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ENGLISH FOR PEDAGOGUES

TEXTBOOK

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Лексико-граматичний підручник «English for pedagogues» створено для педагогів – бакалаврів та магістрів – вузів, які вивчають англійську мову.

Навчальний лексико-граматичний підручник «English for pedagogues» також призначений для підготовки магістрів у різноманітних сферах. В посібник включені такі розділи: Modern School, A teacher's role at school, Higher education, Education in the USA, Great Britain, Canada, Australia & New Zealand.

В навчальному підручнику велика кількість адаптованих і оригінальних текстів, різноманітних лексико-граматичних вправ, діалогів. Великий лексичний запас дає можливість з одного боку глибше пізнати англійську мову, з другого боку – розширює кругозір студентів, в третє – дозволяє розвивати комунікативні навички в спілкуванні англійською мовою.

The textbook «English for pedagogues» is for teaching English of master's degree holders in various fields. There are following units in it: Modern School, A teacher's role at school, Higher education, Education in the USA, Great Britain, Canada, Australia & New Zealand. There is a great deal of original texts, various exercises in basic and special vocabulary and grammar, and dialogues.

A great lexical vocabulary gives the opportunity to perceive English more profoundly, to liberalize and develop communicative skills in English.

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П Е Р Е Д М О В А

Наступні роки характеризувалися запровадженням різноманітних програм під егідою ЄС, Ради Європи, що сприяли напрацюванню спільних підходів до вирішення транснаціональних проблем вищої освіти.

На етапі формування незалежної європейської держави, яка повинна зайняти гідне місце серед високорозвинених країн Європи і світу, першочергового значення набуває якісна підготовка спеціалістів із знанням англійської мови, так як знання англійської мови стає нагальною потребою у наш час сучасних наукових технологій у всіх аспектах розвитку цивілізованого суспільства.

Україна чітко визначила орієнтир на входження в освітній простір Європи, здійснює модернізацію освітньої діяльності в контексті європейських вимог, дедалі наполегливіше працює над практичним приєднанням до Болонського процесу.

Відповідно до вимог нової програми впровадження новітніх ідей щодо мети Болонського процесу випускники повинні мати мовні знання, звички й уміння на високому рівні (згідно з рекомендаціями Ради Європи).

Першочергова увага надається підтримці у студентів інтересу до навчання. Для удосконалення процесу навчання іноземних мов у нових умовах необхідно розробити нові методичні посібники, різноманітні словники, тести та інші форми навчання та контролю.

У циклі гуманітарних дисциплін у професійній підготовці магістрів усіх спеціальностей особливе місце посідає така дисципліна як «*Англійська мова*».

Набуття освіти є одним з найважливіших складових людських прагнень.

Це складний процес залучення і внутрішньої взаємодії між самим навчанням, намірами педагога та його діями, індивідуальними рисами особистості, культурою й основами виховання, середовищем навчання та безліччю інших змінних.

Навчальний лексико-граматичний посібник «Education» створено для бакалаврів та магістрів педагогіки вузів, які вивчають англійську мову.

В посібник включені такі розділи: Modern School, A teacher's role at school, Higher education, Education in the USA, Great Britain, Canada, Australia та New Zealand.

В навчальному посібнику велика кількість адаптованих і оригінальних текстів, різноманітних лексико-граматичних вправ, діалогів.

Великий лексичний запас дає можливість з одного боку глибше пізнати англійську мову, з другого – розширює кругозір студентів, в третє – дозволяє розвивати комунікативні навички в спілкуванні англійською мовою, що є основним компонентом професійного спілкування та безпосередньо стосується сфери освіти.

Вміння спілкуватися дуже важливе вже на перших етапах вивчення стандартної англійської мови. З цією метою в лексико-граматичному посібнику подано великий об'єм спеціальної розмовної лексики, яка допомагає з перших кроків поринути у найбагатшу, з точки зору лексики, образну англійську розмовну мову.

Система лексичних вправ має на меті закріплення та активізацію навчального матеріалу, а також розвитку навичок усного мовлення.

CHAPTER I. SCHOOLING

UNIT I. MODERN SCHOOL

INTRODUCTION

English children must go to school when they are five, first to infant schools where they learn the first steps in reading, writing and using numbers. Young children are divided into two groups according to their mental abilities. The curriculum for "strong" and "weak" groups is different, which is the beginning of future education contrasts. When children leave infant school at the age of seven, they go to junior schools until they are about eleven years of age. Their school subjects include English, arithmetic, history, geography, nature study, swimming, music, art, religious instruction and organized games. The junior classroom often looks rather like a workshop, especially when the pupils are working in groups making models or doing other practical work.

When pupils come to the junior school for the first time, they are still often divided into three "streams" – A, B and C – on the basis of their infant-school marks or sometimes after a special test.

The brightest children go to the A-stream and the least gifted to the C-stream.

Towards the end of their fourth year in the junior school, a certain percentage of English schoolchildren still have to write their Eleven

Plus Examinations, exams on the results of which they will go the following September to a secondary school of a certain type. Usually these examinations should reveal not so much what a child has learned at school, but his mental ability. About 5 % of elementary school-leavers in Britain go to secondary modern schools. Modern schools do not provide complete secondary education.

As the pupils are considered to be interested in "practical" knowledge only, study programmes are rather limited in comparison with other secondary schools. Some modern schools do not teach foreign languages. In modern schools pupils are also streamed according to their "intelligence".

The secondary technical school, in spite of its name, is not a specialized school. It teaches many general subjects. Boys and girls in technical schools study such practical subjects as woodwork, metalwork, needlework, shorthand (stenography) and typing.

Not more than 2% of schoolchildren in Britain go to technical schools. The grammar school is a secondary school taking about 3% of children offering a full theoretical secondary education including foreign languages, and students can choose which subjects and languages they wish to study. In most of them there are food, chemistry and physics laboratories. The majority (80 or 85%) of grammar school students, mainly children of poorer families, leave the school after taking a five-year course. Then they may take the General Certificate of Secondary Education at the ordinary level.

The others continue their studies for other two or three years to obtain the General Certificate of Secondary Education at the advanced level, which allows them to enter university.

The comprehensive school combines in one school the courses of all three types of secondary schools; so the pupils can study any subject which is taught in these schools. Their number is growing; there are more than two thousand of them now. They are of different types; all of them preserve some form of streaming, but pupils may be moved from one stream to another. Comprehensive schools take over 90 % of schoolchildren in Great Britain. The comprehensive school is the most popular type of school, for it provides education for children from all strata.

There are many schools in Britain which are not controlled financially by the state. They are private schools, separate for boys and girls, and the biggest and most important of them are public schools charging high fees and training young people for political, diplomatic, military and religious service. The doors of Oxford and Cambridge, the best English universities, are open to the public school-leavers.

Other non-state schools are independent and preparatory schools. Many of the independent schools belong to the churches. Schools of this type prepare their pupils for public schools. 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 which brings the tutor into close and personal contact with the student. These colleges, 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 and the vacations between the terms – a month at Christmas, a month at Easter, and three or four months in summer – are mainly periods of intellectual digestion and private study. A person studying for a degree at a British University 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.

Exercise 1. Choose the keywords and phrases that best convey the gist of the information.

Exercise 2. Draw up some dialogues and carry them on with your classmate in class.



MY SCHOOL



As we become older we realize that there are some essential things and places we always long to come back to. They are certainly our birthplace, our home and the school we went to. We will always be indebted to our teachers for the rest of our lives. I went to one and the same school for eleven years. I started schooling at the age of 6 and left it when I was 17.

My school was a three-storied building in one of the residential districts of our city. All children from our neighbourhood went there because it was a walking distance from their homes. It usually took me ten minutes to get there.

As all pupils of our school I went there five times a week. Our classes started at 8:30 a.m. and lasted till 3 o'clock p.m. So we usually had six lessons a day.

The school was built 20 years ago; it was quite a modern building. There was a sports ground behind the school building and a green lawn with flowerbeds in front of it. So I'll take you round the school. The ground floor as in most schools is for junior pupils. Its classrooms are light and spacious.

There are three large windows in each classroom with flowerpots on the windowsills. There are a lot of portraits, pictures and maps on the walls. All the windows face the schoolyard. There is always so much noise during the breaks on the ground floor. Besides, there is a gymnasium here where we have physical training lessons and all sorts of competitions, and the pupils are always welcomed here.

On the first and second floors there are many classrooms, laboratories, specialized rooms, workshops. They are equipped with modern teaching materials, necessary devices and facilities.

The senior pupils study various subjects there: mathematics, physics, chemistry, programming, biology, geography, computer science, English and other educational subjects. Besides, there is a library and a reading room full of books and magazines.

Opposite the library there is a school canteen where pupils can have a bite during the breaks. If you further go to the third floor you can see an assembly hall, where parties and meetings are held.

The pupils decorate it for special occasions to make it look more attractive.

Besides, there are two rows of ordinary classrooms, where we have lessons in language, literature, history and other humanities. My favourite subject at school was certainly English. I did well in this subject without any effort. Mathematics and physics were most difficult for me, but I tried to do my best to cope with doing my home assignments in these subjects.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Make up some dialogues from the information above.

Exercise 3. Analyze the information and use it in practice.

TOPICAL VOCABULARY

class – клас

class of problem – низка питань
the top of the class – кращий учень
When is class? – Коли розпочинаються заняття?
to take classes – проходити курс навчання
to get (obtain) a class – закінчити курс на "відмінно"
to class – оцінювати, сформулювати власну думку
to class with – ставити на рівні, зарахувати до одного класу з чим-небудь
no class – низька якість
It is no class. – Це нікуди не годиться.
adjacent class – суміжний клас
age class – вікова група
to take classes in cookery – вчитися на курсах кулінарії

school – школа

secondary (high, middle) school – середня школа
nursery (infant) school – молодша школа (с 5 до 7 лет)
primary school – початкова школа (с 7 до 10 лет)
higher school – вища школа
boarding school – школа-інтернат
correspondence school – заочна школа
graduate (postgraduate) school – аспірантура
pilot school – експериментальна школа
undergraduate school – амер. факультет із базовим циклом навчання
professional school – амер. професійна школа
technical school (specialized technical school) – технікум
vocational school – професійно-технічне училище
comprehensive school – загальноосвітня школа (в Англії)
grammar school – граматична школа, гімназія (в Англії)
modern school – сучасна школа (тип середньої школи в Англії)
night-school – вечірня школа
public school – (в Англії) середня школа закритого типу (звичайно – інтернат) із високою платнею за навчання (зазвичай, для хлопчиків)
school specializing in English – школа з поглибленим вивченням англійської мови
to go to (attend) school, be at school together – навчатися у школі
school attendance – відвідування школи
to leave (finish, quit) school – закінчувати школу
school leaver (graduate, graduating student) – випускник, абітурієнт
school leaving age – вік при закінченні навчання у школі
school-leaving certificate – атестат зрілості
graduation – випуск
to direct (operate) a school – керувати шкільним навчанням
There will be no school today. – Сьогодні не буде занять.
the schools – середньовічні університети
school-time (schooldays) – шкільні роки

school miss – учениця
 school-ma'am (school-teacher, mistress) – викладачка, учителька
 schoolmaster (educator) – наставник
 schoolhouse – пансіонат при школі, приміщення школи
 to school – навчатися у школі, привчати до чого-небудь (збиратися гуртом)
 schoolable – той, хто підпадає під обов'язкове навчання у школі
 schoolbook – підручник, навчальний посібник
 schoolfellow (schoolmate) – співучень; товариш, з яким разом навчаюся
 schooling – шкільне навчання, плата за навчання, догана
 school form - шкільна парта
 school age – шкільний вік
 school pence – платня за навчання у початковій школі
 school spirit – бути відданим традиціям школи; "дух школи"
 school-board – шкільний комітет, місцева шкільна рада
 school for gifted children – школа для обдарованих дітей
 to be kept after school – бути залишеним після уроків
 to be late for school – запізнитися до школи
 about ten minutes before school – десь за 10 хв. до початку заняття
 to drop out of school – бути відрахованим зі школи
 to accredit a school – визнати вищий навчальний заклад правомірним
 видавати дипломи і надавати вчені ступені
 a school of opinion (thought) – школа думки
 school uniform – шкільна форма
 to enroll in (admit to) school – зараховувати до школи
 enrolment in school – зарахування до школи
 seventh-former – семикласниця
 term – чверть, семестр
 paper – письмова робота
 test-paper – контрольна (залікова) робота
 time-table – розклад уроків
 card – табель
 an academic year – навчальний рік
 attendance - відвідування
 staff (Eng.), faculty (Am.) – педагогічний колектив
 headmaster – директор школи
 staff head – завуч
 staff meeting – педагогічна рада
 staff (teachers') room – учительська
 break – перерва
 regional teachers' conference – районна нарада
 parent-teachers' assosiation – батьківський комітет
 teaching service (experience) – педагогічний стаж
 repeater – той, що залишився на другий рік
 monitor – староста
 to repeat the year – залишитися на наступний рік

transfer from one school to another – перехід із однієї школи до іншої
network of schools – мережа шкіл
school activities – робота у школі
classroom activities – робота у класі
social activities – громадська діяльність
practical and aesthetic activity (studies) – трудове та естетичне виховання
extra-curricular activities – внекласная робота
out-of-school activities – позакласна діяльність
curriculum – навчальна програма
instruction – навчання
to give instruction in smth. – навчати чому-небудь
holidays – канікули

to learn – вчити, навчатися, дізнаватися

to learn by heart – вчити напам'ять
to learn by rote – "зубрити"
rote – механічне запам'ятовування
to learn one's lesson – отримати хороший урок
my learned friend – мій учений колега
learner (pupil) – учень
learning (lore) – пізнання, ерудиція

student – студент, учений, стипендіат (у деяких англійських коледжах)

bad (poor, weak) student – слабкий, лінивий студент
college student – учень коледжу
excellent (outstanding) student – талановитий студент
foreign (overseas) student – студент-іноземець
good (strong) student – старанний (працелюбний) студент
university (advanced) student – студент університету
advanced (graduate student, post(-)graduate) student – аспірант; передовий, підготовлений

студент (учень)

day student – студент денного відділення
evening student – студент вечірнього відділення
full-time student – амер. студент очного відділення
straight A student – амер. абсолютний відмінник
studentship – студентські роки, стипендія
student body – студентство
student government – студентське самоуправління, студентська рада
student (practice) teacher – студент-практикант (у школі)

study – вивчення, дослідження (of), наукова діяльність

careful (detailed, exhaustive, thorough) study – повне, вичерпне, всебічне дослідження
application study – прикладне дослідження
systematic study – систематичне вивчення
battery of studies – комплекс досліджень
data for study – дані для дослідження
domain (field) of study – область вивчення
to conduct (do) a study – проводити дослідження

to make a study of – ретельно вивчати
much given to study – той, що захоплюється науковою діяльністю
2) навчання
to begin one's studies – розпочати навчання
to complete one's studies – завершити навчання
to pursue one's studies – продовжити навчання
years of study – роки навчання
study course – курс навчання
year of study – навчальний рік, рік навчання
He devoted the afternoons to study. – Другу половину дня він присвячував навчанню.

3) наука, галузь науки
scientific study – наукова праця
religious studies – релігієзнавство
the department of business studies – факультет підприємництва

4) намагання
Her constant study was to work well. – Вона завжди намагалася добре працювати.
5) to study for (up) – готуватися до іспиту
6) прагнути до чого-небудь, намагатися
to study one's own interests – дбати про власні інтереси
7) а) навчатися
to study under smb. – навчатися у кого-небудь
to study diligently, hard – старанно навчатися, щось робити
to study under a well-known professor – навчатися під керівництвом відомого професора
to study how to survive in the wilderness – учитися виживати за умов дикої природи
б) готувиться (к чому-л.)
He is studying for being a businessman. – Він готується до кар'єри підприємця.
8) завчати напам'ять 9) роздумувати 10) to study out – з'ясувати, розібрати
study hall – час виконання домашнього завдання
study tour – поїздка (куда-л.) на навчання, стажування
11) мрійливість, фантазії *Syn. reverie, astonishment, amazement*
brown study – глибока задумка;
He stood in a study. – Він стояв у задумі.

subject – 1) тема, предмет розмови (of), сюжет, привід (for) до чого-небудь
on the subject of – з приводу
key (main) subject – основний предмет
general subject – загальний предмет
compulsory subject – обов'язковий предмет
subsidiary subject – необов'язковий предмет (факультатив)
to address (deal with, discuss, take up, treat) a subject – торкатися теми
to bring up a subject (broach) a subject – розпочати обговорення теми
to tackle a subject – енергійно, жваво обговорювати яку-небудь тему
to dwell on a sore subject – зупинятися на важливому питанні
to traverse a subject – обговорити питання
to exhaust a subject – вичерпати тему бесіди/розмови
delicate (ticklish) subject – делікатна тема

favorite subject – улюблена тема
main subject – важлива тема для розмови
thorny subject – болюча тема для розмови
subject knowledge – знання предмета, теми
subject matter (burden, matter, topic, theme) – тема, предмет обговорення
subject to – за умови, припускаючи, якщо
2) підкоряти; 3) підлеглий 4) представляти
to subject a plan for consideration – репрезентувати план на розгляд

pupil (student, scholar, disciple) – учень, вихованець
an ardent (devoted) disciple – відданий учень
junior pupils – учні молодших класів
the pupil body – учні
pupil's mark book (journal, diary) – щоденник
pupilage (childhood, infancy, nonage, minority) – 1) малоліття, неповноліття; 2) учнівство (apprenticeship, period spent as a student (pupil), pupilship)
pupilarity (pupils', students') – учнівський, який стосується учня

Exercise 1. Analyze the topical vocabulary, learn it and make up sentences with it.

Exercise 2. Analyze the phrases, learn them by heart.

fanatical disciple – фанатичний послідовник
willy-nilly – раз-на-раз; хочеш-не-хочеш
peddling – займатися дрібницями
slow but steady – повільно, але правильно
to make a rod (прут) for one's own back – покарати самого себе
slow and steady wins the race – поволі їдеш – далеко будеш
to smell one's oats (овес, сопілка) – напружити останні сили
"Long vac" – довгі літні канікули
Beak of Finch – учитель, директор
to do well – добре навчатися
greenhand – новенький essential – головний, основний
the gift of tongues – здібність до вивчення іноземних мов
to long to do – дуже хотіти
birthplace – місце народження
to be indebted to smb. – бути у боргу перед ким-небудь
for the rest of one's life – до кінця життя

FURTHER (HIGHER) EDUCATION

University – університет
Medical University – медичний університет
Pedagogical University – педагогічний університет
the humanities – гуманітарні науки
the natural sciences – природничі науки
the technical science – технічні науки
faculty – факультет
department – кафедра, відділення
year – курс (рік навчання)

first-year student (freshman) (Am.) – студент 1-го курсу
second-year student (sophomore) (Am.) – студент 2-го курсу
third-year student (junior) (Am.) – студент 3-го курсу
fourth-year student (senior) (Am.) – студент 4-го курсу
full-time department – денне відділення
part-time department – вечірнє відділення
correspondence department – заочне відділення
philology – філологія
philosophy – філософія
ecology – екологія
economics – економіка
research – дослідження
scientific supervisor (advisor) – науковий керівник
higher degree – науковий ступінь
scientist – учений
doctor – доктор наук
candidate of sciences – кандидат наук
thesis – дисертація
term (semester) – семестр
sessional examinations (sessionals) – екзаменаційна сесія
essay project – курсова робота
test-credit – залік
graduation project – дипломна робота
to enter the University – вступити до університету
rector – ректор
vice-rector – проректор
dean – декан
dean's office – деканат
head of department – завідувачий кафедри
professor – професор
reader (principal lecturer) – доцент
junior lecturer (assistant lecturer) – асистент
senior lecturer – старший викладач
tutor – викладач, наставник
course member – слухач курсів
university graduate – випускник університету
to graduate from the university – закінчити університет
tuition – навчання
tuition fee – платня за навчання
scholarship (grants) – стипендія
vacation – студенські канікулы
on vacation – на канікулах
home assignments – домашні завдання
instructive – повчальний, інструктивний

EXAMINATIONS

entrance examination (exam) – вступний іспит
to administer (conduct, give) an examination – проводити іспит
to go in for an examination – тримати іспит
to monitor (proctor, supervise) an examination – спостерігати за іспитом
to take (have, sit for) an examination – скласти іспит
to pass an an examination – скласти іспит
to give (set) an exam – приймати іспит
re-examination – перездача іспиту
to fail in exam – не скласти іспит, "провалитися"
to fail an examination – завалити іспит
to pass an examination with distinction – скласти іспит на "відмінно"
to go through one's exam (do well at an exam) – скласти іспит успішно
end-of-exam – іспит у кінці семестру
difficult (stiff) examination – складний іспит
easy examination – легкий іспит
comprehensive (qualifying) examination – кваліфікаційний іспит
external (final) examination – випускні іспити
ordinary leave examinations – випускні іспити на звичайному рівні
selective examinations – відбіркові іспити
oral examination – устний іспит
written examination – письмовий іспит
examination in physics – іспит з фізики
examination-paper – екзаменаційна робота
preliminary exam – попередній докторантський іспит
doctoral examination – іспит на отримання ступеня доктора
master's examination – іспит на отримання ступеня магістра
placement examination – іспит для визначення рівня знань учнів і розподілу на групи
open-book exam – іспит "з відкритою книгою"
a chemistry exam a chemistry (biology) exam – іспит з хімії (з біології)
exam results – результати іспиту
examination paper – екзаменаційна робота
examinable – підсудний
examinant – екзаменатор; дослідник, розслідувач; експерт, спостерігач Syn: examiner
a gross exam – сильне перебільшення
I can say without exam that – можу без перебільшення сказати, що
it would be an exam to claim that – було б перебільшенням стверджувати, що

Exercise 1. Analyze the topical vocabulary, learn it and make up sentences with it.

Exercise 2. Remember the notion.

An exam is a formal test that you take to show your knowledge or ability in a particular subject, or to obtain a qualification. If you have a medical exam, a doctor looks at your body, feels it, or does simple tests in order to check how healthy you are. Examen [ig'zāməŋ] – a formal examination of the soul or conscience, made usually daily by Jesuits and some other Roman Catholics.

EDUCATION

universal secondary compulsory education – загальна обов'язкова середня освіта
full-time education – освіта з відривом від виробництва
part-time education – освіта без відриву від виробництва
primary (elementary) education – початкова освіта
vocational education – професійно-технічна освіта
system of public education – система народної освіти
education service – система освіти
broad education – широка, різнобічна освіта
all-round education – всебічна освіта
trade education – професійна освіта
classical education – класична освіта
commercial education – комерційна освіта
art education – художня освіта
nursery education – дошкільна освіта
educational opportunities – можливість отримати освіту
adult education – навчання дорослих
college (university) education – університетська освіта
continuing (further) education – подальша освіта
professional education – професійне навчання
to provide an education – давати освіту
education act – закон про освіту
education grant (benefit) – допомога на освіту
education of computer – навчання роботі на комп'ютері
educational – освітній, виховний, навчальний
educational film – навчальний фільм
educational activities – освітня діяльність
educational agency (foundation, institution, organization) – навчальний заклад
educational attainment (level) – рівень освіти
educational funds – грошові кошти на освіту
educational law – право, що регулює систему освіти
educational loan – позика на навчання
educational package – обов'язкова навчальна програма
educational test – тест на ефективність засвоєння матеріалу
educational system – система освіти
educational standard – освітній стандарт
educator (teacher, mentor) – 1) викладач, вихователь, наставник, педагог, вчитель; ментор, 2) педагог-теоретик; теоретик педагогіки; педагог-методист; *Syn. educationalist* 3) освітній фактор
Language is the greatest educator of mankind. – Мова – це найбільший вчитель людства.
educative – виховний, педагогічний, просвітній *Syn. educational, pedagogic*
educative activities – санітарно-освітня робота
educate [I'dju:s] – виявляти, (приховані здібності); розвивати *Syn: bring out, elicit, develop*
виділяти (думку); приходити до висновку, робити висновок

Exercise 1. Analyze the topical vocabulary, learn it and make up sentences with it

SUBSTITUTION PATTERNS

"What is Jim good at ? clever at poor at	"He is good at solving problems." clever at memorizing foreign words poor at biology
"Can you help me with this text ?" problem theorem formula	"Certainly". Of course, I can. You're welcome.
"Why didn't you attend the previous lesson in physics?" lecture on history extra lesson laboratory classes	" The point is that I was not well". I didn't know about it. I couldn't leave my sick brother. I was late for it.
"What mark did you get for your composition?" translation test examination	"I was given an excellent mark". a good mark a satisfactory mark a bad mark
"Where can I see the headmaster ?" the French teacher the tutor	"He is probably in the headmaster's office". the staff room the school canteen
"How long is the term (semester)?" holidays examinations year of learning	"4 months" 2 months 2 weeks 8 months
"When are the school holidays (vacations)?" examinations tests	"In June." July August
"What form are you in now?" term school year	"In the first form." second third
"How do you do at the exam?" test essay	"I do well (badly)." very well excellent
"What is your favourite subject at school?" college institute university	"This is English." Literature Math French

Exercise 1. Do the substitution patterns.

Exercise 2. Analyze the information and use it in practice.

CONVERSATIONS

"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 off till tomorrow what you can do today, you know."



"Paul wouldn't like to fail in 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 at 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."



"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."



"May I go to the cinema tonight, Dad?"

"Yes, you may, if you've done all your lessons."

"And may I stay a little longer than usual?"

"No, you may not. You must be back by nine. You have your exams soon."



"Who told you there would be no classes tomorrow?"

"George did."

"Do you think we can believe him?"

"Certainly, I heard the staff head say that, too."



"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."

"Well, well. Isn't it wiser to learn lessons better and be present in class?"



"Hallo, 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."



"Would you like to go and see Nell today?"

"Well, I was thinking of learning some German."

"Oh, but you can do that tomorrow."

"Yes, and I can see Nell tomorrow, too."

Exercise 1. Learn the dialogues by heart and carry them on with your classmate. Render the contents of the dialogues in Indirect Speech in English.

Exercise 2. Make the sentences below as true (T) if they give the message of the text below, and false (F) if they change the message.

1. In our country the young people will be sure of a job. 2. In the schools the choosing of careers is made more difficult in a variety of ways. 3. People of different trades and professions come and talk to the children. 4. For the first ten years at school all children receive the same education. 5. Many schools have, in the three top classes, a bias. 6. After the tenth class at the age 15, young people may transfer to another school. 7. The two-year school called a technicum gives a general education as well as preparation for a profession. 8. There is a variety of specialised schools with three or four year courses. 9. The two-year courses include the same general subjects. 10. Young people have to seek jobs. 11. A number of people work during the day and study in the evening. 12. In Britain, we don't have the problem of school leavers. 13. Our school system for youngsters over 15 is more flexible. 14. Most doctors are men. 15. The most important thing about the Ukrainian careers situation is the sense of security. 16. There is not the whole field to choose from. 17. There is no social security, and everyone's labour is not needed. 18. The three-year school doesn't give a general education as well as preparation for a profession. 19. Our school system for youngsters allows for special interests. 20. School system gives the chance to start on a vocational or professional course while at the same time continuing a general education.

Exercise 3. Translate the words and word-combinations into Ukrainian.

Composition, to be due, to demand, to expect, learning, higher mathematics, to deserve; to be very strict; to pick at; severe punishment; the entire people; to be reported to; to prefer; to expect.

Exercise 4. State the forms and functions of the participles in the sentences and translate them into your native language.

- Having opened schools and universities to the entire people, our country could achieve matchless results in the field of science.
- Schools and universities having been opened to the entire people.
- Graduating from schools of higher learning, all the young specialists get work according to their speciality.
- The vast sums being spent on education enable our state to provide qualified specialists for all branches of industry.

Exercise 5. Read the dialogues and translate them.

Exercise 6. Pick up the details related to the education in the form of quick notes.

(Nick has read an interesting article about education in Britain and he is telling its contents to his classmate.)

Reading a paper the other day I came across an article about English school.

Goodness gracious! What a complicated system it is, I should say. I never realized that after primary school at the age of 11 schoolchildren have to sit for a special exam to test their "intelligence" and according to the test results they enter different secondary schools: grammar, technical and modern. But the fact is that only grammar and technical schools lead to the university or college.

At modern schools children get a most general education till the age of 15 when they leave school and start work. And do you know how many children usually pass that "intelligence" exam? Only 20%.

Those go to grammar and technical schools. The other 80%, the "less intelligent", who fail in the intelligence test, go to modern schools and actually can't get to the university or college for lack of necessary education. It's a well-established fact, says the article, that the bulk of the pupils in modern schools are the working-class children.

You may ask "Why?" Well, because most of the children of the rich study at special secondary boarding schools with very high fees. The pupils of the so-called public schools, such as Eton, Harrow, Rugby and others, have to pay, for instance, 600 pounds a year.

That's really very expensive in England and keeps the poor away from these schools. Now, I suppose, you can see why this school system so complicated.

Exercise 7. Analyze the information and use it in practice.

Schooling ['sku:lɪŋ] – шкільне навчання, освіта; плата за навчання; догана

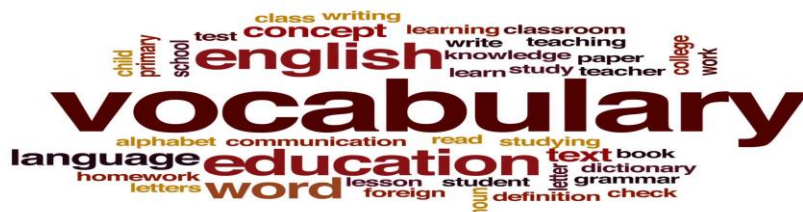
universal schooling – загальна освіта

popular schooling – народна освіта

schooling habit – стадна поведінка

schoolie – a schoolteacher; a school pupil

schoolies week – (in Australia) a week of celebrations to mark the end of the final year of senior school



SCHOOLING WHICH OFFERS OPPORTUNITIES FOR ALL

In our country the young people know that when they choose a career they will be sure of a job, and will have every opportunity for continuing it. In the schools the choosing of careers is made easier in a variety of ways. Visits are arranged to different factories and enterprises, people of different trades and professions come and talk to the children, form teachers discuss the problem. And for the first eight years at school all children receive the same education, which gives them a broad base for further study in whatever direction they may choose. Many schools have, in the two top classes, a bias, which leads to a speciality, such as mathematics, computer programming, physics, or foreign languages.

So after the eighth class at the age 15, young people may transfer to another school according to their special interests. There are also other possibilities. The three-year school called a technicum gives a general education as well as preparation for a profession. From here entrance examinations to the university or colleges lead on to high education. For those who wish to get some training leading directly to a job there is a variety of specialised schools with two or three year courses.

The three-year courses include the same general subjects, which give the students the school certificate of education, in addition to a certificate in the speciality they have chosen. Young people do not have to seek jobs, the jobs are offered to them by school, technicum, or University and there is a choice, because of the shortage of workers in various fields. Large numbers of people work during the day and study in the evening. They may wish to improve their qualifications so that they can advance in their chosen profession, or, in some cases, they may wish to qualify in an entirely different line, and then change their jobs.

In Britain, we have the problem of school leavers who in their last year seem to lose all interest in their studies and only wish to leave and get a job. Our school system for youngsters over 15 is more flexible; it allows for special interests and gives those who already have an idea of what they want to do in the future the chance to start on a vocational or professional course while at the same time continuing a general education. Practically all careers are open to men and women alike.

Some, like working down the mines, are not considered suitable for women; some jobs are dependent on a medical certificate for both men and women. There is no doubt, however, that a large number of careers traditionally considered masculine in the west such as engineering, piloting planes or ships, building houses, driving trams and trolley-buses are filled in our country by women as well.

Most doctors are women. The important thing is that no one considers these matters as a question of sex. It is up to women as well as men to decide what they wish to do, and then do it! For me the most important thing about the Ukrainian careers situation is the sense of security: there is the whole field to choose from, there is social security, and everyone's labour is needed.

Exercise 1. Digest the information briefly in English.

Exercise 2. Make notes of your new knowledge about schooling.



DIALOGUE

- Peter's late again. I wonder what's kept him.
- A lecture, I think. He said something about a meeting of the Scientific Society.
- Oh, here he is.
- We were beginning to think you'd forgotten supper-time, Peter.
- Sorry, Mum. But it was very important. I couldn't miss it. By the way, Mary, it might be interesting for you too. I've learned they train girls to work with radar instruments.
- No, thank you. I'm no good at science; I'd rather be a journalist.
- It's rather early to decide what you're going to be when you're not fifteen yet, isn't it? But why do you want to be a journalist?
- I like writing.
- (with a smile): A fine journalist you are going to make!
- Stop teasing her, Peter.
- If she doesn't become a journalist she may work at an office as a secretary, for example. Would you like to work at an office, Mary?
- I don't think she would. You do the same sort of work all the time, year in & year out, until you retire.
- I'd rather be a teacher if I can't be a journalist.
- Why don't you want to be a dress-designer? You are good at drawing.
- Then she will have to make the dresses she designs.
- Oh, I hate sewing. But I do like beautiful clothes. Couldn't I be a sort of journalist that writes about fashions?
- Why not? Or you could review books. But whatever you go in for you'll have to finish your schooling first.
- Work hard at your French, Mary. They've just been telling us at the University about all the wonderful openings there are for people with knowledge of foreign languages. Translators and interpreters are needed by research institutes and tourist companies.
- A librarian must know foreign languages too.
- I think you'd like to be a librarian. Then you could read as many books as you wanted to.
- Would you like to be a doctor or a lawyer or something like that, Mary?
- I don't know. It must be very difficult.
- Nothing will seem too difficult when you're older. Nothing is if you make up your mind to do it.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class.

Exercise 2. After reading the dialogue give the difference between the work of translators & interpreters.

Exercise 3. Be ready to speak on one of the topics.

1. What subjects and classes did you like at school? 2. Why did you like (dislike) classes in mathematics at school? 3. Your favourite schoolteacher. 4. The role of a teacher at school. 5. What can you say about your school years? 6. What can you say about your school friends? 7. Describe the last school-bell, your school leaving exams and school-leaving party. 8. The first lesson in our schools is a Lesson of Peace. 9. The first of September is the day of Knowledge. 10. Who of your schoolmates went to a vocational school, and why?

Exercise 4. Remember the following pairs of antonyms and make up sentences.

To put on – to take from; in every way – in no way; little – much; to forget – to remember; to understand – to misunderstand; the last – the first; wrong – right; long – short; to leave – to enter.

Exercise 5. Insert necessary prepositions.

1. All careers are open ... our youth. Some jobs are not suitable ... women. A large number ... careers, formerly considered masculine, are now filled ... women as well. 2. It is ... to our girls and boys to decide what they wish to do. ... the age ... 15 they may transfer ... a specialised school according ... their interests. 3. ... vocational schools they get a school-leaving certificate ... addition ... a certificate ... the speciality they have chosen. 4. All education and training is free ... to the top level. Students ... secondary specialised and higher schools get grants. 5. She is good ... languages. I am sure she will make a good translator. They are needed ... business firms and tourist companies. 6. What career does she want to go ...? She hasn't made ... her mind yet. But there is no doubt that she has lost all interest ... Physics.

Exercise 6. Answer the questions.

1. You went to a secondary school specialising in English, didn't you? Could you give us a few particulars about your school? 2. Are you for or against specialized schools? Give your reasons. 3. When did you start thinking of choosing a career (profession)? What did you want to be in your childhood? When did you decide to become a teacher? 4. What qualities must a teacher have in your opinion? Why? 5. What professions seemed most attractive to your friends when they were in junior forms? What profession did they choose when they left school? 6. Did many of your classmates go to a vocational school after the eighth form? What are they doing now? Where do they work? 7. Can a woman work in any branch of industry and agriculture? Give your reasons. 8. Would you like to be a doctor or a lawyer or something like that? 9. Would you like to work at an office? In lab? In the open air? 10. Would you like to enter any university?

Exercise 7. Try to understand the abstract from the novel "To Kill the Mocking-Bird" by Harper Lee.

"Everybody who brings his lunch put it on the desk." Miss Caroline walked up to Walter Cunningham's desk. "Where is your lunch?" she asked. "Did you forget it this morning?" Saying that Miss Caroline went to her desk. "Here is some money", she said to Walter. "Go and eat in town today. You can pay me back tomorrow". Walter shook his head. "No, thank you ma'am". "Here, Walter, come, get it."

Walter shook his head again. I wanted to help him. "Miss Caroline, he's one of the Cunninghams", I said. "What, Jean Louise?" We all understood it. He didn't forget his lunch, he just didn't have any. He had none today nor would he have any tomorrow or the next day. "You will get to know all the country-folks after a while. The Cunninghams never take anything they can't pay back. They live on what they have. They don't have much, but they live on it. Walter hasn't got money to bring you".

"Jean Louise, I've had enough of you this morning", said Miss Caroline. "You're starting off on the wrong foot in every way, my dear", and she told me to stand in the corner. I didn't stand long there for the bell rang and Miss Caroline watched the class go for lunch. As I was the last to leave, I saw her fall into her chair and put her head in her hands.

Exercise 8. Put in prepositions or adverbs.

1. The teacher asked the pupils to put their lunches ... the desks. 2. She walked ... the first desk and asked: "Did you forget your lunch?" 3. "Here is some money", she said ... Walter. "Go and eat ... town, you may pay me ... tomorrow". 4. "He is one ... the Cunninghams", said Jean. 5. The teacher asked one ... the pupils to walk ... the blackboard. 6. ... a while she understood everything. 7. What do they live ...? 8. "I've had enough ... you this morning," said the teacher and she told Jean to stand ... the corner. 9. When the children had left the room, the teacher fell ... her chair and put her head ... her hands. 10. "Where is the class?" "They have just left ... lunch".

Exercise 9. Translate the text into your native language.

Have you decided what you want to be? What would you prefer to do on your fifteenth birthday: leave school and begin earning money, or stay there for another year or two until you will have passed some exams? This is the choice that all young people in Britain have at the moment. Perhaps you have a different school-leaving age in your country? But, whenever it is, you'll have to decide one day what job you want to do. There are jobs indoor and jobs in the open air. There are jobs for your hands and jobs for your brain. There are jobs where you have to stand up and jobs where you have to sit down.

You can be a teacher, a doctor or a lawyer; or you can be a milkman, a lorry-driver .

Exercise 10. Translate the sentences into English.

1. Нарешті вчителька змусила його вимовити слово правильно. 2. Вона почула, як він щось прошепотів сусідові. 3. Ти чув, що дзвонив дзвінок? 4. Я бачила, як він вийшов зі школи. 5. Хто бачив, як він готував уроки? 6. Не змушуйте мене говорити про це. 7. Я сама бачила, як ти стер все з дошки. 8. Я бачив, як він ніс книги з бібліотеки. 9. Ви коли-небудь чули, як він співає? 10. Я закінчив середню школу рік тому. 11. Мій профільюючий предмет – англійська.

Exercise 11. Choose the correct variant.

- Miss Pretender's knowledge of the subject was only
a) external b) outer c) outward d) superficial
- Arnold is ... a bit with his English so his parents have arranged for him to have private tuition.
a) dragging b) fighting c) straining d) struggling
- Billy is the most ... young man; he can do a lot of different jobs well.
a) capable b) cunning c) industrious d) laborious
- Miss Conceited is very ... up and thinks she is superior to her classmates.
a) fed b) looked c) stuck d) turned
- The new student found the informality at school ... at first.
a) blinding b) foreign c) mysterious d) off-putting
- We can't teach him anything because he already knows his subject
a) from cover to cover b) from top to toe c) inside out d) upside-down
- What's done is done. It's ... wondering what would have happened if you had passed the exam.
a) futile b) helpless c) ineffectual d) valueless
- My sister is the most ... student, never failing to turn up to lectures.
a) absent b) careful c) conscientious d) honest
- You misunderstood my instructions; you got hold of the wrong end of the
a) line b) rope c) stick d) story
- Miss Amusing was ... at school because she always made people laugh.
a) attractive b) considerate c) familiar d) popular
- Some people have the mistaken idea that all students are
a) idle b) motionless c) stagnant d) still
- After the serious talk with his tutor, Hilary ... himself more conscientiously to his studies.
a) applied b) converted c) engaged d) exerted

Exercise 12. Make up some dialogues from the information above.

Exercise 13. Analyze the information and use it in practice.

Exercise 14. Write a small essay on the topic.

MY SCHOOL LIFE

Life is all about learning. School life is but a preparation to face the challenges that the bigger school called world will offer us once we are out of our schools. The schools therefore extra great influence upon us. They shape our character, mould our mental attitudes and fashion the basic principles of life. For many of us the days spent in school are the happiest and the best days of our life.

The very memory of school days fills our minds with nostalgic memories of happy days of yester years. I study in a school called St. Johns Secondary School, Guwahati. It is run by the catholic priests of the Diocese of Guwahati. My school commences its classes at 9.00 a.m. We have four periods in the morning and three in the afternoon. In the morning, after two periods, there is a short recess while the long recess is between 12.00 a.m. and 1.00 p.m. during which we take our lunch.

The school gets over at 3.00 p.m. We have classes from Monday to Friday unlike some schools which have classes even on Saturdays. On every alternate day, we have computer classes, while once in a week there is a period for handicraft and creative activities. Co-curricular activities, such as, scouting, N.C.C., school band. Environmental Club, Social service Group, etc., are very active in my school. I take part in most of these activities. Matches, tournaments, cultural shows, competitions, outings, picnics, make my school life lively, interesting and enjoyable. The key functions of my school are School Annual Sports day, Parents' Day, Teacher's Day, Children's Day, Anniversary Day, Founder's Day, etc.

These are celebrated in a grand manner providing a lot of opportunities for the development of students' inborn talents and abilities. Utmost importance is given to academic pursuits in the school.

Classes are held regularly and are interspersed with monthly tests and quarterly examinations.

Those, who fair badly in these tests and examinations, are severely admonished, and in some cases, their parents are called. Additional classes are allotted for these students so that they get an opportunity to clarify their doubts. All co-curricular activities and celebrations are usually conducted outside school time and on Saturdays. In fact, academic excellence has been the hallmark of my school.

School is the nursery of life. What one learns in school remains with us for the rest of our life.

Realising this basic truth, the authorities of my school try to instil in us, the basic values of life such as, discipline, honesty, punctuality, dutifulness, respect to elders, being good-mannered, personal cleanliness.

A lot of emphasis is given to character formation, moral education and acquiring good principles of life. Providing social service to the neighbourhood is an integral part of this attempt. A lot of importance is given to the acquisition of personal discipline. They try to make us self-propelled, self-controlled and self-guiding persons, who will be able to accept the challenges of life without hesitation.

All these have made my school life a very enriching experience for me. I am proud to belong to such a noble and worthy institution. The twelve years constituting my school life are, without doubt, the best years of my life. Recollection of the fond memories of those bygone days brings a smile to my face, even today. They continue to sweeten my mind and fill my life with vigour and zest even after all these years.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Use each verb in the correct form to complete the sentences.

Guide instructs learn lecture teach train

1. Animals are often ... by their instinct as to what is the right thing to do in a difficult situation. 2. German shepherd dogs are sometimes ... to ... the blind. 3. Prof. Wise ... on British history twice a week. He has already ... us a lot. We ... from him how to read and evaluate original documents. 4. Mr. Needle ... a class of apprentices in sewing. He ... apprentices about types of cloth and they are ... to cut out and sew garments. 5. My uncle thought I'd better ... to be a doctor. 6. He cannot be so false of word as to ... me to prison under false pretexs.

Exercise 3. Explain proverbs and sayings.

1. Soon learn, soon forgotten.(proverb) 2. Education made us what we are. 3. If you educate a man you educate a person, but if you educate a woman you educate a family. 4. The true university of these days is a collection of books.

Exercise 4. Put each of the words into its correct place in the passage below.

authority	bachelor's	bodies	campuses	women	students
classes	co-educational	co-ordinate	courses	year	special
degree	freshmen	graduates	junior	sex	
located	undergraduates	separate	university	school	

Students

The student body of a 1) ____ or college is divided into 2) ____ and undergraduates. Graduates have already received their 3) ____ degrees, while 4) ____ have not. The undergraduates belong to one of four 5) ____, according to their 6) ____ of study. These are 7) ____, sophomore, 8) ____ and senior classes. Most schools also admit 9) ____ students who take a number of 10) ____, but are not working towards a 11) ____. Students 12) ____ vary considerably from 13) ____ to school. Some institutions are 14) ____ with both men and 15) ____ students. Others admit 16) ____ of only one 17) _____. A 18) ____ institution has 19) ____ men's and women's colleges. They are controlled by the same central 20) ____ and are usually 21) ____ on the same campus or nearby 22) _____.

Exercise 5. Put in articles: a, an, the. Translate text into your native language.

1. "I can never find 1) ____ time to learn 2) ____ lessons", said Robert to Frank as they were leaving 3) ____ school. "I can't be ready with them tomorrow".

"You have ten minutes now before 4) ____ dinner, why not begin at once?"

"Ten minutes! That's nothing. And then I want to have 5) ____ run with my dog". After 6) ____ dinner 7) ____ boys walked to 8) ____ school again. Frank took out his book and began to learn while Robert looked out for something interesting on 9) ____ road till they reached 10) ____ school.

"Let's play!" shouted 11) ____ group of 12) ____ boys as they ran out of 13) ____ school when 14) ____ lessons were over. Robert ran away with 15) ____ children. Frank promised to follow them in 16) ____ quarter of 17) ____ hour and took out his book once more. Then he joined the boys and they continued 18) ____ game. 19) ____ boys were tired that evening and went to 20) ____ bed early.

When they returned to school next day, Frank knew his lesson very well, while Robert said he could not find 21) ____ time to do it. "How did you find 22) ____ time, Frank?" asked 23) ____ teacher. "I had ten minutes before 24) ____ dinner yesterday, 25) ____ quarter of 26) ____ hour on my way back to 27) ____ school and as much before I went to play. Then I looked over my lessons before I went to 28) ____ bed; and took ten minutes before 29) ____ breakfast in 30) ____ morning". "That makes 31) ____ hour's preparation", said 32) ____ teacher. "Go to 33) ____ bottom of 34) ____ class, Robert, and learn that with those who take care of the minutes, the hours will take care of themselves".

2. As 35) ____ Johnsons rose to take their leave, they told me that their two sons were at 36) ____ Oxford and their daughter was doing secretarial work with 37) ____ small firm, that they now lived by themselves in 38) ____ small town in 39) ____ Surrey in 40) ____ South of 41) ____ England.

DIALOGUE

SEPTEMBER 1 AT THE UNIVERSITY

- Hello, everybody!
- Hello, welcome back!
- Is everyone here already?
- Not yet, but I suppose everybody will come today. The 1st of September is the first day of regular classes!
- Oh, Bob! You look splendid. You're sunburnt, healthy and even grown up a little.
- Stop teasing me about my height. I'm only 3 centimetres shorter than you.
- Really? It was 5 before summer vacation. I was right when I said you had grown... What did you do in summer?
- I worked on a state farm for two months. The weather was fine, there was a lot of sunshine, so of course I got a tan working in the open air all the time.
- What have you got there? Photos? Show them to us, please.
- Here are some photos that we took on the state farm while we worked there. A few of them are nice and some are very funny. Here, for example, Mary is running along the village street from the geese that are following her.
- And this is your photo, isn't it? What a handsome young man you're here! There is an unfinished building in the background of the photo, though. What is it?
- That's the cultural centre of the village we were building.
- Have you finished it?
- Yes, only a fortnight ago. We had to work hard the last week. We didn't want to leave before we had finished the construction.
- Have the villagers told you what they're planning to do in that centre?
- Oh, yes, they'll have a great variety of amateur and social activities there: a drama society, a choir, a folk ensemble, their own pop group and orchestra for young people and a lot of other things.
- Will they show films there? Is there a cinema hall in the village centre?
- No, there is no need to use the building as a cinema hall. They've had a good cinema in the village for a long time already. They show a new film every week.
- Were the villagers pleased with your work? Did they like it?
- Oh, yes. They thanked us, paid us money and gave souvenirs. They also invited us to come in winter.
- That's a good idea! To go there in winter, I mean.
- We could go there to ski on Sundays. They have beautiful hills and forests around the village. The scenery is really wonderful.
- We made friends with the villagers, had discussions, gave concerts of our youth club groups...
- They have very nice young people there, a lot of pretty girls too...
- You say they're going to have a choir, or have they got one already?
- They haven't got one yet. That reminds me, they urgently need a choir leader. I think you're the best candidate.
- You have been conducting our students' choir for a year ...
- I think, I'll only help them to organize a choir and then they'll go on themselves. I've a new book of popular songs I can lend them.
- Good, they'll be very grateful to you. The state farm is not very far from the city and you can go there once or twice a week. They have a very good bus service now. Buses run there every hour. (*Tom comes in.*)
- Oh, hello everybody! Where is Alec going? To the state farm? Now? Didn't he work there in summer?

- No, he didn't.
- Didn't he? And I was in a summer camp. I had 30 children of 9 and 10 years old to look after.
- Did you like it? How did you find working with children? Our future profession, maybe. Was it easy or difficult?

- Well, it was hard for me at the beginning. I had had no experience working with children before. I have neither a brother nor a sister, the only child in the family, spoiled by my parents, you know.

- Did the children like you?
- Oh yes, we parted very good friends. They promised to write to me and I've already got a postcard from them. Here it is. Read it, if you like. (He gives the postcard to Alec.)
- "Dear Tom! We miss you very much. Please come to the camp next summer. We promise to behave. We are looking forward to seeing you again. Your obedient children".

- What did you do with the children? How did you win their love and admiration?
- I had to do a lot of things.
- For example?
- Every morning I had to wake them up and I must say it wasn't easy. We did morning exercises together. After breakfast we went to the woods or to the fields to pick mushrooms or herbs for medical purposes.

- Did you go in for sports of any kind? Play football, volleyball?
- Yes, a great deal of that. Children of 10 like active games very much. I also had chess championships there. I play chess well and it helped me to win the children's respect.

- Did you sing too? That's a pity they don't teach us here to sing children's songs.
- Unfortunately, they don't. And that's a very important aspect of the camp life.
- I have several books of songs. I can lend you some, if you like.
- Thanks. Next year I may need them, not now... There was a very beautiful lake near the camp and when the weather was warm we went there to have a swim.

- You had to teach them to swim, didn't you?
- That was the most difficult task for me. I'm not a good swimmer myself. I can swim only if I'm sure I can reach the bottom of the lake. Theory of swimming is my only strong point.

- How did you apply your theory to practice?
- I would explain everything to the children on the shore and ask them to do exercises.
- Then a boy or several boys who could swim well (and I had a few very good swimmers) would show them the practical part of swimming.
- But I decided that I should start learning to swim well in earnest.
- That's a good idea. I'll teach you, if you like. I'm one of the University champions, you know.

(Mary enters the classroom.)

- Hello, boys! Bob is bragging again about his sports achievements, isn't he?
- Nothing of the kind! Tom had asked me to teach him to swim and I readily agreed. That's all.
- Oh, Mary! What's happened to your arm? Is it broken? Why is it in a sling?
- A most unfortunate accident. I broke my arm climbing the Altay Mountains.
- How did it happen?

- It had been raining for days and days and all the roads and mountain paths were wet and slippery. I fell down and that's the result, my arm in a sling!

- I hope it's not very dangerous and everything will be well soon, "before the wedding", as the saying goes.

- I'm afraid it won't mend before that. I have news for you, boys. I'm going to marry a very nice young man who helped me in the mountains when I broke my arm.

- Congratulations! How soon will the wedding take place?
- Next week and you're all invited to the wedding ceremony and the party afterwards.
- Thanks, Mary. What wedding present shall we buy, boys?
- We shan't discuss it in Mary's presence. It'll be a surprise for her.
- All right, then let's go to the lecture, the first lecture this school year!
- Yes, let's! (All go away.)

Exercise 1. Learn the dialogue by heart & carry it on in class. Render the contents of the dialogue in Indirect Speech in English.

Exercise 2. Put each word into its correct place in the text "Grading".

achievements	adjustment	admit	attitude	perfect	record	teacher
percentage	colleges	common	failure	school	reports	average
occasionally	letter	marking	method	progress	grade	pass
minimum						

Grading is a 1)___ used in schools to 2)___ student achievements. Almost every 3)___ keeps a record of each student's 4) ___ in order to have some basis for measuring his 5)____. The record supplies information for 6) ___ to parents. Universities and 7)___ often use this information to help determine whether they should 8) ___ a student. For a long time, the most 9) ___ method of recording achievement was by 10) ____, with a mark, or 11)___ of 100 % representing 12) ___ achievement. The 13) ___ mark for a 14)___ was usually 70 %, and for 15)___ work, about 80 % . Today, the letters A, B, C, D, E, and 16)___ F, are much more commonly used. The mark A stands for exceptional achievement, and E or F means 17)____. A few schools use no 18) ___ system at all. Instead, each 19) ___ writes a detailed 20)___ to the parents. Such letters report the student's progress, 21) ____, activities, and social 22) _____.

Exercise 3. Translate into English.

- Методи навчання французької та англійської мов;
- широкий вибір предметів;
- вивчати професійно-технічні предмети;
- відвідувати засідання педагогічної ради;
- брати участь у засіданнях комітетів;
- боятися відвідувань методиста французької мови;
- подолати сумніви;
- тренувати шкільні команди;
- керувати позанавчальною роботою;
- знов знайти упевненість.

Exercise 4. Translate the sentences using phrases from the previous exercise.

1. Підійдіть до дошки! 2. Напишіть три форми дієслова "to leave". 3. Поставте крапку над і. 4. Перекресліть букву t. 5. Зітріть всі з дошки. 6. Назвіть по буквах слово "blackboard". 7. Відкрийте книги на сторінці 72. 8. Переверніть сторінку. 9. Прочитайте заголовок. 10. Дайте синонім (антонім) до слова to begin. 11. Підкресліть слово "school". 12. Поставте знак наголосу в слові "teacher". 13. Пишіть чорнилом. 14. Принесіть шматок крейди і ганчірку. 15. Принесіть журнал. 16. Пишіть з полями.

Exercise 5. Add some information & make up a small report and give a talk in class.

DIALOGUE "EXAMINATION"

(A classroom in a school for future cooks. A seminar is in progress.)

▪ My dear friends and colleagues to be! The art we're studying is one of the oldest in history! It is, as you know, the art of cooking. In ancient times there were artists and there were cooks, and there were cooks who were artists in their profession. Now we also study the art of cooking here at our school for young cooks. Do you like cooking?

▪ Yes, very much.

▪ (To Tom) And you, young man?

▪ Well, I hope I'll learn how to cook well.

▪ Certainly. Here in our school for cooks you'll learn about different Ukrainian dishes. You'll learn to cook dishes that are eaten in England, France, and Spain and in other countries too.

▪ Do you mean we shall be able to cook foreign dishes?

▪ Of course, you'll have practical classes of cooking where you'll learn the recipes for various dishes both Ukrainian and foreign.

▪ May I ask you a question?

▪ Yes, go ahead.

▪ Do you think in future we'll be able to find jobs as chefs in big restaurants, refectories, cafeterias and canteens?

▪ You will be offered jobs according to the results of your examinations. Certainly the best students will work as chefs in big restaurants, the students who have talent, imagination, and creative power.

▪ Our town is growing so quickly. A lot of new cooks will be needed in newly opened cafeterias, and the larger cafes...

▪ Yes, our town needs now a lot of good cooks. As far as I know 20 new cafeterias and cafes will be opened next year.

▪ There will be an international festival in our town, won't there?

▪ Yes, we expect hundreds of visitors during the festival, and they all should be fed well.

▪ (To Nelly) Do you think foreign dishes will be served to them?

▪ Yes, we must learn not only how to cook them but how to call them in English, French or German!

▪ That's very exciting. But I'm afraid I'm not very good at English, and I know neither French nor German. What shall I do?

▪ You still have time to attend some crash course in foreign languages.

▪ Do you think so? It's never too late to start...

▪ For example someone will ask you to bring him cutlets and you will bring him rissoles!

▪ Is there any difference?

▪ Of course there is!

▪ Oh, Fred, you're so clever. You know so much about cooking already!

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class.

Exercise 2. Render the contents of the dialogue in Indirect Speech in English.

Exercise 3. Explain proverbs and sayings.

1. For every person wishing to teach there are thirty not wanting to be taught. 2. A learned man is an idler who kills time by study. 3. Education is what survives when what has been learnt has been forgotten. 4. Examinations are formidable even to the best prepared, for the greatest fool may ask more than the wisest man can answer.

Exercise 4. Choose the correct variant.

1. Remember that exams never start late, they always start ...
a) ahead of time b) at the last moment c) in time d) on time
2. Will you help me to ... for tomorrow's exam?
a) go through b) read c) review d) revise
3. Lazy Tom clearly had no ... of doing any work, although it was only a week till the exam.
a) ambition b) desire c) intention d) willingness
4. Are the students ... about the history exam?
a) discussing b) saying c) talking d) telling
5. If you never do any work, you will only have yourself to ... if you fail your exams.
a) blame b) fault c) mistake d) reprove
6. I'm ... I didn't pass the exam but I'll do better next time.
a) deceived b) despaired c) disappointed d) disillusioned
7. You must tell me the result now. I can't bear the ...
a) suspenders b) suspending c) suspense d) suspension
8. As my exam is next month, I'll take advantage of the week off to ... on some reading.
a) catch up b) hurry up c) make up d) pick up
9. Eve was happy she ... to finish the exam in time.
a) achieved b) managed c) realised d) succeeded
10. Do you think there is any ... of him passing the exam?
a) chance b) expectancy c) occasion d) opportunity
11. I hate ... formal examinations. I find it difficult to organise my thoughts in a limited space of time.
a) making b) passing c) sitting d) writing
12. Don't forget to ... your name at the top of the test paper.
a) get b) place c) put d) set
13. Your answers to the examination questions must ... exactly the instructions given below.
a) accompany b) conform c) follow d) keep
14. Eric was very upset by his French exam ...
a) effects b) failures c) results d) successes
15. Well done! You've done an excellent ...
a) job b) task c) trade d) work
16. If at first you don't ..., try again.
a) accomplish b) prosper c) succeed d) triumph
17. Those students ... their exams last week.
a) assisted b) made c) presented d) took
18. Franky got very ... marks in his maths exam.
a) imperfect b) low c) reduced d) secondary
19. Did you ... the examination last month?
a) enter into b) form part of c) go in for d) take place in
20. Please ... your hand if you want to ask a question.
a) arouse b) put out c) raise d) rise
21. At the language school each student is assigned to his or her own ...
a) director b) professor c) staff d) tutor

Exercise 5. Choose the correct variant.

1. Miss Unlucky was very ... because she had failed her examination.
a) afraid b) excited c) sensitive d) upset
2. You should have ... the examination last week, bring money to the office as soon as possible.
a) entered for b) passed c) sat for d) taken
3. Congratulations ... passing your exams. Well done!
a) by b) for c) from d) on
4. During the test it is always better to make an educated ... than to leave a blank.
a) attempt b) chance c) endeavour d) guess
5. Mrs Worried had a good ... of the examination result when she saw her daughter's face.
a) idea b) news c) report d) thought
6. This kind of question can sometimes be answered only by a process of
a) abolition b) elimination c) exception d) subtraction
7. The person who ... an examination is supposed to see that nobody tries to cheat.
a) dominates b) governs c) leads d) supervises
8. Greg has just taken an exam ... history.
a) about b) for c) in d) on
9. Miss I. was the ... student in her class and passed all her exams with high grades.
a) brightest b) clearest c) fastest d) highest
10. Sign your name on the ... line.
a) broken b) dotted c) drawn d) spotted
11. There must be a ... of at least one metre between the desks in the examination room.
a) expanse b) gap c) place d) room
12. This test ... a number of multiple-choice questions.
a) composes of b) composes in c) consists of d) consists in
13. Please don't talk in the ... because there is an examination in the lecture hall.
a) corridor b) lane c) promenade d) way
14. The ... thought of exams makes me feel ill.
a) just b) little c) mere d) sole
15. The school has ... a system of monthly tests in place of an annual exam.
a) adopted b) agreed c) collected d) taken
16. I expect all of you to be here ten minutes before the examination begins, without
a) fail b) failure c) fault d) miss
17. The purpose of this examination was to ... the students' knowledge of the subject.
a) inspect b) prove c) test d) try
18. Vivian passed the ... test but failed the written examination.
a) handy b) practical c) skilful d) working
19. A(n) mistake which many students make is to leave out the definite article.
a) common b) just c) ordinary d) plain
20. Don't ... to correct me if I make a mistake.
a) hesitate b) mind c) pause d) stop

Exercise 6. Remember this saying "Dot your i's and cross your t's." Make up the situation using this saying.

Exercise 7. Read the information & pick up the essential details in the form of quick notes.

Exercise 8. Choose the correct variant.

1. Miss Diligent did nine hours' ... studying a day for her exam.
a) big b) heavy c) powerful d) solid
2. In the examination you may be asked for comments on various ... of a topic.
a) angles b) aspects c) features d) qualities
3. Failing the final exam was a big ... to my hopes.
a) band b) blow c) hit d) kick
4. You shouldn't talk about him failing. You'll ... his confidence.
a) underestimate b) undergo c) undermine d) worry
5. I'm feeling rather ... because of the exam I'm doing next week.
a) anxious b) excited c) impatient d) unquiet
6. The result of this exam will ... his future.
a) control b) determine c) govern d) rule
7. Please beI haven't got long.
a) brief b) concise c) rapid d) short
8. George has no head for figures. He simply cannot ... them.
a) collect b) realise c) relate d) remember
9. No one is so ... as the person who has no wish to learn.
a) ignorant b) sensible c) simple d) useless
10. In exercise it's sometimes easier to ... the wrong answers before choosing the right one.
a) eliminate b) exclude c) give d) omit
11. Waiting outside the examination room, I trembled with
a) apprehension b) comprehension c) expectation d) tension
12. His test results are not veryHe does well one month and badly the next.
a) consequent b) consistent c) continuous d) invariable
13. The ... exam in March prepared pupils for the real thing in May.
a) false b) imaginary c) mock d) unreal
14. My hopes of becoming a doctor ... when I failed my "A" levels.
a) cracked b) crashed c) crumbled d) smashed
15. I was completely ... by most of the exam questions, so I must have failed.
a) baffled b) harassed c) stupid d) stupefied
16. Having already graduated from another university, he was ... from the entrance examination.
a) deferred b) excluded c) exempted d) prohibited
17. This exam is supposed to be ... because the marking is not affected by individual preferences.
a) concrete b) impersonal c) objective d) open-minded
18. Any candidate caught ... in the examination will be disqualified.
a) cheating b) deceiving c) swindling d) tricking
19. The examiners often ... extremely difficult questions for the written exams.
a) create b) make c) set d) write
20. You should write your name ... at the top of the paper.
a) clearly b) largely c) obviously d) seriously
21. Good ...! I hope you do well. a) chance b) hope c) luck d) wish

Exercise 9. Add some information & make up a small report and give a talk in class.

Exercise 10. Read the text & pick up the essential details in the form of quick notes.

MY EXPERIENCE

It is very pleasant to recollect my school days. I was admitted to class III. I passed long eight years in the same school. This long period was associated with pleasant memories of various kinds. During this long period of eight years I had come in contact with many students of my own age. I mixed with them freely. I had intimacy with many students. Some became my bosom friends. I will never forget them in life.

I was good student at school. I had keen competition with another boy. Either he or I stood first in the examination. This continued till I left school. I had come in contact with many teachers. I liked most of them. They mixed freely with us. They treated us as their sons or younger brothers. Some teachers were rather grave. They did not mix so freely with us.

Perhaps they thought that if they mixed freely, we would not show respect to them properly. I feel this was a wrong notion. We respected all teachers. We had a good relation with them. I was a good boy at school. So all teachers loved me. They helped me in learning my lessons if I had any difficulty. I am proud to say that I had never been beaten or scolded by any teacher in my school life. I always behaved well. I always said my lessons well. So they had no occasion to beat or scold me. I had great respect for our revered Headmaster. He loved us all as his sons. He mixed freely with us. I think this is the reason why he had great hold on the students. He was an ideal teacher.

His influence in shaping my character was great. I am really grateful to him for this. I was fond of playing football. We had a big play-ground in front of our school. In the afternoon we played there. Some young teachers also played with us. This free mixing had a good effect on us.

When I was senior student, I took great interest in the school debating club, in the Saraswati Puja festival, in the annual prize giving ceremony, and in the annual sports. I took part in the dramatic performances and in recitation. Once there was an essay competition. The subject was, "The duty of students in modern India". Many students competed. I was lucky enough to get the first prize.

Our teachers were interested in our welfare. Encouraged by them we started a Poor Fund. Many students contributed to this fund. Poor boys of the school were helped to buy books or to pay school fees or examination fees. Our teachers encouraged us to start a manuscript magazine, i.e., a magazine written by hand. One year I was its editor. I contributed several articles to it. We had annual outings and excursion. Some teachers accompanied us. We then passed the days very happily. I remember with pleasure those happy days outside the class room. In short, I am glad to say that I passed my school days very happily. Scarcely I had any sad experience.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Explain the thoughts and sayings.

1. What we have to learn to do, we learn by doing. 2. That is what learning is. You suddenly understand something you've understood all your life, but in a new way. 3. Spare the rod, and spoil the child. 4. Life is too short to learn German.



EDUCATION IN JAPAN

In Japan education is compulsory at the elementary and lower secondary levels.

Most students attend public schools through the lower secondary level, but private education is popular at the upper secondary and university levels. Japan's education system played a central part in Japan's recovery and rapid economic growth in the decades following the end of World War II.

After World War II, the Fundamental Law of Education and the School Education Law were enacted in 1947 under the direction of the occupation forces.

The latter law defined the school system that is still in effect today: six years of elementary school, three years of junior high school, three years of high school, two or four years of university. Education prior to elementary school is provided at kindergartens and day-care-centres.

Public and private day-care centres take children from under age one on up to five years old. The programmes for those children aged 3-5 resemble those at kindergartens.

The educational approach at kindergartens varies greatly from unstructured environments that emphasize play to highly structured environments that are focused on having the child pass the entrance exam at a private elementary school. Formal education in Japan began with the adoption of Chinese culture in the 6th century. Buddhist and Confucian teachings as well as sciences, calligraphy, divination and literature were taught at the courts. Scholar officials were chosen through an Imperial examination system.

But contrary to China, the system never fully took hold and titles and posts at the court remained hereditary family possessions. The rise of the *bushi*, the military class, during the Kamakura period ended the influence of scholar officials, but Buddhist monasteries remained influential centres of learning.

In the Edo period, the Yushima Seidō in Edo was the chief educational institution of the state; and at its head was the *Daigaku-no-kami*, a title which identified the leader of the Tokugawa training school for shogunate bureaucrats.

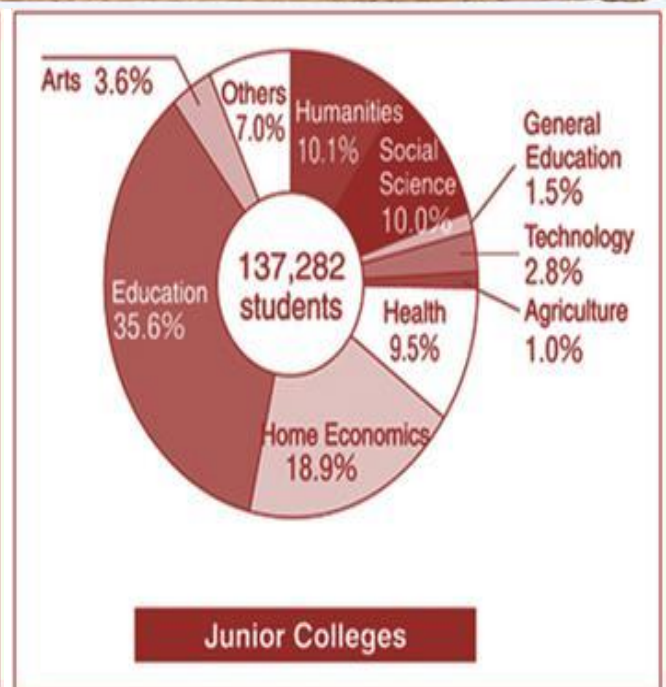
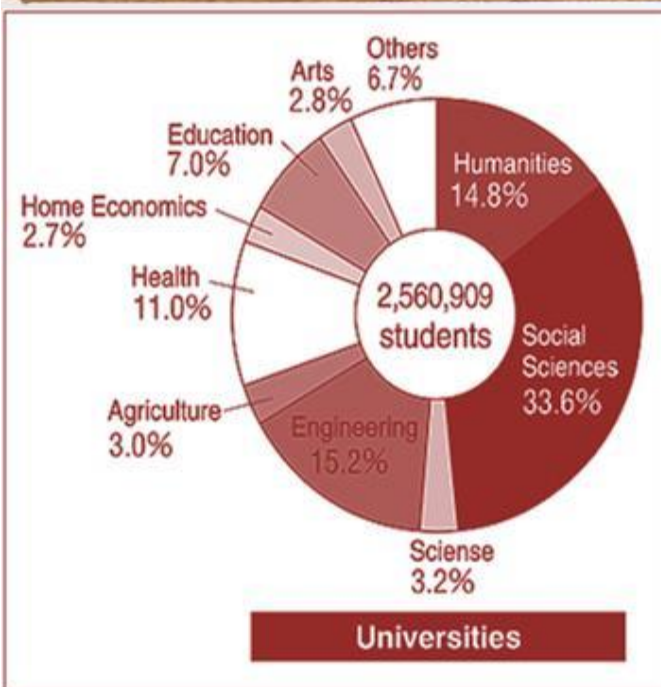
Under the Tokugawa shogunate, the daimyō vied for power in the largely pacified country. Since their influence could not be raised through war, they competed on the economic field. Their warrior-turned-bureaucrat Samurai elite had to be educated not only in military strategy and the martial arts, but also agriculture and accounting. Likewise, the wealthy merchant class needed education for their daily business, and their wealth allowed them to be patrons of arts and science.

But temple schools educated peasants too, and it is estimated that at the end of the Edo period 50% of the male and 20% of the female population possessed some degree of literacy. Even though contact with foreign countries was restricted, books from China and Europe were eagerly imported and Rangaku ("Dutch studies") became a popular area of scholarly interest. The school year in Japan begins in April and classes are held from Monday to either Friday or Saturday, depending on the school. The length of the school year, according to the calendar for the Higo Central Elementary school in Kumamoto, Japan, is 198 days long. The school year consists of two or three terms, which are separated by short holidays in spring and winter, and a six week long summer break.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Analyze the information and make up the chart about it.

№	Activity			
	Event	When	Where	Score
1.				



INTERESTING FACTS FROM JAPAN SCHOOL SYSTEM

Did you know that, according to the newest study, children from Japan lead the world in numeracy and literacy skills? So, what makes the approach of Japanese school system so unique and different from the rest of the world, and more importantly, what can we learn from it?

How fast can you multiply 21 times 13? One minute, probably. And, what about 123 times 321? More than one, for sure. Well, Japanese children do it in no time, with a help of several lines. Any kid can do that, even a five year old. They don't learn numbers by heart. Instead, they draw and play.

You wonder how it can be. This is because teaching in this country is about the quality of lessons, not quantity. Here's an example of a regular math class in Japan:

The class starts with the customary aisatsu (greetings) to the teacher and is followed by his question if students know how to solve a problem he had previously put up on the board. That day his class is supposed to learn how to solve equations with multiple fractions and he instructs his fifth-graders how to approach these math problems. The first student to finish shots a hand up. The teacher walks over, glances at the problem and circles it to signal it was correct. The student then gets up and away from his seat. Another hand shots up. But, this time the first student takes the role of the teacher, or the corrector.

Math is also a type of a language, so why wouldn't we approach it as if we were learning English, Japanese or social studies? The Japanese say that if you teach what you learn, you will remember about 90 percent. If teachers stand at the board and just lecture, through mere listening, the students will retain far less – say, 40 % – so it's far more effective to have them discussing problems and teaching each other. Also, it's important to have very little downtime or rest time and to constantly keep them motivated.

Let's go into Language.

Children all around the world usually learn between 26-33 letters (not taking into account certain Asian languages which have a rather pictographic approach). Do you know how many characters Japanese children need to know in order to read and write? More than 26, that's for sure.

Japanese parents know how difficult it can be to help their children learn all the characters and use them in spoken and written communication. However, because of high quality approach to teaching, by the time they leave primary school, Japanese children will have already known 1,006 kanjicharacters.

At the age of 15, when they end their compulsory education, they will know additional 1,130. In addition to kanji, Japanese have two sets of phonetic scripts, hiragana and katakana. Each set has 46 characters which behave as syllables (usually including a consonant and a vowel, like "ka").

Combined with specific dots used for marking changes of the original sounds, these characters are enough to express all the sounds of modern Japanese. Hiragana is used together with kanji to write ordinary Japanese words. Katakana is used to write words introduced from other languages, names of foreign people and places, sounds, and animal cries. Sounds complicated? Not for a Japanese person.

What makes Japanese school system so unique?

Japanese state education system is a national pride in this country, with a traditional approach that has helped Japanese pupils easily outperform their counterparts all around the world. PISA tests further prove this. Japanese school system consists of:

- 6 years of elementary school
- 3 years of junior high school
- 3 years of senior high school
- 4 years of University

*The gimukyoiku (compulsory education) period is 9 years: 6 in shougakkou (elementary school) and 3 in chuugakkou (junior high school). Due to the fact that their educational system is so good, Japan has one of the world's best-educated population (100% enrollment in compulsory grades & zero illiteracy).

Even though high school (koukou) is not compulsory, high school enrollment is still pretty high: over 96% nationwide and nearly 100% in the cities.

How do Japanese Schools operate?

Most schools operate on a three-term system with new school years starting every April. Except for the lower grades of elementary school, an average school day on weekdays lasts for 6 hours, making it one of the longest school days in the world. Even after the school ends, children still have drills and other homework to keep them busy. Vacations are 6 weeks long during summer break and about 2 weeks long during both in winter and spring breaks. There is often homework during these vacations.

Every class has its own classroom where students take all the courses, except for practical trainings and laboratory work. During elementary education, in most cases, one teacher teaches all of the subjects in each class. The number of students in one class is usually under 40. However, in the past, because of the rapid population growth, this number was lot higher, exceeding 50 students per class.

What do children learn in Japanese Schools?

The subjects they study include Japanese, mathematics, science, social studies, music, crafts, physical education, and home economics (cooking, sewing skills). An increasing number of elementary schools have started teaching English as well. Information technology has been used to further enhance education, and most schools have internet access.

Students learn traditional Japanese arts like shodo (calligraphy) and haiku. Shodo involves dipping a brush in ink and using it to write kanji (characters that are used in several East Asian countries and have their own meanings) and kana (phonetic characters derived from kanji) in an artistic style.

Haiku, on the other hand, is a form of poetry developed in Japan about 400 years ago that has 17 syllables verse form, consisting of three metrical units of five, seven, and five syllables. It uses simple expressions to convey deep emotions to readers.

Nearly all junior high schools require their students to wear a school uniform (seifuku).

In public elementary and junior high schools school lunch (kyuushoku) is provided on a standardized menu, and is eaten in the classroom. That way, pupils and teachers get to forge better relationships while eating together. Students don't skip classes in Japan, nor do they arrive late for school.

Students in Japan have a strong sense of belonging in school, they don't feel like outsiders, nor do they feel left out. Students in Japan actually feel happy in school (85 % of them).

Around 91 % of Japanese students reported that they never, or only in some classes, ignored what the teacher lectured. Their teachers never, or only in some lessons, have to wait a long time before the students settle down. Students spend on average 235 minutes per week in regular math classes (in other countries is 218), but they spend less time in language and science classes – 205 and 165 per week respectively (in other countries is 215 and 200). A high percentage of Japanese students attend after-school workshops where they can learn more things than in their regular school classes, and some do these workshops at home or at another venue.

Pre-primary education is of the utmost importance for Japan. Research shows that students who attended preschool education tend to perform better at the age of 15 than those who did not.

Therefore, it's not surprising that 99 % of Japanese children attend kind of pre-primary education.

Japanese students never repeat their grades in primary, lower secondary or secondary school.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Make up some dialogues from the information above.

Exercise 3. Write a small essay on the topic.

Exercise 4. Analyze the information and use it in practice.

DIALOGUE

LIFE IN A JAPANESE SCHOOL

(Presenter and Graham Grant)

▪ Hello and welcome to this week's Worldly Wise, the programme that looks at the world we live in. Today we have with us Graham Grant. Graham is now back working in England, teaching Japanese, after two years teaching English in Japan. We want to find out from him about life in a Japanese school. Graham – we all know that education is important in every country, but they say that in Japan it is even more important. Is this true?

▪ Well, yes. I think it is true for lots of reasons, but there is one main reason.

▪ What is that?

▪ I think it's the Japanese attitude to jobs.

▪ Surely a good job is important to most people?

▪ Yes, of course, but in this country, er... Britain, for example, I think many people expected to, and ... er ... perhaps want to try more than one job in their lives. You can try lots of things until you find the right job. In Japan it's different. Most jobs are for life. People usually stay with the same company from the time they leave school or university until they retire. So the children must do well at school to get a good job when they leave, because after that it's too late.

▪ Doesn't this mean that they have to work hard?

▪ Yes, it does. The hard work starts at twelve when they leave primary school and move to junior high school.

▪ What happens there?

▪ Well, the atmosphere is different from primary school. It's less relaxed and more competitive.

There are about forty pupils in each class, and discipline is quite strict. The pupils sit in rows, and before each lesson they stand up and bow to the teacher, just as all Japanese people bow to each other when they meet. Politeness and respect are very important in Japan. The teacher talks and the children listen and take notes. They don't ask questions. It's considered rude to question a teacher.

▪ It sounds different to many English schools.

▪ Yes, it is. And another difference is that they go to school on Saturday too, so they have six days of school a week. They also go to special extra schools in the evening, so they're busy most of the time. And they have three or four hours' homework every night.

▪ Phew! They must love the holidays!

▪ Yes, they do, but they don't have much holiday. They go back to school because that's when they have club activities – sports clubs, art clubs, English clubs.

▪ This is all really interesting, Graham, but it's time for a final and important question. Do they like school?

▪ Well, that's a question I often asked them and they all said the same. "Yes, we like school because we have no time to be bored, and we love all the club activities".



JUNIOR HIGH SCHOOL

The lower secondary school covers grades seven, eight, and nine, and children between the ages of roughly 12 and 15, with increased focus on academic studies.

Although it is still possible to leave the formal education system after completing junior high school and find employment, fewer than 4% did so by the late 1980s.

Unlike Singapore, the education system is less stressful.

Like elementary schools, most junior high schools in the 1980s were public, but 5% were private. Private schools were costly, about four times more than that the ministry estimated as the cost for students enrolled in public junior high school. Teachers often majored in the subjects they taught, and more than 80% graduated from a four-year college. Classes are large, with 38 students per class on average, and each class is assigned a homeroom teacher who doubles as a counsellor.

Unlike elementary students, junior high school students have different teachers for different subjects. The teacher, however, rather than the students, moves to a new room for each fifty or forty-five minute period. Instruction in junior high schools tends to rely on the lecture method. Teachers also use other media, such as television and radio, and there is some laboratory work. By 1989 about 45% of all public junior high schools had computers, including schools that used them only for administrative purposes.

All course contents are specified in the Course of Study for Lower-Secondary Schools. Some subjects, such as Japanese language and mathematics, are coordinated with the elementary curriculum. Others, such as foreign-language study, begin at this level though from April 2011 English became a compulsory part of the elementary school curriculum. The junior school curriculum covers Japanese language, social studies, mathematics, science, music, fine arts, health, and physical education.

All students are also exposed to industrial arts and homemaking.

Moral education and special activities continue to receive attention. Most students also participate in one of a range of school clubs that occupy them until around 6 p.m. most weekdays (including weekends and often before school as well), as part of an effort to address juvenile delinquency.

A growing number of junior high school students also attend *juku*, private extra curricular study schools, in the evenings and on weekends. A focus by students upon these other studies and the increasingly structured demands upon students' time have been criticized by teachers and in the media for contributing to a decline in classroom standards and student performance in recent years.

The ministry recognizes a need to improve the teaching of all foreign languages, especially English.

To improve instruction in spoken English, the government invites many young native speakers of English to Japan to serve as assistants to school boards and prefectures under its Japan Exchange and Teaching Program. Beginning with 848 participants in 1987, the program grew to a high of 6,273 participants in 2012. The program was in a decline in recent years due to several factors, including shrinking local school budgets funding the program, as well as an increasing number of school boards hiring their foreign native speakers directly or through lower-paying, private agencies. Today, the program is again growing due to English becoming a compulsory part of the elementary school curriculum in 2011.

Nearly all junior high schools require their students to wear a school uniform (seifuku). In public elementary and junior high schools school lunch (kyuushoku) is provided on a standardized menu, and is eaten in the classroom.

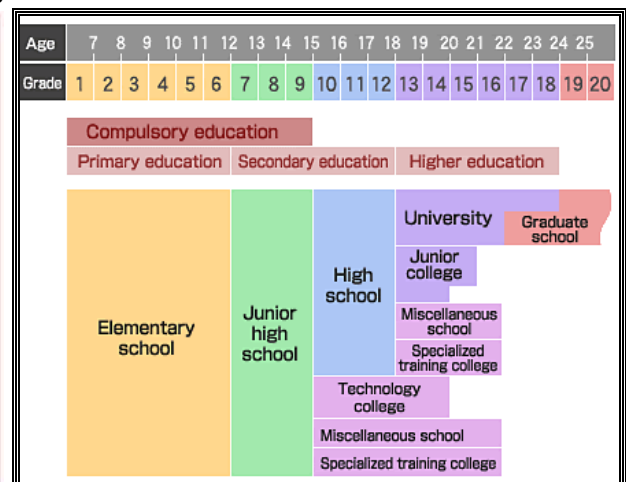
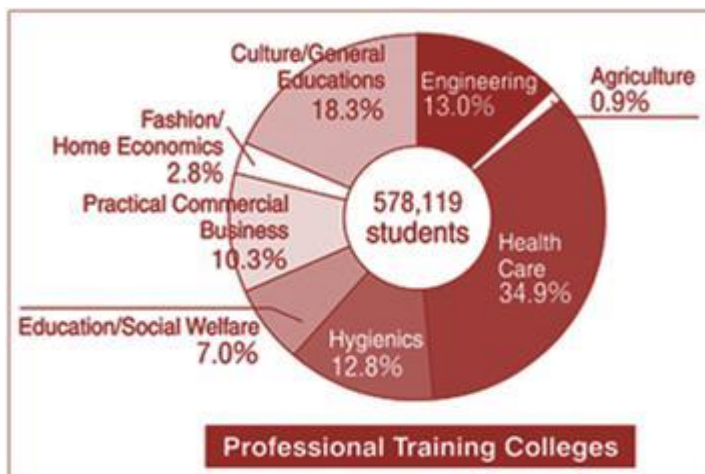
Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Answer the questions.

1. What grades does the lower secondary school cover?
2. What do children between the ages of roughly 12 and 15 focus on?
3. Is it possible to leave the formal education system after completing junior high school and find employment?
4. Is the education system stressful?
5. Were most junior high schools in the 1980s public?
6. How many junior high schools were private?
7. Who majored in the subjects they taught?
8. How many students graduated from a four-year college?
9. How many students are there in class?
10. Each class is assigned a homeroom teacher who doubles as counsellor, isn't it?
11. Have junior high school students different teachers for different subjects?
12. Who moves to a new room for each fifty or forty-five minute period?
13. What is instruction in junior high schools tend to rely on?
14. What do teachers use as other media?
15. Is there any laboratory work?

Exercise 3. Complete the sentences with the facts from the passage.

1. _____ all public junior high schools had computers.
2. All course contents are specified in _____.
3. Some subjects are coordinated with the elementary _____.
4. Others subjects became a compulsory part of the elementary school _____.
5. The junior school curriculum covers _____.
6. All students are exposed to industrial arts _____.
7. Moral education and special activities continue to receive _____.
8. Most students participate in school clubs most weekdays to address juvenile _____.
9. The ministry recognizes a need to improve the teaching of all foreign _____.
10. To improve instruction in spoken English, the government invites many young native speakers of English to Japan _____.
11. Beginning with 848 participants in _____, the program grew to a high of 6,273 participants in _____.
12. The program was in a decline in recent years due to several _____.
13. The program is again growing due to English becoming a compulsory part of the elementary school curriculum in _____.



HIGH SCHOOL

Even though upper-secondary school is not compulsory in Japan, 94% of all junior high school graduates entered high schools as of 2005. Private upper-secondary schools account for about 55% of all upper-secondary schools, and neither public nor private schools are free.

The Ministry of Education estimated that annual family expenses for the education of a child in a public upper-secondary school were about \$2,142 in the 2011s and that private upper-secondary schools were about twice as expensive. The most common type of upper-secondary school has a full-time, general program that offered academic courses for students preparing for higher education as well as technical and vocational courses for students expecting to find employment after graduation.

More than 70% of upper-secondary school students were enrolled in the general academic program in the late 2000s. A small number of schools offer part-time programs, evening courses, or correspondence education. The first-year programs for students in both academic and commercial courses are similar. They include basic academic courses, such as Japanese language, English, mathematics, and science. In upper-secondary school, differences in ability are first publicly acknowledged, and course content and course selection are far more individualized in the second year.

However, there is a core of academic material throughout all programs.

Vocational-technical programs include several hundred specialized courses, such as information processing, navigation, fish farming, business English, and ceramics. Business and industrial courses are the most popular, accounting for 72% of all students in full-time vocational programs in 2012.

Most upper-secondary teachers are university graduates. Upper-secondary schools are organized into departments, and teachers specialize in their major fields although they teach a variety of courses within their disciplines. Teaching depends largely on the lecture system, with the main goal of covering the very demanding curriculum in the time allotted.

Exercise 1. Render the main idea of the information.

Exercise 2. Make up some dialogues from the information above.



DIALOGUE "STUDYING AT SCHOOL"

- Victor, which subjects do you spend more time on?
- We may choose, for example, to do more of "arts" subjects like languages, history or "sciences" like physics, biology or chemistry. I spend a lot of time on English, history, literature and very little time on sciences.
 - And what foreign languages are taught at your school?
 - We may master either English or French. I preferred to learn English but at the moment I don't mind to learn French. I like it very much.
 - And what kinds of sports are pupils going in for?
 - Our school has football, volleyball, basketball, hockey, athletics, tennis, and table tennis sections.
 - Does a particular school here get a reputation for being good at a particular sport, say gymnastics, chess, ice-skating?
 - Some do, some don't. But we have a wide network of specialized sporting schools, which major in that or other particular sport.
 - Vic, what about playing a game of chess?
 - OK. Will you play black or white?

Exercise 1. Learn the dialogue by heart and carry it on with your classmate. Render the contents of the dialogue in Indirect Speech in English.

Exercise 2. Translate the following groups of words of the same root.

To vary – variety – variation – various – variable – invariable; to appear – appearance – disappear – disappearance; to require – requirement; to add – addition – additional; to divide – division – divisible – indivisible; to create – creation – creator – creative – creatively; able – unable – ability; to know – knowledge; science – scientist – scientific; to lecture – lecture – lecturer; to develop – development.

Exercise 3. Find in the text synonyms for the following words and expressions and translate them into your native language.

Quantity, to meet the requirements, certainly, complex, work, to take into consideration, field, demand, to put into practice, much, help, huge, to obtain, besides, middle school, general, to go to school, to divide, sphere including.

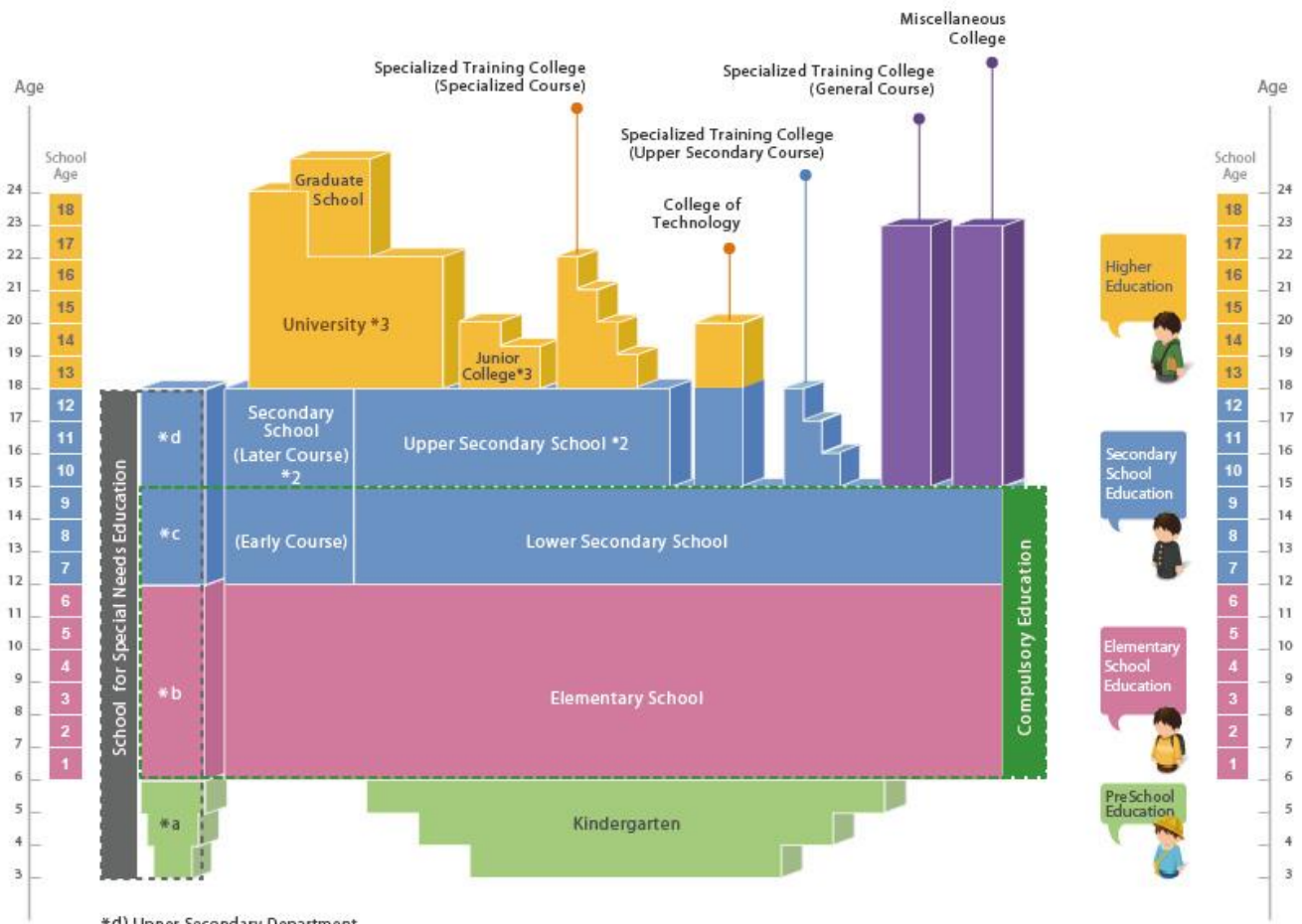
Exercise 4. Find in the text antonyms for the following words and translate them.

Unlike, wrong, direct, dear, disappearance, old, passive, upper-secondary school, compulsory, to enter, high school, private school, common, full-time, higher education, academic courses, employment, general, a small number, part-time, evening courses, to include, different, popular, organized, specialized, major, a variety, within, the main goal.

Exercise 5. Explain the thoughts and sayings.

1. There is no sin except stupidity. 2. There are no gains without pains. 3. I am always sorry when any language is lost, because languages are pedigree of nations. 4. Genius does what it must, and talent does what it can. 5. Education is the most powerful weapon which you can use to change the world. 6. Education is the passport to the future, for tomorrow belongs to those who prepare for it today. 7. An investment in knowledge pays the best interest. 8. Develop a passion for learning. 9. Education is what remains after one has forgotten what one has learned in school. 10. Education is not preparation for life; education is life itself. 11. The roots of education are bitter, but the fruit is sweet.

Japanese School systems



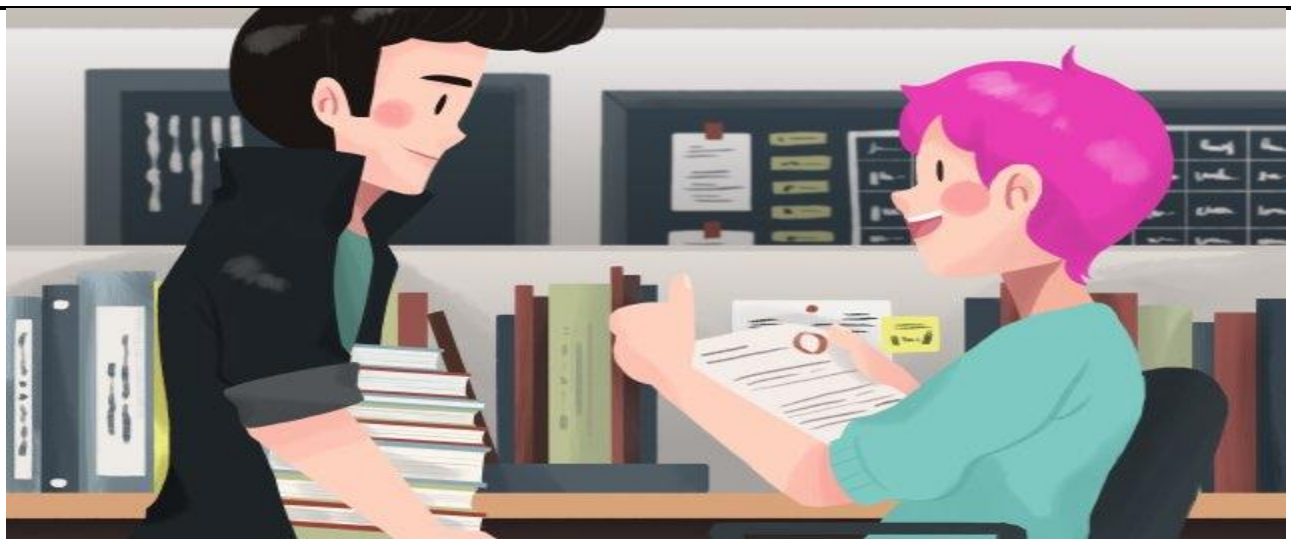
- *d) Upper Secondary Department
- *c) Lower Secondary Department
- *b) Elementary Department
- *a) Kindergarten Department

Notes

(*1) This chart shows the average years required for graduation from Japanese schools.

(*2) Includes schools that offer part-time or correspondence courses.

(*3) Includes schools that offer correspondence education.



UNIT II. A TEACHER'S ROLE IN A MODERN SCHOOL

ABBOT'S ROAD

In the staff room of Abbot's Road Secondary Modern School, Grace Peel ate her sandwiches while she corrected the essays of Form 1b¹. They were her despair, and then suddenly her joy. She could be utterly defeated, exhausted by the impossible struggle to force knowledge into minds that were stockaded against learning. Then all at once the class was quiet, listening to what she read, and some shabby twelve-year old who had not said a sensible word all week jumped up and asked a beautifully imaginative question. "You are too pretty to be so industrious", Mr. Ferris, the senior assistant said.

"You won't catch me correcting essays in the lunch hour. I flick through 'em in class while the flower of Commonwealth youth is copying down the dates of kings. Where should we be without the dates of kings? You're even reading those abominations, aren't you?" "But I really enjoy reading them. It's so exciting when they improve, even just a little bit, or when they suddenly put in something, with the grammar and spelling all wrong, but some really original twist of imagination. Listen to this". "She turned back to the mutilated exercise book on the table in front of her, Terry." He lives in one of those awful streets behind the Baths and he thinks Hampstead Heath is the country, but he's written here: "I am looking forward to the spring because the leaves curl out of the buds like a hand opening".

Grace took another sandwich, gave Terry an A mark², and took the next open book from the pile.

There were only two lines on the page, cramped up at the top underneath a heading. "Why I like spring. It is a season after winter. Not so cold". The next composition was longer. It covered three pages. It may have contained some startling thoughts, but it was completely illegible.

The class, which had been Grace's for the year since she had finished her probation at Abbot's Road and moved on to the staff as a qualified teacher³, was in some respects the most difficult group in the school. They were first-year children who had moved on from the primary school two streets away, not in the excitement of progress, but in the dullness of disappointment.

These were boys and girls who had failed their eleven-plus examination and could not go to Grammar School. They had given up, and it was Grace's gargantuan task to get them going again.

Before they took the examination, the more literate among them had known ambition. Since they failed they had lost interest and in most cases their parents had lost whatever interest they had in their children's schooling. Some of the boys were "latchkey kids", whose mothers had jobs, which kept them away longer than the school hours, so that the boys either went round to "my Nan's", or home to an empty flat, or out casting for trouble on the streets. Acting was their favourite lesson, and Grace quite often let them perform impromptu sketches of bloodshed and torture as a means of keeping them eager.

For some of them, it was the only piece of the school day, apart from dinner and recreation, in which they could take part. After five years at elementary school, they were almost completely illiterate.

"You can help them", the headmaster had told her. "You can help the thick ones by making them feel secure at school and – what's the word I want? – Necessary, I suppose. Wanted in a way that most of them aren't wanted at home. And you can help the others by making them feel that this is the beginning of their school life, not the end. They get sent here because they can't make the grade at Grammar School. Or because they fight or steal or run away.

I won't say they never fight or steal or play truant again, but they do it for different reasons; not because they were ashamed of themselves or afraid of the school".

Mr. Rawlings, the headmaster, was in charge of the minds and bodies of adolescent children of all colours, all races, and all varieties of morals from the red brick jungles of the council flats. Poor and shabby as it was, he was very proud of his school. A widower for many years, and childless, Abbot's Road was his whole life. To him each child was a challenge, to be met as far as possible on his own level. Teachers who had not stayed at Abbot's Road had labelled Mr. Rawlings "Progressive". They meant this as an insult, but it was a word he liked in its simplest sense. The children had to progress.

They must get somewhere, and it did not matter if their goal was not an educationally conventional one. He wanted them to get somewhere as human beings.

Because of Mr. Rawlings and the way the school was run, Grace was very happy at Abbot's Road. She did not have to be rigid in her lessons. If she could capture the attention of the class and teach them something, the Head did not mind if she veered miles away from the curriculum. She could spend all day reading them *Treasure Island* if she liked, or taking them down the river on a boat to Hampton Court. It was a shabby, old-fashioned school with small rooms and narrow windows.

The classrooms and their furniture were inadequate. The large central hall had to serve for everything from Assembly through gymnastics and school dinners to recreation on a wet day. And oddly, in spite of what it had now become, and what the neighbourhood had become, the school retained a sort of family spirit and as much of its tradition as was possible.

Notes

1. Form – most English school forms start only in the secondary school, at the age of eleven.

Thus if we say that a pupil is in the first form an English person will suppose the child to be eleven or twelve.

2. "A" mark – in traditional British English a grade is a mark, which indicates a certain degree of quality or achievement. Grades can be expressed in either letters or figures, although letters are the most usual. "A" or "1" is the highest grade, "D/E" or "4/5" the lowest.

3. A qualified teacher - a teacher who has a teacher's Certificate. A teacher gets a teacher's Certificate after a year of probation at school.

Exercise 1. Make notes of your new knowledge about school.

Exercise 2. Digest the information briefly in English.

VOCABULARY COMMENTARY

1. But I really **enjoy them**.

enjoy – 1) to get pleasure from – отримувати задоволення від чого-небудь.

Did you enjoy the film? – Вам сподобалася картина? My friend enjoys music (poetry). – Мій друг любить музику (поезію). I thought she'd enjoy a cup of tea. – Мені здалося, що вона не проти випити чашку чаю. I have enjoyed seeing you and talking about old times. – Мені було дуже приємно зустрітися з вами і поговорити про минуле.

2) to have a good time – добре провести час, веселитися.

Did you enjoy the holidays? – Ви добре провели канікули? He enjoyed himself in the Crimea. – Він добре провів час у Криму.

2. These were the boys and girls who had **failed** their eleven-plus examinations and could not go on to grammar school.

fail – 1) to be unsuccessful – зазнавати невдачі. He failed in life (business). – Він був невдахою в житті (справі). All our plans failed. – Всі ваші плани зазнали невдачі. He failed to pass the examination. – Він "провалив" іспит. He failed (in) mathematics. – Він "провалився" з математики.

2) to neglect, not remember, not to manage – не зробити щось, забути зробити що-небудь.
He never fails to write to his mother twice a week. – Він не забуває писати матері двічі на тиждень. We failed to arrive in time. – Нам не вдалося приїхати вчасно.

failure – 1) lack of success – невдача 2) an unsuccessful effort – невдала спроба, зусилля.
Failure in an examination should not discourage you from trying again. – Невдача на іспиті не повинна вас засмучувати, потрібно спробувати ще раз. All his efforts ended in failure. – Всі його зусилля були марними. The attack was a failure. – Наступ завершився поразкою. The play was a failure. – П'єса зазнала краху. Success came after many failures. – Успіх настав після багатьох невдач.

3) a person who fails – невдаха, безталанний.
He was a failure as a teacher. – Він був поганим учителем. He was a failure in art. – Він був невдахою в мистецтві.

3. Since they failed they **lost interest** and in most cases their parents had lost whatever interest they had in their children's schooling.

interest – 1) curiosity or concern – інтерес, зацікавленість.
to show (lose, arouse) interest in smth. – проявити (втратити, зумовити) інтерес.
These events aroused great interest. – Події зацікавили.
to take (an) interest in smth. – зацікавитися чимось
Unfortunately, he takes no interest in sports. – На жаль, він не цікавиться спортом.

2) an object of concern – захоплення, інтерес.
His two great interests in life are music and painting. – Два найбільших захоплення в його житті – музика й живопис.

interest – to cause (a person) to take interest in; excite or rouse the attention or curiosity of – зацікавити, зумовити інтерес, цікавість.

The story interested everybody who heard it. – Історія зацікавила кожного, хто її чув. He is interested in (learning) foreign languages. – Він цікавиться вивченням іноземних мов.

4. Wanted **in a way** that most of them aren't wanted at home.

way - 1) method or plan; course of action – метод, спосіб, спосіб дії.
the right (wrong, best, etc. way to do/ of doing a thing – (не)правильний, кращий спосіб зробити що-небудь.

What is the best way to memorize words of a foreign language? – Як (у який спосіб) найкраще запам'ятати слова з іноземної мови? There's no way to prove (of proving) he is to blame. – Неможливо довести, що він винен.

"Way" meaning "method" is often used without a preposition.

I think you're writing your composition (in) the wrong way. – На мою думку, ти неправильно пишеш твір. Do it any way you like. – Роби, як ти хочеш.

In relative sentences after "way" we often use "that" instead of "in which".

The way (that) you are doing it is completely wrong. – Так, як ти це робиш – абсолютно неправильно. I liked the way (that) she organized the meeting. – Мені сподобалося, як вона організувала збори.

2) space for forward movement, for passing ahead – шлях, дорога

Don't stand in the way! – Не заважай! (Не стій на дорозі!) They say we would just be in the way if we tried to help. – Вони кажуть, що наша допомога тільки заважатиме.

Note: Do not confuse "in the way" and "on the way". "In the way" is used to talk about obstacles – things or people that stop you getting where you want to go. "On the way" means "during the journey".

Compare: Please, don't stand in the kitchen door – you're in the way/ in my way. – Будь ласка, не стій у дверях кухні, ти мені заважаєш. Let's not stop too often on the way. – Не зупиняймося дорогою часто.

5. Before they took the **examination**, the more literate among them had known ambition.

examination – a careful test of a person's knowledge – іспит.

Have you passed your English exam? – Ти склав іспит з англійської мови? English students take their exams at the end of each term. – Англійські студенти складають іспити наприкінці кожного семестру. In this country applicants take their entrance exams in July. – У нашій країні абітурієнти складають іспити в липні. Those students who fail in an examination have a chance to take it again. – Студенти, які не склали іспит, можуть скласти його ще раз.

examine – ask questions (spoken or written) in order to find out how much a person knows – приймати іспит.

I was examined in Latin. – У мене прийняли іспит із латинської мови. Who examined you in English? – Хто приймав у тебе іспит із англійської мови?

examiner – a person who examines - той, хто приймає іспити.

Usually two examiners give an entrance examination. – Зазвичай вступні іспити приймають два екзаменатори.

6. They were the first-year children who had moved on from the primary school two streets away, not in the excitement of **progress**, but in the dullness of disappointment.

progress – development, improvement, advance – успіх, розвиток, покращення.

The progress of science means much to the development of national economy. – Розвиток науки має велике значення для розвитку економіки. Work is now in progress. – Робота перебуває на етапі виконання. He worked very hard and made great progress. – Він багато працював і досягнув значних успіхів.

7. The boys either went round to "my Nan's", or home to an empty flat or out casting for **trouble** in the street.

trouble – 1) distress, worry, vexation – горе, біда, прикрість, неприємність.

Her heart was full of trouble. – Її серце було сповнене горем. She is always making trouble. – Вона завжди спричиняє неприємності. He got into trouble. – Він потрапив у біду. His carelessness got him into trouble. – Його необережність призвела до біди. The trouble is that he does not help me. – Проблема в тому, що він мені не допомагає.

2) difficulty, effort, inconvenience – труднощі, зусилля, незручність, турбота, піклування.

It will be no trouble. – Не буде жодних труднощів. Did it give you much trouble? – Це спричинило чимало труднощів?

trouble – worry – непокоїтися, турбуватися, тривожитися, хвилюватися

He was deeply troubled by what he heard. – Він був дуже занепокоєний тим, що чув. His leg is troubling him. – Його турбує нога. His conscience troubled him. – Його мучила совість.

8. If she could capture the attention of the class and **teach** them something, the Head did not mind if she veered miles away from the curriculum.

teach – give a person knowledge of or skill in smth. – навчати, викладати.

He taught his boys to swim. – Він навчав хлопчаків плавати. I taught him physics. – Я навчав його фізиці. Who taught you German? – Хто навчав вас німецькій мові?

fig. – I'll teach him lesson! – Я його провчу!

9. She could be utterly defeated, exhausted by the impossible struggle to force knowledge into minds that were stockaded against **learning**.

learn – 1) gain knowledge, become familiar with by studying, by being taught – здобувати знання.

He is learning to be an engineer. – Він навчається на інженера. He learnt French from his mother. – Він навчився французької мови у мами. What do they learn at school? – Що вони вивчають у школі? He is learning to drive. – Він учиться керувати автомобілем.

2) memorize – учити напам'ять.

Children learn poems easily. – Діти з легкістю вчать вірші напам'ять.

Syn. study – 1) make efforts to learn, to be a student – навчатися, бути студентом

He studies Latin. – Він вивчає латинь. He is studying for a medical profession. – Він вчиться на лікаря, (to be a doctor). I study with professor N. – Я навчаюся у професора Н. He studies hard. – Він багато займається.

3) to examine carefully – ретельно вивчати, досліджувати.

I studied his proposal carefully. – Я ретельно вивчив його пропозицію. He is studying the effects of radiation – Він вивчає вплив радіації на on plants.

The difference between the verbs "study" and "learn" is as follows. "To learn" means to get knowledge of (some subject) or skill in (some activity) " either by reading, having lessons or by experience.

I learn French (biology, typing) at school. – Я в школі вивчаю французьку мову (біологію); навчаюся друкувати. She is learning to play the piano. – Вона вчиться грати на піаніно. Some children learn to read before they start school. – Деякі діти вчать читати до того, як піти до школи.

"Study" means to give time and attention to gaining knowledge, especially from books. Unlike "learn", it applies only to knowledge, not skill or ability to do something.

He is studying to be a doctor. – Він навчається на лікаря. In the second form many pupils study two foreign languages. – У другому класі середньої школи діти вивчають дві іноземні мови. He studied history at Oxford. – Він вивчав історію в Оксфорді.

"Study" is restricted mainly to formal style at least with preference to elementary or practical knowledge (as one acquires at school), in non-formal style "learn" is preferred.

He learns English at school. – Він вивчає англійську мову в школі.

"Study" in such cases, besides being too formal for the situation, would imply an advanced theoretical course (a degree course at college).

He is studying English at University. – Він вивчає англійську мову в університеті. With the names of authors and their works, periods of history, subjects of investigation "study" but never "learn" is used.

Note that with the names of subjects, for example, history (English, physics) either "learn" or "study" are possible.

10. They **meant** this as an insult, but it was a word he liked in its simplest sense.

mean – 1) to signify – означає, має значення.

Bart's love meant a lot to Jane. – Кохання Варта багато означало для неї. This name means nothing to me. – Це ім'я мені незнайоме.

2) to intend, to contemplate – наміритися, мати намір, думати

I mean to leave tomorrow. – Я маю на меті їхати завтра. He means to work all the summer. – Він хоче працювати все літо.

3) to imply – розуміти, мати на думці, припускати, мати на увазі

What do you mean by coming so late? – У чому річ? Чому ви приїхали так пізно? I'm very angry with you. I mean it. – Я дуже сердитий на вас. Я не жартую. (Я кажу серйозно.) Do you mean Miss Elsie Smith or Miss Dora Smith? – Ви маєте на увазі міс Дору чи міс Елсі Сміт?

to mean well (ill) (to/by) smb. – to have kindly (ill) intentions towards smb. – мати добрі (погані) наміри стосовно кого-небудь, бажати зла (добра) кому-небудь.

to mean smb. harm – бажати зла кому-небудь.

Even though our father was often bad-tempered we knew he always meant us well (never meant any harm) and we trusted him completely. – Хоча батько часто й був не в гуморі, ми знали, що він бажає нам добра і повністю довіряли йому.

meaning – 1) what one intends to convey by a word, a passage, a facial expression, an action, situation, a work of art or other things that require interpretation – значення, сенс.

The verb "divide" has several meanings. – Дієслово "ділити" має декілька значень. What's the meaning of this? – Що все це означає? He looked at me with meaning. – Він подивився на мене багатозначно. If you get (understand) my meaning, you'll follow my advice. – Якщо ви розумієте, що я хочу сказати Ви прислухаетесь до моєї поради. Look up the meaning of the word in the dictionary. – Подивіться значення слова у словнику.

2) importance or value – важливість, цінність.

He says his life has lost its meaning since his wife died. – Він каже, що його життя втратило сенс відтоді, як померла його дружина.

11. "You are too pretty to be so industrious", Mr. Perris, the senior assistant **said**. "You can help them", the headmaster **told** her.

There are two pairs of synonyms: say-tell, speak-talk. "Say" and "tell" mean "pronounce words, inform" – сказати, вимовити, інформувати. The difference between "say" and "tell" is grammatical. "Say" is followed by a direct, and "tell" by an indirect object:

He said I could do it. – Він сказав, що я можу це зробити. He told me that I could do it. – Він сказав мені, що я можу це зробити.

After the verb "say" the direct object may be expressed by:

1) *an object clause*

He said that it was too late. – Він сказав, що вже дуже пізно.

2) *a direct quotation*

He said: "It is already late to go there". – Він сказав: "Вже дуже пізно йти туди".

3) *a word or a phrase* He said nothing. – Він нічого не сказав.

"speak", "talk" - communicate ideas by words – говорити

Let us speak (talk) about something. – Поговорімо ще про щось.

"Speak" is used about more official occasions.

He spoke so well that the audience listened to him breathlessly. – Він говорив так добре, що аудиторія слухала його, затамувавши подих.

"Talk" is less formal and in most cases suggests conversation between two or more persons. The guests talked in a very lively manner. – Гості жваво розмовляли.

Exercise 1. Analyze the vocabulary commentary, learn it and make up sentences with it

Exercise 2. Analyze the information, which is in the highlight, and use it in practice.



Ecoschools

Exercise 3. Read the dialogue between Peter's parents and his class mistress.

Parents. For some time now our son has been asking to be transferred to another group. He says he's bored in class. Time and again he repeats he's much cleverer than anyone in his group and this makes it impossible for him to make friends with anyone. He even says he wants to leave school. We've come for advice since we fail to convince him he's wrong.

Classmistress. It's an unpleasant surprise to hear this. Our group has always been a very united one. The children are proud to be members of this class. I've noticed that Peter hasn't been too sociable. For instance, he refused to go hiking with us. But I didn't think it important to worry about. It's true that your son is a capable pupil. But in this school we don't think it good to group children according to ability. If I ask the headmaster to transfer Peter to another class I'm sure the headmaster will object. Have you tried to explain to Peter where he's wrong?

Parents. We've tried to influence him but had to give it up. He says he hates it when grown-ups begin to teach him morals.

Classmistress. I think you must start treating Peter like a grown-up. It might help. We'll also try to have a serious talk with him. We must help your son see he's mistaken. Keep in touch with us.

Parents. Thank you for advice. We'll be coming again soon. **Get ready to answer questions about it.**

A. Questions. 1. How old do you think Peter is? Why do you think so? 2. What would you do in place of Peter's parents? 3. What advice would you give Peter's parents if you were the teacher? 4. What will you do as a teacher in such situation? 5. Were you in similar situation?

B. Questions. 1. What does Peter insist on? 2. What does he complain of? 3. What does he keep saying? 4. How does Peter feel about school? 5. What is Peter's class mistress surprised at? 6. Why can not he find friends in class? 7. What are the children in Peter's class proud of? 8. Does he want to leave school? 9. How does the teacher try to prove that Peter isn't sociable? 10. Did she think it is worth worrying about at the time? 11. Is Peter a capable pupil? 12. What are the authorities of the school against? 13. What will the headmaster object to? 14. What idea have Peter's parents given up? 15. What's Peter's attitude to being taught morals? 16. What does the teacher advise the parents? 17. What does she think of doing herself? 18. What do the parents thank the teacher for?

Exercise 4. A. Supply the missing articles where necessary.

1) ___ Most people spent 2) ___ third of their lives at work and spend more time with their work colleagues than their families or friends. So, it is important that 3) ___ people should enjoy their work as much as possible: and enjoying 4) ___ work means choosing 5) ___ right career in 6) ___ first place. 7) ___ People in 8) ___ Britain can start 9) ___ work at age sixteen, though many people stay at 10) ___ school after this age. For all people, as they approach 11) ___ end of their school lives, 12) ___ big question is 13) ___ what are they going to do? How are they going to find 14) ___ job? What kind of 15) ___ further training will they need? How will they know if it is 16) ___ right kind of training for them? 17) ___ Most young people have several choices open to them when they leave 18) ___ school. Here are some of them. They can leave 19) ___ school at sixteen, take 20) ___ job but spend one day 21) ___ week at 22) ___ College of 23) ___ Further Educational learning more about 24) ___ theory and 25) ___ practical work. Many people who are learning 26) ___ practical skill - for example, 27) ___ car mechanics, 28) ___ caterers, 29) ___ hairdressers or 30) ___ typists - do this. At 31) ___ end of their training they get 32) ___ qualification, which gives them 33) ___ better chance of 34) ___ promotion and 35) ___ higher wages. At 36) ___ same time, they have gained 37) ___ practical experience in their job because they have been working while training.

