

Міністерство освіти і науки України
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HIGHER EDUCATION ISSUES: AN EYE ON ACADEMIC MOBILITY

Навчально-методичний посібник
з усної практики для студентів IV курсу факультету іноземних мов
(освітньо-професійна програма «Англійська мова та література
і переклад та друга іноземна мова»)

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Навчально-методичний посібник з усної практики за темою «Проблеми вищої освіти: погляд на академічну мобільність» для студентів 4 курсу факультету іноземних мов (освітньо-професійна програма «Англійська мова та література і переклад та друга іноземна мова») висвітлює питання студентської мобільності та пропонує до опрацювання сучасний автентичний матеріал з даної тематики, що дозволить студентам не тільки зміцнити знання у використанні англійської мови, а ще й покращити свої комунікативні навички. Посібник доцільно використовувати як під час аудиторної, так і дистанційної форми навчання, а також у самостійній роботі.

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FOREWORD



This new Speaking Practice manual is intended for the 4th-year students of the School of Foreign Languages with the aim to highlight the main problems of higher education both in the world and in Ukraine, as stipulated in the syllabi for Foreign Language-I and Foreign Language-II (English).

The present textbook is designed to help students enhance knowledge of the English language vocabulary on this specific theme by reading articles from the respectable newspapers and scientific journals, analysing the most acute questions connected with goals, values and challenges of higher education globally and specifically in Ukraine, Great Britain and the United States of America, discussing the prospects of higher education in the changing world.

Working in pairs and in groups or individually, on-line or off-line, students are expected to practice the English vocabulary items, to make dialogues, to answer topical questions, to describe and comment on numerous pictures, to summarize and express their own opinion on such issues as Academic Perspectives, The University of the 21st Century, Admission Procedure, Types of Higher Education Universities of Great Britain and America, Tuition Fees, Types of Scholarship, Problems of Social Inclusion and Exclusion, Development and War, Values of Higher Education Institutions, University Teaching Staff, Academic Degrees and many others. The manual comprises eight units, where authors present numerous assignments for students to acquire the necessary English speaking skills basing on contemporary authentic material recommended for studying and practicing. The section “An Eye on the Exam” with the main examination questions as well as “A Grade Booster” section with the practice material from the IELTS Useful exercises are also included.

The present manual does not claim to be exhaustive, suggesting the content exemplifying the integrative approach to teaching a foreign language, which will enable students not only to strengthen the knowledge in the use of English but also to develop their communicative skills.

UNIT 1

ACADEMIC PERSPECTIVES. UKRAINIAN UNIVERSITIES

Task 1. Describe the pictures. While speculating about the situations remember to give your reaction by using the following phrases. *What strikes me from the picture is ... This picture reminds of ... Judging from the photograph / picture we can say that ... The ... appears to be ... When you give a closer look it reveals ... It is difficult to tell from a photograph/ picture but this one could have been taken in ... I might be wrong, but I would say this picture ... To me, the picture is essential for ...*



Task 2. Warming up activities.

1. Are you currently focused on your future career or you have some other priorities in life?
2. What do you think are the challenges of today's higher education?
3. How did you pick your major? What/ who influenced your choice?
4. What does university ranking depend on?
5. How often do you have to step outside your comfort zone while studying?
6. Should students be allowed to grade their teachers?
7. Some people return to university after they retire. What would you choose to study?
8. Would you like to be a university professor? What are the pros and cons of this career?
9. Which of these classes do you like more: lecture-based or discussion-based?
10. What are the mistakes that you made as a student? Is there anything you would do in a different way if you were a first-year student?

Task 3. Read the text about personal, health and education issues university students have to overcome.

COMMON CHALLENGES FOR UNIVERSITY STUDENTS AND HOW TO OVERCOME THEM

University can be an exciting and challenging time for students. While it offers new **opportunities for growth and exploration**, it can also present a range of obstacles that can impact academic success and **personal well-being**. Fortunately, some strategies can be used to overcome the common problems faced by university students.

Academic challenges

(1) Managing academic responsibilities is one of the most common challenges faced by university students. Struggling to **balance coursework**, studying for exams, and keeping up with readings can be overwhelming. However, developing effective time management skills is essential for success. Prioritising tasks, setting realistic goals, and avoiding procrastination can help students **stay on track** and achieve their academic objectives.

(2) Another academic challenge is developing strong study skills. Effective reading, note-taking, and exam preparation techniques can help students retain information and perform well on tests. In addition, students should seek out resources such as tutoring services or study groups to help them succeed in

difficult courses. **Test and exam anxiety** can also be a significant challenge for many students. Techniques for managing anxiety, such as deep breathing or visualisation exercises, can help students feel more confident and perform better on exams. It may also be helpful to seek support from professors or counsellors. Developing strong study skills will help you navigate academic challenges.

Taking control of student debt

(3) Managing the cost of education and student debt can be a **daunting task**, but there are steps that students can take to help **alleviate the burden**. One important strategy is careful financial planning and making a budget for all expenses, including tuition, books, housing, and other costs. Students should also explore all available financial aid options, including scholarships, grants, and work-study programs.

(4) Additionally, it is important to consider the potential long-term impact of student loan debt when making decisions about education and career goals. Seeking guidance from financial advisors or university resources can also help develop a plan for managing student debt. Finally, it is important for students to stay informed about changes in laws and policies related to student debt and to advocate for policies that support affordable higher education. By proactively managing the cost of education and student debt, students can minimise the financial burden and focus on achieving their academic and career goals. Sometimes you need to take a student loan in order to finance your studies.

Social life challenges

(5) University can be a challenging time socially as well. Homesickness is a common issue, particularly for students who have moved away from home for the first time. To cope with homesickness, students can focus on building connections on campus, whether through clubs, sports teams, or other activities. It is also important to stay in touch with family and friends back home, but not to let feelings of homesickness interfere with their university experience. Roommate issues can also be a challenge for many students. Effective communication and conflict resolution skills can help to get along with roommates and work through any issues that may arise. In addition, students should be proactive about setting expectations and boundaries early on in their roommate relationships.

