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Современный английский
для подготовки
к международным экзаменам

Методические указания

Рекомендовано
Научно-методическим советом университета для студентов
всех специальностей

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Целью данных методических указаний является знакомство с образцами аутентичных экзаменационных материалов ведущих британских университетов, проводящих экзамены на знание английского языка на среднем уровне. Методические указания состоят из 5 частей, охватывающих основные разделы языка (кроме фонетики) и социальные сферы его употребления. В конце каждой части предлагаются образцы ответов. В дополнительном материале содержатся некоторые сведения о культурных особенностях англоязычного общения. Издание предназначается для определения уровня знания студентами английского языка, а также для самостоятельной и аудиторной работы по достижению ими более высокого уровня овладения языком.

Предназначены для студентов, обучающихся по всем специальностям (дисциплина «Английский язык», блок ГСЭ), очной и очно-заочной форм обучения.

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Part I. Vocabulary

A. *Passive vocabulary*

There are thousands of English words which even well-educated English people do not know but it does not worry them if they meet an unknown word in a book. Usually the meaning is clear enough from the context.

Try to get into the habit of guessing words before you look them up in the dictionary. You will probably get quite good at it.

Exercises

1. *In the following exercise try to guess whether the underlined word is a verb, a noun, an adjective or an adverb and then try to translate it or write its definition. When you have finished, check your answers with your dictionary.*

It is not necessary to be exactly right; it is important only to have an approximate idea of what the word means.

1. In the dark his hand fumbled to find the door handle.
2. It is reckless to drive too fast on narrow mountain roads.
3. She was so beautiful that she eclipsed every other woman at the ball.
4. He is a very erratic person – you never know quite what to expect from him.
5. It does not make any difference whether we invite her or not – she'll come willy-nilly.

2. *Sometimes the word itself helps you. Long words are often composed of two or three parts – a root with a prefix and or a suffix. For example, “uneatable” = un (negative prefix) + eat (root) + able (suffix of possibility). It is unfortunately not always possible to analyse words and understand their meanings so easily but you will sometimes find it useful. Now see if you can guess the meanings of the words underlined in this exercise.*

1. I've overeaten – I feel terrible.
2. This work is substandard.
3. I'd better post-date this check.
4. England is now a multi-racial society.
5. Try our superburgers with tomato sauce.
6. It's time we re-decorated this room.
7. They say that mistranslation has led to some

serious political situations. 8. The government has decided to hold an anti-smoking campaign.

3. *You may also find that you can recognise a word you have not seen in English before **from your knowledge of another language**. Be careful, though. Words can look like old friends but have quite different meanings. Words have come into English from different languages. Perhaps you can group the underlined words in the text below according to their language of origin. There are four words from each of ten languages.*

The admiral was at the zenith of his career and so he had to travel incognito. He took his rucksack and his dachshund and left the yacht. He went to his favourite bistro, where, after consulting the menu, he ordered some spaghetti and a glass of brandy. While he was eating, he read in his newspaper about a new sputnik, about a war hero who had committed hara-kiri and about a guerrilla war fighting against an oligarchy. Then he read about two cousins who had had a vendetta for twenty years – one was now suffering from paralysis after the other had become a karate expert. At the back of the bistro, a man was playing a balalaika and a girl in a kimono was accompanying him on the piano. The atmosphere and the alcohol helped the admiral to forget both the angst and the mosquito bites from which he had been suffering in the morning. He sent his compliments to the chef, took a pinch of snuff and set off to the nearest discotheque. Meanwhile, back at his ranch in the steppe, his au pair decided to have a blitz on the housework. The admiral's little boy laid a booby trap for her and so she set him some extra algebra homework. When she had finished tidying the patio and arranging her origami she set off for the zoo to see the buffaloes, flamingoes and walruses which she really had quite a fetish about.

B. Active Vocabulary

If you come to Britain, you will probably hear people using some little words very frequently.

“Nice day, isn't it.”

“She's such a nice person.”

“We had a very nice meal last night.”

“Did you get my letter?”

“He got me a nice record for my birthday.”

“I’m getting used to living in London now.”

“The film yesterday was very good.”

“He isn’t a very good teacher.”

“It was good of you to help me.”

Nice, get and good are often used in English conversation but they are weak words for written English. Try to avoid them – unless you are writing dialogue or an informal letter. Usually it is not difficult to find a more interesting word.

Write down all the alternatives you can think of for **nice**. Think of words that could be associated with, for example, “nice” weather, “nice” clothes, “nice” people, “nice” books, “nice” places and “nice” food. When you have finished your list, look at the list of alternatives for “nice” which you will find at the end of this section. How many of these words did you find? Did you find any which are not included in the list?

Exercises

1. Now give the next paragraph a better English style. Change all the “nice”s into more interesting words. There are lots of possible ways of doing this. You will find one suggestion at the end of this section.

I had a very nice childhood. I went to a very nice school in Scotland where the teachers were all nice to the children and the lessons were always nice. It was in a very nice part of the country and it seems to me now that the weather was always nice. I thought it was especially nice in winter when it was nice to play in the snow. Our school uniform was very nice and the dinners were always nice. I wonder if it was really as nice as I think now or if I am just becoming old?

*2. You can also usually find a better alternative for **get** in written English. Can you find one for each of the uses of “get” or expressions with “get” in these sentences?*

1. When a British citizen becomes 100, he or she gets a telegramme from the Queen. 2. I suggested getting a new car but my husband said we could not afford it. 3. Pollution is getting a real problem

today. 4. We are getting on well with our English. 5. It is hard to get all the words of a song when you listen to a record. 6. It is impossible to get him to understand what I mean. 7. Would you mind getting my coat from the cleaners when you are in town? 8. He can get Radio Moscow on his new radio. 9. I never get to see television these days. 10. He works so hard that he's sure to get ahead. 11. I wonder if I'll get through the exam. 12. Rain every day is bound to get you down.

3. Good is another word which students use too much. Don't use it more than once in one paragraph.

Try to re-write the following paragraph. You may want to use some of the words you listed in the "Nice" exercise or you may prefer to think of others. You will find one possible answer to the exercise at the end of this section.

We had a very good evening on Friday. After a meal at a very good Italian restaurant we went to a good film. I liked it because the actors were all so good and the plot was a good one as well. Afterwards we were in such a good mood that we decided to visit some good friends of ours and tell them all about our evening. They were very good about our calling round so late and I was glad that I was able to do them a good turn by mending their clock while we were there.

Commonly confused words

Twenty of the most commonly confused sets of words are listed here.

1. rob/steal
2. bring/take
3. go/come
4. work/job/profession
5. travel/trip/journey
6. opportunity/possibility
7. economic/economical
8. lend/borrow
9. lonely/alone
10. people/police (these are plural words)
11. news (always needs a singular verb)
12. advice/advise
13. practice/practise

14. take/pass/fail an exam
15. experience/experiment
16. cry/shout
17. boring/bored
18. become/get/receive
19. technique/technology

Exercise

The number of the question corresponds to the number on the list above. Fill the blanks with the necessary forms of the appropriate words.

1. I was ... in London yesterday. My handbag was ...
2. When you come to see me, ... your photo album with you.
When you go and see her, ... her some flowers.
3. When I ... home to Italy, I will speak perfect English.
I hope I'll ... back here soon.
4. She's finding it difficult to get a
Is teaching really a ... or not? It is certainly a very hard ... but it's extremely interesting.
5. I had a very difficult ...when I came here.
I love
Let's go on a day ... to France.
Tell me about your ... to Bangkok last year.
She works in a ... agency.
6. I had the ... to go to Japan when I was a student but there was no ... of my learning any Japanese because everyone I met spoke very good English.
7. She is a very ... housewife.
Your car is much more ... than mine.
I'm not keen on our government's ... policy.
He's studying ... history at university.
8. A library ... books to people. People ... books from libraries.
9. You can be ... even when you are surrounded by other people.
Everyone else left the room and I was at last
10. British people ... very nice.
I like people who ... always sincere.
British police ... not carry guns.

