

**FOR NOTES**

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**ПРАКТИКА УСТНОЙ И ПИСЬМЕНОЙ  
РЕЧИ АНГЛИЙСКОГО ЯЗЫКА**

**ПРАКТИЧЕСКОЕ ПОСОБИЕ**

По теме «Teaching»  
для студентов 2 курса  
специальности 1-02 03 06 01 «Английский язык»

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**ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ**

**ПРАКТИЧЕСКОЕ ПОСОБИЕ**

**По теме «Teaching»**

*для студентов 2 курса специальности  
1-02 03 06 01 – «Английский язык»*

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"I'm changing my major" I announced.

There was a stunned silence on the end of the phone.

"What to?" my father finally asked.

"Journalism."

I could tell in their voices that my parents were very unhappy, but they didn't stop me. They just reminded me how competitive the field was and how all my life I had shied away from competition.

This was true. But journalism did something to me; it was in my blood. It gave me the freedom to go up to strangers and ask what was going on. It trained me to ask questions and get answers in both my professional and personal life. It gave me confidence.

For the past 12 years, I've had the most incredible and satisfying reporting career, covering stories from murder, to airplane crashes. I loved to write about the tender and tragic moments in people's lives because somehow I felt it helped them in some way.

When I went to pick up my phone one day, an incredible wave of memories hit me and I realized that if it had not been for Virginia de View, I would not be sitting at that desk.

She'll probably never know that without her help, I would not have become a journalist and a writer. I suspect I would have been floundering in the business world somewhere, with great unhappiness shadowing me each day.

Sometimes they ask "How did you pick journalism?"

"Well, you see, there was this teacher ..." I always start out. I just wish I could thank her.

I Relieve that when people reflect back over their school days, there will be this faded image of a single teacher— their very own Virginia de View. Perhaps you can thank her before it's too late.

*Diana L. Chapman*

### Ex.1 Answer the following questions

1 What does the author thank his teacher for?

2 In what way could Virginia de view help the author?

3 Who made you choose your career of teaching?

4 What teachers of yours do you remember? Whom do you want to thank? For what?

5 What are the roles of school teachers? What role did school teachers play in your life?

## ВВЕДЕНИЕ

Практическое пособие по практике устной речи английского языка предназначено для студентов второго курса специальности 1 – 02 03 06 01 – «Английский язык» при изучении темы «Teaching». Пособие включает в себя тексты, посвященные данной теме и серию упражнений, помогающих изучить и закрепить лексический материал.

Практическое пособие ставит своей целью обучение навыкам устной и письменной речи по тематике «преподавание, обучение, изучение». Данное пособие адресовано как для коллективной и индивидуальной работы на занятиях, так и для самостоятельного изучения лексического пласта и практической базы, данных в этом пособии.

Пособие содержит тексты по теме «Teaching», послетекстовые креативные задания, лексико-грамматические упражнения, направленные на расширение лексической компетенции студентов факультета иностранных языков. Вся информация, представленная в этом пособии, была отобрана исходя из возрастных особенностей учащихся второго курса, углубленно изучающих английский язык.

Все упражнения имеют коммуникативную направленность и формируют у студентов адекватного представления о выбранной ими профессии. Все упражнения сгруппированы по принципу «от простого к сложному». При составлении данного пособия авторы широко использовали литературу по теме.

to foster democracy  
to promote self-study

### Ex. 2 Translate into English.

- 1 Учитель, обучая других, и сам учится всю жизнь.
- 2 Атмосфера, в которой дети обучаются и воспитываются, чрезвычайно важна.
- 3 Современная школа призвана создать такую среду для учащихся, в которой бы они чувствовали внимание, заботу и защищенность.
- 4 Моя учительница физики была очень раздражительной, часто теряла терпение. Она отбивала охоту учиться, поэтому физика не была любимым предметом многих учеников в нашем классе.
- 5 Как ты думаешь, что действует эффективнее – наказание или побуждение к старанию в учебе?
- 6 Личность учителя играет большую роль в этой профессии.
- 7 Если у тебя нет призвания к профессии учителя, лучше не выбирай эту карьеру. Она предъявляет слишком высокие требования: огромное терпение, искренняя любовь к детям, высокий профессионализм и колоссальный энтузиазм.
- 8 Никто не нарушал дисциплины в нашем классе, потому что преподаватель сохранял полное хладнокровие.
- 9 Ученики всегда рассказывали учителю о своей жизни со всеми ее взлетами и падениями.
- 10 Хороший учитель должен уметь поддерживать дисциплину и порядок в классе, не ущемляя свободы учеников.

## SUPPLEMENTARY READING

### MISS VIRGINIA DE VIEW, WHERE ARE YOU?

Years later, I forgot all about Virginia de View and tin-careers we selected once at the lesson. I was in college scouting around for a new career. My father wanted me in business, which seemed to be sound advice at the time, except that I had no sense of business skills. Then I remembered Virginia de View and my desire at 13 to be a journalist. I called my parents.

### **Dima**

*She was totally averse to usual teacher's self-consciousness, favouring jokes in her own address, gently picking on us in her turn, and letting the atmosphere in class be absolutely relaxed.*

### **Julia**

*Her manner of treating us all was very even, that is she had no favourites or outcasts, she never demanded beyond our abilities, but at the same time set high standards of academic achievement.*

### **Writing**

*Choose one of the following tasks:*

- 1 Write about a teacher who influenced you most.
- 2 Write a description of your ideal teacher. Then make a list of all the things a teacher shouldn't be or do.
- 3 Jot down ideas for a letter to a friend explaining why you want or do not want to be a teacher.

### **REVISION**

#### **Ex.1 Give Russian equivalents for the following.**

to take up a career  
to put up resistance  
to cope with problems  
to get disillusioned  
to put scorn on children  
to disrupt class  
to turn to smb's advantage  
to demand beyond smb's abilities  
to set high standards of achievement  
newcomer  
to be up-to-date in a subject  
to maintain discipline  
to encourage good disciplinary habits  
to take smth into account  
to squash a student's motivation to study  
to fit the mold  
at the expense of  
a bag-full-of-tricks

## **TEACHING AS A CAREER I**

### **TEXT TITLE: School Teacher**

**Read the text and discuss the questions below. Suggest some reasons for your choice.**

### **SCHOOL TEACHER**

Teaching is a very specific and responsible job. Not everyone has enough courage to accept this responsibility. Most young people prefer to choose a more rewarding and better-paid job. However there are many young people who consider teaching as a career. For them the main attraction is not money, but job satisfaction and the belief that education is of vital importance for the success and progress of any society.

The success of educating and upbringing of children depends to a great degree on the personality of the teacher, his professional skills, moral principles, erudition and cultural background. This noble and challenging profession demands from a teacher constant creativity, enthusiasm, understanding of children and love for them, complete dedication to his cause.

The teacher must be a model of competence, so he is a person who is learning as well as teaching all his life. Most jobs can be done within the usual office hours, but teacher's work is never done and evenings are mostly spent marking exercise-books and preparing for the next lesson. It is also a stressful job because you have to encourage your pupils and keep them interested.

A good teacher treats his pupils with respect and values them as individuals. He understands that each child is unique and has special talents and capabilities. That's why he educates each pupil with special attention to his or her interests and encourages each one to be the best he or she can be. He helps children to develop their critical and creative thinking, to form their views and characters, their attitudes to life and to other people. He teaches them to work independently and cooperatively, to be helpful and useful.

A good teacher will do his best to bring up honest and considerate, patient and tactful, self-confident, objectively-minded and self-disciplined people, able to meet many challenges of adult life in a rapidly changing world.

### Answer the following questions:

- 1 Teaching is considered to be a very demanding and challenging profession, isn't it?
- 2 What does this profession demand from a teacher?
- 3 What are the main advantages and disadvantages of this profession?
- 4 What makes many young people take up a teaching career? Does teaching attract you? Are there excellent career opportunities in teaching?
- 5 Do you think it's a great responsibility to be a teacher? What makes you think so?
- 6 What personal qualities and moral principles should a teacher have?

**Reconstruct the text into the dialogue between two students of the Linguistic University. One of them has already decided exactly to take up a teaching career. The other finds teaching absolutely boring and badly paid. He wants to use his language in business or in banking, where jobs are much better paid and there are good chances in promotion.**

I was a fairly typical language student and I didn't know what I wanted to do after the University. I didn't even think what sorts of professions involve the use of language. The most common one was teaching. My parents and grandparents, most of my relatives were teachers and I was born to be a teacher too.

At the final year of my studies a friend of mine said she would probably take translating, interpreting or some other career in areas such as business, industry or the mass media. But she realized that being able to speak a language fluently is not enough alone to get a job. Generally our language Universities do not train us for such professions and we have to take a vocational post-graduate course if we want to specialize. And often in areas, such as business and industry, experience in that particular area is needed. Jobs in business and industry are usually well paid and the same can be said about interpreting as it is a very demanding and competitive profession.

