

## Reading

### 1. What do you know about CEFR? Decide which of the following statements is true.

1. It is a list of English phrases for European Football Referees.
2. It is an international document for language testing.
3. It is a description of how to teach and learn English effectively.

Common European Framework of Reference for Languages is a document which provides a unified system for assessing the knowledge of foreign languages. It establishes international standards for language curricula and examinations and defines six categories for different levels of language knowledge. These categories include A1, A2, B1, B2, C1, and C2. The benefit for students is that they know their level of language knowledge as it is described by European standards and they can follow up with their studies anywhere else in Europe.

### 2. Read the text and identify the key words in each paragraph.

C2

Can understand with ease everything heard or read. Can summarise information from different spoken and written sources, and reconstruct arguments in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely.

C1

Can understand demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much searching for expressions. Can produce clear, well-structured, detailed text on complex subjects, and use organisational patterns, connectors and cohesive devices.

B2

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with native speakers without much difficulty. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on an issue giving the advantages and disadvantages of various options.

B1

Can understand the main points of clear input on familiar matters about work, school, leisure, etc. Can deal with most situations when travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, hopes & ambitions and give reasons and explanations.

A2

Can understand sentences and frequently used expressions about very basic personal and family information, shopping, local geography, or employment. Can communicate on familiar and routine matters. Can describe in simple terms his/her background, immediate environment and matters of immediate need.

A1

Can understand and use familiar everyday expressions and very basic phrases. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way if the other person talks slowly and clearly and is prepared to help.

<http://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf>

### 3. Find words in the text which correspond to the following descriptions.

- communicate together in a concrete situation
- its parts fit together well so that it is clear and easy to understand
- a subject that people are discussing
- circumstances, people, things, and events around somebody
- do what is necessary to achieve the result you want
- expressed in an indirect way, not quickly noticeable

Collins Cobulid English Language Dictionary, HarperCollons Publishers, London, 1992

## English for Academic Purposes

### Replace the informal expressions with more formal equivalents

1. The reaction of the supervisor was *sort of* negative.
2. The future for farming business is *pretty bad*.
3. Car manufacturers are planning to *team up* on the research needed for more fuel-efficient cars.
4. It is necessary to concentrate in discussions so as to *catch* the important issues.
5. The process should be *done again* until the desired results are achieved.

adapted from S. Butt, Introduction to ESP and EAP, seminar 2012

## English for Special Purposes

### Choose the right word:

chemist (n), chemistry (n), chemical (adj)

example: *Chemistry* is a branch of science.

1. Intensive study is necessary for becoming a .....
2. At present more than a hundred of ..... elements are known.
3. The famous French ..... Lavoisier established the law of Conservation in Mass.
4. The law says that no change occurs in the mass of substance present in a ..... reaction.
5. This was the birth of ..... as an exact science.

Alžběta Oreská et al., English for Chemistry, Bratislava, STU, 2006

## Pronunciation

The importance of good pronunciation: German Coast Guard

<http://www.youtube.com/watch?v=o6TOJ7RbN6Q>

Can you pronounce these expressions correctly? Write the phonetic transcript.

chemist      biochemistry      chemoinformatics      biomolecular      environmental

<http://www.onestopenglish.com/skills/pronunciation/phonemic-chart-and-app/interactive-phonemic-chart/> an interactive table on how to write and read phonetic symbols