

UNIVERSITY OF LATVIA
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READING AUTHENTIC MATERIALS FOR ENRICHING SECONDARY
SCHOOL STUDENTS' VOCABULARY AT ENGLISH LANGUAGE
LESSONS

AUTENTISKO MATERIĀLU LASĪŠANA VIDUSSKOLAS SKOLĒNU
VĀRDU KRĀJUMA BAGĀTINĀŠANAI ANĢĻU VALODAS STUNDĀS

DIPLOMA PAPER

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I declare that this study is my own and does not contain any unacknowledged work from any source.

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30 May, 2010

ABSTRACT

Vocabulary development is an important offspring of literacy and language studies. It is the process, in which learners of language enlarge their active vocabularies with new words. Misunderstandings and inexperience, as a result of poor vocabulary in the target language, can cause a problem in the communication in English speaking countries or in other situations that is quite topical nowadays. School is a proper place to enrich secondary school students' vocabulary that will help them in social life and career.

The aim of the Paper is to identify how reading authentic materials help secondary school students to enrich their vocabulary in English lessons.

Data for the analysis were collected by: 1) studying relevant literature about vocabulary, its teaching strategies and assessment, authentic materials and the effectiveness of reading authentic materials for the enrichment of vocabulary; 2) using a questionnaire given to the learners of Form 11B in order to find out their attitude towards the importance of vocabulary and the methods they use for acquiring new vocabulary; 3) a case study carried out in English classes; 4) testing the secondary school students' vocabulary.

The activities included reading, translating, discussion, making dialogues, role-plays, and matching game, which were tried out in English classes. The aim of the performed activities was to make word learning more effective, to allow students to experiment with word usage and to motivate students for independent studies on vocabulary. It was found out that the majority of students were enthusiastic to work with the literary texts at home and participate in the activities in the English lessons.

The research showed that vocabulary knowledge increased when new words were learnt repeatedly through reading authentic extracts from English classical literature (namely, English works of fiction) and activating the newly acquired vocabulary during communicative activities at English lessons.

ANOTĀCIJA

Vārdu krājuma papildināšana ir svarīgs aspekts rakstīt un lasītprasmes attīstībā, kā arī valodu studijās. Tas ir process, kura laikā skolnieki papildina aktīvo vārdu krājumu. Pārpratumi un pieredzes trūkums, kā attiecīgās svešvalodas nepietiekama vārdu krājuma rezultāts, var izraisīt problēmas saskarē un komunikācijā angliski runājošajās valstīs vai citās situācijās, kas mūsdienās ir ļoti aktuāli. Skola ir piemērota vieta, kur papildināt vidusskolas skolēnu vārdu krājumu, kas viņiem palīdzēs sociālajā dzīvē un turpmākajā karjeras attīstībā.

Diplomdarba mērķis ir noskaidrot, kā autentisko materiālu lasīšana palīdz vidusskolas skolēniem papildināt vārdu krājumu angļu valodas stundās.

Dati analīzei tika iegūti:

- 1) Studējot teorētisko literatūru par vārdu krājumu, tā mācīšanas stratēģijām un vērtēšanu, autentiskiem materiāliem un to efektivitāti vārdu krājuma apgūvē;
- 2) Sastādot anketu, kas tika izmantota aptaujājot 11.b klasi, lai noskaidrotu viņu viedokli par vārdu krājuma nozīmīgumu, kā arī metodes, kādas viņi izmanto, lai apgūtu vārdu krājumu;
- 3) Veicot atsevišķa gadījuma pētījumu angļu valodas stundās;
- 4) Pārbaudot vidusskolas skolēnu vārdu krājumu, izmantojot testus.

Aktivitātēs ietilpa lasīšana, tulkošana, diskusija, dialogu izveide, lomu spēles un savienošanas spēles, kas tika izmantotas angļu valodas stundās. Veikto aktivitāšu mērķis bija padarīt vārdu mācīšanos efektīvāku, ļaut skolēniem eksperimentēt ar vārdu lietošanu un motivēt skolēnus patstāvīgai vārdu krājuma mācīšanai. Tika noskaidrots, ka lielākai daļai skolēnu patika strādāt ar literārajiem tekstiem mājās un piedalīties aktivitātēs angļu valodas stundās.

Pētījums parādīja, ka vārdu krājums palielinājās, ja jaunie vārdi tika apgūti atkārtoti, lasot fragmentus no angļu klasiskās literatūras, t.i., angļu daiļliteratūras darbiem un, aktivizējot jauniegūto vārdu krājumu komunikatīvo aktivitāšu laikā angļu valodas stundās.

TABLE OF CONTENTS

Introduction	7
1. Teaching/ Learning Vocabulary	11
1.1 Notion and types of vocabulary	11
1.2 Ways of Teaching Vocabulary	13
1.3 Teaching Vocabulary to Secondary School Students	18
1.4 Assessing Vocabulary	20
2. Reading Authentic Materials for Enriching Vocabulary	23
2.1 Authentic Materials	23
2.2 Reading for Enriching Vocabulary	24
2.3 Reading Authentic Materials for Enriching Vocabulary	27
2.4 Reasons for Using and Not Using Authentic Materials in EFL Classroom	29
3. Case Study in Riga Secondary School No. 40	33
3.1 Content of Study	33
3.2 Methods Used	36
3.3 Practical Results	40
4. Ideas for Further Lessons	44
4.1 Improvements for the Same Types of Lessons	44
4.2 Diversification of Sources in Reading Authentic Materials	45
Conclusion	49
Theses	51
Bibliography	52
Appendices	

INTRODUCTION

Formerly, in teaching a foreign language, it was frequently assumed that teaching of vocabulary and expansion of vocabulary was an indirect process happening in parallel with the practice of other language skills such as the grammar. There was a notion of some elementary level of the vocabulary volume. Teaching of vocabulary exceeding this level happened mostly by incidental way and was limited to appearance of new words and expressions as new items in reading texts or in listening materials. This approach has been shown as not sufficient to provide well expansion of vocabulary.

At the present, vocabulary teaching itself is widely accepted as an important part of the study programs on a regular and thoroughly planned basis. Teaching experts guided by Lewis (1993) insist on vocabulary teaching as the central part of language education, reasoning that “language consists of grammaticalised lexis, not lexicalised grammar”.

Even if advanced learners may have good communication opportunity due to knowledge of grammatical structure of the language, they may have limitations in expressing themselves clearly in a wide range of situations if their words storage is not enough broad. Having reached the basic level of language structure, they need to broaden their vocabulary.

On the other hand, many students have receptive knowledge of wide amount of words, i.e. they can recognize meaning of words, but their capacity to use these words productively is restricted by limited practice. It is an important area of teachers' attention to strengthen students' experience in operating with broader vocabulary.

There are different ways of increasing vocabulary. Basically, they can be divided into formal ones, i.e. practised in the classroom, and informal ones that are realized through versatile forms of outside communication and activities. Foreign language teachers follow to many instructional guidelines that were invented and introduced in order to develop the students' vocabulary. Different suggested methods of teaching vocabulary include: dramatizing and scenic presentation; studying origin and structure of words; reading aloud; work with the dictionary; using cloze texts to be filled by students according to their comprehension; using computer programs; teaching collocations and expressions; etc.

Encouraging learner independence in operating with new lexis is considered to be an important aspect of vocabulary teaching at the advanced stages of the study course. This relates to such methods as the contextual guesswork, where the student uses the context to derive the meaning of a newly appearing word or, for example, to guess meaning of a word from itself using the words origin and origins of similar words. The meaning of words can be

discovered sometimes from knowledge of words formation and roles of prefixes and suffixes in specifying meaning of the words.

Using of dictionaries is recommended as early as possible starting from primary editions to intermediate and upper gradations. Dictionaries give independence of students from the teacher in acquiring the words stock. However, application of dictionaries requires adequate training initialized by the teacher. The teacher can also help students to understand function of words as parts of speech identifying verbs, nouns, adjectives, etc. The aims of dictionaries are not only to describe meaning of words, but also to check pronunciation and spelling, as well as to show examples of illustrative usage. Ideally, dictionaries should embrace word grammar and collocation range, although most of them are limited in these options.

Use of 'real' or 'authentic' materials starting from the early stages of learning is also supported by Lewis, since 'acquisition is facilitated by material which is only partly understood' (Lewis, 1993: 186). The author suggests working intensively with short extracts of authentic materials, so that it would not be confusing for students due to understanding difficulty but could be helpful for exploring collocations. Although this position might be considered as discussible, the attractiveness of the method is in putting the students in atmosphere of real application of the language, with what they will interfere in their vital activities. Accomplishing tasks without understanding of everything presented in the materials will help the students to concentrate on the most significant.

In wide meaning, authentic materials are wide scope of texts, speeches, or printed information composed with real language and produced by real speakers or writers for a real auditory. The authentic materials are resources for foreign language teachers offering them the opportunity to expose students to the language usage situations produced by real life that they can meet outside the classroom. The authentic materials usually are focused on the content of the message more than on the text itself and can use means other than language such as design and style to help accentuation of the sense.

To provide learners with secure ways into real practice English, teachers should use authentic materials sensibly and as often as possible. The goal is reaching communication and necessary knowledge to interpret the materials correctly. Authenticity puts the main factor getting the appropriate response to the material that correlates with real life.

To summarize, different approaches for vocabulary development have been accepted and proved to be effective in secondary school, usage of authentic materials for reading being one of them. Reading of authentic materials is a form of practicing vocabulary in context and

combining vocabulary with reading and writing activities. It provides the students with different lexical information and enhances the vocabulary acquisition.

The aim of the Diploma Paper is to find out how reading authentic materials help to enrich secondary school students' vocabulary in English lessons and to stress the importance of creative approach to vocabulary teaching with special attention to using reading authentic materials in the classroom. To achieve this aim the following **objectives** are set:

- To study relevant literature about teaching vocabulary and reading authentic materials for enriching students' vocabulary;
- To find out students' attitude towards learning vocabulary through reading;
- To design a set of lessons outline with the reading tasks and communicative activities to develop secondary school students' vocabulary;
- To observe use of vocabulary by students during the lessons;
- To assess students' vocabulary by their performances in the classroom, writing a summary and passing the final test on the authentic texts;
- To find out students' opinion and attitude towards performed tasks and activities.

The research questions that helped to complete objectives and achieve the aim are as follows:

- What vocabulary, ways of teaching vocabulary, and vocabulary assessment mean;
- What reading authentic materials are;
- How reading authentic materials can help to enrich students' vocabulary in English lessons.

The hypothesis of the Diploma Paper is:

The usage of reading authentic materials helps to enrich secondary school students' vocabulary at English lessons.

The chosen **method of research** is a case study that takes in Riga Secondary School No. 40 for two months. Research sample is description of the participants and methods of teaching vocabulary during teaching practice in the school.

The methods of data collection are as follows:

- Questionnaire: Questionnaire are given to the students to determine their attitude toward learning vocabulary through reading and independent methods of learning vocabulary;
- Video: One part of the reading lesson is video- recorded in order to present an example of class work on vocabulary;
- Notes: Slips of paper are given to the students to find out their attitude towards performed activities and using online-dictionaries.

In the Chapter 1 of the Paper, general notions of vocabulary, its types, ways of enriching and assessment, as well as a need of developing vocabulary knowledge of secondary school students are described. Special attention is paid to strategies of improving secondary school students' vocabulary.

Chapter 2 focuses on reading authentic materials and reading as an effective way for enriching vocabulary. The definitions of authenticity and authentic materials are given. The advantages and disadvantages of using authentic materials in EFL classroom are discussed.

In the Chapter 3, the case study is described. Special focus is paid to methods used for developing students' vocabulary and analysis of conducted activities.

Chapter 4 is devoted to suggestions of the author of the Diploma Paper on improvements for the same types of lessons describing different vocabulary techniques and usage of various reading authentic materials.

1. TEACHING/ LEARNING VOCABULARY

1.1 THE NOTION AND TYPES OF VOCABULARY

Before describing the ways of enriching vocabulary, it is worth to present the general notion about vocabulary and its definitions. A person's vocabulary is a list of [words](#), which belong to a [language](#) the person uses. Usually a vocabulary size grows with age of a particular person. It serves as an indispensable [communication](#) tool which helps to obtain new information or knowledge. A competent source, The American Heritage Dictionary, gives notions of a word vocabulary, which are similar in their meaning:

“A vocabulary is a number of all the words of a language, a sum of words used by, understood by, or at the command of a particular person or group, a list of words and sometimes phrases, usually arranged alphabetically and defined or translated, a lexicon or glossary.” (<http://www.thefreedictionary.com/vocabulary>)

Another popular and reliable source of information - Collins English Dictionary gives resembling definition of a word vocabulary:

“A vocabulary is a listing, either selective or exhaustive, containing the words and phrases of a language, with meanings or translations into another language; glossary, an aggregate of words in the use or comprehension of a specified person, class, profession, etc., a number of all words contained in a language, a range or system of symbols, qualities, or techniques constituting a means of communication.” (<http://www.thefree dictionary.com/vocabulary>)

The last definition is the most short and simple:

“A vocabulary is a collection or list of words.” (<http://www.thefreedictionary.com/vocabulary>)

Tankersley (2003) considers vocabulary as the meaning and pronunciation of words that we use in communication. In this sense, the vocabulary consists of a number of words that a person understands and is able to use them for listening, speaking, reading, and writing. The vocabulary is not something constant or permanent; it grows and develops with time and experience, and, otherwise, can become degraded without use and practice. It is a set of words in human's memory used operatively. Two ways of expanding individual vocabulary sets are: 1) indirect that means learning new vocabulary through everyday experiences without special procedures of studying and 2) direct, when someone teaches and explains the meaning of a word to a studying person (Armbruster et.al., 2001). Indirectly, people learn new words

through all their lives when hearing or seeing words in different contexts, including participating in conversations, watching and listening to mass-media, reading the press or any other kind of written information. To teach explicitly meaning of a word, one needs to get explanation of the word from another person, or to find the explanation in a reference source, or to use other direct methods to find out about a specific word. Vocabulary acquisition includes several stages (Johns & Lenski, 2001). Initially, there is no knowledge of a word in a person's working vocabulary. When the word is heard or read for the first time, there is no understanding of the word or meaning of the word is unsure. Next, a vague sense of the meaning of the word appears and the person can describe it general terms. The final stage of the word acquisition is complete comprehension of its meaning and integration the new word into the person's working vocabularies. The word stays in the active vocabulary, or there is a greater probability of this, if it is activated from time to time during vital activity, mental work and communication. Inactivated words may eventually fall out of memory, if they are not linked to specific episodic memory events and there is no further reason to retain it in memory.

As a vocabulary is defined as a number of words known and used by a particular group of people, words which are heard or seen but can not be defined are not the part of it. According to Snow et.al. (1998), four different types of vocabulary that develop are in the following order: the listening vocabulary that is all the words a person can recognize when listening to speech. Context and tone of voice promote the size of vocabulary; the speaking vocabulary that is all the words a person can use in speech; the reading vocabulary that is all the words a person can identify when reading and it is the largest type of vocabulary because it includes the other three; and the writing vocabulary that is all the words a person can apply in writing. The size of each vocabulary depends on a person and each vocabulary extends throughout the person's life. A person should fluently apply all the types of vocabulary because all they form a bigger structure that is called literacy. The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2004:13) define literacy as the "ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society." The literacy has been becoming more important in the information age owing to greater amount of communication and specific knowledge. The literacy is not a simple ability to read and write. It gives the opportunity to live healthier life, to enrich imagination, to share ideas and learn new subjects. Nations who

have many people unable to read or write have lower quality of life. The literacy starts with vocabulary.

The following main characteristic corresponds to knowing word in a second or foreign language (Carter, 1998). It relates to learning vocabulary. Knowledge of a word means ability how to use the word productively and to recall it from memory for active use. However, for some purposes the user may have only passive knowledge of a word. It means knowing the likelihood of the word in spoken or written contexts. The word can be slotted in the syntactic frames or derivations can be made from it, if the relations with other words and collocations made with this word are known. The word can be memorized as a part of a fixed expression and recalled by the situation.

As Wilkins (1972:111) smartly underlined that “without grammar, very little can be conveyed but without vocabulary, nothing can be conveyed.” Zimmerman (1997:5), who was nominated for the Nobel Prize in literature in 1997, considers “vocabulary as a central of language and of critical importance to the typical language learner.”

Thus, the vocabulary is an imprescriptible part of human being, including communication, culture, professional skills and etc. Quality of the individual vocabulary of a human determined by the volume of words and expressions and by the ability to apply them in different situations is an evidence of his/her cultural and common level.

