

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ
УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ
«БАРАНОВИЧСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»**

А. А. САВКО

UNIVERSITY AND UNIVERSITY LIFE

**УНИВЕРСИТЕТ
И УНИВЕРСИТЕТСКАЯ ЖИЗНЬ**

**Практическое пособие
для студентов лингвистических специальностей**

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C12 **University and university life = Университет и университетская жизнь** [Текст] : практ. пособие для студентов лингвист. специальностей / А. А. Савко. — Барановичи : РИО БарГУ, 2014. — 47, [5] с. — 80 экз. — ISBN 978-985-498-568-8.

Включает тексты, упражнения и задания, направленные на формирование навыков и умений чтения, говорения, аудирования и письма по теме «Образование». По усмотрению преподавателя работа может проводиться как на аудиторных занятиях по дисциплине «Практика устной и письменной речи», так и для организации управляемой самостоятельной работы студентов.

Предназначено для студентов II курса лингвистических университетов и факультетов иностранного языка, изучающих английский язык как основной.

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ПРЕДИСЛОВИЕ

Практическое пособие «Университет и университетская жизнь» предназначено для студентов II курса факультета иностранных языков и призвано заполнить учебно-информационный пробел в учебных пособиях по данной тематике.

Пособие состоит из пяти частей. В первой даются общие сведения о системе образования в Великобритании, в частности, о *системе колледжей* как национально-специфической особенности британской образовательной системы. Во второй части раскрываются особенности поступления в учреждения высшего образования Великобритании, в третьей и четвёртой частях содержится информация о структуре типичного колледжа в Великобритании, кампусе, изучаемых дисциплинах, преподавательском составе и его обязанностях. В пятой части даётся общая информация об учреждении образования «Барановичский государственный университет», его факультетах, особенностях поступления в данное учреждение образования.

Автор ставил своей целью осуществить комплексный подход в обучении английскому языку по данной тематике, включающий формирование речевой, лингвистической и социокультурной компетенций. Особое внимание в пособии уделяется развитию вокабуляра, в частности, интернациональной и псевдо-интернациональной лексики.

Краткие теоретические сведения приведены из оригинальных источников, взятых из городской библиотеки Тьюксберри (Великобритания); 5-я часть пособия построена на основе переводных материалов (перевод А. Б. Щуцкого), а упражнения и задания разработаны автором.

PART ONE

WHAT IS COLLEGE?

Ex. 1. With a partner, try to give as many different answers as you can, both serious and funny ones (why not?!). Write them in the blanks below.

K It's	J It's
- an institution where you get knowledge...	- a meeting place of two loving hearts...
...	...

Ex. 2. Now look carefully at the 2 entries taken from English and American dictionaries and compare the definitions of the word college they give. Answer the questions that follow. Work in pairs.

college /kolidʒ/, **colleges**. 1. COUNT N OR UNCOUNT N A **college** is an institution where students study after they have left school... *the local technical college ... What do you plan to do after college?* 2. COUNT N A **college** in a university is one of the institutions which some British universities are divided into ... *Jesus College, Cambridge.*

col lege (kol'idʒ) n. [**O**Fr. < *collegium*, a society, guild < *collega*, COLLEAGUE] 1. an association of individuals having certain powers, duties, etc. [the electoral college] 2. an autonomous academic institution within a university [a Cambridge college] 3. any institution of higher education not designated as a university [a college of arts] 4. an institution set up by a profession as for the training or supervision of its members [the Royal College of Surgeons] 5. a school offering specialized instruction in some occupation [a secretarial college] 6. a name given to some private secondary schools 7. the buildings, students, staff, members, or administrators of a college.

electoral college — коллегия выборщиков (избирают президента США); **academic institution** — учебное заведение; **institution of higher education** — высшее учебное заведение; **supervision** — наблюдение, надзор; руководство; **instruction** — обучение; **occupation** — род занятий (профессия, специальность); **Royal** — королевский; **surgeon** — хирург; **staff** — преподаватели.

1. What language is the word *college* borrowed from? 2. What's the original meaning of this word? 3. Who is a *colleague* ['koli:g] according to the original meaning? 4. Is *college* a higher educational establishment? 5. Can a secondary school have this name? If yes, what kind of school is it? 6. What can a *College of Lawyers* be? 7. What is *Eton College*? 8. What is special about such universities as Oxford or Cambridge?

Ex. 3. To understand the role and place of colleges in the educational system of England, one has to have a general idea of the system itself. Read the passage and try to guess the meaning of the italicized words. Write down their Russian equivalents in the blanks below.

The basic features of the British educational system are the same as they are everywhere else in Europe: *full-time education* is compulsory up to the middle teenage years; the *academic year* begins at the end of summer; *compulsory education* is *free of charge* but parents may spend money on *educating* their children *privately* if they want to. There are three *recognized areas*, with children moving from the first stage (*primary*) to the second stage (*secondary*) at around the age of eleven or twelve. The third (*tertiary*) stage is '*further education*' at university or college. However, there is quite a lot that *distinguishes* education in Britain from the way it works in other countries.

- full-time education _____
- compulsory (education) _____
- academic year _____
- free (of charge) _____
- educate (children) privately _____
- recognized areas _____
- primary _____
- secondary _____
- tertiary _____
- further education _____
- distinguish smth. from smth _____

Ex. 4. Answer the following questions.

1. How many stages is the British educational system divided into? 2. Is all education free of charge? 3. What are the basic features of the educational system? 4. What is there, in your opinion, that can distinguish education in Britain from that in other countries, Belarus including?

Ex. 5. Make up a dialogue with a partner using Ex. 4.

Mind the inverted word order.

Use the following:

- Do you know...?*
- Can you tell me...?*
- Do you remember...?*

↓
Do you know how many stages the British educational system is divided into?

Ex. 6. Find in the text words and word combinations of which the following may be antonyms. Write them down in the blanks.

- part-time education _____
- fee-paying _____
- state (maintained) school _____
- optional education _____
- higher education _____
- to unite, to have (much) in common _____

Ex. 7. Pick up from the text all *international words*. Sort them out like in the table below. The first word is done for you.

noun	adjective	verb	adverb
<i>basis</i>	basic	<i>base</i>	<i>basically</i>
...

International words are those which have a similar form (stem, root) and meaning in many languages. E.g. *music, theatre, metal*, etc.

However, some of them may be pseudo-international: *accurate- точный, а не аккуратный*, etc.

Ex. 8. Read the explanation of the following words. Make sure you understand them. Write down their Russian equivalents.

- to confuse _____ if you *confuse* smth., you mix them up.
- confusing _____ if smth. is *confusing*, it makes you confused
- to be funded (by) _____ to be financed
- via [vaia] _____ if you do smth. *via* somebody, you do it with their help; if you go from one place *via* another, you go through the second place
- local education authorities _____ people responsible for educational policies in a certain locality, city, town, etc.
- to comprise _____ to include

Ex. 9. Read the text and say why the term ‘public schools’ can be confusing for a foreigner who is not familiar with the British educational system.

PUBLIC MEANS PRIVATE

Terminology to do with the school system in Britain can be confusing. Schools funded by the government, either directly or via local education authorities, are called ‘state schools’ and the education provided in this way is known as ‘state education’. This distinguishes it from ‘private education’ which comprises ‘independent schools’. Some independent schools are known as ‘public schools’.

The possibility of confusion is especially great because in the USA schools organized by the government are called ‘public schools’ and the education provided by the government is called the ‘public education’ or the ‘public school system’.

In Britain today, about 8 per cent of children are educated outside the state system.

Ex. 10. Complete the sentences using the above text correctly.

1. Schools in Britain are of two main types _____.
2. State schools are those _____.
3. Education provided in state schools is called _____.
4. Private schools comprise only _____.
5. Unlike Britain, in the USA public education is _____.

Ex. 11. Look at the words in the box. How many groups would you divide them into? Explain why.

a state school, a maintained school, a state-run school, a school organized by the government, a private school, an independent school, a public school, a school funded by the government, state education, private education, public school system

Ex. 12. Pick up from the previous exercises all words and word combinations which might fit the following areas:

State Education	Private Education
...	...
...	...