11. The news today ... very worrying.
12. Let me ... you. I feel you need some
13. Do some ... every day. The more you ... , the better you'll become.
14. When are you going ... the exam? I hope you My brother ... it last year and I'm afraid he
15. Scientists in laboratories
Living abroad is a very interesting ... even if you feel a bit ... sometimes.
16. I think she ... simply because she is so tired.
I saw him on the other side of the street and ... to him but he didn't hear me.
17. My mother always used to say that ... people are very
Are you often ...?
18. We ... a little older every day.
What did you ... for Christmas?
19. The industrial world should help the developing world with....
The school has got lots of modern ... – tape recorders, computers and so on – but what do you think of the teaching ... ?

Abbreviations

Explain clearly what the following abbreviations mean in their contexts. Do not simply write out the abbreviation in full. The first one has been done for you.

1. In applying for a job it is often necessary to write out a c.v. (*A brief sketch of one's life and achievements.*)
2. It was an excellent PR exercise.
3. The house has all mod cons.
4. They gave him an IQ test.
5. His job was to look after visiting VIPs.
6. He wrote out an IOU.
7. They bought it on HP.
8. It was especially shocking that he should do such a thing as he was a JP.
9. The letter had a PS.
10. He teaches PE.

Answers to exercises

Prefix: 1. eaten too much 2. not good enough 3. write a later date than today's on this check 4. with people from many different races 5. our fantastically delicious beefburgers 6. painted or wallpapered this room again 7. wrong translation 8. a campaign that will try to stop people smoking.

Origin of words:

Algebra, alcohol, admiral, zenith – Arabic.

Karate, kimono, origami, hara-kiri – Japanese.

Vendetta, incognito, spaghetti, piano – Italian.

Rucksack, dachshund, blitz, angst – German.

Guerrilla, mosquito, ranch, patio – Spanish.

Flamingo, booby, fetish, buffalo – Portuguese.

Yacht, brandy, snuff, walrus – Dutch.

Sputnik, steppe, bistro, balalaika – Russian.

Hero, oligarchy, atmosphere, paralysis – Greek.

Chef, menu, au pair, discotheque – French.

List of alternatives for “nice”

Fine, sunny, warm, pretty, smart, elegant, interesting, attractive, happy, pleasant, friendly, kind, enjoyable, exciting, marvellous, wonderful, beautiful, picturesque, delicious and tasty.

Suggested improvements of “nice” paragraph

I had a very happy childhood. I went to a very pleasant school in Scotland where teachers were all kind to the children and the lessons were always interesting. It was a very beautiful part of the country and it seems to me now that the weather was always fine. I thought it was especially enjoyable in winter when it was exciting to play in the snow. Our school uniform was very attractive and school dinners were always delicious. I wonder if it was really as wonderful as I think now or if I am just becoming old.

Answers to “get” exercise

1 ...she receives 2 I suggested buying 3 ... is becoming ... 4 ... are making good progress ... 5 It is hard to understand ... 6 ...to make him understand ... 7 Would you mind fetching ... 8 He can receive ... 9 I never have the opportunity to see ... 10 ...he is sure to be successful. 11 ...if I'll pass the exam. 12 ...is bound to make you feel depressed.

Alternative to “good” paragraph

We had a very enjoyable evening on Friday. After a meal at a romantic Italian restaurant we went to a very powerful film. I liked it because the actors were so sensitive and the plot was an original one as well. Afterwards we felt so exhilarated that we decided to visit some close friends of ours and tell them all about our evening. They were very understanding about our calling round so late and I was glad that I was able to do them a favour by mending their clock while we were there.

Answers to exercise on commonly confused words

1. robbed, stolen 2. bring, take 3. go, come 4. job, work, profession 5. journey, travel, trip, journey (or trip), travel 6. opportunity, possibility 7. economical, economical, economic, economic 8. lends, borrow 9. lonely, alone 10. are, are, do not 11. is 12. advise, advice 13. practice, practise 14. to take, pass. took, failed 15. make experiments, experience 16. is crying, shouted 17. bored, boring, bored 18. become (or get), receive (or get) 19. technology, technology, techniques.

Answers to exercise on abbreviations

2. It distributed information about the organisation to the public. 3. It had a shower, a modern kitchen and so on. 4. A test that aimed to measure his intelligence. 5. People who were considered to be very important. 6 A paper acknowledging that he owed money. 7. Bying something expensive by paying first a deposit and then monthly instalments. 8. A Justice of the Peace, a magistrate in the lowest level of court. 9. Physical education, sport or gymnastics. 10. Something written as an afterthought, after the writer had signed his letter.

Part II. Conversation

Answer the questions on your own. Then have a look at the answers I suggest and compare them with what you have said. Give yourself 10 points for each topic if your answers are as full and natural as those suggested.

1. Basic information about yourself

What's your name? Can you spell it? How old are you? When's your birthday? Where were you born?

2. Family and home

Have you got any brothers and sisters? What do your parents do? Where do you live? Tell me about your house? What about your own room?

3. English study

How long have you been learning English? How have you learnt English? What do you find most difficult about English? Why do you want to learn English? How are you going to continue learning English in the future?

4. Work or school

What do you do? Describe your typical day. What do you like and what do you dislike about your work or school? Have you always done the same job? What do you plan to do in the future?

5. Leisure

What is your favourite sport? How do you play your favourite sport? Do you play a musical instrument? What kind of music do you like? What else do you like to do in your spare time?

6. Books and films

Who is your favourite author? What have you been reading recently? Do you prefer reading or watching television? What kind of films do you like? Tell me the story of a film you saw recently.

7. Holidays and travel

How did you spend your summer holidays last year? Have you ever been to an English-speaking country? Tell me about the most memorable holiday you have ever spent. Tell me about your journey to work or studies every day. How did you come here today?

8. Food

What is your favourite meal? What do you think of English food? What is a typical meal from your country? What do people drink in your country? What did you have for dinner last night?

9. Weather

Lovely day today, isn't it? What's the weather like today? What's the weather like in your country? What do you think of British weather? What is your favourite season?

10. Describing people

Tell me about your closest friend. Have you got a hero? What does your mother look like? What do you think an ideal teacher should be like? What would your ideal husband or wife be like?

11. Your country or town

What's your home town like? What kind of agriculture does your country have? What does your country produce in its factories? Is your country a good one for tourists? What is the school system like in your country?

12. Opinions on topical subjects

Tell me about one story in the news just now. What are the main problems in your country at the moment? If you were the president or Prime Minister of your country, what would you do? What do you think of the current political situation in Great Britain? Do you think life is better now than it was a hundred years ago or not?

Notes and answers

You are given suggested answers for all the questions above. Of course, you will answer them in very different, quite possibly, better ways. But I think these answers may give you some ideas about:

(a) appropriate tenses and structures to use when answering basic questions like these; (b) how to avoid saying the minimum; (c) how to give an acceptable answer to the question when you don't really know what to say.

Basic information about yourself

What's your name?

– Patricia O'Neil.

Can you spell it?

– P-A-T-R-I-C-I-A O’-N-E-I-L.

How old are you?

– I am nearly thirty-seven.

When’s your birthday?

– It’s July the Fourth, American Independence Day.

Where were you born?

– I was born in Aberdeen in the north-east of Scotland. Now it’s famous as the centre of the North Sea Oil industry but, when I was a child, it was just a quiet fishing port.

Family and home

Have you got any brothers and sisters?

– I’ve got one brother who’s seven years older than me. He’s a zoologist and works in London. He’s married to a biochemist and they have two little boys.

What do your parents do?

– I’m afraid my parents are both dead now but my father was a professor of geography in the University of Aberdeen. My mother was a housewife after she was married. Before marrying she worked as a teacher. She also specialised in geography.

Where do you live?

– I live with my husband in a small house in Cambridge.

Tell me about your house.

– It’s a small terraced house with a small garden at the front and a larger one at the back. On the ground floor, there is a sitting-room, a living-room and a large kitchen where we usually eat our meals. Ups-tairs there’s a bathroom and three bedrooms. We use one of the bedrooms as a study. It’s not a very big house but it always seems a happy little house and we are both very fond of it.

