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Филологический факультет

“CHOOSING A CAREER” И “HIGHER EDUCATION IN GREAT
BRITAIN”

Учебное пособие

*для студентов 2-го курса РГО
(английское отделение)*

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Настоящее учебное пособие предназначено для работы со студентами 2-го курса английского отделения филологического факультета и содержит аутентичные тексты для чтения и аудирования, расширяющие возможность работы над темами, включенными в программу 2-го курса РГО по основному иностранному языку (английскому). В задачи обучения на базе данного пособия входит активизация навыков профессионального владения иноязычным материалом, который ориентирован на совершенствование филологической грамотности. В целях эффективной работы над темами тексты снабжены предтекстовыми упражнениями, направленными на расшифровку фонетических трудностей, а также на толкование отдельных лексических единиц и семантизацию текстовых реалий. Для работы над тематическим вокабуляром предусмотрены упражнения, нацеленные на отработку фонетического материала и преодоление орфографических и лексических трудностей. Серия речевых упражнений содержит задания по развитию устной речи на материале учебных текстов и текстов для чтения и аудирования.

Следует подчеркнуть, что данное учебное пособие может быть использовано как в аудитории для выполнения заданий под руководством преподавателя, так и для самостоятельной работы студентов.

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TOPIC 1. CHOOSING A CAREER.

1. Reading Practice

1.1. Pre-reading: When you **SCAN** the text you are reading to find the answer to a specific question. You are not looking for the main idea of the text or its overall organization. You should use scanning to find key words, dates and definitions. **Scan the text to answer the question:** What are the necessary steps to avoid errors in choosing a career?

a) **read the text carefully:**

Choosing a Career

How do you choose a career? Many students finish high school and begin college without a clear idea of what they want to do in life. Part of the problem is the size and complexity of the job market itself. Seven hundred and sixty-three different occupations were listed in a recent publication of the United States Department of Labour, and this list is probably incomplete. With so many kinds of work, how can you tell which will interest you? And what about the job outlook? Some of these occupations are already overcrowded. In old industries, there may be little need for new workers, while new and growing industries will offer good jobs, now and in the future. Finally, how can you **make the best use of** your own special talents? Those who know themselves often find the best jobs. The article that follows does not answer all these questions, but it does try to get you started.

Getting Started

For most people, choosing a career isn't easy, yet it is one of the most important decisions you will make in your life. Find the right career, and you will be happy and successful. Find the wrong career, and you may be unhappy and unsuccessful. **It pays, therefore, to explore your choice from every angle,** collect as much information as you can, actually try different kinds of work before making up your mind. **Above all,** evaluate yourself. Be sure you know your own interests and talents.

Unfortunately, not everyone **takes the trouble.** Those who don't, can make **costly mistakes.** For example, some people simply **follow in the footsteps of a parent** or a relative. One young man I know became a doctor because that was his father's profession. Yet he could not stand the sight of blood. Watching an operation made him sick to his stomach. One day he had to amputate a leg, and, after making the first cut, fainted in the operating room. A young woman I know became an accountant although she hated maths. Her uncle encouraged her by promising a job in his company. It took her several years, and several disasters with the company books, before she realized her mistake.

Procrastinating, postponing a decision, is another error people make. I'll get started tomorrow, or next week, or next year. Those people refuse to face the problem, hoping it will go away. But if you don't take the first step now, how can you plan for the future, take the right courses in school, get in the right programmes? Procrastinators just drift, missing many opportunities.

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

First, start with yourself. Make a list of inventory of your interests, your talents, and abilities. Most people have a lot of these, but at the beginning they are undeveloped and may not seem outstanding. By concentrating on a few, or on one, you may surprise yourself, and everyone else, by how well you can do.

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

Then find where your interests lie ...

Word Combinations:

make (the best) use of

it pays

above all

explore smth. from every angle

follow in the footsteps of

take the trouble (to do smth.)

cover major fields

b) study Vocabulary Notes:

career n. 1. a job or profession which one intends to follow with opportunities for advancement or promotion; 2. the general course of a person's working life: e.g. She spent most of her career as a teacher in London. ~ choose a career, make a career, the right career. **career** adj. ~ professional, intending to make a job one's career: e.g. He's a career soldier.

occupation n. 1. a job, employment: e.g. What's your occupation? 2. activity that occupies a person's time: e.g. His favourite occupation is reading; 3. action of occupying: e.g. Part of the country was under enemy occupation. **occupational** adj. ~ connected with a person's job: e.g. ~ an occupational advice; service; occupational diseases; **occupy** v. 1. live in or have possession of (a house, land): e.g. They occupy the house next door.; 2. take possession of: e.g. The army occupied the enemy's capital. 3. keep oneself busy: e.g. How does he occupy himself now he's retired? 4. hold: e.g. My sister occupies an important

position in the Department of the Environment. **preoccupied** adj.: e.g. She's too preoccupied with her new thoughts.

job n. 1. regularly paid position or post: e.g. Thousands of workers lost their jobs when the factory closed. ~ a part-time job, a full-time job; 2. piece of work, task or assignment: pay smb. by the job; do a fine job: e.g. It was quite a job finding his flat. 3. responsibility or function: e.g. It's not my job to lock up.; ~ make the best of a bad job; make a good job of smth.; be out of a job; **jobless** adj.= unemployed; **the jobless** n. = the unemployed: e.g. The government's scheme is designed to help the jobless.

sight n. 1. ability to see, vision, view: lose one's sight = become blind; have good / poor sight; 2. range within which we can see: in (within) / out of smb.'s sight: e.g. The train is still in sight. You must keep out of sight. Out of sight, out of mind. 3. thing to be seen, or worth seeing, esp. remarkable: e.g. The flowers are a lovely sight in spring. ~ at first sight/glance; catch a sight/glimpse of smb./smth.; **sighted** adj. able to see, not blind: e.g. Those of us who are sighted don't understand the problem of the blind; ~ short-sighted; far-sighted.

apply v. 1. make a formal request: e.g. You should apply immediately, in person or by letter. ~ apply for a job (post, passport, visa, position); 2. use: apply the ointment (the glue, etc); apply economic sanctions; apply force: e.g. We must apply our minds to finding a solution. The results of this search can be applied to new developments in technology. **applicant** n. 1. person who applies, esp. for a job; a job applicant; 2. person who takes entrance exams to a university; **application** n. 1. formal request: e.g. We received 400 applications for the job. 2. use: ~ three applications per day; The new invention will have a lot of applications in our industry.

employ v. (ant. **sack, fire**) 1. give work to smb.: e.g. They've just employed five new workers. 2. make use of; occupy time (attention, etc.): e.g. You could employ your spare time better. **employee** n. person who works for smb. or for a company: e.g. The manager sacked three employees. **employer** n. person or company that employs others: e.g. They're not good employers. **employment** n. 1. act of employing: e.g. The expansion of the factory will mean employment of more workers. ~ be in/out of full-time employment: 2. occupation: give employment to smb.; find employment; government employment office; employment agency (ant. **unemployment**: unemployment rate; unemployment benefits; **the unemployed**).

labour n. 1. physical or mental work: e.g. Workers are paid for their labour. 2. pl. task, piece of work: ~ tired after one's labours; 3. workers as a group or class: ~ skilled/ unskilled labour; labour leaders = trade union leaders; labour union = trade union.

costly adj. expensive: e.g. It would be too costly to repair the car.; costly mistake.

search v. 1. examine (a thing or a place): e.g. We searched around for hours, but couldn't find the book. 2. look at or go over smb.: e.g. The police searched her for drugs. 3. find smth. by searching: e.g. We've searched out some of your favourite toys. **search** n. 1. act of searching: a search for a missing car; in search of smb./smth.: e.g. Scientists are in search of the cure of the disease.

complex adj. 1. made up of closely connected parts: a complex system (network, etc.); a complex sentence; 2. difficult to understand or explain: a complex argument (theory, subject, etc.); **complexity** n. ~ a problem of great complexity; the complexities of mathematics.

list n. series of names, items, figures, etc. written or printed: ~ a shopping list; make a list of things one must do; put smth./smb. on the list; take smth./smb. off the list; a waiting list; on the danger list; **list** v. 1. make a list of smth.: ~ list one's arrangements for the week; 2. put smth. on the list: e.g. The books are listed alphabetically.

1.2. Vocabulary Exercises:

Ex. 1. Paraphrase or explain the following:

Model: **occupation** – job, position, smth. that you do for a living.

1. complexity 2. incomplete 3. to find the right career 4. actually
5. above all 6. to evaluate oneself 7. costly 8. to encourage 9. to realize
10. school course 11. to search 12. outstanding 13. inventory 14. major
15. outlook

Ex. 2. Translate the following sentences into Russian:

A. 1. Unfortunately not many people take the trouble of discovering their own interests and talents. 2. Don't trouble trouble until trouble troubles you. 3. Teenagers are a lot of trouble to their parents. 4. The trouble is that some people tend to underestimate the importance of choosing the right career.