B. Re-read the text and get ready to discuss the problems raised in it.

Exercise 5. Analyze the information, which is in the highlight, and use it in practice.

A TEACHER'S LOT IS CERTAINLY A DIFFERENT ONE

Say "teacher" and a clear image forms in people's minds. People usually think that teachers, if female, are intense, persistent creatures, and if male, are a little strange. They would refer to teachers they know and proceed to generalizations, most frequently concerning their quarrelsome emotional way of discussing things, their dictatorial or pedantic tendencies and, above all, their boring inability to talk about anything other than their jobs. Teachers themselves have a particularly self-conscious view of their role. Outside their working milieu, they tend to feel isolated and to grow away from friends who work a standard office day. The teachers' job imposes exceptional stresses and conflicts, and these have the power to isolate teachers from everybody else, to alter their outlook and even their characters. Monday morning is a good example of the differences between school and office. In many offices you can arrive a little late, whatever is not important can be put off, and with luck you can have an extended lunch-hour.

A teacher's Monday is more likely to begin on Sunday night, when the first uneasiness creeps up behind. There are preparations to be made for the morning, and even if they have been made it is difficult to shake off a sense of guilt about the quantity and quality of the preparations, or vague resentment over the erosion of free time. From the moment of arrival at school there is no place for lethargy; children are all around, full of questions and bounce. The same worry can spill over into evening and weekends. Young teachers who have had college lectures on "discipline in the classroom situation" or "the deprived child" are not properly warned of the emotional impact children make on them. They sit and brood about the children's needs and always feel that they could be doing more.

Of course that's true, but the best teachers are the ones who can switch off, by doing whatever work is necessary, and then refusing to let it encroach further on their life. If a teacher falls ill he can't afford to stay in bed till he gets well. Knowing the difficulties that absence creates in school, with the class being split up and loaded on to colleagues, teachers don't stay home when they should, and often totter back to school before they are fully recovered, propelled by anxiety.

It is this kind of intensity that makes teaching so extraordinary. Extremes of behaviour are more common in the classroom than people would believe. Many teachers discover in themselves depth of bad temper, even rage, they never knew they had. But the rewards of the job are so special that teachers learn to maintain high expectations, and apply them generally. The experiences they have at school have a great influence on their attitudes to jobs and people. Most of the generalisations about them are rooted somewhere in truth – teachers are different – but few people bother to find out why.

Exercise 1. Explain why teachers are different from people of other professions.

Exercise 2. Answer the questions giving as many answers as you can.

What do they make children do at school? What do they let children do at school?

Exercise 3. Answer questions for discussion.

1. Do you agree that choosing the right career is a problem? Prove your point. 2. Do Russian school-leavers face the same problems as their British contemporaries? How are the problems of choosing the right career solved in this country? 3. Who helped you choose your future profession? 4. What do you think should be done to make it easier for school leavers to choose a career?

Exercise 4. Make a list of subjects studied at a very large adult educational centre.

E.g. Russian literature; modern baby-care; oriental religion, etc.

The following list of adjectives may be of help: classical, modern, ancient, world, racial, religious, American, English, contemporary, European, Australian, etc. What subjects do you do at the college? What other subjects would you like to be taught or given lectures on?

Exercise 5. Read the text and answer the questions following it.

Should teachers whose command of English is rather poor teach English?

There should be a great deal less teaching of English in the world if the answer to this question were a clear "No", and one hesitates to give so unqualified an answer. It is not even obvious that the best teacher is one who has acquired an almost effortless command perhaps as a result of "inheriting" the language as a mother tongue. The matter is more complicated. It is hard for the thoughtlessly competent speaker to simplify, hard for him to see what the learner's difficulties are.

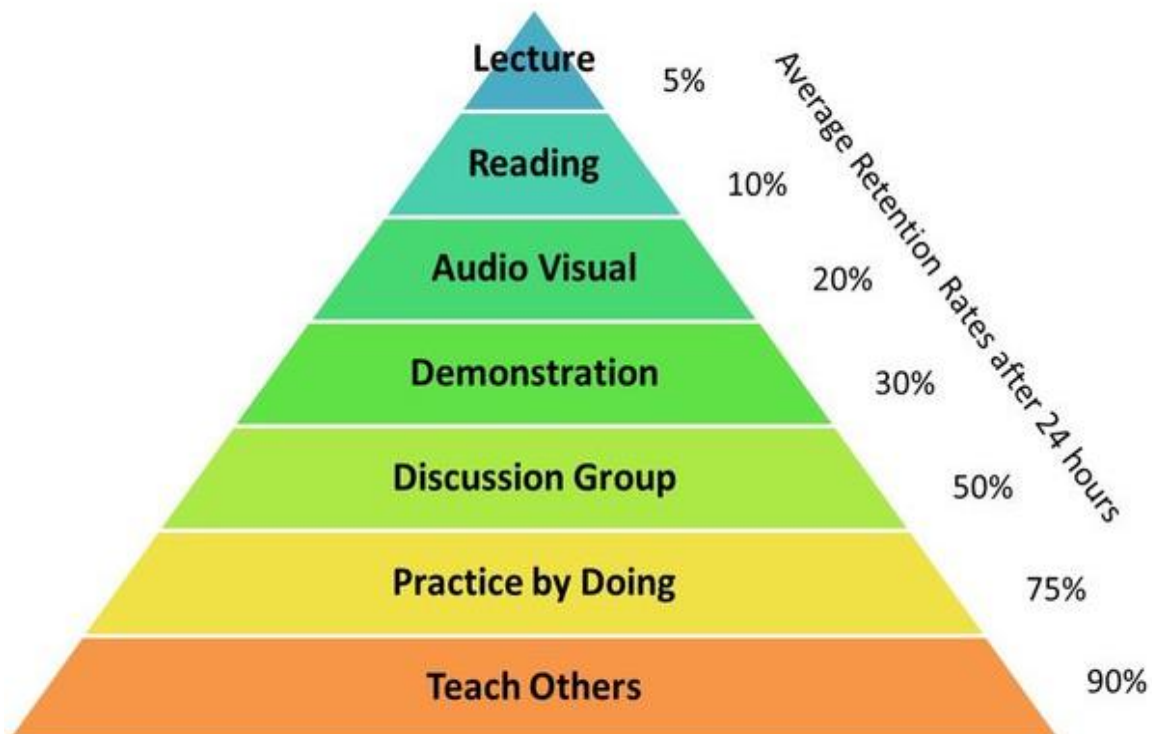
Furthermore, command of a language is not necessarily accompanied by skill in teaching it.

The unskilled teacher with a good command and perhaps an analytical awareness of the language too, is common. On the other hand, the skilful teacher who is still struggling with the language himself and who has some considerable distance to go, but who can interest his pupils and transfer to them a good measure of his own language using ability, is far from rare. One may also ask two straight questions: Is the relatively effective teacher interested in the craft of teaching unlikely to seek improvement of his command of the language? Is the relatively proficient user of language, having found himself ineffective as a teacher, as likely to seek improvement in his teaching skill?

1. What do you consider to be more important, a good teaching skill or a good command of English? 2. Can the facts given in the text help you to answer the question "Who is a good teacher?" 3. What impression did you get of your language teachers at school?

Answer the questions.

1. What subjects do you think should be studied at school? 2. Should there be different schools for bright children and less intelligent ones? 3. What kind of discipline is needed? 4. Should homework be compulsory? 5. What qualities make a good teacher?



The learning pyramid

Exercise 6. Arrange ten characteristics in order of preference and give your reasons.

Ten characteristics of a good teacher

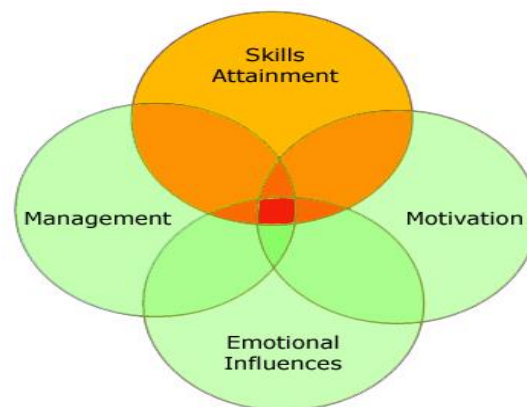
- I want a teacher who has a contagious enthusiasm for his teaching, i.e. one who loves his students and his work.
- I want a teacher who is creative and employs various techniques to engage the student's mind.
- I want a teacher who can add pace and humour to the class. With such a teacher we have good time learning, and we make a lot of progress because we are not afraid to make mistakes, we can take chances.
- A good teacher maintains an excellent pace in the class. She never loses an instant consulting a list or thinking about what to do next; she tries to capitalize on every second.
- I want a teacher who challenges me. Speaking in the target language to the learner prepares and challenges him to speak in that language. I want a teacher who can maintain a level of difficulty high enough to challenge me, but not so high as to discourage me.
- I want a teacher who is encouraging and patient and who will not give me up.
- I want a teacher who knows grammar well and who will explain something on the spot if necessary.
- I want a teacher who will take an interest in me as a person - one who will try to discover discussion topics that interest me.
- I want a teacher who will take a minute or two to answer a question after class, or who will take five minutes to correct something that I have done on my own.
- I want a teacher who will treat me a person, on an equal basis with all the members of the class.
- Finally, I want a teacher who will leave his emotional baggage outside the classroom.

Exercise 7. Find synonyms to the following ones.

School leaver, to choose, profession, career, problem, to solve, to help, to discuss, to agree, training, experience, job, qualification, promotion.

Exercise 8. Explain the thoughts and sayings.

1. I will not go down to posterity talking bad grammar. 2. He that knows nothing doubts nothing. 3. Learning is a treasure which accompanies its owner everywhere.



Exercise 9. Analyze the Important qualities of a teacher.

A teacher is an individual who plays the most vital role in the development of any being.

The future of any student depends on the qualities and dedication of a teacher. It is the teacher who creates an interest in students to develop and progress and achieve what ever aims they set for themselves. The most important qualities of a teacher are as follows:

- *A good teacher tries continuously.* Teachers respect students who try hard even if they do not succeed; similarly students should respect teachers who try their best for quality teaching.
- *Good teachers are always ready to take risks.* They set impossible goals for themselves and then struggle hard to achieve them.
- *Good teacher always have positive attitude.* Cynical people usually create a negative attitude in people especially in students since they are in a raw state of growing and developing attitudes.
- *Good teachers are seldom free for extra activities.*
- As they are either busy preparing lesson plans, grading papers, trying to instruct their students and if nothing else counseling students in areas that have nothing to do with specific courses.
- A good teacher tries to give confidence to his or her students and encourages them.

Once my teacher said to me that "The specific subject matter I teach is less important than that of what students learn by learning it."

As I've mentioned before, one of my biggest goals is to become a teacher.

In fact, it's part of my personal mission statement: "My mission is to experience life through...teaching others." I don't want to be a run-of-the-mill boring teacher, though. Not like the "substitute teachers" of my school days. But what makes a good teacher? We all know good teachers when we see them and bad teachers too. I thought back over the teachers I'd loved and why I loved them. There were only a few, but they all had the following qualities in common. A great teacher is one a student remembers and cherishes forever. Teachers have long-lasting impacts on the lives of their students, and the greatest teachers inspire students toward greatness. To be successful, a great teacher must have following ten top qualities.



Important qualities of a teacher

TOP 10 QUALITIES OF A GREAT TEACHER



+ An Engaging Personality and Teaching Style

A great teacher holds the attention of students in all discussions.

+ Clear Objectives for Lessons

A great teacher establishes clear objectives for each lesson and works to meet those specific objectives during each class.

+ Effective Discipline Skills

A great teacher has effective discipline skills and can promote positive behaviors and change in the classroom.

+ Good Classroom Management Skills

A great teacher has good classroom management skills and can ensure good student behavior, effective study and work habits, and an overall sense of respect in the class.

+ Good Communication with Parents

A great teacher maintains open communication with parents, keeps them informed of what is going on in the class as far as curriculum, discipline, and other issues. They make themselves available for phone calls, meetings, and email.

+ High Expectations

A great teacher has high expectations of their students and encourages everyone to always work at their best level.

+ Knowledge of Curriculum and Standards

A great teacher has thorough knowledge of the school's curriculum and other standards they must uphold in the class. They ensure their teaching meets those standards.

+ Knowledge of Subject Matter

A great teacher has incredible knowledge of and enthusiasm for the subject matter he is teaching. He keeps the material interesting for the students.

+ Passion for Children and Teaching

A great teacher is passionate about teaching and working with children. They are excited about influencing students' lives and understand the impact they have.

+ Strong Rapport with Students

A great teacher develops a strong rapport with students and establishes trusting relationships.

Exercise 1. Analyze the information on top 10 qualities of a great teacher.

Exercise 2. Read the text and answer the question: What makes a great teacher?

Teaching is one of the most complicated jobs today. It demands broad knowledge of subject matter, curriculum, and standards; enthusiasm, a caring attitude, and a love of learning; knowledge of discipline and classroom management techniques; and a desire to make a difference in the lives of young people. With all these qualities required, it's no wonder that it's hard to find great teachers.

Parents of students have been asking the age-old question for years, "What makes a good teacher?" As now ex-students, we all remember our favourite teachers and have fond memories of their "good" teachings within the classroom.

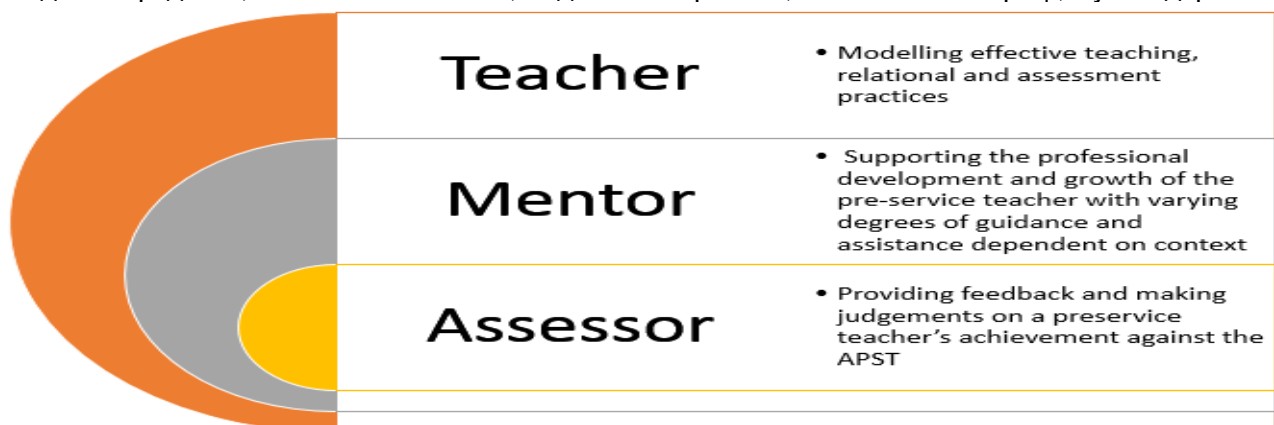
However, have we ever really taken a step back and really identified what made them so great? For me, it was my grade 10 home economics teacher. She was always so inspiring, and went out of her way to make her students feel successful (regardless of their abilities). I can't remember a time where her students didn't respect her, and although she demanded a high level of learning; she had a way of making it an enjoyable experience. This week on Study Desk, I was drawn to the good teaching practices section, and I really enjoyed have an in-depth reading session with the content. It drew upon pedagogical practices and the importance of ICT integration, but I really connected with the concepts and processes that should be underpinned by teachers and their teachings. These include:

- Understanding what effective planning to teach is and how this can support better teaching;
- Using a range of tools from your toolkit to help your planning and teaching, such as how to use pedagogical frameworks to sequence your planned Learning Experiences;
- Knowing about your learners by ensuring you have planned for their prior knowledge and embedded signposts along the way in your unit planning that enables you to use assessment for learning;
- Understanding how to differentiate, which means not only knowing how to scaffold for different learners within a group but also how to build choice into the activities you design; and
- Utilizing a range of strategies and tailoring these to suit the learning students need to achieve.

I believe these qualities contribute to a "good" teacher, and although we will all develop our own individual way of teaching, having these concepts in mind will aid us along our journey.

Exercise 3. Translate into English.

Попередні знання, індивідуальний підхід, педагогічна система поглядів, диференціювати, впроваджувати, ефективне планування, практика хорошого викладання, навчання, помилкова робота, предмет обговорення, технологія управління класом, теплі спогади, зробити різницю, в житті молодих людей, з урахуванням усіх цих якостей, це не дивно, важко знайти, одвічне питання, протягом багатьох років, улюблені вчителі, пам'ятати, вчитель домоводства, передова практика викладання предмета, поглиблене читання, педагогічна практика, важливість інтеграції, бути підкріплені.



Exercise 4. Study the list of characters. Which characters might say these things?

▪ Mrs. Gwen Harvey is an Inspector of Education for Wessex. Her ideas can be described as moderately "progressive". She agrees that a command of basic skills is necessary, but thinks that education should do more than this. It is to do with developing pupils' artistic talents – for music and art; with developing their awareness of society and the world around them; with preparing them for leisure and private life as well as for working life. She tends to consider that discipline is too rigid and that more responsibility should be given to pupils.

▪ George Thompson is headmaster of a large comprehensive school in South London. He took it over 5 years ago when it was known as a "difficult" school. Since then, through strong discipline and organization, he has brought it under control and obtained a high degree of academic success. He is strongly in favour of a return to the traditional values of education. His critics say his school is fine for the brighter children, but doesn't help the less academic ones.

▪ Nicholas Gregg is in his last year at private school in Bristol, and is going to study medicine at University. He has enjoyed and has been successful in his academic education and thinks that no enormous changes are needed in the way schools are organized; languages and art subjects interest him and he thinks pupils should be able to specialize very early. He thinks teachers should be respected and should know how to keep discipline.

▪ Helen Williams is in her last year at school, too, but is much more critical than Nicholas. She finds the school day boring, hates being told what to do all the time, studying a series of subjects, which have nothing to do with real life: she considers most of her teachers old-fashioned and resents the lack of freedom.

▪ Alice Green a teacher in a school widely known as being "progressive". She has introduced a number of experiments in her school, especially one, which has abolished "streaming" children according to ability. She feels that a school's job is to let children discover what they want to do and be, and that learning to be independent is more important than subject content – "when people know what they want they can always learn it later".

▪ Richard Newson has three children at school - the one where Alice Green teaches and is two minds about the education they are receiving. He says the children are interested in all the projects they do, but he is worried about whether they are being adequately prepared for passing exams and getting good jobs later; he wonders if the free atmosphere at the school reflects the reality of life outside school.

Opinions

1. Kids need education for life – filling in the tax form, driving a car, bringing up children. 2. It's obvious that you can't have clever kids in the same class as dull ones. The clever ones are bored, the dull ones can't follow. 3. The purpose of education is to prepare children for working life. That means good spelling, good arithmetic + the habit of working hard. 4. Examinations should be abolished. There should be no selection or streaming in schools.



DIALOGUE

MY FIRST DAY AS A TEACHER AT A PUBLIC SCHOOL

"Up the Down Staircase" by Bell Kaufman

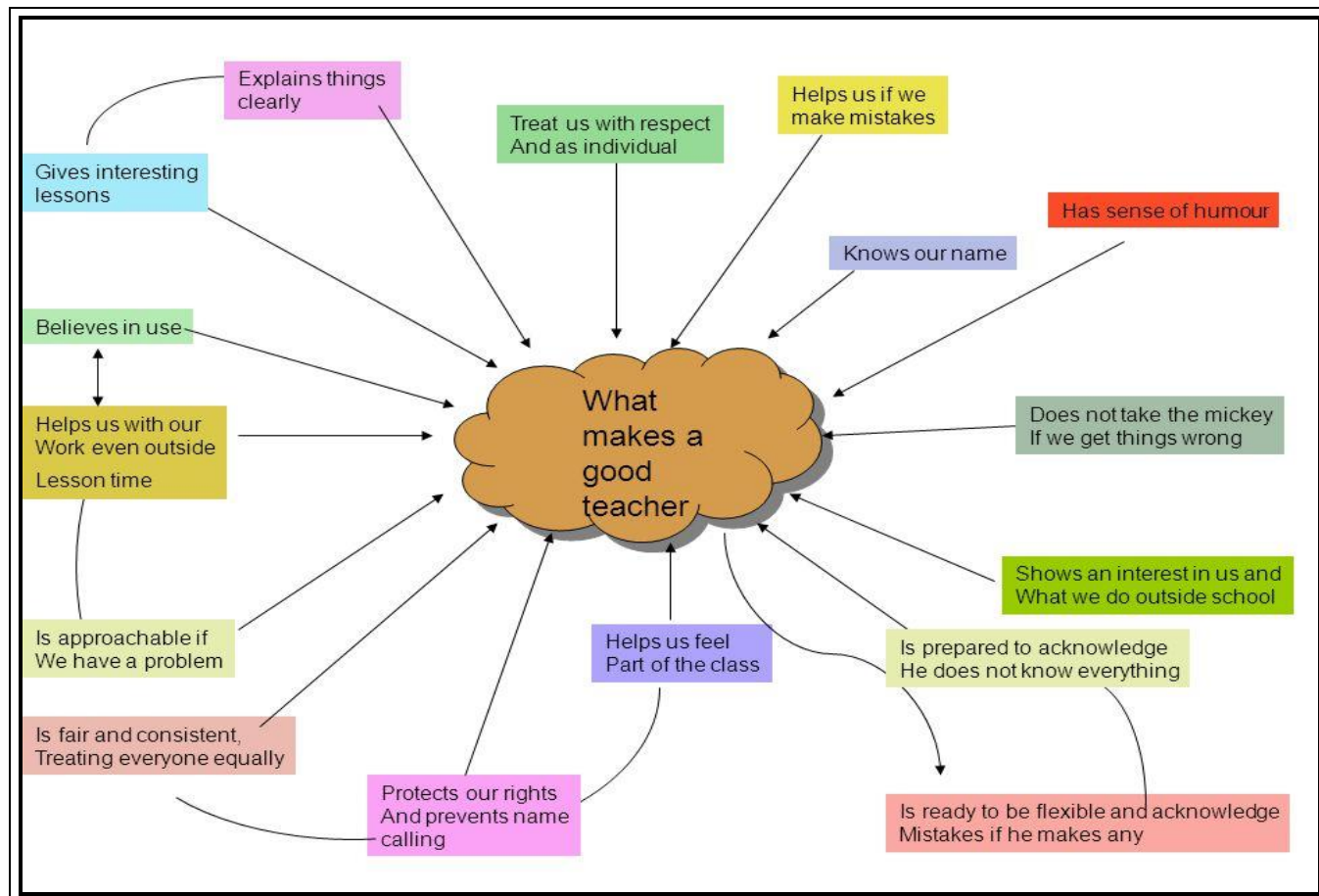
- Hi, teach¹! You the teacher? You so young. Can I be in your class?
- Please, don't block the doorway. Please come in.
- Good afternoon, Miss Barnett.
- Miss Barrett. My name is on the blackboard.
- Is this homeroom period²?
- Yes, sit down, please.
- We gonna have³ you all term? There are not enough chairs.
- Take any seat at all.
- Can we seat on the radiator? That's what we did last term.
- Don't you see the teacher's trying to say something?
- Please sit down. I'd like to...
- Hey, the bell just rung!
- When do we go home?
- The bell is your signal to come to order⁴. I'll have you for homeroom all term, and I hope to meet some of you in my English classes. Now, someone once said that first impressions...
 - English! No wonder!
 - Who needs it?
 - You give homework?
 - I'd like you to come to order, please. I'm afraid we won't have time for the discussion on first impressions I had planned. I'm passing out Delaney cards⁵ You are to fill them out while I take attendance from the Roll Book⁶.
 - Who's got a pencil to loan me?
 - First name last or last name first?
 - And who are you?
 - I'm sorry I'm late. I was in Detention⁷.
 - The what?
 - The Late Room.
 - May I have your attention, please. Please, class. There's been a change in today's schedule. Listen carefully! This morning there will be a long homeroom period extending into the first half of the second period. Now class, please finish your Delaney cards while I call the roll. Please come to order while I take attendance. And correct me if I mispronounce your name. I hope to get to know all of you soon.
 - Hurray! Saved by the bell!
 - Just a minute... The bell seems to be fifteen minutes early. It may be a mistake. We have so much to... Please remain in your seats.
 - That's the bell! You heard it!
 - When the bell rings, we're supposed to go⁸!
 - Well. It looks as if you and I are the only ones left. Your name is...?
 - Alice Blake, Miss Barrett. I just wanted you to know how much I enjoyed your lesson.
 - Thank you, but it wasn't really a... Yes, young lady?
 - I'm from the office. Please disregard the bells⁹. Students are to remain in their homerooms until the warning bell rings.

- I'm afraid they've all gone. What's that, young man?
- Late, pass.
- That's no way to hand it to me. Throwing it like that on my desk...
- My aim's bad¹⁰.
- What's your name?
- Joe Ferone.
- I don't allow anyone to talk to me like that.
- So you're lucky – you're a teacher.

Notes

- Teach – викладати, teacher – викладач.
- Homeroom teacher – вихователь, наставник, учитель (у школі)
- We gonna have – We're going to have.
- To come to order – заспокоїтися.
- Delaney cards – special work cards.
- Roll Book – шкільний журнал.
- Detention (Room) – кімната для тих, хто запізнився
- We're supposed to go. – We must go.
- Disregard the bells – ігнорувати дзвінки.
- My aim's bad. – Я винен.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate. Render the contents of the dialogue in Indirect Speech in English.



EIGHT LESSONS: BECOMING THE GREAT TEACHER

by Mary A. Armstrong

It's a form of magic. It's a result of practice. It's a natural talent. It's a learned skill. There is nothing more baffling than the art (or science?) of teaching.

Day in and day out, we move through classrooms and courses, lectures and discussion groups.

We work in hallways, offices, labs, and online. We shine brightly in our public performances; we dazzle. We work utterly unseen, sitting up late into the night grading quizzes, writing comments on papers, inventing new exams, reviewing projects, rewriting lecture notes. Even those of us for whom teaching is a life-long devotion hardly have a minute to think about it in its higher forms or consider it as a practice.

So caught up are we in the needs of our students and the demands of the next class – and, all too often, explaining the value of our work to clueless politicians and bureaucrats – we seldom have a moment to step back to take a long look at the vocation that has moved in and taken residence within us.

Over the past decade, I have won every teaching award available to me at my now former institution, culminating with the University Distinguished Teaching Award.

I hope, of course, that my arrogance in mentioning this will fade when I make the larger and far more important point that teaching awards have the amazing effect of forcing a teacher to stop and think – really think – about what she is doing when she teaches. This is because, along with joy, considerable embarrassment, and an almost overwhelming sense of humility, I have discovered that winning teaching awards feels a lot like what I imagine getting arrested must feel like:

There is a sudden, surprisingly deep interest in your activities coupled with a powerful demand that you explain just exactly what it is you think you are doing.

What have students seen us do that has made a difference for them? What pedagogical behaviors, values, and attributes earn us praise from the population we work so hard to serve?

Taking time to ponder the matter feels like an indulgence, but thinking about one's teaching, and the principles that undergird it, is not a luxury. It is a necessity. When we make an effort to examine the craft of teaching, our guiding ideas, dearly held principles, and core beliefs emerge with clarity from the blurred rush and confusion of our everyday practice. Pondering my own teaching principles has empowered me as I have struggled to answer the core questions about effective pedagogy: What is it? How does one do it? What makes it work? Here are eight lessons I've learned during my teaching career.

It's not about you. And it's not about me, either. It's about them.

In remembering all the wonderful, inspiring teachers I have ever had, it seems that they had almost nothing in common: they were hilariously funny and dead serious, laid-back and strict, boisterous and mild-mannered, wildly energetic and practically motionless. In thinking long and hard about them, though, I finally figured out that they did in fact have one thing in common: Me.

Their teaching was all about their students. Whether they cajoled us with jokes or wowed us with quiet brilliance, whether they kept us awake with smoke and mirrors, or simply whispered words of wisdom that we strained to hear.

Their unmistakable focus was always on us: Our learning, our growth, our achievement. The best teachers I ever had – in short – cared if I understood what they were talking about. They were willing to give me loads of feedback on papers, painstakingly correct my math quizzes, comb through my lab log. They kept their office hours and then some, explained things repeatedly and tirelessly, and taught their introductory classes as if they hadn't taught them numerous times before. They wouldn't stop until they were absolutely certain that we were leaving the class knowing a lot more than we did when we walked in.

After my graduation ceremony, I found Dr. Reilly, my undergraduate advisor and one of the finest teachers I have ever known. "How can I ever thank you?" I blurted out. He smiled and said simply, "Your success is my reward".

Life isn't fair, but your classroom had better be.

It seems trite to say that standards for behavior and criteria for achievement matter. A classroom without rules and standards is no classroom at all. But rules and rubrics can easily become rules and rubrics. Lists of regulations of "how to get an A" may be necessary, but they are the lowest form of classroom fairness. But practicing classroom equity has profound consequences because it highlights something critically important within the pedagogical endeavor: "We are teaching more than the subject we teach. In our interactions, in our decisions, in our adherence to ethical standards.

We are teaching our "second subject": setting an example of open-minded fairness, demonstrating honest critical inquiry, modeling the best form of authority, and exercising power that recognizes justice and practices respect for others and their rights". Classroom equity promotes ideals that underlie the foundations of productive civic life and good global citizenship: equal treatment, non-bias, respect for facts, decisions driven by logic and reason, transparency of process, meaningful conventions, standards that make sense and that apply to everyone.

The carefully consistent practice of fairness with our students increases the chances they will model that behavior in their interactions with others, perpetuating the best habits of honest self-conduct. Scrupulous attentiveness to equity is not the work of a moment. It echoes across time.

It's not the dive that gets you, it's the diving board.

Years ago, I was watching the Olympic high diving finals. One diver launched himself into the air and twisted, turned, and somersaulted in an incredible series of mid-air gyrations before settling into the water like it was butter. Not a ripple. Afterward, in an interview, he was asked to comment on what he thought was the hardest element in his long, complex, dangerous dive. Without hesitation he said, "Oh, the hardest part is jumping off the board". Students notice when you dare to jump off the board.

They know the difference between "live" teaching and teaching that feels distinctly like it was "recorded at an earlier time". Students know when you are present and engaged, willing to take on the unexpected; they also know when you have checked out and when you are playing it safe. What makes great teaching scary is leaping off into space and not being sure that things will fall (or you will fall) quite the way you hoped.

I believe that is why there is an element of courage in the finest teaching, a required particle of risk, an earnest hope. You will be able to execute everything you need to do to reach the end of class effectively, arrive at your goals successfully, and exit the classroom in one pedagogical piece. An instinctive awareness of this risk-taking is reflected in the tiny flicker of apprehension that often accompanies the most experienced (and, often, the best) teachers on the first day of a new class.

This nervousness is a gut recognition that, if we want to do well, we will probably have to take a chance, and that we will have to make the running leap we have made so often before. Of course, this sense of risk is accompanied and heightened by our memories of the belly flops and unintentional cannonballs in the past. But once we are in the air, if we know what we are doing and luck is on our side, for a minute or two we fly – and it is our courage that enables our flight.

Everything was going according to the plan until someone started thinking.

My love-hate relationship with the "lesson plan" is grounded in the fact that effective teaching depends on respecting the plan and brazenly ignoring it, by turns. Without planning, we lose our way; we forget to read that key paragraph, define that central term.

But with too much planning, the spontaneity and unpredictability of discovery that characterize the learning process get obscured and overgrown.

We slap up a PowerPoint slide and watch the students copy down "The Five Main Points" or "The Three Basic Rules". They stop thinking. We stop teaching. What professor hasn't sometimes ignored a student's amazing and unexpected insight because she knew that if she embraced it fully, it would be the teaching equivalent of putting the class into a rocket and launching everyone off into space, perhaps never to see earth or the point of her lecture again?

But, while taking our hands off the steering wheel is a bad idea in a car, it isn't always bad pedagogy. But letting students take the lead requires practice in facilitating what seem like random comments and herding them somewhere near the pasture you intended. It's much more work for us as teachers, but our students learn better when it is they themselves who discover knowledge.

This not to say we should let students wander away from facts or from concepts they must learn, but that effective teaching often means guiding students toward discovering knowledge through their own engagement rather than dragging them to it. It is as much the experience of the learning process as "the facts" that students will take with them. Indeed, in the long run, students may forget much of the materials we teach them – but we can ensure that they will never forget the excitement of learning.

Create a "pre-crisis" classroom.

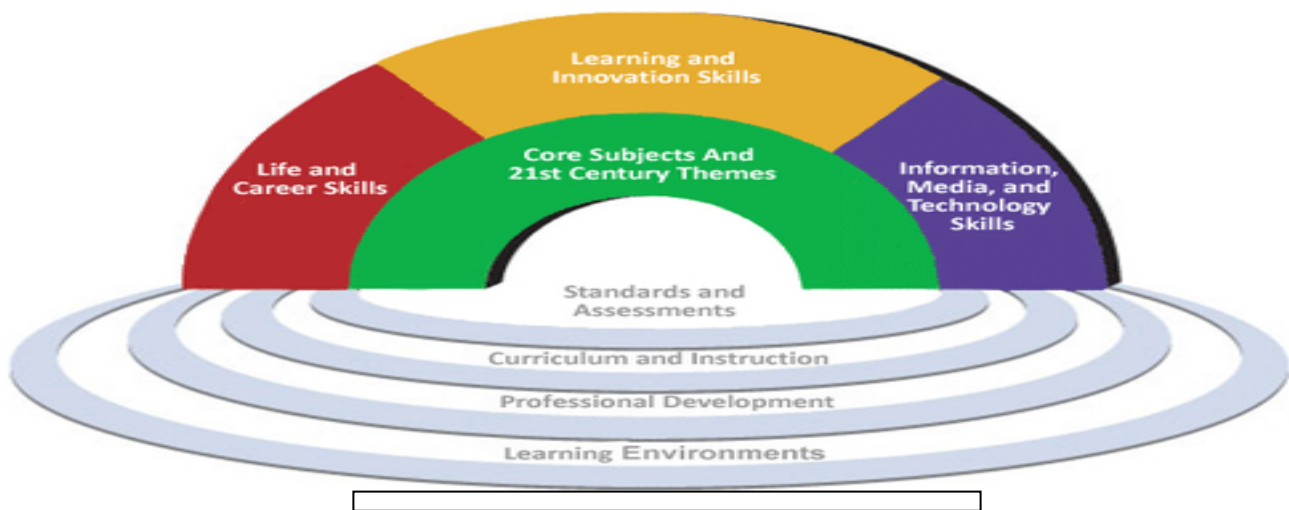
Our classrooms are more than places where information is shared and new knowledge created.

They are cultural sites of great significance. They are living societies, petri dishes of meaningful and formative social interactions. Classrooms generate and sustain atmospheres; they exist as cultural experiences in a particular place and time – no matter the subject at hand. We may pretend, of course, that our classrooms are simply a collection of desks and chairs and that every occupant of those chairs is a visitor. And this limited and limiting understanding of our classes can be tempting.

If we don't see our classes as communities, then we are free to ignore the dynamics present there. But every professor who has had a student report that he felt marginalized, or seen a student fall silent because her point of view was not respected, knows better.

There is no way to realistically deny that students bring themselves – their whole selves – to every classroom. But what to do? We are busy teaching the second law of thermodynamics, the history of Asian art, the chemistry of DNA, the poetry of Elizabeth Barrett Browning. Do we have time for the social community of the classroom, for the whole student? Yes, we do. Indeed, we ignore the whole student and classroom community at our – and their – peril. This is true if only because, in the simplest sense, someday something miserable will happen unnecessarily. Someone will feel angry, isolated, erased. In response to this possibility, I propose creating a pre-crisis classroom.

A pre-crisis classroom does not wait until someone is disrespected, marginalized, afraid; it doesn't wait until the "awkward" moment catches everyone off guard, until the bigoted word has been said or until a stupid joke has silenced half the class. The pre-crisis classroom actively insists on respect by setting up rules for engagement as part of the classroom experience itself. In the pre-crisis classroom, the syllabus might read, "All conversation will take place courteously". The instructions for group work might be, "Every person will be similarly respected within the group". The outlines for designing an experiment might state that, "Every individual will have an equal opportunity to contribute". The guidelines for online postings could suggest, "Every person who posts will demonstrate a respect for all people regardless of their race, sexual orientation, political affiliations, gender, or class". When we name the behaviors we wish to see, students see our classrooms as places where they are safe, and teachers see that this makes our classroom communities better and improves student learning.



The elephant in the room is waiting for you to call on him.

When I teach women's and gender studies classes, students come with all kinds of assumptions and anxieties. They worry that there will be a "party line", that they will have to share my opinions, or that they will have to see the world a certain way. And, of course, it is delightful for me to watch how relieved they are when they come to understand that intellectual freedom is as actively encouraged in my classes as it is anywhere else. But the fact of intellectual differences raises certain questions: What do we do when students disagree – when their worldviews, cultures, identities, politics, and values clash? It is tempting to solve the problem by stopping debate.

But I believe we do our students a disservice when we force them to participate in a masquerade of false consensus. In my years of teaching topics that can feel personally challenging and politically provocative to many students, I have learned that civil disagreement is more valuable (difficult to achieve) than dishonest, polite silence. Often, we erroneously think that there must always be unity and general concurrence among our students or, at least, we must prevent public differences of opinion. We too quickly see disagreement as inherently negative, a perspective that bell hooks has cogently identified as the widespread teacherly desire to steer clear of conflict.

This is especially tempting when we lead high-stakes classes almost certain to be filled with differing viewpoints. As hooks notes, "... teachers, especially in the diverse classroom, tend to see the presence of conflict as threatening to the continuance of critical exchange and as an indication that community is not possible when there is difference". Yet, as hooks points out, enabling students to respectfully articulate their opinion within differing points of view is necessary.

To imagine that the ideal classroom is a perpetually peaceable kingdom is to forget that debate and disagreement are critical parts of the learning process and central ingredients for civility itself.

Disagreement is part of human communication; variation of opinion is endemic to – indeed, healthy for – human experience. Hence, attending carefully to what "debate and disagreement" look like, the forms they take, and the effects they have, is one of our responsibilities as educators.

It is not our job to get everyone to agree; it is our job to create a forum for respectful exchange, a space where ideas are shared and where it is safe to share them.

Boomerang: Throw it out ... and watch it come right back.

It seems obvious to note this, but it is such a simple point that I sometimes forget it: Your actions as a teacher are likely to be reflected back in the actions of your students – not only in your classroom but also in the other classrooms in which your students appear.

In short, what you throw out is likely to come flying right back to you, or another teacher, in one form or another. The classroom led by the engaged, diligent teacher tends to be strangely full of engaged, diligent students; the classroom where the professor treats students with full respect for their intellectual efforts is the classroom where most students treat their peers with the same kind of intellectual respect.

The best teachers understand that the behaviors in which they themselves are engaged set the tone for the learning experience of their students. It is worthwhile to remember that the teacher who comes five minutes late to every class he teaches is, along with teaching his subject, perhaps also teaching students that strolling in late is fine, at least whenever you are in charge (he is, of course, cheating his students out of a class or two over the course of the semester).

The teacher who loses her temper, is sarcastic or condescending, teases or embarrasses her students, or refuses to praise real effort and reward hard work is teaching some very bitter lessons. And the teacher who comes in looking like he slept in his clothes and combed his hair with a pencil? Well, his respect for the activities of teaching and learning may be profound, but that respect might not be quite as manifestly clear to his students as it is to him.

Our civil (or uncivil) behaviors reverberate outside the classroom, too. Department offices are full of students; so are hallways, so are dining halls, so are quads. Students cannot fail to notice how we treat the office staff, or how we speak to our teaching assistants, or the way we engage with our colleagues.

And our style of doing so may be picked up, and repeated, in ways we cannot even imagine.

There is no set path to being an effective teacher. This is good news because, while this means that we inevitably struggle to articulate what makes a great teacher great, it also means that those of us who try, and try again, can surely do it.

The keys you already have are the ones that open the door.

It all comes down to the same key elements: Caring for and about our students as both human beings and learners, having the necessary expertise, demonstrating our commitment to fairness, emphasizing the process of active learning, showing generosity with our knowledge and our time, and practicing respectful behavior.

These elements come in an infinite number of forms, they can be delivered in countless ways, and there is no particular combination or version of any of them that supersedes the others. It should be encouraging that every one of us can be student-centered, fair, courageous, generous, challenging, respectful. There is nothing to stop anyone from becoming an effective teacher.

Indeed, there is every reason each of us can be one. It is our particularities and eccentricities, our individuality, the unique and distinctive humanity of each of us that ultimately enables us to reach out to others – and to connect, empower, and inspire. If you are a teacher, the power to change lives for the better and forever isn't within your grasp. It is already yours.



Exercise 1. Topics for discussion.

- The key elements to be a good teacher.
- The main features of character to be a good teacher.
- The life experience needed to be a good teacher.
- The work conditions to be a good teacher.
- Advantages and disadvantages of the profession of a teacher.

Exercise 2. Try to understand the text by J. Steinbeck in his book on "On Teaching".

It is customary for adults to forget how hard and dull school is. The learning by memory all the basic things one must know is the most incredible and unending effort. Learning to read is probably the most difficult and revolutionary thing that happens to the human brain and if you don't believe that watch an illiterate adult try to do it. School is not so easy and it is not for the most part very fun, but then, if you are very lucky, you may find a teacher. Three real teachers in a lifetime is the very best of luck. I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists. Teaching might even be the greatest of the arts since the medium is the human mind and spirit.

Exercise 3. Translate the words and word-combinations.

To be a result of practice; baffling; to grade quizzes; to write comments on papers; to invent new exams; to review projects; to rewrite lecture notes; arrogance in mentioning; demand; teaching award; to be available; clueless politicians; considerable embarrassment; overwhelming sense of humility; to undergird; a sudden, surprisingly deep interest; guiding ideas; the craft of teaching; dead serious; laid-back and strict; boisterous; mild-mannered; wildly energetic; practically motionless.



A TEACHER IN SALISBURY

Salisbury has long been one of my favourite British cities. Surrounded on all sides by hills, it nestles in low ground and served by five rivers, two of them famous for the excellence of their fishing. Salisbury is the country town of Wiltshire. The most famous feature of Salisbury is the Cathedral spire, the tallest in Britain. This is the first thing to be seen by the traveller descending into the valley from any direction. Once there, the visitor finds the place to be a well-ordered but busy market town whose centre is dotted with shops, pubs and other buildings dating from the Middle Ages.

The original Salisbury was three kilometres to the north, the Celtic hill fort of Old Sarum. Old Sarum was occupied by the Romans and then by the Normans. In 1220, after a dispute with the Norman barons, the bishop rebuilt his cathedral on its present site, and designated a new town, which flourished through the centuries with trade in wool. Today Salisbury is a city of some 40,000 inhabitants. When I went to Jerry's home to talk to him, I asked him first just to tell me something about himself.

JL: Well, I'm 44 years old, unmarried, and I teach English in a local secondary modern school. I've got two younger brothers. One of them, Julian, also lives in Salisbury. He's a teacher too, but he works in a private language school teaching English to foreign students. Secondary modern schools like Jerry's take children who haven't passed the entrance examination for grammar school. They attend the school between the ages of 11 and 16. Jerry explained that his school day begins at 8.30 and ends at 16.00.

NM: How much extra-curricular work do you do?

JL: Quite a lot, actually. There's always marking to be done and evenings when I meet the parents and so on. And then I take on extra duties, mainly in the areas of sport and drama. I'm a keen cross country runner myself, and I train the school cross country team, which means taking groups of children on running during their lunch breaks, usually a couple of times a week. And then, on the drama side, I produce the annual school play. We normally have to start preparing this in the spring term to have it ready by summer. I could see from Jerry's house that he took running very seriously. His shelves are covered with medals and cups that he has won over the years in various races. To keep himself fit, he usually runs from forty to fifty kilometres a week and more if he's training for a race.

NM: What else does he enjoy doing?

JL: As well as running, I love walking. The countryside around Salisbury is magnificent, and there are some wonderful walks. My idea of perfect day is to walk out of town and stop for lunch and a drink at a small village pub. Then there's my garden, and I'm very fond of gardening.

Every year I add to my collection of roses, and it's very satisfying to sit outside on a summer's evening doing my school marking, surrounded by wonderful colours and scents. Jerry also likes cooking. On a Saturday he goes down to the market early in the morning to catch the best of the produce, and frequently entertains friends and relatives to dinner in the evening.

JL: I've been teaching in Salisbury so long that many of my expupils are now friends that I meet in the pub. It's strange, sometimes, to think to myself: I remember when this chap was just a boy. Occasionally he goes to the cinema, but, he explained, he preferred the theatre. I go by myself with friends or with groups from school. Last week we went and saw Noel Coward's "Relative Values". I'm not very keen on Coward myself, but the kids loved it. Schoolteachers work hard, but it is compensation that they have long holidays. There are three school terms in the year – autumn, spring and summer.

Each term has a one-week break in the middle, called half term, and then there is a two-week holiday at Christmas, two weeks at Easter and two months in the summer.

NM: What do you do with your holiday time?

JL: I love just to sit back and relax, or catch up on my reading. I have some good friends who run skiing trips to Switzerland, and I sometimes go along and help them. And in the summer I always try to go over to France, either on my own or with family or friends.

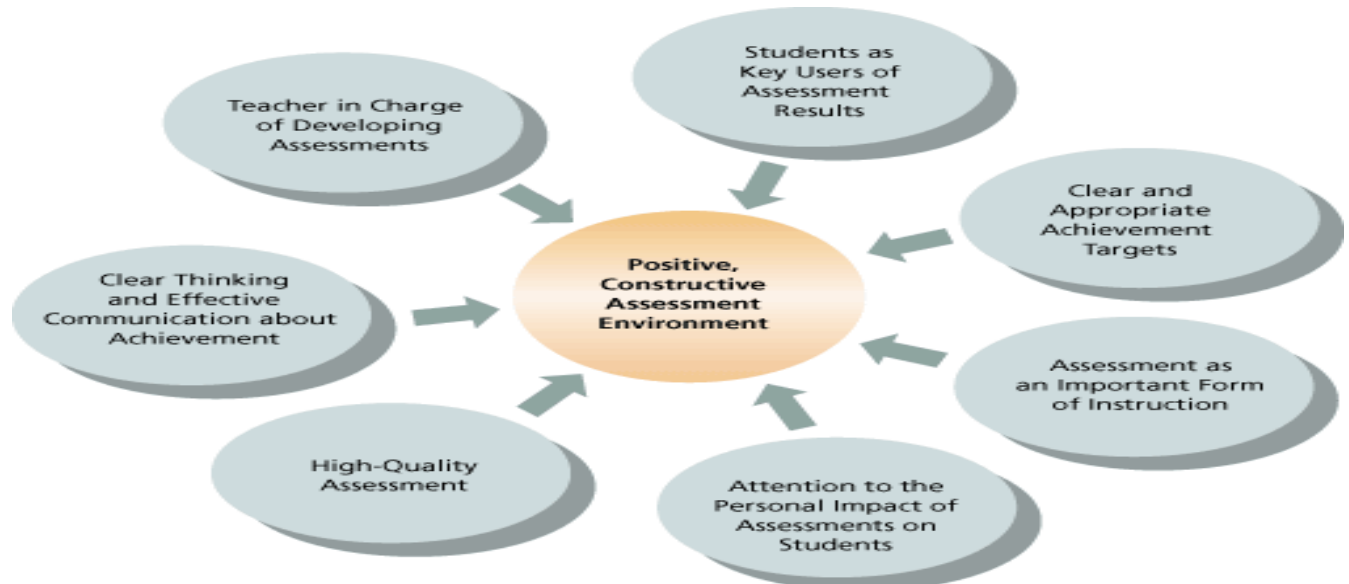
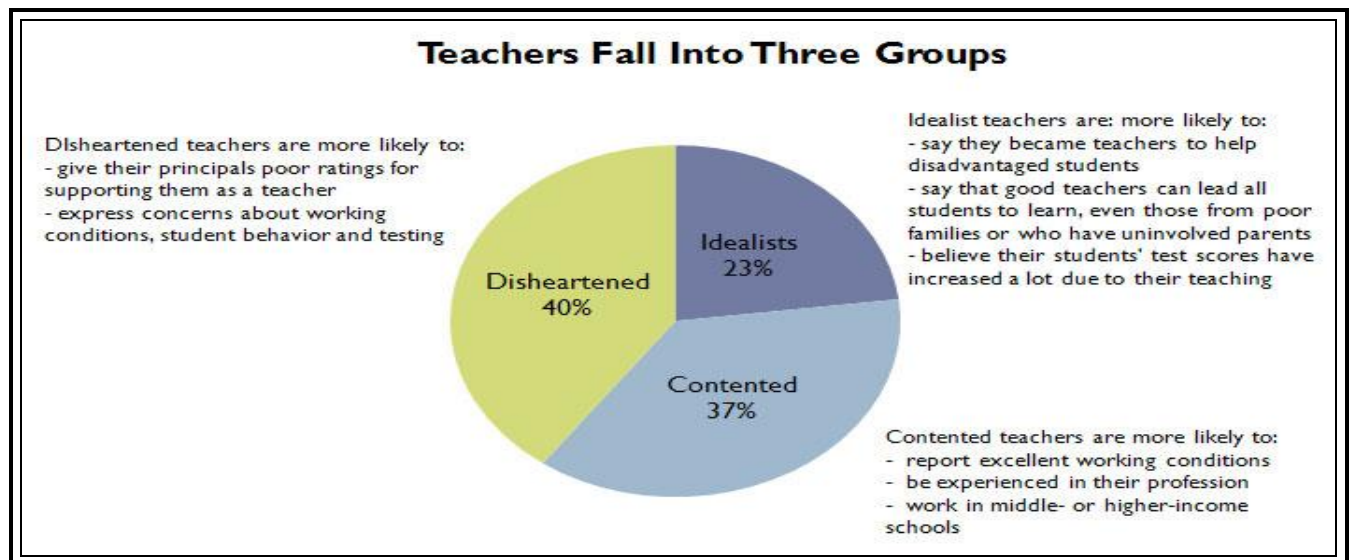
NM: Why France?

JL: Oh, I just love the place. I like everything about it: the food, the language, the people, and the countryside.

NM: You've lived and worked in Salisbury for over 20 years. What keeps you here?

JL: That's a difficult one. My job, I suppose. I often complain, but who doesn't? On the whole, though, I'm happy with it. Then most of my friends live here or nearby. And the city itself. It's a beautiful place, full of history, surrounded by amazing countryside and within easy reach of some of my favourite places. No, I wouldn't change it.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate. Render the contents of the dialogue in Indirect Speech in English.



TRAINING LSP TEACHERS IN RUSSIA

Nowadays, one of the characteristic features of life in Russia is an unprecedented surge in the study of foreign languages – chiefly English. The growth in political, scientific, economic, cultural and educational contacts with different countries has set the scene for a renewed interest in foreign language studies.

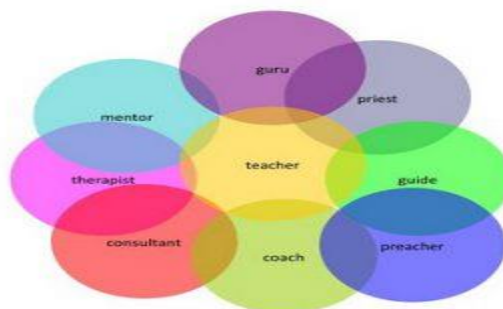
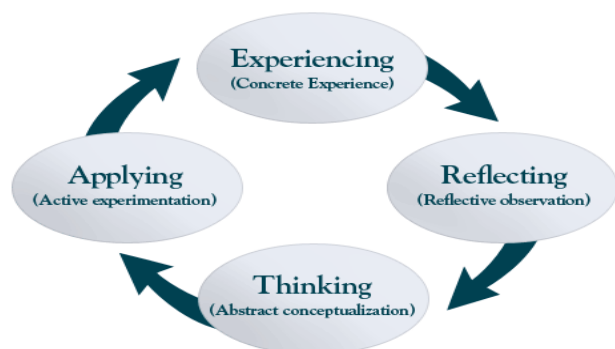
Language teachers will have to work very hard in order to satisfy this interest: they must change drastically their inadequate and outdated teaching methods and produce new, effective methods. In order to perform all these tasks, which may look humble but are in fact extremely difficult and complex, many questions have to be settled; the most urgent of these is: how to teach teachers?

In other words, a new approach to language teaching should begin with a new approach to language teachers' training and education.

In Russia this problem is especially urgent because, oddly enough, the profession which is in greatest demand nowadays – that of teacher of foreign languages for scientists – is not fully recognized as such: it does not exist in the official State Committee of Education list of professions. Russian universities and higher education institutions provide training for philologists (the chosen few, the experts in languages and literature) and for schoolteachers of foreign languages. The former know too much, the latter too little, to be good teachers of foreign languages for non-philologists, that is, for those legions of specialists in all branches of knowledge for whom a foreign language is not the subject of their research but just a tool of their trade. Teachers of foreign languages for non-philologists should, then, be specially trained along the following lines:

- They must learn the variety of language for special purposes that they are going to teach, its peculiarities in all aspects – whether grammar, vocabulary, syntax or style.
- They must have a general idea of the subject their students are doing. This seems to be a highly revolutionary point, usually provoking protests and panic among those foreign language teachers who are accustomed to teaching economists or chemists the foreign language skills they require for their professional communication without themselves having the slightest idea about economics or chemistry.
- They must be taught to cater to their students' needs. This is a difficult psychological requirement but there is no doubt that foreign language teaching must be learner-oriented. Language teachers must resist the temptation of revealing their vast, profound knowledge of the subject to the students and think only about their actual needs.
- Finally, they must enthuse their students. Teaching foreign language to university students of non-philological subjects is complicated by the fact that for these students a foreign language is not part of their special, professional education: hence their lack of motivation. Foreign language teachers must, therefore, think of ways of arousing interest in their subject and of finding new means of increasing their students' motivation.

Exercise 1. Choose the keywords that best convey the gist of the information



Exercise 2. Choose the right variant.

1. How many ... is Sam studying at school?
a) objects b) subjects c) themes d) topics
2. I have English classes ... day – on Mondays, Wednesdays and Fridays.
a) all other b) each other c) every other d) this and the other
3. I haven't had a very ... week. I seem to have done nothing at all.
a) economic b) enthusiastic c) extensive d) productive
4. It is ... impossible to find a good educational computer program.
a) almost b) barely c) hardly d) merely
5. ... the difficulty of the task, I shall be lucky to complete it by the end of the month.
a) Accepted b) Given c) Presuming d) Regarding
6. A small ... of students was waiting outside the classroom to see the teacher.
a) form b) gang c) group d) team
7. Hard as she tried, she ... couldn't understand the question.
a) always b) even c) still d) yet
8. And as she didn't understand anything, she merely gave the teacher a ... look.
a) blank b) clear c) simple d) useless
9. How many marks did you ... in the last test?
a) get b) make c) score d) take
10. You will have to do the course again because your work has been
a) unnecessary b) unpleasant c) unsatisfactory d) unusual
11. Andy was ... from school because of his bad behaviour.
a) evicted b) expelled c) left d) resigned
12. I'm not sure why he didn't go to the college, but I ... he failed the entrance test.
a) deduce b) estimate c) predict d) suspect
13. The study of ... can be very interesting.
a) a history b) histories c) history d) the history
14. You can learn as much theory as you like, but you only master a skill by ... it.
a) doing b) exercising c) practising d) training
15. Mabel's school report last term was most
a) fortunate b) fulfilling c) satisfactory d) satisfied
16. Most of the students agreed to the plan, but a few ... it.
a) argued b) differed c) failed d) opposed
17. Mr. Genius was so ... at maths at school that he became the youngest student ever to be accepted by a college.
a) brilliant b) hopeful c) keen d) proud
18. Miss Lazy has hardly done any ... this week!
a) effort b) job c) labour d) work
19. When I told him my opinion, he ... his head in disagreement.
a) hooked b) knocked c) rocked d) shook
20. Please reply ... as I have no time to lose.
a) hastily b) promptly c) rapid d) swift

Exercise 3. Analyze the information, which is in the highlight, and use it in practice.

Exercise 4. Make up some dialogues from the information above.

ESP: ANALYSIS THROUGH SYNTHESIS

by Olga Akhmanova and Natalia Gvishiani

ESP (English for Special Purposes) is the generally accepted name for what we at the English Department of the Philological Faculty of Moscow State University describe as "The English We Use" or "The English We Speak With".

As is well known, "the term ESP has come into universal use to designate the teaching of English not in general, but with particular restrictions on its aims, content or skill objectives". It has long been assumed by the members of the Department that our main task as foreign Anglicists consists in working out a register (a type of English) which we shall be able to employ profitably as "the tool of our trade".

This attitude is perfectly justified if we think of the fact that there are so many different kinds of English ("Englishes") to choose from, that the foreign learner is often at a loss: what kind or variety he (or she) can and should accept as his (or her) model.

We are much better off now because the Department has succeeded not only in working out a theory on which the elaboration of ESP text is based, but also in producing a great number of texts to be used as concrete teaching materials. Thus we no longer deal with numerous instances of "bad" English, which are so profusely exposed and so severely criticized in books and articles on the subject.

When modelling our own texts, we have adhered as closely as possible to the style of leading authorities in the field of English philology and teaching English as a foreign language. What exactly we have tried to achieve, as well as the concept of modelling our particular kind of English as a language for special purposes (our own ESP) urgently requires further scientific and theoretical consideration.

From what has just been expounded it follows that the methodology of modelling our particular ESP is no longer "a project", it is not any more merely something we are trying to work out, but a theory the validity of which has, as we hope, been vindicated beyond all possible doubt.

As has already been said above we are justified in assuming this to be actually the case: we have at our disposal a considerable corpus of texts, the English of which is fairly uniform, presenting, as we think, what we may regard as the optimal variety of English for the foreign anglicist to make his own and use orally and in writing for various professional purposes.

Otherwise stated, for us ESP reflects an attitude towards language that "concerns itself with the expression of ideas, with rhetorical and discursal aspects, with speech or writing as directed to a meaningful contact between human beings. This contrasts with attitudes towards language that see it as essentially a collection of listable linguistic entities: grammatical rules, lexical items, paradigms, etc."

Before passing on to the principles and methods of modelling ESP, it is essential that we should say a few words about modelling registers in general. For many years now, ever since "Basic English" was first conceived, many linguists have had hope of creating logical language by means of which scientific communication could not only be improved, but also actually effected on an international basis.

In the long run, however, all attempts at reducing rational intellectual communication to an established inventory of "restricted forms" proved futile. The reason for their unsuccess calls for a digression. Modelling registers is essentially an attempt at creating a certain semiotic system, a man-made semiological device to serve a well-defined set of communicative requirements. It is by no means simply an improved version of "ordinary" language as spontaneously arising out of the needs of everyday human communication. "The latter is the subject of linguistics as part of philology, while the elaboration of various semiological techniques for the optimization of former is interlinguistics as part of semiotics". It follows that at the present stage of research our primary aim is assessment and evaluation of the linguistic means we are going to recommend as optimal in terms of LSP analysis.

Otherwise stated, what we are after is not a description of linguistic facts as, registered in various philological corpuses, but a kind of creative activity aimed at finding ways and means making human linguistic intercourse more effective by providing a scientifically controlled "tool" of communication.

This is the basis premise, the main theoretical standpoint of all our work along these lines.

The aims and tasks of a "jazykoved", the scholar concerned with the science of language; two fold. On the one hand, he is a philologist.

As such, he must try to understand every kind of English that has ever been used.

He must peruse all imaginable texts that have ever been created in the language he is investigating (including fiction). As far as the philologist is concerned, there is no limit to how much he is bound to have read and understood, beginning with Chaucer (or even earlier) and right up to the present day. At the same time, especially at present when international scientific and cultural communication is in the order of the day, we cannot fail to approach our subject from the semiotic point of view: we have to try and find ways and means of improving our language, of optimising it by applying to it the categories of semiotics. It follows that all "active" work with language for the purpose of making it more orderly, more convenient, more generally accessible is part of interlinguistics.

Having described the "ontology" of our subject, we shall now proceed with what may be called its "heuristic" aspect. The reason why modelling an ESP has proved so intractable is that people tried to begin with separate units, with ultimate entities and then worked their way gradually up: by combining these according to some kind of rules, the final product, the extended utterance, the text would, so it was hoped, come into being. With us, it has always gone "the other way round". We started at the top, as it were. Our ESP is a living language and one that is part of our linguistic life. A large number of "restricted forms" of English have proved (and are proving) to be generally accepted means of international communication in different spheres of human activity. "But like so many other things they are not controlled or controllable: everybody knows they exist and they serve their manifold purposes, but as they are, they cannot be officially proclaimed valid or be presented in the form of a set of rules".

What then are the "extended utterances" ("texts") for us to investigate? The obvious thing to do, in our case, was to begin with a close look at our own English: the Department has been speaking and writing in English for over 30 years. Our first and most important discovery was that the English many of our teachers used (taught to their students) was flagrantly inadequate.

They could make themselves understood when their utterances were trivial and situation bound. But lecturing, talking at meetings, answering questions in the course of professional philological sessions in English was carefully avoided. Speaking Russian was claimed to be the only way, for otherwise "the theoretical level" would be dragged down. At a certain stage this could be tolerated no longer.

We therefore began to look around for the would-be optimal register of our-kind of English. We already knew all about the failure of attempts at rationally constructing a deductive model by piecing together ultimate logical elements. We wanted the global thing and secured it by concentrating on the register we knew would be just right for us: the kind of English philologists naturally use for the special purpose of "talking about talking". We found what we wanted in books by outstanding English scholars – Sir Ernest Cowers, G. H. Vajjins, P. Streyens, W. R. Lee, R. Quirk, R. A. Close and others.

These were the kind of texts we scrutinized, studied, went over again and again – analysed in minutest detail. The synthesis part consisted in writing textbooks using an ESP which was now firmly established as "the tool of our trade". What we have said so far concerned the first stage of our "analysis-through-synthesis" procedure. The second stage consisted in analysing our own "modelled" texts (the texts we write and work on) for the purpose of a subsequent superior synthesis. The "English We Use" is a living thing. It is in a state of flux, like human language in general.

But it is never allowed to get out of hand. Whatever happens? It is carefully regulated. A few more concrete details of LSP analysis: we study very carefully the choice and arrangement of words, the actually realized grammatical oppositions, the nature of syntactic constructions used, also "usage and abuse" of phraseological units.

The vocabulary is divided into different lexical "strata": general words, which constitute the core of the language; terminological words and word-combinations as well as the adjacent stratum which can be described as "general scientific vocabulary". The vocabulary is further analysed in terms of the main conceptual fields which are relevant to the process of acquiring and using knowledge, such as: organization and systematization of the material, arriving at conclusions, etc.

The morphological analysis of the English We Use has enabled us to come to very important conclusions concerning the reduced inventory of morphological oppositions.

Among other things it is noteworthy that the passive is used more frequently than the active to express general ideas without introducing doers or actors into the statements.

From a textological point of view the optimization of linguistic messages begins with a detailed analysis of the structure of the paragraph for it is mainly faulty division of the flow of speech into these complex units that hampers communication. We have also come to the conclusion that it is the functional perspective of the paragraph, and not the functional sentence perspective that really matters in the construction of our model register. This second analysis will again give rise to a new synthesis. It will show how the essential characteristics of the ESP register discoverable on the different "levels" of linguistic research fit together in a living text. The analysis-synthesis interaction becomes an uninterrupted process which goes on and on, thus:

- choosing specimens of our kind of English;
- analysis of sample texts;
- synthesis of the results of primary analysis;
- analysis of the newly produced synthetic materials from the point-of-view of different levels (morphology, vocabulary, word-combination, syntax, supraphrasal unity);
- synthesis of an improved (optimized) model;
- its subsequent analysis, followed by new synthesis and so on.

This is the methodology of ESP at the English Department of MGU. It has already yielded some not unpromising results. Nevertheless as we go on working on it, we hope that in the not too distant future we shall be able to tackle some of the more complicated problems of LSP analysis, like for example, "the stylistics of scientific texts, a theory of special languages, changes of meaning in a special subject, etc."

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Write all new words and phrases on the topic.



TEACHING ENGLISH AT A UNIVERSITY LEVEL

When I am asked by my British colleagues: "Is it true that teaching English in our country has become a most important educational problem?" I answer: "No, it is not". It is not an educational problem any longer. It is a most important social problem. English-speaking people do not fully realise the significance of teaching English to foreigners for the simple reason that they are the lucky owners of the language, which has become the most important means of international communication.

They get this generous gift from their English-speaking parents and acquire the knowledge of their mother tongue effortlessly while millions of foreigners spend years trying to master the language, which they desperately need for their work. That is where the social aspect comes in. English is learnt in our country not for fun, not as a luxury or as prestigious evidence of culture, education and the social rank of parents, not even so much as a means to open a new world. It is all that, but that is not the main thing.

The knowledge of English has become an objective social need because for millions of people the English language is now a tool of their trade. Businessmen, tradesmen, engineers, scientists and scholars all over the world must know English because it is the international means of exchange of information and experience. Our people have always been keen on studying foreign languages in general and the English language in particular, especially after the Second World War.

Nowadays, with iron curtains being lifted, doors to other countries opened, travelling by private invitation allowed, partnerships in trade, business and science encouraged, the ever-increasing thirst for the English language is turning into a demand to be taught it as soon as possible. Technical problems and barriers of distance separating peoples do not exist any longer because scientists worked hard and did their bit. Politicians – at long last – are beginning to do their duty and break down the political barriers of bureaucracy, formalism, mutual mistrust and old feuds. As these serious and difficult obstacles are being overcome, a new barrier has come to the forefront – the language barrier. Foreign language teachers have found themselves in the focus of public attention. It is their turn to do their duty.

Under such circumstances, teachers of English become, on the one hand, more important and, on the other, more vulnerable. This is because they cannot fully satisfy this ever-increasing cry for help.

Universities crown the system of education in all European countries therefore it is the university teachers of foreign languages who must find the solution to this urgent social and educational problem.

We are now in the centre of public attention. The situation with foreign language teaching in our Universities is in some ways different from that of many European countries.

In our country, students in all specialities have foreign languages on the curriculum as an obligatory subject for three to four years out of the average five years of the full course.

Thus, our students not only want to learn foreign languages, but also have to learn them because students of any subject, any discipline must learn a foreign language as part of their syllabus.

At the beginning of the university course of foreign language teaching it is necessary to formulate its actual and realistic aims and tasks. Students must know from the start what variety of the foreign language, and to what extent, they are going to master it. Many people get bitterly disappointed and lose interest in foreign language studies because they were not duly informed that it is not possible (if you are not a genius, but these are scarce) in the limited period of learning – 2-4 hours per week for 2-3 years – to master a foreign language, to acquire all the various skills: reading special literature, newspapers, fiction, writing scientific papers, understanding the lyrics of songs, everyday speech, etc., etc.

The task of foreign language teaching must be formulated from the beginning. In Kyiv University these tasks are very humble: to teach students a foreign language for special purposes, i.e. as an actual means of communication among specialists of different countries.

In other words, foreign language teaching is oriented towards mastering skills for professional communication, and teaching language for special purposes (LSP). Another important aspect to be taken into consideration is distinguishing between passive, aimed at recognition (reading, comprehension) and active, aimed at production (speaking, writing) forms of language use. The distinction is essential because these two forms require different means and methods of teaching and – most importantly – different teaching materials. Teaching methods must be learner-oriented. In other words, foreign language teaching is concerned, first and foremost, with satisfying the real needs of the students and not with revealing the knowledge of the teacher. The intensive and efficient teaching of grammar, vocabulary, translation, etc. must be scientifically grounded and concentrate only on those items, which students actually need for the purposes specified at the beginning of the university course.

This is an important statement, which in theory is universally accepted but in practice is hardly ever followed. For instance, teaching grammar is a very essential part of foreign language teaching.

However, very often grammar is taught par excellence, in its full splendour, regardless of the actual aims of teaching, of the actual skills to be acquired.

Paradoxically, teachers concentrate their (and the students') efforts on those complicated and cumbersome grammar structures, which are hardly ever used.

The difference between seeing a difficult grammatical form in the text and actually using it is often disregarded and different grammar points are taught with equal enthusiasm.

Teaching communication for special purposes must be based on the previous linguistic analysis of special texts resulting in recommendations for teaching those grammar forms and structures, which are most characteristics of these texts. Another urgent problem is a good grammar book. Most textbooks repeat the same definitions, which are colourless and difficult to understand because they are "universal", i.e. written regardless of the nationality of the learner.

Grammar books must take into account on the one hand the peculiarities of the "LSP" in question, and, on the other, the characteristic features of the grammar of the student's mother tongue. I need hardly say that what is difficult about the English language for Ukrainians may be easy for Italians and vice versa.

This concerns Grammar books and Grammar commentaries, explanations and exercises in all kinds of foreign language courses. LSP teaching implies teaching the vocabulary of a special text. However, there are no easy points as far as living human languages are concerned. Indeed, the vocabulary of a special text consists of three strata, three layers: general words, scientific words, and terms. Basic general words must have been learnt before the University. Terms are the gist, the essence of the speciality and are usually better known by students than by teachers. The emphasis, consequently, is on the scientific vocabulary, which is, as it were, the skeleton of every special text.

However, the general vocabulary is never taught properly at school and has to be acquired at the University level, especially now that the demand for so-called colloquial language has become so great since the prospects of direct, live contacts with foreigners have become so real. This is one more problem to think about. A very important point in any language course is the actual words to be studied; the topics to be discussed and learnt, the thematic choice of language to be activated. I strongly believe that the educational experience of a language course is determined, first and foremost, by the thematic and situational value of the layer of language to be studied.

The most important parameter here is again the need of a student: how much will the student need these words, will he or she have many opportunities to use them, how high is this bit of vocabulary on the student's list of priorities? From this point of view many topics seem doubtful as far as our students of foreign languages are concerned. That is why the majority of foreign language teaching materials – audio, video, etc. courses are of very limited value for our students.

Exercise 1. Complete the sentences with the information from the text.

1. English-speaking people do not fully realize _____. 2. English is learnt in our country not for _____. 3. The knowledge of English has become an objective social _____. 4. Businessmen, tradesmen, engineers, scientists and scholars must know English because _____. 5. Our people have always been keen on studying _____. 6. The ever-increasing thirst for the English language is turning into a _____. 7. Technical problems and barriers of distance separating peoples do not exist _____. 8. Foreign language teachers have found themselves in the focus of _____. 9. Universities crown the system of education in all European _____. 10. At the beginning of the university course of foreign language teaching it is necessary to formulate its actual and realistic _____. 11. The task of foreign language teaching must be formulated from _____. 12. Foreign language teaching is oriented towards mastering skills for _____. 13. The intensive and efficient teaching of grammar, vocabulary, translation, etc. must be scientifically _____. 14. LSP teaching implies teaching _____. 15. A very important point in any language course is _____.

Exercise 2. Find synonyms to the following ones.

Social, to separate, education, to formulate, actual, intensive, efficient, disappointed, vocabulary, general, important, opportunity, topic, properly, special, consequently, foremost, regardless, prospects, problem, to think about, communication, colloquial, to concentrate, choice of, educational, experience, for instance, excellence, urgent problem, concern, to exist, to imply, teaching, necessary, course, task, focus, to be keen, education, to turn into, barrier, to separate, to exist, important, need, vocabulary, value, properly, essence, terms, gist, to become, knowledge.

Exercise 3. Complete the sentences with the details from the text.

1. One of the characteristic features of life is an unprecedented surge in the study of foreign _____. 2. The growth in political, scientific, economic, cultural and educational contacts with different countries has set the scene for a renewed interest in foreign language _____. 3. Language teachers will have to work very hard in order to satisfy this _____. 4. They must change drastically their inadequate and outdated teaching _____. In order to perform all these tasks many questions have to be _____. 5. The most urgent of these is: how to teach ____? 6. A new approach to language teaching should begin with a new approach to language teachers' training and _____. 7. A foreign language is not the subject of their research but just a tool of their _____. 8. Teachers of foreign languages for non-philologists should be specially _____. 9. They must learn the variety of language for special _____. 10. They must have a general idea of the subject their students are _____.

Exercise 4. Remember that.

English for specific purposes (ESP), not to be confused with specialized English, is a sphere of teaching English language including Business English, Technical English, Scientific English, English for medical professionals, English for waiters, English for tourism, English for Art Purposes, etc. Absolute characteristics: ESP is defined to meet specific needs of the learners. ESP makes use of underlying methodology and activities of the discipline it serves. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. ESP is taught in many universities of the world. Many professional associations of teachers of English have ESP sections. Quickly developing Business English can be considered as part of a larger concept of ESP.

Exercise 5. Try to understand the joke.

Voice on phone: "John Smith is sick and can't attend classes today. He requested me to notify you."

Prof.: "All right. Who is this speaking?"

Voice: "This is my roommate."

Exercise 6. Write out all words and phrases according to the topic.

Exercise 7. Make up some dialogues from the information above.

SOME FACTORS IN A GOOD DISCUSSION

The Topic. Its necessity. The problem of getting students to express themselves freely in the foreign language has come into prominence in recent years as a result of the growing emphasis on communicative abilities. But the basic idea of encouraging fluency through conversation is as old as language teaching itself. One conversational way of doing this is the "conversation class", where a group of students sit down with a teacher – a native speaker if they are lucky – and are required to talk with her.

This often degenerates into a more or less biographical question-and-answer session of the where-do-you-live-what-are-your-hobbies variety, monopolized by the minority of fluent speakers.

The reason for this is in the first place the lack of a defined and interesting topic. So the first thing to do is to bring interesting subjects of conversation to the classroom. Teachers increasingly hold topic-centered discussions or debates as a framework for fluency practice, and many books for use in the classroom have been published to help them think of suitable subjects. Such exercises are often successful; at any rate, they are a vast improvement on the unstructured conversation class. Topic is still seen by most teachers as the central focus of classroom discussions. To my mind, it is certainly important, but not central: the crux is not what to talk about, but why you need to talk about it; of this later.

Limitations. Now a discussion, which has no aim but to discuss the topic may, and often does, succeed, if the students are the type that enjoys arguing and are able to think in abstractions. But often, in my experience, the participation gradually subsides until you hear the familiar cry: "I can't think of anything to say!" What the students who say this actually mean is that they have no reason to say anything. To tell students to talk about abortion, or the latest political scandal or whatever, is almost as bad as telling them simply to talk English. Why should they?

They would never, outside the classroom, dream of inventing sentences about a subject merely for the sake of speaking. Such speech only imitates real conversation, it is in truth as artificial as most other classroom exercises, for it lacks the purpose of genuine discourse; and from this lack of purpose springs, the lack of interest and motivation that too often leads to the "petering out" phenomenon.

In short, students need a reason to speak more than they need something to speak about; once they have a reason, however, the fact that the topic is stimulating will make the whole discussion more interesting. The discussion is usually dominated by a few fluent speakers and the rest either listens or bored being passive bystanders, lose interest completely and turn to some other occupation, which may or may not have a disrupting influence on the proceedings!

Group-Work. The obvious answer to the problem raised at the end of the last section is to divide the class into discussion groups of between two and eight participants.

In fact, this is also obvious that it is surprising how little it is done. The first advantage of group-work is of course the increased participation. If you have five or six groups then there will be five or six times the amount of talking. Class discussions, as has been pointed out, are very wasteful in terms of the ratio of teacher-or student-effort and time to actual language practice taking place; group discussions are relatively efficient. Moreover, this heightened participation is not limited to those who are usually articulate anyway; students who are shy find saying something in front of the whole class, or to the teacher, often find it much easier to express themselves in front of a small group of their peers.

Role-Play. What is It? Giving students a suitable topic provides interest and subject matter for discussion, dividing them into groups improves the amount and quality of the verbal interaction. Role-play, though perhaps a little less important, can add a significant dimension to the "standard" discussion.

Role-play exercises, with a teacher who likes them and believes in their potential, and with a reasonably uninhibited class, can show excellent results.

Games in language learning. Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition.

Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts, in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

Many games cause as much density of practice as more conventional drill exercises; some do not. What matters, however, is quality of practice. The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of "meaningfulness" is that the learners respond to the content in a definite way. If they are amused, angered, challenged, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to teacher's repertoire. They are not for use solely on wet days and at the end of term. Games can be found to give practice in all skills (reading, writing, listening and speaking), in all the stages of the teaching and for many types of communication.

Exercise 1. Summarize your findings on some factors in a good discussion.

Exercise 2. Answer the questions and discuss the topics.

1. What is the problem of getting students to express themselves freely in the foreign language like? 2. What is one conversational way of doing this? 3. Is the reason for this the lack of a defined and interesting topic? 4. Is topic seen by most teachers as the central focus of classroom discussions? 5. What is to the "petering out" phenomenon? 6. Is the discussion dominated by a few fluent speakers? 7. What is the first advantage of group-work? 8. Can role-play add a significant dimension to the "standard" discussion? 9. Is language learning hard work? 10. What is that the learners respond to the content in a definite way? 11. When is the content clearly meaningful to the students? 12. Will the meaning of the language they listen to, read, speak and write be more vividly experienced?

Exercise 3. Pay attention to the phrases and idioms with the words in the text.

To hurl a taunt at smb. – сміятися з когось; насміхатися, дотинати;
to taunt smb. into doing smth. – довести людину до чого-небудь;
taunt with – докоряти; to taunt smb. with cowardice – звинувачувати кого-небудь у боягузтві;
to pick one's words – ретельно вишукувати слова;
to pick one's way (one's steps) – обирати дорогу, обережно рухатися вперед;
to pick and choose – бути розбірливим; to pick them – робити мудрий, правильний вибір;
to pick a quarrel with – шукати привід для сварки з ким-небудь;
to pick smb. i brains – привласнювати чужі думки;
to pick holes (a hole) (flaws) in smth. (in one's coat) – критикувати;
to pick a bone with smb. – висташіяти претензії; мати зуб на кого-небудь;
the pick of the basket (bunch) – краща частина чого-небудь.

Exercise 4. Add some information & make up a small report and give a talk in class.

Exercise 5. Read the text & pick up the essential details in the form of quick notes.

Exercise 6. Read the information & pick up the essential details in the form of quick notes.

MY FUTURE PROFESSION

Ann is a second-year student of Kyiv Linguistic University. She is studying English and German and training to be a teacher. When she arrives home after her summer vacation she finds the following letter waiting for her.

Dear Ann,

I expect you will be somewhat surprised to receive a letter from a complete stranger, but Mr. Morris, whom you met when he was visiting Moscow last summer, gave me your address and told me something about you. He said you were interested in corresponding with an English girl, preferably a student, and as I am training to be a teacher, too, it would no doubt be of mutual interest we could compare our experiences in this sphere. But first of all I'd better introduce myself, at least briefly.

My name is Valerie Morton – my friends call me Val. I'm twenty-two years of age and unmarried. I was born in Birmingham, but when I was two my parents moved to Coventry, where I grew up and attended primary and grammar school. I took and passed G.C.S.E. O level in eight subjects and A level in Latin, French and English.

In 1993 I was admitted to the University of Bradford on a local authority grant¹ to study French, with English as a subsidiary subject. I graduated last summer, receiving the degree of Bachelor of Arts (B.A.), and in October began a one-year training course leading to the Diploma of Education², which will qualify me to teach in my kind of school. From what I've said, you will gather that an English university student who wishes to take up schoolteaching – unlike a student at a College of Education – doesn't study education parallel to his special subject courses. He first of all studies had passed his subject and had obtained a first degree – usually the B.A. or B.Sc. (Bachelor of Science) – takes a postgraduate diploma course at a university Department of Education. This course is exclusively concerned with training him as a teacher, usually as a secondary-school teacher.

At present I'm nearing the end of my first teaching practice³. The university term⁴ began on October 1st, but we'd already started our course by spending a fortnight in a local primary school, observing lessons in various classes and giving occasional lessons ourselves. I must admit I found it awfully difficult to teach small children, and I feel nothing but admiration for the patience and skill of primary-school teachers. You can't imagine how strange it was at first to be back at the university studying a completely new subject in a different department.

The first six weeks of term were chiefly taken up with lectures and tutorials on the theory of education, educational psychology, the history and sociology of English education, and teaching methods for French and English. In addition to this we were given a special three-day course on the use of teaching aids and were also able to watch demonstration lessons in various schools.

Then, four weeks ago, our first full-time teaching practice began. It finishes in just over a week's time, when the schools break up for Christmas. Next term will also be divided between theoretical and practical work with greater emphasis on the latter, for next term's teaching practice will be somewhat longer. In the summer term there will be a few weeks of lectures and tutorials, followed by examinations in May. At the moment I'm fortunate enough to be teaching at Oak Ridge, an exceptionally good comprehensive school. Incidentally, the range of subjects taught is very wide because the school is large and caters for pupils who will leave school at 16, 17 and 18. In addition to the more usual subjects, it is possible to learn, and take external examinations in, Greek, Russian, Spanish, Woodwork, metalwork, engineering, gardening, domestic science (needlework and cookery), technical drawing, astronomy, geology, economics, civics, and ancient history. It is also possible for pupils in their final year at school to take vocational subjects, such as shorthand and typing and pre-nursing courses.

The latter subjects are, of course, an optional, and not a compulsory⁵ part of the curriculum.

The staff of the school are mainly young and, consequently, energetic, enthusiastic and willing to experiment. At the moment I give eight periods⁶ of French and four periods of English a week and observe a further ten periods, not only French and English, but also other subjects in order to become better acquainted with the forms I teach. On the whole, discipline is quite satisfactory in my lessons, even when there is no other teacher in the classroom with me. I've found that the pupils are inattentive and badly behaved only when they are bored or when they sense that the teacher is not strict enough with them.

Of course, some forms are noisier and less co-operative than others and there are always a few troublemakers who try to take advantage of my inexperience. As I already mentioned, I have to teach eight periods of French a week.

The standard of pronunciation and intonation is excellent in the forms, which I teach or observe; the result, no doubt, of the systematic use of the Language laboratory right from the beginning. On the other hand, the standard of written work is inferior to that of oral work. I gave one of the best forms a dictation last week and was disagreeably surprised by the numerous spelling mistakes they made.

Over the last few weeks I've had very little time to think of anything but school.

Although I have only twelve teaching periods a week I spend each evening preparing lessons⁷ and drop into bed absolutely exhausted.

I try to mark homework⁸, written exercises and tests in my free periods at school so that I don't have to carry a briefcase full of exercise-books home every night – quite apart from preparing and giving lessons and marking a teacher has a thousand and one other time-consuming duties attending staff meetings and meetings of the Parent-Teacher Association; sitting on committees; coaching school teams; supervising other out-of-school activities; writing school reports⁹; answering parents' questions; organizing educational visits and holidays at home and abroad; and so on and so forth.

To be quite frank, the first two weeks at school were something of a nightmare. I felt absolutely lost in what seemed an enormous, impersonal machine and was overwhelmed by the whole business of teaching. I felt depressed because I was firmly convinced that I should be an utter failure as a teacher. Most of all I dreaded the visits of my French methods tutor from the Education Department¹⁰ of the university, who is very competent but also extremely sarcastic. However, the other members of staff have been so sympathetic and considerate, so willing to give me advice, that I have overcome my initial doubts and regained my self-confidence.

Nevertheless, it still seems incredible that less than a year from now I shall be a fully qualified teacher with 30 periods a week and a form of my own. Do you feel the same? Well, I hope I've given you a fairly clear idea of the way, in which graduate teachers are trained in England.

You must bear in mind, however, that each university Department of education organizes its course in a slightly different way. I look forward to hearing about your course and your experiences at college and during teaching practice.

Best wishes,

Valerie Morton.

VOCABULARY COMMENTARIES

1. *Grant*

A grant is a sum of money given by the government to students to support them while they are studying. It is called in full a maintenance grant and is intended to be spent on food, clothes, books, fares, etc.

Grants are paid three times in England, at the beginning of each year. – В Англії стипендія виплачується тричі на рік, після закінчення кожного семестру.

"A *scholarship*" is nowadays a grant awarded for a special purpose, or in special circumstances. It is given by an individual, or in memory of him, it may be called 'a memorial scholarship'. It is given to enable someone to study.

The Hawkins Scholarship is awarded each year for research in music. – Стипендію Хокінса присвоюють щороку за дослідження в музиці.

2. A one-year training course leading to the Diploma of Education.

Schoolteachers in England are trained in one of the following ways:

1) at university, where they first take a degree in some subject(s) and then a Postgraduate Diploma/Certificate in Education in the faculty/department of Education;

2) at a college of education, where they take either a four or three-year degree course leading to the Bachelor of Education, or a shorter, less academic course leading to the Teacher's Certificate. Both courses combine the study of subject(s) to be taught with teacher training;

3) at a college of higher education, where they take the Diploma in Higher Education, and then a teacher training course leading either to the Bachelor of Education or the Teacher's Certificate. Teachers with a degree are called graduate teachers (graduates) and those with a Teacher's Certificate certified teachers or non-graduate teachers (non-graduates). Teacher training, whether at a college of education, college of higher education or in the education faculty / department of a university, includes: lectures on educational history, theory, psychology; classes and seminars of teaching methods; teaching practice.

3. Teaching practice is usually about a term's length

"School practice" occurs (less common); "pedagogical practice" is not used at all.

Where did you do/ have your teaching practice? – Де ти проходив педагогічну практику? Those who didn't do their teaching practice last term will have to do it in the vacation. – Ті, хто не пройшли педпрактику минулого семестру, будуть проходити її під час канікул.

4. Term

The academic year is divided into three terms in all types of educational institution. School terms are arranged in the following way, the exact dates varying to some extent:

the first term – the autumn term – Sep. 5 – Dec. 20

the second term – the winter term – Jan. 5 – Mar. 25 (or later, depending on the date of Easter)

the third term – the summer term – Apr. 15 (or later) – Jul. 20.

5. Compulsory – obligatory, that must be done – обов'язковий.

Attendance is compulsory. – Відвідування занять є обов'язковим. The wearing of school uniform is compulsory. – Відвідування школи є обов'язковим у шкільній формі. Physical education is compulsory in most English schools. – Фізичне виховання є обов'язковим у більшості англійських шкіл.

Optional – which may be chosen or not, not compulsory – факультативний.

Attendance is optional. – Відвідування занять – необов'язкове (на вибір).

Spanish is an optional. – Іспанська мова – предмет на вибір. There are optional courses in sociology. – Існують факультативні курси із соціології.

6. "**A period**" is the unit of time allotted to one lesson. In England this is usually 35-40 minutes. In England the school day begins at 9 a.m. and ends at 3.30 or 4 p.m. So it is divided into seven or eight periods, broken up by the lunch/dinner hour and one or more breaks. A double period is two periods combined. In England the school day begins at 9 a.m. and ends at 3.30 or 4 p.m. So it is divided into seven or eight periods, broken up by the lunch/dinner hour and one or more breaks. A double period is two periods combined. We have a double period of physics on Monday. – Щопонеділка у нас зведені уроки з фізики. "**A free period**" is a period free from teaching.

Teacher should have at least one free period a day. – У викладача повинна бути, зрештою, хоча б одна вільна година / урок.

"Form period" is a period, often once a week, which each form spends with its form teacher.

The teacher gives out notices, explains new arrangements affecting the form, and also deals with any problems which have arisen during the week – both general and individual – позакласна / виховна година. I'll tell you about it in form period. – Я розповім Вам про це на позакласній годині.

7. To prepare lessons

"To prepare" and "preparation" are used in universities and colleges when the work set is direct preparation for the next class, when each student will be asked to translate, or explain difficult points, or contribute to a discussion.

You are very slow. – Ви дуже повільно розповідаєте. Have you prepared this chapter? – Ви підготували цей розділ? I'm sorry, but I'm not prepared today. Вибачте, але я сьогодні не готовий,

Note that "ready" means physically ready, that is sitting quietly in one's place with everything one needs for the lesson.

"Prepare" and "preparation" are also widely used of teacher.

I must go. Я повинна йти. I've got to prepare my lessons / a lecture for tomorrow. – Мені потрібно підготуватися до уроків (лекції) на завтра.

In the case of class/ seminar/ tutorial, "prepare for" is generally used.

I've got to prepare for my translation. – Мені треба підготуватися до заняття з перекладу. I've got a lot of preparation to do. – У мене багато справ. I spend a lot of time on preparation. – Я витрачаю багато часу на підготовку. The staff are allowed... hours a week for preparation. – Викладачеві надається ... годин на тиждень для підготовки.

8. To mark homework

In the context of written work "to mark", "correct" or "go through" are used. "To mark" means to put marks meaning ticks, crosses, underlining, and other signs showing that something is right or wrong and often also to put a mark (in the sense of оцінка) at the end.

I've marked your homework (translation, exercises). – Я перевірила ваше домашнє завдання (переклади, вправи). Hand in your books to be marked/ for marking. – Здайте зошити для перевірки. It took me all evening to mark the 4th-year essays. – Я витратила весь вечір на перевірення творів четвертого курсу.

Sometimes pupils (students) mark their own work in class.

Mark – numerical or alphabetical symbol to indicate an award in an examination, or for a written paper, or for conduct – оцінка

"To give a mark" means orally or in writing "To put a mark" means only in writing.

To give (have, get a high (good, low, poor, bad) mark for smth.

Speaking of a teacher, one may say that he is: 1) a strict marker or that he mark; strictly (stiffly). – Він ставить оцінки суворо. 2) a lenient marker or that he marks leniently. Він ставить оцінки несуворо.

"To correct" is used of teachers in practically the same meaning as "to mark".

I've corrected your homework (compositions). – Я перевірила ваше домашнє завдання (твори).

"To correct" may mean to set right, amend. If a teacher corrects written work in this sense, it means crossing out or underlining mistakes and writing in the correct version.

You've made so many mistakes I couldn't correct them all. – Ви зробили так багато помилок, що я не змогла виправити їх усі.

When pupils (students) correct written work it may mean:

1) the same as mark, that is, they do not give in the work for the teacher to mark, but mark (or correct) it themselves under the teacher's supervision in class;

2) *correcting their mistakes after the teacher has marked the work*

"*To go through*" is often used when pupils/students do work at home or in class, which is not given in for marking but marked in class by the pupils/ students themselves. Going through the homework/an exercise/translation etc. Usually consists of the teacher reading out the questions, or sentences to be translated or written down, giving the correct answers (or asking the class to give them) and commenting on variations and mistakes.

"*To go through*" may also be used of work, which has already been marked by the teacher, in which case it means just giving the correct answers and commenting on how the work was done. However, "to go over" is more often used in this sense.

Note: the meaning of "*to check*" is quite different from "*to correct*" and "*to mark*". It means to make sure, to find out definitely.

I think the exercise is on page 85 but I'll just check (up). – Я думаю, що вправа на ст. 85, але я перевірю. Please go and check which room we are in, John. – Джон, будь ласка, біжи й перевір, у якій ми аудиторії. I want to check who is absent. – Я хочу перевірити, хто відсутній. I've marked your books, but I want to check the marks before I give them back. – Я перевірила ваші зошити, але перед тим, як їх роздати, я хочу уточнити оцінки

9. *School reports*

School report is a sheet of paper, on which all the school subjects are listed, and beside each subject name the examination mark, a mark for the pupil's term work as a whole, and a comment or short paragraph from the form teacher on the pupil's general progress and conduct, and sometimes a comment by the head teacher, or at least his/her signature. The number of absences is usually also given.

10. *The Education Department*

It is a department within the arts faculty of the university. The main task of this department is to train graduates as teachers. Those who have taken a degree in one of the faculties and who wish to become teachers enter the department of education either at the same university or a different one, and take a one-year teacher training course.

Exercise 1. Analyze the vocabulary commentaries and learn them.

Exercise 2. Fill in the missing articles.

1. ... teacher education includes all forms of ... initial and in-service education (INSET) provided by ... university schools, ... departments or ... faculties of education, ... polytechnic departments of ... education, ... institutes and ... colleges of ... higher education.

2. From 1980 onwards ... most usual road to ... teaching qualification for ... non-graduates is by way of ... three or four-year course leading to ... Bachelor of ... Education Degree, Certificate of Education course (PGCE).

3. ... one-year PGCE was originally designed to train ... university graduates as ... subject specialist teachers for ... selective grammar and independent schools. With the advent of ... comprehensive schools it was clear that ... task of ... secondary teaching was far wider in scope and more demanding ... University PGCE courses had to be re-orientated towards ... schools.

4. It is a fair assumption that ... tomorrow's teachers will need most of ... teaching skills we now expect. They will still be concerned with ... classroom skills like ... presentation, ... questioning, ... leading ... discussion, ... planning and organizing the learning environment and ... work of ... children. They will still need to know how ... children develop and learn and be able to assess each child's needs in the light of his background, skills, knowledge, interests and learning style

Exercise 3. Fill in the gaps with the right form of the verb.

- 1) a) started b) starts c) has started 2) a) has decided b) decided c) have been decided
3) a) has finished b) finished c) have finished 4) a) began b) begins c) begun
5) a) offered b) offer c) offers 6) a) was b) were c) is
7) a) specialized b) has specialized c) specializes 8) a) go b) went c) goes
9) a) spend b) spent c) has spent 10) a) hasn't been b) be c) was 11) a) reads b) has read c) read

Bernard Berg 1) _____ as an English language teacher. He was always good at languages at school, so he 2) _____ to take his degree in French and German first. When he 3) _____ his university studies in Oxford he 4) _____ teaching in a secondary school in England. Two years later, however, he met someone by chance, who 5) _____ him a job teaching English to foreign students during the long summer holidays. His students 6) _____ adults and he enjoyed the work greatly. He soon found he was interested in languages of different countries. Since then he 7) _____ in this work. First he 8) _____ to Africa for two years and then he 9) _____ a year in Spain. After that he went to Italy where he worked for three years. He 10) _____ to South America yet but he plans to go there next. He has taught men and women of all ages and of all nationalities. He has also learnt to get on with people of all walks of life. Now he is a writer but his interest in foreign languages never lessens. 11. He _____ a lot of information in various foreign languages.

Exercise 4. Fill in the gaps with the right preposition or adverb.

... a fine September morning some years ago, I drove ... the gates ... a small primary school ... the outskirts ... Bristol. ... several minutes I sat ... the wheel unable to open the door and climb I was watching groups ... children - the youngest five, the oldest barely eleven - involved ... games ... the playground. They appeared so carefree! They displayed no signs ... concern ... the prospect ... entering ... the building. Why then was I so apprehensive, unable to move? Suddenly the spell was broken.

"Are you the new teacher ... Class 5? " A small girl, ... shining face, grey cardigan and striped tie had come ... the open window. ... her a group ... children looked on expectantly. "Yes", I said. She turned and ran ... the group nodding her head furiously. There was no turning ... now.

Questions raced ... my mind as I made my way ... the car park ... the school itself and ... the corridor ... the office. When could I begin to take these children through a day, let alone year learning? Would they accept me, would they not find my ideas too complex or sophisticated, my discipline too harsh? The door ... the Head's office was ajar. I tapped lightly ... it. He shook my hand warmly, apologized ... missing me the previous day when I'd come to allow the atmosphere ... my new, empty classroom to soak in. What ... the questions? How does one collect the dinner money, save children on free meals embarrassment? Margaret, the school secretary, does all that, I was told. I left my games kit ... the male cloakroom and rather speculatively walked ... the staff room. Introductions were made all rounds, special areas ... interest and knowledge indicated; if I need help, "all I had to do was ask". My charges ... the next twelve months were delightful, bright, enthusiastic and lively; would all that change now? I sat ... the desk and watched Margaret as she collected the dinner money, letters and forms.

My admiration grew. She knew these children so well, displayed such genuine, warm affection ... them.

This affection they returned, the exchanges ... them were detailed, open and trusting. ... five minutes Margaret picked ... her cash box and left the room. Thirty-two eager young faces turned ... me. There is nothing unique ... the situation I have just described. ... all ... us, students and teachers alike, the first moments are the worst. The feelings ... inadequacy, which suddenly spread like a hot flush are a healthy sign. It is natural ... anyone about to present himself ... a public to feel butterflies ... the stomach.

Exercise 5. Add some information & make up a small report and give a talk in class.

Exercise 6. Read the information "Don't hide exam fears" and translate it in writing.

A Coroner yesterday warned students feeling under pressure to talk to someone after hearing how James Pope, 20, took his own life after failing his exams. Unable to tell his parents he had failed, Mr Pope led a "double-life, dropping out of his course but pretending he was still attending Plymouth University. He hanged himself after his mother discovered the truth, an inquest at Plymouth heard. Deputy Coroner Nigel Meadows, recording a verdict of suicide", said: "James Pope was leading something of a secret life. He had failed his exams, but was less than candid to his parents over what was happening". Students in this day and age come under enormous and considerable pressures and worries. If James had been able to speak to someone, this may not have happened – we shall never know. "I would urge any young person with similar problems to speak to someone about it so that matters do not overtake them".

Exercise 7. Try to understand the jokes.

During a Christmas exam, one of the questions was: "What causes a depression?" One of the students wrote: "God knows! I don't. Merry Christmas!" The exam paper came back with the prof's notation: "God gets 100, you get zero. Happy New Year!"

Medical prof: "What would you do in the case of person eating poisonous mushrooms?"

Stud.: "Recommend a change of diet."

Exercise 8. What do we call the following?

- The art or practice of writing words with the correct combination of letters.
- An exercise in which pupils write down a text the teacher reads aloud to them.
- A test designed to check a larger amount of material already dealt with and recently re-learned.
- A group of pupils who are taught together.
- A period in which one has no teaching duties.
- An official written or printed document, which can be used as proof of something, e.g. that one has passed an examination.
 - A written statement sent to parents at the end of each school term giving an assessment of their child's progress in general and in the various subjects.
 - A general meeting of the teachers in a certain school.
 - An expert on education
 - A subject to which less time is devoted, studied in addition to a main subject.
 - A university teacher or other person who guides the studies or training of a small group of students or an individual.
 - Training at school connected with a trade or a job.
 - The seminar, which is not compulsory.
 - Non-selective secondary schools catering for children of an age-range of 11-18.
 - Qualified teachers who hold degrees.
 - A qualification awarded after a three- or four-years course, involving study of education and other subjects.
 - A teacher who is supervising the work of a student teacher on teaching practice.
 - A course designed for graduates whose further one-year educational studies and teaching practice qualify them to teach.
 - Education that includes teacher training as well as the study of academic disciplines and educational subjects.

Exercise 9. Add some information & make up a small report and give a talk in class.

Exercise 10. Read the text & pick up the essential details in the form of quick notes.

Exercise 11. Sum up the views expressed in; think of possible headline.

"Children at school are the most oppressed group in society". This is what representatives of Britain's secondary school pupils said at their first annual conference this year. "A long working day with compulsory 2-3 hours homework per night, school uniforms, ridiculous discipline and punishments – if we had a proper union there'd be an immediate strike", they said. The pupils called for a new charter for children at school – no uniforms, no punishments, no selection – a more relevant curriculum with pupils choosing the subjects they want – fewer academic subjects, more politics and society, plus practical things like driving a car, running a house, bringing up children, sex education. Today's school leavers haven't got the skills employers need. This is the main point made in a "Black Paper" on education published yesterday.

The paper claims that all the so-called "modern methods" and new subjects taken in schools nowadays just mean that the three R's – reading, writing and arithmetic – have been neglected; that all the trendy claims that schools are there to develop pupils' personalities and social awareness have just led to a loss of discipline. "We need to back to the basic subjects and strong, firm discipline, so that the 15 and 16 year olds have the right skills and attitudes for working life".

Exercise 12. Read the passage and render its score briefly in English.

Hong Kong teachers attack ban on English

Headmasters, parents and students in Hong Kong are furious over government moves to curb the use of English in secondary schools and replace it with Cantonese.

Students at Pope Paul VI College in Kowloon put up posters demanding to be allowed to continue being taught in English. The language's dominance in many institutions is a legacy of British rule.

The government cites research showing that students learn more if taught in their mother tongue rather than through the medium of a second language few of them would use at home. It is planning to strengthen English teaching in the territory, but insists that Cantonese becomes the language of instruction unless schools have a proven academic track record using English.

There are 424 secondary schools in Hong Kong: 300 teach in Cantonese, 100 have been told they can continue to use English for the time being, but 24 have been ordered to switch to the vernacular next year. Most of them have appealed against the decision, and several have promised to take more direct forms of action should their pleas prove unsuccessful. A spokesman for the education department said that the policy had nothing to do with Hong Kong's change of sovereignty and had been implemented gradually for several years under British rule. English remains the language of government in Chinese-ruled Hong Kong, and is still widely used in law courts.

The government is seeking to improve the standards of English by hiring 700 native English-speaking teachers in secondary schools.

Exercise 13. Analyze the information and use it in practice.

Exercise 14. Try to understand the jokes.

"Our economics professor talks to himself. Does yours?"

"Yes, but he doesn't realize it. He thinks we're listening."

The professor rapped on his desk and shouted: "Gentlemen, order!"

The entire class yelled: "Beer!"



Prof.: "Before we begin the examination are there any questions?"

Stud.: "What's the name of this course?"

THE GIFT OF TEACHING

The gift of teaching is a peculiar talent; implies a need and a craving in the teacher himself. **John Jay Chapman**

We can't teach people anything, we can only help them discover it within themselves. **Galileo Galilei**

A master can tell you what he expects of you. A teacher awakens your own expectations. **Patricia Neal**

The art of teaching is the art of assisting discovery. **Mark Van Doren**

Education is not preparation for life; education is life itself. **John Dewey**

To teach is to learn again. **Oliver Wendell Holmes**

I think there is a world market for maybe five computers. **T. J. Watson (Founder, IBM) 1943**

When the pupil is ready, the teacher will come. **Chinese Proverb**

Every student can learn, just not on the same day, or the same way. **George Evans**

Inside every great teacher... is an even greater one waiting to come out. Much have I learned from my teachers, more from my colleagues, but most from my students. **Talmud**

A great teacher is a great artist, but his medium is not canvas, but the human soul. The chief goal of my work as an educator and author is to help people learn how to write beautiful programs. **Donald Knuth**

An education is not a thing one gets, but a lifelong process. **Gloria Steinem**

Try not to have a good time... this is education! **George Schulz**

Wer Wissen hat, lasse andere ihr Licht daran entzünden. **Margaret Sarah Fuller**

The mind is not a vessel to be filled, but a fire to be ignited. **Plutarch**

Good teaching is more a giving of right questions than a giving of right answers. **Josef Albers**

We Learn ... 10% of what we read, 20% of what we hear, 30% of what we see 50% of what we see and hear, 70% of what we discuss with others, 80% of what we experience, 95% of what we teach to someone. **William Glasser**

I hear, and I forget. I see, and I remember. I do, and I understand. **Chinese Proverb**

No matter how good teaching may be, each student must take the responsibility for his own education.

John Carolus

Learning how to learn is life's most important skill. **T. Buzan**

Programs must be written for people to read, and only incidentally for machines to execute. **H. Abelson and G. Sussman**

Computers are good at following instructions, but not at reading your mind. **Donald Knuth**

There are only 10 different kinds of people in the world, those who know binary and those who don't.

One mark of a great educator is the ability to lead students out to new places where even the educator has never been. **Thomas Groome**

Teaching is not a profession; it's a passion. The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. **William Arthur Ward**

Exercise 1. Try to understand sayings of well-known people on teaching.

Exercise 2. Discuss the topics.

- Good teaching is a born talent.
- Good teaching is hard work.
- Good teaching is a born talent and hard work.

Exercise 3. Try to understand the wordings by Thomas Hobbes.

Joy from apprehension of novelty, ADMIRATION proper to Man because it excites the appetite of knowing the cause. Joy arising from imagination of a man's own power and ability is that exultation of the mind, which is called GLORYING...

Exercise 4. Add some information & make up a small report and give a talk in class.

GREAT TEACHERS & GREAT ARTISTS

Do teachers and artists have a common gift? When my son was a freshman in college and adjusting to his first semester away from home – learning to set his own limits and schedules for partying, studying, communal living, and growing up – I remember how one of his teachers captured his mind and raised the bar on his creativity and desire for learning. When he called home, the conversation would always end with his enthusiasm for this one class and how much he loved this professor.

About three-quarters of the way through that semester, this special teacher had a heart attack in class and died. I remember hearing and seeing the sense of loss and confusion that my son and his classmates experienced. They questioned the tragedy: "How could this have happened to someone so good and so young? Why did this happen? What do we do now?" At the memorial service, a fellow professor gave the eulogy, a part of which was: "...School is not easy or, for the most part, very much fun. But then, if you are lucky you may encounter a great teacher".

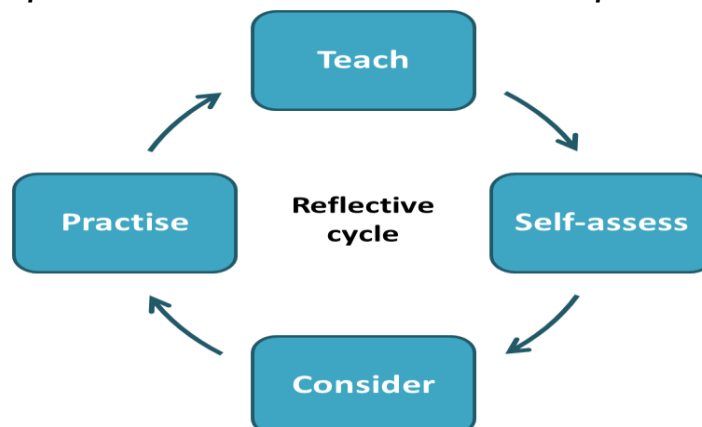
Three really great teachers in a lifetime are the very best of luck. I have come to believe that a great teacher is a great artist and that there are as few of them as there are great artists. Teaching might even be the greatest of the arts since the medium is the human mind and spirit.

My three "great" teachers had this in common: They all loved what they were doing. They did not tell – rather they catalyzed a burning desire to know. Under their influence the horizons sprung wide and fear went away and the unknown became knowable. But most of all, the truth – that dangerous stuff – became beautiful and precious. That is what this professor who has been taken from us was able to give to the many young minds that had the good fortune to take his classes. "Great teachers are as rare in the workplace as in the classroom. It takes courage, resilience, civility, and strength of character to take the time to understand yourself and your colleagues, to challenge your and their thinking, and to energize your and their spirit in a constructive and passionate way.

In a sense, we are teachers (as well as students) of our own lives. We are all painting our own unique masterpiece every day, and if we continuously search for the subjects and colours that energize us, we will become that rare artist (or teacher) who can make a difference – as this professor did – in someone else's life. That was his – and could be our – legacy".

Now is the time to be creating the masterpieces we want our lives to be. Make them our own! Rose Tremain, the English writer said, "Life is not a dress rehearsal." We must go out there and create our own unique visions, make them our own and have them make a difference to the lives of those with whom we come in contact. "The teacher who is indeed wise Does not bid you to enter the house of his wisdom, but rather leads you to the threshold of your mind".

Exercise 1. Read the opinion of K. Gibran from her article "All art requires courage".



Exercise 2. Translate the word-combinations in the brackets into English.

The Terrible truth about truants

The number of children (тої, хто прогуляв уроки) and being excluded from school has reached crisis point. More than a million (молодые люди) skip lessons each year and over 100,000 are (тимчасово) excluded. Of those pupils excluded, 83% are boys. Half are aged 14 or 15.

The Government wants (скоротити) levels of (прогул) and permanent exclusion by a third.

These problems are blighting the lives of an increasing number of youngsters who could escape poverty through education. And the rising tide of disaffection is fuelling (злочинність серед молоді). We want to focus on (попередження) although there will always be cases where pupils have to be excluded for the good of other children and to allow teachers to be able to teach. Those who (прогулювати уроки) and are excluded are more likely to become teenage parents, unemployed, homeless, or to end up in prison. Society pays the price. There are many reasons why children drop out: family problems. Low parental expectations or long-term (безробіття) at home. Teachers, too, sometimes assume that some youngsters can never achieve because of their background. Exclusion and truancy are not insoluble. We have to prevent disruptive behaviour and share the best practice for dealing with it.

Local education authorities will be set targets to reduce levels of truancy and exclusions. We will encourage more imaginative approaches with the resources to do the job.

Exercise 3. Try to understand the notion.

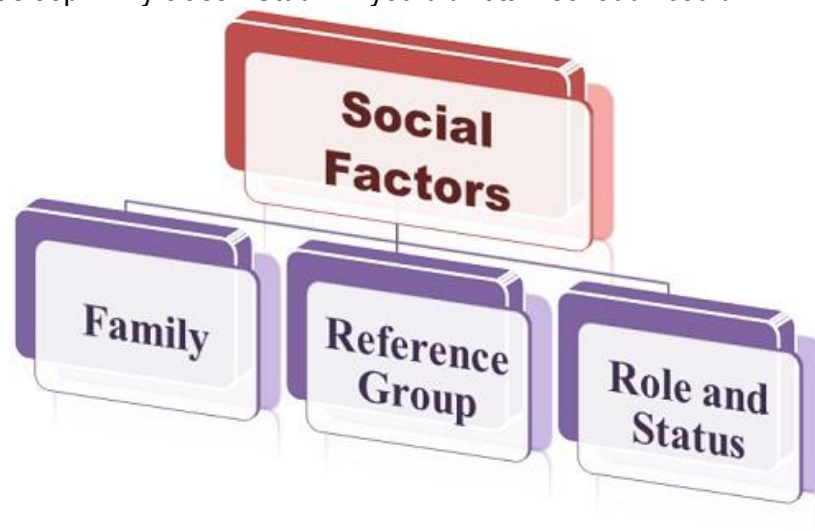
Truancy is any intentional unauthorized or illegal absence from compulsory education. The term describes absences caused by students of their own free will, and usually does not refer to legitimate "excused" absences, such as ones related to medical conditions. The term's exact meaning differs from school to school, and is usually explicitly defined in the school's handbook of policies and procedures.

Some children whose parents claim to "homeschool" have also been found truant in the United States. Another term for "truancy" is also "skipping class". Students who attend school but do not go to classes are considered cutting class. In some schools, truancy may result in not being able to graduate or to receive credit for class attended, until the time lost to truancy is made up through a combination of detention, fines, or summer school. Truancy is a frequent subject of popular culture.

Exercise 4. Try to understand the jokes.

Prof.: "Wake up that fellow next to you." Stud.: "You do it, prof, you put him to sleep."

Prof.: "You can't sleep in my class." Stud.: "If you didn't talk so loud I could."



TRUANCY & EXCLUSIONS MUST BE CUT BY A THIRD

The new School Standards Minister, Estelle Morris, has set out proposals to cut the level of truancy and exclusions from school by a third in the next four years.

In a speech to the Professional Association of Teachers conference in Cheltenham, she said that the government would set targets for reductions for each local education authority. There is an "enormous variation between apparently similar authorities", the minister told delegates, which revealed the need for improvement in the authorities with the worst records on exclusions. The targets for individual authorities will be published in the autumn, the minister announced.

Speaking on Radio 4's Today programme before the PAT conference, Ms Morris said that the imposition of targets would help "the worst performing authorities to perform at the rate of the best".

The government estimates that as many as a million children skip at least one half-day in each school year. Exclusions from school are running at record levels. Latest figures show 12,700 children were permanently excluded from schools in England in the previous school year. About 100,000 were temporarily suspended. In addition to the target-setting for local authorities, Ms Morris told the conference that the responsibilities of parents needed to be emphasised.

"A key parental responsibility is that of ensuring that children attend school regularly and turn up on time", she said. These responsibilities will be supported by the courts, she said, not only in imposing fines for parents but in "setting conditions such as a requirement to escort a child to school". Ministers are already proposing to exempt disaffected children from parts of the National Curriculum from the age of 14, in the hope that more work-based training will "re-engage" them with education.

But delegates at the conference are warning that schools could undermine efforts to cut truancy by doctoring the statistics. The treasurer of the Professional Association of Teachers, Noel Henderson, says truancy statistics are not worth the paper they are written on. "We all know what happens", he said. "Children come in and register and then play truant." "Schools very often turn a blind eye to this because it suits them to do so. League tables won't work because schools will find ways of cheating the system."

"Blame the parents"

The government needed to address the root causes of truancy instead of setting targets, he said. "Truancy is a symptom of boredom, of frustration, of fear, of bloody mindedness, of laziness and of peer group pressure. He called for tougher action against parents who neglected their responsibility to see that their children attended school.

"The fines that can be imposed on parents are derisory, and don't serve as a deterrent", Mr Henderson said. Another delegate, Bob Gale, says schools are "working overtime not ... to get children back in school, but to authorise their absence, so that they don't appear on their truancy figures".

"Truanting pupils reduce class sizes and disruption in school, and they significantly reduce the bureaucracy and workload of teachers", he said. Ms Morris rejected claims that schools were deliberately failing to report the full extent of absenteeism, saying that that would be a "gross dereliction of duty".

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Make up some dialogues from the information above.

Exercise 3. Analyze the information and use it in practice.

Exercise 4. Try to understand the joke.

Math. teacher: "Now we find that X is equal to zero."

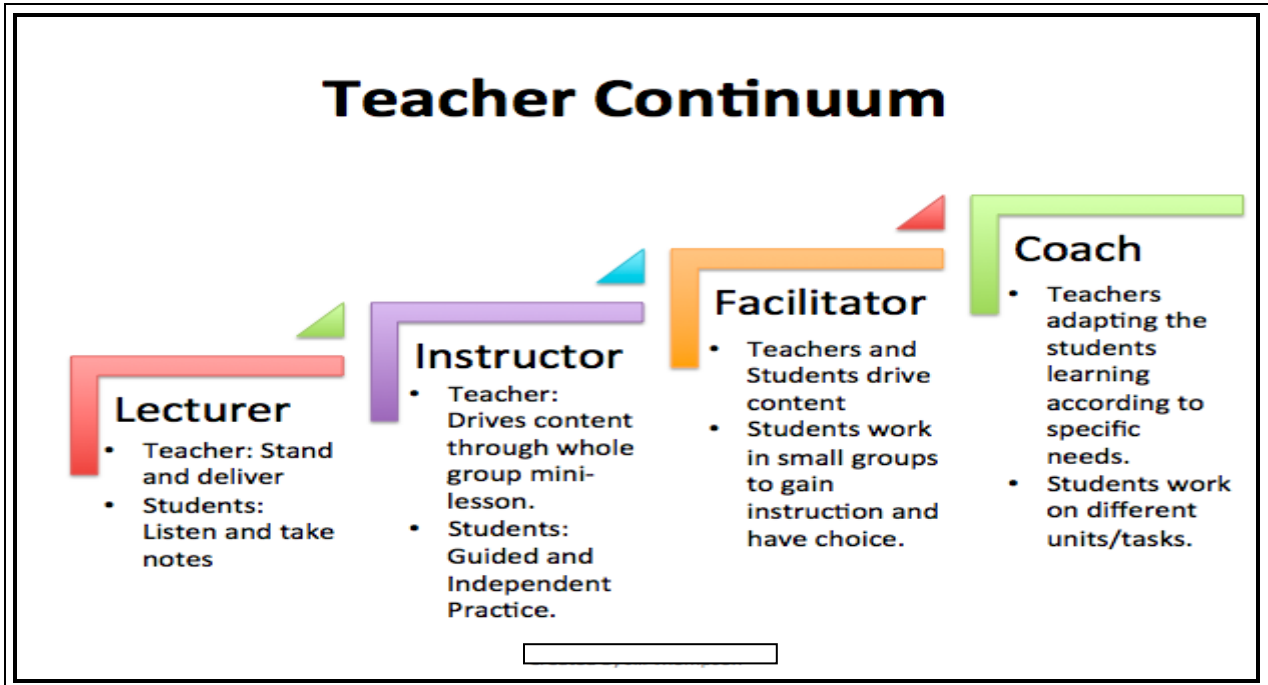
Stud.: "Gee! All that work for nothing! "

Exercise 5. Add some information & make up a small report and give a talk in class.

