



**Современный  
Гуманитарный  
Университет**

**Дистанционное образование**

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Рабочий учебник

Фамилия, имя, отчество \_\_\_\_\_

Факультет \_\_\_\_\_

Номер контракта \_\_\_\_\_

**ПРАКТИЧЕСКИЙ КУРС ОСНОВНОГО  
ИНОСТРАННОГО ЯЗЫКА**

**АНГЛИЙСКИЙ ЯЗЫК**

**ПРАКТИКА РЕЧИ**

ЮНИТА 7

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студентов высших учебных заведений

# **ПРАКТИЧЕСКИЙ КУРС ОСНОВНОГО ИНОСТРАННОГО ЯЗЫКА АНГЛИЙСКИЙ ЯЗЫК ПРАКТИКА РЕЧИ**

Юниты 1 - 9. Разговорные темы.

## **ЮНИТА 7**

Система образования в Великобритании. Дан комплекс текстов и упражнений на тему образования в Великобритании. Сопровождается аудиокурсом.

Для студентов факультета лингвистики СГУ

Юнита соответствуют профессиональной образовательной программе №3

## ОГЛАВЛЕНИЕ

ТЕМАТИЧЕСКИЙ ПЛАН .....	4
ЛИТЕРАТУРА .....	5
ПЕРЕЧЕНЬ УМЕНИЙ .....	6
LESSON 1(УРОК 1): School education in Great Britain. ....	7
LESSON 2 (УРОК 2): The exams. Going to University. Higher education. ....	32
LESSON 3 (УРОК 3): Life at College and University. ....	61
LESSON 4 (УРОК 4): Learning English in Britain. ....	90
LESSON 5 (УРОК 5): Students and Professors. ....	121
ГЛОССАРИЙ *	

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\* Глоссарий расположен в середине учебного пособия и предназначен для самостоятельного заучивания новых понятий.

## ТЕМАТИЧЕСКИЙ ПЛАН

В данной юните содержатся тексты и диалоги на следующие темы:

Урок 1: Система школьного образования в Великобритании; обучение в начальной и средней школе.

Урок 2: Сдача экзаменов; поиск учебного заведения и условия поступления в него; высшие учебные заведения Великобритании; история и достопримечательности Кембриджа.

Урок 3: Обучение в колледже и университете; выбор профессии; поиск комнаты и проживание; история и достопримечательности Оксфорда.

Урок 4: Изучение английского языка в Англии; варианты учебных программ и курсов; лингвистический колледж в Йорке.

Урок 5: Взаимоотношения между профессорско-преподавательским составом и студентами; условия обучения и проживания в колледже.

Каждый урок сопровождается комплексом упражнений, ролевых игр и творческих заданий для закрепления новых слов и выражений из активного словаря по каждой конкретной теме.

# ЛИТЕРАТУРА

## Базовый учебник

1. Swan M., Walter C. The New Cambridge English Course. Cambridge University Press, 1998.

или

2. Abbs B., Freebairn I. Blueprint. Longman, 1996.

## Дополнительная литература:

3. Porter - Ladousse G. Language Issues. Longman, 1997.

4. Longman Language Activator. Longman, 1996.

5. English Vocabulary in Use. Upper-intermediate and Advanced. Cambridge University Press, 1998.

6. Alexander L.G. Right Word Wrong Word. Longman, 1997.

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Примечание. Знаком (\*) отмечены работы, на основе которых составлен научный обзор.

## ПЕРЕЧЕНЬ УМЕНИЙ

№ п/п	Умение	Алгоритм
1.	Составление summary	<ol style="list-style-type: none"> <li>1. Прочитайте текст.</li> <li>2. Выделите основные понятия и идеи текста.</li> <li>3. Составьте предложения, обобщающие смысл текста, употребляя слова-связки.</li> <li>4. Прочтите summary, внесите необходимую орфографическую, грамматическую и стилистическую правку.</li> </ol>
2.	Составление собственного диалога	<ol style="list-style-type: none"> <li>1. Прочтите данный в юните диалог.</li> <li>2. Определите сюжет и участников Вашего диалога.</li> <li>3. Составьте реплики персонажей, используя активный словарь урока и базовый диалог юниты.</li> <li>4. Составьте диалог полностью, внесите необходимую редакторскую правку.</li> </ol>
3.	Ситуация	<ol style="list-style-type: none"> <li>1. Опираясь на данное в юните задание, определите сюжет и участников ситуации.</li> <li>2. Составьте выступление (диалог) от своего лица либо участника ситуации, используя активный словарь урока.</li> <li>3. Разыграйте ситуацию со своими коллегами.</li> </ol>
4.	Составление собственного рассказа по теме	<ol style="list-style-type: none"> <li>1. Определите сюжет и персонажей Вашего рассказа.</li> <li>2. Составьте план рассказа.</li> <li>3. Используя активный словарь урока либо тексты юниты, составьте предложения (реплики).</li> <li>4. Прочтите черновик, сведите фразы в единое целое, внесите редакторскую правку.</li> </ol>
5.	Составление вопросов к тексту (фразам)	<ol style="list-style-type: none"> <li>1. Прочтите текст (фразу).</li> <li>2. Определите части предложения, к которым Вы хотите задать вопрос.</li> <li>3. Определите тип задаваемого вопроса (общий, специальный, разделительный).</li> <li>4. Постройте вопросительное предложение, соблюдая соответствующий данному типу порядок слов.</li> </ol>

**SCHOOL EDUCATION IN GREAT BRITAIN****PART I**

**Find out the meaning of the following words.**

## Vocabulary

comprehensive school  
degree  
discipline  
first degree  
graduate  
headmaster  
headmistress  
headteacher  
kindergarten  
nursery school  
primary school  
public school  
reception class  
secondary school  
single-sex school  
state school  
teacher's pet  
to bully  
brainy  
bright  
daft  
genius  
gifted  
intelligent

**1. Answer the questions about yourself.**

1. How long did you study at school?
2. Was it difficult or easy to study?
3. Can you say that your school was your second home? Why?
4. What subjects were you interested in?
5. Do you think school gave you enough knowledge in the subjects you were interested in?

6. If you wanted to get more information on this or that subject, where could you get it, besides school?
7. In what way are specialized schools different from ordinary school?
8. What kind of school would you like to study in? Why?
9. What helps to make a person educated?
10. Why do you think it is important that everyone should be educated?
11. Each pupil has to be taught differently. Comment on it.

 **2. Listen to, and study the following text. Find out the meaning of new words.**

free of charge, fee-paying school, a governor, to be in charge, the local council, grant-maintained school, National Curriculum, selective school, boarding school, the core subject, tuition, part-time education.

### **Text 1**

#### **SCHOOL EDUCATION IN GREAT BRITAIN**

Schools have changed a lot in recent years. Standards have improved and there is wider choice.

Everybody has a right to a school place for a child from age 5 to age 16, and a school or college place for him or her from 16 to 18. These places are provided free of charge. Everybody has a duty to make sure that the child goes to school until he or she is 16.

One can say which school he or she would like his or her child to go.

Most pupils go to schools which offer free education, although fee-paying independent schools also have an important role to play. In most schools, the governors and headteachers are in charge of the way the school is run, but the local council fixes the size of the budget, offers advice and can step in if things go wrong.

Some schools are voluntary schools, which encourage a particular set of beliefs, usually religious, and are often known as church schools. Otherwise they are run in the same way and funded by the local council in the same way.

There are now around a thousand self-governing schools, also known as grant-maintained schools. They also offer free of charge education, but are run by their headteachers and governors, independent of the local council. They get their money from central government through the Funding Agency of Schools. This includes a share of what the local council would have spent on administration.

The 1993 Education Act gives voluntary bodies, including groups of parents working together, the opportunity to set up self-governing schools which receive funding directly from central government.

There are also some City Technology Colleges, known as CTCs. These are a new type of free secondary school, set up mainly in large towns and cities through partnerships between the Government and business. CTCs concentrate mainly on technology and science.

An increasing number of schools are choosing to specialize in particular subjects, especially technology, often working with local business. But all these schools, some of which are the new Technology Colleges, teach the full National Curriculum, so all pupils will have a broad-based education.

Some schools are known as selective schools. This means that they only admit more academically able pupils. Some schools offer places to pupils with an aptitude in a particular subject.

Just over 7% of pupils are educated in independent schools that charged fees. The Government has made it easier for parents to choose an independent education by offering assisted places in nearly 300 independent schools to children of parents with low incomes. Under the Assisted Places Scheme, central government pays all or part of the pupil's fees depending on parents income.

Many independent schools are boarding schools. Some boarding schools are run by local councils, and some self-governing schools also provide boarding places.

Every child has a right to a good education. This means that school should do its best to make sure every child does as well as he or she possibly can. The Government's education reforms are designed to support schools' and teachers' efforts to achieve that. A child has a right to broad and balanced studies which promote spiritual, moral, cultural, mental and physical development, and prepare him or her for adult studies.

The child is taught the subjects he or she must study under the National Curriculum. These are English, maths, science, technology, a foreign language in secondary schools, history, geography, art, music and PE. History, geography, art and music are not compulsory after the age of 14. But the child must be given religious education unless the parents decide otherwise.

On the top of the National Curriculum, and especially after the age of 14, individual schools will add other subjects to the curriculum to make sure that it offers a suitable range of optional subjects.

The full requirements of the National Curriculum are being introduced gradually. All pupils will be following it in full by September 1997.

Pupils will be tested in the core subjects of English, maths and science at about the ages 7, 11, and 14. The tests are designed to be easier for teachers to manage than they were in the past. Most pupils will also be entered for GCSEs (General Certificate of School Education) or other public examinations, including vocational qualifications, when they are 16. Many will

then go to GCE A (advanced) levels, or to further vocational qualifications such as GNVQs (General National Vocational Qualification).

Most schools offer a number of options for 14 year olds, such as art, music, history and geography and other subjects that do not have to be studied under the National Curriculum. As the options develop, a choice of job-related courses is also being offered by schools.

Education and training should not stop when a student is 16. Young people now have much more choice about education and training from 16 to 18, including what and where to study.

GCE A levels will continue to set standards of excellence. In addition, more schools and colleges are offering new, broad vocational courses leading to Foundation and Intermediate GNVQs, as well as Advanced GNVQs; the new “vocational A levels”. Together with job-specific NVQs, they provide more routes towards better jobs and places at university. From about the age of 14, pupils from an increasing number of schools will be able to get experience of vocational courses as well as GCSEs.

When young people reach 16 they can decide to:

- 1) stay on at school;
- 2) move to a college as a full-time student; or
- 3) combine part-time study with a job, perhaps through the Youth Training programme.

Young people need to be able to choose the programme of study, whether academic or vocational or a mixture of the two, that best suits their aptitudes and abilities.

Young people are entitled to continue their education and training beyond 16. Tuition is free for full-time students aged 16 to 18 in state schools, CTCs and colleges in the further education sector. Most independent schools and colleges charge fees. In some parts of the country, every 16 and 17 year old who is not in fulltime education is given a Youth Credit. This is a voucher which young people can exchange for part-time education or training leading to a recognized qualification.

## Text 2

### **Learn more material about education in Great Britain**

NATIONAL CURRICULUM. Until September 1989 schools in England and Wales determine their own curriculum, supervised by the local LEA. Each school decided when to teach each subject, how much time to spend on it and which teaching method to use. The national curriculum has changed all that. Schools are now obliged by law to teach three “core” subjects - English, maths and science, six “foundation” subjects - art, history, geography, music, PE and technology and design. Secondary schools must also teach modern

foreign languages and in Welsh speaking schools children must learn Welsh. These subjects will take up 70% of curriculum time.

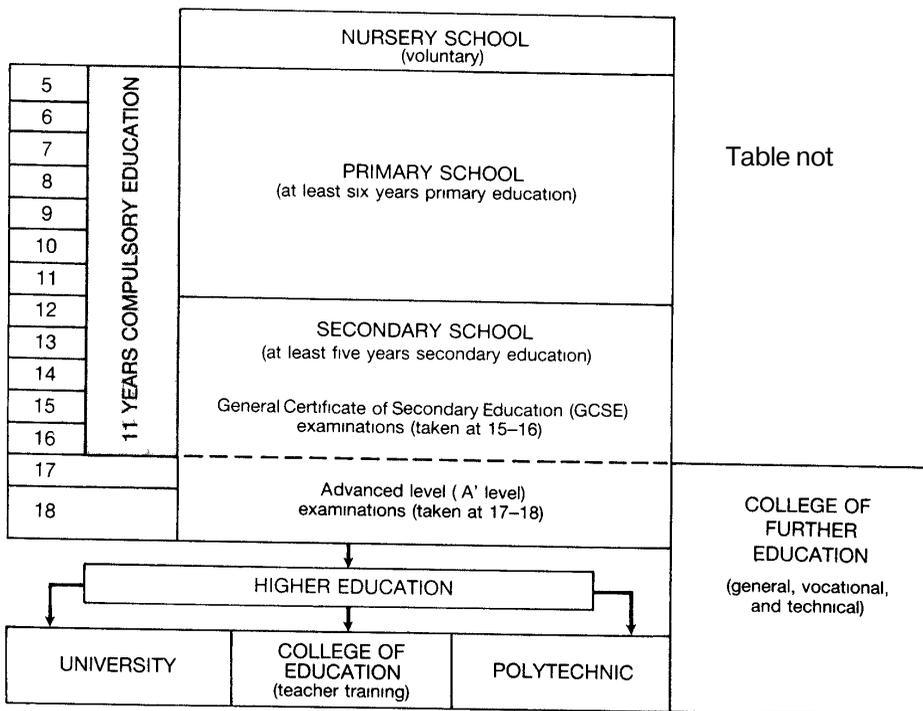
Each subject has a set programme of study and attaining levels for each subject covering the years from 5 to 16 (10 levels).

Children will have formal assessments at 7, 11, 14, 16. Schools will be allowed to introduce a fast stream for bright children.

**CITY TECHNOLOGICAL COLLEGES.** CTCs are designed to be “centres of excellence” - colleges in urban areas which provide a “broad curriculum with an emphasis on science and technology.” The colleges, largely funded by the Exchequer with sponsorship from private industry, are for pupils aged between 11 and 19, who must be of mixed ability and mainly drawn from the local area.

**LOCAL MANAGEMENT OF SCHOOLS.** In the past schools’ budgetting arrangements have been controlled by the LEA and headteachers have had control only over day to day spending on small items. But today, all secondary schools and primaries with more than 200 pupils take over control of their own budgetting and staffing. The funds still come from the local authority, but it’s up to the head and governors of the school to decide how the money should be spent.

**OPTING OUT.** So far only 35 of the 25,000 schools in England and Wales have “opted” out of local authority control to become grant maintained (GM). Schools who want to leave ballot parents, if they vote yes, the school governing body applies to the Secretary of State for GM status. The school still receives the same funds, but it comes from Whitehall rather than from the LEA although the school has to meet the requirements of the National Curriculum. The school is totally in control of its own affairs, and can choose which central services to buy in from LEA. However, it means the right to “perks” like inservice teacher training and supply staff to cover for absent teachers may be forfeited.



### 3. Translate the following dialogue in English.

Группа американских учителей приехала в одну из средних школ г.Москвы. Директор разговаривает со своими коллегами из Америки.

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Директор Московской школы,

Александр Петров: Мы рады приветствовать Вас в нашей школе и провести Вас по ней. Мы можем начать с наших мастерских (markrooms), они на первом этаже. Не возражаете?

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Директор Вашингтонской школы,

мистер Джойс: Пожалуйста, делайте так, как считаете необходимым.

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А. Петров: Спасибо. Ну что же, давайте начнём нашу экскурсию по школе. На этом этаже у нас располагаются мастерские и мой кабинет. А вот это наша столярная мастерская (the carpentry- room); здесь наши юноши делают различные вещи. Давайте зайдём и посмотрим.

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Мистер Джойс: Здравствуйте! ( Подходит к одному из ребят).  
Какую замечательную скамейку Вы мастерите!

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Ученик: Спасибо. Мы делаем скамейки для спортивного зала.

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Мистер Джойс: Я поражён Вашим мастерством. Это замечательно.

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А. Петров: Пройдёмте дальше. На втором этаже у нас учатся младшие классы (junior).

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Мистер Джойс: Понятно. А сколько учеников в вашей школе?

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А. Петров: 200 человек в начальной школе (the elementary school), а всего около 900 человек.

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Мистер Джойс: Неужели у вас ученики начальной и средней школы учатся в одном здании?

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А. Петров: Совершенно верно. Иногда это очень хорошо, но с другой стороны у этого есть свои недостатки.

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Мистер Джойс: Возможно Вы правы. Кстати, не могли бы Вы показать нам ваши лаборатории? Я сам преподаю химию и хотел бы посмотреть на ваш кабинет химии.

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А. Петров: Нет проблем. Пожалуйста. Это наша химическая лаборатория. Но конечно же, нам хотелось, чтобы оборудование было бы ещё лучше и современнее. Разрешите Вам представить учеников 9 класса. Сейчас они очень заняты: проводят химические опыты... А теперь давайте пойдём дальше...

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**4. Speak about your school building. Imagine a group of English pupils is on a visiting tour in Russia. You're showing them your school.**

**5. a) Using a dictionary, decide which of the words in the box can go in which sections of the chart. You can put words in more than one column.**

*kindergarten, high school, college, playgroup, nursery school, comprehensive, public school, preparatory school, sixth form, reception class, evening classes, polytechnic, technical college, university, master, mistress, teacher, lecturer, professor, tutor, headteacher, headmaster, headmistress, deputy head, student, pupil, graduate, postgraduate, doctorate, playground, classroom, lecture, theatre*

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**Preschool Education (0-5)**

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**Primary Education (5-11)**

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**Secondary Education  
(11-16+)**

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**Further Education**

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**Higher Education**

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**Adult Education**

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**5. b) Some of the words in the box refer to private education in Britain rather than state education. Which are they?**

## **PART II**

 **Study the additional text about the education in the USA.**

What is the difference between the system of education in the UK and the USA?

### **EDUCATION IN THE USA**

Education in the USA comprises 3 basic levels: elementary, secondary and higher education. Vocational training, adult education, schools or classes for special types of children and gartens also form part of the programme in most states. The school year is usually 9 months, from early September to mid-June. The common pattern of organization, reffered to as 6-3-3 plan, includes elementary school in grades 1 through 6, junior high school in grades 7 through 9 and senior high school in grades 10 through 12. However, many variations on the patterns exist in the USA.

**PRESCHOOL EDUCATION.** A child's introduction to formal education is usually in kindergarten classes operated in most public school systems. Many systems also provide nursery schools. The age group is commonly 4 and 5 years. These preschool education programmes maintain a close relationship with the home and parents, and aim to give children useful experiences which will prepare them for elementary school. The programmes are flexible and are designed to help the child grow in self-reliance, learn to get along *with* others, and form good work and play habits.

**ELEMENTARY SCHOOL.** The main purpose of the elementary school is the general intellectual and social development of the child from 6 to 12 or 15 years of age. Curricula vary with the organization and educational aims of individual schools and communities. The more or less traditional programme consists of teaching prescribed subject matter. Promotion from one grade to the next is based on the pupil's achievement of specified skills in reading, writing, spelling, arithmetic, history, geography, music and art.

**SECONDARY EDUCATION.** Most pupils follow a course that includes English, science, social studies, mathematics and physical education.

Elective subjects may be chosen in the fields of foreign languages, fine arts and vocational training. Pupils usually elect about half their work in grades 9 through 12. During the 7th, 8th, and 9th grades the pupils begin to plan their careers and select subjects that will be useful in their chosen work.

In general, basic subjects are required in the 10th through 12th grades, but at some high schools students may elect an increasing proportion of their work according to their interests. In addition to these basic subjects - English, science and mathematics, social studies and physical education - larger school systems may offer a selection of courses aimed at 3 or more levels: academic, vocational and general. The academic programme is designed to prepare students for college. Among the subjects added to the core are more advanced mathematics and science courses and foreign languages. The vocational programme may give training in 4 fields: agricultural education which prepares the students for management and operation, business education, which trains students for the commercial field, home economics, which trains students for home management, child care and care of the sick, and trade and industrial education which provides training for jobs in mechanical, manufacturing, building and other trades.

The third programme, a general or comprehensive programme, provides features of the academic and vocational types. Those who don't expect to go to college or enter a particular trade immediately but who want the benefits of schooling and a high school diploma, often follow the general course.

Students are usually graded from A(excellent) to F(failing) in each course they take on the basis of performance in tests given at intervals throughout the year, participation in class discussions and completions of written and oral assignments. Locally developed end-of-the-year examinations are given in many schools.

## PART III



### 1. Listen to, and practise the following dialogue. Learn it.

Act this dialogue. Work in groups of 3 and make up your own dialogue the planning your child's career! Two of you are parents and one person is your child. Use the model.

**Jim:** Well, Steve, have you made up your mind yet what you want to do when you leave college?

**Sue:** Oh Jim, surely he's a bit young to decide on his career. He hasn't even got to college yet.

- J.:** Not at all, Sue. It's wisest to decide in good time. Look at me, for example. I really wanted to be a sailor, but now I spend my days sitting at a desk in an office. Yes, it's silly to train for the wrong job. And after all, Steve will be going to college soon.
- Sue:** (amusing): Now if I were a man I'd be a farmer. To see the crops growing - that's my idea of a good life.
- J.:** Yes, and to see the money rolling in is more important still.
- Steve:** Well, that's not the way I look at it, Dad. It's the job I care about not the money.
- J.:** Maybe not, but you'll learn to care about money too, when you've got a family to keep.
- Sue:** And of course Pete - well, he's keen to be a racing motorist, or else an explorer.
- Steve:** (scornfully): Oh, Pete's not old enough to make up his mind about such things.
- J.:** Well you haven't answered my question yet, Steve. What would you like to do?
- Sue:** (wistfully): Are you sure you don't want to be a farmer Steve? Or a market gardener?
- Steve:** No, I'm sorry. Mum, but I don't want to at all. I'd rather be a civil engineer. I want to build roadside bridges.
- J.:** Not ships? Isn't it better to be a ship-building engineer?
- Steve:** (crossly): Look here, is it my career we're planning, or yours?
- J.:** (huffed): All right, all right, there's no need to lose your temper. But you'd better win that scholarship first.



**2. Listen to, and read the dialogues. Learn them by heart. Make up your own dialogues. Work in groups of two. Imagine you're parents and you are discussing the future profession of your children.**

**I.**

- Susan: How are your boys, Andy? I hear Paul's doing well at school.
- Andy: Yes, he's been working very hard. He studies for hours on end every evening you know.
- Susan: Is he going to university?
- Andy: Well, he hopes to go to Oxford, and his teachers say he deserves to. But I wish he'd stop sometimes. He's a bit too conscientious.
- Susan: And what do James' teachers say about him?
- Andy: Oh, he's not bad, but he's too idle and inconsistent. He couldn't care less about homework or exams.
- Susan: Perhaps he'll make his fortune at tennis.
- Andy: Ann thinks he should give it up. She wants him to take up law,

but I don't think he's cut out for it.

## II.

James: Well, how have your two sons been doing at school lately, Henry?

Henry: Terrible! Nick never starts working, and Andrew never stops working.

James: You're joking of course. I hear Andrew is likely to win all the prizes in the exams this year.

Henry: Yes, so his teachers say. But he deserves to do well. He's always been so conscientious and hard-working, and he's been slowing at his books every evening for months on end recently. He wants to go to Cambridge University next year.

James: Maybe he'll become a university lecturer himself eventually.

Henry: Maybe. But I think he studies too hard, I sometimes wish he'd go out and enjoy himself for a change.

James: What about the younger one?

Henry: Well, Nick's teachers say that he has ability, but that he's too inconsistent and that he rarely does his best. In other words, he's not bad when he makes an effort, but he's too idle. He couldn't care less about exams. He does his homework in 10 minutes every evening and then rushes out to play tennis.

James: He's crazy about tennis, isn't he? Perhaps he can make his fortune at it. You can make more money from sport than from an old-fashioned profession these days.

Henry: So I believe. But my wife always worries about the children's future. She wants Andrew to give up tennis and study law, but I don't believe in forcing boys to take up careers they're not cut out of. I wonder how Andrew'll develop in a couple of years'time.

### **3. What would you say if you took part in the following dialogues? Act them out.**

1) A: Are all Russian schools supported by the state? Are there any private schools in your country?

B: .....

2) A: What schools provide secondary education in Russia?

B: .....

A: At what age can pupils leave school in your country?

B: .....

A: What education do you have? Did you graduate from secondary school (specialized secondary school, college)?

B: .....

3) A: At what age do English children start school?

B: .....

A: Are there only public schools in Great Britain?

B: .....

A: Do the pupils have to pay tuition charges?

B: .....

A: What exams do the pupils have to take? At what age?

B: .....

#### 4. Translate these sentences:

Вместо того, чтобы выслушать сына, отец наказал его. Что вы имели в виду, когда сказали, что не одобряете их решения? Она очень удивилась, узнав, что пятилетний мальчик очень хорошо читает. Я с удивлением услышал, что Джеймс собирается стать журналистом. У этого мальчугана действительно оригинальный ум. Вам следует уделять ему больше внимания.

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#### 5. Find out the English equivalents for these word combinations:

Нью-Йоркская бесплатная средняя школа, специализированное среднее учебное заведение, государственная (бесплатная) система образования, начинать учиться в школе, специализация по гуманитарным или естественным наукам, поддерживать усилия учителей и школ для достижения максимальных успехов, финансироваться местным советом, в возрасте 14 лет, в зависимости от доходов родителей, управлять школой, протестировать учащихся по ряду предметов, быть допущенным к экзаменам, получить образование, факультативы, курсы по профориентации, получать опыт, после 16 лет.



#### 4. Listen to a college lecturer being interviewed about the subject of her new book. Look at the questions 1-10 and decide if the statements are true or false. Retell the conversation.

*For questions 1-10 tick ( ✓ ) whether the statements are true or false.*

From the report we learn that (see the next page):

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1. Boys do not encourage girls to express their views in class.

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2. Boys are punished for insulting behaviour towards girls.

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3. Competition with boys is good for girls.

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4. Boys need more space in the classroom than girls.

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5. Boys can sit next to girls.

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6. Teachers encourage girls more than boys.

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7. Boys take up more time than girls in the classroom.

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8. Life in mixed schools is not 'normal'.

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9. Single-sex schools do not prepare girls well for life.

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10. Margaret Thatcher went to a single-sex school.

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**7. Recent reports have shown that in Britain some (but not all) private schools have better exam results than state schools, and girls sometimes do better academically at single-sex schools than at co-educational schools. For boys there is no difference.**

On the basis of the above information and your own opinions, which square of the chart below would you choose for your child? Why?

	Private	State
Single-sex		
Co-educational		

**b) Describe the education of some or all of the following people.**

**a** yourself

**b** your mother or father

**c** a rock and/or movie star

**d** a famous historical figure from your country

Say what kind of educational establishments you/they went to and how you/they got on there.

**c) Read the conversation and put the children's names into the correct columns.**

HEADTEACHER: How's *your* class getting on, Miss Keane?

MISS KEANE: Well, how can I put it? Samantha's a very *slow learner*, Tom's permanently *disruptive*, Jemma's *illiterate*, Sarah never *pays attention*, Jeffrey has *numeracy problems*, Sasha goes to the *special needs* teacher because she's too *brainy*, Dulal's *mind keeps wandering*, Stella is *conscientious* but seems to have *learning difficulties*, Bill's so *absent-minded* he forgets his own name, Mary's *dyslexic*, and the Mishram sisters (Penny and Jasmin) seem to have no concept of *discipline* at all. Otherwise the class is fine!

Behaviour problems

Learning problems

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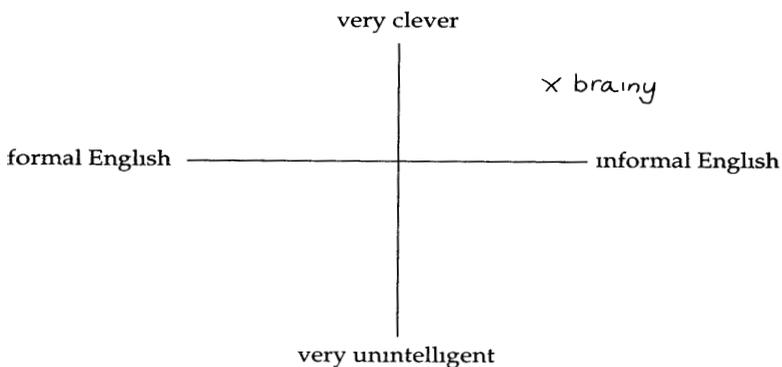
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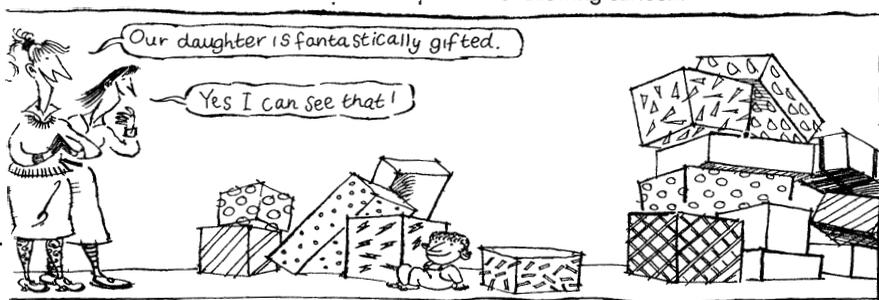
Say in your own words what Miss Keane thinks the problem is with each pupil.