B. 1. She couldn't stand the sight of blood. 2. The glass won't stand this heavy vase. 3. How can she stand her daughter's whims? 4. Better die standing than live kneeling. 5. It stands to reason.

C. 1. Indecisive people refuse to face the problem. 2. The sitting-room windows face a beautiful lawn. 3. She avoided seeing him face-to-face. 4. Small kids like to make faces at each other.

D. 1. Negotiations between the two sides were broken off. 2. In 1945 Allied Forces broke through the German defence. 3. Bangladesh broke away from West Pakistan in 1971. 4. Can you break my one pound note? 5. She was the

first to break the news of their engagement. 6. It's the last straw that breaks the camel's back.

Ex. 3. Choose the proper word:

a) occupation – job – work – career – position

1. Why is it so important to find the right ... ? 2. She tried many ... but finally chose the ... of an accountant. 3. There are many ... open to our University graduates. 4. Looking for a ... is hard 5. What is your current ... ? 6. Many students have no practical skill for doing hard 7. He wasn't happy about his ... , he wanted to be President of the company. 8. The construction of the factory in the town created a lot of new 9. We finished the test and the teacher collected our 10. The ... of the bank manager is still open.

b) sight – look - view – glance

1. The mere ... of the cobra made me sick. 2. It was clear by the ... of him that he was not quite himself. 3. We bought a small house with a ... of the mountains. 4. If you take the bird's ... of the Cathedral, you'll feel the splendour of its domes. 5. Do you believe in love at first ... ? 6. She couldn't stand the ... of the dead man. 7. He could recognize her in the photo at a

Ex. 4. Complete the following sentences:

1. When you finish school you should have ... of what you want to do in life. 2. He was offered hundreds of different 3. Enjoying work means choosing ... in the first place. 4. It is necessary to ... yourself if you want ... of your own special talents. 5. It took her a month to think over the proposal before she ... it. 6. Children often ... of their parents or relatives choosing a career. 7. Don't ... of taking this course as your major. 8. He was exhausted after ... for a job.

Ex. 5. Fill in the gaps with correct prepositions:

At no point in my life have I been keen (a) ... the idea of joining any kind of club or group. I rebelled (b) ... it (c) ... a very early age, when my mother tried to force me (d) ... becoming a member of the Girl Guides. I went once, or at least, I got as far as looking in the door of the church hall, but I couldn't cope (e) ... the sight of all those confident-looking girls in blue, competing so heartily (f) ... each other (g) ... all those games and activities, so I ran home (h) ... tears. My mother despaired (i) ... me, but persisted (j) .. her attempts to get me to join something. She was keen (k) ... me to go to ballet classes. I actually got in through the door this time, and (l) ... the whole this was more successful than the Guides. I emerged (m) ... my first lesson, eyes shining with the dream (n) ... being a prima ballerina. Unfortunately, I had not reckoned (o) ... being totally lacking (p) ... talent, so my enthusiasm (q) ...

ballet lasted a little less than a year. Later in life I puzzled over my friends' desire to join tennis clubs, bridge clubs, Young Wives Clubs, pottery classes and the like. They pleaded (r) ... me to go with them, but I couldn't bear to. Such clubs didn't interest me (s) ... the slightest. Why am I so allergic (t) ... groups? I don't suffer (u) ... shyness. I can't really understand it. Perhaps the key (v) ... my problem lies in the fact that I'm an only child. I just don't know.

Ex. 6. Translate into English using the vocabulary of the lesson:

1. Выпускники вузов озабочены будущей карьерой и в своих поисках часто хватаются за первую попавшуюся работу. 2. Ее любимым занятием в часы досуга было разгадывание кроссвордов. 3. Он долгое время оставался без работы, прежде чем ему предложили должность управляющего банком. 4. Мама стояла на крыльце и махала рукой, пока машина не скрылась из виду. 5. "Мы должны приложить все усилия, чтобы покончить с безработицей," сказал кандидат в своей предвыборной речи. 6. Результаты анкетирования применяются психологами и социологами для развития новых социальных программ. 7. Всегда существуют разногласия между нанимателями и служащими. 8. Он поискал в кармане мелочь, но ничего не нашел. 9. Я не потерплю, чтобы меня обыскивали в присутствии других людей. 10. Абитуриенты озабоченно просматривали списки, и те, кто обнаруживал себя в списке, были вне себя от радости. 11. Сложность проблемы можно объяснить отсутствием финансов. Это был дорогостоящий проект, и администрация не торопилась принять решение. 12. Она даже не потрудилась известить своего начальника, что ее не будет на работе, поэтому ее уволили. 13. Большинство родителей предпочитают, чтобы их дети в выборе карьеры шли по их стопам. 14. Чтобы найти интересную и хорошо оплачиваемую работу, требуется потратить много времени и усилий, но в конечном счете это оправдывается.

Ex. 7. Answer the following questions:

1. What are the problems facing many high school leavers associated with? 2. What is the advantage of new industries? 3. Why is it so important to know your personal interests? 4. Why does it pay to explore your choice of occupation? 5. Why can't some people evaluate themselves? 6. What are the most common mistakes in choosing a career? 7. What are the necessary steps if you want to avoid errors? 8. What are the author's recommendations to average people (those who are not obviously talented)? 9. Do you agree with the author's procedure of making a list of your interests? 10. Could you add anything else to the list?

1.3. SKIM – or read quickly – the selection below to say what is most essential: 1) to get the job you want; 2) to feel happy about the job.

a) The Job Interview.

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

Because job interviews are so critical, some job hunters read books or take courses to help them make a good first impression. These books or courses are full of advice and suggestions to help job applicants prepare for their interviews. For example, successful applicants dress appropriately and have a clean and neat appearance. They take their resumes or a sheet of paper listing their education and work experience with them to the interview. They also prepare a list of questions about the job or the company. They go to the interview alone and are always on time.

At the beginning of the interview, the applicant shakes hands with the employer. The employer usually invites the applicant to sit down. During the interview, it is appropriate to smile often and to look directly into the eyes of the interviewer. The applicant doesn't chew gum or smoke during the interview. The applicant is prepared to answer questions about education and previous jobs. More difficult questions are possible, such as: "Why did you leave your last position?" Sometimes interviewers also try to get to know the applicant better. They ask questions about the applicant's personal background, family and hobbies. Interviewers expect applicants to talk profoundly, confidently and truthfully about their work experience, skills, goals and abilities. When the interview is over, the applicant stands up, shakes hands with the interviewer and says thank you for the time the person has offered.

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

b) Work and Careers.

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

Choosing the right career is very important. Most of us spend a great part of our lives at our jobs. For that reason we should try to find what our talents are

and how we can use them. We can do this through aptitude tests, interviews with specialists, and consulting reference books on the subjects that interest us.

There are many careers open to each of us. Perhaps we like science. Then we might prepare ourselves to be chemists, physicists or biologists. Perhaps our interests take us into the business world and into such work as accounting, personnel management or public relations. Many people find their place in government service. Many other fields – teaching, newspaper work, medicine, engineering – offer fascinating areas to those with talent and training.

1.4. Surveying: when you **survey** a passage, you are reading to find the general contents of the text. Surveying a passage can make your reading more efficient and effective. Begin your survey by looking at the title and reading quickly the entire first paragraph. Then quickly read the first sentences of all the following paragraphs. Finally, read the concluding paragraph of the text. When you have finished your survey you should have a clear idea of the text you are about to read.

a) survey the text “People Without Work”. Look at the title. Notice the highlighted words. What do you think this reading is about?

People Without Work.

For millions of Americans, work is a problem because they have none. **The money, self-respect and routine** the work provides do not exist for them.

The number of **officially unemployed** Americans has varied in the last four decades. **Changing economic conditions** determine whether unemployment increases or decreases. But these statistics hardly tell the story. Since government statistics are averages for the whole year, they hide much of the reality of the people who are unwillingly idle. If we look at how many people were out of work for some period we see that up to 20 percent were unemployed (some for many weeks, others for a few weeks).

Many people who want to work but cannot find jobs are **excluded** from these statistics. Among them are the following: people who work **part-time** but want and need **full-time** work; those reentering the work force (such as mothers who took time off to raise young children) but have yet to find a job; and people **on welfare**, prisoners and older people whom employers will not hire. At any given time, **the actual unemployment rate** is at least twice the official rate.

The effects of unemployment are **devastating**. They hit poor and working-class families hardest, not because these people are more likely to be unemployed but because they have no financial resource to fall back on. **Depression, lower self-esteem, illnesses and suicides** all increase. In various surveys, workers report they cannot sleep (20 to 50 percent of them), they smoke and drink more.

We may think that **unemployment benefits** soothe the pain and lessen financial hardships. They do, to some degree. But very often less than a half receive them.

With temporary exceptions, unemployment has been a **permanent feature** of the US economy. It exists primarily for two reasons. First, the existence of millions of unemployed people tends to prevent most of those working from asking for **higher wages** since they can be replaced easily. Second, in their search for profits, corporations move to whenever **labour is cheapest**

b) read the text and compare the problem of unemployment in the USA and in your country. Sum up in what way they differ.

