

UNIT 3

EDUCATION

PRE-TEXT EXERCISES

EXERCISE 1 *Practise reading the following words and collocations.*

- a) crisis; science; either; indiscriminately; throughout; blithely; unfortunately; detour; ignorance; carefully; thoroughly; mankind; demeaning; weight; sufficient; rigorous; decay.
- b) increasingly widespread acceptance; intense physical training; mental exertion; a continuous source; genuine challenge; a muddled economics paper; an incompetent laboratory performance; misguided policies.
- c) faculty and administration; self-discipline and hard work; pleasure and delight; pain and frustration; joy and ecstasy; to read intelligently and think precisely; to speak fluently and write clearly; cooperative and sensitive; well-founded and constructive.
- d) on the brink of chaos; to yield to pressure; a man of real integrity; to achieve without effort; thought equally foolish; baffled by intellectual subtleties; experienced without toil; evaluation of faculty; the success of a democracy; to ingratiate themselves with the students.

THE AIMS OF EDUCATION

American higher education stands on the brink of chaos. Never have so many spent so long learning so little.

The present crisis stems from the increasingly widespread acceptance among faculty and administrators of the fatal educational principle that a student should not be required to do any academic work that displeases him. If a student prefers not to study science or history or literature, he is allowed to attain his degree without studying any science, history, or literature.

If he prefers not to take examinations, he either makes special arrangements with his instructor or else chooses his courses from among the ever-growing number that involve no examinations. If he prefers that his work not be graded, he arranges in most or all of his courses to receive an undifferentiated pass or fail. If he is concerned about obtaining high grades, he selects his teachers from among the many who have yielded to student pressure and now indiscriminately award As to virtually everyone. As the dean of Yale's Morse College recently remarked of her students. "They get a B and they bawl. It takes a man or woman of real integrity to give a B."

Throughout the country the attempt is being made to provide students with what is advertised as a 'liberal education' without requiring of them the necessary self-discipline and hard work. Students have been led to believe they can achieve without effort, that all they need do in order to obtain a good education is skip blithely down the merry road to learning. Unfortunately, that road is no more than a detour to the dead end of ignorance.

- 5 We must realize that becoming an educated person is a difficult demanding enterprise. Just as anyone who spoke of intense physical training as a continuous source of pleasure and delight would be thought a fool for we all know how much pain and frustration such training involves, so anyone who speaks of intense mental exertion as a continuous source of joy and ecstasy ought to be thought equally foolish for such effort also involves pain and frustration. It is painful to have one's ignorance exposed and frustrating to be baffled by intellectual subtleties. Of course, there can be joy in learning as there can be joy in sport. But in both cases the joy is a result of overcoming genuine challenges and cannot be experienced without toil.
- 6 It is not easy to read intelligently and think precisely. It is not easy to speak fluently and write clearly. It is not easy to study a subject carefully and know it thoroughly. But these abilities are the foundation of a sound education.
- 7 If a student is to learn intellectual responsibility, he must be taught to recognize that not every piece of work is a good piece of work. In fact, some work is just no good at all. A student may be friendly, cooperative and sensitive to the need of mankind, but he may nevertheless turn in a muddled economics paper or an incompetent laboratory report.
- 8 And that he means well is no reason why he should not be criticized for an inadequate performance. Such criticism, when well-founded and constructive, is in no way demeaning, for the willingness to accept it and learn from it is one mark of a mature individual. Yet criticism of any sort is rare nowadays. As student opinion is given greater and greater weight in the evaluation of faculty, professors are busy trying to ingratiate themselves with the students.
- 9 Indeed, college education is gradually coming to resemble the Caucus-race in "Alice's Adventures in Wonderland" in which everyone begins running whenever he likes and stops running whenever he likes. There are no rules. Still everyone wins, and everyone must receive a prize.
- 10 A democracy, however, cannot afford to transform its educational system into a Caucus-race, for the success of a democracy depends in great part upon the understanding and capability of its citizens. And in the complex world in which we live, to acquire sufficient understanding and capability requires a rigorous education. If we fail to provide that education, we shall have only ourselves to blame as misguided policies in our universities contribute to the decay of our democracy.

(from *If At First You Don't Succeed, Quit* by STEVEN CAHN)

ACTIVE VOCABULARY

1. achieve (v)

~ smth: ~ one's aim, ~ improvements, ~ increase in payment, ~ complete understanding - достичь своей цели, добиться улучшения, повышения зарплаты, полного понимания.

achievement (n)

certain ~: highest ~, remarkable- наивысшее достижение, выдающееся достижение

2. acquire (v)

- smth: ~ a habit, - knowledge, ~ significance, - status - приобретать привычку, знания, значимость, статус **acquisition (n)**

certain ~ : valuable- - ценные приобретения -
of skills - приобретение навыков

3. arrange (v)

~ smth: ~ words in certain order "- располагать слова в определенном порядке
~ for / about smth: - for a meeting, ~ about a reception - организовывать встречу, подготовиться к приему

arrangement (n)

certain—: special -, security ~s - особая договоренность, меры безопасности
to come to some

- достигнуть договоренности

4. attain (v)

- smth: ~ an optimum level, ~ a desired goal, - a degree - достигнуть оптимального уровня, добиться желаемой цели, получить диплом

5. attempt(n)

certain ~ : futile ~; successful ~ - тщетная, успешная попытка at the third — - с третьей попытки

6. challenge (v)

~ smb: This difficulty ~d us to find a new method - Эта трудность заставила /подвигла нас искать новый метод

~ smth.: ~ the rightness, ~ legality - оспаривать правоту, законность

challenge (n) certain ~: genuine ~ - подлинная трудность,

big ~ - существенная проблема

challenging (adj) -job - интересная работа ~
problem - трудная, но интересная проблема

7. ignore (v)

~ smth: ~ laws, ~ preliminary arrangements - игнорировать законы, предварительные договоренности

ignorance (n)

certain ~: complete - - полное невежество / незнание

- of smth: - of the situation - незнание ситуации

ignorant (adj)

to be ~ of the fact, to be ~ of the reasons - не знать о факте, о причинах to be ~ about smth - быть невежественным в какой-либо области He was ignorant of the fact. = He did not know about it. He ignored the fact. = He knew about it but paid no attention.

8. involve

~ smth: ~ expenditures; ~ significant changes - повлечь расходы, значительные изменения

~ smth: ~ qualified personnel; ~ funds - привлекать квалифицированный персонал, фонды

be / get ~d in smth: ~ a heated debate; ~ a conflict - быть втянутым / вовлеченным в горячую дискуссию, конфликт ~ the development of new software - заниматься разработкой нового программного продукта

involved (adj) ~ explanation; ~ problem - сложное объяснение, проблема

9. obtain (v)

~ smth: ~ adequate information; ~ positive results

получать соответствующую информацию, положительные результаты

~ smth: ~ knowledge, ~ experience - приобретать знания, опыт

be ~ed in some manner: the results were obtained with great difficulty - результаты были получены с большим трудом

10. opinion (n)

certain ~: personal ~ ; public ~ - личное мнение, общественное мнение

to give / express one's ~ - выражать собственное мнение

to confirm the ~ - подтвердить мнение

to be of the ~ - считать

to have good / bad / high / low ~ of smth./ smb. - быть хорошего / плохого / высокого / невысокого мнения о чем-либо / ком-либо

difference of ~ - различие во взглядах

~ poll - опрос общественного мнения

in my ~ - я думаю...

