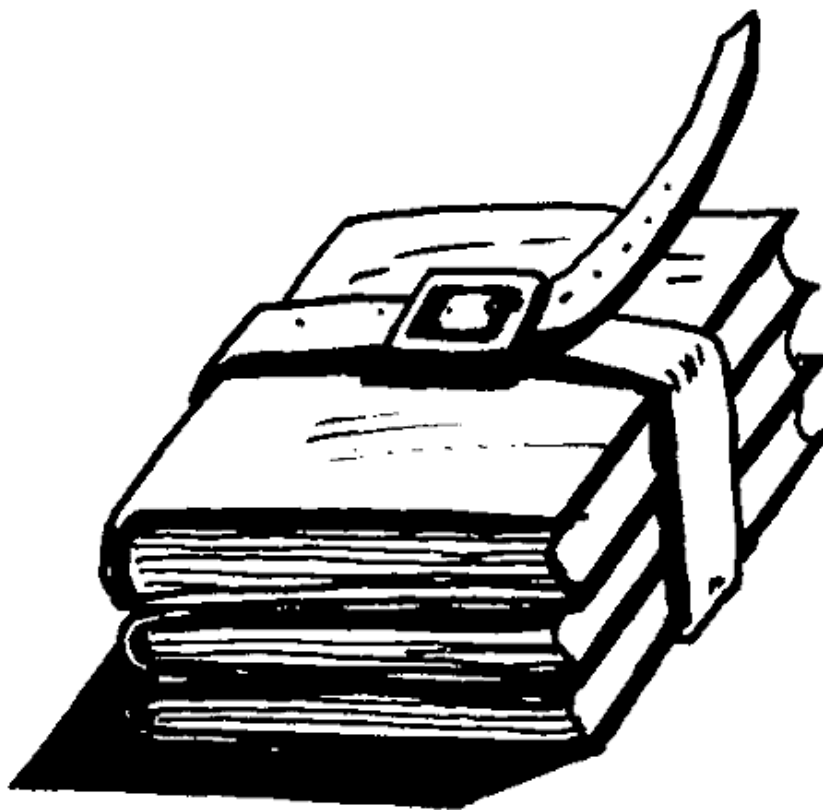


МІНІСТЕРСТВО ОСВІТИ ТА НАУКИ УКРАЇНИ  
ПРИКАРПАТСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
ІМЕНІ ВАСИЛЯ СТЕФАНИКА  
ФАКУЛЬТЕТ ІНОЗЕМНИХ МОВ  
КАФЕДРА АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ

*Навчально-методичний посібник*

# *EDUCATION*



Івано-Франківськ  
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Посібник складено згідно з програмовими вимогами.

Метою даного посібника є забезпечення цілеспрямованого засвоєння лексичного матеріалу, збагачення словникового запасу студентів, покращення правопису, що пов'язане з усіма аспектами вивчення теми "Education".

Посібник також містить текстовий матеріал з англomовних видань і завдання для розвитку та вдосконалення навичок роботи з автентичними іншомовними джерелами. Завдання дискусійного характеру та лексичні вправи спрямовані на активізацію комунікативних вмінь та розширення мовних можливостей студентів.

Посібник призначено для студентів вищих навчальних закладів спеціальності "англійська мова та література", вчителів та всіх, хто вивчає англійську мову.

*Друкується за ухвалою Вченої ради факультету іноземних мов  
Прикарпатського національного університету імені Василя Стефаника  
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# CHAPTER I

## UNIT I. BASIC NOTIONS OF EDUCATION

### 1. Education for adults.

**tertiary education** n [U] BrE education at a university, college etc as opposed to at a school or high school: *Few of our parents had had any form of tertiary education.*

**higher education** n [U] education at a university or college, especially to degree level: *There were demands for wider access to higher education.*

**further education** n [U] BrE education for people who have left school, that is not provided by a university

**adult education** (also **continuing education**) n [U] education provided for adults who are not in full-time education, usually by means of classes that are held in the evening: *The government is committed to continuing to fund adult education of all kinds.*

### 2. Places for higher education.

**university** especially BrE (also **college/school** AmE) n [C,U] an educational institution of the highest level, where people study for degrees: *a student at Cambridge University / Without public universities and public financial aid, many Americans would be denied the opportunity to go to college.*

**college** n [C,U] BrE a school for advanced education, especially in a particular profession or skill: *a lecturer at the Royal College of Art*

**junior college** (also **community college**) n [C] a college in the US that students can go for two years in order to learn a skill or prepare for university: *He taught maths at a community college in Northern Ireland.*

**school** n [C,U] (also **academy** n [C]) a place where a particular subject or skill is taught: *the Guildhall School of Music / a group of friends who met at drama school / the U.S. Naval Academy*

**graduate school** n [C,U] AmE a place, usually part of a college or university, where you can study for a master's degree or a doctorate after receiving your first degree: *She graduated with very good grades and went on to graduate school.*

**institute** n [C] an organization that has a particular purpose such as scientific or educational work: *the California Institute of Technology*

### 3. Relating to education.

**educational** adj relating to education: *We need to raise educational standards in the inner cities.*

**academic** adj [usually before noun] relating to education, especially at university level: *The University of Edinburgh is one of the largest academic institutions in Britain.*

**vocational** adj teaching or relating to the skills you need to do a particular job: *vocational courses in art and design*

**pedagogical** adj relating to teaching methods or the practice of teaching: *new pedagogical methods*

### 4. What is taught.

**degree** n [C] an advanced course of study at a university or college: *I did a law degree. / She has a **degree in** economics. / He went to university in 2001, but left without **taking a degree.***

**course** BrE, **program** AmE n [C] a set of classes or period of study relating to a particular area of study, especially a student's main area of study: *The course covers a range of*

*subjects including animal behaviour and animal welfare. / The English program at UC Berkeley is one of the best in the country.*

**course** (also **class** AmE) n [C] a set of meetings between a teacher and his or her students, during which they learn about a particular subject: *While at Stanford Law School, she took a business class on entrepreneurship. / He taught a college course on America's involvement in Vietnam.*

**evening class** (also **evening classes**) n [C or plural] a series of classes for adults, held in the evening: *She went to evening classes to study dress design.*

**module** n [C] especially BrE one of the separate units that a course of study has been divided into. Usually students choose a number of modules to study: *The chart shows modules which each student is registered for.*

**subject** n [C] an area of knowledge that people study at a school or university: *Women are much less likely to study science subjects than men.*

**discipline** n [C] an area of knowledge, especially one that people study at a university: *He saw physics as a discipline essentially concerned with fundamental laws.*

**major** n [C] AmE the main subject that a student studies at a college or university: *My major is economics.*

**minor** n [C] AmE the second subject that a student studies at a college or university, which they do in less detail than their major subject: *I am taking history as my minor.*

## 5. Forms of teaching or learning.

**lecture** n [C] a long talk on a particular subject that a teacher gives to a group of people, especially to students in a university: *All students attend lectures and seminars in their chosen fields of study.*

**class** n [C,U] a period of time during which someone teaches a group of people

**seminar** n [C] a class at a university in which a small group of students and a teacher study or discuss a particular subject

**tutorial** n [C] a period of teaching and discussion involving a tutor and a very small number of students, especially in a British university

**laboratory work** (also **lab work**) n [U] experiments or other work done in a laboratory by students who are studying science subjects

**distance learning** n [U] a method of study that involves working at home and sending your work to your teacher

**e-learning** (also **online education** AmE) n [U] a method of study that involves using the Internet and communicating with teachers using e-mail

**self-study** n [U] a form of study in which you learn on your own, using books etc: *a range of self-study language teaching materials*

## 6. People at university or college.

**student** n [C] someone who is studying at a university or college

**undergraduate** n [C] a student at a university or college who is working for their first degree

**undergraduate** adj [only before noun]: *Another important feature of all undergraduate courses in this faculty is the final-year project.*

**freshman/sophomore/junior/senior** n [C] AmE a student at a university or college who is in their first year, second year, third year, or fourth year: *Freshmen receive priority for rooms in the dormitories.*

**postgraduate** especially BrE (also **graduate student** especially AmE) n [C] a student at a university who is working to get a master's degree or a doctorate

**postgraduate** especially BrE (also **graduate** especially AmE) adj [only before noun]: *The department supports a large programme of **postgraduate research**.*

**major** n [C] AmE someone who is studying a particular subject as their main subject at a college or university: **history/biology/psychology etc major** *I was a history major, but took a few science classes too.*

**academic** n [C] someone who teaches or does research at a university or college: *a book written by two leading academics in the field*

**dean** n [C] someone in a university who is responsible for a particular faculty or area of work: *the dean of social sciences*

**professor** n [C] AmE a teacher in a university or college

**professor** BrE, **full professor** AmE n [C] a teacher of the highest rank in a university department

**senior lecturer** BrE, **associate professor** AmE n [C] a teacher at a university below the level of professor or full professor

**lecturer** BrE, **assistant professor** AmE n [C] a teacher at a university below the level of senior lecturer or associate professor

**instructor** n [C] AmE a teacher at a university below the level of assistant professor

**tutor** n [C] BrE someone at a university or college who teaches or advises a particular group of students

**research fellow** n [C] someone at a university whose main job is to do research

**teaching assistant** (also **TA**) n [C] AmE a graduate student who teaches small groups of students in some types of undergraduate classes

## 7. Parts of a university.

**school** (also **faculty** BrE) n [C] BrE a group of related departments in a University: *He teaches at Yale University School of Medicine. / the Faculty of Engineering*

**department** n [C] a part of a school or faculty in a university that does teaching or research in a particular subject

## 8. Paying for education.

**tuition fees** n [plural] BrE, **tuition** AmE n [U] the money that a student pays for being taught

**top-up fees** n [plural] BrE additional money that a university in England can charge a student, on top of the minimum that the student has to pay for tuition fees

**student loan** n [C] an amount of money that a student borrows from the government or a bank to pay for their education at a university or college: *After graduating, they will have to pay off huge student loans.*

**grant** n [C] an amount of money given to someone, especially by the government, to help pay for their education, research etc: *proposals to abolish the system of grants for university students*

**financial aid** n [U] AmE a general term for all the loans, grants, and scholarships that a student can receive: *Approximately 50 % of all our students receive some sort of financial aid.*

**scholarship** n [C] an amount of money that is given to someone by an educational organization to help pay for their education: *He had won a **scholarship** to Oxford.*

## 9. Degrees.

**bachelor's degree** n [C] a first university degree

**BA** BrE, **B.A.** AmE n [C] a first university degree in a subject such as history, languages, or English literature: *a **BA in** history*

**BSc BrE, B.S. AmE** n [C] a first university degree in a science subject: *a B.S. in physics*  
**master's degree** n [C] a university degree that you can get by studying for one or two years after your first degree  
**MA BrE, M.A. AmE** n [C] a master's degree in a subject such as history, languages, or English literature that you can get after your first degree  
**MSc BrE, M.S. AmE** n [C] a master's degree in a science subject that you can get after your first degree  
**MPhil** (Master of Philosophy) n [C] BrE an advanced university degree that you can get after your first degree, which is based on research  
**doctorate** (also **PhD BrE, Ph.D. AmE**) n [C] a university degree of a very high level, which involves doing advanced research: *a PhD in economics*  
**doctoral** adj a doctoral dissertation  
**MBA** (Master of Business Administration) n [C] a degree in the skills needed to be in charge of a business that you can get after your first degree  
**PGCE** (Post-Graduate Certificate of Education) n [C] BrE a qualification in teaching that you need in order to work as a teacher in a school in the UK. It is usually a one-year course, taken after a first degree.

### WORD COMBINATIONS CONNECTED WITH EDUCATION:

**a borderline candidate:** a person who has equal chances of passing or failing an exam:  
*Our policy is not to allow borderline candidates to take the Higher exams.*

**a certificate:** official document sb receives on completing course of study or training:  
*Her Beginner's Swimming Certificate is framed on the wall.*

**to cheat in an exam:** to use dishonest methods (e.g. copying from the student next to you) in order to pass an exam:  
*He cheated in every exam he sat for, being too lazy to study.*

**to come top of your class:** to be the best in your class:  
*I came top of my class in history.*

**diploma:** qualification awarded to student by college, or by high school in USA:  
*The two-year course leads to the City & Guilds Diploma in Printing.*

**to drop out of university:** to leave university before finishing your degree:  
*She dropped out of Oxford, having spent less than two terms there.*

**edutainment:** sth designed to be both educational and entertaining:  
*Some people would say that computer games are edutainment.*

**to excel at:** to be very good at:  
*He excelled at maths and physics, later winning the Nobel prize.*

**to be expelled from school:** to be dismissed from school permanently because you have done sth very bad:  
*She was expelled from school for insolence to her teacher.*

**a gifted student:** a student with natural ability to do sth well:  
*The headmaster was dismayed that such a gifted and hardworking student should choose to leave school at the age of sixteen.*

**a grade:** mark received by students in examination or for written work, usually in form of a letter:  
*I got a grade B in my composition.*

**to graduate from university:** to leave university, having finished your degree course and having got your qualifications:

*Rebecca graduated from York in 1995.*

**to lecture in:** to teach a particular subject at university:

*Steven lectures in Roman Law at Exeter University.*

**a lenient teacher:** a teacher who is not strict and does not punish students who deserve to be punished:

*If you are too lenient with your students, you can be sure that they will take advantage of you.*

**a mock exam:** a practice exam usually taken a short time before a real and important exam:

*I passed my mock proficiency exam, so I'm confident that I will do well in the real thing.*

**to pass an exam with flying colours:** to do very well in an exam and get very good marks:

*Laura is a very bright student and I'm sure she will pass all her exams with flying colours.*

**to play truant:** to miss school without permission:

*He was playing truant again and this time he had been caught.*

**to research/to do research into:** to do advanced studies in a particular subject (often done by people who have a university doctorate) [*research* is an uncountable noun]:

*Having gained a PhD in nuclear physics, he went on to do research into atomic particles.*

**to revise:** to study for an exam [Note: revision (n)]:

*Paul is revising for his geography test.*

**to sail through an exam:** to pass an exam very easily and with a good mark:

*I sailed through my end of year exams.*

**to sit (for) an exam:** to take an exam:

*I am going to sit for my proficiency exam next week.*

**to win a scholarship:** to be given money to help pay for the education you receive (you often win a scholarship by doing well in an entrance exam):

*He won a scholarship to Cambridge.*

## EXERCISES

**1. Who's Who in Education. Match the people (1-15) on the left with a definition (a-o) from the right.**

- |                |   |
|----------------|---|
| 1) apprentice  | a) a person (usually a child) who attends a school  |
| 2) caretaker   | b) a student who has completed a first degree course at a university or college   |
| 3) expert      | c) either a teacher at a university who teaches small groups of students or someone who privately teaches one pupil or a small group of pupils, often at home |
| 4) governor    | d) a person who teaches at a college or university  |
| 5) graduate    | e) a young person who works for a number of years with someone – usually for low wages – in order to learn their skills, e.g. a hairdresser                   |
| 6) headteacher | f) the person in charge of a university   |
| 7) lecturer    | g) a person who studies an academic subject, e.g. Greek, and knows a lot about it   |
| 8) principal   | h) a person who is very skilled at doing something or who knows a lot about a subject   |
| 9) pupil       | i) all the people who work at a school, college or University   |



- |                     |   |
|---------------------|---|
| 10) scholar         | j) a person who is a member of the committee which controls a school                  |
| 11) staff           | k) a student at a college or university who is studying for his or her first grade    |
| 12) student         | l) the person in charge of a school or college  |
| 13) tutor           | m) the person in charge of a school   |
| 14) undergraduate   | n) the person who looks after a school and is responsible for repairs, cleaning, etc. |
| 15) vice-chancellor | o) a person who is studying at a college or university                                |

**2. Verbs to do with Education. Write the missing verbs in the sentences below. Choose from the following list. Make changes where necessary.**

attend	behave	do one's homework	enroll
expel	fail	learn (sth) by heart	leave school
pass	praise	play truant	punish
recite	revise	sit/take an exam	specialize
study	test		

1. She \_\_\_\_\_ at 16 to go and work in her cousin's shop.
2. The headteacher \_\_\_\_\_ the school football team for doing so well in the local Cup.
3. I can't come out tonight, I'm afraid. I've got to \_\_\_\_\_ for a test tomorrow.
4. Children from the age of 5 to 11 usually \_\_\_\_\_ a primary school.
5. None of the teachers could control the boy. When he finally tried to set fire to the school, the headteacher was forced to \_\_\_\_\_ him. Since he was gone, things have been a lot more peaceful.
6. When he went to the Sixth-Form College, he decided to \_\_\_\_\_ in languages.
7. This course is very popular. If you want a place on it you'd better \_\_\_\_\_ today.
8. The teacher told the class that their homework was to \_\_\_\_\_ a poem \_\_\_\_\_ and that she would ask them to \_\_\_\_\_ it in class the following week.
9. She went to university to \_\_\_\_\_ mathematics.
10. In a mixed class, boys generally \_\_\_\_\_ worse than girls.
11. He was very upset when he \_\_\_\_\_ his exams, especially as he thought he had done so well.
12. She spends at least two hours every night \_\_\_\_\_ her \_\_\_\_\_ .
13. He was a very strict teacher and always \_\_\_\_\_ his pupils if they forgot to do their homework or misbehaved in class.
14. We are going to \_\_\_\_\_ the Cambridge First Certificate exam at the end of next month.
15. "At the end of the term we shall \_\_\_\_\_ you all to find out how good you are in English and maths," – the teacher told the class.
16. To \_\_\_\_\_ means to stay away from school without permission.
17. She was extremely intelligent and found it very easy to \_\_\_\_\_ all her exams.

**3. Other Useful Words to Do with Education. Write the missing words in the sentences below. Choose from the following:**

absent	academic	assignment	compulsory
course	deputy man	detention	form
gymnasium	lecture	mark	playground
present	register	scholarship	seminar

staff-room  
vacation

subjects

terms

tutorial

1. My daughter is in the fifth \_\_\_\_\_ of the local comprehensive school.
2. The teacher gave her a very high \_\_\_\_\_ for her essay.
3. If you get a \_\_\_\_\_ to a school or university, your studies are paid for by the school or university or some other organization.
4. My favourite \_\_\_\_\_ at school were English, art and music.
5. A teacher usually fills in a \_\_\_\_\_ every day to show which children are \_\_\_\_\_ (at school) and which children are \_\_\_\_\_ (not there).
6. When he was a student at university he used to work during the summer \_\_\_\_\_ as a waiter.
7. If the headteacher is ill or away, the \_\_\_\_\_ usually takes over the running of the school.
8. A \_\_\_\_\_ is when a teacher at a university or college gives a prepared talk to a group of students.
9. You don't usually talk about homework at university. You use the word \_\_\_\_\_ instead.
10. The \_\_\_\_\_ is where teachers in a school relax, prepare their lessons, mark their books, etc.
11. Education in Britain is \_\_\_\_\_ between the ages of 5 and 16.
12. The teacher punished the child by putting her in \_\_\_\_\_, that is, she was made to stay after school and do extra work.
13. A \_\_\_\_\_ is when a teacher at a university or college discusses a subject with a group of students.
14. In Britain, the school or \_\_\_\_\_ year starts in September and ends in July. It is divided into three \_\_\_\_\_.
15. She went on a \_\_\_\_\_ to learn about word-processing.
16. During the break the children were made to go out into the \_\_\_\_\_.
17. A \_\_\_\_\_ is when a teacher at a university or college gives an individual lesson to one or more students.
18. We usually have our physical education lessons in the \_\_\_\_\_.

**4. Read the text below and fill each blank with one suitable word.**

**Lionel Mendax: Curriculum**

I was a child prodigy, and went to the most expensive and most academically demanding schools in the country. I was a model student and was popular both ..... my teachers and my classmates. I was elected class president for six years ..... I passed every exam I ..... for with flying ..... and came ..... of my class in every subject I took. I also excelled ..... sports. In my final year at school, I ..... a scholarship to Cambridge University. Cambridge was child's play and I sailed ..... every exam I took, finally getting a first class honours degree ..... natural sciences. On graduating ..... Cambridge, I went on to Oxford to ..... research ..... atomic particles. .... completed my research, I took ..... a teaching post at Harvard where I lectured ..... astrophysics. I am presently teaching post- ..... students everything they do not know about nuclear physics at the Sorbonne University in Paris. Oh well, it keeps me occupied, and it's a job.