Exercise 6. Choose the right variant.

1. It's vital that the students' handwriting be
a) illiterate b) legible c) legitimate d) literate
2. It's quite ... which question you answer first because you must answer them all.
a) arbitrary b) indifferent c) unconditional d) voluntary
3. Vincent read the article through quickly, so as to get the ... of it before settling down to a thorough study.
a) core b) detail c) gist d) run
4. It is very difficult to ... the exact meaning of an idiom in a foreign language.
a) convert b) convey c) exchange d) transfer
5. I tried to concentrate on my homework but my eyes kept ... away from the handbook.
a) digressing b) lapsing c) rambling d) straying
6. On Sunday, Vivian studied for seven hours
a) at length b) at once c) in full d) on end
7. Miss Nervous handed in the test and awaited the results
a) in the same breath b) out of breath c) under her breath d) with bated breath
8. Wilfred was so ... in his studies that he did not notice the time passing.
a) drenched b) drowned c) engrossed d) soaked
9. You will need a pen and some paper to ... this problem. It is too difficult to do in you head.
a) discover b) find out c) realise d) work out
10. Students will be ... for exceeding word-limits in their precise.
a) condemned b) penalised c) punished d) sentenced
11. I'm afraid I've only had time to ... the article you recommended.
a) glance b) look c) peruse d) scan
12. Frank has a good ... for figures.
a) brain b) head c) mind d) thought
13. The noise from the traffic outside ... me from my homework.
a) annoyed b) distracted c) prevented d) upset
14. You must not ... from the point when you write an essay.
a) diverge b) go astray c) ramble d) wander
15. I can't possibly mark your homework as your handwriting is
a) illegible b) illicit c) illogical d) illusive
16. Deborah is going to take extra lessons to ... what she missed while she was away.
a) catch up on b) cut down on c) put up with d) take up with
17. Miss Crammer is so ... in her work that it would be a pity to disturb her.
a) absorbed b) attentive c) consumed d) intent
18. It suddenly ... on me what he really meant.
a) came b) dawned c) hit d) struck
19. The instructor ... me what my mistake was.
a) clarified b) demonstrated c) explained d) showed
20. It's no good ... me of giving the wrong answer!
a) accusing b) blaming c) criticising d) scolding
21. Isn't it ... time you started your homework, Gilbert?
a) about b) good c) past d) the

Exercise 7. Read the text & pick up the essential details in the form of quick notes.



DULL LESSONS BLAMED FOR TRUANCY

Boring lessons, unsupportive teachers and restrictive school regimes are to blame for soaring levels of truancy, according to the evidence of children who regularly bunk off from class. Evidence from the panels showed truants appreciated the value of education, but left school had failed them.

"Many pupils reported...that initial and occasional truanting started as a result of "boring" lessons where copying from a book or a board... was common". A pupil who has returned to school to get his GCSEs said: "It is unbelievable. It just bores you". Another said: "If the teachers had respect for the students, I suppose...there would be respect back. But they don't give respect".

A third added: "They should know how to be able to deal with individuals...You just sit at the back of the classroom like a complete prat not doing anything, and the teachers do anything about it. They just have a go at you and that's it. You might have problems or something and they don't know that.

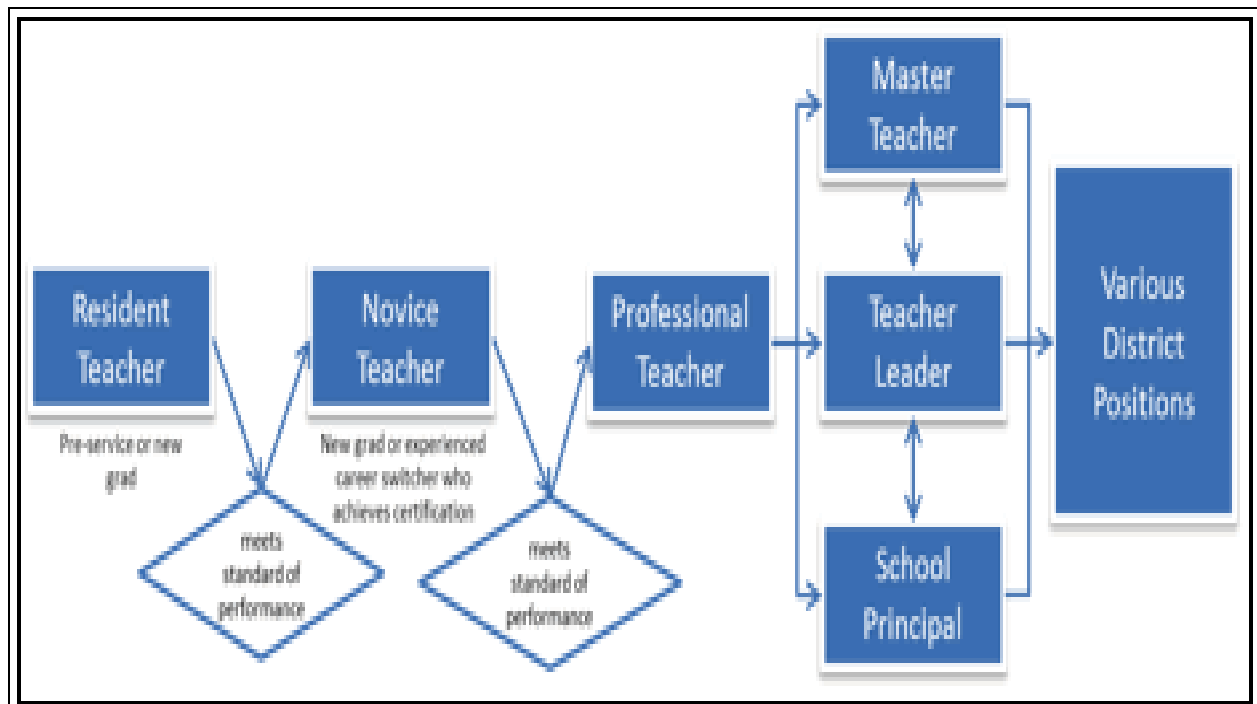
The truants thought good teachers were young (25-35), relaxed and not intimidated by young people. They used innovative methods with lots of class participation and a spirit of mutual respect. One teacher was praised for allowing pupils to talk to each other for 10 minutes at the start of class so that they would then give full attention to the lesson. Another played music of the pupils' choice to create a relaxed atmosphere. The truants saw schools as "controlling, regimented environments".

Many wanted to wear their own clothes: one pupil said his uniform "looks like I'm going to a funeral". The panels said it was hard to return after truancy. "I felt all the teachers were extremely sarcastic and didn't feel any of them wanted to help me... I was just so far behind and I didn't have any confidence", a student said. There is an overriding need to improve teaching methods, to make learning more participatory, relaxed, fun and innovative.

Exercise 1. Render the main idea of the information.

Exercise 2. Make up a small report and give a talk in class.

Exercise 3. Analyze the information and use it in practice.



DIALOGUE "PLAYING TRUANT"

- Well, we are in for it. This time we won't get away with it – we'll have to face the music.
- I am sure the dean will make it hot for us. You know when his blood is up there's no telling what sort of punishment will come into his head.
- Serves us right, we shouldn't have cut that lecture.
- I'll go first and see how the land lies.
- Mind you, you don't say things you'll regret. For all I know you'll only make things worse.
- You can take my word for it that I won't lose my temper – too much depends on my keeping it. Somehow or other I'll manage. You know I have a way of getting on with people, besides I'd never have the nerve to talk back to our dean.
- Wait, let's see how you're going to justify our playing truant.
- No. We never get more than half way through before new ideas come into your head and we have to begin all over again.
- Ah, how I hate being scolded for a moment of foolishness.
- Well, it's no use crying over spilt milk. Remember, what is done can't be undone.
- Say, now I come to think of it we were not the only ones who were not present at the lecture.
- Is there any sense in getting the others in a mess?
- You're always right, sad to say. But I still don't know what line you're going to take.
- Don't worry, for pity's sake, I'll get everything fixed up in no time. Well, here I go.
- Please take your time and don't make a mess of everything.

VOCABULARY NOTES TO THE DIALOGUE

- (1) *to be in for* – to be involved, as to be in for trouble (it) (smth. unpleasant)
- (2) *to face the music* – to show no fear at a time of danger or trial, criticism, scolding, etc.
- (3) *to see how the land lies* – (which way the wind is blowing) – to know the state of affairs, what people are thinking; to know what's what;
- (4) *mind you* – used as an interjection meaning "please note";
- (5) *to take one's word for it* – to believe what a person says;
- (6) *half-way* – in the middle; partially;
- (7) *to come to think of it* – to begin to think of smth. (when one stops and recalls smth.);
- (8) *to get (be) in a mess (fix)*; to be (get) into trouble;
- (9) *to make a mess of* – to mess up to do something badly; to spoil; to ruin;
- (10) *to fix up* – to settle; to make arrangements; to repair;
- (11) *to take one's time* – not to hurry;
- (12) *to have the nerve to say so (to come here again)* – мати нахабство так сказати (знову прийти сюди)
- (13) *foolishness* – дурість, безрозсудство; безглуздість, дурний учинок.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English.

Exercise 2. Digest the information briefly in English.

Exercise 3. Try to understand the joke.

The bright student looked long and thoughtfully at the second examination question, which read: "State the number of tons of coal shipped out of the United States in any given year." Then his brow cleared and he wrote: "1492 – none."

DIALOGUES "DEALING WITH COURSE PAPER"

- A penny for your thoughts! Something gone wrong? You look pretty glum.
- I've received a letter from Mother and I can't make head or tail of it. She just drops hints saying that something has gone wrong at home, but for the life of me I can't tell what's up. I decided to take another theme for my course paper that means starting from scratch and a lot of hard work for the rest of the term. But how can one work with something weighing on his mind!
- There now! Take it easy! You know, things will work out, they always do.
- What about your course paper? Almost through with it.
- More or less. I'm going to finish with it in a week or thereabouts.



- Be a good sport and get me out of the mess I'm in. Tomorrow I have to give an account of the book I read for outside reading and I'm only halfway through it.
- Ah, we are in the same boat; I must do the same in a day.



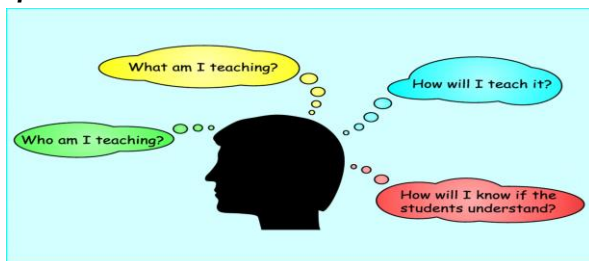
- Let's go out for a walk. There is nothing like having a stroll in weather like this.
- Don't feel up to it.
- Anything gone wrong?
- In a way, yes. I've mislaid brother's paper and he is terribly angry. You know how he feels when we meddle with his things. I do hate to see him beside himself. Yet in spite of myself I can't help putting things straight on his desk when I do his room. If I don't find his scientific paper, he'll have to begin from scratch. That's enough to make anybody's blood boil.

VOCABULARY NOTES TO THE DIALOGUES

- (1) *a penny for your thoughts* – said to a person whose thoughts seem to be far away from the surroundings;
- (2) *to go wrong* – to fail; to go amiss;
- (3) *to make head or tail of* – to understand; to comprehend (used in the negative);
- (4) *to start from scratch* – to start from the beginning; to have no help or advantage;
- (5) *(for) the rest of life (evening, day, week, month; way, trip. etc.)* – the remainder.;
- (6) *to take something easy* – not to take smth. close to heart; not to get excited; (work hard); not to hurry;
- (7) *more or less* – almost; about;
- (8) *to be a good sport* – to be a good fellow, ready to comply with one's request;
- (9) *in the same boat* – in similar circumstances; facing the same risks;
- (10) *in no way* – to a limited extent; not altogether;
- (11) *in spite of oneself* – against one's will; against one's better intentions.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English.

Exercise 2. Analyze the information and use it in practice.



EDUCATION BRIEFS

"OJ" makes DNA household name

A third of adults do not know the Earth goes round the Sun – 3% fewer than in the 1980s, according to a study. But eight out of 10 know roughly what DNA is, compared to four out of 10 in 1988. The public grasp of science has increased by about 11% since 1988.

But much of that rise is due to the phenomenal rise in knowledge of DNA. Elsewhere, knowledge has improved by only about 5%.

Only about a third of people know that antibiotics do not kill viruses.

The authors of the survey believe the surge in knowledge about DNA may owe much to OJ Simpson, because of the DNA fingerprinting used in his trial. Professor John Durant, professor of public understanding of science at Imperial College, London, said: "DNA has become part of the common parlance. My best hunch would be that DNA fingerprinting would have the most to do with it". Others attributed it to the film Jurassic Park, in which a dinosaur is created from remnants of its DNA.

Primary schools drugs warning

Primary schools are to be issued with guidelines on how to deal with drug abuse, amid warnings that solvent sniffing is rife among children as young as seven.

Schools are choosing to sweep drug problems under the carpet – and often failing to contact the police – rather than risk damaging their reputations, said the National Association of Head Teachers.

Young children often know more about drugs than their teachers, it added.

The problem of solvent abuse by primary school children is a growing one and a national one. Association president Liz Paver and other association council members have been contacted by head teachers with details of the evidence in the playgrounds for all to see every morning: empty nail polish and aerosol containers in dark corners. Most recent statistics showed almost 50% of youngsters had, by age 15, tried one form of drug or another. But only 2 to 3% went on to become addicts.

The guidelines say that when drugs incidents occur, child's parents should always be informed.

Exercise 1. Summarize your findings on education briefly.

Exercise 2. Answer the questions.

1. How many adults do not know the Earth goes round the Sun? 2. How much has the public grasp of science increased since 1988? 3. How much has knowledge improved? 4. How are primary schools issued? 5. What is rife among children as young as seven? 6. What is choosing to sweep drug problems under the carpet? 7. Who knows more about drugs than their teachers? 8. What is the problem of solvent abuse by primary school children like? 9. Who has been contacted by head teachers with details of the evidence in the playgrounds? Why? 10. What showed most recent statistics? 11. What do the guidelines say when drugs incidents occur? 12. What is to be issued with guidelines on how to deal with drug abuse? 13. What is choosing to sweep drug problems under the carpet?

Exercise 3. Translate the quotations on education.

1. Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family. **Kofi Annan.** 2. Nothing in this world can take the place of persistence. Talent will not: nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education will not: the world is full of educated derelicts. Persistence and determination alone are omnipotent. **Calvin Coolidge.** 3. Change is the end result of all true learning. **Leo Buscaglia.** 4. The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education. **Martin Luther King, Jr.**

Exercise 4. Choose the right variant.

1. There is a(n) ... at the back of the book giving the answers to the exercises.
a) appendix b) index c) key d) reference
2. No one helped Tracy to do her homework; she did it
a) all by herself b) by all herself c) by herself all d) herself all
3. Clare was ... her homework when her boyfriend called.
a) at the centre b) halfway through c) in between d) in the middle
4. That work is needed by next Thursday, so make sure you keep to the
a) dead end b) deadline c) deadlock d) dead stop
5. What ... did you get for your French composition?
a) figure b) mark c) number d) sign
6. Can you recite the Russian alphabet ... ?
a) around b) backwards c) reverse d) upside down
7. ... the regular written work, you will be required to submit a long essay.
a) Apart from b) Beyond c) Beside d) In addition
8. I can't find any logical ... between these two sentences.
a) bond b) chain c) link d) tie
9. For tomorrow, I'd like you to read pages 25 to 38
a) excluded b) exclusive c) included d) inclusive
10. My brother found it difficult to learn to write because he is
a) left-handed b) right-handed c) single-handed d) two-handed
11. Suddenly I understood perfectly and everything fell ... place.
a) down b) for c) into d) out
12. Judging by the ... Sean has put into his essay, he should do well.
a) exercise b) effort c) labour d) toil
13. In writing the account of his summer adventures, Neville chose not to ... his experiences in the order in which they happened. a) arrange b) classify c) compare d) compose
14. I must know where these quotations Please indicate their source.
a) began b) come from c) invent d) start
15. If you want to learn you will, no ... who teaches you.
a) consideration b) matter c) question d) way
16. Will you ... this essay, please, and see if I have made any mistakes?
a) look through b) look up c) see through d) see to
17. My teacher never ... my mistakes to me.
a) explains b) exposes c) marks d) reveals
18. There are a lot of mistakes in your homework, I'll have to ... it again with you.
a) come through b) go over c) instruct d) pass
19. When I was at school we had to learn a poem ... every fortnight.
a) by ear b) by eye c) by heart d) by mouth
20. I can't make anything ... his writing.
a) from b) in c) of d) out
21. Prospective students must show that they have sufficient money to cover their course fees and
a) boarding b) maintenance c) supplies d) support

Exercise 5. Digest the score of the information briefly in English.

YOUR ASSIGNMENT

A sixth-grader settles down to tackle her homework on a weekday afternoon. Instead of hunching over the kitchen table, she's sitting on the bus with her laptop. She logs on to the Internet to take a math-skills test on the school home page and get her own personalized assignment, downloads the software she'll need, seeks help from an online school librarian and e-mails the finished work to her teacher. Mom and Dad check in from their office computers, comparing her scores with the class and state averages. Homework in the future may not be any less laborious, but it will certainly be more wired.

And as more children gain access to computers and the Net – 75% of teens and 47% of kids ages 2 to 12 are expected to be online – schools and technology companies are responding with unique assignments and high-tech homework help for parents and kids.

On the menu: tailor-made assignments. The most profound way homework will change is that instead of everybody heading home with the same lesson, each student will sit down to an individual assignment, says Kevin O'Leary, president of educational-software giant the Learning Co. "If you thought of it conceptually as every child having a personal tutor, that's what we're aiming for".

The schools server, or central computer, will maintain information on each student's progress and dole out the appropriate work when the child checks the Web page. At Pine Hill School in Sherborn, Mass, some teachers already give different assignments to students in the same classroom. "Most kids may be tested on 20 spelling words, while a couple in the class may be studying only 10", says principal D. Nihill.

Keeping in touch. For students the simple ease of getting assignments online and turning them in via e-mail is reason enough to take homework digital. Samantha, a competitive fencer, travels far from her school for tournaments and boots up to stay on top of her classwork. Logging on in hotel rooms and airports, she gets copies of course lectures and lab assignments, e-mails of her teacher when she's stumped and even takes tests online.

Unlimited research. Kids are rapidly becoming experts at searching websites and CD-ROMs for research projects, and wowing teachers with what they find. "Even at the best schools, you used to be limited by how much you could pack into one little library", says Judy Breck, an educator for 20 years. Schools in the future may follow the lead of some schools, which emphasizes the "ethical use of technology resources" in its student handbook and in computer classes.

Wiring the have-nots. As computers become the homework tool of choice, educators worry about children who don't have access to the technology. "The kids who don't have computers at home will be at such a fundamental disadvantage.

It will be as if they don't have a pen or paper", says Elliot Solo-way, a professor at the University of Michigan. He just finished a study in which Internet TVs were placed in the homes of a class of Detroit public-school students, and found it not only benefited the kids but boosted parental involvement as well. Yet winning kids over to become fans of homework may take more than high-tech help.

Exercise 1. Summarize your findings on educational problems in a short presentation.

Exercise 2. Identify the areas of your assignments.

Exercise 3. Analyze the information and make up the chart about it.

No	Activity			
	Event	When	Where	Score
1.				

QUESTIONNAIRE

There are as many different ways of learning a language as there are language learners.

However, it is possible to identify four main types. The purpose of this questionnaire is to help you identify which type you are most like and also to help you think about other ways of learning you might want to try.

WHAT LANGUAGE LEARNING TYPE ARE YOU?

1. Are you someone who a) wants to know grammar rules? b) doesn't worry about grammar?	2. When you are reading, do you usually a) look up the exact meaning of new words? b) work out roughly what a new word means?
3. When you are speaking, do you a) use phrases you've learnt by heart? b) try out new ways of saying things?	4. For you a word usually has a) one clear meaning. b) different meanings in different situations.
5. Are you more interested in a) business English? b) literature?	6. Are you more interested in a) passing examinations? b) being able to say what you want?
7. Do you listen more to	a) someone's exact words? b) the sound of their voice?

If you chose more (a)s than (b)s, do the A questions.

If you chose more (b)s than (a)s, do the B questions.

1. Do you choose the answers to questions a) rather carefully? b) without thinking a lot?	2. Do you a) always finish homework on time? b) sometimes finish homework late?
3. Do you feel better when you a) finish a piece of work? b) still have time to finish it?	4. Which is more important when studying a) being organized? b) being able to change?
5. Are you more comfortable with activities which are a) clearly limited? b) open-ended?	6. When working with other learners, do you a) plan carefully before you start? b) decide what to do as you go along?
7. Do you like it more when	a) the whole class does the same activity? b) you work in small groups?

If you chose more (a)s than (b)s, read "The worker".

If you chose more (b)s than (a)s, read "The player".

1. A mistake is when a) you break the rules. b) people don't understand you.	2. Do you judge users of English by a) how accurate they are? b) how well they express themselves?
3. When you listen, is it important to understand a) every word? b) what the speaker means?	4. When you are speaking, do you a) try and remember the rules? b) say what you feel?
5. Other people's mistakes a) should be corrected. b) are not important.	6. Which is more important, a) describing facts? b) expressing feelings?
7. The good language learner is someone who	a) never makes mistakes. b) doesn't worry about making mistakes.

If you chose more (a)s than (b)s, read "The thinker".

If you chose more (b)s than (a)s, read "The feeler".

Exercise 1. Translate the sentences.

1. Words fail me! Sharp's the word! 2. There is no saying. 3. Could I have a (quick) word with you? 4. Don't breathe a word about it to anyone. 5. She gave me her word that she would deliver the message. 6. She's a woman of her word. 7. He sent us word that he would be late. 8. There was no word of the incident in the newspapers. 9. She would like to say a few words about the incident. 10. Don't move till I give the word. 11. She took the words right out of my mouth. 12. Love of the deepest sort is wordless. 13. I'll word again that gentleman when he passes again. 14. Instructions angrily worded. 15. Unfortunately, your idea is coarsely worded. 16. They worded it a long while. 17. He should take care not to be made a proverb. 18. Public virtue is only the catch-word of knaves to delude fools. 19. He is foreigner by his speech. 20. Father is holding forth on his favourite subject again. 21. His latest book discourses upon the evils of violence. 22. The minister discoursed upon the effectiveness of religious belief for over two hours. 23. The child can spiel off the names of all the Presidents, but does he really understand his country's history? 24. To declaim is easier than to convince. 25. The speaker declaimed against the government's new law.

Exercise 2. Analyze the information and summarize the facts in short notes in English.

Exercise 3. Write out all words and phrases according to the topic.



CHAPTER II. HIGHER EDUCATION

INTRODUCTION

Higher education policy refers to how higher education institutions like universities are organised, funded and operated in a society. According to Ansell (2006) there are "three different institutional forms of higher education provision: the Anglo-Saxon, Continental and the Scandinavian education system".

Anglo-Saxon education system

According to Ansell (2006), "the Anglo-Saxon education system leads to a mass, partially private and publicly inexpensive system". The Anglo-Saxon system is sometimes described as an Anglo-American education system.

Continental education system

According to Ansell (2006), "the Continental educational system leads to an elite, fully public and inexpensive system".

Scandinavian education system

According to Ansell (2006), "the Scandinavian education system leads to a mass, fully public, but highly expensive system". Higher, post-secondary, tertiary or third level education is the stage of learning that occurs at universities, academies, colleges, seminaries, and institutes of technology.

Higher education also includes certain college-level institutions, such as vocational schools, trade schools, and career colleges that award academic degrees or professional certifications. The right of access to higher education is mentioned in a number of international human rights instruments.

The UN International Covenant on Economic, Social and Cultural Rights of 1966 declares, in Article 13, that "higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education".

In Europe, Article 2 of the First Protocol to the European Convention on Human Rights, adopted in 1950, obliges all signatory parties to guarantee the right to education.

Higher education is an educational level that follows a completion of a school providing a secondary education, such as a high school, secondary school, or gymnasium. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Examples of institutions that provide post-secondary education are vocational schools, community colleges, independent colleges (institutes of technology), and universities in the US, the institutes of technical and further education in Australia, pre-university colleges in Quebec, and the IEKs in Greece. They are sometimes known collectively as tertiary institutions.

Completion of a tertiary education program of study generally results in the awarding of certificates, diplomas, or academic degrees. Higher education includes teaching, research, exacting applied work (e.g. in medical and dental schools), and social services activities of universities. Within the realm of teaching, it includes both the *undergraduate* level, and beyond that *graduate-level* (*postgraduate* level).

The latter level of education is often referred to as graduate school, especially in North America.

In many developed countries, a high proportion of the population (up to 50%), now enter higher education at some time in their lives.

Higher education is therefore very important to national economies, both as a significant industry in its own right and as a source of trained and educated personnel for the rest of the economy.

College educated workers command a significant wage premium and are much less likely to become unemployed than less educated workers. There are two types of higher education in the U.K.: higher academic education, and higher vocational education.











Higher education in the USA and Canada specifically refers to post-secondary institutions that offer Associate's degrees, Bachelor's degrees, Master's degrees, Education Specialist (Ed.S.) degrees or Doctor of Philosophy (Ph.D.) degrees, or their equivalents, and also higher professional degrees in areas such as law, medicine, optometry, and dentistry. Such institutions may also offer non-degree certificates, which indicate completion of a set of courses comprising a body of knowledge on a particular topic, but the granting of such certificates is not the primary purpose of the institutions. Tertiary education is not a term used in reference to post-secondary institutions in the US or Canada.

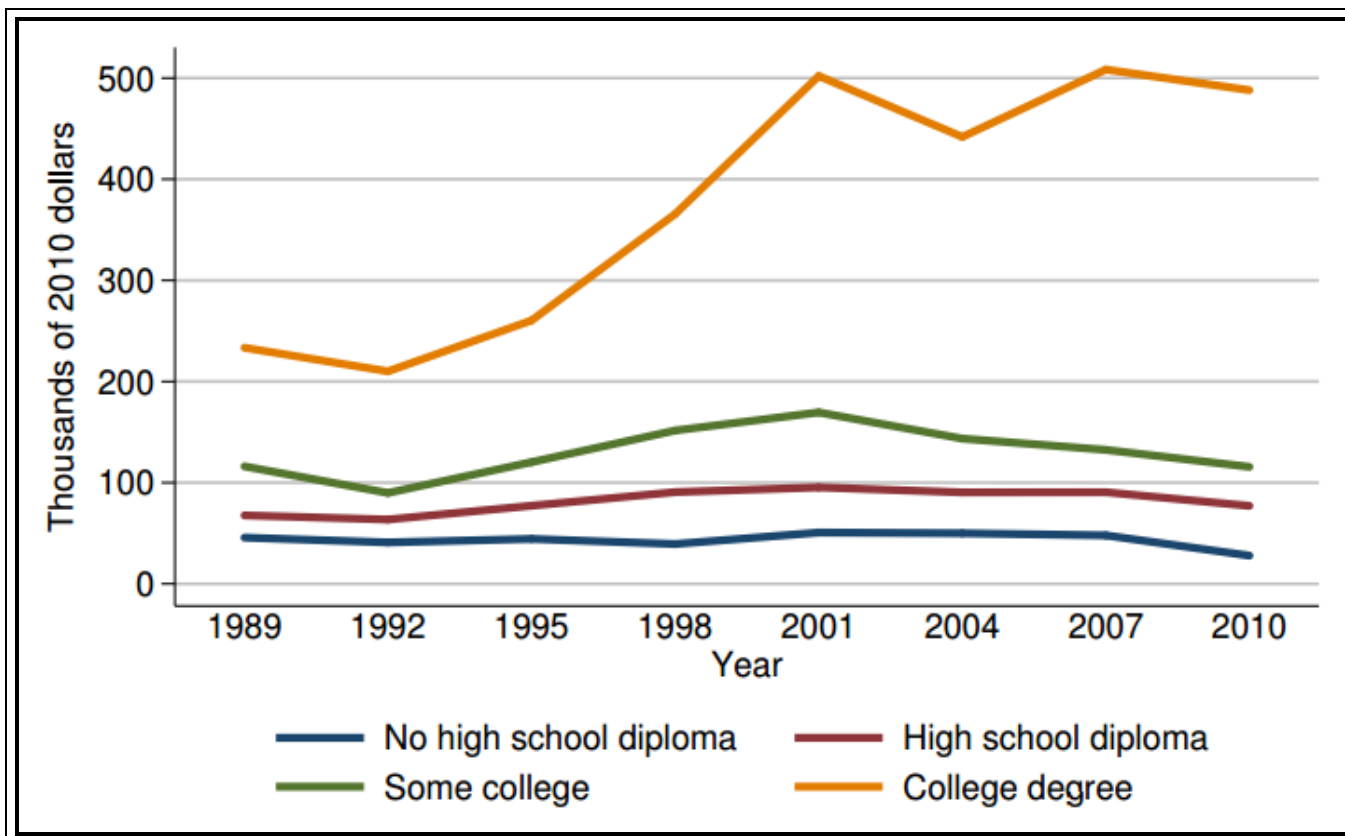
Demonstrated ability in reading, mathematics, and writing, as typically measured in the US by the SAT or similar tests such as the ACT, have often replaced colleges' individual entrance exams, and is often required for admission to higher education. There is some question as to whether advanced mathematical skills or talent are in fact necessary for fields such as history, English, philosophy, or art.

In contrast, the vocational higher education and training that takes place at vocational universities and schools usually concentrates on practical applications, with very little theory.

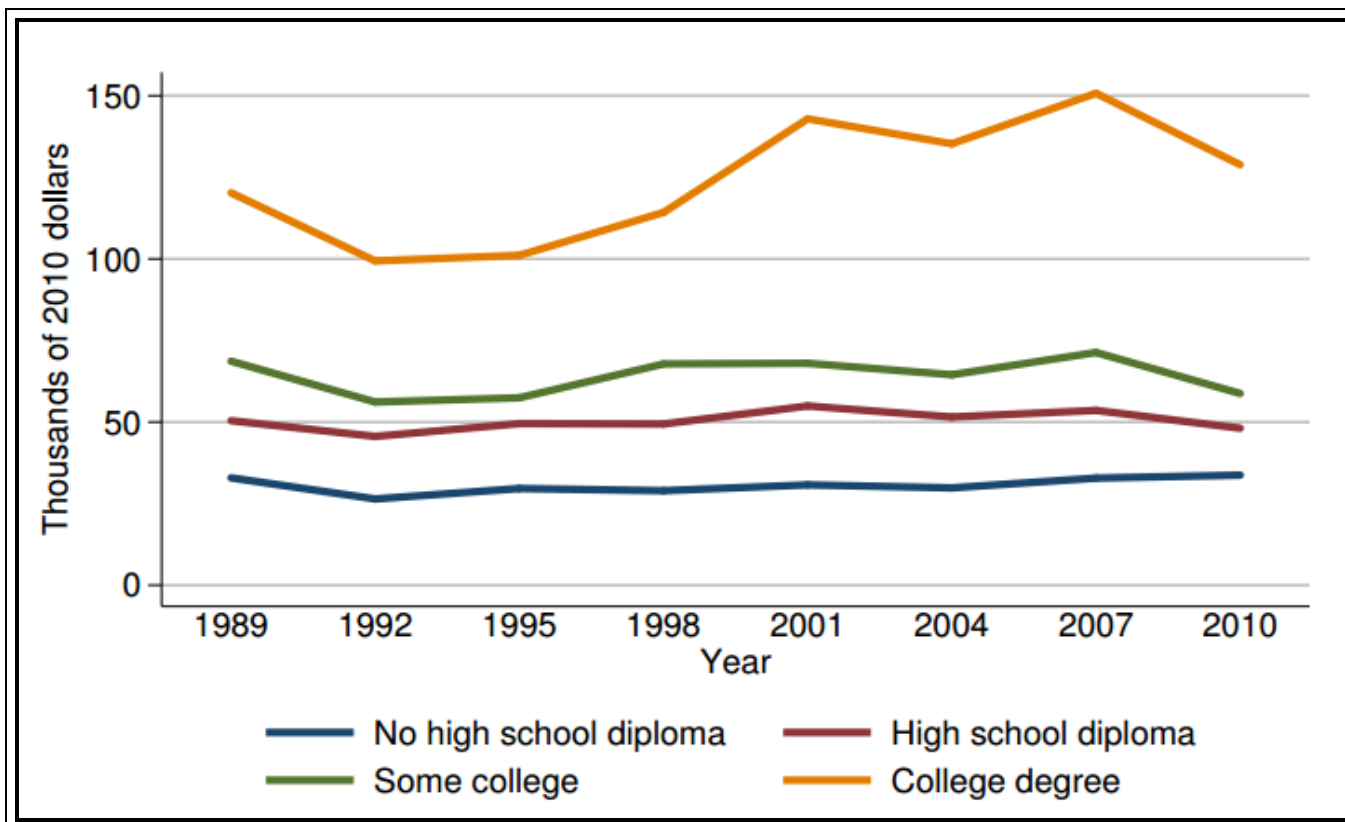
In addition, professional-level education is always included within Higher Education, and usually in graduate schools, since many postgraduate academic disciplines are both vocationally, professionally, and theoretically / research oriented, such as in the law, medicine, pharmacy, dentistry, and veterinary medicine. A basic requirement for entry into these graduate-level programs is almost always a bachelor's degree. Requirements for admission to such high-level graduate programs is extremely competitive, and admitted students are expected to perform well. In the USA, there are large differences in wages and employment associated with different degrees. Medical doctors and lawyers are generally the highest paid workers, and have among the lowest unemployment rates.

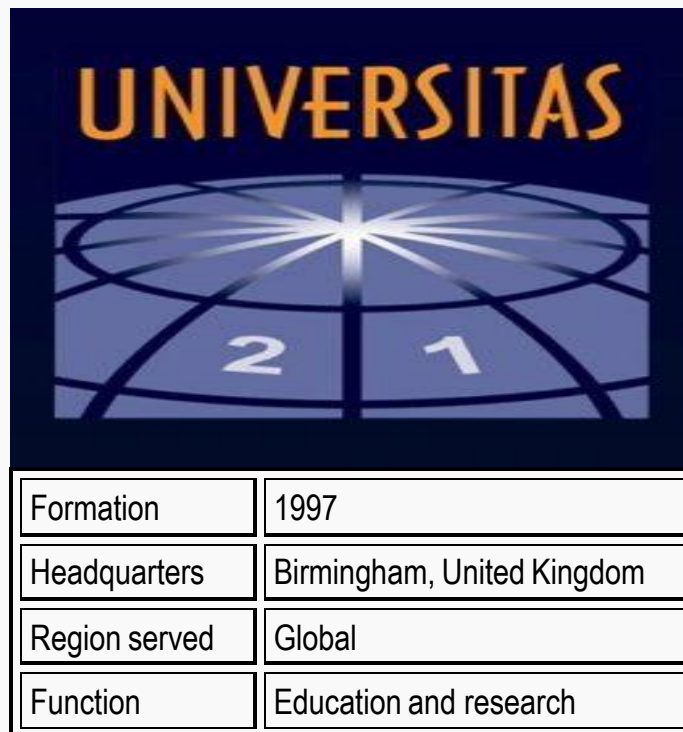
Among undergraduate fields of study, science, technology, engineering, math, and business generally offer the highest wages and best chances of employment, while education, communication, and liberal arts degrees generally offer lower wages and a lower likelihood of employment.

MOST EFFICIENT EDUCATION SYSTEMS			EFFICIENCY SCORES	PISA RANK (2012 Maths)
Source: GEMS Education Solutions				
1	FINLAND		87,8	5
2	KOREA		86,7	1
3	CZECH REPUBLIC		84,4	14
4	HUNGARY		84,1	24
5	JAPAN		83,9	2
6	NEW ZEALAND		83,3	12
7	SLOVENIA		83,3	10
8	AUSTRALIA		81,2	9
9	SWEDEN		80,6	23
10	ICELAND		79,4	17



Mean value of financial assets for families with holdings by education of head
 Mean value of before-tax family income for families with holdings by education of head





The **Europaeum** is an organisation of ten leading European universities. It was conceived of in 1990-1991 by Lord Weidenfeld and Sir Ronnie Grierson to support the "advancement of education through the encouragement of European studies in the University of Oxford and other European institutions of higher education having links with Oxford"; for "the movement of academic staff and students between these institutions"; and for "the study of the languages, history, cultures and professions of the people of Europe". The Europaeum runs one joint MA Programme in European History and Civilization. Partner universities in this programme are the University of Leiden, Universite Paris 1 Pantheon-Sorbonne and the University of Oxford. The Europaeum also organizes summer schools and conferences. Europaeum Visiting Professors teach at partner institutions.

The **Coimbra Group (CG)** is a network of 40 European universities, some among the oldest and most prestigious in Europe. It was founded in 1985 and formally constituted by charter in 1987. The group took its name from the city of Coimbra, Portugal, and its University of Coimbra, one of the oldest in Europe.

Abbreviation	CG
Location	Egmontstraat 11, rue d'Egmont 1000 Brussels, Belgium
Honorary President	President James Browne NUI Galway
Executive Board Chair	Dorothy Kelly University of Granada

The Coimbra Group is: an association of long-established European comprehensive, multidisciplinary universities of high international standard committed to creating special academic and cultural ties in order to promote, for the benefit of its members, internationalization, academic collaboration, excellence in learning and research, and service to society. It is also the purpose of the Group to influence European education and research policy and to develop best practice through the mutual exchange of experience.



The group took its name from the city of Coimbra, Portugal & the university located there.

In pursuit of its Mission the Coimbra Group aims to:

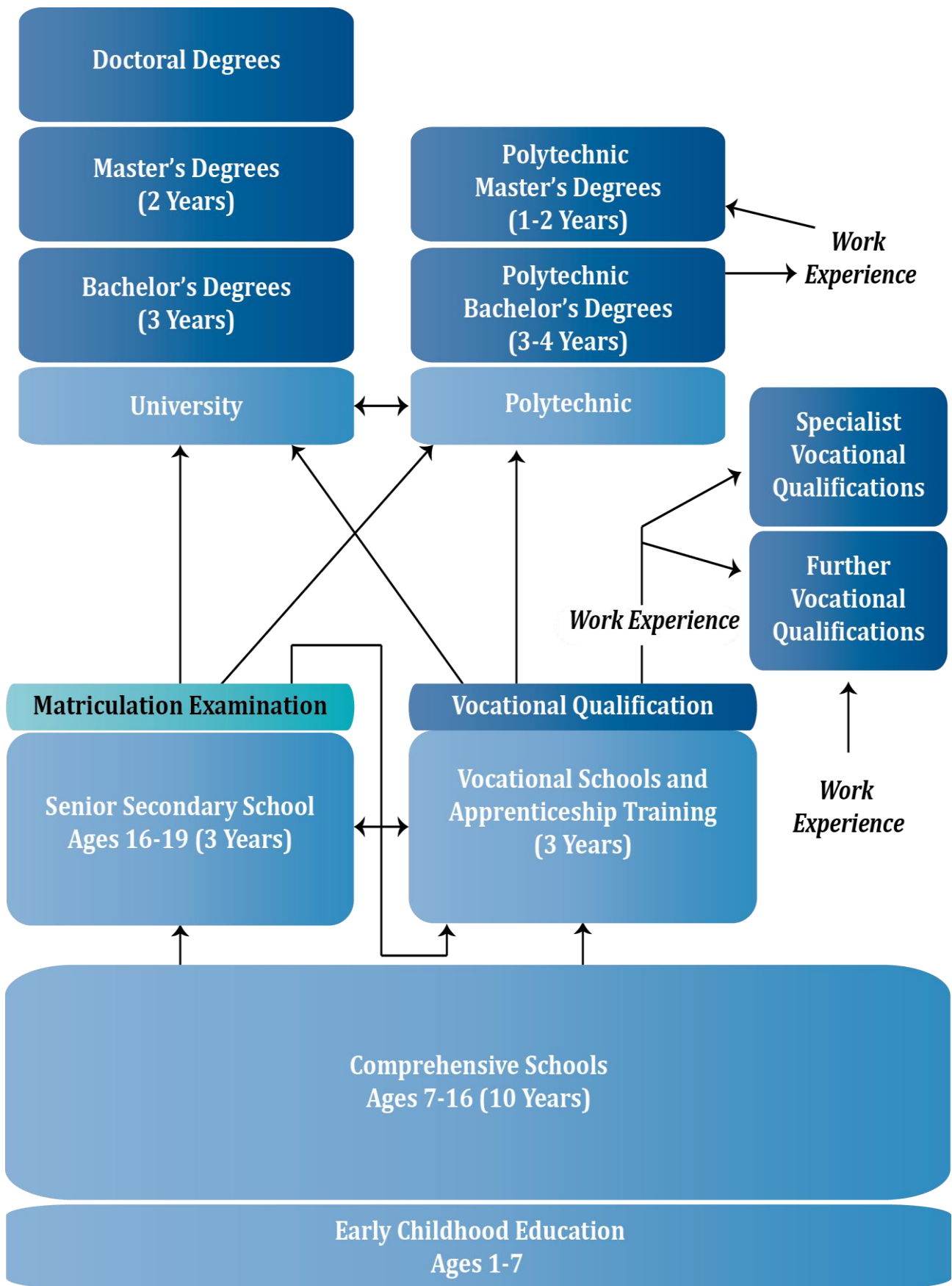
- Facilitate all forms of interchange, especially academic, cultural, social and sporting, and knowledge transfer among its member universities, their students and staff, to ensuring full advantage about by network cooperation.
- Promote the role of comprehensive multidisciplinary research universities in today's changing global scene.
- Promote the Group worldwide as a reference of academic excellence in Europe, with a view to attracting students to the member universities and to encouraging academic cooperation and interchange between the members and institutions from around the world.
- Act as a driving force in the development of the European Higher Education and European Research Areas and promote the academic expertise of its members within these areas
- Contribute to the debate on higher education in Europe and, where appropriate, influence European policy.
- Act as an expert body, able to advise its members and other institutions (including the EC and its agencies) on matters relating to higher education.
- Promote academic and cultural heritage in higher education for the 21st century.
- Promote the role of universities in service to society at different levels, especially their impact on local, regional and global development.
- Promote the importance of research integrity in scientific practice.
- Ensure that adequate attention is paid to and full advantage taken of gender diversity and that equal opportunities exist.

Exercise 1. Digest the information briefly in English.

Exercise 2. Analyze the information and use it in practice.

Exercise 3. Make up some dialogues from the information above.

Exercise 4. Write a small essay on the topic.



Global education systems

THE IDEA LEAGUE & LERU

The **IDEA League** is a strategic alliance among five leading European universities of technology.

On October 6, 1999, the **IDEA** league was formed by the signing of a memorandum of understanding between four leading European universities of technology: Imperial College London, Delft University of Technology, ETH Zurich, and RWTH Aachen University. Each has a respectable research-oriented profile and each is the largest producer of engineering and science graduates in its own country.

The term **IDEA** comes from the first letter of each of the founding institutions.

Imperial College London has confirmed its decision to withdraw from the IDEA League with effect from December 2012.

One of the IDEA League's main ambitions is to re-establish Europe as a technological and scientific leader by bundling academic resources and knowledge.

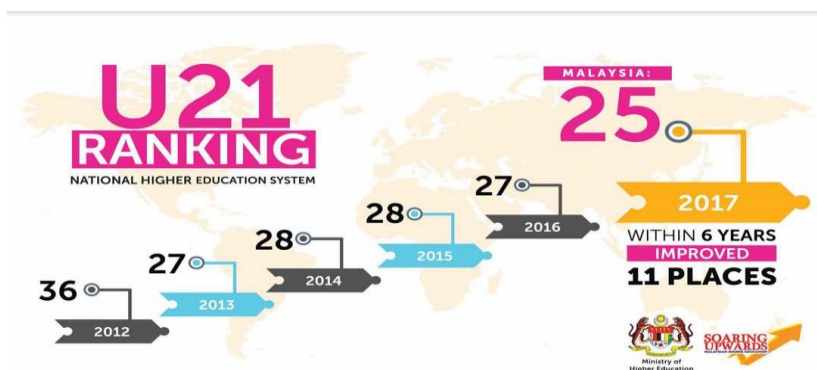
Currently, 3 schools of the members of the alliance offer a Joint Masters in Applied Geophysics, where students spend one semester at each university, then spend the fourth semester doing their thesis at one of the schools or in industry.

The programme builds on the strengths and the complementary expertise in Earth Science at the three universities. It offers a combination of study and research.

During the program students can specialize in either hydrocarbon exploration and management or environmental and engineering investigations, including geothermal energy exploration and management, and will also receive a solid background in the other speciality.

The League of European Research Universities (LERU) is a consortium of Europe's most prominent and renowned research universities. It is an association of leading research-intensive universities that share the values of high-quality teaching within an environment of internationally competitive research. Founded in 2002, as a partnership among twelve of Europe's top multi-faculty research universities, in 2010 it expanded its membership to 21 universities. LERU advocates education through an awareness of the frontiers of human understanding; the creation of new knowledge through basic research, which is the ultimate source of innovation in society; and the promotion of research across a broad front in partnership with industry and society at large.

The purpose of the League is to influence policy in Europe and to develop best practice through mutual exchange of experience. LERU regularly publishes a variety of papers and reports which make high-level policy statements, provide in-depth analyses and make concrete recommendations for policymakers, universities, researchers and other stakeholders. LERU is headquartered in Leuven, Belgium.



HIGHER VOCATIONAL EDUCATION

Liberal arts

Academic areas that are included within the Liberal arts include:

<ul style="list-style-type: none">▪ Environmental Science▪ Languages including English▪ Political Science▪ Religious studies	<ul style="list-style-type: none">▪ Mathematics▪ Great Books▪ Science▪ Literature	<ul style="list-style-type: none">▪ History▪ Linguistics▪ Music▪ Philosophy	<ul style="list-style-type: none">▪ Psychology▪ Sociology▪ Theatre
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Performing arts

The performing arts differ from the plastic arts or visual arts, insofar as the former uses the artist's own body, face and presence as a medium; the latter uses materials such as clay, metal or paint, which can be moulded or transformed to create a work of art. Higher educational institutions include:

<ul style="list-style-type: none">▪ Circus schools▪ Dance school▪ Drama school	<ul style="list-style-type: none">▪ Music education▪ Music school
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Plastic or visual arts

The plastic arts or visual arts are a class of art forms that involve the use of materials that can be moulded or modulated in some way, often in three dimensions. Examples are painting, sculpture, and drawing, etc.

Vocational

Higher vocational education and training takes place at the non-university tertiary level. Such education combines teaching of both practical skills and theoretical expertise. Higher education differs from other forms of post-secondary education such as that offered by institutions of vocational education, which are more colloquially known as trade schools. Higher vocational education might be contrasted with education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge.

<ul style="list-style-type: none">▪ Graduate College of Architecture▪ Graduate College of Library Science▪ Graduate College of Optometry▪ Graduate College of Pharmacy▪ Graduate College of the Law▪ Graduate College of Public Policy▪ Graduate College of Journalism	<ul style="list-style-type: none">▪ Graduate College of Business▪ Human Medicine▪ Professional Engineering▪ Podiatric Medicine▪ Professional certification▪ Scientific Dentistry▪ Veterinary Medicine
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Exercise 1. Make up a small report and give a talk in class.

Exercise 2. Analyze the information and use it in practice.

Exercise 3. Make up some dialogues from the information above.

Exercise 4. Choose the right variant.

1. Would you please ... from smoking while the lecture is in progress?
a) avoid b) keep yourself c) refrain d) stop
2. Prof. Orator spoke clearly and ... so we could understand every word he said.
a) distinct b) distinctly c) distinguishable d) legibly
3. During a lecture I always try to ... down the main points that are made.
a) doodle b) jot c) note d) sketch
4. That's precisely what I mean. You've hit the ... on the head.
a) idea b) nail c) pin d) point
5. The students were interested in what the teacher was saying and listened
a) attentively b) guardedly c) prudently d) watchful
6. A few jokes always ... up a lecture.
a) inspire b) liven c) loosen d) raise
7. Miss Duffer looked as if she hadn't a ... what Prof. Sophisticated was talking about.
a) clue b) guess c) point d) thought
8. You can ... your shorthand by taking notes during lectures.
a) keep b) keep in c) keep on d) keep up
9. To begin the lecture, let's take an ... of the present situation.
a) oversight b) overtone c) overture d) overview
10. The lecturer spoke so fast that I found it hard to take ... what he was saying.
a) away b) in c) over d) up
11. Prof. Silvertongue was a most effective speaker and his audience seemed to ... on his every word.
a) catch b) cling c) hang d) hold
12. I'm relying on you, gentlemen, so please don't
a) allow me off b) drop me off c) drop me down d) let me down
13. The teacher ... out the words he had written on the blackboard.
a) cleaned b) dusted c) rubbed d) scraped
14. The example you have just referred to has no ... on the matter under discussion.
a) bearing b) connection c) dependence d) relation
15. I'm afraid my speech may have ... you as to my true aims.
a) miscalculated b) misled c) mistaken d) misunderstood
16. Please repeat what you said. I didn't quite ... the meaning.
a) comprehend b) grasp c) retain d) seize
17. I take ... to that remark. It's a quite unjustified insinuation.
a) affront b) displeasure c) exception d) offence
18. The professor never finished his lecture because there were so many ... from the audience.
a) delays b) gaps c) interruptions d) intervals
19. I absolutely ... with everything that has been said.
a) accept b) admit c) agree d) approve
20. You will never understand my arguments if you don't actually ... to what I say!
a) appreciate b) hear c) listen d) understand
21. If you find it difficult to make ends meet, you can ... to the university for an additional grant.
a) apply b) ask c) propose d) submit

Exercise 5. Read the text & pick up the essential details in the form of quick notes.

PROFESSIONAL EDUCATION

Professional education is a formalized approach to specialized training in a professional school through which participants acquire content knowledge and learn to apply techniques. Although content is what the participant is expected to learn by attending professional school, such an education also helps the participant acquire the competencies needed for proper practice and behavior.

Some common goals of professional education include incorporating the knowledge and values basic to a professional discipline; understanding the central concepts, principles, and techniques applied in practice; attaining a level of competence necessary for responsible entry into professional practice; and accepting responsibility for the continued development of competence.

It is designed to produce responsible professionals and then to ensure their continuing competence in the profession by helping them recognize and understand the significance of advancing professional knowledge and improving standards of practice. It involves the translation of learning to practice and is intended to prevent occupations and professionals from becoming obsolete.

The essence of professionalism is the delivery of a service in response to a social need.

Professional education is a response to society's demands for expert help provided by competent people. The growth and development of a profession is a function of specific needs, and the role of the professional changes because of changes in society. Professional education both responds to changing demands and provides impetus to changing the field itself, balancing a forward look with the realities of the present. Professional education is thus both reactive and initiating.

Most problem solving on the job is reactive because decisions need to be made and little time is available for research or consultation with peers. Special knowledge and skills were once passed on from one professional to others through apprenticeships, were experiential, and came from nonacademic sources. This method became inadequate for preparing competent professionals.

Schools were established with the purpose of supplying financial resources and human resources beneficial to society and training the next generation of people.

The curriculum attempts to develop discipline and self-awareness in the professional.

These schools are charged with planning and delivering a full range of educational services that allow knowledge-based learning through the integration of instruction, research, and technology.

Professional education determines the quality of services provided. As changes in both practice and theory occur, knowledge increases and beginning levels of competence become insufficient for effective practice. It is not enough merely to collaborate or work closely with peers to find ways to develop new practices and new talents.

One way to improve practices and talents is through formal learning opportunities that allow reflection about what is learned with peers. No profession can effectively deal with the pressing changes of standards and ethics surrounding practice without discussing changes and modifying tasks. Pursuing additional education to satisfy the need for additional information is called lifelong learning.

Lifelong learning is a continuous, seamless effort of training for professionals. Learning occurs through efforts on the part of workers in conjunction with professional schools. It builds on one's current knowledge and understanding and is tailored to reflect interests and goals. Continuing development results in strengthening practices and the development of professionals who assume responsibility for maintaining high standards. Many professionals are self-motivated to learn new competencies required on the job because it enables them to acquire higher degrees of skill and commitment.

Training and development creates confident, expert professionals who are motivated to learn and committed to fostering personal growth.

THE INTEGRATION OF TECHNOLOGY EDUCATION

Society has witnessed an explosion in knowledge and technological ability. Changes in job responsibilities and new technologies require specialization in both the profession and the technology.

The Internet has changed the nature of professional education by offering an alternative to traditional classroom instruction that delivers the same services as a regular classroom environment.

The Internet is an asset to professional development because of the diversity of resources and ideas it has to offer. In addition, it is readily accessible to most people and user-friendly. The Internet offers a variety of Web-based instructional options, including e-mail, listservs, mailing lists, newsgroups, Web pages, and course management systems.

E-mail is an easy-to-use communication tool used for delivering letters and memos. It usually involves only text and is a fast way to facilitate class interaction and discussion. It allows information such as assignments and announcements to be sent back and forth between instructor and student. Listservs, mailing lists, and newsgroups are simple, convenient, and flexible to use. A list-serv is a special-interest discussion group that distributes messages to many users on a mailing list. Users post messages and the listserv software sends the messages to the members.

Mailing lists are discussions that allow users to send messages to groups of people as easily as to a single person. Newsgroups are discussion groups organized by topic. Messages are not sent to an e-mail account but are posted to a central location on a network. When users are ready, they select the topics they are interested in and the messages they want to read.

Web pages are also an effective tool for exchanging ideas on the Internet. They allow participants to progress through instructional materials to achieve learning outcomes and to participate in electronic discussions during times that are convenient for them, at their own pace, at any time, and from any location. Course management systems are commercially developed software that are designed for classroom management, instructional management, and performance assessment. They allow on-line access, either directly or through Web page links, to course content. These systems monitor participant progress by managing files of participants as they navigate through course content.

Professional development courses on the Internet offer new challenges and new opportunities for professional education. The Internet addresses most professional development needs of the twenty-first century. Other innovative opportunities continue to develop that will offer more services to help with research and keep us informed about topics of special interest.

By making use of this technology, instruction is extended beyond the physical limitations of traditional classrooms. Internet technology offers an unlimited database of new knowledge that is available at little or no cost. Attention is directed to professional development at all levels.

This new vision of professional development requires a new vision of preparation that includes the ability to relate technology to particular professions and to related fields. It is essential that programs access and integrate technology to facilitate participant learning. This type of cooperation continues to build a new educational system that is based on the traditional concept of lifelong learning.

The Lisbon Recognition Convention stipulates that degrees and periods of study must be recognised in all Signatory Parties of the Convention. Universities may employ a number of people.

Depending on the funding, a university typically hires one teacher per 3-25 students. According to the ideal of research-university, the university teaching staff is actively involved in the research of the institution. In addition, the university has dedicated research staff and a considerable support staff.

Typically to work in higher education as a member of the academic faculty, a candidate must first obtain a doctorate in an academic field, some lower teaching positions require only a master's degree.

Most of the administrative staff works in different administrative sections, such as Student Affairs. In addition, there may be central support units, such as a university library which have a dedicated staff.

The professional field involving the collection, analysis, and reporting of higher education data is called institutional research.

Professionals in this field can be found at locations in addition to universities, e.g. state educational departments. Large communities frequently have separate public schools devoted to specific occupational fields, and some counties and states sponsor regional vocational training establishments.

These public schools work closely with interested industries and trades in establishing curricula and in guidance programs. The cooperative training technique, in which students work part-time in the job for which they are preparing, is a common feature of these schools. Community colleges often provide vocational training courses.

Many industries have instituted extensive vocational education programs for their employees, and virtually all trades require apprenticeship and/or on-the-job training.

Theorists in vocational training have emphasized that its aim is to improve the worker's general culture as well as to further his or her technical training.

That policy is evident in the academic requirements of public vocational schools and in the work of public continuation and evening schools. Various academic courses are provided so that workers who have not completed the public school requirements may do so while engaged in regular jobs. In some localities attendance at continuation schools is compulsory for those who are of school age.

While continuation and evening schools are often primarily vocational, they frequently include general courses that attract older workers. Professional development refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to professional development, including consultation, coaching, and communities of practice, lesson study, mentoring, reflective supervision and technical assistance.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Make up dialogues from the information and carry them on in class.

Exercise 3. Analyze the information and use it in practice.



DIALOGUE "TALK ON COLLEGE LIFE"

- How are you doing?
- I'm doing fine, thank you.
- You're graduating this year, aren't you?
- Yes, in three months. I've already finished the required courses and passed my exams. I only have to defend my graduate work.
- How many exams did you have to take?
- Three: philosophy, economics and English.
- What about your marks? Did everything turn O. K.?
- Yes, excellent in all the subjects.
- Congratulations. I wish you the best of luck.
- Thank you. Goodbye.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class.

Exercise 2. Match the words for people in education with the correct definition.

- | | |
|-----------------|--|
| 1. apprentice | a) female teacher in charge of a school |
| 2. cadet | b) person trains sportsmen for contests or prepares private students for an exam |
| 3. coach | c) highest grade of university teacher |
| 4. dean | d) the lowest teaching rank at a university |
| 5. disciple | e) person in charge of a division of study |
| 6. headmistress | f) person who teaches you driving |
| 7. instructor | g) the head of some universities and schools |
| 8. lecturer | h) a person studying to become an officer in the army or a policeman |
| 9. trainee | i) someone learning a trade who works in return for being taught |
| 10. principal | j) person undergoing some form of vocational training |
| 11. professor | k) anyone devoted to the acquisition of knowledge, especially attending university |
| 12. pupil | l) attends primary school |
| 13. student | m) follower of a religious teacher |

Exercise 3. Give short affirmative answers.

1. Do you study at a Higher School? 2. Do you get a stipend? 3. Do you take part in research work? 4. Do you live in the hostel? 5. Do you work much at mathematics? 6. Do you study at the evening faculty? 7. Do you like your speciality? 8. Do the students read newspapers every day? 9. Do the students stand up when the teacher comes into the lecture-room? 10. Do your parents support you? 11. Does comrade X. study at your faculty? 12. Is he in the same group as you? 13. Does he attend all the lectures? 14. Does he study the strength of materials? 15. Does he live with his parents? 16. Does he indulge in sports? 17. Did he go to a secondary school? 18. Did you finish your drawing yesterday? 19. Did all the students of your group pass the exams? 20. Did they get good marks?

Exercise 4. Try to understand the jokes.

Prof.: "Tell me one or two things about John Milton."

Stud.: "Well, he got married and he wrote "Paradise Lost".

Then his wife died and he wrote "Paradise Regained".

Exercise 5. Make up some dialogues from the information above.

Exercise 6. Write a small essay on the topic.

Exercise 7. Choose the correct variant.

1. The class teacher punished disobedient pupils
a) hardly b) severely c) stiffly d) strongly
2. It was a great ... to study under such an outstanding teacher.
a) favour b) fortune c) privilege d) value
3. We all like Prof. Merryman because of his great ... of humour.
a) feeling b) principle c) sense d) willingness
4. The most important ... that Dr P. was responsible for usage of video in teaching.
a) innovation b) introduction c) novelty d) reformation
5. My English teacher ... me to try for a place in the English Department.
a) convinced b) encouraged c) insisted d) proposed
6. Mr Violin has been teaching music for years, even though he hasn't got any
a) examinations b) experience c) experiment d) qualifications
7. Mr U. went to Algeria hoping to find a teaching ... without too much difficulty.
a) employment b) job c) occupation d) work
8. A university professor's view is rarely that of the man in the
a) bus b) factory c) queue d) street
9. Dr Scholar uses student volunteers as ... for his experiments.
a) agents b) cases c) models d) subjects
10. You must ask your class teacher ... to do that.
a) agreement b) allowance c) permission d) permit
11. ... your hand if you want to ask a question in class.
a) Arise b) Lift c) Raise d) Rise
12. For goodness' ... stop asking such silly questions!
a) benefit b) like c) love d) sake

Exercise 8. Translate the sentences into English.

1. Я студент інституту туризму, економіки та права. 2. Я вступив до інституту в минулому році, після того як здав успішно п'ять іспитів. 3. Зараз я на другому курсі. 4. Я живу з батьками на площі Незалежності. 4. У гуртожитку живуть тільки студенти, що приїхали з інших міст. 5. Наш інститут розташований недалеко від станції метро. 6. Кожен день я приїжджаю до інституту без чверті дев'ять. 7. Наші заняття починаються в дев'ять і закінчуються в три години. 8. Зазвичай я займаюся 6 годин в інституті і 3 години дома. 9. Вранці я їду на метро до станції "Сокіл", а потім йду. Це займає у мене близько години. 10. В кінці кожного семестру ми здаємо п'ять іспитів і шість чи сім заліків. 11. Заліки ми повинні здати до початку екзаменаційної сесії. 12. Минулої осені я отримав гарні оцінки. Я отримав п'ять з економіки, математики, історії, та філософії, чотири з іноземної мови. Незадовільних оцінок у мене немає. 13. Я сподіваюся в наступному семестрі отримати тільки добрі та відмінні оцінки.

Exercise 9. Try to understand the jokes.

"If the Dean doesn't take back what he said to me this morning, I am going to leave college."
"What did he say?"
"He told me to leave college."



During a Christmas exam, one of the questions was: "What causes a depression?" One of the students wrote: "God knows! I don't. Merry Christmas! " The exam paper came back with the prof's notation: "God gets 100, you get zero. Happy New Year! "

Exercise 10. Give short negative answers.

- Do you study at Kyiv University of tourism, economics and law?
- Do you speak French?
- Do you get only excellent marks?
- Do you get up late in the morning?
- Do the students go to the deanery every day?
- Do your friends read German books?
- Did you go to the cinema yesterday?
- Did you finish a secondary school here?
- Did you attend evening lectures last term?
- Did you work at the deanery?
- Did your monitor come late to the lectures yesterday?

Exercise 11. Choose the correct variant.

1. At the beginning of the school year, every teacher is ... a classroom.
a) allocated b) distributed c) registered d) sorted
2. Could you stand ... for me and teach my history class tomorrow, Maggie?
a) down b) in c) out d) up
3. The teaching profession offers good career ... for the well-qualified teacher.
a) ladders b) perspectives c) prospects d) scales
4. Mr. O. is looking for a school with a ... attitude towards its students and their work.
a) hard b) heavy c) grave d) serious
5. I wonder if the lecturer'll be up to the ... questions such an audience is capable of.
a) cutting b) examining c) piercing d) searching
6. Prof. Pedant announced that he was addressing the meeting in his ... as a teacher.
a) capacity b) character c) qualification d) rank
7. Teachers have learned to take shortages of textbooks and equipment in their
a) course b) habit c) scope d) stride
8. Some people are against informality at lectures but, personally, I ... the idea.
a) applaud b) cheer c) clap d) shout
9. My mother had to take private pupils in order to ... her salary as a teacher.
a) augment b) expand c) complete d) inflate
10. Mr Horrid was a terrible teacher and obviously not ... for teaching.
a) cut in b) cut on c) cut out d) cut up
11. Mr Original ... some unusual educational beliefs.
a) carries b) holds c) keeps d) takes
12. Our maths teacher applied for a year's ... leave to write his Ph. D. dissertation.
a) sabbatical b) satanic c) superfluous d) suspended
13. Despite the excellent results in his A level exam he hasn't won a(n) ... to the university.
a) aid b) money c) pension d) scholarship
14. The government will be increasing student ... to give them more money.
a) aids b) benefits c) grants d) rewards

Exercise 12. Analyze the information and use it in practice.

Exercise 13. Add some information and write a short essay on the topic.

Exercise 14. Which of the three definitions most nearly describes each of the subjects?

1. Agronomy, taught by agronomists, is
 - a) the study of primitive races
 - b) the survey of human emotions
 - c) the science of farming
2. Anthropology, taught by anthropologists, is
 - a) the science of ants
 - b) the study of man
 - c) the art of poetry
3. Embryology, taught by embryologists, is
 - a) the study of coals
 - b) the study of the development of living creatures before their birth
 - c) the study of amber
4. Entomology, taught by entomologists, is
 - a) the study of insects
 - b) the study of the derivation of words
 - c) the study of tombs and monuments
5. Graphology, taught by graphologists, is
 - a) the analysis of handwriting
 - b) the study of the earth
 - c) the study of maps
6. Linguistics, taught by linguists, is
 - a) the science of language
 - b) the study of linking chains together
 - c) branch of mathematics dealing with lines
7. Penology, taught by penologists, is
 - a) the art of good penmanship
 - b) the study of old-age pensioners
 - c) the study of prison management
8. Philology, taught by philologists, is
 - a) the art of wisdom
 - b) literary scholarship
 - c) the study of the derivation of words
9. Physiology, taught by physiologists, is
 - a) the study of the functions of the body
 - b) the study of the functions of the mind
 - c) the science of matter and energy
10. Typography, taught by typographers, is
 - a) the making of maps
 - b) the art of printing
 - c) the study of human types
11. Seismology, taught by seismologists, is
 - a) the splitting of the atom
 - b) the science of earthquakes
 - c) the study of famous quotations
12. Theology, taught by theologians, is
 - a) the study of religion
 - b) the art of the theatre
 - c) the study of wind



UNIVERSITIES & COLLEGES

As of 2010, more than 2.8 million students were enrolled in 778 universities. At the top of the higher education structure, these institutions provide a four-year training leading to a bachelor's degree, and some offer six-year programs leading to a professional degree. There are two types of public four-year colleges: the 86 national universities (including the Open University of Japan) and the 95 local public universities, founded by prefectures and municipalities. The 597 remaining four-year colleges in 2010 were private.



Princeton University is an Ivy League institution of higher learning in New Jersey, United States.

The overwhelming majority of college students attend full-time day programs.

In 1990 the most popular courses, enrolling almost 40 % of all undergraduate students, were in the social sciences, including business, law, and accounting. Other popular subjects were engineering (19 %), the humanities (15 %), education (7 %).

The average costs (tuition, fees, and living expenses) for a year of higher education in 2006 were \$10,000. To help defray expenses, students frequently work part-time or borrow money through the government-supported Japan Scholarship Association. Assistance is also offered by local governments, non-profit corporations, and other institutions. Based on 2011 Times Higher Education – QS World University Rankings, there are 33 Japanese Universities in the top 100 Asian University Rankings.

A **professional** is someone who has completed formal education and training in one or more profession. The term also describes the standards of education and training that prepare members of the profession with the particular knowledge and skills necessary to perform the role of that profession. In addition, most professionals are subject to strict codes of conduct enshrining rigorous ethical and moral obligations. Professional standards of practice and ethics for a particular field are typically agreed upon and maintained through widely recognized professional associations.

Some definitions of professional limit this term to those professions that serves some important aspect of public interest and the general good of society. In some cultures, the term is used as shorthand to describe a particular social stratum of well-educated workers who enjoy considerable work autonomy and who are commonly engaged in creative and intellectually challenging work.

Approach and subject coverage tends to be uniform, at least in the public schools.



The University of San Paulo is an institution of higher learning in Brazil.



The University of Cape Town is an institution of higher learning in South Africa.

Training of disabled students, particularly at the upper-secondary level, emphasizes vocational education to enable students to be as independent as possible within society. Vocational training varies considerably depending on the student's disability, but the options are limited for some.

It is clear that the government is aware of the necessity of broadening the range of possibilities for these students. Advancement to higher education is also a goal of the government, and it struggles to have institutions of higher learning accept more students with disabilities.

Exercise 1. Digest the information briefly in English.

Exercise 2. Try to understand the joke.

Prof: "Hawkins, what is a synonym?" Stud: "It's a word you use in place of another one when you cannot spell the other one."

Exercise 3. Read the text & pick up the essential details in the form of quick notes.

Exercise 4. Choose the keywords that best convey the gist of the information.



Moscow State University is an institution of higher learning in Russia.



The University of Tokyo is an institution of higher learning in Japan.



ADDITIONAL EXPRESSIONS

bias – упередження (against);
ability (faculty) (for) – здібність;
mental ability – розумові здібності;
disposition, talent, bent, inclination (for smth) – схильність до чого-небудь;
in earnest – серйозно;
paying, paid – платний;
available – доступний;
tableau – шкільний журнал;
extra-moral – надзвичайно моральний, благодійний;
lowance – дозвіл; кишенькові гроші; місячне утримання; пайок, норма;
visual aids – наочний посібник;
all-round – усебічний;
to be in store for – бути готовим до чогось;
facility – 1) легкість, плавність; 2) сприятливі умови; 3) пільги;
matchless – незрівнянний, унікальний;
to enable – давати можливість;
focusing teacher's attention on smth – концентрувати увагу вчителя на чомусь;
engagement of students in tasks – дати студентам завдання;
feed back – зворотній зв'язок;
success in learning – успіх у навчанні;
provide a favorable climate for learning – забезпечити сприятливі умови для навчання;
to be prevalent – бути поширеним;
in most language teaching programs – у більшості навчальних програм з мови;
to seek – шукати, дізнаватися;
alteration in one's speech – зміни у чиїсь промові;
target – ціль, завдання, план;
warming up – розминка;
willingness to speak in English – бути готовим розмовляти англійською мовою; atmosphere of collaboration between the pupils – атмосфера для співпраці між учнями (студентами);
to grow along with the class – іти далі (вперед) разом із класом;
children are grouped by grade and class – діти поділяються на групи і класи;
fluency in written and spoken English – швидкість на письмі й у розмовній англійській мові;
evenhandedly – непристрасний;
advancement – успіх, прогрес;
in the frame work – у межах;
lucidly mind – незатьмарений розум;
haze – брак чіткості у думках;
vivacity – жвавість;
turn out – відвідування;
campus – територія навчального закладу, шкільний двір;
to give one's mind to study – повністю відсторонитися від навчання;
the gift of tongues – здібність до вивчення іноземних мов;

to pore over – обмірковувати;
to pore over books – занурюватися у книги;
painstaking – старанність;
dense ignorance – невігластво;
to write out fair – писати начисто;
to write up – детально описувати;
to write down – зображати;
to write off – писати з легкістю;
to write large – писати гарним почерком;
to write small – писати дрібним почерком;
to write plain – писати розбірливо;
uphill hand – косий почерк;
handwriting – почерк;
my learned friend – "учений" колега;
to change the subject – змінити тему для розмови;
topsy-turvy – розгартіяш, гармидер;
out of the blue – зовсім несподівано;
hang of things – зміст, значення;
to be a drag on a person – бути обузою;
to be pleased as Punch – бути дуже задоволеним;
to be in for it – влетить, "нагорить";
to put on airs – пишатися, величатися;
to drop a brick – зробити ляпсус, припуститися нетактовності;
to take smth in one's stride – зробити щось одним махом;
to be of the tender hooks – мучитися через невідомість (сидіти як на голках);
to take leave of senses – втратити свідомість;
an apple-pie order – зробити все відповідно до;
to lift a load off one's mind – позбутися гнітючого стану (камінь з душі спав);
to back out – ухилятися;
to get the knack of smth. – діяти вміло;
to have the nerve to do – мати нахабство зробити щось;
to face the music – натрапляти на труднощі, критику; відповідати;
to be taken unawares – бути захопленим несподівано;
to be amiss – щось недоладу;
to make amiss of smth. – наплутати щось;
to be off the mind – бути захопленим чимось;
adolescent – юний;
oddly – вільно, випадково;
outlook – погляд, думка;
in easiness – з легкістю, невимушено;
in reward for smth. – як нагорода;
less teaching – менш повчально;
effortless – пасивний;
proficient – досвідчений, фахівець;
awareness – поінформований;

to seek improvement – прагнути до покращення;
craft – спритність, уміння;
well-ordered – утаємничений у всіх справах;
in a nutshell – коротко, декількома словами;
hence – відтак, отже, із цих пір, згодом, за деякий час;
to bear in mind – обдумувати щось;
pre-nursing – плекати надію;
on wards – уперед, далі;
at long last (in the long run) – зрештою, нарешті;
syllabus – програма курсу, план;
gist (essence) – суть, сутність;
the frame of mind – настрої;
by-gones be by-gones – хто старе пам'ятає, той щастя не має;
one frame of mind – єдиний погляд на що-небудь;
to weight on his mind – оцінювати, зважувати;
to get into a mess – потрапити в біду;
let you get a word in edgeways – дати можливість сказати хоча б словечко;
to talk 19 to the dozen – говорить беззупинно;
to be verbose – бути багатослівним;
to be long winded – довго говорити;
to hold the floor – утримувати розмовами;
to spout – розбалакувати;
to natter – бурмотіти, базікати, теревенити;
to rattle on – "тріщати" беззупинно;
gossip – плітка;
jabber – теревені; *Syn: mutter, mumble*
to patter (blather, waffle) – тараторити (жаргон.);
to ramble – говорити беззупинно;
to be of hot air – теревені;
willy-nilly – хочеш-не-хочеш;
you can't talk – не тобі говорити;
talking of it – доречі;
to talk at smb – говорити про когось погано (розраховуючи, що він почує);
the talk of the town – притча во язицех;
all talk and no cider – багато галасу, та без пуття;
talk of the devil and he is sure to appear – про вовка промовка, а вовкі в хату; to talk turkey – говорити відверто неприємні речі; говорити по-діловому;
to talk the hind legs off a donkey – заговорити до смерті;
to enjoy a good gas chat – говорити нісенітниці.

Exercise 1. Analyze the additional expressions, learn them and make up sentences with them.

Exercise 2. Render the main idea of the information.

Exercise 3. Make up some dialogues from the information above.

Exercise 4. Write a small essay on the topic.

Exercise 5. Read the text & pick up the essential details in the form of quick notes.

DIALOGUE

WHAT I AM & WHERE I STUDY

- Hello, Bob!
- Oh, Peter, glad to see you, I haven't seen you for ages. What are you doing now?
- I'm a student.
- When did you enter an Institute?
- I entered it in September 1991, after I had finished secondary school.
- Did you pass any entrance examinations?
- Certainly, I did. I had to take examinations in mathematics (written & oral), physics, and a foreign language, and I had to write a composition in my native language.
- What marks did you get?
- Three excellents and two goods, in English and for my composition.
- In what year are you now?
- I am in my second (first) year, or fourth (second) term if you like.
- What examinations did you take last term?
- I passed the examinations in mathematics, physics, theoretical mechanics and strength of materials. And what about you?
- You see, when I received my school leaving certificate, I decided to work at a plant and get a speciality.
- What speciality have you got?
- I'm a fitter now, I get good wages. And now that I have become already a skilled worker I think I can combine my job with studies by taking correspondence courses or attending the evening faculty of an institute.
- What institute do you want to enter?
- I have thought about the Power Engineering Institute, but I haven't yet decided. Tell me about your Institute, perhaps it will suit me, if it has a correspondence or evening faculty (department).
- Oh, yes. It has an evening department. You see, our institute is one of the oldest engineering educational establishments in our country. It has five faculties, which give training in more than 40 special fields of mechanical engineering, so it will be easy for you to choose a speciality.
- How long does the course of training last at your Institute?
- The training course lasts 5 years and ten months.
- What are the main subjects studied during the first two years?
- The main subjects are: higher mathematics, physics, chemistry, descriptive geometry, theoretical mechanics, strength of materials, theory of mechanisms and machines, thermodynamics, heat engineering, drawing and the theory of metals; the students also study economics and a foreign language.
- And what about practical work and industrial training?
- You see, our institute was the first educational establishment, which successfully combined theoretical studies with industrial practice from the very beginning. On most subjects our students work in laboratories or in work shops and much attention is paid to the practical work and industrial training in various factories and plants.
- Do the students get allowances?
- Certainly. About 75 % of our students get allowances.
- What does the size of the allowance depend on?

- It depends on the year of studies (course), on how well the student gets along with his studies and on his economic standing.
- Have you a hostel?
- Of course, we have, all the students coming from other towns are provided with hostel accommodation.
- Where can I get more detailed information about the evening department?
- Apply to the deanery of the evening department.
- Thank you very much for your information.
- Not at all. Very glad to have met you.
- Hope to see you soon again. Good-bye for the present.
- See you later. Good luck!

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class.

Exercise 2. Fill in the gaps in the sentences with the facts from the text correctly.

Well-organized, accommodation, system, correspondence, theses, education, qualified, phenomena, needs, courses, branches (2), requirements, universities, qualification.

Millions of students

Our higher education is planned. Each year the right number of 1) ____ graduates leave the institutes and universities, filling all 2) ____ of our economy. This, of course, is a very complicated job. College 3) ____ take about five or six years – so one has to look into the future and take into account the way the various 4) ____ of industry, culture and science will develop. One even has to allow for the appearance of new 5) ____ of the economy over that period.

The Ministries work out their future 6) ____, the job of the Ministry of Higher Education being then to put the plans into effect. Thus, when leaving the institutes and 7) ____, the graduates are provided with work according to their 8) ____ obtained while studying. The students are provided with 9) ____ dining-halls and hostels and they can get holiday 10) ____ at special cheap rates at holiday homes, camps and health resorts. Apart from full-time study there is an extensive 11) ____ of free evening and correspondence education in our country. Part-time and 12) ____ students are given additional paid vacations of 30 to 40 days and up to four months extra paid leave to prepare their 13) ____ and for their state examinations. Ukrainian college gives its students an all-round 14) ____, providing all with the opportunity of becoming active members of society.

The humanities, the natural and exact sciences are today penetrating more and more into the sphere of social 15) ____, no modern scientist being able to get along without understanding society and man's place in it. In all schools of higher learning, even the technical ones, philosophy and foreign languages are obligatory subjects. The whole system of higher education is aimed not only at providing the students with a minimum of knowledge, but also at developing them creatively.

Commentaries

The right number – необхідна кількість; to fill the needs – задовольняти потреби; college courses take – повний курс навчання в інституті вимагає; to look into – заглянути в; to allow for – врахувати; to put into effect – здійснювати; apart from – окрім; holiday accommodation – можливість провести відпочинок; health resort – курорт; is aimed not only at – спрямована не тільки на те, щоб; correspondence education – заочна освіта; to provide with work – забезпечити роботою; extra paid leave – додаткова оплачувана відпустка.

Exercise 3. Digest the information briefly in English.

Exercise 4. Answer the questions.

1. What is your name? 2. What is your first name? 3. How old are you? 4. What are you? 5. Where do you study? 6. When did you enter this Institute? 7. When will you graduate? 8. What year are you in now? 9. How many years does the training course at your Institute last? 10. Into how many semesters is the school year divided? 11. How long does each term last? 12. When do you have your winter (summer) vacation? 13. What subjects did you study during the last term? 14. Did you pass your examinations? 15. What marks did you get? 16. In what subjects did you take examinations? 17. What stipend do you get? 18. Do you live in the hostel or with your parents? 19. Is your family very large? 20. Where does your father work? 21. Has he got higher education? 22. What is his speciality? 23. What will your future speciality be? 24. At what time do your studies begin? 25. At what time do you come to the Institute? 26. How many lectures have you every day? 27. How long does every lecture last? 28. At what time are your lectures over? 29. Do you live far from the Institute? 30. In what street do you live? 31. How long does it take you to get to the Institute? 32. Do you take a tram (a bus, a trolley bus) when you go to the Institute? 33. Do you go by the metro? 34. Do you walk from the metro station? 35. At what time do you usually come home from the Institute?

Exercise 5. Remember proverbs & sayings.

Live and learn. – Вік живи, вік учись. Knowledge is power. – Знання – сила. It is never too late to learn. – Вчитися ніколи не пізно. To know everything is to know nothing. – Знати все – значить нічого не знати. Money spent on the brain is never spent in vain. – Гроші, що витрачені на освіту, завжди окупаються.

Exercise 6. Translate the sentences paying attention to the italic words.

1. When planning the number and variety of *graduates* the Ministry of Higher Education allows for the appearance of new branches of economy. 2. In our country any student knows a number of jobs will be in store for him as soon as he *graduates* from his institute or university. 3. Students get medical *aid* free of charge. 4. Professors and assistant professors *aid* students in their research work. 5. These scientists *experience* great difficulties in their work. 6. They gain much *experience* from their research. 7. She has 10 years *experience* in the job. 8. Another *experience* was in store for us. 9. We had never *experienced* this kind of holiday before. 10. He *experienced* severe hardships as a child.

Exercise 7. Put words or phrases into correct place in the passage Selecting courses below.

amount	calendar	class hours	college	selecting	requirements	outlines
course	credits	curriculum	electives	technical	graduation	specified
week	number	prospectus	3 / 20	subjects	opportunity	major

The courses given by a 1) ___ or university are called its curriculum. The 2) ___ of the institution 3) ___ the complete 4) ___. It gives the 5) ___ for entry to each course, as well as the credits given for the 6) ___. Each course is designated as giving a 7) ___ number of credits. These are usually equal to the number of 8) ___ devoted each week to the course. For example, a course that meets three times a 9) ___ usually gives 10) ___ credits towards graduation. Schools using the semester 11) ___ require about 12) ___ credits for 13) ___. Between 30 and 40 of the required 14) ___ must be in the student's 15) ___ subject. Schools vary considerably in the 16) ___ of freedom given students in 17) ___ their courses. Almost all schools have a certain 18) ___ of required 19) ___. Students can also usually choose non-required courses called 20) ___. Liberal-arts colleges usually give students more 21) ___ to choose than do 22) ___ schools.

Exercise 8. Read the text & pick up the essential details in the form of quick notes.

DIALOGUE "IN THE HOSTEL"

An extra-mural student, who lives in the country, comes back home from Kyiv where he took his examinations at one of the Institutes. He meets a friend of his who asks him a number of questions about his life in the city.

- Where did you live in Kyiv?
- They put me up at one of the hostels of our Institute. The windows of my room were looking on to a big park.
- How long did it take you to get to the Institute?
- Not very long, as a matter of fact, not more than 10 min by bus or about 20 minutes on foot.
- Are they big buildings?
- Oh, quite big. Two four-storey buildings with two kitchens with gas cookers on each floor. There are also shower baths with hot water.
- Are the rooms comfortable?
- Yes, quite comfortable. There's plenty of light coming in through two big windows. Built-in wardrobes, bookcases, three to four beds, tables, chairs, and loudspeakers.
- Who does the rooms?
- The students themselves look after their rooms. They also take turns in cleaning the corridors.
- Do the students cook their food in the kitchens or have their meals in the dining-hall?
- They usually prepare their breakfasts and suppers themselves in the kitchen, but as to dinner, they have it in the dining-hall.
- Where do the students spent their free time? Are there any clubs specially for the students at the Institute?
- Sometimes they go to the theatre, cinema or to the concert. But as a rule they spend their free time at the students' club where they take part in different amateur activities, study foreign languages, and so on.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class.

Exercise 2. Choose the correct variant.

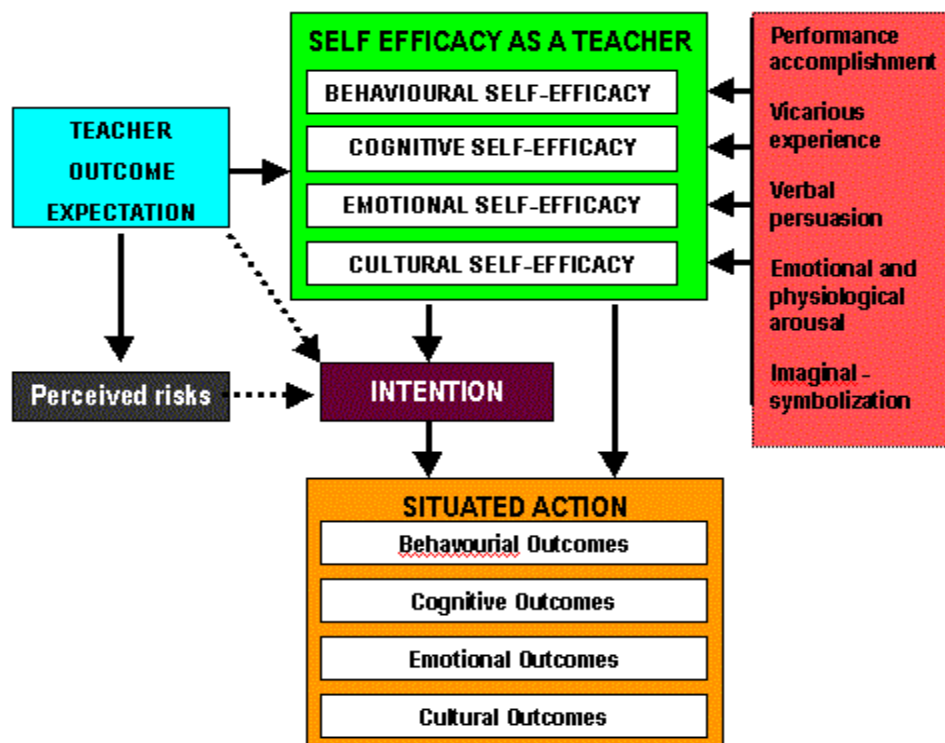
1. New students must ... for classes before term begins.
a) enrol b) enter c) join d) teach
2. Quentin must go to France for the next ... of his training. a) point b) stage c) stand d) step
3. Medical students are doctors
a) for the most part b) in the making c) in the mind's eye d) to the life
4. I'm going to ... all I can about the subject because I need this information.
a) discover b) find out c) know d) realise
5. This course ... no previous knowledge of the subject.
a) assembles b) assigns c) assumes d) assures
6. Scan asked his teacher's ... about going to university.
a) advice b) experience c) information d) knowledge
7. What are you going to do when you ... school? a) complete b) conclude c) end d) leave
8. Have you ... for any evening classes next term?
a) engaged b) enrolled c) inscribed d) signed
9. Viola took her ... at Cambridge University. a) degree b) grade c) qualification d) standard
10. Students are selected ... to their current level of academic attainment.
a) according b) due c) owing d) relating
11. Your progress will be ... in three months' time. a) counted b) enumerated c) evaluated d) priced

12. Vivian is studying to become a member of the medical
a) employment b) position c) post d) profession
13. Our group ... of twelve students. a) composes b) comprises c) consists d) contains
14. The new experimental system of enrolment didn't ... expectations.
a) climb up to b) come up to c) reach d) rise to
15. Some schools have very ... rules of behaviour, which must be obeyed.
a) solid b) straight c) strict d) strong
16. It was very difficult for the examiner to ... what recommendations he should make.
a) decide b) realise c) settle d) solve
17. Please inform the college secretary if you ... your address.
a) change b) move c) remove d) vary
18. Sharon wants to make clear that she prefers a course in Fine Arts as ... from Graphic Arts. a) different b) discrete c) distinct d) separate
19. The classes were closed because of ... of interest.
a) absence b) emptiness c) lack d) missing
20. This school has the highest ... standards in our town.
a) academic b) intelligence c) learning d) study
21. Please find ... a copy of the letter I received from the college.
a) contained b) covered c) enclosed d) included
22. We need ... information before we can decide which courses to choose.
a) farther b) further c) near d) nearer
23. Someone from the Ministry of Education is coming to ... our classes.
a) control b) inspect c) look on d) overlook
24. Before joining a course of study you must fill in a long ... form.
a) enrolment b) induction c) inscription d) personal
25. Please ... clearly which courses you want to take.
a) ask b) indicate c) instruct d) learn
26. You should study the college ... for full particulars of enrolment.
a) programme b) prospects c) prospectus d) syllabus
27. Secondary schools offer a wide ... of subjects.
a) field b) list c) range d) type
28. It takes a great deal of ... for the class to make a trip abroad.
a) arrangement b) business c) expense d) organisation
29. There is no ... in going to school if you're not willing to learn.
a) aim b) point c) purpose d) reason
30. There are three of us and there is only one book so we'll have to ... it.
a) distribute b) divide c) share d) split
31. A child's first five years are the most important as far as learning is
a) affected b) concerned c) hit d) touched
32. Many teachers are protesting about the Government ... in education.
a) contractions b) cuts c) drops d) reductions
33. Students sometimes support themselves by ... of evening jobs.
a) efforts b) means c) methods d) ways
34. The ... for the course are \$ 150 a term. a) charges b) costs c) fees d) payments

Exercise 3. Read the text & pick up the essential details in the form of quick notes.

Exercise 4. Choose the right variant.

1. Are you going to attend Prof. Wise's ... on Medieval History next week?
a) conference b) discussion c) lecture d) meeting
2. The lecture was so ... that almost everyone fell asleep.
a) bored b) dull c) exhausted d) tired
3. According to my ... the lecture starts at eleven tomorrow morning.
a) belief b) information c) knowledge d) opinion
4. Prof. Rush was speaking so quickly I couldn't ... what he said.
a) accept b) catch c) listen d) take
5. Use your imagination and try to ... the scene in your mind.
a) draw b) model c) paint d) picture
6. Miss N. said she could not ... all the information given in the lecture.
a) absorb b) accumulate c) admire d) listen
7. When you listen to a lecture, it is useful to ... the important points.
a) clear b) notify c) put down d) write on
8. I can agree with you to a certain ..., Professor, but not entirely.
a) extent b) level c) part d) way
9. The lecture was very ... and I slept for most of it.
a) annoying b) boring c) noisy d) sleepy
10. You ought to pay ... to what the lecturer is saying; it's quite interesting.
a) attention b) comment c) importance d) praise
11. Dr Knowledgeable will be making a ... this evening.
a) lecture b) sermon c) speech d) talk
12. Dr Inventive received a ... from the university in order to continue his research.
a) credit b) grant c) prize d) reward



Exercise 5. Choose the correct variant.

1. The children can get to school ten minutes earlier if they take a short ... through the park.
a) cut b) link c) pass d) path
2. When Mr. Obsequious was at school, he won first ... for good behaviour.
a) present b) price c) prize d) reward
3. This is an exciting book, which ... new ground in educational research.
a) breaks b) reaches c) scratches d) turns
4. Little Tom did not like his first ... at school at all.
a) course b) period c) presence d) term
5. We all laughed at his ... of the teacher.
a) copy b) image c) imitation d) mimic
6. They had lunch together in the school
a) bar b) cafe c) canteen d) restaurant
7. You could ... all the worthwhile information in this article into one page.
a) condense b) contract c) decrease d) shorten
8. Sue's teacher ... her to improve her drawing.
a) encouraged b) insisted c) made d) persisted
9. We all make mistakes; no-one is
a) fallible b) infallible c) mistaken d) unmistakable
10. It's your ... that we're late for school again.
a) care b) fault c) mistake d) trouble
11. I think you should ... that matter with your teacher.
a) complain b) demand c) discuss d) enquire
12. Since Oscar had no proper reason for missing school, his absence should be treated as
a) abstention b) desertion c) neglect d) truancy
13. If pupils are to understand the notice, the instructions must be ... clearer.
a) done b) got c) made d) wrote
14. You are late again – please try to be ... in future.
a) accurate b) efficient c) punctual d) reliable
15. An I. Q. test is supposed to measure the ... of your intelligence.
a) degree b) extent c) level d) size
16. You are not very ... today, Hugh. What's the matter? I've never known you so quiet.
a) chattering b) loud c) speaking d) talkative
17. Those pupils never ... any notice of what their teacher says.
a) attend b) give c) make d) take
18. Annie is already twelve but she hasn't learned to ... the time yet.
a) know b) read c) say d) tell
19. Patrick ... the whole morning looking for his essay, but still couldn't find it.
a) brought b) had c) passed d) spent
20. Rita is not ... of doing this work – she should change her class.
a) capable b) fit c) possible d) suitable
21. After he broke the window, the boy was ... from school.
a) exiled b) excluded c) expelled d) extracted

Exercise 6. Choose the right variant.

1. The Examination Board have recently changed the ... for the Diploma in History.
a) brochure b) compendium c) programme d) syllabus
2. It should be ... that students are expected to attend classes regularly.
a) marked b) noted c) perceived d) reminded
3. The Headmaster is preparing the ... for next term.
a) brochure b) catalogue c) pamphlet d) timetable
4. During their first teacher-training year, the students visit local schools to ... lessons.
a) examine b) inspect c) investigate d) observe
5. The school ... is worn on the boys' caps.
a) badge b) figure c) label d) sign
6. Mr Wellbred went to a school, which ... good manners and self-discipline.
a) blossomed b) cultivated c) harvested d) planted
7. There was a(n) ... against the College's new syllabuses.
a) bang b) outcry c) scream d) whistle
8. The tutorial system at Oxford and Cambridge is the ... of many universities.
a) envy b) jealousy c) regret d) sorrow
9. Miss Undecided was not sure which profession to enter, but finally ... for medicine.
a) accepted b) chose c) opted d) selected
10. Comprehensive schools ... for all levels of ability.
a) cater b) cope c) look d) watch
11. The students paid ... attention to their distinguished professor.
a) respectable b) respected c) respectful d) respective
12. The lecture will begin at 10.00
a) in time b) on time c) punctual d) sharp
13. Universitas21 is an international network of
a) universities b) schools c) colleges d) vocational schools
14. Universitas21 was established in
a) 1997 b) 2000 c) 1998 d) 2001
15. His father paid him ... while he was at university.
a) alimony b) an allowance c) a pension d) the rates
16. The headmaster had been trying to ... money for a new science block.
a) ask b) deal c) increase d) raise

Exercise 7. Try to understand the quotations of great people.

You cannot teach a man anything, you can only help him find it within himself. – **Galileo Galilei**

In learning you will teach, and in teaching you will learn. – **Phil Collins**.

An attitude of positive expectation is the mark of the superior personality.– **Brian Tracy**.

Experience teaches only the teachable. – **Aldous Huxley**.

True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own. – **Nikos Kazantzakis**.

Education is the key to unlock the golden door of freedom. **George Washington Carver**.

The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things. **Jean Piaget**.

CHAPTER III.

SYSTEM OF EDUCATION IN GREAT BRITAIN

UNIT I. HIGH SCHOOLS

INTRODUCTION

The educational system of G.B. is extremely complex and bewildering. It is very difficult to generalize particular types of schools as schools differ from one to the other. The department of education and science is responsible for national educational policy, but it doesn't employ teacher or prescribe curricula or text books. Each school has its own board of governors consisting of teachers, parents, local politicians, members of local community, businessmen and sometimes pupils. According to the law only one subject is compulsory. It is religious instruction.

Schooling for children is compulsory from 5 to 16, though some provision is made for children under 5 and some pupils remain at school after 16 to prepare for higher education. The state school system is usually divided into 2 stages (secondary and primary). The majority of primary schools are mixed. They are subdivided into infant schools (ages 5 to 7), and junior schools (ages 7 to 11). In junior schools pupils were often placed in A, B, C or D-streams, according to their abilities.

Under the pressure of progressive parents and teachers the 11+ examination has now been abolished in most parts of the country. There are several types of schools in G.B.

Grammar schools provide an academical cause for selected pupils from the age of 11 to 18. Only those children who have the best results are admitted to these schools. They give pupils a high level of academic education which can lead to the university. Technical Schools offer a general education with a technical bias and serve those pupils who are more mechanically minded.

The curriculum includes more lessons of science and mathematics. Secondary modern schools were formed to provide a non-academic education for children of lesser attainment. The curriculum includes more practical subjects. Comprehensive schools bring about a general improvement in the system of secondary education. Education in Britain is provided by the local education authority (L.E.A.), it is financed by both the national and local government bodies. It is divided into four categories: nursery, primary, secondary and tertiary.

Nursery education (less than 5 years old). Children do not have to go to school until they are five years old but there is some free nursery school education before that age. However there are not enough places for all the children. Sometimes parents form their own play groups for children which meet two or three times a week.

Primary education. At five, all children go to infant school and stay there till they are seven. Then they go to junior school where pupils learn to read, write, and to do arithmetic, these three subjects are known as the three R's. They also sing, draw and play games.

Secondary education. Since 1944, education has been available free of charge to all British children. It is compulsory for all children to go to school until the age of sixteen. In 1965 the government introduced a new system of comprehensive education. Nearly all children attend their local comprehensive school. Classes are arranged so that pupils of similar academic levels are kept together.

Often classes are called streams, for example top stream maths or middle stream French. Today parents often have a choice of local schools, some specialising in science, others in arts or social science.

At the age of 16, most pupils take some public examinations called G.C.S.E.'s (General Certificates of Secondary Education). Pupils sit between 3 and 11 of these examinations depending on their level of ability. Generally pupils take at least English language, English literature, mathematics, a foreign language and a pure science. Some schools have "six forms" for pupils aged 16-18; here it is possible to study three or four subjects at "A" (advanced) level. Most students who study "A" levels do so in order to enter university when they are eighteen, if a school doesn't have a sixth form then students can attend a special sixth form colleges or technical colleges to study a specialised subject or "A" level subjects.

Private schools. Parents who don't wish their children to attend government schools can pay for their children to attend private schools (sometimes called public or grammar schools). Some people claim that private education is of better quality than state education as most students from private schools go to university when they leave school, however many university students come from state schools.

About forty percent of the private schools are boarding schools where students live at school for nine months of the year; they can go home for the holidays if they want though! Private schools cost from 3,000 to 20,000 pounds per year. In Britain the school year is divided into three terms of around twelve weeks each. The year runs from September till July.

Each term usually has a one week half term holiday in the middle. The timetable usually starts at 8.30 in the morning and finishes at 3.30 p.m. with a morning break and a lunch break.

At many schools it is compulsory to wear a uniform; often this consists of dark shoes, dark trousers or skirt, a white shirt, school tie and the school blazer with the school badge on the pocket. Many schools also have a discipline system to punish low standards of work or unacceptable behaviour and a commendation system to praise high standards of work.

University or tertiary education. After completing "A" level exams, many British students attend universities. Often a student will attend a university many kilometres from their family home.

In their first year they may live in Halls of Residence and in subsequent years they will often live with their friends in a shared house. Students study one subject but often take one or two shorter course in associated subjects. For example a Physics student may take a maths or computing course as well. First year students are nicknamed "freshers" as they are fresh from home and must often learn to cook for themselves and handle their own finances. British students enjoy independent lives at uni. They are free to pursue their own studies and hobbies. Students normally study for three or four years before being awarded a "Bachelor's" degree.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Answer the questions.

1. When do children begin to attend school in Britain? 2. What school do they attend at the age of 5? (of 7?) 3. How much does it cost to go to school in Britain? 4. How are classes arranged at comprehensive schools? 5. What sort of exams do pupils take at the age of 16 years? 6. Can you describe the school year in Britain? 7. Do pupils in the UK wear uniforms? 8. How many subjects do 18-year-old students usually take? 9. What are first year students at university nicknamed? 10. Where do university students in Britain live? 11. How many subjects take students study at university? 12. Where can students live in their first year? 13. Where can students live in subsequent years? 14. Do the students often take one or two shorter course in associated subjects? 15. How are first year students nicknamed? 16. Do British students enjoy independent lives at uni? 17. Are they free to pursue their own studies and hobbies? 18. How long do students normally study before being awarded a "Bachelor's" degree? 19. How long do students normally study before being awarded a "Master's" degree? 20. Can you compare the education in Ukraine and England?

EDUCATION IN ENGLAND



Department for Education
Department for Business, Innovation and Skills

General details

Primary languages English

System type National

Compulsory education 1880

Enrollment

Total 11.7 million

Primary 4.4 million

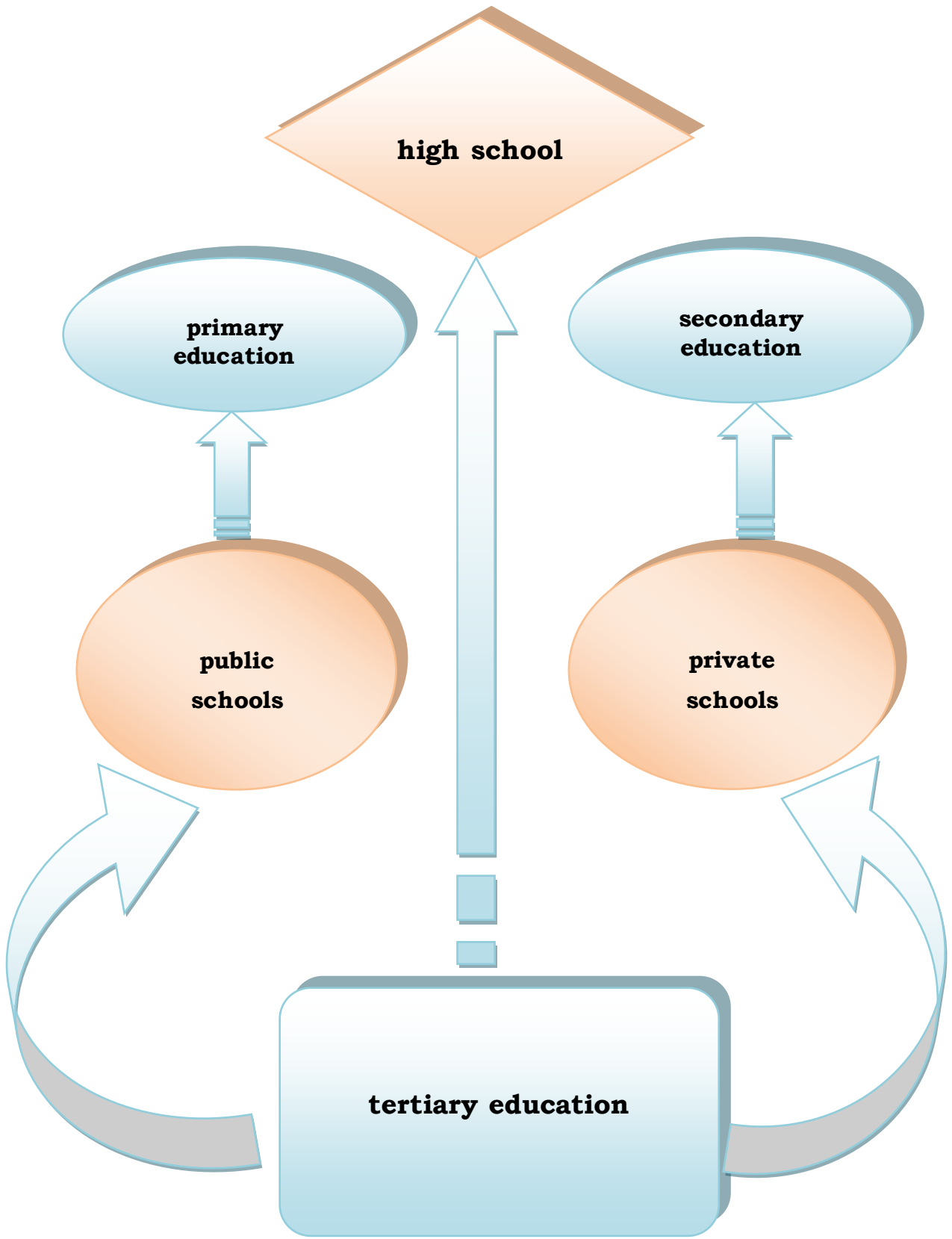
Secondary 3.6 million

Post secondary 3.7 million

Attainment

Secondary diploma Level 2 and above: 70.7%
 Level 3 and above: 50.6%

Post-secondary diploma Level 4 and above: 30.9%
(2012 statistics for population aged 19-64)



Education system in Great Britain.

THE FIVE AGES OF EDUCATION

British education has many different faces, but one goal. Its aim is to realize the potential of all, for the good of the individual and society as a whole. The past few years have seen a lot of changes in Britain's traditionally decentralised education system. The most significant in England and Wales were introduced under the Education Reform Act 1988. This led to the phasing-in of compulsory National Curriculum for pupils aged 5 to 16 in state schools.

The Act also aims to give parents a wider choice of schools for their children, and to grant schools, parents and the local community more responsibility in running school affairs.

First steps. Around half of 3- and 4-year-olds in Britain receive nursery education, and many other children attend pre-school playgroups, mostly organized by parents. Children of nursery age need care as well as education, however, and it is not just their mental requirements, but social, emotional and physical needs that must be met. In nursery schools, qualified teachers, usually primary teachers with a nursery teaching qualification, work alongside helpers and nursery nurses to achieve this.

Starting off. Compulsory primary education begins at the age of 5 in England, Wales and Scotland, and 4-in Northern Ireland. Children usually start their school career in an infant school and move to a junior school or department at age 7. In some parts of the country, though, children begin at a first school at age 5, and move on to a middle school at age 8, 9 or 10. Primary schools vary in size and location, some having as few as two teachers and others as many as 30.

Subjects covered include English, mathematics and science, along with technology, history, geography, music, art, and physical education. At 7 and 11 years old (and at secondary school at 14 and 16), teachers measure children's progress in each subject against attainment targets. In English, for instance, there are five basic targets: speaking and listening; reading; writing; spelling; and handwriting.

For each target, there are ten levels of attainment. For example, in order to achieve attainment level 2 in writing, a child should, amongst other things, be able to structure sequences of real or imagined events coherently in chronological accounts - this could be in an account of a family occasion, or in a practical mathematics task, or in an adventure story.

Building the Future. Since the 1944 Education Act of Parliament, free secondary education has been available to all children in Britain. Children must go to school until the age 16, and pupils may stay on for one or two years more if they wish. Secondary schools in Great Britain are usually comprehensive schools nowadays. The Labour Government introduced the policy of comprehensive schools in 1965.

Children begin their studies there at the age of 11. These schools are not selective-you don't have to pass an exam to go there. Until 1965 all children took an exam at the age of 11 called the "11 plus".

The system was considered unfair to many children. Only about 20% were chosen to go to the academic grammar schools. Those who failed the "11 plus"- about 80% - went to secondary modern schools where they had fewer opportunities to go higher institutions after finishing.

Comprehensive schools offer suitable courses for pupils of all abilities.

In Britain, most children of compulsory secondary age (11 to 16) receive free education financed from public funds. A small proportion attends private or "independent" schools, not financed by the state.

The large majority of schools teach both boys and girls together. The school year in England and Wales normally begins in September and continues into the following July; in Scotland, it runs from August to June and in Northern Ireland from September to June. Comprehensive schools develop the talents of each individual child. They offer a wide choice of subjects, from art and craft, woodwork and domestic science to the sciences, modern languages, computer studies, etc. Pupils at comprehensive schools are quite often put into "sets" for the more academic subjects such as mathematics or languages.

Sets are formed according to ability in each subject, so that for example the children in the highest set for Maths will not necessarily be in the highest set for the language. All pupils move to the next class automatically at the end of the year.

Schools are committed to the objectives of the Children Act (1989), that is to say "to health, happiness and proper physical, intellectual, emotional, social and behavioural development of the child as well as protecting him or her against the risk of suffering significant harm or neglect". They aim to treat all pupils equally and to encourage such equality in this outlook of all pupils, particularly in regard to culture, religion, gender and ethnic background. Care for a pupil is in the hands of Housemasters and Housemistresses and they are assisted by their tutor teams.

Usually schools operate a series of training and educational programmes for both staff and pupils, which aim to cover subjects such as pastoral care, personal and social education, and leadership and inter-personal relationships. Every school encourages and expects the full involvement of its members in a range of academic, cultural and sporting activities. Children build on the knowledge they have acquired at primary school – and they also start to learn a modern foreign language. Their years at secondary school may lead to General Certificate of Secondary Education (GCSE) qualifications.

Those who choose to stay on at school after GCSE usually study for two further years for A (Advanced) level exams in two or three subjects. They can broaden their range by taking AS levels, which demand the same standard of work as A levels but cover only half the content or by taking courses leading to vocational qualifications. Breaking down the artificial barriers between education and business is an important Government aim. Pupils of all ages take part in workplace activities including work-based projects that teachers believe help them to develop personal as well as commercial skills.

For example, one large school in the south of England set up links with a telecommunications firm, which installed satellite dishes on the roof of the school: giving the children experience of industry at first hand and the school access to foreign-language television programmes to use in lessons.

Schools principles & school life. here is an example of aims and principles followed by one of numerous british schools:

- to educate pupils across a wide spectrum of activity;
- to encourage them to strive for the highest standards of which they are capable;
- to teach them the importance of knowing their own strengths and weaknesses;
- to help them acquire self-motivation and a determination to prove their worth in the world beyond school.

The life in this school is based on the conviction that each individual matters and that each has valuable qualities. Understanding, tolerance and concern for the individual have a very high priority in this school. On the hand the school encourages that each individual should achieve his or her potential in as many areas of activity as possible offering equal opportunities for its pupils to participate in all activities within the school. On the other hand, the school like any community makes demands on its members – the demands that enable pupils live in harmony. ***That means:***

- tolerance does not mean that anything goes;
- concern for the individual does not mean concern only for self;
- understanding is a two way process.

Exercise 1. Render the main idea of the information.

Exercise 2. Make up some dialogues from the information above.

Exercise 3. Write a small essay on the topic.

Exercise 4. Explain the score of the information.

Discipline has an important part to play:

- self discipline means how the individual learns to restrain his or her actions in the interest of the community;
- imposed discipline through which the community reinforces certain established patterns of behaviour, if necessary by using sanctions.

Parents communicate with the school over matters concerning their children through the Housemaster.

Practically every member of school staff is attached to the children as a Tutor, responsible for a group of about twenty pupils. The Tutor normally stays with this group throughout their time at the school.

He is able to advise and encourage on all elements in pupils' life. Religious education lessons in this school are attended by all pupils, regardless of their religious affiliation, and they cover many of the moral and ethical issues facing young people in the modern world, as well as mainline Christianity.

CURRICULUM

Years 1 and 2 (age 11-13)

All pupils take the following subjects: Maths, Foreign Language (French), English, History, Geography, Design Technology, Art, Music, Chemistry, Physics, Religious Education, Biology, Information Technology, Physical Education and Classical Civilization or Latin. All teaching is geared to the National Curriculum and is in mixed ability sets.

Year 3 (age 13-14)

All pupils are in sets (i.e. divided into classes for each subject according to ability in that subject).

The subjects studied are exactly as in years 1 and 2 except that Spanish or German are introduced as second languages. Again the National Curriculum is recognized.

Years 4 and 5

At the end of the Third Year choices of GCSE subjects have to be made and these lead to key stage 4 of the National Curriculum. As a compulsory core all pupils take: English, Maths, French, Science (3 separate subjects), with Religious Education and Information Technology as non-examined subjects; they chose three further options from Spanish or German, Latin, Classical Civilization, Art, History, Geography, Music and Design Technology.

Year 6 (age 17-18)

Pupils who stay on into year 6 usually fall into two categories: some study 3 subjects at A-Level (Advanced Level – a highly specialized exam) while others stay on in the sixth form to try and obtain more O-Level (Ordinary Level) passes. The following subjects are available: Maths, Chemistry, Physics, Biology, French, Spanish, Classical Civilization, English, History, Geography, Economics, Business Studies, Art, Design, Music and German. In addition all as a non-examined subject, plus Religious Education and Information Technology takes a Liberal Studies Course.

The school educates pupils in the classroom in such a way that they obtain maximum success at GCSE before going on to three subjects at A-Level. Pupils also are given a wide view of cultural background to the world, in which they live and they are prepared for the technological age, in which they will spend the rest of their lives. Information Technology is aimed to ensure that all leavers have a basic knowledge of what the computer can do and how its capabilities can be applied.

There is a careers programme, which introduces the important issues involved in career choice. During the course of the school term the tutor is responsible for monitoring how things are going in a series of a three-weekly grading for effort and achievement.

Sixth formers have a half-term report, which is discussed with the Headmaster or with the Director of Studies. Parents receive full written reports twice a year. The great majority of Sixth formers leave to take up places in further education.

In recent years these have included courses at Oxford, Cambridge, virtually every other English university, at Medical Schools, Art and Music Colleges and Agricultural Colleges.

Art departments at schools cater both those who are aiming at public exams and for "amateurs" who enjoy painting and drawing. Many British schools can boast of marvellous opportunities for sport: extensive games fields, covered or outdoor swimming pools, hard or grass tennis court, athletics tracks, sports centres, golf and squash courts.

Boys of the above mentioned school have rugby, cricket, hockey, tennis, squash, swimming, badminton, golf, cross-country, shooting, athletics and basketball. Girls play hockey, netball and tennis and all other activities as they wish. All these sports plus sailing also form part of the regular weekly programme according to season. As you see education in Britain is aimed at upbringing an independent, self-confident and self-disciplined, cultured and educated citizen of the country.

Learning for life. Education doesn't stop with leaving school. Further education in particular is learning which, with its strong ties with commerce and industry, is vital in the effort to keep Britain economically competitive. Over 500 colleges of further education run courses on everything from catering to business studies. Most further education courses are vocational, but many colleges offer more academic courses, such as GCSEs and A levels. There were 400,000 full-time further education students in 2012 and 4 million who attended college part-time, by day or block release from their jobs or in the evening.

The new National Vocational Qualifications, based on standards of competence set by industry, are designed to ensure the relevance of vocational qualifications to employers. They are based on defined levels of attainment, to which qualifications can be assigned.

PRIMARY EDUCATION



All children start primary school by the age of 5. Primary education lasts for six years.

They attend the infant school from 5 to 7 and then junior school until they are 11.

Some parents pay for their children to attend a private school but all children have the right to go to a state school which is free.

Private schools are called public schools.

Most of them are boarding schools.

More than 90% of British children attend state schools.