11. realize (v)

~ smth: ~ forthcoming difficulties; ~ the risk - осознавать предстоящие трудности, риск — smth: ~ a project; ~ a profit - реализовать проект, прибыль

12. receive (v)

~ smth: ~ extra income; ~ unemployment benefit; ~ a lot of attention; ~ medical treatment - получать дополнительный доход, пособие по безработице, удостоиться внимания, получать лечение

13. receipt (n)

to make out a ~ - выписать чек,
on ~ of (formal) - по получении чего-либо

receipts (n) - банковские поступления

14. require (v)

~ smth: ~ comment; ~ explanation; ~ careful consideration; ~ an immediate solution - требовать комментариев, объяснения, тщательного рассмотрения, немедленного решения

smth is ~d: detailed analysis is ~d, further discussion is ~d - требуется детальный анализ, дальнейшее обсуждение

requirement (n)

basic ~ - основное требование

to meet / satisfy the ~s - удовлетворять требованиям

15. recognize (v)

~ smth: ~ a fact; ~ a difficult position - признать факт, трудное положение

~ symptoms - распознать симптомы

recognition (n)

certain ~ : world ~ - мировое признание

to receive ~ - получить признание

in ~ of - в знак признания

16. stand (v)

~ by smth: ~ by the promise; ~ by what was said earlier - сдерживать обещание, придерживаться сказанного ранее

It ~s to reason - Совершенно очевидно

What does this abbreviation ~ for? - Что означает эта аббревиатура?

17. study (v)

~ in a certain manner: ~ thoroughly; ~ in detail - изучать тщательно, в деталях

study (n)

certain ~ : comprehensive — - всестороннее исследование

feasibility ~ - технико-экономическое обоснование

18. turn (n)

-to smth.: — one's attention to other problems - обратить внимание на другие проблемы

~ to friends - обратиться к друзьям

~ in (into) smth.: ~ the incident into a conflict - превратить инцидент в конфликт

~ against smb.: ~ against the enemies, -against political opponents - выступать против врагов, политических оппонентов

~ down smth.: ~ down the offer - отклонить предложение

~ in smth.: ~ in record profit - получить рекордную прибыль

~ in a poor piece of work - сдать очень слабую работу ~ out to be: ~ out to be true / false / successful - оказаться верным / фальшивым / успешным As it ~ed out - Как оказалось.... at the turn of the century - на рубеже веков to do a good / bad turn - оказать хорошую / плохую услугу

COMPREHENSION CHECK

EXERCISE 1 *Translate into Russian in writing. Analyse the main differences in both languages.*

1. Never have so many spent so long learning so little.
2. The present crisis stems from the increasingly widespread acceptance among faculty and administrators of the fatal educational principle that a student should not be required to do any academic work that displeases him.
3. If he is concerned about obtaining high grades, he selects his teachers from among the many who have yielded to student pressure and now indiscriminately award A's to virtually everyone.
4. We must realize that becoming an educated person is a difficult, demanding enterprise.
5. Just as anyone who spoke of intense physical training as a continuous source of pleasure and delight would be thought a fool, for we all know how much pain and frustration such training involves, so anyone who speaks of intense mental exertion as a continuous source of joy and ecstasy ought to be thought equally foolish, for such effort also involves pain and frustration.
6. Such criticism, when well-founded and constructive, is in no way demeaning for the willingness to accept it and learn from it is one mark of a mature individual.

EXERCISE 2 *Paraphrase and interpret the following sentences in English.*

1. They get a B and they bawl. It takes a man or woman of real integrity to give a B.
2. Unfortunately, that road is no more than a detour to the dead end of ignorance.
3. It is painful to have one's ignorance exposed and frustrating to be baffled by intellectual subtleties.
4. And that he means well is no reason why he should not be criticised for an inadequate performance.
5. As students opinion is given greater and greater weight in the evaluation of faculty, professors are busy trying to ingratiate themselves with the students.
6. There are no rales. Still everyone wins, and everyone must receive a prize.

EXERCISE 3 *Find in the text the answers to the following questions. Read them*

1. What does the present crisis of higher education stem from?
2. What does a student do if he prefers not to take examinations?
3. What does a student do if he prefers that his work not be graded?
4. What does a student do if he is concerned about obtaining high grades?
5. What are the abilities that are not easy to master in the process of education?
6. What is college education gradually coming to resemble?

VOCABULARY AND STRUCTURE

EXERCISE 1 *Find the most suitable Russian equivalents for the following English collocations:*

To stand on the brink of chaos; fatal educational principle; to take examinations; to receive an undifferentiated pass or fail; to obtain high grades; to provide with a liberal education; to achieve without effort; intense physical training; source of pleasure and delight; pain and frustration; intense mental exertion; without toil; to read intelligently; to think precisely; to speak fluently; to write clearly; to study a subject carefully; to know smth thoroughly; foundation of a sound education; to accept criticism; a mature individual; to receive a prize; to depend in great part upon smth; to acquire sufficient understanding; the decay of our democracy.

EXERCISE 2 *Find in the text English equivalents for the following Russian collocations:*

Профессорско-преподавательский и учебно-вспомогательный персонал; получить диплом; или же; предполагать экзамен; поддаваться давлению со стороны студента; по всей стране; студентов убедили; беспечно двигаться; тупик невежества; предприятие, требующее больших усилий; преодолевать поистине огромные трудности; хорошая работа; понимающий задачи, стоящие перед человечеством; сдавать работу по экономике, не отвечающую требованиям; не достаточно хорошая работа; способности своих граждан; жесткое образование; неверно направленная политика.

EXERCISE 3 *Consulting the Active Vocabulary:*

a) *give a good Russian variant of the following collocations:*

To achieve increase in payment; highest achievement; to acquire significance; to arrange words in certain order; to arrange about a reception; security arrangement; to attain a desired goal; futile attempt; to challenge the tightness; genuine challenge; challenging job; to ignore preliminary arrangements; ignorance of the situation; to involve expenditures; to involve a different approach; to be involved in a heated debate; involved explanation; to be of the opinion; opinion poll; to realize forthcoming difficulties; to receive a lot of attention; on receipt of; further discussion is required; in

recognition of; to stand by the promise; feasibility study; to turn down the offer; to take turns; to do a good turn.

b) give English equivalents of the following collocations:

Добиться полного понимания; приобретать значимость; организовать встречу; меры безопасности; добиться желаемой цели; получить диплом; с третьей попытки; оспаривать правоту; подлинная трудность; интересная работа; полное невежество; не знать о причинах; повлечь значительные изменения; привлекать квалифицированный персонал; быть втянутым в конфликт; заниматься разработкой нового программного продукта; сложная проблема; получить соответствующую информацию; общественное мнение; быть невысокого мнения о ком-либо; опрос общественного мнения; осознавать риск; реализовать прибыль; получать пособие по безработице; удостоиться внимания; выписать чек; банковские поступления; требовать немедленного решения; требуется дальнейшее обсуждение; удовлетворять требованиям; распознать симптомы; получить мировое признание; придерживаться сказанного ранее; тщательно изучить; всестороннее исследование; обратить внимание на другие проблемы; обратиться к друзьям; превратить инцидент в конфликт; выступать против политических оппонентов; получить рекордную прибыль; оказаться фальшивым; на рубеже веков; оказать плохую услугу.

EXERCISE 4 *Show how the words from the Active Vocabulary function in the text. Give the context where they are used.*

EXERCISE 5 *Translate into English.*

1. Чтобы добиться своей цели, ему пришлось выучить и английский, и немецкий языки. К концу года компания добилась повышения производительности труда. В результате переговоров им, наконец, удалось добиться полного взаимопонимания. Это, несомненно, большое теоретическое достижение в области телекоммуникации за последнее десятилетие.
2. Он приобрел привычку работать допоздна и спал по 3-4 часа в сутки. Используя этот метод, вы получите прочные знания. Эти явления приобретают всё большую значимость. Этот регион приобрел статус свободной экономической зоны. На выставке были представлены ценные приобретения музея за последние 20 лет. Приобретение таких навыков совершенно необходимо в современных условиях.
3. Книги расположены в алфавитном порядке. Я организовал вам встречу с Генеральным директором. На этой неделе мы должны подготовиться к приему. Мы договорились встретиться в офисе. Он организовал ему консультацию у лучшего кардиолога. Нам еще надо договориться, где встретиться. Он отвечает (to be in charge of) за меры безопасности во время визита. Согласно особой договоренности с банком мы можем взять кредит еще на 25 тысяч. Я уверен, мы можем достигнуть договоренности.
4. Как мы можем добиться оптимального уровня? Получить диплом этого университета — непростая задача. Если вы хотите добиться желаемой цели, нельзя тратить время по пустякам. Производительность труда достигла в

этом году оптимального уровня. Мой характер помогает мне всегда добиваться желаемой цели. Вы не сможете получить диплом, не изучая эти основные предметы (majors).

