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ПРАКТИКА УСТНОЙ И
ПИСЬМЕННОЙ РЕЧИ

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специальности 1- 02 03 06 - 01 «Английский язык»

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ВВЕДЕНИЕ

Практическое пособие по практике устной и письменной речи соответствует тематике, изучаемой студентами факультета иностранных языков на 1 курсе. Структурно пособие состоит из 7 разделов, каждый из которых освещает разные аспекты системы образования в нашей стране, Великобритании и США. Каждый раздел включает разные типы упражнений, направленных на развитие навыков чтения, монологической и диалогической речи. Предтекстовые упражнения предназначены для пополнения и активизации словарного запаса студентов. Упражнения по развитию навыков устной речи составлены с учетом принципа нарастания трудностей и направлены на формирование устойчивых навыков употребления тематической лексики в разных ситуациях общения и подготовку студентов к беседе по данной теме. В разделах пособия использованы тексты, составленные как отечественными авторами, так и аутентичные тексты, взятые из зарубежных источников.

UNIT I

TOPICAL VOCABULARY

secondary/ higher education	higher/university/college
education	
compulsory education	free/free of charge education
fee	stipend/scholarship
(post-)graduate course	academy
be good at	have a good command of
be at home in	miss
read up for exams	do well in
make good/poor progress in	take/have an exam
pass an exam	fail an exam
con	crib
be keen on	expel from
be in one's first/last year	graduate from
take a degree	mark/grade
make a report	diploma, thesis
dean	dean's office
senior teacher	tutor
get/acquire knowledge	ignorance
(un) educated	(in)experienced
qualified	well-trained
diligent/industrious	monitor
sandwich course	record book
top student	problem student/dead weight
Campus	be sociable/a good mixer
have a degree in	study for an exam
pick up a language	sit an exam
look up words in a dictionary	make the best of the time
waste time	make a guess

SHORT DIALOGUES

- Have you written your composition, Ben? It's due today.
- Of course. And what about you?

- Not yet. I didn't think it would be so difficult and started it only yesterday.
- Well, it will teach you a lesson. Never put till tomorrow what you can do today, you know.
- Paul wouldn't like to fail his exam, would he?
- Of course he wouldn't. Who would?
- But he hasn't been working very hard. He thinks he is clever enough to pass his exams without much work, doesn't he?
- Yes, he relies too much on his memory but I doubt it can carry him out when doing physics.
- As sure as eggs is eggs, Bob won't do well at the exam.
- Why do you think so?
- He has missed much and doesn't attend the extra lessons now.
- No fear. He's quite at home in the subject.
- How about reading up for the entrance exams together?
- Fine. And let's ask Jane to join us too, she has passed her finals with honours.
- I don't mind. But she thinks too much of herself, doesn't she?
- Not in the least. She is a good friend and never refuses to help anybody.
- What form are you in now, Robert?
- I'm not in a form yet. I'm in class three. Next year we'll have our eleven plus exams. If I'm lucky, I'll get good marks and I'll enter a grammar or technical school.
- And which would you prefer?
- I'd better go to a secondary technical school.
- Playing truant again, Jim?
- Yes, I feel like staying away from Mr. West's lesson. He's very strict and keeps picking at me all the time.

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- Well, well. Isn't it wiser to learn lessons better and be present in class?
- Hello, Harry! Why didn't you come to us yesterday? We had a nice table-tennis game.
- You see, my brother took me to a lecture on higher mathematics.
- Was it interesting?
- Frankly speaking, not. It was all Greek to me and went over my head.
- You know, Nick was asked to leave the room at the lesson in chemistry.
- Was he really? What did he do to deserve such a severe punishment?
- He struck a match and burnt a piece of paper at his desk.
- Well, I never expected that of him. Was he reported to his parents?
- Surely. The teacher demanded his day-book. I think he'll get it hot.
- Why doesn't Jim work harder?
- You know that very well – because he's lazy.
- Do you think the teacher will put up with that very long?
- I'm afraid he won't, and Jim will have to repeat the class.

LEXICAL EXERCISES

Ex.1. Choose the most suitable word or phrase underlined in each sentence.

1. Jack decided to take a course / lesson in hotel management.
2. Sheila always got good marks / points in algebra.
3. After leaving school, Ann studied / was trained as a teacher.
4. Peter decided not to go in / enter for the examination.
5. My sister learned / taught me how to draw.
6. I can't come to the cinema. I have to read up / study for a test.
7. In history we had to learn a lot of dates by hand / heart.

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8. I hope your work will improve by the end of the course / term.
 9. Martin failed / missed his math exam and had to sit it again.
 10. If you have any questions, raise / rise your hand.

Ex.2. Complete each sentence with a word from the list. Use each word once only.

Cheat copy memorize pay revise concentrate divide pass punish underline

1. Our teacher used to ... us by making us stay behind after school.
2. The teacher saw Jerry trying to ... in the test.
3. Try to ... the most important rules.
4. It is difficult to ... attention in a noisy classroom.
5. Pauline tried her best to ... the end of the year examinations.
6. Your work is the same as Harry's. Did you ... his work?
7. Your mind is wandering! You must ... more!
8. Helen decided to ... all her work at the end of every week.
9. It is a good idea to ... important parts of the book in red.
10. If you ... twenty seven by nine, the answer is three.

Ex.3. Match each person from the list with a suitable description. Use each name once only.

Classmate examiner learner principal pupil coach graduate lecturer professor tutor

1. Someone who teaches at a university.
2. Someone who has a college degree.
3. The head of a school.
4. Someone who studies at primary or secondary school.
5. The most important teacher in a university department.
6. Someone who teaches one student or a very small class.
7. Someone in the same class as yourself.
8. Someone who trains a sports team.
9. Someone who writes the question papers of an examination.
10. Someone who drives but it is not yet passed a driving test.

Ex.4. Complete each sentence a) to j) with one of the endings 1) to 10). Use each ending once only.

- A) Joy was absent most of the time ...
 b) Sue wanted to do the experiment for herself ...
 c) James was a very gifted pupil ...
 d) Lucy couldn't find a duster to clean the board ...
 e) Dave could pick up languages very easily ...
 f) Brenda wanted to leave space for corrections ...
 g) Tony didn't pay attention in class ...
 h) Helen was educated at home by her parents ...
 i) Brian attended evening classes in photography ...
 j) Cathy wanted to get into university ...

1. ... so he didn't have any problems passing his exams.
2. ... so he started talking in French after only a few days.
3. ... so she had to study for the entrance examinations.
4. ... so his name was removed from the register.
5. ... so he didn't go out with his friends much during the week.
6. ... so she wrote her answers in the corner.
7. ... so she didn't have many friends of her own age.
8. ... so she wrote everything on internet lines.
9. ... so she went to the science laboratory.
10. ... so he could never remember what the teacher said.

Ex.5. Choose the most suitable word or phrase to complete each sentence.

1. Helen's parents were very pleased when they read her school ...
 a) report b) papers c) diploma d) account
2. Martin has quite a good ... of physics.
 a) result b) pass c) understanding d) head
3. In Britain children start ... school at the age of five.
 a) kindergarten b) secondary c) nursery d) primary
4. Edward has a ... in French from Leeds University.
 a) certificate b) degree c) mark d) paper

5. My favourite ... at school was history.
a) topic b) class c) theme d) subject
6. It's time for break. The bell has ...
a) gone b) struck c) rung d) sounded
7. Our English teacher ... us some difficult exercises for homework.
a) set b) put c) obliged d) made
8. Before you begin the exam paper, always read the ... carefully.
a) orders b) instructions c) rules d) answers
9. If you want to pass the examination, you must study ...
a) hardly b) enough c) thoroughly d) rather
10. Most students have quite a good sense of their own ...
a) grasp b) ability c) idea d) information

Ex. 6. Use the words given below to form words which fit in the spaces.

School Report

Margaret started English literature this term, and I am afraid that her (1) ... to the subject has not been entirely (2) ... She has not shown much enthusiasm, and does not always pay (3) ... in class. Her assignments are often (4) ..., because she is so untidy, and because of her (5) ... to check her work thoroughly. She failed to do any (6) ... before the end of term test, and had poor results. She seems to have the (7) ... idea that she can succeed without studying. She has also had many (8) ... and has frequently arrived late for class. This has resulted in several severe (9) ... Also Margaret is a (10) ... student in some respects, she has not had a satisfactory term.

(1) introduce, (2) success, (3) attend, (4) read, (5) fail, (6) revise, (7) mistake, (8) absent, (9) punish, (10) gift.

Ex. 7. Complete each sentence with a form of *do*, *make* or *take*.

1. Have you ... Exercise 3 yet?
2. I can't come this afternoon. I am ... an English exam.
3. Jack has ... very well this term.
4. I am afraid that you haven't ... any progress.
5. Sue didn't know the answer, so she ... a guess.

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6. You all look tired. Let's ... a break.
7. This is a good composition, but you have ... a lot of errors.
8. I think you should ... yourself more seriously.
9. The teacher gave a lecture, and the class ... notes.
10. Paul finds math difficult, but he ... his best.

Ex. 8. Complete each sentence with a word beginning as shown. Each space represents one letter.

1. Charles has good k----- of the subject.
2. These children are badly behaved! They need more d-----.
3. Math is easy if you are allowed to use a c-----.
4. Everyone agrees that a good e----- is important. Keith spent four years studying at u-----.
5. Some apes seem to have as much i----- as humans!
6. I find listening c----- tests rather difficult.
7. At the age of eleven I went to s----- school.
8. I enjoyed doing e----- in the laboratory.

Ex. 9. Complete each sentence with one word.

1. If you have a problem, put ... your hand.
2. Please pay attention ... what your teacher says.
3. Mary has a degree ... civil engineering.
4. David was punished ... throwing chalk at the teacher.
5. I was very good ... math when I was at school.
6. What's the answer if you multiply 18 ... 16.
7. We had to write a composition ... "Our Ideal School".
8. Please write this ... your exercise books.
9. You might not understand things even if you learn them ... heart.
10. When Sue visited Italy, she soon picked ... the language.

Ex. 10. Decide which answer A, B, C or D best fits each space.

- There is usually one important (1) ... missing from most school (2) ... Very few students are (3) ... how to organize their learning, and how to (4) ... the best use of their time. Let's take some simple (5) ... Do you know how to (6) ... up words in a dictionary, and do

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you understand all the (7) ... the dictionary contains? Can you (8) ... notes quickly, and can you understand them (9) ...? For some reasons, many schools give learners no (10) ... with these matters. Teachers ask students to (11) pages from books, or tell them to write ten pages, but don't explain (12) ... to do it. Learning by (13) ... can be useful, but it is more important to have a genuine (14) ... of a subject. You can (15) ... a lot of time memorizing books, without understanding anything about the subject!

- | | | | |
|--------------------|---------------|------------------|------------------|
| 1. a) theme | b) book | c) subject | d) mark |
| 2. a) agendas | b) timetables | c) terms | d) organizations |
| 3. a) taught | b) learnt | c) educated | d) graduated |
| 4. a) take | b) give | c) get | d) make |
| 5. a) sentences | b) results | c) rules | d) examples |
| 6. a) find | b) look | c) research | d) get |
| 7. a) information | b) advice | c) subjects | d) themes |
| 8. a) do | b) send | c) make | d) revise |
| 9. a) after | b) afterwards | c) lastly | d) at last |
| 10. a) teaching | b) ability | c) instruction | d) help |
| 11. a) concentrate | b) remind | c) forget | d) memorize |
| 12. a) how | b) what | c) why | d) it |
| 13. a) the way | b) heart | c) now | d) law |
| 14. a) information | b) success | c) understanding | d) attention |
| 15. a) pass | b) waste | c) tell | d) use |

Ex.11 Read the text and decide which answer (a,b,c or d) best completes each collocation or fixed phrase.

