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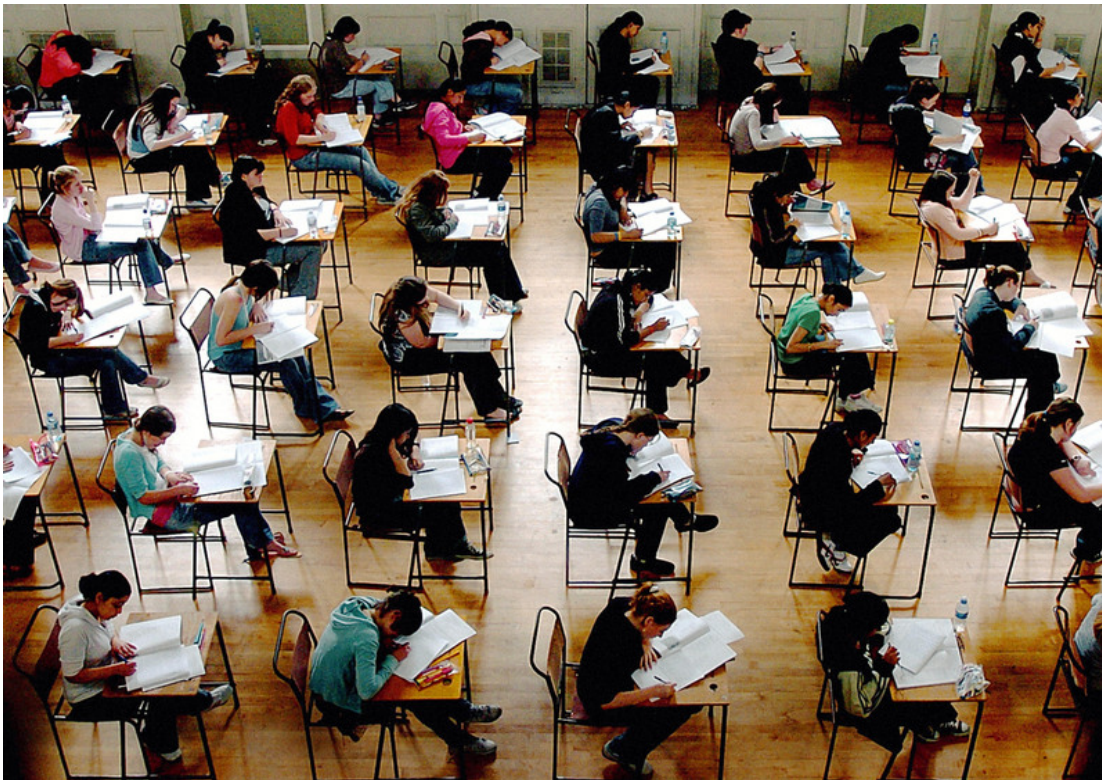
# UNIT 1

## Education

**In this unit you will:**

- Read** about University fees, Lakeside College and lifelong learning  
**Talk about** education in general, teachers, universities and problems at colleges  
**Test your** basic knowledge about education  
**Practice** asking and responding, suggesting and sharing ideas  
**Listen to** a student talking about a teacher; people talking about university; a meeting talk

### 1. LEAD-IN



**1a Look at the picture and try to guess where this picture could be taken? Describe the pictures in 5-6 sentences.**

**1b Choose from the list the saying you like best to speak on education:**

- ✓ The whole purpose of education is to turn mirrors into windows. ~ Sydney

### J. Harris

- ✓ Education is what remains after one has forgotten what one has learned in school. ~**Albert Einstein**
- ✓ An educational system isn't worth a great deal if it teaches young people how to make a living but doesn't teach them how to make a life. ~**Author Unknown**

**1c Add into the list your favorite saying. Make the list of ten sayings.**

**1d Work with a partner to discuss the following questions about education in your country. Check that you know all the words in *italics*.**

1. What age do children usually start *primary* (or *elementary*) school?
2. What age do children usually leave *secondary* school?
3. What age does *compulsory education* start? At what age does it finish? Do you think these are the correct ages?
4. Do most people go on to *higher education*? Why / Why not? Do they have to pay?
5. Are *exams* or *continuous assessment* more common? Which is the better way of monitoring progress? Why?

**1e Look at the phrases below. Make the correct word combinations. Suggest the equivalents in your native language.**

<b>go</b>	to school / to a place at university / to college
<b>revise</b>	for an exam / a subject / a test
<b>graduate</b>	from university / from primary school / from high school
<b>get</b>	a degree / a good grade / an exam
<b>take/ retake</b>	homework / an exam / a course
<b>pass/ fail</b>	an exam / a course / a good result
<b>hand in</b>	an essay / a seminar / an assignment
<b>do</b>	progress / coursework / your best
<b>make</b>	mistakes / progress / homework
<b>study</b>	an exam / a subject / a language

**1f In small groups, ask and answer questions using the combinations above.**

*e.g. How do/did you revise for exams?*

**1g Work in groups and discuss the following.**

1. Universities should spend more time teaching the skills people need to get a job.

2. Education is basically a social experience. The atmosphere is the most important thing.
3. There should be no private education. All children should attend state schools/universities.
4. The purpose of secondary education is to prepare you for life.
5. Examination results are the most important aspect of education.
6. Academic achievement depends mainly on your teacher.
7. Teachers should be paid according to the exam results of their students.
8. Sport is the most important subject at the university.

## 2.LISTENING AND SPEAKING

**2a Do you agree with the following sayings? Why? Why not?**

- ✓ *What was the duty of a teacher if not to inspire?* ~**Bharati Mucherjee**
- ✓ *Teacher: Two kinds: the kind that fill you with so much quail shot that you can't move, and the kind that just give you a little prod behind and you jump to the skies* ~**Robert Frost**

**2b L1 Listen to a university student talking about a teacher. Does he say the teacher was good or bad?**

**2c Listen again and tick (✓) which of the following adjectives he uses to describe the teacher.**

friendly informal easy-going strict punctual late formal well prepared interesting

**2d Look at the words from the listening below and use your dictionary to find the meanings of any you do not know.**

environment method unique approach pace criticize

**2e Tell your partner about your favorite / worst teacher at school. Write a short profile (80-100 words) of him or her. Use Track L1 to help you.**

## 3.READING AND SPEAKING

**3a With a partner, make a list of reasons for going to university. Then read the article quickly and check the reasons given. Are they the same as yours?**

**3b Read the article again and fill the gaps with these extracts.**



- a) As it is, with the current virtually non-existent level of financial support in this country, students already often have to take out loans to pay for general living costs;
- b) many graduates have to accept positions which are not challenging or well-paid;
- c) and most accept that they should pay something towards the benefits they receive from a university education;
- d) but the proposed increase is too much;
- e) the intended increase in university fees has come at the wrong time.

**3c Find reasons in the article for NOT going to university.**

**3d Discuss the following in small groups.**

- Is it worth going to university?
- Should almost everyone go to university?
- Should you have to pay to go to university?



**THE TRUE COST OF UNIVERSITY FEES**

The recent government announcement of an increase in university fees for the coming academic year has angered young people planning to go to university. In addition, it has caused some of them quite understandably to question the value of a university education.

In an ideal world, university education would be free and open to all. However, in most western countries, students do contribute to the cost of going to university,<sup>1</sup> \_\_\_\_\_. These benefits include the opportunity to get good jobs in the future, and this of course leads to higher salaries and a more comfortable lifestyle.

But is it that simple? It is true that university graduates may get better jobs, but this clearly means that they will then pay higher taxes, which contribute to the economy of the whole country. So, isn't adding further increases to university fees in effect asking students to pay twice?<sup>2</sup> \_\_\_\_\_. This can result in them getting heavily into debt. Annie Costello, who became President of the National Union of Students earlier this year, says that the average student debt already runs into thousands of pounds. Furthermore, many students have to depend on their parents to finance their education.

<sup>3</sup> \_\_\_\_\_. It will discourage some students from going to university because they simply cannot afford it. This is not good news for the Government, whose stated aim is to encourage 50 percent of young people to go on to higher education. Already, many young people are questioning the value of a university education. Everyone seems to have a degree these days, they say, so when they

graduate from university, they cannot be sure they will get a well-paid job. And this seems to be the reality: <sup>4</sup> \_\_\_\_\_. Therefore the decision to raise university fees will almost certainly affect the student intake, leading to a drop in numbers.

The proposed increase in fees is unfair to students. Many are already having problems dealing with debt. There's nothing wrong with asking students to contribute to the costs of a university education, <sup>5</sup> \_\_\_\_\_. We call on the Government to reconsider their decision or risk losing a generation of educated young people.

#### 4.SPEAKING

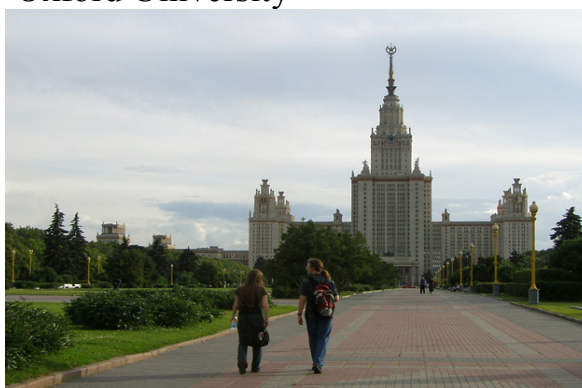
**4a Look at the photos of three universities. What do you know about them? Work with a partner to exchange information.**



Oxford University



Yale University



Lomonosov Moscow State University

**4b Together with the partner write five sentences about the universities.**

**4c Project work. Find more information about these universities and present it to the class.**

**5.LISTENING AND SPEAKING**

**5a L2 Listen to four people talking about university. Which speaker:**

- thinks going to university was a waste of time?
- thinks their degree is a big advantage?
- did not work hard?
- doesn't think or is unsure that their degree helped them get a job?

**6.READING AND SPEAKING**

**6a Read the situation and the extract from the Lakeside College prospectus. Work with a partner to discuss the following.**

1. If you were planning to go to university, which of Lakeside College's facilities would particularly interest you?
2. What sort of things do students at university often complain about?

<p><b>LAKESIDE COLLEGE</b></p> <p>Our college has an informal, friendly atmosphere, and enjoys excellent facilities, including:</p> <ul style="list-style-type: none"><li>• a spacious campus</li><li>• well-equipped lecture rooms</li><li>• a hall of residence</li><li>• a well-stocked library</li><li>• state-of-the-art computer laboratories</li><li>• excellent sport facilities</li></ul> <p>We have an outstanding teaching staff and tutorial system. Students meet lecturers each week and have lively discussions about the subjects they are studying.</p>	<p><b>SITUATION</b></p> <p><i>Lakeside College is located in Lausanne, Switzerland.</i></p> <p><i>It is a private university with a board of governors, led by the Principal, Marie Laforêt. There are four student representatives on the board, and four staff representatives. During the last three years, serious problems have arisen. The number of students at Lakeside College has fallen from over 1,000 to 560 while complaints from students have greatly increased.</i></p>
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**6b Read the part of the email from two student representatives to Marie Laforet, the Principal of the university. Work with a partner to discuss the following:**

1. Which do you think is the most serious problem?
2. Which is the easiest problem to solve?
3. What should Marie Laforet say when she replies to the email?

In the university prospectus, it states that the university offers 'a well-stocked library, state-of-the-art computers, a weekly tutorial system and outstanding teaching staff.' This is simply not true.

The library is not well stocked or well run. While there are some copies of the standard course books, there are very few journals, videos and so on and materials are often not in the correct place when you look for them. Because of this, students waste a lot of time and sometimes cannot do their assignments properly, and therefore receive low grades from lecturers. Students have also complained about Internet access. They want more time and facilities to use the Internet.

The computer laboratories are certainly not state-of-the-art. The computers are not modern and frequently break down. Assistants are rarely available to help you when this happens.

Finally, some of the tutorials are a waste of time. There are a few teachers who do not make any effort to motivate students and to develop interesting discussions. We are also very dissatisfied with the standard of lecturing. Some lecturers arrive late and leave early. Many give no handouts support their lectures, nor do they recommend reading materials to help us prepare for the next tutorial or lecture.

## 7.LISTENING AND SPEAKING

**7a** **L3** Listen to a meeting between the student representatives and Marie Laforet. Complete Marie's notes about some further problems they discuss. Use one or two words in each gap.

problem 2: late-night 1 \_\_\_\_\_ make a lot 2 \_\_\_\_\_ .

Solutions?

(Marie) - ban 3 \_\_\_\_\_.

(Eva) - let each floor of hall have one 4 \_\_\_\_\_ semester.

(Koichi) - students can book 5 \_\_\_\_\_ in the main building.

6 \_\_\_\_\_'s solution is best. Discuss at next 7 \_\_\_\_\_ meeting

**7b** Listen again. Put the expressions in the order you hear them.

1. The good thing is that it's fair to everyone, but the bad thing is that it wouldn't be very popular.
2. Yes, good idea. That's the best solution.
3. There are several ways to deal with this.
4. So the next thing to do is for me to talk to everyone.
5. Supposing we let each floor of the hall have one party each semester.
6. How about letting the students book a room in the main building.
7. Let's see, what other things can we do?

**7c Match the expressions from ex.7b with one of the headings in the Other Useful Phrases section. ↓**

### **Other Useful Phrases**

#### ***Thinking about possibilities***

We have a number of options.

#### ***Talking about options***

The advantage is that (it's fair for everyone);

The disadvantage is that (it wouldn't be very popular).

#### ***Making suggestions***

It might be worth [+ -ing].

#### ***Changing your approach***

Let's look at it another way.

What other options do we have?

#### ***Making a decision***

The best way is to ...

#### ***Deciding what to do next***

What we've got to do now is ... [+ infinitive].

**7d Decide on the best solutions to the problems of the Lakeside College.**

## **8. STUDY SKILLS: Reading strategies**

**8a There are two common techniques you can use when getting information from a text: *skimming* and *scanning*. Read the definitions, then answer the questions.**

### **Skimming**

You use **skimming** to get a general idea of a text. For example, you look through a text quickly to find out what the topic is about and its main ideas.

### **Scanning**

You use **scanning** to find key words or specific points in a text. In most cases, you know what you are looking for, so you're focusing on finding a particular answer.

Which technique would you use to find:

1. a telephone number in a telephone directory?
2. the name of a village in the index of an atlas?
3. an article in a magazine which was interesting and worth reading?
4. the score of your favourite team in a list of football results?
5. a book you are interested in from a page of book reviews?

**9b Skimming: Skim the text “Lifelong Learning” and answer the questions.**

1. Where could the text come from?

2. What is 'lifelong learning'?
3. Do you think that the text will be interesting?

**9c Scanning: Now scan the text “Lifelong Learning” and find the following:**

- three quotes about lifelong learning and teaching;
- the percentage of adults in Britain following adult education in 2000 and 2004;
- a reason why lifelong education is increasing in Europe.



## **LIFELONG LEARNING**

Lifelong learning is the concept that it's never too soon or too late for learning, a way of thinking that many different organizations now believe in. Albert Einstein, the famous scientist, summed up this way of thinking when he said, 'Learning is not a product of schooling, but the lifelong attempt to acquire it.'

Lifelong learning provides adults with learning opportunities at all ages and in various contexts: at work, at home and through leisure activities, not just through formal channels such as school and higher education. In recent years, participation in adult education has increased in most European countries. In Britain, for example, 44 percent of adults participated in adult education programmes in 2004, compared with 40 percent in the year 2000.

Lifelong education is a form of teaching often carried out through distance learning or e-learning, continuing education, home schooling or correspondence courses. It includes postgraduate programmes for those who want to improve their qualifications, bring their skills up to date or retrain for a new line of work. Internal corporate training has similar goals.

One of the reasons why lifelong education has become important is the acceleration in the progress of science and technology. Despite the increased length of primary, secondary and higher education, the knowledge and skills gained there are usually not sufficient for a professional career over three or four decades. As an American educator has said, 'Learning prepares us for change.'

More importantly, lifelong learning is about an attitude - that you can and should be open to new ideas, decisions, skills or behaviours. Lifelong learning does not accept the saying 'You can't teach an old dog new tricks.'

**9d Work with a partner to discuss the following.**

1. What opportunities are there for lifelong education in your country?
2. What are the advantages and disadvantages of distance learning?
3. What do you think the saying 'you can't teach an old dog new tricks' means? Do you agree?

