

Aleshinskaya E. V.

**Mind Your Language:
Learning English
with the Famous TV Series**

2023

E. V. Aleshinskaya

**MIND YOUR LANGUAGE: LEARNING
ENGLISH WITH THE FAMOUS TV SERIES**

Tutorial

Saint Petersburg
Naukoemkie tehnologii
2023

UDC 811.111
LBC 81.432.1
A49

Author:

E. V. Aleshinskaya, Ph.D. of Philological Sciences, Associate Professor at the Department of Foreign Languages at the National Research Nuclear University MEPhI

Reviewers:

M. L. Alekseeva, Dr. habil of Philological Sciences, Professor at the Department of Romano-Germanic Philology, Ural State Pedagogical University;

A. G. Davtyan, Ph.D. of Philological Sciences, Associate Professor at Department of Political and Legal Disciplines and Social Communications, The Russian Presidential Academy of National Economy and Public Administration

A49 Aleshinskaya E. V. Mind Your Language: Learning English with the Famous TV Series. Tutorial / E. V. Aleshinskaya. – Saint Petersburg, Naukoemkieologii, 2023. – 102 p.

ISBN 978-5-907804-63-0

The tutorial is designed to develop English listening skills while working with authentic “Mind Your Language!” videos. The tutorial contains a system of exercises aimed at preliminary removal of possible lexical difficulties when watching a video, subsequent testing of understanding of what was heard, expansion of vocabulary and development of critical thinking. The tutorial also contains the most commonly used English conversational formulas with examples and training exercises aimed at developing speaking skills in English. The tutorial can be used both for classroom and independent work, and is intended for those continuing to study English, including students of non-linguistic and linguistic specialties.

Table of contents

Video Introduction	5
Episode 1. The First Lesson	8
<i>Text:</i> Au Pair	10
<i>Conversation:</i> Introductions.....	12
Episode 2. An Inspector Calls	13
<i>Text:</i> Local Education Authorities	14
<i>Conversation:</i> Opening a Conversation	17
Episode 3. A Fate Worse than Death	19
<i>Text:</i> Churchill Bunker ‘Not Bomb-Proof’	20
<i>Conversation:</i> Apologies.....	24
Episode 4. All Through the Night	25
<i>Text:</i> Cockney Rhyming Slang	26
<i>Conversation:</i> Attracting Attention.....	28
Episode 5. The Best Things in Life	30
<i>Text:</i> Shoplifting Statistics and Tactics.....	31
<i>Conversation:</i> Compliments	36
Episode 6. Come Back, All Is Forgiven	37
<i>Text:</i> Trade Unions.....	38
<i>Conversation:</i> Congratulations and Wishes.....	42
Episode 7. The Cheating Game	43
<i>Text:</i> How to Design Your Company Notice Board.....	44
<i>Conversation:</i> Checking for Understanding, Showing Understanding / Lack of Understanding.....	48
Episode 8. Better to Have Loved and Lost	49
<i>Text:</i> How to Play Cricket	50
<i>Conversation:</i> Suggestions	53
Episode 9. Hello Sailor	54
<i>Text:</i> British Citizenship	55
<i>Conversation:</i> Clarifying Ideas, Asking for Clarification	58
Episode 10. Repent at Leisure	60
<i>Conversation:</i> Focusing on the Main Problem / Interrupting	63
<i>Text:</i> Can Elocution Lesson Change Your Life?	64
Episode 11. The Examination	66
<i>Text:</i> Hi-Tech Exam Cheating Increases	68
<i>Conversation:</i> Reproach and Reprimand	72
Episode 12. All Present If Not Correct	74
<i>Text:</i> Writing Letters	76
<i>Conversation:</i> Approval / Disapproval	78
Episode 13. A Hard Day’s Night	79
<i>Text:</i> Breaking and Entering	81
<i>Conversation:</i> Agreement / Disagreement	86
Episode 14. No Flowers By Request	88
<i>Text:</i> Top 10 ‘Inventions’ That Changed the World	92

<i>Conversation: Providing /Asking for Details</i>	95
Test “Mind Your Language!”	96
Answers	100
References	101

Video Introduction

'*Mind Your Language*' is a British comedy TV series of late 1977. It is set in a school for adult students in London, focusing on a class of foreigners, whom Mr. Jeremy Brown, portrayed by Barry Evans, teaches the English language. The students have varying degrees of English proficiency. The humour of the show is derived from the students misunderstanding English words or terms, and plays up to the cultural stereotype of their individual nation of origin.

Season One takes place over a full school year, starting with Mr. Brown being hired by the Headmistress Miss Courtney, and ends with the students sitting for their Lower Cambridge Certificate. Season Two begins at the start of the next school year, with all ten previous students returning after having failed their exam, and two new students joining them, for a total of twelve.

Exercise 1. Where do you think these people are from? Match the names in column A with the countries in column B.

A	B
Ali Nadim	England
Anna Schmidt	Pakistan
Chung Su-Lee	Italy
Danielle Favre	Greece
Giovanni Capello	Japan
Jamila Ranjha	Germany
Jeremy Brown	India
Juan Cervantes	Spain
Maximillian Papandrious	Punjab
Ranjeet Singh	France
Taro Nagazumi	China

Exercise 2. Read about the characters of the series and check your answers.

Jeremy Brown is the English teacher and the main character in most of the series. He is a B.A. Oxon (Bachelor of Arts from Oxford University). In the first episode of the first season, he is hired to an English school but is warned by the principal that the previous teacher went mad because of the students. Mr. Brown is up to the challenge, although he frequently has to put up with the students' often literal interpretations of English. Despite his frustrations with the students, he grows fond of them and often goes out of his way to help them and vice versa.

Miss Dolores Courtney is the school's pompous and tight-fisted principal. She thinks poorly of Mr. Brown and his abilities as a teacher, and often drops in unannounced into his class to check on the students' progress. Over time she grows fond of Mr. Brown as well as his students.

Sidney, also known as *Sid*, is the caretaker of the school. He is a London Cockney who frequently speaks in slang rhyme. He is also hard-of-hearing resulting in frequent misunderstandings. He becomes a father figure and friend to Mr. Brown and the male students of his class.

Gladys is the old lady in charge of the tea room at the school. She is, in contrast to Miss Courtney, affable and friendly towards Sidney, Mr. Brown and the students.

Giovanni Capello is an Italian cook and the class monitor. Giovanni's main English problem consists in his understanding of metaphors and large words, still his answers may be wrong in order to amuse the class. He is famous for his exclamations "Santa Maria" or "Holy Ravioli" in a shock or surprise, as well as "Okey kokey" instead of "OK".

Anna Schmidt is a stereotypical 1970's German. She works as an au pair in London. Anna is a hardworking student and is known for her "German efficiency", sometimes asking legitimate questions and then giving correct answers to the teacher. Her main problem in English consists in mixing up her "v" and "w" sounds.

Chung Su-Lee is a secretary at the Chinese Embassy. She always carries her little red book of Chairman Mao with her and is always ready to quote from it. Her problem with English is mixing up her "r" and "l" sounds.

Taro Nagazumi is a Japanese electronics representative. He has a reasonable command of English; however, he shows a habit of adding "o" at the end of almost every word he says. He is never seen without his camera.

Jamila Ranjha is an Indian housewife from Simla. At the beginning of the series, she can hardly speak English, and her classmate Ali often translates her Urdu. Her catchphrase in the first episodes is "god havening", and she often calls Mr. Brown "Masterjee". During class, she is mostly found knitting.

Maximillian Andrea Archimedes Papandrious is a Greek shipping office worker from Athens. His main problems with English are that he often misunderstands metaphors and large words and has a heavy accent emphasized by adding the sound "h" to almost every word he says.

Juan Cervantes is a Spanish bartender. He is famous for his optimistic streak and is able to laugh at himself, being confident of his answers even when they are absolutely wrong. At the beginning of the series, Juan can barely speak English, and his most common answer to everything is "por favor" ("please" in Spanish). Through the series his considerably improves, but he is often found mixing English and Spanish.

Ranjeet Singh is a Tube worker from Punjab and a very devoted Sikh. In the series, he tends to mix up his general knowledge, and when being corrected he replies "a thousand apologies" putting his hands together.

Danielle Favre is an au pair from France. She is portrayed as an amorous girl who instantly grabs all men's attention. Oftentimes, her good looks distract Giovanni and Max from their answers in class, and Mr. Brown is often found in seemingly incriminating positions with her.

Ali Nadim is from Pakistan and is known for wearing his Jinnah cap. His main problem with English is that he often literally misinterprets everything said by

others. Ali's typical catch phrases are "oh blimey!", "squeeze me please!" and "jelly good".

Exercise 3. Guess the students' names in the following conversations. Explain your point of view.

Conversation 1

Jeremy Brown: Now, although most sports are international, there are some sports that are native to different countries. For example, the national sport of France is...

Student 1: Football!

Jeremy Brown: Correct! And the national sport for Italy is...

Student 2: Girls!

Jeremy Brown: That's not a sport!

Student 2: Maybe not, but it's more popular than football!

Conversation 2

Miss Courtney: Can anybody tell me who said "To Be or Not to Be"?

Student 3: Chairman Mao!

Miss Courtney: This may come as a shock to you, but there are people who've written things besides Chairman Mao.

Student 3: Chairman Mao lite evelything!

Miss Courtney: Well, he certainly didn't lite... write "To Be or Not to Be"!

Exercise 4. Imagine you are Mr. Jeremy Brown. Correct the following phrases said by some of your foreign students:

1. You're committing a mistake.
2. I'm working at the moment not anywhere at all.
3. A thousand apologies for my lateness.
4. I am a very important member of the British underground.

Exercise 5. Discuss the following questions:

1. Is it better to learn the English language in Russia or in England?
2. Why do many people choose to learn English in London?
3. Is it easy to live in a country when you cannot speak its language?
4. What difficulties can students come across when they start learning a foreign language in a foreign environment?

Episode 1

‘The First Lesson’

Mr Jeremy Brown, an English teacher, meets his class of foreign students for the first time. Things start off well, but...

Vocabulary:

Syllabus – учебный план, программа

To be enrolled – быть зачисленным

To confuse – сбить с толку, запутать

Unsatisfactory – неудовлетворительный (satisfactory, to satisfy)

To depart – уезжать, покидать

To dement – помешаться, сойти с ума

To snap – вырваться

Confidence – уверенность

Trial – испытательный срок

Disgusting – отвратительный

Silence – тишина

Efficiency – рациональность, точность (efficient)

Blimey! – иди ты!; вот это да!; чтоб мне провалиться!

Unemployed – безработный

Employment exchange – биржа труда

Infidel – безбожник

Registration fees – регистрационный взнос

Femme fatale – роковая женщина

To establish diplomatic relations – устанавливать дипломатические отношения

Rate of currency exchange – курс обмена валюты

Punch-up – драка

Shortsighted – близорукий

To dismiss the class – отпустить класс

Phrases:

1. I beg your pardon.

2. I say you cannot be enrolled until your English teacher arrives. He should be here in a few minutes. In a meanwhile perhaps you would care to wait in your classroom.

3. I distinctly requested the local authority to send me a woman teacher.

4. The strain was too much for him. Typical of the male sex. No stamina!

5. It has nothing to do with confidence. We've got the window frames nailed down.

6. You can start immediately on a month's trial.

7. I'm looking forward to meeting them. I'm sure we're going to get along extremely well.

8. But before you discovered this secret of eternal wealth, what did you do?

9. I'm sure there must be a more logical explanation.

10. I will not tolerate any religious intolerance!

11. There will be no throat-slicing in my class!

12. How do you feel about Roman Catholic?

13. Don't start a holy war!

14. We seem to be coping reasonably well.

15. We have one thing to be grateful for anyway. From my experience it isn't race or religion that causes the problems. It is usually the presence of some foreign beauty. Jealousy, intrigues – all that sort of thing.

16. Well, looking at my class I don't think we would be too bothered with anything like that.

17. According to this morning's financial papers, this should give us a profit of 1.45 and a half pence.

18. Then I suggest you take it to the bank in the morning and exchange it to English currency.

19. There's just one thing though. That window you nailed down. I think you'd better put a few more nails. Just to be on a safe side.

Exercise 1. What is wrong in the following sentences said by the students?

1. I am understanding you now!
2. I am coming to be learning the English.
3. We are also pleased to be meeting you.
4. Prease forgive my rateness. I apologize but I rost my way.

Exercise 2. Complete the sentences using the words from the list:

<i>syllabus</i>	<i>satisfactory</i>	<i>disgusting</i>
<i>(to be) enrolled</i>	<i>confidence</i>	<i>grateful</i>
<i>trial</i>	<i>efficiency</i>	<i>to get along</i>
<i>unemployment</i>	<i>shortsightedness</i>	<i>to confuse</i>

1. Your vulgar remarks are _____!
2. Peter was allowed to sit at the front desk due to his _____.
3. The programme was implemented with great _____ and speed.
4. She simply can't _____ with her brothers.
5. How many students were _____ in the University last year?
6. You should have more _____ when dealing with such partners.
7. I was told to start in a week and was given a month's _____.

8. The flood of questions _____ me.
9. A _____ usually contains specific information about the course and an outline of what will be covered in the course.
10. In regions such as New England textile industries declined and _____ was high.
11. You should be _____ to her for her help.
12. During the examination session all students showed _____ results.

Exercise 3. Imagine you are going to play in the series. Together with your partner, act out one of the conversations in the first episode. Later compare your interpretations to those shown in the episode.

Exercise 4. While watching the episode pay attention to the following facts and answer the questions below:

1. Why was Ranjeet late for classes?
2. What names did the students give Mr. Brown?
3. What information did Mr. Brown have to ask the students?
What were their answers like?
4. What were the reasons for Giovanni and Max to sit with Danielle?
5. How did the lesson end?

Exercise 5. Pay attention to the following phrases Mr. Brown used in class (classroom vocabulary). What are such phrases used for?

1. Right, now we will start by learning a few basic English verbs. And firstly, we will take the verb 'to be'.
2. Would you all like to sit down!
3. What I would like you to do is some homework. Alright, I want you each to write an essay – a short story about your life here in England.

Exercise 6. Imagine you are one of the characters of the series. You came home after the first lesson, and you want to share your impressions with your family. What would you say?

Exercise 7. Read about the job and duties of an au pair. Answer the questions after the text.

The word "Au Pair" is a French term, which means "on par" or "equal to", denoting living on an equal basis in a reciprocal, caring relationship between the host family and the children. An au pair will typically be a young woman and sometimes a young man from a foreign country who chooses to help look after the children of a host family and provide light housekeeping. The au pair is given room

and board and is typically paid a weekly “pocket-money” salary. Au pairs generally stay with their host family for one year.

Au pairs are typically in search of a new cultural experience while also desiring to serve as an integral part of a parenting team. This experience usually draws au pairs to a new country and often involves improving their foreign language skills.

An au pair is not considered a domestic employee and therefore taxes need not be paid as such.

While the specific duties and responsibilities of an au pair will vary depending on the age of the children and the family’s requirements, below is a good starting point for most families and au pairs:

- waking up the children in the morning;
- making sure the children are groomed and dressed;
- making sure the children’s beds are made and rooms are clean;
- preparing breakfast and lunch for the children;
- cleaning up dishes;
- making sure the children have books and homework for school;
- driving the children to school (if necessary);
- grocery shopping, vacuuming, dusting, folding clothes while the children are at school;
- picking up the children from school;
- helping the children with their homework.

(from <http://www.greataupair.com>)

1. Why do young people choose to work as an au pair in another country?
2. Why do families prefer to employ au pairs?
3. Can working as an au pair really improve your language skills?
4. Would you like to try to work as an au pair in order to improve your English?
5. Do you think Anna Schmidt and Danielle Favre (the female characters from the series) have enough time for their homework?

Exercise 8. Study the phrases how you can introduce yourselves or your companions (fellows, colleagues etc.). In what situations can they be used?

Ladies and gentlemen, I have great pleasure in introducing Professor Bolton.
(*very formal*)

Mrs. Hope, may I introduce Mr. Jones? Mr. Jones – Mrs. Hope.

Let me introduce Mr. Jones.

I’d like you to meet Mr. Jones.

This is Mr. Jones.

Meet Mr. Jones.

Have you met Mr. Jones?

I don't think you've met Mr. Jones.
May I introduce myself? My name's Jesse May.
Let me introduce myself. I'm Jesse May.

Possible replies:

How do you do?

Hallo.

Pleased/Glad/Nice to meet you.

Exercise 9. Choose the right answer.

1. When you are introduced to someone in a formal setting, you reply:
a. Hi. *b.* How do you do? *c.* Nice to meet you.
2. When you are told "How do you do?", you reply:
a. Great, thanks. *b.* How do you do? *c.* The same to you.
3. When you are not sure if you need to introduce two people, you should ask one of them:
a. Have you met Mr. Oxley? *b.* Do you know Mr. Oxley?
c. Are you acquainted? *d.* May I introduce myself?

Exercise 10. Introduce the following people:

1. a fellow-student to an Australian guest (James Stone);
2. a guest speaker (Professor Linda Way) to her audience;
3. yourself to a group of students whom you are to teach;
4. a friend of yours to an elderly neighbour (Robert Brown);
5. a colleague (Chris West) to your husband/wife;
6. yourself to a visiting lecturer (Dr. Mark Coleman);
7. a new colleague (Samuel Brant) to another colleague of yours;
8. a guest at your party (Monica) to your friend.

Episode 2

‘An Inspector Calls’

It's the second lesson for Mr. Brown, and Ms. Courtney informs him that an education inspector will be arriving. As well there will be a new African student arriving. However, these two arrivals create quite a confusing lesson.

Vocabulary:

To detain – задержать
To be detained – быть задержанным
Bosom – пазуха
Slave-driver – эксплуататор
To pronounce – произносить
To iron – гладить
To prepare a meal – приготовить еду
To go on – продолжать
To carry on – продолжать
That'll do – довольно, достаточно
Peasant – крестьянин
To apologize – просить прощения
Not my fault – не моя вина
Register – журнал
Suitable position – подходящая работа
To be knotted – быть связанным
To be knighted – быть посвященным в рыцари
Gift – подарок
To interfere – вмешиваться
Clinker – шлак, штукатурный гвоздь, кирпич
Clanger – явная ошибка, грубый промах

Phrases:

1. I will be very happy to comply with your request.
2. A thousand apologies for this unforgiveable tardiness! But we were all unavoidably detained in the corridor by a lady.
3. She may be the principal but I have a class to teach now.
4. You'd better try teaching figures of speech to your students. They seem to be in need of it.
5. She may be a hard-task mistress but I don't think you want to call her that.
6. Never mind what number it was, you are here to improve your English and not to chat with other students.
7. England is becoming more politically-minded and gradually more left-wing. The overthrow of decadent capitalistic government will soon take place as

working classes become more educated and embrace Communism as a true way of life. Workers' revolution getting nearer, with inevitable collapse of imperialistic bourgeois intellectual society.

8. I have a small observation on the young lady's discourse, which will also illustrate increased knowledge of English.

9. But the authority likes to check that the standards of the evening classes are up to par.

10. I'd rather just wander around on my own if you don't mind. I usually get a much clearer picture that way.

11. We have agreed to differ.

12. It has taken you 2 minutes and 38 seconds exactly to come to my office immediately. I'm glad I didn't ask you to take your time.