5. Я сдал экзамен по вождению с третьей попытки. Все попытки скорректировать бюджет были тщетными (futile). Правительство объявило значительное сокращение налогов в попытке восстановить (to regain) свою за популярность. Я бы не назвал это тщетной попыткой, просто она не очень удачная. Уверен, что со второй попытки вы победите.
6. Трудности в осуществлении наших идей побудили нас искать новый метод. Традиционные подходы постоянно оспариваются авангардными художниками. Вы не можете оспаривать законность решения суда. Эта задача представляет собой истинную трудность для ученых. Наиважнейшая проблема для современного правительства - это создание новых рабочих мест. Я бы предпочла более интересную, пусть и трудную работу.
7. Нельзя игнорировать законы природы. Если вы собираетесь игнорировать предварительные договоренности, переговоры зайдут в тупик. Он продемонстрировал свое полное незнание ситуации. Они пребывают в полном неведении относительно причин катастрофы. Это приведет нас в ч тупик невежества. Мой совет полностью проигнорировали. Боюсь, что я ничего не знаю об этой компьютерной программе. Он ехал очень быстро, потому что не знал, что там было ограничение скорости (speed limit). Он не обращал внимание на ограничение скорости.
8. Эта программа повлечет не только огромные расходы, но и значительные изменения в жизненном уровне (living standard). Этот курс предполагает не экзамен, а дифференцированный зачет. Такой набор предметов предполагает иной подход к проблеме контактных часов. Такой проект привлечет и квалифицированный персонал, и фонды инвесторов. Им не удалось втянуть его в дискуссию. Очень скоро они оказались втянутыми в этот пограничный конфликт. В настоящее время он занимается разработкой нового программного продукта. Это сложное объяснение не позволило нам понять его теорию.
9. Чтобы дать вам ответ, мы должны получить соответствующую информацию. Даже если вы несколько месяцев поработаете в этой фирме, вы приобретете необходимый опыт. Результаты были получены с большим трудом.
10. Это всего лишь моё личное мнение. Общественное мнение против него. Её поведение подтверждает моё мнение, что она не очень счастлива здесь. Он считает, что им следует закрыть предприятие. Я не очень высокого мнения о его умственных способностях. Существуют различия во взглядах на природу этого явления. Мы проводим (to conduct) опрос общественного мнения, чтобы выяснить, сколько людей выступают в защиту (are in favour of) этого закона. Я думаю, этот проект повлечет значительные расходы.
11. Он вряд ли (hardly) осознаёт предстоящие трудности и риск, которому он подвергается (to run the risk). Чтобы реализовать этот проект к концу следующего года, необходимо срочно разработать технико-экономическое обоснование. Им не удалось эффективно реализовать прибыль.
12. Вы должны будете заплатить налог с дополнительного дохода, который получите к концу года. Он не получает пособие по безработице, потому что не работает уже больше года. Его последняя работа удостоилась значительного внимания. В нашем центре вы можете получить

квалифицированное лечение бесплатно (free of charge). Не могли бы вы выписать мне чек? При получении аккредитива (letter of credit) товар будет отгружен немедленно. За последний квартал банковские поступления значительно сократились.

13. Этот вопрос требует не комментариев, а тщательного рассмотрения. Его поведение требует объяснения. Такой случай не требует тщательного рассмотрения. Совет Безопасности ООН потребовал немедленного решения этого вопроса. Дальнейшее рассмотрение не требуется. Совет директоров пришел к мнению, что требуется детальный анализ расходов компании. Основные требования забастовщиков были удовлетворены. Трудно найти работу, которая удовлетворяла бы всем эти требованиям.
14. Мы должны признать тот факт, что положение дел всё еще остается неудовлетворительным. Они вынуждены были признать трудное положение учителей. Симптомы этой болезни трудно распознать в первые месяцы. На рубеже веков работы этого философа получили мировое признание. В знак признания его достижений в области экономики М. Фридман (Milton Friedman) в 1976 году получил Нобелевскую премию.
15. Он вынужден был сдержать обещание. Спикер заявил, что он будет придерживаться сказанного ранее. Совершенно очевидно, что решение этого вопроса потребует многих месяцев, если не лет. Что обозначает аббревиатура МВФ?
16. Этот вопрос должен быть изучен тщательно и детально в кратчайшее время. Расскажите мне в деталях, как это произошло. Им потребовалось 5 лет, чтобы провести всестороннее исследование этого явления. Технико-экономическое обоснование этого проекта должно быть представлено на рассмотрение (to submit for consideration) комиссии в конце месяца.
17. Не забудьте обратить ваше внимание и на другие проблемы высшего образования. Почему она не обратилась к друзьям за помощью? В своих исследованиях вы должны будете обращаться к литературе в оригинале. К счастью, им не удалось превратить инцидент в конфликт. Он часто выступал против своих политических оппонентов в очень резкой форме. Предложение было отклонено. К концу второго квартала их завод получил рекордную прибыль. Я не могу поверить, что вы сдали такую слабую работу. В конечном итоге этот эксперимент оказался очень успешным. Как оказалось, она не поняла ни слова из того, что он говорил. Эта теория была особенно популярна на рубеже веков. Такие высказывания могут оказать ему плохую услугу.

EXERCISE 6 *Complete the phrase-openings by translating the sentences which follow.*

1. It has been decided that...
 - a) они договорятся о встрече во вторник утром.
 - b) она получит диплом после выхода из больницы.
 - c) будет проведено всестороннее исследование этого процесса.
 - d) их предложение будет отклонено.
2. It has often been questioned whether...
 - a) смогут ли они достичь договоренности по этому вопросу.

- b) может ли это повлечь дополнительные расходы.
 c) осознает ли она предстоящие трудности.
 d) будут ли удовлетворены требования бастующих учителей.
3. It is widely assumed that...
- a) получение высшего образования необходимо.
 b) опросы общественного мнения приобрели важное значение.
 c) получить мировое признание может только гений.
 d) неотложные вопросы требуют немедленного решения.
4. It was taken for granted that...
- a) требовалось технико-экономическое обоснование этого изобретения.
 b) заниматься разработкой нового программного продукта будут высококвалифицированные специалисты.
 c) результаты были получены с большим трудом.
 d) необходимо было принять особые меры безопасности.
5. As is well known...
- a) незнание ситуации может повлечь нежелательные расходы.
 b) чтобы добиться цели, нужно верить в себя.
 c) он сдал экзамен с третьей попытки.
 d) игнорирование законов природы может привести к катастрофе.

The Passive Voice.

Active voice	Passive Voice
writes	is written
is writing	is being written
wrote	was written
was writing	was being written
will write	will be written
has written has been writing	has been written
had written I had been writing	had been written
will have written I will have been writing	will have been written
would write would be writing	would be written

EXERCISE 7 Write out the sentences with the Passive Voice from the text.
Translate them and explain the tense form.

EXERCISE 8 Translate the following collocations from Russian into English

Достигнутый уровень; достигнутое взаимопонимание; приобретая опыт; полученные знания; приобретенные навыки; подготовленная встреча; договариваясь об условиях; диплом, полученный в Лондоне; достигнутый оптимальный уровень; игнорируя договоренности; привлеченные фонды; полученные результаты; получая соответствующую информацию; осознавая предстоящие трудности; реализованный проект; полученный дополнительный доход; получая пособие по безработице; признанный факт; признавая трудное положение.