## UNIT 2

### Higher Education in Russia and Abroad

**In this unit you will:**

- Read** about higher education in Britain, United States and Russia; The University of Chicago; **College and University Degrees in the USA**
- Talk** about higher educational systems in different countries
- Test** your knowledge about basics of higher education
- Practice** summarizing, presenting, comparing, interviewing
- Listen** to the staff members of US University
- Write** theses to give an oral presentation, an article, an advertisement, an Application

#### 1.LEAD-IN

**1a Read the following quotations. Say which sayings sound optimistic. Comment on the idea of one of the saying.**

- ✓ The modern world belongs to the half-educated, a rather difficult class, because they do not realize how little they know. ~**William R. Inge**
- ✓ The foundation of every state is the education of its youth. ~**Diogenes Laertius**



- ✓ I think education is power. I think that being able to communicate with people is power. One of my main goals on the planet is to encourage people to empower themselves. ~**Oprah Winfrey**
- ✓ Graduation is only a concept. In real life every day you graduate. Graduation is a process that goes on until the last day of your life. If you can grasp that, you'll make a difference. ~ **Arie Pencovici**
- ✓ Live as if you were to die tomorrow. Learn as if you were to live forever. ~ **Mahatma Gandhi**

**1b Read the sayings again paying attention to the names of their authors. What do you know about them (and their education)? What countries are they from?**



**1c Look at the pictures and try to guess in what countries these pictures were taken? Describe the pictures in 3 – 4 sentences.**



**What do you know about different approaches and systems of education in different countries?**

## **2.READING AND SPEAKING**

**2a Read the text and take down notes summarizing each paragraph.**



### **HIGHER EDUCATION IN GREAT BRITAIN**

The quality of a country's future life, commercially industrially and intellectually, depends on the quality of its education system. The state in the UK provides a full range of higher education.

Having completed a compulsory education, 16 year-olds take the school-leaving General Certificate of Secondary Education (GCSE) exams - in a range of subjects. After that they may start work, remain at school or go to college of further education. Other students prefer to pursue work-based training such as General National Vocational Qualifications (GNVQs), which provide skills and

knowledge some in vocational areas such as business, engineering, etc. Having completed GCSEs most students usually specialize in three to four subjects leading to General Certificate of Education (GCE) A Levels. Others can take higher grade GNVQs.

Many students then move towards higher education training at universities, colleges and institutes offering studies at degree level and higher. Pupils going on to higher education or professional training usually take "A" level examinations in two or three subjects. Universities accept students mainly on the basis of their "A" level results, although they may interview them as well. In 1971 the Open University was started, where these formal qualifications are not necessary. Nearly a quarter of all adult part-time students follow its degree courses on radio and television.

The most common degree courses usually take three years of full-time study to complete, although a number of subjects take longer, including medicine, architecture and foreign languages (where courses include a year abroad). They lead in most cases to the Bachelor of Arts (BA), Bachelor of Science (BSc), Bachelor of Education (BEd), Bachelor of Engineering (BEng) and Bachelor of Laws (LLB). Master degrees for those undertaking further study include the Master of Arts (MA), Master of Science (MSc), Master of Business Administration (MBA) and Master of Laws (LLM). Then there are research-based postgraduate courses leading to the Master of Philosophy (MPhil) and Doctor of Philosophy (PhD/DPhil). The last two are awarded for research in arts or sciences.

Degrees are awarded either by the institution itself, or by the Council for National Academic Awards, particularly in vocational areas. Students of law, architecture and some other professions can take qualifications awarded by their own professional bodies instead of degrees.

At present, students who have been accepted by universities or other institutions of higher education receive a grant from their local authority, which covers the cost of the course, and may cover living expenses. Parents with higher incomes are expected to make a contribution. Until 1990 the grant did not have to be paid back, but now a system of loans has been introduced.

There are forty-seven universities in Britain and thirty former polytechnics (now also universities), plus 350 colleges and institutes of higher education (some of which train teachers). The most famous British universities are, of course, Oxford and Cambridge called "Oxbridge" and famous for their academic excellence.

## **2b Find the English equivalents for:**

Качество системы образования; закончить обязательное образование; сдавать выпускные экзамены; экзамен на сертификат об общем среднем образовании; колледж дальнейшего образования; осуществлять

профессиональную подготовку; курс, ведущий к получению сертификата общей национальной профессиональной квалификации; обеспечить получение навыков и знаний в профессиональных областях; специализироваться в ч-л; перейти к высшему образованию; предлагать программы, ведущие к получению степеней; выпускной экзамен продвинутого уровня; принимать студентов; на основе; провести собеседование; открытый университет; формальные результаты; студент заочник / вечерник; проходить курс, ведущий к получению степени; занимать три года; бакалавр искусств / наук / образования / инженерных наук / юриспруденции; степень магистра; курсы, ведущие к получению научной степени; присуждать степень; национальный совет по присуждению ученых степеней; область профессионального обучения; сдавать экзамены; профессиональный орган / совет; получать стипендию; местный орган власти; покрывать расходы; стоимость проживания; возместить расходы; возвращать деньги; ввести систему займов; бывший политехнический институт; ВУЗ; быть известным; великолепное качество обучения.

## **2c Answer the questions:**

1. What is necessary to get higher education?
2. What types of higher educational establishments are there in the UK?
3. What courses of study are offered by higher education establishments?
4. What is the procedure of awarding degrees?
5. What are the conditions of receiving grants?
6. What are the Oxbridge universities famous for?

## **2d Translate into English:**

1. В университеты принимают студентов в соответствии с результатами сдачи ими экзаменов продвинутого уровня.
2. В открытом университете не нужны формальные результаты; курс обучения предполагает получение степени.
3. В открытом университете учатся взрослые студенты-вечерники и заочники.
4. Вузы Великобритании подразделяются на следующие типы: университеты (в том числе бывшие политехнические институты), колледжи и институты.
5. Обучение на дневном отделении обычно длится три года и более.
6. Обучение студентов обычно приводит к получению степени бакалавра гуманитарных или естественных наук.
7. Степень магистра присуждается за исследования в области гуманитарных или естественных наук.

8. Исследовательские курсы, подводящие к получению степеней выше бакалавра, могут привести к степеням магистра философии или доктора философии.
9. Экзамены на присуждение степеней сдаются в вузе, Национальном совете по присуждению ученых степеней или в профессиональных органах.
10. Студенты получают стипендии от местных органов власти, которые обязательно покрывают стоимость обучения и иногда — стоимость проживания.
11. Была введена система займов, и сейчас студенты должны возратить стипендию.
12. Университеты Оксбриджа известны великолепным качеством обучения.

**2e Close your books and talk about the system of higher education in Great Britain.**

### **3.SPEAKING AND WRITING**

**3a Write a paragraph to show the main features of British higher education.**

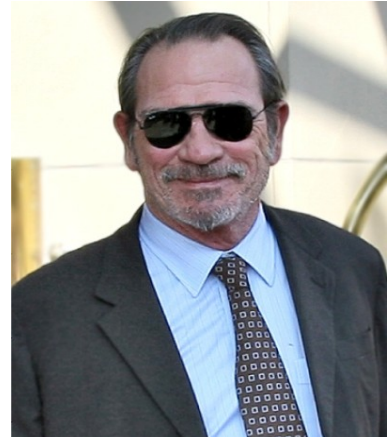
**3b Do some project work:**

1. Find information in the Internet illustrating the differences of educational systems in England, Scotland, Wales and the Northern Ireland.
2. Make a power-point presentation showing the results of your survey and present it to the class.

### **4.READING AND SPEAKING**

**4a Look at the pictures and discuss with your partner.**

1. What do you know about the people in the pictures? What made them famous?
2. How can good education influence the future success of a person?



## Harvard alumni

**4b Scan the text about American system of higher education and find sentences which contain key information.**



## AMERICAN UNIVERSITIES AND COLLEGES

Higher education in the United States includes educational programs which usually require for admission 12 years of elementary and secondary schooling. It is carried on under a number of forms.

The most common type of higher education is the college. It requires for admission graduation from a standard secondary school; its four-year curriculum leads to the bachelor's degree in arts and sciences.

The American college is known by various titles such as the college of liberal arts, the college of arts and sciences, the college of literature, science and arts. The college may be the central unit around which the university is organized, or it may be a separate corporate entity, independent from the University.

College students usually spend four years at the college and get the Bachelor's degree. In contrast to universities, colleges don't have graduate or professional programs. Colleges in the USA differ greatly in size – they may include from 100 students to 5000 and more.

The course of study in a community college lasts two years and doesn't lead to any degree. Community colleges may give courses in the regular academic subjects or subjects like dental technology, sewing and other non-academic subjects. Not all community colleges have high school diplomas.

The university in the United States is an educational institution comprising a college of liberal arts and sciences, a professional school leading to a professional degree and a graduate college (school). A graduate college provides programs for study and research beyond the levels of the bachelor's and first professional degree.

The word "university", however, is also used in a broader sense, for almost any type of educational institution offering instruction beyond the level of the secondary school.

Thus in the United States there is some confusion in the use of the terms "college" and "university". Some institutions that are in fact colleges of liberal arts have been incorporated in the universities. Some institutions incorporated in colleges are in fact universities with graduate and professional schools.

In addition to colleges and universities there is a large number of professional schools, separate from universities. They provide preparation in one or more professional fields, such as law, music or theology. Junior colleges or professional schools do not offer the full four-year curriculum leading to a degree.

An institute of technology is a degree-granting institution that specializes in science and technology; some of them have graduate study. An institution offering programs of technological study only at the junior college level is known as a technical institution.

The university may be funded from several different sources. A publicly funded university gets some money from the state government. A privately funded university gets money from private sources only. A university may be funded by a religious group.

Among the top universities in the USA are: Harvard University, Yale University, The University of Chicago, Princeton University, Columbia University and others.

#### **4c Find the English equivalents for:**

Образовательная программа; требовать при поступлении; начальное и среднее образование; осуществляться; окончание средней школы; программа; приводить к ч-л; степень бакалавра гуманитарных и технических наук; быть центральным звеном; отдельная составная единица; иметь программы, ведущие к степени выше бакалавра или профессиональной степени; учебный курс; общий колледж; приводить к получению степени; неакадемический предмет; иметь диплом об окончании средней школы; образовательное учреждение; включать ч-л (в состав); колледж свободных искусств и наук; профессиональный колледж / профессиональное отделение университета; профессиональная степень; аспирантура; предоставлять программу обучения и исследований; выше уровня ч-л; давать образование; быть включенным в университет; быть независимым от университета; давать подготовку в профессиональной области; первая ступень колледжа; технический институт; учебное заведение, присваивающее степень; технический колледж; финансироваться из; источник; получать деньги из частных источников.

#### **4d Are these sentences true or false?**

1. Educational programs within higher education require for admission 10 years of elementary and secondary schooling.
2. College students usually spend four years at the college and get the Master's degree.
3. Not all community colleges have high school diplomas.
4. There is no confusion in the use of the terms "college" and "university" in the United States.
5. Professional schools provide preparation in one or more professional fields.
6. Junior colleges offer the full four-year curriculum leading to a degree.
7. The university is funded from several different sources.

#### **4e Read the text carefully. Answer the questions:**

1. What do higher education institutions in the USA require for admission?
2. What degree does a college lead to?
3. What sense is the word "college" used in?
4. What kind of educational institution is the University?
5. What sense is the word "university" used in?
6. What kind of preparation do professional schools provide?
7. What is an institute of technology?
8. What is the size of colleges and universities in America?

#### **4f Translate into English:**

1. Для поступления в университет или колледж в Америке необходимо закончить среднюю школу.
2. В США существует несколько типов вузов: колледж, университет, профессиональный колледж и др.
3. Университет обычно состоит из колледжа гуманитарных и естественных наук, профессионального отделения и аспирантуры.
4. После 4 лет в университете студент получает степень бакалавра гуманитарных или естественных наук.
5. Аспирантура предлагает программы выше уровня степени бакалавра и первой профессиональной степени.
6. Университет может иметь колледж в своем составе; колледж может входить в университет или быть самостоятельной единицей.
7. Профессиональный колледж — это учебное заведение, существующее отдельно от университета.
8. Колледжи и университеты предлагают программы, после прохождения которых присваивается степень бакалавра.
9. Технические институты также присваивают степени и часто предлагают курс аспирантуры.



**4g Tell the class about the main features of American colleges and universities.**

## **5. LISTENING / WATCHING AND WRITING**

**5a Listen [L4] / [V1] to the information (watch video) about studying at one of US universities and make key notes. Be ready to answer the following questions.**

1. Which university is under consideration?
2. Are foreign students invited to study at the university?
3. How does it influence the life of students?
4. Why does the administration of the university pursue such a policy?

**5b Find more information about higher education in the UK and the USA. Write an article about 250 words comparing the two systems of education.**

## **6. READING AND SPEAKING**

**6a Answer the questions:**

1. Which school did you study in? How long?
2. What is compulsory education?
3. What basic facts do you know about the educational system in Russia?

**6b Scan the text and answer the questions:**

1. What caused almost 100% literacy in the Soviet Union and post-soviet Russia?
2. Why did many state institutions start to open commercial positions?
3. What are the three major groups of education in Russia?
4. What are the possibilities of the continuation of education for the 9<sup>th</sup> grade pupil?
5. How can a student continue his/her education after obtaining a Certificate of Complete Secondary Education?
6. What are the three degrees that are conferred by Russian universities?
7. Is there a research-based postgraduate education in Russian higher education establishments?



### **RUSSIA'S EDUCATIONAL SYSTEM**

Russian education system was originally inherited from the Soviet Union without any significant changes. In the Soviet Union, education of all levels was

free for anybody who could pass entrance exams; students were provided with small scholarships and free housing. It has produced nearly 100 % literacy. In the Soviet Union institutions were funded entirely from the federal and regional budgets. After the collapse of the Soviet Union, institutions found themselves unable to provide adequate teachers' salaries, students' scholarships, and to maintain their facilities. Many state institutions started to open commercial positions. The number of those positions has been growing steadily since then. Many private higher education institutions have emerged, too. In 2004, 35 % of all first-year students were paying for their own education in state institutions and 20% were enrolled in private universities.

Education in Russia may be arranged into three major groups: secondary education, higher education, and postgraduate education. Secondary education in Russia usually takes eleven years to complete. After graduation from the 9th grade, which is compulsory, a pupil obtains a Certificate of Incomplete Secondary Education. After that a pupil has can either continue education for two more years at the secondary school, or to go to a Community College. The latter variant usually takes three to four years to complete and provides a pupil with qualification sufficient for most blue-collar jobs.

After obtaining a Certificate of Complete Secondary Education a student can enter a University or a Community College. Nowadays, the country has 685 governmental higher education institutions and 619 non-governmental higher education establishments (1,162 of which are state-accredited). In 2003-2004, the total number of students of higher education institutions was 5,947,500.

There are three different degrees that are conferred by Russian universities: Bachelor's Degree (4 years), Specialist's Degree (5-6 years), and Master's Degree (6 years). Bachelor's degrees were introduced relatively recently and are not offered by many six-year institutions. After obtaining a Specialist's or Master's Degree, a student may pursue postgraduate education. The first level of postgraduate education is "aspirantura" that usually results in the Candidate of Sciences Degree, roughly equivalent to the Ph. D. in the United States. The second stage would result in the Doctor's Degree. A Candidate of Sciences Degree may be accompanied by honorary degree of assistant professor and a Doctor's Degree may be accompanied by honorary degree of professor.

### **6c Find the English equivalents for:**

быть унаследованным от ч-л; бесплатный; сдать вступительные экзамены; предоставить к-л стипендии; бесплатное жилье; привести к грамотности; финансировать институты полностью из федерального и регионального бюджетов; обеспечить достойную зарплату; студенческая стипендия; содержать здания; открыть платные места; возникнуть; быть зачисленным; подразделяться на среднее образование, высшее образование, аспирантуру; окончание (учебного заведения); обязательный; сертификат о неполном

среднем образовании; последний вариант; достаточный; негосударственный вуз; иметь государственную аккредитацию; присвоить степень; получить степень; продолжить образование после окончания вуза; привести к получению степени кандидата наук; сопровождаться чем-либо; почетная степень; доцент.

