-nine departments of instruction. The Faculties are commonly referred to as schools or colleges, depending upon historical circumstances. However, the terms are not synonymous, since some schools and colleges are units within larger Faculties. Academic activity is also conducted through administrative boards, institutes, interdepartmental programs, centers, and laboratories.

The relationship between Faculties and departments is a complex one. In general, Faculties are responsible for curricular programs leading to degrees and certificates, while departments provide the instruction required by those programs. The focus of some Faculties is sufficiently limited that they are simultaneously departments, while others draw on many departments to meet their instructional needs. Conversely, some departments are part of more than one Faculty.

#### **Faculties**

The Arts and Sciences is made up of seven of the University's twenty Faculties. The Faculty of Arts and Sciences, which is led by the Vice President for Arts and Sciences, coordinates the programs of the other Faculties and the departments in

the Arts and Sciences and addresses questions of common concern. The other six are Columbia College, the Graduate School of Arts and Sciences, General Studies, International and Public Affairs, the Arts, and Continuing Education.

The Faculties are responsible for organizing and conducting the programs of study leading to the degrees and certificates conferred by the University. They set the academic standards for admission and the requirements for graduation from those programs. They establish the rules and procedures for evaluating the proficiency of their students and recommend those who have successfully completed their programs to the President for degrees and certificates.

A Faculty is governed according to the stated rules it has adopted, subject to the approval of the Provost, and the provisions of the Statutes. These rules determine who has the right to vote, define the standing committees that handle most of the business of the Faculty and specify the procedures by which its affairs are conducted.

Each Faculty is headed by a dean or academic vice president who serves as its chief executive officer and is immediately responsible for its academic program, including maintaining a faculty of academic excellence, overseeing its curriculum, and enforcing its rules and regulations. The deans are appointed by the Trustees, on the nomination of the President, and serve at their pleasure for unspecified terms of office. They are subordinate to the Provost.

### **Departments of Instruction**

The University's seventy-eight active departments of instruction serve as the primary units within which faculty are appointed, instruction is provided, and research is conducted. Twelve are simultaneously Faculties.

The Faculties that make up the Arts and Sciences draw on thirty departments of instruction. By tradition, these are grouped into five divisions. The Humanities are composed of thirteen departments:

### **Institutes, Laboratories, Interdepartmental Programs, and Centers**

To manage research and instruction that cross departmental and Faculty boundaries, the University establishes institutes, centers, laboratories, and interdepartmental programs. Centers and laboratories are organized primarily to conduct research, while interdepartmental programs provide instruction. Institutes combine research and teaching.

Institutes and centers are typically interdepartmental or inter-Faculty units that bring together faculty and officers of research of diverse backgrounds to further

multidisciplinary programs of research and teaching. Officers of research, the libraries, and administration may also be members of these units. Some centers are also established within a single department or Faculty.

Institutes are established by the President on the advice of the Provost and with the concurrence of the University Senate. They are headed by a director and an administrative committee nominated by the President and appointed by the Trustees for a term of three years. Centers and laboratories are normally established by the deans and vice presidents, with the approval of the Provost, and operate in conformity with the policies of the appropriate Faculty.

### **Exercises**

#### ***1. Put “+” if the sentence is true and “-“ if it is false.***

1. The basic organizing units of the University are its ten Faculties and fifty departments. ☐
2. The Faculties set the academic standards for admission and the requirements for graduation. ☐
3. Some schools and colleges are units within larger Faculties. ☐
4. Interdepartmental programs are organized primarily to conduct research. ☐
5. Institutes combine research and teaching. ☐
6. There is no connection between the university and colleges. ☐

#### ***2. Give the definitions for the following word combinations from the text***

- Arts and Sciences
- departments of instruction
- programs leading to degrees and certificates
- Continuing Education

#### ***3. Discussion***

1. What do you think about this university's academic structure? Is it different from ours?
2. Do their faculties have more freedom in setting the academic standards for admission and the requirements for graduation?
3. What are the main differences in the governance of Russian and American universities?

#### ***4. Writing***

Last month you were a visiting Professor at Columbia University; write a letter to your friend describing your impressions of the visit.

### **Text 3**

#### **THE UNIVERSITY OF BRISTOL**

The University is a chartered corporation, whose legal status derives from a Royal Charter granted in 1909. The University's objects, powers and framework of governance are set out in the Charter and supporting statutes and ordinances.

The Charter and Statutes require the University to have four separate bodies – Court, Council, Senate and Convocation, each with clearly defined functions and responsibilities – to oversee and manage its activities.

#### ***Council***

Council is the University's 32-strong governing body. It normally meets six times a year and is responsible for policy, financial affairs and a wide range of other business. It includes members of the academic and support staff, students and lay people. The lay members are in a majority and most of them are elected by Court or appointed by external bodies for renewable three-year terms. The chair is elected from the lay membership.

#### ***Senate***

Senate is the University's principal academic body, responsible to Council for teaching and learning, examinations, research and enterprise. It has more than 100 members, including deans, heads of department and student representatives, and is chaired by the Vice-Chancellor. Senate normally meets five times a year.

#### ***Court***

Court has about 550 members. They include members of Council and Senate, representatives of local and national bodies, benefactors of the University, staff, students, local MPs and members of Convocation. Court usually meets once a year to consider the annual accounts and the strategy and management of the University. It has the right to comment on the affairs of the University, advise Council on any matter and invite Council to review a decision. The Chancellor presides at meetings of Court.

#### ***Convocation***

Convocation has many thousands of members, including all of the University's graduates and honorary graduates. It manages its affairs through a Standing Committee and holds an annual general meeting. Convocation elects 100 members of Court and one member of Council. It has the right to give an opinion on any matter

relating to the University and may communicate directly with Council, Senate and Court.

### ***Faculties***

The University has more than 50 academic departments, grouped into six faculties (Arts, Engineering, Medical and Veterinary Sciences, Medicine and Dentistry, Science and Social Sciences and Law). Each faculty is headed by a dean. He or she chairs the faculty board (which manages the faculty's affairs) and advises Senate and other bodies on academic policy. Deans normally serve for four years.

### ***The Chancellor***

The Chancellor is elected by Court on the nomination of Council for an initial period of ten years, is the ceremonial head of the University, presides over meetings of Court, confers degrees and is a source of advice.

### ***Pro Chancellors***

There are currently three Pro Chancellors, elected by Court on the nomination of Council for an initial three-year term, who carry out certain of the Chancellor's functions in her absence.

### ***Vice-Chancellor***

The Vice-Chancellor is the academic leader and chief executive of the University, appointed by Council after consultation with Senate. As the University's Chief Executive, he is responsible for the financial management of the University within broad policies laid down by Council and in accordance with funding council requirements.

### ***Pro Vice-Chancellors***

The Vice-Chancellor is supported by four Pro Vice-Chancellors appointed by Council after consultation with Senate for an initial four-year term. Each Pro Vice-Chancellor has responsibility for particular faculties and policy areas.

## **Exercises**

***1. Put "+" if the sentence is true and "-" if it is false.***

1. The University was founded in 1914. ☐
2. The University Council has 32 members. ☐
3. The University academic departments are grouped into five faculties. ☐
4. The Chancellor runs the University affairs on a day-to-day basis. ☐

5. Pro Vice-Chancellors are elected for a three-year term. ☐
6. The Vice-Chancellor reports to Pro Vice-Chancellors.  
☐

**2. Use your dictionary (-ies) to find Russian equivalents of the following expressions. Give your explanation of the expressions in English.**

- a chartered corporation
- legal status
- a Royal Charter
- statutes and ordinances
- a 32-strong governing body
- academic and support staff, students and lay people
- external bodies
- lay membership.
- responsible to Council for teaching and learning, examinations, research and enterprise
- local MPs
- Convocation
- is elected by Court on the nomination of Council

### **3. Discussion**

1. What are the differences between the academic and administrative structure of this University and those discussed earlier in this unit?
2. What are the main functions and responsibilities of the Chancellor?
3. Who can affect University policies while not being members of its academic, administrative or supporting staff, or students?

### **4. Imagine that the University of Bristol has been closed down.**

Try to reproduce what was said about it above using Simple Past instead of Simple Present.

## **VI. CHECK YOURSELF.**

### **1. Describe what you did yesterday at work, using the following verbs.**

discuss, make, have, hold, work, write, meet, give, use, put, answer, take, read, visit, ask, leave, see, like, listen, go, get, control, keep, come.

### **2. Write in the base forms of the following past tense forms.**

_____ taught	_____ chose
_____ wrote	_____ sat
_____ saw	_____ sold



_____ found	_____ ran
_____ became	_____ left
_____ spoke	_____ led
_____ told	_____ sent
_____ forgot	_____ built
_____ thought	_____ kept
_____ felt	_____ beat

**3. Write in the English equivalents of the following Past Participle forms.**

изученный _____	посланный _____
написанный _____	обсужденный _____
утвержденный _____	проданный _____
забытый _____	созванный _____
найденный _____	оставленный _____
включенный _____	открытый _____
исправленный _____	зарегистрированный _____
прочитанный _____	рекомендованный _____
увиденный _____	организованный _____
сформулированный _____	построенный _____

**4. Fun with grammar!**

***Translate from Russian into English:***

Разговаривают два студента перед сессией:

- Что ты читаешь?
- Квантовую механику.
- А почему книга вверх ногами?
- Да какая разница...

Один студент жалуется другому:

- Если декан не возьмет свои слова обратно, я уйду из института.
- Интересно, что такого он тебе сказал?
- Он сказал: «Вон из института!»

Профессор, устав от неумных ответов студента, говорит ему:

-Ну хорошо ....Скажите, пожалуйста, по какому предмету Вам читались лекции?

Студент молчит.

-Так ....Скажите хотя бы, кто читал лекции?

Студент молчит.

- Хорошо, наводящий вопрос: Вы или я?

Во время сдачи экзамена:

Студент: - Я не считаю, что заслужил столь низкую оценку.

Профессор: - Я тоже так не думаю, но ниже, к сожалению, отметки нет.

# **UNIT 4. UNIVERSITY FACULTIES AND DEPARTMENTS**

## **UNIVERSITY FACULTIES AND DEPARTMENTS**

Nowadays Herzen University is regarded as one of the most significant higher educational establishments in Russia. It includes more than 20 faculties. It introduces the multi-level system of higher education. The University carries out training of specialists in 6 directions and 27 specialties of higher teacher-training education. About 20 000 students and post-graduates study at the full-time and postal tuition departments. Annually about 500 international students study at the University, this shows its certificate's prestige.

The University includes 107 departments, the In-service Training Institute and Retraining Institute, the research Institute of Continuous Pedagogical Education, the Institute of Natural Science, the International Centre of Educational Innovations, the Centre of Electronic Support of Education, the Human Development Institute, Institute of Childhood and the Linguistic Centre. The teaching staff includes more than 1 500 people. Five Academicians, 14 Corresponding members of the Russia's Academy of Sciences and of the Russia's Society, more than 30 Honored Scientists, People's and Honored Artists, 146 Doctors and more than 600 university associate professors are responsible for scientific work at Herzen University. There are 24 Academic councils, where certification in 54 different specializations takes place (12 doctoral academic councils and 12 candidate academic councils).

As it has been already mentioned, the University includes faculties which are unique for Russia, such as the Far North People's faculty, the Human Philosophy Faculty, the Educational Management Faculty. The latter is considered to be the only faculty in Russia training professional school managers. Many faculties of the University are at the head of the similar faculties of higher educational establishments in Russia. They form the basis for organization of new faculties there: the correction pedagogics faculty, music faculty, philology faculty, pedagogic and psychology faculty.

The pedagogic and psychology faculty is one of the typical examples of the University structure. Nowadays it is one of the largest and the most modern educational complex with well-developed infrastructure, highly qualified teaching staff, big scientific and creative potential and profound teaching basis. In its activity the faculty combines successfully 2 important functions: it prepares specialists of 7

different qualifications and provides basic pedagogic and psychological teaching at other 17 faculty.

It's one of the biggest faculties in the University. The total amount of the students is about 2000 people. The number is still rising in both *full-time and postal tuition*, and this can be only explained by the faculty's prestige and the necessity of the professions given there.

The graduates of the pedagogic and psychology faculty find their way in various spheres of life: educational, medical, military business, etc. The high level of their competence and efficiency always *distinguishes* them.

Today the faculty has 14 educational programs which contribute to preparing good specialists in 3 fields: psychology, social work and pedagogics.

A great attention is paid to the development of modern educational technologies including distant support of the program realization.

The faculty provides the students with flexible multi-system, which allows them to choose among different educational programs. The goals and work of the faculty are not centered solely on teaching. Generally faculty members are expected to contribute to the advancement of knowledge in their fields through research and writing. The research-oriented faculty is peopled with scholars – many of them are distinguished and widely recognized – who spend half or more of their time on research and writing in their discipline.

Today the number of the faculty staff amounts to 156 people, 70% of whom have scientific degrees of doctors and candidates.

All the faculties of the University cooperate with numerous universities in Germany, France, the UK, the Netherlands, Switzerland, Norway, Finland, China, Israel, Hungary, the USA and Hong Kong in other countries.

### **Notes:**

*full-time and postal tuition*- очное и заочное обучение;

*distinguishes*- выделяет.

## **I. EXCERSICES**

### ***1. Say whether the following sentences are true or false. Correct the false ones.***

1. The Herzen State Pedagogical University of Russia plays a great role in Russian educational system.
2. The University carries out training of specialists in 6 directions and 27 specialties of higher doctor-training education.
3. Several hundreds of students from abroad study at the University.
4. Only full-time student can get education at the University.
5. 24 Academic councils confer doctoral and candidate scientific degrees.

6. There are many faculties that have no analogy in other universities.
7. The total amount of the students at pedagogic and psychology faculty is a bit less than 200 people.
8. The number of students there is decreasing every year.
9. The graduates of the pedagogic and psychology faculty have difficulty in finding work.
10. The pedagogic and psychology faculty has an educational system, which gives the students the possibility to have their own individual program.

**2. Match the beginnings and the ends of the sentences.**

1. Nowadays the University is regarded ...	a) ... as one of the most significant higher educational establishments in Russia.
2. The University carries out training of ...	b) ... specialists in 6 fields and 27 specialties of higher teacher-training education.
3. There are 24 Academic councils, where certification in 54 different specializations takes ...	c) ... place (12 doctoral academic councils and 12 candidate academic councils).
3. Many faculties of the University are ...	d) ... at the head of the similar faculties of higher educational establishments in Russia.
5. The number is still ...	e) ... raising in both full-time and postal tuition.

<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>

**3. Answer the following questions.**

1. How many faculties, departments and specialties are there in the University?
2. Why is it possible to say about the University certificate's prestige?
3. What does the University teaching staff consist of?
4. Why is the University unique?
5. Which university faculty is regarded as the largest one?
6. Why is the pedagogic and psychology faculty the most modern educational complex?
7. What functions does it have?

8. Where do the graduates of the pedagogic and psychology faculty find application of their knowledge received at the University?
9. What are university scholars occupied with?
10. What countries does the University cooperate with?

**4. Use the given word combinations from the text to reconstruct the sentences where they are used. Write down the sentences in the correct order.**

- ☐ at the head of
- ☐ carries out training of specialists
- ☐ full-time and postal tuition
- ☐ qualified teaching staff
- ☐ significant higher educational establishment
- ☐ takes place
- ☐ various spheres of life
- ☐ research-oriented faculty
- ☐ distant support of the program realization
- ☐ multi-level system of higher education

**5. Use the word combinations from Ex. 4 to make up your own sentences about the faculty you work at.**

**6. You have misheard the very beginning of the following sentences. Put questions to clear up the information. Let your partner answer these questions.**

1. ... .. carries out training of specialists in 6 directions and 27 specialties of higher teacher-training education.
2. ... .. study at the full-time and postal tuition departments.
3. ... .. is considered to be the only faculty in Russia training professional school managers.
4. ... .. is one of the typical examples of the University structure.
5. ... .. find their way in various spheres of life
6. ... .. provides the students with flexible multi-system, which allows them to choose among different educational programs.
7. ... .. are not centered solely on teaching.

8. ... .. are expected to contribute to the advancement of knowledge in different fields through research and writing.

**7. Express hesitation or uncertainty, putting questions to the following sentences.**

1. Nowadays the University includes more than 20 faculties.
2. 146 Doctors and more than 600 university associate professors are responsible for scientific work at Herzen University.
3. There are 24 Academic councils, where certification in 54 different specializations takes place (12 doctoral academic councils and 12 candidate academic councils).
4. The Educational Management Faculty is considered to be the only faculty in Russia training professional school managers.
5. The pedagogic and psychology faculty in its activity combines successfully 2 important functions.
6. The number of the university students is still rising in both full-time and postal tuition.
7. The popularity of the pedagogic and psychology faculty can be only explained by its prestige and the necessity of the professions given there.
8. Generally faculty members are expected to contribute to the advancement of knowledge in their fields through research and writing.

**8. Translate the following attributive word combination from English into Russian:**

to be regarded as; higher educational establishments; higher teacher-training education; full-time tuition; postal tuition; educational innovations; teaching staff; honoured scientists; associate professors; doctoral academic councils; candidate academic councils; educational complex with well-developed infrastructure; highly qualified; contribute to; flexible multi-system; research-oriented faculty; widely recognized

**9. Translate from Russian into English.**

1. Герценовский университет является образовательным комплексом с хорошо развитой инфраструктурой.
2. Студенты университета имеют возможность обучаться как в очной, так и заочной форме.
3. В штате преподавателей этого университета есть много заслуженных ученых, чьи работы внесли большой вклад в развитие мировой науки.

4. Многие факультеты имеют свои докторские и кандидатские ученые советы, которые являются одной из главных составляющих научной работы всего университета.
5. Российский государственный университет имени А.И. Герцена считается одним из лидирующих вузов по подготовке высоко квалифицированных специалистов.
6. Многие доценты и профессора университета имеют возможность проходить стажировку в других вузах страны и за рубежом.
7. Образовательная деятельность каждого из факультетов обладает гибкой многоуровневой структурой.
8. Факультеты университета участвуют во многих международных проектах, направленных на изучение актуальных педагогических проблем современности.

## **II. ADDITIONAL VOCABULARY**

### ***10. Read and memorize the following words.***

a teaching assistant	[q 'tʃCɪn q'sɪst(q)nt]	доцент
academic year	['xkq'demlk jW]	учебный год
applicant	['xpllkqnt]	абитуриент
competitive	[kqm'petltlv]	конкурсный
compulsory	[kqm'pAls(q)rl]	обязательный
educational package	['edju'kelS(q)n(q)l 'pxklG]	обязательная учебная программа
educationalist, advisor	['edju'kelS(q)n(q)llst] [qd'valzq]	педагог - методист
enroll	[ln'rqu]	зачислять
part-time student	['pRttalm 'stjHd(q)nt]	студент - заочник
pass-fail course	['pRs'fell kLs]	курс, заканчивающийся зачетом
prescribed curriculum	[prls'kralb kq'rlkjqlqm]	принятая программа
quiz	[kwlz]	тест, вопросник
study guide	['stAdl gald]	учебное пособие
study hall	['stAdl hLI]	часы для самостоятельной работы
apply	[q'plal]	подавать заявление о поступлении
major <i>in</i>	['melGq ln]	специализироваться в
minor <i>in</i>	['malnq ln]	изучать как вторую специальность
study <i>under</i> a professor	['stAdl 'Andq q prq'fesq]	учиться у профессора



take qualifications	[telk "kwOlfl'kelS(q)nz]	сдавать выпускные экзамены
tutorial	[tju(:)'tqrlql]	практическое занятие

**11. Fill in the missing letters in the following words:**

a t\_\_ching a\_\_istant; ed\_\_cational pa\_\_age; pr\_\_scr\_\_bed c\_\_rric\_\_lum; enro\_\_;  
qui\_\_; pass-fail c\_\_rse; to take q\_\_lifications; to st\_\_dy under a professor;  
t\_\_torial; ed\_\_cationalist, adv\_\_sor; comp\_\_lsory; a\_\_licant; st\_\_dy g\_\_de;  
comp\_\_titive; to a\_\_ly

**12. Replace the underlined words in the sentences by their synonyms from the Vocabulary.**

11. The practical lessons of this professor are really useful and interesting.
12. There are a lot of shortcomings in the given program.
3. At the end of the semester we are supposed to have test without marks.
4. Every higher educational establishment has its obligatory curriculum.
5. Many students of pedagogic and psychology department specialize in psychology of various spheres of life.
1. Senior students always have some free time when they can work independently.
2. We are going to study this material during all the lectures and tutorials.
3. At the end of the 5<sup>th</sup> academic year all graduates take final exams to get their diploma.
4. Students can choose to study some secondary subjects.
5. Students take lessons from this or that university professor.

**13. Insert the words from the Vocabulary into the following sentences.**

1. The head of the department is usually a professor not a(n)... ..
2. Many ... .. try to enter the Herzen State Pedagogical University of Russia every year.
3. This semester we are studying ... .. N., who is the best specialist in the area of geography.
4. The most prestigious departments of the University always have ... .. entering exams.
5. The department staff are always preoccupied with working out different useful ... .. for students.
6. Many students forget the time when they were ... .. badly wishing to be enrolled to the University very quickly.
7. This department has not only full-time but also ... .. students.
8. The University departments are famous for their distinguished ... ..

9. Students prefer writing .. ... to giving oral answers at exams.
10. Only two-thirds of the applicants are really ... .. every year.

**14. Match the given words and their Russian equivalents.**

1. applicant	a) обязательная учебная программа
2. a teaching assistant	b) конкурсный
3. enroll	c) многоуровневая система
4. competitive	d) специализироваться <b>в</b>
5. pass-fail course	e) часы для самостоятельной работы
6. educational package	f) абитуриент
7. to apply	g) учиться <b>у</b> профессора
8. tutorial	h) во главе
9. prescribed curriculum	i) доцент
10. to major <b>in</b>	j) высшее учебное заведение
11. part-time student	k) зачислять
12. study guide	l) курс, заканчивающийся зачетом
13. to study <b>under</b> a professor	m) подавать заявление о поступлении
14. study hall	n) практическое занятие
15. at the head of	o) очное обучение
16. multi-level system	p) принятая программа
17. full-time tuition	q) ученый
18. postal tuition	r) студент - заочник
19. higher educational establishment	s) учебное пособие
20. scholar	t) заочное обучение

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

**15. You are a visiting professor at Herzen University. Ask your Russian colleagues about the Herzen Pedagogical University faculties departments to get the answers given below. Replace the underlined words for their synonyms in your questions.**

1. About 3500 young people who applied to the University are enrolled every year.
2. The period of studying begins in September and lasts till June.
3. Alongside with the obligatory program there are a lot of additional optional courses which students can choose themselves.
4. Yes, students have to take not only tests but also exams.
5. Most of the coursebooks used by our students are designed by the University teachers – methodologists.

**16. Translate the following sentences from Russian into English.**

1. На практических занятиях студенты обычно выполняют лабораторные работы по прослушанному теоретическому материалу.
2. Многие студенты, которые учатся у этого профессора, демонстрируют на выпускных экзаменах хорошее знание изученного материала.
3. На старших курсах у студентов появляется возможность выбрать тот предмет, в котором они хотели бы специализироваться.
4. К сожалению, не все абитуриенты, которые подают заявления о поступлении в РГПУ им А.И. Герцена, проходят конкурсные вступительные экзамены.
5. Перед экзаменами необходимо сдать несколько недифференцированных зачетов.
6. Учебный год в вузах начинается в сентябре и заканчивается в конце июня.
7. Студентам-заочникам приходится заниматься самостоятельно намного больше, чем студентам очной формы обучения.
8. Каждый факультет РГПУ им А.И. Герцена может гордиться своими высоко квалифицированными педагогами – методистами.
9. Наряду с обязательной учебной программой студенты имеют возможность выбрать факультативные курсы с целью углубления знаний по дисциплинарным проблемам.
10. Преподаватели РГПУ им А.И. Герцена вовлекают студентов старших курсов и аспирантов в работу над созданием учебных пособий.

**17. Study the difference between the verbs SEE and LOOK and insert them in the following sentences.**

Глагол **TO SEE** (видеть) обозначает непроизвольное действие.

*Do you see a picture on the wall?*

Глагол **TO LOOK (AT)** (смотреть) обозначает произвольное целенаправленное действие

*Look at the picture attentively and describe it.*

1. I don't suppose I will \_\_\_\_\_ again for some time.
2. He could \_\_\_\_\_ nothing, but he heard that someone came into the room.
3. The child continued to \_\_\_\_\_ at him with interest.
4. I \_\_\_\_\_ at that Indian boy with an interest.
5. He read the text slowly, then \_\_\_\_\_ for a moment at the title.
6. I \_\_\_\_\_ it as a big educational problem.
7. This is our dean - \_\_\_\_\_ how serious he looks.

