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ОБРАЗОВАНИЕ В ВЕЛИКОБРИТАНИИ И США

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Пособие содержит материалы, тексты, задания по проблемам образования в Великобритании и США, подобранные и оформленные в контексте современных требований к высшему иноязычному образованию.

Представлен широкий спектр возможностей формирования системного взгляда на современную образовательную ситуацию и политику обеих стран.

Для студентов и преподавателей гуманитарных вузов, направление «педагогическое образование», профиль «иностранный язык», специальность «иностранный язык».

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ВВЕДЕНИЕ

Современное образование англоязычных стран представляет собой сложный симбиоз процессов, происходящих в мировом образовательном пространстве, и специфических проявлений национальной образовательной политики, присущей отдельно взятой стране.

Образование Великобритании и США являет собой образцы систем, где нашли отражение история стран, система ценностей, геополитика, достижения современной науки и культуры. Вместе с тем это далеко не идеальные системы, что подтверждает их критика на разных уровнях, а также постоянная разработка и внедрение идей модернизации.

Предлагаемое учебное пособие предназначено для будущих учителей иностранного языка, как специалистов, так и бакалавров. Авторы надеются, что подобранные материалы, тексты, задания позволят студентам сформировать системный взгляд на сложный, противоречивый феномен образования ведущих западных стран.

Многолетний опыт преподавания дисциплины «Образование в странах изучаемого языка» обеспечил авторам главный принцип отбора материала: при кажущейся информационной избыточности предпочтение отдано источникам, где в полной мере отражены различные аспекты образования в Великобритании и США: история, современная образовательная ситуация, проблемы и поиски их решения. В этой целью в пособие включены аутентичные тексты: статьи из периодической печати, фрагменты из книг соответствующей тематики, интернет-источники и др.

Задания в пособии подобраны с учетом реализации принципа единства репродуктивных (чтение, аудирование) и продуктивных (говорение, письмо) видов речевой деятельности, а также сочетания заданий как репродуктивного (ответить на вопросы, работа с новой лексикой и пр.), так и творческого характера (эссе, проекты).

Полагаем, что материалы пособия помогут сформировать у будущих учителей такие профессионально значимые компетенции, как:

- способность логически верно выстраивать устную и письменную речь;

- владение одним из иностранных языков на уровне, позволяющем получать и оценивать информацию в области профессиональной деятельности из зарубежных источников;

- готовность к толерантному восприятию социальных и культурных различий, уважительному и бережному отношению к историческому наследию и культурным различиям;

- владение основами речевой профессиональной культуры;

- способность разрабатывать и реализовывать, с учетом отечественного и зарубежного опыта, культурно-просветительские программы.

Авторы открыты к сотрудничеству и выражают надежду, что предлагаемые материалы окажутся полезны студентам, преподавателям, педагогам, всем, кто интересуется проблемами мирового образовательного пространства.

WARMING UP

1. *Read the poem.*

SONNET - TO SCIENCE
Edgar Allan Poe (1809-1849)

Science! True daughter of Old Time thou art!
Who alterest all things with thy peering eyes.
Why prayest thou thus upon the poet's heart,
Vulture, whose wings are dull realities?
How should he love thee? Or how deem thee wise,
Who wouldst not leave him in his wandering
To seek for treasure in the jewelled skies,
Albeit he soared with an undaunted wing?
Hast thou not dragged Diana from her car?
And driven the Hamadryad from the wood
To seek a shelter in some happier star?
Hast thou not torn the Naiad from her flood,
The Elfin from the green grass, and from me
The summer dream beneath the tamarind tree?

2. *Answer the following questions:*

- What does the poet compare Science to and why?
- What is the author's idea of the correlation between Science and Nature?
- Give your interpretation of the line
 "True daughter of Old Time thou art!
 Who alters all things with thy peering eyes."

3. *Comment on these quotations:*

- "A little learning is dangerous thing." (Alexander Pope)
- "Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave." (Henry Peter Brougham)
- "Education is what survives when what has been learned has been forgotten." (B.F. Skinner)
- "Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught." (Oscar Wilde)
- "The whole purpose of education is to turn mirrors into

windows.” (Sydney J. Harris)

- “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)

- “If you think education is expensive, try ignorance.” (Attributed to both Andy McIntyre and Derek Bok)

4. Read the poem “Up! Education” by Sylvia Chidi and the comments about this poem. Add your own comment.

Education is important
 Right from when an infant
 Education is not about college
 It entails a wider range of knowledge
 Supplying a market of skills shortage
 Education is great
 It creates and decides upon ones fate
 Never leave it too late
 Education makes it a priority
 To provide you with opportunities
 So I say
 OK! Up! Education
 Feed the Nations
 Up! Education
 Education is in abundance
 A constituent of importance
 As we humans advance
 It offers us life's insurance
 Education is the key to set you free
 From joblessness condemnation
 Education is the key to flee
 From endless financial frustration
 Education provides you with ammunition
 To tackle any country, state or nation
 Education gives you immunisation
 Against surviving global frustration
 Education relieves you

From absurd ignorance
 Education exempts you and me
 From parental allowance
 For most adults
 It is usually a concerning disturbance
 So I say
 OK! Up! Education
 Feed the Nations
 Up! Education
 I take my time to stress once more
 It is the path to successes door
 Education is a treasure
 One cannot significantly measure
 By only your life's attended lectures
 Education is power
 Your immediate answer
 To questions that remain unanswered
 Education is for all
 Embrace it or fall
 Education provides options
 And sets the motion
 In life for you to function
 So I say
 OK! Up! Education
 Feed the Nations
 Up! Education
 Education is the name of the game.

<http://www.poemhunter.com/poem/up-education/>

Submitted: Tuesday, March 14, 2006

Edited: Tuesday, July 05, 2011

- [J Swan](#) (10/20/2009 5:26:00 PM)

This is a great piece of literary genius...I am going to recite it in my speech! Ms. Chidi, keep the ink flowing!



- Eithne Queen of Celts (4/22/2008 3:18:00 AM)

This is wonderful and true. It inspires me so much. Go education!



- Brian Dorn (3/14/2006 12:42:00 PM)

'Education is the key to flee from endless financial frustration'... so much truth in that line. Nice work!

CHAPTER I. BRITISH SYSTEM OF EDUCATION

1. Read the text. Give definitions to the words in bold.

SCHOOL EDUCATION HISTORY OF BRITISH SCHOOLS

British system of education is supposed to provide equality of opportunity for all. But it sustains inequality at every stage. It mirrors the English social system, as it is **class-divided and selective**. The first division is between the rich and the poor, those who can pay and those who can not pay. The second – between those selected for an intellectual training and those not so selected.

British education is rather complicated, inconsistent and highly varied. It is so because it has grown out of many different originating causes trying to satisfy many requirements.

A brief reference to the past will help to understand it better. Though cathedral and monastic schools appeared as early as the 7th century, the real starting-point of the British system of education is not the establishment of schools but the rise of the Universities of Oxford and Cambridge. Oxford is mentioned as long ago as 1168 as a place to which students gathered to listen to a famous master. The first mention of Cambridge is when a number of Oxford students removed there in 1209. There follows the founding of a large number of the colleges at Oxford and Cambridge. The next step was taken in 1382 when a first Grammar School was founded at Westminster to act as a feeder to College at Oxford. In 1440 King Henry VI founded Eton College at Windsor. The 16th and 17th centuries saw the foundation of numerous Grammar Schools in various parts of England.

But these schools were not the beginning of national education. They were intended to supply the Universities with good Latinists and the State and Church with learned people.

At the beginning of the 19th century the national interest in education took the form of voluntary effort. There was a number of enthusiasts who established **Day Schools, Sunday Schools, Ragged Schools** and **Orphan Schools**.

By the Education Act of 1870 a State system was established

aiming to fill in the gaps by the **voluntary system**. In districts in which schools were needed School Boards were set up so as to provide schools at the local expense. They were known as **board schools**.

It may be said that after 1870 England had a national though not a uniform system of elementary education. **Elementary education** was now available for every child. Attendance was made compulsory in 1880.

The Education Act of 1902 is the corner stone of the State system of Education in England and Wales. It abolished **the School Boards** and set the **Local Education Authorities** (known as **LEAs**). It encouraged the LEAs to supply or assist education other than Elementary (Secondary, Modern and Technical Schools). It rescued the Voluntary Schools from their financial troubles by requiring the LEAs to finance them partly. As a result elementary education became a **single system, compulsory and free of charge**. Then followed the Act of 1944 about compulsory and free education for children aged 5-15. It provided three **stages of education: primary (elementary), secondary and further**. The Act of 1972 announced a ten-year education programme setting the school-leaving age 16. Before 1936 it was 14, after 1936 — 15. Though the 1972 Act abolished **the fee for education** in state secondary schools the education authorities made use of other methods of class selection into the privileged types of secondary schools.

The state policy in education was based upon the theory that intelligence was **innate at birth, fixed for life**, unchangeable and limited to a minority. Hence every pupil should be educated **according to his age, ability and aptitude**.

The selection was made on the results of the «eleven plus» («11+») examination, taken on leaving primary school. About three-quarters of pupils went to «secondary modern» schools which prepared pupils for manual, skilled and clerical employment. The remaining quarter went to grammar schools the pupils of which were expected to go to university or some other form of higher education.

This system gave the chance of a better education to a very small number of children preventing many boys and girls from getting it. By the 1960s there was increasing criticism of this streaming of ability particularly by political left. It was recognised that many children who failed «11+» examination might well develop academically later but were denied this opportunity and this resulted in a great waste of human potential. The Labour government's solution was to introduce a new type

of school, comprehensive, which should admit children of all abilities (without 11+ examination) and which should be a combination of grammar and secondary modern schools under one roof. Between 1965 and 1980 almost all the old grammar and secondary modern schools were replaced by **co-educational comprehensives**.

The result of the reform was very mixed and caused new criticism and argument. The best comprehensives aimed at grammar school academic standards, while the worst sank to secondary modern ones. Many grammar schools refused to join the comprehensive experiment. Of the 174 old direct grant grammar schools, 119 decided to leave the state system rather than become comprehensive. Thus the comprehensive reform unintentionally reinforced an educational elite which only the children of wealthier parents could join.

Also there was a **move away from the traditional formal teaching** and factual learning to what was called **«progressive» education**: greater pupil participation and discussion, with greater emphasis on comprehension and less on the acquisition of knowledge. Not everyone approved and there was a demand to return to old-fashioned methods. Surveys of the adult population in 1980's revealed that half the population could not do simple mathematics or read a railway timetable correctly, and that 16 per cent could not locate Britain on a map of the world. Among ten-year-old pupils in seventeen countries, English children were second worst in science. The worst Japanese school was better in primary science than the best 60 per cent of English schools. Although A level science pupils in England are among the best internationally, they are a small group.

To improve the situation there followed the Education Act (1986) and the Education Reform Act of 1988. The main reforms included the introduction of a **National Curriculum**, which sets out in detail the subjects that children have to study and which are compulsory up to the age of 16. It also introduced periodic formal assessment of progress and the level of achievement at the ages of seven, eleven, fourteen and sixteen. This reform is considered to be of great importance as it removed the local authority control and for the first time in British history introduced National Curriculum thus exercising government control over all kinds of schools and their standards of progress.

The Government's vision for the education system of the 21st century is that it will neither be divisive nor based on some lowest

common denominator. Diversity, choice and excellence will be its hallmarks in the next century. The essential conditions to achieve excellence and fulfillment of talent – at whatever level – are those of diversity and choice. Talent is not uniform. The education system cannot afford to be uniform either.

In Scotland an Act passed in 1872 transferred responsibility for education from the churches to elected school boards, which provided **compulsory education** for children between the ages of five and 13, and evening schools for young people over 13. The boards were also responsible for enforcing the code of the Scotch Education Department (now the Scottish Office Education Department), which was set up at about this time to supervise the working of the new system and to administer the distribution of the parliamentary grant.

In 1901 the school-leaving age was raised to 14. An Act passed in 1918 replaced the boards by local government authorities and made the provision of secondary education mandatory for all children wanting it. Church schools were transferred to education authorities, while preserving their denominational character. The school-leaving age was raised to 15 in 1947 and to 16 in 1972-73.

Education in Northern Ireland was brought into a single system by legislation passed in 1923, under which local government took over responsibility for its administration, supervised by the Ministry of Education. Children were required to receive "elementary" education between the ages of six and 14. Secondary education remained largely in the hands of voluntary bodies, with assistance provided from public funds. Technical education was provided almost entirely by the local education authorities. The school-leaving age was raised to 15 in 1947 and to 16 in 1972-73.

2. Scan the text for answers to the following questions; indicate the paragraph where the information is found.

- In what way is education in Britain class-divided and selective?
- What kind of voluntary schools appeared at the beginning of the 19th century?
- What can you say about «11+» examination?
- What were the main stages in the development of

education in Britain?

- When was elementary education made compulsory and free of charge?
- What do you know about the rise of the Universities? What is peculiar about it?
- What have the results of the reforms of the 1980s been?
- Why is the introduction of a «National Curriculum» of great importance?
- When did the first grammar schools appear?
- What schools appeared as protest against that examination?

3. Read the texts. Give definitions to the words in bold.

BRITISH SCHOOL TODAY

British education today is **aimed to realise the potential of all, for the good of the individual and society as a whole**. The general policy for education which is now being implemented throughout the United Kingdom is much the same with some national variations in Scotland, Wales and Northern Ireland. All schools of Great Britain are known as **state schools (state supported, state maintained)** and independent schools.

Independent schools are fee-paying schools ranging from public schools with centuries-old traditions to private experimental schools.

Schools supported by the state from public funds are of three kinds:

1) **county schools** — the largest group, provided and maintained by Local Educational Authorities (LEAs) wholly out of public funds, no fees are charged to parents; they are primary schools (infant and junior), comprehensives, some grammar schools, secondary modern schools, sixth forms.

2) **voluntary schools** — financially aided and controlled by government but provided by a voluntary body; mostly they are Church of England schools or Roman Catholic schools.

Each LEA-maintained county, voluntary and special school has a governing body which includes governors appointed by the LEA, elected teacher and parent governors and people coopted from the local community.

Voluntary schools also have governors from the church associated with the school.

All LEA county and voluntary schools manage their own budgets. LEAs allocate funds to the schools, largely on the basis of pupil numbers. The school governing body is responsible for overseeing spending and for most aspects of staffing, including appointments and dismissals.

3) **direct-grant schools** — some 15 per cent of secondary schools in England are grant-maintained self-governing schools. In Wales the proportion is approximately 5 per cent. These schools are not financed by LEAs as they have chosen to opt out of LEA control. Instead, the Funding Agency for Schools in England calculates and pays grants to GM schools from public funds and is responsible for financial monitoring. The Agency is responsible to the Secretary of State for Education and Employment, who appoints its members. GM schools in Wales are funded by the Welsh Office.

The governing body for GM schools consists of parents, teachers and people from the community served by the school. Governors take all decisions about school management, employ and pay staff, are responsible for school premises, and may acquire or dispose of land.

4. Read the text and write the essay “Pro and cons Eleven plus exam”

ELEVEN PLUS EXAM

In the United Kingdom, the 11-plus or Eleven plus is an examination administered to some students in their last year of primary education, governing admission to various types of secondary school. The name derives from the age group for secondary entry: 11–12 years. The *Eleven Plus* examination was once used throughout the UK but is now only used in a number of counties and boroughs in England. The *Transfer Test* is especially associated with the Tripartite System which was in use from 1944 to 1976.

The *Transfer Test* examination tests a student's ability to solve problems using verbal reasoning, mathematics and non-verbal reasoning and English. Introduced in 1944, the examination was used to determine which type of school the student should attend after primary education: a grammar school, a secondary modern school, or a technical school. The

base of the Tripartite System was the idea that for this purpose skills were more important than financial resources: different skills required different schooling.

The *Eleven Plus* was created by the 1944 Butler Education Act. This established a Tripartite System of education, with an academic, a technical and a functional strand. Prevailing educational thought at the time was that testing was an effective way to discover to which strand a child was most suited. The results of the exam would be used to match a child's secondary school to their abilities and future career needs.

When the system was implemented, the technical schools did not appear on the scale envisaged. Instead, the Tripartite System came to be characterized by fierce competition for places at the prestigious grammar schools. As such, the *Eleven Plus* took on a particular significance. Rather than allocating according to need or ability, it became seen as a question of passing or failing. This led to the exam becoming widely resented by some although strongly supported by others. The structure of the *Eleven Plus* examination varied over time, and among the different counties which used it. Usually it consisted of three papers:

- Arithmetic — A mental arithmetic test.
- Writing — An essay question on a general subject.
- General Problem Solving — A test of general knowledge, assessing the ability to apply logic to simple problems.

Most children took the *Eleven Plus* transfer test examination in their final year of primary school: usually at age 10 or 11. In certain counties (Berkshire, Buckinghamshire) it also was possible to sit the test a year early — a process named the *Ten Plus*; recently, the Buckinghamshire test was called the *Twelve Plus* and taken a year later than usual.

Originally, the transfer test was voluntary; currently, some 30% of students in Northern Ireland do not sit for it.

In Northern Ireland, pupils were awarded grades in the following ratios to pupils sitting the exam: A (25%), B1 (5%), B2 (5%), C1 (5%), C2 (5%), D (55%) and there was no official distinction between pass grades and fail grades.

Current practice

There are 164 remaining grammar schools in various parts of England

and 69 in Northern Ireland. In counties in which vestiges of the Tripartite System still survive, the *Eleven Plus* continues to exist. Today it is generally used as an entrance test to a specific group of schools, rather than a blanket exam for all pupils, and is taken voluntarily. For more information on these, see the main article on grammar schools. The largest area still operating the *Eleven Plus* after the system was phased out in Northern Ireland in 2008 is the county of Lincolnshire (although the test is optional, the education system is completely Tripartite- every major town has Grammar and Comprehensive/ Technical Schools). Kent students can take the test though generally only those who are expected to pass will do so.

Eleven plus and similar exams vary around the country but will use some or all of the following components:

- Verbal reasoning (VR)
- Non-Verbal reasoning (NVR)
- Mathematics (MA)
- English (EN)

In Buckinghamshire children sit just two verbal reasoning papers. In Kent children will sit all four of the above disciplines, however the English paper will only be used in circumstances of appeal. However, in the London Borough of Bexley from September 2008, following a public consultation, pupils sitting the *Eleven Plus* exam will only be required to do a Mathematics and Verbal reasoning paper. In Essex, where the examination is optional, children sit Verbal Reasoning, Mathematics and English. Other areas use different combinations. Some authorities/areas operate an opt-in system, whilst others (such as Buckinghamshire) operate an opt-out system where all pupils are entered unless parents decide to opt out. In North Yorkshire, Harrogate/York area, children are only required to sit two tests: Verbal and Non-Verbal reasoning.

The scoring used varies between different areas. As an example, in Kent, mathematics and writing are each given twice the weighting of verbal reasoning.

A pass mark is used to decide whether students are eligible for a grammar school education. Usually, the pass mark is between 400 and 450 out of 700. Students who achieve the pass mark are given the opportunity to study at grammar school while those who fall below that are often not.

Should a score be close to, yet slightly below, the pass mark, then the candidate may appeal to get into grammar school. Generally a student who scores between 500 and 530 has achieved just enough to pass. Those scoring 530 to 600 are most likely fairly able to carry on to grammar school without a problem. Students who score between 600 and 650 are considered extremely bright. Those that exceed a score of 650 are rare yet exemplary cases.

The system in Northern Ireland differed from that in England. The last 11-plus transfer test was held in November 2008. A provision in the Education Order (NI) 1997 states that "the Department may issue and revise guidance as it thinks appropriate for admission of pupils to grant-aided schools". Citing this on January 21, 2008, Northern Ireland's Education Minister Cairíona Ruane passed new guidelines regarding post-primary progression as regulation rather than as legislation. This avoided the need for the proposals to be passed by the Northern Ireland Assembly where cross-party support for the changes did not exist.

Various parties with vested interests, including schools, parents and political parties, still object to the new legal framework. As a result, many post-primary schools are setting their own entrance examinations contrary to the regulations set down by the Department.

The *Eleven Plus* was a result of the major changes which took place in British education in the years up to 1944. In particular, the Hadow report of 1926 called for the division of primary and secondary education, to take place on the cusp of adolescence at 11 or 12. The implementation of this break by the Butler Act seemed to offer an ideal opportunity to implement streaming, since all children would be changing school anyway. Thus testing at 11 emerged largely as an historical accident, without other specific reasons for testing at that age.

Criticism of the *Eleven Plus* arose on a number of grounds, though many related more to the wider education system than to academic selection generally or the *Eleven Plus* specifically. The proportions of schoolchildren gaining a place at a Grammar School are varied by location and gender. 35% of pupils in the South West secured grammar school places as opposed to 10% in Nottinghamshire. Due to the continuance of single-sex schooling, there were fewer places for girls than boys.

Critics of the *Eleven Plus* also claimed that there was a strong class bias in the exam. JWB Douglas, studying the question in 1957, found that children on the borderline of passing were more likely to get grammar school

places if they came from middle class families. For example, questions about the role of household servants or classical composers were easier for middle class children to answer but far less familiar to those from less wealthy or less educated backgrounds. This criticism was certainly true of the earlier forms of the exam, and as a result the *Eleven Plus* was redesigned during the 1960s to be more like an IQ test.

You may use the following recourses.

✓ ["Transfer Procedure - Department of Education, Northern Ireland".](http://www.deni.gov.uk/index/85-schools/6-admission-and-choice/6-transfer-procedure.htm)
<http://www.deni.gov.uk/index/85-schools/6-admission-and-choice/6-transfer-procedure.htm>

✓ Final Eleven Plus (2008-11-24). ["Newsline - Education & Arts - Final Eleven Plus".](http://www.bbc.co.uk/newsline/content/articles/2008/11/24/eleven_plus_feature.shtml) BBC. Retrieved 2009-10-17.
http://www.bbc.co.uk/newsline/content/articles/2008/11/24/eleven_plus_feature.shtml

✓ ["Future uncertain as 11-plus ends".](http://news.bbc.co.uk/2/hi/uk_news/northern_ireland/7740313.stm) [BBC News Online.](http://news.bbc.co.uk/2/hi/uk_news/northern_ireland/7740313.stm) 2008-11-21. Retrieved 2009-06-27.