### **6d Translate the following sentences into English:**

1. Образовательная система России была унаследована от Советского Союза. Определенное время образование было бесплатным для любого, кто проходил вступительные экзамены, студенты обеспечивались небольшими стипендиями и бесплатным жильем.
2. В Советском Союзе вузы финансировались полностью из федерального и регионального бюджетов, в постсоветской России многие институты не смогли обеспечивать достойные зарплаты преподавателям и стипендии студентам и стали предлагать (открывать) платные места.
3. Появилось много частных вузов, которые были аккредитованы государством, в них учится около 20 % студентов.
4. Среднее образование в России обязательно до 9 класса включительно, после чего ученик получает сертификат неполном среднем образовании.
5. Университеты России присваивают следующие степени: степень бакалавра, степень кандидата и степень магистра.
6. Выпускники могут продолжить образование после окончания вуза, в результате которого они могут получить степень кандидата наук или доктора наук.
7. Степени кандидата наук и доктора наук могут сопровождаться почетными званиями, соответственно, доцента и профессора.

### **6e Summarize the main ideas of the text in 15 – 20 sentences and present your summary to the class.**

## **7.READING AND SPEAKING**

### **7a Read the text and reconstruct its logical structure by putting the paragraphs in a correct order.**



### **THE UNIVERSITY OF CHICAGO**

A. Concentration programs or majors, leading to Bachelor of Arts or Bachelor of Science degrees, enable students to specialize in one area in great depth. With over 2,500 courses available each year,

undergraduates choose electives that allow them to explore their interests more broadly. Students may opt to join faculty in research through the College Research Opportunities Program, or they may design their own research projects.

*B.* As one of the world's great universities, The University of Chicago has been shaping higher education and the intellectual lives of undergraduates for over a century. A private institution chartered in 1890, Chicago's 203-acre campus on the shores of Lake Michigan has been home to 73 Nobel laureates, the largest number affiliated with any American university. The University of Chicago scholars were the first to split the atom, to measure the speed of light, and to develop the field of sociology.

*C.* The typical student admitted to the University of Chicago, in addition to being academically promising, shows a desire for a liberal arts education, a keen sense of curiosity, a willingness to question standard assumptions, and a taste for theoretical discussion. These aspects of the successful Chicago applicant are usually reflected in the high school courses a student has taken, grades earned, and standardized test scores, as well as the way in which the application is completed.

*D.* Carrying on this tradition of innovative and provocative thought, Chicago's 1,000 undergraduates from the community of learners discover the pleasure of exploring, taking risks, immersing themselves intellectually, and determining the direction of their own education. They choose Chicago because they want an undergraduate liberal arts curriculum taught by a faculty of renowned scholars and teachers. They seek small classes and spirited discussions. They participate in opportunities on and off campus that take their professional and recreational interests to a higher level.

**7b “Creating an Advertisement”project. Find some information about an American institution of higher education of any type and share it with your group mates. Present your information in a form of advertising the chosen college or university. Use pictures if necessary.**

## **8.READING AND SPEAKING**

**8a Skim the selections and match them to the headings given below. Read the text and compare the academic degrees in American higher education institutions to those in Russia.**

*1. Masters Degrees; 2.Doctoral degrees; 3.Bachelors and Associate Degrees.*



## COLLEGE AND UNIVERSITY DEGREES AMERICAN TEACHERS CAN HAVE

**A.** At the doctoral level there are professional degrees and research degrees. The most common professional degrees are the MD for medicine and the JD for law.

The purpose of a doctoral degree program is to train research scholars in a particular field. The doctoral degree typically involves both course work and a major research project. It usually takes four to six years of full-time study to complete a Ph.D. Admission into a doctoral program is considered after a candidate has passed a set of examinations and the research project has been approved.

**B.** The bachelor's degree typically takes four years to complete, though some students take slightly less time to finish, while others may take longer. The associate degree usually takes two years to complete. Associate degree programs may be "terminal" programs, which lead into specific careers upon graduation, or "transfer" programs, which correspond to the first two years of a bachelor's degree and lend to be more liberal arts based, under the latter option you could then transfer into the third year of a four-year bachelor's degree program. Associate degree programs are offered at two-year colleges known as junior or community colleges, four-year colleges and universities offer bachelor's degree programs, with a small number also offering associate degree programs.

One of the most attractive features of the bachelor's degree program in the United States is that it is highly flexible. You can usually choose from a wide variety of courses and create your own unique program of study. The degree is awarded after you complete a specified number of credits, which are usually completed in four years of full time study. The first year is called the freshman year; the second is called sophomore; the third, junior; and the fourth, senior. You may read that students in the United States often take longer than four years to complete their degrees. This may be because they change majors and need to accumulate enough credits in the new major field to earn the degree. Or it may be because they take less than a full-time course load per term for academic, personal, or financial reasons. International students, however, cannot study part-time and must maintain full-time status. Courses taken in the first two years are known as lower division courses, and courses taken in the final two years are called upper division courses. College catalogs usually assign a number to a course, which indicates the level of study as follows:

- 100 – 199 Freshman
- 200 – 299 Sophomore
- 300 – 399 Junior
- 400 – 499 Senior

C. There are two kinds of graduate degrees: professional degrees and research degrees, and two levels: master's and doctoral. The professional master's degree provides specific set of skills needed to practice a particular profession and leading directly to employment. Professional master's degrees are offered in areas such as business and public administration, social work, journalism, public health, international relations, urban and regional planning, communications etc. This type of degree consists of a year of required course work, forming the basic training, followed by a second year of specialized, study within the field. Usually these degrees do not include a thesis option or a language requirement, but they may involve some type of internship or fieldwork.

The research master's MA (Master of Arts) or MS (Master of Science) provides experience in research and scholarship. The research master's is usually part of the progression to the doctorate. It is often based on a selection process by which those who perform adequately may be awarded their master's but be denied entry to the doctoral program. Some universities do not admit students in (lie humanities and social sciences for a master's degree, as they are only interested in prospective doctoral students.

**8b Comprehension check. Scan the text and correct the false statements.**

1. The research master's is usually part of the progression to the doctorate.
2. At the doctoral level there are professional degrees and research degrees.
3. The doctoral degree typically involves only a major research project.
4. One of the most attractive features of the bachelor's degree program in the United States is that it is highly flexible.
5. The associate degree usually takes two years to complete.
6. Associate degree programs are offered at two-year colleges known as junior or community colleges.
7. The bachelor's degree typically takes five years to complete.

**8c Look at the certificate for 30 seconds and report on the information you'll get from it.**

# THE UNIVERSITY OF CHICAGO

ON THE RECOMMENDATION OF THE FACULTY  
AND BY VIRTUE OF THE AUTHORITY VESTED IN THEM  
THE TRUSTEES OF THE UNIVERSITY HAVE CONFERRED ON

NATALIA GAVRILOVA

THE DEGREE OF

Master of Science

THE DIVISION OF THE PHYSICAL SCIENCES

AND HAVE GRANTED THIS DIPLOMA AS EVIDENCE THEREOF  
GIVEN IN THE CITY OF CHICAGO IN THE STATE OF ILLINOIS  
IN THE UNITED STATES OF AMERICA IN THE YEAR  
TWO THOUSAND AND THREE  
ON THE THIRTEENTH DAY OF JUNE

*Edgar S. Jannotta*  
Chairman of the Board of Trustees

*Monica L. Clark*  
Registrar



*Don H. Randall*  
President of the University

*Richard Salter*  
Provost

*David W. Ostoby*  
Dean

## 9. SPEAKING

**9a Make a list of questions you can ask your university teacher of English about his / her degree and professional background. Interview your teacher and write down his / her answers. Present the interview to your group mates.**

## 10. SPEAKING AND WRITING

**10a Imagine that you are eager to apply for a job at the university. What is in your opinion the procedure for candidacy like? What will you write down in your application letter? Use the following words and expressions to write such an application.**

CV (curriculum vita), qualification for the position, inquiry, nomination, to provide a letter describing ones interest, contact information, letter of reference.

**10b Play an "Acronym game." Study a list of acronyms given below. Close your books. Form two groups. Ask a member of a group to explain the meaning of any acronym from the list. The group that will manage to interpret more acronyms wins. (Consult the dictionary for pronunciation)**



**A.B.** Artium Baccalaureus (Bachelor of Arts)  
**A.M.** Artium Magister ( Master of Arts)  
**B.A.** Bachelor of Arts  
**B.A.A.E.** Bachelor of Aeronautical and Astronautical Engineering  
**B.A.E.** Bachelor of Aeronautical Engineering, Bachelor of Agricultural Engineering, Bachelor of Architectural Engineering, Bachelor of Art Education  
**DVM** Doctor of Veterinary Medicine  
**MBA** Master of Business Administration  
**M.Sc.** Master of Science  
**LLD** Doctor of Laws  
**MusB(ac)** Bachelor of Music  
**MusD(oc)** Doctor of Music  
**MBBS** Bachelor of Medicine and Surgery  
**MBA** Master of Business Administration  
**MSA** Master of Science in Agriculture  
**DD** Doctor of Divinity  
**DDS** Doctor of Dental Surgery  
**DLit(t)** Doctor of Literature  
**DLit(t)** Doctor of Letters  
**BEd** Bachelor of Education  
**BD** Bachelor of Divinity  
**B.Sc.** Bachelor of Science  
**BDs** Bachelor of Dental Surgery  
**BL** Bachelor of Law  
**BL** Bachelor of Letters  
**BL** Bachelor of Literature  
**MPhil** Master of Philosophy  
**MEd** Master of Education  
**MFA** Master of Fine Arts  
**MLitt** Master of Literature  
**MLitt** Master of Letters  
**MD** Doctor of Medicine  
**M.Ed.** Master of Education  
**A.A.** Associate of Arts  
**A.Sc.** Associate of Sciences  
**PhD** Doctor of Philosophy

<b>11.SPEAKING</b>
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**11a Project work.**

**Student A**, who wants to get a degree in US, let **Student B** know his/her criteria for a university and university characteristics that are important for them.

**Student B** needs to surf the Internet to help **Student A** choose the type of higher institution that suits their needs and abilities best.

## UNIT 3 My University

**In this unit you will:**

<b>Read</b>	about Voronezh University and Moscow University
<b>Talk</b>	about the universities
<b>Test</b>	your knowledge of history of universities and Russia
<b>Practice</b>	suggesting, translating, speaking on a topic
<b>Listen</b>	to the students of Voronezh State University
<b>Write</b>	a summary

### 1.LEAD-IN



Do you know what the term *alma mater* means?

← If you study (or studied) here then Voronezh State University is your *alma mater*.

**1a Read the definition of *alma mater* and be ready to explain which three things can be named *alma mater*.**

*Alma mater* is Latin for "nourishing mother" /'ælmə 'meɪtər/. It was used in ancient Rome as a title for the mother goddess, and in Medieval Christianity for the Virgin Mary.

In modern times it is used to refer to the university or college a person attends

or attended.

It also can refer to a song about a college or university similar to a fight song (team anthem).

This term is derived from the motto ("Alma Mater Studiorum", meaning Nourishing Mother of Studies) of the world's oldest, continuously-operating, degree-granting university: the University of Bologna, in Italy, founded in A.D. 1088, which is located in the city of Bologna.

### **1b Choose from the list the saying you like best to speak on alma mater:**

- ✓ My alma mater was books, a good library – I could spend the rest of my life reading, just satisfying my curiosity. ~**Malcolm X**
- ✓ Do not ask if a man has been through college; ask if a college has been through him; if he is a walking university. ~**Edwin Hubbell Chapin**
- ✓ Of course there's a lot of knowledge in universities: the freshmen bring a little in; the seniors don't take much away, so knowledge sort of accumulates. ~**A. Lawrence Lowell**

## **2.READING AND SPEAKING**

### **2a Fulfill the following tasks.**

- List five names of Voronezh State University scientists.
- Recollect five historical facts about VSU.
- Comment on the mentioned names and facts.

### **2b Suggest which of the following words means specialities and which means specialists. Make pairs of words from the same fields of knowledge. Consult the dictionary for pronunciation.**

Medicine, Mathematics, Soil scientists, Geographers, Law, Physicists, Biology, Chemists, Pedagogy, Geography, History, Economics, Geology, Physics, Philology, Mathematicians, Pedagogics, Biologists, Natural sciences, Experts in medicine, Geologists, Lawyers, Philologists, Historians, Philosophers, Meteorologists, Chemistry.

### **2c Scan the text about Voronezh State University. Choose from the text five names of:** mathematicians; biologists; experts in medicine; geologists; lawyers; philologists; historians; philosophers; meteorologists.

## 2d Scan the text and entitle its parts.



### A BRIEF HISTORY OF VORONEZH STATE UNIVERSITY

**1** The foundation of Voronezh University is closely related to the history of Yuriev (Derpt or Dorpat) University, established in 1802 in the City of Derpt (modern name: Tartu, Estonia), following the decree of Alexander I, the Russian emperor. In 1918 the Decree issued by the Soviet of People's Commissars relocated the historical university to the City of Voronezh, responding to the petition signed by the local authorities and public.

**2** Voronezh welcomed 39 professors from Derpt, including experts in medicine N. N. Burdenko, I.V. Georgievski, V.A. Afanasiev, outstanding biologists K.K. Saint-Ilaire, M.S. Tsvet, I.I. Schmalhausen and geologists N. N. Bogolubov, V.E. Tarasenko; renowned lawyers V. E. Grabar, L. A. Shalland and philologists N. M. Krasheninnikov, D. N. Kudryavski, historians V. E. Regel, R. A. Yakovenko, A. N. Yasinski; a brilliant philosopher Ya. F. mathematician V. N. Alexeev, meteorologist B.I. Sreznevski and N.R. Leibensohn who was a great authority in geophysics and mathematics. They were accompanied by 45 faculty and 43 staff members, as well as 800 students.

**3** On November 12, 1918 the first lectures started at four faculties of the newly born Voronezh University: the Faculty of Medicine, the Faculty of Physics and Mathematics, the Faculty of History and Philology and the Faculty of Law. Professor V. E. Regel, a well-known historian who was also a corresponding member of the Russian Academy of Sciences, was then elected Rector of the University.

**4** At first, enrolment into the University was absolutely free and at the beginning of 1919 there were about 10 000 students.

**5** In 1921 the Faculty of Pedagogy was established, and in 1925 a research institute in the fields of biology and chemistry was created. In 1921—1923 Voronezh Institute of People's Education joined the University growing further into its Faculty of Pedagogics. Its departments trained teachers in mathematics, physics, chemistry, natural sciences, socio-economic subject for schools, Russian and literature. In 1926 the first postgraduate program was started, and so it became possible to train highly qualified research workers.

**6** In 1929 the Faculty of Planned Economy was organized, and in 1930—1931 VSU underwent another radical reorganization. The Faculty of Medicine was transformed into an independent institute, and the Faculties of Pedagogy and Economy developed into Voronezh Pedagogical Institute and the Institute for National Economy Accounting and Reporting. VSU was evolving into a core university for all educational establishments of the region.

In the 30s of the 20th century the Botanical gardens were organized, and the nature reserve "Galichya Gora (Mountain)" also became a part of VSU. During

the same period of time, the geological, the soil and the zoological museums were created, and the University library enlarged its collection of books.

**7** By June 1941, when the war started, the University counted 6 Faculties. There were 40 departments, four museums, a fundamental library with 400 000 books, 3 research centers, a publishing and printing house.

The following prominent professors of that period of time should be mentioned here: biologists I. I. Barabash-Nikiforov and B. M. Kozo-Polyansky, soil scientist P. D. Aderikhin, geographer K. N. Mirotvortsev, geologist A. A. Dubyansky, mathematician A. K. Sushkevitch; physicists A. P. Pospelov and M. A. Levitskaya; chemists A. V. Dumansky and A. D. Bogoyavlensky. The University was steadily growing into the leading research and intellectual centre of the Central Black Earth Region.

**8** In the very first days of the Great Patriotic War of 1941—1945, almost all the students as well as more than 60 faculty members went to the front. Rector N. P. Latyshev was one of the organizers of Voronezh Volunteers Regiment. In 1942 the University was evacuated to the Town of Yelabuga in Tatar Autonomous Republic, not returning to Voronezh until 1943.

**9** In the late 40s and early 50s the resurrection of the University led to its further rapid development.

The number of faculties in that period increased to 11. Several prominent researchers and their disciples won recognition both in the Soviet Union and abroad. In 1965 the new main building of the University was put into service.

**10** In 1961 VSU became one of the leading centres of teaching international students in the USSR. The first international agreement was concluded in 1966. It was between VSU and the University of Halle-Wittenberg (Germany). Now there are more than 700 international students, postgraduates and interns at VSU. The University has signed agreements with 64 Universities and training centres in Europe, America and Asia. The University is recognized internationally, and in 2002 VSU was the eighth Russian university to become a member of the European University Association.

