Word Combinations and Phrases

to read (look at) smth.

over smb.'s shoulder to get (be) adjusted to some more (of) next to to flash smth. on a screen

to be through with to give smb. a test in to take smth. apart to put smth. together in no time

READING COMPREHENSION EXERCISES

1. a) Listen to the recording of Text Four and mark the stresses and tunes,  
   b) Repeat the text in the intervals after the model.
2. Put twenty questions to the text.
3. Copy out from Text Four the sentences containing the word combinations  
   and phrases given on p. 116 and translate them into Russian.
4. Paraphrase the following sentences using the word combinations and  
   phrases (p. 116).

1. It may take a while to reach the end of that pile of work on Saturday. 2. I shall have nothing more to do with this fellow. 3. The teacher examined us in English. 4. He examines the class on their homework. 5. It's much easier to take the recorder to pieces than to join them correctly again. 6. The dining-room was empty, except for the table nearest to ours. 7. She put down the box of powder and turned her head round and looked back at me. 8. A piano stool should be made suitable to the height of the player. 9. I was sur­prised that they returned very quickly. 10. The mechanical teacher showed a new picture on the screen.

5. Translate the following sentences into English using the word combina­  
tions and phrases (p. 116):

1. Он был рад, что закончил свои дела. 2. Сегодня я дам своему классу контрольную работу по английской литературе. 3. Он пожалел, что взялся чинить бритву сам. Разобрать ее было легче, чем со­брать. 4. Дети иногда ломают игрушки, чтобы посмотреть, как они устроены. 5. Я оглянулся и увидел, что собака бежит за мной. 6. Я уве­рен, что вы знаете человека, который сидел рядом с вами. 7. Его глаза привыкли к темноте. 8. Умоляю, расскажите мне еще немного о ней. 9. Я оглянулся и посмотрел опять на залив. 10. На экране обучающей машины вспыхнуло новое задание.

1. Use as many of the word combination and phrases (p. 116) as possible in  
   one situation.
2. Compose a short situation in a dialogue form for each of the word combi­  
   nations and phrases (to be done in pairs).
3. Find in Text Four English equivalents for the following words, word com­  
   binations and phrases. Use them in sentences:

записать в дневнике; покончить с чём-л.; покачать головой; разоб­рать на части; какая расточительность; дела у нее шли все хуже и хуже; мгновенно; смотреть на кого-л. с превосходством; быть заде­тым за живое; приспособиться; с книгой под мышкой; помогать делать домашние задания; складывать дроби; контрольная работа

9. Explain what is meant by:

1. On the page headed May 17, 2157 ... . 2. ... it was awfully funny to read words that stood still instead of moving the way they were supposed to ... . 3. When you are through with the book, you just throw it away, I guess. 4. What's there to write about school? 5. The part Margie hated most was the slot where she had to put homework and test papers. 6. ... the mechanical teacher cal­culated the mark in no time. 7. I think the geography sector was geared a little too quick. 8. Actually, the overall pattern of her progress is quite satisfactory. 9.... a teacher has to be adjusted to fit the mind of each boy or girl it teaches ... . 10. They weren't even half-finished ....

10. Answer the following questions and do the given tasks:

1. The story by I.Asimov is science fiction. What facts in the preseTit-day life made him write it? Is it written to amuse the reader or to warn him against possible problems of the future? 2. What do you think of the role of different technical aids that modern technol­ogy puts at the disposal of the teacher? 3. What is the composition

of the story? In what parts does it fall? Are the details well chosen? 4. Comment on the closing lines of the story. How are they connect­ed with the preceding passages? Sum up the central idea of the sto­ry. 5. Account for the word "regular" and others being set off graphi­cally. What effect is achieved by it? 6. Mark the features of colloquial speech in the story. 7. Make up a list of words and word combinations describing school procedures.

1. Retell Text Four a) close to the text; b) as If you were Tommy; c) as if you  
   were Margie.
2. Write a summary of Text Four.
3. Act out dialogues between:
4. Margie and her grandfather talking about books.
5. Two children discussing the school of the future after reading  
   Asimov's story.
6. Two foreign language teachers discussing the advantages  
   and disadvantages of "a mechanical teacher" if compared to  
   "a man teacher".

14. Choose a topic that interests you most and discuss it:

1. Teaching machines have come to stay.
2. Conceptions of the school of a non-distant and distant future  
   which you know.
3. Science fiction as genre and its place in modern literature.
4. What other books, stories on the future of school and upbring­  
   ing of children do you know? Sum up their main points.