

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ**  
**Федеральное государственное бюджетное образовательное учреждение**  
**высшего профессионального образования**  
**«Нижегородский государственный**  
**лингвистический университет**  
**им. Н.А. Добролюбова»**

**ОБРАЗОВАНИЕ И КАРЬЕРА**

**ЧАСТЬ 1**

**Учебно-методические материалы**  
**для студентов II курса**

**Нижегород**  
**2016**

Печатается по решению редакционно-издательского совета ФГБОУ ВПО «НГЛУ». Направление подготовки: 45.03.02 – *Лингвистика*, 41.03.05 – *Международные отношения*.

УДК 802.0 (075.83)

ББК 81.432.1 – 93

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Образование и карьера. Часть 1: Учебно-методические материалы для студентов II курса. – Н. Новгород: ФГБОУ ВПО «НГЛУ», 2016. – 73 с.

Учебно-методические материалы предназначены для целенаправленной работы над английским языком как основным иностранным. В основе отбора материала и создания системы упражнений – разработанная кафедрой английского языка и американистики концепция обучения английскому языку в контексте американской культуры и технология обучения критическому мышлению.

УДК 802.0 (075.83)

ББК 81.432.1 – 93

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## **Introduction**

### ***To the Teacher***

“Education And Career Making” was developed as part of the integrated course “The World We Live In” for the intermediate level and is aimed at developing speaking and listening skills. It can be used as a core manual for the English language instruction of sophomores majoring in International Relations or as supplementary materials for students of other majors. It’s highly flexible and can be very beneficial for and easily integrated into other educational materials used in class or for individual study.

The materials have been specially designed for students majoring in International Relations as a course of English for specific purposes and have been successfully tested in the classroom.

The manual is carefully organized by unit theme, vocabulary, learning strategies with the focus on developing critical thinking skills. Implementation of active learning strategies helps achieve a high level of language proficiency even within a limited time frame.

The materials are an accumulation of several years of work on the projects “Culture-based Language Learning” and “Developing Critical Thinking through Reading and Writing” (RWCT). Learning a foreign language in the context of its culture helps to teach students to avoid an ethnocentric view of foreign cultural patterns that may differ drastically from the students’ own lifestyle and patterns of thinking and behavior. Bringing the philosophy, methods and strategies of developing critical thinking into a language classroom and using them in a three-stage format of the lesson (evocation, realization of meaning, and reflection) increases the students’ involvement and motivation. In the process of cooperative learning in student-oriented classroom students acquire well-organized learning strategies. They learn to take charge of their learning process: set their educational

goals, plan carefully, and manage their time effectively, take corrective actions when necessary, and evaluate the success of their efforts at learning. The success of their learning strategies is linked directly to positive self-concept and motivation. Thus, the offered methods and strategies promote students' personal, social and academic growth which helps students gradually turn into strategic or life-long learners.

### *To the Student*

I hope this year you'll learn with the same enthusiasm and love of English you shared with your group mates in the first year. I hope you haven't forgotten the slogan a group of our students created for the American program: "Can American English be learned without a smile?" Some of those former students are already your teachers and maybe now you know that English can't be taught without a smile. The atmosphere in the language-learning classroom, as well as cooperation and hard work, will help you achieve a high level of language proficiency even within a limited time frame. The three-stage format of each lesson and critical thinking strategies that you will gradually acquire will help you enjoy being an active participant of creating learning environment. Working in pairs and in small groups you will learn to analyze the ideas and make conclusions, to ask "smart" questions and be argumentative in group discussions and creative writing, to see the value of your own opinion and the opinions of others. Learning from your teacher, your group mates and yourself you will become a fluent speaker, an active listener, and a creative writer.

You are already familiar with a number of critical thinking strategies that you may apply to become mature writers and sophisticated readers. In this unit we will focus on both reading and writing strategies that promote high-level thinking. You will practice asking your own questions focused on analysis, synthesis, application and evaluation. Texts for reading that give food for thought and discussion will help you produce a variety of opinions and learn

both to defend your own point of view and to learn to understand and appreciate other people's opinions that may differ from your own. You will be given a free hand in using graphic organizers to group your vocabulary and ideas and formulate your arguments for debate. Together with your groupmates and your teacher you will choose vocabulary to activate and problems to discuss. You will also practice paragraph writing, learn to write formal letters, resumes, articles and essay.

My colleagues and I hope that thinking and learning skills that you will continue acquiring in the language classroom will not only develop your linguistic competence but will also teach you how to meet challenges, make decisions and realize your potential. Discussing social issues and burning problems will make you active and responsible builders of your own educational environment and your life.

Good luck in your challenging and exciting experiences in the thinking classroom!

### ***Acknowledgments***

I'd like to express my appreciation , first and foremost, to Anna Gladkova who was the first to bring RWCT strategies to the faculty, and all the staff of the American Institute, now enthusiastically involved in the project "RWCT for Higher Education" .

I am grateful to Anton Kurmelev and Polina Milyutina for technical support.

My special thanks go to Mr. David Radmore and Mrs. Audrey. R. Radmore from Stockton, California, whose comments, advice, and help were of great value.

I want to thank the Dean of the English language Department Boris Zhigalyov for reviewing the manuscript and Ludmila Shahrova and Natalya Morozova for editing.

L. Levina

**MODULE I****LEARNING EXPERIENCES****Unit 1****VOCABULARY IN FOCUS: EDUCATION****Evocation**

*Recall what words and word combinations on the topic “Education” you know. In small groups make a vocabulary cluster on the topic*

**Realization of Meaning**

*Study new vocabulary items that you find in the following:*

**Stages of compulsory education in the United States**

<b><i>Level (different</i></b>	<b><i>Grades</i></b>	<b><i>Approximate age range</i></b>
<b>preschool nursery</b>		<b>2-5 years</b>
<b>elementary school primary school</b>	<b>kindergarten, 1-6</b>	<b>5-12 years</b>
<b>junior high school middle school</b>	<b>7-9</b>	<b>12-14 years</b>
<b>high school secondary school</b>	<b>10-12</b>	<b>15-18 years</b>

School attendance is compulsory [required] between the ages of 6 and 16 in most states in the U.S. Public schools are free, tax-supported schools, controlled by state and local governments. They usually cover the span of K-12 [kindergarten through 12th grade]. Students have the option of attending private

schools or parochial [religious] schools (neither is free). These nonpublic schools teach the same core subjects as local public schools, and often teach additional subjects as well.

### Higher education in the United States

Universities provide teaching and research and normally have an undergraduate division that confers bachelor's degrees, e.g., Bachelor of Arts (BA) or Bachelor of Science (BS), and a graduate (or postgraduate) division that confers advanced degrees such as Master of Arts (MA) and Doctor of Philosophy (Ph.D.)- (Note: A Ph.D. applies to most academic subjects, not only to philosophy.) A student's main area of study is called a major subject.

Undergraduate study normally lasts four years, and postgraduate study can last from one year to an indefinite length. Community/junior colleges [2 years] and state colleges [2 or 4 years] are tax-supported and usually charge low tuition [payment]. Private universities and colleges are more expensive, though some scholarships or grants [financial aid] are offered. Certain professional schools, such as me-dical, dental, or law schools, are attended after one has earned a bachelor's degree.



**take a test**



**pass / do well on /  
ace (colloquial) a test**



**fail / do miserably on /  
flunk (colloquial) a test**

If you want to get a high mark/score on a test, review the material beforehand.

Some students cram [prepare in a short period] for tests.

### Reflection

*1. Find out about another country's education system by asking friends, classmates, coworkers, or teachers these questions and other questions of your own.*

- At what age do children start school?
- How long must students remain in school (until what age)?
- Are there evening classes for adults?
- Do you have state colleges and private universities? Are there any entrance requirements?
- Can students get scholarships or grants for higher education?

*2. Make a table for the stages of compulsory education in your country or region, like the table in A opposite. How does it compare with the system in the U.S. or with systems in other countries that you know of? Also, compare higher education in your country or region, as described in B opposite, with that of the U.S. and other countries.*

*3. Correct the errors in these sentences:*

- I can't go out. I'm studying. I'm passing a test tomorrow.
- Congratulations! I hear you succeeded your exams!
- After she finished high school, she went on to law school.
- I got very good notes on my tests this term.
- Public schools in the U.S. charge tuition.

*4. Fill in the blanks in this account of an American woman's education:*



Sue Washington started her education at age 3, when her mother enrolled her in .....(1). She "graduated" to ..... (2) at age 5. After Sue completed ..... (3) and ..... {4} school, her family decided to send her to a ..... (5) high school, rather than a public school. She got good ..... (6) on her college admissions tests and entered a two-year community ..... (7). She later transferred to a four-year college, where her.....(8) was economics. Upon receiving her ..... (9) degree, she went on to .....(10) school, where she is now working toward a master's degree.

5. *What questions could you ask to get these answers?*

- No, I had to finance my own studies.
- In most states, it's sixteen, but a lot of kids stay on until eighteen.
- Well, I was up all night cramming for an exam.
- No, just the opposite: I flunked it!
- No, both our kids started school in kindergarten. They didn't go to school before that.

6. *Give the definitions and Russian equivalents to the following vocabulary items:*

Elementary(primary) school	
Junior high (middle) school	
High(secondary) school	
Compulsory	
Public school	
Parochial school	
Private school	

Under/postgraduate	
Bachelor's/master's degree	
Tuition (fee)	
Scholarship	
To take a test	
To pass/ to do well on	
To fail/to do miserably on	
To get a high mark/score/ grade	
To review, to revise	
To cram	
Nursery school	
Tax-supported	
Professional school	
Community/junior college	
Grant	
To flunk	

7. Use the words above in the sentences of your own.

8. Revise your cluster. Add the new vocabulary to it.

## Unit 2

### MY EXAMINATION EXPERIENCE

#### Evocation

1. In groups of three recall and share your memories of:

- your finals at school;
- your entrance examinations;
- your first freshmen examination session.

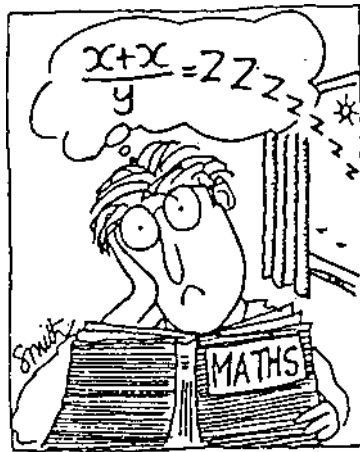
2. How will you explain the title of the article? Do all people go through the exam hysteria?