8. I \_\_\_\_ that she is not \_\_\_\_\_ at me.
9. Though she said nothing he \_\_\_\_\_ her through.
10. Tom \_\_\_\_\_ at the watch and realized that he was late for the lecture.

9. *Translate the following sentences into English.*

1. Говори мне только правду, я вижу тебя насквозь.
2. Давайте посмотрим на эту проблему под другим углом зрения ( from the other perspective).
3. Если вы посмотрите направо, то увидите главное здание нашего университета.
4. Когда вы видели ее в последний раз?
5. Почему вы так смотрите на меня? – Мне кажется, я видел вас раньше.
6. Давайте посмотрим на результаты первого эксперимента и проанализируем их.
7. Я не вижу, что он пишет на доске. А ты видишь?
8. Он видел, что кто-то занимается в аудитории.
9. Посмотри на небо. Кажется, скоро пойдет дождь.

10. *Study the following expressions with the verb LOOK and find their synonyms.*

1. to look after	заботиться	J. to despise
2. to look for	искать	K. to anticipate
3. to look over	осмотреть что-либо	L. to regard somebody as somebody
4. to look forward to + -ing	ждать с нетерпением	M. to count on somebody
5. to look on somebody as somebody	считать кого-либо кем-либо	N. to drop in
6. to look to somebody for something	обращаться к кому-либо за чем-либо; рассчитывать на кого-нибудь	O. to respect
7. to look in	заглянуть, зайти	P. to take care
8. to look down on somebody	смотреть свысока на кого-либо	Q. to search
9. to look up to somebody	уважать кого-либо	R. to examine

1.	2.	3.	4.	5.	6.	7.	8.	9.

11. *Translate the following sentences into English.*

1. Я загляну к тебе через пару дней.

2. Все студенты уважают нашего преподавателя английского языка.
3. Я никогда не буду обращаться к тебе за помощью.
4. А теперь мы приглашаем вас осмотреть экспозицию нашего факультета.
5. Мы с нетерпением ждем начала занятий в университете.
6. Не мог бы ты позаботиться о моей собаке, пока я буду в отъезде.
7. Я считаю, что хороший учитель не должен смотреть на своих студентов свысока.
8. Я считаю мистера N большим профессионалом в области искусств.
9. Я ищу деканат, не могли бы вы мне помочь.

## **GRAMMAR**

### ***12. Underline the correct variant.***

1. Nowadays many people *know / are knowing* the University as one of the most significant higher educational establishments in Russia.
2. This university *introduces / is introducing* the multi-level system of higher education.
3. This year the University *carries out / is carrying out* training of specialists in 6 directions and 27 specialties of higher teacher-training education.
4. There are 24 Academic councils, where certification in 54 different specializations *takes place / is taking place* (12 doctoral academic councils and 12 candidate academic councils).
5. The Far North People's faculty, the Human Philosophy Faculty, the Educational Management Faculty *have / are having* fame all over Russia being really unique.
6. The pedagogic and psychology faculty *stands / is standing* for one of the typical examples of the University structure.
7. This year the pedagogic and psychology faculty *takes / is taking* part in one of the biggest grant projects.
8. The amount of the university students still *rises / is rising* in both full-time and postal tuition, which can be only explained by its high prestige

### ***13. Open the brackets and put the verbs into Present Simple or Present Progressive.***

1. Nowadays the University (*to be*) famous as one of the most significant higher educational establishments in Russia.
2. It (*to include*) 23 departments now.
3. This year the University (*to carry out*) training of specialists in 6 directions and 27 specialties of higher teacher-training education.
4. This year about 20 000 students and post-graduates (*to study*) at the full-time and postal tuition departments.

5. Many departments of the University (*to be*) at the head of the similar departments of higher educational establishments in Russia.
6. They (*to form*) the basis for organization of new departments.
7. Usually pedagogic and psychology department (*to prepare*) specialists of 7 different qualifications and (*to provide*) basic pedagogic and psychological teaching at other 17 departments.
8. Nowadays the number of the pedagogic and psychology department students (*to rise*) still in both full-time and postal tuition.

**14. Find grammar mistakes in the following sentences and correct them.**

1. This fact only explains the department's prestige and the necessity of the professions got at the University.
2. In what spheres the graduates of the pedagogic and psychology department find their way?
3. Today the department is having 14 educational programs to prepare good specialists in 3 directions.
4. The department educationalist paying a great attention to development of modern teaching technologies.
5. The department provides the students with flexible multi-system, which is allowing them to choose among different educational programs.

**15. Describe your own department using Present Simple and Present Progressive. Use the new words from the Vocabulary. The following plan will help you.**

- Department structure
- Department staff and their functions
- Department educational goals and perspectives
- Department scientific research work and international links

## **IV. DISCUSSION**

**25. You work for the PR department. Design the project of the University advertisement for a) a newspaper; b) a TV program; c) educational conference.**

**26. Work in groups. Think about a new department and work it out. You can use the plan from the previous exercise. Be ready to give its presentation to your other groupmates.**

## **V. SUPPLEMENTARY READING**

### **Text 1**

#### **LOMONOSOV MOSCOW STATE UNIVERSITY**

One of the oldest Russian institutions of higher education, Moscow University was established in 1755. In 1940 it was named after Academician Mikhail Lomonosov (1711 - 1765), an outstanding Russian scientist, who greatly contributed to the establishment of the university in Moscow.

During the first 150 years of its history Moscow University played the leading role in the development of science and humanities in Russia, being the centre of learning and research. In the late XIX century and early XX century quite a number of Russian scientists and scholars worked there.

Moscow State University is a major traditional educational institution in Russia; it offers training in almost all branches of modern science and humanities. Its undergraduates may choose one of 57 qualifications, while doctoral students may specialize in 168 different areas. The total number of MSU students exceeds 40,000; besides, about 10,000 high school students attend various clubs and courses at MSU.

Among those who teach at MSU there are 2,500 higher doctoral degree holders and almost 6,000 holders of doctoral degrees, almost 1,000 full professors and 2,000 associate professors. The total number of full members and correspondent members of The Russian Academy of Sciences is about 300. About 5,000 scientists and scholars are currently involved in 310 research projects in various fields.

Moscow State University *comprises* 29 faculties and over 350 departments, 15 research institutes, 4 museums, the Science Park, the Botanical Gardens, The Library, the University Publishing House and printing shop, a recreational centre and a boarding school for talented children. 9 faculties have been recently established, along with 47 new departments and 22 research laboratories. Research has recently started in 30 new *interdisciplinary areas*. At the moment the University Computer Centre represents more computing power than any other educational institution in Russia. There have been major changes in the curricula, with over 200 new academic programmes added.

The University's scientific potential creates a unique opportunity for interdisciplinary research and pioneering work in various branches of science.

As training highly qualified specialists has always been the main goal, the faculties and departments constantly revise their curricula and introduce new programmes. The stress is on student's ability to work independently and meet employer's requirements. In the curricula for science faculties more classes in the humanities have been included. The University offers individual programmes combining classes at different faculties.

**Notes:**

*Comprises- включает в себя;*

*interdisciplinary areas- междисциплинарные области.*

**Exercises****1. Put “+” if the sentence is true and “-“ if it is false.**

- ☐ Moscow State University was named after Lomonosov as he was its best student.
- ☐ Moscow State University differs greatly from other educational institutions of Russia.
- ☐ The curricula of the University changes every academic year a lot.
- ☐ The university is equipped with the best computers.
- ☐ Unfortunately, the University can offer only group study to its students.

**2. What do the following numbers refer to?**

1755, 2,500, 350, 47, 29, 4, 1940, 15

**3. Choose the right variant.**

1. During the first 150 years of its history Moscow University played the leading role in the development of science and ... .. in Russia.  
A. *literature*                      B. *fine arts*                      C. *humanities*
2. Moscow State University is a major traditional educational institution in Russia, it offers training in ... .. of modern science and humanities.  
A. *almost all branches*      B. *one branch*                      C. *several branches*
3. Research has recently started in 30 new ... .. areas.  
A. *multi-disciplinary*      B. *single-disciplinary*      C. *interdisciplinary*
4. The university faculties and departments constantly revise their curricula and introduce new... ..  
A. *timetables*                      B. *programmes*                      C. *schedules*
5. The stress is put on student's ability to work ... .. and meet employer's requirements.  
A. *independently*                      B. *under advisor's control*      C. *alone*



#### 4. Discussion

1. What do you think about the role of higher education? Is it really necessary for everybody to graduate from a university?
2. What is the value of higher education today in our country and abroad?

### Text 2

#### CAMBRIDGE UNIVERSITY

Cambridge is situated at a distance of 70 miles from London. The dominating factor in Cambridge is its well-known university, a centre of education and learning, closely connected with the life and thought of GB. Newton, Byron, Darwin and many other scientists and writers were educated at Cambridge. In Cambridge everything centers on the university and its colleges.

Here is a close connection between the University and colleges, though they are quite separate in theory and practice. Each college has its own building, its own internal organization, its own staff and students. In order to enter the university one must first apply to a college and become a member of the university through the college. The colleges are not connected with any particular study.

However, the fact is that one is to be a member of a college in order to be a member of the University. The colleges are governed by 20 or 30 “fellows”. Fellows of a college are “tutors” (teachers, often called “dons”). Each tutor has 10 – 12 students reading under his guidance. Tutors teach their own subject to those students in the college who are studying it, and they are responsible for their progress.

Every college *is governed* by a dean. Discipline is looked after by proctors and numerous minor officials called “bulldogs”.

The university is like a federation of colleges. It arranges the courses, the lectures and the examinations, and grants the degrees.

A college is a group of buildings forming a square with a *green lawn* in the centre. An old tradition doesn't allow the students to walk on the grass: this is the privilege of professors and headstudents only. Most of the colleges, however, allow visitors to enter the grounds and courtyards.

Students study at the University for 4 years, 3 terms a year. Long vacation lasts about 3 months. There are many libraries at Cambridge; some of them have rare collections of books.

#### Notes:

*is governed* - управляется;

*green lawn* – зелёная лужайка.

## Exercises

### **1. Say if the following sentences are true or false.**

1. There is no connection between the university and colleges.
2. The colleges are not connected with any particular study.
3. Any person can enter the university and get education there.
4. It is prohibited to enter the university courtyard except students.
5. The library of Cambridge has a unique collection of books.

### **2. Give the definition for the following words from the text**

- staff
- tutor
- don
- to apply to
- guidance
- dean
- proctor
- headstudents
- term
- vacation

### **3. Choose the right variant.**

1. In Cambridge everything centres on ... .. and its colleges.  
A. the territory                      B. the university                      C. the campus
2. In order to enter the university one must first ... .. a college and become a member of the university through the college.  
A. apply to                      B. finish                      C. attend
3. Fellows of a college are ... .. (teachers, often called “dons”).  
A. deans                      B. tutors                      C. lecturers
4. Every college is governed by ... ..  
A. an advisor                      B. director                      C. a dean
5. Discipline is looked after by proctors and numerous minor officials called ... ..  
A. Alsations                      B. bulldogs                      C. St. Bernard dogs

#### 4. Discussion

- 1 Imagine you are visiting Professor at Cambridge University; write a letter to your friend describing your first impressions.
2. Do you think an educational institution should be open for everyone who would like to study there?

### Text 3

#### A. AMERICAN UNIVERSITY: WHAT IS IT LIKE?

##### **General Information.**

Higher education in America is not a nation-wide system. It is not tightly organized or monolithic; its institutions differ considerably in size and sponsorship. They range from two-year community colleges to major research universities.

There are 2 types of universities and colleges in the USA – private and state (not federal).

A distinctive feature of American universities is its two levels - the separation of undergraduate from graduate education. The first level is Undergraduate School of 4 years duration. Here the work of undergraduate students (undergraduates) during the first two years (the *freshman* year and the *sophomore* year) usually consists of broadly-based studies in humanities, social science, applied and natural sciences. The last two years (the *junior* and the *senior* year) are devoted almost entirely to the major discipline.

After the sophomore year the undergraduate majors in one special subject which means he /she takes the majority of courses in this one area. If all goes well, this undergraduate education culminates in a Bachelor's degree (BS or BA). It's usually known as the 1<sup>st</sup> degree and may be a terminal qualification. But it is often considered as a background for further specialization, a step toward higher (or advanced) degree.

The advanced degrees (the Master's degree and the PhD) can be obtained in Graduate school, which is the 2<sup>nd</sup> level of university education. There are 2 levels of graduate school: the lower for obtaining the Master's degree (MS or MA) and the upper level for the doctorate or the PhD, which is a research degree. A graduate student works for 2 – 3 years, during which time he/she takes courses, passes exams, does some laboratory research under a competent professor, and on submitting a thesis is awarded a master's degree, though the thesis is not always required.

A PhD degree is basically a research degree awarded in Graduate School in recognition of achievement in research. A graduate student takes 2 – 3 years of advanced courses in his/her field of interest. During this time he passes exams and does research preparing for his thesis. His research usually culminates in a written dissertation with which he/she comes before a panel of experts to defend it.

## **B. UNIVERSITY OF NORTHERN IOWA, COLLEGE OF EDUCATION.**

The University of Northern Iowa distinguishes itself through excellence in its undergraduate, graduate and post-graduate programmes. Its primary focus is to provide a professional education that enables the graduates to be productive citizens in a complex society.

College of Education is characterized by a learning-centered environment, considerable teacher-student interaction, a varied and relevant curriculum and high academic standards. This environment is achieved through a faculty and staff committed to student development, scholarly activities and *sharing of expertise* through service to others.

In order to achieve this objective, emphasis is placed on *rigorous* instruction at all levels: undergraduate, graduate and post-graduate.

Programmes offered in this college lead to the degrees Bachelor of Arts, Master of Arts, Master of Arts in Education, Specialist in Education and Doctor of Education (Ed.D.).

The college of education includes the following six instructional units: 1) Curriculum and Instruction; 2) Educational leadership, Counseling and Post-secondary education; 3) Educational Psychology and Foundation; 4) School of Health, Physical Education and Leisure Services; 5) Special Education 6) Teaching.

*Curriculum and Instruction* department trains students in early childhood education, elementary education, middle school/junior high education, reading and language arts, school library media studies, educational technology and education of the gifted.

*Educational leadership, Counseling and Post-secondary education* department carries out graduate programmes at the masters and Ed.D. levels in educational leadership, counseling and post-secondary education.

*Educational Psychology and Foundation* department is responsible for training students in educational psychology and human development, research and evaluation, school psychology, and social foundation of education.

*School of Health, Physical Education and Leisure Services* conducts graduate and undergraduate majors in health promotion and school health education, physical education, leisure services, and youth service administration.

*Special Education* department trains students with graduate and undergraduate majors and minors in mild, moderate and severe disabilities. Graduate programmes emphasize Field Specialization, Special Education consultant, and Career Programming and Transition. All programmes are based on field experience and applied research.

*The Department of Teaching* is responsible for the administration of its two divisions; 1) Price Lab School; 2) Office of students' field experiences. Price Lab School is an integral part of University structure. It serves three basic functions; a) it provides a direct experience laboratory, b) operates as a centre for research, experimental and curriculum development and c) it provides leadership to state and

nation education through publications, consultation and a variety of *in-service programmes* and activities. Office of students' field experiences for administering the students' teaching component of the curriculum.

**Notes:**

*freshman* – студент первого года обучения;

*sophomore* – студент второго года обучения;

*junior* – студент третьего года обучения;

*senior* – студент четвёртого года обучения;

*sharing of expertise* – обмен опытом;

*rigorous* – строгое, последовательное;

*in-service programmes* – программы повышения квалификации.

**Exercises**

**1. Say if the following sentences are true or false.**

**A.**

1. Higher education in America is integral and universal system.
2. All universities and colleges in the USA are state.
3. A distinctive feature of American universities is the separation of undergraduate from graduate education.
4. After the freshman year the undergraduate takes the majority of courses in one area.
5. The PhD is the graduate degree in American universities.

**B.**

6. At UNI the primary focus of College of Education is to provide professional education to students in all spheres of art.
7. In order to achieve the main educational objective, emphasis is placed on rigorous instruction at all levels: undergraduate, graduate and post-graduate.
8. The college of education at UNI includes seven instructional units.
9. Price Lab School is an integral part of University structure.

**3. Choose the right variant.**

**A.**

1. The first level is ... .. of 4 years duration.

A. Undergraduate School      B. Graduate School      C. Postgraduate School

2. The research usually culminates in ... .. with which a graduate comes before a panel of experts to defend it.

A. a written thesis      B. a written dissertation      C. a diploma

3. The first two years at Undergraduate School are aimed at providing and preparing for more special studies.  
*A. general education                      B. specific education                      C. majoring in the field chosen*
  4. A graduate student takes ... .. years of advanced courses in his/her field of interest  
*A. 1 – 2    B. 3 – 4    C. 2 – 3*
  5. The advanced degrees (the Master's degree and the PhD) can be obtained in Graduate school.  
*A. Undergraduate School                      B. Graduate School                      C. Postgraduate School*
- B.**
6. The University of Northern Iowa carries out different educational programmes: .....  
*A. undergraduate                      B. graduate                      C. from undergraduate to postgraduate*
  7. The college of education in UNI includes the ..... instructional units:  
*A. 2    B. 4    C. 6*
  8. The Department of Teaching at UNI is responsible for..... its two divisions.  
*A. the administration of                      B. teaching in                      C. functioning of*
  9. Price Lab School is .....of University.  
*A. an administrative centre                      B. an integral structural part                      C. students' office*

### **3. Discussion**

1. Compare:
  - Russian and American universities and find some common features;
  - Herzen University and University of Northern Iowa.
2. What is your opinion about modern tendency in Russian education to copy American system? Should old unique traditions of every country be kept in its educational system? Give your reasons and examples.

## **VI. CHECK YOURSELF.**

### **1. Secret word.**

*Answer the following questions choosing one of the letters. If you do everything correctly, you will be able to guess the secret word.*

What do the following verbs mean?

1. *look in:* - выглянуть **P**  
- заглянуть **A**  
- взглянуть **M**
2. *look to somebody for something:* - смотреть на кого-либо **L**  
- осмотреть с ног до головы **E**  
- рассчитывать на кого-либо **P**
3. *look after:* - заботиться **P**  
- искать **C**  
- найти **U**
4. *look on somebody as:* - смотреть на кого-либо сверху вниз **Y**  
- обратить на кого-либо свой взор **S**  
- считать кого-либо кем-либо **L**
5. *look forward to:* - смотреть в будущее **X**  
- ждать с нетерпением **I**  
- смотреть вперед **G**
6. *look over:* - осмотреть что-либо **C**  
- просмотреть что-либо **J**  
- заглянуть через что-либо **E**
7. *look down on:* - посмотреть вниз **H**  
- смотреться **V**  
- смотреть свысока на кого-либо **A**
8. *look for:* - присматривать за **O**  
- искать **N**  
- выискивать **F**
9. *look up to somebody:* - бояться кого-либо **Z**  
- уважать кого-либо **T**  
- обожать кого-либо **A**

--	--	--	--	--	--	--	--	--

**3. Find the odd word out, write down and say why.**

№	WORDS	ODD ONE OUT	WHY
1	multi-level, post-graduate, full-time, teacher-training		
2	to be ready, to be responsible, to be interested, to be appropriate		
3	practice, advice, criticise, advise		
4	major, minor, depend, specialize		
5	having prescribed, was prescribed, prescribed, are prescribed		
6	lecture, curricula, associate professor, advisor		
7	educational, tutorial, knowledgeable, practical		
8	at present, nowadays, seldom, still		
9	to look, to stare, to gaze, to see		
10	include, consist, contain, involve		



### ***3. Have some fun with grammar!***

***Translate from Russian into English. You will succeed if you put the verbs in brackets into Present Simple or Present Progressive.***

1. *Преподаватель*: Что ты делаешь, Боб? Учишь?

*Студент*: Нет, сэр, я слушаю Вас.

2. Мэри приходит домой после первого дня занятий в университете.

*Отец*: Ну, как тебе твои преподаватели?

*Мэри*: Всё в порядке, однако, я думаю, что они недостаточно компетентны.

*Отец*: Почему ты так думаешь?

*Мэри*: А как же иначе, ведь они задают столько вопросов!

3. *1 студент*: Мне кажется, что наш профессор по экономике не совсем нормален. Ты представляешь, он разговаривает сам с собой!

*2 студент*: Ну и что, наш тоже разговаривает сам с собой! Но он этого не знает. Он полагает, что мы его слушаем.

# UNIT 5. UNIVERSITY PROFESSOR

## UNIVERSITY PROFESSOR

Presumably, the teacher is the most “powerful” person in the classroom. There are many ways for the teacher to use that power. All those ways should guarantee students psychological comfort and security. The university professor is responsible for students’ success and achievements. These are the most important things that need to be taken care of:

- . Organization – Learners must feel that their activity is purposeful. They need just enough structure so that they can feel supported and just enough freedom so that they have room for themselves to grow.
- . Motivation – All students need to be involved in classwork. This happens best when they are motivated by interesting tasks and when they experience success.
- . Information – Students need sources of extra information about what they are learning, which they can call on as required.
- . Instruction – Students need to be told new things and shown how to do new things.
- . Guidance – Learners need a helping hand to discover new things and to practice new skills.
- . Feedback – Students need to know how close they are getting to their targets.
- . Encouragement – Learners need to feel that they are making progress.

A teacher’s success can be measured most obviously by how much his students learn. Like learners, however, all teachers are different. Here are some observations of what a good teacher is like.

Firstly, a good teacher is a life-long learner. He/she is knowledgeable in the profession and in his/her subject(s) and continues to grow in that knowledge.

A good teacher is well-read, and makes decisions based on current research regarding the best practice.

Secondly, a good teacher is someone who can learn with his/ her students, and for them.

A third characteristic of a good teacher is his respect for others. He respects his/her students and his/her classroom management and interactions show it. A good teacher is a person of integrity.

Fourth, a good teacher is an effective communicator. He is someone who does not only deliver a message well, but is also an active listener.

Finally, a good teacher emphasizes that students should be responsible for their own learning. He sets goals together with his students and then acts as a facilitator

to help those students to attain those goals. He celebrates successes, and encourages those still working along.

All things considered, to find or define a “good” teacher we should look at individual people and at particular moments in time.

Anyway, the challenge is to go on developing into the teacher you most want to be.

**Notes:**

*feedback* – ответная реакция (отклик); взаимодействие

*interaction* – взаимодействие;

*facilitator* – помощник, ...

## **EXCERSICES**

### ***1. Say whether the following sentences are true or false. Correct the false ones.***

1. The teacher is the most “powerful” person in the classroom.
2. Students should be motivated by tasks that are difficult to accomplish.
3. Students don’t always need to know how close they are getting to their targets.
4. Learners need to feel that they are making progress.
5. A good teacher is someone who knows everything.
6. A good teacher is an effective communicator.
7. A good teacher emphasizes that he is responsible for his students’ success.
8. Successful teaching implies encouraging only those who are making progress.

### ***2. Match the beginnings and the ends of the sentences.***

- |  |  |
|--|--|
| 1. The university professor is responsible....           | a)... on current research.   |
| 2. They need just enough structure....                   | b)...when they are motivated by interesting tasks and when they experience success |
| 3. This happens best...                                  | c)...for students’ success and achievements  |
| 4. A teacher’s success can be measured most obviously... | d)... by how much his students learn.  |
| 5. A good teacher makes decisions based...               | e)...so that they can feel supported.  |

### ***3. Answer the following questions.***

- 1) How is a teacher supposed to use his power?
- 2) What are the most important things a teacher has to take care of?
- 3) Which of these things are the most essential ones? Why?
- 4) What are the characteristics of a good teacher?

5) What other characteristics could you add to the list?

**4. Use the given word combinations from the text to reconstruct the sentences where they are used. Write down the sentences in the correct order.**

- psychological comfort and security;
- to be taken care of;
- have room for themselves to grow;
- experience success;
- as required;
- a helping hand;
- regarding the best practice;
- respect for others;
- delivers a message well;
- sets goals;
- acts as a facilitator

**5. Use the word combinations from Ex. 4 to make up your own sentences about the faculty you work at.**

**6. You have misheard the very beginning of the following sentences. Put questions to clear up the information. Let your partner answer these questions.**

- a. Learners must feel that their activity is purposeful.
- b. Students need sources of extra information about what they are learning
- c. A teacher's success can be measured most obviously by how much his students learn.
- d. A good teacher is well-read.
- e. A good teacher emphasizes that students should be responsible for their own learning.
- f. Student should have enough room for themselves to grow.