1.2 WAYS OF ENRICHING VOCABULARY

There are many ways to improve vocabulary. Nattinger (1988: 62) says that “comprehension of vocabulary relies on strategies that permit one to understand words and store them, to commit them to memory” and he also considers that through production of vocabulary students activate their vocabulary by restoring these words from memory and applying them in appropriate situation. When working on the enrichment of vocabulary knowledge it is important to know main goals in order to choose the best way, in which to learn. There are a number of reasons proving that improvement of the vocabulary is essential. It gives opportunity to communicate ideas in a more effective manner, to grow larger a command of language, to increase personal IQ, self-respect, intelligence level and chances to get a better job. Because vocabulary knowledge is critical to reading comprehension, it is important language teachers would help students to encourage their development of vocabulary and effective vocabulary learning strategies. There are different effective strategies that teachers can employ with readers of any age:

1. **Reading** has been and still remains the most effective method of vocabulary enrichment. Reading is attached with a bigger vocabulary, especially in use of books in unfamiliar genres or about unfamiliar topics. Human brain automatically focuses to analyze the words that are on the page. Eyes must scan the pages and brain must interpret their meanings. That is a very complex process. While reading within favourite genre the vocabulary improves faster because the particular person does not wish to skip unknown words but makes a note on them to have clear understanding of the text. However reading books of different genres improves general knowledge as well. Mark Twain, the beloved author of many children and adults around the world, underlines the importance of reading by telling that “the man who does not read good books has no advantage over the man who can not read them.” (<http://www.quotegarden.com/books.html>)
2. **Using dictionaries**, as Summers (1988: 111) considers, is “a valid activity for foreign learners of English, both as an aid to comprehension and production”. Dictionary is one of the main sources of vocabulary knowledge that is required to understand and use English accurately. The first and obvious reason of dictionary usage is finding word definitions. Sometimes there is more than one definition. The words are all in alphabetic or A-B-C order that makes students’ task easier. Also, dictionaries include words’ function or part of speech, their pronunciation, as well as origins, or roots, of words. The most important kinds of dictionaries include: monolingual dictionaries (e.g. *Oxford English Dictionary*); translation or bilingual dictionaries (e.g. English-Russian Russian-English dictionaries); subject dictionaries (e.g. medical dictionaries); and thesauri (a book of synonyms). A monolingual dictionary uses the same language for the entries and their definitions. Scholfield (2002) thinks that “learners need to get into the habit of ‘thinking in the target language’: they will not be efficient comprehenders and users of English if they operate always via an extra step of translating into their first language” (<http://www.etni.org.il/monodict.htm>). By using a monolingual dictionary, students are able to select the most frequent structures of the language that lexicographers use them to explain definitions for various words. Sometimes, definitions of words in monolingual dictionary can be long and confusing that might or might not suggest the desired meaning. Thus, bilingual dictionaries provide a faster way for students to get the meaning of the word. They can be very helpful for students who do not have enough language ability to understand definitions in English and give a sense of security because the meaning is given in the mother tongue. From online Wikipedia, a thesaurus is a “book that lists words grouped

together according to similarity of meaning (containing synonyms and sometimes antonyms), in contrast to a dictionary, which contains definitions and pronunciations” (<http://en.wikipedia.org/wiki/Thesaurus>). Bonet (1992: 38) says that “writers find a thesaurus especially useful when they are looking for a word to express an exact shade of meaning”. Students also can use thesaurus for making their writing more important and impressive. Thesaurus helps to widen students’ vocabulary. Beare (2009) suggests some strategies for vocabulary improvement, such as usage of technology, specific vocabulary lists, visual dictionary, vocabulary trees, vocabulary themes creation, and others (<http://esl.about.com/od/engilshvocabulary/ht/htvocab.htm>).

3. **Listening tapes or radio and watching DVDs or TV** undoubtedly helps in learning new words and their correct pronunciations. Most of the people can afford this method, especially with the growth of technology. Listening is an opportunity to start understanding native speakers of English. However, just watching a film or sitcom in English or with subtitles does not take full advantage of the learning opportunity. It is good to take notes of new words while watching.
4. Sometimes **specific vocabulary lists** help to memorize words faster than long lists of unrelated vocabulary. Here is a sample of word sheet which is great for promotion specific vocabulary items.

promoter	promotion	advertisement - ad
promotional	action	advertiser
promotional	campaign	advertising - publicity
promotional	support	advertising agency
promotion		advertising agent
promotional	action	advertising budget
promotional	campaign	advertising campaign
promotional	costs	advertising columns
promotional	support	advertising
consultant		

The use of similar sheets assists in acquisition of word knowledge in specific activities, businesses, professions. Vocabulary sheets essentially help teachers as well. They provide adequate materials for students with English for Special Purposes needs. Internet is a great source of most necessary word lists.

5. **A picture** is worth one hundred words. Another effective method to improve vocabulary is a visual dictionary. It is an excellent opportunity to English learner to develop visual memory as well. This particular web link

<http://www.enchantedlearning.com/subjects/> provides good samples of visual dictionaries for the secondary school students. Teachers and students can make up their own visual dictionaries with images relative with themes of study or pictures from school textbooks.

6. **Vocabulary trees** provide clear context to the learner. It is a map which connects words of similar subjects. For example hearing word kitchen will connect the mind quickly with such words as knife, fork, plate, dishes, etc. Some web sites, like <http://www.englishcafe.com/blog/Learning-Strategy-Vocabulary-Trees-698>, give a good sample of a vocabulary tree.
7. **Creation of vocabulary themes** works similar with vocabulary trees method. Here is an example on a household theme:
Broiler - device for broiling water
Learners use this method to clarify meanings of new words.
8. [Another](#) way of enriching vocabulary is to play **word games**. Games like Scrabble and Boggle will encourage learner to play at the same time brain automatically will memorize unknown words. Most word games are predestined for a group of people. Crosswords, word puzzles, and jumbles are relevant here as well.
9. **Breaking words** is an additional strategy of improving vocabulary. It helps to understand a structure of a word, as well as its properties. Many words are compound, what signify that two separate words have been joined together. By breaking them apart, and looking at each part individually, meanings clarify. The word “bookkeeper” brightly demonstrates this method. It breaks into “book” and “keeper”, what proves that bookkeeper is someone that is a keeper of books. However, this strategy can not work in all situations.
10. The most simple and cogent way of memorizing words is **a technique of repetition**. The old saying "practice makes perfect" defines very honest for vocabulary enrichment. It greatly reduces the chance of forgetting the word in the future.
11. **Role-playing** can be used as a vocabulary strategy, in which students take on various roles and expanding it into a class-wide activity. The student ceases to activate new vocabulary through dramatizing a persona, which he/she constantly uses in the classroom. The students are acting out a situation that helps them consolidate the words they are learning or have learned already. Role-playing allows the students to use English in as real a situation as possible without going out into the real world. It gives students more practice with natural English.

12. Brummitt-Yale (2008) suggests the techniques for enriching students' vocabulary as **Pre-teaching Vocabulary Words** that is an effective method of helping learners learn new vocabulary words by teaching them unfamiliar words used in a text prior to the reading experience. Teacher should preview reading materials to find out, which words are unfamiliar, and then these words should be defined and discussed. For this technique teacher should not only tell the students what the word means, but also to discuss its meaning. This allows students to develop an understanding of the word's additional meaning as well as its general meaning. Also, discussion identifies the students' level of understanding of the word. After pre-teaching vocabulary words, students should read the text.
13. **Repeated Exposure to Words** seems to be sensible that the more times students are exposed to a word, the stronger their understanding becomes. Learner needs to hear and use a word several times before it truly becomes a part of his/her vocabulary.
14. **Word Maps** is a useful technique for supporting learners' vocabulary learning. Like the method of pre-teaching vocabulary words, the teacher should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the learner creates a graphic scheme for the word. At the top or centre of the scheme is the vocabulary word. The word is classified into three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Word maps help readers develop complete understandings of words.
15. **Restructuring Reading Materials** is considered as an effective strategy for helping struggling readers improve their vocabularies. Teachers can restructure difficult materials in several different modes to help readers comprehend those more easily. A set of the difficult words can be replaced with synonyms to help the reader understand the overall text. Vocabulary footnotes can be added for particular words so that the reader could easily see the word while still reading the text. Also, vocabulary guide can be utilized for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the reader to check the vocabulary guide if the word or its meaning is unfamiliar.
16. **Incidental vocabulary learning** is a method, in which a word is used in a text in such a way that it is able to determine its meaning. Brummitt-Yale provides a following example: "Megan's fluxoolingy hair reached all the way down to her knees". While the word "fluxoolingy" might be unfamiliar, it is possible to determine the meaning of the word connected with length since the rest of the sentence focuses on describing

where Megan's hair comes to on her body. (<http://www.k12reader.com/effective-strategies-for-teaching-vocabulary/>)

Choice of the optimal way for enrichment of the vocabulary is an individual one. However teachers should practice diverse methods thus that students were not only forced to learn, but also had their own encouragement and feeling of satisfaction. Alternating the methods is the best approach for learning new words.

1.3 TEACHING VOCABULARY TO SECONDARY SCHOOL STUDENTS

Vocabulary is the significant part of learning the language. Teaching any language starts with vocabulary and enriching word reserve should always accompany any learning process.

Each language consists of thousands of words but not all of them are used even by native speakers because of not being familiar with specific vocabulary of different professions or occupations and also because of archaism of many words. It is up to a teacher to choose the correct vocabulary for students. If all words that the second language learner should know would be calculated according to language lessons, then the learner should spend eighteen years to learn the same amount of vocabulary as the native language speaker possesses. Though, actual amount of the second language words depends on each learner's needs (Thornbury 2002).

Every English teacher should be familiar with *Noteikumi par valsts vispārējās vidējās izglītības standartu un vispārējās vidējās izglītības mācību priekšmetu standartiem* (2008), which shows that the obligatory content of school subject consists of communicative and language competence, and socio-cultural competence. It gives the notions of language as a source of information reception and knowledge, information source in communication process, communication and cooperation source, language culture and language functional styles. Secondary school students are required:

- to understand general information and different kinds of texts;
- to analyse spoken and written texts and contexts;
- to define and correctly use phraseology and language functional styles;
- to comprehend and use all language skills, strategies and competences;
- to use literature and art for understanding other cultures and self-development;
- and to use different possibilities of text interpretation (<http://www.likumi.lv/doc.php?id=181216>).

Every teacher is also responsible for specific curriculum standards in their content areas. Vocabulary strategy instruction is an addition to full curriculum standards. The main part of curriculum standards is an understanding of subjects, themes and concepts. Meanwhile vocabulary strategy instruction has and always will have a vital importance in language learning, since it raises students' understanding in content areas. It is suggested for language teachers to give students a topic and gradually include effective strategies for enriching vocabulary and developing comprehension. Vocabulary instruction can be considered as purposeful if it develops knowledge of new concepts, increases reading understanding, improving specific writing, helps in effective communication, develops deep comprehension of words and phrases with which students are just familiar. In the Internet encyclopaedia, several theories of vocabulary instruction were listed. One theory focuses on intensive instruction of a few high value words. The citation from the book of Beck and et.al. (2002) for teachers *Bringing Words to Life: Robust Vocabulary Instruction* describes its methods:

“Words occur in three "tiers," the lowest (tier 1) being common words such as *eat* and *fish*, the top (tier 3) being very content-specific words such as *photosynthesis* and *geopolitical*. The tier 2 words were what they considered general academic vocabulary, words with many uses in academic contexts, such as *analyze* and *frequent*. Beck et al. suggested that teachers focus on tier 2 words and that they should teach fewer of these words with greater intensity. They suggested that teachers offer multiple examples and develop activities to help students practice these words in increasingly independent ways.”
(http://en.wikipedia.org/wiki/Reading_comprehension)

Another theory proposed by Andrew Biemiller is focused on broad introduction of many new useful words. He insisted that greater amount of words would benefit students more. Biemiller proposed to teachers to give a large number of words before reading a book to students. They sometimes give short definitions, such as synonyms, and then point out the words and their meaning while reading the book (Biemiller & Boote, 2006). Thus, the quantity of the words plays greater importance of teaching/learning new vocabulary in this approach.

The third theory is focused on strategies for learning new words that contain instruction on using context and instruction on using morphemes. The first instructions are used for understanding texts and words meanings within the texts by the context. Morphemic instruction is used in order to develop students' vocabulary knowledge by studying the content of the words, e.g. prefixes, roots and suffixes. (http://en.wikipedia.org/wiki/Reading_comprehension)

It is accepted that a program of vocabulary instruction should provide students with wide opportunities for word learning. This can be fulfilled by encouraging students to read different kind of materials, giving students possibilities to practice oral language, providing word understanding, using exact instruction of specific words; and encouraging students for independent word-learning strategies (<http://ritter.tea.state.tx.us/reading/practices/redbk5.pdf>).

Simple looking up in the dictionary will not help to develop strong vocabulary for students. Students need instruction that will help them maintaining new word knowledge. Teachers play important role in success and satisfaction of students' future life. Good vocabulary is the steadfast basement of language knowledge. The teacher's controlling role in the vocabulary teaching is manifested in the vocabulary assessment.

1.4 VOCABULARY ASSESSMENT

Before describing different types of vocabulary assessment, it is necessary to define firstly the term "assessment". Butler (2001) defines "assessment" as "the act of collecting information about individuals or groups of individuals in order to better understand them. The twin purposes of assessment are to provide feedback to students and to serve as a diagnostic tool for instruction" (<http://www.ncsu.edu/sciencejunction/route/professional/Assessment/assess.html>). Butler advises to use different types of assessment in order to motivate students and explore alternative assessment techniques. Butler divides assessment into formative, summative and performance-based assessment.

Formative assessment is a type of assessment that is incorporated into classroom practice and provides the information for adjustment of both teaching and learning during the real time of the teaching process. Formative assessment informs both teachers and students about student understanding directly at the time point when adjustments is made and provides feedback to the student during the process. Formative assessment techniques include oral assessment, homework, quizzes, class work, and note slips.

The summative assessment determines student's achievement at the end of a course or project. Summative assessment is carried out periodically to evaluate a level of student's knowledge at some particular point in time. The summative assessment may include standardized tests. It is focused on the documentation of student achievement by the end of a piece of study and usually results in grading of the student's work by putting marks. The applied procedures include examination papers, multiple choice test, essays, presentations, etc. Performance-based assessment is defined as the "direct, systematic observation of actual student performances according to pre-established performance criteria" (<http://www.ncsu.edu>).

edu/sciencejunction/route/professional/Assessment/assess.html). Partially, it is similar to summative assessment, as it focuses on achievement. Performance-based assessment methods include teacher's observations and questioning. Teachers may observe students during the performance, ask students questions both before and after performances, and examine student work. Questioning students can be in oral or written way. The student may be asked to participate in an interview, write a summary, write essays, give an oral presentation, perform self-assessments, perform peer assessments or simply respond out loud to short-answer questions in class.

“The assessment of students' knowledge of word meanings”, how Pearson et.al. (2007: 284) define vocabulary assessment, is as old as reading assessment itself. The earliest ways of assessment of vocabulary consisted of asking students to define or explain selected words, those which could be found in the texts. Three areas of English literacy are word identification, word knowledge and story comprehension. The strategies proposed below are meant for vocabulary assessment in these areas and can be assigned for individual goals and objectives for each student. They are designed to assess students' learning throughout a school programme to help teachers to improve vocabulary instruction and determine where students' knowledge of words is developing.

There are a variety of modes, in which language teachers can assess their students' knowledge of words. It can be a simple activity of matching a picture with a word or a complex task, where the student is expected to complete a creative writing activity. Language teachers may use one of the graphical organizers that were developed during a class lesson. The words and phrases learnt and discussed during the lesson can be taken out and students' task would be to fill it in and determine how much they have learnt. Many writing activities are suggested that provide possibilities to assess students' understanding and use of target vocabulary words. This can be summary, essay, story writing or making a poster.

Teachers can also use clipart images and ask their students to match a picture with a vocabulary word individually or in small groups. The vocabulary words can be categorized by the students into nouns, verbs and adjectives. Next task could contain matching the images with the printed words. Worksheets can be made for some of the words and dimensions that have been learnt. Students' task is to match each picture with the appropriate word in print. Some examples are:

For basic meaning in *The Fox and the Crow* – students can match a picture of a large, black bird with the word 'crow.'

To teach additional dimensions of the word, compound words can be offered, such as 'cupboard' (cup + board). The task of students would be matching a picture of a cup with the word in print (<http://www-tc.pbskids.org/lions/cornerstones/pdf/assessment-strategies.pdf>).

Role-play is an effective method for assessing students' knowledge of vocabulary words. Have students role-play the story, taking the role of various characters in the story. Each player takes a different character, and each character interacts with each other character. Role-playing, in this sense, is very much play-acting in the mind. Student imagines his/her character's response to this situation and describes it to the teacher and the other players. In order to assess students' vocabulary knowledge, a set of active vocabulary should be handed in to the groups in the classroom. Students' task would be to manage to use all the words in their role-play in an appropriate way that meaning of the words in context would be clear for the teacher and students.

The most formal method of vocabulary assessment is a test. From online Encyclopedia, the word "test" is defined as "an assessment, often administered on paper or on the computer, intended to measure the test-takers' or respondents' (often a student) knowledge, skills, aptitudes, or classification in many other topics" ([http://en.wikipedia.org/wiki/Test_\(student_assessment\)](http://en.wikipedia.org/wiki/Test_(student_assessment))). Many possible formats are available for test construction, such as multiple-choice, free response, performance or simulation, and true/false tests. Nation (2008) says that teachers need to be able to test their students and to analyze the tests to determine when students are in their vocabulary development stage in order to plan future teaching and to continue motivating learning. Also, Nation (2001:21) considers that:

"The test is designed to be quick to take, easy to mark and easy to interpret. It gives credit for partial knowledge of words. Its main purpose is to let teachers quickly find out whether learners need to be working on high-frequency or low-frequency words, and roughly how much work needs to be done on these words."

