EDUCATION IN GREAT BRITAIN
Учебно-методическое пособие

Пособие составлено на основе аутентичных и оригинальных материалов (текстов из зарубежных пособий, журналов, рекламных проспектов). Текст на аудирование был записан специально для этого пособия.

Состоит из 10 частей, нацеленных на развитие навыков всех видов речевой деятельности и их отработку в системе разнообразных упражнений по заявленной теме. Разработано с учетом принципа коммуникативной направленности и соответствует современным требованиям, предъявляемым к преподаванию иностранного языка в вузе.

Предназначено для студентов факультета иностранных языков и студентов старших курсов неязыковых специальностей.

Авторы выражают признательность Шине Мили за оказанную помощь и ценные рекомендации при подготовке пособия.

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ПРЕДИСЛОВИЕ

Предлагаемое учебно-методическое пособие составлено в соответствии с Государственным стандартом высшего профессионального образования и предназначено для студентов факультета иностранных языков и студентов старших курсов неязыковых специальностей.

Цель пособия — развитие и совершенствование навыков устной речи на английском языке. При составлении пособия авторы ориентировались на конечную цель обучения студентов и исходили из концепции взаимосвязанного обучения основным видам иноязычной речевой деятельности: навыкам чтения, аудирования, перевода, интерпретации неадаптированного англоязычного текста.

Учебно-методическое пособие состоит из десяти разделов, тексты которых многофункциональны. Формирование навыков и умений диалогической и монологической речи осуществляется на материале аутентичных текстов по проблемам образования в Великобритании с последующей развернутой системой как лексического, так и грамматического материала.

Речевые упражнения предусматривают стимулирование навыков не только говорения, но и письменной речи, а также способствуют синтезу всего пройденного лексико-грамматического материала. Тексты значительны по объему, что вызвано как методологической направленностью содержащегося в пособии материала, так и стремлением дать более полное представление об английской системе высшего и "последующего" образования.

Последний раздел пособия предоставляет возможность студентам проверить знания, полученные в процессе работы над темой, выполнив разнообразные лексические упражнения.

WARM-UP

Quiz ‘Education in Great Britain’

How much do you know about British education? Answer the questions. Then check your answers with a partner.

1. In Britain you have to attend school between:
   a) 5 and 16
   b) 5 and 18
   c) 7 and 16

2. A comprehensive school is....
   a) a school of languages
   b) a school for 5–11 year olds
   c) a school for 11–16 year olds

3. "Public" schools like Eton are very expensive – it costs more than £15,000 a year to be educated at Eton, for example. What proportion of British children attend "public" schools?
   a) 7 %
   b) 10 %
   c) 15 %

4. In 1989 a new National Curriculum was introduced into British schools. Ten subjects had to be studied. Three of these subjects called "core subjects" were chosen for special attention. Here are the ten subjects to be studied. Which do you think are the "core subjects"?
   a) English
   b) History
   c) Geography
   d) Art
   e) Science
   f) Mathematics
   g) A Foreign Language
   h) Design and Technology
   i) Education
   j) Music
5. 16-year-olds in Britain have to take the General Certificate of Secondary Education examinations. Girls have significantly better results than boys in three of the following GCSE subjects. Which three?

a) Mathematics  d) History  
b) English e) French  
c) Biology f) Chemistry

6. The average pupil-teacher ratio in British schools is.......

a) 19 c) 25  
b) 22 d) 30

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**READING FOR DETAILED COMPREHENSION**

**Text A.** Learn the vocabulary paying attention to explanatory notes, then read the text. While reading focus on the boldfaced words / collocations which you will need to do the following tasks

**General Profile of British System of Education**

- *further education* – дальнейшее образование, дневное и вечернее, иногда с освобождением от работы. Платное. Основная цель – повышение квалификации. Возраст не ограничен.
- *full-time* – с отрывом от производства
- *part-time* – без отрыва от производства
- *sandwich courses* – курсы (в основном при техническом колледже), где занятия чередуются с работой на производстве
- *block release courses* – занятия с отрывом от производства на определенный срок
- *an honours degree* – диплом с отличием
- *Bachelor's degree* – диплом об окончании вуза в России
- *Bachelor of Arts / B.A. (BA)* – бакалавр искусств (по одной из гуманитарных или математических наук в университете). Ставится после фамилии.
- *Bachelor of Science / B.Sc. (BSc)* – обладатель первой ученой степени (*first degree*) в университетах. В Оксфорде – котируется выше (*higher degree*).
- *Master's degrees:*  
  - *Master of Arts / M.A. (MA)* – магистр искусств, обладатель второй ученой степени (*higher degree*). Выпускникам Оксбриджа присваивается без экзамена на основании определенных сроков практической работы после окончания; от других требуется написание работы на основе проведенных исследований. Наблюдается тенденция присвоения после года практической работы.
  - *Master of Science / M.Sc. (MSc)* – магистр естественных наук
Education in Great Britain and Wales is regulated by the 1944 Education Act, the Department of Education and Skills being the central authority established by law. Scotland and Northern Ireland have educational systems of their own basically similar to that of England and Wales, but differing considerably in detail. Education in the country has been undergoing a series of major reforms since 1988, including the introduction of various forms of school curriculum; the testing and assessment of pupils’ progress and the provision of more information about school performance to parents. Education is the top priority of the Government. Policy is focused on raising standards in schools, ensuring learning targets are achieved, tackling social exclusion, broadening access to further and higher education and enhancing the status and quality of the teaching profession.

The system of public education in England and Wales is organized in three stages of Primary, Secondary and Further Education. The first 2 are compulsory for all children. Further education is voluntary. So children study at school from 5 to 16–18 years old. Then they can go to work, to further education or to university.

All children and young people between the ages of 5 and 16 in England, Scotland and Wales, and 4 and 16 in Northern Ireland, must, by law, receive full-time education. Over 9.9 million children attend 33,685 state and private schools in Britain. About 93% receive free education financed from public funds, the rest attend fee-paying independent schools. Boys and girls are taught together in most schools. In England and Wales non-selective comprehensive education caters for children of all abilities (mixed-ability comprehensive schools). Nearly all pupils in Scotland attend non-selective schools. Secondary schools are largely selective in Northern Ireland, where a small number of integrated schools have been established at primary and secondary levels with the aim of providing education for Roman Catholic and Protestant children studying together.

Most state school education in England, Scotland and Wales is provided by local government. In England and Wales a new structure of foundation, community and voluntary schools is being set up. The community category includes schools formerly owned by Local Education Authorities, while the foundation category includes many grant-maintained schools, which were outside local authority control. The voluntary category will include schools with a particular religious ethos.

Parents have a statutory right to express a preference for a school. National tables are published on the performance of all schools throughout Britain. All state schools have to give parents a written annual report on their child’s achievements. Parents are represented on school governing bodies, which appoint staff and manage school budgets. Each school is regularly inspected by independent inspectors, working to agreed national standards.

Broadly based national curricula ensure that pupils study a balanced range of subjects. The National Curriculum in England and Wales consists of statutory subjects for 5- to 16-year-olds. Similar arrangements exist in Northern Ireland; in Scotland, content and management of the curriculum are not prescribed by statute. All state schools must provide religious education and all state secondary schools are required to provide sex education, although parents have the right to withdraw their children from these classes. All English primary schools are required to have a literacy and numeracy study hour each day.

The main school examination, the General Certificate of Secondary Education (GCSE), is taken in England, Wales and Northern Ireland at around age 16. A broadly similar exam system exists in Scotland.

All qualifications offered to pupils in state schools in England and Wales must be approved by the Government. Associated syllabuses and assessment must comply with national guidelines.

One of the government objectives is to help young people develop economically relevant skills. It recognizes that school-business links can raise attainment levels and help pupils to see the relevance
of what they learn at school. It supports Education–Business partnerships and aims to bring closer links between schools and industry so that young people develop skills to help them succeed in the labour market. All young people in full-time education are entitled to careers information and guidance. In England and Wales pupils can take up work experience placements at any time in their last two years of compulsory schooling. In Scotland the Education for Work programme also develops business-education links.

Students who choose to continue their studies after 16 – about two-thirds – work for academic (i.e. study for examinations which lead to higher education) or vocational qualifications which are the main standard for entry to higher education or professional training. These include the General National Vocational Qualification (GNVQ), mainly taken between the ages of 16 and 18, which is designed to provide a broad-based preparation for a range of occupations and higher education; the academic General Certificate of Education Advanced (A) level examination taken at the age of 18 or 19, and the Advanced Supplementary (AS) examination.

Further Education and Training

About 2.5 million students are enrolled in further education, much of which is work-related. Further education is for persons over compulsory school age, and consists of full-time and part-time education. It comprises all forms of public education except secondary (between ages of 11 and 15), i.e. grammar, modern and comprehensive schools as well as independent / private schools, university education and teacher training. The main sub-divisions of vocational education are technical, commercial, art, agricultural and horticultural. Academic work and professional training differ from college to college. Some colleges provide "sandwich" courses or short full-time block release courses. There may be several patterns for sandwich courses: 6 months in college and 6 months in industry / office; alternatives are 4/8 and 6/10. Many students between 15 and 18 attend mainly part-time courses, either by day release or block release from employment, or evening courses. Part-time training also includes correspondence courses and distance learning as well as refresher courses.

Courses are run by some 500 institutions of further education, many of which also offer higher education courses.

A wide range of national vocational qualifications, designed mainly for people in work, are based on national standards that define the competence, knowledge and understanding that employers need.

Higher Education

Higher education, consisting of degree and equivalent courses, has experienced a dramatic expansion. Today one in three young people enters higher education compared with one in six in 1989. Higher education is provided at universities, "the new universities" (former polytechnics which became known as "new universities" in the early nineties) and other establishments of higher and further education.

There are some 170 universities and higher education institutions, which enjoy academic freedom. First degree courses are mainly full time and usually last three years (four in Scotland), with longer courses in subjects such as medicine. Universities offer courses in a wide range of subjects. The oldest and best known universities are in Oxford, Cambridge, London, Liverpool, Durham, Edinburgh, Bristol, Cardiff, Birmingham. A university consists of a number of faculties: divinity / theology, economics, engineering, agriculture, commerce and education. After three years of study, a student may proceed to a Bachelor’s degree and later to the degree of Master and Doctor. The Bachelor’s Degree (Bachelor of Commerce, Science or Music) is given to students who pass exams at the end of three to four years of study. Bachelors’ degrees are at two levels, Honours and Pass. In some cases the Honours Degree is awarded for intensive study and examination in one, two or perhaps three related subjects, while the Pass (or General) degree may be somewhat broader. In some cases the Honours degree is given to the students who are more successful in their examination.

The first post-graduate degree is that of Master, conferred for a thesis based on at least one year’s full-time work. Everywhere the degree of Doctor of Philosophy is awarded for a thesis which is an original contribution to knowledge.