**7. Express hesitation or uncertainty, putting questions to the following sentences. Let your partner answer these questions.**

- 1) There are many ways for the teacher to use his/her power.
- 2) All those ways should guarantee students psychological comfort and security.

- 3) All students need to be involved in classwork.
- 4) A good teacher is a life-long learner.
- 5) He respects his students.
- 6) To find or define a “good” teacher we must look at individual people at individual moments in time.

**8. Translate the following attributive word combinations from English into Russian:**

classroom management, current research, an active listener, the best practice, an effective communicator, extra information

**9. Translate from Russian into English.**

- 1) Профессор университета несет персональную ответственность за успехи и достижения своих студентов.
- 2) Хороший преподаватель разрабатывает свои лекции, основываясь на последних достижениях науки.
- 3) У хорошего преподавателя все студенты вовлечены в работу на занятии.
- 4) Студенты должны чувствовать, что они делают успехи.
- 5) Преподаватель форсирует учебные задачи и помогает своим студентам их решать.
- 6) Студенты нуждаются в источниках дополнительной информации.

## **II. ADDITIONAL VOCABULARY**

**10. Read and memorize the following words.**

1. efficient	[q'fɪS(q)nt]	квалифицированный, умелый, знающий
2. considerate	[kqn'sɪd(q)rqt]	внимательный, предупредительный
3. qualified	['kwɒlɪfald]	квалифицированный
4. skilful	['skɪlfʊl]	искусный, умелый
5. competent	['kɒmpɪt(q)nt]	компетентный
6. imaginative	[ɪ'mædʒɪnətlɪv]	обладающий богатым воображением
7. energetic	['enɜr'getɪk]	энергичный
8. strong-willed	['strɒŋ'wɪld]	обладающий сильной волей
9. reliable	[rɪ'lɪəbəl]	надежный
10. witty	['wɪtlɪ]	остроумный

**11. Fill in the missing letters in the following words:**

Rel\_able, well\_q \_ lif\_d, e\_ic\_nt, wi\_\_\_, imag\_native, ski\_ful, strong-wi\_,  
con\_ider\_te, ene\_geti\_, comp\_tent.

**12. Complete the following definitions with the words from the Additional Vocabulary.**

Pattern: Someone who is *competent* has the ability and knowledge to do something in an efficient and effective way.

- 1) Someone who is ..... has a lot of enthusiasm and determination to do something.
- 2) Someone who is ..... is amusing in a clever way.
- 3) Someone who is ..... has the education and skills suitable for a particular activity or job.
- 4) If someone is..... you can always trust him/her to act in the way you want him/her to.
- 5) Someone who is ..... pays attention to the needs, wishes, or feelings of other people.
- 6) Someone who is ..... has got a lot of willpower.
- 7) Someone who is..... is able to think of pictures or ideas of things that are different, interesting or exciting, especially things that do not exist in real life.
- 8) A person who is .....does a job well and successfully, without wasting time or energy.
- 9) Someone who is ..... at something does it very well.

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

- 1) Все мои коллеги высококвалифицированные и компетентные люди.
- 2) Для того чтобы стать хорошим руководителем, недостаточно быть знающим и квалифицированным сотрудником.
- 3) Я никогда не встречал человека, обладающего такой сильной волей и богатым воображением.
- 4) Мне нравится общаться с энергичными и остроумными людьми.
- 5) Профессор Мейвуд всегда очень внимателен к своим коллегам и студентам.

**14. Match the given words and their synonyms.**

1) take off	взлетать	E. to become interested
-------------	----------	-------------------------

2) take on	нанимать на работу	F. to remove
3) take over	принять руководство, управление	G. leave the ground
4) take to	увлечься кем-то или чем-то	H. to get control
5) take after	быть похожим на кого-либо	A. to deceive
6) take away	забирать уносить с собой	B. to employ
7) take down	записывать	C. to like, to be attracted to
8) take in	обманывать	D. to resemble
9) to take up	взяться за что-либо заняться чем-либо	I. to write down

1	2	3	4	5	6	7	8	9

**15. Translate the following sentences from Russian into English.**

- 1) Когда вы занялись наукой?
- 2) Нам придется нанять новых сотрудников, для того чтобы справиться с этой работой.
- 3) Самолет взлетел на полчаса позже.
- 4) Секретарь записала мое имя и номер телефона.
- 5) Не позволяй ему обмануть вас.
- 6) Вы не похожи на своего брата.
- 7) Когда-нибудь Вы возьмете на себя управление вашей кафедрой.
- 8) -Пообедаем сегодня в университетской столовой?  
- Давай лучше возьмем ланч с собой.

**III. GRAMMAR**

**16. a) Make adjectives from the following nouns.**

*E.g. interest – interesting*

- |                  |                    |
|------------------|--------------------|
| 1. security      | 7. purpose         |
| 2. motivation    | 8. experience      |
| 3. information   | 9. success         |
| 4. encouragement | 10. responsibility |
| 5. power         | 11. skill          |

6. activity

12. challenge

**b) Write their comparatives and superlatives.**

E.g. interesting – more interesting – the most interesting

**17. Change the following adjectives into adverbs and write their comparatives and superlatives. Comment on the rules.**

E.g. slow – slowly; slowly – more slowly – most slowly

- |            |               |              |
|------------|---------------|--------------|
| 1) perfect | 4) hard       | 7) bad       |
| 2) good    | 5) individual | 8) effective |
| 3) serious | 6) happy      | 9) fast      |
|            |               | 10) ideal    |

**18. Choose the correct alternative.**

- 1) Your students did very good / well in the exam.
- 2) He is the most funny / funniest person in the world.
- 3) I don't think he is more / most competent than I / me.
- 4) Professor Jones is the most hard-working / the hardest working person in the world.
- 5) The worst/worse thing is that he is a better / best teacher than I/me am.
- 6) His students learn more fast / faster than mine.

**19. Look at the students' evaluation and compare:**

- a) Professor Edwards to Professor Brown;
- b) Professor Clain to Professor Edwards and Professor Brown.

Pattern: a) Professor Brown is more knowledgeable than Professor Edwards is.  
Professor Edwards is less knowledgeable than Professor Brown.

- b) Professor Clain is the most knowledgeable of them.  
Professor Edwards is the least knowledgeable of them.

Quality evaluation (assessed)	Professor Brown	Professor Edwards	Professor Clain
Professor...is			
1) knowledgeable	**	*	***
2) self-disciplined	***	**	*
3) challenging	*	***	**



4)good at teaching	*	***	**
5)well-read	**	*	***
6)nice to students	*	*	***
7)witty	**	**	***
8)creative	***	**	*
9)considerate to colleagues	**	*	***
10) a good scientist (talented)			

Which of the professors is the best regarded and why? Can you characterize yourself using the same criteria?

**20. Translate the following sentences from Russian into English.**

- 1) Это самая лучшая лекция из всех, которые я когда-либо слушал.
- 2) Декан считает, что профессор Смит работает более эффективно, чем профессор Никсон.
- 3) Кто самый способный студент в вашей группе?
- 4) Если вы будете слушать меня внимательно и верно выполнять все действия, то вы быстрее приобретете нужные вам умения.
- 5) Это метод менее современен, чем тот.
- 6) Это самая серьезная (bad) ошибка, которую я когда-либо совершал.
- 7) Новые подходы к обучению делают его более целенаправленным и успешным.
- 8) Ему всегда везет на экзаменах больше всех.
- 9) Что может быть хуже скучной лекции в солнечный весенний день?
- 10) Чем больше мы учимся, тем больше мы знаем. Чем больше мы знаем, тем больше хочется узнать.

#### **IV. DISCUSSION**

**21. Do you agree or disagree with the following statements? Give your reasons and examples.**

- 1) The teacher is the most powerful person in the classroom.
- 2) A teacher success should be measured by how much his students learn.
- 3) A good teacher is someone who can learn from his students.

- 4) A good teacher is a person of integrity.
- 5) Mostly students should be responsible for their learning ( for what they learn)

***22. Speak about your most/least successful experience as a teacher.***

***23. Comment on the following quotations.***

- 1) "True teaching is Love."
- 2) "I have to Teach, it's the only way I can learn!"
- 3) "Getting students to think systematically beyond stage one is a lifetime contribution to their understanding" (T. Sowell)
- 4) "The true teacher accepts all students"
- 5) "A good teacher has a teachable heart."

***24. Choose an essay to write.***

- 1) The real value of education.
- 2) Teachers should/shouldn't be evaluated (assessed) by their students.
- 3) Experience is the best teacher.
- 4) Being a good teacher is not a state you attain, it is a progress you engage in
- 5) My rules of teaching.

## **V. SUPPLEMENTARY READING**

### **Text 1.**

#### **Likert Scale Questionnaire**

A common form of student evaluation of faculty teaching has for some years been the Likert Scale Questionnaire.

This questionnaire is usually anonymous and contains questions that are meant to serve four purposes, those of the teacher, those of staff development and those of the administration.

Unfortunately the process seems to be failing in all four respects. The students expect that their feedback will improve their courses. However, the forms are completed at the end of their courses, so that any changes will be for other student who follow afterwards and for whom changes may not be suitable.

The teachers also fail to get sufficient feedback to improve their courses. Staff development often finds that the forms devised for improving teaching are purloined by administration for their purposes to rate the lecturer for purposes of tenure and promotion and to defuse potential discontent by giving students that anonymous feedback has little courtroom credibility should faculty wish to contest administrative decisions based on them. Quality learning and teaching in higher edu-

cation is a relationship between the student and the lecturer. At the moment the lecturer has little say over what students may enter into this relationship with him/her yet, through these anonymous feedback forms, the lecturer must take the consequences if the relationship fails – perhaps through the one – sided non – contribution of some students.

**Notes:**

*respect* – отношение, касательство;

*in all respect* – во всех отношениях;

*purploit* – присваивать;

*tenure* – пребывание в должности;

*defuse* – преодолевать;

*credibility* – правдоподобие, вероятность, достоверность;

*courtroom credibility* - достоверность суждений.

**Exercises**

***1. Answer the questions.***

- 1) What has been a common form of student evaluation of faculty teaching?
- 2) What purposes is the questionnaire meant to serve?
- 3) Why does this form of measuring teaching quality fail to meet students and teachers' expectations?
- 4) Why doesn't it serve the purposes of staff development and the administration?
- 5) What is quality teaching and learning in higher education?

***2. Comment on the following statements.***

1. Anonymous feedback has little courtroom credibility should faculty wish to contest administrative decisions based on them.
2. Quality teaching and learning in higher education is a relationship between the student and the lecturer.
3. At the moment the lecture has little say over what students may enter into this relationship with him/her yet, through these anonymous feedback forms the lecturer must take the consequences if the relationship fails – perhaps through the one – sided non – contribution of some students.

***3. Speak about your ideas of what measuring teaching quality should be like.***

**4. Work out a measuring scale for teacher assessment. Compare it with your partner.**

## **Text 2.**

### **An Alternative Method of Measuring Teaching Quality.**

Teaching quality is defined as maximizing students' academic attainment and lecturer's and students' satisfaction with the course.

How can we use assessment to improve teaching and learning? A student evaluation method of assessing teaching quality aims to avoid all the problems caused by the traditional use of the student questionnaires.

Interviews with faculty on professional courses have indicated that their implicit expectations can be described and assessed in terms of three qualities:

- technical skills – rote learning, assessed by the accuracy of reproduction;
- professional competence – appropriate transfer of skills to a novel situation, assessed by the justification of appropriateness;
- professional attitude – the integration of one's life and work by one's values and beliefs, assessed by demonstration.

Faculty can be assisted in making these expectations explicit and in designing coursework and examinations that offer opportunities for assessing these three abilities. This professional development can be expected to improve the quality of their teaching. It should be their professional prerogative to decide the emphasis they judge should be given to each of the three abilities on their courses. These judgements will depend on the subject, its level and the professional inclination of the lecturer.

#### **Notes:**

*...in terms of three qualities – посредством (при помощи, с точки зрения) трех качеств;*

*rote learning – механическое запоминание;*

*the justification of appropriateness – зд. правомерность (уместность) употребления (использования).*

#### **Exercises**

**1. Say if the following sentences are true or false.**

- 1) Teaching quality defined as maximizing students' academic attainment and their satisfaction with the course.
- 2) An alternative method of measuring teaching quality implies the use of the student questionnaires.

- 3) The alternative method of measuring teaching quality is a student evaluation approach.
- 4) The quality of teaching is described and assessed in terms of three abilities.
- 5) It is for students to decide which abilities should be given emphasis to on their courses.

***2. Answer the following questions.***

- 1) How is teaching quality defined?
- 2) What is the alternative method of measuring teaching quality?
- 3) What are the aims of the method?
- 4) What abilities are described and assessed within the method?
- 5) What professional prerogative are teachers supposed to have?

***3. Define the following words and phrases.***

- 1) academic attainment;
- 2) assessment;
- 3) transfer of skills;
- 4) prerogative;
- 5) give emphasis to;
- 6) professional inclination.

***4. Speak about one of the abilities assessed within the method. Which of them do you think to be the most important one? Why? Which abilities would you introduce into the alternative method of measuring teaching quality? Give your reasons and support your ideas.***

## **Text 3**

### **Philosophy of Academic Subjects for Educators.**

The design and development of appropriate subjects for educators should be guided by learning principles. We are aware that learning occurs both from explanations of specific content and familiarity with resources which may be discussed in class sessions and also from the processes by which we convey this learning material and the ways in which we are all actively involved in the learning process.

An experiential approach to teaching principles and practices is suggested along with opportunities for discussion of key issues. "Teaching experiences" may be designed for class sessions and structures and may be provided to enable participants to reflect on what happened, how they felt and what they learnt about teaching in class and at work. Teachers are encouraged to discuss their approaches for

contextualizing communication strategies and for relating applied communication to the needs of their students. There is a great of expertise in the group and all members aim to learn from each other.

Most importantly, it is our belief as educators that the principles and strategies of teaching are best learnt and absorbed if we focus on our real life teaching experiences or specially structured experiential exercises which we can provide for each other. From these we can draw our own conclusions about the significance of principles and strategies for our roles as educators and consultants.

In particular, academic subjects for educators should benefit the practice of teaching and process of learning by including challenges which:

- are relevant to teachers'/trainers' teaching and work needs and experience;
- include an appropriate variety of learning experiences;
- involve teachers/trainers actively in the learning process;
- have sets of learning experiences, which are linked to each other in a logical and developmental way;
- discuss not just the use of the tools of effective teaching but the higher order thinking skills and the attitudes that will help our students and ourselves to work out when (and when not)) to use these teaching techniques and strategies;
- make sure that we do not just get generate familiar and comfortable knowledge from our experience but that we discuss new knowledge and theory which helps us to make sense of and build upon that experience.

### **Notes:**

*...seek to convey – пытаемся (стремимся) передать, сообщить;*

*along with – вместе с;*

*relating applied communication to the needs of their students – соотношение приобретенного опыта общения с потребностями своих студентов;*

*make sense of – понимать, осознавать;*

*build upon – использовать.*

### **Exercises**

#### ***1. Translate the following words and phrases from Russian into English.***

- 1) уместный, существенный, относящийся к делу;
- 2) знать, осознавать;
- 3) средства эффективного обучения;
- 4) знакомство с источниками;
- 5) побуждать, поощрять;
- 6) быть вовлеченным в процесс изучения (учения);
- 7) основные (ключевые) вопросы;
- 8) делать свои собственные выводы;
- 9) определенное содержание;

- 10) принципы изучения;
- 11) приемы обучения;
- 12) логичным и способствующим развитию образом.

***2. Complete the following sentences with the words and phrases from Ex. 1.***

1. Neil is an independent thinker. He always tries to... .
2. Don't go round in circles. Focus on... .
3. ...are methods and ways of educating people using special skills you have developed.
4. Both students and teachers ... in the learning process.
5. We ... students' participation in our classes.
6. Every subject has its... .
7. A scientist has to ... of recent research achievements.
8. This point is not really ... we had better move on.
9. You can't easily learn things just because you want to. There are certain ... that have to be observed.
10. A successful teacher is supposed to demonstrate his ability to use... .
11. Ian reads plenty of articles every day. He says that ... is essential for his research.
12. You are really creative, but that is accuracy that you lack. Why don't you express your ideas...?

***3. Answer the following questions.***

1. What principles the design and development of academic subjects for teaching specialists should be guided by?
2. Why is it important to design "teaching experiences" for class sessions?
3. What challenges should academic subjects for educators include?
4. Which of them do you think more important than the others? Why?

***4. Expand on the following terms.***

***5. Write about your criteria of academic subjects for teaching specialists (educators). Give your reasons and support your ideas.***

## **VI. CHECK YOURSELF.**

### ***1. Find 10 adjectives***

t	c	p	i	n	v	o	c	c	j	n	i	d	h	o	f
m	i	n	m	e	d	e	h	o	t	o	e	t	r	b	a
o	e	a	a	t	t	s	a	k	s	k	i	l	f	u	l
t	f	c	g	r	e	v	l	s	e	i	l	i	r	k	n
i	f	v	i	a	a	f	l	i	o	s	m	e	e	s	k
v	i	k	n	o	w	l	e	d	g	e	a	b	l	e	y
a	c	y	a	c	e	k	n	e	m	g	g	w	i	w	o
t	i	x	t	h	n	r	g	r	z	y	o	b	a	e	h
e	e	w	i	t	t	y	i	a	g	l	j	r	b	m	v
d	n	q	v	j	y	t	ng	t	l	a	p	o	l	q	s
a	t	g	e	y	h	e	s	e	f	l	i	n	e	r	k

### ***2. Arrange the letters so as to make synonyms of the following words.***

- 1) achievement – r s e o p g s
- 2) evaluation – s t s e m a s l s n
- 3) purpose – r g e a t r
- 4) competent – f e i t c f i n
- 5) suitable – p r a i p o l r p t
- 6) important – l s n i e s t a i

### ***3. Comment on the following saying.***

The more we learn the more we know,  
the more we know the more we forget,  
the more we forget the less we know.

Why learn?



# UNIT 6. ACADEMIC RESEARCH

## ACADEMIC RESEARCH

### PART 1

Research at Herzen university is carried out by faculty members, research fellows, postgraduate and graduate students in more than 100 departments, at the Research Institute of Continuous Pedagogical Education, as well as in some problem, branch and commercial laboratories.

Over 1500 persons including several members and corresponding members of the Russian Academy of Sciences and the Russian Academy of Education, over 400 professors, doctors of science, over 600 associate professors and candidates of science take part in the research of Herzen University.

There are two levels of doctoral scientific degrees: Kandidat Nauk Degree (the first level) and Doktor Nauk Degree (the second, highest level). The Candidate of Sciences is the first advanced academic degree in Russia. Admission to the Candidate of Sciences follows the completion of Diploma or Master's degree and the passing of qualifying examinations in the field of specialization. The Candidate of Sciences is granted after at least a three-year period of guided research and completion and public defense of a thesis.

The Doctor of Sciences, the highest academic degree awarded in Russia, requires the completion of a major dissertation that includes results of fundamental scientific or applied significance. The content of the dissertation must be based on original research. The Highest Qualification Attestation Commission awards the Candidate of Sciences and Doctor of Sciences degrees *in conjunction with* a professional *council* of experts in the field of specialization.

At present the University has more than 20 dissertation councils authorized to grant academic degrees in more than 60 specialities. These councils grant over 20 doctor's and over 100 candidate's degrees annually.

The most significant research projects in Herzen are conducted in close cooperation with major institutions under the Russian Academy of Sciences or other Academies, other Russian universities and colleges, as well as with foreign research and training centres.

Publishing activities of the University are carried out by its own Publishing house which produces over 500 printer's sheets of textbooks, methods aids and research papers annually.

Each year the University faculty members take part in over 300 international, all-Russian and inter-university conferences. University departments organize

traditional Herzen Readings inviting specialists from other cities and from abroad to participate.

A major role among the research fields is played by the investigations conducted by the Research Institute of Continuous Pedagogical Education, some problem laboratories and a branch laboratory of machine translation.

The Research Institute of Continuous Pedagogical Education set up in 1993 investigates different aspects of the problem of multi-level teachers' training at its various stages (pre-college, college and post-college) *within the framework of* the priority research direction of the University aimed at developing a modern model of continuous teachers' training.

The university maintains scholarly contacts with over 30 *counterparts* abroad. Joint research has become traditional with contracts to that effect signed with Universities of Northern Iowa (USA), Potsdam, Hagen (Germany), Twente (Holland), Antwerp (Belgium) etc. Such form of cooperation as organization of international conferences at Herzen university are practiced, as well as participation of faculty members in scientific conferences abroad and participation of Herzen research teams in international research projects

### **Notes:**

*encompass* – включать, заключать

*in conjunction with* – вместе с, в сочетании с

*council* – совет

*within the framework of* – в рамках чего-либо

*priority* – первоочередной, приоритетный

*counterpart* – аналог, эквивалент, коллега

## **I. EXERCISES**

### ***1. Answer the following questions:***

1. What are the main participants of research at Herzen University?
2. What academic degrees can be awarded here? What is the difference between them?
3. What other aspects of research in Herzen University can you name?
4. What is the function of the Research Institute of Continuous Pedagogical Education?
5. In what way do publishing activities of Herzen contribute to science and research?
6. What is a dissertation council? What is its main goal?
7. What should one do to get a scientific degree?
8. What is the Highest Qualification Attestation Commission?

**2. Match the words from the text to make word-combinations. Translate these word-combinations into Russian:**

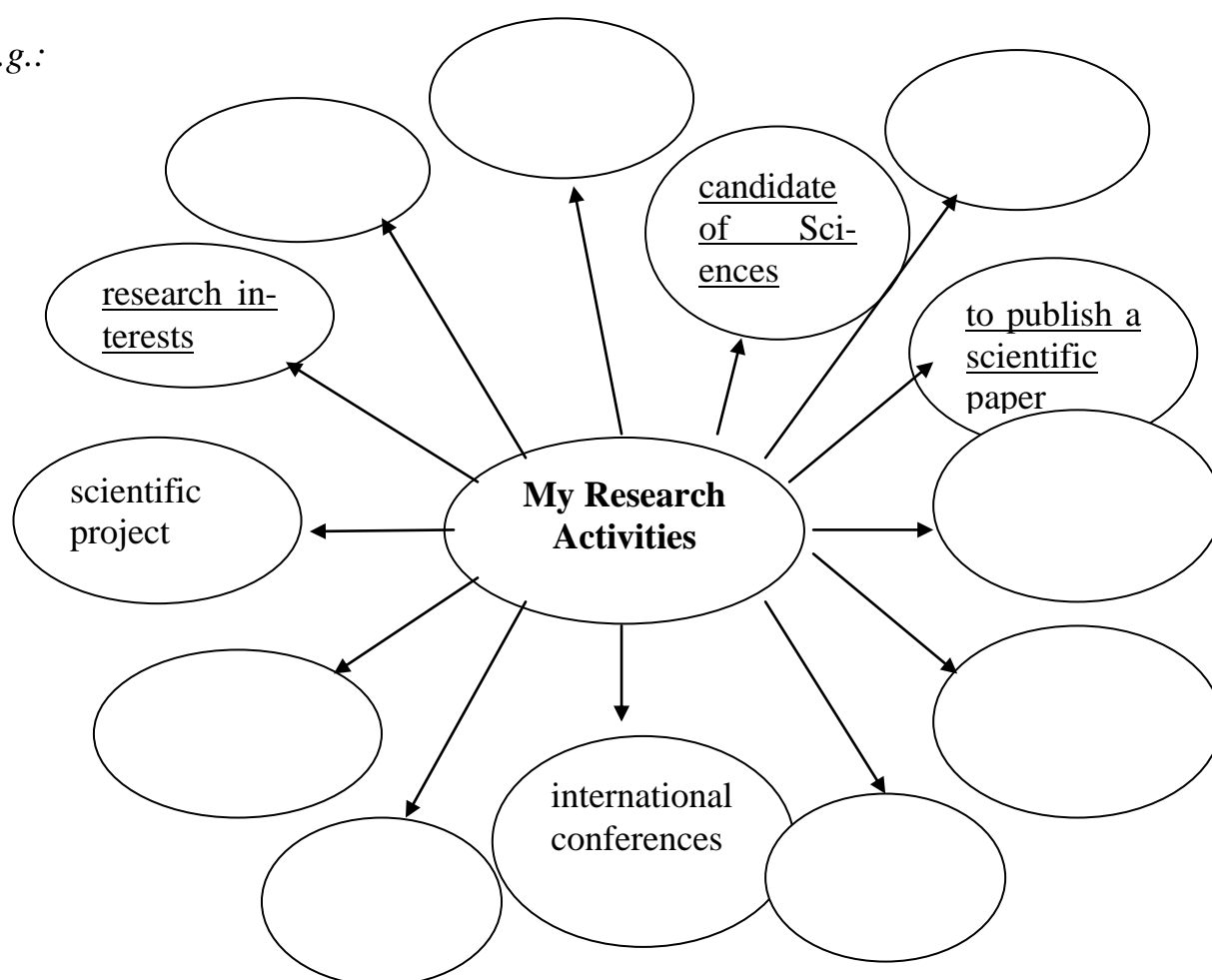
research	member
associate	council
Herzen	student
corresponding	house
publishing	professor
dissertation	readings
postgraduate	fellow

**3. Give English definitions of the following key-words of the text:**

academic degree, the candidate of sciences, the doctor of sciences, thesis, research project

**4. Write as many words and expressions on the topic *My Research Activities* as you can.**

*E.g.:*



How many words and expressions have you written? Comment on each word combination. Compare it to your partner's paper.