What about your own room?

– In a way I suppose all the rooms in the house are my own rooms and so let me tell you about my favourite room in the house which is the sitting-room. It's the one and only room in the house which is hardly ever untidy. So it's always quite a restful place to be. I like it especially because it has a coal fire, which I find much more cosy than central heating. There are lots of plants in the room and they also seem to do better in a room where there is an open fire rather than central heating. The walls of the room are white and the furnishings are either green or deep red. There isn't a lot of furniture in the room – just a table, a sideboard, a television, a pouffe, some chairs and, best of all, a chaise longue. It stands in the window bay and I love to lie on it, reading a good book and occasionally getting up to poke a fire or switch on the television news.

English study

How long have you been learning English?

– For about four years now although in my first year I had only one lesson a week. In my first year I had a private teacher. Then I was able to join a course at my local college. I've been going to this course for two hours twice a week for the last three years. I've also learnt a lot by listening to the BBC World Service broadcasts in English and by subscribing to one or two magazines for foreign learners of English.

What do you find most difficult about English?

– I find a lot of things very difficult. I think prepositions are one of the hardest problems for me. Then spelling is dreadful too. I've learnt a lot of words by listening to the radio but then when I read those words I don't recognise them. G-A-O-L is a good example of a word I'd learnt by hearing it and then couldn't understand what it could be when I saw it in a newspaper. Also I never know when to use "make" and when to use "do". In spite of all these problems, I still love English and want to learn it as well as I possibly can.

Why do you want to learn English?

– For lots of different reasons. I don't use English in my work now but I think I may need it in the future if I want to get a better job. Also I love travelling and today you can make yourself understood

almost anywhere in the world with English. Through English you can get to know people from all over the world. I also love reading and have read quite a few English or American authors in my own language. I'd like to read them in the original too, if possible.

How are you going to continue learning English in the future?

– I'm going to continue going to classes twice a week but I'm also going to try to read a lot more English. We've got quite a good library near my home and it's got several shelves of English books which I can borrow. My aim is to read them all. I'm also saving as hard as I can and hope to have enough money to do a language course in England next year.

Work or school

What do you do?

– I'm a teacher. I teach English to foreign students in a large new language school in Cambridge.

Describe your typical day.

– I generally get up at seven and do some marking. Then I have breakfast and go to work. I walk to work and it takes me about fifteen minutes. I teach all day. Classes finish at a quarter past four. Then we sometimes have a staff meeting or often the teachers just sit in the staffroom chatting over a cup of coffee until five or so. In the evenings my husband and I often have friends round or go to visit people ourselves. We also often drive out into the country for a breath of fresh air and a little walk last thing at night.

What do you like and what do you dislike about your work or school?

– I very much enjoy meeting the students I teach. They are all adults and every class has a wide range of nationalities, occupations and attitudes in it. It means we can have very varied and interesting discussions in class and I feel that I learn a lot every day too. My students are almost always very keen to learn English and this makes teaching them a very pleasant job. I also enjoy the company of my colleagues. I don't like marking although I know it's important.

Have you always done the same job?

– No, although I've been in this job for seven years now. My first job after leaving university was in a boys' grammar school. I had to try to teach them French, German and Russian. German and Russian were all right because I had small classes of kids who were reasonably motivated to learn. French was dreadful, though. All the boys had to learn French and most of them thought it was waste of time. The main aim of my lessons was to prevent the pupils from being so noisy that the teacher in the next room came in to complain. After that I worked as an auxiliary nurse in a hospital for a few months. That was a lot more peaceful than the school and I had almost decided to train as a nurse when I had a chance of a temporary research job at Cambridge University. When that came to an end, I found a summer job at a language school, enjoyed it very much and here I still am.

What do you plan to do in the future?

– It's difficult to say. Sometimes I think I'd like to write a great novel. Then I decide I prefer to write textbooks for foreign students. Often I feel I'd like to go and teach abroad. Probably, I'll just stay where I am for another year or two and then make a decision

Leisure

What is your favourite sport?

– I'm not very good at any sport because I'm very short-sighted. I always hated team games at school because I always let my team down by dropping the ball at the wrong moment. But I enjoy more individual sports like hill-walking or swimming.

How do you play your favourite sport?

– The most important thing for hill-walking is to have sensible clothing. You must have strong comfortable boots and warm waterproof clothing. A padded anorak is a good idea because it is very light but still keeps you warm and dry. Then you must have good maps and you must know how to read them properly.

Do you play a musical instrument?

– No, I'm afraid I can't. I'd really like to learn how to play the flute now but I suppose I'm too old.

What kind of music do you like?

– I enjoy all kinds of music. I also like some pop music very much although I don't often buy pop records. I prefer to listen to them on the radio.

What else do you like to do in your spare time?

Recently I don't seem to have had a lot of spare time, but, whenever I do have any, I like spending it with friends at home. I enjoy cooking and trying out new recipes. I also read a great deal.

Books and films

Who is your favourite author?

– I don't really have one favourite author. I like all kinds of different people, depending on my mood. I think there are a lot of good women writers in Britain Margaret Drabble and Iris Murdoch, for example. I particularly like Margaret Drabble because she writes about a world that I find familiar and she seems to describe it in just the right way.

What have you been reading recently?

– I've just finished a novel by David Lodge called "Small World". I found it very amusing. It's about the life of university academics in the 1980s and it describes how they spend much of their time going from conference to conference around the world. David Lodge is a professor of English and I suppose he knows the "small world" he's describing. He writes in a very humorous and clever way, I think.

Do you prefer reading or watching television?

– I very much prefer reading. Television is very good if I feel very tired and too lazy to pick up a book. That's when I watch soap operas and must admit that I quite enjoy them. I think there are quite a few good programmes on TV. Sometimes there are excellent plays or films. But on the whole reading is a much more satisfying thing to do.

What kind of films do you like?

– I like films that entertain me but which also have something to say. Good examples of that kind of film are, I think, "Gallipoli" and "Oh What a Lovely War". I can't stand films that are full of pointless violence or films that are pretentious. I find cowboy films boring and I'm not keen on science fiction either.

Tell me the story of a film that you've seen recently.

– The last film I saw was “The Killing Fields” which is about the war in Cambodia. It's an anti-war film showing the dreadful suffering of the ordinary Cambodian people. It's the true story of an American journalist and his Cambodian interpreter. The journalist is horrified by US involvement in the war and he tries to write the truth about what is happening. He helps his interpreter's family to leave the country just before the situation becomes very serious. Eventually he has to leave the country himself and he tries to take his interpreter with him. His attempts fail but several years later his interpreter does manage to reach the USA and rejoin his family there.

Holidays and travel

How did you spend your summer holidays?

– I spent my summer holidays with my husband in Scotland. We went up there by car and toured all round, going up the west coast right to the most northern point of the mainland. It was wonderful although our car was very old and only just made it up some of the very steep and narrow roads that we came across. The weather was perfect and we had magnificent views of mountains, lakes and islands. I hope we can go back there again soon.

Have you ever been to an English-speaking country?

– Yes, I've been both to Britain and the United States. I found it much easier to understand British English than American English but I enjoyed both places. I particularly liked the Lake District and Wales in Britain and in the USA I found New York a very exciting place to be.

Tell me about the most memorable holiday you have ever spent.

– That's a difficult question. I seem to have had a lot of memorable holidays. I suppose that one of the holidays I'll never forget was my first holiday abroad. We went to Iceland when I was just eight years old. It took two or three days to get there by ship and I loved the journey. Iceland was also a very exciting place for a child to visit. I remember the fields of lava, the geysers, the very smelly pools of boil-

ing mud, the little ponies, the dried fish to chew and all sorts of other interesting things.

Tell me about your journey to work or school every day.

– I walk to work which gives me a chance to wake up properly and to get mentally prepared for the day. If I'm in good time I take a slightly longer route and walk through the Botanical Gardens. That is always a nice way to begin the day – particularly in spring when there are new things to notice every day.

How did you come here today?