**d) Decide where the following words describing clever and not so clever people should go on the grid below:**

*clever, bright, intelligent, brainy, a genius, brilliant, gifted, thick, silly, idiotic, stupid, daft, dim, moronic, absent-minded*



8. Explain the pun in the following cartoon. Make up the dialogue.



## PART IV

### Text for discussion



1. Listen to, and read the text.

## THE HUMAN COMEDY by William Saroyan Chapter X. ANCIENT HISTORY

[...] The ancient history classroom was swiftly filling as the **teacher**, old Miss Hicks, waited for the final bell and the kind of order and quiet which in her class was the sign for the beginning of another stab at the problem of trying to educate, if not entertain, the boys and girls of Ithaca, now at high school and soon at least, theoretically, to be ready for the world. Homer Macauley, troubled by something that bordered on a state of adoration,

studied a girl named Helen Eliot who walked from the door to her desk. Without a doubt this girl was the most beautiful girl in the world. Besides that, she was a snob - which Homer refused to believe was natural and permanent. Even so, and even though he worshipped her, the bitterest enemy of his school life was this snobbery of Helen Eliot. Following her came Hubert Ackley III. When Hubert reached Helen the two whispered a moment, irritating Homer very much. The final bell rang, and the teacher said, "All right. Silence, please. Who's absent?"

"I am," a boy said. His name was Joe Terranova, and he was the low comedian of the class. The four or five of his faithful, the members of his comic religious cult, his worshippers, were instant in their response and appreciation of his swift and goofy<sup>1</sup> wit. But Helen Eliot and Hubert Ackley turned and frowned at these Holy Rollers of the classroom, these bad-mannered offspring of **slum-dwellers**. This in turn angered Homer so much that when everyone else had ceased laughing he burst out with an artificial "Ha-ha-ha," which he sent almost directly into the faces of Hubert, whom he despised, and Helen, whom he adored. Then he turned swiftly to Joe and said, "As for you, Joe, shut up when Miss Hicks is talking."

"Now, none of your nonsense, Joseph," Miss Hicks said. And turning to Homer, "Or yours, young man." She paused a moment to look the class over. "Now," she said "we will take up the Assyrians where we left off yesterday. I want everyone's undivided attention — everyone's continuous undivided attention. First we will read from our ancient history text-book. Then we will have an oral discussion of what we have read."

The low comedian could not resist this opportunity for horseplay. "No, Miss Hicks," he suggested. "Let's not discuss it orally. Let's discuss it silently, so I can sleep." Again the faithful roared with laughter and the snobs turned away, disgusted. Miss Hicks did not answer the comedian immediately, for on the one hand it was difficult not to enjoy the swiftness of his wit and on the other hand it was equally difficult to know how to cope with him so that the wit would continue. And yet it was absolutely necessary to keep him in line. At last she spoke.

"You must not be unkind, Joseph," she said, "especially when it happens that you are right and - I am wrong".

"Well I'm sorry. Miss Hicks," the comedian said. "I guess<sup>2</sup> I just can't help it Oral discussion! What other kind of discussion is there? But OK I'm sorry." Now with a kind of spoofing of himself and of his own presumptuousness, he waved to her, saying patronizingly, "Go ahead, Miss Hicks."

"Thank you," the teacher said "Now, everybody - wide awake!"

"Wide awake!" Joe said. "Look at them - they're all half asleep."

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<sup>1</sup> goofy (*Am. coll.*) - silly and eccentric

<sup>2</sup> I guess (*Am.*) - I think, I believe

Even though the old teacher was enjoying Joe's sallies, it was necessary for her to say, "Another interruption, Joseph, and I will have to ask you to go to the Principal's office" [...] "Now," she said, "turn to page 117, paragraph two". Everyone turned to the page and found the place.

"Ancient history," the teacher continued, "may seem to be a dull and unnecessary study. At a time like the present, when so much history is going on in our own world, another world - long since ended - may seem unnecessary to study and understand. Such a notion, however, is incorrect. It is very important for us to know of other times, other cultures, other peoples, and other worlds. Who'll volunteer to come to the head of the class and read?" Two girls and Hubert Ackley III raised their hands [...]

Joe, the comedian, turned to Homer, and said, "Look at that guy<sup>1</sup>, will you?"

Of the two girls who had volunteered the teacher selected Helen Eliot, the beautiful and snobbish. [...]

"The Assyrians," Helen Eliot read, "long of nose, hair and beard, developed Nineveh in the North to a position of great power..."

(During the reading containing a tiresome enumeration of ancient kings, their wars, conquests and invasions Homer and Hubert Ackley III start a squabble, insulting each other, as a result both are to be punished. Helen keeps on reading.)

[...] "Then came the great Cyrus, King of Persia, with his hordes of invaders. His conquest, however, was only one of a cycle, for the descendants of the army would later be subjugated to Alexander the Great."

Homer, disgusted now, tired from the work of the night before and lulled by the sweet voice of the girl he believed was made specially for himself, slowly dropped his head on his folded arms and began to enjoy something almost the equivalent of sleep. Still he could hear the girl reading "Arabia gave us numerals which are still called Arabic to distinguish them from the Roman notations. The Assyrians invented the sundial. The modern apothecary symbols and the signs of the Zodiac originated with the Babylonians. Comparatively recent excavations in Asia Minor have revealed that there was a magnificent empire there."

"A magnificent empire?" Homer dreamed. "Where? Ithaca? Ithaca in California? Away to hell and gone? Without any great people, without any discoveries. Without sundials, without numerals, without Zodiacs, without humour, without anything. Where was this great empire?" He decided to sit up again and look around. [...]

"The Hittites," Helen said, "had swung down the coast and over into Egypt. They mingled their blood with the Hebrew tribes and gave them the Hittite nose".

Helen stopped reading and turned to the ancient history teacher.

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<sup>1</sup> guy (*Am., coll*) - chap, fellow

“That’s the end of the chapter, Miss Hicks,” she said.

“Very well, Helen,” Miss Hicks said. “Thank you for an excellent reading. You may be seated“.

## **Chapter XI. A SPEECH ON THE HUMAN NOSE**

Miss Hicks waited for Helen to take her seat and then looked over the faces of her pupils. “Now,” she said, “What have we learned?”.

“That people all over the world have noses,” Homer said. Miss Hicks was not upset by this reply and took it for what it was worth. “What else?”

“That noses,” Homer said, “are not only for blowing or to have colds in but to keep the record of ancient history straight.”

Miss Hicks turned away from Homer and said, “Someone else, please. Homer seems to have been carried away by the noses.”

“Well, it’s in the book, isn’t it?” Homer said. “What do they mention it for? It must be important.”

“Perhaps,” Miss Hicks said, “you would like to make an extemporaneous speech on the nose, Mr Macauley.”

“Well,” Homer said, “maybe not exactly a speech - but ancient history tells us one thing“. Slowly now, and with a kind of emphasis he continued, “People have always had noses. To prove it all you have to do is to look around at everybody in this classroom.” He looked around at everybody. “Noses,” he said, “all over the place.” He stopped a moment to decide what else would be possible to say on this theme. “The nose,” he decided to say, “is perhaps the most ridiculous part of the human face. It has always been a source of embarrassment to the human race, and the Hittites probably beat up on everybody because their noses were so big and crooked. It doesn’t matter who invented the sundial because sooner or later somebody invents a watch. The important thing is. Who’s got the noses?”

Joe the comedian listened with profound interest and admiration if not envy. Homer continued.

“Some people,” he said, “talk through their noses. A great many people snore through their noses, and a handful of people whistle or sing through them. Some people are led around by their noses, others use the nose for prying and poking into miscellaneous places. Noses have been bitten by mad dogs and movie actors in passionate love stories. Doors have been slammed on them and they have been caught in egg-beaters and automatic record changers. The nose is stationary, like a tree, but being on a movable object - the head - it suffers great punishment by being taken to places where it is only in the way. The purpose of the nose is to smell what’s in the air, but some people sniff with the nose at other people’s ideas, manners, or appearances.” He turned and looked at Hubert Ackley III and then at Helen Eliot, whose nose, instead of moving upward, for some reason went slightly

downward. "Those people," he said, "generally hold their noses toward heaven, as if that were the way to get in. Most animals have nostrils but few have noses, as we understand noses, yet the sense of smell in animals is more highly developed than in man - who has a nose, and no fooling." Homer Macauley took a deep breath and decided to conclude his speech. "The most important thing about the nose," he said, "is that it makes trouble, causes wars, breaks up old friendships, and wrecks happy homes. Now can I go to the track meet, Miss Hicks?"

The ancient history teacher, although pleased with his imaginative discourse on a trivial theme, would not allow its success to interfere with the need for her to maintain order in her classroom. "You will stay in after school, Mr Macauley." she said, "and you, Mr Ackley. Now that we have disposed of the matter of noses, someone else please comment on what we have read. "

There were no comments.

## **2. Learn the words and word combinations from the text.**

Ancient, stab, entertain, border, adoration, snob, snobbery, snobbish, permanent, worship, instant, response, appreciation, wit, sad-mannered, slum-dweller, cease, artificial, despise, adore, disgust, reveal, excavation, patronizingly, presumptuousness, sally, volunteer, select, lull, ridiculous, embarrassment, profound, miscellaneous, stationary, trivial, now that, the final bell, to be ready for the world, the bitterest enemy, a low comedian, to take up, to resist an opportunity, to roar with laughter, on the one hand... on the other hand, to cope with, to go ahead, to take something for what it is worth, wide awake, to blow one's nose, to sniff with one's nose, to lead (around) by one's nose, to take one's breath, to conclude one's speech, to dispose of something.

## **3. Explain and expand on the following.**

- 1) ...the teacher, old Miss Hicks, waited for the final bell and the kind of order and quiet which in her class was the sign for the beginning of another stab at the problem of trying to educate, if not entertain, the boys and girls of Ithaca, now at high school and soon, at least, theoretically, to be ready for the world.
- 2) ...the bitterest enemy of his school life was this snobbery of Helen Eliot.
- 3) "Who's absent?" "I am," a boy said.
- 4) But Helen Eliot and Hubert Ackley turned and frowned at these Holy Rollers of the classroom, these bad-mannered offspring of slum-dwellers.
- 5) Miss Hicks did not answer the comedian immediately.
- 6) "Thank you," the teacher said. "Now, everybody - wide awake!"
- 7) "Ancient history may seem to be a dull and unnecessary study at a time like the present, when so much history is going on in our own world."

- 8) "Perhaps," Miss Hicks said, "you would like to make an extemporaneous speech on the nose?"
- 9) "The purpose of the nose is to smell what's in the air, but some people sniff with the nose at other people's ideas, manners or appearances."
- 10) There were no comments.

#### 4. Paraphrase the underlined phrases from the text.

- 1) Homer Macauley, **troubled by something that bordered on a state of adoration**, studied a girl named Helen Eliot.
- 2) **Besides** that, she was a snob - which Homer **refused** to believe was **natural and permanent**.
- 3) Even so, and even though he **worshiped** her, the **bitterest enemy** of his school life was the **snobbery** of Helen Eliot.
- 4) The four or five of **his faithful were instant in their response and appreciation** of his switt and goofy wit.
- 5) This in turn angered Homer so much that when everyone else **had ceased** laughing, he **burst out with an artificial "Ha-ha-ha"**, which he sent directly into the faces of Hubert, whom he **despised**, and Helen, whom he **adored**.
- 6) She **paused a moment to look the class over**.
- 7) We **will take up** the Assyrians where we **left off** yesterday.
- 8) I want **everyone's continuous undivided attention**.
- 9) Again **the faithful roared with laughter** and the snobs turned away, **disgusted**.
- 10) **On the one hand** it was difficult not to enjoy the swiftness of his wit and on **the other hand** it was equally difficult to know how **to cope with him** so that **the wit would continue**.
- 11) And yet it was necessary **to keep him in line**.
- 12) Now **with a kind of spoofing of himself and of his own presumptuousness**, he waved to her, saying **partronizingly**, "Go ahead, Miss Hicks."
- 13) **Such a notion, however, is incorrect**.
- 14) Miss Hicks **was not upset by this reply** and **took it for what it was worth**.
- 15) It has always been **a source of embarrassment to the human race**.
- 16) Joe the comedian listened **with profound interest and admiration**.
- 17) Some people **are led around by their noses, others use the nose for prying and poking into miscellaneous places**.
- 18) The ancient history teacher, **although pleased with the imaginative discourse on a trivial theme**, would not allow its success to **interfere with the need for her to maintain order in her classroom**.

## 5. Explain the meaning of these words.

Snob, snobbery, adoration, embarrassment, presumptuousness, sundial, to volunteer, to worship, to select, to sniff, to dispose, artificial, natural, ridiculous, trivial, extemporaneous.

## 6. Find words and expressions in the text for which the following are synonyms.

Constant, various, deep, very old, immediate, funny, last, unnatural, of no importance, valuation, deep love, to proceed, to stop, to discover, to choose, to interfere.

## 7. Paraphrase the following phrases using words and expressions from the text.

- 1) They say that water works were invented **in old times** in Rome.
- 2) The boy's answer **manifested his quickness of mind**.
- 3) There are people **who rejoice in amusing other people**.
- 4) Laziness is people's **worst** enemy.
- 5) Teachers always **value quickness of reaction** in their pupils.
- 6) Of all the compositions, the teacher carefully **chose** three for district competition.
- 7) We'll **continue** our exercise **from the point** we **dropped it** before the bell rang.
- 8) The teacher **stopped** explaining the rule and **knit her brow, looking** angrily at the chattering girls.
- 9) Everybody **listened attentively, afraid to miss the point**.
- 10) We **could not miss the chance** of seeing the film once more.
- 11) During the Great Patriotic War many people joined the Army **of their own will**.
- 12) Since we **have done with** this exercise, we can have a rest.

## 8. Give Russian equivalents of the following.

The ancient history classroom, another stab at the problem of trying to educate, if not entertain; the low comedian of the class; to take something for what it is worth; to make an extemporaneous speech; a source of embarrassment, the human race, to be in the way, the bitterest enemy, to cope with somebody or something, to keep in line, an imaginative discourse on a trivial theme.

## 9. Give English equivalents of the following and use them in sentences of your own.

Самый жестокий враг, урок древней истории, сосредоточиться, обитатели трущоб, разразиться громким смехом, разразиться деланным смехом, оглядеть (класс), (не) воспользоваться возможностью, закончить речь, увлечься чем-нибудь, обоняние, справиться (с), произнести речь (экспромтом), поддерживать что-либо в порядке.

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### 10. Translate these sentences into English.

1) Что касается меня, то я очень люблю историю,

2) Я не могу не воспользоваться возможностью рассказать вам о нашем учителе истории.

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3) Мы все любили его, это чувство граничило с обожанием.

4) Он сам был увлечен своим предметом.

5) На уроках мы были всегда очень внимательны, слушали с глубоким вниманием его рассказы о древних народах и цивилизациях.

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6) Наш учитель никогда не повышал голоса, не хмурился, а когда кто-нибудь мешал, он лишь замолкал на мгновение.

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7) Кроме истории, он учил нас жизни, он учил нас ненавидеть снобов и тех, кто презирает других людей, фыркает и отворачивается от тех, кого считает ниже себя.

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## **11. Render the contents of the chapters read as told by Hubert, Miss Hicks, Homer, Joe.**

### **12. Discussion of the text.**

- 1) Define the passage under study.
- 2) Speak on the place and time of the action. What gives local colouring to the action and makes us understand that the action takes place in the USA, and in an American school, too? (Mark both words of factual information and speech peculiarities of the characters.) Account for Miss Hicks' words, "Ancient history may seem to be a dull subject and unnecessary study at a time like the present." What time is meant?
- 3) Who are the people presented in the passage?
- 4) How does the writer prefer to draw his personages? Is it mainly with the help of direct or indirect characterization, that is does he characterize them from his own angle, or through their behaviour, speech, thought and mutual attitudes? Give your reasons.
- 5) Expand upon the schoolchildren presented in the passage. Can you trace any difference in their social position? Quote the text.
- 6) *How do* we learn that Helen and Hubert are snobs? Is Homer right in calling them snobs? Why does Homer find Helen's snobbery his bitterest enemy?
- 7) Why does the writer call Joe Terranova the low comedian of the class? Account for different attitudes to his behaviour of the snobs. Homer, Miss Hicks? What are the teacher's problems in handling boys like Joe?
- 8) Sum up Homer Macauley. What do you learn about him from the excerpt read? What suggests that he is one of the main characters of the novel? What makes him a bit more grown up than his schoolmates?
- 9) Comment on his speech of human noses. What is there in the structure of the chapter from the ancient history text-book that provokes his speech? And what inspires the speech? What makes Joe listen to Homer with profound interest and envy? What makes Miss Hicks appreciate the speech and call it inwardly an imaginative discourse? What is the main device employed by Homer in his speech? What makes his speech a piece of oratory? Why does it sound convincing? How does the speech characterize Homer? Can we see any hints at Homer's professional vocation?
- 10) Speak about Miss Hicks. What inherent qualities of the teacher does she possess? What proves that she is an experienced teacher, just, impartial, tactful, patient, wise, and a good disciplinarian at that? How do we learn about her qualities?
- 11) Does the author's personal appreciation of Miss Hicks coincide with his attitude to the educational methods of the time?

- 12) Dwell upon reading and discussion as methods of instruction as they are presented in the text. Place yourself in the position of the children, would it be easy for you to discuss the material just read from the ancient history text-book? Why did the discussion take the wrong turn and die down so soon?
- 13) Summarize the writer's methods of character drawing, paying particular attention to speech characterization and presenting mutual attitudes. Quote the text.

## PART V

### *Role play 'Protest'*

#### **Situation:**

In a small village of Hindworth there's a primary school. There are only 20 pupils and one teacher, so the Country Council wants to close the school. The villagers are protesting.

Divide the class into several groups:

1<sup>st</sup>-group (5-6 people ) — villagers; parents of schoolboys and girls.

2<sup>nd</sup>-group (6 people ) — authorities:

**Derek James** — Chairman of the Country Council

**Anne Dugdale** — County Education officer

**Brian Caldweel** — the headmaster of the primary school in the nearest village.

**Reverend Hoggart** — vicar of Hindworth

**Jane Bowdon** — reporter from 'Sunday Express'

**Mary Higgings** — the teacher

**The task:** It should be encouraged to reach a compromise so that a decision can be made as to the future of the school.

#### **Role cards:**

**Jane Bowdon.** You have to write an article about this situation. You should ask questions and try to find out the opinions of the participants of this discussion.

**Reverend Hoggart.** You want to keep the school

1. because your own children go there.
2. because the alternative school is 10 miles away.

**Local parents.** You want to keep the school

1. because you used to go there.

2. because your children are happy there.

**Derek James.** You want to keep the school

1. because the council wants to sell the land to a house-building company.
2. because the school is small and old and you want all your schools to be big and modern.

**Brain Caldwell.** You want to close the school

1. because your school will get more pupils.
2. because you get more money if the school gets bigger.  
You're happy to offer Mary Higgings a job.

**Anne Dugdale.** You want to close the school

1. because it costs too much money to run it.
2. because you want to spend this money on new equipment for the city schools.

You will send a free bus to collect the children if they go to the school in the nearby village.

## УРОК 2

## LESSON 2

# THE EXAMS. GOING TO UNIVERSITY. HIGHER EDUCATION

## PART I



**1. Listen to the following dialogue. Act it and learn by heart. Find out the meaning of underlined words.**

Sam: What did you think of the exams, Pete? I reckon they were dead easy.

Pete: Maybe they were easy enough for you but they were much too hard for me.

Sam: Oh, come on. You've probably done better than you think.

Pete: No, I'm dead certain I've failed in Latin, and most likely in French and History too. Thank goodness it's all over through. We can forget about it now – at least until the results comes out.

Sam: Yes. Now I can get on with reading all these books I've been wanting to read for months, but haven't had time for.

Pete: What!... Well, it is up to you, I suppose, but I've had enough of reading; I'm not going to open another book for months. Don't you think we all deserve a break?

Sam: Well, yes... I'll take a day or two off perhaps. And I think I'll come to Bill's sister's party tomorrow night. But if I'm going to university in October, I'll have to get down to some serious work again pretty soon.

Pete: I've got to get through the A-level exams first. I'll worry about university if and when I ever get there.

Sam: That's the trouble with you. You always try to do everything at the last minute.

Pete: And you're too serious; that's the trouble. You never stop swotting.

Sam: Well, I like reading.

Pete: And I can't stand it. I don't know why I decided to try to go to university in the first place. I think I'll run away and join the army or something.

Make up your own dialogues according to the model.

**2. How would your teachers have described you if they had wanted to be:**

I negative?

II positive?

**3. a) Use the dictionary and find out which verbs go with which nouns? Learn them. Tick the boxes.**

	<i>test</i>	<i>exam</i>	<i>degree</i>	<i>distinction school</i>	<i>university</i>
<i>cram for</i>					
<i>get</i>					
<i>get into</i>					
<i>get a place at</i>					
<i>expel from</i>					
<i>exclude from</i>					
<i>send down from</i>					
<i>take</i>					
<i>pass</i>					
<i>fail</i>					
<i>reset</i>					

**b) Use expressions from you've learnt to complete these exchanges.**

**a** How well did you do in the test?

Oh, I'm afraid, I \_\_\_\_\_ it. I'm going to have to do it again.

- b** You look happy!  
Yes, I've just \_\_\_\_\_ Cambridge University.
- c** Why were you \_\_\_\_\_ university?  
Because I cheated in the final exams.
- d** Have you got your exam results yet?  
Yes, and I did better than I thought.  
I \_\_\_\_\_

**c) Write down the sentences trying to use most of the expressions. Make up the dialogues using them.**

**4. Read the text and complete the following tasks.**

- a)** Put these words in the blanks. Use them once unless otherwise indicated:

\_\_\_\_\_

*as at by in (2) off on out of outside through*

\_\_\_\_\_

As for the rest, I gradually switched \_\_\_\_\_. Arithmetic, algebra and geometry I did so well \_\_\_\_\_ that my total mark in three exams one year was three per cent. Maths could be made tolerable only \_\_\_\_\_ boring holes in the master's chalk with the point of a compass, then packing the hole with the heads of matches and filling the end with chalkdust so that the chalk would explode like a firework as he wrote his obscure theorems \_\_\_\_\_ the blackboard. German was memorable only for the old little master who cycled to work and parked his bike \_\_\_\_\_ the classroom window. During the time it took him to walk along the outside of the building to the entrance and then back along the corridor to the classroom the trick was to haul his bike \_\_\_\_\_ the window, take it to pieces and then lay the bits on his desk. We did it once too often and he stormed \_\_\_\_\_ the classroom to fetch the Dean, but by the time the two masters returned it had been reassembled and put back through the window \_\_\_\_\_ its original parking place. History I could have enjoyed but they never told you any of the interesting stuff: that Napoleon was \_\_\_\_\_ agony the night before Waterloo and got no sleep because he had to lie on his stomach; or that Wellington had a reputation \_\_\_\_\_ a womanizer. Instead it was all: Battle of Austerlitz 1805, Battle of Waterloo 1815, Congress of Aix-la-Chapelle 1818. I picked up my schoolbag at night but it would never be opened until it returned to the classroom the next day.

- b)** Find three things about the writer's schooldays that were different from your own experience.

## 5. Is school a good experience or a bad experience according to these two passages? Do you agree with either or both of them.

In school we are taught that valuable learning is the result of attendance; that the value of learning increases with the amount of input; and, finally, that this value can be measured and documented by grades and certificates.

In fact, learning is the human activity which least needs manipulation by others. Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting.

Ivan Illich *Deschooling Society*

We don't need no education  
We don't need no thought control  
No dark sarcasm in the classroom  
Teacher leave them kids alone  
Hey teacher leave them kids alone.

Pink Floyd *Another Brick in the Wall*

## 6. Render the following text in English.

Итон и Винчестер

Основанный в 1441 году, Итон всегда был ближе к королевскому двору, чем другие публичные школы... Пост директора Итона доньше принято считать вершиной ученой карьеры.

Вот уже пять с лишним веков Итон воспитывает людей, считающих своим призванием стоять у руля власти. Из этой школы вышло восемнадцать премьер-министров...

Благодаря высокой плате за обучение, а также щедрым денежным пожертвованиям от своих бывших питомцев, Итон располагает средствами, чтобы нанимать лучших преподавателей. Стало быть, такое учебное заведение доступно лишь для избранных, и наиболее привлекательно для этих немногих. Надо ли удивляться, что 2/3 питомцев составляют сыновья бывших выпускников. Эта публичная школа больше, чем другие, напоминает наследственный клуб для политических деятелей. В её традициях развивать и воспитывать профессиональный интерес к политике.

Если Итон - самое-самое династическое из всех частных учебных заведений, то Винчестеру свойственно уделять большое внимание отбору по способностям. Там строже и сложнее вступительные экзамены. Зато студентами Оксфорда или Кембриджа становится потом вдвое больший процент выпускников Винчестера, чем Итона.

Мечтая о "подобающей школе", обивая пороги Итона или Винчестера, английский отец или мать думают прежде всего не о том,







# **T**HOUSANDS of Scots school-children are living on their nerves, dreading the arrival of their Standard and Higher Grade exam results tomorrow.

For the 120,000 of you who have managed to forget all about the exams you sat 10 weeks ago, tomorrow brings it all back again.

## **HELPFUL HOTLINES**

**0800 442222**

**G**ATEWAY is a counselling service for students which offers advice on courses available throughout Scotland.

They will be manning their hotlines from tomorrow.

Whether you have qualifications or not, you can call them on 0800 442222.

**0800 101901**

**STUDENT** Choice will also offer counselling on their helpline from tomorrow.

**0141 242 3361**

**WILL** you be celebrating and burning your books – or will you be burying your head in the sand?

Once you've had your results, call Ken Oxley and tell him how well – or badly – you got on.

I don't suppose, as you wait for that envelope to drop through the letter box, that you want to know about my Highers.

It's no comfort to hear that I failed most of them, any more than it helps to be told that multi-millionaire entrepreneurs such as Kwik-Fit's Sir Tom Farmer and Virgin's Richard Branson didn't leave school loaded down with academic honours.

Because all that was a long time ago, when qualifications weren't nearly as important as they are now.

That is the bad news, but it isn't all gloom because, in my day, you only got a couple of shots at it – two strikes and you were out of the academic tree for the rest of your life.

Now, there are more kids going to more colleges and universities, tackling an infinite variety of courses.

And if you've failed this time, there are plenty of ways open to you to succeed, if not tomorrow, then next year or the year after.

*So, take a deep breath, open the envelope and then check out our dos and don'ts for parents and teenagers on results D-Day.*

# FOR PARENTS

**DON'T** say to your son/daughter that it doesn't matter, because it does. So do not attempt to carry on as if nothing has happened.

DON'T be disappointed for yourself, but for your son or daughter. They are the ones who've got to live with their failure and its consequences.

**DON'T** make them tell the grannies and other relations the bad news. You do it – later, preferably when they aren't around.

DON'T be surprised if they don't want to talk about it at all. Or at least not to you. Accept and expect that they'll want either their own friends or nobody.

**IF** they disappear into their rooms, **DON'T** keep knocking on their doors and asking if they're okay. They're not, but they have to get over it in their own way and in their own good time.

DON'T expect anything of them today, including eating, acting or behaving normally.

**A GOOD** cup of tea **DOESN'T** make everything better.

DO make allowances. You know it's not the end of the world but, to them, it is.

**DO** be prepared for any-

*Bear in mind that, whatever you say right now, it will be wrong*

\*\*\*\*\*

thing, from tears to shrugs, slammed doors and loud music. And worse.

DO realise that whatever you say today will be the wrong thing. That, after all, is a parent's place. But if they want to talk, let them do it without interruption.

**DO** remember that nothing is harder to put up with than platitudes such as "it isn't the end of the world". For today it is the end of theirs. So you know it isn't – but don't SAY it.

DO be sympathetic, but don't expect them to accept your sympathy.

**DO** appreciate that they are too big to be kissed and made better. You can't put a plaster on a bruised ego.

# FOR TEENAGERS

**DON'T** say you don't care if you do. You don't have to put a good face on everything, all the time.

**DON'T** worry about your parents' feelings but concentrate on your own. You're entitled.

**DON'T** speak to anyone you don't want to, including close friends, especially friends who might have done better than you.