**5. Complete your self-presentation paper.**

1. Employment (career) (for the last ten years)	
2. Publications (for the last ten years)	
3. Conferences and presentations (for the last ten years)	
4. Grants (for the last ten years)	

**TEXT 2**

***RESEARCH STRATEGIC DIRECTIONS AT HERZEN UNIVERSITY***

The research is conducted within the framework of the following 26 main fields specified by the University:

**I. Psychology - Pedagogics - Particular Methods**

1. Integrative open developing system of continuous teachers' education.
2. Educational foundations of designing a modern developing school.
3. System of formation and development of the personality of a child as a subject of activity and moral behaviour.
4. Concept, substance and methods of differentiated mathematical education.
5. Development of children with physical and/or mental handicaps within the special education system.
6. Integral system of *aesthetics* education and upbringing of school students.

7. Development of motor abilities of children of school and pre-school age through physical activity and sports.
8. Theory, history and methods of teaching fine arts, decorative and *applied arts* and architecture.

## II. Natural, Mathematical and Engineering Sciences

1. Electron ion processes in solids and interaction of irradiation and solids.
2. Nitrocompounds and amino acids.
3. Theoretical and applied photo chemistry.
4. Physical chemistry of condensed media and their surfaces.
5. Development of progressive technological processes and equipment for special machine building and electronics.
6. Mathematical structures: substance and computational aspects.
7. Territorial problems of nature management
8. Adaptive reactions of biological systems to specific and non-specific action of environmental factors.

## III. Social Sciences

1. Education as a socio-cultural system.
2. Man, environment, society.
3. Problems of theory and history of culture.
4. Far North studies: culture and education.
5. Natural and cultural heritage in education and tourism systems.
6. System of creative, scientific, theoretical and methodological problems of fine arts in teachers' training colleges.

## IV. Philology - Linguistics

1. System and functions in the Russian language and Russian speech.
2. Cognitive and pragmatic aspects of language and speech, problems of *discursive* generation and perception.
3. Applied linguistics and language teaching.
4. Laws of the historical and literary process. Method and style.

## V. Problem Laboratories

The problem laboratory for nitrocompounds set up in 1959 continues its long-time investigations into creating such new medical preparations as carphedon, gammoxin, omega and succicard. In cooperation with the Russian Applied Chem-

istry Research Centre, work is being carried out on starting commercial production of phenibut preparation developed at the laboratory. Investigations are also conducted into purposeful synthesis of nitro- and polynitrocompounds.

The problem laboratory for Scientific Foundations of Audio-visual Interactive Training Technologies (set up in 1967) works at developing teaching technologies for different training levels and different teaching subjects. Their achievements are reflected in such works as “Audio-visual Technologies in Continuous Education” monograph, “Introduction to Audio-visual Technologies of Training “ teaching aid for teachers’ training colleges and for the system of improving teachers’ professional skills. Videocassettes containing series of training video materials on literature, history, chemistry, physics and astronomy, created at the laboratory, are supplied to different regions of the country.

The problem laboratory for Psychology of Children with Developmental Deviations (set up in 1967) investigates the *criteria* of psychological development of children within the system of correctional and educational work in special institutions. Work is carried out on developing methods, psychological and teaching aids to accompany the education of children with sensor, speech and intellectual handicaps. While conducting research under the “Children of Chernobyl” programme, a set of scientific and methodological materials was prepared for regional committees in which psychologists, physicians and teachers participate. An experimental follow-up is being carried out of the operation of the basic structural components of the psychological service in special correctional institutions.

The branch laboratory of machine translation produced a multi-lingual translation systems called SILOD and providing for instant service of specialists and *facilitating* the work of translators. At present the developers of that system have reached the international level. The investigations conducted are financed from outside sources.

#### **Notes:**

*aesthetics* – эстетика

*applied art* – прикладное искусство

*discursive* – бессвязный, беспорядочный, хаотичный

*criteria* – критерии, *criterion* - критерий

*facilitate* – облегчать

#### **1. Answer the following questions:**

1. What is the scientific activity in the field of psychology and pedagogics?
2. What is the scientific activity in the field of natural sciences and math?
3. What is the scientific activity in the field of social sciences?

4. What is the scientific activity in the field of philology and linguistics?
5. What is a problem laboratory?
6. Give any examples of problem laboratories at Herzen.
7. Name the most outstanding researcher of Herzen.
8. What are the problem laboratories at Herzen University?

**2. Match the words from the text and translate them into Russian:**

experimental	arts
applied	technology
scholarly	contact
teaching	follow-up

**3. Give English definitions of the following key-words of the text:**

methods of teaching, problem laboratory, branch laboratory, investigations, handicap

**4. You have misheard the very beginning of the following sentences. Put questions to clear up the information. Let your partner answer these questions.**

1. The branch laboratory of machine translation produced a multi-lingual translation system called SILOD.
2. The research is conducted within the framework of the following 26 main fields specified by the University.
3. Cognitive and pragmatic aspects of language and speech, problems of *discursive* generation and perception are being analyzed in Herzen.

**5. Express hesitation or uncertainty, putting questions to the following sentences. Let your partner answer these questions.**

1. Videocassettes containing series of training video materials on literature, history, chemistry, physics and astronomy, created at the laboratory, are supplied to different regions of the country.
2. The problem laboratory for Psychology of Children with Developmental Deviations investigates the *criteria* of psychological development of children.
3. The investigations conducted are financed from outside sources.

**6. Search and name some abbreviations in educational sphere and give the complete variant of translating them:**

e.g. EDUCOM ( from Educational Communication) – сеть связи между вузами США

### ***7. Translate from Russian into English***

1. Данная лаборатория занимается разработкой и исследованием различных учебных технологий.
2. Эти ученые изучают критерии психологического развития детей школьного возраста.
3. Предмет ее деятельности – развитие личности ребенка.
4. В рамках данного исследования был проанализирован ряд актуальных лингвистических проблем.
5. Многие психологи участвовали в программе «Дети Чернобыля».

### **ADDITIONAL VOCABULARY**

a humanity	[q hʃH'mxnqtl]	гуманитарный предмет
a social science	[q 'squS(q)l 'salqns]	общественная наука
a natural science	[q 'nxC(q)r(q)l 'salqns]	естественная наука
academic hierarchy	['xkq'demlk 'halqrRkl]	иерархия ученых степеней
to get Bachelor of Arts or Sciences degrees	[tq get q 'bxC(q)lq Ov Rts L 'salqns dl'grJz]	получить степень бакалавра гуманитарных или естественных наук
to go on for a graduate or professional degree	[tq gqu On fLr q 'grxdjuqt L prq'feSqnl dl'grJ]	продолжить обучение с целью получения степени магистра или доктора или профессиональной степени
programs for graduate or professional study	['prqugrAm fL'grxdjuqt L prq'feSqnl 'stAdl]	программы обучения аспирантов и профессиональные программы
a publicly funded university	[q 'pAbllkl 'fAndld 'jHnl'vWstl]	университет, финансируемый из общественных источников



a privately funded university	[q 'pralvltl 'fAndld "jHnl'vWsltl]	университет, финансируемый из частных источников
a postgraduate (student)	[q pqust'grxdjuqt 'stjHd(q)nt]	аспирант
a postgraduate degree	[q pqust'grxdjuqt dl'grJ]	ученая степень (после обучения в аспирантуре или докторантуре)
Master of Philosophy	['mRstq Ov fl'IOqfl]	магистр гуманитарных наук
to be awarded for	[tq bJ q'wLdlld fl]	присуждаться за
research in Arts or Sciences	[rl'sWC In Rts L 'salqnslz]	исследования в области гуманитарных или естественных наук
the Council for National Academic Awards	[Dq kauns(q)l fL 'nxS(q)n(q)l "xkq'demlk q'wLdz]	национальный совет по присуждению ученых степеней (Великобритания)
a vocational area	[q vqu'kelSqnl 'Fqriq]	область профессионального обучения
to take qualifications	[tq telk "kwOlfl'kelS(q)nz]	сдавать экзамены
a professional body	[q prq'feSqnl 'bOdI]	профессиональный орган
to receive a grant	[tq rl'sJv q grRnt]	получать стипендию/ грант
to be famous for academic excellence	[tq bJ 'felmqS fLr "xkq'demlk 'eks(q)l(q)ns]	быть известным великолепным качеством обучения
to award a degree	[tq q'wLd q dl'grJ]	присвоить степень
to do, earn, receive, take a degree	[tq dH, Wn, rl'sJv, telk q dl'grJ]	получить степень
academic degree	["xkq'demlk dl'grJ]	ученая степень
faculty member	['fxk(q)tl 'membq]	преподаватель университета

major	['meIGq]	специализация, профилирующая дисциплина
The Highest Qualification Attestation Commission	[Dq halst kwOlfl'kelS(q)n "xte'telS(q)n kq'mlS(q)n]	ВАК (Россия)

**8. Translate from Russian into English using this new list of words:**

1. Университет предлагает программу для студентов, аспирантов и профессиональные программы.
2. Степень бакалавра присуждается за исследования в области гуманитарных или естественных наук.
3. Экзамены на присуждение степеней сдаются в вузе, Национальном Совете по ученым степеням или в профессиональных органах.
4. Курс обучения в высшем учебном заведении длится 4 года и больше.

**9. Study the list of synonyms and give the key word:**

- exploration, groundwork, investigation, search, study    **r.....h**
- argument, composition, essay, idea, monograph, theme, subject, theory, topic  
**t.....s**
- board, committee, congress, parliament, conference    **c.....l**
- apprentice, fresher, learner, pupil, scholar    **s.....t**
- art, discipline, knowledge, skill, technology    **s.....e**

**10. Translate word combinations from Russian into English in order to complete the dialogue.**

- Кто осуществляет научную деятельность в университете им. Герцена?
- Research at Herzen University is carried out by преподавателями данного учебного заведения, research fellows, аспирантами and выпускниками in more than 100 departments, at the Research Institute of Continuous Pedagogical Education, as well as in some problem, branch and commercial laboratories.
- Как много ученых вовлечено в научную деятельность университета?
- Over 1500 persons including several members and членов-корреспондентов Российской Академии Наук and the Russian Academy of Education, over 400

professors, *докторов наук*, over 600 associate professors and candidates of science take part in the research of Herzen University

- *Какие ученые степени присуждаются в университете?*

- *Кандидат наук* is the first advanced academic degree. The admission follows the completion of Diploma or Master's degree and the passing of qualifying examinations *по специальности*. *Степень кандидата наук* is granted after at least a *трехгодичного периода* of guided research and completion and public *защиты диссертации*.

- The Doctor of Sciences, the *высшая ученая степень* awarded in Russia, requires the completion of a major dissertation that includes results of fundamental scientific or applied significance. The *содержание* of the dissertation must be based on original research.

- *Сколько диссертационных советов при университете? И сколько специальностей?*

- At present the University has *более 20 диссертационных советов* authorized to grant academic degrees in more than 60 *специальностям*. These councils grant over 20 doctor's and over 100 candidate's degrees *ежегодно*.

- *Каковы международные связи университета?*

- The university *поддерживает* scholarly contacts with over 30 counterparts abroad. *Совместная научная деятельность* has become traditional with contracts to that effect signed with UNI (USA), Universities of Potsdam, Hagen (Germany), Twente (Holland), Antwerp (Belgium) etc. Such form of *сотрудничества* as organization of international conferences at Herzen university are practiced, as well as *участие* of faculty members in *научных конференциях* abroad and participation of Herzen research teams in international research projects.

**11. Give definitions of 5 key notions of your research.**

## **V. GRAMMAR**

***Language Reference:***

***Passive Forms***

Passive Forms are widely used in scientific style.

Perfect	Tense	The Passive Voice		
	Aspect	Present	Past	Future
Non-perfect	Common	is taken	was taken	will be taken
	Progressive	is being taken	was being taken	_____
Perfect	Common	has been taken	had been taken	will have been taken
	Progressive	_____	_____	_____

*\*Present and Past Simple Passive are the most often.*

**12. Form Present, Past and Future Simple Passive (singular and plural) from the following verbs:**

*to define, to provide, to limit, to isolate, to use, to intend, to make, to think, to relate, to tout, to cite, to promote, to hamper, to grant, to involve, to require, to keep, to assign, to teach, to run.*

*E.g. – to define: is (are) defined; was (were) defined; will be defined.*

**13. Make up a sentence or a situation with the Passive verb forms from Exercise 6 on the topic of your research.**

*E.g. – is defined: The computer in teaching techniques is defined as means of teaching the subject.*

**14. Search for all cases of Passive constructions in the texts and translate them into Russian. Write them out.**

**15. Make up 10 your own Passive sentences concerning the topic « Science and Education».**

#### **IV. DISCUSSION**

***16. Describe the so called «Herzen idea», what does it mean personally to you?***

***17. Present in writing the scheme of research in Herzen University (faculties, laboratories, dissertation councils, scientific conferences).***

***18. Describe the process of your involving into research of Herzen:***

- What scientific field of our university do you belong to?
- How many published works do you have at the moment?
- What is your general research idea?

***19. Present in the written form the summary of your recent research.***

***20. Describe the procedure of awarding the academic degree to you:***

- In what way was your public defense of a thesis conducted?
- What scientific project are you involved in?

***21. Complete the sentences using the terms from your research sphere. Use the words and expressions you have learnt and special dictionaries (if necessary).***

- My investigation deals with ...
- We have considered ...
- ... have been studied.
- ... has been analyzed.
- The obtained material has been classified according to ...
- The advantages of ... have been outlined.
- We have found an approach to the problem "...".
- ... has been established.
- ... have been estimated.
- We give a general conclusion for ...

***22. What facts from the history of our university do you know? What eminent professors have worked in Herzen? What are they famous for?***

## **V. SUPPLEMENTARY READING**

### **Text 1.**

#### **RESEARCH IN AMERICAN UNIVERSITY**

**The University of Northern Iowa** was established in 1876 by an *enactment* of the Iowa General Assembly and opened on September 6 as the Iowa State Normal School – “a school for the special instruction and training of teachers for the common schools of the state.” Since that time, the University has evolved into a *comprehensive* university offering a broad *curriculum* at both the undergraduate and graduate levels.

The University of Northern Iowa is a comprehensive institution committed to providing a diverse, dynamic learning environment, founded on a strong *liberal arts* curriculum and characterized by excellence in teaching, scholarship and service. The University focuses both on undergraduate education that emphasizes a personalized learning environment and on selected masters, doctoral and other graduate programs that provide students with specialized educational experiences. UNI programs *incorporate* scholarship and service to individuals, communities, and organizations throughout the state, the nation, and the world.

In order to carry out this mission, the University is divided into five academic colleges and the Division of Continuing Education and Special Programs. The five academic colleges are:

1. College of Business Administration
2. College of Education
3. College of Humanities and Fine Arts
4. College of Natural Sciences
5. College of Social and Behavioral Sciences

#### **RESEARCH TEAM PARTICIPATION**

Faculty and graduate students meet weekly to pursue research and evaluation questions of interest. The team designs and executes a research agenda. Responsibilities for students increase as they gain experience and training. During the second year, students spend substantial time developing the foundation for their dissertation proposal. This proposal should fall within the research team’s goals.

All aspects of research, including conceptualization, instrument development, *refinement* and implementation, data collection, analysis, and writing, are required of first and second-year students. Authorship or co-authorship of grant requests and professional articles is expected and encouraged. Students are expected

to present their work to faculty and at academic and professional conferences and meetings.

Academic programs at UNI have either a research requirement or a research component for students at the undergraduate level. Significant portions of the undergraduate programs involve direct research by individual students, case analyses, team projects, and presentations. Each major contains courses with significant research and writing requirements. All graduate programs require students to complete research projects that result in written documents, whether a research paper, thesis, or dissertation. The MBA program, for example, requires student research in each course.

There are several kinds of courses that require student participation in research, including most research methods courses. For example, students who take Qualitative Research Methods in the Department of Sociology, Anthropology, and Criminology are required to do four short research projects in order to satisfy the requirements of the course.

The Undergraduate Research Program (URP) provides funding each semester for faculty/student collaborative research, a significant amount of which finds its way to conferences and publication. Undergraduate and graduate assistantships are extremely important training grounds for the teaching and performance of research. The Center for Social and Behavioral Research and the Center for the Study of *Adolescence* mentor students through 12 paid positions as undergraduate research assistants. These centers also house a number of graduate assistants.

Each college supports undergraduate research through funds set aside specifically for experiential learning and undergraduate research. The Undergraduate Social Science Research Conference and the Sigma Xi Student Research Conference are annual events during which students present papers and *delineate* their original research. Summer Undergraduate Research Programs, such as those in Chemistry and Biology provide students with a stipend and research credit. The latter exemplify UNI's commitment to student research activities in that they have become part of the budget of the College of Natural Sciences.

In summary, the post-graduate success of our students is, to a great extent, the result of excellent programs of study consistently delivered by faculty *immersed* in solid scholarship with first-rate teaching techniques.

### Notes:

*enactment* - закон, указ, постановление

*comprehensive* - единый, всесторонний, полный

*curriculum* – учебный план

*liberal arts* – гуманитарные науки

*incorporate* – объединять, включать, содержать

*refinement* – уточнение, отделка

*adolescence* – подростковый возраст, юность

*delineate* – обрисовывать, описывать

*immerse – погружаться, уходить с головой в работу или деятельность*

### Exercises

#### **1. Answer the following questions:**

1. When was UNI established?
2. What is the scientific purpose of this university?
3. What kind of curriculum does UNI provide?
4. What colleges within UNI do you know?
5. What aspects of research are required of 1 and 2-year students?
6. What do undergraduate programs involve?
7. What is URP?
8. What research UNI conferences can you name?

#### **2. Match the words from the text and translate them into Russian:**

comprehensive	experiences
educational	project
data	technique
research	assistantship
teaching	institution
graduate	collection

#### **3. Give English definitions of the following key-words of the text:**

*personalized learning environment, research team, conceptualization, co-authorship, commitment*

### **Text 2**

#### **RESEARCH IN ENGLISH UNIVERSITY**

**Oxford** is a unique and historic institution. As the oldest English-speaking University in the world, it can lay claim to nine centuries of continuous existence. There is no clear date of foundation, but teaching existed at Oxford in some form in 1096 and developed rapidly from 1167, when Henry II banned English students from attending the University of Paris. Less than a century later, Oxford had achieved *eminence* above every other seat of learning, and won the praises of



popes, kings and sages by virtue of its antiquity, curriculum, doctrine and privileges.

The system of academic degrees in the University of Oxford can be confusing to those not familiar with it. This is not merely because many degree titles date from the Middle Ages, but also because many changes have been introduced in recent years.

The Bachelor's degree (Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), Bachelor of Theology (BTh) is awarded soon after the end of the degree course (three or four years after *matriculation*). Until recently, all undergraduates studied for the degree of Bachelor of Arts. The BFA was introduced in 1978. Holders of the degrees of BA and BFA both proceed in time to the degree of Master of Arts (MA).

The BTh is awarded primarily to students of the various Theological Colleges and Halls enjoying some sort of associate status with the University. Usually, these students are candidates for the *ordained* ministry of one of the mainstream Christian denominations.

The degree of Master of Arts is awarded to BAs and BFAs 21 terms (7 years) after matriculation without further examination, upon the paying of a nominal fee. While the length of the undergraduate degree course has been shortened to three or four years, the University of Oxford still requires seven years to pass before the awarding of the MA.

Despite the fact that no greater academic achievement is involved, the MA remains the most important degree in Oxford. Members of the University who are MAs still *outrank* any person who does not have the degree of MA, other than doctors of *divinity*, medicine and civil law. Hence, a doctor of philosophy who is an MA outranks someone who is simply an MA, but the MA outranks a doctor of philosophy who is not an MA.

The DPhil is a research degree introduced at Oxford in 1914, and has a lower status than the so-called "higher doctorates" (i.e. those doctorates other than in Philosophy). Rather atypically, it was Oxford that was the first university in the UK to introduce research degrees.

### Notes:

*eminence* – высокое положение

*ordain* – посвящать в духовный сан

*matriculation* – зачисление, вступительные экзамены

*outrank* – превосходить, превышать

*divinity* – теология, богословие

### Exercises

#### **1. Answer the following questions:**

1. Does the history of Oxford differ from the one of UNI?
2. Why can the system of academic degrees in the University of Oxford be confusing?
3. What are the main academic degrees in Oxford?
4. What is the hierarchy of these scientific degrees? Explain the difference between them.
5. Why do members of the University who are MAs outrank other members?

**2. Match the words from the text and translate them into Russian:**

academic	status
associate	fee
continuous	degree
nominal	doctorates
higher	ministry
ordained	existence

**3. Give English definitions of the following key-words of the text:**

*master, doctor, bachelor, undergraduate degree*

**4. Write down the list of differences between Russian, English and American research and science systems. Arrange the information in 3 columns.**

<b>Russian research</b>	<b>American research</b>	<b>English research</b>


**5. Act out a dialogue among faculty members of Herzen, Oxford and UNI about education problems.**

**6. Write down the list of all key words and expressions concerning the topic «Academic research» from all given above texts.**

### **Text 3.**

#### **HONORS DEGREES AND ACADEMIC DISTINCTIONS**

Under the British system, undergraduate degrees are differentiated by performance: they are awarded either as *pass degrees* or as *honors degrees*, the latter denoted by the appearance of “(Hons)” after the degree abbreviation. An honors degree generally requires a higher academic standard than a pass degree, and in Singapore, Australia, New Zealand, and Canada an extra year of study which may involve independent *research* and the writing of a *thesis*. An honors degree is sometimes accepted in place of a *Master’s degree* as prerequisite for *Ph.D.* study. In the University of Dublin, the equivalent of honors is known as *moderatorship*, abbreviated “(Mod)”. Honors and moderatorships are often divided into first, second upper, second lower, third and (sometimes) fourth classes.

Today, the most common undergraduate degrees given are the Bachelor of Arts (B.A. or A.B.) and *the Bachelor of Science* (B.Sc. in Commonwealth usage or B.S. in U.S. usage). Originally, in the universities of *Oxford* and *Cambridge* all undergraduate degrees were in the Faculty of Arts, hence the degree of Bachelor of Arts. Since the late 19<sup>th</sup> century, most universities in the English-speaking world have followed the practice of the *University of London* in dividing undergraduate degree subjects into the two broad categories of arts and sciences, awarding the degree of Bachelor of Science to students of the latter category of subjects.

The University of Cambridge is perhaps unique today in awarding the B.A. for all undergraduate degrees. However, in many universities over the last hundred years the range of bachelors’ degrees has expanded enormously, especially in Australia and New Zealand, where the B.A. degree is increasingly uncommon.

A doctorate is *an academic degree* of the highest level. Traditionally, the award of a doctorate implies recognition of the candidate as an equal by the *university faculty* under which he or she has studied. There are essentially three types of doctorates: research, first-professional (USA only), and honorary. Research doc-

torates are nearly always awarded in recognition of academic research that is of a publishable standard (even if not actually published) and represents at least a modest contribution to human knowledge. It is usually assessed by submission and *defense of a doctoral thesis or dissertation*, though in some cases a coherent body of published literature can be accepted instead. Honorary doctorates are awarded for a substantial contribution to a field but this need not be academic in character. In the UK, Australia, and some other Commonwealth countries, a distinction is made among research doctorates into junior doctorates (generally awarded after a course of 3-5 years postgraduate research and study and submission of a thesis), and higher doctorates—awarded on the basis of ~10 years outstanding research, judged through examination of publications. These higher doctorates are also used as honorary doctorates, but those awarded on the basis of academic research are non-honorary.