13. My conscience is clear. Apart from the odd parking ticket, I've never had any trouble with the police.

14. How stupid of me.

15. He'd probably want to call in on your class.

16. You don't deal with inspectors from the local authority. You cosset them, and flatter them, and agree with everything they say.

17. I'm waiting for a suitable position... I couldn't stand any more beatings.

18. It was the other way round.

19. It must have been a challenge to come from one of the underdeveloped countries to our advanced way of life. Still your people are doing remarkably well.

20. I'd better take down your particulars, otherwise I make it into hot water.

21. You have been committing some grievous misdemeanour?

22. You speak English fairly well.

23. I do assure you that Mr. Brown will be severely dealt with.

24. His teaching methods may be somewhat revolutionary but they appear to work.

25. I always encourage my staff to be forward-thinking.

Exercise 1. Read about Local Education Authorities in England. Describe the reform that took place in the system of local education administration. What are the functions of LEAs? In your opinion, what exactly did an inspector from the LEA call for?

Prior to 1 April 2009 Local Education Authorities (LEAs) were the bodies responsible for the local administration of state sector education services in England and Wales. In those parts of England that still had counties there was one LEA for each county – for example Cumbria LEA and Devon LEA etc. Otherwise there was one LEA in each unitary authority, metropolitan district or London borough. The Isles of Scilly also had its own LEA.

Local education authorities had responsibility of all state schools in their area: they organised funding for the schools, allocated the number of places available at each school and employed all teachers (except for foundation and voluntary aided

schools, which, while still funded through the local authority, employed their own staff).

The statutory duties of LEAs are now undertaken by the Director of Children's Services whose responsibilities also include Children's Social Services (CSS). The Children Act 2004 required every London borough, metropolitan district, top-tier local authority (county) or unitary authority in England to appoint a director of children's services. Additionally the Education and Inspections Act 2006 includes a clause which allows for the future renaming of Local Education Authorities as Local Authorities in all legislation, removing the anomaly of one local authority being known as a local authority, a local education authority, and a children's services authority.

Following on from this legislation during the last round of Local Government restructuring the Department for Education (DfE) reviewed the alignment of LEA and CSS codes. The outcome of the review was that CSS codes were replaced by LEA codes (with effect from 1 April 2009). Although Local Education Authorities no longer exist the coding structure has been retained by the DfE.

(from <http://www.statistics.gov.uk/geography/lea.asp>)

Exercise 2. What is wrong?

1. A lady with large bosom.
2. You have been to get knotted by the Queen!
3. You're dropping a clinker.

Exercise 3. Who might have said this? Explain your point of view.

1. *A:* Always that Mrs. Valker is keeping me busy. She is a slave-driver, that Mrs. Valker.
B: Walker.
A: Vat?
B: 'W' is pronounced 'weh'. Your employer's name is Walker.
A: Ja, Valker. Do you know how many shirts Mrs. Valker made me iron last night?
B: Walker.
A: Ja, Valker. Tvelfe!
2. *A:* I expect you'll have a bit of difficulty finding your way round at first. Things will seem rather strange.
B: Yes, very strange.
A: Yes. It must be quite a change from coming from one of the under-developed countries to our more advanced way of life.
B: Oh yes.
A: Still your people are doing remarkably well. Did you fly here?
B: Fly? What do you mean, Bwana?

- A:* Fly, in a big iron bird. Quite a change from riding an elephant. Unless you came by Jumbo. English joke.
3. *A:* Sì, professori.
B: No, not professori!
A: No professori?
B: No, you should address me as Sir.
A: Now I understand! You have been to get knotted!
B: Come again.
A: To become a Sir you got knotted by the queen!
B: The word is ‘knighted’. And I am not that kind of sir.
4. *A:* Get out your textbooks. I’m going to give you all a few exercises.
B: Escusi, professori, sir! I can’t do any exercises!
A: Why not?
B: I got a bad back!

Exercise 4. While watching the episode, pay attention to the following facts and answer the questions below:

1. What did the headmistress refer to when saying, ‘At last a breakthrough’?
2. Why didn’t Anna do her homework?
3. What did Danielle write in her essay? How does it characterize her?
4. What did Su-Lee write? And how does it characterize her?
5. How many cups of coffee did Mr. Brown buy in the tearoom?
6. What did you learn about Mr. Brown’s private life? And about his previous job?
7. What is Mr. Brown’s attitude to local education authorities?
8. What makes Mr. Brown, in the inspector’s opinion, a remarkable teacher?

Exercise 5. Complete the sentences. Do you remember who said them?

1. We were all unavoidably _____ in the corridor by a lady.
2. She may be _____ but I have a class to teach now.
3. My _____ is clear. I’ve never had any trouble with the police.
4. His teaching methods may be somewhat _____ but they appear to work.
5. I always encourage my staff to be _____.

Exercise 6. Pay attention to the following phrases Mr. Brown used in class (classroom vocabulary). What are such phrases used for?

1. I'll go round the class and ask each of you to read out what you've written.
2. Anna, should we start with you?
3. You really must concentrate on those "W" sounds.
4. Would you like to read us your essay?
5. Let's continue with our lesson. Get out your textbooks. I'm going to give you all a few exercises.

Exercise 7. Translate the sentences into English:

1. Простите, как глупо с моей стороны. Обещаю исправиться.
2. Вы можете приступить к работе немедленно.
3. Не имеет значения, какой вы национальности или религии – здесь все равны.
4. Я уверен, что есть более логичное объяснение вашего поведения.
5. Я как раз собирался зайти к вам.

Exercise 8. Study the phrases illustrating how you can open a conversation with a person you have just been introduced to. In what situations can they be used?

Is this your first visit to London?
Have you ever been here/to London before?
Have you visited/seen the Tower of London?
How do you like/find our city?
(How) are you enjoying your stay here?
Are you finding your trip interesting/useful?
What do you think of the city's sights?
Are you interested in joining our trip to the City of London?
I believe/hear you are from Liverpool.
I've been told you are doing research on Ancient History.
I expect/suppose/imagine you have already visited Westminster Abbey.
It's a lovely day today, isn't it?

Exercise 9. How did Mr. Brown start a conversation with Mr. Kenyon? And with Mrs. Kenyon?

Exercise 10. Start a conversation with your partner, using one of the openings and the words suggested below. Your partner replies. If you can, continue the conversation.

Model: Is... first visit?

A: Is it your first visit to Nizhni Novgorod?

B: No, I came here two years ago.

1. How... the Russian climate?
2. I... you're from Scotland.
3. Are... the concert?
4. Are... opera?
5. I... seen the Moscow Kremlin.
6. What... the exhibition?
7. a beautiful day
8. I... a professional photographer.
9. Have... any other cities in Germany?
10. How... your stay here?
11. rather cold and windy
12. I... you like skiing.

Episode 3

‘A Fate Worse Than Death’

Ranjeet plans to kill himself because of a girl he has to marry. The girl herself appears at the school looking for Ranjeet, which prompts frantic plans to be made.

Vocabulary:

To fix – уладить, починить

Sure – конечно

Landlady – хозяйка квартиры

To presume – предполагать, полагать

Straight from work – прямо с работы

Salesman – продавец

Underclothes (= underwear) – нижнее белье

Definitely – определенно, точно, несомненно

To change one’s mind – передумать

Monitor – староста

To read out a passage – прочитывать отрывок вслух

Bug – жучок

To bug – прослушивать

Listening devices – подслушивающие устройства

Ancestor – предок

Jeopardy – опасность, риск

To be betrothed – быть обрученным

To put on weight – набрать вес

To be up the creek – быть в затруднительном положении

Sin – грех

To kill yourself – убивать себя

Ridiculous – смешной

To resemble an elephant – быть похожим на, напоминать

To disrupt (disruption) – прерывать

Headline – заголовок

Your turn – ваша очередь

To be cheated/deceived – быть обманутым

Premises – территория, помещение, здание

To release from smb’s promise – освободить от обещания

What a pity! – как жаль

Couple – (супружеская) пара

Handwriting – почерк

Sheer coincidence – чистое совпадение

Disgrace – позор

To bring disgrace on smb – опозорить

Phrases:

1. I will wait until he arrives. It'll give me an opportunity to find out how much you've learnt. Which is precious little, I suspect.
2. Can anyone give me a sentence containing the word "catalyst"?
3. I know the times are hard, but you don't have to deliver newspapers.
4. I don't buy from capitalist states where workers are exploited as cheap labour!
5. A monitor is a person who could take charge of the class during my absence, somebody intelligent enough to assume responsibility.
6. I want to hear no more foreign languages spoken in this class!
7. This is no laughing matter.
8. I'm being forced to get married.
9. What are you complaining about?
10. This is ridiculous! People go around killing themselves rather than break off the engagement!
11. I wouldn't exactly put it like that.
12. I really think you ought to go home.
13. A figure of speech is a way of expressing an idea by way of contrast or comparison.
14. I could have sworn that woman wasn't pregnant yesterday.
15. I have a feeling that something peculiar is going on.
16. Everything is alright, I assure you.
17. Come on, hurry up!
18. What will become of me?
19. It was all a complete misunderstanding.
20. With all the respect, she was a couple on her own.

Exercise 1. Translate the following newspaper headlines:

- 'American Embassy Bugged'
- 'Increase in London Rates'
- 'Western World Welcomes Wind of Change'
- 'Prime Minister Sold a Pup'

Exercise 2. Read the article from the "BBC News" website and explain the meaning of the phrase "to be sold a pup" basing on the article.

Churchill bunker 'not bomb-proof'

(By Sean Coughlan, BBC News)

Winston Churchill complained he had been "sold a pup" when he discovered his underground wartime headquarters in Whitehall were not bomb-proof.

A letter showing Churchill's annoyance when he discovered this security flaw is on display at the Cabinet War Rooms. Despite his protests, the prime minister

continued to work from this bunker during the Blitz. The letter, written in September 1940, says the war rooms “cannot be made bomb-proof in any sense”.

The Cabinet War Rooms, now open to the public, were used as an underground command centre throughout World War II. Built close to Downing Street and the nerve centres of government departments, it allowed the prime minister to stay in central London during air-raids. But an exhibition opening next month in the former headquarters, will show how vulnerable this building was to attack – and how fortunate it was never to have received a direct hit.

The letter, written by senior civil servant Patrick Duff to Cabinet Secretary Sir Edward Bridges, describes Churchill’s shock at finding the weakness of the rooms used by the war cabinet and military leaders. “The PM said I had ‘sold him a pup’ in letting him think that this place is a real bomb-proof shelter, whereas it is nothing of the kind,” wrote Mr Duff. The letter goes on to say that it is “totally impracticable to make anything of the nature of a bomb-proof dug-out within this building”. It meant that while Nazi leader Adolf Hitler operated from headquarters encased in layers of concrete, Churchill and his staff were sleeping in rooms only 10 feet below ground.

Exhibition curator Cressida Finch says the war rooms were “in effect a basement rather than a bunker”. “This whole episode tells us a lot about Churchill’s personal bravery. Although he was angry on learning that the war rooms were not completely safe, he was determined not to leave central London and be seen as abandoning Londoners,” she says.

There were several near misses during air raids. But, despite efforts to strengthen the building, including the placing of a reinforced concrete slab, there were doubts whether it would have withstood a direct hit. This letter certainly makes clear Churchill’s surprise and indignation at being handed a potentially vulnerable bunker,” says Phil Reed, director of the Churchill Museum and Cabinet War Rooms.

The underground control centre from which Churchill directed the war effort and communicated with allies such as President Franklin Roosevelt, had originally been the storage rooms of the Office of Works. With the threat of war approaching, the basement was sandbagged and hastily converted into what was expected to be a temporary command centre, completed and made operational one week before Hitler invaded Poland in 1939.

This network of tunnels and offices grew in size and significance, becoming a political and military headquarters and living space for hundreds of staff. The long hours spent underground meant that staff were required to use sun lamps.

Shut down at the end of the war, the rooms were re-opened as a museum in the 1980s. The exhibition, Undercover: Life in Churchill’s Bunker, opens on 27 August 2009 to mark the 70th anniversary of when the war rooms entered service.

(from <http://news.bbc.co.uk/>)

Exercise 3. Explain and translate the following figures of speech. Use them in your own sentences.

As quick as lightning
As light as a feather
As clean as a whistle
As blind as a bat
As deaf as a post
As sly as a fox
As mad as a wet hen
As drunk as a lord
As white as snow
As smooth as a baby's bottom

Exercise 4. What is wrong?

1. I am just this moment arriving.
2. I'm a traveling salesman! I go round knocking the doors.
3. This case is for the lady people only, this case is for the man people. And everything very good price.
4. Anyone else is wanting something else?
5. You are exchanging your mind!

Exercise 5. Who could have said this? Explain your point of view.

1. *A:* Good evening.
B: It's almost good night.
A: I'm sorry, I'm late. I was detained at the paper shop.
B: I know the times are hard, but do you have to deliver newspapers?
A: Oh no, I bought them! They are for the students as part of their education.
B: Well, they certainly need some education.
2. *A:* This is ridiculous! People don't go round killing themselves rather than break off an engagement!
B: It is my religion!
A: In this case why don't you marry?
B: That will be worse than killing myself!
A: Go and sit down. We'll discuss whether you kill yourself or not during the tea break.
3. *A:* Pleaso! In my country when a person commits hara kiri, it is custom for besto friend to be presento to chop off heado.
B: Chop off head?
A: I will be happy to assisto.
B: You will do nothing of the sort! Now please everybody, just sit down.

Exercise 6. While watching the episode pay attention to the following facts. Answer the questions.

1. Where did Giovanni get the answers to the questions in the homework?
2. What kind of a job did Ali get?
3. Who did Mr. Brown choose to be a monitor?
4. What did Mr. Brown bring the newspapers for?
5. Why did Ranjeet want to kill himself?
6. Why couldn't he change his mind?
7. What did Surinder come to the school for?
8. How did Ranjeet describe Surinder?
9. What did Mr. Brown suggest that Ranjeet should do not to marry Surinder?
10. And what was Ranjeet's final idea how to avoid the marriage?
11. How were the students punished for cheating when doing their homework?
12. Who was the last visitor to Mr. Brown's class on that day? What was his intention?

Exercise 7. Pay attention to the following phrases Ms. Courtney and Mr. Brown used in class (classroom vocabulary). What are such phrases used for?

1. Please hand these round and collect the homework.
2. Now, have you all got a newspaper? I'm going to ask you each to read a passage from the newspaper. Then we'll discuss it together, OK?
3. Late again, Ranjeet. Perhaps next week you'll try and get here on time.
4. Now please look at your newspapers. Juan, read out a headline.
5. You will receive extra homework tonight. And please this time make sure you do it yourselves.

Exercise 8. Speak about Ranjeet and Mr. Brown in this episode. What do they say to other people? How do they treat others? How does their behaviour in a very delicate situation characterize them?

Exercise 9. Ranjeet's catchphrase is "a thousand apologies". How can you apologize for something? And how can you reply to an apology? Study the following phrases. In what situations can they be used?

- I'm sorry.
- I'm very sorry for having kept you waiting.
- I'm so sorry I'm late.
- I'm terribly sorry for being late.

I'm awfully/dreadfully sorry but I've broken your bike.

Sorry. (*less emphatic, often casual*)

Excuse me (*polite indication that you want to pass, apologize for any inconvenience you may cause*).

I hope you don't mind... (when you have done something without first asking permission: *I hope you don't mind, (but) I've been reading your newspaper.*)

I apologize for the delay. (*formal*)

I must/do apologize for calling you so late.

Possible replies:

It's (quite) all right.

That's (quite) all right.

That's OK.

Don't worry.

Never mind.

No trouble at all.

That doesn't matter.

You should be more careful.

Exercise 10. What would you say in the following situations? Apologize to your partner. The partner replies.

1. You broke an old vase while visiting an elderly aunt.
2. You forgot to ring a colleague yesterday.
3. You want to pass someone to get to your seat in the theatre.
4. You lost an umbrella lent by a friend of yours.
5. You knocked somebody's arm in a shop by accident.
6. You said rude words to a colleague of yours.
7. A librarian spent some time helping you to find a book whose author you could not remember.
8. You spilt wine on a friend's dress.
9. You let the door swing back in somebody's face.
10. You need to finish preparing the dinner and have to leave your guests alone for some time.

Episode 4

'All Through the Night'

The students' English is not improving and Mr. Brown decides to detain them after class. However, the long evening is made worse when Mr. Brown and the class get locked inside the classroom....

Vocabulary:

Fag – сигарета

Item – предмет

To purchase – покупать

To identify – опознать, назвать

Cart – телега

Oats – геркулес, овсяные хлопья

Hilarious – веселый, смешной, искрометный

Catholic priest – католический священник

The Walls of Jericho – стены Иерихона

To inconvenience – причинять неудобства

For heaven's sake – ради всего святого

Phrases:

1. Most happy to be making your acquaintance.
2. I've just been trying to help them with their English, Mr. Brown. – That should set them back a few weeks.
3. We were discussing parts of speech. – Well in future, I'd be obliged if you'd do it in the class.
4. So that is oats! My friend who I am working with, every morning he is telling me last night he is having his oats. He is telling me he likes them very much.
5. It's time you put your shoulders to the wheel!
6. It still may not be sufficient to attract enough attention.
7. Of course it inconvenienced me. I was quite happily curled up in bed with Daphne du Maurier.

Exercise 1. Look at the examples of Cockney Rhyming Slang below and try to guess what it is.

<i>English</i>	<i>Cockney</i>
feet	plates of meat
legs	Scotch eggs
eyes	mince pies
arms	chalk farms
hair	Barnet Fair

head	loaf of bread
face	boat race
mouth	north and south
look	butcher's hook
believe	Adam and Eve
money	bees and honey
dollar	Oxford scholar
bank	fish tank
talk	rabbit and port
fart	raspberry tart
website	wind and kite

Exercise 2. Read the extract from one of the characters' discourse and guess what the phrases in rhyming slang (they are underlined) stand for.

First of all, I had a bit of a bull and a cow with the trouble and strife. It was all over the dustbin lids! I went down the frog and toad into the rub-a-dub and I met my old china plate. He looked a bit Uncle Dick so I get him a Jack the Dandy and I had a Vera Lynn. One thing led to another and we were both Brahms and List. So, I staggered back home, took off my Dickie dirt and my daisy roots. And passed out like a light on the apples and pears.

Exercise 3. Do you think Cockney Rhyming Slang is easy to understand? What character of the series speaks Cockney Rhyming Slang? What is the purpose of having one of the characters in the series who speaks Cockney Rhyming Slang?

Exercise 4. What is wrong?

1. We could be being stuck here together until Monday morning!
2. I am knowing good English sing song all about rolling me over in the clover.
3. In democlastic lepubric of China we have no time for decadent bourgeois humour!

Exercise 5. Guess who could have said this. Explain your point of view.

1. *A:* How are your students coming along with their English?
B: Extremely well.
A: Good, then I shall stay and listen for a few minutes. Don't worry! I shan't interfere! I make it a practice to drop on the classes from time to time. To see what sort of progress is being made.
B: It's Beef Stroganoff in the cookery class tonight.
A: Are you trying to get rid of me?
B: No, I just thought you might fancy a bit.