A report on the notorious Fiveways School, visited recently by government, (1)....., was published yesterday. The report (2)..... inadequate strategic planning, poor (3)..... of teaching, and semi-derehict building conditions as being largely to blame for the problems at Fiveways, the school branded 'the worst in Europe'. Our reporters entered the school by (4)..... arrangement, and witnessed at (5)..... hand the chaos that has heaped infamy on the school. On the day of their visit, our reporters learned that one disruptive pupil had been given a 3-week (6)..... for punching a teacher in the face. Our reporters saw pupils virtually (7)..... riot, throwing stones at passers-by and verbally (8)..... a teacher.

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A	B	C	D
authority	inspectors	controllers	Examiners
highlights	illuminates	features	activates
measures	patterns	standards	specifications
former	earlier	preceding	prior
original	first	immediate	direct
expulsion	caution	suspension	ban
running	going	making	taking
harming	abusing	damaging	oppressing

Ex.12 Complete the extracts from two school reports. Use the words given below.

half-hearted respect mature distracted insolent
participated contributes applies concentrate effort

Report 1

Tracey has made a big (1)..... this term, showing herself to be very (2)..... for her age. She (3)..... herself well and (4)..... fully to class discussions. She shows a lot of (5)..... towards her teachers.

Report 2

On one occasion Derek was sent home for being (1)..... to a teacher. In terms of effort, his work can sometimes be rather (2)..... He is easily (3)..... and finds it hard to (4)..... in class. Also he has not (5)..... in group work as well as he should.

Ex.13 Complete each space in the text with a word formed from the word in capitals.

Last year I resigned my post as a Head of Department at a large comprehensive school. After 23 years of teaching, I had simply had enough of a job which is becoming increasingly (1)..... As Departmental Head, I saw at close hand the effect of the government's increased (2)..... in educational matters; the job is now ten times more (3)..... than it was when I started out. Not

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content with loading teachers down with paperwork, the government has also imposed standard national tests on pupils as six, a fact which has left many teachers (4) with their profession. But that side of things is by no means all. There is also the growing (5) of the pupils, including the girls. There are the frequent little acts of (6) which teachers have become almost (7) to stop, now that the right to discipline pupils has been all but taken from them. There is the restlessness and sheer (8) of children brought up on a diet of computer games and violent videos. Some people dismiss any link between computer games and a (9) in attention span, but few of them are teachers. When I started out, I used to enjoy teaching history, my chosen discipline, to (10) pupils; now I do so every Tuesday evening, teaching local history to pensioners.

PROBLEM INVOLVE BUREAU ENCHANT
AGGRESSIVE RUDE POWER BORING REDUCE
RESPECT

Ex. 14 Five people are speaking about their learning experience. Complete each space with a suitable word. The first letter of each space is given.

a) I've just finished university, although I'll have to go back for my *graduation* ceremony in October. So now I'm the proud possessor of a d in Modern Languages. At last I can get down to earning some money and paying back my l from the government. My friend is luckier than me in this respect - she's off to the States. She has a s to study at Yale University.

b) I was known as a rather naughty, mischievous pupil, and I often used to get s out of the lesson or put in d after school. Little did the school know, however, that Dad was actually paying me to have extra Maths lessons at home with a private t And it paid off, for in my Maths exam, I surprised everyone by getting the top m in the class.

c) I left school without any q and with no real job p But then I started doing e classes at the local f education college. And now I'm a mechanic, and delighted with my job!

d) My problem was exams. I was never any good at them. For my A levels I r solidly for three months, but despite all this preparation, I got disappointing g D for Physics, E for Chemistry, and F for Biology. The school suggested that I r the exams, but to be honest, I didn't fancy all that studying all over again. But I did win a p at Sports Day, for the Senior Boys Long Jump.

e) When I was 28, I decided I wanted to go back into education, as I was getting more and more interested in English literature. One option was to become a m student at a university, but I couldn't afford this full-time commitment. So in the end I signed up for a c course, or 'distance learning', as it's called. I sent my essays and a to a tutor by post and also communicated with her by e-mail. I had to study English literature from 1300 to the present day, but I chose to s In the 20th century novel.

Ex. 15 Complete the space by finding one word that fits in all 3 sentences.

a) When we had finished acting, the teacher gave us all a mark out of ten.

Elka has only been in the office for three months, but already she has really made her mark

The teacher told Jeremy off for making a mark on Emma's notebook.

b) We are very pleased with Susan's effort - she herself very well to the task in hand.

Incidentally, the comment I have just made to Smith equally to everybody in this room.

I really hope my sister for that new job; she'd be so good at it.

c) I've virtually any ambition I ever had of becoming a teacher.

L out of college after one term and went travelling around the world instead.

On police advice, Mr Bortello has the charges he brought against his neighbours.

d) Mr Ross, our old history teacher his classes with a rod of iron!

The judge that Newton had acted in self-defense, and instructed the jury to find him 'not guilty'.

Police have not out the possibility of murder in this case.

e) The entire workforce at Holman Avionics downed tools today, in of two sacked colleagues.
I'll come along to your speech, if you like, and give you some moral
If you need help, put your hand up and I or Mrs Kent, the teacher will come to you.

Ex. 16 Translation:

1. Он сделал перевод статьи известного учёного.
2. Все студенты этой группы сделали заметные успехи в грамматике.
3. Почему Вы сделали эту ошибку, разве Вы не запомнили правило?
4. Ник делает домашние задания не систематически и уже отстал от всей группы.
5. Ты что – либо понял в лекции по лингвистике?
6. Готовься лучше к семинару по истории, а то преподаватель опять будет к тебе придираться.
7. Все получили зачёт по фонетике?
8. Это послужит Вам уроком на будущее и возможно в следующий раз Вам не придется пересдавать экзамен.
9. Давай готовиться к сессии вместе!
10. Обучение на дневном отделении – 5 лет, а на заочном – 6 лет.
11. Плата за обучение в частных школах велика.
12. У вас есть старшие преподаватели на кафедре?
13. Не каждый может получить бесплатное образование в нашей стране.

FUNCTIONS OF THE UNIVERSITIES

The functions of the universities are many. The primary purpose is to give young people an education designed to develop their intellectual capacities, that is the ability to judge the evidence critically, to develop independence of mind, the ability to communicate, curiosity and reasoning power. The universities have to teach how to acquire, increase and employ knowledge.

Universities train for the professions and teach special skills. They turn out teachers, doctors, engineers, lawyers, chemists, economists. But the majority of their graduates are not trained for special jobs, the education is not narrowly vocational. As knowledge grows and techniques change, they can adapt themselves and keep up-to-date.

The nation needs certain numbers of dentists and architects, lawyers and engineers, so the universities must educate people in a variety of subjects in order to meet the needs of the nation. Their main duty is to prepare well-educated people who can construct the future and adapt to it, they will have the heaviest responsibility for creating the future. To meet these needs the university divides its curriculum into two parts: the first three years are devoted to basic education and the last two years are intended for specific research work and the preparation of a diploma paper in the specialty.

Today, the main need among universities is learning power which is native ability plus the will to learn. A great teacher may inspire an individual student and set him on the road to education. But if a student lacks a solid academic foundation on which to build, the quality of university education will suffer.

Ex. 1 Find the answers in the text:

1. What is the primary purpose of higher education?
2. Give your reasons why the education is not narrowly vocational.
3. What is the main need among universities nowadays?

Ex. 2 Work in pairs:

1. Share the ideas about the advantages of getting higher education.
2. Why have you chosen this higher educational establishment?

Ex. 3 Talk about:

- a) the availability of higher education for everyone.
- b) the determining role of universities in the system of higher education.

WHAT ARE UNIVERSITIES FOR?

The primary and central purpose of the university is the search for knowledge and fundamental understanding in all intellectual disciplines and the transmission of that knowledge and understanding.

It has also been a function of universities to give to young people from a relatively narrow age group (say 17-24) an education designed to develop their capacities, more particularly their intellectual capacities, that is the ability to judge evidence critically, to develop independence of mind, the ability to communicate, curiosity, reasoning power and factual accuracy.

Ex.1 Answer the questions:

1. What are the three components that make up the primary and central purpose of the University? 2. Can you recognize the difference between knowledge and understanding? Which is easier – to acquire knowledge or to understand it? Who transmits that knowledge and understanding? 3. What intellectual capacities is a university education designed to develop? 4. Why are the ability to judge evidence critically, independence of mind, factual accuracy, curiosity important for a scholar? 5. What do you understand by "the ability to communicate"? Why is it no less important? 6. What is reasoning power? Explain.

The important thing on the one hand is to educate intellectually mobile (here гибкий) specialists capable of renewing and endlessly adapting themselves to new problems and, on the other hand, to organize co-operation on specific problems between specialists. To meet these varying needs, a University usually divides its training into two parts: the first three years are devoted to basic education of a rather general and fundamental nature, and the last two years to specific research work, together with the preparation of a diploma paper. It tries, moreover, to give its students a civic and social formation which will enable them to be aware (осознавать) of the problems facing society and to have a wish to solve them.

Ex.2 Answer the questions:

1. What are the necessary qualities of a university graduate? 2. How do our universities meet these needs? What are the first three years devoted to? What are the last two years devoted to? 3. What else besides knowledge in the chosen field does the university provide for the students?

NEEDS OF UNIVERSITIES

Today, the first need among universities everywhere (though it has been less talked about and perhaps less thought about in America than in Europe), is learning power, which is native ability plus the will to learn. An able person, intellectually inquiring (любопытный), reflective and industrious – with learning power can make himself educated, cultivated, and wise in this era of free public libraries, museums, and archives. A great teacher can speed the process. But if learning power is not there, the greatest teaching is only of partial value. A student cannot be lifted beyond the limits of his/her ability.

A great teacher may, and often does, inspire an individual student who has lacked the will or full opportunity to learn, and so sets his student on the road to education. But if large numbers of students arrive at the university without a solid academic foundation on which to build, the quality of university education must suffer.

Ex.1 Answer the questions:

1. What is learning power? 2. What qualities are necessary in order to become educated? 3. What modern conditions exist which make it possible for a person to become educated and cultured? Can you think of other factors? What is the role of a teacher in this process? Why is the greatest teaching sometimes only of partial value? Do you agree that a student cannot be lifted beyond the limits of his ability? 4. Why is one's pre-university level of knowledge important? Were you a student of the preparatory department of the university? Did

you take preparatory courses in English/Russian? 5. Do you agree that learning power is the primary need among universities? 6. What is more important for good education – learning power or good teaching? Why?

UNIT II

SOME ASPECTS OF BRITISH UNIVERSITY LIFE

A university in Great Britain is a place of higher education to which young men and women may go after finishing the course at a high school, that is, when they are about eighteen years old.

It is true that most students go to a university to study some special subject or group of subjects, knowledge of which will make it possible for them to earn their living as doctors, lawyers, engineers, teachers, etc. But it is recognized that a university must do more than supply the facts of medicine, law, engineering or whatever a man may have to do or teach: it must train its students in such a way that they themselves will always be eager to search for new knowledge and new ideas.

Of the full-time students now attending English universities three quarters are men and one quarter women. Nearly half of them are engaged in the study of arts subjects such as history, languages, economics or law, the others are studying pure or applied sciences such as medicine, dentistry, technology, or agriculture.

The University of London, for instance, includes internal and external students, the latter coming to London only to sit for their examinations. Actually most external students at London University are living in London. The colleges in the University of London are essentially teaching institutions, providing instruction chiefly by means of lectures, which are attended mainly by day students. The colleges of Oxford and Cambridge, however, are essentially residential institutions and they mainly use a tutorial method.

This tutorial system began at Oxford and Cambridge, where each college is a world of its own, with the students in residence, and they can easily appoint tutors to look after each student individually. The system is also used to some extent in the other universities to supplement lectures. Generally speaking there's one member of the

teaching staff for every eight student in the universities. The tutorial system brings the tutor into the close and personal contact with the student. The colleges of Oxford and Cambridge, being residential, are necessarily far smaller than most of the colleges of the University of London.

Education of University standard is also given in other institutions such as colleges of technology and agricultural colleges, which prepare their students for degrees or diplomas in their own fields.

