

UNIT 1 MY EDUCATION

1.1 Higher education in the world



1. Group work (home group):

– Are systems of higher education different from country to country?

– What are their special features?

Complete the table with specific features of different systems of higher education. Match the specific feature to the country it belongs to.

France	<p>a) This country consisted of strong principalities in the past and even now, the regional universities have autonomy in determining their curriculum under the direction of rectors.</p>
Germany	<p>b) Through colonial influence and through the work of missionaries, this country introduced many aspects of their system in North and West Africa and the Caribbean.</p> <p>c) The doctoral degree, or Ph.D., invented in this country, has got popularity all around the world.</p> <p>d) Its universities has almost complete autonomy from national or local government in their administration and the determination of their curricula, but the schools receive their funding from the state.</p>
UK	<p>e) In this country there is a national idea that students who have completed secondary school should have at least two years of university education.</p> <p>f) For most undergraduates of this country it is possible to complete a degree course in three years rather than the standard four years.</p> <p>g) This model of higher education has been copied to varying degrees in Canada, Australia, India, South Africa and New Zealand.</p> <p>h) The curriculum in this country is uniform and each university has little to distinguish itself.</p>
USA	<p>i) A marked feature of this education is the de-emphasis on lecture and examination. Students are evaluated according to their performance in individual courses where discussion and written essays are important.</p> <p>j) Higher education in this country is free and open to all students who have passed examination.</p>

Reading

2. Group work (expert group):

Each group will read one of the texts about some systems of higher education and will make a summary of its specific features.

SYSTEMS OF HIGHER EDUCATION IN FRANCE AND GERMANY

Both France and Germany have systems of higher education that are basically administered by state agencies. Entrance requirements for students are also similar in both countries. In France an examination called the *baccalauréat* is given at the end of secondary education. Higher education in France is free and open to all students who have passed this examination. A passing mark admits students to a preparatory first year at a university, which finishes in another, more strict examination. Success in this examination allows students to attend universities for other three or four years until get the first university degree, called a *licence* in France.

Basic differences, however, distinguish these two countries' systems. French educational districts, called *academies*, are under the direction of a rector, who is appointed by the national government and is in charge of the university. The uniformity in curriculum in the country leaves each university with little to distinguish itself. That is why many students prefer to go to Paris, where there are better accommodations and more entertainment for students. Another difference is the existence in France of higher-educational institutions known as great school, which give advanced professional and technical training. Different great schools give a scrupulous training in all branches of applied science and technology. Their diplomas have higher value than the ordinary *licence*.

In Germany, a country made up of what were once strong principalities, the regional universities have autonomy in determining their curriculum under the direction of rectors. Students in Germany change universities according to their interests and the strengths of each university. In fact, it is a custom for students to attend two, three, or even four different universities in the course of their studies, and the professors at a particular university may teach in four or five others. This mobility means that schemes of study and examination are free and individual, what is not typical for France.

Each of these countries has influenced higher education in other nations. The French, either through colonial influence or through the work of missionaries, introduced many aspects of their system in North and West Africa, the Caribbean, and the Far East. In the 1870s Japan's growing university system was remodeled along French lines. France's *great schools* have been copied as models of technical schools. German influence has come in philosophical concepts regarding the role of universities. The Germans were the first to stress the importance of universities in the sphere of research. The doctoral degree, or Ph.D., invented in Germany, has gained popularity in systems around the world.

THE SYSTEM OF HIGHER EDUCATION IN GREAT BRITAIN

The autonomy of higher-educational institutions is important in Great Britain. Its universities enjoy almost complete autonomy from national or local government in their administration and the determination of their curricula. However the schools receive nearly all of their funding from the state. Entry requirements for British universities are rather difficult. A student must have a General Certificate of Education (corresponding to the French *baccalauréat*) by taking examinations in different subjects. If they have greater number of “advanced level” passes, in contrast to General Certificate of Secondary Education (“ordinary level”) passes, then the student has better chances of entering the university of his choice. This selective admission to universities, and the close supervision of students by a tutorial system, makes it possible for most British students to complete a degree course in three years instead of the standard four years. Great Britain’s academic programs are more highly specialized than the same programs in other parts of Europe. Great Britain’s model of higher education has been copied to different degrees in Canada, Australia, India, South Africa, New Zealand, and other former British colonial territories in Africa, Southeast Asia, and the Pacific.

THE SYSTEM OF HIGHER EDUCATION IN THE UNITED STATES

The system of higher education in the United States differs from European in certain ways. In the United States, there is a national idea that students who have completed secondary school should have at least two years of university education. That is why there is a great number of “junior colleges” and “community colleges.” They give two years of undergraduate study. Traditional universities and colleges, where a majority of students complete four years of study for a degree. Universities that provide four-year study courses can be funded privately or can have state or city foundations that depend heavily on the government for financial support. Private universities and colleges depend on students payments. The state governments fund the nation’s highly developed system of universities, which give qualified higher education.