Interviewing is a more specific way for defining students' vocabulary knowledge. Stallman et.al. (1995) suggested interviewing students individually about their knowledge of the words. In this method, student is shown a word on a card and asked to read it. If there is a pronunciation mistake then it is corrected by the teacher. The student is asked about the meaning of the word and usage of the word in a sentence. Also, it is said that if the word is not in the student's reading vocabulary; then it is not necessary to be in his/her oral vocabulary either. It is of great importance to assess students' vocabulary knowledge because otherwise language teacher will not be able to know whether or not students are learning, they will not know, which students need more focus on vocabulary, and if the vocabulary instruction is effective.

2. READING AUTHENTIC MATERIALS FOR THE ENRICHMENT OF VOCABULARY

2.1 AUTHENTIC MATERIALS

English is spread as a world language and need in teachers is growing over the world because of that appear alternative and untraditional ways of teaching, which could be applied in current educational systems at primary and secondary schools. Use of authentic materials is one of alternative approaches. It is necessary to clarify meanings of authentic materials and authenticity.

Dictionary Reference defines word authentic as “not false or copied; genuine; real: an authentic antique, having the origin supported by unquestionable evidence; authenticated, verified.” (<http://dictionary.reference.com/browse/authentic>)

Synonyms of the word authentic are: “actual, honest, original, simon-pure, sterling, true, veritable share the sense of actuality and lack of falsehood or misrepresentation.” (<http://dictionary.reference.com/browse/authentic>)

The definition of word authenticity can not have similar meanings in all contexts. *Authenticity* is a key feature of all original texts or speech samples as it counts from long ago. It is necessary to review different perspectives of authenticity and ways of how authentic materials can be found for learners thought the world. Authenticity is not obliged to apply only to writer or spoken samples but also it can be determined by other factors. Language samples which reflect natural forms are described as authentic or authenticity. They can be both oral and written and appropriate with cultural and situational context (Rogers & Medley, 1998).

For different people, authentic materials may mean different things. Mostly, these are materials created by native speakers and for native speakers (Rogers & Medley, 1998). With time those who teach English language considered authenticity synonymous with words realness, truthfulness, validity, reliability, credibility and etc. of materials or practices. (Tatsuki, 2006) These materials were developing on task-based approaches and focused on communicative teaching.

Chavez (1998) considers that authenticity can not be defined as something particular, something existing in the world because anything taken out of original context becomes less authentic automatically that is why appropriate materials and tasks related to learner’s needs and interests for their specific groups are called ‘authentic’.

The simplest definition of authentic materials which are used for education is found in the article of Alejandro G. Martinez (2002). Authentic materials are:

“Sometimes called “authentic” or “contextualized”, real-life materials are those that a student encounters in everyday life, but that weren’t created for educational purposes. They include newspapers, magazines, and Web sites, as well as driver’s manuals, utility bills, pill bottles, and clothing labels.”

Martinez (2002) underlines difference between genuine materials and authentic materials. Native speaker of the language create authentic materials and use in classes in the original form without any changes. However genuine materials are adapted authentic materials for specific classes (<http://www3.telus.net/linguisticsissues/authenticmaterials.html>).

There are infinite sources of authentic materials, the popular of them being newspapers, magazines, TV programs, movies, songs, literature (novels, poems and short stories), catalogues, leaflets, tickets, postcards, bills, receipts, wrappings, recipes, business cards, labels, stamps, and etc.

Library and the Internet are places of collection authentic materials. Visiting an English speaking country is a good opportunity to get them as well. The Internet is a modern day reality. It is the most useful tool for accessing continuously updated information, easy in use for both students and teachers for getting endless amounts of different types of material.

2.2 READING FOR ENRICHING VOCABULARY

Essentially, reading is one of the most effective ways of vocabulary improving. There is a marked difference in comparison of people, who read, and people, who do not read in sufficient amount. Well reading people doubtfully will stop talking due to the lack of words; however, at the same time they might be shy or slightly stammer. In their speech words-parasites (for example: you know) occur extremely seldom. Someone who uses too many “ums”, “you know” or spends much time groping a word has a poor vocabulary, because nobody should use more words, if less can do. A rich vocabulary makes a person clear, well defined and particular. It is important to read everything without restricting a particular person to science fiction or magazines even though it is the most beloved literature. Reading from different genres and sources increases chances of improving vocabulary for 90 % and makes a person clever and more intelligent. Majority of people hate to break their habits, what locks them in the cycle of reading of what is interesting and it is interesting because reading this for a long time. New materials often become annoying and difficult. Classic, business or science materials usually do not provoke necessary interest to start reading them. Mental laziness

must be overcome to start reading widely. Right from the start it could seem a little boring, but enjoyment will come with knowledge and understanding growth in new areas of learning. This exercise does not pretend to turn a reader into a businessman or a literary man but it turns a person into a smarter and brighter individual.

Many language teachers consider reading as the best method to improve vocabulary. Reading for learning does not mean reading comic books, mainstream magazines or celebrity tabloids. It is considered that materials for learning the language must be challenging what means beyond vocabulary level. These materials will improve vocabulary bringing new skills and knowledge. In practice people reading different books for years have excellent vocabulary skills. They easily reach stock of words stored in their brains by reading skills (<http://www.exforsys.com/career-center/english-vocabulary/how-to-improve-vocabulary-while-you-read.html>).

Teachers and parents must accent on students and children reading skills because while brain is young it is easy to emphasize vocabulary what becomes more difficult with years. Undoubtedly, pupils and children have more time to read than adults. In later life, when adults, they are working and involved in other activities, sometimes stressful, and as the result there is no time left to read. From teenage age, students must create a desire to strengthen the word power. Understanding the importance of vocabulary will rise desire to learn words and to use them in both speech and writing.

Reading without an honest attempt will not maximize vocabulary. To succeed, it is essential to make a dictionary the most important reference manual. Students should go through the dictionary, using and working with it. While reading, new words appear in the texts, which must be looked up in the dictionary. The process of translation fixes in the mind that helps to remember words in the future. Sentences with new words may convey their meanings; however, nothing new should be left without translation in the interest of vocabulary improvement.

One of the methods of enriching vocabulary is index cards. From one side student writes a new word, from another side he/she writes the meaning of this word. Opposite side of the cards should have all definitions, since many words may have multiple meanings. This method helps to avoid storing words in short term memory. Index cards should be reviewed from time to time until words are automatically recognized in reading materials. As a sophisticated mechanism, brain gets rid of any information that is stored in the short term memory. Success is when words are stored in long term memory that is why building vocabulary has significant meaning, when people read (<http://www.exforsys.com/career-center/english-vocabulary/how-to-improve-vocabulary-while-you-read.html>).

Another deductive method of building up the vocabulary is the attempt to learn a word meaning based on the context, then analyzing the structure of the word and determining, if the attendant meanings are negative or positive. Sometimes repeating a new word aloud helps to recognize it in the future by running across it. Effective reading is an art.

Below, there are some statistics data from veracious sources proving that reading enriches vocabulary, brought by Anderson et.al. (1988: 285-303):

“Average U.S. fifth grader reads about 600,000 words a year from books, magazines, and newspapers outside of school... If a student reads 15 minutes a day in school, another 600,000 words of text could be covered... Therefore, a conservative estimate of the total volume of reading of a typical fifth grader in the U.S. is 1 million or more words per year. It is estimated that a child who reads 1 million words a year will encounter 20,000 unfamiliar words. With a 5% chance of learning a word, 1,000 words a year from reading may be learned... When self selected or assigned material is not too difficult, the chances of learning an unfamiliar word rise to 10% or more....and yearly that is 2,000 words...Note: These are figures for average readers. Avid readers may be learning two or three times as many words simply from reading”.

Another source gives the following data and considerations about acquisition of the vocabulary storage, including the reading (Nagy and Herman, 1987: 19-35):

“Found in typical classroom 300 words a year; at most, are covered in direct instruction aimed specifically at word learning. Conclusion: even in an ideal program of vocabulary instruction, the number of words actually learned in a year will still be in the hundreds...

In contrast, the number of words learned in a year from independent reading is in the thousands for the typical child. Conclusion: Independent reading appears to be a far more important source of vocabulary growth than direct vocabulary instruction...

Oral language is primary for young children, and continues to be important throughout life. Oral language is not the primary source for vocabulary growth, when a child has become a fluent and frequent reader. Reason: conversation and popular television shows do not contain a sufficiently rich vocabulary to allow for growth (natural conversation). Conclusion: At least one-third, and maybe two-thirds, of the typical child's annual vocabulary growth comes as the natural consequence of reading books, magazines, and newspapers.”

Though abovementioned data applies to vocabulary growth of young children, it can be related to secondary school students, too. Different sources and researches show that reading is an essential method of students' vocabulary growth. If a native speaking child learns 1,000 words a year through reading, then a student of the target language can succeed in the same results by reading authentic materials during his leisure time or at school.

2.3 READING AUTHENTIC MATERIALS FOR ENRICHING VOCABULARY

Reading many different types of material has benefits because it enables students to see words in a variety of contexts. The meanings of these words are then more readily accessible during future reading. Both students with low- and high-level literacy skills benefit from time spent reading; vocabulary is learned from context, and comprehension is improved if the difficulty of the material presented is appropriate to the current reading level (Squires, 1995).

Before a teacher focuses on reading authentic materials, it is important to note that authentic materials are fairly unpredictable in language needs, in their affection on reader and language-learning opportunities. Sometimes needful presentation of vocabulary and other language structures are missing. Vocabulary learning with extensive reading is very unstable. Small amount of learned words must be reinforced by another meeting of the same words; otherwise that learning will be in vain. Learners should have a chance to keep meeting words they have met before. It is undoubtedly important in an authentic extensive reading. (Nation, 1997)

Teachers need different approach for lesson plans and activities with authentic materials so they do not loose authenticity and do not discourage students from using them at all.

Abbs et.al. (1980) suggest that authentic materials should be selected for learning language and vocabulary. First they have to be motivating. For example a road sign 'End of urban clearway' may not be so clear even for a native speaker non-driver. The same may happen with pump signs or notices in railway trains. However something like bus rout timetable or a train ticket presents a part of foreign culture and brings some knowledge to students. This knowledge is functional when going abroad.

The second criterion is that authentic materials are not over ephemeral. When historical interest is lost, there is a little point in using them. A teacher should filtrate materials choosing those, which are up-to-date as possible or which do not loose quality with time, such as original poems or other well known literature peaces.

Thirdly, authentic materials should be organized. Unrelated amounts of materials may negatively affect aspects of teaching. The best way is to link materials through themes. Since authentic materials are only a way of achieving the point, they should be organized in such themes are: traveling, shopping, banking, getting a job, dinning out or any other general discussions.

Fourthly, authentic materials should be filtrated by their content. Anything, what a native speaker says, can not be obligatory defined as authentic and appropriate, so a teacher censors it. For example: in England letters published in the local newspapers are often written with offbeat language highly moved by a local issue, containing pompousness phrases or even grammar mistakes. If such materials are rejected, because a teacher feels that students should not see this kind of English, she has full rights to do so. Certainly, a teacher may also introduce such an authentic example simply to disagree with it. Generally all authentic materials should be considered whether the content is acceptable linguistically or educationally, whether it brings knowledge and enriches vocabulary.

Activities with authentic materials can be natural and not. Natural are those, which used by a native speaker for real purposes. A train or bus timetable could serve as an instance to explore the fastest train to London, for example. It would be unnatural activity since in the particular classroom no one would be in need of this particular information, but it could help students in the future, if they are planning to go abroad. (Abbs et.al. 1980).

Teachers should use some pedagogical techniques to make a use of authentic materials structured, purposeful and effective. Activities with authentic materials should blend as natural. Enhancing could bring more effect than analyzing and manipulating. An example of a lesson plan is provided below. It shows pedagogical techniques in action, which lead to vocabulary enrichment by using an original newspaper article. The example is taken from Larimer and Schleicher (1999). A sketch of a lesson includes few parts, which are:

1. Teacher gets an interesting article from an original newspaper, which possibly relates with theme of a lesson;
2. Teacher gets ready a list with new words and a worksheet with questions;
3. Students read the article with attention;
4. Students translate new words using a dictionary and do the worksheet;
5. Students write a conclusion about the article;
6. Students discuss worksheet and ideas from the article and their own ideas;
7. Teacher lists the most interesting ideas on the board using new words.

Usual class time is 45 minutes, that is why articles used on lessons should contain no more than 300 words; however they should be pithiness, grabbing attention of learners to

encourage them for translating everything conscientiously and for further discussions on a topic that will help memorizing the new vocabulary.

Nowadays there are many sources of authentic materials, but the most commonly used perhaps are: literature (novels, short stories and poems), newspapers, TV programs, magazines, the Internet, movies, and songs.

Classical literature, in Jacobson's et.al. (2003) opinion, is a valuable source of the language authentic materials, featured not only by language originality of the country and nationality of the author, but also by spirit and language peculiarities of the epoch of creation of the literary work. Reading extracts from the classics naturally helps a student accrue new vocabulary and to learn words in context. Students can be encouraged to relate or compare their own lives and experiences to those of heroes of literary works, especially of novels. Reading novels or extracts from novels in the class can inculcate students to have a good taste to literature and to appreciate it. Teachers have to find out books corresponding to interests and experience of their pupils thus to obtain the appreciation of the authentic literature. Reading in the class and then discussing of the materials with students is highly welcomed. The selection of books should be based also on the pupils' readability level and their acquired vocabulary to be controlled. The reading time should be devoted as well to decoding of words or the vocabulary development using novels. Reading the authentic materials is also a way to improve teaching skills, but if it is the only point of reading them for improvement skills, it doesn't reflect the purposes of reading literature and to obtain the authentic literacy. So, the purposes of reading classical literature outside the school are generally richer.

Some teachers who use authentic materials are concerning about naming fiction, including the classical, as "authentic" since it contrasts with many other types of the authentic materials in the list mentioned above, but it is not the dominating point view.

Regarding to reading a newspaper as an authentic source, the teacher can realize the following plan. The teacher chooses an interesting article spontaneously without ready tasks or worksheets and reads it aloud at the lesson. It gives an excellent opportunity to students to hear normal intonation and pronunciation of unfamiliar words and names. After this, students would ask questions about words or phrases, which puzzled them. Then follows a discussion of the points that provoked a particular interest to students. However, this spontaneous way does not give a guarantee that article will contain necessary words for the students' vocabulary.

In Latvia, teachers should choose authentic materials in advance, since this teaching method is not as popular as in the USA in ESL classes. Larimer and Schleincher (1999) are convinced that use of authentic materials is extremely rewarding for the vocabulary

improvement and general knowledge of foreign culture. They believe that teachers must overcome the habit to analyze, predigest the materials what makes teaching boring. Authentic materials should not be adapted, so students should see them as they are.

2.4 REASONS FOR USING AND NOT USING AUTHENTIC MATERIALS IN EFL CLASSROOM

Before the discussion about pluses and minuses of using authentic materials in secondary school education, it is essential to make an accent that authentic materials are examples of language produced by native speakers for real life purposes, which were not designed solely for the classroom. Pieces of literature, an advertisement, a pop song, a newspaper or even a train ticket brought to the classroom are considered as authentic material. It is significant to understand if these materials have meaningful experience for students and developing process in education. Could authentic materials be a language learning tool for secondary school students?

Alejandro G. Martinez (2002) listed following advantages:

- Students explore the real language;
- In fact there is always acquisition of knowledge from most learners;
- There is no inaccurate language in textbooks;
- Learners get inspired;
- Same materials may be used for different tasks and activities;
- Authentic materials are rich in various styles, genres and formalities;
- It is bringing pleasure.

The disadvantages are the following:

- Words needed for the vocabulary might be missing;
- Texts might be difficult for students;
- Preparation of the texts and activities takes longer;
- Materials may include dialects and accents;
- The materials become out of date fast. Newspaper is an example.

One of the main disadvantages using such materials is difficultness especially for beginners. Textbooks are compiled according to the level of learners. However, authentic material must be thoroughly filtrated to suit this level. Certainly this disadvantage could be solved by choosing right materials and introducing students with vocabulary in the advance. Leaflets, menus, timetables, video and audio advertisements, short reports, short news are suitable for lower levels. Longer articles and news, whole TV programmes allowed for higher

levels. Students with advanced level are able to use any authentic material; however prepared definitions and explanations are essential.

Another disadvantage is described by Kramersch (1996) in her book *Context and Culture in Language Teaching*. Devoting full chapter to authentic texts and contexts, she supposes authenticity not as a naturalness determined by demands of language but as a quality that is created but the response of the receiver. In other words, authenticity is an activity of interaction between the reader and the text which includes ideas and aims of the writer.

Kramersch (1996) believes that translated material from native language to the target language can not be authentic material for an English lesson. Then, she argues about cultural competence, which has no obligations of behaviours towards conventions of given speech community. For example, a student may start imitating someone's behaviour or behavioural pattern, but that does not give a guarantee that society that speaks the language will accept the person. In the opinion of Kramersch, authentic material may force one's ideas upon learners of the language.