**DON'T** get completely out your head – it won't solve anything, even if you think it might. You'll still have failed the morning after and you'll have a hangover to cope with as well.

**DON'T** be too hard on yourself and think you're the only person in the entire world who hasn't passed.

**DON'T** kill your parents when they try to make you feel better. They can't help it.

**DO** remember that you **WILL** get another chance. It's not the end of everything, even if it seems like it right now.

**DO** be honest with yourself. Could you have worked harder? Did you waste time and energies on other things?

6 *Don't kill your mum and dad for trying to make you feel better. It's their job* 9

\*\*\*\*\*

**DO** speak to your school and ask their advice on what to do next. That's what they are there for. They'll want to help you. Ditto your mum and dad.

**DO** examine all your options. There are an awful lot of them about and you have to find out about them and discuss them with the right people. But tomorrow – not today.

**DO** aim as high as you can and don't just give in because you've failed this hurdle. You can jump it again.

**DO** try to spend tonight with someone you think really understands – even if it's only the dog and your favourite Oasis CD.

c) Answer the questions.

1. Why does every schoolchild live on his nerves for some time every year?
2. How long does he have to wait for his school exams results?
3. If the schoolchild has failed the exam how does the article advise him and his parents behave?
4. Do you agree with these statements? If not, why? What would you add to the article?
5. How did you pass your school exams? Was it difficult or easy? How did you prepare for them?
6. What was the role of your parents? Did they give you the support?
7. Imagine your friend failed the exam. What would you advise him to do? (According to the advices of the article).
8. Make up the dialogues between two parents discussing the exam results of their children; two close friends are talking about their classmate who failed the exam, they are trying to help him/her, to cheer him/her up.

### PART III

1. If you've passed the exams there are many ways to continue your education or you may try to find some job.

**NAME:** Simon Ball

**APPEARANCE:**

fashionably dressed

**EDUCATION:** Good at science and home economics, average at English, enjoyed sports

**PERSONALITY:** easy-going and sociable

**NAME:** Sheena Naipaul

**APPEARANCE:**

neat, quietly dressed

**EDUCATION:** Good at maths, did commercial studies with languages

**PERSONALITY:** pleasant and reliable

**NAME:** Leroy Jones

**APPEARANCE:**

smart

**EDUCATION:** Good at English and science, average at maths, enjoyed art

**PERSONALITY:** very confident, good sense of humor

**NAME:** Emma Dickens

**APPEARANCE:**

conservatively dressed

**EDUCATION:** Good at English and languages, enjoyed maths

**PERSONALITY:** lively and practical

The followings 4 school-leavers are looking for jobs. Read the notes about them made by their careers officer, and then read the 4 job advertisements. Choose a suitable job for each school-leaver.

**YOUNG PERSON REQUIRED** to train as salesperson in modern publishing co. No experience necessary as full training will be given. Should be smart, intelligent and willing to learn. Apply the Manager, Nolan and Foil Ltd.

**COOK** wanted for small, private hotel. Opportunity to train under an experienced chef. Apply to the Castle Hotel.

**CONFERENCE ORGANISER** needed by Legal Co. Interesting varied work and good rate of pay. Should be presentable and well-dressed. Apply to Sims and Fogg.

**ACCOUNTANT**, to deal with costing year-end accounts, credit control and cash flow procedures. Apply to the Personnel Officer Finance International, PLC.

## 2. Read the following conversations, and fill in the missing words and sentences.

A: Do you enjoy \_\_\_\_\_ at university?

B: Yes, I do, although I often miss \_\_\_\_\_ my old school friends.

A: Don't you mind \_\_\_\_\_ so far every day?

B: No, it only takes me an hour or so \_\_\_\_\_ there. Sometimes I manage \_\_\_\_\_ on the bus.

A: Don't you find all the noise and people prevent you from \_\_\_\_\_?

B: Not really. I usually do a bit of reading. Are you still at school or have you got a job?

A: I'm still at school. I hope \_\_\_\_\_ to university next year, but I haven't applied any-where yet.

B: I suggest you \_\_\_\_\_ - it's getting late.

A: Where would you advise me to apply?

B: What subjects \_\_\_\_\_?

A: Physics, chemistry and biology. I want \_\_\_\_\_ physics at university.

B: I would recommend \_\_\_\_\_ to Cardiff University first of all, but why don't you apply to one or two other universities as well?

A: \_\_\_\_\_

B: \_\_\_\_\_

## 3. Jane is telephoning the Student Advisory Bureau. Read through this conversation and complete the missing sections.

ADVISER Student Advisory Bureau.

JANE Good morning. I'd like some information on studying in the

States, preferably California.

ADVISER What do you want to study?

JANE Computers. Could you  
(1) \_\_\_\_\_?

ADVISER Yes. California State University is good, and it has a course in  
computer sciences.

JANE  
(2) \_\_\_\_\_?

ADVISER In the San Fernando Valley near Los Angeles.

JANE (3) \_\_\_\_\_?

ADVISER No, there are eighteen other state universities and colleges,  
but this one has a particularly good reputation for computer  
sciences.

JANE (4) \_\_\_\_\_?

ADVISER Yes, it does. It says here that they have students from more  
than seventy countries.

JANE That sounds marvellous! But I can only spare three  
months.(5) \_\_\_\_\_?

ADVISER Yes, there are - there are two intensive courses, both lasting  
ten weeks each.

JANE (6) \_\_\_\_\_?

ADVISER Between January and Mar \_\_\_\_\_?

ADVISER \$1500.

JANE That sounds all right. (8) \_\_\_\_\_?

ADVISER Of course. I'll put it in the post tonight.

### PART III

**1. Look at the information provided below and then complete the letter Emma wrote to her friend Milada.**

Dear Milada,

I know you are still looking for a job, so I thought you would be interested in *Breakthrough*.

a) It's a .....

.....

b) And will be taking place .....

.....

c) It should be very interesting as you can hear about a lot of .....

.....

d) The event begins on February 12th when .....

.....

e) There will be speakers giving advice .....

.....

as well as coping with drug problems.

.....

f) I know you like video so .....

.....

g) It should be a lot of fun because .....

.....

h) So, I'll see you there, don't .....

.....

Lots of love,  
Emma

## BREAKTHROUGH

**Breakthrough** is an exciting three day event for young people in North London. A great many jobs and careers will be displayed there and we invite you to come and talk to the people there about their work and their qualifications.

There will be continuous performances of fashion shows, poetry, cabaret and a tape side show.

You can meet *Janet Kay & Judith Jacobs* from TV's **No Problem** and *Melissa Wilks & Lee MacDonald* from **Grange Hill** who will talk about

acting as a career.

Breaking Through to open the event at 12 noon on the 12th will be ASWAD, and SOPHIA GEORGE.

Among the **jobs and careers** you can hear about are: –

Printing	Journalism	Photography
Banking	The Post Office	London Transport
Fine Art	Graphic Design	Lab Technical
Librarian	Nursing	The Fire Brigade
YTS	Office&Clerical	Training Centres
Fashion Design	Hairdressing	Sports

There will be **Information and Advice** on: –

- \* How to get money to start your own business or set up a youth club.
- \* How to find out about your rights on training schemes & how to protect them.
- \* How to cope with drug problems or DHSS problems.
- \* What colleges and adult education institutes can offer.
- \* What youth clubs and youth centres can offer.

There will be an opportunity to join in a **mock interview situation** with video back-up.

There will also be a refreshments bar selling a variety of hot and cold snacks.

A qualified **sign-language interpreter** will be there to assist visitors with hearing difficulties.

**The event takes place at the Camden Centre, Judd Street, London NW1 on February 12th: – 12noon – 9.30pm. Feb. 13th: – 9.30am – 6.30pm and Feb. 14th: – 9.30am – 4.30pm.**



**2. Listen to, and read the text about the American high-school student Robert Wone, who is trying to get into college. Study this anxiety-filled process.**

Discuss this text. Ask each other questions about it. What are advantages and disadvantages of the process of getting into College in America?



Robert Wone

***For many students, this is one of the most stressful times of their lives.***

It was late in the afternoon when I got home after a long day at school. I rushed over to the mail pile and started to **thumb** through it. There it was – a plain white envelope addressed to me. In the corner was the college’s **emblem** and return address. Now was the moment of truth: did all the work and heartache of applying to college **pay off**, or was it all a waste of time?

Welcome to a common ritual in the life of a highschool **senior** — applying to colleges. For many students, this is one of the most stressful times of their lives. Not only is a college education very expensive, but it is very important to have in order to compete in the working world. Students compete against each other for admission to the various colleges and universities across the US. Most schools have more applications than places to offer, making competition intense.

For me, the college adventure began back at the end of my third year of high school with the Scholastic Aptitude Test or SAT. This is a standardized, multiple-choice test given on the same day, across the nation, to thousands of high-school students. It’s three hours long and has several sections that test math, verbal and reasoning skills.

The popular myth says that this test is one of the most important parts of the college application process, since most colleges require the test — and a good score — for entry.

After the test, the grueling wait *began*. SAT scores range from 400 to a perfect 1600, with scores over 1000 considered good. Luckily, I earned a score of 1340, which meant I didn’t have to take the test again. I could have taken it again in the fall, but with my score, I was well within the range that many colleges look for.

The next important step in the process was to look at the many different colleges and decide which ones I wanted to apply to. You can apply to as many as you want. During summer vacation, my family and I began to look at all the options. Did I want to stay at home or live away? Should I go to a big city, small town or rural area? Should it be all male or **co-ed**? These and a thousand other questions circled about in my mind as we began the search. The **whirlwind** tour included trips to Boston, Washington and Virginia. I saw so many, often I couldn’t remember which was which!

Visiting the **campus** and talking to students and teachers is the best way to get to know a school. But the Post Office was involved too, delivering

a flood of letters and catalogs from colleges and universities, all trying to sell themselves. Each featured big color pictures of the campuses and advertised the best parts of the school.

But you can't just decide you want to go somewhere. You must realistically assess your chances of getting admitted. I had to ask myself: Will my SAT scores fit the average scores for that school? Will my grades be what the college requires? Will I have any special experiences (after-school activities like sports, theater, community service, music; travel; special skills) that would interest the admissions committee?

I finally narrowed my list down to twelve. They represented a mix of schools, from public (funded by the state) to private, large to small, urban to suburban. Each one had several characteristics that appealed to me. It's also necessary to apply to a few "back-up" schools, ones you are certain to get in to, just in case the others all reject you!

Then I had to complete the application forms. They are several pages long and ask a lot. They want to know the types of classes you took in high school, your hobbies and extra-curricular activities, your family background, and why you want to attend that school. There's also the dreaded essay. They pose a question and ask you to write anywhere between 200 and 1000 words in response. For example, two questions I had to answer were: "If you could take a year out of your life and do anything, what would you do and why?" and "If you could change one fact of human development, what would it be and why?"

The last part of the application process involved getting letters of recommendation. These letters should tell the admissions committee what kind of person you are both in class and outside of class or even outside of school. I asked three teachers, the **moderator** of my school's **Student Council** (of which I was an officer) and my local member of Congress (I had worked in his office for the past four summers) to write me letters of recommendation. Each knew me in a different way and could provide the admissions officers a piece of the total picture.

Some colleges also require a personal interview. They like to hear you speak, see how you act under pressure, see how you present yourself as a person. Do I speak clearly and with force? Am I confident, or too confident? Are my answers well thought out?

After my applications were complete, I sent them to the twelve colleges where an admissions committee reviewed them. They compared me to the other applicants and tried to pick the best candidates for their school. Some schools want to take only academically-strong students; others want more **well-rounded** students. Traditionally, this selection process ends in February or March, and then we wait to hear. It's not just a simple matter of being admitted, either. Did the school offer me a scholarship or good financial aid package? Did I get into the **honors program**?

Finally I had heard from all twelve. I had been accepted at ten, rejected at one and put on the waiting list for one. What a relief!

I then returned to three of the colleges that admitted me, to have another look. I stayed with students there, which was a good way to get a feel for what the campus is like. I ate in the same cafeterias that I would eat in if I decided to attend that place, I saw a **dorm** room, and attended a few classes.

Now I just have to decide. In the end, it's up to me. It's a careful decision that I'll make after weighing all the advantages and disadvantages of each school. And if I don't like it, I guess I can always try to transfer – and start the whole process over again!

*Robert chose to attend the College of William and Mary in Virginia, where he is now a **freshman** studying public policy.*

**thumb** – flick, move or sort items;

**emblem** – sign, design or figure that represents something;

**pay off** – expression meaning to make something worthwhile. If you put time or money into something that rewards you in the future, it has paid off;

**senior** – student in the last year of US secondary school;

**co-ed** – short for *co-educational*, which means a school that accepts both males and females;

**whirlwind** – literally, air that moves quickly, like a tornado. It is also used as an adjective to mean something that is very quick;

**campus** – the grounds of a college or university. Many US colleges have campuses that are isolated or separated from the town or city;

**moderator** – person who advises or oversees something;

**Student Council** – elected group of students who act as the student government to represent students in any school issues;

**well-rounded** – diverse, with many different skills and interests;

**honors program** – a course that involves a lot of independent study and commends students with an honors degree, a degree of distinction;

**dorm** – short for *dormitory*, place where students live;

**freshman** – term used for first-year student in a four-year course, either for secondary school students or students at college or university.

## PART IV

 **1. Listen to, and read the text about life at College and University in the UK. Answer the questions after it.**

\* \* \*

The academic year in Britain's universities, Polytechnics, **Colleges of Education** is divided into three terms, which usually run from the beginning

of October to the middle of December, from the middle of January to the end of March, and from the middle of April to the end of June or the beginning of July.

There are 46 universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol, Birmingham.

Good A-level results in at least two subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a **grant** from their local education authority.

English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, way of student life.

After three years of study a university graduate will leave with the Degree of **Bachelor of Arts**, Science, Engineering, Medicine, *etc.* Later he may continue to take **the Master's Degree** and then **the Doctor's Degree**. Research is an important feature of university work.

The two intellectual eyes of Britain—Oxford and Cambridge Universities—date from the twelfth and thirteenth centuries.

The Scottish universities of **St. Andrews**, Glasgow, **Aberdeen** and Edinburgh date from the fifteenth and sixteenth centuries.

In the nineteenth and the early part of the twentieth centuries the so-called Redbrick universities were founded. These include London, Manchester, Leeds, Liverpool, **Sheffield**, and Birmingham.

During the late sixties and early seventies some 20 “new” universities were set up. Sometimes they are called “concrete and glass” universities. Among them are the universities of **Sussex**, **York**, **East Anglia** and some others.

During these years the Government set up thirty Polytechnics. The Polytechnics, like the universities, offer first and higher degrees. Some of them offer full-time and **sandwich courses**. Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some particular subject.

Some of those who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or hairdressing, full-time or part-time. Further education colleges have strong ties with commerce and industry.

There is an interesting form of studies which is called **the Open University**. It is intended for people who study in their own free time and who “attend” lectures by watching television and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be

unable to enter ordinary universities.

Some 80,000 overseas students study at British universities or further education colleges or train in nursing, law, banking or in education.

**College of Education** — педагогический колледж (*трехгодичный педагогический институт; в 1965 г. такие колледжи получили статус университета*)

**Open University** — Открытый университет, университет для всех (*функционирует с 1971 г.*)

**grant** [gra:nt] — стипендия (*обыкн. выплачивается студентам из средств государственного бюджета или местных органов власти*)

**Bachelor of Arts** — бакалавр искусств (*обладатель степени бакалавра по одной из гуманитарных или математических наук в университетах*)

**Master's Degree** — ученая степень магистра (*присуждается университетом лицам, успешно завершившим по крайней мере год учебы и исследовательской работы после окончания университета*)

**Doctor's Degree** — ученая степень доктора

**St. Andrews** — Сент-Андрюс (*приморский город-курорт в графстве Файф, Шотландия, где расположен старейший университет*)

**Aberdeen** — г. Абердин (*порт на Северном море в Шотландии*)

**Sheffield** — г. Шеффилд (*важный центр тяжелой промышленности*)

**Sussex** — Суссекс (*графство на юго-востоке Англии*)

**York** — Йорк (*важный транспортный узел на севере Англии; сохранил планировку средневекового крепостного города*)

**East Anglia** — Восточная Англия (*район Англии к востоку от Лондона; включает графства Кембриджшир, Эссекс, Норфолк и Суффолк*)

**sandwich course** — курсы “сэндвич” (*для работающих; обычно при техническом колледже, где занятия чередуются с работой на предприятии*)



## Oxbridge

Oxford and Cambridge are the oldest and most prestigious universities in Great Britain. They are often called collectively Oxbridge to denote an elitarian education. Both universities are independent. Only very rich and aristocratic families can afford to send their sons and daughters to these universities. Mostly they are former public schools leavers.

The **tutorial** is the basic mode of instruction at Oxford and Cambridge, with lectures as optional extras.

The normal length of the degree course is three years, after which the students take the Degree of Bachelor of Arts (B. A.). Some courses, such as languages or medicine, may be one or two years longer. The students may

work for other degrees as well. The degrees are awarded at public **degree ceremonies**. Oxford and Cambridge cling to their traditions, such as the use of Latin at degree ceremonies. **Full academic dress** is worn at examinations.

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

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

There are now twenty-four colleges for men, five for women and another five which have both men and women members, many from overseas studying for higher degrees. Among the oldest colleges are **University College, All Souls** and **Christ Church**.

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

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

On the river bank of **the Cam** willow trees weep their branches into the water. The colleges line the right bank. There are beautiful college gardens with green lawns and lines of tall trees. The oldest college is Peterhouse, which was founded in 1284, and the most recent is Robinson College, which was opened in 1977. The most famous is probably **King's College** because of its magnificent chapel, the largest and the most beautiful building in Cambridge and the most perfect example left of English fifteenth-century architecture. Its choir of boys and undergraduates is also very well known.

The University was only for men until 1871, when the First women's college was opened. In the 1970s, most colleges opened their doors to both men and women. Almost all colleges are



now mixed.

Many great men studied at Cambridge, among them **Desiderius Erasmus**, the great Dutch scholar, **Roger Bacon**, the philosopher, Milton, the poet, **Oliver Cromwell**, the soldier, Newton, the scientist, and Kapitza, the famous Russian physicist.

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

**tutorial** — консультации, практические занятия с наставником

**degree ceremony** — церемония вручения ученых степеней, званий

**full academic dress** — парадная форма одежды

**coat of arms** — герб

**undergraduate** — студент университета (*обыкн. Оксфордского или Кембриджского*)

**fellow** — младший научный работник колледжа или университета (*занимается исследованием в какой-л. области*)

**Master** — мастер (*титул главы некоторых колледжей в Оксфордском и Кембриджском университетах*)

**Anglo-Saxon Chronicle** — “Англосаксонский Кроникл” (*вестник*)

**A.D.** = Anno Domini — *лат.* нашей эры

**Richard Coeur de Lion** — Ричард Львиное Сердце (1157-1199) (*английский король с 1189 г., последний из династии Плантагенетов, англ. Lion Hearted*)

**charter** — хартия, грамота; устав

**University College** — Университи-Колледж (*основан в 1249 г.*)

**All Souls** — Олл-Соулз, Колледж Всех Душ (*основан в 1438 г.*)

**Christ Church** — Крайст-Черч (*один из самых крупных аристократических колледжей Оксфордского университета, основан в 1525 г.*)

**the Cam** — *р.* Кэм (*на которой стоит г. Кембридж*)

**King's College** — Кингз-Колледж, Королевский колледж (*один из крупных колледжей Кембриджского университета; основан в 1441 г.*)

**Desiderius Erasmus** — Дезидерий Эразм Роттердамский (1469—1536), гуманист эпохи Возрождения

**Roger Bacon** — Роджер Бэкон (ок. 1214—1292), английский философ; профессор в Оксфорде

**Oliver Cromwell** — Оливер Кромвель (1599—1658), деятель английской буржуазной революции XVII в.

## The Open University

You may be one of the millions who missed out on a university education.

You may wish you could have a second chance, either for better career prospects or for the self-satisfaction of achievement.

Well, the Open University is just for you.

### *It's your University - use it*

It's an appropriately named institution. It's open to everyone and you don't even need 'O' or 'A' levels. Nor does it make a difference what you do. Housewives, bank managers, bus drivers, pensioners, nurses or shop workers. All are welcome at the OU. The only qualifications needed are that you are 18 or over, live in the UK, have a determination to succeed and an appetite for hard work.

### *Better qualified - better respected*

In the sixteen years since we started, some 70,000 people have gained BA degrees from the Open University. More than half of them claim to have achieved a significant career benefit. Practically everyone agrees the OU experience was rewarding in terms of added confidence, self-discovery and intellectual stimulation.

### *Choose your subject*

The choice of courses is first-class, with over 125 subjects, from science and technology to the arts, each lasts from February until November and you commit yourself for only a year at a time.

In order to gain your degree you must obtain six passes or 'full credits', as we call them, in your chosen subject. It is possible to take your degree in three years, but most people choose to spread their studies over five or six years.

The Open University  
PO Box 48  
MILTON KEYNES  
MK7 6AB



### *Learning at home - we've perfected the art*

The majority of your course will come through the post - specially written, high quality teaching material to help you study at home. Radio and television are also extensively used and you'll have personal contact with one of more than 5,000 part-time tutors at local study centres. Some courses even have one-week residential summer schools.

At the OU we've gained a worldwide reputation for our advanced 'distance teaching' methods. It's experience which we know will be of great value to you.

### *Secure your place soon*

We've already stated an important point: anyone may apply to take a degree course at the Open University. But admissions are based on a first come, first served principle, so the sooner you send your coupon, the more sure you can be of your place.

Return the reply-paid coupon and we will send you our FREE Guide for Applicants. It contains all you need to know about choosing your course, including information on fees.

Easy payment methods are available to help with the fees and if you are unemployed or on a low income grants may be available.

***The biggest improvement of your life could begin right here. Complete and return the coupon today.***

*Apart from the degree programme the Open University also offers a wide range of single, self-contained courses. Some are for professional or scientific updating, some deal with new technology, and some can be studied simply for personal interest or practical help with everyday life. Details are given in the Guide to the Associate Student Programme which you can obtain by writing to: A.S.C.O., PO Box 76, The Open University, Walton Hall, Milton Keynes MK7 6AN.*

## 1. What did you know about ...

- a) the oldest Universities?
- b) university degrees?
- c) Polytechics?
- d) Colleges of Education?
- e) Further Education Colleges?
- f) The Open University?

## 2. Read the advertisement about the Open University and choose the correct answer.

1. To qualify for enrolment of the Open University you must have
  - A) been educated up to the age of eighteen.
  - B) been born in the United Kingdom.
  - C) an aptitude for study.
  - D) a successful career.
2. To gain a degree from the Open University, you have to
  - A) study for ten months from February to November.
  - B) select six subjects from a choice of 125.
  - C) obtain six full credits within three years.
  - D) choose one subject and gain six passes.
3. If you decide to study at home
  - A) you must study an arts course.
  - B) some of your materials will be audiovisual.
  - C) you will have to see your tutor once a week.
  - D) a part-time tutor will write materials for you.
4. Many people have found that an Open University degree gives them
  - A) an increase in intelligence.
  - B) a better understanding of people.
  - C) the possibility of a better job.
  - D) a greater respect for learning.
5. What should you do if you want to study a single course?
  - A) Send for the Associate Student Programme Guide.
  - B) Return the reply-paid coupon.
  - C) Ask for the free Guide for Applicants.
  - D) Write to the Open University, PO Box 48.

## PART V

### *Role play 'Cambridge'*

Imagine that you're going to study at Cambridge University.

At first you want to visit this University city and try to find out more information about the colleges and the life in the city.

(Read the texts about education in the UK, studies at Cambridge).

Discuss with your friends your opinion about Cambridge. Ask each other questions on the topic.

## The letter from Cambridge

My coming to Cambridge has been an unusual experience. From whatever country one comes as a student one cannot escape the influence of the Cambridge traditions—and they go back so far! Here, perhaps, more than anywhere else, I have felt at one and the same time the Past, the Present and even the Future. It's easy to see in the old grey stone buildings how the past has moulded the present and how the present is giving shape to the future. So let me tell you a little of what this University town looks like and how it came to be here at all.

The story of the University begins, so far as I know, in 1209 when several hundred students and scholars arrived in the little town of Cambridge after having walked 60 miles from Oxford.

These students were all churchmen and had been studying in Oxford at that city's well-known schools. It was a hard life at Oxford for there was constant trouble, even fighting, between the townsfolk and the students. Then one day a student accidentally killed a man of the town. The Mayor arrested three other students who were innocent, and by order of King John (who was quarrelling with the Church and knew that the death of three student clergymen would displease it) they were put to death by hanging. In protest, many students moved elsewhere, some coming to Cambridge; and so the new University began.

Of course there were no Colleges in those early days and student life was very different from what it is now. Students were of all ages and came from anywhere and everywhere. Those from the same part of the country tended to group themselves together and these groups, called "Nations", often fought one another.

The students were armed; some even banded together to rob the people of the countryside. Gradually the idea of the College developed, and in 1284 Peterhouse, the oldest College in Cambridge, was founded.

Life in College was strict; students were forbidden to play games, to sing (except sacred music), to hunt or fish or even to dance. Books were very scarce and all the lessons were in the Latin language which students were supposed to speak even among themselves.

In 1440 King Henry VI founded King's College, and other colleges followed. Erasmus, the great Dutch scholar, was at one of these, Queens' College, from 1511 to 1513, and though he writes that the College beer was "weak and badly made" he also mentions a pleasant custom that unfortunately seems to have ceased.

"The English girls are extremely pretty," Erasmus says, "soft, pleasant, gentle, and charming. When you go anywhere on a visit the girls all kiss you. They kiss you when you arrive. They kiss you when you go away and again when you return."

Many other great men studied at Cambridge, amongst them Bacon, Milton, Cromwell, Newton, Wordsworth, Byron and Tennyson.

Practical jokes seem always to have been common, and there is an amusing tale of one played on the poet Gray<sup>1</sup> by the students of Peterhouse College where he lived. Gray was a rather nervous man with a fear of fire, and every night he used to hang a rope-ladder from his window for use in case a fire broke out. One night there was a great noise and shouts of "Fire! Fire!" Dressed only in his nightgown Gray opened his window, climbed onto his ladder and slid down as fast as he could—into a barrel of cold water put there by a joking student!

Now let me give you some idea of what you would see if you were to walk around Cambridge. Let us imagine that I am seeing the sights for the first time. It is a quiet market town and the shopping centre for quite a large area, but I notice more bookshops than one normally sees in country towns, and more tailors' shops showing in their windows the black gowns that students must wear, long gowns that hang down to the feet for graduates and shorter ones for undergraduates.

In the centre of the town is the market-place where several times each week country traders come to sell their produce. Everywhere there are teashops, some in modern and many in old buildings, reached by climbing narrow stairs. The streets are narrow and crowded, and here and there among the modern shops and offices a quiet opening tempts one away from the rush of the shopping centre. There is a great deal of bicycle traffic, mainly undergraduates who race along thoughtless of safety, with long scarves (in various colours to denote their College) wound round their necks.

Continuing, I find my way to the river which flows behind the College buildings and curls about the town in the shape of a horseshoe. This narrow river (a good jumper could almost leap it) is the Granta, and a little farther on it changes its name to the Cam. It flows slowly and calmly. The "Backs", as this part of the town behind the Colleges is called, have been described as the loveliest man-made view in England. It is indeed beautiful. To the left, across the stream, there are no buildings, merely meadows, College gardens and lines of tall trees. Everything is very green and peaceful. On the river-bank are willow trees<sup>2</sup> with their branches bending into the water, and at intervals along the river, stone bridges cross the stream and lead into the Colleges which line the right bank. The deep-coloured brick or stone of the College walls, sometimes red and sometimes grey, is 500 years old. The walls rise out of their own reflection in the water and their colour contrasts charmingly with glimpses of the many green lawns.

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<sup>1</sup> *Thomas Gray* (1716-71). His poem *Elegy in a Country Church* is one of the best known in the English language.

<sup>2</sup> willow tree = that grows near water and whose branches bend to the water; it is known as the "weeping willow".

Walking along the river-bank, where the only sound is the noise of the gentle wind in the tree-tops, I come to my College, King's College. Across a bridge and beyond a vast carpet of green lawn stands King's College Chapel, the largest and most beautiful building in Cambridge and the most perfect example left of English fifteenth-century architecture.

The Colleges join one another along the curve of the river. Going through a College gate one finds one is standing in an almost square space of about 70 yards (the size varies from College to College) known as a "court". Looking down into the court on all sides are the buildings where the students live. The Colleges are built on a plan common to all. There is a chapel, a library, and a large dining-hall. One court leads into another and each is made beautiful with lawns or a fountain or charming old stone path. The student gets a good impression of all the English architectural styles of the past 600 years—the bad as well as the good. There are nineteen Colleges, excluding two for women students, which were built near the end of the last century (women students do not play a very active part in University life at Cambridge, by the way. But they work harder than men and one seldom sees them outside of the classrooms).

