

Учреждение образования
«Гомельский государственный университет
имени Франциска Скорины»

Т. В. КУПРИЯНЧИК, К. Н. ВЕТОШКИНА

PRACTICE MAKES PERFECT

Практическое пособие

для студентов специальностей
6-05-0231-01 Современные иностранные языки
(английский, немецкий), (английский, французский);
6-05-0113-08 Лингвистическое образование (английский);
6-05-0113-08 Лингвистическое образование (английский)
на основе среднего специального образования

Гомель
ГГУ им. Ф. Скорины
2026

УДК 811.111'373(076)
ББК 81.432.1-32я73
К924

Рецензенты:

кандидат филологических наук И. Н. Пузенко,
кандидат филологических наук В. В. Степанова

Рекомендовано к изданию научно-методическим советом
учреждения образования «Гомельский государственный
университет имени Франциска Скорины»

Куприянчик, Т. В.

К924 Practice makes perfect : практическое пособие / Т. В. Куприянчик,
К. Н. Ветошкина ; Гомельский гос. ун-т им. Ф. Скорины. –
Гомель : ГГУ им. Ф. Скорины, 2026. – 45 с.
ISBN 978-985-32-0165-9

Практическое пособие включает тематический словарь, тексты актуального и проблемного содержания, систему лексико-грамматических до-текстовых и послетекстовых упражнений, направленных на повторение, закрепление материала по теме «Образование».

Адресовано студентам специальностей 6-05-0231-01 Современные иностранные языки (английский, немецкий), (английский, французский); 6-05-0113-08 Лингвистическое образование (английский); 6-05-0113-08 Лингвистическое образование (английский) на основе среднего специального образования.

УДК 811.111'373(076)
ББК 81.432.1-32я73

ISBN 978-985-32-0165-9

© Куприянчик Т. В., Ветошкина К. Н., 2026
© Учреждение образования
«Гомельский государственный университет
имени Франциска Скорины», 2026

ОГЛАВЛЕНИЕ

Предисловие	4
Unit 1. School education	5
Text A. Eaton School: a school like no other	10
Unit 2. I am a student now.....	13
Text A. My university	13
Text B. Our studies	15
Text C. Functions of the Universities	19
Unit 3. University education.....	21
Text A. Some aspects of British university life	21
Text B. Oxbridge.....	25
Text C. Ivy league universities vs Oxbridge.....	27
Text D. University classes in the United States of America.....	32
Text E. Admissions procedures	34
Unit 4. The problem of truancy	36
Text A. What can be done about truancy?.....	36
Unit 5. Exams	39
Text A. Coping with exam stress	41
Литература.....	45

ПРЕДИСЛОВИЕ

Особую значимость для студентов представляет формирование коммуникативной компетенции, которая представляет собой важнейшую составляющую профессиональной деятельности будущих специалистов. Методические принципы сознательности, последовательности и коммуникативной направленности положены в основу упражнений и заданий практического пособия, что способствует приобретению и закреплению практических навыков, необходимых студентам в их дальнейшей профессиональной деятельности, а также представляет теоретический и практический интерес и для преподавателей, и студентов.

Данное издание раскрывает тему образования для продвинутого владения студентами иностранным языком. Оно состоит из основных разделов по теме, которые включают, во-первых, дотекстовые упражнения, направленные не только на усвоение языкового материала, но и на облегчение восприятия текста; во-вторых, собственно текст, которому предшествует список ключевых слов и выражений, и; в-третьих, послетекстовые упражнения, ориентированные как на проверку понимания содержания текста, так и на отработку языкового материала, а также развитие навыков смысловой компрессии текста.

Достоинством практического пособия является наличие текстов, предназначенных для разных видов чтения, а также их качественный подбор с учетом реальных знаний, возрастных особенностей и интересов студентов первого курса.

Издание составлено методически грамотно и включает следующие учебные материалы: профессионально значимые тексты, а также упражнения и задания к ним, предназначенные для развития умений монологической и диалогической речи. Выбор текстов представляется удачным с точки зрения их содержания, объема, а также лингвистической сложности. Разработанная система упражнений является адекватной языковому уровню учащихся первой ступени высшего образования и может быть использована студентами с разным уровнем владения английским языком.

Представленный материал в практическом пособии может использоваться для организации аудиторной и внеаудиторной учебной деятельности по английскому языку в рамках учебной программы высшего образования.

UNIT 1. SCHOOL EDUCATION

Stages in a person's education in Britain

Play-school	Pre-school	Mostly play with some
Nursery school	(2–5 years old)	early learning
Infant school	Primary	Basic reading, writing,
Junior school	(5/6–12/13)	arithmetic, art etc
Comprehensive school	Secondary	Wide range of subjects in
Grammar school	(12/13–16/18)	arts and science and
		technical areas
College	Further / higher	Degree / diplomas in
Polytechnic	(18+)	specialized academic areas
University		

Comprehensive schools in the UK are for all abilities, but **grammar schools** usually by competitive entry. **Public schools** in the UK are very famous private schools. **Polytechnics** are similar to universities, but the course tends to be more practically-oriented. **Colleges** include teacher training colleges, technical colleges and colleges for further education.

Ex. 1. Fill the gaps in this life story of a British woman.

At 5 Nelly Dawes went straight to... (1) school, because there were very few... (2) schools for younger children in those days. When she was ready to go on to secondary school, she passed an exam and so got into her local... (3) school. Nowadays her own children don't do that exams, since most children go to a... (4) school. She left school at 16 and did not go on to... (5) education, but she does to... (6) once a week to learn French. She would like to take up her education again more seriously, if she could get a... (7) or scholarship from the government. Her ambition is to go to a... (8) and become a school-teacher.

Ex. 2. Complete the sentences with the following words:

boarding; compulsory; curriculum; head teacher; nursery school; subjects; primary school; secondary school; single-sex; staff; syllabus; terms; timetable; University.

1. My favourite... are Music, Maths and French. I hate History.
2. They made all these changes to the school without consulting the... – that is, the teachers and the cleaners and so on.

3. School is... in England and Wales, as it is in most countries. But some children manage to avoid school, somehow or other.

4. ...school (boys-only or girls-only) are becoming popular again – at least with parents.

5. In England and Wales, the school year is divided into three...

6. The person in charge of a school is called the...

7. This school has a modern..., including subjects such as Business Studies, Media Studies and IT.

8. The History... this year includes the fall of communism, in the 1960s in the USA, and South Africa in the 20th century.

9. If you want to know which day or time you have a particular lesson, you can always look at the...

10. A... school is one where pupils live during termtime and only go home to their families in the holidays.

The education system in England and Wales

11. ...age 18+.

12. ...age 11–18.

13. ...age 5–11.

14. ...age 3–5.

Ex. 3. 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.