2. *A:* For the rest of this period we're going to talk about shopping.
B: I like him! He's very good!
A: Pardon?
B: Shoppin! I like his Polonaise.
A: That's Chopin!
3. *A:* What's this?
B: A paper bag.
A: Yes, but what's inside it?
B: I don't know! I cannot see inside.
A: It's flour! You know what flour is?
B: Ja, what you wear at wedding.
A: No, no, no, this isn't that kind of flower! This is flour to make pastry and bread.
4. *A:* What is this?
B: A tin of meat.
A: Yes, well actually it's a tin of dog meat.
B: Oh blimey, you're putting dogs in tins to eat.
5. *A:* What about you? You work in a restaurant. Surely your employer will miss you.
B: Sure he's gonna miss me.
A: So presumably he'll do something about it.
B: Yes, he's gonna give me the sack!

Exercise 6. While watching the episode pay attention to the following facts and answer the questions below:

1. What could Sid in fact teach the students?
2. What did Mr. Brown bring the food to class for?
3. Why did Mr. Brown detain the students after class?
4. What were the ideas how to get out of the classroom?
5. What did everybody do to pass the time?
6. What did Mr. Brown suggest to Ms. Courtney to do to last out until Monday morning?

Exercise 7. Pay attention to the following phrases Mr. Brown and Ms. Courtney used in class (classroom vocabulary). What are such phrases used for?

1. Isn't it time you were all back in your classroom?
2. It's near enough. Come along, we have a lot of work to do. Back to the classroom.
3. We are going to talk about shopping, buying things. I have here various items which, at some time or another, you will probably have to purchase. So, I'm gonna hold them up and ask you to identify them. And we'll see how well you do, all right?

4. You really must work on those “R” sounds.
5. Some of you are very behind. I spend a lot of time preparing these lessons. And some of you don’t take them half as serious as they should.
6. I think you’d better stay a half hour extra tonight.

Exercise 8. Imagine you were locked in the classroom for a long time. What would do to pass the time? What funny joke would you tell your fellow students to cheer them up?

Exercise 9. Mr. Brown asked the students to think of a way to attract attention of a passer-by. How in fact can you verbally attract somebody’s attention? Study the following phrases. In what situations can they be used?

Excuse me, (please):

- when you need to address a stranger in a public place;
- when you need to address an assistant in a shop, restaurant, etc.;
- when you need to address the teacher at a lesson;
- when you need to interrupt somebody.

May I have your attention, please? (*formal*)

Attention, please.

I say.

Just a minute.

Hey!

Look out!

Watch out!

Mind the doors!

Exercise 10. Make the following questions into polite requests for information addressed to a stranger.

1. Where is the Museum of Modern Art?
2. How do I get to St. Paul’s Cathedral?
3. Does this bus go to Oxford Street?
4. How can I get to the train station?
5. Is there a bank near here?
6. Where is the nearest hospital?
7. What time does this bus leave?
8. What time is it?
9. Is this seat free?
10. Does this bus stop at the training centre?

Exercise 11. What would you say in the following situations:

- 1) you want to ask the teacher a question during the lesson;
- 2) you want to ask the receptionist a question;

- 3) you want to ask a shop assistant about the price of the dress;
- 4) you want to ask the conductor when the train arrives in Leeds;
- 5) you want to ask the waiter to bring the bill;
- 6) you want to share interesting news with your colleagues;
- 7) you need to tell the tourists that their excursion has been postponed;
- 8) you see an elderly man about to step in front of a car;
- 9) you see a tall man walking towards a low doorway;
- 10) a man walks off with your newspaper.

Episode 5

‘The Best Things in Life’

Jamila has been arrested for shoplifting, but it's not entirely her fault. Because of her poor English, she has made the mistake of taking, what she thought to be, "free" items. After Mr. Brown rescues Jamila from the police station, he learns that she has stolen more than just a few items. Knowing that keeping the stolen goods would be dishonest, he gathers the class and they all set out to return the items where they belong, without getting caught.

Vocabulary:

Football pools – футбольный тотализатор
To retire – уволиться, уйти в отставку
Complaint (to complain) – жалоба (жаловаться)
Fiver – банкнота достоинством пять фунтов стерлингов
Shoplifting – магазинное воровство
To pinch (*жарг.*) – ограбить, украсть
To sort out – уладить
Drastic – крутой, радикальный, коренной
Sergeant – сержант
Itchy – вызывающий зуд
Promotion – продвижение по службе
To accuse – обвинять, предъявить обвинение
To blame – обвинять, считать виновным, винить
Innocent – невиновный
Guilty – виновный
Bribery – взяточничество
Free offer – бесплатное предложение
Generous – щедрый
Barmy – помешанный, спятивший
Invoice – счет, накладная

Phrases:

1. It's an old English custom: I scratch your back, you scratch mine.
2. You look like an Inspector. I'm sure it's only a question of time. May I compliment you on your station and what a wonderful job you are doing!
3. I expect you'd like to have a look at my driving license to verify my identity.
4. Remember the British Justice: a person is presumed innocent until proven guilty.
5. Oh, she pinched the book all right, but she thought it was buckshee. See what it says on the front cover?
6. Would you like to make a donation to our Police Charity Fund?

7. Well, as a matter of fact, you've caught me at a rather awkward moment.
8. Pinching a magazine is one thing. But knocking off half a supermarket is rather a different matter!
9. By the way, I don't suppose you could give me a lift?
10. Let me give you a hand.
11. That's a relief.
12. I'm going around the bend.
13. If I promise not to proceed with this report, will you do me a favour?
14. Please don't remind me of last night's unfortunate incident.

Exercise 1. Read the article about shoplifting statistics and tactics from the “Loss Prevention Research Council” website and answer the questions after the text.

It is a sad reality that innocent, honest hard-working people have to pay a high price for dishonest five finger discount specialists. These individuals have cost us the freedom of looking around retail stores at our own leisure without a salesperson watching our every move. Fitting rooms have also been added to the theft problem as retailers only allow a few garments to be tried on at one time, making your shopping trip longer. Items of higher value have been placed in glass displays under lock and key, leaving us with the problem of finding an employee to unlock the case so that we may make a purchase, and depending on the store, employees are not always easy to locate.

Unfortunately, retailers have had to go to this extent in an effort to put an end to the five-finger discount shopper who has no intention of purchasing anything. Sadly, it is the stores and honest consumers that pay the price for this expensive addiction that affects 1 in 11 people in society. Five finger discount specialists steal nearly \$10 billion worth of merchandise from stores in the United States every year which means that retailers raise their prices in an attempt to recover the money that they have lost through theft.

Five finger discount artists come from every age, race, sex, social and economic background, and according to the National Crime Prevention Council, about 25% of all the people who get caught shoplifting are between the ages of 13 and 17, and when questioned as to why they felt the need to steal, their answers were shocking, but obvious, they were bored and had nothing better to do. Others claim that peer pressure played a role in their decision to shoplift expensive clothing and gadgets as they feel the need to keep up with their classmates who wear the latest fashions and who have the latest electronic toys.

75% of five finger discount specialists that are caught in the act of shoplifting are adults. Five finger discount specialists often steal out of need, but a higher percentage of thieves are looking to make a fast buck by reselling the stolen goods. Hot items that are on a shoplifter's top priority list include: jewelry, car stereos, computer gadgets & software, cigarettes, alcohol, lottery tickets, CD players & CDs, television sets, designer clothing, food, and expensive shoes.

But what is even more shocking, customers are not the only persons who steal. The U.S. Chamber of Commerce reports that \$50 billion dollars are lost annually due to employee theft and fraud. The Wall Street Journal reported that up to 75% of all employees steal at least once, half of these, at least twice. In employee surveys conducted by academics and other specialists, as many as 43% of workers interviewed admitted stealing from their employers.

Items and Tactics Used for Shoplifting

Umbrellas: A common tactic among professional shoplifters is to keep a closed umbrella hanging on their elbow. Items can easily be dropped into the umbrella while browsing through aisles, and while leaning against a counter, thieves can slide objects into the umbrella without detection.

Folded Up or Rolled Newspapers: Smaller items can easily be placed inside of a newspaper that has been strategically rolled up, leaving a gap for the purpose of shoplifting.

Baby Strollers: This one is a great tool for diehard five finger discount specialists. A stroller will typically have blankets, toys, and other things, including the baby, which merchandise can easily be hidden under. Serious shoplifters have even gone to the trouble of building false bottoms in the stroller.

Diaper Bags: Shoplifters can easily hide items under diapers, bottles, and other miscellaneous items that a typical diaper bag holds.

Large or Specially Made Coats: A professional shoplifter cuts slits in the pocket lining of their coat, so that they can reach for items without being seen. They will always keep one hand in their pocket, and they will typically inspect an item with one hand while the other hand slips out and grabs something and pulls it back through the lining to a pocket inside of the coat.

One Employee Stores: A five-finger discount artist enters the store and acts like they need something that is not displayed on the shelf. They send the store's only employee into the back room to see if there is more in stock. While the employee is searching, the thief slips out the store and is gone before the employee knows what hit him.

Crotch Walking: A theft tactic that is cleverly performed by women. They simply wear a full dress or skirt into the store; place an item between their thighs, and walk out of the business like it is any other normal shopping day. Women with stronger thighs have been known to shoplift larger ticket items like electronics.

(from <http://www.lpresearch.org/>)

1. What is meant by a “five-finger discount specialist (or artist)”?
2. How do retailers fight shoplifters?
3. How does shoplifting affect honest consumers?
4. According to the statistics given in the article, is it possible to draw a picture of an average shoplifter?
5. What things are most often stolen from shops?

6. What are the common reasons for shoplifting?
7. What do the statistics given by the U.S. Chamber of Commerce and the Wall Street Journal show?
8. What are the main shoplifting tactics?

Exercise 2. Is shoplifting common in Russia? In small groups discuss how shoplifting is prevented in Russian shops and what else could be done to deal with the problem of shoplifting.

Exercise 3. What is wrong?

1. With all that money I'm not needing to be working!
2. What difference is that making?
3. Oh blimey, you are changing tune! When you are thinking that I am very wealthy you are being my bloody brother.
4. What is it you are wanting me to do?
5. I do not minding being dishonest.

Exercise 4. Complete the sentences using the words from the list:

<i>to retire</i>	<i>to accuse</i>	<i>bribery</i>
<i>to complain</i>	<i>to blame</i>	<i>promotion</i>
<i>to pinch</i>	<i>to invoice</i>	<i>innocent</i>
<i>to sort it out</i>	<i>shoplifting</i>	<i>guilty</i>

1. Don't worry. The problem is not that difficult. I'll _____!
2. _____ is an act implying money or gift given that alters the behaviour of the recipient.
3. They _____ us for the cost of the shipment.
4. My grandfather _____ in 1973.
5. A Swedish court found the four defendants _____, sentencing each to a year in jail.
6. Opportunities for _____ should be made known to all employees no matter what their age or status, on a fair and equal basis.
7. Thieves broke into the house and _____ money and jewelry.
8. I can't _____ you for wanting to leave.
9. Anti-_____ devices, such as CCTV and alarms, aid in the task of merchandise loss prevention.
10. The plaintiff's lawyer _____ that the defendant had physically abused his client.
11. You can't be so _____ as to believe what advertisements say!
12. Her assistant was _____ of theft and fraud by the police.

Exercise 5. Guess who could have said this. Explain your point of view.

1. *A:* What sort of job are you looking for?
B: Plenty money job!
A: I see. And what is the work you want to do to earn this plenty money?
B: Plenty little!
2. *A:* What on earth is going on here?
B: We were just having a few practical lessons.
A: What in, unarmed combat?
B: It might come in useful.
A: Well, I'm afraid your students will have to do without you for a little while. You are wanted down at the police station.
3. *A:* Can anybody tell me what the population of England is?
B: Ja, English.
A: Not any longer. However, what I really meant was how many there are.
B: I don't know. I haven't counted them.
4. *A:* What is your name?
B: Por favor?
A: How do you spell that?
Mr. Brown: That is not his name.
A: Giving me a false name, eh?
B: Por favor?
A: I'll come back to you, Mr. Por Favor or whatever your name is.

Exercise 6. While watching the episode pay attention to the following facts and answer the questions below:

1. Why did Ali want to leave in the middle of the term?
2. What was everybody's reaction to the news?
3. Then why did Ali suddenly decide to stay?
4. How did everybody's attitude change?
5. What did Mr. Brown suggest doing in class in order to improve the students' English?
6. What didn't Taro, Danielle, Juan and Ranjeet understand in the situations that Mr. Brown had asked them to act out?
7. Why was Mr. Brown wanted down at the police station?
8. What was the matter with Jamila? Was she to blame?
9. How did Mr. Brown manage to sort out the matter with the constable?
10. Why did Mr. Brown take the students to the supermarket? And how did he explain it to Ms. Courtney?
11. What helped Mr. Brown to avoid problems with the police?
12. What did Jamila do in the end?

Exercise 7. Pay attention to the following phrases Mr. Brown and Ms. Courtney used in class (classroom vocabulary). What are such phrases used for?

1. You're actually here on time! Well done!
2. All right, settle down, everybody. We've got a lot of work to do tonight.
3. You can't leave in the middle of a term. I mean you were doing quite well. Why do you want to leave?
4. Now this evening I thought we'd try some practical use of the English language. By acting out various situations that you might come across in real life.
5. Well, that's more correct to say you want to send a letter to Switzerland, not a Swiss letter. It could be very embarrassing if you were writing to somebody in France.

Exercise 8. If you were in Mr. Brown's shoes, how would you react to the fact that one of your students is a shoplifter?

Exercise 9. Mr. Brown when talking to the police officer tried to make a compliment. What do we use compliments for? Study the following examples of how to make compliments. In what situations would you use them?

You don't look your age.
Age doesn't tell on you.
You look wonderful/splendid/superb.
You have a good/nice voice.
You are a person of good taste.
You have a fine sense of humour.
I wish I had your sense of humour.
You are an intelligent person.
You are a very intelligent person.
You are so intelligent!
What an intelligent person you are.
You are a person of subtle intellect.
I must say you have a lot of common sense.
You are a good specialist.
You are an excellent teacher.
You are a first-class interpreter.
You are a good singer.
I must say you sang wonderfully tonight.
You are an exceptional mathematician.
You are an outstanding musician.
You do a wonderful job as interpreter.
How kind you are!
You are easy to deal with.

Exercise 10. Using the hints given in brackets compliment a partner on:

1. his tie (very fashionable, matches his suit perfectly);
2. being a very good tennis player (very good backhand and smashing service);
3. being very good at explaining complicated things;
4. a very good memory;
5. having a lot of patience;
6. excellent reply;
7. talent for administration;
8. being understanding;
9. having ability for languages;
10. being a careful planner.

Exercise 11. Think of other compliments you can tell your colleague / senior colleague / student / friend. Practise different situations with your partner.

Episode 6

‘Come Back, All Is Forgiven’

It's Mr. Brown's birthday and everyone in the class has brought him a present. However, it's not all happy returns when Ms. Courtney informs Mr. Brown that his trial month is over and she is not satisfied with his teaching.

Vocabulary:

Appreciation – признательность, благодарность, уважение

Fountain pen – авторучка

Ignorance – невежество, незнание

To commence – начинать

Sacred – священный, святой

Queen of hearts – дама червей

Spades – пиковая масть

Clippers – ножницы

Like the clappers – очень быстро

Strike – забастовка

Trade Union – профсоюз

Harassed – встревоженный, обеспокоенный

Wallet – бумажник

Phrases:

1. Many happy returns of the day.
2. And maybe the pope is getting married!
3. Personally, I don't believe in celebrating birthdays. I fail to see how the passing of years can be an occasion for rejoicing.
4. That month is now up and I feel it's only fair to you to put an end to your worry about the future.
5. Let's say we no longer require your services. I think that Miss Hardacre will be much more suitable.
6. Would you all pay attention please! I have something rather important to tell you. I'm afraid that Miss Courtney has terminated my engagement.
7. We must get started. Crack the whip, show them who's boss, keep them on their toes! And by the look of them, they need it.
8. Beautifully put! But I think we ought to have a little chat first.
9. As you are no doubt aware Mr. Brown is no longer with us.
10. While I'm here I'll just look through your prospectus. From the little I've seen, you could do a great deal of reorganization.
11. That's settled then.
12. We've a lot of catching up to do I'm afraid.

Exercise 1. Study the following phrases. What do they all have in common? Can you continue the list?

1. I've got the push.
2. I've been given the boot.
3. I've been given the bullet.
4. I've been dismissed.

Exercise 2. Read about trade unions and answer the questions after the text.

A trade union is an organization created to improve conditions in the workplace. Whether the issue is wages, sick time, or medical benefits, trade unions negotiate with employers on behalf of union members. When employees and employers are unable to reach an agreement, trade union leadership works with employers to negotiate a compromise. Regardless of the outcome, all members of the trade union must follow the agreed upon solution.

Trade unions work to improve the work environment and salaries of union members. The leaders of the trade union negotiate with employers on behalf of the entire union for wage increases, more vacation time, better working hours and benefits. Any decisions agreed upon by the union leadership and employers are binding on all union members. However, trade unions meet regularly to discuss complaints and concerns, as well as to vote on these decisions prior to negotiations. If negotiations stall, many trade unions reserve the right to strike.

Trade unions usually include workers from a particular industry, such as steel workers, or a particular agency such as state or local government. In addition, many trade unions have minimum requirements all members must meet before official membership is extended. For example, many labor unions require members to have licensure or certification to gain membership, whereas others require members to pay dues. Trade unions include both blue-collar workers as well as business professionals. Because trade unions are so diverse in membership and industry, the features and qualifications vary greatly.

From the earliest days, trade unions have helped workers unite to improve wages and working conditions. By negotiating for a shorter work week and improving the work environment, trade unions have helped improve the health of many factory workers. On the other side, trade unions have also affected employment rates in many industries. The cost of doing business with unions has often been cited as one reason for outsourcing jobs to other countries. Trade union partnerships become costly for corporations, and outsourcing provides cheaper labor and therefore, higher profits.

(from <http://www.ehow.com/>)

1. What is a trade union?
2. What are its functions?

3. What are its features?
4. Are trade unions effective?
5. How effective are trade unions in your country?
6. What role does the trade union play in your organization?

Exercise 3. Look at the following examples of Birthday greetings. In pairs decide: which of them can be said to your boss; which of them can be said to your friend; which of them are general in meaning (can be said to everyone regardless of their status, position, age etc.).

1. May this birthday be just the beginning of a year filled with happy memories, wonderful moments and shining dreams.
2. On your birthday lots of people are thinking of you. I just wanted to let you know that I am one of them.
3. Looking forward to many more years of fun and friendship.
4. Wishing you a stress-free Birthday!
5. Hope your birthday is as happy as you've made me.
6. Wishing you success in work and in life.
7. Hope your birthday blossoms into lots of dreams come true!
8. Wishing you another wonderful year of happiness and joy. Happy Birthday!
9. Wishing you a joyous and productive birthday.
10. Happy Birthday to someone who deserves a truly happy day.
11. A birthday is just the first day of another 365-day journey around the sun. Enjoy the trip.
12. May your special day be filled with fun and laughter and the company of good friends.
13. Happy birthday to you, may you have a long and successful career.
14. A happy birthday to a wonderful and terrific marvelous you.
15. Just like fine wine, you grow better with the years.
16. Thanks for being so wonderful to work with.
17. Thank you for your friendship through out all of the years.
18. You're aged to perfection.
19. Question: What do you call people who work for you? Answer: Very lucky.
20. May this year be your best ever.
21. Friend is just a word but you give it a meaning.
22. Happy Birthday to a wonderful person and a great boss.
23. With you even the bad times are good!
24. Thanks for being such a great role model and mentor.
25. I look forward to enjoying our friendship for many more of your birthdays.
26. Wishing a very happy birthday to the person who determines my salary increases.