✓ ["The tricky path from peace to harmony".](http://www.publicservice.co.uk/feature_story.asp?id=8884&topic=Home%20affairs) Public Service. 2008-01-21. Retrieved 2009-10-17.
http://www.publicservice.co.uk/feature_story.asp?id=8884&topic=Home%20affairs

✓ Taylor, Matthew (28 July 2005). ["Teaching union calls for return of 11-plus".](http://www.guardian.co.uk/education/2005/jul/28/11plus) *The Guardian*. Retrieved 2009-10-17.

✓ Beckett, Francis (15 October 2002). ["Not so special after all".](http://www.guardian.co.uk/education/2002/oct/15/11plus) *The Guardian*. Retrieved 2009-10-17.

✓ Baker, Mike (15 February 2003). ["What future for grammar schools?".](http://www.bbc.co.uk/1/health/2003/02/030215_11plus.shtml) *BBC News*. Retrieved 2009-10-17.

✓ ["State schools 'failing brightest pupils'".](http://www.guardian.co.uk/education/2005/may/23/11plus) *The Guardian*. 23 May 2005. Retrieved 2009-10-17.

From Wikipedia, the free encyclopedia

5. Read the text and do the assignments below.

SOME ESSENTIALS

- School education is divided into three stages: primary, secondary and

further education. In England and Wales the primary cycle lasts from 5 to 11. Children of 5 enter **infant schools** moving on to **junior school** at the age of 8 and then on to secondary school. The transition from primary to secondary school is made at the age of 11. Most secondary schools in Britain (about 90 per cent) are comprehensive schools. They are state schools, which take children of all abilities (84%). About 6 per cent of children go to grammar schools, state schools which take only students who pass «11+» examination.

- About 7 per cent of children go to **private schools**, which do not receive any money from the state, parents pay for their children's education. The most expensive private schools are called «**public**» schools.

- Full-time education is compulsory for 12 years for all children between the ages of 5 and 16.

- All schools, including **independent schools**, are **subject to official (government) inspection and control**.

- Local education authorities (LEAs) finance most schools and further education at the local level. They employ teachers and allocate budgets to schools. School budgets include books, teachers' salaries and cleaning.

- Schools can apply for «**grant-maintained status**». This means that they «**opt out**» of LEA control and receive funding from central government, becoming direct-grant schools.

- Every state school has a **governing body**, responsible for the school's main policies. It includes teachers, parents and members appointed by LEAs.

- The British **school syllabus** is divided into **Arts (or Humanities) and Sciences**, which determine the division of the secondary school pupils into study groups: a Science pupil will study Chemistry, Physics, Mathematics (Maths), Economics, Technical Drawing, Biology, Geography; an Art pupil will do English Language and Literature, History, foreign languages, Music, Art, Drama. Besides these subjects they must do some general education subjects like Physical Education (PE), Home Economics for girls and Technical subjects for boys, General Science, Information Technology (IT), Sex Education (SE), Religious Education (RE). Computers play an important part in education. **The system of options** exists in all kinds of secondary schools.

- In English schools by law all children receive **religious education** and take part in daily prayers. But parents have the right to withdraw their children from such classes. In all kinds of voluntary school there is opportunity for denominational instruction. Roman Catholic children

generally have their own classes.

- **Physical education**, including organised games, is a part of the curriculum of all schools. Organised games include tennis, cricket, football, hockey, netball and lacrosse.

- **Medical Inspection** and free medical and dental treatment for all children attending state schools is provided. The education service seeks to help prevent and deal with juvenile drug misuse and to help prevent the spread of AIDS.

Guidance on drug prevention in England's schools was issued by the government in May 1995. The document outlines how to teach pupils about the dangers of drug misuse and advises schools on developing policies in drug education and prevention.

- Boys and girls are generally taught together in primary schools. Most of secondary schools are **co-educational**, mixed schools. But the majority of the secondary schools in the independent sector (private schools) are either for boys or for girls. Most children go to the school whose **«catchment area»** they live in. This is usually, though not always, the nearest school to their home.

- Most pupils in British schools wear **school uniform**, which differ from school to school. The favourite colours for school uniforms are blue, grey, black and maroon.

- The pupils who **violate** various school regulations may be punished in the following ways: for lateness, truancy they may be reported to the Headmaster or named in school assembly. They may be detained in school after ordinary hours.

- **Corporal punishment** has recently been banned in state schools. But in most public schools it is still allowed. Caning is the usual punishment for serious misbehaviour in class, damage and vandalism. Many teachers remark that standards of discipline have fallen since corporal punishment was banned by the government.

- Each school has its **system of rewards**: medals and prizes for the best pupils.

- Schools in Britain have **three terms a year**, each with a short midterm break for one week (known as «half-terms») and longer holidays at Christmas, Easter and in the summer.

- All schools **assess children's progress** by their own internal tests at the age of 7, 11, and 14. Sixteen-year-olds take the General Certificate of Secondary Education (GCSE). At the age of 16 pupils can leave school or

continue their education.

- **The system of marking** may be out of ten (nine, eight and a half...), in grades (A, B, C, D, E), in % — the highest is 100, the lowest — «naught», the pass is 50% or higher.

- About 45 per cent of 16 -year-olds stay in **full-time education**. Some attend so called «**sixth form**» (sixth form of a secondary school or a sixth form college) which require two more years of study after GCSE and which prepare them for taking «A»-level examinations. For other school - leavers and for adults of all ages, universities, polytechnics and other colleges provide a vast net of courses, both academic and vocational.

4. Arrange the following questions according to the order of the text and answer them:

- What systems of marking are accepted in Britain?
- What are the two main groups of schools?
- Does corporal punishment exist in British schools?
- What subjects does British school syllabus include?
- What are three stages of school education?
- What is the function of Local Education Authorities (LEA)?
- How do schools assess children's progress?

5. Make up the scheme "System of School Education in Britain".

6. Read the texts do the assignments below.

STAGES OF EDUCATION PRE-SCHOOL EDUCATION

Compulsory education in Britain begins at the age of 5 but in some areas there are nursery schools for children under 5 years of age. Some children between two and five receive education in nursery classes or in infant classes in primary schools. Many children attend informal pre-school playgrounds organized by parents in private homes. Nursery schools are staffed with teachers and students in training. There are all kinds of toys to keep the children busy from 9 o'clock in the morning till 4 o'clock in the afternoon — while their parents are at work. Here the babies play, lunch and

sleep. They can run about and play in safety with someone keeping an eye on them.

For day nurseries, which remain open all the year round, the parents pay according to their income. The local education authority's nurseries are free. But only about three children in 100 can go to them: there aren't enough places, and the waiting lists are rather long.

PRIMARY EDUCATION

Most children start school at the age of 5 in a primary school. A primary school is divided into infants and juniors. At infant schools reading, writing and arithmetic (three «Rs») are taught for about 20 minutes a day during the first year, gradually increasing to about 2 hours in their last year. There is usually no written timetable. Much time is spent in modelling from clay or drawing, reading or singing.

By the time children are ready for the junior school they will be able to read and write, do simple addition and subtraction of numbers.

At the age of 7 children go on from the infants school to the junior school. This marks the transition from play to «real work». The children have set periods of arithmetic, reading and composition which are all «11+» subjects. History, Geography, Nature Study, Art and Music, Physical Education, Swimming are also on the timetable.

SECONDARY EDUCATION

Comprehensive schools dominate among all types of schools in secondary education: 90 per cent of all state — financed secondary schools are of this type. Most other children receive secondary education in grammar, secondary modern and very few secondary technical schools. Those who can pay go to public schools.

The transition from primary to secondary school is made between the age of 11-12 years. At this age only some children sit for the selective examinations to be admitted to grammar schools.

Comprehensive schools were introduced in 1965. The idea of comprehensive education, supported by the Labour Party, was to give all children of whatever background the same opportunity in education.

So comprehensive schools are non-selective («all-in») schools, which provide a wide range of secondary education for all the children of a

district. They are the most important types of secondary school because they are attended by 84 per cent of all secondary school pupils.

There are various ways in which a comprehensive school can be organised. It can, by «streaming» within the school, try to keep children of approximately similar ability in one group or class; or it can leave the children to choose between large numbers of courses; or it can combine the two methods. Pupils may leave the school at the age of 16 or 18.

Comprehensive schools are often very large schools with up to two thousand pupils.

A *grammar school* mainly provides an exam-centred academic course from 11 to 18. It is the main route to the universities and the professions. A large proportion of university students are recruited from grammar schools, though they make 3 % of all schools.

Most grammar school pupils remain at school until 18 or 19 years old, especially if they want to go on to university. Some degree of specialisation, especially as between arts and science subjects, is usual in the upper forms. The top form is always called the «sixth form». Pupils may remain in this form for two or three years, until they leave school. Selection of primary school children for grammar schools is usually based on school record cards, teachers' reports, tests and consultation with parents. After the reform act of 1988 many grammar schools were turned into comprehensives and the change was in many cases very painful.

Secondary modern schools give a general education with a practical bias. It is common for more time to be given to handicrafts, domestic sciences and other practical activities than in grammar schools.

«Streaming» is practised in secondary modern schools. The children in each group are usually placed in three «streams» A, B, and C: «C» stream is for children of the least academic type, concentrating mainly on practical work.

Secondary technical schools, a smaller group (less than 2 per cent), offer a general education largely related to industry commerce and agriculture. These schools are not very popular and few places have them. They provide teaching up to the age of 18.

PROBLEMS OF STATE SCHOOLS

During the 1970s it was discovered that British system of education underestimated the importance of craft skills and national targets for

education. So at that time greater emphasis was made on education and training many new colleges of further education were established to provide technical or vocational training. But British education remained too academic for the less able and technical studies remained weak, with the result that a large number of less able pupils leave school without any skill at all. By 1990s nine out of ten West German employees had vocational training qualification while in Britain only one in ten.

Another problem is the continued high drop-out rate at the age of 16 and low level of achievement in mathematics and science among school-leavers. While over 80 per cent of pupils in West Germany and the USA and ever 90 per cent in Japan stayed on till the age of 18, hardly one third of British pupils did so.

Standards of teaching and learning are not high enough. State-maintained schools have to operate with fewer resources in more difficult circumstances, with low pay. This resulted in teachers' flight from the profession. By 1990 there were as many trained teachers not teaching as teaching. The shortage of teachers was great, especially in the subjects of greatest national importance: maths and science. Britain filled the gap by employing unemployed teachers from Germany, Netherlands, Australia and other countries.

The shortfall is not only in the total number of teachers, but also in the inadequate level of qualification of a high proportion of primary teachers, particularly in science and maths.

Though the expenditure on education increased almost twice compared with middle 1950s it is not enough, because «standards of learning are never improved by poor teachers and there are no cheap high quality routes into teaching». One can't but agree with these words of Eric Bolton, England's chief inspector of schools.

7. Questions for comprehension:

- What are schools in pre-school education?
- What are children taught in infant and junior schools?
- When and how are the children screamed?
- Name the types of schools in secondary education. Describe each of them. How do they differ?
- What are the main problems of state schools?

8. Agree or disagree with the following statements:

- Compulsory education in Britain begins at the age of 7.
- The local education authority's nurseries are free.
- At the age of 7 children go on from the junior school to the infants school.
- The transition from primary to secondary school is made between the age of 12 -13 years.
- Comprehensive schools are the main route to the universities and the professions.
- Secondary modern schools give a general education with a practical bias.
- Standards of teaching and learning in state-maintained schools are very high.
- A lot of pupils don't continue their education after the age of 16.

9. You are going to see 2 extracts from school handbooks. Read the sample texts, identify the common aims, and find out any differences.

SHEPSHED HIGH SCHOOL

"We aim to educate the whole person"

Our aims

In general we aim to develop and maintain a cheerful, well-ordered, peaceful but purposeful school with a friendly atmosphere, in which children get up to act reasonably and by consent rather than compulsion.

Specifically, we aim to:

- value all pupils in their own right;
- enable pupils to become aware of their own strengths and weaknesses and to be tolerant of those of others;
- provide a curriculum which caters for the varying needs of the age and ability, so that learning and study become an enjoyable framework for life;
- provide a range of activities which enable each pupil to fulfill his/her potential academically, creatively, physically and socially;

- enable pupils to exercise the self-discipline and responsibility necessary to work both individually and cooperatively to create a caring society;
- work together with the home in the best interests of the children, so that they enjoy their years here without a sense of fear about failure.

Whole curriculum aims.

We aim to help pupils to:

- develop lively, enquiring minds; the ability to question and argue rationally; and to apply themselves to tasks and physical skills;
- acquire understanding, knowledge and skills relevant to adult life, and the world of adult activity in a rapidly changing environment;
- develop personal, moral values, and respect for religious values and tolerance of other races, religions and ways of life;
- understand the world in which they live and the independence in individuals, groups and nations;
- appreciate human achievements and aspirations.

KINGSLAND SCHOOL

Aims of the school

First, we need to create an environment where the pupils' knowledge, experience and imaginative understanding is enlarged, so that his or her awareness of moral values and capacity for enjoyment is enhanced and, we must try to enable our pupils to enter the world, after formal education is over, as active participants and responsible contributors to it, achieving as much independence as possible.

General aims

- To acquire, through active participation, knowledge, skills and practical abilities, and the will to use them.
- To develop qualities of mind, body, spirit, feeling and imagination.
- To appreciate a critical understanding of social, economic and political orders and a reasoned set of attitudes, values and beliefs.
- To prepare for adult lives at home, at work, at leisure

and as citizens.

- To develop a sense of self-respect, the capacity to live as independent, self-motivated adults and the ability to function as contributing members of co-operative groups.

- To promote equal opportunities, especially in matters relating to class, gender and race with the active promulgation of anti-sexist and anti-racist attitudes.

Tasks

- Discuss in groups what you think are the main aims of any school.
- Do you think these aims are similar in Russian schools?
- The aim of school has always been to “develop the whole person”. Do you think this task is quite realistic? Can every school cope with it?

10. Look at 2 extracts about discipline taken from school handouts. All schools in Great Britain have their own rules. What are pupils allowed and what are they not allowed to do at school?

Here are some of the regulations and bell times functioning at
LAWNSWOOD SCHOOL in Leeds.

RULES

1. Appropriate school dress must be worn on all school occasions.
2. Bicycles should not be ridden in the school grounds.
3. Ball games may not be played in areas close to unprotected windows.
4. Radios and tape-recorders of any type must not be brought to school.
5. No pupil is allowed to smoke on the school premises or on school visits, or to bring cigarettes, matches or lighters onto school premises. Chewing-gum is not allowed in school.
6. Pupils must move about the corridors and staircases in an orderly manner; running in corridors and on staircases is forbidden.

PROCEDURES

Punctuality. Pupils must be in form rooms by 8.45 a.m. and before 1.45 p.m.

Lates. Pupils arriving late for registration will obtain a late form from their Form Tutor. Pupils arriving after 9.00 a.m. must report immediately to the Office in their building.

Notices. Notices may be displayed on school notice boards only with the permission of a member of Staff.

Classes left unsupervised. If a member of Staff does not arrive to take a lesson, the class will wait no longer than five minutes and then report the non-arrival to the Staff room.

Safe-keeping. Pupils should never bring valuable articles or large sums of money to school: money must be kept on one's person.

Lost property. All personal property should be named. A pupil discovering the loss of any article of value will report the fact immediately and those finding property should hand it to a member of Staff.

Absences. If pupils are absent, their parents should inform the school by letter, otherwise a card will be sent to their home after two days. On returning to school after any absence, pupils must give to their Form Tutor a note from their parents explaining their absence. Leave of absence can only be granted under certain circumstance (e.g. careers interviews, non-school examinations, family holiday) and school should be requested in advance by letter from parents to the Head of House.

Breakages. Any pupil responsible for damage to school property (furniture, windows, etc.) will inform the Deputy Head or Head of House immediately.

BELL TIMES

8.40 a.m. - School begins	8.45 a.m. - Registration
8.50 a.m. - Assembly bell	9.00 a.m. - Pupils move to lessons
9.05 a.m. - Lesson 1	9.45 a.m. - Lesson 2
10.25 a.m. - Lesson 3	11.05 a.m. - Break
11.25 a.m. - Pupils move to lessons	11.30 a.m. - Lesson 4
12.10p.m. - Lesson 5	12.50 p.m. - Lunch time
1.40 p.m. - Afternoon school begins	1.45 p.m. - Registration
1.50 p.m. - Lesson 6	2.30 p.m. - Lesson 7
3.10 p.m. - End of normal lessons, start of additional lessons, clubs, societies, team practice, detentions, etc.	

BROADWATER SCHOOL

Rules and Organization Discipline, Standards and Sanctions

For the school to function in an efficient manner it is necessary to have a structure for dealing with problems of indiscipline which is clearly understood by pupils, parents and staff. Discipline is an important and necessary feature of any school. Each group starts and finishes the day with the form tutor, who is directly responsible for ensuring that the individual pupil knows, understands and abides by the school's rules.

It may be necessary from time to time to impose sanctions. These take various forms:

- Pupils may be given a school detention of 45 minutes. Parents will be informed prior to the event, via the pupil's Work Diary. *Detentions* are held on Friday 2.25-3.10 p.m.

- '*On Report*': persistent inattention or general indiscipline is sometimes dealt with in this way. The pupil will be issued with a 'Report Card' and will have to present it to every subject teacher at the beginning of every lesson attended for signature and, where appropriate, comment. The issuing of a report card is entered in the Work Diary to keep parents fully informed.

- *Interview* of pupil and parent(s) by Governors' sub-committee.

- *Suspension* of pupils from the school is rare and unfortunate and is only considered as a last resort when other means of resolving problems have been tried and proved unsuccessful.

Pupils are expected to behave in a reasonable and considerate manner towards others and to treat all property with respect and care. Punctuality is important, and repeated lateness will result in a school detention.

Smoking, and the possession of smoking materials, is forbidden in school.

The Work Diary must be in the possession of the pupil throughout the school day.

If any damage is done to property, responsibility will be established and where necessary, the cost of repair apportioned.

Tasks

- Identify the common rules and the different regulations in different schools.
- What kind of behavior is unacceptable at any school?

11. Read the text. Write out key words from each paragraph, use them as a plan to render the text. Answer the following questions:

- What reputation does public school have?
- What, in your opinion, has made some public schools in Britain famous all over the world?

INDEPENDENT SCHOOLS

Independent schools are private schools charging tuition fees and that is why they are «independent» of public funds, «independent» of the state educational system, but they are open to government control and inspection. The Department of Education has the power to require them to remedy any objectionable features in their premises, accommodation or instruction (teaching) and to exclude any person regarded as unsuitable to teach or to be proprietor of a school,

There is a wide range of independent schools covering every age group and grade of education. They include nursery schools and kindergartens (taking children of nursery and infant school ages), primary and secondary schools of both day and boarding types.

The most important and expensive of the independent schools are known as public schools, which are private secondary schools taking boys from age of 13 to 18 years, and preparatory schools (colloquially called «prep» schools), which are private primary schools preparing pupils for public schools. The terms «primary» and «secondary» are not normally applied to these independent schools because the age of transfer from a preparatory school to a public school is 13 or 14 and not 11 as in the state system of primary and secondary education.

Preparatory schools are usually small (for 50-100 children). They prepare the pupils for the Common Entrance Examination, set by independent secondary schools: «prep» schools are situated chiefly in the country or at the seaside resorts. They are much later development than the public schools. Few

of them date back further than 1870.

Public schools form the backbone of the independent sector. With a few exceptions all public schools are single-sex boarding schools, providing residential accommodation for their pupils, though many of them take some day pupils too. A typical public school has about 500 boys but a few have more (e.g. Eton has more than 1100 boys).

Some of the public schools date from the 16th century or earlier and they form the pinnacle of fee-paying education (in the 1990s the average boarding public school-fees were over 7000 pounds annually). Of the several hundred public schools, the most famous are the «Clarendon Nine». Their status lies in an attractive combination of social superiority and antiquity. These are the oldest and most privileged public schools: Winchester (1382), Eton (1440), St. Paul's (1509), Shrewsbury (1552), Westminster (1560), The Merchant Taylor's (1561), Rugby (1567), Harrow (1571) and Charterhouse (1611).

Demand for public school education is now so great that many schools register babies' names at birth. Eton maintains two lists, one for the children of «old boys», those who studied there and the other for outsiders. Usually there are three applicants for every vacancy. For example, in 1988 there were 203 names down for only 120 places at Radley School in the year 2000. And it is not surprising that public schools cream off many of the ablest teachers from the state sector and teaching standards are very high and much better than in any other secondary schools.

Public schools admit pupils from private preparatory schools («preps») which prepare children for the Common Entrance Examination.

Public schools offer entrance scholarships (from 6 to 10 annually). But the fees remain heavy even for scholarship winners. The competition for those scholarships is very severe, and the syllabuses of the scholarship examinations with their high standard in Latin and other subjects are quite out of keeping with the primary school curriculum.

Independent fee-paying schools were exempted from teaching according to the National Curriculum.

12. You are supposed to make up the project “An imaginary primary or secondary school which is organized according to the English pattern”. Do not forget to give you imaginary school a name. The following questions can be helpful.

- What kind of school is it? What system of educational provision is

in use locally for children aged 5-18?

- What is the size of the school? (Number of children of either sex, number of staff of either sex, age range of children, social background of the school's catchment area if this is clear - cut)

- What buildings and amenities does the school possess? (How many classrooms are there? Is there a hall, a library, specialist's rooms or areas, a staff room, playing fields? Are the buildings modern? Are there accommodation problems?)

- How is teaching organized? (Streaming? Mixed ability grouping? Are classes generally taught as a single unit or is group work or individual work a norm? What about the physical organization of the classroom – do the children sit at desks, in groups at tables, randomly? Is the timetable fixed or flexible?)

- What subjects are included into the curriculum? What is taught at the various age levels within the school? (Are specific subjects taught, or is teaching arranged in more general areas like, for example, Aesthetics, Physical skills, Communication?)

- What form of reward and punishment are normally used?

- What testing is done in the school and what forms of records are kept? (Are staff meetings held to discuss children's progress or is this done informally? How are children and parents informed of progress?)