2. Listening Practice

Listen to Text 7 “Into the Gap” p. 10 (Тематические разработки по развитию навыков аудирования в помощь студентам 2-го курса РГФ).

3. Speaking Practice

3.1. Study COMMUNICATION TECHNIQUES:

a) asking if someone is able to do something:

Can you ... ?
Do you know anything about ... ?
Are you capable of ... ?
Are you able to ... ?
Do you feel capable of ... ?
Do you have any experience of ... ?
Do you think you can ... ?
Is he any good ?
Is he any good at ... ?
What's he like at ... ?

b) saying you are able to do something:

I can ...
I know how to ...
I know something about ...
I might be able to ...
I'm not too bad at ...
I'm pretty good at ...
I feel capable of ...
I have experience in ...
It's not too difficult ...

c) saying you're not able to do something:

I'm not sure I'm capable of ...

I don't feel able to ...
I have no experience in ...
I'm afraid I can't cope with ...
I'm afraid it might be beyond me ...
Sorry, I can't manage ...
No, I don't know how ...
I've no idea how ...
I haven't the faintest idea how ...
There's no way I can ...
I'm hopeless ...
I wouldn't know where to begin ...

d) choose from the list and say what qualities these people should have; whether they need some, a lot or a bit of the quality; ask your partner if she has the quality, if she knows something about the job, if she thinks she can manage it:

Jobs: soldier, nurse, teacher, explorer, actor, athlete, writer, surgeon, receptionist.

Qualities: patience, courage, determination, good will, charm, stamina, reliability, loyalty, energy, experience, commitment, talent, creativity, intelligence, training.

3.2. Speech Exercises:

Ex 1. Answer the questions:

1. What have you decided on your future profession? 2. Are you going to follow your parents' advice? 3. What do your parents want you to be? Do they approve of your choice? 4. Do you think you have enough talents and qualities for your future profession? 5. Do you think it's wise to try many jobs? 6. What do you think are the sources of work (dis)satisfaction? 7. When can work be enjoyable? 8. What are the sources of unemployment? 9. What is taken into consideration in a job interview? 10. How do you think you can be competitive with other job-seekers in your field? 11. Do you think there is any association between an individual's nature, appearance and education?

Ex. 2. Are you an introvert or an extrovert?

A. Fill in this questionnaire to find out:

1. You are planning your holiday – do you choose a crowded, bustling, active holiday resort rather than a quiet, peaceful retreat? **Yes / No**

2. You are just settling down in comfortable clothes to an evening with a book or the television when some friends pop in unexpectedly. Are you pleased to see them? **Yes / No**

3. You are planning a party with friends. Would you suggest playing games? **Yes / No**

4. You are at a dinner party. Your hostess serves up a dish you think is horrible. Would you refuse to eat it? **Yes / No**

5. You are spending an evening at your English teacher's house. Suddenly, it is announced that everyone must sing, dance or tell a story to entertain the others. Would you enjoy doing it? **Yes / No**

6. Do you feel comfortable when you walk into a room full of people you don't know? **Yes / No**

7. You are in slow-moving transport. Do you get frustrated and irritable? **Yes / No**

8. You arrive just as the lift doors are closing. Would you walk up the stairs rather than wait for the lift? **Yes / No**

9. Would you prefer an exciting job with few prospects and no pension to a safe job with good prospects and a pension? **Yes / No**

10. Do you like wearing unusual clothes rather than fashionable clothes? **Yes / No**

11. Do you usually make up your mind quickly rather than consider each decision thoroughly? **Yes / No**

12. Someone is boasting to you about their many possessions. Do you try to impress them by talking about all the things you have? **Yes / No**

Count up the number of "Yes" answers you gave.

SCORES:

- if you scored between 8 and 12, you are definitely an **extrovert**
- if you scored between 4 and 8, you are neither totally **introvert**, nor totally **extrovert**. Your mood and attitude change according to different situations.
- if you scored under 4, you are definitely an **introvert**.

Show your profile to others in your class and talk about the situations in the **Questionnaire**. Do you think your own results show your character?

- Students who had a score of 7 and above: make a list of the advantages of being an extrovert.

- Students who had a score of 6 and under: make a list of the advantages of being an introvert.

- Join other students who made different lists. Take it in turns to read them or pin them up. Can you think of any disadvantages that counterbalance the advantages listed?

B. What kind of a problem-solver are you? When you are faced with a problem, do you

- try patiently to solve it?
- ask advice about what you should do?
- get irritated?
- try to ignore it?
- have another way of dealing with it?

Compare your replies with those of others in your class. Can you think of any advantages (or disadvantages) in your problem-solving type?

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

What adds up to job satisfaction ?

How important are each of the following to you in providing you with job satisfaction?

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

When you have finished, compare your results with those of another pair. Then turn to SUPPLEMENT (**Key to 3.2. Speech Exercises Ex.2. (C)**) to see how Guardian readers responded.

Ex.3. Use the following proverbs in situations of your own. Give Russian equivalents if possible:

1. A good beginning makes a good ending.
2. Business before pleasure.
3. Jack of all trades and master of none.
4. No pains, no gains.
5. Every man is an architect of his own future.
6. Nothing is impossible to a willing heart.

Ex. 4. Solve the problems:

1. You go to an interview for a job but you have no experience. How will you explain to the interviewer why you should have the job?
2. Explain the procedure of choosing a career.
3. Go to an employment agency. Ask them if they have any job that you might be qualified to do.
4. You are looking for a job. You are a university graduate. Decide which job you would choose, considering what each of them would involve in terms of time, money, convenience:
 - a) a university lecturer;
 - b) a secretary and a shorthand typist ready to accompany her boss on his business trips abroad;
 - c) a barman at a night club;
5. You are a boss. You have to fire one of your two employees. One is a very efficient worker. The other is not, but he is your brother-in-law. What would you do?

Ex. 5.

A. Read the following advice how to make a successful career and add some of your own:

1. Set goals and strive to reach them by specific deadline dates.
2. Learn to listen instead of rushing headlong into a project. Be professional enough to listen to instructions carefully and to heed the advice of others.
3. Learn to say “no” without feeling guilty.
4. Instead of punishing yourself for wasting time give yourself reward each time you manage your time wisely.
5. Avoid meetings whenever possible. If you must have a meeting prepare a specific agenda ahead of time and stick to it.
6. Make up a daily schedule before going to bed. Stick to your plan every day.
7. Learn from your mistakes and don't repeat them.
8. Anticipate change, prepare for it and adapt quickly when it comes.
9. Learn to make a decision – to lead, to follow or to get out of the way.
10. Use machines that will save your time...

B. Make up dialogues on the following topics. Make use of Communication Techniques:

1. You are interviewing an applicant for a teaching profession.
2. You are talking to a foreigner looking for a job in Russia. Explain the employment problems in your country.

3. Your younger sister made up her mind to go into office work after graduating from Samara State University, English Department. Try to discourage her.

4. You are interviewing Mrs. Pavlova who after 40 years of a full working life as a teacher is now retired.

Ex. 6. Points to ponder:

1. Russia is moving towards market economy which involves unemployment rate growth.

2. A gardener's job is better than that of a maid.

3. One chooses one's own career for life.

4. Only men can dream of making a career as President.

5. Few things are impossible to diligence and skill.

6. Some people live to work, others work to live.

4. Written Practice.

a) read Texts 1-2 and think before you do written tasks:

Text 1. A Teacher's Lot is Certainly a Different one.

Say "teacher" and a clear image forms in people's minds. Surprising is the variety of bizarre forms this image takes. People used to think that teachers, if female, were intense, persistent creatures, and if male, were a little strange. They would refer to teachers they knew and proceed to generalizations, most frequently concerning their quarrelsome, emotional way of discussing things, their dictatorial or pedantic tendencies and, above all, their boring inability to talk about anything other than their jobs. Most of the generalizations are rooted somewhere in truth – teachers are different – but few people bother to find out why.

Monday morning is a good example of the difference between school and office. In many offices you can arrive a little late; whatever is not important can be put off and, with luck, you can have an extended lunch-hour.

A teacher's Monday is more likely to begin on Saturday night when the first uneasiness creeps up behind. There are preparations to be made for the Monday morning, and even if they have been made it is difficult to shake off a sense of guilt about the quantity and quality of the preparations. From the moment of arrival at school there is no place for lethargy: children are all around, full of questions and bounce.

The same worry can spill over into evenings and weekends. Young teachers are not properly warned of the emotional impact children make on them. They sit and brood about the children's needs and always feel they could be doing more. Of course, that's true but the best teachers are the ones who can switch off by doing whatever work is necessary and then refusing to let it

encroach further on their life. But the stress of responsibility always remains. It is this kind of intensity that makes teaching so extraordinary.

Text 2. Teachers and Actors.

