

**ФИЛИАЛ МГУ ИМЕНИ М.В.ЛОМОНОСОВА
В ГОРОДЕ ДУШАНБЕ**

**ГУМАНИТАРНЫЙ ФАКУЛЬТЕТ
КАФЕДРА «ЛИНГВИСТИКА»**

**УЧЕБНОЕ ПОСОБИЕ ПО ПРАКТИЧЕСКОМУ КУРСУ
АНГЛИЙСКОГО ЯЗЫКА**

**LANGUAGE LEARNING STRATEGIES AS
THE INTEGRAL TREND OF GLOBAL EDUCATION**

ДУШАНБЕ - 2019

Учебное пособие по практическому курсу английского языка «**Language learning strategies as the integral trend of global education**», утверждено на заседании Научно-методического совета Филиала МГУ имени М.В.Ломоносова в городе Душанбе Протокол № 10 от 31.05.2019года.

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Учебное пособие «**Language learning strategies as the integral trend of global education**» предназначено для студентов гуманитарных направлений подготовки, в частности «Международные отношения» и «Лингвистика» и представляет собой реализацию способа обучения, при котором осуществляется упорядоченное систематизированное обучение иностранному языку как средству общения в рамках коммуникативного системно-деятельностного подхода.

Цель учебного пособия заключается в формировании у студентов общекультурных и профессиональных компетенций, позволяющих решать социально-коммуникативные задачи в различных областях бытовой, культурной, профессиональной и научной деятельности, при общении с зарубежными партнерами, а также для дальнейшего самообразования. В ходе изучения английского языка студенты усваивают знания языка в объеме активного владения на продвинутом уровне.

Учебное пособие состоит из двух модулей: модуль «**Language Learning Strategies**» и модуль «**Global Trend in Education**», представляющий интерес для студентов направлений подготовки «Международные отношения» и «Лингвистика».

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ПРЕДИСЛОВИЕ

Предлагаемое учебное пособие по английскому языку рассчитано на студентов направлений «Международные отношения» и «Лингвистика», обучающимся по программе бакалавриата и изучающим английский язык как основной иностранный.

Пособие «Language Learning Strategies as the integral Trend of Global Education» разработано в соответствии с рабочими учебными программами по дисциплинам «Иностранный язык» и «Практический курс 1-го иностранного языка» по направлениям подготовки 41.03.05 Международные отношения и 45.03.02 Лингвистика Филиала МГУ им. М.В.Ломоносова в г. Душанбе, составленной кафедрой «Лингвистика».

Пособие состоит из двух самостоятельных, полноценных тематических модулей - Language Learning Strategies и Global Trends of Education. Учебный материал пособия рассчитан на 126-144 аудиторных часов, результаты освоения которого будут получены в ходе проведения промежуточного (рейтинг) и итогового (зачет, экзамен) контроля. Комплексы упражнений разработаны в соответствии с основными методическими требованиями. При отборе текстов прослеживается соответствие следующим методическим принципам:

- аутентичности;
- профессионально-информативной ценности;
- соответствие языковой и профессиональной компетенции обучаемых (материал соотносится с имеющимся у студентов блоком фоновой информации).

По мнению экспертов, современный учебный материал по иностранному языку должен быть построен исключительно на аутентичной основе, опираться на сегодняшние - реалии стран-носителей языка, включать в себя большое количество разнообразного информационного материала, а также творческих заданий и упражнений.

Это двухмодульное пособие вполне соответствует этим требованиям, поскольку весь комплекс заданий помогает не только перейти к активному использованию языка, свободно общаться, излагать и аргументировать свои мысли на хорошем современном английском, но и развивает автоматизм в использовании "wider vocabulary".

Пособие «Language Learning Strategies as the integral Trend of Global Education» определенно сочетает в себе опору на опыт и традиции преподавания английского языка как иностранного с новыми аспектами в теории и практике изучения языка, что не может не оказать положительного эффекта на сам процесс обучения языку.

MODULE «LANGUAGE LEARNING STRATEGIES»

Advanced Level

1. LANGUAGE LEARNING STRATEGIES

LEAD IN - *Your Expectations*

A man who is ignorant of foreign languages is ignorant of his own.

Johann Wolfgang von Goethe (1749-1832)

1. Reasons for learning English

Why are you studying English at advanced level? Tick the reasons that apply to you, or add your own.

- 1 to get a better job
- 2 out of interest
- 3 to live in an English-speaking country
- 4

2. Factors in learning

How important do you expect the following factors to be in your English course? Rank them in order of importance (1 = most important)

1. your teacher
2. your coursebook
3. yourself

Discuss your answers and your reasons with your partner.

3. How can your teacher help you most?

Here are some possible ways your teacher can help you to learn (and you can add more if you like). Tick the six which you consider most important.

- 1 by revising all major areas of grammar thoroughly
- 2 by concentrating on areas of advanced grammar
- 3 by working on your use of functional language (e.g. complaining/apologising)
- 4 by explaining all new vocabulary clearly
- 5 by giving regular tests
- 6 by correcting every mistake you make
- 7 by giving practice in pronunciation
- 8 by setting regular homework
- 9 by working through past examination papers
- 10 by giving plenty of practice in speaking
- 11 by giving practice in different types of writing tasks
- 12 by getting students to work in pairs or groups
- 13 by helping you to develop good learning methods

4. How can you help yourself?

a) Here are 17 language learning habits. Tick the things which you already do.

- 1 translate from my own language before I speak or write
- 2 keep a vocabulary notebook and revise new vocabulary regularly
- 3 record new vocabulary in a short phrase or sentence
- 4 write new vocabulary with just a translation in my language
- 5 use only a bilingual dictionary
- 6 use only a monolingual dictionary
- 7 use a grammar reference book
- 8 speak only English in class
- 9 read English newspapers or magazines outside class
- 10 listen to spoken English outside class
- 11 translate every unknown word as I read
- 12 guess unknown words as I read
- 13 only speak in class when I'm sure I won't make a mistake
- 14 ask questions in class
- 15 revise each lesson before the next
- 16 set myself learning targets (e.g. five new phrasal verbs each week)
- 17 find out which areas of language I am weak in and give myself extra practice in them

b) Some of the above habits may, in fact, be unhelpful in the long run. Which are they? (You will probably be able to find about five.) Compare your answers with your partner's and discuss why certain habits might be helpful or unhelpful.

c) Underline or highlight the good language learning habits which you will definitely try to adopt. Refer back to this page from time to time to see which good learning habits you have developed.

5. Look at the Learner questionnaire below. Have you done a questionnaire like this before? Why do you think this is useful?

6. Answer the questions about yourself.

Learner Questionnaire

1) Why are you learning English?

a) I'm learning English *for pleasure/because I have to for*

.....

b) I'm attending this course because *I need/will need English in my job/for my studies/at some point in the future.*

.....

c) I *intend/do not intend* to take (name of exam(s))
.....

d) *Reading/writing/speaking/listening/all four* are particularly important for me because
.....

2) What kind of learner are you?

- a) I *never/sometimes/often* practice my English outside class.
- b) I am usually *very active/quiet/rather lazy* in class, and I *never/sometimes/often* ask questions.
- c) I'm *very/reasonably/not at all* confident about speaking English in front of a group of people.
- d) I *worry a lot/worry a bit/don't worry at all* about making mistakes.
- e) I *always/sometimes/never* make notes during the lesson.
- f) I *have/don't have* a monolingual dictionary. I *sometimes/never/often* use it *in class/for my homework*.
- g) Expanding my vocabulary *is/isn't* one of my main priorities.
- h) I am *very/fairly/not very* interested in work on English phrases and idioms.
- i) Studying and remembering grammar rules *is/isn't* very important to me. I *feel/don't feel* I need to do a lot of work on grammar.
- j) I *feel/don't feel* I need to revise a lot of the grammar and vocabulary I have learnt in the past. (Especially).
- k) I think it's *extremely important/quite important/not very important* to have good pronunciation in English. Improving my pronunciation *is/isn't* a priority for me.
- l) For me, writing essays, letters, etc. in English is *reasonably easy/a real problem/not that important*.

VOCABULARY FILE (LEAD IN)

Provide the most appropriate definition to each word or collocation

- 1. to be ignorant of sth = not knowing facts or information that you ought to know: an ignorant and uneducated man
- 2. to apply to sb [to relate to] = to have an effect on or to concern a particular person, group, or situation
- 3. to revise sth thoroughly / regularly = to study facts again, in order to learn them before an examination SYN review, study
- 4. to concentrate on sth ['kɒnsəntreɪt] = to think very carefully about something that you are doing → concentration
- 5. to correct mistakes
- 6. to set [to give work]
- 7. to develop good learning methods
- 8. to keep a vocabulary notebook
- 9. to record (new vocabulary) [to store information]
- 10. bilingual / monolingual dictionary
- 11. a reference book
- 12. to set targets / goals [to establish]

13. to underline
14. to highlight
15. to adopt [to choose]
16. to develop learning habits

VOCABULARY FILE (WHY JOHNNY CAN'T SPEAK A FOREIGN LANGUAGE)

Provide the most appropriate definition to each word or collocation

1. adequate
2. fluent
3. the thick accent
4. to take class
5. bilingual
6. a trace of accent
7. a phoneme
8. the intellectual functions
9. to encode new language units
10. second language
11. to switch effortlessly from smth to smth
12. a native tongue
13. mental translation
14. observable
15. current
16. an issue
17. to acquire a language
18. to retain the information
19. to master a language
20. to figure out

1. **You will read the article about human ability to learn languages. During the reading you have to identify a topic sentence and name each paragraph.**

WHY JOHNNY CAN'T SPEAK A FOREIGN LANGUAGE

A family moves to the United States, none of its members able to speak English. The father, who is to begin teaching in a distinguished American college as soon as his English is adequate, struggles hard to become fluent but can't lose his thick accent. His wife is less successful, despite taking classes in English. But their 5-year-old son picks up English effortlessly, and without a trace of accent, on the playground, in preschool, from the baby-sitter, everywhere he goes. He will be comfortably bilingual when he enters first grade and for the rest of his life.

It has been obvious that the younger the newcomers, the easier they learn a second language. More than three decades ago, the great Canadian neurologist Dr. Wilder Penfield pointed out that “a child’s brain has a specialized capacity for learning languages — a capacity that decreases with the passage of years,” because of changes in the developing brain as it loses its early plasticity. During the first years of life, a child programs his brain with the phonemes — or basic phonetic sounds — of the language he hears all around him. Then he uses these basic units to form words and sentences and to connect with other nerve cells concerned with motor activity, thinking and other intellectual functions.

If he is casually exposed to a second language, a child learns that too, programming its basic sounds into his developing brain as he does his native tongue. “He will be able to speak both languages easily, with the accent he hears around him, and to switch effortlessly from one to another. But after the age of 10 or 12, said Penfield, a child’s brain can no longer encode new basic language units in the *same* way. If he tries to learn a second language as a teen-ager or adult, he must do it with the language programming already in his brain, will have to use a mental translation process and will speak the second language with the accents of his native tongue.

Few educators in the United States paid any attention — either to Penfield’s explanations or to the easily observable fact that small children can learn a second language effortlessly while it is much more difficult for teens and adults. Most American school systems continue to teach foreign language primarily higher school, years after the brain has lost its ability to learn a new language easily. It’s hard going for most students. And much of what they do learn is soon forgotten once school is over.

Comes now a fascinating new study that adds some neurological conformation to the observations about language learning to which we should have been paying attention. Using new functional magnetic resonance imaging techniques to map brain activity in healthy, bilingual adults at special center in New York found important differences based on the age at which the second language was acquired. The results are published in the current issue of the scientific journal *Nature*. The brains of the adults who had learned two languages as very young children stored both languages together in the same area of the brain, researchers found. Those who acquired a second language in adolescence used a second region of the brain near the first, but separate.

The research suggests that while babies and preschoolers learn the language, or languages, in their environment without apparent effort and their brain encodes them into hardwired neuronal circuits, the process is different when adolescents and adults learn a second language. They must use a different — and more difficult — process to learn and retain the information. The occasional experiment in trying to introduce a second language in a kindergarten or elementary school has rarely worked. Too often the teacher does not have a mastery of the second language and does not use the direct or “mother’s method” so it turns out to be a waste of time. Coloring books or tapes in a second language usually don’t work either. Educators must be smart enough to figure out how to

teach children a second language easily and effectively.

2. Answer the following questions.

1. What is the common difficulty facing a family moving to the United States?
2. What is the condition for the father to begin teaching in a distinguished college?
3. Why can't the father's English be considered adequate?
4. Where does the son pick up English?
5. What is the dependence between the age and the capacity to learn foreign languages?
6. How did Dr. Wilder Penfield explain the changes in the language learning capacity occurring in human brains?
7. How does a child program his brain with his native language?
8. What happens if a child is casually exposed to a second language?
9. Does a child after the age 10 or 12 or an adult encode new basic language units in the same way? How does he or she do this?
10. Is learning of a second language for teens and adults as effortless as for a child under 10?
11. What did new functional magnetic resonance imaging techniques mapping brain activity expose?
12. Why is the process of learning the second language effortless for a child and more difficult for adolescents?

3. Scan the text and write an annotation which explains the general idea of the article. Your annotation should consist of maximum 4 sentences.

VOCABULARY FILE (WORD POWER)

Provide the most appropriate definition to each word or collocation

1. elegant/ effective communication
2. a strong quality vocabulary
3. to improve conversation
4. to express ideas
5. a scope
6. complicated ideas
7. writing vocabulary
8. speaking vocabulary
9. limited vocabulary
10. to develop vocabulary
11. precise/sophisticated vocabulary

- 1. You will read a few extracts about the need of a language and wide vocabulary in general and about special division of English vocabulary. The form of words given in brackets should be changed according to the sentence context**

WORD POWER

(extracts)

We live in a world of words. We think, learn and _____ (COMMUNICATION) with language. Language after all is what makes us human. Elegant and effective communication is something we all aspire to and respect. How to develop a _____ (PRECISION) and sophisticated vocabulary.

A strong quality vocabulary is a key to success and typical of _____ (SUCCESS) people. Everyone should make a hobby of collecting new words. It has been proven again and again that people with strong vocabularies have more confidence, have greater success in school and business, in their professions and in their social lives. A wider vocabulary enriches your personal life, you will become a more interesting person. You will have a greater _____ (ENJOY) of movies, books and theatre. You will also find that your _____ (CONVERSE) will improve and you will be able to communicate better. You will be able to go to lectures, read more books and understand more complicated ideas. Let's find out a few amazing things about English language.

English is the _____ (UNIVERSE) language in the world. At least 600 000 000 speak it as a second language. We have three types of vocabulary as with respect to size. Our largest is our _____ (RECOGNISE). College graduates have probably about 60 000 words they would read or hear. Then comes a writing vocabulary in which we have more time to think and plan what we are going to say. And finally our speaking vocabulary is the smallest. However this does not mean in speaking just to keep to simple words.

We need our vocabulary to _____ (ADEQUATE) express our ideas. We now have over million words, but the heart of the English language is about 10000 words. The rest, many of which you recognize in reading or hearing, often, are useful in a _____ (SPECIAL) sense that is in technical, descriptive or limited in scope....

READING

LANGUAGE and VOCABULARY are the two words used frequently in the text. They can be considered as synonyms when they are used as meaning oral or written expression. But they are not interchangeable in all contexts as far as they have difference in meanings. Read a fragment from *A Modern Guide to Synonyms* and put either LANGUAGE or VOCABULARY into the gaps. (You should use the word "language" 10 and "vocabulary" 4 times.)

_____, in one sense, *denotes* all sounds spoken and combined into words and *sentences* that human beings use for the *communication* of ideas or *emotions*. In a more limited sense, _____ refers to those words and combinations that have been systematized and *confirmed* by usage among members of a certain nation, people, or race at a given period: the French _____ In its widest sense, _____ *signifies* _____ expression of thought by any means: the _____ of eyes, the _____ of flowers. The words or expressions used in a specific business, science, etc. are also referred to as _____: the _____ of mathematics. _____ is the sum of words used or understood by a certain person, making up a particular _____, or *employed* in some business, science, etc.: the *immeasurable contribution* of Greek to the English _____; a lawyer's _____. It refers, by *extension*, to a person's preference in the area of _____.

_____ : Hardy's _____ was largely Anglo-Saxon.

1. Match the emphasized words with the definition given

1. a strong human feeling such as love, hate, or anger _____
2. the process by which people exchange information or express their thoughts and feelings _____
3. to represent, mean, or be a sign of something _____
4. the process of making smth bigger or longer, or the part that is added _____
5. to show that something is definitely true, especially by providing more proof _____
6. to use a particular object, method, skill etc in order to achieve something _____
7. something that you give or do in order to help something be successful _____
8. used to emphasize that something is too big or too extreme to be measured _____

VOCABULARY FILE (RECOGNIZING GOOD GRAMMAR)

Provide the most appropriate definition to each word or collocation

1. to define
2. to state rules governing the words
3. the clarity of expression
4. illiterate
5. colloquial
6. to be accustomed to smth
7. to satisfy
8. to comment on
9. academic
10. correct usage

RECOGNIZING GOOD GRAMMAR

Grammar may be defined as a system of rules for the use of language, or as a study of what is preferred and what is to be avoided in effective speech and writing.

We all speak and write whether or not we are able to state rules governing the words we use. To be effective we must achieve clarity of expression. We need to know how to present ideas force forcefully, without confusion or unnecessary words, by choosing language suited to our purpose.

A speaker may say, "It's me. I ain't the one that come first, out I'm gonna speak for all us boys." The intent is clear, but the choice of words is crude. While informal speech commonly uses colloquial expressions, few people wish to appear illiterate in their speaking or writing.

In order to use English correctly and gracefully, it is necessary to recognize and to practice using good grammar. Listening to speakers who are accustomed to speaking grammatically helps to train the ear to recognize correct usage. Simple, idiomatic English is desirable for both writing and speaking, but it is not effortless.

Good habits of speech will improve one's writing, but the best training may be to read examples of effective writing. Whether the subject is a news report, a humorous anecdote, a comment on today's events, a description of an exciting happening, a romantic novel or an academic text — any of these kinds of writing can be satisfying to read and instructive to study.

1. Answer the following questions.

- 1) How may grammar be defined?
- 2) Are all who speak or write able to state rules governing the words we use?
- 3) What must anyone achieve to be an effective speaker or writer?
- 4) What does it mean "to present ideas forcefully"?
- 5) Are there many people who wish to appear illiterate? Are you?
- 6) What makes people think of a person as being illiterate?
- 7) What is necessary to use English correctly?
- 8) How can one train the ear to recognize correct usage?
- 9) What is the best training for speaking and writing grammatically?
- 10) What kind of texts are considered to be satisfying to read and instructive to study?

2. Coming back to the third question consider different ways of expressing the same idea. The following sentences are the illustration of multiple possibilities of a speaker or writer in taking advantage of the resources of the English language. These sentences are an example of experimenting with language structures in finding various approaches to the same pair of ideas. Study and try to translate them into Russian. (The examples are taken from the book *A Practical Rhetoric* by JOHN HURLEY.)

1. Grant was a great general, but he was not a great tactician.
2. Grant was a great general, although he was not a great tactician.
3. Grant was a great general; however, he was not a great tactician.
4. Grant was a great general; he was not a great tactician.
5. Even though Grant was a great general, he was not a great tactician.
6. Grant was not a great tactician even though he was a great general.
7. Though he was a great general, Grant was not; a great tactician.
8. Grant was not a great tactician, though he was a great general.
9. Although he was not a great tactician, Grant was a great general.
10. Grant was a great general, not a great tactician, however.
11. However great he was as general, Grant was not a great tactician.
12. Grant was a great general; nevertheless, he was not a great tactician.
13. Grant's greatness as a general was marred by his shortcoming as a tactician.
14. Grant was a great general in spite of his shortcomings as a tactician.
15. As a general Grant was great, but as a tactician, he was not.
16. Despite his shortcomings as a tactician, Grant was a great general.
17. His shortcomings as a tactician did not keep Grant from becoming a great general.
18. As a general, Grant was great; as a tactician, he was not great.

19. To be a great general, as Grant was, is not to be a great tactician, as he was not.
20. Being weak as a tactician cost Grant some battles, but being strong as a general won him the war.
21. Whatever weakness he possessed as a tactician did not keep Grant from becoming a great general.
22. That he was not a great tactician does not mean that Grant was not a great general.
23. Compensating for his weakness as a tactician is part of Grant's strength as a great general.
24. Part of Grant's greatness as a general is his recognizing his weakness as a tactician.
25. Being a lesser tactician than Lee did not keep Grant from being a greater general.
26. Overcoming his weakness as a tactician, Grant went on to become a great general.

Listening "AYAKO"

VOCABULARY FILE (AYAKO)

Provide the most appropriate definition to each word or collocation

1. compulsory subject
2. to dislike smth
3. to be reluctant to do smth
4. obviously
5. to fill one's time
6. to be keen on doing smth
7. a pushover
8. to build up vocabulary
9. to come across smth [find]
10. to look smth up [information]
11. visible (progress)
12. to look back
13. decent [socially acceptable or good]
14. to catch [to hear/see]
15. the strong accent
16. to borrow (word)
17. to do without smth
18. frustrated / frustrating
19. to improve (your English)
20. bored / boring

1. You will hear a Japanese woman being interviewed about her experience of learning English. You will hear the recording twice. In this task, you have to choose the correct answer, A, B, C or D.

- Before you listen the first time, read through the stems or questions, but not the multiple choice options.

- Before the second hearing, read the options A-D. As you listen, choose which answer best fits the question.

1. Ayako started studying English in England because

- A. she was keen to improve her language skills.
- B. she had nothing else to do with her time.
- C. her husband encouraged her to do so.
- D. her employer sent her on a course.

2. At first, she found that the classes she attended

- A. were quite easy and rather boring.
- B. focused on grammar exercises.
- C. were a good way to meet people.
- D. were well taught and organized.

3. She says that football interviews on TV were difficult for her because

- A. they spoke very quickly.
- B. she didn't understand the subject.
- C. they contained different accents.
- D. she wasn't interested in football.

4. What method for building up vocabulary does she recommend?

- A. reading part of a dictionary every day
- B. keeping a written list of new expressions
- C. repeating new words until they are memorized
- D. focusing on expressions from newspapers

5. How does she measure her success?

- A. Her accent is better.
- B. Her writing skills have improved.
- C. She has a wider vocabulary.
- D. Her teacher gives her feedback.

6. What difficulty does she say Japanese causes her in relation to English?

- A. The writing system is very different and hard to translate.
- B. There are many English words that are confusingly similar.
- C. Japanese people speak more slowly than the English.
- D. Japanese contains American words with different meanings.

7. She says that the best advice for people arriving in England is to

- A. have friends from your own country who understand you.
- B. follow your interests in reading newspapers and watching TV.
- C. go shopping in supermarkets so you don't need to speak.
- D. try to make friends with English people who can teach you.

VOCABULARY FILE (ACTION PLAN)

Provide the most appropriate definition to each word or collocation

1. to devise a plan [to invent]
2. to attend a course
3. quiet
4. lazy
5. confident
6. to make mistakes
7. to make notes
8. to expand one's vocabulary
9. my first/top priority
10. vital
11. to make progress
12. to appeal to smb [to attract]
13. subtitled film
14. chat-room
15. to join (a class) [to become a member]
16. to be likely to do smth
17. proactive approach
18. to try smth out
19. to build up confidence
20. to speak up
21. to get smth wrong
22. to have a try
23. to set oneself high standards
24. to direct one's efforts
25. to go over smth [to study]
26. accuracy
27. to take an exam
28. to get into the habit [to start]
29. to hand (paper) in
30. up-to-date
31. subtle distinctions (of meaning)
32. to get on well with smth
33. to write smth down
34. to work out [to understand]
35. to come up [to be mentioned]
36. to monitor smb [to watch]
37. (rough) draft [a plan]
38. A syllabus

Task

1. **Compare answers in pairs. Read the Learning tips below. Underline like this (_____) useful advice for yourself, and like this (_ _ _ _ _) useful advice for your partner.**

a) Practising English outside class

This is vital if you want to make progress, and with dozens of ways you can do it, there must be something that appeals to you! There are songs, newspapers, books, subtitled films, cable TV, internet chat-rooms, and websites. If you live in an English-speaking country, how about joining an evening class and learning another subject in English, whether it's cookery or wine appreciation? The important thing is that **you** find it interesting.

b) and c) Being active in class and speaking in front of the group

You are much more likely to learn English successfully if you take a proactive approach, and your classroom is the best place to start. People who ask and answer questions are more likely to remember what they've learnt than those who just sit and listen (or look out of the window!). Pair work and groupwork are the ideal opportunity for shy people to try out what they've got to say, building up their confidence before they speak up in front of the class.

d) Making mistakes

Making mistakes is an important part of learning a language, so fear of getting it wrong should never stop you having a try. However, as an advanced learner you are probably setting yourself high standards now, and this is an area where you really need to take control. Ask your teacher if there is a particular area (like pronunciation, for example) where you need to direct your efforts. Ask your teacher (or even your fellow students) if they will pay special attention to correcting you in this area, and try to go over the mistakes you have made later at home. In writing, of course, accuracy is especially important, so if you're planning on taking any exams soon, this is probably vital. Get into the habit of reading your work through before you hand it in, and go through your mistakes carefully when your teacher gives it back. Ask him/her about anything you don't understand.

e) Making notes

You should! Anything is better than nothing, and make sure it's in a notebook and not on a scrap of paper you'll lose. If you aren't sure about making notes, ask your teacher for some tips, or look at the website.

f) Monolingual Dictionaries

Get one! By this stage you need the up-to-date examples and subtle distinctions of meaning that only a good modern monolingual dictionary can give you. We suggest *Longman Dictionary of Contemporary English*. Again try the website for help using it, or ask your teacher if you could have a lesson on using monolingual dictionaries. Bring it to class, use it at home, make it part of your study habits.

g) Vocabulary

Back to that monolingual dictionary again ...! And also all those things you can do outside the classroom ... (see section a) above). Everything you do in English will help your vocabulary, especially reading. The important thing with reading is to make sure that are reading something you would enjoy in your own language, so if you don't read much poetry normally, you probably won't get on that well with it in English! If you enjoy reading football reports, how about finding some on the Internet in English? If you enjoy detective stories, why not go down to your local English language bookshop and see if you can find one? Don't feel that you have to write down or even understand every new word you meet – too much time with a dictionary and notebook will kill your enjoyment. You'll pick a lot without realising it, and you'll probably soon work out the meaning of words that come up again and again.

h) Phrases

Everything that's true about vocabulary is true about phrases too. Use a good monolingual dictionary that will give you lots of extra examples and information about how to use phrases that you meet in the readings, listening and vocabulary sections.

i) and j) Grammar

Some people are more grammar-oriented than others – remember the most important thing is not knowing all the terminology and rules, but how well you can actually use the grammar in your writing and speech. If you are not sure how you rate in this respect, ask your teacher to monitor you for a few lessons and give you his/her assessment. If it's revision you need, think about buying yourself a good advanced Grammar.

k) Pronunciation

You probably know by now whether or not you need to improve your pronunciation. If so, here are a few ideas to try. Listen to as much English as you can outside the classroom (satellite TV, the radio or just the tapes from this course!); practise reading aloud from texts in the book (just short sections which you practise over and over again) – it may help to think about a good English speaker that you know (perhaps your teacher or a favourite actor) and imitate the way they speak. Try recording your voice in English – this may help you to see where you could improve. Or ask your teacher to listen and give you some suggestions.

l) Writing

If writing is important to you, have a look at the writing activities in the writing folder. If you have difficulty working out your ideas and writing correctly in English at the same time, try making notes before you start, or even writing a rough draft first. Remember you can improve your writing a lot if you get into the habit of checking your written work yourself before you hand it in.

- 2. Help your partner to devise an 'action plan' to improve his/her English during this course. Write your own action plan on a piece of paper to give to your teacher. Make notes under the headings below.**

ACTION PLAN

Name:

.....

1) Areas where I feel confident

Areas where I need to improve

- 2) *Areas in this course syllabus I particularly want to study*
- 3) *Questions to ask my teacher*
- 4) *SIX targets for this year (Be realistic!)*

In class

- 1) *Speak more in group work; answer more questions in class*
- 2)
- 3)

Outside class

- 1) *Do my homework – esp. writing exercises!*
- 2) *Buy monolingual dictionary and use it for homework*
- 3)

Useful language

a) Giving personal views

- I'm (not) the kind of person who ...
- One thing I'm good at is ...
- One of my worst faults is that I (never) ...
- I feel pretty happy about my ...
- For me, I (don't) feel ... is very important/useful
- Personally, I'd like to concentrate on ...

b) Explaining your targets

- My main aim is to ...
- ... is one of my main priorities because of ...
- Another important area for me is ...
- So for that reason, I'm aiming to ...
- Another thing I thought might be a good idea is to ...
- I'd find it really useful to look at ...

READING

VOCABULARY FILE (Kenneth Hale)

Provide the most appropriate definition to each word or collocation

1. endangered languages
2. indigenous (languages / people)
3. to retain
4. to champion [to support] / a champion of (prisoners' rights / the disabled / free speech)
5. minority languages
6. to yield insight [to produce]
7. to pick up [to learn]
8. an essential

9. to converse
10. rudimentary [basic]
11. to press smb for smth [to persuade]
12. to be/get attuned to smth
13. to be confusing
14. complex
15. to master smth
16. to hypothesize
17. an innate faculty [an in-born ability]
18. at last gasp
19. a setback
20. to surface
21. to revitalize
22. irreparable (damage)
23. obsession
24. to rescue
25. to be aware of smth
26. to take smb into a byway
27. an anathema
28. to capture
29. fluid
30. intuitive
31. to grasp (the meaning)
32. to sweep smth aside
33. aggrieved

1. **Work in small groups. You will read an article about a linguist called Kenneth Hale. Before you read: what do you think is the best way to go about learning a new language.**
2. **Read the main part of the article very quickly. (There are six missing paragraphs.) What advice did Kenneth Hale give about learning new languages?**

Encyclopedia

Kenneth Locke Hale (August 15, 1934 – October 8, 2001) was a linguist at the Massachusetts Institute of Technology (MIT) who studied the syntax, lexicon and phonology of a huge variety of unstudied and often endangered languages – especially indigenous languages of North America, Central America and Australia.

He was known as a polyglot who retained the ability to learn new languages with extraordinary rapidity and perfection throughout life. Hale championed the importance of under-studied minority languages in linguistic study, stating that a variety of linguistic phenomena would never have been discovered if only the major world languages had been studied. He argued that any language, whether it has a hundred million native speakers or only ten, is equally likely to yield linguistic insight. Hale was also known as a champion of the speakers of minority languages, and not just of their languages, for which his MIT colleague Noam Chomsky called him “a voice for the voiceless”.

Kenneth Hale, Master Linguist

SOMETIMES Kenneth Hale was asked how long it would take him to learn a new language. He thought ten or fifteen minutes would be enough to pick up the essentials if he were listening to a native speaker. After that he could probably converse; obviously not fluently, but enough to make himself understood. To those whose education, however admirable in other respects, had provided only rudimentary language skills, he seemed a marvel.

1

As many of these languages had no written grammar or vocabulary, and indeed were spoken by few people, Kenneth picked them up orally. His tip for anyone who pressed him for advice on learning a language was to talk to a native speaker. Start with parts of the body, he said, then common objects. After learning the nouns, you can start to make sentences and get attuned to the sounds.

2

This is all the more confusing as language is much more complex than, say, simple arithmetic, which often takes years to master. It is often hypothesised that language is an innate human faculty, with its own specialised system in our brain.

3

He spent his childhood on a ranch in Arizona and started his education in a one-roomed school in the desert. Many years later, lecturing at MIT, he still felt most comfortable in cowboy boots. On his belt was a buckle he had won at a rodeo by riding bulls, and he had the slightly bowed legs of a horseman. His students were impressed that he could light a match with his thumbnail.

4

One Indian language at its last gasp was spoken by the Wopanaak, the tribe that greeted the Pilgrim Fathers in 1620. It is now spoken again by several thousand people around Cape Cod. A Wopanaak who studied under Kenneth is preparing a dictionary of her language. ‘Ken was a voice for the voiceless,’ said Noam Chomsky. And he worked tirelessly to learn endangered languages.

5

Despite these setbacks, Ken did contribute to an understanding of the apparently innate human capacity for speech. He made a number of what he called ‘neat’ discoveries about the structure of language, and had an instinctive sense of what all languages had in common. After his retirement from MIT, he said he would ‘really get down to work’, an ambition he was unable to achieve, though his other achievements were considerable.

6

And these people are often particularly upset by a scholarly argument which surfaces from time to time about the desirability of keeping alive languages that have little chance of survival. Occasionally the argument turns nationalistic. For example, is what Kenneth called the ‘revitalisation’ of Welsh merely a nuisance in Britain where, obviously, English is the working language? Kenneth Hale had an indignant answer to that question. ‘When you lose a language,’ he told a reporter, ‘you lose a culture, intellectual wealth, a work of art. The damage that’s done is irreparable. It’s like dropping a bomb on a museum, the Louvre.’