– I came by bus. The bus was late and I was afraid that I wasn't going to get here on time but, thank goodness, it eventually came and I got here with a quarter of an hour to spare.

Food

What is your favourite meal?

– Without doubt, it's curry. I love Indian food and I could easily eat at an Indian restaurant every day – if I had enough money. My favourite meal starts with Shami Kebab, followed by Chicken Tikka and then, if I have enough room, a bowl of leeches.

What do you think of English food?

– It's very much better than I expected. English food is a joke in my country. Everyone always says it's terrible, quite tasteless. But my landlady makes very nice food and we have something different every day. The only thing I really can't get used to is a green salad without any dressing.

What is a typical meal from your country?

– My country is Scotland and a typical meal from there is soup with lots of meat and vegetables. It's such a filling soup that you don't have any room for anything afterwards except for just a piece of fruit or a light milk pudding.

What do people drink in your country?

– The national Scottish drink is whisky and Scottish people drink a lot of whisky. They drink it neat, not with water or ice as English people have it. They also drink a lot of beer. In a Scottish pub, you ask for “a pint of heavy” rather than the English “pint of bitter”.

What did you have for dinner last night?

– I had some fried rice with mushrooms and onions and some barbecued spare ribs. Afterwards I had an apple and a cup of black coffee. It was the first time that I tried to cook spare ribs and they tasted very good, though I say it myself.

Weather

Lovely day today, isn't it?

– Yes, isn't it beautiful!

What's the weather like today?

– It's quite chilly, much colder than yesterday. It isn't raining but the sky is covered in grey clouds and I'm sure it'll rain later on. Still, the weather forecast for tomorrow is good. They say it's going to get warm again.

What's the weather like in your country?

– It's a bit like the weather in England but a bit colder. It's very changeable. You never know for sure what the weather is going to be like from one day to the next. In winter we usually have snow which lies for about a month. It doesn't ever get really hot in summer but it can be very pleasant. We have quite a lot of rain all year round, particularly on the west coast.

What do you think of British weather?

– I quite like it particularly in spring and autumn. I'd prefer it if it were a little hotter in summer and a little colder in winter but at least it's never boring. You never know quite what to expect.

What is your favourite season?

– I like autumn best of all. It's so beautiful watching the trees gradually changing colour and I love shuffling through a carpet of autumn leaves. Mind you, other seasons are good too. Winter is nice when there's snow. Spring is beautiful with its wonderful fresh greenness and new flowers. And summer is a lovely relaxing time of year with marvellous long evenings when you can sit outside until quite late at night.

Describing People

Tell me about your closest friend.

– I have several close friends but one of them is an Australian girl who has spent quite a lot of time in this country but has now unfortunately gone back home. We keep in touch by letter and I hope she'll come back here soon. She is a very pretty girl with dark curly hair, fair skin and big grey eyes. She's one of the kindest people I know and she'd do anything to help anyone else. She has also a very strong sense of fun and somehow always manages to bring a room to life whenever she's in it.

Have you got a hero?

– I don't know if hero is the right word but I admire my mother more than anyone else I know. She is totally unselfish and always loving and giving to all around her. She is often in considerable pain but never complains and always manages to find a good side of a situation. She supports me in everything I do and I am very grateful to her for everything she's done for me and the rest of our family.

What does your mother look like?

– She's a little bit taller than I am and a little bit plumper. Her hair is darker than mine is but when she was my age she was also blonde. She has a very beautiful and kind face; this is not just a biased daughter speaking – other people also often comment on her beauty too.

What do you think an ideal teacher should be like?

– I think the ideal teacher should like and respect all his (or her) students. If he doesn't like a particular student, he must be very careful not to let this show. He must be able to explain things clearly and mustn't lose patience when students find things difficult. He must enjoy teaching and must be interested in trying new ways of helping his students to learn. A sense of humour is quite a useful quality for a teacher too, I think.

What would your ideal husband or wife be like?

– He'd be understanding, considerate, intelligent, dependable and pleasant to be with. He'd accept me for what I am with all my faults. He doesn't have to be handsome or rich although I suppose that I wouldn't mind if he were !

Your Country Or Town

What's your home town like?

– It's a beautiful city in the north-east of Scotland. Most of the buildings are made of granite and they sparkle in the sunlight – although I must admit they also look rather grey and depressing in the rain. We have a marvellous beach there – it's long and sandy. If only the climate were better, we'd be a major international holiday resort. There are about two hundred thousand inhabitants in Aberdeen. Many of them are now employed in the oil industry but fishing is also still fairly important. There is also a very old university in Aberdeen and a very good teaching hospital.

What kind of agriculture does your country have?

– We grow wheat and other cereals. Soft fruit are important too. We also grow vegetables like potatoes and carrots. We also have a lot of animals on our farms, particularly cattle and sheep. The cows give very good beef and the sheep are used for both meat and wool.

What does your country produce in its factories?

– Whisky is probably our most important export and we have lots of whisky distilleries in Scotland. Woolen goods are another big export. Most Scotland industry is in the south of the country and there

are all sorts of factories there, producing cars, machine tools, furniture, food products and all sorts of other things.

Is your country a good one for tourists?

– Yes, it's a very popular country with tourists. It's not so good for people who like nightlife and expensive restaurants, but it's ideal for those who enjoy magnificent scenery and a chance to get right away from it all.

What is the school system like in your country?

– It's quite complicated as it varies very much from region to region. Throughout the country, however, children start school at five and must stay there until they are sixteen. Usually children go to primary school until they're ten or eleven and then they go on to a secondary school. In secondary school they usually specialise quite a lot. At about thirteen, for example, a child has to choose whether he or she wants to concentrate on science or arts subjects. It's possible but quite difficult to change courses later on. To go to university involves staying at school until you're eighteen and taking exams in three or four subjects that you've specialised in.

Opinions on topical subjects

Tell me about one story in the news just now.

– One story we've been reading a lot about recently is the case of a mother who agreed to give birth for a couple who desperately wanted a child but the wife was unable to have a baby. An agency organised things and both the agency and the mother received a lot of money from the couple. Some people argue that it is totally unethical for a baby to be born in this way and they feel the couple should not be allowed to take the baby. I feel very sorry for the couple and think they should be allowed to keep the baby. But it does seem wrong that an agency should make a lot of money out of such a situation.

What are the main problems in your country at the moment?

– I'm afraid we have a lot of problems in our country at the moment. Unemployment is probably the most serious one. More and more people are unable to find work. This is giving rise to all sorts of

other social problems. Crimes of theft and violence are increasing at a very rapid rate. More and more people have problems with drugs or drink. I don't think that these problems can possibly be solved until there is work for everyone who wants it.

If you were president or prime minister of your country, what would you do?

– I think I'd probably resign immediately. I really would hate to be actively involved in politics although I love talking about current affairs. It's very easy to say what's wrong but quite a different matter to find a solution.

What do you think of the current political situation in Great Britain?

– I think Britain is facing a particularly difficult time at the moment. The country has very serious economic and social problems, not to mention the problems of Northern Ireland. I think that there have to be a lot of changes in the organisation of the country before the situation can improve significantly.

Do you think life is better now than it was a hundred years ago or not?

– Yes, I do. I think it's very easy to romanticise life in the past and to imagine that everything was peaceful and carefree a hundred years ago. But in fact life was very hard then for the majority of people. Work conditions were bad for many people. Medicine wasn't as advanced as it is now and life expectancy was very much shorter. Cultural and travel opportunities are far greater now than they ever used to be. Of course, we have problems now that were undreamt of in the past, but, all things considered, life is very definitely better now than it used to be.

Part III. Role Play and Social Situations

Exercises

1. *You will read six remarks which might be made to you when you are using your English. Some are questions and some are comments. After each one reply in a natural way.*

- (a) Do you mind if I use your phone?
- (b) Sorry I can't shake hands. I've hurt my hand.
- (c) About that 50 pounds you lent me last week. Here's thirty of it back.
- (d) Do be careful if you are going upstairs.
- (e) You know that girl over there, don't you? Do you think you might introduce me?