27. I hope that you're my friend forever because that's how long I'm gonna need you.

(from <http://www.birthdaymessages.com/>)

Exercise 4. What greetings could you use to congratulate your students on their birthday? How do you think the students are going to congratulate Mr. Brown?

Exercise 5. What is wrong?

1. May the sritit of universal blotterhood descend upon you!
2. Book to lead evely day.
3. Vely solly to roose you.
4. How we make new teacher go?
5. It is duty to obey erected authorities. Raws are made to be obeyed.
6. Much better adopt poricy of non-coopelation. When new teacher ellives in crassroom we no coopelate! Known as passive lesistance.
7. Before we are doing that, we are all changing you birthday pens and buying you other gift from Arrods.

Exercise 6. Guess who could have said this. Explain your point of view.

1. *A:* Excuse me please! What is the nature of the gift you are receiving from Danielle?
B: Eau de toilette! Toilet water. You put it on your face.
A: Oh blimey! You are putting water from the toilet on your face?
B: No, not that kind of toilet water.
2. *A:* Does anybody know what the world "fate" means?
B: Por favor. Two fate.
A: Two fate?
B: Si senior. One right fate, one left fate!
3. *A:* Would you all pay attention please! I have something rather important to tell you. I'm afraid that Miss Courtney has terminated my engagement.
B: That is very big surprise to me.
A: Yes, it was a bit of a shock to me as well.
B: We are not knowing that you and Miss Courtney were engaged!

Exercise 7. While watching the episode pay attention to the following facts and answer the questions below:

1. How did the students find out about Mr. Brown's birthday?
2. What presents did the students give Mr. Brown?
3. What topic did Mr. Brown start teaching to the students?

4. What kind of “present” did Ms. Courtney prepare for Mr. Brown? And how did she explain it?
5. What was the students’ reaction to the news?
6. What did they decide to do to bring Mr. Brown back?
7. Did Ms. Courtney like the new teacher?
8. Why couldn’t Ms. Courtney ask Mr. Brown to come back?
9. How did she explain to Mr. Brown why she wanted him back?

Exercise 8. a) Pay attention to the following phrases Mr. Brown and Ms. Courtney used in class (classroom vocabulary). What are such phrases used for?

1. I really think we ought to get on with our lesson.
2. Now, this week we are going to look at the vowel sounds. Anybody knows what a vowel sound is?
3. I’ll give you some examples. Let us take the word “fat” now that has a flat “a” sound. Good. But if you add an “e” to the end of “fat”, what do we have?
4. Now moving on to the “e”. The letter “e” is usually pronounced “eh” as in “bet”, “set”, “get”. But there are of course exceptions to the rule. For example, “fete” is also pronounced “fet”.
5. Turn to page 83 and study the sentences giving examples of various vowel sounds.
6. Now then let’s see how you’re progressing.

b) Now look at the phrases Miss Hardacre used in class. Is it right to say such things to students? Express your point of view.

1. Don’t talk! Sit still! I’ll be back immediately.
2. I’ve come to drum English into your respective alien heads. And you are here to learn, understand?
3. I’d have to take your names. You, what’s your name? Are you deaf?
4. Well, I don’t know how long you think you can keep this up. But I assure you, you won’t make any difference to me. I’m just gonna sit here until somebody speaks.

Exercise 9. Study the following phrases expressing congratulations and wishes and how you can reply to them. In what situations can they be used?

Congratulations.

I hear you’ve defended your thesis. Congratulations!

I defended my thesis. – Well done!

Congratulations on winning the award!

(A) Merry Christmas!

(A) Happy New Year!

(A) Happy Easter!

My very best wishes for Women's Day. (*before the holiday*)

My very best wishes on Women's Day. (*on the day itself*)

I wish you every happiness. (*very formal*)

I hope you will be very happy. (*semi-formal, informal*)

My congratulations on your wedding anniversary.

Congratulations on your silver/golden wedding/jubilee.

Have a good/nice holiday (=отпуск).

Have a good/nice weekend.

Have a good/nice time.

Enjoy yourself.

Have a good journey.

Good luck!

The best of luck!

I hope you'll be/feel better.

Possible replies:

Thank you.

Thanks. (*informal*)

Thank you, and the same to you.

Thank you. I'm sure I will.

Thanks. You too.

Thank you/Thanks, I will need it.

Exercise 10. What would you say in the following situations? Your partner replies.

1. It's your friend's birthday.
2. It's Christmas.
3. Your friend has successfully passed an exam.
4. Your friend got married last week.
5. Your friend has won a painting competition.
6. A colleague's book has been published.
7. Your colleague's wife has just had a baby.
8. You visit a sick relative.
9. Your friend is going for a job interview.
10. Your friend is going to a concert.
11. Your colleague is going away on holiday.

Episode 7

‘The Cheating Game’

In order to see how prepared they are for their upcoming exam, the students prepare to take a mock exam. But when the students see that their teacher has no faith in them, they decide to cheat in order to ace the exam.

Vocabulary:

Graffiti – граффити, надпись на стене
Witty – остроумный
Disgusting – отвратительный, ужасный
Crackers – спятивший, рехнувшийся, «не все дома»
A mock exam – пробный, репетиционный экзамен
Top – верх
Bottom – низ
To cheat – обманывать
Cheating – обман
Notice – объявление
Notice board – доска объявлений
To whip up an omelet – взбить омлет
To axe the course – прервать (обрубить) курс
Mess – беспорядок
To get in the soup – попасть в беду, в переplet
To respond – ответить
To spend a penny – (*эвф.*) сходить в туалет
To speed up – ускорить
To mark – ставить оценку
Peaky – больной, слабый
Unbelievable – невероятный
Miracle – чудо
Miraculous – чудесный

Phrases:

1. With all due respect I'd hardly call that disgusting.
2. It was what was written underneath that I found objectionable.
3. No more higher, you are giving me naughty thoughts!
4. I am starting an economy ride.
5. Then how do you account for the fact that you've spelt 'crackers' 'krackers'? Whereas if you looked on everybody else's paper you will discover that they have spelt it... At least, you are all consistent.
6. Kindly inform him that the notice board is for official notices and not for procuring young women!

7. I'm sure his intentions were quite innocent.
8. We had a takeaway.
9. I am familiar with the geography of this building. Would you mind moving?
10. Your students owe a credit to you.

Exercise 1. Read the following text and answer the questions.

How to Design Your Company Notice Board

Everyday as we walk in our respective buildings and do our day-to-day office work, we often fail to notice the daily announcements, perks, and general news that our company has in store for us. If you are in a restaurant, you may have noticed announcement boards at the counter, kitchen, etc. Some people are blinded by their own concerns, family problems, and a sleepless night, or maybe some individuals are just so busy that they miss out on the simple things and progress at our workplace being posted on a company's notice board.

A notice board is more commonly known as a bulletin board, where you can leave public messages for people. Its main use is to provide vital information to all who are concerned in a particular area, unit, school, hospital or building. Notice boards can also be used to advertise goods and services, buy and sell, announce different events and provide notifications to company employees. A centrally located notice board can promote communication between administration and employees and will contribute to a company's unity and enhance productivity.

A company notice board should be located in a central and prominent position to display sign-up sheets, company news and announcements, and other pertinent information. It is a good and effective way to keep your employees posted on upcoming events and gatherings. Various company development news, notices and updates are vital in advancing communication within a workplace.

Here are some bulletin board ideas and tips that can help you design your own company notice board:

- Create a theme when creating your own notice board. For a corporate look, a minimalist theme is much preferred. Your theme design may also depend on special holidays and events for that month (e.g., Christmas, Independence Day, Halloween, and Thanksgiving). You may also try playing with mosaics and magazine cutouts and see how that works for your bulletin board.
- You may research design ideas over the Internet. Have all your materials ready before beginning a project. You will be using a lot of pins, cork boards, etc.
- Cutout letters can be great ideas as well. It is vital that the letters are bold enough to read and can really catch the attention of the crowd.
- Be creative with your borders. To keep your board from falling and breaking up, most bulletin boards are made out of cork or wood. You may add some cut out pictures or big letters and attach them to your borders. You may use glue or tape just to make sure that your things stick.

As the online trend is becoming more popular, notice boards are also digitally made these days. Web designs for bulletin boards are widely made available on the Internet. Technology has made things easier for gigantic businesses. They can now post announcements online even to their satellite offices.

(from <http://www.howtodothings.com/>)

1. What is a notice board?
2. What is its main use?
3. What kinds of notices can you read on a notice board?
4. Comment on the ideas and tips how to design a company notice board. Which of these ideas are good for a university notice board? And which are not? Explain your point of view.
5. How can notices be made today?

Exercise 2. Comment on the following notice that Ms. Courtney found on the notice board in her school. What do you think was her reaction?

“Young virile male student wishes to meet a nice lady from cookery class for evenings of mutual pleasure. Apply, Maximilian Papandrius”

Exercise 3. What kinds of notices can be found on your university notice board? Give some examples.

Exercise 4. Guess who could have said this. Explain your point of view.

1. *A:* Why are you creeping about?
B: I didn't want to disturb you.
A: How very considerate! Perhaps you would mind creeping into my office for a moment? I want a word with you.
2. *A:* The feminine of monkey is monkey. There is no difference between masculine and feminine.
B: Excuse please. You are mistaken. I've seen them at the zoo and there is very big difference.
A: I'm referring to the word itself, not their physical appearance.
B: Yes please.
3. *A:* Buenos noches, my little flower! How beautiful you look tonight! Just like a Madonna.
B: Are you talking to me?
A: Si.
B: No.
A: No what?
B: Whatever it is you are after!
A: It's nothing. Well, maybe one little thing. You see, I am a little tall with the money. I pay for coffee tomorrow.

- B:* Oh no! No money, no coffee!
4. *A:* I didn't think your class was as bad as that.
B: They are at the moment. I'm sure that when the time comes they'll come through with flying colours. But right now the only thing they're likely to get right on the test paper is their names. Even that is doubtful!
A: Well, you'll have to help them with the answers.
B: Give them the answers?
A: Not exactly give them to them! Just leave them lying around where they can see them.
B: That's cheating!
5. *A:* I thought that I would supervise the class during the mock examination.
B: I'm sure there's no need for that. I'm quite capable of doing it myself.
A: When the students take their real exams you won't be allowed to stay in the classroom. It's a precaution against any attempt to cheat.
B: Cheat?
A: Yes, it has been known in the past. For an over enthusiastic teacher to provide his students with the answers.
B: Really? How contemptible!

Exercise 5. Mr. Brown started his lesson by checking homework. Look at the tasks. How would you answer? Do you think the students' answers would be correct?

1. Explain what is wrong with the following sentence: "The cows was in the field."
2. Name the three classes of gender and give an example of each.
3. Give the feminine of the following: lion, duke, monkey.
4. Explain what is wrong with the following sentence: "Waiter, I would like some chops of pork."
5. Construct a sentence using the word "indisposition".

Exercise 6. While watching the episode pay attention to the following facts and answer the questions below:

1. Why did Ms. Courtney tell Mr. Brown to set his students a mock exam?
2. What material for an exam did she provide Mr. Brown with?
3. What were the students doing when Mr. Brown entered the classroom?
4. What was the first task that Mr. Brown gave the students? What for?
5. Did the students cope with their homework well?
6. What did Mr. Brown tell the students to do during the tea break?
7. How did the students plan to get the answers?
8. Did Mr. Brown provide the students with the answers? If yes, how?

9. How did the students manage to write all the answers during the mock examination?
10. Were the students' answers correct after all?

Exercise 7. Pay attention to the following phrases Mr. Brown and Ms. Courtney used in class (classroom vocabulary). What are such phrases used for?

1. In future please no more writing on walls!
2. During the second half of the lesson, I want to see how many you can answer to find out your strengths and weaknesses.
3. Quiet please! Can we get back to the matter of your homework?
4. Silence! This is no laughing matter! If your present standard is anything to go by, you haven't a chance of passing your exams. Study those questions.
5. Ladies and gentlemen, you have an hour to complete this paper starting from now.
6. You have five minutes left.

Exercise 8. Comment on how Mr. Brown explained the gender. What do you find useful?

Gender is the grammatical classification of the sex of proper nouns. The word 'gender' refers to whether or not a proper noun is masculine or feminine. There are three types of gender. One is masculine, one is feminine and the other is?

Exercise 9. Study the following phrases expressing how you can check for understanding and show understanding or lack of understanding.

- | | |
|------------------------------|-----------------------------------|
| Do you know what I mean? | I see. |
| Do you know what I'm saying? | I understand. |
| Do you understand? | I get it./I got it. |
| Are you following me? | I don't get it. |
| Are you with me (so far)? | I'm sorry. I don't understand. |
| Have you got it? | What do you mean? |
| Any questions? | I'm not following you. |
| Got it? | I don't quite follow you. |
| | I'm not sure I get what you mean. |
| | What was that again? |

Exercise 10. Explain to your partner how to solve the following problems. Your partner shows understanding or asks questions in case he/she doesn't understand.

Problem 1: Two objects move on a horizontal frictionless surface along the same line in the same direction which we shall refer to as the forward direction. The trailing object of mass 2.0 kg has a velocity of 15 m/s forward. The leading object of mass 3.2 kg has a velocity of 11 m/s forward. The trailing object catches up with the leading object and the two objects experience a completely inelastic collision. What is the final velocity of each of the two objects?

Problem 2: A car traveling along a straight flat highway is moving along at 41.0 m/s when it passes a police car standing on the side of the highway. 3.00 s after the speeder passes it, the police car begins to accelerate at a steady 5.00 m/s². The speeder continues to travel at a steady 41.0 m/s. (a) How long does it take for the police car to catch up with the speeder? (b) How far does the police car have to travel to catch up with the speeder? (c) How fast is the police car going when it catches up with the speeder?

Episode 8

'Better to Have Loved and Lost'

Ali and Su-Lee surprise the class when they announce that they will be getting married. But they all get a much bigger shock when they find out that Ali is already married and planning to take Su-Lee as a second wife.

Vocabulary:

Against – против

Foul – нарушение правил игры

Score – счет

Naughty – непослушный, шаловливый, дурной

Motorway – автострада

Opposite – противоположный

Dreadful – ужасный

To stroke – гладить, ласкать

To be ashamed of smth – стыдиться чего-либо

Beefeater – бифитер, солдат охраны лондонского Тауэра

Draw – лотерея

Drawer – выдвижной ящик (стола)

Raffle – лотерея

To decline – отказаться

Mist – туман

Dressmaker – портной

To fit (fitting) – подгонять по фигуре

In spite of – несмотря на

Amorous – влюбчивый, влюбленный

To separate – разделять, разлучать

Inseparable – неразлучный

A special occasion – особый случай

Nursery – детская (комната)

Offspring – отпрыск

To suggest (suggestion) – предлагать

Karate – карате

To beat about the bush – ходить вокруг да около

Bigamy – двоеженство

Tactful – тактичный

Phrases:

1. Why not share the ticket together? Maybe we share the weekend too.

2. Well, there was one occasion, many years ago. A boy I was very fond of, in fact we were inseparable, asked me to elope with him... My father caught up with

us and dragged me back home. He forbade me to see the boy again. Said we were far too young.

3. I have no intention of subjugating myself to any member of the male sex.

4. So, I take it you think women are equal to men? – Women are far superior!

5. I have much better things to do with my time than go and watch people embarking on such a foolish enterprise.

6. Help yourself, everybody.

7. May all your troubles be little ones.

8. How dare you! I told you not to be insulting.

9. Don't be selfish. It is a tradition the night before the wedding for the bridegroom to be slashed.

10. I want to see you in private.

11. By mutual agreement they have decided to call off their wedding.

12. There's only one thing I can do. If you can't beat them, join them.

Exercise 1. What is wrong?

1. Japanese philosopher say: "Confession vely good for soul".

2. Maybe it's better I get it off my breast.

3. I am all earholes.

4. I am thinking I am too young to be hearing any more.

Exercise 2. In class Mr. Brown encouraged the students to speak about different kinds of sport. Look at how he explained what cricket is. Is Mr. Brown's explanation easy to understand?

Well, it's quite straight-forward. Three are two teams of eleven men each. One side goes in and the other side has to try to get them out. The team who is bowling is out on the field. The team who is batting is in the Pavilion. Now the first two batsmen come out to go in. The first one to be out goes back in and another batsman comes out to go in. Is that clear so far?

Exercise 3. Find information on the internet about the game of cricket and say if Mr. Brown's explanation of the game was good enough to understand.

Exercise 4. In pairs discuss how football is played. Explain to the class and check for understanding.

Exercise 5. Guess who could have said this. Explain your point of view.

1. *A:* How did you spend your weekend?

B: I go to Parace.

A: Paris?

B: Yes.

- A:* A weekend in France?
B: No Flance, Englando.
A: Paris is in France.
B: No, Buckingham Parace.
2. *A:* How did you pass your weekend?
B: Saturday, I go to see a big fight.
A: A boxing match?
B: No, a football match. Then Sunday I take my girlfriend to see the Tower of London.
A: Very cultural! Did you see any Beefeaters?
B: No, I only see people eating sandwiches.
3. *A:* How did you spend your weekend?
B: Saturday I work in bar. Sunday I stay home.
A: You slept? I thought you were R.C. – Roman Catholic.
B: Si, Catolico.
A: You said you slept! Surely you're supposed to go to church on Sundays.
B: God he tell us six days you work, on the seven day you rest. I rest!
4. *A:* You're a practicing Catholic then?
B: No, no practice! I'm perfect! In Italy when I was a little boy I was gonna be a priest.
A: Really? What made you change your mind?
B: It's like this. One day the priest give a big sermon in the church. All about women, girls and the pleasures of the flesh. And the more he spoke, the more I realized what I would be missing.

Exercise 6. While watching the episode pay attention to the following facts and answer the questions below:

1. Who won in the game of shoving a halfpenny?
2. Why were not the police happy with Danielle's new boyfriend?
3. Did Anna ever have a boyfriend?
4. What was she ashamed of?
5. What did Ms. Courtney suggest Mr. Brown and his students should participate in?
6. Why didn't Ranjeet want to participate?
7. Why were Ali and Su-Lee late?
8. Did Ms. Courtney like weddings? How did she explain it to Gladys?
9. Who came to see Ali?
10. Why did Ali decide to marry Su-Lee?
11. Did Ali and Su-Lee really want to get married?
12. What words did Mr. Brown find to explain the situation to either of them?
13. Did the students cancel the celebration? Why?

Exercise 7. Pay attention to the following phrases Mr. Brown used in class (classroom vocabulary). What are such phrases used for?