For me, the most important criteria regarding choosing a profession or career is job-satisfaction, and that's why I have chosen the teaching profession. I believe teaching to be a very valuable and chal-

My own feeling is ...  
I am under the impression that...  
To my mind ...  
I am a passionate believer in ...  
In my view...  
I can't make up my mind where I stand on this.  
I suppose they might have a point there.  
I presume most people would share this viewpoint.  
I must admit...  
I'm afraid I'm tempted to agree.  
It all seems a bit improbable to me.  
If you ask me, nobody is totally open-minded.  
I may see eye to eye with them on some of those issues.

### Problem solving

Most people understand that teaching is one of the most important and valuable professions. How can you explain the fact that in many countries teaching is regarded as low-status work and that's why it is badly paid? A group of second-year students were asked to write a few words about their favourite schoolteachers. Here are some of their ideas:

#### **Kate**

*First of all, there was nothing of the conventional in her and her teaching methods were highly individual. Her very vulnerability and inability to suppress anyone turned to her advantage, because the wish to please her and the fear to disappoint her were sufficient boosters.*

#### **Lena**

*I never felt any tension which is inevitably experienced in any class. But at the same time she never allowed the major target of studies slip out of her attention, never sacrificed work to a merely good relationship with us.*

#### **Tatiana**

*Our teacher was so flexible, versatile and spontaneous, with a bag-full-of-tricks up her sleeve that we never felt bored in her class.*

#### **Olga**

*She approached everyone individually, nursing and persuading the stubborn, comforting the downtrodden, and mercilessly expressing her disapproval of somebody's flop.*

## learning.

*You may enlarge on the following:*

fostering democracy;  
teaching children to work together;  
developing the individual's thinking abilities and creativity;  
promoting self-study.

*What else can you add to this list?*

**2 Someone said that good teaching is one-fourth preparation and three-fourths theatre. Develop the idea.**

**3 Do you agree with the words that the hardest part about being a good teacher is that you have to do it every day?**

### Class communication

#### Role-play

1 Act out a conversation between two students of Minsk State Linguistic University. One of them has already decided to take up teaching. The other finds teaching absolutely boring and badly-paid. He wants to use his languages in business or in banking, where jobs are much better paid and there are good chances of promotion.

2 Your partner is the Headmaster of a prestigious school. You are a reporter from a local newspaper. You are going to write an article about this school, its achievements and find out what makes the school so popular and successful. Interview your partner.

**Use:** *an effective curriculum, extra-curricular (after-school) activities, well qualified staff; the atmosphere and the environment; to be well supplied with modern equipment; computer in every classroom; a well-stocked library; regular visits to places of educational interest: effective home - school links; foreign languages, dance, music, swimming tuition, etc.*

3 Act out an interview between the Headmaster of a private school and a teacher applying for a job at this school.

*Here are some expressions denoting opinions, beliefs, views.*

I feel strongly that...

I am in favour of ...

I strongly approve (of) ...

lenging profession that demands from a teacher complete dedication, love of the subject and lots of enthusiasm. However, there are also disadvantages that apply to the teaching profession not only in our country but in other countries as well. Although teaching is a very important profession that involves immense responsibility, it is regarded in many societies as fairly low-status work and so is badly paid. Luckily my main interest is not money but the belief that education is very important in our society.

**Ex.1 Speak on your future profession in as many details as possible.**

**Ex.2 Comment on the following:**

**A**

A woman was being interviewed for a job. "You understand that before we can offer you a position, you must take a short test".

"Of course", she answered.

"Well, how much is two plus two?"

"Four".

A second applicant entered the room. After a short interview, the recruited asked, "Are you ready for the test?"

"Yes".

"Well, how much is two plus two?"

The applicant answered, "Whatever the boss says it is". The second applicant got the job.

**B**

1 All work and no play make Jack a dull boy. / Work done, have your fun.

2 Jack of all trades and master of none.

3 Business before pleasure. / Business is business.

4 If you want a thing well done, do it yourself.

5 New lords, new laws. / A new broom sweeps clean.

**Ex.3 Choosing the right profession for your child is one of the most important decisions for parents. Act out a scene where two young mothers discuss the problem. Give some reasons to support your ideas.**

**Ex.4 Read the dialogue in pairs and discuss the problem of careers advice in schools.**

## TALKING TO A CAREERS TEACHER

**Interviewer:** Most schools have career teachers to advise pupils what careers to choose. What can pupils get out of it?

**Mr. Marchant:** It's really up to them. A career teacher certainly can't tell a pupil, "this is the job you're going to do". What young people really need is advice on how to get their first job. Once they're in the job market, they pick up the rules fairly quickly.

**Interviewer:** Is it hard to get 4th and 5th year pupils to understand they will soon have to face up to the problems of the job world?

**Mr. Marchant:** It can be with some pupils. Some don't really accept the reality of it until the last few weeks of the 5th year. It's a bit late by then.

**Interviewer:** Are pupils generally realistic in their thinking about jobs?

**Mr. Marchant:** Many are still on a fantasy level, especially in the 4th year.

**Interviewer:** Fantasy level? What does that mean?

**Mr. Marchant:** We all have dreams of playing football for some big club, or becoming pop stars, or heart transplant surgeons. Most of us have to settle for something less glamorous. I try to get the pupils away from this fantasy level without knocking it completely. After all, at least there's enthusiasm for something there. I try to channel that enthusiasm into something more realistic.

**Interviewer:** Do you talk about the possibility of unemployment with the pupils?

**Mr. Marchant:** I have to, but I try to keep the careers course positive. You can't spend most of your time talking about unemployment in a careers classroom. I think schools should do more counseling on careers. Teachers know their pupils very well. They are in a very good position to give advice. Perhaps they should start earlier than the 4th year.

**Interviewer:** What about the attitudes of employers?

**Mr. Marchant:** I try to prepare pupils for the kinds of attitudes that they are very likely to come across. Most employers are perfectly reasonable but there are some, let's face it, who can be fairly unpleasant. They can be class-conscious, racist, and snobbish. I also warn pupils about references. Most employers will ask your school for references.

3 The mediocre teacher tells,  
The good teacher explains,  
The superior teacher demonstrates,  
The great teacher inspires. /William Ward/

4 Teachers open the door but you must enter by yourself. /Chinese proverb/

**Ex. 4 Read the poem and speak on how a teacher should teach his / her students.**

### TEACHER'S PRAYER

I want to teach my students how  
to like this life on earth  
To face its struggles and its strife  
And improve their worth.  
Not just the lesson in a book  
Or how the rivers flow,  
But how to choose the proper path  
Wherever they may go.  
To understand eternal truth,  
And know the right from wrong,  
And gather all the beauty of  
A flower and a song.  
For if I help the world to grow  
In wisdom and in grace.  
Then I shall feel that I have won  
And I have filled my place.  
And so I ask your guidance, God,  
That I may do my part  
For character and confidence  
And happiness of heart.

(by James T. Metcalf)

### Class discussion

**1 Do you agree that in addition to teaching 'the lesson in a book' there are other factors that must be taken into consideration by the teacher? They have more to do with the development of personality than with actual learning, although they are conducive to better**



name a few other traits of character a teacher must not possess?

4 You surely have come across two types of teachers, kind and mild persons, and very strict, even authoritarian ones. Whose lessons did you enjoy more? Where did you show better standards of achievement? When were there fewer breaches of discipline?

5 What makes many young people take up teaching as a career? Does teaching appeal to you? Give your reasons.

6 Why do many teachers quit their jobs? Make a list of advantages and disadvantages of the teaching career.

7 Now in Belarus we have "schools of a new type" (lyceums, colleges, private schools, etc.) Would you like to work in one of these schools?

**Ex. 2 Rank the ten qualities of a good teacher in order of importance and compare your results with those of your partner's. Give examples to back up your statements.**

### A Good Teacher

Keeps in contact with the parents of his / her pupils and lets them participate in the life of the school (in a primary or secondary school).

Is able to maintain discipline and order.

Lets the students share his / her own life with all its ups and downs.

Works hard to remain up-to-date in his / her subject.

Openly admits when he / she has made a mistake or does not know something.

Is interested in his / her students, asks them about their homes and tries to help where possible.

Makes the students work hard and sets high standards.

Is friendly and helpful to his) her colleagues.

Uses a lot of different materials, equipment and teaching methods and attempts to make his / her lessons interesting.

Helps the students become independent and organize their own learning.

**Ex. 3 Comment the following statements.**

1 What teacher is, is more important than what he teaches. /Karl Menninge/

2 Lucky is the teacher who can look across the room and not see one bored face. /Ebbert Hubbard/

I tell my pupils I won't lie about them; I won't gloss over things that I think should be mentioned. Otherwise references wouldn't be worth anything.