8. I hope your work will improve by the end of the course / term.

9. Martin failed / missed his maths exam and had to sit it again.

10. If you have any questions, raise / rise your hand.

Ex. 4. 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. 5. 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. 6. 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...
- grasp;
 - ability;
 - idea;
 - information.

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

- Have you... Exercise 3 yet?
- I can't come this afternoon. I am... an English exam.
- Jack has... very well this term.
- I am afraid that you haven't... any progress.
- Sue didn't know the answer, so she... a guess.
- You all look tired. Let's... a break.
- This is a good composition, but you have... a lot of errors.
- I think you should... yourself more seriously.
- The teacher gave a lecture, and the class... notes.
- Paul finds maths difficult, but he... his best.

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

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

Ex. 9. Complete each sentence with one word.

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

TEXT A. EATON SCHOOL: A SCHOOL LIKE NO OTHER

Prince Harry and prince William went there. David Cameron went there too. And so did 18 other prime ministers. Eaton is one of England's most famous schools.

Eton is typical of many English **public schools**. For a start, it's a **boarding school**, with 25 boys' houses (each with a housemaster). The school is also very expensive – with fees of about J30,000 per year. As in many other public schools, pupils have to wear a school uniform. But Eton's uniform is special, consisting of a black **tailcoat** (or morning coat), a **waistcoat**, and **pinstriped trousers**.

Like many other public schools, Eton once had a system of **fags**. Fags were younger boys who act as personal servants to more senior boys. "Fagging" jobs involved cleaning, cooking and running errands. The world-famous author Roald Dahl remembers being ordered to warm toilet seats for older boys at Repton School. Other chores included making toast, polishing shoes, ironing clothes and cleaning cups. The practice of personal fagging faded away during the 1970s and 1980s.

As in many other public schools, Eton was also famous for its use of **corporal punishment**. This often consisted of beatings with a **cane** or the **twigs** from a birch tree. In the 16th century, Friday at Eton was known as "flogging day". Headmaster, John Keate (who held the position from 1809 to 1834) once **flogged** 80 boys publicly in one session. From 1970, boys were no longer required to take down their trousers for the beatings. In 1983, all forms of corporal punishment were phased out.

Eton has many unique traditions. The Eton Wall Game is a curious mixture of rugby and football played on a pitch 5 metres wide and 110 metres long next to a brick wall. Teams score by throwing a ball at a "goal", which in this case is a garden door at one end and a tree at the other. No one had actually scored a goal since 1909 until Prince Harry managed to in 2002. Another game is "Eton Fives". This is a type of handball game played as "doubles" (two teams of two) in a three-sided court.

The school also has a lot of its own words and expressions. Terms are known as "halves" – even though there are three a year. A class is called a "div", and teachers are known as "beaks". A "stick up" is the name of the winged collars that some pupils wear. Bad work is called a "rip" (because it is ripped up by the teacher), and good work is called a "show up". A traditional form of pupil protest at Eton is called a "Leggit". When pupils are unhappy

about something at school, they gather around the school hall to protest, chanting until the teachers come out. Then, when the headmaster appears, one pupil shouts “Leggit” and all the pupils flee in different directions.

Are there any schools like this in your country?

Ex. 1. Guess the word according to the following definitions:

- 1) a private school (often an old one); also known as an independent school;
- 2) a school in which the children sleep;
- 3) a teacher who is in charge of children in a house (one of the buildings where children live / sleep in a boarding school);
- 4) a jacket with a piece of long material at the back;
- 5) a type of jacket with no sleeves;
- 6) trousers with thin lines of a different colour to the main material;
- 7) a personal servant (often a young pupil) who does jobs for an older pupil someone whose job is to cook, clean, etc. for someone;
- 8) to make warm;
- 9) a minor job in the house;
- 10) to clean shoes / metal, etc. until they shine;
- 11) it disappears slowly;
- 12) this involves hitting someone many times because they have done something “bad”;
- 13) a long stick for hitting;
- 14) small, thin branches from a tree;
- 15) to hit very hard with a piece of wood / leather as a form of punishment;
- 16) the manager / director of a school;
- 17) it slowly disappears and is no longer used;
- 18) most schools have three terms – school periods of about 3 months;
- 19) to break (paper) into many small pieces;
- 20) people form a group / circle in an area or around someone;
- 21) to sing / shout the same phrase over and over again;
- 22) to run away in order to escape;
- 23) an area of grass where children can play / do sport.

Ex. 2. Answer the questions.

1. Why is Eaton school so famous?
2. What does “a system of fags” mean?
3. In what way is Eaton’s uniform special?
4. Is corporal punishment used nowadays?
5. What traditions are there in Eaton school?
6. What is a traditional form of protest at Eaton?
7. Would you like to study at Eaton? Why?

Group work

Look at the list below of the possible aims of education. In column A put a number 0–5 according to the importance attached to these aims at the school you went to. In column B put a number 0–5 according to what you think the ideal school’s priorities should be (table 1).

Table 1 – Aims of Education

Aims of Education	A	B
Helping to develop personality and character		
Helping you to do as well as possible		
Showing you how to get on with other people		
Teaching you about what is going on in the world today		
Keeping you occupied		
Teaching you how to read and write well		
Helping you to get as good a job as possible		
Helping you with things you will need to know when you leave school (for e.g. about running a home and managing money)		
Making school a pleasant place to be in		

When you have finished, compare your conclusions in a class.

UNIT 2. I AM A STUDENT NOW

Ex. 1. Try to recollect your first day at the University. Were you happy to be admitted to the University?

TEXT A. MY UNIVERSITY

My University is a powerful source of light – the light of knowledge. It is up to you to work with this light and find your focus – consider a multitude of possibilities, reflect on them, deflect those that do not fit, and concentrate on those that appeal most.

During your studies, you will finely hone the tools you need to compete with the best in the world: critical thinking, independent judgment, teamwork, and understanding of how you learn, no matter where your vision may lead.

I am a student of Francisk Skoryna Gomel State University. It was opened in 1969 on the basis of the Pedagogical Institute. It is the second university in Belarus. It trains teachers of mathematics, chemistry, biology, foreign languages, geography, physical training. And it also trains lawyers, economists, psychologists, engineers, managers and research workers.

Our University has several departments: the Department of Mathematics, Biology, History, Foreign Languages, Geology and Geography, Physics, Economics, Law, Psychology and Pedagogics, Physical Training and others.

Four forms of training are offered at Francisk Skoryna Gomel State University. They are daytime training, correspondence courses (or extra-mural department), preparatory courses and postgraduate courses. The students of extra-mural department combine work and study.

Applicants are to have completed secondary education. Most entrance examinations are held in the form of centralized testing (CT) and exams in May and June. The compulsory subjects for all applicants are Belarusian or Russian. Special subjects are a foreign language, history of Belarus, new world history, humankind and society, geography, physics, informatics, mathematics, chemistry, biology, art, music, technical drawing, etc. The applicants who score highest are admitted to free studies, others pay tuition fees.