### Realization of Meaning

Read the following article twice. During the first reading concentrate on the main idea and new vocabulary. During the second reading follow the arguments the author uses to support his idea.

### Cooling that exam hysteria

Roger Jones offers some sensible advice on how to give up worrying about that necessary evil - examinations



Examinations are formidable undertakings and I have yet to meet a person who can stroll into an examination hall without a certain measure of trepidation and fear.

However, one must guard against working oneself up into a state of near hysteria. Taking an examination, after all, is not the same as being put on trial. Exams are one of those necessary evils which most people have to face up to at some time.

The best policy is, therefore, to adopt a positive view. Exams are not designed to expose your ignorance. Rather, you should look at them as an actor regards the premiere of a play he has been rehearsing — as the culmination of years of effort.

This is not to say that you should not prepare for an exam. Indeed, it is unwise to assume that just because you've attended lectures or lessons regularly you are bound to achieve high grades. As far as most subjects are concerned, adequate preparation is vital, and this involves bringing together all the strands of knowledge you have acquired.

Once your revision has started, do not attempt to take in any fresh knowledge, except in an emergency, since the new information may crowd out the old. .

Of course, with the limited time available this may seem a daunting task. All the more reason to plan your revision systematically. Make out a schedule for yourself, endeavoring to apportion an equal amount of time for each subject.

But don't overdo the study. Provided you have studied conscientiously through the year there is no point in burning the midnight oil. Nor under any circumstances should you revise for more than 12 hours a day. Indeed, it may be better to do considerably less since there is a limit to the amount that the brain can absorb effectively in one day.

You may find that it is difficult to sustain your concentration over an extended period of time, and you are not alone. The fact is many people study best in short sharp bursts. Try taking a few minutes break every half-hour, and a longer one every two or three hours.

There is a time for study and a time for relaxation, but it is not usually possible to combine the two. You will be able to revise more effectively indoors in a quiet place where the distractions are minimal. I am not convinced that background music is any aid to study either, be it Beethoven or the Beastie Boys.

The day before an exam or exams, stop revising and try to wind down a little. Take some exercise or indulge in some pastime which will keep your mind off the ordeal that lies ahead. The night before make sure you get to bed at a reasonable hour so that your mind is fresh in the morning.

And when the fatal day dawns, have a good breakfast and endeavor to be at the examination venue in good time.

After the exam, don't meet your friends and indulge in a lengthy post mortem. While you can certainly pass comment on the paper itself, it is virtually impossible to judge your own performance.

In any case, if you have prepared for the examination properly, chances are that you have no to fear and that it will indeed be the worthy culmination to your endeavors.

## Reflection

*1. Give the definitions and Russian equivalents to the following vocabulary items:*

Undertaking	
To work oneself to a state of	
Evil	
To face (up to)	
To adopt a positive view	
To assume	
To be bound (to achieve, etc.)	
Adequate	
To acquire	
Provided (that)	
To overdo smth.	
To burn the midnight oil	
To study in short sharp bursts	
To judge one's own performance	
Formidable	
Trepidation	

To put on trial	
To expose ignorance	
Vital	
A daunting task	
To sustain	
Extended	
Endeavor	
To pass comment on	
(not) under any circumstances	

2. Use the words above in the sentences of your own.

3. Tell your groupmates about:

- your best examination experience;
- your worst examination experience;
- your most memorable examination experience.

4. Role- play the conversation "Before/ after the exam". Discuss your experience and exchange the advice you can give on passing the exams successfully.

## Unit 3

### AFTER CLASS

#### Evocation

*1. Read the following questions before you begin. They will help you focus on the topic covered in this unit:*

- Do you like classes that meet for four academic hours at a time?
- What do you think is the perfect length for a class period?
- Is it different with different subjects?
- In some universities there is a short break in the middle of a two-hour class. A break during a class gives you some time to relax and talk to friends, but it also sometimes stops your concentration. Some people think that it's better not to take a break during a class. What do you think? How often should you have breaks?
- Usually most the breaks last for some ten minutes. Is one long break a day enough?
- When you know that you are going to have a test, how do you study? Do you study a little bit all term, or do you wait and do all of your studying at the last minute? What do you think is the best way to prepare for the test?
- Some teachers like to give surprise tests or pop quizzes. You don't have time to prepare, but you also don't have time to worry. Are such tests a good idea?
- What was the most difficult subject you have studied?
- What subject is the easiest for you?

*2. Study the following vocabulary items that you will find in the dialog:*

**TO HOLD ON:** to wait for someone; to slow down or pause for a moment

**A SEC:** a second; a very short period of time (This expression is common in fast, casual speech. When you are writing, it should always be written as a second.)

**D'YA:** do you (This is common in fast, casual speech. When you are writing, these words should always be written as do you.)

**TO KEEP UP (WITH THE JONESES):** to continue; to go at the same speed as others

**YA:** you (Note that the pronunciation is the same as it is for yeah. This pronunciation is common in fast, casual speech. When you are writing, it should always be written as you.)

**MIDTERM:** a test (examination) that is usually given in the middle of the semester or quarter

**'EM:** them (This expression is common in fast, casual speech. When you are writing, it should be written as them.)

**PRETTY SURE:** reasonably certain of something

**WANNA:** want to (This expression is common in fast, casual speech. When you are writing it should be written as want to.)

**TO ACE:** (a test or a course): to do very well; to get an excellent grade (from the highest card in a deck—the ace)

**TEN TO:** ten minutes before the hour

**TO BE ON A ROLL:** to have things going smoothly; to build up momentum; to be moving physically or mentally

**PSYCH:** abbreviation for psychology; the science of mind and behavior

**TO GET SOMEWHERE:** to accomplish something, to be successful

**TO GRIPE:** to express pain, unhappiness, or displeasure

**POLITE:** courteous, well-mannered, considerate to others

**BACK-TO-BACK:** to have more than one thing to do with little or no time in between

**TO PACK UP:** to put things away; to get ready to go



**DENSE:** thick, solid; crowded (population); slow to understand (a person)

**TO STARE:** to look at steadily without looking away

**TO CATCH ON:** to understand what's happening, to comprehend suddenly

**TO SHIFT AROUND:** to change positions; not to sit still in your seat

**TO GIVE SOMETHING A TRY:** to try something; to make an attempt at a job, a lesson, and so on

**BRAINSTORM:** a very good idea; usually an idea that comes like a storm—without warn or time to prepare for it

*3. Read the following questions before you read the dialog. Take a few moments to think about them. They will help you understand the dialog when you begin to read it:*

- What kind of test did Fred have?
- What does his psychology instructor do?
- What time was he supposed to get out of the class?
- Sharon gives Fred some advice. What does she think he should do?
- What class does Fred have right after psychology?
- If the teacher doesn't see Fred putting on his jacket, what does Sharon think he should do?
- Do you know what grade Fred got on his midterm?

### **Realization of Meaning**

*Read the following dialog twice. During the first reading concentrate on the main idea and new vocabulary. During the second reading find the answers to the questions given above.*

### **AFTER CLASS**

Sharon: Hey, Fred, hold on a sec! Are you headed for class?

Fred: Yeah. I have psych at 10.

Sharon: D'ya like it?

Fred: It's not bad, but there's a lot of reading to do. Sometimes it's hard to keep up.

Sharon: Have ya' had any tests yet?

Fred: Yeah, we had a midterm last week.

Sharon: How'd ya' do on it?

Fred: I don't know yet. The teacher said that we'll get 'em back today. I'm pretty sure I did OK, but sometimes it's really hard to tell.

Sharon: Well, I'll meet you after class in the cafeteria. I'll wait for you. I wanna

know how you did.

Fred: OK. See ya' after class. Yeah, I studied pretty hard. I think I did OK. I don't know why I'm so worried. Maybe I aced it!

(Later, in the cafeteria)

Sharon: Oh, hi Fred! I didn't know whether to save you a place or not. I've been

waiting for quite a while. I thought you'd be here sooner.

Fred: Our psych teacher always keeps us in class until eleven o'clock exactly.

She's a great teacher, but she never lets us out on time.

Sharon: Doesn't she know that you're supposed to get out at ten to?

Fred: I guess so, but once she's on a roll, she won't stop lecturing. I don't think

she ever looks at the clock. She just keeps talking.

Sharon: Don't the students gripe about it? I think I would say something.

Fred: Nah, everyone's too polite, I guess. We all just sit there quietly and wait

for her to finish.

Sharon: What if you have another class back-to-back with psychology?

Wouldn't

you be late for your next class all the time?

Fred: I guess so, I guess I'm lucky. I don't have another class right after, but I know some students who do.

Sharon: Have you tried talking to the teacher?

Fred: Yeah. I know that some of my friends have. Maybe I should talk to her,

too.

Sharon: What did the teacher do when your friends talked to her? Did your friends get somewhere?

Fred: Nah, not really. After they talked to her, she let us out on time for a few days, and then she forgot and started keeping us until eleven o'clock again.

It's really frustrating.

Sharon: If you're sure that some of the students have tried to talk to her and she still keeps you late, why don't you just try packing up at ten to eleven?

Fred: What do you mean?

Sharon: You know, just start quietly putting your books in your backpack, putting

your pencil away, and putting on your jacket.

Fred: That might work. But do you think that she'll notice? Sometimes she seems pretty dense.

Sharon: Well, if that fails, start staring at the clock and shift around in your seat.

Teachers usually catch on when the students start moving around a little.

Fred: All right, I think I'll give it a try.

Sharon: Tell your classmates to do the same thing. It usually works better if

there's more than one student doing it. Hey, I forgot to ask, how did you do on your midterm?

Fred: The midterm? I'd rather not talk about it.

Sharon: Oh, no! That bad, huh? Well, I've got a brainstorm. Let's go get some lunch. I'm hungry.

### Reflection

1. Give the definitions and Russian equivalents to the following vocabulary items:

To keep up	
A midterm	
To gripe about	
Polite	
Frustrating	
Dense	
To catch on	
To ace a test	
To be on the roll	
Back-to-back	
A brainstorm	

2. Use the words above in the sentences of your own.

3. Postreading questions. Answer in complete sentences.

- What kind of test did Fred have?
- What does Fred's psychology instructor do?
- What time is Fred supposed to get out of class?
- What does Sharon think Fred has to do first?
- What class does Fred have right after psychology?