5. Read the text below and decide which option (A, B, C or D) best fits each gap.

### Lionel Mendax: The Truth

It was my misfortune to be Lionel Mendax's form master in his last year at school. Lionel was 0) compulsive liar and an inveterate cheat who, when not 1) ..... truant, plagued the hell out of both myself and my teaching colleagues. Contrary to his own inflated opinion of his intellectual abilities, Lionel was not a 2) ..... student. Far from it. He was at best a 3) ..... candidate for his GCSE exams and as such it was perhaps a blessing that he was 4) ..... from the school before he took them. It is only fair, however, that I should give Lionel credit where credit is due. No one had ever been 5) ..... out of Greyfriars school before. Notwithstanding that, even our ridiculously 6) ..... and excessively liberal headmaster could not ignore the fact that Lionel had been caught cheating 7) ..... every single one of his 8) ..... GCSE Exams. After his 9) ..... , he 10) ..... a course in printing and design at the local technical college, but soon 11) ..... out.

- |    |             |              |              |              |
|----|-------------|--------------|--------------|--------------|
| 0  | A hardened  | B heavy      | C compulsive | D addictive  |
| 1  | A running   | B playing    | C making     | D doing      |
| 2  | A gifted    | B upstanding | C skilled    | D strict     |
| 3  | A grey      | B borderline | C futile     | D debatable  |
| 4  | A evacuated | B expelled   | C evicted    | D expired    |
| 5  | A thrown    | B pitched    | C discarded  | D hurled     |
| 6  | A harsh     | B light      | C stringent  | D lenient    |
| 7  | A on        | B at         | C in         | D by         |
| 8  | A false     | B pretend    | C mock       | D fake       |
| 9  | A eviction  | B extraction | C expulsion  | D evacuation |
| 10 | A made      | B did        | C assisted   | D sat        |
| 11 | A fell      | B went       | C let        | D dropped    |

### 6. Teaching Methods. Read the text and choose the best suitable word.

The lecture method is the oldest (1) way / approach to teaching in higher education. It originated in the earliest European universities (2) during / for the 12<sup>th</sup> and 13<sup>th</sup> centuries. Before the introduction of the printing press in 1450, students had to create their own books by (3) listening to / hearing lectures and writing down the words of their instructors. Today, faculty who use the lecture method typically (4) tell / speak to large numbers of students in a formal and very organized manner. The faculty member presents his or her description of the key (5) ideas / ideals of a subject, and gives interpretations that often include current research on the issue. (6) Following / Followed the presentation, lecturers sometimes invite students to ask questions on the material.

Many faculty members (7) imply / employ a combination of lectures and small group discussions. In the lecture-discussion method, professors (8) lecture / read a lecture to a large group of students and then (9) select / divide the class into smaller discussion sections. Graduate teaching assistants, instructors, or assistant professors lead these small group discussions. They lead the discussion on the lecture topic, (10) answer / reply questions, and test the students with quizzes or exams.

Professors often use a discussion format of instruction in institutions that emphasize a high (11) level / layer of teacher-student interaction. In this teaching method, the professor meets with a small number of students and (12) learns / teaches the course by leading discussions with students. For example, the professor may present ideas and (13) raise / rise questions to stimulate debate or dialogue (14) between / among the students.

## UNIT II. THE EDUCATIONAL SYSTEM IN THE UK

### Stages in a person's education

Here are some names that are used to describe the different types of education in Britain.

play school/group nursery school	pre-school (2–5 years old)	mostly play with some early learning
infant school junior school	primary (5/6 – 12/13)	basic reading, writing, arithmetic, art, etc.
comprehensive school or grammar school sixth form college (16-18)	secondary (12/13– 16/18)	wide range of subjects in arts and sciences and technical areas
college or university	further/higher (18+)	degrees/diplomas in specialized academic areas

**Comprehensive schools** in the UK are open to all and are for all abilities. You can only get into a **grammar school** by competitive entry (an exam). **Public schools** in the UK are very famous **private schools**. **Colleges** include **teacher-training colleges**, **technical colleges** and **general colleges of further education**.

#### *Exams and qualifications.*

**take/do/sit** an exam; **resit** an exam (take it again because you did badly first time); **pass** (get the minimum grade or more) / **do well in** (get a high grade) an exam; **fail** (you do not get the minimum grade) / **do badly in** (you fail, or don't do as well as expected / as well as you wanted) an exam

Before an exam it's a good idea to **revise** for it. If you **skip classes/lectures**, you'll probably do badly in the exam. [informal; miss deliberately]

Some schools give pupils **tests** regularly to check their progress. The **school-leaving exams** are held in May/June. In England these are called **GCSEs** (age 16) and **A-levels** (age 18). In some schools, colleges and universities, instead of tests and exams there is **continuous assessment** with **marks**, e.g. 65 %, or **grades**, e.g. A, B+, for essays and projects during the term. If you pass your university exams, you **graduate** (get a degree), then you're a graduate and you may want to go on to a **post-graduate** course.

#### *Talking about education.*

In colleges and universities, there are usually **lectures** (large classes listening to the teacher and taking notes), **seminars** (10-20 students actively taking part in discussion etc.) and **tutorials** (one student or a small group, working closely with a teacher).

A **professor** is a senior university academic who is a well-known specialist in his/her subject. University and college teachers are usually called **lectures** or **tutors**.

Asking somebody about their country's education system.

- What's the **school-leaving age**?
- Are there **evening classes** for adults?
- Do you have **state** and **private universities**?

- Do students get **grants** for **further education**?

## EXERCISES

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

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

### **2. Correct the mis-collocations in these sentences:**

1. I can't come out. I'm studying. I'm passing an examination tomorrow.
2. Congratulations! I hear you succeeded your examination!
3. You can study a lot of different careers at this university.
4. I got some good notes in my continuous assessment this term.
5. She's a professor in a primary school.
6. He gave an interesting 45-minute conference on Goethe.
7. She got a degree in personnel management from a private college.
8. When I was 12, we started having French seminars at school, and I fell in love with the language.

### **3. What questions could you ask to get these answers?**

1. No, they have to finance their own studies.
2. There isn't much difference; it's just that one gets money from the government and the courses are free, the other depends on fee-paying students.
3. Well, they learn one or two things, like recognizing a few numbers, but most of the time they just play.
4. Because I wanted to be a teacher, no other reason.
5. It's sixteen, but a lot of kids stay on until eighteen.
6. I've been revising/studying for an exam.
7. No, ours are given in grades, you know, B+, C, A, that sort of thing.
8. No, I was ill. I didn't miss it deliberately.
9. They are exams taken in England at 18 years old, which you need in order to get into university.

**4. British School and Institutions. Read the definitions below and write the numbers 1-18 next to the following words.**

boarding school	primary school
co-educational school	private school
College of Further Education	public school
comprehensive school	secondary school
evening classes	Sixth-Form College
nursery school	state school
playschool	Teacher Training College

1. This is a school which is run by the government and where education is free.
2. This is a school which is not supported by government money and where parents have to pay for their children's education. It is sometimes called an independent school.
3. This is the school a child attends from the age of five to the age of eleven.
4. This is a school for children between three and five years of age. Most of them are run by local education authorities.
5. This is an institution where students study for degrees and where academic research is done. The most famous ones are Oxford and Cambridge.
6. This is the school a child attends after the age of eleven and until he or she is sixteen or eighteen.
7. This is similar to a nursery school but is not usually run by local education authority. It is an informal school where children learn to play with other children as well as learning other things through play rather than formal lessons.
8. This is usually a private school where the pupils live during the term and only go home to their parents during the holidays.
9. This is the most common type of state secondary school where pupils of all abilities and backgrounds are taught together.
10. This is a private school for pupils up to the age of thirteen, where they are made ready (or prepared) to attend a school for older pupils, usually a public school.
11. This college specializes in training people to become teachers.
12. This is a college for people who have left school and want more qualifications at a lower level than a degree. Here, the courses are often linked to some kind of practical training, for example, typing, hairdressing, etc.
13. This is a special type of university, open to everyone, which uses radio and television for teaching and the students' work is sent to them by post.
14. These are courses for adults held in most towns – usually in the evenings – where students, for a small fee, study a variety of things, from French to flower arranging.
15. This is a college which specializes in preparing people for particular jobs in science, industry, etc.
16. This is a private school which provides secondary education for pupils between the ages of thirteen and eighteen. Usually it has a long tradition and fees are expensive. Two of the most famous ones are Eton and Harrow.
17. This is a school for pupils between the ages of sixteen and eighteen, who are preparing to take their A-level examination.
18. This is a school where boys and girls are taught together in the same building and classrooms.

**5. Schools in GB. Read the following text and insert the best suitable variant.**

ability / access / assess / comprehensive / higher / either / lower / enrolled / full-time / grade / largely / leave / preparatory / prepare / primary / private / take / tested / vocational

Compared to the United States, fewer people go on to (1) \_\_\_\_\_ education in Britain, and there is more emphasis on segregating pupils at the (2) \_\_\_\_\_ levels on the basis of (3) \_\_\_\_\_. National tests at the ages of 7, 11, and 14 (4) \_\_\_\_\_ students' progress. Schools must provide religious education for all pupils, although parents can withdraw their children from it. (5) \_\_\_\_\_ school begins at age 5 in Great Britain. In

addition, about half of 3- and 4-year-olds are (6) \_\_\_\_\_ in specialized nursery schools or in nursery classes at (7) \_\_\_\_\_ schools.

In Britain, the term *form* is used to designate (8) \_\_\_\_\_; *old boys* and *old girls* refer to people who have graduated from a school. (9) \_\_\_\_\_ schools or independent schools are called *public schools*, a term that means just the opposite in the United States. What are called public schools in the United States are called *state schools* in Britain. Grammar schools are university (10) \_\_\_\_\_ schools, most of which have been replaced by (11) \_\_\_\_\_ schools catering to students of all academic abilities. Secondary modern schools provide (12) \_\_\_\_\_ education rather than preparation for university entrance.

At the age of 16, prior to leaving school, students are (13) \_\_\_\_\_ in various subjects to earn a General Certificate of Secondary Education (GCSE). If they wish to go on to higher education at a university, they (14) \_\_\_\_\_ Advanced Level examinations, commonly known as "A" Levels. About a third of British students (15) \_\_\_\_\_ school as soon as possible after turning 16, usually taking lower-level jobs in the workforce. Those who stay in school past the age of 16 may pursue (16) \_\_\_\_\_ further education or higher education. Further education is (17) \_\_\_\_\_ vocational. Students may also stay in school until age 18 to (18) \_\_\_\_\_ for higher education.

## 6. Private Schools in Britain. *Follow the direction for Exercise V.*

assistance / attended / boarding / education / fees / highly / kindergartens / percent / preparatory / referred / scholarships

The most famous schools in Britain are private (1) \_\_\_\_\_ schools, such as Eton College, Harrow School, Rugby School, and Winchester School. These famous private schools, founded during the Middle Ages, are theoretically open to the public, but in reality are (2) \_\_\_\_\_ by those who can afford the (3) \_\_\_\_\_. Many of Britain's leaders have attended these private schools, which cater to the wealthy and influential but also offer some (4) \_\_\_\_\_ to gifted poorer children. Local authorities and the central authority also provide (5) \_\_\_\_\_ to some families who are unable to pay the fees. Only a small percentage of the population can attend these ancient and (6) \_\_\_\_\_ prestigious schools. A variety of other schools are also private, including (7) \_\_\_\_\_, day schools, and newer boarding schools. Private schools that take pupils from the age of 7 to the age of 11, 12, or 13 are called (8) \_\_\_\_\_ schools. Private schools that take older pupils from the age of 11, 12, or 13 to 18 or 19 are often (9) \_\_\_\_\_ to as public schools. Only seven (10) \_\_\_\_\_ of British students attend private schools.

## 7. British Universities. *Follow the direction for Exercise V.*

advanced / correspondence / divided / enormous / extension / foremost / number / qualified / residential / sciences / single / solid / status / students

Britain has more than 90 universities. British universities can be (1) \_\_\_\_\_ into several categories. The (2) \_\_\_\_\_ universities are the University of Oxford and the University of Cambridge, both founded in the Middle Ages. The term *Oxbridge* is used to refer to both schools as a (3) \_\_\_\_\_ entity. Another type of university is the so-called redbrick variety – old and (4) \_\_\_\_\_ schools built in the 19<sup>th</sup> century when bricks were the standard building material. The large (5) \_\_\_\_\_ of ultramodern universities that sprouted up in the last half of the 20<sup>th</sup> century are often called cement block and plateglass



universities. London has its own great schools, the (6) \_\_\_\_\_ University of London and its world-famous college, the London School of Economics.

Students interested in (7) \_\_\_\_\_ education can also attend polytechnics, which are schools dedicated to the (8) \_\_\_\_\_ and applied technology. An education act in 1992 changed the (9) \_\_\_\_\_ of these colleges to universities. Higher education can also be obtained through the Open University, founded in 1969, which offers (10) \_\_\_\_\_ courses taught through (11) \_\_\_\_\_, television and radio programs, and videocassettes. It also sponsors local study centres and (12) \_\_\_\_\_ summer schools. The purpose of the Open University is to reach people who may not ordinarily be (13) \_\_\_\_\_ for university study.

## CHAPTER II

### READING 1

#### TRAINING FOR REAL JOBS

Schools used to teach many subjects (for example, Latin and Greek) that, although interesting, were not really necessary for success in the real world. These days, many schools are developing programs that teach practical subjects and prepare students for jobs in the real world. In these programs, children go on trips to learn about different kinds of work and adults come to schools to speak about their jobs. This new approach is called "career education".

1. A new effort to help America's young people find and hold jobs is being made in the nation's schools. Faced with a generation of youngsters who have an increasingly difficult time getting hired, educators are testing new methods of preparing students for employment. Involved in what is known as career education is a wide variety of courses designed to show students how to find work and satisfy an employer. Computers, on-the-job visits, and acting out work situations in class are used to teach people skills from simple bookkeeping to taking job interviews. The method is midway between general school studies and vocational education, which provides training for a particular job. Much of the career education is included in normal classes that are taken by students starting with elementary school.

2. "Vocational and back-to-basics courses are also growing rapidly, and that's fine with us", says Kenneth Hoyt, director of career education for the U.S. Office of Education in Washington, B.C. He observes, "What we're trying to do is show students how the three R's and everything else they learn are useful in the big world outside of class. This approach is interesting for a lot of kids who used to see no point in school".

3. To plan for an increased effort, 6,000 educators, business executives, and labor leaders met in Houston to discuss future changes in career education. Showing the urgency of the situation was a report that 19 percent of teenagers are unemployed at a time when more than 25 million jobs are unfilled. Another finding at the conference: more than half of a group of seventeen-year-olds studied were unable to write a job application satisfactorily.

4. Among the most important projects going on in career education:

- Thousands of workers are going into schools, explaining what they do and how students can get into their fields.

- Employers are giving schools up-to-date information on job opportunities and qualifications to help young people prepare for careers.

- High schools and colleges are sending large numbers of pupils to work part time in offices, shops, garages, and community centers as paid employees or volunteers.

5. Some projects are planned to make use of the real-life interests of young people. Animal-loving elementary school students, for example, in addition to learning about animals, are learning about selling by taking trips to pet stores. Elsewhere, children interested in machines are visited by a motorcycle mechanic who explains how he had to spend \$400 for a bookkeeper to keep his accounts because he didn't learn enough mathematics in school. In some schools students are acting out working conditions. Classes from North Little Rock, Arkansas, to Scio, New York, practice economics and mathematics by operating small stores and banks in school, using play or even real money.

6. These and other projects are being organized by career-education specialists in 9,200 of the nation's 16,700 school districts — often with help from teachers, business people, and local leaders. Says Mr. Hoyt, "This way of teaching is getting more and more

popular with everyone — parents, kids, and teachers. It shows them the real-life purpose behind the things that are taught in school".

Adapted from *US. News & World Report*

### Common Expressions

Choose the correct expression for each blank space.

back-to-basics	acting out	going on	getting hired
no point	interested in	being made	up-to-date
much of	make use of	involved in	taking trips

1. Faced with youngsters who have a difficult time \_\_\_\_\_, educators are testing new methods of preparing students for employment.
2. \_\_\_\_\_ what is known as career education is a wide variety of courses designed to show students how to find work.
3. On-the-job visits and \_\_\_\_\_ work situations are used to teach young people skills.
4. \_\_\_\_\_ the career education is included in normal classes.
5. Vocational and \_\_\_\_\_ courses are also growing rapidly.
6. This approach is interesting for a lot of kids who used to see \_\_\_\_\_ in school.
7. Among the most important projects \_\_\_\_\_ in career education, thousands of workers are going into schools, explaining how students can get into their fields.
8. Employers are giving schools \_\_\_\_\_ information on job opportunities.
9. Some projects are planned to \_\_\_\_\_ the real-life interests of young people.
10. Children \_\_\_\_\_ machines are visited by a motorcycle mechanic.

## READING 2

### LEARNING TO COMBINE THE WORLD OF WORK AND STUDY

Most university students have traditionally taken jobs in their holidays, particularly summer. But working your way through college was seen very much as a US tradition. However, it is now becoming widespread in Britain.

According to a survey by the National Union of Students (NUS), 42 per cent of UK undergraduates are having to combine full-time studies with paid work during term-time. Clearly this figure must hide big variations because London Guildhall University announced that 80 per cent of its students work for between 5 and 25 hours a week during term.

The NUS survey found that students give two main reasons for working during term-time: to pay their basic living and study costs (68 per cent) and to fund their social life (65 per cent). It is clear that most work out of sheer necessity. In 1994 David Blunkett, then shadow Secretary of State for Education and Employment, described student hardship as a "national disgrace" and a "badge of shame".

But there is one silver lining to this particular cloud. Working during your course not only provides you with much needed cash but can equip you with some additional skills not normally to be had from holiday work. Combining earning with learning may be onerous, but these extra skills do make you even more attractive to recruiters when you graduate and start a career.

There are basically three types of student work:

- there are formal placements, which may be a mandatory or optional part of your degree;
- there are part-time or vacation jobs, which are relevant either to your degree or to the career you eventually hope to follow;

— and there is casual work with little or no relevance to your course or your intended career.

Finding part-time jobs, which are relevant to either your degree or future career, can be difficult. Although the Government, the Association of Graduate Recruiters and others want every undergraduate to have "quality work experience" as part of their learning, at present only about half of all students find such work. Casual work in university towns, particularly with the flexible hours needed to accommodate your studies, is soon snapped up. Working on the campus is particularly popular, and students unions and many universities do make efforts to employ as many students as possible. But obviously they can satisfy only a minority of students.

Increasing numbers of universities and colleges recognize the need for students to have access to part-time and vacation work, and offer a variety of job-search schemes.

One of the most interesting initiatives has been taken by Warwick University. Concerned at the growing debt burden of students, Warwick created its own employment agency in 1996 — Unitemps. This is now self-funding and provides work for students both on and off-campus.

The agency employs the students itself rather than acting as a clearing house for vacancies. The agency pays students on the standard university pay scales for clerical work, which starts at £4.45 an hour, according to skills.

The service is web-based, and details of vacancies are e-mailed to students. The service can be used by students from any university, although all the work is in the Warwick area. The agency can be found at [www.unitemps.co.uk](http://www.unitemps.co.uk).

Does working during term-time harm your studies? It depends. In the NUS survey, 48 per cent said they would have got higher grades if they were not employed. But only 15 per cent of the same sample said employment had affected their studies badly. The majority (58 per cent) said it had affected their study "slightly". Much seems to depend on the number of hours worked.

If you do have to work in term-time to support yourself, apply early if you want the best jobs. Try not to have to work more than 15 hours a week. And reflect on what skills you are gaining from this work experience — your future employers will really want to know.

### READING 3

Read a magazine article on the financial problems with students and one of the ways to solve them.

#### **BRIDGING THE AID GAP**

**Congrats, your student's in!**

**Now here's how to get more financial help for college!**

Many of the country's high school seniors are learning their academic fines — and their parents' financial ones — as colleges send out letters of acceptance. Most families have until May 1 to pick their school, and for the half of students who get some form of financial assistance, the aid package a school offers will play a big role in that choice.

The offer a student receives is determined by two factors: the school's financial-aid formula and how badly the school wants the student. So how do you sort out hard-to-compare offers? Is it possible to persuade a school to offer more? Where do you come up with the dough if you fall short?

**COMPARE APPLES TO APPLES.** The raw size of each financial-aid package doesn't really matter, especially considering that student loans are generally thrown in and counted with other aid. What matters is how much the family is expected to pay (after out-right grants and scholarships) and how much the student is expected to borrow.

**TRY AN APPEAL.** If your top school choice doesn't offer enough aid to make attending feasible — or if it offers you much less than other schools do — it's O.K. to appeal. (Don't say "negotiate". Aid officers think it makes them seem like used-car dealers.) Seamus Harreys, Northeastern University's dean of student financial services, says he has seen many cases in which a parent's income has been hit by the slow economy. The key is documentation: unemployment paperwork, a letter from a former employer, a letter from your accountant if you're self-employed. If you have paid high medical bills, don't just say so; show the bills.