Now that I come to think of it, I realize that to be a good teacher you definitely need some of the particular gifts of a good actor: you must be able to hold the attention and unflagging interest of your very special audience; you must be a clear, distinct speaker, with a strong, resonant, pleasing voice which is fully under your control, and you must be able to act exactly what you are teaching in order to make its meaning plain.

Watch a good teacher and you will see that he does not sit motionless before his class. He stands the whole time he is teaching. He walks about using his arms, hands, fingers to help him in his explanations and his face to express feelings. Listen to him and you will hear the appropriate loudness and the quality, and the musical tone of his voice, always changing according to what he is talking about.

The fact that a good teacher has some of the qualities of a good actor does not mean that he will indeed be able to act well on the stage, for there are very important differences between the teacher's work and that of the actor. The actor has to utter words which he has learnt by heart; he has to repeat exactly the same words each time he plays a certain part; even his movements and the ways he uses his voice are usually fixed before.

A good teacher works in quite a different way: his audience takes an active part in his play; they ask and answer numerous questions. The teacher therefore has to understand the needs of his always challenging audience, which is his class. He can't learn his part by heart but he must invent it as he goes along. I have known many prominent teachers who were brilliant actors in class but were utterly unable to take part in a stage play.

b) write what you know about

School	Office

c) writing advice – imagine you are giving advice to a younger person. Complete these sentences so that you are giving your own opinions:

1. The most important thing to remember about education is ...
2. One of the most important things about a job is ...
3. In choosing a career, what's important is ...
4. When you are making a hard choice, it is important to ...

5. The important thing about being interviewed to obtain a job is ...

See what other people have written. Is there much variation about what people think?

SUPPLEMENT

Building up Language Competence:

a) give a synonym for each of the nouns on the left; choose from the words on the right:

1. mind	mentality	basis
2. understanding	.....	mind
3. comprehension	.....	insanity
4. concept	.....	reason
5. expectation	.....	conversation
6. training	.....	estimation
7. madness	.....	insight
8. talk	.....	deliberation
9. utterance	.....	consciousness
10. intellect	.....	skill
11. intuition	.....	plan
12. evaluation	.....	realization
13. opinion	.....	lack of knowledge
14. motive	.....	mutter
15. memory	.....	judgement
16. awareness	.....	understanding
17. ability	.....	comment
18. talent	.....	anticipation
19. consideration	.....	cause
20. ignorance	.....	saying
21. conclusion	.....	thought
22. mumble	.....	viewpoint
23. intention	.....	coaching
24. remark	.....	gift
25. reason	.....	mentality

b) here are 30 words arranged in alphabetical order; work out where you are most likely to find them and write them down under the appropriate words (there are 5 words under each): blackmail, bumper, clutch, crew, cutlery, date, deck, desks, dishwasher, filing cabinet, fridge, frying pan, funnel, horn, matron, operating, patients, playground, portholes, pupils, rails,

seatbelt, secretary, sink, staffroom, stamp, stapler, stethoscope, type-writer, ward.

- | | | |
|--|---|--|
| 1. <u>in a school</u>
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..... | 2. <u>in the kitchen</u>
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..... | 3. <u>on a boat</u>
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| 4. <u>in a hospital</u>
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..... | 5. <u>in an office</u>
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..... | 6. <u>on a car</u>
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..... |

c) fill in the missing prepositions in the following sentences:

- Is she friendly her students?
a) in b) with c) for
- I am very conscious spelling mistakes.
a) of b) at c) with
- What other points do we have the agenda this time?
a) among b) at c) on
- I've never been a loose end like this time.
a) with b) at c) on
- If you don't know what a word means, you can always look it in a dictionary.
a) up b) on c) over
- She's just crazy Russian ballet.
a) with b) for c) about
- His opinion always differs mine.
a) to b) from c) with
- He always seems a loss when he starts reciting this poem.
a) at b) in c) on
- Yes, you are right. He shouldn't interfere their life.
a) into b) to c) with
- He is very proud being Irish.
a) over b) with c) of

d) pick out the right version out of the set given below and fill in the blank; consult the dictionary to check your choice:

1. Our professor is a brilliant professional. He has all the facts and figures and can answer any question.

- a) in his blood
- b) under his breath
- c) at his feet
- d) at his fingertips

2. Wow, it's quite a library you have, it must have cost a

- a) shocking shilling
- b) pretty penny
- c) delighted dollar
- d) proud pound

3. The disturbances were caused in this small African country by a bunch of young in the army who had plotted to overthrow the government and rule the country.

- a) block-heads
- b) hot-heads
- c) lead-heads
- d) square-heads

4. You have staged a magnificent version of the play. No doubt, you'll have on your further work.

- a) a light finger
- b) a loose grip
- c) an empty head
- d) a free hand

5. In the old films when the heroine was about to be foully murdered the hero always managed to rescue her just

- a) on the last day of the week
- b) as the clock struck three
- c) at the final tick
- d) at the fifty-ninth second

6. The student said to his friend: "I bet my that you are too afraid to walk right in and ask the dean to let you have another try."

- a) a pretty penny
- b) a brass farthing
- c) a bottom dollar
- d) a treasured cent

7. We could never imagine that he should deliver us such a blow, it looks like a

- a) blow on the head
- b) punch in the kidney
- c) shot in the arm
- d) stab in the back

8. English spelling is not exactly a

- a) bunch of violets
- b) pillow of pansies
- c) bed of roses
- d) carpet of petals

9. The dispute over this problem between the two linguistic schools was a for many years until it was settled at the latest conference.

- a) limb of inaction
- b) bone of contention
- c) nerve of reaction
- d) tooth of distraction

10. Why are you shouting at me? Have you

- a) let off your steam
- b) flew off the handle
- c) went off the rails
- d) fell off your bicycle

Key to 3.2. Speech Exercises. Ex. 2 (C)

What Adds up to Job Satisfaction? This is how **Guardian** readers have responded:

the respect of colleagues	93
learning something new	92
personal freedom	91
challenge	89
helping other people	88
security	79
working conditions	74
meeting people through work	71
being part of a team	69
being praised by your superiors	68
being promoted	62

making money	62
status in your organisation	58
exercising power	28
social status	25

Topic 2. Higher Education in Great Britain. Universities.

1.1. Read the text and answer these questions:

1. What are the two traditional reasons for education?
2. What changes might occur in future?
3. What might make it difficult for us to adjust to any changes?
4. What evidence does the writer give to suggest that we will succeed in adjusting?

An Education for Life?

There is a problem that will touch us all – men, women and children – in the not too distant future, a problem that resolves itself into a question: what is education for? At the moment most of us can answer that fairly practically and without too much soul-searching. On the lowest level education is for enabling us to cope in an adult world where money must be added up, tax forms filled in, numbers looked up in telephone directories, maps read, curtains measured and street signs understood. On the next level it is for getting some kind of job that will pay a living wage.

But we are already peering into a future so different from anything we would now recognize as familiar that the last of these two educational aims may become as obsolete as a dodo. Basic skills (reading, writing and arithmetics) will continue to be necessary but these, after all, can be taught to children in

from one or two years during their childhood. But education with a view to working for a living, at least in the sense of earning daily bread, may well be on its way out right now for the majority of us. Then the question 'what is education for' becomes much more complex. Because what the future proclaims is: and education is an education is an education.

In other words, our grandchildren may well spend their lives learning as, today, we spend our lives working. This involves a complete transformation of motive. We might work for things basically unconnected with that work – usually money, prestige, success, security. We will learn for learning's sake alone: a rose is a rose because it is and not what we can get out of it. Nor need any cynic doubt that we shall not wish to work without there being any obvious end in view. Already, adult education classes are overcrowded – a friend of mine teaching French literature says she could have had 10 pupils for every one she has.

Nevertheless, we still live in a very competitive society and most of us will need to reshuffle the furniture of our minds in order to gear our children towards a future in which outer rewards – keeping up with the Joneses – become less relevant than inner and more individual spurs. The existence of competition has always meant doing things because they win us some essentially unconnected advantage – but the aim of the future must be to integrate the doing with its own reward.

Oddly enough it is in America, that citadel of competitiveness, that the first experiments in this change of mind are taking place. In that New World, there are already organisations set up to examine ways in which competitiveness can be replaced by other inner-directed forms of rewards and pleasures. Take one interesting example in a Foundation whose aim is to transform competitive sport. A tug-of-war, as we all know, consists of one team pitting its strength against another team. The aim is to tug the opposing team over a line and, by doing so, win.

In the brand-new non-competitive version, things are very different. There are still two teams on either side of a rope but now the aim is not to win but to maintain the struggle. As the two teams tug, any individual on either team who senses a coming victory must let go the winning end of the rope and rush over to lend his weight to the other side, thus redressing the balance, and keeping the tug-of-war as long as possible. If you actually imagine doing this, the startling fact that emerges is that the new game offers more possibilities of individual judgement and skill just because victory is not the aim and the tug-of-war is ended only by defeat of those judgements and skills. What's more, I think most people would get more pleasure out of the neo-tug than the old winners-take-all concept.