**Interviewer:** Do you find that pupils want to hear about interesting jobs, or is money the most important factor?

**Mr. Marchant:** The first lesson in a careers course should be called "Why do we work?" Most pupils choose money as being the most important reason. That's fine, because everyone works for money, and generally would welcome the chance of earning more. Later on, pupils begin to think it might be good to have an interesting and satisfying job as well. Very few pupils actually have a clear-cut view of what they want to do. To warn them about the dangers of taking monotonous lessons with them where they have to do very repetitive, boring things. Afterwards, I tell them what I've been doing. The trouble is most of them seem to enjoy the repetitive work! Still, you can't really convey the reality of doing a monotonous, soul-destroying job day-in, day-out.

**Ex. 5 Answer the following questions.**

1 "It's really up to them", says Mr Marchant, referring to what pupils can get out of a careers course. Would you agree with this?

2 Do you agree with the statement, "A careers teacher can't tell a pupil, 'this is the job you're going to do'"?

3 Why do you think Mr Marchant refers to the job "market"?

4 Do you think pupils are really aware that they will soon be leaving school and having to think seriously about a job, or future training?

5 Are you realistic in your thinking about future jobs you might have? Is it important not to destroy a fantasy level?

6 At what age do you think careers advice should start?

7 Explain the terms "class-conscious" and "racist". To what society can they be applied?

8 What are "references"? Do schools in your country write references for pupils leaving school to take up employment?

9 Mr Marchant mentions taking some deliberately monotonous lessons which his pupils seemed to enjoy. Do you like lessons that are repetitive and ask you to carry out simple tasks over and over again?

10 What is your idea of monotonous work?

## TEACHING AS A CAREER II

*A teacher affects eternity, he can never tell  
where his influence stops.  
Henry Brooks Adams*

### TEXT TITLE: Why I Teach

#### I. Reading and Comprehension Tasks

**Ex.1 The words in the list below are essential for understanding the text. Learn their meaning.**

##### Nouns

challenge	вызов
clay	глина
effort	усилие
fellowship	стипендия, грант для обучения в университете
hiding	укрытие
nudge	толчок, толчок локтем
promotion	продвижение
spark	искра

##### Verbs

attempt to do smth	(по)пытаться сделать что-то
condemn smth	осуждать, порицать что-либо
fan smth	зажечь (раздувать) что-либо
germinate smth	порождать, выращивать что-то
hand smth	сдать, вручить что-либо
switch to smth	переключиться на что-либо

##### Adjectives

colossal	громадный, колоссальный
ivory	из слоновой кости
learned	ученый
occasional	случайный

started my teaching career. Those who have been in teaching for a long time, tend to put up resistance, they know how to cope with problems better than the young ones, who often get disillusioned and give up teaching. So, we are short of good teachers. This is not true, of course, of the independent schools. They can recruit people and pay them better salaries, and so they have few problems of recruitment. So, it's really the main problem in the state secondary schools and comprehensive schools, I would say.

- And what is your idea of a good teacher then?

- It'll take a lot of time to describe. I think, a good teacher has not only to know his or her own subject, to be skilful with the subject he or she is teaching, but also to be a good person, to be a person with a pleasant nature, pleasant personality, sympathetic, particularly sympathetic to young people and their problems, to be kind and good, and understanding and also not to be full of sarcasm. In the old days, and too quite recently, like the time when I was being educated it was fashionable among teachers to put scorn on children even if they made a slight mistake. They were taught with great scorn and contempt, as if they were fools: children were made to look foolish and ignorant and shown in class in front of others. It made children feel uncomfortable. The opposite approach is required with children who are most lacking confidence, I mean, to encourage them from the part of a teacher, which will improve the child's learning. The child will not, of course, learn from a teacher he or she doesn't like. And I think, that is because the children want to learn, they want to please the teacher when they like. So, the matter of personality, I think, is the most important problem of teaching. Even a teacher, who doesn't know the subject perfectly well, can be a good teacher, if a pupil wants to follow him, and this is the essence of it. I think that being a good and sympathetic person is first and foremost; training and skill and knowledge come second, in my opinion.

*(interviewed by V. Kirichuk)*

#### Ex. 1 Speculate on the following.

1 What problems are British schools faced with? Compare them with the problems facing Belarusian schools.

2 Michael Beresford says that a good teacher should have a pleasant personality, be sympathetic, kind and understanding. What other personal qualities should a good teacher have?

3 Michael says that a teacher should not be full of sarcasm. Can you

disciplinary  
a breach of discipline discourage  
to disrupt a class  
encourage  
encouraging  
encouragement  
fair-minded  
motive  
motivate  
motivated  
self-respect  
self-esteem  
sensitive  
sympathetic  
tolerance  
tolerant  
vulnerable

**Read the text.**

### **AN INTERVIEW WITH MICHAEL BERESFORD**

- Well, Michael, is teaching as a career popular with young people?  
- Well, it's hard to say. I think teaching of some kinds is still popular as it ever was, and I think, teaching small children, teaching in nursery schools and in primary schools - that is still quite popular. More, of course, among women than amongst men and the vast majority of teachers in nursery schools and primary schools are women. That is still a career which many take up with enthusiasm. And I mean that they are good at it, and that women are probably better teachers at this level because they're a kind of a substitute for the mother. When the child is learning to go away from the family, a woman figures more than others, like a mother figures for the child, and I think that's a natural development. When we come to secondary education, I think their position is rather different until very recent time; teaching in secondary schools of all sorts was still regarded as a good career, because it is a good career if it is a good school. But there is doubt, that these days, the life of a secondary school teacher is harder than it was, 20 or 30 years ago, when I

**Ex.2. Read and translate the text.**

### **WHY I TEACH**

Why do I teach? A friend asked me the question when I told him I didn't want a university administrative position. He was puzzled that I did not want to "step up" toward money and power.

One thing is certain - I don't teach because teaching is easy for me. Teaching is the most difficult of all the ways I have attempted to earn my living: bulldozer mechanic, carpenter, university administrator, and writer. For me, it's a red-eye, sweaty-palm, sinking-stomach profession. Red-eye, because I never feel ready to teach, no matter how late at night I stay up to prepare. Sweaty-palm, because I am always nervous before I enter a classroom, sure that I will be found out for the fool I am. Sinking-stomach, because I usually walk out an hour later convinced that I was even more boring than usual.

Why, then, do I teach?

I teach because I like the pace of the academic calendar. June, July and August allow me to mix reflection, research and writing, all ingredients in my recipe for teaching. It is not that summers are less effort. It is that they are different effort.

I teach because teaching is built on change. Even when the material I teach is the same, I change, and, more important, my students change.

I teach because I like the freedom to make my own mistakes, to learn my own lessons, to stimulate myself and my students. As a teacher, I am my own boss. If, as in a recent semester, I want freshmen to learn how to write by putting together their own textbook, well, who is to say I may not? The course may be a colossal failure, but we can learn from colossal failures.

I teach because I like to ask questions, questions that students must struggle to answer. The world is full of right answers to bad questions. Teaching, I sometimes brush up against good questions.

I teach because I like to learn. One of the major discoveries of my professional life is that I teach best not what I know, but what I want to learn. When I wanted to know more about the role of the Indian culture in American literature, I taught a course on the subject, taking students with me on a path of discovery.

I teach because teaching gives me many nectars to taste, many woods to enter and leave, many fine books to read, and many ivory

towers and real-world experiences to discover. Teaching gives me pace and variety and challenge and the opportunity to keep on learning.

I have not mentioned the most important reasons why I teach.

One is Vicky. My first doctoral student, Vicky was an energetic young woman who worked at a dissertation on a little-known 14-th century poet. And while still in graduate school she wrote articles and sent them off to learned journals. She did it all herself, with only an occasional smile or nudge from me. But I was there when she finished her dissertation, when she got word that the articles were accepted, when she handed a job and won a fellowship to spend a year at Harvard working on a book developing ideas she had germinated as my student.

There is Julie. Her kids were growing up and she wanted to sit in one of my classes to see if she was college material. I was there when she came in, weeping, to apologize because she knew she had failed her first test, even though she had studied for two weeks, it does not matter that I later told her she had got a D, or that on the next test she got a B. It does not matter that in the end she decided against college after all. It does matter that I was there when she asked.

There is George, who started out in engineering, then switched to English because he decided he liked people better than things. He stayed for a master's degree and now teaches high-school English.

These are the real reasons why I teach these people who grow and change in my presence. Being a teacher is being there, being present at the creation, when the clay begins to breathe.

A "promotion" out of teaching would give me money and power. But I already get paid for doing the things I enjoy most: reading books, talking to people, making discoveries and asking questions.

And I already have power to nudge, to fan sparks, to ask troubling questions, to praise an attempted answer, to condemn hiding from the truth, to suggest books, to point out a path. What other power matters?

Teaching also offers something else: it offers love. Not only the love of learning and of books and ideas, but also the love a teacher feels for that rare student who walks into the life of a teacher and begins to breathe.