Ex. 13. Read for more information about public schools in Britain. Say what changes have taken place in the public school system. Consult a dictionary for unfamiliar words.

THE PUBLIC SCHOOL SYSTEM

Stereotypical public schools:

- are for boys only from the age of thirteen onwards, most of whom attended a private (preparatory) school beforehand;
- take fee-paying pupils (and some scholarship pupils who have won a place in a competitive entrance exam and whose parents do not pay);
- are boarding schools (the boys live during the term-time);
- are divided into ‘houses’, each house being looked after by a ‘housemaster’;
- make some of the senior boys ‘prefects’, which means that they have authority over other boys and have their own servants (called ‘fags’), who are appointed from amongst the youngest boys;
- place great emphasis on team sports;
- enforce their rules with the use of physical punishment;
- have a reputation for a relatively great amount of homosexual activity;
- are not at all luxurious or comfortable.

However, this traditional image no longer fits the facts. These days, there is not a single public school in the country in which all the above features apply. There have been a fairly large number of girls’ public schools for the last hundred years, and more recently a few schools have started to admit both boys and girls. Many schools admit day pupils as well as borders, and some are day-schools only; prefects no longer have so much power or have been abolished altogether; fagging has disappeared; there is less emphasis on team sport and more on academic achievement; life for the pupils is more physically comfortable than it used to be.

Among the most famous public schools are Eton, Harrow, Rugby and Winchester.

Ex. 14. Now answer the questions on the passage you have read.

1. Are public schools only for boys? **2.** Are they single-sex or mixed (co-educational) schools? **3.** At what age can one be admitted to a public school? **4.** Do all the pupils have to pay a fee? **5.** Do they have to take entrance exams to be admitted? **6.** Who is a prefect/a housemaster, do you think? **7.** Are sports played at public schools? What kinds of sport are they? **8.** Is academic achievement encouraged there? **9.** Is life for pupils more comfortable than it used to be?

Ex. 15. Find in the passage words and expressions, which mean the following. Write them down in the blanks.

- to go to school _____
- a school where pupils only study _____
- a school where pupils both live and study _____
- pupils who pay for their study _____
- pupils of a boarding school _____
- pupils who have won a scholarship _____
- a single-sex school _____
- a mixed school _____
- to do away with _____
- pupils' progress at school _____
- sports like rugby, football, etc. _____

Ex. 16. Explain the difference between:

1) A *preparatory* school and a *public* school; 2) a *day* school and a *boarding* school; 3) a *day pupil* and a *boarder*; 4) a *fee-paying* pupil and a *scholarship* pupil.

Ex. 17. Can you give Russian equivalents for the following words from the passage?

1) Housemaster; 2) a prefect; 3) a fag, fagging; 4) a competitive entrance exam.

Ex. 18. Summarize the information about public schools in Britain.

Ex. 19. These days many parents in Britain tend to send their children to private schools. Why do you think? Is it because:

1) They have better teachers? 2) they have better facilities? 3) the class size is smaller there? 4) teaching is more academic, interactive and individual there? 5) teaching is computer-assisted there? 6) students have to pay for their education? 7) students play a lot of sports there? 8) other reasons?

Ex. 20. In your opinion, what are advantages and/or disadvantages of studying in a public school? Share your ideas with the group. Make use of the following:

To my mind,....	As for...
In my opinion...	As far as I can see...
It's my opinion that...	As a matter of fact...
I think...	Actually
I believe...	What matters is...
As I see it,...	For one thing...
If you ask me...	In short...
Generally speaking	To cut a long story short...
Talking/speaking of...	

Ex. 21. Now it's time to learn more about colleges in Britain. Go through the list of words below and try to work out their meaning. Write in the gaps their Russian/Belarusian equivalents.

- academic education _____ *education* provided by a university which does not prepare for a particular profession
- vocational training _____ *training* for a particular job or profession
- explicit _____ smth. that is explicit is shown or expressed clearly and openly without hiding
- vague[veig] _____ smth. that is *vague* is not explained or expressed clearly
- department _____ one of the sections in a college or university. E.g. the *English Department*
- educational establishment _____ any institution providing some kind of education
- advanced course _____ a *course* providing extensive learning of a subject
- degree _____ a *degree* at a university or polytechnic is a qualification gained after completing a course of studies there
- to award a degree _____ to give this qualification to someone after they have completed the course
- staff _____ the *staff* are the people who work in an organisation. E.g. the *teaching staff* or the *staff*.
- shorthand _____ a quick way of writing which uses signs to represent words or syllables

bookkeeping	_____	<i>bookkeeping</i> is the job of keeping an accurate record of the money spent.
diverge from [dai'və:dʒ]	_____	when things <i>diverge</i> , they are different or become different
collegiate[kə'li:dʒət]	_____	a university consisting of colleges

Ex. 22. Grammar notes:

A. Prefix *MIS-* is used at the beginning of words to indicate that something was done badly, wrongly. For example, to mispronounce means to pronounce in the wrong way; to misuse — to use incorrectly, etc.

B. Prefix *NON-* is used with adjectives or nouns indicating that something does not have a particular quality or feature. For example, non-stop — without any stops or pauses, a non-smoker is someone who doesn't smoke, etc.

Ex. 23. Read aloud these names and identify them.

M o d e l: London — London is the capital of Great Britain.

Oxford, Cambridge [ei], Durham, Wales, Kent, Lancaster, York.

Ex. 24. Skim the first paragraph and make sure you understand the difference between the kinds of education provided by a university and a college.

COLLEGES

The word college is often misunderstood and misused by foreigners. Its first meaning in modern English is an educational establishment other than a university for people who have left school. Whereas a university aims at giving an academic education, and is mainly non-vocational (that is, does not prepare students for a particular profession), a college education is less academic, more practical, and usually vocational (that is trains people for a particular trade or profession).

Let us consider the different types of colleges in the above sense.

Colleges of Education. These colleges used to be called Teacher Training Colleges, and the latter term is still used by some people, especially those who are neither teachers nor students. This is either because they do not know the new name, or the old name is more explicit. Its meaning is immediately clear even to someone who hears it for the first time, whereas College of Education is vague by comparison, and few people would know exactly what sort of institution it is without being told.

Colleges of Education train teachers for posts in primary schools, and for the less specialised and less advanced posts in secondary schools, other posts being occupied by university-trained teachers.

Institutions of Further Education.

As already stated, further education is education after school except in universities and colleges of education. Institutions of further education may be called:

College of Further Education — a general college with a wide range of courses in many subjects.

Technical College — a college specializing in technical subjects.

College of Technology — has the same meaning as technical college.

College of Commerce — often called Commercial College in non-formal style.

These colleges teach commercial subjects, or, as they are often called now, business studies, for example, shorthand, typing, bookkeeping, and other subjects connected with commerce and trade.

College of Art (and Design) — often called Art College in non-formal style.

College of Building — often called Building College.

Many people receive their vocational training not at a specialised college such as a college of building, but in one of the specialised departments of a more general college, such as a college of technology or a polytechnic.

Polytechnics. This term cannot be fully defined without a long and detailed explanation. However, here is a brief summary. Although there have been some institutions in Britain called polytechnics for a long time, the term now usually refers to institutions formed since 1967. The first new ones were formed then, either from single technical colleges/colleges of technology or groups of these, or groups of technical, building, art and commercial colleges, which were re-organised under the name of polytechnics as centres for advanced courses in a wide range of subjects. Some of the work is of university level, and thus is officially described as the higher education sector within further education. However, the institutions themselves are not universities.

Private Colleges. All the colleges described above are state colleges. However, the word college is also used for some private establishments for vocational training. An example of this is the Secretarial College, which teaches commercial subjects, such as a state college of commerce.

In addition to the three types of college described above, there are several other types where the meaning of college diverges from that already given, that is an educational establishment other than university for people who have left school.