- What system of examinations is used in the school?

- In what way are parents involved in the school? (Parents' meetings, parent-teacher association, parental help in or out of school)

- What do the school's general aims appear to be?

13. Read the texts and answer the following questions:

- What certificate do children get on completion of compulsory education and what choice do they have after sixteen?
- What are certificates on completion of the sixth form?
- How do the certificates in Scotland differ?

AFTER SIXTEEN

Pupils going on to higher education or professional training visually take «A» level examinations in two or three subjects. These require two more years of study after GCSE, either in the sixth form of a secondary school, or in a separate sixth-form college. The «A» level exam is taken at the age of 18, and is the main standard for entry to university education and to many forms of professional training. But some pupils want to stay on at school after taking their GCSE, to prepare for a vocational course or for work rather than for A level examinations. Then they take the CPVE examination, which means the Certificate of Pre-Vocational Education.

EXAMS AND CERTIFICATES

Besides 3 standard assessment tests (at the age of 7, 11, 14) two public examinations are set: GCSE exam on completion of the compulsory education (at the age of 16) and GCE A level or AS exams on completion of the two voluntary years («sixth form»).

At the age of 16 pupils take the General Certificate of Secondary Education (GCSE), introduced in 1989. They must take English Language, Maths and Science for GCSE, as well as a half GCSE in a foreign language and Technology.

About 45% of school-leavers continue with full-time education after 16. Those pupils who stay on for two more years usually take A (Advanced) levels, AS (Advanced Supplementary) levels or GNVQs (Greater National Vocational Qualifications). It is quite common to combine two A levels with one AS level, or one A level with one GNVQ. Pupils taking A levels study traditional subjects such as French, Physics or History. To go to university pupils need two or three A levels,

AS levels are the same standard as A level, but only half the content. For example, AS level German pupils take the A level German Language exam, but do not take the A level German Literature exam.

GNVQs are vocational qualifications. Pupils usually take one GNVQ in subjects such as Business, Leisure and Tourism, Manufacturing, Art and Design. One GNVQ at advanced level is equal to two A levels.

Scotland, with a separate education tradition, has a slightly different system. Children stay in the primary school until the age of 12. The National Curriculum does not apply in Scotland and each school director decides what

subjects the school will teach. At the age of 16 pupils take the Scottish Certificate of Education (SCE) and instead of A levels, take the Scottish Higher Certificate which is more like continental European examinations, since it covers a wider area of study than the highly specialised A level courses. Scots pupils may take the Certificate of Sixth Year Studies (CSYS).

Secondary education in Northern Ireland is organised along selective lines according to children's abilities.

14. Give the term according to its definition:

_____ is an academic qualification awarded in a specified subject, generally taken in a number of subjects by students aged 14–16 in secondary education in England, Wales and Northern Ireland.

_____ is a certificate of vocational education in the United Kingdom.

_____ is an academic qualification that examination boards in the United Kingdom confer to students. It traditionally comprises two levels: the Ordinary Level (O Level) and the Advanced Level (A Level).

15. Read the text. Imagine that you are going to enter any British University. What do you have to do?

ADMISSION TO THE UNIVERSITY

Every university admits each year a definite number of students for each of its courses. Applications are made to the UCCA (Universities Central Council for Admission) months before a student takes his A levels. He completes a form writing down the names of six universities in order of preference. He may put down only two or three names, thus stating that if not accepted by these universities he could be willing to go to any other.

The copies of the form are sent to the universities concerned and the university board or department members consider the student's form, the account of his out-of-school activities, the references one of which must be from the head teacher of his school. If there are no reasons for immediate refusal the students may be given a personal interview. On the basis of all this he may be sent a definite rejection or made a conditional offer. The offer depends on A level results. If the candidate fulfils the conditions of the university he receives a

definite offer. The candidate must accept or refuse the offer within 72 hours. Some candidates may get offers from several universities. Generally applicants for university places exceed the number of places available, so entry to the universities is competitive. The more popular the university, the more applicants for a place it will have and the higher grades it will ask for.

16. Group Discussion

- What do you think of the great variety of schools in Britain? How will you compare it with schools in your country?
- Compare three levels of school in Britain with the levels of school in Russia. Do they differ; do they have any things in common?
- What will you say about the system of examinations (tests) in Britain and Russia? What are advantages and disadvantages in both countries?
- Discuss school regulations in Britain. Which rules would you like to introduce in your schools?
- What would your ideal school be like?
- Write down the list of the strengths and weaknesses of Britain's education system and the ones in your country. Compare them.
- How effective was the reform (change) in school education in Britain? And in your country? What changes are likely to have good results?

17. Read the text. Split the text into paragraphs. Explain why you have split it the way you did. Give definitions to the words in bold.

HIGHER EDUCATION GENERAL

The system of higher education in Britain includes universities, colleges of higher education and advanced courses in the **further education**. The British educational system on the higher level is still more selective and class-divided than secondary education, particularly so far as the oldest universities are concerned. Most big towns in Britain have both a university and a college of higher education. There are 91 universities and 47

colleges of higher education today. Universities offer **three- and four-year degree courses**, though a number of subjects take longer, including medicine, architecture and foreign languages (where courses include a year abroad). Colleges of higher education offer both two-year HND (Higher National Diploma) courses, as well as degree courses. Undergraduate courses normally take three years of full-time study and lead in most cases to a **Bachelor degree in Arts, Science or Education** (BA, BSc, BEd). Undergraduates, students who study for degrees, go to large formal lectures, but most of the work takes place in tutorials: lessons in groups of ten or more when the students discuss their work with the lecturer. There are various **postgraduate one- or two-year research courses** leading to degree of **Master of Philosophy** (PhM). **Doctor of Philosophy** (PhD) is awarded for some original research in Arts or Sciences on completion of a three-year period of work.

Students of law, architecture and some other professions can take qualifications awarded by their own professional bodies instead of degrees.

Uniformity of standards between universities is promoted by the practice of employing outside examiners for all examinations. The general pattern of teaching: is similar throughout Britain — a combination of lectures, small group seminars or tutorials with practical classes where necessary.

Only 25 per cent of the student population go on to higher education. Competition to get into one of Britain's universities is fierce and not everyone who gets A levels is admitted. Students usually need three A levels with high grades to go to university. Grades at A level go from A, the highest one to E. One university may require higher A level grades than another. Most universities require two Bs and one C (BBC) grades.

Students apply to universities months before they take their A levels. The students are given a personal interview and then the universities decide which applicants they want. They offer them a place which depends on A level results. The more popular the university, the higher the grades it will ask for.

Over 90 per cent of full-time students receive **grants** to assist with their **tuition**, cost of living, books, transport and **socialising**. But parents with higher incomes are expected to make a contribution. Until 1990 the grants did not have to be paid back, but now **a system of loans** has been introduced.

Some students borrow money from the bank, which must be paid back

after they leave the university and start working. In fact, the grant is not a lot of money. That's why students work during the holidays to earn more money. As it is difficult to find such jobs more and more students **are dropping out**, failing to finish their courses. So the system of grants and **scholarships** is unable to solve the financial problems of education which blocks educational opportunities for many people. About 15 per cent of British students leave universities without obtaining a degree.

British universities are popular among foreign students. In spite of the high fees a large number (over 70 000) foreign students are getting high education there. Although universities accept students mainly on the basis of their A level results, there is an exception. The Open University, which was started in 1971, caters for adults who did not have these formal qualifications and who regret missed opportunities earlier. It conducts **learning through correspondence**, television, and also through local study centres.

18. Read the text. Define the words and word combinations in bold.

HISTORY OF HIGHER EDUCATION

Higher education in Britain has a long and **distinctive history**. Yet it is only during the course of about the last 40 years that it has become possible to speak of a «system» of higher education in the United Kingdom. Up to comparatively recent times Britain was much behind many countries of the civilised world in the provision of higher education. Even today less than one third of school leavers receive post-school education in Britain, compared with over 80 per cent in Germany, France, the United States and Japan.

Though Oxford and Cambridge appeared as early as 1168 and 1209 respectively for almost seven centuries they **remained the only universities** of the country. Then in the course of less than a hundred years ten more universities were created. It was only in the first half of the 19th century that further universities were established in Durham and London. These were followed by Manchester and Wales. In the first decade of the 20th century 5 provincial universities came into being: Birmingham, Liverpool, Leeds, Sheffield, Bristol. These five with Manchester established a new tradition in university education. Each was the product of a large industrial city and was closely linked with its occupations. Each catered mainly for local students and was consequently

non-residential. The fees and other expenses were low. Up to 1945 Britain had only 17 universities.

The post-war period witnessed an unprecedented growth of university education in advanced industrial countries recognised as Britain's main rival in economic power and political prestige. Up to 1964 the number of university students was trebled in France and the Soviet Union, doubled in West Germany, Japan, the United States. Britain fell, far behind these countries and hurriedly took measures to expand the university system. In this process three main stages may be distinguished.

The emergence of the «**Redbrick**» universities based on the pre-war university colleges, which were now granted fully independent status: Belfast —Queen's University, Birmingham, Bristol, Exeter, Hull, Keele, Leeds, Leicester, Liverpool, London, Manchester, Newcastle, Nottingham, Reading, Sheffield, Southampton and the Federal University of Wales.

The foundation of new «**Whitebrick**» (later named «**plate-glass**») **universities** in 60s: East Anglia, Essex, Kent, Lancaster, Stirling, Sussex, Warwick, York, and New University of Ulster. Most of them took the names of the counties, where they were located.

The elevation of the Colleges of Advanced Technology into full **technological universities**: Aston, Bath, Bradford, Brunel, City, Heriot-Watt, Loughborough, Salford, Strathclyde and Surrey Universities. The Conservatives strongly opposed to granting them the University Status.

Scotland boasts four ancient universities: Glasgow, Edinburgh, St. Andrew's and Aberdeen all founded in the 15th and 10th centuries.

Thus since after the post-war time the number of universities in Great Britain increased from 17 to 47. Though there were 47 Universities in Britain in the second half of the 20th century the University system might be summarized very briefly: there were two Universities: Oxford and Cambridge (Oxbridge or Camford) and the rest. Oxbridge is a term that sums up for Englishmen everything that is best in university life. These Universities are privileged and for the privileged. The division between Oxbridge and Redbrick was essentially a class one. The 19th and early 20th century universities were built to provide education for the poorer boys in the provinces, and to give technological training.

To extend the provision of higher education within an educational system comparable in standard to that of a university but different in kind and to provide economy with highly trained **vocationally-oriented young people**

thus filling the gap between universities and further education, national institutions, known as «**polytechnics**», were established. They were sometimes referred to as «comprehensives» of further (or higher) education. During the early 1970s thirty of the old technical colleges («techs»), mainly in cities with universities became «polytechnics». They became study centres that offered a wide range of full-time or part-time courses for students of all ages, known as sandwich vocational courses. (These are courses where substantial periods of full time study alternate with periods of supervised experience in industry.) Those courses lead to diplomas or to degrees awarded by **the Council for National Academic Awards (CNAA)**. In spite of the name polytechnics offered courses in both the arts and the sciences. Thus thirty polytechnics in England and Wales provided a range of higher education courses up to doctoral studies. In Scotland there were similar institutions. The system of universities and polytechnics might be described as a «binary system» as the contrast was great between two sectors — **the autonomous university sector** and **the non-autonomous public sector** of polytechnics which was administered by local authorities.

The basic purpose of the Universities has always been to give a **first-class education** in theories and principles to enable their students to reach a high standard of creativeness, criticism and flexibility. They teach how to acquire, increase and employ knowledge; they are oriented on research work, on cultivating the minds with whom lies the heaviest responsibility for creating the future.

Polytechnics, though having many things in common with the universities, differed in the main purpose: their orientation was predominantly vocational. Their emphasis was much more on teaching than research. The biggest among polytechnics was the Central London Polytechnic with 12000 students. The difference in the standard of teaching was reflected in the cost of education, which in polytechnics was by more than one third or even half lower.

In spite of the name polytechnics offered courses in both the arts and the sciences. They all aspired to provide the same kind of courses, as universities trying to place equal value on academic and practical work. Time brought changes. The Education Reform Act of 1988 established **the Universities Funding Council (UFC)**, a new body, for disbursing government money to universities. This council may require universities to produce a certain number of qualified people in specific fields. Polytechnics and other

larger colleges were made independent of local authorities and funded by UFC in a similar way to universities. These changes raised the standing of the «polys» and finally equalled them to universities in their status. Thus now the number of universities almost doubled in Britain having changed from 47 to 91.

19. Read the text. Explain the title.

OXBRIDGE

Oxford and Cambridge are the oldest, the most prestigious and privileged universities in the United Kingdom. Founded as early as 1168 (Oxford) and 1209 (Cambridge) these oldest universities in the country preserve historically developed traditions in life and education.

Both universities grew gradually as federations of independent colleges most of which were founded in the 14th, 15th and 16th centuries. Both are cities of fine architecture, represented by Norman, Gothic, Renaissance, classic and modern art. There men expressed in stone the finest culture of their period. Oxbridge is not only beauty in stone but it is history in stone and wonderful blending of ancient and modern.

There are about 40 colleges in Oxford and 30 in Cambridge. The construction of each college is connected with a name of some king or queen of England or with some prominent people of the country. Each college has its own name, arms (symbols) and traditions. Among the oldest colleges in Oxford are University College founded in 1249, Queen's College (1341), All Souls (1438), Magdalene (1458) and Christ Church (1525). The latest creation is Greene College (1979).

The oldest colleges in Cambridge are Peterhouse (1284) and Corpus Christi (1352) and the newest is Robinson College (1977). The most famous is probably King's College (founded by Henry VI in 1440) because of its magnificent chapel, the largest and the most beautiful building in Cambridge and the most perfect example of English fifteenth-century Gothic architecture. Its choir of boys and undergraduates is also well-known.

For centuries Oxbridge universities were only for men. Only in 1871 the first college for women was opened in Cambridge and later another one while by the same time in Oxford there were 5 colleges for women, followed by 5 co-educational in the next century. In the 1970s most colleges opened their doors to both men and women. Now almost all colleges are co-educational

(mixed). Women are admitted on equal terms with men but the ratio has not changed much. Since 1960s the general proportion among all the universities is 3 to 1. The ratio of women to men in Cambridge is about 7 to 1 and 4 to 1 in Oxford.

Cambridge has always had a particularly high reputation in the field of science and mathematics, Oxford in classical studies and «the humanities». This partly explains the difference in the ratio of women to men.

The college system at Oxbridge is unlike that at any other university in Britain. Each college in Oxbridge is different, but in many ways they are alike. They are all residential colleges and the college is a place where students live, no matter what profession they are trained for. So students studying literature and those who are trained for physics may belong to the same college. Some colleges are large counting about 500 members, others are very small having less than 30 students. Each college offers teaching in a wide range of subjects. Within the college one will normally find a chapel, a dining hall, a library, rooms for undergraduates and the staff, as well as rooms for teaching purposes. Each college is independent and self-governing. It is governed by its master and its Fellows, of whom there are usually 20 or 30. Teaching here is based on the tutorial system, which is partly being extended to other universities too. This is a system of individual tuition organised by the Colleges. Each Fellow is a tutor in his own subject to the undergraduates who are studying it. Each student goes to his tutor's room once every week to read out an essay which he has written, and for an hour he and the tutor discuss the essay. The tutor also directs the student's reading, advises him what lectures to attend and keeps an eye on his progress. A student does not necessarily go only to his own tutor in his college for all his «tutorials» (as these weekly meetings are called), but he may be assigned to another Fellow in his own College or in another College when he is studying some particular topic which is outside the interest of his own tutor.

Lectures are organised by the University. The Fellows of individual Colleges may also be appointed as university lecturers or professors. All the teachers at Oxford and Cambridge, whether they are professors and lecturers or Fellows or both, are commonly called «dons». Attendance of lectures is not compulsory, tutors advise their students which lectures they should go to. Some lectures are crowded, some are sparsely attended depending on the popularity of a lecturer.

Besides lectures, the University organises examinations, awards

degrees, provides laboratories and equipment, libraries and the like. The Colleges, on the other hand, are responsible for the tutorials and the accommodation of their students. Also admissions to Oxford and Cambridge are controlled by the Colleges, for anyone who wants to study at Oxford or Cambridge must apply for a place at one of their Colleges. The Colleges have now about 10 candidates for every one place, so the competition is fierce.

Both Oxford and Cambridge are self-governing universities, subjected to no external control except that of Parliament. Their governing bodies are Congregation and Convocation, Congregation consists of all masters and doctors who are active in the University, in all about 1000. Convocation is a body with a little real power (about 14000 members). Congregation elects Hebdominal Council (in Oxford) or Council of Senate (in Cambridge) which initiates all legislative and by a system of committees does all the work necessary for the smooth running of the University, The Chancellor (the Head of the University) is elected for life. He acts as a formal head and is not paid. But he is usually a prominent figure in public-life. The chief academic and administrative officer is the Vice-Chancellor who is responsible for the running of the university. There are officers who maintain order in the university, they are known as «proctors». Proctors are elected for one year from the younger Fellows of the colleges in rotation.

20. Read the texts and do the following:

- Retell the abstracts from the part of the student who studies at Oxford or any other University;
- Make up a dialogue between the student of Oxford (or any other University) and the school graduate who is going to enter that University. You may speak on any topics, ex. On Oxford, Student's Life, Traditions at Oxford etc.
- Do the special tasks given below the texts «Other Universities, «The University Library», «Further Education».

ON OXFORD

"The University and City of Oxford are seated on fine rising ground in the midst of a pleasant and fruitful valley... the city is adorned with so many

towers, spires and pinnacles, and the sides of the neighbouring hills so sprinkled with trees and villas that scarce any place equals the prospect". Thus wrote John Aycliffe at the beginning of the eighteenth century, and the visitor to Oxford who arrives by train today can see the same spires and pinnacles across a fruitful (and frequently flooded) valley.

The city is obviously small. It is possible to walk to the centre from the railway station down the High Street to the eighteenth-century bridge across the small river separating the old city from its newer suburbs in twenty-five minutes. During that walk the visitor passes many beautiful stone buildings — mediaeval, Renaissance, neo-classical — some with shops on the ground floor, others with doorways leading to ancient courtyards. If the visitor is a ranger, he will probably ask someone to direct him to the University. To this apparently simple question there seems to be no simple answer. Libraries, lecture rooms, museums, the botanical gardens; they are all parts of the university, but they are not exactly its enter. But if the visitor asks for a particular college, he will be directed at once to a specific group of buildings. Those doorways and courtyards belong to 'colleges' which have an actual, physical existence. The 'university' is a more elusive concept.

STUDENT'S LIFE

On first coming up as a freshman, the student has rooms in his college allotted to him. Rent and size of rooms vary, but as a rule he has a comfortable sitting-room and a separate bedroom.

A student who takes his work seriously will read or attend lectures from 9 (or 9.30) till the midday meal (lunch) at 1, then take vigorous exercise of some sort on the playing fields or the river till tea at about 4.30 or 5, then do some more work till dinner at 7, and after dinner, perhaps attend a meeting of some college society, or spend a social evening with friends or get some more reading done. Once a week, at least, he will spend an hour with his tutor, who will criticise and discuss his work. Undisciplined students are fined or «gated», that is, not allowed to go out for a given time, or are «sent down» for good, or rusticated (dismissed for term).

Much of the student's time is given to working in the library. Each college has its own library but Oxford is famous for its Bodleian Library — one of the oldest and most important libraries in the country. It is a copyright library (has the right to claim a copy of all new British publications), second in importance to the British Library. It was founded in 1598 and got its name after the

founder Thomas Bodley. Every member of the University may become a reader in «Bodley» but first he has to appear decorously attired in his gown and promise to respect the books and not «to kindle fire or flame» within the library. The books are chained to the shelves and may not be removed even at the request of the Queen (His or Her Majesty). The books are chained in the libraries of all oldest colleges.

Socialising is the important part of the students' life. The universities have over a hundred societies and clubs, enough for every interest one could imagine. Apart from the university clubs, each college has anything up to 20 societies, some of them of great antiquity. These are only open to members of the college and may be very exclusive. Many are dining or drinking clubs, others are essay societies, debating clubs and so on.

While many evenings are usually devoted to attending society meetings, afternoons are given up to numerous sports. One of the most famous sporting events in Oxbridge is the Boat Race annually held at Easter time. The teams of Oxford and Cambridge, each consisting of eight rowers, row four and a half miles along the river Thames in London. Crowds of people line the banks to watch the race and thousands more watch it on TV.

The year is divided into three terms of only eight weeks each: Michaelmas Term (autumn term), Hilary Term (winter term), Trinity Term (spring term) and long summer vacation lasting four months from June till mid October. A long holiday is a relic from medieval times when scholars had to bring in the harvest, Nowadays vacations are regarded not as the rest time but the time for independent work. Students are given tasks in reading, studying literature, writing essays.

In his first term the student decides in which final honour schools he intends to read. There are 14 from which to choose. Having made his decision he is put under a tutor who directs his studies through his academic career, which may be 3-4 years, according to the subject which the student is reading.

After 2-3 terms the student takes his first exams prelims. It is a first public examination and it is a test to see if he is capable of taking «finals». He may have more than one shot at prelims but if he fails constantly his college may request him to make room for a more able man. Prelims over, he reads for the finals, In between are collections — term exams, at the end of each term and mods (moderations) — at the end of the 5th term. It is the first public exam for the Bachelor's degree in some subjects. Final honour schools («finals», «schools») include writing 11 three-

hour papers and also viva voce exam which may be exhaustive or merely formal. In two months the undergraduate learns his fate and is awarded his first degree of Bachelor of Arts (BA) or Bachelor of Science (BSc). In Scotland «Master» is used for a first degree. Oxbridge, as well as most universities, award degrees in 5 categories: First Class Honours (only 5%), Upper Second, Lower Second, Third Class and Pass. The First Class Honours are of considerable prestige and professional value. The Pass degree standard is a safety-net, its standard is very low even in Oxbridge,

The degree of PhD (Doctor of Philosophy) is given for a thesis, which is an original contribution to knowledge. It is common for both humanities and science: PhD in Physics, English, History, etc.