**11** The years between the late 60s and early 80s witnessed further growth and development of VSU. New departments were opened, and new teaching technologies introduced. Several research projects conducted by VSU scientists were included into regional and All-Union programmes. In 1971 the University was awarded the Order of Lenin, and in 1981 VSU received the Order of the Banner of Labour (German Democratic Republic).

**12** Basic restructuring processes which started in the 90s of the previous century produced a significant impact upon VSU. The University was able to meet the challenges of a new situation in the economy and social relations. The faculties were gaining more and more independence. New faculties and departments were established, and new research areas and educational technologies were introduced.

**13** The University can be proud of its 100,000 graduates who work in 126 countries around the world. Many of VSU alumni are widely known in Russia and abroad.

The image of the University is represented by such prominent figures as Academician P. A. Cherenkov who was the 1958 Nobel Prize winner; Academician A. V. Sidorenko, Lenin Prize winner and Vice-President of the USSR Academy of Sciences; full members of the USSR and Russian Academies of Sciences: I.M. Imshenetsky, S.N. Zhurkov, V.V. Liakhovitch, V. I. Zhukov, and V. M. Ievlev; Lenin Prize winners: L. A. Alyokhin, V. I. Nikishin, A. A. Dubyansky, E. K. Lazarenko, and S. I. Chaikin; USSR and Russia State Prize winners: N. V. Mezhelovsky, V. N. Popov, A. I. Bazykina, I. I. Tyulyaev, I. P. Galkin, A. P. Shcherbakov, and Y. A. Ughay, corresponding members of the USSR and Russian Academies of Sciences: N. V. Yefimov, A. A. Petrov, N.A. Zheltukhin, N. M. Chernyshev, A. A. Chibilev, and V. I. Borisov; Y. M. Danilov who is Secretary Judge of the Russian Federation Constitutional Court, A. I. Karpov who is Deputy President of the Supreme Court of Russia; and V. V. Malinovsky who is Deputy General Prosecutor of the Russian Federation.

**2e Go to the VSU History Museum and find more information about your faculty. Report it to your group.**

**2f Read the list below and try to remember the names of the scientists.**

#### **Doctors Honoris Causa of VSU**

*1993*

**Miguel Cordero del Campillo** (Spain), Professor, Rector of the University of Leon in the 80s, member of the European Federation of Parasitology and the World Association for the Advancement of Veterinary Parasitology.

**G. N. Troyepolsky**, writer, member of the USSR Writers' Union, USSR State Prize winner, Honored Worker of Culture of the Russian Federation.

**Raymond E. Benson** (USA), diplomat, founder of the American Collegiate Consortium for East-West Cultural Academic Exchange, director of the Salzburg Seminar Universities Project.

*1998*

**Peeter Tulviste**, Professor, Doctor of Psychology, Rector of Tartu University in 1993—1998, Vice-President of the Estonian Academy of Sciences since 1994.

**Ronan Murphy**, a professional diplomat, Irish Ambassador in Moscow in 1997—2003.

**A. D. Konopatov**, Doctor of Technology, Professor, full member of the Russian Academy of Sciences, Hero of Socialist Labour, Lenin and State Prize winner, chief design engineer and chief of Voronezh chemical automatics bureau in 1965-1993.

**Y. D. Goncharov**, writer, member of the USSR Writers' Union, RSFSR State Prize winner, Andrey Platonov Award recipient.

**Theodor Berchem**, Professor, PhD, President of DAAD, President of Wurzburg University, President of the Westdeutschen Rektorenkonferenz.

1999

**V. P. Krivoruchko**, artist, Honored Worker of Culture of Russia.

**V. A. Sadovnichiy**, full member of the Russian Academy of Sciences, Rector of Moscow State University, President of the Rectors' Union of Russia, President of the Eurasian Association of Universities.

2003

**Wilfried Grecksch**, Professor, President of Halle University (Germany).

**L. A. Verbitskaya**, Doctor of Philology, Professor, Rector of St Petersburg State University, President of the Russian Association of Teachers of Russian Language and Literature.

**A. P. Arzamastsev**, Professor, full member of the Russian Academy of Medical Sciences, chief of the Pharmaceutical Chemistry Department of Sechenov Academy.

2007

**Valeri Bykov** is Director General of All-Russian research institute of herbs and scented plants, Academician of Russian Agricultural Sciences, Director of Moscow Biotechnology Centre, Head of department of biological and pharmacological technologies of Moscow I. M. Sechenov Medical Academy.

2008

**Gerhard Hosl**, Director for Commerce, «Nokia Siemens Networks».

**Notes:**

**Doctors Honoris Causa** - An **honorary degree** or a degree *honoris causa* (Latin: 'for the sake of the honour') is an academic degree for which a university has waived the usual requirements (such as matriculation, residence, study and the passing of examinations). The degree itself is typically a doctorate or, less commonly, a master's degree, and may be awarded to someone who has no prior connection with the academic institution. Usually the degree is conferred as a way of honoring a distinguished visitor's contributions to a specific field, or to society in general. The university often derives benefits by association with the person in question.

**2g Find in the Internet more information about Doctors Honoris Causa mentioned in ex.2f and report it to the group (3-5 minutes).**

### **3.READING AND SPEAKING**

**3a Think of Russian equivalents to the following word combinations. Choose ten of them to remember and use in future.**

1. closely related to



2. responding to the petition signed by
3. Voronezh welcomed
4. they were accompanied by
5. the first lectures started at
6. the newly born
7. enrolment into the University
8. was established
9. in the fields of biology and chemistry
10. department trained teachers in (physics)
11. underwent another radical reorganization
12. developed into
13. was evolving into a core university
14. the nature reserve
15. library enlarged its collection of
16. was steadily growing into
17. Volunteers Regiment
18. was evacuated to
19. researchers and their disciples
20. won recognition both in ... and ...
21. was put into service
22. has signed agreements with
23. to meet the challenges of a new situation

### 3b Match words and word combinations from columns A and B.

A	B
an expert in philosophy;	блестящий философ
an outstanding philosopher	известный философ
a renowned philosopher	знаток философии
a brilliant philosopher	общеизвестный философ
a great authority in philosophy	выдающийся философ
a well-known philosopher	прославленный философ
a prominent philosopher	крупный специалист в области философии

### 3c Match the words to their definitions.

1	Mathematics	A	The scientific study of forces such as heat, light, sound, etc., of relations between them and how they affect objects
2	Biology	B	The science of numbers and shapes
3	Physics	C	The study and treatment of diseases and injuries

4	Philology	D	The scientific study of the development of language
5	Geography	E	The study of teaching methods
6	History	F	The scientific study of the earth's surface, physical features, divisions, products, population, etc.
7	Geology	G	The scientific study of the life and structure of plants and animals
8	Medicine	H	The scientific study of the earth, including the origin and history of the rocks and soil of which the earth is made
9	Pedagogy	I	The study of past events as a subject at school or university

#### 4.LISTENING / WATCHING AND SPEAKING

**4a Listen to [L5] / watch [V2] the foreign students speaking about VSU. Think of 10 questions you could ask any foreign students of VSU.**

**4b Say in 15-20 sentences what you know about VSU and its history.**

**4c Translate into English the following text.**

Воронежский университет включает 18 факультетов. В университете обучается более 20 тысяч студентов.

За 90 лет университет подготовил более 100 тысяч специалистов. Среди выпускников университета - Нобелевские лауреаты, лауреаты государственных премий СССР и России, академики, министры, деятели науки и культуры. Выпускники университета работают в 90 странах мира.

Воронежский государственный университет был создан в 1918 году на базе Юрьевского университета, который был эвакуирован из-за первой мировой войны. Дерптский (позже Юрьевский) университет был учреждён в 1802 году указом Александра I в городе Дерпт и являлся вторым университетом в России.

Первым ректором университета стал ученый-историк В. Э. Регель, который занимал эту должность до 1925 года.

Учебные занятия начались 12 ноября 1918 года. В то время в состав университета входило 4 факультета — медицинский, физико-математический, историко-филологический и юридический.

На начало 1919 года в университете обучалось 10 тысяч студентов. Учиться могли все желающие, лишь через 4 года в 1923 году были введены вступительные экзамены.

В начале 1920-х годов в университет был включён Воронежский институт народного образования, который положил начало педагогическому факультету, отделения которого подготавливали преподавателей

математики, физики, химии, естествознания, русского языка и литературы, социально-экономических дисциплин для школ.

Во время Великой Отечественной войны с 1941 по 1943 годы университет был эвакуирован в Елабугу.

В настоящее время университет является крупным центром образования, науки и культуры Центрально-Черноземного региона страны.

#### **4d Check-your-memory-exercise**

**Read “Facts and figures about Voronezh State University” for 1 minute. Remember as much information as you can and speak on the topic.**

##### **Facts and Figures about VSU**

- Voronezh State University's total undergraduate student population numbers over 22,000.
- Almost 1,000 students are engaged in postgraduate work.
- 1,300 academic staff are currently employed at the University. Of these 230 are professors, 750 senior lecturers and 300 lecturers.
- On the whole, the University employs 3,000 academic and non-academic staff.
- 118 departments and 5 major research units are grouped into 18 faculties.
- 250 degree courses are available to our students.
- The University occupies 9 buildings and 7 residence halls located mostly in city centre.
- 3,000,000 books, periodicals and other items are held in the University Library.
- The University has Botanical Gardens and a unique Nature Reserve “Galichya Gora” open to staff and students’ research and study.
- Our students and staff have free access to the Internet in 2 University Internet centres.

### **5.READING AND SPEAKING**

#### **5a Suggest the answers to the following questions:**

1. How many universities are there in Russia?
2. How many universities in Russia do you know?
3. Which is the oldest university in Russia ?
4. Would you like to study at the oldest university in the world? Why? Why not?

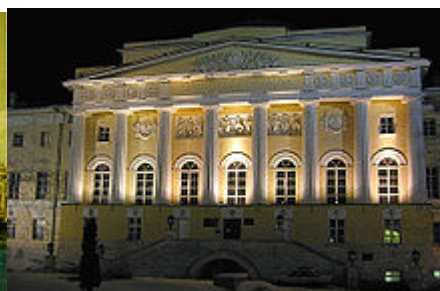
**5b Match the pictures to the definitions.**



a)



b)



c)



d)



e)



f)

1. The Principal Medicine Store building on Red Square, which was home to Moscow University from 1755-1787
2. Main buildings of the university in the Mokhovaya Street, 1798.
3. The Old Building houses the department of Oriental studies and the Journalism Faculty.
4. The main building of the Lomonosov Moscow State University at Sparrow Hills in the city's south-west
5. Coat of arms of the Lomonosov State University of Moscow
6. View of the Main Building's Zones A and B and the adjacent tower with the thermometer

**5c Scan the texts about Moscow State University and match them to the headings below:**

- Location, facilities and academic reputation
- Famous alumni and faculty
- History
- Introduction



## LOMONOSOV MOSCOW STATE UNIVERSITY

### A

**M. V. Lomonosov Moscow State University**, previously known as **Lomonosov University** or **MSU**), is the largest university in Russia. Founded in 1755, it also claims to be the oldest university in Russia and to have the tallest educational building in the world. As of 2004, the university has some 4,000 staff teaching 36,000 students and 7,000 postgraduates. In 1940, the university was renamed in honor of its founder, Mikhail Lomonosov.

### B

Since 1953, most of the university's faculties have been situated on Sparrow Hills in the MSU Main building in the southwest of Moscow. Facilities available inside the building include a concert hall, a theatre, a museum, various administrative services, a library, a swimming pool, a police station, a post office, a laundry, a hairdresser's salon, several canteens, bank offices and ATMs, shops, cafeterias, a bomb shelter, etc.

The university includes a number of faculty buildings located near Manege Square in the centre of Moscow and a number of campuses abroad in Ukraine, Kazakhstan, and Uzbekistan.

The university is commonly regarded as Russia's most prestigious university and has high entry requirements for its prospective students. The university generally performs well in international higher education studies and, in 2008, the university was ranked 70th according to the Academic Ranking of World Universities.

### C

The establishment of the university was instigated by Ivan Shuvalov and Mikhail Lomonosov, and the decree ordering its creation was issued by Russian Empress Elizabeth on January 25, 1755. The first lectures were held on April 26. January 25 is still celebrated as Students' Day in Russia.

The main building was constructed between 1782 and 1793 in the Neo-Palladian style, designed by Matvei Kazakov, and rebuilt after the Fire of Moscow (1812) by Domenico Giliardi.

In the 18th century, the university had three faculties: philosophy, medicine, and law.

After the October Revolution in 1917, the school began allowing the admission of children of the proletariat and peasants, not just those of the well-to-do. In 1919, tuition fees were abolished, and a preparatory facility was created for children of the working class so that they would be able to pass the admission examinations. The political repressions of the 1930s and 1950s severely limited the development of scientific ideas, as Soviet scientists had virtually no contacts with their colleagues abroad.

World War II (known in Russia as the Great Patriotic War) was one of the most difficult periods in the history of Russia. University students and staff began to enlist in the army on the third day of fighting. One of the divisions formed out of university volunteers fought defending Moscow.

During the post-war period, the leading role of Moscow State University in the restoration and further development of the country was fully recognized. There was a fivefold increase in state funding, and a new university campus was built on Vorobievsky Gory (Sparrow Hills), where all the lecture halls and laboratories had the most modern equipment available at the time. As of September 2009, the university has 39 faculties and 14 research centers.

## **D**

Moscow State University has produced 8 Nobel laureates, 5 Fields Medal winners, as well as a number of writers, philosophers, politicians, and Heads of state. The university is alma mater for the famous writers of the 19th century, such as Anton Chekhov and Ivan Turgenev, mathematicians and physicists of the 20th century, such as Andrey Kolmogorov and Pyotr Kapitsa.

**5d Read the notes below and be ready to render in short the definitions given there.**

### **Notes:**

***Academic Ranking of World Universities*** – The Academic Ranking of World Universities is compiled by Shanghai Jiao Tong University. It is one of the two most prominent world university rankings, along with the Times Higher Education World University Rankings. The ranking compared 1200 higher education institutions worldwide according to a formula that took into account alumni winning Nobel Prizes and Fields Medals (10 percent), staff winning Nobel Prizes and Fields Medals (20 percent), highly-cited researchers in 21 broad subject categories (20 percent), articles published in Nature and Science (20 percent), the Science Citation Index and Social Sciences Citation Index (20 percent) and the per capita academic performance (on the indicators above) of an institution (10 percent).

***Nobel laureates*** – The Nobel Prizes are awarded annually by the Royal Swedish Academy of Sciences, the Swedish Academy, the Karolinska Institute, and the Norwegian Nobel Committee to individuals and organizations who make outstanding contributions in the fields of chemistry, physics, literature, peace, and physiology or medicine. They were established by the 1895 will of Alfred Nobel, which dictates that the awards should be administered by the Nobel Foundation.

***Fields Medal*** – The Fields Medal is a prize awarded to two, three, or four mathematicians not over 40 years of age at each International Congress of the International Mathematical Union, a meeting that takes place every four years. The Fields Medal is often viewed as the top honor a mathematician can receive. It comes with a monetary award, which in 2006 was C\$15,000 (US\$15,000 or

€10,000). Founded at the behest of Canadian mathematician John Charles Fields, the medal was first awarded in 1936, to Finnish mathematician Lars Ahlfors and American mathematician Jesse Douglas, and has been periodically awarded since 1950. Its purpose is to give recognition and support to younger mathematical researchers who have made major contributions.