EXERCISE 9 Fill the gaps in this table.

Active Voice	Passive Voice
They often require it.	It...
They are criticizing it now.	It...
They passed it yesterday.	It...
They were advertising it all year round.	It...
They have already learnt it.	It...
They will soon grade it.	It...
They will have turned it in by 20 May	It...
He said they had experienced it earlier.	He said it...
He said they would obtain it easily.	He said it...

EXERCISE 10 Complete each sentence (1-10) in an appropriate way (a-j).

- | | |
|--|--|
| 1. A student... | a. ...cannot be experienced without toil. |
| 2. Without studying any science, history, or literature, he... | b. ... must be taught to recognise that not every piece of work is a good piece of work. |
| 3. Throughout the country the attempt... | c. ... should not be criticised for an inadequate performance. |

- | | |
|--|--|
| 4. The joy... | d. ... is given greater and greater weight in the evaluation of faculty. |
| 5. If a student is to learn intellectual responsibility, he... | e. ... should not be required to do any academic work that displeases him. |
| 6. That he means well is no reason why he... | f. ... is allowed to attain his degree. |
| 7. Student opinion... | g. ... is advertised as a liberal education without requiring of them the necessary self-discipline and hard-work. |
| 8. Students are provided with what. | h. ... have been led to believe they can achieve without effort. |
| 9. If he prefers that his work. | i. ... is being made to provide students with liberal education. |
| 10. Students... | j. ... not be graded, he arranges in most or all of his courses to receive an undifferentiated pass or fail. |

EXERCISE 11 *Match the parts.*

- | | |
|---------------------------------|--|
| 1. Petrol prices... | a. ... to be won. |
| 2. This jacket... | b. ... have been increased. |
| 3. Competition! 5000 prizes... | c. ... has been disconnected. |
| 4. Five people... | d. ... will be sent to candidates. |
| 5. The telephone... | e. ... was made in Hong Kong. |
| 6. It appears the phone ... | f. ... were killed in the rally. |
| 7. Further information... | g. ... is not permitted anywhere on this station. |
| 8. Before the storm everyone... | h. ... has not been paid, i. ... is currently being rebuilt, j. ... was told to stay inside their homes. |
| 9. Smoking... | |
| 10. The old town theatre... | |

EXERCISE 12 *Match the parts. Find the corresponding Russian proverbs and provide the situation where they may be appropriately used.*

- | | |
|---------------------------------|--|
| 1. A bird... | a. ... is never known till needed. |
| 2. A friend.. | b. ... cannot be recalled. |
| 3. A good name... | c. ... is never blamed. |
| 4. A man ... | d. ... is sooner lost than won. |
| 5. A liar... | e. ... is known by its song. |
| 6. Ask no questions and you ... | f. ... are made in heaven. |
| 7. He... | g. ... was not built in a day. |
| 8. Marriages ... | h. ... is known by the company he keeps. |

- | | |
|-------------------|--|
| 9. Rome... | . is not believed when he speaks the truth. . |
| 10. Self done ... | is not laughed at that laughs at himself
first. |
| 11. Success ... | ., is lost is lost. .. is |
| 12. Things past | half done. |
| 13. Well begun | .. is born a fool is never cured. .. |
| 14. What... | is soon and well done. |
| 15. He who... | |

EXERCISE 13 *Decide when these inventions or discoveries were made. Follow the model below.*

Bicycle	computer	jet engine	laser	margarine
Printing press	Scotch tape	telephone	television	thermometer
1455	1593	1840	1889	1876
				1926
1937	1943	1960	1971	1930

Model: As far as I know the thermometer was invented in 1953.

What inventions or discoveries may soon be made?

EXERCISE 14 *Give the corresponding passive constructions,*

1. The dean has just signed the papers.
2. The doctor was examining the child when he came.
3. Somebody has switched off the lights.
4. They will return the books in time.
5. She will have read the paper by the time you come.
6. She said she would print the letter first thing in the morning.
7. Every decade people invent new ways of passing on information.
8. Last year they published only one of his books.
9. Now they are discussing the results of the exam.

EXERCISE 15 *Supply the required passive forms of the verbs in brackets.*

1. Look! There's nothing here. Everything (to take) away.
2. We (to* tell) to wait because the man (to question) just now.
3. If anyone comes in you (to find) looking through his papers.
4. By the time we get there the papers (to destroy).
5. Why nothing (to do) about it at the time?
6. You can't go in. She (to interview) for the TV.
7. She promised that nothing (to do) till he came back.
8. I had a most unpleasant feeling that I (to watch).

9. She looked a different girl. Her face (to wash) , her hair (to comb). All traces of tears (to remove).
10. We could still see the tracks where the car (to drag) off the road.

EXERCISE 16 *Make up situations of your own using the following openings.*

1. It is generally agreed / accepted that...
2. It is well known that...
3. It is hoped that...
4. It is only to be expected that...
5. It has been decided that.
6. It has often been questioned whether...
7. It is widely assumed that.
8. It was taken for granted that...
9. It has now been proved that...
10. I thought that it had been clearly understood that...
11. It must be born in mind that...
12. As has already been said (pointed out...)
13. As is well known...

PRONOUNS

Pronouns that always take singular verbs:

any + singular noun		some + singular noun	every	each
anybody	nobody	somebody	everybody	either
anyone	no one	someone	everyone	neither
anything	nothing	something	everything	

either and neither are singular if they are not used with *or* and *nor*.

Everybody who has not purchased a ticket should be in this line.

Something was under the house.

If either of you takes a vacation now, we will not be able to finish the work.

Anybody who has lost his ticket should report to the desk.

No problem is harder to solve than this one.

Nobody works harder than John does.

Pronouns that take either a singular or plural verb depending on the noun which follows it:

None + of the + non-count noun + singular verb

None + of the + plural count + plural verb

None of the money has been found.

None of the students have finished the exam yet.

No + singular noun
non-count noun + singular verb

No + plural noun + plural verb —

No example is relevant to this case. No examples are relevant to this case.

Neither nor
Either + noun + or + plural noun + plural verb

Neither nor + noun + or + singular noun +
Either singular verb

Neither John nor his friends are going to the beach today.

Either John or his friends are going to the beach today.

Neither John nor Bill is going to the beach today. Either John or Bill is going to the beach today.

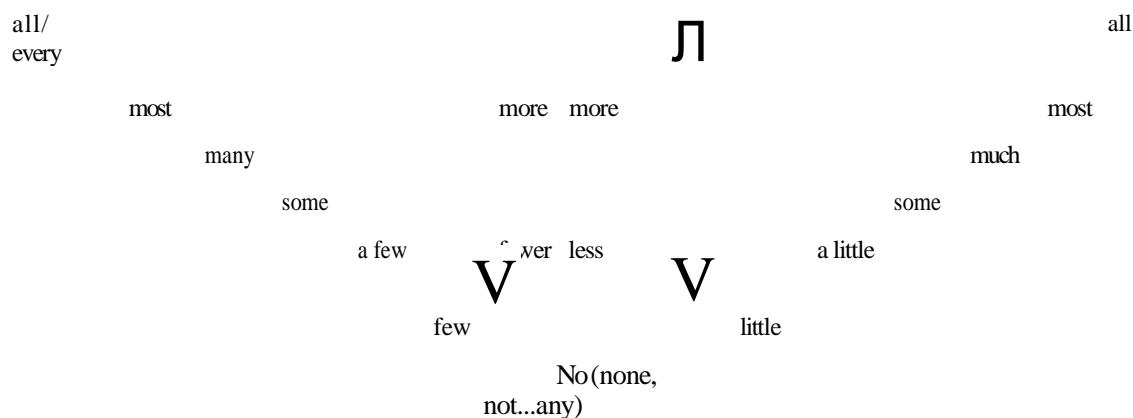
EXERCISE 17 Choose the correct form of the verb in the following sentences:

1. Either the manager or his assistants (is, are) always in the office.
2. Everybody (knows, know) about it.
3. I wanted some more coffee, but no coffee (was, were) left.
4. Every student (was, were) informed of it.
5. Each of us (has, have) special tasks to perform.
6. Everyone in the room (was, were) surprised to hear it.
7. Neither of these plans (satisfies, satisfy) us.
8. Someone (is, are) waiting for you in the entrance hall.
9. Neither my book nor yours (is, are) here.
10. If anybody (ask, asks), you can tell them I'll be back soon.
11. None of the new men (have has) been able to pass the test.
12. Let me know as soon as anyone (arrive, arrives).
13. It's no good if everyone (want, wants) to get their own way.