1. Right now back to your places, everybody!

2. Rather than go straight on to a lesson, I thought it might be a good idea if we talked about what we did at the weekend. It will give you a chance to brush up on your English conversation.

3. All right, that will do! Let's not forget why we're here. You still have a lot to learn.

4. We'll pick a subject, then we'll all discuss it thoroughly.

5. All right, that'll do for now! Go and sit down.

Exercise 8. Mr. Brown asked the students to suggest a topic for discussion. Note how various kinds of suggestions are made and how to respond them correctly.

Let's have a cup of tea.

Why don't we go out after classes?

Why not go to the cinema after classes?

What/How about dining out tonight?

I suggest that we change the timetable.

I propose calling a special meeting on Wednesday. (*more formal*)

Possible positive replies:

Yes, let's do that.

That's a (very) good idea.

That/It might be interesting.

OK.

All right.

I don't mind.

We might as well (do that). (*rather indifferent*)

All right, but only if it's not very expensive.

I don't mind, providing/as long as we split the fare.

Possible negative replies:

I'm not very keen on/fond of...

I don't feel like it.

I'm too tired.

I'm feeling rather tired today.

We haven't got time.

I'd rather take a taxi.

I'd rather not.

Let's not bother.

Exercise 9. Take turns to suggest the following to your partner, who then replies.

1. taking a taxi;
2. having something to eat;
3. going to a concert;
4. asking Mr. Forbes to speak at a meeting;
5. inviting a new colleague to the conference.

Exercise 10. Express conditional agreement with the following suggestions. Use the words in brackets.

1. Let's go away for the weekend. (your wife – stay with the children)
2. What about giving a party on Saturday? (you – do the shopping)
3. Why not go to the new exhibition? (not have to queue)
4. How about playing a double? (I play with John)
5. Let's go and see the new American film. (finish cleaning the flat first)
6. We could visit the Art Gallery. (not closed for a holiday)
7. Let's go swimming. (the water – not too cold)
8. How about going to the country by car? (you drive)

Episode 9

'Hello Sailor'

Juan brings a Russian sailor friend to the class who has come to England to escape Russia. Everything seems to be going alright until the captain of a Russian ship comes to the classroom looking for his roaming sailor.

Vocabulary:

Address – адрес; обращение, форма обращения к кому-либо
Cardinal – кардинал
Eminence – преосвященство
To conjugate – спрягать (глаголы); соединять, соединяться
Levity – легкомыслие, ветреность, непостоянство
Hopeless – безнадежный
To drop aspirates – опускать аспираты (придыхательные согласные звуки)
Fishy – подозрительный, сомнительный
Asylum – психиатрическая больница, сумасшедший дом
Political asylum – политическое убежище
Comrade – товарищ
Defector – перебежчик за границу
To interrogate – допрашивать
To stand in the way of smth – стоять на пути, мешать чему-либо
Iron curtain – железный занавес
To get to the point – перейти к делу
Love at first sight – любовь с первого взгляда
To remind of smb – напоминать кого-либо
To resemble – напоминать, быть похожим на кого-либо
Air vent – воздушное отверстие, вентиляционное окно
Infatuation – слепое увлечение, страстная влюбленность

Phrases:

1. I must warn you, I'm not in the best of humours tonight. In fact, I have a serious complaint. I'm far from happy with your progress.
2. Can you find out what he is doing here? After all you do seem to have a way with these foreign persons.
3. I haven't the faintest idea.
4. That is for him to decide.
5. And may I welcome you to England! You and your compatriot are perfectly safe here.
6. Well, this puts an entirely different complexion on the matter. I'm afraid we have no alternative but to return your roving shipmate.
7. You are a woman of great perception as well as being beautiful!

Exercise 1. Read the following text and answer the questions.

British Citizenship

The United Kingdom includes Great Britain, Northern Ireland, Wales and Scotland. Eligible applicants who are interested in UK citizenship will obtain it by applying for British citizenship. (British citizens are also citizens of Scotland, Wales and Northern Ireland.) The UK Border Agency, a department of the Home Office, handles naturalization and other immigration matters for the United Kingdom.

There are different forms of British nationality. Becoming a British citizen is one of them. British citizenship is the only way any British national can apply for and get a British passport and live legally in Britain without any special permission to do so. All other British nationals believe it or not, have to obtain permission to live and work unless in special circumstances where they are permitted to register as actual British citizens. Here are different paths to take towards achieving your British citizenship.

First, one may be a British citizen in two major ways. The simplest way so far is by “descent”. This is gained when one’s parents are British citizens, this type of citizenship can not be passed on to your own children. The second and more complex form of being a citizen of Britain is called “otherwise than by descent”. This citizenship is gained in your own right, this is the kind of citizenship you can pass on to your children.

Now for those of us who have no British aunts or grand-uncle’s friend’s mother to adopt us, we can try to obtain British citizenship through naturalization. If you are eighteen years or older and have lived in the United Kingdom for the last five years or more legally and have not been out of the U.K. within those five years, if you can communicate in English, Welsh or Scottish Gaelic, if you have “good character”, and you meet the residential requirements you may be able to apply for naturalization as a British citizen. Eventually when you are really deep in the process you will be tested on how well you know about living in the United Kingdom and you will need to have read a book about life in the U.K. which is recommended to pass your test. This kind of citizenship if obtained can be passed to your children and this is an example of what the term “otherwise than by descent” means in the British “immigration language”.

Marriage is the most common. If you are married to a British citizen or a European Economic Area (EEA) national and you have lived in the U.K. for three years or over you may apply for naturalization as a British citizen. Intense interviewing and proof of genuine union is required.

Another option is registration. This is when other British nationals who are not yet citizens get to register as British overseas citizens, British protected persons or British subjects with no other nationality or if you were born in the U.K. to a British mother before 1983 or born on or after 1983 and have lived in the U.K. for 10 years or more. This is another example of “otherwise than by descent” because you will be able to pass this kind of citizenship to your child.

Finally citizens of European Economic Areas (EEA) like Italy, France, Germany, Poland, Hungary, Iceland, Irish Republic and many more and their family members can pretty much be considered British citizens when they live in Britain because they have every privilege a British citizen has.

(from <http://www.ehow.com/>)

1. What UK organization deals with immigration matters?
2. Can any British national live in the UK legally?
3. What is the main difference between citizenship by “descent” and “otherwise than by descent”?
4. What are the conditions that allow you to apply for naturalization as a British citizen?
5. Is anything required in order to obtain British citizenship in case you are married to a British citizen?
6. What is understood by registration?
7. What citizens can legally live in the UK without restrictions?
8. Does the UK system resemble the scheme of obtaining Russian citizenship?

Exercise 2. According to the British legislation, is it possible for a Russian sailor to legally stay in the UK?

Exercise 3. Explain the following statements. Provide other contexts where the underlined phrases could be used.

1. I'm far from happy with your progress. I feel as if I'm banging my head against a brick wall.
2. Last night in the bar he met a beautiful girl. He fell, how you say, head over heels.

Exercise 4. Guess who could have said this. Explain your point of view.

1. *A: You're late! Haven't you got a watch?*
B: I had a watch! It was a beautiful watch. It was rustproof, shockproof, waterproof... Everything! The only trouble is that it wasn't souper proof!
A: Super proof?
B: Yeah! Last night I was working in the restaurant and, oops, I dropped it in the soup!
2. *A: Sorry to disappoint you, but Boris has decided to change horses.*
B: Oh blimey! Is he a Russian cowboy?
A: No, I mean that he's decided that he prefers our democratic way of life to the Russian regime. He is a defector.
3. *A: Suppose you give me a word beginning with P?*
B: Plopaganda.

A: Propaganda.

B: As used by decadent western world to spread lies about glorious peace-loving Chinese!

A: Do you have to make a political speech every time you answer a question?

4. *A:* You are a woman of great perception as well as being beautiful.

B: Thank you.

A: You are reminding me so much of your great national figure.

B: Yes, people have said I resemble the Queen.

A: No, not the Queen! British bulldog!

Exercise 5. Read the following statements said by some of the students. If you were Mr. Brown, how would you correct them?

1. 'Noun' is a lady who is living in a convent.
2. He's traitor! Better ling Lussian Embassy.
3. He not speak the English good. Not like me!

Exercise 6. While watching the episode pay attention to the following facts and answer the questions below:

1. Why wasn't Mr. Brown in the best of humours at the beginning of the lesson?
2. Why was Giovanni late for class?
3. Where did Juan hide his new friend?
4. What task did Mr. Brown give his students to do in class?
5. Did the students do everything correctly? Tell your classmates an episode which you liked.
6. Why did Ms. Courtney call for Mr. Brown?
7. What did Juan tell Mr. Brown about his new friend from Russia?
8. Did Mr. Brown and Ms. Courtney intend to report to the Russian Embassy about the matter?
9. What was Boris' reason for wishing to remain in Britain?
10. Who else turned up in Ms. Courtney's office?
11. What fact did the new visitor tell Ms. Courtney about Boris?
12. Did Mr. Brown finish the alphabet during the lesson? Why or why not?

Exercise 7. Was M. Brown right saying that Boris was free to stay in Great Britain? What would you do if you were in Mr. Brown's shoes? And in Boris'?

Exercise 8. Pay attention to the following phrases Mr. Brown used in class (classroom vocabulary). What are such phrases used for?

1. This evening we are going to concentrate on the alphabet.
2. Well, you see, when Max said ‘adore’, he was meaning the verb ‘to adore’. And although the sound is the same, he didn’t mean ‘a door’, for example, ‘this door’.
3. Don’t forget you have your exams coming up shortly. Now try and take it seriously, please.
4. Pay attention! We’ve had enough interruptions for one evening. What letter of the alphabet were we up to?

Exercise 9. Study the following phrases used to clarify ideas and ask for clarification. What phrases did Mr. Brown make use of?

	In other words, ...
	What I mean is ...
	What I’m trying to say is ...
	What I wanted to say was ...
	To clarify, ...
What do you mean (by that)?	To put it simply, ...
What are you trying to say?	To put it differently, ...
What was that again?	You mean ...
Could you clarify that?	What you mean is ...
	What you’re saying is ...
	What you’re trying to say is ...
	If I understand you, you’re saying that ...
	If I’m hearing you correctly, ...
	So, you think that ...
	So, your idea is ...

Exercise 10. In pairs take turns to be Mr. Brown and one of his students. Continue the dialogues given below. Mr. Brown should explain the students’ mistakes and clarify his ideas or ask for clarification. Make use of the phrases given in the previous exercise.

1. *Mr. Brown:* I’m going to go round the class, and I want each of you to give me a word beginning with different letters of the alphabet. Max, we’ll start with you. A.
Student: A desk.
Mr. Brown: . . .
Student: . . .
2. *Mr. Brown:* Anna, C.
Student: Red.
Mr. Brown: . . .

- Student: . . .*
3. *Mr. Brown:* Juan, would you like to give me a word beginning with the letter H?
Student: Huly.
Mr. Brown: . . .
Student: . . .
4. *Mr. Brown:* Max, L.
Student: Elephant.
Mr. Brown: . . .
Student: . . .
5. *Mr. Brown:* Jamila, N.
Student: Nitting.
Mr. Brown: . . .
Student: . . .
6. *Mr. Brown:* Giovanni, can you give me a word beginning with the letter O?
Student: ‘Orrible.
Mr. Brown: . . .
Student: . . .
7. *Mr. Brown:* Ranjeet, S.
Student: Eskimo.
Mr. Brown: . . .
Student: . . .
8. *Mr. Brown:* Max, the letter U.
Student: Humbrella.
Mr. Brown: . . .
Student: . . .

Episode 10

'Repent at Leisure'

Anna's au pair visa is set to expire, meaning she will have to leave England. The class decides the best way to get her to stay is to marry Anna off to an Englishman...

Vocabulary:

To repent – раскаяться

At leisure – на досуге

To improve – улучшить

Elocution – ораторское искусство, дикция, речь

Self-explanatory – понятный без пояснений

To rub off – стереть (с доски)

Funeral – похороны

To lead to – привести к

To argue (argument) – спорить

To be responsible for – отвечать за

Circumstantial – случайный

Talent contest – конкурс талантов

Pregnant – беременная

To extend (extension) – продлевать (визу)

Phrases:

1. You lucky devil!

2. Pompous old twit!

3. I do hope you weren't being indiscreet.

4. You know my horoscope is right. I was forecast to crash with authority and dig in disaster.

5. What hope is there for a multinational society when a handful of people can't sit down together for a couple of hours without coming to bloat?

6. Well, in future let's have no jokes. They only seem to lead to arguments.

7. Tonight we are going to concentrate on your elocution. Heaven knows, it needs concentrating on.

8. Well, just say anything at all that comes into your mind.

9. That'll do.

10. It didn't exactly rhyme.

11. Greetings and salutations to all my friends. Long life and much happiness be with you all.

12. Exactly the same symptoms. Whipping all over her embroidery, refused to say why.

13. How can you say you are alright when you have been crying buckets of water?

14. He's the one.

Exercise 1. What is wrong? Explain the types of mistakes and correct them.

1. I'm be speaking little poetries. When I first come to school, I am sit here like a fool. But Masterjee is teach me how to speech, and now I'm speak much more better.
2. I tell you a little story. My cousin from Madrid. His wife, she goes up to heaven. In the funeral my cousin, he's very bad. So the priest, he come to him and say, 'Please, my son, don't worry. In six months from now maybe you find another beautiful seniorita, and you get married.' My cousin, he say to the priest, 'Six months? What am I going to do to die?'

Exercise 2. Explain the following idioms. Give some examples when they can be used.

1. The night is still young.
2. To pull one's leg.
3. To let one's hair down.
4. To twist somebody round one's little finger.
5. To feel under the weather.

Exercise 3. Read the following sentences and explain why the modal verbs are used here.

1. I'm going to ask each of you in turn to say something into this, and we'll rewind it and play it back, and we'll correct any mistakes or mispronunciations you may make.

2. You can be staying with me.

3. That Taro's got something! You must get married!

4. When I marry it must be Mr. Right. It must be for love.

5. Tell me where is God going to find a stupid, simple Englishman whom we can twist round our little finger?

6. Every man should be married. Especially to a woman.

7. You must be mistaken.

8. I'm afraid he must be lying.

9. It couldn't have been the Home Secretary!

10. Eva has written to him but he says her visa cannot be extended. Mine also is ending. That is why I must get married with an Englishman.

11. As much as I sympathize with your predicament, I can't marry you. It wouldn't be right. I may be old-fashioned and I believe that people should marry for love. And not merely as a matter of convenience.

12. He can't marry you. He's already got a wife.
13. He tells me I can stay because I'm part of Common Market.

Exercise 4. Guess who might have said this. Explain your point of view.

1. A: Oh blimey! I can be reporting you with the monastery of education!
B: Ministry.
A: That also.
2. A: That was you!
B: You're pulling my leggie! That was not me! This is a foreign-sounding man.
A: Exactly. That's how you sound.
B: Oh blimey. In all the time I'm thinking I'm sounding like Sir Olivier Laurence.
A: Laurence Olivier.
B: Yes, please.
3. A: I'm just going to give them their homework. I think I've got a slight problem.
B: Your class is one big problem.
4. A: Now we'll rewind this, and we'll all hear how terrible you sound. We've got a long way to go.
B: No please. The landlord I'm staying with is telling me I am speaking English much more better than what he is doing.
A: Is he a Londoner?
B: No, he's from Turkey.

Exercise 5. In small groups discuss how a tape-recorder and a CD-player work. Explain it to the rest of the class, and prepare to answer your classmates' questions. Make use of the following words and phrases:

<i>to start</i>	<i>tape</i>
<i>to stop</i>	<i>disk</i>
<i>to wind</i>	<i>built-in microphone</i>
<i>to rewind</i>	<i>speakers</i>
<i>to record</i>	<i>to play back</i>
<i>to eject</i>	<i>to press the button</i>

Exercise 6. While watching the episode pay attention to the following facts and answer the questions below:

1. What did Ms. Courtney suggest that Mr. Brown used in class?
And what for?
2. What task did Mr. Brown give his students to do in class?
3. How did the students get on with the task?

4. What did Ms. Courtney think was wrong with Anna?
5. What actually happened to Anna?
6. What kind of person did Anna need?
7. Why did the students invite Mr. Brown to the pub?
8. How did Mr. Brown understand what was the matter with Anna?
9. What made Anna a perfect wife, in her classmates' opinion?
10. How did the students decide to marry Mr. Brown off?
11. Was Mr. Brown really going to marry Anna?
12. Who did Anna bring to the class next evening? What for?

Exercise 7. Pay attention to the following phrases Mr. Brown used in class (classroom vocabulary). What did Mr. Brown use such phrases for?

1. Who is responsible for this? Come along, I'm waiting.
2. Well, if the person responsible for this doesn't turn up, you will stay behind for extra homework.
3. Tonight we are going to concentrate on your elocution. Heaven knows, it needs concentrating on.
4. I'm going to ask each of you in turn to say something into this, and we'll rewind it and play it back, and we'll correct any mistakes or mispronunciations you may make.
5. Now we'll rewind this, and we'll hear how terrible you sound. We've got a long way to go.

Exercise 8. Study the following phrases used to focus on the main problem, to interrupt, and to get back to the topic. Use these phrases in the contexts of your own.

Focusing on the main problem/issue

What is the main problem?
 What is the real issue?
 I think the major problem is ...
 Our primary concern is ...
 As I see it, the most important thing is ...
 The main problem we need to solve is ...
 We really need to take care of ...
 It all comes down to this: ...

Interrupting politely

Excuse me, ...
 Pardon me, ...
 Sorry to interrupt, ...
 May I interrupt (for a minute)?
 Can I add something here?
 I don't mean to intrude, but ...
 Could I inject something here?
 Do you mind if I jump in here?

Getting back to the topic

Anyway, ...
 Now, where was I?
 Where were we?
 What were you saying?
 You were saying ...
 To get back to ...

Moving on

Let's move on to ...
 Let's look at ...
 Should we move on to the next point?
 Before we move on, we need to consider ...

Exercise 9. Read the following text about elocution and discuss in pairs the necessity and ways of teaching elocution to students. Are the methods given below of great help?

- vocal drill;
- phrasing;
- emphasis;
- modulation of voice;
- reading aloud poetry/rhetorical prose.

Can Elocution Lessons Change Your Life?

Can speaking clearly improve your success in the World? Clearly a significant number of people believe this, as sales of online elocution lessons rocket. English is one of the most widely spoken languages in the World and most International commerce is transacted in that language, and indeed Air traffic Controllers and Marine Pilots for example, wherever they may be located on the globe, have to use English. It follows that if they can't be understood because of some heavy dialect lives really are put at risk. Even such a relatively simple thing as a call centre needs to have staff that can be understood, particularly when fielding calls from a native English-speaking country, although one wonders how they cope with some of the thick accents they encounter, especially if the caller is somewhat irate.

Robin Smith who has witnessed at first hand this 'explosion' in interest, explains, "Our elocution lessons are being purchased around the World in significant numbers and are by far the most popular on our website."

Improving the clarity of one's speech of course not only helps in many social situations but can make a significant difference in the work place, at a job interview or merely explaining oneself in a language that is not ones own. In the past one was often type cast depending on accent and the BBC, for example, wouldn't employ any announcer without perfect diction, any regional twang had to be curbed, those days thankfully have long gone.