But what if yours is not a hardship case? What if an aid package is just not attractive compared with those from other schools? It's still a good idea to present new information, says Kalman Chany, author of *Paying for College Without Going Broke*. You might make the case that you face a higher-than-average cost of living in your area, then send the numbers and a budget to the school along with copies of more generous offers from schools of similar quality. Don't delay. You have the most leverage after being accepted but before committing to attend.

**BORROW THE REST [EM] WISELY.** If you're still having trouble affording your favorite college, don't panic. Withdrawing retirement assets can inflate your income and hurt your future aid eligibility. Even working overtime to earn more can hurt you. Borrowing is often smarter, especially today. A PLUS (Parent Loans for Undergraduate Students) loan charges 4.86 % interest, and that could fall (even on existing loans) with the annual rate review in July. For more on the loans, see [finaid.org](http://finaid.org).

Home-equity borrowing also makes sense; rates are low, and the interest is usually deductible. If you think interest rates will rise, and your school will allow it, consider a fixed-rate loan (rather than a variable-rate line of credit) big enough to prepay more than one year's tuition. That can save you the rate of tuition inflation, currently about 5%.

Don't forget that if your household income is less than \$103,001, you can get a Hope Education Credit of up to \$1,500 per student for the first two years of school. You take this credit on your tax return. And that's one thing you don't have to negotiate.

*From the Apr. 14, 2003 issue of TIME magazine*

### **ROLEPLAYING. Choose one of the following situations to act out.**

1. A career education specialist is explaining to a group of school principals and parents the importance of career education. The audience (which can be the whole class) will ask questions after a short (5 minute) talk.

2. A teacher who believes in career education is arguing with one who does not.

3. A student is telling a teacher or a school principal what he or she doesn't like about school.

4. A teacher who thinks the education system in his or her school is good is arguing with one who thinks it is bad.

5. A person who has a particular job (doctor, lawyer, policeman, fireman, for example) is telling a class of students (which can be the whole class) about his or her work. The students will then ask questions.

6. A student is talking to a counselor about what kind of work he or she wants to do in the future. (The student is not sure.)

7. An employer is interviewing someone for a particular job (decide what kind of job — a computer programmer, salesperson, mechanic, secretary) and asks about the person's education, interests, reasons for wanting the job, and so on.

8. A group of students is acting out a job situation in class (pretending to be in a bank, a small clothing store, a pet store, for example).

9. A person from your native country is talking with a person from the United States about whose education system is better.

#### READING 4

**Read the following texts, extracts and newspaper articles.**

**Agree or disagree to what is written. Discuss them.**

A. Long before the year 2000, the entire antiquated structure of degrees, exams and credits will be discarded. No two students will be taught in exactly the same way.

In the educational world of tomorrow the centralized work place will also become less important. Just as economic mass production required large numbers of workers to be assembled in factories, educational mass production required large numbers of students to be assembled in schools. This itself with its demands for uniform, discipline, regular hours, attendance checks and the like, was a standardizing force. In future a good deal of education will be conducted in the student's own room at home or in a dorm, at hours of his own choosing. Vast libraries of data will be used by students through a computerized information retrieval system. With his own tapes and video units, his own language laboratory and his own electronically equipped study room he will be freed, for much of the time, from the unpleasantness of the classroom.

*After Alvin Toffler*

B. The average learner often fails to make the right start. Time was not so long ago, that education was assumed to consist of memorizing a textbook: a series of facts, figures, rules, and formulars. Memorize this and one might be considered a learned person.

Such an education neglects to train the thinking faculties or to operate the learner to utilize in any practical way what he has acquired.

*From Webster's New American Dictionary*

#### READING 5

### **ADULT STUDENTS GIVE NEW LIFE TO EDUCATION**

**Schools used to be considered places to prepare young people for life. After their education was finished, they were supposed to be ready to go out into the real world. But many adults these days are coming back to "schools of continuing education" and "centers of lifelong learning". They feel that one's education is never really ended, because one is never too old to learn.**

1. A fast-growing number of older students are helping schools that once ignored their needs. Filling empty seats in classrooms from Maine to Hawaii, students who are twenty-five and older are having a great effect on all fields of higher education. In all, there are 17 million of them. Programs include courses offered by high schools, local governments, federal agencies, and private groups. But it is at the college level where effects are the greatest. Educators say the registration of older students is caused by a growing feeling of Americans that education is a lifelong effort. It has provided new variety as well as needed dollars to schools traditionally intended for students in their teens and early twenties.

2. As the number of younger students has stopped growing, the enrollment of older ones has quickly increased — more than doubling since 1970. About a third of the nation's college students are twenty-five or over, mostly enrolled in part-time programs that schools

can offer profitably. By 1990, these older students are expected to include 40 percent of the campus population, according to Census Bureau estimates. Olin Cook, director of higher education for the state of Arkansas, says: "Adult education will keep the classes filled and the bills paid".

3. Teachers say that there has been a definite effect on classrooms and course work. Older students are described as more serious and mature, frequently more demanding of instructors, and more willing to contribute personal experiences to discussions. "Older people make very good students", says L. Jay Oliva, vice president for academic planning and services at New York University. "They realize that they are here to do X, Y, Z, and they want the professor to teach them that. They are very attentive and concerned". A Michigan educator, Elinor P. Waters, believes that the presence of older students on campus "will take us a step closer to the real world; there will be fewer irrelevant courses and more practical ones".

4. Why do adults want to reenter academic life? School administrators say high unemployment is one of the biggest reasons, forcing many Americans to develop new skills. In addition a large number of 35 women who left school to raise families or who want jobs that require a college diploma are going back to school. College graduates are returning for second degrees to start new careers. And there are thousands of retired persons who are seeking good use of their free time.

5. Many students feel that they are better prepared for learning than they were when they were younger. For example, Jane Pircwzolo, who will soon receive a degree in English from Boston University, graduated from junior college in 1967 and has worked as a secretary since then. Explaining her decision to return to school, she says: "I felt overqualified for the jobs I was doing, and they were becoming increasingly boring". Now I feel I can understand what the professor wants, and I can study and read better than I could ten years ago. I feel like I'm one step ahead of the younger students".

6. Courses popular among adults are federal income tax trends, law, business English, and principles of real estate. Self-improvement studies go from such classes as European cooking and the study of wines to tennis, backpacking, belly dancing, plant care, and meditation for relaxation. More traditional courses leading to college degrees may include philosophy, psychology, history, economics, and science. Most college catalogues list at least 200 separate courses.

7. A few schools have made little effort to compete for older students. "Many older faculty members feel very comfortable with the ways of the past", says J. Christopher Gemmell, an official of the American Association of State Colleges and Universities. He adds that some 60 teachers are frightened by this rush of people their own age who have been out in the real world suddenly moving into their territory. Sometimes their classroom theories are questioned by adults who are used to practicality and results.

8. Despite these objections, most educators are convinced that the growth of adult learning is an important change in American education. Proof of the great interest in adult education is the action being taken to attract adult students:

- San Francisco's Golden Gate University, located near the city's financial district, has doubled its enrollment to 9,000 in five years by 70 offering classes in business, public service, and law, that interest professionals.

- Adelphi University on New York's Long Island offers courses to commuters on four railroad lines during rush hours. Lectures and course work take place in train cars, where about 125 students have 75 earned master's degrees in business administration since the program started in 1971.

- The College of Lifelong Learning at Wayne State University in Detroit runs a "Week-end College" for about 3,000 adult undergraduates. The students watch lectures on

television and attend one class in their neighborhood during the week, and then study at the downtown college campus on Saturday and Sunday.

9. In the future, says Allan W. Ostar, executive director of the American Association of State Colleges and Universities, schools will change their programs and create new ones for their adult students. He believes that schools will have to "work much harder in all they do because they are dealing with a different consumer, a far more demanding consumer. When you're paying for your education yourself, your level of expectation rises significantly".

10. Also, both young and old students seem to be enjoying the appearance of older and more experienced classmates. "It's good for the adults to find out that college students are not bad kids or nuts and are probably more mature than they were at that age", says Fritz McCameron, dean of continuing education at Louisiana State University. "And it has shown the kids that adults are not over the hill, that there is hope for you if you're over 35".

### **For Discussion and Composition**

**Choose one of the following to discuss or write about.**

1. Explain why adults are going back to school.
2. Why is it important to get a good education?
3. Compared to younger people, is it easier or more difficult for adults to be in school? Why?
4. Do you think it is easier to teach adults or young people? Why?
5. Is it good to have both adults and younger people in the same class? Why?
6. What are some specific courses that could be useful to adults? Why?
7. Discuss how the presence of older students affects a class.
8. As a younger person, how would you feel about having adults in your class?
9. As an adult, how would you feel about being in a class with younger students?
10. Discuss the good and bad parts of your own education.
11. Discuss the advantages of learning English.
12. What have you liked and/or disliked about the English classes you have taken?

### READING 6

#### **THE AU-PAIR IN BRITAIN**

One of the ways open to a girl student of the English language to improve her linguistic knowledge is to come to Britain for a year as an au-pair girl. It certainly seems to be a very popular method, for every year sees more and more girls entering English homes as au-pair girls.

Forty years ago it was generally understood in Britain that the terra "au pair" was only used to describe a girl who came here to perfect her linguistic or professional knowledge; lived as a member of an English family, and the family provided her with "pocket money". She was not paid a salary.

As a member of the family she helped with the housework and, if there were any, helped look after the children; but she was not asked to do more than would normally be expected of a teenage daughter of an average middle-class — particularly professional-class — English family.

Au-pair girls come mainly from Europe, although increasing numbers are arriving from Asia and South America.

In the 1960s it was reckoned there were 9,000 au-pair girls in Britain; today an estimated number is 30,000 in London alone.



The concept of the relationship between an au-pair and the English family with whom she is staying still exists in the advisory booklet which the Home Office first published in the 1960s. But conditions for the girls vary greatly. They are treated as cheap labour, many of them placed by agencies with no interest in their future welfare.

An article entitled "Law sought to protect au pair girls' interests" was published in one of the British newspapers recently. The author wrote: "Au pair girls in Britain need a legally binding agreement to protect them against exploitation. Little notice is taken of Home Office recommendations: not more than five hours a day domestic work, at least one free day a week, sufficient pocket money (£7.50 is considered about right), time to study and meet people.

The girls cannot go on strike; that sort of action goes against the spirit of the system, which is intended to be one of fellowship, hospitality and a good relationship between the girl and the family".

He emphasized the lack of real protection from families who overworked the girls or agencies who place them, collect a fee and forget about them.

From "*BBC English*"

### **Read the following extracts and newspaper articles.**

#### **Agree or disagree to what is written. Discuss them.**

A. From the outside, reading textbooks, writing papers and essays, doing homework, engaging in classroom recitations and discussions, may have all the appearance of work that is good for the mind. But a closer look shows how little thinking is really going on. This is child labor, that both keeps the child off the streets and trains him in the carrying out of prescribed tasks.

After *Ch. Reich*

B. There is still, I think, not enough recognition by teachers of the fact that the desire to think — which is fundamentally a moral problem — must be induced before the power is developed. Most people, whether men or women, wish above all else to be comfortable, and thought is an uncomfortable process; it brings to the individual more suffering than happiness in our imperfect world.

From "*The Testament of Youth*" by *Vera Brittain*

## READING 7

### **BAD NEWS FOR STUDENTS PAYING GHOSTWRITERS TO DO THEIR ACADEMIC WORK**

As essay-faking remains a problem at universities, a rising number are using anti-plagiarism software.

The pin boards in Germany's universities are full of them: bits of paper, advertising "academic support in writing thesis' and essays" and similar dubious methods of assistance in coping with the university workload. Similar advertising can be found on the net — indeed, the market for ghostwriting-websites is one of the few dotcom business still thriving.

However, one market often leads to another. The past months have seen an increasing interest in software designed to catch academic cheats. Turnitin, a leading software house, based in California has come up with an anti-plagiarism software which is being used by 20 universities across the US.

### **Digital fingerprint**

The software divides up papers submitted to scrutiny into tiny pieces of text, the "digital fingerprint". These are then scrutinized and compared with more than a billion documents, including classic literature and the firm's own archive of submitted works, as well as an overview of the current contents of the World Wide Web.

Whenever a matching pattern is found, the software makes a note. It then highlights any recurring replication or obvious paraphrasing. The submitted paper is then returned to the teacher.

It is up to him or her to make the final decision whether the paper deserves a degree or not.

The subscriber base of Turnitin has been rising steadily in the past months. Turnitin was founded in 1996, when a group of researchers at US Berkeley created a series of computer programmes to monitor the recycling of research papers in their large undergraduate classes.

Encouraged by a high level of interest from their peers, the researchers teamed with a group of teachers, mathematicians, and computer scientists to form plagiarism.org, the world's first Internet-based plagiarism detection service.

Around 150,000 students and their academic efforts in the US are at current under the observance of Turnitin software. It has also been tested at five colleges in Britain.

In Germany, plagiarism is a problem, which is also causing concern at universities and colleges across the country. The increasing number of faked thesis' and dissertations in Germany is closely linked to the fact that today's diplomas do not have to be published, Hans Bohrmann, Professor Journalism in Dortmund told a German daily. This way it is far easier to copy an essay which has not been read by the public.

Another booster to plagiarism is the net: Thesis' are available simply via the many websites offering access to scientific works, and therefore more liable to being copied. According to Turnitin, "from elementary schools to the highest levels of academia, the allure and ease of downloading and copying "untraceable" online information have led to a virtual epidemic of digital plagiarism".

### **Ghostwriter websites**

In Germany, students, either afraid of the workload, or too busy to take on the writing of an academic degree, can check a variety of ghostwriter websites, and simply send in an enquiry for a faked diploma via e-mail. The answer is prompt, a diploma can be written within 4 weeks, half the time spent by the average student. Costs range from 3000 Euros to 5000 Euros.

So is it worth it? Seen from the legal side, the contracts signed by client and ghostwriter are illegal. Does the essay turn out to be mediocre, and the marks bad, there are no hopes that the client will get his money back.

On the student side, clients who hand in a ghostwriter-written, or faked diploma will, in the worst case, lose their titles. So far, university copycats do not get charged.

### **A question of cooperation**

Turnitin's software may bring an end to plagiarism at universities. But it may also not — due to the question whether universities will actually adopt the thorough scouring of handed-in essays at their various institutions.

According to research, academic dishonesty often correlates with high academic achievement. The list of universities using Turnitin's software boasts some of the US' best universities, such as Cornell and Duke. However, none of America's top-notch universities

are on the list, such as Harvard and Yale.

### **Setting standards**

According to Turnitin, "it is our hope that the technologies developed at *Turnitin.com* will continue to set standards for innovation and efficiency in this new era of digital education".

But whether their mission will be achieved lies very much in the hands of the academics themselves.

From *DW news*

**Read the following extract from newspaper article. Agree or disagree to what is written. Discuss it.**

### **We want a pupils' character!**

"Children at school are the most oppressive group in society". This is what representatives of Britain's secondary school pupils said at their first annual conference this year. "A long working-day with compulsory 2-3 hours homework per night; school uniforms, ridiculous discipline and punishments — if we had a proper union there'd be an immediate strike", they said.

The pupils called for a new charter for children at school — no uniforms, no punishments, no selection — a more relevant curriculum with pupils choosing the subjects, more politics and society, plus practical things like driving a car, running a horse, bringing up children, sex education...

From "*Daily News*"

### **For discussion and composition**

**Choose one of the following to discuss or write about.**

1. What is career education?
2. Why is career education being introduced into schools?
3. Did you have any kind of career education in school? If so, describe it.
4. Should schools offer career education? Why?
5. What are the advantages of "general school studies" (subjects like history or literature, for example) that are not directly related to choosing a career?
6. Are the subjects that you have studied in school practical and useful?
7. If you could change your education, how would you like it to have been different?
8. What is wrong with education today (in your native country)?
9. What is good about education today?
10. What job would you like to have in the future? Why?
11. If you are working, do you like your job? Why?
12. If you could have any job you wanted, what kind of work would you do? Why?

## READING 8

### **WHY MORE STUDENTS ARE LIVING AT HOME**

Leaving home to go to university is no longer automatic. A pilot study of 2,000 students by psychologists at Leeds University has found that those staying with their parents are far happier than those living in university halls. Students living in flats are the most dissatisfied, the survey found.

One of the problems facing thousands of students preparing to go to university is the issue of where they will live. Traditionally, taking up a place in halls, lodgings or a shared

house has been regarded as one of the rites of passage for students seeking independence.

But as financial pressures on students increase, many are now considering living at home. Figures from the latest NUS (National Union of Students) survey show that the average cost of single, self-catered university accommodation is now £56,85 a week, an increase of 3,9 per cent last year. London is the most expensive city: inner London is £77,73 and outer London £61,55 per week. Staying at home with parents is undoubtedly cheaper and more comfortable, but do students miss out by doing so? Oliver Taylor, 20, who has completed two years at Guildhall University in the City of London, lives with his parents in Surrey. "I looked at Aberystwyth and Oxford Brookes. At first the thought of living away from home did not bother me, but as time went on I began to see the advantages of being at home", he says. "Financially it has made an incredible difference. I have to pay £45 to £50 a week travel costs because I have to go during peak times when I can't use my Young Persons Railcard. But my parents give me an allowance and I don't have any of the expenses of living in a flat or shared house.

"Some of my friends have had to take part-time jobs to see them through and they always have gas or electricity bills piling up. I think all students are fairly hard up but some have to think twice about going for a drink. Academically, living at home has been a huge advantage. I have my own space and peace and quiet to work, whereas friends in a shared house say they find it hard to concentrate. I am living free in relative luxury, in a warm house where the fridge is full of food and we never run out of coffee. The disadvantage is obviously in the social life, and I felt that particularly in my first year when everyone was settling in and making friends.

"I felt a bit alienated as I always had to catch the last train home. Now that I have made good friends my social life is better and I can crash out at their place if I want to. In London I think you have to balance independence with financial reality. When I finish my degree I would like to do an MBA, but away from home at a campus university where there is a student community feel".

Although the latest figures from the Higher Education Statistics Agency show a 40 per cent increase in the number of students living with their parents, some universities are making an effort to woo them back with better accommodation. Foremost among these is the University of East London, whose spectacular drum shaped, brightly coloured student lodgings in Docklands illustrate what can be done, even on a tight budget.

Not only can rooms with reasonable facilities be beneficial for students. If they are good enough, they may attract conference delegates, a potentially lucrative business for universities.

Tony Chapman, the head of sociology at the University of Teesside, argues that university is a place where students get three years to develop all sorts of skills apart from how to acquire knowledge. Students who stay at home do not learn "graduateness", the confidence and competence to look after themselves.

And, according to a different survey carried out at Newcastle University, only 60 per cent of students who live with their parents say that they have someone to confide in at the university.

Thorn Leaman, 20, from Loughton, Essex, who is about to start his second year studying history at Sussex University, in Brighton, says:

"I have matured so much in my first year through living in halls. At first I was daunted by the thought of making new friends but now I know how good it is in that first year to have other people around".

"When I first applied to university I looked at options in London with the thought of staying at home, but I knew several friends who had done that and found it restricting".

It was not so much a desire to go away from home as a need to have some freedom,

to learn to cope on my own. This year I am sharing a flat with another bloke and four girls. It is in the centre of town, so we should save money, as I shall be able to walk home from pubs and clubs. It is a bus trip to the university but I will use my bicycle".

"There are distractions, which can be a huge disadvantage. There is always an excuse to go out for a drink or have people in your room, but I suppose learning some discipline about work is part of coping with freedom and independence".

"I can see how it would be easier to study when you live at home but I think leaving home is part of the university experience".

From *The Times*

### **Agree or disagree to the following statements**

1. "Schools have for too long been based on rules and restrictions. If a child is to develop he will develop best in an atmosphere of freedom".

2. "The object of education is to prepare the young to educate themselves throughout their lives".

3. "The job of a good parent is to pass on to his children his best ideas and moral standards. The job of the school is the same; to insist if necessary that the young generation is better than the old".

4. "A school should not be a preparation for life. A school should be life".

### **Dramatize the following situations.**

1. Your friend believes that physical training is of no use to future journalists, lawyers, psychologists, etc. He gives a number of arguments to support his opinion. State the opposite case.

2. Your friend believes that doing a sport and taking part in competitions prevents you from studying seriously. He gives some evidence to prove his point. Argue the opposite viewpoint. Speak about your previous experience in sport.

3. Your friend studies electronic engineering. He believes that studying the humanities is very easy / useless / has no future. Argue the opposite viewpoint.

4. Your friend is going to be a literary critic. He believes that all students of sciences are narrow-minded; the subjects they study are boring and uninspiring; their future work will not be really creative. Argue the opposite viewpoint.