14. The house is deserted. Nobody (live, lives) there now.
15. None his friends (know, knew) how much he has suffered.
16. (Have, has) everyone eaten as much as they want?
17. Neither Margaret nor her friends (have, has) passed their exams.
18. None the employees (know, knew) his duty yet.
19. Either John or his wife (make, makes) breakfast
20. Everything is good in its seasons. Everything comes to him who waits.
21. None of the information (have, has) been found reliable

COUNT NOUNS

NON-COUNT NOUNS



EXERCISE 18 Choose between "much" and "many" '(a) little' and '(a) few' to use it in the following sentences.

- 1 Nowadays he was very busy and he saw _ I _____ of his old friends.
 . suggested that he should get _____ grapes and some bread.
2. Aunt Florrie had _____ money while none
 of the other family had
 inherited as _____ as a pound.
 He was so happily absorbed in the building of his house that events outside it
 affected him _____.
 My sister spends so _____ money on her clothes that she has none left
 for holidays.
 I'm afraid I haven't _____ news to convey but still there are
 things I should like to add.
 I began to miss London and not because I had _____ I have close friends there, for
 _____ friends, but I missed
 Tom has eaten so _____ variety.
 She slept _____ that he can't move.
- 8.
9. _____ last night and she had a headache.
10. John was glad to see me because I was English and he knew
 English people.

11. My engagements were _____ and I was glad to accept the invitation.
 12. He knew he was not a good manager and he intended to do _____ of that.
 13. Virginia returned to England at the moment when _____ were leaving it. 14. I have so _____ things to do that I don't know which to do first.
 15. Last week there was so rain that I was not able to go out.

EXERCISE 19 *Render this text in English.*

Eaton — школа для мальчиков с 13 до 18 лет. Основана в середине XV века. Всемирно известна как самая престижная английская школа.

Итак, я в Итоне. Я нервный и маленький. Мне тринадцать. Для старших итонцев я просто бой, один из 150 боев, и только в 16 лет, когда я перейду на следующую ступеньку итонской иерархии и стану *debate*, у меня появятся первые привилегии, и то лишь в рамках моего итонского дома — шального корпуса, где я поселился. Зато в 17, поднявшись на высшую ступеньку и став членом *library*, я обязательно получу право выйти из комнаты и закричать на весь коридор не просто «*Boo!*», а «*B-o-o-o-y-y!*» — с повышением голоса — и послать куда-нибудь последнего из прибежавших боев с любым идиотским поручением, чтобы всем смешнее жилось.

Каждый старший итонец, становясь членом *library*, становится и *fagmaster*, то есть имеет право на *fag* - так на итонском жаргоне называется личный слуга из числа боев.

Хорошо, что *fagmasters* меняются каждый семестр, чтобы младший итонец мог поближе познакомиться как можно с большим количеством старших. И честное слово, вот неплохой способ связать младших со старшими.

Многие самые смешные итонские традиции, когда рассказываешь о них, кажутся уродливыми. Я и сам не могу понять, как мы, такие дураки, превратились в относительно нормальных взрослых людей!

Самое престижное - быть «попом» (*pop*) - от слова «*popular*». *Pop* - закрытое итонское общество, объединяющее самых-самых — остроумных, спортивных, ловких, даровитых и т. д.

Некоторые итонские традиции направлены на укрепление учебной дисциплины и касаются не только учеников, но и учителей.

Опоздавших на занятия записывают в Книгу опозданий, которая хранится в центральном офисе Итона. Опоздавшему три раза, чтобы реабилитироваться, следует явиться в центральный офис за полчаса до завтрака (чуть ли не в 6.30!), чтобы расписаться в этой книге, — и он прощен. Но если преподаватель опоздал на урок больше, чем на 15 минут, ученики имеют права на *gun*, то есть они могут добежать до центрального офиса и известить начальство о том, что у них свободный урок. Однажды мы сбежали на 14-й минуте, хотя уже видели преподавателя, который спешил изо всех сил и подавал нам знаки, чтобы мы его пощадили. Не пощадили. И очень веселились по этому поводу.

Не знаю, где еще возможны такие же удивительные отношения с преподавателями, как в Итоне. Рассказы об общении на равных с *private tutor*, личным репетитором, который есть у каждого ученика выпускных классов, — центральная глава любых итонских воспоминаний.

Мне кажется, Итон был и остается очень хорошей школой. Он часть биографии моей семьи.

Кстати, почему вы называете Итон закрытым учебным ведением? Итон открыт для всех, включая иностранцев. У него есть деньги и связи, конечно. Или для очень способных мальчиков. Не забывайте, Итон был основан как филантропическая школа. Первые 150 итонцев были очень талантливы и очень бедны. Тех итонцев называли «королевскими учениками». И продолжают называть.

Дженифер Вульф, профессор английского языка и литературы в Сорбонне. Выпускница престижного женского Open Girls College (Центральная Англия). Училась в Колледже в 1961-1971 гг.

Я бы не стала отдавать своих детей в пансион. Впрочем, все зависит от отношения к пансиону самого ребенка. Моя сестра, например, была счастлива все годы учебы в том же самом учебном заведении.

Ужас нахождения в пансионе заключается в том, что, независимо от того, сложились у ребенка или нет отношения с классом, он должен жить с этими детьми все десять лет учебы. Я сама, попав в неудачный класс, провела в пансионе малоприятные годы. Той злобы, которая окружала меня в этом замкнутом мирке, я больше не встречала, к счастью, нигде. Я думаю, что отчасти это связано с тем, что мир тот был целиком женским. С другой стороны, от тех лет у меня остались прекрасные подруги, с которыми я до сих пор поддерживаю отношения. Мы вместе проводим время, ездим отдыхать. Подобная дружба возникает только между людьми, вместе пережившими войну или экстремальные стрессовые ситуации.

Йель - один из самых известных университетов Америки, наряду с Гарвардом, Стенфордом и Массачусетской высшей технологической школой. Особенно престижным стал в последние годы, ведь его выпускниками были Джордж Буш и Билл Клинтон

Итак, ты — один из счастливцев, которого согласились принять в гребную команду Йеля, Гребная команда — это всего тридцать молодых мужчин, маленькое замкнутое общество, очень престижное. Ритуал инициации малоприятен. Но такова традиция. Ей приходится следовать, если хочешь стать одним из тридцати.

Кроме гребной команды Йеля я состоял в тайном обществе. Создавать такие вообще не запрещено, но почему-то членство в них принято скрывать и тайно проводить заседания. Таких обществ в Йеле не больше двенадцати, и каждое объединяет не больше пятнадцати человек. И не ты выбираешь общество, а общество выбирает тебя. Это случается только на выпускном курсе. Они подходят к тебе и предлагают вступить. Ты проходишь испытания. Результат (принят ты или нет) долго держится в тайне. А потом неожиданно *кто-то* подходит к тебе и хлопает по плечу. Ты принят.

Мы встречались каждый четверг. Читали стихи, обсуждали волнующие нас проблемы, спорили и откровенно рассказывали о себе. И все внимательно

слушали твой рассказ и пытались тебе помочь в себе разобраться. Заседания продолжались часов до двух ночи. Никогда и ни с кем я не был так откровенен, как с теми моими друзьями, и никогда никому так не доверял. А имя этого общества я не назову, потому что обещал всю жизнь держать его в тайне.