The three terms into which the British University year is divided are roughly eight to ten weeks. Each term is crowded with activity. The students have vacations between the terms.

A university usually has longer holidays than a school, and in England, in addition to the long summer holiday, which lasts three or four months, there are a few weeks at Christmas and Easter during which the students can go home. Many of them arrange to travel in July, August and September, partly for pleasure and partly for study. The students of some universities, who have to earn the money to pay for their education, spend the summer in doing various kinds of work. But it is not always easy to find employment.

If a person has a London degree, that means he has graduated from the University of London. A person studying for a degree at a British university is called an undergraduate; one who has taken a degree is called a graduate.

B.A. or B.Sc. stands for Bachelor of Arts, or of Science, the first degree. M.A. or M.Sc. denotes Master of Arts, or of Science. One can become a B.A. after three years of hard study, and an M.A. at the end of five years.

Life at a university is not all hard work. In fact at some universities in England and America success in sports and games seems almost as important as success in studies and it is considered a high honour to be chosen to play for one's university at cricket or football. Students of Oxford and Cambridge meet at almost every kind of sport, including tennis, running and jumping. And sometimes there are sports meetings between American and British universities.

Ex. 1. Questions on the text:

1. Where do English young men and women get higher education? 2. At what age do they enter a university? 3. What is the proportion of men and women attending English universities? 4. What subjects are considered to be arts subjects? 5. What do they call pure and applied sciences? 6. What do you understand by internal and external students? 7. How do teaching institutes provide instruction to English students? 8. Why are the colleges of Oxford and Cambridge called residential institutions? 9. What is understood by tutors and the tutorial method? 10. Is it characteristic only of England? 11. At what colleges did it begin? 12. Why was it easy to appoint tutors there? 13. Do tutors look after each student individually or after a small group of students? 14. Is the tutorial system used in other universities of England? 15. At what other institutions can Englishmen get education of University standard? 16. How many terms is the University year divided into? 17. How long do they last? 18. What vacations (or holidays) have English students? 19. How long do Christmas and Easter holidays last? 20. What do they call the long summer holidays? 21. What do many English students do during their long summer holiday? 22. What do they call a person studying for a degree at a British university? 23. What do they call a person who has taken a degree? 24. What do the terms B. A., B. Sc., M. A. or M. Sc. stand for? 25. How do English students rest? 26. What role does sport play in the life of an English student?

Ex. 2. Multiple-choice questions. Choose the right answer:

a) 1. Arts subjects include (languages, history, psychology). 2. Applied sciences include (dentistry, literature, technology). 3. The University of London includes (internal, foreign, external) students. 4. Many English students arrange to travel in summer for (pleasure, study, getting sunburn). 5. Success in (sports, drama, games) seems almost as important as success in studies.

b) 1. A person studying for a degree at a British university is called a(n) (graduate, post-graduate, undergraduate). 2. One can become a B. A. After (five, six, three) years of hard work. 3. A university is a place of (higher, primary, secondary) education.

Ex. 3. Be ready to speak on the following topics:

Aims of universities, the subjects the students study at a university, the arrangement of English universities, the tutorial system, terms, holidays, degrees, sport and public activities of universities students.

WORLD – CLASS EDUCATION FOR ALL

The Open University was founded by a Royal Decree from the Queen of Great Britain in 1969 and has become a world leader in correspondence study.

More than 2 million people have completed the University's course. Prince Charles, Speaker of the Chamber of Communities of Great Britain Betty Boothroyd, former prime-minister of Great Britain Wilson and other prominent state and public figures are among those with honorary doctorates from the University. The Open University received the Queen's Charter. The World Association of Education in Vancouver has recognized the university as the largest educational project of the twentieth century.

The program of the Open School of Business gives the opportunity to receive a Professional Certificate in Management – the first step in professional training (which can be fulfilled in one-and-a-half years, passing three course-modules), Professional Diploma in Management – corresponding to a Bachelor's degree (1.5 – 2 years, four courses), and an MBA – Masters in business Administration – a higher internationally recognized degree for managers (2 years, courses taught in English).

The teaching method is specially designed to facilitate independent study. Situations and talks are conveyed on audio and video cassettes by leading managers from different firms, famous economists and scholars. Instruction is in Russian. The Russian translation and adaptation was arranged by the Open University. All course work and exams are checked by certified tutors in the University. No less than 30% of course work is sent to the Open University's Head Quarters in Great Britain for monitoring.

Information about graduates is published in the appropriate data bases for personnel resources in European management.

The British fund "Know - How" finances the program for developing courses in the countries of the CIS. The cost of the course is therefore notably lower than in West European centres. For comparison purposes: the cost of a course for middle management in the framework of a West European business school ranges from 4-5 thousand US dollars. The cost for those Belarussian citizens selected for the first course will be 680\$, and for each subsequent course 450\$.

At the present time, there exist 250 centres of the Open University in Europe and 38 centres in the CIS. Enrolment has been conducted in Minsk since 1993. More than 400 people have completed the course of study.

Do the following tasks:

Ex.1 a) Compare two ways of getting education: studying at a day-time department and at a correspondence department. Which is more available? Is it more difficult to study at a day-time department?

b) Compare the English and Belarussian systems of studying by correspondence.

Ex.2 Discuss in pairs:

1. When did the existence of the Open University start?
2. Is it famous throughout Britain?
3. In what way did it become available for Belarussians to study in the Open school of Business?
4. Do you consider the teaching method very instructive?
5. Do students go to Britain while passing their exams?
6. Are the courses financed by the state?
7. Do centres of the Open University exist only in Europe?
8. Has enrolment for studies in the Open University of Great Britain been conducted for a long time?
9. Would you like to receive a professional Certificate in Management? What opportunities would it open for you?

Ex.3 Find information about the British Open University and present it in class.

UNIT III

FAMOUS EDUCATIONAL ESTABLISHMENTS IN GREAT BRITAIN

Ex. 1 Translate the following words and word combinations:

To despise, to be antiquated, to be rotten, unintelligible, to be accustomed, worthless, to light a pipe, a passive recipient, with a grace.

Ex. 2 Read the text "Oxford as I see it" and while reading try to find the answers to the following questions:

What is the secret of teaching methods used in Oxford University? What position do lectures occupy at Oxford? What is the role of the tutor in the process of turning students into "ripe scholars?"

OXFORD AS I SEE IT

(The impressions of a university professor after having visited Oxford)

Being a university professor, I was naturally deeply interested in the system of education in England. I was therefore led to make a special visit to Oxford. Arriving one afternoon at four o'clock I stayed at the Mitre hotel and did not leave until eleven o'clock next morning. The whole of this time, except for one hour spent in addressing the undergraduates, was devoted to a close and eager study of the great university.

Oxford is a noble university. It has a great past. It is at present the greatest university in the world and it is quite possible that it has a great future. Oxford trains scholars of the real type better than any other place in the world. Its methods are antiquated. It despises science. Its lectures are rotten. It has professors who never teach and students who never learn. It has no order, no system. Its curriculum is unintelligible. Yet - it gets there!

It can hardly be due to anything in the curriculum or program of studies. Indeed, to any one accustomed to the best model in the

United States and Canada, the program of studies is frankly laughable. Hardly a single professor at Oxford would recognize a dynamo if he met it in broad daylight. The Oxford student learns nothing of chemistry, physics, heat, plumbing.

Strange as it may seem to us, there are no courses at Oxford in Housekeeping, or in Salesmanship, or in Advertising, or on the influence of the Press. There are no lectures whatever on Human Behaviour or on the Play of Wild Animals. Apparently the Oxford student does not learn these things.

The comparison shows the peculiar position occupied at Oxford by the Professor's lectures. In the colleges of Canada and the United States the lectures are supposed to be a necessary and useful part of the student's training. At Oxford it is not so. The lectures are given and may even be taken. But they are quite worthless and are not supposed to have anything to do with the development of the student's mind. "The lectures here," said one Canadian student, "are certainly rotten". Other judgments were that lectures here were of no importance, that nobody took them, that they don't matter, that you can take them if you like, that they do you no harm.

I understand that the key to this mystery is found in the operations of the person called the tutor. It is from him, or rather with him, that the students learn all they know, one and all are agreed on that. Yet it is a little odd to know how he does it. "We go over to his rooms," said one student, "and he just lights a pipe and talks to us." "We sit round with him," said another, "and he simply smokes and goes over our exercises with us." From this and other evidence I gather that what an Oxford tutor does is to get a little group of students together and smoke at them. Men who have been systematically smoked at for four years turn into ripe scholars. If anybody doubts this, let him go to Oxford and he can see the thing actually in operation. A well-smoked man speaks and writes English with a grace that can be acquired in no other way.

The more I reflect on the matter, the more I'm convinced that the real thing for the student is the life and environment that surrounds him. All that he really learns he learns, in a sense, by active operation of his own intellect and not as a passive recipient of lectures. And for this active operation what he really needs most is the continued and intimate contact with his fellows. Students must

live together and eat together, talk and smoke together. Experience shows that that is how their minds really grow.

(After Stephen Leacock)

Ex.3 Find the positive and negative statements given by the author about Oxford. Do you find them rather challenging?

Ex. 4 Work in groups and discuss the following questions:

- 1.What facts about Oxford seemed new to you ?
- 2.What information was the most impressive?
- 3.Would you like to be taught in the same way?

CAMBRIDGE

The story of the university begins in 1209 when several hundred students and scholars arrived in the little town of Cambridge after having walked 60 miles from Oxford.

These students were all churchmen and had been studying in Oxford at that city's well-known schools. It was a hard life at Oxford for there was constant trouble, even fighting, between the townsfolk and the students. Then one day a student accidentally killed a man of the town. The Mayor arrested three other students who were innocent, and by the order of King John (who was quarrelling with the Church and knew that the death of three student-clergymen would displease it) they were put to death by hanging. In protest, many students moved elsewhere, some coming to Cambridge; and so the new University began.

Of course there were no Colleges in those early days and student life was very different from what it is now. Students were of all ages and came from anywhere and everywhere. Those from the same part of the country tended to group themselves together and these groups, called "Nations", often fought one another.

Gradually the idea of the College developed, and in 1284 Peterhouse, the oldest College in Cambridge, was founded.

Life in College was strict: students were forbidden to play games, to sing (except sacred music), to hunt or fish or even to dance. Books were very scarce and all the lessons were in Latin which students were supposed to speak even among themselves.

In 1440 King Henry VI founded King's College, and other colleges followed.

Many great men studied at Cambridge, amongst them Bacon, Milton, Cromwell, Newton, Wordsworth, Byron and Tennyson.

Ex.5 Discuss the text answering the following questions:

1. How did the history of Cambridge start?
2. What are "Nations"? Do our students have something like this?
3. What was the first college founded in Cambridge?
4. Why was the college life very hard and strict for the students?
5. Is Cambridge one of the most prestigious universities in Britain?

Ex.6 Find some more information about Cambridge University: its methods, curriculum, student's life and present it in class.

ETON COLLEGE

The King's College of Eton, beside Windsor, was founded in 1440 by the young King Henry VI. The Founder intended that it should provide accommodation and education for 70 poor scholars, and supply his other foundation, King's College in Cambridge, with scholars. Other boys were allowed to attend lessons living in the town.

In the 17th century it became fashionable for the nobility to send their sons to Eton College. They lived in the town in boarding houses, which later developed into present arrangement of the College with 24 boarding houses. They brought their own tutors with them, and today each boy has a master who acts as a tutor, in addition to other teachers.

On arrival at Eton each boy is allocated a tutor, and three years later he is free to choose another tutor, who generally teaches one of the subjects he is studying for A-level. The value of the tutorial system is that it ensures that each boy receives individual attention.

By 1766 there were 450 boys in addition to 50 scholars. Eton remained ultra-conservative, and thus retained various features of a medieval school, the most notable of which was the huge size of the classes.