Colleges which are part of a university. Some universities are collegiate, that is they consist of several, or many colleges. The collegiate universities

are, in the order of their foundation: Oxford, Cambridge, Durham, London, Wales, Kent, Lancaster, and York.

The collegiate system can be described in general terms as follows. The university consists of a sort of federation of colleges, where each has a certain measure of independence. Each has its own building, staff and students, but prepares these students for common final examinations. Teaching may be organised on a college basis or a university (inter-collegiate) basis. However, degrees are awarded by the university, not the college.

Ex. 25. Skim the other paragraphs and say what types of colleges exist in England.

Ex. 26. Skim the last paragraph and say what a *collegiate university* is.

Ex. 27. Now scan the text and fill in the blanks below.

A university or a college?

is an educational establishment other than a university for people who have left school _____
aims at giving an academic education _____
does not prepare students for a particular profession _____
education is more practical and is usually vocational _____
education is mainly non-vocational _____
trains people for a particular trade or profession _____

Ex. 28. Link the sentences in the above exercise into a paragraph to characterise the two types of education. Write them in the blanks.

The numbers stand for the sentences to be used. Make changes, if necessary.

A College	A University
1)	1)
2)	2) that is...
3) it	3) which...

Ex. 29. Scan the passage and write in the blanks the formal names for the following:

A teacher training college _____
A commercial college _____
An art college _____
A building college _____

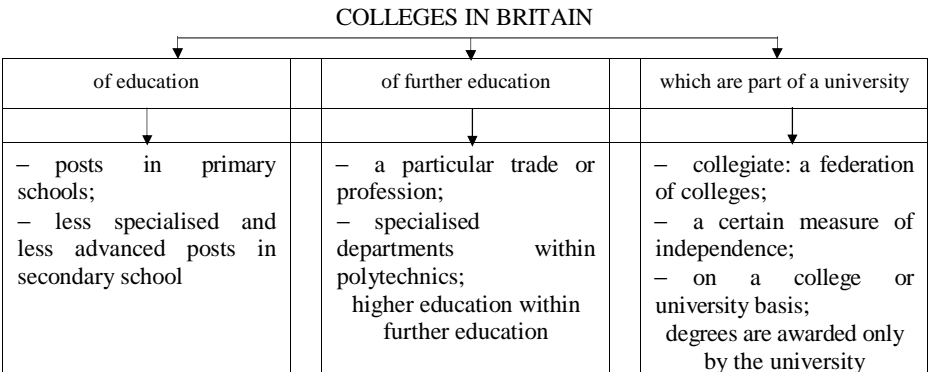
Ex. 30. Answer the following questions.

1. Why do people prefer the term *Teacher Training College* to *College of Education*? 2. Do colleges train teachers only for primary schools? 3. What are commercial or business subjects? 4. Which colleges teach them? 5. Where else can one receive vocational training? 6. Do polytechnics provide higher education? 7. What is the collegiate system? How does it work? 8. What are the oldest collegiate universities?

Ex. 31. Summarize the information about further education in Britain. Complete the sentences as appropriate.

1. Universities provide _____ or _____
2. Colleges aim at _____
3. Colleges of education train _____
4. Technical colleges specialize in _____
5. Colleges of commerce _____
6. Colleges of building train _____
7. A specialized college is one _____
8. Polytechnics are colleges _____
9. Collegiate universities are _____
10. The collegiate university consists of _____
11. However, the degrees _____

Ex. 32. Look at the chart below and without looking in the text try to explain its meaning.



Ex. 33. Using the above chart, say what you've learned about colleges in Britain.

Ex. 34. Group work.

Compare the system of further education in Britain with that in Belarus. Point out its pluses and minuses, if any.

Ex. 35. There are sure to be a couple of colleges in your place (or the republic in general). Give a short talk on them. Mention the following:

- **their names;**
- **who they train;**
- **what kind of education they provide;**
- **if they are popular in your place.**

College of Music, College of Medicine, College of Technology,
College of Law, College of Light Industry

Ex. 36. Vocabulary building.

Find in the text and write in the blanks words and expressions from the text which mean the following.

- to understand wrongly _____
- to use incorrectly _____
- to finish school _____
- to get an education _____
- to give an education _____
- a job _____
- specific _____
- teachers working in a school _____
- to prepare for a job _____
- to be different from _____

Ex. 37. Make sure you know these international words. Fill in the table where possible.

noun	verb	adjective	meaning
	train		
profession			
		typical	
	occupy		
commerce			
		technological	
	organize, reorganize		
office			
		personal	
	qualify		
secretary			
		functional	
	specialize		
foundation			
		basic	
	privatize		
		central	
	generalize		

PART TWO

GETTING INTO A UNIVERSITY/COLLEGE

Ex. 1. Go over the list of words and try to guess their meanings. Write them down in the blanks below.

to apply to university/college _____ _____	if you <i>apply to a university or college</i> , you write asking formally to be allowed to take exams to this institution
an application _____ _____	a formal written request that you write when you apply to a university or college
an Admissions Office _____ _____	It's the office in a university or college which deals with your application
an applicant _____ _____	an <i>applicant</i> for admission is someone who formally asks to be admitted (or to be given a job)
to apply for admission _____ _____	when you apply for admission, you ask to be admitted
to take an exam _____ _____	when you take an exam, you are given a formal test to show your knowledge of this or that subject. In this country you take either <i>oral</i> or <i>written</i> exams, or both.
to do an exam (coll.) (Syn.) _____ _____	in Britain exams are taken in <i>written form</i> , hence the term 'to sit (in) an exam.'
to sit (in) an exam _____ _____	to get a successful result in an exam Note: you may <i>take an exam</i> , but not <i>pass</i> it
to pass an exam _____ _____	to take it again, if the result is not satisfactory
to retake an exam _____ _____	not to pass it
to fail at the exam _____ _____	
to fail (in) a subject: to fail (in) Grammar; to flunk an exam (slang) — to fail it	
to scrape/get through an exam _____ _____	if you <i>scrape through</i> an exam, you just succeed in passing it
to enter (a university/college) _____ _____	to be admitted there, to become a student
entrance exams _____ entry/entrance (to a university, college)	you <i>take entrance exams</i> to enter an institution <i>entry</i> means taking entrance exams
to be accepted to (a university or college) _____ _____	to be admitted to a university or college

acceptance (to a university/college) _____

school-leaving exams _____

a school-leaving certificate _____

to take school-leaving exams at an O-level (ordinary) _____

to take school-leaving exams at an A-level (advanced level) _____

a grade _____

a (total) score _____

to make up one's mind — to make a decision _____

an option _____

to have an option (s) _____

to hesitate _____

- to change one's mind _____

- to think otherwise _____

acceptance to a university or college depends on the result of your entrance exams

they are exams that school-leavers take on completion of their studies

an official document which states that you successfully completed a course of school education exams taken at 16 or so leading to the GCSE (General Certificate of Secondary Education)

a higher-level examination taken at the age of 17 or 18, 2 years after the GCSE examination. It is the standard for entrance to university or other institutions of higher education

your grade in an examination is the *mark* that you get. your total score is the sum of all the grades to decide; when you make up a decision, you choose what should be done or which is the best of various alternatives.

a choice (an alternative)

if you *hesitate* to do smth., you are not certain whether you should do it or not.

if you change your mind, you change the decision you have made

Ex. 2. Answer the questions. Choose the correct sequence and alternatives. Add other steps, if necessary. Consult the dictionary for unfamiliar words.

1. What initial steps should be made to apply for admission to an educational establishment of higher learning in this country?

– Write to the Admissions Office of the chosen institution to inquire about the admission requirements?

– Make up your mind about your educational and career objectives?

– Write an application to the Admissions Office?

– Choose the institution/s your are interested in?

– Other? _____

2. What information should you provide in your application form?

– About yourself (autobiography)?

– About your education (educational background)?

– About you family and marital status?

– About your friends?

– About your qualifications, if any?