The strongest advantage against minuses of authentic materials is the students' motivation and interest. Main reasons in learning new language is to get as close as possible to its speaker, to have notion and to take part in their life, to integrate. Motivation and interest are strongly stimulated by authentic materials by bringing in the learning process features of everyday life; something exotic and exciting, strange and attractive from foreign life. This motivation and interest promote learning of new words, ideas, facts without forcing and brings learners near to participation in actual life without factual living in the country. Difficultness may not worry students so much, as soon as material keeps their interest in foreign culture. A creative teacher should use the materials to motivate learners. The motivated students may enjoy learning of both grammar and vocabulary. Their desire and ability to communicate and interact in this new language should increase. Teaching grammar and vocabulary only in conservative way may produce good readers and listeners, but without an acquaintance with authentic language samples reaching goals of using the language would be more complicated. Guariento & Moley (2001) support the way of filtrating materials according students' ability with suitable tasks where total understanding is not important. Stating the researches of the survey carried out by Chavrez (1998) even beginners should be introduced to authentic materials with accomplishment of pedagogical support especially in listening situations. Considering different opinions, it may be correct to agree with professionals that at any learning level authentic materials should be used to fill in the gaps between the competency and performance of students. For non-native speaker it is a common problem.

One of the reasons why the authentic materials become popular is also inadequacy of language and grammar textbooks to real life language situation. Several experts point out this mismatch between theoretical and practical language, for example, Shrum and Glisan (1994: 28):

“Unfortunately, many language textbooks contain poorly motivated and illogically sequenced texts and dialogues that do not reflect real-world language or situations, although they usually contain multiple examples of the grammar being presented.”

The other statement is even more radical (Mindt, 1996: 232):

“There is obviously a kind of school English which does not seem to exist outside the foreign language classroom. As a result, learners who leave their school surroundings very often find it hard to adapt to the English used by native speakers. Learners who communicate with native speakers constantly have to reshape their linguistic behaviour in those areas of the language which were not taught properly.”

Authentic materials can shorten this gap between literary and practical knowledge. It appears that enrichment of students' vocabulary depend upon introduction of reading authentic materials, classical literature in particular, in the target language classroom. On the basis of the supposition that work with authentic texts of English literary works help to enrich and improve secondary school students' vocabulary, the case study has been planned to confirm or repudiate effectiveness of this method.

3. CASE STUDY IN RIGA SECONDARY SCHOOL NO.40

3.1 CONTENT OF STUDY

The case study was carried out during teaching practice in the Riga Secondary School No.40 within the period from 8th February till 27 March 2010. Before the practice, the author of the Diploma Paper has compiled the research plan, which included the following steps:

1. Before practice to have meeting with the Mentor of the school in which the teaching practice will take place. To discuss two classes where the author of the Paper will teach for two months.
2. To observe the two classes at English lessons and to select one of them, in which the students have lower level of vocabulary knowledge and interest in speaking English; to carry out a case study in this class.
3. To hand out the questionnaire among the chosen class in order to find out the pupils' attitude towards the importance of vocabulary and the way they learn new words in English lessons.
4. To prepare a set of lessons, where authentic reading materials will be included for enriching vocabulary of secondary school students.
5. To start the teaching practice with some ice-breaking games in order to get acquainted with the pupils and to build positive atmosphere, in which effective learning can take place successfully.
6. To try out reading and vocabulary activities in the English lessons once a week. It has been planned that the students would work on six different texts during the period of six weeks.
7. To find out students' opinions and attitude towards performed activities in free discussion after each lesson and their notes on the last lesson.
8. To analyze the filled questionnaires and students' work on text reading; to make conclusion about the result of reading authentic texts in respect of its effectiveness for enriching vocabulary of secondary school students.

Students of Forms 11B and 11C were observed during the first week of the teaching practice. After the discussion with the school mentor, decision to carry the case study in a group of Form 11B was made, because it was suggested that these students had weaker vocabulary knowledge than students of the parallel class. The group of students involved in the case study consisted of fourteen people. Despite absence of a few students at several

lessons containing reading authentic texts, there was good attendance and discipline at the lessons in general.

In order to determine the students' attitude towards learning new vocabulary and ways they learn new words in English lessons, the questionnaire in the target language was handed out (see Appendix 1). It was decided to give the students the questionnaire in the target language, because the level of their knowledge of the language was quite sufficient for completing such kind of a document. The questionnaire was filled in by fourteen pupils, who kept all the requirements of questioning (see Appendix 2). Analysis of the data obtained from the questionnaires showed that ten pupils of fourteen considered reading to be good way of learning and memorizing vocabulary. It showed that students' attitude toward reading and vocabulary was positive. This result betokened success of enriching their vocabulary through reading and application of other methods that are mentioned in the next sub-chapter. Other ways of memorizing new vocabulary considered by the majority of pupils were repeating new words for several times (drilling), recording vocabulary by writing and having an assessment of words knowledge afterwards. Among other suggestions, writing new words many times and make sentences with them were mentioned.

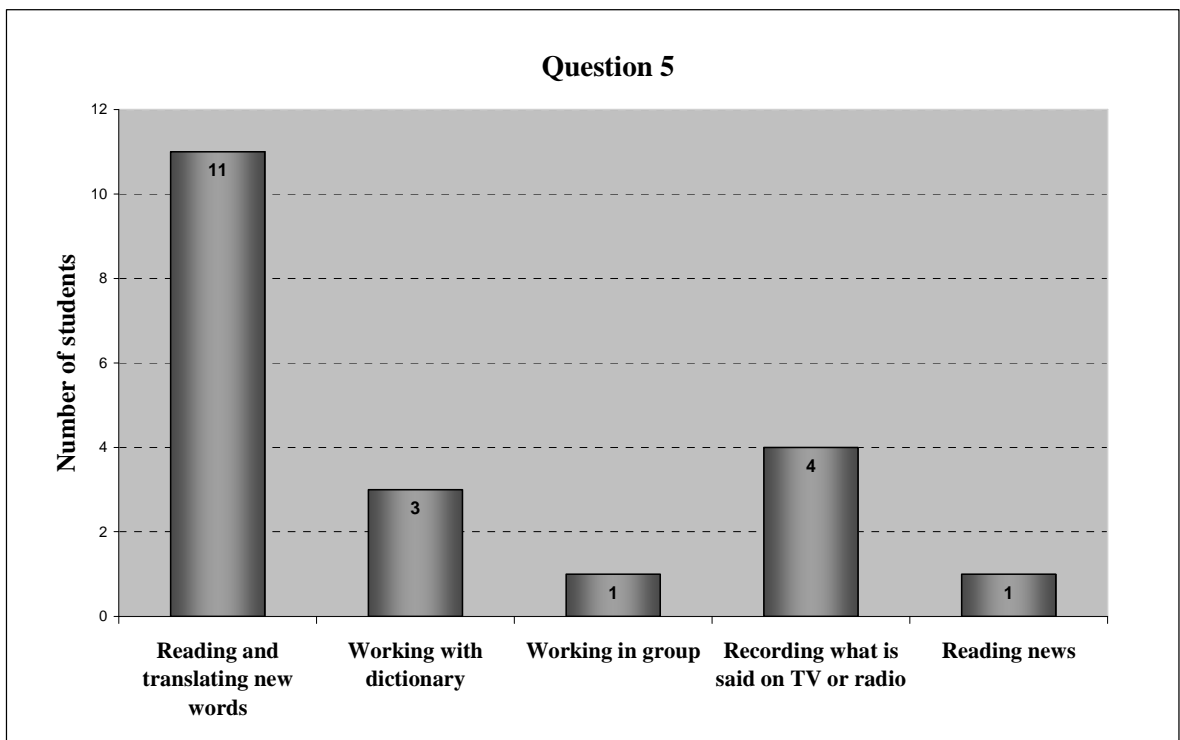


Figure 3.1: *Students' Independent Methods of Learning New Vocabulary.*

It seemed that the students had good experience in learning new words, but it was still worth to know if the pupils had tried independent studies of English language and what kind

of independent methods of learning new vocabulary they had tried. The data showed that ten students had tried independent studies of the language and four had not, which means that the majority of the group had experience of independent learning and developing of their language skills. Regarding question No. 5, half of the students had more than one answer. That is why it was considered to count all the answers. It showed that majority of the students used reading and translating new words as the most preferred independent method of learning new vocabulary (see Figure 3.1). Other methods mentioned were working with dictionary, recording information delivered by TV or radio, working in groups and reading news in the target language. From answers on question No. 6, it is seen that the students are quite experienced working with bilingual dictionaries, but not many of them even used monolingual dictionaries while reading texts in English (see Figure 3.2).

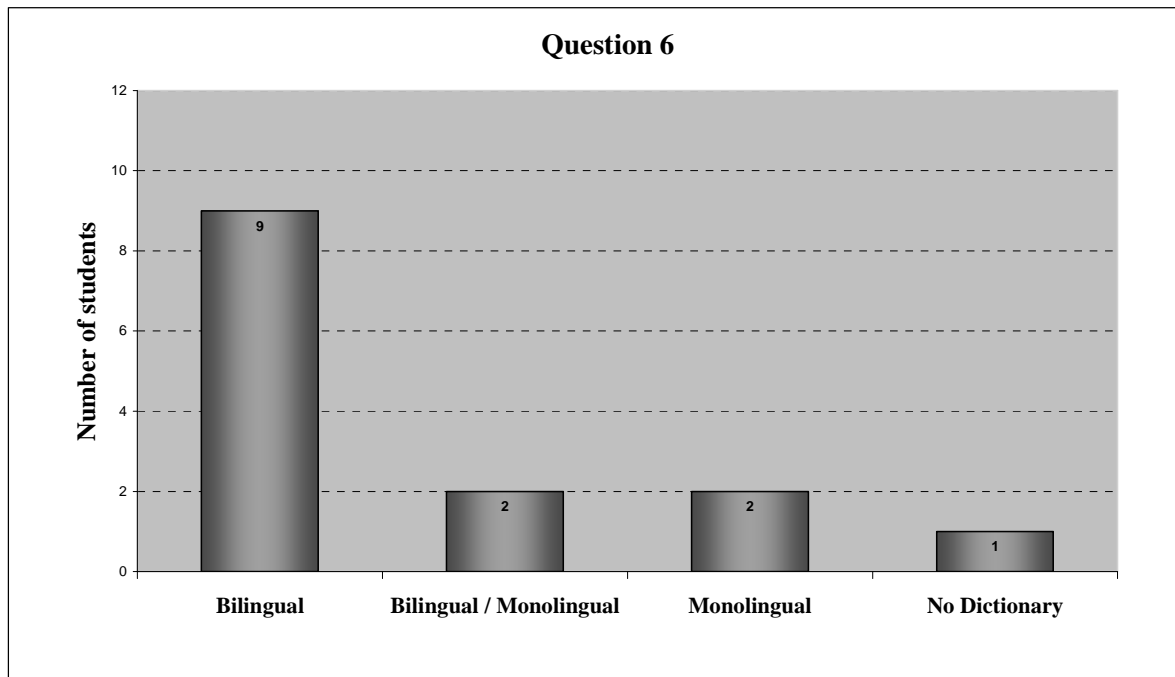


Figure 3.2: *Dictionaries Used by Students while Reading Texts in English*

From the questionnaire it was seen that eight pupils fairly considered their vocabulary of English insufficient, while other six pupils considered it sufficient (see Question No.2 in Appendix 2). Although answers on this question are assumed to be rather subjective, it showed how students acknowledge the need of enriching their vocabulary. It was also found that all the students in the group used online-dictionaries. This confirmed the ability of the pupils to work with online-dictionaries. Thus, the tasks of the author of the Paper were to give the pupils a list of the widest and most useful online-dictionaries and to ascertain the students'

awareness of working with monolingual online-dictionaries that they would use while reading the texts in English.

Five extracts from the most famous English literary works and one from an original French work translated into English were chosen and confirmed by the Adviser of the Diploma Paper and the Mentor of the School. The extracts were taken from the following works:

- Charles Dickens “David Copperfield”;
- Arthur Conan Doyle “The Hound of Baskervilles”;
- Oscar Wilde “The Picture of Dorian Gray”;
- Jules Verne “Around the World in 80 Days”;
- Robert Louis Stevenson “Dr. Jekyll and Mr. Hyde”;
- Jonathan Swift “Gulliver’s Travel”.

The extracts were taken from original authors’ texts without any adaptation or shortening, preserving grammar and style of the epochs, and so can be considered as the authentic materials for reading. The extracts were supplemented by short biographical sketches of the authors to make brief introduction into the epoch and the author’s person.

Each extract contained a certain number of new words unknown to the students of Form 11B. The volume of new vocabulary in these extracts was sufficient and selected so to allow the students managing their work on the text during one week period. After each extract, three exercises followed and the students’ task was to do all the exercises at home using at least two online-dictionaries from the list suggested to them at the first reading lesson. Homework was checked together with the class and then different activities for practicing new vocabulary were implemented in the English lessons. All the activities used in the classroom were aimed for consolidating the new vocabulary of the pupils.

3.2 METHODS USED

The reading was the main used method since students have acquired new words mainly through reading them in the context, analyzing the structure of new words, and using the dictionary for understanding the meanings. Other methods mentioned in this sub-chapter have additional character for enriching the students’ vocabulary.

Reading

Reading was practiced in this work as the main method, because it is generally accepted as the most effective and widely used method of word learning; furthermore,

discussion in the classroom about the read materials was considered to be effective in consolidating new words and motivating students for independent studies on vocabulary. Six short pieces of biographies of famous writers and extracts of their literary works (see Appendices 3, 4, 5, 6, 7, 8) were given to the pupils observed in the case study. The aim of including short biographies of the writers was to allow the students to get acquainted with a personal life of the authors of the literary works. Supposedly, the most interesting extracts of the works were intended for motivating them to read the whole book or books someday. Another main reason for reading was to comprehend an authentic text and learn the usage of new word in context. Several extracts were read aloud and translated into Russian by pupils directly at the English lessons. This experience gave the students a possibility to practice their pronunciation and ability to translate literary the passage into their mother language. While reading aloud at the lesson, the students had a possibility to be corrected by the teacher operatively.

Translation and Discussion

Computer technology allows students to experiment with word usage and create their own meaningful words. Online-dictionaries is the easiest way to look up for words and phrases in bilingual, monolingual, antonyms, synonyms, idiom and phrasal dictionaries in the Internet. At the first English lesson, the students were given a list of references to the most widely used online-dictionaries of English. These are:

<http://www.yxo.com> (bilingual)

<http://www.ldoceonline.com/dictionary> (monolingual)

<http://www.thefreedictionary.com> (monolingual, idiom)

<http://www.learnersdictionary.com> (monolingual, visual)

<http://www.synonym.com> (synonyms)

<http://dictionary.reference.com> (monolingual, synonyms)

<http://dictionary.cambridge.org> (monolingual, synonyms, visual)

The group of the students used these Internet websites while doing their homework for each reading lesson. First of all, they were translating all unknown words in the text into Russian in order to comprehend the content of the text in details. Secondly, the students found appropriate words from the texts to the definitions in exercises, allocated phrasal verbs in the sentences and put the phrasal verbs in the correct tenses, matched phrases with given definitions, found difference between the synonyms, found explanations to the phrasal verbs and wrote their own example-sentences to each phrasal verb. The correct answers for the exercises were made by the author of the Paper that she used during checking the homework

of the students (see Answers in Appendices 3, 4, 5, 6, 7, 8). It was the part of active usage of online-dictionaries, while reading the texts and doing the exercises at home. Lastly, the students and the author of the Paper were discussing the meanings of the words in the exercises and some parts of the texts (see an example of such work in the Recording “15.02.2010”). The pupils were asked to give their own example-sentences with words from the new vocabulary. For instance, in the Exercise No.2 on the extract of “The Hound of the Baskervilles” (see Appendix 4), the students had to find the similarities and differences of the synonym words: to dominate, to prevail, to eclipse, to overtop, and to reign. The underlined word “dominate” was selected from the text and the other words were added as synonyms. After sharing the explanations of the verbs, some students were asked to give their own sentences using the given words. Thus, the students were checked for comprehension of the new vocabulary words and received a feedback from the author of the Paper. The most active students were rewarded with “+” in the school journal. If a student got three “+” for the work, he/she had advantages of getting higher mark in the final test on the reading. The successful pupils motivated other students in the class for better results. It is worth to look at the activities that were used during another part of the lesson after checking the homework in the classroom.

Making a Dialogue

After working with the whole group, the work at the lesson is transformed into work in pairs. Students’ task was to compose a dialogue with the neighboring partners, with whom they sat together, using the words from one or two exercises from their homework. The pupils were monitored by the author of the Paper, whom they could ask for help in ideas, translation and spelling of words. After finishing of the activity, some pairs were invited to read their dialogues in front of the class and to get a feedback. During the class work, it was noticed that for some students it was difficult to find the subject for a dialogue. They knew how to use the words, but they could not find the right subject to talk about. The author of the Paper gave those students a set of different themes for completing the activity. Thus, at another lesson, where dialogues were used, the author of Paper gave themes for making a dialogue to students beforehand.

Role-play

Role-plays were used two times at the reading lessons. The main aim of the role-plays was to activate the phrasal verbs from the last exercises on the texts. Working in groups of four, the students had to distribute among themselves the roles given to them by the author of

Paper. Each group got a set of phrasal verbs that should be used in a certain situation (see Appendix 9). After preparing the action of each participant, each group presented their performance. For example, each group was given a set of phrasal verbs from the exercise on “The Hound of the Baskervilles”: take after, take for, take in, take off, take on, and take to. Each participant of the group got a role on a slip of paper. The group had to make a “family” situation, in which each member of the “family” planned different actions for the holiday evening: to invite the guests, to go to the cinema with the family, to watch TV together, or to make long-awaited call to a relative. The task of the students was to use all given phrasal verbs (each person had to use at least one phrasal verb) in the performance and come to a common agreement in the situation.