The British universities have their own way of life and traditions which are carefully preserved. For example, sometimes you can see
students at Oxbridge wearing a cap and gown – it’s a custom from the time when students were clergymen.

Academic life in universities is exciting and very busy. Students attend lectures given by professors and lecturers, have seminars and work on their own in universities’ libraries and laboratories.

Higher education is largely financed by public funds although students who have begun their studies since September 1998 are expected to make a contribution of up to £1,000 towards their tuition fees. This contribution is means-tested, so that tuition is free for students from lower income families.

The maintenance grant has been replaced by a maintenance loan. The loan is partly means-tested, so that only students from lower income families are entitled to the full loan.

TASKS

1. For you to have an idea what the National Curriculum in Britain looks like, here is a part of a brochure prepared to inform parents about it

How it works

The National Curriculum subjects are: mathematics, science, English, technology, history, geography, a modern foreign language, art, music and physical education. Religious education is also compulsory.

All pupils will study all subjects.

Key stages

Your child's progression through education will have four key stages and assessment will take place at the end of each.

Generally, each subject has ten levels and your child will progress through one level at a time. The top level is 10 – but not all pupils will reach this level.

An average 16-year-old will attain level 6 or 7

It is unlikely that your child will attain the same level in all areas of study and the National Curriculum has been devised so that pupils can forge ahead in their strong areas of study and get help with their weaker ones. Here is an example from the programme of study in English.

Between the ages of 14 and 16 pupils will:

• achieve a readable, pleasing writing style
• write effectively about demanding topics
• learn to speak persuasively and clearly, and to use language appropriate to the situation, topic or purpose
• read a wide variety of fiction, poetry and drama, including some pre-20th century works
• interpret, evaluate and compare texts
2. Complete the sentences using information from the text. You may need to change the form of the words where necessary.

1. As a result of education _______ since 1988, various forms of school curriculum and _______ of pupils’ progress have been _______.
2. The government declares that its _______ is education including _______ standards in schools and _______ of the teaching profession.
3. Primary and secondary education are _______ while further education is _______.
4. About 7% attend _______ independent schools, the rest receive _______ financed from public funds.
5. In England and Wales they have _______ schools, i.e. non-selective comprehensive schools which cater for children of all abilities.
6. Of late in Northern Ireland they _______ a small number of _______ at primary and secondary levels.
7. Being formerly outside _______, the foundation category includes _______ schools, while the voluntary category will include schools with a _______.
8. In state schools parents have the right to be given _______ as well as to be represented_______, which _______.
9. Pupils studying _______ is ensured by broadly based national curricula which in England and Wales consists of _______.
10. In state schools parents have the right _______ their children from religious and sex education classes.
11. The government assumes that young people must _______ skills through _______ links which will help pupils to see _______.
12. In England and Wales pupils can _______ at any time in their last two years _______.
13. To be prepared for _______ higher education or professional training students _______ (i.e. study for examinations which lead to higher education) or _______.
14. About 2.5 million students _______ in further education, which is mainly _______, and consists of _______ and _______ education.
15. Higher education, consisting of _______ courses _______ at universities and on _______ at polytechnics and other establishments of higher and further education.
16. After three years of study, a student may _______ to a Bachelor's degree and later to the degree of Master which is _______ based on at least one year's full-time work and that of Doctor of Philosophy which _______ for a thesis which must be _______.

3. Answer the following questions.
1. Is there a unified system of education in the United Kingdom?
2. What are recent reforms focused on?
3. What is the Government policy aimed at?
4. What stages does the system of public education in England and Wales include?
5. Which of them are compulsory and which are voluntary?
6. What age groups does compulsory schooling embrace?
7. Do the majority of British students receive free or fee-paying education?
8. In which parts of the country is education more selective?
9. What new categories of schools are being set up in Great Britain?
10. Define further education. Which education is included into further education and which is not?
11. What do you think about the rights that British parents (whose children study at state schools) have?
12. What role does the National Curriculum play?
13. Why does the government support Education–Business partnerships?
14. What can pupils in England and Wales take up in their last two years of compulsory schooling?
15. Give a definition to vocational education.
16. What sub-divisions does vocational education fall into?
17. What kind of education is most popular among students between 15 and 18 years old?
18. Where can one get higher education in the UK?
19. What parts of the country are the best known British universities located?
20. What faculties (departments) does a typical British university consist of?
21. When and for what is Bachelor’s degree given?
22. What levels can Bachelor’s degree be? Explain the difference between these.
23. Who can earn Doctor’s degree?
24. Is the "tutorial" system characteristic of all British universities?
25. Are all students expected to make a contribution towards their tuition fees?
26. What does "means-tested contribution" mean?

4. Look through the text again and point out the sentences (parts of sentences) containing key information which you could use later to make your presentation on the topic.

5. So the school leaving age in Britain is 16. Here is a flow chart showing the possibilities for young people in Britain from age 16. Study the flow chart and say whether a chart for your country would show many differences from this one? What are the main ones?

6. Study the four statements about school leavers in the 1990s. Then look at the graph. The Title of Column 4 is: NO PLANS.
Match each of the columns 1, 2 and 3 with one of these titles:

YOUTH TRAINING  EMPLOYMENT  EDUCATION

A comparison between the Eighties and the Nineties

- a) More young people are now leaving school without any plans for their future.
- b) In the 1990s, only 15 % of young people went straight into work, compared with over 30 % in the Eighties.
- c) There has been a decline in numbers joining youth training schemes.
- d) Record numbers of 16-year-olds are staying in education, as youth unemployment rates rise. Well over 60 % are now in education. This shows that Britain is catching up with Europe, Japan and America, where 90 % of 16-year-olds continue schooling.
7. In England, university entrance is based on the results of the A-level exams, but there are a number of steps which many pupils go through in the two years before university. Here are some of the main ones. How many of them are also necessary in your country?

   a) Visit a careers office at school.
   b) Discuss their choice with their teacher or headteacher.
   c) Send off for prospectuses from various universities (brochures which describe the university and its courses).
   d) Visit the universities they are interested in (go to "open days").
   e) Apply to the universities by filling in a form listing five choices.
   f) Take school exams: the results are used to predict "A" level results, and are recorded on university applications.

Text B. Read the text and do the tasks

Universities go to the market

The country has always had a tradition of high quality higher education for relatively few students, selected from the top of academic pile. Over the last few years, however, the government has made a concerted effort to widen the sector so that a larger proportion of the population gains qualifications.

Universities and colleges are now financed according to the number of students they attract. The results have exceeded expectations so dramatically that expansion has now had to be capped. Student numbers have doubled over the past decade to nearly 1.6 million. A target, set in 1989, of one in three young people entering higher education by the year 2000 was in sight within three years.

Panic has now set in at the realization that more students means more money to pay for them – cash which just is not available. Last November, the government announced a budget cut in higher education amounting to a 9.4 percent reduction in capital spending.

Universities began to seek extra income from industry, commerce and from renting out their premises to summer schools. But vice-presidents still warn that the famed quality of British universities is under threat.

Lecturers are having to take larger classes and the ratio of academics to students is falling in line with practices more common on the Continent. Students, meanwhile, fear their degrees being devalued. While once they offered entry into an elite, assured of employment, now they are no guarantee of avoiding the dole queue. To make matters worse, some years ago it was suggested students start paying a proportion of university fees – earlier paid by the state – and student grants slowly evolved into loans payable once they start earning.

Tasks

1. Find the equivalents from the text to the following words and word combinations

   Претерпевает изменения, традиция предоставления высококачественного образования, отбирали с верхушки школьной пирамиды, качество университетов находится под угрозой, дипломы обесцениваются, нет гарантий избежать очереди на бирже труда, частично оплачивают стоимость учебы, стипендии и гранты превращаются в займы, соотношение количества преподавателей к числу обучаемых.

2. Answer the questions. (You can use them as a plan to render the text later)

   1. How is the British educational system doing? Are the scores and knowledge of current students declining compared with those of ten or twenty years ago?
   2. What is done by the government to address problems with the educational system and to improve it?
   3. Are students adequately trained to deal with the world of work?
   4. What groups in society have access to education, for example, to higher education?
   5. Are traditional classroom practices being changed?
   6. What new trends are there in education in other countries?
3. Compress the text:

a) leaving out unimportant extra information according to the Model I.

Model I
The country has always ..... academic pile (original version of 23 words). The country has always had a tradition of high quality higher education for a few selected students (compressed version of 16 words).

b) combining sentences to express the main idea of the whole passage according to Model II.

Model II
The country has always had a tradition of high quality higher education for relatively few students, selected from the top of academic pile. Over the last few years, however, the government has made a concerted effort to widen the sector so that a larger proportion of the population gains qualifications. (original version)

Lately the UK government has tried to widen the sector of students enjoying a tradition of high quality higher education from relatively few selected groups to a larger proportion of the population. (version 1)

Lately the UK government has tried to make the country’s education less selective. (version 2)

4. Render the text according to the plan

1. What’s the headline? What key words helped you to predict the content of the article?
2. What is the purpose of the article? (to report a problem in education, a new government policy, a new way of teaching and so on)
3. What is the main idea of the article?
4. Does the article report a problem? If so, what is it?
5. Does the article offer a solution to the problem? If so, what is it?
6. Does the article make you feel optimistic or pessimistic about this topic in education? Why?

Text C. Read the text and do the tasks that follow. Pay attention to abbreviations you come across in the text and their meaning. Do you think British university degrees in any way correspond to Russian degrees?

Postgraduate course
Types of university degrees

In England, Wales and Northern Ireland the most usual titles for a first degree are Bachelor of Arts (BA) or Bachelor of Science (BSc) and those for a second degree – Master of Arts (MA), Master of Science (MSc) and Doctor of Philosophy (PhD). After a course of studies lasting from three to four years which must be pursued at one and the same university the undergraduate student sits for a final examination which, if he passes it, entitles him to a first degree. The present three-year degree course in Britain is one of the shortest in the world (it’s 4 in Scotland and many subjects take more than 3 years in England too, eg. modern languages).

The present first-degree system varies both in length and nomenclature. First-degree courses in Arts and Science are of two main kinds: those which allow the student to spread his/her studies over a wider field but less intensively and degrees in which the student specializes in a specific field and studies it in depth. Universities use different names to describe the degrees to which these two types of course lead. The degree obtained at the end of a specialised course in a single subject is usually called a degree with honours, although in some universities it may be called a Special degree.

After taking a first degree those graduates who are interested in research work follow postgraduate or advanced studies. Postgraduate studies lead to higher degrees most of which are Master’s or Doctor’s degrees. Postgraduate students are granted the Master’s degree by thesis or examination after a minimum of one or two years of advanced studies. The Doctorate (Doctoral /Doctor’s degree) generally requires outstanding proficiency in some specialised branch of research. It is regarded as the highest degree.
Master’s Degree

All universities in the United Kingdom provide courses beyond first degree level leading to postgraduate awards. They lead to a degree at master’s or doctoral level, or to diploma or certificate.

