

Федеральное агентство по образованию
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Кафедра иностранных языков

АНГЛИЙСКИЙ ЯЗЫК

EDUCATION

Методические указания
по развитию навыков устной речи
для студентов I-II курсов

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Методические указания содержат лексический минимум, иллюстративные диалоги, тексты и комплекс упражнений, направленных на освоение темы. Цель указаний – способствовать развитию навыков устной речи.

Предназначены для студентов I-II курсов всех специальностей и могут быть использованы как на занятиях, так и для самостоятельной работы.

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PART ONE

TEXT I

EDUCATION

Education at a university level must necessarily provide the student with a body of positive knowledge which equips him for his career in later life. But it also has another and more notable attribute. It develops in the student an attitude of mind which regards the critical assessment of facts and values as more important than dogmas and which holds that a grasp of underlying principles is more valuable than the accumulation or information or acquisition of skills and techniques. A university expects that at the end of their courses its students will not merely be able to comprehend the extent and significance of what is already known within their own field, but will be receptive to what is new, eager to explore it, show the ability to cope with it and above all — be able to work confidently on their own. By entering a university a student has undertaken to accept a rigorous intellectual discipline and to be more than a passive receptacle for information, much of which in many subjects may be out of date within many years. To the limit of his capacity he is trained to collect evidence for himself and form a balanced judgement about it and he fortifies his ability to think for himself. This is what good teaching achieves in a university.

Ex. Point out the main idea of the text and discuss it.

TEXT II

RESPONSIBILITY FOR YOUR OWN EDUCATION: SELF-EDUCATION

You have no doubt already discovered that the only effective learning is the learning you do yourself. University work is much more than school work a process of self-education. At university you will have to plan your work for weeks, even months ahead. You will probably have an examination at the end of your first term, but no further examination until the end of the third term of your first year. You will have essays or laboratory work, or translations, or papers to prepare for seminars *in the interim*¹, but the major test by which your academic progress is assessed may seem to you remote. You have therefore to plan work for some time ahead. Hence the need for developing good habits and methods of study.

Now it is the time, then, to consider the most effective ways of studying, and whether the habits and methods of study you have *so far*² acquired at school *are likely to measure up to*³ the heavy demands which university work is *going to make upon you*⁴.

What study involves. Many students mistakenly think that study is simply the memorizing of subject-matter and its reproduction in the examination papers. Of course, there are in every subject elements to be memorized, but study involves a great deal more than that. It involves the mastery and practice of the methods of thinking, of experiment and appreciation, the understanding of theories, the solution of problems analysis and criticism of lectures, books and articles, the making of summaries and extracts, the writing of essays, reports and theses. In short you have to digest knowledge from a wide variety of sources and make it part of you — living and ever growing part of you.

Notes

¹ in the interim — тем временем, в промежутке

² so far — до сих пор, пока

³ are likely to measure up (to) — вероятно, будут соответствовать

⁴ is going to make upon you — предъявит вам

Ex. I. Answer the following questions:

1. Can you say that you have already developed good habits and methods of study? What are they?
2. Do you generally plan your work in advance?
3. Are you in the habit of assessing the work done by you during a week/month?
4. How do you sort out priorities in your studies?
5. What are the most time-consuming (трудоемкие) subjects in your opinion?
6. Do you agree that the only effective learning is the learning you do yourself?
7. How can you assess your progress in education?
8. What good habits and methods of studying can you name?
9. Why do many students think that study is simply the memorizing of subject-matter and its reproduction in the examination papers?
10. In what way does university work differ from school work?
11. What are the purposes of higher education?

Ex. II. Translate the following sentences:

1. Обучение в университете во многих отношениях отличается от обучения в школе. 2. Многие студенты ошибочно думают, что запоминание — это чисто механический процесс. 3. Студенту следует понимать, что он должен сам планировать свою работу на много месяцев вперед. 4. Процесс самообразования крайне важен для студентов университета. 5. Когда вы будете учиться в университете, вам придется готовить письменные работы, составлять резюме, анализировать книги и лекции. 6. Студенты должны уметь пользоваться информацией из различных источников.

TEXT III

ON THE STRUCTURE OF PUBLIC EDUCATION IN RUSSIA

Russia has a unified system of public education. The system includes compulsory secondary education and higher education. The principles of our public education are:

1. The equal right to education for all citizens, as guaranteed by the Constitution.
2. Co-education, no separate men's or women's schools.
3. Free tuition throughout the system.

The majority of schools belong to the State, but private schools have appeared in Russia and there are some Sunday church schools as well.

In Russia children begin to go to school at the age of 7 and the first stage – primary education – lasts for three years. After the ninth form pupils have got a choice to continue their education at school for two more years or go to some special secondary educational establishments.

The unified system of public education in Russia consists of the following chief types:

1. Compulsory general secondary education.
2. Specialized secondary education.
3. Technical vocational education for working people.
4. Higher education.

Our higher educational institutions are divided into three basic groups the universities, specialized institutions and academies.

The universities train highly qualified specialists in philosophy, philology, history, power engineering, economics, mathematics, physics, chemistry, biology, geology, geography, and many other branches of science, that is the universities train specialists in sciences and humanities.

The specialized institutions, technical universities and academies train specialists for one of the fields of culture or national economy. The chief types are pedagogical, agricultural, medical, metallurgical, mining, civil engineering and certain others.

In several cases the specialized technical universities are polytechnical in a specific field of engineering. For example, the Moscow State Building University trains engineers for the most important branches of modern construction such as industrial and housing construction as well as specialists in the planning and development of towns, technicians in building materials and building machinery. In all higher educational institutions there are some optional courses which provide students with an opportunity to study besides obligatory subjects they are most interested in.

Science has been playing and will always play the most important role in the development of the whole world and of Russia as well.

The application of the latest achievements in industry demands of today's workers and engineers great knowledge and good polytechnical training. Higher educational institutions of our country must equip their students for the long road of independent work for the benefit of humanity, for the transformation of nature, and in actual fact our universities and institutions are doing this.

Ex. I. Find the equivalents:

public education	факультативные предметы
free tuition	обязательное среднее образование
compulsory general secondary education	профессионально-техническое образование
specialized secondary education	бесплатное обучение
technical vocational education	технические и гуманитарные науки
higher education	специальное среднее образование
sciences and humanities	студенты дневного отделения
optional courses	народное образование
full-time students	с отличием
with honours	высшее образование

Ex. II.

a) Join suitable parts:

1. In all higher educational institutions there are some optional courses...

- a) ... which provide all citizens with equal opportunities for higher education.
- b) ... which in several cases are polytechnical in a specific field of engineering.
- c) ... which are divided into two basic groups: the universities and specialized institutions.
- d) ... which provide students with an opportunity to study subjects they are most interested in.