It is difficult to walk around the quiet courts of the Colleges without feeling a sense of peace and scholarship. And the sense of peace that green lawns always suggest to me is found in the town too, for often one is surprised to meet open stretches of grass in the midst of the streets and houses giving a charmingly cool countryside effect and reminding one of the more graceful days of the eighteenth century. I'll finish as I began on that note, the feeling one has here of the past in the present, of continuing tradition and firm faith.

Kind regards and best wishes,

Your sincere friend.

## **Sightseeing in Cambridge**

### **Bridge of Sighs**

Built in 1831 as a copy of its namesake in Venice, it is best viewed from the Kitchen Bridge.

### **The Backs**

This is the name given to the grassy strip lying between the backs of the big colleges and the banks of the Cam — a good spot to enjoy this classic view of King's College Chapel.

### **King's College**

Henry VIII, king when the chapel was completed in 1515, is commemorated in the statue near the main gate.

### **Emmanuel College**

Built in 1677 on St. Andrew's Street, Sir Christopher Wren's chapel is the high-light of the college. Some of the intricate interior details, particularly the plaster ceiling and Amigoni's altar rails (1734) are superb. Founded in 1584, the college has a Puritan tradition. One notable graduate was the clergyman John Harvard, who emigrated to America in 1636 and left all his money to the Massachusetts college that now bears his name.

### **Punting on the Cam**

Punting captures the essence of carefree college days: a student leaning on a long pole, lazily guiding the flat-bottomed river craft along, while others stretch out and relax. Punting is still popular both with students and visitors, who can hire punts from boat-yards along the river - with a chauffeur if required. Punts do sometimes capsize, and novices should prepare for a dip.

### **Corpus Christi College**

Just down from Senate House, this was founded in 1352 by the local trade guilds, anxious to ensure that education was not the sole prerogative of church and nobility. Its Old Court is remarkably well preserved and looks today much as it would have done when built in the 14th century. The college is connected by a 15th-century gallery of red brick to St. Benet's Church (short for St. Benedict's), whose large Saxon tower is the oldest structure in Cambridge.

### **Pembroke College**

The college chapel was the first building completed by Wren. A formal classical design, it replaced a 14th-century chapel that was turned into a library. The college, just off Trumpington Street, also has fine gardens.

### **Jesus College**

Although founded in 1497, some of its buildings on Jesus Lane are older, as the college took over St. Radegond's nunnery, built in the 12th century. There are traces of Norman columns, windows and a well-preserved hammerbeam roof in the college dining hall.

The chapel keeps the core of the original church but the stained glass windows are modern and contain work by William Morris.

### **Queens' College**

Built in 1446 on Queens' Land, the college was endowed in 1448 by Margaret of Anjou, queen of Henry VI, and again in 1465 by Elizabeth Woodville, queen of Edward IV, which explains the position of the apostrophe. Queens' has a marvellous collection of Tudor notably the half of the President's Gallery, in the mid-16th century of the brick arches in the charming Cloister Court. The Principal Court is 15th century, as is Erasmus's Tower named after the Dutch scholar.

The college has buildings on both sides of the Cam, linked by the bizarre Mathematical bridge, built in 1749 to hold together without the use of – bolts be although they have had to be used in subsequent repairs.

## **Magdalene College**

Pronounced “maudlin” - as is the Oxford college - the college, on Bridge Street, was established in 1482. The Samuel Pepys (1633-1703) was a student here and left his large library to the college on his death. The 12 red-oak bookcases, have over 3000 books. Magdalene was the last all-male Cambridge college, and it admitted women students only in 1987.

## **St. John's College**

Sited on St. John's Street, the imposing turreted brick and stone gatehouse of 1514, with its colourful heraldic symbols, provides a fitting entrance to the second largest Cambridge college and its rich store of 16th- and 17th-century buildings. Its hall, most of it Elizabethan, has portraits of the college's famous alumni, such as the poet William Wordsworth and the statesman Lord Palmerston. St. John's spans the Cam and boasts two bridges, one built in 1712 and the other, the Bridge of Sighs, in 1831, based on its Venetian namesake.

## **Peterhouse**

The first Cambridge college, on Trumpington Street, is also one of the smallest. The hall still has original features from 1286 but its best details are later - a Tudor fireplace which is backed with 19th-century tiles by William Morris. A gallery connects the college to the 12th-century church of St. Mary the Less, which used to be called St. Peter's Church - hence tile college's name.

## **Visitors' Checklist**

Cambridge Colleges can usually be visited from 2-5pm daily, but there are no set opening hours. See noticeboards at each college for daily opening times. Some colleges now charge admission.

## **Trinity College**

The largest college, situated on Trinity Street, was founded by Henry VIII in 1547 and has a massive court and hall. The entrance gate, with statues of Henry and James I (added later), was built in 1529 for King's Hall, an earlier college incorporated into Trinity. The Great Court features a late Elizabethan fountain - at one time the main water supply. The chapel, built in 1567, has life-size statues of college members, notably Roubiliac's statue of the scientist Isaac Newton (1755).

## **University Botanic Garden**

A delightful place for a leisurely stroll, just off Trumpington Street, as well as an important academic resource, the garden has been on this site since 1846. It has a superb collection of trees and a sensational water garden. The winter garden is one of the finest in the country.

## **Cambridge: King's College**

Henry VII founded this college in 1441. Work on the chapel - one of the most important examples of the medieval English architecture - five years later, and took 70 years in complete. Henry himself decided that it should

dominate the city and gave specific instructions about its dimensions: 88 m (289 ft) long, 12 m (40ft) wide and 29 m (94 ft) high. The detailed design is thought to have been by master stonemason Reginald Ely, although it was altered in later years.

### **Henry VI's statue**

This bronze statue of the college's founder was erected in 1879.

### **King's College Choir**

When he founded the chapel, Henry VI stipulated that a choir of six lay clerks and 16 boy choristers - educated at the College school - should sing daily at services. This still happens in term time but today the choir also gives concerts all over the world. Its televised service of carols has become a much-loved Christmas tradition.

## **УРОК 3**

## **LESSON 3**

### **LIFE AT COLLEGE AND UNIVERSITY PART I**

#### **Vocabulary**

to make good friends  
a course covers...  
to be in 2<sup>nd</sup> year at college  
to be on the computer course  
to do Maths, etc  
to decide in favour of foreign languages  
to do a lot of sport  
to practise piano  
I reckon my future career will be in music.  
to do a part-time job  
pocket money  
to develop experience  
to gain good grades in smth  
to go into banking directly after school  
to have a good deal of responsibility  
to demonstrate smb's individual talents



**1. Listen to, and act the following dialogues. Learn them by heart.**

**I.**

A: Where have you come from?

B: I've lived all my life in Northern Ireland in a small town on the north

coast.

A: How do you feel yourself at the University?

B: Well, when I started at the University last year I was a bit lonely; it was my first time away from home and it took a while to settle in.

A: Did you make good friends here?

B: Yes, after a few weeks and now we all have a brilliant time.

A: What course do you take?

B: The electronics course. It's hard work, harder than I expected although it's not surprising because there's a great deal to cram in.

A: What does it cover?

B: Computer hardware and software and it involves programming.

A: I think, electronics is still regarded as a male preserve, isn't it?

B: Yes, I'm the only woman on the course.

A: Why did you choose this course?

B: I got interested in electronics when I did a week's experience with a large company. I wanted to do something practical and didn't want to become a teacher so this course seemed just right.

## II.

A: When did you start to play the violin?

B: I can't remember a time when I didn't play it. I think I started when I was three.

A: How many hours a day do you practise the violin?

B: About 2 hours a day.

A: What are your plans for the future?

B: I hope to go to university to study classics, and I will probably try for either Oxford or Cambridge.

A: Will your future career be in music?

B: I hope so. But outside the classroom, I really enjoy drama and also used to do a lot of dancing but I don't think I'd want to get involved in acting as a career, more as a hobby.

A: Are you keen on pop music?

B: No, but at home I mostly listen to classical music.

## 2. Fill in the missing questions.

### I.

A: \_\_\_\_\_?

B: I'm in my third year at the university on the computer course. I have learnt how to programme computers using BASIC.

A: \_\_\_\_\_?

B: Well, most time I spend at the keyboard.

A: \_\_\_\_\_ ?

B: No, I'm hoping that I'll be able to get job in civilian support work with the armed forces.

A: \_\_\_\_\_ ?

B: No, there's not much I don't know about the armed forces — it's my main hobby.

A: \_\_\_\_\_ ?

B: I started collecting vintage toy cars when I was very young and began collecting all things of military memorabilia when I was eight.

## II.

A: \_\_\_\_\_ ?

B: Biology, Maths and Chemistry.

A: \_\_\_\_\_ ?

B: Yes, I'd like to train as a dentist when I've finished college.

A: \_\_\_\_\_ ?

B: Well, I decided in favour of dentistry because there aren't so many years studying as there are to become a doctor.

A: \_\_\_\_\_ ?

B: No, I try to finish all my college work during the day. It's difficult to study at home with two younger sisters constantly at my elbow.

A: \_\_\_\_\_ ?

B: 14 and 7 and we're a close family.

## III.

A: \_\_\_\_\_ ?

B: I started working for Barclays ( the bank ) almost a year ago.

A: \_\_\_\_\_ ?

B: Of course. It was the accelerated training programme.

A: \_\_\_\_\_ ?

B: Well, it designed to progress you more quickly towards a managerial position.

A: \_\_\_\_\_ ?

B: First of all, you develop experience by doing a number of different tasks, secondly this can involve transfer to other branches in the area.

A: \_\_\_\_\_ ?

B: I joined the programme after gaining sufficiently good grades in Maths, French and Economics 'A' levels.

A: \_\_\_\_\_ ?

B: Because I'd always been interested in finance and this offered an excellent opportunity.

A: \_\_\_\_\_ ?

B: As a first cashier I have a good deal of responsibility, being in charge of a section of cashiers many of them are much older than me.

A: \_\_\_\_\_ ?

B: Yes, I'm doing the Chartered Institute of Bankers exams.

A: \_\_\_\_\_ ?

B: Yes, I may train for professional accountancy qualifications to broaden opportunities for the future.

### 3. Speak about yourself.

Why did you choose the career of ...? Who helped you to choose it?

Work with your friend. Make up dialogues on the topic 'My career of ...'

Use the new phrases from the dialogues.(ex. 1, 2)



### 4. Listen to the dialogue and fill in the information you hear on the application form below. Some of it has been filled in for you.

Department of Extra-Mural Studies

Central Course

#### Application Form

Course number (1)..... Fee enclosed (2).....

Course title .....*Drama & Theatre Studies*.....

If there is an examination involved, do you intend sitting it? Yes/No

Surname Dr/Mr/Mrs/Miss/Ms (3).....

First names (4).....

Address (5).....

.....

Tel. no. daytime..... evening (6).....

Occupation (7)..... Age (8).....

Educational qualifications (if any).. *B.A. English Literature* .....

(9) .....

Previous extra-mural courses attended (10).....

.....

## PART II

### 1. Read the passage about Languages Library. Answer the questions and retell the text.

## **Languages Library**

### **Subjects and arrangement. Lending stock**

The Library is arranged by language each having its own 'area studies' section.

**Languages not included in the B.A.** syllabus are placed alphabetically in the Minor Languages section, and shelving is in classification number order, with dictionaries at the beginning of each sequence, and journals in boxes at the end.

**The B.A. languages** (Arabic, Chinese, French, German, Italian, Russian, Spanish) and English follow in larger individual sections where the books on politics, economics, history etc. are shelved in classification number order, but literary and critical works relating to specific authors are shelved in alphabetical order of author, regardless of class number. Dictionaries in these languages are shelved separately, except for Chinese and Arabic where they precede the ordinary stock.

**The General section** includes books which do not confine their coverage to a single geographical area, and most books on linguistics.

### **Reference books**

Books marked REF are for use in the Library only. Some of these are integrated on the shelves with the lending stock, but the following are shelved separately along the South wall.

1. Quick reference, including educational directories, career books, yearbooks, telephone directories, specialised encyclopaedias.

2. General encyclopaedias.

3. General mono- and bilingual dictionaries in English, German, French, Italian, Spanish and Russian, shelved by language only.

4. Specialist dictionaries, shelved in class number (i.e subject) order.

Bibliographies are kept at the front of the issue desk and atlases on a stand nearby. A small collection of heavily used books is kept on 'short loan' at the issue desk. These may only be used in the Library and are available on request.

### **Periodicals and Newspapers**

1. All items in Minor Languages are shelved at the end of their respective book sections.

2. Current issues of English newspapers, and of several periodicals in heavy demand, are kept at the library desk.

3. Other current issues are arranged on racks corresponding to the major area studies sections.

4. Back issues, except those in Minor Languages, are shelved alphabetically, periodicals in boxes and newspapers on wall racks.

### **Audio-visual collection**

The Library has a collection of records, cassettes and tapes covering language and literature. They are listed in the card catalogue under 'Audio-

visual'. Please ask at the issue desk if you wish to borrow one, or if you wish to use a listening room.

### **Registration**

Please complete a yellow registration card and present your student identity card.

### **Borrowing**

Up to 10 books may be borrowed for 3 weeks at a time. In addition back numbers of periodicals and 1 cassette or 2 records (depending on size) may be borrowed for 1 week. An issue slip must be completed for each non-book item. If not required by another reader, books may be renewed, but telephone renewals will not normally be accepted.

### **Reservations**

If an item is not on the shelves a request card may be completed at the issue desk. The reader will be notified when it becomes available. Books and periodicals can also sometimes be obtained through the Inter-Library Loan service.

### **Photocopying**

A self-service machine is available, subject to copyright regulations. It is operated by a meter, available from the issue desk. Copies cost 5p a sheet.

### **Choose the correct answer:**

1. This passage gives information on library services for
  - A) translators in a bureau.
  - B) students at college.
  - C) interpreters at a conference.
  - D) teachers in a school.
2. If you wanted to consult a Chinese dictionary you would look for it
  - A) at the end of the Chinese section.
  - B) under a classified number.
  - C) in alphabetical order.
  - D) before the other books in Chinese.
3. Suppose you wished to look at the latest issue of a popular periodical. Where would you find it?
  - A) In a wall rack.
  - B) Stored in a box.
  - C) At the library desk.
  - D) Shelved alphabetically.
4. At the languages library it is possible to borrow
  - A) ten books only, at any one time, for three weeks.

- B) books, a cassette and two records at the same time.  
 C) several periodicals, a record and ten books all together.  
 D) ten books, a number of periodicals and a cassette, for only one week.

2. Some students prefer not to live in a campus but to share a room their friends. Read the information and find out how the students can do it.

**A** Quiet student offered room in private house. Shave bath and kitchen £30 weekly excluding gas/electricity.

**B** Professional couple, 3 children, 2, 4 and 6, offer single room, rent-free, to student willing to baby-sit 3 evenings weekly, occasional weekends. Live as family.

**C** Double room suitable 2 students sharing. Cooking facilities, share bathroom. Non-smokers only. £35 each weekly, excluding gas/electricity.

**D** Teacher going on 3-month study course abroad willing to let comfortably furnished flat in prestige block to responsible students. 2 double bedrooms, 1 single. Use of garden. Rent £35 each, weekly, inclusive. No late parties.

**INTERESTED?** CONTACT JOAN BENSON, STUDENT ACCOMMODATION OFFICER ROOM 341 Mon -Fri. 10-5 p.m.

Choose the correct answer:

- This information comes from
  - an advertisement in a newspaper.
  - a notice in the window of an estate agent.
  - a college notice board.
  - a leaflet distributed by students.
- The single room offered in A would be suitable for a student
  - in need of relaxation.
  - doing intensive study.
  - anxious to make new friends.

- D) wanting self-contained accommodation.
3. A student accepting the offer in B
    - A) must have had experience of child care.
    - B) would have no free time.
    - C) must be a member of a large family.
    - D) would be able to live very cheaply.
  
  4. For two students D would be more economical than C because
    - A) they would share a room.
    - B) the basic expenses are cheaper.
    - C) there are no extras except for food.
    - D) there is free use of the garden.
  
  5. The flat offered in D is
    - A) only available for a short period.
    - B) is on the first floor.
    - C) can only accommodate four people.
    - D) is expensively furnished.

**3. Hiromi, a Japanese student, is trying to find a room in London. She has gone to an accommodation agency. Read through the conversation and complete the missing sections.**

HIROMI      Good afternoon. I'm looking for somewhere to live. Can you help me?

ASSISTANT Well, we have a large selection of flats and bedsits - I'm sure we can find something for you. But first, can I ask you some questions?  
(1).....?

HIROMI      Up to £35. But less, if possible.

ASSISTANT That's not a lot these days. (2)  
.....?

HIROMI      Yes, I'd like to be near my college. I'm studying English.

ASSISTANT  
(3).....?

HIROMI      Near Victoria Station.

ASSISTANT Victoria! That's an expensive part of town. (4).....  
.....?

HIROMI      No, I use public transport.

ASSISTANT Well, I have a lot south of the river - that's very convenient on the Underground. Now, what about the room - (5)  
.....  
.....?

HIROMI I'd prefer a flatshare - I don't want to live by myself and it would be good for my English to share with someone.

ASSISTANT I have a very nice room in a flat with two other girls. There is one problem - they want someone who doesn't smoke, and they're both vegetarians and would prefer another vegetarian.

(6) .....  
.....?

HIROMI Fine. No problem. I don't smoke and I rarely eat meat.

ASSISTANT Well, let's make an appointment for you to go and see the room.

HIROMI Yes. Thank you.

**Make up your own dialogues.**

## **PART III**

**1. Study this information about Oxford and Oxford University. Comment on it.**

### **Old Ashmolean**

Now the Museum of the History of Science, this resplendent building was designed in 1683 to show Elias Ashmole's collection of curiosities. The displays were moved in 1845.

### **Radcliffe Camera**

This Classical rotunda is Oxford's most distinctive building and is now a reading room of the Bodleian. It was one of the library's original buildings.

### **Bridge of Sighs**

A copy of the steeply arched bridge in Venice, this picturesque landmark built in 1914, joins the old and new buildings of Hertford College.

### **Martyrs' Memorial**

This commemorates the three Protestant martyrs Latimer, Ridley and Cranmer, who were burned at the stake for heresy.

### **Percy Bysshe Shelley**

Shelley (1792-1822) one of the Romantic poets, attended University College, Oxford, but was expelled after writing the revolutionary pamphlet 'The Necessity of Atheism'. Despite that disgrace, the college has put up a marble memorial to him.

### **Sheldonian Theatre**

The first building Wren designed is the scene of Oxford University's traditional degree giving ceremonies.

### **Christ Church**

Students still eat at long tables in all the college halls. Fellows (professors) sit at the high table and grace is always said in Latin.

## Exploring Oxford University

MANY OF THE 36 COLLEGES which go to make up the university were founded between the 13th and 16th centuries and cluster around the city centre. As scholarship was then the exclusive preserve of the church, the colleges were designed along the lines of monastic buildings but were often surrounded by beautiful gardens. Although most colleges have been altered over the years, many still incorporate a lot of their original features.

### **All Souls College**

Founded in 1438 on the High Street by Henry VI, the chapel on the college's north side has a classic hammerbeam roof, unusual misericords on the choir stalls and 15th-century stained glass.

### **Christ Church College**

The best way to view this, the largest of the Oxford colleges, is to approach through the meadows from St. Aldate's. Christ Church dates from 1525 when Cardinal Wolsey founded it as an ecclesiastical college to train cardinals. The upper part of the tower in Tom Quad - a rectangular courtyard - was built by Wren in 1682 and is the largest in the city. When its bell, Great Tom, was hung in 1648, the college had 101 students, which is why the bell is rung 101 times at 9:05pm, to mark the curfew for students (which has not been enforced since 1963). The old timing is because night falls here five minutes later than at Greenwich. Christ Church has produced 16 British prime ministers in the last 200 years. Beside the main quad is the 12th-century Christ Church Cathedral, one of the smallest in England.

### **Lincoln College**

One of the best-preserved of the medieval colleges, it was founded in 1427 on Turl Street, and the front quad and facade are 15th century. The hall has its original roof, including the gap where smoke used to escape. The Jacobean chapel is notable for its stained glass, John Wesley was at college here and his room, now a chapel, can be visited.

### **Student Life**

Students belong to individual colleges and usually live in them for the duration of their course. The university gives lectures, sets exams and awards degrees but much of the students' tuition and social life is based around their college. Many university traditions date back hundreds of years, like the graduation ceremonies at the Sheldonian which are still held in Latin.

### **Merton College**

Off Merlon Street, this is the oldest college (1264) in Oxford. Much of its hall dates from then, including a sturdy decorated door. The chapel choir contains allegorical reliefs representing music, arithmetic, rhetoric and grammar. Merton's Mob Quad served as a model for the later colleges.

### **Magdalen College**

At the end of the High Street is perhaps the most typical and beautiful

Oxford college. Its 15th-century quads in contrasting styles are set in a park by the Cherwell, crossed by Magdalen Bridge. Every May Day at gam, the college choir from the top of Magdalen's bell tower (1508) – a 16th-century custom to mark the start of summer.

### **New College**

One of the grandest colleges it was founded by William of Wykeham in 1379 to educate clergy to replace those killed by the Black Death of 1348. Its magnificent chapel on New College Lane, restored in the 19th century, has vigorous 14th-century misericords and El Greco's (1541-1614) famous painting of St. James.

### **Queen's College**

Most of the college buildings date from the 18th century and represent some of the finest work from that period in Oxford. Its superb library was built in 1695 by Henry Aldrich (1647-1710). The front screen with its bell-topped gatehouse is a feature of the High Street.

### **St. John's College**

The impressive frontage on St. John's dates from 1437, when it was founded for Cistercian scholars. The old library has early 17th-century bookcases of stained glass, while the – Chapel has a display of 15th-century vestments.

### **Trinity College**

The oldest part of the college on Broad Street, Durham Quad, is named after the earlier college of 1296 which was incorporated into Trinity in 1555. The late 17th-century chapel has a magnificent reredos and wooden screen.

### **Corpus Christi College**

The whole of the charming front quad on Merton Street dates from 1517, when the college was founded. The quad's sundial, topped by a pelican – the college symbol – bears an early 17th-century calendar. The chapel has a rare 16th-century eagle lectern.

**2. Read the letter from Oxford. Do the exercises after it. Retell the letter.**

## **James Writes a Letter from Oxford**

Sept. 3rd 1997

I want to tell you about the pleasantest time I have had since I came to England. John, Mr. Priestley's son, invited me to Oxford for a week-end. He's an undergraduate there. He loves Oxford and seems to know all about it. He met me at the station and took me to the "guest room" at his college where I was to stay during my visit. Then we went to his rooms. They are on one side of the "Quad" (quadrangle) up a little narrow stairway with the number of his

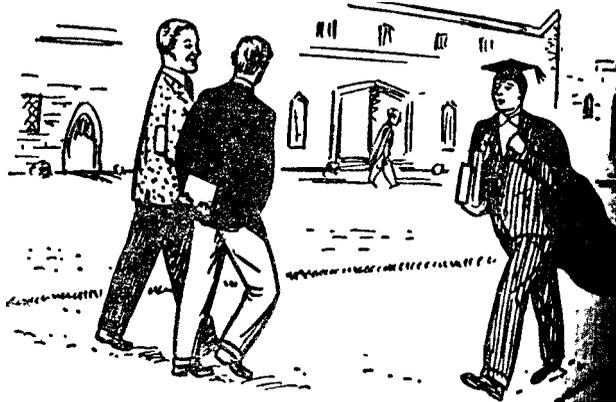
room and his name, "47 J. Priestley", painted neatly on the wall in white letters. He has a big study, with a desk, bookcase (with lots of books in it), armchairs, cupboards, reading-lamp, and some pleasant drawings of Oxford on the walls. It looked very comfortable, I must say. He has also a bedroom and a tiny kitchen where he can make tea or coffee if he has friends. He took wine-glasses from the cupboard and we had a glass of sherry and then went out to see Oxford. Nearly all the students are on vacation just now but we saw a few of them about.

They were wearing black gowns and queer-looking caps, not at all like the caps that our students at Upsala or Lund wear. Some of the gowns looked very old and even rather ragged, and I asked John if these students were very poor and couldn't afford new gowns. He laughed and said that undergraduates, especially those who had just come up, tried to get old, torn-looking gowns so that people would think they had been in Oxford for years. One student passed us, looking rather worried and wearing a black suit under his gown, a white collar and a white bow-tie. John said they had to wear that dress when they were taking an examination, and that unhappy-looking student was either going to or coming from the examination room.

We went into some of the colleges, through the quadrangle and gardens and into the dining-halls and chapels. The colleges are where the students live they all have dinner together in the big dining-hall.

Most of the halls are wonderful, especially the hall of Christ Church. This is the biggest, at least as far as buildings are concerned, and, perhaps, the most magnificent of the colleges. Its chapel is the Cathedral of Oxford; this is a much older building than the college and had originally been an abbey, the Abbey of St. Frideswide. St. Frideswide is a Saxon saint who died in A.D. 750 and is buried under the floor of the Cathedral.

The college was founded by Cardinal Wolsey in the 16th century. His hat and his chair are there in the college, but before Wolsey could finish the college he fell from power and died in disgrace and the building was completed by King Henry VIII. All round the hall are portraits of great men who have been members of the college: Wolsey himself. Sir Philip Sidney, William Penn (who founded Pennsylvania), John Wesley, John Locke, Ruskin, Sir Robert Peel, Gladstone.



Sir Anthony Eden (Christ Church gave England five Prime Ministers in a single century), and a great many other famous people. These men are merely from one college—and there are twenty-six other colleges. So there are many other great names connected with Oxford: Shelley, Dr. Johnson, Sir Christopher Wren, Dr. Arnold and his son (the poet Matthew Arnold), Cecil Rhodes, Gibbon and dozens of others. I should think nearly every great man in England must have been at Oxford, though John admitted that a few had been at Cambridge. One of the portraits in Christ Church that interested me much was that of Charles Dodgson, better known as “Lewis Carroll”, the writer of the most delightful of all children’s books, *Alice in Wonderland*. *Alice* belongs to Oxford, for it was told to the little daughter of Liddell, Dean of Christ Church, during an excursion up the river to Godstow, and I think it is characteristic of the odd things you meet with in Oxford that it was written, not by a typical “children’s author”, but by a lecturer in mathematics at Oxford. There is a story that Queen Victoria was so charmed with *Alice in Wonderland* that she gave orders that the next book by this writer should be sent to her. In due course it arrived, and was: *The Condensation of Determinants, a new and brief method of computing Arithmetical Values*.

\* \* \*

While we were talking, a scholarly-looking man in a cap and gown walked past and smiled at John. As he walked away I said: “Surely he’s not an undergraduate.”

JOHN: No, that’s my tutor.

JAMES: What is a tutor?

JOHN: The Tutorial System is one of the ways in which Oxford and Cambridge differ from all the other English universities. Every student has a tutor and as soon as you come to Oxford one of the first things you do is to go and see your tutor. He, more or less, plans your work, suggests the books you should read and sets work for you to do, for example an essay to write. Each week you go to him in his room, perhaps with two or three other students, and he discusses with you the work that you have done, criticises in detail your essay and sets you the next week’s work.

JAMES: Does the tutor also give lectures?

JOHN: Yes, he may.

JAMES: But aren’t lectures given by the professors ?

JOHN: Yes, though professors don’t give a great many lectures. They are often appointed not so much to do teaching work as to carry on research in their particular subjects.

JAMES: Can you go to any lecture you like, no matter whether it is by a tutor or professor of your college or not ?

JOHN: Yes. Lectures are organised not by the colleges but by the university, and so any member of the university may attend, for all students are members of a college and of the university. The result is that where you get a famous professor, like, say, Lord David Cecil, who lectures in English Literature, you will often find that his lecture-room is crowded; a dull professor may have only a handful of students.

JAMES: You said that lectures were “organised by the university”. Where is the university?

JOHN: It must seem rather strange to you but there isn't really any university at Oxford as there is, for example, at Manchester or Bristol or Edinburgh. Oxford (like Cambridge) is a collection of colleges, each self-governing and independent. “The University” is merely an administrative body that organises lectures, arranges examinations, gives degrees, etc. The colleges are the real living Oxford and each has its own character and individuality. For example, most of the men at Queen's College come from the North of England, those at Jesus College from Wales. Brasenose has a high reputation for its rugger, Magdalen for its rowing men. But remember that there are students of all kinds in each college; I mean you don't get all science students at one college, all law students at another. Every college has its arts men and its science men, its medical students and its engineers. Every student, of course, follows his own course of study, but he gains a lot from living among those who represent all other branches.