3. Read the article again and match the paragraph summaries from the box below with each paragraph.

- A. A language Ken helped save
- B. Ken's ability to learn languages quickly
- C. How Ken learnt languages
- D. Ken's origins
- E. Reasons for protecting languages under threat
- F. Ken's involvement in language theory
- G. The biological basis of language

4. Now choose from the paragraphs A-G the one which fits each gap in the text. There is one paragraph which you do not need to use.

- A. And he had discovered his talent for language when playing with Indian friends who taught him Hopi and Navajo. Learning languages became an obsession. In Spain he picked up Basque, in Ireland he learnt Gaelic, and he mastered Dutch within a week. He sought to rescue languages that were dying out.
- B. And so he was. He had a gift. But he was also an academic, a teacher of linguistics at the Massachusetts Institute of Technology (MIT). He was aware that many otherwise clever people find learning a second language extremely hard. He sought to find laws and structures that could be applied to all languages and the search took him into many linguistic byways, to the languages of native Americans and Australian aborigines and the Celtic fringes of Europe.
- C. However, for Kenneth bilingual dictionaries were an anathema and banned in his classes. He held that meanings were too fluid to be captured and readily translated word-for-word from one language to another. He always told his students that meaning was intuitive: you either grasped it, or you didn't.
- D. In addition to his feat of learning so many languages, he is likely to be remembered by *The Green Book of Language Revitalisation*, which he helped to edit. It was warmly welcomed, especially by those who may be a touch aggrieved by the spread of English, which is blamed for brutally sweeping other languages aside.
- E. Kenneth could converse in about 50 languages, perhaps a world record. He was the last person on Earth to speak some languages. Hundreds are disappearing, he said. 'They became extinct, and I had no one to speak them with.'
- F. Some students of linguistics believe that such an ability, if it exists, is normally lost at the age of 12. But for Kenneth it was around this age that his interest in language was just starting.
- G. Still, there is much more to language than that. Noam Chomsky, like Kenneth a teacher of linguistics at MIT, wrote: 'Language is really weird. There is nothing else in the natural world that even approaches its complexity. Although children receive no instruction in learning their native language, they are able to fully master it in less than five years.'

5. Work in small groups.

- In your country, how many languages do most people learn? Which are the most useful and why?
- Do you think learning to speak one foreign language helps you to learn another?

- Are any languages in your country under threat? (Why?) Do you think it's important to protect endangered languages?
- Should there be a world language which everyone speaks? Why (not)?

VOCABULARY FILE (Types of meaning)

Provide the most appropriate definition to each word or collocation

1. basic meaning
2. multiple meaning
3. polysemy
4. synonymy
5. collocation
6. connotation
7. register
8. famished
9. brilliant [clever]
10. to wear/wore/worn out
11. gorgeous
12. pouring
13. excruciating
14. appropriate
15. annoying
16. to contemplate smth (future)
17. to dismiss a worker
18. to do some gardening
19. to dribble a ball
20. to have a good time
21. to make a mistake
22. to pay a compliment
23. to plead innocence
24. to set an example
25. to shuffle cards
26. to waste an opportunity
27. to wind a rope

Types of meaning

A

Basic meaning

When you look up a word, the main thing that you want to know is its basic meaning. For example: in *She has fair hair* the word *fair* = *light, opposite of dark*

or in *It's time to wind up the discussion now* the words *wind up* = *end*.

However, there are a lot of other aspects of meaning that it is important to be aware of, particularly when you are studying at a more advanced level of English.

B Polysemy or multiple meanings

A great many words in English have more than one meaning.
Look at *fair* and *wind up* and their different meanings in these examples:

That wasn't a very **fair** thing to say! [adjective: just]
The handsome knight fell in love with a **fair** maiden. [adjective: beautiful]
His knowledge of French is **fair**. [adjective: neither very bad nor very good]
She has a **fair** chance of winning the prize. [adjective: reasonable]
Fair weather is forecast for tomorrow. [adjective: dry and pleasant]
There's a **fair** on at the park this week. [noun: public event with games and rides]

Don't forget to **wind up** your watch. [turn a knob on a clockwork watch so it keeps going]
She seems to enjoy **winding him up**. [tell someone something in order deliberately to annoy]
If he carries on like this, he's going to **wind up** in prison. [end up in an unpleasant situation]

Practice

Look at these sentences and think about how you would translate the words in italics into your own language.

It's only *fair* that we should share the housework.
The Frankfurt Book *Fair* is a very important event for most publishers.
Our caravan gives us shelter through *fair* weather or foul.
I've got *fair* eyelashes and my eyes look awful without mascara.
His marks in his final exams were *fair* to disappointing.

The firefighters managed to save the children from the burning third-floor *flat*.
The countryside round here is terribly *flat* and boring.
To join the Fitness Club you pay a *flat* fee of £500.
The tune is in B *flat* minor.
He erected the shed in five minutes *flat*.

C Synonymy

English has a lot of different words with similar but slightly differing meanings. Look at these words that are synonymous with *fair* and *wind up* (with the meanings illustrated in A):
fair – light, blonde, pale, colourless, bleached
wind up – end, finish, complete, close, stop, conclude, terminate, discontinue, abort

D Collocation

Words are used with each other (or collocate) in fairly fixed ways in English. You cannot, for example, use all of the synonyms in C as replacements in the example sentences in A. *Hair* can be *fair*, *light*, *blonde* or *bleached* (though each of these has a slightly different meaning), but it is not usually described as *pale* or *colourless*.

Skin can be *fair*, *light* and *pale* but it is not usually described as *blonde*, *colourless* or *bleached*. *Colourless* collocates with, for example, *gas* or *liquid*.

E

Connotation

Words do not only have meanings, they also have associations. At an advanced level of English, it is important to develop an impression of what connotations certain words have. **Connotation** is the term which linguists use to refer to the associations which words have for speakers of a language. The sentence *Who is the fairest of them all*, for example, immediately makes English speakers think of the wicked stepmother in the children's fairy tale *Snow White* and *the fairer sex* refers to women. *Fair* meaning beautiful or attractive is an old-fashioned word and it has associations with fairy tales and stories about the past.

For example, the word *cowboy*, as used in an expression like *cowboy builders* or *cowboy plumbers*, has associations of dishonesty and unreliability.

The connotations which words have are often exploited in advertisements. For example, an advertisement for an Indian firm of builders took the slogan:

You've tried the cowboys. Now try the Indians.

This slogan draws on two sets of connotations – the *cowboy* association mentioned above and the association of *cowboys and Indians* as from Wild West films. It neatly suggests that Indians, as the traditional opponents of cowboys, embody as builders the opposite characteristics of honesty and reliability.

Practice

The connotations which words have in English may be the same in your language too. Can you match the colours with their connotations in English? Are any of these the same in your language?

1. blue	a. purity
2. green	b. evil
3. yellow	c. miserable
4. red	d. inexperienced
5. white	e. danger
6. black	f. a coward

F

Register

It is important also to note whether any words you are learning have a particular register. For example *apparel* is a formal or literary word for clothing and *to wind someone up* is both British and informal.

Register is concerned with the overall tone of a text or conversation, and the relationship that is built between the speaker and listener, or reader and writer. It is important to speak and write in the appropriate register for the situation.

EXERCISES

1.1 The underlined words in the sentences below have a number of different meanings. What is their meaning in the contexts of these sentences?

1. What does polysemy mean?
2. Make a note of any special register characteristics that a word has.
3. The judge increased the sentence to life imprisonment.
4. We had a light lunch.
5. Carl is very good at putting on different accents.
6. Does Spanish writing use any different accents?
7. Where does the stress go on the noun 'photographer'?
8. There are a lot of points to think about when considering the meaning of words.

1.2 Choose a synonym from the list in order to complete the response to these statements.

worn out famished annoying excruciating pouring
appropriate
brilliant gorgeous

1. Are you hungry? Yes, I'm
2. Is she an intelligent girl? Yes, she's absolutely
3. Your little boy looks tired. Yes, he's
4. I like her dress. Yes, isn't it
5. Is it raining? Yes, it's
6. The film was pretty bad, wasn't it? Yes, I thought it was
7. Did you think the sentence was fair? Yes, I thought it was
8. Does she deliberately wind him up? Yes, she loves him.

1.3 Match the words on the left with the words they collocate on the right.

1. to contemplate	a. a worker
2. to dismiss	b. a mistake
3. to do	c. a good time
4. to dribble	d. your future
5. to have	e. a rope
6. to make	f. a compliment
7. to pay	g. innocence
8. to plead	h. cards
9. to set	i. some gardening
10. to shuffle	j. an opportunity
11. to waste	k. a ball

12. to wind	1. an example
-------------	---------------

1.4 Answer these questions about connotation and register.

1. Which of these things have lucky connotations in British English – horseshoe, mascot, black cat, the number 13?
2. Mistletoe is a kind of parasitic plant, but what are its special connotations?
3. Give the standard meaning and the informal meaning of the following words – loaf, bread, nick, kid, wicked.
4. What does the word *register* mean for a) a linguist, b) a school teacher, c) a musician?

TIP

When you are looking up a new word, make sure that you check what other meanings and forms it may have. Also note down any points relating to collocation, connotation or register.

LISTENING

VOCABULARY FILE 6 (Learning vocabulary)

Provide the most appropriate definition to each word or collocation

1. to consider [to think about]
2. to reflect on smth
3. visual recognition
4. aural recognition
5. to picture smth [to imagine]
6. to recognize smth
7. variations in spelling and pronunciation
8. orthographic form
9. phonological form
10. to file [to store]
11. less accessible reaches of mind
12. to provide a definition
13. passable [okay]
14. to apply smth [use]
15. accurate application
16. to use smth appropriately
17. to be aware of smth
18. to determine smth
19. to fit into smth
20. to hinge on/upon smth
21. to consolidate understanding
22. long-term reward
23. enormous benefit
24. to facilitate smth
25. variety of expression

26. precision of communication
 27. to aspire to do smth [to want/desire]

1. Before you listen look at the word given to you by your teacher and think how best to teach it to your partner. When you are ready, teach it (without using translation). Now compare your understanding of the word you have been taught with a student from another pair.

2. You are going to hear part of a lecture given by a linguist on what is involved in learning vocabulary. In this extract she describes all the elements that go to make up a full understanding of a word. **As you listen, list these elements by completing the tables below.**

1.

FACTORS DETERMINING USE			
COLLOCATION			
e.g.	e.g.	e.g.	e.g. words taking the gerund or infinitive

2.

FORM	
SPELLING	

3.

RECOGNITION OF FORM	
VISUAL	

LISTENING

VOCABULARY FILE (DICTIONARIES)

Provide the most appropriate definition to each word or collocation

1. monolingual/bilingual dictionary
2. to peruse
3. to be subject to smth
4. a dictionary compiler/a lexicographer
5. competitive pressure
6. overseas (market) / to travel overseas [adj/adv]
7. to be under a lot of pressure
8. to maximise the income
9. to keep smth up-to-date

10. to make decisions
11. rigorous (system) [strict]
12. to provide smb with smth [to supply]
13. database
14. dictionary entry
15. to look for smth
16. frequency and breadth of use
17. anecdotally
18. a fight-back / to fight back
19. to track smth [to follow]
20. to do the data-gathering
21. to authenticate smth
22. to accelerate
23. tempting [+ to infinitive]
24. to slip in [to use a word or say smth without attracting too much attention]
25. to stand for [to represent]

1. Read the quotation and comment on it.

Dictionaries are roadmaps to communication. The more students encounter new roads, the more they will need the roadmap...

2. Fill out the 'Dictionary Questionnaire' to find out about your 'dictionary' culture.

- 1) What do you think a 'dictionary' is? If you are not sure, please, look up the word 'dictionary' and be ready to answer the question.
- 2) Have you got a dictionary?
- 3) What type of dictionaries have you got? Monolingual/Bilingual/Electronic
- 4) How old is/are your dictionary/dictionaries?
- 5) Where is/are your dictionary/dictionaries at home?
- 6) How often do you use it/them?
- 7) Why do you use the dictionary at home?
- 8) Where are the dictionaries at university?
- 9) How often do you use the dictionary at university?
- 10) If you have both a monolingual and a bilingual dictionary, which do you prefer to use? Why?
- 11) Do you use the information about pronunciation?
- 12) Can you understand the abbreviations and grammatical information given?
- 13) Do you read the entire definition?
- 14) Do you ever refer to the information found at the beginning/end of the dictionary? (Reference charts, guides, keys, appendices, etc.)
- 15) Do you look up every word that you don't know while reading?
- 16) Do you ever just peruse the dictionary?

3. You will hear a radio discussion on the subject of dictionaries. For questions 1-5, choose the answer (A, B, C or D) which fits best according to what you hear.

1. Elaine says she is under pressure at work as a result of
 - A. the growth of the market.
 - B. the quality of the competition.
 - C. the demand for greater profits.
 - D. the need to manage resources.

2. Elaine decides to include a word in her dictionaries after checking
 - A. how it is used in the press.
 - B. whether it is on the database.
 - C. what researchers think of it.
 - D. whether its use is widespread.

3. According to Elaine, in which area of her work has new technology had the greatest impact?
 - A. the accuracy of the entries
 - B. the speed of the research
 - C. the reliability of the data
 - D. the quality of the language

4. According to Tony, what may influence a dictionary compiler's decision to include a particular term?
 - A. technical experience
 - B. reading habits
 - C. personal interests
 - D. objective research

5. According to Elaine, what prevents dictionary compilers from inventing words themselves?
 - A. respect for their colleagues
 - B. lack of inspiration
 - C. fear of criticism
 - D. pride in their work

VOCABULARY FILE (Dictionaries 2)

Provide the most appropriate definition to each word or collocation

1. thesaurus
2. cognate words
3. spelling
4. pronunciation
5. sense [meaning]
6. word class [=part of speech]
7. synonym
8. antonym

A

Types of dictionary

Making the most of your dictionary

<i>type</i>	<i>comments</i>
alphabetical	the most common type; words are arranged in alphabetical order
thesaurus	the words are arranged according to meaning, usually under a broad heading, e.g. under <i>walk</i> we would find <i>stroll</i> , <i>plod</i> , <i>stride</i> , etc., with explanations
monolingual	in one language only; popular learners' dictionaries of English are often monolingual, and have detailed explanations in English, with examples of use
bilingual	in two languages, usually yours and the language you are learning; useful because they give translations, but may not be so good for distinguishing between possible translations
dictionaries of synonyms	words are grouped according to their closeness in meaning, e.g. <i>start</i> and <i>begin</i> ; sometimes antonyms (opposites) are also given and explanations of differences in meaning
dictionaries of false friends (or cognate words)	these give advice on words which are easily confused with similar-looking words in other languages, e.g.
CD-ROM and online dictionaries	some publishers include a CD-ROM with their learners' dictionaries and/or have put their dictionaries on the Internet; with these dictionaries, searching is very quick and easy – you can search for words, meanings, examples, words you only half know, all much faster than using a book

B Information in dictionaries

A good dictionary will tell you some or all of the following:

<i>information</i>	<i>comments</i>
word	regional alternatives may be given, e.g. <i>nappy</i> (UK) versus <i>diaper</i> (US)
spelling	perhaps more than one correct spelling exists, e.g. <i>encyclopedia</i> and <i>encyclopaedia</i> , or regional spellings, e.g. <i>centre</i> (UK) versus <i>center</i> (US)
pronunciation	this may involve phonetic symbols; the dictionary usually gives a list of the symbols used; alternative and/or regional pronunciations may be given, e.g. /tə'mɑ:təʊ/ (UK) versus /-'meɪ.təʊ/ (US)
meaning	a definition, or a picture, or a diagram; regional differences in meaning may also be given, e.g. <i>Slim</i> in East African English means the disease AIDS
senses	the word <i>face</i> has several different senses, including (1) the eyes, nose, mouth, etc., (2) one's expression (<i>a sad face</i>), (3) the front, vertical part of something, e.g. <i>a cliff face</i> .
grammar and word class	Is the word a noun? Can it also be a verb? Which prepositions follow it? (e.g. <i>is compared with</i> the same as <i>compared to</i> ?)
collocations	What words normally combine with this word, e.g. <i>alibi</i> and <i>cast-iron</i> ? (See Units 1-3 from English Collocations in Use)
register	Is the word formal or informal? Is it old-fashioned, poetic, academic?

connotations and cultural information	Does the word have a positive or negative association? Is it often used ironically? Does the word have an interesting history? Was it borrowed from another language? For example, analyse the following examples with the verb <i>cause</i> : <i>The new computer system has caused us a lot of problems.</i> <i>His stomach cancer was caused by exposure to atomic radiation.</i> <i>The difficult driving conditions caused several accidents.</i>
related words	Is it a synonym or antonym of another word?
examples	Good learners' dictionaries give example sentences or phrases. Examples are often taken from computer databases of real texts or else written specially to illustrate key features of meaning and use.

TIP

When buying a dictionary, take a checklist based on B above, and see how many of the types of information each dictionary offers, and then choose the one that is best for your needs.

VOCABULARY FILE (Collocation)

Provide the most appropriate definition to each word or collocation

1. to make an effort
2. fixed collocation
3. open collocation
4. compound [combination]
5. idiom
6. hyphen
7. to be more colourful/expressive and/or more precise

What is a collocation?

A

Basic information

A collocation is a pair or group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound 'wrong' to native speakers of English. For example, the adjective *fast* collocates with *cars*, but not with *a glance*.

<i>We say ...</i>	<i>We don't say ...</i>
fast cars	quick cars
fast food	quick food
a quick glance	a fast glance
a quick meal	a fast meal

Learning collocations is an important part of learning the vocabulary of a language. Some collocations are fixed, or very strong, for example **take a photo**, where no word other than *take* collocates with *photo* to give the same meaning. Some collocations are more open, where several different words may be used to give a similar meaning, for example **keep to / stick to rules**. Here are some more examples of collocations.

You must **make an effort** and study for your exams (NOT ~~do~~ an effort)

Did you **watch TV** last night? (NOT ~~look at~~ TV)

This car has a very **powerful engine**. It can do 200 km an hour. (NOT ~~strong~~ engine)

There are some **ancient monuments** nearby. (NOT ~~antique~~ monuments)

Sometimes, a pair of words may not be absolutely wrong, and people will understand what is meant, but it may not be the natural, normal collocation. If someone says *I did a few mistakes* they will be understood, but a fluent speaker of English would probably say **I made a few mistakes**.

B Compounds and idioms

Compounds are units of meaning formed with two or more words. Sometimes the words are written separately, sometimes they have a hyphen and sometimes they are written as one word. Usually the meaning of a compound can be guessed by knowing the meaning of the individual words. Some examples of compounds are **car park, post office, narrow-minded, shoelaces, teapot**. It is not always easy to separate collocations and compounds.

Idioms are groups of words in a fixed order that have a meaning that cannot be guessed by knowing the meaning of the individual words. For example, **pass the buck** is an idiom meaning 'to pass responsibility for a problem to another person to avoid dealing with it oneself'.

C Why learn collocations?

Learning collocations is a good idea because they can:

- give you the most natural way to say something: *smoking is **strictly forbidden*** is more natural than *smoking is **strongly forbidden***.
- give you alternative ways of saying something, which may be more colourful/expressive or more precise: instead of repeating *It was **very cold and very dark***, we can say *It was **bitterly cold and pitch dark***.
- Improve your style in writing: instead of saying *poverty **causes crime***, you can say *poverty **breeds crime***; instead of saying *a **big meal*** you can say *a **substantial meal***. You may not need or want to use these in informal conversations, but in writing they can give your text more variety and make it read better.

EXERCISES

1.1 Read A and B and answer these questions.

1. What is a collocation?

- Which of these words does *fast* collocate with: *car, food, glance, meal*?
- Which of these are compounds: *computer, narrow-minded, teapot, ancient monument, car park*?
- What do we call expressions like *pass the buck* and *be over the moon*?

1.2 Make ten collocations from the words in the box.

an effort	ancient	bitterly	make	breakfast	cold	dark
engine	forbidden	mistakes	have	make	meal	monument
pitch	powerful	strictly	substantial	TV	watch	

1.3 Are these statements about collocations true or false?

- Learning collocations will make your English sound more natural.
- Learning collocations will help you to express yourself in a variety of ways.
- Learning collocations will help you to write better English.
- Using collocations properly will get you better marks in exams.
- You will not be understood unless you use collocations properly.

1.4 Put the expressions from the box into the correct category in the table below.

make a mistake a storm in a tea cup live music checkpoint key ring
 pull somebody's leg heavy snow valid passport teapot bitterly disappointed

<i>compound</i>	<i>collocation</i>	<i>idiom</i>

1.5 Underline the collocations in this text.

When I left university I made a decision to take up a profession in which I could be creative. I could play the guitar, but I'd never written any songs. Nonetheless I decided to become a singer-songwriter. I made some recordings but I had a rather heavy cold so they didn't sound good. I made some more, and sent them to a record company and waited for them to reply. So, while I was waiting to become famous, I got a job in a fast-food restaurant. That was five years ago. I'm still doing the same job.

Finding, recording and learning collocations

A Finding collocations

There are two main ways in which you can find collocations.

- You can train yourself to notice them whenever you read or listen to anything in English.

Look at the collocations that are worth learning from this short text in English.

After **giving** Mark **a lift** to the airport, Cathy **made her way** home. What an exciting **life** he **led**! At times Cathy felt **desperately jealous** of him. She **spent her time** doing little more than **taking care of** him and the children. Now her sister was **getting divorced** and would doubtless be **making demands on** her too. Cathy had promised to **give** her sister **a call** as soon as she got home but she decided to **run** herself **a bath** first. She had a **sharp pain** in her side and hoped that a hot bath might **ease the pain**.

TIP

Get into the habit of making a note of any good collocations you come across in any English text you read.

- You can find them in any good learner's dictionary.
For example, if you look up the word *sharp* you will find some of these collocations:
a **sharp pain**
a **sharp bend/turn**
a **sharp contrast/difference/distinction**
a **sharp rise/increase/drop**

TIP

When you look up a new word make a point of noting it down in several different collocations.

B Recording collocations

The best way to record a collocation is in a phrase or a sentence showing how it is used. Highlight the collocation by underlining it or by using a highlighting pen.

For example: I don't have access to that kind of secret information.

Or: Jim gave me a very useful piece of advice.

C Learning collocations

Learning collocations is not so different from learning any vocabulary item. The key things are to:

- regularly revise what you want to learn
- practise using what you want to learn in contexts that are meaningful for personally
- learn collocations in groups to help you fix them in your memory. You might group together collocations relating to the same topic. Or you might group collocations based on the same word, for example:
I must **find a way** to help him.
Can you **find your way** back to my house?
I **learnt the hard way** that Jack can't be trusted.
Please tell me if I'm **getting in your way**.
You must **give way to** traffic on the left.

I've **tried every possible way** to get him to change his mind.

Exercises

1.1 Underline 11 collocations in this text.

My friend Beth is desperately worried about her son at the moment. He wants to enrol on a course of some sort but just can't make a decision about what to study. I gave Beth a ring and we had a long chat about it last night. She said he'd like to study for a degree but is afraid he won't meet the requirements for university entry. Beth thinks he should do a course in Management because he'd like to set up his own business in the future. I agreed that that would be a wise choice.

1.2 Match the beginning of each sentence on the left with its ending on the right.

1. She's having
 2. She's taking
 3. She's giving
 4. She's making
 5. She's doing
- her duty.
a lecture.
a party.
an exam.
good progress.

1.3 Correct the eight collocation errors in this text. Use a dictionary to help you if necessary.

In the morning I made some work in the garden, then I spent a rest for about an hour before going out to have some shopping in town. It was my sister's birthday and I wanted to do a special effort to cook a nice meal for her. I gave a look at a new Thai cookery book in the bookshop and decided to buy it. It has some totally easy recipes and I managed to do a good impression with my very first Thai meal. I think my sister utterly enjoyed her birthday.

VOCABULARY FILE (Phrasal verbs)

Provide the most appropriate definition to each word or collocation

1. phrasal verb
2. to get on well
3. to look forward to
4. to learn smth in phrases or chunks
5. to come across = to encounter
6. to pick up a language = to acquire a language
7. common adj [usual]
8. a wide variety of contexts

9. to get by
10. to knock smb down
11. to strike back
12. to spirit smb/smth away
13. to come along [to arrive]
14. to cast away
15. to hold smb/smth back [to stop development]
16. to hold out for smth
17. a cover-up
18. to add smth up
19. to keep your/an eye out/open for smth
20. to fix smth in one's mind
21. to pick smb/smth up [to lift]
22. to pick smth up [to learn]
23. to pick up [to improve]
24. to pick smth up [to signal]
25. to pick smth up to [start again]
26. to pick smb up [to let smb into a vehicle]
27. literal meaning
28. metaphorical meaning
29. to top smth up [money]
30. top-up card
31. to scroll up/down a computer screen
32. to copy smb in
33. to skill smb up
34. to have specific stylistic qualities
35. to simplify and enliven language
36. to dumb down/up
37. to sex up/down
38. to chill out
39. to zone out
40. to be strongly associated with smb/smth
41. to coin a new phrasal verb
42. to get bumped/thrown off [to lose internet connection]
43. to kick off [to complain]
44. to phish for
45. to poodle around [to wander around]
46. a click-through rate
47. melt-up [overheating a financial market, causing prices to rise]
48. to give smth up for sb [to applaud sb]
49. be weirded up [to feel uncomfortable or shocked]
50. to take sth up [to start]
51. to take smth out
52. to read up on smth
53. to find out
54. to plant smth out

55. to get into smth [to become interested]
56. to go off [to leave]
57. to put smth on [to cover body]
58. to set off [to start a journey]
59. to get back [to return]
60. to catch up on smth [to reach the same standard]
61. to fall behind
62. to take smb in / intake [the number of people that is accepted at a particular time by a college or university]
63. to break out [to escape] / breakout
64. to put smb off / off-putting [unpleasant or worrying]
65. to speak out / outspoken
66. to break down / broken-down
67. shake-up
68. cover-up
69. lockout
70. breakaway group
71. shutdown

Phrasal verbs: what are they and how are they used?

A What are phrasal verbs?

Phrasal verbs are verbs that consist of a verb and a particle (a preposition or an adverb) or a verb and two particles (an adverb *and* a preposition, as in **get on with** or **look forward to**). They are identified by their grammar (more about that in Unit 2 further), but it is probably best to think of them as individual vocabulary items, to be learnt in phrases or chunks. They often – but not always – have a one-word equivalent. For example, you can **come across** a new phrasal verb or you can **encounter** it. You can **pick up** a language or you can **acquire** it.

Come across and **pick up** sound less literary or formal than **encounter** or **acquire**.

B Why are phrasal verbs important?

Phrasal verbs are extremely common in English. They are found in a wide variety of contexts. You may have noticed them in songs, for example the Beatles' *I'll get by with a little help from my friends* or *Roll over Beethoven*, Bob Marley's *Get up, stand up* and Red Hot Chili Peppers' *Knock me down*. You find them in film titles such as *The Empire Strikes Back*, *Spirited Away*, *Along Came Polly* or *Cast Away*. They are very frequent in newspaper headlines. Here are a few examples:

*Country's misplaced pride **holds back** its democracy*

*Cricket: England **holds out** for a draw*

***Cover-up** raises fears over bird flu*

*Turner **adds up** likely cost of pensions*

Phrasal verbs are common in less formal English but you will also hear or see and need to use them in more formal contexts.

D Why are more phrasal verbs needed?

Firstly, social change demands new words. For example, developments in technology have given us the phrasal verb **top up** [pay money onto a **top-up** card which you spend when you use your mobile phone] and the expression **top-up card** [a card you buy for a mobile phone which allows you to make calls up to the value of the card]. Computers have given us **scroll up/down** [move up or down a computer screen] and **copy** somebody **in** [send someone a copy of an email that you are sending to another person]. Trends in the world of work also provide us with new phrasal verbs such as **skill up** [provide someone with the skills they need to be better at their job, by providing training, for example].

Secondly, phrasal verbs have specific stylistic qualities and for this reason are particularly popular with journalists. They simplify and enliven language in a very flexible way. For instance, it is more interesting to use the expression **dumb up** [opposite of **dumb down**] than ‘raise one’s intellectual and cultural values’. For the same reason **sex up** was an attractive addition to English and, more recently, **sex down** [make something less exciting].

Finally, young people invent and use new phrasal verbs as a way of making their language different from that of their elders. Phrasal verbs like **chill out** [relax] and **zone out** [stop thinking about anything] for example, are strongly associated with young people.

E How are new phrasal verbs formed?

New phrasal verbs are formed in a way that allows hearers or readers to understand them. Particles play an important role in making the new meaning immediately clear. For example, *around* and *about* keep a lot of their basic meaning in many phrasal verbs and often indicate activities and situations taking place in various locations, often without having a clear direction or order.

*There were books **lying around** everywhere in the room.*

*The children were **running about** in the garden.*

Sometimes coining a new phrasal verb is a matter of extending the range of an existing one:

*I got **bumped/thrown off** the Internet after five minutes online.* [lost my connection]

*If you don't give Toby what he wants, he'll **kick off**.* [start making trouble]

The older meanings of **bump off** [(informal) kill], **throw off** [get rid of, remove quickly] and **kick off** [start a football match] are not lost; the meanings are simply added to them.

It is much more unusual for a new word to provide the basis for a phrasal verb, however it does happen. For example, a new word in the computer domain is *phish* [fraudulently obtain people’s financial details through dishonest websites – in other words, fish for financial information]. This has led to **phish for** as in:

*He was charged with **phishing for** credit card information.*

Sometimes a familiar word joins a particle to make a new combination and sometimes a new part of speech. For example, the word poodle is familiar as a type of dog but it is now a phrasal verb – **poodle around** [wander around in a relaxed way]. Advertisers may talk about their **click-through rate** [a way of measuring the response to an Internet advert by expressing the number of people

who click on an online ad to get to the target site as a percentage of all the people who look at the ad]. Phrasal nouns can also be formed like this; an account of a new TV programme reports that, after the show, the team were so pleased with their performance that they had a ‘sort of mass **hug-in**’ [everyone embraced each other]. Another example is **melt-up** [overheating a financial market, causing prices to rise].

Finally, many ‘new’ phrasal verbs come from American English, where they may have existed for many years before becoming standard British English. For example:

*Ladies and gentlemen, can you **give it up for** Mr Tommy McGee!* [applaud him]

*People get **weirded out** by my films.* [(usually passive) feel uncomfortable or shocked]

EXERCISES

1.1 Underline the phrasal verbs in these texts. Remember the particle or preposition may not be immediately next to the verb.

1. I decided to take up gardening, so I went to the library, took a book out and read up on the subject. I found out so many interesting things, such as the best time to plant flowers out for the summer and how to grow vegetables. I’ve really got into it now and spend hours in the garden every weekend.
2. The other day we went off on a hike in the mountains. We put our wet-weather gear on as the weather forecast wasn’t good. We set off early to avoid the rush hour and soon reached the starting point for our walk. The whole walk took about four hours and when we got back we were exhausted.
3. I have to catch up on my coursework this weekend as I’ve fallen behind a bit. I worked on till midnight last night but I still have loads to do. I have to hand one essay in on Tuesday and another one on Friday. I’m not sure whether I’ll make it, but I’ll try.

1.2 Choose the correct particle to finish these song titles.

- 1 Can’t get you *off from / out of / away from* my head (Kylie Minogue)
- 2 Hold you *against / down / at* (Jennifer Lopez)
- 3 We can work it *with / across / out* (The Beatles)
- 4 Send *from / in / with* the clowns (Barbra Streisand)

1.3 Match the headlines with the sentences from the stories.

1. BIG SHAKE-UP EXPECTED IN EDUCATION
 2. MINISTER DENIES COVER-UP
 3. LOCKOUT CONTINUES AT AVIATION PLANT
 4. BREAKAWAY GROUP TO FORM NEW PARTY
 5. POWER PLANT SHUTDOWN LEAVES 5,000 HOMES IN DARKNESS
- a) The dispute is now in its fifth week.
 - b) Unity was no longer possible, a spokesperson said.
 - c) The event happened at 7.45 pm with no warning.
 - d) There will be major changes at all levels.
 - e) There was no attempt to hide the truth, claimed Pamela Harding.

1.4 Complete each sentence using a phrasal verb below. Use each phrasal verb twice.

chill out kick off bump off

1. The robbers threatened to the bank manager’s wife if he didn’t help them steal the money.
2. It was great to go on holiday and have time to just
3. The game at 2.30, so should finish soon after 4 o’clock.
4. Juan was getting really stressed so I told him to
5. I got the website and couldn’t get back on for an hour.
6. If the fans are not allowed in to the concert, they are sure to

1.5 Match the headlines (1-4) with the sentences from the stories (a-d).

- 1 MARKET MELT-UP FORECAST
- 2 SOMEONE IS PHISHING FOR YOUR BANK DETAILS
- 3 RECORD CLICK-THROUGH RATE FOR NEW ONLINE STORE
- 4 SCIENTISTS SEX DOWN LATEST ‘BREAKTHROUGH’

- a) Just one day after the site went live, 600,000 people had visited it.
- b) They said they wanted to counteract the sensationalism that had surrounded the event.
- c) The Treasury is discussing how the potential crisis may be kept under control.
- d) Identity theft is the fastest-growing crime, according to a report published today.