Such a role-play is a time consuming activity, thus, it is recommended to use this activity if there are two English lessons in a row in the school schedule for the class. However, the students appreciated the activity because they had a possibility to work together and share their ideas about the situation in the group and feel excitement after the performance of the situation. At the same time, the active vocabulary was helpfully used in practice.

Summary Writing

The task of the activity was to summarize the extract of “Around the World in 80 Days” by Jules Verne using the new vocabulary from the text. At least six new words should appear in the summary. The students were allowed to read the extract once again individually, then remove it from the desk, open their notebooks and write down the summary. The students were allowed to use their notes but they could not look at the text. The students were reminded the strategies of writing a summary. No personal opinions, ideas, or interpretations should be mentioned, the author and title of the work should be included in the summary, and the work should be around twenty percent of the length of the original. The work was evaluated by a mark given for a summary structure and usage of the new words.

Most of the students coped with the task during remained thirty minutes, but two of the pupils did not manage to finish their summary, that is why they were allowed to finish it in the break. Checking the students’ works, it was noticed that strategies of writing a summary were accomplished by the majority of the students. The requirement on the vocabulary was fulfilled by the pupils too. Ten of fourteen students used at least five words from active vocabulary and did it in appropriate way according to the context. Only three students used four new words in their summaries and one student used words “composure” and “superfluous” in improper way in the context that meant his incomprehension of the words. The results gave some points for consideration about text translation in the classroom.

Matching Game

Usually, a game creates a positive environment for word learning involving exercising, activities and other resources that allow students to play with words or phrases. In the present study, a matching game was introduced in the third reading lesson, when two biographies and extracts were already read and examined. It was carried out right after checking the homework and going through the exercises after the text. The pupils were asked to put the texts and exercises away. Four groups of three students in each were given mixed slips of paper with English words from the texts and sentences in Russian separately. The task was to find and match the words with the appropriate sentence by meaning and translate those into English. The second activity was quite similar, matching the phrases with relevant translations (see Appendix 10). The students coped with this activity quite soon. Translations of the sentences into English were checked with the class.

3.3 PRACTICAL RESULTS

Direct and indirect techniques of the students' vocabulary assessment were used in the classroom. These included: two group presentations of the situations, writing a summary on the extract, and a final test on all the texts. The aim of group presentations was the practice of using new vocabulary in right context in communicative approach. The class was divided into groups of four-five people, and the predestinated roles were divided among the participants in each group. The students' worked out a situation using a set of the words from the texts, and each situation was acted out in front of the class. The oral feedback on each presentation was given to the groups, including correction of mistakes in grammar structure, vocabulary and pronunciation. Then evaluation marks were put in the teacher's journal. The whole class got excellent marks on their presentations, not lower than nine by ten-grade system. The aim of work assessment was to check the students' understanding of the new vocabulary in more natural and freer way. The students were assessed as a group in the whole but not as individuals, and it was important to keep their motivation in playing performances with the learning purpose. Thus, the students could not get low marks for dramatizing activity.

The other mode of testing students' knowledge of new vocabulary words from the text was a summary writing on the extract of "Around the World in 80 Days" by Jules Verne. The majority of the students accomplished the requirements to writing a summary and using a vocabulary, which were reminded to them before the writing task. Students had to use at least five words from the active vocabulary, and almost all the students did it. The weaker student in the group used words "composure" and "superfluous" in improper way in the context. He

was given an oral feedback from the author of the Paper after the assessment. The students' works were assessed by ten-grade system. The higher mark was ten that got two students in the class and the lower was five that got the student who has difficulties with language learning, though he is very good in sport. Other students in the class received marks from seven till nine (see Figure 3.3).

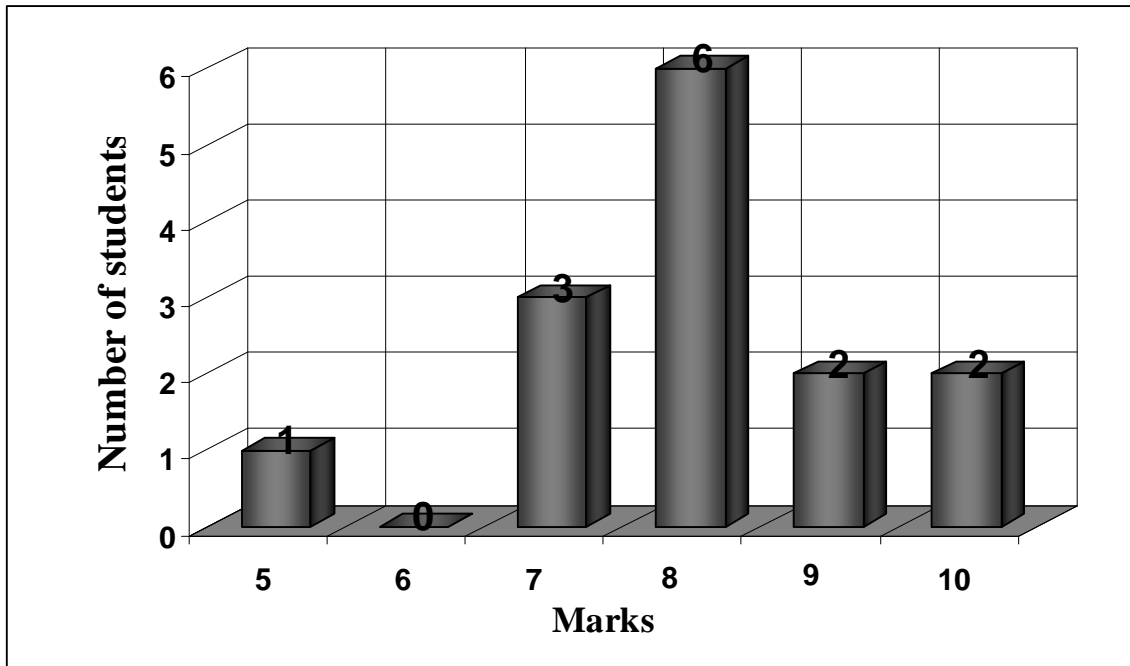


Figure 3.3: *Distribution of Marks among Form 11B Students for Summary Writing*

The final method of vocabulary assessment in the case study was a test, which consisted of three tasks (see Appendix 11). In the first task, the students had to complete the crossword puzzle. The words for this task were chosen from all first exercises of authentic literary texts. The words in the second task were chosen from all second exercises of the texts. Besides, the words in the third task were chosen from all third exercises of the texts, in order to make easier way for the students to orientate in word searching. In the test, the students had to find appropriate words and prepositions, define the words and give example-sentence for the words in the second task. The students were allowed to use their notebooks for finding the right words in the tasks. Time for completing the test was the whole lesson, i.e. forty-five minutes. The aim of the test was to identify students' comprehension of vocabulary words and usage in the context, as well as to define students' progress in their vocabulary enrichment. The results showed that the majority of the class had a very good knowledge of an active vocabulary (ten of fourteen students got eight and nine), three students had a good knowledge (marks: six and seven) and one student knew the vocabulary words excellent and could use

them effectively in the sentences (see Figure 3.4). The students could get thirty points that would total the higher mark for the test (see Appendix 12).

The results of the test showed the normal distribution of the marks among the students that conform to Gaussian distribution used for a good description of data. It means that if the

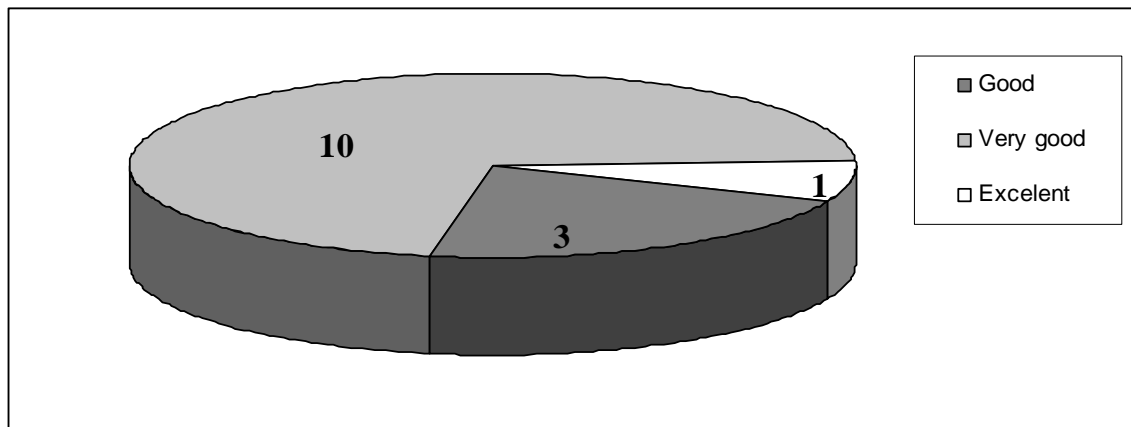


Figure 3.4: *Distribution of Marks among Students for Test*

majority of the class has an average mark for the work, and only minority of the students has lower or higher results, then it is considered to be a normal learning process of the students. After the assessment, the students were given an oral feedback from the author of the Paper about their achievement in vocabulary knowledge and the mistakes done in the test.

During six week period of the teaching practice, six authentic texts were studied and 126 new words were practiced within different activities. The students' comprehension of the active vocabulary was checked during their presentations, summary writing, games, reading texts and the test. The results showed that the method of using literary works for enriching students' vocabulary has notable effect in learning English. If this method of vocabulary teaching would be applied during an entire school year (about 35 weeks of studies), then the overall amount of secondary school students' vocabulary of the target language would total around 770 new vocabulary words. It is equal to a half amount of new words that native speakers of English acquire during a year.

In the end of the teaching practice, the students were given slips of paper for writing notes, in order to find out their attitude towards reading lessons, authentic texts for learning new vocabulary and the activities performed in the English lessons. It was found that the students appreciated reading literary works and learning new vocabulary in English lessons. They considered that it helps to improve their vocabulary knowledge. However, several students considered that translating the texts in the classroom is unnecessary, because they had done it previously at home. It was quite a considerable suggestion, because translating the texts in the lessons is a time consuming process and some smart students can feel boring to

listen to reading and translating the texts at the lessons. Nevertheless, the author of the Paper would rather suggest English teachers to implement translating in reading activities, when specific and more complicated information in texts is needed to be clearly understood by the students and used in classroom activities.

Students' reports about using online-dictionaries were mostly positive. Many of the students were not aware about the websites with online-dictionaries that were recommended for them. Some of the students found interesting to use online monolingual dictionaries, because they preferred to obtain English explanations for the words and any other subjects in the English lessons. One student said that the online-dictionaries were quite difficult for him, thus, he preferred traditional printed dictionaries. Two of the students were unsatisfied by online-dictionaries considering them not convenient for remembering words. It gives a subject for reflection about teachers' instructions of using online-dictionaries and teaching strategies helping students to remember new vocabulary for longer time.

Special preference of the students was given to the vocabulary and communicative activities at the English lessons. These activities expanded over making dialogues, performing the situations and games. It was stated that diversity of activities at lessons relief the learning process. This shows that reading the authentic materials should be accompanied by variety of activities, which would motivate students in enriching their vocabulary.

4. IDEAS FOR FURTHER LESSONS

4.1. IMPROVEMENTS FOR THE SAME TYPES OF LESSONS

Any field of research has a space for improvement. Thus, it is worth to suggest the possible ways of improvements for the same types of lessons used in the case study. For learning new word by using reading authentic materials it is necessary to mention the following vocabulary techniques:

- **Using Imagery.** Creation of visual images to represent words is an effective vocabulary building strategy. Of course, some words are easier to visualize than others. Generally this technique works best with words that apply to concrete objects. It does not work very well with words that have abstract concepts. In practice, this technique can be used after reading the text in the classroom. The class can be divided into groups of three-four people and each group gets set of pictures of the object or adjective from the text (it is required to denote the words “object” or “adjective” on the pictures). Students’ task is to find an appropriate word from the text to each picture, and later, students build sentences using the words.
- **Crossword Puzzles.** Students create their own crossword puzzles, using their reading materials and notebooks. This activity gives students a possibility to learn new vocabulary by producing visual picture of crossword and definitions to the words.
- **Using CDs.** It is an exceptional way to master new vocabulary words right at the private place and at school. English teachers can use CDs for hearing pronunciation or/and visual repetition while working with reading authentic materials. Nowadays, there is a wide possibility of acquiring natural classical books with CDs. Students can listen to the CD and follow a precise part of the text. The tasks can vary according to the purpose of a certain activity. CD can be played before giving a piece of text and students’ task would be to tell what the text is about and predict the ending of the story. Then, students are asked about a certain number of new words, which the teacher can write down on the blackboard/whiteboard work with vocabulary and even pronunciation.
- **Vocabulary Trees.** If it is necessary to learn specific words in the text for deeper understanding, vocabulary trees is an effective way to visually view a word and its meanings and roots. Generally, this can be applied to other words in any new, or old, vocabulary that is used daily. It helps to recognize the word and understand its

meaning in literature without the need to look it up in a dictionary. Vocabulary trees do exactly that they branch words into several meanings along with their synonyms and antonyms that provide complete understanding of the words.

- **Using Video.** Video allows teachers to introduce any aspect of real life into the language learning environment. Students become interested faster when experiencing the language in a lively and amusing way, i.e. through pictures, in this case moving pictures (films, documents, broadcasting etc.). In combination with sounds, video interprets the language in a comprehensive and realistic way. Secondly, video often makes students more communicative in target language. Finally, cross-cultural comparison is an important feature of authentic materials that can be added in English lessons. Awareness of cultural background is important in learning a language and a good motivation for learning new vocabulary. Before giving a piece of literary work, English teacher can present a video clip of a movie based on the classical book used in English lessons. A piece of the movie with subtitles or without can be shown during the lesson, and afterwards pupils must find difference between the movie and the book at home. This task is more oriented on listening and communicative approach, because it involves discussion in the classroom. In order to emphasize use of vocabulary, it is worth to ask students while watching the piece of the movie to write down unknown words. Then, these words can be predicted for the meaning and discussed in the class. Movie watching motivates students to read the whole book that is performed in the class. Also, it helps students to comprehend the text easier after watching the movie and teaches students to imagine particular actions and views described in the book they read.

Thus, there could be a wide field for enrichment of teaching practices, using diverse sources and approaches.

4.2 DIVERSIFICATION OF SOURCES IN READING AUTHENTIC MATERIALS

If students will have only language text examples from English classic literature, this experience is something from cultural point to be treasured and in relished, but it can be a poor adviser for active communication. The lexicon obtained by non-native English pupils from classical sources may be out of synchronization with modern practice. That's why for effective modern-day communication, versatile materials from daily life should be used.

Use of authentic materials in English language teaching is mentioned in almost all the modern teaching approaches and methods. Authentic materials have traditionally been defined as those written for native speakers, that is, ordinary everyday materials not provided specifically for the language teaching purpose. Thus, it is considered of great importance to plan lessons with the use of authentic materials according to the requirements of syllabus. Extracts of British literary works were introduced in the English classroom in this case study. However, different reading materials such as magazines, newspapers, brochures, news in the Internet, articles, textbooks and books can be used for enriching secondary school students' vocabulary as well. Generally, the preparation for a lesson with a use of reading authentic materials is more demanding for teachers, but the yield for pupils is much higher than from a common lesson. Pupils develop a great number of skills next to learning the language itself, e. g. working with the Internet, searching for information, social and cultural understanding, etc.

In order to ease teachers' work in preparation of the lessons, the author of the Paper would suggest the Internet as the source of authentic materials. Whereas newspapers and any other printed material date very quickly, the Internet is continuously updated, more visually motivating as well as being interactive, therefore suggesting a more active approach to reading rather than a passive one. Thus, it is worth to provide English teachers with the following sources in the Internet and the authentic materials that can be found in the World Wide Net:

- 1) **Newspaper** has a specific language with a great number of political, economic, sport and scientific terms that are used in news in brief, headlines, advertisements, articles and essays. It allows students to learn the target language as it is used in native English countries and follow the events happening in the real world. The following websites can be used for teaching vocabulary and comprehension reading in the English lessons:

- <http://www.timesonline.co.uk/tol/news/> -this British website can be used for providing secondary school students with different kinds of news such as UK, world, business, science, environment, sport, technology, weather, travelling, arts, and life news. The most updated pieces of information can be found and used in the English classroom.
- <http://www.guardian.co.uk/> - this British website does not differ a lot from the previous one, though it has more informational sections, such as US, Media, education, society, football, guardian and culture news.

- <http://www.theglobeandmail.com/> - this Canadian website contains the same kinds of information as in the first mentioned website, moreover it has driving/car news and TV listening channels online.
 - <http://www.nytimes.com/> - it is an American website that contains all kinds of information mention in the previous Internet resources and information connected with New York and its regions' life and events.
- 2) **Magazine** is based on general interests of readers, which covers many topics by short articles. Magazines are more colourful and attractive than newspapers and they can be used more effective way in the classroom (e.g. posters making with magazine cuttings). The website <http://magazine-directory.com/> is a widest Internet search of online-magazines. The topics found there can vary on different themes, from politics and education till life style and music.
- 3) **Book** is a written literary work that varies in writing styles. The style of fiction contains poetry, drama and emotive prose, while the style of nonfiction embraces the Bible, historical documents, literary and philosophical essays. The following websites are intended for finding e-books of British and American literary works that can be used for enriching secondary school students:
- <http://www.bartleby.com/>
 - <http://www.bibliomania.com/0/0/frameset.html>
 - <http://www.ebookdirectory.com/>
 - <http://www.franklin.com/freelibrary/>
 - <http://www.free-ebooks.net/>
- 4) **Textbook** is a book used as a standard source of information on a particular subject and travel guide is a guidebook for tourist that contains details about geographic locations, historical and cultural information, as well as practical information such as addresses, phone numbers and prices of the lodgings in a particular country. The website <http://bookboon.com/> provides colossal opportunity for students to learn specific vocabulary of the subject and learn about places in the world.