Speaking clearly really does give confidence which in turn reflects on how others view you, and may make all the difference to your success in life. It's not just people who have English as their second language who benefit, it really is for anyone who could be helped getting their message across more successfully, or who just feel that the accent they have grown up with some how does them a disservice. Indeed, those who have benefited range from Managing Directors to Actors through to Housewives and Salesmen.

Elocution used to be taught to Debutants and Actors and whilst those days are long past, the demand is huge and there is no danger of ending up with a voice that's just too posh, modern Elocution lessons avoid just that, but what they do is take what you have and subtly change it for the better. The key is clarity and a few simple techniques and practice can make all the difference.

(from <http://www.ideamarketers.com/>)

Exercise 10. Take turns to be Mr. Brown and his students. Mr. Brown should explain the importance of teaching elocution to his students and teach them some exercises, using one (or some) of the suggested above methods. The students interrupt Mr. Brown to ask questions. You may use the following tongue-twisters:

She stood on the balcony inexplicably mimicking him hiccuping,
and amicably welcoming him home.

* * *

There those thousand thinkers were thinking
how did the other three thieves go through.

* * *

One-one was a race horse.
Two-two was one too.
One-one won one race.
Two-two won one too.

* * *

How much wood would a woodchuck chuck
If a woodchuck could chuck wood?
He would chuck, he would, as much as he could,
And chuck as much wood as a woodchuck would
If a woodchuck could chuck wood.

* * *

There was a fisherman named Fisher
who fished for some fish in a fissure.
Till a fish with a grin,
pulled the fisherman in.
Now they're fishing the fissure for Fisher.

Episode 11

'The Examination'

The students prepare to take their exams at the end of the first term, but are they ready? And Mr. Brown has an encounter with a couple in the bar which might just come back to haunt him.

Vocabulary:

Pint – пинта (0, 57 л)

Beer mat – подставка для кружки с пивом

Purely accidental – чисто случайный

Confidence – уверенность

To scrape through – еле выдержать

To cheat – списывать

Short-hand typist – стенографистка

To be disqualified – быть дисквалифицированным

Petrified – окаменелый, оцепеневший

To leak – течь, протекать

Handkerchief – носовой платок

To court smb – ухаживать, искать расположение

Siamese cat – сиамская кошка

Sentence – предложение; приговор

Phrases:

1. There's nothing to be ashamed of. I think it's quite commendable that you should supplement your income by working in a public house.

2. I've a good mind to report you to the brewery.

3. I refuse to pay for a drink that has been contaminated by your lips!

4. I would have thought you'd have made an effort to be early this evening.

5. That depends on so many things: whether I'm engaged for another term or whether any of you decide, whatever the results of your exam, to come back for a further course.

6. Do try to make a good impression. It does not harm if he's favourably disposed towards you.

7. I see pronouns are your weak point?

8. You reek of drink!

9. I don't know how they answered the other questions. But if what I saw is anything to go by, then I shall be very surprised if any of them pass.

Exercise 1. What is wrong in the following statements? Guess who could have said such sentences. Explain the types of mistakes and correct them.

1. Lady behind the bar is telling me it is nearly time for somebody to be winning the Jack in the pot.
2. Would you be having any changes for a pound to be putting in machine?
3. I am thinking I am going to be up a gummy tree.
4. We no cheat! Plefer to pass exam on own melits.

Exercise 2. Read the following phrases and explain their meaning. What do you think the characters are referring to when saying them?

1. 13 weeks of blood, toil and sweat.
2. You haven't a cat in hell's chance!
3. You are as wise as a Holy Guru.
4. You know, when I was courting her, I used to worship the ground she walked on. Now I worship the ground that is coming to her!
5. I expect you miss the hurly burly of the school life.

Exercise 3. Who or what is one of the character's discourse about? Watch the episode and say if your supposition was right.

She's marvelous! I don't know what to do without her. She's very affectionate. Every morning she wakes me up by nibbling in my ear. Every evening when I come back home, she runs up to me and rubs up all against my leg.

Exercise 4. While watching the episode pay attention to the following facts and answer the questions below:

1. How did Ali spend his last evening before the examination?
2. How did Sid get his Thelma Ritter and gold watch?
3. How much did Ali win?
4. What did Ranjeet and Ali argue about?
5. How did Mr. Brown stop their fight?
6. Why was Mr. Brown late for classes?
7. How did the students explain to Ms. Courtney why their teacher was late? Did they try to defend him?
8. Was Mr. Brown sure of his students' success in the exam?
9. Who did Ms. Courtney introduce Mr. Brown to in her office?
10. How did the students prepare for the examination?
11. How did the students get on with the exam? And from the supervisor's point of view?
12. What happened at the end of the episode?

Exercise 5. Read the text and explain the meaning of the words in bold. Answer the questions after the text.

Hi-Tech Exam Cheating Increases

By Sean Coughlan

More than 4,400 people were caught cheating in last year's GCSEs and A-levels in England, Wales and Northern Ireland, the exams **watchdog** says. Figures from Ofqual show a 6% rise in cheating by candidates although the body points out cheating is still very rare, affecting 0.03% of exams taken.

The main way pupils cheat is by using mobile phones or other technology. Schools are being sold detection equipment to trace devices being used secretly in exam rooms. But pupils are also being targeted by websites openly selling "exam cheat equipment", including concealed ear-pieces to receive information. As mobiles have become more sophisticated – for example, providing internet access – they have become one of the biggest problems for exam **invigilators**.

Every exam centre must now display a warning poster telling students about strict rules on not bringing mobiles or other electronic equipment into exam halls.

Schools are also receiving adverts from technology firms selling detection equipment, promising to identify texting, e-mails or pupils using mobiles to search the internet. Among these is Mobysafe, a Gloucestershire company, which is marketing a handheld mobile phone detector to schools. The firm's owner, David Spurr, says invigilators are faced with communications devices and mobiles which are getting smaller and more powerful.

Tackling cheats who try to use mobile phones is a difficult challenge for examiners. The jamming of signals is not allowed, because that might interfere with other equipment. And there have been doubts about the practicality of other tactics, such as sealing rooms with materials which block mobile phone signals.

There have also been suggestions that exam halls could have **CCTV cameras** installed. Another approach, tested in Denmark, has been to stop trying to prevent the use of technology in exams and allow pupils to have open access to the internet.

It is not just mobiles which can be misused. All kinds of other types of electronic devices commonly used by teenagers, such as music players, are able to carry useful data or images for an exam. There are other types of electronics openly sold online as "exam cheat equipment" – including concealed ear-pieces which would allow candidates to receive information in an exam hall. There are also ear-pieces which can be used wirelessly with concealed digital music players – with the suggestion that lecture notes could be played back to the exam candidate. These are openly advertised as being of use to students wanting to cheat.

Ofqual's warning to exam candidates specifies a ban on "reading pens and electronic communication or storage devices, including mobile telephones, iPods and MP3/4 players and... any product which can capture a digital image".

In terms of penalties, those candidates who are caught bringing a mobile phone into an exams room – but do not have their phone at their desk – might receive a warning, says the exam watchdog.

But candidates found using a mobile phone during an exam might be disqualified from the unit or the qualification in the current exam series. Kathleen Tattersall, Chair of Ofqual, said: “As regulator it is our role to ensure that fair systems are in place and that these are followed correctly.

“We require that awarding bodies report annually on the number of candidates notified as having particular requirements and the number of **malpractice** incidents reported and investigated.

“These figures provide invaluable information regarding the examination season and allow us to check that the systems put in place to protect learners are followed.”

A Department for Children, Schools and Families spokesman said: “Instances of candidate malpractice exams remain extremely rare. The proportion of penalties issued was 0.03% of the total 16 million exams sat by candidates,” she said.

“We are absolutely clear that any kind of cheating in exams is unacceptable.

“Ofqual and the awarding bodies take all allegations of cheating extremely seriously to ensure the exam system is not compromised.”

(from <http://news.bbc.co.uk/>)

1. What are the statistics for exam cheating?
2. What are the main ways that students cheat?
3. What devices are commonly used by students?
4. What is a warning poster used for?
5. What kind of equipment is advertised by technology firms?
6. Why is cheating on mobile phones a difficult challenge for examiners?
7. What approaches to prevent cheating are listed in the text?
8. What devices are banned during an exam?
9. What penalties are mentioned in the text?
10. What is the meaning of the last two paragraphs?

Exercise 6. In small groups discuss the essay below. Answer the questions:

1. Why do students cheat at examinations?
2. Is cheating right or wrong?
3. What are the common methods of cheating used by students? Can you add to the list basing on your teaching experience?
4. Should cheating be punished? If yes, then how?

Students Have to Learn, Not Cheat

Over the past decade, cheating – an act of academic dishonesty – has become more and more common. The latest statistics are alarming; more than two thirds of high school students admitted cheating on an exam last year, and – even more appalling – often the best student cheat to get to the top of their class – and they don't think it is wrong. It's not a big deal. Everybody is doing it.

It IS a big deal! Cheating is basically wrong and must be punished. If students easily get away with it, they might be encouraged to do it again. They won't realize that this – in the broadest sense – is an attack on our society, which is based on values like honesty and fairness. The present epidemic of cheating indicates a loss of those values and cannot be tolerated. An appropriate punishment for cheating incidents would be to make students aware of their misbehaviour.

If no one were punished for cheating, who would ever study for an exam? Tons of papers would be lifted from websites, writing crib sheets would be more important than reviewing the subjects, and highly sophisticated cheating arts would be invented. Knowledge would only exist on the Internet and on cleverly created cheat sheets, but not in the minds of the students – a rather bad precondition to enrich our society wisely and intelligently.

Students have to learn that they have to learn. Only doing what's right will bring them a feeling of pride and accomplishment and create self-confidence – the building blocks for a successful and satisfying life and a society that keeps its values.

(from <http://www.topics-mag.com/>)

Exercise 7. Think of the ways how to prevent cheating. Use the article below. Express your point of view regarding the suggestions given in the text, whether they are suitable for your university or not. What else can be done in order to prevent cheating?

Prevent Cheating on Exams

Explain to your students what cheating is. This is important for at least two reasons: It removes ambiguity. It also reinforces that you and the University care about academic integrity.

Before the midterm, read the following: “Students are reminded that cheating in any examination is considered a serious offence that could lead to expulsion from the University. Students are not permitted to have, in their possession, any unauthorized materials during an examination.”

Use multiple versions of the exam, so that no one is seated next to, in front of, or behind a student writing the same version. With everyone in the room writing the same exam, four versions are needed. For example, use versions 1 and 2 alternating on odd rows and versions 3 and 4 alternating on even rows. Four versions can be generated by scrambling the order of questions and/or answers.

Students should return their answer sheet or exam booklet with the exam paper, so that you can check that they have entered the appropriate version number. Doing this is much easier if the versions are color coded and, therefore, easily sorted.

Use randomized assigned seating for midterms. Many classrooms have labelled seating; this makes it easier to assign students to random seating. The procedure is easy to implement by posting students' IDs and assigned seats outside the classroom shortly before the exam or possibly displaying them on the overhead projector as students enter the classroom. Another approach is to hand out tickets with seat numbers as students enter the room. Students seated next to strangers are less likely to cheat. Once students are seated, the invigilators use copies of the plan to verify that students are in their assigned seats.

If you discover cheating, report the incident to the disciplinary officer in the student's faculty.

(from <http://www.mcgill.ca/students/srr/honest/staff/exam/>)

Exercise 8. Pay attention to the following phrases Mr. Brown used in class (classroom vocabulary). What are such phrases used for?

1. In the meantime I want tonight to talk about the exam and afterwards if any of you have any questions about any points you're not sure of, they'll just ask and I'll try my best to answer them.
2. The exam is divided into three parts. There will be an oral exam and a written one. Then comes dictation.
3. When you've completed your examination the papers are taken away to be marked, and you will be notified of the results by post. So please make sure you write your names clearly on your papers.
4. The prefix 'fore-' in this case is spelt FORE and means 'first', for example, a finger.

Exercise 9. Study the following phrases for reproach and reprimand. What phrases did Mr. Brown and Ms. Courtney make use of?

You might have...

I don't think you might have... (*Really, John, I do think you might have been considerate to her.*)

You should have... / ought to have... (*You should have done this a week ago.*)

You shouldn't have... / ought not to have...

You ought to be ashamed (of yourself).

What do you mean by ...ing? (*What do you mean by waking me up at 2 in the morning and telling me all this nonsense?*)

Why (on earth) didn't you...?

You have no right to... / How dare you (...)!

Come off it! = Stop whatever you are doing. (*Now, boys, come off it! Haven't I told you you're not to tease the dog?*)

What are you up to?

Stop (doing) that!

Stop fooling around / about!

Be / act your age!

Exercise 10. In pairs act out the following dialogues.

1. *A:* You oughtn't to have asked her about her husband. He died in an accident two weeks ago.
B: How awful! You should have warned me.
2. *A:* It's our wedding anniversary today. You might have remembered, Jason.
B: Do you think I've forgotten? I even have a present for you, but I was going to give it to you later, when I get back from work.
3. *A:* Why on earth didn't you tell me then that you're against my plan?
B: But I did! I said at the very beginning that I have strong doubts.
4. *A:* It's the police, Sir. We want to have a talk with you.
B: You have no right to burst into a private house like this! I'm having a party and I have no wish to talk to you. I'll complain to the Chief Constable.
5. *A:* Are you OK?
B: Yes, I'm all right, but what about my car?
A: There isn't too much damage.
B: What? Just look at it! I only bought it last week. You shouldn't have been going so fast!
A: Well, I'm sorry, but it wasn't my fault. You shouldn't have come out like that.
B: And why not? There's no sign.
A: What's that there then?
B: Oh..., yes... A stop sign! I must have missed it...
A: Well, you should be more careful.
B: Yes... I'm sorry. What more can I say?
A: All right, all right. At least nobody's been hurt.

Exercise 11. How would you reproach or reprimand somebody in the following situations:

1. Your wife has invited to tea a neighbour whom you dislike.
2. A friend who has promised to give you a new book refuses now.
3. A group of teenagers are teasing a cat.
4. You are in your room in a hotel. Suddenly a person bursts into the room without knocking. You get very angry.

5. You are a doctor. A mother has called you to examine her sick child, waking you up in the middle of the night. Having examined the child, you find there's nothing particularly wrong with her. You are annoyed, you think the woman shouldn't have bothered you.

6. A colleague telephones you in the evening to discuss a problem which in your opinion can wait till tomorrow. Besides, you do not approve of discussing business after work, but you don't want to be rude to a person you work with.

7. You are having a class, but everybody is sitting glued to the computers without paying attention to your lecture.

8. You notice one of your students cheat at the examination.

9. A student says he hasn't done his homework because he didn't understand the task. You think it is no excuse, as he could have asked you or another student in the group.

10. A student is half an hour late for your class. He apologizes and says it was not his fault really, because his bus got into a traffic jam. You think he could have left home earlier.

Episode 12

'All Present If Not Correct'

At the start of a new school year, Mr. Brown has two new students... as well as ten old ones who did not pass their exam.

Vocabulary:

Complimentary – лестный, приветственный

Accustomed – привычный

Failure – неудача, провал

Commendable – похвальный, достойный одобрения

To discharge – выписать, освободить

Premium bond – премиальная облигация, облигация выигрышного

займа

To resign – увольняться

Resignation – увольнение

Misprint – опечатка

Phrases:

1. I'm looking forward to the challenge of starting again with fresh minds. I wonder how many different nationalities I'll have to deal with this term.

2. She's in a shocking temper!

3. The authorities don't notify the individual teachers of the results.

4. I was hoping that I had a hundred percent pass record. But still, two failures out of ten isn't bad.

5. There's nothing to be proud of! You're supposed to get at least fifty to pass.

6. Seats are not reservable.

7. Let's say, it's more of a disappointment.

8. Obviously he's been smitten by my charm and beauty. I have told you before that I do have a strange fascination for the opposite sex.

Exercise 1. What is wrong?

1. I sit at backside.
2. You plenty smart.
3. I here come to English learn.
4. I very much like you.

Exercise 2. Explain the meaning of the set expressions given below.

1. I was kept in the dark.
2. This would be like the blind leading the blind.

3. You must all put your socks up.
4. Every day we used to go on the sands for a bit.

Exercise 3. Guess who could have said this. Explain your point of view.

1. *A:* Did you have a nice holiday?
B: I spent seven days in sunny Spain.
A: Pardon?
B: Sunny Spain.
A: Oh, that's nice.
B: It rained.
A: Oh, I am sorry. Still I expect you enjoyed all those exotic Spanish dishes.
B: I got food poisoning.
2. *A:* Don't tell me you failed!
B: It's all right, I not tell you.
A: You don't need to tell me. I know.
3. *A:* I here come to English learn.
B: I come here to learn English.
A: We together sit.
B: No, we can't do that.
A: What is the matter? There's wrong something with me?
B: There's wrong nothing with you.
4. *A:* What did you do?
B: Spent time lighting.
A: Lighting what?
B: Lighting book.
A: Ah, book. What sort of book are you lighting... writing?
5. *A:* I understand that none of your previous students passed their Lower Cambridge Certificate.
B: I think there were a few near misses.
A: That's not good enough. Obviously, you are sadly lacking in the necessary qualities required to teach English.
B: Just a moment.
A: Don't interrupt! I shall be keeping a very close eye on you this term. Unless I see a marked improvement, out you go.
B: It's not...
A: I have no wish to listen to your feeble excuses!

Exercise 4. While watching the episode pay attention to the following facts and answer the questions below:

1. Was Ms. Courtney satisfied with her holiday? Why or why not?
2. Who was first to come to Mr. Brown's class?
3. Did the new students speak any English?

4. How did he manage to communicate with other people?
5. Who else came to Mr. Brown's class for the first time?
6. What did Mr. Brown tell the students they must all do this term?
7. What topic the students discuss in class?
8. What did Zoltan ask Mr. Brown for?
9. Why did Mr. Brown decide to resign?
10. What did he do to inform Ms. Courtney about his resignation?
11. What did Ms. Courtney read to Mr. Brown in her office?
12. Why wasn't Zoltan happy?

Exercise 5. Pay attention to the following phrases Mr. Brown used in class (classroom vocabulary). What did he use such phrases for?

1. We'll wait a few more moments in case there are any more new students.
2. Well, I must say I'm extremely disappointed in you all.
3. You must all concentrate much harder this term. We shall start at the beginning again. Only this time I shall be giving you twice as much homework as last time. I want a hundred percent effort from all of you!

Exercise 6. Mr. Brown wrote two letters. Comment on the style and the effect these letters made.

Letter 1. Dear Miss, I'm writing to tell you of my feelings for you. I think you are beautiful. I want to hold you in my arms and kiss you. Please say you feel the same about me. All my love.

Letter 2. Dear Dracula, This is to inform you that I think you are a rude, obnoxious and self-opinionated old dragon. And if I ever see you again, it will not be too soon. Yours disrespectfully, Jeremy Brown.

Exercise 7. Read the text and single out the main points one should remember when writing a letter.

Writing Letters

Letter-writing as a form of social speech is an essential part of communication. Letters may be private and official. Each letter-writer has a characteristic way of writing, manner of expressing ideas, thoughts, facts etc. But it must be emphasized that the routine of official letters requires certain accepted idioms, phrases, and patterns.