1.6 Answer the questions.

1. If you’re at a concert and you are asked to ‘give it up for the singer’, what do you do?
2. If you zone out, are you (a) reading (b) daydreaming or (c) sleeping?
3. What phrasal verb means ‘make something more intellectually demanding’?
4. If a manager says that his workforce will need some skilling up, what does he mean?
5. Rewrite these sentences in your own words. Use a dictionary if necessary.
 - a) The company intend to roll out the new version of the software in April 2012.
 - b) We lucked out and got the last flight out before the hurricane struck.
 - c) We drilled down into the data and found some very interesting statistics.

GRAMMAR OF PHRASAL VERBS

A Phrasal verbs with and without objects

Some phrasal verbs take an object (transitive); others do not take an object (intransitive).

<i>with object (transitive)</i>	<i>no object (intransitive)</i>
They’re knocking down the old hotel.	The path branched off ¹ to the river.
The plumber soon sorted out the shower problem.	The noise of the train died away .

She tyed her hair back so she could work better.	In the winter the lake froze over .
--	--

¹ if a road or path branches off, it goes in another direction.

Some verbs can be used both with and without an object, but the meaning may change. Use the context to decide if the verb has a different meaning from the one you are familiar with.

- Tina and Jo were so clever the teacher **moved them up** to a higher class. (with object)*
- Tina and Jo **moved up** to a higher class. (no object = same meaning)*
- I can **drop you off** at the station. (with object = drive you somewhere and leave you there)*
- I was sitting in the armchair and I **dropped off**. (no object = fell asleep, different meaning)*

Some verbs must have two objects, one after the verb and one after the particle.

- I always **associate that song with** our holiday in Jamaica.*
- Playing tennis for three hours every evening after school **deprived her of her youth**.*

B Position of the object

In many cases, the particle may come before and after the object.

- The teacher **marked two students down / marked down** two students because they answered the wrong questions in the exam.*

Very long objects usually come after the particle.

- The accident **cut off** domestic and industrial water and electricity supplies.*

When the object is a personal pronoun, the pronoun always comes before the particle.

<i>noun object</i>	<i>personal pronoun object</i>
I picked my parents up / picked up my parents and drove them to the airport.	I'll pick you up at 5.30. (Not: I'll pick up you at 5.30.)

Some verbs (sometimes called prepositional verbs) must have the object after the particle, even if it is a pronoun. A good dictionary will tell you if this is so.

- We've had to **contend with** a lot of problems lately. (Not: ~~contend a lot of problems with~~)*
[deal with a difficult or unpleasant situation]

You probably already know some of these verbs (**look for, look after, cope with**)

C Three-part verbs

Some phrasal verbs have three parts, the verb and two particles. The object comes last.

- I will not **put up with** such bad behaviour. [tolerate]*

Other examples include **look forward to, look down on, get on with, catch up on** [do something you did not have time to do earlier], **face up to** [accept that a difficult or unpleasant situation exists].

EXERCISES

1.1 Look at A. Do these sentences need an object? If they do, add an appropriate one in the correct place.

EXAMPLE: Last summer we knocked down.

Yes. *Knock down* is transitive; it needs an object.

Last summer we knocked down the old shed in our garden.

1. The sound of the violin slowly died away.
2. If you're ready to leave now I can drop off at your office.
3. The river in St Petersburg freezes over for several months each year.
4. My son is so good at English that I think the teachers should move up to the class above.
5. I associate with that evening we spent together in Rome.
6. I was so tired that I dropped off in front of the TV.

1.2 Put the words in the correct order to make sentences. If you can do it in two different ways, then do so.

- 1 pick / off / you / work / the / I / and / can / at / you / from / airport / up / drop / then
- 2 from / that / put / teacher / she / The / not / would / said / with / such / up / class / rudeness / her
- 3 villages / The / off / several / have / mountains / in / cut / the / floods
- 4 your / doesn't / the / improve / down / If / will / handwriting / mark / examiners / you
- 5 always / Margot / to / with / all / seems / her / cheerfully / problems / cope

1.3 Rewrite each sentence using the verb in brackets in an appropriate form.

1. I'll have to ask my nephew to get my Internet connection working. (SORT)
2. I was so tired after work that I fell asleep in the train on the way home. (DROP)
3. I was given a lower mark because my essay was far too long. (MARK)
4. Bill has no right to despise me – I'm no worse than he is. (LOOK)
5. Lisa doesn't have a good relationship with one of her classmates. (GET)
6. You have to accept the fact that you will probably never see each other again. (FACE)
7. Maria has got a new job taking care of an old lady. (LOOK)
8. If you don't let the children get enough sleep, they won't be able to concentrate at school. (DEPRIVE)
9. In Lapland we had to manage in some difficult driving conditions. (CONTEND)
10. The road to our house leaves the main road just after the petrol station. (BRANCH)

1.4 Write answers to these questions using the phrasal verb in brackets.

1. What are your plans for the summer holidays? (LOOK FORWARD TO)
2. What homework have you got to do this weekend? (CATCH UP ON)
3. If you've been away somewhere by train and arrive back late, how do you usually get home from the railway station? (PICK UP)
4. What is your favourite album and why do you like it? (ASSOCIATE WITH)
5. What sorts of things make you feel stressed? (CONTEND WITH)
6. How easy do you find it to fall asleep at night? (DROP OFF)

FOLLOW UP

Look up these verbs in your dictionary: *associate with*, *deprive of*, *contend with* and *face up to*. How does your dictionary give information about the structures that these verbs require? What nouns do these verbs typically combine with according to the examples in your dictionary?

VOCABULARY FILE (IDIOMS)

Provide the most appropriate definition to each idiom

1. to drive smb round the bend
2. to kill two birds with one stone
3. in the blink of an eye
4. a bone of contention
5. as dry as a bone
6. rough and ready
7. cool, calm and collected
8. to cut a long story short
9. to pass the buck
10. to act the fool/goat
11. by hook or by crook
12. be at loggerheads with
13. to pay through the nose
14. pros and cons
15. to have second thoughts
16. as free as a bird
17. to give smb a free hand
18. well-to-do
19. out of the blue
20. to put your foot down
21. to put the cat among the pigeons
22. to lie through one's teeth

What are idioms?

A

Idioms and meaning

Idioms are expressions which have a meaning that is not obvious from the individual words. For example, the idiom **drive somebody round the bend** means *make somebody angry or frustrated*, but we cannot know this just by looking at the words.

The best way to understand an idiom is to see it in context. If someone says:

This tin opener's driving me round the bend! I think I'll throw it away and get a new one next time I'm in town.

Then the context and common sense tells us that **drive round the bend** means something different from driving a car round a curve in the road. The context tells us the tin opener is not working properly and that it's having an effect on the person using it.

B**Types of idioms**

<i>form</i>	<i>example</i>	<i>Meaning</i>
verb + object/complement (and/or adverbial)	kill two birds with one stone	produce two useful results by just doing one action
prepositional phrase	in the blink of an eye	in an extremely short time
compound	a bone of contention	something that people argue and disagree about
simile / SIM.I.li/ (as + adjective + <i>as</i> , or <i>like</i> + noun)	as dry as a bone	very dry indeed
binomial (word + <i>and</i> + word)	rough and ready	crude and lacking sophistication
trinominal (word + word + <i>and</i> + word)	cool, calm and collected	relaxed, in control, not nervous
whole clause or sentence	to cut a long story short	to tell the main points, but not all the fine details

C**Fixed aspects of idioms**

Most idioms are fixed in their form, and cannot be changed or varied. Sometimes, however, the grammar or the vocabulary can be varied slightly. Where a dictionary or your teacher gives information on what can be varied, always note it in your Vocabulary notebook.

<i>variation</i>	<i>Example</i>
Occasionally an idiom in the active voice can be used in the passive.	Government Ministers always pass the buck if they are challenged about poverty. [blame somebody else / refuse to accept responsibility] The buck has been passed from Minister to Minister. No one seems prepared to accept the responsibility.
Some verb-based idioms also have noun-compound forms.	There is too much buck-passing in government nowadays. No one accepts the blame for anything.
One or more words in the idiom can be varied.	Stop acting the fool/goat! [stop acting stupidly]

Exercises

1.1 How much can you guess about the meaning of these idioms just by looking at the context? Circle the answers according to what you can understand about the words in bold.

- I decided I was going to get a place at university **by hook or by crook**. It had always been my dream to study for a degree in history.
 means using illegal methods if necessary YES NO DON'T KNOW/CAN'T TELL
 means nothing will stop me YES NO DON'T KNOW/CAN'T TELL
 means I was very determined YES NO DON'T KNOW/CAN'T TELL
- The government and the unions are **at loggerheads**; there may be a general strike.

means have a good relationship	YES	NO	DON'T KNOW/CAN'T TELL
means hate each other	YES	NO	DON'T KNOW/CAN'T TELL
means disagree very strongly	YES	NO	DON'T KNOW/CAN'T TELL
3. We had to pay through the nose to get our visas in five days instead of the usual 30 days.			
means suffer in some way	YES	NO	DON'T KNOW/CAN'T TELL
means pay a small sum of money	YES	NO	DON'T KNOW/CAN'T TELL
means pay a large sum of money	YES	NO	DON'T KNOW/CAN'T TELL

1.2 Classify the idioms in the sentences below according to their grammatical type:

Type A - verb + object/complement (and/or adverbial)

Type B - prepositional phrase

Type C - compound

Type D - simile

Type E - binomial or trinomial

Type F - whole clause or sentence

1 Should we fly or go by train? What are the **pros and cons**?

Type:

2 I'm **having second thoughts** about going on holiday with Jean. She can be a bit difficult.

Type:

3 When I had finished all my exams, I felt **as free as a bird**.

Type:

4 I don't know much about design, so I **gave the decorator a free hand** in my new flat.

Type:

5 She comes from a rather **well-to-do** family. She's always had a comfortable life.

Type:

6 My old school friend Harriet arrived **out of the blue**. I hadn't seen her for 15 years.

Type:

1.3 Correct the mistakes in the idioms in these sentences. Use the clues in brackets. Use a good general dictionary or a dictionary of idioms if necessary.

1. My father's foot was put down when I said I wanted a car for my seventeenth birthday. He said I was too young. (grammar – voice)

2. Her words put the cat among the birds; Jim is furious. (vocabulary)

3. You'll be pleased to hear we arrived sound and safe sound in Peru. (binomial)

4. He was lying in his teeth when he said he had got a first-class grade in his exam; the truth is he failed. (grammar – small word)

2. ENGLISH AS A GLOBAL LANGUAGE

LEAD-IN

There has never been a language spoken by so many people in so many places.

Professor David Crystal. The Cambridge Encyclopaedia of Language

1. You will hear the part of a lecture course "The future of Englishes", given by outstanding linguist Dr. David Crystal for Serbian students. After you listen answer the questions below.

1. Is *-es* ending at the end of the word English grammar norm or social phenomenon of global language?
2. What is happening with a language (here English) as it becomes global?
3. How much time did it take to adopt and develop the English language?
4. Does the process of adaptation and development influence on huge variety of English?
5. Is a person able to understand a word that seems familiar to him/ her not knowing cultural background of the nation that took up and adopted English for its circumstances? Are all vocabulary items keeping their original meaning? Give examples.
6. Do all words in Britain English have their direct equivalents in other languages?

VOCABULARY FILE 12 (English Inc.)

Provide the most appropriate definition to each word or collocation

1. for better or worse
2. industry standard [generally accepted requirements followed by the members of an industry]
3. to risk doing smth
4. currently [now]
5. according to / in a recent survey
6. to welcome smth (e.g. linguistic monopoly)
7. the international business community
8. to ban smth
9. to be strongly criticized for smth
10. to defend smb from the advance of the English language
11. to express concern about smth
12. to take smth to extremes
13. to hold the world record
14. to be an asset to a company
15. to be gifted linguistically

English Inc.

English is to international communication what VHS is to video, Microsoft to software and Pentium to the microchip. It is, for better or worse, the 'industry standard'. And those who don't speak at least a little risk losing business to the increasing number who do. A quarter of the planet currently speaks English. That's one and a half billion people, two-thirds of whom speak it as a foreign language.

In a recent survey*, 69% of Europeans said they thought everyone should speak English. More than half of them already do. For most, it's not a question of choice but of necessity, as English has rapidly become the first language of business, science and popular culture. Three-quarters of the world's mail is in English. So are four out of five e-mails and most of what you find on the Internet.

However, not everyone welcomes this linguistic monopoly. The French Ministry of Finance,

for instance, recently surprised the international business community by banning English terms like *e-mail* and *Internet*. In fact, seven teams of language experts have been employed to come up with French alternatives. *Le Web* is not acceptable. *La toile* is. And when the French President himself referred to start-up companies as *les start-upistes* in a televised speech, he was strongly criticised for failing to defend France against the advance of the English Language.

The French have a point. Twenty languages disappear every year because nobody speaks them anymore. At that rate, by the end of the 21st century almost a third of the world's six and a half thousand languages will be dead. Even in Germany, where *Denglish* is fashionable, and phrases like *Jointventure*, *Powerpartner* and *Fitness-Training* are common, the leader of the Free Democrats has expressed concern about the 'flood of anglicisms descending on us from the media, advertising, product descriptions and technology'. Some go so far as to call it 'a form of violence'.

Maybe it is, and big business certainly accelerates the process. As Professor David Crystal, author of *The Cambridge Encyclopedia of Language*, puts it, 'wave dollar bills in front of someone, and they will learn complicated spellings and grammar'.

But what about people who learn foreign languages just for fun? A 37-year-old American, Gregg Cox, has taken this simple pleasure to extremes. He holds the world record for speaking the most foreign languages – sixty-four at the last count! He would undoubtedly be an asset to any company doing international business. But for those of us who are less gifted linguistically, the power of the American dollar means there may soon be only one foreign language we need to learn, and that language will be English.

1. Discuss the following questions.

- a) **Do you think the article overstates the importance of English?**
- b) **What other languages might eventually take over from English as the international language of business?**
- c) **Do you agree that big business accelerates the advance of the English language? Give reasons.**

VOCABULARY FILE (Esperanto)

Provide the most appropriate definition to each word or collocation

1. multi-lingual society
2. dead language
3. constructed/planned language
4. lingua franca
5. native speaker of (a language)
6. non-native speaker
7. people from differing language background
8. to shed/cast/throw light on smth
9. leading expert on smth
10. to put an end to smth
11. to lead to international rivalry and conflict
12. to reject smth
13. to give smb an advantage over smb
14. to be familiar with smth

15. complicated and unwieldy language
16. in popular parlance
17. to be superior/inferior to smth/smb
18. to be open to debate
19. to speak from personal experience
20. linguistically speaking
21. to give a try

1. Read the following sentences and say how they are related. Then try to explain the phrases in bold.

- ✓ Growing up in a **multi-lingual** society must be interesting.
- ✓ Latin and Ancient Greek are considered to be **dead languages**.
- ✓ Esperanto is a **constructed/planned language**.
- ✓ English has become the **lingua franca** of the modern world.
- ✓ As a **native speaker** of French, she has an advantage over **non-native speakers**.

2. You are going to read an interview with a linguist about a language called *Esperanto*. Read and answer questions (1-5).

Interviewer: Now, most of us have heard of Esperanto and know that it is a planned language that was intended to be used between people from differing language backgrounds. Speaking for myself that is really all I know about it. Here to shed some more light on the subject is Stan Riggs, a leading expert on Esperanto. Stan, why don't you begin by telling us who was behind this fascinating linguistic phenomenon?

Stan: That sounds like as good a place to start as any. Well, Esperanto was developed over a two-year period sometime between 1877 and 1885 by a Polish doctor called L.L. Zamenhof. Now, Zamenhof grew up in a multi-lingual society and he was convinced that a common language would be necessary to put an end to many of the problems that lead to international rivalry and conflict. He rejected the major languages of his day because they were difficult to learn and would give their native speakers an advantage over the non-native speakers. He also rejected the two 'dead' languages he was familiar with – Latin and Greek – because they were even more complicated and unwieldy than the major modern languages. Amazingly, he began work on his planned language when he was only a junior in high school, but he eventually published the first textbook on Esperanto in 1887, when he was newly married and just starting out as a doctor.

Interviewer: Obviously a very bright lad. Do we know where the actual name, Esperanto, came from?

Stan: Indeed we do. The word, which in Esperanto means 'a person who is hoping', was adopted as a pseudonym by Zamenhof for his first book. It was gradually adopted in popular parlance as being the name of the language itself.

Interviewer: Very apt. Aside from Esperanto, are there any other so-called 'constructed' languages?

Stan: Believe it or not, there are at least a thousand of them. The most successful of these is probably Bahasa Indonesian, which was developed by a Dutch linguist in the 1920s and is still spoken today by around eighty million people in the Republic of Indonesia. Two of the better known constructed languages in this country are JR Tolkien's elvish tongues from *The Lord of the Rings* and Klingon, used as background material in the more recent *Star Trek* movies and the

television series *Star Trek: The Next Generation*. But of the various planned languages which have been developed over the years for international use, the best known would have to be Esperanto.

Interviewer: In your opinion, is Esperanto superior to other planned languages, or other languages in general.

Stan: Well, linguistically speaking, Esperanto is neither superior nor inferior to any unplanned language; whether it's superior or inferior to other planned languages is open to debate. Speaking from personal experience, for an English speaker, Esperanto is perhaps five times as easy to learn as Spanish, ten times as easy as Russian, and considerably easier than Chinese.

Interviewer: If it's that easy to learn, maybe I'll start taking lessons.

Stan: You should give it try.

Interviewer: We're going to take a short break now, and afterwards there will be ... [fade]

1. Zamenhof invented his language because he felt

- A. there was too much linguistic rivalry.
- B. familiar languages had been rejected.
- C. it would promote world understanding.
- D. so many languages were dying out.

2. The first book written on Esperanto

- A. was of an academic nature.
- B. was written very quickly.
- C. was published by a student.
- D. concerned medical matters.

3. The name of the language, Esperanto,

- A. can be translated as 'inspiration'.
- B. was originally a book title.
- C. was Zamenhof's pen name.
- D. changed several times.

4. Bahasa Indonesian

- A. is widely spoken in Holland.
- B. was created by a language specialist.
- C. has been used in films.
- D. was intended to be an international language.

5. Compared with other planned languages, Esperanto is

- A. more effective.
- B. inferior.
- C. better known.
- D. more personal.

SPEAKING

Esperanto is an artificial language, based on Western European languages, which was once believed to have a future as a world language. Esperanto has not yet achieved the hopes of its founder to become a universal second language. Although many promoters of Esperanto

stress the successes it has had, the fact remains that well over a century since its publication; the Esperanto-speaking community remains comparatively tiny with respect to the world population. Why do you think that is? Do you think that your first language could be a world language? Why (not)?

Encyclopedia

Esperanto is the most widely spoken constructed international auxiliary language. Its name derives from *Doktoro Esperanto*, the pseudonym under which Ludwig Zamenhof published the first book detailing Esperanto, the *Unua Libro*, in 1887. The word *esperanto* means ‘one who hopes’. Zamenhof’s goal was to create an easy and flexible language that would serve as a universal second language to foster peace and international understanding and allow people to communicate, yet at the same time retain their own languages and cultural identities. Esperanto does not replace anyone’s language but simply serves as a common second language. It can be learnt in much less time than any other language. (Some say it is four times easier!)

Esperanto has had continuous usage by a community estimated at between 100,000 and 2 million speakers for over a century. However, no country has adopted the language officially. Although there aren't a lot of people who speak Esperanto in any one place, there are some almost everywhere. There are over a hundred periodicals regularly published in Esperanto. There are thousands of books in Esperanto, both translated and original works. There are millions of webpages.

VOCABULARY FILE (Esperanto (wordformation))

Provide the most appropriate definition to each word or collocation

1. to facilitate communication between people from different parts of the world
 2. to be unsuccessful at smth (fulfilling one’s role)
 3. at first glance
 4. to be supposedly easy to learn
 5. to have considerable advantage over other languages
 6. not to be burdened with a host of irregular verbs
 7. an innate simplicity
 8. straightforward
 9. the complexity and ambiguities of natural languages
 10. range from smth (the practical) to smth (the psychological)
 11. little reason
 12. to study language
 13. in preference to
 14. a widely spoken (language)
 15. real languages
 16. to be appealing to smb (the majority of learners)
- 1. For questions 1-10 read the text below. Use the word given in the capitals at the end of some of the lines to form a word that fits in the space in the same line.**

Although there has always been a need for a lingua franca to facilitate communication

between people from different parts of the world, artificial languages have been (1) SINGULAR
 unsuccessful at fulfilling this role. At first glance, this might seem
 surprising because a language such as Esperanto, which is (2) very easy SUPPOSE
 to learn, would seem to have (3) advantage over languages such as CONSIDER
 English, French or Spanish. Esperanto is not burdened with a host of irregular verbs
 and its grammar has an innate (4)..... that makes it very straightforward. The SIMPLE
 vocabulary has none of the (5) and ambiguities of a natural language, so COMPLEX
 why has Esperanto not thrived? There are many reasons why people prefer to learn
 natural languages, and these range from the practical to the (6)..... Esperanto PSYCHOLOGY
 speakers are still (7) rare, so there is little reason to study it in (8) COMPARE
 to a widely spoken modern language such as English. In (9), PREFER
 real languages come with cultures and literary traditions, making them far more ADD
 (10)..... to the majority of learners. APPEAL

LISTENING AND SPEAKING

VOCABULARY FILE 15

(Changing English in a changing world/ English as an International Language')

Provide the most appropriate definition to each word or collocation

1. the thinking behind sth
2. to be intelligible to smb
3. to vary
4. to conform to 'native-speaker' ways of speaking
5. to be incredibly complicated
6. to keep something of yourself in smth
7. to be yourself in smth
8. to be legitimate
9. to perceive smth to be + adj
10. to keep sth of one's background
11. to patronise learners
12. to speak as closely as possible to a native speaker
13. to make up one's mind

Changing English in a changing world

1. **Discuss in groups. In what circumstances will you use English in the future? Think about work, travel, social situations, the Internet, etc.**
2. **Read the facts about the English language. Just one piece of information is false. Can you guess which? Do any of the facts surprise you? Why?**

Did you know ...?

1. There are far more non-native speakers of English in the world today than native speakers. About 350 million speak it as their mother tongue, whereas it is thought that around 1.5 billion

speaking it as a second or foreign language!

2. It is believed that around 80% of the data on the world's computers is stored in English.
3. It has been estimated that about 20,000 English words spread into other languages every year.
4. Special simplified forms of English exist to help various professions to communicate internationally, for example 'air-speak' for pilots and air-traffic controllers; 'police-speak' to help deal with international crime, and 'doctor-speak' to simplify communication between doctors.
5. The grammar and vocabulary used by native speakers varies a lot, even in the UK. In some local accents people say 'we was' or 'they was'; a few kilometers away, they say 'he were' and 'she were'.
6. Modern British people probably wouldn't have been able to understand the English spoken in Shakespeare's time. Many words had different meanings, for example, 'nice' meant 'foolish' in the sixteenth century.

3. Read these statements and mark them (tick) if you agree, (cross) if you disagree, and (question mark) if you are not sure. Compare answers in pairs.

- a) I am more likely to use English to speak to native speakers (e.g. British and American people) than I am to speak to other non-native speakers.
- b) All learners of English should try to pronounce the language as closely as possible to the way native speakers do.
- c) It is important for learners of English to have a good command of British and American idioms.
- d) People can't understand you when you speak a foreign language unless you use the grammar correctly.
- e) English doesn't just 'belong to' British and American people. It belongs to everyone in the world who uses it.
- f) When I speak English I don't want to imitate a British or American person. I want to keep my own identity.

4. Listen to Dr Jennifer Jenkins talking about 'English as an International Language'. Which statements above does she agree/disagree with? Why?

5. a) Dr Jenkins mentions the following language areas as examples. Have you had problems with any of them?

the pronunciation of *th*

British and American idioms

uncountable nouns like *information*

the third person 's' in the Present Simple

b) What does Jennifer Jenkins think may happen to these things as English as International Language develops? How does she think dictionaries in the future will be different? Listen again if necessary.

6. Notice how the points are introduced:

Well, there are two things. **One thing** is that ... they're intelligible to each other.
The second thing would be that ... nobody owns English any more.
One advantage would be that ... learners have less to do.

How do these introductory phrases help the listener?

7. Here are some similar ways of introducing points:

	point to consider	
One important	reason	
Another (important)	disadvantage	is that ...
The most important	drawback	would be that ...
The second	problem	might be that ...
A further	concern/issue	
The main	consideration	
	explanation	

8. Introduce each of these arguments for and against globalisation in a different way.

For

- ... people are much more aware of other cultures and ways of life.
- ... there are more and more opportunities to travel.
- ... there is a lot more choice available than there used to be.

Against

- ... a lot of small local businesses cannot compete with big multinationals.
- ... big multinational corporations have so much power.
- ... a lot of local skills and customs are being lost.

9. Give your opinions on one of the questions below. Aim to speak for 30 seconds to one minute, but first decide what you will say. Try to use some of the phrases from the box above to make your points.

- Is it a good thing to have English as a global language?
- Will the Internet increase the spread of globalisation?
- Should each country/region try to preserve their traditions and way of life? How?

READING (Part 1)

1. You are going to read an extract about Modern English. For questions 1 and 2, choose the answers (A, B, C or D) which you think fits best according to the text.

Modern English

Imperceptibly, during the 18th century, English loses the most noticeable remaining features of structural difference which distance the Early Modern English period from us. By the end of that

century, with but a few exceptions, the spelling, punctuation, and grammar are very close to what they are today. If we take an essay by William Hazlitt (1778-1830) or a novel of Jane Austen (1775-1817), for example, we can read for pages before a point of linguistic difference might make us pause. We would find the vocabulary somewhat unfamiliar in places, the idiom occasionally unusual or old-fashioned, the style elegant or quaint, and we might feel that the language was in some indefinable way characteristic of a previous age: but we do not need to consult a special edition or historical dictionary at every turn in order to understand the text. Jane Austen makes demands on our modern linguistic intuitions which seem little different from those required by Catherine Cookson or P.D. James.

However, despite this apparent continuity, the language at the end of the 18th century is by no means identical to what we find today. Many words, though spelt the same, had a different meaning. If we had tape recordings of the time, we would also notice several differences in pronunciation, especially in the way words were stressed. And an uninformed modern intuition would achieve only a superficial reading of the literary texts of the period. In reading a novel of the 1990s, we can make an immediate linguistic response to the social and stylistic nuances introduced into the text, because we are part of its age: we recognize the differences between formality and informality, or educated and uneducated; we can sense when someone is being jocular, ironic, risqué, archaic or insincere. We can easily miss such nuances in the writing of the early 19th century, especially in those works which take the manners of contemporary society as their subject. That world is more linguistically removed from us than at first it may appear.

According to the writer, most readers of a Jane Austen novel

- A. would not be able to understand much of the vocabulary.
- B. would be put off by the old-fashioned style.
- C. would hardly notice that it was written in a different period.
- D. would realise that modern authors have copied much of her work.

The aim of the writer of the text is to point out that readers of 18th century novels

- A. would not understand 18th language if it were spoken.
- B. would get more out of the novels if they understood 18th language better.
- C. can easily relate the social situations to those in today's society.
- D. can enjoy the strong sense of style exemplified in those novels.

2. Now answer these questions about the text.

- a) What are the similarities between 18th century English and present-day English?
- b) What are the differences between 18th century English and present-day English?

3. Here are some chunks from the text about Modern English. Use the chunks in sentences of your own. You may like to write about how language, music or art has changed in your country.

by the end of that century
somewhat unfamiliar in places
in order to understand
because we are part of its age
very close to what they are today
characteristic of a previous age

by no means identical to what we find today
than at first it may appear

VOCABULARY FILE (The Changing English Language)

Provide the most appropriate definition to each word or collocation

1. to trace the evolutionary path of a language
2. language change
3. to spread through communities
4. historical circumstances influence
5. an integral form of human activity
6. to be regarded as an entity in itself
7. to behave in a slightly different manner from smb/smith
8. predecessor
9. to be impatient of smth
10. the stilted vocabulary and pronunciation of the elders
11. to become standard usage
12. to grow less receptive to linguistic novelties
13. to decry the slovenly speech of the younger generation
14. (expressions/language) to be confined to slang and familiar conversation
15. to be assimilated into normal vocabulary

1. **Read the text filling in the gaps with the following items:** *like, how, a, next, into, so, each, in, what, its, carry, their, to, however/nevertheless, less.*

The Changing English Language

All languages change over a period of time, for reasons (0) WHICH are imperfectly understood. Speech is really so integral (1) form of human activity that it cannot be regarded as an entity (2) itself. For this reason, it is more exact to say that (3) generation behaves linguistically in a slightly different manner from (4) predecessors.

Young people are impatient of (5) they often consider to be the stilted vocabulary and pronunciation of (6) elders, and like to show (7) up-to-date they are by using the latest slang. (8), as the years go by, some of that slang becomes standard usage. In any case, people slowly grow far (9) receptive to linguistic novelties, (10) that by the time they reach their forties, they decry the slovenly speech of the younger generation.

In this respect, language is a little (11) fashions in dress. The informal clothes of one generation become the everyday wear of the (12) Similarly, just as many young doctors and office workers (13) out their duties in casual clothes, so expressions which were once confined (14) slang and familiar conversation are assimilated (15) their normal vocabulary.

VOCABULARY FILE (Pidgin and Creole)

Provide the most appropriate definition to each word or collocation

1. Pidgin
2. Creole
3. rapid language change
4. to occurs as a result of smth
5. relatively small sound systems
6. reduced vocabularies
7. simplified and altered grammars
8. to rely heavily on context

1. Read the text and for questions 1-6, read the text above and decide which answer (A, B, C or D) best fits each gap.

Pidgin and Creole

Just as a language may develop varieties in the form of dialects, languages as a whole may change. Sometimes rapid language change occurs as a result of (1) ... between people who each speak a different language. In such circumstances a pidgin language may (2) Pidgins are grammatically (3) ... on one language but are also influenced, especially in vocabulary, by others; they have relatively small sound systems, reduced vocabularies and simplified and altered grammars, and they rely (4) ... on context in order to be understood.

Pidgins are often the result of traders meeting island and coastal peoples. A pidgin has no native speakers: when speakers of a pidgin have children who learn the pidgin as their first language, that language is then called creole. (5) ... the creole has enough native speakers to form a speech community, the creole may (6) ... into a fuller language.

- | | | | |
|-------------------|--------------|-----------|----------------|
| 1 A approximation | B contact | C link | D acquaintance |
| 2 A issue | B stem | C spring | D arise |
| 3 A based | B derived | C built | D hinged |
| 4 A decisively | B thoroughly | C closely | D heavily |
| 5 A Whereas | B Promptly | C Once | D Presently |
| 6 A increase | B expand | C enlarge | D swell |

READING

VOCABULARY FILE (English as a Global Language)

Provide the most appropriate definition to each word or collocation

1. be/have little/nothing to do with smb/smith
2. to subjugate smb
3. to decline
4. the closest of links between sth and sth

5. language dominance
6. a strong power-base
7. to make progress
8. an international medium of communication
9. to succeed on the international stage
10. at the outset
11. popular and misleading beliefs
12. to be a paragon
13. on account of smth [because of something]
14. language's perceived aesthetic qualities
15. the clarity of expression
16. literary power
17. religious standing
18. to laud smb/smth
19. sth inherently beautiful or logical
20. misconceived arguments
21. heavily inflected languages
22. ease of learning
23. to be internationally appealing
24. to comment on smth
25. 'familiarity' of English vocabulary
26. to derive from smth
27. to give 'welcome' to foreign vocabulary
28. to try to keep foreign vocabulary out
29. to place English in contrast to other languages
30. to give (a language) a cosmopolitan character
31. coding social class differences
32. to express an intricate system of class relationships
33. supposed traits of appeal
34. to weigh smth against smth
35. accumulated irregularities of the spelling system
36. intrinsic structural properties
37. to be a vehicle of great literature
38. to be associated with a great culture or religion
39. to motivate smb to do smth
40. to ensure a language's world spread
41. to guarantee survival as a living language
42. to achieve international status
43. to implement one's policies
44. ruthlessly
45. international language dominance
46. to be the result of
47. military might
48. to establish, maintain and expand a language
49. to become a critical factor
50. to operate on a global scale

51. to foster the emergence of massive multinational organizations
52. to bring an explosion of international marketing and advertising
53. power of press
54. to reach unprecedented levels
55. to cross national boundaries (with electromagnetic ease)
56. to fuel mass entertainment industries
57. to have a worldwide impact
58. the drive to make progress
59. to foster an international intellectual and research environment
60. to give smth (scholarship and further education) a high profile
61. to be/become the world's leading industrial and trading country
62. productive and fast growing economy
63. to send (English) around the globe
64. to maintain and promote language's world presence
65. the economic supremacy of the new American superpower
66. the driving force

1. You will read two chapters from the book 'English as a Global Language' by Professor David Crystal, world authority on the English language. Before you read, discuss the following.