(6) Getting along with your roommates makes life a lot easier. Moreover, students need to make friends, particularly those who are shy or introverted. Joining clubs or organisations that match their interests can help students meet like-minded people and build friendships. Students should also be open to trying new things and stepping outside their comfort zones. Students' clubs organise social events where students can meet other people living in the same building.

(7) Balancing social life with academic responsibilities can also be a significant challenge for many students. Setting priorities and finding a healthy work-life balance can help students avoid burnout and enjoy their university experience to the fullest.

Mental health challenges

(8) Finally, mental health challenges are a significant concern for many university students. Stress is a common issue, particularly around exam time or during busy periods in the semester. Effective stress management techniques, such as exercise, mindfulness, or time management, can help students stay calm and focused during stressful times. Frustration and anxiety can also impact students' mental health. You should seek help if they are experiencing symptoms of depression or anxiety, such as persistent sadness, irritability, or feelings of worry. Universities often have counselling services available to students, or students can seek help from a mental health professional in the community.

(9) Substance abuse can also be a concern for some students. Try to avoid using substances such as alcohol as a way to cope with stress or other challenges, and seek help if you feel like you're having problems. If you feel like you're having problems with your mental health, it can be good to talk to a professional.

Conclusion

(10) University life can be an exciting and transformative experience, but it can also present many challenges for students. Academic responsibilities, social adjustment, and mental health concerns are all common issues that students may face. However, by developing effective time management skills, study skills, communication and conflict resolution skills, and stress management techniques, students can successfully navigate these challenges and achieve their goals. It is important to remember that seeking help and support is a sign of strength, not weakness. Universities often offer a range of resources to support student success, including counselling services, tutoring, and academic advising. By taking advantage of these resources and building a strong support network, students can overcome any challenges they may face and enjoy a fulfilling and successful university experience.

(<https://www.student.com/articles/university-students-common-challenges#>)

Task 4. Do the tasks (A,B) below.

A. Find in the text the words and expressions having the following meanings.

- the act of unnecessarily delaying or postponing something despite knowing that there could be negative consequences for doing so (paragraph 1)

- written or practical work done by a student during a course of study, usually assessed in order to count towards a final mark or grade (paragraph 1)

- determining the order in order to deal with (a series of items or tasks) according to their relative importance (paragraph 1)

- special activities of forming a picture of someone or something in your mind (paragraph 2) _____
- the feeling of being very worried about something (paragraph 2) _____
- to understand or deal with educational issues (paragraph 2)

- a person trained to give guidance on personal or psychological problems (paragraph 2) _____
- to do something that reduces the amount of work, stress, or pain someone is feeling (paragraph 3) _____
- a grant or payment made to support a student's education, awarded on the basis of academic or other achievement (paragraph 3) _____
- teaching or instruction, especially of individual pupils or small groups (paragraph 3)
- a professional who provides expertise for clients' decisions around money matters, personal finances, and investments (paragraph 4)

- an agreement by which a student at a college or university borrows money from a bank to pay for their education and then pays the money back after they finish studying and start working (paragraph 4)

- the feeling of unhappiness because you are a long way from your home (paragraph 5) _____
- the real or imaginary line that marks the edge of a state, country etc, or the edge of an area of land that belongs to someone (paragraph 5)

- the feeling of always being tired because you have been working too hard (paragraph 7) _____

- a way of improving your mental state that involves paying close attention to everything that you are experiencing, especially during quiet meditation (paragraph 8) _____
- the feeling of being annoyed or impatient, because you cannot control or change a situation, or achieve something _____(paragraph 8)

B. Answer the following questions.

1. What difficulties do students have to overcome while studying at university?
4. What techniques can help students cope with them?
5. What do you think is implied by careful financial planning?
6. What are the tips for overcoming homesickness?
7. How can introverted students fit into academic community more easily?
8. Why do some students experience difficulties trying to balance social life with academic responsibilities?
9. What kind of techniques can help students avoid mental problems?

Task 4. Read the text about modern trends in Ukrainian higher education and do the tasks below.

CHALLENGES AND NEEDS OF UKRAINIAN UNIVERSITIES

INTERNATIONAL PARTNERSHIPS AND COLLABORATION

Internationalization and modernization are two **pivotal factors** shaping the current education policy in Ukraine. Recognizing the significance of internationalization, Ukrainian universities are **striving to broaden their global presence**, facilitate exchanges, and provide students, faculty, and staff with opportunities for **international exposure and cooperation**. Partnerships with international higher education institutions play a vital role in the long-term and **sustainable development** of Ukrainian universities. Through **strategic alliances**, Ukrainian universities gain access to diverse scientific resources and engage in joint research projects.

European and Ukrainian universities have the potential to **enhance their international cooperation** in three dimensions: teaching, research, and social actions. By leveraging existing programs, fostering personal connections, and engaging with civic societies, regarding teaching and training, the use of Erasmus+ is recommended. Erasmus+ allows for student exchange and staff exchange, and it **serves as a valuable mechanism** to support partnerships with Ukrainian universities. **The mobility component** of the Erasmus + program enables higher education students to study for part of their degree or **to pursue a traineeship** in a European or other associated country, encourages teacher

and staff mobility and **promotes transnational cooperation projects** among universities across Europe. Academic mobility refers to students and teachers in higher education moving to another institution inside or outside of their own country to study or teach for a limited time. Erasmus program is often seen as a worthwhile experience that can enrich both personal and academic life. While there are challenges, the benefits in terms of education, personal growth, and career prospects typically outweigh the downsides for many students. Erasmus is a program that gives you an opportunity to travel to foreign countries, learn new skills, **broaden your professional horizons** and make friends from all over the world.

The “Erasmus” programme was originally established by the European Union in 1987. It looked to promote closer cooperation between universities and higher education institutions across Europe. This meant setting up an organised and integrated system of **cross-border student interchange**. The choice of the name “Erasmus” refers to Erasmus of Rotterdam, a leading scholar and inspiring lecturer during the Renaissance period who travelled extensively in Europe to teach and study at a number of universities. But at the same time, the word “Erasmus” also served perfectly as the acronym for The **E**uropean **C**ommunity **A**ction **S**cheme for **M**obility of **U**niversity **S**tudents. The programme's objective is pursued through three “Key Actions”: learning mobility of individuals, cooperation among organisations and institutions, support to policy development and cooperation.