TRADITIONS AT OXFORD

All in all Oxford and Cambridge are very conservative places: their forms, customs and procedure constantly reproduce the Middle Ages, though, of course, they reflect many of the changes of the last century. There are many traditions connected with the history of the Universities, which are still linked to, observed and cherished. Some of them are as follows.

Latin is used at degree ceremonies.

Students are wearing full academic dress at examinations.

Proctors still tour the streets at night in cap and gown accompanied by «bulldogs», their younger assistants, looking for malefactors (violation of rules). The college rules forbid their members to be out after midnight, entertain women after a certain hour and so on.

Students first appear in the Bodleian Library in «decorous attirement» and promise to respect books and not «to kindle fire or flame within the library».

The tradition does not allow students to walk on the grass of the «court» (yard) of the College. It is the privilege of professors and head students.

On every New Year's Day bursar (the man who is in charge of the money matters) of the Queen's College presents each Fellow with a needle and thread with the words «Take this and be thieftly». The tradition comes from the old times. Queen's College was founded by Robert de Eaglesfield in 1341. He set a head and 12 Fellows to govern the college (in memory of Christ and his 12 disciples). He used to hold this ceremony as a pun on his name «Eaglesfield» which in French sounded like English «needle, thread».

In the same college on Christmas Day a roast boar's head is carried

with great ceremony to the table where the «dons» sit. The tradition celebrates the fight with a boar that was killed by a student by thrusting down its throat a copy of Aristotle that he happened to be reading when attacked by the boar. The tradition goes back to the early years of the 16th century.

In Pembroke College Dr. Johnson's blue-and-white tea-pot is kept. He was a great tea-drinker and on one of his visits to Oxford was poured out 18 cups of tea.

In Christ Church College every night one can hear the sound of «Great Tom», the bell in Tom Tower designed by Christopher Wren. Every night at five minutes past nine the bell is rung 101 times in memory of the original number of students in the college in Henry VIII's time.

In this college there is a statue of dean Liddel, for whose daughter Lewis Carroll, tutor in mathematics at Christ Church, first told his immortal story of «Alice in Wonderland». His rooms can still be seen there as well as «Alice's Shop», which was described by Lewis Carroll in «Alice Through the Looking Glass». His real name was Charles Dodgson (1832—1898).

There are many other traditions and memorials which are reminders of the old past.

ELITISM

An indisputable factor concerning the system of higher education in Britain is the sharp and class division between Oxbridge and other universities. With widening of the system of higher education the importance and significance of these two universities do not diminish, it may be said, it even increases. And the problem is not the quality of education offered by Oxbridge. The problem is social and cultural.

Oxbridge retains its exclusive, narrow and spellbinding culture.

Together with the public school system it creates the atmosphere of elitism, a narrow social and intellectual channel from which the nation's leaders are almost exclusively drawn. This is clearly seen from the following statistics.

Out of 37 Prime Ministers of the country 32 were graduates of Oxbridge.

Out of 10 Law Lords only 2 had not been to both independent school and Oxbridge.

Out of 19 most senior civil servants only 5 had been to neither, while

12 had been to both.

7 out of 8 of the Army's full generals had been to independent schools.

The chairmen of the 4 major banks had all been to both independent school and Oxbridge.

More than 80 per cent of ambassadors of Great Britain and almost 80 % of highest spiritual clerks of Church of England are graduates of Oxbridge. More than 60 per cent of Oxbridge undergraduates come from public schools. Many public school boys would rather go straight into business, into the service or a foreign university, than go to a Redbrick university. They prefer no degree to a Redbrick or other university degree. Oxford, and Cambridge graduates scorn the graduates of the other universities and make them feel inferior. Less than 1 per cent of British population go to Oxbridge, but once there, they will dominate the controlling positions in the state and economy. The graduates of Oxbridge make up one of the most elite elites in the world.

OTHER UNIVERSITIES

The «Redbrick» («civic») Universities differ considerably from Oxbridge in several respects, though there are similarities too. These universities are also headed formally by the Chancellor, the Vice-Chancellor being the real head responsible for the running of the university. They are not entirely self-governing as their Councils include representatives of outside bodies as well as University teachers. They draw most of their students from their locality. So few of these universities have residential halls and most students live in lodgings («digs»). Nearly all are non-collegiate. Only some have separate colleges, e.g. London University is composed of largely autonomous colleges, and the University of Wales has colleges in different Welsh towns.

Being non-residential they cannot develop a common student life in the way the Oxbridge do. Nor can they adopt the tutorial system in the same way.

While Oxbridge Universities are divided into colleges, the redbrick universities are divided into various faculties, e.g. Faculty of Arts, Faculty of Science» Faculty of Social and Economic Studies etc., the number and type differing from university to university. In each faculty there may be a number of departments, dealing with separate subjects such as English, History, Geography, etc. Courses in arts and science are offered by most universities. The teaching is organised in departments and is based on a set of lecturers. The head of a department is usually a Professor. Other teachers do not

have the title of Professor, but are entitled «Lecturers», though some senior teachers or heads of small departments have the title of «Reader» or «senior Lecturer». The lecturer grade is the main teaching grade throughout the university world. Professors account for about one in six of all university teachers. The ratio of staff to students in most universities is about 1 to 8.

The civic universities have always devoted special attention to the technology of the industries of its region, so many of them have established independent traditions of their own: e.g. Sheffield is famous for metallurgy, Leeds for textiles, and Reading for agriculture.

The new universities, which were established in the 1960s, aim at attracting students from all over Britain. Like Oxbridge they are residential, e.g. the University of Sussex has halls of residence in a country park outside Brighton. The University of East Anglia is a collegiate university like Oxbridge. Their courses aim to provide the benefits of specialised and general studies.

OPEN UNIVERSITY

The most revolutionary of all the post-war developments in university education was the establishment of the Open University. It was initiated in 1963 by Harold Wilson (Labour party leader and Prime Minister) but opened in 1971. It is a non-residential university, which provides different courses using a combination of TV and Radio broadcasts, correspondence (distance) courses, personal tuition, summer schools, a network of viewing and listening centres. Its fees are not high. No formal academic qualifications were required at first to register for these courses, but there were so many applicants that preparatory tests had to be introduced. So now students are admitted on a «first come, first served» basis. The students are of all ages and come from very different backgrounds. Some improve their qualifications, others, like retired people or mothers of grown up children, obtained the time to do something they have always wanted to, but had no opportunity. Each student of the Open University gets the help and support of his own tutor (or counsellor) with whom he meets and corresponds regularly and whom he can telephone in case of any difficulty. There are meetings at which students get to know each other forming «self-help» groups. These groups meet in each others homes to discuss the texts and assignments, to help, support and stimulate each other. The nearest approach to the ordinary university life is summer schools, which both students and local tutors attend with great enthusiasm. It is here that most the students «find their feet».

The standards of the Open University degrees are the same as those of other universities. The degrees are awarded on a system of credits for each course completed. It takes six or eight years to get a degree. Only 1 per cent of its registered members gets qualification degree or diploma. Approximately one in every 16 students graduating from the United Kingdom universities is from the Open University.

Most Universities, including Polytechnics, find themselves under financial pressure to seek supplementary funding from private sources. Commercial companies are likely to encourage the areas of study of immediate interest to them. But pure research, which accounts for significant advances, may suffer.

Special Task 1. Look through the texts given below and fill in the blanks by the verbs from the list. You are free to use some of the items more than once or not to use some of them at all:

to build, to loose, to rise, to become, to locate, to remain, to collaborate, to situate, to go, to cover, to expand, to be, to offer, to witness, to come.

THE UNIVERSITY OF EDINBURGH. THE CITY OF EDINBURGH

Edinburgh is a capital city. Its foundation as the capital of Scotland in the late 11th century and its development in the following centuries into a distinctive city crowded on a hill within a defensive wall can be traced through its buildings. Bursting free from the encircling wall in the late seventeen hundreds, the city first ... rapidly to the north in the extensive New Town of broad streets and remarkable buildings, before developing steadily through another two centuries until now it ... the coastal slope between the sea and hills. Although all but a small part of the encircling wall ..., the older part of the city, with its narrow winding streets, which ... so much of Scotland's history, is still clearly separate from the New Town, the two being surrounded by the Victorian and Edwardian developments. A compact city of some 500 000 people, Edinburgh.....on a slope which ... gently from the sea, on the northern boundary, to the foot of a boarder of hills on the southern. It is about 10 kilometres broad und surrounded by rich agricultural land.

Although Scotland has been part of the United Kingdom for two and a half centuries, it has never lost its identity as a separate nation, and Edinburgh ... the centre of its government, its church, and its law. As a

capital, it is a city of festival and pageant, and of art galleries, museums and libraries. It ... a centre of business and commerce, with an important place in banking and insurance. There is industry too, though this is not so evident.

Because it is the hub of so many activities, Edinburgh has excellent communications to other parts of Scotland and the rest of the UK. There is a busy airport nearby with regular services to London and some to overseas. There are very fast rail services to all major cities and there are cheap road services to all parts of the UK.

THE UNIVERSITY OF EDINBURGH

The University of Edinburgh, founded in 1583, is now one of the largest universities in Great Britain. It is grouped on three main sites. Around Old college and George Square, adjacent to the Old Town of Edinburgh ... the faculties of Arts, Law, Medicine, Music and Social Sciences. The Faculty of Divinity is also in the Old Town, close to the Castle. Two miles to the south, the King's Buildings is the location of the faculty of Science, while the principal students' residences ... at Pollock Halls on the edge of Holyrood Park, some twenty minutes walk from both George Square and the King's Buildings. Veterinary Medicine is at Summerhall, no far from George Square, with a Field Station at Easter Bush, 7 miles from the city centre.

While offering undergraduate courses in virtually all subjects taught at university level, the University is one of the major research centres in Britain, and as such, ... opportunities to the postgraduate student. On account of its present size and the reputation which it ... up over the centuries in all fields of study, and because of its location in a city which is a centre of government and commerce, the University is an exceptional centre at which to conduct research. At present here are about 3000 postgraduate students studying alongside some 9700 undergraduates. The students ... from some 90 countries around the world.

Many research centres and units are established within and in association with the University. Some are more specialised within and in association with the University. Some are more specialise whilst others pursue studies across traditional derailment and Faculty boundaries. The Europe Institute which ... with departments in Arts, Law and Social Sciences, is an instance. There are also research organisations sited in and around Edinburgh with which the University has close working relations, such as the Royal Observatory for Scotland. Standing on Blackford Hill adjacent to the King's Buildings, is a

laboratory of the Science and Engineering Research Council which accommodates the University's Department of Astronomy. Other organizations ... at the King's Buildings; the British Geological Survey being an example. The King's Buildings is also the base of the Edinburgh University Computing Service which provides the University community with very powerful computing services, whilst, separately, offering computing services for the universities of central Scotland on a network basis.

While it has long enjoyed an international reputation for academic excellence in the traditional subjects of study, in recent years the University ... a range of studies in the latest disciplines. In the sciences, it ... major developments in microelectronics, biotechnology and computer-based disciplines such as Artificial Intelligence. In the arts it houses Linguistics as well as the School of Scottish Studies.

Special Task 2. Put it together: the sentences below are not in the correct order. Put a number in front of each of the sentences so that you would have a text about the University library.

THE UNIVERSITY LIBRARY

_____ It is a great advantage in any area of study to have ready access to a wide ranging and well maintained collection of library material.

_____ The collection in the Main Library is complemented by specialist, faculty libraries in European Studies, Medicine, Music, Law, Veterinary Medicine, and in Divinity where the New College Library is one of the chief British collections in theology and religion comprising some 200 000 volumes.

_____ The National Library of Scotland is a copyright library, and postgraduate students may have access to a range of other specialist libraries in central Scotland.

_____ The University Library is one of the largest university collections in Britain.

_____ Science is served by extensive collections, mostly on King's Buildings campus.

_____ Rich in rare books, manuscripts and maps, and provided with modern texts, it now contains over two million items.

_____ The catalogue of the whole library is steadily being converted to machine-readable form, which may be accessed via usual national and

international online networks.

_____ Indeed, in some areas such access is crucial.

_____ Happily, we are particularly favoured, for the city, too, many major libraries, all within walking distance of the University area.

FURTHER EDUCATION

Not all students study full-time at university or college. Many people combine their studies with work. Some companies release their staff for training one or two days a week or for two months a year. Large companies often have their own in-house training schemes.

The British government is very enthusiastic about different training schemes working in the system of further education because so few people can get education at the universities.

Further Education is a broad term to cover education beyond the secondary stage. It includes vocational education, non-vocational education, recreational evening classes and adult education. Further education colleges have strong ties with Commerce and industry.

The most further education establishments are either maintained or aided from public funds, so the tuition fees are moderate. Some students are paid different awards and scholarships to help them to cover tuition fees.

The courses in further education are different: full-time, sandwich (six months of full time study in a technical college and six months of supervised experience in industry), block release (on similar principles, but with shorter periods in college), day release (one day of attendance at a technical college a week during working hours).

Evening classes. There are also many business courses such as tourism, manufacturing, art and design and secretarial courses such as shorthand, typing, book-keeping and so on. For the unemployed there are two forms of training schemes: employment training for people who have been out of work for a long time and Youth Training schemes for school-leavers who cannot find a job.

Adult education includes courses of non-vocational education for people over 18. Many of the courses are practical, but there are widespread opportunities for academic study. It was in 1873 when Extension courses were first provided by Cambridge University. Now all the Universities have Extra-mural Departments with its director and staff.

In London there is the National Institute of Adult Education which serves

as a centre of information, research, publication, co-operation and consultation for adult education.

In 1973 the Technician Education Council was set up for developing a unified system of courses of further education. The courses are of two levels (ordinary and higher, junior and senior). After completing junior courses (or Youth Training Schemes) students get Ordinary National Certificate (ONC) or Greater National Vocational Qualifications (GNVQ). After completing senior courses (advanced courses) which demand two more years, one gets the Higher National Diploma which approaches the standard of a pass degree of the university.

Special Task 3. Questions for comprehension:

- What explains hurried measures taken by Britain to expend the university system? What were those measures?
- How did polytechnics differ from other universities?
- What changes did the Education Reform Act of 1988 bring?
- What do Oxford and Cambridge have in common? Does anything differ them?
- What is a tutorial system? How does it work?
- What are governing bodies of Oxbridge?
- What do you know about Bodleian Library?
- What is a student's day like?
- What exams do students take at the University?
- What traditions at Oxford can you speak about?
- How do other universities differ from Oxbridge?
- How does Open University work? What is its effectiveness?
- What facts prove elitism of graduates of Oxbridge?
- What is further education?
- What types of courses are there in further education?
- How do junior and senior (ordinary and higher) courses differ? What are students awarded on their completion?

Special Task 4. Group Discussion

1. Discuss the nicknames of categories of university in Britain, what do they reflect? Do any of the Russian Universities have nicknames?

2. What is your opinion of the admission to the University in Britain? How will you compare it with ours? Which do you think is better?

3. How do the number of those who go on to higher education in Britain compare with other countries and yours?

4. What are the main differences between university courses in Britain and in your country?

5. Is elitism in education a problem of only Britain's system of education? What about your country?

6. Do you think education should be free? Are there any advantages in a fee-paying system?

7. Discuss the system of certificates and diplomas in both countries.

21. Прочитайте два фрагмента из книги М. Барбера «Обучающая игра: аргументы в пользу революции в образовании» и выполните следующие задания:

- *установите внутреннюю связь между двумя тенденциями в образовании и шестью причинами культурной революции в Великобритании;*
- *подготовьте краткий пересказ двух фрагментов на английском языке.*

«... я рассмотрел послевоенную историю образования и попытался объяснить, как мы оказались там, где оказались. Если бы вместо подробного изложения нас попросили дать голое обобщение, мы могли бы сказать, что в те 5 десятилетий преобладающей была борьба двух противоположных идей. На правом политическом фланге находились те, кто считал целью образования разнообразие, а именно обеспечение разнообразия для удовлетворения всевозможных нужд и потребностей. Поэтому правые защищали классическую и среднюю современную школы и выступали против единой средней школы....
Неизбежным следствием разнообразия является неравенство, с которым, как они утверждали. Нам просто придется смириться. ...Левое политическое крыло отстаивало равенство в качестве главной цели образования. Если стремление к равенству приводит к единообразию, ну так что же. Поэтому левые поддерживали единое среднее образование, выступали против религиозных школ и постоянно требовали ликвидации частных школ...»

«...Послевоенная система образования даже в 1980-е гг. на первый взгляд казалась относительно устойчивой и достаточно гибкой для того, чтобы приспособиться к предъявляемым к ней неравенствам. С этой точки зрения события, произошедшие в конце 1980-х –то, что я называю культурной революцией, – объясняются тем, что Маргарет Тэтчер и ее министры решили разрушить равновесие сил, руководствуясь враждебным отношением к местным органам самоуправления и своей приверженностью рыночным отношениям... Существовало 6 глубоких причин кризиса 1980-х гг...

...Первая причина - рост социального расслоения...

...Вторая причина – рост неудовлетворенности результатами образования...

...Третья причина – растущая неудовлетворенность состоянием британской экономики в сравнении с зарубежными конкурентами...

...Четвертая причина – экономический кризис 1970-х гг...

...Пятая причина - ограничение социальных расходов...

...Шестая причина - отсутствие государственной политики в отношении 1) стандартов обучения к достижению которых должна стремиться начальная школа; 2) задач и целей образования в начальных классах;

3) методов обучения в начальных классах».

(Барбер М. Обучающая игра: аргументы в пользу революции в образовании. М.: Просвещение, 2007. С. 49-55,176.)

CHAPTER II. EDUCATION IN THE USA

1. Read the text. Split the text into four paragraphs. Explain why you have split it the way you did. Give definitions to the words in bold.

HISTORY OF THE US EDUCATION

Americans have shown a great concern of education since early colonial times. The first settlers, in fact, included an unusually high proportion of educated people. In the Massachusetts Bay colony in the early 1600s there was an average of one university man to every 40 or 50 families — much higher than in Old England. Some of these men, many of them graduates of Cambridge, came together and in 1636 founded Harvard College, 140 years before American independence. Other early institutions of higher learning were the College of William and Mary in Williamsburg, Virginia, established in 1693, and Yale, founded in 1701. Before the Revolution in 1776, nine colleges had already been opened in the colonies, most of them later becoming universities. From the 1640s on, Massachusetts required all towns with more than 50 families to provide a **schoolmaster** at public expense. It established the world's first universal and **compulsory free schools**. In the course of the 17th century, free schools had been established in a number of places. Many academies (schools offering a classical education as well as more practical training) opened throughout the next century, including the one established by Benjamin Franklin in Philadelphia in 1751. Soon every state provided for a system of free public schools opened to all and paid for by public taxes. In 1862 Congress passed a law which provided states with public (federal) lands to be used for higher education, especially for the establishment of **agricultural** and **mechanical-arts colleges**. As a result, many "**land-grant colleges**" were established. Today there are some 41 million pupils and students in public schools at the elementary and secondary levels, and another 5 million in **private schools** throughout the country. Every year about 13 million Americans are enrolled in the over 3,000 colleges and universities of every type: private, public, **church-related**, small and large, in cities, counties and states. Americans have won 168 Nobel Prizes in the science alone — physics, chemistry and medicine — since the awards were first given in 1901. If most Americans are very critical of their educational system at the elementary and secondary school level, many will also admit

that their higher education system is "in many respects, the best in the world".

2. Answer the following questions:

- What was the proportion of educated men among the first settlers?
- What colleges did they found?
- How many colleges were established before the Revolution?
- What was the oldest college?
- What actions did the inhabitants of Massachusetts take to develop schooling in their state?
- What were academies?
- Who was the tuition in schools paid by?
- What contributed to the establishing of colleges?
- How many pupils study at different types of schools?
- What colleges and universities are there in the country?

3. Read the text and do the assignments below.

EDUCATION IN AMERICA

Education in the United States is administered chiefly by the states. Each of the 50 states has a free and public primary and secondary school system. There are also in the United States more than 3,500 institutions of higher learning, both privately supported and state supported.

The United States does not have a national system of education. Education is considered to be a matter of the people of each state. Although there is a federal Department of Education, its function is merely to gather information, to advise and to help finance certain educational programs.

Each of the 50 state legislatures is free to determine its own system for its own public schools. Each sets whatever basic, minimal requirements for teaching. That's why there is an enormous amount of variety and flexibility in elementary, secondary and higher (university) education throughout the nation.

There is much opportunity to experiment and to fit programs to a community's wishes and needs.

Typically, high schools offer courses of study which they feel best reflect their students' needs. Some schools might be following pre-university programs, with an emphasis on those academic subjects required for college work. Others might well be taking coursework which prepares them for vocational or technical positions. Still others might enroll in a general program combining elements of the academic and vocational education. The range of courses available in schools throughout the U.S. is enormous, including everything from computers in the elementary schools to car design and construction in the vocational programs.

Colleges and universities, whether state or private, are also quite free to determine their own individual standards, admissions, and graduation requirements.

Adult and continuing types of education, as well as distance education, enjoy great popularity among the Americans. They offer everything from a short professional course to a graduate degree in the United States. Under the distance education model, students no longer attend classes in a classroom on a campus. Instead, classes are delivered "from a distance" through the use of technologies such as the Internet, satellite television, video conferencing, and other means of electronic delivery. For international students this means that they can study for a U.S. degree without leaving their home country, though they will almost certainly have to go to the United States for short periods of face-to-face contact and study on the campus. Studying for a degree using distance education requires students to have special qualities such as self-discipline and the ability to work on their own.

Education has always been seen as a way of "bettering oneself, of "rising in the world", as a fundamental part of the American Dream.

4. Find the equivalents from the text to the following words and word combinations: сбор информации, желания и потребности народа, требования для поступления, дело людей, законодательные собрания штатов, начальная школа, территория университета или колледжа, поддерживаемые государством, профессионально-техническое образование.

5. Arrange the following questions according to the order of the text and answer to them:

- What national system of education is there in America?
- What is distance education?
- How can international students get distance education?
- What administers education in the United States?
- What kind of programs and courses can American schools choose?
- Why is there a great variety of educational systems in the country?
- What are the main functions of a federal Department of Education?
- What is the distance education teaching model?
- Who determines educational standards and graduation requirements for colleges?
- How do the people of America connect education with the American dream?