JAMES: I saw in the porch of one college some notices about “Societies”; there seemed to be quite a lot of societies.

JOHN: There are dozens of them: dramatic societies, language clubs, philosophy societies, rowing, boxing, political clubs of all colours, cinema clubs—clubs, in fact, for almost every activity under the sun. Each society arranges for a leading expert in his subject to come and talk to its members. So in term time you get a regular stream of politicians, musicians, poets, painters, film-producers and so on. In a way I think we probably get more out of talking and listening at these clubs and societies than from any other side of university life. The best-known society, I suppose, is the Union, a debating club—a sort of training ground for our future statesmen. The next time you come to Oxford you must come in term time and I'll take you to one of the debates. You'll hear some attempts—not always very successful—by young speakers to be witty. But you'll hear, too, some first-class debating; and if you look round the walls of the Union at the photographs there, you'll see what a number of our greatest statesmen were once “President of the Oxford Union”.

- JAMES: There's another tutor, I suppose, that man in the cap and gown with those two men in bowler hats behind him.
- JOHN: No, he's a proctor. And the two men behind him are "bull-dogs". The proctor's job is to keep discipline, to see that students aren't out after midnight, or aren't driving a car without having first received permission from the proctor.
- JAMES: What punishment can the proctor give?
- JOHN: Students can be fined a sum of money, or, for a very serious offence, they can be expelled.
- JAMES: And the "bull-dogs", what are they for?
- JOHN: They are to catch the student if he tries to run away before his name can be taken.
- JAMES: By the way, what are you studying? It's medicine, isn't it? You're going to be a doctor.
- JOHN: As a matter of fact, I'm not. That was the idea when I came here, but my interest has always been in language learning and language teaching and so I changed from medicine to modern languages. I'm in my last year now.
- JAMES: What do you want to do when you leave Oxford?
- JOHN: What I should like more than anything else would be to start a school in Oxford for teaching English to foreign students. And if I could get some Olafs and Jans and Friedas there, I should be very happy.
- JAMES: I think they'd be very happy, too, to study English in Oxford. Well, I wish you luck.
- JOHN: Thanks, Olaf. But let's walk on again; you've hardly seen any of the colleges yet.

## EXERCISES

### a) Use the following words and phrases in sentences:

- |                  |                             |                    |
|------------------|-----------------------------|--------------------|
| 1. undergraduate | 6. afford                   | 11. portrait       |
| 2. sherry        | 7. originally               | 12. connected with |
| 3. queer-looking | 8. in disgrace              | 13. in due course  |
| 4. personal      | 9. power                    | 14. merely         |
| 5. ragged        | 10. it is characteristic of | 15. criticise      |
| 16. in detail    | 21. activity                |                    |
| 17. appoint      | 22. expert                  |                    |
| 18. research     | 23. politician              |                    |
| 19. organise     | 24. club                    |                    |
| 20. gain         | 25. offence                 |                    |

**b) Answer these questions:**

1. What Oxford lecturer wrote a famous book for children?
2. What was the name of the book?
3. What do undergraduates wear for examinations?
4. Why do some undergraduates prefer to buy a ragged gown?
5. What does a tutor do?
6. How many colleges are there at Oxford ?
7. Which is the best-known society ?
8. What is the job of a proctor?
9. Why does he have two "bull-dogs" with him?
10. What does John wish to do when he goes down from Oxford?

**c) What is the difference between the words or phrases in each of the following pairs ? Use each in sentences of your own.**

1. an Oxford college; Oxford University.

---

2. a guest; a host.

---

3. a quadrangle; a triangle.

---

4. a book-case; a book-shelf.

---

5. a chair; an arm-chair.

---

6. statesmen; statement.

---

7. he smiled at John; he laughed at John.

---

8. a tie; a bow-tie.

---

9. a chapel; a church.

---

10. he fined the student; he found the student.

---

---

11. John admitted ...; John permitted . . .

---

12. a portrait; a picture.

---

13. a picture of Oxford; a photograph of Oxford.

---

14.. a box; boxing.

---

15. owning; owing.

---

**d) Give questions to which the following statements might be the answer. The question should be concerned with the underlined words.**

1. **John, Mr. Priestley's son**, invited James to Oxford.

---

2. He met James **at the station**.

---

3. He has **a study, a bedroom and a kitchen**.

---

4. They are not like **the caps** that our students wear at Upsala.

---

5. They wore these old gown as **so that people would think they had been at Oxford for years**.

---

6. We went **through the quad** to the dining-hall.

---

7. He saw Wolsey's **hat and chair** at Christ Church.

---

8. The college was not finished by Wolsey **because he fell from power**.

---

9. Wolsey, Penn, Ruskin and Gladstone were some of **the great men who have been members of the college**.

---

10. There are **twenty-six other colleges**.

---

11. **Lewis Carroll** wrote “Alice in Wonderland”.

---

12. He wrote **children’s books and books on mathematics**.

---

13. She **gave orders** that the next book by Lewis Carroll should be sent to her.

---

14. **The Tutorial System** is one of the things in which Oxford and Cambridge differ from other English universities.

---

15. You go to your tutor **every week**.

---

16. The tutor **discusses your work**.

---

17. Magdalen has a high reputation **for its rowing men**.

---

18. The “bull-dogs” are **to catch the student if he tries to run away**.

---

19. **I should like to start** a school **for teaching English**.

---

20. I should like to start a school for teaching English **in Oxford**.

---

**e) The following is half a conversation between two undergraduates. Gordon has just entered his friend’s rooms. Can you put in what John’s replies might have been ?**

GORDON : Hullo, John. I just came round to see if you were making coffee.

JOHN : \_\_\_\_\_

GORDON : Oh, thanks.

JOHN : \_\_\_\_\_

GORDON : Yes, two lumps. Oh, I see you’re in the middle of an essay.

JOHN : \_\_\_\_\_

GORDON : You won’t get much sleep tonight then. Nine o’clock is early for a tutorial.

JOHN : \_\_\_\_\_

GORDON : Mine’s at twelve o’clock on Thursdays.

JOHN : \_\_\_\_\_

GORDON : Yes, though my tutor does talk rather a lot. It makes me late for lunch.

JOHN : \_\_\_\_\_

GORDON: You're right. I'm not often late when there's anything to eat or drink.

**f) Describe John Priestley's rooms.**

**g) The undergraduate that Olaf passed looked "rather worried". He was about to take an examination. Can you describe in three or four sentences your feelings before an examination?**

**3. Translate the following text and reproduce the translation from memory.**

Эта история произошла с тремя друзьями, студентами Оксфордского университета, — лордом Бэбберли (Lord Babberly (Babbs)), которого друзья называли Бэббсом, Чарли Уикэммом (Charley Wykeham) и Джеком Чезни (Jack Chesney).

Бэббс был намного старше своих приятелей. Однако он вел себя так, что его поведение было, по словам ректора мистера Редклифа, позором для университета.

Однажды во время игры в крикет Бэббс угодил мячом в голову ректору. Он извинился перед бедным мистером Редклифом (Mr. Redclyfe, Chancellor of the University) и, желая успокоить старика и сделать ему приятное, принес ему чашку чая. Но один из студентов подшутил над Бэббсом: он подставил ему ножку, и Бэббс упал. Падая, он сбил с ног ректора и залил чаем его мантию. Убегая от разгневанного Бэббса, шутник забрался на колокольню и там еще раз подставил приятелю ножку. Падая с лестницы, Бэббс ухватился за веревку колокола. Когда он начал звонить в колокол, сбежались все, кто находился в тот момент на крикетном поле. Все думали, что начался пожар.

Мистер Редклиф был возмущен поведением Бэббса. Он приказал Бэббсу явиться к нему в кабинет на следующее утро. Ректор хотел, чтобы Бэббс объяснил ему, что произошло.

Ректор просмотрел личное дело Бэббса и узнал, что Бэббс учится в университете уже десять лет и что это не первый проступок Бэббса. Ректор заявил, что Бэббса следует исключить из университета. Бэббс умолял не делать этого. Он сказал, что не сможет поступить в юридическую контору своего дяди, если будет исключен. Дядя Бэббса был согласен взять к себе племянника, только если у того будет университетский диплом. Мистер Редклиф сказал, что изменит свое решение лишь при условии, что кто-нибудь сможет подтвердить, что Бэббс был в бессознательном состоянии, когда звонил в колокол. (Так утверждал Бэббс.) Бэббс рассчитывал, что Чарли и Джек окажут ему эту

услугу. Молодые люди были согласны сделать это. Но Бэббс должен был тоже помочь своим друзьям. Бэббсу пришлось выдать себя за престарелую тетушку Чарли доны Люсию д'Альвадорес (Dona Lucia D'Alvadores).

Дона Люсия должна была приехать в Оксфорд, но в последнюю минуту прислала телеграмму, что задерживается в Лондоне. Это нарушило планы (помешало планам) Чарли и Джека. Чарли и Джек с нетерпением ждали приезда доны Люсии, чтобы принять у себя Эми (Amy) и Китти (Kitty). Эми и Китти были девушки, в которых были влюблены Чарли и Джек. Девушки не согласились бы прийти, если бы им не сказали, что в доме будет пожилая леди.

Бэббсу было легко выдать себя за женщину. Он играл в любительском спектакле старую даму, и у него были соответствующие костюм и грим. Но Бэббс не хотел выдавать себя за тетку Чарльза. Друзья заставили его сделать это шантажом. Они заявили, что не будут лгать ректору, если Бэббс им не поможет. Бэббсу пришлось сдаться.

Бэббс оказался прекрасным актером и сыграл свою роль очень убедительно. К нему даже посватались отец Джека сэр Фрэнсис (Sir Francis Chesney) и опекун девушек мистер Спетигью (Mr. Spettigue).

Предложение сэра Фрэнсиса было отвергнуто сразу. Предложение мистера Спетигью было принято. Если бы предложение мистера Спетигью было отвергнуто, Джек и Чарли не получили бы от старика разрешения на их брак с Китти и Эми. Мистер Спетигью был против того, чтобы девушки выходили замуж, так как он потерял бы свой доход, как только перестал бы быть их опекуном. Но мистеру Спетигью так хотелось получить миллионы доны Люсии, что он разрешил девушкам выйти замуж.

У этой истории счастливый конец. Джек и Чарли женились на Китти и Эми, а Бэббс познакомился с настоящей доной Люсией, богатой молодой вдовой, и влюбился в нее с первого взгляда. Доне Люсии Бэббс тоже очень понравился. Пострадал только бедняга Спетигью. Он не только не получил миллионов богатой тетушки Чарли, но лишился своего дохода.

Таким образом, зло было наказано, добродетель восторжествовала.

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## PART IV

**Read the second part of the letter from Oxford University. Do the exercises after it. Learn the new words.**

### The letter from Oxford

#### Part II

. . . There were so many beautiful and interesting things to see that I hardly know what to pick out as the most beautiful. Perhaps it is Magdalen Tower - I'm sending you a photograph of it. Don't you think it is lovely? Someone described it as "Sight music that is frozen". Every year at sunrise on May morning (so John told me, and he got up to see it) the choir of Magdalen gather on the top of the tower to sing a Latin hymn. The custom goes back to the first days of the tower, at the end of the 15th century, and has gone on ever since. Oxford is full of curious old customs like that. For example, Queen's College was founded in 1341 by Robert de Eglesfield. He must have been a man with a lively imagination for he ordered the college to be governed by a head of the college and twelve Fellows (in memory of Christ and the Twelve Disciples), and he said that on New Year's Day each year, the bursar (the man who is in charge of the money matters of the college) should present each Fellow with a needle and thread of coloured silk saying, "Take this and be thrifty". The needle and thread was a pun on his name, Eglesfield. (The French aiguille = needle; fil = thread.) With the same idea the shield of the college shows three golden eagles on a red field ("eagles-field"). That was 600 years ago. And still, though Eglesfield's buildings were replaced in the 17th century by the present college, every New Year's Day the bursar presents each Fellow with a needle and thread and says, "Take this and be thrifty." In that same college, too, every Christmas Day a roast boar's head is carried, with great ceremony, to the high table where the dons sit. The story of this custom goes back to the early years of the 16th century and celebrates the fight between a student of the college and a wild boar on the hills near the college. The student killed the boar by thrusting down its throat a copy of Aristotle that he happened to be reading at the time, saying as he did so, "Graecum est" (That's Greek!). As John said, "You can believe the story if you like."

As you walk through Oxford you seem to be living in history, so many things call up events and figures of the past. Here Queen Elizabeth I listened to Shakespeare's plays in a college hall, and made jokes with the professors—in Latin and Greek! In Pembroke College you can see Dr. Johnson's blue and white tea-pot (it holds about two quarts, for Johnson was a great tea-drinker and on one of his visits to Oxford his host poured out for

him eighteen cups of tea!). In Oxford, Charles I held his Court at Christ Church while the colleges melted down all their silver dishes to help his cause during the Civil War, and his Queen Henrietta and her ladies walked in the gardens of St. John's (there are two fine statues by le Sueur<sup>1</sup> of Charles and Henrietta in the Quad there). Here, Roger Bacon laid the foundations of experimental science, not in the 18th but in the 13th century; here every night you can hear the sound of "Great Tom". the big bell in Tom Tower, the tower that Wren designed for Christ Church. Every night at five minutes past nine the bell is rung 101 times in memory of the 101 students in Christ Church in Henry VIII's time. In the medieval library of Merton College you can see all the chained books and the old benches just as they were in the 13th century. There reminders of the past are everywhere.

John and I walked along St. Giles, one of the most beautiful streets in Oxford. It is not, like most of the Oxford streets, narrow and winding between colleges but very wide with magnificent trees all the way along it. And there, outside Balliol College, is a monument very like the "Cross" at Charing Cross<sup>2</sup> in London. I asked John what it was. He said, "It's the Martyrs' Memorial. Bishop Latimer and Ridley and Cranmer were condemned to death at Oxford in 1553<sup>3</sup> for their religious beliefs and were burned at the stake in this place. As the fire was being lighted Latimer said, 'Be of good comfort Master Ridley and play the man. We shall this day light such a candle, by God's Grace, in England as I trust shall never be put out.'"

As I said, Oxford is not only beauty in stone, it is history in stone. John pointed out two church towers. "That is the tower of St. Martin's and that of St. Mary's. In the 14th century there were constant quarrels between the men of Oxford and the students of the University, or, as they said, between the 'town' and the 'gown', and on St. Scholastica's Day,<sup>4</sup> 1354 a quarrel broke out in an inn between some students and some townsmen. Others joined in, and soon the bells of St. Martin's Church (the church of the townsmen) were ringing to gather the townsmen together. The Chancellor (that is the head of the University) tried to stop the fighting but he was shot at and had to retreat. So the bells of St. Mary's (the church of the students) were rung to collect the students together, and they shot at the townsmen with bows and arrows. Two thousand people from the countryside round Oxford came into the city to help the townsmen; colleges were attacked and the battle went on for three days. The King, Edward III, was at Woodstock, about eight miles from Oxford, and he ordered the Chancellor of the

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<sup>1</sup> Le Sueur made the statue of Charles I that stands in Whitehall London, said to be the finest statue in London.

<sup>2</sup> The Charing Cross is one of a series that Edward I had built at every place where the body of his wife Eleanor (who had died in Scotland) rested on its last journey to Westminster.

<sup>3</sup> Cranmer in 1556.

<sup>4</sup> February 10th.

University and the Mayor of Oxford to appear before him. He decided that the townspeople had been in the wrong and ordered the Mayor and the chief citizens of Oxford to attend the Church of St. Mary's every St. Scholastica's Day for a service in memory of the students who had been killed in the fighting, and to pay an offering of forty pence. And for nearly 500 years,<sup>1</sup> every St. Scholastica's Day, the Mayor and chief citizens of Oxford went to St. Mary's and paid the forty pence."

The morning after this chat with John, I was very forcibly reminded of another old Oxford tradition. I was awakened at five o'clock in the morning by a terrible noise in St. Giles outside the college, the noise of hundreds of people. Half-awake, I thought for a moment that another St. Scholastica's riot had broken out, and quickly dressed and went outside to see what was happening. I discovered that it was St. Giles' Fair. This has taken place at the beginning of September ever since the 12th century. The whole appearance of St. Giles was quite changed. Preparations for the fair mustn't begin before 5 a.m. At five o'clock the entrances to St. Giles are closed to traffic. I looked out, and there, waiting to rush in, was a stream of carts, cars, wagons, roundabouts, swings, coconut-stalls, strong men, and "all the fun of the fair". It's all very noisy and jolly and you'd probably think it was rather silly—but it's great fun while it lasts.

It's all these contrasts in Oxford that make the place so fascinating. Oxford doesn't live only in the past; you feel there is a sense of continuity all through its history. To go from Magdalen Bridge, where the lovely Tower stands like a guardian of the city, through Radcliffe Square, the heart of the University, past the great Bodleian Library (to which a copy of every book published in Great Britain has to be



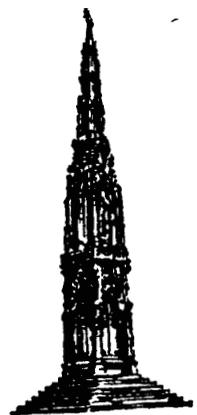
MAGDALEN TOWER, OXFORD

sent) and on to the fine new science buildings of the Clarendon Laboratories,

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<sup>1</sup> The custom was ended in 1826.

is to pass through streets where the Middle Ages, the 18th century and the modern world rub shoulders. Here, men have expressed in stone the finest culture of their periods, Norman, Gothic, Renaissance, Classic, Modern are all there in friendly rivalry, each beautiful thing adding something to the contrasting beautiful thing that is its neighbour. I felt very strongly this mingling of old and new when we visited New College, which, in spite of its name, is one of the oldest colleges.<sup>1</sup> Here, against a background of Gothic stonework, is the gigantic statue of Lazarus, carved by Epstein only a few years ago. And in New College I saw one of the most moving things I have seen in Oxford, moving because it seemed to me to express so well the noble, generous spirit of Oxford. It was a war-memorial that said:



**MARTYRS' MEMORIAL**

In memory of the men of this College who, coming from a foreign land, entered into the inheritance of this place and, returning, fought and died for their country in the war 1914-1919.

Prinz Wolrad-Friedrich zu Waldeck-Pyrmont Freiherr Wilhelm von Sell: Erwin Beit von Speyer.

The men to whom that memorial was raised were Germans who had fought against England.

The beauty of these buildings and the peace of the colleges and the loveliness of the gardens like St. John's and Worcester, these are the things I shall never forget. I'm afraid my letter has wandered on at great length, but I can't finish without—as my friend Hob would say—telling you a story that I had from John. I happened to say to him as we walked through one of the gardens, “I wonder how they get these lovely lawns.” John said. “That's what an American visitor asked one of the gardeners here. He said he'd like to have a lawn like that in his big house in America. ‘Oh, it's quite easy,’ said the gardener, ‘you just roll them and cut them and roll them and cut them. That's all.’ ‘And how long do you do that?’ said the American.

‘Oh,’ said the gardener, ‘for about five hundred years’.”

There's lots more I'd like to tell you about Oxford, but that must wait until I see you again.

Love to you all, James.

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<sup>1</sup> It was started in 1380. The oldest colleges are Merton, University College and Balliol, all between A.D. 1250 and 1300.

## EXERCISES

### a) Use the following words and phrases in sentences:

- |                |                          |                     |
|----------------|--------------------------|---------------------|
| 1. photograph  | 9. medieval              | 17. fair (noun)     |
| 2. imagination | 10. reminder of the past | 18. contrast        |
| 3. income      | 11. monument             | 19. fascinating     |
| 4. expenditure | 12. quarrel              | 20. publish         |
| 5. thread      | 13. retreat              | 21. culture         |
| 6. needle      | 14. tradition            | 22. gigantic        |
| 7. celebrate   | 15. half-awake           | 23. noble           |
| 8. event       | 16. riot                 | 24. at great length |

### b) Answer these questions:

1. Why do some undergraduates get up early on May 1st?
2. Why does James say that Robert de Eglesfield must here had a “lively imagination”?
3. What work does the bursar of a college do?
4. Do you believe the story of the boar and Aristotle? Give a reason for your answer.
5. What famous man (he made the first great English dictionary) came from Pembroke College?
6. Why does Great Tom sound 101 times every night?
7. What reminded James of Charing Cross?
8. What does a quarrel between “town“ and “gown“ mean?
9. Which road is closed to traffic early in September? Why?
10. What is the difference between St. Giles and many other Oxford streets ?

### c) Tell the story of three of Oxford’s curious old customs.

### d) Find out more about three of the following: Samuel Johnson, Sir Christopher Wren, Shelley, Cecil Rhodes, and Sir Anthony Eden and tell your friends about them.

## PART V

### ROLE PLAY ‘THE INTERNATIONAL BACCALAUREATE’

*Read the information given below about the International Baccalaureate, and about the four students: Maria Braga, Carol White, Yoshi Suzuki and Ahmed Aziz. Decide which combination of subjects would be most suitable for each of them at Higher and Subsidiary levels and give your answers, with reasons, in the spaces provided.*

# THE INTERNATIONAL BACCALAUREATE

## The International Baccalaureate (IB)

The IB PROGRAMME is a two-year preuniversity course leading either to the IB Diploma or to separate subject certificates depending on the student's abilities and plans for further education.

The IB programme assumes that education at upper secondary level should encompass the development of all the powers of the mind through which one interprets, modifies and enjoys the environment. Every IB student is required to become proficient in language and mathematics, to become familiar with at least one subject that exemplifies the study of scientific enquiry and to develop an acquaintance with aesthetic and moral values.

## THE IB EXAMINATION GENERAL SCHEME

The IB Diploma is awarded for satisfactory performance in six subjects:

1. Language A (first language, generally the student's native language) – this includes a study of World Literature in translation from at least two continents and two language areas.
2. Language B (second modern language, distinguished from Language A in not requiring the same depth and breadth of understanding of the cultural and historical contexts of language), or a second Language A.
3. Study of Man – one of the following options: – history, geography, economics, philosophy, psychology, social anthropology, business studies.
4. Experimental Sciences – one of the following options: – biology, chemistry, applied chemistry, physics, physical science, scientific studies.
5. Mathematics.
6. One of the following: – art, music, classical language, a second language B, an additional option from 3 or 4, further mathematics, a special syllabus developed by the school.

Three of these six subjects must be offered at Higher Level and three at Subsidiary Level.

### IB Sample Programmes

Higher	Subsidiary	Higher	Subsidiary
Mathematics	English A	French A	Mathematics
Physics	German B	Arabic B	School-based science
Chemistry	History	Economics	Art

## The International Baccalaureate Office (IBO)

### INTERNATIONAL ORGANISATION

The International Baccalaureate Office (IBO), based in Geneva, with regional offices in Buenos Aires, London, New York and Southampton and representatives in Jamaica and Singapore, is a foundation under Swiss law governed by an International Council. IBO is a non-governmental organisation holding consultative status with UNESCO and financed by school/examination fees and by government grants.

MARIA BRAGA:

- Brazilian
- aged 16
- good at languages
- interested in social sciences

CAROL WHITE:

- British
- aged 17
- has studied the classics
- wants to be a doctor

YOSHI SUZUKI:

- Japanese
- aged 15
- keen on business
- finds languages difficult

AHMED AZIZ:

- Egyptian
- aged 16
- interested in maths and science
- wants to go to university

In my opinion, Carol White .....

.....  
.....

I think that Ahmed Aziz.....

.....  
.....

From my point of view, Maria Braga.....

.....  
.....

To my way of thinking, Yoshi Suzuki .....

.....  
.....

## LEARNING ENGLISH IN BRITAIN

### PART I

#### 1. Answer the questions using the list below.

1. Which language in the world is spoken by most people?
2. Which language has the largest vocabulary?
3. Which is the oldest written language?
4. Which sub-continent has the largest number of languages?
5. Which language has no irregular verbs?
6. In which language is the largest encyclopaedia printed?
7. Which language has the most letters in it's alphabet?

It is Spanish / Cambodian / English / Egyptian / Esperanto / Mandarin Chinese / Indian.

#### 2. Discuss the following statements. Are they true or false?

- 1) If you want to learn a language, there's no alternative to memorizing vocabulary and studying grammar rules.
- 2) There may be psychological techniques which make it easier to absorb and assimilate a language than memorizing vocabulary and studying grammar rules.
- 3) If the material is interesting and the activities are motivating, you'll retain the language without a great deal of effort.
- 4) If you want to learn quickly, it is important to learn language which is immediately useful such as everyday words and phrases. It is a waste of time studying abstract grammar rules and academic language patterns.
- 5) A good language course is one which enables everyone to learn; even people who think of themselves as dunces.
- 6) Different methods make no difference to your success. If you are intelligent and you work hard, you will learn it.

#### 3. a) Make up the dialogues with your fellow students on the topic 'How do you learn languages?'

Discuss the following questions.

- What are the differences between the ways a baby learns its first language and the ways an adult learns a second language?
- What advantages does the baby have?
- What advantages does the adult have?

### **b) Work alone.**

What is most important for you in learning a language? Put the list in order of importance, 1 thing is more important.

learning vocabulary  
learning grammar  
speaking and not being corrected all the time  
speaking and being corrected

reading  
listening  
writing  
pronunciation practice

### **c) Work in groups.**

Compare your lists.

Justify your order, but remember that different people learn in different ways.

Try to agree as a class on an order of importance.

### **d) Talk about yourself.**

When did you start to learn English?

Is it difficult or easy for you to study it?

Why are you learning English? How many hours a day do you learn it?

Do you read books, watch films in English?

Do you have an opportunity to speak English to a native language speaker?

If you had a chance would you go to study English in UK or the USA?

What are the advantages of learning English in the UK or the USA from your point of view?

## **4. Listen and read the text about learning English in Britain. Answer the questions. Retell the text.**

Find out the meaning of the following words and phrases.

## Vocabulary

the original home  
heritage  
the huge range of courses  
general course  
essential English  
a one-to-one executive course  
exciting location  
sporting facilities  
language laboratory  
welfare  
to be accredited  
residential accommodation  
self-catering apartments  
English certificate  
academic year

## Britain because

### Why English in Britain?

- Britain is the original home of the English language. Come and learn in the land of Shakespeare, Wordsworth, Tennyson, Keats, Byron.
- Explore our heritage - castles, palaces, gardens, pageantry... Enjoy our nightlife, shopping centres, theme parks, theatre ...

### Britain for variety

- The huge range of courses available means there's something just for you! A general course will give you confidence and a thorough knowledge and understanding of essential English. Maybe you are a doctor in need of specialised tuition in medical English. Or are you a businessman requiring a one-to-one executive course?
- How about a course combining English with tennis, archery, golf, cricket, riding, windsurfing... Or art antiques, literature, theatre?
- We have such a variety of exiting locations in which to study too: Cosmopolitan London... The traditional centres of Oxford and Cambridge... The coastal resorts of Brighton and Bournemouth... Beautiful historic towns like York, Chester, Edinburgh, Bath. Perhaps a lakeside cottage surrounded by mountains is more to your taste, or a modern university with excellent sporting facilities, or a manor house in the depths of the countryside?
- Every type of facility is available - video and TV rooms, language

laboratories, cafeterias, listening centres for students' own use, swimming pools, libraries, games rooms...

- Whatever your needs and interests, Britain is the No 1 destination.

### **Britain for quality**

- You can be assured of this!
- The British Council has been inspecting English language organisations in Britain for some 15 years. Particular attention is paid to tuition, teacher's qualifications, welfare, premises and resources. Following a successful inspection, organisations are accredited.

### **Britain for accomodation**

- You really are spoilt for choice!
- Feel at home and live with a British family. Not only will you experience a way of life different from your own, but a British home is a good place to practice what you have learnt in the classroom.
- Hotels and guest houses - all levels of luxury to suit your purse!
- Residential accommodation is an ideal way to meet people from all over the world. Broaden your horizons in Britain!
- Many organisations can offer self-catering apartments and houses. Have fun buying fruit and vegetables in the market. Have a night off - dine out and use your English!

### **Britain for qualifications**

- Help your career by helping yourself to a qualification.
- Cambridge, Oxford, ARELS Trinity College, London Chamber of Commerce, Pitman, Royal Society of Arts and Institute of Linguists are all world-famous examinations.
- All levels are available, for example Cambridge offers general English certificates, including the popular First Certificate in English, through to more specialised ones, such as the Cambridge Examination in English for Language Teachers and the Certificate in English for International Business and Trade.

### **Britain for a great social life**

- In Britain the opportunity to learn English does not stop outside the classroom. Whether you are relaxing over a coffee in the school common room, out shopping, ordering a meal in a restaurant, learning to ride a horse, waiting in a queue at a bus stop or spending the day sightseeing with your host family, opportunities present themselves constantly.
- Schools offer all sorts of social events - outings to places of interest, discos, quiz nights, picnics, barbecues...