Erasmus has evolved from its initial focus on higher education, to a programme that now spans education training youth and sport. Given its **resounding success** over the years and the fact that “Erasmus” was far more widely known than the other programme titles, it was decided to extend the “Erasmus” brand name to the whole of the new programme. The “+” is meant to recall that the programme supports more sectors than just higher education as it did at its origins. In this second phase, the programme is focused on four overarching priorities: supporting the green transition, addressing the digital transformation, promoting social inclusion and diversity, fostering stronger participation in democratic life, common values and civic engagement.

With an overall budget of €26.2 billion, Erasmus+ has expanded in its breadth and depth. Its extended form is a broad umbrella framework which combines former EU's different schemes for transnational cooperation and mobility in education, training, youth and sport in Europe. Since the start of the programme in 1987, over 15 million people have taken part in Erasmus+, thanks to enthusiastic take-up of opportunities by staff, students, young people and learners of all ages.

Ukrainian universities bravely continue to work despite numerous challenges they have to face. The aim is to enable the Ukrainian society to

intergrate into the European area of higher education, to establish institutional and individual relations, especially in the fields of social sciences, management and public policy. Support from international partners, especially European universities, in **building the potential of Ukrainian universities** is very important, valuable and necessary. CIVICA – The European University of Social Sciences unites ten leading European higher education institutions in the social sciences, humanities, business management and public policy, with a total of 72,000 students and PhDs and 13,000 academic staff. Together, they build on an ever-stronger combination of education, research & innovation, and civic outreach to develop the European university of the future: grounded in excellent teaching and learning, offering seamless mobility, contributing **innovative solutions** to societal challenges, and creating a path for other universities to follow. CIVICA universities should assess the current exchange programs and determine how they can be more effectively implemented.

Academic mobility plays a crucial role in exchanging experiences, knowledge, and finding partners to address national and global challenges. In reference to research, policy advice, and **expertise**, there is room for specific projects that can be aligned with planned CIVICA activities. The crucial aspect is the development of personal connections between European and Ukrainian researchers and faculties, **fostering engagement** driven by research interests and a sense of civic responsibility for both countries and Europe as a whole. It is important to create a space where joint ideas can be developed. Social actions present the most challenging area, necessitating the establishment of networks not only between EU and Ukrainian partners but also with civic societies, such as schools, businesses, and local communities. The goal is to integrate academia with practical initiatives. It is essential to explore instruments that facilitate collaborative efforts between European and Ukrainian partners. Research cooperation Ukrainian partners can be invited to participate in a research project focused on the reconstruction of Ukraine, aiming to **align activities** and **create synergy** with other universities. Ukrainian universities may require administrative assistance in project management and identifying suitable projects, as well as in developing joint business activities. Access to **reputable journals** and support with publications is also crucial for Ukrainian researchers **to enhance their collaboration** with researchers from more advanced institutions. The perception of beneficiaries in exchanges and visits should be developed in a way that not only Ukrainian researchers or students benefit, but also the host academic community and local students gain from these contacts. Supporting two-way mobility, including virtual exchanges, is crucial. It is of great importance for Europeans to come to Ukraine and experience the country from within, gaining a deeper understanding. Ukraine is creating an entirely new pool of expertise for Europe in various fields such as logistics, economic rebuilding, **psychological**

rehabilitation, and emerging trends in building civil society. Topics like dealing with ecocide, transforming cities, digital transformation, cyber security, and cyber warfare are the areas where Ukrainian experts can provide valuable insights and assistance to European countries.

(https://www.civica.eu/files/PDFs/PDFs_2024/C4U__Report_Challenges_and_needs_of_Ukrainian_institutions__report_final.pdf)

<https://www.civica.eu/who-we-are/about-civica/>

<https://gazeta.sgh.waw.pl/en/international-cooperation/civica-ukraine-cooperation-and-achievements-european-future->)

A. Answer the questions.

1. How do Ukrainian universities integrate into European education area?
2. What does the current Ukrainian education policy aim at?
3. What is implied by academic mobility?
4. How does Erasmus programme function?
5. When and how was the programme established? Why does it have such a name?
6. What does Erasmus prioritise?
7. What do CIVICA universities focus on?
8. What is the conception of the European university of the future (according to CIVICA universities)?
9. Why is it considered essential for Europeans to visit Ukraine?
10. In what fields are Ukrainian experts expected to assist Europeans?

B. Match the words in column A with their definitions in column B.

	A		B
1.	ecocide	a)	the additional effectiveness when two or more companies or people combine and work together
2.	collaborative	b)	including or influencing every part of something
3.	to align	c)	involving two or more people, companies working together in order to achieve something
4.	synergy	d)	the gradual destruction of a large area of land, including all of the plants, animals etc living there, because of the effects of human activities such as cutting down trees, using pesticides
5.	academia	e)	emphatic; unmistakable
6.	necessitate	f)	to spread or use resources (i.e.money, skills, buildings etc. that an organization has available), ideas etc again in several different ways or in different parts of a company, system etc

7.	resounding	g)	relating to a town or city
8.	to strive	h)	to help a skills, feeling, idea etc to develop over a period of time
9.	acronym	i)	the activities and work done at universities and colleges, or the teachers and students involved in it
10.	to leverage	j)	To publicly support a political group, country, or person that you agree with
11.	to foster	k)	to make it necessary for you to do something
12.	sustainable	l)	a word made up from the first letters of the name of something such as an organization.
13.	civic	m)	to try very hard to do something or to make something happen, especially for a long time or against difficulties
14.	overarching	n)	able to continue for a long time

Task 5. In the text below Paola shares her impressions of studying abroad. Read the text and do the task on correcting false statements.

First impressions of my erasmus experience in Barcelona!