Applications for postgraduate courses are welcome from students with a first degree in an appropriate subject. The type and quality of Master’s courses available vary considerably. The title of the Master’s degree is usually determined by the subject studied.

- MA – Master of Arts
- MSc – Master of Science
- MEng – Master of Engineering
- MTech – Master of Technology
- MBA – Master of Business Administration

There are no grades of master’s degrees although some universities may award a distinction for outstanding performance.

Academic year

Traditionally, the UK academic year runs from September or October to June, divided into 3 terms of eight to ten weeks, with four weeks’ vacation at Christmas and Easter and three months’ vacation in the summer. Postgraduate students, however, are frequently expected to work through vacations – indeed, the bulk of the project for a taught master’s course will take place in the summer vacation.

Lectures and seminars

For taught courses, lectures and seminars provide the basis of study at various classes between 9 a.m. and 5 p.m. Although lecture audiences can be very large – (perhaps over a hundred students) – there is usually an opportunity to ask questions. Seminars and tutorials provide more opportunity for discussion in smaller groups. The size of a seminar group may vary considerably. Some universities retain a tradition of one-to-one work, while others rarely have groups smaller than 20.

Coursework and exams

Students are sometimes asked to write essays which are then discussed in the group – this is a good opportunity to develop your skills in presentation and discussion. This work is supported by reading and individual study. Thus, the graduate takes 6 months to become expert in a subject before sitting examinations. His work is evaluated by continuous assessment or through several written examinations, or a mixture of the two. Coursework assessment may merely monitor your progress or may form an important part of the final test, as in the case of a taught master’s project where students are required to produce a substantial dissertation. Written examinations usually form an important part of the assessment of taught courses.

The ‘taught part’ of the course is then followed by four to six month’s private research or project work on a special topic, that has to be written up as an extended essay, short thesis or dissertation.

The candidate (that is, the person, applying for the degree) submits his thesis to an examining board, appointed by the board of studies (a committee of professors and lecturers, of which there is one for each subject). The examining board usually consists of 2 or 3 specialists in the candidate’s field. They read the thesis and then summon the candidate to an oral examination, sometimes called a viva (from Latin viva voce). At the oral viva the candidate is questioned on his/her thesis and sometimes on related topics. After the oral examination the examiners come to a joint decision and either accept or reject the thesis.

The place of the traditional MA, awarded on acceptance of a thesis, has been taken over in some universities by a new Master’s degree (the Master of Philosophy, or the MPhil), obtained by research. The MPhil may be in science, engineering, medicine, art or social studies. MPhil is a qualification in its own right; if a student proves he/she has the ability and motivation to do research, it can lead to a doctorate.

The UK office of Science and Technology is currently piloting a new research master’s degree, an MRes (Master of Research). This is designed to prepare students for a doctorate. It may eventually become the normal starting point for a PhD but it is not mandatory.

Doctorates

The doctoral degree, or doctorate, is awarded for in-depth original research in a specific field that makes a real contribution to knowledge. Students carry out independent research (under supervision of a professor), and write up their results and conclusions as a thesis. Postgraduate research can be in almost any subject. All universities award
the degree of Doctor of Philosophy for both arts and science doctorates. In some universities, the title awarded is DPhil, though in most cases it is PhD.

A doctorate usually takes three years to complete, but can take much longer. Most doctorates include some coursework, but the doctorate is usually awarded entirely on the thesis. A PhD is not an easy option. To succeed you need ability, commitment, motivation and self-discipline.

Research degrees demand considerable individual motivation and organisation. As the emphasis of a research degree differs from a taught course, so the methods of study differ. Research students attend only those classes that are particularly relevant to their research. For the most part they work individually under the personal guidance of a supervisor (though some scientists on big projects may work in teams).

The doctoral thesis is the writing-up of at least three years of intense research, and is book-like in length. Indeed, many theses are later adapted for publication. In addition to submitting their thesis, PhD candidates are examined on their research in an oral examination, which is known as a viva.

**TASKS**

1. **Suggest the Russian for the following word-combinations**

   A course of studies, to sit for a final examination, specialised courses, single-subject degrees, general degrees to qualify for post-graduate study, to be interested in research work, to lead to a higher degree, advanced studies, schools of studies, the award of certificates or diplomas.

2. **Complete the sentences below with information from the text**

   1. The requirements for an MA or PhD degree usually include the preparation of ______.
   2. An examiner who is invited from another university in order to be present at the final examination and to ensure objectivity is called ______.
   3. The post held by a professor is called ______.
   4. A college or university providing accommodation for its members is called ______.
   5. A student who has already obtained a first degree and is studying for a higher degree is called ______.
   6. The examination held at the end of a three- or four-year university or college degree is called ______.
   7. A degree higher than the Master’s degree is called ______.
   8. The most famous doctorate in the UK is ______.
   9. A researcher in higher education is usually called ______.

3. **Work in pairs. In turn ask and answer questions on the text**

4. **Write a summary of the text (maximum 15 sentences). With your part-ner practice interpreting it**

5. **Work in groups of 3. Using the relevant information from the texts and the table below give presentations on the system of education in England or Wales (primary, secondary, further and higher)**
EDUCATION IN ENGLAND AND WALES

<table>
<thead>
<tr>
<th>Age</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-school (play school / play groups)</td>
</tr>
<tr>
<td>2</td>
<td>Primary School or First School</td>
</tr>
<tr>
<td>3</td>
<td>Junior School</td>
</tr>
<tr>
<td>4</td>
<td>Middle School</td>
</tr>
<tr>
<td>5</td>
<td>Secondary School (comprehensive school, modern school, grammar school, private / public school)</td>
</tr>
<tr>
<td>6</td>
<td>Sixth-Form College</td>
</tr>
<tr>
<td>7</td>
<td>University or College or Polytechnic (3 or 4 year course)</td>
</tr>
<tr>
<td>8</td>
<td>Post-Graduate Studies</td>
</tr>
</tbody>
</table>

Notes

Primary school: ages between 4 and 5 up to 7. At 7 an exam is held.
Junior school: ages from 8 to 11. At 11 an exam is held.
Secondary school: ages from 12 to 16 (sometimes to 18). At 14 an exam is held.
At 16 everybody takes the General Certificate of Secondary Education (GCSE) exams.

SCANNING

Scan texts A to C and do the tasks

Text A. True or False?

1. Pupils start secondary school in England at the age of 12.
2. Students have to worry about three main exams.
3. Both exams are called G.C.E.
4. Students take their first exam at the age of 14.
5. At the age of 16–18 students take their last secondary school exam called "A" level.
6. All levels exams are graded "A" to "D".
7. The percentages are not the same for "A" levels and "O" levels.
8. Students stay at school after taking "O" level because they want to apply for university places.
9. Most people take "A" levels in more that 4 subjects.
10. Different ratios of "A" to "C" are the grades asked for by typical British universities.

Secondary School Exams in Britain

People at secondary school in England (that is, pupils between the ages of 12 and 18) have two main exams to worry about, called GCSE (General Certificate of Secondary Education) and "A" (advanced) level exams. Earlier they took the first one at 16. It was called "O" (ordinary) level. There was another exam which you could take instead of "O" level: it was called the C.S.E. (Certificate of Secondary Education), and it was not as difficult as "O" level. Most people took "O" level in about seven or eight different subjects. Nowadays GCSEs (General Certificate of Secondary Education) have replaced "O" levels pretty much entirely.

There are lots of subjects to choose from – everything from carpentry to ancient languages. For a lot of jobs, such as nursing, you must have four or five GCSEs, and usually these must include English and Maths. You may leave school when you are fifteen. But if you stay at school after taking GCSEs, you go into the Sixth Form (the so-called Sixth Form college), and start working for the second main exam: "A"
(advanced) level. Most people take "A" level when they are about 18. It is quite a difficult exam, so people don't usually take it in more than three subjects (maximum four), some only take one or two subjects.

The passes (for all exams) are grades "A" to "F":
"A" = 80–100 %
"C" = 55 %
"B" = 60–80 %
"D" = 45 %
"E" and "F" are very low grades and may be considered a failure.

"A" levels, graded "A" to "F", have the same percentages as the other exams. When the children apply for University places, this is when their grades are important. The Universities will state what grades they need to be accepted to study there. Most ask for one "A", and two "B's", sometimes for three "B's", sometimes 2 "B's" and a "C" — so that sets the target for the student to work for. Three "A" levels are enough to get you into most Universities. For others, such as Oxford and Cambridge, you have to take special exams as well.

Notes

"O" level – обычный уровень
"A" level – повышенный уровень
G.C.E. – общее свидетельство об образовании (General Certificate of Education)
C.S.E. – свидетельство о среднем образовании (Certificate of Secondary Education)
passes – проходные баллы
grades – отметки
to apply for – подавать документы для поступления в университет
to be accepted – эд.: зачислять (в университет)

Text B. Insert suitable words / figures from the text

Some Aspects of British University Life

1. Nearly half of British students are engaged in the study of _____ subjects.
2. The University of London includes _____ and _____ students.
3. The colleges in the University of London are _____ institutions, while those of Oxford and Cambridge are _____.

5. Education of University standard is also provided in colleges of _____ and _____ colleges.
6. The three terms into which the British University year is _____ are roughly eight to ten weeks.
7. Each term is _____ with different activities.

Of the full-time students now attending British universities the proportions of men and women are roughly the same. Nearly half of female students 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 live in London. The colleges in Oxford and Cambridge are essentially residential institutions and they mainly use a tutorial method which brings the tutor into close and personal contact with the student: each student meets his tutor to have his work scrutinized and discussed. These colleges, being residential, are necessarily far smaller than most of the colleges of the University of London.

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

Traditional three terms into which the British University year is divided are roughly eight to ten weeks. Each term is crowded with different activities, and the vacations between the terms — a month at Christmas, a month at Easter, and three to four months in summer — are mainly periods of intellectual digestion and independent studies. These days many universities have adopted semesters instead of terms, typically about 14–15 weeks long.

Notes

art subjects – гуманитарные науки (все науки, кроме наук естественного цикла)
internal students – студенты-оченники
**text C.** Fill in the gaps with suitable preposition from the box given below

**Subjects in British Universities**

<table>
<thead>
<tr>
<th>of (3)</th>
<th>within</th>
<th>for (2)</th>
<th>through (2)</th>
<th>at</th>
<th>into</th>
<th>on</th>
<th>in (2)</th>
<th>by</th>
<th>under</th>
</tr>
</thead>
</table>

The typical academic programme ______ university students in Great Britain is composed _____ a varying number of courses or subjects ______ a field of specialization.