- About your work experience, if any?
- About your interests, hobbies, pastimes?
- About your foreign language/s proficiency?
- About your favourite school subjects?
- Other? _____

3. What other documents should you enclose with your application?

- A certified copy of your certificate of secondary education?
- Your certificate of secondary education?
- Your passport?
- Your driving license?
- A medical certificate?
- Your (smiling) photograph, 5 cm x (by) 5 cm with your signature on the back?
 - Any awards or diplomas awarded by the school which prove your academic excellence in the chosen field of study?
 - Health insurance?
 - Your birth certificate?
 - Your marriage certificate, if any?
 - Other? _____

4. How can you learn about the admission requirements?

- By looking at the prospectuses or booklets produced by the institution?
 - Through a teacher?
 - By writing to the Admissions Office asking them to send you a free copy of the requirements you should meet?
 - Through a friend who is a full-time student at this institution?
 - Other? _____

5. How many and what kind of entrance exams should you take?

- 2-3 exams?(Centralized Testing)
- From 2 to 4 exams?
- Depending on the admission requirements as each separate institution sets their own requirements?
 - Oral exams?
 - Written exams?
 - Both oral and written exams?
 - Write an essay on a suggested topic?

- Write a dictation?
- Take an exam in the chosen field of study?
- Take an exam in Russian/Belarusian?
- Take an exam in History of Belarus?
- Other exams? _____

6. What does your acceptance (admission) to a university (college) depend on?
- The grades earned at the exams?
 - Your total score obtained at the entrance exams?
 - Your good luck?
 - Your horoscope?
 - The attitude of the examiner/s?
 - The so-called admission score?
 - The awards and diplomas awarded on you at school and at competitions?
 - Your performance at each separate exam and how efficient you have been?
 - How well prepared for the exam/s you have been?

Ex. 3. Summarize the steps which are necessary to take to enter a higher educational establishment.

Use these:

To begin with...; Secondly...; Besides...; Besides the...;
 Moreover...; What's more...; ...and so on.; ...and so forth;
 ...and so on and so forth

Ex. 4. Give a short talk on the admission procedure to a university or college in this country.

Ex. 5. Grammar Point.

Write the second form of these words.

choose _____	write _____	make _____	decide _____
apply _____	learn _____	ask _____	consult _____
take _____	pass _____	do _____	earn _____
admit _____	accept _____	hesitate _____	have _____

Ex. 6. Tell the group how you were admitted to this University.

Remember to mention the following:

- when you made up your mind about the teaching career;
- why you chose this establishment;
- how you learnt about the admission requirements;
- if you contacted the Admissions Office (how, when);
- when you applied to this institution;
- why you chose this department;
- how you revised (read/crammed) for your exams;
- if the competition was high;
- what your examination grades were;
- what your total score at the exams was;
- what the admission score was;
- how you felt when you were admitted (accepted).

Ex. 7. Interviewing.

Interview 2-3 students from your group about their entering this University. Prepare a list of questions you would like to ask them. Put down their answers in brief, then extend them to sentences.

M o d e l: Name of Interviewee

Questions	Answers
1. When did you make up your mind about the career of a teacher? Who influenced your decision, your parents or your friends, or somebody else?	1. <i>Well, I think I decided to choose this career when I was in my last year at school. That was last year when I finished school....</i> (in her last year at school)
2.	2.

After you have interviewed the students, prepare a written report summarizing the results.

M o d e l: I have interviewed 3 students about their... .

Analysing their answers, I learned that all of them decided to choose the career of a language teacher in the... . And one student said that she started to consider the profession of a teacher as her future career when she was... .

Listening Comprehension. You are going to listen to how British students apply for admission to universities. Listen to the explanation of the following words and expressions. Make sure you understand them. Write their Russian/Belarusian equivalents in the gaps.

- an undergraduate student _____
- to do an undergraduate course _____
- B.A. (the Bachelor of Arts) _____
- M.A. (the Master of Arts) _____
- slight (a) difference _____
- to vary _____
- estimate (n) _____
- to say smth. at a very rough estimate _____
- to stand for _____
- UCCA (the Universities Central Council on Admissions) _____
- relevant _____
- preference _____
- in order of preference _____
- a fee _____
- a firm place _____
- a conditional place _____

Ex. 8. Guess the meaning of the following, paying attention to the international words.

Equivalent (n), separate exams, national school-leaving exams, slightly more specialised, people tend to take few exams, the courses they offer, directly from the university, one standard form to fill, a maximum of, a code number, a copy of an application form, to reply directly, ready to start.

Ex. 9. Now listen to a monologue and mark the sentences as T (true) or F (False), according to the speaker.

1. There are no separate exams for different universities in Britain. (___)
2. National school-leaving exams are called A-levels in England and ‘highers’ in Scotland. (___)
3. Acceptance to a university depends on a number of exams to take. (___)
4. Students need 5 A-levels and 3 ‘highers’ for acceptance to a university. (___)

5. The students choose the universities and courses by looking at prospectuses which they can get at their school library. (___)

6. Students can choose only 5 universities. (___)

7. After they have chosen the university, they send off their application directly to the university. (___)

8. In the application form you are to state the name/s of the university(ies), your educational background, qualifications and any relevant work experience. (___)

9. All the applications are processed through one central body called UCCA. (___)

10. Once you've sent your application form, you can't change the list. (___)

11. All applications should be sent a year in advance. (___)

12. If the student meets the requirements, he is offered a firm place. (___)

13. If the student doesn't meet the requirements, he is offered a conditional place. (___)

14. If the student is accepted, he should be ready to start the academic year in September. (___)

Ex. 10. Listen to the speaker again and answer the following questions.

1. Do students apply directly to the university they would like to do an undergraduate course at? 2. What is UCCA (UCAS)? What are its functions? 3. What steps should a student take to apply for admission? 4. What kind of form are they to fill in? 5. What kind of information are they to provide in the form? 6. How many universities can one apply to at a time? 7. Can one put them in the order of preference?

Ex. 11. Listen to the tape a third time and enlarge on the following statements.

– Acceptance to a university depends on the number of school-leaving exams you have and the grades.

– Students can choose the universities and courses that they are interested in by looking at prospectuses.

– Students are to fill in an UCCA form to apply for admission.

– The university can offer a student either a firm place or a conditional place.

– Students don't apply directly to universities.

Ex. 12. Below is a new passage containing information about admission procedures at British universities. Read it carefully and find out similarities and differences, if any, between the former passage and the latter. Consult a dictionary for unfamiliar words.

ADMISSION PROCEDURES

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

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

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

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

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

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

Ex. 13. Answer the following questions.

1. According to the passage, how many universities can an applicant choose? 2. What is ‘an account of his out-of-school activities’, do you think? 3. What is a reference? Is it an official document describing a student’s performance, abilities, character, behavior, etc? 4. According to the passage, one reference should be from the headteacher. Who do you think the other one should be from? (Deputy Headteacher? form teacher? subject teacher?) 5. Who is a referee? Is it someone who gives a reference or is given a reference? 6. What is a university admission board? Who is an admission officer? 7. What is the meaning of the word ‘department’ in ‘the academic department concerned’? 8. The passage says that ‘the student can accept the offer conditionally.’ What does it mean, in your opinion?

Ex. 14. Rephrase the following sentence from the passage using other, more formal vocabulary.

One or two members of this department will then
– look at the candidate’s application, _____ *consider his application* _____;
– see what he says about himself _____;
see what his headteacher and the other referee say about him _____ .

Ex. 15. Find in the text words and expressions which mean the following. Write them down in the blanks.

- difficult _____
- to fill in a form _____
- a letter describing your character and abilities _____
- an applicant _____
- refusal _____
- to appear _____
- university admissions office _____
- to meet requirements _____

Ex. 16. Explain the difference between:

- 1) An admissions office (department) and an admissions board;
- 2) a reference and an application; 3) a definite offer and a conditional offer;
- 4) an account of (one’s) out-of-school activities and academic performance.

Ex. 17. Read the text and guess the meaning of the underlined words. Answer the questions that follow.