So could it be for learning. Most of us, at some time or another, have glimpsed one of the real inner pleasures of education – a sort of one-person

chase after an elusive goal that pits You against You or, at the very most, against the discoveries of the greatest minds of other generations. On a more humble level, most of us have already got some pleasurable hobby that we enjoy for its own sake and become expert in. In my own stumbling efforts, since last year, to learn to play the piano, I have seen the future and it works.

1.2. a) look at paragraphs 1-7 and find words or phrases which mean the same as:

- can be converted (1)
- deep examination of the mind (1)
- manage (1)
- out-of-date (2)
- rearrange (4)
- our ideas (4)
- prepare ... for (4)
- competing socially (4)
- motives (4)
- combine (4)
- setting ... against (5)

b) complete these statements by choosing the answer which you think fits best; reason your choice:

1. In the future envisaged by the writer,
 - a) there would be no need to deal with money
 - b) there would be no need to communicate in writing
 - c) there would be few employment prospects
 - d) there would be few educational prospects
2. According to the writer, the most difficult adjustment for us to make will be ...
 - a) getting used to having more free time
 - b) working without the hope of material reward
 - c) seeing education as being its own reward
 - d) learning essentially impractical subjects
3. Our duty towards our children will be to ...
 - a) prepare them to set their own goals
 - b) encourage them to be more ambitious
 - c) improve their chances of employment
 - d) teach them basic moral values in life
4. According to the writer, future learning will resemble the new-style tug-of-war in that ...
 - a) there will be no possibility of failing

- b) the object will be to avoid winning
 - c) it will depend on operating as a team
 - d) it will involve a personal challenge
5. The reason for the writer's optimistic conclusion is that she has ...
- a) discovered how satisfying learning can be
 - b) shown a new talent for playing the piano
 - c) found how easy it is to develop a new skill
 - d) taken up a hobby for the first time.

2.1. Listen to Text 6 “Life at College and University” (Тематические разработки по развитию навыков аудирования в помощь студентам 2-го курса РГО) **and do Tasks 6.1, 6.2 and 6.3.**

2.2. Study NOTES:

a) names of universities:

The official name of most British universities has the **definite article** and **of** followed by the name of the city, town or county:

e.g. The University of Oxford / Manchester / Sussex

This is used in formal situations, particularly in writing. The definite article may be omitted in heading, lists and in other cases where there is not a complete sentence, but it is implied, and is included in complete sentences. For example, a degree certificate may have the heading: **University of Oxford** but one would say or write:

The degree was awarded by **the** University of Oxford.

Omission of the article is a sort of abbreviation, which is not acceptable in a complete sentence. In less formal style the following form is used, with no article:

Oxford / Manchester / Sussex University

The City University, a technological university in the City of London, has only one form for its name, with the definite article.

Some technological universities are named after famous people, for example: 1) **Brunel University**, at Uxbridge, in Middlesex, was named after the famous 19th century civil engineers Brunel [bru: `nel](father and son); 2) **Heriot-Watt University**, in Edinburgh, was named after George Heriot (1563-1642), founder of Heriot's Hospital, Edinburgh, and James Watt (1736-1812), famous Scottish engineer and inventor of the steam engine. (Remember that there is also an older university in Edinburgh, called **the University of Edinburgh** or **Edinburgh University**.)

Note that the name of the person is placed before the common noun university and that there is no article.

When the context makes it clear that a university is meant, the word university itself is usually omitted in non-formal style:

e.g. a) My brother was at Leeds = studied at Leeds University.

b) Dr Williams used to be at Heriot-Watt, but last year he was offered a lectureship at Oxford.

The use of at with the name of a city, as opposed to in, usually indicates that the university of that city, rather than the city itself, is meant:

e.g. c) My brother is at Cambridge = studying at Cambridge University

d) My brother is in Cambridge = living in or visiting Cambridge at the moment.

In the case of collegiate universities such as Oxford, Cambridge and London, each college has its own name, which is generally connected with its founder or the circumstances of its foundation:

e.g. Balliol College, Oxford

Trinity College, Cambridge

King's College, London

Note that the word university is not usually included, at least in non-formal situations; one is supposed to know that the university is meant and most educated English people do in fact know the names of the more well-known Oxford, Cambridge and London colleges. The pronunciation of the names of some of Oxford colleges is a trap for the uninitiated, the most striking examples being:

Caius [ki:z] College, Oxford / Magdalen [mo:dlin] College, Oxford

The word college is usually omitted in non-formal style when the context permits. For example, it is customary to say:

Trinity is bigger than any other Oxford Colleges.

When translating the names of Russian universities, the following forms can be used:

The University of Samara – in formal style

Samara University – in less formal style

If a university (or other institution) is named after a famous person, the name should be put before the word university. We say: the Lomonosov University to distinguish it from (the) Patric Lumumba University, although it is usually called **Moscow University**, or, in formal style, **the University of Moscow**.

b) names of other institutions of Higher and Further Education:

In Britain most post-school institutions except universities are called **colleges**. Here are some examples of college names:

Bath College of Education

City of Manchester College of Higher Education
 Stafford College of Further Education
 Carlisle [ka:'lail] College of Art and Design
 Worcester [ˈwʊ:stə] Technical College

As a rule no article is used with the name of colleges, even in complete sentences:

e.g. He teaches at Worcester Technical College.

Most college names are geographical, like those quoted above, and specify the town, city, district or county in which the college is situated. However, some are named after a person connected with the college:

e.g. Garnett College of Education (in London)

Polytechnics have geographical names, for example: Central London Polytechnic, Sheffield Polytechnic.

No article is generally used with these names:

e.g. He teaches at Sheffield Polytechnic.

But there may be some variation in usage and sometimes the definite article is included.

The names of institutions called school or academy generally have the definite article:

e.g. The Slade School of Fine Art	}	
The Central School of Speech and Drama	}	in London
The Royal Academy of Dramatic Art	}	

The names of institutions known in Russia as училище and translated as school are treated in the same way:

e.g. The Mukhin Art School, St. Petersburg.

3.1. a) read the text “Oxford” (part 1)

Oxford is believed to be beauty in stone and there are so many beautiful and interesting things that I hardly know what to pick out as the most striking. Perhaps, it is Magdalen Tower. Someone described it as “sight music that is frozen”. Every year at sunrise on Monday morning the choir of Magdalen gather on top of the tower to sing a Latin hymn. The custom goes back to the first days of the tower, at the end of the 15th century. Oxford is full of curious old traditions like that. For example, Queen’s College was founded in 1341 by Robert de Eglesfield. He must have been a man with a lively imagination for he ordered the college to be governed by Head of the college and twelve Fellows (in memory of Christ and the twelve Disciples), and he said that on New Year’s Day each year, the Bursar (the man who is in charge of the money matters of the college) should present each Fellow with a needle and a thread of coloured silk saying: “Take this and be thrifty”. The needle and thread was a pun on his name,

Eglesfield. (The French aiguille = needle; fil = thread.) With the same idea the shield of the college shows three golden eagles on a red field (“eagles - field”). That was 600 years ago and has gone on ever since. In the same college, too, every Christmas Day a roast boar’s head is carried, with great ceremony, to the high table where the dons sit. The story of this custom goes back to the early years of the 16th century and celebrates the fight between a student and a wild boar on the hills near the college. The student killed the boar by thrusting down its throat a copy of Aristotle that he happened to be reading at that time, saying as he did so, “Graecum est” (That is Greek!). You can believe the story if you like.

There are many great names connected with Oxford: Shelley, Sir Christopher Wren, Dr. Arnold and his son (the poet Matthew Arnold), William Penn (who founded Pennsylvania) and a great many other famous people. In Christ Church you can see the portrait of Charles Dodgson, better known as “Lewis Carroll”, the writer of the most delightful of all children’s books “Alice’s Adventures in Wonderland”. “Alice” belongs to Oxford, for it was told to the little daughters of Liddell, Dean of Christ, during an excursion up the river to Godstow, and it is characteristic of the odd things you meet with in Oxford that it was written not by a typical “children’s author”, but by a lecturer in mathematics at Oxford. There is a story that Queen Victoria was so charmed with “Alice in Wonderland” that she gave orders that the next book by this writer should be sent to her. In due course it arrived, and was “The Condensation of Determinants, a New and Brief Method of Computing Arithmetical Values”.