The academic obligations _____ each subject fall _____ three broad types. Lectures, _____ which attendance is not always compulsory, often outline the general scope of the subject matter and stress the particular specialization _____ the lecturer. Tutorials, _____ individual or group discussion, reading extensively, and writing essays _____ the tutor's direction, ensure focused and in-depth understanding of the subject.

Examination _____ each subject requires the student to consolidate his knowledge _____ the subject, which he has gained _____ lectures, discussions and a great deal of independent study. These three categories of academic activity – lectures, tutorials and examinations – provide the means _____ which students prepare themselves _____ specialized fields of knowledge _____ British universities.

**Notes**

**academic obligations** – обязательные формы обучения
**tutorials** – встречи / консультации со своим преподавателем
**in-depth** – глубокий
**consolidate** – закреплять

**Reading for Gist (Skimming)**

**Text A.** Skim through the text quickly and get the main idea. Then choose the most appropriate title among the ones given below

1. The main requirements for admission to British universities.
2. Educational tradition of Great Britain.
3. Oxford and Cambridge universities maintain their separation from other British universities.
4. Admission to British universities and colleges.

The central clearing house for admissions, the Universities Central Council on Admissions, was established in 1961 to cope with the problem of multiple applications. Students are admitted to British Universities on the basis of their results in the examinations for the General Certificate of education. Good "A" level results in at least two subjects are necessary to get a place at a university. However, good exam passes are not enough. Universities choose their students after interviews. The country has always had a tradition of high quality higher education for relatively few students. Oxford and Cambridge maintain their separation from other universities, and students at these ancient universities are selected by the colleges and private corporations from the top of the academic pile. For all British citizens a place at a university brings with it a grant from their Local Educational Authority.

**Notes**

**The Universities Central Council on Admissions** – Центральный совет по вопросам приема в университеты

**General Certificate of Education (the GCE) "O" and "A" level** – Свидетельство об общем образовании

**Local Educational authority (LEA)** – местные органы народного образования

**The top of the academic pile** – верхушка школьной пирамиды
SPEAKING

TASKS

1. Read some recommendations for choosing a course and a college in Great Britain. Do you find these useful? If yes, in which way? If no, why not?

Choosing a college

Before choosing a course you should think about what to do at the end of the course. You can then ask yourself the following questions:

• What qualifications do I ultimately want to obtain?
• Will the course give the right qualifications for the job I want, or for the next course I want to take?
• Is this the right course for my long-term aims?

It is important not to rush with your decision about which course to take. You should try to avoid changing courses too often. It is not good for your academic progress — especially if you never complete any of the courses. It can be very expensive to keep changing courses, and it may also give the Home Office the impression that you are not a genuine student.

• Will the college / university provide me with decent accommodation?

You should also check whether the college provides residential accommodation or helps its students to find accommodation. Colleges in smaller towns are more likely to provide accommodation than colleges in London or other large cities. Whatever sort of accommodation you decide to take, you should try to have it arranged before you arrive in the UK.

If you are going to live in college you should check whether you can stay in the room during the holidays.

Many overseas students stay in Halls or Halls of Residence — at least for the first year. Hostels are cheap, meals are usually provided, and there will be helpful staff and other students around. If you do wish to apply for a place in a student hostel, you should do so well in advance.

2. Work in groups of four (five). As a group discuss, choose or develop yourselves 5–6 criteria that you find most relevant and useful for those who plan to enroll on courses / at universities abroad. Get ready to present your group’s criteria to the rest of the class providing reasons for your choices. Explain whether you think these are applicable to people applying for Russian universities too

• Do I want to live and study in London, or in a smaller city or town?
• Do I prefer to study at a larger college or a small college?
• Has the college been established for a long time or is it a new one? Which do I prefer?
• Has the college been accepted by an accrediting body?
• If I am planning to apply for a grant or loan from my home government is the college acceptable to them?
• Do I know exactly what the college is going to teach me?
• Do I know what sort of teaching methods the college uses? Which method suits me best?
• What other facilities does the college provide? Does it provide all the facilities I would like to have?
• Does the college provide its own residential accommodation? Do I want accommodation in the college or would I prefer to live outside the college? Does the college help students to find accommodation?
• How much does the course cost? Have I enough money to cover the tuition fees and my living expenses?

3. Imagine that you have to choose a place to study. Put these factors in order of priority from 1 to 7 (1 = most relevant). Which one would influence you most in making a decision?

– the location _______
– the reputation _______
– teaching methods _______
– residential accommodation_______
– grants, loans _______
– cost of the course _______
– other facilities _______
4. Work in groups of three. Discuss the list with other members of your group. Use expressions "I think, I prefer, I like, I agree, I disagree, In my opinion", etc. to help you give your point of view. Then using expressions "Anyway, Eventually, In the long run", etc. show your desire to come to a consensus.

5. Look through some college prospectuses. What information about the colleges and the courses they run do these provide you with? If you were to choose among these which one would you prefer to apply for? Explain your choice to your partner.

---

**Hastings College of Arts and Technology**

*Contact:* Mr Gabie.

*Association:* Baselt.

*Course times:* All year, Summer vacation.

This State college is located on a hillside close to the sea, with extensive views. The international department is in its own separate building near the main college. It prides itself on its caring environment. The maximum class size is 14, average 10 to 12. There are 21 hours of tuition per week.

All language skills are taught, with emphasis on students’ confidence in language use. Students are expected to work hard.

**Facilities.** Facilities include computers with self-study, video and a library with study areas.

**Options.** There are options in business English, travel and tourism and computing.

**Exams.** Cambridge PET, FCE, CAF, Oxford Preliminary and Higher, TOEFL.

**Accommodation.** Host family, self-catering, guest houses, hotels.

Host families provide single rooms with breakfast and evening meal, plus lunch at weekends. Living in a family is a good way of practising the language.

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**University of Westminster**

*Contact:* Mr. Peter Symonds.

*Association:* Baselt.

*Course times:* All year.

*Location:* The university is in central London within easy reach of Underground and mainline stations.

*Course details.* Full-time courses have 15 hours of tuition per week.

Teaching includes grammar and structure, vocabulary, writing, reading and listening. A team teaching approach is used to ensure specialist instruction.

**Facilities.** Facilities include a library and self-access language centre, with audio, video, computing and hypertext.

There are also separate skills courses, 1 hour per week for 10 weeks.

**Exams.** Cambridge FCE, CPE, Oxford Preliminary, LCCI (various), Trinity College (various), Others.

**Social life.** The university has access to all the extensive study, sporting and social facilities of a major full-time education institution. The social programme includes organized excursions and theatre visits.

9–18 Euston Square, London, NW1 3ET.
Telephone 0171 911 5000. Fax 0171 911 5001.
6. Look through one more college prospectus. Imagine you study there. Write a letter to your friend and share your impressions about the place and the course you are on.

Coventry International English Studies Center

Surrounded by beautiful countryside and in the very center of England, Coventry is easily accessible by road, rail and air. It stands at the center of the motorway system and has Birmingham International Airport 10 kilometers away. It offers to resident and visitor alike every facility of a modern town, together with the opportunity to visit many different parts of the United Kingdom.

A modern university city with a heritage dating back to Roman times, Coventry has a wealth of interesting features, including the world-renown Cathedral and mediaeval buildings. Home of the legendary Lady Godiva, whose statue stands at the entrance of the traffic-tree shopping precinct, Coventry extends a warm welcome to its many visitors from all over the world.

Why come to Coventry International English Studies Center?

Quality
– is recognized as efficient by the British Council
– has over 20 years experience in teaching
– has Government trained and qualified teachers
– is directed by John Rendle, a Master of Arts of the University of Oxford
– guarantees small classes, average 8, maximum 12 students per teacher and student-teacher contact is emphasized
– guarantees no other guest speaking the same language will be in the host family

Convenience
– allows students to start their course any Monday throughout the year to suit their arrangements
– is in the heart of England—in the center. Most places of interest to the tourist are within easy reach of Coventry
– is situated only one minute’s walk from shops, cafes, banks, sport facilities.

Care
– is under the personal supervision of the Director who is also the owner
– has host families specially selected for caring qualities; single bedrooms are guaranteed. Each student has a personal tutor with whom to discuss any problems
– organizes evening programs e.g. discos, theatre visits and ‘British nights out’

7. Study the following questions. On the basis of these write an advertisement / make a poster about your dream college or university which you should then present to the rest of the class in an advertisements / posters contest.

1. Where is the college / university located?
2. What courses does it run?
3. What qualifications do courses lead to?
4. How much does the course cost?
5. What are the dates of the terms? Are they convenient?
6. What is the length of the courses? Can everyone afford both the time and the money?
7. What is an outline of the content of the courses? Is the college going to teach all the subjects one needs to pass examinations in?
8. How classes are taught and how many students are in class? Is teaching carried out in small groups (tutorials) or large groups (lectures)?
9. What can one do in the event of failing any part of the course? Can one retake any examinations one fails? How long does one have to wait before doing a retake?
10. Can one retake examinations in a few weeks, months, or would be necessary to wait a whole year? Will one have to take the whole course again?
11. What other facilities does the college offer?
LISTENING

David Randall is a graduate from the London School of Economics, a college within London University. We asked him to share with you his recollections and impressions of being a student at one of the most famous British Universities. The text can be roughly divided into several parts. Listen to each part separately and do the tasks. Here is some vocabulary to help you grasp what you are going to listen to. Study it before listening: you are likely to come across some of the words and collocations throughout the text.

Part 1. Introduction

introduction to life in London University – знакомство с жизнью Лондонского университета
the terms that we keep as students – наши учебные семестры
I'm speaking into a cassette-recorder – я начитываю текст на кассету

Part 2. London University Profile

a campus University – университет, в котором все колледжи (факультеты) сосредоточены в одном месте – кампусе
a college University – университет, колледжи которого могут находиться в разных частях города
rather than – ... а не
a pretty good mixture of people – довольно разнообразный контингент
for quite a while – определенное время
are going on to Master's degrees and Doctorate theses – продолжают учебу для получения степени магистра и защиты докторской диссертации
tend to be concentrated on programmes such as the Soros Programme – как правило, являются участниками программ обумена (спонсируемых филантропическими организациями, государственными структурами или частными лицами), таких, как программа фонда Сороса
research students – аспиранты

Part 3. London School of Economics Curricula

specialising in the social and political sciences – специализирующиеся в общественно-политических науках
through to business administration – кончая деловым администрированием
leading to a degree – ведущий к получению степени
the institutions of the European Community – государственные институты / организации Европейского Сообщества
comparative political analysis – сравнительный политический анализ
bearing in mind – имея в виду
leading up to the present day – по сегодняшний день
out-of-date / up-to-date material – устаревший / «свежий» материал
photocopied material – фотокопии материалов

Task to Part 2: TRUE or FALSE?