- If the teacher doesn't see Fred putting on his jacket, what does Sharon think he should do?
- What grade did Fred get on his midterm?

4. *Conversation Activities: working in groups, discuss the following:*

- What would you do if the teacher regularly kept you in class late?
- Do you think what Sharon suggested was fair?
- In your native country, what do students do when the teacher keeps them late?
- What do you do if you need to leave the classroom before the class is finished?
- What house rules and regulations do students sometimes neglect?
- What is considered to be the obligatory courtesy in students – teacher relationship in your country?

## **Unit 4**

### **LUNN**

#### **Evocation**

1. *Why did you decide to enter The Nizhny Novgorod Linguistic University?*
2. *Do you know anything about the history of the university you study at?*
3. *Do you know the rating of your university among the other educational institutions of this kind?*
4. *Make up a cluster which will include the things that you would like to learn about your university.*

#### **Realization of Meaning**

*Read the following article twice. During the first reading concentrate on the structure of the article and new vocabulary. During the second reading write out the facts about LUNN.*

## **The Nizhny Novgorod Linguistic University**

The University (formerly known as the Nizhny Novgorod Institute of Foreign Languages) was founded in 1937 on the basis of foreign language courses which had been functioning from 1922. The University provides academic programs in languages and linguistics at bachelor's, master's and doctoral levels to students from all regions of Russia and is accountable directly to the Ministry of Education.

The University ranks among the top institutions of higher education. It offers Russian, German, French, Spanish, Portuguese, English (British and American), Italian, Turkish and Japanese language training plus a complete spectrum of liberalarts courses.

### *The University*

The University campus consists of three academic / administrative buildings and two dormitories.

The University is organized into three colleges of Education (English, German and French), a college of Translation, and a school of International Business.

The majors include: interpreting, linguistics and cross cultural communication, PR, International Relations, Tourist businesses. The academic staff is organized into 30 subject departments.

### *The academic staff*

The staff comes from every region of the former Soviet Union and is recognized for its academic and research achievements in the development of the linguistic methodology and the training of interpreters and other specialists. The teaching staff numbers about 350. Almost 50 percent are Professors, Associate Professors and instructors with an equivalent of a Ph.D. degree.

### *The students*

The total number of the students at the University is more than 3,000, many of them coming from different cities and towns. Since the opening of the City of Nizhny Novgorod (formerly Gorky) to foreign visitors in 1991, the University has been hosting groups of students from Western Europe and the USA studying the Russian language and Culture.

#### *Research and postgraduate studies*

The School of Postgraduate Studies offers postgraduate programs in five specialties: English, German, French Languages and Linguistics, Foreign Literature, and Methodology of Teaching Foreign Languages. The Academic Council of the University is authorized to conduct formal discussions of Doctoral theses on Germanic Languages Linguistics and to award Ph.D. degrees.

#### *Teachers' In-service Courses*

The University has a well-known in-service division, unique in Russia, for high-school, college and university teachers majoring in the Methodology of Foreign Language Teaching. It offers a variety of courses in other Foreign Language Teaching and Computer training.

#### *Facilities*

The University has good teaching facilities: numerous language laboratories (audio, video, film, TV and multi-media), computer classrooms, specially equipped rooms for cross-cultural studies and teaching practice, libraries and reading halls with reference and lending sections which are at the disposal of teachers and students.

#### *Cultural and social activities*

The University has been officially chosen to be a seat of the, French, American, German Japanese and Turkish Centers, the Italian and Austrian libraries. Academic and cultural exchange, international exhibitions, conferences, seminars, workshops, etc., alongside with everyday consultative

and reference services are within the scope of their activities. Libraries and first-rate equipment of the centers are easily accessible to the general public.

Establishment of the Russian-Austrian, Russian-French, Russian-German Universities is well under way with a view to develop them together with the present University colleges and schools into an “East-West” University.

### **Reflection**

*1. Give the definitions and Russian equivalents to the following vocabulary items:*

To be founded	
To provide (academic programs in)	
To rank among	
To be organized into	
Staff	
To be recognized for	
To facilitate	
A broad range of activities	
To offer a variety of courses	
At the disposal	
On campus	
Extramural	
To enhance	
In-service courses	
In line with	
The transition to a free market economy	
To make arrangements	
Cultural exchange	
Accessible to	



2. Use the words above in the sentences of your own.

3. Working in pairs compare the list of facts that you compiled while reading the article.

4. The article was written several years ago. Many changes have taken place in the university since then. Using the university web-site and other resources, make up a presentation about LUNN:

- choose the target audience;
- choose the aspect(s) you will bring to a focus in your presentation.
- structure your speech clearly and precisely;
- organize the material in such a way that your presentation lasts for 5-6 minutes;
- if necessary prepare the diagrams, pictures, etc., to illustrate your presentation;

*You may work in groups or individually.*

5. Discuss the presentations and analyze your achievements and mistakes.

## **Unit 5**

### **VIDEO CLASS: TWO AMERICAN UNIVERSITIES**

#### **Evocation**

1. What famous American universities do you know?

2. Read an extract from 'Encyclopedia Britannica 2005' and answer the following questions:

- Which of the American universities are the oldest?

- What stimulated the appearance of new colleges in colonial times?
- What educational model did they present?

The earliest American institutions of higher learning were the four-year colleges of Harvard (1636), William and Mary (1693), Yale (1701), Princeton (1746), and King's College (1754; now Columbia). Most early American colleges were established by religious denominations, and most eventually evolved into full-fledged universities.

As the frontier of the United States moved westward, hundreds of new colleges were founded. American colleges and universities tended to imitate German models, seeking to combine the Prussian ideal of academic freedom with the native tradition of educational opportunity for the many. The growth of such schools in the United States was greatly spurred by the Morrill Act of 1862, which granted each state tracts of land with which to finance new agricultural and mechanical schools. Many “land-grant colleges” arose from this act, and there developed among these the Massachusetts Institute of Technology, Cornell University, and the state universities of Illinois, Wisconsin, and Minnesota.

*(from Encyclopedia Britannica 2005)*

## **Realization of Meaning**

### **Two American Universities**

There is one thing you should remember about universities in the USA: they are much more than institutions of higher learning. They are also hotels, restaurants, coffee shops, bookstores, cinemas, hospitals, health clubs, career counseling centers, tutoring facilities, and more. American universities want students to succeed, and they provide the support students often need to succeed

academically and socially. The range and depth of these services varies, but you can count on these services at all universities of the U.S.A.

*You are going to watch two video sequences. Each of them gives information about one of the US universities.*

- 1. During the first watching take notes, trying to get as much information as possible. Then revise you notes with your partner.*
- 2. During the second watching add the facts that you omitted during the first watching. Pay attention to the wording: put down some key words and word combinations that will help you discuss the sequences.*

### **Reflection**

*1. After watching the sequences answer the given questions.*

- When was the university founded?
- Where is it located?
- What is the size of the university?
- What is the campus like?
- What facilities does the university offer?
- What can you say about the students – teachers' community?
- How does the university help the students in their future career?
- What is the mission of the university, judging by the video?
- What kind of applicants might this university attract?

*2. Using your answers, group the information you learned in a chart. If necessary, add your own categories to the chart.*

*3. Working in small groups, compare the two universities.*

*4. Explain which university you would have chosen and why.*

*5. Cross-cultural Comparison: Dress Code*

*The dress of American college students suggests some important values of the American culture, such as informality, material affluence, and individuality.*

*Judging by the video sequences, what can you say about the students' dress code?*

- Consider the kinds of shirts and pants students are wearing.
- Are women wearing skirts or slacks?
- What kind of footwear are they wearing?
- Does their clothing appear worn or new? Out of date or fashionable?  
The same in color and cut as the clothing of others or different?
- What values does the dress of Russian college students suggest?
- Is Russian students' dress code different from the American?
- Is dress code for students national or international?
- Is it unisex?

## **Unit 6**

### **\* SUPPLEMENTARY READING: THE HISTORY OF HIGHER EDUCATION**

#### **Evocation**

*Read the following culture note and state the difference between "university" and "college":*

#### **Culture note:**

1. University is an institution of higher education, usually comprising a liberal arts and sciences college and graduate and professional schools and having the authority to confer degrees in various fields of study. A university differs from a college in that it is usually larger, has a broader curriculum, and offers graduate and professional degrees in addition to undergraduate degrees.
2. Higher education is any of various types of education given in postsecondary institutions of learning and usually affording, at the end of a course of study, a named degree, diploma, or certificate of higher studies. Higher-educational institutions include not only universities and colleges but also various

professional schools that provide preparation in such fields as law, theology, medicine, business, music, and art. Higher education also includes teacher-training schools, junior colleges, and institutes of technology. The basic entrance requirement for most higher-educational institutions is the completion of secondary education, and the usual entrance age is about 18 years.

## **Realization of Meaning**

### **Text A**

- 1. The following text gives a general view of the systems of higher education in different parts of the world. Scan the text to see what countries you may learn about.*
- 2. The system of higher education of which of the countries would you like to learn about?*

The system of higher education had its origin in Europe of the Middle Ages, when the first universities were established. In modern times the nature of higher education around the world has been largely determined by the models established in influential countries such as France, Germany, Great Britain, and the United States.

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 terminates in another, more rigorous examination. Success in this examination allows students to attend universities for another three or four years until they have attained the first university degree, called a license in France.

Basic differences, however, distinguish these two countries' systems. French educational districts, called *académies*, are under the direction of a rector, an appointee of the national government who also is in charge of the university in each district. The uniformity in curriculum throughout the country leaves each university with little to distinguish itself. Hence, many students prefer to go to Paris, where there are better accommodations and more cultural amenities for students. Another difference is the existence in France of higher-educational institutions known as *grandes écoles*, which provide advanced professional and technical training. Most of these schools are not affiliated with the universities, although they too recruit their students by giving competitive examinations to candidates who possess a *baccalauréat*. The various *grandes écoles* provide a rigorous training in all branches of applied science and technology, and their diplomas have a somewhat higher standing than that of the ordinary license.