The university has all the necessary facilities for studying including computers and laboratories. A rich library with reading halls is at the disposal of the students. Students can get all sorts of books there.

The course of study lasts four years for full-time students and five years for part-time students. The academic year is divided into two terms. At the end of each term students take exams on theory and tests on practical work.

The social scene is an important part of life at the University. There are several students' societies such as drama, music dance ensemble and sports club at the University. The most popular sports are track-and-field athletics, skiing, volleyball and basketball.

What concerns my faculty of foreign languages, it draws on long experience of training teachers. It is well known for its teacher education programmes, and for its work in curriculum and material design, in testing and evaluation, and in second and third language acquisition.

The teaching staff of the University consists of professors, lectures and tutors. They give lectures, conduct seminars and have tutorials with the students in various subjects: Phonetics, Grammar, Speech Practice, Belarusian, Russian, Linguistics, Psychology, History etc.

As the proverb has it, "No pain, no gain". The students take great pains with their classes to gain as much knowledge as possible. They have at their disposal a great number of halls, classrooms, language media centres and labs equipped with all sorts of audio-visual aids, computers, which help them to practice their pronunciation, to get a better command of the language and get rid of mistakes in the and in the shortest possible time. In the library there are thousands of books on different subjects and in different languages. As soon as a school-leaver is admitted to the University, he or she is allowed to borrow from the University library any book he needs. A lot of students take part in the work of scholarly societies and clubs.

For those who play sports there are different sports clubs. For those who are fond of poetry, art, drama, music and dancing there is a great number of amateur groups where the students have every opportunity to develop their talents.

Studying with GSU

During your time of study with GSU, you are expected to:

- keep up with what's going on, you will need to keep up in touch with matters related to your syllabus;
- study diligently, attend timetabled classes as required, do your assignment and hand them in on time;
- take responsibility for your own learning with the support of staff who will help you plan your study timetable; reading outside of lectures, seminars and workshops is essential;
- inform the teaching staff if you are ill and cannot attend a lecture or seminar; if you are going to be ill for some time, you will need to provide the necessary medical certificates;
- these days it is common for full-time students to take on part-time work, this is all right as long as you remember that your education is your priority, so make sure any part-time work doesn't interfere with your study time;

- inform your tutor of any difficulty which you may be experiencing which might affect your studies;
- not disturb people who are trying to study; more specifically, not to talk in areas set aside for silent study;
- treat University property and materials with care and respect;
- treat all staff, students and visitors with courtesy and respect that you are entitled to expect from them;
- behave in a way which respects your neighbouring community and not to bring the University into disrepute.

Ex. 1. Explain what the following word-combinations mean:

critical thinking; independent judgment; teamwork; to hone the tools; testing and evaluation; second language acquisition; to have at their disposal; amateur groups; matters related to your syllabus; medical certificate; timetabled classes.

Ex. 2. Answer the questions.

1. What are you to do during your studies at University?
2. What is the University well known for?
3. Who works at the University?
4. What do they conduct?
5. What subjects do students study at University?
6. How do you understand the proverb “No pain, no gain”?
7. What do students have at their disposal?
8. Where else can students take part?
9. What are the main rules you have to keep to studying with GSU?
10. Do you follow them all?

TEXT B. OUR STUDIES

What is your favorite subject at University? Why? Read the text.

Normally, we have one or two English classes a day. We are taking phonetics, grammar, speech practice, listening comprehension and reading comprehension.

In our phonetic classes we have a lot of **pronunciation practice**. We are trained to **imitate native speakers**. Those who have a good ear for sounds and intonation learn more quickly than others. Anyway, it is rather a hard job which takes a lot of time and effort but it has to be done if you want to make progress.

In our grammar classes we practice the use of various **grammar patterns**, comment on the use of tense forms. We do a lot of exercises, translation and grammar tests. We also have to pass colloquies to show our results in grammar.

In our speech practice classes we do all kinds of work. We make up dialogues, talk on various situations, role-play, do vocabulary tests. Regular practice helps us to get a **good command** of the **language**.

In our listening comprehension classes we listen to CDs, answer the teacher's questions, discuss the texts and dialogues, write tests.

In our reading comprehension classes we read texts, do exercises, translate sentences from Russian into English.

Students sometimes **complain** that they are given too much assignment but if you plan your day well, you can manage it without much difficulty.

As far as other subjects go, the term is divided between theoretical and practical work: we have a few weeks of lectures followed by seminars. This term we are having lectures on linguistics, history and psychology. We are to **take notes** at the lectures and we can manage it fairly well unless the lecturer speaks too fast so that you may find it hard to follow him. Those who miss a lecture usually copy up the notes if they wish to be successful at the exam. When we have seminars, we spend a lot of time in the reading-room **revising the material**.

Twice a year, in January and June, we have our end-of-term exams.

Ex. 1. Find in the text and translate.

Практиковать произношение; подражать носителям языка; грамматические образцы; хорошее владение языком; студенты жалуются; записывать; повторять материал.

Ex. 2. Answer the questions.

1. What English subjects do you study at University?
2. What do students do in their phonetic classes?
3. What do students do in their grammar classes?
4. What do students do in their speech practice?
5. What do students do in their reading comprehension?
6. What is theoretical work? What do students do?
7. What do students do if they miss the lecture?
8. What do students have twice a year?
9. What classes do you have on Monday / Tuesday / Wednesday / Thursday / Friday / Saturday?

Ex. 3. Paraphrase the following or give synonyms.

To be available; to be good at grammar; to manage; to lecture; to miss classes; to be a first-year student; to go to classes; to master the language; to learn something quickly; to consult a dictionary.

Ex. 4. Discuss with your partner what kinds of work that you do in your classes you find:

the most difficult / the easiest;

the most enjoyable / the least enjoyable;

the most helpful / the least helpful/ stimulating / dull.

Ex. 5. Fill in prepositions.

1. Please, find... when the class begins.
2. Those who have a good ear... sounds learn more quickly.
3. She has a poor memory... dates.
4. Will you translate it... Russian... English?
5. The teacher praise them... his progress in studies.
6. Open your book... page 15 and do exercise 3. Then find the text 5... page 20.
7. While listening... a tape, try to repeat... the native speaker.
8. She's always been thirsty... knowledge.
9. What mark did you get... phonetics?
10. I have difficulty... keeping... my groupmates.
11. Are you very busy now? – Yes, I must revise the whole term's work... the test.

Ex. 6. George had problems with studying, so he wrote to a magazine problem page for advice. Find out what his study problems are and tell your partner about four of them.