But as there already were 786 boys in 1841, far-reaching reforms were undertaken by his successors, who were mainly concerned with improving the lot of the scholars, whose life at that time was very hard indeed. The time table was revised to include Math, Science and Modern Languages; the transformation of Eton from a medieval school into a modern one was effected. Many new assistant masters were recruited, and new schoolrooms were built in order to reduce the size of the classes. The last decade of the 19th century saw vast improvements in many aspects of school life, from modernization of the boy's houses, to the building of a new chemistry block, a school theatre, and a Design and Technology Centre.

Originally life was very difficult for the scholars: they all lived together in Long Chamber, sleeping three to a bed, and there was a considerable amount of bullying and ill-treatment of the junior boys, especially after they were locked in from 6.30 p.m. every evening. They had to be in the school by 6 a.m. and worked roughly nine hours a day, but the only subjects they learnt were Latin and Greek. The older boys ruled over the younger ones, and it was here that the tradition of flagging grew up, the younger boys being obliged to do menial tasks, such as cooking or cleaning boots.

Today there are still 70 scholars; 15 are selected every year in June on the basis of a competitive examination. The number of the boys has now risen to 1200, and they live in 24 separate boarding houses, each run by a House Master, with an average of 50 boys in each house. Each boy has his own room. Each house also has a resident matron, known as the Dame, and respectfully addressed by the boys as "Ma'am". Discipline is maintained in the houses by a body of usually five prefects who are empowered to punish. Punishments vary from writing out Latin lines to weeding the House Master's garden. There are roughly 130 masters who teach classes ranging in size from 10 to 25.

Most boys arrive at Eton at 13, having passed the Common Entrance Examination. For their first two years they all study English, Divinity, Math, French, Latin, Science, Art and Design.

Sixth-formers study three main subjects at their choice, in addition to Divinity and General Studies.

Lessons take place in the mornings of all weekdays and Saturdays, and there are two additional periods in the afternoon on Mondays, Wednesdays and Fridays.

School dress consists of a morning tail-suit with a white shirt, and for some senior boys the shirt has a winged collar with an addition of a white tie. This was standardized in the mid nineteenth century, because it was a fashionable outfit for young gentlemen of that period. The members of the Eton Society, commonly known as "Pop", wear black-and-white checked trousers, braided tail-coats, and fancy waist-coats. Scholars wear a short black gown when in class.

Eton offers a wide variety of sports, ranging from football, cricket and rowing, to the Field Game, a hybrid game peculiar to Eton, and similar to football. In addition to this there are tennis courts as well as some 220 acres of playing fields, a gym, a swimming pool, and a golf course. The Eton Boat Club is the largest in the world. Besides the splendid games facilities Eton offers many spare-time activities: art at the Drawing Schools, woodwork, metalwork, electronics at the Design and Technology Centre, and an opportunity of learning any musical instrument at the Music schools.

The list of famous men educated at Eton would be a long one, but in the literary world the outstanding figures are Henry Fielding, Aldous Huxley, George Orwell; in the armed services – Admiral Richard Howe and the Duke of Wellington; and 20 Prime Ministers, including Anthony Eden, Harold Macmillan and Douglas Home.

Ex. 1 Pronounce the given words correctly:

Ultra-conservative, medieval, to be recruited, matron, empower, Divinity, braided.

Ex.2 Read the sentences with the following word combinations, translate them:

A considerable amount of bullying, to do menial task, on the basis of a competitive examination, the tradition of fagging.

Ex. 3 Explain:

A scholar, the nobility, boarding school, fagging, a house –master, a prefect, the Common Entrance Examination, a sixth-former.

Ex.4 Find out if the statement true or false:

1. Founding Eton College, King John intended that it should provide education for 70 poor students.
2. The present arrangement of the College consists of 29 boarding houses.
3. Most boys and girls arrive at Eton at 17, having passed their A-level exams.
4. Punishments at Eton vary from writing out Latin lines to weeding the House Master's garden.
5. There hadn't been done any vast improvements in many aspects of school life until the last decade of the 20th century.
6. On arrival at Eton each boy is allocated a resident matron and becomes a member of a house body.
7. In addition to three main subjects, sixth-formers choose to study according to their liking, they are to take courses in Latin and Divinity.

Ex.5 Complete the sentences according to the text:

1. The King's College of Eton ...
 - a) was founded in 1441
 - b) was founded in 1440
 - c) was founded in 1450
2. In the 17th century it became fashionable for the nobility to send their sons....
 - a) to earn their livings
 - b) to study to Oxford
 - c) to Eton College
3. The value of the tutorial system is that it ...
 - a) remained ultra-conservative
 - b) ensures that each boy receives individual attention
 - c) retained various features of a medieval school
4. The boys attending Eton College live in 14 separate boarding houses, each run ...

- a) by a resident matron
- b) by a body of usually five prefects
- c) by a House Master

Ex.6 Insert some prepositions:

1. The sons of the nobility were generally hard ... discipline.
2. Punishment vary ... writing ... Latin lines ... weeding the House Master's garden.
3. Sixth-formers study three main subject ... their choice ... addition ... Divinity and General Studies.
4. Discipline is maintained ... the house ... a body of five prefects.
5. School dress consists ... a morning tail-suit ... a white shirt, and ... some senior boys the shirt has a winged collar ... an addition of a white tie.

Ex.7 Answer the following questions:

1. Was the life originally hard for scholars at Eton? Explain your point of view.
2. Was it a hard task to transform Eton from a medieval school into a modern one?
3. Is school uniform obligatory at Eton?
4. Are all the scholars selected on the basis of a competitive examination?
5. The list of famous men educated in Eton is long, isn't it?

Ex.8 Work in pairs. Points for discussion.

1. What would you like to improve in the educational system of Eton?
2. Would you like to study at Eton College?
3. Do you know any other colleges in Britain providing education separately for boys and girls?

UNIT IV

SOME ASPECTS OF AMERICAN HIGHER EDUCATION

Ex.1 Say what you know about higher education in the United states. Answer the following questions:

1. What types of educational establishments exist in the USA?
2. Is it expensive to get a higher education in America?
3. Name some famous higher educational establishments in the United States.

Ex.2 Study the suggested vocabulary and remember the unknown words

1. **Who is who:** applicant/prospective student; freshman; sophomore; junior; senior; undergraduate student; graduate (grad) student; part-time student; transfer student; night student; faculty; teaching assistant; assistant professor; associate professor; (full) professor; counselor.
2. **Administration:** dean; assistant dean; department chair man; President of the University; academic vice-president; student government; board of trustees.
3. **Structure:** college (college of Arts and Sciences); school (school of Education); evening school; grad school; summer school; college of continuing education; department; career development and job placement office.
4. **Academic calendar:** fall, spring term/semester; fall, winter, spring, summer quarter school/academic year; exam period/days — reading days/period; break/recess; deadline⁶ (fall term break; winter recess or winter holidays, summer vacation).
5. **Academic programs:** course (a one/three credit course); to take a course, to give a lecture; pass-fail course; elective, a major/to major (what's your major?); a minor (second in importance); discussion session; seminars; a more academic class, usually with grad students; a student-teacher.
6. **Grades:** to get/to give a grade; pass-fail grading (to take grammar pass-fail); grades A, B, C, D, E; A-student; to

graduate with straight A; a credit, to earn a credit; education record.⁴

7. **Tests:** quiz; to take/to give an exam; to retake an exam (a retake); to flunk a course; to flunk smb; to drop out/to withdraw; a pass-fail test; multiple choice test; essay test; SAT, PSAT (preliminary SAT) ACT; GPA.⁵

8. **Red Tape:** to register (academically and financially); to enroll for admission; to interview; to sign up for a course; to select classes/courses; to drop a course, to add a course,⁶ a student I.D.,⁵ library card; transcript; degrees: BA., MA, Ph.D.; to confer a degree; to confer tenure, thesis, paper, dissertation.

9. **Financing:** full-time fees; part-time fees; grants; student financial aid; to apply for financial aid; to be eligible for financial assistance; scholarship; academic fees; housing fees; a college work-study job.

¹ The entire teaching staff at an educational institution.

³ Classes taken in summer (during vacation time) to earn additional credits or to improve one's proficiency.

⁴ In-service training, updating one's qualification.

⁵ One or more days to read up for an examination.

⁶ The last date for a retake.

HIGHER EDUCATION IN THE USA

Out of more than three million students who graduate from high school each year, about one million go on for higher education. A college at a leading university might receive applications from two percent of these high school graduates, and then accept only one out of every ten who apply. Successful applicants at such colleges are usually chosen on the basis of a) their high school records; b) recommendations from their high school teachers; c) their scores on the Scholastic Aptitude Tests (SATs).

The system of higher education in the United States comprises three categories of institutions: 1) the university, which may contain a) several colleges for undergraduate students seeking a bachelor's (four-year) degree and b) one or more graduate schools for those continuing in specialized studies beyond the bachelor's degree to obtain a master's or a doctoral degree, 2) the technical training

institutions at which high school graduates may take courses ranging from six months to four years in duration and learn a wide variety of technical skills, from hair styling through business accounting to computer programming; and 3) the two-year, or community college, from which students may enter many professions or may transfer to four-year colleges.

Any of these institutions, in any category, might be either public or private, depending on the source of its funding. Some universities and colleges have, over time, gained reputations for offering particularly challenging courses and for providing their students with a higher quality of education. The factors determining whether an institution is one of the best or one of the lower prestige are quality of the teaching faculty; quality of research facilities; amount of funding available for libraries, special programs, etc.; and the competence and number of applicants for admission, i. e. how selective the institution can be in choosing its students.

The most selective are the old private north-eastern universities, commonly known as the Ivy League, include Harvard Radcliffe, (Cambridge, Mass., in the urban area of Boston), Yale University (New Haven, Conn. between Boston and New York), Columbia College (New York), Princeton University (New Jersey), Brown University, Cornell University, Dartmouth College, University of Pennsylvania. With their traditions and long established reputations they occupy a position in American university life rather like Oxford and Cambridge in England, particularly Harvard and Yale. The Ivy League Universities are famous for their graduate schools, which have become intellectual elite centers.

In defense of using the examinations as criteria for admission, administrators say that the SATs provide a fair way for deciding whom to admit when they have ten or twelve applicants for every first-year student seat.

In addition to learning about a college/university's entrance requirements and the fees, Americans must also know the following:

Professional degrees such as a Bachelor of Law (LL.A.) or a Bachelor of Divinity (B.D.) take additional three years of study and require first a B.A. or B.S. to be earned by a student.

Graduate schools in America award Master's and Doctor's degrees in both the arts and sciences. Tuition for these programs is high. The courses for most graduate degrees can be completed in two or four years. A thesis is required for a Master's degree; a

Doctor's degree requires a minimum of two years of course work beyond the Master's degree level, success in a qualifying examination, proficiency in one or two foreign languages and/or in a research tool (such as statistics) and completion of a doctoral dissertation.

The number of credits awarded for each course relates to the number of hours of work involved. At the undergraduate level a student generally takes about five three-hour-a week courses every semester. (Semesters usually run from September to early January and late January to late May.) Credits are earned by attending lectures (or lab classes) and by successfully completing assignments and examinations. One credit usually equals one hour of class per week in a single course. A three-credit course in Linguistics, for example, could involve one hour of lectures plus two hours of seminars every week. Most students complete 10 courses per an academic year and it usually takes them four years to complete a bachelor's degree requirement of about 40 three-hour courses or 120 credits.

In the American higher education system credits for the academic work are transferable among universities. A student can accumulate credits at one university, transfer them to a second and receive a degree from there or a third university.

¹ A course where you don't take an examination, but a pass-fail test (зачет)

² Information on a student's attendance, enrollment status, degrees conferred and dates, honours and awards; college, class, major field of study, address, telephone number.

³ Grade Point Average — a grade allowing to continue in school and to graduate

⁴ To take up an additional course for personal interest, not for a credit

and to pay for it additionally, cf. факультатив

⁵ I.D. (Identification Document) — cf. студенческий билет.