There are the following general considerations about getting the authentic materials for teaching practice. Nowadays, commonly language teachers may have easy access to diverse materials practically of endless amount. However, there is an economic aspect. English newspapers and magazines can cost abroad England up to 3 times more and, if to take into account much lower buying capacity in other countries such as Latvia, the relative cost of these sources can be unjustly high for the routine practice. Besides, quality of available materials in other countries can be not very good. The alternative to printed materials is

Internet. Looking for materials in Internet costs nothing, except time, and direct costs include only printing using a printer/copier.

Authentic materials can be a sort of materials that students may study not only in the classroom, but during travelling, resting or studying abroad. Using of language in other different contexts outside the classroom and especially during visiting English speaking countries is familiarizing with real language. Authentic materials enable learners to interact with the target language as it is used outside the classroom.

Aim of choosing the authentic materials from different sources should be understanding of meaning of the content rather than comprehension of the form, including literary form or stylistic. The same consideration relates to choosing of literary text as a kind of authentic materials, where emphasis should be done on what is said and not obligatory on the form of saying.

It is worth to recommend using authentic materials and modern alternative teaching approaches and methods to all the language teachers. It is important to have good class management skills and be able to inspire the pupils. The positive results will definitely delight both teachers and their students.

CONCLUSION

The Diploma Paper has been written with the aim to find out if reading authentic materials can be used to enrich English vocabulary of secondary school students. The author of the Paper has described theoretical background of vocabulary teaching/learning process in respect of secondary school pupils and implementation of authentic materials in this process. Several methods of data collection were implemented in the practice and analysed. The methods of improvement of vocabulary knowledge by secondary school pupils and their motivation for enrichment of their vocabularies are considered. The practical results and suggestions for further research have been presented.

During the research, it was found out that authentic materials play an important role in teaching vocabulary at English lessons. They enrich the traditional lessons and are interesting for students, too. However, not all the pupils are used to learning from alternative sources and are not enough responsible for independent learning. Thus, the teacher's role as a helper increases in students' acquisition of new vocabulary.

Through the findings of the research, the author of the Diploma Paper has made the following conclusions.

Vocabulary development requires versatile approaches because it is not enough to know only meaning of words but also to use them in context and communicative situations. It consumes time for a teacher to get students accustomed to new vocabulary usage so that they do not get confused to use the words in context. What is more important and should be observed is that secondary school students should use the target language at English lessons and the language teacher should define when to use the target language and the native language while working with new vocabulary in the classroom. The students acquire new words by using different strategies, including translating and discussion, role-plays, matching games, making dialogues, writing summaries and reading aloud in the classroom. It was noticed that students prefer better communicative activities in the classroom in which they can practise new words than working individually with the texts using the dictionary. The author of the Paper also discovered that the greatest difficulties for students are pronunciation of new words and using them in context. Those could be reasons for keeping a distance from learning the new words. Thus, students need encouragement to enrich their vocabulary knowledge and more exercises that would allow practising new words.

Authentic materials are a valuable part of the teachers' support, and provide special helpful possibilities in approaching to real life conditions that other materials are

not capable of. However, these materials have to be used in appropriate doses and must be carefully selected and controlled by teachers.

Motivation of using the authentic texts consists in bringing learners close to the target language culture and making learning more enjoyable. Through the authentic materials, students explore a wider range of topics and situations in the target language accompanied with linguistics elements, in more extent than may be available to them in their textbooks. Students admitted that working with the extracts of the literary works and participating in different communicative activities helped them to understand and acquire new words.

The basic goal of using authentic materials in school is to enable students to widen their vocabulary, to communicate effectively, and to use the target language appropriately. To achieve this goal, language teachers need to bring the outside world into the classroom, not idealising this world and not adapting or simplifying the chosen authentic materials.

It was found out that communicative activities and games stimulate students to work with active vocabulary. The author of the Paper noticed that working in groups, secondary school students felt more open and they interacted to achieve the aim of the given task. Students felt more comfortable acquiring new vocabulary, including that obtained from the studied literary works from English classics, with help of their peers.

The author of the Paper draws a conclusion that secondary school students have become more independent in understanding the meaning of learning with 'real' materials and learning new vocabulary through reading texts of classical literature. Students are more open to accept new ways of learning new words, particularly with help of opportunities presented in the Internet, such as using online bilingual, monolingual dictionaries and thesaurus.

The aim of the Paper is reached through theoretical grounding and school practice: reading of authentic materials, particularly extracts form classic literature sources, really helps to broaden the vocabulary storage of students. This was proved by the results of a test for comprehension of new vocabulary word.

However, there is still a space for improvements of the practice of implementing the authentic materials by varying types of the materials for reading, involving not only classics but also modern mass media sources like newspapers, magazines, Internet sites, etc.

The hypothesis of effectiveness of reading authentic materials for enriching secondary school students' vocabulary has been proved.

THESES

- Vocabulary consists of a number of words that a person understands and is able to use them for listening, speaking, reading, and writing.
- Literacy involves a succession of learning in enabling students to achieve their goals, to develop their knowledge, and to communicate effectively.
- Vocabulary knowledge is decisive to reading comprehension, it is important language teachers would help students to encourage their development of vocabulary and effective vocabulary learning strategies.
- Different types of vocabulary assessment motivate students and help teachers to explore alternative assessment techniques.
- Use of authentic materials is one of alternative approaches for enriching secondary school students' vocabulary.
- Authentic texts can be found outside of the classroom, and teachers can use a variety of strategies for obtaining them.
- Authentic materials should be selected for learning language and vocabulary. They have to be motivating, organized, filtrated by their content, and natural.
- The advantages of using authentic materials in English classroom are that authentic materials are rich in various styles, genres and formalities, students explore the real language inside the classroom and they get inspired. However, teachers must be creative to choose the right authentic materials for their students and to set achievable tasks in the materials acquiring.
- The majority of the students prefer reading and translating new words as a method of learning new vocabulary during their independent work.
- For learning a new word by using reading authentic materials various vocabulary techniques can be used, such as using imagery, crossword puzzles, CDs, videos, and vocabulary trees.
- Authentic materials have traditionally been defined for native speakers, however, different reading materials such as magazines, newspapers, brochures, news in the Internet, articles, textbooks and books can be used for enriching secondary school students' vocabulary in studying English as a foreign language.

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APPENDICES

APPENDIX 1

Questionnaire

Hello! My name is Jelizaveta Tatarinova and I'm studying on the 4th course at the Faculty of Education and Psychology of the University of Latvia. This questionnaire will be used for the Diploma Paper to find out your attitude towards the importance of vocabulary and the way you learn new words in lessons of English. Please, fill the questionnaire by marking the right answer with a tick. More than one answer is possible. This questionnaire is anonymous.

<p>1. Do you consider <u>reading</u> to be a <u>good way of learning and memorizing vocabulary</u>?</p>	<p> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other: _____ _____ </p>
<p>2. Do you consider your <u>vocabulary</u> of English sufficient?</p>	<p> <input type="radio"/> Yes <input type="radio"/> No </p>
<p>3. What do you consider to be the best way of <u>memorizing new vocabulary</u>?</p>	<p> <input type="radio"/> Repeating for several times (drilling) <input type="radio"/> Making associations <input type="radio"/> Recording vocabulary and having an assessment afterwards <input type="radio"/> Other: _____ _____ </p>
<p>4. Have you tried <u>independent studies of English language</u>?</p>	<p> <input type="radio"/> Yes <input type="radio"/> No </p>
<p>5. What kind of <u>independent methods of learning new vocabulary</u> have you tried?</p>	<p> <input type="radio"/> Reading and translating new words <input type="radio"/> Recording what is said on TV or radio <input type="radio"/> Working with dictionary <input type="radio"/> Other: _____ _____ </p>
<p>6. What <u>kind of dictionaries</u> do you use while reading texts in English?</p>	<p> <input type="radio"/> Monolingual <input type="radio"/> Bilingual <input type="radio"/> Other: _____ _____ </p>
<p>7. Do you use <u>online-dictionary/ies</u>?</p>	<p> <input type="radio"/> Yes <input type="radio"/> No </p>

Thank you for your answers!

APPENDIX 2

Questionnaire

Hello! My name is Jelizaveta Tatarinova and I'm studying on the 4th course at the Faculty of Education and Psychology of the University of Latvia. This questionnaire will be used for the Diploma Paper to find out your attitude towards the importance of vocabulary and the way you learn new words in lessons of English.

Please, fill the questionnaire by marking the right answer with a tick. More than one answer is possible. This questionnaire is anonymous.

<p>1. Do you consider <u>reading</u> to be a good way of learning and memorizing vocabulary?</p>	<p><input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other: _____</p>
<p>2. Do you consider your <u>vocabulary</u> of English sufficient?</p>	<p><input type="radio"/> Yes <input checked="" type="radio"/> No</p>
<p>3. What do you consider to be the best way of <u>memorizing new vocabulary</u>?</p>	<p><input checked="" type="radio"/> Repeating for several times (drilling) <input type="radio"/> Making associations <input type="radio"/> Recording vocabulary and having an assessment afterwards <input type="radio"/> Other: _____</p>
<p>4. Have you tried <u>independent studies of English language</u>?</p>	<p><input checked="" type="radio"/> Yes <input type="radio"/> No</p>
<p>5. What kind of <u>independent methods of learning new vocabulary</u> have you tried?</p>	<p><input checked="" type="radio"/> Reading and translating new words <input type="radio"/> Recording what is said on TV or radio <input type="radio"/> Working with dictionary <input type="radio"/> Other: _____</p>
<p>6. What <u>kind of dictionaries</u> do you use while reading texts in English?</p>	<p><input type="radio"/> Monolingual <input checked="" type="radio"/> Bilingual <input type="radio"/> Other: _____</p>
<p>7. Do you use <u>online-dictionary/ies</u>?</p>	<p><input checked="" type="radio"/> Yes <input type="radio"/> No</p>

Thank you for your answers!

APPENDIX 3

Charles Dickens (1812-1870)

Charles John Huffman Dickens was born in Portsmouth to a clerk who worked in the office responsible for navy salaries. His first, and happiest, years were spent at Chatham. However, his father was imprisoned in the Marshalsea prison for debtors and at age twelve he began working in a blacking warehouse. It was a miserable time for the young Dickens, and its themes recur frequently in his novels, where the Marshalsea itself features, and the mistreatment of children and child labour are common subjects. "*David Copperfield*" was first published as a novel in 1850. Like most of Charles Dickens' works, it originally appeared in serial form a year earlier. Many elements within the novel follow events in Dickens' own life, and it is probably the most autobiographical of all of his novels. In the preface to the 1867 Charles Dickens edition, he wrote, "... like many fond parents, I have in my heart of hearts a favourite child. And his name is David Copperfield."

David Copperfield (Extract)

Whether I shall turn out to be the hero of my own life, or whether that station will be held by anybody else, these pages must show. To begin my life with the beginning of my life, I record that I was born (as I have been informed and believe) on a Friday, at twelve o'clock at night. It was remarked that the clock began to strike, and I began to cry, simultaneously.

In consideration of the day and hour of my birth, it was declared by the nurse, and by some sage women in the neighbourhood who had taken a lively interest in me several months before there was any possibility of our becoming personally acquainted, first, that I was destined to be unlucky in life; and secondly, that I was privileged to see ghosts and spirits; both these gifts inevitably attaching, as they believed, to all unlucky infants of either gender, born towards the small hours on a Friday night.

I need say nothing here, on the first head, because nothing can show better than my history whether that prediction was verified or falsified by the result. On the second branch of the question, I will only remark, that unless I ran through that part of my inheritance while I was still a baby, I have not come into it yet. But I do not at all complain of having been kept out of this property; and if anybody else should be in the present enjoyment of it, he is heartily welcome to keep it.

Exercise 1. Find appropriate words from the texts to given definitions.

To happen again-

Bad treatment-

Having a great liking for someone-

At the same time-

Very wise-

Seeming certain to happen at some time in the future-

Prophecy-

Physical or mental qualities that you inherit from your family-

Things that someone owns-

Pleasure; gratification-

Exercise 2. Allocate given phrasal verbs to each sentence. Put the phrasal verbs in correct tense.

turn on; turn out (2x); turn over; turn to

- 1) Suddenly she just _____ me and accused me of undermining her.
- 2) The truth _____ to be stranger than we had expected.
- 3) His father had been _____ the idea _____ in his mind for some time.
- 4) She _____ drugs after the break-up of her romance.
- 5) He was _____ of his flat because he couldn't pay the rent.

Exercise 3. Match each phrase with given definitions.

- 1) keep body and soul together
 - 2) keep a lookout for sth/sb
 - 3) keep your cards close to your chest
 - 4) keep a firm hand on sth
 - 5) keep (sb/sth) out of sth
 - 6) keep to sth
-
- a) to control something or someone carefully
 - b) to do what you have promised or planned to do
 - c) to stop someone or something becoming involved in something
 - d) to continue to watch carefully for something or someone, especially in order to avoid danger
 - e) to be able to pay for your food, clothing and somewhere to live
 - f) to be very secretive about your intended actions

Answers

Exercise 1. Find appropriate words from the texts to given definitions.

To happen again- recur

Bad treatment- mistreatment

Having a great liking for someone- fond

At the same time- simultaneously

Very wise- sage

Seeming certain to happen at some time in the future- destined

Prophecy- prediction

Physical or mental qualities that you inherit from your family- inheritance

Things that someone owns- property

Pleasure; gratification- enjoyment

Exercise 2. Allocate given phrasal verbs to each sentence. Put the phrasal verbs in correct tense.

turn on- 1) to start a flow of (water, gas, electricity, etc.); 2) to open (a faucet, valve, etc.) so as to start a flow; 3) to make (an electrical device) start functioning by operating the controls; 4) to show or display suddenly or automatically to turn on the charm; 5) SLANG: to initiate in the use of a psychedelic drug; 6) to stimulate or be stimulated with or as with a psychedelic drug; 7) make or become elated, euphoric, etc. 8) to stimulate sexually; to make interested, enthusiastic, etc.; 9) открывать (кран, шлюз); включать (свет);- зависеть (от)

turn out - 1) to put out (a light); 2) to put outside; 3) to drive out; dismiss or discharge; 4) to turn inside out; 5) to come or go out, as to assemble somewhere; 6) to produce as the result of work; 7) to result; eventuate; 8) to prove to be; be discovered to be; 9) to come to be; become; 10) to equip, dress.

turn over- 1) to change the position of, as by rolling; 2) to reverse the position of; turn upside down; 3) invert; 4) to shift one's position, as from one side to the other; roll over; 5) to begin, or make begin, to operate, as an engine or motor; 6) to think about carefully; ponder; 7) to hand over; transfer; 8) to relinquish; delegate; 9) to put to a different use; convert; 10) to sell and replenish (a stock of goods); 11) to buy and sell, or do business, to the amount of; 12) BASKETBALL, FOOTBALL to lose possession of (the ball) due to a mistake or error.

turn to- to get to work; get busy; become addicted/ приняться за работу; - обратиться к кому-либо; - превратиться; - окончиться чем-либо, быть результатом чего-либо

- 6) Suddenly she just ___turn on___ me and accused me of undermining her.
- 7) The truth ___turned out___ to be stranger than we had expected.
- 8) His father had been _turning_ the idea _over_ in his mind for some time.
- 9) She __turned to__ drugs after the break-up of her romance.
- 10) He was __turned out__ of his flat because he couldn't pay the rent.

Exercise 3. Match each phrase with given definitions.

- 1) e 2)d 3)f 4)a 5)c 6)b

APPENDIX 4

Arthur Conan Doyle (1859-1930)

Arthur Conan Doyle was born in Edinburgh in 1859, educated at Stonyhurst and Edinburgh and was trained as a doctor. After a medical practice at Southsea between 1882 and 1890 in which he was only moderately successful, he took to writing. His works include a number of short stories and romances, but his greatest popular triumph was Sherlock Holmes. Holmes was the master of the minute observation who was inevitably forced to explain his techniques in detail to his sidekick Dr. Watson.

The Hound of the Baskervilles (Extract)

One of Sherlock Holmes's defects - if, indeed, one may call it a defect - was that he was exceedingly loath to communicate his full plans to any other person until the instant of their fulfilment. Partly it came no doubt from his own masterful nature, which loved to dominate and surprise those who were around him. Partly also from his professional caution, which urged him never to take any chances. The result, however, was very trying for those who were acting as his agents and assistants. I had often suffered under it, but never more so than during that long drive in the darkness. The great ordeal was in front of us; at last we were about to make our final effort, and yet Holmes had said nothing, and I could only surmise what his course of action would be. My nerves thrilled with anticipation when at last the cold wind upon our faces and the dark, void spaces on either side of the narrow road told me that we were back upon the moor once again. Every stride of the horses and every turn of the wheels was taking us nearer to our supreme adventure.