При этом надо было еще и учиться, а это самое трудное в Йеле. Например, успевать по всем предметам, надо прочитывать примерно 150 страниц ежедневно.

Йель — это форма пожизненного братства. Если йелец встречает йельца, он всегда постарается ему помочь. Каждый выпускник Йеля становится членом клуба выпускников Йеля, который есть, наверное, в городе. Даже в Москве. Но в Москве клубного здания, разумеется, нет. Это просто группа людей, которые время от времени встречаются, чтобы общаться.

Когда-то на первом курсе я звонил родителям, умолял, чтобы меня перевели из Йеля куда угодно. И даже плакал в телефонную трубку. Я рад, что этого не произошло.

Я йелец на всю жизнь. Я всегда буду помогать Йелю. И детей пошлю в Йель, конечно, смогу.

EXERCISE 20 *Translate into Russian with the help of a dictionary (in writing).*

THE WARWICK CAMPUS

Warwick offers a green, landscaped campus with everything you need close to hand. A short walk takes you from your Hall of Residence to lectures, labs or the library. There is a post office, supermarket, bookshop, branches of four major banks, a Health Centre, and a Chaplaincy Centre. The Student's Union provides launderettes, a travel agency, an optician, a range of indoor markets, and excellent on-campus entertainment. There are bars, cafes, two theaters and a concert hall. For sport enthusiasts, there is a Sports Centre (swimming pool, squash courts, fitness room, climbing room), a Games Hall, running track and excellent playing fields. You can walk through Tocil Woods, jog around the campus lakes, or follow the outdoor sculpture trail. At Warwick, you will find a lively campus community and a safe, supportive environment in which to live and study.

LEARNING RESOURCES

At Warwick lectures, seminars, laboratory classes and tutorials form a large part of the academic programme. In all of them, students work and learn together. The most formal is the lecture, which may be attended by as many as 300 students; in a seminar, a group of perhaps a dozen students and a member of staff meet to discuss and review a paper prepared by one of the group; the tutorials offers individual contact between small group of students and an academic tutor - an opportunity to discuss the content, organisation and style of a piece of work, and to receive individual feedback on your progress.

However, university is also about learning to work by and for yourself. The Warwick programme is based around the idea of a high level of independent study - essential if you really want to get to grips with your subject. You will in your private study by your subject tutor, who will suggest what you should read and discuss it with you. In fact, Warwick is noted for the frequent contact between students and staff: this can be

particularly reassuring in your first year while you are finding your feet. Each undergraduate also has a personal tutor with whom they can discuss academic or personal matters.

We encourage all students - whatever their subject areas - to learn a foreign language, and in increasing number of academic departments in all three Faculties are building this into their degree programmes.

THE LIBRARY

There are two libraries in the University: Central Library (on central campus) and the Westwood Education Library. In stock are more than 800,000 books and bound periodicals, as well as over 5000 current periodical titles. The Library is open 7 days a week during term, offers self-service photocopying, holds extra copies of books in heavy demand and has a special short loan collection of these works so that all students have access to core materials. There is also an enquiry service with specialist staff for each subject area.

COMPUTING FACILITIES

The University provides an extensive network of PCs and computer work stations across the campus for use by its undergraduate students. The application of computers to support teaching and learning is an integral part of Warwick degree programmes and students are encouraged to develop a high level of IT skills relevant to their academic discipline. All students have free access to the Internet and will be allocated their own personal e-mail address. Software training is also available through specific courses, self-study programmes, on-line documentation and the help desk of the University's Computing Services Centre.

THE LANGUAGE CENTRE

The Centre offers daytime and evening courses in an exceptionally wide range of language the major European and eastern languages. Facilities include a resources library, four language laboratories, a multi-media private study section with video and satellite TV, cassette listening booths and computer-assisted language learning with CD-ROM, a recording studio and portable mini-laboratories.

TEXT ANALYSIS

1. Identify the thesis statement of the essay.
Note: thesis statement is the value judgement the author is making about the subject.
2. Underline the topic sentence of each paragraph. If there is no topic sentence in the paragraph, explain why.
3. In each topic sentence identify the controlling idea and develop it.
4. Find parallel structure in paragraphs 1,2,3,5,6,9. What is the purpose of this construction in each case?
5. How is each paragraph connected with the previous one?
6. How does the author achieve unity in paragraph 8?
7. Identify and explain the frame structure in paragraph 10. Trace its connection

with the beginning of the text which makes up the frame of the whole text?

TEXT CONTENT EXERCISE 1 *Do*

the tasks based on the text and answer the questions.

1. Find proof in the text to support the statement that American higher education stands on brink of chaos.
2. What does the present crisis stem from?
3. How do American students make life easier for them?
4. Why does it take 'a person, of real integrity to give a B'?
5. What does Steven Cahn mean by 'a liberal education', 'a rigorous education'?
6. From paragraph 5 write out all collocations describing education process as
 - a) difficult, demanding enterprise
 - b) as a source of joy and ecstasy
7. Comment on the comparison: " There can be joy in learning as there can be joy in sport."
8. What are the qualities and skills necessary for an educated person?
9. How do you understand ' intellectual responsibility '?
10. How should a student take criticism?
11. Comment on the comparison of college education and the Caucus-race ("Alice's Adventures in Wonderland ").
12. Why does the success of a democracy depend on the capability of its citizens?
13. Compare the situation in educational system in Russia and the States along the main points brought up in the text.
14. Give title to each paragraph.

LISTENING

Part 1.

Sheila, an 18-year-old schoolgirl, has just taken her "A" levels, the advanced level exams that pupils take in Britain in order to go on to further education. She's being interviewed on a local radio programme.

EXERCISE 1 *Make sure you know the following collocations:*

To (not) mind admitting that...; to object to having to go...; to intend to go to university; to pass "A" level subjects; to take exams at "A" level; presume...; to be interested in doing foreign languages; to do Oriental Studies; to feel like doing French or German literature; to have enough of doing prose translation; to get a degree; student politics; that's not my cup of tea; it's just a question of waiting for...; to kill time; to look forward to smth or doing smth.

EXERCISE 2 *Listen carefully and complete these sentences:*

1. Before she left school, Sheila objected to. . .
2. In September, Sheila intends to. . .
3. At university, she's planning . . .
4. She didn't feel like going on with. . .because. . .
5. When she leaves university, she is hoping. . .
6. First of all, she wants to get. . .
7. At university, she will not be taking part in. . .
8. She is looking forward to...

EXERCISE 3 *Listen to the interview again and answer the question below:*

1. Why does Sheila sound relieved?
2. Has Sheila made any plans?
3. What do her plans depend on?
4. What did she take at "A" level?
5. Does taking subjects at "A" level always mean people go on doing the same thing at university? :
6. What studies is Sheila hoping to do?
7. Can anyone go to university and study a subject without knowing anything about
8. How long does it take to get a degree?
9. Why has she decided to study Japanese?
10. How is Sheila going to kill time till September?

Using your notes make a short oral summary of the interview.

*(Taken from " Longman Advanced English Coursebook" ,
Roy Kingsbury and Guy Wellmah)*

EXERCISE 4 *Now in pairs, and using the expressions on the right, ask and tell each other about your plans or intentions regarding*

- | | |
|------------------------------|--|
| 3. your further education | I'm going.../I intend to... |
| 2. marriage and family | I'm hoping to... |
| 3. your career and ambitions | I'm thinking of.../ I'm planning to... |
| | I don't really feel like... / I'm not planning to... |
| | I'm not going to.../ I don't intend to... |

Part 2.

Two university students, one American, Peter Davies, and the other English, John James, discuss the differences of university education in the US and the UK, and its relevance to modern life.