5. Your parents don't want you to study humanities / sciences. Persuade them that this is your real vocation.

6. Convince your friend who doesn't believe in university education that university is the best place to study law, history, philosophy, journalism, etc.

7. Interview your friend about his school / college / university experience.

8. Your friend believes that teaching will soon be done by computers. Challenge the statement that a teacher can be replaced by machines.

9. Your friend believes that lectures / seminars are useless. Argue the opposite viewpoint.

10. Your friend wants to become a university teacher. Describe the qualities he must develop in order to make a good lecturer.

11. You are a university professor. Let your friend ask you about the advantages and disadvantages of giving lectures.

12. Your friend believes that students should be allowed to take notes and books into examinations. Then they can demonstrate understanding, instead of just ability to memorize. Argue the opposite viewpoint.

## GRADUATION CEREMONY

In the United States, the high school graduation ceremony is celebrated as an important event in young people's lives. Prizes and certificates are awarded and many people give speeches. Very often a community leader or well-known politician gives a speech. It is also common for the best students in the graduating class to give speeches to their classmates and families. These speeches usually focus on accomplishments of the past and hopes for the future. Everyone feels good, and the event is a celebration of the work that the students have completed during their four years of high school. Some students will go on to college. Others will begin working, or get married, or join the army. No one wants to think about problems they have had or may have in the future.

The following newspaper story reports on an unusual graduation speech delivered by the salutatorian (the student with the second best grade-point average in the graduating class) in a small town in Montana. Unlike most speakers at graduation ceremonies, Gary Lee Christensen did not say the pleasant things that people were expecting to hear.

### **Before You Begin**

Following are a sampling of things that speakers at graduation ceremonies might say. Check the ones that you would expect to hear.

**a.** “And as you go off into the world remember that your best friends are your oldest friends, the ones you grew up with. You are always welcome here at home”.

**b.** “This is a big day in your lives. You have done a lot, and you have a lot left to do. Make us proud of you”.

**c.** “The world today is a complicated and dangerous place. The education you received here is a solid foundation for you to build on, but you cannot stop learning. You must always try to improve your understanding of the world”.

**d.** “Today is an important day in your lives. You will leave the safety of your friends and family, and you will find that the world is a difficult place. You may have problems that you are not well prepared to meet”.

**e.** “You have spent the past four years playing around, having a good time and avoiding work. Unfortunately, high school is not the real world, and you will soon pay for your laziness”.

**f.** “I am pleased to be talking to you for the last time. You are not very intelligent or enjoyable people. My four years in this school have not been pleasant, and I am looking forward to going off to college”.

Now read the following newspaper article about the graduation speech given by Gary Lee Christensen to see what he had to say to his classmates. Your teacher may want you to do the *Vocabulary from the Contest* exercise after the article before you begin.

## GRADUATION SPEECH PROTESTED “INTOLERANCE” TALK ANGERS MONTANA TOWN

1. The West Yellowstone School Board may consider setting guidelines for future graduation speeches when it meets next week, but apparently it will not take any action

against Gary Lee Christensen for his commencement address.

2. About 411 parents, students, and townspeople interrupted a special meeting of the board last week to complain about Christensen's comments during his speech at commencement. Some people said that his scholarships should be revoked.

3. Christensen, 17, told his 15 classmates and several hundred townspeople that he had "survived year's of intolerance" from class-mates at the school, which he attended from kindergarten, because he "dared to be different". "I was a good student when it was not popular to be a good student... an Eagle Scout when it was not popular to be a Scout", Christensen said. He added that he had "played the piano when everyone else was playing football."

4. He said his self-esteem was threatened by students who were intolerant, and he told the graduates, "West Yellowstone High School is not reality". His classmates now will have to compete with the best, he said. "You can no longer cling to your friends. Know that by not following the crowd you can succeed".

5. Parents, students and alumni complained that the remarks were criticism of Christensen's classmates, the football team and other boys who did not become Scouts. Some people, parents and teachers, said they did not want to violate Christensen's right of free speech, but they also objected to his making such comments because they spoiled the ceremony for his classmates.

6. Principal John Barber reviewed the speech and gave Christensen permission to deliver it. He said it was well written. "He attacked no particular person, but his classmates' behavior in general", the principal said. "Did I like what he said", it doesn't matter. Did he have the right to say it? Yes, I think he had that right.

7. Lois Klatt, a former school board member, said most scholarships are based on something besides grades: "I think we all see his behavior as not exactly scholarship material".

Christensen graduated with a 3,85 grade-point average (out of a possible 4,0), and received scholarships from four community organizations and Boise State University in Idaho, where he plans to attend. He was the only high school student from Montana chosen to attend a Department of Energy program on computers at the Lawrence Livermore National Laboratory at Livermore, California.

### **Comprehension**

Answer the following questions according to your understanding of the story. Your teacher may want you to work individually, in small groups, or in pairs. True/False items are indicated by a T / F before a statement. Some questions may have more than one answer. Others require an opinion. Choose the answer you like best; be prepared to defend your choices.

1. T / F West Yellowstone is a small town.
2. How many students were in the graduating class?
3. Who gave the speech that is being protested?
4. What did he say to make everyone so angry?
5. How would you describe Christensen's speech? You may check (/) more than one answer.
  - a. criticism of social problems in West Yellowstone
  - b. complaining about childhood problems
  - c. anger caused by intolerance
  - d. advice for friends and community
6. Christensen says that he "dared to be different". What are some of the things that he did that were different?

7. T / F The principal liked Christensen's speech.
8. T / F The people of West Yellowstone believe in "freedom of speech".
9. T / F The parents, students, and townspeople who complained about Christensen's speech did not understand what he was trying to say.
10. What is Lois Klatt's opinion of Christensen? What does she think "scholarship material" is?
11. T / F The principal may lose his job because of this speech.
12. Would you like to live in West Yellowstone? If you had been among the graduating class would you have been more like Christensen or more like his classmates?

### **Vocabulary from Context**

Both the ideas and the vocabulary in the exercise below are taken from "Graduation Speech Protested". Use the context provided to decide on meanings for the italicized words. Write a definition, synonym, or description of these words.

1. At the end of four years, high schools hold a *commencement* ceremony. This is a celebration, a formal event, which recognizes the work students have done, and which marks the beginning of the rest of their lives. Some students will go on to college. Others will begin working, or get married or join the army. Because the graduates will be beginning their lives as adults, the ceremony is called a commencement rather than a conclusion.

2. An important part of the ceremony is the speech given by the best student in the class. This *address* is usually a hopeful message concerning the future of the graduates.

3. Many students cannot afford to pay for college expenses, but if they have good grades they can sometimes get *scholarships* from universities or community organizations to help pay their expenses.

4. Of course, if the students do not keep their grades up, or if they do something illegal, the scholarships can be *revoked*.

5. One of the things that an education is supposed to produce is *tolerance* for others. We hope that the more people know about the world, the more understanding they will be of differences. We believe that this understanding will help us tolerate ideas and behaviors that are different from ours.

6. Even when we should know better, we *cling* to ideas that are false. Sometimes holding tight to a familiar idea, even when it is false, is more comforting than trying to understand a new idea.

7. In modern societies, we tend to respect people with advanced education. And people with an advanced education tend to have more *self-esteem*.

8. On the other hand, some people feel *threatened* by people who have an education. Apparently, some believe that they will be attacked or their ideas will be laughed at by those who have more formal education.

### **Composition / Discussion**

1. a. What is the meaning of "freedom of speech"? Do you think that Gary Lee Christensen should have been allowed to say what he said? Do you think his scholarships should have been revoked?

b. When does freedom of speech become dangerous or unhealthy? Give examples from this article or from your own experience to support your point of view.

2. Do you have similar commencement ceremonies in your community / country? What kind of advice do you think young people should be given when they graduate from high school? Do you agree with the kind of advice that Gary Lee Christensen gave?

3. Do you have opinions that are unpopular or that are not held by others? Do you



ever think about telling people what you think? Write a paragraph that expresses an opinion you have that might not be popular. Give examples and details to support your point of view.

4. What is your opinion of Gary Lee Christensen? Do you think you would have been his friend if you lived in West Yellowstone? What are the qualities about him that you like/dislike? Write a paragraph beginning with a general statement of your opinion of Christensen, then follow it with examples to support your opinion.

## READING 11

### **HIGH SCHOOL HONORS NOT ALWAYS KEY TO LIFE SUCCESS**

**The following article reports on a study of 81 students who were at the top of their high school classes ten years ago. Read the article to discover what the researchers believe is important in life, and decide if you agree with them. Then answer the Comprehension questions after the text.**

(AP) – Mike dropped out of college to support his pregnant girlfriend and now works as a manager of a trucking company. Lynn graduated with honors from Harvard University and was hired as a lawyer with a top law firm in a major city. What do these two people have in common? Ten years ago they were both high school valedictorians.

A University of Illinois study follows the lives of 81 valedictorians and salutatorians who graduated a decade ago from public and private high schools in the state.

#### **Tales of Success and Failure**

The study found tales of success and failure. The research on 46 women and 35 men found that some were doctors and scientists, one was a drug addict, another was a waitress with emotional problems.

"There is a popular idea about people who do well in school doing well in life", said Terry Denny, professor of education. Denny conducted the study with Karen Arnold, a former graduate student of Denny's who is now a professor at Boston College. Denny and Arnold contacted the 81 students before graduation, and then followed up with interviews nearly every other year. They also sent them questionnaires in the mail.

#### **Varied Careers**

One third of the students are doctors, lawyers, or have earned a doctorate. Nineteen are in business and 15 are engineers or computer scientists. Others include a farmer, a stockbroker, and an aerobics instructor.

Arnold says many of the students have only average positions in the work world and that "most are not headed for greatness in their careers". Denny, however, says that it is too early to make such predictions. "Who expects someone to be on the Supreme Court at the age of 28 or to be the discoverer of an important scientific invention right after college?" he said. "These students are just getting started in life. They are just beginning to find out what life is all about".

Adapted from "High School Honors Not Always Key to Life Success" *Denver Post*

#### **Comprehension**

Answer the following questions according to your understanding of the article. Your teacher may want you to work individually, in small groups, or in pairs. True/False items are indicated by a T / F before a statement. Some questions may have more than one correct

answer. Others require an opinion. Choose the answer you like best; give reasons for your answer.

1. T / F This story was written by reporters from the Associated Press news service.
2. T / F Mike and Lynn both graduated first in their high school class.
3. How many students did the professors study?
  - a. What are given as some examples of the "successes" that the professors found?
  - b. What are given as some examples of "failures"?
4. What definition of "success" are the professors using?
5. T / F In general, people believe that success in school will lead to success in life.
6. Who is the older professor, Denny or Arnold?
7. Circle the jobs that you think a successful person might hold:

aerobics instructor	engineer	doctor	cook
business person	lawyer	fanner	professor
8. How many of the students believe that they are failures today?
9. T / F Denny is more tolerant than Arnold.
10. T / F This study proves that success in education does not predict success in

later life.

### **Discussion / Composition**

1. Do you think that high school success predicts success for people later in life? Express your opinion clearly and give reasons for your beliefs.

2. In the first paragraph of this article we are told that Mike works for a trucking company and Lynn works for a law firm. Based on this amount of information, can you say if either one of them is a success or failure? Explain your answer.

### **Answer the questions:**

1. What innate qualities does the system of education at your school / college / university develop?

2. What would you like to change in the existing system of education at your school / college / university?

3. Which is better, to go to school or to be taught at home?

4. What modern conditions allow a person to become educated and cultured? What is meant by being educated and cultured?

5. What is more important for good education — learning power or good teaching? Why?

6. Should humanities be introduced in the curricula of the faculties of natural sciences and vice versa?

7. Were you influenced by your parents in the choice of your future profession? Do they approve or disapprove of your choice? Why?

8. What methods of education do you find too "traditional" or too "progressive"?

9. If you are over twenty (thirty), describe the differences between education then and education now.

10. Are there any age limitations for education? Do you think we can be too old to learn certain things? What? Why?

11. Should there be selection for different types of schools and

higher educational institutions? What might the principles of such selection be?

12. How effective is the use of corporal punishment for enforcing discipline? What is more effective: punishment or reward?

13. What can you say about extra curricula activities of youngsters at school / higher educational institution?

14. How do you feel when you have to take an exam?

15. Do you think people do their best in exam conditions?

16. Do you think exams are fair?

17. Would you like to abolish them?

18. If you didn't have exams, do you think you would work harder, or not? How would your study habits change?

19. What advice would you give a friend before an important exam?

20. How do you think people should be selected for universities, jobs, etc.?

21. What kind of tests do people have to face in life outside of school? Is it true that people who pass exams successfully succeed in later life? If so, why?

22. What are some of the alternatives to traditional examinations?

23. Do you think school uniforms are a good idea?

24. What are the advantages and disadvantages of single sex schools?

### **Speak about:**

1. The role of education in modern society.

2. New trends in education.

3. An ideal student / teacher.

4. The main principles on which teaching should be based.

5. Advantages and disadvantages of university education.

6. Subjects that should be taught at higher educational institutions in the 21st century.

7. The main disadvantages of the present system of all-round education. Possible ways of improving it.

8. Computer versus teacher in the education of the 21st century.

9. Education and the most popular professions of the future.

10. Education and mass media.

11. Foreign languages in the system of education.

12. Youth clubs in Britain and in your country. Activities to be encouraged in a youth club.

13. Extra curricula activities of students at your school / college / university.

14. The benefits of learning one's own language / foreign language.

### **ORGANIZE A ROUND TABLE DISCUSSION**

The round table is a form of group discussion in which the participants exchange views around the table (not necessary round!) under the leadership of a chairman. The number of participants usually doesn't exceed a dozen. Mind the duties of participants in a group discussion.

#### **The chairman should:**

- know the subject thoroughly;
- make a brief introduction statement;
- introduce the speakers to the audience;
- ask questions to stimulate discussion;
- see that everybody has a chance to speak;

- summarize the discussion;
- thank the audience and the speakers.

### **A speaker in a group discussion should:**

- know the subject thoroughly;
- listen intelligently: when you agree with another speaker, listen to increase your information on the subject; when you disagree, listen to accept a different viewpoint if it is supported by sufficient evidence;
- speak so that everyone can hear;
- recognize and acknowledge the truth of what others say;
- always be polite: sarcasm is out of place, self-control is a mark of maturity, disagree reasonably — and with factual evidence.

### **Topics for discussion**

1. Knowledge acquisition: is it passive memorizing or active learning.
2. Humanities versus science in education.
3. Compulsory school / college / attendance should not be abolished.
4. Punishment versus reward in teaching.
5. Teaching and learning as cooperation of teachers and students.
6. Mixed ability grouping versus streaming.
7. Examinations are a necessary evil.
8. No number of letters after your name can teach you about life.
9. University education teaches you to think for yourself.

READING 12

## **TRAVEL TIPS FOR STUDENTS**

### **Foreword**

*This pamphlet was prepared by the Department of State's Bureau of Consular Affairs to provide students, who are planning to travel or study abroad, with a few reminders about safety.*

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*Although most trips abroad are trouble free, being prepared will go a long way to avoiding the possibility of serious trouble.*

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*Become familiar with the basic laws and customs of the country you plan to visit before you travel.*

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**Remember. Reckless behavior while in another country can do more than ruin your vacation; it can land you in a foreign jail or worse! To have a safe trip, avoid risky behavior and plan ahead.**

### **PREPARING FOR YOUR TRIP ABROAD**

**Apply early for your passport and, if necessary, any visas:**

Passports are required to enter and/or depart most countries around the world.

Apply for a passport as soon as possible. Some countries also require U.S. citizens to obtain visas before entering. Most countries require visitors who are planning to study or work abroad to obtain visas before entering. Check with the embassy of the foreign country that you are planning to visit for up-to-date visa and other entry requirements. (Passport and visa information is available on the Internet at <http://travel.state.gov>.)

**Learn about the countries that you plan to visit.** Before departing, take the time to do some research about the people and their culture, and any problems that the country is experiencing that may affect your travel plans. The Department of State publishes Background Notes on about 170 countries. These brief, factual pamphlets contain information on each country's culture, history, geography, economy, government, and current political situation. Background Notes are available at [www.state.gov](http://www.state.gov).

**Read the Consular Information Sheet.** Consular Information Sheets provide up-to-date travel information on any country in the world that you plan to visit. They cover topics such as entry regulations, the crime and security situation, drug penalties, road conditions, and the location of the U.S. embassy, consulates, and consular agencies.

**Check for Travel Warnings and Public Announcements.** Travel Warnings recommend U.S. citizens defer travel to a country because of dangerous conditions. Public Announcements provide fast-breaking information about relatively short-term conditions that may pose risks to the security of travelers.

**Find out the location of the nearest U.S. embassy or consulate.** If you are traveling to a remote area or one that is experiencing civil unrest, find out the location of the nearest U.S. embassy or consulate and register with the Consular Section when you arrive. (U.S. embassy and consulate locations can be found in the country's Consular Information Sheet.) If your family needs to reach you because of an emergency, they can pass a message to you through the Office of Overseas Citizens Services at 202-647-5225. This office will contact the embassy or consulate in the country where you are traveling and pass a message from your family to you. Remember consular officers cannot cash checks, lend money or serve as your attorney. They can, however, if the need arises, assist you in obtaining emergency funds from your family, help you find an attorney, help you find medical assistance, and replace your lost or stolen passport.

**Find out what information your school offers.** Find out whether your school offers additional information for students who are planning to study, travel, or work abroad. Many student advisors can provide you with information about studying or working abroad. They may also be able to provide you with information on any travel benefits for students (e.g. how to save money on transportation and accommodations, and other resources.)

**Before committing yourself or your finances, find out about the organization and what it offers.** The majority of private programs for vacation, study or work abroad are reputable and financially sound. However, some charge exorbitant fees, use deliberately false "educational" claims, and provide working conditions far different from those advertised. Even programs of legitimate organizations can be poorly administered.

How to Access Consular Information Sheets, Travel Warnings, and Public Announcements:

There are four ways to obtain *Consular Information Sheets*, *Travel Warnings*, and *Public Announcements*:

**Internet:** <http://travel.state.gov>

**Telephone:** Dial the Office of Overseas Citizens Services at 202-647-5225.

**Fax-on-demand:** From your fax machine dial 202/647-3000, using the handset as you would a regular phone. The system prompts you on how to proceed.

**Mail:** Send a self-addressed, stamped business-size envelope to: Overseas Citizens Services, Room 4811, Department of State, Washington, DC 20520-4818. On the outside

envelope, write the name of the country or countries needed in the lower left corner.

Also available at <http://travel.state.gov>: passport applications and procedures, foreign and U.S. visa information, travel publications (including the pamphlet *Travel Warning on Drugs Abroad*), links to several U.S. embassy and consulate web sites worldwide, and other sources of information for students.

## **TOP TEN TRAVEL TIPS FOR STUDENTS**

Make sure you have a signed, valid passport and visas, if required. Also, before you go, fill in the emergency information page of your passport!

Read the Consular Information Sheets (and Public Announcements or Travel Warnings, if applicable) for the countries you plan to visit.

Leave copies of your itinerary, passport data page and visas with family or friends at home, so that you can be contacted in case of an emergency. Keep your host program informed of your whereabouts.

Make sure you have insurance that will cover your emergency medical needs (including medical evacuation) while you are overseas.

Familiarize yourself with local laws and customs of the countries to which you are traveling. Remember, while in a foreign country, you are subject to its laws!

Do not leave your luggage unattended in public areas and never accept packages from strangers.

While abroad, avoid using illicit drugs or drinking excessive amounts of alcoholic beverages, and associating with people who do.

Do not become a target for thieves by wearing conspicuous clothing and expensive jewelry and do not carry excessive amounts of cash or unnecessary credit cards.

Deal only with authorized agents when you exchange money to avoid violating local laws.

When overseas, avoid demonstrations and other situations that may become unruly or where anti-American sentiments may be expressed.

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## **TIPS FOR STUDENTS**

The Department of State offers the following information for student advisors and for their students who plan to travel and/or study abroad.

This is an official U.S. Government source. Inclusion of non-U.S. Government links does not imply endorsement of contents.

### **ENCOURAGE STUDENTS TO LEARN AS MUCH AS POSSIBLE ABOUT THE COUNTRIES IN WHICH THEY PLAN TO TRAVEL OR STUDY**

- Students should read the State Department's Consular Information Sheet for the country in which they plan to study or visit, and check any Public Announcements or Travel Warnings that may pertain to that particular country. A Consular Information Sheet is available for every country in the world and provides an overview of conditions pertaining to travel in each country.

- Encourage students to learn about the history, culture, politics and customs of the country/countries in which they travel and study, and to respect the country's customs, manners, rules and laws. For instance, various countries and cultures respect certain manners and dress codes. American students should also abide by these manners and dress

codes as much as possible.