Published by [paola singh](#) — 5 years ago

Blog: [First impressions of my Erasmus experience in Barcelona!](#)

Tags: Erasmus blog Barcelona, Barcelona, Spain



Hola a todos!

In this blog I will be writing about My Erasmus experience's first impressions in Barcelona, which lasted 4 incredible and intense months.

If you're going on Erasmus, I hope you already know that this will be a lifetime experience!

Erasmus is a powerful journey and it can change your life's prospective completely! Living abroad and being out of your comfort zone is something you will never ever forget and the entire experience will boost your self- confidence, mindset and spirit in a very positive way, trust me.

It is important to be aware of the fact that everything won't be sunshine and rainbows all the time, I did not fall in love with Barcelona from the very first day, I faced challenges, I found myself really weak and it was difficult to go through ups and downs by myself.

The very first difficulty I faced was saying bye to my family, even though I was planning everything from months in advance, the realisation of leaving hit me only when I actually was on my way to the airport with my family. The moment I was ready to check in for my flight and leave them, was the exact moment I actually felt the experience beginning and as much as excited, I also was in tears. Yes, this may sound dramatic but for someone who never lived alone in a different country, it is a little bit scary.

I was that scared that I was thinking to postpone my departure for the next day, which does not make any sense because I would have gone anyway but that was just my brain not accepting leaving at that moment.

Seat belt fastened, the plane took off and after an hour of flight, we did an emergency landing in Paris. This delayed my arrival time, which in consequence delayed my check in time in the accommodation I booked. Once arrived, I struggled to find the location, my phone battery was dying, I was sweaty and carrying two big suitcases around, which wasn't helping at all. But it was not over, the guy in-charged of the check-in, did not help me at all to find the way to the accommodation and once I met him, he charged me 30euros because of my late arrival. I woke up the day after thinking new day new adventure, I was full of energy and positive, I decided to call the agency where I was supposed to start the internship, and guess what, the location of the place was wrong, they moved to another area of Barcelona and I

booked my accommodation according to their previous address. Here I was in tears again, I felt lost and did not know what to do, so I spent my second and beautiful sunny day inside my room, trying to figure out the metro lines and a short way to reach the agency. So this was my very first impression of Barcelona, the people and of my Erasmus experience.

Although, looking back, I am so grateful for all the little mistakes I made, the rough days I experienced, the loneliness and the unpredictable challenges I faced. Thanks to all these difficulties, I got to learn so much about the real world and myself. Today I feel like what actually made me so strong, positive and confident, were putting myself out of the comfort zone, I now realise how much I enjoyed facing different obstacles and getting everything sorted by myself, because it actually was a real satisfaction. So for anybody facing these situations, just take a pause and remind yourself that you're going to smash it and make beautiful memories, even through your tough time!

(<https://erasmusu.com/en/erasmus-barcelona/erasmus-blog/first-impressions-of-my-erasmus-experience-in-barcelona-915331>)

All the statements are false. Correct them.

1. Paola stayed in Barcelona for a year.
2. Studying abroad affects students negatively.
3. Paola experienced the first difficulty when she arrived in Barcelona.
4. Paola found the location easily.
5. The experience of living away from home damaged Paola's self-esteem.

University students' slang words

Bussin

If you cook something really tasty at home or eat something you really like at a restaurant, you could say it is bussin. The slang word "busin" means amazing, fantastic, lovely and cool (typically about food).

*For example: "These cookies at the university cafeteria are **bussin!** Could I have another one, please?"*

Off the Hook

Another way of expressing that you like something is by calling it off the hook. If something is super awesome and great, you can use this slang to describe it. It's common to use this slang for events and parties.

*For example: “Last night I went to my cousin’s graduation ceremony that was **off the hook!**”*

Vibe Check

When you do a vibe check you see how that person is feeling. If someone is moody and upset, you want to do a vibe check to see what their emotions truly are.

*For example: “I gave my groupmate **a vibe check** because I knew she was feeling down. Sadly, she did not pass the vibe check.”*

UNIT 2

SOCIAL MOBILITY. AIMS AND TYPES OF EDUCATION. BRITISH UNIVERSITY VALUES

Task 1. Describe the pictures. While speculating about the situations remember to give your reaction by using the following phrases: *What strikes me from the picture is ... This picture reminds of ... Judging from the photograph / picture we can say that ... The ... appears to be ... When you give a closer look it reveals ... It is difficult to tell from a photograph/ picture but this one could have been taken in ... I might be wrong, but I would say this picture ... To me, the picture is essential for ...*



Task 2. Warming-up activities.

There are a number of basic philosophical problems and tasks that have occupied philosophers of education throughout the history of the subject. What are the proper aims and guiding ideals of education? What are, from your point of view, the proper criteria for evaluating educational efforts, institutions, practices, and products?

Task 3. Read the text about the aims of education.**The aims of education**

The most basic problem of philosophy of education is that concerning aims. Many of them have been proposed by philosophers and other educational theorists; they include:

the cultivation of curiosity and the disposition to inquire; the fostering of creativity; the production of knowledge and of knowledgeable students; the enhancement of understanding; the promotion of moral thinking, feeling, and action; the enlargement of the imagination; the fostering of growth, development, and self-realization; the fulfillment of potential; the cultivation of “liberally educated” persons; the overcoming of provincialism and close-mindedness; the development of sound judgment; the cultivation of docility and obedience to authority; the fostering of autonomy; the maximization of freedom, happiness, or self-esteem; the development of care, concern, and related attitudes and dispositions; the fostering of feelings of community, social solidarity, citizenship, and civic-mindedness; the production of good citizens; the “civilizing” of students; the protection of students from the deleterious effects of civilization; the development of piety, religious faith, and spiritual fulfillment; the fostering of ideological purity; the cultivation of political awareness and action; the integration or balancing of the needs and interests of the individual student and the larger society; and the fostering of skills and dispositions constitutive of rationality or critical thinking.
(<https://educorpus.com/aims-of-education/>)

Explain your priorities – what, to your mind, are the most essential aims of education?