## 6.VOCABULARY

**6a Think of Russian equivalents to the following word combinations. Choose ten of them to remember and use in future.**

1. the university was renamed in honor of its founder
2. the university is commonly regarded as
3. high entry requirements for its prospective students
4. the university generally performs well
5. in international higher education studies
6. the university was ranked 70th according to the
7. Russia's most prestigious university
8. the establishment of the university was instigated by
9. the first lectures were held on April 26
10. the school began allowing the admission
11. severely limited the development of scientific ideas
12. be able to pass the admission examinations
13. students and staff began to enlist in the army
14. formed out of university volunteers
15. the restoration and further development of
16. the well-to-do
17. facilities available inside the building include
18. a preparatory facility was created
19. a fivefold increase
20. Moscow State University has produced
21. as of September 2009, the university has 39 faculties
22. January 25 is still celebrated as

**6b Match words and word combinations from columns A and B.**

- | <b>A</b>                                    | <b>B</b>                              |
|---|---------------------------------------|
| a) in the southwest of Moscow               | 1. Ведущая роль                       |
| b) children of the proletariat and peasants | 2. Качество образования               |
| c) quality of education                     | 3. Главное здание было спроектировано |
| d) the main building was constructed        | 4. Известный в России как             |
| e) known in Russia as                       | 5. Защищая Москву                     |

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| f) the leading role of               | 6. Дети пролетариев и крестьян   |
| g) defending Moscow                  | 7. Главное здание было построено |
| h) the main building was designed by | 8. В юго-западной части Москвы   |

**6c Match the words to their definitions.**

- |  |                |
|--|----------------|
| a) to move someone or something from one place, vehicle, person or group to another  | 1. campus      |
| b) to change completely the appearance or character of something or someone, especially so that they are improved  | 2. prestigious |
| c) when someone is given permission to enter a place, or the money that you pay to enter a place   | 3. outskirts   |
| d) a person who does something, especially helping other people, willingly and without being forced or paid to do it   | 4. rank        |
| e) the areas that form the edge of a town or city  | 5. reputation  |
| f) very much respected and admired, usually because of being important   | 6. instigate   |
| g) the buildings of a college or university and the land that surrounds them   | 7. transfer    |
| h) the buildings, equipment and services provided for a particular purpose   | 8. transform   |
| i) a short sentence or phrase that expresses a belief or purpose   | 9. admission   |
| j) a particular position, higher or lower than others  | 10. volunteer  |
| k) the opinion that people in general have about someone or something, or how much respect or admiration someone or something receives, based on past behaviour or character | 11. facilities |
| l) to cause an event or situation to happen by making a set of actions or a formal process begin   | 12. motto      |

**6d In your own words give the definitions to the following words, as in the example:**

- *A police station is a place where you can address if you have some legal problem.*



- *ATM (automatic teller machine) is a machine, usually in a wall outside a bank, from which you can take money out of your bank account using a special card*

a concert hall, a theatre, a museum, a library, a swimming pool, a police station, a post office, a laundry, a hairdresser's salon, several canteens, bank offices, ATMs, shops, cafeterias, a bomb shelter.

## 7.SPEAKING

### 7a Translate from Russian into English the following text.

7 мая 1755 года, по инициативе (on smb's initiative) и проекту (according to the design) великого ученого, мыслителя и патриота М.В. Ломоносова на Красной площади в Москве, на том месте, где ныне возвышается Государственный исторический музей, состоялось открытие первого русского университета. В конце XVIII века выдающийся зодчий Матвей Казаков построил для университета новое здание на Моховой улице, против Кремля.

С первых лет своего существования Московский университет стал крупнейшим центром образования в стране. Здесь учились знаменитые писатели и драматурги Д.И. Фонвизин, А.С. Грибоедов, М.Ю. Лермонтов, И.А. Гончаров, А.Н. Островский, И.С. Тургенев, А.П. Чехов, великие революционные демократы (revolutionary democrats) А.И. Герцен, Н.П. Огарев и В.Г. Белинский, основатель русской педагогики (pedagogics) К.Д. Ушинский.

Московский университет сыграл важную роль в пропаганде (popularization) знаний среди (among) самых широких слоев (strata, groups) населения, в подготовке (training) специалистов (specialist (in), expert (in)) высокой квалификации.

С именем университета связано (bound, connected) открытие (establishment) новых университетов и институтов в стране, возникновение (emergence) русского театра в Москве, основание (foundation) Академии художеств, организация (arrangement) первой гимназии (high school) в Казани, впоследствии (afterwards, later) преобразованной в Казанский университет, создание ряда провинциальных (provincial) гимназий, Политехнического музея и Музея изобразительных искусств в Москве, многих научно-исследовательских ((scientific-) research ) учреждений (institutions).

В 1918 году устанавливались (to establish; institute; set up) новые правила приема в высшие (higher) учебные заведения (educational institution). Были уничтожены (abolish, do away (with)) привилегии (privileges) для знатных и

богатых. Отменялись всякие ограничения для женщин. Студентам из рабочих и крестьян установили стипендии (scholarship).

В Московском университете получили большое развитие старые научные школы и возникли новые направления (schools) в науке. «Отец русской авиации»(aviation) Н.Е. Жуковский и его ближайший ученик С.А. Чаплыгин создали здесь школу современной аэромеханики. Основоположник (founder, initiator) русской физиологии И.М. Сеченов впервые начал объяснять психические (psychic(al)) процессы на основе физиологических (physiological). В.И. Вернадский создал новую науку – геохимию.

## 8.WRITING

### 8a Write an advertisement about your university based on

- your awareness of the question
- results of your internet search
- visit to the VSU History Museum

## UNIT 4

### Academic and Non-academic Activities

#### In this unit you will:

<b>Read</b>	about academic and non-academic activities, about campus life, residence halls in the USA and how to survive college
<b>Talk</b>	about university and campus activities
<b>Test</b>	your knowledge about students' life
<b>Practice</b>	discussing, presenting, asking and responding, interviewing, summarizing, comparing
<b>Listen to</b>	speaking about their academic and non-academic activities
<b>Write</b>	a report, an application for a grant, an informal letter or e-mail

## 1.LEAD-IN



**1a Look at the pictures. Associate a picture with some activity. Which shows:**

- Academic activity?
- Non-academic activity?

**Which activity do you prefer?**

**1b Read the saying and reproduce it in a minute. Translate it into your mother tongue. Do you agree with it? Why? Why not?**

- ✓ You learn to speak by speaking, to study by studying, to run by running, to work by working; and just so, you learn to love by loving. All those who think to learn in any other way deceive themselves. ~**Saint Francis de Sales**

## 2.READING AND SPEAKING

**2a Work with a partner to discuss the following questions:**

- 1.Which academic programs does Voronezh State University offer?
- 2.How many faculties does the University include?
- 3.Are there any faculties which base their student assessment upon credit units?
- 4.What do you know about competitions for school students held by Voronezh State University?
- 5.Do the University students participate in international student support programs?

**2b Read the article about academic activities of Voronezh State University. Seven sentences have been removed from this article. Choose from sentences A-G the one that fits each gap (1 – 7).**



## ACADEMIC ACTIVITIES

Voronezh State University is the biggest intellectual, scientific and academic centre of the Central Black Earth Region. The University offers academic programs at all levels: from vocational training to post-doctoral studies, including bachelor, master, graduate and postgraduate courses.

The University includes 17 faculties: Applied Mathematics, Computer Sciences and Mechanics; Biology and Soil Science; Chemistry; Computer Sciences; Economics; Geography and Geoecology; Geology; History; International Relations; Journalism; Law; Mathematics; Pharmaceutics; Philology; Philosophy and Psychology; Physics; Romance and Germanic Philology. International students are taught and guided by the Institute of International Education.

The University teaches students in 50 specialist, 28 bachelor and 108 master degree programs. **1** \_\_\_\_\_ The University has two affiliated branches in the smaller cities of Liski and Stary Oskol.

More than 20,000 students are taught by 1,300 academic staff, including 261 professors.

About 3,000,000 items are held in the University regional library, among them books, periodicals, CD-ROMs, etc. **2** \_\_\_\_\_ A significant amount of teaching materials comes out of the Publishing and Printing Center of VSU.

The University extensively uses teaching quality management and student academic progress monitoring. The teaching quality management system is certified according to the ISO 9001:2000 requirements.

**3** \_\_\_\_\_ The University is listed by the Russian Ministry of Education and Science among the higher educational establishments which are planning to introduce the innovative credit units approach. Several faculties have introduced a new grading system of rating students' progress. International programs base their student assessment techniques upon credit units.

The University offers preliminary courses for school graduates. A regional educational district basing at VSU was formed in 2001 to associate several establishments on a voluntary basis, including the following: Voronezh State University, Voronezh State Pedagogical University, Voronezh State Medical Academy, Voronezh Academy of Arts, Borisoglebsk State Pedagogical Institute, Voronezh Oblast Institute of Qualification Improvement for Educationalists, Voronezh Institute of Economics and Social Management, Voronezh Institute of High Technologies, Voronezh State College of Industries and Humanities, Voronezh Vocational School of Law, as well as some of the leading municipal educational establishments of general and additional learning.

Regional competitions for school students are held every year, and a student research society has been working at the University since 1961.

Continued learning is given through various post-doctoral, postgraduate and internship programs, as well as at the Qualification Improvement Institute.

Several faculties offer programs of a second higher education.

The VSU Business School which appeared as an outcome of a joint international project trains specialists in the field of economics.

**4** \_\_\_\_\_ These supplements comply with the requirements of the EU Commission. Some of the bachelors who graduated in recent years continue their education in master programs abroad.

The Russian Ministry of Education and Science has regularly ranked VSU among the top ten classical universities of Russia in recent years.

The University actively participates in domestic and international student support programs in order to promote gifted students. **5** \_\_\_\_\_

Special attention is paid to the academic mobility of students and faculty members. More than 200 VSU students study abroad and about 100 foreign students come to study at Voronezh University each year according to agreements between universities.

**6** \_\_\_\_\_

Voronezh State University, together with Dickinson State University (North Dakota, USA) and Quindao University of Science and Technology (China), issue joint diplomas to their graduates. **7** \_\_\_\_\_

**A** More than 300 faculty members become interns in educational establishments abroad, and about 30 interns from other countries come to VSU every year.

**B** There are also 76 programs of postgraduate and 7 programs of post-doctoral studies.

**C** The University has issued Diploma supplements in English for bachelor and master program graduates since 2004.

**D** Innovative teaching technologies are widely in use at VSU.

**E** Nowadays this kind of cooperation is actively expanding.

**F** The library provides a high-speed Internet connection to major library data bases in Russia and abroad with full access to e-texts.

**G** Thus, the University signed an agreement with the Oxford — Russia Fund in 2007 aimed at supporting a scholarship project for students of the humanities.

**2c Find adjectives for the following nouns in the article and make up your sentences with these adjectives:**

Doctor, academy, region, significance, innovation, volunteer, medicine, society, variety, gift.

**2d Fill in the appropriate word(s) from the list. Use the words only once:**

- |               |                 |                    |
|---------------|-----------------|--------------------|
| 1 preliminary | 8 diplomas      | 14 study           |
| 2 comply with | 9 according to  | 15 extensively     |
| 3 academic    | 10 additional   | 16 gifted students |
| 4 vocational  | 11 academic     | 17 innovative      |
| 5 higher      | 12 credit units | 18 voluntary       |
| 6 educational | 13 assessment   | 19 affiliated      |
| 7 grading     |                 |                    |

- |                               |                          |
|-------------------------------|--------------------------|
| a. .... center                | j. .... course           |
| b. .... training              | k. .... basis            |
| c. .... branches              | l. .... learning         |
| d. use .....                  | m. .... the requirements |
| e. .... teaching technologies | n. promote .....         |
| f. .... establishments        | o. .... mobility         |
| g. .... approach              | p. .... abroad           |
| h. .... system                | q. .... agreements       |
| i. .... techniques            | r. joint .....           |

**2e Speak on the following:**

**Voronezh State University and new educational requirements**

**2f Find out information about academic activities of your faculty.**

**Present it to the class.**

### **3.WRITING**

**3a Write a report about 180 words presenting the results of your survey in Exercise 2f. You may use the sample answer below.**

**3b In the following sample answer there are eleven extra words that you do not need. Try to find them.**

This report looks at the careers of students who have left from St Anthony's, and is based on questionnaires were received from over 300 former students.

Over the past few years, the majority of students (63%) have continued on with the education after their leaving school. Most of these have gone to the university, and the others have done vocational courses at Colleges of Further Education.

About a quarter part of the students have found jobs after leaving school. Some of these jobs are with employers in the local area, but others are in London or

even in abroad. About half of the students said that they were unemployed for several of months before finding work. A small minority of students (1.5%) went straight into their family businesses.

About 12% of the students were been unable to find work and have been unemployed for over a year. Most of these were students who were failed their examinations, although a few had passed with reasonable grades.

In general, more and more leavers are going on to university or further education, and this trend will probably continue as long as the unemployment is high.

### **3c Look at some of the words and phrases you can use when presenting the results of a survey.**

All of	Some of
Most of	(Just over) a quarter of
The majority of	A minority of
Over 90% of	A small number of
Three quarters of	A few of
A significant number of	Very few
Many of	None of
Half of	

### **3d Rewrite the following sentences using the word in bold. An example is given (0).**

0.60% of people go abroad once a year.

**majority**

**The majority of people go abroad once a year.**

1. 3% of people go to the same place every year.

**very** \_\_\_\_\_

2. 26% of families with children stay in England.

**over** \_\_\_\_\_

3. 49% of travellers hire a car when they are abroad.

**half** \_\_\_\_\_

4. 75% of families with children travel by car.

**three** \_\_\_\_\_

## **4.READING AND SPEAKING**

**4a With a partner, make a list of non-academic activities you participate or would like to participate in the University. Then read the article quickly and get new ideas. Are they the same as yours?**





## NON-ACADEMIC ACTIVITIES

Throughout the years the VSU has succeeded in students' patriotic and esthetic education, promoting sports and developing their creative and leadership skills.

Great attention has always been paid to preserving and developing the longstanding cultural traditions and discovering new ones. For instance, The Days of Poetry have become a renowned tradition, and many amateur and professional poets take part in the event.

Two celebrations, the “Freshman's Ball” and “Students' Spring Festival” mark autumn and spring seasons respectively. Many new talents have been discovered here.

Other events that help students to develop their potential skills and talents are evenings dedicated to Russian romance, a contest of popular song and dance, and a contest of bard's songs.

Folk bands “Lei” and “Terem” that keep and enrich folk music tradition are also of great success.

Several student clubs are open in the VSU: the “Vdohnoveniye” singing club, the “Chandni” oriental dance club, photography exhibitions “The world through the eyes of students”, and other graphical arts and crafts exhibitions.

Sports and physical training for both teachers and students are of great value and importance in the VSU. Annual sports events held in the VSU help promoting healthy lifestyle and encourage both students and teachers to practice all kinds of sport, which are taught in 34 different sport clubs.

Students also actively participate in intercollegiate sports events. In 2007 – 2008 the VSU was represented by 34 teams specializing in 25 kinds of sport at the Intercollegiate Sports Competition and got the 3rd place.

Many times the VSU has won the city contest for promoting healthy lifestyle among students.

In summer students and staff practice sports and go for an active rest in the Venevitinovo sports and health camping resort, situated in an unspoilt beauty spot on the bank of the Usmanka river.

A lot of students are involved in social work. The Students' Council is a self-governed body which fulfils the following functions: coordinating links between university administration and students, controlling faculty students' councils, preventing anti-social behaviour and organizing conferences and round tables.

Groups of students visit orphanages where they introduce educational games, organize creative contests and festive events for the children.

Since 2006 Psychologist Consultation Service has been open in the VSU, the objective of which is to keep a comfortable psychological atmosphere for the health of both students and staff. Representatives of the Service regularly meet



with students and teachers, carry out polls, help students and teachers solve their psychological problems.

#### **4b Find English and Russian equivalents for the following:**

Succeed in; longstanding traditions; amateur; celebrations; oriental; crafts exhibitions; annual sports events; participate; unspoilt; coordinate links between; festive events; carry out polls; solve problems

Лидерские качества; уделять внимание; принимать участие; посвящать; соревнование; сохранять традиции; ценить; пропагандировать; курорт/база отдыха; вовлекать в общественную работу; поведение; детский дом; цель

#### **4c Match the sentence halves:**

1. The VSU has succeeded in
  2. Many amateur and professional poets
  3. Other events
  4. Annual sports events held in the VSU
  5. Students also actively participate in
  6. Many times the VSU
  7. Students and staff practice sports
  8. The Students' Council
  9. Groups of students visit orphanages
  10. The objective of Psychologist Consultation Service
- 
- a) intercollegiate sports events.
  - b) are evenings dedicated to Russian romance.
  - c) and go for an active rest in the Venevitinovo camping resort.
  - d) take part in the event.
  - e) promoting sports and developing creative and leadership skills.
  - f) has won the city contest.
  - g) where they introduce educational games.
  - h) is a self-governed body.
  - i) is to keep a comfortable psychological atmosphere.
  - j) help promoting healthy lifestyle.

#### **4d Practice asking questions about non-academic activities.**

#### **4e Role-play:**

**Student A is a journalist and is interviewing Student B who is a student of the VSU. Discuss all kinds of non-academic activities you can participate in.**

## 5. READING AND WRITING

### 5a Read the grant information:

*The Green Foundation is offering grants of up to £5000 to fund new projects at schools and universities which are aimed at improving the environment. If you would like to be considered for a grant, please write to us, telling us what you will do in your project, how much money you will need and how you plan to spend the money.*

### 5b Read the following application for the grant. There are ten extra words that should not be there. Can you find them?