Dear Mary Ann

I am having problems with my studies. I find it difficult to get down to work in the evening and I cannot concentrate on anything at the moment. I spend most of my time listening to records or watching TV instead of doing my homework. The other students in my group are much better than I am and I have difficulty in keeping up with them. I sometimes have problems with following the lessons as well. I can't always take down the important things my teacher says because I write so slowly. She has told me that I'm falling behind with my studies. I'm not good at writing essays and I usually hand in my homework late because I put off doing it until the last minute. So I often have to invent silly excuses to explain why I haven't done the work.

I'm sure I'm not going to get through my final exams in June. I scraped through the mock exams last Friday with 54 % – all the other students passed with flying colours. I'm now so far behind that I don't know how I'm going to catch up with them. My teacher spent some time going through my homework with me but she found so many mistakes that I felt even more depressed.

What do you suggest I do?

Yours sincerely, George

Ex. 7. Match the phrasal verbs in A with the definitions in B.

- | | |
|--|--|
| 1) to get down to doing something; | a) to be behind with something, not at the level expected; |
| 2) to keep up with someone / something; | b) to start work on something; |
| 3) to take something down; | c) to postpone, to decide to do something at a later date; |
| 4) to fall behind (with something); | d) to pass an exam or test; |
| 5) to hand something in; | e) to check that something is correct, to examine something; |
| 6) to put something off; | f) to reach the same standard or position as someone else; |
| 7) to get through (something); | g) to give something to someone in a position of authority; |
| 8) to scrape through (something); | h) to remain at the same standard or position as someone else; |
| 9) to catch up (with someone / something); | i) to record in writing what someone else is saying; |
| 10) to go through something. | j) to pass an exam but with a very low grade. |

Ex. 8. Paraphrase the sentences using phrasal verbs.

1. Can I give you my homework tomorrow? – Can I...
2. Can you check my homework to see if there are any mistakes? – Can you...
3. Could you postpone our meeting until tomorrow? – Could we...
4. I must begin work. – I must...
5. I didn't pass the exam.
6. I passed my history exam with only 54 %.
7. Can I write down your name and address?
8. She's remaining at the same level as the other students in class.

9. Everyone in class is making progress with their studies, but I'm getting worse and worse.

10. I must try to reach the same level as the other students in my group.

Ex. 9. Ask your partner the questions below. Try to use the phrasal verbs from this unit.

Example: How are getting on with your studies? – At the moment I'm falling behind a little, so I'll have to work hard to catch up with the groupmates.

1. How are getting on with your studies?
2. What things do you write down at lectures?
3. Do you always do your homework immediately?
4. How do you check there are no mistakes in your work before you give it to your teacher?
5. How do you think you will do in your exams?

Ex. 10. Fill each gap with the correct particle, then explain the phrasal verbs.

1. Juliet was new to the group and had to do extra work to catch... with the others.
2. If you miss your classes for more than a couple of days, you are in danger of falling... with your work.
3. I need to go... my History notes because we've got a test on Monday.
4. If you don't pay attention, how do you expect to keep... with the lesson?
5. Look... the word in the dictionary if you are not sure what it means.
6. We had to put... our Biology field trip because the weather was so bad.
7. Simon was told... severely when his parents saw his school report.
8. We couldn't work... what had gone wrong with our science experiment, so in the end we had to start again.

TEXT C. FUNCTIONS OF THE UNIVERSITIES

What is the main function of the Universities? Read the text.

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. Translate from English.

1) the primary purpose; 2) intellectual capacity; 3) independence of mind; 4) reasoning power; 5) special skills; 6) narrowly vocational; 7) keep up-to-date; 8) learning power; 9) will to learn; 10) suffer.

Ex. 2. Disagree with my statements:

1. The main purpose of University is to give students narrowly vocational knowledge.
2. Universities don't train for the professions.
3. The University divides its curriculum into three parts.
4. Students don't have the will to learn.
5. No teacher may inspire an individual student.
6. Knowledge can't grow.

Ex. 3. Answer the questions.

1. What is the primary purpose of University?
2. What do Universities teach?
3. Why isn't education narrowly vocational?
4. What is the main duty of Universities?
5. What are the stages of higher education?
6. What is the main need of universities today?

UNIT 3. UNIVERSITY EDUCATION

Discuss in small groups.

1. What is the biggest difficulty in being a student?
2. Why is a college education important?
3. What does University education provide?
4. Where is the best place for you to study?
5. Would you like to study at one of British universities? Why (not)?
6. What would you like to know about higher education in the UK?

Ex. 1. Match the names with their definitions

- | | |
|---|--|
| 1) junior (AmE); | a) someone who is in the first year at university or high school; |
| 2) sophomore (AmE); | b) someone who is in the second year at university or high school; |
| 3) senior (AmE); | c) someone who is in the third year at university or high school; |
| 4) postgraduate student (BrE) / graduate student (AmE); | d) someone who is in the fourth year at university or high school; |
| 5) freshman. | e) someone who has already taken one degree and is studying for another, more advanced degree. |

TEXT A.

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, a 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 (художественные предметы) 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 students 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. 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 sunburnt). 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. 2. Guess the word according to definitions:

1) to go to university;

2) a teacher who works with one student, looks after each student individually;

3) a lesson where a professor reads his notes to the students;

4) students who go to universities only to sit for exams;

5) students who have to go to university every day;

6) a period of time, when students have rest;

7) to finish university.

Ex. 3. Agree or disagree with my statements.

1. A university in Britain is a place of secondary education.

2. Most students go to university to study basic subjects.

3. Only internal students can study at the University of London.

4. Tutorial method is used in all the universities of Great Britain.

5. Education of University standard is given in other institutions as well.

6. The British University year is divided into four terms.

7. In England Christmas holidays last three or four months.

8. Undergraduate is a person who has taken a degree.

9. Sport doesn't play an important part in studies.

10. To get a B. A. you need to study for five years.

Ex. 4. Answer the 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. 5. Be ready to speak on the following topics. Make up your own sentences.

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.

Discussing points: in what way do the system of higher education differ in your country?

TEXT B. OXBRIDGE

The University of Oxford is the oldest university in the English-speaking world. There is no clear date of foundation, but teaching existed at Oxford in some form in 1096 and developed rapidly from 1167, when Henry II banned English students from attending the University of Paris.

Oxford is a collegiate university, consisting of the central University and colleges. The central University is composed of academic departments and research centers, administrative departments, libraries and museums. The 38 colleges are self-governing and financially independent institutions, which are related to the central University in a federal system. There are over 22,600 students at Oxford, including 11,603 undergraduates and 10,499 postgraduates. 41 % of our total student body – over 9,200 students are citizens of foreign countries. Students come to Oxford from over 140 countries and territories.

The start of the University of Cambridge is generally taken as 1209, when scholars from Oxford migrated to Cambridge to escape Oxford's riots of "town and gown" (disputes between students and Oxford townsfolk). The first college, Peterhouse, was founded in 1284. Today there are 31 autonomous Colleges in Cambridge. Before the 1970s all Oxford colleges were for men or women only. Now "co-residence" is usual. Today the University has grown to around 20,000 students, 7,500 of whom are graduate students. Of those graduate students, 50 % come from overseas, and over 40 % are women.