Task 4. There are several distinctive types of education. What are they? Highlight the most essential features of different types of education

in your reports. Navigate the internet for information (for eg.: <https://nqa.gov.ua/en/vidi-osviti/>).

Getting you thinking

Task 5. Read the text and answer the following questions:

1. What is a genetic base to social mobility, as it is stated by sociologists?
2. What is the key point of the research?
3. What factors influence a child's future destination?
4. What additional factors and reasons, to your mind, can determine a person's choice?

Social Mobility

Sociologists claim, there is a genetic base to social mobility. Some suggest that people with middle-class jobs are generally brighter than those with working-class jobs. Like height and weight, there is some scientific explanation to most of the **abilities and intelligence** that people develop. Bright parents have bright children. Therefore, the best predictor of where we end up in terms of occupations and social class is **innate ability or merit**, which is twice as important as **social class background**. Middle-class parents are better at motivating their children. They conclude that **private schooling, cultural capital, material conditions** in the home and **parental contact** with school are only a minor influence on **a child's future destination** [1].



Task 6. Read the article about the University of the Year given below and discuss with your partner **the appealing features of the honorable college?** Point out what factors make it “powerhouse of British higher education” and “the ambitions of thousands of students”. In your conversation try to use active vocabulary.

A corten steel-clad structure that houses the world is **the ambitions** of thousands of students. Welcome to Pearl: the Person-Environment-Activity Research Laboratory at University College London (UCL), in which researchers hope to reveal the motivations behind the **intricacies of human behaviour**. Inside, myriad **captivating experiments** unfold. Net-zero-carbon space can be endlessly reconfigured to simulate actual environments in life size but **under controlled conditions**, allowing **scientists and academics** to examine people's interactions with others and with their surroundings. It should come as no surprise that UCL is the setting for this futuristic development; it is a **powerhouse** of British higher education, promising “**disruptive thinking** since 1826”. Two centuries since its founding, it continues to challenge its students, **raise the bar for research** and **provoke global debate on** everything from **detecting cancers** to legal action on behalf of those **affected by climate change**. Researchers at the university have made **hugely significant, life-changing discoveries** in recent years, including the groundbreaking therapy, which reprogrammes immune systems to recognise and kill cancer cells. And now UCL is a University of the Year (*The Times*, 2024).

Task 7. Rank the following possible reasons for choosing a university in order of importance and explain your ordering:

- a. location of the university
- b. cost of tuition
- c. computer facilities available
- d. type of accommodation and the cost of housing
- e. possibility of academic exchange
- f. duration of the course
- g. entrance requirements
- h. level of education offered
- i. demand for a particular job
- j. personal subject preferences
- k. family tradition
- l. parents' will

Focus on research

Task 8. Discuss in a group: What are the benefits of being a student of a prestigious university? 2. What do you think are the issues, which determine the range of the university? 3. Describe the table where 10 best UK universities are ranked. Which factors define ranking?

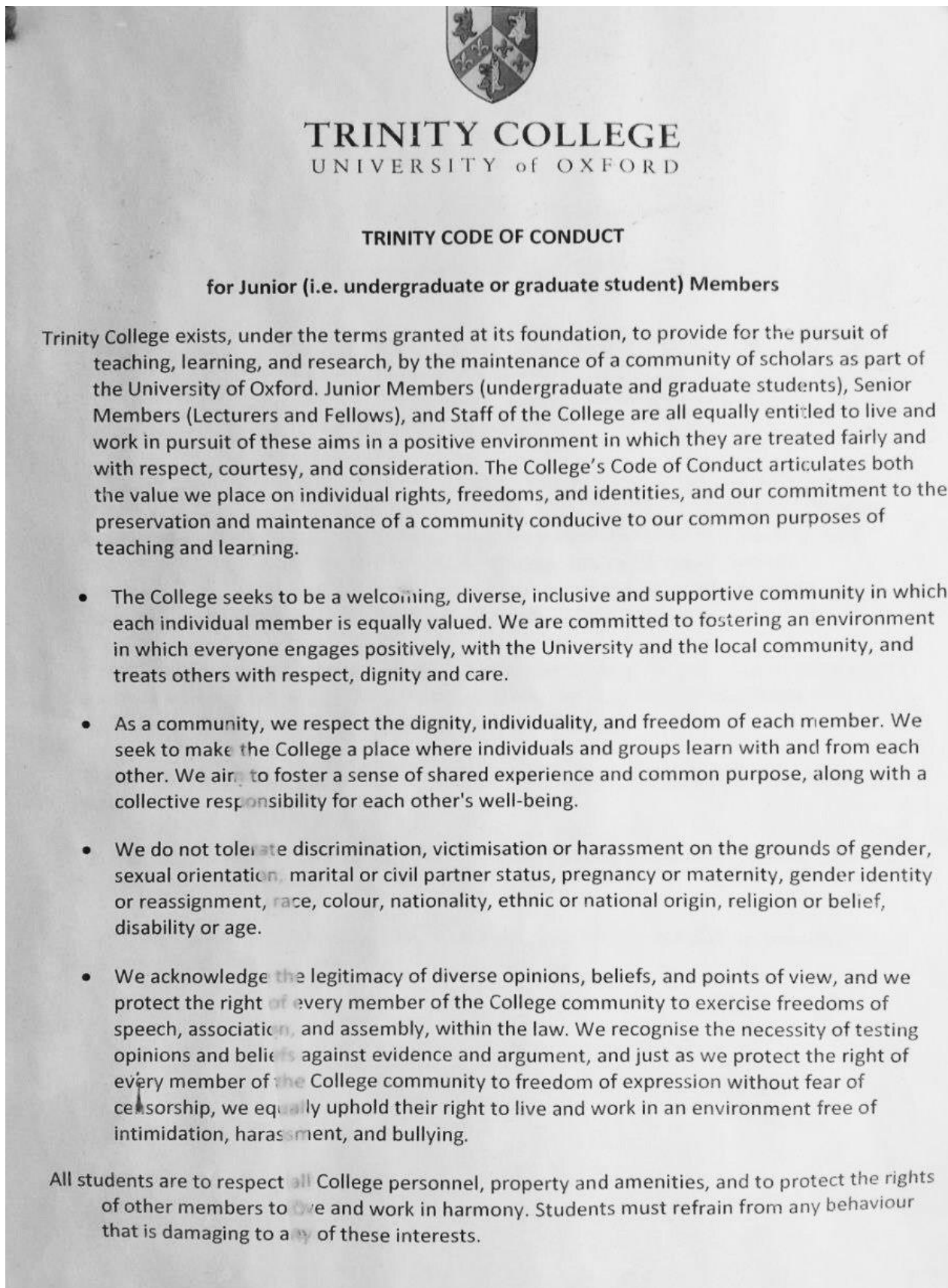
GOOD UNIVERSITY GUIDE (2023/2024),
according to the Guardian scoring (*The Guardian*, 2024)