6. Think of the main idea and write out key words from each paragraph, use them as a plan to render the text.

7. Read the text and make up the scheme of main concepts of American education. Try to express the idea in 1-2 sentences. Paraphrase the idea.

The main concepts of American education	The focus idea
1. The development of everyone's opportunities	The goals of education

THE MAIN CONCEPTS OF AMERICAN EDUCATION

1. Educational institutions in the United States, according to the ideas of their creators, should reflect the nation's basic values and ideals. In some respects this has been achieved, but there is still a lot of room for improvement.

2. The underlying principle of the American system of education is to educate people in such a way that everyone has the opportunity to develop to his/her greatest potential. As elsewhere, one of the major problems is the question of what should be the true goal of education. The American system tends to focus on teaching people to get along in the community. Learning to think for oneself and learning by doing are stressed as means of developing the judgement to achieve this goal.

3. Another major purpose of education in America is to lay the ground work for achieving success in life. Here it should be said that Americans value education largely as a means to reaching a higher standard of living. The belief is widespread in the US that the more schooling a person has, the more money he or she will earn on college graduation. Generally speaking, the expectation is that degrees in fields such as business and engineering will result in higher paying careers than a degree in the liberal arts (literature, history, philosophy, etc.).

4. Equality of opportunity — the declared motto for life in the United States — is also an important aspect of the American system of education. Because of the inequalities inherent in society as a whole, however, the goal of equal opportunity in education remains an ideal rather than a reality. Furthermore, the very structure of education itself, which contains both public and private schools, may not encourage equality of opportunity.

5. There exist private schools where tuition fees are relatively high, so that they educate primarily upper-class children. The reason why parents send their children to these schools is that they often believe they will receive a better education in them and/or they will associate with other children of their own background. However, these private schools are few in number, and they do not by any means displace the public schools, which are truly the central educational institution in the United States.

6. Since separation of church and state is a principle of American democracy, and therefore religion cannot be taught in state-supported schools, there are also many parochial schools, which are supported by the church. These are often Catholic, but there are Protestant and Jewish schools as well.

7. There is still another factor which supports the idea of equal opportunity - competition in getting jobs or entering the best universities is held on a relatively

equal basis irrespective of the type of the school, private or public, one has attended. Furthermore, a lot depends on the personal qualities of the individual school graduate.

8. There are also private colleges and universities, many of which have strict entrance requirements. Some believe that private institutions of higher learning have higher graduation standards, but this is debatable.

9. All university students must pay tuition fees. In private universities these are usually much higher. In addition to tuition fees one has to pay for books and room and board. Deserving students may receive scholarships of various types that offset the high costs of higher education.

10. Unlike the European system of higher education, individual colleges and universities in the US do not have their own entrance examinations. Rather, admission is based on scholastic achievement in high school and performance on standardized national tests (the SAT — the Scholastic Aptitude Test; a two-part examination which must be taken by students who wish to attend US universities. Students in their senior year (twelfth grade) take the SATs and have the results sent to the colleges they want to attend or ACT - American College Testing). In addition, colleges and universities may require applicants to submit samples of their writing.

11. The divisions or stages a child passes in his/her educational ladder are elementary, junior high school or middle school, and high schools. American children begin to attend school by the age of five or six. There are also pre-school classes called kindergarten. Before this they may attend nursery school or a day care center.

Schooling is divided into twelve academic levels or grades, each of which lasts one year. Elementary school usually covers grades one through six or seven. Middle school or junior high school is from grades seven to nine or seven to eight. The concluding three or four grades form high school.

12. After high school over 40 per cent of the graduates pursue higher education in colleges and universities. Nearly every state has at least one university supported by public funds which offers training through the Doctor of Philosophy Degree (PhD). There are also public community colleges, also called junior colleges which offer a two-year program in a variety of disciplines, and state teacher colleges which specialize in training school teachers. The word "college" refers either to an independent institution offering undergraduate education or to a part of a university, such as a College of Arts and Sciences or a College of Engineering.

13. The idea of giving a child practical skills comes from John Dewey, who

became the apostle of American schools. This philosopher and educator believed that conveying factual information to students is secondary to teaching them thinking processes and skills which they will use in the future. He also greatly influenced teaching techniques by stressing that activity and experimentation should come first. So, in American schools much attention is given to creative activities. Students are encouraged to be creative both during class time and extra-curricular hours.

14. American high schools try to adapt to the needs of society. Learning computer skills starts early. As life is becoming more complex, new subjects are introduced. Schools are initiating programs previously viewed as a part of home education. These include subjects such as driver's education, sewing and cooking classes called home economics, consumer education, and health and sex education, where issues like drug and alcohol abuse and smoking may be treated.

15. American high schools offer different branches of education for their students. For the college-bound, high schools offer classes in math, sciences, social sciences, English, and foreign languages. Other students take vocational courses such as shorthand and mechanical drawing, and some do work/study programs which enable them to get high school credit for on-the-job training in various occupations.

8. Suggest the Russian for the following words and word combinations, explain their meaning in English:

there is a lot of room for improvement, to pay for room and board, the underlying principle, scholastic achievement, to get along in the community, extra-curricular activities, a high paying career, entrance requirements, to take vocational courses, the college-bound (students who plan to go on with their education), greatest potential, primarily upper-class children, the declared motto.

9. Complete the table with the following information (as in the example).

Main concepts	USA education	Russian education
1. Values reflection	Room for improvement	...

2. Underlying principle of education	Opportunity to develop people's greatest potential	...
...		
...	...	
... (think of more concepts)

10. Suggest of the English for the following words and word combinations: платить за помещение и питание; показатели в учёбе; те ученики, которые намерены продолжать образование в колледже; адаптироваться в обществе – вести себя согласно его нормам; многое можно изменить к лучшему; основной принцип; учиться на курсах по подготовке к какой-либо профессии, ремеслу; требования при поступлении; специальность, которая обеспечивает высокие заработки; внеклассная деятельность, занятия.

11. Supply the word or word combination from the text which is a periphrasis of the following: the basic notion, the fundamental principle; to manage to get along in, to be compatible with society; accommodation and meals provided regularly for pay; wanting to continue education after graduation from high school; gains, accomplishment in academic studies; an occupation or profession securing a high income; there is a lot to be done; demands for applicants; providing training or education in a skill, trade, or occupation; the time outside actual studies; to take the place of something, to replace; an object to which effort is directed, an aim; existing as or forming a permanent or essential quality, element; wrong or improper use; misuse.

12. Substitute one of the words or word combinations from the text for the italicized words in the following sentences.

- It was an issue *which aroused*, a *heated discussion*, and it took quite some time to reach agreement.
- The students of the fourth grade have continued to work vigorously on

their weekly challenge assignments, which involve much problem solving and logical thinking. Many students have shown signs of being able to organize information, diagram problems to aid in their problem solving, and use manipulative materials intelligently. All of them showed *great progress* in math and other subjects.

- American schools were the "melting pot" in which an attempt was made to forget the differences. Schools had to teach the immigrants' children to speak English and *to, learn how to live in the new country*. Getting started on a *successful profession* was the main aim. Even now most American parents still care less for book-learning than for a practical education that will help their children to find a job.

- *The basic principle* of his father was "Nothing ventured, nothing gained."

- Many Americans are worried about their public schools. They see serious problems of violence and failure. They see too few college graduates who can speak a foreign language and too many children who never learn to read or write properly. They think *the system cries out for radical change*.

- Some American teachers believe that the efficiency of public education today is a highly *disputed* problem, and that schools are totally fragmented and divided along educationally irrelevant political lines. They claim that insulation from competition, from freedom of choice, and innovation is *an essential quality* of the present-day American public education system.

- In individual inner-city schools from Boston to Los Angeles, dedicated science teachers are battling bureaucratic resistance and parental apathy to turn their science programs around and to implant understanding of the process of observation *not only in class but out of it* as well.

- Many school students *willing to proceed with their education* cannot afford to *pay for their subsistence* at a college without doing odd jobs. So they *take courses in various trades* to enable themselves to combine studies and a job.

13. Read the overview. Here are the main stages of the American education. Draw the plan of education's system using the information below. Search on the Internet for extra information.

Education in the USA is compulsory for children from 6 to 16-18, depending on the state. The general pattern of education is an 8-year elementary school, followed by a 4-year high school. This has been called 8-4 plan organization. It is preceded by nursery schools and kindergartens. It is

followed by a 4-year college or professional schools. There are, however, some variations of this educational pattern. The 6-3-3 plan consists of a 6-year elementary school, a 3-year junior high school, and a 3-year senior high school. Another variation is a 6-6 plan organization.

Pre-school education: Pre-schooling is optional. A child's introduction to formal education is usually in kindergarten classes operated in most public school systems. Many systems also provide nursery schools. The age group is commonly four and five years. These preschool education programs maintain a close relationship with the home and parents, and aim to give children useful experiences which will prepare them for elementary school. The programs are flexible and are designed to help the child grow in self-reliance learn to get along with others, and form good work and play habits. American children start school at the age of five years. The first year at school is called kindergarten. It is required of all American children enrolled in the American education system. The second year at school is considered the first year of primary school and is referred to as first grade. In America, the word "grade" has two meanings: (1) the score achieved on an exam or in a course, and (2) a year of education in primary or secondary school. Primary school most commonly consists of five years of education, referred to as first through fifth grades.

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

Secondary school: Upon completion of fifth grade (the last year of primary school), American children enrolled in the American education system advance to secondary school. Secondary school most commonly consists of a total of seven years, referred to as sixth through twelfth grades. The ninth through twelfth grades are most commonly referred to as high school. Upon completion of twelfth grade, American students are awarded a certificate called the high school diploma. In the American education system, students must have obtained a high school diploma before they are admitted

into college or university. Foreign students who would like to attend an American college or university must have completed coursework that is equivalent to what is taught at an American high school. Foreign students, who would like to attend an American high school, need to consider how the high school they select will give them access to the best colleges. You can also learn about some of the finest boarding schools in the American education system.

Undergraduate school: Students who have completed high school and would like to attend college or university must attend what is referred to as an undergraduate school. These are schools that offer either a two-year degree (called an associate degree) or a four-year degree (called a bachelors degree) in a specific course of study. That course of study is called the major. While most schools that offer a four-year degree will admit students who have not yet chosen a major, all students are required to select (or declare) a major by their second year at school. Students who complete an associate degree can continue their education at a four-year school and eventually complete a bachelor degree.

Graduate school: Students who have obtained a bachelor's degree can continue their education by pursuing one of two types of degrees. The first is a master's degree. This is usually a two-year degree that is highly specialized in a specific field. Students are sometimes admitted to a master's degree program only if they have a bachelor's degree in a closely related field. However, there are many exceptions to this, such as with students who want to pursue a Master's in Business Administration (MBA) degree. Students who want to advance their education even further in a specific field can pursue a doctorate degree, also called a PhD. A PhD degree can take between three and six years to complete, depending on the course of study chosen, the ability of the student, and the thesis that the student has selected. The thesis is a very intensive research paper that must be completed prior to earning the degree. It is always required of students pursuing a PhD, and may sometimes be required of students pursuing a master's degree (depending on the school).

Certain courses of study are only available at the graduate school level in America. The most notable of these are law, dentistry, and medicine. Students who want to pursue a degree in one of these fields must first obtain a bachelor's degree.

14. Read the text.

HIGHER EDUCATION

Out of more than three million students who graduate from high school each year, about one million go on for higher education. A college at a leading university might receive applications from two percent of these high school graduates, and then accept only one out of every ten who apply. Successful applicants at each colleges are usually chosen on the basis of a) their high school records; b) recommendations from their high school teachers; c) their scores on the Scholastic Aptitude Tests (SATs). The system of higher education in the US comprises three categories of institutions: 1) the university, which may contain a) several colleges for undergraduate students seeking a bachelor's (four-year) degree and b) one or more graduate schools for those continuing in specialized studies beyond the bachelor's degree to obtain a master's or a doctoral degree, 2) the technical training institutions at which high school graduates may take courses ranging from six months to four years in duration and learn a wide variety of technical skills, from hair styling through business accounting to computer programming; and 3) the two-year, or community college, from which students may enter many professions or may transfer to four-year colleges.

There are about 3000 colleges and universities, both private and public, in the US. Students have to pay to go to both private and State universities. Private universities are generally smaller but very expensive, which means that the tuition fees are extremely high. State colleges and universities are not that expensive, the tuition fees are usually lower, and if the students are State residents, they pay much less.

Every young person who enters a higher educational institution can get financial assistance. If a student is offered a loan, he should repay it (with interest) after he has left the college. Needy students are awarded grants which they do not have to repay. Scholarships are given when a student is doing exceptionally well at school.

American universities and colleges are usually built as a separate complex, called "campus", with teaching blocks, libraries, dormitories, and many other facilities grouped together on one site, often on the outskirts of the city. Some universities are comprised of many campuses. The University of California, for example, has 9 campuses, the biggest being Berkley

(founded in 1868), San Francisco (1873), Los Angeles (1919), Santa Barbara (1944), Santa Cruz (1965).

All the universities are independent, offering their own choice of studies, setting their own admission standards and deciding which students meet those standards. The greater the prestige of the university, the higher the credits and grades required.

The terms “college” and “university” are often used interchangeably, as “college” is used to refer all undergraduate education; and the four-year undergraduate program, leading to a bachelor’s degree, can be followed at either college or university. Universities tend to be larger than colleges and also have graduate schools where students can receive post-graduate education. Advanced or graduate university degrees include law and medicine.

Most college and university undergraduate courses last for four years. During the first two years students usually follow general courses in the arts or sciences and then choose a major – the subject or area of studies in which they concentrate. The other subjects are called minors. Credits (with grades) are awarded for the successful completion of each course. These credits are often transferable, so students who have not done well in high school can choose a junior college (or community college), which offers a two-year “transfer” program, preparing students for degree-granting institutions. Community colleges also offer two-year courses of a vocational nature, leading to technical and semi-professional occupations, such as journalism.

There are no final examinations at colleges and universities, and students receive a degree if they have collected enough credits in a particular subject. The traditional degree which crowns the undergraduate course is that of a Bachelor of Arts (BA) or a Bachelor of Science (BS). The lower level of graduate school is for obtaining the Master’s Degree (MA or MS), and the upper level is for the degree of PhD.

15. Agree or disagree with the following statements.

- The system of university education in the US is centralized.
- There is no difference between private and State universities.
- A University course usually lasts for four years.

- One can obtain a bachelor's degree at any college or University.
- Prospective students shouldn't have any recommendations from school to enter university or college.
- Any University has only one campus.
- There is no difference between the terms "college" and "university".
- There are no colleges which offer "transfer" programs.
- MA, MS and PhD are research degrees.
- PhD is an abbreviation for Degree of physics.
- Every college or university has its own admission standards.

16. Find the Russian and English equivalents to the words: loan, major, scholarship, needy, tuition fee, interest, bachelor's degree, grant, dormitory, the arts, the sciences, to repay, graduate school, "transfer" program, Bachelor of Arts, Bachelor of Science, Master's Degree, PhD.

Стипендия, аспирантура, плата за обучение, степень бакалавра гуманитарных наук, степень магистра наук, студенческое общежитие, возмещать, субсидия, предмет специализации, степень бакалавра естественных наук, гуманитарные науки, степень доктора наук, нуждающийся, подготовительный курс, заем, степень бакалавра, естественные науки.

17. Before reading the texts give definition to the essential words and word combinations:

applicant, freshman, sophomore, junior, senior, undergraduate student, part-time student, transfer student, night student, assistant professor, counselor, dean, assistant dean, chairman, board of trustees, student government, department, grants, student financial aid.

ASSOCIATES DEGREE: AA AND AS

The associate degree is a two year degree given by US colleges. The degree is awarded to students who have completed all the requirements of the program. There are three classes of these degrees in the USA: the associate of arts degree (also called the A.A. degree), the associate of

applied science degree (the A.A.S. degree), and the associate of science degree (A.S. degree). These degrees are awarded by two types of colleges: community colleges, which are operated by the local government and financed by public funds, and junior colleges, which are generally privately run. Both are excellent options.

There are three general groups of students who will enroll in community or junior college. The first are students who do not want to pursue a bachelor degree, but prefer instead to complete an associate degree program. The second are students who eventually want to earn a bachelor degree, but choose to complete the first two years of their education at a community college before transferring to a four-year college or university. The third are members of the local community who want to take classes in various subjects without pursuing any type of degree or enrolling in a formal program (this is called "continuing education").

At all public colleges in the US, including community colleges, the tuition paid by an international student will be higher than what is paid by a student living in the college's local community. The international student will pay the same tuition as an American student who lives outside the local area. Typically the cost of attending a community college will still be much lower than attending a four-year college or university, even a public one. Therefore completing an associate's degree program at a US community college is a very cost effective way of obtaining an education. It also gives international students the ability to greatly reduce the cost of completing a bachelor degree if they choose to transfer to a four-year college upon finishing their first two years, even if they don't complete all the requirements for the associate degree.

Junior colleges offer associates degrees similarly to community colleges, but because they are privately funded they charge the same tuition to all students. Therefore, international students do not have to pay more than American students when attending a junior college. However, a privately run junior college may not be as economical as a community college. International students who are on a tight budget should carefully research the cost differences between all their options. This holds true whether the student is planning to complete a two year degree, or whether the student is planning to eventually transfer to a four-year college.

Another matter that should be carefully researched is whether the college you are considering is fully accredited to award associate degrees and whether the courses you complete at the college are fully transferable to another college. The best way to determine whether the college is fully accredited is to ask major universities if they would recognize an associate degree from that community college or junior college.

ADVANTAGES OF AN ASSOCIATE DEGREE

- Time savings: they can be completed in approximately two years.
- Higher earning potential: many skilled professions and high-paying jobs require at least an associate degree in a specialized field or discipline.
 - Cost savings: tuition at community colleges is typically lower than at public four-year colleges.
 - Convenience: most cities in the USA have colleges that offer associate degrees so it will be easy and convenient to complete your degree anywhere. You can also complete a degree online from your own home.
 - Higher demand: associate degree holders are now in more demand than ever thanks to the increasingly favorable reputations of many community and junior colleges.

WHAT IS A BACHELOR'S DEGREE?

A bachelor degree is the most traditional degree given by US colleges and universities. It normally requires at least four years but not more than five years of full-time college-level coursework. The two most common classes of bachelor degrees awarded by US schools are the bachelor of science degree (also called the B.S.) and the bachelor of arts degree (also called the B.A.). Some schools offer only the B.A. degree, even for science majors (such as a B.A. in biology). Other schools offer both the B.A. and the B.S.

A bachelor's degree is what most students pursue when enrolling in a US university or college. In fact, people with a bachelor's degree earn substantially more than those who don't have one. More and more jobs and

careers today require applicants to possess one. Some would argue that a bachelor's degree is the first step to success. At the very least, it helps open doors of opportunity.

All students pursuing a bachelor's degree must select a major, usually by the end of their second year. Students must complete a required number of courses (or units) within their major in order to graduate with a degree in that major. They may also be required to complete a number of courses in closely related fields in order to satisfy other requirements. For example, a student who is majoring in chemistry will not only have to complete chemistry courses, but also mathematics, biology, and physics courses in order to graduate with a bachelor of science degree in chemistry. In addition to the requirements for the major, students must also complete a series of courses outside of their major. These requirements will apply to all students attending the college, regardless of major. For example, all students may be required to complete courses in writing, foreign language, communications, and American history. Without it, they cannot graduate.

There are various types of schools that offer bachelors degree programs. The different types of US schools can be classified into the categories that are described below.

DOCTORAL AND MASTER'S DEGREE PROGRAMS

A college graduate with a bachelor degree may find that degree to be insufficient for the type of profession he would like to have. It may often be necessary to pursue an advanced degree, such as a US master's degree or US doctorate (also known as PhD) degree, to advance your career. For example, a US master's degree may be necessary if you are seeking a position as an economist with your local government, or you may need a PhD degree to teach at a university in your country. In addition, some disciplines are taught only at the graduate school program level in the USA. Among these are law, medicine all USA colleges and universities offer masters degree programs. Even fewer offer PhD degree programs. Also, the number of majors offered at the graduate level will usually be much smaller than the number of majors at the undergraduate level. Occasionally, a school will only offer a major at the graduate program level. For example, Stanford University offers a master's degree in business administration, but offers no undergraduate business degree program.

The US masters degree is a graduate school degree that typically

requires two years of full-time graduate school coursework to complete. Unlike students pursuing a bachelor's degree, students in a master's degree program will complete courses that are highly focused in their field of study (their major). As such, students must have already decided on their major before applying to a program.

The US PhD degree or doctoral degree is even more focused and specialized than the master's degree. Some students will complete a master's before applying to a doctorate degree program, but that is not always necessary. Completion of a US doctorate degree typically takes between three and six years. The length of time will depend on the student's educational background (a student with a master's degree may take less time to complete his PhD if it is in the same field), the field of study selected, the student's dedication and ability, and the complexity of the thesis the student has chosen for his PhD. The thesis is a very long, extensive, and original research paper that is a requirement for completing the program. (Some master's programs also require a thesis, but it is much simpler and shorter than the PhD program thesis.)

18. Skim through the text and say which paragraph gives information about:

- a) classification of students;
- b) a college;
- c) what a college prepares the student for;
- d) a public institution;
- e) a private institution.

SOME IMPORTANT DETAILS ABOUT AMERICAN UNIVERSITIES AND COLLEGES

American colleges and universities are either public or private, that is, supported by public funds or supported privately by a church group or other groups acting as private citizens although under a state charter. A public institution is owned and operated by a government, either a state or a municipal government. The government appropriates large sums of money for the institution's expenses. Yet these sums are normally not sufficient to cover all expenses, and so the institution is partially dependent on student fees and on gifts.

A private institution receives no direct financial aid from any

government, municipal, state or federal. The money used to pay the operating expenses has a threefold origin: tuition fees paid by the students, money given in the form of gifts for immediate use, and the income from invested capital in the possession of the institution and originally received by the institution in the form of the gifts to be invested with only the income to be spent.