Two universities, Oxford and Cambridge, Oxbridge, as they are sometimes jointly called, for 7 hundred years dominated British education, and they still do. They are federations of semi-independent colleges, each college having its own staff, known as "Fellows". The organization systems of Oxford and Cambridge have very much in common and differ from other universities and colleges. Each college in Oxford has its own building, staff and students. The Fellows teach the college students, either one-to-one or in very small groups known as "tutorials" in Oxford and "supervisions" in Cambridge. Oxbridge has the lowest student/staff ratio in Britain. Few universities can afford this level of contact time, and the regular individual attention means all students should be fully challenged and supported in their academic development. This also means a particularly intense workload. Depending on the subject, students have one or two tutorials each week – each requiring a significant amount of preparation. As the workload is generally much heavier than at most universities, it's relatively uncommon to find Oxbridge students with part-time jobs during term-time.

Students study at Oxbridge for 3–4 years (Medical Sciences, Veterinary Medicine – 5–6 years). Each academic year is split into three terms of about eight or nine weeks each, that is shorter compared to other UK universities, so long holidays in between many students may use to find temporary work.

Oxford and Cambridge are rather far from London and other large cities. Therefore the students have to live in the university hostel or in private room, but the rent for it is rather high. Besides special fees are taken for books, for lab work, teaching aids, etc. Some students get scholarship, but they are few.

There are many societies and clubs in Oxbridge. Sporting activities are numerous. There is keen rivalry between the colleges, especially in rowing, rugby and cricket. Many annual competitions are held between Oxford and Cambridge, including the annual Boat Race, the Rugby Union and Rugby League Varsity Matches.

Many great men studied here, such as Bacon, Milton, Cromwell and Newton. Members of the Royal family, future MPs and ministers study here.

To enter the university you must apply to a college and become a student of the university through a college. Despite the popular opinion, the colleges are not connected with any particular science. Students studying literature and physics may belong to the same college.

Ex. 1. Choose the right word.

1. The first college at Cambridge is:...

- a) Robinson;
- b) King's;
- c) Peterhouse.

2. Student study... terms a year.

- a) two;
- b) three;
- c) four.

3. Students who get scholarship are...

- a) numerous;
- b) 50 % of all students;
- c) few.

4. Sporting activities are...

- a) not popular;
- b) popular;
- c) forbidden.

5. For many student rowing is...

- a) relaxation;
- b) profession;
- c) competition.

6. To enter the university you must apply to a...

- a) rector;
- b) college;
- c) university.

Ex. 2. Define the true/false statements.

1. Two universities, Oxford and Cambridge, dominate British education.
2. The University of Oxford is only for the British.
3. Cambridge is exclusively for men.
4. The organization systems of Oxford and Cambridge have many differences from each other.
5. The colleges are not connected with any particular science.
6. Each tutor has one student.
7. Students study at Cambridge for two years.
8. Oxford and Cambridge are not far from London.
9. Special fees are taken for books and lab work.
10. Members of the Royal family do not study there.
11. There is keen rivalry between Oxford and Cambridge in football.

Ex. 3. Answer the questions.

1. Which are the main two universities in the British education?
2. When was the University of Oxford founded?
3. How many students are in Oxford?
4. When was Petershouse founded?
5. What is the difference between Oxford and Cambridge?
6. How are the studies organized?
7. What is a tutorial system?
8. Where do the students of Oxford and Cambridge live?
9. Do the students have to pay for their studies?
10. Does sport have an important role in Oxbridge?

TEXT C. IVY LEAGUE UNIVERSITIES VS OXBRIDGE

Before you read the text check some of the vocabulary to make it easier for you. How many words and expressions are you familiar with?

Continuous assessment; minor subject; well-rounded education; curriculum; honors degree; burn the midnight oil; major subject; tutorial system; don.

Which of them mean:

1) a lecturer (a college teacher), especially at Oxford or Cambridge University in England;

2) having or providing experience and knowledge in a number of different areas;

3) all the courses given in a school, college, etc., or a particular course of study in one subject;

4) in the UK, a first university degree, based especially on one subject;

5) the system in which the quality of a student's work is judged by various pieces of work during a course and not by one final exam;

6) the most important subject that a college or university student is studying, or the student himself or herself;

7) to stay up very late in order to study or do some other work;

8) the second most important subject that a college student is studying.

IVY LEAGUE UNIVERSITIES VS OXBRIDGE

Ivy League and Oxbridge are the most the most prestigious and well-known universities in the whole world. These universities are consistently in the top rankings of being the best choice for education, reputation, and academic excellence.

Both Ivy League and Oxbridge are consistently in the ranking both in respective countries and in the international rankings. Aside from being similar as excellent educational institutions and perennial favorites for aspiring college students, there are actually distinct differences between British and American universities.

In terms of history, Oxford and Cambridge have a lengthy one compared to Ivy League. Established in 1209, Cambridge University was founded by scholars from Oxford University, which dates back to 1096. It was later reinforced by the English King Henry III and received papal recognition as an educational institution from the popes. This makes Oxford and Cambridge Universities the oldest universities in England, Europe, and the English-speaking world.

Ivy League Universities, in comparison, are relatively new. However, Harvard University is considered as the oldest institution of higher learning in the United States. It was founded in 1636 by John Harvard and established by the Massachusetts legislature. The university is named after him.

University structure

There is also a stark difference in the number of colleges and how the institutions are governed. Harvard contains 15 different colleges while Cambridge and Oxford have that number doubled with an extra college. Harvard has a President as its figurehead and principal administrator while in Oxbridge Chancellor is only a ceremonial position, and the Vice-Chancellor is actually the principal administrator.

Interaction with professors

You cannot escape the supervising stare of your “dons” at Oxbridge, but at Ivy League universities, you can get away not having much to do with your professors directly in your four years there. Thanks to the interaction with their scholar-professors, Oxbridge students tend to be more intellectually polished and more able to deal with complex subjects. They also turn out better public speakers than their Stanford and Harvard counterparts.

For the same reason, Oxford and Cambridge are better places for students who need to be supervised. The professors take their students under their wings. At Oxford, the tutorial system enables a student to have one-on-one interaction with professors. Students are paired with tutors who can best handle the student’s interest areas. The greater professor-student interaction also paves the way for good recommendation letters to students from their professors, helpful for future higher education and employment.

Academics

How the academic systems at both Ivy League and Oxbridge work depends on the attitude and approach of students and how they use their time at university. Serious students learn a lot, and not-so-committed ones manage to scrape through. Ivy League and Oxbridge are research institutions that don’t really involve undergraduates in research.