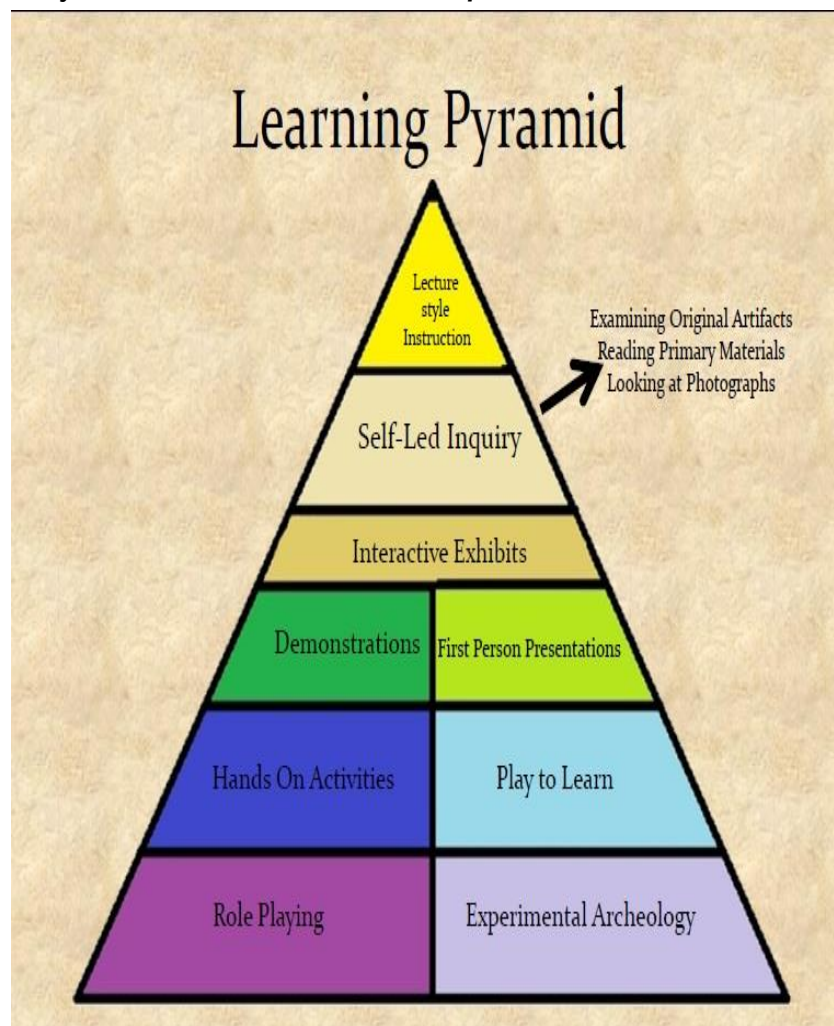
In English schools pupils have to address men teachers "Sir" and women teachers "Miss" or "Mrs".

Exercise 5. Analyze the text and explain in your own words 5 types of education.

Exercise 6. Read the text below and characterize the main certificates in Britain.

In Britain, the minimum school-leaving age is 16. There are mainly two types of school; comprehensive, and grammar. Within these schools, the pupils can choose a different range of subjects. At the age of 16, young people take G.C.S.E. (General Certificate of Secondary Education) examinations. Those who want to can continue at school to take "A" (Advanced) Level examinations (in Scotland, "Highers"). Students must achieve good results in these examinations to be accepted for a university place. At university, (or polytechnic) people study for a degree. In general, the first degree is awarded after 3-4 years study and success in examinations and is either a BA (Bachelor of Arts) or a BSc (Bachelor of Science). If you are awarded Honours it means your degree is of higher standard than an ordinary pass. Students can then do further courses for special subjects such as medicine or law and get the appropriate qualifications or after another year or two of study and examinations in their chosen subject at university they can achieve the second degree, a MA (Master of Arts) or MSc (Master of Sciences). Finally, if they undertake research work and produce a thesis, after another few years, they can receive the third, highest level degree, the PhD (Doctor of Philosophy).

Exercise 7. Analyze the information and use it in practice.



SOME QUESTIONS & ANSWERS

There are many independent schools in England, Wales, Scotland and Northern Ireland, taking international pupils of all school ages. We can help you find the one that's best for you through our frequently asked questions

Where can I find information about the British education system?

Education in the UK is compulsory for everyone between the ages of five and sixteen. Most UK children enter the state education system when they go to primary school at the age of five and generally move to secondary school at the age of eleven. Pupils must take national *Standard Assessment Tests* (SATs). These tests give an independent measure of how pupils and schools are doing compared with national standards in these subjects. The main exam is the *General Certificate of Secondary Education* (GCSE) which pupils take at about 16 in England, Wales and Northern Ireland, with a similar but separate system in Scotland.

What types of schools are there in the UK?

Schools in Great Britain are either *state-funded* or *privately-funded* (*private, independent and public schools*). Education at state-funded schools is free of charge. Privately-funded schools charge fees and often expect their students to sit an entrance exam. There are many *independent schools* in England, Wales, Scotland and Northern Ireland, taking international pupils of all school ages. Independent schools offer a high academic success rate, with most pupils moving on to a UK university after completing their schooling. The UK independent school system offers one of the best educational experiences in the world and will enable your child to become a fluent speaker of English.

This will prepare your child for a successful career with many opportunities. *Maintained boarding schools* are no different from local day schools and are maintained by the local authority. Independent boarding schools charge both tuition and boarding fees while those in the maintained sector charge only for boarding. ***School types:***

Comprehensive/ Secondary school with sixth form: offer a general education; about 90% of British pupils attend these schools.

Grammar school: will only accept students that have passed an entrance exam. They provide academic education, preparing their students for university or further education colleges.

Colleges for Further education: these schools are open to anyone over the age of 16. There is often a mix of different age groups, from school leavers to mature students. Some courses are aimed specifically at adults.

Which subjects do children do at school?

The compulsory subjects up until the end of compulsory education are: maths, English and science. But there are others, called "***foundation subjects***": technology (design and technology /information technology), history, geography, music, arts, classic studies, physical education, and for secondary school children, a foreign language and sexual education. Sometimes religious education is also included. If you are planning to do your ***A-levels***, you are free to combine your subjects, bearing in mind that you might need to do certain subjects for entry into particular courses at university. For entry into medical studies you need chemistry and two of the following: physics, maths and biology.

Where can I find information about curricula and exams?

You can find useful information at *National Curriculum Online*, the official government website.

What is GCSE?

GCSE is the abbreviation for the *General Certificate of Secondary Education*.

This qualification is usually gained in 5 to 8 subjects at the age of 16, when compulsory school education comes to an end. After obtaining their GCSEs, pupils have various educational paths they can follow up to the age of 18.

What kind of courses can an individual do between 16 and 18?

At this age pupils study for *A-Levels (Advanced)* and *AS-Levels (Advanced Supplementary)* in preparation for going on to higher education. It is also possible to combine *A-* and *AS-Levels* or *GNVQs (General National Vocational Qualifications)* with *NVQs (National Vocational Qualifications)*.

GNVQs are vocational qualifications that involve more practical and professional aspects of certain subjects.

There are three levels: Foundation, Intermediate, Advanced. Other possibilities are vocational qualifications such as those of the *BTEC (Business and Technology Education Council)* and *City and Guilds (modern apprenticeship)*. Finally, between the ages of 17 and 18, students at selected schools in Britain can also do the *International Baccalaureate (IB)*. The International Baccalaureate is accepted as an equivalent school leaving examination to the GCE A-levels. Many countries around the world accept it as a qualification for *entry to higher education institutions*.

What are the entrance requirements?

There is a lot of competition for UK independent schools; most require academic entrance tests and many pupils sit the *Common Entrance exam* at the age of *eleven* or *thirteen*. This is difficult for children who have been through a different educational system, so international students are usually tested on mathematics and English language.

When do I apply?

The academic year usually begins in September, so you will need to apply a year before the start date. You will also need to contact your school or tutorial college directly to ask for application details and a registration form.

How do I choose the school?

There are many *independent schools* in England, Wales, Scotland and Northern Ireland, taking international pupils of all school ages. One of the best places to researching UK schools is the *Independent Schools Council*. The *British Accreditation Council (BAC)* keeps a searchable database of independent tutorial colleges, while the *Association of Colleges – London* offers information on London colleges.

Are there any scholarships available?

Independent schools are expensive. These costs will also depend on how your child will be boarding (full-board, half-board, or living with a UK family).

When is the best time for a visiting student to join a British school?

If you want to continue your secondary school education in the UK the best time for a visiting student to join a British school is at the age of 16. This is when British pupils start their preparations for their A-levels.

When are the school holidays in the UK?

The main summer holiday is generally from mid-July to early September. Children also have two weeks holiday at Christmas and at Easter, plus a week in mid-October and in mid-February. The exact term dates are *determined by the location education authorities*, however, and can consequently vary from region to region.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Read the text & pick up the essential details in the form of quick notes.



SCHOOL RULES

EVERY BRITISH SCHOOL HAS ITS RULES,
FOR EXAMPLE:

- Be polite
- Say hello when you see a teacher
- Come to school on time
- Stand up when a teacher comes into the class
- Wear your school uniform
- Don't eat or drink in the classroom
- Don't run in the corridors
- Don't bring mobile phones to class
- Don't talk to people in lessons

Exercise 3. Supply the missing prepositions or adverbs into the text on education in England.

Ann: ___ Britain all children have to go ___ school ___ the age ___ 5 ___ 16. It's the law.

Bill: Yes. I believe the school-leaving age has been raised ___ sixteen, hasn't it?

Ann: Yes, it has.

Bill: Do all parents send their children ___ state schools?

Ann: Nearly all ___ them do. But we have independent schools where the fees are high and not many parents can afford them. Many private schools are boarding schools, though they usually cater both ___ boarders and day pupils.

Bill: Did you go ___ a state primary school?

Ann: Yes, I did. I went ___ a nursery school first, ___ the age ___ four. There was a good kindergarten our neighbourhood, so my ___ parents decided to send me there ___ a year.

Bill: Can you still remember it?

Ann: Yes, I have faint but very pleasant memories ___ it. It was a delightful place, full ___ fun and games. As ___ most nursery schools, work -if you can call it that consisted ___ story-telling, drawing, singing and dancing.

Bill: And you went ___ Infant school ___ the age ___ five, didn't you?

Ann: Yes, but you know, right ___ the age ___ seven school life was very pleasant. It was only later ___ the Junior School that we began to have more formal lessons and even worry ___ exams.

Bill: Really? Did you have to do exams ___ that age?

Ann: Yes, we used to then. We had to take an exam ___ the age ___ eleven called the "Eleven Plus" to see what kind ___ secondary school we would get ___. But this exam is disappearing nowadays.

Exercise 4. Make up some dialogues from the information above.

Exercise 5. Pick up all word-combinations on "education". Make a chart.

№	Activity	
	Education	Score
1.		

STATE (MAINTAINED) SCHOOLS

Education in Great Britain is compulsory and free for all children between the ages of 5-16. Ninety per cent of all children are educated in state schools. Compulsory education begins at 5, although some provision is made for children under school age, and many pupils remain at school beyond the minimum leaving age. Three- and four-year-olds can receive education in nursery schools or classes or in infants' classes in primary schools. In addition, some children attend pre-school playgroups, most of which are organized by parents. The division between primary and secondary education is at the age of 11 when almost all children in the state system change schools. At the age of 16 about two-thirds of pupils leave school and get jobs. About one-third stay at school until the age of 18.

Primary schools. Children attend a primary school for six years (5 to 11).

Primary school may be housed in a single building. Within this single school there are usually two departments: infant and junior. Primary education may take place in two separate schools, infants (5 to 7) and juniors (from 8 to 11) in different buildings. The first years of schooling are the foundation of every child's education. To start with, there is talking and listening; reading and writing; and an introduction to mathematics and science. Then there are important social skills to develop – like being part of a team, sharing ideas and learning to be self-confident.

Secondary schools. Between 1945 and 1965, secondary education in the UK was largely selective. At the age 11, most pupils took a test called the eleven-plus examination. Those who passed went on to grammar schools, which offered a predominantly academic education.

Those who did not pass went on to technical or secondary modern schools, where the education was more practical. In 1965, the Labour Government began abolishing selection at 11 and establishing comprehensive schools. These are non-selective secondary schools, which take pupils (boys and girls) of mixed abilities and which offer both academic and practical subjects.

At present in most areas the secondary schools are comprehensive. Selection has now been abolished in Scotland and Wales, and it has almost been abolished in England (only in Northern Ireland is secondary education still selective).

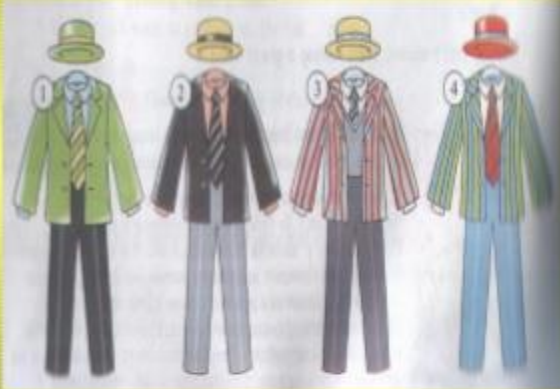
A comprehensive school offers 5-year courses to pupils of all levels of ability. Promotion to a higher class every year does not depend upon examination results – it is almost automatic. Pupils never repeat a year. There is still much disagreement about the good and the bad in the comprehensive system but the good comprehensive schools have shown that the academic and the non-academic children needn't be kept apart, and that there are many school and out-of-school activities which they can share: acting, singing, woodwork, cooking and, of course, games. So boys and girls have the opportunity of making friends with young people from many different backgrounds.

Exercise 1. After reading try to give a brief summary about different schools.

Exercise 2. Comment on the given details about state schools.



SCHOOL UNIFORM



A lot of people think that school uniforms in England are for the children from rich families at the country's best schools.

But it isn't always true. In fact, uniforms first came to schools for poor because they were cheaper.

Today a lot of British schools have uniforms. Usually they differ only in colours but include a blazer, a pullover, a shirt (a blouse), trousers (a skirt), tights or socks, shoes and boots, a scarf and gloves of a certain colour, a cap or a hat. School badge is on a cap and on a blazer's pocket.

One of the most important elements of the uniform is a school tie.

WORDS OF WISDOM for you

- Live and learn.
- It is never too late to learn.
- It is never too late to mend.
- Men learn while they teach.
- Knowledge is power.
- Practice is the best of all instructions.
- Practice makes perfect.
- Learn to write well, or not to write at all.
- Language is the dress of thought.
- Think before you speak.
- Lost time is never found again.



THE NATIONAL CURRICULUM

Until 1988 the programmes of study varied from school to school and from region to region. One of the most important changes in education brought about by the Education Reform Act of 1988 is the introduction of a National Curriculum, for children aged 5-16 in all state schools in England and Wales.

The National Curriculum consists of 10 subjects, which all the children must study at school.

The subjects are English, Mathematics, Science, a modern foreign language (for 11-16-year-olds), Technology and Design, History, Geography, Music, Art, Physical Education (PE).

These subjects are called foundation subjects. English, Mathematics and Science are also known as the "core" subjects, which help children in studying all the other subjects.

Religious Education (RE) is required for pupils as part of the basic curriculum, although parents have a right to withdraw their children from religious education classes. Schools teach religious education and provide daily collective worship. Arrangements can vary from school to school. Schools offer other subjects in addition to those in the National Curriculum. The National Curriculum aims to ensure that all children study essential subjects and have a better all-round education. The National Curriculum makes it easier for the children to move from one school to another. In particular, moving from primary to secondary schools will be easier as teachers will know what children have done. Pupils' progress in subjects in the National Curriculum is measured by written and practical tests.

Examinations. The most important examinations in British schools are GCSEs and A-levels (Advanced Level examinations). GCSE stands for the General Certificate of Secondary Education. Pupils sit for the GCSE exams at the end of the 5-year course. They usually take as many subjects as possible.

Weak students may only sit for three or four subjects. Better students will take ten subjects. So pupils in Britain leave school at the age of 16 with examination certificates in the individual subjects they have passed. More ambitious pupils continue with very specialized studies in the sixth form. They remain at school for two more years and take their A-level examinations.

The Sixth form. Most secondary schools have sixth-form departments providing one- or two-year courses. Some pupils, however, go to a special sixth-form college, where the atmosphere is less like a school and where they are treated as adults.

At the sixth-form stage studies are highly specialized in three or four main subjects, which will prepare students either for entry to University, Polytechnic or College of Further Education, or for direct entry into employment in industry or commerce. Specialization is essential for the student who wants to achieve good A-level results, but a sixth-former is also expected to follow the General Studies Course.

This course has a very serious purpose; it can provide the opportunity not only for a science specialist to continue with some literature, or an arts student to tackle technology, it can also provide a vehicle for students to discover something about subjects not usually available in school that they might be considering as a choice for University: law, for instance, or psychology. Besides, the General Studies course tries to offer to all students a wide range of subjects over the two years, which are a welcome break from solid academic study and which enable to learn new skills in a relaxed atmosphere.

Such subjects as Drama and Conversation, the History of Art or Car Maintenance can maintain an exciting interest with students. The GCE Advanced Level is normally taken after the two years of study in the sixth form. New examinations, Advanced Supplementary (AS) levels, were introduced for the first time in 1989 and provide an opportunity for sixth-form pupils to make up a much wider curriculum than was previously possible. Students specializing in the arts and humanities, for example, are able to continue to study mathematics and technological subjects at the new level. Or a student can take mathematics and physics at A-level but also study a modern language and economics at AS-level.

A-level or a mixture of A- and AS-levels are the main standard for entrance to University or other higher educational institutions and to many forms of professional training.

Exercise 1. Summarize in the form of notes your knowledge about educational problems.

Exercise 2. Try to understand the notion.

Examination – a detailed inspection or study; for example: an examination of marketing behaviour. A medical examination is conducted without delay. The action or process of conducting such an inspection or study; for example: The role of the planning system has come under increasing critical examination. A formal test of a person's knowledge or proficiency in a subject or skill; written exercises, oral questions, or practical tasks, set to test a candidate's knowledge and skill; for example: He scraped through the examinations at the end of his first year. An examination is a formal test that you take to show your knowledge or ability in a particular subject, or to obtain a qualification.

Exercise 3. Try to understand the joke.

A college freshman was being severely criticized by his professor.

"Your last paper was very difficult to read", said the professor. "Your work should be so written that even the most ignorant will be able to understand it."

"Yes, sir", said the student. "What part didn't you get?"

Exercise 4. Translate the quotations.

"One child, one teacher, one book, one pen can change the world." – **Malala Yousafzai**.

"When you want to teach children to think, you begin by treating them seriously when they are little, giving them responsibilities, talking to them candidly, providing privacy and solitude for them, and making them readers and thinkers of significant thoughts from the beginning. That's if you want to teach them to think." – **Bertrand Russell**.

"Bodily exercise, when compulsory, does no harm to the body; but knowledge which is acquired under compulsion obtains no hold on the mind." – **Plato**.

SECONDARY EDUCATION



After six years of primary education children take exams in core subjects and go to a secondary school.

Children study compulsory (core) subjects:

- English, Literature
- Mathematics
- IT (information technology)
- Religious Education

and optional courses:

- one foreign language
- one science subject
- one art subject
- History
- Geography
- PE (physical education)
- Design and Technology



PUBLIC SCHOOLS

Some parents prefer to pay for their children to be educated at independent schools. This private sector includes the so-called public schools, some of whose names are known all over the world.

The oldest of the public schools were founded to give free education to clever boys whose parents could not afford to educate them privately. They were under "public" control and management.

Today, these schools are not public in the usual sense of the word. They depend almost entirely on the fees paid by their pupils' parents and are the most expensive of the independent schools in Britain.

They are mostly boarding schools, where the pupils live as well as study, though many of these schools also take some day pupils. Most of public schools have a few places for pupils, whose fees are paid by a local education authority, but normally entrance is by examination, and state schools do not prepare children for this.

So parents who wish to send their children to a public school often send them first to a pre-preparatory school (for children aged 5 to 7 or 8), and to a preparatory (prep) school (aged 7 or 8 to 13). In order to gain entrance to public school, children leaving preparatory school have to pass an examination known as Common Entrance. There are about 2,400 independent schools in Britain educating 600,000 of all ages. They charge fees varying from around 250 pounds a term for day pupils at nursery age to 2,900 pounds a term for senior boarding pupils. Many offer bursaries to help pupils from less well-off families.

Local education authorities may also help such pupils. The government also gives incomerelated help with fees to pupils at certain music and ballet schools.

Many of Britain's public schools are long established and have gained a reputation for their high academic standards, as well as their exclusiveness and snobbery. The boys' schools include such well-known schools as Eton (College), Harrow (School), Westminster (School) and Winchester (College). Among leading girls' public schools are Roedean School and Cheltenham Ladies' College.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Answer the questions.

1. Where do some parents prefer to pay for their children to be educated? 2. What does this private sector include? 3. When were the oldest of the public schools founded? 4. Are they mostly boarding schools? 5. Most of public schools have a few places for pupils whose fees are paid by a local education authority, haven't they? 6. Where do some parents who wish to send their children to a public school send them at first? 7. How many independent schools are there in Britain? 8. How many pupils of all ages are educating there? 9. What does the government also give to pupils at certain music and ballet schools? 10. Are many of Britain's public schools long-established? 11. Have they gained a reputation for their high academic standards?



Exercise 3. Explain the history of public schools establishment.

During the Middle Ages, the grammar school provided education for poor scholars intended for the church and for the sons of noblemen. This included such schools as Eton and Winchester. By the 18th century a number of "Great Schools" had emerged, including Harrow, Rugby, Sherborne, and Canterbury.

Other changes during the early 19th century stimulated the demand for public schools. These included the spread of railways which enabled wealthy parents to send their children to board at far-off schools; the increase in political power of the middle classes after the 1832 Reform Act; and the rise of the professions. Reforms in public schools were introduced by heads such as Samuel Butler at Shrewsbury (1793-1836), and Dr Thomas Arnold at Rugby (1828-42), who were clerics.

The school chapel became the focal point of life; discipline was enforced through prefects and team games emphasized. Proprietary schools, such as Marlborough (1843) and Haileybury (1864), often more progressive than the older public schools, were established to meet the demand from the middle classes. At first day schools, they later accepted boarders. Criticism of some of the public schools, such as Westminster and Charterhouse, was so persistent that a royal commission was appointed in 1861, under Lord Clarendon, to investigate conditions in the nine large public schools Winchester, Eton, Westminster, Charterhouse, Harrow, Rugby, Shrewsbury, St Paul's, and Merchant Taylors'.

Whilst broadly satisfied, the commissioners made a number of recommendations which were embodied in the Public Schools Act (1868). Governing bodies were reformed and schools such as Harrow developed a modern side. The Endowed Schools Bill (1869) threatened further intervention by the state into the affairs of schools, especially limiting the powers of headmasters. Attempts were made in the 20th century to bridge the gap between public schools and the state-provided sector. The term public school has now been superseded by independent school.

Exercise 4. Try to understand the joke.

First stud.: "The dean says he is going to stop smoking in the college."

Second stud.: "Huh! Next thing he'll be asking us to stop it too."



Public school

ETON SCHOOL



Eton is one of the oldest and best-known public schools for boys, at the town of Eton, near Windsor, on river Thames. Its students (currently 1,250 in number) are largely from aristocratic and upper-class families. The school was founded in 1440 by the English king Henry the Sixth (King's College Cambridge was founded in 1441). Lupton's Tower, opposite the main entrance, was built in 1520 by Henry Redman, who was also worked on the palace at Hampton Court. Many distinguished people of Britain studied at Eton. The most famous of all Old Etonians is perhaps the Duke of Wellington, victor of Waterloo and later Prime Minister. Twenty of Britain's Prime Ministers were educated at Eton.

There were future writers among the students of Eton from Thomas Gray, Percy Bysshe Shelley and Henry Fielding to Aldous Huxley and George Orwell. Political and literary friendships were often formed at Eton: the association of the writers Thomas Gray and Horace Walpole is one of many examples. Old Etonian explorers include Sir Humphrey Gilbert, founder of the colony of Newfoundland, and Captain Oates, who was on Scott's expedition to the South Pole. Among the scientists are Robert Boyle, Sir John Hershel, and Sir Joseph Banks.

Entrance to Eton is competitive, based on a test at the age of 11 and a Common Entrance exam at 13. Academic standards are very high. The academic year starts at the end of September and has three terms. The year finishes with the exams in early June. Short courses are run at the college after the boys have left for their summer holidays. There are no girls at Eton (many other boys' public schools in the UK accept some girls in the upper school, after age 16).

Boys leave the school at the age of 18 – many go on to study at top universities such as Oxford and Cambridge. Boys usually stay at Eton for five years (between the ages of 13-18). Eton provides exceptionally fine teaching facilities, for example in science, languages, computing and design. There are two major libraries, College Library and School Library, but also numerous well-stocked subject libraries.

The boys still wear a formal school uniform: a black tailcoat and waistcoat and pin-striped trousers (top hats were abolished in the 1940s). The tutorial system allows pupils to choose their own academic tutors to supervise their work. Sport plays an extremely important part in the life of most Etonians. The principal games are rugby and football, cricket and rowing.

Athletics, swimming, golf, squash, tennis, fencing, judo and karate are all very popular.

The boys are offered a very wide range of opportunities for spare-time activities: art, sculpture, pottery and printmaking, woodwork, metalwork and silverwork; almost any musical instrument can be learnt; fifty societies, run by boys themselves, cater for enormous number of interests.

Eton enjoys its advantages but it retains a friendly and intimate atmosphere, which is possible when boys live and work in units of small size. Students at Eton are all boarders (some other public schools accept dayboys as well). Boys live in dormitories in a "house" (run by a "house master").

They have their own small rooms with a bed and desk. The main team sports which are played are rugby and football in the winter and spring, and either cricket or rowing in the summer. Other popular activities include drama and music. There are daily services in the chapels. Senior boys may take part in military training (in what is called the Combined Cadet Force), or choose to do social service in the community.

Exercise 1. Digest the information briefly in English.

Exercise 2. Answer the questions.

1. What school is one of the oldest and best-known public schools for boys? 2. When was the school founded? 3. Were there future writers among the students of Eton? 4. How long do boys usually stay at Eton (between the ages of 13-18)? 5. What kind of facilities does Eton provide exceptionally? 6. What does the tutorial system allow pupils? 7. Sport plays an extremely important part in the life of most Etonians, doesn't it? 8. The boys are offered a very wide range of opportunities for spare-time activities, aren't they? 9. Does Eton enjoy its advantages? 10. What are the main team sports? 11. What are the main popular activities? 12. Are there daily services in the chapels? 13. What do the boys still wear? 14. When were top hats abolished? 15. Where may take part senior boys?

Exercise 3. Remember that.

Levels of attainment

The statutory curriculum for maintained schools consists of

- The National Curriculum (ages 5-16).
- Religious Education (ages 5-18).
- Sex Education (ages 11-18).

The current National Curriculum is set out in the primary and secondary National Curriculum until 2014. For each subject there's a "programme of study". It describes what children should learn. There are also "attainment targets" – usually split into 8 levels for each subject. You'll get a school report at the end of the year telling you what level your child is at.

Exercise 4. Try to understand the joke.

Prof.: "A fool can ask more questions than a wise man can answer."

Stud.: "No wonder so many of us flunk in our exams!"



WESTMINSTER COLLEGE



The Royal College of St. Peter in Westminster, better known as Westminster School and standing in the precincts of Westminster Abbey in London, is one of Britain's leading independent schools, with the highest Oxford and Cambridge acceptance rates of any secondary school or college in Britain. With a history going back to the 11th century, the school's notable alumni include Ben Jonson, John Dryden, Robert Hooke, Christopher Wren, John Locke, Jeremy Bentham, Edward Gibbon, Henry Mayhew, A. A. Milne, Tony Benn and seven Prime Ministers.

Boys are admitted to the Under School at age seven, and to the senior school at age thirteen; girls are admitted only at sixteen. The school has around 750 pupils; around a quarter are boarders, most of them go home at weekends, after Saturday morning School. It is one of the original nine British public schools (the so-called "Clarendon Schools") as defined by the Public Schools Act 1868.

Although it is likely that schoolboys were taught by monks well beforehand, by 1179 Westminster School had certainly become a public school (i.e., a school available to members of the public from across the country, so long as they could pay their own costs, rather than private tuition provided to the nobility) as a decree of Pope Alexander III required the Benedictine monks of the Abbey at Westminster to provide a charity school to local boys.

Parts of the school's buildings date back to the 11th century, older than the current Abbey. This arrangement changed in 1540, when Henry VIII ordered the dissolution of the monasteries in England, but personally ensured the School's survival by his royal charter. The College of St. Peter carried on with forty "King's Scholars" financed from the royal purse.

During Mary I's brief reign the Abbey was reinstated as a Roman Catholic monastery.

The School occupies a number of the buildings vacated by the monks. Elizabeth I refounded the School in 1560, with new statutes to select 40 Queen's Scholars from boys who had already attended the school for a year. Queen Elizabeth frequently visited her scholars, although she never signed the statutes nor endowed her scholarships, and 1560 is now generally taken as the date that the school was "founded", although legal separation from the Abbey was only achieved with the Public Schools Act 1868.

There followed a scandalous public and parliamentary dispute over a further 25 years, to settle the transfer of the properties from the Canons of the Abbey to the School. Under the Act, the Dean of Westminster Abbey is *ex officio* the Chairman of the Governors; and school statutes have been made by Order in Council of Queen Elizabeth II. Furthermore the Dean of Christ Church, Oxford and the Master of Trinity College, Cambridge are *ex officio* members of the school's governing body.



Camden was a headmaster, but Dr. Busby, himself an Old Westminster, established the reputation of the school for several hundreds of years, as much by his classical learning as for his ruthless discipline of the birch, immortalised in Pope's *Dunciad*. Busby prayed publicly Up School for the safety of the Crown, on the very day of Charles I's execution, and then locked the boys inside to prevent their going to watch the spectacle a few hundred yards away. Regardless of politics, he thrashed Royalist and Puritan boys alike without fear or favour.

Busby also took part in Oliver Cromwell's funeral procession in 1658; when Robert Uvedale, a Westminster schoolboy, succeeded in snatching the "Majesty Scutcheon" (white satin banner) draped on the coffin. Busby remained in office throughout the Civil War and the Commonwealth, when the school was governed by Parliamentary Commissioners, and well into the Restoration.

In 1679, a group of scholars killed a bailiff, ostensibly in defence of the Abbey's traditional right of sanctuary, but possibly because the man was trying to arrest a consort of the boys. Dr Busby obtained a royal pardon for his scholars from Charles II, and added the cost to the school bills.

During the 16th century the school educated writers including Ben Jonson and Richard Hakluyt; in the seventeenth, the poet John Dryden, philosopher John Locke, scientist Robert Hooke, composer Henry Purcell and architect Christopher Wren were pupils; and in the 18th century, philosopher Jeremy Bentham and several Whig Prime Ministers and other statesmen; recent Old Westminsters include prominent politicians of all parties, and many members of the arts and media. Until the 19th century, the curriculum was made up of Latin, Greek, Arabic, and Hebrew, all taught Up School.

The Westminster boys were uncontrolled outside school hours and notoriously unruly about town, but the proximity of the School to the Palace of Westminster meant that politicians were well aware of the boys' exploits. After the Public Schools Act 1868, in response to the Clarendon Report on the financial and other malpractices at nine pre-eminent public schools, the school began to approach its modern form. Unusually among the leading public schools, however, Westminster did not adopt most of the broader changes associated with the Victorian ethos of Thomas Arnold, such as the emphasis on team over individual spirit, and the school retained much of its distinctive character. Despite many pressures, including evacuation and the destruction of the School roof during the Blitz, the school also refused to move out of central London along with other schools and remains in its original location.



Westminster Under School was formed in 1943 at the evacuated school, as a distinct preparatory school for day pupils between the ages of 8 to 13 (now 7 to 13).

Only the separation is new: in the 18th century, Edward Gibbon attended Westminster from the age of 11. The Under School has since moved to Vincent Square, overlooking the School's playing fields. Its current Master is Mrs. Elizabeth Hill. In 1967, the first female pupil was admitted to the Upper School, with girls becoming full members in all houses from 1973 onwards. In 1981, a single-sex boarding house, Purcell's, was created again, for girls.

In 1997 the school expanded further with the creation of a new day house, Milne's at 6a, Dean's Yard. In 2005 the school was one of fifty leading private schools guilty of running an illegal price-fixing cartel, exposed by *The Times*, which had allowed them to drive up fees for thousands of customers.

However, each school agreed to pay a nominal penalty of £10,000 and ex-gratia payments totalling £3 million into a trust designed to benefit pupils who attended the schools during the period in respect of which fee information was shared. In 2010, the school and Westminster Abbey hosted an event to celebrate the 450th anniversary of the granting of the institution's Royal Charter.

Queen Elizabeth II, a guest of the occasion, unveiled a statue of her namesake in Dean's Yard.

The School is located primarily in the walled precincts of the former medieval monastery at Westminster Abbey, its main buildings surrounding its private square Little Dean's Yard (known as "Yard"), off Dean's Yard, where Church House, the headquarters of the Church of England, is situated, along with some of the Houses, the Common Room, the new humanities building Weston's, and College Hall.

Immediately outside the Abbey precincts on Great College Street is Sutcliff's (named after the tuck shop in the building in the 19th century), where Geography, Art, Theology, Philosophy and Classics (Latin and Ancient Greek) are taught. The Robert Hooke Science Centre is further away, just off Smith Square. As part of an expansion programme funded by donations and a legacy from A. A. Milne, the school has acquired the nearby Millicent Fawcett Hall for Drama and Theatre Studies lessons and performances; the Manoukian Centre for Music lessons (both timetabled and private) and recitals; and the Weston Building at 3 Dean's Yard. It also often uses St John's, Smith Square as a venue for major musical concerts.

The School often uses St. John's, Smith Square as a venue for major musical concerts. College Garden, to the East of Little Dean's Yard, is believed to be the oldest garden in England, under continuous cultivation for around a millennium.

Just beyond rises the Victoria Tower of the Houses of Parliament; the Queen's Scholars have special rights of access to the House of Commons. To the North, the Dark Cloister leads straight to the Abbey, which serves as the School Chapel.

The playing fields are half a mile away at Vincent Square, which Dean Vincent created for the School by hiring a horse and plough to carve 10 acres (40,000 m²) out of the open Tothill Fields.

The boathouse is now some way from the school at Putney, where it is also used for the Oxford and Cambridge boat race; but the school's First Eight still returns annually to exercise its traditional right to land at Black Rod Steps of the Palace of Westminster.

The "Greaze" has been held "up School" (in the School Hall) on Shrove Tuesdays since 1753: the head cook ceremoniously tosses a horsehair reinforced pancake over a high bar, which was used in the 16th century to curtain off the Lower School. Members of the school fight for the pancake for one minute, watched over by the Dean of Westminster Abbey (as Chairman of the Governors), the Head Master, the whole School and distinguished or even occasionally Royal visitors.

The pupil who gets the largest weight is awarded a gold sovereign (promptly redeemed for use next year), and the Dean begs a half-holiday for the whole School. A cook who failed to get the "pancake" over the bar would formerly have been "booked", or stoned with Latin primers, although that tradition has long lapsed. The privilege of being the first commoners to acclaim each new sovereign at their coronation in Westminster Abbey is reserved for the Queen's (King's) Scholars.

Their shouts of "*Vivat Regina/Rex*" ("Long Live the Queen/King") are incorporated into the Coronation Anthem. Despite the formal separation from the Abbey, the school remains Anglican, with services in the Abbey attended by the entire school at least twice a week, and many other voluntary-attendance services of worship. The school was expressly exempted by the Act of Uniformity to allow it to continue saying Latin prayers despite the Reformation. Every Wednesday there is an assembly Up School known as Latin Prayers, which opens with the Headmaster leading all members of the school in chanting prayers in Latin, followed by notices in English. The School's unique pronunciation of formal Latin is known as "Westminster Latin", and descends from medieval English scholastic pronunciation: Queen Elizabeth I, who spoke fluent Latin, commanded that Latin was not to be said "in the monkish fashion", a significant warning upon loyalties between Church and State.

A service called 'Little Commem' is given in Latin each year, in which the Queen's Scholars commemorate the school's benefactors, laying pink roses on the tomb of Elizabeth I in Westminster Abbey. In alternate years a much larger service called "Big Commem" is given in its place, where the Praefectus (the Head Boy/Captain of the Queen's Scholars) lays a wreath of pink roses on the tomb of Elizabeth I. From 2010 "Big Commem" will occur in every other year. Since the monastic Christmas revels of medieval times, Latin plays have been presented by the Scholars, with a prologue and witty epilogue on contemporary events. Annual plays, "either tragedy or comedy", were required by the school statutes in 1560, and some early plays were acted in College Hall before Elizabeth I and her whole Council.

However, in a more prudish age Queen Victoria did not accompany Prince Albert and the Prince of Wales to the play, and recorded in her diary that it was "very improper". Today, the play is put on less frequently, any members of the school may take part, and the Master of the Queen's Scholars gives the Latin prologue. The Queen's Scholars have privileged access to the House of Commons gallery, said to be a compromise recorded in the Standing Orders of the House in the 19th century, to stop the boys from climbing into the Palace over the roofs. There are four main points of entry for pupils:

- For the Under School, at ages 7, 8, & 11, judged by a combination of internal exam & interview.

- For the Lower School, at age 13, judged by either Common Entrance, a standardised, national set of exams for entrance to independent schools, for standard entry; or the Challenge, an internal set of exams for scholarship entry; as well as interview.

- For the Upper School, at age 16, judged by subject-specific exams and interviews and conditional upon GCSE results. This is the only point of entry for girls, and only a handful of boys join at this point each year.

As well as the Queen's Scholarships which pay one half of boarding fees, and of which there are normally eight in each year, there are Honorary Scholarships for boys who pass the Challenge and could have been scholars but do not want to board. Stephen Hawking was entered for the Challenge in 1952, but fell ill on the day of the Challenge examination. Those entering the Lower School also have the opportunity to win scholarships based on musical talent, and bursaries for those whose parents are not able to fund their tuition. Westminster has an unusual system for naming the school years, which can cause confusion to those not familiar with the system.

- Year 9: Fifth Form
- Year 10: Lower Shell
- Year 11: Upper Shell (GCSE)
- Year 12: Sixth Form (AS)
- Year 13: Remove (A2)

The Lower and Upper Shell years are named after the shell-shaped alcove up School where they were originally taught. The first term of the academic year, from September to December, is known as *Play Term*. This is the term in which the Latin Play used to take place. The second term, from January to Easter is the *Lent Term*. The third term of the academic year, from April to July is the *Election Term*. This is the term in which new scholars are elected.

Exercise 1. Render the score of the information briefly in English.

Exercise 2. Analyze the information above and make up the chart about it

№	Activity			
	Event	When	Where	Score
1.				
2.				

Exercise 3. Remember that.

Around 5% of the nation's schoolchildren go private, while in the United States the figure is 10%, and in France 30%. But the most significant change of all is the importance that is now attached to academic achievement. In the top schools, the focus is firmly on A levels. GCSEs are regarded as destruction, and pupils might take one or two when they are 15.



WESTMINSTER SCHOOL



Motto	Dat Deus Incrementum
Established	1179 (Refounded in 1560)
Type	Public school Independent day and boarding
Religion	Church of England
Head Master	Dr. M. S. Spurr
Founder	Pope Alexander III (1179) Elizabeth I (1560)
Location	Little Dean's Yard Westminster London
Local authority	Westminster
Staff	105
Students	747
Gender	Boys; Coeducational Sixth Form
Ages	13 (boys), 16 (girls) – 18
Colours	Pink
Publication	The Elizabethan, Hooke
Former pupils	Old Westminsters

Exercise 1. Remember that.

Westminster is an inner borough of Greater London, on the River Thames, which contains the Houses of Parliament, Westminster Abbey (a Gothic church in London: site of a Benedictine monastery; the collegiate church of St. Peter), Buckingham Palace, and many government offices. Full name is City of Westminster. This notion is used in reference to the British Parliament. For example: Westminster must become more effective in holding the government to account.

Exercise 2. Make up some dialogues from the information above.

Exercise 3. Analyze the information and use it in practice.

Exercise 4. Learn the dialogue below by heart and carry it on in class. Render the contents of the dialogue in Indirect Speech in English.

DIALOGUE
RADIO PROGRAMME ON INDEPENDENT SCHOOLS
(Presenter – Patricia Wilby)

- Hello, and welcome to today's Wordly Wise, the programme that investigate current issues and tells you, the consumer, all about them.
- Today our attention turns to independent schools, the alternative system for those that can afford it. Most people believe that independent schools offer their pupils advantages that state schools don't.
- Some think this is unfair. Others will go to the edge of ruin to get the best education for their children. What are the independent schools like these days? Are they still as they were depicted in so many books and films?
 - We sent Patricia Wilby to investigate.
 - In 1980 Eton abolished fagging – that is younger boys acting as servants to older, more senior ones – after the Head had at last persuaded two-thirds of his housemasters that this was an outdated institution. Winchester, for the first time in its history, sent more boys to provincial universities than it sent to Oxbridge.
 - Bradford Grammar School decided that boys of thirteen and fourteen should be compelled to study science. And the Head Master of Oundle was able to assert that, although the practice had not been formally abolished, boys had not been beaten "for many years". Public schools are not what they were.
 - For a start, you're not supposed to call them "public" schools any more. They prefer term "independent" school, suggesting initiative and enterprise instead of snobbery and prejudice.
 - Over the past fifteen years, they have set out to bury the image of institutions that were socially divisive, obsessed with the classics, disdainful of industry because it meant money was earned, not inherited, and where success on the sports field was more important than success in the exam room.
 - The modern public school will point out that engineering is the largest single destination for its leavers. It will show you computer terminals, science laboratories, and craft workshops. It will introduce you, if at all possible, to pupils whose backgrounds are far from aristocratic.
 - Yet what is remarkable about this revolution is not so much that has happened, but that has happened so recently. If much has changed, what critics regard as the most important things have not.
 - The majority of the nation's Cabinet Ministers, top civil servants, ambassadors. High Court judges, military leaders, bishops, and bank directors went to public schools. They still account for about half the entrants to Oxford and Cambridge.
 - Although most Western countries have independent school sectors, the British public school system is unique in the extent to which it is set apart from the rest of the nation. This isolation is possible because, by comparison, the private sector in Britain is remarkably small.

And that was a special report by Patricia Wilby. Until then, good-bye.

Exercise 1. Try to understand the joke.

Prof: Despite many pressures, including evacuation and the destruction of the School roof during the Blitz, the school also refused to move out of central London along with other schools such as Charterhouse and St. Paul's, and remains in its original location.

You missed my class yesterday, didn't you?" Stud: "Not in the least, sir, not in the least!"

Exercise 2. Make up some dialogues from the information above.

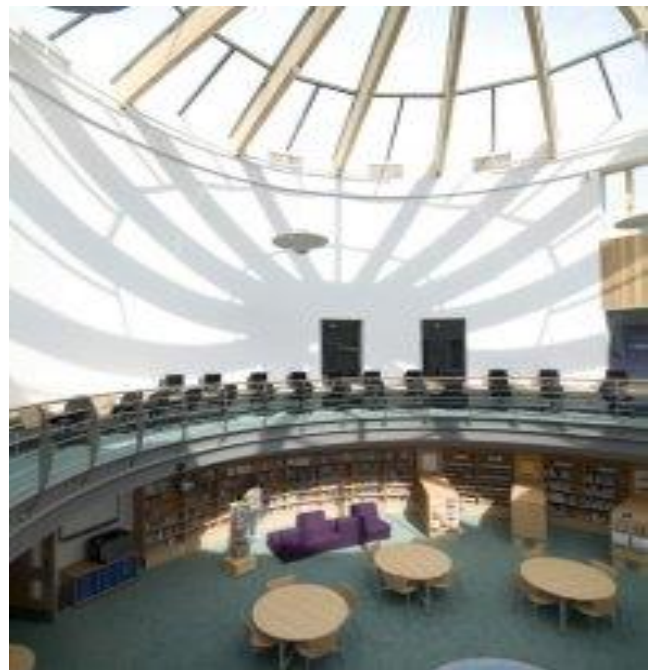
Exercise 3. Analyze the information and use it in practice.

AWARD WINNING SCHOOLS

Leicestershire County Council are committed to provide 21st century facilities throughout the county, and by the end of the year the Council will have replaced four high schools as part of its programme of refurbishing school accommodation. Castle Rock High School, Coalville, was the first school in the scheme to move into their new building, with Bushloe High School following suit in September. Work at Gartree High School, Oadby and Shepshed High School commenced in February 2006, with both schools set to open in September 2007. All four schemes have state of the art lighting and heating systems and have used techniques such as Whole Life Costing, and thermal and daylight modelling to ensure the impact on the environment was kept to a minimum.

The classrooms have state-of-the-art ICT provision with interactive whiteboards, projection facilities and a high ratio of computers to pupils. The schools have impressive sports halls and outdoor ball courts that enable students to participate in a range of sporting activities. The work is being funded by the County Council with support from the Government's Department for Education and Skills.

Castle Rock



Castle Rock High School, Coalville, was the first of the four schools to open in April last year.

The new school, which cost £10M, places learning at its centre symbolised through the location and dominance of a centrally located glazed roofed library. Work commenced on site in late 2004, and the new building opened approximately two months earlier than originally planned. Students moved into the new accommodation on their return from the Easter break last year.

The glue-laminated timber frame and rubber roof finish express the commitment to sustainability.

The building sits comfortable in its National Forest location at Warren Hills in Coalville, maximising the advantages of natural light. Ventilation is controlled by an automatic Building Management System and the building has been designed to meet the latest BB93 acoustic requirements.

The school won the "Large Building of the Year" and the "Sustainable Development of the Year" prizes at the ProCon 2006 awards. The school has also been awarded a National Green Apple for promotion of environmental best practice.

Bushloe High School



Work began in autumn 2004 on the construction of the second of the new high schools to be built in the County. The new Bushloe High School at Station Road, Wigston, includes a full range of classrooms, science and design laboratories, and sports and assembly halls.

The school's headteacher, staff and governors were all fully involved in the Design process and the views of school pupils were also taken into account. Environmentally-friendly elements such as the harvesting of rainwater for later use in the flushing of toilets, and energy-efficient construction and maintenance techniques have also specifically been included in the design. The school opened after the existing school was demolished and the land used for play areas and car parks. The school won the "Sustainable Development of the Year" prize at the ProCon 2007 awards.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Translate the sentences with the keyword "education".

1. They're cutting funds for education. 2. Paul prolonged his education with six years of advanced study in English. 3. This is a new system of public education. 4. His education is encyclopaedic and eclectic. 5. His education has been invaluable to him. 6. Education is my profession. 7. A university education in Great Britain is very complex. 8. He is a man with little education. 9. The wares in the shops are an education in quality. 10. She is a woman of some education. 11. Education for computers is very popular nowadays. 12. Education of computer is very common now. 13. Specialists in software engineering education are in demand very much. 14. The courses in management education are asked for in Europe. 15. Engineering education is very popular again. 16. Some countries abandon free higher education. 17. He got his education and will remember it. 18. Some universities pay attention to adult education. 19. Office of Vocational and Adult Education is the department in the Ministry of Education and Science in the USA. 20. We struggle for equal education. 21. Education and Labor Committee plays important role in the whole system of education. 22. His education is encyclopedic and eclectic. 23. Petrus is a good workman – it is an education to watch him. 24. Education involves teaching people various subjects, usually at a school or college, or being taught.

Exercise 3. Add some information and write a short essay on the topic.

Exercise 4. Make up some dialogues from the information above.

North-West Leicestershire Special School

A £10 million contract to replace the existing Forest Way School in Coalville with a new building to be located on the shared campus at present occupied by King Edward VII College, Castle Rock High School and Warren Hills Primary School. This location will allow co-operation and increased sharing of facilities between the schools.



Shepshed & Gartree High schools

The newly completed developments at Shepshed High School and Gartree High School in Oadby mark the second phase of a three-year County Council programme. These two state-of-the-art schools were handed over in May and July respectively for pupil occupation for the 2007 / 8 academic year and cost a combined total of £24 million.



Shepshed High School

Our Aims. In general we aim to develop and maintain a cheerful, well-ordered, peaceful but purposeful school with a friendly atmosphere, in which children grow up to act reasonably with consideration for others and by consent rather than compulsion. **Specifically, we aim to:**

- value all pupils in their own right;
- enable pupils to become aware of their own strengths and weaknesses and to be tolerant of those of others;
 - provide a curriculum, which caters for the varying needs of age and ability, so that learning and study become an enjoyable framework for life;
 - provide a range of activities, which enable each pupil to fulfil his/her potential academically, creatively, physically and socially;
 - enable pupils to exercise the self-discipline and responsibility necessary to work both individually and co-operatively to create a caring society;
 - work together with the home in the best interests of the children, so that they enjoy their years here without a sense of fear about failure.

Whole curriculum aims. We aim to help pupils to:

- develop lively, enquiring minds; the ability to question and argue rationally; and to apply themselves to tasks and physical skills;
- acquire understanding, knowledge and skills relevant to adult life, and the world of adult activity in a rapidly changing environment;
- use language and number effectively;
- develop personal, moral values, and respect for religious values and tolerance of other races, religions and ways of life;
- understand the world, where they live & the interdependence of individuals, groups & nations;
- appreciate human achievements and aspirations.

Behaviour Policy

1. Classroom expectations for children are as follows:

Children should:

- enter room sensibly;
- line up if required to do so;
- remove and put away outdoor wear before lesson begins;
- be prepared for work by having necessary equipment with them;
- co-operate with their teachers in helping everyone to learn, listen attentively and take their turn to speak;
- explain politely to the teacher the reason for lateness to a lesson;
- not, normally, eat or drink in the classroom;
- leave a lesson only with a teacher's permission;
- put away work quietly, leaving a room in a tidy condition when the teacher asks them to. The bell is a time signal.

There is one rule for all – to treat each other with courtesy and consideration.

The following are unacceptable:

- bullying;
- the use of foul, abusive, racist or offensive language;
- the possession or use on school premises of:
 - matches, cigarettes, chewing gum, alcoholic drinks, and personal stereos;
 - late arrival to school or lesson without reason.

Exercise 1. Digest the information briefly in English.

How we work: recommended school dress.

The Governors have decided to recommend strongly the following:

Boys	Girls
Navy or red sweater. Grey or white shirt. Navy or grey trousers. Black or brown shoes.	Navy or red skirt or navy trousers. Red or navy sweater or cardigan with red, white or grey shirt. Low-heeled black or brown shoes.

P. E. Equipment - boys

Gym shoes or training shoes, navy T-shirt, navy shorts for Physical Education.
Maroon football shirt, maroon football socks, football boots for games.
Swimming trunks and towel. Tracksuit.

P. E. Equipment - girls

Gym shoes or training shoes.
Maroon wrap-over skirt, or appropriate shorts, white T-shirt, maroon or navy gym knickers, white socks for games. Football/Hockey boots. One-piece swimming suit and towel. All items are clearly and indelibly marked with child's name. Name tapes can be ordered from the uniform suppliers. The following items may not be worn: bracelets, necklaces, and jewellery with the exception of stud earrings.
Denim jeans. T-shirt.

P. E. Department – Policy on jewellery

In line with the school policy determined by the Governing Body, the wearing of jewellery, including studs, is not permissible for P. E. The ONLY exception is for newly pierced ears. In such cases, the pupil will be asked to bring a dated letter, which will cover the period, for which they need to be worn. In this instance, the pupil will be asked to wear tape on his/her ears to minimize the risk of accident.

Exercise 1. Summarise your findings on Shephed High School in a short presentation.

Exercise 3. Analyze the key features of our school.

- 10-14 High School..
- We welcome children into Year 6 and into Year 7.
- Even closer links with our Partner Upper School, Hind Leys College.
- A continuum of education from 10-16 or 19.
- High rates of progress from Key Stage 2 to Key Stage 3 (end of Year 9).
- Excellent GCSE results and A level results at Hind Leys.
- A deserved reputation for supporting all children and young people through their education, whatever their needs.
- A rich offer of sporting and performing art opportunities.

Whitestone Community School



Message from the Headmaster

Dear Parents,

At the start of your child's career at Whitestone School, I would like 1) ____ a word of welcome to you too. The successful 2) ____ of a pupil's education depends very much upon the close ties 3) ____ the school and the pupil's family. I hope you will 4) ____ the opportunities we offer to parents to come, either collectively or individually, to discuss with me or 5) ____, any matter regarding your child's 6) ____ or progress. Reports will be available for your information, and we shall be happy to discuss any matter at any time. May I commend to you the active Parent-Teacher Association, which does much to further the interests of the school, and 7) ____ many events, both social and educational, which brings parents and the school together. The school is a happy one, but one which 8) ____ high standards of work, behaviour and dress. We are particularly 9) ____ of our school uniform. In return, we offer impressive opportunities to our young people, and aim to do our best for each individual 10) ____ they are with us, and after they have left us.

Yours sincerely, *E. Schofield, Headmaster*

(Progress; to address; between; to take; my staff; success; to use; to have; proud; while.)

Exercise 1. Insert the words and phrases from the texts on Priory School above.

Priory is a leading school in East Sussex with Arts, Language and Science College status, rated "Outstanding" by OFSTED. We are an 11-16 mixed comprehensive school situated in the County Town of Lewes, with approximately 1150 students on roll. The school aims to reflect the uniqueness of Lewes, historically and socially. Given our strong association with the author of natural justice, Tom Paine, it is our vision to build upon the concepts of freedom, democracy and justice. **To all new pupils**

Dear Pupil,

I am very pleased to welcome you to Priory Comprehensive School. Priory is a happy and hardworking school and I hope that you will join us in maintaining our standards and values. We are extremely proud of our reputation for being a school, which cares for every individual and recognizes the importance of good human relationships. It is also our intention to give support, encouragement and advice to help you achieve the highest standards possible. The life of the school extends far beyond the classroom; activities outside school hours include a wide range of sporting and cultural activities through the various clubs and societies, which are freely open to you.

I hope that you thoroughly enjoy your time as a member of Priory School. I want you to be proud of the school, and the part you play in it. We look forward to you joining us.

D. Gawthorpe,

Headteacher

Code of conduct. School is a large community in which all of us wish to be happy and treated with respect and fairness. If our school is to provide the best possible opportunities for pupils, then all of us need to work together, with everyone caring for and respecting each other. This Code of Conduct provides a framework within which we can work together. If everyone follows these principles then Priory will be a happy, co-operative school:

Always do your best	Use entrances and exits properly
Do not waste your time	Use toilets properly
Be prepared - be on time	Keep valuables at home
Be polite	Smoking is prohibited
Be quiet around the school	Be sensible in bad weather
Think SAFETY FIRST	Play in the right place
Obey emergency instructions immediately	Eating / Chewing is only possible at breaks / lunchtimes

Meals. School lunches are cooked and served on the premises. A choice of menu is provided – always including the option of salad. Should a child need a special diet this can be arranged through the School Matron. Children who bring packed lunches should eat them in the dining room. Payment for school lunches is usually made once a week on Monday mornings and tickets are issued to admit a child to lunch. Tickets should always bear the pupil's name and are not transferable.

Valuables. Money and valuables, including jewellery and leather coats, should not be brought into school. If an occasion occurs when money must be brought into school, other than in connection with school affairs, then it must be handed as soon as possible to a teacher for safe keeping.



Oozells Street Board School was a Victorian board school in Oozells Street, off Broad Street in Birmingham, England. Designed in 1877 by local architects Martin & Chamberlain, responsible for over forty of the Birmingham board schools, it opened on 28 January 1878 to serve 807 primary children.

In 1976 the tower was demolished on safety grounds. It was rebuilt around 1997 with a steel girder frame. Redevelopment was by Carillion at a cost of £4,700,000. The building became a college and then a furniture store for Birmingham City Council before being condemned for demolition. It had a last-minute reprieve as the contract for demolition was being agreed and reopened in 1998 as the Ikon Gallery.

Since 1993 it has become surrounded by the new buildings of Brindleyplace which replaced an earlier industrial area of factories and workshops.

Icknield Street School is a good example of a Birmingham board school.

Designed in 1883 by J.H. Chamberlain of Martin & Chamberlain, the main architects for the Birmingham School Board, it has been St Chad's Roman Catholic Annexe and is now an Ashram Centre. Standard VII classes for girls began in 1885. However, these classes closed in 1898 at the opening of the George Dixon Higher Grade Board School. In 1886, it was expanded and again so in 1894. It converted into a modern secondary school in 1945 and by 1960, it had 950 pupils.

Exercise 1. Analyze the information and use it in practice.

Exercise 2. Make up some dialogues from the information above.



The proposed plans for Dennis Road Board School were passed on the 14th November 1894.

The Architects were Messrs Martin and Chamberlain of 106 Colmore Row, Birmingham – architects of many schools and public libraries. The original plans proposed accommodation for 300 boys, 360 girls, 360 infants plus 60 students attending the cookery school upstairs in the building – a total of 1080 pupils.

The boys and girls had separate entrances to their area of the school.

When the school opened in 1896 it had a much wider range of facilities than other schools including its own science and cookery rooms with a laundry centre added in 1911. When the school first opened in 1896 Dennis Road School originally consisted of two separately run areas, the Lower or Infant section and the Upper of Junior Section. The Lower school opened on Monday morning June 1st 1896 with five assistant mistresses, 322 scholars were admitted.



Barford Road School

Kingsland School



Aims of the School

I offer no apology for beginning with principles. A school needs to express and to recall what it exists for. It needs a vision of what it can become, and it should try to measure regularly the progress made in realizing that vision. This does not mean that practical, day-to-day matters are unimportant: it does mean that our approach to them should be guided by principle rather than by expediency.

First, we need to create the environment where the pupils' knowledge, experience and imaginative understanding is enlarged, so that his or her awareness of moral values and capacity for enjoyment is enhanced and secondly, we must try to enable our pupils to enter the world, after formal education is over, as active participants and responsible contributors to it, achieving as much independence as possible.

General Aims

- To acquire, through active participation, knowledge, skills and practical abilities, and the will to use them.
- To develop qualities of mind, body, spirit, feeling and imagination.
- To appreciate human achievements in art, literature, music, physical skills, science and technology in our own and other cultures.
- To acquire a critical understanding of social, economic and political orders and a reasoned set attitudes, values and beliefs.
- To prepare for their adult lives at home, at work, at leisure and as citizens.
- To develop a sense of self-respect, the capacity to live as independent, self-motivated adults and the ability to function as contributing members of co-operative groups.
- To promote equal opportunities, especially in matters, relating to class, gender and race with the active promulgation of anti-sexist and anti-racist attitudes.

Specific Aims

- A reasoned set of social and moral values applicable to issues in a multiracial society.
- The environment for all pupils to achieve the highest possible standards of literacy, oracy, numeracy and aesthetic perception.
- An ability to be sensitive to the needs of others in order to develop satisfactory personal relationships, such as coping with everyday problems; together with the ability to collaborate with others and to contribute to their well-being.

- An appropriate development of physical and manipulative skills and an appreciation of those skills in others.
- A capacity to approach various kinds of problems methodically and effectively, to undertake courses of action critically evaluate them and modify those actions accordingly.
- The capacity to make informed responsible, realistic decisions & a determination to see things through.
- The ability to understand critically and actively participate in the political, social and economic environment within a local, national and global context.
- Competence in a variety of learning skills.
- Recognition of the individual's natural, physical & technological environments, the relationship between these and the needs of humanity in general, leading to the individual's capacity to use & modify these environments.
- An informed perspective of the role and status of a young person in society and the world of work and as a member of communities.
- The preparation of pupils to enable them to make decisions for coping with changes in society.

Standards

I do not favour lists of rules being drawn up with attendant punishments for those who break them.

The more rules we have the more often they will be broken, and the less effective the control will become as a result.

However, I expect pupils to behave sensibly and in a sociable manner and the most effective way of achieving this is, I believe, for the pupils to be aware of the presence of us, the adults.

As a rule, pupils do not write slogans on the wall, destroy furniture and other property, or commit unwarranted acts of aggression in front of a watchful adult. Most of these things are done when they are unobserved, or left unattended.

The discipline therefore rests wholly upon each & every member of the teaching and non-teaching staff who must be seen to act in a corporate way over such matters as playground & school building duties, prompt arrival at lessons, effective and uniform routines at registration and at the beginning & end of lessons, attention to questions of classroom tidiness, litter, movement around the building, lateness to lessons and many other important small matters which, unattended, could lead to a breakdown of good order and common sense.

Disciplinary matters necessitating additional support should first be reported to the Head of Year – or, in the case of curriculum matters, to the Head of Department. It must be remembered that Heads of Years are also classroom teachers and may not always be able to deal with matters on the spot.

In cases of urgent need the Head of Lower / Upper School or any other senior member of staff should be informed. It is much better to try to at positively by the giving of rewards – praise, privileges, etc., than to wait for something to happen that needs an expression of disapproval.

Punishments, when they are necessary, should bear some relationship if possible to the offence committed. Thus lateness should be corrected by perhaps detention after school; causing litter by making the offender clear up an area; rudeness by extracting possible a written apology – and so on. We do not wish to lay down any hard and fast rules, but senior staff is willing to discuss matters with any teacher having difficulties.

Exercise 1. Analyze the information and render the main idea in English.

Exercise 2. Make up a small report and give a talk in class.

Exercise 3. Add some information & make up a small report and give a talk in class.

Exercise 4. Read the text & pick up the essential details in the form of quick notes.

DISCIPLINE PROBLEMS – WHO TO REFER TO?

The referral system should be seen as a means of helping pupils and supporting teachers. In order to produce a continuous profile on individual pupils it is essential that all information of importance about a pupil should be communicated to the respective Year Head. It is only by using this channel of communication that records can be kept up-to-date and suitable follow-up procedures affected.

In the vast majority of cases of indiscipline, it is expected that the offended member of staff will, in the first instance, deal with the matter herself. However, if a classroom problem persists, the matter should be brought to the attention of the respective Head of Department. If it is thought necessary, the matter should then be referred to the respective Year Head for further action and support.

Should the Head of Department feel that no further action is necessary, information on the matter should be given to the Year Head for documentation, in order that a comprehensive picture of the pupil in question can be drawn up. If a particularly serious incident occurs that requires immediate action, any member of the Administrative Group should be contacted. At no time should a pupil be sent to another colleague without providing information about the nature of the problem or incident being given.

In the case of very serious matters, members of staff will be required to provide a written statement in order to assist in effecting further action. Regular meetings have been initiated with outside agencies.

Heads of Years attend these meetings with the Educational Welfare Service, Child Guidance Service, Educational Psychologist, Probationary Service and Social Services and thereby facilitate direct contact between the school and external agencies.

Discipline

Good order is seen as the responsibility of all staff. We expect all pupils to behave calmly and sensibly in school and we do not tolerate any abuse of staff, other pupils or property. Our pupils can expect from our staff the same consideration as our staff expect from the pupils.

Sanctions

Detentions. Unsatisfactory effort in the classroom may result in a subject area detention. If the detention is longer than 15 minutes subject's teachers are asked to give a warning to parents.

Daily Reports. Where unsatisfactory effort continues, pupils may be placed on daily report. This enables the tutor and/or Head of Year to closely monitor the child's performance throughout the day.

Exclusions. Other sorts of anti-social behaviour may be first checked any verbal agreements reached. If the particular incident occurs after warnings have been given, then exclusion from school may be necessary pending family consultation.

Suspensions. Suspensions are used in cases of server misconduct and the family takes over responsibility for the welfare of the pupil until a reasonable attitude to school is worked out and agreed.

Where difficulties do arise it is the policy of the school to establish close contact with parents since we believe that where parents and the school are working together children may more effectively be helped to overcome their problems.

Absence from School

Parents are expected to inform the tutor in writing with the explanation for the absence of a pupil. If an absence is unexplained, then a request is sent to the parent, and the Educational Welfare Service automatically alerted.

Exercise 1. Write a short essay about the features of Kingsland School.

Exercise 2. Add some information & make up a small report and give a talk in class.

Exercise 3. Read the text & pick up the essential details in the form of quick notes.

DIALOGUE
ABOUT EDUCATION IN ENGLAND

Mary (a student of a pedagogical institute) & Mrs. Elison (an English woman)

M.: (A student of a pedagogical institute): Would it be troubling you too much, Mrs. Elison, if I asked you some questions about English life?

MRS.: (an English woman): Not at all dear. I'll answer all your questions with great pleasure, but what particulars are you interested in?

M.: I am mostly interested in everything concerning education and the upbringing of children.

MRS.: Well, ask your questions and I'll do my best to satisfy you.

M.: Thanks. First of all I'd like to know what is the system of education in England?

MRS.: Well, you see, we have primary, secondary and higher education, but of course our system of education differs from yours.

M.: At what age do the children begin to attend school?

MRS.: You see, there are nursery schools for children between the ages of 2 and 5. The primary school includes the infant school, which takes in children aged from 5 to 7, and the junior school, which takes children from 7 to 11. So a child's primary education continues until about the age of 11.

M.: Are there mixed schools for boys and girls?

MRS.: There are some mixed schools, but there are many separate schools for boys and for girls. Infant schools are always mixed.

M.: I've heard people speak about the "eleven plus examination". What is that.

MRS.: Oh it's very interesting. All children who are eleven years old pass a written examination on the same day and at the same time in all districts of England.

M.: What is the advantage of such an examination?

MRS.: It helps us to decide which kind of studies is most appropriate for each pupil. Those who pass this exam usually go to secondary grammar schools, while the others continue their education in secondary modern schools.

M.: And what percentage of all the children are able to pass such an examination?

MRS.: You see, the exam is rather serious and usually about 30-32 per cent can pass it. The greatest part of those who satisfy all the requirements have the right to enter secondary grammar schools where they continue their education free of charge and may then enter higher schools.

M.: Am I to understand that further higher education is impossible for 70% of the children?

MRS.: Oh, no! All other children can complete their secondary school education at secondary modern schools, or if their parents want to pay for their education they may enter any private school.

M.: But who has the right to higher education then?

MRS.: Everybody who is able to pass the entrance examination and can pay for the higher education. But for those who finish grammar school it is much easier. The pupils of secondary modern schools may enter different colleges.

M.: Are all colleges considered to be higher schools in our sense of the word?

MRS.: Well, only universities confer degrees. The graduates of other colleges get a diploma or certificate, which testifies to their qualification. If they want to get a degree they must enter a university and pass the necessary exams.

M.: Do the students get scholarships (grants)?

MRS.: A certain percent of students hold awards from public and private funds.

M.: Are there many universities in England?

MRS.: There are 22 degree-giving, self-governing Universities in the United Kingdom, each of which has a number of colleges. The universities, though self-governing institutions, receive aid from the State, mainly in the form of direct grants from the Treasury.

M.: How long does the University course last?

MRS.: University degree courses generally extend over three and sometimes four years, depending on the speciality, in medicine five or six years are required. The first degree of Bachelor is awarded on the completion of such a course, providing the examination results are satisfactory. Further study or research is required at the modern universities for the degree of Master and at all universities for that of a Doctor. Actual degree titles vary according to the practice of each university.

M.: Thank you very much for this most interesting and instructive conversation.

MRS.: Not at all. I'm glad to have been of some help to you.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English.

Exercise 2. Try to understand the joke.

Reporter: "What is the professor's research work?"

Prof's housekeeper: "It consists principally in hunting for his spectacles".

Stud: "I'm indebted to you for all I know."

Prof. "Oh, don't mention such a mere trifle."

Exercise 3. Read the text and pick up the essential details about discipline in schools in the form of quick notes. Compare these facts with your own experience. What is positive and what is negative?

Complete the chart below.

English schools

Ukrainian schools

Positive / negative	Positive / negative

CHECK YOURSELF



Well done !



Read once more

1. Public school means that

- The school is private
- The school is for everybody

2. Boarding school means that

- Students live there
- There are only boys there
- It is abroad

3. Eton is

- A famous public school
- A famous state school

4. Core courses are

- Music, drama, home economics
- English, maths, IT.

BRITISH EDUCATION MADE SIMPLE

What are the main types of schools in England & Wales?

There are many different types of school in Britain. There are, however, only three main systems.

The Comprehensive System. More than 90% of children who go to state schools in England and Wales go to schools in the comprehensive system – a system introduced in the 1960s.

Children go to a primary (or first) school at the age of five. Depending on the policy of the Local Education Authority, they may go directly to the upper school – usually called the comprehensive school – at the age of 11. Alternatively, they may go to a middle school for three or four years before going to the upper school. The comprehensive system is non-selective. This means that all children go from one school to another without taking any exams, and without being selected according to their abilities.

The Selective System. In some areas of Britain, you can still find a different, and older, system of education (introduced in 1944). This is a selective system – children are selected for certain schools according to their ability. All children go to a primary school until the age 11.

They then take an examination called the 11-plus. Those who are successful go to a grammar school, where they receive a more academic education. Those who fail the exam go to a secondary modern school, where they receive an education, which is less academic, and more intended to train them for a job when they leave at the age of 16.

The Private (Independent) System. About 7% of children go to private schools.

There are three levels of private school – primary schools (age four to eight) and preparatory (prep) schools (eight to 13). At the age of 13, children take an examination. If they pass, they go on to public school, where they usually remain until they are 18. Many prep and most public schools are boarding schools – the children live at the school during the school terms.

Be careful – although these schools are called "public", they are, in fact, private, and it can be very expensive to send your child to such a school. Within the three systems, there are several varieties of schools. For instance, you can find:

- schools for boys only;
- schools for girls only;
- mixed schools – for boys and girls;
- voluntary schools – often with a religious background – such as Roman Catholic schools.

You can see that the British education system is rather confusing.

Examinations. The public examinations taken by British schoolchildren are: GCSEs (the General Certificate of Secondary Education). Pupils usually take their GCSEs at the age of 16. Some children take three or four; others take as many as ten or eleven. Pupils who have passed their GCSEs may remain at school for another two years and take their "A" (Advanced) level exams.

All grammar and most comprehensive schools have a sixth form, where pupils study for their "A" levels. Any student who wants to go to university needs to pass at least two or three "A" levels.

Exercise 1. Retell the information briefly in English.

Exercise 2. Try to understand the joke.

The professor was delivering the final lecture of the term. He dwelt with much emphasis on the fact that each student should devote all the intervening time preparing for the final examinations. "The examinations papers are now in the hands of the printer. Are there any questions to be asked?" Silence prevailed. Suddenly a voice from the rear inquired: "Who is the printer?"

Exercise 3. Add some information & make up a small report and give a talk in class.

Exercise 4. Choose the best synonym.

1. That student is discourteous; he GRUMBLES no matter how you try to please him.
a) complains b) giggles c) scolds d) sneers
2. Vivian REVISED his paper carefully, following the professor's suggestions.
a) copied b) corrected c) retyped d) reviewed
3. "Roget's Thesaurus", a collection of English words and phrases arranged by the ideas they express RATHER THAN in alphabetical order.
a) as well as b) instead of c) restricted d) unless
4. Habits can be CONSCIOUSLY strengthened, as when a student of the guitar practises and memorizes different fingerings.
a) conveniently b) deliberately c) lastingly d) robustly
5. My supply of confidence slowly DWINDLES as the day of the exam approaches.
a) diminishes b) emerges c) grows d) revives
6. His face FLUSHED because he had run all the way from the dorm so as not to be late for the lecture.
a) pale b) red c) shaking d) wet
7. The student BROKE IN ON the conversation without waiting for the speaker to stop talking.
a) interrupted b) regarded c) seized d) withdrew from
8. The warmth of the lecture hall made the student DOZE.
a) faint b) fall asleep c) sweat profusely d) yawn widely
9. The speaker DEMONSTRATED his knowledge of the subject by his excellent lecture.
a) corrected b) created c) repeated d) showed
10. The teacher told the student that his paper was ILLEGIBLE.
a) illegal b) indecipherable c) outstanding d) sloppy

Exercise 5. Try to understand the joke.

In one of college classes the professor was unable to stay for the class, so he placed a sign on the door, which read as follows: "Professor Blank will be unable to meet his classes today." Some college lad, seeing his chance to display his sense of humour after reading the notice, walked up and erased the "c" in the word "classes". The professor noticing the laughter wheeled around, walked back, looked at the student, then at the sign with "c" erased – calmly walked up and erased the "l" in "classes", looked at the flabbergasted student and preceded on his way.

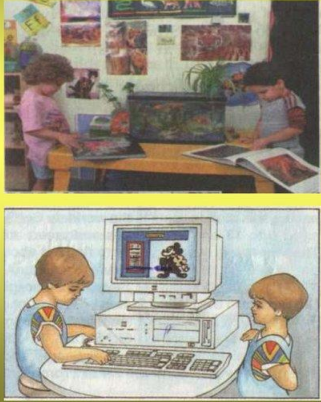
**“Education
brings a child the world”**

Many British children start school at the age of 3 or 4 if there is a play school near their house.

These schools are nursery and they are not compulsory.

Children are taught to sing, draw, they play different creative games.

Compulsory education begins at the age of 5, when children go to primary school.



The image contains two illustrations. The top one shows a group of children in a play school setting, with one child at a computer. The bottom one shows two children sitting at a desk with a computer, looking at the screen.

CHANGES IN BRITAIN EDUCATION

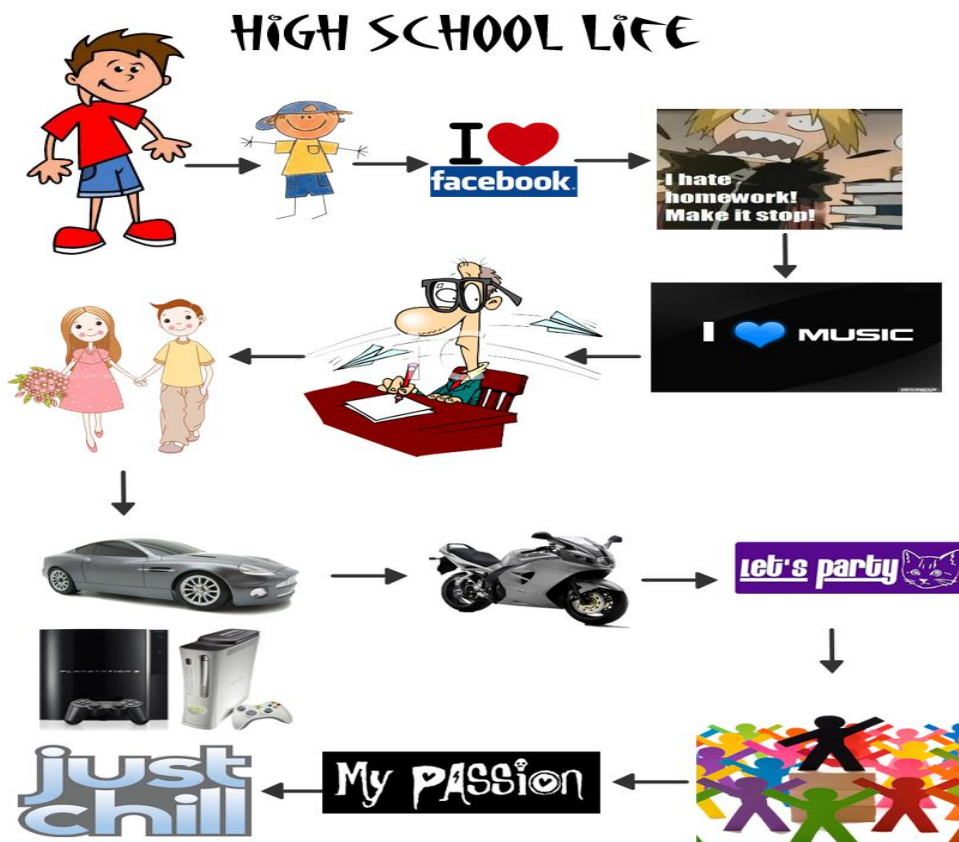
Libraries full of books have been written on the education system in Britain, but recently it has been changing considerably. This is roughly how it works. Compulsory education begins at 5, and children attend primary school until they are 11. Normally the primary school is divided into Infants (5-7) and Juniors (7-11). During this time each class of children - normally about thirty - is taught by one teacher a whole year and this teacher takes them for all subjects.

At the age of 11 most children go to a comprehensive school, where they stay until they are 16. Nobody is allowed to leave school until they are 16. In the past different children went to different types of secondary schools, but in most parts of the country everybody now goes to a comprehensive.

Some parents, who do not want their children to go to a comprehensive, pay to send their children to a private school. The most expensive and prestigious private schools are actually called public schools - but they are private. At the age of 16 people take examinations. Most take General Certificate of Education (G.C.E.) Ordinary Levels - normally called just "O" Levels.

People take "O" Levels in as many subjects as they want to; some take just one or two, others take as many as nine or ten. If you get good "O" Level results, you can stay on at school until you are 18, in the Sixth Form. (Notice that in Britain you start in the First Form and finish in the Sixth). There you prepare for Advanced Level Exams ("A" Levels). Again, you can take as many of these as you want to, but most people take two or three. Three good "A" Level passes mean you have a chance of going on to University - though this is not automatic. British Universities operate a closed numbers system and the number of people who can study is strictly controlled. Other types of further education are offered at polytechnics and colleges of higher education. Polytechnics offer the chance to study subjects in more practical way and many colleges of higher education specialize in teacher training.

Exercise 1. Compare the system of our education with Britain one in general.



AT SCHOOL

In Britain most children attend state-supported, co-educational day schools with about 10 % attending independent or private schools. Those not staying at school or going on to college after the age of 16, when they are legally allowed to leave, normally leave when they have completed their GCSE (*General Certificate of Secondary Education*) examinations. The education service is administered separately in England and Wales, Scotland and Northern Ireland.

In England and Wales the Education Reform Act 1988 established a new *National Curriculum* for all pupils from the age of 5 to 16. This curriculum has been designed to provide a balance of subjects so that academic as well as practical abilities are catered for.

In Scotland and Northern Ireland there is an equal commitment to a broadly based and *balanced school curriculum*. The Government is keen to establish more *vocational qualifications* at secondary schools and colleges in order to ensure that there is greater orientation towards skills, which will help to equip 14 to 18 year-olds for working life.

This includes the development of *General National Vocational Qualifications* for pre-16 year-olds.

Administered by the Employment Department, the Government's Technical and *Vocational Education Initiative* influence the whole curriculum to improve preparedness for working life.

Through it young people are made more aware of the demands of working life and have the opportunity for quality work experience. They develop their skills, learning about problem-solving, decision-making, communication and teamwork. They also take an active part in recording their achievements and planning their own learning goals.

After the home school is the main social environment for young people. Not only are a school and a place of education. It is a place where young people develop and reaffirm their identities within peer groups and where much of their socialising takes place. In and round large cities schoolchildren from various ethnic backgrounds integrate socially and this has tended to increase tolerance, mutual respect and the formation of multiracial friendships among young people. School is also a focal point for many activities, which complement young people's academic and vocational education.

These include sport, drama, music and creative pursuits, or the enjoyment of particular hobbies. Many of these activities form part of school curriculum but can also be enjoyed outside school hours.

Through local authority funding and central government support, as well as through private fund-raising campaigns organised by parents, many schools have developed excellent facilities and equipment for sport, recreational and extra-curricula activities.

As secondary school pupils begin to realise and demonstrate their individual talents, more attention and encouragement is placed on special hobbies or abilities. They enjoy many of these activities as participants alongside their teachers and other adults, including their parents. They take part in dramatic and musical performances, in special scientific projects and inter-school competitions, in educational exchanges overseas, in visits within the community.

Exercise 1. Discuss the New National Curriculum at English schools in general.

Exercise 2. Explain the notion "National Curriculum".

Exercise 3. Analyze the information and use it in practice.

Exercise 4. Try to understand the joke.

Freshman: "Say, what's the idea of wearing my raincoat?"

Room-mate: "Well, you wouldn't want our new suit to get wet, would you?"

CENTURY TEACHING

For millions of parents, the new school curriculum could not be more timely or more welcome. Out goes the bureaucratic burden on schools. Pupils in future will be expected to concentrate on the core skills. Decent grammar. An appreciation of the library classics.

The ability to do mental arithmetic. Essential science. There will be more emphasis on British history. And – praised be – encouragement of competitive sport. Yes, the Government has made mistakes. Its original plans imposed an excessive workload on teachers.

Thanks to the legacy of Labour in the Sixties, too many schools had succumbed to the influence of trendy theorists. Standards were being disastrously undermined. We were on our way to producing the worst educated children in the industrialised world. At least we now have a structure, which deserves public confidence. We must allow it to settle down over the next few years free of propagandist jibes.

The aim of the changes was to produce a curriculum that can be taught in four days a week for pupils aged five to 14 and three days for 14 to 16 year olds. The new curriculum – being delivered to schools today – comes into effect in September for children up to 14, and the following year for those aged 14 to 16.

Maths. There will be greater emphasis on mental arithmetic from an early age.

Primary pupils are to concentrate on math applied to everyday activities, such as shopping. Pupils ages 5 to 7 should start counting up to 10 and eventually manage up to 1,000; use simple fractions; use decimal notation for numbers, make a start on their times tables and make geometrical shapes. They must be able to use measures such as rulers and scales and a range of mathematical aids, from a calculator to computer software. Pupils ages 7 to 11 must know their multiplication tables up to 10 times 10 and do basic algebra as well as square and cubed roots. They should know how to translate mathematical data and information into different types, graphs and tables.

English. Strong emphasis on the use of Standard English from the age of five is at the heart of the new proposals for English lessons. Spelling, grammar, punctuation and handwriting must be emphasised throughout. Older primary pupils must be taught the correct use of the apostrophe – a falling which is evident in millions of official letters, shop sign and business letterheads. Incorrect phrases such as "I ain't done nuffink", will have to be corrected. Correction of bad English is also urged in other subject lessons, including science. The document notes: "To participate confidently in public, cultural, and working life, pupils need to be able to speak, write and read Standard English fluently and accurately".

Regional accents are acceptable in class, though dialects are not.

Pupils will read a wide range of books from "the English literary heritage", and those of other cultures. Study of two Shakespeare plays is compulsory by the end of secondary schooling, as well as works from a shortened "recommended" list of major authors and poets such as Jane Austen, Graham Greene, Charles Dickens, W.B. Yeates and Frankenstein creator Mary Shelley.

History. Kings, queens, famous names and key dates from Britain's past are at the heart of the revised subject, which will now be optional after the age of 14. The British perspective is particularly strong in primary schools, although the blueprint says it should be set in a European and world perspective. Between seven and 14, pupils should study eight core periods, six on British history.

One should be the 20th century, including both World Wars.

Tudor History, for 7 to 11-year-olds, covers Henry VIII's break with Rome, the overseas explorations of Sir Francis Drake and Sir Walter Raleigh and Elizabeth I and the Armada.

The unit on Victorian Britain covers factory reform and the impact of engineers such as railway pioneer George Stephenson. Pupils should also study local history.

Secondary pupils will cover the Norman Conquest, including the Battle of Hastings in 1066, Magna Carta (1215), the Peasants' Revolt (1381) and the Wars of the Roses, the English Civil War and the making of the United Kingdom.

Science. Pupils from 5 to 7 will learn to name the main external parts of the body. Children will be taught about basic electricity and physics, flowering plants and early drug education, including "the role of drugs as medicines". Pupils between 7 and 11 will learn about the human heart and the main stages of the human life cycle. In secondary schools, the double-science course will put more emphasis on chemistry. In single science, there will be less plant biology and more about nutrition, "living things in their environment" and chemical elements. Pupils up to 14 will learn about the solar system, magnetism, light, vacuums, sound, energy sources and the generation of electricity.

Pupils over 14 will cover atoms, nuclei and electrons; chemical reactions; force, mass and acceleration; wave motion, including x-rays and gamma rays, and radioactivity.

Sport. Sports enthusiast John Major has put his stamp on changes to the PE curriculum. There is more stress on competitive games such as soccer, rugby and netball throughout school. The Prime Minister wants pupils to spend two hours a week on sport, but the blueprint does not set a specific time.

The emphasis, however, is on learning not only how to play games, but how to "observe the conventions of fair play, honest competition and good sporting behaviour".

The Arts. Art. A wider range, which includes photography, encompasses Western and non-Western art forms. Optional after age 14.

Music. A slimmer curriculum, but pupils will learn about pitch and tempo, and plan, rehearse and present performances. Study will include the European "classical" tradition. Optional after 14.

Languages. Learning to converse and communicate is the central aim and reading, writing and role-playing all have a part.

Geography. Emphasis on being able to identify cities, countries and geographical features world-wide on maps. From seven to 11, studies concentrate more on UK and Europe.

Information Technology. Given higher status, with greater stress on learning to use computers in primary schools.

Exercise 1. Discuss the New National Curriculum at English schools in details.

Exercise 2. Remember that.

School – an institution for educating children. For example: Ryder's children did not go to school at all. The buildings used by a school. The pupils and staff of a school. For example: the head addressed the whole school. A day's work at school. For example: school started at 7 a.m. Any institution at which instruction is given in a particular discipline. For example: a dancing school. Another term for university a department or faculty of a university concerned with a particular subject of study: the School of Medicine.

Exercise 3. Try to understand the joke.

"So you use three pairs of glasses, professor?"

"Yes, one pair for long sight, one pair for short sight, and the third to look for the other two."

♣ ♣ ♣ ♣ ♣

Prof.: "Never mind the date. The examination is more important."

Stud.: "Well, sir, I wanted to have something right on my paper."

♣ ♣ ♣ ♣ ♣

English prof.: "What is the difference between an active verb and passive verb?"

Stud.: "An active verb shows action and a passive verb shows passion."

Exercise 4. Analyze the information, which is in the highlight, and use it in practice.

WINSTON CHURCHILL'S PREP SCHOOL

This text was written by Winston Churchill (1874-1965), and is from his autobiography "My Early Life".

The school my parents had selected for my education was one of the most fashionable and expensive in the country. It modelled itself upon Eton and aimed at being preparatory for that Public School above all others. It was supposed to be the very last thing in schools.

Only ten boys in a class; electric light (then a wonder); a swimming pond; spacious football and cricket grounds; two or three school treats, or "expeditions" as they were called, every term; the masters all M.A.'s in gowns and mortarboards; a chapel of its own; no hampers allowed; everything provided by the authorities. It was a dark November afternoon when we arrived at this establishment.

We had tea with the Headmaster, with whom my mother conversed in the easiest manner. I was preoccupied with the fear of spilling my cup and so making "a bad start".

I was also miserable at the idea of being left alone among all these strangers in this great, fierce, formidable place. After all I was only seven, and I had been so happy in my nursery with all my toys. I had such wonderful toys: a real steam engine, a magic lantern, and a collection of soldiers already nearly a thousand strong. Now it was to be all lessons. Seven or eight hours of lessons every day except half-holidays, and football or cricket in addition.

When the last sound of my mother's departing wheels had died away, the Headmaster invited me to hand over any money I had in my possession. I produced my three half-crowns, which were duly entered in a book, and I was told that from time to time there would be a "shop" at the school with all sorts of things, which one would like to have, and that I could choose what I liked up to the limit of the seven and sixpence. Then we quitted the Headmaster's parlour and the comfortable private side of the house, and entered the more bleak apartments reserved for the instruction and accommodation of the pupils. I was taken into a Form Room and told to sit at a desk. All the other boys were out of doors, and I was alone with the Form Master. He produced a thin greenly brown covered book filled with words in different types of print.

"You have never done any Latin before, have you?" he said.

"No, sir."

"This is a Latin grammar". He opened it at a well-thumbed page. "You must learn this", he said, pointing to a number of words in a frame of lines. "I will come back in half an hour and see what you know". Behold me then on a gloomy evening, with an aching heart, seated in front of the First Declension.

Mensa	A table	Mensae	of a table
Mensa	O table	Mensae	to or for a table
Mensam	A table	Mensa	by, with or from a table

What on earth did it mean? Where was the sense in it? It seemed absolute rigmarole to me. However, there was one thing I could always do: I could learn by heart. And I thereupon proceeded, as far as my private sorrows would allow, to memorize the task, which had been set me.

In due course the Master returned.

"Have you learnt it?" he asked.

"I think I can say it, sir", I replied; and I gabbled it off.

He seemed so satisfied with this that I was emboldened to ask a question.

"What does it mean, sir?"

"It means what it says. Mensa, a table. Mensa is a noun of the First Declension. There are five declensions. You have learnt the singular of the First Declension".

"But", I repeated, "What does it mean?"

"Mensa means a table", he answered.

"Then why does mensa also mean O table", I enquired, "and what does O table mean?"

"Mensa, O table, is the vocative case", he replied.

"But why O table?" I persisted in genuine curiosity.

"O table – you would use that in addressing a table, in invoking a table". And then seeing he was not carrying me with him, "You would use it in speaking to a table."

"But I never do", I blurted out in honest amazement.

"If you are impertinent, you will be punished, and punished, let me tell you, very severely", was his conclusive rejoinder. Such was my first introduction to the classics from which, I have been told many of our cleverest men have derived so much solace and profit.

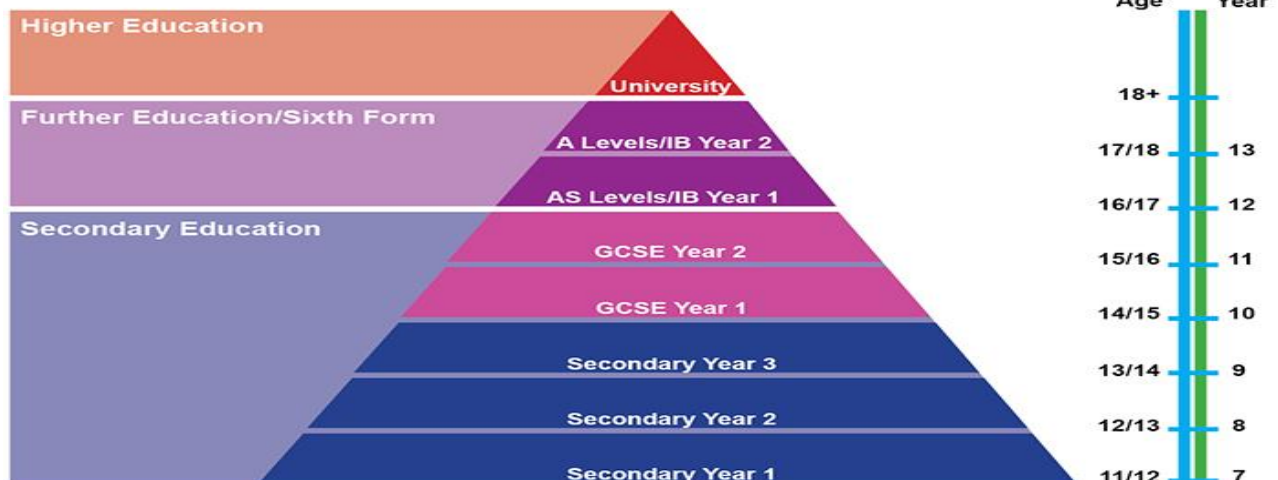
Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Render the text in Indirect Speech.

Exercise 3. Choose the right variant.

- The new school claims to ... students all the English they need in a few months.
a) explain b) instruct c) learn d) teach
- I never ... a chance of improving my English if I can help it.
a) avoid b) lose c) miss d) waste
- Will you ... me how to make that sound?
a) learn b) practice c) show d) train
- Franek thought the students would think he was English, but his accent gave him...
a) away b) in c)out d) up
- ... that he only started learning it one year ago, his English is excellent.
a) Accounting b) Considering c) Imagining d) Wondering
- We were the ... students in the class who could speak Russian.
a) alone b) one c) only d) single
- Your pronunciation would improve if you ... with a tape recorder.
a) exercised b) practised c) repeated d) trained
- The students ... ever use the language laboratory.
a) almost b) hardly c) nearly d) practically
- What ... him to make the attempt?
a) emboldened b) encourage c) hearten d) cheer up

British Education System



THE IDEA OF SUMMERHILL

A. S. Neil describes his famous school, Summerhill, which he founded in 1921.

This is a story of a modern school – Summerhill. Summerhill began as an experimental school. It is no longer such; it is now a demonstration school; for it demonstrates that freedom works.

When my first wife and I began the school, we had one main idea: *to make the school fit the child* – instead of making the child fit the school. Obviously, a school that makes active children sit at desks studying mostly useless subjects is a bad school. It is a good school only for those who believe in *such* a school, for those uncreative citizens who want docile, uncreative children who will fit into a civilization whose standard of success is money. I had taught in ordinary schools for many years.

I knew the other way well. I knew it was all wrong. It was wrong because it was based on an adult conception of what a child should be and of how a child should learn. Well, we set out to make a school, in which we should allow children freedom to be themselves. In order to do this, we had to renounce all discipline, all direction, all suggestion, all moral training, and all religious instruction. We have been called brave, but it did not require courage. All it required was what we had – a complete belief in the child as a good, not an evil, being. My view is that a child is innately wise and realistic. If left to himself without adult suggestion of any kind, he will develop as far as he is capable of developing.

Logically, Summerhill is a place, in which people who have the innate ability and wish to be scholars will be scholars; while those who are only fit to sweep the streets will sweep the streets.

But we have not produced a street cleaner so far. Nor do I write this snobbishly, for I would rather see a school produce a happy street cleaner than a neurotic scholar. What is Summerhill like?

Well, for one thing, lessons are optional. Children can go to them or stay away from them – for years if they want to. There is a timetable – but only for the teachers.

The children have classes usually according to their age, but sometimes according to their interests. We have no new methods of teaching, because we do not consider that teaching in it matters very much. Whether a school has or has not a special method for teaching long division is of no significance, for long division is of no importance except to those who *want* to learn it. And the child who *wants* to learn long division will learn it no matter how it is taught.

Summerhill is possibly the happiest school in the world. We have no truants and seldom a case of homesickness. We very rarely have fights – quarrels, of course, but seldom have I seen a stand-up fight like the ones we used to have as boys. I seldom hear a child cry, because children when free have much less hate to express than children who are downtrodden. Hate breeds' hate, and love breeds' love.

Love means approving of children, and that is essential in any school. You can't be on the side of children if you punish them and storm at them. Summerhill is a school, in which the child knows that he is approved of. The function of the child is to live his own life – not the life that his anxious parents think he should live, nor a life according to the purpose of the educator who thinks he knows what is best.

All this interference and guidance on the part of adults only produces a generation of robots.

In Summerhill, everyone has equal rights. No one is allowed to walk on my grand piano, and I am not allowed to borrow a boy's cycle without his permission. At a General School Meeting, the vote of a child of six counts for as much as my vote does. But, says the knowing one, in practice of course the voices of the grownups count. Doesn't the child of six wait to see how you vote before he raises his hand? I wish he sometimes would, for too many of my proposals are beaten. Free children are not easily influenced; the absence of fear accounts for this phenomenon.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Write a small essay on the topic.

DIALOGUE

INTERVIEW WITH MR. IAN BEER, HEAD MASTER OF HARROW SCHOOL

(Interviewer & Mr. Beer)

This is an interview that Dr. Carl Sagan gave to the LBC (London Broadcasting Company).

▪ Let me ask you first, Harrow School and schools like it are known as "independent" schools and until recently they were referred to as "public" schools. Why is it that a private school was known as a public school?

▪ You must remember that the vast majority of the independent schools were founded well before any government in this country made state education available to all. Therefore, before 1900, all these independent schools were available to the total public. Admittedly they had to pay fees. And that is where the name "public" came from. Once the government began to legislate to give all children in the land a state education then the public schools, which were indeed private, changed their name to being "independent", in other words, independent of government control.

▪ Has Harrow School changed in the past hundred years?

▪ I think that if a foreigner came to Harrow Hill and looked at the boys in the High Street, and the masters, they would think it hadn't. The boys wear straw hats, they wear the old what is called a "bluer" – a blazer kind of garment – during the week, they wear tails on a Sunday, the senior boys wear top hats. All the masters have to teach in suits and wear gowns. I have to wear my mortar board to raise my hat to the boys as they raise their hat to me. And there is a traditional formality along the High Street. Once you dive into the classroom, or into a boarding house, or into my study, you would find that the place had changed at a deeper level very much indeed; the curriculum of course has changed fundamentally, science was not taught here in the last century; er... that Fox Talbot, who started photography in this country, started his experiments in this very house, but was banned by the headmaster as he did not want chemistry to be taught. So today you will find Latin and Greek is taught as it was in 1570, but you will also find craft design technology, Russian, computer sciences, and a lot of very modern teaching techniques in all subjects.

▪ You have 770 boys here between the ages of 13 and 18. Erm... what about discipline? How do you control them?

▪ Well, we're rather a village on the hill. There are 770 boys, there are over 200 people employed here, who live on the hill with their families, and we try and run it as a little village. We do not, as a lot of er... other people I know think, we do not beat any boys here. Erm, we try and encourage them to treat other people as they would be treated. We're very fussy about courtesy. And the normal kinds of ill discipline, which you would find in any family of young boys growing up and spreading their wings, are usually things, which are anti-social. And so we try and punish them by making them do something back for the community.

If you had been here this morning, you would have found a senior boy with a group of naughty boys at a quarter to seven in the morning. They would be clearing up all the litter over the main public streets of Harrow Hill in order to keep our environment clean and tidy.

▪ At this is a boarding school, let's talk a bit about the extra-curricular activities. What do you do with the children when they're not in class?

▪ We here feel strongly that we educate "the whole man".

And therefore, because they're here twenty-four hours of the day, it gives us the opportunity of, erm, carrying out our academic teaching in the formroom.

Then in the afternoons and evenings we devote our time to such activities as teaching acting, music, art, technology, all the kind of games you could possibly think of, society life – debating societies, science societies, philosophy societies, er... chapel services, communion services. In other words we try here, I come back to the word I used earlier, we are really a village and we have total village life.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English.

Exercise 2. Answer the questions.

1. What is the contrast that the writer makes between his new school and how he left on his first day there? 2. What were some of his fears? 3. What did he do with his "three half-crowns"? Why? 4. Why didn't Churchill understand the task that the Form Master set him? 5. Do you think he knew what Latin was? 6. Did he know what declensions are? 7. Why did the Form Master threaten to punish Churchill? 8. Can the children choose whether to go to lessons or not? 9. Is there a timetable for lessons? 10. Do children have classes according to their ages or according to their interests? 11. Does Summerhill have special teaching methods? 12. Is every single decision about everything made democratically by both teachers and children? 13. Does Neill find it easy to influence the children at Summerhill? 14. What are the freedoms that children at Summerhill enjoy? 15. In what ways does a child usually have to *fit a school*? To what extent do you think Summerhill *fits a child*?

Exercise 3. Choose the keywords that best convey the gist of the information.

Exercise 4. Explain the score of some notions in English.

Exercise 5. Choose the right variant.

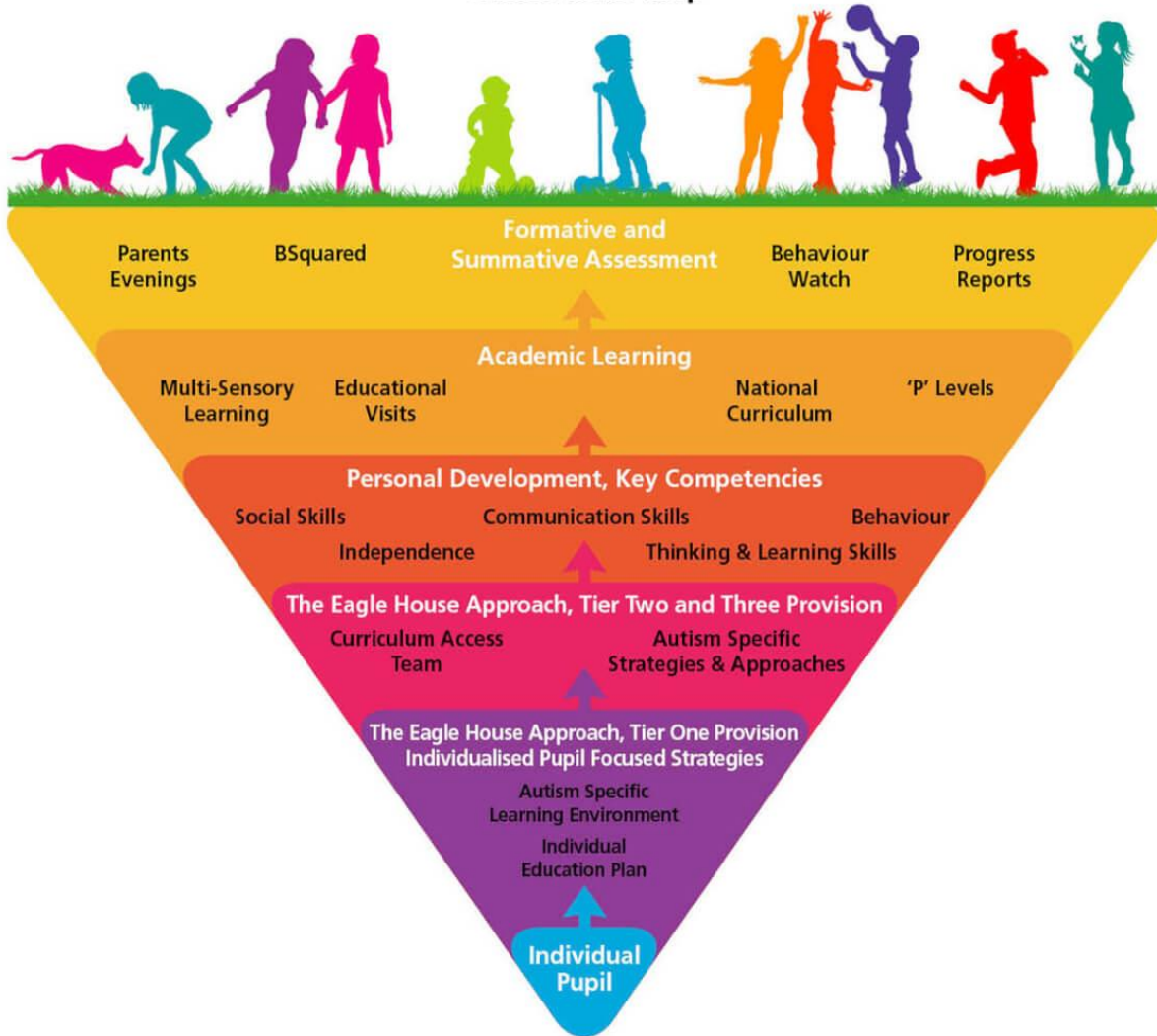
1. Priscilla asked for ... lessons at home she would learn English more quickly that way.
a) particular b) peculiar c) personal d) private
2. Learners of English fail to ... between unfamiliar sounds in that language.
a) differ b) distinguish c) separate d) solve
3. Jonathan was surprised that Sonia's English was so ... as she'd never been to England.
a) definite b) fluent c) liquid d) national
4. If you want to learn a new language you must ... classes regularly.
a) assist b) attend c) follow d) present
5. Would you ... to me studying English privately?
a) allow b) agree c) approve d) permit
6. Spanish is the ... language of most Spaniards.
a) home b) mother c) native d) nature
7. They are learning English, but they haven't ... much progress.
a) done b) got c) made d) performed
8. There has been a great ... in his English.
a) escalation b) improvement c) increase d) rise
9. If you don't know what that word means ... in the dictionary.
a) give it up b) look it up c) make it up d) show it up
10. Some language students reach a high ... of competence in communication.
a) degree b) level c) mark d) note

Exercise 6. Explain the score of the information on the chart below briefly in English.

Exercise 7. Write out all words and phrases according to the topic.

Exercise 8. Analyze the information, which is in the highlight, and use it in practice.

Eagle House School, Mitcham Curriculum Map



DIALOGUE

BERT ATKINS TALKS ABOUT HIS SCHOOL DAYS

▪ When did you start school, Bert?

▪ Well, I was born in 1919 and I started school when I was five, so that was 1924. It was just a little village school, only 20 of us in all. I don't think it had a name; we just called it "The Little School". And we stayed there till we were ten, and then we moved to "The Big Boys School" in the next village. I don't think that had a name either, it was always just "The Big Boys School".

▪ And what can you remember about your first school?

▪ Well, you know the first thing they taught us, all of us, *boys* and *girls*? The very first thing they taught us was knitting. It seems strange, doesn't it? But we all had to learn to knit. We couldn't learn to read and to write till we'd learnt to knit!

▪ Why was that? Was there a reason?

▪ Oh yes, there was a reason all right. You see, we all had to knit our own cloth to clean our slate. We weren't allowed to use paper and pencils, at least not until we were seven years old. They were too expensive, so we had to use chalk and a slate for the first two years. So you see it was a good idea, knitting a cloth. I think that's what I remember most about the Little School.

▪ When you were 10 you moved to the Big Boys? Did you have to take any exams to go there?

▪ Oh no, I don't remember any exams. When you were ten you just started walking to the next village to "The Big Boys". There was no transport, you see, you had to walk. It was about four miles. I didn't get a bike till I was fourteen, and of course I'd left school by then. You had to leave at fourteen in those days.

▪ And what about "The Big Boys"? Did you enjoy it?

▪ In the beginning I was terrified. There were so many really big boys, and the teachers were really strict. You had to behave in "The Big Boys"!

▪ What did you have to do?

▪ Well, we had to stand behind our desks at the start of every lesson; we weren't allowed to talk at all in class, ever, well ... er, only if the teacher asked a question.

The headmaster, Tom Bevan he was called – we called him *Bossy Bevan*. He was really strict; we were terrified of him, terrified. Once he hit a boy so hard he broke his nose. But he never hit me, no. The worst punishment I got was writing lines after school, and that was for coming late. I had to write one hundred times, "I must leave home early. I must not arrive late". One hundred times. But I was never hit, never.

▪ And did you have to do much homework?

▪ Homework? No – we never got homework. I don't remember any homework. We didn't have to do any. The teachers never thought about it. I think they'd had enough of us after each day. They didn't want more work!

▪ So were your schooldays the happiest days of your life?

▪ Never. I don't think I had an education really. The happiest time of my life was when I was in India during the war. It's the only time I've been abroad.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English.

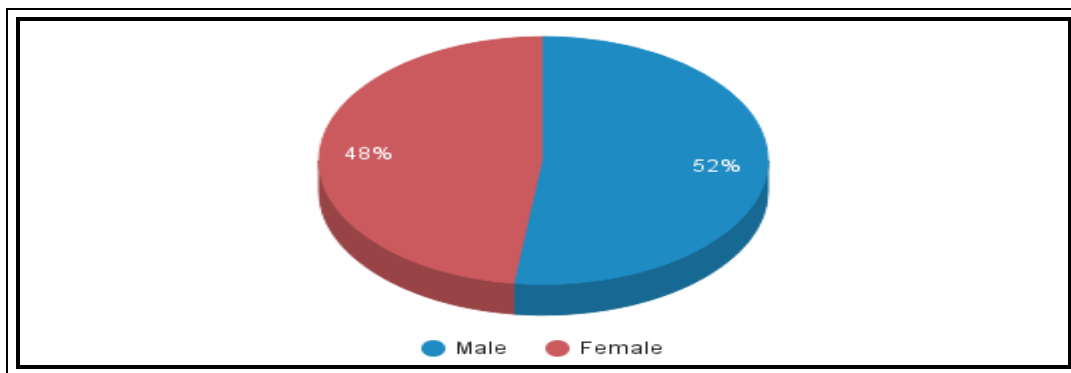
Exercise 2. Write out all words and phrases according to the topic.

Exercise 3. Write a short essay on the topic.

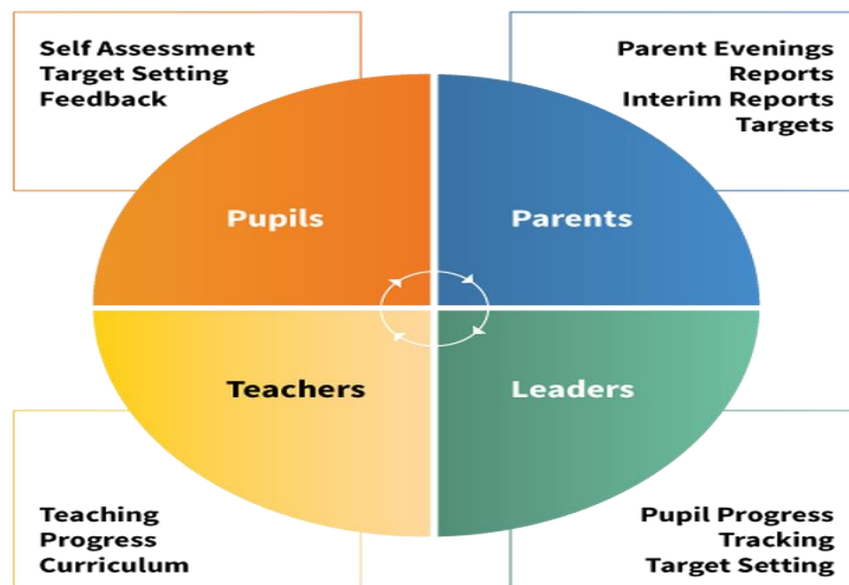
Exercise 4. Translate the word-combinations in the text on leisure time in the brackets into English.

The average young person (витрачати) around 19 hours a week in front of the television according to a British government report on young people. Cinemagoing and sport are also very (популярний). About 50 % of boys play football even in winter while a significant number of girls also play football and (у загальному) they prefer swimming and tennis. Young people have hobbies which they pursue (на дозвіллі) but many are more interested in general social (взаємодії) and activities that they can pick up and drop with ease and which do not entail particular (відповідальність) or planning – and particularly which do not cost money. Also in common with young people in other countries, life on the streets is very important. As children enter their teens there is a distinct graduation from the playground, garden or home to the street where young people meet and talk and start to develop (самовпевненість). Street life ranges from groups of friends who meet together in streets, squares and parks, to visits to town centres to do window-shopping and "see what's going on".

Exercise 5. Summarise your findings on educational problems in Britain schools and issue in a short presentation (75 words).



New Britain High School Gender



Findings in New National Curriculum

SCHOOL GOVERNORS

In England, Wales and Northern Ireland, **school governors** are the overseers of a school. In state schools they have three main functions: of:

- Giving the school a clear vision, ethos and strategic direction.
- Holding the headteacher to account for the educational performance of the school & its pupils.
- Overseeing the financial performance of the school and making sure its money is well spent.

They are the largest volunteer force in the country.

In England, Wales and Northern Ireland, every state school has a governing body, consisting of specified numbers of various categories of governors depending on the type and size of school.

Governors are unpaid, but they may be reimbursed for expenses for such as the care of dependants or relatives and travel costs. Under section 50 of the Employment Rights Act 1996 employers must give anyone in their employment who serves as a governor reasonable time off their employ to carry out their governor duties. Employers can decide whether this time off is given with or without pay.

Generally the following categories are applicable:

- Parent Governors parents of children at the school.
- Staff Governors: members of the school staff.
- Authority Governors (previously known as LEA Governors): nominated by the Local Authority.
- Co-opted Governors (previously known as Community Governors): members of the local community (appointed by the rest of the governing body).
- Foundation, Partnership and Sponsor Governors: representatives of any sponsoring bodies.

The proportions vary between differing types of school, but as an example, in Community Schools, which are usually owned by the LA, the regulations prescribe that parent governors should be at least one-third of the governors, staff governors at least two places, but no more than one-third, including the headteacher; LA governors 20% and community governors at least 20%. Church schools will typically include a representative of the church in addition to the above categories. The minimum number of governors is nine, the maximum is twenty (although sponsor governors are additional to these numbers). Governors are appointed for a maximum of four years, this term is renewable.

The Headteacher of each school is *ex officio* a staff governor, but he or she can decline to take up the position. Should they decide *not* to become a member of the governing body, their place is left vacant. *Staff governors* (other than the head teacher) are elected by the school staff and must be paid to work at the school, by the school (that is, not under an external contract such as catering or cleaning).

At least one staff governor must be a teacher, and if there are three or more staff governors, at least one must be a member of the support staff. If no member of the appropriate category stands for election, the vacant place can be filled by an elected person from the other category (i.e. if no teachers wish to become governors, all staff governors may be support staff, and vice versa).

Parent governors can either be elected by parents of children at the school, or if insufficient numbers are elected, can be appointed by the governing body to fill any remaining vacancies. Such appointees need not be parents of children currently attending the school - if no suitable candidates are found, they may be parents of former pupils, or of any child of school age. Parents so appointed can be removed from their positions by a majority vote of the governing body.

Associate members may be appointed by the governing body as members of committees, and may include pupils, school staff, or anyone else who the governing body feel could contribute to its work.

Their voting rights are decided by the governing body, and are also limited by law to exclude matters concerning the budget, admissions, pupil discipline and the election or appointment of governors.

Associate Members are not governors and are not included in the school's Instrument of Government. By law, governing bodies meet at least three times every year, as a *Full Governing Body*, where the ongoing business of committees, the governing body and the school are discussed, reported on and where decisions are taken by a majority vote. Most of the work of governors, however, is done at committee level. The Governing Body is led by the *Chair*, elected by the Governing Body from within its membership, though anyone who works at the school cannot stand for the office. Since 1 September 2003, the term of office for the Chair can be set to more than one year. The Chair is supported in their work by one or more Vice Chairs, who may be delegated certain tasks or responsibilities.

Certain tasks, including signing off the school budget, can only be done by the Chair process for election of chair and vice-chair and their term of office should be laid down in the governing body's standing orders. The full Governing Body can remove the Chair and/or Vice Chair by a majority vote of no confidence. The governors are supported in their work by a clerk to the governing body. In many schools this role is combined with that of bursar or administrative officer, although they may be employed solely in a clerking role. In some areas clerking services may be provided by the local authority.

The clerk is remunerated for their work. The clerk is usually considered an integral part of the governing body, giving advice whilst not entitled to vote. Their role is primarily one of providing advice and interpretation on the regulatory and administrative framework in which governors work, preparing and distributing minutes and agendas, keeping records and dealing with correspondence.

The headteacher of the school is responsible for day-to-day management of the school. The role of the Governing Body is to provide strategic management, and to act as a "critical friend", supporting the work of the headteacher and other staff. Schools generally have a delegated budget to cover salaries, running costs, maintenance and equipment; the Governing Body is responsible for managing this budget. They can decide how many and what types of staff to employ, which equipment to upgrade or replace and what the priorities are for implementing new strategies and initiatives. Governors must appoint the headteacher, and may be involved in the appointment of other staff. Governors also have a role in monitoring the school's progress, and in setting annual targets for the school's performance and for the headteacher (ensuring that the headteacher sets targets for other staff).

Governors must review school exclusions in certain circumstances, and have the power to reinstate an excluded pupil or reduce the term of the exclusion (although not to increase it).

Foundation schools, Voluntary Aided schools and Academies act as their own admissions authorities. In such schools the governing body sets the admissions policy, makes admissions decisions and defends admissions appeals. Most Governing Bodies use a committee structure to undertake their monitoring and evaluation roles. Membership and terms of reference of committees must be determined annually. Finance, Staffing, Admissions, Health and Safety, Curriculum and Premises Committees are very common. Other areas covered by committees may include marketing, discipline and management.

Many Governing Bodies form working groups to tackle specific problems.

Since 1 September 2003, particular committees can be given delegated powers to make decisions about the school that do not then require any approval by the full Governing Body

Governors and clerks can be offered training and support either by the local authority, by central government or by other organisations.

There are a number of organisations, websites and resources that support governors and governing bodies in England and Wales. The National Governors' Association is a representative body for school governors in England. The NGA is an independent charity. Governors can join the NGA as individuals, as members of a governing body, or through their local governors' association.

Governor Wales is the voice of governors of schools in Wales is funded by the Welsh Assembly.

SGOSS – Governors for Schools is a government funded charity tasked with recruiting governors for governing bodies in England. SGOSS also receives support from business organisations.