In the American system, the four-year, or “bachelor’s,” degree is ordinarily given to students after collecting of course “credits,” or hours of classroom study. The quality of work done in these courses is assessed by continuous record of marks and grades during a course. The completion of a certain number (and variety) of courses with passing grades leads to the “bachelor’s” degree. The first two years of a student’s studies are generally taken up with obligatory courses in a broad range of subjects, also some “elective” courses are selected by the student. In the third and fourth years of study, the student specializes in one or perhaps two subject fields. Postgraduate students can continue advanced studies or research in one of the many graduate schools, which are usually specialized institutions. At these schools students work to get a “master’s” degree (which involves one to two years of postgraduate study) or a doctoral degree (which involves two to four years of study and other requirements).

A distinctive feature of American education is the de-emphasis on lecture and examination. Students are evaluated by their performance in individual courses where discussion and written essays are important. The American model of higher learning was adopted wholesale by the Philippines and influenced the educational systems of Japan and Taiwan after World War II.

3. Group work (expert group):

Each expert group member will return to their home group and will retell the summary of their system of education.

4. Group work (home group):

Return to your home group and correct the tables with educational systems in different countries.

Discuss, find the distinctive features and present the system of higher education in Russia.

1.2 Grammar focus

Порядок слов в английском предложении

Look through the Grammar material (Appendix 3) and do the exercises.

Ex. 1. Make sentences putting the words in the right order.

1. the party/ very much/ enjoyed/ they
2. we won/ easily/ the game.
3. quietly/ the door/ I / closed
4. Diana/quite well/ speaks/German.
5. Tim/ all the time/ television/ watches
6. football/ every weekend/ Ken / plays
7. some money/ he/ borrowed/ from a friend/ of mine
8. job/ learning/ for / English/ your / you / are
9. English/ you/ started/ learning/ in childhood
10. tennis/ often/ plays/ she
11. is / near / school / There / new / a / our / cinema
12. got / my / problem / I / with / have / homework / a
13. when / a / helps / she / thinks / problem / trouble / Mary / has / doll / her / a
14. well / think / your / very / I / don't / father / drives
15. to / we / On / a / restaurant / sometimes / Sundays / go
16. circus / went / with / we / ago / the / Two / my / to / parents / months
17. did / very / The / trick / well / magician / his
18. after / Jim / sister / Mother / look / asked / his / to / younger
19. her / Cindy / you / I / found / Can / tell / that / have / necklace
20. way / on / bike / Mike / on / already / been / his / to / his / school / has

Ex. 2. Put the subject of the sentence in the right place if it is necessary according to the word order in the sentence.

1. Curly hair has her brother.
2. Steve cakes likes.
3. A bad cold has Jessica.
4. It froze hard last night.
5. These exercises I did well.
6. Daddy met me at the station.
7. Those shoes Mary bought at the market.
8. Dinner have they in the big dining-hall.
9. Jim doesn't like very much baseball.
10. Ann drives every day her car to work.
11. When I heard the news, I immediately called Tom.
12. Maria speaks very well English.
13. After eating quickly my dinner, I went out.
14. You watch all the time television.
15. Liz smokes about 20 cigarettes every day.
16. I think I'll go early to bed tonight.
17. You should go to the dentist every six months.
18. We went last night to the movies.
19. We go every summer to the sea in August.
20. In the evening my parents go to the cinema with their friends.

Ex. 3. Make sentences putting the word combinations in the right order.

1. And / for/ of interest / related materials / amorphous alloys / applications / a diverse range / are.
2. To do / these changes / nothing / the difficulty / with / has.
3. A full review / it is not appropriate / the mechanical properties / here of / to undertake / of amorphous alloys.
4. Among the features of / these are just discussed/ there are / some particular to / shear bands / wear scars / the vein pattern and / amorphous alloys / the inducing of crystallization.
5. Do not possess / understanding of / any / cause and effect / we / accurate.
6. Chemical effects / was playing / in the wear / shown in Fig.9 / the dominant role / to be strong / because/ it / for these tests / was concluded that / oxidation / would be expected / in the results.
7. The new model / with the help of / can be done away / these effects.
8. At a higher speed / is / the alloy richer / consistent with / in nickel / to be / this difference / to show / more oxidation resistant / its transition / would be expected / and therefore / the oxidation mechanism / as.
9. Earned / among / the scientist / great popularity / his colleagues / the achievements.

10. And / occurs / of annealing / by nucleation / the more extreme consequence / crystallization / which is / growth.

11. Under rather / both arithmetic / making it possible / electronic computers / perform / and logical operations, to control / complicated conditions / the process.

12. Whang and Giessen / sliding or / simple correlation / already discussed / between / abrasive wear resistance / there is no / and / showed that / hardness / in the previous section / the work of.