2. the equal right to education for all citizens.

- a) The system of public education includes ...
- b) The system of public education provides ...
- c) The system of public education is free of charge throughout the system and all schools belong to ...
- d) The system of public education is the most progressive in the world, its basic principles were proclaimed ...

b) Find the correct answer to the following question:

What chief types does the system of public education in Russia include?

- 1. It includes obligatory and optional subjects.
- 2. The basic principles of public education are as follows:
 - a) the equal right to education for all citizens;
 - b) free tuition throughout the system;
 - c) co-education;
 - d) The majority of schools belong to the state.

3. There are two types of higher educational institutions both of which train specialists for the national economy of our country.
4. They are as follows:
 - a) compulsory general secondary education;
 - b) specialized secondary education;
 - c) technical vocational education;
 - d) higher education.

Ex. III. Insert prepositions wherever necessary:

1. Our universities train specialists ... many fields ... national economy.
2. The schools ... belong ... the state ... our country.
3. Our group was divided ... two.
4. They are good specialists ...many fields.
5. Translate these words ... English and pay attention ... the suffixes.

Ex. IV. Translate into English:

1. Любой студент имеет право изучать некоторые предметы факультативно.
2. Некоторые студенты нашей группы окончили университет с отличием.
3. Любой гражданин, живущий в любом месте России, имеет право учиться заочно в любом высшем учебном заведении.
4. Общее число студентов некоторых университетов значительно увеличилось за последнее время.
5. Никто еще не написал эту работу.
6. В этой стране произошли некоторые изменения в системе народного образования за последнее время, изменения происходят и сейчас.
7. Курс обучения в университете продолжается пять или шесть лет.
8. Все наши выпускники – высококвалифицированные специалисты.
9. Эти студенты будут сдавать экзамены на следующей неделе.
10. Уровень преподавания в российских высших учебных заведениях очень высок.
11. Каждый год в конце семестра студенты нашей группы пишут контрольную работу по английскому языку.

Ex. V. Read the text in 3 minutes without a dictionary and title it:

Part-time and correspondence higher institutions of Russia train specialists in most fields. The overwhelming majority of evening and correspondence students study professions they are engaged in. For example, industrial and transport workers join correspondence technical higher schools, elementary school teachers study in pedagogical higher schools, farm workers study in agricultural schools, etc. This fact makes it possible for the correspondence and evening higher institutes to train highly qualified specialists.

The curricula of correspondence, part-time and full-time higher schools do not differ essentially in the subjects taught, but they differ in the system in which studies are organized.

The basic form of study for correspondence students is independent work at home.

TEXT IV

ABOUT HIGHER EDUCATION IN RUSSIA

In many higher educational institutions in Russia there are not only full-time departments but part-time and correspondence departments as well. The course in part-time and correspondence departments is longer than that in full-time departments. In state educational establishments tuition is free, and students who do well get grants. In Russia now besides state there are commercial higher educational establishments. Students pay for their education there.

In a technical university first-year students study mathematics, physics, chemistry, a foreign language and some other subjects. The first year is very difficult for students because they can't plan their time very well yet.

In the third and fourth years they study special subjects. The standard of teaching in educational establishments of Russia is very high and graduates from our universities are usually highly qualified specialists. The best students who have done some research work become postgraduates. Full-time students at a technical university usually have three lectures a day, or two lectures and a lab. Every year they have term-papers to write. At the end of each term students receive credits and then sit for exams. Students take exams twice a year - usually in January and in June. There are seldom more than five exams at a session. If the results are good, students get grants, those who have only excellent marks for three terms running and take an active part in all spheres of university life get scholarship.

Besides obligatory subjects at every university there are optional ones which students may take if they are interested in this or that field of science and engineering.

Ex. 1. Point out what information is given in the text:

- 1) There are a lot of higher educational institutions in Russia.
- 2) All of them train qualified specialists.
- 3) In humanitarian institutions students study literature, history and many other subjects.
- 4) In Russian higher educational institutions there are obligatory and optional subjects.

TEXT V

AT THE INSTITUTE

Helen: Hello, Pete! What are you doing here?

Pete: Hello, Helen, I'm reading for my English exam.

Helen: But your group has passed it already, hasn't it?

Pete: Yes, it has, but I was ill at that time. So, I'll take my exam tomorrow.

Helen: You are afraid of this exam, aren't you?

Pete: No, I'm not. I finished a special school, where some subjects were taught in English and besides I've been to England.

Helen: Really? Have you? When were you there?

Pete: I was there last summer with a group of the best pupils of our class.

Helen: What have you seen there?

Pete: Oh, I've seen a lot. I've been to Oxford and Cambridge, the two oldest universities of England, and to many other places of interest. But most of all I liked London with its parks and gardens. I'll tell you some day about them.

Helen: How very interesting! I think you enjoyed your trip tremendously, didn't you?

Pete: Of course, I did. Well, Helen, and what are you doing here, in the reading-hall? Are you reading for your exam too?

Helen: No, I'm not. I've passed all my exams and so holidays have already started for me. I'm waiting for Mike here.

Pete: Hasn't he graduated from the University yet?

Helen: He has graduated and with honours. Now he is a post-graduate. I'd like to speak with him.

Pete: Oh, Helen. I've just seen him in the canteen. He is having his dinner there.

Helen: Then, I'll go there at once.

Ex. I. Find the equivalents:

to read for an exam	сдавать экзамен
to pass an exam	готовиться к экзамену
to take an exam	студент последнего курса
undergraduate	курсовая работа
term-paper	на третьем курсе
dean's office	сдать экзамен
in the third year	аспирант
optional subject	деканат
full-time student	студент дневного отделения
post-graduate	предмет, изучаемый факультативно

Ex. II. Find the wrong statements:

1. Helen has passed all her exams.
2. Helen met Mike in the reading-hall.
3. Pete studied in Oxford.

Ex. III. Insert prepositions wherever necessary:

1. Whom are you waiting ...? – I am waiting ... Pete. – But Pete is reading ... his exam ... the strength ... materials.
2. Have you passed your exam ... mathemat-

ics? – Yes, I have. – What is your mark ... this subject? – I have got five ... mathematics.

3. Has Helen graduated ... the University? – No, she hasn't. She is ... her fifth year now. She will graduate ... the University next year and I hope she will graduate ... honours.