EXERCISE 10 *Make sure you know the following collocations:*

To complete one's bachelor's degree; to give smb lots of opportunity to do smth; to enjoy the beautiful countryside; to receive a diploma; to do / to finish a master's degree in; to make ends meet; to find smth extremely interesting; to receive a certificate; to be a serious effort; to have a lot of fun.

EXERCISE 11 *Listen to part of a talk Vanessa gave to some students about her experiences of studying abroad. For questions 1-12 complete the notes summarise the content of her talk. Write a word or short phrase to each gap.*

	FRENCH	CANADA	RUSSIA
Course of Study	1. <i>French language and literature</i>	Comparative literature	9.
Length of Study	one year	5.	10.
Qualification	2.	6.	11.
Accommodation	3.	7.	student hostel
Advantages	opportunity to speak French	8.	12.
	4.		great theatre
	Beautiful countryside		

EXERCISE 12 *Listen to the talk again, take notes, and make a short oral summary of the talk.***DISCUSSION****EXERCISE 1** *Imagine you have to give a brief summary of your education to a friend from another country. Say something about:*

- the places where you (have) studied
- what you were / are good at
- what you (have) enjoyed most about school / university
- anything you didn't / don't like about school

Use some of these words:

EXAMS AND QUALIFICATIONS

candidate, certificate, degree, diploma, fail, grade, mark, pass, result, take

LEVELS OF EDUCATION

nursery / primary / secondary school, academy, college, university

PLACES AT SCHOOL

canteen, gym, laboratory, library, playground, sports field, staff room, tennis court

SUBJECTS

art, biology, chemistry, computer studies, economics, geography, history, languages, literature, maths, music, physics

TEACHERS AND STUDENTS

head teacher, pupil, professor, undergraduate, graduate, postgraduate

EXERCISE 2 *What subjects do you do at university? Make a list of other subjects you would like to be taught. The following adjectives may be helpful: contemporary, modern, classical, ancient, religious, racial, etc.*

EXERCISE 3 "Knowledge is a treasure but practice is the key to it", runs a proverb, and "a man is but what he knoweth" wrote Francis Bacon, what is knowledge to you? Express your opinion on this matter, when doing so you may, probably, refer to the following proverb:

He who knows not and knows not that he knows not is a fool - avoid him! He who knows and knows not that he knows is asleep - awake him! He who knows not and knows that he knows not wants beating - beat him! But he who knows and knows that he knows is a wise man - know him!

TEXT 1

Career Education

The amazing growth of career education in the past several years has been one of the significant developments of American education in the 1970s.

In 1971, the then U.S. Commissioner of Education Sidney Marland gave career education a new impetus. Since then, federal funds for career training and counselling have increased 750 percent from \$9 million in 1971 to nearly \$70 million in 1977.

Moreover, state and local funds have been generated by this federal investment. *

Foundations and corporations also have supported career education. So have a wide range of national organizations, from the Chamber of Commerce and the AFL-CIO to the National Council of Churches and the Girl Scouts.

High schools and colleges throughout the land have added more "practical" courses to their curriculum. Some small colleges have switched almost entirely from liberal education to career programs. Students, astonishingly alert to new educational fashions and new sources of financial support, are flocking to vocational, career, and professional courses.

The pressure is so strong that more professors each year are relabeling their courses so that they seem directly related to paid employment.

At this point, I want to urge that we keep career education in perspective. At present, the growth of career education is so explosive that liberal arts education in America is dying - or is at least seriously, weakened in 1970, according to A. W. Astin's studies of college freshmen, 12.7 percent of all freshmen were arts and humanities majors. By 1975, only 8.3 percent were. The number of English majors has dropped from 3 percent in 1970 to less than 1 percent today.

There are many reasons for the recent spread of career education. Some are real, some merely perceived.

- More and more people consider the content of college courses to be removed from and irrelevant to the world of work
- People think that what career education there is, is misdirected - that colleges train too many teachers, say, and too few electronic technicians.
- Unemployment of young people has risen, partly because, the arguments run, young people are
- Too many professors appear disdainful, if not hostile, toward business and industry.
- A few scholars publicize the idea that students are being overeducated - prepared through humane learning and science to be leaders rather than technicians and service workers.

' Hard times - slower economic growth, inflation, and high taxes-are ahead for the United States. People have to get back to basics, to do-it- yourself, to the ethic of hard work.

The swift rise of career education has other reasons, too. It started near the end of the Vietnam War, when some thought that college students had simplistically rejected reality, work, and achievement and were filled with fancy ideas fertilised by too much leisure, too much money, and too much permissiveness.

Further, the costs of higher education are rising, and the share borne by students and their families is increasing. So the demand increases for courses that are helpful in getting jobs. Students and their parents ask, why should we use our hard-earned dollars to pay for general education "frills"? Every course taken and paid for, it seems, should pay off directly helping the student get a job.

The most fundamental reason of all, however, may be the movement of masses~of formerly excluded young people - children of blue-collar workers, minorities, women. and the less academically gifted - into our colleges. Proponents of career education argue, "Surely most of them can't be trained for traditional careers in law, medicine, theology, university teaching, engineering, business, and the government bureaucracy.

Surely, they need to be trained for new kinds of careers." The emphasis on vocational and career education almost implies a two-track college, approach.

(from Career Education at the College Level, by Clifton R. Wharton)

EXERCISE 4 *Make up a plan in the form of statements.*

EXERCISE 5 *Develop your plan into a summary.*

EXERCISE 6 *Discuss the problem of education for career in this country. Provide supporting facts and data.*

TEXT 2

To Know More about Less or Less about More

With the emergence of the technological age, it has become increasingly difficult to be a knowledgeable person: there is just too much information to know something about everything. So what should an educated person be in the twenty-first century? It isn't always clear whether one should try to become a specialist or a generalist in today's world. Some people have focused their education, developing skills in one area; specialists now flourish in every field of life. Inversely, others continue to believe that a well-rounded education offers the most in life; generalists typically follow a liberal arts education but may never become a specialist in any field.

The Greek poet, Archilochus, had already described this difference between generalists and specialists with the metaphor, "The fox knows many things, but the hedgehog knows one big thing." It's not clear whether there were more foxes or hedgehogs in ancient Greece, but today there appear to be an inordinate number of hedgehogs, people who know very little about the world, save their field of expertise. This, in fact, has been a criticism of today's American colleges and universities, that they are producing too many hedgehogs.

In the 1960s most American colleges and universities offered a generalist approach to education. In response to student protests, universities began offering many innovative courses. For example, they added Asian Studies and African Studies to their curricula in an effort to extend education beyond the mores of Western society. Students began "doing their own thing" taking courses, in just about every subject imaginable, from *i* Transcendental Meditation to Swahili storytelling. Students believed these courses enriched their minds. But as university students began to focus on more and more of these less common subject areas, critics began to abound. They believed that much of education had become useless. Employers began to make derisive comments about the quality of college graduates. As "jacks-of-all-trades" they could "function" in most areas of life but might never "excel" in any. The college degree of the 1960s was viewed by many as rot. Too many subjects, too general an approach to education, may have resulted in too little too much.

In the 1970s and 1980s with new technologies creating new job opportunities, an emphasis on specialisation appeared in American education. Many vocation courses

were offered in colleges and universities, especially in computer programming; jobs became available; Business schools flourished; more and more graduate students could enter fields that offered specialized jobs with high salaries, such as investment banking and stock trading. But with the media coverage of junk bond trading and the crimes committed by insider information scoundrels on Wall Street, even the reputation of the MBA (Master's in Business Administration) degree was sullied. The more narrowly focused approach to professional education also seemed to fail. One of the dilemmas of this decade was whether to approach modern education in terms of the generalist or the specialist. Some universities require all students to take a common core of courses from a broad range of disciplines, appealing to the generalist approach to education. Yet, choosing the core courses in light of today's explosion in information and diverse multicultural student populations has not been an easy task. How does one select what it is that everyone should know? Other universities continue to tailor their courses to the more immediate professional needs of their students, appealing to the specialist approach to education. But without a core curriculum, students often lack the shared knowledge necessary to participate effectively in an integrated society. A coherent vision of an educated person in the twenty-first century has yet to be defined.