Ex.1 As you read the text

a) Look for the answers to the questions:

1. What are the admission requirements to the colleges and universities?
2. What are the three types of schools in higher education?

3. What degrees are offered by schools of higher learning in the USA? What are the requirements for each of these degrees?

4. What are the peculiarities of the curricula offered by a college or a university?

5. What is a credit in the US system of higher education? How many credits must an undergraduate student earn to receive a bachelor's degree? How can they be earned?

b) Find in the text the factors which determine the choice by an individual of this or that college or university.

c) Summarize the text in three paragraphs.

Ex.2 Use the topical vocabulary in answering the following questions:

1. What steps do students have to take to enroll in a college/university for admission? Speak about the exams they take — PSAT, SAT, ACT. 2. What financial assistance are applicants eligible for? What is college scholarship, grants, loan? Explain and bring out the essence of student financial aid. 3. Speak about the academic calendar of a university. How does an academic year differ from the one in Russia? 4. How many credit hours does a student need to graduate? What type curricular courses and how many does a student have to take to earn a degree? 5. What is a GPA (grade point average)? 6. What is there to say about a college faculty? What is a tenure? 7. What is the role of a student's counsellor? Specify the function of career development and job placement within a university. 8. Should there be an age limit for university full-time students? What are your attitudes to mature students? 9. What are the sources of funding for universities and colleges (both public and private)? 10. What is an undergraduate student? A graduate student?

Ex.3 Study the following and extract the necessary information:

**Average Academic Fees per Quarter
(public university)**

Colleges	Tuition	
	Non-residential	residential students

Two Year Colleges	\$ 753	\$ 1796
College of Applied Science	\$ 753	\$ 1796
University College	\$63	\$ 150
(part-time rates per hour)		

Baccalaureate

Art and Science, College-Conservatory	\$753	\$ 1796
School of Education, Evening		
College, Business Administration	\$ 63	\$ 150
(part-time rates per hour)		

Graduate and Professional programs

Medicine (M.D.)	\$2188	\$4204
(part-time per cr. hr.)	\$ 182	\$350
Law (J.D.)	\$1192	\$2323
(part-time per cr. hr.)	\$99	\$ 194
Graduate programs	\$1171	\$2303
(part-time per cr. hr.)	\$98	\$ 192
Room	\$642	
Board (10 meals a week)	\$ 1045	

Average College Expenses (University of Pennsylvania — private)

Tuition and General Fee	\$ 11,976
Room and meals	\$ 4,865
Books and supplies	\$ 380
Educational Technology Fee	\$ 200
Personal expenses (e. g. clothing, Laundry)	
Total:	\$ 18,430

b) Comment on the given information and speak about the financial aspect of getting a higher education in the USA.

Ex. 4 Read the following dialogue. The expressions in bold type show the way people can be persuaded. Note them down. Be ready to act out the dialogue in class:

Molly: Yolanda, I have big news to tell you. I've made a very big decision.

Yolanda: **Well, come on.** What is it?

M.: I'm going to apply to medical school.

Y.: You're what? But I thought you wanted to teach.

M.: I've decided to give that up. Teaching jobs are being cut back now at many universities.

Y.: Yes, and I've read that a number of liberal arts colleges have been closed.

M.: I have a friend who finished his Ph. D. in history last year. He's been looking for a teaching position for a year, and he's been turned down by every school so far.

Y.: I suppose a Ph.D. in the humanities isn't worth very much these days.

M.: No, it isn't. And even if you find a teaching job, the salary is very low.

Y.: Yeah, college teachers should be paid more. **But, Molly,** it's very difficult to get into medical school today.

M.: I know. I've been told the same thing by everyone.

Y.: How are you going to pay for it? It costs a fortune to go to medical schools now.

M.: Maybe I can get a loan from the federal government.

Y.: That's an interesting possibility **but it doesn't** solve the financial problem entirely **even if** you get the student financial aid. You will graduate owing money. Medical students, especially, acquired heavy debts. Recently I read of one who owed \$ 60,000. Won't you be facing sufficient other problems without starting life in debt? **Aren't** many college graduates having trouble even finding jobs? When they find them, **don't** they begin at relatively modest salaries?

M.: I don't know, but...

Y.: It's foolish for a student to acquire debt, a negative dowry, unless it's absolutely imperative. Students sometimes become so excited about college that they forget there's life afterwards.

M.: Maybe you're right. Life is a series of compromises, I'll have to consider career possibilities in the light of college costs...

Ex.5 In trying to persuade others, people use different tactics which can be classified into 3 basic strategies — hard, soft, and rational. Hard tactics alienate the people being influenced and create a climate of hostility and resistance. Soft tactics — acting nice, being humble — may lessen self-respect and self-esteem. People who rely chiefly on logic reasons and compromise to get their way are the most successful.

1) As you read the extracts below pay attention to the difference between the three different strategies of persuasion — hard, soft and rational:

- a) (*parent to child*) Get upstairs and clean your room! Now. (hard);
b) (*professor to student*) I'm awfully sorry to ask you to stay late but I know I can't solve this problem without your help. (rational); c) (*professor to student*) I strongly suggest that you work this problem out, if not, I will have to write a negative report about you. (hard); d) (*teacher to freshman*) That was the best essay I ever read. Why don't you send it to the national competition? You could do very well there. (soft).

2) Turn the given situation below into four possible dialogues by supplying the appropriate request of the first speaker:

John, a high school undergraduate, asks his Latin teacher to write a recommendation for him to apply to the University of Pennsylvania for admission.

- a) J.:
T.: Sure, John.
b) J.:
T.: Of course, John.
c) J.:
T.: I suppose that's all right, John.

d) J.:

T.: Yeah, that's OK, John.

3) In the text below: The teacher is giving Jeff, a talented but a very lazy student, his advice, a) Decide if the teacher's strategies are hard, soft or rational:

I guess there is nothing more I can say or do to persuade you to try harder, Jeff. At this point it is crucial that you decide what you really want to do in order to know the language well. It's important to start early. You are very bright but it is still essential that you practise on a daily basis. It is also very important for you to come to class regularly. No one can do these things for you and no one should. It's necessary that you decide yourself whether to make these changes in your attitude or to give up your future as a teacher of English.

b) Act out a dialogue based on the above given situation. Vary the teacher's strategies by changing the Subjunctive Clauses to Infinitive Clauses and the Infinitive Clauses to Subjunctive Clauses.

Ex.6 Pair work. 1) From the dialogue in Ex. 4 list the problems which young people face choosing a career in the USA. Team up with another student and discuss the problem of a career choice. Try to be convincing in defending your views. 2) Use the art of persuasion in making your son apply to the university of your choice which does not appeal to him. Vary the strategies from soft to hard.

Ex.7 In some US universities and high schools there are summer schools where high school students may repeat the courses to improve their grades or they may take up some additional courses to get better opportunities while applying for admission to a university. College students attend summer schools for the above mentioned reasons and also to speed up getting a degree by earning additional credits. (The classes are paid for on per hour basis). There have been years of debate to introduce a year-round compulsory schooling. Below is the text about an experiment which was made in Los Angeles.

- a) Read it carefully and note down the arguments for and against the idea of a year-round compulsory schooling.

YEAR-ROUND SCHOOLING IS VOTED IN LOS-ANGELES

The L.A. board of education has voted to put all its schools on a year-round schedule. This decision does not necessarily increase the number of school days, but it is expected to save money on new construction and allow more efficient use of existing school facilities. Students would go to school for the same total 180 days a year, but they would have more, shorter vacations. In crowded schools, vacations would be staggered to ease the demand for space. Educational experts would study closely whether the benefits of a year-round program are worth the sacrifice of the traditional summer vacation. If it is proven that test scores of students are improved and performance is up, other cities will emulate the program.

The supporters of year-round education believe educators simply cannot justify that long three-month summer vacation any more. The nine-month schedule was never designed for education. It is a 19th century agricultural-economic schedule. Supporters, many from Hispanic and black inner-city areas, contend that the year-round schedules are the only economically practical way to cope with continuing influx of new students into schools that are already strained beyond capacity.

But there is a lot of opposition simply because it's a change. It's a deep-seated tradition that kids don't go to school in the summer and teachers don't teach.

The decision in Los Angeles was driven primarily by a need to alleviate overcrowding in the schools. Besides many educators also back the theory that children learn and retain more when breaks from class-room work are shorter and academic performance often improves in year-round schools. The exact calendar to be used is still under study, but most students will either go to school on a cycle of 60 weekdays of class followed by 20 weekdays of vacation, or 90 weekdays of class followed by 30 weekdays of vacation. For example students would have one-month vacation in August, December and April. In most crowded schools students would be broken into "tracks", or groups that would follow overlapping schedules to ensure that school facilities are in constant use with a minimum of overcrowding.

Parents in Los Angeles had jammed hearing on the issue for several years with many protesting that vacations would be hard to coordinate, especially if children in different schools were in different schedules, and that it would be difficult for older children to

find summer jobs. Others say that they would just as soon have vacation time to ski in the winter as they would have time off in the summer.

b) The issue of putting your school on a year-round schedule is to be debated at the sitting of the school board of education. Pair work. Enact a dialogue between a parent and a teacher on the issue offering valid arguments noted down from the text above.

c)

d) Work in groups of 3 or 4 (buzz groups) and assign one of the views on the issue of a year-round schooling to each group.

e)

f) Spend a few minutes individually thinking of further arguments you will use to back up the opinion you have been assigned.

g)

h) Enact the debates on a year-round schooling at the sitting of the school board of education. Do your best to support those who share a similar point of view and try to persuade those who disagree (use phrases of persuasion and agreement/disagreement given in the Appendix).

Ex.8 Below are the extracts bringing out some problems American higher education is faced with at present. Read the selections carefully and comment on the way constitutional statement guaranteeing in theory equality of educational opportunities to the people of the USA is carried out in practice:

1. "After ten years of affirmative action and federal legislation prohibiting sex discrimination, women are still second class citizens on the campus, but women are a new advocacy group — this is how we have to think of ourselves in the 1990s."
2. "Having come with too little too late to the slums, our country has failed to provide lower educational resources through which many of our young black Americans may realize their potential. We have failed to provide adult-learning institutions effectively addressed to the backwash of racism and slavery."
3. "... Deep split in American life transcends black and white, rich and poor, educated and ignorant, slum and suburb. Black America is the testing ground for our moral crisis. There is no more prevailing American tradition than having our black do the dirty, messy, difficult business of society. In those institutions where

people can be hurt — in bad schools, in inferior and demeaning occupations, in wars — the black people have manned the front lines."

Ex.9 Group discussion. Read the following selections. The issue discussed is the role of the student in the university. Consider each of the categories presented below and discuss the position of the Russian students at the institute in view of the recent changes in the Russian system of higher education:

1. "Is the student's role similar to that of an apprentice — studying the master and gradually becoming a master? Or is the proper relationship one of a ward of the university, which is responsible for the student's welfare and moral and intellectual training? Or is the student a client of the university — where the student seeks out professors to help in areas of interest and need?"

2. "It is probably safe to say that in England, Canada and the United States, until recent years, there has always been a sharp distinction between the role and status of the teacher and the role and status of the student — a simple recognition of the fact that the former by virtue of his knowledge, age and experience should exercise some domination and direction over the latter."

3. "A person's role in any given situation is defined not only by the individual but by other people and institutions in the environment. Up to 1950 there seemed few differences in the views of students, professors, or the university in respect of the student's role in the university."

Quite clearly the student was not a member of the university if membership is defined as having a shared responsibility for the program, regulations, welfare of the institution. In these respects the student was without status or recognition.

The attitude of the university was paternalistic and authoritarian; this was accepted by all concerned."

4. "It was obvious in the seventies that student protest had altered the ethos of the campus in many significant ways. There was, for example, the relaxation of admission requirements, the adoption of pass-fail grading in many courses, the increasing provisions for independent study, the emphasis on creative art, the growth of work-study programs, the free choice of a wide variety of subjects."