- Studying at a college during the academic year (September to June) is a great way to meet and mix with British students.

### **Britain for a warm welcome**

- That's what is waiting for you.
- Join us soon and see what you've been missing!

## **Questions**

1. What courses can give you a thorough knowledge of English? What's the difference between them?
2. Which locations are possible for studying English? Which one would you prefer?
3. What's Britain famous for?
4. Describe every type of facility available.
5. Who has been inspecting English language organizations?
6. When you are in Britain learning English where could you stay?
7. What did you read about a great social life in Britain?

## **PART II**

### **1. a) Translate the article about the British Council and the English in Britain Accreditation Scheme.**

#### **b) Use the dictionary. Discuss the article.**

### **The British Council**

The British Council promotes Britain overseas through cultural, educational and technical co-operation and is represented in some 100 countries around the world. The Council runs numerous projects for many overseas organisations and subjects covered include, for example, engineering, education, health care, agriculture and accountancy.

One of the Council's primary aims is to further the cause of international understanding through the medium of English and, as a result, it has developed an ever-expanding network of language teaching centres. This commitment to the English language is again evident in the accreditation scheme (see below) the British Council runs in Britain to safeguard the interests of the overseas student.

The Council can offer information and advice not only on English language courses, but also on long-term study in Britain, vocational courses and so on. If you are considering continuing your education in Britain, contact your local British Council office or, if there is no Council office in your own country, contact the Council's Information Centre at 10 Spring Gardens,

London SW1A 2BN. (Tel: (0161) 957 7755). The centre is open to personal callers Monday to Friday 09.00-17.00.

### **English in Britain Accreditation Scheme**

The English in Britain Accreditation Scheme is administered by the British Council together with ARELS (the Association of Recognised English Language Services) and BASELT (the British Association of State English Language Teaching) and is open to all educational organisations engaged in the teaching of English as a foreign language in Britain. At present some 300 organisations are accredited under the Scheme and are entitled to use British Council accreditation for promotional purposes. The Scheme replaces the English Language Schools Recognition Scheme, managed by the British Council since 1982, and the Courses Validation Scheme, managed by the Council since 1989.

The Scheme is voluntary and is based on inspection of teaching services and premises and includes consideration of student and staff welfare. Its principal aims are to:

- set standards of quality and efficiency for British ELT institutions
- encourage British ELT institutions to aspire to even higher levels of quality and efficiency
- promote a wider knowledge of accredited British ELT abroad, and of the educational and social benefits of studying English in this country
- protect international students of English in Britain by providing a choice of organisations committed to professional excellence.

### **Professional trade associations**

#### **ARELS**

ARELS (the Association of Recognised English Language Services) is the leading professional organisation for independent English language schools. It has some 200 members all of whom are recognised by the British Council and must adhere to the ARELS Code of Practice. ARELS strives to raise further the high standards of its members through conferences, training courses and publications. It represents its members and students to government bodies and promotes English language learning in Britain both in the UK and abroad. Further information write to: ARELS, 2 Pontypool Place, Valentine Place, London SE1 8QF (Tel: (0171) 242 3136).

#### **BALEAP**

BALEAP (the British Association of Lecturers in English for Academic Purposes) is an organisation whose principal aims are to ensure high standards in English language tuition for overseas students at universities, and to encourage related development and research. 63 universities are currently members. BALEAP has its own accreditation scheme for pre-

sessional EAP courses. Further information can be gained from the university entries in this guide marked 'BALEAP'.

### **BASELT**

BASELT (the British Association of State English Language Teaching) is an Association of 70 universities and colleges throughout Britain offering courses in English as a Foreign Language for students and teachers. All members are recognised by the British Council as attaining the standards required under the English in Britain: Accreditation Scheme.

State sector organisations have excellent library, information technology and sports facilities and offer overseas students the possibility of studying additional academic, professional or vocational subjects when their level of English reaches the required standard.

BASELT promotes high standards in the areas of teaching, welfare, resources and accommodation for students. A brochure listing information on members and courses is available from BASELT, Cheltenham and Gloucester College of Higher Education, Francis Close Hall, Swindon Road, Cheltenham GL50 4AZ.

(Tel: (01242) 227099, Fax: 01242-227055, Fax: (01242) 227055, E-mail: baselt@chelt.ac.uk).

### **FIRST**

FIRST is a group of long-established organisations aiming at excellence in English language teaching and related services. The group offers high quality general and specialist language courses throughout Britain. All members of FIRST are accredited by the British Council, and are inspected by FIRST regularly to ensure that the first class standards are maintained and developed.

For further information write to Melanie Huttunen, FIRST, 4 Russetts Drive, Fleet, Hampshire GU139QE (Tel/Fax: (01252) 815524).

## **2. Maria and Bertrand are students in a language school. They are just getting to know each other. Read part of their conversation. Fill in the missing words.**

Bertrand: And where \_\_\_\_\_ in Finland, Maria?

Maria: I...Helsinki. But I don't \_\_\_\_\_ any longer. My company, Finn-Sport has an office in Tampere, so I've moved there.

B: I...of Finn-Sport. \_\_\_\_\_ ski equipment?

M: That's right-in fact, all kind of sports equipment. Actually, the company \_\_\_\_\_ for to study here.

B: Really? You're lucky. My company \_\_\_\_\_ anyone on language courses. I \_\_\_\_\_ for this course out of my own pocket.

- M: What course \_\_\_\_\_ here? Business English?
- B: No, I \_\_\_\_\_ Business English yet. I \_\_\_\_\_ my general English-especially conversation.
- M: Well \_\_\_\_\_ to be anything wrong with your conversation.
- B: I... . By the way, do you know about the disco \_\_\_\_\_ ?
- M: No. \_\_\_\_\_ ?
- B: Tonight at 8.30. It's at the Virgin Club, in Western Road.
- M: Unfortunately, I \_\_\_\_\_ .
- B: It's near where I live. Look, why \_\_\_\_\_ before the disco somewhere and...dinner? Then we can go to disco together.
- M: OK. But \_\_\_\_\_ .

Continue the dialogue.

**3. Make up your own dialogues on the topic. "Your first day at language school". Discuss your impressions.**

**4. Study the advertisement about summer schools.**

## SUMMER SCHOOLS

The University has been organising Summer Schools for international students since 1923.

Last year they were attended by people from over 40 countries: not only undergraduate and graduate students but people of all ages and of many professions.

The University's Summer Schools provide teaching in small, seminar classes, giving the benefit of sustained personal contact with an expert instructor. Although teaching is at an advanced level, there is no formal qualification for admission. However, applicants must satisfy themselves that they can meet the challenge of each programme of study.

Most courses include a series of lectures by senior members of the University and distinguished visiting speakers.

Title	Code	Dates
The International Summer School	101	6 to 31 July (A) and 2 to 15 August (B)

This course consists of two sessions, one of four and one of two weeks: these may be taken separately or together. The International Summer School is a large and lively community with over 50 separate subjects available from which students may choose two or three for study.

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The Summer School in Art History	102	28 June to 18 July
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The Summer School in Art History will focus particularly on Art from the Middle Ages to the present day. There are specialised classes on topics in painting, architecture and other visual arts.

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The Summer School in History	103	5 to 25 July
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The Summer School in English Literature	104	26 July to 15 August
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Both programmes include a lecture series by eminent speakers. For each course students choose two specialised classes from a range of eight historical or literary topics.

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NOTE: These two Summer Schools (103 and 104) may be taken together, giving an opportunity for a six-week specialised study of themes in history and literature.

An Information Pack containing timetables, dates of special events, and titles of recommended books will be posted to students eight days before the start of their chosen course.

### **AWARDS AND CERTIFICATES**

Although the University does not award diplomas for any of its Summer Schools, students may ask for written work to be assessed, in which case a graded certificate is issued.

A limited number of scholarships are available for students from countries whose first language is not English. An application form is available on request.

### **FUTURE SUMMER SCHOOLS**

If you have received this leaflet through the post, or attended last year's Summer School, you will be on our records already. Brochures of our next year's course will be posted to you automatically in December of this year.

#### **Choose the correct answer:**

1. What is the main method of instruction on the courses?
  - A) Lectures by experts
  - B) Teaching in small groups
  - C) Individual study programmes
  - D) Private lessons

2. Which of the following offers a long and broadly-based course of study?

- A) Course 101
- B) Course 102
- C) Course 103
- D) Course 104

3. How many special subjects will be studied by someone taking both Course 103 and Course 104?

- A) Two
- B) Four
- C) Six
- D) Eight

4. The University issues every student with

- A) an application form for a scholarship.
- B) a report on their written work.
- C) a certificate of attendance.
- D) full details of their course.

5. Who will automatically receive the brochure about next year's Summer Schools?

- A) Those who complete and return the slip.
- B) Everyone who has attended a Summer School in the past.
- C) People whose names are on a mailing list.
- D) Anyone who wants to enroll on a course.

**5. Study the following advertisements about language schools in Britain. If you had an opportunity to study in Britain which one would you prefer, why?**

THE  
**Eckersley**  
SCHOOL OF ENGLISH  
OXFORD

*The School in the Heart of Oxford*

- Long and Short Courses throughout the year
- General English
- English for Academic Purposes
- Overseas Teachers' Courses
- Cambridge, Oxford/ARELS – preparation classes
- IELTS and TOEFL – advice given
- Family or Hostel Accommodation
- Recognised as efficient by the British Council

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Tel +44 1865 721268 Fax +44 1865 791869  
email [english@eckersley.co.uk](mailto:english@eckersley.co.uk)  
[http //www.edunet.com/eck-uk/](http://www.edunet.com/eck-uk/)



# BEET

LANGUAGE CENTRE



- \* All year adult (17+) and summer courses for all levels
- \* Preparation courses for Cambridge Oxford ARELS, TOEFL and IELTS
- \* Options in Business English and English for Academic Purposes
- \* International Academic Year
- \* Refresher Courses for Teachers of English (including CEELT)
- \* University Link programme
- \* Self Access Learning Centre with computers and language laboratory
- \* Evening lecture programme on British life and history
- \* Full social programme with excursions and activities
- \* Accommodation with selected host families
- \* Located in the beautiful south coast resort of Bournemouth

----- ✂ -----  
**Please send me further information about your school**

I am particularly interested in \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Recognised by the British Council



**BEET Language Centre (Ref BTA)**

Nortoft Road, Charminster

Bournemouth BH8 8PY

ENGLAND

tel +44-1202-397721

fax +44-1202-309662

LE1

**SAINT GEORGE'S**

Современный Гуманитарный Университет

## SCHOOL OF ENGLISH

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- All levels - Start any Monday
- **Maximum 10 Students per class**
- Examination Courses
- One-to-One courses for executives and professionals
- New English "Plus" programme
- All year round social programme
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email100522.522@compuserve.com

Fax: + 44 (0) 171 224 1624

**Tel: + 44 (0) 171 935 6959**



Recognised by the British Council



**ST PATRICK'S INTERNATIONAL SCHOOL**

Recognised as Efficient by The British Council

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**SCHOOL OF ENGLISH IN CENTRAL LONDON**

**MINIMUM AGE 16**

**Open all the year**

**Standard Courses, 3 lessons daily**

**Intensive Courses, 5 lessons daily**

**Cambridge Examination Courses**

**Oxford & ARELS Examinations**

**Summer Holiday Courses**

**Accommodation in friendly homes**

**Airport Transfers**

**International Club**

**Contact with British people**

**Full social programme**

**Sports & educational visits**

Educational Charity (Ref. no. 278468)  
Sponsored by the Catholic Diocese of Westminster  
Any profit is reinvested for the benefit of the students.

## PART III

1. There are many ways to learn foreign language. What do you think about this one. Read, answer the questions, and comment on it.

# LANGUA-LEARN

*The Natural Way to Language*

CHOOSE from 30 different languages!

How did you learn to speak your language?

Did your mother give you a dictionary? Of course she didn't.

Did you have a grammar book? Of course you didn't.

YOU LISTENED, YOU UNDERSTOOD, YOU BEGAN TO SPEAK.

It's the natural way! Do it with LANGUA-LEARN.

In 4 months you'll be speaking like a native.

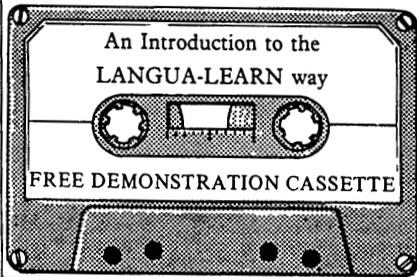
Astonish your friends on holiday abroad.

*No more fumbling with phrase books.*

*No more sardines when you order lobster.*

Send for our FREE DEMONSTRATION RECORD or CASSETTE and free BROCHURE.

Simply fill in the coupon below and post it to us.



TO: Langua-Learn, Dept. 4, Cairncross Way, Epping, E5.

Name ..... Age .....

Address.....

.....

Language of choice..... record  cassette

**Choose the correct answer:**

1. The Langua-Learn course offers you a choice of
  - A) languages spoken in 30 different countries.
  - B) any language of your choice.
  - C) more than 20 different languages.
  - D) all languages other than your own.

2. According to the advertisement, you can become fluent
  - A) without any teaching aids.
  - B) with the minimum of effort.
  - C) in less than a month.
  - D) after four months' intensive study.
  
3. The courses advertised are mainly intended for
  - A) homework.
  - B) self-study.
  - C) housework.
  - D) private teaching.
  
4. The Langua-Learn method is based on the use of
  - A) video tape.
  - B) selected textbooks.
  - C) recordings.
  - D) radio programmes.
  
5. Further information about the course can be obtained by
  - A) writing to the company for a form.
  - B) attending a free lesson.
  - C) buying a demonstration tape.
  - D) completing a form provided.

## **2. What do you know about...**

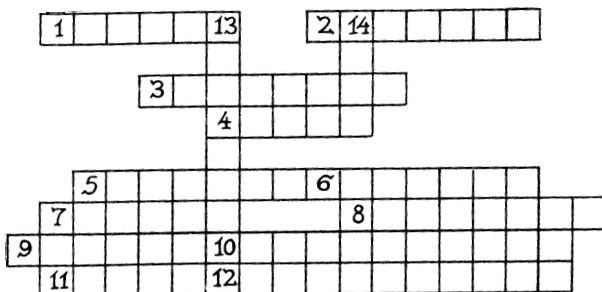
1. basic rules and procedures in British schools?
2. social, cultural and sporting life in schools of England?
3. life at college and university in England?

## **3. Match the following English and Russian proverbs:**

1. A good name is better than riches.
2. He will never set the Thames on fire.
3. Make hay while the sun shines.
4. Live and learn.
5. An hour in the morning is worth two in the evening.

- А. Куй железо пока горячо.
- Б. Добрая слава лучше богатства.
- В. Век живи, век учись.
- Г. Утро вечера мудренее.
- Д. Он пороха не выдумает.

#### 4. Crossword Puzzle



##### Across:

- 1) a fee-paying school
- 2) a school for higher or professional education
- 3) an electronic device which plays an important part in education
- 4) a famous English poet
- 5) a famous English playwright
- 6) a school for children under 5
- 7) the oldest university in Britain
- 8) a mode of instruction in Oxford and Cambridge universities
- 9) one of the popular sports exercises
- 10) a boys' public school in Scotland
- 11) an academic title awarded by universities and other institutions of learning
- 12) one of the courses that students can follow at Polytechnics or colleges

##### Down:

- 13) the University that was founded in the 13th century
- 14) a form of studies for people who study in their own free time

#### 5. What's wrong?

You discover this advertisement for a language school, which looks perfect... until you read it again. Then you notice certain details about the advertisement that make you suspicious. What's wrong with the advertisement? How many faults can you find?

### The correct school of English!

The school is surrounded by miles of rolling Yorkshire countryside. Our young staff is composed of highly trained teachers of English (all have B. Sc. degrees), and all of them have many years of experience of teaching English

as a foreign language. The school is open all year, except in July, August and September.

The school is only 5 minutes walk from the town centre. There are hourly trains to London from the local station (the journey to London is only 35 minutes). Our fees are reasonable, and we have special rates for groups of students who wish to attend in the summer. For further details, write to the principle.

H. Smithers B.A.

 **6. Listen to, and read the following jokes. Retell and act them.**

**a)**

### Happy New Year

During an examination before Christmas, one of the students did not know how to answer the question, “What causes a depression?” — so he wrote: “God knows! I don’t. Merry Christmas!”

When the examination papers came back, the student saw that the professor had written on his paper: “God gets 100, you get zero. Happy New Year!”

to get 100 — получить самую высокую оценку  
zero—самая низкая оценка

**b)**

\* \* \*

One day a professor could not stay for his afternoon classes, so he put a notice on the door, which read as follows: “Professor Evans will not be able to meet his classes this afternoon.”

Then he went to put on his coat and on his way out saw that some student had rubbed off the letter “c” in the word “classes” on the notice. The professor smiled and rubbed off the letter “l” in the word “lasses”.

to rub off —стереть  
lass — девушка  
ass — осел

**c)**

### Too Fond of Talking

A politician was invited to give a talk on Americanisms to the pupils of the grammar school he had attended as a boy.

“When I see your smiling faces before me,” he began in the accepted

oratorical style, “it takes me back to my childhood. Why is it, my dear girls and boys, you are all so happy?”

He paused for the rhetorical effect, and instantly up went a grimy hand from the front row.

“Well, my lad, what is it?”

“The reason we’re so happy,” replied the boy, “is if you talk long enough we won’t have a geography lesson this morning.”

Americanism - слово или выражение, употребляемое в США

to attend - посещать

oratorical style – по-ораторски, ораторская манера

the rhetorical effect – результат красноречия

grimy [graɪmi] hand – зд.- рука ученика, пожелавшего сказать суровую правду

lad – паренек

**d)**

### **The Only One**

A young teacher just beginning his career asks advice of an older member of the faculty: “What have you learned in your years of experience?”

“I’ve learned one thing. Often you will find while you are giving a lesson in class that there is one young upstart who always disagrees with you. Tell me, would you stop him and try to make him shut up right then and there?”

“I suppose I would.”

“Well, don’t. He’s probably the only one who is listening to you.”

faculty – преподавательский состав учебного заведения

experience – опыт

upstart – выскочка

to shut up – замолчать

**e)**

### **Russian Ways**

An Englishman wanted to imitate what the Russians say when somebody sneezes and came to the conclusion that if somebody sneezes in his presence he should say:

“Bools are off” (будь здоров)

Then he understood that whenever a Russian wished to say to a girl:

“I love you”, he said a phrase that sounded in English like “yellow blue bus”.

## 7. Translate the text.

### ***Выбирайте Великобританию для изучения английского!***

Ежегодно более 600 000 студентов приезжают в Великобританию для изучения английского языка и полного погружения в языковую среду. Это действительно великолепная страна не только для образования. Она располагает такими достопримечательностями, которые Вы не встретите в каком-либо другом месте.

Наши учебные центры располагаются по всей Великобритании. По своему желанию вы можете выбрать исторический город или город, славящийся своими культурными спортивными традициями, город, исторически связанный с самым блестящим образованием, город-курорт.

Всем известны шикарные магазины, театры, литература, музеи, современная музыка и ночные развлечения Великобритании.

Познакомьтесь с гордостью нашей страны: крепостями и замками, величественными зданиями, огромными садами и знаменитыми парками.

Вы можете сочетать свое пребывание с посещением других стран, в которые можно легко добраться из Великобритании.

Великобритания известна многочисленными школами английского языка, предлагающими разнообразный выбор общих и специальных курсов для всех, независимо от финансовых возможностей и возраста.

Британский английский имеет огромный спрос и высоко котируется во многих странах.

Стоимость курсов английского языка в Великобритании варьируется от выбранной Вами программы и доступна многим. Низкий уровень пошлины при обмене валюты и нераспространение дополнительного налога (VAT) на эти курсы выгодно отличают Великобританию с экономической точки зрения.

По желанию Вы выбираете где остановиться: в гостеприимной семье, в студенческом общежитии или в гостинице.

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years **convinced** me gradually but thoroughly that I would never know it really well, let alone perfectly. This is sad. My only **consolation** being that nobody speaks English perfectly.

Remember that those five hundred words an **average Englishman** uses are far from being the whole vocabulary of the language. You may learn another five hundred and another five thousand and yet another fifty thousand and still you may **come across** a further fifty thousand you have never heard of before, and nobody else either.

If you live here long enough you will find out to your greatest **amazement** that the adjective *nice* is not the only adjective the language **possesses, in spite** of the fact that in the first three years you do not need to learn or use any other adjectives. You can say that the weather is nice, a restaurant is nice, Mr. Soandso is nice. Mrs. Soandso's clothes are nice, you had a nice time, and all this will be very nice.

Then you have to decide on your **accent**. You will have your foreign accent all right, but many people like to mix it with something else. I knew a Polish Jew who had a strong Yiddish-Irish accent. People found it fascinating though slightly **exaggerated**. The easiest way to give the impression of having a good accent or no foreign accent at all is to hold an **unlit** pipe in your mouth, **to mutter** between your teeth and finish all your sentences with the question: "isn't it?" People will not understand much, but they are **accustomed** to that and they will get a most excellent impression.

I have known quite a number of foreigners who tried hard **to acquire** an Oxford accent. The advantage of this is that you give the idea of being permanently in the company of Oxford **dons** and **lecturers** on medieval numismatics; the **disadvantage** is that the permanent singing is rather **a strain on your throat** and that it is a type of affection that even many English people find hard to keep up incessantly. You may **fall out of** it; speak naturally; and then where are you?

The Mayfair accent can be highly recommended, too. The advantages of Mayfair English are that it unites the affected air of the Oxford accent with the uncultured **flavour** of a half-educated professional hotel-dancer.

The most successful attempts, however, to put on a highly cultured air have been made on the polysyllabic lines. Many foreigners who have learnt Latin and Greek in school discover with amazement and satisfaction that the English language has **absorbed** a huge amount of ancient Latin and Greek expressions, and they realise that (*a*) it is much easier to learn these expressions than the much simpler English words, (*b*) that these words as a rule are interminably long and make a simply superb impression when talking to the greengrocer, the porter and the insurance agent.

Imagine, for instance, that the porter of the block of flats where you live remarks sharply that you must not put your **dustbin** out in front of your door before 7.30 a. m. Should you answer "Please don't **bully** me," a loud

and tiresome argument may follow, and certainly the porter will be proved right, because you are sure to find a **clause** in your contract (small print, bottom of last page) that the porter is always right and you **owe** absolute **allegiance** and unconditional **obedience** to him. Should you answer, however, with these words: "I repudiate your petulant expostulations," the argument will be closed at once, the porter will be proud of having such a **highly** cultured man in the block, and from that day onwards you may, if you please, get up at four o'clock in the morning and hang your dustbin out of the window.

But even in Curzon Street society, if you say, for instance, that you are **a tough guy** they will consider you a vulgar, irritating and objectionable person. Should you **declare**, however, that you are *an inquisitorial and peremptory homo sapiens*, they will have no idea what you mean, but they will feel in their bones that you must be something wonderful.

When you know all the long words it is advisable to start learning some of the short ones, too.

You should be careful when using these endless words. **An acquaintance of mine** once was fortunate enough to discover the most impressive word *nostalgia* for **back-ache**. Mistakenly, however, he declared in a large company:

"I have such a **nostalgia**."

"Oh, you want to go home to Nizhne-Novgorod?" asked his most sympathetic hostess.

"Not at all," he answered. "I just cannot sit down."

Finally, there are two important points to remember:

1. Do not forget that it is much easier to write in English than to speak English, because you can write without a foreign accent.

2. In a bus and in other public places it is more advisable to speak softly in good German than to shout in **abominable** English.

Anyway, this whole language business is not at all easy. After spending eight years in this country, the other day I was told by a very kind lady: "But why do you **complain**? You really speak a most excellent accent without the **slightest** English."

## HOW NOT TO BE CLEVER

"You foreigners are so clever," said a lady to me some years ago. First, thinking of **the great amount** of foreign idiots and **half-wits** I had had the honour of meeting. I considered this remark **exaggerated** but **complimentary**.

Since then I have learnt that it was far from it. These few words expressed the lady's contempt and slight **disgust** for foreigners.

If you look up the word *clever* in any English dictionary, you will find that the dictionaries are out of date and mislead you on this point. According

to the Pocket Oxford Dictionary, for instance, the word means quick and neat in movement ... skilful, talented, ingenious. Nuttall's Dictionary gives these meanings: dexterous, skilful, **ingenious**, quick or ready-witted, intelligent. All nice adjectives, expressing valuable and **estimable** characteristics. A modern Englishman, however, uses the word *clever* in the sense: **shrewd, sly, furtive, surreptitious, treacherous, sneaking, crafty, un-English, un-Scottish. un-Welsh.**

In England it is bad manners to be clever, to assert something confidently. It may be your own personal view that two and two make four, but you must not state it in a self-assured way, because this is a democratic country and others may be of a different opinion.

A continental gentleman seeing a nice panorama may remark:

"This view rather reminds me of Utrecht, where the peace treaty concluding the War of Spanish **Succession** was signed on the 11th April, 1713. The river there, however, recalls the Guadalquivir, which rises in the Sierra de Cazorla and flows south-west to the Atlantic Ocean and is 650 kilometres long. Oh, rivers... What did Pascal say about them? 'Les rivières sont les chemins qui marchent...'"

This **pompous, showing-off** way of speaking is not permissible in England. The Englishman is **modest** and simple. He uses but few words and expresses so much—but so much—with them. An Englishman looking at the same view would remain silent for two or three hours and think about how to put his **profound** feelings into words. Then he would remark: "It's pretty, isn't it?"

An English professor of mathematics would say to his maid checking up the shopping list:

"I'm no good at arithmetic. I'm afraid. Please correct me, Jane, if I am wrong, but I believe that the **square** root of 97344 is 312."

And about knowledge. An English girl, of course, would be able to learn just a little more about, let us say, geography. But it is just not "**chic**" to know whether Budapest is the capital of Roumania, Hungary or Bulgaria. And if she happens to know that Budapest is the capital of Roumania, she should at least be perplexed if Bucharest is mentioned suddenly.

It is so much nicer to ask, when someone speaks of Barbados, Banska Bystrica or Fiji:

"Oh those little islands... Are they British?"

(They usually are.)

## PART V

### ***Roleplay “Learning English in York”***

Work in groups of 6-7 people.

**Roles:** 2 students, 2 close friends, the Principal of Melton College, a teacher (teachers or other students) from Melton College, the travel agent.

You're going to learn English for a month at Melton College in York.

1. You've to study all the information about summer courses at the College: prices, types of courses, time-table, types of accommodation, welfare, location.
2. Talk to your friends about your plans.
3. Unfortunately you've got some questions about courses. Ring to the Principal of the College – Mrs. Elisabeth Hiley [ˈhaili]. Talk to her and get the answers on your questions. Explain her that you'd like to study at Melton College and fulfill an enrollment form.
4. After that you ought to make reservations for a return ticket. Talk to the travel agent. Choose the best time and flight for you. Think where you'd prefer to fly to: Heathrow or Manchester airport and how you'd reach York (by train, by car)?
5. You've come to York. You are met by a teacher from Melton College (and maybe some students). Talk to them, explain why you've chosen Melton College, how you've got to York.

### **York. Melton College**

A family-run school, founded in 1962. Attractive house and gardens, with hard tennis court, volley-ball pitch and covered table tennis area. Students resource centre, common room, coffee shop, private home accommodation, single rooms, usually only one student per family. Distinguished panel of guest speakers for summer. Excursions and visits to York's many interesting museums and historic buildings, as well as full-day trips to top visitor destinations in the North. York is under 2 hours by train from London. Hourly trains direct to Manchester airport.