I teach because, being around people who are beginning to breathe, I occasionally find myself catching my breath with them.

*(From "Reader's Digest")*

are still there. Irene Roberts, he tells me, is in class just down the hall. I'd like to say something to her, I say, but I don't want to pull her from a class. Nonsense, he says, she'll be delighted to see me.

The drama teacher brings Miss Roberts into the hallway where stands this 32-year-old man she last saw at 18. "I'm Mark Medoff, I tell her. "You were my Grade XII English Teacher in 1958". She cocks her head at me, as if this angle might conjure me in her memory. And then this writer, armed with a message he wants to deliver in some perfect torrent of words, can't deliver anything more memorable than this: "I want you to know," he says, "you were important to me".

And there in the hallway, this slight and lovely woman, now hearing retirement age, this teacher who doesn't remember me, begins to weep; and she encircles me in her arms.

Remembering this moment, I have a sense at last of this: Everything I will ever know, everything I will ever pass on to my students, to my children, to the people who see my plays, is an inseparable part of an ongoing legacy of our shared frailty and curiosity and fear - of our shared wonder at the peculiar predicament in which we find ourselves, of our eternal hope that we must make ourselves better.

Irene Roberts holds me briefly in her arms and through her tears whispers against my cheek, "thank you". And then, with the briefest of looks into my forgotten face, she disappears back into her classroom, returns to what she has done thousands of days through all the years of my absence.

On reflection, maybe those were, after all, just the right words to say to Irene Roberts. Maybe they are the very words I would like spoken to me some day by some returning student: "I want you to know you were important to me".

*(From "Reader's Digest", April 1987)*

### TEACHING AS A CAREER III

#### Focus Vocabulary:

creative  
informal  
instructive  
discipline

Shaw has and that he has little more in life to do than foster that individual's growth. He is still, aside from my parents, the single strongest influence in my life.

As a young man, Fred Shaw taught at a college called New Mexico State University in Las Cruces. When I'm ready to leave Stanford University graduate school in 1966, it's Fred who arranges for me to follow in his footsteps.

In Las Cruces, I am an instructor of English. I write prose and announce that I'll publish a novel soon. I convince several people of this, though deep in me where the truth resides, I think I'm writing one of the worst novels since the advent of the alphabet.

I am also confused. I don't see how, just because I've finished graduate school, I'm suddenly supposed to be a "grown-up". I'm a kid, unformed and uninformed, the antithesis in my mind of what I have been hired to be: a teacher. What do I know to teach?

There are teachers at New Mexico State University who teach me. In my first semester, I become friendly with a professor of English named John Hadsell who is deeply involved in something called the Las Cruces Community Theater. He says to me one day, "Why don't you write a play, and we'll put it on?" I do and that first play, a then one-actor called the Wager, eight years later opens in New York under the same title, this time as a three-act play. The teaching gift John gives me is as great as the putting on of my first play: A teacher has to be totally unafraid of what he might find out in the course of teaching something he thinks he already fully comprehends.

Arline Belkin and Tom Erhard, colleagues now in the university's theatre-arts department, are role models of 20 years' standing. Through all the semesters I watch Tom teach, I never see any lessening in him of the love of what he's teaching or the love of classroom exchange - the teaching of the students and the students' continual teaching of the teacher. His commitment is a way of living a life.

Arline Belkin, a kitty cat disguised as a panther, takes me back to Miss Barnette and Mrs. Waller. I learn from her that there's no difference in being a parent at home or in the classroom, that there is an irrevocable responsibility in both roles. And it is she who admonishes me constantly to push myself, to go boldly, even recklessly, wherever I dare.

In 1972 I return to Miami Beach High School to speak to the drama class. Afterwards, I ask the drama teacher if any of my English teachers

### **Ex.3 Agree or disagree with the following statements of fact or opinion relating to the text.**

- 1 Teaching was not the first job for Peter Beidler.
- 2 Peter is very self-critical.
- 3 He is a very independent person.
- 4 Peter teaches English to University students.
- 5 He likes to teach new courses.
- 6 He supervised Vicky's doctoral dissertation at Harvard.
- 7 George got his master's degree in English.
- 8 Peter gets paid for talking to people, reading books, making discoveries and asking questions.
- 9 Julie decided to leave college because her kids were too small.
- 10 A teacher's job resembles the work of a sculptor.

### **Ex.4 Answer the questions.**

- 1 Why was Peter Beidler asked the question?
- 2 How had he earned his living before he started teaching?
- 3 Why does he find teaching the most difficult job of all?
- 4 What was Vicky's dissertation on?
- 5 Why was Julie weeping when she came in?
- 6 Why did George decide to give up engineering?

### **Ex.5 Identify the key sentences in each paragraph. By doing this you will sum up the reasons and arguments the author gives for teaching.**

## **II Text Features and Language Focus.**

### **A Evaluating the style and the language of the text.**

The title of the text is a clear indication of its topic and subject matter as well as the kind of problems it is concerned with - the job of a teacher.

Some specific features of the text are also clear from the title and the format of the text: 1) the text is written as a first person's narration; 2) it is composed as an answer to the underlying question "Why do you teach?" The text as a whole is written in a literary style. At the same time its vocabulary varies from stylistically neutral and even conversational to formal and lofty words, such as e.g. 'con-

demn, 'praise', as well as from emotionally neutral words to very expressive and colourful vocabulary. This vocabulary includes: a) compound words, mainly adjectives, that will not be found in a dictionary as they are formed by the author to express his idea vividly and precisely, e.g. 'sweaty-palm': b) repetitions and inverted constructions, e.g. "Nor do I teach" and constructions with emphatic "do".

## B Enriching Vocabulary.

### Ex.1 Match the words on the left with the phrasal words from the text on the right.

be together, be one of them	keep on doing
begin one's professional life	brush up
continue to do smth	stay up
form a unity	start out
improve by study	decide against
not to go to bed	step up
not to choose smth	walk out
leave	put together
show	catch one's breath
walk forward to a higher level	point out

### Ex.2 Provide equivalents for the following words and phrases from the box below.

advancement	first-year student
be in a place, nearby	inspire
be told, find out	labour.
begin to grow/to develop	push
combine	scholarly
deliver	smth that tests one's strength or
ability	
dull	thinking, consideration
extremely large	turn
feel impelled to do smth	work for yourself

boring, mix, germinate, be one's boss, feel driven, challenge, get word, colossal, nudge, freshman, stimulate, be around, reflection, effort, learned, hand smth, switch, promotion

tometry to teach literature. He seems utterly delighted to be in a classroom with us, charged with salvaging and enhancing another kind of vision that communicated through letters and ideas.

He has let his curly hair grow somewhat eccentrically for 1958, and he drives a small sports car I crave, which, given, his good size, he appears to wear around his waist. He teaches me to think beyond generalities. This is not easy to give up, especially when, at 18, I am armed with too little knowledge and intellectual dexterity to give specifics. But it is with Professor Hively that I see lucidly for the first time with what ease or lack of thought, how perfidiously, one can label someone or something unfairly, incompletely, disastrously.

Dr. Helen Garlinghouse-King looks and sounds as if she came to us directly from her specialty, the Victorian Era. In the second semester of my freshman year, this seemingly remote and formal scholar with the bun and the ankle-length rayon dresses is my advanced-composition teacher. She's a stickler for grammar, for specifics. She considers my use of the dash - which I hold to be "creative" - to be absolutely barbaric.

I ambush her boldly after class one day and announce defiantly that I'm bored with the assignments, and ask if I can write a short story for next week instead of the assigned paper, her eyes bore into me, reading what inside I can imagine: "I don't know if you "can", she says, "but you may try", and she smiles. At me.

At one o'clock in the morning the day after I turn in my short story, my roommate and I are awakened by the telephone. I wonder instinctively which of my parents - or is it my brother? - has died. Instead of death, there is at the other end of the line the sepulchral voice of Dr. King bearing life: "There's nothing more I can teach you about writing. I'm passing you on".

Extraordinary: to be passed on. To William Fred Shaw, teacher of a legendary course in creative writing. For 3 S years of college and for years of frustrating young adulthood beyond, Fred Shaw taunts, cajoles, devastates, and encourages me.

And he teaches me most of what little I know about writing, the chief things being: Read, write and if you don't have to write, go into other work; the years of frustration and rejection an aspiring writer will face are not worth enduring unless one is unequivocally committed.

This slightly stooped man with ferret eyes and a laugh like volleying bazookas seems able to make each of us feel he's the only student Fred

room to do something she has never done before. She's going to select a Grade IV student for the Marching Unit, an organization heretofore made up solely of Grades V and VI students -Big Kids. Unbelievable! More unbelievable is why - while I'm glancing around enviously at the likely candidates - she picks me.