The title of *Doctor* is used both by and of those holding research doctorates or some professional (usually medical) degrees, but according to convention is not used by or of those holding honorary doctorates. Additionally, in the United States while a person with a research doctorate would use the title “Doctor” in an academic or research/development setting, and in publication, he would generally not use the title if working in a corporate setting. In some countries the term “doctor” may be used as a title of respect even if the person being addressed has no doctoral degree, *e.g. holders of a bachelor’s degree* (medical doctors, lawyers, physical therapists, nutritionists, dentists, etc.) in Portuguese-speaking countries.

Although the Ph.D. is almost universally accepted currently as the standard qualification for an academic career, it is a relatively new invention. The older-style doctorates (now usually called “Higher Doctorates” in the United Kingdom) take much longer to complete, since candidates must show themselves to be leading experts in their subjects. These doctorates are now becoming rare, and are usually only awarded as *Honorary degrees*. The notion of doctorates that are higher than the Ph.D. is one that is rare in the United States, but more established in the U.K.

In Germany, all doctorates bear the same level of merit (there are no first-degree doctorates as medical doctors do not necessarily hold a doctorate, although it is much easier for medical students to earn the degree (it is done during about one year within their course) than for those studying other disciplines (where the doctorate is a separate degree which takes 3, 5 or even more years).

A master’s degree is an *academic degree* usually awarded for completion of a *postgraduate or graduate course* of one to three years in duration. In the UK it is sometimes awarded for an undergraduate course whose final year consists of higher-level courses and a major research project. In the recent standardized European system of higher education diplomas, it corresponds to a two year graduate program to be entered after 3-year undergraduate studies and preparing either for high qualification employment, or for doctorate studies.

## European Union

In order to facilitate the movement of students between European Union countries, a standardized schedule of higher education diplomas, also known as the *Bologna process*, was proposed: a 3-year undergraduate degree called *license* or *bachelor's degree*, then a two-year diploma called *master*, then a doctorate, meant to be obtained in 3 years. Because of these indicated schedules, the reform is also referred to as 3-5-8.

In France, a traditional diploma was the *maîtrise* (which translates literally as “master’s qualification”) after 4 years of studies. This diploma becomes the first year of the Master’s program, often referred to as M1. Because of this change, legal texts specifying a *maîtrise* (for instance, those defining the conditions for the external *agrégation*) had to be amended. The Master’s programs subsume the former *DEA*, (research-oriented 1-year degree) and *DESS* (industry-oriented 1-year degree).

In Poland a master’s degree mean completion of higher education - 5 years programme in science courses at university or other similar institution, with a project in the final year called “magisterium” (it can be translated as Master of Arts thesis) that usually require making research in given field. MA degree is called “magister” (or “mgr”) except of medical education where is called “lekarz medycyny” (what should be mean as rights for physician title usage) or “lekarz weterynarii” in veterinary field. Completion of higher engineering education is called “inżynier” (engineer) degree and can be completed with MA diploma usually in the same year, and it will be called “magister inżynier” (or “mgr inż.”).

In the Netherlands the traditional academic degrees were *doctorandus* (drs.), *ingenieur* (ir.) and *meester in de rechten* (mr.) after 4 of 5 (6 years for Medicine) years of studies. Eventhough universities have adopted the master’s and bachelor’s degree system, the old titles drs., ir. and mr. are still used (and the use of them protected by law). The *doctorandus* (literally meaning “he who has to become doctor”) degree is comparable with the MA degree (sometimes MSc). The *ingenieur* (engineer) degree is comparable with an M.Eng. or MSc degree, in the Netherlands an MSc degree replaces the *ingenieur* degree. Finally, the mr. degree is comparable with the LL.M degree.

## Thesis committee

A thesis committee (or, at some universities, specifically for the doctorate, a dissertation committee) is a committee that evaluates a student’s thesis. Although each school is different, for the master’s degree the “committee” may be only one advisor, or perhaps a small group.

For a research-oriented doctorate such as the Ph.D., the process is considerably more involved. The committee is chosen by the student in conjunction with his or her *thesis* advisor. The members, which usually vary in number from two to four, are Doctors in their field and will have the task of reading the dissertation,

making suggestions for changes and improvements, and sitting in on the defense. Depending on the subject matter, one may be a professor from a related field.

One of the most important steps in a doctoral program is assembling a good committee. If the student has members who have “issues” between them, he or she can be placed in a very difficult position. On the other hand, a good working committee whose members are well recognized in their field can be of considerable career help. Again, careful thought should go into this process.

The defense is the last hurdle in the attainment of a doctorate. At this final meeting, the doctoral candidate typically speaks for some amount of time on the dissertation, and then answers the questions of the members of the committee. At many universities, the candidate’s talk is open to the public, who may ask questions, but are then asked to withdraw so that the committee may ask further questions in a closed session. (In the UK the defense is known as a viva, short for viva voce, Latin for “live voice”.) If the defense is successful, the committee members and advisor sign the dissertation. The thesis committee can also require that final changes be made before the dissertation may be submitted to the graduate school. It is customary in many schools to grant the title of “Doctor” immediately following a successful defense by offering the words “Congratulations, Doctor...”

### Exercises

- 1. Make up a table of differences of academic degrees throughout the countries described in the text above.*
- 2. What new pieces of information concerning postgraduate education did you get to know?*
- 3. Give Russian equivalents of the following word combinations and their abbreviations. Two abbreviations may suit one word combination.*

Word combinations	Russian equivalents
Bachelor of Education	
Master of Philosophy	
Doctor of Philosophy	
Bachelor of Arts	
Bachelor of Science	
Doctor	
Master of Science	

Doctor of Education  
Master of Education  
Doctor of Science  
Doctor of Medicine  
Master of Arts

#### **Text 4.**

### **RUSSIAN EDUCATION**

Education in Russia has traditionally been a very important part of life. Mass education took root in Russia with Peter the Great in the beginning of the 18<sup>th</sup> century. As his first act as tsar, he departed Russia to study abroad in Germany and Holland. When he returned, he placed great emphasis in establishing modern education systems in Russia as he had seen in those countries.

Under Peter's system, secondary education took place in gymnasias, which were later divided into boys and girls schools. Students attended the gymnasium for 10 to 12 years. Initially, only those in high social circles could afford to send their children to these schools.

Later, at the end of the 18<sup>th</sup> and beginning of the 19<sup>th</sup> century, schools began to open to the general public. At the same time, in the middle of the 18<sup>th</sup> century, higher education as a system started with the foundation of universities in Moscow and St. Petersburg.

The system was modeled after that of the Germans: it was open to secondary school graduates and took five years to complete. Upon completion, a Diploma of Higher Education in a specialized area was granted. Since then the system itself has not changed much.

The Soviets greatly expanded the system of public schools, so that (at least theoretically) the entire population had access to a secondary education. They also built many universities and institutes, particularly scientific and diplomatic training centers. Many of these institutions are still highly prestigious and, within Russia, the pursuit of higher education was and still is considered to be very prestigious. More than 50% of Russians have received higher education of some sort.

As the world becomes more global, so has education in Russia. In order to more closely correspond with educational systems in the USA in Europe, the Russian system has begun to change over the last four years. Now, many Russian institutions offer a Bachelor's degree with a four-year program and a Master's degree with a two-year program. The transition, however, is still under way, and some operate on the modern system, and some on the old 5-year system.

After completing higher education, one may pursue postgraduate studies (aspirantura in Russian), which takes three years. After one's thesis is written and

successfully defended, the “Candidate of Science” or Kandidat nauk degree is awarded. This has been deemed equivalent to the Ph.D. degree of the American system.

The Russian system offers a degree higher than the Ph.D.-equivalent “Candidate of Science.” It is known as the “Doctor of Science” or Doktor nauk degree. This process, known as doctorantura in Russian, takes three more years. After defending a doctoral thesis, the Doctor of Science degree is awarded.

All in all the Russian Federation has had a long and distinguished history in tertiary education and science. The system of higher education (HE) has changed greatly over the last decade and this transformation process continues today. The transition from a centrally planned to a market oriented economy has had many implications for the quality and quantity of Russian higher education. The process of integration into the world economy led to severe financial constraints and sharp cuts in federal funding. At the same time, this integration has also offered new opportunities. Reforms implemented in 1991 (diversification of Higher Education; humanization; decentralization of management, university autonomy; creation of non-state [private] sector of Higher Education) have allowed the establishment of a multi-level structure capable of meeting international standards and matching the country’s human resource needs.

### **Exercises**

**1. You are a professor of the State Pedagogical University. You were asked to work out the course of lectures concerning the topic «Problems of higher education in Russia» for foreigners. Make up a detailed plan using the information above.**

**2. Give your own opinion on the contents of the text above as a specialist.**

**3. Give written translation of the text.**

**4. State the advantages and drawbacks of our education system.**

**5. Give the Russian equivalents of the following word combinations:**

*take aback (about, across, after, along, against, apart, along, around, away, back, before, down, for, from, below)*

**6. Search for differences and similarities in meaning:**

*to research, to challenge, to investigate, to experiment, to examine, to analyze, to emphasize, to assert, to inquire, to rationalize*



## **VI. CHECK YOURSELF.**

### **1. Complete the sentences and comment on them.**

1. In order to more closely correspond with educational systems in the USA and in Europe it is necessary...
2. Competence approach.....
3. Reforms implemented in this century...
4. The Russian system of education.....
5. Scientific degrees...

### **2. What do you think about the following sayings? Comment on them.**

- When smashing monuments, save the pedestals: they always come in handy. *Mark Twain (1835-1910)*
- Never mistake motion for action. *Ernest Hemingway (1889-1961)*
- Experience teaches you to recognize a mistake when you have made it again. *W. Somerset Maugham (1874-1965)*
- The closest anyone ever comes to perfection is on a job application form. *Senator Jonathan Miller*
- I am not young enough to know everything. *Oscar Wilde (1854-1900)*

### **3. Fun with grammar!**

***Translate from Russian into English:***

ИЗВЕСТНЫЙ АВСТРИЙСКИЙ ХИМИК Адольф Е. Франк во время экзаменов часто выговаривал нерадивым студентам: «Вы очень находчивы и сообразительны. Главное - вы умеете в немногих словах высказать огромное количество глупостей...»

СМЕЛЫЙ И РЕШИТЕЛЬНЫЙ ПОСТУПОК совершил студент Семен Хлыщенко. Войдя в деканат, он стукнул кулаком по столу и сказал все, что он думает о декане. Выходя из деканата, он вежливо поздоровался с деканом, который возвращался с обеденного перерыва.

ГОТОВЬ ТЕЛЕГУ ЗИМОЙ... Этот случай произошел в автобусе. Заметив знакомого преподавателя, студент Ищенко Николай поздоровался с ним и уступил ему свое место. «Пора готовиться к летней сессии!» - объяснил он свой поступок удивлённому товарищу.

# UNIT 7. SCIENTIFIC PAPERS

## SCIENTIFIC PAPERS

Most pieces of formal writing are organized in a similar way: a) introduction; b) development of main ideas or arguments and c) conclusions. Each part of the writing performs certain language functions: particular uses and structures of the language organized according to the specific purpose that the writer has in mind in wishing to communicate ideas etc. to other people – describing, defining, exemplifying, classifying etc.

Each language function is realized by the succession of sentences and paragraphs that are joined together or linked by connectives (words or phrases that indicate a logical relationship).

BASIC CONNECTIVES, used in scientific papers are:  
And-type, Or-type, But-type.

**And-type.** The discussion, argument, or comment in the development of the topic may be very straightforward, in which case ideas will be added together one after the other. The basic connective *and* is used here. (A number of connectives have a similar or related meaning to *and*.)

**Or-type.** Sometimes the comments may be expressed in another way, or an alternative proposal may be made. Thus is represented by the basic connective *or*. (A number of other connectives have a similar meaning.)

**But-type.** There are also occasions in arguments etc. when the opposite is considered or referred to. This is represented by the basic connective *but*. (There are also a number of other connectives with a similar meaning.)

This is a list of connectives divided into the main groups of And-type, Or-type, But-type.

### «And-type»

**Listing. Enumeration** indicates a cataloguing of what is being said. Most enumerations belong to clearly defined sets:

*first, furthermore, finally;*

*one, two, three;*

*first(ly), second(ly), third(ly);*

*above all, last but not least* (mark the end of an ascending order);

*first and foremost, first and most important(ly)* (mark the beginning of a descending order);

*to begin/ start with, in the second place, moreover, and to conclude;*

*next, then, afterward, lastly/ finally*

**Listing. Addition**, to what has been previously indicated.

a) Reinforcement (includes confirmation): *also, again, furthermore, further, moreover, what is more, then, in addition, besides, above all, too, as well(as)*

b) Equation (similarity with what has preceded): *equally, likewise, similarly, correspondingly, in the same way*

**Note:** 1. From the point of view of meaning the following are often the negative equivalents of and: *either, neither, nor, not only...(but) also..., neither...nor...*

*Neither* leaves the series open for further additions, whereas *nor* concludes it.

2. The truth of a previous assertion may be confirmed or contradicted by: *indeed, actually, in (actual) fact, really, in reality*

**Transition** can lead to a new stage in the sequence of thought:

*now, with reference/ respect/ regard to, regarding, let us (now) turn to as for, as to* (often used when discussing something briefly)

*incidentally, by the way, come to think of it* (in spoken language indicates a digression and an afterthought)

*talking/ speaking of (informal), apropos (formal), that reminds me* (in spoken language to introduce a digression)

**Summation** indicates a generalization or summing-up of what has proceeded:

*in conclusion, to conclude, to sum up briefly, in brief, to summarize, altogether, overall, then, therefore, thus*

**Apposition** is used to refer back to previous sentences or to parallel or related references:

*i.e., that is, that's to say, namely, in other words, or, or rather, or better, and, as follows, e.g., for example, for instance, say, such as, including, included, especially, particularly, in particular, notably, chiefly, mainly, mostly (of)*

**Result** expresses the consequence or result of what was said before:

*so, therefore, as a result/ consequence, the result/ consequence is (was)..., accordingly, consequently, now, then, because of this/ that, thus, hence, for this/ that reason*

**Inference** indicates a deduction from what is implicit in the preceding sentence(s):

*then, in other words, in that case; else, otherwise* (equivalent to a negative condition), *if so/ not..., that implies, my conclusion is*

## « Or-type »

**Reformulation**, to express something in another way:

*better, rather, in other words, in that case, to put it (more) simply*

**Replacement**, to express an alternative to what has preceded:

*again, alternatively, rather, better/ worse (still) ..., in the other hand, the alternative is ..., another possibility would be*

### « But-type »

**Contrast**, with what has preceded:

*instead, conversely, then, on the contrary, by (way of) contrast, in comparison, (on the one hand) ... on the other hand*

**Concession** indicates the unexpected, surprising nature of what is being said in the view of what was said before:

*besides, (or) else, however, nevertheless, nonetheless, notwithstanding, only, still, while, (al)though, yet, in any case, at any rate, for all that, in spite of/ despite that, after all, at the same time, on the other hand, all the same, even if/ though*

## EXCERSICES

### 1. Complete the sentences using the information from the text.

1. Words or phrases that indicate a logical relationship are called ...
2. ...indicates a cataloguing of what is being said.
3. The negative equivalents of *and* are: ...
4. ....transition can lead to a new stage in the ...
5. The other meanings of *and* connectives are ..., ..., ..., ...
6. We use *or* to express something in another way and to express ... to what ...
7. We use *but* to ... contrast with what has preceded or the ... nature of what ... in the view of what was said before.

### 2. Answer the questions on the text.

1. What is the *structure* of most pieces of formal writing?
2. What are *language functions*?
3. What are the types of *basic connectives*?
4. In what situations do we use the basic connective *and*?
5. In what situations do we use the basic connective *or*?
6. In what situations do we use the basic connective *but*?

**3. Choose the five most useful connectives of each type. Put them down in the chart below. Discuss your choices in the group.**

<i>AND-type</i>	<i>OR-type</i>	<i>BUT-type</i>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

**4. Compare a piece of formal writing in English and in Russian. The following questions will help you.**

- What is the structure of formal writing in Russian? Is it the same as the one offered in the text? Are there any differences?
- What are the types of connectives used in a piece of formal writing in Russian? What are their meanings? Compare them with the ones in English.
- Are there any peculiarities of formal writing in Russian?

**5. Explain the peculiarities of formal writing structure in English to your colleagues using the information from the text.**

**6. You have misheard the very beginning of the following sentences. Put questions to clear up the information. Let your partner answer these questions.**

- 1.....are the typical constituent parts of formal writing.
2. .... are usually called language functions.
3. .... is realized by the succession of sentences and paragraphs
4. .... serve to join together sentences and paragraphs
5. ....is used when the ideas are added together one after the other.
6. ....is used when the idea is expressed in another way, or an alternative proposal is made.
7. .... is used when the opposite is considered or referred to.

**7. Express hesitation or uncertainty, putting questions to the following sentences.**

1. Enumeration indicates a cataloguing of what is being said.
2. Transition leads to a new stage in the sequence of thought.

3. Summation indicates a generalization or summing-up of what has proceeded.
4. Apposition is used to refer back to previous sentences or to parallel or related references.
5. Result expresses the consequence of what was said before.
6. Inference indicates a deduction from what is implicit in the preceding sentence(s).
7. Reformulation expresses something in another way.
8. Replacement expresses an alternative to what has preceded.
9. Contrast is opposing to what has preceded.
10. Concession indicates the unexpected, surprising nature of what is being said in the view of what was said before.

***8. Translate the following attributive word combination from English into Russian:***

certain language functions; according to the specific purpose; in wishing to communicate ideas etc. to other people; succession of sentences and paragraphs; in the development of the topic; may be expressed in another way; can lead to a new stage; in the sequence of thought; to introduce a digression; a generalization or summing-up; to refer back to previous; consequence or result of what was said before; is implicit in the preceding.

***9. Translate from Russian into English.***

1. Согласно замыслу автора, основная задача публикации состояла в выявлении и описании принципиальных черт данного феномена.
2. Преемственное расположение идей в повествовании убеждают в правоте автора.
3. Развитие идей в представленной статье свидетельствует о научной грамотности автора.
4. Однако эту же мысль можно выразить и по-другому.
5. Обобщение результатов исследования представлено автором на высоком уровне.
6. В данной ситуации имеет смысл вновь вернуться к уже изложенному.
7. Полученные результаты исследования выводят нас на новый уровень понимания данной проблемы.
8. Нельзя не согласиться с представленными результатами и их интерпретацией.
9. Мы получили ещё одно доказательство того, что наша гипотеза верна.
10. Его исследование началось с постановки проблемы и формулирования гипотезы.

### **III. ADDITIONAL VOCABULARY**

***10. Read and memorize the following words.***

acknowledgements	[qk'nOllGmqnts]	благодарность/ признательность
abstract	['xbstrxkt]	резюме/ краткое содержание
design of the investigation	[dl'zaln Ov DI ln"veslgeIS(q)n]	проект /план/ по- строение исследо- вания
measurement techniques	['meZmqmnt tek'nJks]	методы измерения
testing devices	['testlN dl'valsiz]	измерительные приборы
presentation of data	['prezen'telS(q)n qv 'deltq]	презентация/ пред- ставление данных
to support validi- ty and reliability	[tq sq'pLt vq'lldltl qnd rl"lalq'bliltl]	подтверждать ва- лидность и надеж- ность
to accept or re- ject the hypothe- ses	[tu qk'sept L 'rJGekt Dq hal'pOTqsls]	подтверждать или отклонять гипоте- зу
interpretation of the results	[ln"tWprl'telS(q)n qv Dq rl'zA lts]	интерпретация результатов
main findings	[meIn 'falndlNz]	основные дости- жения/ находки
statement of the problem	['steltment qv Dq 'prOblqm]	постановка проблемы
nature of the research	[nelCq qv Dq rl'sWC]	сущность исследования
to undertake a research	[tq "Andq'telk q rl'sWC]	предпринимать/ проводить иссле- дование
list of contents	[llst qv kntents]	содержание
list of tables	[llst qv 'telblz]	список таблиц
review of the literature	[rl'vjH qv Dq 'llt(qrqCq]	обзор литературы
summary of conclusions	['sAmqrl qv kqn'klHZ(q)nz]	основные выводы

title	['taltl]	название, заглавие
bibliography	['blbl'Ōgrqfl]	библиография
appendices	[q'pendlszlz]	приложения

**11. Fill in the missing letters in the following words:**

A\_\_nowledgements; list of cont\_\_nts; revie\_\_ of the literature; stat\_\_ment of the probl\_\_m; desi\_\_ of the investig\_\_tion; to su\_\_ort v\_\_lidity and rel\_\_bility; m\_\_surement techni\_\_es; nat\_\_e of the res\_\_rch; interpr\_\_tation of the res\_\_lts; to a\_\_ept or re\_\_ect the h\_\_potheses; bibliogra\_\_y; appendi\_\_es; su\_\_ary of conclu\_\_ions; abstr\_\_ct; testing devi\_\_es.

**12. Put down the synonyms instead of the underlined words.**

1. Before you undertake a research learn a basic framework for a research report.
2. The title is the fewest words possible that adequately describe the paper.
3. Design of the investigation includes a statement and discussion of the hypotheses, and the theoretical structure in which they will be tested and examined, together with the methods used.
4. Summary of conclusions is a concise account of the main findings, and the inference drawn from them.
5. Appendices present a compilation of important data and explanatory and illustrative material, placed outside the main body of the text.

**13. Match two suitable parts into a sentence.**

1. Acknowledgements are	a) the sections in sequence, included in the report.
2. List of contents presents	b) IMRAD (Introduction, Methods, Results and Discussion).
3. List of figures/ tables shows	c) an accurate listing in strict alphabetical order of all the sources cited in the text.
4. Bibliography includes	d) thanking colleagues, supervisors, sponsors, etc. for their assistance.
5. In abbreviated form, the traditional structure of a scientific or technical report is	e) the sequence of charts or diagrams that appear in the text.



**14. Translate the stages of the basic structure of a research report from English into Russian.**

- 1) The *abstract* – an extremely concise summary of the contents of the report, including the conclusions; it provides an overview of the whole report for the reader.
- 2) *Statement of the problem* – a brief discussion of the nature of the research and the reasons for undertaking it, a clear declaration of proposals and hypotheses.
- 3) *Review of the literature* – a survey of selective, relevant and appropriate reading, both of primary and secondary source materials; evidence of original and critical thought applied to books and journals.
- 4) *Measurement techniques used* – detailed descriptions and discussion of testing devices used; presentation of data supporting validity and reliability; a discussion of the analysis to be applied to the results to test the hypotheses.
- 5) *Results* – the presentation in a logical order of information and data on which a decision can be made to accept or reject the hypotheses.

**15. Complete the sentences with the words and expressions from the VOCABULARY list.**

- ... allows (enables) us to compare available ... .
- ... has (presents, offers) the following advantages: ...
- ... suffers from several limitations: ...
- Although ... is (are) not completely free from limitations, ... has (have) been used quite successfully in ...
- ... is (are) of special importance for our research.
- ... is (are) of great interest for the researchers.
- The ... of the research permit(s) to ....

**16. Make up the sentences of your own with the following synonyms:**

*main/ basic, research/ investigation, to undertake/ to carry out, title/ heading/ headline, summary/ abstract, data/ information.*

**17. Study the difference between Loose/Lose/Loss and circle the correct word in the sentences below.**

### ***Loose/Lose/Loss***

- **Loose** is an adjective meaning free, unrestrained and not tight. (It rhymes with *goose*.)  
e.g. The dog ran **loose** (*free*) in the yard.  
The knot holding the boat to the dock was **loose** (*not tight*).
- **Lose** is a verb meaning misplace, to be defeated, fail to keep. (It rhymes with *shoes*.)  
e.g. Where did you **lose** (*misplace*) your glasses?  
They **lost** that battle
- **Loss** is a noun meaning defeat, downturn, and the opposite of victory or gain. (It rhymes with *toss*.)  
e.g. That **loss** (*fail to keep*) of energy was crucial for the experiment.  
The **loss** in qualities is typical for such blends.

1. The (loose, lose, loss) caused the stockholders to (loose, lose, loss) confidence in the company.
2. How could you (loose, lose, loss) your temper over such a trivial matter?
4. The paper tray seems (loose, lose, loss) to me.
5. The investors will (loose, lose, loss) considerable capital if the market suffers a (loose, lose, loss).
6. They have (loose, lose, loss) much in trust.
7. The suit seemed to be (loose, lose, loss) on him.
8. The (loose, lose, loss) in budgeting caused the end of the experimental program.

### ***18. Translate the following sentences into English.***

1. Я не вижу причины волноваться по поводу этих потерь. Они ничтожны, и ими можно пренебречь.
2. Зайдите в лабораторию и выясните, как много мы потеряем на продлении эксперимента.
3. Если вы загляните в экспериментальную часть пособия, то увидите, что деталь *A* свободно располагается на основании *B*.
4. Потери при транспортировке неизбежны.
5. При внесении в компьютер эти экспериментальные данные были утеряны.
6. Его статьи более убедительны, чем речи. В сегодняшней дискуссии он явно проиграл.
7. Необходимо более серьёзно относиться к финансовым потерям.
8. В таблице эти цифры отсутствуют. Они специально не внесены, или случайно утеряны?