There was now no argument: students did share the power. The vital question was to what extent and in what areas?

But in respect of the student's role in the university, a significant point in the history of the university was turned. Students could no longer be considered children, they were adults with responsibility for their own behaviour and conduct; they were franchised members of the university with voting rights on some issues and potentially on all issues within the university community."

Ex.10 Enact a panel discussion:

A panel discussion programme appears on TV. Four members of the public are invited to give their opinions. The questions for discussion are sent in by the viewers. The chairperson reads out the questions and directs the panel.

a) Open the group discussion by describing the members of the panel and the chairperson.

b) Split into groups of four students. Pretend you are the TV panel. Elect a chairperson and decide which of the four roles each of you will take: Mrs/Mr. Terrie/John Hill, the academic vice president; Mrs/Mr. Lilian/Joseph Uble, a professor in the department of education; Mrs/Mr. Denis/Gary Bell, a grad student in education; Florence/Donald Burrell, an undergraduate.

c) Consider the questions under discussion and enact the panel:

1. How should higher education be organized, governed, directed? How much, if any, freedom and autonomy should there be for universities and institutes? 2. Students should share the responsibilities in a university and enjoy equal rights with the faculty. The vital question is to what extent and in what ways? 3. Pros and cons of written and oral examinations.

Ex.11 Do library research and write an essay on one of the given topics:

1. Education for national minorities. The problem of bilingualism in the USA and Russia.
2. The principal tasks of higher education.

3. Teacher training in the USA.
4. Problems in higher education in the USA and in Russia.

Ex. 12 Study the application forms given in the supplement and decide which college and courses you would like to choose, and why. Discuss it with your group-mates.

AN INTERVIEW

(An English professor is taking an interview from his American colleague)

"I am glad to have this opportunity to talk with you, Dr Barton. Do you mind my asking some questions about the Universities in America?"

"Certainly not. Education is my business and my hobby. What do you want to know?"

"First, do you have a National University?"

"No, we don't. Each State controls and supports at least one University. The National Government gives no direct financial aid to these state schools".

"Can the students go to the University free of charge?"

"No. Everyone must pay a tuition fee. The amount varies from state to state. A student's total expenses throughout the year are about 1,500 dollars. This creates a financial hardship for some people. Though each University offers a number of scholarships many of the students have to work to pay part of their expenses".

"Most of your Universities have a central campus, don't they?"

"Yes, they do. For example, you generally find the colleges of Law, Business, Medicine, Engineering, Agriculture, Music and Journalism on one campus. So a student can attend courses at the various colleges."

"Don't all students take the same courses?"

"Well, yes and no. During the first two years they follow somewhat basic program. That is each student must select at least one course from each of these basic fields of study: English, science, modern languages, history and physical education".

"When do they specialize in their particular field of study?"

"After the first two years each student majors in one subject and minors in another. My son, for example, is majoring in history with a minor in sociality. In addition to these major and minor courses he can select other subjects according to his interests or profession".

"What degrees do American Universities offer?"

"After completing 4 years of work the students receive the Bachelor's Degree. It might be either a B.S. (Bachelor of Science) or B.A. (Bachelor of Arts). With an additional year of study he may receive a Master's Degree and after 2 or 3 more years of graduate work and the writing of a dissertation he receives a Doctorate"

"Do your students take an oral examination over 4 years of work before receiving a Bachelor's Degree?"

"No, they don't. They have a final written examination at the end of each course. They take an oral examination, and write a dissertation only for the advanced degree".

"That clears up most of the questions, Dr. Barton. It's good to have this information from someone directly connected with University life. I hope to visit several American Universities while I'm here in the United States".

"It has been a pleasure to talk with you".

Ex. 1. Paraphrase the word-combinations:

To have the opportunity to do smth, to offer a scholarship, on one Campus, to follow the basic program, to select a course, to specialize in a particular field of study, according to one's interest or profession, to write a dissertation, a final written examination, directly connected with University life.

Ex. 2. Read the sentences with the following words and phrases, translate them:

To control and support a University, to give a direct financial aid to, free of charge, a tuition fee, the amount varies from state to state, a student's total expenses, a financial hardship, at various colleges, to major in a subject, to minor in a subject, Bachelor of Science (Arts), Master's Degree, Doctorate, to clear up.

Ex.3 Find similar phrases in the text.:

To have a chance, to help giving money, pay money for studies, the quantity of money is not the same in different states, some people have difficulties because they have no money, to offer stipends, to be situated on the territory of the University, to choose a course, to study and pay more attention to a specific subject, to your liking or what is connected with your future specialty, a test, to make clear.

Ex. 4. Underline the questions in the text and discuss them in pairs.

Ex. 5. Discuss the text in the groups of four. Imagine that you are:

- a) a journalist, who asks questions;
- b) a British student;
- c) an American student;
- d) a student of our University.

UNIVERSITY CLASSES IN THE UNITED STATES

Students from other countries often ask questions concerning university classes in the United States. There are usually four kinds of classes in American universities. First, many subjects are taught in Lecture courses. Lecture classes are often large. The professor speaks from notes or from a written lecture concerning the subject of the course. Lecture courses are valuable because the professors who teach them are specialists in their fields, and students who take accurate notes of a lecture profit by the experience and knowledge of the lecturers.

The second kind of university class is the Recitation class. Recitation classes can be divided into two groups. When recitation classes are held in addition to lecture classes during the same course, the class is called a Quiz Section. The second kind of recitation class is not combined with a lecture class. In such classes the instructor talks informally and asks questions. The student can also ask questions. Recitation classes are usually rather small, so that each student can have an opportunity to participate in the discussion.

The first two kinds of university classes are for both elementary and advanced students. However, the third kind of class, the Seminar which is for advanced students only.

The seminar class meets in a room which contains a large table. The students and the professor sit around the table and discuss special problems which pertain to the subject of the course. In a seminar class, the students prepare reports upon their own research and read these reports to the rest of the class.

The fourth kind of university class is the Laboratory Class. Laboratory classes are especially important in technical and scientific courses. A laboratory section often meets for three or four hours for experiments and technical research. ("English Pronunciation")

Ex. 1. Questions on the text:

1. How many kinds of classes are there in American universities? 2. What are lecture courses? 3. How does the professor usually speak at lecture classes? 4. What makes lecture courses so valuable for students? 5. What is the Recitation class? 6. What class is called a Quiz Section? 7. Why can each student take part in the discussion? 8. What is the third kind of classes in American Universities? 9. Is the seminar class for advanced students only or for ordinary students as well? 10. What reports can the students prepare in a seminar class? 11. What is the fourth kind of university class in America? 12. Who are laboratory classes especially important for?

Ex.2. Compare university classes in America with those in our university.

DIFFERENCES IN THE ORGANIZATION OF EDUCATION IN BRITAIN AND AMERICA

Differences in the organization of education in Britain and America lead to different term. One crucial word, school, is used in overlapping but different ways. A place of education for young children is a school in both varieties. But a public school in Britain is in fact a "private school"; it is a free-paying school not controlled by

the local education authority. The free local authority school in America is a public school. The American grade school has a BE near-equivalent of elementary school. But whereas an American can say: "Standrod is a pretty good school", the word school in BE is never used to refer to a university or other college of higher education. An American high school student graduates; a British secondary school pupil (never student) leaves school. To graduate is possible only from a university, polytechnic or college of education in British usage; graduating entails taking a degree. British universities have 3 terms; American universities have 2 semesters (or in some recent cases, 4 quarters). A British university student takes 3 years, in the typical case, to get his degree; these are known as the first, second and final years. The American university student typically takes 4 years, known as freshman, sophomore, junior and senior years. While he is studying, the American student majors in a particular subject, but also takes electives; the British student usually takes a main and a subsidiary subjects. The British term honours degree signifies that the student specializes in one main subject, perhaps with one subsidiary. The American student earns credits for successfully completing a number of self-contained courses of study, the credits eventually reaching the total needed for him to receive a degree. There is no counterpart to the credit system in British high education at present.

The British student who has already taken a first degree (usually a B.A. or B.Sc. except in Scottish universities) is a post-graduate; the American equivalent is a graduate. In American universities those who teach are known as the faculty; in Britain they are the staff, possibly dignified as the academic staff.

BE has no equivalent to AE co-ed a girl student, nor is there any BE equivalent of the American sonority or fraternity, i.e. nation-wide university clubs or associations with restricted membership.

(From "British and American English" by P. Strevens)

Word List

BE – British English
AE – American English
grade school – начальная школа

to take a degree – получать ученую степень
freshman – первокурсник
sophomore – второкурсник
junior – студент третьего курса
senior year – выпускной курс
to major in a subject – изучать основные предметы
elective (Am) – факультатив
subsidiary subject (Eng.) – факультатив
the faculty – состав преподавателей
co-ed – однокурсница
term – четверть, семестр

Ex.1 Read the text and find the differences between:

- a public school in Britain and in America;
- to graduate and to leave;
- an academic year in Britain and America;
- to major in a subject and to minor in a subject.

Ex.2 Give synonyms to:

A term, a faculty, a graduate, to graduate, to major, to minor

Ex.3 Answer the questions:

1. Is there any difference I public schools in Britain and America?
2. What school in Britain does American grade school correspond to?
3. Is it possible to use the word "school" for a college or a university?
4. Do students leave or graduate in Britain?
5. How many terms has a British university? And what about an American university?
6. What are American students called? What are British students called?
7. What can you say about credit system in American universities?

8. When do students get a degree?
9. What other differences exist in students' life of two countries?

Ex.4 Talk on the differences in the organization of education in Britain and America.

UNIT V

WHAT CAN BE DONE ABOUT TRUANCY?

It's a nightmare – you think your child's in school, then you find out he's been on the streets all day. And it's not just boys who do it – teenager girls are just as likely to bunk off.

Overall, round a million UK schoolchildren play truant each year. By 2002, the Government wants to see this reduced by a third, so it's introduced a range of measures, including computerized registration systems, extra staff to follow up non-attendance, truancy-watch schemes with the police, pupil passes and pagers.

But none of this matters if parents don't play their part. Teachers are the ones on the front line, but they can't work miracles if they are not supported by you.

Don't turn a blind eye if you think your child's playing hooky, even if it's only once in a while. Get to the bottom of the problem fast because, as Education Secretary David Blunkett says, "A child who isn't in lessons is a child who isn't learning – and it disables them for the rest of their life".

Very often, truancy is the first sign that a child needs help. The education watchdog Ofsted found that some children failed to attend because they couldn't read well. It is also found that anxiety over deadlines was a major problem. Kids themselves often cite bullying as their reason for dropping out – one study found that a third of girls and a quarter of boys were afraid of attending school because of it. Then there are those who dislike a particular teacher or lesson and will simply skip it.

WHAT CAN PARENTS DO?

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DO have a positive attitude towards education and get involved – many truants said they were sure their parents knew but ignored.

DON'T condone truancy by taking your child out of school for shopping trips or treats. If you give them days off, they'll start their own.

DO make dental appointments after school. Many children skip the entire day after a morning appointment.

DO keep in contact with the school and don't be afraid to admit it if you think you've got a problem.

THE DANGERS OF TRUANCY

- Truants are less likely to pass exams, so more likely to be out of work or in lower-paid jobs – they may even end up homeless.
- Truancy and crime are linked. Home Office research shows that truants are three times as likely to offend as non-truants.
- Truants are at risk from drug pushers and paedophiles, who target kids who are clearly not where they should be.

Comments.

A truant – a person who stays away from school without permission.

To play hooky – to play truant, to skip a lesson

A dead-line – a fixed date for finishing (doing) smth.

To cite – to mention.

To bully – to use strength.

To drop out – to withdraw from conventional social activities.

To condone – to overlook, or to forgive.

Ex.1. Pronounce the given words correctly:

Nightmare, truant, truancy, bullying, attitude, ignore, condone, entire.

Ex.2. Read the sentences with the following word-combinations, translate them.

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To be on the front line, to turn a blind eye, anxiety over deadlines, bullying, condone truancy.