- a) What makes a world language?
- b) What are the advantages and disadvantages of having a global language?
- c) The English language has become the most successful the globe has ever known, with perhaps 1,500 million speakers. But if its rise continues what will be the fate of less powerful tongues?
- d) What are the dangers of a global language?

2. The following phrases appear in the text. How are they related to the title? Scan the text to see if your guesses were correct.

- aesthetic qualities
- clarity of expression
- literary power
- religious standing
- 'familiarity' of English vocabulary
- cosmopolitan character of a language
- political and military power
- economic supremacy of the new American superpower
- emergence of massive multinational organizations

What makes a global language?

by David Crystal

Why a language becomes a global language has little to do with the number of people who speak it. It is much more to do with who those speakers are. Latin became an international language throughout the Roman Empire, but this was not because the Romans were more numerous than the

peoples they **subjugated**. They were simply more powerful. And later, when Roman military power declined, Latin remained for a millennium as the international language of education, thanks to a different sort of power – the ecclesiastical power of Roman Catholicism.

There is the closest of links between language dominance and economic, technological, and cultural power. Without a strong *power-base*, of whatever kind, no language can make progress as an international *medium* of communication. Language has no independent existence, living in some sort of mystical space apart from the people who speak it. Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed, on the international stage, their language succeeds. When they fail, their language fails.

This point may seem obvious, but it needs to be made **at the outset**, because over the years many popular and misleading beliefs have grown up about why a language should become internationally successful. It is quite common to hear people claim that a language is a **paragon**, on account of its perceived aesthetic qualities, clarity of expression, literary power, or religious standing. Hebrew, Greek, Latin, Arabic and French are among those which at various times have been **lauded** in such terms, and English is no exception. It is often suggested, for example, that there must be something inherently beautiful or logical about the structure of English, in order to explain why it is now so widely used. ‘It has less grammar than other languages’, some have suggested. ‘English doesn’t have a lot of endings on its words, nor do we have to remember the difference between masculine, feminine, and neuter gender, so it must be easier to learn’.

Such arguments are misconceived. Latin was once a major international language, despite its many inflectional endings and gender differences. French, too, has been such a language, despite its nouns being masculine or feminine; and so – at different times and places – have the heavily inflected Greek, Arabic, Spanish and Russian. Ease of learning has nothing to do with it. Children of all cultures learn to talk over more or less the same period of time, regardless of the differences in the grammar of their languages.

This is not to deny that a language may have certain properties which make it internationally appealing. For example, learners sometimes comment on the ‘familiarity’ of English vocabulary, *deriving* from the way English has over the centuries *borrowed* thousands of new words from the languages with which it has been in contact. The ‘welcome’ given to foreign vocabulary places English in contrast to some languages (notably, French) which have tried to keep it out, and gives it a cosmopolitan character which many see as an advantage for a global language. And there have been comments made about other structural aspects, too, such as the absence in English grammar of a system of coding social class differences, which can make the language appear more ‘democratic’ to those who speak a language (e.g. Javanese) that does express an **intricate** system of class relationships. But these supposed traits of appeal are incidental, and need to be *weighed against* linguistic features which would seem to be internationally much less desirable – notably, in the case of English, the accumulated irregularities of its spelling system.

A language does not become a global language because of its **intrinsic** structural properties, or because of the size of its vocabulary, or because it has been a *vehicle* of a great literature in the past, or because it was once associated with a great culture or religion. These are all factors which can motivate someone to learn a language, of course, but none of them alone, or in combination, can ensure a language’s world spread. Indeed, such factors cannot even guarantee survival as a living language – as is clear from the case of Latin, learned today as a classical language by only a scholarly and religious few. Correspondingly, inconvenient structural properties (such as awkward spelling) do not stop a language achieving international status either.

A language has traditionally become an international language for one chief reason: the power of its people – especially their political and military power. The explanation is the same throughout history. Why did Greek become a language of international communication in the Middle East over 2,000 years ago? Not because of the intellects of Plato and Aristotle: the answer lies in the swords and spears wielded by the armies of Alexander the Great. Why did Latin become known throughout Europe? Ask the legions of the Roman Empire. Why did Arabic come to be spoken so widely across northern Africa and the Middle East? Follow the spread of Islam, carried along by the force of the Moorish armies from the eighth century. Why did Spanish, Portuguese, and French find their way into the Americas, Africa and the Far East? Study the colonial policies of the Renaissance kings and queens, and the way these policies were *ruthlessly implemented* by armies and navies all over the known world. The history of a global language can be traced through the successful expeditions of its soldier/sailor speakers. And English has been no exception.

But international language dominance is not **solely** the result of military might. It may take a militarily powerful nation to establish a language, but it takes an economically powerful one to maintain and **expand** it. This has always been the case, but it became a particularly critical factor in the nineteenth and twentieth centuries, with economic developments beginning to operate on a global scale, supported by the new communication technologies – telegraph, telephone, radio – and fostering the emergence of massive multinational organizations. The growth of competitive industry and business brought *an explosion* of international marketing and advertising. The power of the press reached unprecedented levels, soon to be surpassed by the broadcasting media, with their ability to cross national boundaries with electromagnetic ease. Technology, chiefly in the form of movies and records, **fuelled** new mass entertainment industries which had a worldwide impact. The drive to make progress in science and technology fostered an international intellectual and research environment which gave scholarship and further education *a high profile*. Any language at the centre of such an explosion of international activity would suddenly have found itself with a global status.

And English was apparently ‘in the right place at the right time’. By the beginning of the nineteenth century, Britain had become the world’s leading industrial and trading country. By the end of the century, the population of the USA (then approaching 100 million) was larger than that of any of the countries of western Europe, and its economy was the most productive and the fastest growing in the world. British political imperialism had sent English around the globe, during the nineteenth century, so that it was a language ‘on which the sun never sets’. During the twentieth century, this world presence was maintained and **promoted** almost single-handedly through the economic **supremacy** of the new American superpower. Economics replaced politics as the chief *driving force*. And the language behind the US dollar was English.

Vocabulary Practice

3. Match the highlighted words/phrases in the passage with their synonyms below.

- start
- superiority
- to enslave
- standard/ideal
- inherent
- only
- to increase

- to praise
- to provoke
- complex
- to foster

4. Now complete the following sentences with appropriate answers from Exercise 3.

1. Growing political differences within the government also helped *FUEL* rumours of a possible military coup.
2. Greenpeace works to awareness of the dangers that threaten our planet today.
3. Scholarships are given on the basis of financial need.
4. Colonialism depends on military
5. Maths is anpart of school curriculum.
6. Few peoples have beenso ignominiously as American Indians./Her own needs
7. It's better to get something in writing right at the
8. Jesus Christ is afor generations to follow. (=MODEL OF EXCELLENCE AND PERFECTION)
9. Goethe's magnum opus,as one of the peaks of world literature, is the two-part drama Faust.
10. We have plans tointo the US market.
11. So instead of remembering only what you choose to learn or are sure to need later, your brain files away manydetails of context.

5. Complete the sentences with an appropriate word in CAPITALS Use the words in brackets to form words that fit in the same numbered spaces in the text. Then comment on the meaning of each word (use a dictionary if necessary).

1. A person with higher qualifications can get a better paid job at the of their career. (SET)
2. The city offers an combination of sporting and cultural events. (APPEAL)
3. The of his writing makes the books a pleasure to read. (CLEAR)
4. The scandal damaged the Governor's in the polls. (STAND)
5. Where literacy in the mother tongue is not maintained there is less progress and achievement in the second language. (CORRESPOND)
6. The points you make are true, but they're to the main problem. (INCIDENT)
7. The article was , and the newspaper has apologized. (LEAD)
8. Many people got a idea that France nowadays is not as interesting as it was in previous time, therefore the language itself does not pose that much interest for many people. (CONCEIVE)

7. Match the italicized words in the article with the definitions below, then use them in your own sentences. You may change the form of the verbs if necessary.

1. the impetus, power, or energy behind something in motion -

2. a means by which something is expressed, communicated, or achieved -
3. to carefully consider, especially by comparing facts or possibilities, in order to make a decision
4. an area of a country or a group of people on which someone's power depends -
5. a sudden or quick increase in the number or amount of something -
6. in way so determined to get what you want that you do not care if you have to hurt other people on order to do it -
7. to have as a root or origin; to originate from -
8. a position attracting much attention and publicity -
9. a means of expressing, embodying, or fulfilling something -
10. to adopt into one language from another -
11. to take action or make changes that you have officially decided should happen -

VOCABULARY FILE (Why do we need a global language?)

Provide the most appropriate definition to each word or collocation

1. to play a central (unrecognized) role
2. human interaction
3. to meet on the international stage
4. invariably
5. a linguistically mixed community
6. to rely on smb/smith
7. to ensure communication between
8. bilingualism
9. trilingualism
10. to be a possible solution
11. to acquire a language with
12. unselfconscious ease
13. to solve a problem
14. to act as a lingua franca or 'common language'
15. to adopt a simplified language
16. to be used extensively
17. to emerge as a lingua franca
18. to do smth with varying success
19. to become to some degree bilingual
20. to be accepted from outside the community
21. the chief international forum
22. political communication
23. to date from
24. international bodies
25. to come into being
26. the World Bank
27. UNESCO

28. UNICEF
29. the World Health Organization
30. the International Atomic Energy Agency
31. multinational regional and political groupings
32. the European Union
33. the Commonwealth (of Nations)
34. to be represented in single meeting-places
35. considerable pressure
36. to adopt a single lingua franca
37. expensive and impracticable multi-way translation facilities
38. to designate official language
39. a widespread view
40. to reduce the numbers of languages
41. to cut down on the amount
42. the interpretation/translation and clerical work
43. to swallow up
44. to trim a budget
45. to give (a language) a reduced international standing
46. language choice
47. a sensitive issue
48. utilitarian measure
49. international academic and business community
50. to be practicable
51. to be available
52. to plan a multi-national deal
53. to make use
54. the growth in international contacts
55. to be the result of smth
56. to be unable to do smth
57. to provide the circumstances for smth
58. to be/become more mobile
59. presumably
60. a handful of smb/smth
61. to affect smb/smth
62. to a greater or lesser extent
63. to appreciate
64. the scale and recency of the development
65. to lead to a massive increase in smth
66. the collapse of the USSR
67. a precedent
68. to place a strain on smth
69. conventional resources
70. to place the burden\ to ease the burden on smb\ smth
71. an urgent need for smth

Now you will read the second article by David Crystal.

Why do we need a global language?

Translation has played a central (though often unrecognized) role in human interaction for thousands of years. When monarchs or ambassadors met on the international stage, there would invariably be interpreters present. But there are limits to what can be done in this way. The more a community is linguistically mixed, the less it can rely on individuals to ensure communication between different groups. In communities where only two or three languages are in contact, bilingualism (or trilingualism) is a possible solution, for most young children can acquire more than one language with unselfconscious ease. But in communities where there are many languages in contact, as in much of Africa and South-east Asia, such a natural solution does not readily apply.

The problem has traditionally been solved by finding a language to act as a *lingua franca*, or 'common language'. Sometimes, when communities begin to trade with each other, they communicate by adopting a simplified language, known as a pidgin, which combines elements of their different languages. Many such pidgin languages survive today in territories which formerly belonged to the European colonial nations, and act as *lingua francas*; for example, West African Pidgin English is used extensively between several ethnic groups along the West African coast. Sometimes an indigenous language emerges as a *lingua franca* – usually the language of the most powerful ethnic group in the area, as in the case of Mandarin Chinese. The other groups then learn this language with varying success, and thus become to some degree bilingual. But most often, a language is accepted from outside the community, such as English or French, because of the political, economic, or religious influence of a foreign power.

The prospect that a *lingua franca* might be needed for the **whole** world is something which has emerged strongly only in the twentieth century, and since the 1950s in particular. The chief international forum for political communication – the United Nations – dates only from 1945. Since then, many international bodies have come into being, such as the World Bank (also 1945), UNESCO and UNICEF (both 1946), the World Health Organization (1948) and the International Atomic Energy Agency (1957). Never before have so many countries (around 190, in the case of some UN bodies) been represented in single meeting-places. At a more restricted level, multinational regional or political groupings have come into being, such as the Commonwealth and the European Union. The pressure to adopt a single *lingua franca*, to facilitate communication in such contexts, is considerable, the alternative being expensive and impracticable multi-way translation facilities.

Usually a small number of languages have been designated official languages for an organization's activities: for example, the UN was established with five official languages – English, French, Spanish, Russian and Chinese. There is now a widespread view that it makes sense to try to reduce the numbers of languages involved in world bodies, if only to cut down on the vast amount of interpretation/translation and clerical work required. Half the budget of an international organization can easily get swallowed up in translation costs. But trimming a translation budget is never easy, as obviously no country likes the thought of its language being given a reduced international standing. Language choice is always one of the most sensitive issues facing a planning committee. The common situation is one where a committee does not have to be involved – where all the participants at an international meeting automatically use a single language, as a utilitarian measure (a 'working language'), because it is one which they have all come to learn for separate reasons. This situation seems to be slowly becoming a reality in meetings around the world, as general competence in English grows.

The need for a global language is particularly appreciated by the international academic and business communities, and it is here that the adoption of a single lingua franca is most in evidence, both in lecture-rooms and board-rooms, as well as in thousands of individual contacts being made daily all over the globe. A conversation over the Internet between academic physicists in Sweden, Italy, and India is at present practicable only if a common language is available. A situation where a Japanese company director arranges to meet German and Saudi Arabian contacts in a Singapore hotel to plan a multi-national deal would not be impossible, if each plugged in to a 3-way translation support system, but it would be far more complicated than the alternative, which is for each to make use of the same language.

As these examples suggest, the growth in international contacts has been largely the result of two separate developments. The physicists would not be talking so conveniently to each other at all without the technology of modern communication. And the business contacts would be unable to meet so easily in Singapore without the technology of air transportation. The availability of both these facilities in the twentieth century, more than anything else, provided the circumstances needed for a global language to grow.

People have, in short, become more mobile, both physically and electronically. Annual airline statistics show that steadily increasing numbers are finding the motivation as well as the means to transport themselves physically around the globe, and sales of faxes, modems, and personal computers show an even greater increase in those prepared to send their ideas in words and images electronically. It is now possible, using electronic mail, to copy a message to hundreds of locations all over the world virtually simultaneously. It is just as easy for me to send a message from my house in the small town of Holyhead, North Wales, to a friend in Washington as it is to get the same message to someone living just a few streets away from me. In fact, it is probably easier. That is why people so often talk, these days, of the 'global village'.

These trends would be taking place, presumably, if only a handful of countries were talking to each other. What has been so impressive about the developments which have taken place since the 1950s is that they have affected, to a greater or lesser extent, every country in the world, and that so many countries have come to be involved. There is no nation now which does not have some level of accessibility using telephone, radio, television, and air transport, though facilities such as fax, electronic mail and the Internet are much less widely available.

The scale and recency of the development has to be appreciated. In 1945, the United Nations began life with 51 member states. By 1956 this had risen to 80 members. But the independence movements which began at that time led to a massive increase in the number of new nations during the next decade, and this process continued steadily into the 1990s, following the collapse of the USSR. There were 190 member states in 2002 – nearly four times as many as there were fifty years ago. And the trend may not yet be over, given the growth of so many regional nationalistic movements worldwide.

There are no precedents in human history for what happens to languages, in such circumstances of rapid change. There has never been a time when so many nations were needing to talk to each other so much. There has never been a time when so many people wished to travel to so many places. There has never been such a strain placed on the conventional resources of translating and interpreting. Never has the need for more widespread bilingualism been greater, to ease the burden placed on the professional few. And never has there been a more urgent need for a global language.

1. Comment on the following dates, figures and names of organizations/intergovernmental bodies that come up in the article.

- 1) the 1950s
- 2) the United Nations (1945)
- 3) 190
- 4) the World Bank (1945)
- 5) UNESCO (1946)
- 6) UNICEFF (1946)
- 7) the World Health Organization (1948)
- 8) the International Atomic Energy Agency (1957)
- 9) the European Union
- 10) the Commonwealth of Nations

2. Scan through the article again and answer the questions:

Do we need a global language?

What are the benefits of a global language?

What are the dangers of a global language?

Why is language choice considered to be a sensitive issue?

Should international organization reduce the number of working languages and thus economize translational resources?

3. LANGUAGE IN DANGER

Lead-in

- Roughly how many languages are there in the world?
- Approximately how many languages do you think die out every year?
- Which language is spoken more than any other?
- Do you think your language is worth learning by other people? Prove your point.

Listening "Helena Drysdale"

VOCABULARY FILE (Helena Drysdale)

Provide the most appropriate definition to each word or collocation

1. to do research
2. a mass culture
3. to lower the status of the language
4. to help to keep the language going
5. to cause resentment
6. to make people defiant towards authorities
7. to represent threat to the survival of minority languages

8. to have a negative effect on local cultures
9. the influx of outsiders
10. to take positive action
11. to be indifferent and hostile to one's own language
12. to lose one's mother tongue
13. to legislate the survival of minority languages
14. to ensure the survival of minority languages

1. Do you know where the following languages are spoken?

Sami Breton
 Ladin Provençal
 Frisian
 Galego

2. You will hear a woman called Helena Drysdale being interviewed about her research for a book on minority languages. For questions 1-6, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1. The main purpose of Helena's journey was to**
 - A. establish precisely where Europe's minority languages are spoken.
 - B. investigate the effects of climate and location on language.
 - C. calculate the exact number of minority languages in Europe.
 - D. assess the current condition of Europe's minority languages.
- 2. One problem of living in a mobile home was that**
 - A. there wasn't much space.
 - B. the children had nowhere to play.
 - C. it became very hot.
 - D. they all got bored with each other.
- 3. What does Helena say about the people she met?**
 - A. Not all of them spoke a minority language.
 - B. Some were more willing than others to express their views.
 - C. Intellectuals gave more biased information than other people.
 - D. Older people had a rather unbalanced view of the situation.
- 4. We learn that people who were punished for speaking Provençal**
 - A. did not take their punishment seriously.
 - B. felt they were treated unfairly.
 - C. Were made to feel embarrassed.
 - D. regretted what they had done.
- 5. What point does Helena make about some local people in a tourist area?**
 - A. They are not interested in preserving their culture.
 - B. They complain too much about tourists.
 - C. They sell their land in order to make large profits.
 - D. Their actions are not consistent with their opinions.
- 6. According to Helena, language**
 - A. enables people to express their emotions.

- B. is an expression of one's identity.
- C. is the key to integration.
- D. makes everyone different.

3. Are any minority languages spoken in your country? Is anything done to ensure their survival? Do you think more could or should be done? Helena says: *If you spoke a different language, you'd be a different person.* Do you agree with her? Why/Why not?

READING

Upstream Advanced WB pp.38-39

- 1. You will read an article about disappearing languages. Before you read, discuss the following.**
- a) The writer argues that we must try to save the languages that are threatened with extinction. What reasons do you think he gives for his belief? Think about culture; history; identity.
 - b) The following are mentioned in the article. How might they be related to the death of a language?
 - natural disasters
 - displacement
 - other dominant languages

VOCABULARY FILE (Vanishing Voices)

Provide the most appropriate definition to each word or collocation

1. disappearing languages
2. to be threatened with extinction
3. the death of a language
4. an unprecedented rate
5. linguistic diversity
6. a survival
7. to do fieldwork
8. to cause a stir
9. to mourn the passing of a language
10. to die out
11. on average
12. frightening statistics
13. to be in danger of dying
14. natural disaster
15. cultural assimilation
16. a genocide
17. to move away
18. to displace smb\smth
19. to survive the trauma of displacement
20. to stay put

21. cultural assimilation
22. pressure on smb
23. the dominant language
24. to become increasingly efficient in smth
25. to retain competence in smth
26. to give way to smth
27. to find smth less and less relevant
28. to be accompanied by
29. a feeling of shame about smth
30. to devote a modicum of effort to smth
31. a language preservation
32. to leave the option open for smb
33. to enable species to survive in different environments
34. to maintain linguistic diversity
35. to be encapsulated within smb
36. community's history
37. cultural identity
38. a wealth of knowledge
39. to be eminently practical
40. to be a curse rather than a blessing
41. a multiplicity
42. to establish world peace
43. to be better off
44. trouble spots of the world
45. to cause conflict
46. to eliminate conflict
47. to abandon
48. an ancestors' language
49. to struggle to establish one's social position
50. to master a language
51. to be secure
52. to be in a better socio-economic position
53. to reflect on
54. the heritage
55. to feel unbearable guilt over sth
56. to reduce intellectual and cultural diversity of sth
57. to ignore the death of languages
58. to regret the loss of a language
59. to be pointless

- 2. Some paragraphs have been removed from the text. Add them from the paragraphs given below (A-G). There is one paragraph you do not need to use.**

Vanishing Voices

*The world's languages are disappearing at an unprecedented rate,
but does it matter as long as people can communicate?*

David Crystal explains why linguistic diversity is the key to our survival.

A language dies only when the last person who speaks it dies. One day it's there; the next it is gone. Here is how *it* happens. In 1995, a linguist, Bruce Connell, was doing some fieldwork in Cameroon. He found a language called Kasabe, which no westerner had studied before. *It* had just one speaker left, a man called Bogon. Connell had no time on that visit, so he decided to return to Cameroon a year later. He arrived in the early winter, only to learn that Bogon had died on November 5.

1

There is nothing unusual about Bogon's story. Communities have come and gone throughout history, taking their languages with them. But, judged by the standards of the past, what is happening today is extraordinary. There are now about 6,000 languages in the world. Of *these*, about half are going to die out during the next century. *This* means that, on average, there is a language dying out somewhere in the world every two weeks or so.

2

Many things can kill a language, from natural disasters to cultural assimilation and genocide. On July 17 1998, an earthquake in Papua New Guinea, killed more than 2,200 people and displaced a further 10,000: several villages were destroyed. As the survivors have moved away, will these communities (and thus their languages) survive the trauma of displacement?

3

This is often accompanied by a feeling of shame about using the old language. Those families that do continue to use it tend to do so in an idiosyncratic manner, resulting in 'family dialects'. Within a generation, healthy bilingualism within a family can slip into self-conscious semilingualism, and thence into monolingualism.

4

Many different skills and characteristics enable a species to survive in different environments, and the need to maintain linguistic diversity stands on the shoulders of this argument. Encapsulated within a language is most of a community's history, a large part of its cultural identity, and a wealth of knowledge which the rest of the world can access.

5

Not everyone appreciates these things. Some people accept the Babel myth: that the multiplicity of the world's languages is a curse rather than a blessing. If only we had just one language in the world we would all be better off. World peace would be established.

6

In fact, a dying language will cause conflict rather than eliminate it, albeit not between countries but rather within the individuals who have abandoned their ancestors' language. The first generation is, typically, not so concerned, as its members are still struggling to establish their new social position and master their new language. It is their children, secure in the new language and in a much better socio-economic position, with battles over land claims and civil rights behind them, who begin to reflect on (and fell unbearable guilt over) the heritage they have lost.

7

Can we save a few thousand languages, just like that? Yes, though it would not be easy. To save a language you must get linguists into the field, support the community with language teachers, publish grammars and dictionaries – and all over a period of several years. But these difficulties do not mean we can ignore the death of languages. Regretting the loss in the future would be pointless. When a spoken language dies, it leaves no archaeology. It is as if it has never been.

- A. However, all the big trouble spots of the world in recent decades have been monolingual countries – Cambodia, Vietnam, Rwanda, Burundi, Yugoslavia, Northern Ireland. And all big monolingual countries have had their civil wars. If people want to fight each other, it takes more than a common language to stop them.
- B. Even if a people stay put, their language may still die as a result of cultural assimilation. When one culture assimilates another, the sequence of events affecting the endangered language is usually characterized by three broad stages. At first, there is pressure on the people to speak the dominant language. Then there is a period of bilingualism; people become increasingly efficient in their new language while still retaining competence in their old. Finally, bilingualism starts to decline, with the old language giving way to the new. This leads to the third stage, in which the younger generation finds its old language less and less relevant.
- C. On November 4, Kasabe existed as one the world's languages; on November 6, it did not. The event might have caused a stir in Bogon's village. If you the last speaker of a language, you are often considered special in your community. But outside the village, who new or mourned the passing of what he stood for?
- D. Breton, in North-East France, is a classic example of a language reducing dramatically in numbers. At the beginning of the 20th century it was spoken by a million people; it is now down to less than a quarter of that. Breton can be saved if enough effort is made – the kind of effort that has already helped Welsh to recover from a dramatic decline – otherwise it could be gone in 50 years.
- E. The full statistics are frightening. There are 51 languages with only one speaker left – 28 in Australia alone. There are more than 3,000 with fewer than 10,000 speakers; and a staggering 5,000 languages with fewer than 100,000 speakers. Ninety-six per cent of the world's languages are spoken by only 4% of its people. No wonder so *many* are in danger of dying.
- F. Sometimes what we learn from a language is eminently practical, as when we discover new medical treatments from the folk medicine of an indigenous people. Sometimes *it* is intellectual, as when the links between languages tell us something about the movements of early civilizations. And of course, very often it is linguistic: we learn something new about language itself – the behaviour that makes us truly human. Ezra Pound summed up the core intellectual argument: 'The sum of human wisdom is not contained in any one language, and no single language is capable of expressing all forms and degrees of human comprehension.'
- G. The common reaction among these people is: "If only my grandparents' generation had ...". Indeed, if a modicum of effort had been devoted to language preservation, it would have left the option open for future generations to make their own choice.
- H. Is language death such a disaster? As long as a few hundred or even a couple of thousand languages survive, you might say, that is sufficient. It is not. We should care about dying languages for the same reason that we care when a species of animal or plant dies. *It* reduces the diversity of our planet. In the case of language, we are talking about intellectual and cultural

diversity, not biological diversity, but the issues are the same.

3. Underline the parts of the article which helped you add the missing paragraphs, then compare with a partner.

4. In your own words, explain the following phrases in the article.

1. ... the need to maintain linguistic diversity stands on the shoulders of this argument (before gap 5)
2. ... the multiplicity of the world's languages is a curse rather than a blessing (before gap 6)
3. All the big trouble spots of the world (para A)
4. The event might have caused a stir in Bogon's village (para C)
5. ... a staggering 5,000 languages ... (para E)

Summary Skill Development

5. What do the words in italics in the article refer to?

- a) Here is how *it* happens.
- b) *It* had just one speaker left
- c) Of *these*, about half are going to die out
- d) *This* means that, on average,
- e) No wonder so *many* are in danger
- f) *It* reduces the diversity of our planet.
- g) sometimes *it* is intellectual

6. Read the article again and answer these questions.

- a) What does the writer mean by 'caused a stir' (para C)
- b) Explain in your own words what happens during 'cultural assimilation'? (para B)
- c) What point is the writer making when he gives a comparison between languages and animals? (para H)
- d) Why does the writer believe that 'linguistic diversity' is important? (para H)
- e) What examples does the writer give of what we can learn from a language?
- f) Explain in your own words what Ezra Pound stated.

Vocabulary Practice

Match the highlighted words/phrases in the passage with their synonyms below.

- concentrated
- variety
- hugely
- yielding
- small amount
- represented
- from there

Use of English

Complete the gaps in the text with a word formed from the word given in the margin

Save our languages!

The linguistic (1) of an ecological disaster is looming, according to researchers from the University of Manchester who say there is considerable (2) that many world languages will disappear by 2050. Academics from the linguistics department staged an (3) ‘..... Languages’ day last month where they spoke of their (4) research. Professor Stephen Perry explained: ‘British Romani is an example of a language now almost at the level of (5) There is no (6) of languages – at the last count there were about 6,000 – but 4% of them are spoken by 96% of the people. No one needs to worry about them. But the little-spoken languages with a chance of (7) need help. People know which species are being (8) but they don’t realise that we are leaving languages to die out. A language can only survive if it is transmitted from parents to their children.’

EQUAL
LIKELY
DANGER
EXTEND
EXTINCT
SHORT
SURVIVE
THREAT

Use of English

VOCABULARY FILE 21

Provide the most appropriate definition to each word or collocation

1. to take measures
2. to reduce language discrimination
3. to be a political and highly emotive issue
4. to ban a language
5. to restrict admissions to English-speaking schools
6. to take to the streets in protest
7. to forbid a language
8. a linguistic suppression
9. to be tolerant
10. minority languages
11. a campaign of protest and vandalism
12. the language of instruction in school

Complete the gaps in the text with one word only given below.

In countries (0) WHERE two or more languages are spoken, language is frequently a political and highly emotive issue. (1) Canada is officially bilingual, the mainly French-speaking province of Quebec introduced a law in 1976 which, (2) other measures, banned languages (3) than French on commercial signs and restricted admissions (4) English-speaking schools. In 1988 the supreme court of Canada ruled that some sections of this law were illegal. No (5) had they done so (6) thousands of French speakers took to the streets (7) protest. Under the regime of General Franco, the Basque language, spoken (8) about 600,000 people in Spain, was

forbidden. So strict (9) this ban that people using Basque in public could be imprisoned.

Linguistic suppression still goes on but, (10) the whole, governments nowadays are more tolerant of their minority languages. (11) has this reversal of attitudes been more pronounced than in Wales. Until well into the twentieth century, Welsh was all (12) illegal, its use being forbidden in schools, the courts and at many places at work. Only (13) a long campaign of protest and vandalism by Welsh speakers in the 1960s (14) the British government allow Welsh to become an official language. (15) twelve per cent of the population of Wales speak Welsh as a first language but the country is now officially bilingual, all public signs are in Welsh as (16) as English, and Welsh is the language of instruction in schools in predominantly Welsh-speaking areas.

SOONER; WAS; OTHER; BUT; TO; BY; THAN; BARELY/SCARCELY; ON; AFTER; DID; AMONG; WELL; NOWHERE; ALTHOUGH.

APPENDIX 1

AYAKO

Listening script

Interviewer: So, Ayako, how long have you been learning English?

Ayako: It's a difficult question to answer because I always studied English at school, because in Japan it's one of the ... compulsory subjects. But I don't think I learnt much English at school because English used to be the subject I most disliked.

Interviewer: Oh dear. And then you came to England and started studying here.

Ayako: Well, I didn't come here because I wanted to learn English, but because my husband's employer sent him on a course at Manchester University and that's why I had to live in Manchester. At first I was quite ... reluctant ... to study English, but I didn't have anything to do in Manchester, because obviously at first I had no friends at all and I had to find something to fill my time, so I went to an English school.

Interviewer: And what was it like?

Ayako: My classmates weren't very keen on learning English. The lessons were – how do you say? – a pushover for me. Because I'd studied basic grammar at school so I wasn't really learning anything new, and that's why I think I wasted a year. But that changed my attitude to English people.

Interviewer: In what way?

Ayako: Maybe you'll think it's strange, but I became a big football fan and of course I wanted to know everything that was going on with my team, Manchester City, so I started buying newspapers and watching satellite TV. My listening improved very much because of my interest in football. Listening to football interviews was quite difficult ...

Interviewer: Oh yes, I suppose because they talk so fast?

Ayako: Well, yes they do, of course, very fast indeed sometimes, but, mm, many of them also have quite strong accents ... and for me that was worse. At first, I hardly understood what they said.

Interviewer: But of course, now you have a really wide vocabulary. How have you managed to build that up?

Ayako: Well, I wanted to know all the football news, so I was looking in the newspapers in English. I read newspapers for fun and they are full of ... colloquial language ... and interesting vocabulary, which was very easy for me to remember. I didn't keep notes. When I, um, came across an interesting expression I looked it up in my dictionary. Of course, if these expressions are used a lot in daily life, I came across them again and again, so I could remember them naturally.

Interviewer: A big problem for people learning languages is how do you know your language is getting better. What measurements do you use?

Ayako: Oh, it's very difficult because ... er ... because the progress isn't so ... visible ... as it is in sport. But when I look back after spending three months or so in the school, I remember I couldn't write a decent letter at first but now, somehow, I think I manage to do it quite well ... And also, before, I couldn't catch what people were saying if they had strong accents, but now it's better, although of course I can't understand every word, but it's a kind of ... feedback.

Interviewer: Now what about the relationship of Japanese and English? What are the particular difficulties you get if Japanese is your first language when you're learning English?

Ayako: I think we have very few similar words and our grammatical structure is very different. Sometimes I think what I want to say in my mind in Japanese and translate it. It works OK when I write because then I have time to think about it. But when I speak it's impossible. The main

difficulty is that the Japanese language is, how do you say? ... Americanised. We use a lot of words which are borrowed from American language but they don't always mean the same in Britain.

Interviewer: Yes, I have the same problem too, sometimes. OK, what advice would you give other Japanese women, or foreigners generally, really, arriving in England for the first time?

Ayako: Well, there are so many Japanese people in London we can do without English. Generally, foreigners don't need to speak English when they go to supermarkets. But you can find friends who are native speakers. Then you have the opportunity to speak, but you can get ... frustrated ... if you don't understand. So you need to study, read newspapers, listen to the radio, watch TV to improve your English. You should read interesting articles. Because if the topic is boring, you'll get bored with learning English.