LECTURING AND ASSESSMENT
IN HERIOT-WATT UNIVERSITY
(EDINBURGH, SCOTLAND)

All of the courses given in the University at undergraduate level rely, in the main, on lectures given in fifty-minute periods throughout the three terms in the early years of the courses. Each subject will normally have at least two lecture hours per week with an additional tutorial hour. The latter can consist of small groups with one tutor, or larger groups with several tutors, for example in mathematics tutorials. Additionally for many of the science and engineering subjects one or more afternoons per week may be devoted to laboratory work, at which experiments are conducted to back up lectures.

The university has a wide range of audio-visual equipment which is used both in lectures and in laboratory work but is also available for individual use for revision of, as well as additional material to, work done in classes.

Many of the subjects are assessed continuously on the performance achieved throughout the term on written work and in some cases good performances throughout the term can exempt from end of session examinations. However, most subjects are assessed at the end of each term in the first year of the course although the end of session examination contributes most to final achievement. In later years examinations are normally only held at the end of the first term and at the end of the session, and indeed first term examinations are rare in the final year of most courses. Final exams are normally held in May of final year.

It should be noted that each student has a mentor or tutor who keeps an eye on his progress throughout his university career and is available to advise the student who experiences difficulties with his academic studies.

Ex. 18. Answer the questions.

1. How many terms does the academic year at Heroit-Watt consist of?
2. How long does a lecture last?
3. What other classes do University students have in each subject besides lectures?
4. What is audio-visual equipment used for?
5. How and when are many of the subjects assessed?
6. When are final exams taken?

Ex. 19. Summing Up.

Say how students in Britain apply for admission to a university.
Use these as an outline.

- applying procedure;
- choosing the university(ies);
- providing all relevant information;
- sending off the application form;
- taking national school-leaving exams;
- informing the university of the examination results;
- starting a university course.

Say what else you have learned about studying at a British university.

Ex. 20. Group discussion.

Compare the practices of applying to and entering a higher educational establishment in Britain and Belarus. Point out similarities and differences.
Use the following:

Like/unlike...; ... is different in that...; The difference between the ... is...; As for...; As far as ... is/are concerned;
On the one hand...; On the other hand...

Which procedure is better, in your opinion, and why?

Ex. 21. Building vocabulary.

Find in the previous passages and write in the blanks words and word combinations which can mean the following:

- headmaster _____
- applicant _____
- admission office _____
- achievement _____
- to consider _____
- suggestion _____
- meet requirements _____

Ex. 22. The words in the box are taken from the first passage. They all look international, don't they? Which of them are pseudo-international? Sort out the words into 2 columns. Check the meaning of the 'false friends'.

Basis; selection; procedure; central; form; preference; activity; photocopy; candidate; (admission) officer; paper; condition(al); result

Ex. 23. Writing.

As you know, a British applicant has to enclose 2 references one of which is from the headteacher. Imagine you've been asked to write a reference about a student who you would like to recommend for admission to your college as his or her teacher of English. Below is an example of a reference written by an English headteacher. Read it carefully and pay attention to the *formal words and expressions* used. Introduce changes where necessary. Consult the dictionary for unfamiliar words.

JUNE STEWART

June Stewart *has attended* Cliveden School for the last five years. During those five years I *watched June's steady progress*. As Head of the Upper School, I *have been in a good position to assess her personal qualities and academic abilities*. I *have always found Jane to be* hard working, honest and reliable. She has held several responsible duties during her school career, including those of school prefect, and form representative. *Academically*, June *has performed* reasonably well. Her recent public examination results, although not outstanding, reflect her determination *to make the most of her abilities*. Her business studies teacher tells me that she is a *very industrious student with a serious-minded approach to her work*. As we have a very well-established business studies department at Cliveden, I think *you may rest assured* that she will prove a satisfactory employee from the point of view of her knowledge and command of office work of various kinds.

June has *a good record of punctuality and attendance*. She *can use her initiative when the occasion calls for it*; she is quite mature for her years. I *can sincerely recommend her to you* and I am sure she *will make* a very satisfactory and

Ann Michaelson
Head of Upper School

PART THREE

STRUCTURE OF NON-UNIVERSITY INSTITUTIONS IN BRITAIN

Ex. 1. Skim the passage and find out how the term 'specialized college' is defined.

The structure of colleges of education, polytechnics, colleges of technology and other non-university institutions is different from that of a university, and on the whole simpler.

Generally speaking, there are no faculties, and they are divided into departments, as the range of subjects in a particular college is much narrower than in a university. For example, in a college of technology mainly technical subjects are taught and therefore in one respect the whole college corresponds to a single faculty in a university.

Colleges of education are rather different, since the range of subjects studied is wider, although not as wide as in a university. Here also, however, there are no faculties, only departments. The usual departments are:

Department of Education — history and theory of education;

Department of English, Department of French — language and literature;

In colleges which teach more than one foreign language, the department is called the Department of Modern Languages.

Department of Geography/History/Mathematics/Science. Some colleges have separate departments of biology, chemistry and physics.

Department of Music/Drama/Art (and Crafts). Craft is sometimes called 'handicraft', and includes woodwork, metalwork, pottery, weaving, printing, etc.

The colleges referred to above are general colleges. However, there are also a certain number of specialised colleges that is colleges which specialise in particular subjects, for example, art (and craft), physical education, and home economics (formerly called 'domestic science'). This includes such subjects as cookery, needlework and childcare.

Ex. 2. Scan the passage and say whether these sentences are T (true) or F (False), according to the passage.

1. The structure of a college is simpler than that of a university. (___)
2. The range of subjects in a particular university is much narrower than in a specialised college. (___)

3. Structurally, colleges are divided into faculties and departments. (___)
4. In one respect a college may correspond to a single faculty of a university. (___)
5. The range of subjects studied at a college of education is normally larger than in a specialised college. (___)
6. In colleges of education which teach more than one foreign language, the department is called the department of Foreign Languages. (___)
7. Today Craft is sometimes called 'Handicraft' or 'Domestic Science.' (___)

Ex. 3. Identify the departments by the subjects taught there.

English and English Literature	_____
History and theory of education	_____
Woodwork, metalwork, pottery, weaving	_____
Cookery, needlework, childcare	_____

Ex. 4. Listening Comprehension.

The story you are going to hear is told by someone who's done a one-year university course and has been asked to share her experiences with the new students. In this very passage she considers "*the business of the actual day-to-day workload of the course*". In your opinion, what problems is she going to discuss? Can you find a Russian equivalent for the words in bold type?

Listen to the explanation of the words below and write in the blanks their Russian equivalents.

workload	_____
workload of the course	_____
a day-to-day workload	_____
set books	_____
to keep up with	_____
to keep smth free for smth	_____
to get the best out of smth	_____
to get hold of smth	_____
to get better	_____
to discriminate	_____
a commitment	_____
squash	_____
copious	_____

Ex. 5. The pairs of words below are close in meaning.

Can you guess their meaning and explain whether the difference between them is semantic, stylistic or otherwise?

to look at a problem
an assignment
to attend a lecture/class
to be supposed to do smth.
to cover a topic, grammar material, etc.
to be willing to do smth.
to sell smth at a discount
to read smth
to go to the lecture
to get hold of smth.

to consider a problem
homework
to go to a lecture/class
to be expected to do smth.
to be learning smth.
to wish to do smth.
to sell smth at a reduced price
to do the reading
to rush to the lecture
to buy smth.

Ex. 6. Guess the meaning of the underlined words.

1. At first I think you tend to worry rather a lot and you take copious notes on all the lectures because you're inevitably worried about missing something important. 2. But after a while you learn to discriminate not to write everything down and to trust a bit more to you reading and your own opinions on the subject. 3. At first there seems to be an awful lot of pressure.

Ex. 7. Listen to the tape and arrange the problems discussed in the order they come in the passage (1, 2, 3, etc.).

1. At first students tend to worry a lot as there seems to be a lot of pressure. (___)
2. Students do manage to combine working hard with a social life. (___)
3. The course is very intensive. (___)
4. Having the set books makes student life easier. (___)
5. The day-to-day workload is heavy. (___)

Ex. 8. Listen to the tape again and choose the correct answer.