It is worth mentioning that what makes the letter attractive and pleasing is not always the message of the letter, it is often the manner and style in which the message is written. For example, "I wish to express to you my sincere appreciation for your note of congratulation" or "I am sincerely happy that you were elected President of

the Biological Society.” Such formulations show the attitude of the writer, his/her respect and sincerity.

The body of a typical official or business letter covers generally three major aspects:

(1) The introduction which states the business that the letter concerns (e.g., “I have the pleasure of inviting you to attend our conference...”).

(2) The discussion which takes up the matter (e.g., “Please, inform us at your earliest convenience the topic of your lecture”).

(3) The conclusion of the letter which gives the letter a friendly, sincere ending (e.g., “Looking forward to hearing from you soon, I remain, faithfully yours...”; “Awaiting an early reply from you, I remain, sincerely yours...”).

Exercise 8. Compare Mr. Brown’s letter of resignation with some official resignation letter samples. Comment on the differences.

Sample 1.

Dear Mr./Ms. _____,
Please accept this letter as notification that I am leaving my position with _____ on (date).
If I can be of assistance during this transition, please let me know.
Sincerely,

Sample 2.

Dear Mr./Ms. _____,
Please accept this letter as my notice of resignation, effective (date).
This was not an easy decision to make. I am grateful for the rewarding employment I’ve had with _____. After much consideration, though, I have accepted a position with another company.
Sincerely,

Sample 3.

Dear Mr./Ms. _____,
I am writing to announce my resignation from Company _____, effective two weeks from this date.
This was not an easy decision to make, on my part. The past _____ years have been very rewarding. I’ve enjoyed working for you and managing a very successful team dedicated to a quality manufactured product delivered on time.
Thank you for the opportunities for growth that you have provided me.
I wish you and the company all the best.
Sincerely,

Exercise 9. Mr. Brown didn't approve of the idea that all his students had failed. Note how approval and disapproval can be expressed in English. Which of them did Mr. Brown and Ms. Courtney use?

Excellent!

Fine! / Splendid! / A very good idea!

I'm sure you did right.

I'm sure that was the right thing to do (in the circumstances).

Good for you!

Well done!

I take off my hat to you/him, etc (*for an outstanding achievement: To become a World Champion at 18! I take off my hat to him!*)

That's/was clever / sensible / thoughtful (of you/him).

How very sensible / thoughtful!

It / That isn't / wasn't a very good idea.

It / That isn't / wasn't a very nice thing to say / do.

It / That isn't / wasn't so interesting as we had expected.

Exercise 10. Take turns to suggest the following to your partner, who then replies.

1. taking a taxi;
2. having something to eat;
3. going to a concert;
4. asking Mr. Forbes to speak at a meeting;
5. inviting a new colleague to the conference.

Exercise 11. Express conditional agreement with the following suggestions. Use the words in brackets.

1. Let's go away for the weekend. (your wife – stay with the children)
2. What about giving a party on Saturday? (you – do the shopping)
3. Why not go to the Goya exhibition? (not have to queue)
4. How about playing a double? (I play with John)
5. Let's go and see the new American film. (finish cleaning the flat first)
6. We could visit the Art Gallery. (not closed for a holiday)
7. Let's go swimming. (the water – not too cold)
8. How about going to the country by car? (you drive)

Episode 13

‘A Hard Day’s Night’

When his apartment has to be painted, Mr. Brown needs a peaceful place to stay for the night. Giovanni and Max volunteer their flat, and decide to host a party for the class in honour of the occasion. Problems arise when Mr. Brown is mistakenly arrested for burglary.

Vocabulary:

Scrabble – игра в слова
Blindfolded – вслепую, с завязанными глазами
To untie – развязать
To inquire – спрашивать, осведомляться
Comma – запятая
Unconscious – без сознания
Collective noun – собирательное существительное
Swarm – стая
Rush hour – час пик
Burglar – вор-взломщик
To pick a lock – случайный
Plug hole – сливное отверстие
To vanish – исчезать, пропадать
Accomplice – сообщник, соучастник
To vouch for – ручаться за
Sober – трезвый
Cotton wool – вата
Stuffy – душный
Oppressive – гнетущий, угнетающий

Phrases:

1. Well, in future kindly remember that the students have more important things to do. Did you get my point?
2. He said he would be along later. Apparently, he is tied up at his flat.
3. Mr. Brown may put up with your stupid remarks but I assure you, you will find me a very different kettle of fish.
4. I’m having my flat painted, that’s why I can’t sleep there. I’ll probably stay at the YMCA.
5. They’ve not nabbed you tonight as well!
6. I’ve got locked out on your balcony, and your public-spirited neighbour thought I was a burglar and called the police.
7. And I have a good mind to see you for false arrest!
8. That’s going to be a swinging party.

Exercise 1. What is wrong? Explain the types of mistakes and correct them.

1. I'm thinking what I'm going to be doing.
2. You are supposed to throw it forward, not to the backwards.
3. When I am arrived not one body is understand me. Now everybody is understand every thing I am speak.
4. Every night after midnight guitar practice for an hour.

Exercise 2. Complete the sentences with the words from the table.

<i>scrabble</i>	<i>sober</i>
<i>blindfolded</i>	<i>stuffy</i>
<i>comma</i>	<i>cotton wool</i>
<i>unconscious</i>	<i>to untie</i>
<i>rush hour</i>	<i>to inquire</i>
<i>burglar</i>	<i>to vanish</i>
<i>accomplice</i>	<i>to vouch</i>

1. Pittacus was the author of some laws, but never drew up any form of government; one of which was this, that if a drunken man beat any person he should be punished more than if he did it when _____.
2. So they wrapped him in _____, and warmed him over a little fire, and he opened his eyes and sneezed.
3. The thief's _____ warned him that the police were coming.
4. Then he was again led somewhere still _____.
5. There was nothing to _____ for her soundness and the worth of her character.
6. For then you will softly and suddenly _____ away, and never be met with again.
7. He set down her basket and the tin pot, and stirring the paint with the brush that was in it began painting large square letters on the middle board of the three composing the stile, placing a _____ after each word, as if to give pause while that word was driven well home to the reader's heart.
8. The idea of _____ is to form interlocking words on the board using lettered tiles.
9. She sits, as I am informed, perfectly silent, and perfectly _____ of what goes on about her.
10. The place, by the by, was very _____ and oppressive, and the faint halitus of freshly shed blood was in the air.
11. At last I heard steps outside, and the hostler began to _____ the horses, and try to lead them out; but he seemed in such a hurry and so frightened himself that he frightened me still more.

12. The others were listening to Brady's description of traffic congestion at the Rush Street bridge during the _____ at night.

13. But one night, under cover of darkness, and further concealed in a most cunning disguise, a desperate _____ slid into his happy home, and robbed them all of everything.

14. His companions came in great numbers to _____ after his health.

Exercise 3. Read the definitions and translate the terms into Russian. In what sphere are these terms used?

Assault and battery – an assault in which the assailant makes physical contact.

Breaking and entering – trespassing for an unlawful purpose; illegal entrance into premises with criminal intent.

Burglary – 1. Entering a building unlawfully with intent to commit a felony or to steal valuable property. 2. Breaking and entering the dwelling house of another, in the nighttime, with intent to commit a felony therein, whether the felonious purpose be accomplished or not.

Disorderly – 1. Undisciplined and unruly. 2. Not acting in an orderly way, as the functions of the body or mind. 3. Not complying with the restraints of order and law; tumultuous; unruly; lawless; turbulent. 4. Offensive to good morals and public decency.

False arrest – a common law tort, where a plaintiff alleges he or she was held in custody without probable cause or an order issued by a court of appropriate jurisdiction. Although it is possible to sue law enforcement officials for false arrest, the usual defendants in such cases are private security firms.

Exercise 4. Read the following text and answer the questions after it.

Breaking and Entering

Breaking and entering involves using some type of force to go in or on private property, such as a house or office building, without the owner's permission. The force used to enter the property can be minimal. For example, suppose that a group of teenagers opens a window in order to sneak into an empty warehouse, where they wish to hang out. If the teenagers do not have authorization to be in the warehouse, they would be guilty of breaking and entering.

As a general rule, breaking and entering can be an element of either burglary or trespassing. These acts are illegal and prohibited by both criminal and civil laws in most jurisdictions. Typically, burglary is considered a more serious offense, and it is a felony in most jurisdictions. Trespassing, on the other hand, is usually deemed a less serious offense, and it is considered a misdemeanor in many jurisdictions.

A burglary charge is an accusation that someone entered a place unlawfully with the intention of committing an unlawful act. This offense is generally classified as a felony. Traditionally, burglary required a person to break into and enter another

person's dwelling place, such as a house or apartment, at night with the intent to commit a felony once inside. For example, if John Doe broke into his neighbor's house at night with the intent to steal all of his neighbor's gold jewelry, he would be guilty of burglary. In order for burglary to occur, the breaking and entering must be done using some type of force. The force can be as negligible as opening a door or as substantial as breaking down a door with an axe.

A breaking and entering charge and a burglary charge usually refer to the same offense. To be convicted of a burglary charge, there are at least two things the prosecution generally needs to prove. First, it must be shown that the accused individual unlawfully entered the place where the alleged crime took place. It should be understood that there is a difference between unlawful entrance and failing to inform others before entering. Even if a person climbs through a window in the middle of the night, if he has authorization to be where he is, one of the elements of the burglary charge cannot be fulfilled.

The second element the prosecution is faced with proving is premeditation. In many jurisdictions, a person can only be convicted of a burglary charge if he had the intention of committing the crime before he entered the place where the offense occurred. If a person enters a place for a valid reason, then decides to commit a crime, generally he will not be guilty of burglary.

A good example is a man who breaks into a shed on a cold night because his car has broken down and then he discovers valuable tools and steals them. This person entered the shed unlawfully but he did not initially have any intention of committing a crime. Since the idea to steal came after he entered the shed, in most cases, he is not guilty of burglary. Intent to commit a crime before entering a place can be proven in several ways, including by the confessions of accomplices or by the presence of special objects needed to commit the crime.

Breaking and entering can also be an element of trespassing. In general, a trespass occurs when a person goes on another person's property without permission. Unlike a burglary, a trespass does not require intent to commit a crime. For instance, suppose that John Doe opened a window and climbed into his neighbor's house without permission simply to watch television. While John Doe would not be guilty of burglary, he would be guilty of trespassing.

(from <http://www.wisegeek.com/>)

1. What does the term 'breaking and entering' involve?
2. What is the difference between burglary and trespassing?
3. What is necessary to prove in order to convict of a burglary charge?
4. How are breaking and entering connected with burglary?
5. How are breaking and entering connected with trespassing?

Exercise 5. Are the following statements true or false?

1. To be charged breaking and entering the force used to enter the property should be maximal.
2. Breaking and entering cannot be an element of either burglary or trespassing.
3. Burglary is considered a very serious criminal offense.
4. Trespassing is considered an even more serious crime.
5. Opening a door is considered the substantial force for burglary to take place.
6. To be convicted of a burglary charge unlawful entrance, failing to inform others and premeditation must be proven.
7. If a person enters a property for some valid reason, and then decides to commit a crime, he/she will be guilty of trespassing.
8. Premeditation can be proven by the confession of accomplices.
9. A trespassing charge implies that a person enters another person's property without permission.
10. If a person does not intend to commit a crime, he/she will be guilty of burglary.

Exercise 6. Quickly look through the following extract and say what tips are suggested to protect your house/flat from burglars. Do you approve of such ideas? Is there anything else you can suggest?

They are many tips for burglary protection, and they generally revolve around a simple set of ideas. For starters, it is important to keep all doors and windows locked. Secondly, many experts recommend creating an impression that a property is occupied, even when it isn't. Many people also utilize burglar alarms, security cameras, and other useful technology, and oftentimes, these measures are made obvious so that they can serve as a deterrent against an attempted burglary. It's also usually a good idea for individuals to avoid flaunting valuable possessions in a way that might attract the attention of strangers.

When it comes to burglary protection, making break-ins more difficult is generally one of the most important factors. Buying high-quality locking mechanisms for doors and windows is usually a good start. Burglars will often abandon a break-in attempt if they find a home is too difficult to enter.

Burglars generally avoid breaking into occupied properties. There are many ways to make a home seem like someone is present. Some of these techniques include keeping lights on, leaving a television running, and buying outdoor floodlights that automatically come on at night. It's also generally considered a good idea to keep lawns trimmed and have mail picked up when on a trip because these are signs that burglars look for when searching for empty houses. Having a garage with a door that closes is also a good burglary protection tip, because burglars often look for cars as an indicator of occupancy, and a closed garage door makes that tougher to determine.

Alarms and security cameras can be helpful in burglary protection for many different reasons. For one thing, they can help bring the police to a home when it is being burglarized, and cameras can also be helpful in any future trial. Some burglar alarm technologies alert the burglar with a loud alarm, and some can be set up to signal the police without alerting the burglar. The loud alarms are able to protect from home invasions when a person is present, and the silent alarms are more useful when it comes to actually catching a burglar in the act.

(from <http://www.wisegeek.com/>)

Exercise 7. While watching the episode pay attention to the following facts and answer the questions below.

1. What were the students doing right before the beginning of the English class?
2. What made Sidney angry?
3. What did Ms. Courtney start the class instead Mr. Brown?
4. Why did Mr. Brown come to the class with his bag?
5. Who offered Mr. Brown a place to stay in and what was his reaction to these offers?
6. Did Mr. Brown like Max and Giovanni's flat? Why or why not?
7. Why did the lady next door call the police?
8. Did the sergeant believe Mr. Brown's story? Could Sidney vouch for him?
9. What were the students doing while Mr. Brown was at the police station?
10. Did Mr. Brown have a swinging party?
11. Why did the lady next door call the police for the second time?
12. Did Mr. Brown get a good rest that night?

Exercise 8. The students offered their places for Mr. Brown to stay. Did he agree to their offers? Note how agreement and disagreement are expressed in English and compare with the way Mr. Brown replied.

Agreement

Their flat is very comfortable. – Yes, it is. ('+' → Yes)

Those apples look ripe. – Yes, they do.

The buses are very crowded at this time. – Yes, they are, aren't they?

We're very busy at the moment. – (Yes,) we certainly are.

It isn't very warm today. – No, it isn't. ('-' → No)

These sandwiches don't look very fresh. – No, they don't.

He shouldn't say such things. – No, he shouldn't, should he?

I (quite) agree (with you).

I think so too.

So do I. (*in response to sentences beginning with 'I think/believe'*)

You're (quite) right there.

Exactly.

Quite so.

I couldn't agree more.

That's just what I think.

You can say that again. – *emphatic, colloquial*

You're telling me. – *emphatic, colloquial*

So it is / I have / he did etc – *surprised agreement (It's half eleven. – So it is.)*

I suppose so / I suppose it is / he does etc. – *reluctant or half-hearted agreement (We will have to start all over again. – I suppose we will.)*

Partial agreement:

I agree with you up to a point, (but) ...

I agree with you in a sense, (but) ...

I agree with you in a way, (but) ...

I see what you mean, but ...

That may be true, but (on the other hand) ...

(Oh) yes, but...

Disagreement

The museum's closed today. – (No,) it isn't. ('+' → No)

We've already done this exercise. – (No,) we haven't.

Manchester is on the coast. – (No,) it's not. (*strong*) / (No,) it is not. (*more emphatic*)

The door's locked, so we can't get in. – (Yes,) we can. I've got the key.
(-' → Yes)

I don't agree (with you) (there).

I disagree (with you) (there).

I'm afraid I can't agree (with you) (there). (*more tactful*)

I'm afraid / I think you're mistaken (there).

Not at all.

Nothing of the kind.

On the contrary. (*formal*)

Nonsense. / Rubbish. / (That's) ridiculous. (*possibly rude*)

Well, ...

Personally, ...

As a matter of fact, ...

Oh, I don't know.

I wouldn't say that.

I wouldn't call it/him/her (exactly) ...

Do you (really) think so?

Exercise 9. In pairs act out the following situations.

1. *A:* Ann doesn't look well.
B: No, she doesn't. I hope it's nothing serious.
2. *A:* John ought to apologize.
B: Yes, he ought to. He behaved very badly.
3. *A:* Most people spend too much time watching television.
B: I couldn't agree more.
4. *A:* They should leave him alone now. He's been punished enough.
B: That's just what I think.
5. *A:* I think men should do more in the home.
B: Well, I agree with you up to a point, but there are some things that women are so much better at, bringing up children, for example.
6. *A:* Margaret knows the language very well but she can't teach.
B: Yes, she can. She's quite a good teacher, as a matter of fact.
7. *A:* It's one of the best films we've seen for a long time.
B: Do you think so? Personally, I found it rather boring.
8. *A:* Young people nowadays have no matters.
B: I don't agree with you. It depends on their upbringing.
9. *A:* Robert has given up his job, I hear.
B: Nothing of the kind.
10. *A:* His lectures are a waste of time.
B: Oh, I wouldn't say that.

Exercise 10. Agree and disagree with the following statements.

1. The building has been beautifully restored.
2. The windows need cleaning.
3. The illustrations aren't very good.
4. Paul will be very disappointed.
5. This exercise isn't as easy as it seems.
6. There are hardly any vitamins in cabbage.
7. Richard isn't on the telephone.
8. Ann didn't go to the meeting.
9. There's plenty of time.
10. You won't finish the translation today.
11. I think the students should be allowed to take the exam again.
12. The new timetable is very inconvenient.
13. I think the film creates the atmosphere of the novel very successfully.
14. It was a fascinating trip.
15. Anyone can make a mistake.
16. Mr. Brent made an excellent speech.
17. Your father works too hard.
18. David is very clever.

Exercise 12. Express partial agreement with the following statements.

1. Travelling by sea is much more pleasant than by air.
2. It's terrible to live in the centre of a big city.
3. Having a car makes you lazy.
4. Children should become independent of their parents when they start work.
5. It's wonderful to have a dog.

Episode 14

'No Flowers by Request'

Mr. Brown breaks his leg after taking Juan to the hospital, and the Sister on duty accidentally informs the school he has died.

Vocabulary:

To give up – сдаться

Fever – жар

Founder (to found) – основатель (основать)

Cotton spinning machine – хлопкопрядильная машина

Custom – обычай

Customs – таможня

Appendicitis – аппендицит

Blanket bath – влажное обертывание

Surgery – операционная; хирургический кабинет

Lion tail – курительная трава

Seasoning – приправа

AC (alternating current) – переменный ток

Ace – туз

Spade – пиковая масть

Heart – червовая масть

Clubs – трефовая масть

Diamond – бубновая масть

DC (direct current) – постоянный ток

Black currant – черная смородина

Berth – спальное место

Birth – рождение, роды

Philistine – мещанин, обыватель

Orthopedic ward – ортопедическая палата

Funeral – похороны

Coffin – гроб

Phrases:

1. Your Richard Awkwright copy invention from Hoi Fang! It is known western imperialists steal invention from Chinese scientists. China first to invent telephone, television, radio, refrigerators and discover penicillin, radium and lots of other things.