The SGOSS service is free to Local Authorities, volunteers, employers and schools. In 2012 SGOSS began a partnership with The University of Manchester to ensure local schools have access to skilled governors. GovernorLine offers free, confidential advice, information and support to school governors, clerks and individuals involved directly in the governance of maintained schools in England.

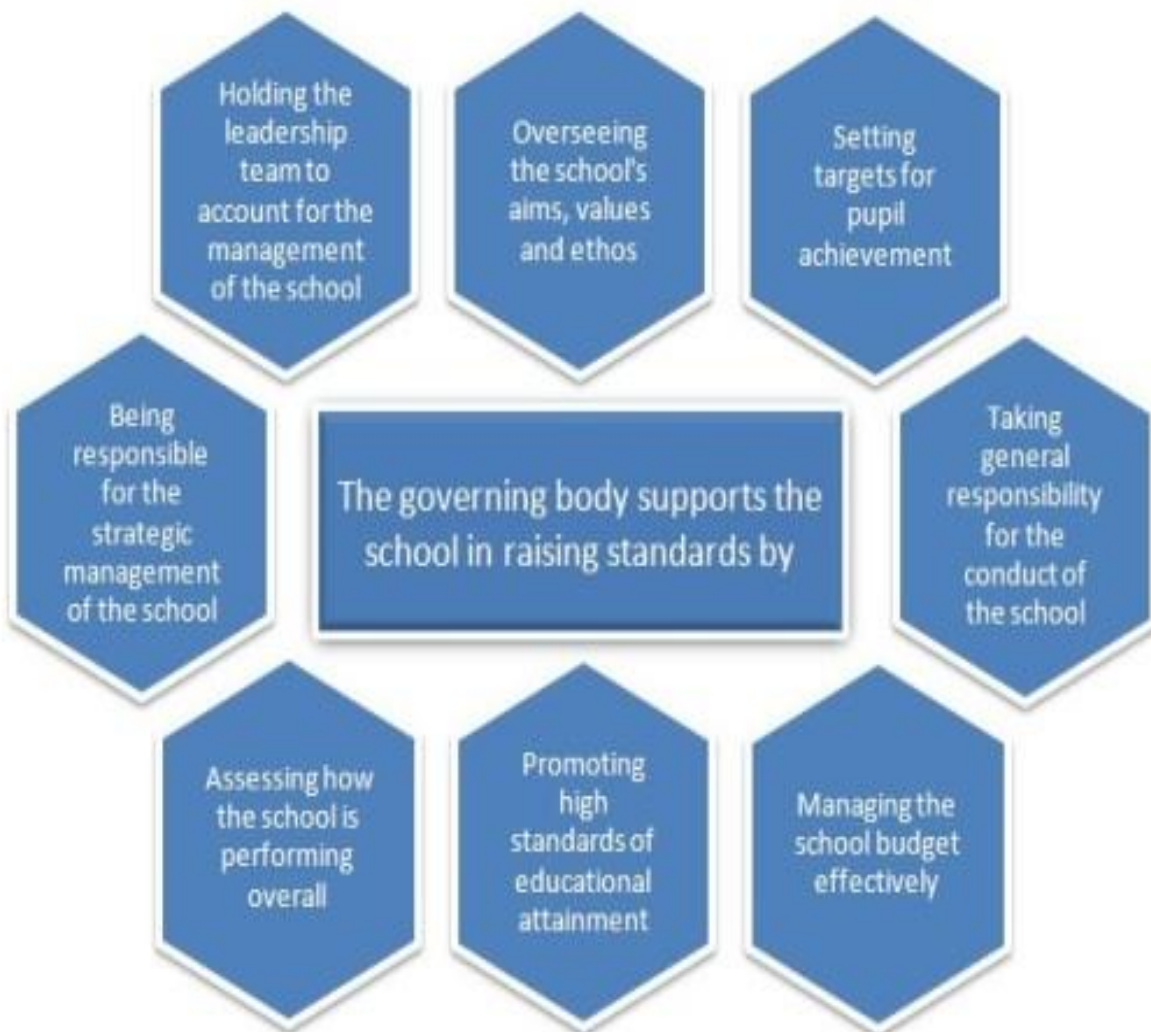
The GovernorLine number (from a UK line) is 08000 722 181. GovernorLine is a free service delivered by an organisation called WorkLife Support under contract to the UK government.

Independent schools, and public schools in particular, generally have governing bodies, although by their very nature, such schools usually decide on their own requirements for their composition.

A study published in 1995 examined whether they were bodies of "active citizens" providing opportunities for democratic participation in the governance of schools or unpaid volunteers doing the bidding of the state. It also found that the composition and functioning of governing bodies was shaped by the social divisions of class, race and gender.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Make up some dialogues from the information above.



UNIT II. EDUCATION IN UNIVERSITIES

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 (17-24) an education designed to develop their capacities, more particularly their intellectual capacities, that is, the ability to communicate, curiosity, reasoning power and factual accuracy.

The important thing on the one hand is to educate intellectually mobile specialists capable of renewing and endlessly adapting themselves to new problems between specialists. To meet these varying needs, the University of Kyiv 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 of the problems facing society and have a wish to solve them. 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, 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 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.

Exercise 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?
3. Which is easier – to acquire knowledge or to understand it?
4. What is fundamental understanding? Who transmits that knowledge and understanding?
5. What an intellectual capacity is a university education designed to develop?
6. Why is the ability to judge evidence critically, independence of mind, factual accuracy, and curiosity important for a scholar?
7. What do you understand by "the ability to communicate"?
8. What are the necessary qualities of a university graduate?
9. What are the first three years devoted to?
10. What are the last two years devoted to?
11. Can a student be lifted beyond the limits of his/her ability?
12. What does a great teacher do?
13. Why must the quality of university education suffer?
14. Can an able person, intellectually inquiring, reflective, industrious make himself educated, cultivated, and wise?
15. How can he do it?
16. Whom may a great teacher inspire?
17. Does a great teacher set his student on the road to education?
18. What happens if large numbers of students arrive at the university without a solid academic foundation?

Exercise 2. Make up some dialogues from the information above.

ON A HIGHER LEVEL

There were a million students in British higher education in 1990-91 – one-quarter more than in 1980. By the end of this century, the Government aims to have widened access to the point where one in three young people go into higher education. There are now nearly 50 universities, 30 polytechnics and many other colleges offering degree level courses in Britain. Good A-Level results in at least two subjects are necessary to get a place at one. However, good exam passes alone are not enough. Universities choose their students after interviews. Competition for places at university is fierce.

Britain's higher education system has kept to its traditional mould. It remains highly selective, unlike the open access universities in other countries. But for the first time since the 17th century the universities began altering their character by admitting students without the present minimum entry qualifications. For all British citizens a place at university brings with it a grant from their Local Education authority. The grants cover tuition fees and some of the living expenses. The amount depends on the parents' income. If the parents do not earn much money, their children will receive a full grant, which will cover all the expenses. Universities have another way of studying comparing with schools.

There are three terms. University terms last ten weeks each. There are regular lectures and seminars. During seminars one of the students reads his or her paper, which is then discussed by the tutor and the rest of the group. Once or twice a term students have tutorials: they see a tutor alone to discuss their work and their progress. This is much the same system as we have in our country. The different is that in Ukraine students have exams after each term.

In Oxford and Cambridge and in some other universities the study is based entirely around tutorials, which take place once a week. After three or four years (depending on the type of course and the university) students take their finals. Most of them get a first, second or third class degree and become BA (Bachelor of Arts) or BSc (Bachelor of Science). There are two towns in Britain that are known all over the world. They can be found on most tourists' guides as important places to visit.

The principal reason for their fame is their Universities. These towns are Oxford and Cambridge. The history of the universities in Britain is inevitably largely the history of these two original foundations.

Exercise 1. Digest the information briefly in English.

Exercise 2. Answer the questions.

1. What else besides knowledge in the chosen field does the university provide for the students? 2. What is learning power? 3. What qualities are necessary in order to become educated? 4. Why is one's pre-university level of knowledge important? 5. What is more important for good education – learning power or good teaching? 6. What Britain towns are known all over the world? 7. Can they be found on most tourists' guides as important places to visit? 8. Is the history of the universities in Britain inevitably largely the history of these two original foundations? 9. What towns in Britain are known all over the world.

Exercise 3. Write a small essay on the topic.

Exercise 4. Translate the words and phrases.

Of few words; wordily; word in one's ear; it is not the word; in a (one) word; word for word; on (with) the word; in so many words; man of his word; a word spoken is past recalling; a word to the wise; to hold conversation; a meaningful dialogue; spoken language; let's have a chat; friendly, nice, pleasant chat; to chat up; colloquy; to colloquy; interlocution; to have a dialogue with.

Exercise 5. Make up some dialogues from the information above.

Exercise 6. Make up a small report and give a talk in class.

Exercise 7. Analyze the information, which is in the highlight, and use it in practice.

HIGHER EDUCATION

Higher education begins at 18 and usually lasts three or four years.

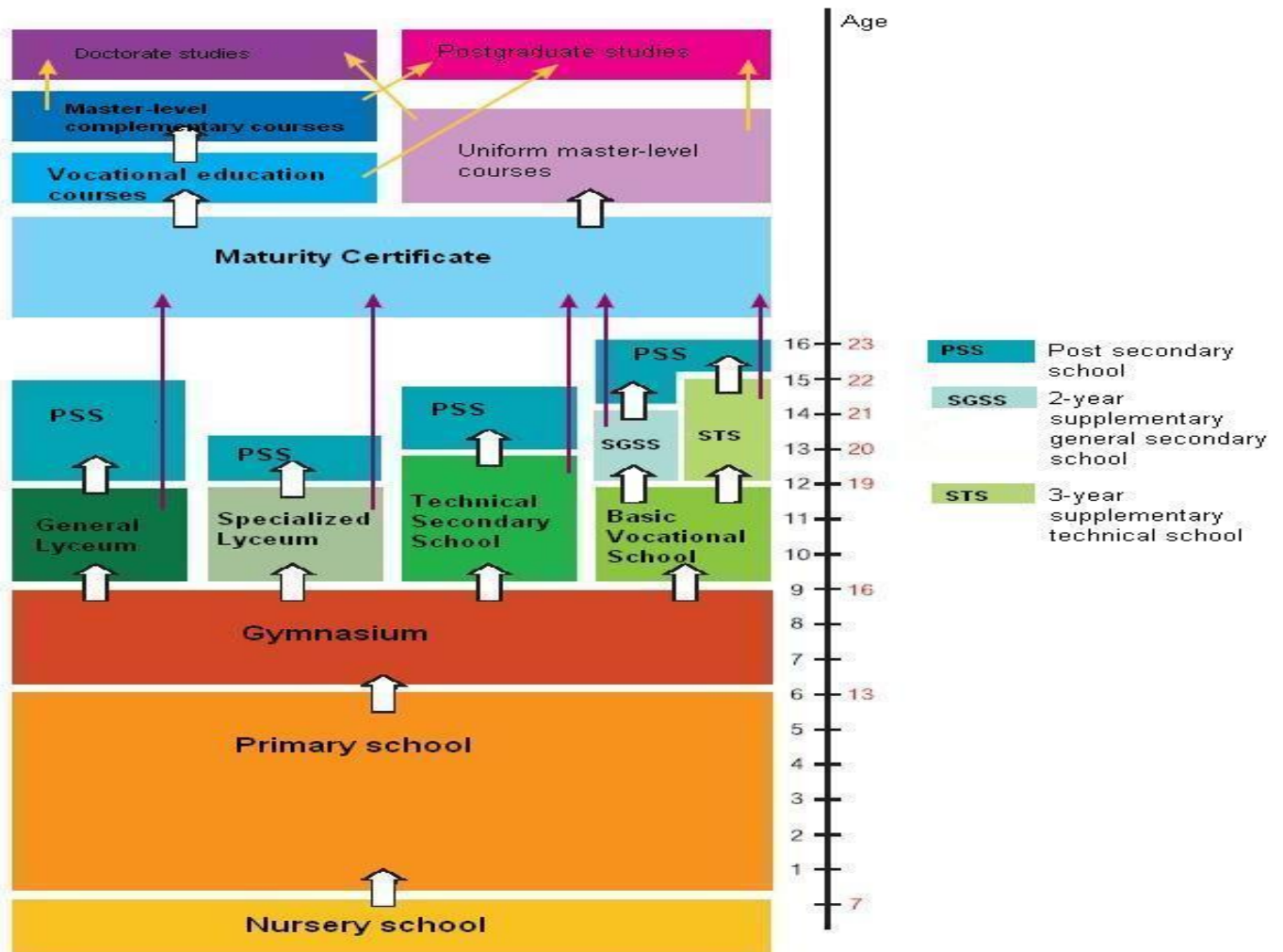
Students go to universities, polytechnics or colleges of higher education.

There are now about 80 universities in Great Britain.

The academic year is divided into three terms.

Terminal examinations are held at the end of autumn, spring and summer terms. Only two reexaminations are allowed.

British universities usually keep to the customs of the past. Upon graduation all the students have to wear long black gowns and "students caps".



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FROM THE HISTORY OF UNIVERSITY EDUCATION

Many years ago a university education had the quite specific aim of preparing young men for a career in the Church (including teaching), the law and medicine.

Until the end of the 12th century, when Oxford University was slowly emerging from a loose collection of scholars and students in the city, this training had mainly taken place in cathedral "schools".

At first the colleges were simply groups of schools that lived and studied together.

The oldest is probably University College, Oxford (1249), followed by Merton (1264) and Balliol (1263-68), Peterhouse (1284) is the earliest Cambridge college. The universities came to resemble the institutions of today in the Middle Ages. During the Reformation new secular colleges were founded, while others received property confiscated from religious orders. Though the universities had the emphasis on the study of the secular science, literature and history of classical antiquity it was largely to London (home of the Royal Society) that students looked for science, mathematics and navigation teaching.

Proposals for universities outside Oxford – at London or in the North – had been made since the 16th century. It was not until the 19th century that the needs of an expanding economy made new foundations essential. Among innovations of the 19th century was higher education for girls.

An important step was the introduction in 1858 of the external degree system. It created a mechanism by which provincial technical and commercial colleges could up-grade themselves to full university status. Similar process is taking place in Ukraine now. Former colleges and so-called institutes can up-grade themselves to university status. In spite of its long ancestry Britain's university heritage is undoubtedly modern. Brand new universities such as York and Kent have been set up since the 1960s; former colleges have been up-graded to create universities.

All Britain's universities enjoy complete academic freedom. They appoint their own staff and decide what and how to teach. The tradition of excellence dates back to the 12th and 13th centuries, when Oxford and Cambridge Universities were founded. Four Scottish universities were established in the 14th and 15th centuries, while the rest of Britain's 47 universities were set up in the last 200 years.

First-degree courses usually last three or four years. The Open University is a little different, because it relies on distance learning. England and Wales's 34 polytechnics tend to be more vocationally orientated than universities, providing degree and sub degree vocational courses as well as traditional academic degree courses. Many polytechnics have close links with business, and many students have jobs and attend part-time. For those without standard entry qualifications, access and foundation courses can provide a way in to higher education.

The number of access courses in Britain is increasing rapidly. Teacher training, according to one teacher, is preparation for "working with the most valuable resource this country has". Non-graduates normally take a four-year Bachelor of Education (BED) degree, while those who are already graduates undertake a one-year Postgraduate Certificate of Education (PGCE).

Exercise 1. Read the text and render the history of university education.

Exercise 2. Try to understand the joke.

Rupert: "What did you do with the cuffs I left on the table last night?"

Roland: "They were so soiled I sent them to the laundry."

Rupert: "Ye gods, the entire history of England was on them."

Exercise 3. Analyze the information, which is in the highlight, and use it in practice.

Exercise 4. Add some information & make up a small report and give a talk in class.

Exercise 5. Read the text & pick up the essential details in the form of quick notes.

Exercise 6. Supply the missing prepositions or adverbs from the list below.

On, in order of, down, from, by, in (2), about, out, within, at (3), for (2), of (3), to.

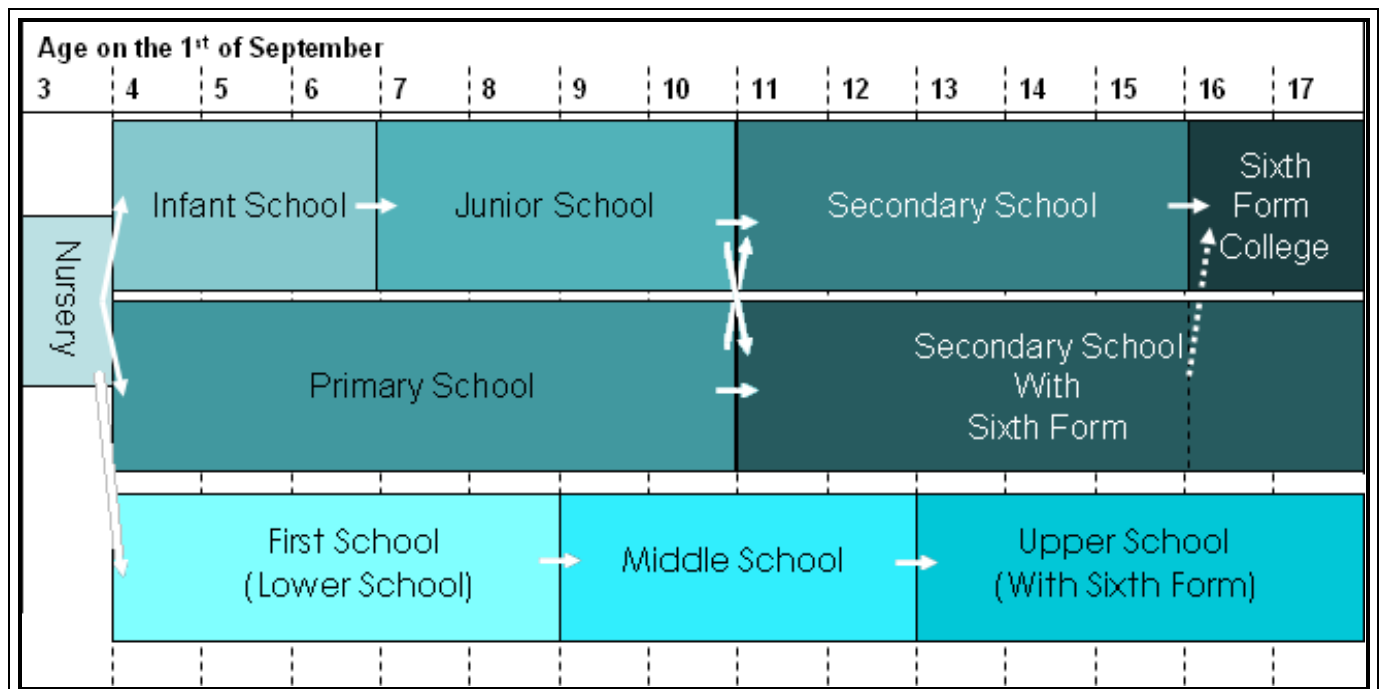
Admission procedures

Students are admitted to British Universities largely 1) ___ the basis of their performance in the examinations for the General Certificate of Education 2) ___ ordinary and advanced level. The selection procedure is rather complicated. A student who wants to go to university usually applies 3) ___ admission before he takes his advanced level examinations. First 4) ___ all he must write to the Universities Central Council on Admissions (UCCA) and they send him a form, which he has 5) ___ complete.

On this form he has to write down the names 6) ___ six universities 7) ___ preference. He may put 8) ___ 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 9) ___ 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 10) ___ the university admission board. In some cases the board sends the applicant a refusal. This may happen if the board receives a form 11) ___ which their university is the applicant's sixth choice and the university already has many candidates. If there are no reasons 12) ___ immediate refusal, the university admission officer passes the candidate's papers on to the academic department concerned.

One or two members 13) ___ this department will then look at the candidate's application: see what he says about himself, look 14) ___ his marks 15) ___ the ordinary level examinations, see what his headteacher and the other referee say 16) ___ 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 17) ___ 18) ___ 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 19) ___ 72 hours.



LECTURING & ASSESSMENT IN HERIOT-WATT UNIVERSITY

/Edinburgh, Scotland/

All of the courses given in the University on undergraduate level rely, in the main, on lectures given in fifty-minute periods throughout the three terms in the early years of the courses. Each subject will normally have at least two lecture hours per week with an additional tutorial hour. The latter can consist of small groups with one tutor, or larger groups with several tutors, for example in mathematics tutorials.

Additionally for many of the science and engineering subjects one or more afternoons per week may be devoted to laboratory work, at which experiments are conducted to back up lectures.

The University has a wide range of audio-visual equipment, which is used both in lectures and in laboratory work but is also available for individual use for revision of, as well as additional material to, work done in classes. Many of the subjects are assessed continuously on the performance achieved throughout the term on written work and in some cases good performances throughout the term can exempt from end of session examinations. However, most subjects are assessed at the end of each term in the first year of a course although the end of session examination contributes most to final achievement.

In later years examinations are normally only held at the end of the first term and at the end of the session, and indeed first term examinations are rare in the final year of most courses.

Final examinations are normally held in the May of final year. It should be noted that each student has a mentor or tutor who keeps an eye on his progress throughout his university career and is available to advise the student who experiences difficulties with his academic studies.

Questions

1. How many terms does the academic year at Heriot-Watt consist of? 2. How long does a lecture last? 3. What other classes do University students have in each subject besides lectures? 4. What is audio-visual equipment used for? 5. How and when are many of subjects assessed? 6. When are final examinations normally held? 7. What are the duties of a mentor or tutor? 8. What is difference between the system of lecturing and assessment at Heriot-Watt University and at your college?

Exercise 1. Compare the structure of the language course offered by the department of education of your college and the department of languages at Heriot-Watt University.



The Department of Languages at Heriot-Watt University

The department of languages at Heriot-Watt University was established in 1968 and at present has a staff of 20, including language assistants. The Department has a 30 booth language laboratory, an interpreting teaching laboratory, the use of a conference theatre equipped for multilingual simultaneous interpreting and a large and varied tape library, audio-visual teaching equipment and closed circuit television facilities. At the present time, when international communication is developing more and more rapidly, the need for highly competent and well informed linguists is becoming correspondingly more urgent. The BA degree course in Languages (Interpreting and Translating) is designed to meet this need.

The course, being primarily concerned with applied and relevant language studies as well as with the contemporary background of the countries concerned, is designed to be both stimulating and challenging. Students who successfully complete the course should have careers open to them in a number of spheres, such as: organizations of an international character, branches of Government service, industry and commerce, journalism and broadcasting, educational and academic institutions.

Degree of BA in Language (Interpreting & translating) & Course Structure

The aims of the course are: the mastery of the contemporary spoken and written language in a number of fields of general and specialized nature; the development of the special skills of translating and interpreting, backed by a theoretical appreciation of the problems involved; a thorough acquaintance with the contemporary scene and the background of the countries whose languages are being studied; a sound understanding of the structures and functions of European and international organizations.

The degree course is offered at ordinary or honours level (2) (after four years). All students take, throughout the course, two of the languages offered at present: French, German, Russian and Spanish. Both languages are studied to the same level.

First Year. Language Studies I (in the student's two languages, including an element of Linguistics): courses in the modern history of the two countries whose languages are being studied (including a series of lectures on European Ideologies); one elective subject; Phonetics.

Second Year. Language Studies II (in the student's two languages): European Studies; Linguistics II; one elective subject.

Third Year. Abroad, each student spends a five-month period of study in both language areas.

Students are attached to Interpreting and Translating Department or other approved institutions.

Fourth Year. Language Studies IV (in the student's two languages). International Organizations and Economy. All students will be engaged in intensive Language work throughout their course, particular emphasis being given to oral proficiency. For this purpose all oral classes are restricted in size.

The Language Studies will include: oral and written comprehension; oral and written translations; essays, precise-writing and note-taking; consecutive and simultaneous interpreting. The study of the contemporary background will deal with such fields as: modern history; national, regional and local government and administration; the political, economic, legal, social and cultural life and institutions, current affairs; modern literature; European and international organizations. The third year abroad forms an integral part of the degree course. In addition to following a prescribed programme of studies at the institutions to which they are attached, students prepare two dissertations (2), one in each language studied. In choosing the subjects for their dissertations students will be encouraged to pursue their particular interests.

Notes

1. Honours degree – one requiring some specialization. 2. Dissertation – /here/ a diploma paper.

Exercise 1. Choose the keywords and phrases that best convey the gist of the information.

Exercise 2. Read the text & pick up the essential details in the form of quick notes.

Exercise 3. Answer the questions.

1. When was the department of languages at Heriot-Watt University established? 2. How many is the staff? 3. How many booths of language laboratory does it have? 4. Did the use of a conference theatre equip for multilingual simultaneous interpreting? 5. Are there closed circuit television facilities, a large and varied tape library, and audio-visual teaching equipment? 6. Is the need for highly competent and well informed linguists becoming correspondingly more urgent? 7. What is designed to meet this need? 8. How is it designed? 9. Should the students who successfully complete the course have careers open to them in a number of spheres? 10. What kinds of fields are open to them?

Exercise 4. Complete the sentences with the facts from the information above.

1. The aims of the course are _____. 2. The degree course is offered at ordinary or _____. 3. All students take, throughout the course, two of the languages offered at present _____. 4. Language Studies I are _____. 5. Language Studies II _____. 6. Abroad, each student spends _____ period of study in both language areas. 7. Language Studies IV are _____. 8. All students will be engaged in intensive Language work throughout _____. 9. All oral classes are restricted _____. 10. The Language Studies will include _____. 11. The study of the contemporary background will deal with _____. 12. The third year abroad forms an integral part of _____. 13. Students prepare two dissertations (2), one in each _____. 14. Students will be encouraged to pursue their particular _____. 15. The department of languages at Heriot-Watt University was established in _____. 16. The department of languages has a staff of _____ at present.

Exercise 5. Try to understand the joke.

A son at college wrote his father: "No mon, no fun, your son."
The father answered: "How sad, too bad, your dad."

♣ ♣ ♣ ♣ ♣

Pam: "Hasn't Harvey ever married?" Beryl: "No, and I don't think he intends to, because he's studying for a bachelor's degree".

♣ ♣ ♣ ♣ ♣

The much preoccupied professor walked into the barber's shop and sat in a chair next to a woman who was having her hair bobbed.

"Haircut, please", ordered the professor.

"Certainly", said the barber. "But if you want a haircut would you mind taking off your hat first?"



THE OPEN UNIVERSITY

A university which calls itself "The Open University" suggests that all other universities are closed. And this is true because they are closed to everyone who does not have the time, the opportunity or the qualifications to study there. For these people who missed the chance of going to a conventional university, "The Open University" was set up by the British Government in 1967.

Most of the students work at home or in full-time jobs and can study only in their free time. They need to study about ten hours a week. As the university is truly "open", there are no formal entry requirements, and students are accepted on a "first come, first served" basis. This is one of the more revolutionary aspects of the university. Students are therefore of all ages and come from very different backgrounds. Some, such as teachers, want to improve their qualifications. Others like retired people or mothers whose families have grown up, are at the O.U. because they now have the time to do something they have always wanted to do. Returning to "school" is difficult for most students, for they have forgotten – or never knew how to study, to write essays, and to prepare for exams.

In addition to all the reading and writing assignments, students have got a lot of watching and listening to do, for there are weekly O.U. lectures broadcast on BBC television and radio. To keep people from just giving up or collapsing under all of this work, each student gets the help and support of his own tutor/ counsellor, who he meets regularly and can telephone in any crisis or difficulty.

At the meetings, students get to know other students on the course and join with them into "self-help" groups. These groups meet in each other's homes to discuss the texts and assignments; here too they find support and stimulation.

As an Open University student, the nearest you get to ordinary university life is at the summer schools, which you must attend in the first year. You spend a week at a college or university taking courses, having discussions, and working hard in an exciting atmosphere. It is here that most students "find their feet": they discover that they have begun to master the skills and discipline of university study.

By the time the exams come in October, you feel much more confident and optimistic about your return to student life. Your final mark is based on the exam and the written assignments done during the year. If you pass – and most people do – you have got one credit towards the six that you need for a degree at the usual rate of a course a year, it will take you six (or eight) years to get your degree.

The Open University is producing graduates who go on to better jobs, higher pay or postgraduate degrees, or who get no more than a great deal of satisfaction out of their course. Few of them, without the O.U., would have had the chance of becoming a B.A.

Exercise 1. Read the following text and say what the main idea of the Open University is and what makes it different from a conventional university.

Exercise 2. Make up some dialogues from the information above.

Exercise 3. Write a small essay on the topic.

Exercise 4. Analyze the information and make up the chart about it.

№	Activity			
	Event	When	Where	Score
1.				

Exercise 5. Read out the dialogues. When acting them out let one of the students make a short introduction to each dialogue. Describe Jenny Pringle's and Ann Green's college life.

Jenny Pringle is a first-year student of Edinburgh University. The first week of term is busy in any university, particularly for the new first-year students.

Matriculation, the name given to the enrolment procedure, can be a complicated business, with various forms to fill in and different offices to visit. But Jenny wasn't put off. For her, it made a welcome change to be with so many people of her own age. She was determined to get the most out of her four years as an undergraduate.

I. It wasn't easy to make sense of the timetable. She wrote down the times and places of the lectures she was to attend and found out which seminar groups she was to belong to. She would also have tutorials to discuss particular pieces of work with her tutors later in the term.

Jenny: Does this mean we have lectures every day except Friday?

Student: Yes, in the autumn term at least. It might change in the spring term.

Jenny: I'd better write all this down. I haven't a clue where these classrooms and lecture halls are.

Student: You'll soon know your way around. Don't worry. There is a map of the campus in your student handbook.

II. The University hall of residence where she lived was a friendly place. She quickly got to know her roommate, also a language specialist, as well as the students in the same corridor. Most of the new students were impressed by the recreation facilities available at the university, and Jenny made plans to join the orchestra and the International club.

Jenny: Tell me, Mike. Do you belong to any of the clubs or societies?

Mike: Only two, the orchestra and the debating society. There's so much happening here that there isn't enough time to get involved in everything. Last year I went to the mountaineering club as well, but I can't afford the time this year.

Jenny: I wonder if I might join the orchestra. I've been having violin lessons for four years now.

Mike: They'll be glad to have you. They're always short of violinists.

III. One morning Jenny received a letter in the post. She noticed that the letter had "University of Edinburgh" in large letters at the top. Her heart sank when she saw that the letter was from the Dean of the Faculty of Arts, Professor Stewart. The content was brief: "Dear Miss Pringle, would you please call at my office on Friday at 11 a.m."

Jenny: I wonder what he wants. Do you think it's got anything to do with my work?

Helen: Well, Jenny. You haven't exactly been the most hard-working student, have you?

Jenny: But what will I say to him?

Mary: As little as possible. Just listen carefully to what he says.

Helen: Don't look so anxious. He won't bite your head off.

IV. Jenny's interview with Professor Stewart lasted about ten minutes. He was polite but firm.

- I believe you wanted to see me, Professor Stewart.

- Ah, Miss Pringle, I'm so glad you found the time to come and see me. Sit down, please. Your tutors tell me that you don't always have enough time to see them. They're rather worried about your irregular attendance at classes and about the standard of your academic work in general.

- I'm sorry, Professor. There's such a lot to do here that I have difficulty in finding time for everything.

- Now, Miss Pringle, you are taking an honours degree in French and Russian, we hope. You said at your interview that you were keen on a career as an interpreter or translator. You realize, of course, that the next four years won't be easy. You won't graduate as a matter of course.

We will have to be convinced that you have made good academic progress and you must pass a large number of exams. Let me give you some advice. Don't try to take in all sporting and other activities in your first term. After all, you'll be here for four years and they won't run away. Do you understand me?

- Yes, professor.

- Fine, Miss Pringle, I'm looking forward to hearing some favourable reports from your tutors. Do come back and see me if you have any problems.

V. Ann Green is Jenny's roommate. She also a language specialist and she is in her final year. At the moment she is also having trouble with her studies. She is invited to call Professor Stewart to discuss her progress.

- Come in. Come in!

- Good morning, professor. I understand you wanted to see me?

- Yes, Ann, I did. It's about your work.

- Work, sir?

- I'm afraid your tutor, Mr. Atkins, has reported to me that the standard of your work has been getting worse.

- I know, sir, ... I ... or.

- He tells me that the essays you have done this term have been weak, and that your attendance at his tutorials and seminars has been poor.

- He has spoken to me about it, Professor.

- At his stage, Anne, your work is very important. I understand from Mr. Atkins that you're a capable student and it would be a pity to ruin your chances of a good degree, wouldn't it?

- Yes, it would.

- Anne, I think you should do two things. The first thing is to cut down on your Union activities - I understand you do a lot in the Union – and the second is to see one of the Welfare Tutors to discuss any problem you may have. I'd like you to make an appointment to do that as soon as possible.

- All right, professor.

- And I'll expect to hear that your work has improved. Good morning, Anne.

- Good morning, professor, and thank you.

Exercise 6. Try to understand the joke.

"Where have you been for the last four years?"

"At college taking medicine."

"And did you finally get well?"



THE OPEN UNIVERSITY



Motto	Learn and Live
Established	1969
Type	Public
Chancellor	Lord Puttnam of Queensgate CBE
Vice-Chancellor	Martin G. Bean
Students	253,075
Undergraduates	195,300
Postgraduates	14,405
Location	Milton Keynes (main campus) & regional centres, UK
Campus	Distance learning Urban 48 hectares (0.48 km ²)
Colours	



Exercise 1. Read the following passages dealing with the functions and aims of university education. Discuss them giving your arguments for or against.

Not every student can hope to become a Galileo, but to be a scientist is not to know what Galileo knew and more, it is to be able to understand, within the limits of one's capacity, how men like Galileo think. What students will need above all is intellectual skills. They must be trained to think.

We teach the humanities because, in these studies, we introduce our pupils to the various ways, good and bad, in which men have thought about the social, moral, political, intellectual, and aesthetic problems of human life. It is not the conclusions that the great thinkers arrived at that matter; it is the ways in which they arrived at them. The aim, then, is clear. It is not to teach literature, history, or philosophy, but to teach those skills that are required for living.

But it is no accident that literature, history, and philosophy have always been the main ingredients of education in the humanities. For these subjects include the main ways in which (apart from science) the human mind has manifested itself: it is in these fields that creative imagination, practical wisdom, logical thought, and their opposites have been most obviously and powerfully displayed.

The functions of universities are many. The pursuit of knowledge is an end in itself. As centres of learning the universities have to preserve and interpret the understanding and culture of the past, advance knowledge in the present, and create an intellectual springboard for the future. Within the broad system of higher education the universities also have special teaching functions. Their basic purpose is to give a first-class education in theories and principles to enable their students to reach a high standard of creativeness, criticism and flexibility. Certainly, they do have to teach how to acquire, increase and employ knowledge. The essential emphasis in university education is on the cultivation of the minds of those with who lays the heaviest responsibility for creating the future.

Universities train for the professions and teach special skills. They turn out doctors, engineers and lawyers, chemists, physicists and economists. But the majority of their graduates are not trained for specific jobs. Even in cases such as those cited, the education is not narrowly vocational.

Degree students are educated in principles as well as practice so that, as knowledge grows and techniques change, they can adapt themselves and keep up-to-date and efficient. It might possibly be argued, then, that it does not matter what universities teach – physics or geography, sociology or English – so long as they provide intellectual training.

This, of course, would be unrealistic; for one thing, people have different interests. Different subjects also require different types of mind and produce different mental skills. The nation also needs certain numbers of dentists and architects, lawyers and engineers. It is not reasonable for universities to teach anything and everything; there must be some consideration for national needs.

Universities must certainly educate people in a variety of subject areas in order to meet the future needs of the nation. The main duty of the universities is to produce well-educated people who can construct the future and adapt to it.



OXBRIDGE

For 700 years two universities dominated British education, and today they dominate more than ever. Oxford and Cambridge preserve an antique way of life in the midst of the 20th century. Oxford and Cambridge have always provided a large number of prominent secretaries (Whitehall civil servants)¹, members of Parliament, and of the vice-chancellors of other universities.

The students of Oxbridge make up one of the most elite elites in the world. Less than 1% of Britain's population goes to Oxbridge. B.A. (Oxford) or B.A. (Cambridge) is quite different from an ordinary B.A. Oxbridge is only in session half the year, and the universities adjourn for four months in the summer – a relic from medieval times, when scholars had to bring in the harvest.

Only since the 1870s have women been admitted, the women's colleges constitute only 12 % of the Oxbridge population, so that the competition to reach them is fierce: only a small percent of the candidates are chosen – mainly on the results of the written examination.

Oxbridge and Redbrick differ greatly. It is absurd that four fifth of the undergraduates should be made to feel that they are inferior for life. In the civil service, politics and law there has been no visible breach in the supremacy of Oxbridge graduates. The division is essentially a class one.

While a larger percent of Oxbridge undergraduates come from public schools, very few of Redbrick do: many public school boys would rather go straight into business, into the services of a foreign university, than go to a Redbrick university: they prefer no degree to a Redbrick degree.

In England Redbrick has been separate from the beginning. When Oxford and Cambridge were exclusively Anglican, the new Victorian universities³ were built to provide a liberal education for the poorer boys and dissenters of the provinces – and to give technological training. They grew up outside the old aristocratic pattern. Oxford and Cambridge graduates scorned them.

Notes: 1. White-Hall civil servants – officials of Government offices. 2. Redbrick university /informal/ – any new or little-known university, esp. one built since World War II to educate students in industrial regions, often partially supported by government funds. 3. Victorian (universities) – here universities built in the reign of Queen Victoria (1837-1901).

Exercise 1. Complete the following sentences processing information from the text.

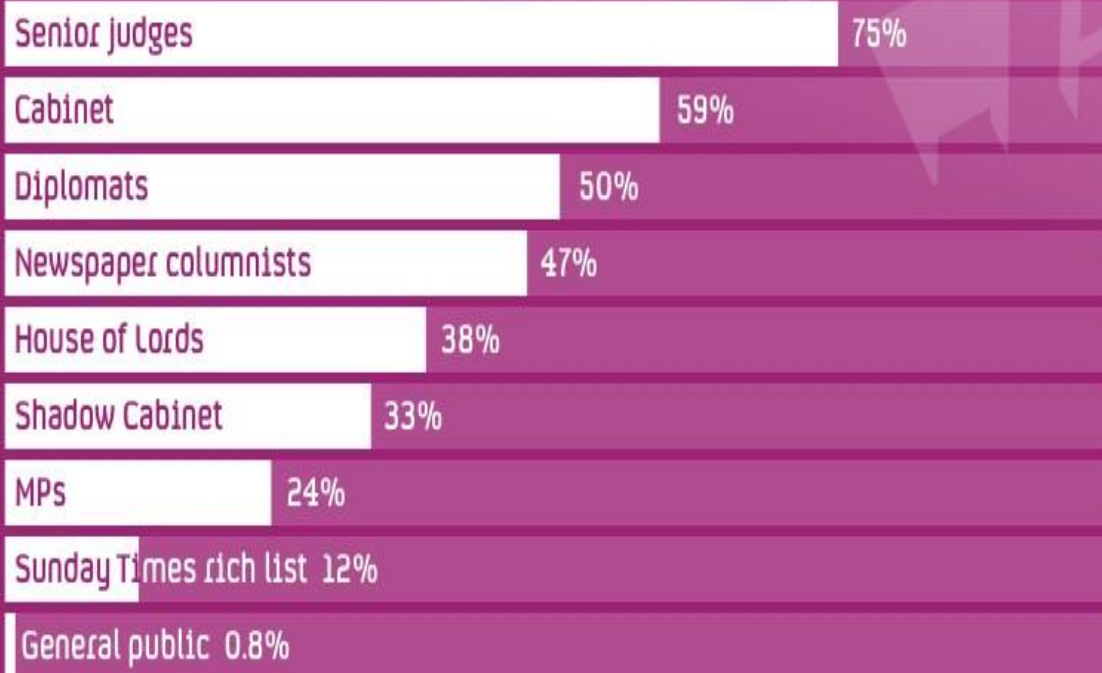
1. For seven hundred years two universities dominated British _____. 2. Oxford and Cambridge preserve an antique way of _____. 3. Oxford and Cambridge have always provided a large number of prominent _____. 4. The students of Oxbridge make up one of the most elite elites _____. 5. The women's colleges constitute only 12 % of the Oxbridge _____. 6. Only a small per cent of the candidates are chosen on the results of the written _____. 7. Oxbridge and Redbrick differ _____. 8. In the civil service, politics and law there has been no visible breach in the supremacy of Oxbridge _____. 9. A larger per cent of Oxbridge undergraduates come from public _____. 10. Many public school boys would rather go straight into _____. 11. The students of Oxbridge make up one of the most elite _____ in the world.

Exercise 2. Answer the questions.

1. How long did two universities dominate British education? What are they? 2. Do Oxford and Cambridge preserve an antique way of life in the midst of the 20th century? 3. What have they always provide? 4. Who made up one of the most elite elites in the world? 5. When have women been admitted? 6. Where has been no visible breach in the supremacy of Oxbridge graduates? 7. Do Oxbridge and Redbrick differ greatly? 8. Has Redbrick been separate from the beginning in England? 9. Why were the new Victorian universities³ built? 10. Where did they grow up?



Oxbridge education for Britain's elite News



CAMBRIDGE

My visit to Cambridge has been unusual experience. From whatever country one comes as a student one cannot escape the influence of the Cambridge traditions – and they go back so far. Here, perhaps, more than anywhere else, I have felt at one and the same time the Past, the Present and even the Future. The story of the University begins, as far as I know, in 1209 when several hundred students and scholars arrived in the little town of Cambridge after they had walked 60 miles from Oxford.

These students had been studying in Oxford at that city's well-known schools. It was a hard life at Oxford for there was constant trouble between the people living in the town 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 they were put to death. In protest, all the students moved elsewhere, some coming to Cambridge; and so the new University began.

The Colleges join one another along the curve of the river Cam. Going through a college gate one finds one is standing in an almost square space of about 70 square yards (the size varies from college to college) known as the "court" or quadrangle (quad). Looking down into the court on all sides are the buildings where the students live. The Colleges are built on a plan common to all. There is a chapel, a library and a large dining-hall. The student gets a clear idea of much of the English architectural styles of the past 600 years – the bad as well as the good.

There are 19 colleges, including two for women students, which were built near the end of the last century¹ (women students do not have a very active part in the University life at Cambridge by the way, but they work harder than men and one seldom sees them outside of the classrooms). It is difficult to walk around the quiet quads of the Colleges without feeling a sense of peace and scholarship.

Note: (1) At present there are 18 colleges for men, 5 for women and 6 co-educational colleges (11 thousand students).

Exercise 1. Summarise your findings on education in Oxbridge and Cambridge issue in a short presentation (75 words).

Exercise 2. Mark the following statements as true (T) or false (F).

1. From whatever country one comes as a student one can escape the influence of the Cambridge traditions. 2. You have felt at one and the same time the Past, the Present and even the Future. 3. The story of the University begins in 1309. 4. These students had not been studying in Oxford at that city's well-known schools. 5. It wasn't a hard life at Oxford. 6. There was constant trouble between the people living in the town and the students. 7. The Colleges join one another along the curve of the river Cam. 8. The Colleges are built on a plan common to all. 9. The student gets a clear idea of much of the English architectural styles of the past 600 years. 10. There are 20 colleges. 11. There is a chapel, a library & a large dining-hall. 12. It is difficult to walk around the quiet quads of the Colleges without feeling a sense of peace and scholarship. 13. The size of the college yards varies from college to college.

Exercise 3. Answer the questions.

1. When did the story of the University begin? 2. How many students came from Oxford? 3. Why was a hard life at Oxford? 4. What happened one day there? 5. What did all the students do in protest? 6. Do the Colleges join one another along the curve of the river Cam? 7. How are the Colleges built? 8. Does the student get a clear idea of much of the English architectural styles of the past 600 years? 9. How many colleges are there? 10. What kind of feeling do you have walking around the quiet quads of the Colleges?

Exercise 4. Add some information & make up a small report and give a talk in class.

Exercise 5. Read the text & pick up the essential details in the form of quick notes.



THE UNIVERSITY OF OXFORD

A. One of the largest and most ancient aristocratic universities in England was founded in the city of Oxford in the 12th century. Practically it is not a single university, but a collection of colleges, each self-governing and independent. The University is merely an administrative body that organises lectures, arranges examinations, gives degrees. The earliest college erected there was the "University College", founded in the year 1249. Subsequent progress must have been very rapid as we may find many indications of it. The colleges are the real living Oxford and each has its own character and individuality.

Most of the men at Queen's College come from the North of England, those at Jesus College from Wales. The students of one college have high reputation for rugby football (rugger), those of the others for association football (soccer) or tennis, or rowing and so on. There are students of different specialities in each college. Every college has its art men and its science men, its medical students and its engineers. Every student naturally follows his own course of study, but it is supposed that he gains a lot from living among those who represent all other branches.

B. Admission to the Oxford Colleges is somewhat restricted. Many of the Oxford students are those, who have been educated at private schools, for the rich, such as Eton, Harrow and others. Much attention at Oxford University is paid to the development of sports and formation of the "Character" of each student, which is often done at the expense of his studies. The students pay for their education, examinations, living accommodations, the use of libraries, laboratories, etc. Very few students, however, hold scholarship from public or private funds. The Oxford University as presented to the world today consists of 16 faculties (sections) including theology, medicine, humanitarian and natural sciences, Oriental Science, foreign languages, engineering and many other specialities. It consists of 25 (autonomous) independent colleges, including 3 colleges mainly for women students.

C. The University has laboratories and research institutes in all branches of science and engineering and many other educational facilities. The Oxford University also boasts of several well stocked museums, a botanical garden, several parks, a theatre, a fine Art Gallery, the well-known Bodleian libraries (old and new) containing about 2,000,000 volumes and over 40,000 manuscripts.

The University, though a self-governing institution, receives aid from the State, mainly in the form of direct grants from the Treasury, which are made on the advice of the University Grants Committee, a committee appointed by the Chancellor of the Exchequer and consisting of people with experience of university administration and education. Formerly the University used to depend for its development only upon private benefactors and even now, though the University gets grants from the State, the generosity of private benefactors means much for it.

D. The highest honorary officer of the University is the Chancellor who is elected for life from among the most distinguished dignitaries of the country. The vice-chancellor, who is in practice the head of the University, is nominated annually by the Chancellor. The two proctors are also appointed annually by two of the colleges in rotation. The proctor's job is to maintain discipline. So the Chancellor, vice-chancellor, proctors, masters and scholars of the University of Oxford form a corporate body, within which the colleges are individual corporations. As lectures are organised not by the colleges but by the University, so any member of the University students may attend them and all the students are members of a college and of the University. The result of this is that the lecture-room of a famous professor will be overcrowded, while that of a dull professor may have only a handful of students.

F. The Oxford University is known for its tutorial system. The individual tuition provided by Oxford colleges is, perhaps, one of the main reasons which admission there is so eagerly sought after.

Every student has a tutor, so one of the first things when a student comes to Oxford is to see the tutor, who is attached individually to every student and practically guides him through the whole study course. The tutor more or less plans the student's work, suggests the books he should read and sets the work for him to do, for example, lectures to attend, an essay to write, etc. Each week the student goes to his tutor in his room, perhaps with two or three other students, and the tutor discusses with him the work he has done, criticises in detail the essay he has written and sets him the next week's work.

A characteristic feature of the Oxford University is that many traditions of the Middle Ages are still current there now. Many eminent, well-known scholars and scientists have been educated at Oxford.

Thousands of tourists flock to this European Mecca, to do the University and its colleges and the town itself, where not only the buildings are historical, but each stone in the town has a history of its own.

Exercise 1. Establish correspondence parts of the texts (A-F) to the rubrics (I-V)

I. Tutorial system. II. The Chancellor. III. Administrative body. IV. Admission to the Colleges is restricted. V. Educational body.

Exercise 2. Write an imaginary tour around Oxford.

Oxford is like London: it is international, it is old and it has great charm. It is also a town that grew up near the River Thames. Oxford is international because people from many parts of the world come to study at its university. They join the university "family" that has more than 9,000 members¹. The city of Oxford is old and historical. It has existed since 912. The university was established in the 12th century. The oldest of the twenty-seven men's colleges is University College. Some of the other old colleges are Merton College, Magdalene College, and New College. You can see the charm of Oxford in the River Thames and its streams, which pass near the city. Punting is a favourite sport among the students at Oxford. It is a very peaceful sport and helps you do a lot of thinking – especially if you are studying for an examination! When you go to Oxford, there are two things you must do:

1. Go to the top of the Radcliff Camera (next to the Bodleian Library) and look out across the city.

2. Stay up till midnight and listen to Great Tom, the bass bell at Christ Church, which tolls 101 times each night.

Exercise 3. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				



OXFORD: TRADITIONS & CONFLICTS

Oxford is called "the City of dreaming spires". Its skyline of spires, domes and towers symbolises the University's "ivory towers" of thoughts and ideas. Oxford is also the home of Morris car factories, which became Rover. Their alternative name is "the City of screaming tyres". The conflict is ancient between town and gown (the students still wear cloak-like academic gowns). The town apprentices used to protest against the University students from the 13th century onwards.

Hence the Oxford Colleges are built like castles, with only one entrance door in a high wall.

Each of the 38 colleges is a complete community, where the students live, pray, eat, have their leisure, their "pub", their libraries, and their tutorials with their teachers. Students applying to Oxford apply to a college and are accepted as a member of that college, rather than of a University faculty such as philosophy or history. They can therefore change subject very easily. There is some ancient rivalry between Oxford and Cambridge, and that rivalry is reflected in the language too.

The squares within colleges are called "courts" in Cambridge, and "quads" in Oxford. Oxford college servants are called 'scouts', whereas in Cambridge they are "bedders". The punts (flat-bottomed boats) which students pole along the rivers have a 'Cambridge end' and an "Oxford end", and woe betide you if in Cambridge you are seen to be punting from the 'Oxford end'!

Life in Oxford. Studying at Oxford can seem very leisurely. Undergraduates have only 1 or 2 compulsory hours per week when they must attend a tutorial with 1 or 2 fellow students and their college tutor. Yet for each tutorial they are expected to write a 5000 to 8000 word essay, and that requires a lot of work! In between reading for and writing the essays, students have many very active clubs and societies. For some students their recreation is actually their chosen profession. For most University students, their success in the degree all depends on the exams at the end of the first and third years.

The final exams are held in the Examination Schools, and the male students must wear white shirt with white bow tie, black suit, socks and shoes, black gown and mortarboard. The female students wear black shoes, trousers or skirt and gown, white blouse, black tie and mortarboard. While wearing these clothes (called "sub fusc") they have "right of way" and can cycle through red traffic lights and go the wrong way in one-way streets! To establish their right of way they simply have to shout "Schools!" meaning they are going to the Examination Schools building.

CAN YOU STUDY AT OXFORD?

Yes. There are several excellent language schools you can come to in the summer and at other times of year. From your University you may be able to transfer to Oxford to do a year's study. Or, after your degree in your own country, you could apply to Oxford to study for a degree there.

Exercise 1. Analyze the text and answer the question: would you like to study at Oxford? Explain your attitude to this university, say why "yes" and why "no".

Exercise 2. Make up the dialogue from the text above and carry it on in class.

Exercise 3. Read the text & pick up the essential details in the form of quick notes.

Exercise 4. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

OXFORD AS I SEE IT

After Stephen Leacock

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. When I add to this that I had already visited Oxford in 1907 and spent a Sunday at All Souls it will be seen at once that my views on Oxford are based upon observations extending over fourteen years. On the strength of this experience I am prepared to make the following positive and emphatic statements. 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.

- Who does Oxford train?
- Are its methods antiquated?
- Are its lectures rotten?
- Does it despise science?
- Can it be due to anything in the curriculum or program of studies?
- Does the Oxford student learn nothing of chemistry, physics, heat, and plumbing?
- Are there any courses in Housekeeping, or in Salesmanship, or in Advertising?
- What is the difference between the Professor's lectures here and in the USA?

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 recognise a dynamo if he met it in broad daylight.

The Oxford student learns nothing of chemistry, physics, heat, and plumbing. Strange as it may seem to us on this side of the Atlantic, 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.

Again and again I have heard the graduates of my own college assert that they had got as much, or nearly as much out of the lectures at college as out of athletics or the Banjo and Mandolin Club. In short, with us the lectures form a real part of college life. At Oxford it is not so.

- Are the lectures useful or worthless and of no importance there?
- Where is the mystery of the facts found?
- What does the tutor do?
- What is the tutorial system like?
- What is the real life for students there?
- Why is it very important for them?
- What does the environment force to do?
- What is the style of the text?

The lectures, I understand, 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 judgements 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, and 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 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 is how their minds really grow.

Exercise 1. Read the text interrupted with questions and have a discussion about real Oxford.

Exercise 2. Remember that.

Some famous people who studied in Oxford

Kings: Richard Lionheart, Henry V, Charles I, Edward VII, Edward VIII, Naruhito and Masako, Olav V.

Writers: T.E.Lawrence, Oscar Wilde, Shelley, C.S.Lewis, Graham Greene, Milton, Henry James, Lewis Carrol, Jonathan Swift.

Politicians: Bill Clinton, Margaret Thatcher, Benazir Bhutto, Indira Gandhi.

Thinkers: Erasmus, Hobbes, John Locke, Adam Smith, Walter Raleigh, William Penn, Cecil Rhodes.

Entertainers: Kris Kristofferson, Dudley Moore, Michael Palin, Rowan Atkinson, John Schlesinger.

Exercise 3. Do the exercise.

A) *Find pairs of opposites.* Natural, positive, modern, despise, rotten, peculiar, passive, arrive, admire, usual, artificial, negative, leave, antiquated, active, normal.

B) *Find pairs of synonyms.* Rotten, therefore, nearly, yet, peculiar, go over, reflect, train, get, close, recognize, positive, antiquated, assert, evidence, significant, operations, teach, actions, important, think, facts, check, definite, complete, thorough, out of date, identify, bad, declare, odd, receive, consider, information, good, consequently, moreover, verify, declare.

Exercise 4. Answer the questions and discuss the problems.

1. What will students need above all? 2. Is it important to teach the skills that are required for living? 3. How many functions of universities are there? 4. What are characteristics of a lecture? 5. Must students live together? 6. Who is a tutor? 7. What is the atmosphere there? 8. Can you compare everything at Oxford and in the USA and Canada universities? 9. Can you find some famous people who studied in Oxford? 10. Oxford trains scholars of the real type better than any other place in the world, doesn't it? 11. Does the comparison show the peculiar position occupied at Oxford by the Professor's lectures? 12. Is it easy to study at Oxford or not? 13. What kind of atmosphere is at this university? 14. Why thousands youngsters strive to study in Oxford? 15. How can you explain its traditions and conflicts?

Exercise 5. Add some information & make up a small report and give a talk in class.

OXFORD LIFE

by D.Balsden

Term is ending. Already on Tuesday the trunks are beginning to accumulate in lodges of Colleges, waiting for the railway van to come and collect them. And on Friday and Saturday the undergraduates are themselves collected. "End of Term Collections" is the official title of the ceremony. "Hand-shaking" it is informally called or, more commonly, "Don Rag". The undergraduates receive an end-of term report.

In some colleges the ceremony is private. The undergraduate is alone with the Head of his College and the Head of the College has in his hands a written report from the man's tutor. And there whatever is said, is said. In many colleges it is a less intimate and more frightening ceremony.

The Head of the College sits in the Hall at the High Table, flanked by Moral Tutors. They are, in the eyes of the young, a body of old, old men – malicious old sadists, laughing proudly at their own jokes, and jokes always at some poor undergraduate's expense. They are rather bored, and they do not conceal the fact. For ten years, twenty, thirty or more, they have been at this game; term after term the same sort of young men have appeared before them and have received very much the same reports.

There are, and always have been the virtuous to receive due praise; the idle to be reprimanded; the stupid to be endured. One by one the young men are summoned. "Mr. Smith". He walks the long way up the Hall, for the young men have clustered at the other end of the Hall, as far away from the High Table as they can get. He is conscious that his shoes sound very loud on the stone floor. The inquisitors are massed on the other side of the table. On his there is a single chair. "Sit down".

"Mr. Smith, Master, has been coming to me this term. He has been working very well, as he always does. Good sound work. He needs, of course, to do a lot of reading in vacation". "That is a good report, Mr. Smith. Yes, pay attention to your tutor's advice – and give my very kind regards to your father.

He is well, I trust". (Mr. Smith cannot in decency tell the Master that he has not got a father. It happens term after term at Collections, the only time when Mr. Smith and the Master are brought face to face. It is some other Smith, of course, with whom the Master regularly confuses him).

The master extends his hand. And now Smith goes along the whole row of them. "Good-bye", they say. "Good-bye, sir", he answers. He does not know who half of them are, and they certainly know nothing of him. He clatters down the Hall as the next man's name is called. At the High Table the smooth rhythm is occasionally destroyed. "Mr. Wright has been going to Mr. Dobbin this term, Master, and I have here a report from Mr. Dobbin on his work. Mr. Dobbin thinks that Mr. Wright has only..." Has only what? To think? To concentrate? To work? "Mr. Dobbin thinks that Mr. Wright has only ... I am sorry that I cannot read the word". The dons look up. Mr. Wright himself is alert. What has he only to do?

"Mr. Dobbin thinks that Mr. Wright has only been here for half the term". "Is that the case?" the master asks. "No, sir", Mr. Wright replies.

Occasionally there is real slaughter – merciless execution of idleness, with its concluding threat. "I am afraid that, unless the reports on your work are very much better next term, Mr. Robinson, the Tutors will have to consider very seriously the question of sending you down. You have got to pull your socks up.

This is your last chance". Then suddenly, the first flicker of a hope of possible reprieve. A change of inflexion in the master's voice as he extends his hand. "You can, you know. You've got to grow up some time. We all have to."

Questions

1. What is your impression of the tradition existing at Oxford University? 2. Where is your progress discussed at the end of the term? 3. Who gives the dean reports on your work during the term? 4. Who is responsible for your progress and behaviour at the college?

Exercise 1. Read and discuss the thoughts given below.

The month of examination came far too quickly for the progress of my studies. The journey to Oxford and the four days that I spent there represented, I know, an immense experience at the time, but all that I can remember of them is my impression of the brilliance of my fellow-competitors – a hundred for about twenty vacancies – and the paralysing cold of my little room in the west wing of the college. My first paper plunged me at once into panic, in which condition I sat for an hour without writing a word.

Then, seizing my pen I started to write; any nonsense, I felt, was better than the blank sheets that would show my failure of imagination and courage. Even now I do not really understand how it happened that my amateur, untutored efforts in competition with the carefully trained hundred other young women from High School and provincial universities, succeeded in winning one of the few prizes that the college had to offer. I can only conclude that there was some hopeful quality in my essay on the well-worn theme "History is the Biography of Great Men".

1. Do you remember your examination experiences in great detail? Were they pleasant experiences? Give your reasons. Did you learn anything from them? Give your reasons.

2. Describe your experience at the entrance exams (essay, history, English). Speak about your competitors, your feelings at the time. Explain how and why you succeeded at the exams.

3. Have you ever had any unusual or unforgettable experiences? What are they? What is the most memorable experience in your life? What was the most exciting experience in your life? Have you had any disappointing experiences at the university? Describe them.

Exercise 2. Summarise your findings on education in Oxford and Cambridge and compare it in the essay for a short presentation (75 words).

Exercise 3. Make up some dialogues from the information above.

Exercise 4. Analyze the information and use it in practice.

Exercise 5. Try to understand the joke.

Friend: "And what is your son going to be when he's passed his final exam?"

Father: "An old man."



LANCASTER UNIVERSITY

The main site of Lancaster University is located at Bailrigg, on the southern outskirts of the city of Lancaster and about three miles from the city centre. The campus is set in 250 acres of landscaped parkland and on a clear day the view extends north to the Lakeland and west across Morecambe Bay.

From a distance the University is identified by the brilliant white spires of the Chaplaincy Centre and by Bowland Tower, a 14-storey residence block, which contrasts with the rest of the mainly low-lying buildings. The Lancaster campus is designed around the "Spine" – a covered walkway, which runs the length of the site, from north to south. The residences, teaching rooms, research laboratories.

Library, sports centre and shops extend along and either side of the Spine, which gives a large and safe pedestrian area. At the heart of the campus is Alexandra Square (named after the University's Chancellor, Princess Alexandra). This provides a focus for the life of the University – the central administration building (University House), the Students' Union offices, the Library, and shops and banks are close to the Square. As well as providing accommodation and academic facilities, the campus has eating places, a newsagent, supermarket, bakery, bookshop, Students' Union shop, hairdresser, drugstore, gift shop, a Post Office, two banks and a Health Centre. When the students wish to shop, eat or be entertained further a field, Lancaster city centre is only a 10-minute journey away on the regular bus service.

Academic & welfare facilities. The main Library is at the centre of the campus, in Alexandra Square, and is open 77 hours per week. It has a million items and subscribes to 3,000 journals. There are about 800 reader places in the Library and a major new extension is currently being built.

Other facilities include self-service photocopiers, video and audio replay and microfilm equipment. We also have facilities for students with visual impairments. Numerous printed books – guides to the Library's services and are freely available. If you choose to study at Lancaster you will be assigned a director of studies who will give you support and advice on academic work throughout your degree course. In your college you will also have a personal tutor, who is available to deal with any problems or queries – academic, personal or social – and who will take an interest in your progress during your time at the University. In addition there is the Student Support Office, which is part of the University administration and which co-ordinates welfare arrangements across campus.

The staff of the Chaplaincy Centre is available all year round to help students. The Chaplaincy Centre is an independent body within the University. The distinctive building was opened in 1969 as the result of a fund-raising appeal by local churches and the Jewish Community. There are two chapels – one Roman Catholic and one Anglican and Free Church which can be combined for joint services.

The Chaplaincy Centre is not simply a place of worship but is also an important social centre and meeting place. It has its own restaurant facilities specialising in ethnic foods. All members of the University receive information about the Centre's work via a mailing list. If you have any medical problems there is a Health Centre on the Lancaster Campus, which has treatment rooms and a sick bay. There is also an NHS dental surgery and a pharmacy adjacent to the Health Centre.

Student life at Lancaster. The nine undergraduate (and one postgraduate) colleges into which the Lancaster student population is divided are a highly distinctive feature of campus life. Most of the social, recreational and general educational activity at the University is based in the colleges.

Most colleges have about eight or nine hundred members, about half of whom are in residence at any one time. The colleges are busy centres of activity throughout the day.

In addition to separate residential areas, their buildings include quiet study rooms for use by non-resident members, coffee and snack bars and common rooms. Lancaster University Students' Union (LUSU) is one of the largest, and arguably the most active, students' unions in the country.

LUSU effectively works on two levels. Each of Lancaster's colleges has an elected committee of the union, known as the JCR (Junior Common Room). The JCRs are often the first point of contact with students and are responsible for social provision within the colleges, as well as carrying out campaigns on welfare issues. LUSU also provides central services. LUSU has a very strong campaigning arm and we are frequently at the forefront of action on national issues such as student hardship.

The Athletic Union at Lancaster continues to go from strength to strength with both men's and women's teams excelling in the British Universities Sports Association Championship. The Athletic Union offers a chance to get involved in sport, both at a competitive and at a more leisurely pace. Students can join one of the 36 sporting clubs at Lancaster or compete in the Inter-College Sports Competition. Whatever level you care to take part at, the emphasis is definitely on "Sport for all".

SCAN is a free newspaper, published weekly during term-time, which provides an ideal opportunity to get involved with student media. Students participate in all parts of the newspaper process – photography, news reporting, designing page layout and selling advertising space. Radio Bailrigg is the student-run campus radio station. With two studios and disco rigs it is the first step for many interested in radio – whether it be as a producer, presenter, journalist or coffee monitor! Radio Bailrigg is broadcast on 87.7 FM, seven days a week. The societies range from Africans to wind surfers. The societies cater for leisure, hobbies, outdoor, political, performing, religious, cultural and educational tastes.

Exercise 1. Describe students' life in Lancaster University.

Exercise 2. Try to understand the jokes.

"A telegram from George, dear."

"Well, did he pass the examination this time?"

"No, but he is almost at the top of the list of those who failed".

♣ ♣ ♣ ♣ ♣

Prof.: "Now, John, what are you doing – learning something?"

Stud.: "No, sir; I am listening to you."

♣ ♣ ♣ ♣ ♣

"Say, dad, remember that story you told me about when you were expelled from college?" "Yes."
"Well, I was just thinking, dad, how true it is that history repeats itself."



SPORT & ARTS AT LANCASTER

The Centre for Sport and Physical Recreation houses a six-lane, 25 metre ozone-treated swimming pool and a large, multipurpose sports hall where a variety of sports take place – including archery, badminton, basketball, indoor cricket, hockey, tennis, football and volleyball. There is also a smaller hall, which caters for judo, karate, table tennis and trampolining.

With eight squash courts, two aeroball courts, men's and a women's fully equipped weights rooms, a life fitness room, a sauna and solarium, dance facilities and a rock climbing wall, the opportunities to take up a sport are excellent. The outdoor facilities around campus are equally impressive. Every need is catered for with six football pitches, four rugby pitches, three all-weather hockey pitches and a floodlit synthetic grass pitch, eight tennis courts and floodlit hard play area, a bowling green and an area for golf driving, along with various jogging routes on and around campus.

A unique feature in the sporting calendar at Lancaster is the Annual "Roses Weekend". This historic "battle" between the University of Lancaster and York takes place at the beginning of each Summer term and brings students from both universities together for an enjoyable couple of days, featuring over 50 sporting competitions, not to mention numerous social events.

Art on campus. Music is strong at Lancaster. Each week the International Concert Series features major artists. The Music Department administers a chamber choir and a chamber orchestra, while the University Music Society organises a symphony orchestra, a wind band, a big band and a twice-weekly series of free lunchtime concerts for student soloists and ensembles.

The Choral Society also gives performances each term and both societies combine to present an annual *Last Night of the Proms in June*. Music tuition and advice is available. A great variety of styles of entertainment is presented at the Nuffield Theatre. A superbly equipped and highly flexible space, the Theatre runs three seasons to coincide with University terms. The works combine the best from visiting artists and companies with "home-grown" student productions to make for a full and wide-ranging programme of events: plays, dance, experimental productions and music theatre. The Peter Scott Gallery is located on campus with other cultural facilities such as the Great Hall and the Nuffield Theatre. The Peter Scott Gallery attracts many thousands of visitors annually through its programme of temporary exhibitions, which focus on contemporary art – sculpture, photography and crafts as well as painting and drawing. Artists with an international reputation have been featured in recent years.

Exercise 1. Summarize the information briefly in English.



THE UNIVERSITY OF LANCASTER

Motto	Patet omnibus veritas
Motto in English	"Truth lies open to all"
Established	1964
Type	Public
Endowment	£5.95 million (2010/11)
Chancellor	Sir Christian Bonington
Vice-Chancellor	Prof. Mark Smith
Visitor	Her Majesty The Queen
Academic staff	1490
Admin. staff	3,025
Students	12,525
Undergraduates	9,020
Postgraduates	3,505
Location	City of Lancaster, England
Colours	"Quaker Grey" and red



Exercise 1. Fill in the gaps in the sentences with the words from the list below correctly.

To be devoted, industrial, requiring (2), to be changed, to embark, to be established, offering, to be invested, confidence, dedicated, to be committed, involvement, delivery, provider, to participate, uniformed, environment, to improve, vocational.

Youth organisations in Britain

A lot of time and energy in Great Britain 1)____ and great amounts 2)____ to developing the abilities and 3) ____ of young people as they are her future. The Government in partnership with local authorities and a large number of 4)____ voluntary youth organisations comprising Britain's Youth Service 5)____ to creating a society in which young people are able to develop their talents and confidence to the full. In common with other 6)____ nations in the developed world Britain faces the challenges of a job market 7)____ new skills, with competition for products and services coming from countries all over the world. As a result the job market 8)____in character over the last decade, 9)____an increasingly sophisticated and technologically adept workforce.

During the 1990s the British Government is firmly committed 10)____youth training further; to provide more 11)____ qualifications; to continue to build an educational base, which offers young people greater awareness and knowledge of the job market and the skills they need 12)____on adult life.

Youth organisations in Britain 13)____to serve the needs of young people from every walk of life. Each organisation involves the contribution of both full-time and part-time youth workers and a great many volunteers. *Youth clubs* are the most common type of Youth Service provision 14)____various facilities for social interaction. Most of them are voluntary and many are provided by local authorities. Music, games and refreshments are generally provided and there many also be sport, drama, outings and 15)____ in community service. In many of such clubs young people are directly involved in the organisation and 16)____ of these activities while professional or voluntary adult youth workers offer personal counselling and advice. Another type of provision is *the youth centre*, normally located at or near a school. Activities include sports, music, drama and crafts.

The Young Men's Christian Association is open to people of both sexes. It is the largest voluntary sector 17)____ of accommodation and training for young people, particularly those who are homeless, unemployed or disadvantaged. *The Young Women's Christian Association* similarly provides hostel accommodation and runs a variety of centres and projects to assist unemployed young people.

Boys' clubs and uniformed organisations encourage their members (of mixed age and sex) 18)____in theatre, poetry, photography and other creative activities, as well as sports as outdoor pursuits. Young people are also active in 19)____ organisations such as the *Guides* and *Scouts Associations*, *Boys' and Girls' Brigades*. They are directly involved in community activities such as programmes to help in the conservation of the local 20)____, or projects in which young people befriend and visit the aged and infirm.

Exercise 2. Digest the score of the information briefly in English.



Exercise 3. Read the word-combinations and make up sentences with them.

Young – молодий, юний;

young person – молода людина (згідно із законом 1933 р., – від 16 до 17 років

young at heart – молодий серцем;

young in spirit – молодий душею;

young idea – дитячий розум;

young one's – дитинчата; пташенята; звірята;

young age – молодість;

young blood – 1) молодь; 2) нові течії або ідеї;

young adult – молодий, повнолітній (у віці від 18 до 21 року);

Young England – "Молода Англія", група консервативних літераторів і політичних діячів. Найбільш видатний її представник – Б. Дизраелі (Benjamin Disraeli, 1804-1881) виступав за відновлення привілеїв земельної аристократії, проти поступок промисловій буржуазії. Існувала з 1841 до 1848 рр.);

youth (young people) " юність;

in one's youth – за часів чиєїсь молодості; *Syn.* adolescence, youngness

youth authority – центр ув'язнення для малолітніх злочинців;

youth board – рада молоді;

youth centre – центр ув'язнення для малолітніх злочинців;

youth authority – орган зі справ молоді;

youth club – юнацький клуб (приватний; такі клуби організують для молоді однієї статі або для юнаків і дівчат);

youth commitment – ув'язнення під охорону молодого правопорушника;

youth correction centre (*youth's detention camp*) – виправний центр для молодих злочинців;

youth employment – зайнятість молоді, молодіжна зайнятість (від 15 до 21-24 рр.)

youth gang – юнацьке угруповання, шайка, банда;

youth hostel – юнацька турбаза / готель;

to youthen – робити молодшим; омолоджувати;

youthful appearance – моложавість; *Syn.* adolescence.



UNIVERSITY OF WESTMINSTER



For its 22,000 students, the University of Westminster is a gateway to professional life. For more than 160 years, the University has led the development of education in emerging technologies and modern professional practice, designing programmes to meet the needs of the international economy and of London's many employers. In this demanding environment, quality is paramount.

Of the 25 subject areas recently assessed for teaching standards, more than half were considered excellent. The University's research profile – a strong indication of innovation and intellectual challenge – also demonstrates its world leading status in many areas. This glowing reputation was endorsed in May 2000 when the University won the Queen's Award for Enterprise. The University therefore offers companies highly trained and capable graduates, while giving individuals that rare combination: practical, relevant knowledge honed by the transferable skills – teamworking, communication and leadership – that they will need in their future career. Have you got the ability, enthusiasm and commitment it will take?

University Campuses. The University of Westminster comprises a set of architecturally distinctive buildings in superb positions in the West End of London and the suburban centre of Marlow. From the listed historic foyer of the headquarters building to the modernist style of Marylebone, each of the four campuses has its own character and atmosphere linked to its portfolio of professional areas.

Each is a fully equipped centre for the study of particular disciplines with linked library, support services and halls of residence. All campuses are exceptionally well placed in well-lit and accessible positions for buses and the underground and easily reached from the major railway stations and airports. It is the combination of history, geography and subject range, which links the University of Westminster to London in a unique way and provides postgraduate and professional students with the integrated experience of educating for professional life.

The University of Westminster's three West End campuses contain a set of architecturally distinctive buildings in the very heart of London. Each campus is the dedicated base of a set of subjects and a bustling centre of learning with its own individual character. Each is close to squares, gardens or parks where you can take a break and sit to read. Each gives immediate access to all the excitement and learning resources of the capital. The administration of your course takes place on-campus and most of your teaching is likely to be on one campus with library and all necessary services close by.

Courses are placed in the most appropriate location, which may lead to a course-moving site if circumstances change. Subject to the requirements of the course and any pre-requisites or access constraints, you may choose modules taught at any campus of the University.

You may use any library, sports or social facility. The Students' Union is nearby, and co-located with support services for students.

All the buildings are within a 15 minute-journey of each other and close to bus and underground stations, so moving between them is easy.

Cavendish Campus. On campus Cafe West and Stop Gap store, student common room and bar, library Special features University Polyclinic offering low cost complementary therapy treatment. Just below the BT Tower is the modern glass and steel building in New Cavendish Street (Warren Street, Great Portland Street or Goadge Street underground stations), which is home to courses in Biosciences, Computer Science, Mathematics and Multimedia, Electronic Systems and Engineering, and integrated Health. It is a beehive of technological activity, full of open access and specialist computing suites and science labs where major international research programmes are taking place alongside student teaching. The campus has its own library, bar and comfortable refectory.

The Stop Gap store offers somewhere to get a sandwich and hot cup of coffee into the evening.

If you prefer meze or pizza, Indian buffet or just a change of scene, you can wander through Fitzrovia, a village-like area full of lively street cafes, and into the quiet garden square beyond. The flagship Waterstone's bookshop is only a few minutes walk away.

Marylebone Campus. On campus bookshop, refectory and bar, Marylebone hall of residence Special features University nursery, Student Housing Services, CTS Travel Shop, Marylebone Books.

The striking white 1960s campus at 35 Marylebone Road (Baker Street underground station) is opposite Madame Tussaud's, one of London's major tourist attractions. The campus has recently undergone a £6m refurbishment – due to be completed in 2001 – to create additional high quality teaching space and extend the library, refectory and garden quadrangle in the heart of the campus. The campus is adjacent to Paddington Gardens and only a few minutes walk from Regents Park.

The village atmosphere of Marylebone High Street offers sandwich bars and interesting shops – a good way to walk to the department stores of Oxford Street. As home to courses in Architecture and Built Environment and to the Westminster Business School, the Marylebone Campus has all the library, laboratory, studio and teaching rooms you would expect. There is also a refectory, a major hall of residence with views over Regents Park, a well stocked bookshop, and a busy bar.

The Regent Campus is the historic centre of the University comprising three buildings within 10 minutes walk of each other. The headquarters at 309 Regent Street dates from 1912 and stands on one of London's most attractive shopping streets. The area is busy with lunchtime sandwich bars and pubs; Waterstone's, Borders and other bookshops are close by. Inside there are elegant Edwardian teaching rooms, a 350 seat-cinema (now a lecture theatre). There are the Fyvie Hall, lined with stained glass windows, the dramatic Deep End Cafe, and the new Cafe 311. The building is home to a sports and fitness centre as well as courses in Social Sciences including Psychology, Humanities and Languages including English Language and Literature. Close by, in Little Titchfield Street, is the art deco building, which was completely refurbished in 1998 as home to the School of Law. It is fully equipped with a legal skills suite as well as an impressive library for law, social sciences, humanities and languages.

The Students' Union & student advice services are at Wells Street, an easy walk from all of the West End campus buildings. The Dragon Bar is the hub of student social life with everything from quiz nights to stand up comedy, but the building also houses the Careers and Student Employment Service and the Counselling and Advisory Service. Round the corner (Great Portland Street) is The Computer Centre for People with Disabilities, providing an assessment centre for all students in the South East.

Physical accessibility. The University of Westminster is committed to equality of opportunity for students with disabilities. It provides specialist advice and is working hard to improve accessibility, but there are some limitations to access to the buildings in the West End. A special guidance leaflet on physical access is available.

Any student with a registered disability who meets the minimum entry requirements will be invited to an interview to discuss ways, in which study might be possible. You should advise the University at the time of application of any disability, which might affect your studies, so that we can make necessary arrangements where possible.

The Harrow Campus was designed as the University's showcase for the creative and business disciplines at the cutting edge of the information society. It provides state-of-the art facilities and a new hall of residence in an exciting and safe environment close to the lively Harrow town centre and the national stadium at Wembley. It is easy to reach from the M25 and Heathrow Airport, offering all the advantages of a campus university and London. The Harrow Campus is home to the Harrow Business School, the School of Communication and Creative Industries, and the Harrow School of Computer Science. If your course is based here, everything you need will be at hand. There are broadcast quality TV and radio studios, professional level photography and music studios, and advanced computing laboratories with, for example, Silicon Graphics workstations. Over 1,000 computers are linked through a high-speed fibre optic network to a multimedia intranet and to the World Wide Web.

Under one roof in the Learning Resource Centre you can use computers for access to the full range of software and the Internet, AV aids for preparing presentations and dissertations, and a complete library service. There are multimedia booths for listening and viewing, a self-access language room, a training suite, and a post-production suite for audio and video editing. With over 5,000 students at the Harrow Campus, the social life is buzzing. The Undercroft Bar is always busy.

There is a 220-seat auditorium for events, a gig venue and an open-air performance court. The sports hall has a new fitness suite, and you can eat well in the food court. The Health Service, advice on housing, finance and personal matters. Students' Union and Careers Service are all on site. Subject to the requirements of the course and any pre-requisites or access constraints, you may choose modules taught at any campus of the University and you may use any library, sports or social facility.

Living in Harrow. The Harrow halls of residence have 468 study bedrooms with en suite facilities, divided into flats for six people. All rooms are fully networked – overlooking playing fields; the hall has a large common room, a games room and launderette. Shops on campus include an academic bookshop, SU general store and specialist art supplies shop. You are only a short walk from a major supermarket and Harrow town centre. There you will find major retail stores, a civic centre, an arts centre and a multiplex cinema. Home of the famous Harrow School, with its memories of the poet Lord Byron, the nearby Harrow-on-the-Hill is an historic village offering a richly contrasting atmosphere.

If you feel like something different, it is only a short journey by direct underground train to visit any of London's major galleries, take in a club, or board a river boat for a trip down the Thames.

Physical access. The Harrow Campus has been specially designed to give full access to those with physical disabilities and two of the halls of residence have some rooms converted for wheelchair users. You should advise the University at the time of application of any disability, which might affect your studies, so that we can make necessary arrangements where possible.

Studying at Westminster. Whatever stage of your life and career you have reached, the University of Westminster can supply the advice you need to choose the right way forward, and the flexibility in levels and mode of attendance to help you achieve your aims.

Around 18% of our students are studying at postgraduate or professional level, and 41% are studying part-time. This gives us a special understanding of the needs and requirements of part-time study. Whether you are seeking a postgraduate qualification (a Diploma, Masters or PhD degree), updating your skills with a daytime or evening short course, or working to gain professional accreditation, we are happy to work with you to help you achieve your career objectives.

The subject sections of this prospectus include the postgraduate, professional and research opportunities available for advanced level students (you can find out more about undergraduate degrees and short courses in separate, dedicated brochures). And don't forget: we offer advice evenings to help you decide on the course that's best for you.

Postgraduate qualifications. Taught postgraduate programmes operate through a combination of seminars, tutorials, lectures, project or laboratory work and personal study. Some (professional courses) are designed to assist you in topping up a professional qualification or experience to postgraduate level. Others (Masters Courses in Arts or Science) are more reflective in approach (lasting one year full-time or two years part-time). They are differentiated from undergraduate level courses by the advanced level of study and greater emphasis on individual research towards a dissertation. Details of these courses are to be found in the Undergraduate Prospectus published in March 2000 for entry in the year 2001. If you have substantial experience in the relevant professional area, an advanced level programme may be appropriate, even if you do not hold a first degree.

Master of Arts or Science. As a full-time postgraduate student on a taught Masters or Postgraduate Diploma you can expect to study for a calendar year. You will probably attend the University for seminars or lectures on at least two days each week during the teaching year (36 weeks), which is structured into two semesters, divided by a break of one week. The delivery and assessment of taught modules will normally be carried out within the semesters but your project or dissertation will usually require you to study over the summer vacation and may be based in your place of work.

Modular scheme. The University's taught postgraduate and professional courses are offered under a modular scheme with a framework of credit accumulation. This allows students' choice in course programme, increased flexibility in part-time study and the opportunity to accumulate credits from successfully completed modules and to transfer them to other courses or institutions. Each module has a credit rating. The usual study load for a full-time postgraduate student is 120 credits in a 48-week year.

A part-time postgraduate student would study a maximum of 90 credits in a 48-week year. A Masters course is valued at 120 credits. A Postgraduate Diploma is valued at 75 credits. Modules on postgraduate courses are designed to require skills and experience at a level above Honours degree and are therefore designated as Level M. Every course combines core and optional modules. Your required modules may be linked so that they have pre-requisites and/or co-requisites.

To be eligible for the award of Masters Degree, you must have passed modules worth at least 120 credits. Should you be unable – because of personal circumstances such as relocation – to complete your full length of study, you may be eligible for an intermediate award to recognise the credits you have achieved. To achieve the Postgraduate Diploma, you must have passed modules worth at least 75 credits; and for a Postgraduate Certificate you must have passed modules worth at least 35 credits. You will normally be entitled to achieve only one award within the University's modular scheme.

Studying part-time. There are part-time routes in almost every subject area.

Most start in September but in some courses – including the MBA and the Diploma in Management Studies – it is possible to begin in the second semester starting in February.

By choosing your course and your modules carefully, you can study daytime (often alongside full-time students) or evening or a mixture of both, at the West End or Harrow campuses. In either case the University has shops, cafes and refectories so that there is usually somewhere to get a snack before starting classes. As a part-time student, you can make full use of all facilities for sports, social life and study. Relevant administrative offices are often open into the evenings and the libraries open at evenings and weekends during term time.




Speeding up your degree. Achieving a postgraduate qualification part-time usually takes a minimum of one or two years studying two evenings each week of the academic year, with an additional 6-12 hours each week in personal study time. If you have the support of your employer you may be able to study by day release. If your course is related to your previous study or experience (whether in paid work or a voluntary capacity) you may be able to make a case to gain exemptions from some modules by shortening the length of your study through either of two forms of assessment.

The Assessment of Prior Learning (APL) is the accreditation of previously acquired certificated learning, which might include Open University modules or in-company training, for example.

The Assessment of Prior Experiential Learning (APEL) recognises knowledge or skills acquired through life, work experience and study, which has not been formally attested through any academic or professional certification. It might include, for example, computer programming, editing skills or organisational skills. The assessment of eligibility is made at the time of admission.

Exercise 1. Render the score of the information.

Exercise 2. Describe each campus and studies in it.

UNIVERSITY OF WESTMINSTER	
	
Motto	The Lord is our Strength
Established	1838 (The Polytechnic Institution) 1841 (Royal Polytechnic Institution) 1891 (Regent Street Polytechnic) 1970 (Polytechnic of Central London) 1992 (University of Westminster)
Type	Public
Students	23,960 (2009/10)
Undergraduates	17,175 (2009/10)
Postgraduates	6,785 (2009/10)
Location	London, United Kingdom
Former names	Royal Polytechnic Institution Central London (PCL)
Colours	 Royal Blue  Fuchsia Purple

Exercise 3. Remember that.

It's ten to one; to make a point of doing; to get the knack (hang) of; to catch oneself doing something; to take a liking to; not to care two pins about; it stands to reason; in the long run; to put somebody (something) right; at (the) most; for the most part; most every (almost any); most and least; to make the most of smth.; at (the) most; to make the most of; most probably; a most useful course; by reason of; a sound reason; for some reason; for some reason or other; within reason.

Exercise 4. Translate the word-combinations in the brackets into English correctly.

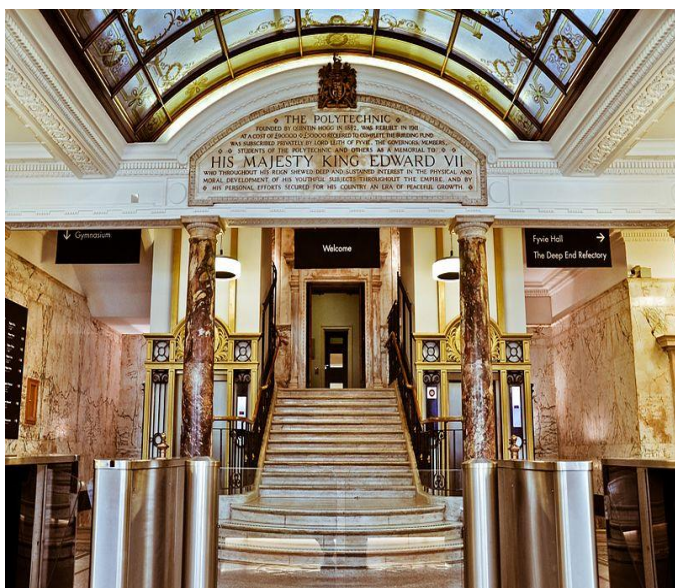
Examinations & Degrees

In Britain, the minimum (вік закінчення школи) is 16. There are mainly two types of school; (освітня) and grammar. Within these schools, the pupils can choose a different (спектр предметів). At the age of 16, young people take G.C.S.E. (General Certificate of Secondary Education) examinations.

Those who want to can continue at school to take "A" (Advanced) Level examinations (in Scotland, "Highers"). Students must achieve (хороші результати) in these examinations to be accepted for a university place. At university (or polytechnic) people study for degrees. In general, the first degree is awarded after 3-4 years study and (усних) in examinations and is either a BA (Bachelor of Arts) or a BSc (Bachelor of Science). If you are awarded Honours it means your degree is of (високий стандарт) than an ordinary pass. Students can then do further courses for special subjects such as (медицина) or (право) and get the appropriate (кваліфікації) or after another year or two of study and examinations in their chosen subject at university they can achieve the second degree, a MA (Master of Arts) or MSc (Master of Sciences). Finally, if they undertake research work and produce a thesis, after another few years, they can (отримати) the third, highest level degree, the PhD (Doctor of Philosophy).

Exercise 5. Translate the sentences with the keywords "accreditate & accreditation".

1. Media representatives should arrive at the Press Centre by 11:40 to obtain accreditation. 2. It requires a flexible system of accreditation. 3. Each correspondent must have a letter of accreditation and accreditation card. 4. The following courses have satisfied the accreditation criteria. 5. I have got accreditation of journalists. 6. The government withdrew accreditation. 7. This journalist had multiple accreditations. 8. They are graduates of accredited high schools. 9. He is accredited to the United Nations. 10. They are to accredited representative of a firm. 11. Our envoy was accredited to their new government. 12. They are temporality accredited but not permanently accredited. 13. Journalists can be accredited to a state body or a public association. 14. Any member of the media who wishes to be accredited for the coverage of the 6th Global Forum must observe the following guidelines. 15. He was accredited with having said that. 16. The discovery of distillation is usually accredited to the Arabs of the eleventh century A.D. 17. This programme is fully accredited by the Institution of Electrical Engineers. 18. Institutions that do not meet the standards will not be accredited for teacher training. 19. An ambassador accredited to a northern European country. 20. He was accredited at [to] London.



PROFESSIONAL ACCREDITATIONS

The University of Westminster provides courses leading to professional accreditation across relevant subject areas at Certificate and Diploma levels (lasting one or two years part-time) in many areas, ranging from marketing to housing. Details of those, which are equivalent to undergraduate study, can be found in the subject sections.

Distance learning. There is an increasing range of opportunities for distance learning in a number of disciplines.

Block mode of study. Some courses are offered in short intensive full-time study periods of 1-4 weeks, and this may include weekend study as well as on weekdays,

Skills development and updating. In many areas, postgraduate modules are also available as top-up short courses or in some cases, such as Design Management, in intensive block mode or (as in Applied Market and Social Research or International Business and Management) by distance learning.

Languages for all programmes. The aim of the programme, Polylang, is to make the ability to speak, understand and communicate in a foreign language a core skill for all students. No matter what subject you are studying you are able to study a language of interest to you. The Self-Access Learning Centre allows you to practise in your own time at your own speed by providing a wide range of audio/video materials in the 26 languages taught at the University.

Research degrees. The University supports the supervision of research degrees (MPhil and PhD) in all of its major subject areas. The degrees of MPhil and PhD are awarded following the successful completion of a programme of research culminating in the presentation and defence of a thesis, which is examined by two identified experts in the field.

International perspective. The University of Westminster lies at the heart of one of the world's most international and cosmopolitan cities. Alongside New York and Tokyo, London is a hub of the global economy – its diverse community is international in character and becoming increasingly so. With around 2,500 international students and an international focus to many postgraduate programmes, the University mirrors this diversity while providing a truly British experience. Our campuses are a short distance from London landmarks such as the Houses of Parliament and Big Ben, the BBC, the Stock Exchange and the British Library. Being in the centre of the capital means we work closely with many of London's major employing organisations, in many cases inviting working practitioners into the University to share their experiences with students. London is both a historic capital and a hotbed of new ideas and innovation.

Exercise 1. Summarise your findings on universities in a short presentation.

Exercise 2. Remember that.

To make a nuisance of oneself; not much of a skater(skier); to be beside oneself with; into the bargain; to be at a loose end; to have the nerve to do something; to leave a person to his own devices; to leave a person all on his own.

Exercise 3. Remember that.

Accreditation – the process by which diplomats are exchanged between nation states. Diplomats present their own credentials (hence the word) to the host government's appropriate representative.

The process by which diplomats are exchanged between nation states. Diplomats present their own credentials (hence the word) to the host government's appropriate representative.

Акредитація навчального закладу; визнання за ним права видавати дипломи є присвоювати вчені ступені. Accredited educational establishment (higher school) – акредитований вищий навчальний заклад; accredited law school – акредитований вищий юридичний навчальний заклад.

UNIT III. UNIVERSITIES IN LONDON

LONDON – A GREAT PLACE TO STUDY!

Perhaps only Boston can rival *London's* credentials as a *nerve-centre of global academia*, with the city's Imperial and UCL ranked among the world's *top ten universities*, and LSE making the top five for social sciences. World-class facilities such as the British Library, with one of the most extensive and important collections of books and manuscripts in the world, make London a magnet for students and researchers from all over the planet. Yet the UK's capital also offers far more to students as a city: one of the world's great centres of culture and creativity, famed for its nightlife and diversity, there aren't many things that you could hanker for as a student that aren't on offer in abundance in London. London is one of the world's most important financial centres, so for corporate-minded graduates it is a land of opportunity.

Yet it is also one of the most important cities in the world in media and the arts, as well as a host of other industries. London isn't getting any cheaper – for international students, tuition fees at the city's top universities approach those charged in the US, while home and EU undergraduate students will be affected by major fee increases implemented in 2012. And that's before you even start thinking about rent and living costs. Yet for many, the concentration of world-class universities and facilities, the professional and social opportunities, and a mind-boggling cultural confluence that mixes the corporate and the alternative, the historical and the cutting-edge, still makes studying in London worth every penny.

Getting around London is no problem. The underground system is an easy way to travel, and trains run from about 5 a.m. until just after midnight. The buses are also reliable, with destinations clearly marked on the front of each bus and these run for a similar time span although there are special night bus services for the night owls amongst you.

London has excellent train links to the rest of the country and from Waterloo station you can travel direct to mainland Europe via the Eurostar. There are a number of airports too – Heathrow and Gatwick are London's main airports, but Stagnated and Luton airports handle a lot of international traffic.

London is such a multi-cultural city you will be spoilt for choice. Restaurants abound so whether you want to eat Chinese, Japanese, Malay, Indian, French, Italian, Thai, or even Mexican food, you will certainly have no problem in finding a restaurant to suit you. You can see paintings by such painters as Monet, Rembrandt and Renoir in the National Gallery: at the Victoria and Albert Museum you'll get a feel for centuries gone by whilst at the Science Museum you can experiment with all sorts of weird and wonderful exhibits and look into the future. London is home too many Football clubs.

London clubs include Layton Orient, Millwall, Arsenal, Chelsea and Tottenham Hotspot. Wembley stadium, where the Cup Finals are played, can easily be reached on the London underground.

Moneywise. The heading says it all. As a student you will certainly have to be wise about your money! Student Maintenance Grants, which used to be paid by Local Education Authorities, are no longer offered by students can take advantage of interest free loans to help finance their studies. In many cases your LEA will pay your tuition fees, but if your family income is more than £23,000 a year, you will have to make a contribution. Some students may be eligible for awards under special schemes, which the university operates, to assist with fees, while others may be sponsored by companies and government departments including the armed services. If you choose you can also help your cash flow by taking some part-time work. We have set up a Job Shop within the university to help you find something that fits in with your studies and may even help your future career.

What will I need to budget for? The answer to this depends on where you live and what sort of lifestyle you want. If you are still living at home with your family, your situation will be very different from that of a student choosing to live in university accommodation or private housing. If you are sharing accommodation with other students you may find it cheaper to combine your resources and cook meals as a group. You will also need money for books, clothes, and travel.

Remember to leave just a little to have some fun with. Travel in East London need not be expensive. You can buy a one day travel card which will allow you to use both underground and buses for the whole day (after 9.30 a.m.) getting on and off as many time as you like. Weekly and monthly tickets are also available. Students up to the age of 25 can get a special student discount card from London Transport, allowing 30% off your travel.

Student Loans. At the time of going to press detailed information about student loans the Department for Education and Employment publish each year. Loans will be means tested according to family income.

Exercise 1. Summarise your knowledge on universities in London in general and issue in a short presentation (75 words).

Exercise 2. Remember Universities in London.

A School of Architecture
 Birkbeck, University of London
 Brunel University London
 City, University of London
 Courtauld Institute of Art
 Coventry University London Campus
 ESCP Europe Business School
 GCU London
 Goldsmiths, University of London
 Guildhall School of Music & Drama
 Imperial College London
 Institute of Cancer Research
 Istituto Marangoni London
 King's College London
 Kingston University London
 London Business School
 London Metropolitan University
 London School of Hygiene & Tropical
 Medicine
 London South Bank University
 Loughborough University London
 Middlesex University
 Newcastle University London
 New College of the Humanities

Queen Mary University of London
 Ravensbourne
 Regent's University London
 Rose Bruford College of Theatre & Performance
 Royal Academy Of Music
 Royal Central School of Speech and Drama
 Royal College of Art
 Royal College of Music
 Royal Holloway, University of London
 Royal Veterinary College
 School of Advanced Study
 SOAS, University of London
 St George's, University of London
 St Mary's University, Twickenham
 Trinity Laban Conservatoire of Music and Dance
 UCL (University College London)
 University of East London
 University of Greenwich
 University of Liverpool in London
 University of London International Programmes
 University of Roehampton
 University of the Arts London
 University of West London
 University of Westminster

UEL: ACCOUNTING & FINANCE & ECONOMICS

Why you should choose UEL

UEL is one of the most exciting universities in the UK. It has so many advantages – a go-ahead academic curriculum, innovative study programs with a clear focus on the world of work, proximity to central London, and the rich historic landscape and culture of East London. The University of East London was one of the leaders in its field when the first polytechnics were started in the late 1960s and early 1970s. Although we've been offering degree courses since 1904, it was with the rise of the polytechnic movement that we really began to grow. Employability has always been the aim for our students, and a high proportion of our programs offer you the chance to work in a relevant job for a period of time – it all helps when you've graduated and are looking for employment in your chosen area.

We've always been in the forefront of interesting developments in teaching. We video some lectures, for example, so that if you've missed one or want to go over it again you can borrow the video. Our Learning Resource centre is second to none in the state-of-the-art facilities it provides – including PC workstations, Internet access, TV studios, CD-ROMs, all kinds of software packages – and we have thousands of books and journals as well.

All our student rooms in the new Docklands Campus have links to the main University computer network. UEL has links with most of these, and many of them provide jobs and work placements for our students. If you come to study here you'll be working in one of the most fascinating cultures in the world.

Many students live locally – quite apart from those in our own halls of residence – and it's a real bonus, in a great capital city, to discover the East London life, with its markets, shopping malls, historic buildings, and friendly people. London's East End – as a long tradition of welcoming people from all over the world, and making them feel at home, whether you come from Japan or John O'Groats, Mexico or Manchester. Of course, the centre of the capital is wonderful, and it's quick and easy to reach from East London. Stratford, with its stunning new rail and bus stations, is only 12 minutes from Liverpool Street, in the heart of the City, and the West End is only another 10-12 minutes from there.

One of the bonuses of studying in London is that the capital provides you with such superb facilities born for work and leisure. If you're studying business or economics, all the libraries and contacts you could want are there for you. If you're into history – either academically or as a separate interest – you can find unique documents and archive materials for your references, as well as exciting museums, which present their contents with innovative flair. There are hundreds of bookshops, too, both new and second-hand. UEL's programs have a reputation for their practical approach – and our students have a reputation for initiative.

Exercise 1. Explain the main idea of the text – why you should choose UEL.

Exercise 2. Explain your point of view on the thoughts given in the text below.



INTRODUCTION TO ECONOMICS

Economics is a social science that studies one of the most important aspects of our individual and social lives, namely how we provide for our material wants and the structures and institutions that the framework for this to take place. Analytical reasoning is central to economics and this explains why economics degrees are highly valued by employers, enabling graduates to earn above average salaries.

The Economics Department at UEL has offered economics degree courses for over a quarter of a century. There is an international flavour to the department with staff having qualifications from and teaching experience in the UK, Australia, Greece, Germany, Italy and the USA. The department performed well in the 1996 Research Assessment Exercise among all UK universities.

Staff members publish regularly in academic journals, present papers at national and international conferences, make contributions to books and write successful student texts.

A particularly good reputation has been established in the fields of money, finance, post-Keynesian economics, applied econometrics, and economic policy. *BSc (Hons) Business Economics* is design for those seeking a career in commerce and industry. It concentrates on business-oriented topics. Core final year units are Corporate Finance and Managerial Economics.

The *BSc (Hons) Financial Economics* pathway give you in insight into the operations of financial markets, the nature of traded financial assets and the operations of monetary policy.

Specialist units include Portfolio Analysis and Management, Financial Economics and Foreign Exchange Economics. A related but more general pathway is the *DipHE/BSc (Hons) Finance, Money and Banking*. You learn the skills of data retrieval and analysis and the course places great emphasis on applications and the use of information technology. If you are interested in economics for its own sake and especially if you intend to continue with postgraduate study in economics, *BSc (Hons) Applied Economics* is the obvious choice.

The study of Econometrics is required in both second and third years, provides sound preparation for a wide range of MSc programmes. If you wish to give your studies a more European orientation you are ideally suited to the *BA (Hons) European Economics*. Here economic theory is combined with the study of western European economies and one of four languages (French, German, French or Italian). The third year of the programme is spent at a partner university in the country whose language students have studied. If you do not have a definite view on your career path, the *BA Economics* provides a broad degree in economics giving you the maximum choice among the wide range of economic units offered.

The *BA Political Economy* degree places economics in a broad social context and takes a critical view of standard economic analysis. It makes less use of formal analytical techniques than mainstream economics since it holds that an overly mathematical view of the world often leaves out much of the richness of economic and social relationship and institutions.

The choice may seem a little bewildering, but the pathways of Business Economics, Financial Economics, and Applied Economics have a common first year, so you do not have to commit yourselves to a particular pathway until the start of the second year of study. Economics is not a narrowly vocational subject area and so economics graduates go into a wide range of careers in both the private and public sectors.

The analytical skills central to economics may be applied in all areas and all countries, making an economics degree one of the most portable and flexible of qualification.

Many students go on to graduate study in economics or a related area, or train for professional qualifications that demand a first degree.

Graduates work in the world of finance and banking and all aspects of business. Many have become teachers in secondary schools and others have established careers in local government.

Many UEL economics graduates now hold important positions in both commerce and government. Luke Spajic graduated from UEL with first class honours, having spent a year of his course in Italy. He went on to obtain his PhD from Cambridge University and now holds a senior position in a major financial house in the City of London.

Oumar Dakit did postgraduate study at Oxford University, became an international financial consultant and is now Chief Economic Adviser to the Minister of Finance in Guinea.

Exercise 1. Add some information & make up a small report and give a talk in class.

Exercise 2. Read the text & pick up the essential details in the form of quick notes.



UNIVERSITY OF LONDON



The University of London is one of the oldest and largest universities in the UK. It is a federal University; comprising institutions of varying size and academic profile, in which teaching and research are carried out. Some are large multi-faculty Colleges; others are small-specialized Institutes.

Together, these Colleges and Institutes form the most diverse University in Britain.

Students belong both to the College and Institute, at which they study and to the University, which awards the degree. Through its Colleges and Institutes, the University of London offers the widest range of higher education opportunities in Britain, with over two thousand courses and unparalleled facilities for advanced research.

- The University of London is committed to undergraduate and postgraduate teaching in a research environment, which draws on many different traditions, practices and methods in a wide variety of institutions, offering unsurpassed opportunities to students from all countries who are able to benefit from its courses so that they attain the highest academic standards and develop to the most exacting intellectual level;

- The University of London seeks to contribute to the public welfare in the work of its graduates and its staff and the results of its research, enriching and advancing culture, education, the humanities and social sciences, the performing and creative arts, science, engineering, technology, medicine and public affairs.

- The University of London, by its significant presence in London, seeks to make a major contribution to the economic, scientific and cultural life of the metropolis.

- The University of London seeks to represent nationally and internationally the highest standards & enduring values of the university tradition, including academic freedom, intellectual integrity & equality.

The University of London was given its Royal Charter in 1836. The University has of course expanded and changed over the years, but it has maintained its founding principles which, in the words of its Charter, are "to hold forth to all classes and denominations, both in the UK and elsewhere, without any distinction whatsoever, an encouragement for pursuing a regular and liberal course of education; and to promote research and the advancement of science and learning".

The University is proud of its role in academic life both at home and abroad. It has fostered the development of many colleges in the United Kingdom and overseas until they themselves reached university status.

History. The University of London has its origins in the 1820s and 1830s with the creation of University College in Bloomsbury and King's College in the Strand.

The only two English universities in existence at the time – Oxford and Cambridge – limited entrance. In contrast, the founders of University College set out to provide an institution open to all, irrespective of race, creed or political belief. In reaction to the foundation of University College, a group of "Establishment" figures set up King's College. Both University College and King's College petitioned for the Royal Charter, which would allow them to award degrees to their graduates.

To solve its dilemma, the Government compromised by creating a third body – The University of London – to examine students of both College and grant degrees.

The University was given its Royal Charter in 1836. The University's size and federal organization is one of its major strengths. It can offer flexibility of courses, depth of specialization, and a range of options unmatched by any other University in the United Kingdom. The federal system combines the advantages of size with the intimate living and working environments of the Colleges and Institutes. In the region of 120,000 students study at a College or Institute of the University.

Most Colleges have their own sports grounds, in addition to the extensive facilities of the University of London's Students' Union. The variety of social provision throughout the University is immense. But the University of London consists of more than its Colleges and Institutes. The University allows students who study privately, or at other institutions, anywhere in the world, to enter for examinations for some degrees and diplomas through the External Programme. 26,000 students study in over 150 countries worldwide. In addition to the extensive University facilities available, London students use the national libraries, museums and great artistic and scientific societies based in the capital.

Learning to live and work in London is both a challenge and delight. Costs for students can be offset by unparalleled opportunities for vacation employment: and knowledge of London can give a head start in careers. From Birkbeck's foundation in 1823, its purpose has been to provide degree teaching for the mature part-time student who daytime commitments such as a job or a family to look after.

The average age on starting to study at Birkbeck is 28 years. All courses for first degrees and most advanced courses (MA and MSc) are devised for part-time evening study.

Most formal teaching takes place outside the normal working day. Subjects taught fall broadly into the Arts, Economics, Laws, Natural and Social Sciences. The College can only support applications for full-time local education authority awards on behalf of final-year students. Full-time students are admitted to most advanced courses. Both part-time and full-time students are admitted for postgraduate research.

The Faculty of Continuing Education at Birkbeck organizes a large and varied programme of courses for members of the public. Classes are held throughout the London area in conjunction with local adult education centres and institutes and are open to adults over 18 years of age.

For most courses there are no entry qualifications or tests. Enrolment procedures and fee level are very depending on where the course takes place. Certificate and Diploma courses are offered in a wide variety of subjects and take between one and for years to complete depending on the subject studied. Courses normally meet once a week for two hours.

Extra-Mural Certificates and Diplomas are awards in their own right or may be used to gain access to a degree course.

If you are over 21, Extra-Mural Certificates and Diplomas are normally recognized as satisfying the general entrance requirements for BA and BSc degrees. These qualifications are also recognized by the Credit Accumulation and Transfer Scheme (CATS) and can be used to gain credit towards Open University degrees. The Faculty also organizes one and two term accredited courses, residential and non-residential summer schools, weekend events and day schools in various subjects.

Founded in 1894, **the British Institute in Paris** was incorporated into the University of London in 1969. It forms part of the British Cultural Centre on the Esplanade des Invalides in central Paris. The Institute consists of two departments, mainly devoted to the study of British and French language, literature and culture by students of the other nation. Its staff comprises French and British academics, and several lecturers from Paris universities teach there on a visiting basis. The Institute Library provides an advisory service on making use of the vast resources of public and institutional libraries in Paris, and is connected to both French and British inter-library loan networks and databases.

The Centre for Defence Studies is sponsored in part by the Ministry of Defence and has close links with many government departments, academic and private organizations. It is an associate member of the School of Advanced Study. The Centre engages in research on a wide range of contemporary defence and security issues: it publishes briefing papers, pamphlets and books; it organizes conferences; and it acts as a point of liaison between the Ministry of Defence and the wider community of security analysts. It takes part in many international research projects and runs training programmes for foreign diplomats and officials on behalf of the European Union and the British Government. The Centre's research falls into seven general categories: British defence policy; European security; security sector reform; African security; Mediterranean security; crime and domestic order; and complex emergencies.

Courtauld Institute of Art. The Institute, opened in 1932, is concerned with the study of the History of Western Art from the classical period to the present day, and provides courses leading to the BA, MA, MPhil and PhD degrees and the Postgraduate Diploma in the History of Art. Postgraduate courses are also held in the Conservation of Easel Paintings and Wall Painting, for the Diploma of the Institute.

The Institute houses collections of books, slides, reproductions and photographs of works of art, and a laboratory equipped for the investigation of the material constitution or conditions of works of art.

The Gallery of the Institute houses a world famous collection of paintings. Goldsmiths can be summed up in three words: creative, friendly and cosmopolitan. The College is broad-based, with high standards across a range of disciplines, and a particular reputation in the performing and creative arts.



Goldsmiths College. Founded in 1891, Goldsmiths has nearly 5,000 undergraduates and some 1,700 postgraduates. About 12 percent of students come from countries outside the European Union. An additional 4,000 people enrol on short courses. Situated in South East London in the Borough of Lewisham, it combines a lively student experience – "arty, trendy" was how the *Sunday Times* recently characterize it – with easy access to the West End. On campus, there is always something going on: dramatic performances, concerts and art exhibitions, as well as a full programme of events and entertainments at the Students' Union.

Academically, Goldsmiths has performed exceptionally well, a point underlined by the last two national assessments of research by staff, causing the *Times Higher Education Supplement* to comment that Goldsmiths had "a fair claim to the most spectacular performance in the exercise".

The College is most famous for its Department of Visual Arts, whose former student regularly win the most prestigious art prizes all over the world: and it is also known distinguished departments of Anthropology; Design; Drama, Educational Studies, English, European Languages, Historical and Cultural Studies, Mathematical and Computing Sciences, Media and Communications, Music, Psychology, Social Policy and Politics, and Sociology.

It is a feature of Goldsmiths that students studying arts subjects do so in a broadly intellectual environment, while students taking other disciplines benefit from the art and opportunities on campus.

The College offers challenging and innovative programmes, especially in our specialist areas.

At undergraduate level, we offer University of London degrees: BA, BA(Ed), BMus and BSc; as well as Diplomas in Higher Education in Community and Youth Work, and in Community Work.

At taught postgraduate level, there are University of London degrees: MA, MMus, MSc and the Postgraduate Certificate in Education; and College certificates and diplomas in a range of subjects. There are also opportunities for research leading to an MPhil/PhD.

Goldsmiths facilities include an on-site sports field; student residences on or close to the main campus; and the new Rutherford information Services Building (which recently won a major architectural award) which brings together library, computing and language-learning facilities.

Extra-Mural studies: by broadening access to higher education, Goldsmiths College offers opportunities to people of all ages, social backgrounds and ethnic origins.

Professional and Community Education (PACE) helps to maintain our fundamental commitment to the local community and to lifelong learning; our extensive programme of evening classes includes computing and mathematics, cultural and social studies, languages, music, and courses offered by the National Maritime Museum in association with Goldsmiths.

Heythrop College is the Specialist College for students of theology in the University of London. Originally founded in 1614, it was incorporated by Royal Charter as a College of the University in 1971.

More than half the undergraduates are mature students and postgraduates form the majority of the College's students. Undergraduate degree courses in theology (five in all) range from the BD (Bachelor of Divinity) to the BA (Theology and Society); philosophy courses lead to the BA in Philosophy & the Combined Studies BA in Philosophy and Theology. Postgraduate courses include Diplomas in Theology, Pastoral Theology & Christian-Jewish Relations, MAs in Pastoral Studies, Pastoral Liturgy, & Philosophy, & 5 evening-taught degrees: the MA in Christian Spirituality, the MA in Canon Law, the MA in Interreligious Dialogue, the MA in Philosophy & Religion & the MA in Contemporary Theology in the Catholic Tradition.

MTh degrees are available across the main of theology, while supervision is available in theology and in philosophy for the research degrees of MPhil and PhD. The College library is particularly strong in the specialist subject areas covered by the College, and while is the College's social and sports facilities reflect its size (as one of the smallest parts of University), reciprocal agreements exist between the Student Unions at Heythrop and at Imperial College – a few minutes' walk away.

Imperial College of Science, Technology & Medicine. Imperial College was established by Royal Charter in 1907. The College's purposes are, in the words of its Charter: "to give the highest specialized instruction, and to provide the fullest equipment for the most advanced training and research in various branches of science, especially in its application to industry". The structure of the College centres on 14 departments, the School of Medicine and the T.H. Huxley School of Environment, Earth Sciences and Engineering.

The disciplines covered are: pure and applied biology, biochemistry, chemistry, mathematics and physics, geology, materials, and earth resources engineering, aeronautical, chemical, civil, electrical and mechanical engineering, computing, management and medicine. Imperial's 6 locations in west London are: the Charing Cross campus, the Chelsea and Westminster campus, the Hammersmith campus the Royal Brompton campus, the South Kensington campus and the ST Mary's campus.

The main campus is the 16-acre site at South Kensington where academic departments enjoy excellent modern facilities. They include the major new Sir Alexander Fleming Building, which opened in October 1998 to house basic medical sciences and the Department of Biology. Imperial College offers a wide range of first-degree courses leading to the degrees of BSc and MSci for sciences, and BEng and MEng for engineering, and MB BS for medicine. Many courses can be combined with management studies or involve a year's study abroad or in industry.

Postgraduate students represent around 34% of the student body. Postgraduate study can lead to the awards of MSc, MPhil, PhD, MD and MS degrees, as well as to the DIC (Diploma of the Imperial College). Many overseas students are attracted both by the research opportunities and postgraduate courses at Imperial and over 100 countries are represented.

The College's medical teaching and research has expanded significantly in recent years. Following the recent mergers with the Charing Cross and Westminster, and Royal Postgraduate Medical School of Medicine now one of Europe's largest medical schools with an annual intake of 286 students taking an innovative six-year MB BS course with an additional, integral BSc component.

Wye is located 60 miles from London near Ashford in Kent and its facilities are based on a 350-hectare rural estate set in an area of outstanding natural beauty. The College's main indoor sports facilities are on the South Kensington campus and include a gym, swimming pool and squash courts. Indoor facilities are available at a number of other campuses.

In addition, there are extensive outdoor sports facilities at Harlington, Teddington, Cobham and Wye. The College's 260-acre field station at Silwood Park near Ascot provides facilities for research in biological and other areas. It is the site of the College's research reactor, which provides experimental facilities for teaching and research in a broad field of neutron science and reactor technology.

The Institute of Cancer Research (ICR) is a public research institute and university located in London, United Kingdom specialised in oncology, and a constituent college of the University of London. It was founded in 1909 as a research department of the Royal Marsden Hospital and joined the University of London in 2003. It has been responsible for a number of breakthrough discoveries, including that the basic cause of cancer is damage to DNA. It was founded at the turn of the century by the Royal Cancer Hospital – now the Royal Marsden NHS Trust – the first in the world to be dedicated exclusively to the treatment and research into malignant disease when it was founded.

In 1927 the University of London granted recognition to the Hospital and Research Institute as a centre for postgraduate medical teaching and research. Over the past 90 years, the Institute has become one of the largest, most successful and innovative cancer research centres in the world. Its reputation has been enhanced by its close association with the Royal NHS Trust and through the generous support of many sponsors, in particular the Cancer Research Campaign.

The Institute is situated on two campuses, in Chelsea and at SUTTON, Surrey. The Institute and the Royal Marsden NHS Trust exist site by site in Chelsea and on a joint site at Sutton, and this close association allows for maximum interaction between fundamental laboratory research on the one hand and clinical studies on the other. Postgraduate research students are accepted to read for MPhil and MP degrees.



Institute of Education. The institute was first established in 1902, transferred to the control of the University in 1932 and became a School of the University in 1987. The Institute is now a major centre for advanced study and research in education and for initial and in-service teacher education. It is the only school of education in the UK to have received the highest ratings in the national research assessment exercises. It offers the following courses of study:

- *Initial training for graduates:* the Postgraduate Certificate in Education;
- *Advanced courses for teachers:* the Bed degree course for serving teachers; the University Advanced Diploma in Education (in which candidates take four courses from a wide range of options); specialist Advanced Diploma courses; short and specialist courses;
- *Higher degrees:* MA and MSc courses in a wide range of options, and research opportunities leading to the MPhil and PhD degrees. The EdD and DEdPsy are also available.

In addition to the individual and group work, which staff and students undertake, many funded projects are based at the Institute. Several research units are in operation, including the Thomas Coram Research Unit, which undertakes research into the health, education and well-being of children and their families, the Health and Education Research Unit, which is concerned with social and cultural analysis of policy and practice issues in the field of education and health. The Newsam Library at the Institute is the leading collection of learned books and specialist periodicals in educational studies in Britain.