Dear Sir or Madam

I am writing with reference to your announcement and would like to apply me for a grant.

I am a seventeen-year-old student at Brandon School in London. I am studying science because I intend to do medicine at the university. I have always been interested in the environment. I feel that we should to make people more aware of the benefits of re-cycling.

Last year, as part of our chemistry course, we did a project on re-cycling. The project had two aims. The first aim it was to study the problem of disposing of ordinary household products such as like bottles and plastics. We worked out which products were enough safe to throw away, and which ones could be re-cycled. Our second aim was to give this information out.

We produced leaflets for students and parents and at the weekends we handed more leaflets out in supermarkets. The cost of this it came to about £1000. We also spent £500 in writing to local shops near, supermarkets and other businesses asking them to provide re-cycling facilities.

I hope you will consider us for a grant for £1500, and am look forward to hearing from you.

Yours faithfully,  
Paul Porritt

### 5c Analyse the application and answer the questions:

1. Is the letter written to the right person?
2. Is it written in the right style?
3. Are the paragraphs clear?

### 5d Read the question again. Why (apart from the mistakes) is it a bad answer?

**5e Write a letter of about 180 words applying for one of the grants mentioned in the announcement below.**

*The Children's Organization has several grants of up to £1000 to fund new projects designed to help children in developing countries. To apply, please write to us giving details about you, the project you are planning, and saying how you would spend the money.*

**Plan your answer, using these notes. The letter can be answered in five paragraphs:**

1. Refer to the announcement and say why you are writing.
2. Give a few details about yourself and what you do. Keep this part fairly short – they just want an idea of who you are, how old you are, etc.
3. Think of a project that would help children in developing countries. You may use any of your own ideas or the following examples:
  - collecting second-hand clothes
  - giving children presents for Christmas
  - supplying food and medicine
5. Explain how much you need and what you would spend the money on.
6. Finish appropriately and say you look forward to hearing from them.

**Remember to write in a formal style.**

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## **6.READING AND SPEAKING**

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**6a Look at the pictures and guess what the article is about.**



**6b Read the information provided by administrators at Newbury College located not far from Boston. What campus activities are offered?**



## STUDENTS' LIFE. CAMPUS ACTIVITIES

The Office of Campus Activities promotes student development by involving students in social and educational programs, campus events, orientation, and other leadership opportunities. The Department oversees a wide range of clubs and organizations designed to bring together students with similar likes and talents, inspiring campus discourse and promoting campus unity. It also oversees major campus programming, such as the Distinguished Lecturer Series, Family Weekend, and the Spring Formal.

For Newbury students leadership opportunities abound. Students can further develop leadership skills by becoming Orientation Leaders, participating in the Student Government Association, leading a student organization or participating in the Leadership Institute program that runs each spring.

The Office of Campus Activities also oversees the Campus Activities Center. This busy office center offers students in student organizations a meeting place, computer use, decorating supplies, a library of event planning information, and a place simply to "hang out" with classmates. Student organizations can take advantage of the Center's resources to further strengthen and develop their group's efforts.

All students are encouraged to get involved in campus life at Newbury College. Whether it is running for Student Government, joining the Innkeepers Club, or working on the Campus Activities Board, Newbury offers diverse opportunities for students to get involved in life outside the classroom and continue their learning in the world around them.

### **6c Summarize the article using the following words and expressions:**

Promote development; leadership opportunities; oversee; bring together; inspire campus discourse; promote campus unity; participate in; lead a student organization; office center; offer computer use; hang out with; take advantage; strengthen and develop efforts; be involved in campus life; work on Board; diverse opportunities; outside the classroom.

### **6d Find similarities and differences between non-academic activities of Voronezh University and campus activities of American colleges.**

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## **7.WRITING AND LISTENING / WATCHING**

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**7a Make a calendar of events at your university and write a report (about 200 words) about sport activities there.**

**7b Listen to [L6] / watch [V3] the students speaking about different kinds of activities they have while studying at Arizona State University. Make a list and report it to the group. Compare the list with the information from the calendar in ex.7a.**

## **8.READING AND SPEAKING**

**8a Skim the letter by a German student who has spent some time in an American college. What really amazed him? Why?**

*Yes i learned much about how studying is in Chicago. First of all i like to say something about the Size of Schools we are talking about The Collage was in Downtown, so it was in the middle of a big City. In Germany there is not enough Space to build the Big Buildings. There were over 4000 Students in the Collage in Downtown (They called it a little Collage)!!! And somewhere outside of the City there are even bigger and more Colleges at one "Place" (Can you imagine a College city?). So how is Studying in the Collage, well it's different. You have to know that the Students are paying about 1000\$ per Month to the Collage!!! So everyone is doing the best he or she can do. The Classes are little (about 12 People in one Group). The teacher has one Assistant (One Student of the Group) doing the Work for him on a Projector to Show the rest of the Class what to do. That's good because you learn much when you're doing the Teachers job, even if you make Mistakes. The teacher uses many Examples to make the Students understand what he's saying. Yes German universities are indeed very big too. But when you're been to the USA you know what i mean. There was a library across the street (from the college in Chicago). The Building reminds me of a large Museum, or something like that. It was about 100 m long to 50 m wide and about 8 floors high. I have never seen a Library like that in Germany.*

**8b There are some mistakes in the letter. Can you see them? Rewrite the sentences correctly. Then exchange your corrections with your classmate.**

**8c Scan the letter again and answer the questions.**

1. Name three things that surprised this German student at Chicago College.
2. Do you think it is good to have Assistants in class? Why or why not? Give reasons.
3. How big are classes in this college? Compare their size with students' groups in our country.
4. Do you find interesting his ideas about the libraries? Do we have such huge libraries in our country?

### 8d Compare and contrast.

**Read one more opinion about American University. What do these letters have in common? What struck both authors of the letters?**

*18th March*

*A young man I know here called Bud is at Harvard and he took me round his University. It is a wonderful place; the rooms were magnificent, beautifully lighted, sound-proofed and air-conditioned. The furniture, the carpets, the curtains might have been in a first-class hotel. There are splendid libraries and the laboratories are some of the most up-to-date and best equipped in the world. And yet – I know you'll hardly believe it of me, but it's true – I thought longingly of the beauty of those colleges at Oxford and Cambridge with their old, "weather-worn stone," their oak-paneled rooms with their long bare dining-table, and above all with their lovely gardens and lawns.*

**8e Role-play: Make a dialogue between Student A who has studied at an American college / university and Student B who is going to take a course in this very college.**

**Questions below can help you:**

1. What are the more popular extracurricular activities (or ask specifically about the activity you are interested in)?
2. Are you able to study in your dorm room?
3. Do many students go home or away on weekends?
4. Are professors accessible outside of class?
5. Are campus jobs available?
6. Were you able to register for all the classes you wanted?
7. If you were to do it again, would you choose this college?
8. Did you receive financial aid?
9. What is the social life like at this school?

**8f Think of any other questions you would like to ask if you were a freshman at an American college or university. Try to make questions of different types.**

## 9. READING AND WRITING

**9a Look through the following tips how to survive in an American college or university.**



### TEN TIPS YOU NEED TO SURVIVE IN COLLEGE

1. If you haven't already registered, **try not to schedule back to back classes.**

You'll wear yourself out besides missing the best times to study - right before and right after class.

**2. Begin the first day of class.** Know what's expected of you. Take notes from the first day even if it is routine stuff you think you already know.

**3. Establish a routine time to study for each class.** For every hour you spend in class, you will probably need to study two hours outside class. Studying for each subject should be at the same time, at the same place, if possible. Study includes more than just doing your homework. You will need to go over your notes from by class, labeling, editing, and making sure you understand them. Study your syllabus daily to see where you are going and where you have been. Be sure to do reading assignments. (Don't put them off just because there's not a written assignment.) Read ahead whenever possible. Prepare for each class as if there will be a pop quiz.

**4. Establish a place to study.** Your place should have a desk, comfortable chair, good lighting, all the supplies you need etc., and of course, should be as free of distractions as possible. It should not be a place where you routinely do other things. It should be your study place.

**5. Do as much of your studying in the daytime as you can.** What takes you an hour to do during the day may take you an hour and a half at night.

**6. Schedule breaks.** Take a ten-minute break after every hour of study. If possible, avoid long blocks of time for studying. Spread out several short study sessions during the day.

**7. Make use of study resources on campus.** Find out about and use labs, tutors, videos, computer programs, and alternate texts. Sign up for an orientation session in the campus library and computer facilities. Get to know your professors and advisors. Ask questions. "I didn't know," or "I didn't understand" is never an excuse.

**8. Find at least one or two students in each class to study with.** Studies show that students who study with someone routinely make better grades. You will probably find yourself more motivated if you know someone else cares about what you are doing in the class. Teaching a concept or new idea to someone else is a sure way for you to understand it. Studying in a group or with a partner can sometimes become too social. It is important to stay focused.

**9. Study the hardest subject first.** Work on your hardest subjects at a time when you are fresh. Putting them off until you're tired compounds the problem.

**10. Be good to yourself.** Studying on four hours of sleep and an empty stomach or junk food diet is a waste of time. Avoid food and drink containing caffeine just before or just after studying.

**9b Compose your list of ten tips giving advice how to survive in our university.**

**9c Write a letter to your parents or friends about your ways of surviving college / university.**

## **10.SPEAKING**

**10a Role play:**

**Student A is a sophomore and is giving some good advice to Student B who is a freshman and wants to know about his/her future student's life.**

**Words below can help you.**

Extracurricular activities, dorm, campus jobs, to register for the classes, financial aid, facilities, to meet demands, get around campus, get involved, campus activities, resident director, housing officials, diverse opportunities, to swap rooms, to "hang out" with classmates, social and educational programs, clubs and organizations, students with similar likes and talents, club athletics.

## **11.READING, SPEAKING AND LISTENING /WATCHING**

**11a Read the text below and consider the headings for each paragraph. Compare this information with your ideas about campus life of universities in the United States.**



### **CAMPUS LIFE AND RESIDENCE HALL IN US**

**A.** Campus housing in the USA is guaranteed for all students, who maintain a 1.8 cumulative grade point average (GPA). Any student whose GPA drops below a 1.8 may apply for an exception to the policy. If an exception is not granted the student must vacate his/her space in campus housing.

**B.** Although one can stroll from one end of campus to the other in just 10 minutes, there are usually many trees and beautiful grassy malls. In addition to classrooms, laboratories and residence halls campus facilities may include a student center, art gallery, chapel auditorium, bookstore, fitness center, library etc. There is also a satellite to receive international broadcasts and computer labs with free e-mail and Internet access for students.

**C.** As a rule campus has several residence halls available for students. University residence halls in the USA can include suites, apartments, or other options. Some residence halls are reserved for females or males while the others are coed by floor. Frequently first year, transfer and upper-class students live in different buildings. Residence halls in US differ in style. There are modular style, balcony style, commons style, corridor style, ramp style and apartment style halls (each apartment consists of two bedrooms and two bathrooms, a living room, a dining



area, and a fully equipped kitchen). Suite style halls, which combine the benefits of a traditional residence hall with the apartment-style housing, are mostly popular. These halls are comprised of two bedrooms connected by one bathroom. Residence halls accommodate one-four people per unit, and feature many modern conveniences, such as laundry facilities, computer labs, study rooms, TV lounge and Internet access. Handicapped accessible rooms are available almost in every residence hall; they are located on the ground floor as there are no elevators in four-five storied buildings. Rooms are sparsely furnished, so students may provide the things that will make them feel like at home.

**D.** As a rule over 90% of the students live on campus. Residential life at the university cultivates the social, physical, and intellectual development of students by creating a community atmosphere in which growth and responsibility are encouraged and supported by the staff. Residence Hall Staff may consist of several full time professionals who live in the residence halls: Residence Hall Director, an Assistant Director for First Year Experience, Residence Coordinators and a graduate assistant, Academic Teaming Assistants. Resident Assistants live on every floor being available during business hours, on call in the evenings. They hold regular floor/wing meetings to provide information, discuss planned and potential programming, talk about community standards on the wing, provide programs designed to help students make connections and participate in the hall and floor community. Information at the meetings is often vital: what to do to change rooms; how to check out at the end of the semester; how to evaluate your resident assistant; how to go through the room selection process. Academic Teaming Assistants are available for tutoring, and assistance in forming study groups. They also coordinate educational programs and bring faculty members to the residence halls to interact with students outside of the classroom. The front desk of every traditional residence hall is attended from 8:00 am until midnight by a Desk Assistant — a student trained in security and guest procedures, and from midnight until 8:00 am by a Security Officer. Security staff is on duty 24 hours a day in residence halls and across campus.

**E.** Dorm life provides the foundation of the social life. Usually campus is alive with an array of theater, dance, and music performances, as well as movies, guest speakers, and the activities of clubs and organizations. Student government, political and community service organizations, newspaper, yearbook, and a pep band are just a few of the student organizations that keep life on campus interesting and fun.

**F.** The Department of Housing and Residence Life believes that living in a residence hall is a valuable educational experience. Students learn and refine life skills in an environment that exposes them to great diversity of lifestyles. The

residence hall experience is one that compliments the classroom experience. Students have opportunities to apply what they learn, to question each other, study with each other and attend programs and activities designed to facilitate learning. The students and staff who reside in the halls create the environment, which all students have a responsibility to respect and contribute to. A GPA requirement is a tool used to reinforce the commitment expected of resident students. The Department of Housing and Residence Life actively promotes responsible decision-making and good learning habits. It is its goal to retain students with a strong interest in contributing to the learning-living environment.

**11b Answer the questions to the text:**

1. Is housing on campus guaranteed for all students in the United States?
2. What facilities does a campus typically have?
3. What types of residence halls are there in US?
4. What did you learn about Residence Hall staff?
5. How does residential life at the university cultivate the social, physical, and intellectual development of students?

**11c Discussion. Is it possible to draw a parallel between the American residence halls and Russian hostels? Do Russian hostels vary in style? Why? If you live in a hostel, describe it.**

**11d Listen to  L7 / watch  V4 the student interview. Where and why do you think this short interview is taken?**

## UNIT 5 Academic Mobility

**In this unit you will:**

<b>Read</b>	about summer courses and school experiences abroad
<b>Talk about</b>	exchange programs, summer schools and doing a language course
<b>Test</b>	your knowledge about participating in different programs
<b>Practice</b>	discussing, asking and responding, summarizing, presenting
<b>Listen to</b>	students speaking about their academic experience
<b>Write</b>	an application, an e-mail, a formal letter, a report

## 1.LEAD-IN



***“I’ll definitely miss that feeling of independence.***

You know, my parents aren't here telling me when to eat breakfast; I'm doing that. They aren't doing my laundry; I have to do that. Which is cool.”

*Daniella Dichter,  
Intermediate Program Student*

***“I feel like my friends aren't here to judge me or something.*** I'm a football player, you know, so at home I get that, 'You're a jock' thing. Here, I'm just an average Joe. There are so many options. I get to do silent reading, sign language, all these options. I'm like, 'Yes, I get to be free!’”

*Dan Luciano,  
Intermediate Program Student*



**1a Look at the pictures and messages and discuss with your partner: what idea unites them.**

**1b Can you explain the term “academic mobility”? If “yes”, please, answer the question: “Why do people go somewhere (far from home) to study?”**

**1c Translate into English the following sayings:**

- ✓ Стремись завоевать не мир, а его знание. *(Туркменская пословица)*
- ✓ Мудрец известен знаниями, а не происхождением. *(Ассирийская пословица)*

- ✓ Знание - сокровище, которое повсюду следует за тем, кто им обладает. (*Китайская пословица*)

## 2.READING AND SPEAKING

**2a Read the article written by the students of Voronezh State University. Put the paragraphs in the right order.**

**2b Discuss with you partner:**

1. Are such exchange programs useful and practical?
2. What do you like / don't you like about this type of studying?
3. What would you like to study / visit in a foreign country if you participated in such a program?



### A month in Great Britain

**A** Every day we had morning and evening classes. The morning classes were usually based on topics related to British culture such as the monarchy, crime and punishment, education, art and fashion, food and drink, the media. We practiced all language skills, but concentrated on improving our ability to speak and understand English in a wide range of situations. In the afternoons we continued the discussion of the morning topics or prepared our project works. It was very interesting to do the projects because it was in the form of the survey: we asked people in the streets the questions on a particular theme and then at the lesson we shared our information with other students in the class. All the teachers were very friendly, creative and artistic. When we didn't understand anything they would always help us and try to explain the material very clearly.