2024	2023	Institution	Guardian score/100	Satisfied with teaching	Satisfied with feedback	Student to staff ratio	Spending per student/10entry	Average tariff score/10	Value added after 15 months	Career continuation
1	1	St Andrews	100	90.7	76.2	11.9	6.2	212	6.4	91
2	2	Oxford	96.5	n/a	n/a	10.3	10	203	6.1	94
3	3	Cambridge	94.8	n/a	n/a	11.6	9.9	208	5.5	94
4	4	London School of Economics	89.7	81.9	65.4	12.8	8.9	192	6.8	92
5	5	Imperial College	82.2	85.2	57.4	11.9	8.7	204	6.6	96
6	7	Bath	81.4	84	61.6	15.3	6.2	180	6.1	92
7	6	Durham	81.2	83.7	64.6	13.5	6.2	185	6.2	90
8	9	UCL	77.4	81.8	60.8	10.9	7.3	183	5.9	90
9	8	Warwick	76.7	83.7	68.9	13.9	7.6	179	4.1	89
10	10	Loughborough	75.6	82.1	61.9	14.1	4.5	162	5.5	89

Key themes

Task 9. Read the Code of Conduct for Trinity College Junior members and create a mind map of the British university values. What are the most essential values, which the college members cherish so much? What are the primary ideas of the Code that unite the Trinity College community?





These ground rules exist to ensure the Trinity Retreat Center community continues to thrive as a nurturing, comfortable, and welcoming place to gather,

learn, collaborate, and discern. They apply to behavior as members of the community, in any forum or group (including internet/social media), mailing lists, public or private groups, private correspondence, public meetings, and public/private events. We expect this code to be as followed:

- **Be mindful.** Please be considerate and compassionate, as you would expect others to be considerate and compassionate with you. Be mindful of the house rules, including gathering for meals on time and avoiding disruptiveness during times of daily prayer and periods of silence.
- **Be patient.** Our community, its programs and its prayer life are supported not only by those who visit on retreat but by the many hands of a staff that works to keep our mission thriving. Often, this work is done behind the scenes and can be challenging at a time when labor shortages have left many of our critical hospitality positions vacant. Be patient and consider the gifts and dedication of the staff in your interactions and expectations.
- **Be respectful.** There will be disagreements. Some expectations won't be met. But disagreements with each other and with staff are no excuse for poor behavior such as an angry outburst and entitlement. Please be respectful when communicating with each other and staff.
- **Be aware of terms and conditions.** All individuals and organizers of group retreats are asked to follow the guidelines for planning and coordinating your time in community with us. These may include the number of attendees and the double and single rooms desired, based on availability. In the event of failure to provide final information by that time, Trinity Retreat Center may release the reserved rooms without notification. Once Guest has submitted final room details, reserved but unused rooms will be automatically released.
- **Be kind.** All are welcome, regardless of their background or belief system. No offensive comments related to gender, gender identity or expression, sexual orientation, disability, physical appearance, body size, race, spiritual path, religion; no sexual images in public spaces, no real or implied violence, intimidation, oppression, stalking, following, harassing photography or recording, sustained disruption of talks or events, inappropriate physical contact, or unwelcome sexual attention will be tolerated.
- **Communicate constructively.** We don't all speak the same language. We come from different backgrounds. We bring different educations into the community. Many words mean different things to different people. By communicating respectfully and effectively, remaining present and open to our unity and diversity, we are better able to avoid misunderstandings.

Rather than jumping to assumptions, ask for clarification. Open yourself up to listening more than talking.

- **Accept the rules.** Trinity Retreat Center has established its community rules in prayer, work, experience, and collaboration to effectively stay true to our mission and to protect our guests and staff. You may not agree with our established decisions or policies, but they must be respected and accepted.
- **Ask for help.** We work to make room for grace. Asking questions early avoids many problems later, so questions are encouraged, though they may be redirected to the appropriate people.

In addition to our Code of Conduct, Trinity Retreat Center's land use and events/activities are governed by the policies below. All guests, event attendees, speakers, sponsors, staff, and volunteers, including event organizing teams, are required to follow this policy. Trinity Retreat Center directors and managers as well as event organizers have an obligation to enforce these rules. We expect cooperation from all participants to help ensure a safe and healing environment for all. Trinity Retreat Center and its staff reserve the right to issue warnings or require attendees to leave the center and to remove their belongings from the center, without reimbursement, if it, in its sole discretion, determines that attendees have violated this Code of Conduct or other rule or policy. Any guest or group violating the policy may also lose the privilege of being a guest or hosting events in the future.

Policy. Trinity Retreat Center, its farm and forest lands, its chapels and buildings, and the river are considered sacred space and must be cared for as such.

- Leave the grounds and buildings in the good condition you find them in and report any damage that may occur while you are on the property.
- There is a no drug use at any time. Smoking is allowed only in a designated area removed from the buildings and gathering spaces. Alcohol consumption is limited to designated areas and times during public events.
- Harassment and abusive language directed at other guests or staff is not tolerated. Harassment includes, but is not limited to, offensive verbal comments related to gender, age, sexual orientation, disability, physical appearance, body size, race, religion, spiritual beliefs, sexual images in public spaces, deliberate intimidation, stalking, following, harassing photography or recording, sustained disruption of talks or other events, inappropriate physical contact, and unwelcome sexual attention. Guests

and staff asked to stop any harassing behavior are expected to comply immediately.