Our conversation was hampered by the presence of the driver of the hired wagonette, so that we were forced to talk of trivial matters when our nerves were tense with emotion and anticipation. It was a relief to me, after that unnatural restraint, when we at last passed Frankland's house and knew that we were drawing near to the Hall and to the scene of action. We did not drive up to the door but got down near the gate of the avenue. The wagonette was paid off and ordered to return to Coombe Tracey forthwith, while we started to walk to Merripit House.

`Are you armed, Lestrade?'

The little detective smiled.

`As long as I have my trousers I have a hip-pocket, and as long as I have my hip-pocket I have something in it.'

`Good! My friend and I are also ready for emergencies.'

`You're mighty close about this affair, Mr. Holmes. What's the game now?'

`A waiting game.'

Exercise 1. Find appropriate words from the texts to given definitions.

A companion; close friend-

A hunting dog-

A quality of being very careful to avoid danger or risks-

Annoying and difficult-

A terrible or painful experience-

To guess-

Vacant; not occupied-

Of little or no importance-

Nervous; anxious-

A calm and controlled behaviour-

Exercise 2. Find difference between the verbs/synonyms:

dominate-prevail-eclipse-overtop- reign.

Exercise 3. Find explanations to the following phrasal verbs. Write your own examples to each phrasal verb.

take after; take for; take in; take off; take on; take out; take to; take up.

Answers

Exercise 1. Find appropriate words from the texts to given definitions.

A companion; close friend- sidekick

A hunting dog- hound

A quality of being very careful to avoid danger or risks- caution

Annoying and difficult- trying

A terrible or painful experience- ordeal

To guess- surmise

Vacant; not occupied- void

Of little or no importance- trivial

Nervous; anxious- tense

A calm and controlled behaviour- restraint

Exercise 2. Find difference between the verbs/synonyms:

dominate-1) to control someone or something or to have more importance than other people or things: *The industry is dominated by five multinational companies.* 2) to be larger and more noticeable than anything else in a place: *The cathedral dominates the city.* **1)** господствовать; властвовать **2)** доминировать, преобладать **3)** возвышаться (над чем-либо) **4)** иметь влияние (на кого-либо) **5)** сдерживать, подавлять; овладевать; **6)** занимать, всецело поглощать

prevail- 1) to exist among a group of people at a certain time: *the economic conditions which prevail in England and Wales.* 2) if a person, idea, or principle prevails in a fight, argument etc, they are successful in the end: *He considered lying, but then common sense prevailed.* **1)** торжествовать (over), одержать победу; достигать цели **2)** преобладать, господствовать, превалировать (over) **3)** существовать, быть распространённым; бытовать

eclipse- to make another person or thing seem much less important, good or famous: *The economy had eclipsed the environment as an election issue.* затмевать (тж.); заслонять; **in sports he quite eclipsed his brother** в спорте он затмил своего брата

overtop- formal 1) to rise above; exceed in height; tower over. 2) to excel; surpass **1)** быть выше, возвышаться **2)** превышать; превосходить **3)** превосходить, затмевать

reign- to be the main feeling or quality in a situation or person: *The bomb attacks produced a panic which reigned over the city. Love reigned supreme in her heart.* **1)** царствовать (over) **2)** царить, господствовать

Exercise 3. Find explanations to the following phrasal verbs. Write your own examples to each phrasal verb.

take after

1. to be, act, or look like
2. to run after or pursue

take for

1. to consider to be; regard as
2. to mistake for

take in

1. to admit; receive
2. to shorten (a sail) by reefing or furling
3. to make smaller or more compact

4. to include; comprise
5. to understand; comprehend
6. to cheat; trick; deceive
7. □ to visit, see, experience, etc. to take in all the sights
8. to receive into one's home for pay

take off

1. to remove (a garment, etc.)
2. to draw or conduct away
- 3.
- a. to go away; depart
- b. to absent oneself, as from work
4. to deduct; subtract
5. to kill
6. to make a copy or likeness of
7. to leave the ground or water in flight
8. INFORMAL to start
9. INFORMAL to imitate in a burlesque manner; parody: with *on*
10. INFORMAL to become very popular and successful
11. SLANG to rob

take on

1. to acquire; assume (form, quality, etc.)
2. to employ; hire
3. to begin to do (a task, etc.); undertake
4. to compete or play against; oppose
5. INFORMAL to show violent emotion, especially anger or sorrow

take out

- 1.
- a. to remove; extract
- b. to deduct
2. to obtain by application to the proper authority
3. INFORMAL to escort
4. SLANG to kill; specif., to assassinate
5. BRIDGE to bid higher than (one's partner) but in a different suit

take to

1. to develop a habit or practice of doing, using, etc.
2. to apply oneself to (one's studies, work, etc.)
3. to become fond of; care for; be attracted to
- 4.
- a. to go to or withdraw to to take to the hills, take to one's bed with the flu
- b. to travel on

take up

1. to raise; lift
 2. to make tighter or shorter
 3. to pay off; recover by buying (a mortgage, note, etc.)
 4. to absorb (a liquid)
 5. to accept (a challenge, bet, etc.)
 6. to assume protection or custody of
 7. to interrupt in disapproval or rebuke: with *on*
 8. to resume (something interrupted)
 - a. to become interested in or devoted to (an occupation, study, hobby, belief, etc.)
 - b. to adopt (an idea)
- to occupy or fill (space or time)

APPENDIX 5

Oscar Wilde (1854–1900)

Oscar Wilde was an Irish playwright, poet and author of numerous short stories and one novel. Known for his biting wit, he became one of the most successful playwrights of the late Victorian era in London, and one of the greatest "celebrities" of his day. *The Picture of Dorian Gray* was published first by *Lippincott's Magazine* in 1890 and in expanded book form in 1891, added with six chapters. The book has some parallels with Wilde's own life. At Oxford he became a close friend of Frank Miles, a painter, and the homosexual aesthete Lord Ronald Gower, and it seems that they both are represented in *Dorian Gray*. In the story Dorian, a Victorian gentleman, sells his soul to keep his youth and beauty.

The Picture of Dorian Gray (Extract)

The studio was filled with the rich odour of roses, and when the light summer wind stirred amidst the trees of the garden, there came through the open door the heavy scent of the lilac, or the more delicate perfume of the pink-flowering thorn.

From the corner of the divan of Persian saddle-bags on which he was lying, smoking, as was his custom, innumerable cigarettes, Lord Henry Wotton could just catch the gleam of the honey-sweet and honey-coloured blossoms of a laburnum, whose tremulous branches seemed hardly able to bear the burden of a beauty so flamelike as theirs; and now and then the fantastic shadows of birds in flight flitted across the long tussore-silk curtains that were stretched in front of the huge window, producing a kind of momentary Japanese effect, and making him think of those pallid, jade-faced painters of Tokio who, through the medium of an art that is necessarily immobile, seek to convey the sense of swiftness and motion. The sullen murmur of the bees shouldering their way through the long unmown grass, or circling with monotonous insistence round the dusty gilt horns of the straggling woodbine, seemed to make the stillness more oppressive. The dim roar of London was like the bourdon note of a distant organ.

In the centre of the room, clamped to an upright easel, stood the full-length portrait of a young man of extraordinary personal beauty, and in front of it, some little distance away, was sitting the artist himself, Basil Hallward, whose sudden disappearance some years ago caused, at the time, such public excitement and gave rise to so many strange conjectures.

As the painter looked at the gracious and comely form he had so skilfully mirrored in his art, a smile of pleasure passed across his face, and seemed about to linger there. But he suddenly started up, and closing his eyes, placed his fingers upon the lids, as though he sought to imprison within his brain some curious dream from which he feared he might awake.

Exercise 1. Find appropriate words from the texts to given definitions.

A scent-

To move slightly-

Trembling; quivering-

A heavy load that you carry-

Not moving-

A demand-

Not clear-

A guess about something based on how it seems-

Pleasant-

Attractive in appearance-

Exercise 2. Find difference between the adjectives/synonyms:

immobile- quiescent- stagnant- stable- steadfast

Exercise 3. Find explanations to the following phrasal verbs. Write your own examples to each phrasal verb.

pass away/on , pass sb by , pass on, pass out, pass up.

Answers

Exercise 1. Find appropriate words from the texts to given definitions.

A scent- odour

To move slightly- stir

Trembling; quivering- tremulous

A heavy load that you carry- burden

Not moving- immobile

A demand- insistence

Not clear- dim

A guess about something based on how it seems- conjecture

Pleasant- gracious

Attractive in appearance- comely

Exercise 2. Find difference between the adjectives/synonyms:

immobile /ɪ'məʊ.baɪl/-not moving or not able to move: *She sat immobile, wondering what to do next.*

quiescent /kwi'ɛs.ənt/-temporarily quiet and not active: *The political situation was now relatively quiescent.* being at rest; quiet; still; inactive or motionless: *a quiescent mind.*

stagnant (NOT FLOWING)-(of water or air) not flowing or moving, and smelling unpleasant; not growing or developing: *a stagnant economy.* стоячий (о воде) 2) косный 3) инертный, вялый; тупой

steadfast /sted.fɑ:st/- staying the same for a long time and not changing quickly or unexpectedly; firm in purpose, resolution, faith, attachment, etc., as a person: *a steadfast friend.* fixed in direction; steadily directed: *a steadfast gaze.* 1) твёрдый; прочный; устойчивый; steadfast gaze пристальный взгляд 2) стойкий, непоколебимый; steadfast faith непоколебимая вера

stable- firmly fixed or not likely to move or change: *If the foundations of the house aren't stable, collapse is possible.* *After several part-time jobs, he's now got a stable job in a bank.*

The hospital said she was in a stable condition (= not likely to get worse) following the operation.

describes someone who is mentally healthy: *She seems more stable these days.*

able or likely to continue or last; firmly established; enduring or permanent: *a stable government.*

Exercise 3. Find explanations to the following phrasal verbs. Write your own examples to each phrasal verb.

pass away/on- polite expression for die (STOP LIVING) She's terribly upset because her father passed away last week.

pass sb by- If an event or opportunity passes you by, you do not notice it, or get pleasure or an advantage from it :Do you ever feel that life is passing you by?

pass sth on- (TELL) to tell someone something that another person has told you: If he provided us with any information, no one passed it on to me.

- (GIVE) to give someone something that another person has given you: Could you pass it on to Laura when you've finished reading it?

- to give a disease to another person: It's possible to pass on the virus to others through physical contact.

pass sth out- to give something to each person in a group of people: The teacher passed out the test booklets.

pass sth up- to fail to take advantage of an opportunity (to decline sth): I can't believe she passed up the chance to go to South America. He's never one to pass up a free meal.

APPENDIX 6

Jules Verne

(1828-1905)

Verne, Jules (1828-1905), French author, who is often regarded as the father of science fiction. He was born in Nantes, France, and ran away to sea at the age of 11. After he was sent home in disgrace, he vowed to travel only in his imagination. He carried out this pledge in more than 50 works that combine scientific fantasy and exciting adventure. Verne studied law in Paris, and from 1848 until 1863 wrote opera librettos and plays. His interest in science and geographical discovery led him to write on the possibility of exploring Africa in a balloon.

Around the World in 80 Days

(Extract)

During his brief interview with Mr Fogg, Passepartout had been carefully observing him. He appeared to be a man about forty years of age, with fine, handsome features, and a tall, well - shaped figure; his hair and whiskers were light, his forehead compact and unwrinkled, his face rather pale, his teeth magnificent. His countenance possessed in the highest degree what physiognomists call 'repose in action,' a quality of those who act rather than talk. Calm and phlegmatic, with a clear eye, Mr Fogg seemed a perfect type of that English composure which Angelica Kauffmann has so skilfully represented on canvas. Seen in the various phases of his daily life, he gave the idea of being perfectly well-balanced, as exactly regulated as a Leroy chronometer. Phileas Fogg was, indeed, exactitude personified, and this was betrayed even in the expression of his very hands and feet; for in men, as well as in animals, the limbs themselves are expressive of the passions.

He was so exact that he was never in a hurry, was always ready, and was economical alike of his steps and his motions. He never took one step too many, and always went to his destination by the shortest cut; he made no superfluous gestures, and was never seen to be moved or agitated. He was the most deliberate person in the world, yet always reached his destination at the exact moment.

He lived alone, and so to speak, outside of every social relation; and as he knew that in this world account must be taken of friction, and that friction retards, he never rubbed against anybody.

As for Passepartout, he was a true Parisian of Paris. Since he had abandoned his own country for England, taking service as a valet, he had in vain searched for a master after his own heart. Passepartout was by no means one of those pert dunces depicted by Molière, with a bold gaze and a nose held high in the air; he was an honest fellow, with a pleasant face, lips a trifle protruding, soft - mannered and serviceable, with a good round head, such as one likes to see on the shoulders of a friend. His eyes were blue, his complexion rubicund, his figure almost portly and well - built, his body muscular, and his physical powers fully developed by the exercises of his younger days. His brown hair was somewhat tumbled; for while the ancient sculptors are said to have known eighteen methods of arranging Minerva's tresses, Passepartout was familiar with but one of dressing his own: three strokes of a large - tooth comb completed his toilet.

Exercise 1. Find appropriate words from the texts to given definitions.

To promise solemnly-

The appearance or expression of someone's face-

To have-

A calmness and control-

More than is needed-

To make someone feel anxious or angry-

To leave a place, thing or person forever-

The personal male servant of a rich man-

Capable of or being of service; useful-

Rather heavy or fat; stout-

Exercise 2. Find difference between the verbs/synonyms (find explanation of each word in English):

betray- discover- disclose- reveal- divulge.

Exercise 3. Find explanations to the following phrasal verbs. Write your own examples to each phrasal verb.

carry away; carry off; carry on; carry out.

Answers

Exercise 1. Find appropriate words from the texts to given definitions.

To promise solemnly- to vow

The appearance or expression of someone's face- countenance

To have- to possess

A calmness and control- composure

More than is needed- superfluous

To make someone feel anxious or angry- to agitate

To leave a place, thing or person forever- to abandon

The personal male servant of a rich man- a valet

Capable of or being of service; useful- serviceable

Rather heavy or fat; stout- portly

Exercise 2. Find difference between the verbs/synonyms:

betray- to deliver to an enemy by treachery; to reveal unintentionally. предавать, изменять²) выдавать: If he is nervous on stage, he does not betray it. to betray a trust/ one's friends/ country.

discover- to find information, a place or an object, especially for the first time; to notice or realize: *I discovered I didn't have my credit card with me.*

disclose- to make something known publicly, or to show something that was hidden: *Several companies have disclosed profits of over £200 million.* To make known; reveal or uncover: *to disclose a secret.*

reveal- to make known or show something that is surprising or that was previously secret: *He was jailed for revealing secrets to the Russians.*

divulge- to make public; reveal (something private, secret, or previously unknown): *Journalists do not divulge their sources.*

Exercise 3. Find explanations to the following phrasal verbs. Write your own examples to each phrasal verb.

carry away- a) to influence greatly or unreasonably, esp. emotionally; excite; transport: *The spectators were carried away by the appeal to their patriotism.*; b) Nautical. (of the wind or sea) to dislodge or send overboard; c) Nautical. (of a vessel) to lose (an object or objects) through breakage; d) Nautical. (of a rope or chain) to break under strain.

carry off- a) to win (a prize, honor, etc.); b) to cause the death of: *The Black Plague in the Middle Ages carried off more than one-fourth of the population of Europe.*

carry on- a) to manage; conduct; b) to continue without stopping: *Rescue operations were carried on in spite of the storm.*; c) to continue to live, work, etc., despite a setback or tragedy; persevere; d) Informal. to behave in an agitated, foolish, or indiscreet manner.; e) to misbehave or be disruptive; act up: *The children have been carrying on all day*; f) to proceed under excessive sail for the weather conditions.

carry out- a) to put into operation; execute: *He doesn't have the funds to carry out his design.* b) to effect or accomplish; complete: *They carried out their plan without incident.*

APPENDIX 7

Robert Louis Stevenson

(1850-1894)

He was a Scottish novelist, poet, essayist and travel writer. Stevenson was born on Nov. 13, 1850, in Edinburgh, the son of an engineer, and studied engineering and then law at the University of Edinburgh. Since childhood, however, Stevenson's natural inclination had been toward literature; eventually he took up letters seriously, soon making his way into the first rank of contemporaneous writers by the excellence of his style.

Dr Jekyll and Mr Hyde

(Extract)

Nearly a year later, in the month of October, 18... , London was startled by a crime of singular ferocity, and rendered all the more notable by the high position of the victim. The details were few and startling. A maid-servant living alone in a house not far from the river had gone upstairs to bed about eleven. Although a fog rolled over the city in the small hours, the early part of the night was cloudless, and the lane, which the maid's window overlooked, was brilliantly lit by the full moon. It seems she was romantically given; for she sat down upon her box, which stood immediately under the window, and fell into a dream of musing. Never (she used to say, with streaming tears, when she narrated that experience), never had she felt more at peace with all men or thought more kindly of the world. And as she so sat she became aware of an aged and beautiful gentleman with white hair drawing near along the lane; and advancing to meet him, another and very small gentleman, to whom at first she paid less attention. When they had come within speech (which was just under the maid's eyes) the older man bowed and accosted the other with a very pretty manner of politeness. It did not seem as if the subject of his address were of great importance; indeed, from his pointing, it sometimes appeared as if he were only inquiring his way; but the moon shone on his face as he spoke, and the girl was pleased to watch it, it seemed to breathe such an innocent and old-world kindness of disposition, yet with something high too, as of a well-founded self-content. Presently her eye wandered to the other, and she was surprised to recognize in him a certain Mr Hyde, who had once visited her master and for whom she had conceived a dislike. He had in his hand a heavy cane, with which he was trifling; but he answered never a word, and seemed to listen with an ill-contained impatience. And then all of a sudden he broke out in a great flame of anger, stamping with his foot, brandishing the cane, and carrying on (as the maid described it) like a madman. The old gentleman took a step back, with the air of one very much surprised and a trifle hurt; and at that Mr Hyde broke out of all bounds, and clubbed him to the earth. And next moment, with ape-like fury, he was trampling his victim under foot, and hailing down a storm of blows, under which the bones were audibly shattered and the body jumped upon the roadway. At the honor of these sights and sounds, the maid fainted.