APPENDIX 2

WHAT IS IT TO KNOW A WORD

CS = Clare Sparrow

CS: ...is not in itself a desirable thing. So, how should we teach words? Before considering this point, it's worth reflecting on what we mean by knowing a word. Obviously we have visual recognition – when we hear the word we can also picture it in its written form; and we have aural recognition – when we read it we can also hear it being said. From this ability to recognize a word comes the ability to produce it, that is to spell it correctly and to pronounce it correctly. There may be variations in spelling and pronunciation – note the controversy about *controversy* – but the majority of words have one accepted orthographic and phonological form.

Knowing the meaning is a more complex issue. There are many words that we hear and more particularly that we read which we understand perfectly well in the context in which they are used, but which we do not use ourselves. We don't use them because they are not near to hand – they're filed away in less immediately accessible reaches of the mind. These words are said to be part of our 'passive vocabulary'. Their meaning may be more or less clear to us – we could provide a passable definition of, say, *wise* as meaning something like clever and experienced without necessarily feeling confident of knowing when best to apply it ourselves. Through underuse accurate application of such words becomes more difficult. To know the meaning of these words truly we must be able to use them appropriately in a variety of contexts. In other words the speaker must be aware of certain factors determining their use: how the word fits into the syntax of the sentence, for example, whether it takes a particular preposition or verb form after it, such as the infinitive or gerund; with what words it naturally collocates – an example of this would be to know that you can deny something categorically but not admit it categorically. Also we must be aware of register – could we say 'I was a bit put out to hear that you are not going to place the order with us' in a business letter? Or similarly to your best friend 'I regret to inform you that our meeting will have to be postponed'? Awareness of connotation is also vital: *zeal* is enthusiasm to be commended, but a *zealot* connotes someone who has lost his sense of proportion, a fanatic if you like.

When we know a word in all these ways, it can become part of our active vocabulary. Whether it does or not hinges on having the right opportunity to try it out. It is the job of the teacher to provide opportunities which are inherently interesting and motivating: generally these will be situations in which students can refer to their own personal experience. Ideally students will constantly be asking, 'How can I use it?', 'Can I say ...?' or 'Can I use ... here?' They will be all the time pushing at the limits of a word in order to consolidate their understanding of its true meaning. The

long-term reward is a larger vocabulary the control of which has enormous benefits: it facilitates variety of expression and precision in communication one's ideas, which is what, after all, most of us aspire to both as speakers and as writers.

APPENDIX 3

DICTIONARIES

Listening script

Interviewer: The creation of dictionaries used to be a slow and genteel process. But these days dictionaries seem to be subject to the same pressures as any other book. I'm joined by Dr Elaine Wilson, Publishing Manager for the *New London Dictionary*, and Tony Travis, who's a professional dictionary compiler, otherwise known as a 'lexicographer'. Elaine, do you agree that competitive pressure is now there in dictionaries?

Elaine: I think it's true generally. There's an enormous market for dictionaries overseas now, for example. And I feel under a lot of pressure from management. We have to maximise the income that we make from dictionaries and of course the way to do that is to keep them as up to date as possible.

Interviewer: And how are the decisions made?

Elaine: There's a rigorous system for assessing whether a new word should go in the dictionary. We have a team of readers who go through material for us and provide us with examples. This gives us a big database. We then look at any potential new entries and what we're looking for is the frequency and breadth of use, so we want to see that a word's being used by more than one journalist, commentator, writer or speaker. And we're also looking for use in more than one level of media.

Interviewer: Tony, people say anecdotally that the influence of America is very strong because of television programmes, movies, the internet. Do we see that also in dictionaries?

Tony: Oh yes. The American domination of the media still means that a lot of the new words come from the United States. But there is a fight-back. There's a lot more Australian, Caribbean, Northern English coming into the language, mainly through slang.

Interviewer: Elaine, we talked about the internet and new technology. It must make it easier to track a word.

Elaine: Yes, it does. Much of the data-gathering that our various teams do in order to authenticate a new word or usage has been accelerated. It's also improved the compiling process because all the stages are done electronically and equipment will continue developing over the next decade or so.

Interviewer: Does it worry you, Tony, this competitive pressure?

Tony: Oh yes, and in fact I must be clear about this – this is not a totally objective profession. I mean, it's very interesting if you look at these new dictionaries, there are very few technical terms relating to farming, climbing, and fishing, for example, but there are a huge number relating to alternative medicine, the theatre and journalism. I think this says something about where the lexicographers are coming from.

Interviewer: Very briefly, both of you, doctors have this mania for finding a new disease. Do you ... is it tempting to invent a word yourself to go into the dictionary? Tony?

Tony: Ah, I've been told that most lexicographers slip in at least one invention just ...

Interviewer: Do you have to watch your staff on this?

Elaine: No, no, we never slip in our own invented words. That would go against everything we stand for. Anyway, we have our work cut out capturing all the genuine new words without trying to invent others! (*laughs*)

Interviewer: All right, we believe you! Elaine Wilson and Tony Travis, thank you.

APPENDIX 4

THE FUTURE OF ENGLISHES

The talk is called as you probably heard is "The future of Englishes", and the important thing is *-es* ending at the end. Do not fall into the trap of thinking that some people do around the world there is no such word. English does not have a plural. Oh yes it does, English is, is very definitely around. Now it came in to be about 10-15 years ago really to reflect the reality of what happens when English become a global language. Because those happen. You know, as a country takes up the English language and adopts it, it immediately adopts it to suit circumstances. Because what is language for? Language exists in order for us to talk what we want to talk about. So what do you want to talk about? Well, anything I suppose the whole world, but you especially want to talk about what is happening in Serbia or where watching this your country, and there for you want to have the English that actually reflects your local interests, your history, the things that happen around you, all of thing you would naturally do in your own language if you are learning another language as international language and you want to be able to talk this language as well.

And so what is happening with English if it goes around the world and becomes global? it is up to different country that have adopted it, immediately started to make it their own, they start to shape it and push it in the direction it never was in before. This happens ever things began. So take four hundred years ago or so when the first people arrived in America, we are talking sixty hundred and six, that is sort of period when they settle on the eastern seaboard of America you get at the beginning of the Genia and the result is American English eventually. How long do you thing it takes for American English to develop? Are you thinking decades or hundreds of years? It only takes weeks for a new variety of English to start to grow. Because as soon as you arrive you want to talk about what you see, and what did the marinas see at the settle of sea when they arrive in America? They saw new plants, they saw new animals, they saw Indians with behavior they have never seen before, with new clothes, new costumes, new shoes, and words started to come in like moccasins, wigwam and scow and scank. And they would write these words in their letters Waco. And suddenly in British English these letters come in through with American English in. Just a few days after these guys had arrived in America. So that is how long it this takes for a new variety of English to grow.

And as you look around modern English world and you see English developing in places like you know every where now, all counties in the world have English either as first language or second language or a privileged foreign language. And it does not take long for these countries to take the English that comes from Britain parts of America or from Australia and to start to adopt it to make it their own. How do you see this adaptation taking place? Chiefly in the vocabulary. It does not take long. If you take a dictionary like the dictionary of South African English language for instance, There are 10000 words in that dictionary, but it only used in South African or apart from around South Africa like Zimbabwe or so on. So if you read South African English, every time you will come across word, and you have no idea what it means because you do not know cultural background.

Let me talk a story on a lecture of my first visit to South Africa. Driving a long road to British council there and I see a sign head and it says "ROBOT" ahead. And I go "What?". I turned to the driver and I say "ROBOT" ahead any turns to mean it says in a lovely South African accent.

"Of course it is robot!"

"What is robot?"

"You do not know what the robot is?"

"No I do not know what the robot is. Have they landed or something?"

"No, no. Robot is , (anybody knows), Robot is a traffic light in South African English".

That is all. And when you are in South Africa you will hear peoples saying sentences like "Turn left at the robot" or "The robot is broken" or "you will find the shop three robots ahead". Now you know you can interpret it. When you first time hear it, you go "what?" like that.

Now, think 10000 words like that in South African English. Not all from British English, of course. ROBOT comes from British English and check originally of course. But there words from Africans, from Zulu, Cosa, and all other languages from South Africa.

SO what happens when English goes to the new parts of the world is income belong the borrowed words from the other languages around that makes that English difficult for the foreigner to understand. But I am the foreigner here. Not just you, you see. That is the difference between me and you in this respect if you go to South Africa you do not understand some of the language, so you think "Oh, I am the foreigner, I am not a native speaker of English" Do not think like that. I go to South Africa, I do not understand the language and I am native speaker of English. You know there is no difference between me and you when it comes to going to different parts of the world I am in new country with a new variety of English, And everywhere there is a point to pick up on everywhere in every county in the worlds there is a new variety of English is going, growing which is culturally influenced.

And it is happening even in Serbia. You think Serbian English - what could that be? What sort of Serbian English is. It is English you use when you talk to me about Serbia and I do not understand what you are talking about because I do not understand what is happening in Serbia. Let me give some examples the other way round. Let me give some example of how I will use culturally specific British English and you may or may not understand it. So if I come out of the room now over there and say "Oh terrible, it was like clap and junction in there". What do I mean? it was like clap and junction in there. Very common expression. If you less knows clap and junction is you have no idea. You understand my grammar, you understand the vocabulary pretty well, set the name, and you understand the pronunciation. But if you do not know clap and junction so cannot understand the sentence. I tell you clap and junction is the name of a railway station in a South of London. It is the most chaotic railway station in Britain, because it has more platform than in anywhere else, and the railway lines come all over the place. And if you ever go to clap and junction you will get lost, you will miss your train probably because you will not find the right platform. So it has become an idiom meaning: it was chaos in there, it was terribly busy. So you come out of the room and say «it was clap and junction in there". All right it is British English.

But how would you translate it into Serbian? What is the equivalent? It was chaos. Is it genuine expression? May be it is never chaotic in Serbia. You do not know this sort of problem. I do not know. But the thing is I go around the world I increasingly find people talking to me in English and using expressions which I used to say. Sorry I do not understand what you mean, because the just slipping to talk about the political party in Serbia. Just I may say "Tories, labor party, independence or so on". I know what I mean, you only know what I mean if you British political system I have used to talk politics here. I am going to get lost very, very quickly. You will have a nickname for

your prime minister I have no debt and very rude ones too I expect. I know what they are if you drop this into the conversation.

You have a part of the city what you say not to go there because it is dangerous may be. Apart of the city where something special happens. If somebody says cure in London I am going to down turn "So ho". What is he saying? What is it about so ho? So you have to know "so ho» is traditional sex shop area in London. And that is why he said "So ho?!" rather than "so ho". If you are going to so ho you just going there. If you going SOHO, you are going there for different reasons. Now what is your soho. May be you have got one. Of course not surround the room we have.

Every aspect of your culture myths, legends, fauna and flora, the food you eat, the folklore you have, the songs, the dancing, the politics, the institution talk about it in English and there will be a Serbian flavor to it that I might or may not understand.

APPENDIX 5

ESPERANTO

Listening script

Interviewer: Now, most of us have heard of Esperanto and know that it is a planned language that was intended to be used between people from differing language backgrounds. Speaking for myself, that is really all I know about it. Here to shed some more light on the subject is Stan Riggs, a leading expert on Esperanto. Stan, why don't you begin by telling us who was behind this fascinating linguistic phenomenon?

Stan: That sounds like as good a place to start as any. Well, Esperanto was developed over a two-year period sometime between 1877 and 1885 by a Polish doctor called L.L. Zamenhof. Now, Zamenhof grew up in a multi-lingual society and he was convinced that a common language would be necessary to put an end to many of the problems that lead to international rivalry and conflict. He rejected the major languages of his day because they were difficult to learn and would give their native speakers an advantage over the non-native speakers. He also rejected the two 'dead' languages he was familiar with – Latin and Greek – because they were even more complicated and unwieldy than the major modern languages. Amazingly, he began work on his planned language when he was only a junior in high school, but he eventually published the first textbook on Esperanto in 1887, when he was newly married and just starting out as a doctor.

Interviewer: Obviously a very bright lad. Do we know where the actual name, Esperanto, came from?

Stan: Indeed we do. The word, which in Esperanto means 'a person who is hoping', was adopted as a pseudonym by Zamenhof for his first book. It was gradually adopted in popular parlance as being the name of the language itself.

Interviewer: Very apt. Aside from Esperanto, are there any other so-called 'constructed' languages?

Stan: Believe it or not, there are at least a thousand of them. The most successful of these is probably Bahasa Indonesian, which was developed by a Dutch linguist in the 1920s and is still spoken today by around eighty million people in the Republic of Indonesia. Two of the better known constructed languages in this country are JR Tolkien's elvish tongues from *The Lord of the Rings* and Klingon, used as background material in the more recent *Star Trek* movies and the television series *Star Trek: The Next Generation*. But of the various planned languages which have been developed over the years for international use, the best known would have to be Esperanto.

Interviewer: In your opinion, is Esperanto superior to other planned languages, or other languages in general.

Stan: Well, linguistically speaking, Esperanto is neither superior nor inferior to any unplanned language; whether it's superior or inferior to other planned languages is open to debate. Speaking from personal experience, for an English speaker, Esperanto is perhaps five times as easy to learn as Spanish, ten times as easy as Russian, and considerably easier than Chinese.

Interviewer: If it's that easy to learn, maybe I'll start taking lessons.

Stan: You should give it try.

Interviewer: We're going to take a short break now, and afterwards there will be ... [fade]

APPENDIX 6

DR JENNIFER JENKINS

Listening script

I = Interviewer, DJ = Dr Jenkins

I: I've come to Kings College, London, to talk to Dr Jennifer Jenkins who's a Senior Lecturer in Applied Linguistics. Now Jennifer, you're quite interested in the teaching and learning of International English, can you explain in general terms what this is?

DJ: It's based on the fact that nowadays the majority of people who speak English around the world are non-native speakers of English – they ... they've learnt it as a second or subsequent language, they use it to speak with each other and therefore, they're not really learning what's always been called English as a foreign language – English to speak to native speakers of English. They're learning it for more international communication, and that has all sorts of implications for the sorts of things that they need to be able to do.

I: So, what would be the main differences between the kind of English that's widely taught around the world today, and perhaps what you describe as a more international form?

DJ: Well, there'd be various differences. There'd be differences in what they need to be able to do when they're pronouncing English, there would be some differences in the grammar, there'd be some differences in, er, use, or not, of idioms.

I: Is there anything that's widely taught when teaching English that would be missed out in International English?

DJ: Yes, I think, for example, that there doesn't seem to be much point in teaching learners to say the T-H, the (θ) and (ð) sounds. Erm, because most of the world's learners of English, speakers of English who are non-native speakers don't pronounce the (θ).

I: And, what is the thinking behind the idea of International English?

DJ: Well, there are two things. One is that the more different groups of people round the world speak English, the more important it becomes to make sure that they have enough in common so that they can understand each other, that they are intelligible to each other and here, pronunciation is very important because their pronunciation is the thing that will vary most, erm among different speakers of English, erm and the second thing would be that now that English is spoken as an international language nobody owns it any more. The native speakers of English don't own it and so don't have the right to expect everybody else around the world, when they speak English, to conform to 'native-speaker' ways of speaking, that everybody has the right to develop their own ways of speaking English.

I: So, what would you say are the advantages for students and teachers of this form of English?

DJ: Well, one one advantage would be that they actually have rather less to do, rather less to learn

because instead of trying to learn the entire, erm, way of speaking of a native speaker, which is incredibly complicated and most learners never do achieve this in any case, so they've got less to do, but they're also allowed to, erm, keep something of themselves in their English. They're speaking English as say a Japanese speaker of English or, erm, an Arabic speaker of English, a Spanish speaker of English, erm and therefore, they are allowed to be themselves in English.

I: Right, and how do you see English learnt and spoken in, say, 30 years' time? How do you feel it will have changed?

DJ: Well, the English that's being spoken internationally, I think, for example, will have no longer, erm, say British-based or American-based idiomatic language because this is not useful for international communication so that will have gone. I think that, erm, quite probably, the nouns that we call, erm, uncountable nouns like 'information' and so on, will have become countable nouns for international use. I expect, in Britain, we'll carry on talking about, erm, information as a 'piece of information', but quite possibly the rest of the world will be saying 'three informations' without treating it as an uncountable noun. I think, quite likely, the third-person-singular 's' in the Present Simple tense will have gone for international use. Erm, I think, in pronunciation, I think the 'th' ([think]) sound will have gone and possibly the 'th' ([the]) sound as well. Most learners will say, instead of 'th' ([think]), will say a 's' or a 't', as most of them do anyway at the moment, erm, but it will just be legitimate then.

I: There must, on the other hand, be students who will want to speak English the way that they perceive it to be spoken in Britain or America. So, what would you say to that?

DJ: Well, I'd say, first of all, I'd want to explain the facts to them, the fact that they are the majority that the non-native speakers of English are the majority. And having explained that and also the fact that they're much more able to express themselves, who they really are, their identity, in English, if they keep something of their background, of their 'mother tongue', I would then say that we can't patronise learners, that if learners still want to learn to speak as closely as possible to a native speaker, say a British or American English, it's their choice, and the important thing is to give learners choices so that they can make up their own mind what it is they want to do.

I: Well, Dr Jenkins, thank you for talking to me about that. It'll be interesting to see how far things change.

APPENDIX 7

HELENA DRYSDALE

Listening script

P = Presenter, H = Helena

P: With me today on Infospeak is journalist and writer, Helena Drysdale. Hello, Helena, and welcome to the programme.

H: Thank you. Good morning.

P: Helena, you spent the last two years travelling round Europe doing research for a forthcoming book. What were you trying to find out?

H: Yes, we went in search of Europe's minority languages to determine exactly what state they're all in, particularly given today's climate of mass culture and so on. We travelled right up to northern Scandinavia and the Arctic circle, where the Same reindeer herders live, and we got down as far as Corsica and Sardinia in the sunny Mediterranean. Then there were the mountains of northern Italy where Ladin is spoken, and we had a rather wet and rainy time in Brittany in the west of France with its Celtic Breton. Thirteen countries and fifteen minor languages in all.

P: By 'us' and 'we', you're referring to your family, of course.

H: Yes, my husband Richard, and our two young children, Tallulah and Xanthe – not forgetting the Mob, of course, our trusty mobile home.

P: What was that like? Two years together in a mobile home can't have been easy.

H: It got a little cramped at times, particularly when the weather kept us in. The kids couldn't run around, they'd start playing up, tempers would overheat, and everyone fell out. But apart from that, fine.

P: Yes, I can see. And how did you go about gathering your information? What were your sources?

H: I did some research in the library and on the Internet after we came back, but the only real way to get the kind of information I was looking for was by actually talking to people. We met writers, teachers and artists, who generally gave a more intellectual analysis of the situation, and we were able to balance that with the more down-to-earth, personalized accounts of people in the rural areas. That's where many of these languages are most frequently spoken and also where people, particularly the older generation, seemed less reluctant to open up and give us their honest opinion.

P: And I imagine they had some very interesting stories to tell about the past.

H: Yes, indeed. For example, we often heard stories of punishments that people received for speaking their own language at school. One old lady in the south of France told us how she used to have to wear a stone or a stick round her neck if she was caught speaking Provençal. She had to keep it on until someone else committed the same offence and then they'd have to wear it. And whoever had it at the end of the day was made to pay a fine, or sometimes even beaten.

P: Hard to believe really.

H: Mm. She's able to laugh about it now, but at the time it was considered deeply shaming to have to wear le symbole, as she called it. Sometimes it could be a wooden shoe or a pottery cow, which represented the country bumpkin, someone to be despised.

P: And were these punishments effective? Did they contribute to the decline of some of these languages?

H: Yes, they lowered the status of the language. But sometimes they helped to keep a language going – at least in the short term, anyway. They caused resentment and made people more defiant towards the authorities. You know, it can be a bit like pruning a tree – if you cut it back, it grows much stronger. But there were and still are other more powerful forces which represent a much bigger threat to the survival of Europe's minority languages.

P: By that you mean globalisation, I presume?

H: That's right. And tourism. Now although tourism can give a language status by attracting outside interest in it, it can also have a negative effect on local cultures. You know, in one place we visited, the natives moan about the influx of outsiders and how they buy up land at giveaway prices to build holiday cottages and how it's destroying their culture and so on. But then the very same people are selling up their farms so they can run hotels or open souvenir shops. Understandable, perhaps, but they're encouraging the very thing they're complaining about.

P: Are languages like Sami or Provençal endangered species, then?

H: Well, I think it's true to say that if no positive action is taken, they'll simply die out. The problem is that some people are indifferent, and even hostile to their own language. They think it's of no use in the modern world, which they so desperately want to be part of. Fortunately, though, there are enough people around who realise that to lose your mother tongue is like losing a part of yourself. Your language makes you who you are. And if you spoke a different language, you'd be a different person. But people on their own can only do so much. It really is up to the European Union to legislate to ensure the survival of minority languages.

P: And how exactly do you legislate to save a language?

H: Well, I think there are several things you can do. Firstly, of course, the UN would have to bring in ...

APPENDIX 8

WRITING COMPETITION ENTRY

In a competition entry you will have to nominate someone for a prize or award and support your nomination by explaining your reasons or giving a description. When you write a competition entry, your readers will be a judge or a panel of judges. You will usually have to nominate somebody for something or propose yourself for selection for something (e.g. a grant to study). You will have to try to persuade the judges and give reasons why your choice is best.

Competition entries are written in response to announcements which may appear in newspapers, magazines, newsletters etc.

In general a competition entry should contain:

- an **introduction** which attracts and holds the attentions of the target reader (in this case, the judge of the competition)
- a **main body** which addresses all parts of the rubric.
- a **conclusion** which rounds off your writing by summarizing the information and opinions stated in the main body, or by adding a thought-provoking comment.

Competition entries, like articles, can involve various types of writing. For example, if you are asked to give an opinion, or make a suggestion or a recommendation then you will need to use discursive writing. On the other hand, if you need to describe your feelings or an experience then you will write in a descriptive or narrative style. When writing competition entries, register will depend on the target reader. Whether you are required to use either a formal or informal register, you should always be consistent. To make your entry appealing to the reader, you can:

- give it an eye-catching title and introduction
- use 'question' sentences
- make use of descriptive adjectives and adverbs

Task

You see this announcement for a competition in an international English-language magazine called Outer space.

More government funding is needed to widen the research being done into UFO sightings and the possibility of alien life forms.

Do you agree with this opinion? In an entry of 250 words, give us your reasons why or why not. The best answer will win newly-released video Are we alone?

Sample competition entry

A necessary expanse

Every week we read headlines about individuals encountering creature from outer space, seeing strange lights in the sky, or even being unwillingly whisked away in futuristic spacecraft. As a result of this negative exposure, many people are of the mind that UFOs and extraterrestrials are nothing more than science fiction. But should these claims be taken more seriously? Should the government be spending more to find out the truth about these sightings?

On the one hand, it must be admitted that many so-called UFO sightings are easily explained away. More often than not, 'unearthly flashing lights' and 'disk-like saucers' turn out simply to be low-flying aircraft or damaged satellites, while many sightings are either a product of someone's overactive imagination or their yearning for public attention.

However, it would be incredibly arrogant of us if we were to believe that we were the only thinking beings in the entire universe. What if there really is life out there? And what if it is an intelligent life form that is trying to us, or even warns us about something?

It is safe to say, in conclusion, that we will never know the answers to these questions if UFO and alien sightings are not taken seriously and investigated. Investigations take time and money, and while it is obvious that government budgets are already stretched to breaking point, funds must be found to support research into the possibility of there being extraterrestrial life somewhere out there.

Task

Competition for an ambassador for children

We are looking for an ambassador for children. This person will have to get on well with young people and be able to represent them and their interests. Do you know someone who could do this? It could be somebody famous or even a member of your own family. If so, write to us telling us about this person saying why you think they could do this job and giving reasons why your nominee should be selected.

Sample competition entry

I would like to nominate Angelina Jolie as an ambassador for children.

Angelina Jolie is a famous Hollywood film star and she would make an excellent ambassador for children for several reasons. First of all, she is very famous, so wherever she went to talk about children or represent them, people would pay attention because they know her. Secondly she is very beautiful so she would make people notice her and any children she met would like her a lot. Thirdly, she is famous for travelling the world and adopting children from all over the world. Not only does she love and have their interests at heart, but also she is very rich so she could undertake a lot of tasks herself without much need to be funded.

Angelina Jolie should be selected because she would be better than the alternatives. A sports person may not be popular with girls and someone who was not famous would not be very good at meeting important people and representing children's interests. Also some people who might be quite good are too old, like Madonna – Angelina has a very youthful appearance and could be more in touch with young people. Other people are too tied up in their careers to be able to devote enough time to the job.

All in all, I definitely think Angelina Jolie would be the best person and I urge you to appoint her in this role.

MODULE "GLOBAL TREND IN EDUCATION"

LEAD-IN: GLOBAL TRENDS

Top ten global trends that force us to rethink education

What does the future hold for today's students in the 21st Century? In a future driven by globalization, knowledge, innovation, and accelerating change, education will need to be remissioned to meet new needs. These are the global trends the *International Education Journal* has come up with

1. A global, knowledge-based society
2. The innovation-based society is emerging
3. Knowledge and innovation-based jobs are moving to India and China
4. Personal success in the innovation society will require novelty at the individual level
5. Technology changes human relation
6. Jobs that exist today will not necessarily exist when today's students finish school
7. An ageing population
8. Globalization
9. Change is accelerating
10. The Singularity is almost here

- 1) Work in groups, try to develop the ideas above. Brainstorm what they might stand for.
- 2) Now read how these ideas were developed by the *International Education Journal*. Match the explanations a-i with the headings 1-10 above.
 - a) Advances in sanitation, nutrition and medicine have extended life *expectancy* in many countries. The life *span*, about 127, is now the object of research and development. Should people be helped to live 2,500 years, or even "forever"?
 - b) Standardization and centralization at the workplace will give way to individualization and decentralization. Employees will be viewed and rewarded for their creative inputs as individuals, not for the roles they could play as proceduralized automatons.
 - c) Ubiquitous and ever-opening access to information creates a need for skilled workers who can transform information to meaningful, new knowledge.
 - d) Why do we insist on preparing students for jobs that existed before they were born instead of for jobs that will exist when they finish school?
 - e) Tom Friedman is right. [The world is flat](#). The phenomenon of globalization compels students and schools to compete on a global scale.
 - f) Successful members of society will create innovative- and contextually-relevant applications for new knowledge.
 - g) The doubling time of information is now under one year. In 20 years or less doubling time may drop to a few weeks. If our cultural institutions don't change at least as fast, what will happen to our senses of identity and security? How can we become situated in the future as much as the present or past?
 - h) Advances in technology allow people to interact in new ways that were previously obscured by geographical, economic or social boundaries.

- i) Western companies have already learned that it makes sense to move industrial jobs offshore. Today, many companies are beginning to move their creativity and R&D jobs to markets with lower labor costs.
- 3) **Work in pairs. Choose the words and phrases from the text above which will help you to talk about the following: *innovation and research, globalization in education and life-long learning*. Complete the table. Compare your tables with those of other groups.**

1. Innovation and research	2. Globalisation in education	3. Life-long learning

- 4) **Using the vocabulary you have chosen, summarise the three main trends in education (*innovation and research, globalization in education and life-long learning*).**
- 5) **Work in groups. Rank these in the order of importance for modern society. Support your ideas with arguments.**

VOCABULARY FILE (Lead- in Global trends)

Provide the most appropriate definition to each word or collocation

1. to rethink education
2. what the future holds
3. driven by globalization/knowledge/innovation/accelerating change
4. to remission education
5. to meet new needs
6. the global trends
7. knowledge-based society
8. innovation-based society
9. to require novelty
10. to change human relations
11. ageing population
12. advances in sanitation/nutrition/medicine
13. a life expectancy
14. a life span
15. object of research
16. standardization at the workplace
17. centralization at the workplace
18. to give way to
19. an individualization
20. a decentralization
21. to be viewed
22. to be rewarded for
23. a creative input
24. to play the role
25. ubiquitous/ever-opening access to information
26. to create a need for
27. skilled workers
28. to transform information to meaningful, new knowledge
29. to prepare smb for smth
30. phenomenon of globalisation
31. to compel smb to do smth
32. to compete on a global scale
33. to create innovative/contextually-relevant applications for new knowledge
34. an application for
35. the doubling time of sth
36. the cultural institutions
37. the senses of identity and security
38. to become situated in the future/present/past
39. the advances in technology
40. to interact in new ways
41. to be obscured by sth

- 42. the geographical/economic/social boundaries
- 43. to make sense to do sth
- 44. to move jobs offshore
- 45. the industrial jobs
- 46. creativity and research and development jobs (R&D)
- 47. the markets with lower labor costs

VOCABULARY FILE (Knowledge-based society)

Provide the most appropriate definition to each word or collocation

- 1. the rivals
- 2. to compete in
- 3. low-skilled manufacturing
- 4. high-tech products and services
- 5. to worry about smth
- 6. the global arms race
- 7. the global skills race
- 8. to push ahead with reforms
- 9. to extend educational opportunities for smb
- 10. the globally competitive national economy
- 11. the limits to aspirations for smb\smth
- 12. an upward mobility
- 13. to dictate
- 14. to bring out the best in people and their potential
- 15. to put simply
- 16. to unlock the talents

KNOWLEDGE-BASED SOCIETY

'Already our Asian rivals are competing not just in low-skilled manufacturing, but in high-tech products and services. Once, we worried about a global arms race. The challenge this century is a global skills race and that is why we need to push ahead faster with our reforms to extend education opportunities for all...In a globally competitive national economy, there will be almost no limits to aspirations for upward mobility. Globalisation dictates that the nations that succeed will be those that bring out the best in people and their potential. And this is the new opportunity for Great Britain . Put simply: in the past, we unlocked only some of the talents of some of the people; the challenge now is to unlock all the talents of all of the people.

(Gordon Brown - prime minister of Great Britain)

- 1) **Highlight words and phrases in the extract which are used to speak about a) *global trends*, b) *a particular country*.**
- 2) **Can what he says be true for any country? Prove your point, using the words and phrases you have chosen.**

READING

VOCABULARY FILE (**Great Britain and The global skills race**)

Provide the most appropriate definition to each word or collocation

1. in common with smb/smth
2. to advocate smth
3. the creation of a high-skilled, high-waged economy
4. to upgrade the education/skills of one's workforce
5. world-class skills
6. to assume smth
7. to be a route to sth
8. an economic prosperity
9. to reduce income inequalities
10. the social cohesion
11. the policy prescriptions
12. to rest on the idea of smth
13. the technical expertise
14. to hold the key to smth
15. to rely on smth
16. low skilled, manufacturing jobs
17. to provide a living wage
18. the job migration
19. the low-cost economies
20. to supply smth with smth
21. to move into the production of smth
22. high value-added products
23. high-technology products\ goods
24. to re-evaluate
25. the global economic challenge
26. OECD (Organisation for Economic Cooperation and Development)
27. to acknowledge smth
28. the emerging economy
29. the value chain
30. the new insight
31. the win-win scenario
32. the policy implications
33. to support innovation and entrepreneurship
34. training policy focused on life-long learning
35. to sustain a shift toward smth

USE OF ENGLISH (ERROR CORRECTION)

- 3) **Read the introduction to a study by Professor Ian Diamond and say how it develops the words of the Prime Minister.**
- 4) **For each line out of 15 numbered in the text find one word which does not fit the context. Some of the lines are correct.**

Great Britain and The global skills race

Professor Ian Diamond FBA AcSS Chief Executive The Economic and Social Research Council

1. In common with other developed economies, Britain has been advocated the creation of a
2. high- skilled, high-waged economy by the upgrading the education and skills of its workforce.
3. The creation of world-class skills is assumed to be a route to economic prosperity, reduced
4. income inequalities and social cohesion. Such as policy prescriptions rest on the idea of a
5. knowledge economy where innovative ideas and technical expertise hold the key to the new
6. global competitive challenge. While Britain's workforce can no more longer rely on low skilled
7. manufacturing jobs to provide to a living wage, as these jobs migrate to low-cost economies
8. in Eastern Europe and Asia, it is commonly argued that Britain is so well placed to become a
9. 'magnet' economy, supplying the global economy with high skilled, high waged workers.
10. But the recent success of the China and India in moving into the production of high value-
11. added, high-technology products has been caused political leaders and their advisors to re-
12. evaluate the global economic challenge. The OECD was recently acknowledged that
13. emerging economies including China and India were moving up the value chain to compete
14. with Western companies for such high-tech products and R&D investment.
15. Under the re-evaluation that has accompanied this new insight, a win-win scenario emerges

5) The last paragraph is not complete. Choose the best way to complete it:

- a) companies no longer need to divide their skills strategies between high-cost 'head' nations employing-high skilled, high-waged workers, and 'body' nations that are restricted to low skilled, low waged employment. This change has come about via a combination of factors including the rapid expansion in the global supply of high skilled workers, in low- cost as well as high-cost economies, advances in information technologies, and rapid improvements in quality standards in emerging economies, including the capability to undertake research and development.
 - b) the war for talent raises important policy and research questions about why it has come to prominence at the same time as the expansion of higher education around the globe. It also raises questions about the 'wealth of talent' that sits below the talent radar of most companies. In addition, it raises issues of social justice because of social inequalities in recruitment to leading universities and schemes for 'high potential' employees, as well as the growing inequalities in rewards within the hierarchy of knowledge workers.
 - c) not through the quality of the high-tech goods produced in the West but through the ability of Western economies to introduce change, innovation and productivity growth. The policy implications are to support innovation and entrepreneurship by producing 'more highly skilled workers' through education and training policy focused on life-long learning, in order to sustain a shift toward more high value-added activities that might remain within the economies of the OECD.
- 6) Choose the words and phrases in the text which are used to talk about a) *challenges set for the countries*, b) *the countries responses to these challenges*.
 - 7) Explain how the final paragraph summarizes the ideas in the text, using the words and phrases you have chosen.
 - 8) Work in groups. Propose ideas on what can be done in the sphere of education to "unlock the talents of all the people"?