- Respect for the property is crucial to our life together in the space. Guests and attendees are required to:
 - follow promptly and courteously the staff's directions regarding access, supplies, obstruction, and placement of equipment;
 - safeguard and keep free from damage the premises, including the walls, flooring, ceiling and grounds, and all other items in and around the premises;
 - safeguard and keep free from damage any religious artifacts, exhibits, items or objects on display
- Attendees cannot bring the following to the center without permission:
 - pets (except for guide dogs and certified emotional support animals)
 - pillows, bed sheets, duvets or other bedding
 - appliances or other equipment for heating or cooking purposes
 - boats or floatation devices, such as canoes, kayaks or rafts.

Attendees are liable for any damage, however caused, to Trinity Retreat Center or injury to any person caused by violation of the Code of Conduct or this policy. The center reserves the right to retain attendee credit or debit card details and charge or debit such amounts to pay for loss, damage, costs or expenses.

If You Need Help. Instances of abusive, harassing or unsafe behavior may be reported by notifying your event host/coordinator or by emailing retreat@trinitywallstreet.org. Peace be with you. (<https://trinitychurchnyc.org/trinity-retreat-center/code-of-conduct>)

Task 10. Writing exercise. Using the Key terms of the Unit SOCIAL MOBILITY. BRITISH UNIVERSITIES. GOOD UNIVERSITY GUIDE analyze the statistical information and summarize the data on the university ranking by selecting and reporting the main features of the ranking factors. Make comparison where relevant.

University students' slang words

Vanilla

If something is described as vanilla, it is plain and uninteresting. This can be used for people and things.

For example: "This backpack is not my style; it's so plain and vanilla."

Boujee

If someone is described as being boujee, they have nice and fancy things. It is used for luxury and wealth.

For example: “My boujee friends just bought a new car and a vacation house on the beach.”

Cram

If you “cram,” it means you study a lot in a short period of time.

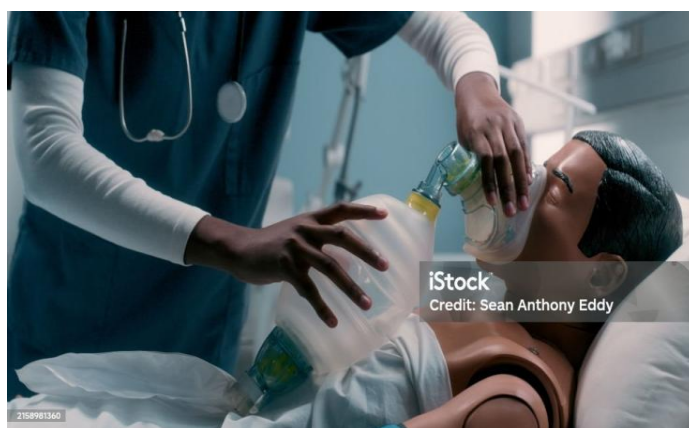
“Are you going to the party tonight?”

“Nah, I have to cram for my history test.”

UNIT 3

TYPES OF UNIVERSITIES IN THE UK

Task 1. Describe the pictures. While speculating about the situations remember to give your reaction by using the following phrases. *What strikes me from the picture is ... This picture reminds of ... Judging from the photograph / picture we can say that ... The ... appears to be ... When you give a closer look it reveals ... It is difficult to tell from a photograph/ picture but this one could have been taken in ... I might be wrong, but I would say this picture ... To me, the picture is essential for ...*



Task 2. Warming-up activities.

1. Is the purpose of a university education to prepare students for life or for work?
2. Should universities focus more on teaching or on research?

3. Should students work for a year before starting university?
4. What is something you would change about the university if you had the opportunity?
5. Are there any extracurricular clubs or programmes you suggest that students join?
6. How is the relationship between students and professors different from that between students and teachers at high school?
7. What do you think are the requirements for applying to study in the UK from abroad?
8. What UK Universities are in the World Reputation Ranking?
9. What makes university special and unique?
10. How do you think education will evolve in the years to come?

Task 3. Read the texts about the types of universities in the UK. Do the activities below each of the sections and do the tasks below.



UK UNIVERSITIES

A large proportion of young people continue an **in-education** at a more advanced level beyond the age of 18. The higher education centre **provides a variety of courses** up to degree and post-graduate degree level, and carried out research. The main higher education institutions in the UK are universities, teacher training colleges and other colleges of technology and art. British universities are **independent self-governing institutions**. Although they all **receive considerable financial support** from the state, the Department for Education and Skills has no control over their **regulations, curriculum, examinations, appointment of staff**, or the way in which government funds are spent. The government is encouraging universities to co-operate closely with industry on research to **promote the development and commercial application of advanced technology**.

Universities in the United Kingdom exhibit a great range of history, purpose, and creativity. While diverse, each kind adds to the nation's tradition of **exceptional education** and **long-lasting intellectual study**. As you begin your **academic journey**, remember that the variety of possibilities represents **the abundance of chances** available to you at the United Kingdom's **prestigious educational institutions**. The higher education system of the United Kingdom is a **beacon of academic brilliance and tradition**, spanning centuries of intellectual study and innovation.

TYPE I. Ancient Universities: Forerunners of Education

Ancient universities are a prestigious group of institutions that precede the nineteenth century and **maintain a special place in the academic world**. The ancient universities in the UK, are named in such a manner because they were founded between the 12th and 16th centuries. These institutions began as language and song training centers and became **forerunners of contemporary education**. They **sowed the seeds** of today's research-driven literary culture by establishing liberal education. Not only are these institutions significant for their historic legacies, but also their **ability to adapt to the modern contexts** and **remain relevant in the globalised environment** today. **Six revered ancient universities in the UK include:** University of Oxford, University of Cambridge, University of St Andrews, University of Glasgow, University of Aberdeen, University of Edinburgh

UNIVERSITY OF OXFORD



Year of Establishment: 1096–1167

As the oldest university in the English-speaking world, it has played a major role in developing the intellectual history globally. It has been a centre for debate and controversy in religion, science and humanities.