- It is a good idea for students to learn as much as they can of the language of the country in which they plan to travel or study. Learning basic phrases of the language can be helpful, and it indicates a willingness on the part of students to make an effort to communicate in the language of the country.

- The Department of State publishes *Background Notes* on countries worldwide. These are brief, factual pamphlets with information on each country's culture, history, geography, economy, government and current political situation. *Background Notes* are available for approximately 170 countries. They often include a reading list, travel notes and maps.

- It is important that students learn about the local laws abroad and obey them.

**Remember, while in a foreign country, you are subject to its laws!** This year, the State Department has issued two press releases: a press-release for college newspapers on travel safety abroad for students and a press release on spring break in Cancun, reminding students about drug laws and drunk and disorderly conduct during spring and summer breaks.

### **WHAT STUDENTS NEED TO KNOW ABOUT OBTAINING PASSPORTS AND VISAS TO TRAVEL, STUDY AND / OR WORK ABROAD**

- Students must have a signed, valid passport and visas, if required. Students studying abroad must be sure that they have the proper visa to study there. A visitor's visa or entry without a visa may not allow one to study. Refer to our *Foreign Entry Requirements* brochure for information on foreign visas and to *Your Trip Abroad* for U.S. passport information.

- Students should remember to fill in the emergency information page of their passport.

- It is a good idea for relatives of students abroad to obtain and maintain a valid passport as well, in case of an emergency requiring them to travel.

- Students who wish to work part-time in conjunction with their studies or when their studies are finished, should make sure that they understand the laws that apply and comply with them.

- The United States requires student visas for study in the United States.

- Students should make copies of their passport's data page and any visas. They should keep a copy separately from the originals while traveling and leave one at home with their family and with their student advisor. This will help to obtain a replacement passport in the event that a passport is lost or stolen. Refer to our brochure *Your Trip Abroad* for more information on U.S. passports.

- Students are encouraged to travel with extra photos, in case they need to get a new passport quickly. Refer to our brochures *Passports-Applying for Them the Easy Way* and *Your Trip Abroad* for more information.

### **STUDENTS SHOULD LEARN ABOUT MEDICAL INSURANCE AND EVACUATION INSURANCE IN CASE OF A MEDICAL EMERGENCY ABROAD**

Every year, hundreds of students become ill or suffer injuries overseas. It is essential that students have medical insurance and medical evacuation insurance that would cover a medical emergency abroad. For further information, see our flyer on *Medical Information for Americans Traveling Abroad*, *Your Trip Abroad* and visit the Centers for Disease Control.

### **STUDENTS ARE ENCOURAGED TO KNOW THE LOCATION OF THE NEAREST U.S. EMBASSY OR CONSULATE AND TO REGISTER**

If students are going to be in a country for more than a couple of weeks, they should

register at the American Embassy or Consulate. This is helpful to students and their families, if there is need to locate family members in the event of an emergency. See our [links to U.S. embassies and consulates worldwide](#).

#### WHAT U.S. CONSULAR OFFICERS CAN AND CANNOT DO TO HELP U.S. CITIZENS ABROAD

If students find themselves in trouble overseas, the Consular Officer at the nearest U.S. embassy or consulate can provide certain assistance and advice. Consular Officers can also help in the event of illness, injury, natural catastrophe, evacuations, destitution, or death. See our brochures [Crisis Abroad](#), [U.S. Consuls Help Americans Abroad](#) and [Overseas Citizens Services](#) for more information.

In the United States, the Office of Overseas Citizens Services can also assist American students abroad and their families in the USA in emergency cases. There is a 24 hour number to call (202) 647-5225.

There are certain things that consular officers at American embassies CAN NOT do for American citizens abroad. For example, they can not cash checks, lend money or serve as your attorney. See our brochure [U.S. Consuls Help Americans Abroad](#).

#### GENERAL PRECAUTIONS THAT STUDENTS SHOULD TAKE WHILE TRAVELING OR STUDYING ABROAD

Remember not to leave luggage unattended and not to carry packages for anyone. The packages could contain drugs or other illegal items. Refer to our brochure [Travel Warning on Drugs Abroad](#).

Do not become a target for thieves by wearing conspicuous clothing and expensive looking jewelry. — There are restrictions on photography in certain countries. Students should check the Consular Information Sheet for the countries where they plan to visit or travel. — Students should avoid demonstrations or civil disturbances, which could turn violent. Demonstrations could also turn anti-American.

The Department of State is engaged in outreach efforts to education-related organizations to publicize [road safety risks](#) in other countries. Students, who may chose less expensive, often less reliable methods of local travel while in foreign countries, should be aware of the potential danger.



## CHAPTER III

### TESTS

#### 1. PUPILS. *Choose the correct answer.*

1. The children can get to school ten minutes earlier if they take a short ..... through the park.  
a) cut    b) link    c) pass    d) path
2. When Mr. Brown was at school he won first ..... for good behavior.  
a) present    b) price    c) prize    d) reward
3. This is an exciting book which ..... new ground in educational research.  
a) breaks    b) reaches    c) scratches    d) turns
4. Little Tom did not like his first ..... at school at all.  
a) course    b) period    c) presence    d) term
5. We all laughed at his ..... of the teacher.  
a) copy    b) image    c) imitation    d) mimic
6. They had lunch together in the school ..... .  
a) bar    b) cafe    c) canteen    d) restaurant
7. You could ..... all the worthwhile information in this article into one page.  
a) condense    b) contract    c) decrease    d) shorten
8. Sue's teacher ..... her to improve her drawing.  
a) encouraged    b) insisted    c) made    d) persisted
9. We all make mistakes; no-one is ..... .  
a) fallible    b) infallible    c) mistaken    d) unmistakable
10. It's your .... that we're late for school again.  
a) care    b) fault    c) mistake    d) trouble
11. I think you should ..... that matter with your teacher.  
a) complain    b) demand    c) discuss    d) enquire
12. Since Oscar had no proper reason for missing school, his absence should be treated as ..... .  
a) abstention    b) desertion    c) neglect    d) truancy
13. If pupils are to understand the notice, the instructions must be ..... clearer.  
a) done    b) got    c) made    d) wrote
14. You are late again – please try to be ..... in future.  
a) accurate    b) efficient    c) punctual    d) reliable
15. An I. Q. test is supposed to measure the ..... of your intelligence.  
a) degree    b) extent    c) level    d) size
16. You are not very ..... today, Hugh. What's the matter? I've never known you so quiet.  
a) chattering    b) loud    c) speaking    d) talkative
17. Those pupils never ..... any notice of what their teacher says.  
a) attend    h) give    c) make    d) take
18. Annie is already twelve but she hasn't learned to ..... the time yet.  
a) know    b) read    c) say    d) tell
19. Patrick ..... the whole morning looking for his essay, but still couldn't find it.  
a) brought    b) had    c) passed    d) spent
20. Sue is not ..... of doing this work – she should change her class.

- a) capable    b) fit    c) possible    d) suitable
21. After he broke the window, the boy was ..... from school.  
a) exiled    b) excluded    c) expelled    d) extracted
22. A child's first five years are the most important as far as learning is .....  
a) affected    b) concerned    c) hit    d) touched
23. It takes a great deal of ..... for the class to make a trip abroad.  
a) arrangement    b) business    c) expense    d) organization
24. There is no ..... in going to school if you're not willing to learn.  
a) aim    b) point    c) purpose    d) reason
25. There are three of us and there is only one book so we'll have to ..... it.  
a) distribute    b) divide    c) share    d) split

**2. ENROLMENT. Choose the right answer.**

1. New students must ..... for classes before term begins.  
a) enrol    b) enter    c) join    d) teach
2. Quentin must go to France for the next ..... of his training.  
a) point    b) stage    c) stand    d) step
3. Medical students are doctors .....  
a) for the most part    b) in the making    c) in the mind's eye    d) to the life
4. I'm going to ..... all I can about the subject because I need this information.  
a) discover    b) find out    c) know    d) realize
5. This course ..... no previous knowledge of the subject.  
a) assembles    b) assigns    c) assumes    d) assures
6. Sean asked his teacher's ..... about going to university.  
a) advice    b) experience    c) information    d) knowledge
7. What are you going to do when you ..... school?  
a) complete    b) conclude    c) end    d) leave
8. Have you ..... for any evening classes next term?  
a) engaged    b) enrolled    c) inscribed    d) signed
9. Viola took her ..... at Cambridge University.  
a) degree    b) grade    c) qualification    d) standard
10. In some countries, students are selected ..... to their current level of academic attainment.  
a) according    b) due    c) owing    d) relating
11. Your progress will be ..... in three months' time.  
a) counted    b) enumerated    c) evaluated    d) priced
12. Vivian is studying to become a member of the medical .....  
a) employment    b) position    c) post    d) profession
13. Our group ..... of twelve students.  
a) composes    b) comprises    c) consists    d) contains
14. The new experimental system of enrolment didn't ..... expectations.  
a) climb up to    b) come up to    c) reach    d) rise to
15. Some schools have very ..... rules of behavior which must be obeyed.  
a) solid    b) straight    c) strict    d) strong
16. It was very difficult for the examiner to ..... what recommendations he should make.  
a) decide    b) realize    c) settle    d) solve
17. Please inform the college secretary if you ..... your address.  
a) change    b) move    c) remove    d) vary
18. Sharon wants to make it clear that she prefers a course in Fine Arts as ..... from Graphic Arts.  
a) different    b) discrete    c) distinct    d) separate

19. The classes were closed because of ..... of interest.  
 a) absence      b) emptiness      c) lack      d) missing
20. This school has the highest ..... standards in our town.  
 a) academic      b) intelligence      c) learning      d) study
21. Please find ..... a copy of the letter I received from the college.  
 a) contained      b) covered      c) enclosed      d) included
22. We need ..... information before we can decide which courses to choose.  
 a) farther      b) further      c) near      d) nearer
23. Someone from the Ministry of Education is coming to ..... our classes.  
 a) control      b) inspect      c) look on      d) overlook
24. Before joining a course of study you must fill in a long ..... form.  
 a) enrolment      b) induction      c) inscription      d) personal
25. Please ..... clearly which courses you want to take.  
 a) ask      b) indicate      c) instruct      d) learn

**3. ENROLMENT. Put each of the following words or phrases into its correct place in the passage below.**

amount	calendar	class hours	college	selecting
course	credits	curriculum	electives	
graduation	major	number	opportunity	
outlines	prospectus	specified	subjects	
requirements	technical	three	week	

### Selecting Courses

The courses given by a ..... or university are called its curriculum. The ..... of the institution ..... the complete ..... . It gives the ..... for entry to each course, as well as the credits given for the .....

Each course is designated as giving a ..... number of credits. These are usually equal to the number of ..... devoted each week to the course. For example, a course that meets three times a ..... usually gives ..... credits towards graduation. Schools using the semester ..... require about 120 credits for ..... . Between 30 and 40 of the required ..... must be in the student's ..... subject.

Schools vary considerably in the ..... of freedom given students in ..... their courses. Almost all schools have a certain ..... of required ..... . Students can also usually choose nonrequired courses called ..... . Liberal-arts colleges usually give students more ..... to choose than do ..... schools.

**4. ENROLMENT. Choose the right answer.**

1. The Examination Board have recently changed the ..... for the Diploma in History.  
 a) brochure      b) compendium      c) programme      d) syllabus
2. It should be ..... that students are expected to attend classes regularly.  
 a) marked      b) noted      c) perceived      d) reminded
3. The Headmaster is preparing the ..... for next term.  
 a) brochure      b) catalogue      c) pamphlet      d) timetable
4. During their first teacher-training year, the students often visit local schools to ..... lessons.  
 a) examine      b) inspect      c) investigate      d) observe
5. The school ..... is worn on the boys' caps.  
 a) badge      b) figure      c) label      d) sign
6. Mr Wellbred went to a school which ..... good manners and self-discipline.

- a) blossomed    b) cultivated    c) harvested    d) planted
7. There was a(n) ..... against the College's new syllabuses.  
a) bang    b) outcry    c) scream    d) whistle
8. The tutorial system at Oxford and Cambridge is the ..... of many universities.  
a) envy    b) jealousy    c) regret    d) sorrow
9. Miss Undecided was not sure which profession to enter, but finally ..... for medicine.  
a) accepted    b) chose    c) opted    d) selected
10. Comprehensive schools ..... for all levels of ability.  
a) cater    b) cope    c) look    d) watch
11. Secondary schools offer a wide ..... of subjects.  
a) field    b) list    c) range    d) type
12. If you want to attend a course, you should study the college ..... for full particulars of enrolment.  
a) programme    b) prospects    c) prospectus    d) syllabus

**5. LECTURES. Choose the right answer.**

1. Are you going to attend Prof. Wise's ..... on Medieval History next week?  
a) conference    b) discussion    c) lecture    d) meeting
2. The lecture was so ..... that almost everyone fell asleep.  
a) bored    b) dull    c) exhausted    d) tired
3. According to my ..... the lecture starts at eleven tomorrow morning.  
a) belief    b) information    c) knowledge    d) opinion
4. Prof. Rush was speaking so quickly I couldn't ..... what he said.  
a) accept    b) catch    c) listen    d) take
5. Use your imagination and try to ..... the scene in your mind.  
a) draw    b) model    c) paint    d) picture
6. Miss Johnson said she could not ..... all the information given in the lecture.  
a) absorb    b) accumulate    c) admire    d) listen
7. When you listen to a lecture, it is useful to ..... the important points.  
a) clear    b) notify    c) put down    d) write on
8. I can agree with you to a certain ..... , Professor, but not entirely.  
a) extent    b) level    c) part    d) way
9. The lecture was very ..... and I slept for most of it.  
a) annoying    b) boring    c) noisy    d) sleepy
10. You ought to pay ..... to what the lecturer is saying; it's quite interesting.  
a) attention    b) comment    c) importance    d) praise
11. Dr. Smith will be making a ..... this evening.  
a) lecture    b) sermon    c) speech    d) talk
12. I absolutely ..... with everything that has been said.  
a) accept    b) admit    c) agree    d) approve
13. You will never understand my arguments if you don't actually ..... to what I say!  
a) appreciate    b) hear    c) listen    d) understand
14. The students paid ..... attention to their distinguished professor.  
a) respectable    b) respected    c) respectful    d) respective
15. The lecture will begin at 10.00 .....  
a) in time    b) on time    c) punctual    d) sharp

**6. LECTURES. Choose the right answer.**

1. Would you please ..... from smoking while the lecture is in progress?  
a) avoid    b) keep yourself    c) refrain    d) stop

2. Prof. Leech spoke clearly and ..... so we could understand every word he said.  
a) distinct    b) distinctly    c) distinguishable    d) legibly
3. During a lecture I always try to ..... down the main points that are made.  
a) doodle    b) jot    c) noting    d) sketch
4. That's precisely what I mean. You've hit the ..... on the head.  
a) idea    b) nail    c) pin    d) point
5. The students were interested in what the teacher was saying and listened .....  
a) attentively    b) guardedly    c) prudently    d) watchful
6. A few jokes always ..... up a lecture.  
a) inspire    b) liven    c) loosen    d) raise
7. Miss Duffer looked as if she hadn't a ..... what Prof. Raymond was talking about.  
a) clue    b) guess    c) point    d) thought
8. You can ..... your shorthand by taking notes during lectures.  
a) keep    b) keep in    c) keep on    d) keep up
9. To begin the lecture, let's take an ..... of the present situation.  
a) oversight    b) overtone    c) overture    d) overview
10. The lecturer spoke so fast that I found it hard to take ..... what he was saying.  
a) away    b) in    c) over    d) up
11. Prof. Bergman was a most effective speaker and his audience seemed to ..... on his every word.  
a) catch    b) cling    c) hang    d) hold
12. I'm relying on you, gentlemen, so please don't .....  
a) allow me off    b) drop me off    c) drop me down    d) let me down
13. The teacher ..... out the words he had written on the blackboard.  
a) cleaned    b) dusted    c) rubbed    d) scraped
14. The example you have just referred to has no ..... on the matter under discussion.  
a) bearing    b) connection    c) dependence    d) relation
15. I'm afraid my speech may have ..... you as to my true aims.  
a) miscalculated    b) misled    c) mistaken    d) misunderstood
16. Please repeat what you said. I didn't quite ..... the meaning.  
a) comprehend    b) grasp    c) retain    d) seize
17. I take ..... to that remark. It's a quite unjustified insinuation.  
a) affront    b) displeasure    c) exception    d) offence
18. The professor never finished his lecture because there were so many ..... from the audience.  
a) delays    b) gaps    c) interruptions    d) intervals

### **7. HOMEWORK. Choose the right answer.**

1. There is a(n) ..... at the back of the book giving the answers to the exercises.  
a) appendix    b) index    c) key    d) reference
2. No one helped Tracy to do her homework; she did it .....  
a) all by herself    b) by all herself    c) by herself all    d) herself all
3. Clare was ..... her homework when her boyfriend called.  
a) at the centre    b) halfway through    c) in between    d) in the middle
4. That work is needed by next Thursday, so make sure you keep to the .....  
a) dead end    b) deadline    c) deadlock    d) dead stop
5. What ..... did you get for your French composition?  
a) figure    b) mark    c) number    d) sign
6. Can you recite the Ukrainian alphabet ..... ?  
a) around    b) backwards    c) reverse    d) upside down

7. .... the regular written work, you will be required to submit a long essay.  
 a) Apart from    b) Beyond    c) Beside    d) In addition
8. I can't find any logical ..... between these two sentences.  
 a) bond    b) chain    c) link    d) tie
9. For tomorrow, I'd like you to read pages 25 to 38 .....  
 a) excluded    b) exclusive    c) included    d) inclusive
10. My brother found it difficult to learn to write because he is .....  
 a) left-handed    b) right-handed    c) single-handed    d) two-handed
11. Suddenly I understood perfectly and everything fell ..... place.  
 a) down    b) for    c) into    d) out
12. Judging by the ..... Sean has put into his essay, he should do well.  
 a) exercise    b) effort    c) labor    d) toil
13. In writing the account of his summer adventures, Neville chose not to ..... his experiences in the order in which they happened.  
 a) arrange    b) classify    c) compare    d) compose
14. I must know where these quotations ..... . Please indicate their source.  
 a) began    b) come from    c) invent    d) start
15. If you want to learn you will, no ..... who teaches you.  
 a) consideration    b) matter    c) question    d) way
16. Will you ..... this essay, please, and see if I have made any mistakes?  
 a) look through    b) look up    c) see through    d) see to
17. My teacher never ..... my mistakes to me.  
 a) explains    b) exposes    c) marks    d) reveals
18. There are a lot of mistakes in your homework, I'll have to ..... it again with you.  
 a) come through    b) go over    c) instruct    d) pass
19. When I was at school we had to learn a poem ..... every fortnight.  
 a) by ear    b) by eye    c) by heart    d) by mouth
20. I can't make anything ..... his writing.  
 a) from    b) in    c) of    d) out
21. The instructor ..... me what my mistake was.  
 a) clarified    b) demonstrated    c) explained    d) showed
22. It's no good ..... me of giving the wrong answer!  
 a) accusing    b) blaming    c) criticizing    d) scolding
23. Isn't it ..... time you started your homework, Gilbert?  
 a) about    b) good    c) past    d) the
24. I have been working since this morning, and I am absolutely .....  
 a) destroyed    b) down    c) exhausted    d) tired
25. Turn the book round, you've got it .....  
 a) downside up    b) inside out    c) upside-down    d) outside in

**8. HOMEWORK. Choose the right answer.**

1. It's vital that the students' handwriting be .....  
 a) illiterate    b) legible    c) legitimate    d) literate
2. It's quite ..... which question you answer first because you must answer them all.  
 a) arbitrary    b) indifferent    c) unconditional    d) voluntary
3. Vincent read the article through quickly, so as to get the ..... of it before settling down to a thorough study.  
 a) core    b) detail    c) gist    d) run
4. It is very difficult to ..... the exact meaning of an idiom in a foreign language.  
 a) convert    b) convey    c) exchange    d) transfer

5. I tried to concentrate on my homework but my eyes kept ..... away from the handbook.  
 a) digressing    b) lapsing    c) rambling    d) straying
6. On Sunday, Vivian studied for seven hours .....  
 a) at length    b) at once    c) in full    d) on end
7. Miss Eastwood handed in the test and awaited the results .....  
 a) in the same breath    b) out of breath    c) under her breath    d) with bated breath
8. Wilfred was so ..... in the studies that he did not notice the time passing.  
 a) drenched    b) drowned    c) engrossed    d) soaked
9. You will need a pen and some paper to ..... this problem. It is too difficult to do in you head.  
 a) discover    b) find out    c) realize    d) work out
10. Students will be ..... for exceeding word-limits in their precis.  
 a) condemned    b) penalized    c) punished    d) sentenced
11. I'm afraid I've only had time to ..... the article you recommended.  
 a) glance    b) look    c) peruse    d) scan
12. Frank had a good ..... for figures.  
 a) brain    b) head    c) mind    d) thought
13. The noise from the traffic outside ..... me from my homework.  
 a) annoyed    b) distracted    c) prevented    d) upset
14. You must not ..... from the point when you write an essay.  
 a) diverge    b) go astray    c) ramble    d) wander
15. I can't possibly mark your homework as your handwriting is .....  
 a) illegible    b) illicit    c) illogical    d) illusive
16. Ann is going to take extra lessons to ..... what she missed while she was away.  
 a) catch up on    b) cut down on    c) put up with    d) take up with
17. Miss Crammer is so ..... in her work that it would be a pity to disturb her.  
 a) absorbed    b) attentive    c) consumed    d) intent
18. It suddenly ..... on me what he really meant.  
 a) came    b) dawned    c) hit    d) struck

**9. STUDENTS. Choose the correct answer.**

1. How many ..... is Sam studying at school?  
 a) objects    b) subjects    c) themes    d) topics
2. I have English classes ..... day — on Mondays, Wednesdays and Fridays.  
 a) all other    b) each other    c) every other    d) this and the other
3. I haven't had a very ..... week. I seem to have done nothing at all.  
 a) economic    b) enthusiastic    c) extensive    d) productive
4. It is ..... impossible to find a good educational computer program.  
 a) almost    b) barely    c) hardly    d) merely
5. .... the difficulty of the task, I shall be lucky to complete it by the end of next month.  
 a) Accepted    b) Given    c) Presuming    d) Regarding
6. A small ..... of students was waiting outside the classroom to see the teacher.  
 a) form    b) gang    c) group    d) team
7. Hard as she tried, she ..... couldn't understand the question.  
 a) always    b) even    c) still    d) yet
8. And as she didn't understand anything, she merely gave the teacher a ..... look.  
 a) blank    b) clear    c) simple    d) useless
9. How many marks did you ..... in the last test?  
 a) get    b) make    c) score    d) take
10. You will have to do the course again because your work has been .....  
 a) ... ..