## GRAMMAR

### 19. Study the following.

He defended his dissertation;	<i>accordingly,</i>	he had some good news to tell his colleagues and friends.
	<i>therefore,</i>	
	<i>as a result,</i>	
	<i>so,</i>	
	<i>consequently,</i>	
	<i>thus,</i>	
	<i>hence,</i>	
<i>Because</i> he defended his dissertation,		

**Note:** The connectives (in *italics*) join a cause ('he defended his dissertation') with a result, effect or consequence ('he had some good news to tell his parents').

### 20. Fill in the gaps in the sentences with the connectives from the exercise above.

1. He finished his investigation; \_\_\_\_\_ he had a chance to have some rest abroad.
2. Professor Petrol compiled the bibliography for his research report; \_\_\_\_\_ he could send his report to the "Education Digest".
3. Professor Hess undertook a research on the problems of higher education; \_\_\_\_\_ he published the main findings.
4. \_\_\_\_\_ the presentation of data was very demonstrative, all the professors agreed that the hypotheses were accepted.

### 21. Make up sentences, matching two parts together. Use a suitable connective from the list in Exercise 11.

- I. Russian people find it difficult to read newspapers in English ...
- II. Most foreigners living abroad are interested in news of their own country ...
- III. When a university teacher goes abroad to give a course of lectures he/she may have to complete about twelve different forms ...

- ... the language is very difficult.
- ... they usually read the international news first in the newspapers.
- ... an average of five books per month are read.

- ... not many read regularly.
- ... it is useful to be able to answer questions briefly.
- ... custom regularities are complicated.

**22. Complete the following by adding a suitable ending of your own.**

1. All the testing devices were in order; so ...
2. Measurement techniques used were considered reliable; thus ...
3. The lecture was very difficult to understand; consequently ...
4. Professor Luss was only able to read very slowly in English; therefore ...
5. We hope the next elected officials will lead the University to ....., because .....
6. I will write the exact procedures so you will be able to perform ....., so that .....
7. This is the proposed site for the new University building, which ....., so that .....
8. You must cite the source of your information, otherwise .....

**23. Make up the sentences of your own with the connectives from the table above.**

**24. Compile a basic framework for a research report. Compare it with the one given in Text 1.**

**25. Translate from Russian into English.**

1. Необходимо выполнить эту работу, иначе наши усилия по ведению этого эксперимента будут попросту напрасны.
2. Вступление к этой работе всё же следует расширить, для того чтобы пояснить читателям содержательные особенности каждого раздела.
3. Педагогический эксперимент – это процедура особого свойства и качества, поэтому мы настаиваем на его предварительной экспертизе.
4. Каковы бы не были финансовые условия этого гранта, нам следует попытаться его выиграть.
5. Вследствие некорректно проведённого эксперимента, его результаты признаны не валидными.
6. Мы не придали значения этим фактам, так как посчитали их не влияющими на полученные результаты.

7. Названное явление впоследствии было признано положительной тенденцией, так как оно позволило вести научные изыскания в этой области.

#### ***IV. DISCUSSION***

- 26. Discuss with your partner how to compile a basic framework for a research report. Compare it with the one given in Text 1.*
- 27. Write a research report on your own specialized subject. Organize the writing according to its generally accepted plan: introduction, main body, and conclusion. Reports should not exceed two typewritten pages and should be written in clear, readable and scholarly style.*
- 28. Present your research report to the group. You may use different presentation techniques: Microsoft PowerPoint, Microsoft FrontPage, or Hyper Method.*

#### ***V. SUPPLEMENTARY READING.***

##### **Text 1.**

#### **RESEARCH REPORT IN ENGLISH**

University teachers and Professors often need to write reports on their research; in an extended form these become dissertations or thesis. The basic framework for a Research Report in English is as follows.

##### **Preliminaries**

1. The title – the fewest words possible that adequately describe the paper.
2. Acknowledgements - thanking colleagues, supervisors, sponsors, etc. for their assistance.
3. List of contents – the sections in sequence, included in the report.
4. List of figures/ tables – the sequence of charts or diagrams that appear in the text.

##### **Introduction**

5. The abstract – an extremely concise summary of the contents of the report, including the conclusions; it provides an overview of the whole report for the reader.
6. Statement of the problem – a brief discussion of the nature of the research and the reasons for undertaking it, a clear declaration of proposals and hypotheses.

### **Main body**

7. Review of the literature – a survey of selective, relevant and appropriate reading, both of primary and secondary source materials; evidence of original and critical thought applied to books and journals.
8. Design of the investigation – a statement and discussion of the hypotheses, and the theoretical structure in which they will be tested and examined, together with the methods used.
9. Measurement techniques used – detailed descriptions and discussion of testing devices used; presentation of data supporting validity and reliability; a discussion of the analysis to be applied to the results to test the hypotheses.
10. Results – the presentation in a logical order of information and data on which a decision can be made to accept or reject the hypotheses.

### **Conclusion**

11. Discussion and conclusion – the presentation of principles, relationships, correlations and generalizations shown by the results; the interpretation of the results and their relationship to the research problem and hypotheses; the making of deductions and inferences, and the implication for the research; the making of recommendations.
12. Summary of conclusions – a concise account of the main findings, and the inference drawn from them.

### **Extras**

13. Bibliography – an accurate listing in strict alphabetical order of all the sources cited in the text.
14. Appendices – a compilation of important data and explanatory and illustrative material, placed outside the main body of the text.

**Note:** 1. There may be slight variations to the above.

2. In abbreviated form, the traditional structure of a scientific or technical report is IMRAD = Introduction, Methods, Results and Discussion.

### **Exercises**

1. *Put down the following stages of the structure of the research report in the logical order:*

*bibliography, design of the investigation, the abstract, acknowledgements, appendices, the title, review of the literature, summary of conclusions, measurement techniques used, list of contents, statement of the problem.*

**2. Give recommendations on how to write a research report in English using the information from Text 1.**

## TEXT 2

### HEADINGS, SUB-HEADINGS AND NUMBERING

The sections and sub-sections of reports are usually headed and numbered according to the decimal numbering system. Notice how the numbering is used below together with indentation (starting writing further away from the left margin). E.g.

#### **5. SECTION HEADING** (bold or underlined)

##### 5.1 Sub-section heading (often underlined)

###### 5.2.1 sub-section

###### 5.2.2 sub-section

###### 5.2.3 sub-section

**Note:** It is best not to use more than a total of three decimal numbers in the section otherwise it becomes too complicated to read. Not every paragraph is numbered – just sections or sub-sections. Lists within a sub-section can be numbered simply: e.g. 1.

2.

3.

#### **Checklists**

When writing any kind of report it is important that none of the items, contents or procedures are forgotten and omitted. To help in this, a checklist of the details needed is extremely useful: they can be referred to and ticked off as they are covered or included. Some of the kinds of them to include are as follows:

- the aim of the report
- collecting information/ data
- noting all references
- analysis of questionnaires
- organizing the information
- providing appropriate diagrams and tables
- layout of the report

### Exercises

**1. Fill in the gaps with the words from the text.**

the \_\_\_\_\_ numbering system, together with \_\_\_\_\_, further away from the left \_\_\_\_\_, they can be referred to and \_\_\_\_\_, noting all \_\_\_\_\_, analysis of \_\_\_\_\_, \_\_\_\_\_ of the report. \_\_\_\_\_

**2. Give recommendations on how to use the numbering in the reports.**

**3. What is a checklist? Give your definition. Would you like to add some other items into the checklist offered in the text?**

### TEXT 3

#### REPORT BASED ON STATISTICS

The function of a report of this kind is to organize the facts so that the most important findings become clear to the reader. The function is not to systematically reproduce every detail of the statistics since the diagram does that in a more accessible way.

It may be appropriate to express a reaction to a finding, e.g. 'It comes as something of a surprise to find ...' 'Predictably ...' and, in some cases, to suggest a reason for a result.

The choice of expressions for reporting results should be the one, which makes the clearest impression. For example, 73% may be expressed approximately as 'three out of four'; 48% as 'almost half' and 3% as 'only three in every hundred'.

Varying the choice of expression and the sentence structure will help prevent the report from becoming monotonous.

The introduction should state clearly how the findings were arrived at. This information can be found at the foot of the tables.

The different issues should be dealt within order of importance and linked together logically. For example, the results of the section on the aims of education might be appropriately followed by those from the section on the standards of education.

A brief conclusion is necessary at the end of the report.

#### Exercises

**1. Answer the following questions:**

**1. What is the function of the report based on statistics?**



2. Are suggestions or any type of reaction appropriate for reports based on statistics?
3. What is the choice of expressions for this kind of reports?
4. What is the layout of the report based on statistics?
5. What information is put at the foot of the tables?
6. How are different issues organized within a scientific report?

**2. Give recommendations on how to write reports based on statistics. Use the information from the text.**

## **VI. CHECK YOURSELF**

**1. Put the parts of a scientific paper in the correct order. Give a definition to each part.**

- ☐ testing devices
- ☐ presentation of data
- ☐ methods
- ☐ hypotheses
- ☐ interpretation of the results
- ☐ main findings
- ☐ statement of the problem
- ☐ appendices
- ☐ list of contents
- ☐ list of tables
- ☐ review of the literature
- ☐ summary of conclusions
- ☐ title
- ☐ bibliography

**2. Fun with grammar!**

***Translate from Russian into English:***

- -Почему вы прервали вдруг свое выступление? - спросили лектора, который неожиданно сошел с кафедры.  
- Видите ли, я уже привык к тому, что слушатели поглядывают на часы, но когда начинают их подносить к уху... Это уж слишком!
- Первая заповедь студента такова: “Во время лекций в аудитории не забудь положить перед собой учебник, чтобы шум от удара лбом о парту не разбудил сладко спящего рядом соседа и не привлёк чрезмерного внимания лектора. Это позволит уважаемому профессору закончить свой блистательный монолог, а также избавит вас от необходимости обратиться к лицевому хирургу или зубному врачу”
- Идет экзамен тестового типа с вопросами, на которые надо отвечать «да» или «нет». Один из студентов подбрасывает монетку и записывает результаты. Преподаватель думает: «Ну, этот студент первым сдаст работу».  
Экзамен закончился, все студенты уже сдали тесты и ушли, а незадачливый студент все сидит и монетку подбрасывает. Преподавателю это надоело, он подходит и спрашивает:  
- Ну что, Вы ответили на все вопросы?  
- Да.  
- А почему работу не сдаёте?  
- Проверяю ответы.

#### **\*References**

*Jordan R. Academic Writing Course. – Pearson Education Limited, 2001. – 160p.*

## **ГРАММАТИЧЕСКИЕ КОММЕНТАРИИ И УПРАЖНЕНИЯ**

## GRAMMAR UNIT 1

### Communicative Grammar: Making suggestions / invitations

Для выражения намерения «что-либо сделать» или «пригласить кого-либо» в английском языке используются вариативные грамматические структуры, среди которых наиболее частотные следующие:

#### **Отрицательные вопросы (Negative questions)**

Отрицательные вопросы начинаются с сочетания вспомогательного глагола, необходимого для построения конкретного грамматического времени и отрицательной частицы *not*.

*Won't you come in?*

*Wouldn't you like something to drink?*

Различают краткую и полную формы отрицательных вопросов. Краткая форма обычно употребляется для построения более неформальной беседы, в то время как полная форма отрицательного вопроса звучит официально.

*Won't you sit down? (informal)*

*Will you not sit down? (formal)*

Отрицательные вопросы используются для выражения вежливой формы приглашения. Следует помнить, что отрицательные вопросы не используются для выражения просьбы сделать что-либо для нас.

*Can you help me?*

**BUT NOT** *Can't you help me?*

Второе предложение из двух приведенных выше звучит более критично, чем первое.

#### **Конструкция suggest + -ing**

Конструкция *suggest + -ing* используется для выражения значения предложения мысли или подачи идеи о каком-либо действии. Необходимо обратить внимание на то, что глагол *suggest* в английском языке не употреб-

ляется в конструкциях с to-infinitive. Нельзя сказать *He suggested to go to the cinema* или *He suggested her to go to the cinema*.

В случае, если имеется указание на лицо, которому предлагается что-либо сделать, употребляется конструкция сослагательного наклонения в придаточном предложении. Данная конструкция придаточного предложения не зависит от временной формы главного предложения, т.е. она одинакова для всех грамматических времен.

*She suggests / suggested / has suggested / will suggest that they should go to the cinema.*

В случае, когда нет указания на лицо, которому делается предложение, (так как слушателю понятно, о ком идет речь, или же важна только сама суть предложения), после глагола suggest употребляется глагол в -ing форме.

*Garry suggested having a party on Sunday.*

*She suggested riding her horses.*

### **Конструкция offer + to – Infinitive**

Конструкция offer + to – Infinitive употребляется для выражения предложения чего-либо конкретного (помощи, плана, денег и т.д.). Данная конструкция используется также для того, чтобы предложить сделать что-либо для другого человека. Необходимо помнить, что порядок слов в английской и аналогичной ей русской конструкции не может быть идентичным. Так русская фраза «Предлагать кому-либо сделать что-то для него или её» не может иметь тот же порядок слов в английском языке. Нельзя сказать *I offered him to translate that article*. Правильным вариантом будет предложение

*I offered to help him with the translation of that article.*

Для глагола offer характерным также является употребление в пассивной конструкции

*I wasn't offered any help.*

*No help was offered to me.*

### **Модальные глаголы could / would / should**

Модальные глаголы could / would / should употребляются для выражения приглашений и предложений в наиболее вежливой форме.

*I suggest we could have some fruit for lunch today.*

*Would you like to go to Spain with me?*

*What do you suggest we should do?*

### **Неопределенные местоимения some / any и их производные.**

Неопределенное местоимение *some* имеет значение «немного, несколько» и употребляется в основном в утвердительных формах предложений. Очень часто в английском языке местоимение *some* используется в вежливых

просьбах и предложениях, особенно когда говорящий ожидает получить от своего собеседника утвердительный ответ.

- He has got some interesting books in English.*
- *Could I have some tea with lemon, please?*
  - *Sure. And would you like some more cakes?*

Неопределенное местоимение *any* употребляется в большинстве отрицательных и вопросительных предложений, а также в конструкциях с *if* и словами, имеющими негативное значение, такими, как *never, hardly, refuse, doubt, etc.*

*I refused to give him any help.*

### Useful phrases to make suggestions / invitations

<i>I would like to invite you for /</i> <i>What about...?</i> <i>I suppose...</i> <i>I think / consider</i> <i>As for me, I think...</i> <i>Do you feel like ...?</i>	<i>It's a good idea to ...</i> <i>I feel like...</i> <i>What do you think about ... ?</i> <i>How about...?</i> <i>Let's...</i> <i>Can I offer...?</i>
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## EXERCISES

**1. You are going to have some rest during your vocation. Make your suggestions how to spend your holiday. Use the pattern below:**

*Pattern:* Let's (have a rest).

Let's have a rest.

1. Let's (have a party). 2. Why don't we (play tennis a bit)? 3. Why not (go to the cinema to see the new film)? 4. I suggest (we could travel in the mountains). 5. Wouldn't you (rather read books in the evening)? 6. Let's (swim in the swimming pool). 7. What about (inviting our friend for a picnic)? 8. Why can't we (play board games at home)? 9. I suggest (they might meet their friends and have a great time together). 10. How about (learning to ride a horse)?

**2. Your friend invites you to do something. Accept or refuse his / her invitation. Use the pattern phrases below:**

Accepting the invitation: (+)

I'd like / love to very much.

That would be very nice / lovely.

Great! Thank you for your invitation.

Refusing the invitation: (-)

No, I'm afraid I can't.

No, I'm sorry I can't.

I wish I could but I'm afraid I can't.

*Pattern 1: Would you like to go out for a meal?(+)*

I'd love to.

*Pattern 2: What about having a cup of coffee? (-)*

No, I'm afraid, I can't.

1. Would you like to join us tonight? (-).
2. How about coming around for a chat tomorrow? (+).
3. Why don't you come to the disco with us? (+).
4. What about getting things ready for work? (-).
5. Would you like to spend your holiday abroad? (+).
6. Why don't you come to see us these days? (-).
7. Would you like to go shopping with me? (+).
8. How about singing at our party next week? (-).
9. Come round for a cup of tea. I'd be glad to see you again. (+).
10. Why don't you go to this concert? (-).

**3. Make your suggestions for the coming weekend. Use the words given in the table below.**

Would you like	drive	a quiet evening	to the best publishing house
What about	to work	some fresh fruit	to her estate?
Why don't we	buy	with Susan	at this project?
Let's	sending	my book	tonight?
I suggest	having	with us	for dinner.

**4. This is a conversation between two friends. To understand what they are talking about you will have to put the parts of the following dialogue in the logical order. Learn the dialogue by heart and act it out together with your partner in class.**

- Have you got anything fixed up for next week?
- I hope you can come. I'd be very glad to see you among my guests.
- We are having a party next Saturday night. Could you come?
- Then till next Saturday.
- Nothing special. Why?
- Sounds great. I think I can come. Thank you for your invitation.
- Yes. See you.
- Well, actually I was going to have a quiet evening at home on Saturday.

**5. Put the words in order to make your suggestions how to spend free evening. Use the given pattern.**

Pattern: *us / to see / evening / why / tomorrow / come / not ?*  
*Why not come to see us tomorrow evening?*

1. Anne / go / us / can't / with / to visit / you ?
2. why / ask / they / for help / don't / me ?
3. we / in to my place / can't / for / drop / a minute ?
4. topic / this / why / discuss / with me / not ?
5. come / can't / drink / round / you / for a ?
6. don't / problem / consult / with / you / about / your / why / me ?
7. why / sit down / we / for a / couldn't / chat?
8. can't / meeting / go / me / to this / you / boring / with ?
9. our / you / couldn't / my / to spend / why / holidays / accept / together / invitation?
10. can't / today / join / you / us / just?

**6. Your group is going to have a party next week. Complete the following sentences to give your suggestions and ideas about this.**

1. Let's ... 2. Why don't we ... 3. Why not ... 4. I suggest ... 5. Would you like to ... 6. May I suggest that we ... 7. That sounds ... 8. I wish I ... 9. I don't think I ... 10. How about ...? 11. I'd ..... but I ... 12. Well, actually I ...

**7. Choose the right variant and insert it into the sentences.**

1. I ..... that you call him right now.  
a) suggest                      b) offer                      c) ask
2. Can I ..... anything else?

- a) offer                      b) give                      c) suggest
3. Do you ..... inviting them for our wedding?  
a) think                      b) suggest                      c) offer
4. I ..... that you think over my ..... once more.  
a) offer                      b) suggest                      c) require  
a) offer                      b) suggestion                      c) requirement
5. He ..... buying a new car for us.  
a) was going                      b) offered                      c) suggested
6. John ..... to drive us to the railway station.  
a) offered                      b) suggested                      c) asked
7. Susan ..... to help me.  
a) offered                      b) thought                      c) suggested
8. She ..... that we should go to the concert tomorrow evening.  
a) suggests                      b) offers                      c) wants
9. We ..... having dinner in the open air in the garden.  
a) offer                      b) wish                      c) suggest
10. May I offer to take your suitcases to the car?  
a) suggest                      b) offer                      c) ask

**8. Insert some where necessary to offer something or to treat your guests to something delicious at your place.**

1. Can I offer you ..... juice to refresh?
2. What about ..... apples to have a snack?
3. Would you like ..... interesting books to read?
4. Why don't you eat ..... cakes. I've just baked them.
5. Can I offer you ..... to give a lift to the airport?
6. Would you like ..... to come with us to the theatre tonight?
7. Why don't you have ..... a rest at my place?
8. Couldn't you forget our ..... disagreement and come around to have dinner?
9. What about ..... spending our holidays in France?
10. I suggest ..... sleeping a bit and then going to that famous disco club.

**9. A friend of yours from the USA has come to stay with you at your place. Suggest some things you could do together:**

1. One day we could ...    2. Another day we ...    3. If you are interested ...
4. Perhaps we ...    5. If you like, we could ...    6. The next weekend ...
7. How about ...?    8. Let's ..    9. What about ...?    10. On your last evening ...



**10. Read the dialogues aloud together with your partner. Act them out and add some new phrases to them.**

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- How about dinner tonight?
- I'd love to!
- Where do we meet?
- How about the park near your house?
- All right. What time?
- Is 9 o'clock OK?

\*\*\*

- I'd like to say good-bye to everybody.
- When are you leaving?
- Tomorrow morning.
- Let's meet for a coffee tonight.
- I'm afraid I can't.
- Oh, come on.
- No, really. I've got so much to do.

\*\*\*

- Would you like some more brandy, Susan?
- Oh, no thanks.... no more for me. I'm driving tonight.
- Oh, come on ... just a small one.
- No, really ... I mustn't. I'll help Anna with the washing-up.
- The washing-up? No, no, don't worry. We always leave that until the morning.

**11. Learn the dialogues from Exercise 11 by heart and act them out in class. Change your partner for each new conversation.**

**12. Role-play "Sunday afternoon".**

*Now you are going to work in groups of three or four. Sit around the table. Your teacher will give you one of the role-cards A, B, C or D and put some other cards with different situations in a pile with their faces down. It's Sunday afternoon and you are sitting at home feeling rather bored. The situational cards will help you with some ideas. You should turn up the first card and act on the instructions on it, making suggestions of things to do. Use the list of preferences on your role-card. You all should agree upon one thing to do this afternoon.*

**SITUATION CARDS**

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1. It's a sunny afternoon in summer. You want to go out for a drive somewhere. Suggest a place to go.	2. You all get in the car – but it won't start. Suggest a sport instead.
3. You go out of the house and it starts raining. Go back in and suggest an indoor activity.	4. You've been playing cards for an hour now and you're bored. Suggest going into town.
5. You look in the paper – the film started an hour ago. Suggest visiting someone.	6. It's stopped raining – the sun is coming out!

#### **ROLE – CARD A**

<p>You would like to:</p> <p>visit the castle go for a picnic in the country go to the seaside go cycling go riding play tennis watch TV play chess listen to music play cards go bowling go skating go to the cinema visit John and Anne</p>	<p>You do NOT want to:</p> <p>go to the zoo go sailing listen to the radio read go to the museum go to the art gallery visit Susan</p>
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#### **ROLE – CARD B**

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You would like to:

go to the zoo with children  
go for a picnic in the country  
go to the seaside  
go sailing  
go riding  
play tennis  
play chess  
listen to the radio  
read the paper  
play cards  
go to the museum  
go to the art gallery  
go bowling  
go to see a film  
visit John and Anne

You do NOT want to:

visit the castle  
go cycling  
listen to CDs  
watch TV  
go skating  
visit Susan

### **ROLE – CARD C**

You would like to:

go to the zoo with children  
go for a picnic in the country  
go to the seaside  
go sailing  
go riding  
go sailing  
play tennis  
listen to the radio  
listen to music  
read the papers  
play cards  
go to the museum  
go to the art gallery  
go to see a film

You do NOT want to:

visit the castle  
go cycling  
play chess  
watch TV  
go bowling  
go skating  
visit Susan or John and Anne

### **ROLE – CARD D**

You would like to:

go to the zoo with children  
visit the castle  
go to the seaside  
go cycling  
go sailing  
go skating  
play tennis  
listen to CDs  
watch TV  
read the papers  
play cards  
go to the museum  
go to the art gallery  
go to the cinema  
visit Susan

You do NOT want to:

go for a picnic in the country  
go riding  
play chess  
go bowling  
visit John and Anne

### *13. Communicative game “Diaries”.*

*Copy the page of the diary into your notebook and plan your week. These are the places where you could go this week:*

cinema, theatre, restaurant, fitness center, concert, disco, bowling alley

You must go out every night to a different place with a different person from your class. You should make arrangements and write them into your diary. After that discuss your social programme with the person sitting next to you.

#### DIARY

MONDAY 24	FRIDAY 28

TUESDAY 25	SATURDAY 29
WEDNESDAY 26	SUNDAY 30
THURSDAY 27	

**14. Translate the dialogues into English.**

\*\*\*

- Не хотите ли чаю?
- Я бы лучше выпил кофе.
- Вы хотите кофе с молоком и сахаром?
- Я бы хотел чашечку черного кофе, если Вы не возражаете.