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 elected from within. 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 undergraduate studies, and the majority of professors at a particular university may have taught in four or five others. This marked degree of mobility means that schemes of study and examination are marked by a freedom and individuality unknown in 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 grandes écoles have been especially copied as models of technical schools. German influence has come about through philosophical concepts regarding the role of universities. The Germans were the first to stress the importance of universities as research facilities, and they also created a sense of them as emblems of a national mind. The doctoral degree, or Ph.D., invented in Germany, has gained popularity in systems around the world.

The autonomy of higher-educational institutions is strikingly pronounced in Great Britain. Its universities enjoy almost complete autonomy from national or local government in their administration and the determination of their curricula, despite the fact that the schools receive nearly all of their funding from the state. Entry requirements for British universities are rather complicated. A student must secure a General Certificate of Education (corresponding to the French baccalauréat) by taking examinations in various subjects and receiving passing marks in them. The greater the number of “advanced level” passes, rather than “ordinary level” passes, that a student acquires, the better his chances are of entering the University of his choice. (Britain has a centralized admissions bureau to which candidates for admission are able to give their choice of universities in an order of preference.) This selective admission to universities, combined with the close supervision of students through a tutorial system, makes it possible for most British undergraduates to complete a degree course in three years rather than the standard four years. Great Britain's academic programs are more highly specialized than their European continental counterparts. Most undergraduates follow an “honors” course (leading to an honors degree) in one or, at the most, two subjects, while the remaining minority of students take “pass” courses that cover a variety of subjects. Great Britain's model of higher education has been copied to varying 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 differs from its counterparts in Europe in certain ways. In the United States, there is a nationwide assumption that students who have completed secondary school should have at least two years of university education. Hence, a great number of “junior colleges” and “community colleges” have sprung up to provide two years of undergraduate study, in contrast to the traditional universities and colleges, where a majority of students complete four years of study for a degree and where substantial numbers go on for one to three years of postgraduate study in a “graduate school.” Universities that provide four-year study courses are either privately funded foundations or are state or city foundations that depend heavily on the government for financial support. Private universities and colleges depend largely on tuition charges levied on students. The individual state governments fund the nation's highly developed system of state universities, which ensure the provision of higher education for the vast majority of those willing and academically qualified to receive such education.

In the American system, the four-year, or “bachelor's,” degree is ordinarily obtained not by passing a “finals” examination but rather by the accumulation of course “credits,” or hours of classroom study. The quality of work done in these courses is assessed by means of a continuous record of marks and grades in a course transcript. 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 prescribed courses in a broad range of subject areas, along with some “elective” courses 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 pursue either advanced studies or



research in one of the many graduate schools, which are usually specialized institutions. At these schools students work toward either 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 marked feature of American education that derives from the German model is the de-emphasis on lecture and examination. In both of these countries, students are evaluated according to their performance in individual courses where discussion and written essays figure importantly. 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.

Higher education in Russia is characterized by direct state administration and until 1990/91 was essentially controlled by the Communist Party. The schools of higher learning are divided into universities, where humanities and pure sciences are taught; institutes, where single fields are taught (e.g., law, medicine, and agriculture); and polytechnical institutes, where subjects similar to those in the institutes are taught but with a broader scientific foundation. Another distinction of the Russian system is that it greatly extends the educational network by offering a broad array of carefully prepared correspondence courses. These courses are supplemented by radio and television broadcasts and are further augmented by regional study centers. Many students are thus able to proceed part-time with their education while holding full- or part-time jobs. Students are admitted to higher-educational institutions on the basis of competitive examinations. The duration of studies for a first degree ranges from four to six years, with five years being the average. The curriculum consists of compulsory, alternative, and optional subjects. Candidates for a degree must take examinations in two or three basic disciplines related to a chosen specialty. At the conclusion of a first-degree course, all

students receive the same diploma, but students with the best results are awarded a “distinction.” Most institutions organize graduate schools for postgraduate studies, which are likewise concluded by a set of examinations.

Educational systems outside of the Western Hemisphere have long followed the lead of the most influential countries, although not always to their advantage. The major problem is that many developing countries have a much greater need for technical institutes rather than for academic universities, so that they can produce professionals and scientists able to address their particular problems. In these countries, language is often a problem because much of the technology developed in the West requires a vocabulary that many languages do not have. Reading skills in English are widely cultivated for these purposes.

Modern trends in higher education indicate a willingness worldwide to learn from the strengths of the various systems. Schools in North America frequently suffer from a lack of the uniformity of educational standards that European systems provide through centralized bureaucratic control. Coordinated national accrediting organizations solve much of this problem. European universities have moved toward greater autonomy in curriculum development, and steps have been taken so that broader segments of the population can benefit from higher education.

### **Text B**

*1. The following text describes the evolution of university. Scan the text to see what aspects of the topic you may learn about.*

*2. While reading the text, draw the timeline of the evolution of the university in the world from the earliest up to modern universities:*

The modern university evolved from the medieval schools known as *studia generalia* (singular, *studium generale*); they were generally recognized places of study open to students from all parts of Europe. The earliest *studia* arose out of efforts to educate clerks and monks beyond the level of the cathedral and monastic schools. The inclusion of scholars from foreign countries constituted the primary difference between the *studia* and the schools from which they grew.

The earliest Western institution that can be called a university was a famous medical school that arose at Salerno, Italy, in the 9th century and drew students from all over Europe. It remained merely a medical school, however. The first true university was founded at Bologna late in the 11th century. It became a widely respected school of canon and civil law. The first university to arise in northern Europe was the University of Paris, founded between 1150 and 1170. It became noted for its teaching of theology, and it served as a model for other universities in northern Europe such as the University of Oxford in England, which was well established by the end of the 12th century. The universities of Paris and Oxford were composed of colleges, which were actually endowed residence halls for scholars.

These early universities were corporations of students and masters, and they received their charters from popes, emperors, and kings. These universities were free to govern themselves, provided they taught neither atheism nor heresy. Students and masters together elected their own rectors (presidents). As the price of independence, however, universities had to finance themselves. So teachers charged fees, and, to assure themselves of a livelihood, they had to please their students. These early universities had no permanent buildings and little corporate property, and they were subject to the loss of dissatisfied students

who could migrate to another city and establish a place of study there. The history of the University of Cambridge began in 1209 when a number of disaffected students moved there from Oxford; and 20 years later Oxford profited by a migration of students from the University of Paris.

From the 13th century on universities were established in many of the principal cities of Europe. Universities were founded at Montpellier (1220) and Aix-en-Provence (1409) in France, at Padua (1222), Rome (1303), and Florence (1321) in Italy, at Salamanca (1218) in Spain, at Prague (1348) and Vienna (1365) in central Europe, at Heidelberg (1386), Leipzig (1409), Freiburg (1457), and Tübingen (1477) in what is now Germany, at Louvain (1425) in present-day Belgium, and at Saint Andrews (1411) and Glasgow (1451) in Scotland.

Until the end of the 18th century, most universities offered a core curriculum based on the seven liberal arts: grammar, logic, rhetoric, geometry, arithmetic, astronomy, and music. Students then proceeded to study under one of the professional faculties of medicine, law, and theology. Final examinations were grueling, and many students failed.

The Protestant Reformation of the 16th century and the ensuing Counter-Reformation affected the universities of Europe in different ways. In the German states, new Protestant universities were founded and older schools were taken over by Protestants, while many Roman Catholic universities became staunch defenders of the traditional learning associated with the Catholic church. By the 17th century, both Protestant and Catholic universities had become overly devoted to defending correct religious doctrines and hence remained resistant to the new interest in science that had begun to sweep through Europe.

The new learning was discouraged, and thus many universities underwent a period of relative decline. New schools continued to be founded during this time, however, including ones at Edinburgh (1583), Leiden (1575), and Strasbourg (university status, 1621).

The first modern university was that of Halle, founded by Lutherans in 1694. This progressive-minded school was one of the first to renounce religious orthodoxy of any kind in favor of rational and objective intellectual inquiry, and it was the first where teachers lectured in German (i.e., a vernacular language) rather than in Latin. Halle's innovations were adopted by the University of Göttingen (founded 1737) a generation later and subsequently by most German and many American universities.

In the later 18th and 19th centuries religion was gradually displaced as the dominant force as European universities became institutions of modern learning and research and were secularized in their curriculum and administration. These trends were typified by the University of Berlin (1809), in which laboratory experimentation replaced conjecture; theological, philosophical, and other traditional doctrines were examined with a new rigor and objectivity; and modern standards of academic freedom (q.v.) were pioneered. The German model of the university as a complex of graduate schools performing advanced research and experimentation proved to have a worldwide influence.

The first universities in the Western Hemisphere were established by the Spaniards: the University of Santo Domingo (1538) in what is now the Dominican Republic and the University of Michoacán (1540) in Mexico. One of

the oldest universities in Canada is that at Toronto, chartered as King's College in 1827.

Several European nations in the 19th century reorganized and secularized their universities, notably Italy (1870), Spain (1876), and France (1896). Universities in these and other European countries became mostly state-financed. Women began to be admitted to universities in the second half of the 19th century. Meanwhile, universities' curricula also continued to evolve. The study of modern languages and literatures was added to, and in many cases supplanted, the traditional study of Latin, Greek, and theology. Such sciences as physics, chemistry, biology, and engineering achieved a recognized place in curricula, and by the early 20th century the newer disciplines of economics, psychology, and sociology were also taught.

In the late 19th and 20th centuries Great Britain and France established universities in many of their colonies in South and Southeast Asia and Africa. The independent nations that emerged from these colonies in the mid-20th century expanded their university systems along the lines of their European (or American) models and achieved varying degrees of success. Universities in Japan, China, and the Soviet Union underwent a parallel evolution. The state universities of Moscow (1755) and St. Petersburg (1819) are long-established institutions that have retained their preeminence in Russia. Tokyo (1877) and Kyōto (1897) universities are the most prestigious ones in Japan, as is Peking University (1898) in China.

Modern universities may be financed by a national government or by state or provincial ones, or they may depend largely on tuition fees paid by their

students. The typical modern university may enroll 10,000 or more students and educate both undergraduates and graduate students in the entire range of the arts and humanities, mathematics, the social sciences, the physical, biological, and earth sciences, and various fields of technology. Universities are the main source of graduate-level training in such fields as medicine, law, business administration, and veterinary medicine.