Of the nation's nearly 1,900 institutions of higher learning roughly one-third are state or city institutions. About 1,200 are privately controlled. Approximately 700 of these are controlled by religious groups. Less than half of these institutions are liberal art colleges and universities which stress the languages, history, science and philosophy. The rest are professional and technological schools and junior colleges.

A college is usually defined as an institution of higher learning which offers a course of instruction over a four-year period, and which grants a bachelor's degree at the conclusion of studies. As part of university, a college graduate is distinguished from a graduate of professional school. However, the professional schools in some universities are called colleges. A college prepares the student for two things: either graduate study leading to master's or doctor's degree or a job immediately after graduation. A student who majors in business administration for example, may be fully prepared for a career in business when he has finished college.

On the other hand, a student majoring in psychology often must do a great deal of graduate work before he is competent in this field.

Students are classified as freshmen, sophomores, juniors and seniors. A freshman is a first year student, a sophomore, a second year student, a junior, a third year student, and a senior, a fourth year student. All students who have graduated from the senior class and who continue studying at a university are classified as advanced students or graduate students. Some graduate students receive grants which cover the cost of their education; a person on such a fellowship is called a university fellow.

Acceptance into the university is based on a written application, submission of a transcript showing all grades from all courses in previously-attended educational institutions, evidence that the student satisfactorily completed all requirements at the previously-attended institution, and

sometimes an oral interview at the school which the student desires to attend. If the student is entering college he or she must also take a test called the S.A.T. (Scholastic Aptitude Test) or the A.C.T. (American College Testing), which supposedly measures the student's ability to perform in a college setting. Different schools may have different standards of acceptance; some may require excellent grades on the S.A.T. and high grades for the student's previous coursework, while others may have less stringent requirements. Smaller schools usually like to orally interview the student before making a decision to accept him or her. This allows the school to have a close look at each student, his/her personality, and to make sure that the student's goals will be met by the school.

To graduate from a university requires a student to complete requirements of the university, to achieve the minimum allowable grade in the required courses, and to spend the minimum time required at the university (or employment). There is wide variation in the requirements depending on which university you look at. In general, universities and colleges require students to fulfill a set of general requirements applicable to all students at the school, as well as fulfilling the specific requirements for their major field of study. For example, at Haverford college they require 32 credits for graduation, 1 credit being awarded for each course taken and passed per semester. So, 4 credits per semester and 2 semesters per year equal 8 credits per year. Four years of college education multiplied by 8 credits per year equals 32 credits, or the amount needed to graduate. However, the Linguistics Department requires 10 credits of linguistics courses in order to be eligible for the Bachelor of Arts degree in Linguistics. As a result, it is necessary to fulfill both requirements before being allowed to graduate, i.e. pass 32 credits of courses, 10 of which must be in the Linguistic Department.

In addition, most universities require a minimum grade-point average before the student is allowed to graduate. This means that all of the grades over the entire four years are averaged; if this average is less than the minimum, the student may not graduate. In the end, a diploma is given to every student who graduates, and evidence of this diploma or a complete transcript of grades must be submitted with all applications to graduate school. Students who fail to graduate from undergraduate institutions are, of course, not permitted to enroll in graduate school.

19. Read the texts. Make up a list of words which can be joined under the headline “Education”. Give reasons for your choice.

AMERICAN GRADUATE SCHOOL

Graduate Schools and specialized colleges (ex. College of Engineering, College of Management etc.) offer various degree programs such as Engineering, Arts and Sciences at the post-graduate level, leading to Master’s and Doctoral level degrees. These degrees are called the ‘Master of Arts (M.A), Master of Sciences (M.S), and Doctor of Philosophy (PhD). Duration of these programs range from one to five years, depending upon the course and level of study. Most of the Master’s level programs are of two years and Doctoral level are of four years duration.

Some universities may ask to take additional pre-requisite courses to compensate for the fourth year requirement. Others ask applicants to complete a ‘Bridge’ program comprising a few additional courses, while simultaneously doing the Master’s program. Such ‘Bridge’ programs are mainly offered in the fields of Computer Science, Information Systems, IT and Business Administration. Pre-requisite tests that are required for admission at the Master’s are the following: for MS and MA programs – TOEFL and GRE General Test, for MBA and other Management related programs – TOEFL and GMAT.

Note: For some programs at top universities (like in CS, Chemistry etc.), a good score in the relevant GRE Subject Test is required in addition to the GRE General Test score.

IELTS (International English Language Testing System) is becoming popular even in the US too and is being accepted by many universities now.

Admission into Doctoral level programs is possible normally after completion of Master’s. However, US universities are flexible in admitting even those with a Bachelor’s degree. But, the length of program might be longer than for those with a Master’s degree. Typically, the duration of Doctoral level programs is between 3 and 6 years, depending on the field of research and university.

ACADEMIC YEAR

Education in the US universities is on a semester system, the main one being the Fall semester, which starts in August/September. Almost all

universities offer admission during Fall semester invariably. Many universities offer admission during the Spring semester, which starts in January. A few universities offer intakes during Winter semester, starting in November and also during Summer semester (in April). Colleges offering admission during three terms are known to be operating on a trimester system and those offering during all the four terms, on a Quarter system.

Most programs offer admission (especially in very good universities) during Fall semester only and many others during both Fall and Spring. While Summer intake is possible in a few universities, Winter is rare. Top universities offer only one intake during Fall, especially for MBA programs. And, some universities start their professional programs during Summer! It is best to verify which program is offered for what semesters in the universities you plan to apply for.

TRANSFERS

Education system in US allows students to seek a 'transfer' from one program to another (within the same university) and one university to another. During such transfers, whatever 'credits' the student obtain during their previous study will be transferred to the new course/university depending upon the policies of the new university.

Also, transfer is possible for international students from one level to another. For example, if a student who has completed a three year degree and wants to enroll in a Bachelor's program in US, he/she could take a transfer into the third year of the Bachelor's degree. While this may entail a loss of one year, that helps students to choose a specialization during the last two years at the Bachelor's level and continue with their professional or career-oriented education.

CREDIT SYSTEM

Students are evaluated for their performance, based on the number of credits they obtain during their academic performance. These credits are calculated depending upon the performance in semester-end examinations, class room preparation, seminar participation, laboratory hours etc. In certain cases, 'units' or 'semester hours' are used instead of credits. For every course of study students will earn a particular number of credits per semester. Professors and advisers assist the students in organizing their

course schedule for their academic year.

To complete a Bachelor's degree, students are usually have to complete 112 to 120 credits (24/30 per year) for four years. At the Master's level, students have to complete at least 36 credits (18 per year) for a two-year program. Please note that in order to maintain the legal status as a 'student', USCIS (US Citizenship and Immigration Services) specifies that a particular number of credits have to be enrolled for, by international students. For example, a minimum of nine credits per semester have to be enrolled for, at the Master's level.

GRADES AND POINTS

Sometimes, a student would be given 'Grades' based on his academic performance. After completion of a particular course successfully, he professors would award a letter 'Grade' for each course. For every course/unit, the university will pre-determine the number of credit hours. A Grade Point Average (GPA) will be computed based on the number of courses, number of credits (for each course) and the numerical value of a grade. The numerical grade for each course will be multiplied with the number of credits taken by the student and the total points thus obtained will be divided by the total number of credit hours. Cumulative Grade Point Average (CGPA) is the average of Grade Points obtained over all the semesters.

The difference between grades and points: a grade is the final, overall evaluation of either a test, paper or oral presentation. The grade is determined by how many points the student scores on an exam or paper. For example, in an examination containing 100 questions, each question may be worth one point. If the student answers 91 questions correctly, then he receives 91 points. In most American schools and universities, the final grade is based on the percentage of correct answers, so in this case, the percentage is 91%, and the grade would be an "A" equivalent 'to a "5" in the Russian system.

90% _ 100%	A	Excellent (5)
80% — 89%	B	Good (4)
70% - 79%	C	Satisfactory (3)
65% _ 69%	D	Unsatisfactory (2)
Below 65%	F	Failing

The range 65% — 69% (D) is treated differently in American schools.

Some schools may consider it "passing", in other words, the student may continue in the regular program without repeating any work, while other schools may consider it more of a "failure" and request that the student repeat the work and demonstrate a better knowledge of it before he or she is permitted to continue.

In summary, the points constitute, or determine the grade. Some professors, however, have chosen to avoid a completely mathematical system of evaluating the performance of students and may consider several additional factors in determining the final grade. These may be: whether or not the student actively and willingly participates in class discussions (this is called the "class participation" factor); whether the student prepares assignments regularly; how much effort the student shows, and to what degree he or she improves throughout the course of the semester; how much outside-the-classroom work a student does for the class. In American universities the choice of which factors to consider and how much importance to attach to each factor is left to the discretion of the professor; that is to say, most professors may use different systems of evaluating their students.

20. Read the text. Define the words in bold.

LIFE AT SCHOOL AND EXTRA-CURRICULAR ACTIVITIES

1. In pre-school children usually have half-day classes. They **socialize** and at the same time learn some basics in the **3Rs** and acquire skills. They listen to stories, work with art supplies, etc.

2. The typical school day for older children lasts seven hours ending around 3 p.m. Classes are in session from Monday through Friday. Traditionally school-children enjoy three **vacation periods** — a two-week winter vacation including the Christmas and New Year's holidays, a one-week spring vacation often including Easter, and a two-month summer vacation.

3. Children who live close by may walk to and from school, whereas those who live farther away often ride a school bus. Parents sometimes drive their children to school, or students who are old enough (16-18) may drive themselves.

4. During the **elementary school** years students are grouped into classes which stay together with one teacher. But in **junior high** and in high school students move from one classroom to another with different

classmates and different teachers. Many high schools have what is commonly called a "**tracking**" **system** which groups students according to academic ability and motivation. Thus, more hard-working and capable students take more difficult courses. Depending on the subject, classes may be offered at two, three, or even four different ability levels.

5. High school students have a very busy day. Many take five or six academic subjects as well as physical education. In **after-curricular hours** students may be doing homework in a study hall, or studying in the school library.

6. The emphasis on learning by doing, the development of social and political skills is the aim of many **extra-curricular activities** in high school. The American ideal presupposes the development of a competitive personality. There are diverse activities to develop this kind of personality. Among physical activities sports is one of the most popular. There are some other activities which are aimed at fostering special skills and interests. Public speaking activities, **school publications**, student government organizations, as well as the great variety of school clubs are a few examples of activities of this type. Debating contests are held in which students from one school compete with those from others, sometimes on a national basis. The subjects are often political, and matters of foreign as well as domestic policy may be discussed. Great stress is placed on knowledge, reasoning, organization, and expression. Students may also receive training in the field of publication from the paper and the **yearbook**.

7. Student government is important in developing political and social skills. Students elect officers and compete with fellow-students in school-wide elections. Running for office and taking responsibility for a number of matters develop competitive skills. But still whether the American system lives up to its ideal of providing equal opportunity to fully develop mind and spirit is a debatable question.

PROBLEMS FACING AMERICAN EDUCATION

8. Researchers studying the schools and the standard of education in the US have found that the American educational system has many weaknesses, among them are the inadequate level of literacy and a poor knowledge of history and literature. One study showed that around 80 percent of high school seniors could not identify Dickens, Dostoevsky, and Ibsen. Other studies indicate that students are weak in mathematics and

writing skills.

9. Many students simply do not study enough. Two-thirds of high school seniors do an hour or less of home-work per night. American teenagers are often distracted by part-time jobs, sports, and other school activities, TV, and socializing. Some cannot cope with emotional problems, use of illegal drugs, or simply lack motivation. Clearly, if Americans are to become better educated, one study showed, students must study more, and parents must insist on it. A large number need help in learning English. Many change residences and schools often, and a changing classroom population is difficult to teach. In some classrooms, teachers have difficulty keeping the students' attention because disrespectful uncooperative students disturb the class.

10. Certain problems come about as a result of trying to educate everyone together. The pressing problem is how to challenge the person of above-average academic ability while taking care of the average student. The problem is solved in part by differentiated curricula. There is a wide variety of courses offerings in an American high school. Students are allowed to choose a certain number of subjects they study. But in spite of the guidance system some make unsuitable course selections. Until they drop or fail the course, they sometimes slow down the progress of the class. This is especially true of state-supported colleges and universities with a liberal admission policy. The general courses offered in the first two years are often designed to round out the education of the average person rather than for the specialist in a field.

11. In more specialized fields in the third and fourth years and especially at the graduate level, the problem is less acute because standards are rigorous enough so that students lacking abilities in that field will drop out or never gain admittance.

12. The problem of racial imbalance in schools exists in all parts of the United States, not just in the South. Despite numerous efforts the problem remains unsolved. The most controversial method has been busing school children from their neighborhoods to schools in more distant neighborhoods in order to achieve a better balance of black and white children in the schools.

13. Criticism of American education stimulated a reform movement which became particularly active at the end of the 1980s. As a result, 45 of the 50 states raised high school graduation requirements. Efforts have been made to involve parents in school and to improve teaching. College

programs that educate teachers are encouraging academically talented students to go into teaching. School administrators are revising curricula, and publishers are creating more challenging and interesting textbooks. Finally, citizens are urging communities and the federal government to provide more tax dollars for education.

14. Americans believe deeply in education as the best vehicle for individual and social advancement. Even though for most young Americans formal education does not end with high school graduation, improving the basic school system is one of the nation's top priorities.

21. Scan the text for answers to the following questions; indicate the paragraph where the information is found.

- Why are classes in the same subject offered at different levels?
- How is the typical school day organized for younger children? For high school students?
- What is the theoretical basis of the great amount of time allotted to extra-curricular activities?
- What kind of personality do they try to develop in American school students?
- In what activities are students typically involved outside regular school-hours?
- Why are debating societies considered an important element of the extra-curricular activities?
- What are the functions of the student government?
- What weaknesses have been revealed in the American educational system?
- What are the principal reasons for the deficiencies of American school education?
- What is the purpose of the guidance system?
- What part are parents supposed to play in the process of educating their children?
- What is the essence of the debate over school busing?

22. Find in the text the English phrases corresponding to the Russian equivalents: учебная программа; личность, способная конкурировать; академические способности выше среднего; возникают

проблемы; не иметь стимула; требования, предъявляемые выпускникам; высокий уровень требований; личные успехи и продвижение в обществе; насущная проблема; получить допуск; выборы, проводящиеся в масштабе школы; различные виды деятельности; низкий уровень грамотности; главные приоритеты.

23. Supply the word or the word combination from the text which paraphrase the following:

_____ subjects included in a course of study or taught in a school, college, etc;

_____ a person who can compete with other people;

_____ developing special skills and interests;

_____ book that teaches a particular subject, used in schools, etc;

_____ the low level of literacy;

_____ entering or being allowed to enter a school, college, university;

_____ a method which arouses great debate;

_____ to take part in social activities, to associate; to mix with others;

_____ to call upon boldly or defiantly; to arouse, to stimulate somebody's interest;

_____ to recognize, to establish that someone or something is a particular person or thing;

_____ demands made on a person who is completing a course of study;

_____ a very strict, severe, high level of demands;

_____ a problem calling for immediate action or attention;

_____ markedly different, varied spheres of action;

_____ to stop being a member or participant; to withdraw, to quit;

_____ important issues become clear or obvious to the mind;

_____ precedence, as in order of importance; a matter or consideration deserving or receiving chief emphasis or attention;

_____ a mental process employed to draw conclusions from facts.

24. Substitute one of the words or word combinations from the text for the italicized words.

- When at school, they had very good teachers who well and fully understood the needs of their school-students and tried *to promote* the knowledge and skills they would need in the after-school activities.

- At Harvard *demands for prospective students* are very *tough*, they select the most able candidates irrespective of the school they graduated from.

- There are encouraging visions of what is possible, when *quality of teaching receives most attention*.

- Science professors at Boston University have created spectacular, intellectually *stimulating* inter-disciplinary courses for non-science majors.

- Where institutional structures allow a few inspired educators to strike off on their own, antiquated and boring science curricula are being replaced by personalized courses that *inspire* students to participate actively in learning about the process of science.

- In individual inner city schools from Boston to Los Angeles, dedicated teachers and administrators are battling bureaucratic resistance and parental apathy to fight *the absence of incentives* to study science, *promote the growth* of the students' interest in science, and thereby to turn their science programs around.

- *The problem demanding immediate attention* is staffing schools with competent teachers. It is a very difficult issue, as attracting the proper kind of teachers is hindered by the low pay. The low pay prevents many men from even thinking of teaching except in a university position; it also *hinders the continuance of qualified persons in the profession*.

- Some of the privately endowed colleges are very careful in the selection of those they admit. They set *a very high level of demands*, in order to ensure *the students' success in their future life and work*.

- A proper liberal arts curriculum is extremely important for any type of education. It can be *described* as a number of disciplines that give a student an approach to understanding the world.

25. Develop the following points using the information and the vocabulary of the text.

- The length and the character of the school day ...
- In high school students do not stay in the same classroom...
- There can be as many as four different ability levels ...
- As a rule a high school student takes five ...
- There are many ways to foster ...
- Debating contests...
- Competitive skills are also developed ...
- Many difficulties arise, because ...

- Differentiated curricula partially help ...
- Students who are doing poorly may ...
- The reform movement is directed toward ...

26. Read the text. Fill in the missing parts.

CHILDREN AFTER SCHOOL

What do American children do if they don't stay after school for (1) ____ but come home to an empty house? It is actually not only an American problem, it is a universal problem because in the modern world in most families both parents work and the children are left to fend for themselves. On the bright side it is true that some children develop independence earlier and they learn some (2) ____ by doing part of the house work. But it is not always the rule. Some children turn to the street.

Children are an adventurous lot both intellectually and emotionally, so they may become entangled with criminal youngsters' gangs.

But if the child is too young and shy to leave home, he or she will probably watch TV or play video games. These children are often (3) ____, because though there is no immediate danger they are afraid of dark corners, intimidated by the house silence and often develop signs of nervousness which is difficult to treat. Psychologists hold that the sense of fear is innate in both younger and older children. Over time it can lay (4) ____ where a person is insecure, and that can be balanced by aggressiveness.

So, in the long run, the child's loneliness is really something that can affect a child's future life. The fact that many children keep returning home from school day after day (5) ____ round their neck requires thought. Children cannot be left alone to themselves, most psychologists insist. Parents and communities must step in to prevent dangerous consequences.

- in the grip of fear;
- with the key on a chain;
- extracurricular activities;
- domestic chores;
- the foundation for a temperament.

27. Fill in the table with the necessary information. Search it on the Internet. Make similar table about Harvard University, the University of San Francisco, Yale University, and Stanford University. Discuss in the class.

Columbia University	
Foundation	1754
Location	New York, Manhattan
Faculties Colleges and schools included	?
Social life	?
Famous people who studied there	?
Curriculum	?
Sciences	?
Gender	coeducational
Enrolment	?
Language	?

EXTRA ACTIVITIES

1. Fill in the gaps with the following words:

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

Compared to the United States, fewer people go on to (1) ... education in Britain, and there is more emphasis on segregating pupils at the (2) ... levels on the basis of (3) National tests at the ages of 7, 11, and 14 (4) ... students' progress. Schools must provide religious education for all pupils, although parents can withdraw their children from it. (5) ... school begins at age 5 in Great Britain. In addition, about half of 3- and 4-year-olds are (6) ... in specialized nursery schools or in nursery classes at (7) ... schools.

In Britain, the *term form* is used to designate (8) ...; *old boys* and *old girls* refer to people who have graduated from a school. (9) ... schools or

independent schools are called *public schools*, a term that means just the opposite in the United States. What are called public schools in the United States are called *state schools* in Britain. Grammar schools are university (10) ... schools, most of which have been replaced by (11) ... schools catering to students of all academic abilities. Secondary modern schools provide (12) ... education rather than preparation for university entrance.

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

2. Fill in the gaps with the following words:

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

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

3. Fill in the gaps with the following words:

advanced / correspondence / divided / enormous / extension / foremost

/ number / qualified / residential / sciences / single / solid status / students

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

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

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

4. Match the beginnings and the endings of these school jokes.

<p>1 Teacher: Why did you fail the last exam paper?</p> <p>2 Son: We had a test yesterday because the teacher said we would have the test come rain or shine.</p> <p>3 Student: I didn't do my homework 'cos I lost my memory.</p> <p>4 Teacher: Your mother must have written this homework.</p> <p>5 Teacher: You can't</p>	<p>a) No, it was just her pen.</p> <p>b) You can't lose something you never had!</p> <p>c) Why? I got up early!</p> <p>d) You can't have had the test. It snowed yesterday!</p> <p>e) I must have got the wrong paper!</p>
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have made so many mistakes in just one day!	
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5. Read the text and decide which answer (A, B, C or D) best completes each collocation or fixed phase.

A report on the notorious Fiveways School, visited recently by government (1) ... , was published yesterday. The report (2) ... inadequate strategic planning, poor (3) ... of teaching, and semi-derelict building conditions as being largely to blame for the problems at Fiveways, the school branded 'the worst in Europe'. Our reporters entered the school by (4) ... arrangement, and witnessed at (5) ... hand the chaos that has heaped infamy on the school. On the day of their visit, our reporters learned that one disruptive pupil had been given a 3-week (6) ... for punching a teacher in the face. Our reporters saw pupils virtually (7) ... riot, throwing stones at passers-by and verbally (8) ... a teacher.

- | | | | |
|------------------|---------------|---------------|------------------|
| 1) A authorities | B inspectors | C controllers | D examiners |
| 2) A highlights | B illuminates | C features | D activates |
| 3) A measures | B patterns | C standards | D specifications |
| 4) A former | B earlier | C preceding | D prior |
| 5) A original | B trust | C immediate | D direct |
| 6) A expulsion | B caution | C suspension | D ban |
| 7) A running | B going | C making | D taking |
| 8) A harming | B abusing | C damaging | D oppressing |

6. Complete the extracts from two school reports. Use the following words: half-hearted, respect, mature, distracted, insolent, participated, contributes, applies, concentrate, effort.

Report 1

Tracey has made a big (1) ... this term, showing herself to be very (2) ... for her age. She (3) ... herself well and (4) ... fully to class discussions. She shows a lot of (5)... towards her teachers.

Report 2

On one occasion Derek was sent home for being (1) ... to a teacher. In terms of effort, his work can sometimes be rather (2) He is easily (3) ... and finds it hard to (4) ... in class. Also he has not (5) ... in group work as

well as he should.