- a) unnecessary    b) unpleasant    c) unsatisfactory    d) unusual
11. Andy was ..... from school because of his bad behavior.  
a) evicted    b) expelled    c) left    d) resigned
12. I'm not sure why he didn't go to the college, but I ..... he failed the entrance test.  
a) deduce    b) estimate    c) predict    d) suspect
13. The study of ..... can be very interesting.  
a) a history    b) histories    c) history    d) the history
14. You can learn as much theory as you like, but you only master a skill by ..... it.  
a) doing    b) exercising    c) practising    d) training
15. Mabel's school report last term was most ..... .  
a) fortunate    b) fulfilling    c) satisfactory    d) satisfied
16. Most of the students agreed to the plan, but a few ..... it.  
a) argued    b) differed    c) failed    d) opposed
17. Mr. Genius was so ..... at maths at school that he became the youngest student ever to be accepted by a college.  
a) brilliant    b) hopeful    c) keen    d) proud
18. Miss Lazy has hardly done any ..... this week!  
a) effort    b) job    c) labour    d) work
19. When I told him my opinion, he ..... his head in disagreement.  
a) hooked    b) knocked    c) rocked    d) shook
20. Please reply ..... as I have no time to lose.  
a) hastily    b) promptly    c) rapid    d) swift

**10. STUDENTS.** *Put each of the following words into its correct place in the passage below.*

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

### **Students**

The student body of a ..... or college is divided into ..... and undergraduates. Graduates have already received their ..... degrees, while ..... have not. The undergraduates belong to one of four ..... , according to their ..... of study. These are ..... , sophomore, ..... and senior classes. Most schools also admit ..... students who take a number of ..... , but are not working towards a ..... .

Students ..... vary considerably from ..... to school. Some institutions are ..... , with both men and ..... students. Others admit ..... of only one ..... .

A ..... institution has ..... men's and women's colleges. They are controlled by the same central ..... and are usually ..... on the same campus or nearby ..... .

**11. STUDENTS.** *Choose the correct answer.*

- I. Miss Everdene's knowledge of the subject was only ..... .  
a) external    b) outer    c) outward    d) superficial
2. Arnold is ..... a bit with his English classes so his parents have arranged for him to have private tuition.  
a) dragging    b) fighting    c) straining    d) struggling



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

**12. TEACHERS AND STUDENTS. Match the words for people in education with the correct definition.**

- |                 |  |
|-----------------|--|
| 1. apprentice   | a) female teacher in charge of a school  |
| 2. cadet        | b) person who trains sportsmen for contests or prepares private students for an exam |
| 3. coach        | c) highest grade of university teacher   |
| 4. dean         | d) the lowest teaching rank at a university  |
| 5. disciple     | e) person in charge of a division of study   |
| 6. headmistress | f) person who teaches you driving  |
| 7. instructor   | g) the head of some universities and schools   |
| 8. lecturer     | h) a person studying to become an officer in the army or a policeman                 |
| 9. trainee      | i) someone learning a trade who works in return for being taught                     |
| 10. principal   | j) person undergoing some form of vocational training                                |
| 11. professor   | k) anyone devoted to the acquisition of knowledge, especially attending university   |
| 12. pupil       | l) attends primary school  |
| 13. student     | m) follower of a religious teacher   |

**13. TEACHERS. Choose the correct answer.**

1. The class teacher punished disobedient pupils ..... .  
 a) hardly    b) severely    c) stiffly    d) strongly
2. It was a great ..... to study under such an outstanding teacher.  
 a) favour    b) fortune    c) privilege    d) value
3. We all like Prof. Murphy because of his great ..... of humour.  
 a) feeling    b) principle    c) sense    d) willingness
4. The most important ..... that Dr. Swan was responsible for the use of video in teaching.

- a) innovation      b) introduction      c) novelty      d) reformation
5. My English teacher .... me to try for a place in the English Department at the Oxford University.
- a) convinced      b) encouraged      c) insisted      d) proposed
6. Mr. Collins has been teaching music for years, even though he hasn't got any .....
- a) examinations      b) experience      c) experiment      d) qualifications
7. A university professor's view is rarely that of the man in the .....
- a) bus      b) factory      c) queue      d) street
8. Dr. Hartley uses student volunteers as ..... for his experiments.
- a) agents      b) cases      c) models      d) subjects
9. You must ask your class teacher ..... to do that.
- a) agreement      b) allowance      c) permission      d) permit
10. .... your hand if you want to ask a question in class.
- a) Arise      b) Lift      c) Raise      d) Rise
11. For goodness' ..... stop asking such silly questions!
- a) benefit      b) like      c) love      d) sake

**14. TEACHERS. Use each verb, at least once, in the correct form to complete the following.**

- guide      instruct      learn      lecture      teach      train
1. Animals are often ..... by their instinct as to what is the right thing to do in a difficult situation.
2. German shepherd dogs are sometimes ..... to ..... the blind.
3. Prof. Wise ..... on British history twice a week. He has already ..... us a lot. We ..... from him how to read and evaluate original documents.
4. Mr. Needle ..... a class of apprentices in sewing. He ..... apprentices about types of cloth and they are ..... to cut out and sew garments.

**15. TEACHERS. Choose the correct answer.**

1. At the beginning of the school year, every teacher is ..... a classroom.
- a) allocated      b) distributed      c) registered      d) sorted
2. Could you stand ..... for me and teach my history class tomorrow, Maggie?
- a) down      b) in      c) out      d) up
3. The teaching profession offers good career ..... for the well-qualified teacher.
- a) ladders      b) perspectives      c) prospects      d) scales
4. Mr. Marshall has been looking for a school with a ..... attitude towards its students and their work.
- a) hard      b) heavy      c) grave      d) serious
5. I wonder whether the lecturer will be up to the ..... questions such an audience is capable of.
- a) cutting      b) examining      c) piercing      d) searching
6. Prof. Skinner announced that he was addressing the meeting in his ..... as a teacher.
- a) capacity      b) character      c) qualification      d) rank
7. Teachers have learned to take shortages of textbooks and equipment in their .....
- a) course      b) habit      c) scope      d) stride
8. Some people are against informality at lectures but, personally, I ..... the idea.
- a) applaud      b) cheer      c) clap      d) shout
9. My mother had to take private pupils in order to ..... her salary as a teacher.
- a) augment      b) expand      c) complete      d) inflate
10. Mr. Hemming was a terrible teacher and obviously not ..... for teaching.

a) cut in      b) cut on      c) cut out      d) cut up

11. Mr. Shandrik ..... some unusual educational beliefs.

a) carries      b) holds      c) keeps      d) takes

12. Our maths teacher applied for a year's ..... leave to write his Ph. D. dissertation.

a) sabbatical      b) satanic      c) superfluous      d) suspended

**16. TEACHERS AND STUDIES.** *Which of the three definitions most nearly describes each of the following subjects?*

1. Agronomy, taught by agronomists, is ....

- a) the study of primitive races
- b) the survey of human emotions
- c) the science of farming

2. Anthropology, taught by anthropologists, is ....

- a) the science of ants
- b) the study of man
- c) the art of poetry

3. Embryology, taught by embryologists, is ....

- a) the study of coals
- b) the study of the development of living creatures before their birth
- c) the study of amber

4. Entomology, taught by entomologists, is ....

- a) the study of insects
- b) the study of the derivation of words
- c) the study of tombs and monuments

5. Graphology, taught by graphologists, is ....

- a) the analysis of handwriting
- b) the study of the earth
- c) the study of maps

6. Linguistics, taught by linguists, is ....

- a) the science of language
- b) the study of linking chains together
- c) branch of mathematics dealing with lines

7. Penology, taught by penologists, is ....

- a) the art of good penmanship
- b) the study of old-age pensioners
- c) the study of prison management

8. Philology, taught by philologists, is ....

- a) the art of wisdom
- b) literary scholarship
- c) the study of the derivation of words

9. Physiology, taught by physiologists, is ....

- a) the study of the functions of the body
- b) the study of the functions of the mind
- c) the science of matter and energy

10. Seismology, taught by seismologists, is ....

- a) the splitting of the atom
- b) the science of earthquakes
- c) the study of famous quotations

11. Theology, taught by theologians, is ....

- a) the study of religion

- b) the art of the theatre
  - c) the study of wind
12. Typography, taught by typographers, is ... .
- a) the making of maps
  - b) the art of printing
  - c) the study of human types

**17. EXAMINATIONS. Choose the correct answer.**

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

20. You should write your name ..... at the top of the paper.  
 a) clearly      b) largely      c) obviously      d) seriously
21. Good .... ! I hope you do well.  
 a) chance      b) hope      c) luck      d) wish
22. The examiners often ..... extremely difficult questions for the written exams.  
 a) create      b) make      c) set      d) write
23. I expect all of you to be here ten minutes before the examination begins, without .....  
 a) fail      b) failure      c) fault      d) miss
24. The purpose of this examination was to ..... the students' knowledge of the subject.  
 a) inspect      b) prove      c) list      d) try
25. Vivian passed the ..... test but failed the written examination.  
 a) handy      b) practical      c) skilful      d) working

**18. EXAMINATION GRADING. Put each of the following words into its correct place in the text.**

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

**Grading**

Grading is a ..... used in schools to ..... student achievements. Almost every ..... keeps a record of each student's ..... in order to have some basis for measuring his ..... . The record supplies information for ..... to parents. Universities and ..... often use this information to help determine whether they should ..... a student.

For a long time, the most ..... method of recording achievement was by ....., with a mark, or ..... , of 100 per cent representing ..... achievement. The ..... mark for a ..... was usually 70 per cent, and for ..... work, about 80 per cent. Today, the letters A, B, C, D, E, and ..... F, are much more commonly used. The mark A stands for exceptional achievement, and E or F means .....

A few schools use no ..... system at all. Instead, each ..... writes a detailed ..... to the parents. Such letters report the student's progress, ....., activities, and social .....

**19. EXAMINATIONS. Choose the correct answer.**

1. Miss Winslet was very ..... because she had failed her examination.  
 a) afraid      b) excited      c) sensitive      d) upset
2. You should have ..... the examination last week, so bring your money to the office as soon as possible.  
 a) entered for      b) passed      c) sat for      d) taken
3. Congratulations ..... passing your exams. Well done!  
 a) by      b) for      c) from      d) on
4. During the test it is always better to make an educated ..... than to leave a blank.  
 a) attempt      b) chance      c) endeavour      d) guess
5. Mrs. Mebane had a good ..... of the examination result when she saw her daughter's face.  
 a) idea      b) news      c) report      d) thought
6. This kind of question can sometimes be answered only by a process of .....  
 a) abolition      b) elimination      c) exception      d) subtraction
7. The person who ..... an examination is supposed to see that nobody tries to cheat.

- a) dominates    b) governs    c) leads    d) supervises
8. Greg has just taken an exam ..... history.  
a) about    b) for    c) in    d) on
9. Miss Intelligent was the ..... student in her class and passed all her exams with high grades.  
a) brightest    b) clearest    c) fastest    d) highest
10. Sign your name on the ..... line.  
a) broken    b) dotted    c) drawn    d) spotted
11. There must be a ..... of at least one metre between the desks in the examination room.  
a) expanse    b) gap    c) place    d) room
12. This test ..... a number of multiple-choice questions.  
a) composes of    b) composes in    c) consists of    d) consists in
13. Please don't talk in the ..... because there is an examination in the lecture hall.  
a) corridor    b) lane    c) promenade    d) way
14. The ..... thought of exams makes me feel ill.  
a) just    b) little    c) mere    d) sole
15. The school has ..... a system of monthly tests in place of an annual exam.  
a) adopted    b) agreed    c) collected    d) taken

**20. EXAMINATIONS. Choose the correct answer.**

1. Miss Diligent did nine hours' ..... studying a day for her exam.  
a) big    b) heavy    c) powerful    d) solid
2. In the examination you may be asked for comments on various ..... of a topic.  
a) angles    b) aspects    c) features    d) qualities
3. Failing the final exam was a big ..... to my hopes.  
a) band    b) blow    c) hit    d) kick
4. You shouldn't talk about him failing. You'll ..... his confidence.  
a) underestimate    b) undergo    c) undermine    d) worry
5. I'm felling rather ..... because of the exam I'm doing next week.  
a) anxious    b) excited    c) impatient    d) unquiet
6. The result of this exam will ..... his future.  
a) control    b) determine    c) govern    d) rule
7. Please be ..... I haven't got long.  
a) brief    b) concise    c) rapid    d) short
8. George has no head for figures. He simply cannot ..... them.  
a) collect    b) realize    c) relate    d) remember
9. No one is so ..... as the person who has no wish to learn.  
a) ignorant    b) sensible    c) simple    d) useless
10. In a multiple-choice exercise it's sometimes easier to ..... the wrong answers before choosing the right one.  
a) eliminate    b) exclude    c) give    d) omit
11. Waiting outside the examination room, I trembled with .....  
a) apprehension    b) comprehension    c) expectation    d) tension
12. His test results are not very ..... He does well one month and badly the next.  
a) consequent    b) consistent    c) continuous    d) invariable
13. The ..... exam in March prepared pupils for the real thing in May.  
a) false    b) imaginary    c) mock    d) unreal
14. My hopes of becoming a doctor ..... when I failed my "A" levels.  
a) cracked    b) crashed    c) crumbled    d) smashed
15. I was completely ..... by most of the exam questions, so I must have failed.

- a) baffled      b) harassed      c) stupid      d) stupified
16. Having already graduated from another university, he was ..... from the entrance examination.
- a) deferred      b) excluded      c) exempted      d) prohibited
17. This exam is supposed to be ..... because the marking is not affected by individual preferences.
- a) concrete      b) impersonal      c) objective      d) open-minded
18. Any candidate caught ..... in the examination will be disqualified.
- a) cheating      b) deceiving      c) swindling      d) tricking

**21. LANGUAGE-LEARNING. Choose the right answer.**

1. The new school claims to ..... students all the English they need in a few months.
- a) explain      b) instruct      c) learn      d) teach
2. I never ..... a chance of improving my English if I can help it.
- a) avoid      b) lose      c) miss      d) waste
3. Will you ..... me how to make that sound?
- a) learn      b) practice      c) show      d) train
4. John thought that the other students would think he was English, but his accent gave him .....
- a) away      b) in      c) out      d) up
5. .... that he only started learning it one year ago, his English is excellent.
- a) Accounting      b) Considering      c) Imagining      d) Wondering
6. We were the ..... students in the class who could speak Ukrainian.
- a) alone      b) one      c) only      d) single
7. Your pronunciation would improve if you ..... with a tape recorder.
- a) exercised      b) practised      c) repeated      d) trained
8. The students ..... ever use the language laboratory.
- a) almost      b) hardly      c) nearly      d) practically
8. Mary asked for ..... lessons at home as she thought she would learn English more quickly that way.
- a) particular      b) peculiar      c) personal      d) private
10. Learners of English as a foreign language often fail to ..... between unfamiliar sounds in that language.
- a) differ      b) distinguish      c) separate      d) solve
11. Jonathan was surprised that Sonia's English was so ..... as she had never been to England.
- a) definite      b) fluent      c) liquid      d) national
12. If you want to learn a new language you must ..... classes regularly.
- a) assist      b) attend      c) follow      d) present
13. Would you ..... to me studying English privately?
- a) allow      b) agree      c) approve      d) permit
14. Spanish is the .... language of most Spaniards.
- a) home      b) mother      c) native      d) nature
15. They are learning English, but they haven't ..... much progress.
- a) done      b) got      c) made      d) performed
16. There has been a great ..... in his English.
- a) escalation      b) improvement      c) increase      d) rise
17. If you don't know what that word means, ..... in the dictionary.
- a) give it up      b) look it up      c) make it up      d) show it up

18. Some language students reach a high ..... of competence in communication.  
 a) degree    b) grade    c) level    d) mark
19. Don't ..... to correct me if I make a mistake.  
 a) hesitate    b) mind    c) pause    d) stop
20. Please ..... your hand if you want to ask a question.  
 a) arouse    b) put out    c) raise    d) rise
21. At the language school, each student is assigned to his or her own .....  
 a) director    b) professor    c) staff    d) tutor
22. A(n) ..... mistake which many students make is to leave out the definite article.  
 a) common    b) just    c) ordinary    d) plain

**22. LANGUAGE-LEARNING. Choose the correct answer.**

1. Mario has now ..... to the point where his English is almost fluent.  
 a) advanced    b) approached    c) arrived    d) reached
2. Pierre's ..... of the basic structures is good but his vocabulary is limited.  
 a) grasp    b) grip    c) hold    d) seizure
3. Some people think it is ..... to use long and little-known words.  
 a) clever    b) intentional    c) sensitive    d) skilled
4. There is a feature of dialect ..... to Bristol by which an "l" is added to the ends of some words.  
 a) original    b) particular    c) peculiar    d) proper
5. A role-play session is particularly useful in bringing together different ..... of teaching.  
 a) cords    b) fibres    c) strands    d) threads
6. Cyril's understanding of the language is growing .....  
 a) by hook or by crook    b) by leaps and bounds    c) from time to time    d) slow but sure
7. It's fifteen years since Timothy worked in Holland and his Dutch is pretty ..... now.  
 a) rusty    b) scratchy    c) sloppy    d) stale
8. The school's exam results ..... the headmaster.  
 a) celebrated    b) delighted    c) enjoyed    d) rejoiced
9. The Examination Syndicate was most impressed by the overseas student whose English was .....  
 a) impeccable    b) infallible    c) irreproachable    d) spotless
10. It is ..... that students will have doubled their vocabulary in three months.  
 a) anticipated    b) foreseen    c) hope    d) worry

**23. EDUCATION AND MONEY. Choose the right answer.**

1. Dr Inventive received a ..... from the university in order to continue his research.  
 a) credit    b) grant    c) prize    d) reward
2. His father paid him ..... while he was at university.  
 a) alimony    b) an allowance    c) a pension    d) the rates
3. The headmaster had been trying to ..... money for a new science block.  
 a) ask    b) deal    c) increase    d) raise
4. Prospective students must show that they have sufficient money to cover their course fees and .....  
 a) boarding    b) maintenance    c) supplies    d) support
5. If you find it difficult to make ends meet, you can ..... to the university for an additional grant.  
 a) apply    b) ask    c) propose    d) submit
6. Many teachers are protesting about the Government ..... in education.  
 a) contractions    b) cuts    c) drops    d) reductions



7. Students sometimes support themselves by ..... of evening jobs.  
 a) efforts    b) means    c) methods    d) ways
8. The ..... for the course are \$150 a term.  
 a) charges    b) costs    c) fees    d) payments
9. The government will be increasing student ..... to give them more money.  
 a) aids    b) benefits    c) grants    d) rewards
10. Despite the excellent results in his A level exam he has not won a(n) ..... to the university.  
 a) aid    b) money    c) pension    d) scholarship

**24. EDUCATION AND MONEY. Put each of the following words into its correct place in the passage below.**

advance	approximately	balance	beginning
cash	credit	currency	delayed
fees	full	holders	installments
mail	money	payment	Visa

**Payment Plans**

Tuition ..... are payable in ..... in full at the time billed. Students may pay by ....., cheque, ..... order or ..... card (Master Card or .....). Foreign students must pay in British ..... .  
 ..... may be made by telephone for credit card ..... . Payment may also be by ..... .  
 However, the College is not responsible for lost or ..... mail.