EXERCISE 7 *Agree or disagree. Give your reasoning.*

1. There is just too much information to know something about everything.
2. Specialists now flourish in every field of life.
3. A well-rounded education offers the most in life.
4. Generalists typically follow a liberal arts education but may never become a specialist in any field.
5. Generalist could "function" in most areas of life but might never "excel" in any.
6. Without a core curriculum students often lack the shared knowledge necessary to participate effectively in any integrated society.

EXERCISE 8 *Write a summary of the text.*

EXERCISE 9 *Discuss the following questions:*

1. What is your attitude to the dilemma - the generalist or the specialist?
2. Does your university tailor its courses to the more immediate professional needs of the students?
3. What is a coherent vision of an educated person in the twenty-first century?
4. What is the current trend in this country?

EXERCISE 10 *Make up the questionnaire to examine public opinion on the problem of career education and broad university education.*

EXERCISE 11 *Arrange a round-table discussion of the above mentioned problem.*

TEXT 3

Intelligence is a Classless Commodity

IQ girls are emerging everywhere. In the fashion world, grey matter is the new black: Christy Turlington has gone to read philosophy at Columbia University; the current face of Lancome is Ines Sastre, who has a degree from the Sorbonne and speaks four languages fluently. In Hollywood, Geena Devis has become a member of Mensa, and Sharon Stone is considering it. You cannot even scratch a screen bimbo without finding a bookworm underneath; Mira Sorvino, who played the dim porn actress in *Mighty Aphrodite*, went to Harvard and speaks Mandarin Chinese.

To what do we owe the new intellectual climate? "The cold war between the sexes is more or less over, and men no longer feel as threatened by intelligent and assertive women", argues Julie Baxter, the chairwoman of Mensa. While the war lasted, intellectualism was considered a masculine quality. Nothing was less glamorous than being thought of as a bluestocking.

Of course, the idea that women cannot be both sexy and bright is famously a myth. There have always been women who have combined looks and brains to devastating effect: take Madame de Pompadour, or Georgiana Duchess of Devonshire. Indeed, in both the seventeenth and eighteenth centuries, it was extremely fashionable to have both. Only in the Victorian era was female intelligence corseted and the idea of the dumb blonde born. It was fostered not only by men - who didn't like the idea of their braininess being threatened - but also by ambitious mamas who, knowing that a good marriage was the only career open to a girl, muttered to their lovely daughters, 'The wisest of our sex do not aspire to be clever.'

Today, a formidable intelligence is a girl's best asset - something to flaunt rather than conceal. 'Grey Matter Chic is a social phenomenon, a dinner-party thing,' says Simon Davis, editor of the *Daily Telegraph's* Peterborough column.

(from Harpers & Queen, July 1998)

EXERCISE 12 *Give your comments:*

1. IQ girls are emerging everywhere.
2. Men no longer feel as threatened by intelligent and assertive women.
3. Intellectualism was considered a masculine quality.
4. The idea that women cannot be both sexy and bright is a myth.
5. There have always been women who have combined looks and brain.
6. A formidable intelligence is a girl's best asset.

TEXT 4**A PROFILE OF THE UNIVERSITY OF WARWICK**

15,900 students: 8100 undergraduates, 5900 postgraduates, and 1900 on other programmes

Innovative subject combinations, with opportunities to study abroad or spend time in industry and business

Over 80% of Departments so far evaluated in the National teaching Quality Assessment have been judged to provide teaching of an excellent quality One of the UK's leading research universities

A lively modern campus (290 hectares) with its own shops, banks, bars and restaurants

High quality, purpose built, on-campus accommodation, for both undergraduates and postgraduates, at competitive prices

The largest Arts Centre outside London - theatres, concert hall, cinema and art gallery
First class facilities on campus for indoor and outdoor sport Excellent entertainment and over 200 clubs and societies organised by a dynamic Student's Union

LOCATION

The University is adjacent to Coventry on the border with Warwickshire, allowing students the opportunity to enjoy both city and countryside. Regular bus services link the campus with Coventry city centre, three miles away, offering all the attractions of a big city, and to the historic Warwickshire town of Leamington Spa, home to many second and third year students. Further afield is Birmingham, the UK's second city, and the National Exhibition Centre, one of the country's most popular concert venues, only 10 minutes by rail from Coventry. The great medieval castles of Kenilworth and Warwick are close by, and Stratford-upon-Avon, home of the Royal Shakespeare Company (with whom the Faculty of Arts has close associations) is easily accessible.

Warwick students benefit from the University's Midlands location: the quality of the life is high and the cost of living (including rents) reasonable. Situated near to the centre of Britain's road and rail network, and only 20 minutes from Birmingham International Airport, the University is easy to reach from all parts of the UK and abroad.

EXERCISE 13 *Think of the possible Moscow State University Undergraduate Prospectus and discuss it with your groupmates.*

EXERCISE 14 *Write a similar profile of Moscow University*

WRITING.

Academic writing may pursue different purposes. Your essay may focus on : 1) explaining a concept 2) taking a position 3) proposing a solution 4) making evaluations 5) speculating about causes

Basic Features of Explanatory Essays

Essays explaining concepts display certain basic features: a well-focused subject, a thesis statement, a logical plan, clear definitions and careful use of sources. The primary purpose for explaining a concept is to inform readers, but writers cannot possibly hope to say everything about a concept. Instead they make choices about what to include, what to emphasize, and what to omit. Most writers focus on one aspect of the concept.

Here is the list of concepts which you encounter in this Unit:

liberal education
rigorous education
democracy
intellectual responsibility a
mature individual

EXERCISE 1 *Choose a concept that interests you and that you want to study further. Give a definition of the concept. Consider carefully the thesis about some aspect of the concept. Write an essay of 150 — 200 words.*

EXERCISE 2 *Write an essay comparing the two concepts:*

1. A liberal education vs. a rigorous education.
2. Approach to education of Russian and American students.
3. Democracy in ancient Greece and in modern Russia.
4. Process of acquiring knowledge vs. physical training.
5. Generalist vs. Specialist.
6. Career education vs. University education.
7. Pass / fail grading vs. examination system.
8. Education abroad and at home.

EXERCISE 3 *In the following statements underline the controlling idea and develop it into a short speech.*

1. The roots of education are bitter, but the fruit is sweet. (Aristotle)
2. A good education is a great asset in life.
3. Education is useless without wit.
4. It is never too late to mend.
5. Where interest lags memory lags too. (Goethe)
6. Activity is the only road to knowledge. (G. B. Shaw)
7. Examinations are formidable even for the best prepared, for the greatest fool can ask more than the wisest man can answer.
8. As knowledge increases wonder deepens. (Ch. Morgan)
9. Arrogance, pedantry, and dogmatism are the occupational diseases of those who spend their lives directing the intelligence of the young. (H.S. Canby)
10. A learned fool is one who reads everything and remembers it. (J. Billings)
11. God sells knowledge for labour and risk. (Chinese proverb)
12. It is the great art of the teacher to awaken joy in creative expression and knowledge. (A. Einstein)
13. Классическое образование и понимание римского права - это крепости против грядущего хама. (Ф.Н. Плевако)

EXERCISE 4 *Write a paragraph of 150- 200 words on any statement listed above. Formulate your thesis statement at the top of the paragraph. Incorporate the quotation y in the body of the paragraph.*

EXERCISE 5 *Write an essay of about 500 words on one of the following subjects:*

1. Trace the development of generalist and specialist approach in education.
2. Education for career.
3. Education in a democratic society.
4. Approach of Russian and American students to education.
5. Education abroad. Elitist schools of learning.