\*\*\*

- Извините, коллега, а что вы делаете в воскресенье?
- Честно говоря, я не знаю. Я как-то ещё не думал об этом.
- Не хотите ли присоединиться ко мне и поиграть немного в теннис?
- Прекрасная мысль. Я бы с удовольствием сыграл несколько сетов с вами.

\*\*\*

- Давай пойдем на вечеринку к Тому. У него всегда очень весело и интересно. Тебе не мешало бы развесаться после тяжелого рабочего дня.
- Прости, не могу.
- Может быть, тогда сходим куда –нибудь, например, в кино или кафе?
- Я бы с удовольствием, но не могу.

- А как на счет боулинга? Ты, насколько я знаю, увлекаешься этим видом спорта.
- Отличная идея!

### 15. Role-play “What a wonderful idea!”

Your group decided to have a good time together. Each of you has really a great idea how to spend some free time. Use your card, suggest your plan and try to persuade your partner and then as many classmates as possible. All of you should choose only one thing.

\*The following phrases will be useful for you to make your suggestions and invitations: *Would you like to ...? Let's ... What about ... instead? I've got a better idea. It would be better/more fun to .. I'd rather ... I'd prefer to ... Why don't we ...?*

<b>Card 1</b> You want to go out for a drink tonight.	<b>Card 2</b> There's a good film on tonight and you want to go and see it.	<b>Card 3</b> You want to go to the Opera House tonight to see Don Giovanni.
<b>Card 4</b> You would like to have a party tonight.	<b>Card 5</b> You feel like going to the drama theatre tonight.	<b>Card 6</b> You'd like to go skating tonight to Ice Palace
<b>Card 7</b> You want to go to the disco tonight.	<b>Card 8</b> You'd like to play some board games tonight.	<b>Card 9</b> You feel like going bowling tonight.
<b>Card 10</b> You want to go to a classical music concert tonight.	<b>Card 11</b> You'd like to go to a pop concert tonight.	<b>Card 12</b> You feel like going out for an Italian meal tonight.
<b>Card 13</b> You want to watch an English film in class tonight.	<b>Card 14</b> You want to go for a walk in the park tonight.	<b>Card 15</b> You'd like to go swimming tonight.

<p style="text-align: center;"><b>Card 16</b></p> <p>You feel like just sitting and chatting tonight.</p>	<p style="text-align: center;"><b>Card 17</b></p> <p>You want to have a picnic tonight.</p>	<p style="text-align: center;"><b>Card 18</b></p> <p>You would like to go to the museum to see a new exhibition tonight.</p>
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***16. Make short conversations to use in the following situations; and act them out together with your partner.***

1. You and your wife / husband are making holiday plans. She / he suggests travelling to Austria. You disagree with her / him on that. You'd like to go to Spain. You try to persuade each other to go where you want to.
2. You are having some guests and want to go out tonight. You feel like going to enjoy a ballet. But your guests make an alternative suggestion to see a new play. You have to agree though you can't stand modern art.
3. Your sister asks you for suggestions for a birthday party: when and where to have it; who to invite; what food to serve; what kind of music to listen, etc. Make practical and original suggestions.
4. Your son/daughter has no idea how to spend this evening and gets upon your nerves. Give some suggestions of something that can occupy him or attract his attention. It's not easy to persuade this little devil.
5. Your father has just retired and doesn't know how to spend his time. Think of something that can become his hobby, which you think he would like.
6. Your friend has invited to spend a day in the country. You'd like to go very much. Unfortunately, your boss, Mrs. Smith, says she can't let you off, because she would not be able to manage without you. Phone up your friend and refuse the invitation.
7. Your boss is inviting you to his / her wedding – party. You would be happy to accept his / her invitation but you are not sure your husband / wife will be able to go. He /she is very busy at the moment. Refuse the invitation and explain the reason. Promise your boss to phone back to let him / her know if you are coming.
8. You are ill and realize that you will be unable to go to the theatre with your friend the following evening. Call him / her to explain and invite him /her to your own house at a later date.

## GRAMMAR UNIT 2.

### Communicative Grammar : Making arrangements and appointments

Грамматические структуры, наиболее часто употребляемые для выражения значений договоренности о встрече или по делу.

#### **Настоящее продолженное время (The Present Progressive Tense)**

Настоящее продолженное время строится при помощи вспомогательного глагола *to be* в настоящем времени (*am, is are*) и формы причастия первого (Participle 1) смыслового глагола. Напомним, что причастие первое строится при помощи прибавления к основному глаголу в первой форме суффикса *-ing*.

*I'm meeting my friend at 5.*

В вопросительной форме вспомогательный глагол *to be* ставится перед подлежащим:

*Are you doing anything special tomorrow?*

Отрицательная форма образуется при помощи прибавления к вспомогательному глаголу *to be* отрицательной частицы *not*.

*We are not going to the cinema today.*

Важно помнить, что помимо своего основного значения длительного действия, протекающего в момент речи или в настоящий период, у настоящего продолженного времени есть также значение действия в будущем, когда выражается намерение совершить действие или когда речь идет о заранее уже намеченном действии. В этом случае, как правило, в предложении присутствует обстоятельство времени, указывающее на будущее время:

*We are leaving for London tonight.*

#### **Формы выражения значения будущего действия**

Формы выражения значения будущего действия включают в себя грамматические формы будущего времени в английском языке (The Future Simple Tense, The Future Progressive Tense), форма настоящего продолженного времени (The Present progressive Tense), форма настоящего простого времени (The Present Simple Tense), конструкция *to be going to do something / to be about to do something*.

#### **The Future Simple Tense**

Будущее простое время (The Future Simple Tense) образуется при помощи вспомогательного глагола *will* и формы инфинитива смыслового глагола без частицы *to*.



*I will go to the USA soon*

В вопросительной форме вспомогательный глагол ставится перед подлежащим:

*Will you come to my party next Sunday?*

Отрицательная форма будущего простого времени образуется при помощи прибавления к вспомогательному глаголу will отрицательной частицы not. Краткая отрицательная форма обозначается как won't.

*She will not play tennis tomorrow.*

*She won't play tennis tomorrow.*

Форма будущего простого времени употребляется для выражения действия, которое совершится или будет совершаться в будущем. Это время может быть использовано как для выражения однократного действия в будущем, так и повторяющегося.

*We will not see him today.*

*I will attend my summer school three times a week.*

### **The Future Progressive Tense**

Будущее продолженное время (The Future Progressive Tense) образуется при помощи вспомогательного глагола to be в форме будущего времени (will be) и формы причастия первого (Participle 1) смыслового глагола:

*I will be watching my favourite programme at 5 today.*

В вопросительной форме вспомогательный глагол will ставится перед подлежащим:

*Will you be sleeping today at 10?*

Отрицательная форма будущего продолженного времени образуется при помощи прибавления к вспомогательному глаголу will отрицательной частицы not. Краткая отрицательная форма обозначается как won't.

*We will not be playing billiards today.*

*We won't be playing billiards today.*

Форма будущего продолженного времени употребляется для выражения действия в процессе его совершения, которое будет протекать в определенный момент в будущем.

*I will be working when you come.*

*We will be playing football at 8 p.m.*

### **The Present Simple Tense**

Форма настоящего простого времени употребляется для обозначения действия в будущем, если речь идет о заранее намеченном действии, особенно с глаголами движения. Часто совершение действия ограничено временными рамками расписания, программы и т.д.

*My train leaves in fifteen minutes.*

*My favourite film starts at 6 o'clock.*

### Конструкции **to be going to do something / to be about to do something**

Конструкции *to be going to do something / to be about to do something* употребляются для обозначения намерения выполнить какое-либо действие в будущем, а так же для обозначения действия заранее намеченного.

*We are going to buy a new house this year.*

*We are about to buy a new house this year.*

### Придаточные предложения условия и времени (**Time and if - clauses**)

Необходимо помнить, что в придаточных предложениях условия и времени (**time - clauses and if - clauses**) невозможно употребление форм будущего времени. В таких предложениях употребляются только формы настоящего времени.

*If I have some time, I'll see you next month.*

*When we finish our work, we'll go for a walk.*

Можно легко запомнить описанное выше правило, если выучить небольшое трёхстишие:

После **if** и после **when**

Как грамматика нас учит,

Скажем **Present**, а не **Future**.

### Useful phrases to make dates and appointments

Are you free this evening?	Just a minute
Are you doing anything this evening?	Let me just look in my diary
I thought we might...	It looks as if I'm not free.
Unless you are too busy	I'm not free after all.
I'm not sure	I've just remembered.
It depends	No, I'm afraid I'm doing...
Maybe, maybe not	I really ought to do...
I can't remember	I'm away tomorrow.
I'm really a bit busy at the moment	I've got a terrible headache.
You know how it is.	What/How about tomorrow?
It's ages since I...	I'll give you a ring one of these days
I haven't .. for ages.	/ some time/ when things get easier.
What time?	That would be lovely.
What time were you thinking of?	I'd love to.
I'll come round to your place.	Where shall we meet?
I might be a bit later.	That's difficult.
See you then.	Could we make it a bit later?

## EXERCISES

### 1. Communicative game “My intentions”.

Look at the list of intentions below. Imagine that it's New Year's Eve and you are making your decision for the future life. Tick off some of the intentions you are going to fulfil and add one more at the end of the list. Then go around the class and ask other groupmates about their decisions and tell them about yours. Find someone with at least three decisions that are the same as your ones.

#### *Card of intentions*

*Next year I'm going to:* give up smoking  
have a study leave  
give up drinking  
give up eating a lot of sweets  
work harder  
have subbatical  
work less  
do morning exercises every day  
be a nicer person  
sit on a diet and lose weight  
repair the flat / house  
defend dissertation  
travel more  
read and study more  
be more punctual  
watch less TV  
be more decisive  
be more relaxed

*and I'm going to .....*

### 2. Work in pairs and choose the use of the Present Simple in the following sentences. Explain your choice.

A – official time

B – fixed date

C – in if or time clauses

1. I get to Italy at 2 p.m.
2. The school holidays start on 30<sup>th</sup> June.
3. The English class finishes at 7.
4. Registration day for the language course is next Tuesday.
5. When they get the money, they'll buy a new car.
6. If the train is on time, Sam will be here by 7 o'clock.

7. Will you check the business contract before you go home this evening?
8. How many of us will have a job after the new boss looks at the company's poor performance?
9. I'll tell you everything as soon as I can.
10. The party is on Saturday.

**9. Tell your groupmates about your plans for the following few days. Put the words in order to make your arrangements.**

*Example: I / in / a very interesting / today / film / the / am watching / evening / on TV.*

*I am watching a very interesting film on TV in the evening.*

1. I / in / my / today / homework / the / am doing / evening.
2. Prague / we / will / some / time / we / have / go / if / to / in summer / free.
3. will / go / when / raining / stops / we / home / it.
4. Tom / to / write / is / a letter / to / his / uncle / going.
5. are / our / meeting / friends / we / today / 11 / at.
6. They / if / their / will / at / stay / parents / the road / is / repaired / tomorrow / not.
7. and / Sally / I / are / doing / going / to / this / spend / nothing / week.
8. am / I / shopping / doing / tomorrow.
9. If / will / let / I / him / I / you / meet / know.
10. starts / at / our / late / / night / train.

**3. Complete the sentences by putting the verbs in the correct form. Give the reason for your choice:**

A – official time   B – fixed date   C - in if or time clauses   D – definite plan

1. Come along! Hurry up! The train (*leave*) ..... at four o'clock.
2. Matt (*come*) ..... to stay at the weekend.
3. The play (*start*) ..... at 7.45.
4. Will you finish that painting before the exhibition (*open*) ..... ?
5. The General Election (*be*) ..... on 10<sup>th</sup> June.
6. They (*feed*) ..... the elephants at 10 o'clock.
7. The government (*take*) ..... Delivery of the new fighter planes in September.
8. We (*have*) ..... a special ceremony to mark the occasion.
9. I'll kill him if he (*be*) ..... late again.
10. She (*give*) ..... her parrot to a friend during the holidays.

**4. You are not sure about something to happen. Express some conditions and possible actions. Complete the sentences by putting the verbs into the correct form: The Future Simple Tense or The Present Simple Tense.**

1. I (go) ..... and see Rome as soon as I (reach) Italy.
2. If you (not be) ..... at home by six, I (eat) without you.
3. Tonight the old man (go) ..... to bed as soon as the sun (set).
4. If nothing (go wrong) ..... they (deliver) .....the furniture today.
5. I (take) .....an umbrella in case it (rain).
6. He (not buy) ..... a new car until the company (pay) him all the money it (owe) ..... him.
7. I (be) ..... happy if my dream (come) .....true.
8. She (relax) ..... after she (hear) ..... the results of the interview.
9. Little Fred (not be able) ..... to leave the house till his mother (come) ..... back and (unlock) ..... the door.
- 10.If your son (not work) ..... hard enough, he (forget) ..... what he (know).

**5. Imagine the following situations and think what you will say so that to finish this situation. Expand each situation by putting will or be going to.**

1. A: I've lost my keys!  
B: I ..... help you to look for them.
2. A: This ice – cream is delicious!  
B: Don't eat any more. You ..... be sick.
3. A: Here's the waiter! Would you like a drink?  
B: Yes, please. I .....have a glass of wine.
4. A: ..... have you a biscuit with you tea?  
B: No, thank you. I'm on a diet.
5. A: Have you decided what to wear tonight?  
B: Yes, I ..... wear my black velvet dress.
6. A: Have you seen John today?  
B: No, but I ..... visit him this afternoon.
7. A: Have you decided anything?  
B: Yes. We ..... Marry next month
8. A: What about a stroll in the park?  
B: I ..... Join you, if the weather is fine.
9. A: Have you been to Japan?  
B: Yes, I've been there twice and ..... leave in three days again.
10. A: What would you like to eat today?  
B: I .....take my favourite salad with mushrooms.

**6. Work in pairs. One of you is a receptionist now. The other is a person who wants to see a doctor. Read the dialogue together with your partner and find some time to visit your doctor.**

*Person:* Hello. I need to make an appointment with the doctor.

*Receptionist:* How about Monday at 3:30?

*Person:* No, I have a class every afternoon until 4 o'clock. Are there any appointments open in the morning?

*Receptionist:* Can you come on Wednesday at 9:00?

*Person:* No, I have a dentist appointment then. How about 12:30?

*Receptionist:* I'm sorry, the doctor is at lunch between 12:00 and 1:00 every day. Can you come on Thursday at 10:15?

*Person:* Yes, I'm free then.

*Receptionist:* All right. Your time is 10:15. Bye.

*Person:* Thank you bye.

**7. Now replace the words of the receptionist with your own and act out the dialogue again.**

**8. Now imagine that "B" is a receptionist in a doctor's office. And "A" is calling to make an appointment with the doctor. Make a conversation using cards A and B.**

### Card A

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<b>9 - 10</b>	English	English	English	German	English literature
<b>10 - 11</b>					
<b>11 - 12</b>		Reading class	<b>11:30</b> Dentist	Reading class	
<b>12 - 1</b>	Lunch with Anne				
<b>1 - 2</b>	Pick up film				
<b>2 - 3</b>		Meeting with advisor			

<b>3 - 4</b>	<b>3 – 4:30</b>		<b>3 – 4:30</b>		<b>3 – 4:30</b>
<b>4 - 5</b>	<b>Music class</b>		<b>Music class</b>		<b>Music class</b>

### Card B

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
9 - 10		Hospital		Hospital	
10 - 11					Mr. Brown
11 - 12					
12 - 1	Lunch	Lunch	Lunch	Lunch	Lunch
1 - 2					
2 - 3	Mrs. green		2 – 3:30 Meeting Dr. Lee	Miss. Lopez	
3 - 4				Mr. John- son	3:30 – 4:30 Mr. Gold- man
<b>4 - 5</b>	July Barton				

**9. Make your own cards for other different situations and repeat the activity from the exercise above. You can apply to such professions as dentist, hair – dresser, receptionist at the station, etc.**

**10. Translate the following conversations into English:**

\*\*\*

- Ты свободен в воскресенье в 2 часа дня?
- Да, а что?
- Я еду к своим родителям на ферму. Не хочешь присоединиться?
- Я бы с удовольствием. Что ты собираешься там делать?
- Помогу им отремонтировать крышу, а затем отдохну на речке.
- Звучит неплохо. Пожалуй, я помогу тебе с крышей, а затем мы устроим пикник на берегу речки.
- Решено. Спасибо за то, что предложил помощь.

\*\*\*

- Привет. Я собираюсь поехать к своей сестре на следующей неделе. Не хочешь поехать со мной?
- К сожалению, я не смогу выкроить свободное время на следующей неделе.
- Жаль, а что ты собираешься делать?

- Мне нужно подготовить новый проект к следующему понедельнику, и я собираюсь работать над ним все время.
- Ладно, дай мне знать, если у тебя изменятся планы.
- Хорошо. Думаю, что мы сможем встретиться через недельку и тогда что –нибудь придумаем.

\*\*\*

- Алло, Тим, это Мэри. Надеюсь, я тебя не разбудила?
- Честно говоря, я проснулся только 10 минут назад. Сейчас всего лишь без четверти девять. Почему ты звонишь мне так рано в воскресенье?
- Потому что погода стоит замечательная, и на небе нет ни облачка. Алан и я собираемся устроить небольшой пикник. Не хочешь поехать с нами?
- Честно говоря, у меня есть работа, которую необходимо закончить. Но, думаю, я смог бы доделать её и в другое время. Куда вы собираетесь поехать?
- Я знаю прелестное местечко в лесу недалеко от нашего дома. Думаю, там можно замечательно провести время. Мы могли бы заехать за тобой через час.
- Прекрасно. Что вы берете из еды и напитков? Не могу сказать, что у меня дома сейчас много запасов. Я смогу взять только пиво и крекеры.
- Не волнуйся, у нас полно еды. Мы берем салаты, бутерброды и цыпленка.
- Да, с голоду мы не умрем. Жду вас через час.
- Пока, увидимся.

### ***11. Make short conversations according to the following situations and act them out.***

1. You are going to see your dentist. Call the receptionist and make an appointment for the time you are free.
2. You are the boss of a big company. The following days you have a lot of things to do. Make some very important appointments with your partners and colleagues.
3. You are lack of time and have to do your hair for the coming evening. Call your hairdresser and try to find some time to see him / her about this.

### ***12. Role-play “The Conference”.***

*Work in groups of three or four. Imagine that a very important conference is going to be held in your University. Your group is responsible for its organization. Think about the topic and the list of the speakers at the conference. You have to make appointments with everybody from the list. Bear in mind that all of them are very busy people.*



**Choose what you'd like to do:**

- work out the programme of the conference
- make phone calls to appoint the date and the time
- write invitation notes
- be the speakers

Then act out the conference.

## GRAMMAR UNIT 3

### Communicative Grammar: Evaluating / Stating likes, dislikes and preferences

Грамматические структуры, наиболее часто употребляемые для выражения значений предпочтений и информирования о том, что нравится и не нравится:

#### **Конструкция like / love / hate + -ing**

Следует помнить, что после глаголов *like, love, hate* и т.д. смысловой глагол употребляется с суффиксом – *ing*:

*I hate waiting for a long time. She loves going shopping every weekend.*

Useful phrases to express likes and dislikes

<p><i>Agreeing with likes:</i> So do / did / am I. Oh, yes, I am / do / did too. It's great ...</p> <p><i>Agreeing with dislikes:</i> Neither / Nor am / can / do I. Yes, it's awful / terrible, etc.</p>	<p><i>Disagreeing with likes:</i> Oh, do you? Really? Are you?</p> <p><i>Disagreeing with likes:</i> Oh, really? Can't / don't / aren't you? I like... I'm quite keen on ...</p>
<p>I'm (rather) keen on ... I enjoy ... Personally, I find / think ... I'm (rather) fond of ... I (would) prefer ... I can't stand / bear I'm fed up with</p>	

## EXERCISES

### 1. Tell your groupmates about your likes and dislikes.

*Pattern:* She, going, to the cinema, enjoys, very much.

She enjoys going to the cinema very much.

1. I, rather keen, going to cartoon films.
2. Science – fiction films, rather boring.
3. I, not find, watching television, very interesting.
4. I, not keen, watching documentaries.
5. Personally, (don't) find, documentaries very enjoyable.
6. I can't, stand, detective films.
7. I, not over keen, watching children films.
8. I, can't stand, people, smoking in cinemas.
9. I, think, documentaries, more, interesting, than musicals.
10. I, rather keen, going to musicals.

### 2. Take part in this talk. Add your arguments.

*Man:* I'm happy that I am not a woman!

*Woman:* Why?

*Man:* Men are ..... (*good*) women.

*Woman:* But you are ..... (*stupid*) person I know!

*Man:* Don't be rude! Men are ..... (*intelligent*) ..... Women. They are ..... (*logical*) and ..... (*good*) cooks ..... Women are!

*Woman:* Your ideas are ..... (*old – fashioned*) ..... mine. I think women are ..... (*clever*). They are ..... (*sensible*) and ..... (*practical*) ..... men are – and men are ..... (*bad*) drivers than women because women are ..... (*patient*).

*Man:* But men are ..... (*athletic*).

*Woman:* Oh, please. Let's talk about something else. This is ..... (ridiculous) conversation I have ever had!

### 3. Read out the conversation together with your partner and find out what sort of music the speakers like. Analyse the grammatical structures of the conversation.

*John:* So we'll have it on the 23<sup>rd</sup> then. Good. But now, about the music for the party. Any ideas?

*Cathy:* Well, why not have live music? There're lots of groups around. We can ask "The Spiders" – you know, the group who plays at the local disco from time to time.

*Steve:* No, thanks, Cathy! I can't stand them or their music!

*John:* Nor me. And anyway, they don't exactly play the sort of music you can dance to, do they?

*Cathy:* No, I suppose not.

*Steve:* How do you feel about having CDs, as we did last year? Most people seemed to quite like it.

*John:* Well, we could, I suppose, Steve, but I think most of us would prefer live music.

*Cathy:* Yes, I agree – especially since we only had about ten CDs altogether.

***4. Now find the structures that are used to express likes and dislikes and make your own conversation using them to describe your preferences.***

***5. Match the phrases in the right column with the ones in the left to finish these small conversations. Write down your answers into the boxes after the table.***

1. How about going to Moscow?	a. I must admit, I'm quite keen on musicals.
2. Well, could we book tickets in advance?	b. I don't really like it. It's just awful, isn't it?
3. Well, might I suggest next Thursday?	c. Oh, I'm easy.
4. And how do you feel about musicals?	d. Yes, why not?
5. How about the new cinema "Miracle"?	e. Yes, that's a splendid idea.
6. Wouldn't you prefer something a bit more exciting?	f. Personally, I'm not particularly keen on ballet.
7. What are you doing this week-end?	g. Yes, I'd like to.
8. Do you feel like going to see a film tonight?	h. I'd prefer to see something more serious.
9. Where do you suggest we are going?	i. I accept whatever you decide.

10. Which do you prefer better, musicals or ballet?	j. I'd prefer to stay at home.
11. Do you fancy going out for a meal?	k. Oh, yes, it's something we want.
12. Might I make a suggestion?	l. I like musicals.

1	2	3	4	5	6	7	8	9	10	11	12
d											

**6. Talk with your groupmate about your likes and dislikes in music, cinema, etc. Use the given pattern.**

*Pattern:* A: like best / thrillers / or detective stories?  
B: like / better / thrillers / rather / find / reading / enjoyable.

*A: Which do you like best, thrillers or detective stories?*  
*B: I like thrillers better, reading them is rather enjoyable.*

- A: prefer / better / sunbathing or swimming?  
B: actually / like / sunbathing better.
- A: would like / go / out / tonight?  
B: not keen / actually.
- A: I tend / prefer listening to pop music.  
B: which / like better / jazz or rock?
- A: would rather / what / to do / get married or remain single?  
B: would rather get married
- A: feel like / going to the country / at the week-end?  
B: rather / stay / at home.

**7. Communicative game "Your groupmates".**

*Write the answers to the questionnaire given. Give complete sentences about your groupmates. Then go around the classroom, talk with your groupmates and check your answers.*

- Who likes wearing jeans?

2. Who has the curliest hair?
3. Who has the longest name?
4. Who has the largest shoe?
5. Who is the best singer in your class?
6. Whose results in English are the best?
7. Who tells the most interesting stories in class?
8. Who is the most punctual?

### **8. Communicative game “Good Presents”**

*Choose one of the role cards below. Imagine that you are at a Christmas party and are going to discuss the presents that you got before and that you don't like or need at all.. Try to speak to as many people as possible. Perhaps you will find someone who can help you. If you find that person, sit down together with him / her. The first pair is the winner.*

Card 1.

This Christmas you got a tennis racquet and two tickets to the opera. What's wrong with Santa Claus these days? Wrong sport for a start. You play golf, not tennis, and you've always hated opera – pop music is what you like.