(f) Well, what sort of place would you like for a summer holiday?

2. *Now you will read fourteen situations in which you might find yourself. Say what it seems natural to say in each situation.*

(g) You've just heard that John has lost his job. What do you say to him?

(h) You're giving a party. You've just noticed that one of your guests is standing all alone looking rather lost. What do you say to him?

(i) You see a young boy taking photographs outside Buckingham Palace, but he's forgotten to take the cap off the lens of his camera. What do you say?

(j) Walking home one evening you see a woman trying to push her car off the road. What do you say?

(k) An English friend tells you that her son has just been accepted for Cambridge University. What do you say?

(l) You see a friend who's never had much money getting out of a chauffeur-driven Rolls Royce. What do you say to him?

(m) An old friend, Mary Brown, is in hospital after an operation. You ring the hospital to find out where she is and when you can visit her. What do you say?

(n) You see something in the window of an antique shop. You would like to buy it but you don't know what it's called in English. What do you say?

(o) Your neighbour has just come back from a holiday abroad. He now has his leg in plaster. What do you say?

(p) Your car breaks down on a country road. You walk to a nearby house. What do you say to the woman who comes to the door?

(q) Some friends have asked you to baby-sit for them. Their children are not very well-behaved. Say no, but nicely.

(r) You are watching television with some friends. You go to the kitchen to make some coffee for them. When you come back, they've changed over from the programme you wanted to see. What do you say?

(s) You know your neighbours are on holiday. In the middle of the night you hear noises coming from their house. You ring the police. What do you say?

(t) You're in a plane sitting in a NO SMOKING area. The man in front of you lights a cigarette. What do you say?

3. Complete the following dialogue. Avoid offering the bare minimum to score higher marks.

Jane: You're looking very unhappy. What's the matter?

John: ...

Jane: Then you'd better visit the dentist.

John: ...

Jane: Why not? Are you afraid?

John: ...

Jane: You want to go to the swimming pool? How can you go swimming with toothache?

John: ...

Jane: It's no good leaving it until tomorrow. It'll be far worse tomorrow.

John: ...

Jane: Yes, of course, it may get better, but is it likely to? I think you should do something about it today.

John: ...

Jane: Probably because you don't look after your teeth properly.

John: ...

Jane: Oh no, you don't. Not every day.

John: ...

Jane: Well, if the dentist can't fill the tooth, that's what he'll have to do. I had one out last month.

John: ...

Jane: No, not much. I hardly felt it.

Possible answers to social situations

1. (a) Do you mind if I use your phone? – Not at all. Use the bedroom one. It's more private.

(b) Sorry I can't shake hands. I've hurt my hand. – Oh dear. What happened?

(c) About that fifty pounds you lent me last week. Here's thirty of it back. – Thanks very much. When do you think you'll have the other twenty?

(d) Do be careful if you're going upstairs. – Why? What's the problem?

(e) You know that girl over there, don't you? Do you think you might introduce me? – Yes, of course. I work with her. Her name's Liz Sim.

(f) Well, what sort of place would you like for a summer holiday? – I'd really prefer to go to Spain for a change this year.

2. (g) Sorry to hear about your job, John. Still, I'm sure you'll find something else soon.

(h) Mary, come and meet Peter. He used to work in your school

(i) Careful, you've forgotten to take your lens cap off.

(j) Excuse me, can I give you a hand?

(k) Congratulations. You must be very pleased. What's he going to study?

(l) Goodness me! Where on earth have you been? Have you just come into some money?

(m) I'm enquiring about Mrs Mary Brown who had an operation yesterday. Can you tell me, please, which ward she's in and when I can visit her?

(n) Excuse me, can I have a look at the little wooden thing on the table in the window? Can you tell me what it's called in English?

(o) Hallo. Did you have a good holiday? What's happened to your leg?

(p) Excuse me, my car has broken down about a quarter of a mile down the road. Would you mind if I used your phone to ring the AA?

(q) I'm terribly sorry but I've already promised to go and visit John's mother that evening. Perhaps Jill could do it for you?

(r) Hey, what's happened to the other programme? I was watching it.

(s) I'm ringing from 12 Smith Street. I can hear noises coming from no 14 and I know the people there are on holiday and won't be back for another week. Can you come and investigate, please.

(t) Excuse me but this a NO SMOKING area. Would you mind not smoking?

3. *Look at the answers given below. Can you now remember what the other person in the dialogue said?*

– I feel dreadful. I've got terrible toothache.

– I know I should but I can't go today.

– Of course not, though I used to be terrified of the dentist when I was a child. No, I've already arranged to go swimming with Mary and Sue.

– I promised I'd go swimming and I don't suppose it'll do my tooth any harm. I'll go to the dentist tomorrow.

– It might not be. It could even be better tomorrow.

– I really can't do anything about it today. Oh, how unfair it is. Why does it have to happen to me?

– But I do look after them.

– Oh yes I do.

– I clean them twice almost every day. Oh dear, I hope he won't take my tooth out.

– You poor thing! Did it hurt?

Part IV. Reading Comprehension

Exercises

1. Choose the right substitute for the underlined word or phrase.

1. Johnny's mother scolded him this morning.
(a) burnt (b) played with (c) reprimanded (d) smacked
2. I can't put up with his behaviour.
(a) understand (b) tolerate (c) have in my home (d) control
3. The news eventually filtered through to the kitchen staff.
(a) made its way to (b) was known by all (c) surprised (d) burst through to
4. They settled in Germany five years ago.
(a) stayed (b) made their home (c) got married (d) started a business
5. The accused was discharged at the end of the trial.
(a) dismissed from his job (b) sent home (c) put on probation (d) allowed to go free
6. His poor health is the main stumbling-block.
(a) obstacle (b) worry (c) danger (d) disaster
7. Your advice has been invaluable to me.
(a) worthless (b) very precious (c) of little importance (d) misleading
8. He pretended it was his car.
(a) claimed (b) insisted (c) said falsely (d) denied
9. Could I have my hair trimmed, please?
(a) styled fashionably (b) cut a little (c) washed and dried (d) tinted slightly
10. The match has been postponed till next Saturday.
(a) put off (b) put out (c) put down (d) put by
11. He's hardly learnt the basic English verbs.
(a) with difficulty (b) only (c) scarcely (d) cleverly
12. She sees him every now and again.
(a) frequently (b) occasionally (c) rarely (d) daily
13. Mary's dog went for her.
(a) loved (b) travelled with (c) shopped for (d) attacked

14. People are starving throughout the world.
(a) dying of poverty (b) working hard (c) dying of hunger (d) working on the land
15. She went on working, nevertheless.
(a) just in case (b) in spite of everything (c) just as much (d) regardless of the consequences
16. The firms were amalgamated last year.
(a) started doing business (b) became friendly (c) were united (d) were split
17. Hurry up, or else you'll be late.
(a) otherwise (b) however (c) therefore (d) at least

Understanding Texts

Read texts A, B, C and D without using a dictionary and show your understanding of them through multiple-choice questions.

A. After switching on the computer and the VDU, type *W and you will be able to start word-processing. Press ESCAPE and begin typing. If you make a mistake, press DELETE and the preceding letter will disappear. When you are ready to print what you have typed, press ESCAPE to return to the menu, check that your printer is connected and press 6. You should then have a perfect version of what you typed.

Make the right choice:

1. This text has been written to:
(a) encourage people to use a word-processor; (b) give basic instruction in how to use a word-processor; (c) explain how a word-processor works; (d) describe how a computer can be set up as a word-processor.
2. When you type something wrongly you should:
(a) return to the menu; (b) type delete; (c) press a key labelled delete;
(d) check that everything is connected to the computer.
3. When can you start typing what you want to print?
(a) After pressing ESCAPE to leave the menu. (b) As soon as you have typed *W. (c) As soon as all the parts of the computer are connected. (d) When the menu is visible on the VDU.
4. When you press 6:

(a) the printer switches itself on; (b) you see what you have typed on the VDU;

(c) your mistakes are all corrected; (d) you get a printed copy of what you have typed.