Some students say that undergraduation is better done in the US because of the flexibility of courses and because of the forgiving credential system. You can change your major during the first two years and take focused classes in the last two. You can take subjects outside your major and see how well you do and whether to continue.

The differences also reflect a few of the characteristics of the academic systems in the US and the UK. Harvard tries to give the student an interdisciplinary, well-rounded education. You have freedom to choose your courses from many.

You don’t need to choose a major straightaway, and only half your courses need to be in your major; fewer, if you don’t want an honors degree.

Ivy League universities are extremely classroom-focused with a rigid curriculum and a “check-all-the-boxes approach”. As grades are based on participation, homework, and exams, students work hard over longer periods of time.

At Oxbridge, applicants need to apply usually for a specific course at a specific college and may be able to go to the college that best fits their subjects of interest. If someone wants to study a specific author from French literature, for example, he can get the chance to work with a world-renowned expert on that author's works. Oxford has a specific in-depth curriculum, while Cambridge has built up a wider curriculum from which students can pick modules and specialize.

With their majoring and minoring system, US universities allow students to choose a major subject and minor subjects that don't have to be related to their majors at all, although some universities have some restrictions. For students with wide-ranging interests, the flexibility is a boon. Some universities say they offer almost 3,500 courses.

At Cambridge and Oxford, you can study one subject thoroughly through numerous, intense courses. The focus on a single subject in the UK doesn't work in the student's favor always. It doesn't help the student learn more, as is the common perception. In fact, a US student majoring in physics, for example, gets the flexibility to take grade classes along with advanced math classes to supplement her education. Hence, this US student can learn more in her undergraduate course than a UK student.

Examinations

In American universities, each course is assessed individually, through homework, term paper, and exams, unlike in the UK, where the annual examination after every year and the final examination at the end of the third year take care of all the assessment. Some graduates feel this doesn't help students very much as it is just like a game in which you do well if you are good at taking tests. If you are unwell, or if you are not calm on that day, for example, you are less likely to do well.

There is no parallel to this in the real world where there is hardly any situation, except perhaps sports, where you have to perform on a given day and there is no feedback from which you can improve and you're in or out.

The US system prepares students for the real world by its continuous evaluation and multifaceted education. Each class has a weekly assignment that students are supposed to discuss with their tutor, though these are ungraded. The continuous assessment system of the US universities is often considered superior as students are able to learn from their mistakes and take steps to improve themselves.

Burning the midnight oil

The UK curriculum is perceived as easier than the US system for students. US universities push students harder. UK institutions give them more freedom. Probably this is why American students going to the UK are able to top their classes and take their time in their new country as a sort of vacation.

*The Ivy League is composed of 8 highly prestigious private schools of higher learning.

They were given this name due to the ivied walls of older colleges. The member institutions are Harvard, Yale, Dartmouth, Cornell, Penn (University of Pennsylvania), Brown, Princeton, and Columbia. The phrase "Ivy League" is synonymous with elitism, academic excellence, and selectiveness in admissions.

SPEAKING TASKS

Work in small groups. Swap your ideas about what the most important things in modern education are and present them in class.

1. What are the present challenges the universities and the society are facing?
2. Make up a list of requirements a university has to satisfy to be a success.
3. What are the main similarities and differences of studying in the UK, the USA and Belarus?
4. What are your priorities in studying?

Ex. 1. Explain the meaning of the following words and recall the situations.

Distinct differences; scholar; figurehead; counterpart; not-so-committed; to scrape through; to major; a boon; check-all-the-boxes approach; minoring system; don.

Ex. 2. Agree or disagree with the following sentences.

1. Ivy League universities is composed of highly prestigious private school of higher education un the UK.
2. Ivy League and Oxbridge have only slight differences in educational system.
3. Oxbridge universities are relatively new in comparison to Ivy League.
4. In Oxbridge Chancellor is only a figurehead.
5. In Ivy League there is a possibility not to be under constant supervision from the professors.
6. Close interaction helps students to deal with complex subjects better.
7. Ivy League universities widely use a tutorial system.
8. Students are not involved in research in both groups of universities.
9. In the UK undergraduates are free to change the subjects they major.
10. In the UK students have continuous assessments.

Ex. 3. Answer the questions.

1. Why are Ivy League universities and Oxbridge so popular?
2. Compare the history of foundation of the universities.

3. How do these universities differ in the number of colleges?
4. How does close interaction influence students' success?
5. Are there any disadvantages?
6. Where is education extremely classroom-focused? How do you understand it?
7. How can you explain "in-depth curriculum"?
8. What are disadvantages of examination system in Oxbridge?
9. Which system is considered to be harder?
10. Which system would you choose and why?
11. Make up a comparison table of 2 systems.

TEXT D. UNIVERSITY CLASSES IN THE UNITED STATES OF AMERICA

*Do you think university classes in the USA differ from our country?
Read the text and answer the question.*

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. The third kind of class is the Seminar. Class, 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.

Ex. 1. Answer the 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. Disagree with my statements.

1. There are 5 classes in American Universities.
2. Lecture classes are usually rather small.
3. Lecture classes are not really important.
4. Quiz Section is another form of seminars and not combined with lectures.
5. Recitation classes are usually only for advanced students.
6. The seminars are usually for elementary students.
7. Laboratory classes are usually important for philological specialties.
8. In seminars students prepare reports and hand them in to the teacher.

Ex. 3. Guess the word according to the definitions.

1. A person who has some specific knowledge.
2. To write down lectures.
3. A student who has a high level of knowledge.
4. A teacher who specializes in particular sphere.
5. A student with a low level of knowledge.
6. Classes when a professor and students sit round the table and discuss special problems.
7. Classes for technical research.
8. Additional classes to the lectures.

Ex. 4. Compare university classes in America with those in our university.

TEXT E. ADMISSIONS 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 procedure is 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 fulfills 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. 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. 2. 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. 3. Make up a dialogue between two students (an English student and a Belarusian one) talking on the problem of admission to a higher institution.

UNIT 4. THE PROBLEM OF TRUANCY

Points to discuss:

1. What Exactly Is Truancy and How Is It Defined?
2. What Differentiates Truancy from Other Types of Absences?
3. What Role Does Parental Awareness Play in Truancy?
4. What Are the Primary Reasons for Truancy?
5. How Does Truancy Affect a Student's Academic Record?

TEXT A. WHAT CAN BE DONE ABOUT TRUANCY?

Ex. 1. Before reading the text, pronounce the given words correctly: nightmare, truant, truancy, bullying, attitude, ignore, condone, entire.

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 these 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?

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 TRUENCY

1. 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.

2. Truancy and crime are linked. Home Office research shows that truants are three times as likely to offend as non-truants.

3. Truants are at risk from drug pushers and paedophiles, who target kids who are clearly not where they should be.

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

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

Ex. 4. Paraphrase the following phrases:

- 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 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. 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. 8. Write an essay on students' truancy, be ready to talk on the problem.