Ex. IV. Translate into English:

1. Над чем ты работаешь? – Я работаю над своей курсовой работой. – А я ее закончил. Моя тема легче, чем твоя, поэтому я написал свою работу скорее, чем ты. – Когда ты ее закончил? – Я закончил ее два дня тому назад. 2. Твоя сестра уже окончила университет? – Нет. Она еще на пятом курсе. – А моя сестра уже окончила университет. Она окончила университет с отличием. Она окончила университет в прошлом году. 3. Студентка А. работает над этой проблемой уже 2 семестра, поэтому ее курсовая работа самая лучшая. 4. Он изучал этот предмет факультативно, поэтому он знает об этой проблеме больше. 5. Он хуже и меньше всех работает, поэтому он самый плохой студент в группе. 6. Ты поступил в университет? – Да, я уже неделю учусь там. Где ты учишься? – Я учусь в строительном университете.

Ex. V. Correct the following wrong statements in not less than 3 sentences as in the pattern:

Pattern: *Helen is in the dining-hall. She is having her dinner when Pete comes up to her.*

a) Helen is not in the dining-hall. b) Helen is in the reading hall, c) She is not having her dinner, d) She is waiting for Mike, e) Pete does not come up to Helen, f) It is Helen who comes up to Pete.

1. Pete has passed all his exams and he is free now.

2. Helen has graduated from the University with honours. She is a post-graduate now.

Ex. VI. Work in pairs.

Find out: if (whether) your partner is afraid of exams.

Pattern: *Are you afraid of exams? (or You are afraid of exams, aren't you?)*

1. he was afraid of his (her) entrance exams; 2. the exams were difficult; 3. he passed them well; (*change roles*) 4. he finished school this year; 5. he took four entrance exams; 6. he has been studying English for 5 years; 7. he will graduate from the University in five or four years; (*change roles*) 8. he will work hard; 9. he has always been working hard; 10. he will get only good marks; 11. he has written any term-paper already; (*change roles*) 12. he studied any optional subjects at school; 13. he is interested in mathematics; 14. he will study it in future; 15. he likes to study here.

TEXT VI

ABOUT HIGHER EDUCATION IN GREAT BRITAIN

The structure of higher education in Great Britain is very complex. Four types of institutions — universities, teacher-training colleges, colleges of advanced technology, and technical colleges — are the main source of full-time higher education.

A university consists of a number of faculties. There are faculties of ideology, medicine, arts, philosophy, law, music, natural sciences, economics, engineering, agriculture, and commerce. The courses at universities are not regarded as vocational.

The universities grant their own degrees. The normal duration of a first degree course is three years, at the end a bachelor degree is awarded on the results of examinations. A master degree is usually awarded after a further year or two years study. The highest degree is the doctor of philosophy (Ph. D. or D. Phil.) awarded for research and the submission of a thesis — normally after a minimum of three years full-time work after either the bachelor or master degree.

Colleges of advanced technology in the quality of their work and in status are equal to the universities; in fact they are technological universities. They grant the Diploma of Technology, an important award of the standard of a university degree, which was introduced in 1958.

The usual minimum course for the Diploma in Technology is three years for full-time, and four years for sandwich course students.

Sandwich courses were introduced after the war. These are courses where there are alternate periods of full-time employment and full-time education.

These courses provide many people with an opportunity of receiving higher technical education. The technical colleges provide advanced technical studies and training in food technology, heating, ventilating, refrigeration and fan engineering, rubber technology, etc.

Students of teacher-training colleges take the subjects which they intend to teach as main subjects to a standard which approaches that of a pass degree given by universities. The number of teacher-training colleges is growing now. After the war there was a great shortage of teachers because during the war quite naturally there had been no expansion of teacher training: in fact fewer teachers than ever were trained. Many colleges were ill-equipped and badly housed.

Ex. I. Find the English equivalents to the following:

1. Курс обучения в университетах не считается профессиональным.
2. Многие колледжи были плохо оборудованы, и не хватало жилых помещений.
3. Структура высшего образования в Великобритании очень сложная.

Ex. II. Point out what information is given in the text:

1. The cost of education in these universities is very high.
2. Courses in correspondence and evening higher schools are one year longer than that in full-time higher schools.
3. Four types of institutions – universities, teacher-training colleges, colleges of advanced technology, and technical colleges – are the main source of full-time higher education in Great Britain.
4. The cost of education at these universities is so high that only the sons of the wealthiest classes can afford to attend them.

TEXT VII

ENGLISH UNIVERSITIES

In Great Britain there are universities in London, Oxford, Cambridge, Bristol and some other towns. Of these, Oxford is the oldest for its history goes back to the 12th century. Cambridge University began in the 13th century. So Oxford and Cambridge are the two oldest universities in Great Britain. They are most highly thought of and well known not only because they are the oldest universities in the United Kingdom, but also because the standard of teaching there is very high.

The cost of education at these universities is so high that only the sons of the wealthiest classes can afford to attend them. Cambridge University has twenty-eight colleges. Women do not take a very active part in University life at Cambridge, they work harder than men do, and one seldom sees them outside the classrooms.

All the colleges at Cambridge are built on the same plan. There is a chapel, a library and a large dining-hall. The colleges join one another along the river. There is a court in the middle. On all sides of the court there are buildings where the students live.

Life in Cambridge and Oxford in the past was strict, students were forbidden to play games, to sing (except church music), to hunt or fish or even to dance. Books were very scarce and all the lessons were in the Latin language. The students studied Grammar, Logic and Rhetoric.

Ex. Find what information is given in the text:

1. In the 13th century some students left Oxford.
2. There had been constant trouble between Church and townsfolk.
3. The standard of teaching in these two oldest universities is very high.
4. The story of Cambridge begins in 1209.
5. The number of teacher-training colleges is growing now.

TEXT VIII

THE UNIVERSITY OF LONDON

In 1836 the University of London was created to conduct the examination 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, work shops, etc. for both teaching and research. Today the University of London is a federation of colleges, each largely independent. There are faculties of Theology, of Arts, of Medicine, 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 the 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 centres.

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.

Ex. I. Find the English equivalents to the following:

1. ... был только органом, принимавшим экзамены и присваивавшим степени ... 2. Лондонский университет присваивает степени всем, кто выдерживает экзамены. 3. ... степень, присваиваемая заочно, имеет очень большое значение.

Ex. II. Point out what information is given in the text:

1. One of the characteristic features of our public education is the equal right to education for all citizens.
2. The specialized institutes train specialists for one of the fields of culture or national economy.
3. The development of new qualifications (e. g. the new Diploma in Technology) has made the external degree of the University of London less important.
4. Oxford and Cambridge are the two oldest universities in Great Britain.

TEXT IX

EDUCATION IN THE UNITED STATES

The Main Concepts of American Education

Educational institutions in the United States, according to the ideas of their creators, should reflect the nation's basic values and ideals. In some respects this has been achieved but there is still a lot of room for improvement.