Ex.3. Find words and phrases synonymous to the ones given below:

To play truant, to miss classes, to be in danger, to mention, to violate, the feeling of fear, to overlook or to forgive truancy, not to pay attention to smth, to participate, to insult.

Ex.4. Paraphrase:

...it disables them for the rest of their life, to reduce by third, to get to the bottom of the problem, failed to attend, the reason for dropping out, a positive attitude towards education, to condone truancy, to skip the entire day, they can't work miracles, to keep in contact, to be out of work, truants are three times as likely to offend as non truants.

Ex.5. Explain:

A nightmare, a miracle, a teenager, a truant, a non-truant, a drug pusher, a pedophile, a computerized registration system, a pupil pass, a pager.

Ex.6. Recollect the phrases from the text:

Пропускать занятия, уменьшить на треть, ряд мер, в первых рядах, закрывать глаза на что-то, дойти до сути проблемы, страх за четвертные и годовые оценки, насилие, положительное отношение к учебе, прощать (просмотреть), что ребенок не ходит в школу, поддерживать контакт, игнорировать, подвергаться риску, оскорблять.

Ex.7. Think of your own sentences with the following phrases:

To play truant, turn a blind eye, to play hooky, to get to the bottom of the problem, to fail to attend, anxiety over deadlines, a reason for dropping out, to dislike a particular teacher, to get involved, to

condone truancy, to skip the whole day, to keep in contact, to be out of work, to be at risk.

Ex.8. Answer the questions:

1. Is truancy a problem at school?
2. Can this problem be solved only by teachers?
3. What are the main reasons of playing truant?
4. What can parents do?
5. What are the dangers of truancy?

Ex.9. Work in pairs. Ask the same questions (Ex.8) to each other and discuss the problem of students' truancy. The following phrases will help you:

To be up to date with home assignments, to be left behind, to fail exams, to be expelled from the university, to have problems with parents, to be out of work, to be at risk from drug pushers, to be pregnant, to be in a difficulty.

Ex.10. Write an essay on students' truancy, be ready to talk on the problem.

UNIT VI

ADMISSION PROCEDURES

Students are admitted to British Universities largely on the basis of their performance in the examinations for the General Certificate of Education at ordinary and advanced level. The selection procedures rather complicated.

A student who wants to go to university applies for admission before he takes his advanced level examinations. First of all he must write to the Universities Central Council on Admissions (UCCA) and they send him a form which he has to complete. On this form he has to write down the names of six universities in order of preference. He may put down only two or three names, stating that if not accepted by these universities he could be willing to go to any other. This form,

together with an account of his out-of-school activities and two references, one of which must be from the headteacher of his school, is then sent back to the UCCA.

The UCCA sends photocopies of the form to the universities concerned. Each applicant is first considered by the university admission board. In some cases the board sends the applicant a refusal. This may happen, for example, if the board receives a form in which their university is the applicant's sixth choice and the university already has many candidates. If there are no reasons for immediate refusal, the university admission officer passes the candidate's papers on to the academic department concerned. One or two members of this department will then look at the candidate's application: see what he says about himself, look at his marks at the ordinary level examinations, see what his headteacher and other referee say about him. On the basis of this, the department may make the candidate an offer (either a definite offer or a conditional one) or send him a definite rejection.

As a rule the department makes a conditional offer. This means that the candidate will be accepted by the university if he fulfils the requirements stated in the offer.

In his turn, the student may accept the offer conditionally.

When the Advanced level examination results come out in August, the university admissions department sees whether the candidate has fulfilled his conditions and, if he has, sends him a definite offer. The candidate must accept or refuse within 72 hours.

Ex. 1. Form nouns from the following verbs:

To admit, to prefer, to require, to refuse, to reject, to apply, to refer, to offer.

Ex. 2. Explain:

Ordinary level exams, advanced level exams, in order of preference, a reference, out-of school activities, a candidate's application, a definite rejection, university admission board.

Ex. 3. Translate or find in the text the following phrases:

На основе результатов экзаменов, центральный комитет по поступлению (зачислению) студентов в университеты, аттестат о среднем образовании, в порядке предпочтения, на бланке, сведения о внешкольной деятельности ученика, характеристика, отказ, кандидат, заявление абитуриента, университет, в котором заинтересован абитуриент, сделать предложение о поступлении на определенных условиях, выполнить требования, в течение 72 часов.

Ex. 4. Find the answers in the text:

1. What organization does an applicant apply for if he wants to go to university?
2. What information does a candidate have to write on a form?
3. What is the procedure of considering the candidate's papers for the possible offer or refusal?
4. What is important for going to university?
5. What is a conditional offer?

Ex. 5. Insert prepositions or post verbal adverbs if necessary:

1. Students are admitted ... universities ... the basis ... their examinations results. 2. Students apply ... admission ... July. 3. ... this form he has to write down the names ... six universities ... order ... preference. 4. Each applicant is first considered ... the university admission board. 5. If there are no reasons ... immediate refusal, the university admission officer passes the candidate's papers ... the academic department concerned. 6. The advanced examination results come ... August. 7. The candidate must accept or refuse ... 72 hours.

Ex. 6. Make up a scheme of admission procedures.

An applicant

UCCA

University admission board

Academic department

How do the units cooperate with each other?

Ex. 7. Talk on the admission procedures in the University where you study. Use the following phrases:

To admit, to apply for, a candidate's application, General Certificate of Education, a reference, out-of-school activities. Entrance exams, University admission board.

Ex. 8. Make up a dialogue between two students (an English student and a Belarusian one) talking on the problem of admission to a higher institution.

Ex. 9. Write an essay on the topic "Admission Procedures in Belarus."

UNIT VII TEST YOURSELF

Ex. 1 Insert the necessary letters:

An-i-ty, ho-k-y, to ac-u-re, s-at-s, s-h-mcs, tee-ni-ies, to e-pre-s, to com-uni-ate, -r-mmer, f-c-hman, s-ho-ars-ip, a-si-nm-nt, dr-fts-an, ass-mbl- h-ll, v-ca-ion, p-is-c-, d-ad we-g-l, c-pu-si-n, C-mp-s.

Ex. 2 Give synonyms:

Stipend, class captain, stuff head, capable student, to be quite at home in, to cheat, senior teacher, timetable, scholarship, extra-mural department, to bunk off, to revise for an exam, to go in for, break, second-year student, crammer, elementary school, to be responsible.

Ex. 3 Find opposites to the following words:

Junior forms, to be behind the group, failing mark, to break the rules, apprentice, to con, to loaf, free of charge education, graduate, to pass to the following year, full-time student, to work by fits and starts, admission.

Ex. 4 Translate the following words into English:

Абитуриент, первокурсник, второкурсник, частная школа, аспирант, натаскивать, выпускник вуза, плата за обучение, бесплатное обучение, декан, ректор, бездельник, доцент, свидетельство об окончании школы, зачет.

Ex. 5 Guess the words according to the definition:

- a student who had to repeat the year;
- to learn everything by heart without understanding;
- a student who works very hard and has good results;
- a book where all the students' marks are put;
- to make a person leave the university because of poor marks;
- a course designed to improve or update a person's knowledge of a subject;
- territory of the university;
- a sum of money, paid for the students' achievements in subjects;
- a lazy person;
- a course with developed programs;
- boys and girls who hand in their applications to the university;
- a student who studies by correspondence;
- a system at a university when a teacher instructs a single student or a very small group;
- the exams after the 6th form;
- a teacher, who cram smb.

Ex. 6 Explain the meaning of the following words:

- | | |
|-----------------------|-------------------|
| - dead weight | - examining board |
| - honours degree | - shift |
| - reunion party | - to cram |
| - to skip the lecture | - to loaf |
| - certificate | - grammar school |

- | | |
|--------------------------|------------------------|
| - crash course | - technical school |
| - public school | - domestic science |
| - to have a get-together | - comprehensive school |
| - sandwich course | - to crib |
| - boarding school | |

Ex.7 Translate from Russian into English:

1. Если ты будешь продолжать работать спустя рукава, тебя либо исключат, либо оставят на второй год.
2. Я люблю когда мы собираемся небольшой компанией, чтобы отметить праздник.
3. Получить диплом с отличием очень сложно.
4. Я знаю, что мне не хватает беглости.
5. Студенты заочного факультета сдают сессию два раза в год.
6. Я бы хотел пройти интенсивный курс английского языка, т.к. у меня нет ни времени, ни возможности учиться в университете.
7. Курс обучения на подготовительном отделении длится 1 год.
8. Собрание аспирантов и студентов последних курсов состоится в актовом зале корпуса №1.
9. Наш декан читает лекции по истории Беларуси.
10. Я решил не поступать в Кэмбридж. В течение шести месяцев я почти не заглядывал ни в одну книгу по математике.
11. Прежде чем поступить в университет, я окончил подготовительные курсы.
12. Если вам удастся успешно сдать вступительные экзамены, вы станете студентом этого университета.
13. Экзаменатор был приятно удивлен его знаниями по грамматике. Он занимался с репетитором в этом семестре и это помогло ему закончить академический год с отличием.
14. Легко говорить «Мешай дело с бездельем, проживешь век с весельем», а у нас три семинара по разным предметам в неделю, да еще два занятия по языку каждый день. Ну, а если пропустишь занятие, то отстанешь от группы.
15. Система школьного образования в Великобритании очень сложна. Обязательное обучение начинается в 5 лет, когда дети приходят в школу для малышей.

16. Параллельно с государственной системой школьного образования в Великобритании существуют частные школы.
17. Многие ученики остаются в школе до 17-18 лет и готовятся к сдаче экзаменов на высшем уровне.
18. Не закрывайте глаза, если ваш ребёнок прогуливает занятия, даже если это случается редко. Постарайтесь понять причину этого.
19. Плата за обучение в университете высока, что создаёт финансовые трудности для многих студентов. Поэтому они стараются заработать деньги во время летних каникул, чтобы покрыть часть расходов.
20. Система тьюторства обеспечивает близкий и личный контакт преподавателя со студентом.
21. После двух лет изучения основной программы студент специализируется по профилирующему предмету и по предмету, близкому к профилирующему.
22. В обучении Открытый Университет использует радио- и телепередачи, обучение по почте, летние школы и целую сеть центров для слушателей.

Ex.8 Make up situations using given words and word-combinations. Finish your situations like these ones:

- a) Thus my sister was expelled from a grammar school.
Non-attendance, to turn a blind eye, to get to the bottom of the problem, the first sign, to fail to attend, to have negative attitude towards education, to keep in contact with the school.
- b) At last my friend managed to pass the exam in history.
Dead weight, failing marks, to make poor progress in, dean's office, ignorance, to work by fits and starts, to fail to pass, a record book, to resit for an exam, to carry out.

UNIT VIII SUPPLEMENT

BRITISH UNIVERSITIES (DICTATION)

There are more than 40 universities in Britain, of which 36 are in England, 8 in Scotland, 2 in Northern Ireland and 1 in Wales. The

two oldest universities in England are Oxford and Cambridge. These date from the Middle Ages. Oxford is the oldest of these two universities, it is more philosophical, classical, theological.

The universities which were founded after the Second World War are called "the new universities". Some of them quickly became popular because of their modern approach to university courses.

All British universities are private institutions. Every university is independent, autonomous and responsible only to its own governing council. Although they all receive financial support from the state, the Department of Education and Science has no control over their regulations, curriculum, examinations, appointment of staff, or the way they spend money. The number and type of faculties differ from university to university. Each university decides each year how many students it supposes to admit. The admission to university is by examination or selection (interviews). The students receive grants. They have to pay fees and living costs but every student may receive from the local authority of the place where he lives a personal grant which is enough to pay the lodging and food – unless his parents are rich. Most students take jobs in the summer for about six weeks, but they do not normally do outside work during the academic session.

Students who pass examinations at the end of three or four years of study get a Bachelor's degree. The first postgraduate degree is normally that of Master conferred for a thesis based on at least one year's fulltime work. Universities are centres of research and many postgraduates are engaged in research for higher degree, usually Doctorates.