### **Reflection**

1. *Draw a chart to organize the information.*

2. *Speak about:*

- the system of higher education in the country you have chosen to read about;
- the first universities in different parts of the world;
- the first modern university;
- the evolution of the university since medieval school.

## **Unit 7**

### **TWO DIFFERENT MODELS OF HIGHER EDUCATION**

#### **Evocation**

1. *Despite the rapid economic development of the East and the general process of globalization and integration, the East and the West still remain two different worlds.*

*Do you think their educational systems differ also?*

*In what way? Share your ideas in a small group.*

2. *Before you read the given reading selections study the following culture note:*

#### **Culture note:**

People all around the world value education because a good education means a better life. Everyone agrees with that. However, people in different countries

want their schools to teach different things. Each culture has its own values, and people want their schools to teach the values of their culture.

What do we mean by "values"? "Values" are people's ideas of the good and important things in their culture. For example, your culture may value hard work. That means in your culture, it is important to work hard, and people value hard work more than many other qualities. Or perhaps your culture values honesty above all. That means it is important to tell the truth. And telling the truth all the time may cause some difficulties. We all know that!

Some of the same values are important in different cultures. There are, however, many differences between cultural groups. Within each culture, schools usually teach the values of that culture. In other words, children learn the cultural values of their country in school.

### **Realization of Meaning**

*The following reading selections present the information about education in the U.S.A. and Saudi Arabia.*

*Work in pairs. Each of you will study carefully ONE of these reading selections. Use any graphic organizer to sum up the information.*

### **Selection A**

#### **EDUCATION IN THE UNITED STATES**

The United States is a democracy. Everyone in the United States has the opportunity to have free education. Local, state, and federal governments pay for the public schools. Everyone, rich or poor, can go to school. There are also many private schools. People in private schools have to pay tuition. The state does not pay for private education.



Some people say that American schools try to do too much for too many people. It is impossible, they say, to give a good education to everyone. The American educational system, they think, should educate only the most intelligent people in the society. Instead, it tries to educate everyone.

However, most Americans want everyone to have a chance to go to school. It is important for a democratic country to have educated people. In a democracy, people choose their government's leaders. They need to be able to think clearly to make these choices. They need a good education to be good citizens in a democracy.

### *THE EDUCATION SYSTEM IN THE UNITED STATES*

Elementary school: Most children in the United States start school when they are five years old. They go to kindergarten for a year and then start first grade when they are six. The first school is called "elementary school," or "grade school." American children usually start to read when they are in the first and second grade. They also begin to learn arithmetic and simple science and history.

Age	Grade	School
5	Kindergarten	Elementary School
6 – 10	1 – 5	
11 – 13	6 – 8	Middle School or Junior High
14 – 17	9 – 12	High School
18 – 22	Freshman, Sophomore, Junior, Senior	College or University
23 +	Graduate Student	University Graduate School

Junior high school: After elementary school, children go to "junior high school" (sometimes it is called "middle school"). In most school systems, junior high school includes seventh, eighth, and ninth grades, but sometimes it is only the

seventh and eighth grades. Junior high school students are usually 12 to 14 years old.

High school: High school (grades 10, 11, and 12) comes after junior high school. Students usually graduate from high school when they are 17 or 18. There are different kinds of high schools. Some high schools prepare students to go to college (college-preparatory high schools). Other high schools prepare students for various kinds of work (vocational high schools). Many high schools have both college-preparatory courses and vocational courses.

Higher education: When students graduate from high school, they may go on to college or a university. There are more than 3,000 colleges and universities in the United States. Some private colleges and universities are very expensive, but most state universities cost very little. Financial aid (money from the government) is also available to help students pay at least part of their tuition. Some form of higher education is available to every high school graduate.

#### *ISSUES IN AMERICAN EDUCATION: BILINGUAL EDUCATION*

The United States is a country of immigrants. These immigrants come from all over the world. They speak many different languages. In the past, new immigrants had a hard time in American schools. They could not understand their school work in English, so they often became discouraged and dropped out of school. They were not able to get good jobs without a good education.

Now, many schools in the United States have bilingual programs. For example, a school with many Spanish-speaking students might have a bilingual program. The Spanish-speaking students study their subjects in both English and Spanish. A school with a large Chinese population might have an English -Chinese bilingual program. Students in bilingual programs continue their general education and learn English at the same time. After a period of time, they can take all of their classes in English with English-speaking students.

Bilingual education is "controversial." This means some people like it, and other people do not like it. The people in favor of bilingual education say. "It helps

students to understand their school work in history mathematics, science, etc., at the same time, they are learning English." These people say bilingual education helps students succeed in school. They can get better jobs and be better citizens after graduation.

The people against bilingual education say, "It's a waste of time and government money. English is the national language of the United States." Everyone living in the United States, they say, should learn to speak English as quickly as possible. They say, "Bilingual education is too expensive." In other words, the government spends too much money on bilingual education. They want to put the money for bilingual programs into English programs. In such programs, everyone will learn English a lot faster. At least, those who are against bilingual education think so.

## **Selection B**

### **EDUCATION IN SAUDI ARABIA**

Saudi Arabia is a large Middle Eastern nation. It is one of the world's biggest producers of oil. Saudi Arabia exports more oil than any other nation. The king of Saudi Arabia is both the political leader and one of the religious leaders of the country.

The Islamic religion is very important in the Saudi educational system. Before 1950 almost all education in Saudi Arabia was religious education. Students studied the Koran, the Islamic holy book. There were no colleges or universities before 1949 and only a few elementary and secondary schools.

In 1953, the Saudi government established the Ministry of Education. This was really the beginning of the modern educational system in Saudi Arabia. When engineers discovered oil in Saudi Arabia, the country started to become very wealthy. Saudi leaders realized that Western technology was necessary for

the country to develop. They wanted to combine traditional religious education with modern technological education from the West.

Religion is still an important part of Saudi education. Now, however, Saudi students study all kinds of other subjects too: languages (especially English), history, science, mathematics, computer technology, etc. Before 1950, there were about 20,000 students in Saudi Arabia. In 1982, there were 1,780,000 students. The educational system has grown faster in Saudi Arabia than in almost any other country in the world. All schools in Saudi Arabia are free.

#### *THE EDUCATIONAL SYSTEM IN SAUDI ARABIA*

**Elementary school:** There are six years of elementary school in the Saudi Arabian educational system. Most children start school at the age of six. About one-third of the time in elementary school students study religion. The rest of the time they study general subjects.

**Intermediate school:** Students go to intermediate school for three years. They can choose some of the subjects that they want to study. For example, they can choose science or history or literature. All students must study religion however.

**High school:** High school is three years. Students can choose to go to an academic high school (college-preparatory high school) or a vocational school. Students in the academic high school can choose to study either a science program or a literature program. The science program is very popular. It leads to the greatest number of school and career opportunities. Students continue to study religion in high school.

**Higher education:** In 1957, Saudi Arabia had one college with only 25 students. However, by 1980, there were 60 colleges and seven universities in Saudi Arabia-and more than 50,000 students! The Saudi government spent about two-and-a-half billion dollars (\$2.5 billion) on higher education from 1980 to 1985. The Saudi government is trying to encourage as many people as possible to go to college and university. The country needs highly trained people to work in business and government. Colleges and universities are free. If the courses a

student wants to take are not available in the country, the government will send the students abroad, pay the expenses and give some additional spending money. The government encourages good education and wants to have well-trained Saudis in business, government (the amount of good specialists is not enough yet).

### *ISSUES IN SAUDI EDUCATION: SEGREGATED SCHOOLS*

In Saudi Arabia, the schools are sexually segregated. Some elementary schools have mixed classes in the lower grades. However, the schools are completely segregated after the first years. According to Islamic tradition, girls after the age of nine or ten years old must not be with boys or men outside of their own families.

The Saudi government started the first school for girls in 1956. At first, religious leaders did not like the idea of education for women. Education for women, they said, could have a bad effect on the family and the society. Therefore, to get the religious leaders to accept education for women, the government placed women's education under the direction of the country's religious leaders.

Women attend women's colleges or special university departments for women. They have women teachers. There are not enough women teachers, so the government allows men teachers to teach Saudi women on television. First, the women watch the lectures on television, and then they can talk with the teacher on a special telephone to ask questions. They never see each other face to face. After graduation, Saudi women have many job opportunities, like the Saudi men. They work as teachers, doctors, social workers, and scientists and in many other professions. With very few exceptions, the workplace is also segregated. In other words, women and men do not work together except sometimes in hospitals. Saudi women want to have more job opportunities. But some of them may not wish to work with men.

### **Reflection**

*1. Give the definitions and Russian equivalents to the following vocabulary items:*

Values	
Free education	
To make choices	
A good citizen	
Financial aid	
Discouraged	
To drop out of school	
In favor of	
Controversial	
Muslim	
To establish	
To combine with	
Vocational	
To pay all expenses	
Sexually/completely segregated	
To have a bad effect on	
To attend	
Holy	
The Ministry/Department of Education	
Western technology	
Intermediate (school)	
To take special courses	

*2. Use the words above in the sentences of your own.*

*3. Exchange the information you learned with your partner.*

4. *Working together, find similarities and differences between Western and Eastern systems of education.*

5. *In groups of three discuss the following issues:*

- bilingual education;
- education for women

6. *Cross-cultural comparison: to what type of educational system does the system of education in your country tend to belong? Be argumentative in proving your point of view.*

## **Module 2**

### **FOCUS ON THE NEWSPAPER: EDUCATION**

#### **Unit 1**

#### **READING THE ARTICLE: JAPANESE EDUCATIONAL METHODS**

##### **Evocation**

##### *1. Previewing the Article*

Every society must deal with the important question of how best to educate its children. In recent years, worldwide attention has been focused on Japanese educational methods because of (1) the high level of academic achievement they attain and (2) concern that intense academic competition may be harming Japanese students. This article examines the pros and cons of a highly competitive system that begins cramming information into children during early childhood.

2. *Before you read the article, discuss these questions:*

- How would you evaluate the academic environment you were educated in?
- Was there too much competition and pressure to succeed or not enough?
- Did the system teach students to love learning or to fear it?