The underlying principle of the American system of education is to educate people in such a way that everyone has the opportunity to develop to his/her greatest potential. As elsewhere, one of the major problems is the question of what should be the true goal of education. The American system tends to focus on teaching man and society to get along in the community. Learning to think for oneself and learning by doing are stresses as means of developing the judgement to achieve this goal.

Another major purpose of education in America is to lay the ground work for achieving success in life. Here it should be said that Americans value education largely as a means to reaching a higher standard of living. The belief is widespread in the US that the more schooling a person has, the more money he or she will earn on college graduation. Generally speaking, the expectation is that degrees in fields such as business and engineering will result in higher paying careers than a degree in the liberal arts (literature, history, philosophy, etc.).

Equality of opportunity – the declared motto for life in the United States – is also an important aspect of the American system of education. Because of the inequalities inherent in society as a whole, however, the goal of equal opportunity in education remains an ideal rather than a reality. Furthermore, the very structure of education itself, which contains both public and private schools, may not encourage equality of opportunity.

There exist private schools where tuition fees are relatively high, so that they educate primarily upper-class children. The reason why parents send their children to these schools is that they often believe they will receive a better education in them and/or they will associate with other children of their own background. However, these private schools are few in number, and they do not by any means displace the public schools which are truly the central educational institution in the United States.

Since separation of church and state is a principle of American democracy and therefore religion cannot be taught in state-supported schools, there are also many parochial schools, which are supported by the church. These are often Catholic, but there are Protestant and Jewish schools as well.

There is still another factor which supports the idea of equal opportunity – competition in getting jobs or entering the best universities is held on a relative-

ly equal basis irrespective of the type of the school, private or public, one has attended. Furthermore, a lot depends on the personal qualities of the individual school graduate.

There are also private colleges and universities, many of which have strict entrance requirements. Some believe that private institutions of higher learning have higher graduation standards but this is debatable.

All university students must pay tuition fees. In private universities these are usually much higher. In addition to tuition fees one has to pay for books and room and board. Deserving students may receive scholarships of various types that offset the high costs of higher education.

Unlike the European system of higher education, individual colleges and universities in the US do not have their own entrance examinations. Rather, admission is based on scholastic achievement in high school and performance on standardized national tests: SAT (Scholastic Aptitude Test) or ACT (American College Testing). In addition, colleges and universities may require applicants to submit samples of their writing.

Stages of Education

The divisions or stages a child passes in his educational ladder are elementary, junior high school or middle school, and high schools. American children begin to attend school by the age of five or six. There are also pre-school classes called kindergarten. Before this they may attend nursery school or a day care center. Schooling is divided into twelve academic levels or grades, each of which lasts one year. Elementary school usually covers grades one through six or seven. Middle school or junior high school is from grades seven to nine or seven to eight. The concluding three or four grades form high school.

After high school over 40 per cent of the graduates pursue higher education in colleges and universities. Nearly every state has at least one university supported by public funds which offers training through the Doctor of Philosophy Degree (PhD). There are also public community colleges, also called junior colleges which offer a two-year program in a variety of disciplines, and state teacher colleges which specialize in training school teachers. The word "college" refers either to an independent institution offering undergraduate education or to a part of a university, such as a College of Arts and Sciences or a College of Engineering.

The idea of giving a child practical skills comes from John Dewey who became the apostle of American schools. This philosopher and educator believed that conveying factual information to students is secondary to teaching them thinking processes and skills which they will use in the future. He also greatly influenced teaching techniques by stressing that activity and experimentation should come first. So, in American schools much attention is given to cre-

ative activities. Students are encouraged to be creative both during class time and extra-curricular hours.

American high schools try to adapt to the needs of society. Learning computer skills starts early. As life is becoming more complex, new subjects are introduced. Schools are initiating programs previously viewed as a part of home education. These include subjects such as driver's education, sewing and cooking classes called home economics, consumer education, and health and sex education, where issues like drug and alcohol abuse and smoking may be treated.

American high schools offer different branches of education for their students. For the college-bound, high schools offer classes in math, sciences, social sciences, English, and foreign languages. Other students take vocational courses such as shorthand and mechanical drawing, and some do work/study programs which enable them to get high school credit for on-the-job training in various occupations.

Some Important Details about American Universities and Colleges

Acceptance into the university is based on a written application, submission of a transcript showing all grades from all courses in previously-attended educational institutions, evidence that the student satisfactorily completed all requirements at the previously-attended institution, and sometimes an oral interview at the school which the student desires to attend. If the student is entering college he or she must also take a test called the SAT (Scholastic Aptitude Test), which supposedly measures the student's ability to perform in a college setting. Different schools may have different standards of acceptance: some may require excellent grades on the SAT and high grades for the student's previous coursework, while others may have less stringent requirements. Smaller schools usually like to orally interview the student before making a decision to accept him or her. This allows the school to have a close look at each student, his personality, and to make sure that the student's goals will be met by the school.

To graduate from a university requires a student to complete requirements of the university, to achieve the minimum allowable grade in the required courses, and to spend the minimum time required at the university (or employment). There is wide variation in the requirements depending on which university you look at. In general, universities and colleges require students to fulfill a set of general requirements applicable to all students at the school, as well as fulfilling the specific requirements for their major field of study. For example, at Haverford College they require 32 credits for graduation, 1 credit being awarded for each course taken and passed per semester. So, 4 credits per semester and 2 semesters per year equals 8 credits per year. Four years of college education multiplied by 8 credits per year equals 32 credits, or the amount needed to graduate. However, the Linguistics Department requires 10 credits of linguistics

courses in order to be eligible for the Bachelor of Arts degree in Linguistics. As a result, it is necessary to fulfill both requirements before being allowed to graduate, i.e. pass 32 credits of courses, 10 of which must be in the Linguistic Department.

In addition, most universities require a minimum grade-point average before the student is allowed to graduate. This means that all of the grades over the entire four years are averaged; if this average is less than the minimum, the student may not graduate. In the end, a diploma is given to every student who graduates, and evidence of this diploma or a complete transcript of grades must be submitted with all applications to graduate school. Students who fail to graduate from undergraduate institutions are, of course, not permitted to enroll in graduate school.

Ex. I. Read the text and answer the following questions:

1. What are the basic aims which underlie the American system of education?
2. What is the attitude of Americans toward the education of their children?
3. What is the generally accepted motto for all spheres of life in the United States which applies to education as well?
4. What are the general divisions in the US schooling system?
5. What is the difference between state and private colleges and universities?
6. How many grades are there in high school?
7. Why may the principle of equal opportunity often remain only an ideal?
8. What stages of education are there in the USA?