In Grades V and VI, I am a patrolboy and the leader of the Marching Unit. Miss Barnette repeatedly preaches with religious fervour an idea I now embrace obsessively: "If you're going to do something - for God's sake, do it as well as you can and with all your heart, and if you're going to lead, for God's sake, stand forward, be proud". She's the first to teach me about a performer's obligation to a live audience. My own variation on her preachment is that you can't ever fully succeed unless you're willing to risk catastrophic failure.

In Grade VI, Mrs. Ruth Waller, auburn-haired and freckled, so tough and so fair, makes me feel, for the first time in my life, that I can not only be a member of the Marching Units and Safety Patrols of the world, but also a good student.

She and Miss Barnette are like surrogate mothers - wise and stern, but loving.

At Miami Beach High School, my English teachers torment me to read, to consume vocabulary and to write constantly. Michael "Pat" Samuelson, Grade X, handsome guy, the girls are roundly smitten, has one of the top ten pompadours in the history of hair. He makes me write a short story.

To my astonishment (because I still can't imagine I really seriously, no-kidding-around have any particular worth whatsoever), he tells the class that my story is better than everyone else's, that he's giving me the first A + he's ever given, and he asks me if I would like to come forward and read my story aloud to the class.

I am terrified! Part of my terror is simple stage fright; part, fear of having my secret self publicly judged. But, Mr. Samuelson beckons me forward and he is a man whose entire demeanour says: Don't be afraid of anything. So I take my story from him, and in the space of 20 minutes of inimitable glory and befuddlement, write a sentence across my life: Mark Medoff, you are hereby condemned, for the rest of your days, to expose your secret self publicly.

In the first semester of my freshman year at the University of Miami there is a Dr. Robert Hively, who has given up a prospering career in op-

**Ex. 3 Translate the following sentences using the vocabulary of the text.**

1 Многие его друзья недоумевали, почему он отказался от предложения. Они считали, что административная должность - *ступенька вверх* к деньгам и власти.

2 Мне нравится эта работа, потому что я *сам себе хозяин*. Я могу *совершать свои собственные ошибки* и учиться на них.

3 Ученые часто не знают реального мира и живут в "*башне из слоновой кости*".

4 Мы *учимся не только* на победах, но и *на ошибках*.

5 Он любил *открывать для себя новое*. И, когда он читал курс по новому предмету, он *увлекал за собой* студентов на *дорогу открытий*.

6 Иногда мне кажется, что вместе с ними я тоже *начинаю жизнь заново*.

### III Discussion

**Do you agree with Peter Beidler about the challenges and rewards of the teaching profession? Share your opinion on the problem.**

**TEXT TITLE: An English Language Teacher In Bath**

### I. Reading and Comprehension Tasks

**Ex. 1 Look up these words in a dictionary to avoid any difficulty of understanding.**

#### Verbs

conquer  
erect  
occur  
presume  
soak  
wander

#### Nouns

abbey  
background  
fluency  
site  
splendour  
target

#### Adjectives

accessible

#### Adverbs

fabulously

embarrassed	onwards
hostile	permanently
incredible	purely
medieval	singly
predominant	supposedly
reputable	

**Ex. 2 Make sure you know the pronunciation of these words denoting nationalities, languages and names of the city.**

Bath	Salisbury
Bournemouth	Stockholm
Cambridge	Stonehenge
Copenhagen	Venice
Oxford	York
Austrian	Scandinavian
Hungarian	Spaniard
Japanese	Swede

**Ex. 3 Practice the pronunciation of the following international words and compare them with their Russian equivalents.**

authentic	nationality
au-pair	magnet
company	maximum
dramatics	organizer
intrigue	qualification

**Ex. 4 Read the text carefully and do the tasks that follow.**

### AN ENGLISH LANGUAGE TEACHER IN BATH

This is one of the articles from Nick McLiver's series about people who work in everyday jobs in various parts of Britain. On this occasion he visits Julian Goddard, a teacher of English to foreign students in Bath, western England.

Bath is one of the most beautiful cities in Britain, if not in Europe. It is a city with a long history. The Romans, who conquered much of the land

### Text 2 IN PRAISE OF TEACHERS *I want them to know they were important to me*

I've come to believe that the more productive I become as a writer, the less time I have for my studies. This crisis of faith has me thinking in turn about my teachers, hoping two decades after I was last officially a student to learn from them once again. As I recall them, I remember not their actual teaching but, startlingly, one thing - an idea, a moment, some words hurled forth, one seminal idea.

I don't remember the name of my Grade I teacher in the small town of Illinois. Clearly, I must have begun to learn from her to read and write, to add and subtract, thus beginning a lifetime of joy in language and misery in numbers.

That's not my primary memory, though: She teaches me left from right. I am left-handed. "Many Grade I teachers", she whispers into my six-year-old ear, "force left-handed children to become right-handed, so they can be like everybody else". She isn't going to do that to me.

In 1948 we move to a small island east of Miami, festooning upward in stucco and rococo glory out of a stretch of seashore and sand. It's called Miami Beach.

There, Mrs. Rosen awaits me, raved-haired and beautiful. Her husband shows up one day to teach us to draw a star. It has never occurred to me she has a husband. I imagine her waiting for me to grow up to have her for my own. Teach us to draw a star? Everybody knows how to draw a star.

But Mrs. Rosen's husband doesn't teach us to draw just any star. He teaches us to draw a four-pointed, three-dimensional star that appears to rise out of a flat piece of paper, something called an optical illusion.

Into Mrs. Rosen's class one day slouches a lanky lady with ray-gun eyes and skin like polished glass. Miss Barnette is director of the Marching Unit, a group of 20 boys in white ducks and white, short-sleeved shirts who do close-order drill for fancy school occasions. She also heads the Safety Patrol, a select dozen students who get to wear the most extraordinary white bandoliers across their chests and are charged with managing the safe conduct of children from one side of the busy street in front of the school to the other. In other words, she's in charge of the two most glamorous enterprises to a boy's mind in Biscayne Elementary School.

Mrs. Rosen announces that Miss Barnette has arrived in our class-



stopped, never thought of yourself, and never sat down for five minutes. The only respite she had from it was when they went to Cape Cod in the summer. Doug spent three weeks there with them every year, and the rest of the time he commuted on weekends. They all loved their Cape Cod vacations. She took terrific photographs at the Cape every year, and got a little time for herself. She had a darkroom in the house, just as she did in Westport. And at the Cape she could spend hours in it while the kids visited with friends, or hung out on the beach, or played volleyball or tennis. She was less of a chauffeur at the Cape, the kids could ride their bikes everywhere and it gave her more free time, especially in the last two years, since Sam was a little older. He was growing up. The only thing she wondered from time to time was how grown up she was. Sometimes she felt guilty about the books she never had time to read, the politics she had lost interest in. It felt sometimes as though the world beyond was moving on without her. She had no sense anymore of growth or evolution, it was more a question of treading water, cooking dinner, driving kids and getting from one school year to another. But there was nothing about her life that made her feel that she had grown in recent years.

India's life had been virtually the same for the last fourteen years, since Jessica was born. It was a life of service, sacrifice, and commitment. But the end result was tangible, she could see it. She had healthy, happy children. They lived in a safe, familiar little world that revolved entirely around them. Nothing unsavory or unsafe or unpleasant ever intruded on them, and the worst thing that ever happened to them was an argument with a neighbor's child, or a trauma over lost homework. They had no concept of the loneliness she had felt as a child, with one constantly absent parent. They were unfailingly ministered to and cared for. And their father came home every night for dinner. That was especially important to India, as she knew only too well what it was like not to have that.

India's children lived in a different universe from the children she had photographed two decades before, starving in Africa, or jeopardized in unimaginable ways in underdeveloped countries, where their very survival was in question daily, fleeing from their enemies, or lost to natural aggressors like illness, floods, and famine. Her children would never know a life like theirs, and she was grateful for it.

*(An extract from "Bittersweet" by Danielle Steel)*

in the years after 43 AD, soon discovered the hot water springs on the site (which they named AQUE SULIS) and, looking for some comfort in this cold, hostile and inhospitable island, built their baths here. It was these same hot springs which made Bath one of the most fashionable cities in England from the early seventeenth century onwards. The rich and famous, including members of the royal family, came to the city to soak themselves in the supposedly health-giving waters. With the rich came their money, and by the 1750s Bath could afford to employ two architects, a father and son called Wood, to design the fabulously elegant city that has become a magnet for tourists from all over the world.

I recently went to Bath to meet Julian Goddard, a 35-year-old English language teacher who lives with his wife Jane (also a teacher of English) and their young daughter Miranda. I met Julian for a pot of tea in the world-famous Pump Rooms, built outside the Abbey.

**NM:** This is fantastic, isn't it? So much splendour.

**JG:** Yes, you can still feel the atmosphere ... in the eighteenth century some of the most fashionable people in the land used to come here to the Pump Rooms.