B. Some scientists have claimed that there is a correlation between your intelligence and the amount of sleep you need. The higher your intelligence, the less sleep you need. Intelligence reaches its peak in the early twenties and most great scientific discoveries have been made by underthirties. It has been shown that the two best ways to keep your intelligence at its youthful strength are to drink no alcohol and to continue studying throughout your life.

Make the right choice:

1. Which of these statements is suggested by the passage above?

(a) It has been proved that intelligent people need less sleep.

(b) It is not certain that intelligent people need less sleep.

(c) It is argued that less intelligent people need less sleep.

(d) There is no connection between intelligence and sleep.

2. Most scientific discoveries:

(a) were made by a very small group of people; (b) were made by people who have drunk very little alcohol; (c) were made in the first part of this century; (d) were made by young people.

3. You can stop your intelligence deteriorating if:

(a) you rarely drink; (b) you go to university; (c) you always try to keep learning; (d) you never drink when you are studying.

4. This text probably comes from:

(a) an article in a popular magazine; (b) an anti-alcohol pamphlet; (c) a psychology textbook; (d) a lecture for medical students.

C. There are few places in the world today that have not been spoiled by industrial development and pollution. The air we breathe is more often than not polluted by the smoke from factory chimneys and the exhaust fumes of motor vehicles, while chemical waste poisons our rivers, lakes and seas. And by covering more and more of the earth's surface with buildings and roads, we are erecting huge barriers of concrete between ourselves and nature. It would appear that we purposely cutting ourselves off from nature and destroying wildlife as we do so.

Make the right choice:

1. The passage states that:

(a) Industrial development and pollution have spoiled most parts of the world.

(b) Industrial development has only spoiled some parts of the world.

(c) Industrial development and pollution have not spoiled many parts of the world.

(d) Industrial development has not spoiled nature at all.

2. The passage suggests that:

(a) Factory chimneys are poisoning the air we breathe.

(b) Factories are poisoning the water of our rivers, lakes and seas.

(c) Factories and cars are the main cause of our pollution.

(d) Factory smoke causes more air pollution than exhaust fumes.

3. According to the passage:

(a) We are definitely destroying wildlife by isolating ourselves from nature.

(b) We are intentionally destroying wildlife and isolating ourselves from nature.

(c) We have completely destroyed both nature and wildlife.

(d) We are accidentally destroying both nature and wildlife.

D. *Read the following passage. Then write down the words to complete the questions at the end of the passage. Only ONE word is missing in each case.*

Edna left home early that day because at nine o'clock she was going to start work at an office in the city. She was only sixteen and this was her first job. But the traffic was so dense that she arrived a few minutes late.

She caught the lift up to the eighth floor and went along the corridor to the office where she was to work. She tapped on the door, but there was no reply. Then she heard the sound of someone's voice from the room next door. She opened the door and looked in. There was the manager, speaking to the people in the room in angry voice. Then he turned round and left the room. Later that day Edna found out what had happened. Apparently the manager came to the office as a rule about nine-thirty, because he lived out in the country and came up by train every day. That morning, however, he happened to catch an ear-

lier train, and when he arrived, not a single person was working. They were all standing around, smoking, chatting and telling jokes.

1. What made Edna ... late?
2. Why do you think there was ... reply when Edna knocked on the door?
3. What kind of building ... you think the office was in? What suggests this?
4. Why was the ... angry?
5. If the manager ... not caught an earlier train, what would have been one of the results?

Answers to exercise 1

1(c); 2(b); 3(a); 4(b); 5(d); 6(a); 7(b); 8(c); 9(b); 10(a); 11(a); 12(b); 13(d); 14(c); 15(b); 16(c); 17(a);

A.

1(b); 2(c); 3(a); 4(d);

B.

1(b); 2(d); 3(c); 4(a).

C.

Question 1 refers to the first sentence, question 2 to the second and question 3 to the last. Eliminate any alternatives that are clearly impossible. It is surely immediately clear that choice (d) is not possible for question 1.

Question 2 is probably the hardest of these questions. Think about these points.

Choice (a): are factory chimneys the only cause of air pollution?

Choice (b): what exactly does the passage say causes water pollution? Are factories the only things that are to blame for this?

Choices (c) and (d): does the text suggest which is more to blame for air pollution – cars or factories?

For question 3 look at the last sentence carefully. What is that we are doing intentionally? What is happening as a result?

D.

1. **arrive** (or leave blank) The heavy traffic made Edna late for work.

2. **no** There was no reply because everyone was in another room.

3. **do** It was a skyscraper. We know that because Edna's office was on the eighth floor.

4. **manager** He was angry because people were talking instead of working when they didn't expect him to arrive at the office.

5. **had** If he hadn't caught an earlier train, he wouldn't have realised that people didn't work when he wasn't in the office.

Part Y. From Reading to Writing

The main skills covered by this section are: (a) summarising a text; (b) replying to a letter or responding to an article; (c) translation.

Summary

Summary is a difficult thing to do well. It is also usually not really very interesting to do but it is a useful thing to be able to do in “real life”.

The aim of summary is to pick out what is important in a text and to convey its sense in brief. To be able to do this well, you need to be absolutely clear what the sense of the passage is.

- Read it several times first.
- Then go through the text highlighting or underlying the key ideas.
- Then write these ideas into a connected paragraph.

If you know how many words you can use, keep to this limit. You may find it useful quickly to estimate how many words are in the original text so that you have a clearer idea of how much has to be cut.

What kinds of things will you cut from the original? Most details will go. So will specific examples. Often writers make the same point in several different ways to put their ideas across more clearly. In a summary the idea will only be stated once – in its briefest form.

Sometimes long expressions can be replaced by shorter ones giving the same idea. It is not necessary, however, to try to put the text into your own words. You can lift sentences straight from the original text. Only change words if you feel it makes the summary better.

Tasks

1. A summary of the following text must be written. You can use 100 words. Anything in excess of 100 words will be ignored.

Colleges and universities will be forced to close scores of courses as a result of a substantial increase in tuition fees announced by the Government according to the National Union of Students.

It is estimated that more than 100,000 will be forced to drop out of higher and further education because they will no longer be able to afford fees which will rise to as much as 1,000 pounds per year.

University students who receive automatic grants will not have to pay the higher fees because they will be paid for them by their local education authority;

but there thousands of students who pay their own fees and there are a further 200,000 students taking college courses on discretionary grants awarded by local councils. Because of the current cuts in local authority spending it is unlikely that these grants will be increased by the amount of the rises in tuition fees which are more than trebling for some students.

Those worst affected by the rise are the 45,000 overseas students who pay their own way through college and the 9,000 post graduate students who are responsible for paying their own fees. Estimates are that one of three these students will be forced to drop out, with the inevitable result that universities will have to close courses.

It is said that several courses at Liverpool universities are in doubt and that Birkbeck College, London University, where 84 per cent of students are part-timers who pay their own fees, will face acute difficulties.

The Union is calling for a national “day of direct action” and expects sit-ins and occupations to be staged in protest at the higher fees in large numbers of colleges. (276 words)

Replying to a letter or responding to an article

This section deals with communicative tasks. You may have to write an answer to a letter, an enquiry about the advertisement, a complaint about the article.

2. Read the four advertisements below and then, using the information given, complete the four paragraphs (i)-(iv) which follow. Use about fifty words for each paragraph.

(a) 2-bedroomed luxury flat to rent, kitchen-diner, sitting-room, bathroom with shower, central heating, close to Tube station. Rent £ 150 per week plus bills.

(b) Professional girl or student wanted to share house with two others. North London. Own bedroom. Share kitchen, bathroom and bills. No pets. Rent £ 30 per week.

(c) House available to let. Easy access to Central London. Three bedrooms, two reception rooms, large garden. Rent £ 400 p.c.m.

(d) Fully furnished maisonette for short let (3-4 months) in South London. Two double bedrooms. Open-plan kitchen-living room.

separate bathroom and w.c. Carport and small garden. Rent £ 100 p.w. all inclusive.