King's College London is one of the two founding Colleges of the University of London: an international, multi-faculty institution in the heart of London. The merger of King's and the United Medical and Dental Schools of Guy's and St Thomas's Hospitals took place in August 1998. Medical, dental and biomedical sciences students now join the Guy's King's and ST Thomas' Schools of Medicine, Dentistry and Biomedical Sciences. The merger has created an enlarged King's College London, which is among the country's top four university institutions for research, and which provides an intellectually rigorous environment for learning in an exceptionally wide variety of disciplines, including the country's largest range of subjects in medicine, dentistry and health sciences.

The merged College has some 12,300 undergraduate students and nearly 4,500 postgraduates in ten Schools of Study: Biomedical Sciences; Dentistry; Education; Health & Life Sciences; Humanities; Law; Medicine; and the Institute of Psychiatry.

The College has a distinguished reputation in both teaching and research. It teaches an exceptionally wide range of disciplines in single and combined honours courses leading to degrees of the University of London: some 200 undergraduate courses and more than 100 postgraduate programmes are available.

King's has a reputation for caring for its students, which is reflected in the College's academic arrangement, where each student has a personal tutor and much of the teaching is in small groups, and in the support provided for students, which includes a student counselling service and a careers advisory service. It is also evident in the College's provision of accommodation. It enables every undergraduate to have at least one year in a hall of residence.

The Institute of Psychiatry, which joined King's on 1 August 1997, is associated with the Bethlem Royal and Maudsley Hospitals and with other psychiatric hospitals for teaching purposes. It has an international reputation for excellence, and offers postgraduate teaching and research opportunities at the highest levels. King's has an integrated library and information technology service, with Information Service Centres on all the main campuses. These offer services specific to the requirements of different subject areas, including access to on-line data services and information for the College's networked CD-Rom Service. Fully networked study places are available, some with full PC workstations and other enabling students to connect their own notebooks.

The Students' Union offers excellent social facilities, including *Tutu's* – one of London's best nightclubs – together with numerous clubs and societies, and sports facilities including a well-equipped fitness centre. The College's teaching and research is located on three major Thames-side campuses within a single square mile of central London – at the Strand, Waterloo and the Guy's campus at London Bridge – with continuing medical and dental teaching and research at the King's Denmark Hill and ST Thomas' Campuses. Arthur Wellesley, 1st Duke of Wellington, fought a duel against the Earl of Winchilsea in 1829 over the Duke's support for the rights of Irish Catholics, and the independence of the newly established King's.



The College's patron, King George IV, shown in a portrait by Sir Thomas Lawrence



The London Business School was established in 1965 to provide a centre of excellence for management education. In 1986 it was granted a Royal Charter in recognition of its national and international stature. Its MBA (Master of Business Administration) programme, which can be taken either full-time over 21 months or part-time over 24 months, is widely regarded as the leading MBA programme in Europe. The School offers other prestigious programmes such as the Sloan Fellowship Master's Programme, a specialist Master's programme in Finance, the PhD programme and various residential programmes for senior executives.

These degrees and non-degree programmes make up a carefully designed portfolio of mutually reinforcing activities that meet the management need of both individuals and organizations. The research of the School recently received the highest rating from the Higher Education Funding Council. The Business Library is one of the largest in Europe and provides an extensive Information Service.

The London School of Economics and Political Science was founded in 1895 for the study of social sciences. A range of official and unofficial surveys in Britain and abroad rate LSE as a major European centre for research and teaching not only in Economics (six former winners of the Nobel Prize for Economics have taught at LSE) but also in all branches of the social sciences and related fields.

In the most re assessment of universities' research by the UK funding authorities, over 80% of the School's research was assessed in the two categories of national and international significance.

Current research consists not only of explorations of theoretical or technical developments in the different academic disciplines but also of work on topical and practical concerns.

Past and present members of staff act as expert advisers to political parties, the Civil Service and policy pressure groups, and contribute expert analyses and advice on their subjects to the media. LSE is unique not only in its concentration on the social sciences but also for its lively and cosmopolitan atmosphere. It's situated in a compact group of building around Houghton Street, Aldwych.

It allows an easy interchange of views and ideas with the worlds of government, law, finance, business and journalism, whose major UK centres are all nearby.

Many distinguished public figures – often themselves alumni of the School visit the School to speak and participate in public debate about current social economic and political issues.

The School teaches for over 90 different undergraduate and taught postgraduate programmes and offers supervision for MPhil and PhD research degrees (for private research not leading to the award of a qualification) in Accounting and Finance, Anthropology, Development Studies, Information Systems, Economic History, Economics, Gender, Geography, Government, Human Resource Management and Information Systems, International History, Language Studies, Social Policy, Law, Management, Mathematics, Operational Research, Philosophy, Population Studies and Administration, Sociology and Statistics.

The School's Library, the British Library of Political and Economic Science, serves as a national and international collection of materials and with over 3 million items on open access is a major international resource in its fields. About half of LSE's 6'000 students come from outside the UK, and about half are postgraduates, contributing extra variety and experience to student life: the LSE Students' Union supports about 80 student societies for all kinds of interests- academic, national or ethnic, cultural, religious, political, athletic or purely social. LSE has accommodation for over 2,000 students, many within walking distance of Houghton Street, and can guarantee that all first-year undergraduates from outside London will find a place in LSE or University of London intercollegiate accommodation if they wish.

London School of Hygiene & Tropical Medicine. Established by its own Royal Charter, the London School of Hygiene & Tropical Medicine is the University of London's major resource for postgraduate teaching and research in public health and tropical medicine and the leading postgraduate medical institution in these subjects in Europe. As the national school of public health it is a major focus of collaboration in teaching and research. Associated with the School, as a teaching hospital is the Hospital for Tropical Diseases at present situated at St Pancras Hospital. Advanced training is provided in the disciplines relevant to public health and tropical medicine through a range of one year taught MSc courses, short courses and research degrees for the Dr PH, Mphil and PhD.

The School's wide ranging and multi-disciplinary research programmes examine ways of improving and providing health and services worldwide, and investigate the aetiology, diagnosis and prevention of both communicable and non-communicable disease. The School plays an important advisory role in policy determination and implementation for national and international organizations.

The London School of Jewish Studies, founded in 1855, has had academic ties to the University of London since 1900. It offers undergraduate degrees in Jewish Studies with courses in Talmud, Jewish Law, Bible and Midrash, Hebrew, Aramaic, History, Ethics and Philosophy. The College also runs non-degree courses, occasional evening lectures and conferences for those wishing to broaden and deepen their Judaic studies. Its library, containing approximately 80,000 volumes, is one of the most extensive in Europe and is visited regularly by scholars from around the world.

The University Marine Biological Station, Millport is an institution of the Universities of London and Glasgow and provides marine biological research and teaching support for both of these universities.

There is a thriving postgraduate student community at Millport.

The Station provides facilities and logistic backup for field teaching by universities throughout the UK and for visiting groups of overseas students, who are drawn to Millport by the opportunity to study a rich marine fauna and flora at an institution where residential accommodation, laboratory space, equipment, research vessels and diving facilities are all available.

Throughout its history the Station has supplied marine biological material to teachers and research and the Station has become increasingly important nationally and internationally. Located on the Isle of Cumbrae in the Clyde Sea, the Station provides access to rocky shores with a substantial tidal range, and the classic sandy and boulder beaches of Kames Bay and Ballochmartin Bay.

The island's geology (featuring spectacular igneous dykes) and terrestrial environments (ranging from heather to numerous small marshes, each with a rich flora) provide opportunities for more general environment teaching and research.



Queen Mary College is one the largest colleges of the University of London. It has its roots in four older colleges: Queen Mary College, Westfield College, St. Bartholomew's Hospital Medical College. The main campus is historically the home of Queen Mary College, which began life in the 1880s as the People's Palace, providing east Londoners with a centre for education, cultural and social activities.

In 1995, St. Bartholomew's Hospital Medical College and the London Hospital Medical College merged with Queen Mary, and the new St Bartholomew's and the Royal London School of Medicine and Dentistry was created. The Scholl operates on all the College's campuses – Mile End Whitechapel, West Smithfield & Charterhouse Square. Queen Mary & Westfield has 8000 students studying for undergraduate and postgraduate degrees in six faculties: arts, engineering, informatics and mathematical sciences, laws, natural sciences and social sciences, and the School of Medicine and Dentistry.

The college is committed to providing choice and flexibility, and was one of the first to develop the course-unit, or modular, approach to degree programmes, with choices guided by experienced tutors.

QMW has over 1200 teaching and research staff and carries an outstanding international reputation for research. The College ranks fifteenth in England in terms of the volume of its research outcome. The College's diverse origins have led to a range of specialist areas. In 1994 the College won the Queen's Award for Export Achievement for its success in attracting funding from overseas for research and international students. Other than for medical students, all study takes place on the attractive main campus, which has developed greatly in recent years.

The new buildings include award-winning student flats overlooking Regent's Canal and Mile End Park, refectory, faculty building and library; in fact over half the buildings are less than six years old.

The College is situated in a historic, multi-cultural area of London just two miles from the City and a few minutes' underground journey from other parts of central London. QMW has a close relationship with the local community and contributes in various ways to its development and regeneration.

The College offers accommodation either on or around the campus, or at south Woodford, a 20-minute Underground journey away. Campus rooms are self-catering and many have en suite bathrooms. At South Woodford, halls are partially catered. Places are available for most first-year students from outside London who want one, and normally we can offer College accommodation for all years of study.

For students who prefer to live independently, housing is relatively inexpensive in the areas surrounding the campus. A range of welfare and support services is provided. The diversity of the College community makes for a stimulating and cosmopolitan atmosphere.

20% of students are from overseas, representing about 100 countries, and orientation programmes and English language support are provided. Students can also study at QMW through the Associate (Study Abroad) scheme and, within Europe, through the Socrates programme. Many students benefit from exchanges with other universities in Europe and the USA.

Royal Academy of Music. Founded in 1822, the Academy is Britain's senior conservatoire. The Academy provides professional training at undergraduate and postgraduate level in performance and composition. Studies at the academy combine academic training with the development of a high standard of performance. There are at present some 600 students enrolled, including over 250 international students.

The Academy offers the following courses: a four-year BMus (London) degree, an MMus (London) postgraduate degree in performance or composition, and the Diploma of Postgraduate Performance. Students on the diploma course may specialise in Solo Performance, Ensemble or Orchestral Performance, Historical Performance, Conducting, Composition, Opera Studies or Musical Theatre. Admission arrangements for principal study singers wishing to specialize in Opera Studies are made in collaboration with the Royal College of Music. Applications for admission should be made direct to the Registry at the Academy.

The Armed Forces have the following units affiliated to the University of London:

- Royal Navy: University of London Royal Naval Unit.
- Army: University of London Officers' Training Corps.
- Royal Air Force: University of London Air Squadron.

All are Reserved Forces units staffed by regular and reserve officers and servicemen and service women. They are exclusively organized and run to provide male and female full-time students with practical training and experience in seamanship, soldiering and flying respectively. The training is broad based and varied, and includes adventure training; sport; formal and informal, traditional and up-to-the-minute social events. It is training, within the culture and ethos of the three Services, that complements, yet contrasts with, pure academic studies. Each unit grants honorary officer rank or status to those they select, pays individuals for training done and travel expenses incurred, plus allows those who complete sufficient relevant training to earn a small annual bounty. No postgraduate commitment to the Regular or Reserve Forces need be made, or indeed is made, by joining these units. Many ex-members do go on to Regular and Reserve Forces careers but most leave having benefited from, and thoroughly enjoyed, their experience with their affiliated Forces unit and the Service it represents.

First degrees. A student at a University of London College follows a course of study full-time or part-time is registered at one of the Colleges. A first degree (undergraduate) course leads to a Bachelor's degree. A number of subjects may sometimes be studied in combination as part of one degree.

Course units. Degrees in most subjects are organised on a "course unit" or modular system.

This involves passing a set number of units or half units over a given time, and follows great flexibility in the combination of courses. In the course unit system, the content of the teaching programme is broken down into units, which are accumulated to form degree programmes.

Each course unit is separately assessed, either by written examination or by some other appropriate combination of methods. Obviously there are defined typical programmes of courses, which can make up a degree. But the course unit system gives considerable flexibility to students who can, subject to academic advice, tailor their choice of courses to their interests and abilities. In subjects that lead to professional qualifications there is usually a compulsory core of subjects. Many programmes of study encourage students to take courses outside the main subject area. Study across departmental and faculty boundaries is common even where a degree in a single subject is the objective.

In most subject areas the choice of course units is a matter for discussion between student and adviser, rather than an automatic decision dictated by strict graduation requirements. Details of the system in operation at each College are available in the College prospectus.

Length of course. Most full-time undergraduate courses last three years.

Medical, dental and veterinary courses are longer, and some other degrees, such as pharmacy, those in a modern language, which include a year outside the University and some engineering courses, last four years.

Intercalated degrees. Some medical, dental and veterinary students may interpose an extra year of study for an additional Bachelor's degree in a different, but related, subject.

Class of degrees. All first degree courses (except in Medicine, Dentistry and Veterinary Science) lead to the award of a degree with honours at first class (highest), upper second class, lower second class and third class; a pass degree may also be awarded. A few degree courses also lead to membership of professional bodies or the award of additional certificates or diplomas. For the main subjects on offer please see the lists of courses in this Guide, and then ask the College or Institute for more detailed information.

Degrees Titles. The University of London awards the following first titles:

Bachelor of Arts (BA).	Bachelor of Science in Economics (BSc) (Econ).
Bachelor of Science (BSc).	Bachelor of Science in Engineering (BSc (Eng)).
Bachelor of Education (BEd).	Bachelor of Medicine (MB).
Bachelor of Laws (LLB).	Bachelor of Surgery (BS).
Master in Science (MSci).	Bachelor of Medical Science (BmedSci).
Bachelor of Divinity.	Bachelor of Dental Surgery (BDS).
Master of Engineering (MEng).	Master of Pharmacy (Mpharm).
	Bachelor of Veterinary Medicine (B VetMed).

Credit Transfer & Erasmus. It may be possible for a student following a course of study elsewhere to transfer to a similar course at the University of London with some credit for work already successfully completed. For some courses the possibility exists for students to undertake part of their studies at another university with appropriate credit towards the University of London degree. It may also be possible for students to undertake some of their study in London, with a view to credit towards degrees of their own universities. Enquiries should be addressed to a College, which offers a comparable course.

There may be ERASMUS or similar exchange projects to support such arrangements. Students at other universities in Europe should seek information from their own universities.

Visiting & Occasional Students. Some Colleges and Institutes accept students who want to study for just one academic year, or perhaps only one term or semester. Students admitted in this way are known as "visiting" or "occasional" students.

Overseas Students. The University warmly welcomes overseas students. However, it is essential that candidates have sufficient command of both written and spoken English to following their course of study, and candidates may therefore be required to take an approved language test before an offer of admission can be made.

Some Colleges of the University provide pre-sessional and in-sessional English language courses for students who wish to improve their English and further details can be obtained from the Registrar of the relevant College. Prospective overseas students are not advised to plan to work their way through College by taking part-time work in the UK, as permission from British authorities is usually required. Overseas students must, therefore, ensure that they have sufficient funds for fees and maintenance during the whole period of their study. Colleges will normally require a guarantee to this effect as a condition of admission. Students wanting to know whether they will be classified as a "Home and EC" student or "Non-EC Overseas" student for fee-paying purposes should apply directly to the College or Institute, at which they wish to study.

Exercise 1. Analyze the information and use it in practice.

Exercise 2. Summarize the information briefly in English.

Exercise 3. Translate the phrases.

To do something on one's own; there's no denying; be in a high spirits; to be in one's element; it pays; to make up for; apart from; to be all for; as good as; in a way; all to the good; above all; of one's free will; in the spite of oneself; the rest of the week; more or less; from habit; let alone; as it were; to make the most of; for that matter; to make allowances for; to stick it out; to sleep like a log.

Exercise 4. Make up some dialogues from the information above.

UNIVERSITY OF LONDON	
	
University of London Coat of Arms	
Latin: Universitas Londiniensis	
Established	1836
Type	Public
Chancellor	HRH The Princess Royal
Vice-Chancellor	Professor Sir Adrian Smith
Visitor	The Rt Hon Nick Clegg As Lord President of the Council
Students	135,090 internal (2010-20012) 50,000 International Programmes
Location	London, England, United Kingdom
Colours	

SOME QUESTIONS & ANSWERS

What qualifications do I need to join the university?

If you don't possess any formal educational qualifications don't be afraid to enquire about entry. The Admissions Officers at the Colleges and Institutes will be pleased to give you advice. You need no formal qualifications for an Extra-Mural course, while for postgraduate degree study you will need a good degree or equivalent qualification.

How do I find if my qualifications are acceptable?

Entry requirements for all courses are given in College prospectuses. For undergraduate courses these are usually expressed in terms of General Certificate of Secondary Education or General Certificate of Education, Ordinary, Advanced Supplementary and Advanced levels, but other qualifications, including the BTEC and Advanced GNVQS, may be accepted. Applications from mature students (over 21) with alternative qualifications, including those who have studied through "Access" courses, are welcomed for most courses. Several of the Colleges have Access or Foundation courses linked to their degree courses. Details can be obtained from the Colleges. Applications from overseas students are also welcomed and many overseas qualifications are accepted for entry to degree courses.

Always read the relevant College or Institute prospectus before applying, and contact the Registrar at the College if further advice is required.

Do I have to be qualified before I make an application?

Not necessarily. An offer of a place may be conditional upon your passing examinations before you register for the course. You must, however, have the qualifications before you start the course and will normally be asked to produce your certificates. Students are not normally admitted to degree courses until they are 17. There is no upper limit.

Do I have a pass in English language?

Not necessarily. But it may be required for your particular course, and you must make certain of this before you apply. Applicants whose mother tongue is not English must remember that fluency in English is vital. For that reason, proof of competence may be required. Some Colleges run intensive English language courses; details are given in their prospectuses.

Do I have to have A or AS levels to do a degree?

Not necessarily. It is only possible to give a very general guide, because different entry qualifications can be appropriate for different courses. The reason for requiring certain qualifications before starting degree courses is to make sure that our students are able to cope with the work and to enjoy their course of study. Like other universities in Britain, the Colleges of the University of London lay down minimum entrance requirements for entry to their degree courses, and in some cases additional requirements for entry to specific courses. The standard minimum entrance requirements for a first degree course are two passes at GCE A level (two AS levels are considered equivalent to one A level) but many other qualifications are accepted as alternatives.

In some instances you may be able to take part in a "preferred entry" scheme, which allows you to be accepted on to a course at the University with lower A level grades than usual. These schemes are usually for students who live in the borough, in which the College is located. Enquiries should be made direct College, at which you wish to study.

Some of the main qualifications acceptable alternatives to two A levels are given in below. A number of Colleges of the University of London run foundation course entry to some of their own degree courses. Details of these courses should be obtained direct from the Colleges concerned.

Master's Degrees. Candidates may register for the following degrees.

Master of Theology (MTh).	Master of Architecture (MArch).
Master of Arts (MA).	Master of Veterinary Medicine (MVetMed).
Master of Laws (LLM).	Master of Clinical Dentistry (MClinDent).
Master of Music (MMus).	Master of Business Administration (MBA).
Master of Fine Art (MFA).	Master of Science (MSc) in Medicine.
Master of Science (MSc) in Education.	Master of Science (MSc) in Economics.

The Master of Research (MRes) degree is a one-year full-time programme normally attracting Research Council grants. It aims to provide a structured and progressive training in research techniques as a foundation for future doctoral study or for a research career in industry. Most programmes are interdisciplinary, drawing on the College's research strengths in the relevant fields.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English.

Exercise 2. Remember that.

In 1912, the University of London took the initiative to assemble 53 representatives of universities in London to hold a Congress of Universities of the Empire. They decided they needed a "bureau of information". Its affairs would be handled by a committee representing universities at home and abroad. In 1913 the office opened as the Universities Bureau of the British Empire. They incorporated under licence of the Board of Trade in 1919 and received a grant of £5000 to operate an office premises, with the understanding that the universities of the Empire would fund its maintenance. In 1948 the name was changed to Association of Universities of the British Commonwealth, and in 1963 it changed to its current name. In 1986, Queen Elizabeth II became patron of the Association of Commonwealth Universities.

Exercise 3. Try to translate the quotation.

"No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge. The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness. If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind." – *Kahlil Gibran, The Prophet*

Exercise 4. Summarise your findings on London universities in details and issue in a short presentation (100 words).



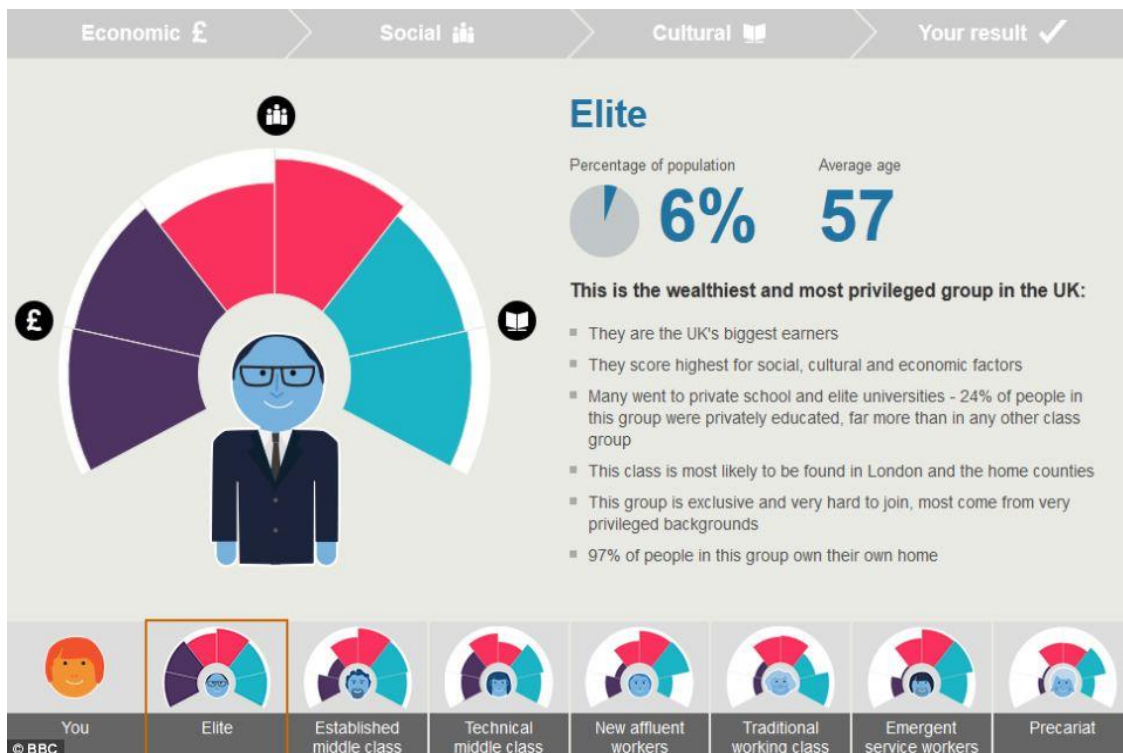
ASSOCIATION OF COMMONWEALTH UNIVERSITIES



Logo of the ACU

Org type	Charitable organisation
Acronyms	ACU
Head	Professor John Wood Secretary-General of the ACU
Status	Active
Established	1913
Headquarters	London
Parent org	Commonwealth of Nations

The Association of Commonwealth Universities represents 535 universities from 37 Commonwealth countries.



CHAPTER IV.
THE SYSTEM OF EDUCATION IN THE USA
UNIT I. HIGH SCHOOLS

INTRODUCTION

In the USA, children start school when they are five or six years old. Depending on the state, schooling is compulsory until the age of 16 or 18. Children younger than five can go to a nursery school or preschool. At the age of five or six, the children attend elementary school (grade school or grammar school), which last six years. The first year at elementary school is called kindergarten. After elementary school, students attend middle school (also known as junior high school) for three years.

Then they continue at high school. In some states, students have to stay in school until they are 18 years old. In other states they may leave school at 16 or 17 with parental permission.

Age	School	Age	School
< 5	nursery school / preschool	5-11	elementary school
5-11	elementary school	11-14	middle school / junior high school
		14-18	high school / senior high school

When students in the USA say what year they are in, they usually use ordinal numbers, e. g. "tenth grade". There are about 20 to 30 pupils in one class. At junior and senior high school, mandatory subjects are English, maths, biology, chemistry, physics, physical education and history. Schools also offer optional courses from which the students can choose, e. g. art, modern languages, and computers.

Physical education is a very important subject in the United States – many students participate in sports programs. Gifted and talented students can take advanced courses in their schools or attend additional courses at community colleges in the afternoons or during the holidays. Often such courses are later acknowledged by universities, and can facilitate early graduation. **Grading scale.**

In the USA letter grades are used in reports.

A > 90 % (excellent)	D > 60 % (close fail)
B > 80 % (very good)	E > 50 % (fail)
C > 70 % (improvement needed)	F < 50 % (fail)

In general, only grades A to C are a "pass" – a plus (+) or minus (-) might be added (e. g. A-, B+). Most students in the USA are enrolled in public schools. These are financed through taxes, so parents do not have to pay for their children's education.

About 10 % of US students attend private schools, where parents have to pay a yearly fee. Another option is homeschooling: approximately 1-2 % of parents in the USA educate their children at home. Some reasons for homeschooling are religious views, special needs (e. g. handicapped children), or problems in traditional schools (bullying, drugs etc.).

However, there is also opposition to homeschooling claiming that the students have difficulties socializing with others, that homeschooling (often carried out by the parents) is of a poor academic quality and that (especially concerning religion) extremist views might be encouraged. It is not common for students in the USA to wear school uniforms, but many schools have dress codes telling students what kind of clothing is or is not allowed in school. Some schools (especially private schools) have started to require their students to wear school uniforms in order to improve school discipline and avoid "fashion cliques". There are differences in terminology between the US and UK:

- **Public school:** Type of school in the US is state-funded.
- **Grade:** used in the US both to describe a mark earned or year in school (see table below for conversions).
- **Report card:** Document given to each student by the school, listing his/her marks (grades) at the end of a quarter, semester or year.
- **Transcript:** An official document produced by the school listing the classes completed by the student, his/her marks (grades), GPA (grade point average), class rank and/or academic honours.
- **High school diploma:** Certificate awarded upon completion of high school, rather than a particular qualification as in the UK.
- **Grade Point Average:** A numerical average of the final grades US students receive for their classes. More information on calculating a GPA can be found in the undergraduate study section of this website.
- **Admissions tests:** The SAT (pronounced S-A-T) and ACT are US university admissions exams. Though the exact terminology varies by state, "end-of-course" exams are standardised exams set by the state at the end of a particular year of school. These exams are somewhat akin to the UK SATs, GCSEs and A levels. However, they are offered on a state-by-state basis and may not have any bearing on your child's GPA

Key Differences

Academic Year: The school year in the US is generally shorter than that in the UK. Most schools organise their school year by semesters. There are two semesters in the school year. The fall semester is from mid-August / early September – December / January. The spring semester is from January – end of May / mid-June. There are also fewer school holidays. Families can expect to have public holidays off: Labour Day (early September), Memorial Day (late May), Martin Luther King Jr Day (mid-January), Thanksgiving (Thursday and Friday in mid-November) and Good Friday and Easter Monday. Students will likely have a week-long spring break, two-day fall break and two week Christmas break.

School Governance: As you approach the US school system, bear in mind that the control and governance of US schools is very different from that of UK schools. While the US government provides funding and national standards for schools, authority over public (state-funded) school education in the US rests primarily with individual state departments of education.

As most policies are set at the state and local levels, the school curriculum can vary from state to state and even between school districts within a state. Therefore your best point of contact will usually be the local school or school board. **Grade levels.**

Formal education in the US is generally mandatory from age 5/6 to 16, varying slightly by state. School-level education is divided into "grades". US grades K (Kindergarten) – 12 in the US correspond to Years 1-13 in the UK, as summarised in the chart below. Schooling usually begins with elementary/primary school (Kindergarten – US grade 5), followed by middle/junior high school (US grades 6-8) and finishing with high school (US grades 9-12). Some US children begin their education at privately-run pre-schools.

Age	Level of Study	US Grade	UK Year
3 – 4	Pre-school	N/A	Nursery School
5 – 10	Elementary School	Kindergarten – 5th	Years 1-6
11 – 13	Middle School	6th – 8th	Years 7-9
14 – 18	High School	9th – 12th (Freshman – Senior)	Years 10-13

Kindergarten is the first year of primary/elementary school and is the equivalent to Year 1 in the UK. Elementary schools provide instruction in the fundamental skills of reading, writing and arithmetic, as well as history, geography, civics, crafts, music, science, health and physical education.

Foreign languages are often introduced in middle school. Under the "No Child Left Behind" policy, students also complete state exams in reading/language arts, maths and science in Grades 3 – 8 and once at the high school level. As students advance to middle/junior high school, the curriculum will likely become a bit more flexible, including both required and elective classes.

In required subjects such as maths, English and science, students may be grouped in class sections based upon achievement. They have a bit more flexibility in selecting elective classes in subjects, such as foreign languages, band, home economics, chorus and art. Although there is no national curriculum, the general content of the high school curriculum across the country has many consistencies. The state will likely set a list of basic required courses for high school graduation.

These may include English, mathematics, foreign language, physical education, art and / or music, general science, and social studies (a subject combines history, government and geography).

However, students continue to have flexibility in choosing the level of their classes and elective subjects with the assistance of their parents and a school guidance counsellor. Many high schools will also have "tracks" for students wishing to attend a four-year university, pursue a vocational or technical degree at a two-year college or enter the workforce following high school. Upon satisfactory completion of 12th grade and the state graduation requirements, the student receives a "high school diploma".

Exercise 1. Render the score of the passage briefly in English.

Exercise 2. Analyze the table below and write a small report.



Common Ground High School

TYPES OF SCHOOLS

Public schools (state-funded) provide free education for students who live in the local area and are funded by local taxes and funding from the state and federal governments. About 85-90% of students in the US attend public schools. Most commonly, students in the public school system will attend the local school assigned to them by their school district. However, some districts provide magnet (specialised), charter and international schools, to which students may apply.

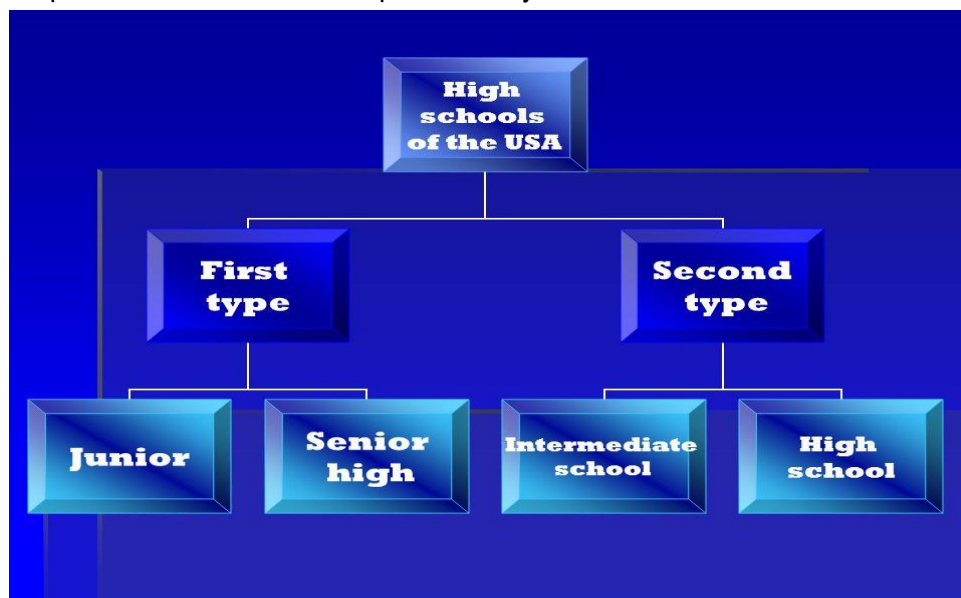
Due to this system, families often take into account the assigned schools for particular neighbourhoods when choosing a new area in which to live. Although public schools are open to students at all educational levels, students may be grouped in class sections (Advanced Placement, honours, vocational classes, etc.) based upon achievement and post-graduation goals (for example, earning a bachelor's degree, attending a community college, or entering the work force).

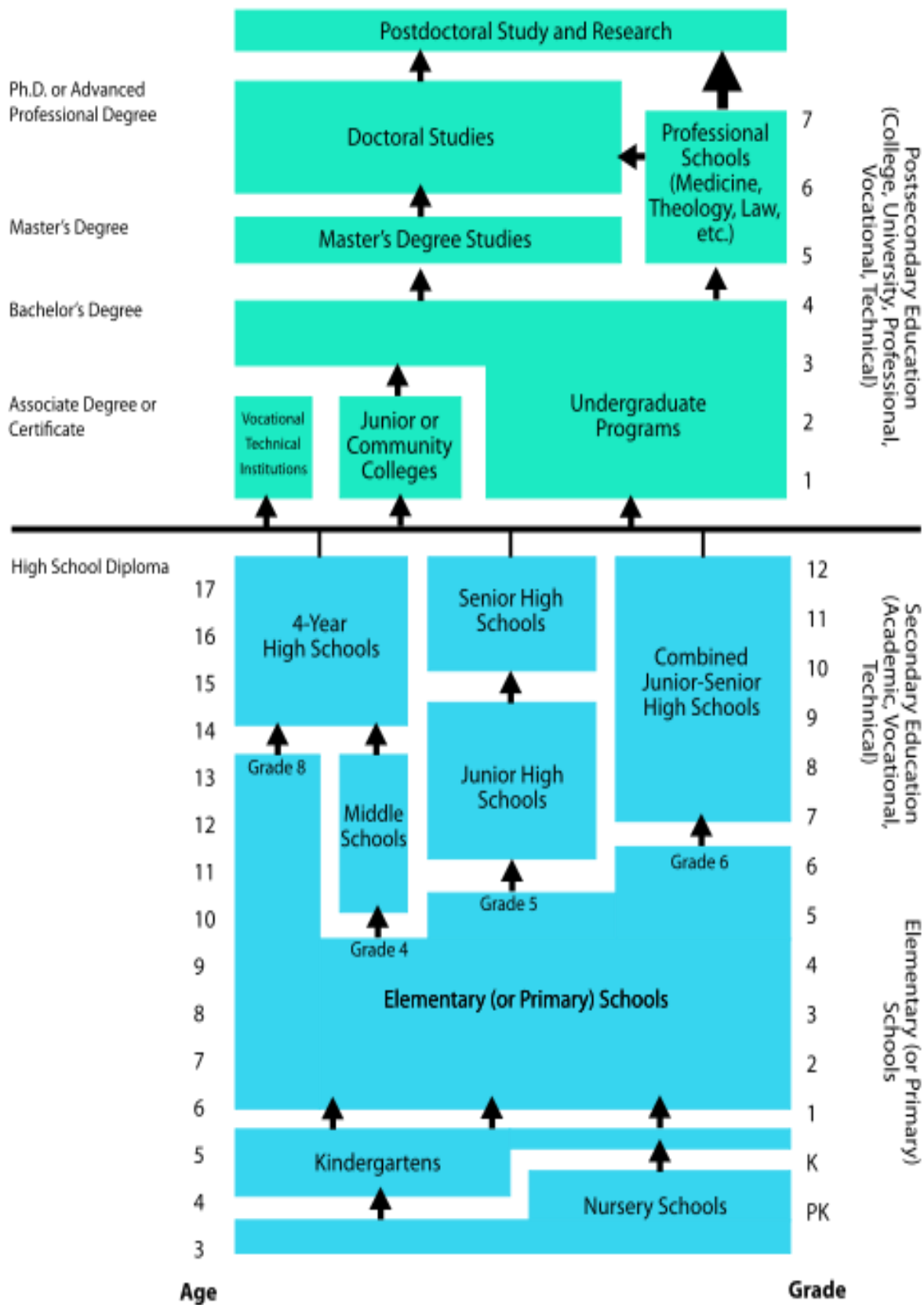
Private schools charge a fee for attendance and may have a smaller student population than public schools. They are often governed by a private board and subsequently are often not subject to regulations on curriculum or teaching qualifications set by the state. About 10% of students in the USA attend private schools. Unlike in the UK, there is no national curriculum, and therefore US schools do not prepare students for national examinations such as the GCSEs, Highers, AS or A-levels.

Rather students work toward completing a high school diploma (the requirements for which are set by each state), and are assessed for university entry based on GPA, class rank within the year group, rigour of classes taken (AP, honours, regular) and admissions tests. Students are generally assessed continually throughout the semester via a combination of tests, mid-term/final exams, essays, quizzes, homework assignments, classroom participation, group work, projects and attendance.

This assessment culminates with a final "grade" for each course awarded at the end of the semester. Marks can be given as letters (A+, A, B+, B, etc), or as numbers out of 100%. These grades are averaged over the student's high school career, resulting in a Grade Point Average (GPA). Generally the student's parents are sent a "report card" indicating the grades earned in each subject at the end of a quarter, semester or year. The student's overall academic history is recorded in a transcript which is later requested by universities seeking to evaluate the student.

A "transcript" is an official document produced by the school.





Education system in the USA

HISTORICAL BACKGROUND

Americans are an educationally minded people. No nation in history has devoted so much of its resources to educate so many of its young. In a land of diverse peoples – immigrants of different races, origins, religions, languages – where nationality cannot be easily taken for granted, education has been asked to make us a nation, a single people with values in common.

Education also has become a key to our great ideal of equality, releasing the individual from inherited chains that might keep him outside the opportunities of American life.

Because education underlies all of what we are or would like to become, it inevitably has become an arena for some of the bitterest of our social and intellectual conflicts.

The early English settlers brought to the New World an intense and passionate interest in education, an interest radically different, however, from ours today. An educational revolution was taking place in England; upheavals of the Reformation dissolved the monasteries that had been the formal agencies of learning in medieval times and broke the ecclesiastical monopoly of education.

Rising groups, particularly merchants, started schools not only to sustain Protestant ideals but also to prepare men for positions in the emerging bureaucratic state and in the expanding commercial economy. Renaissance England gave new people access to schooling, multiplying the number of schools until by mid-17th century England had a school for every 4,400 people. It was perhaps the most literate society the world had known. By the time of the first English migrations to America, however, some European parents were paid more attention to children and their peculiarities of dress, toys, jargon, and moral training. Family portraits more and more centred on the children. Although this dawning discovery of childhood by some European gentry stimulated an interest in education that carried over to the New World, it was religion above all that accounted for the colonists' obsession with education.

Reformed Protestantism, or Puritanism, when transplanted to New England, left an indelible imprint on America's educational history. In revulsion against the elaborate icons, colourful vestments, and other attractions to the eye employed in Roman Catholicism and High Anglicanism.

The Puritans stressed the ear and mind for acquiring religious understanding.

Even in many non-Puritan areas outside New England, religion permeated and overcrowded people's lives and comprised for most settlers the only means of explaining and dealing with the world.

Religion blended naturally into all elements of the culture; most colonists had little of our modern sense of sharp separation between church, state, and society. They thought of society not as an aggregation of individuals but as an organic whole with a unified culture, a world of fixed ranks and degrees.

Finding one's proper place in this ordered society and understanding the need to stay in that place – all learned within the pervasive preparation for salvation – was thus the be-all and end-all of education, indeed of life. Such a society could never sustain our modern distinction between "private" and "public". Education could only be the responsibility of everyone, a combined responsibility.

Tudor-Stuart England has discharged that responsibility by creating schools.

In the wilderness of the New World, settlers at first had to fall back on what had always been the central institutions for acquainting the young with the world – the family.

Other institutions – church, state, and schools – elaborated on and extended the responsibilities of the family, "a little commonwealth", were very much the business of the larger commonwealth.

In the 1640's the government of Massachusetts Bay, realizing "the great neglect in many parents and masters in training up their children in learning and labour", empowered local officials "to take access from time to time of their parents and masters concerning their calling and implement of their children... and to impose fines upon all those who refuse to render such access". Virginia passed a similar law.

In addition, Puritan Massachusetts declared parents and masters responsible for children's "ability to read and understand the principles of religion and the capital laws of the country". The apprenticeship system trained most boys – and some girls – for their life's work and position in society. In that tight hierarchical world the parents selected the child's vocation or "calling".

As early as age 7 or 8, but more commonly at 12 to 14, children were bound over to masters in their households. A written indenture between parent and master confirmed the placing out of a child as servant or apprentice, usually for seven years or until age 21. The contract made the master in effect the father and often specifically required him to teach reading and writing, as well as a trade. Some boys having "but a weak body & so not able to follow Husbandry", as one Massachusetts youth complained, convinced their fathers – on their ministers, who often intervened – to let them prepare for a learned career. Girls in early America had no such opportunity. To further both learning and faith, some colonists from the outset wanted to found schools as Englishmen had been doing for decades.

In New England and the Chesapeake Bay area, early colonists endowed schools in the English tradition, usually by donating land, which might yield rent.



Free parental education

But land here was so plentiful that getting tenants was not easy and most early endowed schools had trouble staying alive. When it became clear that the economy was too primitive and fragile to finance schools in the English way, the colonists turned to direct, regular contributions from the community.

The Puritan stronghold of New England made the most explicit effort.

In 1647 the government of Massachusetts Bay, aware of the subtle aims of "that old deluge, Satan, to keep men from the knowledge of the scriptures", and anxious "that learning may not be buried in the grave of our fathers", enacted what has become the most famous statute in American education.

The law required every town of 50 or more households to maintain a "petty" school to teach reading and writing, and every town of 100 families also to support a Latin grammar school to prepare boys for the university – both types to be sustained by local taxation.

Because these schools supplemented the family's role in education, attendance was not compulsory for children taught at home. Other New England colonies copied the law.

The financial base of education had shifted from self-perpetuating endowments to continuing dependence of the community, either by taxes or gifts. Since paying fines was cheaper than supporting schools, many New England towns flouted the law.

The middle and Southern colonies had such a hodgepodge – private tutors, "dame schools", evening schools, boarding schools, religious academies – it was impossible to say precisely what a school was. General taxation was not common in these colonies. As a matter of fact free schools were rare throughout these colonies. Those who did attend school in early America would certainly never have forgotten it. The students' day was long. In the 17th century one Sew Haven school ran from 6 to 11 a. m. and from 1 to 4 p.m. in winter, to 5 p.m. in summer. Schools usually stayed open all year; students periodically withdrew and returned, depending on the needs of their families.

Schoolhouses were primitive and small, roughly 18 by feet. Low ceilings and few windows resulted in poor ventilation and a stifling atmosphere, which made it not only hard to learn but as one 18th century pupil recalled, "a toil to exist". Heat in the winter came from a single fireplace; the students nearby roasted their flesh while those at a distance had their noses turn blue and their ink congeal.



Given the severe conditions, it is amazing that so many students not only survived but went on to college and learned careers. After the Revolution, a mania for making colleges began to spread among the contending religious sects. Religious denominations established most early colleges in order to train ministers. They were modeled after Oxford and Cambridge universities. Harvard College was founded by the colonial legislature in 1636, and named after an early benefactor. Most of the funding came from the colony, but the college early began to collect endowment.

Harvard at first focused on training young men for the ministry, and won general support from the Puritan colonies. The College of William & Mary was founded by Virginia government in 1693, with 20,000 acres (81 km²) of land for an endowment, and a penny tax on every pound of tobacco, together with an annual appropriation. James Blair, the leading Church of England minister in the colony, was president for 50 years. The college won the broad support of the Virginia gentry, most of whom were members of the Established Church, and trained many of the lawyers, politicians, and leading planters. Students headed for the ministry were given free or in tuition.

Yale College was founded in 1701, and in 1716 was relocated to New Haven, Connecticut.

The conservative Puritan ministers of Connecticut had grown dissatisfied with the more liberal theology of Harvard, and wanted their own school to train orthodox ministers.

New Light Presbyterians in 1747 set up the College of New Jersey, in the town of Princeton; much later it was renamed Princeton University. Rhode Island College was begun by the Baptists in 1764, and in 1804 it was renamed Brown University in honor of a benefactor. Brown was especially liberal in welcoming young men from other denominations.

In New York City, the Church of England set up King's College by royal charter in 1746, with its president Doctor Samuel Johnson the only teacher.

It closed during the American Revolution, and reopened in 1784 under the name of Columbia College; it is now Columbia University. The Academy of Pennsylvania was created in 1749 by Benjamin Franklin and other civic minded leaders in Philadelphia, and unlike the others was not oriented toward the training of ministers. It was renamed the University of Pennsylvania in 1791.

The Dutch Reformed Church in 1766 set up Queen's College in New Jersey, which later became Rutgers University. Dartmouth College, chartered in 1769, was originally meant to educate Native Americans, and was soon moved to its present site in Hanover, New Hampshire, in 1770.

All of the schools were small, with a limited undergraduate curriculum based on the liberal arts.

Students were drilled in Greek, Latin, geometry, ancient history, logic, ethics and rhetoric, with few discussions and no lab sessions. Originality and creativity were not prized, but exact repetition was rewarded. The college president typically enforced strict discipline, and the upperclassman enjoyed hazing the freshman. Many students were younger than 17, and most of the colleges also operated a preparatory school. There were no organized sports, or Greek-letter fraternities, but literary societies were active. Tuition was very low and scholarships were few. Many of their students were sons of clergymen; most planned professional careers as ministers, lawyers or teachers.

There were no schools of law in the colonies. A few lawyers studied at the highly prestigious Inns of Court in London, while the majority served apprenticeships with established American lawyers. Law was very well established in the colonies, compared to medicine, which was in rudimentary condition.

In the 18th century, 117 Americans had graduated in medicine in Edinburgh, Scotland, but most physicians learned as apprentices in the colonies. In Philadelphia, the Medical College of Philadelphia was founded in 1765, and became affiliated with the university in 1791. In New York, the medical department of King's College was established in 1767, and in 1770 awarded the first American M.D. degree. Summarizing the research Katz concludes that in the 19th century:

- The nation's many small colleges helped young men make the transition from rural farms to complex urban occupations.
- These colleges especially promoted upward mobility by preparing ministers, and thereby provided towns across the country with a core of community leaders.
- The more elite colleges became increasingly exclusive and contributed relatively little to upward social mobility.

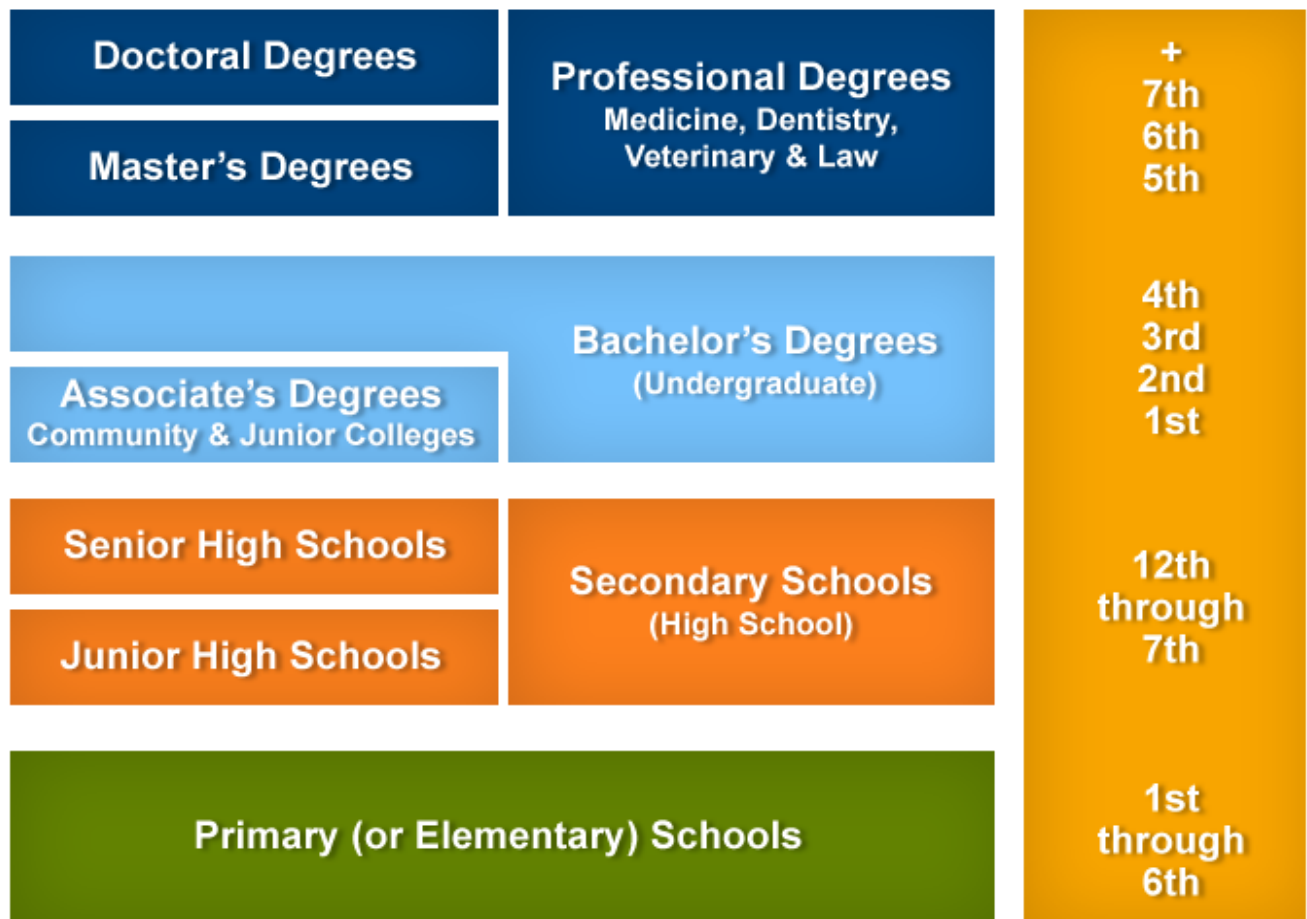
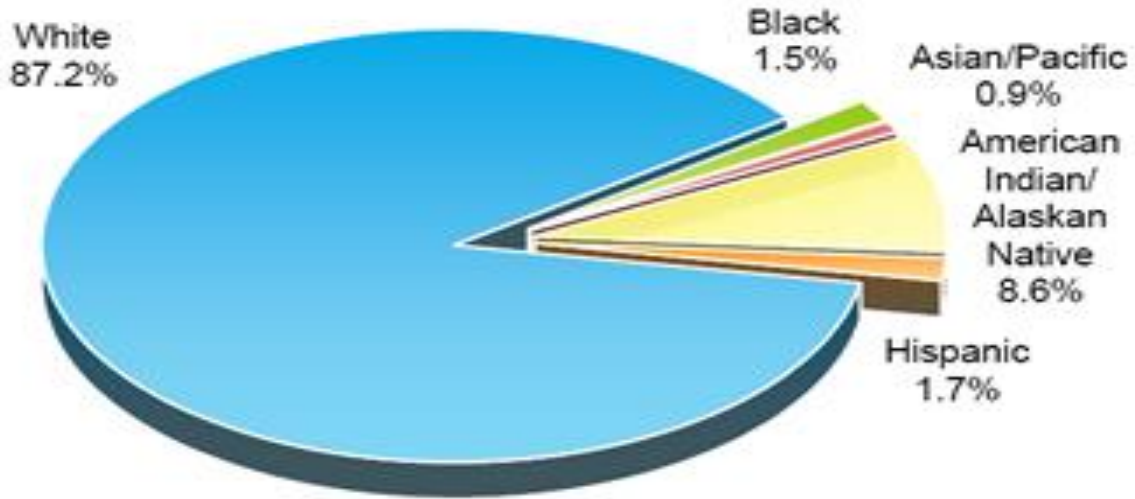
By concentrating on the offspring of wealthy families, ministers and a few others, the elite Eastern colleges, especially Harvard, played an important role in the formation of the Northeastern elite with great power. The result was the creation of nearly 900 institutions to the time of the Civil War, by 1860 fewer than 200 of them survived. The phenomenal crop of sectarian colleges was scarcely what Revolutionary leaders had anticipated.

George Washington, for one, had hoped for a national university, a focus for the intellectual resources of the entire nation.

But in the splintered post-Revolution society, the best the federal government could do for higher education was to grant land to the states for each to set up a "seminary for learning". About a dozen weak state universities were created from these grants before the Civil War. Only in the later 19th century would state universities, particularly in the Midwest and West, shape their identity as non-sectarian popular institutions oriented to the practical.

Exercise 1. Summarize your knowledge on the historical background.

Student Demographics



Contemporary system of education



EARLY CHILDHOOD EDUCATION

By the age of five, about 87% of American children are attending school, most of them in pre-academic classes called kindergarten. However, many American youngsters are introduced to their first school setting even before the age of five, through nursery school or day care attendance. In fact, about 29% of three-year-olds and 49% of four-year-olds are enrolled in one or the other. The typical nursery school is equipped with toys, building blocks, book puzzles, art supplies, and an outdoor playground.

These pre-school programmes usually charge tuition, although some are subsidized, and some offer scholarships. Day care programmes are similar facilities that offer all-day care for the children of working parents.

Elementary & High School

In most areas, free public education begins with kindergarten classes for five-year-olds. These are usually half-day classes two or three hours long, although some communities run all-day kindergarten programmes. The primary purpose of kindergarten is socialization but the young students also gain information and skills. For example, they learn to identify colours, count to ten, print their names, work with art supplies, listen to stories, and enjoy books. After kindergarten American children begin their academic studies. Their schooling is divided into 12 academic levels called grades. One school year (from late August or early September to mid-June) is required to complete each grade. Academic work – learning to read, write, and do arithmetic – begins when children enter 1st grade, at about age six.

The first academic institution that a student attends is called "elementary school" or "grammar school". In some school systems, elementary school includes kindergarten through 8th grade, and the next years (taught in a different school building) are called "high school" in other school systems, there is a third division called "junior high school" (or "middle school"), which usually includes grades 6 through 8, but some communities include grades 4 or 5 through 8 and in other includes grades 7 through 9.

The typical school day is about seven hours long and ends at 3 p.m. Classes are in session Monday through Friday. Traditional vacation periods include a two-week winter vacation (including the Christmas & New Year's holidays), a one-week spring vacation (often coinciding with Easter), and two-month summer vacation.

In addition, there are 71 day holidays giving students a day off to celebrate. Children going to public elementary schools usually attend school in their neighbourhood. In big cities, many children live close enough to walk to and from school and come home for lunch.

However most elementary schools provide a place where students can eat if it's inconvenient for them to go home at lunchtime. American high schools are larger than elementary schools and serve a large community. As a result, most high school students take public transportation or a school bus to and from school and eat lunch in the school cafeteria. Grammar schools teach language arts (reading, writing, spelling, and penmanship), social studies (stressing history and geography), mathematics (up to and sometimes including algebra), science, physical education, and health. In addition, elementary school programs often include music, art, and home economics.

High school subjects are more specialized. English classes emphasize writing, grammar, and literature. Social studies are split into separate courses such as American history, European history, and psychology. Yearlong courses in algebra and geometry are followed by more advanced math work in trigonometry and pre-calculus.

There are specialized science courses in biology, chemistry, and physics. Many high school students study a foreign language, usually Spanish, French, or German. Courses in music, art, home economics, and consumer education are also available, along with various vocational courses. As in elementary school, health and physical education classes are generally required. During the elementary school years, students are grouped into classes, and each group stays together for the entire school day and the entire school year.

Generally, the class has the same teacher for most subjects, although teachers who specialize in these areas usually teach art, music, and physical education. In the upper elementary grades, students in some school systems have different teachers (but the same classmates) for their major academic subjects. In high school, students move from one classroom to another and study each subject with a different teacher and a different group of classmates. Many high schools have what is commonly called a tracking system, which groups students according to academic ability and motivation. Thus, more capable and hardworking students take more difficult courses. Depending on the subject, classes may be offered at two, three, or even four different ability levels. High school students have a very busy day.

Many take five or six academic subjects as well as physical education. During other periods, students may be doing homework in a study hall, researching in the school library, or participating in activities such as the school orchestra, student government, school newspaper, or math club. Many extracurricular activities also meet after the school day ends. Students involved in time-consuming activities such as athletics, dramatics, or music may be at school from very early in the morning until dinnertime. They help students find friends with similar interests, develop their talents, gain greater self-confidence, and sometimes even discover their career goals.

Exercise 1. Describe the main features about education in high schools.

Exercise 2. Answer the questions.

1. What is the main difference between liberal arts colleges and specialized institutions of higher learning? 2. How did these institutions change in the course of time? 3. Name the distinctive features of an American university. 4. How many American children attend school? 5. How is the typical nursery school equipped? 6. How does free public education begin? 7. What is the primary purpose of kindergarten? 8. How many levels is children' schooling divided into? 9. How is the first academic institution that a student attends called? 10. Are high school subjects specialized? 11. What do many high schools have? 12. How many academic subjects do students take?

Exercise 3. Fill in the gaps with the preposition in the text "Modern Education".

Of (4), to (2), in (2), from, by (2), at (2), about (2)

Americans believe that every citizen has both the right and the obligation to become educated. The citizens 1) _____ a democracy need 2) _____ be educated so that they can take part 3) _____ affairs of government, both local and national. They must also learn vocational skills. In order 4) _____ develop an educated population, all states have compulsory school attendance laws. These laws vary somewhat 5) _____ one state to another, but generally they require that formal schooling begin 6) _____ age 6 and continue until 7) _____ least age 16. However, most Americans attend school 8) _____ least until high school graduation, when they are 17 or 18 years old. About 75% 9) _____ all American adults and about 85% 10) _____ younger American adults are high school graduates. The size 11) _____ the nation's basic educational enterprise is astonishing. From kindergarten through high school, 12) _____ 46 million students are enrolled 13) _____ school. To educate this vast number of students, Americans employ 14) _____ 2,7 million teachers, 15) _____ far the largest professional group in the country.

Exercise 4. Obtain more information reading the text on public & private schools below.

About 88% of American children receive their elementary and high school education in the nation's public schools. These schools have the following important characteristics in common:

- They are supported by taxes and do not charge tuition.
- They are neighbourhood schools, open to all students who live within the district.
- They are co-educational, which means that boys and girls attend the same schools and have nearly all of their classes together. By providing girls with equal educational opportunity, American public schools have helped to create today's self-sufficient American woman.
- Public schools are required to follow some state guidelines regarding, for example, curriculum and teacher qualifications. But, in most matters, schools are locally controlled.

Each school district is run by an elected Board of Education and the school administrators that Board hires. This system creates strong ties between the district's schools and its community.

Public schools are non-sectarian (secular), which means that they are free from the influence of any religion. As a result, children of many different religions feel comfortable attending the public schools, and the public school system has been able to help a diverse population build a common culture.

Private schools can be divided into two categories: parochial (supported by a particular religious group) and secular (non-religious). Private schools charge tuition and are not under direct public control, although many states set educational standards for them. In order to attend a private school, a student must apply and be accepted. Parochial schools make up the largest group of private schools, and most of these are operated by the Roman Catholic Church. Private secular schools are mainly high schools and colleges. Charter schools are public schools that operate under charters, tend to have limited enrollment and usually accept students through an application process. These are the best charter schools in the nation. Magnet schools are public schools that attract the most talented students in a region via an application process, often involving test scores and grade.

U.S. News looked at the top 500 public high schools – those that earned a gold medal in the Best High Schools rankings – to identify the best in science, technology, engineering and math (STEM) education. The importance of a strong high school education cannot be overstated. Good schools challenge students academically, while giving them ample opportunity to explore their interests. This combination can set teens up to succeed long after graduation. By contrast, subpar schools can leave students struggling to make the transition from high school to college or the workforce.

Exercise 5. Analyze the course content and teaching methods in American schools.

TEACHING METHODS IN AMERICAN SCHOOLS

In educating students for adult work and adult life, American schools try, above all, to be practical. American education has been greatly influenced by the writings of a famous 20th-century philosopher named John Dewey. Dewey believed that the only worthwhile knowledge was knowledge that could be used. He convinced educators that it was pointless to make students memorize useless facts that they would quickly forget. Rather, schools should teach thinking processes and skills that affect how people live and work. Dewey also influenced teaching techniques.

Education must be meaningful, and children learn best by doing – these are the basic ideas of progressive education. Thus, science is taught largely through student experimentation; the study of music involves making music; democratic principles are put into practice in the student council; group projects encourage creativity, individual initiative, leadership, and teamwork.

What do American schools see as their educational responsibility to students?

The scope is very broad indeed. Today's schools teach skills and information once left for the parents to teach at home. For example, it is common for the public school curriculum to include a campaign against smoking and drug abuse, a course in driver's education, cooking and sewing classes, consumer education, and sex education.

Most American grammar schools have also added computer skills to their curriculum. As human knowledge has expanded and life has become increasingly complex, the schools have had to go far beyond the original three R's ("reading, writing, and arithmetic") that they were created to teach.

American high schools have a dual commitment: (a) to offer a general college preparatory programme for those who are interested in higher education; (b) to provide opportunities for vocational training for students who plan to enter the work force immediately after high school graduation.

For the college-bound, high schools offer advanced classes in math, sciences, social sciences, English, and foreign languages. They also have Advanced Placement (AP) courses, which enable good students to earn college credit while still in high school.

But in the same building, other students take vocational courses such as shorthand and mechanical drawing, and some participate in work/study programs, which enable them to get high school credit for on-the-job training in various occupations. Today, more than ever before, American schools are committed to helping foreign-born students adjust to life in an American classroom.

The Bilingual Education is offered in about 70 languages including Chinese, Spanish, Vietnamese, and several American Indian languages. Of course, this type of instruction is available only where a number of students speak the same foreign language. In addition, immigrant students have benefited from the 1974 Supreme Court ruling requiring public schools to provide special programmes for students who speak little or no English. Today, English, as a second language instruction, is common in American elementary and high schools.

Exercise 1. Make up some dialogues from the information above.



PROBLEMS & SOLUTIONS

When immigrant family moves to the USA, one of the first questions that parents ask is, "Will my children get a good education here?" The answer depends on two major factors: where the children attend school and how hard they are willing to work. In some schools the community is stable, the funding good, and the school environment orderly, a hardworking student can get an excellent education.

But in other schools – especially those in poor neighbourhoods in the nation's large cities – it is very difficult to become educated. The flight of middle-class families to the suburbs left big city public schools with mostly lower-income students. Many are deprived children from impoverished homes with only one parent. Many come to school ill-prepared and poorly motivated to learn.

A large number need help in learning English. Many change residences and schools often, and a changing classroom population is difficult to teach. In some poor neighbourhoods, the students do not attend school regularly because violent gangs frighten them. In some classrooms, teachers have difficulty keeping the students' attention because disrespectful, uncooperative students disturb the class.

Because the quality of education varies so much from one school district to another, parents who are planning to move to a new neighbourhood often inquire about the schools – and even visit them – before deciding which community to move to. Researchers are always studying the schools and evaluating the kind of education being provided. Experts ask: "Are today's students learning as much as their older siblings or their parents did? Are they learning as much as students in other countries?"

In the 1980s, many studies revealed weaknesses in the American educational system. For example, of the 158 members of the United Nations, the USA ranked 49th in its level of literacy. It has been claimed that as many as 25 million American adults cannot read the front page of a newspaper.

Another study focused on students' knowledge of history and literature. The results were published in a book entitled, "What do Our 17-Year-Olds Know?", and the answer is, "not much".

For example, 75% of American high school seniors did know when Abraham Lincoln was President, and 80% could not identify Dickens, Dostoyevsky, and Ibsen as famous authors. In a 1988 study comparing students' knowledge of geography, American young adults came in last of nine countries. In fact, 18% of the American students couldn't even find the USA on a world map! Still other studies indicate that today's students are weak in mathematical problem-solving and writing skills.

What's wrong with American education? To find the answer and to fix the problem, one must look at all of the elements: the students themselves, their parents, their teachers, the school curriculum, the textbooks, and the community. Many students simply do not study enough. (Two-thirds of high school seniors do an hour or less of homework per night.) American teenagers are often distracted by part-time jobs, sports and other school activities, TV, and socializing. Some do not keep up with their schoolwork because of emotional problems, use of illegal drugs, or simply lack of motivation.

Clearly, if Americans are to become better educated, students must spend more time studying, and parents must insist that they do so. In the 1980s, criticism of American education stimulated a reform movement. As a result 45 of the 50 states raised high-school graduation requirements.

One government study recommended a longer school year. (Now, the average American student attends school about 180 days a year, compared to 210 for a Japanese student.) Efforts have also been underway to increase parental involvement in schools and to improve teaching. College programmes that educate teachers are trying to encourage more academically talented students to choose teaching as a career. Schools of education are also improving their curriculum so that American teachers of the future will be better prepared. School administrators are working on curriculum revisions. Publishers are being urged to create textbooks that are more challenging, interesting, and objective.

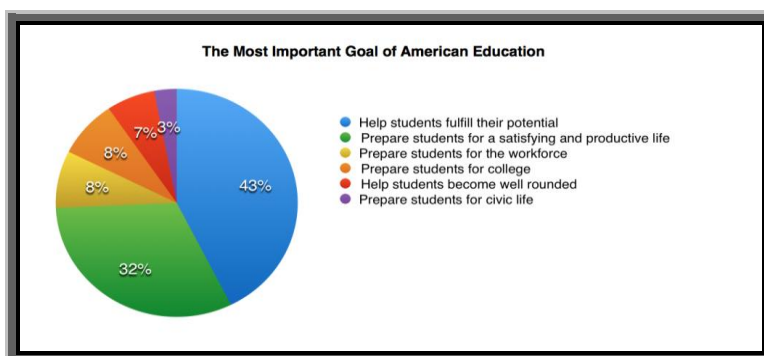
Finally, concerned citizens are urging communities and the federal government to provide more tax dollars for education. What can one say about basic education in the USA today? It has much strength, but there's plenty of room for improvement. Since the school reform movement began, test scores have raised somewhat, and Americans are optimistic that reform and improvement will continue.

Americans deeply believe in education as the best vehicle for individual and social advancement. Improving the basic school system is one of the nation's top priorities. But meanwhile, it is a consolation to remember that, for most young Americans, formal education does not end with high school graduation.

Exercise 1. Digest the information briefly in English.

Exercise 2. Match phrases with numerical data without using the text. After that consult the text and comment on the difference.

Phrases	Data
Many studies revealed weaknesses in the American educational system_____	in the 1980s.
____million American adults cannot read the front page of a newspaper.	75%
The USA ranked ____ in its level of literacy. (of 158 in UN)	49 th
____of American HS seniors didn't know when A. Lincoln was President.	25
____could not identify Dickens, Dostoyevsky, Ibsen as famous authors.	18%
____of the American students couldn't find the USA on a world map!	80%
The average American student attends school about ____days a year.	210
A Japanese student attends school about ____days a year.	180
45 of the ____states raised high-school graduation requirements.	50
Criticism of American education stimulated a reform movement_____.	in the 1980s.
American young adults came in last of nine countries in geography_____	in 1988.
____of high school seniors do an hour or less of homework per night.	Two-thirds
The USA ranked____ in its level of literacy in 158 countries in the UN.	49 th



THE SYSTEM OF AMERICAN EDUCATION

First Steps. The school-leaving age varies in America from state to state, but the average age is 16. Secondary schools are known as High Schools and there are no end-of-school examinations as a system of continuous assessment operates. Students must achieve a grade point-average (GPA) every year in order to pass to the next year. There is a special examination for acceptance at university or college. It's called the SAT (Standard Achievement Test) and can be taken three times to allow students to submit their highest scores to a university. There are two parts to the exam, Maths and English. Additional exams may be taken in other subjects to increase students' chances of being accepted by a university. GPA's and SAT's are taken into consideration for university admittance.

First degrees, as in Britain, are the Bachelor of Arts or the Bachelor of Sciences. It usually takes four years to get a first-degree as the first year is a course of general subjects identical for all. A system of continuous assessment operates as at high school. By the middle of the second year, students must choose a specific course of study and this is their "major" for the degree. After the first degree, students can attend Graduate School for specialized studies. The length of the courses and the qualification vary depending on the subject. As in Britain, the highest degree is a PhD which can be awarded after the student has successfully completed a piece of independent research and produced a thesis.

Elementary Education. Elementary school pupils ordinarily follow a single curriculum, the chief of which is general education. In some schools, the subject matter is classified in broad fields, such as language art or social studies, while in others it is more restricted. Since the elementary schools must be adapted to the needs of children of widely varying abilities and interests, the curriculum is never inflexible.

Elementary school teachers have the freedom to modify and adapt the curriculum according to classroom conditions. The study of language arts consumes approximately one-half of the teaching day in a typical elementary school. The subject area includes reading, spelling, writing, speaking and listening, language structure and usage, and literature. The reading class may be the single most important period of instruction in elementary schools. It includes both oral and silent reading and word recognition. In most elementary schools, social studies have a recognized place in the curriculum only from the fourth grade.

They consist of a series of integrated themes such as home and school, community, states, regions and nations of the world. Grades one and two deal with society, grades three and four with geography and anthropology, grade five with the history and geography of the united States, and grade six with the geography and history of world nations. Economics and political science are increasing in importance in social studies. Students work not just with textbooks but with source material as well.

The teaching of arithmetic is more standardized than any other area in the elementary school curriculum. In the study of mathematics, for example, the content to be mastered in the elementary school had been reduced to 285 fundamental concepts arranged in hierarchical order from the simplest to the most complex. Art in the elementary schools may be taught by all teachers as an integrated subject or by a specialist. It includes painting, drawing, modelling, construction, crafts, weaving, printing, and cutting and tearing. Music is usually taught by a specialist and includes listening, singing, playing instruments, reading notes and composing and rhythm. Health, safety and physical education are treated as one subject in most schools and generally taught by a specialist.

The average program consists of about 15 minutes of daily exercise followed by a varying amount of time for games and sports, callisthenics, dancing and activity games. New subjects introduced since the 1970s include drug education, sex education and traffic education. Federal support of two programs the Foreign Languages in Elementary schools and the Foreign Languages Program of the Modern Languages Association, has led to improved language study in grades 3 through 6.

The principal languages studied are: Spanish, French, German, Russian, Italian and Latin. The middle school – generally grades seven, eight and nine – is a transitional school that serves the needs of early adolescents from the age of 12 through 14 or so. These schools are generally planned around homerooms, with homeroom teachers combining the function of teacher and counsellor.

Secondary Education. Secondary, or high school, education begins at grade seven or grade nine, depending on whether the elementary education in a particular school district extends through grade six or grade eight. During the early secondary years, most students are going through the complex physical and emotional changes of puberty. Many are also making tentative choice of career goals.

In the light of that choice, they will follow the primarily academic program leading to the university, a vocational program leading either to employment or specialized post secondary training, or a general program combining both. All secondary school programs lead to the high school diploma and are offered in the same comprehensive institutions in most school districts. The comprehensive high school also provides the opportunity for young people with widely different career interests and a variety of social and economic backgrounds to grow and learn together. Most secondary students have completed the minimum years of schooling required by law a year or more before graduating from high school.

About three-quarters of them remain in school, however, until they receive the high school diploma at the end of grade 12. Most secondary schools offer foreign language courses, most commonly Spanish and French. In many instances, pupils taking advanced courses receive college credit.

The secondary school student has a wide range of learning resources that can be tailored to meet individual needs and interests.

Curriculum. Despite the decentralized nature of American education, a certain pragmatic standardization of curriculum exists and is even encouraged. **First**, the textbook is probably the greatest determiner of curriculum, and its content and arrangement influence teaching at every level. **Second**, college and university entrance requirements strongly affect curricular decisions at the secondary level.

Third, minimum competency testing introduced in the mid-1970s, influences local curricula. Fourth, national achievement and aptitude tests developed by private, non-profit organizations influence the curriculum. The school curriculum is built around specific subjects rather than basics or general skills.

Evaluation. The secondary school student is continuously evaluated through periodic testings, examinations at the ends of terms and at the end of academic year, class quizzes, periodic assessments conducted by a state or school district agency, and nation wide standardized tests of intelligence, aptitude and achievement unlike European schools. American schools make considerable use of classroom quizzes and tests to monitor academic performance. But a student's final grade is largely determined by the end-of-term and annual examinations.

The marking system follows one or two common methods. The first assigns numerical values on a scale of 0-10 or 0-100. The second assigns letter grades from A at the top to E or F at the bottom.

Higher Education. Higher education in the US began when in 1636, a short time after the first colonists came to the territory now called Massachusetts, they founded Harvard College, later to become the famous Harvard University. It is the oldest university in the country, named in honour of John Harvard who left it his library and half his property. The College of William and Mary founded in 1693 was the second institution of higher learning established in the colonies.

These colonial colleges, which later became universities, were founded to train men for service in the church and civil state. Special emphasis was laid on classical education and only those who knew Latin and Greek were considered educated. By 1776 four more institutions had been opened: Yale University founded in Connecticut in 1701, Princeton University (1746), Washington and Lee University (1749), University of Pennsylvania (1740).

In practically every respect American colleges in those days tried to duplicate the colleges of ancient universities of England. They were residential colleges in the English fashion, but unlike old English universities they were not self-governing bodies.

The American Revolution brought a lot of changes. The independence of the states followed by the creation of the federal government raised new questions about what American higher education should be. The first state universities were founded, though their flowering did not come until after the Civil War, a century later. Rapid development of industry, agriculture and transportation brought about great changes. The technological needs of agriculture and business stimulated the improvement of the early 19th century universities. Apart from these, agricultural and engineering colleges came into existence to meet the practical needs of industry and agriculture. The mid-19th century (1861) saw the foundation of private school known as the Massachusetts Institute of Technology (MIT).

Gradually universities, private or public, became the dominant and most influential structure of higher education, a position they still hold. Many of the oldest and best known liberal arts colleges, such as Yale, Columbia and Harvard, became universities during this period. Several of the public institutions, such as Michigan, Wisconsin and California also received the status of universities.

Many private institutions, which came into existence at about this time, exercised great influence on American education. Eventually a peculiarly American structure unlike any other existing university system was produced. In the 1870s graduate school was introduced in the American university. It was placed structurally on the top of what came to be known as undergraduate school devoted to general education. Gradually professional school was incorporated into the university, some paralleling the graduate schools (Law School, Medical School, etc.), others paralleling the liberal arts colleges (Engineering, Forestry, Music Schools, etc.).

Along with this, the practice of majoring in a specific subject became common. By the end of the century, however, it was beginning to become clear that "open curriculum" had its problems. Efforts were made to reconstitute in some parts a systematic curriculum. By 1938 roughly one half of the college course at Columbia was prescribed. This balance is now typical of many undergraduate programs.

Between 1825 and 1875 the idea of college education for women developed in the country. At first it was provided in separate colleges for women (such as Wells, Vassar, etc.), but the general trend was toward coeducation. The only distinct structural feature to emerge during the 20th century has been the two-year junior (community) college. Initially its major purpose was to provide a parallel to the first two years of liberal arts instruction given in the four-year colleges.

Such a program is still usually included in the curriculum but throughout the first half of the 20th century the junior colleges have been expanding their scope. As early as 1907 terminal programs to provide skilled vocational training began to develop. The educational progress of the late 19th century stemmed from the development of science and professionalism, the development of science and professionalism, the development of advanced studies and the recognition in the education system of the innumerable fronts upon which knowledge was growing. Generally speaking, there are three kinds of degree-granting higher education Institutions in the United States: the two-year community, or Junior, college; the four-year undergraduate college; and the university.

The university normally includes under-graduate as well as graduate and professional education. In each category there are both public and private institutions.

Two-year institutions offer terminal degrees (associate degrees) after two year of study preparatory to junior and senior years at a four-year college.

Four-year institutions may offer undergraduate and graduate degrees and some have postdoctoral programs for advanced study.

A newly adopted classification of four-year higher education institutions is based on total degrees awarded. It divides the colleges / universities into doctoral, comprehensive, general baccalaureate and specialized institutions. An American university, having the most complex organization of all American institutions of higher education, consists of a number of schools and colleges at both levels: the undergraduate school and the graduate school. These are grouped together in one educational system. A distinctive feature of American universities is the separation of graduate from undergraduate education.

Often, a university will have more students working towards degrees at the graduate level than in undergraduate school. Another distinctive feature of some American universities is their large size. At the undergraduate level universities may have several divisions – a college of liberal arts, a school of engineering or applied science, etc.

A student usually enrolls in one undergraduate division, but he may take courses in more than one of these. The goals and work of the university faculty member are not centred solely on teaching. Generally faculty members of a university are expected to contribute to the advancement of knowledge in their fields through research and writing. Classes during the first two years of undergraduate studies are handled usually by graduate students and faculty members of junior rank.

Every state in the US maintains at least one institution of university rank.

State universities provide opportunities of higher education usually at a cost considerably below the cost of education in private institutions. The institutions, which provide higher education do not constitute any coordinate system and are not controlled by any centralized national authority. Each state has the right to found new public or private institutions of higher education within its borders. However cooperative efforts of colleges and universities have created a number of unifying factors, which reduce the diversity of American system of higher education.

Exercise 1. Make notes of your new knowledge about education in the USA.

Exercise 2. Do the tasks in the text "Getting advice from strangers".

a) Read and discuss the thoughts given in the text below.

Most newspapers in America regularly print letters from readers with problems. Along with the letters are answers written by people who are supposed to know how to solve such problems. Some of these writers are doctors, others are lawyers or educators. But two of the most famous writers of advice are women without special training for this kind of work. Experience is their preparation for giving advice.

There is one writer who has not lived long enough to have much experience. She is a girl named Angel Cavalier, who started writing advice for newspaper readers at the age of ten. Her advice to young readers now appears regularly in the Philadelphia Bulletin.

What are the two things necessary for giving advice? Give your reasons. Do you learn from your own experience or do you keep on making the same mistakes again and again? What's more important, experience or knowledge? How do they help each other? Do you remember things you've learnt from experience better?

b) Explain the following.

1. Experience keeps no school, she teaches her pupils singly.
2. Experience is fine when it is combined with the right personality. With the wrong personality it is hardly worth anything.

c) Answer the questions.

1. Have you had any experience of your future profession? If so, how did you get it?
2. Have you got any experience in organizing things? Do you think this sort of experience is useful? Of what use can this experience be? Do you think this kind of experience is necessary for everybody and in any work or do you think that some people don't need this kind of experience at all?

Exercise 3. Fill in the gaps choosing the right word (say, tell, speak, talk) rightly.

Almost all universities in the United States have some form of student government, that is to ..., students are allowed, even encouraged – to participate in the free election of students to represent them on a Student Council. Last week my roommate ... that he was going to run for student president. I was surprised because to ... the truth, I don't think Jack would make a good president. Of course, I didn't ... him that. After all, I want to stay on ... terms with him. We ... about the idea for a while and then he ... me that he wanted me to be his campaign manager! I..., "No, no, a thousand times no!" Because I am his closest friend, it goes without ... that he was surprised by my refusal, but I ... him why I didn't want to take the responsibility. "Jack", I ... "I would have to give a lot of ... and interviews. I would have to ... to large crowds. I can't do that. I would become tongue tied and unable to ...". But Jack thought my reasons were senseless and silly and he ... so in no uncertain terms. You can ... what you like about Jack, he's always direct and honest! But I was stubborn and ... him that he ought to ... to some of his other friends and ask one of them to be his manager. He was disappointed and, although he didn't ... so, I think he was also angry.

Exercise 4. Make up the dialogue from the information and carry it on in class.

Exercise 5. Remember that.

Boredom – скука, тоска Syn. ennui, tedium

complete (sheer, utter) boredom – полная скука

crashing (frightful, insufferable, utter) bore – жуткая скука, невыносимое занятие

bore – скучное занятие, скука

to bore to tears (sleep) – очень сильно надоест

tedium ['ti:diəm] – скука; утомительность

ennui ['ɒnu:ɪ] – скука, тоска; внутренняя опустошённость; апатия.

Exercise 6. Translate sentences into your native language.

1. He had given up attending lectures out of sheer boredom. 2. They often find they begin to chat to relieve the boredom of the flight. 3. The boredom of afternoon duty could be relieved by friendly conversation. 4. I'll die of boredom if I live that long. 5. He started drinking again out of boredom. 6. Cousins and uncles filled the tedium of winter nights with many a tall tale. 7. If you talk about the tedium of a job, task, or situation, you think it is boring and rather frustrating. 8. She began to wonder whether she wouldn't go mad with the tedium of the job. 9. Ennui is a feeling of listlessness and dissatisfaction arising from a lack of occupation or excitement. 10. Ennui is a feeling of being tired, bored, dissatisfied. 11. It is as great a bore as to hear a poet read his own verses. 12. He bores me to death.

Exercise 7. Explain the notions.

Evaluation; to make an evaluation; fair / objective evaluation; the evaluation of each method; subjective evaluation; objective evaluation; overall evaluation; evaluation and compensation; evaluation data; evaluation indicator; open curriculum; systematic curriculum; curriculum director; computer curriculum; enriched curriculum; core Curriculum; curriculum vitae.

Exercise 8. Analyze the information and make up the chart about it.

№	Activity			
	Event	When	Where	Score
1.				

Exercise 9. Choose the correct variant drawing on the information from the text.

1. The school-leaving average age in America is _____.
a) 17 b) 18 c) 16 d) 19
2. It usually takes _____ years to get a first-degree.
a) 5 b) 4 c) 3 d) 6
3. In some schools, the subject matter is classified in _____ fields.
a) broad b) wide c) extensive d) spacious
4. The elementary schools must be _____ to the needs of children.
a) accommodated b) adjusted c) adapted d) fitted
5. Elementary school teachers have the freedom to _____ the curriculum.
a) change b) alter c) modify d) customize
6. The study of language arts _____ one-half of the teaching day.
a) occupies b) absorbs c) engrosses d) consumes
7. In most elementary schools, social studies have a recognized place in the curriculum only from the _____ grade.
a) fourth b) fifth c) sixth d) seventh
8. In the study of mathematics, for example, the content to be mastered in the elementary school had been reduced to _____ fundamental concepts.
a) 285 b) 245 c) 265 d) 345
9. The average program consists of about _____ minutes of daily exercise.
a) 10 b) 15 c) 20 d) 25
10. The comprehensive high school _____ the opportunity for young people.
a) gives b) renders c) grants d) provides
11. They receive the high school diploma at the end of grade _____.
a) 10 b) 11 c) 12 d) 13
12. Host secondary schools offer foreign language courses, most commonly _____.
a) Spanish /French b) German/ Greek c) French /Italian d) Russian/ German
13. The secondary school student has a wide range of learning _____.
a) methods b) means c) devices d) resources
14. A certain pragmatic standardization of curriculum exists and is even _____.
a) encouraged b) emboldened c) fostered d) heartened
15. The secondary school student is _____ through periodic testings.
a) evaluated b) reckoned up c) estimated d) assessed
16. The College of William and Mary was founded in _____.
a) 1678 b) 1693 c) 1689 d) 1702
17. By 1776 _____ more institutions had been opened.
a) four b) five c) six d) two
18. Yale University was founded in Connecticut in _____.
a) 1700 b) 1701 c) 1705 d) 1706
19. Washington and Lee University were opened in _____.
a) 1745 b) 1749 c) 1756 d) 1734
20. The first state universities were founded _____ later after the Civil War.
a) two centuries b) a century c) half a century d) a century and a half

Exercise 10. Analyze the information and use it in practice.

BOREDOM BUTTON

In most schools and universities teachers give their students marks for their work. All students hate a "D" and are happy if their teachers give them an "A". Now, one American University the student and the lecturers must work hard if they want good marks. During classes the students give their lecturers marks. Each desk has a "boredom button" on it. If a student thinks that the lecture is boring he can press the special button. When he does this, he switches on a light at the back of a classroom.

There is one light there for every student. The lecturer can look at the lights and he can see if his students think the class is interesting or boring. The lecturer cannot see which students are pressing the buttons. So the students can be completely "honest". If too many lights come at the back of his class, a lecturer knows that he must do something quickly and make the class more interesting.

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1. What do you think the lecturers think about the "boredom button"? Do you think it's a good idea for school?
 2. Some lectures are certainly more interesting than others. What is interest dependent on? Does it depend mostly on the subject of the lecture or on the personality of the lecturer? Some people believe that some subjects are less exciting than others but must still be mastered. What's your opinion?
 3. Is the student a passive recipient of knowledge at the lectures or does he actively participate in the process of acquiring knowledge?
 4. Why are some lectures boring? Choose the most common reasons: the subject is boring; the subject is of no importance to you; the subject is too difficult for you to master; you missed some previous lectures; you find it hard to concentrate; you are not interested in the subject; you can't hear the lecturer well; you're not yet accustomed to listening to lectures every day; you get tired easily; the lecturer's manner of speech is monotonous; the lecturer speaks too fast for you to take notes; the lecturer's arguments are too complicated for you; the lecturer gives no original information. Can you think of any other reasons?
 5. What are the characteristics of an ideal / bad lecturer?

Exercise 1. Read and discuss the problem of marks.



VIOLENCE IN AMERICAN SCHOOLS

All she wanted was her revenge. Leticia Avila was fed up with the other students taunting her every day at Roosevelt High School in Los Angeles. They would constantly pick fights and say bad things about her mother. Finally, she had enough. Leticia decided to take out at least one of her tormentors.

The next day the tenth-grader came to school with a 38-calibre semi-automatic pistol that she found at home. But before she could use it, school officials heard that she was armed. When they searched her, they found the weapon and turned her over to the police. Leticia was 16 years old.

Although she spent the next several months in juvenile hall, she was lucky-lucky to be stopped before she shot anyone; lucky that she was only 16. Now, she is 18 and is about to finish high school. If she tried the same thing this year, she would have been out of school. Last year, after students died in several Los Angeles high schools, the board of education made a simple rule. Any student who brings a gun to school will be expelled. Where do the guns come from? A survey in Florida shows that 86% of the handguns found in schools came from the students' homes. Since almost half of all American homes have guns in them, it's easy for kids to get their hands on one. If there's not one at home, they can easily buy one on the street for less than the price of a pair of sneakers. In some schools, both the students and the authorities carry guns. Why are schools so violent? What can be done to change the trend?

Educators are developing new strategies to try to prevent and stop the rise in school violence.

They are starting anti-violence programs to teach young people alternative ways of resolving conflicts. Violence prevention programs have taken off in the last two years, growing from more than eighty to more than 300 nation-wide. Prevention training prepares staff members to help youngsters deal with anger and violence in a positive way. One of the best ways to do that is through a mentor program.

The research shows that kids who become resilient are those who have adult relationships.

So that's what most of our programs emphasize. Some large corporations contribute to mentor programs by training employees and "assigning" them to a single student for a year. This helps kids develop their social skills. Peer counselling is another approach. The key is for kids to belong to an organization that supports and nurtures them. We want the school to be that organization. Otherwise they will join a gang. And it's best to start working with students as young as possible. It has to begin early, at home where possible or in elementary school. High school is too late for most of them.

For all educators, there is no one perfect solution to the problem of the violence. Three common themes run through the anti-violence strategies: reach the students at an early age; work with the whole community; and get parents involved. 175 million to schools to buy metal detectors; hire security guards and train students to solve conflicts without violence. This will help educators as they struggle to control one of the darkest problems facing America today.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Read the text and find English equivalents in the text above.

Помста, дражнити, вишукувати привід для бійки, десятикласник, мучитель, бути озброєним, бути озброєним, арештний будинок для неповнолітніх правопорушників, (місцевий) відділ народної освіти, закінчити середню школу, розвивати нові стратегії, місцеві органи влади, зупинити насильство, припинити зростання насильства в школах, загальнонаціональний, життєрадісний, відносини з дорослими, впоратися з гнівом і насильством, що виховують програми, вміння спілкуватися, вступити в банду, отлічне рішення проблеми, залучати батьків, все співтовариство, освітній фактор, вирішувати конфлікти без насильства, передати в руки поліції, виключати зі школи, в ранньому віці, металевий детектор, наймати охоронців, програми попередження насильства.

Exercise 3. Write a small essay on the topic.

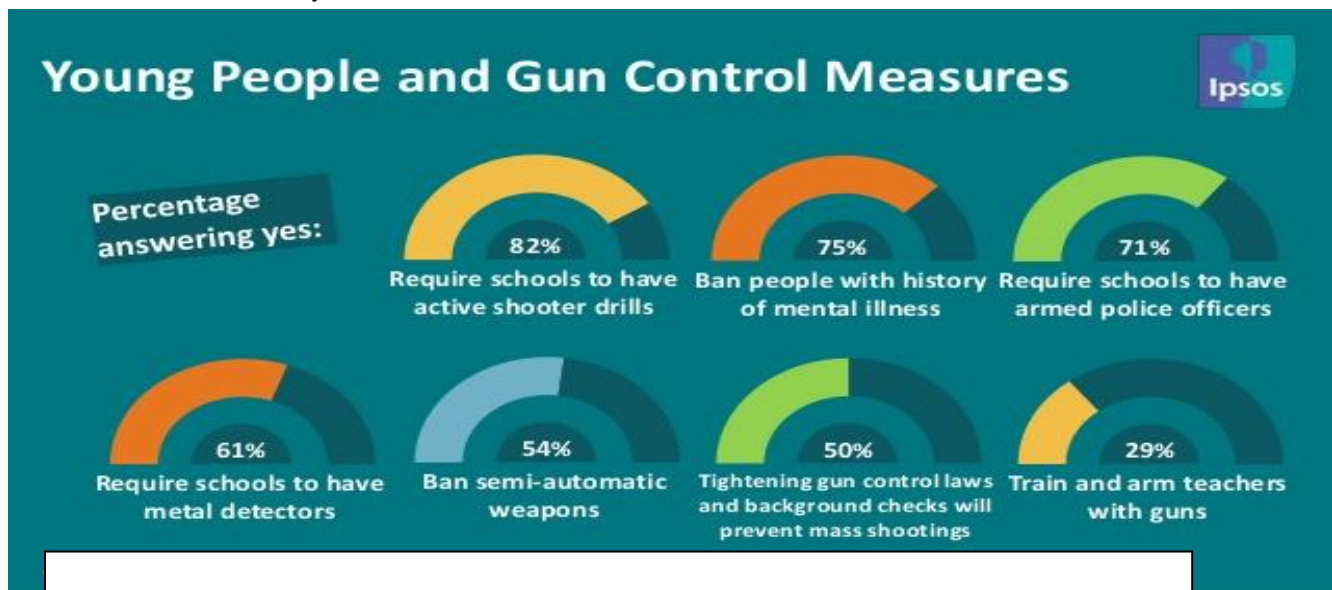
Exercise 4. Pay attention to the phrases and idioms with the words in the text.

To hurl a taunt at smb. – сміятися над ким -л.; насміхатися;
to taunt smb. into doing smth. – насмішками довести людину до чого -л.;
taunt with – дорікати;
to taunt smb. with cowardice – звинувачувати кого -л. в боягузтві;
pick one's words – ретельно підбирати слова;
pick one's way (one's steps) – просуватися вперед з великою обережністю;
pick and choose – бути розбірливим;
pick them – робити мудрий, правильний вибір;
pick a quarrel with – вишукувати привід для сварки з ким -л.;
pick smb.'s brains – привласнювати чужі думки;
to pick holes / a hole (flaws) in smth. (in one's coat) – вишукувати недоліки;
to pick a bone with smb. – пред'являти кому -л. претензії; мати зуб на кого-л.;
the pick of the basket / bunch – краща частина чого -л.

Exercise 5. Work out recommendations for dealing with violence in schools.

Exercise 6. Remember that.

Violence – жорстокість, насильство, примус, застосування сили;
major violence – грубе насильство;
personal violence – насильство над особистістю;
act of violence – акт насильства, примусу;
to resort to / use violence – вдаватися до насильства / примусу;
domestic violence – побутове насильство;
to do violence to – 1) ставити під сумнів, йти врозріз (з чим-л.).
threats of violence – загроза насильства;
robbery with violence – озброєний грабіж;
to die by violence – померти насильницькою смертю;
widespread violence – хвиля насильства;
violence against human rights – порушення прав людини;
violence cult – культ насильства.



TEN HARD FACTS ABOUT SCHOOL VIOLENCE

The occurrence of school violence in the US as well as other countries of the world is baffling. The facts in their raw hard form are listed below.

- 37% of American students report the presence of gang in their schools.
- In 2000, the number of crimes at school in which students ages 12 through 18 were the victims is 2.5 million. About 186,000 of those were serious violent crimes {including rape, sexual assault, robbery and aggravated assault}.
 - In 2000, about 29% of students in grades 9 through 12 reported that someone had offered, sold or given them an illegal drug on school property.
 - Teenagers are two times more likely than others to be victims of violent crimes
 - An average of one homicide event occurs every seven school days. School related Homicides increase at the beginning of the school year and after winter breaks.
 - The number of high school age boys who took a weapon to school is one out of every five.
 - The number of students in the United States who carry a gun to school, on any given day is 200,000.
 - The number separate of acts of violence reported in schools is 10,951.
 - Violence remains the second leading cause of death for Americans at 15 to 24.
 - The number of thefts that occurred at schools in 2010 is 1.2 million. Students are more likely to be victims of theft at school than away from school.

These are ten hard facts about school violence in US, all from the horses' mouths.

The US is not the only country with alarming record of school violence. Let us briefly consider few other countries of the world to see what their record look like. The France Education Minister stated that 39 out of 75,000 states schools were seriously violent while 300 were relatively less violent, in the year 2000. In 2008, in South Australia, 175 school attacks on students and teachers were witnessed.

The Education Ministry of Japan conducted a survey in 2007 and the result indicated that 52,756 cases of violent attacks perpetrated in public schools, were discovered. This figure represents 8,000 increases on the previous year. About 7,000 of the attacks, teachers were the targets.

A study conducted recently in Belgium indicated that teachers are deciding to leave the profession because they feel unsecured. In South Africa, The Human Rights Commission reported that 40% of the children interviewed stated that they were victims of violence attack at school.

The above are the hard facts about school violence. They are obviously scaring and the serious thing about them all is that the cases are on the increase by the day.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Make up some dialogues from the information above.

Exercise 3. Analyze the information and use it in practice.

Exercise 4. Analyze the information and make up the chart about it

№	Activity			
	Event	When	Where	Score
1.				
2.				

GROWING UP AT HOME & AT SCHOOL

Teenage Americans are friendly and uninhibited with visitors. There seems to be no generation gap. This is, in part, due to the way they have been brought up at school and in the home. Discipline, so important in the schools and homes of some countries, is given much less emphasis than self-discipline in American schools and homes. Americans of all ages tend to question orders, if they are doubtful about them. It is not in their nature to obey blindly, and if there is a crisis and there is no one to tell them what to do, they use their own initiative. Americans are encouraged to be independent at school.

It is a tradition dating back to the 18th century when American pioneers pushed the frontier further and further west, upheld by their courage, their initiative and their faith in God.

Young Americans are expected to discuss and even argue in the home.

The teacher has a flower in her hair. Education has much honored place in American society and, with some exceptions among the wealthy, parents of every kind of background and of all income groups send their children to the local high school. It is an article of faith in the American Dream that a good education will enable a child to achieve a higher standard of living than his or her parents. High schools are public schools in the proper sense of the word (not to be confused with English "public schools", which are private, elitist and very expensive). American high schools, junior and senior, have a good reputation.

They take their responsibilities very seriously – and not only in the classroom. They have guidance counsellors to whom children can go privately if they have any special problems, especially about their careers. Parents are encouraged to share in the school life of their children.

In some lower grade classes they actually go into the class during a lesson and help the teachers with plays and class reading, and most schools have highly successful Parent-Teacher Associations.

Teachers and parents get together and discuss their children's problems.

John has made no progress at all during the last term, because, the teacher suspects, he is in love with a girl in the same class who has rejected him, whereas Gail seems to be just plain lazy. The parents claim that she has no self-confidence and this makes her appear bored! Between them, parents and teacher work out a plan of action. There are some schools in the ghetto districts of big cities where the classroom can be a nightmare, both for the teachers and for the majority of pupils who want to learn. The worst of these schools have been nicknamed "blackboard jungles".

In order, to overcome these acute problems, "bussing", in which mainly black and Hispanic children are taken by bus to white schools and whites taken to black and Hispanic schools, is employed. Many blacks and Hispanics claim bussing has been successful; many whites deny that it is.

In many States, compulsory bussing has been halted because of white resistance. Where it can not be halted, a number of white parents are removing their children from school and sending them to private schools, even if the educational standards are low. There are only a few really good private schools in the USA. It is against the spirit of American democracy to have special schools for the privileged few. White opponents of bussing maintain that their white children in predominantly black schools suffer from racial prejudice. Just as black minorities suffer in predominantly white schools.

Arguments between advocates and opponents of bussing often generate more heat than light, but the general impression is that relations at "mixed" schools are steadily improving and there are many lasting friendships formed between whites and black and Hispanic children. Choosing and preparing for a career are of extreme importance to American teenagers. There are now special high schools, which train boys and girls for jobs – secretaries, mechanics, computer specialists, and accountants.

Businessmen take an interest in such schools and encourage the teaching of salesmanship and business techniques.

The fear of young people today is to grow up and find no job waiting for them, so they need no encouragement to work hard at school. According to the media, especially TV, American teenagers are crazy about pop music, carry transistors around with them everywhere, and spend most evenings in a discotheque. Of course, many do. The same media also suggest that young Americans are very emotional about pop idols and about their own love affairs, and like to analyze their feelings and discuss them with one another. Americans are not usually inhibited and do not mind discussing their emotions.

Young people mature early in the USA. It is not always easy to tell a girl of fourteen from a girl of eighteen. Girls of ten have dates with boys. Some states allow teenagers as young as fourteen to drive provided they have completed a driver's education course at school and have passed the usual driver's test. Parents buy the car, but the children are expected to run it. So they often earn the money by taking an evening job after school or in the vacations. It is impossible to generalize about young Americans.

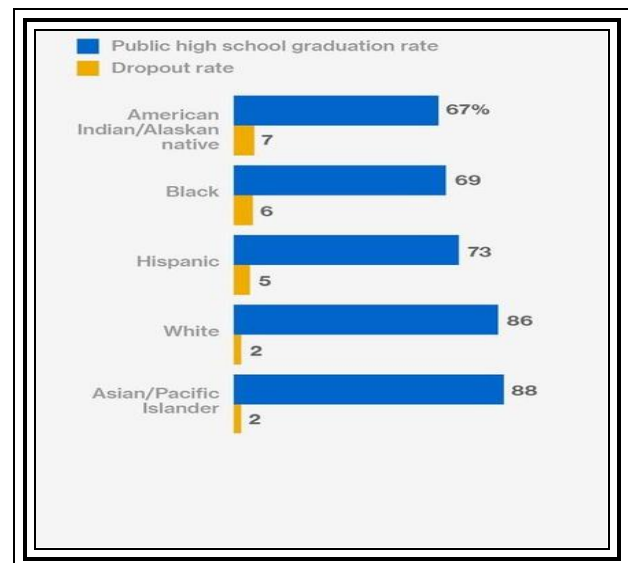
There are those who are frivolous and promiscuous, or who alienate the affections of their parents. But there are those who live in well-integrated homes, and who take their responsibilities as US and world citizens very seriously.

Exercise 1. Make the sentences below as true (T) if they give the message of the text, and false (F) if they change the message.

1. Teenage Americans are not friendly and uninhibited with visitors. 2. Discipline is given much less emphasis than self-discipline in American schools and homes. 3. Americans of all ages tend to question orders, if they are doubtful about them. 4. It is in their nature to obey blindly. 5. If there is no one to tell them what to do, they use their own initiative. 6. Americans are not encouraged to be independent at school. 7. It is a tradition dating back to the 19th century. 8. Young Americans are not expected to discuss and even argue in the home. 9. Education has a very honoured place in American society. 10. A good education will enable a child to achieve a higher standard of living than his or her parents. 11. Parents are encouraged to share in the school life of their children. 12. There are some schools in the ghetto districts of big cities where the classroom can be a nightmare. 13. There are many really good private schools in the USA. 14. Young people mature early in the USA. 15. It is impossible to generalize about young Americans.

IN THE AMERICAN SCHOOL SYSTEM		
Scale	Grade Description	US Grade
92.00 - 100.00	Excelente (Excellent)	A
88.00 - 91.99	Muy Bueno (Very Good)	A-
80.00 - 87.99	Muy Bueno (Very Good)	B
73.00 - 79.99	Bueno (Good)	B-
60.00 - 72.99	Bueno (Good)	C
51.00 - 59.99	Minimo aceptable (Barely Acceptable)	D
0.00 - 50.99	Reprobado (Fail)	F

YOU HAVE TO GET A MINIMUM OF 65% (D) TO PASS



UNIT II. THE HIGHER EDUCATION IN THE USA

COLLEGE STUDENTS

There are more than 2,000 colleges, universities and institutes in the USA, which have the authority to grant degrees. "College" has a variety of meanings. It is the word for a small university. It is also a general term. "I'm going to college", means "I'm going to a university". It is sometimes used instead of "institute", e.g. "College of Business Studies". It is also used to define a division or "school" inside a university – College of Science, Music, English, etc. There are so many different opportunities and so many different non-academic subjects – like dressmaking and cabinetmaking – in which a student can major (specialize), that there is room in the colleges for a very large number of students.

There are over 3,500 college students per 100 thousand of population. This is the highest proportion in the western world. However, it is not quite as democratic as it sounds. Although qualifying for a place is much easier than in most other countries, only 25% of young people from poor homes get places, as compared with 75% from rich homes. Many children do not want to go to a university, of course. They prefer to start earning at once.

Some non-academic children get scholarships to the universities if they show promise in football, baseball or basketball. Many students from poor homes take a part-time job while they are at a university. They work in the evenings as waiters and waitresses, for instance, where they can earn a considerable amount of money from tips. Although it is easy to get to a university, it is not so easy to stay there – because of the points system. Students are given grade points continuously, according to how well or how badly they are doing in all their courses. The choice for places in higher education is enormous. In Atlanta, Georgia, for instance, a city of 500 thousand people, there are twenty institutions from which students can get a degree, including Atlanta University and Morehouse College, both of which were founded in the 19th century especially for black students.

The size of each State university and the number of campuses depends on the size and population of the State. ("Campus" is the word used for the grounds and buildings of a university, college or school.) The choice for a place in Higher Education: Private Universities Harvard (founded 1636) and Yale (1701) are the best-known, though not necessarily the best. Also Princeton, Chicago, Columbia, Cornell (partly private, partly run by New York State University), New York University, and many others.

State Universities Large, with many campuses located across the States – California (9 campuses, of which Berkeley and UCLA are the foremost), Illinois (30000 students), Minnesota, Michigan, Wisconsin, etc.

Institutes of Technology Colleges, Community Colleges and Technical Schools. Small, with fewer campuses – New Hampshire, Virginia, etc. Most homes are within commuting distance of a State University (95% of Florida's population is within commuting distance of one of the campuses).

But for students who cannot commute, yearly residential fees are from \$3,500 upwards. There are many of these. California, Massachusetts, Illinois all have high reputation. Well-known, but small – Amherst, Antioch, etc. In addition many other colleges do very good work.

Non-residential: within commuting distance of all students. Students in Community Colleges and Technical Schools can learn a skill, while at the same time preparing for the first two years of a degree course. Some Community Colleges concentrate on business.

In many countries, students have at times had a direct influence on government. In the USA the influence has been less direct, but nonetheless very effective.

It all began after World War II, more than anything as a protest against middle-class values, especially in the home. Some teenagers quite openly criticized the materialism of their parents.

What sort of life was it, to go every day to the office, work yourself to the bone to make more and more money, and then return to cocktails in the evening?

It seemed to many young people that ideals were being forgotten and that this was not the true American way of life. Inevitably students became more and more critical of politicians and also of the President. When State officials, Congressmen and even Presidents were found guilty of lying and corruption as Nixon was during the Watergate scandal, then disillusionment spread rapidly.

When American troops intervened in the Vietnam War (1965-1975) and the fighting progressed from horror to horror, including the use of napalm and atrocities by American troops, and then the emotions of young university students became explosive. This rarely resulted in violence at first, however, as it did among the young people of France and other countries during the great student uprisings of 1968. It was the students of Berkeley, the main campus of the State University of California, who started, in 1965, the long, steady protest against the Vietnam War. At first they were not taken seriously. In 1964 a large party of students had gone on a Civil Rights march in the south in support of the blacks. This support had not been entirely welcomed by the blacks, but the students had shown themselves to be completely non-violent and had never provoked any trouble.



The University of Pennsylvania considers itself the first institution in the United States of America to use the term "university" in its name.

More important, they had learned a new political tactic: the sit-in. On returning, they wanted to show up the universities for what they considered them to be – servants of power, over-managed and resentful of criticism. So they simply "sat down" in the university buildings and refused to move until they got their way – or were hauled out by the police. As the bombing got more and more intense in Vietnam, and as the war went on and on, the protests of the students became steadily more vocal.

The embarkation point for troops going to Vietnam was in neighbouring Oakland. The Berkeley students marched to the military camp to demonstrate against the war.

The movement of protest spread throughout the USA, and the passionate sincerity of the students began to impress not only parents and friends, but also people in responsible positions. The message of the students was, "Bring the war back home", and the message reached far and wide.

When, in April 1970, President Nixon announced that American troops were going to take action in Cambodia, there were angry demonstrations in the universities and colleges up and down the country.

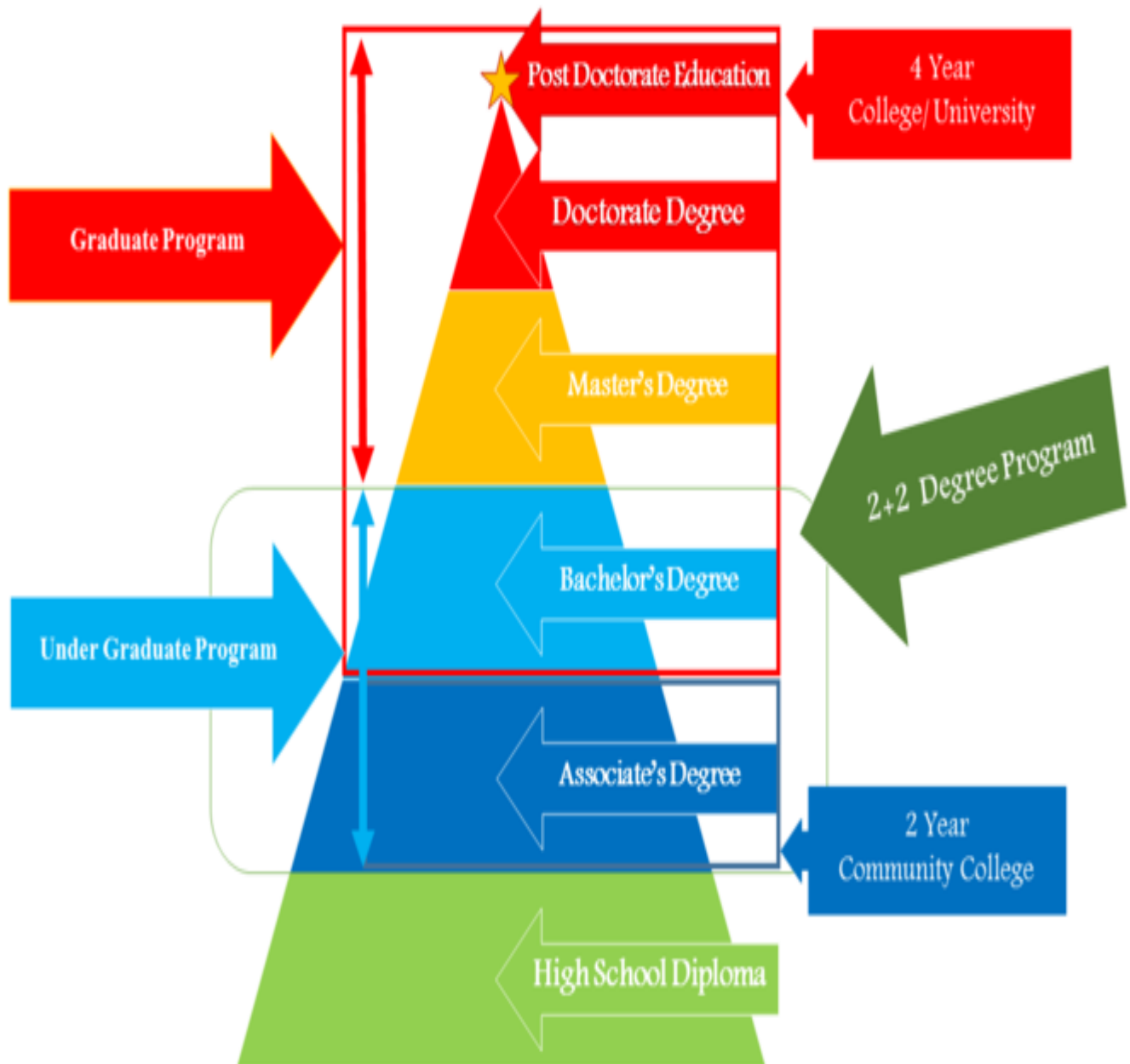
There were clashes between students and the police, and in some cases the police reacted with unnecessary violence. In Kent State University, Ohio, the National Guard was called out.

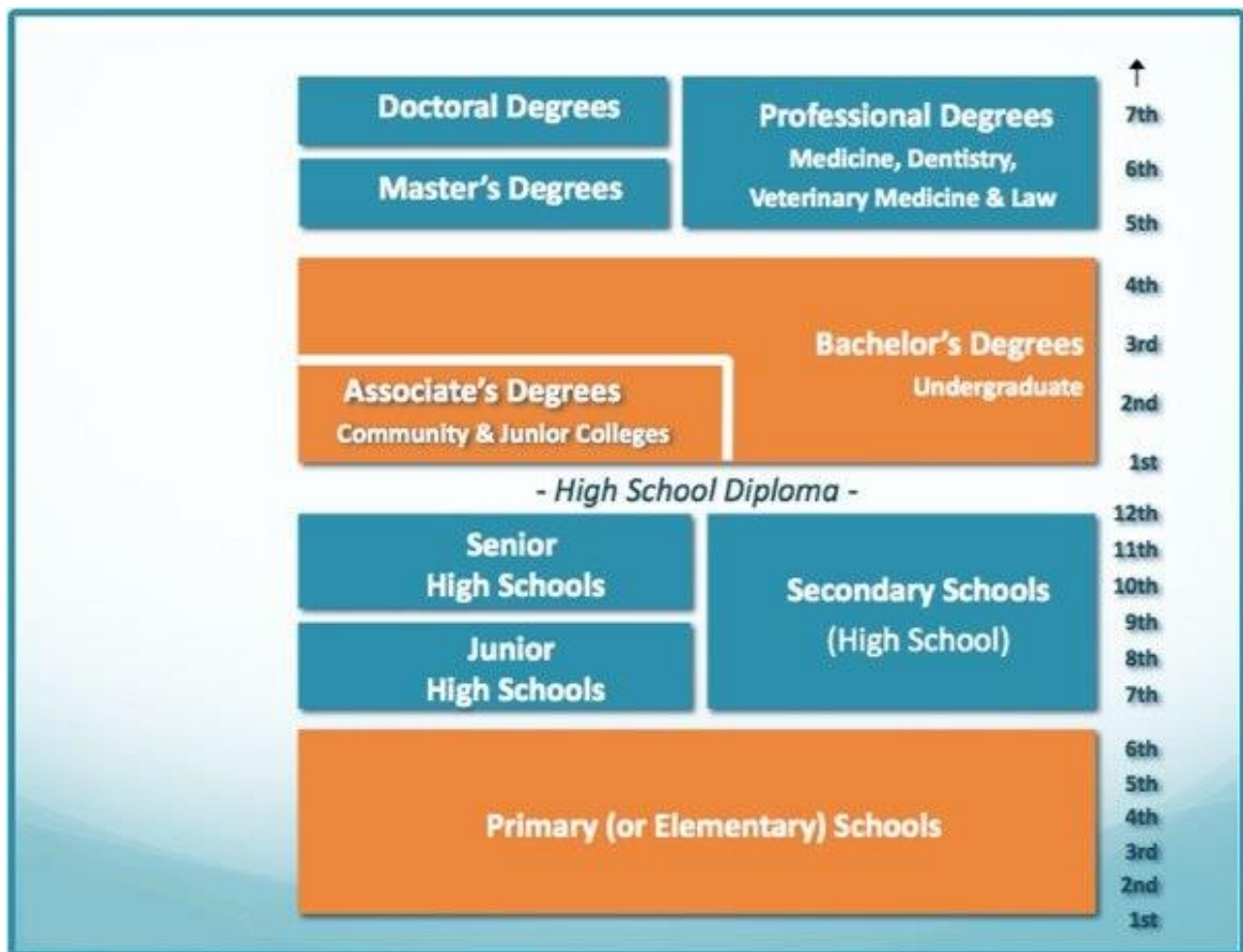
The young Guardsmen panicked and opened fire without orders, killing four students and seriously wounding several others. When the Vietnam War was over, the demonstrations stopped. Many non-university people were critical of the students, accusing them of lack of patriotism, and this attitude was undoubtedly shared by the young men of the National Guard.

What did the demonstrators achieve? Many Americans believe that the students struck a blow for a freedom that was being lost -the freedom to speak out about something you feel is wrong, without being frightened off by police action or government pressure. Other Americans feel that many of the college protesters were thinking only of themselves and their careers, not of the preservation of freedom.

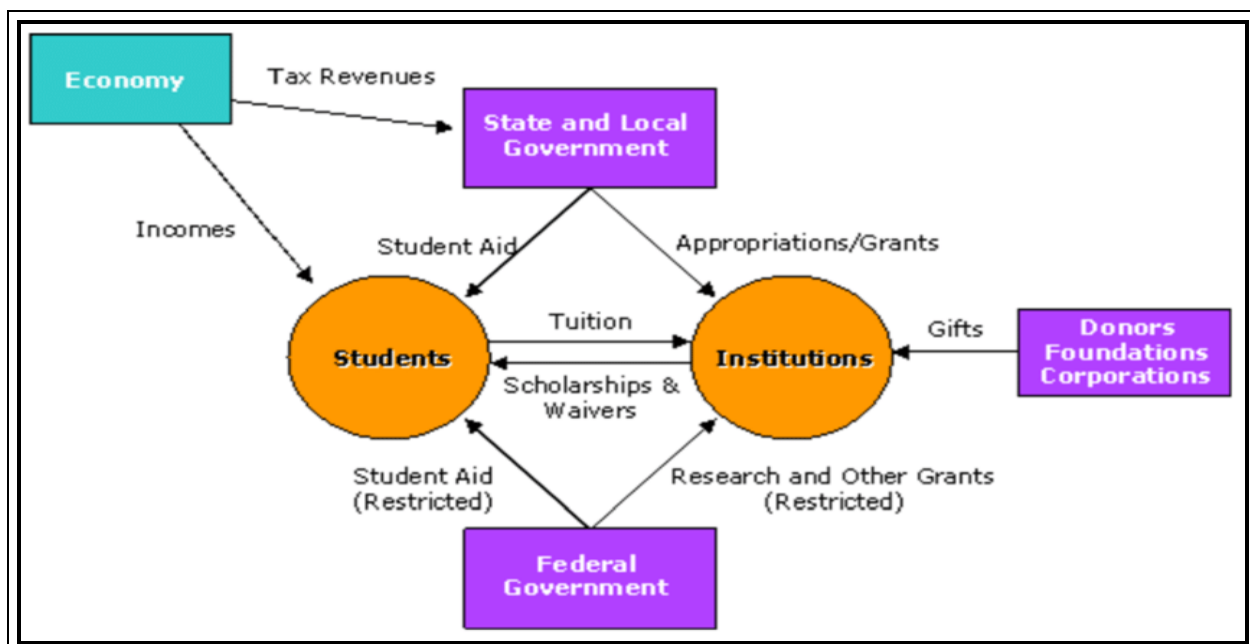
Exercise 1. Draw up some dialogues and carry them on with your classmate in class.