As you walk through Oxford you seem to be living in history, so many things call up events and figures of the past. Here Queen Elizabeth I listened to Shakespeare’s plays in a college hall and made jokes with the professors – in Latin and Greek! Here, Roger Bacon laid the foundations of experimental science, not in the 18th but in the 13th century. In the medieval library of Merton College you can see all the chained books and the old benches just as they were in the 13th century. These reminders of the past are everywhere. Here, every night you can hear the sound of Great Tom, the big bell in Tom Tower, the tower that Wren designed for Christ Church. Every night at 5 minutes past nine the bell is rung 101 times in memory of the 101 students in Christ Church in Henry VIII’s time. In the 14th century there were constant quarrels between the men of Oxford and the students of the University, and on St. Scholastica’s Day, 1354, a quarrel broke out in an inn between some students and some townsmen. Others joined in, and soon the bells of St. Martin’s Church (the church of the townsmen) were ringing to gather the townsmen together. The Chancellor (that is the head of the university) tried to stop the fighting but he was shot at and had to retreat. So the bells of St. Mary’s Church (the church of the students) were ringing to collect the students together, and they shot at the townsmen with bows

and arrows. Two thousand people from the country round Oxford came into the city to help the townsmen; colleges were attacked and the battle went on for three days. The King, Edward III, was at Woodstock, about 8 miles from Oxford, and he ordered the Chancellor of the University and the Mayor of Oxford to appear before him. He decided that the townspeople had been in the wrong and ordered the Mayor and the chief citizens of Oxford to attend the Church of St. Mary every St. Scholastica's Day for a service in memory of the students who had been killed in the fighting and to pay an offering of forty pence. And it had been going on for 500 years until in 1826 the custom was ended.

One day I was forcibly reminded of another old Oxford tradition. I was wakened at five o'clock in the morning by a terrible noise in St. Gile's Street outside the college, the noise of hundreds of people. Half-awake, I thought for a moment that another St. Scholastica's riot had broken out, and quickly dressed and went outside to see what was happening. I discovered that it was St. Gile's Fair. This has taken place at the beginning of September ever since the 12th century. The whole appearance of St. Gile's was quite changed. Preparations for the fair mustn't begin before 5 a.m. At five o'clock the entrances to St. Gile's are closed to traffic. I looked out, and there, waiting to rush in, was a stream of carts, wagons, roundabouts, swings, strong men and "all the fun of the fair". It is all very noisy and jolly and you'd probably think it is rather silly – but it's great fun while it lasts.

It is all these contrasts in Oxford that make the place so fascinating. It is not only beauty in stone, it is history in stone. Oxford does not only live in the past, you feel there is continuity all through its history. To go from Magdalen Bridge where the lovely Tower stands like a guardian of the city, through Radcliffe Square, the heart of the University, past the great Bodleian Library (to which a copy of every book published in Great Britain has to be sent) and on to the fine new science buildings of the Clarendon Laboratories is to pass through the streets where the Middle Ages, the 18th century and the modern world rub shoulders. Here, men have expressed in stone the finest culture of their periods. Norman, Gothic, Renaissance, Classic, Modern are all there in friendly rivalry, each beautiful thing adding something to the contrasting beautiful thing that is its neighbour.

The beauty of Oxford's buildings and the peace of the colleges, and the loveliness of the gardens are the things I shall never forget. I happened to ask my friend how they got those lovely green lawns and he said it was just what an American visitor asked one of the gardeners there. "Oh, it's quite easy," said the gardener, "you just roll them and cut them, roll them and cut them. That's all." "And how long do you do that?" asked the American. "Oh," said the gardener, "for about five hundred years."

b) study NOTES:

There is considerable variation in structure and terminology between the various types of universities, especially between Oxbridge and the rest. The terms which follow are used in most, but not all universities, that is, the civic universities.

Court, council, senate are the three governing bodies; their functions may be briefly summarised as follows:

The **court** is the supreme governing body, but in practice its powers are limited. The **council** is responsible for finance. The **senate** is the chief academic authority; it coordinates and approves the work of the various faculties.

Chancellor is the official head of an English university. However, it does not correspond to the Russian **ректор**, because the chancellorship is an honorary and ceremonial appointment. The chancellor is not an academic, but a public figure who attends university functions but has nothing to do with the running of it. For example, the chancellor of London University is Queen Elizabeth the Queen Mother.

Vice-chancellor is the effective head of the university. He is an eminent academic, who is responsible for the general policy and organisation of the university.

Registrar is responsible for dealing with applications, admission and registration of new students. He may also have other duties.

Secretary. Some institutions have a secretary instead of a registrar, and he carries out the duties listed above. In others there is both a secretary and a registrar, with separate duties. This secretary, who is usually a man, should not be confused with the many women secretaries who work in the various university offices, doing routine administrative and clerical work.

Treasurer, bursar. Treasurer is the one who is responsible for the funds of a public body, or of any corporation, association, society or club. **Bursar** is a treasurer, especially of a college. It is clear from this that the word "bursar" is more restricted in its usage, but as many universities have both a treasurer and a bursar these definitions are not sufficient to differentiate them. In practice the difference seems to be that the treasurer is responsible for the general finances of the institution, whereas the bursar deals with domestic matters such as planning and development, maintenance (i.e. repairs, etc.) and cleaning.

Universities organise their academic work in a variety of ways. How many faculties there are, what they are called and what subjects each includes varies to some extent from one university to another, even among universities of the same type. Here is a list of faculties at two of the largest civic universities:

Manchester
Arts

Nottingham
Arts

Science	Pure Science
Technology	Applied Science
Medicine	Agricultural Science
Law	Medicine
Economic and Social Studies	Law and Social Studies
Business Administration	Education
Theology	
Education	

The Faculty of Arts is the official name of the faculty. In non-formal style **the Arts Faculty** is more common. The subjects usually taught in the faculty are as follows:

English (language and literature)
 French }
 German } often referred to collectively as **modern languages**.
 Spanish } Both language and literature are included.
 Italian }
 Russian }
 Latin } often called collectively
 Greek (i.e. ancient Greek) } as **classics**
 History
 Philosophy

The word **гуманитарный** can be used in translating **arts faculty** into Russian, giving **факультет гуманитарных наук**.

The name of **the faculty of science / science faculty** can be translated as **факультет естественных наук**.

The administration of each faculty is the responsibility of the **dean** and the **faculty board**. The dean is the head of the faculty. His deputy is usually known as the **sub-dean**, sometimes as **the deputy dean**. **The faculty board** decides faculty matters. It consists of representatives from all departments of the faculty and is presided over by the dean. A meeting of the faculty is called simply a **faculty meeting** in non-formal situations.

Each faculty is divided into a number of **departments**. For example, the Department of English, the French Department, etc. The person responsible for the running of the department is called **the head of the department**. The term corresponds more or less to the Russian **заведующий кафедрой**.

In English universities **the secretary of the department / department secretary** is not one of the teaching staff who takes on administrative duties in addition to his or her teaching, but one of the full-time administrative staff with secretarial training, who deals with departmental correspondence, clerical work, and assists the head of the department with routine administrative matters.

Chair means the position of professor, a professorship, and there may be one or more chairs in one department, depending on its size and importance. For example:

The Chair of History at Exeter is held by Professor Thompson.

The Chair of English Literature at Leeds has become vacant.

c) answer the following questions:

1. Why do some undergraduates in Oxford get up early on May 1st?
2. Why can we say that Robert de Eglesfield must have had a “lively imagination”?
3. What work does the bursar of a college do?
4. Do you believe the story of the boar and Aristotle? Give a reason for your answer.
5. Why does Great Tom sound 101 times every night?
6. What does a quarrel between “town” and “gown” mean?
7. Which road in Oxford is closed to traffic early in September? Why?
8. What university do you study at?
9. Had you taken entrance exams before you were admitted to the university?
10. What subjects did you take exams in?
11. Describe the admission procedure at an English university. Do you approve of it ?
12. What did you feel when you learned you were admitted to the University?
13. Your parents were proud of you, weren't they? Have they influenced your choice?
14. Your University is famous for its high academic standards, isn't it?
15. How many full-time students are there at your University?
16. Do many people study by correspondence?
17. The University offers post-graduate training, doesn't it?
18. Does the University provide accomodation for all the students who come from other towns and villages?
19. Which of you lives in hall of residence or rents a room?
20. What is a student called during his first days at the University?

3.2. a) read the text “Oxford” (part -2):

The students were wearing black gowns and queer-looking caps. Some of the gowns looked very old and even rather ragged and I asked John, my guide about the University, if these students were poor and couldn't afford new gowns. He laughed and said that undergraduates, especially those who had just come up, tried to get old, worn-looking gowns so that people would think they had been in Oxford for years. One student passed us, looking rather worried and wearing a black suit under his gown, a white collar and a white bow-tie. John said they had to wear that dress when they were taking an examination and that unhappy-looking student was either going to or coming from the examination-room. While we were talking, a scholarly-looking man in a cap and gown walked past

and smiled at John. As he walked away I said: "Surely he is not an undergraduate."

J. – No, that's my tutor.

O.- What's a tutor?

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

O.– Does the tutor also give lectures?

J. – Yes, he may.

O.- But aren't lectures given by professors?

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

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

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

O.- You said that lectures "were organised by the University". Where's the university?