3. *In your opinion, at what age are children ready for academic competition involving tests, grades and selection based upon ability?*

## **Realization of Meaning**

*As you read, look for the arguments for and against Japanese jukus (cram schools). Also, try to determine if the author is presenting a totally objective account of the system, or if he either favors or opposes jukus*

### **For Japanese, Cramming for Exams Starts Where the Cradle Leaves Off**

By Steven R. Weisman *New York Times Service*

TOKYO—Like many Japanese, Naoto Eguchi feels relentless pressure to get ahead. Rising at dawn, he works a full day with his regular colleagues and another three hours each evening in special study sessions. He then does a couple of hours of work at home before going to bed at midnight.

It is a heavy burden for an 11-year-old.

Naoto's immediate goal is to pass the entrance examinations for a private junior high school, a crucial step for eventual admission to a prestigious university. But he is already thinking about the future.

"My goal is to get a good job with a good company," he said. <sup>5</sup> The struggle to succeed in one of the world's most competitive societies is starting earlier and earlier, and nowhere is it more evident than in the growing popularity of cram schools that train students for examinations for private schools and colleges.

Once on the fringe of the system, cram schools, or jukus, are so pervasive and time-consuming in Japan that, especially for the elite, they have begun to function as a kind of shadow educational system, supplanting regular schools in importance for parents and students and reaching down to 2- and 3-year-old children.

The rise of jukus is praised as one of the secrets of Japanese success, a healthy reflection of a system of advancement based on merit. It is also criticized as a



movement forcing a new generation to surrender its childhood out of an obsession with status and getting ahead.

"Jukus are harmful to Japanese education and to children," said Ikuo Amano, professor of sociology at the University of Tokyo. "It's not healthy for kids to have so little free time. It is not healthy to become completely caught up in competition and status at such a young age."

Recently, the Yano Research Institute found that nearly 4.4 million students were enrolled in some 50,000 to 60,000 jukus. That represents 18.6 percent of elementary school children and 52.2 percent of students in seventh through ninth grades. Japanese spent \$10.9 billion on tutoring and cram schools last year, according to the institute, including \$9 billion on jukus for students in the ninth grade or below—almost double the figure spent seven years ago.

10 The people who run and teach at jukus say the schools are popular only because they work, creating a lively and interesting environment in which students learn because they are enjoying themselves.

One of the most prestigious cram schools for 2- and 3-year-olds, Shinga-kai Juku, sends most of its pre-kindergarten graduates to prestigious elementary schools. If these students get good grades in a prestigious school, they can advance all the way to a university without having to take examinations.

"We really don't push knowledge on them," said Kigen Fujimoto, head of a branch of this juku in northwest Tokyo. "We are interested in teaching them how to play and enjoy learning."

In a nearby class, eight children, each about 3, sat politely in little chairs in a row as a teacher held up pictures of a kite, a dragon, and other objects, calling on the students to identify them.

"What is this shape?" she then said, holding up first a square, a triangle, and then a circle. 15 Several mothers who were waiting to pick up their children, expressed anxiety about subjecting their youngsters to such pressure. But they

reasoned that it would be worth it if their children got into private schools early and did not have to worry about passing examinations later on.

"It's not an ideal thing to send your kids to such a place," said one mother, asking not to be identified for fear of criticism from other parents. She said she thought that her daughter was having a good time in this school, but continued, "If I told you I wasn't thinking about entrance examinations, I would be lying."

Juku teachers and administrators say that because their schools are profit-making enterprises, they have to guarantee results to succeed. The results are easy to measure, because they depend on how many graduates pass the examinations for private school.

The "examination hell" inflicted on children is widely criticized in Japan. In a recent survey, two-thirds of parents said competitive examinations were their worst problem in raising children. But parents are also eager to give their children every advantage.

"Jukus are playing on the status anxieties of these parents," said Makoto Oda, an author who taught in jukus in Tokyo for more than 20 years. "All parents are absolutely terrified that their children will fall behind." 20 Juku defenders say that students are only gaining the discipline and ability to withstand pressure that they will need in life.

But the very success of jukus in training youngsters to pass exams has made the competition worse: jukus help more students pass exams, so the exams have to be made more difficult.

"Jukus are raising a generation of kids who can only pass entrance examinations," said Hiroyuki Tsukamoto, an official of the Japan Teachers Union. "But the most important educational purpose is giving children the ability to live in society. That's being left out."

The Education Ministry has tried to combat the juku system by improving public schools, reducing class sizes, upgrading teacher training, and making the

curriculum more flexible. But ministry officials acknowledge that those steps have not worked.

## Reflection

### I. Getting the Message

A. *After reading the article, choose the best answer for each item.*

1. In Japan, jukus have been established primarily to help
  - a. students who are having difficulty keeping up with their schoolwork
  - b. preschool children whose parents are poor and uneducated
  - c. students of all ages whose parents want them to do well on competitive exams.
2. The author of this article seems to
  - a. approve of jukus
  - b. disapprove of jukus
  - c. have no opinion about jukus
3. Jukus are owned and operated by
  - a. Japanese parents
  - b. the Education Ministry of the Japanese public school system
  - c. private individuals who make a profit
4. Most Japanese parents and educators would agree that
  - a. the Japanese educational system puts a lot of pressure on students
  - b. Japan has the best educational system in the world
  - c. jukus should be established in other countries with weak educational programs
5. Jukus are available to
  - a. all Japanese students
  - b. those who can afford the high tuition

- c. those who score well on exams

*Check your answers with the class. If you have made mistakes, reread the article to gain a better understanding of it.*

*B. Some parents and educators would disapprove of Naoto Eguchi's schedule, which is described in paragraph 1. What are three possible criticisms of the life-style of this 11-year-old?*

## **II. Expanding Your Vocabulary**

### *A. Getting Meaning from Context*

*Use context clues to determine the meaning of each word or phrase, found in the paragraph indicated in parentheses. Choose the correct definition.*

1. colleagues (1):
2. immediate goal (3):
3. a prestigious school (3,11):
4. pervasive (6):
5. fringe (6):
  - a. companions at school or work
  - a. important goal
  - a. a school that generally accepts only those students with high academic ratings
  - a. difficult
  - a. outside the cultural mainstream; a minor part of
  - b. rivals at school or work
  - b. short-term goal
  - b. a school that accepts any student who applies
  - b. found in many places
  - b. strips of fabric used for decoration
6. status (7, 8, 19):
  - a. grade in school
  - b. position in society

7. upgrading (23):

- a. training to teach at the secondary rather than elementary level
- b. improving

*B. Reading for Suggested Meanings*

*Answer these questions:*

1. In paragraph 6, the word jukus is translated as cram schools. Does cram mean to put in too much or too little?
2. In paragraph 7, is obsession something that a person thinks about occasionally or all the time?
3. In paragraphs 15, 16 and 19, the author talks about Japanese parents.
  - a. What emotion is mentioned in all three paragraphs?
  - b. Could that emotion explain why parents haven't insisted upon changes in the educational system? Why?
4. According to paragraph 21, "successful" jukus have forced test writers to make the exams more difficult. Why did this happen? What is the purpose of the tests?

**III. Working with Idioms**

*Study the meanings of these idioms and expressions.*

**Phrasal verbs:**

**leave off (headline)** = end, stop

**get ahead (1)** = succeed

**become caught up in (8)** = get very involved in

**pick up (15)** = get someone or something from a place

**fall behind (19)** = not do as well as others in the group

**be left out (22)** = be omitted, not included

**Other expressions:**

**the cradle (headline)** = the period of infancy

**cram (headline)** = try to learn a lot of information in a short time (usually for a test)

**work** (10, 23) = be effective

*Complete these sentences, using the idioms and expressions. Be sure to use the correct verb tense.*

1. In Japan, even young children think about their future and want to in the world.
2. Officials hoped that recent changes in the Japanese public school system would decrease the popularity of jukus, but this plan has not.
3. Japanese mothers waited outside the classroom to their young children.
4. Some people say that in the Japanese educational system social skills are .
5. If students always have to for tests, they may never develop a love of knowl- edge for its own sake.

#### **IV. Activating the Vocabulary of the Article**

*1. Give the definitions and Russian equivalents to the following vocabulary items:*

Status	
Upgrading	
Fringe	
To fall behind	
To be left out	
Pervasive	

*2. Use the words above in the sentences of your own.*

#### **V. Focusing on Style and Tone**

*A. Appreciating Elements of Effective Style*

*Answer these questions.*

1. In paragraph 2, the author gives Naoto's story a surprising twist.
  - a. In paragraph 1, what do we assume about Naoto Eguchi?
  - b. What do we find out in paragraph 2?
2. In general, a direct quotation emphasizes a statement more than an indirect quotation does. In paragraph 4, the author uses a direct quotation. Why, in this situation, is this familiar statement surprising?
3. Paragraph 12 quotes a head of a juku saying, "We are interested in teaching them [the children] how to play and enjoy themselves." What is the ironic contrast that follows in paragraph 13?

### *B. Noting Negative Connotations*

*To emphasize a negative feeling about jukus, the author has used many words with negative connotations. In each pair listed, choose the word or phrase that seems more negative to you.*

1. hell / heaven
2. obsession / thought
3. persistent / relentless
4. cram / study
5. replacing / supplanting

Reread the article. Which of the words from each pair do you find there?

### **V. Talking and Writing**

1. Ask "thin" and "thick" questions on the article.
2. Discuss the following topics. Then choose one of them to write about:
  - To some extent, all parents face the same problem as the Japanese parents described in this article. All parents want their children to get a good education. Yet, no parent wants to deprive his or her child of an enjoyable, anxiety-free childhood. What advice can you give to help parents decide how much pressure is too much? Is the child's reaction any clue?
  - Looking back on your childhood, do you think you were pushed too hard or not enough? How did the attitudes of your teachers and parents affect

how hard you tried? How did those attitudes affect your accomplishments?

- Note that jukus are expensive. What does that suggest about their effect upon Japanese education?
- Compare and contrast Japanese jukus to your native country's methods of preparing students for higher education.

## **Unit 2**

### **ANALYZING EDUCATIONAL ISSUES AND ARTICLES**

#### **Evocation**

"U.S. Educators Give President a Mixed 'Report Card,' " "Government Redefines Vocational Training": these are headlines you might find in the newspaper. Almost daily, newspapers carry articles about local, national and international issues in education. Covering topics ranging from the new educational products for tots to trends in employment retraining for adults, education articles are typically found on the news pages.