(I) The best accomodation for a family with two small children would be

(II) House (d) would suit

(III) The best accomodation for me would be

(IV) I would not like to live in flat (a) because it is so expensive and I should be worried about how I was going to pay the bills all the time. As it is close to a Tube station perhaps it could also be a little noisy. Moreover, I do not really like kitchen-dinners as I don't always want my guests to see my kitchen.

Translation

Translation is a very difficult art but one that may give you a lot of pleasure.

If you are doing a translation it is very important that you first read the entire text carefully. Make sure you are clear what the whole passage is about before you begin to translate the first sentence.

When you translate, remember that you are aiming at writing something that sounds good in your own language. This means that it is quite impossible to translate word for word. Idioms, for example, will very rarely be translated literally. How would you translate "The children were as good as gold" into your own language? There's nothing about metal in your translation' I expect. Probably you've quite correctly translated it as something like "The children were very well-behaved". Similarly, one long sentence in English may be better as two short sentences in your language. English may use a verb where you use a verb with an adverb to convey the same meaning.

If you can, have a look at a story that you have a copy of both in English and in your own language. See where the translator moved

away from a literal translation and think about why s/he has done so. Patterns may become clear. Which language needs more words? Does one language prefer longer sentences?

Does one language prefer more adjectives for example? Do you notice anything else that is interesting?

Be careful about “false friends”. There are very probably words in English which resemble words in your language but in fact have quite different meanings. As you read make a list of “false friends” and check that you can translate them correctly.

Remember that English words have a lot of different meanings and that the first meaning that comes to mind or is number one in a dictionary may not be the right one for the context. “Her irises were a vivid blue” may be referring to her garden or her eyes, for example. The context should make it clear which is right in the circumstances.

Use a dictionary to check anything that you are not sure of or that sounds strange. Remember to look at all the possibilities offered to see which one fits the context.

3. *Translate the following passage into Russian. Your translation should read like a piece of original writing in Russian. You have 45 minutes to do it.*

Young people in Europe today have greater opportunities than previous generations of acquiring at least a grounding in one or more foreign languages while they are at school. But opportunities of this kind vary immensely from one country to another. Whereas in one country the study of a foreign language may be compulsory for all pupils for seven years and instruction in a second foreign language available on a voluntary basis for three years, compulsory foreign language studies in another country may be limited to three years and may be organised in such a way that they seldom result in any communicative proficiency.

The comparison between generations demands closer comment. Admittedly compulsory schooling today generally affords greater scope for foreign language studies than used to be the case. But schools today have to prepare young people for a very different world from that which awaited yesterday’s school leavers. In some respects, globalism has had more far-reaching consequences than we have perceived or perhaps have been willing to perceive.

It goes without saying, therefore, that young people with a command of one or more foreign languages can become attractive to employers, which thus saves them from being out of work.

Answers

1. What are the key points of this article? A quick word count will show you that the original text is about 275 words. It has to be reduced, then, by two-thirds. The version suggested below is 98 words and includes the main points which are:

- What has happened
- Who is affected by this
- What may happen as a result
- What the NUS is suggesting

The National Union of Students has criticised the Government's decision to raise fees for university and college courses up to 850. Many students will have to leave their courses because they cannot afford to continue. The students who will suffer most are British students who do not get an automatic grant but pay their own fees, overseas students and post-graduates and many part-timers. Some universities will have to close courses because many students from the above categories will no longer be able to study. The Union is calling for a national day of protest against the increases in fees.

2. There is plenty of freedom in which accommodation you choose for each section of your answer although (b) would clearly not be suitable for a family. What is important is that you base your answers on the information in the adverbs.

(I) The best accommodation for a family with two small children would be house (c) because there is a separate bedroom for the parents and each small child. A large garden is good for children too. House (d) might be a little small and everything open-plan can be difficult with small children. Flat (a) lacks a garden and (b) is suitable for a single girl only.

(II) House (d) would suit, for example, a professor from abroad who has come with his wife to work at London University for a term. They would not need a large house nor a long-term let. The fact that the house is fully furnished would also be convenient for them as they

would not want to bring much from abroad or to buy household objects in England.

(III) The best accommodation for me would be house (b) because I am a student and a girl. I enjoy sharing accommodation and as I have not lived in London before it would be a good way for me to get to know people. It is also quite cheap and I could not afford a high rent. I do not have any pets and so the fact that they are forbidden would not be a problem for me.

(IV)

Supplementary material

Man and his Family

1. Name

The following table presents different variants of the English equivalents for the Russian:

Имя – Name, first name, Christian name

Отчество – Patronymic, middle name

Фамилия – Surname, second name, family name

Гражданство, подданство – Citizenship

While answering the question “What is your name?” you are expected to give your name in full,

e.g. What’s your name? – John D. Barter.

D. here stands for the so-called middle name.

The two or more initials standing before a foreign name do not all denote the name and patronymic as in Russian. In Western Europe and America children may be given more than one name and the number may vary. As a rule, the first of these names (known as the first or Christian name) is chosen from among the numerous generally recognized names such as John, Mary, etc. The second name (known as the middle name) is not actually a name from the point of view of the Russian language. The middle name may not only be a conventional name but the mother’s maiden name or the surname of any person honoured in the family or the godparent of the child. The middle name may also be any word even the combination of sounds having no meaning whatsoever but which, for some reason, appealed to the parents. In the United States, as a rule, the Christian name is written

out in full while the middle name is abbreviated or not written at all. Therefore when making a person's acquaintance you might ask, "What is your middle name?"

The last link in the chain of names is the surname, last name or simply name.

Examples:

(a) simplest case without middle name: *Michael Faraday, John Galsworthy*.

(b) Middle name taken from the category of Christian names: *Herbert George Wells, Robert Louis Stevenson*.

(c) First name and middle name represent the name and surname of the person in whose honour the child is named: *Andrew Jackson Tozer – Andrew Jackson was the seventh President of the United States (1829-1837)*.

(d) No conventional Christian name at all, first name is recognized surname: *Washington Irving*.

(e) Word used as middle name: *William Makepeace Thackeray*.

(f) Only name is name of lake where parents met: *Rudyard Kipling*.

A chain of four names is usually found in two cases:

(a) Christian names grouped together: *Cecil Eric George Reyford*.

(b) Middle name chosen is the Christian name and surname of a person held in respect in the family: *Henry George Washington Clinton*.

You should note the following feature of family relations in the West European countries.

When Miss Mary Smith marries *Mr. John Brown*, she becomes *Mrs. Brown*.

Miss Ada Quist marries *Mr. Bert (Albert) Tozer* and becomes *Mrs. Bert Tozer*. In the third person she might be referred to as *Mrs. Tozer* but that would lead to the danger of confusing her with *Mrs. Tozer*, her mother-in-law, who, as the older woman, has first right to this title. In addressing them *Mrs. Tozer* can be used for both. In informal talk and casual conversation the daughter-in-law might be called *Mrs. Bert*.

2. Engagement and Marriage

At the age of twenty-one persons of both sexes in England come of age. Boys and girls are permitted to become “engaged” or betrothed when still in their “teens”. A boy can, with his parents consent, propose to a girl and then marry her before he is twenty-one years of age. As a pledge of good faith he presents his bride-elect with an engagement-ring, which is worn on the third finger of the left hand.

In ordinary speech, a man who is engaged but not yet married to a lady, when speaking of her, will say: “My intended” or “My fiance”. The young lady on a similar occasion will say the same.

Generally, English girls receive no marriage portion (wedding-dower) on marrying as a man is obliged to maintain his wife and children himself.

On the day of the wedding, the bridegroom and bride with the best-man and bride’s maids, family and friends go to church for the wedding service. There they are joined in matrimony by the clergyman, who slips a wedding-ring on the bride’s ring-finger. This ring she wears for the rest of her life.

When the ceremony is over, all go back to the house where the lady has been living to the wedding-breakfast. The prominent feature of the wedding-breakfast is the highly-decorated “wedding-cake”. After the guests have drunk the bride’s and bridegroom’s healths, the happy newly-married couple take leave and depart on their honeymoon or to their new home.