J.- It must seem rather strange to you but there isn't really any university at Oxford as there is, for example, at Manchester or Bristol or Edinburgh. Oxford (like Cambridge) is a collection of colleges, each self-governing and independent. "The University" is merely an administrative body that organises lectures, arranges examinations, gives degrees, etc. The colleges are the real living Oxford and each has its own character and individuality. For example, most of the men at Queen's College come from the North of England, those at Jesus College from Wales. Brasenose has a high reputation for its ruggers, Magdalen for its rowing men. But remember that there are students of all kinds in each college, I mean you don't get all science students in one college, all law students at another. Every college has its arts men and its science men, its medical students and its engineers. Every student, of course, follows his own course of study, but he gains a lot from living among those who represent all other branches.

O.- I saw in the porch of one college some notices about "Societies", there seemed to be quite a lot of societies.

J.- There are dozens of them: dramatic societies and language, philosophy societies, rowing, boxing, political clubs of all colours – clubs, in

fact, for almost every activity under the sun. Each society arranges for a leading expert in his subject to come and talk to its members. So in term time you get a regular stream of politicians, musicians, poets, film-producers and so on. In a way I think we probably get more out of talking and listening at these clubs and societies than from any other side of university life. The best-known society, I suppose, is the Union, a debating club – a sort of training ground for our future statesmen.

O.- There's another tutor, I suppose, the man in the cap and gown with those two men in bowler hats behind him.

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

O.- What punishment can the proctor give?

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

O.- And the "bull-dogs", what are they for?

J.- They are to catch the student if he tries to run away before his name can be taken.

O.- By the way, what are you studying? It's medicine, isn't it?

J.- As a matter of fact, it isn't. That was the idea when I came here, but my interest has always been in language learning and language teaching and so I changed from medicine to modern languages. I'm in my last year now.

O.- What do you want to do when you leave Oxford?

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

O.- Well, I wish you luck.

b) study NOTES:

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

Within the university the teachers are called collectively **the academic/teaching staff**, to distinguish them from the administrative and other staff. However, most university posts combine teaching with research.

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

Note that in America the academic staff are called **the faculty** and an individual member a **faculty member**.

The official grades of university teachers in Britain are: **professor** – The number of professors in a department depends on its size and on how many branches the subject has. There may be only one, who is also the head of the department, or several. However, they all have equal academic status.

e.g. John Smith is professor **of** English **in** the University **of** Leeds ... or **at** Leeds University.

Reader – This grade exists in most, but not all English universities. It is not a large group; there may be only one reader in a department, and in some universities there are readers only in certain departments. It is difficult to see any logic in the system of readerships. In addition, the word “reader” may not be understood by those outside university.

Lecturer – This is the largest group of teachers. They not only give lectures, but also take classes, seminars and tutorials. Lecturers are subdivided in most universities into **senior lecturers** and **lecturers**. Another variation is the division into **lecturers** and **junior/assistant lecturers**.

(Teaching) assistant – This is not a permanent member of the staff, but a young visiting foreign teacher in a modern language department, usually appointed for one year to give conversational classes, etc.

The following words are also used with reference to university teachers, especially at Oxbridge:

Don – This does not denote a specific grade of teacher. In practice it is used of any member of the academic staff. Journalists sometimes use it as a synonym for **university teacher**, since it is conveniently short, but otherwise its use is mainly confined to Oxbridge.

Fellow – is a resident member of the academic staff of an Oxford or Cambridge college who is also a member of a governing body and therefore has certain rights and privileges. Most members of the staff are also fellows, but they do not become fellows automatically; they have to be elected by the other fellows. A **fellowship** is the position of a **fellow**.

A member of a learned society is also called a fellow: e.g. Fellow of the Royal Society (FRS). **Research fellows** often do some teaching but their main activity is research.

Tutor – At Oxford, a **tutor** is a member of the staff who supervises students’ work individually. Peter Bromhead describes the tutorial system as follows: “ Apart from lectures (at which attendance is not compulsory) teaching is by means of the tutorial system This is a system of individual tuition organised by the colleges. Each fellow in a college is tutor in his own subject to the undergraduates who are studying it. Each student goes to his tutor’s room for an hour every week ... to read out an essay which he and the tutor then discuss. A student does not necessarily go only to his own tutor in his own college for all his **tutorials** (this word being used as a noun to describe these weekly

meetings). He may be assigned to another don in his own college or in another college when he is studying some particular topic which is outside the special interests of his own tutor. Nowadays, with the increased number of students, it is quite usual for two or more students to attend a tutorial together.”

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

The two largest groups of teachers in faculties of modern languages in Russian universities are **lecturers** and **senior lectures**.

Профессор can be translated as **professor**. Note, however, that in the USA nearly all university and college teachers are called **professors**. The most senior is **(full) professor**, then **associate professor**, then **assistant professor**. Only the lowest grade are not professors, but **instructors**.

It is difficult to find a good set of translations for **доцент**, **старший преподаватель** and **ассистент**. One possibility is:

доцент - reader or principle lecturer

старший преподаватель - senior lecturer

ассистент - junior / assistant lecturer

As already mentioned, the use of **lecturer** does not necessarily imply the giving of lectures, although most lecturers in fact do so.

Reader is not a very appropriate translation of **доцент** because there are rather few readers in English universities and it is not necessary to become a reader before becoming a professor.

Principle lecturer has drawbacks as a translation too. This post in British universities does not necessarily involve much research.

c) answer the following questions:

1. What Oxford lecturer wrote a famous book for children? What was the name of the book? 2. What do undergraduates wear for examinations? Why do some of them prefer to buy a ragged gown? 3. What does a tutor do? 4. What is the job of a proctor? 5. Which is the best-known Society in Oxford? 6. Do you attend to your university work in earnest? 7. What do you find more interesting: lectures, seminars or conversational classes in English? Why? 8. You never stay away from classes without a reasonable excuse, do you? 9. Are you allowed to take exams until you have passed the tests? 10. Are you in the habit of cramming on the eve of the exam? 11. Is the method of cramming good with language training? 12. What is your method of working at the language? 13 Did you take part in amateur theatricals when at school? And now? 14. Do you participate in sports? 15. What is your favourite kind of sport? 16. What leisure activities does the University offer? 17. Have you joined any extra-curricular club or students society? 18. Do you often go to a disco? 19. How often do you arrange get-togethers in your group?

3.3. a) read the text “Cambridge”:

From whatever country one comes as a student one cannot escape the influence of the Cambridge traditions – and they date back so far! Here, perhaps, more than anywhere else, one feels at one and the same time the Past, the Present and even the Future.

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

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

The students were armed; some even banded together to rob the people of the countryside. Gradually the idea of the College developed, and in 1284 Peterhouse, the oldest College in Cambridge was founded. Life in College was strict: students were forbidden to play games, to sing (except sacred music), to hunt or fish or even to dance. Books were scarce and all the lessons were in the Latin language which students were supposed to speak even among themselves.

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

Practical jokes have always been common and there is an amusing tale of one played on the poet Gray by the students of Peterhouse College where he lived. Gray was rather a nervous man with a fear of fire, and every night he used to hang a rope-ladder from his window for use in case a fire broke out. One night there was a great noise and shouts of “Fire! Fire!” Dressed only in his nightgown Gray opened the window, climbed onto his ladder and slid down as fast as he could – into a barrel of cold water put there by a joking student!

Now let’s walk around Cambridge. It is a quiet market town and the shopping centre for quite a large area but you will notice more bookshops than one normally sees in country towns and more tailor’s shops showing in their

windows the black gowns that students must wear; long gowns that hang down to the feet for graduates and shorter ones for undergraduates.

In the centre of the town is the market-place where several times a week country traders come to sell their produce. Everywhere there are teashops, some in modern and many in old buildings, reached by climbing narrow stairs. The streets are narrow and crowded. There is a great deal of bicycle traffic, mainly undergraduates who race along thoughtless of safety, with long scarves (in various colours to denote their college) wound round their necks.

Continuing, you find your way to the river which flows behind the College buildings and curls about the town in the shape of a horseshoe. This narrow river (a good jumper could almost leap it) is the Granta, and a little farther on it changes its name to the Cam. It flows slowly and calmly. The “Backs”, as this part of the town behind the Colleges is called, have been described as the loveliest man-made view in England. It is indeed beautiful. To the left across the stream, there are no buildings, merely meadows, College gardens and lines of tall trees. On the river bank are willow trees with their branches bending into the water, and at intervals along the river, stone bridges cross the stream and lead into the Colleges which line the right bank. The deep-coloured brick of stone of the College walls, sometimes red and sometimes grey, is 600 years old. The Colleges join one another along the curve of the river. Going through a College gate one finds one is standing in an almost square space about 70 yards (the size varies from College to College) known as a “court”. On all sides of the court are the buildings where the students live. The Colleges are built on a plan common to all. There is a chapel, a library and a large dining-hall. One court leads into another and each is made beautiful with lawns or a fountain or a charming old stone path. The student gets a good impression of all the English architectural styles of the past 600 years – the bad as well as the good.