Students who do not pay in ..... in advance automatically choose the deferred payment plan of two equal ..... . The initial payment is due ..... two weeks prior to the ..... of each term. The ..... is due four weeks after the beginning of the term.

**25. BITS AND PIECES. Choose the right answer.**

1. The ..... needs changing on your typewriter; otherwise we won't be able to read a word.  
 a) key    b) letter    c) oil    d) ribbon
2. The paper was so thin that the ..... of the pencil went right through it.  
 a) edge    b) end    c) point    d) top
3. Write in pencil and ..... out any mistakes.  
 a) clean    b) rub    c) scratch    d) wipe
4. Oh, my pen has ..... ; can you lend me yours?  
 a) run down    b) run in    c) run off    d) run out
5. On no ..... must you press this button!  
 a) account    b) circumstances    c) reason    d) time
6. The educational ..... of computers has not yet been fully realized.  
 a) amount    b) quality    c) value    d) worth
7. Can you lend me a ..... of paper?  
 a) half    b) page    c) piece    d) portion
8. He ..... up the sheet of paper and dropped it into the wastepaper basket.  
 a) bent    b) broke    c) crumpled    d) curled
9. With a word ..... you can produce a document much faster than with a typewriter.  
 a) computer    b) copier    c) processor    d) printer
10. Paper clips, drawing pins and safety-pins were ..... all over the desk.  
 a) dispersed    b) scattered    c) separated    d) sprayed
11. Give me a ..... of paper and I'll write a message for Mr Absent.

- a) blade    b) fragment    c) leaf    d) sheet
12. In the computer room the boys were ..... holes in cards.  
a) banging    b) knocking    c) punching    d) shooting
13. We packed most of our books in strong ..... boxes.  
a) cardboard    b) carton    c) paper    d) wrapping
14. Unfortunately our local library provides no ..... for photocopying.  
a) amenities    b) chances    c) facilities    d) opportunities
15. I can't open the drawer in my desk as it's ..... .  
a) fixed    b) set    c) stuck    d) unmoved

**26. EDUCATION. Choose the best synonym.**

1. That student is discourteous; he GRUMBLES no matter how you try to please him.  
a) complains  
b) giggles  
c) scolds  
d) sneers
2. Peter REVISED his paper carefully, following the professor's suggestions.  
a) copied  
b) corrected  
c) retyped  
d) reviewed
3. "Roget's Thesaurus", a collection of English words and phrases arranged by the ideas they express RATHER THAN in alphabetical order.  
a) as well as  
b) instead of  
c) restricted  
d) unless
4. Habits can be CONSCIOUSLY strengthened, as when a student of the guitar practises and memorizes different fingerings.  
a) conveniently  
b) deliberately  
c) lastingly  
d) robustly
5. My supply of confidence slowly DWINDLES as the day of the exam approaches.  
a) diminishes  
b) emerges  
c) grows  
d) revives
6. His face was FLUSHED because he had run all the way from the dorm so as not to be late for the lecture.  
a) pale  
b) red  
c) shaking  
d) wet
7. The student BROKE IN ON the conversation without waiting for the speaker to stop talking.  
a) interrupted  
b) regarded  
c) seized  
d) withdrew from

8. The warmth of the lecture hall made the students DOZE.  
 a) faint  
 b) fall asleep  
 c) sweat profusely  
 d) yawn widely
9. The speaker DEMONSTRATED his knowledge of the subject by his excellent lecture.  
 a) corrected  
 b) created  
 c) repeated  
 d) showed
10. The teacher told the student that his paper was ILLEGIBLE.  
 a) illegal  
 b) indecipherable  
 c) outstanding  
 d) sloppy

**27. EDUCATION. Choose the right variant.**

1. Don't believe everything you read – the newspapers are not always entirely **reliable**.  
 a) dependable      b) shady      c) tricky      d) noble
2. I still see my old classmates now and .....  
 a) occasionally      b) then      c) sometimes      d) here
3. Didn't anybody teach you that it's **rude** to stare?  
 a) solicitous      b) deaf      c) tolerable      d) uncivil
4. I did well at school because the teachers **encouraged** me to work hard.  
 a) stimulated      b) tolerated      c) stubborn      d) enraged
5. Her parents **support** her in every decision she makes.  
 a) angry      b) easy-going      c) back up      d) sincere
6. His **internal** dream was so unreal to become true.  
 a) forever      b) inside      c) outside      d) brief
7. I find myself at ..... with most of my colleagues on what is the best way forward.  
 a) conflict      b) disagreement      c) odds      d) friction
8. I've read that report so many times I feel I know it .....  
 a) forwards      b) backwards      c) sideways      d) upside down
9. To my ....., winter is a daft time to go on holiday.  
 a) opinion      b) belief      c) view      d) mind
10. This class seems to have a ..... knowledge of what they are supposed to achieve.  
 a) smattering      b) rudimentary      c) comprehensive      d) faded
11. Don't **postpone** your work till tomorrow.  
 a) put off      b) put aside      c) put down      d) put up
12. The difference in their computer skills was attributed to the generation .....  
 a) space      b) difference      c) gap      d) hole
13. He gave up studying after suffering a nervous .....  
 a) collapse      b) breakdown      c) failure      d) malfunction

14. Three thousand students **are candidates for** examinations every year but very few pass.  
a) give away with      b) go in for      c) get used to      d) keep up with
15. She thinks her **vocation** is teaching.  
a) desire      b) calling      c) intention      d) dream
16. Plato's teaching had a profound **effect** on Aristotle.  
a) depth      b) affection      c) effort      d) influence
17. It is **imperative** that they arrive on time for the lecture.  
a) necessary      b) suggested      c) hoped      d) intended
18. The professor tried to **stimulate** interest in archeology by taking his students on expeditions.  
a) simulate      b) fake      c) encourage      d) diminish
19. John's unsportsmanlike behaviour caused him to be **ostracized** by the other members of the country club.  
a) shunned      b) excelled      c) readmitted      d) wavered
20. Most students **abhor** lengthy exams at the end of the year.  
a) detest      b) nullify      c) regret      d) negate
21. Our final assignment for the English class is to give an **impromptu** speech.  
a) eloquent      b) technical      c) unprepared      d) unbiased
22. After a long, hard work, we **gradually** succeeded in that research.  
a) slowly      b) suddenly      c) momentarily      d) graciously
23. The fourth year sociology class was a **homogeneous** group of university students.  
a) uniform      b) unrelated      c) dreary      d) distinguishable
24. The discontented students **retaliated** by boycotting the school cafeteria.  
a) rewarded      b) took revenge      c) vindicated      d) fluctuated
25. John's **unabashed** behavior caused great concern among his teachers.  
a) impudent      b) cowardly      c) unembarrassed      d) unforgivable
26. A piece of paper was caught by a ..... of wind.  
a) blow      b) spurt      c) gust      d) wave
27. The student's **wan** appearance forced the teacher to send him home.  
a) pale      b) bellicose      c) shabby      d) hungry
28. The principal **congratulated** the student on his outstanding display of leadership.  
a) alluded      b) praised      c) scolded      d) contacted
29. The students' records were not readily **accessible** for their perusal.  
a) offered      b) acceptable      c) available      d) accountable
30. That was a bit of a ..... for the books: I never expected him to show up.  
a) turn-up      b) turn-out      c) turn-in      d) turn-away
31. The art students were **enthralled** by the sheer beauty of the portrait which hung before them.  
a) stimulated      b) shocked      c) entrenched      d) captivated
32. The scientist tried to **fuse** the two tubes, but found it impossible to do.  
a) separate      b) bend      c) unite      d) straighten

33. His final remarks had a tremendous **impact** on the audience.  
a) effect    b) uplift    c) collision    d) uproar
34. The students arrived **promptly** at 9 o'clock for their biology class.  
a) hurriedly    b) quickly    c) punctually    d) sleepily
35. Professor Johnson has a **thorough** knowledge of Egyptian hieroglyphics.  
a) complete    b) wonderful    c) hazy    d) scientific
36. The students were given **complimentary** passes for the new movie.  
a) inexpensive    b) expensive    c) free    d) good
37. The professor's **introductory** remarks concerned the development of the laser beam.  
a) preliminary    b) supplementary    c) final    d) interminable

**28. EDUCATION. Choose the best translation of the following sentences:**

1. Кожен студент нашої групи має словник.  
a) Each student in our group has a dictionary  
b) Each student in our group have a dictionary.  
c) The student in our group has a dictionary.  
d) A dictionary has each student in our group.
2. Я ще не написав вправу.  
a) I have not written the exercise yet.  
b) I did not write the exercise yet.  
c) I do not write the exercise yet.  
d) I had not write the exercise yet.
3. Якщо у тексті будуть нові слова, подивіться їх у словнику.  
a) If new words are in the text, look them in the dictionary.  
b) If new words will be in the text, look them in the dictionary.  
c) If there are new words in the text, look them up in the dictionary.  
d) If there are new words in the text, see them in the dictionary.
4. Не може бути, що вона студентка. Вона така маленька.  
a) She can't be a student. She's so small.  
b) She could not be a student. She's so small.  
c) She mustn't be a student. She's so small.  
d) She is not able to be a student. She's so small.
5. Ти даремно прийшов. Збори відмінили.  
a) You needn't to come. The meeting is cancelled.  
b) You needn't came. The meeting was cancelled.  
c) You needn't have come. The meeting was cancelled.  
d) You needn't have come. The meeting is cancelled.
6. Треба щось зробити для цих дітей.  
a) Something ought be done for these children.  
b) Something ought to be done for these children.  
c) Something ought to do for these children.

d) Something ought to make for these children.

**29. EDUCATION. Choose the right variant.**

1. ... is a process by which a person's mind and character are developed through teaching.

- a) Instruction
- b) Education
- c) Specialization
- d) Training

2. Tony always gets good ... in Algebra.

- a) marks
- b) points
- c) degrees
- d) exams

3. My sister ... me how to draw.

- a) learned
- b) taught
- c) studied
- d) tested

4. Helen's parents were very pleased when they read her school ... .

- a) report
- b) papers
- c) diploma
- d) account

5. In Britain, children start ... school at the age of five.

- a) kindergarten
- b) secondary
- c) nursery
- d) primary

6. My favourite ... at school is Biology.

- a) class
- b) theme
- c) subject
- d) topic

7. Before you begin the exam paper, always read the ... carefully.

- a) answers
- b) orders
- c) instructions
- d) rules

8. Edward has a ... in English from the University.

- a) certificate
- b) degree
- c) mark
- d) paper

9. I'm afraid that you haven't ... any progress.

- a) done
- b) taken
- c) set
- d) made

10. I find listening ... tests rather difficult.

- a) comprehension

- b) understanding
- c) progressive
- d) compulsory

**30. EDUCATION. Read the text and decide which answer (a, b, c or d) best fits each space.**

Nowadays we have to study a lot of subjects at school. (1)\_\_\_most subjects can be (2)\_\_\_, I think the most (3)\_\_\_ subjects are those which are useful, that is, those which help you to find (4)\_\_\_.

Information technology, for example, ought to be (5)\_\_\_because everyone will need to use computers in the future, (6)\_\_\_they won't be able to get a job.

School must (7)\_\_\_the curiosity and (8)\_\_\_of a child, but not grow up an (9)\_\_\_robot.

Our school system definitely (10)\_\_\_the new generation of teachers that are ready to teach in a new way. School teachers should operate a computer, which is a "must" for everyone in this millennium, as computers offer an endless number of opportunities.

	a	b	c	d
1	Instead of	Although	Owing to	About
2	interest	real	interested	interesting
3	important	definite	beautiful	wonderful
4	a living	a job	a bonus	an income
5	read	made	taught	used
6	otherwise	on the other hand	however	although
7	boil	stir	fry	burn
8	reality	prosperity	literacy	creativity
9	honest	obstinate	obedient	dishonest
10	lacks	supports	experiences	controls

**31. EDUCATION. Choose the correct variant.**

1. The roots of education are bitter, but the fruit ... sweet.

- a) are
- b) have
- c) is
- d) has got

2. When I came into the room she ... .

- a) did her homework and was reading a book
- b) had done her homework and was reading a book
- c) was doing her homework and had reading a book
- d) was doing her homework as she has already finished reading

3. Please, ... be nervous, you will pass the exam well.

- a) will not
- b) do not
- c) not





offer programmes from hairstyling to computers.

D

4. I shall dictate you the titles of the books to be read for the exams.

A B C D

5. If you all don't turn in those homework on Monday your teacher will be angry.

A B C D

6. The pupils will divide into two groups, one group will write the test in the

A B C

morning, the other in the afternoon.

D

7. The question has repeated twice by the teacher, but still no pupil could think of a

A B C

proper answer.

D

8. Now that my younger brother has successfully passed his entrance exams he was

A B C

eager to begin his classes as soon as possible.

C D

9. Their biology teacher recommended them going to the zoo twice a month to

A B C D

watch some curious animals.

D

10. Finals in Maths were not easy: we were to solve the number of very difficult

A B C D

equations.

**33. EDUCATION.** *Read the text and answer the following questions choosing the correct variant.*

### Education in Britain

The aim of British education is to develop to the full the talents of both children and adults — for their own benefit and that of society as a whole. Children must by law receive education between the ages of 4 or 5 and 16. Well, over 90 per cent of children go to nursery classes before starting formal schooling; more than 65 per cent of sixteen-year-olds stay on in full-time education. Universities, colleges and institutes of further and higher education provide a broad range of traditional academic and more vocational courses for adults of all ages.

Although the overall approach to education is now broadly similar throughout Britain, the service is administered separately in England, Wales, Scotland and Northern Ireland.

Educational provision in Britain meets the requirements of the United Nations Convention on Rights of the Child.

1. British education aims ... .

- a) to control schools
- b) to develop fully the abilities of individualities
- c) to promote contact between universities and schools
- d) to recruit teachers for work overseas

2. Education for children is ... .

- a) compulsory
- b) vocational
- c) voluntary
- d) part-time

3. What statement is not true?

- a) Post-school education provides a wide range of opportunities.
- b) Most under-fives attend nursery classes.
- c) Post-school education takes place at universities, colleges and institutes.
- d) Educational provision doesn't satisfy the requirements of the UN Convention on the Rights of the Child.

4. It follows from the text that ... .

- a) under-fives do not get any education
- b) education in Britain is class-divided
- c) more than a half of sixteen-year-olds receive full-time education
- d) all the universities in Britain are equal

**34. EDUCATION.** *Match the words in column A with the correct definition in column B. Then complete the sentences below with words from column A.*

**Column A**

- 1) grade
- 2) to learn sth by heart
- 3) diploma
- 4) edutainment
- 5) mark
- 6) certificate
- 7) undergraduate
- 8) to revise

**Column B**

- a) sth officially received on completion of training
- b) educational and entertaining
- c) mark of A, B, C etc
- d) grade out of 10 or 20, etc
- e) to learn sth for a test or exam
- f) sb studying for first university degree
- g) paper awarded by college or by U.S. high school
- h) to know sth very well

- 1. On graduation day all the high school graduates received their ..... .
- 2. I can't come out tonight as I am ..... tomorrow's test.
- 3. Ten out of ten is the best ..... anyone can get.
- 4. He didn't need notes as he had learned the speech ..... .
- 5. We will need to see photocopies of your G.C.S.E. .... .
- 6. Is this video series really ..... or is it just a gimmick?
- 7. Although Eric got a D ..... in the exam, it was a narrow fail.
- 8. In the USA, first-year ..... are called freshmen.

## ADDITIONAL ACTIVITIES

***1. Read the text. Before you read, talk with your colleagues about your first school. How old were you when you started? What did you think of it? Can you remember your first day there?***

*The text was written by Winston Churchill (1874-1965), and is from his autobiography “My Early Life”. He describes his first day at school, when he was seven.*

### ***WINSTON CHURCHILL’S PREP SCHOOL***

The school my parents had selected for my education was one of the most fashionable and expensive in the country. It modelled itself upon Eton and aimed at being preparatory for that Public School above all others. It was supposed to be the very last thing in schools. Only ten boys in a class; electric light (then a wonder); a swimming pond; spacious football and cricket grounds; two or three school treats, or ‘expeditions’ as they were called, every term; the masters all M.A.’s in gowns and mortar-boards; a chapel of its own; no hampers allowed; everything provided by the authorities. It was a dark November afternoon when we arrived at this establishment. We had tea with the Headmaster, with whom my mother conversed in the most easy manner. I was preoccupied with the fear of spilling my cup and so making ‘a bad start’. I was also miserable at the idea of being left alone among all these strangers in this great, fierce, formidable place. After all I was only seven, and I had been so happy in my nursery with all my toys. I had such wonderful toys: a real steam engine, a magic lantern, and a collection of soldiers already nearly a thousand strong. Now it was to be all lessons. Seven or eight hours of lessons every day except half-holidays, and football or cricket in addition.

When the last sound of my mother’s departing wheels had died away, the Headmaster invited me to hand over any money I had in my possession. I produced my three half-crowns, which were duly entered in a book, and I was told that from time to time there would be a ‘shop’ at the school with all sorts of things which one would like to have, and that I could choose what I liked up to the limit of the seven and sixpence. Then we quitted the Headmaster’s parlour and the comfortable private side of the house, and entered the more bleak apartments reserved for the instruction and accommodation of the pupils. I was taken into a Form Room and told to sit at a desk. All the other boys were out of doors, and I was alone with the Form Master. He produced a thin greeny-brown covered book filled with words in different types of print. [...]

### ***Comprehension check***

1. In the first paragraph, what is the contrast that the writer makes between his new school and how he felt on his first day there?
2. What were some of his fears?

3. What did he do with his 'three half-crowns'? Why?

**2. In the following text, A. S. Neill describes his famous school, Summerhill, which he founded in 1921.**

**Now read the first part of the text.**

### **THE IDEA OF SUMMERHILL**

This is a story of a modern school – Summerhill. Summerhill began as an experimental school. It is no longer such; it is now a demonstration school, for it demonstrates that freedom works.

When my first wife and I began the school, we had one main idea: *to make the school fit the child* – instead of making the child fit the school.

Obviously, a school that makes active children sit at desks studying mostly useless subjects is a bad school. It is a good school only for those who believe in *such* a school, for those uncreative citizens who want docile, uncreative children who will fit into a civilization whose standard of success is money.

I had taught in ordinary schools for many years. I knew the other way well. I knew it was all wrong. It was wrong because it was based on an adult conception of what a child should be and of how a child should learn.

Well, we set out to make a school in which we should allow children freedom to be themselves. In order to do this, we had to renounce all discipline, all direction, all suggestion, all moral training, all religious instruction. We have been called brave, but it did not require courage. All it required was what we had – a complete belief in the child as a good, not an evil, being.

My view is that a child is innately wise and realistic. If left to himself without adult suggestion of any kind, he will develop as far as he is capable of developing. Logically, Summerhill is a place in which people who have the innate ability and wish to be scholars will be scholars; while those who are only fit to sweep the streets will sweep the streets. But we have not produced a street cleaner so far. Nor do I write this snobbishly, for I would rather see a school produce a happy street cleaner than a neurotic scholar.

What is Summerhill like?...

#### **Questions for prediction.**

*The text goes on to describe Summerhill. Before you read further, discuss what you think the answers are to these questions.*

1. Can the children choose whether to go to lessons or not?
2. Is there a timetable for lessons?
3. Do children have classes according to their ages or according to their interests?
4. Does Summerhill have special teaching methods?
5. Are the children happy?
6. Is every single decision about everything made democratically by both teachers and children?
7. Does Neill find it easy to influence the children at Summerhill?

***Now read the second part of the text.***

... Well, for one thing, lessons are optional. Children can go to them or stay away from them – for years if they want to. There is a timetable – but only for the teachers.

The children have classes usually according to their interests. We have no new methods of teaching, because we do not consider that teaching in itself matters very much. Whether a school has or has not a special method for teaching long division is of no significance, for long division is of no importance except to those who *wants* to learn long division *will* learn it no matter how it is taught.