7. Both options make sense. Underline the one which forms a common collocation.

- In my country we have to do nine *basic/core* subjects and then we can choose several others.
- At this school we put a strong emphasis on *academic/scholarly* achievement.
- In my country *bodily/corporal* punishment was abolished 40 years ago.
- In my class we had a *helper/support* teacher who assisted pupils with learning difficulties.
- On Friday afternoons we had lessons with the *trainee/apprentice* teacher.
- In my country we have some end of year tests but most of our marks come from *progressive/continuous* assessment.
- At 16 we have the choice of doing more *vocation/employment* oriented courses, such as business studies and accounting.
- When I was 15, I had a 2-week work *position/placement* with a local factory.
- There were a number of *teenage/child* mothers in my class.
- I was expelled from school for *playing/going* truant too many times.

8. Complete each space in the text with a word formed from the word in capitals.

Last year I resigned my post as a Head of Department at a large comprehensive school. After 23 years of teaching, I had simply had enough of a job which is becoming increasingly ... (PROBLEM). As a Departmental Head, I saw at close hand the effect of the government's increased (2) ... (INVOLVE) in educational matters; the job is now ten times more (3) ... (BUREAU) than it was when I started out. Not content with loading teachers down with paperwork, the government has also imposed standard national tests on pupils as young as six, a fact which has left many teachers (4) ... (ENCHANT) with their profession. But that side of things is by no means all. There is also the growing (5) ... (AGGRESSIVE) of the pupils, including the girls. There are the frequent little acts of (6) ... (RUDE) which teachers have

become almost (7) ... (POWER) to stop, now that the right to discipline pupils has been all but taken from them. There is the restlessness and sheer (8) ... (BORING) of children brought up on a diet of computer games and violent videos. Some people dismiss any link between computer games and a (9) ... (REDUCE) in attention span, but few of them are teachers. When I started out, I used to enjoy teaching history, my chosen discipline, to (10) ... (RESPECT) pupils; now I do so every Tuesday evening, teaching local history to pensioners.

9. Five people are speaking about their learning experiences. Complete each space with a suitable word. The first letter of each space is given.

- I've just finished university, although I'll have to go back for my ceremony in October. So now I'm the proud possessor of a d_____ in Modern Languages. At last I can get down to earning some money and paying back my l_____ from the government. My friend is luckier than me in this respect - she's off to the States. She has a s_____ to study at Yale University.

- I was known as a rather naughty, mischievous pupil, and I often used to get s_____ out of the lesson or put in d_____ after school. Little did the school know, however, that Dad was actually paying me to have extra Maths lessons at home with a private t_____. And it paid off, for in my Maths exam, I surprised everyone by getting the top m_____ in the class.

- I left school without any q_____ and with no real job p_____. But then I started doing e_____ classes at the local f_____ education college. And now I'm a mechanic, and delighted with my job!

- My problem was exams. I was never any good at them. Classwork fine, exams no go. For my A levels I r_____ solidly for three months, but despite all this preparation, I got disappointing g_____: D for Physics, E for Chemistry, and E for Biology. The school suggested that I r_____ the exams, but to be honest, I didn't fancy all that studying all over again. But I did win a p_____ at Sports Day, for the Senior Boys Long Jump.

- When I was 28, I decided I wanted to go back into education, as I was getting more and more interested in English literature. One option was

to become a m_____ student at a university, but I couldn't afford this full-time commitment. So in the end I signed up for a c_____ course, or 'distance learning', as it's called. I sent my essays and a_____ to a tutor by post and also communicated with her by e-mail. I had to study English literature from 1300 to the present day, but I chose to s_____ in the twentieth-century novel.

10. Complete the spaces by finding one word which fits in all three sentences.

- When we had finished acting, the teacher gave us all a _____ out of ten. Elka has only been in the office for three months, but already she has really made her _____. The teacher told Jeremy off for making a _____ on Emma's notebook.
- We are very pleased with Susan's effort – she _____ herself very well to the task in hand. Incidentally, the comment I have just made to Smith _____ equally to everybody in this room. I really hope my sister _____ for that new job; she'd be so good at it.
- I've virtually _____ any ambition I ever had of becoming a teacher. I _____ out of college after one term and went travelling around the world instead. On police advice, Mr Bortello has _____ the charges he brought against his neighbours.
- Mr Ross, our old history teacher _____ his classes with a rod of iron! The judge _____ that Newton had acted in self-defence, and instructed the jury to find him 'not guilty'. Police have not _____ out the possibility of murder in this case.
- The entire workforce at Holman Avionics downed tools today, in _____ of two sacked colleagues. I'll come along to your speech, if you like, and give you some moral _____. If you need help, put your hand up and I or Mrs Kent, the _____ teacher will come to you.

11. Before doing the tasks read the information below.

Stages in a person's education. Here are some names that are used to describe the different types of education in Britain.

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

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

EXAMS AND QUALIFICATIONS: VOCABULARY

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

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

Some schools give pupils tests regularly to check their progress. The school-leaving exams are held in May/June. In England, these are called GCSEs (age 16) and A-levels (age 18). In some schools, colleges and universities, instead of tests and exams there is continuous assessment with marks, e.g. 65%, or grades, e.g. A, B+, for essays and projects during &

term. If you pass your university exams, you graduate (get a degree), then you're a graduate and you may want to go on to a post-graduate course.

Talking about education

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

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

Ask somebody about their country's education system.

What age do children start school at?

What's the school-leaving age?

Are there evening classes for adults?

Do you have state and private universities?

Do students get grants for further education?

11.1. Fill the gaps in this life story of a British woman.

At 5, Nelly Dawes went straight to (1) ... school because there were very few (2) ... schools for younger children in those days. When she was ready to go on to secondary school, she passed an exam and so got into her local (3) ... school. Nowadays her own children don't do that exam, since most children go to a (4) ... school. She left school at 16 and did not go on to (5) ... education, but she works during the day, then goes to (6) ... at the local school once a week to learn French. She would like to take up her education again more seriously, if she could get a (7) ... or scholarship from the government. Her ambition is to go to a (8) ... and become a school-teacher.

11.2. Correct the miscollocations in these sentences.

• I can't come out. I'm studying. I'm passing an examination tomorrow.

- Congratulations! I hear you succeeded your examination!
- You can study a lot of different careers at this university.
- I got some good notes in my continuous assessment this term.

- She's a professor in a primary school.
- He gave an interesting 45-minute conference on Goethe.
- She got a degree in personnel management from a private college.
- When I was 12, we started having French seminars at school, and I fell in love with the language.

11.3. What questions could you ask to get these answers?

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

12. Choose the most suitable word or phrase underlined in each sentence.

- Jack decided to take a course/lesson in hotel management
- Sheila always got good marks/points in algebra.
- After leaving school, Ann studied/trained as a teacher.
- Peter decided not to go in/enter for the examination.
- My sister learned/taught me how to draw.
- I can't come to the cinema. I have to read/study for a test.
- In history we had to learn a lot of dates by hand/heart.
- I hope your work will improve by the end of course/term.
- Martin failed/missed his maths exam and had to sit it again,
- If you have any questions, raise/rise your hand.

13. Complete each sentence with a word from the list. Use each word once only:

cheat, copy, memorize, pay, revise, concentrate, divide, pass, punish, underline

- Our teachers used to ... us by making us stay behind after school.
- The teacher saw Jerry trying to ... in the test.
- Try to ... the most important rules.
- It is difficult to ... attention in a noisy classroom.
- Pauline tried her best to ... the end of year examinations.
- Your work is the same as Harry's. Did you ... his work?
- Your mind is wandering! You must ... more!
- Helen decided to ... all her work at the end of every week.
- It's a good idea to ... important parts of the book in red.
- If you ... twenty seven by nine, the answer is three.

14. Match each person from the list with a suitable description.

Use each name once only: classmate, examiner, learner, principal, pupil, coach, graduate, lecture, professor, and tutor.

- Someone who teaches at a university. _____
- Someone who has a college degree. ____
- The head of a school. _____
- Someone who studies at primary or secondary school. ____
- The most important teacher in a university department. _____
- Someone who teaches one student or a very small class. ____
- Someone in the same class as yourself. _____
- Someone who trains a sports team. _____
- Someone who writes the question papers of an examination.
- Someone who drives but has not yet passed a driving test. _

15. Complete each sentence a) to j) with one of the endings 1) to 10). Use each ending once only.

- a) Joe was absent most of the time.
- b) Sue wanted to do the experiment for herself.
- c) James was a very gifted pupil.
- d) Lucy couldn't find a duster to clean the board.

- e) Dave could pick up languages very easily .
 - f) Brenda wanted to leave space for corrections.
 - g) Tony didn't pay attention in class.
 - h) Helen was educated at home by her parents.
 - i) Brian attended evening classes in photography.
 - j) Cathy wanted to get into university.
-
- 1) ... so he didn't have any problems passing his exams.
 - 2) ... so he started talking in French after only a few days.
 - 3) ... so she had to study for the entrance examinations.
 - 4) ... so his name was removed from the register.
 - 5) ... so he didn't go out with his friends much during the week.
 - 6) ... so she wrote her answers in the corner.
 - 7) ... so she didn't have many friends of her own age.
 - 8) ... so she wrote everything on alternate lines.
 - 9) ... so she went to the science laboratory.
 - 10) ... so he could never remember what the teacher said.

16. Choose the most suitable word or phrase to complete each sentence.

- 1) Helen's parents were very pleased when they read her school
A) report B) papers C) diploma D) account
- 2) Martin has quite a good ... of physics.
A) result B) pass C) understanding D) head
- 3) In Britain, children start ... school at the age of five.
A) kindergarten B) secondary C) nursery D) primary
- 4) Edward has a ... in French from Leeds University.
A) certificate B) degree C) mark D) paper
- 5) My favourite ... at school was history.
A) topic B) class C) theme D) subject
- 6) It's time for break. The bell has
A) gone off B) struck C) rung D) sounded
- 7) Our English teacher ... us some difficult exercises for homework.
A) set B) put C) obliged D) made
- 8) Before you begin the exam paper, always read the ... carefully.
A) orders B) instructions C) rules D) answers
- 9) If you want to pass the examination, you must study
A) hardly B) enough C) thoroughly D) rather

10) Most students have quite a good sense of their own

- A) grasp B) ability C) idea D) information

17. Use the word in capitals to form a word that fits in the space.

Margaret started English Literature this term, and I am afraid that her (1) ... INTRODUCE to the subject has not been entirely (2) ... SUCCESS. She has not shown much enthusiasm, and does not always pay (3) ... ATTEND in class. Her assignments are often (4) ... READ, because she is so untidy, and because of her (5) ... FAIL to check her work thoroughly. She failed to do any (6) ... REVISE before the end of term test, and had poor results. She seems to have the (7) ... MISTAKE idea that she can succeed without studying. She has also had many (8) ... ABSENT and has frequently arrived late for class. This has resulted in several severe (9) ... PUNISH. Although Margaret is a (10) ... GIFT student in some respects, she has not had a satisfactory term.

18. Complete each sentence with a form of do, make or take.

- Have you ... Exercise Three yet?
- I can't come this afternoon. I'm ... an English exam.
- Jack has ... very well this term.
- I'm afraid that you haven't ... any progress.
- Sue didn't know the answer, so she ... a guess.
- You all look tired. Let's ... a break.
- This is a good composition, but you have ... a lot of errors.
- I think you should ... yourself more seriously.
- The teacher gave a lecture, and the class ... notes.
- Paul finds maths difficult, but he ... his best.

19. Complete each sentence with a word beginning as shown.

Each space represents one letter.

- Charles has a good k_____ of the subject.
- These children are badly behaved! They need more d_____
- _____.
- Everyone agrees that a good e_____ is important.
- Maths is easy if you are allowed to use ac_____.

- Keith spent four years studying at u_____.
- Some apes seem to have as much i_____ as humans!
- I find listening c_____ tests rather difficult.
- At the age of eleven I went to s_____ school.
- I enjoyed doing e_____ in the laboratory.

20. Complete each sentence with one word.

- If you have a problem, put ... your hand.
- Please pay attention ... what your teacher says.
- Mary has a degree ... civil engineering.
- David was punished ... throwing chalk at the teacher.
- I was very good ... maths when I was at school.
- What's the answer if you multiply 18 ... 16?
- We had to write a composition ... "Our Ideal School".
- Please write this ... your exercise books.
- You might not understand things even if you learn them ... heart.
- When Sue visited Italy, she soon picked ... the language.

21. Decide which answer A, B, C or D best fits each space

LEARNING HOW TO LEARN

There is usually one important (1) ... missing from most school (2)... . Very few students are (3) ... how to organise their learning, and how to (4) ... the best use of their time. Let's take some simple (5) Do you know how to (6) ... up words in a dictionary, and do you understand all the (7) ... the dictionary contains? Can you (8) ... notes quickly, and can you understand them (9) ...? For some reason, many schools give learners no (10) ... with these matters. Teachers ask students to (11) ... pages from books, or tell them to write ten pages, but don't explain (12) ... to do it. Learning by (13) ... can be useful, but it is more important to have a genuine (14) of a subject. You can (15) ... a lot of time memorising books, without understanding anything about the subject!

- | | | | |
|--------------|--------------|------------|-----------------|
| 1) A theme | B book | C subject | D mark |
| 2) A agendas | B timetables | C terms | D organizations |
| 3) A taught | B learnt | C educated | D graduated |

- | | | | |
|-------------------|--------------|-----------------|-------------|
| 4) A take | B give | C get | D make |
| 5) A sentences | B results | C rules | D examples |
| 6) A find | B look | C research | D get |
| 7) A information | B advise | C subjects | D themes |
| 8) A do | B send | C make | D revise |
| 9) A after | B afterwards | C lastly | D at last |
| 10) A teaching | B ability | C instruction | D help |
| 11) A concentrate | B remind | C forget | D memorise |
| 12) A how | B what | C why | D it |
| 13) A the way | B heart | C now | D law |
| 14) A information | B success | C understanding | D attention |
| 15) A pass | B waste | C tell | D use |

RESEARCH TOPICS

UK education

1. Oxford University.
2. Cambridge University.
3. Leeds University.
4. School life in an English school.
5. Preparing for university in Britain.
6. Vacation (holiday) programs in Britain.
7. The system of examinations in Britain.
8. Great variety of schools in Britain.
9. National curriculum in England, Wales and Northern Ireland.
10. Higher education policy in England.

USA education

11. Different types of colleges and universities.
12. The structure of American graduate school.
13. Entrance standards and admission policies of American Universities.
14. Control of education in the USA.
15. Goals of education.
16. Standards in American education.
17. American education in the changing world.
18. Harvard University.
19. Columbia University.

20. The University of San Francisco.

21. Yale University.

ТЕМЫ РЕФЕРАТОВ

1. Основные современные дидактические концепции в России и англоговорящих странах: сравнительный анализ.
2. Экспериментальные школы в Великобритании.
3. «Открытые школы» в США.
4. «Альтернативные школы» в США.
5. Педагогическое образование учителей: сравнительный анализ (на примере России, США, Великобритании).
6. Обучение одаренных детей в США, Великобритании и России.
7. Негативные явления в поведении учащихся (на примере США).

FINAL TASK

Compare British, American and Russian system of education. Represent the results in the form of a table (think of no less than 15 criteria).

OPTIONAL GLOSSARY

BRITISH EDUCATION

absent-minded professor (рассеянный профессор) a stereotype of a university teacher who is usually a fairly old man and is very clever, but too concerned with his work and ideas to notice things that are happening around him

academic dress or **academicals** (*colloq*) (университетская форма) a uniform worn at universities; consists of a gown, a hood and a mortarboard

academy 1) (академия) a society of people interested in the advancement of art, science, or literature, to which members are usually elected as an honour: *the Royal Academy (of Arts)*; 2) (академия; специальное учебное заведение) a school for training in a special art or skill: *a naval academy*; *a military academy*; *an academy of music*; 3) (привилегированное среднее учебное заведение (*частное*) (*in Scotland*) a secondary school

adult education (образование для взрослых в целях повышения культурного или профессионального уровня) education provided for adults outside the formal educational system, usually by means of classes that are held in the evening; compare **further education**, **higher education**

advanced level (in British education) A level

advanced supplementary level (дополнительный экзамен к экзамену по программе средней школы на повышенном уровне) GCE examination introduced in 1989 for pupils who have taken GCSEs and wish to study a wider range of subjects than is possible at advanced level

aided school (школа на дотации) in Britain, a type of school (voluntary school) whose managers have control over religious education and the choice of teachers and are responsible for part of the cost of building work needed for the school

assistant lecturer (ассистент, младший преподаватель (*колледжа или университета*)) a person who helps a lecturer: *My assistant will operate the tape recorder.*

Backs, the (парки и лужайки кембриджских колледжей вдоль р. Кем; известны своей живописностью; *буки*, «зады», так как колледжи обращены сюда своей задней стороной) the attractive gardens and lawns in Cambridge, between several colleges and the river Cam. Each garden belongs to a particular college, and is at the back of it

Baker day (Бейкер - день) (in Britain) one of a number of days during

the usual school year when teachers receive training and children do not attend school

beak *BrE old-fash sl* (учитель) schoolmaster

BLit *abbrev. for* Bachelor of Literature

Bachelor of Letters (бакалавр литературы): *have/be a BLitt in English; Sue Hill BLitt* (from Lat *Baccalaureus Litterarum*)

boarder (ученик, живущий в школе-интернате) a pupil who lives at a boarding school during the term

boarding school (школа-интернат) a school at which pupils live as well as study. Most British public schools are boarding schools

Bodleian Library, the (Бодлианская библиотека) the main library of Oxford University, founded in the 14th century, with about 3.5 million printed volumes and many thousands of manuscripts. It is a copyright library. (From Thomas Bodley, who refounded the old library with new furnishings and books in 1598)

BPhil (бакалавр философии) Bachelor of Philosophy

Bridge of Sighs, the (мост Вздохов) a picturesque covered bridge over the river Cam at Cambridge belonging to St John's College. A bridge like this and with the same name links two of the buildings of Hertford College, Oxford

British Council, the (Британский совет) an organization representing Britain's interests abroad. It employs teachers of English and supports educational visits between Britain and other countries, and also libraries, art events and exhibitions

BSc *abbrev. for* **Bachelor of Science** (бакалавр наук) (a title for someone who has) a first university degree in a science subject

bulldog *colloq* («бульдог», помощник инспектора) an assistant to the proctor at a British university, e.g. Oxford and Cambridge

Butler Act (закон Батлера) the 1944 Education Act which introduced the compulsory education for children aged from 5 to 15; named after Richard Austen Butler, Minister of Education from 1941 to 1945

bursar 1) *BrE* (казначей в школе, колледже, университете) a person in a college or school who is responsible for accounts, buildings, etc.; 2 (стипендиат) a person holding a scholarship at a university

careers advisor (консультант по профессиональной ориентации) in Britain, a specially trained person whose job is to help other people decide what job they want to do and give help and information about education, training and careers

catchment area (район, обслуживаемый одной школой; микрорайон (*буков. водосборная площадь, бассейн реки*) the area from which a school gets its pupils

cathedral school (соборная школа) a school in a cathedral city, usually a preparatory school or, occasionally, a public school, some of whose pupils sing in the cathedral choir. Compare **choir school**

caution money (залог (*вносится студентом при поступлении в Оксфордский и Кембриджский университеты*)) (in British universities, especially Oxford and Cambridge) money deposited by a student as security against payment of college bills, fees, etc.

chancellor (канцлер (*номинальный глава университета; назначается пожизненно; бывает в университете лишь на торжественных церемониях 1—2 раза в год*)) official head of various universities. He is appointed for life and attends the university only on formal occasions once or twice a year

choir school (школа хорового пения) a preparatory school or school attached to a church, cathedral or chapel (especially that of a college at Oxford University or Cambridge University), in which certain pupils, apart from receiving a normal school education are trained to sing in the choir of the church, cathedral or chapel

class-list *BrE* (список выпускников университета, получивших степень бакалавра с отличием (*с указанием результатов экзаменов*)) a list showing the class of degree achieved by university students in their final examinations

coeducation (совместное обучение лиц обоего пола) the system of educating boys and girls together in the same buildings and classes.

college of education (педагогический колледж; трехгодичный педагогический институт (*готовит учителей для общих начальных школ и средних школ*)) a college where teachers are trained

college of further education *abbrev. CFE* (колледж дальнейшего образования (*в отличие от политехнического института или университета*)) an educational establishment, other than a polytechnic or university, where people can go after they leave school for additional full-time education; see further education and compare higher education

collegiate (университетский, вузовский) of or belonging to a college or college students: *collegiate sports; a collegiate theatre*

collegiate university (университет, объединяющий несколько самостоятельных колледжей, например, Оксфордский и Кембриджский

университеты) a university having colleges

colours 1) *BrE* (поощрительная награда) an award given to a regular or outstanding member of a sports team, especially in a school: *get/win one's football colours*; 2) (отличительный знак (*школы, клуба и т.д.*) a special sign, cap, badge, etc., worn as a sign of one's school, club, team, etc.

commons 1) (питание, рацион) food provided at a common table, as in some colleges; 2) (столовая) a large dining room, esp. at a university

community home (дом заключения для малолетних правонарушителей) (in Britain) a special school for young people who have broken the law. They live and receive training there. It replaces the old approved school and remand home

comprehensive *BrE* (единый) (of education) teaching pupils of all abilities in the same school: *the controversy over comprehensive education in the sixties*

comprehensive school (единая средняя школа) a school for pupils over the age of 11 which teaches children of all abilities

continuing education (продолженное образование) education provided for adults outside the formal educational system, usually by means of classes that are held in the evening; adult education; compare **further education**

controlled school (подконтрольная школа (*разновидность добровольных школ*)) a British voluntary school for which the local education authority is financially responsible, and whose managers do not have control over religious education

convent school (католическая женская школа при монастыре) a school, especially one for girls, that is run by Catholic nuns and often has severe rules of behaviour that must be obeyed

correspondence college (колледж заочного обучения (*готовит студентов к сдаче экзаменов для получения диплома о высшем образовании*)) a college that prepares students for examination by means of correspondence, the student working at home and sending his work to the college by post for assessment and return

correspondence course (курс заочного обучения) a set of lessons, often leading to a degree, in which the student works at home and receives lessons by mail

council school (школа совета) (in Britain) a school provided by public tax money

county school (школа графства) a state school provided and maintained in a county by the local education authority.