1. You'll find that you're attending lectures _____ every day of the week.
 - a) from nine till three
 - b) from nine till three fifteen
 - c) from nine till three or three fifteen

2. Wednesday and Friday _____ are supposed to be free but sometimes there are commitments on these days as well.
 - a) mornings
 - b) afternoons
 - c) evenings

3. _____ afternoon is officially the university's sports afternoon.
a) Wednesday
b) Thursday
c) Friday
4. A lot of students like to keep Wednesday afternoon free _____.
a) to do the homework
b) to do the assignments
c) to do sports
5. If you want to get the best of the seminars and the lectures, you should _____.
a) keep evenings free after homework
b) keep up with the reading
c) keep up with your assignments
6. You won't have to rush to the library as you have _____.
a) the set books
b) the second hand books
c) the lecture notes
7. You take copious notes on all the lectures as you are inevitably worried about _____.
a) missing your classes
b) missing the occasional lecture
c) missing something important
8. After a while you stop worrying as long as you _____.
a) keep writing everything down
b) have the readings
c) trust a bit to your reading

Ex. 9. Mark the sentences below as F "false" or T "true" according to the passage.

1. Sometimes there are commitments on the afternoons which are supposed to be free. (___)
2. You find that you have homework and assignments most night. (___)
3. You can sometimes get hold of these second-hand books from students on last year's course. (___)

4. Those students are not willing to sell them to new students at a discount. (___)

5. Soon you learn to trust a bit more to your teachers and their own opinions. (___)

6. After a while you stop worrying about missing the occasional lecture. (___)

7. Unfortunately, there is no time to do the sort of things that you enjoy in the university. (___)

8. Being a student, you can seldom spend your time with your family. (___)

Ex. 10. Listen to the tape again and fill in the chart below.

Write down what the students are expected to do, according to the speaker.

Every day	Most nights	Sometimes
...

Ex. 11. There are some pieces of advice the speaker gives to the new students.

Can you match the beginnings with the ends?

Beginnings	Ends
It's very important that you	have at least the basic text
It's useful	keep up with the reading if you want to get the best out of the seminars and lectures
It is useful if you	to get the set books and you can get hold of those secondhand from students on last year's course

Ex. 12. Summarize the facts about "the business of the actual day-to-day workload of the course". Complete the sentences as close to the text as possible.

1. The university course is very intensive and _____ . 2. The day-to-day workload is heavy and you'll find that you have _____ . 3. Although Wednesday afternoon is the university's sports afternoon, there are _____ . 4. It's very important that you _____ . 5. It's useful to buy _____ . 6. Otherwise you'll find you have to

rush _____ . **7.** And it is useful to have at least _____ .
8. At first you tend to worry a lot and you take _____ . **9.** But
after a while you stop worrying and learn to trust _____ . **10.** You
can also learn to combine _____ .

Ex. 13. Listen to the story again and pay attention to the following discourse markers
now, then, OK, right used by the speaker:

How does the speaker pronounce them?

What purpose do they serve in a monologue?

Ex. 14. Compare your own experiences of dealing with the business of the actual
workload of the course.

Ex. 15. Imagine you are giving a short talk about your adjusting to student life.

Point out all the problems you had when you were a second-year student.

PART FOUR

THE ACADEMIC/TEACHING STAFF

Ex. 1. Read the text and guess the meaning of the underlined words.

UNIVERSITY TEACHER

A person who teaches at a university is officially called a university teacher.

Instructor is not used in England of a teacher in a university, nor in a college or school. An instructor is someone who teaches a particular skill, often connected with sport, and usually in some special establishment. E. g. a swimming instructor, a skiing instructor, etc.

In the USA, on the other hand, instructor also denotes the first grade of university teacher.

A teacher in a university may be called a lecturer since the word teacher is associated in many people's minds with schools.

Within the university the teachers are called collectively: the academic /teaching staff, to distinguish them from the administrative and other staff.

In everyday situations the academic staff are often referred to simply as the staff in contrast to the students. A member of the staff is also used.

HEAD OF DEPARTMENT

The position of head of department is an administrative one.

PROFESSOR

The position of professor is an academic one. The number of professors in a department depends on its size and on how many branches the subject has. There may be only one, who is also head of department, or several. They all have equal academic status.

Professor is followed by the preposition "of" with the name of the subject. E. g. Professor of English (Language/Literature (Language and Literature). If

the name of the university is given, “in” or “at” is used, “in” being more formal. E.g. Professor of English in the University of Leeds (Professor of English at Leeds University).

READER

This grade, denoting a university teacher ranking between professor and lecturer, exists in most, though not all English universities. It is not a large group; there may be one reader in a department, and in some universities there are readers only in certain departments. Reader is followed by “in” with the subject and “in” with the name of the university. E.g. Reader in Phonetics (in the University of London/ Reader in Phonetics at London University).

LECTURER

This is the largest group of teachers. They not only give lectures, but also take classes, seminars and tutorials. Lecturer is followed by “in” with the subject and 'at' with the name of the university, or “in”. E.g. Lecturer in History in the University of Bristol/at Bristol University. In informal style one may say, for example, English History lecturer.

Lecturers are subdivided in most universities into senior lecturers and lecturers. In some universities there is only one senior lecturer, “the lecturer”.

Another variation is the division into : “lecturers” and “junior lecturers” or “assistant lecturers”.

Assistant has a different meaning in the modern language departments of universities. It denotes a young visiting foreign teacher, usually appointed for one year to assist with oral work. For example, a French department may have a French assistant, a German department a German assistant, and so on.

TUTOR

A tutor is a member of staff who is responsible for supervision of a certain number of students. He helps these students individually with any general problems they have in connection with their work, and sometimes with such practical problems as finding accommodation, etc. He keeps the students for the whole of their course (usually three years).

Tutor also has another meaning, that is a teacher who supervises the work of a student in detail for a practical period. He arranges regular meetings with the students called “tutorials” where he advises them what to read, sets them essays, etc. There are usually 3—6 students in a tutorial group, and the type of work varies according to the subject and the institution. However, it always involves considerable discussion.

“Tutorial staff” is occasionally used in colleges instead of “academic staff”.

It is difficult to find a general term for a teacher in a college or other non-university institution. “College teacher” is not used. When filling in a form, such a teacher could either put simply “teacher”, or, for example, “teacher in a college of education”. The official term for a person who teaches in a technical college, college of technology, or more specialised technical institution is “teacher in a technical institution” but this is only used in a very formal style. In conversation one may say, if asked one’s profession: — I teach at a technical/building college.

Official grades of teachers in non-university are:

Head of department, Principal lecturers, Senior lecturers, Lecturers

Although the term “lecturer” usually implies that the teacher concerned gives lectures, this is not automatically so. It depends on the institution and/or the subject taught.

Ex. 2. According to the text, what meaning will the following words have?

Write them in the blank spaces.

- university teacher _____
- instructor 1. _____
- 2. _____
- academic/teaching staff _____
- administrative staff _____
- member of staff _____
- head of department _____
- professor _____
- reader _____
- lecturer _____
- senior lecturer _____
- junior lecturer _____
- assistant lecturer _____
- assistant _____
- tutor _____

Ex. 3. Do you remember the text well?

Complete the sentencing by ticking the correct alternative.

1. A person who teaches at a university is officially called:
 - a) an instructor
 - b) a lecturer
 - c) a university teacher

2. The collective name of university teachers is:
 - a) the academic staff
 - b) the administrative staff
 - c) the cleaning staff

3. In everyday situations the teaching staff are often referred to as:
 - a) the readers
 - b) the staff
 - c) the tutors

4. A university teacher ranking between professor and lecturer is called:
 - a) a professor
 - b) a reader
 - c) a lecturer

5. The largest group of university teachers is called:
 - a) readers
 - b) instructors
 - c) lecturers

6. Tutor sometimes is used in the general sense of:
 - a) professor
 - b) teacher
 - c) lecturer

7. Officially someone who teaches in a college is called:
 - a) a college teacher
 - b) a teacher
 - c) a member of staff

Ex. 4. Identify the names by their description.