Exercise 2. Compare the educations systems in the USA and Ukraine.





As you study the education ladder, pay special attention to the white lines separating degree programs within a level of education.



Financing of higher education in the USA

TYPES OF U.S. HIGHER EDUCATION

State College or University. A state school is supported and run by a state or local government. Each of the 50 U.S. states operates at least one state university and possibly several state colleges. Many of these public universities schools have the name of the state, or the actual word "State" in their names: for example, Washington State University and the University of Michigan.

Private College or University. These schools are privately run as opposed to being run by a branch of the government. Tuition will usually be higher than state schools.

Often, private U.S. universities and colleges are smaller in size than state schools. Religiously affiliated universities and colleges are private schools. Nearly all these schools welcome students of all religions and beliefs. Yet, there are a percentage of schools that prefer to admit students who hold similar religious beliefs as those in which the school was founded.

Community College. Community colleges are two-year colleges that award an associate's degrees (transferable), as well as certifications. There are many types of associate degrees, but the most important distinguishing factor is whether or not the degree is transferable. Usually, there will be two primary degree tracks: one for academic transfer and the other prepares students to enter the workforce straightaway. University transfer degrees are generally associate of arts or associate of science. Not likely to be transferrable are the associate of applied science degrees and certificates of completion.

Community college graduates most commonly transfer to four-year colleges or universities to complete their degree. Because they can transfer the credits they earned while attending community college, they can complete their bachelor's degree program in two or more additional years.

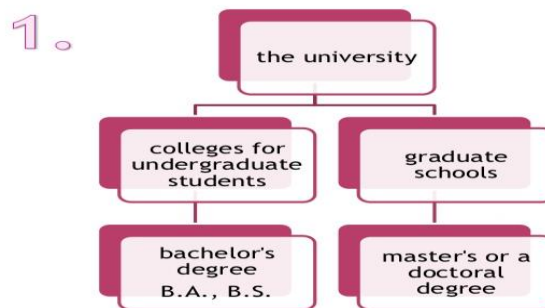
Many offer ESL or intensive English language programs, which will prepare students for university-level courses. If you do not plan to earn a higher degree than the associate's, you should find out if an associate's degree will qualify you for a job in your home country.

Institute of Technology. An institute of technology is a school that provides at least four years of study in science and technology. Some have graduate programs, while others offer short-term courses.

Exercise 1. Translate the words and word-combinations from English.

College, residential college, senior college, Royal Naval College, electoral college, university college, junior college, community college, college of further education, agricultural college, college education, liberal arts college, to admit to a college, business college, higher college, military college, private college, technical college, College Ability test, college admissions officer, college girl, college of advocates, college of cardinals, college placement office, College Qualification tests, college (student) recruiter, college spirit, college try, college widow, collegier (collegian), colleges, universities, professional schools, collegium, collegial, collegiate, collegiate (decision, life, press) style.

Exercise 2. Write a small essay on the topic.



DIALOGUE

AMERICAN UNIVERSITY: WHAT IS IT LIKE?

Within two hours Peter found himself at the Briggs' – Allan Briggs, his wife Carol, and their children Barbara and Donald, both undergraduates at Yale and Columbia. Allan Briggs was a man in his mid-fifties. He possessed a brilliant record in his field, being engaged in research, which had won him recognition in the scientific community. He was also a consultant to a number of foundations.

While Allan Briggs was getting the dinner ready Peter talked with Barbara and Donald. There were a few things that he wanted to make clear concerning the system of higher education.

▪ I always seem to have a lot of questions. Take the system of higher education, for instance. It's rather complicated in this country, wouldn't you say? I'm confused about a few things. Could I ask you a few questions?

▪ Oh, please, do. We have questions to ask you about your country. But one thing at a time...

▪ Well, then... Is there any national system of higher education in this country? And what's the difference between private and state universities?

▪ (*entering*) Higher education in this country is not a nation-wide system. That's a very important item. It is not tightly organized or monolithic; its institutions differ considerably in size and sponsorship. They range from two-year community colleges to major research universities of a hundred thousand students.

▪ The next thing to know is that there're two types of universities and colleges in the United States, as you know – private and state (not federal, mind you). The difference between them is the following: private colleges are very expensive, they're generally smaller & the tuition fees⁵ are much higher. In the state colleges and universities the fees are lower, especially for state residents. They're subsidized by state governments. The University of California (UC) and the State University of New York (SUNY) are two examples of such public schools. Yet it's more prestigious to get a degree at a private university where the quality of education is almost always better, and this can make a difference in the job market later on. So it's probably worth all the bucks that go into it, anyway.

▪ I've also been wondering about the entrance standards. How do you get accepted into a college? Are there any entrance exams as is the case in my country?

▪ As a matter of fact, entrance standards and admission policies may differ considerably from university to university. First of all the applicant must have a satisfactory high school transcript, which helps university officials determine the applicant's capacity to do satisfactory work at a university. While still in high school the student also takes the Scholastic Aptitude Test, SAT for short, if he wants to apply to a university. The applicant must also usually write an essay of some kind, often autobiographical. An interview is usually required when one applies to a private university.

▪ Does one have to compete for admission?

▪ Not as much as in your country, I guess. Though one does have to compete when applying to a prestigious school. Most private colleges are competitive and so are many state colleges. But some public colleges and universities accept nearly all applicants. However, what is common to us is the competition during Undergraduate School after enrolment and so the dropout rate is usually very high. It may be as high as fifty percent in some schools.

▪ I'd like to know the general pattern of the system of higher education in this country.

▪ I'll try to sketch out here what seems most important. A distinctive feature of American university is its two levels – the separation of undergraduate from graduate education.

The first level is Undergraduate School of four years duration. Here the work of undergraduate students (undergraduates) during the first two years (the freshman year and the sophomore year) usually consists of broadly-based studies in humanities, social sciences, applied and natural sciences. But in the 1960s many colleges and universities abolished distribution requirements.

- I'm a sophomore at Yale and Donald is a freshman at Columbia. Indeed, the first two years at Undergraduate School are aimed at providing general education and preparing for more special studies. The last two years (the junior and the senior year) are devoted almost entirely to the major discipline.

- After the sophomore year the undergraduate majors in one special subject which means he takes the majority of courses in this one area. For instance, Barbara is majoring in French Literature. My interests are in sciences – I'm majoring in chemistry and biochemistry.

- If all goes well, this undergraduate education culminates in a Bachelor's degree (BS or BA). It's usually known as the first degree and may be a background for further specialization, a step toward higher (or advanced) degree.

- That would mean that the undergraduate education that culminates in a Bachelor's degree can be compared to Ukrainian institutions of higher learning, which provide a four-year training. What about advanced degrees, how are they obtained?

- I'm just coming to this point... The advanced degrees (the Master's degree and the PhD) can be obtained in Graduate School, which is the second level of university education. There're two levels of graduate school: the lower for obtaining the Master's degree (MS or MA) and the upper level for the doctorate or the PhD, which is a research degree. A graduate student works for two or three years, during which time he takes courses, passes exams, does some laboratory research under a competent professor, on submitting a thesis is awarded a Master's degree, though a thesis is not always required.

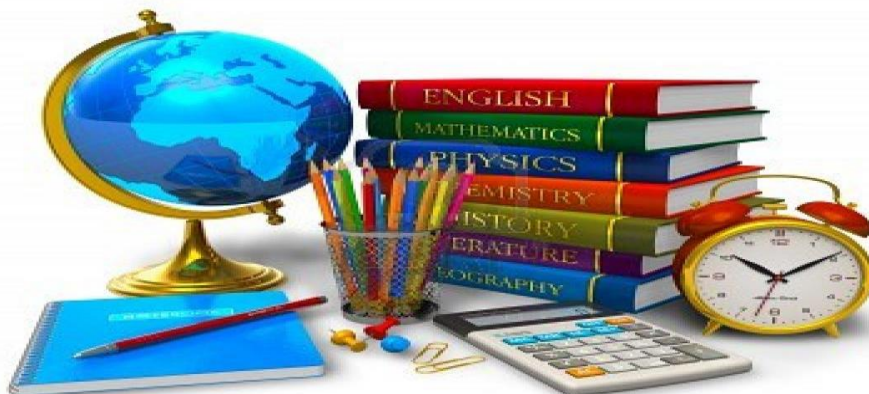
- How long will it take to get a PhD degree?

- Well, that depends... The average number of years may range from six to seven years in sciences and more in humanities. I should mention though that one can get a PhD without first having a Master's. Then it takes less time. Very common is post doctoral research done by researchers with PhD degrees – the "postdocs".

- In Ukraine we have the system known as "aspirantura". It provides graduate studies and leads to the candidate degree, which, I think, can be compared to the PhD degree here. But in our country, education and training are provided at no cost to the student at all levels.

- I know a guy; he's a pal of mine. He's just back from attending a Ukrainian language course at Kyiv University. He's greatly impressed by the quality of education there.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English.



Exercise 2. Remember that.

- State university – university supported and controlled by a particular state. There are private universities, colleges and schools.
- Sponsorship – here: financial support.
- Two-year community college (or junior college) – an institution of higher education offering a two-year program beyond the secondary school level.
- Research University – higher educational institution oriented to research rather than education.
- Fee (tuition fee) – money paid for education.
- University of California (UC) – it is comprised of 9 campuses: US (Berkeley) founded in 1868, state. Degrees offered: Bachelor's, Master's, Professional, and PhD. Other campuses at Davis (1908), Irvine (1965), Los Angeles (1919), Riverside (1907), San Diego (1912), San Francisco (1873), Santa Barbara (1944), Santa Cruz.
- School, college – the first universities in the US divided courses into various fields of learning and called the departments that taught each branch "colleges" or "schools". In this way, "college" or "school" came to have different meanings.
- Within a university they may refer to a part of a university that teaches a special branch of knowledge (similar in structure to the "faculty" at Oxford and Cambridge in Britain and "факультет" at Ukrainian higher educational establishments) such as the School of Business, Law School, Medical School, College of Chemistry, etc. Thus a university is made up of schools and colleges.
- The word "college" may also mean a separate institution, which specializes in a special branch of knowledge (Agricultural) College, Engineering College, etc.) Note that the most common use of "college" is in the expression "go to college", which in a broad sense means "study at any institution of higher education". The word "school" may be used as a general term for any educational establishment (e.g. "It is very prestigious to get a degree at a private school as Harvard").
- Buck – a dollar – Am. slang.
- High school or senior high school – secondary school that usually includes grades 10, 11 and 12, and sometimes grade 9, and offers academic or vocational subjects.
- Transcript – student's record in school or college, listing courses, credits, grades.
- Scholastic Aptitude Test, SAT – test for determining the probability of a person's success in learning.
- Undergraduate School – part of college or university, which provides a four-year training and culminates in a Bachelor's degree. Undergraduate – a student at a university or college who has not yet received first or Bachelor's degree.
- Freshman (both sexes) – student in the first year of college (university) or in the 9th grade of high school.
- Sophomore – student in the 2nd year of college (university) or in the 10th grade at high school.
- Distribution requirements – the amount of courses students must take in each department.
- Junior – student in the next-to-last year of college (university) or high school.
- Senior – student in the last year of college or high school.
- Graduate School – part of college or university devoted entirely to graduate work; it culminates in a Master's and / or PhD degrees – аспірантура.
- Graduate student – аспірант.
- Pal – friend, chum, buddy.

Exercise 3. Add some information & make up a small report and give a talk in class.

Exercise 4. Read the text & pick up the essential details in the form of quick notes.

Exercise 5. Remember Cultural Comments.

- After Harvard, John (1607-1638) – English clergyman: principal endower of Harvard College.
- Washington and Lee University – Lexington, Virginia, founded in 1749, private. Degrees offered: Bachelor's and Professional.
- University of Pennsylvania – Philadelphia, Pennsylvania, founded in 1740, private. Degrees offered: Associate, Bachelor's, Master's, Professional and PhD.
- Residential college – college, which gives the students an accommodation in a hall of residence that is where the students not only study but also reside.
- Liberal Arts College – college, in which the studies (of language, philosophy, history, literature, abstract science, etc.) are intended chiefly to provide general knowledge and develop the mind; they are not professional or technical.
- The term is taken from medieval schools where seven liberal arts: grammar, rhetoric, logic, arithmetic, geometry, music and astronomy formed the course of study.
- Open curriculum – one allowing the undergraduate to choose most of the courses he is going to take, in contrast to the systematic curriculum, in which the courses are strictly prescribed.
- Wells College – Aurora, New York, founded in 1868, private. Degrees offered: Bachelor's and Master's.
- Vassar College – Poughkeepsie, New York, founded in 1861, private. Degrees offered: Bachelor's and Master's.
- Terminal programs – programs of studies terminating in a final examination, which attests to the acquisition of a specific knowledge in this or that field.
- Advanced studies – studies, which in progress, complexity, etc. are beyond the usual course. Very often they mean graduate studies taken after the four-year undergraduate program.
- Earned doctorate – degree or status of doctor conferred by a university or college on a person after he has fulfilled certain academic requirements.

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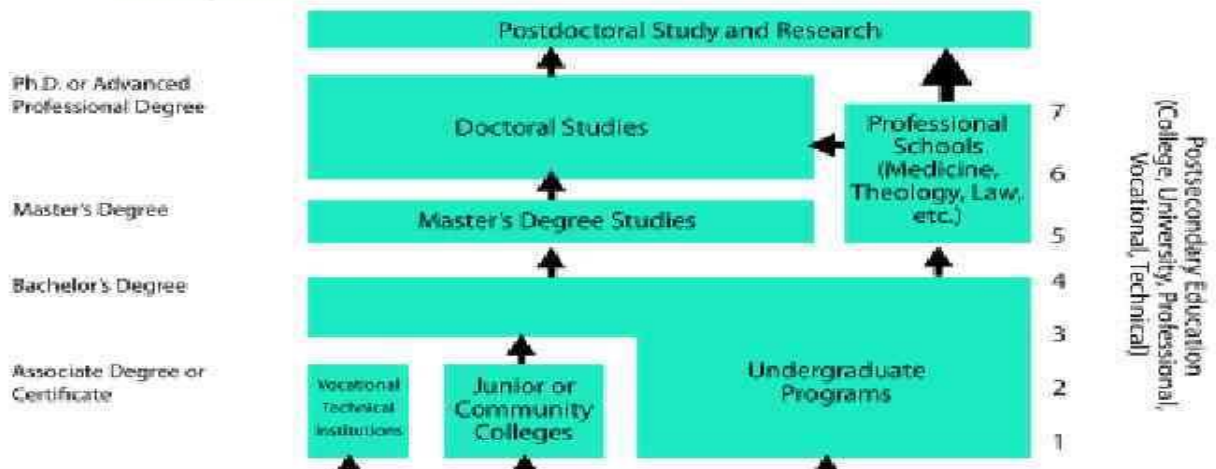
Higher Education Structures in the U.S.A.

Most Typical Path for an Academic:

Undergraduate Program → Master's Degree Program → Doctoral Program

Most Typical Path for a Doctor/Lawyer:

Undergraduate → Professional School → Doctoral Studies



DEGREES

Academic Degrees. There are four principal types of academic degrees, each representing a different level of academic achievement.

Undergraduate degrees. The associate degree is conferred upon the completion of two years of organized program of general, pre-professional, or semi-professional work.

The bachelor's (baccalaureate) degree usually represents successful completion of a four-year course of study. This oldest academic degree is used in various forms by almost every institution offering four or more years of work. Much of the first two years is prescribed and includes courses in such fields as humanities, the social science, and the fine arts. In the third and fourth years, the baccalaureate student specializes (majors) in one or two fields.

The equivalent of a full year of work may be devoted to his major field and half that amount of time to a related minor field. The degree is usually awarded in the major field.

Graduate degrees. The most common master's degree program represents a minimum of 1 year of work beyond the baccalaureate. In certain areas this has been extended to 2 years of required graduate study (e.g. In business administration) or even 3 years (e.g. In fine arts). It may also involve one or all of the additional requirements: a thesis, a general examination, and mastery of a foreign language.

The master's degree candidate follows a rather specific course of study, usually in a single field and arranged in co-operation with his adviser. This is not, however, considered to be a research degree, but rather preparation for the phd. In certain cases it is bypassed by students going for phd, but may be granted as a consolation prize to those who fail to qualify for the doctorate.

Master of Arts in Teaching (MAT) is one of the more rapidly growing; it is designed to prepare liberal arts graduate for secondary school teaching. Normally neither a language examination nor a thesis is required for MAT, but a course in practical teaching is usually incorporated. The earned doctorate¹ is the most advanced degree conferred by American institutions. Doctoral programs usually consist of at least 3 years of study beyond the baccalaureate. There are 2 quite distinct types of doctoral programs: the professional degree and the research degree. The first type represents advanced training for the practice of a given profession, such as the Doctor of Medicine, the Doctor of Dental Science, and similar degrees.

These degrees do not imply original research. The research doctorate (PhD) is the highest earned degree in the American graduate school. Candidates usually follow a program of studies concentrated in one of the major fields of knowledge. They are normally required to demonstrate reading proficiency in at least two foreign languages.

After a student has satisfactorily completed his course work and met his foreign language requirements, he must take a comprehensive examination to demonstrate a general knowledge of his field. It may be oral or written or both, and is evaluated by a special committee to determine whether he is prepared to undertake his dissertation (it is usually the preliminary, or qualifying, examination).

The final period of pre-doctoral study is given over largely to the preparation of the dissertation (this may require several years to finish). A final examination is required at most universities after the dissertation and other requirements for the degree have been completed.

According to tradition, the prospective doctor of philosophy should defend the conclusions of his dissertation. Consequently, it is frequently the custom to make public announcements of the date and place of the final examination and to permit the attendance of any scholars who may wish to participate.

At one time, it was not uncommon for universities to require that doctoral dissertation be published, but the increased expenses in printing costs as well as the increase in the number of dissertations have made such a requirement quite rare.

Other degrees. Besides awarding earned degrees to students who have met the established requirements, some colleges and universities award honorary degrees as a form of deserved recognition for distinguished public service or for outstanding creative work. Compared to the number of earned degrees, not many honorary degrees are awarded annually, and the recipient is usually an individual of such unquestionable reputation that the public looks upon the degree simply as a symbol of recognition for public service.

Exercise 1. Characterize four principal types of academic degrees.

Exercise 2. Answer the questions.

1. What were the aims of early institutions of higher learning in America? 2. Did American colleges duplicate their English counterparts in all respects? 3. List the changes that took place in the American system of higher education in the 19th century and state their causes. 4. What does the word "school" mean as applied to an element of an American university? 5. Is the curriculum in American colleges wholly prescribed or are the undergraduates free to choose any subject they wish? 6. When were women first admitted to American universities?

Exercise 3. Do the tasks.

1. Emphasize the similarities and differences between the two systems in obtaining professional education. 2. List all the items that make up student's expenses. Comment on the financial problems that students have to cope with. 3. Tell about dormitories, fraternities and sororities. Point out the social aspect. 4. List the possibilities for a student to get financial assistance and the terms on which it can be granted. 5. Describe how instruction at college and universities is organized. 6. Specify the term "leading universities" and explain why it is prestigious to get a degree there. 7. Outline the three stages of the American system of higher education. Specify at what stage researchers are trained.

Exercise 4. Answer the questions.

1. Is the system of education in the United States centralized? 2. Is there a national system of higher education? 3. What is the difference between private universities and those supported by each state (state universities)? Is the doctor's degree always awarded for original research? 4. What are the entrance standards and admission policies at American universities and colleges? In what field is the master's degree most common? 5. Where is competitive admission more common: at public (state) or private colleges and universities? 6. When is the dropout rate the highest? 7. What are the two levels of the American university? 8. How does one obtain the Bachelor's degree and how can you compare the four-year college training with the Ukrainian system of higher education? 9. What are the American advanced degrees? 10. How does one obtain the Master's degree? 11. Which of these degrees is actually a research degree? 12. How does one get the PhD degree? 13. Is the bachelor's degree the first academic degree? 14. What is the master's degree generally considered to be? 15. Is it a must for all PhD candidates? 16. Do universities and colleges in this country differ greatly in the quality of teaching, enrolment and prestige? 17. Where are the largest campuses? 18. What is the ranking of universities in the USA like? 19. What are American universities of great prestige?



DIALOGUE

WHAT DOES A UNIVERSITY DEGREE COST?

(Peter, Donald, Alan and Barbara)

▪ So those who join are usually upper middle class. Sons and daughters of common labourers cannot get in; much less pay all the fees. In the 1960s, though, many people began to protest against their social injustice and at that time they became much less popular. Nowadays they're coming back.

▪ What kind of financial assistance can be offered to students?

▪ A student can be offered a loan. This must be repaid with interest after the student leaves the school. Then there're grants⁷ that are awarded to needy students and they don't have to be repaid. Many students get financial aid.

▪ Is academic performance taken into consideration in awarding grants?

▪ Not usually. But there're also scholarships⁸, which are awarded for academic excellence as a rule. Barbara's got a scholarship. In Graduate School, the graduate students involved in research projects usually get fellowships⁹.

▪ How is instruction organized? In Ukraine it rests on a broad scientific basis – lectures on theory are combined with practical work.

▪ Here instruction is provided by the members of the faculty¹⁰ by the lecture method and informal discussions. The aim is to develop in student's logical thinking, creativity, curiosity and imagination. Computers are being increasingly used everywhere: in libraries, laboratories for facilitating research and data processing. I'd say a distinctive feature of recent decades at American colleges and universities is the growing number of graduate students who are involved in research projects.

▪ I've noticed that the official name of an institution does not necessarily indicate the level of teaching it provides. Some schools designated "universities" do not provide courses beyond those leading to the Bachelor's degree, while others called "colleges" offer programs leading to the PhD and enjoy great prestige, wouldn't you say?

▪ Oh, yes, universities and colleges in this country differ greatly in the quality of teaching, enrolment and prestige. The largest campuses are the University of California (UC) with its nine campuses, the City University of New York (CUNY), Michigan State University and others. But I'd like to specify that there are universities to which the term "leading" may be applied. These are Chicago¹², Cal Teach, Harvard, Illinois, MIT, Princeton, Stanford, Yale and some others.

These universities are esteemed according to the amount of research done in them, which is to a great extent budgeted by the Federal Government. In recent decades federal money has become a major factor in the total performance of many universities. We usually refer to such schools as research universities. It is considered very prestigious to go to Graduate School at such a university.

Ranking of the "leading" universities are universities where scientists and scholars of international renown are to be found but not in such dense clusters as at Harvard, Berkeley or MIT. In the minor universities there's a limited number of able professors who can guide a graduate student in doing research for his thesis. This does not mean, however, that first-rate scientists are to be found only in the leading universities.

Exercise 1. Learn the dialogue by heart and carry it on with your classmate in class. Render the contents of the dialogue in Indirect Speech in English.

Exercise 2. Write all new words and phrases on the topic.

Exercise 3. Analyze the information and use it in practice.

Exercise 4. Remember Cultural Comments.

- Medical School (Law School) – part of a university that teaches medicine (law).
- Resident (doctor) – doctor who is serving a residency – a period of advanced specialized medical or surgical training.
 - Accreditation – considering the large number and variety of institution of higher education in the US, there are significant differences in the quality of teaching they provide, hence there is a special accreditation system in the country.
 - Schools of higher learning are accredited by regional accrediting authorities based their judgement of the educational institution on the equipment, financial status, requirements and the teaching standards of the school. The prestige of the school depends to a great extent on its accreditation.
 - Campus – the grounds and buildings of a university or college. It is applicable to universities or colleges built as a separate complex. The word is sometimes used to denote the university or college as an institution, e.g. "campus life", "campus unrest".
 - Dormitory (dorm, for short) – building with many rooms at a college or university that provide sleeping and living accommodations for students.
 - Fraternity – here: social club of male college students joined together by common interests. Similar women's organizations are sororities. These societies developed traditions and modes of behaviour. Each fraternity (sorority) has a house where its members may live.
 - Grant – sum of money given by the state to students to support them while they are studying.
 - Scholarship – sum of money to help a student continue his study; learning, erudition particularly in humanities.
 - Fellowship – sum of money paid for the support of a graduate student, scholar, etc. doing advanced study in some field.
 - Faculty – teaching staff of a university or college (e. g. "the entire faculty was present"). An individual member is referred to as a "faculty member". The positions occupied by the university teachers starting from the bottom are the following: the lowest rank is "instructor", the next highest is the "assistant professor" who usually has a Master's degree and is working on a PhD dissertation. The next highest is the "associate professor" and the "full professor".
 - Michigan State University – East Lansing, Mich, founded in 1855; state. Degrees offered: Bachelor's, Master's, Professional and PhD.
 - University of Chicago, founded in 1892. Degrees offered: Bachelor's, Master's, Professional, & PhD.
 - Cal Tech California Institute of Technology, Pasadena, Calif., founded in 1891; private. Degrees offered: Bachelor's, Master's, and PhD.
 - University of Illinois – Urbana, Ill., founded in 1868, state, a branch of the university is in Chicago. Degrees offered: Bachelor's, Master's, Professional, PhD.
 - Stanford University – Stanford, Calif., founded in 1885, private. Degrees offered: Bachelor's, Master's, Professional, and PhD.

Exercise 5. Do the tasks.

1. Emphasize the similarities and differences between the two systems in obtaining professional education.
2. List all the items that make up student's expenses. Comment on the financial problems that students have to cope with.
3. Tell about dormitories, fraternities and sororities. Point out the social aspect.
4. List the possibilities for a student to get financial assistance and the terms on which it can be granted.
5. Describe how instruction at college and universities is organized.
6. Specify the term "leading universities" and explain why it is prestigious to get a degree there.

TYPES OF HIGHER EDUCATIONAL INSTITUTIONS

Junior Colleges

Organizationally, these institutions of higher education offer two-year programs beyond the secondary school level. Courses are divided into two programs, one leading to a transfer to a four-year college at the end of two years, the other intended to be terminal at the completion of the junior college, usually leading to a profession (shop work, office work, etc.).

Colleges of Liberal Arts

Generally they offer four years of work beyond the secondary school level. Their programmes are aimed at providing a broad educational base in philosophy, science, and culture. Course work is often organized so that students may choose from many different areas of knowledge with some specialization or concentration in one particular field during the third and fourth years of the program. Some of these colleges are private; others are run by the state.

Specialized Institutions

Usually, institutes of technology, teacher training colleges, art schools, and other specialized institutions emphasize intensive concentration in a speciality as contrasted with the broad range of liberal arts colleges. The course of study typically emphasizes technical, scientific, or engineering aspects of knowledge in the field. Today, the educational programs of some specialized institutions are broader and more comprehensive. In fact, some of them have changed their names, aims and programs to fit a university type of organization.

University

An American university, having the most complex organization of all American institutions of higher education, consists of a number of schools and colleges at both levels: the undergraduate school and the graduate school. These are grouped together in one educational system. A distinctive feature of American universities is the separation of graduate from undergraduate education.

Often, a university will have more students working towards degrees at the graduate level than in undergraduate school. Another distinctive feature of some American universities is their large size. At the undergraduate level (undergraduate school) universities may have several divisions – a college of liberal arts, a school of engineering or applied science, etc. A student usually enrolls in one undergraduate division, but he may take courses in more than one of these. The goals and work of a university faculty member are not centred solely around teaching. Generally faculty members of a university are expected to contribute to the advancement of knowledge in their fields through research and writing.

The research-oriented faculty is peopled with scholars – many of them distinguished and widely recognized – who spend half or more of their time on research and writing in their discipline. They devote their remaining time to the teaching of graduate students or advanced undergraduates taking specialized courses in their field. Classes during the first two years of undergraduate studies are handled usually by graduate students and faculty members of junior rank. Every state in the US maintains at least one institution of the university rank. Programmes in them are often adapted to serve local needs.

State universities provide opportunities of higher education usually at a cost considerably below the cost of education in private institutions. The institutions, which provide higher education, do not constitute any co-ordinate system and are not controlled by any centralized national authority. Each state has the right to found new public or private institutions of higher education within its borders.

However, co-operative efforts of colleges and universities have created a number of unifying factors, which reduce the diversity of American system of higher education.

For example, inter-institutional co-operation has contributed to the development of highly uniform degree requirements and methods of recording student progress.

Tremendous influence upon American higher education is exercised by various professional associations of the states and of the Nation. They work chiefly with governmental and institutional representatives to achieve common objectives and to obtain agreement on national education goals.

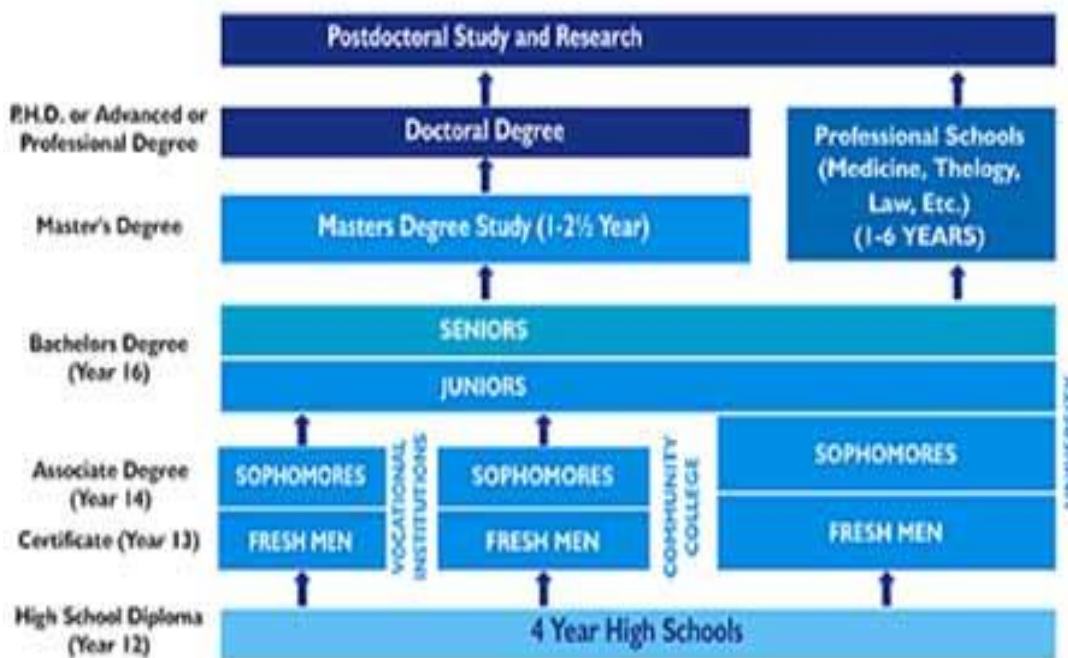
There are regional accrediting associations which, when combined, embrace the entire United States. In some states, additional accrediting procedures are carried on by the State Department of Education or by the State University. Graduates of accredited colleges ordinarily find it easier to obtain acceptable positions than do graduates of non-accredited ones. Students from accredited colleges find it easier to transfer to other colleges or to gain admission to graduate school.

Although the US Office of Education in some ways corresponds to the Ministry of Education in other countries, it does not judge the quality of instruction at individual institutions and is mainly responsible for the collection, interpretation, and dissemination of educational information. Nevertheless it is involved in the co-operative efforts to standardize accreditation procedures and so contributes to the efforts of co-ordinating and unifying the practices of different institutions of higher education.

Exercise 1. Answer the questions.

1. How does one get enrolled in a Medical (Law) School to become a doctor (lawyer)?
2. How does a young doctor usually start his medical career?
3. What is "accreditation"?
4. What do a student's expenses usually include?
5. Why do most students have to look for a job?
6. Where do students live on the campus?
7. What kind of financial assistance are students offered?
8. How do colleges and universities differ in the US?
9. Mention the most prestigious universities.
10. What are the stages of the American system of higher education?
11. Every state in the US maintains at least one institution of the university rank, doesn't it?
12. Are programmes in them often adapted to serve local needs?
13. Do the institutions, which provide higher education, constitute any co-ordinate system?
14. Are the institutions controlled by any centralized national authority?

Exercise 2. Obtain types of higher educational institutions.



CHARACTERISTICS OF THE HIGHER EDUCATION SYSTEM

Classroom Environment

Classes range from large lectures with several hundred students to smaller classes and seminars (discussion classes) with only a few students. The American university classroom atmosphere is very dynamic. You will be expected to share your opinion, argue your point, participate in class discussions and give presentations.

International students find this one of the most surprising aspects of the American education system. "One challenge was the way you register for classes and developing an academic plan. I really didn't know what to study because I could choose many programs. I met with Angela Khoo [Academic Adviser] about the classes that I could take, and then it became a lot easier for me."

Each week professors usually assign textbook and other readings. You will be expected to keep up-to-date with the required readings and homework so you can participate in class discussions and understand the lectures. Certain degree programs also require students to spend time in the laboratory. Professors issue grades for each student enrolled in the course. Grades are usually based upon:

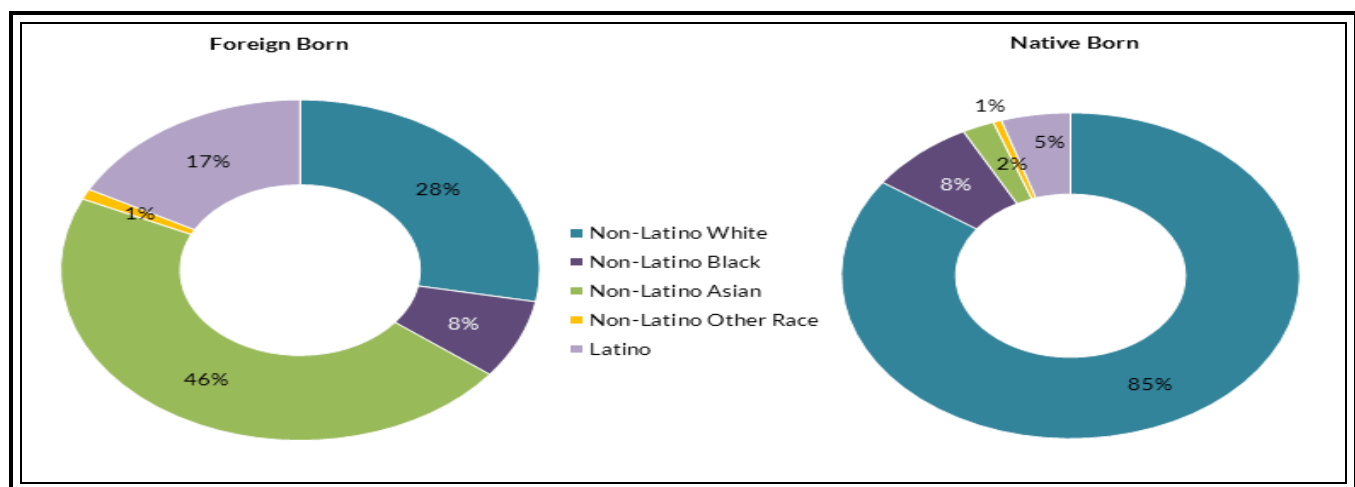
Each professor will have a unique set of *class participation* requirements, but students are expected to participate in class discussions, especially in seminar classes. This is often a very important factor in determining a student's grade. A *midterm* examination is usually given during class time. One or more *research or term papers*, or laboratory reports must be submitted for evaluation.

Possible short exams or quizzes are given. Sometimes professors will give an unannounced "pop quiz". This doesn't count heavily toward the grade, but is intended to inspire students to keep up with their assignments and attendance. A *final examination* will be held after the final class meeting.

Credits & Transfers

Each course is worth a certain number of credits or credit hours. This number is roughly the same as the number of hours a student spends in class for that course each week. A course is typically worth three to five credits. A full-time program at most schools is 12 or 15 credit hours (four or five courses per term) and a certain number of credits must be fulfilled in order to graduate. International students are expected to enrol in a full-time program during each term.

If a student enrolls at a new university before finishing a degree, generally most credits earned at the first school can be used to complete a degree at the new university. This means a student can transfer to another university and still graduate within a reasonable time.



DIFFERENCES IN THE ORGANIZATION OF EDUCATION

In Britain & America

Difference in the organization of education in Britain and America lead to different terms. 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 fee-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 (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 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 postgraduate; 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 of the American sorority or fraternity, i.e. nation-wide university clubs.

Exercise 1. Digest the score of the information briefly in English.

Exercise 2. Remember that.

A **PhD** is a degree awarded to people who have done advanced research into a particular subject. PhD is an abbreviation for "Doctor of Philosophy". For example: He is more highly educated, with a PhD in Chemistry. Degree – an academic rank conferred by a college or university after examination or after completion of a course, or conferred as an honour on a distinguished person. Some phrases: by degrees: a little at a time; little by little; gradually; to a degree: to some extent.

Exercise 3. Outline the three stages of the American system of higher education. Specify at what stage researchers are trained.

Exercise 4. Analyze the information and make up the chart about it

№	Activity			
	Event	When	Where	Score
1.				

Exercise 5. Summarise your knowledge on differences in the organization of education in Britain and America and issue in a short presentation (100 words).

SOCIOECONOMIC STATUS

Different societal factors such as socioeconomic status can play a part in one's chances of taking advantage of higher education. A 2011 national study found that college students with a high socioeconomic status persisted in college 25 % more than students with a low socioeconomic status.

In fact, students with a high socioeconomic status are 1.55 times more likely to persist in college than students with a low socioeconomic status. Attaining even higher degrees than a bachelor's degree can be affected by socioeconomic status. A 2016 study reports that 11 % of students with low socioeconomic status report earning a master's, medical, or law degree compared to 42% of high socioeconomic students. Analyst Jeffrey Selingo wondered whether higher education had less and less ability to level the playing field. A 2016 study found that 52 % of low-income students who qualified for college enrolled within 2 years of graduation compared to 83 % of high-income students.

The National Centre for Education Statistics reports that in 2017 high school graduates from low-income families enrolled in college immediately at a rate of 55 % . In comparison, 84% of high school graduates from high-income families enrolled immediately into college.

Middle-class families also saw lower rates with 67 % enrolling in college immediately.

As the level of socioeconomic status increases, so does the likelihood that the student will enrol in college at some point. It also found that a high percentage of students who delayed enrolment in college attended high schools that had a high level of participation in the free and reduced lunch program. Furthermore, students who had access to financial aid contacts were more likely to enrol in higher education than students who did not have these contacts.

Socioeconomic status can influence performance rates once at a university. According to a 2017 study, students with a low socioeconomic status study less, work more hours, have less interaction with faculty, and are less likely to join extra-curricular activities. 42 % of students with low socioeconomic status indicated that they worked more than 16 hours a week during school, with a high percentage working up to 40 hours a week. Students with low income may not apply for higher education.

These students are often racial minorities. This is also evidence of a positive relation between socioeconomic status and social integration at university.

In other words, middle-class students take part in more formal and informal social activities and have a greater sense of belonging to their universities than do working-class students. Higher education in the USA refers to the process of students continuing their education beyond high school, and includes a variety of institutions of higher education. Strong research and funding have helped make US colleges and universities among the world's most prestigious, making them particularly attractive to international students, professors and researchers in the pursuit of academic excellence.

According to the Shanghai Jiao Tong University's Academic Ranking of World Universities, more than 30 of the highest-ranked 45 institutions are in the US (measured by awards and research output).

Public universities, private universities, liberal arts colleges, and community colleges all have a significant role in higher education in the United States. Recent high visibility issues include greater use of the Internet, competency based education, cutbacks in state spending, and rapidly rising tuition and burdensome student loans. Colleges and universities in the US vary in terms of goals: some may emphasize a vocational, business, engineering, or technical curriculum (polytechnic universities) while others may emphasize a liberal arts curriculum. Many combine some or all of the above, being a comprehensive university. In the United States, the term "college" refers to either one of the three types of education institutions. One reference is stand-alone higher level education institutions that are not components of a university, including community colleges and liberal arts colleges.

Another one is components within a university, mostly the undergraduate institution of a university.

Unlike colleges versus universities in other portions of the world, a stand-alone college is truly stand-alone and is not part of a university, and is not affiliated with an affiliating university. Community colleges are often (though not always) two-year colleges.

They have open admissions, with generally lower tuition than other state or private schools. Graduates receive the associate's degree such as an Associate of Arts (A.A.).

Many students earn an associate's degree at a two-year institution before transferring to a four-year institution for another two years to earn a bachelor's degree. Four-year colleges, which usually have a larger number of students and offer a greater range of studies, provide the bachelor's degree, mostly the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.).

They are either primarily undergraduate institutions (Liberal Arts Colleges) or the undergraduate institution of a university (Harvard College and Yale College).



Saint Anselm College, a New England liberal arts college

Four-year institutions in the US which emphasize the liberal arts are liberal arts colleges. These colleges are entirely undergraduate institutions that are stand alone. They traditionally emphasize interactive instruction (although research is still a component of these institutions). They are known for being residential and for having smaller enrollment, class size, and higher teacher-student ratios than universities.



Portland Community College, a typical liberal arts college

These colleges also encourage a high level of teacher-student interaction at the center of which are classes taught by full-time faculty rather than graduate student teaching assistants (TAs), who do teach classes at some Research I and other universities. Most are private, although there are public liberal arts colleges. In addition, some offer experimental curricula, such as Hampshire College, Beloit College, Bard College at Simon's Rock, Pitzer College, Sarah Lawrence College, Grinnell College, Bennington College, New College of Florida, and Reed College.

Universities are research-oriented educational institutions which provide both undergraduate and graduate programs. However, for historical reasons, some universities (Boston College, Dartmouth College) have retained the term "college" as their name. Graduate programs grant a variety of master's degrees (Master of Arts (M.A.), Master of Science (M.S.), Master of Business Administration (M.B.A.) or Master of Fine Arts (M.F.A.)) in addition to doctorates such as the Ph.D.

The Carnegie Classification of Institutions of Higher Education distinguishes among institutions on the basis of the prevalence of degrees they grant and considers the granting of master's degrees necessary, though not sufficient, for an institution to be classified as a university.

Some universities have professional schools. This includes journalism school, business school, medical schools (M.D. or D.O.), law schools (J.D.), veterinary schools (D.V.M.), pharmacy schools (Pharm.D.), and dental schools. A common practice is to refer to different units within universities as *colleges* or *schools* (in other countries as *faculties*). Some colleges may be divided into *departments*, including an anthropology department within a college of liberal arts and sciences within a larger university. Yet, few universities adopt the term "college" as names of academic organizations.

For example, Purdue University is composed of multiple colleges – among others, the College of Agriculture and the College of Engineering. Of these Purdue breaks the College of Agriculture down into departments, such as the Department of Agronomy or the Department of Entomology, whereas Purdue breaks down the College of Engineering into schools, such as the School of Electrical Engineering, which enrolls more students than some of its colleges do.

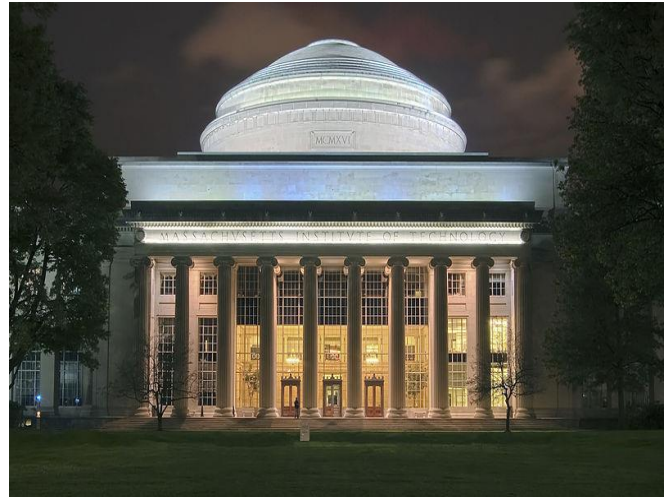
Exercise 1. Make up some dialogues from the information above.

Exercise 2. Analyze the information and use it in practice.

Exercise 3. Render the main idea of the information.



Public California State University. The campus of the University of Texas at Austin
The campus of the University of Houston



The Great Dome of Massachusetts Institute of Technology (MIT)

The American university system is largely decentralized. Public universities are administered solely by the individual states. Except for the United States service academies and staff colleges, the federal government does not directly regulate universities, although it can give federal grants to them and any institution that receives federal funds as a condition must certify that it has adopted and implemented a drug prevention program that meets regulations. The majority of public universities are operated by the states and territories, usually as part of a state university system. Each state supports at least one state university and several support many more.

California has three public higher education systems: the 11-campus University of California, the 23-campus California State University, and the 109-campus California Community Colleges System.

Public universities often have a large student body, with introductory classes numbering in the hundreds and some undergraduate classes taught by graduate students. Tribal colleges operated on Indian reservations by some federally recognized tribes are also public institutions.

Many private universities also exist. Among these, some are secular while others are involved in religious education. Some are non-denominational and some are affiliated with a certain sect or church, such as Roman Catholicism (sponsored by particular religious institutes). Seminaries are private institutions for those preparing to become members of the clergy. Most private schools (like all public schools) are non-profit, although some are for-profit. Tuition is charged at most American universities, and public universities generally offer lower tuition rates for in state students than out of state students.

There are two exceptions that tuition is not needed: 1) the five federally sponsored service academies, in which students attend free and with a stipend in exchange for a service commitment in the US armed forces after graduation; 2) a few institutions where offering tuition-free education is part of their mission, such as Cooper Union, Berea College, Olin College and Webb Institute. Public universities often have much lower tuition than private universities because funds are provided by state governments and residents of the state that supports the university typically pay lower tuition than non-residents.

Students often use scholarships, student loans, or grants, rather than paying all tuition out-of-pocket. Several states offer scholarships that allow students to attend free of tuition or at lesser cost; examples include Hope in Georgia and Bright Futures in Florida.

Exercise 1. Render the main idea of the information.

Exercise 2. Analyze the information and use it in practice.

Exercise 3. Add some information & make up a small report and give a talk in class.

Exercise 4. Read the text & pick up the essential details in the form of quick notes.



University of Notre Dame's historic quad in South Bend, Indiana with the "Golden Dome" of the administration building visible

Most universities, public and private, have endowments. A January 2007 report by the National Association of College and University Business Officers revealed that the top 765 U.S. colleges and universities had a combined \$340 billion in endowment assets as of 2006. And, as of 2011, 73 additional colleges and universities had endowments worth over \$1 billion. The largest endowment is that of Harvard University. The majority of both liberal arts colleges and public universities are coeducational. The number of women's colleges and men's colleges has dwindled in past years and nearly all remaining single-sex institutions are private liberal arts colleges.

There are historically black colleges and universities, both private and public.

American universities developed independent accreditation organizations to vouch for the quality of the degrees they offer. The accreditation agencies rate universities and colleges on criteria such as academic quality – the quality of their libraries, the publishing records of their faculty, and the degrees which their faculty holds. Non-accredited institutions are perceived as lacking in quality and rigor, and may be termed diploma mills. Students can apply to some colleges using the Common Application.

There is no limit to the number of colleges or universities to which a student may apply, though an application must be submitted for each. With a few exceptions, most undergraduate colleges and universities maintain the policy that students are to be admitted to (rejected from) the entire college, not to a particular department or major. This is unlike college admissions in many European countries, as well as graduate admissions.



Columbia University Low Memorial Library

Some students, rather than being rejected, are "wait-listed" for a particular college and may be admitted if another student who was admitted decides not to attend the college or university.

The five major parts of admission are ACT/SAT scores, GPA, College Application, Essay, and Letters of Recommendation. Not all colleges require essays or letters of recommendation, though they are often proven to increase chances of acceptance. 262,416 American students studied outside the country in 2010-11. More than 140,000 of these are studying in Europe.

The US is the most popular country in the world to study for international students, according to UNESCO. 16% of all international students go to the US (the next highest is the UK with 11%).

According to *Uni in the USA*, despite "exorbitant" costs of US universities, higher education in America remains attractive to international students due to "generous subsidies and financial aid packages that enable students from even the most disadvantaged backgrounds to attend the college of their dreams". Financial assistance for both private and public higher education comes in two primary forms: Grant programs and loan programs.

Grant programs consist of money the student receives to pay for higher education that does not need to be paid back, while loan programs consist of money the student receives to pay for higher education that must be paid back.

Public higher education institutions (partially funded through state government appropriation) and private higher education institutions (funded exclusively through tuition and private donations) offer both grant and loan financial assistance programs. Grants to attend public schools are distributed through federal and state governments, as well as through the schools themselves. Loans can be obtained publicly through government sponsored loan programs or through independent lending institutions.

Exercise 1. Digest the information briefly in English.

Exercise 2. Translate the words-combinations with the keyword "grant".

Grant, cash grant, money [monetary] grant, categorical grant, federal grant, formula grant, government grant, research grant, project grants, to award / give a grant, capital grant, assistance in grant from, annual grant, amount of grant, education grant, investment grants, lump-sum grant, to grant credit, to grant an allowance, to grant rights, money (monetary) grant, direct government grant, matching grant, partial grant, grant from the Crown, grant from the government, to grant a motion, to grant a relief, royal grant, assistance in grant form, to grant a day off, to grant leave of absence, training grant, to grant a charter, to take for granted, to award / give a grant, grant for research on folklore, to grant rights, to grant an allowance [a discount].

Exercise 3. Explain the score of some notions in English.

A **grant** is an amount of money that a government or other institution gives to an individual or to an organization for a particular purpose such as education or home improvements. If someone in authority **grants** you something, or if something is **granted** to you, you are allowed to have it.

If you **grant** that something is true, you accept that it is true, even though your opinion about it does not change. You use "I **grant** you" or "I'll **grant** you" to say that you accept something is true, even though your opinion about it does not change. If you say that someone takes you for **granted**, you are complaining that they benefit from your help, efforts, or presence without showing that they are grateful. If you take it for **granted** that something is the case, you believe that it is true or you accept it as normal without thinking about it.

Exercise 4. Make up some dialogues from the information above.

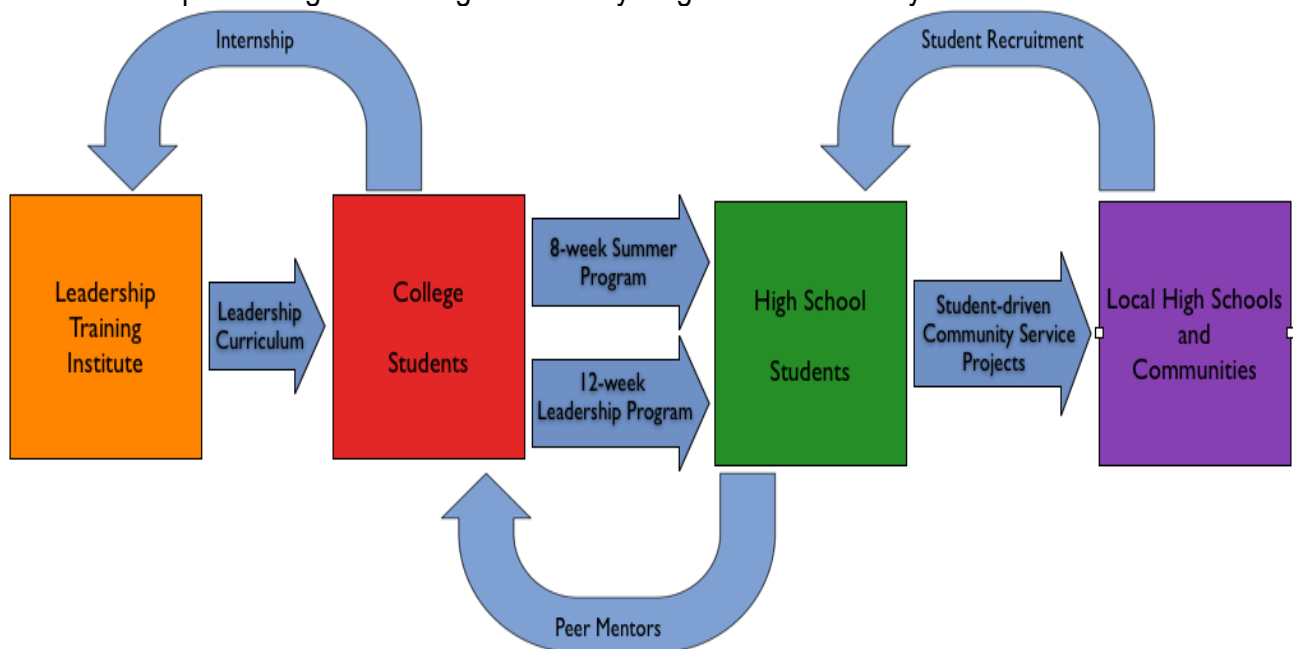
Exercise 5. Analyze the information and use it in practice.

Exercise 6. Analyze the information above and make up the chart about it

№	Activity			
	Institution	When	Where	Score
1.	College			

Exercise 7. Translate the sentences with the keyword "grant".

1. The government granted a pension to her. 2. The authorities at once cheerfully granted all that they asked. 3. Granting that you are correct, you may find it hard to prove your point. 4. Take it to granted. 5. We received a grant to attend the conference. 6. We received the grant for research on folklore. 7. This is target grant for learning students. 8. He made a grant of land to his son. 9. The institute has a government grant to cover the cost of development programme. 10. Many charities give grants for educational projects. 11. They were granted a meeting. 12. Her request was granted. 13. He hasn't made much progress, I'll grant you that. 14. We had to recommend the grant or refusal of broadcasting licences. 15. George had taken it for granted that they'd get married. 16. One takes certain amenities for granted. 17. I grant what you say is true. 18. They'd got a special grant to encourage research. 19. Unfortunately, my application for a grant was rejected. 20. France has agreed to grant him political asylum. 21. The magistrates granted that the charity was justified in bringing the action. 22. He took a risk, I'll grant you. But when you think about it, the risk was pretty small. 23. I grant you that there have been excesses here and there. But this happens in any popular national struggle. 24. What right has the family to take me for granted, Martin? 25. The officials felt taken for granted and grumbled loudly. 26. I was amazed that virtually all the things I took for granted up north just didn't happen in London. 27. He seemed to take it for granted that he should speak as a representative. 28. This is the amendment that granted women the right to vote. 29. People no longer took for granted everything about Christianity.



Basis through its 12-week (40-hour) high school leadership program, offered at university chapters located throughout the United States of America.

HARVARD UNIVERSITY

Harvard University is a private Ivy League research university in Cambridge, Massachusetts whose history, influence and wealth have made it one of the most prestigious universities in the world. Established in 1636 by the Massachusetts legislature and soon thereafter named for John Harvard (its first benefactor), Harvard is the United States' oldest institution of higher learning.

Although never formally affiliated with any denomination, the early College primarily trained Congregationalist and Unitarian clergy. Its curriculum and student body were gradually secularized during the 18th century, and by the 19th century Harvard had emerged as the central cultural establishment among Boston elites. Following the American Civil War, President Charles W. Eliot's long tenure (1869-1909) transformed the college and affiliated professional schools into a modern research university; Harvard was a founding member of the Association of American Universities in 1900.

James Bryant Conant led the university through the Great Depression and World War II and began to reform the curriculum and liberalize admissions after the war.

The undergraduate college became coeducational after its 1977 merger with Radcliffe College. Drew Gilpin Faust was elected the 28th president in 2007 and is the first woman to lead the university. Nowadays, the University comprises various academic institutions and has nurtured many prominent alumni. It is organized into eleven separate academic units – ten faculties and the Radcliffe Institute for Advanced Study – with campuses throughout the Boston metropolitan area.

Harvard's 209-acre (85 ha) main campus is centered on Harvard Yard in Cambridge, 3 miles (4.8 km) northwest of Boston. The business school and athletics facilities, including Harvard Stadium, are located across the Charles River in the Allston neighborhood of Boston and the medical, dental, and public health schools are located in the Longwood Medical Area.

Eight U.S. presidents have been graduates, and some 150 Nobel Laureates have been affiliated as students, faculty, or staff. Harvard is also the alma mater of 62 living billionaires, the most in the country. The Harvard University Library is also the largest academic library in the USA, and one of the largest in the world. Harvard has the largest financial endowment of any academic institution in the world.

The takeover of Harvard by the Unitarians in 1805 resulted in the secularization of the American college. By 1850 Harvard was the "Unitarian Vatican". The "liberals" (Unitarians) allied themselves with high Federalists and began to create a set of private societies and institutions meant to shore up their cultural and political authority, a movement that prefigured the emergence of the Boston Brahmin class.

On the other hand, the theological conservatives used print media to argue for the maintenance of open debate and democratic governance through a diverse public sphere, seeing the liberals' movement as an attempt to create a cultural oligarchy in opposition to Congregationalist tradition and republican political principles.



In 1846, the natural history lectures of Louis Agassiz were acclaimed both in New York and on the campus at Harvard College. Agassiz's approach was distinctly idealist and posited Americans' "participation in the Divine Nature" and the possibility of understanding "intellectual existences". Agassiz's perspective on science combined observation with intuition and the assumption that a person can grasp the "divine plan" in all phenomena. The popularity of Agassiz's efforts to "soar with Plato" probably also derived from other writings to which Harvard students were exposed, including Platonic treatises by Ralph Cudworth, John Norris and, in a Romantic vein, Samuel Coleridge.

The library records at Harvard reveal that the writings of Plato and his early modern and Romantic followers were almost as regularly read during the 19th century as those of the "official philosophy" of the more empirical and more deistic Scottish school.

Charles W. Eliot, president 1869-1909, eliminated the favored position of Christianity from the curriculum while opening it to student self-direction. While Eliot was the most crucial figure in the secularization of American higher education, he was motivated not by a desire to secularize education, but by Transcendentalist Unitarian convictions. Derived from William Ellery Channing and Ralph Waldo Emerson, these convictions were focused on the dignity and worth of human nature, the right and ability of each person to perceive truth, and the indwelling God in each person.

Harvard's international reputation grew as a burgeoning endowment and prominent professors expanded the university's scope. Rapid enrollment growth continued as new graduate schools were begun and the undergraduate College expanded. Radcliffe College, established in 1879 as sister school of Harvard College, became one of the most prominent schools for women in the United States. Harvard became a founding member of the Association of American Universities in 1900.

James Bryant Conant (president, 1933-1953) reinvigorated creative scholarship to guarantee its preeminence among research institutions. He saw higher education as a vehicle of opportunity for the talented rather than an entitlement for the wealthy, so Conant devised programs to identify, recruit, and support talented youth.

In 1943, he asked the faculty make a definitive statement about what general education ought to be, at the secondary as well as the college level. The resulting *Report*, published in 1945, was one of the most influential manifestos in the history of American education in the 20th century. In 1945-1960 admissions policies were opened up to bring in students from a more diverse applicant pool. No longer drawing mostly from rich alumni of select New England prep schools.

The undergraduate college was now open to striving middle class students from public schools; many more Jews and Catholics were admitted, but few blacks, Hispanics or Asians. In 1999, Radcliffe College, founded in 1879 as the "Harvard Annex for Women", merged formally with Harvard University, becoming the Radcliffe Institute for Advanced Study.



Harvard Yard as seen from Holyoke Center University seal

Harvard Yard itself contains the central administrative offices and main libraries of the university, academic buildings including Sever Hall and University Hall, Memorial Church, and the majority of the freshman dormitories. Sophomore, junior, and senior undergraduates live in twelve residential Houses. Each residential house contains rooms for undergraduates, House masters, and resident tutors, as well as a dining hall and library.



Memorial Hall



Memorial Church

TEACHING & LEARNING



Harvard University

Harvard is a large, highly residential research university. The university has been accredited by the New England Association of Schools and Colleges since 1929.

The university offers 46 undergraduate concentrations (majors), 134 graduate degrees, and 32 professional degrees. For the 2008-2009 academic year, Harvard granted 1,664 baccalaureate degrees, 400 masters degrees, 512 doctoral degrees, and 4,460 professional degrees. The four year, full-time undergraduate program comprises a minority of enrollments at the university and emphasizes instruction with an "arts and sciences focus". Between 1978 and 2008, entering students were required to complete a core curriculum of seven classes outside of their concentration.

Since 2008, undergraduate students have been required to complete courses in eight General Education categories: Aesthetic and Interpretive Understanding, Culture & Belief, Empirical & Mathematical Reasoning, Ethical Reasoning, Science of Living Systems, Science of the Physical Universe, Societies of the World, and United States in the World. Harvard offers a comprehensive doctoral graduate program and there is a high level of coexistence between graduate and undergraduate degrees. Undergraduates typically take four half-courses per term and must maintain a four-course rate average to be considered full-time. In many concentrations, students can elect to pursue a basic program or an honors-eligible program requiring a senior thesis and/or advanced course work.

Students graduating in the top 4-5% of the class are awarded degrees *summa cum laude*, students in the next 15% of the class are awarded *magna cum laude*, and the next 30% of the class are awarded *cum laude*. Harvard has chapters of academic honor societies such as Phi Beta Kappa and various committees and departments also award several hundred named prizes annually.

Harvard, along with other universities, has been accused of grade inflation, although there is evidence that the quality of the student body and its motivation have also increased.

Harvard College reduced the number of students who receive Latin honors from 90% in 2004 to 60% in 2005. Moreover, the honors of "John Harvard Scholar" and "Harvard College Scholar" will now be given only to the top 5 % and the next 5 % of each class. University policy is to expel students engaging in academic dishonesty to discourage a "culture of cheating."

In 2012, dozens of students were expelled for cheating after an investigation of more than 120 students. In 2013, there was a report that as many as 42% of incoming freshmen had cheated on homework prior to entering the university and these incidents have prompted the university to consider adopting an honor code.


Demographics of student body			
	Undergraduate	Graduate & Professional	U.S. Census
Asian/Pacific Islander	17%	11%	5%
Black/Non-Hispanic	6%	4%	12%
Hispanics of any race	9%	5%	16%
White/non-Hispanic	46%	43%	64%
Mixed Race/Other	10%	8%	9%
International students	11%	27%	N/A

In the last six years, Harvard's student population ranged between 19,000 and 21,000, across all programs. Harvard enrolled 6,655 students in undergraduate programs, 3,738 students in graduate programs, and 10,722 students in professional programs. The undergraduate population is 51% female, the graduate population is 48% female, and the professional population is 49% female.

Harvard also enrolled 266 National Merit Scholars, the most in the nation. 88% of students graduate within 4 years and 98% graduate within 6 years. Harvard University is devoted to excellence in teaching, learning, and research, and to developing leaders in many disciplines who make a difference globally. Harvard faculty are engaged with teaching and research to push the boundaries of human knowledge. For students who are excited to investigate the biggest issues of the 21st century, Harvard offers an unparalleled student experience and a generous financial aid program, with over \$160 million awarded to more than 60% of our undergraduate students.

The University has twelve degree-granting Schools in addition to the Radcliffe Institute for Advanced Study, offering a truly global education. The University, which is based in Cambridge and Boston, Massachusetts, has an enrollment of over 20,000 degree candidates, including undergraduate, graduate, and professional students. Harvard has more than 360,000 alumni around the world.

Exercise 1. Digest the information briefly in English.

Harvard University	
 <p>Seal of Harvard University</p>	
Motto	Veritas
Motto in English	Truth
Established	1636
Type	Private
Academic staff	2,100
Students	21,000
Undergraduates	7,200 total 6,700 College 500 Extension
Postgraduates	14,000
Location	Cambridge, Massachusetts, U.S.
Newspaper	<i>The Harvard Crimson</i>
Colors	Crimson
Nickname	Harvard Crimson



GRANTS & SCHOLARSHIPS & RESEARCH PROGRAMS

Grant programs, as well as work study programs, can be divided into two primary categories: Need-based financial awards and merit-based financial awards. Most state governments provide need-based scholarship programs, a few also offering merit-based aid. Several need-based grants are provided through the Federal Government based on information provided on a student's Free Application for Federal Student Aid. The Federal Pell Grant is a need-based grant available from the Federal government. The federal government also has two other grants that are a combination of need-based and merit-based: the Academic Competitiveness Grant, and the National SMART Grant. In order to receive one of these grants a student must be eligible for the Pell Grant, meet specific academic requirements, and be a US citizen.

A student's eligibility for work study programs is also determined by information collected on the student's FAFSA. Need-based financial awards are money or work study jobs provided to students who do not have the financial resources by themselves to pay for higher education.

The intent of need-based financial aid is to close the gap between the required cost to pay for the higher education and the money that is available to pay for the education. Merit-based financial awards are money given to a student based on a particular gift, talent, conditional situation, or ability that is worthy of the monetary award, regardless of economic standing. The intent of merit-based financial aid is to encourage and reward students who exhibit these qualities with attendance at a school of higher education through the financial incentive. Not only does merit-based assistance benefit the student, but the benefit is seen as reciprocal for the educational institution itself, as students who exhibit exceptional qualities are able to enhance the development of the school itself.

Financial aid has also been found to be linked to increased enrollment. A study conducted by the National Bureau of Economic Research found that an increased availability of any amount financial aid amounts to increased enrollment rates. Evidence suggests that access to financial aids also increases both "persistence and competition". Further benefit has been noted with academic based scholarships, augmenting the effects of financial aid by incentivizing the scholarship with performance-based requirements.

There has been rapid growth in recent years of for-profit schools, of which the University of Phoenix is the largest with an enrollment over 400,000 nationwide.

Other large institutions, with numerous branch campuses and online programs include Devry and Kaplan University. Altogether, they enroll 9% of the students.

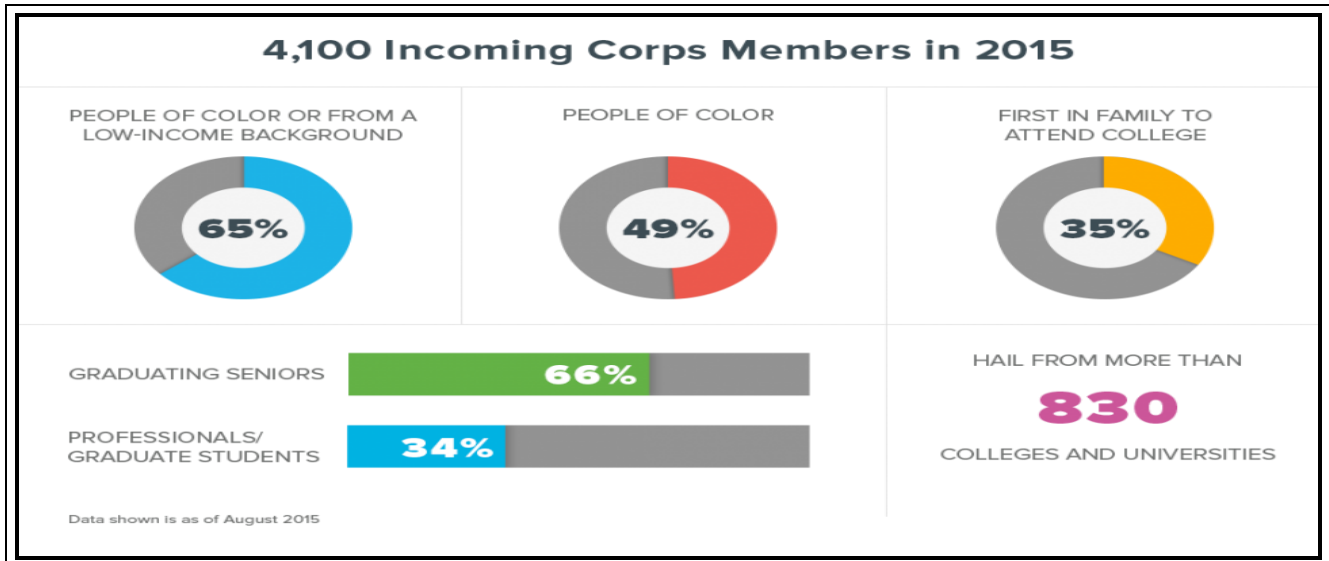
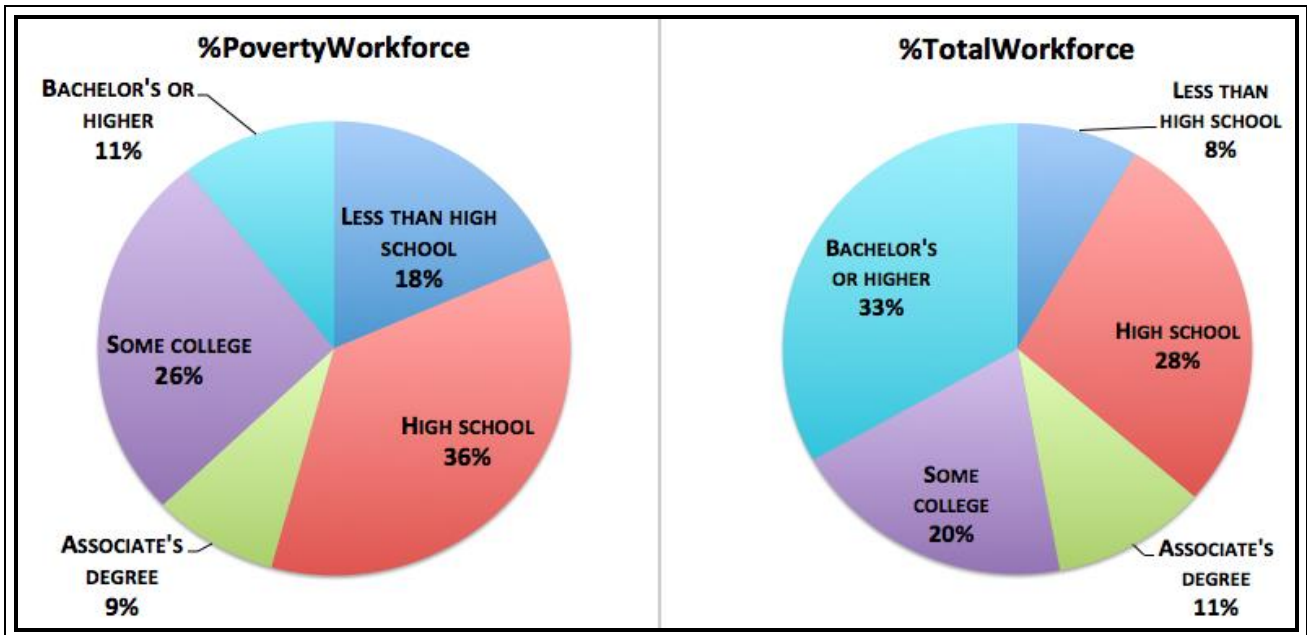
They have aggressively recruited among military veterans, and in 2010 received 36% percent of all the tuition aid paid by the federal government. The University of Phoenix received 88% of its income from federal aid to students; the maximum allowed is 90%. In 2001, the University of Phoenix opened a two-year online program oriented toward lower-income students who receive federal financial aid.

In 2010 it had over 200,000 students seeking two-year degrees. Critics have pointed to the heavy dependence on federal loans and grants to students. The low student completion rate, and the inability of the majority of graduates to pay their student loans because they failed to secure high-paying jobs. The University of Phoenix reports that in 2009, 23% of its students completed an associate degree within three years of enrolling, and for bachelor's degree students, its six-year completion rate was 34%.

While traditional approach to pedagogy in higher education focuses on teacher's responsibility, Armstrong (2012) argues that students have "natural learning" ability. They should take responsibility for their learning.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the information and use it in practice.



CHAPTER V.
EDUCATION IN CANADA & AUSTRALIA & NEW
ZEALAND
UNIT I. EDUCATION SYSTEM IN CANADA

INTRODUCTION

The school system of Canada is very much like the one in the USA, but there are certain differences. Education in Canada is general and compulsory for children from 6 to 16 years old, and in some provinces – to 14. It is within the competence of the local authorities, and therefore it may differ from province to province. Newfoundland has an 11-grade system. Some other provinces have 12-grade systems, and Ontario has even a 13-grade system. Grades 1-6 are usually elementary schools, and grades 7-12 are secondary schools. In some provinces there is a kindergarten year before the first grade.

Elementary education is general and basic, but in the junior high school years the students can select some courses themselves. Most secondary schools provide programmes for all types of students. Some of them prepare students for continuing their studies at the university. Vocational schools are separate institutions for those who will not continue their education after secondary schools.

There also exist some commercial high schools. Some provinces have private kindergartens and nursery schools for children of pre-elementary age. There also exist Roman Catholic schools and private schools in some provinces. In most provinces private schools receive some form of public support. Admission to the university in Canada is after high school with specific courses. Getting a degree in law, medicine, dentistry or engineering usually takes 3-4 years of studying.

University tuition fees vary among different provinces. All provinces also have public non-university institutions. They are regional colleges, institutes of technology, institutes of applied arts, colleges of agricultural technology and others. Under the Constitution Act the organization and administration of public education are provincial responsibilities. The federal government is directly concerned only with the provision of education in the Yukon and Northwest territories, in Indian schools throughout Canada, for inmates of federal penitentiaries, for the families of members of the Canadian forces on military stations, and for the operations of three military colleges.

In addition, it finances vocational training of adults and provides financial supports to the provinces for the operating costs of post secondary education.

Because each of the 10 provinces has the authority and responsibility for organizing its education system as it sees fit. Policies and practices vary from province to province, but each has a department of education headed by a minister who is a member of the provincial Cabinet. In addition, Ontario has a Department of Colleges and Universities with a minister of its own. Most Canadian children have one year of kindergarten before they enter an eight-grade elementary school at age 6 or 7. At about 14 years of age, nearly 90 % of those who entered grade one enter a regular four-year secondary school.

Criteria for admission to these institutions are less strict. Higher education in Canada describes the constellation of provincial higher education systems in Canada and their relationship. Traditionally, a higher education was chiefly the preserve of universities.

Now, although universities still account for about 60 % of full-time students, post secondary education is available in institutions without degree-granting status.

Regional colleges in British Columbia, institutes of technology in Alberta, institutes of applied arts and technology in Ontario, and community colleges in Quebec. Canada has more than 65 degree-granting institutions. They range from institutions with a single faculty and enrollments of a few hundred to institutions with many faculties and research institutes and more than 40,000 students, such as the Université de Québec (a multicampus university), the University of Toronto, and the University of British Columbia. The oldest university in Canada, Laval, in Québec, was founded during the French regime.

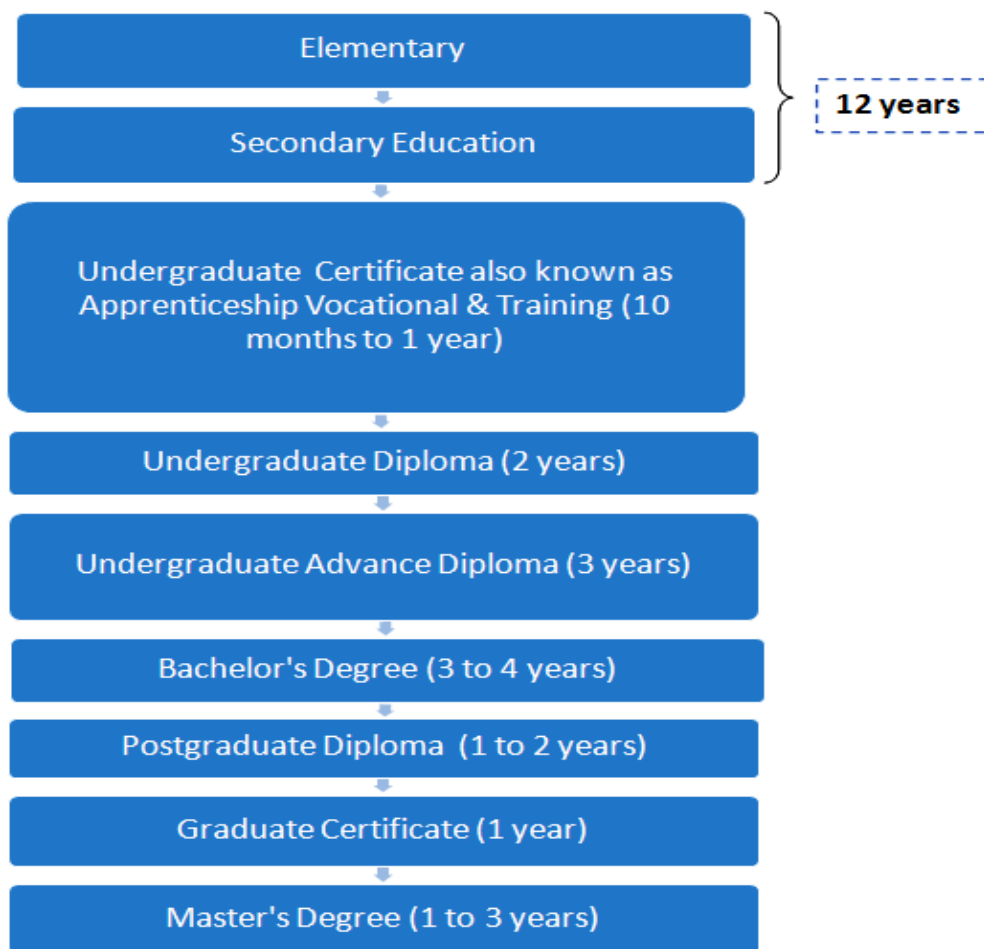
Universities in English-speaking Canada were established after the American Revolution.

University of King's College in Nova Scotia and what is now the University of New Brunswick were patterned after King's College in pre-Revolutionary New York City. Most other universities in pioneer days were begun by churches, but almost all have since become secular and almost entirely financially dependent on the provincially dependent on the provincial governments.

In the 1960s Ontario established a number of new post secondary institutions.

One of the new universities, the University of Waterloo, has a cooperative program (alternating academic and work terms) and has gained an international reputation in mathematics, computer science, and remote sensing. There are no truly private universities in Canada. A somewhat unusual characteristic has been the system of "affiliated colleges" linked to a "parent" degree-granting institution even though separated from it physically. English is the language of instruction at most places, French in several, and a few are bilingual.

Exercise 1. Choose the keywords that best convey the gist of the text.



PROVINCIAL & TERRITORIAL HIGHER EDUCATION SYSTEMS

In Canada, the constitutional responsibility for higher education rests with the provinces of Canada. The decision to assign responsibility for universities to the local legislatures, cemented in the British North America Act, 1867, which was renamed the Constitution Act in 1982, was contentious from its inception. The Act states that "in and for each Province, the Legislature may exclusively make laws in relation to Education". As a result of this constitutional arrangement, a distinctive system of education, including higher education, has evolved in each province.

However, as the constitutional responsibility for Aboriginal Peoples with Treaty Status rests with the federal government of Canada under the Constitution Act of 1982, it is the federal government that is largely responsible for funding higher education opportunities for Aboriginal learners, whether in traditional post-secondary institutions or in settings that promote opportunities to pursue indigenous education.

The federal government operates the Royal Military College of Canada.

The higher education systems in Canada's ten provinces include their historical development, organization (e.g., structure, governance, and funding), and goals (e.g., participation, access, mobility).

Each of the three territories in Canada (Nunavut, Northwest Territories, Yukon) has separate higher education systems that reflect territorial history, organization, and goals in the context of geographical challenges. The federal Parliament is responsible for the national interest and "it has the power to legislate regarding matters which are in the interest of more than one of the provinces or of the nation as a whole". However, there is no federal ministry or minister of higher education.

Historically, areas identified as "appropriate" for federal government involvement included the following: economic and social growth and development, equality of opportunity, employment, preparing young people for the labour force, inter-provincial labour market mobility, adult training and retraining, vocational training, bilingualism, technological development, international affairs and research, and the Canadian Military Colleges.

In 2008, federal responsibility for higher education is under the umbrella of Human Resources and Skills Development Canada (HRSDC), Learning Branch.

The Learning Branch of HRSDC oversees the following: Canada Student Loans and Grants; Saving for Education; Post-Secondary Education; and Student Exchanges and Academic Mobility.

As mentioned above, the federal government is also responsible for funding higher educational opportunities for Aboriginal Peoples with Treaty Status. This is true for Aboriginal learners who wish to pursue both traditional postsecondary education, as well as indigenous educational opportunities.

There are numerous groups that are relevant to the structure of higher education in Canada.

These include those that support teachers, staff, students, institutions, research, and related groups involved in the delivery of higher education in the Canadian provinces and territories.

There are a number of journals and publications regarding higher education in Canada.

The majority are published by associations of faculty, staff, or students.

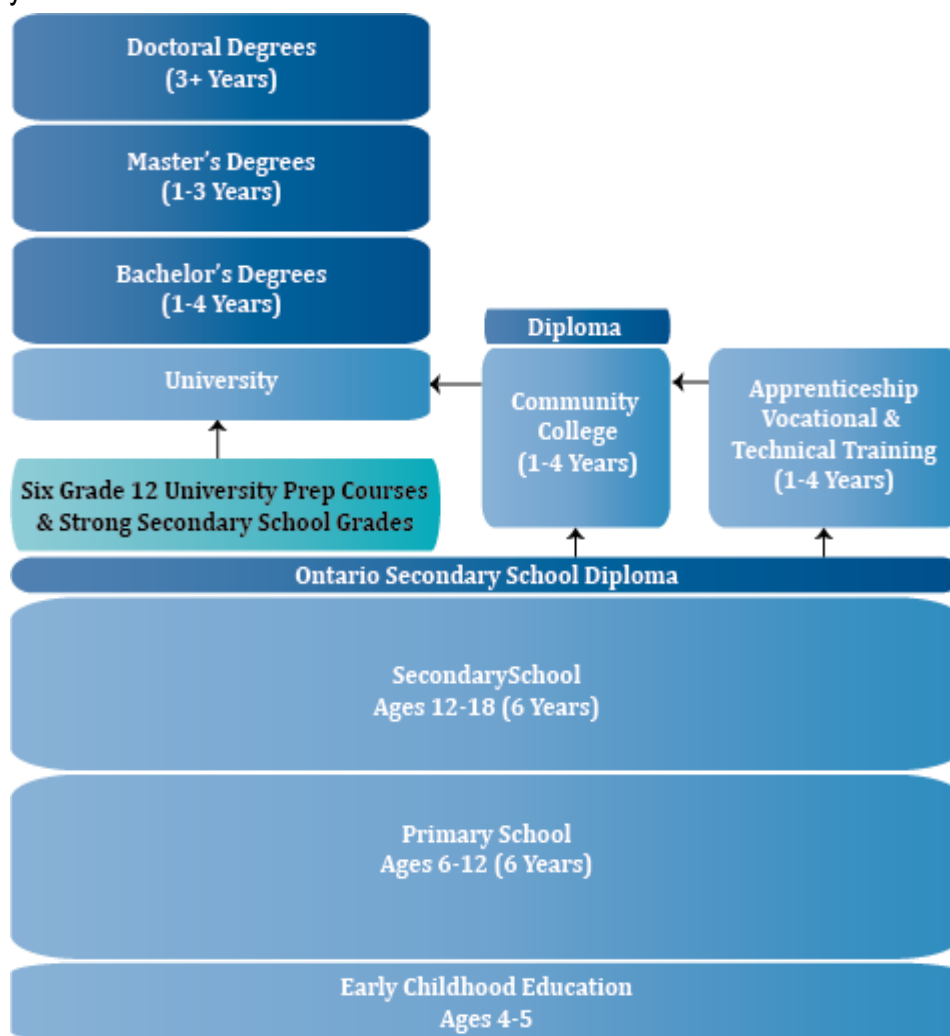
- Academic Matters is a Canadian magazine which publishes articles on issues of relevance to postsecondary education in Canada and internationally, as well as literature and film reviews, original fiction, research notes and commentaries.

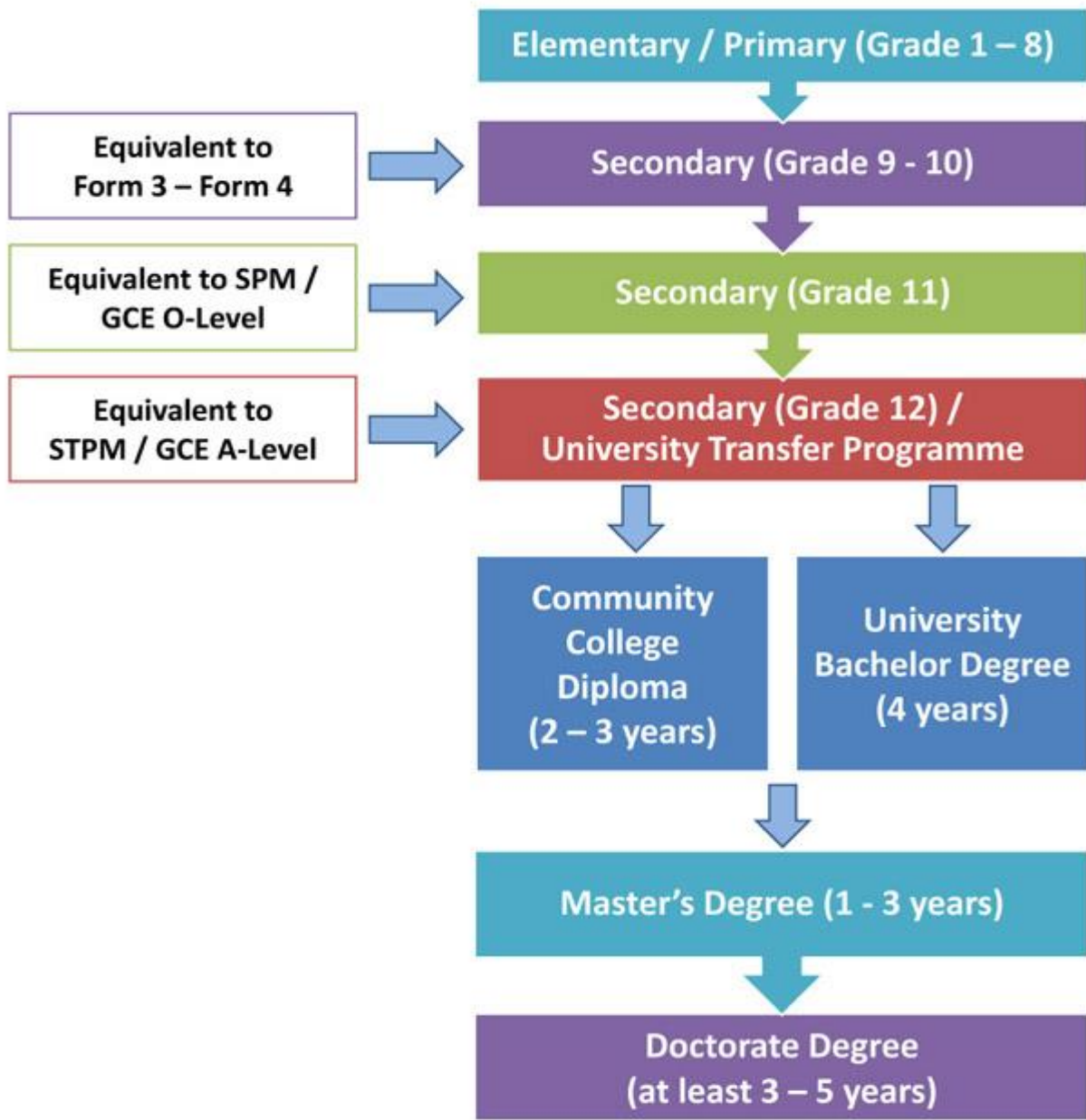
- This journal is published by the Ontario Confederation of University Faculty Associations and has a circulation of 24,000 readers, including professors, academic librarians and others interested in higher education issues across Canada.

- CAUT Bulletin is an electronic newsletter published by the Canadian Association of University Teachers (CAUT).
- The Canadian Journal of Higher Education is a journal published by the Canadian Society for the Study of Higher Education (CSSHE).
- Canadian Public Policy is a journal that examines Canadian economic and social policy published by the Canadian Economics Association.
- College Canada is a magazine published by the Association of Canadian Community Colleges (ACCC).
- University Affairs is a magazine published by the Association of Universities and Colleges of Canada (AUCC).

A 2011 study found that Canadian university professors were left leaning but were not "hugely different in this respect from the Canadian university-educated population". There was considerable variation in political views which suggests "that contemporary characterizations of the North American professoriate as left- or right-leaning tend to be overdrawn". Disadvantaged status and socialization in the field were important in forming these views but self-selection effects were not excluded.

The wage boost associated with higher education is narrowing, and a large proportion of students insist on majoring in psychology, the humanities, or the social sciences despite the poor career prospects in those fields of study.





Rest of Canada excluding Quebec



HISTORY OF FEDERAL GOVERNMENT INVOLVEMENT

- 1874 Parliamentary statute to establish "the Military College".
- 1885 Land endowment granted for the establishment of the University of Manitoba.
- 1910 Royal Commission on Industrial Training and Vocational Education – "led to the provision of grants to the provinces for the purposes of developing agricultural techniques and training and upgrading vocational, technical and industrial education".
- 1916 Creation of the National Research Council (NRC) to enlarge Canada's research facilities during World War I.
- 1939 Establishment of the Dominion-Provincial Student Aid Program (DPSAP).
- 1946 Influx of returning World War II veterans into the universities. In 1947-48 full-time university enrolment peaked at 83,882 federal government provided universities.
- 1951 Royal Commission on National Development in the Arts, Letters, Sciences.
- 1957 Creation of the Canada Council for the Encouragement of the Arts, Humanities and Social Sciences.
- 1957-67 Canada Mortgage and Housing Corporation (CMHC) provided loans to universities for building of student residences.
- 1964 Establishment of the Canada Student Loans Program (CSLP).
- 1965 AUCC sponsored Commission on Financing of Higher Education.
- 1963 Establishment of the Economic Council of Canada.
- 1966 Direct involvement of the Department of the Secretary of State.
- 1966 Establishment of the Education Support Branch of the Department of the Secretary of State formed to coordinate assistance given to universities.
- 1966 Establishment of the Council of Ministers of Education, Canada (CMEC).
- 1966-67 Federal-Provincial Fiscal Arrangements Act 1967
- 1967 Adult Occupation Training Act led to the Canada Manpower Training Program.
- 1971 Formation of the Ministry for Science and Technology.
- 1977 Federal-Provincial Arrangements Established Programs Financing Act.
- 1978 Government Organizations Act (1976) which led to the creation of the Social Sciences and Humanities Research Council of Canada (SSHRC) and the National Science and Engineering Research Council (NSERC).
- 1983 Dissolution of the Economic Council of Canada.
- 1986 Federal Post-secondary Education and Health Act Programs Act, 1977.
- 1996 Canada Health and Social Transfer Act
- 2004 Canada Learning Bond introduced as way to encourage low-income families to use a Registered Education Savings Plan for saving money to be used for a child's post-secondary education.
- 2004 Separation of the Canada Health Transfer (CHT) and Canada Social Transfer (CST).

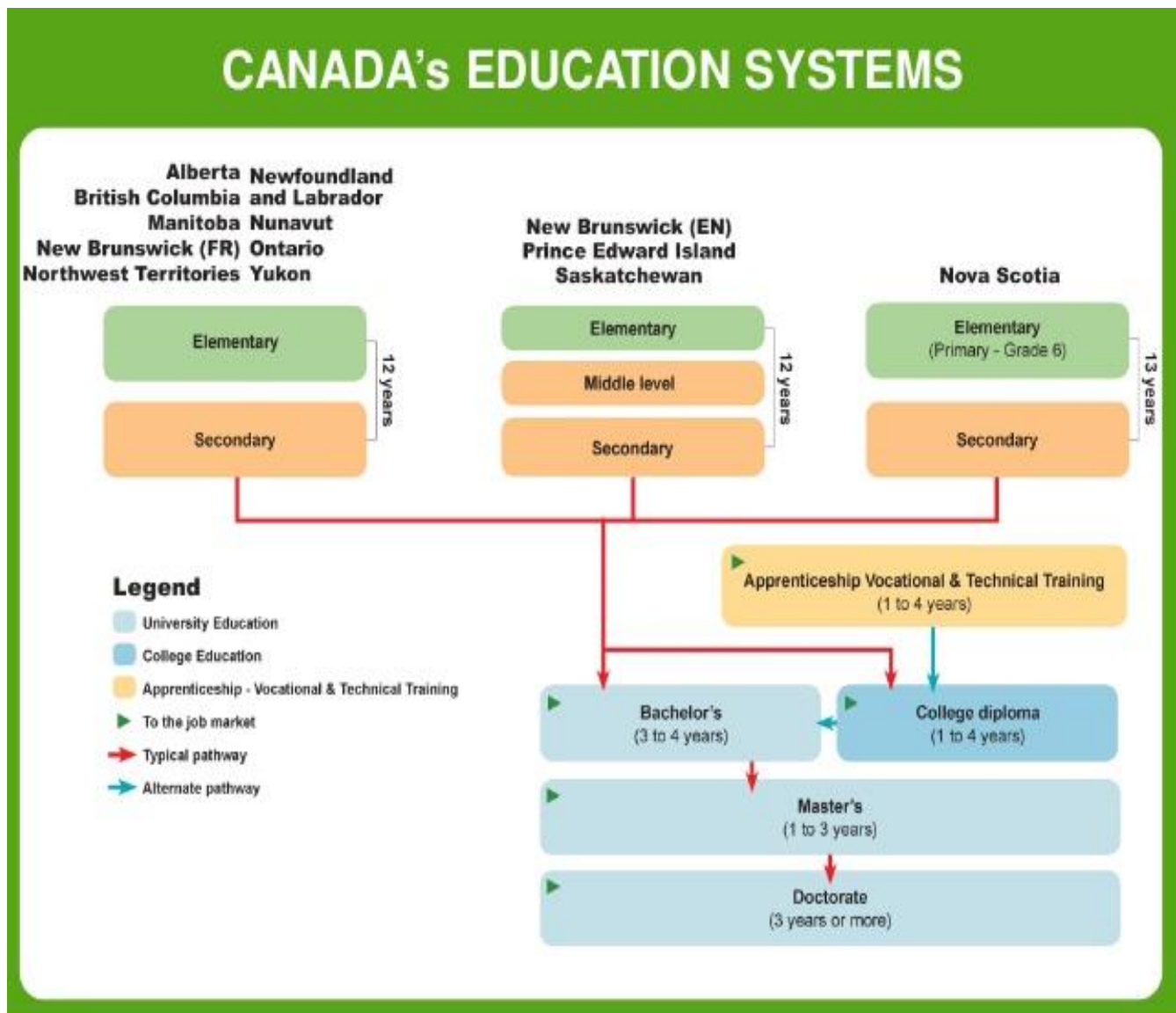
Exercise 1. Make notes of your new knowledge about evidences.

Exercise 2. Make up some dialogues from the information above.

Exercise 3. Analyze the information and use it in practice.

Exercise 4. Mark the following statements as true (T) or false (F).

1. The organization and administration of public education are federal responsibilities.
2. The federal government is directly concerned only with the provision of education in the Yukon and Northwest territories.
3. The federal government finances vocational training of adults.
4. Each of the 10 provinces has the authority and responsibility for organizing its education system.
5. Policies and practices don't vary from province to province.
6. Most Canadian children have two years of kindergarten before they enter an eight-grade elementary school.
7. At about 14 years of age, nearly 80 % of those who entered grade one enter a regular four-year secondary school.
8. A higher education was chiefly the preserve of universities.
9. Universities still account for about 80 % of full-time students.
10. Canada has more than 165 degree-granting institution.
11. They range from institutions with a single faculty and enrollments of a few hundred to institutions with many faculties and research institutes and more than 100,000 students.
12. The oldest university in Canada, Lavan, in Quebec, was founded during the French regime.
13. Most other universities in pioneer days were begun by churches.
14. In the 1970s Ontario established a number of new post secondary institutions.
15. There are private universities in Canada.



Canada's Education System at a Glance

Exercise 5. Render the score of the passage briefly in English.

The Association of Universities and Colleges of Canada (AUCC), an organisation composed of Canadian universities, defines two distinct types of post-secondary institutions in Canada: universities and colleges. Universities grant university degrees, which include bachelor's degrees, master's degrees, and doctoral degrees; and colleges, also known as community colleges, provide diplomas.

Canada's post-secondary opportunities revolve around a wide range of university options.

Throughout Canada's 13 provinces and territories, there are 98 universities to choose from. With a population of over 34 million as of 2012, 1.8 million are enrolled in a specific university. This averages out to 25 thousand students per university. Programs are offered to graduating high school students through choice, however, students must maintain specific entering averages, which generally range from 65-85%, depending on criteria set by the chosen university. On campus residences are available at 95% of universities in Canada. Most include a meal plan and general utilities.

Residence is optional at all post-secondary campuses. Degree programs last 4 years in addition to possible co-op opportunities and college affiliation for a hands on approach to programs. Tuition is based on program material and content which varies in price. A first year student will experience a broad range of courses while "program specific courses" begin in year two, based on internal university acceptance. In other words, a set GPA (Grade Point Average) must be achieved in order to advance.

The Canadian post-secondary education system creates a wide range of opportunity for the future generation of students in addition to graduates who want to continue gaining knowledge. Canada is a multicultural society, creating boundless routes for success for each individual. Graduates go on to experience major employment opportunities bringing valuable up-to-date knowledge to companies around the world. Canadian universities offer a higher level of education to meet the needs of individuals who desire a higher level of learning.

Exercise 6. Answer the questions.

1. What is the Association of Universities and Colleges of Canada like? 2. How many distinct types of post-secondary institutions are there in Canada? 3. What kind of degrees do universities grant? 4. What do Canada's post-secondary opportunities revolve around? 5. How many provinces and territories are there in Canada? 5. How many universities are there in Canada? 7. What is the size of population in Canada? 8. How many people are enrolled in a specific university? 9. How many students per university are there? 10. What is offered to graduating high school students through choice? 11. How many campuses are available at universities in Canada? 12. What do most include? 13. What is an optional at all post-secondary campuses? 14. How long do degree programs last? 15. Will a first year student experience a broad range of courses? 16. When do program specific courses begin? 17. What does the Canadian post-secondary education system create? 18. Is Canada a multicultural society, creating boundless routes for success for each individual? 19. Where do graduates go on? 20. What do Canadian universities offer?



UNIVERSITIES IN CANADA

Once again, four Canadian schools are in the top 100. They are the University of Toronto (28th), the University of British Columbia (40th), McGill University (58th) and McMaster University (92nd).

The rankings take into account the number of alumni and staff winning Nobel Prizes and Fields Medals, the number of Highly Cited Researchers, the number of articles published in *Nature* and *Science*, the number of articles in science and social sciences citation indexes and more.

They are more science-focused than the *Times Higher Education World University Ranking*, which includes a reputation survey. Canadian universities ranked higher in the *Times* ranking than on the ARWU; Toronto is 21st on the *Times* list, UBC is 30th, McGill is 34th and McMaster is 88th. es Canada such an attractive study destination, and what steps to take next. Resultantly, many international students – nearly 200,000 of them in 2009 (5.2% of all international students) – have looked to Canada, finding the combination of open-mindedness, a good quality of life and prestigious universities impossible to turn down. First things first: what are universities in Canada like?

Well, they could certainly make a claim to being world-leading. Canada has 23 universities in the QS World University Rankings for 2012/13, including two of the world's top 20 universities. These top two, McGill University and the University of Toronto, are based in Montreal and Toronto, both in the east of the country. But the nation's brains are not entirely concentrated on this side!

The two highest ranked universities in Canada, McGill and the University of Toronto, are locked in long running battle for supremacy. Ranked 18 in the 2012/13 QS World University Rankings, McGill has the edge at present, but the University of Toronto is only one place behind, and in fact leads the way in many subject specific rankings. As always though, it is worth looking beyond the top one or two institutions, and indeed, there is no shortage of quality in Canada's 23 ranked universities.

Nine of these make the world's top 200, a feat matched only by a handful of other nations, so if you want to study at an elite university in one of the world's most developed nations, you could certainly do far worse than apply to study in Canada. Vancouver, on the west coast, is home to the third-ranking university in Canada, the University of British Columbia (UBC) – and the city also boasts a pretty unbeatable combination of beaches and close proximity to some of the world's best ski resorts.

These are of course by no means the only appealing destinations for international students, though their respective provinces – Ontario (home to Toronto), Quebec (Montreal) and British Columbia (Vancouver) – have so far led the way in attracting high numbers of international students. Jaime Young, associate director of admissions at UBC's Sauder Business School, sums up the appeal of living in Canada as a student: "Canada is welcoming for international students (more an international "mosaic" than a "melting pot"), it's a relatively safe country with a stable economy, and there's a wide choice of great public universities that are globally recognized". It's now easier for international students to stay and work after graduating. Under the Post-Graduate Work Permit Program, international students can obtain a three-year open work permit, without being required to have a job offer before applying, allowing them to work for any kind of employer and in any industry. This is just one aspect of the Canadian government's strategies to attract more foreign students to the country, following a series of official reports on the issue.

The national Education Action Plan 2013 proposes C\$23 million (about US\$22m) over two years to be invested in strategies to strengthen Canada's position as a destination of choice for international students. Finally, for those considering studying here but deterred by tales of extreme weather, Young emphasizes that (contrary to widespread belief) it's not always cold! While on the subject of common misconceptions, he adds "not all Canadians love hockey, and not everyone skis" – and also points out that it's not necessary to speak French to study here, though of course you can.

Languages in Canada

The fact that there are two main languages in Canada – with French and English each being used to differing extents depending on the province and city – is for many students part of the appeal. This was certainly the case for Aude Giraud, currently pursuing a PhD in computer sciences at the Université de Montréal. Originally from France, Aude had previously spent time studying in Manchester, UK.

When choosing a location for her PhD, she explains, "Canada, and French-speaking Canada particularly, became clear front-runners since they would permit me to combine my comfort with French with speaking the English I'd grown used to using while studying in the UK".

As a French citizen, Aude was also able to benefit from special agreements between the Quebec and French governments concerning tuition fees and health care. As well as offering multiple languages of study, Canada is also more generally known for its multicultural diversity. Aude says this "multicultural atmosphere" is one of her favorite things about living in Montreal, which she describes as "like having several little cities in one". She also highlights the wide range of activities Montreal has to offer: "There are so many things to do here – you can even ski in the middle of the city!"

Tuition fees in Canada

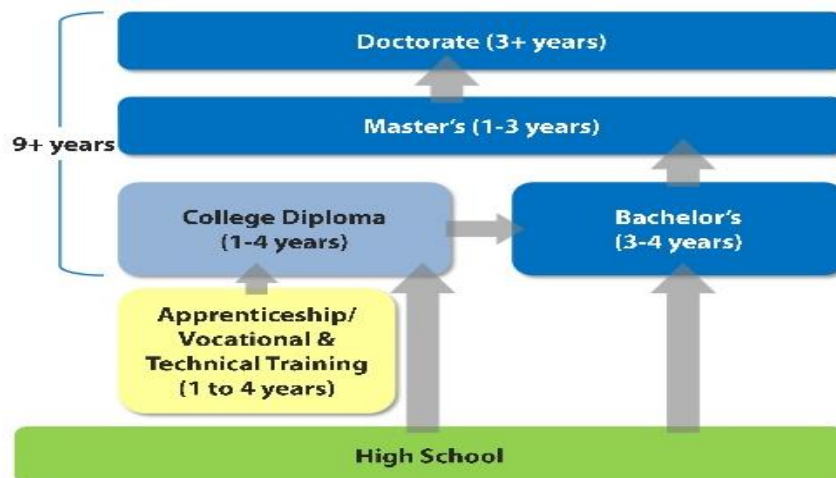
For international students at graduate level, tuition fees in Canada vary depending on the institution and the type of course. In general, however, Canada does often represent a less expensive option than other popular destinations, such as the US, UK or Australia.

"Professional" master's programs – a broad range of courses focused on preparation for a particular career – will typically cost much more than this. So, depending on your course type, there could be a large bill to pay – but it's unlikely to be higher than in other top study destinations.

There is a good selection of financial support available from various sources – individual universities, government schemes and other organizations – and in various forms, including tuition fee deductions, assistantships and fellowships. There's no centralized admissions process for universities in Canada, so applications are made directly to individual universities. Canadian universities educate more than 1.5 million students annually. They perform more than one-third of Canada's research and development.

Canada's higher education institutions are diverse – varying in size, character and breadth of programs – and they're located across the country.

Provinces and territories are responsible for all levels of education including universities. There is no federal ministry of education or formal accreditation system. Instead, membership in our association, coupled with the university's provincial government charter, is generally deemed the equivalent.



The Canadian education system is provincial, meaning that it actually has thirteen education systems.



The difference in language, gender, race or mental or physical disability no longer restrains a person from receiving education.

Alberta

Higher education in Alberta trains students in various academic and vocational various academic and vocational specializations. Generally, youth attend school from kindergarten until grade twelve, at which time they have the option to continue into post secondary study. Students are required to meet the individual entrance requirements for programs offered at the institution of their choice.

Once accepted, students are allowed greater educational opportunities through the province extensively developed articulation system. The Alberta Council on Admissions and Transfer (ACAT) enables students transfer between programs at any of the 20 public post secondary institutions, 8 private colleges, and other Alberta based not for profit institutions.

To ensure a continued high standard for credentials awarded by post secondary facilities, the Alberta Ministry of Advanced Education established the Campus Alberta Quality Council with membership in the International Network for Quality Assurance Agencies in Higher Education.

Post-secondary education in Alberta is regulated by the Ministry of Enterprise and Advanced Education. There are six universities in Alberta, eleven public colleges, two polytechnical institutes (which grant degrees), and seven private colleges (all of which grant degrees).

Most private colleges refer to themselves as "university colleges", but are not legally universities, although they grant equivalent degrees. Edmonton, the province's capital city, is home to the University of Alberta, the province's oldest and largest university, and Grant MacEwan University.

There are two universities in Calgary: University of Calgary and Mount Royal University (although the University of Lethbridge has a campus downtown as well).

In 2009, a bill was passed by the Alberta legislature that allowed the two public colleges that offered degrees (MacEwan College in Edmonton and Mount Royal College in Calgary) to rename themselves universities. Mount Royal College was renamed Mount Royal University on September 3, 2009 and Grant MacEwan College became Grant MacEwan University on September 24, 2009.



The University of Alberta has the largest number of graduate students enrolled in Alberta.



Grant MacEwan University

British Columbia

The provincial government administers a higher education system that includes 25 publicly funded institutions, fourteen private institutions, and numerous private career training institutions or career colleges. Public institutions include eleven universities, eleven colleges, and three institutes.

Private institutions include three universities, five colleges, and six theological colleges. There are 11 public universities and 4 private universities in British Columbia.

Two public universities, Capilano University and Kwantlen Polytechnic University, and one private university, Quest University, are primarily undergraduate institutions.

The oldest university in the province is the University of British Columbia, established in 1908. Five institutions in British Columbia were officially designated as universities on September 1, 2008: Capilano University, Emily Carr University of Art and Design, Kwantlen Polytechnic University, the University of the Fraser Valley, and Vancouver Island University. University enrolment in British Columbia ranges from Quest University with 350 students to the University of British Columbia with 45,484 students. The biggest provider of online and distance education in BC is Thompson Rivers University, Open Learning (TRU-OL).

With over 400 individual courses and more than 57 programs available for completion by distance and online learning, students can take a variety of programs such as: adult secondary school completion; certificates and diplomas, including advanced and post-baccalaureate; associate degrees; and bachelor's degrees. Considering distance students, Thompson Rivers University's enrolment is 22,036 (8964 of which is distance).



The University of British Columbia has the largest number of students in western Canada. Capilano University

Manitoba

A major public review of higher education in Manitoba, submitted in 1973 under the title of the Task Force on Postsecondary Education, more commonly known as the Oliver Commission, recommended closer articulation between Manitoba's universities and community colleges.

The system remains a binary one, however, with few university transfer programs or college courses which can be applied towards a university degree.

The Roblin Commission of 1993 and subsequent declining allocations of the public purse have made it clear that post-secondary institutions will have to find their own private sources of funding to make up shortfalls in general operating budgets. There are seven universities in Manitoba, which are under the responsibility of the Ministry of Advanced Education and Literacy. Five of these universities – Booth University College, Canadian Mennonite University, the University of Manitoba, the University of Winnipeg, and the Université de Saint-Boniface – are in Winnipeg, the capital and largest city in the province. The Université de Saint-Boniface, established in 1818, is the oldest university in the province and is the only French language university in western Canada. Booth University College, formed in 1982, is the newest. University enrolment in Manitoba ranges from Booth University College with 250 students to the University of Manitoba with 26,800 students.



the Université de Saint-Boniface



Canadian Mennonite University



New Brunswick

The higher education system in New Brunswick includes the governing Ministry of Postsecondary Education Training and Labour, related agencies, boards, or commissions, public or private chartered universities, universities recognized under the degree granting act, public colleges, and other institutions such as private career colleges.

Higher education has a rich history in New Brunswick, including the first English-speaking University in Canada, University of New Brunswick, and the first university in the British Empire to have awarded a baccalaureate to a woman, Mount Allison University. There are eight chartered universities in New Brunswick; four public universities, governed by the Ministry of Post-Secondary Education, Training and Labour, and four private institutions including an online university.

New Brunswick holds the distinctions of having the first English-language university in Canada and the first public university in North America, (the University of New Brunswick); and also the first university in the British Empire to have award a bachelor's degree to a woman, (Mount Allison University) in 1875.

St. Thomas University and University of New Brunswick have campuses in the province's capital of Fredericton and UNB also maintains a campus in Saint John. St. Thomas University is the only public university in the province that does not offer graduate-level programs. Established in 1785, the University of New Brunswick is the oldest public in the province, and the Université de Moncton is the newest, formed in 1963. Public university enrolment ranges from Mount Allison University with 2,486 students to the University of New Brunswick with 10,587 students. Of the three private universities, Crandall University is the largest with enrolment expected to reach 1,200.



The University of New Brunswick



St. Thomas University

Newfoundland & Labrador

Newfoundland and Labrador has had the same growing pains as other provinces in developing its own form of education and now boasts a very strong, although relatively small, system. The direction of Newfoundland and Labrador's policy has evolved rapidly since the late 1990s, with increased funding, participation rates, accessibility and transferability. Many of the directives the government has been acting upon in the past 3 years have been a result of recommendations that stemmed from a 2005 white paper: *Foundation for Success: White Paper on Public Post-Secondary Education*.

The Degree Granting Act of Newfoundland and Labrador regulates degree-granting universities in the province.

The only university in Newfoundland and Labrador, Memorial University of Newfoundland, has campuses in two cities, in St. John's, the capital of Newfoundland and Labrador, and on the west coast of the province, in Corner Brook. With 18,172 enrolled students, it is the largest university in Atlantic Canada.



Memorial University of Newfoundland is the largest university in Atlantic Canada.

Northwest Territories

The only post-secondary institution in the NWT is Aurora College. The former Arctic College was split into Aurora College and Nunavut Arctic College when Nunavut Territory was created in 1999.

Aurora College has campuses in Inuvik, Fort Smith and Yellowknife. It has learning centres in many other communities in the NWT. The territorial Department of Education, Culture and Employment is the government agency responsible for post-secondary education in the Northwest Territories.

There are two career colleges located in the NWT: the Academy of Learning in Yellowknife, which provides business information technology courses, and Great Slave Helicopters Flight Training Centre, which supplies Global Positioning System training for helicopter pilot education.

Nova Scotia

The governing body for higher education in Nova Scotia is the Department of Education with Karen Casey as Minister of Education. Nova Scotia has a population of less than 1 million people who are served by 11 public universities and one private chartered university authorized to grant degrees, the Nova Scotia Community College that offers programs at 13 campuses, and 6 Community Learning Centres. There are 10 universities in Nova Scotia.

Six of these – the Atlantic School of Theology, Dalhousie University, Mount Saint Vincent University, the NSCAD University, Saint Mary's University, and the University of King's College – are located in the Halifax Regional Municipality, which is the capital of Nova Scotia and the largest urban area in Atlantic Canada. The oldest university in the province is the University of King's College, established in 1789, and the newest is Cape Breton University, established in 1974.

University student enrolment in Nova Scotia ranges from 125 students at the Atlantic School of Theology to more than 18,000 at Dalhousie University. Several universities in Nova Scotia have strong religious connections.

The University of King's College, originally founded in Windsor, was the first college to obtain university powers in British North America, at a time when Upper Canada had no government of its own. It has always remained under the control of the Church of England. Dalhousie University, originally known as Dalhousie College, was established in Halifax in 1820 with the help of the Presbyterian Church, and Acadia University was founded by Baptists. Catholics formed Saint Mary's University, Mount Saint Vincent University, and Saint Francis Xavier University.



The University of King's College is the oldest university in Nova Scotia.

Nunavut

Created in 1999, the Territory of Nunavut is located in the Canadian Arctic.

Nunavut has developed some creative solutions to the delivery of post secondary education. Some of the challenges include a huge geographic region, a sparse and isolated populace, and four official languages. To address these challenges, Nunavut Arctic College delivers customized learning programs via Community Learning Centres in 24 of 25 communities in Nunavut.

Programs are developed to address the needs of individual communities, with respect to literacy, adult education, certificates, and professional development for major regional community stakeholders, such as government, employers and non-profit organizations. To assist Northern residents in accessing highly skilled training, Nunavut Arctic College has partnered with McGill University, the University of Victoria and Dalhousie University to offer Bachelors degrees in Education, Nursing and Law, respectively.

Nunavut Arctic College is an active member of the Alberta Council on Admissions and Transfer.

Ontario

The higher education system in Ontario includes the governing Ministry of Training, Colleges, and Universities, advisory bodies, public universities, private degree granting institutions, public colleges, private career colleges, and associations. There are 23 publicly funded universities in the Canadian province of Ontario that are post-secondary education institutions with degree-granting authority.

Governance within Ontario universities generally follows a bicameral approach with separation of authority between a board and senate. There are also 17 privately funded, religious universities. Each of these institutions were either established through an Act of the Legislative Assembly or through a Royal Charter. Students apply to public universities in Ontario through the Ontario Universities' Application Centre. The oldest university, the University of Toronto, was established in 1827, and the newest university, Algoma University, was established in 2008. The largest university in terms of enrolment is the University of Toronto, which has campuses in three locations: St. George Campus (the university's main campus), Scarborough Campus, and Mississauga Campus.

There are 8 associations that provide representation for faculty, staff, institutions, and students by interacting within the Ontario higher education system. The public funding of higher education in Ontario involves direct public funding of institutions for instruction, investment, and research combined with funding of students.



The University of Toronto has the greatest student population in any university in Canada.