1. London University is a campus University. T / F
2. Its colleges are located in one place. T / F
3. You can get all kinds of degrees at London University. T / F
4. At that time Russian students at London University were mostly involved in research. T / F

Task to Part 3: Fill in the blanks. Then make up a list of disciplines LSE students are supposed to be instructed in

So, our college, that is the London School of Economics, has a number of faculties, all ______________ in the social and political sciences; although the name suggests the people study mainly economics, in fact, they study everything from law, geography, history through to ______________, industrial relations and psychology. I myself studied a mixture of things leading to a degree called the ______________ which is the first degree or a Bachelor degree. I studied eight subjects: I studied Russian language, and I also studied Russian and Soviet history, international history, ______________ which included all the institutions of the European Community. I studied ________________
and Soviet economic development which was an interesting subject, bearing in mind all the changes that have been taking place in this country over the past few years. And also I’ve been studying Russian ________ ________, that is Russian and Soviet, leading up to the present day. And that, too, involved a lot of change: all of the textbooks that we had were ______ __ ______ and so we had to use much photocopied material and up-to-date journals and newspapers. We were told, in fact, that we were to watch the television pretty regularly, otherwise we wouldn’t get enough ______ __ _____ material to pass our exams.

**Part 4. Terms**

trimester – период занятий, когда учебный год разделен на 3 части

Lent Term – триместр перед Пасхой

start to run up to the examination – начать готовиться к экзаменам

the long summer break – продолжительные летние каникулы

do some studying in the holidays – учиться в каникулярное время

make up the short fall in their financial position – поправить / пополнить свой бюджет

**Task to Part 4:** Complete the time-table of studies at London School of Economics

<table>
<thead>
<tr>
<th>Time</th>
<th>Beginning</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The second term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The third term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer break</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 5. Examinations**

we could take up to half (exams) – мы могли сдавать до половины (экзаменов)

that worked out quite well – что достаточно хорошо сработало

the questions I was set in the examination papers – вопросы, на которые мне предстояло отвечать на экзаменах

**Part 6. Degrees**

take / earn | a Bachelor’s / Master’s / Doctoral degree | получать / присуждать
be awarded / conferred | offer | предлагаю

stay on to do a Doctoral thesis – продолжить учебу для работы над докторской диссертацией

to miss out that Master’s degree study – обойтись без степени магистра

a taught course – учебный курс (в виде занятий)

**Task to Parts 5 and 6: Answer the questions**

1. In which schemes can the examinations be taken?
2. Which scheme worked well for David and why?
3. What degrees does London School of Economics offer?
4. Is there a one-to-one correspondence between British and Russian degrees?
5. What must one do to get a Master’s degree? A Doctor’s degree?
6. How long does it usually take to earn these degrees?

**Part 7. Method of Study**

the method of study employed ... goes something like this – примерная учебная стратегия, которой придерживаются

it was just a matter of writing down – здесь лишь требовалось конспектировать

make a presentation – выступать с сообщением / докладом
raise questions – задавать вопросы
to set essays to write in the classes – давать задания писать эссе в классе
in classes you were expected to turn up – на практических занятиях Вам полагалось появляться / присутствовать
tutor system... in which people have a one-to-one relationship – система обучения... при которой студенты работают индивидуально с преподавателем
someone that could liaise [liˈeɪz] with ... – кто мог бы поддерживать связь с...
for one reason or another – по той или иной причине

Task to Part 7: Fill in the blanks. Compare the LSE method of study with ours. Which do you prefer and why?

The method of study that students employed at my School goes something like this: we had for all of our courses leading to the degree a mixture of lectures and classes. At lectures we didn’t have the opportunity to ask questions – it was just a matter of ______ ______ ______ ______ that the lecturers gave to us. In classes though, we had the opportunity to ______ ______ ______ ______, the other students would listen, then discuss it, ______ ______ ______ ______ that we wanted to ask with the teacher concerned and we would also be ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ 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3. What is wrong?
   In the University library you could …
   a) take books and work there;
   b) always find any book you needed;
   c) take books out.

   **Part 10. Life as a Student / Student's Life**

   to spend on going out to night clubs or that kind of thing – тратить на ночные клубы или что-то в этом роде
   receive a grant – получить грант / безвозвратную ссуду / единовременное денежное пособие на конкурсной основе
   enough money to take you through about two-thirds of your course – этого хватит примерно на 2/3 вашего курса обучения
   you’re going to have to put up the rest of the money somehow – вам необходимо будет как-то восполнить недостающую сумму
   system of loans through which students can borrow ... money – система кредитования / ссуд, посредством которой студенты могут получить заем

   **Part 11. Grades and Levels**

   everyone is entitled to free higher education – каждый имеет право на высшее образование (зд.: свободный доступ)
   the grade that you attain at "A" level (advanced) – ваша оценка на экзаменах продвинутого уровня
   to assimilate the course – усваивать учебный материал курса обучения

   **Task to Parts 10 and 11: Fill in the missing words**

   So what about life as a student, then, in London? Well, life was pretty busy, it wasn’t quite as ______ as you might ________ because people didn’t have a great deal of money to spend on going out to night clubs or that kind of thing. Most people ______ to go to University and this amounts to about 3.000 pounds.
   That's enough money to ______ you _______ about two-thirds of your course, I mean you’re going to have to put up the rest of the money somehow: either by working or, perhaps, your parents will help you, because life in London is simply too expensive to _______

   ___ that amount of money. These days though unfortunately even the grant has been ________ and this will be ________ by a system of _______ through which students can ________ as much money as they think they need from the banks but they'll have to pay them back.
   Everyone is _________ to a free higher education. But whether or not you can enter University depends on the grade that you ________ at "A" level. "A" level stands for «advanced» level and these are examinations you take in your final year at school at the age of 18, usually. You don’t have to take examinations again to enter University because the "A" level results are used by the University to judge whether you are good enough to _________ the course.

   **Part 12. University Life**

   people ... used to disperse ... and make their own entertainment – люди обычно расходились ... и каждый находил развлечение на свой вкус
   theatre productions could be mounted (don’t understand meaning of mounted here) – можно было посмотреть театральное представление
   the University sports fields in New Molden – спортивные площадки университета в Нью-Молден
   away-matches were held – устраивались (выездные) матчи
   the University of London through the Central Students' Union provided facilities at the University of London Union building (ULU) [ju:'lu:] – Лондонский университет силами Центрального союза студентов предоставлял возможность пользоваться разнообразными услугами и специально оборудованными помещениями в здании университетского студенческого клуба
   package deals – зд.: транспортные услуги

   **Tasks to Part 12: Answer the questions and express your opinion on the following**

   1. Was there any particular centre for University life?

   2. In which way did a typical student make his/her own entertainment?

   * Not any more.
3. Choose among the below listed facilities the ones that
a) the School of Economics offered;
b) the University of London Union building (ULU) provided;
c) the LSE Students’ Union had at its disposal.
a bar, a vegetarian restaurant, a swimming pool, a
bank, a stage, sports fields, a gymnasium, a sauna,
a restaurant, a school shop, a travel agency.
4. Was sport the only sphere of students’ life catered for by the
Students’ Union?
5. Where did the Students’ Union’s money come from?
6. What things did the Students’ Union used to spend it’s money
on?

Now listen to the following part of the text again and fill in the gaps.
Then discuss it in a group of four.

Politics, too, was ________ for under the Students’ Union’s aus-
pices: if you wanted to start a political party or a new students’
_________ with a particular political axe to grind, as they say, then
you could do that through the Students’ Union, actually taking some of
the Union’s funds to help you __________ yourself or ________ the
money for one or two initial social events. But not all the political so-
cieties have to be in a serious tone like the Labour Club and the Con-
servative Clubs. There was a former Health Minister, called Mrs Ed-
win Curry who made herself unpopular by __________ people’s
eating habits. And there was a new society started up two or three years
ago called ‘The-Edwina-Curry-makes-me-sick-Society’ which was
quite popular for a while. Other societies included a Tequila society. A
Tequila is just a drink that you can mix with orange juice and music
and then you’ve got yourself a good time. And a lot of people were
attracted to the Tequila Society and it used to make a lot of money as
well, which should go back to the Students’ Union for spending on
other __________.

Part 13. Students’ Union
LSE (London School of Economics) Students’ Union you
don’t have to join specifically – вам не нужно специально (туда)
вступать / записываться
**Task to Part 14: TRUE or FALSE?**

1. People study at Universities to socialize and entertain themselves.  
   **T / F**

2. The majority of young people in Britain receive higher education.  
   **T / F**

3. Specialists in all fields are in great demand in Great Britain.  
   **T / F**

4. Graduates of higher education institutions are likely to have an income twice as much as non-graduates.  
   **T / F**

5. Receiving a University education seems to be a good investment.  
   **T / F**

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**ADDITIONAL READING**

**Text A.** You probably know that many students in the West take "some time off" (usually a year) before going into Higher Education. Read the text and express your opinion on advantages / disadvantages of such a practice.

Eighteen-year-old Chandra passed her "A" levels in June and has a place at London University to study pharmacy. This year she has chosen not to go straight to London. "I needed a year out", she explains.

"The subject I am going to study will lead, hopefully, to a career in industry. But I realized that I don’t know anything about the world of work. I’ve spent the past six years having a great time in my girls’ boarding school but I now need a year of responsibility.

I wrote to a few well-known pharmaceutical companies and one of them offered me a job in their laboratory as a "work placement" I am testing anti-inflammatory drugs at the moment and getting to know more about the technology used in my chosen field. Apart from gaining practical experience, I’m also earning money for the first time in my life! The company is pleased with my work and have offered to sponsor me through university. They will pay me an extra 1,800 a year while I’m studying and I can work in the labs during the holidays.

And at the end of my studies there will be the option of working for them. It has all worked out so well!", says Chandra enthusiastically.

**Text B.** Read the text and express your opinion on the points below

**Life at college**

There are 46 universities in Britain. Good "A" level results in at least two subjects are necessary to get a place at one. However, good exam passes are not enough. Universities choose their students after interviews, and competition for places at university is fierce.

**FREE AT LAST!**

Most 18 and 19 year-olds in Britain are fairly independent people, and when the time comes to pick a college they usually choose one.
as far away from home as possible! So, many students in northern and Scottish universities come from the South of England and vice versa. It is very unusual for university students to live at home. Although parents may be a little sad to see this happen, they usually approve of the move, and see it as a necessary part of becoming an adult.

Anyway, the three university terms are only ten weeks each, and during vacation times families are reunited.

**FRESHERS!**

When they first arrive at college, first year university students are called "freshers". A fresher’s life can be exiting but terrifying for the first week.

Often freshers will live in a Hall of Residence on or near the college campus, although they may move out into a rented room in their second or third year, or share a house with friends. Many freshers will feel homesick for the first week or so, but living in hall soon helps them to make new friends.