Discussion

- 1) In its election in May 1997, the New Labour government promised that education would be its main priority: 'education, education, education' was the key to Britain's future, according to Tony Blair. Scan through the Labour's education policies and discuss in groups 1) how practical these policies are? 2) whether they achieved/will achieve their goals? 3) how relevant these policies are to the needs of those involved?

LABOUR'S POLICIES

Further and higher education and skills

UNLOCKING BRITAIN'S TALENTS

Why Labour?

Labour's is investing in people throughout their lives to help them get on and ahead in the new economy. During this global economic downturn we must continue to invest in people so they have a fair chance to achieve their potential. The expansion of digital and green industries will offer new opportunities. We must be ready to seize these opportunities.

Since 1997, Labour has made progress in increasing skills. Today we have more young people at university than ever before. And we have helped 2.8 million more adults gain basic skills qualifications in the last five years.

Key achievements:

- More young people are attending university than ever before.
- Since 1997, Labour has rescued apprenticeships and built them up so they are well on their way to their rightful place as a mainstream option for young people. We are increasing the number of people starting apprenticeships so nearly 250,000 will start this year. We have also announced another 35,000 to start next year. Completion rates have risen from a quarter 5 years ago to almost two thirds now.
- Labour has invested up to £90 million in 12 employer-led National Skills Academies, which provide industry specific vocational education and training for school leavers and adults.
- Labour is giving every 18-year-old a right to public funding so that they can continue their training and education; at university or at college; in work or an apprenticeship - until they are 25 or they get a level 3 qualification (equivalent to 2 A levels)
- The Skills Pledge has been signed by over 11,000 employers, covering over 5.5 million employees by making the Skills Pledge employers commit to train their workforce to at least Level 2 - the equivalent of five good GCSEs, grades A-C. Employers who make the Skills Pledge can also access the support of a Train to Gain skills broker at no cost to their business.
- Labour's funding for Unionlearn has provided 20,500 trained Union Learning Reps who last year alone helped over 200,000 workers back into learning.
- Next year Labour is investing £1bn in Train to Gain, helping 1m people get on at work, with over 380,000 people benefiting this year alone.

New Labour, your Britain:

- Labour has legislated to raise the education and training leaving age so that every young person will be guaranteed an apprenticeship, training or a place to study at school or college

up to 18.

- Labour has increased student grants so that over two thirds of students will get a grant of £2,835, in total two thirds of students will receive a partial grant.
- To raise the aspirations of all young people, Labour is offering 250,000 16 year olds, who qualify for the Education Maintenance Allowance, a clear guarantee of the minimum level of maintenance grant and loan they will receive if they go to university or college.
- Labour has pledged to open or commit funding to 20 new university campuses over the next 6 years.
- Within the next ten years we want one in five young people to be taking up apprenticeship places. In order to fulfill our ambition for young people, we will increase the number of 16-18 apprenticeships and are legislating to ensure every suitably qualified young person who wants to do an apprenticeship can do so.
- We will raise the minimum weekly pay for apprentices to £95 a week from September 2009.

2) Group/pair work. Discuss with your partner/partners which of the abovementioned measures are applicable in your country. Make a list of strategies your country might adopt to update education and skills of its workers and present your ideas to class.

ACADEMIC SUCCESS IN THE NEW LIGHT

VOCABULARY FILE (Graduate careers: bridging the gap between graduates and employers)

Provide the most appropriate definition to each word or collocation

1. to bridge the gap between
2. the career guidance
3. the graduate recruitment
4. well-educated
5. mature
6. intelligent
7. go about smth = to start to do smth
8. to communicate smth to smb
9. to be unprepared
10. to be uninformed
11. lack in self-awareness
12. ICG (the Institute of Career Guidance)
13. AGR (Association of Graduate Recruiters)
14. the state of play
15. to narrow the gap
16. to recruit graduates
17. to appoint smb
18. to have high expectations of smth/smb
19. to have need/access smth/smb
20. an accurate information
21. an impartial advice
22. the bright six-formers
23. to be academically able
24. to view smth as an investment
25. to get the best return(s)
26. to maximize the benefits of the high education (HE)
27. to spell out
28. a crash career course
29. the academic activities
30. the extra-curricular activities
31. to reflect on smth
32. to call upon the experience
33. to introduce personal development plans into high education (HE)
34. to identify gaps in one's knowledge and experience
35. to raise the profile of employability
36. to embed employability skills in the higher education curriculum
37. to be blue in the face
38. a marked shift in the attitudes of smb
39. an ambivalence towards one's employability
40. to take responsibility for smth

41. to be on hand to lend support
42. to bear smth in mind
43. to make a career change
44. to overstate smth
45. a combination of skills, experience and personal attributes
46. the pace of change
47. a career path
48. to make the transition from higher education to employment
49. to be fraught
50. a healthy growth in graduate vacancies
51. an intense competition
52. the stringent recruitment process
53. to apply for a job
54. to release figures
55. to show a rise in drop-out rates
56. to drop out of university
57. to rebuild one's dreams
58. to expect assistance
59. as things stand
60. to complete one's degree course
61. to postulate smth
62. to add up to smth

READING

www.independent.co.uk

- 1) **Before you read: mark the following statements as true or false, be ready to prove your point.**
 - a) It is enough to have a degree to have good employment opportunities.
 - b) Bright school leavers should complete their education at university.
 - c) Students should understand clearly what they are going to do after they graduate.

Read the text to see whether the author has the same views as you. What arguments does he use to prove his point?

- 2) **Read the text and answer the multiple-choice questions that follow.**

Graduate careers: bridging the gap between graduates and employers (THE INDEPENDENT)

Graduate Careers: bridging the gap between graduates and employers Carl Gilleard, chief executive of the AGR, looks at the important role played by career guidance in bridging the gap between graduates and employers

I entered the world of graduate recruitment in 1989 and remember thinking how easy a life it would be. After all, graduates were well-educated, mature and intelligent and I assumed they would know what they wanted to do with their lives, how to go about it and be able to communicate this to employers.

How wrong can you be? Many of the graduates I met were unprepared, uninformed and lacking in

self-awareness. They struggled to demonstrate what it was they wanted from a job and what they could bring to it. It did not take me long to work out that much needed to be done to bridge the gap between graduates and employers.

But that was then, and careers professionals and ICG members are now much more interested in the state of play. I meet with more graduate recruiters than any other person in the UK and while the gap may have narrowed, from what they tell me, there is some distance still to be travelled.

Fortunately (for the graduates as well as my sanity) I no longer recruit graduates, but members of Association of Graduate Recruiters appoint over 25,000 graduates annually and they do have high expectations of what a graduate recruit should be able to offer.

The process of bridging the gap should begin before the student reaches university. Going to university is about making a personal choice and young people need access to accurate information and impartial advice. It should not be assumed that bright sixth-formers automatically go straight to university or that the academically able don't need help.

Students may have no idea what they will do with their degree and that's fine, as long as they realise that university is not an end in itself. It should be viewed as an investment and like all investments, you should understand how to get the best returns. I worked with Dr Peter Hawkins at the University of Liverpool's Graduate into Employment Unit on a resource entitled *If Only I'd Known*, which spelt out how students could maximise the benefits of the HE experience. Hawkins and I did not recommend a crash careers course in the last few weeks at university. Our advice was to start thinking about the day you graduate on the day you begin your studies and plan both academic and extra-curricular activities.

Students should regularly reflect on what they have learnt and record it so that they can then call upon the experience in the future. The introduction of personal development plans into HE should help with this. Using the same technique they should also be able to identify gaps in their knowledge and experience in time to do something about it.

I have worked hard to raise the profile of employability in higher education, working alongside inspired colleagues such as Val Butcher, Margaret Dane, Peter Knight and Lee Harvey. I have extolled the virtues of embedding employability skills in the higher education curriculum until I am blue in the face. Many careers service practitioners have been banging the same drum and over the past five years there has been a marked shift in the attitudes of academics. The shift to a buyer's market following the advent of top-up fees has probably helped.

My biggest concern is for the students and their ambivalence towards their own employability. Careers advisers and academic staff must sell the importance of students taking responsibility for their own learning and their own career at the earliest possible stage; employers should be on hand to lend their support. Bearing in mind how many graduates do not start their working life in a career, and how many more will make a career change in the early years at work, the importance of taking personal responsibility for their own employability cannot be over stated. The key message is that a degree on its own is not enough. Today employers look for a good degree plus a combination of skills, understanding, experience and personal attributes as well. Graduates need to understand the world of work. The pace of change is frightening. New careers are emerging while others disappear. There's a quote in *If Only I'd Known* that sums it up perfectly: "There's no such thing as a career path. It's crazy paving and you have to lay it yourself!".

The transition from higher education to employment can be fraught. Despite a healthy growth in graduate vacancies over the past three years, competition for the best jobs remains intense. Employer expectations have risen and recruitment processes are more stringent. Many finalists will require signposting to accurate information and impartial advice. Others will need support,

encouragement and practical help with their job search. A few will need their hands holding as they make the transition to employment. However, I hope that by the time they start applying for jobs most will have reached the point where they can take personal ownership and control. Figures have recently been released showing a rise in drop-out rates from UK universities.

There is an argument that to meet the widening participation agenda we have to live with this and can expect further rises. What happens to students when they drop-out of university? In particular, what assistance can they expect to rebuild their dreams? I suspect that, as things stand, the answer is very little. I hope that between the Connexions service and higher education careers services something can be done to help rebuild the dreams of the growing numbers who, for whatever reason, do not complete their degree courses.

If you are still with me you may be wondering what happened to the careers guidance referred to in the introduction to this article. That's deliberate on my part. I used to know what careers guidance meant. Today I am less sure but I would postulate that the practices described add up to an effective strategy to help students in higher education make a satisfactory transition into the world of work. My apologies to the purists among you!

For more information visit www.agr.org.uk

Modern recruiters managed to prove to the author that

- a) Employers have unrealistic expectations about graduates' potential.
- b) Graduates have unrealistic expectations about employment opportunities.
- c) Modern graduates are better prepared for employment than they used to be in the past.
- d) Modern graduates are no more prepared for employment than they used to be in the past.

According to the author, in order to be successful in their careers students must:

- a) be academically able.
- b) be able to use counseling before they enter university.
- c) be able to use counseling before they graduate.
- d) plan your career long before they graduate.

The author thinks that employability skills

- a) can be acquired while studying at university.
- b) cannot be acquired while studying at university.
- c) are not necessary for a successful career.
- d) are not enough to have a successful career.

According to the author, the transition from university to employment can cause anxiety because

- a) There are not enough vacancies for graduates
- b) The competition is tough.
- c) The employers are not willing to provide additional training to graduates.
- d) The graduates are not prepared psychologically.

Choose the vocabulary from the text which will help you speak about:

1. employment opportunities for graduates
2. the requirements of modern times
3. the graduates and their skills and abilities

- 3) **Work in pairs. Speak about the points above, using the vocabulary you have chosen, answering the question: *What is important to be successful after you graduate?***
- 4) **Work in groups. Role-play a conference on the following subject: *Give me a chance*, talk about whose responsibility it is to prepare modern graduate for entering the world of work. Choose a role. You can speak on behalf on employers/academics.**

VOCABULARY FILE (Students have been sold a lie)

Provide the most appropriate definition to each word or collocation

1. to enroll
2. to report back
3. to take a call on one's phone
4. apparently
5. to come as a shock
6. to hang up
7. to give a presentation
8. to object to do smth
9. to be genuinely affronted by the intrusion
10. a business flyer
11. to get behind with deadlines
12. to be snowed under with work
13. to order a professionally written essay
14. prices vary according to the grade required
15. there is no point in doing smth
16. to alert suspicion
17. to be implausibly good
18. to be familiar with
19. to be under no illusions
20. to acknowledge smth
21. a statement of the obvious
22. to issue report cards (табель успеваемости)
23. the discrepancies in degree classification
24. to be the least of the system's problems
25. to be manifestly absurd
26. to be deluded by
27. the charade of equivalence
28. to decode one's diplomacy
29. to be targeted by smth
30. the university access expansion
31. the research-intensive university
32. a graduate unemployment rate
33. a counterpart
34. a poor-quality university

35. to display the virtue of an interest in the truth
36. to have diversity in the university system
37. an official conspiracy
38. to be entitled to smth
39. to borrow (large amounts of money)
40. to accumulate a debt
41. to win a ticket to the pearly gates
42. the university-educated elite
43. to give smb the social and cultural incubation
44. a campus
45. a violence
46. ethnic student gangs
47. a regular occurrence
48. a middle-class
49. to deal with
50. the fights outside the halls
51. to be up in arms
52. estimable or inspiring
53. an ambition
54. to enjoy higher education
55. university drop-out rate
56. to have (some) merit
57. a degree certificate
58. to be functionally illiterate
59. GCSE

Students have been sold a lie (THE GUARDIAN)

The idea that old and new universities offer the same educational experience is absurd Decca Aitkenhead

When a friend enrolled as a mature student last year, I was curious to hear what university life was like these days. It was quite a surprise when he reported back that students were taking personal calls on their mobile phones during lectures. Apparently it comes as a shock to the students when lecturers ask them to hang up. In a recent seminar a girl sat with her iPod headphones on, and was astonished when the tutor asked her to remove them. There were no more than a dozen or so other students in the class, and one of them was trying to give a presentation. "But I like listening to music!" the girl objected, genuinely affronted by the intrusion, as though she were on a bus.

People did, my friend said, still hand out leaflets on the student union steps. But when he showed me one, it was a business flyer. "Getting behind with deadlines?" it read. "Snowed under with work? Call this number to order a professionally written essay on the subject of your choice." Prices varied according to the grade required, and even third-class essays were available. After all, there would be no point in paying for one that alerted suspicion by being implausibly good.

University life has changed, evidently, more than I knew. Academics familiar with it are under no illusions, however, and this week vice-chancellors said so to a Commons select committee. "There is a significant difference," one acknowledged, "between universities, and the extent to which they

give firsts and 2:1s." It was no more than a statement of the obvious, and this summer 18 universities will issue report cards alongside students' final grades, which must be a good idea. But the wild discrepancies in degree classification are probably the least of the system's problems.

In 1994, in my final year, I visited a boyfriend at a former polytechnic in its first year as a new university. I couldn't believe my eyes. In the library everybody was working away on modules, in busy, practical groups, more like colleagues than my contemporaries back in Manchester. The industry was impressive. But the idea that we were all engaged in the same educational experience at each place was manifestly absurd, and no employer today is deluded by the charade of equivalence.

When the president of Universities UK told MPs, somewhat coyly, "A first in ancient history from the University of Poppleton is not the same as a first in tourism management from Poppleton Met," he knew they could decode his diplomacy. For "Poppleton Met" read, say, London Metropolitan. But the euphemism presumes a degree of inside knowledge - because it's not as simple as "ex-poly = inferior". Manchester Met, for example, outshines many Poppletons. As long as you know which ones to avoid, it doesn't really matter what they're called. But it matters if you don't. And the very people who are being targeted by university access expansion are those with the least chance of knowing what they're getting.

Research published last year shows why they would want to know. Three years after leaving university, an arts graduate from one of the older, research-intensive universities - those in the Russell and 1994 groups - is literally twice as likely to be earning £30,000 to £50,000 than a contemporary from a newer university. Some universities have a graduate unemployment rate after six months of 1%, others of more than 8%. In every subject, with the one exception of education, graduates from the older universities earn more than their new university counterparts.

You could argue that for a student who would never have got into Bristol or Edinburgh, a poorer-quality university was still better than nothing - and that's almost certainly true. But that's a judgment for the student, not an education minister, to make. The Tories are endlessly accused of snobbery on this. But they do, at least, display the virtue of an interest in the truth. "It's great we have diversity in the university system," David Willetts, the shadow secretary for universities, has said, "but there's an official conspiracy that all universities are the same; they are different. Young people are entitled to this information, especially when they are expected to borrow large amounts of money to go to university."

Last year my friends' eldest son enrolled at a former polytechnic in the Midlands to study photography. He is the first in the family ever to go to university, and they're thrilled. No one has told them that in three years, after he's accumulated a debt of about £25,000, his degree will almost certainly not get him a job he wants. He'd do better to get himself a camera and some unpaid shifts at picture agencies, and forget all about university. But how is his family supposed to know that? They think he's won a ticket to the pearly gates of the university-educated elite.

If university was giving him the social and cultural incubation I enjoyed, he still might not be wasting his time. But he has left south London for a campus where serious violence between ethnic student gangs is, he claims, a regular occurrence. If middle-class sons were dealing with fights outside their halls, their parents would be up in arms. But they're not, of course, because they knew the difference between a good university and a Poppleton Met.

There isn't anything more estimable or inspiring than an ambition for everyone to enjoy higher education. But the university drop-out rate is now 22%, and this must have something to do with what is essentially false advertising. Different institutions offering different kinds of education can each have their own merit, but giving them all one name doesn't make them the same, any more

than calling a tomato a 747 can turn it into a plane. How can telling a lie possibly be in students' interests? Many won't even know that the lie will fool no one when they graduate, even if it is written on a degree certificate.

Earlier this week the Today programme on Radio 4 interviewed a man who left school functionally illiterate, despite having passed seven GCSEs. It might as well have been 70 GCSEs - or 7,000. It still hadn't meant he could read or write.

Choose the vocabulary from the article to complete the points from task 3. Compose a reply - letter to the editor, comment on the points in the article you do not agree with.

READING

VOCABULARY FILE (Universities are not guilty of deluding students and employers)

Provide the most appropriate definition to each word or collocation

1. to be guilty of deluding
2. to refer to allegations of smth
3. to present smb\smth
4. the representative body
5. a principal
6. at first-hand
7. to proud of one's diversity
8. to recognise smth
9. to look for different experiences
10. to flourish on the course and institution best suited to somebody
11. to delude employers
12. to suspect
13. the rosy-tinted remembrance
14. to work closely with employers
15. to devise courses
16. to provide work experience
17. to equip graduates for the workplace
18. to surmise sceptically
19. to enrol on a degree
20. an argument for
21. presumably
22. to gain a degree
23. to acquire transferable skills
24. to be unimpressive
25. be likely to be
26. to earn higher salaries
27. next highest qualification
28. to shift towards
29. the knowledge-based activities
30. a proportion of the workforce
31. the higher-level skills
32. a downturn

33. to look to
34. to provide the creative and dynamic entrepreneurs and self-starters
35. to secure one's long-term prosperity
36. the comparability of university degrees
37. to miss one's point
38. an observation
39. the fictional university
40. to emphasise the comparability of standards
41. the degree classification system
42. to adequately reflect identical achievement
43. large variations in course content and objectives
44. to try out a more detailed achievement record
45. to supplement the degree classification
46. to accuse
47. to be guilty
48. to be untrue and potentially very damaging
49. to reach out to a broad range of prospective students
50. the open days
51. to make informed decisions about smth
52. generalization
53. to be disparaging
54. to provide a world-class education
55. to broaden one's perspective

5) **Read the letter to the editor written by Rick Trainor. Compare your ideas with what he argues. What vocabulary does he use to express his disagreement? Highlight the words and phrases in the article.**

Universities are not guilty of deluding students and employers

Rosy-tinted memories can't obscure the fact that we are good at preparing graduates for work, says Rick Trainor

The Guardian, Thursday 5 February 2017

Decca Aitkenhead refers to allegations of an "official conspiracy" in which all universities present themselves as being the same (Students have been sold a lie, 31 January). We don't and we never have.

As president of the representative body of 133 British universities, as principal of a Russell Group university and before that a vice-chancellor of a university only given the title in 1992, I know at first-hand this is not true. Britain's university sector is proud of its diversity. We recognise that students are looking for different experiences and that individual students will flourish on the course and institution best suited to them.

The "charade of equivalence" - which Aitkenhead is concerned will delude employers - lies, I suspect, more in her own rosy-tinted remembrance of her time at university 15 years ago than in today's reality. Universities today work closely with employers to devise courses and provide work experience that will equip graduates for the workplace.

Aitkenhead surmises sceptically that her friend's son, enrolled on a photography degree, "will almost certainly not" get the job he wants. As an argument for not spending three years learning about a subject he presumably enjoys, gaining a degree and acquiring many general as well as specific, transferable skills along the way, it is unimpressive.

Graduates are more likely to be employed and earn higher salaries than those with the next highest qualification. We know that as the UK economy continues to shift towards knowledge-based activities it is likely that a greater proportion of the workforce will need higher-level skills. And in a downturn, we look to our universities to provide the creative and dynamic entrepreneurs and self-starters that will secure our long-term prosperity.

Aitkenhead finds my remarks about the comparability of university degrees at "Poppleton" and "Poppleton Metropolitan" universities "coy". Perhaps, but she missed my point. My observation that a first in history at one fictional university was different to a first in tourism at another was part of a discussion in which I emphasised the comparability of standards among types of universities.

The context was whether our existing degree classification system alone could adequately reflect identical achievement, due to the large variations in course content and objectives across universities. We agreed it could not. That's why, this year, 18 universities are trying out a more detailed achievement record that will supplement the degree classification. This contextual detail was lost. Finally, Aitkenhead accuses universities of "telling a lie" and being guilty of "false advertising". This accusation is untrue and potentially very damaging.

Universities reach out to a broad range of prospective students through open days, mentoring and school visits, student guides and social media - all to help them make informed decisions about the many different courses, methods of learning and student experiences out there.

Her generalisations are as disparaging about the people applying to university as they are damaging about the institutions which are providing a world-class education. Any university would no doubt be happy for her to visit, and broaden her perspective.

Rick Trainor is president of Universities UK info@universitiesuk.ac.uk

Rick Trainor, president of Universities UK, was appalled by an article published by Guardian, why? - brainstorming. Read and check.

Speaking: Modern student: a recipe for academic success

- Generally
- Everyday studies

VOCABULARY FILE (Radio interview about truancy)

Provide the most appropriate definition to each word or collocation

1. to be a trend among smb
2. the troubled children
3. to act as consumers of one's education
4. to conduct a study
5. controversial findings
6. to admit to playing truant
7. to have nothing to do with smth
8. to actively decide

9. to attend classes
10. to miss school
11. consumer society
12. to exercise one's freedom to choose
13. to extend one's freedom to one's education
14. to demand one's full engagement or input
15. a substitute
16. a regular teacher
17. as word gets out/around
18. to be sophisticated
19. past generations
20. to take away one's right or desire to make one's own decisions
21. to deprive smb of smth
22. to learn an important life-skill
23. to involve students in curriculum developments
24. to make smb more willing to take part in one's education
25. to make decisions about one's education
26. to treat student as consumers
27. to go some way towards doing smth
28. to provide information on smth
29. the ineffective teachers and teaching methods
30. to solve the truancy problem

LISTENING

1) **You will hear part of a radio interview about truancy. Before you listen, discuss the following.**

- 1 Have you ever played truant? Why did you do it? What was your teacher's reaction?
- 2 What can be done to combat truancy?
- 3 Look at part b. What kind of information is missing from each gap?

2) **Now listen to the recording. To questions 1-9, complete the sentences with a word or short phrase. You will hear the recording twice.**

1. The presenter suggests that the results of Glen's survey are _____
2. The majority of students questioned _____ that they had played truant
3. Truancy is not related to a student's gender, ethnic background or _____
4. Glen's conclusion is that the _____ is responsible for encouraging truancy.
5. Students are more likely to avoid lessons that do not require their _____ or _____
6. Modern students are more _____ than those of the past.

7. Decision-making is a useful _____
8. Students would be more _____ to go to school if they were consulted about their lessons.
9. Truancy can show which teachers and teaching methods are _____

3) Do you agree that students should have a say in what is taught at school?

Listening Bell, J & Gower, R & Hyde, D Advanced Expert CAE (New Edition) p.11

Developing Skills

Before you listen

- 1) **You are going to hear a university student called Rita, who has been asked to give a talk to students in their last year at her old school. What do you think she might talk about?**

Distinguishing main points from details

- 2) **Listen to Rita's introduction. What is the main topic of her talk? Choose A, B, C or D.**
- A How to approach your university studies
- B How to manage your time as a university student
- C How to set your own learning objectives at university
- D How to get the best results from your course of study

What is Rita going to discuss in the rest of her talk?

- 3) **Rita goes on to make three main points. Listen and number her main points in order. What expressions make you decide?**

Main points	Examples and tips
Set your own learning objectives and deadlines.	e.g. tip:
Make sure you know what you have to do	e.g. tip
Check what standard of work is expected.	e.g. tip

For each main point, Rita gives examples and tips. Put the following notes in the correct place above.

- use a wall planner or diary
- get hold of some examples of good work
- build in a safety margin
- how your work should be presented
- decide how many hours a week to spend studying
- number of assignments and deadlines for them

Listen again and check your answers. What expressions does Rita use to introduce her examples? her tips? Tick the expressions below.

- You know, ...
- Why not...
- It's a good idea to ...
- ... and all that.
- For instance, ...
- Don't be shy.
- One way of doing this is to ...
- The best approach to ...
- ...things like ...
- ...and that sort of thing I always find it useful to ...

Identifying attitudes and opinions

4) **Two of Rita's friends, Nick and Ann, heard her talk. Listen to their conversation. What did each of them think of it? Choose from A-D.**

A She should have talked more about the social side.

B She was right to emphasize the importance of time management.

C She should have talked about the need to come up with new ideas.

D She was right to stress the importance of knowing what standard of work is expected.

What expression(s)

- did Ann use to show she agreed with Rita?
- did Nick use to show what he liked best about Rita's talk?

Discussion

5) **Which of Rita's point do you think are most useful? What other advice could you add from your experience of studying?**

Vocabulary

Cambridge Phrasal Verbs in Use Unit 44

A Reading

Now, your homework for the weekend. Can you all please **read up on**¹ air pollution for next week. You'll find a good chapter in your textbook on page 40, but you don't need to read it all - just **dip into**² it. Now please **turn over**³ the worksheet on your desk. Jane, will you please **read out**⁴ the paragraph at the top of the sheet?

¹ read a lot about a particular subject in order to learn about it

² read small parts of a book or magazine

³ turn a page so that you can see the other side

⁴ read aloud

B Writing

<i>phrasal verb</i>	<i>meaning</i>	<i>example</i>
write out sth or write sth out	write something again in a better or more complete way write something on a document, e.g. a cheque or a prescription, so that it can be used	<i>Do your essay in rough first and then write it out.</i> <i>The doctor wrote out a prescription for some sleeping tablets.</i>
note down sth or note sth down	write words or numbers, often so that you do not forget them	<i>Note down your password somewhere safe.</i>
jot down sth or jot sth down	write something quickly on a piece of paper so that you remember it	<i>Jack jotted down Sue's address on a scrap of paper.</i>
scribble down sth or scribble sth down	write something very quickly on a piece of paper	<i>The lecturer spoke so fast that I could only scribble down a few notes.</i>
make out sth or make sth out	write all the necessary information on an official document, e.g. a cheque, an application, a ticket	<i>If you have time to wait, we could make out your airline ticket now.</i>
fill in sth or fill sth in	write all the necessary information on an official document, e.g. a form	<i>Please fill in this registration form and return it by 18 September.</i>
fill out sth or fill sth out	write all the necessary information on an official document. e.g. a form	<i>Let's fill out this questionnaire together.</i>

C Improving a piece of writing

Dad: Your essay's good but I think it would be better if you **cut out**¹ this paragraph here. Also it'd be a good idea to add a paragraph **summing up**² your main points at the end. This paragraph here is a bit strong - why not **tone it down**³ a bit? And your point about crime **crops up**⁴ in several places - why not deal with it in just one paragraph? And you only **touch on**⁵ the issue of government control. Surely that deserves a bit more space? In fact I really think you should try to **set the whole thing out**⁶ better!

Son: Why don't you just write it then, Dad!

¹ removed

² describing briefly the most important points

³ make it less critical or offensive

⁴ appears

⁵ mention briefly (also *touch upon*)

⁶ give all the details or explain clearly, especially in writing

Exercises

1. Match the verbs on the left with an object from the right- There may be more than one answer

1 scribble down	a) a subject
2 make out	b) a book or an article
3 fill in/out	c) the page
4 jot down	d) a rough draft of an essay
5 note down	e) the times of the trains to London
6 write out	f) the answer you have written
7 read up on	g) a form or a questionnaire
8 dip into	h) a few very quick notes
9 read out	i) someone's phone number on a piece of paper
10 turnover	j) j) a cheque for €250

2. Use the phrasal verbs from the previous exercise to complete these sentences. Write the verbs in the correct form. There may be more than one possible answer.

- I get nervous when I have to what I've written in class.
- I haven't read the book in detail. I just it.
- The police officer just managed to quickly the registration number of the car before it drove away at high speed.
- I've made some notes for my speech; now I'm going to in full.
- Could you the cheque to 'Wilson and Co.' please?
- There are three forms tofor this visa application. (*two answers*)
- We should..... the departure times for flights to Rio de Janeiro.
- I'll have to..... international law for the exam.
- Now and you'll see what's on the next page.
- Hang on, I'll just.....your address in case I forget it.

3. Look at this student essay and the teacher's comments in the margin. Then complete what the teacher might say to the student using phrasal verbs from above.

<p>¹ <i>Delete this sentence.</i></p> <p>² <i>you only mention this very briefly, but it's an important issue.</i></p> <p>³ <i>This is too strong!</i></p> <p>⁴ <i>This point has already appeared once in your essay.</i></p> <p>⁵ <i>Summary needed!</i></p>	<p>The problems of pollution in the world cannot be solved overnight, since smoke from factories is a necessary evil, and cars and planes will always be noisy. Cleaning the environment is expensive. Jumbo jets make more pollution and noise than other planes.¹ People health is affected. ² Governments are completely stupid on questions of the environment.³ It is very expensive to improve the environment.⁴</p> <p>.....⁵</p>
---	--

I've put a line *through this* sentence; you should 1). And you only 2) the question of health; you should have written more. Also you should 3) what you say about governments; it's

too strong. Then this last point has already 4) once; you don't need to repeat it. And finally, the essay ends too suddenly. you should 5) your arguments.

Vocabulary. Student life: courses and exams
Cambridge Phrasal Verbs in Use Unit 43

A Enrolling on courses

Look at this information leaflet for students at Welney College. Then look at how David explains the system informally to a friend, using phrasal verbs.

Welney College

Promoting excellence

- Autumn term **ends**¹ on 18 December. Spring term **begins**² on 8 January.
- Students wishing to **register for**³ spring term courses should do so before 12 December.
- Any student **not completing a course**⁴ will not receive credits for that course.
- Course essays must **be submitted in a final form**⁵ seven days before the end of a course.
- Students failing more than 30% of their total coursework **will be expelled**⁶ from the college.

Jobsworth, Academic Administrator

David:

- We **break up**¹ on 18 December and **go back**² on 8 January, so we've got about a three-week break.
- But we've got to **sign up**³ for courses for next term before 12 December.
- You have to go to all the lectures; if you **drop out**⁴ before the end, you don't get the credits.
- And you have to **write up**⁵ your course essay and submit it a week before the course ends.

- If you fail 30% or more of your courses, they **throw you out**⁶ of the college.

B Before an exam

Six tips for exam success

- Keep your **reading up**¹ during the term so that you have less to read just before the exam.
- **Brush up on**² some of the things you learnt a long time ago; they may possibly **come up**³ in the exam.
- Don't just **mug up**⁴ on the key points you need for the exam and hope that you'll **scrape through**⁵ with little effort.
- On the other hand, don't try to do everything. **Swotting up**⁶ on everything you have done all term means you will have to revise a lot of useless things too.
- Concentrate on **polishing up**⁷ the most important areas and your best skills.
- Don't fool yourself that you'll pass the exam on the basis of what you've **picked up**⁸ during the lectures and classes. You will need to revise!

¹ continue to do something

² practise and improve your skills or your knowledge of something, usually something you learned in the past but have partly forgotten

³ if a question or a subject comes up in an exam, that question is asked or questions about that subject are asked in the exam

⁴ (*informal*) quickly try to learn the main facts about a subject, especially before an exam (*often + on*)

⁵ manage with a lot of difficulty to succeed in something

⁶ (*informal*) learning as much as you can about something, especially before an exam (*often + on*)

⁷ practising and improving your skills or your knowledge of something learnt by absorbing it rather than studying it.