1. This person is someone who teaches a particular skill, often connected with sport. 2. His position is an academic one implying the highest grade. Normally, he is head of department. 3. This person not only gives lectures, but also takes classes, seminars and tutorials. 4. This teacher supervises the work of a student in detail for a practical period. 5. This teacher teaches in a college. He may give lectures and take classes.

Ex. 5. Grade the academic positions of university and non-university teachers.

The first grade is done for you.

University teachers	Non-university teachers
Professor	Senior lecturer
...	...

Ex. 6. What kind of teaching do they do? Give lectures? Take classes? Take seminars? Take tutorials? Supervise students' work? Assist with oral work? Advise them what to read? Set essays? Help with practical problems?

Complete the sentences.

1. A professor _____ . 2. A reader _____ .
3. A lecturer _____ . 4. An assistant _____ . 5. An instructor _____ . 6. A tutor _____ .

Ex. 7. Can you explain the difference between “an assistant” and “an assistant lecturer”?

Summarize the facts about university and non-university staff in Britain. Compare them with similar educational establishments in this country. Mention the following:

- collective name of teachers;
- separate names;
- kinds of teaching they provide.

Tell about the teaching staff at you university and the types of teaching they do.

Ex. 8. Buildings and facilities. Guess the meaning of the following words. Write their Russian equivalents in the blanks.

premises	_____	all the buildings and land on which they stand
facilities	_____	buildings or equipment provided for a particular purpose
campus	_____	the land on which the buildings of college or university are located
on campus	_____	
entrance hall	_____	the place where you find yourself on entering the building
cloakroom (s)	_____	the room (s) where students leave their top clothes
great hall	_____	the same as Assembly (Hall) in a school
lecture room	_____	a room mainly used for lectures; occasionally Teaching room is used instead
classroom	_____	a room where classes, seminars and tutorials are held.
(room)	_____	
laboratory	_____	a room where research and experiments are made
language laboratory	_____	a classroom fitted with electronic equipment used for group tuition in languages
(audiolaboratory)	_____	
library	_____	the room where students borrow books
reading-room (reading hall)	_____	the room or hall where students do library research (do the reading)
staff room	_____	the room for the academic staff to work
common room	_____	the room where the staff spend their free time
offices:	_____	the room where head of Department works
Head of Department's office	_____	
the dean's office	_____	the room where the dean himself works
the rector's (director's) office	_____	the office of the person who runs the college
(the principal's office)	_____	
the secretary's office	_____	the office where the college secretary(ies) work(s)
refectory	_____	the usual word for the place where students have their meals. It is a specifically university/college word, and is little used elsewhere
dining room/hall	_____	the same as refectory; room is usually smaller than hall.
(cafeteria, canteen (rarely used in institutions), snack bar, coffee bar)	_____	
Medical Office	_____	this is where students go if they feel ill and where medical examination may take place
(sick room — coll.)	_____	

gymnasium (gymhall)

a room with equipment for physical exercise

extracurricular activities

activities such as athletics, dances, clubs, etc.

Ex. 9. Write brief answers to the questions about your university.

1. How many buildings does the university consist of?

2. Are they all situated on campus?

3. Where is the rector's (director's) office?

4. Where are other administrative offices?

5. Is there a language laboratory in your university?

6. Is the dining-hall on the premises?

7. Where is the staff room in your university?

8. Are there common rooms for the staff?

9. What facilities do the students have at their disposal?

Ex. 10. Imagine you are telling a group of foreign students about this university. Tell them about the buildings and facilities.

Ex. 11. Writing.

Summarising all previous information about your university, write a letter to a *pen-friend*. Tell him/her everything you think is worth mentioning about it.

PART FIVE

BARANOVICHI STATE UNIVERSITY

Ex. 1. Read the text about Baranovichi State University and be ready to talk about changes the university has experienced lately.

The institution of education “Baranovichi State University” established in June 2004 has successfully passed the stage of formation and ranks among higher educational establishments in the Republic of Belarus. The university provides training for careers in engineering, education, economy and law which are in demand regionally, nationally and globally.

Baranovichi State University provides all facilities necessary for fruitful academic work and scientific research, full-fledged work and recreation. At the students’ disposal are computer and task-oriented classrooms and laboratories, a video library and satellite television. There are student scientific societies, sports clubs and groups, clubs and groups of amateur artistic activities, a polyclinic, halls of residence and dining halls. The university has its respective educational, methodological and material resources, a data computing centre, a library numbering 245 000 books.

Structurally, the university comprises the following faculties: the faculty of education, the faculty of engineering, the faculty of finance and law, the faculty of slavonic and germanic languages, the faculty of education by correspondence, the faculty of continuous education, the faculty of refresher training and retraining in economy and education, the faculty of refresher training and retraining in industry and business, and the faculty of pre-university training.

The institution of education “Baranovichi State University” provides all necessary facilities for the students living in the halls of residence in terms of their personal development, their everyday life and leisure activities.

The main campus houses a complex of 3 comfortably furnished halls of residence that have their own kitchens, water closets and bathrooms. Their basements include an exercise gym with changing and shower rooms, a shaping-up gym and a cloak room. There is also a communal services unit and a dance hall.

BARSU STUDENT CLUB

Baranovich State University has created all necessary conditions for its students that enable to implement public policies in intellectual and creative spheres, aesthetic upbringing and education of young people organizing their instructive, exciting and positive leisure activities.

The cultural and leisure activities at the university run by the members of the Student Club is a system of work organized in a competent and professional way aimed at long-term personal and spiritual development of students.

It has become a tradition to hold such social events as the admission to the student body organized on September 1st (Day of Knowledge) called “Vivat, Freshman! Vivat, BarSU!”; theme concerts — contests “The Mother’s Heart Beats for Us”, “Mother, Me & BarSU” timed for Mother’s Day; current concert programs entitled “Belarus is My Native Land” given by the folk ensemble “A Gift of Music” (dedicated to Belarusian Constitution Day); concerts given in honour of war and armed forces veterans by 9th of May referred to as “A Salute to Victory!”; solemn ceremonies to honour university best graduates called “For Those Whose Hour Has Come at Last”.

Traditional are the festivals of student creativity, such as “Great Talents Most Wanted!”, a creative project done by first-year students; “The Best Student Medium” an intellectual and creative contest of video clips featuring faculty life of third-year students and many others.

The university’s interest clubs serve to meet the students’ spiritual needs. Among them are “The Guitar & Me”, “On Wings of Design”, a studio of visual, decorative and applied arts; amateur artistic groups, such as the people’s ensemble “A Gift of Music”, the people’s fashion theatre “Suite”, the youth theatre of miniatures “Floodlight”, the choreographic group “Impreza”, the studio of the popular song “Inspiration”, and others.

The favorable conditions, aimed at developing creative potentials of gifted students, created by the university administration coupled with the efforts made by the leaders of the artistic groups, contribute to a positive image of the university and artistic and cultural achievements.

The people’s collectives and other artistic groups including their leaders have repeatedly become prize and award winners at municipal, regional and national festivals and talent contests.

Every social event held in the university is always a uniting and creative experience for the young cultural and educational body — Baranovich State University.

ADMISSION TO BARANOVICHI STATE UNIVERSITY

According to the Regulations on the Admissions to Higher Educational Establishments, Baranovich State University admits applicants with general secondary education to 23 specialist courses and specializations given full-time and 12 specialist courses and specializations given by correspondence as well as to 7 short-term specialist courses for applicants with specialized secondary education in the respective area given by correspondence.

Documents are accepted by the university for full-time education and education by correspondence, including a second higher education, from July 2nd until July 23^d of the current year from:

- applicants, who have passed their entrance examinations, but do not qualify for entry for budget full-time education at the university, to compete for budget education by correspondence, until July 31 of the current year;
- applicants, who have passed their entrance exams but do not qualify for entry for budget education, to compete for full-time education and education by correspondence on a fee-paying basis, until August 2nd of the current year;
- foreign citizens and stateless individuals applying for entry on a fee-paying basis, until October 15.