The **University of Western Ontario**, which is commonly referred to among Canadian universities as Western, is a public research university located in London, Ontario, Canada. The university's main campus covers 455 hectares (1,120 acres) of land, with the Thames River running through the eastern portion. Western administers a wide variety of academic programs between 12 faculties and professional schools and three affiliated university colleges. The university was founded on 7 March 1878 by Bishop Isaac Hellmuth of the Anglican Diocese of Huron as "The Western University of London Ontario". It incorporated Huron University College, which had been founded in 1863.

The first four faculties were Arts, Divinity, Law and Medicine. The Western University of London was eventually made non-denominational in 1908. Western has consistently ranked as one of world's top universities. According to the 2012 Academic Ranking of World Universities (ARWU) rankings, the university ranked 201 – 300 in the world and top 10 in Canada.

Western's Ivey Business School has also ranked well internationally.

The University of Western Ontario is located in the city of London. During the term a significant portion of city's population is either a staff member or student of the university. Western's Co-educational Student body of over 24,000 represents 107 countries around the world and Western scholars have established research and education collaborations and partnerships on every continent.

There are more than 306,000 alumni are also active internationally, living and working around the globe. Notable alumni include government officials, academics, business leaders, Nobel Laureates, Rhodes Scholars, and distinguished fellows. Western's varsity teams, known as the Western Mustangs, compete in the Ontario University Athletics conference of the Canadian Interuniversity Sport.

Western is a publicly funded research university, and a member of the Association of Universities and Colleges of Canada. The full-time undergraduate programs comprise the majority of the school's enrollment, made up of 23,690 full-time, part-time undergraduate students and concurrent education students. The graduate student population is 5,297, including full-time students, part-time students and post-graduate medical residents.



Queen's University at Kingston is a public research university located in Kingston, Ontario, Canada. Founded on 16 October 1841, the university predated the founding of Canada by 26 years. Queen's holds more than 1,400 hectares (3,500 acres) of land throughout Ontario and owns Herstmonceux Castle in East Sussex, England. Queen's is organized into ten undergraduate, graduate and professional faculties and schools. The Church of Scotland established Queen's College in 1841 with a royal charter from Queen Victoria. The first classes, intended to prepare students for the ministry, were held 7 March 1842 with 13 students and two professors.

Queen's was the first university west of the maritime provinces to admit women, and to form a student government. In 1883, a women's college for medical education affiliated with Queen's University.

In 1888, Queen's University began offering extension courses, becoming the first Canadian university to do so. In 1912, Queen's secularized and changed to its present legal name.

Queen's is a co-educational university, with more than 23,000 students, and with over 131,000 living alumni worldwide. Notable alumni include government officials, academics, business leaders and 56 Rhodes Scholars. The university ranked 189th in the 2013 QS World University Rankings, 201-225th in the 2012-2013 Times Higher Education World University Rankings, and 201-300 in the 2012 Academic Ranking of World Universities. Queen's varsity team (Golden Gaels) compete in the Ontario University Athletics conference of the Canadian Interuniversity Sport.

The full-time undergraduate programs comprise the majority of the school's enrolment, made up of 14,951 full-time undergraduate students.



Grant Hall has been considered the university's most recognized landmark since its completion in 1905. Joseph S. Stauffer Library is the largest library at the university.

The **University of Ottawa** is a bilingual public research university in, Ontario.

The University offers a wide variety of academic programs, administered by ten faculties. It is a member of the U15, a group of research-intensive universities in Canada. The University of Ottawa was first established as the College of Bytown in 1848 by the first bishop of the Roman Catholic Archdiocese of Ottawa Joseph-Bruno Guigues (French priest). The College of Ottawa received university status five years later through royal charter.

On 5 February 1889, the University was granted a pontifical charter by Pope Leo XIII, elevating the institution to a pontifical university. The University was reorganized on 1 July 1965 as a corporation, independent from any outside body or religious organization. As a result, the civil and pontifical charters were kept by the newly created Saint Paul University, federated with the University. The remaining civil faculties were retained by the reorganized University. The University is co-educational and enrolls over 40,000 students, nearly 35,000 undergraduate and over 6,000 post-graduate students.

Although most students live off-campus, the University has seven student residences.

The Office of Campus Sustainability, established in 2006, coordinates, promotes and implements sustainable development activities. One of the newer programs initiated by the University of Ottawa is the Free Store. The Free Store is a location in which students can drop off items they no longer want and pick up items they do want for free. The reason this was created was to reduce consumption by offering free items to students who no longer want items that may be used by someone else.

Items that are dropped off include clothing, textbooks, electronics, and office supplies.

The University of Ottawa has also introduced a Bike Share program to encourage cycling to and from school. The Senate sets educational policies and the management of academic issues. Such powers include the ability to create and abolish faculties, departments, schools and institutes, academic regulations, admission standards, degree and diploma requirements. It confers certificates, degrees at all levels and with the approval of the Board, honorary doctorates.

Undergraduate programs comprise the majority of the school's enrolment, serving 33,917 full-time and part-time undergraduate students. Excluding Saint Paul, the University conferred 4,922 bachelor degrees, 177 doctoral degrees, 1,273 master degrees and 1,914 first professional degrees in 2011.



Prince Edward Island

Higher education in Prince Edward Island falls under the jurisdiction of the Higher Education and Corporate Services Branch within the Department of Education and Early Childhood Development. The province has one university, the University of Prince Edward Island authorized to grant degrees. The institution resulted from an amalgamation of Prince of Wales College, a former university college founded in 1834, and Saint Dunstan's University, founded in 1855. There is one community college, Holland

College, that operates centres across the province including: the Culinary Institute of Canada, the Justice Institute of Canada, the Marine Centre, the Aerospace Centre, the Atlantic Tourism and Hospitality Institute and the Prince Edward Island Institute of Adult and Community Education.

The higher education system in **Quebec** is unique when compared to the other Canadian provinces and territories. Students complete their secondary studies in the eleventh grade.

Post secondary studies start within a mandatory pre-university college system. Both private Colleges and Public CEGEPs exist. Students keen on academic and highly skilled occupations would take the university preparation programs, while students interested in technical, vocational and building trades would take specialized programs at this level to prepare them for the workforce. Because College includes two years of academic study they essentially eliminate the freshman year of university.

Programs in Quebec universities are more specialized, but students are required to complete only ninety credits for a Bachelors degree. Students from outside the province are required make up the first year either through a College, or at their chosen university. Although French is the official language at the provincial level, all students can access post-secondary education in both French and English.

There are 17 universities in the largely French-speaking Canadian province of Quebec. Of the seventeen universities, only three are anglophone – Concordia University, McGill University and Bishop's University – the rest (14) are francophone. The oldest university in the province is Universite Laval, established in 1663. Two institutions, both established in 1974, are the most recently designated universities in Quebec. The Universite de Montreal has got 55,540 students.



Established in 1663, University Laval is the oldest post-secondary institution in Canada.

Saskatchewan

The post-secondary sector in Saskatchewan includes public institutions, Aboriginal-controlled institutions and programming, private vocational schools, apprenticeship programs, *Campus Saskatchewan*.

The Saskatchewan Ministry of Advanced Education, Employment and Labour oversees a number of programs to assist current and potential students.

Exercise 1. Analyze the information and make a chart about it.

№	Activity			
	Events	When	Where	Score
1.				

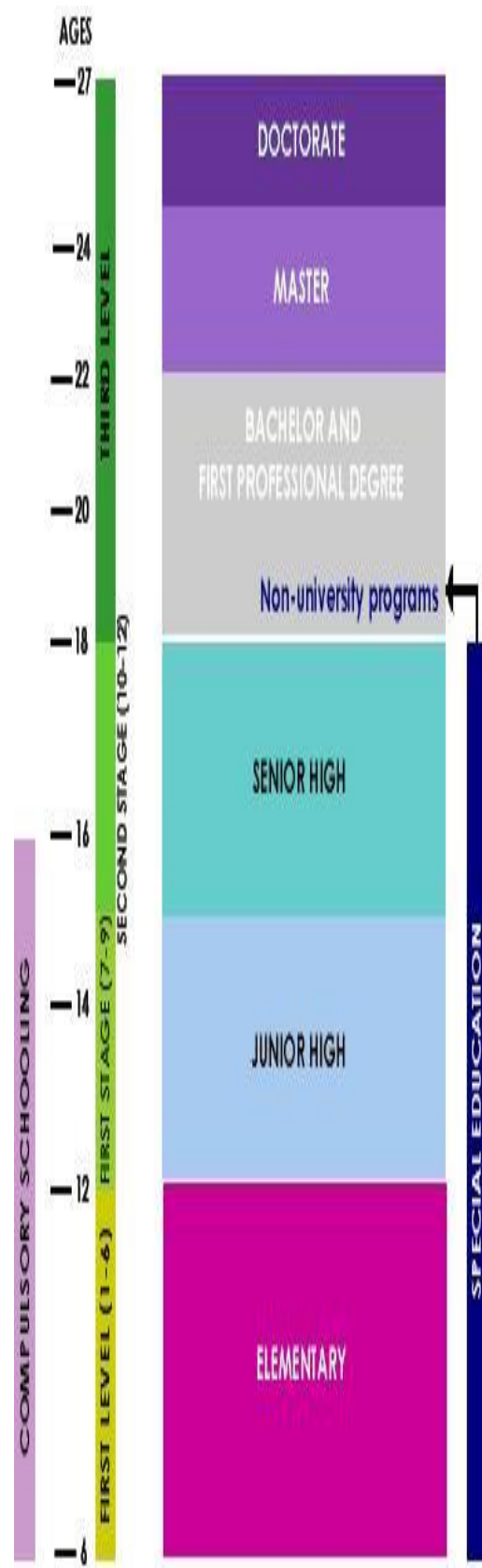
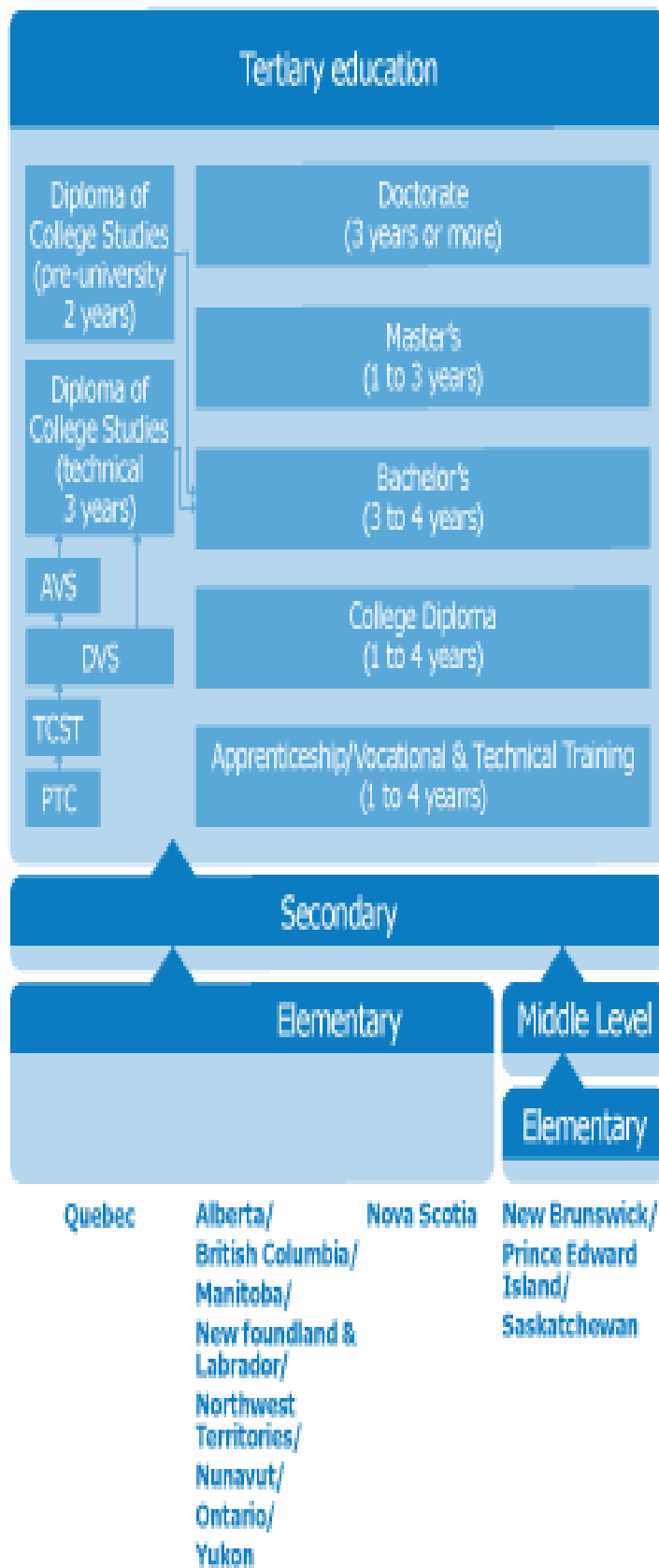


The University of Saskatchewan holds the highest enrolment numbers in the province.

Yukon

Yukon's system of higher education is shaped by the territory's small population (30,375 people as of May 2006) in a relatively large geographic area. The history of higher education in fact went hand in hand with the establishment of a representative territorial government in 1979. The only post-secondary institute in Yukon, Yukon College, issues certificate, diploma, and partial and some full degree programs to all high school leavers and older adults. The college is a community college and as a result it provides Adult Basic Education/literacy programs as well.





U15 GROUP OF CANADIAN RESEARCH UNIVERSITIES

The **U15** is a group of 15 leading research-intensive universities in Canada. The group originally formed in 1991 as an informal group of executive heads of 10 universities. Currently, U15 consists of 15 of Canada's most research-intensive universities. The U15 describes itself as bringing "distinguished minds to bear on the most challenges our nation and our world face."

In 1991, representatives from 10 of Canada's most research-intensive universities formed an organization called the Group of Ten: Alberta, UBC, Laval, McGill, McMaster, Montreal, Queen's, Toronto, Waterloo, and Western. In 2006, after a lengthy discussion, the G10 invited Dalhousie University, the University of Calgary and the University of Ottawa to join the group, which subsequently became the U13.

The group grew again in February 2011, when the University of Manitoba and the University of Saskatchewan joined the organization. The group was renamed the U15 at that time. In 2012, the executive heads created a U15 Secretariat and appointed the organization's first executive director.

Over the years, the U15's purpose has expanded to include developing shared strategies and providing a single voice on behalf of all members on issues including research and development, university funding, accountability, public policy and international and domestic partnerships.

The U15 fosters world-class scholarship that shapes and realizes national and global public policy goals, informs strong industry partnerships, creates social, cultural, economic and environmental innovation and advances Canada's international influence and effectiveness.

At the same time, U15 institutions affirm and support curiosity-driven research whose aim is to expand knowledge. Through the member universities' educational programs, the U15 identifies and nurtures talent and seeks to fulfil the potential of the next generation of Canadian and world leaders.

U15 institutions undertake 80 % of all competitive university research in Canada, rank among the world's premier institutions, and represent a research enterprise valued at more than \$5 billion annually.

Collectively, they produce more than 75 % of all doctorates awarded in Canada.

The U15 functions under the direction of university executive heads and has organized itself into four committees: academic affairs, consisting of provosts of member universities; research, consisting of vice-presidents for research at all of the institutions; the data exchange network consisting of data exchange specialists at the institutions; and a data exchange steering committee. The committees' purpose is to advance the cause of Canada's leading research universities in the development of research and academic policies at the national level.

Exercise 1. Add some information and write a short essay on the topic.

Exercise 2. Analyze the information and make up the chart about it.

№	Activity			
	Event	When	Where	Score
1.				



Intellectual Ability

+



Work Experience

+



History of Impact

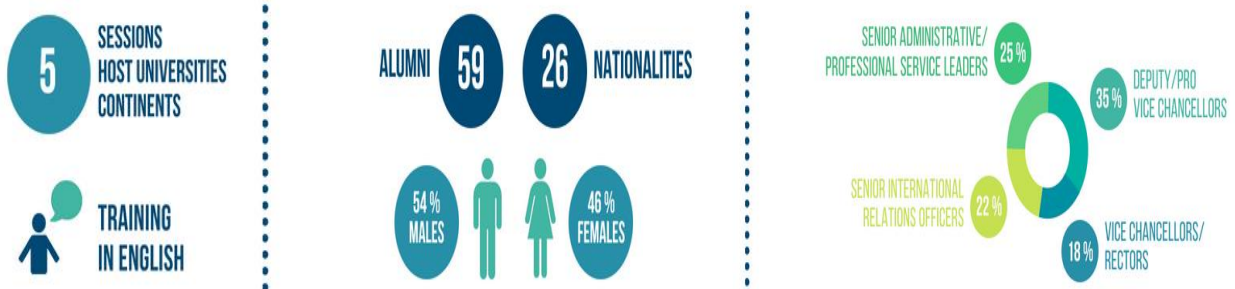
+



Leadership Potential

LEADING GLOBALLY ENGAGED UNIVERSITIES

LGEU is an inclusive programme whose participants are drawn from various backgrounds, ranging from Heads of Institution, to Vice-Presidents, Deans, but also Academic Department Heads, Registrars and COO's as well as senior professional service leaders. The programme is equally relevant to those with a role which has a specific remit for global engagement as well as for those new to working internationally and seeking an intensive programme of development. Each session is limited to **15-20 participants** to ensure effective dialogue and a good group dynamic. The LGEU target audience always seeks gender balance and a broad geographic representation.



PROGRAMME OUTCOMES



UNDERSTANDING THE GLOBAL LANDSCAPE

Get a greater appreciation of the key trends shaping Higher Education and institutions in various contexts and gain international perspectives on national/local challenges and opportunities.



MANAGING THE STRATEGIC PLANNING PROCESS

Master the mechanisms that help implement your institutional mission, inform the decision-making and provide structure for evaluating progress and taking corrective action.



DEVELOPING YOUR LEADERSHIP SKILLS

Gain a better knowledge of your preferred style of leading and learn more about theory and innovative practices of institutional leadership, management and governance.



CREATING AND MANAGING EFFECTIVE TEAMS

Improve your interpersonal management skills and explore the team leader's responsibilities and expectations in enhancing the innovative potential of diverse teams.



BUILDING A GLOBAL NETWORK OF PEERS

Create long-term partnerships, connect and share experiences with colleagues from all over the world and learn how they respond differently to common challenges.



UNIT II. EDUCATION IN AUSTRALIA & NEW ZEALAND

INTRODUCTION

Education in Australia is primarily the responsibility of the states and territories. Each state or territory government provides funding and regulates the public and private schools within its governing area. The federal government helps fund the public universities, but was not involved in setting university curriculum. As of 2012, the Australian National Curriculum, under development and trial for several years, has already been adopted by some schools and will become mandatory soon.

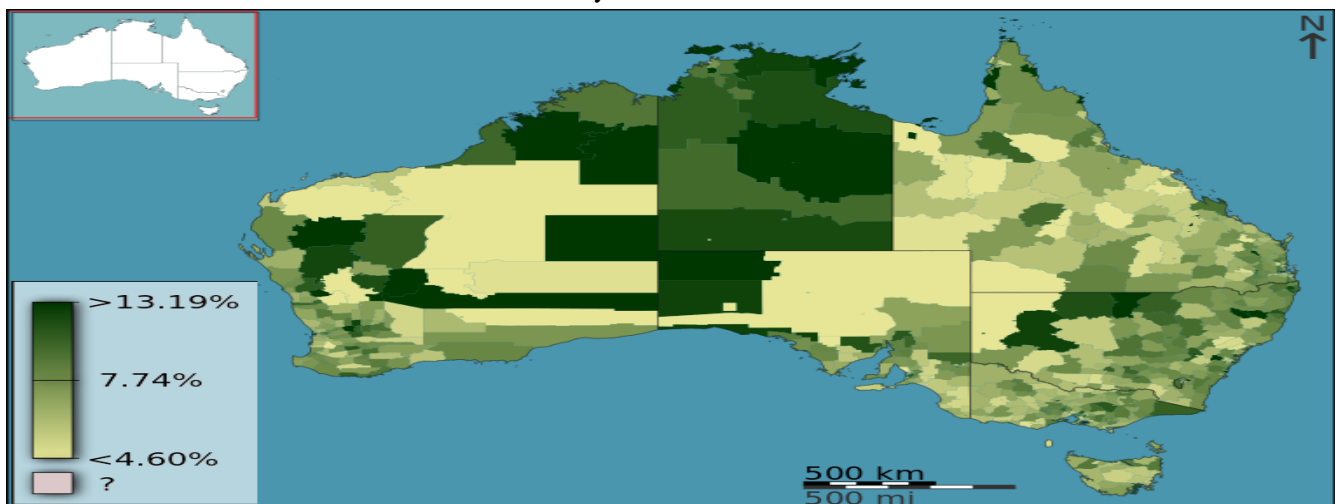
Generally, education in Australia follows the three-tier model which includes

- primary education (primary schools),
- secondary education (secondary schools /high schools)
- tertiary education (universities and/or TAFE colleges).

The Programme for International Student Assessment (PISA) 2006 evaluation ranked the Australian education system as sixth for reading, eighth for science and thirteenth for mathematics, on a worldwide scale including 56 countries.

The PISA 2009 evaluation ranked the Australian education system as sixth for reading, seventh for science and ninth for mathematics, an improvement relative to the 2006 rankings. In 2012, education firm Pearson ranked Australian education as thirteenth in the world. The Education Index, published with the UN's Human Development Index in 2008, based on data from 2006, lists Australia as 0.993, amongst the highest in the world, tied for first with Denmark and Finland. Education in Australia is compulsory between the ages of five and fifteen to seventeen, depending on the state or territory, and date of birth.

Post-compulsory education is regulated within the Australian Qualifications Framework, a unified system of national qualifications in schools, vocational education and training (TAFE) and the higher education sector (university). The academic year in Australia varies between states and institutions, but generally runs from late January/early February until mid-December for primary and secondary schools, with slight variations in the inter-term holidays and TAFE colleges, and from late February until mid-November for universities with seasonal holidays and breaks for each educational institute.



Australian census 2011: demographic map – education & learning



Department of Education, Employment & Workplace Relations

Minister for School Education, Early Childhood & Youth

National education budget (2012)

Budget 5.10% of GDP – 80th ranking of government expenditure on education worldwide.

General details

Primary languages English

System type Federal

Established compulsory education 1830s
1870s

Literacy (2003)

Total 99%

Male 99%

Female 99%

Enrollment (2017)

Total 20.4% of population

Primary 1.9 million

Secondary 1.4 million

Post secondary 1 million

Attainment (2017)

Secondary diploma 75%

Post-secondary diploma 34%

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AUSTRALIAN EDUCATION SYSTEM

Pre-school & pre-prep programmes in Australia are relatively unregulated, are not compulsory. The first exposure many Australian children have to learning with others outside of traditional parenting is day care or a parent-run playgroup. This sort of activity is not generally considered schooling, as pre-school education is separate from primary school in all states and territories, except Western Australia where pre-school education is taught as part of the primary school system. In Queensland, pre-school programmes are often called Kindergarten or Pre-Prep.

They are usually privately run but attract state government funding if run for at least 600 hours a year and delivered by a registered teacher.

Pre-schools are usually run by the state and territory governments, except in Victoria, South Australia and New South Wales where they are more often run by local councils, community groups or private organisations. Pre-school is offered to three- to five-year-olds; attendance numbers vary widely between the states, but 85.7% of children attended pre-school the year before school.

The year before a child is due to attend primary school is the main year for pre-school education.

This year is far more commonly attended, and may take the form of a few hours of activity during weekdays. Responsibility for pre-schools lies on the Department of Education and Communities and the Department of Education and Early Childhood Development (DEECD), respectively.

In all other states and territories of Australia, responsibility for pre-schools lie with the relevant education department. School education in Australia is compulsory between certain ages as specified by state or territory legislation. Depending on the state or territory, and date of birth of the child, school is compulsory from the age of five to six to the age of 15 to 17. In recent years, over three quarters of students stay at school until they are seventeen. Government schools educate approximately 65% of Australian students, with approximately 34% in Catholic and independent schools. A small portion of students are legally home-schooled, particularly in rural areas.

Government schools (also known as public schools) are free to attend for Australian citizens and permanent residents, while Catholic and independent schools usually charge attendance fees. However in addition to attendance fees; stationery, textbooks, uniforms, school camps and other schooling costs are not covered under government funding. The additional cost for schooling has been estimated to be on average \$316 per year per child. Regardless of whether a school is part of the Government, Catholic or independent systems, they are required to adhere to the same curriculum frameworks of their state or territory. The curriculum framework however provides for some flexibility in the syllabus, so that subjects such as religious education can be taught. Most school students wear uniforms, although there are varying expectations and some Australian schools do not require uniforms.

In 2010 66% of students in Australia attended government schools, 20% attended Catholic schools and 14% attended independent schools. In 2000 these figures were 69%, 20% and 11% respectively.

Most Catholic schools are either run by their local parish, local diocese and their state's Catholic education department. Independent schools include schools operated by secular educational philosophies such as Montessori. However, the majority of independent schools are religious, being Protestant, Jewish, Islamic or non-denominational. Some Catholic and independent schools charge high fees, and because of this Government funding for these schools is often criticised by the Australian Education Union and the Greens. Students may be slightly younger or older than stated below, due to variation between states and territories. The name for the first year of primary school varies considerably between states and territories, e.g. what is known as kindergarten in ACT and NSW may mean the year preceding the first year of primary school or preschool in other states and territories.

Some states vary in whether Year 7 is part of the primary or secondary years, as well as the existence of a middle school system. Students can undertake senior school studies for up to three years.

Students who complete year 12 under a reduced workload generally do this in two years, the latter being referred to as "year 13". Under the National Curriculum being developed, the first year of schooling will be known as "foundation". In the Northern Territory, primary schools often include a pre-school.

In Western Australia, primary schools often include two pre-school years.

From 2013, South Australia will have one reception intake at the beginning of term 1.

In some states and territories, children that have been formally assessed and identified as gifted may begin school earlier than the stated minimum age.

Additionally, gifted students may "skip" a subject or advance to a higher academic year level in schooling. Tertiary education (or higher education) in Australia is primarily study at university or a technical college in order to receive a qualification or further skills and training.

A higher education provider is a body that is established or recognised by or under the law of the Australian Government, a State, the Australian Capital Territory or the Northern Territory. VET providers, both public and private are registered by State and Territory governments.

In 2012, the Australian higher education system consisted of:

- 41 universities, of which 37 are public institutions, 2 are private, and 2 are Australian branches of overseas universities;
- 3 other self-accrediting higher education institutions; and
- non-self-accrediting higher education providers accredited by State and Territory authorities, numbering more than 150 as listed on State and Territory registers.

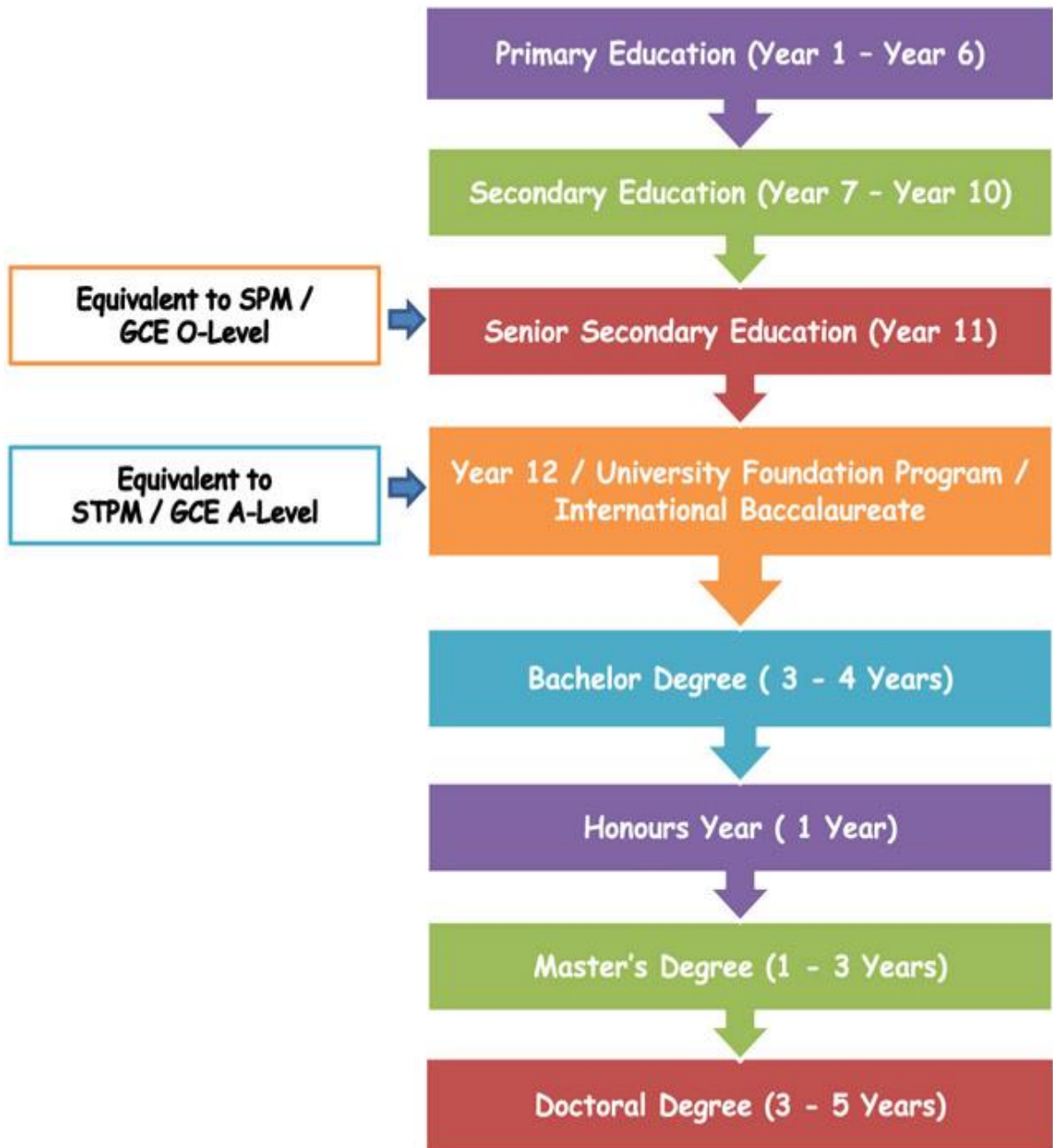
These include several that are registered in more than one State and Territory.

The non-self-accrediting higher education providers form a diverse group of specialised, mainly private, providers that range in size and include theological colleges and other providers that offer courses in business, information technology, natural therapies, hospitality, health, law and accounting. Education in Australia has been the responsibility of the departments:

- Department of Education, Employment and Training.
- Department of Employment, Education, Training and Youth Affairs.
- Department of Education, Training and Youth Affairs.
- Department of Education, Science and Training.
- Department of Education, Employment and Workplace Relations.

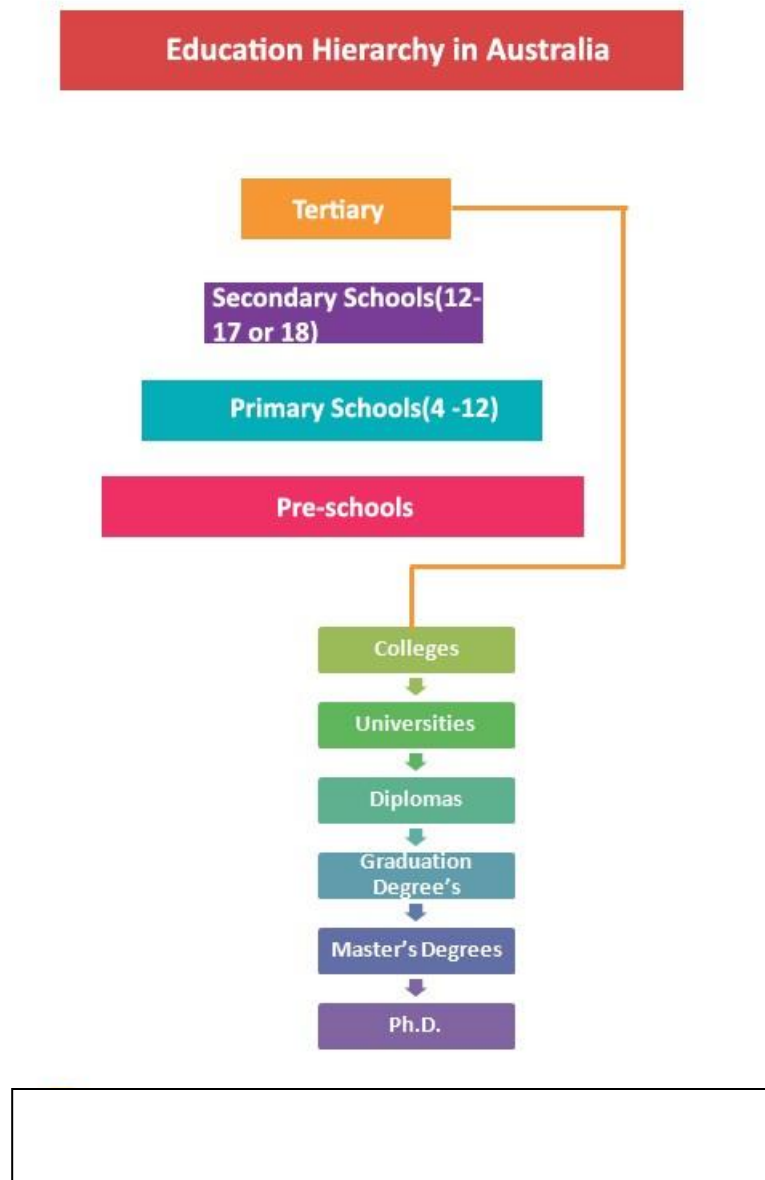
Exercise 1. Render the score of the passage briefly in English.





EDUCATION HIERARCHY IN AUSTRALIA

Education hierarchy in Australia defines the educational ladder system in Australia. Basically the education is primarily the core responsibility of Australian states & territories. Every Australian state and territory government bodies provide the required funding for the proper regulation of private & public schools within their government areas. The Education hierarchy in Australia basically follows a three tier system but there is one more system and that is pre schooling. Basically it is a part of the educational system but is considered associated with the primary system. This educational system is defined below with a brief description of all the levels in a down top pattern. The basic educational level is at the top and as the children moves upward in the educational system so does our hierarchy here in this article while ending with the highest educational level. Have a quick look –



EDUCATION SYSTEM IN AUSTRALIA

Although Australia is not densely populated, it has a wide range of educational institutions that provide instruction resembling, both in variety & standards, that found in other English-speaking countries.

Between 1872 and 1893 all six of the pre-federation colonies introduced universal and compulsory education. Schooling is universally compulsory from ages 6 to 15 (16 in Tasmania).

Three out of four children attend public schools, where tuition is free; non-government primary and secondary schools charge fees. Throughout Australia, student-teacher ratios are about 20 to 1. Most schools outside the state-run systems are operated by the Roman Catholic Church.

Most others are under the auspices of other religious groups. The educational and cultural aspects of Australian life find their primary course in the British tradition and outlook, although American influence has been considerable. In some directions, however, Australia has departed markedly from both the British and the American pattern.

In most cases these departures have been brought about by geographical, economic, and governmental conditions. Centralization of educational control, for instance, is due partly to a determination to provide a good primary education for all children, partly to the scattered nature of much of the population's settlement, and partly to reliance on state action for equalizing opportunities for all.

Public Education. Along with other social services, public education was left in the hands of the six states when the federal government was constituted in 1901. The federal government is responsible for education only within the federal territories. Each state system operates under a professional head, who is responsible to the state minister of education and a highly specialized staff.

All administrators and the teachers in the public school systems enjoy permanent tenure of office.

Each state system is centralized to a high degree. New South Wales and Queensland have regional directorships, but this has resulted in improved services in the outlying areas rather than in any transfer of autonomy to the regions involved. Since all state public schools expenditure is derived from the consolidated revenues of the state, even the large cities play no part in controlling schools or in deciding what schools will be established in their areas. Although the federal government has no constitutional responsibility for conducting schools it has steadily increased its participation in matters relating to education. The first formal body – the Universities Commission – was set up in 1943 to organize postwar education and training for ex-servicemen and women. The Education Act of 1945 gave permanent form to the commission and also established the Commonwealth Office of Education as the central coordinating body for Australia's contact with UNESCO and other international groups in education.

Private Education. Church schools usually are controlled by their school councils, and even within a single denomination these may be appointed in a variety of ways. The schools sponsored by the Roman Catholic Church are organized more closely, however, and in each state the church authorities appoint a director of education. All private schools began to receive federal grants with the early 1970's.

The proportion of students attending non-government schools rose steadily.

Higher Education. Australia has a three-tiered system of higher education. Students go from secondary schools to a university, a "college of advanced education", or a college of "technical and further education". Nothing corresponds exactly to the American college or junior college. Admission to a university is gained through statewide examinations over which the university has direct or indirect control. No degree-granting institution can be set up without legislative authority, nor do any private universities operate without state aid. However, the universities exercise full authority over their own affairs. From 1973 on, all universities and colleges of advanced education were tuition free.

The oldest of Australia's score of universities are Sydney (1850) and Melbourne (1853).

By 1911 each state had a public or private university in its capital city. The federally operated Australian National University in Canberra was established in 1946. "Colleges of advanced education", which have greater vocational emphasis than universities, were set up in the late 1970's.

Serving special community needs, some 40 institutions offer degrees, diplomas, or associate diplomas in a great variety of fields. The "technical and further education" system consists of about 1,000 institutions and annexes. Technical colleges offer training in the major industrial skills and in commercial, artistic, and domestic occupations. Generally these institutions provide apprenticeship and trade and technical studies in addition to commercial and general courses. Some farm areas have agricultural colleges with boarding facilities and programs geared to rural studies.

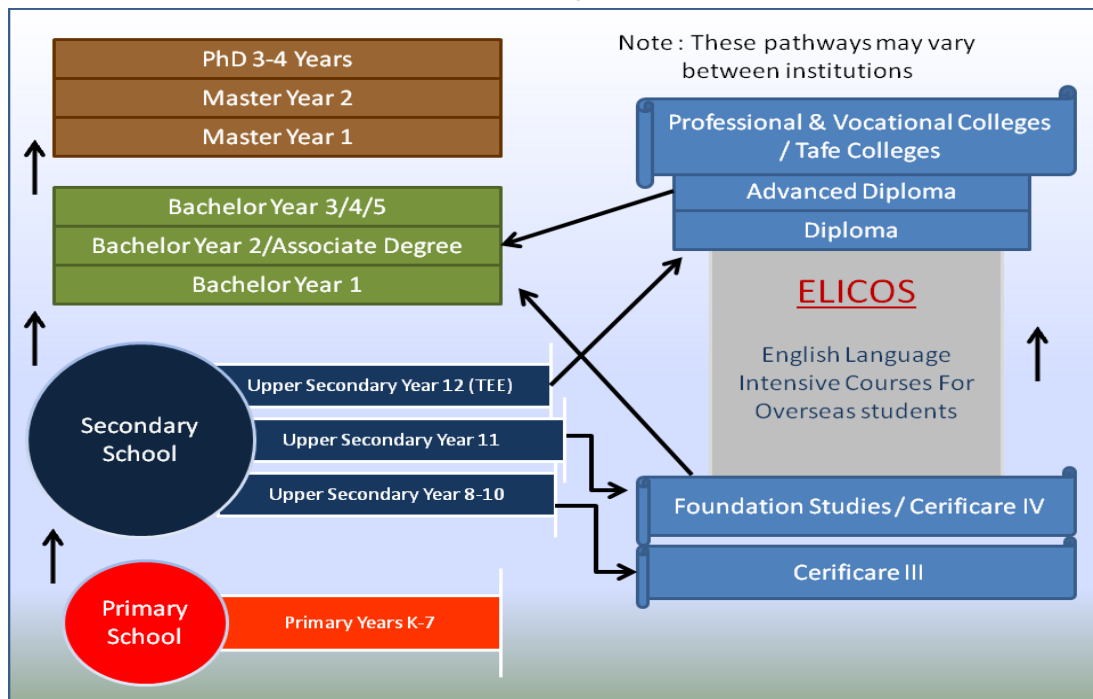
Special Education. Correspondence schools are run by state departments of education for children whose – daily attendance at school is prevented by distance, illness, or physical disability. For children living in isolated locations, "schools of the air" supplement correspondence instruction, using two-way radio links between teachers and pupil. Each state offers non-formal classes for adults.

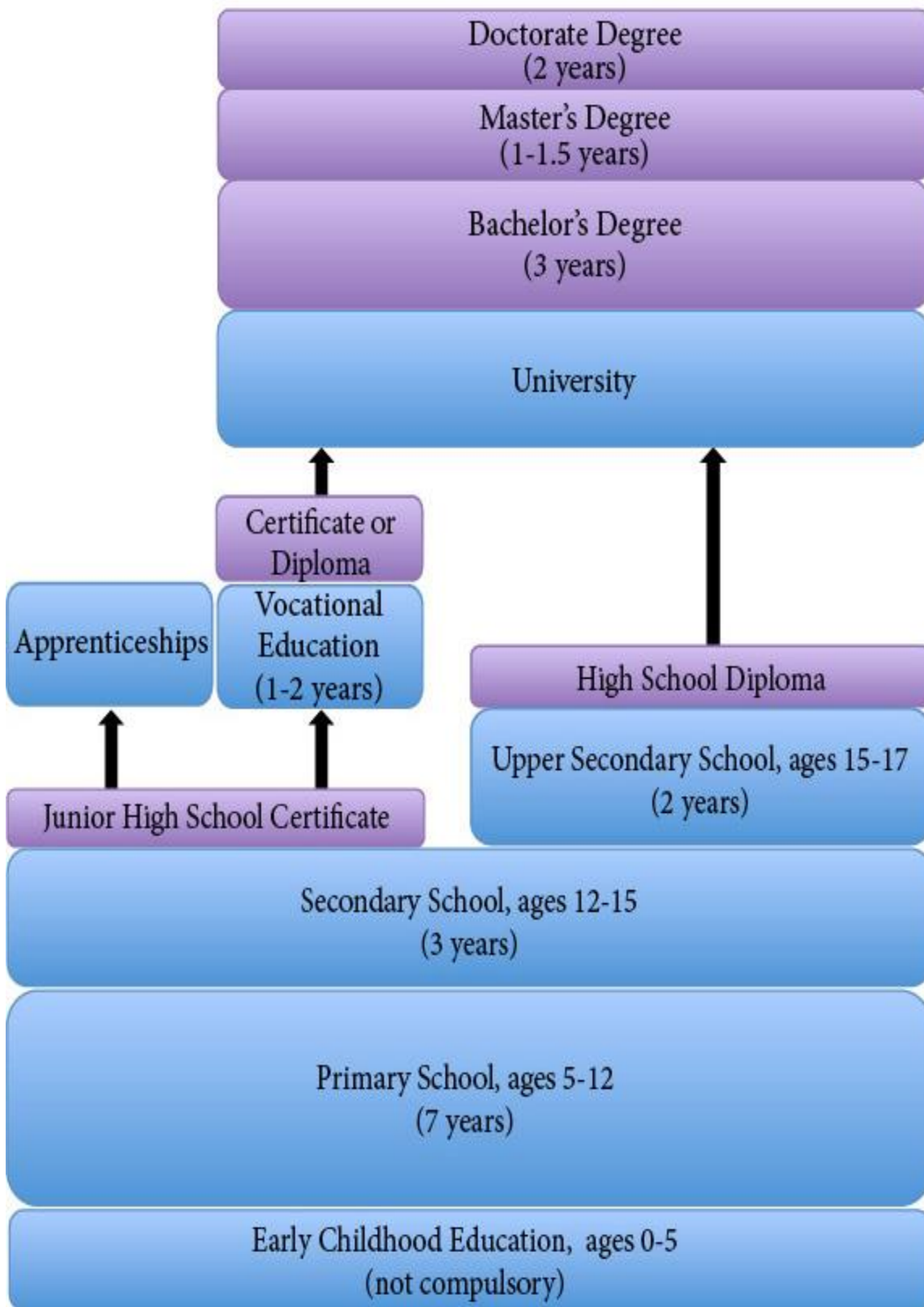
The system of control and the proportion of funds received from government grants for adult education vary from state to state. Both vocational and non-vocational interests are served in wide-ranging programs. Some states have taken special steps to reach rural areas and populations by means of summer schools, traveling troupes, exhibitions, and the like. Foreign students and specialists are assisted under various international plans and scholarship programs, especially those related to Commonwealth and South Pacific nations. The Australian-American Educational Foundation facilitates interchanges of lecturers, research scholars, postgraduate students, and teachers.

Exercise 1. Summarise your findings on education in Australia in a short presentation.

Exercise 2. Explain in English the meaning of the word-combinations from the text

Secular education, compulsory elementary school, intermediate school, secondary school, general curriculum, university studies, government scholarship, technical institutes, community colleges, teacher-training colleges, adult education programs, "schools of the air", wide-ranging programs, isolated locations, rural studies, government grants, vocational and non-vocational interests, scholarship programs, non-formal classes for adults, commercial, artistic, and domestic occupations.





Education system in Australia

UNIVERSITIES IN AUSTRALIA

In Australia, universities are self-accrediting institutions and each university has its own establishment legislation (generally State and Territory legislation) and receive the vast majority of their public funding from the Australian Government, through the Higher Education Support Act 2003.

The Australian National University, the Australian Film, Television and Radio School and the Australian Maritime College are established under Commonwealth legislation.

The Australian Catholic University is established under corporations law. It has establishment Acts in New South Wales and Victoria. Many private providers are also established under corporations law. As self-accrediting institutions, Australia's universities have a reasonably high level of autonomy to operate within the legislative requirements associated with their Australian Government funding.

Australian universities are represented through the national universities' lobbying body Universities Australia (previously called Australian Vice-Chancellors' Committee). Eight universities in the list have formed a group in recognition of their recognized status and history, known as the "Group of Eight" or "G8". Other university networks of have been formed among those of less prominence (the Australian Technology Network and the Innovative Research Universities). Academic standing and achievements vary across these groups and student entry standards also vary with the G08 universities having the highest standing in both categories.

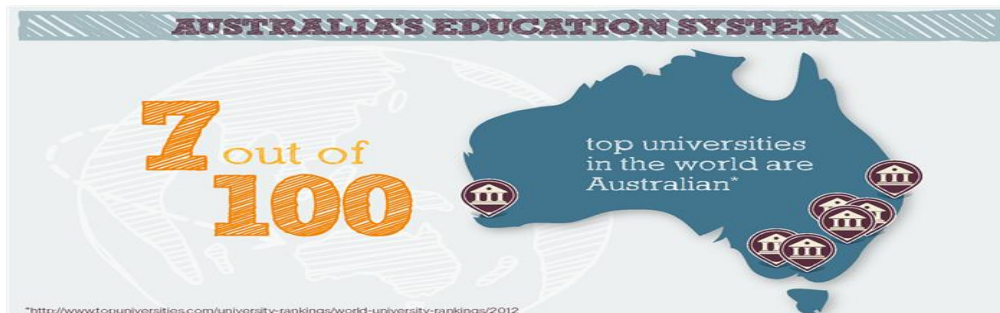
Many universities in Australia have gained international recognition and have been ranked highly in Academic Ranking of World Universities produced by the Times Higher Education World University Rankings. In 2011-2012, 7 Australian universities were ranked amongst the world's top 200.

The various state-administered institutes of Technical and Further Education (TAFE) across the country are the major providers of vocational education and training (VET) in Australia. TAFE institutions generally offer short courses, Certificates I, II, III, and IV, Diplomas, and Advanced Diplomas in a wide range of vocational topics. They also sometimes offer Higher Education courses, especially in Victoria.

In addition to TAFE Institutes there are many Registered Training Organisations (RTOs) which are privately operated. In Victoria alone there are approximately 1100. In size these RTOs vary from single-person operations delivering training and assessment in a narrow specialization, to large organizations offering a wide range of programs. Many of them receive government funding to deliver programs to apprentices or trainees, to disadvantaged groups, or in fields which governments see as priority areas.

VET programs delivered by TAFE Institutes and private RTOs are based on nationally registered qualifications, derived from either endorsed sets of Competency Standards known as Training Packages, or from courses accredited by state/territory government authorities. These qualifications are regularly reviewed and updated. In specialised areas where no publicly owned qualifications exist, an RTO may develop its own course and have it accredited as a privately owned program, subject to the same rules as those that are publicly owned.

Exercise 1. Make notes of your new knowledge about universities in Australia.



THE AUSTRALIAN NATIONAL UNIVERSITY

The Australian National University (ANU) is a university in Canberra, Australian Capital Territory. Located in the suburb of Acton, the main campus encompasses seven teaching and research colleges, in addition to several national institutes. Founded in 1946, it is the only university to have been created by the Parliament of Australia. Originally a postgraduate research university, ANU commenced undergraduate teaching in 1960 when it integrated the Canberra University College, which had been established in 1929 as a Canberra campus of the University of Melbourne.

ANU offers a wide range of undergraduate and graduate programs by the University's seven colleges: College of Arts and Social Sciences, College of Asia and the Pacific, College of Business and Economics, College of Engineering and Computer Science, College of Law, College of Medicine, Biology and Environment, College of Physical and Mathematical Sciences. A special feature of ANU is the choice of more than 60 combined undergraduate degrees. The "double degree" option gives students the opportunity to study for one additional year and be awarded two qualifications. ANU has around 18,514 students (10,231 undergraduate and 8,283 postgraduate) and 3,819 staff.

ANU counts six Nobel laureates among its faculty and alumni. ANU is a member of the Group of Eight and the International Alliance of Research Universities. As Australia's only member of this prestigious association, ANU enjoys close relationships with University of Cambridge, University of Oxford, University of California, Berkeley, Yale University, Peking University, National University of Singapore, University of Tokyo, University of Copenhagen and ETH Zurich.

The Canberra School of Music and the Canberra School of Art were amalgamated by ANU in 1992. ANU established its Medical School in 2002, after obtaining federal government approval in 2000.

In the "Global Employability University Ranking 2013", an annual global ranking measuring universities performance on graduate employability, ANU is ranked 1st nationally, 20th in the world and 3rd in Asia-Pacific.



The Australian National University



Coat of arms of ANU

Motto	<i>Naturam Primum Cognoscere Rerum</i> (Latin) First to learn the nature of things
Established	1946
Type	Public
Endowment	A\$1.237 billion
Chancellor	The Hon Gareth Evans AC
Admin. staff	3,819
Undergraduates	10,231
Postgraduates	8,283
Location	Acton, Australian Capital Territory, Australia



John Curtin School of Medical Research. Chifley Library

POST-WAR ORIGINS

Calls for the establishment of a national university in Australia began as early as 1900. After the location of the nation's capital, Canberra, was determined in 1908, land was set aside for the university at the foot Black Mountain in the city designs by Walter Burley Griffin.

Planning for the university was disrupted by World War II but resumed with the creation of the Department of Post-War Reconstruction in 1942, ultimately leading to the passage of the Australian National University Act 1946 by the Parliament of Australia in 1946.

A group of eminent Australian scholars returned from overseas to join the university. ANU was originally organised into four centres – the Research Schools of Physical Sciences, Social Sciences and Pacific Studies and the John Curtin School of Medical Research. The first resident's hall, University House, was opened in 1954 for faculty members and postgraduate students. Mount Stromlo Observatory, established by the federal government in 1924, became part of ANU in 1957.

The first locations of the ANU Library, the Menzies and Chifley buildings, opened in 1963. The Australian Forestry School, located in Canberra since 1927, was amalgamated by ANU in 1965.

Canberra University College (CUC) was the first institution of higher education in the national capital, having been established in 1929 and enrolling its first undergraduate pupils in 1930. In 1960, CUC was integrated into ANU as the School of General Studies, initially with faculties in arts, economics, law and science. Faculties in Oriental studies and engineering were introduced later. ANU is governed by a 15-member Council, whose members include the Chancellor and Vice-Chancellor. Undergraduate students are represented by the Australian National University Students' Association (ANUSA) and postgraduates by the Postgraduate and Research Students' Association (PARSA). The ANU Union manages catering and retail outlets and function amenities on behalf of all students.

Internationally, ANU is consistently ranked among the top 70 universities in the world by all major global university rankings compilers, having been placed between 27th by the 2013 QS World University Rankings and 48th worldwide by the Times Higher Education World University Rankings.

ANU is consistently ranked 1st in Australia by the QS World University Rankings, which also placed the university 1st in Australia for history, modern languages, philosophy, electrical engineering, earth and marine sciences, geography, mathematics, political and international studies and sociology.

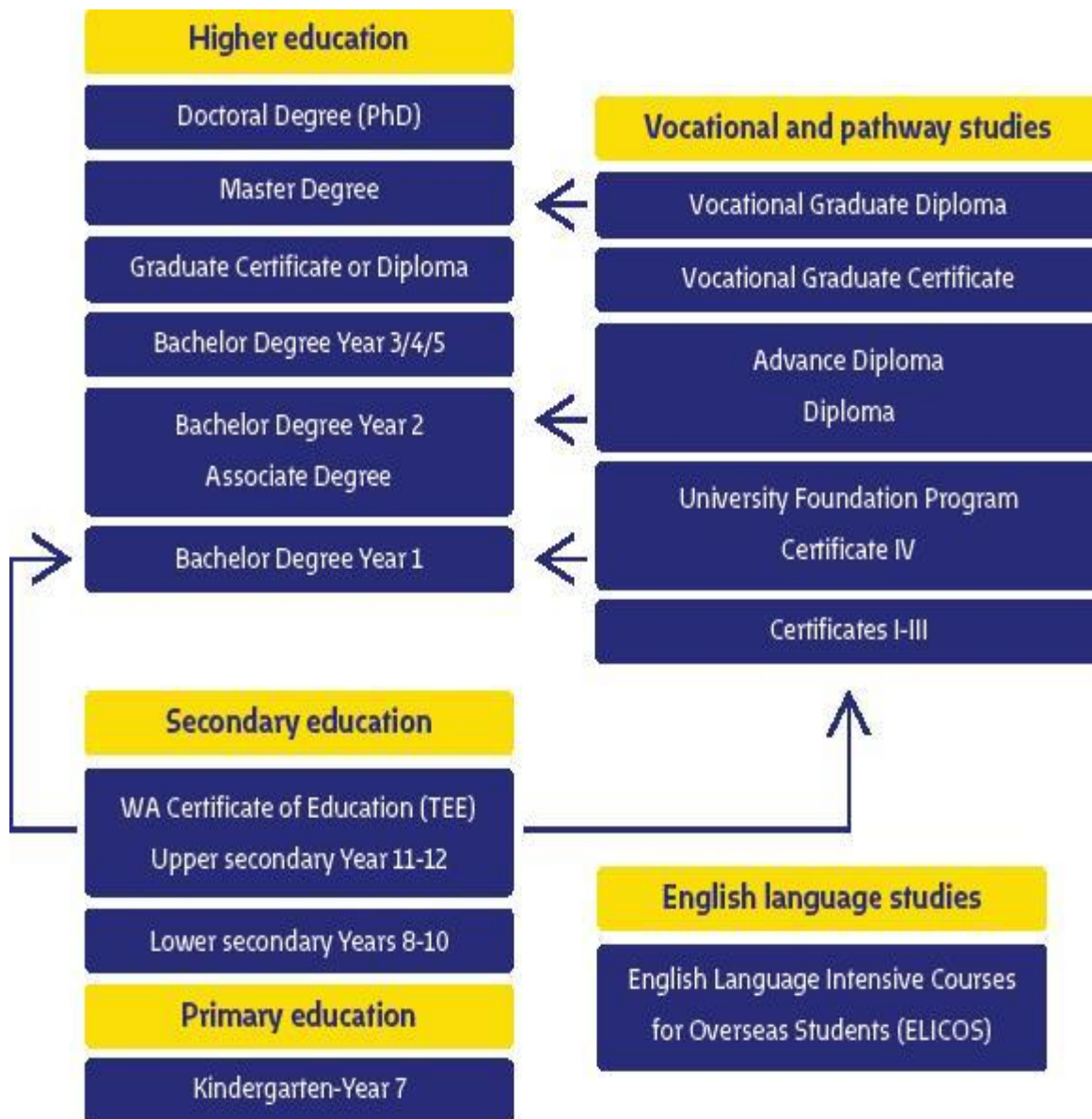
Five subjects also attained top-ten world rankings with politics and international studies coming in 6th position, history in 7th, geography in 8th, linguistics in 9th and philosophy 10th.

ANU was reorganised in 2006 to create seven Colleges, each of which conducts both teaching and research. The ANU College of Arts and Social Sciences is divided into the Research School of Social Sciences (RSSH) and the Research School of Humanities and the Arts (RSHA).

Within RSSH there are schools dedicated to history, philosophy, sociology, political science and international relations, Middle Eastern studies and Latin American studies.

RSHA contains schools focusing on anthropology, archaeology, classics, art history, English literature, drama, film studies, gender studies, linguistics, European languages as well as an art and music school. The ANU College of Asia and the Pacific is a specialist centre of Asian and Pacific studies and languages, with the largest number of experts in these fields of any university in the English-speaking world. It also houses the Crawford School of Public Policy. The ANU College of Business and Economics comprises four Research Schools, which in turn conduct research and teaching in economics, finance, accounting, actuarial studies, statistics, marketing and management.

The ANU College of Engineering and Computer Science is divided into two Research Schools. ANU is home to the National Computational Infrastructure National Facility.



Australian universities in the top 50

Griffith University



What Griffith has to offer

- One of the Asia-Pacific region's most progressive and dynamic universities.
- A wide range of studies and many interdisciplinary offerings.
- Three campuses: the art and music schools across the river from the central business; The Queensland College of Art on the Gold Coast campus and the prestigious Queensland Conservatorium of Music.

James Cook University

What James Cook has to offer

- Ranked in the top of universities worldwide by University Academic Ranking.
- Smaller class sizes and accessible teaching staff.
- Two friendly campuses: at Townsville, and at Cairns.
- On-campus entertainment, athletic facilities and membership in a range of student clubs and organizations available.

Academics

- More than 170 undergraduate subjects across a wide range of disciplines.
- Students may enroll in subjects at one of the campuses for a semester and switch to the other campus for the second semester.
 - Four faculties: law, business and the creative arts, science, engineering and information technology, arts, education and social sciences, and medicine, health and the molecular sciences.
- Students take four courses per semester.

Exercise 1. Make notes of your new knowledge about universities in Australia.

Exercise 2. Make up some dialogues from the information above.



Macquarie university

What Macquarie has to offer

- A beautiful, green campus set among rolling hills in North Ryde, 12 miles north of Sydney. An easy 45-minute bus or train ride into central Sydney.
- Twelve schools and two interdisciplinary centers.
- Unusual courses and non-traditional degrees.
- A cultural, recreational and intellectual center for the metropolitan area.
- A wide variety of internships in technology and research, as well as a number of opportunities in liberal arts.
- An active students union that sponsors sports and clubs, as well as dances, concerts and special events.
- Excellent athletic facilities, including courts, playing fields, a gym and recreation hall.
- Named the third "greenest" university in Australia by *The Australian!*

Academics

- Flexibility in course selection.
- Students take three or four courses per semester.





Monash university

What Monash has to offer

- One of Australia's largest and most academically prestigious universities.
- Ranked among the top 100 universities in the world.
- Member of the prestigious Group of Eight, Australia's leading research universities.
- More than 6,000 courses in 10 faculties.
- The Clayton Campus, 15 miles from downtown Melbourne, offers a rich array of sporting, cultural and educational events, and facilities.
 - Caulfield Campus, five miles from downtown Melbourne, has visual arts, educational and sporting facilities, and links with industry, government and the local community.

Academics

- Many students recommend Contemporary Australia, an introduction to the major cultural and environmental issues shaping Australia today.



Murdoch university

What Murdoch has to offer

- A national reputation for excellence across teaching, research and student satisfaction.
- Home to the United Nations Environment Programme, one of only three in the world.
- Excellent student services.
- An active students' guild that sponsors a wide range of cultural, social and sporting events, as well as clubs for interests.

Academics

- Flexible academic structure.
- Students take three or four courses per semester.

University of Adelaide



What Adelaide has to offer

- An international reputation for excellent teaching.
- Member of the prestigious Group of Eight, Australia's leading research universities.
- A beautiful campus in the intellectual, cultural and commercial heart of Adelaide.
- One of the most active student organizations in Australia with more than 90 student sporting and interest clubs.
- A lifestyle geared to outdoor activities, including hang gliding, rock climbing and scuba diving.



University of Melbourne



What Melbourne has to offer

- One of Australia's leading research and higher education institutions.
- One of the top 40 universities in the world and the top in Australia according to the 2013 Times Higher Education World Reputation Rankings.
- Six subjects (education, law, linguistics, psychology, accounting and finance, and medicine) that are ranked in the top ten in the 2013 QS WUR.
- Interesting and innovative interdisciplinary programs.
- An energetic atmosphere due to an active student union & cultural events.
- Union House, the hub of campus social life and 160 clubs and societies.
- Great indoor and outdoor athletic facilities, including a mountain lodge.

Academics

- Most classes are organized around a core series of lectures and tutorials, while students work independently on research projects and essays.
- Students take a varied number of courses, depending on course weight.



THE UNIVERSITY OF NEW SOUTH WALES



What UNSW has to offer

- Ranks as one of the best universities in Australia.
- A relaxed, friendly atmosphere.
- Known as "Australia's most international campus".
- High faculty-to-student ratio ensures personal attention.
- An internship program that combines a workplace assignment with a substantial research project.
- World-class performing arts facilities.
- An active students union that more than 50 student clubs and societies.
- Sport and recreation center with pool, gymnasium, squash and tennis courts and a variety of activities from aerobics to weight lifting.

The University of New South Wales (UNSW), founded in 1949, is a research-focused university based in Kensington, a suburb in Sydney, New South Wales, Australia. In 2013, the university was ranked 52nd in the world; 2nd in NSW, behind The University of Sydney and 5th in Australia in the QS World University Rankings. The university is a member of the "Group of Eight" coalition of leading Australian universities and is also a founding member of Universitas 21, an international network of leading research-intensive universities. It is one of the most prestigious universities in Australia, ranked in the 81-90th bracket and 5th in Australia in the 2013 Times Higher Education Reputation Rankings.



As of 2013, UNSW reported the highest median ATAR for the incoming 2012 and 2013 cohort, as well as the highest number of Top 500 HSC Students. UNSW graduates hold more chief executive positions of ASX 200 listed companies than those of any other university in Australia.

Australian Government survey data of university graduates have indicated in the past that students who enter the Group of Eight come from higher income families, and that graduates largely have higher paid occupations or positions of influence, prompting claims of elitism and social division. The main UNSW campus is located at Kensington, seven kilometres from the centre of Sydney. Other campuses are the College of Fine Arts in Paddington, the heart of Sydney's artistic community.

The University College at the Australian Defence Force Academy, in the national capital Canberra, and sub-campuses at Randwick and Coogee in Sydney, as well as research stations around NSW.

Exercise 1. Digest the information briefly in English.

Exercise 2. Comment on the universities in Australia.

UNIVERSITY OF SYDNEY



Edmund Blacket's main building for the University of Sydney

The University of Sydney is an Australian public university in Sydney.

Founded in 1850, it is Australia's first university and is regarded as one of its most prestigious, ranked as the 27th most reputable university in the world. In 2013, it was ranked 38th and in the top 0.3% in the QS World University Rankings. Five Nobel or Crafoord laureates have been affiliated with the university as graduates and faculty. The University comprises 16 faculties and schools, through which it offers bachelor's, master's, and doctoral degrees. In 2011 it had 32,393 undergraduate and 16,627 graduate students. The main campus spreads across the suburbs on the southwestern outskirts of the Sydney CBD. Sydney is a member of Australia's Group of Eight, Academic Consortium 21, the Association of Pacific Rim Universities (APRU) and the Worldwide Universities Network.

The University is also colloquially known as one of Australia's sandstone universities.

What the University of Sydney has to offer

- One of Australia's most prestigious universities, modeled after Oxford.
- Ranked among the top 100 universities worldwide.
- More than 100 teaching departments organized into 16 faculties.
- The modern Fisher Library, the largest of its kind in Australia.
- More than 200 student societies and clubs to give students a rich and diverse experience.
- Great sports facilities, including indoor pool, rock climbing, tennis pavilion, gymnasium and recreation center, plus a ski hut.

Academics

- Over 4,000 courses available in a huge range of disciplines.
- Students take three or four courses per semester.
- AACSB International accredited business school.
- A state of the art internship program that offers many different opportunities, including sports management, marketing, nonprofit management and medical research.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Add some information and write a short essay on the topic.

Exercise 3. Read the text & pick up the essential details in the form of quick notes.

THE UNIVERSITY OF WESTERN AUSTRALIA

The University of Western Australia (UWA) was established by an act of the Western Australian Parliament in February 1911, and began teaching students for the first time in 1913. It is the oldest university in the state of Western Australia and the only university in the state to be a member of the Group of Eight, as well as the sandstone universities. UWA is governed by the University of Western Australia Act 1911. The Act provides for control and management by the university's Senate, gives it the authority, amongst other things, to make statutes, regulations and by-laws, details of which are contained in the university Calendar. One of Australia's best and most prestigious universities, UWA is highly ranked internationally in various publications. To date UWA has produced close to 100 Rhodes Scholars and a Nobel Prize winner. UWA recently joined the Matariki Network of Universities as the youngest member, the only one established during the 20th century.

What UWA has to offer

- Well-equipped teaching, research and computing facilities, including the main Reid Library and 14 branch and departmental libraries.
- Arts venues that accommodate some of the city's most celebrated cultural events.
- An active students' guild that organizes student entertainment and supports a full range of social, cultural and athletic clubs and societies.
- Great facilities for sports and recreation, including a gymnasium, fitness center, two swimming pools, and courts for squash and tennis.

Academics

- Vast course offerings and a hands-on approach to learning.
- Students take four courses per semester.



UNIVERSITY OF WOLLONGONG



The University of Wollongong is a public research university located in the coastal city of Wollongong, New South Wales, Australia. As of 2012, the University had a total of 30,516 students enrolled, included 11,440 international students from more than 140 countries.

The University of Wollongong has fundamentally developed into a multi-campus institution. The Wollongong Campus has 94 permanent buildings including six student residences. The University also offers courses equally based on the main Wollongong Campus in collaboration with partner institutions in a number of offshore locations including Singapore, Malaysia and Hong Kong. The University of Wollongong marked the University's 60th Founding Anniversary in the Year of 2011. The University of Wollongong traces its origins to 1951.

What University of Wollongong has to offer

- Excellent academics in a friendly, supportive environment.
- Ranked in the top 2% of world universities according to the Times Higher Education World University and QS World University Rankings.
- A recreation and aquatic center with pool and gym, plus leisure and adventure activities including surfing, scuba diving, self-defense and dance.

Academics

- Known for innovative approaches to teaching, learning and research.
- Students take three or four courses per semester.

Exercise 1. Render the score of the information briefly in English.

Exercise 2. Explain the notion below.

The **Group of Eight (Go8)** is a coalition of leading Australian tertiary institutions, intensive in research and comprehensive in general and professional education. It was established informally as a network of vice-chancellors in 1994 and was formally incorporated in 1999. The Go8 aims to enhance the contribution of its member universities to the nation's social, economic, cultural and environmental well-being and prosperity and extend the contribution of its member universities to the generation and preservation of the world's stock of knowledge. All eight universities' primary campuses are based in the six largest Australian capital cities or the national capital in the case of ANU.

Exercise 3. Add some information & make up a small report and give a talk in class.

Exercise 4. Read the text & pick up the essential details in the form of quick notes.



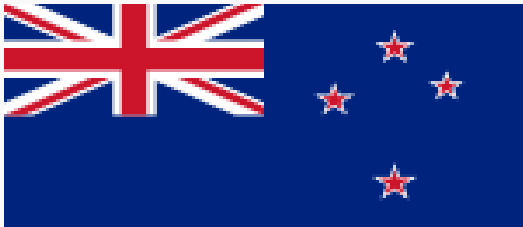
Australian qualifications framework

THE EDUCATION SYSTEM IN NEW ZEALAND

The education system in New Zealand is a three-tier model which includes primary schools, followed by secondary schools (high schools) and tertiary education at universities and/or polytechnics.

The academic year in New Zealand varies between institutions, but generally runs from late January until mid-December for primary schools, secondary schools, and polytechnics, and from late February until mid-November for universities.

In 2009, the Programme for International Student Assessment, published by the OECD, ranked New Zealand 7th best at science and reading in the world, and 13th in maths. The Education Index, published as part of the UN's Human Development Index consistently ranks New Zealand among the highest in the world. However, this index appears to be based primarily on the average number of years that children spend at school rather than their level of achievement.

	
Ministry of Education	
Minister of Education Minister for Tertiary Education Secretary for Education	
General details	
Primary languages	English, Māori
System type	decentralised national
Enrollment (July 2017)	
Total	762,683
Primary	475,797
Secondary	286,886
Attainment (2017)	
Secondary diploma	83.8%

Free primary and secondary education is a right for all New Zealand citizens and permanent residents from a student's fifth birthday until the end of the calendar year following the student's 19th birthday, and compulsory between the ages of 6 and 16. In some special cases, an exemption can be gained after applying to the Ministry of Education (MOE). These may be granted to students who are close to 16, have been experiencing some ongoing difficulty at school, and have a job already lined up. Families wishing to home-school their children can apply for exemption.

To get an exemption from enrollment at a registered school, they must satisfy the Secretary of Education that their child will be taught "as regularly and as well as in a registered school".

Children almost always start school on their fifth birthday, or the first School Day after it. Many children attend some form of early childhood education before they begin school such as:

- Playcentre (birth to school age).
- Kindergarten (ages 3-5).
- Kohanga Reo.
- Licensed Early Childhood Centres (ages 0-5) (usually privately owned).
- Chartered Early Childhood Centres (ages 0-5) (state funded).

A recent proposal by the New Zealand Government, called Schools Plus, would see students required to remain in some form of education until age 18. Disabled students with special educational needs can stay until the end of the calendar year they turn 21.

Most students start when they turn 5, and remain in school for the full 13 years. Students living more than 4.8 kilometres walking distance from the nearest school may be exempted from attending school but may be required to enrol in a correspondence school.

Many schools outside the main centres contract public transport operators to provide school buses that deliver students to the school gate in the morning and home again at the end of the school day. In the main centres, these are usually only contracted to routes which regular public transport routes don't run.

Years of schooling

Most New Zealand schools moved towards designating school class levels based on the years of schooling of the student cohort. The introduction of NCEA in the early 2000s, computerised enrolment and school roll return guideline changes, amongst others, have been drivers for this change.

Before this, a system of Forms, Standards and Juniors or Primers was used. Although those older terms are no longer used for most school administration they still appear in education legislation, at some (mainly independent) schools, and in talk with older generations, who often prefer to use the terms they are more familiar with. However, one should ask today's students "Which year are you in?" rather than "Which form are you in?", as many will confuse "form" with form class.

There are 13 academic year levels, numbered 1 through to 13. Students turning five enter at Year 1 if they begin school at the beginning of the school year or before the cut-off date. Students who turn five late in the year might stay in Year 1 for the next school year depending on their academic progress.

The Ministry of Education draws a distinction between academic and funding year levels, the latter being based on when a student first starts school – students first starting school after July, so do not appear on the July roll returns, so are classified as being in Funding Year 0 that year, so they are recorded as being in Year 1 on the next year's roll returns.

Students in Years 7 and 8 may attend an Intermediate School which provides a transition from primary schooling to secondary schooling. The last year of primary schooling is Year 8, and students must vacate Year 8 by the end of the school year after their 14th birthday (although most students are 12-13 when they transition to secondary school). The first year of secondary education is Year 9.

The Ministry of Education requires that a student's funding year and academic year are aligned in years 7, 8, and 9, irrespective of when they first started school. Students who do not achieve sufficient credits in NCEA may or may not repeat Year 11, 12 or 13, while attempting to attain credits not achieved in NCEA – repeating a year often depends on what credit have been attained and what NCEA levels the majority of study is at. Year 13 is seen as the traditional end of secondary school, with an extra funding year available for students who choose to remain after Year 13. Under the old system of Forms, Standards and Juniors, there were two Junior years followed by four Standard years in primary school, followed by seven Forms. Forms 1 and 2 were in intermediate school and the remaining five were in secondary school.

Types of schools by years

While there is overlap in some schools, primary school ends at Year 8 and secondary school at Year 13. The last two years of primary school are frequently taken at a separate intermediate school instead of at a primary school, leaving "contributing" primary schools to end at Year 6. Some areas though have "full" primary schools which go to year 8. Outside of the following categories, many private schools, state area schools and state integrated schools take students from Years 0 to 13, or Years 7 to 13.

Most schools cater for either primary, intermediate, full primary (combined primary / intermediate) or secondary school students. Full primary schools are more common in minor urban and rural areas, while separate primary ("contributing primary") and intermediate schools are more common in major and secondary urban areas. :

- *Contributing Primary School:* Years 1-6 (ages 5-11). There are no private contributing primaries.
- *Full Primary School:* Years 1-8 (ages 5-13). Common among integrated and private schools.
- *Intermediate School:* Years 7-8 (ages 10-13). Only two non-state intermediate schools exist.
- *Secondary School* Years 9-13 (ages 12-18).

However, some schools cater for students across two or more of these groups. These are less common than schools which teach the groups above. Area schools are generally found in rural areas, where there are not enough students to run two separate schools productively. A list of these types of schools, and the years they cater for, is below.

- *Composite (Area) school:* Years 1-13 (ages 5-18). Common among integrated & private schools.
- *Intermediate/Secondary schools:* Years 7-13 (ages 10-18). Common among integrated and private schools, and state schools in Invercargill and South Island provincial areas
- *Middle School:* Years 7-10 (ages 10-15). Rare – only six exist.
- *Senior School:* Years 11-13 (ages 14-18). Rare – only two exist (Albany Senior High School and Ormiston Senior College, both in Auckland).

There are three other types of schools defined by the Ministry of Education:

- *Correspondence school:* Preschool – Year 13 (Preschool – age 19). Serves distance education, for those in remote areas or for individual subjects not offered by a school. The only school of this type is the national correspondence school: Te Aho o Te Kura Pounamu.
- *Special school:* Preschool – age 21. Serves special education to those with intellectual impairments, visual or hearing impairments, or learning and social difficulties, who receive Ongoing Resourcing Scheme (ORS) funding.
- *Teen parent unit:* Years 9-15 (age 12-19). Serves teenage parents in continuing secondary school education under the jurisdiction of a hosting secondary school, but are largely autonomous.

Types of schools by funding

There are three types of schools: state, private (or registered or independent) and state integrated schools. State and state integrated schools are government funded. Private schools may receive some funding from the government, but largely rely on tuition fees. State integrated schools are former private schools which are now "integrated" into the state system under the Private Schools Conditional Integration Act 1975 "on a basis which will preserve and safeguard the special character of the education provided by them". According to the Ministry of Education, in July 2012, 84.8% of all school-aged children attend state schools, 11.4% attend state integrated schools and 3.8% attend private schools. In addition, parents may home school their own children if they can prove that their child will be "...taught at least as regularly and as well as in a registered school...", and are given an annual grant to help with costs, including services from The Correspondence School.

The percentage of children home schooled is well under 2% even in the Nelson region, the area where it is most popular, but there are many local and national support groups.

While the state covers tuition for New Zealand citizens and permanent residents, students must still pay for course materials and related costs. Also, almost all schools charge a tax deductible "donation" that most parents pay. Private or independent schools charge tuition fees while state integrated schools may charge an additional levy ("attendance dues") for the upkeep of school buildings.

International students holding valid student visas can also be enrolled in state-funded schools, provided they pay the appropriate international student tuition fees.

State school enrolment schemes

Geographically-based state school enrolment schemes were abolished in 1991 by the Fourth National Government and the Education Amendment Act 1991. Although this greatly opened up the choice of schools for students, it had undesirable consequences. Popular high-decile schools experienced large roll growths, while less popular low-decile school experienced roll declines. Schools could operate a roll limit if there was a risk of overcrowding, but enrollments under this scheme were on a "first come, first served" basis, potentially excluding local students.

The Education Amendment Act 2000, enacted by the Fifth Labour Government, partially solved this problem by putting in place a new "system for determining enrolment of students in circumstances where a school has reached its roll capacity and needs to avoid overcrowding". Schools which operate enrolment schemes have a geographically defined "home zone". Residence in this zone, or in the school's boarding house (if it has one) gives right of entry to the School.

Students who live outside the school's home zone can be admitted, if there are places available, in the following order of priority: special programmes; siblings of currently enrolled students; siblings of past students; children of past students; children of board employees and staff; all other students. If there are more applications than available places then selection must be through a randomly-drawn ballot.

The system is complicated by some state schools having boarding facilities for students living beyond the school's zone. Typically these students live in isolated farming regions in New Zealand, or their parents may live or work partly overseas. Many secondary schools offer limited scholarships to their boarding establishment to attract talented students in imitation of private school practice.

As of September 2010, 700 of New Zealand's 2550 primary and secondary schools operate an enrolment scheme, while the remaining 1850 schools are "open enrolment", meaning any student can enrol in the school without rejection. Enrolment schemes mostly exist in major towns and cities where school density is high and school choice is active – they rarely exist for primary schools in rural areas and secondary schools outside the major towns and cities where school density is low and school choice is limited by the distance to the nearest alternative school.

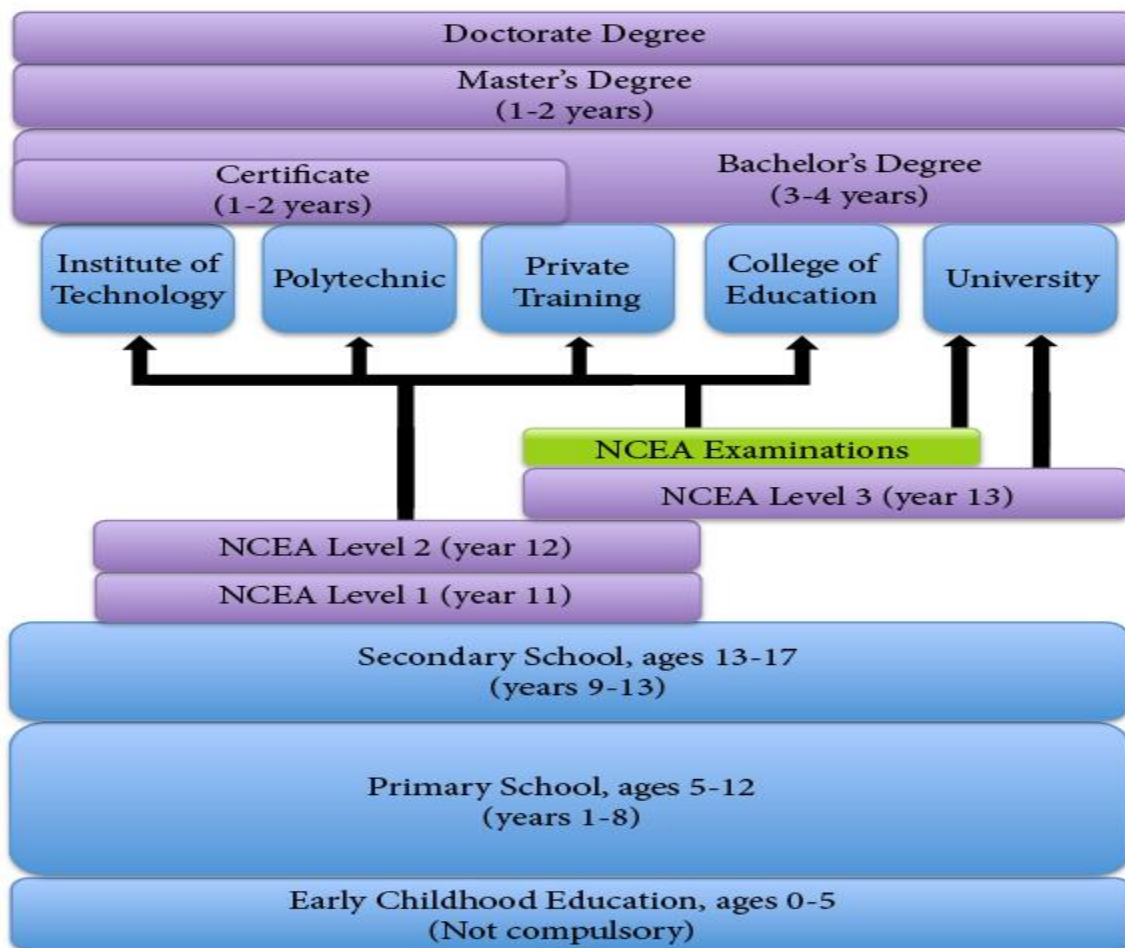
Critics have suggested that the system is fundamentally unfair as it restricts the choice for parents to choose schools and schools to choose their students although it does allow all students living in the community to have entry, as of right, regardless of their academic or social profile. In addition, there is evidence that property values surrounding some more desirable schools become inflated.

Thus restricting the ability of lower socio-economic groups to purchase a house in the zone, though this is off set by the fact that students are accepted from rental accommodation or from homes where they are boarding with a bona fide relative or friend living in the zone.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Explain the critics on the education system in New Zealand.

Exercise 3. Add some information & make up a small report and give a talk in class.



Education system in New Zealand



POST-COMPULSORY EDUCATION

Post-compulsory education is regulated within the New Zealand Qualifications Framework, a unified system of national qualifications in schools, vocational education and training.

Typically, a bachelor's degree will take three years, and a further year of study will lead to an Honours degree. Not every degree follows this 3+1 pattern: there are some four year degrees (which may or may not be awarded with Honours), and some specialist bachelor's degrees which take longer to complete. Typically, honours may be awarded with first class, upper second class, lower second class or third class, but this can vary from degree to degree. A bachelor's degree may be followed by a Master's degree. A candidate who does not hold an Honours degree may be awarded a Master's degree with honours: such a degree usually involves two years study, compared to one year for a Master's degree for a candidate who does have an Honours degree.

A candidate who has either a Master's degree or a bachelor's degree with Honours may proceed to a doctoral degree. Entry to most universities was previously "open", that is to say that one only needed to meet the minimum requirements in the school-leaving examinations (be it NCEA or Bursary).

However, most courses at New Zealand universities now have selective admissions, where candidates have to fulfill additional requirements through their qualifications, notably with the University of Auckland offering the largest number of selective-entry courses. Mature students usually do not need to meet the academic criteria demanded of students who enter directly from secondary school.

Domestic students will pay fees subsidised by the Government, and the student-paid portion of the fee can be loaned from the Government under the Government's Student Loan Scheme. Weekly stipends can be drawn from the loan for living expenses, or the student can apply for a needs based (on assessment of parental income) "Student Allowance", which does not need to be paid back.

"Bonded Merit Scholarships" are also provided by the Government to cover the student-paid portion of fees. The New Zealand Scholarship and the New Zealand University Bursary are awarded to school leavers by a competitive examination and also provide financial support to school-leavers pursuing a university degree but do not entail any requirement to stay in the country after they finish university.

International students pay full fees and are not eligible for Government financial assistance. Until 1961 there was only one degree-granting university in New Zealand, the University of New Zealand which had constituent colleges around New Zealand. Now the colleges are independent universities in their own right, and since then three new universities have been created (Auckland University of Technology, Lincoln University and Waikato University).

Exercise 1. Digest the information briefly in English.

Exercise 2. Explain the system of degrees in New Zealand.



COLLEGES OF EDUCATION

The name "College of Education" is protected by Act of Parliament. Only universities and standalone colleges of education may use this title. Thus, privately owned institutions that are not listed in Acts and that provide teacher education such as the Bethlehem Institute (Tauranga) and New Zealand Graduate School of Education (Christchurch) must use alternative names.

Below is a partial list of historical or existing colleges – specifically those listed in Acts of Parliament as public (Crown-owned) teacher education providers:

- Auckland College of Education (Auckland).
- Massey University College of Education (Palmerston North).
- Wellington College of Education (Wellington).
- Christchurch College of Education (Christchurch).
- Dunedin College of Education (Dunedin).

Most colleges of education in New Zealand in the past 30 years have gradually consolidated (for example, Ardmore with Auckland), with the trend in the last 15 years to consider and effect mergers with universities closely allied to them, for example, the Hamilton and Palmerston North colleges amalgamated with Waikato and Massey respectively. In the 2004-2005 period, the Auckland and Wellington colleges merged with Auckland University and Victoria University respectively.

In 2007, the Christchurch College of Education merged with the University of Canterbury.

The remaining stand-alone college in Dunedin merged with the University of Otago in 2007.

Private Training Establishments have been around for many years in New Zealand. Their purpose is to provide training often not available in the public sector. They also provide training to special needs groups or in time frames that support different learner needs. Private Trainers like the Institute of Applied Learning in Otahuhu Auckland has provided domestic learners and international learners courses in Computing, Hospitality, Business, Health Care and Contact Centre for over 17 years. The tutors are generally drawn from industry rather than academia and the goal for most learners is employment quickly.

Private trainers offer an alternative to state schools and many learners prefer the supportive environment of most private trainers

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Interpret the information on education in New Zealand.

The 1877 Education Act declared free, compulsory, and secular education for all.

Preschool and kindergarten are provided before five years of compulsory elementary school begin at age six. Recently, the government established Maori-language kindergartens for Maori children. Most children attend two years of intermediate school. During the first two years of secondary school, students follow a general curriculum; the later years are more specialized. All students who qualify for university studies receive government scholarship. In addition to its universities, New Zealand has numerous technical institutes, community colleges, and teacher-training colleges. The government also sponsors extensive continuing and adult education programs.

Exercise 3. Analyze the information and make up the chart about it

№	Activity			
	Event	When	Where	Score
1.				

Exercise 4. Read the information and try to explain the score of it.

Bullying is a widespread issue in New Zealand schools. In 2007, one in five New Zealand high school students reported being cyber-bullied. In regard to physical bullying, an international study in 2009 found New Zealand had the second highest incidence of bullying out of the 40 countries surveyed.

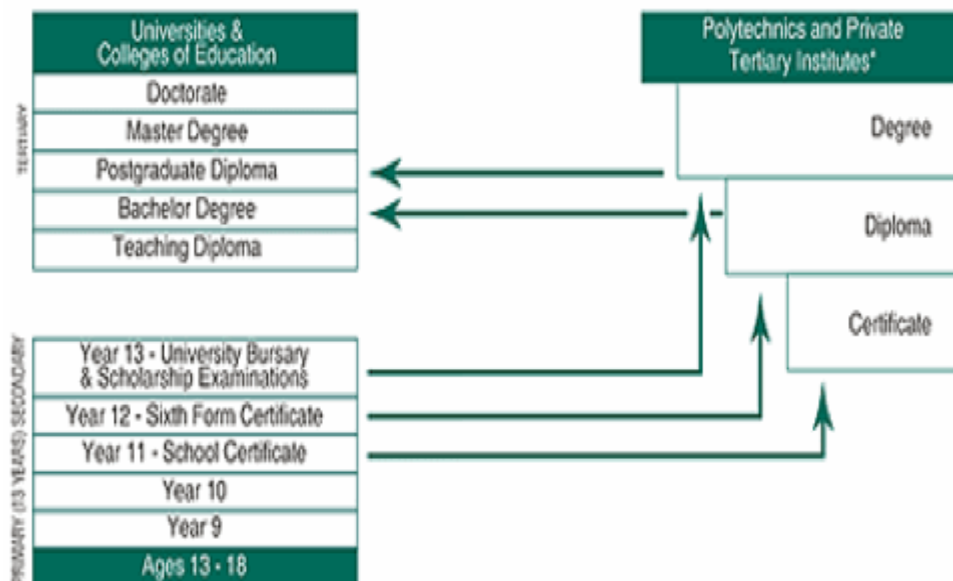
In 2009, the Ombudsman launched an investigation into school bullying and violence after serious incidents at Hutt Valley High School in Lower Hutt, which included students being dragged to the ground, "removing their pants and violating them with screwdrivers, pens, scissors, branches, drills and pencils", a student "being beaten unconscious and a student being burnt with a lighter".

The Ombudsman's report recommended schools' guidelines be amended to make anti-bullying programmes compulsory in schools. Post Primary Teachers' Association president Robin Duff said the report illustrated a systemic failure by the Ministry of Education to help schools deal with bullying.

The Government responded by putting \$60 million into a *Positive Behaviour for Learning* plan but the results were less than satisfactory. In March 2013, Secondary Principals Association president Patrick Walsh asked the Ministry to "urgently draft a comprehensive bullying policy for schools, after being surprised to find it did not have one". Mr Walsh believes that since schools are supposed to be self-managing, each school has "work it out" for themselves which "would mean that all 2500 schools all have to reinvent the wheel".

Exercise 5. Translate sentences from English.

1. He behaves as a bull in a china shop.
2. We must take the bull by the horns.
3. You shoot the bull.
4. A bully is always a coward.
5. Those boys will have to be bullied into action.
6. The boys bullied the small girl into giving them all her money.
7. A gang of bullies was secretly sent to slit the nose of the offender.
8. You're just a big bully!
9. Teachers usually know who the bullies are in a class.
10. He is a bully and has been successful in dominating the entire household.
11. They were bullied out of their right.
12. She complained that she was being bullied by the assistant manager.
13. Some people accuse the tax inspectors of bully-boy tactics.
14. In some companies there is bullying at work. Some explain it as unfair labour practice.
15. He liked to bullyrag everybody.
16. The cook will give you a bully dinner.
17. There is a bullyboy union in Europe nowadays.
18. He is a school bully beating up a smaller boy.



Types of Institution Universities in New Zealand

UNIVERSITIES IN NEW ZEALAND

In 2011, universities provided tertiary education to over 180,000 students or 136,573 equivalent full-time students (EFTS). The former University of New Zealand ran from 1870 to 1961. It was a federal university composed of the six earliest universities as constituent colleges.

The University of Otago in Dunedin is New Zealand's oldest university. It had over 21,000 students enrolled during 2011. The university has New Zealand's highest average research quality and in New Zealand is second only to the University of Auckland in the number of A rated academic researchers it employs. It topped the New Zealand Performance Based Research Fund evaluation in 2006.

Founded in 1869 by a committee including Thomas Burns, the university opened in July 1871. Its motto is "Sapere aude" ("Dare to be wise"). The Otago University Students' Association answers this with its own motto, "Audeamus" ("let us dare"). The university's graduation song *Gaudeamus igitur, iuvenes dum sumus...* ("Let us rejoice, while we are young") acknowledges students will continue to live up to the challenge if not always in the way intended. Between 1874 and 1961 the University of Otago was a part of the University of New Zealand, and issued degrees in its name. Otago is known for its student life, particularly its flatting, which is often in old sub-standard houses. The nickname Scarfie comes from the habit of wearing a scarf during cold southern winters. The Scarfie term is also referenced in the movie *Scarflies*.

University of Otago	
Alternative names	Clocktower Building
General information	
Architectural style	Gothic revival
Location	Dunedin, New Zealand
Completed	1879
Owner	University of Otago
Technical details	
Floor count	Three



University of Otago Registry Building

The university is divided into four academic divisions:

- Division of Humanities
- Division of Health Sciences
- Division of Sciences
- School of Business

For external and marketing purposes, the Division of Commerce is known as the School of Business, as that is the term commonly used for its equivalent in North America. Historically, there were a number of Schools and Faculties, which have now been grouped with stand alone departments to form these divisions. In addition to the usual university disciplines, the Otago Medical School (founded 1875, is one of only two in New Zealand) and Otago is the only university in the country to offer training in Dentistry. Other professional schools and faculties not found in all New Zealand universities include Pharmacy, Physical Education, Physiotherapy, Medical Laboratory Science, and Surveying. It was also home to the School of Mines, until this was transferred to the University of Auckland in 1987.

Theology is also offered, traditionally in conjunction with the School of Ministry, Knox College, and Holy Cross College, Mosgiel.

In addition to the main Dunedin campus, the university has small facilities in Auckland and Wellington. In 1998, the physics department gained some fame for making the first Bose-Einstein condensate in the Southern Hemisphere. The 2006 Government investigation into research quality ranked Otago the top University in New Zealand overall, taking into account the quality of its staff and research produced. It was also ranked first in the categories of Clinical Medicine, Biomedical Science, Law, English Literature and Language, History and Earth Science. The Department of Philosophy received the highest score for any nominated academic unit.



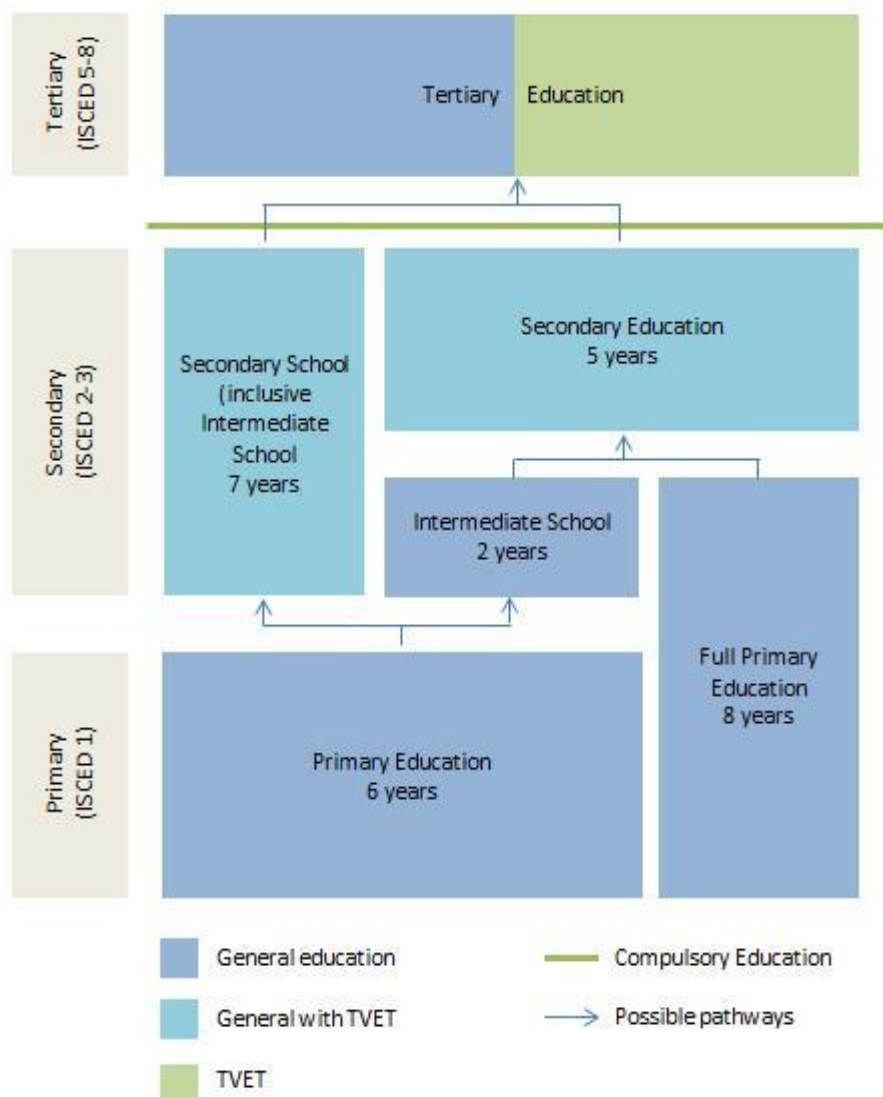
Auckland University of Technology (AUT) is a university in New Zealand. It was formed on 1 January 2000 (1895 originally Auckland Technical School) when the Auckland Institute of Technology was granted university status. AUT was originally founded as Auckland Technical School in 1895, offering evening classes only. Daytime classes began in 1906 and its name was changed to Auckland Technical College. In 1913 it was renamed Seddon Memorial Technical College. In the early 1960s educational reforms resulted in the separation of secondary and tertiary teaching; two educational establishments were formed; the tertiary (polytechnic) adopting the name Auckland Technical Institute (ATI) in 1963 and the secondary school continuing with the same name.

For three years they co-existed on the same site, but by 1964 the secondary school had moved to a new site in Western Springs and eventually became Western Springs College.

In 1989 ATI became Auckland Institute of Technology (AIT), and the current name was adopted when university status was granted in 2000. AUT enrolled 26,243 students in 2011, including 2,369 international students from 85 different countries, and 1,735 postgraduate students. 87% of students were enrolled in a bachelor's degree or higher qualification. AUT's student population is diverse with students having a range of ethnic backgrounds including New Zealand European/Pakiha, Asian, Maori and Pasifika. Students also represent a wide age demographic with 37% of students being over 25.

AUT University employed 2,063 full-time equivalent (FTE) staff in 2011, including both administrative and academic staff members. AUT promotes itself as an advocate of innovative approaches to teaching, learning and research. In particular its focus is on providing a pragmatic "real world" approach, ensuring excellence in learning, teaching and developing outstanding graduates for practice in their chosen fields. AUT's learning environment encourages interaction between students and with their lecturers. This approach aims to develop skills of high value to employers.

The most recent data available suggests that 91% of AUT's graduates obtain employment or progress to further study within 6 months of graduating.



Scheme compiled by UNESCO-UNEVOC

AUT has four campuses: Wellesley, Manukau, North Shore and Millennium.

Wellesley and North Shore campuses both offer neighbouring student accommodation (498 rooms and 207 rooms, respectively). AUT runs a shuttle bus between campuses. Since becoming a university, AUT has invested heavily in infrastructure, staffing and programmes. Since 2000, new engineering, design, library, and business buildings have been constructed.

The Wellesley campus spreads over several sites in the heart of central Auckland.

The largest site is situated on Wellesley Street and is home to most of academic units and central administration, including the Vice-Chancellor's Office and research centres. The Faculties of Applied Humanities, Business and Law, Design and Creative Technologies share this location.

Exercise 1. Make notes of your new knowledge about Auckland University.

Exercise 2. Complete the sentences with the facts from the passage.

AUT is a university in New _____.
 was originally founded as _____.
 was renamed Seddon Memorial _____.
 became Auckland Institute of Technology in _____.
 enrolled 26,243 students in _____.
 enrolled 2,369 international students from _____ different countries.
 employed 2,063 full-time equivalent (FTE) staff in _____.
 promotes itself as an advocate of innovative approaches to _____.
 focuses on providing a pragmatic "real world" _____.
 aims to develop skills of high value to _____.
 has four campuses _____.
 encourages interaction between students and with their _____.
 runs a shuttle bus between _____.
 has invested heavily in infrastructure, staffing and _____.

Exercise 3. Write out all figures from the passage on the chart.

No	Score	Where	Figures
1.			

Exercise 4. Translate the word-combinations.

Technologic(al), technologic advance, technologic innovations, technologic forecasting, technologic unemployment, technologic knowledge, technological development, technological policy, technological gap, technologism, technologist, building technologist, technology to apply (employ), technology to create (develop), technology to export (transfer), state-of-the-art technology, high technology, technology and know-how, technology assessment, technology center, technology data, technology database, technology exchange, technology forecasting, technically advanced industry, technical innovation, technology management, technology package, technology war, technology strategy, technology-driven area, technonomy, technophile, technophobia, technophobic, technopolis, technosphere, technostructure, techware.

Exercise 5. Remember that.

Tech I [tek] – технический колледж; от technical school; техническое училище; technician – техник; специалист; technology – техника; технология.

LINCOLN UNIVERSITY



Lincoln University is a New Zealand university that was formed in 1990 when Lincoln College, Canterbury was made independent of the University of Canterbury. Its undergraduate study areas include agriculture, commerce, computing, engineering, environment, food, forestry, horticulture, hospitality, landscape, Māori planning, property, recreation, sciences, transport and winemaking.

Lincoln University has a student population from more than 60 countries. Its primary campus is situated on 50ha of land located about 15 km (9 mi) outside the city of Christchurch in Lincoln, Canterbury.



Motto	Scientia et industria cum probitate (<i>Science and industry with integrity</i>)
Established	1878
Type	Public
Chancellor	Tom Lambie
Vice-Chancellor	Andrew West
Students	4500 (2013)
Location	Lincoln, New Zealand

Lincoln University began life in 1878 as a School of Agriculture. From 1896 to 1961 it served students under the name "Canterbury Agricultural College", and offered qualifications of the University of New Zealand until that institution's demise.

From 1961 to 1990, it was known as Lincoln College, a constituent college of the University of Canterbury, until achieving autonomy in 1990 as Lincoln University. It is the oldest agricultural teaching institution in the Southern Hemisphere. It remains the smallest university in New Zealand.

In March 2009 AgResearch announced that it planned to merge with Lincoln University, an idea that was later scaled back to "sharing of knowledge".

On 18 November 2010, after a period of consultation, it was confirmed that a merger between Lincoln University and Telford Rural Polytechnic would go ahead, with the merger taking effect on 1 January 2011. On 18 June 2013, a new blue-print for the Selwyn campus was announced which included the "Lincoln Hub" concept previously announced by the Government on 29 April 2013.

Lincoln University Students' Association al referred to as LUSA has been active on campus since 1919. LUSA acts as a representative for students on university policy, as well as providing advocacy services to students and running campus events such as the annual Garden Party and O-Week.

LUSA is central in organising, supporting and funding the clubs on campus.

- *Faculty of Agriculture and Life Sciences*: animal science, farm management, horticultural management, systems biology, computational modelling, food and wine science, entomology; plant pathology and crop protection; ecology, conservation and wildlife management; evolution, molecular genetics and biodiversity.

- *Faculty of Commerce*: accounting, business management, economics, finance, marketing and property studies.

- *Faculty of Environment, Society and Design*: natural resources and complex systems engineering, environmental design, resource planning, transport studies, landscape architecture, Māori and indigenous planning and development, recreation management, social sciences, tourism, communication and exercise science.

Exercise 1. Analyze the information and use it in practice.

Exercise 2. Describe each faculty briefly in English.

№	Activity	
	Faculty	Score
1.		



Founding for tertiary education

MASSEY UNIVERSITY



Massey University is one of New Zealand's largest universities, with 35,000 students, 17,000 of whom are extramural or distance learning students.

Massey University has campuses in Palmerston North, Wellington and Auckland. It also has the nation's largest business college accredited by The Association to Advance Collegiate Schools of Business. Research is undertaken on all three campuses. Massey University is the only university in New Zealand offering degrees in aviation, dispute resolution, veterinary medicine and nanoscience.

Having been accredited by the American Veterinary Medical Association, Massey's veterinary school now has the distinction of having its degree recognised not only by New Zealand, but also the United States, Australia, Canada, and Britain, as well as most other countries in the world. Its agriculture programme is also leading in New Zealand and is ranked 21st in Quacquarelli Symonds' (QS) world university subject rankings. Massey's Bachelor of Aviation (Air Transport Pilot) is an internationally recognised and accredited qualification and is the first non-engineering degree to be recognised by the Royal Aeronautical Society (1998) and has ISO9001-2000 accreditation.

In addition, Massey offers most of its degrees extramurally within New Zealand and internationally. It has the nation's largest business college. Research is undertaken on all three campuses.

This is an honour shared by only a handful of other institutions. New Zealand's first satellite, KiwiSAT is currently being designed and built by New Zealand Radio Amateurs with the support of Massey, especially in space environment testing.

Exercise 1. Make up some dialogues from the information above.

Exercise 2. Analyze the information and use it in practice.

Exercise 3. Analyze the information above and below and make up the chart about it

№	Activity			
	University	When	Where	Score
1.				

THE UNIVERSITY OF AUCKLAND

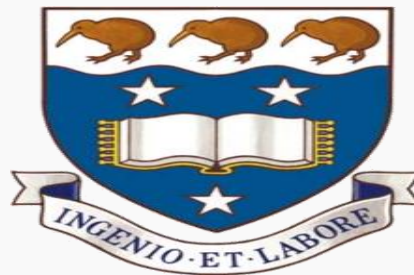


The clock tower building is considered an Auckland landmark and icon of the university.

University House, also known as the Old Synagogue, leased by the University.

The University of Auckland is a university located in Auckland, New Zealand. It is the largest university in the country, and was ranked 82nd worldwide in the 2011 QS World University Rankings. Established in 1883 the university is made up of eight faculties over six campuses, and has more than 40,000 students. The University of Auckland is spread across six campuses, all situated in Auckland Region and Northland Region in the upper North Island of New Zealand. The University opened a new business school building in 2007, following the completion of the Information Commons. It has recently gained international accreditations for all its programmes and now completes the "Triple Crown".

The University of Auckland



Motto in English	By natural ability and hard work
Established	1883
Type	Public
Admin. staff	5,019 (FTS, 2012)
Undergraduates	25,368 (EFTS, 2012)
Postgraduates	7,232 (EFTS, 2012)

UNIVERSITY OF CANTERBURY



The University of Canterbury was founded in 1873. It is New Zealand's second-oldest university.


It offers degrees in Arts, Commerce, Education (physical education), Engineering, Fine Arts, Forestry, Health Sciences, Law, Music, Social Work, Speech & Language Therapy, Science, Sports Coaching & Teaching.

University of Canterbury	
	
Motto	Ergo tua rura manebunt
Motto in English	Therefore will your fields remain [yours]
Established	1873
Type	Public
Chancellor	John Wood
Vice-Chancellor	Rod Carr
Academic staff	735 (as of 2011)
Students	15,800 (as of 2012)
Undergraduates	12,390 (as of 2012)
Postgraduates	3,410 (as of 2012)

UNIVERSITY OF WAIKATO



The University of Waikato informally is a comprehensive university in Hamilton, New Zealand, with a satellite campus located in Tauranga. Established in 1964, it was the first university in New Zealand to be built from the ground up. Waikato is made up of seven faculties and schools, and had more than 12,500 students enrolled at the end of 2012. In the QS World University Rankings (2012/13), Waikato was ranked in the 401-410 band in the top 500 universities in the world. In the Times Higher Education World University Rankings (2012-13), Waikato was ranked in the 301-350 band in the top 400 universities.

University of Waikato	
	
Motto in English	For The People
Established	1964
Type	Public
Admin. staff	1,513 (FTS, 2012)
Students	10,371 (EFTS, 2012)

VICTORIA UNIVERSITY OF WELLINGTON



Victoria University of Wellington's Kelburn Campus: the Hunter Building & Pipitea Campus: the Faculty of Law

Victoria University of Wellington was established in 1897 by Act of Parliament, and was a former constituent college of the University of New Zealand. It is particularly well known for its programmes in law, the humanities, and some scientific disciplines, but offers a broad range of other courses as well.

Entry to all courses at first year is open, although entry to second year in some programmes (e.g. law, criminology, creative writing, and architecture) is restricted. Victoria had the highest average research grade in the New Zealand Government's Performance-Based Research Fund exercise in 2012, having been ranked 4th in 2006 and 3rd in 2003. Victoria has been ranked 225th in the World's Top 500 universities by the QS World University Ranking (2010).

Its main campus is in Kelburn, a suburb on a hill overlooking the Wellington central business district, where its administration, humanities & social science and science faculties are based.

The University's newest facility, the Victoria University Coastal Ecology Laboratory supports research programmes in marine biology and coastal ecology on Wellington's rugged south coast.

Day-to-day governance is in the hands of the University Council, which consists of 20 people: five elected by the Court of Convocation, three elected by the academic staff, one elected by the general staff, two appointed by the student union executive, four appointed by the Minister of Education, four selected by the Council itself, and the Vice-Chancellor. The Court of Convocation is composed of all graduates who choose to participate. The University is one of only three institutions (University of Auckland and Unitec being the others) to offer a degree in Architecture in New Zealand. Victoria, in conjunction with Massey University, also owns the New Zealand School of Music.

Exercise 1. Choose the keywords that best convey the gist of the information.

Exercise 2. Analyze the information and use it in practice.

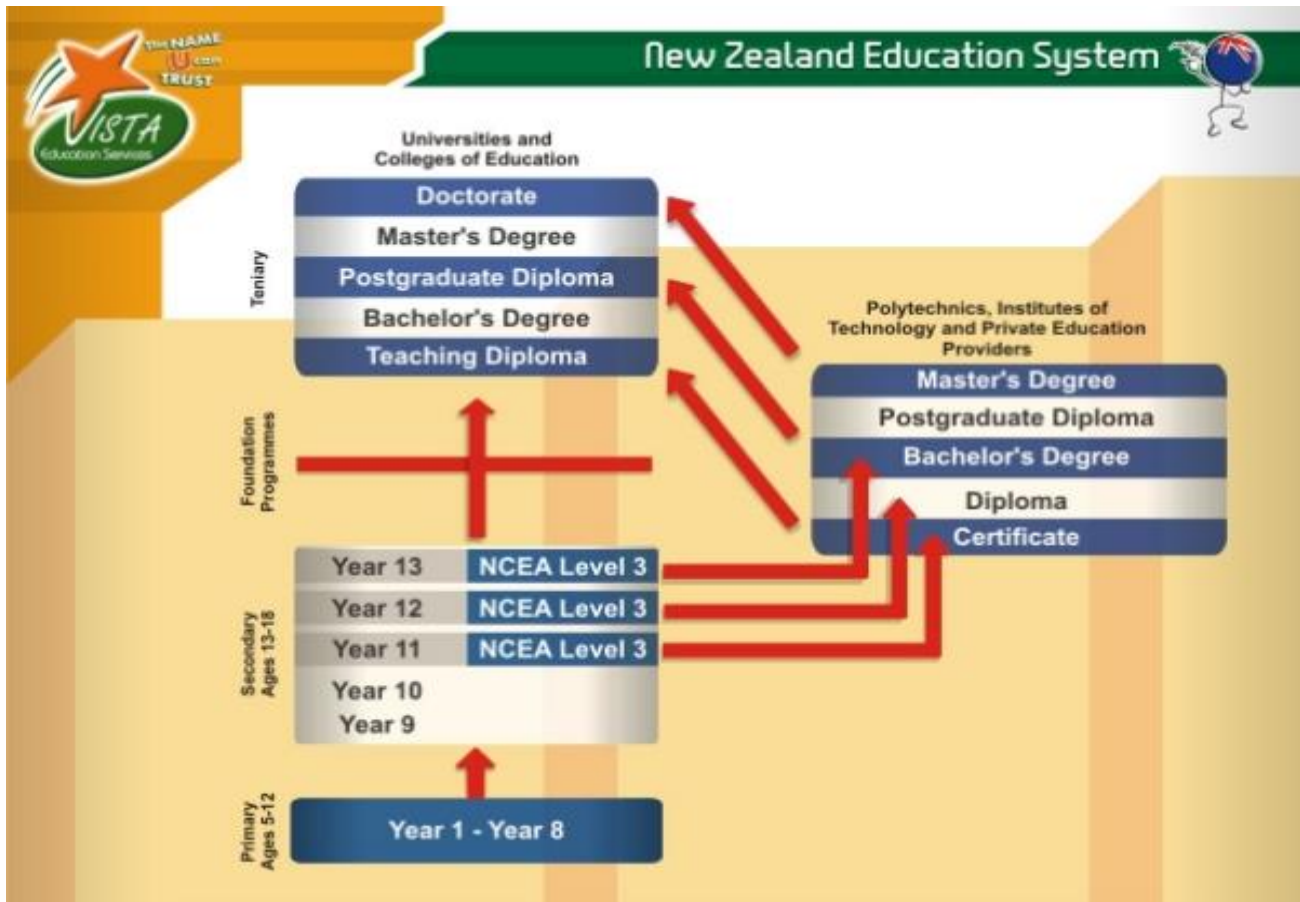
Exercise 3. Answer the questions.

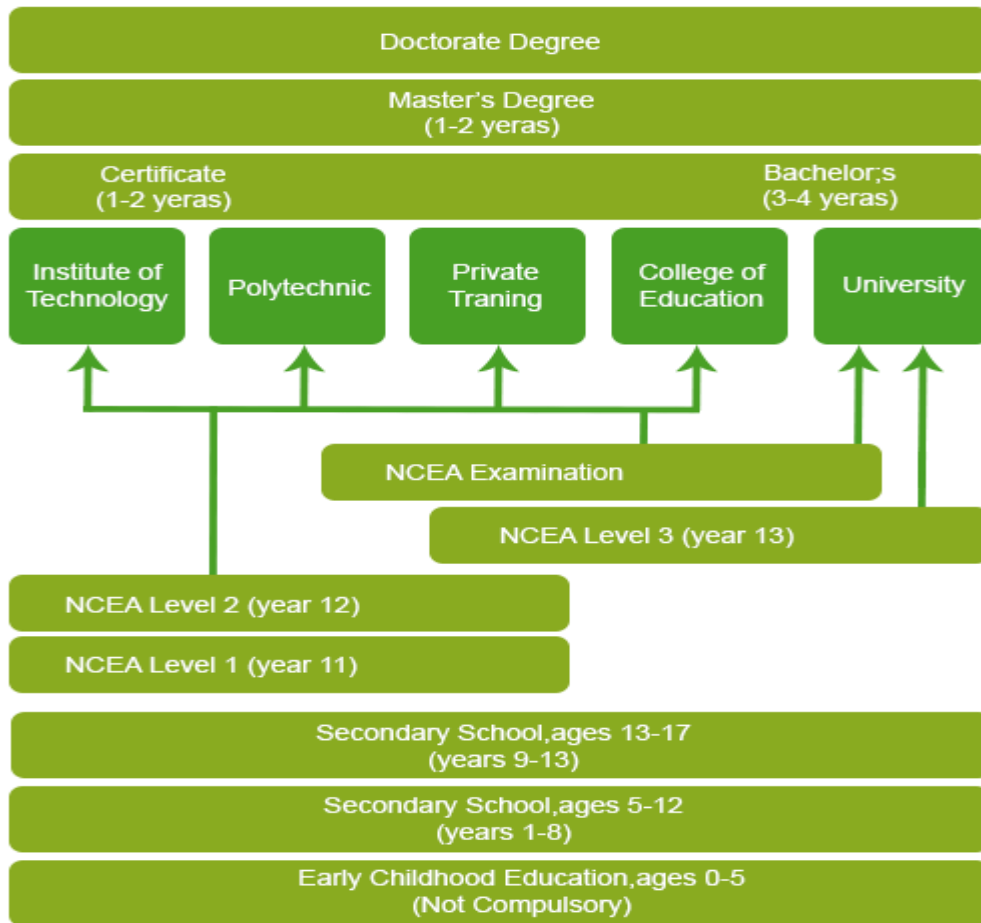
1. When was Victoria University of Wellington established? 2. Was it a former constituent college of the University of New Zealand? 3. Why is it particularly well known? 4. Entry to all courses at first year is open, isn't it? 5. What programmes is entry to second year open in? 6. What Ranking has it got? 7. Where is its main campus? 8. What is The University's newest facility? 9. Day-to-day governance is in the hands of the University Council, isn't it?

Victoria University of Wellington



Motto	Sapientia magis auro desideranda (Latin)
Motto in English	Wisdom is more to be desired than gold
Established	1897
Type	Public
Students	20,885 (2012)
Undergraduates	16,787(2012)
Postgraduates	4,829 (2012)





Education system in New Zealand



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