Exercises

1) Rewrite these sentences using the words in brackets, so that they keep the same meaning.

1. I'm going to register for a course in statistics next year. (SIGN)
2. Several students did not complete the Moral Philosophy course. (DROP)
3. Our course finishes on 20 June. (BREAK)
4. He was forced to leave university after one term. He'd done no work at all. (THROW)
5. I can't come out tonight. I have to have my essay finished for tomorrow. (WRITE)
6. My next term at college starts on 12 September. (GO)

2) Which of these would make most students happy and why?

- breaking up
- dropping out
- being thrown out
- scraping through
- mugging up
- swotting up

3) Choose the best phrasal verb from the opposite page to complete this letter.

Cambridge, 20 June

Dear Auntie Meg,

At last my first year exams are over. It's such a relief. I feel as if I've done nothing but (1) for them for ages. Although I'd (2) with work quite well during the year, I still needed to (3) everything that we had covered, of course. Fortunately, everything that I hoped would (4) in the exam paper did.

So I hope I've done OK and haven't just (5) Now all I have to do is (6) one course assignment, which I need to hand in by the end of term.

We don't (7) till the end of the month and so I won't be home till then. We don't (8) until the end of September, so it'll be a lovely long break. I look forward to seeing you soon.

Love,
Suzanna

4) **Correct the ten phrasal verb mistakes in this paragraph. Either the wrong particles or the wrong verbs have been used.**

Dick hardly worked up at all for his exams. He brushed over on the history of the French Revolution, but no questions on the French Revolution got up in the exam. He was afraid that he would be thrown off university for failing his exams. However, he did just manage to scratch through them and so he will be in college when we return back next term. He has promised to try to keep through with work next year as he is planning to sign in for a couple of quite difficult courses, including business studies. He'll have to polish over his French because the business studies course involves spending a term in France working in a business. He thinks he can just lift up the language when he gets there, but I think he should study it before he goes because he only has school French.

Speaking

Speak about your own school-university transition experience:

- | | |
|--------------------------|---------------------------------|
| 1. atmosphere | 5. organization |
| 2. attitude to education | 6. teacher-student relationship |
| 3. rights | 7. extracurricular activities |
| 4. duties | 8. curriculum |

Vocabulary. Cambridge Advanced Phrasal Verbs in Use Unit 33 pp.70-71

A Going through college

Sam and Ben are twin brothers. They have a very rich grandfather who offered to **put** them **through**¹ university. Sam **sailed through**² his exams at school and easily **got into**³ a good university. Ben wanted to go to the same university, but it was harder for him to get in. However, in his last few months at school, he **buckled down**⁴ to his studies and managed to **get through**⁵ all the necessary exams. Both brothers wanted **to major in**⁶ law. Sam had worked in a law firm in several summer holidays and this experience was able to **count towards**⁷ his degree. Ben spent his holidays playing sport. Sam continued to study hard and soon **left** most of the other students in his group **behind**⁸. At the end of six months the professor **creamed off**⁹ the best students and moved them up to the next class. Sam was in this group but Ben was not. The professor felt he was more interested in rugby than law and this **counted against**¹⁰ him. He was **marked down**¹¹ for careless mistakes in a number of his essays and by the end of the year he had **fallen behind**¹² the rest of his year. His tutor says he'll be lucky if he even **scrapes through**¹³ his exams. His grandfather has arranged to come and visit him and Ben is feeling a little nervous.

1. pay for them
2. to study at university
3. easily passed
4. succeeded in getting a place (at a school, college, or organisation)
5. started working hard
6. succeed (in an examination or competition)
7. (US, Aus) study something as their main subject at university
8. be part of what was needed in order to complete something
9. made much faster progress than others
10. separated the cleverest or most skilful people from a group and treated them differently
11. given a lower mark

12. failed to remain level with a group of people that was moving forwards
13. (informal) passes but only just

B In the library

Let me try to describe this scene in a university library. A girl with long hair is **poring over**¹ a map. Next to her a boy is **skimming through**² some books, looking for some information on wind energy for his thesis. At the same table is a girl with short hair, who has **buried herself in**³ a journal. Next to her a boy is **checking off**⁴ names on a list - he's **crossed off**⁵ one of them. There is a busy and studious atmosphere in this library and I hope this has **come across**⁶ in my description.

1. studying carefully
2. reading quickly without studying the details
3. given all her attention to
4. writing something next to each item on a list in order to make sure that everything or everyone on it is correct, present, or has been dealt with
5. removed a word (e.g. name) from a list by drawing a line through it
6. been expressed clearly enough for the reader to understand it

Exercises

1) Match each sentence on the left with a sentence which follows logically on the right.

- | | |
|--|------------------------------------|
| 1 He took three weeks off in the middle of term. | a) He buckled down to his studies. |
| 2 He didn't read the book thoroughly. | b) He got through all the exams. |
| 3 He searched the manuscript carefully. | c) He was marked down. |
| 4 He decided he had wasted far too much time. | d) He just skimmed through it. |
| 5 He was very successful at college. | e) He fell behind with his work. |
| 6 He didn't keep to the set topic for his essay. | f) He pored over it for hours. |

2) Complete these sentences using the correct particles.

1. It cost Rick and Nina a huge amount of money to put three children.....college.
2. Vlad sailed.....all his exams at school but found things much harder at university and only scraped..... his final accountancy exams.
3. I'm afraid you'll have to cross my name the list for the trip next Saturday.
4. The college basketball team always seems to cream the best athletes and other sports suffer as a result.
5. She was so brilliant, she left all the other students
6. The end-of-semester marks in each year all count.....your final degree.
7. I like Professor Watson's lectures; they're so clear. His ideas don't come nearly as well in his books.
8. He was on the borderline between pass and fail, but his poor attendance on the course counted..... him and they failed him in the end.

3) Rewrite each sentence using a phrasal verb based on the word in brackets.

1. As each person arrived she asked their name and put a tick on her list. (CHECK)

2. She picked up her favourite novel and became completely absorbed in it. (BURY)
3. He decided to take economics as the main subject for his degree. (MAJOR)
4. His tutor transferred him to a higher class. (MOVE)
5. What sort of grades do you need to be given a university place in your country? (GET)
6. I applied to Oxford University but I wasn't accepted. (GET)

4) **Make suitable questions which could come before these answers. Use a dictionary if necessary.**

- 1 I'd like to go on to university.
- 2 I just wanted to take up a new subject; that's why I gave it up.
- 3 No, she dropped out at the end of the first year.
- 4 I can't - I'm snowed under. I've got two essays to do for tomorrow.

5) **Answer these questions about your own experience of study.**

1. At school did you usually sail through or scrape through your exams?
2. How soon before an exam do/did you usually buckle down to work?
3. Do you think a teacher has ever marked down your work unfairly?
4. What other things apart from exam results can count towards getting into a good university in your country?

READING

VOCABULARY FILE (How I Got My First-Class Degree)

Provide the most appropriate definition to each word or collocation

1. upper second (2:1)
2. lower second (2:2)
3. third class (3)
4. the student lounge
5. to turn up for
6. to submit
7. PhD student
8. the freshers' week
9. an attendance record
10. to be cut off from civilization
11. to become some sort of social outcast
12. to go to every lecture and tutorial
13. to be thrown out
14. to scribble notes madly
15. to give up
16. be bothered
17. to be behind with smth
18. a syllabus

19. an assignment
20. to get a degree
21. to get in return
22. the education market
23. to sell one's inspirations
24. to offer smth not wanted
25. to steal the thoughts of others
26. to be rewarded
27. to fell into
28. an unwelcome interruption
29. a research work
30. deliberately
31. to pitch smth to
32. the key contribution
33. to pull down monuments
34. iconoclastic
35. the key concept
36. to rake over familiar ground
37. tactic
38. faulty
39. to be on long loan
40. to seek\ sought\ sought
41. a shortcut
42. the selected readings
43. the references in books
44. to drag smb over smth
45. to flick through
46. to note summary
47. a diagram
48. to skim the index
49. to pluck out
50. an escape
51. to discard subject areas
52. to compile notes
53. to condense smth onto smth
54. leading up to the exam
55. to concentrate on
56. to drag out the detail
57. to be spontaneous and open-minded
58. the pre-formed conclusions
59. to strike the right balance between
60. to do one's best

1. You will read an article by a student who graduated from university with a first-class degree. Before you read discuss in pairs:

What part do the following play in motivating people to excel in education?

- ✓ desire for professional success
- ✓ desire for personal achievement
- ✓ pressure from family/friends/employers

With a partner, rank the following according to how necessary you think they are in order to do well at university

- ✓ Discipline
- ✓ Competitive spirit
- ✓ Understanding what is expected of you
- ✓ Organizational skills
- ✓ Perseverance
- ✓ Intelligence
- ✓ Morale

Read the passage quickly. Which of the above does the writer mention? What other things helped him to succeed? Check with your partner.

Now read the passage thoroughly. For questions 1-7, choose the best answer (A, B, C or D).

1. The PhD student who spoke to the writer
 - A. exaggerated the need to work hard.
 - B. thought the writer would get a First.
 - C. succeeded in scaring the writer.
 - D. was uncertain how to help the writer.
2. According to the writer, an important factor in success at university is
 - A. the ability to understand the market.
 - B. acquaintance with lecturers and markers.
 - C. clever use of other people's ideas.
 - D. an understanding of what was required.
3. In the third paragraph, the writer warns against
 - A. trying to second-guess lecturers.
 - B. expecting to be rewarded.
 - C. plagiarism in essays and exams.
 - D. offering money to academic staff.
4. In his relationship with his lecturers, the writer tried to
 - A. show them that he would make a good salesman.
 - B. do his work in a style which matched their expectations.
 - C. always have some new ideas to impress them with.
 - D. never upset them by submitting ground-breaking work.
5. How did the writer cope with long lists of required reading?
 - A. He ignored them.
 - B. He wrote his own.
 - C. He was selective.
 - D. He summarized them.
6. Why did the writer not practise writing exam questions?

- A. He was advised not to.
 - B. He thought the practice was rather boring.
 - C. He wanted to answer exam questions critically.
 - D. He thought it might prejudice staff against him.
7. The writer concludes by advising students to
- A. follow his recipe for success.
 - B. make the most of being a student.
 - C. concentrate on passing exams.
 - D. aim for a First at all costs.

How I Got My First-Class Degree

What does it take to graduate from university with a First?

Mark Mc Ardle, first-class degree holder from the University of Lancaster, tells how he did it.

University degree classifications in the UK

First class

Upper second (2:1)

Lower second (2:2)

Third class (3)

"Don't spend too much time at the student lounge, do turn up for most lectures tutorials and do submit all coursework - eventually." That, I was told by a PhD student during freshers' week, was all I needed to do to get a 2:2. For 2:1, I'd require a better attendance record and have to work harder, but not at the expense of being cut off from civilization. And for a First I would have to become some sort of social outcast, go to every lecture and tutorial (scribbling notes madly), spend every waking moment go to every lecture and tutorial, and be among the last to be thrown out of the university library at 10 pm closing time.

Well, I did not give up my life for study. I didn't attend every lecture and tutorial. I didn't write down every word spoken in lectures. I didn't get 80% or more in every essay, project, test or exam. I was usually behind with my reading and occasionally mystified by the syllabus. Sometimes I couldn't be bothered to go to university and stayed at home instead. But I always did the things that counted: assignments and exams.

Getting a degree is about learning, but it isn't just about learning biology, history, English or whatever. It's about understanding what you need to succeed - what, in fact, the university wants from you and what you will get in return. You have to have a feel for the education market and really sell your inspirations. What does the lecturer want? What is the essay marker searching for? Some students try to offer something not wanted. Others want to give very little - they steal the thoughts of others and submit them as their own. But they all want to be rewarded. Exchange, but don't steal, and you'll get a degree.

I saw lecturers as customers who fell into two broad categories. There were those for whom lecturing was an unwelcome interruption to their research work. After all, we were students and what did we know? I would deliberately pitch my essays to this kind of academics so that my opinions appeared more as evidence that I had read and understood the key contributions to the debate, rather than as an attempt to pull down monuments. The other type of academics were those who enjoyed teaching and discussing new ideas. They wanted more. They wanted something different, inspirational, iconoclastic. I would present my arguments to show that I had done my

reading and understood the key concepts, but I would also try to add something more to the issue rather than rake over familiar ground. Essentially, it was a case of working out what was wanted and then delivering it. I can't state exactly how successful this tactic was, except to say that I sold more essays than I had returned as faulty.

I could guarantee every book on my reading list was out on long loan from the university library within five seconds of the list being issued. This was worrying at first, but I quickly learned that it was impossible to read all of the books on an average reading list anyway. I sought shortcuts. Collections of selected readings or journal articles were excellent sources that often saved me the bother of reading the original texts. References in books dragged me all over the place but, with all the courses I had to do, there wasn't enough time to be dragged too far. I would flick through the book, read the introduction, note any summaries, look at diagrams, skim the index, and read any conclusions. I plucked out what was needed and made my escape.

I revised by discarding subject areas I could not face revising; reading; compiling notes; and then condensing them onto one or two sheets of A4 for each subject area. Leading up to the exam, I would concentrate on just the condensed notes and rely on my memory to drag out the detail behind them when the time came. I didn't practise writing exam questions, although it was recommended. I prefer to be spontaneous and open-minded. I don't want pre-formed conclusions filling my mind.

And nor should you; there is no secret to getting a First - this is just an account of how I got my First. Be a happy student by striking the right balance between working and enjoying yourself. Take what you do seriously and do your best. And, no matter what you do, don't forget to appreciate every day of your university studies: it is one of the greatest periods of your life.

Vocabulary practice

1) Match the highlighted words in the passage with their synonyms below

- crucial
- rejecting
- general
- absorbed
- discussion
- bewildered
- understanding of
- search quickly

Text analysis

2) The writer uses the following phrases. Explain them in your own words

- 1 being cut off from civilization
- 2 pull down monuments
- 3 I plucked out what was needed
- 4 drag out the detail

Discussion

3) In pairs discuss the following:

- 1. How similar/different is your method of study to that of the writer?
- 2. Are there things about the way you study which you would like to change or improve?

Think about:

- ✓ being organized
- ✓ being more focused
- ✓ managing your time

Vocabulary

Cambridge Advanced Vocabulary in Use Unit 11

Cramming for success: study and academic work

A Study and exams

Before an exam you can **revise** or **cram**¹ for it. If the exam happens every year, you can look at **past papers**². Some things can be memorised or learnt off by heart. But **rote-learning**³ is not sufficient for most subjects. It is also possible to use **mnemonics**⁴. But tricks alone are not enough, and the best idea is to **bury yourself in your books**⁵ until you know the subject **inside out**⁶.

¹ study intensively for a short time

² exam papers from previous years

³ learning purely by repetition

⁴ tricks that help you remember something, for example: 'i' after 'e' except after 'c' is a mnemonic for English spelling (e.g. friend, but receive)

⁵ spend the maximum time studying

⁶ know it completely

B Written work for courses, etc

Word	Description
Composition	could be just 50-100 words, often used to refer to children's work
Essay	longer than a composition, more serious, hundreds or even thousands of words
Assignment	A long essay, often part of a course, usually thousands of words
Project	like an assignment, but emphasis on student's own material and topic
Portfolio	a collection of individual pieces of work, not necessarily written
Dissertation	a long, research-based work, perhaps 10-15,000 words, for a degree or diploma
Thesis	a very long, original, research-based work, perhaps 80-100,000 words, for a higher degree (e.g. PhD)

C The writing process and evaluation

It's a good idea to start with a **mind-map**¹ when preparing an essay. Always write a **first draft**² before writing up the final version. Your essay should be all your own work; **plagiarism**³ is a very serious offence in most colleges and universities. There is usually a **deadline**⁴. After the essay is **submitted**⁵, it will be **assessed**⁶ and usually you can get

feedback⁷.

¹ diagram that lays out ideas for the topic and how they are connected to one another

² first, rough version

³ using other people's work as if it was yours

⁴ date by which you must hand in the work

⁵ handed in (*formal*)

⁶ evaluated and given a grade

⁷ comments from the teacher/tutor

D Aspects of higher academic study

University academics **carry out** [less formal 'do'] **research** and are expected to read **academic journals** [note: not ~~magazines~~], which publish **papers/articles** on specialised subjects. If a library does not have a book or journal, you can usually get it through **inter-library loan** [system where libraries exchange books/journals with one another]. Academic study can be very demanding and intensive, and some students **drop out** [leave the course before the end because they cannot cope], but the majority survive till **finals** [the last exams before receiving a degree].

Exercises

1) Correct the wrong usage of words to do with written work in these sentences.

1. His PhD assignment was 90,000 words long and was on the history of US place names.
2. Little Martha did her first dissertation in school today. It was called 'My family'.
3. We have to hand in an essay at the end of the course. It can consist of up to five different pieces of work.
4. The teacher gave us the title of this week's project today. We have to write 1,000 words on the topic of 'If I ruled the world' and hand it in next Monday.
5. At the end of this course you have to do a 5,000-word thesis which will be assessed, and the grade will contribute to your final degree.
6. I think I'll do a study of people's personal banking habits for my MSc composition. It has to be about 12,000 words.
7. I've chosen to do the portfolio instead of the two exams, because I like to do one single piece of work where I can research something that interests me personally.

2) Rewrite this short text using words and phrases from A instead of the underlined words.

When I'm preparing intensively for an exam, I don't see any point in looking up exam papers from previous years, nor is there any point in just learning things by memory. I know some people develop very clever memory tricks to help them remember the material, but there is no real substitute for re-reading and going over the term's work. It's a good idea to have some sort of diagram to organize your ideas, and memory-learning is useful, but in a limited way. At the end of the day, you just have to read a huge amount until you feel you know the subject 100 per cent.

3) **Here are some idiomatic expressions about studying and exams. Use the context to guess what they mean and choose the right answer.**

1. It's very easy **to fall behind with** your studies if you miss even just a few classes.
 - a) stay close behind other students
 - b) find yourself far behind other students
 - c) get ahead of other students
2. She seemed to just **breeze through** the exams. Everyone else was in such a panic and almost had nervous breakdowns.
 - a) do them calmly and efficiently
 - b) not take them seriously
 - c) cheat in them
3. I just can't seem **to get the hang of** English prepositions. Just when I think I've learnt them I make new mistakes.
 - a) memorise
 - b) understand
 - c) enjoy
4. When I sat down and looked at the exam paper my mind just **went blank**. Everyone else seemed to be writing away quite happily.
 - a) became confused
 - b) became very focused
 - c) became empty

4) **Answer these questions.**

1. What do we call the first attempt at writing something, e.g. an essay?
2. What word means 'the date by which you must do something'?
3. What word means 'using someone else's ideas as if they were yours'?
4. What are more formal words for 'to hand in' and for 'to mark'?
5. What verb do we use when someone doesn't complete their course?
6. What is another word for an academic article? Where can you read them?
7. What is the name of the system for getting books from other libraries?
8. What word means 'the comments you get back from the teacher about your work'?

The art of not being bored+ motivation

Reading

1) **Compare the two opinions about teachers expressed in the following articles and come up with your own view of the issue.**

№1. So, teachers are boring. But is that the real reason pupils leave school unable to add or subtract?

From the Guardian, January 7, 2009

By Marcel Berlins

I've always assumed that boring schoolteachers were the norm. At school, it never entered my mind that teachers ought to be anything else. After all, school was not meant to be fun. Lessons existed for the sole purpose of eventually passing exams. If there was anything in their content that turned out to be quite interesting, that was a bonus, rarely achieved. Stimulating lessons or teachers was not something I hoped for, expected or encountered. I have paid a price, part of which has been a

lifelong inability to properly appreciate Shakespeare, a direct result of the ennui instilled in me by our English master.

1	
---	--

2	
---	--

3	
---	--

4	
---	--

In a week packed with stories about schools, the one that attracted the most publicity told of Sheffield's Watercliffe Meadow primary, which intends to call itself a "place of learning", because of the "negative connotations" of the word "school". How we jeered at this example of ridiculous euphemism. And yet, looking at Ofsted's strictures and the KPMG report, is there not some validity in the argument? School, to many, including to some extent me, represents tedious lessons on subjects of no interest to the recipient, learning by rote, learning without understanding, and exams requiring regurgitation of material rather than thought. Does this not amount to "negative connotations"? Where I part with Watercliffe Meadow is in its alternative choice. To me, a "place of learning" is just as fearsome and off-putting as a school.

2) Four paragraphs have been removed from the text. Scan through the text and the paragraphs and put them in the correct order.

- A. And how do you make arithmetic and basic maths exciting? A report published this week by KPMG concludes that innumeracy costs Britain £2.4bn a year, in addition to the damage caused to the lives of people who can't add. The Every Child a Chance Trust, the charity that commissioned the report, claims that 30,000 pupils leave primary school each year unable to do simple calculations. KPMG adds that such children are more likely than their numerate peers to play truant, be excluded from school, become unemployed and even turn to crime.
- B. A few days ago, Ofsted announced a "crackdown" on boring teachers, accusing them of far more than spoiling their pupils' appreciation of literature. There was a link, according to Ofsted, not only between boredom and destructive behaviour in the classroom but also, more seriously, between the inattention paid to boring teachers and the subsequent achievements of their students. Quite how Ofsted proposes to carry out this crackdown is not made clear. It is my experience - in life, not just in education - that boring people cannot be taught to be not boring, let alone to be motivating and stimulating. Anyway, if there is a method of enlivening teachers, should it not have been applied during their training, rather than waiting until their dampening effect was let loose on the children?
- C. Dr David Spiegelhalter, professor of the public understanding of risk at Cambridge (I haven't made up that title), has called for schoolchildren to be taught about probabilities and risk assessment, to enable them to make sensible, considered decisions when they enter the real world. It's an interesting proposal, but how can we even think of it when our schools don't even seem able to convey the basics of maths?
- D. What are the reasons for this lamentable educational failure? Is there something wrong with the syllabus, or are we back to blaming Ofsted's boring teachers? I do not know how you make sums - call them mathematical calculations if you must - fascinating for children. But as far as I know, no comparable European country has such a high level of child

innumeracy, and I cannot believe that British children have a DNA preventing them from being competent with figures.

№2. A good teacher is an entertainer as well as an educator
From the Guardian Mortarboard Blog, January 9,
2018 By Phil Beadle

Teachers who routinely take dull lessons do children no good and should be put to sleep, says Phil Beadle

Christine Gilbert's pronouncement that classroom behaviour is getting worse because of boring lessons will **cause 1) buzzing** on teachers' noticeboards: "If I'd wanted to be a performing monkey I would have joined the circus," they will say. Some teachers will feel this is an attack on **professional 2) ..** . But Gilbert is right to make this link.

In **schools** that serve poorer areas, where many students' **3) attention** ... are decimated by a diet of sugary snacks, video games and 20 channels of fast-edited crud on the cathode ray tube, **pupil 4)** is not just an issue; it is the issue. The teacher who is not able to **5) open** mouths expressing awe and wonder within the first 10 minutes of a lesson is likely to witness the jaws of those mouths slacken as one, when class behaviour heads quickly in the direction of "off-task".

Teachers are **under 6) ... pressure** to entertain. Losing a difficult class in the first 10 minutes of a double lesson on Friday afternoon can present the poor teacher with a two-hour inferno, leading to self-doubt and misery.

Consequently, many teachers have developed a style of classroom management using a **variety of 7)...** , recognising that children learn best when they talk to one another in groups, and making use of culture and the arts as **a key part of their 8) ...** .

Their methods are satirised by some sections of the education community as "edutainment". This is merely the boring teacher's shorthand for **good 9) ...** .

In general, kids mess about when they are bored. Gilbert is merely drawing teachers' attention to the simplest answer to the difficult class: don't bore 'em.

Most teachers understand this without having to be told. My own experience has been predominantly in the inner city, and avoiding student boredom in these environments is a prerequisite for a teacher's survival. It may be that in schools where children don't dismantle the furniture if a teacher talks at them for two hours there is less pressure to entertain, and **didactic styles of 10) ...** are more prevalent.

But planning exciting lessons is a time-consuming activity. Vast swathes of a teacher's time in an over-regulated education system is spent proving they are doing the job, rather than actually doing it. If Gilbert wants more exciting lessons, perhaps the focus should be less on top-down diktats, and more on reducing teacher workload, so that we have the time to engage, to excite and, yes, even to entertain.

3) For questions 1-10, read the text above and decide which answer (A, B, C or D) best fits each gap.

- | | | | |
|-------------------|---------------|----------------|---------------|
| 1. A irate | B irritated | C irritant | D irritable |
| 2. A regulations | B rules | C standards | D laws |
| 3. A gaps | B intervals | C periods | D spans |
| 4. A enrollment | B engagement | C commitment | D arrangement |
| 5. A induce | B induct | C actuate | D activate |
| 6. A convinced | B confident | C irrefutable | D irrational |
| 7. A stimuli | B impulses | C stimulations | D motives |
| 8. A syllabus | B programme | C methods | D methodology |
| 9. A usage | B use | C practice | D custom |
| 10. A instruction | B preparation | C schooling | D grounding |

Vocabulary

Michael Vince Advanced Language Practice pp. 254-257

1) Decide which answer (A, B, C or D) best fits each space.

A report on the notorious Fiveways School, visited recently by government (1), was published yesterday. The report (2) inadequate strategic planning, poor (3)..... of teaching, and semi-derelict building conditions as being largely to blame for the problems at Fiveways, the school branded 'the worst in Europe'. Our reporters entered the school by

(4) arrangement, and witnessed at (5) hand the chaos that has heaped infamy on the school. On the day of their visit, our reporters learned that one disruptive pupil had been given a 3-week (6)..... for punching a teacher in the face. Our reporters saw pupils virtually (7) riot, throwing stones at passers-by and verbally (8)..... a teacher.

- | | | | |
|------------------|---------------|---------------|------------------|
| 1) A authorities | B inspectors | C controllers | D examiners |
| 2) A highlights | B illuminates | C features | D activates |
| 3) A measures | B patterns | C standards | D specifications |
| 4) A former | B earlier | C preceding | D prior |
| 5) A original | B first | C immediate | D direct |
| 6) A expulsion | B caution | C suspension | D ban |
| 7) A running | B going | C making | D taking |
| 8) A harming | B abusing | C damaging | D oppressing |

2) Complete the extracts from two school reports. Use the words from the list.

- halfhearted
- respect
- mature
- distracted
- insolent
- participated contributes applies
- concentrate
- effort

Report 1

Tracey has made a big (1) this term, showing herself to be very (2) for her age. She (3) herself well and (4) fully to class discussions. She shows a lot of (5).....towards her teachers.

Report 2

On one occasion Derek was sent home for being (1) to a teacher. In terms of effort, his work can sometimes be rather (2) He is easily (3) and finds it hard to (4)..... in class. Also he has not (5)..... in group work as well as he should.

3) Both options make sense. Underline the one which forms a common collocation.

1. In my country we have to do nine *basic/core* subjects and then we can choose several others.
2. At this school we put a strong emphasis on *academic/scholarly* achievement.
3. In my country *bodily/corporal* punishment was abolished 40 years ago.
4. In my class we had a *helper/support* teacher who assisted pupils with learning difficulties.
5. On Friday afternoons we had lessons with the *trainee/apprentice* teacher.
6. In my country we have some end of year tests but most of our marks come from *progressive/continuous* assessment.
7. At 16 we have the choice of doing more *vocation/employment* oriented courses, such as business studies and accounting.
8. When I was 15, I had a 2-week work *position/placement* with a local factory.
9. There were a number of *teenage/child* mothers in my class.
10. I was expelled from school for *playing/going* truant too many times.

4) Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

Last year I resigned my post as a Head of Department at a large comprehensive school. After 23 years of teaching, I had simply had enough of a job which is becoming increasingly (1)..... . As a Departmental Head, I saw at close hand the effect of the government's increased (2)..... in educational matters; the job is now ten times more (3) than it was when I started out. Not content with loading teachers down with paperwork, the government has also imposed standard national tests on pupils as young as six, a fact which has left many teachers (4)..... with their profession. But that side of things is by no means all. There is also the growing (5)..... of the pupils, including the girls. There are the frequent little acts of (6)..... which teachers have become almost (7) to stop, now that the right to discipline pupils has been all but taken from them. There is the restlessness and sheer (8) of children brought up on a diet of computer games and violent videos. Some people dismiss any link between computer games and a (9) in attention span, but few of them are teachers. When I started out, I used to enjoy teaching history, my chosen discipline, to (10) pupils; now I do so every Tuesday evening, teaching local history to pensioners.

- (1)PROBLEM (2) INVOLVE (3)BUREAU (4)ENCHANT (5)AGGRESSIVE (6) RUDE
(7) POWER (8) BORING (9) REDUCE (10)RESPECT

5) Complete the spaces by finding one word which fits in all three sentences.

1)

When we had finished acting, the teacher gave us all a _____ out of ten.

Elka has only been in the office for three months, but already she has really made her

The teacher told Jeremy off for making a.....on Emma's notebook.

2)

We are very pleased with Susan's effort - she _____ herself very well to the task in hand.

Incidentally, the comment I have just made to Smith equally..... to everybody in this room.

I really hope my sister.....for that new job; she'd be so good at it.

3)

I've virtually.....any ambition I ever had of becoming a teacher.

I..... out of college after one term and went travelling around the world instead.

On police advice, Mr Bortello hasthe charges he brought against his neighbours.

4)

Mr Ross, our old history teacher..... his classes with a rod of iron!

The judge that Newton had acted in self-defence, and instructed the jury to find him 'not guilty'.

Police have not..... out the possibility of murder in this case.

5)

The entire workforce at Holman Avionics downed tools today, in of _____ two sacked colleagues.

I'll come along to your speech, if you like, and give you some moral

If you need help, put your hand up and I or Mrs Kent, theteacher _____ will come to you.

Edutainment or other solution???? Are exams best motivation?

Reading

Felicity O'Dell - Annie Broadhead Objective CAE StB p.179-180

1) **Look at the title of the text. What do you think it is going to be about and what points do you think it might make?**

DON'T CRITICISE EXAMS:

They're a lesson in life

George Marsh, head of posh Dulwich College Preparatory School in London, probably thought he was doing kids and parents a favour with his rousing speech at the annual prep school conference this week.

He spoke of the pressures facing young people, who need to be nurtured during difficult preteen and teenage years. Above all, he said, we had reached a stage where the obsession with passing exams was 'killing the fun' of school.

We've all read this before. We've heard of the burnout kids, pushed by ambitious parents until they're at the end of their tethers, and gasped at the stories of the hothouse flower children who wilt in the real world. We've seen the headlines. 'Pressures of work too much for our teenagers', they scream. Now we have Mr Marsh's contribution about too many horrid exams spoiling the school's broth.

In our child-obsessed society the worst sin of all is to stop a child having 'fun'. It is right up there with smacking in the new millennium book of bad parenting. Children must be endlessly indulged, treated with kid gloves, escorted to amusement parks, given computer games and showered with pocket money.

They must never have a minute when they're neither protected nor enjoying themselves. Heaven forbid that they should be told to study, strive and compete - words which seem to have taken on the quality of blasphemy.

But whoever said school was meant to be fun? Yes, school is a place where a child develops and a rounded curriculum is vital. Our children should play sport, do drama, join choirs, hang out at playtimes. The rest of the time, however, they are there to learn and to achieve some basic qualifications that will, whether they want to accept it or not, cushion them when life gets really hard. Yet, in the current climate, saying that exams matter is tantamount to saying that our children should spend their teenage years at an Army boot camp.

This is the same mentality that dictates there should be no winners at sports day in case other children get upset by coming second. It's the same misguided attitude that drives parents to spray their kids with antiseptic to protect them from all known germs when actually they only end up sickly because their immune system never develops. Cosseting children in cotton wool does them few favours in the long run.

Mr Marsh is right when he says that we should shelter our children from the pressures of growing up too soon but there is a difference between sheltering and smothering.

If he really wanted to do us all a favour in his speech, he should have told parents to get real. School can be tough and exams always are but then so is life - and it's best that children learn that particular lesson as early as possible.

2) Answer these questions about the text.

1. Who is George Marsh?
2. What are the main points he is making?
3. To what extent do you think that other people agree with his views?

3) These words and expressions from the article all have strong positive or negative associations. Divide them into two groups, positive and negative, and explain what each word suggests.

rousing	rounded	hothouse
wilt	cosseting	children
blasphemy	burnout	showered
misguided	sin	boot camp
nurtured	cushion	smothering
scream	sheltering	

4) To what extent do you agree with the views that George Marsh is putting forward? How far do you think his opinions would be generally accepted in your country?

5) Match the two parts of these collocations used in the reading text.

- | | |
|--------------------------|--------------------|
| a) to do someone | 1) a stage |
| b) a rousing | 2) a qualification |
| c) to reach | 3) run |
| d) at the end of | 4) climate |
| e) the real | 5) your tether |
| f) to treat someone with | 6) speech |
| g) pocket | 7) world |
| h) the current | 8) money |
| i) to achieve | 9) a favour |
| j) in the long | 10) kid gloves |

6) Now match the completed phrases from exercise 5 to their meanings.