UNIT 5. EXAMS

Ex. 1. Match the parts of expressions (some words can be used more than once), give their Russian equivalents.

A

To sail	a) up with;	1) the material;
To keep	b) up on;	2) the skin of one's teeth;
To catch	c) through;	3) the groupmates;
To pass	d) by;	4) work;
To get	e) with;	5) an exam;
To learn	f) down to;	6) flying colours;
To fall	g) behind with;	7) heart.
To scrape	h) for;	
To revise	j) behind.	

B

1) to be a piece of;	a) the midnight oil;
2) to burn;	b) late hours;
3) to experience;	c) cake;
4) to flunk;	d) time;
5) to keep;	e) an exam;
6) to have;	f) parrot fashion;
7) to learn things;	g) stress;
8) to allocate.	h) an early night.

Ex. 2. Paraphrase the fragments or give their synonyms or synonymous expressions.

1. Do we take an exam at the end of the course?
2. I spent the whole weekend getting ready for my final exams. I didn't go out at all.
3. I almost failed the exam. I just managed to pass with 51 %.
4. She's exceptionally bright and has got very high marks in all her exams.
5. It is going to be a really hard exam. I don't think many of us will pass it.
6. If you get a low mark in the exam, you'll have to take it once again.
7. Don't study late at night, especially the night before the exam. Tiredness will hinder your performance the next day.
8. Go with our body clock: if you're slow in the morning, use that time to do some background reading and start more difficult work in the afternoon.
9. Procrastinators delay doing the work they should do till the last minute.

Ex. 3. Agree or disagree with the following statements.

1. Exams are the most effective and quickest way of testing students' knowledge and abilities.
2. The best way to study for an exam is to do it with a fellow student.
3. When preparing for an exam it is better to study a few points in detail than everything skin-deep.
4. It is impossible to study efficiently with background music playing.
5. There is no point studying the night before the exam.
6. Students should be allowed to take and retake exams as many times as possible.
7. Swotting is the only way of getting ready for exams.
8. It is not possible to cope with stress in exams. Exam results depend a lot on how you feel on the day of the exam.
9. It's fine to cheat in an exam.
10. Exams are not fair. Continuous assessment is the only way of evaluating students' knowledge properly.

Ex. 4. Choose the ideas you should do while preparing for an exam, and cross the things you should avoid.

1. Draw up a realistic but flexible revision timetable and stick to it.
2. Set realistic goals for revision each day and tick them off when you achieve them.
3. Study with a friend.
4. Spend a lot of time with your friends moaning and groaning.
5. Get rid of time wasters.
6. Find a comfortable place to revise.
7. Study only for about 30 minutes at a time.
8. Start with the most difficult questions.
9. Take time off from revision.
10. Drink a lot of cola, tea, coffee and energy drinks.
11. Give up social life and sport while revising for exams.
12. Stay up late studying the night before an exam.
13. Compare how much you've revised with other students.
14. Count on good luck.
15. Make crib notes.
16. Skip breakfast before an exam.
17. Set off earlier for an exam.

Ex. 5. Exams are considered to be the greatest anxiety and stress makers. The first step to cope with stress is to recognize it. Complete the table below with signs that can indicate you are under too much stress.

SYMPTOMS

Physical

- headaches;
- loss of appetite;
- sweating palms.

Emotional

- to be unusually bad-tempered;
- to feel exhausted;
- to be at a loss.

Have you ever experienced any of the symptoms above?

TEXT A. COPING WITH EXAM STRESS

Which statement do you associate most with?

1. “The day before the exam, I spent the whole night vomiting. I just remember going into the exam, turning over the paper, and my mind just going blank.”
2. “I just felt desperate. I wanted to be somewhere where I didn’t have to worry about the exams – or anything else anymore.”
3. “It felt OK to be in the routine of working some of the time and then going to the gym or for a run. I was still going out at night, but I was getting home at a reasonable time. I felt as if I’d got it under control, and so when the exams came, I’d done my best, and stayed sane.”

COPING WITH EXAM STRESS

Examinations and assignments can be uncomfortable experiences for many students and it can be difficult to do yourself justice. Knowing how to cope with the demands of exams and assignments can vastly improve the experience for you.

Don’t compare yourself with other students. This is your exam, so concentrate on your needs and what makes you most comfortable.

Focus on the one topic you’re revising now, not on what else you still have to cover. If you get stuck on a topic, leave it and come back when you’re fresh. Ask for help from students or your tutor or study adviser if you need it.

Have a clear idea of how you are going to spend the time immediately before the exam, and include activities that help you to keep things in perspective. It may be worth thinking about something you achieved that meant a lot to you. It will help you acknowledge that the exam is not the only important thing – and is well within your capabilities.

If stress affects you, try to find ways to maintain a positive attitude and cultivate a positive approach during your revision. You could:

- 1) keep fit by taking some exercise you enjoy;
- 2) eat well, but healthy;
- 3) give alcohol a complete miss;
- 4) try and be careful not to take too much coffee and any caffeine products to help you stay awake; this can lead to the shakes and heighten anxiety get sufficient sleep; a rested brain will work better;
- 5) preparation is everything; plan your revision period by drawing up a chart and see how you can best use your time;
- 6) be as organized as possible and when revising, only surround yourself with the material relevant to the next exam; keep clutter at bay;
- 7) be pleased with your achievements as you revise;
- 8) reward yourself with an occasional treat;
- 9) try and avoid conflict especially at home;
- 10) get a proper breakfast or meal before an exam; three hours is a long time to be running on an empty stomach and coupled to anxiety, it can leave you very sick;
- 11) if you are worried about something talk to someone, a trusted friend, a member of staff or call into the health centre or students' union;
- 12) if you are feeling ill get medical help.

Relaxation exercises are an effective way of managing anxiety and stress. Breathe deeply – feeling stressed evokes tense, shallow breathing, while calm is associated with relaxed breathing. So, to turn tension into relaxation, change the way you breathe. Try this: Let out a big sigh, dropping your chest, and exhaling through gently pursed lips. Now imagine your low belly, or center, as a deep, powerful place. Feel your breath coming and going as your mind stays focused there. Inhale, feeling your entire belly, sides and lower back expand. Exhale, sighing again as you drop your chest, and feeling your belly, back and sides contract. Repeat 10 times, relaxing more fully each time.

Look around you – “Mindfulness is the here-and-now approach to living that makes daily life richer and more meaningful,” says Claire Michaels Wheeler, MD, PhD, author of *10 Simple Solutions to Stress*. It’s approaching life like a child, without passing judgment on what occurs. Mindfulness means focusing on one activity at a time, so forget multi-tasking! Staying in the present-tense can help promote relaxation and provide a buffer against anxiety and depression. Practice it by focusing on your immediate surroundings. Indoors, look at the details of a dress of your neighbour, examine a piece of jewelry and focus on how it's made, or check out every

detail of the window, or of pattern and style of the furniture in the room. As long as you can keep your mind focused on something in the present, stress will take a back seat.