2. I'll give you an example. November the fifth, Guy Fawkes Day is something we celebrate only in Britain.

3. The lack of general knowledge is no laughing matter.

4. I was a senior sister for several years! If this man is not attended to very quickly it could prove fatal.

5. Well, in future kindly remember that you are a student nurse, not a geisha girl.

6. That is the most sensible remark I have heard in this classroom so far.

7. Will you hold on a moment please?

Exercise 1. What is wrong?

1. My stomach, she is downside up.
2. He was be in telly last week in film.
3. He was man who was be very strong. One night he is be fancy a bit of hanky-panky with woman Delilah. So he is be hanky-pankying, and she is be ask him how he's be very strong. And he is be tell her it is in his long hair. So one night when he is be fast asleep she is be give him shorty back and sides. And when he is wake he is be take prisoner and blinded. But when his hairs be grow long again he is be pull down palace.

Exercise 2. Explain the meaning of the set expressions given below.

1. Hobson's choice.
2. A dog in the manger.

Exercise 3. Guess who could have said this. Explain your point of view.

1. *A:* What is it?
B: I am dead!
A: Don't be ridiculous!
B: Si, I have no temperature!
A: You're looking at the wrong end.
B: Salright. What is it?
A: Ninety-eight point four.
B: I'm dying!
2. *A:* Where does the term 'Gladstone bank' come from?
B: Mrs. Gladstone.
A: 'Gladstone bank' is the name given to a bank made popular by one of our Prime Ministers, William Ewart Gladstone.
A: Sorry, boss.
B: I'll ask you another. What function does the mace have in the House of Commons?
A: They have the mace to eat the cheese!
B: That's mice.
3. *A:* Can you name three of the plays Shakespeare wrote?
B: Romeo et Juliette.
A: Good.

- B:* As you like it.
A: One more.
B: I do not know any more.
A: Well, I'll give you a clue. King
B: Kong
A: Lear!
4. *A:* Right, music. Give me something from the 'Pirates of Penzance'.
B: Never heard of them. Are they a punk or a rock group?
A: 'The Pirates of Penzance' is one of the Savoy operas by Gilbert and Sullivan.
B: Oh, I really like him.
A: Who?
B: Gilbert O'Sullivan.
A: I'm talking about Gilbert and Sullivan. What can you tell me about Mendel's 'Largo'?
B: Not much. I never drink that stuff!
5. *A:* What is the capital of England?
B: E!
A: I'll rephrase that. What is the capital city of England?
B: London.
A: Correct. Can you name three English counties?
B: Oh, dearie me. I am not knowing any English counties. The only county I am knowing is the County of Monte Cristo.

Exercise 4. While watching the episode pay attention to the following facts and answer the questions below:

1. What was wrong with Juan?
2. Did Ali have a television license? Why or why not? Was he right?
3. Did Anna know a lot about the Royal family?
4. Was Taro good at English poetry?
5. Where did Jamila learn the story of Samson from?
6. What did Mr. Brown think of the fact that it was China that invented everything?
7. What was the real cause of Juan's terrible pain?
8. Why did Mr. Brown have to stay in hospital?
9. Did Mr. Brown enjoy staying in hospital?
10. Why was Taro offended by Ms. Courtney's question?
11. What did Juan find out about Mr. Brown when he phoned the hospital? Why was he mistaken?
12. Why was Mr. Brown in hospital again?

Exercise 5. Pay attention to the following phrases Mr. Brown Ms. Courtney used in class (classroom vocabulary). What did they use such phrases for?

1. And another thing. There is no such word in English as 'salright'. The correct terminology is 'it is alright' or 'it's alright' or even just 'all right'.

2. Now you all failed your Lower Cambridge Certificate examination once and I don't want the repetition of that at the end of this term.

3. Tonight I'm going to ask each of you to pick one of the ten subjects I've written on the blackboard and I shall ask you questions on them. First straightforward music, British history, the Royal family, poetry, Shakespeare etc., all right? Now who is going to start the ball rolling?

4. No, the question is not about those sorts of customs. It means the things that we, British, do, that are peculiar to us.

5. I don't suppose you can give me a name of any other sort of current?

6. What would it signify if I said you were a dog in the manger?

Exercise 6. Check how much you know about famous inventions. In pairs discuss the answers to the questions from the test.

1. Who invented aspirin?

a). Dr. Felix Hoffman b). Joseph Lister

2. Who invented electron?

a). William Sturgeon b). Sir Joseph J. Thompson

3. Where were cosmetics invented?

a). China b). Greece c). Egypt

4. Who invented LCD (liquid crystal display)?

a). Edwin Budding b). Hoffman La Roche

5. When was telephone invented?

a). 1837 b). 1876 c). 1606

6. Where was toilet flush invented?

a). Crete b). Ireland c). Australia

7. Who invented military tank?
 - a). Sir Frank Whittle
 - b). Sir Ernest Swinton
8. Where and when was hot-air balloon invented?
 - a). Germany, 1816
 - b). France, 1783
9. Where was gunpowder invented?
 - a). China
 - b). Greece
 - c). Egypt
10. Who invented air conditioning?
 - a). Willis Carrier
 - b). Henri Giffard

Exercise 7. Can you name some more inventions that changed the world?

Exercise 8. What is a lucky discovery? Can you name some famous lucky discoveries? Tell the class about one of these discoveries.

Exercise 9. Read the text and in pairs make top 5 lucky discoveries. Use phrases for agreement and disagreement.

Lucky Discoveries

Some of the biggest game-changing inventions and discoveries of our time were not the product of calculated genius, but accidents that happened to work out. These lucky mishaps have given the world everything from the awesome Slinky toy to the lifesaving antibiotic penicillin. In many cases they've also reshaped major industries or created entirely new ones. NEWSWEEK takes a look at some of the most serendipitous breakthroughs in history and how they came about.

It may sound gross, but when Constantin Fahlberg failed to wash his hands one day in 1879, it was the luckiest thing he ever did. Fahlberg, a chemist, was at the lab of the noted scientist Ira Remsen, trying to find new uses for coal tar, when he spilled a chemical derivative on his hands. That evening, at dinner with his wife, Fahlberg noticed that his rolls tasted sweet. He asked her if she had done something special. She had not, and he quickly realized that what he was tasting was the residue he'd spilled on himself at the lab earlier that day. Eager to find out what it was, Fahlberg proceeded to taste the various residues on his arms and clothes, and later at his lab. He eventually figured out what the sweet taste was, and so did Remsen. The duo published their findings in the American Chemical Journal in 1880. Four years later, Fahlberg patented what he called saccharin – a sweetener about 300 times sweeter than sugar – but left his partner off the patent. Today saccharin is used in many low-calorie and sugar-free products, from diet soda to salad dressing.

Sometimes, in the pursuit of scientific endeavors, scientists become famous for reasons that don't seem entirely scientific. Take the chemist William Perkin. His big dream was to find a cure for malaria. In 1856 the young Englishman was working on an artificial form of quinine when his experiments yielded a dark sludge. It was a disappointing result, but instead of chucking the mess, Perkin noticed the color. It was a particular shade of purple, which happened to be a hot color among the fashionable folks of the time. He was able to isolate the compound that produced the color – mauve – and realized it worked well as a dye. Within a year, Perkin patented his synthetic dye, the first synthetic dye ever made, and opened a company to make and sell it.

In 1946 Raytheon engineer Percy Spencer was testing a magnetron – a device that emits microwave radiation – when he realized that the candy bar in his pocket had melted. He figured the magnetron caused this to happen and tested his theory by placing popcorn kernels near the device. When those popped, he tried to cook an egg, which exploded. Sure, it made a mess, but he also realized that exposure to low-density microwave energy could quickly cook food. Spencer and other engineers started to work on a practical way to trap the waves and use them for this purpose. By 1947 the first commercial units became available through Raytheon. They weighed as much as 750 pounds and cost thousands of dollars, but by 1975 technological advances had made the device as popular (and affordable) as an oven range.

Alfred Nobel, who established the Nobel Prize, had quite the explosive history before he came up with his prestigious award. It was the 1860s, and nitroglycerin was a popular form of explosive, but it was completely unstable. That was an unfortunate problem for those trying to handle the substance, since it would unexpectedly blow up. Nobel, who owned a nitroglycerin factory, knew it was worth trying to make the compound safer, so he started to test it. One day, while researching the explosive in his lab, he accidentally dropped a vial of it on the ground. When it didn't explode, he realized it was because the substance had seeped into sawdust. The mixture essentially made nitroglycerin more stable, although not yet perfect. Nobel refined this by combining kieselguhr (a form of silica) and the explosive, making it stable enough that he could begin production of what became known as dynamite at mass scale.

Roy Plunkett, a chemist at DuPont, and his assistant, Jack Rebok, were working on developing a new chlorofluorocarbon (CFC) refrigerant using tetrafluoroethylene (TFE) in 1938. The duo mixed TFE and hydrochloric acid and filled canisters they then placed on dry ice overnight. When they looked the next day, one container wouldn't open, and upon sawing the canister in half, they found that the gas had turned into a smooth, white, snowflake-like powder. Plunkett tested the new polymer and found it to be quite heat-resistant. It also had a nonstick quality. He eventually figured out how to reproduce the accidental process and patented it in 1941, then registered it under the trade name Teflon in 1944. By the 1960s, Teflon was a household name.

The earliest pacemakers to regulate a heartbeat were bulky external devices that ran on AC power, meaning they – and, by extension, the patient – had to be

plugged into a wall. That changed one afternoon in 1958, as Wilson Greatbatch, an engineer in Buffalo, N.Y., tried to build an oscillator to record heart sounds. Greatbatch mistakenly installed the wrong resistor in the unit, which started giving off a regular electrical pulse that matched the rhythm of a human heartbeat. Greatbatch recognized the potential of his accidental contraption and met with William Chardack, the chief of surgery at a nearby hospital, who agreed to help him. At Chardack's hospital, Greatbatch tested his device on a dog and found that the pacemaker took control of its heartbeat. "I seriously doubt if anything I ever do will ever give me the elation I felt that day when my own two cubic inch piece of electronic design controlled a living heart," he wrote in his lab diary in 1959. After another year of tinkering, Greatbatch created the world's first successful implantable pacemaker.

The next time you raise a nonrusty fork to your mouth at a meal, you should think of Harry Brearley, the English metallurgist credited with discovering the steel alloy we commonly call "stainless". Actually, stainless steel wasn't entirely Brearley's doing. Metallurgists for nearly a century before him had been toying with different metal mixes, trying to create a corrosion-resistant variety. But nobody succeeded to the extent that Brearley did when he stumbled on the recipe in 1913. He had been hired by a small arms manufacturer, whose gun barrels were wearing out too quickly, to develop an alloy that would better resist erosion (not corrosion). Brearley tried elements in different proportions in the metal until he created a steel containing 12.8 percent chromium and 0.24 percent carbon. How he figured out that his steel resisted corrosion isn't entirely verified, but the most plausible account has him running a routine test on the barrel that involved etching it with nitric acid. The metal stood up to the acid, and after it withstood other corrosives like lemon juice, Brearley realized it would be perfect for cutlery. He took his "rustless steel" to a local cutler, who dubbed it "stainless steel", and the name stuck.

(from <http://www.newsweek.com/>)

Exercise 10. Mr. Brown gave some examples of British customs. What phrase did he use to provide an example? Study the phrases how to ask for details and provide details in English.

Asking for details

Why do you think that?
Could you give (me) an example?
Can you illustrate that?
What evidence do you have?
Could you explain it in more detail?
Could you provide some details?

Providing details

Let me illustrate, . . .
For example, . . .
For instance, . . .
To give you an example, . . .
Let me give you an example, . . .
To elaborate, . . .
First, (second), etc.

Classifying

There are five kinds of . . .

There are two types of . . .

There are three categories of . . . We can divide (this) into three parts: . . .

This can be broken down into four sections. They are: . . .

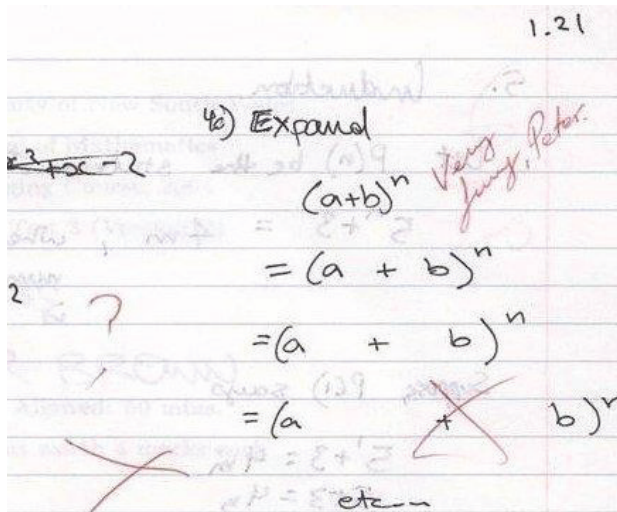
Exercise 10. Make sentences with each of the phrases used for providing details and classifying, basing on your scientific interests.

Exercise 11. Tell your classmates a fragment of a lecture in your subject and use phrases for classifications and providing details. Your listeners politely interrupt you for further details.

Exercise 12. Comment on students' creativity basing on the extracts of two works given below.

Where was the American Declaration of Independence signed?

a) *At the bottom.*



b)

(from <http://www.humor-articles.com/creative-test-answers/>)

Test

“Mind Your Language!”

1. If you haven't heard what one of your students said, you say: ...
 - a.* Excuse me
 - b.* Pardon
 - c.* I'm so sorry
 - d.* Repeat it

2. To involve oneself causing disturbance is ...
 - a.* to interface
 - b.* to interject
 - c.* to interfuse
 - d.* to interfere

3. If you want to check your students' understanding you say: ...
 - a.* Have you got it?
 - b.* Do you have it?
 - c.* Have you heard it?
 - d.* Understand?

4. One of students' cheating tactics at exams is ...
 - a.* to whip up an omelet
 - b.* to bang their heads against the wall
 - c.* to spend a penny
 - d.* to give up

5. The President proposed to let our ... down.
 - a.* hats
 - b.* beards
 - c.* moustache
 - d.* hair

6. Your students are going to have a difficult exam tomorrow, you say: ...
 - a.* Well done!
 - b.* The night is still young.
 - c.* The best of luck!
 - d.* How lucky you are!

7. Grammar is my weak ...
 - a.* place
 - b.* point
 - c.* component
 - d.* position

8. A free choice in which only one option is offered is called ...

- a.* Hobson's choice
- b.* Thompson's choice
- c.* single choice
- d.* mono choice

9. What is not a synonym for 'Let's continue'?

- a.* Let's go
- b.* Let's proceed
- c.* Let's move on
- d.* Let's carry on

10. Any acts previous to my decision to take a walk are purely ... in any link to myself.

- a.* occasional
- b.* indefinite
- c.* circumstantial
- d.* circumscribed

11. After finishing the test, a student of yours is leaving the classroom without handing in his/her answers. You say: ...

- a.* Hey! You haven't handed in your work.
- b.* Look out! You haven't handed in your work.
- c.* Attention please! You haven't handed in your work.
- d.* Just a minute! You haven't handed in your work.

12. I have come across a few ..., miraculously few in a book of this size, and completely trivial.

- a.* misactions
- b.* misprints
- c.* misuses
- d.* misbehaviours

13. I'm sorry, but I haven't illustrated the German article you set us last week. I had a bad headache yesterday. – Well, ...

- a.* what do you think of it?
- b.* don't you think that sounds rather childish?
- c.* that wasn't a nice thing to say.
- d.* I'm sure you did right.

14. I can't find my passport and my plane leaves in three hours. I'm ...!

- a.* up the hole
- b.* up record

- c.* up the creek
- d.* up in the clouds

15. It's one of your colleagues' birthday. You say: ...

- a.* Hope your birthday is as happy as you've made me!
- b.* And the pope is getting married!

- c.* You're a person of excellent manners!
- d.* Many happy returns!

16. Even a poster holder in a pub highlighting that World Cup Football can be watched on the ... is a violation of the laws.

- a.* premises
- b.* promises

- c.* premisses
- d.* pres

17. If you want to help a colleague of yours to carry a heavy bag, you say:

...

- a.* Let me give you help.
- b.* Let me give you a lift.

- c.* Let me give you a hand.
- d.* Let your hair down.

18. A revised ... in Information Technologies offers a wider range of courses.

- a.* syllable
- b.* syllabus

- c.* syllabism
- d.* syllepsis

19. If your friend who has promised to give you a new book refuses, you say: ...

- a.* What are you up to?
- b.* Why on earth don't you give me that book?

- c.* You should have given me the book.
- d.* You ought to be ashamed of your behaviour.

20. She felt that she would be ... to keep the place in her possession.

- a.* a dog in the manger
- b.* a dog in a blanket

- c.* as mad as a white hen
- d.* in the dark

21. If you need to interrupt, you say: ...

- a.* Excuse me
- b.* I'm sorry

- c.* Pardon
- d.* Let me ask you something

22. Although he was nearly shaking in his boots, he looked as cool as a ... when he began to speak.

- a.* ice-cream
- b.* fish

- c.* coconut
- d.* cucumber

23. What's wrong? – Well, nothing serious. I'm just a bit ...

- a.* under the agreement
- b.* under the oppression

- c.* under the sun
- d.* under the weather

24. He shouldn't say such things. – No, ...

- a.* he shouldn't
- b.* he should

- c.* but he should
- d.* but he shouldn't

25. To be honest, I think the thing with Jackie was one of the only times that he wouldn't brag about his conquest. I know he was ... for her after that night, or at least he thought he was.

- a.* upside down
- b.* head over heels

- c.* downside up
- d.* heels over head

Answers

Episode 14

Page 96, exercise 6. Famous Inventions

1.	A	6.	A
2.	B	7.	B
3.	C	8.	B
4.	B	9.	A
5.	B	10.	A

Test "Mind Your Language!"

1.	B	11.	D	21.	A
2.	D	12.	B	22.	D
3.	A	13.	B	23.	D
4.	C	14.	C	24.	A
5.	D	15.	D	25.	B
6.	C	16.	A		
7.	B	17.	C		
8.	A	18.	B		
9.	A	19.	C		
10.	C	20.	A		

References

1. Иванов А.О., Поуви Д. Английские разговорные формулы: Учеб. пособие для студентов пед. ин-тов по спец. «Иностр. яз.». – М.: Просвещение, 1989. – 128 с.
2. Ступин Л. П. Письма по-английски на все случаи жизни: Учебно-справочное пособие для изучающих английский язык. – СПб.: отд-ние изда-ва «Просвещение», 1997. – 207 с.
3. Формановская Н.И., Шевцова С.В. Речевой этикет. Русско-английские соответствия: Справочник. – М.: Высшая школа, 1990. – 95 с.

Educational publication

Aleshinskaya Evgeniya Vladimirovna

Mind Your Language:
Learning English with the Famous TV Series

Tutorial

The sign of information products (in accordance with Law No. 436-FZ)

12+

Naukoemkieologii, Publishing House
Intel Group Corporation, Ltd.
website: <https://publishing.intelgr.com>
E-mail: publishing@intelgr.com
Tel.: +7 (812) 945-50-63

Signed for print 01.12.2023.
Publication format 60x84/16
Publication volume 6,375 printed sheets.
Print circulation 500.

ISBN 978-5-907804-63-0



9 785907 804630 >