Ex. II. Discuss the following points using the information and the vocabulary of the text:

1. Developing one's potential is the leading principle of the American system of education.
2. One of the goals of American education is to impart to an individual the understanding of the role man plays in society.
3. Laying the foundation for the achievement of success in life is also a goal of American education.
4. The motto of equality of opportunity is not always realized in the American system of education.
5. The existence of public and private schools violates the principle of equal opportunity.
6. The idea of equal opportunity is supported by the overwhelming majority of public schools in relation to private schools and also by equal competition in getting jobs.
7. Higher education in the US is not free.
8. The system of universities and colleges is wide and also includes both private colleges and universities.

9. John Dewey introduced an active approach at school emphasizing the importance of teaching thinking processes and skills.
10. American high schools programs list a number of subjects that teach school students practical skills.

Ex. III. Answer the questions using the following phrases:

to be eligible for the Bachelor of Arts degree; to major in a subject; grade-point average; to perform in a college setting; stringent requirements; a complete transcript of grades; to fulfill a set of general requirements; requirements set down by a department.

1. What does "entering" a university involve?
2. What does "graduating" from a university mean?
3. What papers are necessary to enroll in graduate school?

TEXT X

ECONOMICS OF EDUCATION

Education for young people has always been a leading social task. In all industrial societies young people from the age of 5 to 16 and sometimes older go to school. A lot of young adults then take jobs, but some go to college and a few more take advanced studies.

Education varies from country to country but it has the same economic characteristics in all countries. It improves skills which make people more productive. By means of education people are made stable members of society. Some teachers also do creative research which helps to improve technology. So education creates large economic values varying from technical productivity in factories and offices to progress of knowledge.

Various values of education are of two classes: private and social. Each student gets private benefits when he or she learns new skills which will allow them to get higher pay on the job. Besides, the job will probably be more pleasant and the person will cope with problems of modern life better.

There are also public benefits of education. First, it provides more productive workers for society; economy becomes more efficient and profitable. Without education many people do not cope with difficulties of life and turn to crime or require public support. Second, people understand social life better and they will deal with public problems more intelligently and avoid extremism. Third, greater productivity of population provides more taxes in order to pay for public needs.

The task of economics of education is to evaluate public and private benefits and make decisions how much a government is going to invest in every type of school and how the government is going to do it. As productivity and stability

of population is mainly increased at school level, total public subsidies for schools are justified. For education at the college level, however, the public benefits are weaker than private benefits and full public subsidies are considered less justified than at the school level.

Education is being financed by subsidies or scholarships. Which of them are more effective is also a problem studied by economics of education.

Technologies are becoming more complex and demand for education as well as a number of qualified specialists will grow in future. With it, the role of economics of education and the scope of problems studied by it is growing in the years to come.

Ex. Answer the following questions:

1. What are the characteristics of education which are the same in all countries?
2. What is the role of education in social progress?
3. What are the private benefits of education?
4. What are the public benefits of education?
5. What is the task of economics of education?
6. Why are total subsidies for schools justified? What about subsidies for colleges?
7. How is education financed?
8. Is economics of education going to become more important in the near future? Why?

PART TWO

OUR UNIVERSITY

Topical Vocabulary

education — образование, обучение

higher education — высшее образование

self-education — самообразование

to take entrance exams — сдавать вступительные экзамены

to enter the university — поступить в университет

the University of Civil Engineering and Architecture — архитектурно-строительный университет

department (faculty) — факультет

Faculty of Architecture and Design — факультет архитектуры и дизайна

Civil Engineering Faculty — строительный факультет

Faculty of Engineering Systems — факультет инженерных сетей

Highway Engineering Faculty — автомобильный факультет

Faculty of Economics and Management — факультет экономики и управления

to last — продолжаться
complete course of study — полный курс обучения
full-time student — студент дневного отделения
correspondence department — заочное отделение
first-year (second-year, third-year) student — первокурсник (второкурсник, третьекурсник)
to be in one's first (second, third) year — быть на первом (втором, третьем) курсе
undergraduate — студент (последнего курса)
graduate — выпускник
to graduate from the University — окончить университет
high school diploma — диплом о высшем образовании
post-graduate — аспирант
standard of teaching — уровень преподавания
to be well equipped — быть хорошо оборудованным
laboratory — лаборатория
classes — занятия
lecture — лекция
to take notes — записывать
to deliver a lecture — читать лекцию
to attend lectures on — посещать лекции по
to miss lectures — пропускать лекции
to be good (poor) at — хорошо (плохо) знать какой-либо предмет
to receive credit — получить зачет
to read up for examinations — готовиться к экзаменам
to take an examination — держать экзамен
to take the finals — сдавать выпускные экзамены
to pass an examination — сдать экзамен
to fail in an examination — не выдержать экзамен
term — семестр
paper — письменная работа
examination-paper — экзаменационная работа
term-paper — курсовая работа
to present a graduation thesis — защищать дипломную работу
excellent mark — отличная оценка
grant (stipend) — стипендия
to get grant — получать стипендию
basic grant — обычная стипендия
supplementary grant — повышенная стипендия
scholarship — именная стипендия
foreign language — иностранный язык
subject — предмет (учебный)
optional subject — факультативный предмет

sciences and humanities — естественные и гуманитарные науки
engineering — технические специальности
time-table — расписание
industrial training — производственная практика
dean — декан
dean's office — деканат
assembly hall — актовый зал
gym — спортивный зал
hostel — общежитие
to train — подготавливать
specialist — специалист
qualified — квалифицированный
to be active in all spheres of the university life — участвовать в общественной жизни университета
profound knowledge — глубокие знания
to put one's knowledge into practice — применять знания на практике

Synonyms and Words Usually Confused by Russian Learners

TRAINING — EDUCATION

training: the act of systematical teaching, drilling; the state of being trained, *usu.* to become a specialist in some special field. *e. g.* He had much training before he became a good teacher (soldier, nurse, etc.)

education is used in a wider sense than the word training. Training means education as a part of a whole. Education is 1) the teaching and training of the young. *e. g.* *No country can neglect education.* 2) the knowledge and abilities developed through teaching and training. *e. g.* *He received a good education.*

TO STUDY — TO LEARN

Study and **learn** are rather close synonyms. In a general sense they both mean "to get knowledge, to acquire information".

To study is used mainly when we mean the process itself; it is used in a wider and more general sense than *to learn*.