*1. In order to analyze the article on a certain topic, it is necessary to learn to single out the issue or problem that it tackles. What are the typical issues in education articles, in your opinion? Working in groups of three think of a number of issues. Put them down and share with the class.*

*2. Now study some typical issues given below:*

#### **Issues in Education Articles**

Often education articles hit the newspaper when there is a problem or an issue of some sort. Here are some typical ones:

- How is our national educational system doing? Are the scores and knowledge of current students declining compared with those of ten or twenty years ago?



- What is being done by the government to address problems with the educational system and to improve it?
- Are students being adequately- trained to deal with the world of work?
- What groups in society have access to education, for example, to higher education?
- Are traditional classroom practices being changed?
- What are new trends in education in other countries?

These are all issues that make an education topic appear on the news pages.

## **Realization of Meaning**

### *Find the Issues:*

- Look back over recent newspapers to find articles that deal with education.
- Identify the issue that each addresses.
- Can you find a pattern of what educational issues are currently being debated?

## **Reflection**

*1. Analyze an education article by answering these questions:*

### **Analysis of an Education Article**

- What's the headline? What key words helped you predict the content of the article?
- What is the purpose of the article? (to report a problem in education, a new government policy, a new way of teaching and so on)
- What is the main idea of the article?
- Does the article report a problem? If so, what is it?
- Does the article offer a solution(s) to the problem? If so, what is it?

- Does the article make you feel optimistic or pessimistic about this topic in education Why?
2. *Give the draft of the analysis of your article in writing.*
  3. *Work in pairs. Give your article and the analysis to your partner. Meanwhile read his/ her article and the analysis.*
  4. *Give your comments and recommendations for revision of the draft.*
  5. *Listen to your partner's comments and recommendations for revising your draft.*
  4. *Revise your analysis. Present it to the class.*
  5. *Share your article with your classmates, if they are interested in the issue it addresses.*

### **Unit 3**

#### **READING EDUCATIONAL ADS**

##### **Evocation**

Some papers publish special educational supplements several times a year. In addition to describing the latest in education news, these supplements have advertisements from colleges, universities, educational camps and other schools so that the reader can be informed of educational possibilities.

##### **Educational Advertising**

Through educational ads in newspapers and on-line you can find out what schools offer courses and diplomas you are interested in.

*Discuss these questions in groups of three:*

- Have you ever tried to find educational ads?
- Where did you look for them?
- Which source of information do you consider the best today?

##### **Realization of Meaning**

##### **Looking at Education Ads**

*1. Study the ad and analyze what it offers:*

If you're serious about receiving a real-world education, but don't want to put your life on hold to obtain it, then Jones International University is right for you. JIU is the accredited\*, affordable, fully online university. Fully online means you can study anywhere, anytime.

JIU offers the degree programs you're looking for, including:

- 8 MBA degrees
- 6 Master of Education in e-Learning degrees
- 3 Master of Arts in Business Communications degrees
- 50 Certificate Programs

JIU's course content is specifically designed for the Internet by professors from prestigious universities such as Carnegie Mellon, Georgetown and London School of Economics. With new classes beginning each month, there's no reason to put off your education and career goals.

\*JIU is accredited by the Higher Learning Commission, a member of the North Central Association

[Request More Information] [Request More Information]

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## **Reflection**

*1. Imagine that you are interested in attending a college or university abroad, and answer the questions:*

- What school would interest the student majoring in International Relations?
- What is the chief benefit of the program that you chose?
- Compose a brief letter requesting information about the program.

( Use the Appendix to see the format of the letter)

2. Visit the site: <http://www.colleges.com> to find the Alphabetical Listing of College and University Home Pages. Choose an ad from the given options:

[Undergraduate colleges and universities](#)

[Career Colleges](#)

[Graduate Colleges and Universities](#)

[Med Schools](#)

[MBA Programs](#)

All schools are currently arranged alphabetically. A [geographical listing](#) is available as well. To view colleges under a particular letter, select it below:

[A](#), [B](#), [C](#), [D](#), [E](#), [F](#), [G](#), [H](#), [I](#), [J](#), [K](#), [L](#), [M](#), [N](#), [O](#), [P](#), [Q](#), [R](#), [S](#), [T](#), [U](#), [V](#), [W](#), [X](#), [Y,Z](#)

You can also access:

- [Full list of Universities](#)
- [Geographical Listings of Universities](#)

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These lists contain home pages for universities and colleges all over the world.

Other Internet sources to use:

- [2005 Colleges, College Scholarships and Financial Aid Page](#)  
Information on **college** scholarships and financial aid, free **college** scholarship searches, colleges and universities, and **college** and university admissions and

...

<http://www.college-scholarships.com/>

- **College and University Home Pages**

**College and University Home Pages - Alphabetical Listing. College Search, College Scholarships, Languages, Careers...**

<http://www.mit.edu:8001/people/cdemello/univ.html>

## **REFLECTION OF MODULES I -II**

**Recall your experience of working on the topic. Discuss in small groups what other skills besides linguistic competence you have acquired by the end of the unit? Share your thoughts in the classroom.**

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## **APPEDIX I: PARAGRAPH WRITING**

### **1. Paragraph**

**A paragraph** is a clearly written unit – there is no way of indicating paragraphs in spoken language. The division of writing into paragraphs serves two functions. The first is to break up the paragraph into smaller units so that it is easier on the eyes. The second function of paragraphs is to divide a piece of writing into smaller units of meaning.

A paragraph is built around a general idea called **a topic**. A sentence expressing the topic of the paragraph, a statement of its main or controlling idea is called **a topic sentence**.

## Exercise 1

*Go back to the text “Cooling That Exam Hysteria” and write out all topic sentences.*

### BACKING UP THE TOPIC SENTENCE

In spoken English, if your listener doesn't understand you, he or she can ask a question in order to clarify your meaning. Questions like “What do you mean?”, “Why do you think so?”, and “How do you know?” challenge you to make yourself clear, to offer reasons for your opinion, and to back up your opinion with facts and examples. Unlike your listener, your reader is unable to question you; therefore, you must anticipate a reader's questions as you write. Primarily, you do this when you **provide support or backup material** for the topic sentences in your paragraphs.

For instance, if the topic sentence is: “...” then the questions that you may anticipate and answer in the rest of the paragraph can be: ...

## Exercise 2

Write a topic sentence and hand it to another student in the class. When you have a topic sentence in front of you, write a series of questions that you would like to ask the person whose topic sentence you have. Then return the paper to its author.

*Now write a paragraph supporting your topic sentence in which you answer all your reader's questions.*

### BUILDING PARAGRAPHS

There are some specific types of information that you can include in your paragraphs for support: details, examples and reasons.

### **A. Using Details**

A **detail** is a piece of information that is more specific than your topic sentence. For instance, imagine that you mentioned to someone that you've been involved in an accident. The likely response would be "What happened?" In answering this question, you would provide the details of the accident: when it happened, who was in the car, what the weather was like, the damage to your car, and so on. This is the information that would convince your audience of the truth of what you are saying.

### **Exercise 3**

*Complete the following topic sentence. (Be sure to avoid using vague words in your statement.)*

The food in the cafeteria is \_\_\_\_\_.

Now write a paragraph in which you back up this topic sentence with at least five details about particular foods that support your opinion.

### **B. Using Examples**

When we try to convince someone of the truth of what we're saying, one of our strongest strategies is to argue from our own experience. When you cite a specific experience in support of your opinion, you are using an example. You can use examples profitably. One instructor says that he told his students to include at least one example in every essay answer and paper that they wrote for other classes. His students reported an immediate and marked improvement in the grades they were receiving.

The following student paragraph was developed by example:



One must have some leisure time to lighten the homework and to liven up the semester. For example, one time I was so disgusted with homework and with my teachers that I just decided to go out and have a good time with my friends. The next day I was really surprised at how easy it was for me to concentrate in class, which was something I hadn't been able to do for a long time. And when I go home, I really didn't mind doing my homework. I was able to concentrate on the quality of my work and not so much on its quantity.

Note that the transition phrases for example and for instance commonly introduce examples.

#### **Exercise 4**

Write a topic sentence in the following form:

\_\_\_\_\_ (name) is a very \_\_\_\_\_ person.

*In the second blank, mention a trait that this person has.*

Now write a paragraph in which you back up your topic sentence with two stories of incidents in which that person exhibited that characteristic.

#### **Exercise 5**

Choose one of the following as your topic sentence and back it up with an example drawn from your own experience that illustrates your point.

1. Sometimes one little thing can ruin your whole day. For example, ... (Talk about one day that was ruined.)

2. Working and going to school can be hard. For example, ... (Tell the problems of someone you know who does both – perhaps yourself.)
3. Sometimes someone you think is your friend turns out not to be. For example, ... (Tell of an incident that caused you to realize that one you thought was your friend really wasn't.)

### **C. Using Reasons**

When you make a statement and are asked, “Why do you think so?”, you are being asked to state reasons for your opinion. Stating reasons is another common technique for supporting the topic sentence of a paragraph. Note that it is used in the following paragraph.

Learning a second language should be required in American high schools. Contrary to what most Americans think, English is not a universal language. Moreover, in most other countries, students are bilingual or even trilingual by the time they finish their basic education. Also, even if a student never uses that second language, learning it will give the student insight into what languages have in common and they differ, insight that will increase the student's understanding both of English and of language itself.

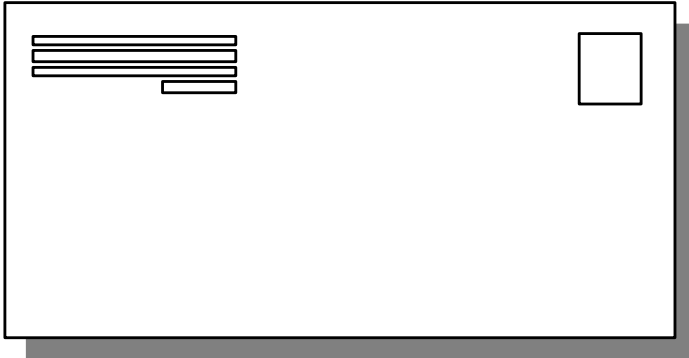
### **Exercise 6**

Make the following sentences the topic sentences of paragraphs. Develop the paragraphs by providing at least three reasons for your opinion.

1. A course in writing should (should not) be required of all college freshmen.
2. Taking an exam is (is not) the same as being put on trial.