Creating calming pictures or images in your mind, or ‘visualizing’, can really help you to relax. Imagine yourself in a calm state while taking the exam. You feel purposeful and confident. You see yourself at a desk, in the exam room environment. You feel entirely at home and attuned to that moment, working effectively and concentrating well. Practise visualizing this positive, clear, realistic image over and over again.

“Dreamscape” – create a scene in your imagination. Think of a scene – real or imaginary, and from any time – that makes you feel safe, warm, secure and peaceful, with no uneasy feelings. Make it vivid – feel the breeze, the warmth, picture the colours, hear the sounds. Practise visualizing this scene as often as you can. When you want to feel calm then think of this scene and imagine it for a short while. Then return your thoughts to the matter in hand. The sense of calm should stay with you and enable you to cope better with whatever comes.

A positive attitude and self-talk can make a real difference. We all spend our days thinking about and interpreting what is happening to us. Self-talk is basically your inner voice, the voice in your mind which says things that you don’t necessarily say out loud. This ‘self-talk’ is like an internal voice, that can be reasonable and helpful (e. g. “I’d better do some preparation for that exam”) or negative and destructive (e. g. “I’m going to fail for sure”).

Positive self-talk is the stuff that makes you feel good about yourself and the things that are going on in your life. It is like having an optimistic voice in your head that always looks on the bright side. *Example*: “These clothes look pretty awesome on me”, “I can totally make it through this exam”, “I don’t feel great right now but things could be worse!” Negative self-talk is the stuff that makes you feel pretty crappy about yourself and things that are going on. It can put a downer on anything, whether it is good or bad. *Example*: “I look stupid in these clothes”, “Everyone thinks I’m an idiot”, “Everything is crap and nothing is going to get better”. Negative self-talk is particularly bad as it brings you down all the time. It can impact on recovery from mental health difficulties and tends to make people pretty miserable. But being positive all the time isn’t achievable either, and isn’t helpful all the time. So how can you make your self-talk work for you?

Monitor your self-talk. Start questioning your self-talk asking things like:

Is there actual evidence for what I’m thinking? What would I say if a friend were in a similar situation? Is there a more positive way of looking at this? Am I keeping everything in perspective? Can I do anything to change what I’m feeling bad about?

Change your self-talk (easier said than done, but definitely worth working on). Try by countering your negative thoughts with positive ones. For example, if you think “I’ll never be able to do this”, ask yourself “Is there anything I can do that will help me be able to do this?” Avoid speaking in finite language and try and look for things that might add a better spin to a tough situation.

Ex. 1. Work in small groups. Compare your outlines.

Ex. 2. Read the text again scanning it for specific information to give details on each point of the outline.

Ex. 3. Make a list of do’s and don’ts to deal with the exam stress.

Ex. 4. Role play the situations. Remember to use some of the reactions from the exercises above.

1. A: You are getting ready for your first exam at University. Ask your elder brother / sister how to prepare for it more efficiently.

2. A: You are very nervous about your English exam. Ask your groupmate who seems to be calm how to cope with stress.

3. A: You have failed your exam but you don’t understand what you’ve done wrong. You are to retake it in a week. Ask your groupmate who has passed the exam with flying colours for advice how to prepare for it to be a success.

1. B: Your younger brother / sister is getting ready for his / her first exam at University. Give him / her good advice how to prepare for it best.

2. B: You are very confident about your English exam. Give advice to your groupmate who is completely stressed out how to cope with stress.

3. B: You have passed your exam with flying colours while your groupmate has flunked it. Find out the reasons and give him / her advice how to prepare for it in a better way.

Asking for advice

What should I do?

Do you think I should?

Could you give me advice on / about?

What would you do?

What would you do if you were in my shoes?

Giving advice

You should... Remember to...

The way I see it, you should...

It is useful... It is advisable...

It is good idea to... It pays to...

It is worth + ing...

Why don’t you...?

If I were you I would.. You’d better.

ЛИТЕРАТУРА

1. Английский язык. Практикум по культуре речевого общения = English for Social and Cultural Interaction : учеб. пособие / Е. В. Денисова [и др.]. – Минск : МГЛУ, 2023. – 263 с.

2. Грицкевич, Н. П. Развиваем умения чтения и говорения = Developing reading comprehension and speaking skills : пособие : в 2 ч. Ч. 1 / Н. П. Грицкевич, М. Г. Богова, Т. В. Бусел. – Минск : МГЛУ, 2021. – 271 с.

3. Грицкевич, Н. П. Развиваем умения чтения и говорения = Developing reading comprehension and speaking skills : пособие : в 2 ч. Ч. 2 / Н. П. Грицкевич, М. Г. Богова, Т. В. Бусел. – Минск : МГЛУ, 2021. – 280 с.

4. Крылович, М. Ю. Практикум по культуре речевого общения. Аспект «Чтение» = Speech Communication Practice. Reading Aspect : учеб. пособие / М. Ю. Крылович, Н. В. Лешко, Т. А. Сысоева. – Минск : МГЛУ, 2022. – 175 с.

5. Практика английской речи. Challenge. 1 курс : учеб. пособие / Р. В. Фастовец [и др.] ; под ред. Р. В. Фастовец. – Минск : Тетралит, 2018 – 496 с.

6. Дроздова, Т. Ю. Everyday English / Т. Ю. Дроздова. – СПб. : Химера, 2000. – 356 с.

7. Давайте обсудим. Словарный и речевой практикум английского языка. Книга 2 = Let's Talk it Over. English Vocabulary and Speech Practice. Book 2 : учеб. издание / Н. П. Семенова, И. Н. Смоглей, А. В. Филатов. – 2-е изд. – Минск : Лексис, 2018. – 224 с.

Производственно-практическое издание

**Куприянчик Татьяна Валерьевна,
Ветошкина Кристина Николаевна**

PRACTICE MAKES PERFECT

Практическое пособие

В авторской редакции

Подписано в печать 02.03.2026. Формат 60x84 1/16.

Бумага офсетная. Ризография.

Усл. печ. л. 2,79. Уч.-изд. л. 3,05.

Тираж 10 экз. Заказ 91.

Издатель и полиграфическое исполнение:

учреждение образования

«Гомельский государственный университет имени Франциска Скорины».

Специальное разрешение (лицензия) № 02330 / 450 от 18.12.2013 г.

Свидетельство о государственной регистрации издателя, изготовителя,

распространителя печатных изданий в качестве:

издателя печатных изданий № 1/87 от 18.11.2013 г.;

распространителя печатных изданий № 3/1452 от 17.04.2017 г.

Ул. Советская, 104, 246028, Гомель.