To learn may have an additional shade of meaning, namely, "to master something", *e. g.* *I studied the rules for reading but I haven't learnt them yet.* It means: "I have worked on these rules, but the result is not yet satisfactory, I must study more before I can learn them." So *to learn*, as a rule, means the result of the process of studying. To learn may also mean "to make progress", *e. g.* *The child learns quickly.*

To study may have an additional shade of meaning, namely, "to investigate, to examine closely", *e. g.* *He studied her face very carefully in the hope that it would tell him her thoughts.*

ILLUSTRATIVE DIALOGUES

I.

A: Have you written your term-paper, Ben? It's due today.

B: Of course. And what about you?

A: Not yet. I didn't think it would be so difficult and started it only a week ago.

B: Well, it will teach you a lesson. Never put off till tomorrow what you can do today, you know.

II.

A: Paul wouldn't like to fail in his exam, would he?

B: Of course he wouldn't. Who would!

A: But he hasn't been working very hard. He thinks he is clever enough to pass his exams without much work, doesn't he?

B: Yes, he relies too much on his memory but I doubt it can carry him out when doing physics.

III.

A: As sure as eggs is eggs, Bob won't do well at the exam.

B: Why do you think so?

A: He has missed much and doesn't attend the extra lessons now.

B: No fear. He's quite at home in the subject.

IV.

A: How about reading up for the exams together?

B: Fine. And let's ask Jane to join us too, she is an excellent student.

A: I don't mind. But she thinks too much of herself, doesn't she?

B: Not in the least. She is a good friend and never refuses to help anybody.

V.

A: Hallo, Harry! Why didn't you come to us yesterday? We had a nice time.

B: You see, my brother took me to a lecture on higher mathematics.

A: Was it interesting?

B: Frankly speaking, not. It was all Greek to me and went over my head.

VI.

A: What subjects do students take at the university?

B: It depends on the faculty and the year they are in.

A: Well, let's say the first year at the civil engineering faculty.

B: Among the subjects studied in the first year are: mathematics, chemistry, physics, geodesy, foreign language, history, physical training.

VII.

A: Did you pass all your sessional exams?

B: Yes. I could hardly manage them. I was sure I would fail at least two of them.

A: The trouble is that you burn the candle at both ends. You can't work all day and play all night.

B: But I don't. I sat up late and worked at night for the last two weeks.

A: Studying all night isn't good either. You need your rest, too.

B: I took a short sleep every few hours.

A: Well, well. You should be serious about your studies at the university. It isn't a playground or a kind of a pastime, you know.

VIII.

A: I enjoyed yesterday's lecture very much. The speaker really knew his subject, didn't he?

B: Yes, he covered it from A to Z, giving the audience convincing arguments and examples.

A: We're lucky we can listen to such lecturers – people who aren't afraid to come out with new ideas.

B: Yes, there mustn't be any calm in such an important science as philosophy.

MISCELLANEOUS EXERCISES

Ex. I. Ask student A:

when he finished school; whether he entered the University this year or last year; how many entrance exams he took; when he took his entrance exams; what year he is in; if he got good and excellent marks in all the exams; when he began his studies at the University; how many lectures a day he usually has; how many English lessons a week he usually has; how many departments are there at the University; if he studies at the correspondence department; what faculty he studies at; how many faculties are there at the University; when the first term will be over; if he will take his exams in January; how many exams he will take; whether he is afraid of the exams; what exams he is afraid of; whether he will receive grant, if he gets good and excellent marks; if he has already written any term-paper; whether all students of the University write graduation papers (diplomas); when he will write it; if he wants to graduate from the University with honours; what field he will work in after graduating from the University.

Ex. II. Look through the following texts and render them in Russian.

Text A

The academic year in the Russian educational establishments starts on the first of September. In full-time departments the course usually lasts four or five years. Students usually have three or four lectures a day. Twice a year they sit

for exams. There are usually not more than five exams in a session. If the results of the exams are good, students get grants.

Twice a year students have vacations. Some of the students go to the country to have a rest, some of them work in different branches of our economy. This work is usually connected with their future speciality. Students are paid for their work.

Text B

Yesterday was not a very difficult day for group 4. They had only 2 lectures and a test in physics. There were not very many students in the lab; it was not difficult to do the work properly. The results of the test were very good. The students of group 4 hope that the results of their next test will be good too. Their next test will be in chemistry. It will be next week. Group 4 is a good one, the students of it are always prepared for their tests, and they will be ready to write their next test as well.

Ex. III. Translate into English:

1. Я поступил в университет в 2007 году.
2. Наш вуз сравнительно молодой. Он был основан в 1981 году.
3. Университет расположен недалеко от центра города.
4. Строительный университет размещается в четырех корпусах.
5. Наш университет готовит инженеров по различным специальностям.
6. Я – студент первого курса строительного факультета.
7. Полный курс обучения в университете продолжается пять лет.
8. Учебный год делится на два семестра.
9. Студенты посещают лекции и практические занятия по различным предметам.
10. В конце каждого семестра студенты сдают зачеты и экзамены.
11. Студенты, которые успешно сдают экзамены, получают стипендию.
12. Студенты старших курсов пишут курсовые работы по специальным предметам.
13. По окончании учебы каждый студент защищает дипломную работу и сдает выпускные экзамены.
14. Нашей стране требуется все больше и больше специалистов с высшим образованием.
15. Выпускники нашего университета работают в различных сферах национальной экономики.

Ex. IV. Form sentences using the following word combinations:

to enter the University, to train specialists, to take examinations, to attend lectures on, a graduation thesis, well-equipped laboratories, major construction sites, to prepare for, the academic year, complete course of study, to require specialists, to get grant, to graduate from, first-year students.

Ex. V. Answer the questions:

1. Where do you study?
2. When did you enter the University?
3. When was the University of Civil Engineering and Architecture founded?
4. Where is your University situated?
5. How many and what faculties are there at your University?
6. What faculty do you study at?
7. What specialists does the University train?
8. How long does the course of study at your University last?
9. When does the academic year begin?
10. How many terms are there in the academic year?
11. What subjects do the first-year students study?
12. What do students do at the lectures and practical hours?
13. When do students take examinations?
14. How are grants paid to students?
15. When do students begin independent research work?
16. Do most of your fellow-students live in a hostel or rent a room in town?
17. What profession will you go into after you graduate from the University?
18. Do you like your future speciality?
19. Where do the graduates from your University work?
20. What degree or document is given to those who graduate from Russian Universities and Institutes?
21. Who can take a post-graduate course?

Ex. VI. Make up dialogues using the given situations:

1. Planning to enter the University you ask your friend who studies there all about it.
2. You discuss with your friend your first day at the University
3. You talk with your friend about your favourite subjects.
4. You talk with your friend about the examination you have failed at.
5. You want your friend to help you in the subject you are not good at.
6. You talk with an extra-mural student about his methods of self-education.
7. You and your friend change your views on education.