Summerhill is possibly the happiest school in the world. We have no truants and seldom a case of homesickness. We very rarely have fights – quarrels, of course, but seldom have I seen a stand-up fight like the ones we used to have as boys. I seldom hear a child cry, because children when free have much less hate to express than children who are downtrodden. Hate breeds hate, and love breeds love. Love means approving of children, and that is essential in any school. You can't be on the side of children if you punish them and storm at them. Summerhill is a school in which the child knows that he is approved of.

The function of the child is to live his own life – not the life that his anxious parents think he should live, nor a life according to the purpose of the educator who thinks he knows what is best. All this interference and guidance on the part of adults only produces a generation of robots.

In Summerhill, everyone has equal rights. No one is allowed to walk on my grand piano, and I am not allowed to borrow a boy's cycle without his permission. At a General School Meeting, the vote of a child of six counts for as much as my vote does.

But, says the knowing one, in practice of course the voices of grownups count. Doesn't the child of six wait to see how you vote before he raises his hand? I wish he sometimes would, for too many of my proposals are beaten. Free children are not easily influenced; the absence of fear accounts for this phenomenon. Indeed, the absence of fear is the finest thing that can happen to a child.

***Questions for discussion.***

1. Were your answers to the 'Questions for prediction' right?

Were you surprised by any of the answers?

2. In what way does a child usually have to *fit a school*?

To what extent do you think Summerhill *fits a child*?

3. What are the freedoms that children at Summerhill enjoy?

4. Neill holds quite strong views on education, the innate qualities of children, and the way adults interfere with learning. Which of these views do you agree with?

5. What do you understand by the last sentence of the extract?

What were you afraid of when you were young?

6. Here are some more of A. S. Neill's ideas. What is your reaction to them?

*'I hold that the aim of life is to find happiness, which means to find interest. Education should be a preparation for life.'*

*'Most of the school work that adolescents do is simply a waste of time, of energy, of patience. It robs youth of its right to play and play and play; it puts old heads on young shoulders.'*

*'[Traditional education produces children] for a society that needs obedient sitters at dreary desks, standers in shops, mechanical catchers of the 8.30 suburban train...'*

### **3. Read the following text. Choose a suitable word.**

Elementary education is the earliest program of education for children, beginning generally at the age of five or six and lasting from six to eight years. In most countries elementary education is (1) optional / compulsory for all children. In much of the United States a year of kindergarten often (2) precedes / proceeds the first grade of the 8-year elementary course. In the larger (3) communes / communities special classes or schools are usually provided for children who are physically or mentally handicapped. The purpose of the elementary school is to (4) introduce / induce children to the skills, information, and attitudes necessary for proper adjustment to their community and to society. (5) On the main / Basically, the subjects taught are reading, writing, spelling, mathematics, social studies, science, art, music, physical education, and handicrafts. These are often supplemented with other subjects, (6) suchlike / such as foreign languages. Over the years new subject matter has made the elementary school curriculum more (7) advanced / conventional than heretofore.

Secondary education begins generally at the age of 12 to 14 and continues from four to six years. Some types of secondary education, such as vocational schooling, are terminal and (8) prepare / get ready the student for employment upon graduation. Others (9) conduct / lead to advanced training in colleges, universities, or technical schools. In the U.S., secondary education includes the junior and senior (10) higher / high schools. In many foreign countries, this level of education often embraces the junior or community college (11) together / as well as the first two years of university training. The purpose of secondary education is to (12) extend / expand knowledge of subjects already studied, including the systematic study of literature, foreign languages, sciences, mathematics, social studies, and other subjects essential for physical and intellectual (13) knowledge / development and to prepare students (14) as / for future citizens.

### **4. Read the text below and complete the sentences after it with the given options.**

#### ***HIGHER EDUCATION IN THE USA***

Higher education in the USA began when in 1636, a short time after the first colonists came to the territory now called Massachusetts, they founded a college, later to become the famous Harvard University. It is the oldest university in the country, named in honour of John Harvard who left it his library and half property. The College of William and Mary founded in 1693 was the second institution of higher learning established in the colonies. These colonial colleges which later became universities were founded to train men for services in the church and civil state. Special emphasis was laid on classical education and only those who knew Latin and Greek were considered educated. By 1776 four more institutions had been opened: Yale University founded in Connecticut in 1701, Princeton University (1746), Washington and Lee University (1749), University of Pennsylvania (1740).

In practically every respect American colleges in those days tried to duplicate the colleges of ancient universities of England. They were residential colleges in the English fashion, but unlike Oxford and Cambridge they were not self-governing.

The American Revolution brought a lot of changes. The independence of the states followed by the creation of the federal government raised new questions about what American higher education should be. The first state universities were founded, though their flowering did not come until after the Civil War, a century later. The technological needs of agriculture and business stimulated the improvement of the early nineteenth-century universities. Apart from these, agricultural and engineering colleges came into existence to meet the practical needs of industry and agriculture.

Gradually universities, private or public, became the dominant and most influential structure of higher education, a position they still hold. Many of the oldest and best known liberal arts colleges, such as Yale, Columbia and Harvard, became universities during this period.

Eventually a peculiarly American structure unlike any other existing university system was produced. In the 1870s graduate school was introduced in the American university. It was placed structurally on the top of what came to be known as undergraduate school devoted to general education. Along with this, the practice of majoring in a specific subject became common. By the end of the century, however, it was beginning to become clear that "open curriculum" allowing the undergraduate to choose most of the courses had its problems. Efforts were made to reconstitute in some parts a systematic curriculum in which the courses were strictly prescribed. By 1938 roughly one third of the college courses at Columbia was prescribed. This balance is now typical of many undergraduate programs.

Between 1825 and 1875 the idea of college education for women developed in the country. At first it was provided in separate colleges for women (such as Wells, Vassar, etc.), but the general trend was coeducational.

1. Which of the following is *not* true?

- a) The first colonists founded Harvard University in Massachusetts.
- b) The College of William and Mary was founded in 1693.
- c) The history of US higher education starts in the 17<sup>th</sup> century.
- d) Harvard University was named after John Harvard.

2. The first universities of higher education \_\_\_\_\_ .

- a) were universities
- b) were coeducational
- c) trained students for service in the church and army
- d) modelled Oxford and Cambridge to some extent

3. The US colleges of the 17<sup>th</sup> century and British colleges were alike except the fact that \_\_\_\_\_ .

- a) US colleges provided their students with accommodation
- b) US students learnt Latin and Greek
- c) US colleges were not autonomous
- d) US colleges gave classical education

4. The first state universities \_\_\_\_\_ .

- a) were founded to meet the practical needs of industry and agriculture
- b) began prospering after the American Revolution
- c) began thriving in the second half of the 19<sup>th</sup> century
- d) raised the level of education with the help of the federal government

5. The US system of higher education lacks for \_\_\_\_\_ .

- a) systematic curriculum
- b) graduate school
- c) open curriculum
- d) undergraduate school

**5. Read the text below and decide which option (a, b or c) best fits each gap.**

**ADMISSIONS AND ENROLLMENT**

Most U.S. law schools require (1) applicants to have a bachelor's degree as a (2) condition for admission. (3) In addition, almost all require applicants to take the Law School Admissions Test (LSAT). There is no (4) required pre-law course of study. While many pre-law students (5) major in political science or economics during their undergraduate college years, others study such subjects as philosophy, maths, engineering, or business.

(6) Admission to most law schools is competitive. The most selective schools offer fewer than one out of four applicants a place in the entering class. Typically, a committee of faculty members and administrators makes the admissions decision by (7) reviewing the file of each applicant. In making its decision, the admissions committee considers such factors as the (8) grades earned by the applicant in college, the (9) reputation of that college, the applicant's score on the LSAT, letters of recommendation, and essays of personal statements by the applicant. Very few law schools interview candidates for admission.

There are (10) approximately 120,000 law students enrolled in the United States and about 40,000 graduate each year. The number of applications nationwide rose (11) steadily during the 1980s and early 1990s, but began to decline in the mid-1990s. Despite fluctuation in the number of applicants, there are still fewer (12) available places in law schools than there are people interested in attending law school. Tuition costs for legal education are (13) substantial, especially at law schools affiliated with private universities. Many such schools (14) charge more than \$20,000 per year, not including books, housing, or food costs. Law school (15) tuition rates usually rise at or slightly ahead of the general rate of inflation.

- |                           |               |                 |
|---------------------------|---------------|-----------------|
| 1. a) aspirant            | b) candidate  | c) competitor   |
| 2. a) prerequisite        | b) convention | c) requirement  |
| 3. a) As well             | b) Also       | c) As well as   |
| 4. a) voluntary           | b) obligatory | c) compulsory   |
| 5. a) make a specialty of | b) specialty  | c) specialize   |
| 6. a) Receipt             | b) Entrance   | c) Admittance   |
| 7. a) looking into        | b) examining  | c) looking at   |
| 8. a) rating              | b) scores     | c) ranks        |
| 9. a) glory               | b) repute     | c) standing     |
| 10. a) nearly             | b) near       | c) about        |
| 11. a) inch by inch       | b) bit by bit | c) foot by foot |
| 12. a) vacant             | b) open       | c) offered      |
| 13. a) significant        | b) generous   | c) considerable |
| 14. a) spend              | b) price      | c) demand       |
| 15. a) training           | b) education  | c) learning     |



6. *There are fifteen words hidden in the following word square. They are all words to do with education. See how many you can find. You can read vertically (5 words), horizontally (5 words) or diagonally (5 words).*

S	T	A	F	F	H	A	D	R	C	K	U	M	I	T	F
C	T	E	X	T	B	O	O	K	D	O	F	O	P	B	U
M	C	O	B	E	H	G	A	S	T	G	U	J	L	I	N
I	R	K	E	Y	R	R	E	N	O	T	I	R	I	C	I
T	O	W	S	T	L	A	P	P	B	D	M	I	S	H	V
V	U	J	U	B	I	D	P	A	U	A	N	G	A	E	E
A	C	T	E	R	H	U	S	U	R	S	H	E	T	S	R
C	R	O	O	F	D	A	P	I	P	S	E	S	C	E	S
A	L	L	Q	R	A	T	I	N	M	I	S	S	H	Y	I
T	E	K	L	I	N	E	D	S	O	G	L	B	E	G	T
I	V	E	F	O	T	B	A	K	O	N	I	R	L	O	Y
O	S	H	O	M	E	W	O	R	K	M	A	N	Y	F	O
N	T	I	C	H	U	X	A	L	I	E	D	W	A	H	G
R	E	V	I	S	E	B	A	G	R	N	K	E	N	I	L
W	K	A	N	P	J	I	M	M	S	T	A	D	S	E	R
C	H	D	E	T	E	N	T	I	O	N	Q	S	T	K	G

## JOKES

\*\*\*

Uncle James: Well, Bobby, have you gained any prizes at school?

Bobby: No, sir, the other fellows have got them all.

Uncle James: But you'll keep on trying, my boy, won't you?

Bobby: What's the use of trying when the other fellows keep on doing the same?

\*\*\*

Teacher (in history lesson): In the olden days men were often put in prison without any proper reason, but today we never think of punishing people for things they have not done.

Bad boy (sulkily): Then why was I caned yesterday 'cause I didn't do my 'ome work?

\*\*\*

Teacher: "When was Rome built?"

Percy: "At night."

Teacher: "Who told you that?"

Percy: "You did. You said Rome wasn't built in a day."

\*\*\*

"Johnny, where do you think God is this morning?" asked the Sunday-school teacher.

"In our bathroom," was the reply.

"What on earth makes you say that?" asked the amazed teacher.

"Cause just before I left I heard pa say," "My Lord! How long are you going to be in there?"

\*\*\*

Teacher: "Walter, spell FROG."

Walter (rather frightened): "F – R – – F – – R"

Then the boy sitting in back of him stuck him with a pin and he yelled,

"Oh, gee!"

Teacher: "Correct!"

\*\*\*

Teacher: "Correct this sentence: 'It was me that spilt the ink.' "

Pupil: "It wasn't me that spilt the milk."

\*\*\*

"What is your daughter working for at college – an M. A.?"

"No, an M-R-S."

\*\*\*

Instructor: "What is the feminine of bachelor?"

Student: "Er-r- lady-in-waiting."

\*\*\*

English Exam. Question: "Give three collective nouns?"

Student's Answer: "Flypaper, wastebasket and vacuum cleaner."

\*\*\*

What is the difference between a schoolmaster and an engine-driver?

(One minds the train, and the other minds the train.)

\*\*\*

Professor: "What kept you out of class yesterday? – acute indigestion?"

Co-ed: "No, a cute engineer."

\*\*\*

"An anecdote is a tale," said the teacher. "Now, Sidney, use it in a sentence."

"I tied a tin can to the dog's anecdote."

\*\*\*

Teacher (to new boy): "What's your name, my little fellow?"

New boy: "'Erbert 'Arris."

Teacher: "Always say 'sir', please, when you are speaking to a master. It's more polite."

New Boy (apologetically): "Sir 'Erbert 'Arris."

\*\*\*

Professor: "Name two pronouns."

Student: "Who, me?"

\*\*\*

It was a sleepy sort of day, the class was about half the usual size and the Prof. was calling the roll in a half-absent manner. To each name someone had answered "here" until the name Smith was called. Silence reigned supreme for a moment only to be broken by the Prof.'s voice.

“My word! Hasn't Mr. Smith any friend's here?”

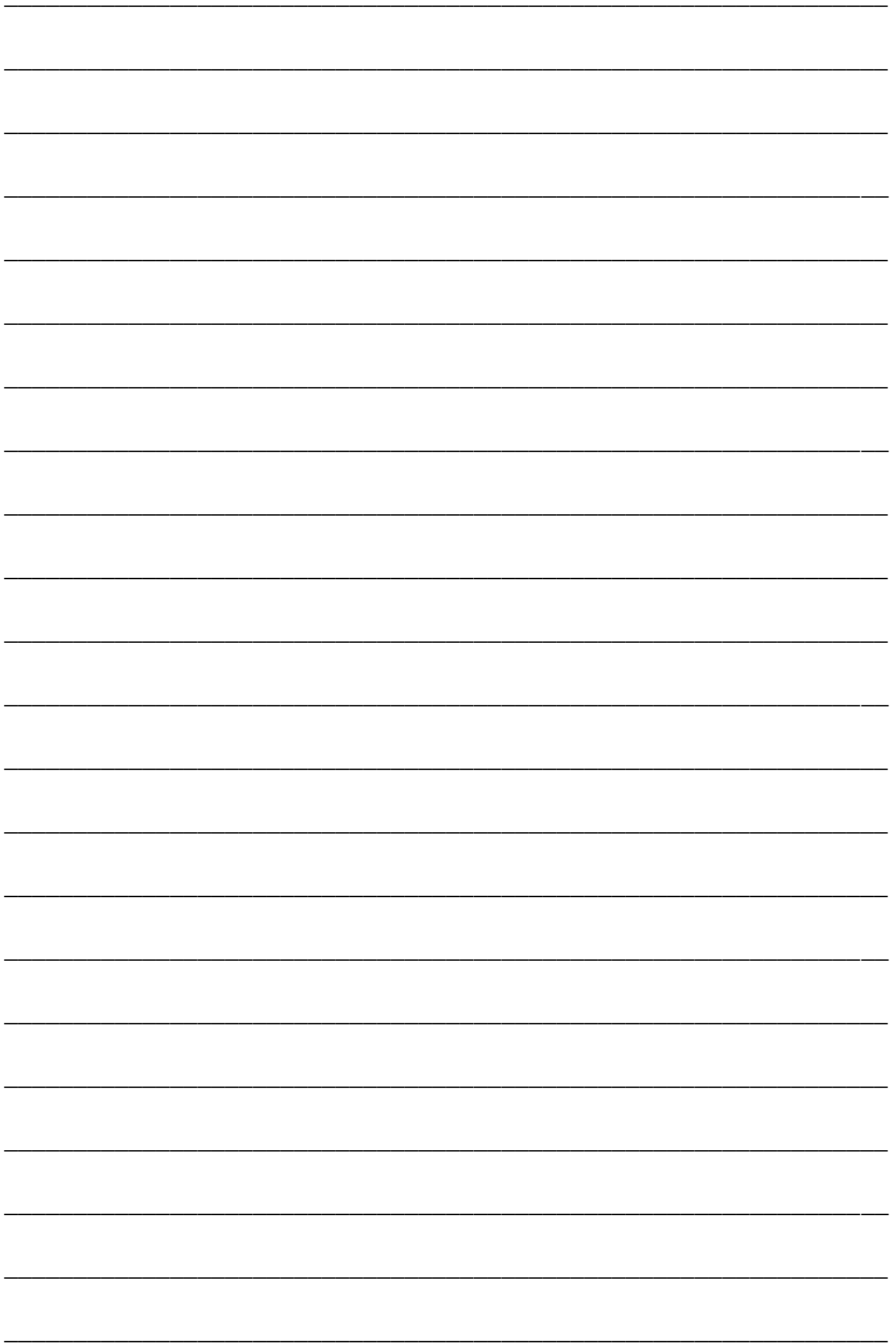
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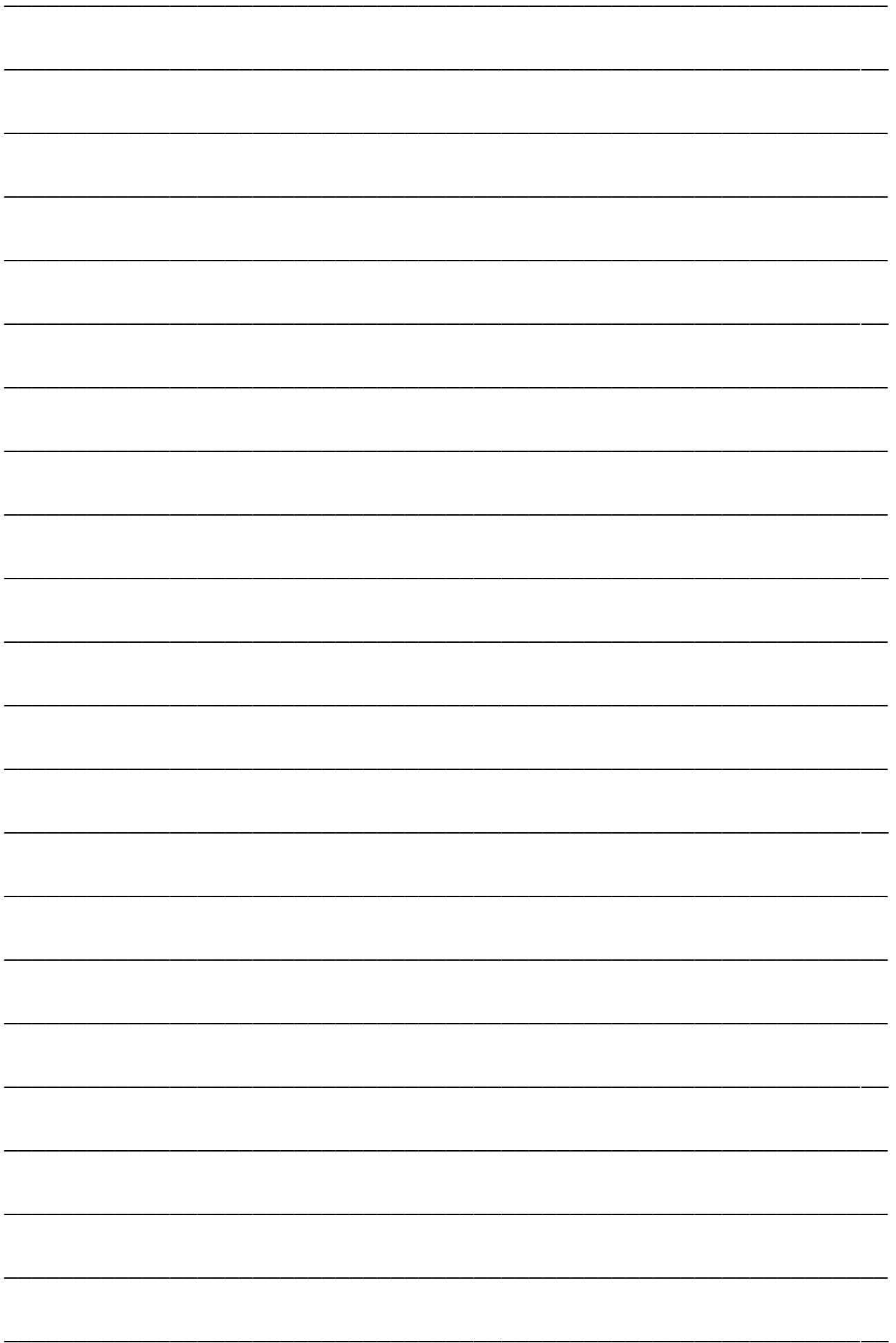
The more you know – the more you forget,  
The more you forget – the less you know,  
The less you know – the less you forget,  
The less you forget – the more you know!

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