According to an old English custom, they get pelted at the moment of leaving the room with handfuls of rice or with old shoes and slippers, which is supposed to bring them good luck.

3. A Family

When two persons are married, the man is called the husband; the woman becomes his wife. When a child is born in the family, the father and the mother of the child are called parents. The first-born child is the eldest, the last born – the youngest. Two children that are born together are called twins.

The father and mother of the husband become the father-in-law and mother-in-law of the wife. The husband is the son-in-law; the

wife – the daughter-in-law; they have brothers-in-law and sisters-in-law.

The other members of the family are the relatives or relations: uncles, aunts, cousins, etc.

In case of a second marriage we speak of a step-father or a step-mother, step-son, step-daughter, etc.

Exercises

1. *Learn the dialogues.*

1. “You’re too young yet, dear.”

“I’m eighteen next birthday.”

“Are you really? The years slip by”.

2. “And you’re a Breed?”

“The fourth generation in this location.”

“Any relation to Dr. Asa Breed, the director of the Research Laboratory?”

“His brother”. He said his name was Marvin Breed.

“It’s a small world ,” I observed.

3. “So you’re engaged to Linda Calhoun?”

“That’s right.”

“How long have you been engaged?”

“Something over five months.”

“Has a wedding date been set?”

4. “Are you married?”

“No.”

“Do you have a guy?”

“Nobody special,” Gerry said. “I’ve been away for two years.”

“And they all got married while you were gone, huh?”

“No,” Gerry said.

2. *Supply the omitted questions or answers to the following dialogues. Use these common phrases wherever possible:*

1. First think, then speak.
2. Sure.
3. Excuse me if I interrupt ...
4. It’s more than I expected.
5. In short ...
6. Better late than never.
7. What I’d like to know is this.
8. Let me / us see ...
9. That’s it.
10. I’m all for it.

1. A.: Can I walk you home?

B.: ...

A.: ...
 2. A.: ...
 B.: You sound wise beyond your years.
 A.: ...
 3. A.: ...
 B.: We're waiting until I finish law school.
 A.: ...
 4. A.: ...
 B.: We have two children. Two boys. They're the image of their mother.
 A.: ...
 5. A.: ...
 B.: ...
 A.: I would never have guessed that this man didn't have any great learning.
 6. A.: ...
 B.: My sister gave me this on my last birthday.
 A.: ...
 7. A.: ...
 B. Julia is a girl Mike is seriously dating.
 A.: ...

4. Asking about Health

When someone asks you about your health, s/he is probably only doing so out of politeness. Unless s/he knows you have been ill, s/he is certainly not expecting a detailed medical report, and will be most surprised if you give him / her one.

1. A.: How's your father keeping?	2. A.: Where's Tony this evening?
B.: He's been off work for a day or two.	B.: He's not feeling very well.
A.: What's wrong with him?	A.: Really? What's the trouble?
B.: He's gone down with a cold.	B.: I think he must have eaten something.
A.: Tell him I hope he soon feels better.	A.: Give him my regards and tell him to take things easy.
B.: That's very kind of you. I'll pass it on.	B.: Thank you very much. I'll tell him what you said.

5. English Study

Tasks

1. *Fill in the gaps which are left in the passage. You are given either the beginning or the end of a word to complete.*

400 hundred years ago, there were only about six million speakers of English in the world. Recent estimates (1) sug ... that there are now over 300 million who use it as their mother tongue. This is, of course, largely due to its (2) ... red use in the USA. However, globally native speakers are in the (3) min ... as perhaps as many as a billion more people use it as a foreign language.

In some countries such as Nigeria and Ghana it has the status of an (4) ... cial language. It was chosen so that none of the many different languages (5) be ... to different ethnic groups would be placed above the others. In India, English is an official language alongside Hindi and no fewer than 3,000 English newspapers are (6) pub ... throughout the country.

All round the world people are trying to learn English. In China 25 years ago everybody used to carry a copy of The Thoughts of Chairman Mao. (7) Now ... it's an English course. In 1983 more than 100 million people watched a course on Chinese TV made by the BBC to teach the langusge at (8) ... tary level.

People are motivated to learn it because it has become the main language of communication in (9) ... macy, business, (10) tour ... and sea-faring. It is also the official language of air-traffic control and air-ports. Three quarters of the world mail is (11) writ ... in it as well as 80% of all information stored in (12) com

Two thirds of all scientists write in English. A Japanese company wishing to (13) ... iate with an Arab client would conduct its (14) nego ... in English. A Columbian doctor reports that he spends as much time improving his English as he does (15) ... ing medicine.

2. *Make these questions full and interview someone in your class. Find out as much about them as you can. Then report back to the class and say what you have found out about each other.*

1. what / your / name? 2. where / you / from? 3. where / you / live? 4. what / you / do? 5. what / you / do / free time? 6. you / ever / be / abroad? 7. you / have / holiday / last year? 8. how long / you

study English? 9. you speak / other languages? 10. why / you study / English? 11. what / be / your problem in English? 12. what / you do / when / finish / the course? 13. ... ? 14. ... ?

3. Read each text quickly and find out who

1. uses English for work.
2. uses English as an official language.
3. enjoys studying English.
4. studies in English.
5. Speaks English as a mother tongue.
6. doesn't like English.

1. I'm Kurt Thommen from Zurich in Switzerland. I'm a photographer for a wildlife magazine. I need English because lots of handbooks are written in it and I travel a lot. Next month I'm going to visit South East Asia. I hope I'll be able to make myself understood. I've found it is often easier to speak English to other foreigners than to native speakers! One American colleague doesn't speak slowly enough for me to understand him. It is useful to know English but one thing I really don't like is the way English expressions have been incorporated into other languages.

2. Hi! My name's Veronique Arnaud and I come from Quebec which is in the French-speaking part of Canada. I'm an accountant in a big paper mill. I deal with foreign customers, so most of the time I have to use English. In Canada everything's supposed to be bilingual but I don't like the way English seems to be taking over. We had a real fight here, you know, to keep hold of our French past and identity.

3. I'm Cathy Wong and I'm from Singapore. I've been studying business administration in London for the past two years. I felt really homesick to begin with because I'd never been away from home. I've got fairly used to it but I still miss my parents. They brought me up to speak English and I was sent to an English-speaking school. When I got here, though, I still had a few problems with people's accents and the slang that lots of the other students used. Some of the lecturers were hard to understand at first and then there was lots of business jargon to pick up too. Living in London is expensive and I almost ran out of money but luckily I got a part-time job and now I get by.

4. Good day! My name's Rob Giuliani. I'm fifteen years old and I come from Melbourne in Australia. I'm second generation Italian. My

parents came over 20 years ago. I'm bilingual because we still speak Italian at home. Dad speaks much better English than Mum. Sometimes her mistakes are really embarrassing and her accent is so strong that some people can't understand her. I'm still studying but I always spend my spare time out on the tennis court. I've won a few local tournaments and I'd really like to turn professional.

5. I'm Adebayo Omere from Nigeria and I'm an agricultural engineer. English is the official language because there are so many different languages and dialects spoken in Nigeria. I have to travel all round the country and often English is the only way to communicate. It is a pity because it used to be the colonial language. However, if we had chosen a tribal language, it would have caused political problems. So we will just have to put up with it!

6. I'm Ana Gonzales from Sao Paulo in Brazil. It is eight years since I started to learn English. My biggest problem is pronunciation. I love to listen to English pop music which is a great way of learning new vocabulary. My dad's a businessman and he uses English all the time. He speaks it fluently. He managed to pick it up while he was working in the States. He wants me to speak it well enough so that I can join his company. I'd rather work in advertising.

Exercise to texts 1-6. *Decide whether the following statements are true or false. Find evidence from the above texts to support your answer.*

1. Rob's parents were born in Australia. 2. Rob's mother doesn't speak English as well as his father. 3. Cathy still feels very homesick. 4. Cathy's problems with English weren't too serious. 5. Kurt likes everything about English. 6. Veronique is ashamed of her French origins. 7. Ana hasn't decided about her future career. 8. Adebayo accepts that English was probably the best choice for his country.

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