Ex. VII. Let's discuss the problem of the grant from the following points of view:

1. Should all students get grants? Why? What about schoolchildren?
2. What students should get grants? What marks should they have (and what marks shouldn't they have) to get grants?
3. And what about those students who can't afford to study but want to? Should they be helped somehow?
4. How much money should be paid? Should the sum be always the same or should it vary?

Perhaps there are some other things you would like to speak about. Let's listen to different points of view and discuss this problem.

Ex. VIII. Translate into English. Make up a dialogue and perform it:

В прошлом году я встретил одного из студентов нашего курса. Я спросил его, что он сейчас делает. Он ответил, что учится в аспирантуре. Я спросил его, когда он поступил и кто его научный руководитель. Он сказал, что

учится в аспирантуре уже год и его научный руководитель – заведующий кафедрой. Меня интересовало, сдал ли он какие-либо экзамены и опубликованы ли у него статьи по теме диссертации. Он ответил, что одна статья напечатана, две другие печатаются сейчас, и он надеется, что они будут напечатаны к концу года. Он добавил, что уже сдал два экзамена по языку и философии.

Ex. IX. Speak about the University you study at using ex. V.

Ex. X. Speak about your future speciality using the illustrative topics given below:

Highway Engineering

I am a second-year student of Highway Engineering Faculty in Ivanovo State Academy of Civil Engineering and Architecture. Our department trains qualified experts on specialities and specializations for motor transport and road facilities. The course of training offers the future highway engineers such fields as: highway construction; automobiles and automobile equipment; lifting-transport, constructional, road machinery; road safety; road maintenance and traffic control.

My speciality is highways and aerodromes construction. The building of the roads is a major branch of engineering. To ensure maximum safety for the transportation system it is very necessary to plan and design highways on sound engineering techniques. Modern highway design entails careful study of soil, the topography of the intended route and the drainage systems around the roadway. To build safe roads engineers consider such factors as road foundations and surfaces, lighting, safety barriers and grading. They carefully plan bypasses, road junctions, slip roads leading into major motorways, traffic signals. Road engineers are responsible for the design, construction and repair not only of highways, city streets and pavements, but also for numerous auxiliary structures such as bridges, fly-overs, tunnels and underpasses.

To succeed in my future career I must have good knowledge of mathematics, physics, geodesy, strength and properties of building materials and also should be well aware of such special and serious disciplines as road economy, management of road economy enterprises, accounting, planning and economical analysis.

Highway engineers have good career prospects. Graduates from this speciality can work in any motor transport organizations: road-building, road maintenance enterprises; design offices; traffic inspection service; road, industrial and residential construction plants. The profession of highway engineer is prestige and is of great demand now. It is very important for safety of roads and people. I think that the aim of future road specialists is to solve traffic problems,

to make city life more pleasant and to develop transport systems which are cheaper to install, cheaper to operate and aesthetically more acceptable. That is why I should study hard to put my knowledge in practice.

Economics

I am a second-year student of the Faculty of Economics and Management in Ivanovo State University of Civil Engineering and Architecture. I'd like to tell you about the profession of an economist and why I chose it as my future occupation in life.

Choosing the right career is very important. Most of us spend a great part of our life at our jobs. That's why we should try to find out what our talents are and how we can use them.

I think economics is a very interesting field of activity because it deals with the economy. The state of the economy affects both people and business. Every day all of us are to make economic decisions. Our economy is rapidly changing and developing. Many people need professional advice of an economist. There are many new fields of activity now: business, banking, marketing, etc. There are new forms of property in our society. A person must be a very competent specialist to understand the economic environment.

That is why I would like to study economics. Economics is the study of how people use resources to produce and distribute goods and services. So there are more types of jobs for an economist than for any other profession.

To succeed in my future career, I must have good knowledge in the sphere of economics. At the University we study not only general-education subjects like history, philosophy, sociology, but also disciplines we should be well aware of- higher mathematics, economic theory, management and so on. An efficient economist must also be able to operate the computer.

To my mind, nowadays nobody can be considered a good specialist without having a sufficient command of a foreign language. So I try to master English to be able to read English books in the original and to speak with my future foreign partners.

I've made up my career decision and I'll do my best to contribute to the welfare of our country. That's my idea of a good job.

Architecture

Choosing a career isn't a simple matter. When making a decision about your future career, you must be realistic about your interests and abilities. It's an advantage to choose your future career while at school. It gives a goal to work towards and enables you to choose a right, suitable course of study. As for me, I've determined to enter the University of Civil Engineering and Architecture, because my dream has always been to become an architect.

An architect is a person who designs buildings, coordinates and supervises all aspects of the construction of buildings. He tries to make houses comfortable to live in, and convenient for carrying out domestic duties. The structure an architect creates should give us pleasure, a sense of beauty.

An architect must receive a great deal of scientific training connected with his profession. He must know mathematics, as well as many facts concerning materials — for example what loads different materials may safely carry — so that there will be no danger of his building falling down. Architects must need some knowledge of sculpture, painting, design, mechanical engineering, geography, city planning, etc. The architect's sphere of knowledge is constantly expanding. He has to combine art, advanced technology, science and economics in his work. So, an architect has the task of being an artist as well as an inventive engineer, he must continuously see each element not as an isolated detail but as an individual note in a great composition.

Architects should preserve and enrich the best traditions of national and foreign architecture. Their chief task is to improve the quality of structures, to make buildings comfortable, lasting, economical and attractive.

To be a good architect means to be a highly educated person and have a strong desire to serve people. I consider the profession of an architect to be a good career for me. I suppose I've got enough time to receive a great deal of training, to develop my abilities, to learn more about modern trends in architecture and design and to prepare myself for interesting, creative and well-paid job.

HUMOUR

A Minute for a Joke

The more we learn, the more we know.
The more we know, the more we forget.
The more we forget, the less we know.
The less we know, the less we forget.
The less we forget, the more we know.
So why study?

He Must Go

Two men were going in a train. One of them asked the other:
"Are you going to Brown's lecture today?"
"Yes, I am," said the other.
"Take my advice and don't go," said the first, "I hear he is a very bad lecturer".
"I can't help it," said the other. "I must go, I'm Brown".

A Question to the Point

The professor was delivering the final lecture of the term. He put much emphasis on the fact that each student should devote all his time to preparing for

the final examination. He said: "The examination papers are now in the hands of a printer. Are there any questions?" Silence prevailed. Suddenly a voice from the rear inquired: "Who is the printer?"