There are 19 Colleges, excluding two for women students, which were built near the end of the 19th century (women do not play a very active part in University life at Cambridge, by the way. But they work harder than men and one seldom sees them outside the classrooms). Of the full-time students now attending English Universities three quarters are men, and one quarter women. Nearly half of them are engaged in the study of arts subjects such as history, languages, economics or law, the others are studying pure or applied sciences such as medicine, dentistry, technology or agriculture.

It is difficult to walk around the quiet courts of the Colleges without feeling a sense of peace and scholarship.

b) study NOTES:

{ doctorate

степень доктора {doctor's degree
{ degree of doctor (This is not the same as the English doctorate, but that is a more advanced degree, taken by thesis.)

степень кандидата наук – candidate's degree

кандидат наук - candidate (of sciences)

(A Russian “candidate's degree” is approximately equivalent to an English Ph. D., or doctorate.)

кандидатская диссертация – candidate thesis

доктор/кандидат педагогических наук – doctor/ candidate of education.

доктор/кандидат филологических наук – doctor/candidate of philology.

ученый – scientist (with reference to the Sciences)

- scholar (refers mainly, though not exclusively, to the Humanities). Don't use “young scholar” as “scholar” usually suggests an older person, or at least not a young one.

c) answer the following questions:

1. Have you ever been to Cambridge? If so, say what you enjoyed about it most. If not, say what you would like to see most. 2. Which is the older university, Oxford or Cambridge? 3. How did Cambridge University begin? 4. In the Middle Ages “life in College was strict ” – what does the phrase mean? 5. What was the practical joke played on the poet Gray? 6. What place in Cambridge is described as “the loveliest man-made view in England”? 7. What is the “common plan” on which the Colleges are built? 8. What is a “graduate”? 9. What do the abbreviations B.A., B.Sc., M.A. and M.Sc. stand for? 10. When can these degrees be received by a student? 11. What is the percentage of men and women students in British Universities? Of students studying the Arts or the Sciences?

d) render this interview from Russian into English; make use of the words and phrases given below:

Peter Bern and Daniel Soat, third-year students at University of Albany, New York, specialize in Russian.

Remember: Rendering is not a translation of the text, but a brief account of the essential information of the original.

Корреспондент: Питер, Даниел, как долго длится курс обучения в университете?

Питер: По окончании четвертого курса присваивается степень бакалавра наук. Если проучиться еще два года, получаешь степень магистра. Степень бакалавра (например, по иностранному языку) дает

право преподавать в средней школе, степень магистра – в университете. Это не значит, что все идут в преподаватели, я просто показываю “ценность” одной и другой степени. А вообще, имея степень магистра по русскому языку, я могу, скажем, работать переводчиком.

Корр: Все эти годы за обучение студенту приходится платить самому?

Питер: Конечно. За право посещать занятия в Олбани в год платишь 1400 долларов. За жилье, учебники, питание набегает еще примерно 1500 долларов за семестр.

Корр: Где же студенту взять такие деньги?

Питер: Понимаете, у нас часто бывает так: студент берет, используя ваше выражение, академический отпуск на год или два, работает где придется, копит деньги, а потом проходит курс в университете. Если деньги кончаются, то снова приходится прерывать учебу. Поэтому иногда учеба растягивается на много лет. Ну, а источники заработка у всех свои. Я, например, делаю переводы с русского на английский.

Даниел: Я уже довольно долго подрабатываю официантом в ресторане – три вечера в неделю. Кроме того, пользуюсь федеральными кредитами.

Корр: Даниел, если не секрет. Сколько вы лично задолжали банку за обучение?

Даниел: Около 12 тысяч долларов.

Корр: За какой срок эту сумму нужно выплатить?

Даниел: Платежи начинаются через 6 месяцев после окончания университета. В год нужно выплачивать какую-то часть долга (скажем, 1-3 тысячи долларов) плюс ежегодные проценты.

Корр: Родители вам не помогут с работой?

Даниел: Мой отец (так же как и отец Питера) – учитель. Он, наверно, порекомендует что-либо, основываясь на своем жизненном опыте. Помочь мне сделать карьеру он вряд ли сможет.

Корр: А материальную помощь родители вам оказывают?

Питер: В 17-18 лет родители продолжают относиться к тебе как к ребенку, давая деньги и часто даже оплачивая первый год учебы. Сейчас нам с Даниелем по 25 и мы должны сами зарабатывать себе на жизнь.

(free of charge, to pay a tuition fee, accomodation fee, student's total expenses through the academic year, federal scholarships, to work one's way through the university, to take a gap-year, to obtain Bachelor of Arts/Science Degree, to confer Master of Arts/Science Degree, to pay one's way through the university, to offer financial aid, to owe sth. to smb., to earn one's living)

e) composition exercises:

1. Write the story of three Oxford's curious old traditions.
2. The undergraduate that John and Olaf passed looked “rather worried”. He was about to take an examination. Could you describe your feelings before an examination?
3. Write an account mentioning any interesting tradition of your University or any other University.
4. What do you think ought to be the aim and ideal of a University?

SUPPLEMENT. Building up Linguistic Competence:

a) write down the opposite of each of the verbs on the left, choose from the words on the right:

1. stop	..... start	conceal
2. reply	.....	fall silent
3. forgive	.....	agree
4. request	.....	concede
5. confess	.....	mutter
6. put forward	.....	contradict
7. complain	.....	blame
8. argue	.....	soothe
9. shout	.....	deny
10. burst out	.....	withdraw
11. object to	.....	turn down
12. suspect	.....	believe
13. agree	.....	start
14. scribble	.....	exclaim
15. note	.....	jot down
16. rub out	.....	omit
17. whisper	.....	erase
18. persuade	.....	doubt
19. admit	.....	continue
20. accept	.....	condemn
21. approve	.....	order
22. assert	.....	write
23. remember	.....	remind
24. stop	.....	dissuade
25. read	.....	reject

b) here are 30 verbs; work out where you are most likely to find them and write under the appropriate words (several words can be related to more than one group):

address, babble, browse, butt in, call, chatter, comprehend, explain, express, fall silent, hear, illustrate, interrupt, jot, lisp, mutter, note, reason, remind, roar, rub out, scan, scrawl, scream, scribble, shout, skim, sound, cross out, understand.

1. in reading

2. in speaking

3. in writing

4. in listening

c) fill in the missing prepositions in the following sentences:

1. Do try your best to get rid this mistake.
 a) from b) with c) of
2. We cannot rely the weather this time.
 a) at b) on c) over
3. I've been longing the holidays since the beginning of the term.
 a) for b) after c) of
4. Look at the exercise the bottom of Page 29.
 a) on b) in c) at
5. You'll have to choose these two tenses.
 a) among b) between c) beyond
6. She seemed ashamed her vivid foreign accent.
 a) at b) with c) of
7. My children are looking forward ... your coming here to enjoy our hospitality.
 a) for b) to c) with
8. She has a lot of experience using role play in teaching English.
 a) of b) in c) with
9. Please, prevent him interfering with people's personal matters.
 a) for b) against c) from

10. I've been in teaching 1981.

a) from

b) after

c) since

**d) pick out the right version out of the set below and fill in the blank;
consult the dictionary to check your choice:**

1. I haven't seen her for many years, but I still have ... for her because we studied at the same University.

a) a soft spot

b) a shine in my eyes

c) an apple in my eye

d) a bright light in my head

2. As the senior men in education service retire there are young men eager to

a) get into their suits

b) pull on their shirts

c) step into their shoes

d) take hold of their umbrellas

3. The company built a large tourist hotel in a remote part of the mountains but the tourists just did not come, and the whole thing turned out to be a

a) gift horse

b) Cheshire cat

c) mock turtle

d) white elephant

4. The old man had a about fresh air and kept the windows open even when the weather was almost freezing.

a) snake in the grass

b) bee in the bonnet

c) dog in the manger

d) fly in the ointment

5. You haven't done this work on your own. I can see it with

a) one eye

b) half an eye

c) a blind eye

d) my eyes closed

6. As he was going on a visit to one of the Russian universities he thought that he might as well try to make some business contacts and so
- a) catch two fish on one hook
 - b) take two rabbits in one trap
 - c) kill two birds with one stone
 - d) pit two sheep in one pen
7. The linguists for years to find appropriate ways of describing the language as an instrument of communication.
- a) racked their brains
 - b) twisted their necks
 - c) stretched their limbs
 - d) screwed their thumbs
8. And still your efforts seem to be a They will not affect the results.
- a) fat in the fire
 - b) drop in the ocean
 - c) pebble on the beach
 - d) storm in a teacup
9. The former nazi emigrated to Latin America and eventually became a wealthy businessman and no one ever suspected that he had this
- a) bone in the garden
 - b) body under the stairs
 - c) skeleton in the cupboard
 - d) limb in the chest
10. One of the teachers said that he did not want to associate himself with the audio-lingual method of teaching English and that he the whole affair.
- a) gave the cold shoulder
 - b) shaved his chin off
 - c) showed a clean pair of heels to
 - d) washed his hands off

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