During the first week, all the clubs and societies hold a ‘fresher’s fair’ during which they try to persuade the new students to join their society. The freshers are told that it is important for them to come into contact with many opinions and activities during their time at university, but the choice can be a bit overwhelming!

On the day that lectures start, groups of freshers are often seen walking around huge campuses, maps in hand and a worried look on their faces. They are learning how difficult it is to change from a school community. They also learn a new way of studying. As well as lectures, there are regular seminars, at which one of a small group of students reads a paper he or she has written. The paper is then discussed by the tutor and the rest of the group. Once or twice a term, students will have a tutorial. This means that they see a tutor alone to discuss their work and their progress. In Oxford and Cambridge, and some other universities, the study system is based entirely around such tutorials which take place once a week. Attending lectures is optional for "Oxbridge" students!

After three or four years these students will take their finals. Most of them will get a first, second or third class degree and be able to put BA (Bachelor of Arts) or BSc (Bachelor of Science) after their name. It will have been well earned!

**Talking points:**

- Is it a good thing to leave home at the age of 18? What are the advantages and disadvantages?
- Many British people believe that if you do nothing more than study hard at university, you will have wasted a great opportunity. What do they mean by saying that? Do you agree?
- How do British universities differ from universities in your country? What do you like and dislike about the British system?

**Text C.** Read the text about Oxford and Cambridge. Be ready to talk about them in class, emphasizing the details you find most exciting and unusual

**Oxbridge**

Oxford and Cambridge are the oldest and most prestigious universities in Great Britain. They are often called collectively Oxbridge. Both universities are independent. The normal length of degree course is three years. Some courses, such as languages or medicine, may be one or two years longer. The students may work for other degrees as well. The degrees are awarded at public degree ceremonies. Oxford and Cambridge cling to their traditions, such as the use of Latin at degree ceremonies. Full academic dress is worn at examinations.

Oxford and Cambridge Universities consist of a number of colleges. Each college is different, but in many ways they are alike. Each college has its name and its coat of arms. Each college is governed by a Master. The larger ones have more than 400 members, the smallest colleges have less than 30. Each college offers teaching in a wide range of subjects. Within the college one will normally find a chapel, a dining hall, a library, rooms for undergraduates, fellows and the Master, and also rooms for teaching purposes.

Oxford is one of the oldest universities in Europe. It is the second largest in Britain, after London. The town of Oxford is first mentioned in the Anglo-Saxon Chronicle in 911 AD and it was popular with the early English kings (Richard Coeur de Lion was probably here). The university’s earliest charter is dated back to 1213.

There are now more than thirty colleges where men and women are educated together, many from overseas studying for higher degrees.
Among the oldest colleges are University College, All Souls and Christ Church.

The local car industry in East Oxford gives an important addition to the city’s outlook. There’s a great deal of bicycle traffic both in Oxford and Cambridge.

Cambridge University started during the 13th century and has grown until today. Now there are more than thirty colleges.

On the banks of the Cam willow trees drown their branches into the water. The colleges line the right bank. There are beautiful college gardens with green lawns and lines of tall trees. The oldest college is Peterhouse, which was founded in 1284, and the most recent is Robinson College, which was opened in 1977. The most famous is probably King’s College because of its magnificent chapel, the largest and the most beautiful building in Cambridge, its choir of boys and undergraduates being also well-known.

The universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport is part of students’ life at Oxbridge. The most popular sports are rowing and punting.

Academic life in both universities is full and varied. Although students attend lectures given by professors and lecturers, their work is largely based on a “tutorial” system; each student meets his tutor to have his work scrutinized and discussed.

Because of their age traditions, historical associations and reputation the prestige of Oxford and Cambridge is very high, consequently, competition for admission is extremely keen.

Notes

degree ceremony – церемония вручения ученых степеней
full academic dress – парадная форма одежды
coat of arms – герб
fellow – младший научный работник
Anglo-Saxon Chronicle – "Англосаксонский кроникл"
Richard Coeur de Lion – Ричард Львиное Сердце
charter – хартия
All Souls college – Колледж всех душ
the Cam – река Кэм

Using the Internet look for appropriate material to talk about the following topics:

• At Oxbridge.
• Oxford – the Golden Heart of Britain.
• A college in Oxbridge.
• Cambridge. Its Past and Present.

Text D. Read the text and say if the following statements are true or false

Wolverhampton University

1. Wolverhampton University is among the UK ten top universities.
2. The University offers an extensive under- and postgraduate education.
3. The University programmes are delivered through full-time mode.
4. Besides training the University offers a great variety of services to the community.
5. Access courses are provided by the University.
6. The University carries on professional orientation programmes.
7. The University is planning to start extensive international activities.
8. The University campuses are located in Birmingham.
9. There are 12 faculties at Wolverhampton University.
10. English is among the six most popular courses at Wolverhampton.

The University of Wolverhampton is one of the ten largest Universities in the UK. It has provided higher education in the region for over sixty years.

The University offers an extensive range of specialist degrees and diplomas: over 100 first degrees, over 40 taught Masters programmes and numerous professional qualifications. It provides the widest menu of modular degree subjects available from a British University. A unique Modular Masters Scheme creates the possibility of multi-subject study at postgraduate level.
University programmes at all levels are delivered variously in full-time, part-time; distance learning and in-company modes, as well as short courses and tailor-made programmes.

The University is a major provider of training, consultancy, testing, technology transfer and contract research for a wide range of clients from all aspects of industry and commerce. The University has excellent links with industry, commerce and the professions which are coordinated by a recently-expanded Corporate Enterprise Centre. The Careers and Graduate Employment Service has a professional team of advisers. They offer extensive advice and help on career and employment opportunities for all the students and graduates throughout courses providing them with a wide range of professional services to help maximize their career potential:

* extensive information on occupations, regional and national employers and further study regular vacancy bulletins with details of jobs and postgraduate study
* careers education workshops on such topics as interview technique and effective applications
* psychometric testing of personality and aptitude
* computer guidance systems
* individual guidance interviews to assess the careers implications of choice of options within courses, and clarify career directions.

The University Student Employment Bureau is designed to help students find suitable part-time and vacation work that will not conflict with study and provide useful work experience.

Access Courses are usually one year full-time or two years part-time and are offered in Further Education colleges throughout the region.

Located in picturesque surroundings the University has several sites across the West Midlands and Shropshire within easy rich of Birmingham. You can find the University's campuses not only in Wolverhampton but also in Dudley, Walsall and Telford. The University has about 2,338 rooms in its Halls of Residence, over 900 en-suite student rooms being offered in newly built Halls of Residence in Shropshire and Wolverhampton.

The University of Wolverhampton carries on extensive international activities which include academic partnerships, in-country train-

The total number of students in 1994–95 amounted to 21,384 and that of the staff – to 1,961 including both academic and administrative, professional, technical, clerical, and manual personnel.

The University Library stocks nearly 400,000 books and over 3,500 periodicals and has over 1,400 study places. At all the campus libraries there are networked computer suites providing access to national and international facilities, as well as many other resources for learning.

A doctor is available on campus on a weekly basis for any student to consult about health-related matters.

One can take a course in any of 11 Wolverhampton’s Schools – such as a School of Applied Sciences; Art and Design; Computing & Information Technology; Construction; Engineering & Technology; Education; Health Sciences; Humanities & Social Sciences; Legal Studies; Nursing & Midwifery and Business School as well as apply for Combined Awards Scheme.

The most popular subjects / courses are Business, English, Geography, Law, Media and Communications, Sociology.

Notes

Access Courses – подготовительное отделение
School – колледж = факультет

Text E. Read the text and do the tasks

The University of London

In 1836 the University of London was created to conduct the examinations and to grant degrees upon the students from any institution situated anywhere in the British Empire.

Up until 1900 the University of London was only an examining and degree-awarding body, but in that year an Act of Parliament permitted to provide lecture rooms, museums, laboratories, workshops, etc. for both teaching and research. Today the University of London is a federation of colleges, each largely independent. There are four facul-
ties of Theology, thirteen of Arts, thirty-one of Medicine, ten of Science, etc.

The University of London grants degrees to all who satisfy its examinations, with the exceptions of engineering and medical degrees (for which study at an approved institution is required). The London external degree has been of great importance in the development of the University system.

Many of the new independent universities were at first university colleges (i.e. university institutions which could not award their own degrees) and for them the University of London became the degree-awarding body. The London external degree is very important to students in technical colleges and some teacher-training colleges, as well as for private students working on their own, away from educational centers.

The development of new qualifications (e.g. the new Diploma in Technology) and increasing enrolments in regular university courses have made the external degree less important. Speaking of somebody's qualifications and education background people usually say: I am a Civil Engineer, with a (BSc / MSc) degree from Edinburgh University, or: She has a degree from London University in Politics and Economics.

Notes

external degree – степень, присваиваемая заочно
enrolments – наборы студентов

Tasks

1. Find the English equivalents to the following
   a) … был только органом, принимавшим экзамены и присваивавшим степени.
   b) Лондонский университет присваивает степени всем, кто выдерживает экзамены, проводимые им.

2. Point out what information is given in the text
   a) The usual minimum course for the new Diploma in Technology is three years for full-time students.
   b) Specialized institutes train specialists for one of the fields of culture or national economy.
   c) The development of new qualifications has made the external degree of the University of London less important.

Text F. Read the text and do the tasks that follow

Letters from College

Dear John,

I meant to write you at once, but it took me rather long to get used to College life. College is a very big place and at first I got lost almost every time I left my room. Things are much easier now and I hope you’ll look me up some day and let me walk you about. You won’t be disappointed, I promise. Oh, I’m good at showing people about. I’ll say something like this:

Our college was founded over two hundred years ago. On your right is the Library which was built about the same year the college was founded. (So you can easily imagine how it looks and smells inside!). The building on your left, which rather reminds me of Tudor Romanesque next to it is the new infirmary and so forth.

The trouble with College is that they expect you to know such a lot of things you’ve never learnt. To be quite honest, I never knew I was so much behind the others. It’ll take me months of real hard work to catch up with the fellows!

I made an awful mistake the very first day. Somebody mentioned Maurice Maeterlinck, and I asked if he was a Freshman. That joke has gone all over College.

Did ever you hear of Michelangelo?

I didn’t until the last week. He was a famous artist who lived in Italy in Middle Ages. Everybody in English knew about him and the whole class laughed because I thought he was an archangel. He sounds like an archangel, doesn’t he? Now I know better. When people start talking about things I never heard of, I just keep quiet and look them up in the encyclopedia.

We’ve been studying hard all through the term. Now that the exams have started, it’s got worse. I’ve learned fifty-seven French
irregular verbs in the past four days – I’m only hoping they’ll stay till after examinations.