(from *Sequence: A Basic Writing Course* by Rory D. Stephens)

## APPENDIX 2: BUSINESS LETTER WRITING



### Informing and Requesting

Composition Focus: Business letter form

Organizational Focus: Hierarchical order

Grammatical Focus: Present tenses, complex sentences

### Study the form of a business letter below

- Whose address appears in the upper right corner?
- Whose address appears below on the left?
- In what way does a business letter look different from a personal letter?

## I

### Business Letter Format

Name Address	Street City, State/ Country Date
-----------------	--

Dear _____
_____
main information
_____
_____
_____
additional information
_____
_____
_____
closing remarks
_____
Sincerely, <b>signature</b>
Typed name Title ( if there is one)

### Reading

*Please, read the following background information on Carlos Santoyo before you read his letter:*

#### ***Biographical Information***

- (1) Carlos Santoyo came to the USA from Mexico two years ago. Currently he is living with his aunt and uncle in Burbank, California. When he was in high school in Mexico city, he studied English and computer science. He also learned some clerical skills by working part-time in an office near his home.
- (2) After high school, his aunt and uncle invited him to join them in Burbank. They have lived there many years and their own children are

grown. They thought Carlos may enjoy the Los Angeles area. At the same time, he could further his education at nearby Glendale Community College.

(3) After Carlos arrived in L.A. area, he got a job as an office assistant for a small company that sells business machines. Now, his aunt and uncle are encouraging him to upgrade his computer skills by studying data processing at Glendale C.C. Carlos has heard that Glendale C.C. has a good data processing program, and he is eager to start courses.

(4) Carlos is eager to get a better-paying job and get on with his life. Although he likes living with his aunt and uncle, he wants to settle down and have his own family someday. He thinks that he will have good employment opportunities in data processing – either in Los Angeles or Mexico City.

## II

### Business Letters

Mr. Carlos Santoyo 2539 Olive Avenue Burbank, CA 91502	STAMP
(Sender of the letter Sender's address)	FIRST CLASS
Glendale Community College Office of Admissions 1500 North Verdugo Poad Glendale, CA 91208	
(Receiver of the letter: company, institution, or a person Receiver's address)	

Glendale Community College Office of Admissions 1500 North Verdugo Road	2539 Olive Avenue Burbank, CA 91502 April 3, 2002
---	---

Glendale, California 91208

Dear Admissions Officer:

I am writing to request an application for admission to Glendale Community College for the fall semester, 2002. Please, also send information on student loads and financial aid.

I am currently working in an office as an office assistant. I want to upgrade my skills, and I am especially interested in your program in data processing. I understand that Glendale C.C. works with companies to train students for future employment. I will want to take advantage of your job placement services.

Thank you for your assistance. I am eager to further my education at Glendale C.C. and improve my job skills.

Sincerely,

Carlos Santoyo

Carlos Santoyo

### **Vocabulary from the Reading**

*Find the words below in Carlos's letter. Examine the use of each word to infer its meaning. Consult your dictionary if necessary.*

**Nouns:** community college, application, admission, student loan, financial aid, office assistant, skills, program, data processing, employment, placement service, assistance.

**Verbs:** request, upgrade, train, take advantage of, further, improve.

**Adjectives:** future, eager.

**Adverbs:** currently, especially.

### **Vocabulary Work**

*Work in teams of two or three to solve the following vocabulary problems. You need to work with the words from the list following the letter. Sometimes you need to answer with a word from the list; other times you need to answer a question about a word.*

1. When students want to apply to a school, what form must they fill out?
2. If students need money for school, what might they ask for?
3. What services does a school offer if it helps students find jobs?
4. What is a synonym of *ask*?
5. What is a word for *raise to a higher level*?
6. What is a word for *be/make better*?
7. Which word means that someone is very willing to do something?
8. What is a community college?

### **Taking Notes**

*A business letter is different from a composition, but it still has a clear organization. Please complete the following:*

#### ***Carlos Santoyo's Letter***

- I. Reasons for writing the letter: what Carlos wants
  - A.
  - B.
- II. Additional information: Carlos's goals at Glendale C.C.
  - A.
  - B.
- III. Closing comments
  - A.
  - B.

### **Exercise A: Recognizing Different Styles**

*The following pairs might appear in a business letter or a personal letter. The more formal one would be in a business letter. Analyze each pair. Decide which one is more formal than the other. Write the words **business** or **personal** beside each one.*

1. A. Dear John,  
B. Dear Mr. Robertson:
2. A. Love,  
B. Sincerely,
3. A. Thank you for your assistance.  
B. Thank you for helping me.
4. A. I could use some information on loans.  
B. Please send me information on student loans.
5. A. I am eager to further my education at your school.  
B. I really want to go there.
6. A. Could you send me an application?  
B. I am writing to request an application.
7. A. Please inform me of your deadline of applications.  
B. Can you tell me your deadline of applications?
8. A. I understand that you offer job placement services.  
B. Somebody told me that you find people jobs.
9. A. Please help me.  
B. I would appreciate your help.
10. A. Sincerely,  
Carlos Santonyo  
Carlos Santonyo

B. Your buddy,

Carlos

### **Exercise B: Writing Complex Sentences**

*The following examples use **if**, **that**, and **after** to combine sentences in special ways:*



- We told him *that* we could not meet the deadline.
- We want to see him *if* he wants to see us.
- I need to make an appointment *after* I take my exams.

Interpretation:

- (Using THAT) We told him... WHAT INFORMATION?
- (Using IF) We want to see him... UNDER WHAT CONDITION?
- (Using AFTER) I need to make an appointment...WHEN? WHAT COMES FIRST?

*Study the pairs of sentences below: Combine them by using **that, after, or if.***

*Write the combined sentences.*

1. We regret to inform you. The company has gone out of business.
2. We have decided. We need more time to complete the research project.
3. We hope. You will decide to apply for admission.
4. We would like to talk to you. You have completed your college education.
5. I am sorry. I was unable to contact you.
6. Please contact us. There are further questions.
7. We would like to inform you. We have received your application.
8. Please feel free to write us. We can help you.
9. Please telephone us. You have arrived.
10. I am writing to tell you. I have not received my order.

## **Notes and Questions on the Reading**

*Paragraph and Order:*

A business letter is different from a composition. It is usually brief, direct, and very limited in its subject. Basically the structure looks like this:

What do you want?

What else do you want?

or

Explanation of what you introduced in the first

paragraph

Closing

If you do not state clearly and precisely what you want in your first paragraph, your letter may go into someone's wastebasket. (Your reader is probably a busy person!)

Go back to the letter at the beginning of Appendix 2 to identify this basic structure. If a writer has a lot of business to conduct, a business letter may be longer. It is still always direct and as brief as possible.

The order of a business letter forms a *hierarchy*: the most important points are first, the less important points are next, and the least important points (in terms of *new* information) are last.

### **Preliminary Writing**

The following activities may help you prepare for your own composition.

1. Make a complete list of all the reasons to write to a school.

2. You ordered something – a pocket computer, an answering machine, etc., - through the mail. When it arrived, something was wrong with it. Now you want to send it back to the company. Without writing a complete letter, simply state *why* you are writing and *what* you want the company to do.
3. Rework the second paragraph of the letter to Glendale Community College. Since you are not Carlos Santoyo, explain who *you* are. Explain what you want to do at Glendale C.C. and what services you need from the school. Change the final paragraph so that it is appropriate for your purposes.
4. Write a brief paragraph about Carlos Santoyo. Who is he? What do you know about him? What is his situation? What are his plans?
5. Write a brief paragraph about Glendale Community College. Where is it? What type of school is it? Whom do you think it serves? What programs and services does it offer? Why do you think students go there? (perhaps your description may appear in a brochure about the school!)
6. Make a list of all the places and people you might ever need to write a business letter to. Also list the reasons for writing. For example:
  - Write to a school to ask for an admission application.
  - Write to a company to complain about a product.
 (See how long you can make your list.)

## **Writing Practice : Business Letters**

### **Instructions for Student's Business Letter Practice**

*Please follow the instructions below. Work in pairs whenever possible, especially with numbers 4 and 7.*

1. You will need a definite reason for writing a business letter. Either choose one from the suggested topics , or think of your own. Decide what supporting information you need to include. Be brief and to the point.

2. Make some notes before you write.
3. Write your letter from your notes. The basic text of your letter will probably have three paragraphs: a reason for writing, additional information, and a closing.
4. Read through your draft to see if it says what you want. Make changes where you want. Then check your draft against these questions:
  - Do you clearly state why you are writing?
  - Do you add enough supporting information?
  - Do you close your letter courteously?
5. Don't give your letter a title; letters don't need titles. Type your letter, if possible. Use Letterhead stationary from your school or company if that is appropriate. If your letter is from you (and not from your school or company), type or write it on regular typing paper.
6. Address a business envelope to go with your letter. Look at the envelope in the unit to see the form of the addresses on it.
7. Proofread your letter, checking for spelling, punctuation, grammar, capital letters, and proper business form. Then mail it, if appropriate, after you show it to the teacher.

### **Suggested Topics for Business Letter Practice**

1. Write to your utilities company. Explain that you have already paid your bill. (The company is claiming that you haven't paid it.) Include the number of your check or money order, your account number with the company, and the date of your payment. Be polite, even if you *are* frustrated.

2. Write to a college or university to ask for particular information. State your interest. If appropriate, state whether you would be a transfer student or a new freshman.
3. After looking for job information in the classified section of a newspaper, write to a particular company to apply for a job. State where you saw the advertisement. Be precise about the particular job. State your qualifications and your related experience; in other words, “sell yourself”.
4. Write to a city, state or national agency for tourist information. (You can ask the US addresses of agencies in the Internet or ask your teacher for help.) Ask for camping information, information on lodging (hotels, etc.), or information on local attractions. If everyone in your group writes to a different agency, you can all share the information you receive.
5. Write a business letter you really need to write: to a company, complaining about a product; to a government agency, asking for a piece of information; to a corporation, applying for a job. Take advantage of this assignment to get help writing a letter for a real purpose.

Людмила Михайловна Левина

## ОБРАЗОВАНИЕ И КАРЬЕРА

### ЧАСТЬ 1

Учебно-методические материалы  
для студентов II курса

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Лицензия ПД № 18-0062 от 20.12.2000

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Подписано к печати

Печ. л.

Цена договорная

Тираж

экз.

Формат 60 x 90 1/16

Заказ

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