The Sense of Humour

Once Professor Thomson (Lord Kelvin) was unable to stay for the class, so he placed a sign on the door which read as follows: "Professor Thomson will be unable to meet his classes¹ today."

Some college student, seeing his chance to display his sense of humour² after reading the notice came up and erased the letter "c" in the word "classes".

The professor noticing the laughter wheeled around, came back, looked at the student, then at the sign with the "c" erased — calmly erased the "l" in "lasses"³, looked at the student and proceeded on his way⁴.

Notes

1. to meet one's classes — зџ. прийти на занятия (*букв.* встретиться)
2. to display his sense of humour — показать свое чувство юмора
3. lass — девушка; ass — осел
4. to proceed on one's way — продолжать свой путь

Be Careful

The chemistry professor wrote the formula HNO_3 on the blackboard. Addressing one of the students he said: "Identify that formula, please." "Just a moment," answered the student, "I've got it on the tip of my tongue, sir." "Then," said the professor softly, "you'd better spit it out. It is nitric acid".

A Good Student

Professor: Can you tell me anything about the great scientists of the 17th century?

Student: Yes, sir, they are all dead.

PART THREE

TEXTS FOR SUPPLEMENTARY READING

Higher and Further Education in Britain

There are now 44 universities in the United Kingdom: 35 in England, 8 in Scotland, 2 in Northern Ireland and one in Wales. All British universities are private, that is not state-controlled institutions. Each has its own governing council, including some local businessmen and politicians as well as a few academics. Students have to pay fees and living costs, but every student may receive a personal grant from the local authority of the place where he lives.

British universities can be divided roughly into three main groups: the old universities; the redbrick universities, which include all the provincial universities of the period 1850-1930, as well as London University; the new universities, founded since the Second World War.

In the group of old universities Oxford (1167) and Cambridge (1209) are the oldest ones. Although they have together less than a tenth of the whole student population (each having about 12,000 students), they have special pre-eminence. A number of well-known scientists and writers, among them Newton, Darwin and Byron, were educated in Cambridge. Until the 19th century, Oxford and Cambridge were the only universities in England, and there was no place for girls. At present there are 5 women's colleges.

These two universities differ greatly from all the others in general organization, methods of instructions, syllabuses, traditions, history, etc. They are based on colleges (law, music, natural science, economics, agriculture, engineering, commerce, education, etc.), each college having about 300 students.

The teachers there are commonly called "dons". Part of the teaching is by means of lectures organized by the university. Apart from lectures teaching is carried out by tutorial system, for which these two universities have always been famous. This is a system of individual tuition organized by the colleges, each tutor being responsible for the progress of the students. The students go to the tutor's room once every week to read and discuss essays which they have prepared.

The typical academic programme for university students in Great Britain is composed of a varying number of courses or subjects. The academic obligations for each subject fall into three broad types. Lectures, at which attendance is not always compulsory, often outline the general scope of the subject matter and stress the particular specialization of the lecturer. Tutorials, through individual or group discussion, reading extensively, and writing essays under the tutor's direction, ensure focused and in-depth understanding of the subject.

Examinations on each subject require the student to consolidate his knowledge of the subject, which he has gained through lectures, discussions and a great deal of independent study. These three categories of academic activity—lectures, tutorials and examinations—provide the means by which students prepare themselves in specialized fields of knowledge in British universities.

The course of study at a university lasts three or four years. In general Bachelor's degree, the first academic degree, is given to the students who pass their examination at the end of the course: Bachelor of Arts, for history, philosophy, language and literature, etc., Bachelor of Science or Commerce or Music.

In 1971 the Open University was set up for the people who do not have time or the qualifications to study at a conventional university. The students of the Open University need to study about ten hours a week, to write essays, and to prepare for exams. There are weekly Open University lectures broadcast on BBC television and radio. The final mark is based on the exam and the written

assignments done during the year. It takes six (or eight) years to get a degree. One who gets a degree may have a better job, higher pay or post-graduate studies. Some universities have extra-mural departments.

Besides universities there are 30 polytechnics, numerous colleges for more specialized needs, such as agriculture, accountancy, art and design and law, a few hundred technical colleges providing part-time and full-time education.

Post-Graduate Research Work and Degrees in Britain

The undergraduate course of studies at English universities is completed when students are ready to take their degree examinations. After graduating they obtain the first academic degree or distinction of a Bachelor of Arts, depending on satisfactory examinations results. Bachelor's degrees are at two levels, Honours and Pass. Honours degrees are first, second or third class, and usually only about 5 per cent of the students are placed in the first class. Those that have a bent for research work may apply for an advanced course of study extending over not less than two academic years for full-time post-graduates and not less than three academic years for part-time graduate students.

The first post-graduate degree is normally that of Master, conferred for a thesis based on one or two year's full-time work. In a few of the biggest universities there are some seminars for post-graduate students, but usually there are no regular courses for them. In most universities it is only at the science faculties that any large numbers of students stay to do post-graduate work.

Every post-graduate working on a research problem is provided with an adviser and referees for the refereeing and evaluation of his thesis. On completing his course of study every candidate must submit a thesis. He is also required to forward a short abstract of his thesis comprising not more than 300 words. If the thesis is satisfactory on all points, the candidate will be awarded the degree and will continue his work in the academic field.

Everywhere the degree of Doctor is given for a thesis which is considered to be an original contribution to knowledge.

US Colleges and Universities

American colleges and universities are either public or private, that is, supported by public funds or supported privately by a church group or other groups acting as private citizens although under a state charter.

A public institution is owned and operated by a government, either a state or a municipal government. The government appropriates large sums of money for the institution's expenses. Yet these sums are normally not sufficient to cover all expenses, and so the institution is partially dependent on student fees and on gifts. A private institution receives no direct financial aid from any government, municipal, state or federal. The money used to pay the operating expenses has a

threefold origin: tuition fees paid by the students, money given in the form of gifts for immediate use, and the income from invested capital in the possession of the institution and originally received by the institution in the form of the gifts to be invested with only the income to be spent.

A college is generally defined as an institution of higher learning which offers a course of instruction over a four-year period, and which grants a bachelor's degree at the conclusion of studies. As part of university, a college graduate is distinguished from a graduate of professional school. However, the professional schools in some universities are called colleges.

A college prepares the student for two things: either graduate study leading to master's or doctor's degree or a job immediately after graduation. Students are classified as freshmen, sophomores, juniors and seniors. A freshman is a first year student, a sophomore, a second year student, a junior, a third year student, and a senior, a fourth year student. All students who have graduated from the senior class and who continue studying at a university are classified as advanced students or graduate students. Some graduate students receive grants which cover the cost of their education; a person on such a fellowship is called a university fellow.

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