The fellows have been telling me that some of the boys sell their textbooks when they’re through with them, but I’m going to keep mine. Then, after I’ve graduated, I’ll have my whole education in the bookcase. It’ll be so much easier than if I try to keep it in my head.

Now, more news coming, if you are still interested. They’ve organized a Freshman basketball team and I hope I’ll be good enough to take part in it. It’s great fun and then, the doctor says I need more exercise.

That was all good news. Now for bad news. You know what happened? I failed mathematics. It wasn’t really my fault; it was just bad luck. I’ll be taking another exam next month. I’ll do my best to pass, but be ready for the worst and don’t say I didn’t warn you. As for me, I’m taking it easy, because I’ve learned such a lot of things not mentioned in the catalogue.

That’s all now. Hoping to hear from you soon, Dan.

P.S. Speaking of classics, have you read ‘Hamlet’? If you haven’t, do so at once. It’s perfectly splendid. I’ve been hearing about Shakespeare all my life, but I had no idea he really wrote so well.

**TASKS**

1. Answer the following questions

   1. Where was Dan studying?
   2. Why didn’t he keep his promise to write to his brother as soon as he arrived at College?
   3. Why did it take him rather long to get used to College life?
   4. What was the trouble with the college as Dan saw it?
   5. What mistakes did Dan make?
   6. Why did he describe them as ‘awful’?
   7. What lesson did he learn?
   8. Why did Dan want to keep his textbooks after he graduated from college?
   9. What sports team was he going to join, and why?
  10. What was the bad news?

   11. Why wasn’t he upset over his failure in mathematics?
   12. What made Dan change his mind about Shakespeare?

2. Study the following phrases and 1) recall the sentences in which they are used in the text, 2) use them in sentences of your own to get (be) used to smth /smb; at first; to look smb up; to walk (show) smb about a place; to be good at smth; on smb’s left/right; to remind smb of smth /smb; next to smb / smth; to be behind (in one’s reading); to catch up with smb / smth; all over the place; to hear of smb / smth; in the Middle Ages; in the past; to look smth up in a dictionary; all through the term; to be through with smth /smb; to keep smth in the head; at the end (beginning) of smth; to take part in smth; to fail in a subject; as for / to me
WRITING

1. Write letters similar to Dan’s letter on the following topics
   1. Coming to College.
   2. Inviting a member of a family/friend to pay a visit.
   3. Learning lessons.
   4. Good news.
   5. Bad news.
   6. Postscript.

2. Read the letter below and underline the following
   1. The name of the person who wrote the letter.
   2. The address of the person who wrote the letter.
   3. The language used to start and end the letter.
   4. The expression used to introduce the subject.

3. Write on one of the following
   1. Write a letter to a university/college in England requesting information about their courses, qualifications, terms and conditions.
   2. Write a letter to an English Language school in England requesting information about their summer and exam courses.

   11 West Grove,
   London NW1
   2 April

   The University of Cambridge,
   Local Examinations Syndicate,
   1 Hills Road,
   Cambridge CB1 2EU

   Dear Sir/Madam,
   I’m writing to you concerning the First Certificate in English examination which you offer to students of English. I know that it is an internationally recognized examination and if I took the exam and passed, it would help me in my work when I return to Italy. I am presently working in London and will remain in England for the next year. I would like to register for the examination and sit for it this summer, but I do not know how to go about this or how to find a school where I could take the exam. I wonder if you could advise me?
   I look forward to hearing from you.
   Yours Faithfully,
   Nicola Ferrari

4. Topics for essays
   1. The main groups of British universities.
   2. Types of courses at British universities.
   3. Aims of university education.
   4. Universities as the main centers of teaching and research.
   5. The problem of specialisation.
   6. Academic freedom. Causes for the restrictions of university autonomy in Britain.
1. Традиции лидерства
"В современном мире, где мы постоянно получаем новые знания, британское образование – это билет первого класса в путешествие, которое зовется жизнью..." (премьер-министр Великобритании Тони Блэйр).

Вряд ли стоит удивляться тому, что британское образование не имеет себе равных в мире.

За свою более чем 800-летнюю историю британские традиции в области образования не раз служили примером для подражания в других странах, и сейчас британская система образования остается в числе самых уважаемых и успешных.

2. Здесь учат КАК думать, а не ЧТО думать
Британское образование всегда строилось на том, чтобы научить студентов мыслить независимо и работать самостоятельно.

Учеба здесь не "улица с односторонним движением", где студенты просто получают информацию от преподавателей. На-против, преподаватели всячески поощряют студентов самостоятельно изучать литературу, проводить углубленные исследования и непременно подвергать критическому осмыслению все то, что они узнают в процессе занятий.

3. Индивидуальный подход к обучению
Классные занятия и лекции часто дополняются неформальным обсуждением материала в небольших группах. В обстановке таких семинаров, где студенты свободно обмениваются мнениями со своими преподавателями, легко рождаются новые идеи и появляются новые направления в дискуссии. В результате студенты, получившие образование в Великобритании, отличаются не только отличным знанием предмета, но и развитыми аналитическими способностями, которые позволяют им успешно решать любую проблему. А именно это качество в современном мире ценится работодателями выше всего.

4. Контроль качества
В Великобритании действует уникальная система контроля качества, которая обеспечивает соблюдение высоких стандартов во всех областях, связанных с предоставлением обучения.

Начиная с системы услуг для студентов и заканчивая квалификацией преподавательского состава, любое учебное заведение, будь то частная школа, курсы продолженного образования или университет, находится под строгим контролем со стороны правительства.

Это позволяет студентам выбирать интересующие их курсы, будучи уверенными в том, что их качество было тщательно проверено и соответствует единой для всей образовательной системы критериям.

5. Неограниченный выбор
Сегодняшние студенты в Великобритании могут выбирать из буквально тысяч разнообразных программ и курсов и из сотен различных учебных заведений – школ, колледжей и университетов:
- более 180 учебных заведений, предлагающих обучение с присвоением ученой степени бакалавра, магистра или доктора;
- более 500 учебных заведений, предлагающих программы продолженного образования; более 600 частных школ-пансионов.

И все эти учебные заведения с удовольствием принимают студентов из других стран.

6. Забота с первой минуты
Находясь в Великобритании, студенты постоянно чувствуют заботу о себе. Как правило, у них прекрасные условия для дружеского общения.

Однако даже самый бойкий и общительный человек в первые дни может почувствовать себя немного одиноким в незнакомой стране. Поэтому все учебные заведения стараются создать максимум условий, чтобы студенты чувствовали себя, как дома.

Многие университеты предоставляют студентам место в общежитиях, где под рукой все, что необходимо для студенческой жизни.

Для новичков во многих университетах проводят специальные встречи, чтобы помочь им быстрее освоиться с новой об-
7. Стоимость жизни

Иностранные студенты могут воспользоваться целым рядом льгот, которые позволяют сделать жизнь в Великобритании более доступной.

Один из главных источников экономии может стать система специальных студенческих скидок, которых Национальному союзу студентов удалось добиться для своих членов.

Обладатель членской карточки НСС может получать скидку до 50% на самые разнообразные товары и услуги, от учебников, канцелярских товаров и одежды до проезда на различных видах транспорта и билетов в театр. При этом членство в НСС бесплатное, и им может воспользоваться любой студент.

Следует также отметить, что любой иностранный студент, проходящий в Великобритании курс обучения продолжительностью 6 месяцев и более, может получать бесплатное медицинское обслуживание в системе Национальной службы здравоохранения.

Ну а если вы захотите заработать немного денег, вы сможете работать до 24 часов в неделю в течение учебного семестра и на полную рабочую ставку во время каникул.

Другие моменты, на которые стоит обратить внимание, рассчитывают значительную стоимость вашего обучения:

— Где вы будете учиться. В среднем, стоимость жизни несколько ниже в Северной Англии, в Шотландии, Уэльсе и Северной Ирландии.

— Где вы будете жить. Обычно дешевле снять целый дом вместе с другими студентами, чем снимать одну комнату или однокомнатную квартиру.

— Как вы будете распоряжаться своими деньгами. Гораздо дешевле покупать продукты на местном рынке, чем в крупном супермаркете.

8. Учебные программы

Именно разнообразие выбора на каждом отдельном этапе учебного процесса делает Великобританию идеальным местом для получения образования.

Начиная с образования в частных школах и заканчивая постдипломными курсами, учебные заведения Великобритании предлагают больший выбор программ, больше гибкости и больше возможностей для реализации своего потенциала.

Учебные дисциплины включают как традиционные естественные и гуманитарные науки, так и необычные предметы, такие, как исследования в области михровенной политики и технология музыки. При этом наиболее популярностью среди иностранных студентов пользуются программы, связанные с бизнес-управлением, новейшими технологиями и инженерным делом.

Большинство учебных дисциплин можно изучать на различном уровне. Как правило, учебные заведения позволяют студентам сочетать в своем учебном курсе специальные технические, академические и языковые программы.

Только вдумайтесь в эти цифры!

Около 1,4 миллиарда людей на планете в той или иной степени владеют английским языком.

Более двух третей ученых во всем мире используют в качестве рабочего языка английский. 80% всей информации, хранящейся в электронном виде, записано на английском языке.

9. Огромный выбор учебных заведений и разнообразие учебных программ

В Великобритании более 370 аккредитованных при Британском совете школ, колледжей и университетов, где есть программы английского языка. Поэтому студенты могут сами выбирать, когда, где и как они будут изучать язык.

Разнообразные программы изучения английского языка охватывают все уровни, от начинающего до продвинутого. Они также могут носить общий характер или быть специализированными для какой-то определенной области. Есть и специальные программы для преподавателей английского языка как иностранного.

Каждый год в Великобританию приезжает более 600 тысяч человек, чтобы изучать здесь английский язык.

Поскольку основой упор в овладении языком делается на практические занятия и его активное использование, иностранные студенты, изучающие английский язык в Великобритании, неизменно показывают более высокие результаты на экзаменах.
10. Постдипломное образование

Термин "постдипломное образование" употребляется в Великобритании для обозначения любого вида обучения после получения одной из ученых степеней. Большинство учебных заведений для зачисления на курс постдипломного образования требуют наличия, как минимум, эквивалента степени, соответствующей степени бакалавра британского университета по выбранной специальности. Некоторые учебные заведения также могут требовать наличия у абитуриента практического опыта работы по специальности. И все без исключения учебные заведения предъявляют очень строгие требования к уровню владения английским языком, который должен позволять иностранному студенту успешно справляться с программой курса.

Постдипломные курсы бывают двух видов: теоретические и научно-исследовательские. По окончании теоретических курсов может быть получено либо соответствующее свидетельство или диплом, либо присвоена степень магистра. Научно-исследовательский курс позволяет студентам предложить и провести свою собственную программу исследования и обычно бывает составной частью более широкой научно-исследовательской программы.