Exercise 1. Find appropriate words from the texts to given definitions.

A preference or tendency-

Existing at the same period of time-

A frightening and violence-

Surprising and sometimes worrying-

A narrow road in a town-

A process of thinking about something carefully and for a long time-

To go forward-

To ask for information-

The particular type of character-

To suddenly become unconscious-

Exercise 2. Find difference between the nouns/synonyms:

fury- indignation- scorn- violence- ferocity.

Exercise 3. Find explanations to the following phrasal verbs and nouns.

to look over, to overlook, an overlook; to break out, an outbreak/ a break-out; to carry on, a carry-on.

Answers

Exercise 1. Find appropriate words from the texts to given definitions.

A preference or tendency- inclination

Existing at the same period of time- contemporaneous

A frightening and violence- ferocity

Surprising and sometimes worrying- startling

A narrow road in a town- a lane

A process of thinking about something carefully and for a long time- musing

To go forward- to advance

To ask for information- inquire

The particular type of character- disposition

To suddenly become unconscious- to faint

Exercise 2. Find difference between the nouns/synonyms:

fury- extreme anger: *She flew into a fury at the suggestion.*

indignation- strong displeasure at something considered unjust, offensive, insulting, or base; righteous anger.

scorn- open or unqualified contempt; disdain: *His face and attitude showed the scorn he felt.*

an object of derision(высмеивание) or contempt (неуважение (к власти и т.п.))

violence- actions or words which are intended to hurt people: *The report documents the staggering amount of domestic violence **against** women.* extreme force: *We were all surprised at the violence **of** his anger/rage.*

ferocity- свирепость, жестокость; savage fierceness: *The ferocity of the attack shocked a lot of people.*

Exercise 3. Find explanations to the following phrasal verbs and nouns.

to look over- to examine, esp. briefly: *Will you please look over my report before I submit it?,*

to overlook- to provide a view of, especially from above: *The house is surrounded by trees, so it's not overlooked at all,* to fail to notice or consider something: *I think there is one key fact that you have overlooked.* to forgive or pretend not to notice something: *I'm prepared to overlook his behaviour this time.*

an overlook- a viewpoint/ a place from where a person can look at something, especially at an area of natural beauty: *There are lots of **scenic** overlooks along the road from New York to Montreal.;*

to break out- to begin abruptly; arise: *An epidemic broke out.* to prepare for use: *to break out the parachutes.* to escape; flee: *He spent three years in prison before he broke out.* to separate into categories or list specific items: *to break out gift ideas according to price range.*

an outbreak/ a break-out- 1)an escape, often with the use of force, as from a prison or mental institution. 2)an appearance or manifestation, as of a disease, that is sudden and often widespread; outbreak. 3)an instance of surpassing any previous achievement: a breakout in gold prices.;

to carry on- to manage; conduct. to continue without stopping: *Rescue operations were carried on in spite of the storm.* to continue to live, work, etc., despite a setback or tragedy; persevere. to misbehave or be disruptive; act up. to behave in an agitated, foolish, or indiscreet manner.,

a carry-on- a piece of carry-on luggage. behaviour that shows you are annoyed, worried, not satisfied or excited, usually more than the situation deserves: *There was a real carry-on when Pat was found kissing Ashley.*

APPENDIX 8

Jonathan Swift (1667-1745)

He was an Irish author and journalist, dean of St. Patrick's Cathedral (Dublin) from 1713, the foremost prose satirist in English language. First published under the pseudonym Lemuel Gulliver *Gulliver's Travels* (1726) is considered Swift's masterpiece, a culmination of his active years in politics with the Whigs then Tories. Laden with symbolism and rife with socio-political commentary it was an instant best-seller. It is a timeless illustration of the pettiness of politics, people, and the games they play. It has inspired numerous sequels and been adapted to the stage and film, entering popular culture iconography.

Gulliver's Travels (Extract)

It would not be proper, for some reasons, to trouble the reader with the particulars of our adventures in those seas; let it suffice to inform him, that in our passage from thence to the East Indies, we were driven by a violent storm to the north-west of Van Diemen's Land. By an observation, we found ourselves in the latitude of 30 degrees 2 minutes south. Twelve of our crew were dead by immoderate labour and ill food; the rest were in a very weak condition. On the 5th of November, which was the beginning of summer in those parts, the weather being very hazy, the seamen spied a rock within half a cable's length of the ship; but the wind was so strong, that we were driven directly upon it, and immediately split. Six of the crew, of whom I was one, having let down the boat into the sea, made a shift to get clear of the ship and the rock. We rowed, by my computation, about three leagues, till we were able to work no longer, being already spent with labour while we were in the ship. We therefore trusted ourselves to the mercy of the waves, and in about half an hour the boat was upset by a sudden flurry from the north. What became of my companions in the boat, as well as of those who escaped on the rock, or were left in the vessel, I cannot tell; but conclude they were all lost. For my own part, I swam as fortune directed me, and was pushed forward by wind and tide. I often let my legs drop, and could feel no bottom; but when I was almost gone, and able to struggle no longer, I found myself within my depth; and by this time the storm was much abated. The declivity was so small, that I walked near a mile before I got to the shore, which I conjectured was about eight o'clock in the evening. I then advanced forward near half a mile, but could not discover any sign of houses or inhabitants; at least I was in so weak a condition, that I did not observe them. I was extremely tired, and with that, and the heat of the weather, and about half a pint of brandy that I drank as I left the ship, I found myself much inclined to sleep. I lay down on the grass, which was very short and soft, where I slept sounder than ever I remembered to have done in my life, and, as I reckoned, about nine hours; for when I awaked, it was just day-light.

Exercise 1. Find appropriate words from the texts to given definitions.

Most important or best; leading-
A zenith, peak, summit-
Carrying or holding a lot of something-
Lack of generosity, especially in trifling matters-
The result of an earlier event-
Too much or many, or more than is usual or reasonable-
Not clear, especially because of heat-
A heavy shower-
To go forward-
Tending or wanting to do something-

Exercise 2. Find difference between the verbs/synonyms:

spend- deplete- consume- dissipate- exhaust.

Exercise 3. Find explanations to the following phrasal verbs and nouns.

to set out, an outset; to set down; to let out, an outlet; to let down.

Answers

Exercise 1. Find appropriate words from the texts to given definitions.

Most important or best; leading- foremost

A zenith, peak, summit-a culmination

Carrying or holding a lot of something- laden

Lack of generosity, especially in trifling matters- pettiness

The result of an earlier event- sequel

Too much or many, or more than is usual or reasonable- immoderate

Not clear, especially because of heat- hazy

A heavy shower- a flurry

To go forward- to advance

Tending or wanting to do something- inclined

Exercise 2. Find difference between the verbs/synonyms:

spend- 1) тратить, расходовать; to give money as a payment for something. 2) проводить (время); to use time doing something. 3) истощать; устать, вымотаться; to use energy, effort, force, etc., especially until there is no more left. 4) потерять (мачту)

deplete- истощать, исчерпывать (запас, силы и т.п.); опорожнять; обескровливать; to reduce something in size or amount, especially supplies of energy, money, etc.

consume- 1) потреблять; расходовать; to use fuel, energy or time, especially in large amounts. 2) съедать; поглощать; (formal) to eat or drink, especially a lot of something. 3) быть снедаемым (with); he is consumed with envy его гложет зависть; to have so much of a feeling that it affects everything you do. 4) истреблять (об огне) destroys it completely. 5) расточать (состояние, время) waste away. 6) чахнуть

dissipate- 1) рассеивать, разгонять (облака, мрак, страх и т.п.) to gradually disappear or waste. 2) рассеиваться. 3) расточать, растрчивать (время, силы); проматывать (деньги) To spend intemperately or wastefully. 4) кутить, развлекаться; вести распутный образ жизни; to indulge in extravagant, intemperate, or dissolute (распушенный) pleasure.

exhaust- 1) истощать (человека, силы; запасы и т.п.); to make someone extremely tired. 2) to exhaust the subject исчерпать тему. 3) разрезать, выкачивать, высасывать, вытягивать (воздух); выпускать (пар);to use something completely

Exercise 3. Find explanations to the following phrasal verbs and nouns.

set out- a)to begin a journey or course: *to set out for home*. b) to undertake; attempt: *He set out to prove his point*. c) to design; plan. d) to define; describe: *to set out one's arguments*. e) to plant: *to set out petunias and pansies*. f) to lay out (the plan of a building) in actual size at the site.

outset- the beginning or start: *I wanted to explain the situation at the outset*.

set down- a) to write or to copy or record in writing or printing. b) to consider; estimate: *to set someone down as a fool*. c) to attribute; ascribe: *to set a failure down to bad planning*. d) to humble or humiliate. e) to land an airplane: *We set down in a heavy fog*. f) (in horse racing) to suspend (a jockey) from competition because of some offense or infraction of the rules.

an outlet- 1) выпускное или выходное отверстие. 2) выход, отдушина; an opening or passage by which anything is let out; vent; exit. 3) сток, вытекание; a river or stream flowing from a body of water, as a lake or pond. 4) рынок сбыта; a market for goods. 5) торговая точка; a store, merchant, or agency selling the goods of a particular wholesaler or manufacturer. 6) штепсельная розетка; a wiring system at which current is taken to supply electric devices.

let out- a) to divulge; make known; b) to release from confinement, restraint, etc. выпускать; c) to enlarge (a garment); d) to terminate; be finished; end заканчиваться: *When does the university let out for the summer?*; e) to make (a let-out fur or pelt) снимать подозрение, реабилитировать; сдавать внаём; давать напрокат

APPENDIX 9

Role-plays

1. Task: to make up a situation according to the following roles and use all the phrasal verbs given. In the end of the situation all participants have to come to an agreement.

take after, take for, take in, take off, take on, take to

Roles:

Father: This is a holiday evening when you can rest after the naprjazhennij week of work. You want to be just in family circle and watch TV. The TV programme informed a thrilling film "The Lord of the Rings", which you are eager to watch.

Mother: You were busy all the day with cooking lunch for a holiday evening. You want to make a call afterwards to your sister, who lives far away from your country. You know that the call will take time and if you won't call to your sister, then she will be offended.

Elder sister: This is a holiday when you want to be with your family only, because your boyfriend has gone abroad to his relatives. You found out that an exciting film "The Fall" will be shown in the cinema. You want to go there with your family.

Younger brother: You are a teenager and you don't like to celebrate any holidays in small group of people, because it's not fun. You want to invite your friends to your house and you nastaiavaew that your parents would do the same.

2. Task: to make up a situation according to the following roles and use all the phrasal verbs given. In the end of the situation all participants have to come to an agreement.

to look over, an overlook; to break out, an outbreak; to carry on, a carry-on

Roles:

Tourist 1: You are in the hotel with your group. Now it's time to decide with your group the first steps of actions in a foreign country. As you are a practical person, you want to check if all the documents, tickets and luggage are present and check service of the hotel.

Tourist 2: You are in the hotel with your group. Now it's time to decide with your group the first steps of actions in a foreign country. You are a romantic person. You don't want to waste time in the hotel. You wish to go to the beach and take the first sunbath.

Tourist 3: You are in the hotel with your group. Now it's time to decide with your group the first steps of actions in a foreign country. You are an adventure person and you want to go to the old prison where the chief of Italian mafia was proved several years and then escaped by mysterious circumstances.

Tourist 4: You are in the hotel with your group. Now it's time to decide with your group the first steps of actions in a foreign country. You are an active person and you want to manage to make purchases in souvenir shops in the city.

APPENDIX 10

Matching Games

1. Match each word with the appropriate sentence and translate the whole sentence into English.

Tremulous	Дрожащим голосом она спросила: «Кто там? »
Gracious	Он был достаточно добр, поблагодарив меня за услугу.
Simultaneous	Случилось несколько одновременных взрыва в разных местах.
Fond	Многие из нас имеют нежные воспоминания о своем детстве.
Dim	Я имел не ясные воспоминания о прошедших годах моей молодости.
Immobile	Она неподвижно села, размышляя о том, что с ней произойдет.
Burden	Моя бабушка переживает о том, что она является бременем для моей семьи.
Property	Мы ценим цветы за их запах, но они имеют также медицинские свойства.
	В 21 год она получила наследство от деда.

2. Match the phrases with the translations. One translation is unnecessary.

Keep body and soul together	Поддерживать существование
Keep a lookout for something/somebody	Заботиться о чем-либо
Keep your cards close to your chest	Быть скрытным и себе на уме
Keep a firm hand on something	Иметь что-либо под контролем
Keep sth/sb out of something	Удерживать кого-либо от чего-либо
Keep to something	Придерживаться чего-либо
	Иметь хорошие отношения

APPENDIX 11

TEST

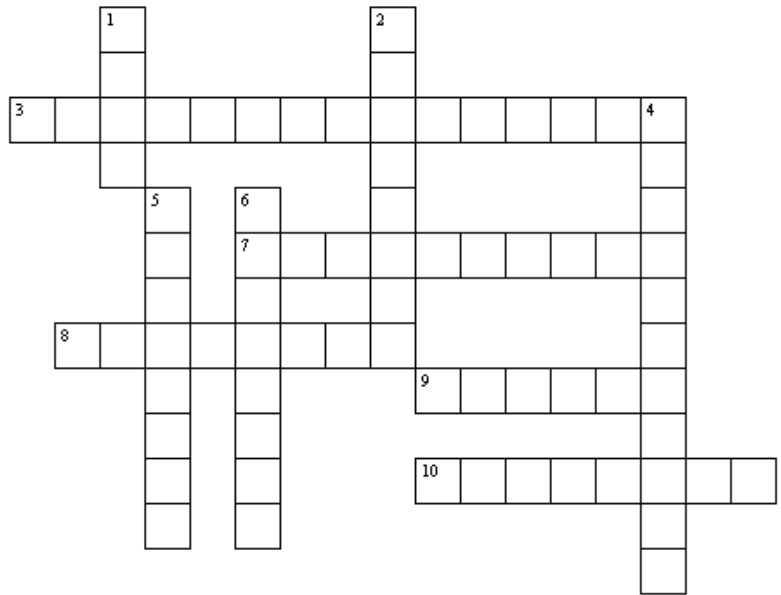
1. Complete the crossword puzzle.

ACROSS

- 3 Existing at the same period of time.
- 7 A demand.
- 8 Things that you own.
- 9 A painful experience.
- 10 Pleasant.

DOWN

- 1 A narrow road.
- 2 A savage fierceness.
- 4 More than is needed.
- 5 Not moving.
- 6 A close friend.



2. Give explanation and make your own example-sentences for each word.

- 1. disclose
- 2. prevail
- 3. steadfast
- 4. scorn
- 5. violence

3. Write down the correct preposition. Several answers are possible.

- 1. She spoke too quickly for us to take _____ everything she said.
- 2. He's really starting to take _____ Sheila.
- 3. Why do so many men take _____ golf when they retire?
- 4. Roberto gets angry a lot, he takes _____ his father.
- 5. I was completely taken _____ when he told me he was working late at the office.
- 6. The manager warned his young players not to get carried _____ by the emotion of the occasion.
- 7. Our soldiers carried _____ a successful attack last night. (finished)
- 8. She was nervous about giving a talk to her colleagues, but she carried it _____ very well.
- 9. Could you pass it _____ to Laura when you've finished reading it?
- 10. She's terribly upset because her husband passed _____ in the hospital last week.

Good luck! 😊

APPENDIX 12

The Answers on the Test

1. (10 points)

2. (10 points)

3.

1) in

2) to/ after

3) up/ on

4) after

5) in

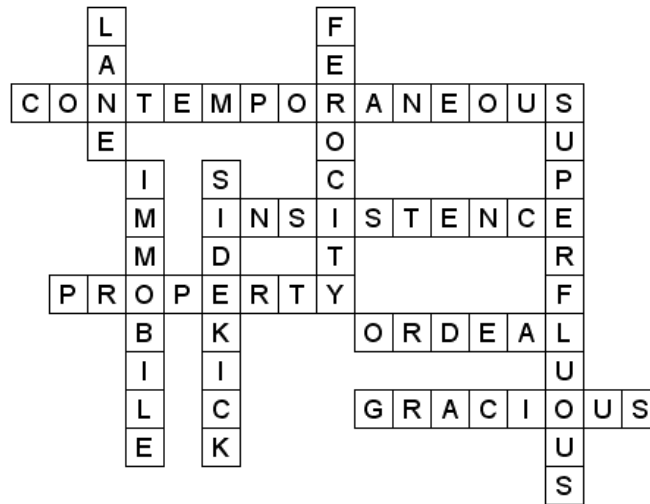
6) away

7) out/off

8) off/on

9) on

10) away/on (10 points)



Final: /30 points