**Special English courses available** ( • Scheduled □ On request)

- Cambridge Examination preparation courses
- Free IELTS preparation courses
- English and outdoor activities
- Free social programme
- English and tourism/law
- Special courses for students over 35

Type of course	Months † open	Course length	Age range	Maximum class size	Hours per week	Fees per week inc VAT §	Accommodation type ‡	Beginners accepted
AV	6-9	1-12	16+	14	20	£170-200 SP	P	
AYR	1-12	1-49	16+	14	15-30	£139-170 SP	P	
JV	3-4	2-3	12-19	14	23	£218-280 SP	P	

† AYR=Adult Year Round AV=Adult Vacation JV=Junior

§ SP=includes social programme

‡ P=staying locally in a private home

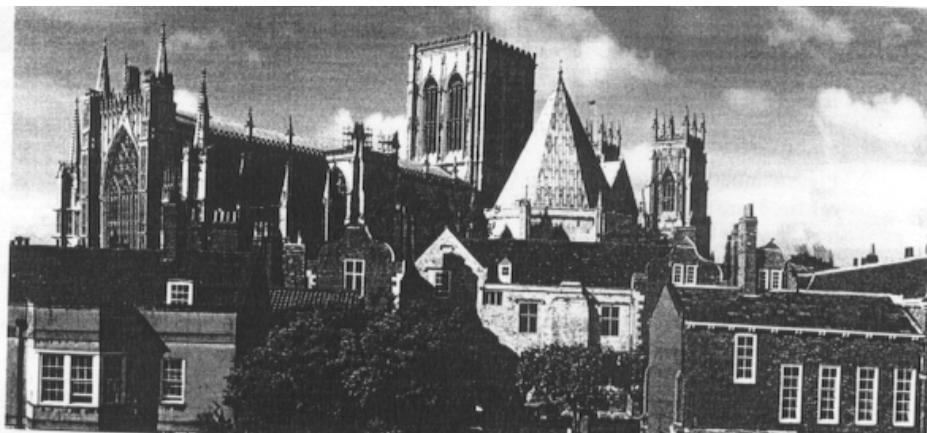
**Examinations (Scheduled On request): 11 a-e, 11 g-m, 13d-e, 13a-c**

## Courses at Melton College

Course	When?	How many weeks?	What age group?	What exams can I take?	Page
The General English Course	Jan - Dec	1-46	16+	1,2,3,4,5,6,7	14
Easter	April	2-3	12-18	6, 7	9
Gold	June / Oct	2	35+	6, 7	12
Summer	June - Sept	2-15	16+	(1,2,3,4,5)*,6,7,8,6	

\*If the session falls within the Summer Course

Exams: 1=KET, 2=PET, 3=FCE, 4=CAE, 5=CPE, 6=ToPE, 7=ARELS Oral, 8=ARELS Summer Test. We do not have a class for beginners, except on the Gold Course.



## York

A short walk from the College takes you to the heart of old York, the historic capital of the North of England. York was home to the Romans, Saxons and Vikings. This rich history has left York with an unparalleled collection of buildings and, of course, the world famous Minster. York also boasts many fine museums including The National Railway Museum, The Jorvik Centre, and The Castle Museum. The city has a theatre, an opera house, and a number of well known concert venues. York has many restaurants to suit all tastes, pubs and nightclubs.

### Accommodation and Welfare

Most of our students ask to stay with an English Family. We have selected over 200 families to be hosts for our students.

You will get a single room with space to study. Normally, you will be the only student in the house. You will certainly be the only student from your country!

Our families provide breakfast and dinner during the week and all meals at the weekend. Accommodation is arranged from midday on the Saturday immediately before your course to midday on the Saturday immediately after your course finishes.

Staying with a family is an ideal way of practising your English, and of making friends. All we ask is that you obey the rules of the house.

If you have a special request, e.g. a family with no children, please put this in writing when you apply and we will try to find the type of family you want.



**Please note that most people in York live in a number of areas**

**about 20 minutes from the city centre. Hardly anyone lives within the city walls.**

Some students prefer to stay in a hotel near the College. We can provide a list of hotels that we recommend, but this will always be more expensive than staying with a family! If you wish to arrange hotel accommodation, or to stay with friends the price of your course is reduced by £72 per week.

Staying with a family involves being part of family life. Students should not expect the convenience or privacy that they would expect at a hotel, nor should they assume that their room will be large or have private facilities.

## The General English Course 1998

The General English Course runs from January to December 1998. There is a three week break over Easter. Students can move from The General English Course to the Summer Course and vice-versa.

Most students join The General English Course for about 6-10 weeks, but it is possible to come for any length of time from 1 week to 9 months.

Students can start on any Monday, however students wishing to take certain exams must start on or before the last start date for that exam.

On The General English Course there are 22.5 hours' teaching per week. The day is divided into 6 lessons of 45 minutes each. A typical timetable looks like this:

09.30-10.15	Listening	12.15-13.00	Speaking
10.20-11.05	Reading	13.45-14.30	Grammar
11.25-12.10	Writing	14.35-15.20	Background to Britain

In addition to the lessons, the College arranges a number of social events each week. These include visits to places of interest within and around York, as well as excursions in the York area. York is much quieter in the Winter, but no less beautiful! Students on the General English Course can enjoy all the facilities a Summer visitor does, but without the crowds.

Dates:

Winter term 9 Jan - 31 March

Spring term 24 April - 9 June

Summer term see Summer Course

Autumn term 25 Sept - 16 Dec

Fees:

Each week costs £210. This includes: Tuition, Books and Partial Board Accommodation. All students also have the option of buying Rail transfer from Manchester Airport at 66% of the normal price, and York bus passes at 50% of the normal price.

These fees only apply to the Summer term if students attend the College for the Spring or Autumn terms as well.

The fees do not include entry fees for exams.

### Exams

Although we set a final entry date for exam courses, we strongly advise that students attend the College for longer than the minimum permitted time.

Please note that the final entry date for exams is sometimes before the final start date for exam courses.

### Social Activities

During the week the College arranges a number of late afternoon/early evening and Saturday morning activities, both recreational and educational. Visits to places of interest in York, for example; The Minster, The National Railway Museum, The Castle Museum, The Jorvik Centre, Fairfax House and The Yorkshire Museum. Guided walks round the Walls and Snickleways (narrow alleys), and bicycle tours of the York area. We make use of the bus service, and our subsidised bus passes, to introduce students to some of the beautiful countryside within easy reach of the city. We also run treasure hunts, quizzes and sports evenings.



## Summer Course

### Start Dates

Students can start on any Monday from 12 June to 11 September. Students wishing to stay longer can continue their stay into The General English Course.

Fees:

2 weeks £540	9 weeks £2160
3 weeks £ 720	10 weeks £2400
4 weeks £960	11 weeks £2640
5 weeks £1200	12 weeks £2880
6 weeks £1440	13 weeks £3120
7 weeks £1680	14 weeks £3360
8 weeks £1920	15 weeks £3600

The fees include Tuition, Books, Excursions, and Partial Board Accommodation.

All students also have the option of buying Rail transfer from Manchester Airport at 66% of the normal price, and York bus passes at 50% of the normal price.

Fees are payable four weeks before the course starts. Any student paying twelve weeks in advance is entitled to a 5% reduction.

#### How to get here

York is easy to reach. You can come to York by train from all the major UK Airports, by road from the motorway network. York is also close to the North Sea Ferries terminal at Hull. Beside the map you will find a series of directions from all major entry points.

**By far the easiest way to get to Melton College is via Manchester Airport. Manchester is Britain's third largest airport and has regular flights to almost all major European airports as well as some intercontinental flights. There is a direct train service from Manchester Airport to York.**

**We can supply a return ticket Manchester - York - Manchester at a reduced price.**

## Enrolment Form

Remember to send a second Photograph for your College Identity Card!

Family Name

Sex Male  Female

First Name

Address

Tel

Nationality

Occupation

Mother Tongue

Date of Birth

Which Course?

Photo

(if you Fax your application, Please post your photos separately)

Gold (June)  Gold (October)   
 All-Year  Summer  Easter (with accompanied travel)   
 Easter (with collection in Manchester)

How many weeks? 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 More  How many?  
 Start date? 03.04 10.04 12.06 19.06 26.06 03.07 10.07 17.07 24.07 31.07  
 07.08 14.08 21.08 28.08 04.09 11.09 18.09 Other  Specify

Do you want the College to arrange family accommodation? Yes No  
 Are you vegetarian? Yes No  
 Will you be coming by car? Yes No  
 Any medical condition? Yes No  
 Do you smoke? Yes No  
 Is there anything you cannot eat? Yes No  
 Do you want a rail ticket? Yes No  
 Please send full details with your application form.

College booking conditions: Please read carefully before signing this form. You are strongly advised to take out your own insurance cover. Fees must be paid four weeks before the start of your course. Where the course selected is to last more than four weeks, fees may be paid in instalments, each instalment being for a four-week period and payable four weeks in advance of the start of that period. If the student does not wish or is unable to start or complete the course, the student must give the College four weeks' written notice of his/her intention, and unless such notice is received by the College a sum amounting to two weeks' fees shall be forfeited to the College. No place can be definitely reserved and no accommodation arranged until fees have been received.

Signed \_\_\_\_\_ Date \_\_\_\_\_

If the student is under 18 a Parent or Guardian should read the sign the following: I acknowledge that Melton College is responsible for this student during her/his course and I undertake that this student will respect the rules of the College and the Law of the United Kingdom.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**KEY**  
**PART I**  
**EX. 1**

1. Mandarin Chinese is spoken by 700 million people (70% of the population of China). English is the most widespread, with 400 million people.
2. English has the largest vocabulary; about 500,000 words and 300,000 technical terms.
3. The oldest written language is Egyptian, which is 5000 years old.
4. India has the most languages – 845.
5. There are no irregular verbs in Esperanto, an artificial language invented in 1887.
6. Cambodian has 72 letters.
7. The largest encyclopaedia is printed in Spanish.

**LESSON 5**

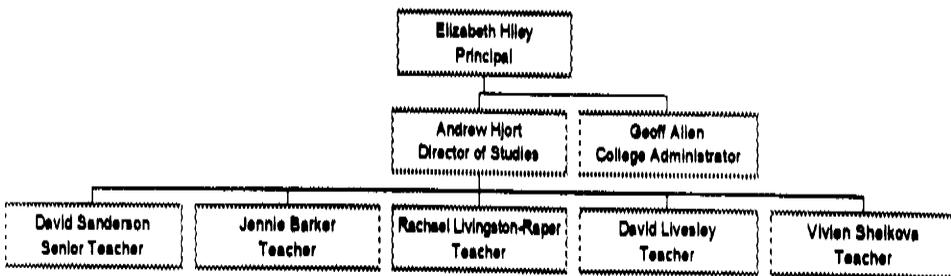
**YPOK 5**

**STUDENTS AND PROFESSORS**

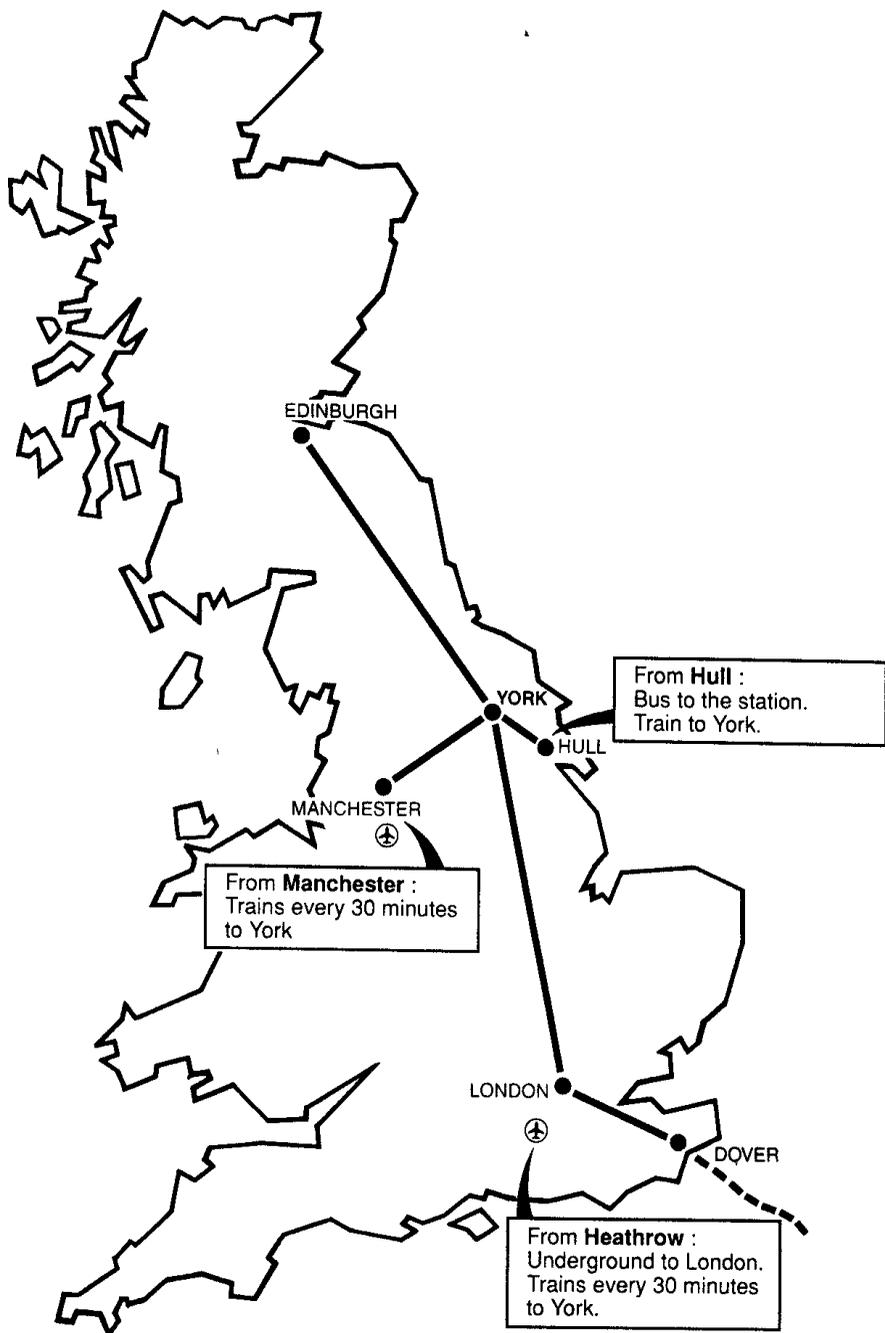
**PART I**

**Read the booklet about Melton College. Answer the questions.**

**Who's Who at Melton College**



**Elizabeth Hiley** – Elizabeth Hiley has been involved in teaching English for over 30 years. A modern languages graduate of Trinity College Dublin, she has also been Chairman of ARELS and is currently on the Criteria Advisory Committee. When not at the College, Mrs Hiley spends a lot of time as Deputy Chairman of York Magistrates Court. In her spare time she is an enthusiastic hill walker and a keen gardener.



**Andrew Hjort** – Andrew moved into language teaching after finishing his first degree in philosophy. After qualifying as a teacher (PGCE) he became Director of Studies at Melton College. Recently he has finished an MA in Applied Linguistics, and part of his research on entry tests has been presented in a joint paper with Prof. C. James to the MELTA conference. Andrew is a member of ARELS General Council and is coordinator of ARELS in Yorkshire, a group representing recognised schools in the county. In his spare time Andrew is a climber and a qualified ski instructor and mountain leader.

**Geoff Allen** – Geoff came to the College after 30 years in the Army. During his time in the military he was responsible for housing in London, communications in Europe, and Senior Tutor at the Army Apprentices' College. Geoff is a keen dog owner (he has 5 Golden Retrievers) and he also plays golf.

**David Sanderson** – David, our Senior Teacher, has been at the College for over 12 years. Before that he worked in the Language Teaching Centre at York University. As well as teaching English to our students, David also teaches French to British students!

**Jennie Barker** – Jennie came to Melton College after spending 10 years teaching English at a comprehensive school in York. Before that she was a librarian. Language teaching runs in the family, her son teaches English in Rome! In her spare time Jennie collects antiques.

**Rachael Livingston-Raper** – After completing a law degree at Oxford, Rachael worked for a dictionary company before moving into English teaching. At present Rachael is completing a PGCE in English teaching.

**David Livesley** - David's many years in education include English teaching in Nigeria, English to immigrant children in Britain and five years as Head at an Adult Education Centre. He enjoys walking, church work, languages and charity work.

**Vivien Shiekova** - Vivien has a degree in French and German from Leeds University and did her teacher training at Nottingham. She has taught in France and Eastern Europe, as well as England. Her hobbies are travelling, current affairs, the theatre and cinema.

## The College

**Opening Hours** -The College and grounds are open every weekday (except Wednesday) from 09.00-18.00. The College is not open at the weekend, except for social programme events.



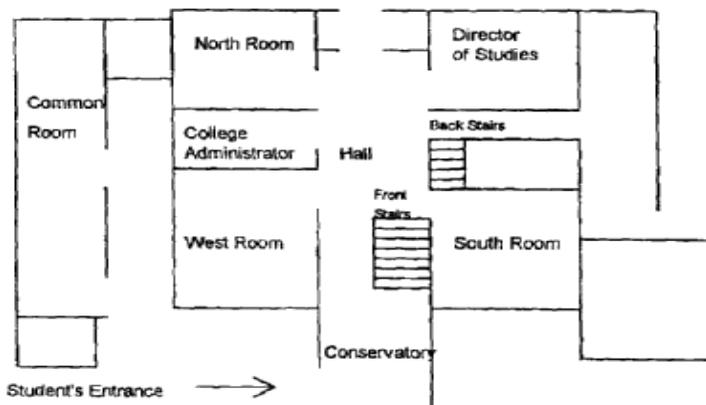
**Telephone** -There is a payphone in the basement for student use.



**Smoking Policy** -Ever since it was founded, Melton College has

operated a No Smoking policy within the College building. You may smoke in the grounds. If you are a smoker, please use the ashtubs provided on the terrace and in the Table Tennis area. Thank you.

### The Ground Floor

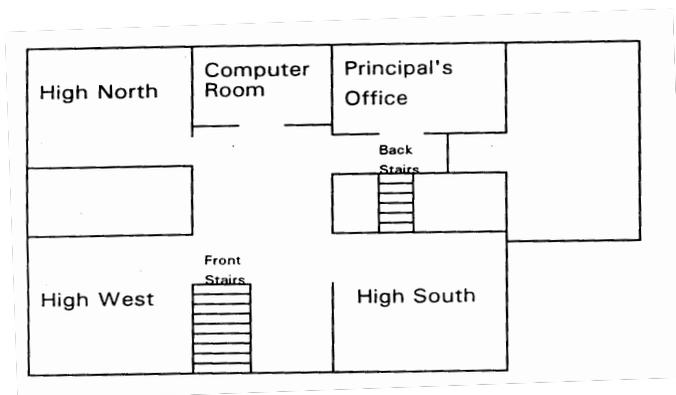


Please note that the students' entrance is on the garden side of the College. For security reasons, the front door is only used in emergencies.

When you go upstairs, please use the backstairs.

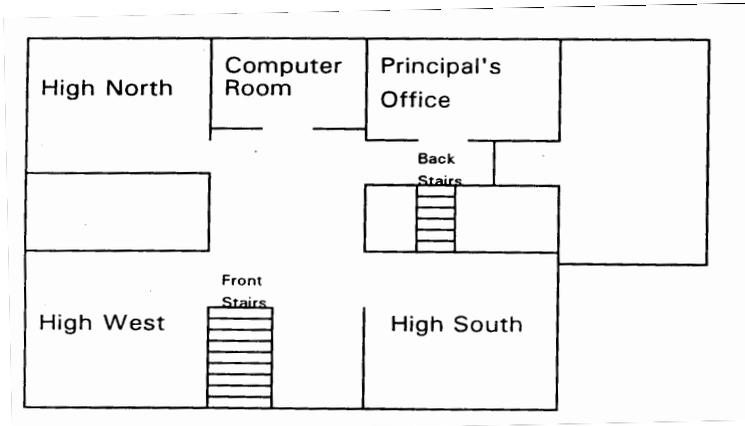
The Student Common Room provides an indoor area where students can relax, read newspapers and magazines, and watch videos.

### The First Floor



All the classrooms on the First Floor have "High" in their names. When you go downstairs, please use the front stairs.

## The Basement



The Student Resource Centre is provided for quiet study. The room contains:

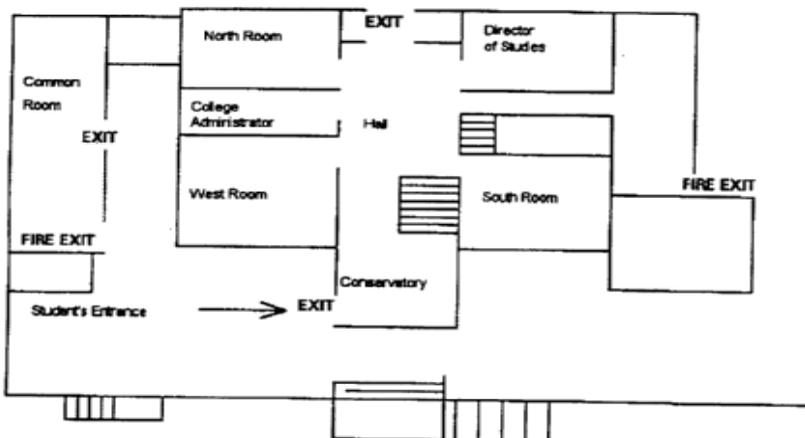
- a fiction and reference library,
- a library of graded readers,
- listening and writing self-access material.

When you are in the room, please obey the following rules:

**NO TALKING                      NO EATING                      NO DRINKING**

## Fire Instructions

Please read these very carefully. (The same information is displayed in all the rooms)



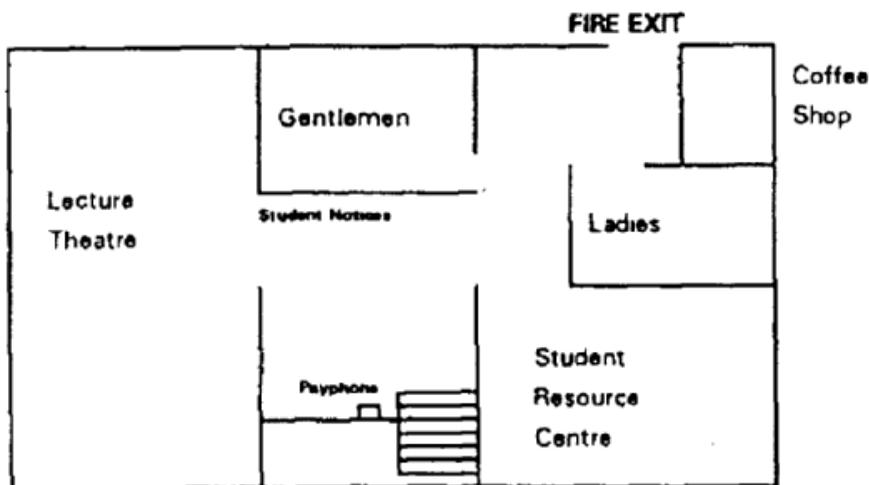
If you discover a fire - **Raise the alarm immediately**

IF YOU HEAR THE FIRE ALARM:  
LEAVE THE BUILDING BY THE NEAREST EXIT,  
REPORT TO THE PERSON IN CHARGE AT THE ASSEMBLY POINT.

### **ASSEMBLY POINT**

**Below the terrace in the garden**

Do Not: Stop to collect personal belongings  
Re-enter the building until given permission



If you are in class when the alarm sounds, your teacher will lead you to the Assembly Point.

## **Medical – Aid**

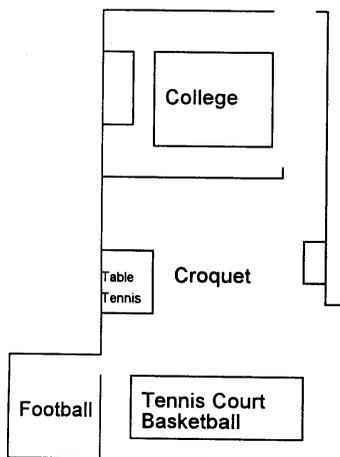


**First Aid** – The College First Aid Point is the Director of Studies office. The following members of staff are trained in First Aid: Andrew Hjort, Geoff Allen.

**Dentist** – If you need a dentist, you will usually be sent to the College dentist. You will be expected to pay for treatment, and unless in great pain, you are unlikely to be given an appointment immediately. Students on courses of six weeks or less will not normally need dental treatment.

**Doctor** – You can ask the College to arrange an appointment with the College doctor but, if you are unable to attend College, it will be more practical to arrange for your host's doctor to visit. If any medicine is prescribed, make sure you understand dosage instructions and keep it in a safe place.

**The Grounds** – Apart from large lawns, and trees to sit under, Melton College offers a number of sports facilities. Equipment for all of these can be borrowed from the College Administrator.



## Your Course

**The Entry Test** – On the first morning of your course you will be tested, and placed in one of our classes by the Director of Studies.

Once in a class, your day will consist of 6 lessons and a study period. The various lessons are described below:

Grammar  
Listening  
Reading

Writing  
Speaking

Background to Britain

**Visits** – During the Summer Course the College arranges a cycle of visits to just some of the many places of interest in York as part of Background to Britain. These visits are free of charge. This summer we shall be visiting:

The Minster    The Railway Museum    The Treasurer's House  
The Castle Museum    The Jorvik Centre    The Guildhall

Extra visits to some other attractions, such as the theatre, will be arranged from time to time as part of the social programme. Watch the student notice board for details. - We can usually supply subsidised tickets.

**Sunday Tour** – Every Sunday a member of the College staff will be available to guide new students round the centre of York. This tour starts at 11:30 from the west end of The Minster.

**The Timetable** – Be sure to read your timetable carefully, so that you go to the right lesson at the right time! Remember, if you are confused by anything, ask a member of staff.

**Exams** – There are a number of exams you can take during your course.

ToPE – a computer based exam that you can take any time. The test involves a number of “doze” tests. At the end of the exam you receive a certificate, validated by the University of Edinburgh.

Cost: £5

ARELS Oral – a spoken exam on two levels, preliminary and higher. We need about two weeks warning if you wish to take this exam. Cost: £30

ARELS Summer School Test – a comprehensive test run by ARELS and UCLES (the same people who run FCE, CAE, and CPE. The test is validated by the University of Cambridge Local Examination Syndicate. We need about four weeks notice if you wish to take this exam. C o s t :

£20

**Excursions** – Every Wednesday there is an excursion. The coach leaves from outside the College at 09:30. **Be sure to be on time, the coach will not wait!!**

Remember to wear suitable clothes and shoes for the excursion you go on. If the excursion is going to return late be sure to tell your host family.

**Social Activities** – For your enjoyment we have planned a number of social activities during the summer. These will include

Quiz Evenings Sports Afternoons Walks Treasure Hunts Music Evenings

These are open to all students and are included in your course fee.

**Reports and Certificates of Attendance** – At the end of your course you will get a certificate saying how long you have spent on the Summer Course. If you want the certificate to include any special information (number of hours, course fee, etc.) please tell Mr Allen at least one week before the end of your course.

If you want a report you should speak to Mr Hjort **one week** before you leave.

*Remember, we want you to enjoy your stay, don't be afraid to ask if you have any questions!*

**Your Host Family** – The secret of a successful stay with a family is to be interested and interesting. We hope you will enjoy your stay. Here are some hints to help you to avoid misunderstandings.

**Bedroom** – You are expected to keep it tidy and make your bed.

**Friends** – Before you invite your friends, ask your host if this is allowed and which rooms you may use.

**Heating** – In most English homes the central heating is turned off in the late evening; make sure you understand when your room will be heated and ask for extra blankets, if necessary. Make sure you understand the use

of electrical equipment and water heaters, and know the fire precautions.

**Laundry** – Your host will supply you with fresh bed linen weekly. Check whether your personal laundry can be included in the family wash, and, if so, when this is done. You must not expect the ironing to be done for you. Please be sensible with your personal laundry; do not ask your host to use the washing machine for only one pair of lightly soiled jeans!

**Food** – If there is any food or drink to which you are allergic, or you do not like, please tell your host, and say whether you eat a lot or a little. Your host will provide you with breakfast and a substantial evening meal. A packed lunch is not included in your accommodation, there is a coffee shop, at the College. Your host will indicate whether you may help yourself to snacks, fruit or drinks. *If you are going to be late or miss a meal - how much notice does your host require?*

**Telephone** – In England local calls are not free. If your host allows you to make telephone calls, you should note them down and pay up every week. It is better to make long distance or international calls from international payphones - information is available at the College. Ask your host when it is convenient for you to receive calls and arrange with your own family to contact you at such times.

***Remember, there is an international payphone at the College.***

**The Language** – Please remember that the English are not usually very direct and often suggest rather than demand. ‘Do you think you could possibly turn the TV down’ means ‘Please turn it off.’ They will expect you to be equally indirect eg, ‘Would you please let me have some soap’, **not** ‘I want soap’.

**Key** – If you are over 18 your host will probably give you a key, although you may be asked to keep to house rules about noise and coming home time. If you are under 18 you are not normally given a key; **in any case, you are strongly advised to return home before the last bus.** Your host will explain to you how to secure door(s) and windows when returning or leaving the home; make sure you understand and always remember to lock up as you have been asked.

**Safety** – Your host will explain to you any special safety rules, particularly if there are small children in the home. You must always keep pills, cleaning fluids and breakables out of reach of small children.

**Smoking** – Most families are non-smokers. **If you are a smoker, please do not smoke in a non-smoking home.**

**Damage** – You must expect to pay for any damage you have caused, even if it was an accident. Any payment needed must be paid before you return to your country.

**Money** – Remember that transfers from abroad are relatively slow and plan ahead. If you run out of money, speak to the Principal. **Do not borrow money from your host family.**

## York

**College Identity Card** – Please carry this at ALL TIMES. It entitles you to discounts in some establishments and is given for your security. In the unlikely event of an emergency the College can be notified quickly. We recommend that you leave your passport in your host family's house.