As much as I found the whole city amazing, I did notice the visitors, in groups and singly, wandering around just staring at the buildings. It occurred to me that Bath, like Venice and other beautiful cities, was a little like a museum. An incredible place to visit -but wasn't it somewhat depressing to live there permanently, as Julian does?

**JG:** Well, yes, I suppose there is something in that. You can understand why visitors come - it's not just the beauty of the buildings, it's more the unity of style. Most great cities grew over hundreds of years and you find a mixture of architecture. In the centre of Bath, all the buildings apart from the medieval abbey were designed by two architects and erected within a thirty year period. But don't forget that Bath is also a living city - good pubs, one of the best centres for shopping in the area.

**NM:** So you're in the business of teaching English to foreign students. Is Bath a particularly good place to be doing this?

**JG:** Yes, it is. TEFL (that's Teaching English as a Foreign Language) is a very big business in Britain and most large towns and cities have at least one language school. But certain cities seem to attract foreign students more than others. Many go to the south coast, Bournemouth, Brighton and so on - or, of course, to London, or else to the major tourist centres like Oxford, Cambridge, Salisbury, York and Bath.

**NM:** Can you tell me a little about the school you work at?

**JG:** Sure. We're a fairly small school; at least, we are in the winter - probably a maximum of fifty students at any one time. But then we get much bigger in the summer. Then, many of our adult students like to come over to England and learn English while they are on holiday, and we also have groups of teenage pupils who come for study trips. We do have occasional groups of teenagers at the times of the year - in fact, I'm teaching a group of Austrian kids at the moment - but they come mainly in the summers.

**NM:** And your adult students - tell me about them.

**JG:** Well ... a very mixed bag, really. They come from all over the world, but I suppose that the predominant nationalities at my school are Scandinavian, Italian and Japanese. Some of them are paid to come over by their companies, some are living here already -working in local companies, or as au pairs. Some students want specialized English -medical, technical, commercial and so on - and many of the company students want one-to-one classes.

I presumed that Julian must speak several languages. I asked him if this was the case - and was surprised by the answer.

**JG:** No... I don't, actually. I have some French and a little Swedish, but it's not really necessary.

**NM:** It's not?

**JG:** No. First, we don't get that many beginners any more. The teaching of English in schools worldwide has improved so much that most of our students - even the young ones - have enough of the language to communicate to a certain extent. And secondly, if you're teaching a class with a couple of Swedes, an Italian, a Spaniard, a Japanese, a Russian and a Hungarian, then fluency in one or two languages isn't going to be of much use! Anyway, what evidence there is tends to suggest that most students learn more efficiently when studying purely in the target language.

**NM:** Do you arrange anything for your students apart from lessons?

**JG:** Oh yes. Most reputable language schools have a full social program. Particularly for the teenagers in the summers - we have discos, trips, sports activities, barbecues and so on. And all year round we arrange weekend trips - to London, Oxford, Stonehenge and other places of interest which are accessible from Bath.

**NM:** I see. And what about you? Have you taught English for long?

different. And the benefits had always seemed worth it to her. What she did for them mattered a great deal to Doug and the children, she told herself. Of that, she was certain.

But there was no denying, when she looked at her old photographs, that she had had a passion for what she did then. Some of the memories were still so vivid. She still remembered the sheer excitement of it, the sick feeling of knowing she was in danger, and the thrill of capturing the perfect moment, that explosive split second in time when everything came together in one instant in what she saw through her camera. There had never been anything like it. If nothing else, she was glad she'd done it, and gotten it out of her system. And she knew without a doubt that what she had felt was something she had inherited from her father. He had died in Da Nang when she was fifteen, after winning a Pulitzer the year before. It had been all too easy for India to follow in his footsteps. It was a course she couldn't have altered at the time, or wanted to. She needed to do it. The changes she had made came later.

She returned to New York a year and a half after Doug had gone home, when he had finally issued an ultimatum. He had told her that if she wanted a future with him, she had better «get her ass back to New York» and stop risking her life in Pakistan and Kenya. At twenty-six, she married Doug, and worked for The New York Times for two years, taking photographs for them locally, but Doug was anxious to have children. And when Jessica was born shortly before India turned twenty-nine, she gave up her job at The Times, moved to Connecticut, and closed the door on her old life forever. It was the deal she had agreed to. Doug had made it very clear to her when they got married that once they had children, she had to give up her career. And she had agreed to do it. She thought that by then she'd be ready. But she had to admit, when she left the Times and turned her attention to full-time motherhood, it was harder than she expected. At first, she really missed working. In the end, she only looked back once or twice with regret, but eventually she didn't even have time for that.

Once in a while, she mused about working again once the kids grew up, maybe in another five years when Sam was in high school. But that was inconceivable to her just now. He was only nine, Aimee was eleven, Jason was twelve, and Jessica fourteen. Her life was a constant merry-go-round of activities between them, after-school sports and barbecues and Little League and piano lessons. The only way to do it all was if you never

She had loved those days, the excitement, the challenges, the feeling that she was doing something for the human race. And the occasional dangers they encountered seemed to fuel her. She had started taking photographs long before that, in her teens, taught by her father, who was a correspondent for The New York Times. He spent most of her childhood years away, on dangerous assignments in war zones. And she loved not only his photographs, but listening to his stories. As a child, she dreamed of a life like his one day. And her dreams came true when she herself began freelancing for papers at home while she was in the Peace Corps.

Her assignments took her into the hills, and brought her face-to-face with everything from bandits to guerrillas. She never thought of the risks she took. Danger meant nothing to her, in fact she loved it. She loved the people, the sights, the smells, the sheer joy of what she was doing, and the sense of freedom she had while she did it. Even after they finished their stint with the Peace Corps, and Doug went back to the States, she stayed in Central and South America for several months, and then went on to do stories in Africa and Asia. And she managed to hit all the hot spots. Whenever there was trouble somewhere, for a while at least, India was in it, taking pictures. It was in her soul, and in her blood, in a way that it had never been in Doug's. For him, it had been something exciting to do for a time before he settled down to «real life». For India, it was real life, and what she really wanted.

She had lived with an insurgent army in Guatemala for two months, and had come up with fantastic photographs, reminiscent of her father's. They had won her not only praise internationally, but several prizes, for her coverage, her insight, and her courage.

When she looked back on those days later on, she realized she had been someone different then, a person she thought of sometimes now, and wondered what had happened to her. Where had that woman gone, that wild free spirit filled with passion? India soil acknowledged her, yet she also realized she no longer knew her. Her life was so different now, she was no longer that person. She wondered sometimes, in her dark room, late at night, how she could be satisfied with a life so far removed from the one she had once been so in love with. And yet, she knew with perfect clarity, that she loved the life she shared with Doug and the children in Westport. What she did now was important to her, as much as her earlier life had been. She had no sense of sacrifice, of having given up something she loved, but rather of having traded it for something very

**JG:** No, I haven't, only about six years, and I really fell into it by mistake. You may be surprised, but I used to be manager of a wine shop! Then the shop closed down, I lost my job, and I got temporary summer work at the language school here as a social organizer - organizing the activities for the teenagers. I was so intrigued by the business that I went and took a TEFL qualification, spent a year teaching in Stockholm, one in Copenhagen, a few months in a small town in Italy and then came back here to Bath.

**NM:** So, quite a varied background. And what about your social life here in Bath?

**JG:** Oh, there's so much to do. I spend quite a lot of time with my students in the evenings, then there's an excellent theatre, a good night life, and beautiful countryside to visit at the weekend. Jane and I are also keen on amateur dramatics - in fact I've got to go to the rehearsal this evening. Also, we've recently bought a house, so I'm spending a lot of time painting and decorating.

**NM:** Well, thanks, Julian, One last thing. I know that most of my readers won't have the opportunity to come over to Britain for an English course, and that many of them are keen to improve their English. Have you got any advice for them?

**JG:** Well... I think the main thing to do is to try and find authentic English as near as they can at home, if that's possible. That may mean listening to the radio, the BBC World Service, for instance. And take every opportunity you can to practice speaking the language. I know that when I travel abroad I'm more than happy to chat to people who can speak a little English. The main thing is: don't feel embarrassed!

*(A Magazine Article from "Anglia", 3. 1992)*

**Ex. 5 Say whether the following statements are true or false.**

- 1 The hot springs of Bath were supposed to be good for health.
- 2 Only the rich could afford to go to Bath and use hot springs.
- 3 Tourists started coming to Bath to look at the architecture between 1600 and 1700.
- 4 Nowadays visitors only come to Bath for the architecture.
- 5 Julian's school has fewer students in the winter than in the summer.
- 6 Teenagers only study at the school in the summer.



11 Его отцу было уже за 80, он был **хрупким** (очень худым) и имел слабое здоровье.

12 Крылья бабочки очень нежные и **хрупкие**.

13. Не разрешайте мальчику **высовывать** голову из окна вагона – это опасно.