**B** Last summer thanks to the support of the faculty of foreign languages we had a great chance of developing communication skills in English doing the course called «English language and culture» at the University of Bath. This course was like entertainment because it was full of creative tasks and games which are very helpful when you are studying English. It was aimed to expand the knowledge of students from different countries about the English language and culture. We studied in the same group with people from China, Italy and Spain. It was a fantastic opportunity to learn not only amazing facts about the English culture but about customs and traditions of these countries as well as we were working in pairs during the lesson discussing different things, exchanging the opinions about different subjects.

**C** And of course we spent a lot of time walking along the streets of Bath. It is one of those rare cities which are very easy to fall in love. Two thousand years ago, with most of the world at their feet, the Romans recognized the unique qualities of Bath and settled there. It is a little wonder: set in a sheltered valley, surrounded, like Rome, by seven wooden hills and nourished by Britain's only natural hot springs, it is to this day a natural heaven.

**D** There were special people, the so called student helpers, who assisted us in difficult situations and gave us valuable advice. They were also responsible for the social program which included such evening activities as cinema trips, sports activities and weekend visits to different places of interest. During 4 weeks we managed to visit Cardiff, London, Oxford, Bristol, Stonehenge and Salisbury, Cheddar Gorge and Wells, Stourhead garden.

**E** We also experienced a taste of history at the oldest house in Bath – «Sally Lunn's». The world famous buns are still baked by hand to Sally Lunn's original secret recipe.

**F** This comfortably sized city is packed with places to visit. First of all we visited the Roman Baths built around the natural hot spring which temperature rises to 46°C. The remains are remarkably complete and among the finest in Europe. They include sculptures, coins, jewellery and the gilt bronze head of the goddess Sulis Minerva, which is considered to be the symbol of Bath.

**G** Bath is a birthplace of Jane Austen that's why we went to the Jane Austen Centre which celebrates Bath's most famous resident with a permanent exhibition with displays of her life and family, unique photographic enlargements, elegant costumes, a specially made film, well-stocked Gift shop and much more.

**H** We are sure that there is no girl who could pass such a place as the Museum of Costume, the finest museum of fashionable garments in the world. The story of fashion over the last 400 years is brought alive there. We could see the displays which include 200 dressed figures to illustrate the changing styles in fashionable clothes from the late 16th century to the present day.

**K** We are convinced that we will never forget this trip because it was our first visit abroad and it impressed us greatly. We were not only able to see so many picturesque and beautiful places of England, but we could touch the English culture as well.

**J** *Kate Podkolzina,  
Irina Zotova*

*Department of Romance and Germanic Philology*

**I** So if you want to spend a month in the unique natural resort and improve your English at the same time, don't hesitate - go to Bath!!!

**2c** Some of the paragraphs in the article sound like pieces of advertisement. Find them. Which of the “ads” appeals to you most of all? Why?

**2d** You are going to read an article by the students of Voronezh State University who studied in summer school in Europe.

How much do you know about summer schools in Europe? Are there any opportunities for students of different countries to have summer schooling in Russia?

Read the text. Consider the headings that you think best summarize each paragraph.



### Summer School in Italy

**A** Hot summer 2004. August. Students are enjoying themselves on the beaches in Crimea and (of course!) at the native river Usmanka. But as for my friend and me, we decided to... study. Well, we are normal students and like to have a rest. But to spend 5 weeks in Italy, training your English and Math with an opportunity to visit Rome, Florence, Venice; to live in a small picturesque Italian town – I think all this justify our “crave” for studying during summer holidays.

**B** Our summer courses took place in an ancient town, called Perugia from the 2<sup>nd</sup> of August till the 4th of September. We attended classes in Probability and Statistics: two lectures in the morning and one seminar after traditional “siesta”. This long afternoon Italian rest is justified: it's really difficult to make yourself do something in such heat. Though Italians said that we were lucky: this summer wasn't hot - “only” +35<sup>0</sup>C - +40<sup>0</sup>C.

**C** As the summer school which we attended is international, lectures were in English. It happened so that our group consisted mainly of Italian students and our both lecturers were also Italian. So the most complicated problems were explained in Italian, which, of course, wasn't easy for us. But we had another advantage – nobody could understand Russian. So we could prompt our Russian friends who came to the blackboard (there were five of us from Russia). There was a French boy in our group, who knew neither English nor Italian. But he was

really clever and knew Math well. As a result, he somehow understood the lectures and the lecturers sometimes understood him. So not only English can be an international language.

**D** This International Mathematical Summer School in Perugia has existed for 30 years already. Professors from Germany, the USA, Israel, Hungary are invited to lecture there. Our lecturers Pietro Rigo (Siena University, Italy) and Alberto Gandolfi (Florence University, Italy) attended these summer courses correspondingly 15 and 30 years ago as students and this year returned to lecture there.

**E** Pietro Rigo, who was teaching Statistics, was apologizing constantly for his bad English (his pronunciation of English words wasn't clear even for Italian students) and often repeated that Russian Mathematical School, especially in Probability was always very strong. Once he asked us to write the Russian equivalent of "Probability" and said that he recognized this word as he knew Russian magazine with such title. As for the other professor, Alberto Gandolfi, he said, when he was 30 years ago in this school he was studying all the time. No wonder both his Math and English were so good. Every lesson he gave us a written homework and provided us with a lot of extra information about the topics we were studying. At the end of the course we had so many copies from different books that our luggage became 3-4 kg heavier.

**F** There is a good tradition in the school to organize a party for every group. So at the beginning of the course we went out for dinner twice – with Statistics and Probability's groups and, of course, with our lecturers. As these two mathematical subjects are closely connected, almost all who listened to one subject, also attended classes in the other one. So we had a very friendly international company. We still keep in touch with some of our new friends: share photos and recall our "hot" days in Perugia.

**G** At the end of the courses we had control tests (with such strong Russian mathematical school and clever new friends we couldn't fail them) and the final party with the staff of the school and all the students.

**H** During our stay at the school we were torn between the necessity of not changing the opinion about Russian mathematical school for the worst and the wish just to enjoy holidays abroad. As for us we still don't know what was more important for us: the knowledge we got or the impressions of being there. As Italians say: "Chi vivra', vedra..." (Let's live and we will see).

**I** Being in the country with such ancient history we couldn't lose an opportunity to get acquainted with its great culture and feel the spirit of this country. No wonder that impressions overwhelmed us.

Here are some of the brightest... During our stay in Italy we plunged into the total calmness of the small ancient town Assisi. It is situated on the mountain and when you are higher than clouds and everything at the bottom is unnaturally small you feel absolute freedom and only a huge old castle at the very top reminds you that you are not alone. We were also able to visit the Adriatic Sea and have a real rest, lying on the beach, swimming and enjoying the nice views of mountains, ships and the company of our new friends.

**J** Of course we would never forget the ancient town Perugia, where we walked every evening, went shopping, talked with our Italian friends. One of our brightest recollections of Perugia is the festival of light and water, when at the central square there were built many fountains, there was the music of the symphony orchestra and a great presentation with the scenes from the history of Italy. We brought a lot of souvenirs to remind us about our admirable Italian holidays. And the most valuable present, which we brought home, are our Italian friends.

*Dasha Vorogushina  
Ann Zenchuk  
Forth year students of AMM*

**2e Answer the questions:**

1. What questions would you like to ask these students about their trips?  
Think of 10 possible questions.
2. Were you amazed by some information?
3. What was predictable / unpredictable about their trips?

**2f The authors of the article originally mentioned about:**

- One more very interesting and unusual place is Vatican.
- Being in Italy you are impressed by the Colosseum.
- The main street of Rome is via del Corso, it stretches from Piazza Venetia to Piazza del Popolo... We were a little bit surprised to see the monument to A.S. Pushkin and N.V. Gogol there.
- A walk in Venice is like a small trip, when you may visit many islands, have a water walk by canals.

**Find in the Internet some information about these sights. Share it with your group mates.**



**2g Make the plan of the article and summarize it in 15 – 20 sentences taking into consideration your plan.**

**3.READING AND SPEAKING**

**3a You’ve got an invitation to participate in the Utrecht Summer School.**

What information will you ask about if you have a talk with the representative of Organizing Committee:

Firstly?

Secondly?

Afterwards?

(For help look at the box below.)

Courses /About Utrecht & NL / Housing / Social Program / Application / Contact us

**3b Here is some information you’ve got from a leaflet about the Utrecht Summer School. Be ready to inform your group mates about the program in general.**



**130 fascinating courses. Don't wait - apply now!**

Utrecht University (the Netherlands) presents the 2010 edition of the Utrecht Summer School. The program is more elaborate than ever before. The selection is characterised by strong, **academic summer courses** on a very wide range of subjects.

<p><b><i>Courses (see below)</i></b> 130 academic courses, in all disciplines Utrecht University is offering. Lasting 1 to 6 weeks. European Credits provided for most courses.</p>	<p><b><i>Social Program (see below)</i></b> Social activities, including sports, museum visits, drinks, city trips, parties and even our own film festival!</p>
<p><b><i>Accommodation/ Housing (see below)</i></b> If you like, we can arrange fully furnished student accommodation for you. Safe rooms, close to the university.</p>	<p><b><i>About Utrecht (see below)</i></b> With 65.000 students Utrecht is a real student city. Utrecht has a historical city center and a state-of-the-art university campus.</p>

## **Courses**

Culture : Humanities / history / society / media

Art & Design: Art history / performing arts / architecture / design

Language: Dutch, Spanish, English, Italian, German / linguistics

Social Sciences: Conflict, peace studies / geosciences / education

Law & Economics: Business (skills) / human rights / justice / econometrics

Science: Mathematics / physics / informatics / earth sciences

Life Sciences: (Veterinary) medicine / pharmacy / chemistry / healthcare

## **Housing**

### **ABOUT THE ACCOMODATION**

Utrecht, with approximately 300,000 inhabitants, is the fourth largest city in the Netherlands. It is centrally located, very lively and offers all the advantages of a large city. Utrecht has long been a highly popular place to live, work and study, and as a result, accommodation is in high demand.

Finding accommodation in Utrecht is no simple feat. Owner-occupied houses are expensive, rents on the private market are rather high and you have to be on a waiting list for a few years before qualifying for a Council house. Many Dutch students and staff members have to commute for a year or more between their place of residence and Utrecht before they manage to find accommodation in Utrecht. Therefore, most Summer Schools offer temporary housing. Often the housing is included in the course fee.

### **ABOUT THE ROOMS**

The student accommodations that are reserved for Summer School students are located throughout the city. All accommodation is situated within easily accessible distances from various educational institutions. They are in the University Centre the Uithof, in the city centre of Utrecht or its suburbs.

All rooms are fully furnished and decorated, and include crockery, cutlery, cooking utensils, cleaning materials and bedding. The rooms are either single or double rooms with shared facilities. Student cafeterias are mostly closed during summer, but in your residence kitchen you can find everything you need to cook a nice (Dutch?) meal\*.

### **HOUSING PROCEDURE**

Summer School generally tries to house students from one course in the same accommodation. Students from other courses might be housed together in the same building as well, which gives you the great opportunity to meet international students from other disciplines.

There are no standard combinations of specific courses and student accommodations. The housing of students of each course depends on the duration of the course and its number of participants.

Housing is provided from the Saturday before the course starts, until 12 noon on the last Friday of the course. In case the course ends on a Thursday, your lodging is still available until the Friday.

### Social program

Utrecht Summer School not only offers you a fine selection of interesting courses in all kind of disciplines, it also aims at giving the participants an unforgettable stay. Therefore we invite all students during the months July and August to an attractive social program, including excursions, sports and social gatherings and festivities. The activities will provide the perfect setting for you to meet international students from other summer school courses and to get to know your classmates better!

Because of reservations that have to be made, some activities require that you subscribe beforehand. You can recognize these by the red logo (R). Subscribe early: some activities only offer access to a limited number of people!

### Social programme 2010:

Date	Time	Type	Activity	
------	------	------	----------	--

#### WEEK 1

Mon 05-07	14:30	<b>Cultural</b>	Introduction to Utrecht City	» Info
Mon 05-07	16:30	<b>Film</b>	Film: Love is All	» Info
Tue 06-07	19:30	<b>Social</b>	Semi-final World Cup Football	» Info
Tue 06-07	21:00	<b>Social</b>	Weekly Drink	» Info
Wed 07-07	17:00	<b>Social</b>	Official Opening Ceremony	» Info
Wed 07-07	19:30	<b>Social</b>	Semi-final World Cup Football	» Info
Thu 08-07	19:30	<b>Sports</b>	Sports Night & BBQ	» Info
Sat 10-07	09:30	<b>Cultural (R)</b>	Discover Holland Day	» Info & Tickets
Sun 11-07	09:30	<b>Cultural (R)</b>	Kröller-Müller & National Park	» Info & Tickets
Sun 11-07	19:30	<b>Social</b>	Final World Cup Football	» Info

**3c Here is some information about particular events of the programme. Choose the one you would like to participate in. Explain why.**


#### Introduction to Utrecht City

<b>Date</b>	Monday 05-07-2010
<b>Time</b>	14:30 - 16:30
<b>Meeting point</b>	Summer School Office
<b>Price</b>	€ 0.00
<b>Availability</b>	No registration required, come to meeting point



Welcome to Utrecht! In groups of approximately 15 students you will explore the city. A Dutch student will lead the way. You will see all kinds of interesting places as you walk alongside the canals through the historical city center, such as the Dom Tower, the place where we will have a drink each week, and so on. The walk will end by movie theater 't Hoogt, where every Monday students attending Utrecht Summer School can watch a Dutch movie for free!

## Sports Night & BBQ

<b>Date</b>	Thursday 08-07-2010
<b>Time</b>	17:00 - 22:00
<b>Meeting point</b>	Sports Center Olympos, Uppsalalaan 3, Utrecht
<b>Price</b>	€ 6.00
<b>Availability</b>	Tickets sold out!
	<p>Bought a Sports Card, but don't know anyone to play tennis/squash/beachvolleybal/fitness/soccer with? Here's your chance to play these sports and meet new opponents and teammates. A part of sports center Olympos is reserved especially for Summer School, so even if you haven't bought a Sports Card you're welcome to join: maybe you even decide to buy one after this!</p> <p>And what's better than a barbecue to conclude your evening of sports? Nothing, right? The barbecue starts at 7 pm and needs registration beforehand. Beef, pork, chicken as well as vegetarian salads are served. Please note that the ticket you can order here is for the barbecue only, you can decide whether you want to go to both. Don't forget to bring your Summer School keycord! It gives you an interesting discount on drinks!</p>

## Kröller-Müller & National Park

<b>Date</b>	Sunday 11-07-2010
<b>Time</b>	09:30 - 17:00
<b>Meeting point</b>	» <a href="#">Moreelsepark</a>
<b>Price</b>	€ 30.00
<b>Availability</b>	Tickets sold out!
	<p>The Kröller-Müller Museum is a museum for modern art. It lies in the middle of National Park 'de Hoge Veluwe'. It offers a considerable collection of paintings by Vincent van Gogh, such as Caf� Terrace at Night and Potato Eaters, making it the second-largest collection of Van Gogh paintings in the world. It also houses paintings of many modern artists, such as Piet Mondriaan and Pablo Picasso. The Museum is also famous for its large sculpture garden, within the forest park, of more than 75 acres. It is one of the largest and most famous sculpture parks in Europe.</p>

After visiting the museum and sculpture park, you can grab a free bicycle, and explore the beautiful surroundings of the National Park. The park consists of 5.500 hectare woodland, heathland, grassy plains and sand drifts, and is the natural habitat of deer, mouflons and wild boars.  
Transport, lunch and entrance fees are included.

**=== Please keep in mind that the bus leaves at 9.30 from Moreelsepark, NOT FROM JANSKERKHOF. All participants have to be there at 9.15 ===**

**3d Find in the Internet the information about other events and report them to the group.**

**3e In groups of 3 – 4 discuss: What are (from your point of view) the advantages and disadvantages of this particular summer school and such form of education in general. Prove your answer to the class.**

#### **4.WRITING**

**4a Fill in the Application Form for the Utrecht Summer School.**

Both online application and payment are available for the course **Dutch Culture: Society and Current Issues**. Proceed by creating a personal user account.

You can use your account for multiple course applications. If you already have an account please log in. If you do not have, then create your **User Account**.