Applicant registration for participation in Centralized Testing starts from May 1st until June 1st of the current year with candidates submitting their application and ID. Foreigners and citizens of the Republic of Belarus permanently residing abroad can forward their application and a copy of ID by mail.

Entrance examinations at the university are given from July 24 until July 28.

Applicants to all forms of education, budget and fee-paying, are enrolled at the university on a competitive basis in their chosen specialization on the result of their total score made up of their entrance examinations score and the average score of their certificate of education.

Applicants for fee-paying education are enrolled after concluding an agreement on education in accordance with established order.

Applicants are accepted as students:

- for full-time budget education until July 30;
- for budget education by correspondence until August 1;
- for fee-paying education until August 4 of the current year.

Admissions Office phone: (0163) 456769.

Open Doors Days are held at the university during the school winter and spring holidays.

BARSU DISTANT LEARNING CENTRE

To introduce new computer-based educational technologies into classes and to use modern telecommunication and information potentialities, the institution of education ‘Baranovichi State University’ has set up a successfully functioning Distant Learning Centre (DLC), whose main objectives are:

- to organize and offer training by means of distant learning;
- to increase efficiency of education by making extensive use of new information technologies and expanding educational services.

INFORMATION TECHNOLOGIES DEPARTMENT

The department’s activity is aimed at creation, introduction and development of computer-communicative and software-informative media meeting the needs of classroom work, scientific research and functioning as the university’s single information space.

To organize student training and staff work the university makes use of modern computers linked into local data-processing network with authorized access to the Internet. There are a number of computer labs equipped with modern computers and multidiscipline software that can be used for classroom work.

BARSU SPORTS CLUB

One of the university’s activities is implementation of a uniform public policy in the development of mass physical culture and sports in order to improve the health of the student body and staff.

The sports club pursues the following objectives:

- to popularize healthy living among the student body and the teaching staff;
- to maintain the university’s physical and sporting potential and introduce
 - new forms of physical education among the student body, the teaching and other staff;
 - to increase the number of sports clubs and health groups;
 - to improve the quality of coaching and training of athletes for competitions within the framework of the National Student Games, championships and cups held in the Republic of Belarus;
 - to maintain, develop and make the best use of the university’s sports facilities;

The university runs sports clubs and health groups in various sports. Annually, the university holds year-round intramural sporting competitions among the teaching and other staff.

University sporting teams represent BarSU with dignity at the National Student Games, championships and cups held in the Republic of Belarus.

SCIENTIFIC WORK

An integral part of studying is scientific research focused on meeting targets of Belarus' social and economic development as well as the development of fundamental and applied scientific research, an improvement of the staff's professional and teaching skills and the quality of training.

Scientific work at the university is done within the framework of the areas matching the course curricula.

Research studies have been largely focused on the following areas:

- economic sciences: development of methodology and principles of forming the conception of and program for the region's socio-economic development as well as techniques for business accounting of projects of intellectual property and those of economic activity;

- ecology and ecotourism: comprehensive research into biological diversity and cultural and historical relevance of old-age parks and prospects of use and preservation of their ecosystems as objects of ecotourism; machine building: research into resource-saving and strengthening technologies.

- An important line of research and practical application is the development of metal surface finishing procedure conducted by university academics. The result of the research is a patent for invention;

- power engineering and energy saving: research into theory and methods of designing effective power plants using alternative energy resources (using wind power). The result is a low-power wind installation. Participating in the program "Hydrogen Energy", our staff investigate hydrogen fuels combustion in energy installations and propulsion systems;

- pedagogy: investigation of techniques of monitoring the quality of education and methods of developing competences in the prospective specialist through the given courses.

The university staff also conduct science intensive research on a contractual basis for businesses.

An important part of training specialists is student scientific research. The university staff concentrate their efforts on introducing into studies educational

technologies based on investigative principles of learning which enable students not only to increase the efficiency of their scientific research, but also meet a number of fundamental objectives important for the university.

Thematically, student scientific research corresponds to that done at the university, branch ministries and other organizations, agencies and enterprises, including the problem areas chosen by students themselves.

The forms of recruiting students for scientific research are sufficiently varied and include:

- execution of laboratory practicals with elements of scientific research, and writing term and diploma scientific papers;
- participation in inter-university, national and international conferences, exhibitions, competitions and Olympiads;
- conducting scientific research during on-the-job training.

Ex. 2. Read the text about a college in Denmark and say whether you have the same facilities at your faculty or if they are used likewise.

The premises of the faculty are always available for the students, after normal teaching hours as well. On payment of a deposit the students get their own key to the premises. For more informal gatherings, e.g. preparing a meal together or having a party, the students are allowed — free of charge — to use a kitchen and an adjoining room.

Theoretical subjects are taught in a new building with light rooms of different sizes. You will find ordinary classrooms and rooms for groups.

The facilities for creative and cultural subjects are placed in an old building connected with the more recent buildings of the college. In this old and charming building you will find plenty of rooms for drama, sports, drawing and painting, music, science, sculptural work and work with wood, metal and textile.

The canteen is open all day through. Here you can buy food and drink — and today's menu. The canteen is also the place for social gatherings. Within the canteen area you will thus find a cosy sitting-room with an open fireplace. The canteen is governed by a committee of teachers and students.

The TV-studio offers students the possibility of producing and editing video, and to work with animation. Students are offered an introductory course in how to use the equipment. After this introduction the facilities are available to all the students free of charge.

The pedagogical shop is situated close to the Computer area and library. The students are offered up-to date facilities for the daily study-work: photocopying in black and white and in colour, off-set printing, binding of reports, etc. You will also find a small shop offering everyday school supplies.

The college offers excellent computer facilities. E.g. for the students' report-writing. In seminar rooms as well as in classrooms you will find Personal Computers all linked to the network of the college. Our library is linked to data-bases via the central library in the city.

The auditorium of the college has a twofold function. It is used partly for lectures and partly for theatre/plays. It has an up-to-date equipped stage with audio-visuals such as a wide screen for video performance, TV/video recording, CD and tape recording. Furthermore, it is possible to link the computer and the wide screen together.

We find it very important to have aesthetic and cosy rooms of different sizes offering the students the possibility to meet in small or large groups. We feel convinced that inspiring surroundings influence your pleasure of studying. We also feel convinced that inspiring and aesthetic surroundings have a positive impact on learning.

Ex. 3. Describe the building you study in. Remember to mention the following:

1) How many stores it has; 2) what is there on the ground floor and other floors; 3) what facilities are available for the students; 4) what facilities the college lacks or should have.

Ex. 4. Field research.

Group work. In groups of 3-4, prepare a text for a prospectus about your faculty. Please note that any advertised information contains elements of exaggeration. So wherever possible, use superlatives. Remember to mention the following:

1) Its buildings; 2) its facilities; 3) its chairs; 4) courses provided; 5) subjects provided; 6) training programmes; 7) student body; 8) academic staff; 9) extra-curricular activities; 10) any other relevant information; 11) scientific work.

Ex. 5. Imagine you've met a university student from abroad. What questions would you like to ask him/her? Simulate a dialogue with a groupmate. Remember to use informal or neutral language.

Ex. 6. The famous proverb has it: "No pains, no gains". What does it mean?

On the other hand, there is a saying: "All work and no play, makes Jack a dull boy." Do you agree? Develop the last 2 ideas.

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Савко Анна Александровна

UNIVERSITY AND UNIVERSITY LIFE

**УНИВЕРСИТЕТ
И УНИВЕРСИТЕТСКАЯ ЖИЗНЬ**

**Практическое пособие
для студентов лингвистических специальностей**

Заведующий РИО *Е. Г. Хохол*

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Учебные планы по всем специальностям создают основу для овладения иностранными языками на профессиональном уровне. Среди основных дисциплин — практика устной и письменной речи, практическая и теоретическая фонетика, практическая и теоретическая грамматика, методика преподавания иностранного языка, типология родного и иностранного языков, история языка, страноведение, зарубежная литература.

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