**York Cards** – We sell York Cards (bus passes). These are subsidised by the College for those who live at a distance from the College. These cards will allow you to travel on any Rider York bus.

**Transport to and from the College** – Your host will explain where the nearest bus-stop is. See York cards above. Taxis are expensive.

**Bicycles** – Only students on adult courses may use bicycles. Bicycles will not be lent if you are under 18, unless you have written permission from your parents.

**Public Houses “Pubs”** – These are a British institution. They vary in their popularity and in the kind of public they attract. Some can become very crowded and even rough, particularly at the weekends. Use your common sense and do not enter a pub, if you think there may be trouble. You may be asked to prove your age.

**Evenings** – City centres, in the evening, are not always safe and we advise you not to go around in large groups, or to walk home alone late at night. The bus - preferably not the very last one - is the safe and sensible way to return home, whatever your age.

## The Law in Britain

**If you are under 16** - You cannot buy cigarettes.

**If you are under 18** - You are legally not an adult. - You cannot buy alcohol.

Please do not attempt to break these laws - the police look out for people who are under-age.

**If you are under 21** - You cannot hire a car.

**Everyone** - Buying alcohol for someone under 18 is against the law.

**ARELS** – the Association of Recognised English Language Services, represents most of the recognised, in other words good quality, language

schools in Britain. Melton College is proud to be a member of ARELS and fully supports all that the association represents. ARELS provides an independent Ombudsman service, which students can appeal to if they feel unhappy with their course. Details are available from: ARELS, Pontypool Place, Valentine Place, London.

**a) Answer the question.**

1. Explain who is who at Melton College.
2. Describe Melton College (The Ground Floor, The First Floor and The Basement).
3. Explain your actions in case of a fire.
4. What a student should know about the studies at Melton College, the Host Family, life in York and the Law in Britain?

**b) Imagine that you have spent a month at Melton College and you tell your friends about it. What will you say?** (Use as many details from the text as you can).

**c) A friend of yours has got several questions. Answer them:**

1. How many teachers are at the college?
2. How do students address to the teachers?
3. Who taught English in Nigeria?
4. Who was 30 years in the Army?
5. Who is Senior Teacher?
6. Where is Payphone?
7. Is Director of Studies Office on the First Floor?
8. What could you find in the student Resource Centre?
9. Where is the College First Aid Point?
10. If you have a headache, what should you do?
11. Did you go on excursions? How often?
12. What is College Identity Card?
13. Are the English very direct?
14. Did you have your own key from the house?

## PART II

### 1. Listen to the conversation and act it. Make the similar dialogues.

#### I.

M = male student  
F = female lecturer

- M: Hello, can I come in?  
F: Oh yes, come in. How can I help you?  
M: I was looking for the Economics office. I've been all over the Arts Faculty building looking for it but I could only find the School of Accounting and Economic History. Is this the right place?  
F: Yes, this is the School of Economics.  
M: Oh good. Um, I'm a new student and I was wondering if someone could give me some information.  
F: Well I might be able to help. I lecture on that program. What do you need to know?  
M: Quite a few things, actually. Firstly, how many lectures a week do I have to attend?  
F: Ah, well, the Economics I course is a double unit so there are two lectures a week and one tutorial. The lectures are scheduled for Tuesday and Thursday.  
M: What time?  
F: Let me see ... You know this information is all in the handout which you should have received yesterday at the orientation meeting.  
M: Oh, was there a meeting yesterday? I didn't know about that ... no one mentioned...  
F: Yes, there was, but never mind. Now lectures are at four in the afternoon.  
M: Four's a bit late. I've got a part time job that starts at four thirty.  
F: Well you can't be in two places at once, can you, and attendance at lectures is necessary. We expect at least 90% attendance at this university, you know.  
M: 90%! That's high. Do they enforce that rule?  
F: Yes, we do. We're pretty strict about it actually.  
M: And what times have been set down for the tutorials - do you have that information?  
F: That's a very well attended course so there's a number of tutorial times. Monday, Wednesday and Friday, all at 9 o'clock. Yours will be allocated at the first lecture.  
M: Can't I choose the time?

F: Maybe, maybe not. You'll have to talk to the lecturer on the course. Dr. Roberts is his name.

M: Oh, OK.

## II.

F: Anything else I can help you with while you're here?

M: Well, yes, actually. Do you know what the course requirements are? I mean, how much work is expected for this course?

F: Well, you have to complete a tutorial paper.

M: What does that involve?

F: Well, it's a piece of work on a given topic based on some set reading texts. You'll have to give a small talk to your tutorial group ...

M: How long does that have to be?

F: Oh, about 25 minutes usually.

M: I have to talk for 25 minutes?

F: Yes, that's right. And then you have to write up your piece of work and give it to the lecturer to be marked.

M: Right. And is that all?

F: No. You also have to complete a 3,000 word essay on a topic.

M: Can I choose the topic?

F: Yes, usually you can.

M: Right. That shouldn't be too bad.

F: And in addition to that there is an exam.

M: An exam! What sort of exam?

F: Well, it's an open book exam.

M: Does that mean I can have the text book with me during the exam?

F: Yes, that's right.

M: And can you give me any idea about the content of the first year of Economics so that I can get into some reading?

F: Well, you'll be getting the reading list next week when lectures start. All the books are in the library.

M: Yes, but won't everyone else take them out as soon as they get the reading list too?

F: Well, yes, they might. But most of the important ones are held in Closed Reserve ... that's a part of the library where you can go to read books but you can't take them out of the building.

M: What did you call that section of the library?

F: Closed Reserve. However, we do recommend that you *buy* the core books. You'll find them useful and you'll need them for the exam.

M: Yes. I suppose I will. But what is the focus of the course?

F: Well, the course at this university has a vocational focus, that is a focus on preparing its graduates for work, so we're orientated very much towards employment.

M: So my chances of getting a job are good?

F: Well, provided you get good results.

M: Well look - thanks for your time. You've been really helpful.

F: That's fine. See you next week then.

**2. a) Choose the correct answer (dialogue 1):**

1. The student is looking for the School of

- A Fine Arts.
- B Economic History.
- C Economics.
- D Accountancy.

2. The orientation meeting

- A) took place recently.
- B) took place last term.
- C) will take place tomorrow.
- D) will take place next week.

3. Attendance at lectures is

- A) optional after 4 pm.
- B) closely monitored.
- C) difficult to enforce.
- D) sometimes unnecessary.

4. Tutorials take place

- A) every morning.
- B) twice a week.
- C) three mornings a week.
- D) three afternoons a week.

5. The lecturer's name is

- A) Roberts.
- B) Rawson.
- C) Rogers.
- D) Robertson.

**2. b) Complete the notes (dialogue 2):**

*Course requirements:*

**Tutorial paper:**

*A piece of work on a given topic. Students must:*

- (6) \_\_\_\_\_ for 25 minutes
- (7) \_\_\_\_\_
- give to lecturer for marking

**Essay topic:**

*Usually (8) \_\_\_\_\_*

**Type of exam:**

(9) \_\_\_\_\_

**Library:**

*Important books are in (10) \_\_\_\_\_*

**Focus of course:**

*Focus on (11) \_\_\_\_\_*

### PART III

1. Read the following text. Find out the meaning of new words. Ask each other questions about it.

Lecturer:

Good morning and welcome to the University of Westlands. My name is Marcia Mayhew and I'm the co-ordinator of the Bachelor of Social Science degree. This morning I'd like to tell you about the structure of the university and about some of the requirements of the degree that you're about to enter. The Bachelor of Social Science is in one faculty within the university; that is the faculty where I work, known as Arts and Social Sciences. Here on this campus we also have the faculties of Architecture, Law and Science and

Technology among others.

It's important to know something about the structure of the faculty because, as you go through your course, you may need to call on members of the staff to help you.

At the top of the faculty we have a dean and below the dean we have three divisions; each division has a divisional head and your degree is located in the Division of Social Sciences. Within each of the divisions, there are the departments and each of these offers the different degrees. For instance, two of the departments which offer the major subjects for your award are Sociology and Psychology. Each has a departmental head but for practical purposes, the people you are going to see the most of are myself as co-ordinator of the social sciences degree and the actual lecturers who are teaching the subjects that you are taking. For instance in the first semester you'll be doing four subjects: psychology, sociology, history and economics.

If you have any problems or difficulties, not that I'm anticipating you will, but you never know, then you should go and see your lecturers. For instance, you may find that you can't meet a deadline for an essay or perhaps you're having problems with attendance. These seem to be the two most common problems that students face.

-----  
If your lecturers are unavailable, you can always come and see me in my office. I'm available on Wednesday and Thursday mornings and on Friday afternoons. Outside these hours, perhaps you could ring the secretary and make an appointment.

Now, you'll note that all of the subjects which you undertake in the first year are composed of lectures and tutorials. A lecture is about an hour long and a tutorial usually runs for about two hours. A lecture is rather like what I am doing now, where one person will talk to all of you together on a subject. We do ask you to *try* to attend the lectures.

A tutorial is perhaps where most of the learning occurs at a university. You will be divided into groups of between 12 and 15 students and each week one of you will have to present a piece of work to the group as a whole and then the group will discuss what you've said. It's this discussion, this exchange of ideas, which really constitutes the basis of university learning, in my view. Listening to lectures in many ways is just giving you information that you could access for yourself in the library, but the discussion at the tutorial is very important. This doesn't mean that you shouldn't go to the lectures though!

**2. Complete the notes. Use NO MORE than THREE WORDS for each answer. Listen to the dialogue and do the tasks.**

**KATE**

Her first impressions of the town	<i>Example</i>	<i>Quiet</i>
Type of accommodation	(1 )	
Her feelings about the accommodation	(2)	
Her feelings about the other student's	(3)	
Name of course	<i>Environmental Studies</i>	
Difficulties experienced on the course	(4)	
Suggestions for improving the course	(5)	
<b>LUKI</b>		
First type of accommodation	(6)	
Problem with the first accommodation	(7)	
Second type of accommodation	(8)	
Name of course	(9 )	
Comments about the course	<i>Computer room busy</i>	
Suggestions for improving the course	(10)	

 **3. a) Listen and read the following dialogue.**

F = Fiona

M = Martin

F: Hi there, Martin. How are you going with your Australian studies tutorial paper?

M: Oh good. I've finished it actually.

F: Lucky you. What did you do it on? I'm still trying to find an interesting topic.

M: Well ... after some consideration I decided to look at the history of banana growing in Australia.

F: (*surprised*) Banana growing?

M: Yes, banana growing.

F: (*sarcastically*) Fascinating, I'm sure.'

M: Well ... it's not as boring as you'd think. And I wanted to tie it in to the work I've been doing on primary industries and the economy. Anyway I bet there are a few things you didn't know about bananas!

F: Such as?

- M: Such as the fact that bananas were among the first plants ever to be domesticated.
- F: Oh, really?
- M: Yes, they're an extremely nourishing food.
- F: I suppose you're going to tell me the whole history of banana growing now, aren't you?
- M: Well, it'd be a good practice run for my tutorial next week. I'll do the same for you some time.
- F: OK. Fire away. So where were these bananas first domesticated?
- M: According to my research, the Cavendish banana, which is a type of banana and the first type to be cultivated here, actually originated in China but they had a fairly roundabout route before they got to Australia.
- F: You mean they didn't go straight from China to Australia?
- M: No, they didn't. It seems that in 1826, bananas were taken from South China to England.
- F: I suppose they would have made a welcome addition to the English diet.
- M: Yes, I'm sure. Well apparently there was an English Duke who was particularly fond of bananas and he used to cultivate them in his hothouse, which is where you have to grow them in England, of course, because of the cool climate and they became quite popular in the UK. So he was the one responsible for cultivating the Cavendish banana which was then introduced into Australia.
- F: I see. And we've been growing them ever since?
- M: Yes.

**b) Choose the correct answer.**

1. At first Fiona thinks that Martin's tutorial topic is
  - A) inappropriate.
  - B) dull.
  - C) interesting.
  - D) fascinating.
2. According to Martin, the banana
  - A) has only recently been cultivated.
  - B) is economical to grow.
  - C) is good for your health.
  - D) is his favourite food.
3. Fiona listens to Martin because she
  - A) wants to know more about bananas.

- B) has nothing else to do today.
- C) is interested in the economy of Australia.
- D) wants to help Martin.

4. According to Martin, bananas were introduced into Australia from

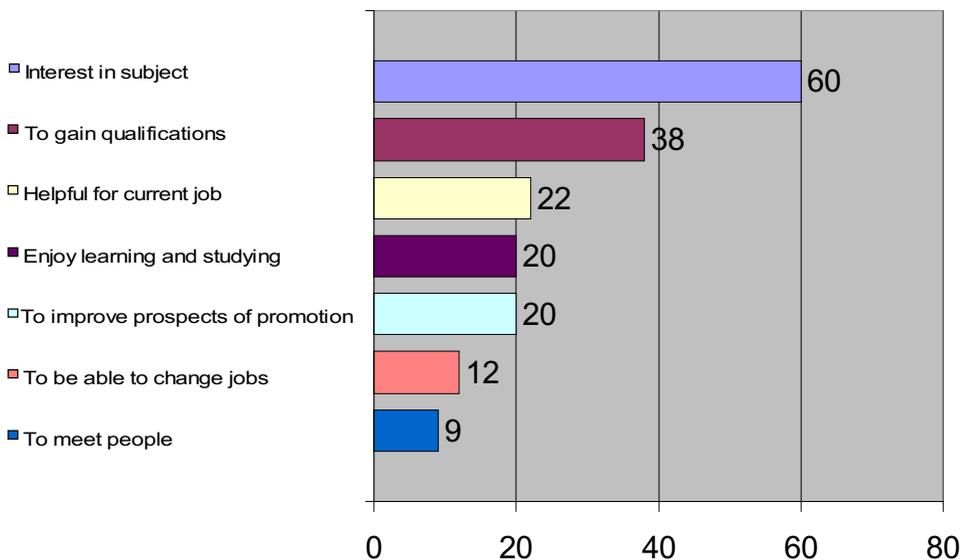
- A) India.
- B) England.
- C) China.
- D) Africa.

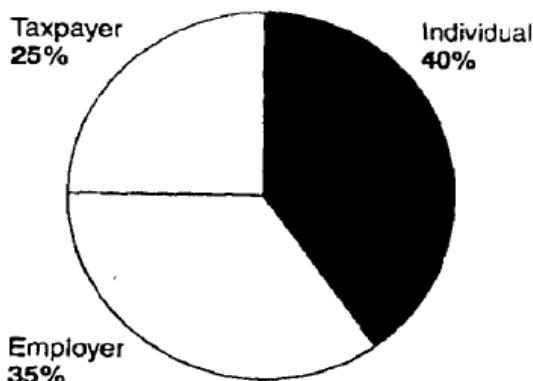
**4. Make a report for a university lecturer, describing the information shown below.**

The charts below show the results of a survey of adult education. The first chart shows the reasons why adults decide to study. The pie chart shows how people think the costs of adult education should be shared.

**Comment on it**

**Reasons for study**





## PART IV

### 1. a) Read the article.

## CLUBS FOR STUDENTS

There are a variety of Clubs which provide social and cultural activities for those wishing to meet others with similar interests from the same or from different national backgrounds.

### **A Commonwealth Trust**

Organised discussion meetings, learned talks, cultural events, excursions to places of interest and invitations to major British diary events. Open to overseas visitors and students.

### **B Charles Péguy Centre**

French youth centre providing advice, support and information to young Europeans aged between 18-30. Facilities include an information and advice service regarding education, work placement and general welfare rights. Moreover the centre holds a database of jobs, accommodation and au pair placements, specifically in London. Members may use a fax machine, a copier and computers for CVs. Hours: Monday: 14.00-17.00 Tuesday-Friday: 10.00-17.00.

Membership: £35 per year, plus £5 per month.

### **C Kensington Committee of Friendship for Overseas Students**

KCOF is the society for young people from all countries. Each month there are some 40 parties, discos, visits to theatres, concerts, walks and other gatherings where you will be able to meet lots of people. A new

programme is sent each month directly to members (£5 to join in October, less later in the year). Events are free or at low, often reduced, prices. Office open 10.30-17.30 weekdays only.

### **D Royal Overseas League**

Open 365 days per year, this is a club with facilities in London and Edinburgh with restaurants, bars and accommodation. There are branches around the world and 57 reciprocal clubs world-wide. Quarterly magazine, literary lectures, annual music and art competitions, and summer and winter programme of events for members. Membership fees: overseas students aged 17-24 £47 per year + initial joining fee £23.50; others £70 per year + initial joining fee £35 (half price after July). Further information from the Membership Secretary.

### **E YMCA London Central**

Facilities include: photography, art, drama, pottery, language courses, badminton, squash, exercise to music, circuit training, sports clinic, fitness testing and other activities.

Hours: weekdays 07.00-22.30, weekends 10.00-21.00. Membership fees: aged 16-17 £25 per year plus attendance charge of £1.30 per visit; aged 18-19 £213 per year; aged 20-25 £366 per year.

### **F London Inter-Varsity Club (IVC)**

IVC is an activities and social club with a varied range of events, from cycling and drama to windsurfing and yoga. Most members are young English professionals, but overseas visitors are welcome. The club arranges restaurant meals, dancing and parties, weekends away around Britain, plus a weekly club night in a Covent Garden bar. There are usually over 25 different events every week run by IVC members for IVC members. To find out more, telephone the club or write (Freepost) to the office.

### **G Central Club**

Provides accommodation and club facilities. No membership fee. Coffee shop open for all meals, swimming pool (open 06.00), multi-gym, hairdressing salon.

**b) Look at the article *Clubs for Students*. Which club would you contact for each of the requirements below? Write the appropriate letter A-G in boxes 1-7. You may use each letter more than once.**

The first one has been done for you as an example.

*Example*

You wish to go swimming at 7 am every morning.

*Answer*

G

1. You would like to take Spanish classes.
2. You want to join a club that has international branches.
3. You would like an opportunity to speak in public.
4. You would like to take part in amateur theatrical productions.

5. You want to visit some famous sites with a group of other students.
6. You are interested in finding out about part-time work.
7. You want to meet some English people who have started their careers.

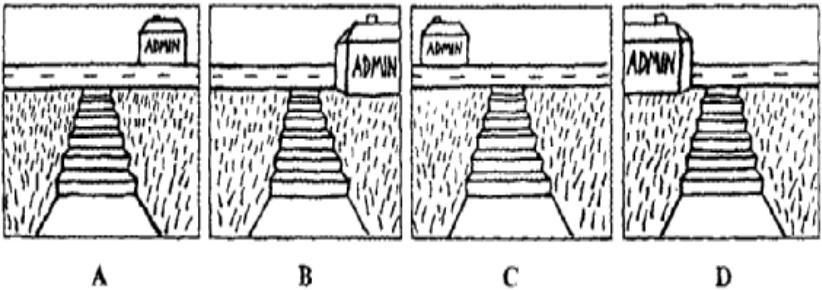
**2. a) Listen to the tape and do the task. Retell the conversation you hear on a cassette.**

**b) Circle the appropriate letter.**

1. What are the student looking for?

- A Main Hall
- B Great Hall
- C Old Hall
- D Old Building

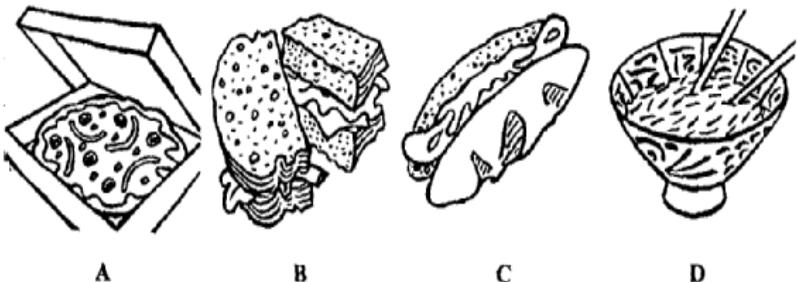
2.



3. How many people are waiting in the queue?

- A 50
- B 100
- C 200
- D 300

4.



5. What does the woman order to drink?



A



B



C



D

6. How much money does the woman give the man?

A \$2.00

B \$3.00

C \$3.50

D \$5.00

7. Complete the registration form using **NO MORE THAN THREE WORDS**.

Name of student:	(6) .....
Address:	(7) Flat 5/.....
Town:	(8) .....
Tel:	(9) .....
Course:	(10) .....

8. What did the man buy for her to eat?



A



B



C



D

9. What must the students do as part of registration at the university?

A) Check the notice board in the Law Faculty.

B) Find out about lectures.

C) Organise tutorial groups.

D) Pay the union fees.

3. a) Read the article.

## **INTERNATIONAL STUDENTS HOUSE**

International Students House is a unique club and accommodation centre for British and overseas students in London. It is located in the heart of London's West End and is close to all public transport facilities.

### **ACCOMMODATION**

\* comfortable accommodation for up to 450 people in single, twin, 3/4 bedded and multi-bedded rooms

\* 44 self-contained flats for married students and families

\* long and short stays welcomed

### **MEMBERSHIP**

Club membership is open to all full-time students, professional trainees, student nurses and au pairs. Membership costs are kept to an absolute minimum to enable the widest possible access. You can join for as little as one month and for up to one year at a time. Membership entitles you to use the various facilities of the House. It has:

\* restaurants

\* student bars and coffee shop

\* study rooms

\* clubs and societies

\* aerobics and fitness training

\* discos, dance, jazz and cinema

\* travel and excursions and much more!

The best way to check out all we have on offer is to drop in any Tuesday evening between 7.15 pm and 8.30 pm for Open House in the Club Room. This is an opportunity for you to meet the staff and other club members, enjoy a free cup of coffee and find out all about what's going on. You can take advantage of special membership offers. (Useful tip: bring along 3 passport size photographs if you wish to take out membership.)

### **ADVICE SERVICE**

Thanks to the support of STA Travel and in association with LCOS (the London Conference on Overseas Students) International Students House now provides the service of an International Students Adviser. This new welfare service is open to all students at London's bona-fide academic institutions. It aims to provide welfare support to help students overcome any personal or practical difficulties they may be experiencing whilst studying in Britain. One of the key features of the Advice Service is that the Adviser can be seen during the evenings until about 8 pm, Monday to Thursday.

### **CHRISTMAS & NEW YEAR**

Unable to get home for Christmas? How about joining in the fun at International Students House! Check out our special programme of activity taking place over the Christmas period. Even come and stay - the House will be offering reduced accommodation rates for students wishing to spend a

few days in London over Christmas. We'll also have an exciting New Year's Eve party so come and join us and ring in the new year in the spirit of internationalism.

**b) Look at the statements below In boxes 1-8 on your answer sheet write.**

**TRUE** if the statement is true

**FALSE** if the statement is false

**NOT GIVEN** if the information is not given in the passage

The first one has been done for you as an example.

*Example*

*Answer*

The club is for overseas students only.

FALSE

1. The club has long-term dormitory accommodation.
2. Membership must be renewed monthly.
3. The club provides subsidised restaurant meals.
4. The club is open to non-members on Tuesday evenings.
5. STA Travel help finance the Students Adviser.
6. The services of the Students Adviser are free to all club members.
7. You must make an appointment to see the Students Adviser.
8. There will be a surcharge for accommodation over the Christmas period.

 **4. Listen and read the lecture about the Sports Studies program. Make your comments on it.**

Lecturer:

Good morning and welcome to the University's Open Day and to our mini-lecture from the Sports Studies department. Now the purpose of this lecture is twofold: one - we want you to experience a university lecture, to give you a taste of what listening to a university lecture is like, and two - we want you to find out something about the Sports Studies program at this university. So feel free to ask any questions during the talk and I'll do my best to answer them.

Right - so what *does* a course in Sports Studies involve? Well, you wouldn't be blamed for not knowing the answer to this question because Sports Studies as a discipline is still comparatively new. But it's a growing area and one which is now firmly established at our university.

Now there are three distinct strands to Sports Studies and you would need to choose fairly early on just which direction you wanted to follow. And I'll just run over these now. Firstly, we've got the Sports Psychology strand, secondly, we've got the Sports Management strand, and last, but not least,

there's the Sports Physiology strand. So just to recap there's Sports Psychology, Sports Management, and Sports Physiology.

Let's look first at Psychology. Now the people who study Sports Psych want to work with top athletes, and they're looking at what will take those athletes that one percent extra. What makes them win? When all other things are equal, physically all other things are equal, they want to know ... what are the mental factors involved? The Sports Psychologist works closely with the athlete through his or her training program and becomes an integral part of the team. In fact you could say that they play just as important a role as the coach. So if you're interested in what makes people win, this could be the area for you.

Now secondly, we've got the strand which I referred to as Sports Management and this goes hand in hand with the area of Sports Marketing. So you might like to think of this area as having two branches: Management and Marketing. On the Management side we look at issues relating to the running of sports clubs, management of athletes, that sort of thing. But then on the other side, we've got Sports Marketing. And this is the side that interests me more because here we will look at the market forces behind sport. Questions like: why do people spend their money on a football match, or a tennis game, rather than, say, on buying a CD or going to the cinema? What are those market forces?

Sport used to just compete with sport. Nowadays it competes with other leisure activities. The spectators go to sport to be entertained rather than out of loyalty to a team. They want to have an evening out and they don't want the cheap seats any more; they want good seats, they want entertainment. And the professional sportsmen and women respond to this without question. They're there to give a performance. They provide the entertainment. So in the marketing course we address all these commercial issues and we look at how this hooks back into the Management of sport.

Now the third branch of Sports Studies sometimes comes under another name and is also known as Exercise Science. And again here we find that there are two distinct types of exercise science. The first is working very much at the macro level. What I call the huffing and puffing people. So this looks at fitness testing, body measurements, all that sort of thing. But the more interesting side of sports physiology, at least in my view, is the side that looks at the micro level, looking at cellular change. They're doing cellular research, looking at changes in body cells when the body is under stress.

So that just about brings us to the end of our mini-lecture for today. I hope you've found it interesting and I look forward to seeing you all on our course next year. Feel free to come and talk to me if you want any more information. I'll be over at that notice board near the main entrance.

## PART V

### Role-play

#### I.

##### CANDIDATE'S CUE CARD

You have just arrived at a new university. It is orientation week and you want to know about the different clubs and associations you can join. Your friend is a Student Union representative.

Ask the representative about:

- types of clubs
- meeting times
- benefits costs

##### INTERVIEWER'S NOTES

##### UNIVERSITY CLUBS AND ASSOCIATIONS

###### Prompts for interviewer

###### Overseas Students Club

- Meets once a week in Student Centre, near Library *All welcome*
- Helps you to meet other students
- Financial contributions welcome

###### Chess Club

- Meets once a week in Library *Not suitable for beginners*
- Plays other universities *Serious players only*
- No subscription

###### Table Tennis Club

- Meets every day at lunch-time in student area near canteen *All welcome*
- Arranges tournaments
- \$5.00 subscription

#### II.

##### CANDIDATE'S CUE CARD

## ASKING FOR AN EXTENSION

You have to give in a piece of work to your lecturer next Wednesday. You need two more weeks to prepare the assignment because you have had difficulty obtaining the reference books. Your friend is your lecturer. Find out if you can have an extension.

Ask the lecturer about:

- regulations regarding late work
- possibility of having more time
- different sources for books/information
- assistance with writing for overseas students

## INTERVIEWER'S NOTES

### ASKING FOR AN EXTENSION

**The student is seeking extra time for an assignment.**

- The student may need to write a letter.
- The student has had plenty of time to prepare the work and should not really *need* two more weeks.
- Provide some idea about where he/she may get hold of the books.
- Offer advice about the 'Learning Assistance Centre' on the campus which helps students with essay writing.

After some resistance, agree to an extension of one week.

## III.

**In groups of three or four produce a television or radio advertisement for the ultimate language course.**

The course can be class-based, self-study or a combination of the two. You are entirely free to choose what you think are the most sensible, intriguing, motivating, revolutionary or dependable features of your course. Use the Access guidelines and the three advertisements for any ideas and language you find useful. Remember to include information such as the name of the course and its cost. Your advertisement must not last more than three minutes. Make your advertisement an example of first-class marketing; it is not just the course content but also the presentation which will make it sell.

1. Perform or record the advertisements for the rest of the group.
  2. When all the advertisements have been heard, each student should answer any questions the group wants to ask.
  3. Vote for the course which you are most likely to use.
- You cannot vote for your own course although you can abstain.

**ПРАКТИЧЕСКИЙ КУРС ОСНОВНОГО ИНОСТРАННОГО ЯЗЫКА  
АНГЛИЙСКИЙ ЯЗЫК  
ПРАКТИКА РЕЧИ  
ЮНИТА 7**

Редактор О. Н. Тимохов, М.А.Кучкова  
Оператор компьютерной верстки А.М.Москвитина

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