Card 2.

This Christmas you got a pop CD and a set of golf balls. Santa must have got the wrong file out when he was making that decision! You like opera, not pop, and tennis is your sport, not golf.

Card 3.

This Christmas Santa awarded you a set of saucepans and an apron. What a mistake! You are not a feminist, but you don't really see why women always get the boring saucepans and household stuff. What you'd like is something frilly, glamorous and totally frivolous. Saucepans you can buy for yourself!

Card 4.

This Christmas you got not one, but two sets of frilly French underwear! What a waste! How can people spend their money on something so frivolous? You've moved into a new house and money is really tight. What you need is something practical for the house.

Card 5.

This Christmas Santa sent you a set of gardening tools and a book on houseplant care. Santa is crazy! You hate gardening and all these house plants. In fact you are not interested in plants or the outdoor life, or anything green. What you like is different games, especially board games and cards.

Card 6.

This Christmas you were given a chess book and computer card game. What a pity! You've never played any games in your life and you don't have any wish to start now. In fact you don't like being indoors at all – what you enjoy is gardening and plants.

Card 7.

This Christmas Santa gave you a bottle of French perfume. Very nice of him! The problem is that you don't like this smell. You like a sweeter one. The other present you got is an English – Turkish dictionary. Very strange, you are not going to Turkey the following days. You want to travel to Italy.

Card 8.

This Christmas Santa gave you a bottle of very sweet perfume. But you don't like it. It's too sweet. And you also got an Italian book about Rome. What a nuisance! You are interested in Turkey and East, not in Italy.

Card 9.

This Christmas Santa gave you a really strange present. Socks and handkerchiefs! So boring! You were dreaming of some video with the latest films.

Card 10.

This Christmas you got two video films as a present from Santa. You don't even have a video cassette recorder. What a waste of time and money! You wish people would give useful presents – clothes for example.

# ПРИЛОЖЕНИЯ

## I. WORDS OF LATIN OR GREEK ORIGIN WITH PLURALS

addendum - addenda	matrix – matrices, matrixes
agendum - agenda	maximum- maxima (math), maximums
alveolus –alveoli	media – mediae, medias
analysis -analyses	medium – media, mediums
antenna –antennae, antennas	minimum - minima (math), minimums
apparatus- apparatus, apparatuses	nucleus – nuclei, nucleuses
bacterium – bacteria	nomen - nomina
basis – bases	optimum -optima (math), optimums
colloquium –colloquia, colloquiums	phenomenon - phenomena
crisis -crises	quantum -quanta
criterion - criteria	radius – radii, radiuses
datum –data	species - species
diagnosis - diagnoses	stimulus -stimuli
erratum-errata	symposium –symposia, symposiums
focus- focuses	synopsis - synopses
formula –formulae, formulas	stratum - strata, stratums
genus- genera	thesis - theses
index – indices, indexes	vacuum – vacua, vacuums

## II. LATIN WORDS AND PHRASES USED IN SCIENTIFIC AND SCHOLARLY WRITING WITH THEIR ENGLISH EQUIVALENTS

*et caetera(cetera)* –and the rest, and so on  
*ex cathedra* – from the chair, with high authority  
*in re* – in the matter of  
*in situ*: in its original position  
*inter alia*: among other things  
*in toto*: the whole, entirely  
*in vacuo*: in empty space, in a vacuum



*in vitro*: in glass, i.e., in a test tube or artificial environment  
*ipso facto*: by that very fact  
*non sequitur*: it does not follow  
*passim*: everywhere, throughout, in all parts of the book, chapter  
*pro et contra*: for and against  
*post hoc ergo propter hoc*: after this, therefore on account of this; subsequent to, therefore due to this— illogical reasoning and a particular pitfall in scientific writing  
*quod vide*: which see  
*reductio ad absurdum*: a reduction to the absurd; a method of proof for a proposition by demonstrating its contradictions  
*seriatim*: in a series, one by one  
*ispenssine qua non*: without which nothing; something indable  
*status quo*: the state in which; the existing condition  
*stet*: let it stand, do not delete  
*terminus ad quern*: term or limit to which  
*inverbati*: word for word  
*vice versa*: the terms of the case being interchanged or reversed, conversely

### III. WORDS REGULARLY ASSOCIATED WITH PARTICULAR PREPOSITIONS

accommodate <i>to</i> or <i>with</i>	associate <i>with</i>
accompanied <i>with</i> (things); <i>by</i> (persons)	assure <i>of</i>
adapted <i>to</i> (a use); <i>for</i> (a purpose); <i>from</i>	attempt <i>at</i>
adjacent <i>to</i>	augmented <i>by, with</i>
adjusted <i>to</i>	based <i>on, upon,</i>
advantage <i>of, over</i>	in basis <i>of, for</i>
affinity <i>between, with,</i>	blend <i>with</i>
to agree <i>with</i> (persons); <i>to</i> (suggestions); <i>in</i> (thinking); <i>upon</i> (a course of action)	border <i>on, upon</i>
alternate <i>with</i>	capable <i>of</i>
amalgam <i>of</i>	capacity <i>for</i> (ability); <i>of</i> , (volume)
amalgamate <i>into, with</i>	careful, careless <i>with, of, about</i>
analogous <i>to</i>	caused <i>by</i>
analogy <i>between, with</i>	caution <i>against</i>
antecedent <i>to</i>	characteristic <i>of</i>
anterior <i>to</i>	coalesce <i>with</i>
append <i>to</i>	coincide <i>with</i>
appendage <i>of</i>	compatible <i>with</i>
apportion <i>to, among, between</i>	concur <i>with</i> (persons); <i>in</i> (a measure)
approximate <i>to</i>	conducive <i>to</i>
	consequent <i>to, on, upon</i>

consistent *with*  
 consonant *with*  
 contrast (n) *to, with*  
 correspond *to, with*  
 culminate *in*  
 decide *on, upon*; (legal) *for, against*  
 deficient *in*  
 depend *upon on*,  
 deprive *of*  
 derive *from*  
 deviate *from*  
 differentiate *from, between, among*  
 distinguish *between, from*  
 divide *between, among*  
 drench *with*  
 emerge *from*  
 end *with, in*  
 equal *to*  
 equivalent (adj) *to, with*; (n) *of*  
 essential (adj) *to*; (n) *of*  
 estimated *at*  
 exception *to, from, against*  
 exclude *from*  
 exclusive *of*  
 expect *of, from*  
 expel *from*  
 extract *from*  
 exude *from*  
 fail *in, at, of*  
 favorable *for, to, toward*  
 feed *on, off*  
 founded *on, upon, in*  
 full *of*  
 identical *with, to*  
 identify *with*  
 impenetrable *to, by*  
 impervious *to*  
 implicit *in*  
 improve *on, upon*  
 incidental *to, upon*  
 incongruous *with*  
 inconsistent *with*  
 incorporate *with, into*  
 independent *of*

infer *from*  
 inferior *to*  
 infested *with*  
 infiltrate *into*  
 infiltration *of*  
 influence (n) *over, upon, with*  
 infuse *with*  
 innate *in*  
 inquire *for, about, after, into*  
 inseparable *from*  
 insert *in, between*  
 insight *into*  
 intervene *in* (dispute); *between* (disputants)  
 introduce *to, into*  
 invaded *by*  
 invest *with, in*  
 isolate *from*  
 join *with, to*  
 justified *in*  
 lacking *in*  
 made *from, out of, of*  
 migrate *to, into mix with, into necessary to, for necessity of, for*  
 occupied *by, with*  
 opposite (adj) *to*; (n) *of*  
 originate *in, with*  
 parallel *to, with*  
 part *from, with*  
 participate *in*  
 permeate *into, through*  
 permeated *by*  
 pertinent *to*  
 possibility *of*  
 precedent (adj) *to*; (n) *for, of*  
 precluded *from*  
 preface (n) *of, to*  
 preference *to, over, before, above*  
 preparatory *to*  
 prerequisite (adj) *to*; (n) *for, of*  
 productive *of*  
 proficient *in, at*  
 profit *by, from*  
 prohibit *from*

provide *with, for, against*  
question (n) *on, about, as to, concerning, of*  
range *through, with, along, between*  
reason *for*  
receptive *to, of*  
resemblance *to, between, among*  
similar *to*  
solution *of, to*

subject *to, of*  
suitable *to, for, with*  
superior *to*  
tendency *to, toward*  
theorize *about*  
unfavorable *for, to, toward*  
useful *in, for, to*  
variance *with*  
vary *from*

#### IV. CONNECTORS

Here is a fairly complete classified list of such connectives. From it the writer will be able to select the uniquely appropriate expression for any ordinary transition. He will do well, also, to study it for a few minutes, in order to gain a notion of the great variety of links which are possible in our language:

1. *Temporal*: previously, formerly, at an earlier period, anterior, contemporary, at the same moment, in the same period, throughout this period (process, etc.), all this time, during this time, meanwhile, in the meantime, upon this, then, hereupon, by that time, already, now, since then, after this, thereafter, thenceforth, in the end, at last, at length, at a later time, henceforth, now that. . . .
2. *Demonstrative*: thereof, thereby, thereto, therein, wherefrom, in this case (respect, etc.), in such a case, at such times, on such occasions, under these circumstances, here, in all this, in connection with this, together with this, here again.
3. *Connecters-of-all-work*: first (second, etc.), in the first place (etc.), the former (the latter, etc.), in general, in particular, to pass to . . . , to continue, to return, to repeat, to resume, along with . . . , as I have said, farther on, then, now, ' again, once more, further, too, also, in fact, as a matter of fact, at any rate, at all events, as it is, incidentally, parenthetically, a. Propos, by the way, as follows, namely.
4. *Marking reference*: in point of, with respect to, as related to, concerning, as for.
5. *Citing*: for instance, for example, to illustrate, by way of illustration, another case (example), a case in point is . . . , under this head.
6. *Excepting*: with this exception, this exception made, except for this, waiving this question, leaving this out of account . . . , excluded (excepted), exclusive of . . . , ir-

respective of . . . , excluding this.

7. *Summarizing*: to sum up, to recapitulate, on the whole, briefly, in a word, in brief, in short, we have traced . . . , as we have seen, up to this point, yes, no.
8. *Concluding*: to conclude, finally, lastly, in conclusion, last of all.
9. *Explicative*: that is, to explain, in other words, this is as much as to say, that amounts to saying.
10. *Marking a change in tone or in point of view*: at least, seriously, in all seriousness, jesting aside, to speak frankly, for my part, in another sense, as a matter of fact, in point of fact, in fact, to come to the point, in general, of course, you see, as the matter stands, as things are, but.
11. *Comparative*: parallel with . . . , allied to . . . , comparable to . . . , from another point of view, in the same category, in like manner, in the same way, similarly, likewise, a similar view, yet (even, still), more important (interesting, etc.), of less importance, next in importance, in contrast with this, conversely.
12. *Emphatic*: indeed, moreover, add to this, furthermore, besides, further, even without this, in addition to this, all the more, even (yet)more, into the bargain, especially, in particular, how much more, yet again, above all, best of all, most of all.
13. *Inferential*: so, therefore, consequently, accordingly, thus, hence, then, in consequence, as a result, the result is, we conclude (infer), in this way, because of this, for this reason, this being true, such being the case, under these circumstances; What follows?
14. *Causal*: this is because . . . , this is to be explained by . . . , the reason is . . . , the explanation is to be found in . . . ; Why?
15. *Concessive*: certainly, indeed, it is true, to be sure, it must be granted (conceded), I admit (confess) true, granted, admitting the force of . . . , no doubt, doubtless.
16. *Adversative*: yet, still, nevertheless, however, on the other hand, at the same time, none the less, only, even so, in spite of this, the fact is . . . , after all, at all events.
17. *Refuting*: (a) otherwise, else, was this not so, on no other supposition, (b) on the contrary, no, never, hardly.
18. *Correlative*: (a correlation between separate sentences) on the one hand . . . , on the other . . . ; in the first place . . . , in the second place (etc.); whereas . . . , therefore; the former alternative . . . , the latter, (b—correlation within transition sentence) as

long as . . . , so long; if (while, though) . . . , yet; wherever . . . , there; just as . . . , so; if . . . , also (all the more, how much more); since . . . , then; the more . . . , the more; not only . . . , but also

## **V. SOME SPEECH FORMULAS: HOW TO WORK OUT A GOOD CONVERSATION.**

As it is generally known, conversation often depends on questions. Various techniques may be used to get different sorts of information from different people. Try not to forget that people should generally be polite in the way they ask a stranger about something. Here are some useful opening expressions:

- *I wonder if you could tell me ...*
- *Excuse me do you happen to know ...*
- *Would you mind telling me about ...*
- *I hope you don't mind my asking, but I'd like to know more about ...*
- *Something else I'd like to know is ...*

*Here are some formulas to get additional information these you need:*

- *Could you tell me a bit more about ...*
- *Sorry, but I'd like to know more about ...*
- *I didn't quite follow what you said about ...*
- *Sorry, that's not quite what I meant, what I really wanted to know was...*
- *Sorry, I don't quite understand*

*Here are some formulas how to ask for clarification:*

- *What do you mean?*
- *What exactly do you mean?*
- *Can you explain it in more details, please?*
- *Sorry, could you give me more detailed information about this?*

*Here are some formulas how to interrupt a person politely:*

- *Excuse me, can I interrupt you for a moment?*
- *Sorry to interrupt but I've got a question for you.*
- *I'd just like to say that ...*
- *Yes, that reminds me of ...*

*Here are some formulas how to prevent interruptions:*

- *There are two points I'd like to make.*
- *There are some points I'd like to draw your attention to.*
- *Another thing that matters much is ...*

Here are some formulas how to ask for repetition:

- Sorry, what was that what you said?
- Sorry, could you say that again?
- Sorry, could you repeat that?
- Sorry, would you mind repeating that? (I didn't hear you / I didn't catch what you said)

Here are some formulas how to check if your partner is following the conversation:

- ... if you see what I mean
- I don't know if you can see that ...
- ... you know
- And you know what I said?
- Can you guess what I said?
- Do you follow me?
- Are you with me on that?
- All right so far?
- Is everything clear?

Here are some formulas how to avoid discussing something:

- Well. I'd rather leave details out of this
- I'd rather not discuss it at the moment
- I'd better not talk about it right now if you don't mind.
- Could I give more details a bit later?

## **VI. WRITING BANK**

**(for writing formal and informal letter)**

### **INFORMAL LETTERS**

#### **Greeting:**

*Dear ...*

*Hi dear ...*

#### **Introductions**

*How are you?*

*I'm sorry I haven't written for so long/ages, but ...*

*It's been a long time since I last heard from you.*

*I thought I'd drop you a line to see how you are getting on.*

*As I haven't heard from you for ages, I thought I'd write to see how you are.*

*Thanks for your letter. It was interesting/good to hear that ...*

*I got your letter yesterday, and decided to write back straightaway.*

*Thank you for writing such a long and interesting letter. I always enjoy reading what you've been doing.*

## **Conclusions**

*Well, that's all my news. Write back soon, telling me what you've been up to.*

*Please write to me again soon, telling me your news.*

*Please give my regards to ...*

*Hope to hear from you soon.*

*That's all about me. What about you? Write back soon, telling what you've been doing recently.*

*Say hello to ... from me.*

*I'm looking forward to your next letter, so write soon.*

*I can't wait to hear how you ...*

## **Endings**

*Best wishes/regards ...*

*Love..*

## **FORMAL LETTERS**

### **Greetings**

*Dear Sir/Madam,*

*Dear ... ,*

### **Introduction**

*I am writing to ...*

*I am writing in connection with ...*

*I would like to use the opportunity to ...*

*I would say that...*

*I would be interested in...*

*As you can see from my report/article, I ...*

### **Giving information**

*I am writing to let you know about...*

*I have managed to get some information about...*

*I am writing to tell you the possibilities for...*

### **Concluding**

*I can be contacted at the above address/e-mail.*

*I hope to hear from you soon.*

*I look forward to your reply.*

*Write back and let me know about...*

*If you should/need/require any further information, please do not hesitate to contact me.*

*I will contact you to finalise our ...*

*I can be contacted at ..., if you need to get in touch...*

*Please call me if you need any information.*

**Ending***Yours faithfully, ...**Yours sincerely, ...***IRREGULAR VERBS**

IRREGULAR VERBS			
VERB	PAST SIMPLE	PAST PARTICIPLE	ПЕРЕВОД
be [bi:]	was [wOz] were [wq:]	been [bi:n]	быть
beat [bi:t]	beat [bi:t]	beaten [ˈbi:tn]	бить
become [biˈkAm]	became [biˈkeim]	become [biˈkAm]	становиться
begin [biˈgin]	began [biˈgxn]	begun [biˈgAn]	начинать
bend [bend]	bent [bent]	bent [bent]	наклоняться (в стороны)
bite [bait]	bit [bit]	bitten [ˈbitn]	кусать
bleed [bli:d]	bled [bled]	bled [bled]	кровоточить
blow [blou]	blew [blu:]	blown [bloun]	дуть
break [breik]	broke [brouk]	broken [ˈbrouk(q)n]	ломать
bring [briN]	brought [brO:t]	brought [brO:t]	приносить
build [bild]	built [bilt]	built [bilt]	строить
burn [bq:n]	burnt [bq:nt]	burnt [bq:nt]	гореть
burst [bq:st]	burst [bq:st]	burst [bq:st]	разразиться



buy [bai]	bought [bO:t]	bought [bO:t]	покупать
catch [kxC]	caught [kO:t]	caught [kO:t]	ловить, хватать, успеть
choose [Cu:z]	chose [Couz]	chosen [ˈCouzn]	выбирать
come [kAm]	came [keim]	come [kAm]	приходить
cost [kOst]	cost [kOst]	cost [kOst]	стоять
creep [kri:p]	crept [krept]	crept [krept]	ползать
cut [kAt]	cut [kAt]	cut [kAt]	резать
do [du:]	did [did]	done [dAn]	делать
draw [drO:]	drew [dru:]	drawn [drO:n]	рисовать, тащить
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	мечтать, дремать
drink [driNk]	drank [drxNk]	drunk [drANK]	пить
drive [draiv]	drove [drouv]	driven [ˈdrivn]	водить
eat [i:t]	ate [et]	eaten [ˈi:tn]	есть
fall [fO:l]	fell [fel]	fallen [ˈfO:l(q)n]	падать
feed [fi:d]	fed [fed]	fed [fed]	кормить
feel [fi:l]	felt [felt]	felt [felt]	чувствовать
fight [fait]	fought [fO:t]	fought [fO:t]	бороться
find [faind]	found [faund]	found [faund]	находить
fit [fit]	fit [fit]	fit [fit]	подходить по размеру

fly [flai]	flew [flu:]	flown [floun]	летать
forget [fq`get]	forgot [fq`gOt]	forgotten [fq`gOtn]	забывать
forgive [fq`giv]	forgave [fq`geiv]	forgiven [fq`givn]	прощать
freeze [fri:z]	froze [frouz]	frozen [`frouzn]	замерзать
get [get]	got [gOt]	got [gOt]	получать
give [giv]	gave [geiv]	given [givn]	давать
go [gou]	went [went]	gone [gOn]	идти
grow [grou]	grew [gru:]	grown [groun]	расти
hang [hxN]	hung [hAN]	hung [hAN]	вешать
have [h xv]	had [hxd]	had [hxd]	иметь
hear [hiq]	heard [hq:d]	heard [hq:d]	слышать
hide [haid]	hid [hid]	hidden [`hidn]	прятать
hit [hit]	hit [hit]	hit [hit]	попадать в цель
hold [hould]	held [held]	held [held]	держать
hurt [hq:t]	hurt [hq:t]	hurt [hq:t]	ушибить
keep [ki:p]	kept [kept]	kept [kept]	содержать
kneel [ni:l]	knelt [nelt]	knelt [nelt]	стоять на коленях
know [nou]	knew [nju:]	known [noun]	знать
lay [lei]	laid [leid]	laid [leid]	класть

lead [li:d]	led [led]	led [led]	вести
lean [li:n]	leant [lent]	leant [lent]	наклоняться на
learn [lq:n]	learnt [lq:nt]	learnt [lq:nt]	учить
leave [li:v]	left [left]	left [left]	оставлять
lend [lend]	lent [lent]	lent [lent]	занимать
let [let]	let [let]	let [let]	позволять
lie [lai]	lay [lei]	lain [lein]	лежать
light [lait]	lit [lit]	lit [lit]	освещать
lose [lu:z]	lost [lOst]	lost [lOst]	терять
make [meik]	made [meid]	made [meid]	производить
mean [mi:n]	meant [ment]	meant [ment]	значить
meet [mi:t]	met [met]	met [met]	встречать
mistake [mis`teik]	mistook [mis`tuk]	mistaken [mis`teik(q)n]	ошибаться
pay [pei]	paid [peid]	paid [peid]	платить
prove [pru:v]	proved [pru:vd]	proven [pru:vn]	доказывать
put [put]	put [put]	put [put]	положить
quit [kwit]	quit [kwit]	quit [kwit]	выходить
read [ri:d]	read [red]	read [red]	читать
ride [raid]	rode [roud]	ridden [`ridn]	ездить верхом

ring [riN]	rang [rxN]	rung [rAN]	звенеть
rise [raiz]	rose [rouz]	risen [ˈrizn]	подниматься
run [rAn]	ran [rxn]	run [rAn]	бежать
say [sei]	said [sed]	said [sed]	говорить
see [si:]	saw [sO:]	seen [si:n]	видеть
seek [si:k]	sought [sO:t]	sought [sO:t]	искать
sell [sel]	sold [sould]	sold [sould]	продавать
send [send]	sent [sent]	sent [sent]	посылать
set [set]	set [set]	set [set]	ставить
sew [sou]	sewed [soud]	sewn [soun]	шить
shake [Seik]	shook [Suk]	shaken [ˈSeik(q)n]	встряхивать
show [Sou]	showed [Soud]	shown [Soun]	показывать
shrink [SriNk]	shrank [SrxNk]	shrunk [SrANk]	морщинить
shut [SAt]	shut [SAt]	shut [SAt]	закрывать
sing [siN]	sang [sxN]	sung [sAN]	петь
sink [siNk]	sank [sxNk] sunk [sANk]	sunk [sANk]	тонуть
sit [sit]	sat [sxt]	sat [sxt]	сидеть
sleep [sli:p]	slept [slept]	slept [slept]	спать

slide [slaid]	slid [slid]	slid [slid]	скользить
sow [sou]	sowed [soud]	sown [soun]	сеять
speak [spi:k]	spoke [spouk]	spoken [ˈspouk(q)n]	говорить
spell [spel]	spelt [spelt]	spelt [spelt]	произносить по бук- вам
spend [spend]	spent [spent]	spent [spent]	тратить
spill [spil]	spilt [spilt]	spilt [spilt]	проливать
spoil [spOil]	spoilt [spOilt]	spoilt [spOilt]	портить
spread [spred]	spread [spred]	spread [spred]	расстилать
spring [sprɪN]	sprang [sprxN]	sprung [sprAN]	прыгать
stand [stxnd]	stood [stud]	stood [stud]	стоять
steal [sti:l]	stole [stoul]	stolen [ˈstoul(q)n]	красть
stick [stik]	stuck [stAk]	stuck [stAk]	колоть
sting [stiN]	stung [stAN]	stung [stAN]	жалить
sweep [swi:p]	swept [swept]	swept [swept]	выметать
swell [swel]	swelled [sweld]	swollen [ˈswoul(q)n]	разбухать
swim [swim]	swam [swxm]	swum [swAm]	плавать
swing [swiN]	swung [swAN]	swung [swAN]	качать
take [teik]	took [tuk]	taken [ˈteik(q)n]	брать, взять
teach [ti:C]	taught [tO:t]	taught [tO:t]	учить

tear [tFq]	tore [tO:]	torn [tO:n]	рвать
tell [tel]	told [tould]	told [tould]	рассказывать
think [TiNk]	thought [TO:t]	thought [TO:t]	думать
throw [Trou]	threw [Tru:]	thrown [Troun]	бросать
understand [,Andq`stxnd]	understood [,Andq`stud]	understood [,Andq`stud]	понимать
wake [weik]	woke [wouk]	woken [`wouk(q)n]	просыпаться
wear [wFq]	wore [wO:]	worn [wO:n]	носить (одежда)
weep [wi:p]	wept [wept]	wept [wept]	плакать
wet [wet]	wet [wet]	wet [wet]	мочить
win [win]	won [wAn]	won [wAn]	выигрывать
wind [waind]	wound [waund]	wound [waund]	извиваться
write [rait]	wrote [rout]	written [`ritn]	писать

\*References: <http://www.englishspace.com/online>