В том, что касается основных различий в стиле обучения между преддипломными и постдипломными курсами, следует отметить, что преподаватели относятся к студентам, проходящим постдипломное обучение, во многом как к равным и как к своим коллегам.

11. Курсы на соискание ученых степеней

Система британского образования позволяет выпускникам получать самые современные и нужные на сегодняшнем рынке знания и навыки. Поэтому их с удовольствием берут на работу ведущие компании.

Студенты могут выбирать из десятка тысяч различных курсов и огромного числа учебных заведений. Поэтому они всегда могут найти для себя нужную программу и самое подходящее место для ее изучения.

Иностранные студенты, имеющие необходимую квалификацию, могут воспользоваться различными возможностями для поступления на курс на соискание какой-либо из ученых степеней. Как и в случае с британской квалификацией уровня "A" или ее зарубежным аналогом, иностранные студенты могут поступить на курс на соискание ученой степени, окончив вначале подготовительный курс (access or foundation course), который поможет им восполнить возможные пробелы в необходимой подготовке.

Как правило, курсы на соискание ученой степени в Великобритании короче, чем аналогичные курсы в США или Австралии, поэтому выпускники могут раньше начать самостоятельно зарабатывать на жизнь.

12. Простота поступления

Служба приема в университеты и колледжи (UCAS) позволяет абитуриенту подать заявление сразу в несколько (но не более шести) различных учебных заведений. Для этого им нужно заполнить всего одну форму.

В настоящее время более 180 учебных заведений в Великобритании присваивают степень бакалавра. Большинство из этих учебных заведений – университеты, от старейших Оксфорда, Кембридж, а также четырех знаменитых университетов в Шотландии и основанных в прошлом веке университетов в небольших городах (получивших название "занимая из красного кирпича") до современных университетов, появившихся после изменения законодательства в 1992 году.

Ученую степень также можно получить в колледжах при университетах и в некоторых колледжах дальнейшего образования. Основу программ на соискание ученой степени составляют лекции. Однако большое внимание уделяется и практическим семинарам, где студенты обсуждают пройденный материал и обмениваются мнениями с преподавателями.

В дополнение к лекционным и семинарским занятиям студенты должны самостоятельно изучить значительный объем литературы, и они сами несут ответственность за эту сторону учебного процесса.

13. Среднее специальное образование

Курсы среднего специального образования позволяют студентам в короткие сроки овладеть избранной специальностью. А тесные связи британских колледжей с деловой сферой обеспечивают...
выпускникам соответствие полученных знаний и навыков требованиям рынка.

Многие колледжи и университеты предлагают курсы на получение ученой степени в более камерной обстановке колледжа, а также позволяют студентам поступить на курс на соискание ученой степени на второй или третий год обучения.

Студенты могут сами выбирать курсы из программ академического и среднеспециального обучения, получая таким образом все необходимые знания и навыки для дальнейшей карьеры знания.

Колледжи дальнейшего образования предлагают курсы, позволяющие студентам получить все необходимые знания и навыки для овладения определенной профессией, общее образование по всем предметам и на всех уровнях, подготовительные курсы для поступления в высшие учебные заведения и курсы совершенствования английского языка.


**TEST YOURSELF**

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

1. Jack decided to take a course / lesson in hotel management.
2. Sheila always got good marks / points in algebra.
3. After leaving school, Ann studied / trained as a teacher.
4. Peter decided not to go in / enter for the examination.
5. My sister learned / taught me how to draw.
6. I can't come to the cinema. I have to read / study for a test.
7. In history we had to learn a lot of dates by hand / heart.
8. I hope your work will improve by the end of course / term.
9. Martin failed / missed his maths exam and had to sit it again.
10. If you have any questions, raise / rise your hand.

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

cheat     copy     memorise     revise     concentrate  
divide     pass     punish     underline     pay

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

<table>
<thead>
<tr>
<th>Classmate</th>
<th>Examiner</th>
<th>Learner</th>
<th>Principal</th>
<th>Pupil</th>
<th>Coach</th>
<th>Graduate</th>
<th>Lecturer</th>
<th>Professor</th>
<th>Tutor</th>
</tr>
</thead>
</table>

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

4. Complete each sentence a) to j) with one of the endings 1) to 0). Use each ending once only

a) Joe was absent most of the time. ........ 1)
b) Sue wanted to do the experiment for herself. ........ 2)
c) James was a very gifted pupil. ........ 3)
d) Lucy couldn’t find a duster to clean the board. ........ 4)
e) Dave could pick up languages very easily. ........ 5)
f) Brenda wanted to leave space for corrections. ........ 6)
g) Tony didn’t pay attention in class. ........ 7)
h) Helen was educated at home by her parents. ........ 8)
i) Brian attended evening classes in photography. ........ 9)
j) Cathy wanted to get into university. ........ 10)

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

1. Helen’s parents were very pleased when they read her school. ........
   A) report B) papers C) diploma D) account
2. Martin has quite a good. ........ of physics.
   A) result B) pass C) understanding D) head
3. In Britain, children start. ........ school at the age of five.
   A) kindergarten B) secondary C) nursery D) primary
4. Edward has a. ........ in French from Leeds University.
   A) certificate B) degree C) mark D) paper
5. My favourite. ........ at school was history.
   A) topic B) class C) theme D) subject
6. It’s time for break. The bell has. ........
   A) gone off B) struck C) rung D) sounded
7. Our English teacher. ........ us some difficult exercises for homework.
   A) set B) put C) obliged D) made
8. Before you begin the exam paper, always read the......carefully.
   A) orders   B) instructions   C) rules   D) answers

9. If you want to pass the examination, you must study........
   A) hardly   B) enough   C) thoroughly   D) rather

10. Most students have quite a good sense of their own........
    A) grasp   B) ability   C) idea   D) information

6. Use the word in capitals at the end of each line to form a
word that fits in the space in the same line

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

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

1. Have you........Exercise Three yet?
2. I can’t come this afternoon. I’m........an English exam.
3. Jack has........very well this term.
4. I’m afraid that you haven’t........any progress.
5. Sue didn’t know the answer, so she........a guess.
7. This is a good composition, but you have........a lot of errors.
8. I think you should........yourself more seriously.
9. The teacher gave a lecture, and the class........notes.
10. Paul finds maths difficult, but he........his best.

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

   1. Charles has a good k ________ of the subject.
   2. These children are badly behaved! They need more d ________.
   3. Everyone agrees that a good e ________ is important.
   4. If you don’t know a word, look it up in your d ________.
   5. Maths is easy if you are allowed to use a c ________.
   6. Keith spent four years studying at u ________.
   7. Some apes seem to have as much i ________ as hu-
mans!
   8. I find listening c ________ tests rather difficult.
   9. At the age of eleven I went to s ________ school.
   10. I enjoyed doing e ________ in the laboratory.

9. Complete each sentence with one word

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

Learning How to Learn

There is usually one important (1) ______ missing from most school (2)______. Very few students are (3)______ how to organise their learning, and how to (4)______ the best use of their time. Let’s take some simple (5) _______ . Do you know how to (6)______ up words in a dictionary, and do you understand all the (7)______ the dictionary contains? Can you (8)______ notes quickly, and can you understand them (9)______? For some reason, many schools give learners no (10)______ with these matters. Teachers ask students to (11)______ pages from books, or tell them to write ten pages, but don’t explain (12)______ to do it. Learning by (13)______ can be useful, but it is more important to have a genuine (14)______ of a subject. You can (15)______ a lot of time memorising books, without understanding anything about the subject!

<table>
<thead>
<tr>
<th></th>
<th>A) theme</th>
<th>B) book</th>
<th>C) subject</th>
<th>D) mark</th>
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<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>A) agendas</td>
<td>B) timetables</td>
<td>C) terms</td>
<td>D) organisations</td>
</tr>
<tr>
<td>3</td>
<td>A) taught</td>
<td>B) learnt</td>
<td>C) educated</td>
<td>D) graduated</td>
</tr>
<tr>
<td>4</td>
<td>A) take</td>
<td>B) give</td>
<td>C) get</td>
<td>D) make</td>
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<tr>
<td>5</td>
<td>A) sentences</td>
<td>B) results</td>
<td>C) rules</td>
<td>D) examples</td>
</tr>
<tr>
<td>6</td>
<td>A) find</td>
<td>B) look</td>
<td>C) research</td>
<td>D) get</td>
</tr>
<tr>
<td>7</td>
<td>A) information</td>
<td>B) advise</td>
<td>C) subjects</td>
<td>D) themes</td>
</tr>
<tr>
<td>8</td>
<td>A) do</td>
<td>B) send</td>
<td>C) make</td>
<td>D) revise</td>
</tr>
<tr>
<td>9</td>
<td>A) after</td>
<td>B) afterwards</td>
<td>C) lastly</td>
<td>D) at last</td>
</tr>
<tr>
<td>10</td>
<td>A) teaching</td>
<td>B) ability</td>
<td>C) instruction</td>
<td>D) help</td>
</tr>
<tr>
<td>11</td>
<td>A) concentrate</td>
<td>B) remind</td>
<td>C) forget</td>
<td>D) memorise</td>
</tr>
<tr>
<td>12</td>
<td>A) how</td>
<td>B) what</td>
<td>C) why</td>
<td>D) it</td>
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<td>13</td>
<td>A) the way</td>
<td>B) heart</td>
<td>C) now</td>
<td>D) law</td>
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<tr>
<td>14</td>
<td>A) information</td>
<td>B) success</td>
<td>C) understanding</td>
<td>D) attention</td>
</tr>
<tr>
<td>15</td>
<td>A) pass</td>
<td>B) waste</td>
<td>C) tell</td>
<td>D) use</td>
</tr>
</tbody>
</table>

11. Fill each of the gaps in these extracts from students’ end-of-year reports with an appropriate word from the list in the box

again from unfailingly occasion prone (constant) consistently now sporadic fortnightly regularly too course intervals uncommon tendency regularity clockwork

a) She is ______ cheerful and co-operative.
b) His attendance at classes has been ______, to say the least.
c) He has a(n) ______ to drift off into his own dream world.
d) His written work has earned him ______ high grades.
e) ______ time to time his powers of concentration wane.
f) Every ______ and then he comes to life and contributes.
g) He is ______ to lapses of concentration.
h) Her performance in the ______ tests has been impressive.
i) He has been warned time and time ______ about his behaviour.
j) On the odd ______ when homework is handed in it is unsatisfactory.
k) It is not ______ for his work to be handed in extremely late.
l) She is still ______ late for lessons, despite frequent warnings.
m) She is missing classes with alarming ________.
n) She delivers her assignments as regular as ________.
o) She is able to produce in the ________ of a single lesson what many students require a week to produce.
p) All ______ often she is slow to respond and appears not to be concentrating.
q) He needs a fairly stern word at regular ________.
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