- a) a well-balanced programme of studies
- b) to be very polite and careful in your behaviour towards someone
- c) the way things are at the moment
- d) to get a certificate showing you have taken courses or passed some exams
- e) how things are rather than how we might like them to be
- f) very upset or anxious
- g) looking to the distant rather than the immediate future
- h) a talk that stirs the audience
- i) cash or notes given to someone on a regular basis to help them pay for their everyday needs
- j) to do something nice for someone K to gel to a particular point of development

7) Now choose which of these collocations best fit each of the sentences below.

- a) It's a lot of hard work now but I'm sure you'll feel it's worth it
- b) I wonder if you could..... and get me a newspaper when you're in town.
- c) When she rang me last night she was and so I thought I'd better go round at once and see if I could do anything to help.
- d) It's taking a bit of a risk to give up a steady job in
- e) There's no need..... ; I won't bite your head off.
- f) Now she's left university she's going to have to get used to life in
- g) The building work has now.....where we can begin to imagine how things will eventually look.
- h) How much..... did your parents use to give you?

Russia's New Standardized Exams Fail the Public Test

June 24, 2017

"Exams Are Over, The Problem Remains." That was the message as a dozen teachers and high-school students braved cold, wet weather to gather in central Moscow last week to protest a recent initiative by Russian education officials. The source of their discontent is the Unified State Exam (EGE), a new standardized test introduced in Russia for the first

time this year.

Critics say the EGE is a poor measure of academic aptitude, and is already having a detrimental effect on learning in schools.

"Study in 11th class in any Russian school has become a mass preparation for the EGE," said Ilya, a high school history teacher who was leading last week's protests. "There is no education in 11th class anymore. All that the students think about is how they have to take the EGE. And all the teachers think about is how to ensure that the school gets good results."

2) Which of these opinions about the Exam do you agree or disagree. Give reasons.

- Svetlana Vysotina, head of English at State Secondary School 1253 in Moscow, welcomes it. "I think it will be a better system," she said. "It will give students more equal opportunities to enter university."

"This testing is a very simplistic way of testing knowledge, and it does not reflect the completeness, the range, of knowledge and how it should be tested," said Sergei Komkov, who heads the Russian Educational Fund nongovernmental organization."

- Anna Florinskaya, a final-year student in a Moscow school said preparation for the exams had been chaotic, with a dearth of proper training material. "There are questions which aren't thought through. For example there was a question about literature: what color eyes does Anna Karenina have?" she said, "My tutor, a literature teacher, deliberately reread the work because of this question. It doesn't say anywhere what color her eyes are."
- According to the Russian Education Minister, Vladimir Filippov there is no universal examination for 17 to 18 year olds. As in the USA, students "graduate" from high school on the basis of their record at school. But standards vary from school to school. Besides each university has its own entrance examinations (partly because of the unreliability of those high school grades). This makes university admissions something of a lottery.
- History teacher Ilya says changing the tests before changing the curriculum is putting the cart before the horse. One of the arguments, he said, was that it would help form a single standard for school education.

3) Compare the old Soviet system for high-school graduates and a new system of the United State Exams. How do they differ? What do they have in common? Use expressions below to support your opinion.

- to gauge intellectual aptitude in an unbiased, consistent manner
- to compare students from across the country
- to discount imagination and creativity
- to be in favor of students who are more comfortable with empirical testing methods
- to be composed of multiple-choice questions
- a mix of school grades, written university entry exams, and oral exams prized as a particularly effective way of identifying talented students.

4) Discuss the following questions together. Use the phrases in the box to make full sentences.

In my opinion/view...	This would mean.	On the other hand .
I believe/am of the opinion that.	By doing this, we.	Alternatively, .
It appears to me that.	In this way.	It could be argued that .
My feelings on the matter are.	If., the result would be.	I strongly disagree.
It is my considered opinion that ...	In other words.	In contrast
I am in favour of..	To sum up..	The opposite view point is.

- a) A report this month by the UN cultural agency UNESCO suggested that bribery in Russian education systems is worth \$150 million a year. How do you think the EGE will help combat corruption?
- b) Suspiciously high scores were recorded in some North Caucasus republics during rehearsal exams last year. What is the reason for this? Besides, the EGEs are graded electronically, by computer. In your opinion are the results of the EGE objective and fair or not?
- c) Together with a partner discuss the ways of preparing for the exam. Since it is a universal exam, schools will have to prepare students for it. This should reduce the need for private tuition for the current separate university entrance tests. In your opinion what are the most important factors for success at the Exam?

In 2008 1.2 million students (80% of high school graduates) entered Russian universities. One of the factors driving students to university participation is that it provides exemption from military conscription. Who wouldn't rather study than be sent to Chechnya?

LIFE-LONG LEARNING AS A RESULT AND A SOLUTION

VOCABULARY FILE (You can make me do it, but you can't make me like it)

Provide the words and collocations with the most appropriate definitions

1. to gratify
2. single-mindedness
3. unacknowledged consequences
4. traditionalist
5. to maintain
6. on the contrary
7. to be coaxed, pressed and bribed into submission.
8. at the age
9. to secret smth around
10. to be physically prised from
11. to vacuum away one's words
12. to coerce smb to do smth
13. to stop meddling altogether
14. a shortage
15. horror stories
16. a coaching

17. to keep up with smb
18. to apply smb to do smth
19. to end up at the bottom of the pile
20. be stigmatized
21. a remedial class
22. paramount
23. to be obsessed with smth\smb
24. a voracious reader
25. a sheer coincidence
26. to peek at
27. invariably
28. a growing anxiety
29. to assuage
30. an exuberant child
31. to be engaged in
32. to plead for the right
33. bullying children
34. to solve problems
35. to cooperate with
36. cope with
37. a blow
38. creative genius
39. to exert pressure
40. to make children resistant
41. extravagant interest
42. unabashedly sincere
43. immediate urge
44. to force\ threaten\coax one's nose into books
45. to lug wretched bookbag
46. completely perverse
47. to lead to
48. a major decline
49. be pressurized to learn to read

READING

1. **You will read an article written by a mother whose child started later than others. Before you read, in groups discuss the following.**
 - 1) How important do you think it is for children to start reading early?
 - 2) Generally speaking, at what age do children in your country learn to read?
 - 3) What should be the role of the parents in a child's early education?
2. **The following words and phrases appear in the passage. Look at the title, then in pairs discuss how they might be connected with the subject of children learning to read.**
 - coaxed, pressed and, if required, bribed
 - consequences
 - coaching

- cooperate with others
- pleasure

3. Read the first and the last sentence of each paragraph. Can you guess what each paragraph is about? Discuss in pairs. Now, read quickly and check.

You can make me do it, but you can't make me like it

We force children into reading far too early. Today Einstein, who learnt to read at 10, would be in remedial class, argues Anne Karpf.

A good new story about education? It sounds like an oxymoron, but blazoned on Monday's front pages was the finding of a major new international survey that "UK pupils move close to top of world class", especially in reading. This will have been gratifying to a government for whom 'education, education, education' increasingly seems to be a euphemism for 'reading/ reading/ reading'. But such singlemindedness has had other, unacknowledged consequences.

1 _____

Traditionalists, however, maintain that you're never too young to learn to read: on the contrary, the earlier the better. Reading, and especially early reading, is considered so self-evidently good that children are coaxed, pressed and, if required, bribed into submission.

2 _____

My own position has changed radically between my first and second children. The first taught herself to read at the age of four. Thereafter she secreted books around her bed like contraband, and had to be physically prised from them at the dinner table. When her younger sister started school last year, I expected a repeat performance.

3 _____

Should I be vacuuming away her words, and pumping in someone else's? Should I have been coercing her to try to read when she was plainly unwilling? I can coerce when it's necessary, but the thought of becoming a dictator in the matter of when she learned to read seemed so awful that I decided to stop meddling altogether.

4 _____

But in other schools there's no shortage of horror stories, like the parents of four-year-olds paying for coaching to help them keep up with the fast readers. The mother of a four-and-a-half-year-old was told that her son had to apply himself to reading because the school didn't want him to end up at the bottom of the pile. Einstein may have learned to read only at 10, but today he'd be stigmatized and in a remedial class.

5 _____

Other parents are more successful in their efforts, yet all children get there in the end. What counts, surely, is how they do so, since this is paramount for future pleasure. You can, just about, drill children into learning to read, but you can't compel them to enjoy it. In a culture increasingly obsessed with what is measurable, what a pity reading pleasure can't be tested.

6 _____

I think my own now almost-six-year-old would have preferred this approach. However, something has recently clicked in the reading part of her brain, and she is on the way to becoming a voracious reader. It's probably sheer coincidence that this transformation was over exactly the same period that she started learning the violin

-
- A. Like other reception class mothers, I peeked at her friends' bookbags to see if the books they were reading were more advanced. Invariably they were. My growing anxiety was assuaged by a wise fellow mother remarking my exuberant child was busily engaged in things, like pretend games and drawing, which delighted her more. She also loves books, but often pleads for the right to be able to make up her own stories to the pictures (frequently more exciting than those by the author)
- B. Those who consider such reservations a middle-class luxury should look at Europe. We're alone in bullying children to read so young. The Norwegians don't start until they're seven, when it's usually painless. Sylvia Hopland, headteacher of the Norwegian School in London, says: "We know that we could teach children to read at four, but we want them to spend those years playing. We want to teach them to solve problems, cooperate with others and cope with life."
- C. Imagine the blow that might have dealt to his creative genius. Also, one problem with exerting such pressure on pre-school children is that it can make children resistant to reading. Once affecting extravagant interest in my second daughter's new book-title, I was rewarded with: "You're just trying to get me to read it and I won't."
- D. When I asked her to tell me what she thought of her classes, she was unabashedly sincere: "I like books with pictures, but books with too many words are boring." My immediate urge was to force her, threaten her or coax her nose into her books. Until it suddenly occurred to me: at what age did I start reading?
- E. For the best part of a year I lugged her wretched bookbag to and from school without opening it, and resolved as far as possible to follow her own reading timetable. Her reception teacher adopted what today is rare, daring stance: there isn't much you can do to make a child read before they're ready.
- F. Being against it, is like being against vitamins or bank holidays - completely perverse. Among the over half-million web pages devoted to teaching children to read, none of those I browsed are on learning to read too soon.
- 4) The obsession with reading has led to a major decline in the time and energy given over to music, art and drama. And the heresy that dare not speak its name is that children are being pressurized to learn to read too early

5) **Read the article. Six paragraphs have been removed. Insert them from the paragraphs (A-G). There is one paragraph you do not need to use.**

6) **Underline the words which helped you do the task. Compare with your partner.**

7) **Discussion**

What is the value of learning to read early? What are the pleasures of reading? Should children be left alone to begin reading when they are ready or should they be forced into it?

Discuss in pairs

8) **Vocabulary Practice**

9) **Match the highlighted words in the article with the definitions below, then use them in your own sentences. You may change the form of the verbs if you wish.**

1. pretending *affecting*;
2. lively and excitable;
3. a phrase where two contradictory terms appear together;
4. most important;
5. carries smth heavy with difficulty;
6. persuade someone to do smth against their will;
7. people who resist change and favour established ideas;
8. hid;
9. unacceptably unconventional and unreasonable;
10. very keen

e.g. Affecting shyness, the normally bold child refused to say a word.

Text analysis

10) **Explain the meaning of the following phrases taken from the article**

1. ... I expected a repeat performance (before gap 3)
2. ... the thought of becoming a dictator . (before gap 4)
3. ... to end up at the bottom of the pile (before gap 5)
4. ... something has recently clicked . (after gap 6)
5. And the heresy that dare not speak its name . (paragraph G)

READING

Provide the words and collocations with the most appropriate definitions

VOCABULARY FILE (My Child's a Genius)

1. child prodigy
2. worthy of admiration or pity
3. debatable
4. to study ancient world history.
5. To be too immature to cope with university?
6. exceptionally gifted children
7. entirely understandable
8. encourage them to succeed,
9. put under excessive pressure,
10. emotional and social development is not neglected.

USE OF ENGLISH (Wordformation)

Before you complete the task

1) *What makes a child prodigy?*

- 2) What is the difference between being gifted and being a child prodigy?
- 3) How far should gifted children be pushed - and what lies in store in the future?

Read the two texts that follow. Use the list of words below to form words that fit in the same numbered spaces in the texts.

My Child's a Genius	
<p>Child prodigies are the circus animals of our age, a source of (1) to us all; whether they.....</p> <p>are worthy of admiration or pity is debatable. It is more than two decades since the (2).....</p> <p>Ruth Lawrence, at the age of thirteen, obtained a First in mathematics at Oxford University,</p> <p>becoming a national (3) More recently, six-year-old Justin Chapman enrolled at the.....</p> <p>University of Rochester, NY, to study ancient world history. Their intellectual (4) are</p> <p>obviously impressive, but surely such children are too immature to cope with university? Some point out that while it is entirely understandable that parents of exceptionally gifted children should (6).....them to succeed, it is important that they are not put under (7).....</p> <p>pressure, and also that their emotional and social development as children is not neglected.</p>	<ol style="list-style-type: none"> 1 FASCINATE 2 REMARK 3 CURIOUS 4 ACHIEVE 5 PSYCHOLOGY 6 COURAGE 7 EXCEED

READING

<http://timesonline.typepad.com/schoolgate>

Provide the words and collocations with the most appropriate definitions

VOCABULARY FILE (Why I'm not sending my daughter to secondary school)

1. bricks-and-mortar education
2. to have misgivings about smth
3. to decide on a radical step
4. in all consciousness
5. to inflict the current model on smth
6. to deteriorate
7. ato be ggrieved
8. to intervene in one's child's education
9. to dismay
10. credible substitute
11. a frankly redundant system
12. to design

13. to create an industrial revolution workforce
14. the working needs
15. a curriculum
16. flexibility and imagination
17. to be effective
18. the 'one size fits all' approach
19. mainstream education
20. economically short-sighted
21. psychologically-savvy world
22. to be based on one's individual differences
23. an artistic and musical propensity
24. to accumulate awards and cups from nationwide festivals
25. lack faith
26. exemplary teaching staff
27. to add creativity
28. a stifling, test-obsessed structure
29. the narrow SATS-bent curriculum
30. to detract from sth
31. to be aware of one's limitations
32. inadequate numeracy skills
33. simple additions
34. to draw on the wisdom of existing professionals
35. to continue sb's numeracy and literacy education
36. education' mantra
37. successive government ministers
38. to tinker with the curriculum
39. the vision
40. a courage
41. to overhaul smth
42. to suit to needs
43. to be less motivated and more despairing of smb's future
44. to afford
45. to keep ignoring

- 46. fretful
- 47. to possess excellent communication skills
- 48. to be honed
- 49. in all fairness
- 50. in the brutal realms of the playground
- 51. to prevent smone from “the harsh realities of life”
- 52. to deserve a better chance
- 53. the drawbacks of traditional education system
- 54. to bring smb round to smb’s view point.

- 1) **Before you read: Some parents are against bricks-and-mortar education for their children. What are the reasons for that? Work in groups and brainstorm the ideas.**
- 2) **Read the blog entry of a mother who has chosen to educate her child at home and compare your ideas with those put forward by the author.**

Why I'm not sending my daughter to secondary school

Sonia Poulton's daughter, Shaye, should be starting secondary school soon, but Sonia has long had misgivings about it. Now she's decided on a radical step - Shaye is not going to join her friends at their new school this September. Here Sonia tells School Gate why...

"My daughter, Shaye, completed her primary school education in July. She won't, though, be going to Secondary School. I couldn't, in all consciousness, inflict the current model on her. I attended a comprehensive, myself, but the system has deteriorated. Personally, I am aggrieved at the need to intervene in my child's education. It dismays me that the State has no credible substitute to a century old, and frankly redundant, system.

Organised schooling, first established in 1880, was designed to create an industrial revolution workforce. Yet that is no longer our working needs. In our technical age, a curriculum needs flexibility and imagination to be effective. More vocational learning; less testing and targets. The 'one size fits all' approach of mainstream education is economically short-sighted in our psychologically-savvy world.

The choice to home educate my child is based on her individual differences - that of an artistic and musical propensity. She is a talented performer and has already accumulated awards and cups from nationwide festivals. Shaye wants 'to be a professional singer'; I want her to have options. Home education, I believe, is the way to realise her potential. I lack faith that the state is capable of such an undertaking.

For the past seven years, I have watched my daughter's Cotswold primary school - and some of the exemplary teaching staff there - jump through hoops in an attempt to add creativity to a stifling, test-obsessed structure. I have no doubt that the narrow SATS-bent curriculum has detracted from my child's primary education. Neither have I seen anything to suggest that Secondary School would be much different. Yes, it is scary to be entering into unknown territory but I am aware of my limitations.

am not a natural teacher, I am too impatient, and my numeracy skills are inadequate and require fingers for simple additions. So, I will draw on the wisdom of existing professionals. We have found a retired teacher who will continue Shaye's numeracy and literacy education. In addition,

Shaye will attend drama school and singing lessons twice a week and the rest - be that days in the museum, conducting scientific experiments or creating artwork - is down to me.

Despite Tony Blair's 'Education, Education, Education' mantra in 1997 - our state education system is more archaic than ever before. Successive government ministers have tinkered with the curriculum but none have had the vision, or courage, to overhaul it to suit 21st century needs.

Our children deserve - and have been routinely promised - smaller class sizes. Personalised tuition is more relevant than ever before. Still we continue to shoe-horn children into classes. Secondary school children are less motivated and more despairing of their future than ever before - can we afford to keep ignoring this? I know I can't.

Just to be clear: I am not fretful that Shaye's socialisation will suffer. She possesses excellent communication skills - honed, in all fairness, in the brutal realms of the playground - and she will continue to build on them. She has a steady stream of friends at our house.

Neither am I, as some of my more critical acquaintances suggested, seeking to prevent her from 'the harsh realities of life'. As a child who experienced the separation of her parents before her 4th birthday, she is already au fait with that.

No, I have chosen to home educate my child because she deserves a better chance than I believe the current system can offer her. This government, for all its rhetoric, is not on the same page."

3) Choose the vocabulary from the text which is useful for discussing

- *the arguments for home education*
- *the drawbacks of traditional education system*

4) Speak about advantages and disadvantages of home-schooling/bricks-and-mortar education using the vocabulary from the text.

5) Role-play: work in pairs, role-play the conversation between the a parent and a grandparent deciding whether to send the child to school. You have different opinions on the matter. Try to bring your partner round to your view point.

SPEAKING

Discuss the following questions together

1. Apart from being essential for certain careers, what is the importance of good education?
2. How can governments make sure that everyone has access to good education?
3. What makes good teacher?

READING

Provide the words and collocations with the most appropriate definitions

VOCABULARY FILE (Pupils learning skills not subjects)

1. to try out
2. a radical departure from subject-based lessons
3. an alternative curriculum based on five skills needed to succeed in life
4. churns out people
5. a fictitious workplace
6. to pilot the alternative curriculum
7. to drive up standards
8. to jeopardise
9. an internal evaluation evidence
10. to make a decision
11. to make sense
12. a bewildering experience
13. to be apparent to smb
14. to build on the good practice of primary school
15. a wireless computer network
16. to bound to
17. to deliver the national curriculum
18. the national curriculum
19. retrogressive
20. content-driven
21. to reinforce with weekly one-to-one tutoring sessions
22. to assess progress
23. to split between
24. numeracy-based session
25. literacy-based session
26. an expressive art

READING

Pupils learning skills not subjects

A number of secondary schools in England are trying out a radical departure from subject-based lessons. The schools are using instead an alternative curriculum based on five skills needed to succeed in life:

- learning

- managing information
- managing situations
- relating to people
- citizenship.

These "competences", as they are known, were devised by the Royal Society for the encouragement of Arts, Manufactures and Commerce (RSA), which sees them as a model for future learning. "Education as it is, with the national curriculum, no longer serves the needs of pupils," said Patrick Hazlewood, head of St John's School & Community College, an 11-18 comprehensive in Marlborough, Wiltshire. "What we are operating within schools is an industrial model that churns out people at the other end for a fictitious workplace which no longer exists - not training them for the 21st century."

1 _____

So he is piloting the alternative curriculum with one third of this year's first years - the Year 7 pupils. "We haven't disappplied the national curriculum but we don't teach subjects," he said. "We are helping them to learn how to learn and how to think, and use those skills to manage situations and information." Dr Hazlewood is not someone who needs a radical initiative to drive up standards - his school has GCSE results well above the national average. "We are a very successful school and clearly I can't jeopardise that. But I hope this is going to allow our children to achieve even more highly. "In May we will look at the internal evaluation evidence and make a decision as to how to proceed. "The early data would suggest this is going to be much more successful than we first thought."

2 _____

He argues that this makes more sense for children coming from primary to secondary school, which can often be a bewildering experience. This is also apparent to Alison Banks, joint head of another of the pilot schools, Chafford Hundred Campus in Thurrock, Essex. "We still do subjects but what we have tried to do is to build on the good practice of primary school, where learning is much more integrated," she said. "One of the problems in secondaries has been that there's no obvious link between lessons. When the bell goes it's bewildering for the little 11 year olds."

3 _____

Chafford Hundred Campus is an unusual combination of nursery, primary, secondary and adult education centres all in one. There is a single management team, office, administration system and wireless computer network which pupils access through laptops. Primary numeracy teachers are now putting their expertise to use with the 11 to 14 year olds, while secondary subject specialists teach primary pupils for such things as art and music. Because the school was completely new, Ms Banks said she had "a blank sheet of paper" on which to construct the curriculum.

4 _____

Legally she was still bound to deliver the national curriculum - she would rather have dumped some subjects altogether. "But I thought the best way to do it was to put the subjects second and the competences first. "I think in many ways the national curriculum was retrogressive and so very, very content-driven. We are trying to be a school of the future." So the children are set units of work for each half-term, reinforced with weekly one-to-one tutoring sessions at which they are helped to assess their own progress.

5 _____

The teaching day is split between numeracy-based then literacy-based sessions in the morning, and expressive arts in the afternoon. She argues that it is a more efficient way of learning than the traditional stopping and starting of different subject lessons.

1) **Match the following main topics to the numbered paragraphs of the text.**

- A. Primary extension
- B. How it works
- C. Novel school
- D. Learning how to learn
- E. Looking to the future

2) **Think of a question on each topic, set the questions to your partner and try to answer his/her questions**

3) **Answer the question:**

Do you think the scheme could be implemented in your country? Why?/Why not?

SPEAKING

READING

VOCABULARY FILE (Older people's education 'neglected')

Provide the words and collocations with the most appropriate definitions

Older people

1. to contribute to society
2. a financial burden
3. to meet the challenges
4. demographic change
5. the education budget
6. to spend lives in retirement
7. a pension age
8. the learning needs
9. to meet the new needs
10. the vast majority
11. to start new careers
12. to be sponsored by
13. to make a "midlife review"
14. to adjust
15. to plan for the transition into retirement
16. unpredictably
17. to establish a sense of identity
18. to find constructive roles for the "third age"
19. the healthy retired life
20. to expand "fourth age"
21. to maintain identity, health
22. the social engagement and wellbeing
23. the final stages of life
24. an era of greater mobility

- 25. to affect the value of all types of pensioners
- 26. to maintain skills
- 27. to update smb's skills and knowledge
- 28. the economic productivity of 'working age' adults
- 29. the bulk of public funding

- 1) **Before you read: discuss whether older people need education and why they might need it. Come up with three reasons.**
- 2) **Read the article and check your answers.**
- 3) **Complete the gaps with the best option below.**

Older people's education 'neglected'

By [Peter Kingston](#)

Vast majority of education budget spent on under 25s, despite growing elderly population, says new report

Older people must be given more chances to learn if they are to contribute to society rather than be a financial 1), according to a new study on population published today.

The current 2) which concentrates on younger people and on skills for employment is inadequate to meet the challenges of demographic change, it says. Only 1% of the education budget is currently spent on the oldest third of the population.

The challenges include the fact that most people can 3) to spend a third of their

lives in retirement, that there are now more people over 59 than under 16 and that 11.3 million people are over state pension age. Life expectancy for a 65-year-old is now 85 for men and 88 for women.

"Learning needs to 4)..... throughout life. Our historic concentration of policy attention and resources on young people cannot meet the new needs," says the report's author, Professor Stephen McNair.

"The 5) majority of our education budget is spent on people below the age of 25.

When people are changing their jobs, homes, partners and lifestyles more often than ever, they need opportunities to learn at every age."

For example, some people are 6) new careers in their 50s and later, says [the report](#), which was 7) by the Independent Inquiry into the Future of Lifelong Learning (IfLL), sponsored by the National Institute of Adult Continuing Education.

People need opportunities to make a "midlife review" to adjust to the later stages of employed life, and to plan for the 8) to retirement, which may now happen unpredictably at any point from 50 to over 90, says McNair, a member of the IfLL secretariat.

And there should be more money available to support people in 9) a sense of identity and finding constructive roles for the "third age", the 20 or more years they will spend in healthy retired life.

The same goes for the 10) "fourth age" when people need to maintain identity, health, social engagement and wellbeing during the final stages of life, says McNair.

He also believes that in an era of greater mobility there should be more help for people to establish themselves in new relationships and places.

McNair warns that with the 11) in the economy affecting the value of all types of

pensioners, people need to continue learning. Some need to maintain skills to earn and support dependents. Others can do voluntary work more effectively if they can 12)and update their skills and knowledge.

"Although everyone's quality of life depends on the economic productivity of 'working age' adults, it does not follow that the maximum good of the population as a whole is served by focusing everything on paid employment and young people," says the report.

"Even if it is right for the bulk of public funding to be spent in this way, government needs to consider how the other kinds of learning need are to be met, and to ask whether 1% of the public education budget is a proper share to 13) the learning needs of a third of the population."

- | | | |
|---------------------|----------------|--------------|
| 1) A responsibility | B load | C burden |
| 2) A way | B approach | C method |
| 3) A hope | B look forward | C expect |
| 4) A continue | B pursue | C carry on |
| 5) A huge | B vast | C numerous |
| 6) A starting | B beginning | C embarking |
| 7) A commanded | B commissioned | C ordered |
| 8) A shift | B move | C transition |
| 9) A ascertaining | B establishing | C setting up |
| 10) A expanding | B stretching | C enlarging |
| 11) A downshift | B downturn | C downside |
| 12) A contain | B retain | C refrain |
| 13) A wrestle | B grapple | C tackle |

APPENDIX 1

Listening script (Radio discussion about truancy)

Presenter: Well, it seems truancy is not a trend among poor or troubled children as previously thought, but rather the result of students acting as consumers of their education, at least according to a study of high school students conducted by Glen Hall which forms the basis of his book “The Truth about Truancy”. He’s here to share with us his rather controversial findings. Glen.

Glen Hall: Well, it isn’t so much the results of the study that shocks people but the fact that ninety percent of the three hundred students surveyed actually admitted to playing truant. Some people were also surprised to find that truancy has nothing to do with a pupil’s race, sex or economic class, none of which surprised me, I might add. What did interest me, however, was that it also showed that many students are actively deciding what classes they want to attend or don’t want to attend. It’s not always a case of them missing school because they’d rather do something else. We concluded that the consumer society in which we live is to blame in that it has trained young people to exercise their freedom to choose based on their personal tastes and preferences. It appears that students are merely extending that freedom to their education.

Their findings also showed that students often played truant because they felt that a lot of classes just weren’t worth attending and rarely, if ever, demanded their full engagement or input. For example, many students admitted that, when word gets out that a substitute is taking a class, rather than a regular teacher, they are far more likely to miss that class because they don’t feel they’re going to get their money’s worth, so to speak.

Basically, what the survey seems to be telling us is that today’s students are more sophisticated than those of past generations and that when you take away their right and, worse, their desire to make their own decisions, you are depriving them of the opportunity to learn a very important life-skill. We believe that involving students in curriculum development will make them more willing to take part in their own education. So I don’t believe it’s controversial to say that now is the time for educators to allow students to make decisions about their education. Furthermore, we believe this approach, that of treating students as consumers, would not only go some way to solving the truancy problem but also provide information on ineffective teachers and teaching methods. I say some way because of course I’m not going to deny that...

APPENDIX 2

Listening script (Rita)

Hi. Now, I know a lot of you are planning to go off to university or college next term, so I have been asked to talk about how studying there is different from studying at school. Well, one big difference is that you have to manage your own time; on average, only ten to 12 hours a week is actual timetabled teaching on university course, the rest is up to you to organize. Another new challenge is that you will have to set yourself learning objectives, and of course it is your responsibility to make sure that you meet them. So it is very different from school. There are various ways of approaching all this, however, and I am going to go through some of them with you. I have also come along with a few tips I have picked up along the way which it may be helpful to pass on.

Firstly, make sure you know exactly what the course requirements are. You know, how many pieces of work you have to complete by when, and all that. One way of doing this is to get a diary or wall

planner - something that will help you set the year out visually - so that as a term progresses, you can see at a glance how you are getting on.

Then, it is important to know what is expected of you in terms of the quality of the work. For instance, how to present your work and what you should include. It is a good idea to get hold of some previous student's work that has good marks. Read it and think about why it was good. If you cannot find any in the library, ask your course tutor. Do not be shy - these people are there to help you, and it is their job to make sure you know what is supposed to be doing.

Finally, once you know exactly what is expected of you, you should start to set yourself deadlines and learning targets. These have to be realistic - try to do too much too soon, and you will just be disappointed when you fall behind. So, think about things like: how many hours a week you are going to spend studying, or how you can best use the time available to meet your goals. I always find it useful to build in a safety margin - things will sometimes take longer than you think, and you do not want to end up feeling you are always under pressure to catch up.

Nick: So, what did you think of Rita's talk? Would you have found it useful?

Ann: Yeah, in my experience, most university students find they have about ten to 12 hours of timetabled teaching each week, and on top of this they will spend from 20 to 30 hours studying in their own time. So I think she had a point when she was talking about the wall-planner - you need to get yourself organized, make the best of the available time - because it is also important not to overdo it. Time spent discussing issues with friends is not necessarily wasted - you are learning key life skills, such as how to debate, think on your own feet and use logical reasoning and the art of persuasion.

Nick: I agree that spending all day, every day with your nose stuck in a book or at a computer is not necessarily your best use of time. But for me, the most relevant part was when she talked about what is expected of you. To my mind, to be a successful university student, you need to be open-minded - ready to try new ways of thinking. You do your reading, you evaluate the information, and you come up with your own ideas and opinions about it. That is what really marks it out from what you are used to doing at school, and I think that was really what Rita helped them to grasp.

APPENDIX 3

WRITING "LETTER OF COMPLAINT (PROPOSAL)"

In most letters of complaint (proposal) use formal language and organized in a standard way

Paragraph 1

Explain why you are writing

Paragraph 2

Explain what the problem is and describe any action you have already taken

Paragraph 3

Say what inconvenience it has caused you

Paragraph 4

State what you want done about the problem

SAMPLE

Dear Sir or Madam

I am writing to complain about the poor service provided by your train company. **1**

Yesterday I travelled on the 7.20 from Dushanbe to Moscow. Not only was the train thirty minutes late leaving Dushanbe but we were further delayed at Khujand and no explanation or apology was

offered. Furthermore, the heating broke down and the train got colder and colder. I complained to a member of staff, who was most unhelpful and unsympathetic. **2**

As a result of the delays I was two hours late for an important meeting with a valuable client, which caused considerable difficulty and embarrassment. **3**

In the circumstances I believe I am entitled to compensation. I look forward to hearing from you very soon. **4**

Yours faithfully (*the usual polite way of ending a formal letter, which you have begun with Dear Sir or Dear Madam* → *Yours sincerely*)

John Holland

LETTER 1

You are a member of the Students' Council at the college where you study. The principal of your college wants to make it easier for new foreign students to integrate into college life and has written you an email asking for your suggestions. Read the email from the Principal and the notes you made. Then write a proposal with your suggestions and the reasons for them.

I know you're friendly with a lot of students from other countries. What problems do they have? Here are some ideas for making their lives easier – could you say what you think of them?

Improved student guidebook – *needs new section on academic system here*

Social club – *hardly anyone uses it – needs publicizing*

Weekend activities – *maybe, what do other students think?*

Student advisors – *good idea! For each new student an experienced student who gives help and advice.*

Write your **proposal**

LETTER 2

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

LETTER 3

You are a part of a student committee looking into ways of improving the facilities in your place of study. You have been asked to write a letter of proposal summarizing some of the suggestions made by students you have interviewed as part of your research.

(Information given below can be useful)

Students

More self-study rooms with computers

More choice in canteen (menu never changes)

More students than last year, so sport centre is always overcrowded

Staff

More car park spaces for staff (away from visitors' and students' areas)

Each staff member should have own computer – having to share led to inefficiency

Canteen overpriced

Dictionaries Online:

<http://dictionary.cambridge.org/>

<http://www.askoxford.com/> Oxford Dictionaries

<http://www.ldoce.online.com/> Longman Dictionary of Contemporary English Online

<http://www.collinslanguage.com> Collins English Dictionary + Thesaurus + Cobuild