court (внутренний двор *(в колледжах Кембриджского университета)*) an inner courtyard of a college

creche *BrE* (государственные детские ясли) a place, provided for example at a place of work, where babies and small children are cared for while their parents work. Creches are sometimes provided at sports centres and events such as conferences, but they are still quite rare

CSE *abbrev. for Certificate of Secondary Education*

day release (освобождение от работы на один день *(предоставляется на некоторых предприятиях раз в неделю для посещения занятий в техническом колледже с целью повышения квалификации)*) the release of apprentices from their place of work one day a week, without loss of pay, so that they can attend a technical college, and thus improve their qualifications

day release course (повышение квалификации без отрыва от производства) an educational course attended by workers who are allowed to leave their work on certain days

day room (комната отдыха) a public room for reading, writing, and amusement in schools, military camps, hospitals, etc.

day school 1) (школа, работающая по будням) a school open for instruction on weekdays only; 2) (дневная школа) a school conducted in the daytime; 3) (школа без пансиона) a private school for pupils living outside the school; 4) (школа одного дня) a special course of lessons, talks, etc. given on a single day

dean 1) (декан *(факультета)*, директор *(колледжа)*) the administrative head of a college or faculty in a university. 2) (преподаватель-воспитатель в университетах Оксфорда и Кембриджа) the fellow of a college at Oxford University or Cambridge University who is responsible for student discipline

Dip Ed *abbrev. for Diploma in Education* (диплом учителя) a course of study or passed an examination

direct grant schools (школы прямого субсидирования) British grammar schools which receive money directly from the central government and not from local government like most other secondary schools. Such schools began to be phased out from 1976, and are now nearly all independent schools

Director of Studies (преподаватель в университете *или* языковой школе, отвечающий за учебную работу) a teacher in a British university or

Language school who is in charge of the organization of the students' study programmes

doctorate (ученая степень доктора наук) the university degree of a doctor

domestic science also **housecraft** *BrE*, also home economics (домоводство) the study of the skills of housekeeping, such as cooking and sewing. It is taught as a subject in many British and American schools, especially to girls

don (член совета колледжа, преподаватель в Оксфордском и Кембриджском университетах) a university teacher

dropout («выбывший», отсеявшийся; учащийся, не закончивший курса обучения) someone who leaves a school or college without completing the course

DSc (доктор наук) Doctor of Science; a person given this degree by a university, after a period of study in a scientific subject

educationalist (специалист в области педагогики) a specialist in education; *syn.* educationist

Educational Supply Association a company which makes stationery. It was founded in 1874

educator *esp. AmE* (педагог, специалист в области педагогики) a person who educates as a profession

EFL (английский язык как иностранный) English as a Foreign Language; English as it is taught to people who do not speak it as their first language

Eights («восьмерки») traditional annual rowing races held between teams of eight people representing individual colleges of Oxford University on the river Thames at Oxford. The various races are held over a week (Eights Week) at the end of the academic year in June, and are accompanied by a number of events such as dances and concerts

ELT *esp. BrE* (преподавание английского языка как иностранного) English Language Teaching; the teaching of the English language to people whose first language is not English

Eton also **Eton College** (Итон) one of the oldest and best-known public schools for boys, at Windsor, Berkshire, on the river Thames

Cultural Note The school was founded in 1440. A very expensive school to which the upper class and leaders of society send their sons. Eton is generally considered to be the top British public school and a place which produces many of the nation's leaders. Its students are largely from

aristocratic and upper-class families, and many former prime ministers of Britain were educated there. Eton is also famous for the Eton Wall Game, played with a ball against a redbrick wall in the College

Old Etonian (бывший воспитанник Итона, бывший итонец) a man who was a schoolboy from Eton College, usually thought of as from a wealthy and privileged background

Eton collar (итонский воротник) a broad stiff white collar worn outside the jacket

Eton jacket (итонский пиджак) a short black jacket, as worn by boys at Eton College

Eton suit (итонский костюм) a school uniform, or a suit resembling it, worn at Eton College and some other schools. It consists of a black jacket resembling a black waistcoat and tie, black trousers with narrow stripes, a white shirt and a detachable stiff collar, known as an **Eton collar**.

evening class (вечерние занятия) a lesson which usually adults attend in the evenings

extension (филиал университета) a part of a university which offers courses to people who are not full-time students: *He's taking a political science class through London University extension.*

external examination (экзамен экстерном) an examination arranged by authorities outside the school, college, etc. of the person(s) taking the examination

extracurricular *adj* (внеклассный) (especially of activities such as sports, music, or acting) outside the regular course of work (curriculum) in a school or college. These activities are usually free, and allow students to follow their own interests while using the facilities of their place of study: *extracurricular activities.*

extramural *adj esp. BrE* (вечерний, заочный) (of a student, course, etc.) connected with a university but working or happening outside

fellow 1) (член совета колледжа *или* университета (*часто профессор*)) a member of the governing body of some colleges or universities; 2) (младший научный сотрудник колледжа *или* университета (*занимается исследованием в какой-либо области, преподает или совмещает научную работу с педагогической*)) (in Britain) a member of a college or university engaged in scientific research and usually combining his work with lecturing

fellowship *esp. BrE* 1) (звание члена совета колледжа) position of a (college) fellow; 2) (стипендия аспиранта *или* младшего научного

сотрудника) the money given to graduates to allow them to continue their studies at an advanced level

fifth form/year (пятый класс) a class in a secondary school in the year in which students will take a school-leaving examination, usu. the GCE or the CSE. Such students will be in their fifth year at the school having entered at age 11

final examinations also **finals** *esp. BrE* (выпускные экзамены (в университете)) the last and most important examinations in a college course: *sit/take one's finals*

finishing school (пансион благородных девиц) a private school where rich young girls learn social skills

first school (школа первой ступени) (in Britain) a school for children between the ages of five and eight

form room *BrE*, **homeroom** *AmE* (классная комната) the classroom used by the pupils in the same form where the teacher takes the attendance and discusses various social and administrative matters

form teacher *BrE*, **homeroom teacher** *AmE* (классный наставник) the teacher responsible for the pupils of one form, often dealing with personal and social matters as well as teaching them

free period («окно» в расписании) an amount of time during a school day when a pupil or teacher does not have a class. The time may be used for study or other work but it is usu. spent in the school, not at home.

freshman also **fresher** *BrE* (студент первого курса (в университете)) a student in the first year at college or university

further education *BrE* (дальнейшее образование) education after leaving school, but not at a university. It is most commonly available in further education colleges and many of the courses are intended to prepare people for work: *further education classes at the local*

general science (основы естественных наук) a school subject in which basic instruction in physics, chemistry, and biology is combined as a single subject

governor (член правления средней школы и некоторых др. учреждений) a member of a group of committees that broadly directs or controls a school, hospital, or similar organization: *The head teacher is appointed by the school governors.; board of governors.*

gown 1) (мантя (*широкое длинное одеяние с рукавами, обычно черного цвета*)) a long loose usually Black outer garment worn for special ceremonies by teachers, judges, lawyers and members of universities; 2)

(студенты, профессора и т. п. *(часто в отличие от городских жителей)*) a collective term for the students of a university as opposed to the inhabitants of the town where the university is located

graduate 1) *n* (окончивший университет, выпускник университета) a person who has completed a university degree course, especially for a first degree; 2) *v* graduate from (окончить университет, т. е. сдать экзамены и получить степень) to obtain a degree, especially a first degree, at a university

graduate student an alternative term for a postgraduate

graduation (получение первой ученой степени) (a ceremony for) the receiving of a first university degree

grammar school (классическая школа *(для детей от 11 до 16 или 18 лет, государственная)*) (in Britain, especially formerly) a school for children over the age of 11, who are specially chosen to study for examinations which may lead to higher education

grant-aided school see aided school

grant-maintained school (школа, субсидируемая членами правления и подконтрольная им же и директору школы) a British state school controlled by its governors and head teacher and not by the local education authority

half terra (школьные каникулы в течение учебного года) (in Britain) a school holiday, usually two or three days, in the middle of a school term.

hall 1) (актовый зал *(в школе)*) a large room in which meetings, dances, etc. can be held; 2) (холл) the name of some colleges in a university, such as Trinity Hall, Cambridge; 3) (общежитие) the short title of a hall of residence; 4) *BrE* (столовая) the dining room in a college.

hall of residence (общежитие при университете) a building belonging to a college or university where many students live and sleep

headmaster *BrE*, **principal** *AmE* (мужчина-директор школы) the male teacher in charge of a school

headmistress *BrE*, **principal** *AmE* (женщина-директор школы) the female in charge of a school

head teacher *BrE*, **principal** *AmE* (директор школы) the teacher who is in charge of a school; a headmaster or headmistress

head boy (старший ученик в школе) the most important boy in a school, chosen to lead a team of older boys (prefects) in controlling the younger ones, and to represent the school on public occasions

head girl (старшая ученица в школе) the most important girl in a

British school, chosen to lead a team of older girls (prefects) in controlling the younger ones, and to represent the school on public occasions

higher *n* (шотландский сертификат о среднем образовании на повышенном уровне) the higher level of the Scottish Certificate of Education

higher degree (ученая степень выше степени бакалавра) a more advanced degree than a first degree, such as an MA, or a doctoral degree such as a Doctor of Philosophy

high master (директор) the teacher who is in charge of Manchester Grammar School or of St Paul's School in London

high school (средняя школа типа классической) (in Britain) a secondary school for children, often for girls, aged between 11 and 18; used especially in names: *Manchester High School; She's still at high school.*

housemistress (заведующая пансионом) a female teacher who is in charge of one of the houses in a boarding school for girls

humanities, the (гуманитарные науки) studies such as ancient and modern literature, history, etc

infant school (школа для малышей от 5 до 7 лет) (in Britain) a school for children aged 5 to 7 or 8

initial teaching alphabet, the (алфавит для малышей) a 44-character phonetic alphabet used to teach children to read English

IQ (intelligence quotient) (коэффициент умственного развития) intelligence quotient; a measure of human intelligence, with 100 representing the average. A person's IQ is often determined using an IQ test, consisting of problems related to letters, numbers and shapes. These tests are quite controversial, because many people think they are biased against people of certain races or social background.

junior *BrE* (ученик начальной школы) a child who goes to junior school

junior school (начальная школа) (in Britain) a school for children aged between 7 and 11

Kidbrooke (Кидбрук) the first in Britain comprehensive school for girls opened in London in 1954; now coeducational

kindergarten (детский сад для детей от 2 до 5 лет, обычно частный) a school or class for young children, usually aged five

King Edward VI's Grammar School (классическая школа короля Эдуарда VI (в г. Стратфорд-он-Эйвон, где учился У. Шекспир) a school in Stratford-on-Avon, where W. Shakespeare studied; now a museum

King's School, Canterbury (Кентерберийская королевская школа) the oldest secondary school in Britain, founded in 600

Local Education *abbrev. LEA* (местные органы народного образования) an organization in the UK which is responsible for public education in a particular area. It is in charge of all the schools in the area, except for grant-maintained schools and private institutions, and it pays the wages of the teachers there, maintains school buildings and supplies school equipment and materials. It was set up under the 1902 Balfour Act

long vacation *BrE* (летние каникулы (*в университетах с июля по октябрь*)) the period of three months in the summer when university students have holidays

Mays, the 1) (майские экзамены) the final examinations at Cambridge University, held in May; 2) (майские гонки) the rowing races held after these examinations, originally in May but now in June

minor 1) *n law* (несовершеннолетний) a person below the age (now 18 in Britain and the US) at which they are fully responsible in law for their actions; 2) (after *n*) *BrE old-fashion* (младший) being the younger of two boys of the same name in the same school

mixed-ability *adj* (включающий детей с разными способностями) containing pupils of many different levels of ability: a *mixed-ability school/class*

moderation (первый публичный экзамен на степень бакалавра в Оксфордском университете) the first public examinations at Oxford University for the BA degree

moderator (экзаменатор на экзамене) a person who makes sure that the same standards are used by different examiners when marking an examination

MSc *abbrev. for Master of Science*

National Union of Students, the *abbrev. NUS* (Национальный союз студентов) a British organization that represents students in universities and colleges. It campaigns nationally for students' rights, and also arranges entertainments, advice centres, etc. at colleges and universities

National Council for Vocational Qualifications (Национальный совет профессионального обучения) a state organization founded in 1986 dealing with rationalizing the system of professional education in England, Wales and Northern Ireland

night school (вечерние курсы, вечерняя школа (*при техническом колледже или др. высшем учебном заведении*)) a school or set of classes

meeting in the evening, esp. for people who have jobs during the day

nursery school (детский сад) a school for young children of two or three to five years of age, where the children learn such things as numbers, letters, colours, etc., and may begin to read and write

Oxonian (оксфордец, студент, выпускник или преподаватель Оксфордского университета) a student, graduate, or teacher of Oxford

paper also **examination paper** (экзаменационная работа) a set of printed questions used as examination in a particular subject

pass *BrE* (сдача экзамена без отличия) the act of passing a university or school examination or course without honours or distinction

pass degree (степень бакалавра без отличия) (in English universities) an ordinary bachelor's degree conferred without honours

poll 1) (студенты, получившие степень бакалавра без отличия) (especially at Cambridge University) the body of students who read for or obtain a degree without honours; 2) also **poll degree** (степень бакалавра без отличия) the degree so awarded

polytechnic also **poly** (политехнический институт) a college of higher education, similar to a university, providing training and degrees in many subjects, especially those which prepare people for particular jobs in science, industry, etc. Although degrees from polytechnics are as good as those from universities, they are considered by some people to be less prestigious than university degrees

postgraduate also **postgrad** (кандидат на получение ученой степени выше степени бакалавра, аспирант (*выпускник высшего учебного заведения, имеющий степень бакалавра*)) a person doing studies that are done at a university after one has received one's first degree

prefect (староста) (in some British schools) an older pupil with certain powers to control and punish other pupils

prep *BrE* (especially in private boarding schools) 1) (домашнее задание) school work that is done at home; homework. This word is more often used by children in private schools than in state schools, where the usual word is homework; 2) (выполнение домашнего задания) time when this is (to be) done

preparatory school also **prep school** (приготовительная школа; частная) a private school for children between the ages of 8 and 13, where they are made ready to attend a school for older pupils, usu. a public school. Only a small percentage of school-age children attend these schools. Most preparatory schools are for boys only or girls only

pre-preparatory school *BrE* (школа, готовящая малышей для учебы в подготовительной (школе) an independent school that prepares children aged 5 to 7 for entry to a preparatory school

pre-school *adj* (дошкольный) of the time or age before a child is old enough to go to school: *a pre-school child; a child of preschool age; pre-school learning*

pre-school playgroup an alternative name for a playgroup

president (ректор (некоторых колледжей Оксфордского, Кембриджского и ряда др. университетов) the head of some universities or colleges

primary education (начальное образование) education in the first years of school for children of 5-11 years

primary school *BrE* (общая начальная школа) a school for children between 5 and 11 years old in England and Wales and between 5 and 12 in Scotland, often divided into an infant school (5-7) and junior school (7-11)

principal (ректор (университета, колледжа), директор (школы) the head of some universities, colleges and schools

professor *BrE* (профессор (в университете обычно заведующий кафедрой) a teacher of the highest rank in a university department: *Professor Ward; a history professor; professor of history*

professorship (профессорская должность) the position of a university professor.

provincial university (провинциальный университет) any of the British universities in cities outside London (excluding Oxford and Cambridge)

PTA *abbrev. for* Parent-Teacher Association (Ассоциация учителей и родителей) an organization of teachers and parents that works for the improvement of a school

rag *BrE* (пар, студенческое шествие) an amusing procession of college students through the streets on a special day (rag day) or during a special week (rag week) each year collecting money for charity

reader (ридер, лектор (второй по старшинству преподаватель университета после профессора) a British university teacher just below the rank of professor (originally, in the 16th century one who read learned works and explained them to pupils and students): *She's a reader in French*

rector (ректор колледжа/ директор школы) the head of certain colleges and schools, especially in Scotland

reception class *BrE* (первый класс в школе для малышей) a class for children aged four or five who have just started at a school

redbrick university also **redbrick** (красно-кирпичный университет) any of the British universities started in the late 19th century in cities outside London. Many such universities were built in red brick, contrasting with the mellow grey stone of the old foundations

refectory *BrE* (школьная столовая) a large room in a school, college, etc. in which meals are served and eaten

registrar (секретарь в университете) an official responsible for admissions, examinations, etc. at a university: *an assistant registrar*

regius professor *BrE* (профессор королевской кафедры) a professor (especially at Oxford or Cambridge) holding a university chair which was founded by a king or queen, or is filled with the monarch approval

Rugby also **Rugby School** a leading public school in the town of the same name in Warwickshire, founded in 1567. It was at Rugby that the game of rugby football was first played in 1823.

School Certificate (школьный аттестат (*существовал до 1951*)) an examination in any of a range of subjects taken in British schools between 1917 and 1951. This was replaced by O-level examination

Schoolchild, schoolboy, schoolgirl, school-kid (школьник, ученик) a child attending school, especially regarded as one who is not yet grown-up

schooling (школьное обучение, образование) education or attendance at school

school-leaver (выпускник школы) a student who has just left or is about to leave school after completing a course of study

schoolmaster (учитель, педагог) a teacher at a public school

schoolmistress (учительница, женщина-педагог) a teacher at a public school

school song (школьный гимн) a traditional song sung on special occasions at many schools, especially public schools. The words of the song are usually intended to make students proud of their school and to describe the best enduring qualities of a public school education

schoolteacher (школьный учитель) a teacher at a school

school welfare officer (инспектор местных органов народного образования) a social worker who aims to ensure that schoolchildren, especially those who are difficult or needy, both attend school and receive their rights, such as school dinners and transport to and from school

secondary modern also **secondary modern school** (средняя современная школа) a school for children over the age of 11 who are not expected to go to higher study later. Although most children go on to

comprehensive schools now, there are still some secondary modern schools

secondary school (средняя школа (*общее название любой школы, дающей среднее образование детям от 11 до 16 или до 18 лет*)) a school for children between the ages of 11 and 16 or 18, above the level of primary education; compare primary school, secondary modern school, grammar school

Secretary of State for Education and Employment (министр образования и занятости) head of the Department for Education and Employment

SED, the (Министерство образования Шотландии) Scottish Education Department; a British government department responsible for education in Scotland

Senate, the (сенат *руководящий орган в некоторых университетах*) the governing council at some universities

set book (обязательна литература, книга для обязательно го чтения; произведение, которое выносится на экзамен) (in Britain a book chosen by an examining board to be studied by schoolchildren or students for a literature examination)

sixth-form college (приготовительный колледж (*среднее учебное заведение для молодежи старше 16 лет; государственное*)) British state school for students over the age of 16. Some young people go to a sixth-form college because they feel it gives them more freedom than an ordinary school

sixth-former (учащийся шестого класса) a pupil in the sixth form

sizar (стипендиат Кембриджского университета) an undergraduate at Cambridge University who receives aid from the college for his maintenance

sports day (день спорта) (especially in the UK) a day when the pupils at a school have sports competitions

state school (государственная школа) a British school which receives money from the government and provides free education. Most British children attend state schools at all levels from the age of 5 to the age of 16 or 18. These are usually called primary school (often divided into infant and junior) and secondary school. There are also some state nursery schools for children under 5

supervisor (методист) an official responsible for assisting teachers in the preparation of syllabuses, in devising teaching methods, etc. in a department of instruction, especially in public schools

supply teacher *BrE* (временный заместитель учителя (*не является штатным сотрудником данной школы*)) a teacher who takes the place of regular teachers for short periods while they are away

teacher training (обучение профессии учителя) the process of training people how to teach in schools: *a teacher training course*.

teach-in диспут-семинар (*обычно для обсуждения злободневных общественно-политических вопросов*) an exchange of opinions about a subject of interest, held e.g. in a college, of students, teachers, guest speakers, etc.

teaching practice (педагогическая практика) a period of teaching children in a school, done by a person who is training to be a teacher

teach yourself book (самоучитель) a book that teaches a particular subject or skill

technical college also **tech** (технический колледж) (especially in Britain) a college providing courses (usually not to degree level) in practical subjects, art, social studies, etc. for students who have left school

technical school (техническая школа) a state secondary school that provides an integrated academic and technical course. Such schools are attended by only 1% of all students of secondary school age

term *BrE* (триместр) any of three periods of time into which the teaching year is divided at schools, universities, etc. School terms extend from September to December (autumn term or Christmas term), January to March (winter term or Easter term), and April to July (summer term). College (university) terms are shorter and often have religious names (Michaelmas, Hilary, Lent, Trinity)

tertiary college (высший колледж) a state educational college that provides a range of specialized courses for students over 16 at sixth form or further education level. (Tertiary as the third level of education after primary and secondary)

tutor (руководитель группы студентов, наставник) (in British universities and colleges) a teacher who directs the studies of a number of students and/or is responsible for giving them advice about personal matters

tutor (репетитор) a teacher who gives private instruction to a single pupil or to a very small class and who sometimes lives with the family of his or her pupil: *a maths/French tutor*

tutorial (консультация, практические занятия с руководителем) (especially in British universities and colleges) a period of instruction given by a tutor

vice-chancellor (вице-канцлер) the executive and administrative

head of a university, usually elected or appointed for a fixed number of years from among the senior members of the university, in particular the heads of colleges; compare chancellor

village college (деревенский колледж) a centre, serving one or more villages, that provides educational and sports facilities, the former usually at post-school level. Such colleges grew up in the 1930s, and currently only five still exist, all in Cambridgeshire

voluntary school (добровольная школа) a school built by an independent, usually religious organization but which a local education authority is partly or completely financially responsible for. The two kinds of voluntary school are aided schools and controlled schools

YT (Youth Training) (программа обучения молодежи) a British government scheme, run by careers office, which arranges training for young people without a job and provides a small payment for them while they are working or training. YT is compulsory if you have not got a job and are aged between 16 and 18

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