The British government does not think to build more new universities. There is a tendency to expand the older ones. The most interesting innovation is the Open University.

The Open University was founded in 1964 by the Labour Government for those people who, for some reasons, had not had a chance to enter any of the other universities, especially those above normal student age. It takes both men and women at the age of 21 and over. No formal academic qualifications are necessary for entry to those courses, but the standards of its degrees are the same as those of other universities. In teaching the university uses a combination of television and radio broadcasts, correspondence courses and summer schools, together with a network of viewing and listening centres.

Lecturers present their courses on one of the BBC's television channels and by radio. They have also produced a whole library of short course-books, which anyone can buy at bookshops. Students write papers based on the courses and discuss them with tutors at meetings or by correspondence once a month. The time of staying on at the Open University is unlimited.

OXFORD APPOINTS 'AGONY PROFESSOR'

OXFORD University is to respond to charges of elitism by creating an "agony professor" to answer homework questions from any schoolchild in the country.

A fictional don called Professor Hodgkin will be available from the Internet to help with queries from state and independent school pupils alike. In reality the site will be staffed by a team of world class scholars which includes nine Fellows of the Royal Society.

Oxford hopes to banish claims of snobbishness by asking its most eminent Brains to answer primary school questions such as "How long does it take the earth to travel round the sun?"

Besides summer schools, open days and teachers' conferences, any pupil stuck with their homework will be able to ask Professor Hodgkin.

The service is being set up by the chemistry department and is named in tribute to its most celebrated former member, Professor Dorothy Hodgkin, who died in 1994 at the age of 84. She was a chemist and the only British woman to win a Nobel Prize for science.

(By David Charter)

OXFORD 'IS FAIR TO STATE PUPILS'

(The independent school argue against positive discrimination for state school applicants)

An analysis of the highest A-level grades in the most difficult subjects has suggested that independent school pupils are not taking an unfair share of places at Oxford and Cambridge.

The independent school' university working party said: "Far from independent schools talking an unfair proportion of places,

they are making a disproportionately large contribution to ensuring that the nation has a new generation of scientists, mathematicians and linguists."

The figures presented to MPs showed that up to half of the top A-level grades last year in subjects sought by leading universities went to pupils from independent schools.

Ministers had based their complaints about Oxbridge admissions on the fact that only half of their places go to state-educated pupils, although two thirds of candidates with three As are from the state system. The figures suggest that state results are inflated by subjects such as general studies, not accepted by the top universities.

In physics - the most difficult A-level subject according to government research - independent school candidates took 41.6 per cent of A grades, although representing only 26.7 per cent of entries. In French 51.9 per cent of the top grades went to independent school, from 35.6 per cent of the entries.

The independent school representatives used the figures to argue against positive discrimination in favour of state school applicants.

(By John O'Leary)

Do the following tasks:

1. Discuss the texts with a friend. Work in pairs.
2. Do you consider the Internet service presented at Oxford University useful?
3. Speak for or against positive discrimination for state schools applicants.

KEAN UNIVERSITY
SCHOOL OF BUSINESS, GOVERNMENT AND TECHNOLOGY
(40101) B.A. IN ECONOMICS (BUSINESS ECONOMICS CONCENTRATION)
128 SEMESTER HOURS (S.H.)
(EFFECTIVE: 9/96)

NAME _____	TRANSFER INSTITUTIONS (X) _____	CR# _____
S.S.# _____		
STUDENT I.D.# _____		
MATRICULATION DATE _____		
	Courses in Progress (-) _____	
	Kean University (KU) _____	
ID 1001 Freshman Seminar _____		
GENERAL EDUCATION REQUIREMENTS: 51-52 S.H.		
CORE REQUIREMENTS: 18 S.H. (Take all six)		
ENG 1020 Composition _____		
ENG 1100 Emerg. of Modern World _____		
ENG 1200 Intell. & Cult. Trad. _____		
ENG 2020 Inquiry and Research _____		
ENG 2203 Landmarks World Lit. _____		
ENG 2400 Sci. & Tech. Mod. World _____		
BREADTH REQUIREMENTS: 33-34 S.H.		
HUMANITIES: 12 S.H.		
(Four courses from at least three areas)		
Communications & Theater _____		
Fine Arts/Art History _____		
Music _____		
Philosophy & Religion _____		
Foreign Language _____		
English Literature _____		
SOCIAL & BEHAVIORAL SCIENCES: 12 S.H.		
ECO 1020 Economics I _____		
(One course from each of two areas)		
History _____		
Political Science _____		
Psychology _____		
Sociology or Anthropology _____		
BIOLOGICAL & PHYSICAL SCIENCES: 4 S.H. (Take one)		
Astronomy _____		
Biology _____		
Chemistry _____		
Geology _____		
Mineralogy _____		
Oceanography _____		
Physics _____		
MATHEMATICAL SCIENCES: 3 S.H.		
MAT 1051 College Algebra _____		
	HEALTH & PHYSICAL EDUCATION: 2 or 3 S.H.	
	Health Education _____	
	Physical Education _____	
	COGNATE COURSES: 6 S.H. (Take both)	
	CPS 1031 Intr. to Computers _____	
	CPS 1032 Microcomputer Apps. _____	
	MAJOR REQUIREMENTS: 48 S.H.	
	REQUIRED COURSES: 33 S.H. (Take All)	
	MGS 2110 Quantitative Methods _____	
	MGS 2120 Business Statistics _____	
	MGS 2030 Org. & Mgt. _____	
	ACC 2200 Prin. Accounting I _____	
	MGS 3040 Mgt. Info. Systems _____	
	FIN 3310 Corporate Finance I _____	
	ECO 3400 International Econ. _____	
	ECO 3020 Intl. Macro Economics _____	
	ECO 3021 Intl. Micro Economics _____	
	ECO 3300 Money and Banking _____	
	MGS 3053 Legal Env. of Business _____	
	MAJOR ELECTIVES: 15 S.H.	
	(Select three of the following Eco. & Finance courses)	
	ECO 4200 Intro to Econometrics _____	
	ECO 3600 Ind. Org. & Pub. Policy _____	
	FIN 3350 Intl. Business Finance _____	
	FIN 3311 Corp. Fin. II _____	
	FIN 4310 Capital & Money Markets _____	
	ECO 3022 Managerial Economics _____	
	FIN 4330 Working Capital Mgt. _____	
	(Select two courses from Economics, Finance, Accounting, or Co-operative Education)	

KEAN UNIVERSITY
SCHOOL OF BUSINESS, GOVERNMENT AND TECHNOLOGY
(4/198) B.A. IN ECONOMICS/TEACHER CERTIFICATION 128 S.H.
(EFFECTIVE: 9/98)

NAME _____	TRANSFER INSTITUTIONS (X) _____	CREDITS _____
S.S.# _____	_____	_____
STUDENT ID # _____	_____	_____
MATRICULATION DATE _____	_____	_____
ID 1001 Freshman Seminar _____ 1		
GENERAL EDUCATION REQUIREMENTS: 68 S.H.		
CORE REQUIREMENTS: 18 S.H.		
ENG 1020 Composition _____ 3		
GE 1100 Emergence of Modern World _____ 3		
GE 1200 Intl. & Cult. Trade _____ 3		
GE 2020 Inquiry and Research _____ 3		
ENG 2200 Landmarks World Lit. _____ 3		
GE 2400 Science & Tech. Mod. World _____ 3		
BREADTH REQUIREMENTS: 53 S.H.		
HUMANITIES 9 S.H.		
(Select two areas)		
English Literature _____ 3		
Fine Arts/Art History _____ 3		
Music _____ 3		
Philosophy & Religion _____ 3		
Foreign Languages _____ 6		
SOCIAL & BEHAVIORAL SCIENCES 9 S.H.		
PSY 1000 General Psychology _____ 3		
SOC 1000 Intro. to Sociology _____ 3		
ANTH 1800 Cult. Anthropology _____ 3		
HIST 2303 U.S. History to 1877 _____ 3		
BIOLOGICAL & PHYSICAL SCIENCES 4 S.H.		
_____ 4		
MATHEMATICAL SCIENCES* (non CPS) 3 S.H.		
_____ 3		
HEALTH & PHYSICAL EDUCATION 4 S.H.		
ID 1225 Issues Contemp. Health _____ 3		
Physical Education _____ 1		
TRANSFER INSTITUTIONS (X)		
Kean University (X) _____		
Courses in Progress (X) _____		
ADDITIONAL COGNATE COURSES 24 S.H.		
GE06 3210 Economics Geography _____ 3		
HIST 2304 U.S. History 1877 to Present _____ 3		
HIST 3326 History of N.J. _____ 3		
PSY 2110 Psych. Adolescence _____ 3		
ECO 1020 P in Economics I (Macro) _____ 3		
ECO 1021 P in Economics II (Micro) _____ 3		
(One of the Following)		
HIST 2361 Hist. of Latin Amer. to 1825 _____ OR		
HIST 2362 Hist. Latin Amer. 1825-Present _____ OR		
HIST 2500 Survey Afr. Pre-Hist-Hist _____ OR		
HIST 2510 Polk. Hist. Africa 20th C. _____ OR		
HIST 3425 S.E. Asia 20th Century _____ 3		
(One of the Following)		
PS 2110 Amer. State & Local Pol. _____ OR		
PS 3150 Amer. Constitutional Law I _____ 3		
PS 3151 Amer. Constitutional Law II _____ OR		
PS 3160 Ethnic Politics U.S. _____ OR		
PS 3170 N.J. State Govt. & Pol. _____ OR		
PS 3310 Comp. Non-Western Govt. _____ 3		
ACADEMIC SEQUENCE* 30 S.H.		
ECO 3003 I inr. Macroeconomics _____ 3		
ECO 3021 I inr. Microeconomics _____ 3		
ECO 3300 Money & Banking _____ 3		
MGIS 3110 Business Statistics _____ 3		
MAJOR ELECTIVES 18 S.H.		
ECO _____ 3		
ECO _____ 3		
ECO 3000-4000 _____ 3		
ECO 3000-4000 _____ 3		
ECO 3000-4000 _____ 3		
ECO 3000-4000 _____ 3		
PROFESSIONAL EDUCATION* 30 S.H.		
ICA 2801 in no. Ped. Exp. K-12 _____ 5		
ICA 2801 Jr. Ped. Exper. K-12 _____ 2		
ICA 4801 Prof. Inter. Sec. Ed. _____ 10		
EDUC 3000 Curr. Eval. & Lesson _____ 3		
EDUC 3401 Lang. Arts/Reading K-12 _____ 3		
EDUC 4000 Tchr. & Classroom _____ 3		
ICA 3240 Spec. Studies Ed. K-12 _____ 3		
ICA 3112 Children's Lit. in Ed _____ OR		
ICA 3122 Computers in Ed _____ OR		
ICA 4440 Intro. Bilingual Ed _____ 3		

(OVER)

Note:
 * A grade of "C" or better.
 * Course must be selected from the Approved GE Breadth (GEB) list (see Registration Bulletin).
 * Credit granted upon completion of both semesters of elementary or intermediate foreign language.

WRITING-EMPHASIS REQUIREMENT

All students are required to complete one upper-division (3000-4000 level) "Writing-Emphasis" course. This course is normally taken during the junior or senior year. The "W-E" course must be within the major portion of your program.

Comments: _____

Evaluator's Signature _____ Date _____
 (Program subject to change; contact major department for further instructions)

Your major department is coded in W-405; phone 527-2239

PLEASE BRING THIS EVALUATION WITH YOU TO ALL ADVISING/REGISTRATION SESSIONS!

REV 1/98

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РЕПОЗИТОРИЙ ГГУ им. Ф. Скорины

РЕПОЗИТОРИЙ ГГУ ИМЕНИ Ф. СКОРИНЫ

РЕПОЗИТОРИЙ ГГУ ИМЕНИ Ф. СКОРИНЫ