14 После дождя на земле остались лишь **слабые** (неясные) следы автомобильных шин.

### III Follow-Up Activities.

#### Ex. 1 Get ready to discuss the following points in class.

1 Would it be correct to think that when the boy saw the weakness of his teacher, the adult world didn't seem so secure and solid to him as it did before?

2 In what way could Miss Webster be compared with a snowdrop?

#### Ex. 2 Writing.

Describe an episode from your or someone else's childhood which changed to a certain extent your vision of the adult world.

### READING FOR FUN

On an application for employment, beside the question regarding marital status, a job seeker wrote: "Not speaking."

\* \* \*

I am a kindergarten teacher in Toronto, where my class includes children from many countries. I try to help them bridge the gap between the ways of their old and new homeland.

The parents of one Vietnamese child are obviously wrestling with the same problem. On his registration form, among telephone numbers where they can be reached in emergencies, they listed his father's workplace: The Ho Li Day INN.

### A The Language of Description

*You have probably noticed that the text is rich in **adjectives**. Most of them occur in the part depicting the city of Bath, i.e. the descriptive part of the text.*

*In some combinations, e.g. 'incredible city', adjectives do not only **describe** the objects or things denoted by the **noun** but also **convey the narrator's attitude** to the places, things, etc. In other words, descriptive adjectives have an **expressive** function. Note that **adverbs** are frequently used before an **adjective** in a similar manner. They **intensify** the quality denoted by the adjective as well as showing the narrator's **attitude**, e.g. 'fabulously elegant'.*

*There are attributive phrases of another type in the text, and namely **noun + noun** combinations, e.g. 'language school'. They **specify** the noun and thus **expand** the information and make it more **precise**. Notice that some of the **adjective + noun** combinations play a similar role, e.g. 'temporary work'.*

### B The Language of Conversation

*The second part of the text is **the interview proper**.*

*Notice the peculiarities of the spoken language that this part preserves, as.*

*1 hesitation features, e.g. **well..., no...***

*2 parenthetical words and phrases, e.g. **I don't actually, ...***

*3 colloquialisms and idioms, e.g. **a mixed bag, ...***

**Find more examples of parenthetical words and colloquial phrases in the second part of the text.**

### C New Vocabulary in Use

**Translate the following sentences into English using the vocabulary of the text.**

1 Большинство больших городов развивались **в течение сотен лет**, и мы видели в них **смешение** архитектурных стилей.

2 В центре Минска все здания, **кроме** расположенных в Троицком предместье, были **спроектированы и сооружены** после Великой Отечественной войны.

3 ГУМ - одно из лучших **мест для покупок** в этом районе.

4 Город настолько **удобно расположен**, что туда можно **добрать-**

ся из любой точки страны.

5 **Много студентов** разных национальностей приезжают в Англию для обучения **английскому языку для специальных целей**: медицинских, технических, коммерческих.

6 Общеизвестно, что обучение иностранному языку является более эффективным, если проводится **на изучаемом языке**.

7 Он когда-то долго проработал в туристическом агентстве, прежде чем **начал свою карьеру** в качестве профессионального переводчика.

8 После того, как он ушел из фирмы, он нашел **временную работу** в качестве **социального работника** в одном из колледжей.

9 - Что бы вы посоветовали **начинающему изучать язык**?

- Прежде всего, старайтесь как можно больше говорить с **носителями языка**. И не смущайтесь!

### III Follow-Up Activities.

#### Prepare to talk about the city of Bath:

A comparing it with other big cities;

B pointing out its role as a center of TEFL business.

## A TEACHER THROUGH A CHILD'S EYES

### TEXT TITLE: My Memories of Boarding School

#### I Reading and Comprehension Tasks.

##### Ex. 1 Make sure you know the meaning of these words.

base  
confidence  
conclusion  
settle down  
brief

##### Ex. 2 Read the text and do the tasks that follow.

### MY MEMORIES OF BOARDING SCHOOL

I hated almost every day of my time at boarding school and, in any

cally.

e.g. *'He felt a slow, sad disappointment'*, where the epithets *'slow'* and *'sad'* are connected with the noun *'disappointment'* syntactically, but are semantically related to the subject of the sentence *'he'*, describing the emotional state of the boy and the sentence actually means *"disappointment came upon him slowly and he felt sad"*. Such an epithet is *expressive* because it had not been used in the language in such combinations before the author invented it. Thus, unexpected and unpredictable word usage it contributes greatly to the *expressiveness* of the text.

#### Ex. 1 Decide which of the adjectives in the following word combinations express the author's attitude to the objects described.

greyish leaves

fragile flower

four-petalled heads

miraculous flower

little clump

(tinged with) minute green

sudden gust (of wind)

slow, sad disappointment

#### B New Vocabulary in Use

##### Translate the sentences into English using the vocabulary of the text in the italicized parts.

1 Его отец был профессиональным боксером, но дома, с семьей, он был спокойным и *мягким (добрым)*.

2 Пони - небольшие *сильные* животные, которые являются выходцами из северной части Испании.

3 *Неожиданный порыв* ветра раскачал вершины сосен.

4 Ему *прищемило* пальцы дверью, но он даже не вскрикнул.

5 Свидетель описал происшествие, не упустив *мельчайших* деталей.

6 Она милая *добрая* девушка, которая и мухи не обидит (hurt a fly).

7 Дети *бегали врппрыжку* в школьном дворе, наслаждаясь минутами отдыха.

8 Джек, четырехлетний *крепшш*, ел (munch) яблоко, пока я разговаривал с его матерью.

9 От крика голос у него стал *хриплым*.

10 Кровать для него была слишком коротка, и его ноги *торчали* в из-под одеяла.

- 1 What do you suppose was the age of the boy and the pupils in his class?
- 2 Do the boy's parents discuss everything openly in his presence?
- 3 What evidence is there in the story that this is not a normal school day for Miss Webster?
- 4 How far is it true to say that Miss Webster, whatever her feelings, still does her job as a teacher?
- 5 How does the boy show his longing to see the snowdrops?

**Ex. 4 Extend these points using quotation and/or reference.**

- 1 The image of the flowers was faint in the boy's mind.
- 2 It was an unusually cold day.
- 3 The boy felt safe in his home.
- 4 The Meredith boy wasn't a very skillful driver.
- 5 The boy thought Miss Webster was a strong-willed person.
- 6 The boy didn't quite like the way Miss Webster read the story to the class.
- 7 When the boy first saw the snowdrops he thought they were too simple.
- 8 After a few minutes the boy was able to see and admire the vitality and strength of the flowers.

**II Text Features and Language Focus.**

**A Expressive Devices of Fiction**

*Expressiveness of a literary text can be achieved, alongside of other means, by introducing **unpredictable word-combinations** in which traditional semantic relations between the words are deliberately broken. Such 'unusual' combinations create a specific **stylistic device**, the purpose of which is to attract the reader's attention to a particular detail or event.*

*One of these devices is the so-called **metaphoric (or displaced) epithet**. It is a kind of epithet in which syntactical connections between the words do not coincide with semantic relations. A metaphoric epithet, therefore, does not determine the word with which it is linked syntacti-*

case, my first term was a disaster I found it very difficult to settle down, and my unhappiness was made worse because I was also unhappy at home. A happy home life gives you a base from which you can go into the world with confidence. But if life at home is difficult, life away at boarding-school is almost impossible.

Apart from having to keep to a great many rules and customs, many of which seemed to me stupid, we were never allowed to be alone. You had to be with another boy at all times. I am extremely dependent on being alone part of every day, so daily life at school was very hard for me, though the other boys managed fairly well.

In the middle of the first term I developed a cough. The school nurse said it was a "stomach-cough", whatever that may be, and gave me some pills. However, afterwards, playing football in a snowstorm, I suddenly could not breathe properly and was taken to the hospital ill with bronchitis and pneumonia. Almost at once I was put into a small room with another boy who was also very ill. He died and I nearly did. My main memory of my stay at the hospital was that the night-nurses used to get together in my room and play cards and chat. Keeping the light on and keeping me awake when I was seriously ill didn't bother them. When I had recovered I was sent home for a few weeks and missed a term.

When I returned to school, I was sent to bed early because of my illness, and so managed to get a brief period alone every day. Later on, when I went into the Senior part of the school, I was allowed to go to the school library by myself, which was a great improvement.

The day I left school, the headmaster said goodbye and asked whether it was a sad day for me. I replied that it was the happiest day of my life. He said I would come to think of my time at the school very differently. I said that I was sure that I would not. Though I have had unhappy days since that day, I have found that my conclusions then - that nothing afterwards could ever be as bad as boarding school - have been proved true.

**Ex.3 Choose the best alternative to complete the sentences.**

- 1 The boy's home life ...
  - a helped him to go into life with confidence;
  - b made it even more difficult for him to settle down at boarding school;
  - c allowed him to feel secure;

d made his integration into the children's community natural and painless.