#### **CREAT A USER ACCOUNT**

<b>Account info</b>	
Email address *	
Password *	
Re-enter password *	
Personal information	
First name *	
Middle name	
Last name *	
Gender * (Male /Female)	
Date of birth *	
Passport number *	
Health problems	
Nationality *	
Address 1 *	
Address 2	
ZIP/Postal code *	
City *	

Country * <i>Include country + area code</i>	
Phone number *	
Phone number 2	
Emergency contact person	
Phone number emergency contact person	
Educational background	
Educational background	
Major/main field of study * If applicable	
Year/level	
Home university	
Have you ever studied Dutch? *	
Source	
Where did you learn about the Utrecht Summer School? *	
Is this the first time you are attending Utrecht Summer School? *	

*Please read the Frequently Asked Questions first.  
Order the free 2010 program brochure*

**Utrecht Summer School**  
 PO BOX 80148  
 3508 TC Utrecht  
 The Netherlands  
 Phone: + 31 30 253 4400  
 Visiting address:  
 University College Campus  
 Kriekenpitplein 21-22  
 3584 EC Utrecht



## 5. READING AND SPEAKING

**5a Get acquainted with Frequently Asked Questions. Find the answers to them.**

### APPLICATIONS

- How do I apply?
- Until when can I apply for a course?
- Are there any scholarships available?
- How do I apply for the exchange courses (for Dutch students)?
- Do I need a visa? How do I arrange it?
- I have been accepted for a course, what to do now?

- Can you send me a letter of acceptance?
- How can I pay the course fee?
- Can I get a refund if I have to cancel?
- I have transferred the money, but the status of my application is still 'not paid'

### **CREDITS**

- Do I get credits for the course?
- What is the equivalent of one ECTS credit?

### **LANGUAGES**

- Do I need to speak Dutch?
- Do I need to take a TOEFL test?

### **HOUSING AND STAY**

- Where do I stay?
- Are all apartments in the centre?
- Will all students that attend the same course be housed together?
- Is housing included in the course fee?
- Does the housing include kitchens and bathrooms?
- When can I move into my room and until when can I stay?
- When can I collect my keys?
- What should I do if I arrive when the key pick-up desk is already closed?

### **SOCIAL PROGRAMME**

- Is there a social program?
- Are there separate programs for all courses?

### **APPLICATIONS**

**Q:**

**A:** You will find the application form under the button "Application" at this website, and at the specific course page. For most courses online application and payment is available.

**Q:**

**A:** This varies from course to course. Deadlines are mentioned on each course page. If you apply after the given deadline, sometimes we will be able to accept you. But the course can be fully booked. In that case you are too late. If you want to be sure, please contact the contact person you find under "information and registration".

**Q:**

**A:** This differs from course to course. Sometimes you qualify for a scholarship because your university has an agreement with Utrecht University, sometimes a foundation sponsors specific target groups, and in other cases the course leader gives a waiver to a few outstanding students. It is clearly indicated at the site, under "courses".

**Q:**

**A:** Utrecht Summer School runs at least four exchange programs with Spain, Italy, Portugal and France. These courses are meant for Dutch students, especially for those with a major study in the relevant language. Online application via this website usually starts in February. See this site.

**Q:**

**A:** Please see the website of the Dutch Ministry of Foreign Affairs. Utrecht Summer School doesn't send letters of invitation to participants.

**Q:**

**A:** If you have been accepted for a course, it is still important to pay the course fee as soon as possible. Placement will be based on the order of payment (first-come first-served). If you have paid, the course director will send you pre-departure information a few weeks in advance of the course. In the meantime, we ask course directors to post their schedules on the course pages.

**Q:**

**A:** Yes, if you have paid the course fee, we can send you a Letter of Acceptance by (regular) mail. This can be useful (or even necessary) for your visa application procedure. We only send letters of acceptance to people who need to apply for a visa. Contact us to request a letter of acceptance.

**Q:**

**A:** After your application has been accepted by the course director, you will receive a payment request by e-mail. You can pay online by creditcard (Visa or MasterCard) or by wired transfer. To secure your place you should pay within 45 days after you have been accepted.

**Q:**

**A:** Costs will be owed in the event of cancellation or if the participant interrupts the course or ends it prematurely. These costs are as follows:

- If the participant cancels more than 4 weeks before the start of the course, he/she will have to pay 15% of the full course fee (including housing).
- If the participant cancels within one month before the start of the course, he/she will have to pay the full course fee.

**Q:**

**A:** International wire transfers may take up to 2 or 3 weeks to process internally. As soon as we have received your money, we will send you an email.

## **CREDITS**

**Q:**

**A:** In most of the cases we give credits. Those are ECTS credits, guaranteed by Utrecht University. It is up to your own university, however, to accept the credits in the context of your study. If you want to be sure on that, please contact your own study advisor. He or she can always contact our course leaders, in order to learn more about the content and the level of the course.

**Q:**



**A:** The European Credit Transfer System ECTS was developed by the Commission of the European Communities in order to provide common procedures to guarantee academic recognition of studies abroad. It provides a way of measuring and comparing learning achievements, and transferring them from one university to another. This is achieved through the use of a common ECTS credit unit and a common ECTS grading scale. The average course load for an academic year is 60 ECTS credits. That means that a week of serious studying is equivalent to more or less 1,5 ECTS.

## **LANGUAGES**

**Q:**

**A:** No, but it helps always if you made some effort before. We offer Dutch language courses for those who want to fully integrate into our culture!

**Q:**

**A:** No, we do not ask that. Be aware, however, that you have to be quite fluent in English. We expect you to be able to follow the lectures and to participate actively in the discussions.

## **HOUSING AND STAY**

**Q:**

**A:** All students will stay in one of the apartments for guest students. It is not possible to choose one of the locations yourself. For more information about the housing locations, see [Housing](#).

**Q:**

**A:** They are never far away. Not more than 20 minutes biking from the university buildings. Most of them are closer.

**Q:**

**A:** We try to put students that are doing the same course as much as possible together. In order to manage that, we allocate rooms and apartments at the moment we know the right numbers. Therefore we guarantee lodging, but you will know quite late the exact place. At any rate you will be lodged together with other Summer school students.

**Q:**

**A:** In most of the courses: yes. Have a look under "Fee".

**Q:**

**A:** There is always at least a shared kitchen and a shared bathroom. Some rooms have even their own services. For more information about the housing locations, see [Housing](#).

**Q:**

**A:** Housing is provided from the Saturday before the course starts, until 12 noon on the last Friday of the course. In case the course ends on a Thursday, your

lodging is still available until the Friday. Rooms are available for the course period only; extending the renting period is not possible.

**Q:**

**A:** The key pick-up desk is open on Saturday and Sunday from 12 PM to 4.30 PM.

**Q:**

**A:** You can stay in a hostel for one night and pick up your key the next day. You may also try to find a class mate to pick up your key.

## **SOCIAL PROGRAM**

**Q:**

**A:** Yes there is. See Social Program for more info.

**Q:**

**A:** No, we always try to make students from different countries and different disciplines meet. Therefore a joint social program is important, we think.

**5b Role-play. Divide the group into two parts. The participants should have time to prepare for the Role-play in advance.**

**Let Students from group A be the representatives of the Summer School Board (they should know the answers).**

**Other students (Group B) can ask FAQ (Frequently Asked Questions). They should know them, not read from book.**

## **6. SPEAKING**

**6a Find in the Internet some information about three other summer schools or courses abroad.**

What are the key factors that might influence your choice: price, location, curriculum, teachers or fellow-students?

**6b Role-play:**

**Student A and Student B are discussing advantages and disadvantages of these three summer courses.**

## **7. WRITING 1 (informal letter)**

**7a Imagine that *you* are going to participate in one of the three above mentioned summer courses. Write your *e-pal* where and when you are going, describe the features of the course, what you are going to visit in the new place and so on. Keep in mind the rules of writing informal letters.**

## 8. WRITING 2 (formal letter)

**8a Scan the letter from the Director of the Centre for English Language Studies. Then choose the correct answer to each question.**

1. What is the course about?
  - a) British culture and education
  - b) British politics and government
  - c) British life and institutions
2. What visits have been arranged?
  - a) the Houses of Parliament and the British Museum
  - b) the Scottish Parliament and Edinburgh Castle
  - c) the Tower of London and Westminster Abbey
3. When does the course begin?
  - a) 1 July
  - b) 1 June
  - c) 1 August
4. When does the course end?
  - a) 23 August
  - b) 23 June
  - c) 23 July

*Mr Manfred Lipmann  
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50670 Koln  
Germany*

*Centre for English Language Studies  
Airdale Castle  
University of Helensburgh  
Scotland  
Telephone: +44 (0) 206 548 3200  
Email: info@helens.ac.uk  
April 20 2009*

*Dear Mr. Lipmann,*

*Thank you for your letter enquiring about courses in British life and institutions. I am pleased to tell you that we will be offering such a course in our Summer School programme.*

*The course will be taught by Professor William Dawson, who has recently published a book entitled **Britain Today**, which has been highly praised by reviewers.*

*The course is suitable for anyone interested in British culture. It will cover a wide range of topics concerning British life, institutions and attitudes. These include topics such as *The Press and Media*, *Education*, *the British Sense of Humour* and *the British Film Industry*. There will be a number of guest speakers, and visits have been arranged to institutions such as the Scottish Parliament and Edinburgh Castle.*

*Finally, as you can see from the enclosed brochure, the course begins on June 1 and ends on June 23, with a farewell dinner.*

*We look forward to seeing you at the beginning of the course. If you need any further information, please do not hesitate to contact me.*

*Yours sincerely,  
Jane Goodman  
Director, English Language Summer School*

**8b Look through the “Letter conventions” below. Which of these statements are false? Correct them.**

1. A formal letter should always have a date.
2. You put the address of the person you are writing to directly under your address.
3. You should begin a formal letter with **Dear** + first name + surname.
4. If you begin your letter with **Dear** + name, you should finish it **Yours faithfully** not **Yours sincerely**.
5. You should end a formal letter by signing it, then printing your name and position.
6. In formal letters, you can use everyday language and short forms such as **I'm** and **we're**.

## 9.LISTENING AND WRITING

**9a Listen [L8] to Manfred talking to his English friend, Louise.**

**He needs more information about the course. Note down the six points which he needs more information about.**

**9b Look again at the letter from Jane Goodman and underline the phrases used for beginning and ending the letter, and offering information.**

**9c Work with a partner to draft a reply to Jane Goodman and decide in which order you are going to cover the points you've noted, and make a paragraph plan.**

**9d Work with another pair and exchange your letters. Comment on the other pair's letter, paying attention to its organization, content, language and style.**

**9e Make a final draft of your letter.**

## 10.READING AND WRITING

**10a Read an email from an e-tutor to a student who is studying on a distance-learning course and choose the correct verbs.**

Dear Julia

You have <sup>1</sup> *made /done* good progress this term with your work. <sup>2</sup>*Taking / Solving* an online course doesn't seem to have caused you any difficulties. You <sup>3</sup>*got / studied* good grades on both your essays even though you <sup>4</sup>*handed / took*

the second in a week late, which affected your overall grade. Please <sup>5</sup>*make/do* your best to follow the schedule or you may find it difficult to keep up.

With regard to the test that you <sup>6</sup>*failed / graduated*, remember that you are able to <sup>7</sup>*retake / remake* it at the beginning of next term. So don't forget to spend part of your winter break <sup>8</sup>*passing / revising* for it. You also mentioned that you might not be able to <sup>9</sup>*go / find* to the summer school in July. This is a really important part of the course and will help you <sup>10</sup>*get /make* a good degree, as well as giving you the chance to meet other students and your tutors face to face.

**10b Imagine you received a progress report from your English tutor. What do you think it would say? Write the report and show it to your tutor. Does he/she agree with you?**

## 11. READING, LISTENING AND SPEAKING

### 11a Study in the US: Brainstorming Pros and Cons

*Let's assume you were going to study in the United States (or that you have studied in the States) for a year. Take a few minutes to list both the potential positive and negative things about that experience. Work in pairs or groups. Nominate someone in the group to be secretary, to do the writing. Make one column for "Potential Positives" and one for "Potential Negatives."*

*Afterwards, share the results with the class. Do your positive aspects of studying in the States outweigh the negative? Take a class vote.*

**11b Listen [L9] to the text "Young Visitors from Muslim World Soak Up American Culture". Take notes of the main points of what you'll hear.**

**11c Scan the text. Compare the information you've got with your notes.**

### Young Visitors from Muslim World Soak Up American Culture



Starting a new school year is an exciting experience. But for nearly 300 teenagers who just arrived in the United States from across the Muslim world, the coming nine months will probably be *the* most exciting school year they have ever had. This group of high school students left their families and friends behind for one academic year in America.

Finding out first-hand what life is like in the United States was one of the many reasons Zahra Khalid decided to join the Youth Exchange and Study, or "YES," program. The 16-year-old Pakistani student knew about YES from an older friend who participated in it last year. "She was very excited," Ms. Khalid

says. “She said, ‘It’s a good experience to go to the United States, study there and live with an American family.’



Those great expectations are shared as well by program participants who came from other Muslim countries, including Jordan, Kuwait, Iraq, Oman, Yemen and the Palestinian territories. “I’d like to meet new people,” says one. “I expect it will give me some leadership skills and how to communicate better with people,” says another. A third Muslim teen notes, “Our English language will be improved. I’ll also have more self-confidence. I’ll have friends from another culture.” And another visiting student says, “I want to clear all the misconceptions here about my country and tell the Americans that Pakistan is a peace-loving and a peaceful country.”

Most of the students accepted into the YES program say they are excited and prepared for the academic experience ahead of them. However, Luby Ismail, who represents “Connecting Cultures,” a group that offers programs to promote understanding across cultures, says the students also have some concerns. “I think the biggest concern is, ‘Am I going to feel comfortable with my host family?’”

“**Academic Year in the United States of America,**” or “**AYUSA,**” is one of the organizations that helps implement the YES program. AYUSA spokeswoman Mary Karam says YES began in 2003. She notes that the terrorist attacks on the United States on September 11, 2001, highlighted the need to increase understanding between the Muslim world and the United States. “The YES program brings students from the Islamic World, anywhere from the Middle East and North Africa to South Asia and South East Asia,” Ms. Karam says. “It’s a very diverse program. We started in the first year of the program with 67 students, and we’ve expanded to this year’s class of 277 students.”

Ms. Karam says the program has been a life-changing experience for the students who’ve taken part. “We do a number of activities to build their leadership skills,” she says, “and to introduce them to concepts of community service, to get them involved in their host communities in a number of ways. They come being -- some of them -- uncertain of themselves, a little bit shy. And they leave really feeling empowered by this experience, more mature and more self-confident.”

And they leave behind an equally transformed host family. According to Laura Hillstrom, the YES program director, such visits also affect the local communities: “I see the tremendous impact on small-town America, on the host families, on our own area representatives and coordinators who, I’ll be honest, were a little bit resistant, some of them, and they turned 180 degrees and are just so in love with these kids, they just would do anything for them.”

Most of the students accepted into the YES program say they are excited and prepared for the academic experience ahead of them. However, Luby Ismail, who represents “Connecting Cultures,” a group that offers programs to promote

understanding across cultures, says the students also have some concerns. “I think the biggest concern is, ‘Am I going to feel comfortable with my host family?’”

Ms. Ismail’s company presented an all-day orientation for the YES students before they headed off to meet their host families. Cross-culture experts talked with them about the kinds of adjustments that would help make their stay in America a positive experience. Luby Ismail says, “We keep saying it’s essential that you open up communication from the beginning, asking the family, ‘What do you expect of me? What house chores should I be doing? How can I be a better member of your family?’ We talk to them about breaking the ice, as we say, taking the first steps, not waiting for Americans to introduce themselves. But you introduce yourself. You say, ‘Hi, my name is . . . and I’m from Syria or Lebanon or wherever the country’. They have to step out of the cultural framework of their home countries and change some of the behaviors in order to survive and be successful.”



By the end of the nine months, AYUSA’s Mary Karam says, the bonds between the visiting students and their classmates, teachers and host families are usually very strong: “One Iraqi student that left last year actually said, ‘I didn’t cry when I left my natural family, but when I left my host family I cried like a baby.’” As the visiting students embark on a journey to find family, friends and home away from home, many of them say they will do their best to make this school year as memorable and successful as they can.

### **11d Foreign Students in Russia: Discussion**

*It’s always difficult to be a student living overseas.*

Do you know of any Muslims studying in your city or university? Many Africans from Kenya and Nigeria come to Russia to study. What do you know about their lives? Do you think life is easy for them? Can they become Russian eventually? Are they accepted?