- 2 The author's illness during the first term was ...
- a so serious he nearly died;
  - b caused by getting cold when playing games;
  - c not so bad as he had feared;
  - d not treated by the school nurse.

- 3 In the hospital he ...
- a felt very sorry for the other patients;
  - b was afraid to bother the nurses;
  - c didn't notice whether it was night or day;
  - d found the nurses' behaviour disturbed him.

- 4 The result of his illness was that he ...
- a was away from school for a year;
  - b was taught in the school library;
  - c had some private time for himself;
  - d had to do his homework in bed.

- 5 When the author was leaving school, the headmaster believed the author would ...
- a realize how good school life had been;
  - b be unhappy after he left school;
  - c never give it another thought;
  - d think that boarding school is a wonderful institution.

**Ex.4 Go through the text again and answer these questions.**

- 1 Why was the boy's first term at boarding school a disaster?
- 2 What did the boy think of the school rules?
- 3 In what was the boy different from the others?
- 4 Why was the boy taken to the hospital?
- 5 What was the boy's main memory of his stay at the hospital?
- 6 When did he start to go to the school library by himself?
- 7 Did the boy have unhappy days after he had left school?

**II Language Focus.**

holding hands, and he held Edmund's hand and they gave a little skip together every three steps. It didn't take long to get to the garden. The children bent down, four at a time to look at the little clump of snowdrops and Miss Webster told them what to look at. He and Edmund would be the last to look. When they had finished, the other children went down to the garden gate which opened out on to the road. It was a big gate with iron bars and your head could almost poke through. Somewhere a long way off the boy could hear men singing. They sang softly, mournfully. The words carried gently on the air over the school wall, but the boy could not hear what they said.

"It's a funeral", said Edmund. "My father's there and my Uncle Jim. It's a boy who was killed on a motor-bike".

The boy nodded. Funerals often passed the school on their way to the cemetery at the top of the valley. All the men wore black suits, and they walked slowly. Sometimes they sang.

He squatted down to look at the snowdrops. He felt a slow, sad disappointment. He looked around for Miss Webster to explain these simple flowers to him, but she had gone down to the gate and was staring through, looking up the road. Her back was as hard as a stone. He turned again to the snowdrops, concentrating, willing them to turn marvelous in front of his eyes. They hung down their four-petalled heads in front of him, the white tinged with minute green, the little green ball sturdily holding the petals, the greyish leaves standing up like miniature spears.

The boy began to see their fragility. He saw them blow in a sudden gust of the cold March wind, shake, and straighten gallantly. He imagined them standing all night in the dark garden, holding bravely to their specks of whiteness. He put out a finger to touch the nearest flower, knowing now what snowdrops were. He lifted his face to tell Miss Webster, but she was standing right at the gate, holding the iron bars with her hands. Her shoulders were shaking.

After a while they couldn't hear the singing any more, but Miss Webster continued to cry aloud in the midst of the frightened children.

*(From Elizabeth A. Cripps GCSE English)*

**Ex. 3 Answer the questions giving evidence from the text to support your ideas.**



children into other classrooms.

Just before the playtime Miss Lewis told all the children from Miss Webster's class that they could go back to their own room after play.

The children cheered and clapped when they saw Miss Webster. She was dressed in a black frock, without any jewellery, but she smiled at them holding her finger to her lips for them to be quiet. The bandage she had on one finger, where she had trapped it in the cupboard door and hadn't cried, looked very white and clean. She gave them some crayons and a big sheet of paper for each child and they could draw whatever they liked.

"Shall we be going to see the snowdrops this afternoon?" he asked Miss Webster before he went home.

"Yes", she said, "if Miss Lewis will allow us, we'll go to see them this afternoon".

When he was eating his lunch his mother asked, "Was Miss Webster in school this morning?"

"Yes", he said, "but she came late. She didn't arrive until playtime".

"Poor girl", said his mother.

He thought about this for a long time.

At two o'clock Miss Webster marked the register and then began to tell them a story. It was a good story, about a dragon who guarded a hoard of treasure in his den underground, where the snowdrops slept all through the winter. From time to time Miss Webster turned her head to look at the big clock in the hall. She could see it through the top half of the classroom door, which had four panes of glass in it. Her voice seemed to be hoarser than usual, which was fine when she read the dragon's bits, but not good for the knight or the princess. She shut her book with a snap and stood up. She hadn't completed the story.

"Now we'll go to see the snowdrops", she said. "I want the girls to go quietly to the cloakroom and put on their coats. When they are ready, I'll come along with the boys. Everybody must wear a coat. If you have difficulty with buttons, please stand in front and I'll fasten them for you".

He stood up with a sudden lightening of the heart. He had known all the time that Miss Webster would not forget, and at last she was taking them to see the miraculous flowers, pale and fragile as the falling snow. He looked at Miss Webster with gratitude. Her eyes were bright as frost, and she was making sure that the girls walked nicely through the door.

They all walked beautifully through the playground, in two rows

## A Word Meaning in Context

**Choose the alternatives which best explain the meaning of the following:**

1 "apart from having (to keep to)" ... means:  
a in addition to having ...  
b except for having ...  
c part of having ...

2 "whatever that may be" ... shows that:  
a the nurse wasn't sure of the term she used;  
b the boy had no idea what it was;  
c the nurse was sure that her diagnosis was correct.

3 "I am dependent on being alone" means:  
a he needed to be on his own;  
b feared being alone;  
c felt uneasy when he was alone.

4 "which was a great improvement" means:  
a the library had been reconstructed;  
b the school rules had improved;  
c the boy's life became better.

5 "developed a cough" means:  
a started coughing;  
b caught a cough;  
c cured a cough.

## B New Vocabulary in Use

**Translate the following sentences into English using the vocabulary of the text.**

1 Им трудно было *прижиться* на новом месте, потому что условия жизни там были очень суровые.

2 Он помнит *краткие периоды* своей жизни, когда чувствовал себя вполне спокойным и независимым.

3 Боль оставляла ее только *на небольшое время*, а потом снова возвращалась.

4 Мой опыт заставил меня сделать несколько серьезных *выводов*.

5 Вы когда-нибудь *задумывались* над этой проблемой?

6 Музыка за стеной *не давала мне спать* до утра.

7 Старайтесь, чтобы дети были все время *чем-то заняты*, иначе они начнут досаждать вам.

8 *Не включай* радио на целый день, оно мешает мне.

9 Когда у вас будет больше опыта, *вы измените свое мнение об этом*.

10 Учитель должен стараться *поддерживать* интерес учеников на уроке.

### III Discussion.

**Talk about the importance of a happy home life for a child's psychological state, particularly his ability to adapt himself to different kinds of people and circumstances.**

#### TEXT TITLE: Snowdrops

#### Reading and Comprehension Tasks.

**Ex. 1 Look up and learn the following words which are essential for understanding the contents of the text.**

Nouns	Adjectives	Verbs
snap	fragile	bend down
skip	faint	blow
cemetery	frail	be cut out
spear	gentle	clap
clump	hoarse	lean through
flake	miraculous	poke
funeral	mournful	trap
gust	sturdy	straighten
petal	tinged	squat down
speck	minute	

### Ex. 2 Read the text.

#### SNOWDROPS

Today Miss Webster was going to show them the snowdrops growing in the little three-cornered garden outside the school-keeper's house, where they weren't allowed to go. All through the winter, Miss Webster said, the snowdrops had been asleep under the ground, but now they were up, growing in the garden. He tried to think what they would look like, but all he could imagine was one flake of falling snow, bitterly frail and white, and nothing like a flower. It was a very cold morning. He leaned against the kitchen table, feeling the hard edge against his chest, eating his breakfast slowly.

"Hurry up", said the boy's mother, "or you will never get to school!" His father came in and filled the room with bigness. He stood in front of the fire because it was cold in the yard, and all the boy could see was a faint light at each side of his father's wide body.

"It's a cold wind", said the father. "I can't remember a colder March". The man turned around and faced them smiling because he was much warmer and the cold March was safely locked outside the house.

"The Meredith boy is being buried this afternoon," his father was saying to his mother. "I'm sorry I shan't be able to go. I worked for his father for two and a half years, up at the rolling mill. A nice man, Charlie Meredith, very quiet. I hear he's very cut up, and his wife too. This was their only boy".

"How old was he?" asked his mother.

"Twenty", his father said. "Twenty last January. Silly little fool. That bike was too powerful for him - well, to go at that speed on a wet, dark night. Over seventy, the police said, straight into the back of a stationary truck. A terrible mess".

"He was a nice looking boy, too", said his mother.

"All the Merediths are", said his father. "That one was very friendly with that young teacher up at the school, Webber, is it? Something like that".

But his mother coughed and looked sharply at the boy.

"Oh?" said his father. "Of course. I should have remembered. Come on, son, or you'll be late".

As they went into the classroom, Miss Lewis came in and sent the