The **University of Oxford** is a **collegiate** research **university** (a university in which functions are divided between a central administration and a number of constituent colleges) in Oxford, England. There is evidence of teaching as early as 1096, making it the oldest university in the English-speaking world. It grew rapidly from 1167, when Henry II banned English students from attending the University of Paris. After disputes between students and Oxford townsfolk, some Oxford academics fled northeast to Cambridge, where, in 1209, they established the University of Cambridge. The two English ancient universities share many common features and are jointly referred to as Oxbridge.

The University of Oxford is made up of 43 **constituent colleges**, consisting of 36 semi-autonomous colleges, four **permanent private halls** (educational institutions within the university – those founded by different Christian denominations) and three societies (with more than 150 officially recognized societies listed in the University's Register of Student Clubs, there is something for everybody), and a range of academic departments which are organised into four divisions. Each college is a **self-governing institution** within the university, controlling its own membership and having its own internal structure and activities. All students are members of a college. The university does not have a main campus, but its buildings and facilities are scattered throughout the city centre. Well-known for its **academic excellence**, the university is also one of the locations where Harry Potter was filmed. Impressive historical architecture of the university buildings makes it the perfect filming location.

UNIVERSITY OF CAMBRIDGE



Year of Establishment: 1209

The **University of Cambridge** is rich in history. Its reputation for **outstanding academic achievement** is known world-wide and reflects the intellectual achievement of its students, as well as the world-class original

research carried out by the staff of the University and the Colleges. Teaching consists not only of lectures, seminars and practical classes led by people who are world experts in their field, but also more **personalised teaching** arranged through the Colleges. Many opportunities exist for students to interact with scholars of all levels, both formally and informally. Each College is an independent institution with its own property and income. The Colleges appoint their own staff and are responsible for selecting students, in accordance with University regulations. The teaching of students is shared between the Colleges and University departments. In addition to the collections on display in the University's libraries & museums, there is a wealth of sporting and cultural activity at the University of Cambridge, much of it organised by individual clubs and societies run by staff and students.

Topping the league table, together with Oxford, this university also tops more than half of the 66 subject tables and is ranked top five in all three main world rankings. Having had the highest entry requirements of any UK university, most conditional offers require A*A*A* at A Level (for undergraduate science courses (excluding Psychological and Behavioural Sciences), and A*AA for arts courses and Psychological and Behavioural Sciences. It is definitely a miracle (well, or close to one) if you ever received an offer from Cambridge!

UNIVERSITY OF ST ANDREWS



Year of Establishment: 1413

St Andrews is the oldest university in Scotland, and third oldest in the English-world. Unexpectedly, it has gained quite a number of distinctions from other universities, having been named as the leading university with the cheapest living costs. International students make up over 40 percent of the

intake and **give the university a cosmopolitan atmosphere**. What some students might not know is, Kate Middleton met Prince William as a student at St Andrews University. The town of St Andrews is also regarded as the “Home of Golf”, steeped in history; it has one of the oldest golf courses in the world, where games have been played since the 15th century.

UNIVERSITY OF GLASGOW

The University of Glasgow was founded in 1451 and is the fourth-oldest university in the UK. It has more listed buildings than any other British university, and its Gothic architecture is said to be home to some of the finest stonework in Scotland. Research excellence within disciplines and interdisciplinary teams are at **the heart of the university’s strategy** and are helping Glasgow **to address global challenges**.



Year of Establishment: 1451

Originally located in the city’s High Street, since 1870, the university’s main campus has been at Gilmorehill in the City’s West End. A number of additional university buildings are located elsewhere, and can be visited by the public, including the Chapel, built in 1929 as a memorial to students who died in both World Wars. Since its foundation, Glasgow has **established creative and vibrant partnerships around the world**, and today, 27% of students and 31% of academic staff are from overseas.

UNIVERSITY OF ABERDEEN



Year of Establishment: 1495

Based in Scotland's safest city, Aberdeen is known for the **innovative modular system** in its **cross-disciplinary degrees**. Students can enjoy flexibility while studying, which means they can try out three or four subjects before committing themselves at the end of their first or even second year. Instead of just studying your chosen **area of study**, you will **develop a deeper understanding in a wider context**, which will **affect your way of approaching the issues** in the current world. Due to **the flexibility of the system** which allows students to change direction as their interests, passions and ambitions develop, majority of the students ended up **changing their intended degree before graduation**.

The University of Aberdeen was founded in 1495, making it the third-oldest university in Scotland and fifth oldest in the UK. Five Nobel Prize winners are associated with the University, and students electing to study at Aberdeen would be joining a varied and **thriving community of around 12,000 students worldwide**.

Roughly half of University of Aberdeen students study medicine, science or engineering, with arts and social sciences also popular. **A cosmopolitan atmosphere** of Scottish and English students alongside 120 different nationalities ensures an exciting multi-cultural atmosphere, with Aberdeen's remote location attractive to students worldwide.

UNIVERSITY OF EDINBURGH



Year of Establishment: 1582/3

As the largest university in Scotland, the university buildings are spread all around the city, up to the border of the historic Old Town. The city has the second largest population in Scotland. It has the highest percentage of professionals in the UK with 43% of the population holding a degree level or **professional qualification**. One of the most notable **alumni** from University of Edinburgh is Sir Arthur Conan Doyle, a physician who studied medicine at the university. He is more well known as the author of fictional private detective Sherlock Holmes.

Answer the questions below.

1. When were the ancient universities founded?
2. Why do they take a special place in the academic world?
3. What do you think is implied by liberal education?
4. What factors make ancient universities unique?
5. What is the history of Oxford University?
6. Why do you think Harry Potter was filmed in Oxford University?
7. What is implied by a collegiate university?
8. How many constituent colleges, autonomous colleges, permanent private halls and societies does Oxford University have?
9. What is Cambridge University primarily known for?

10. What makes the University of Aberdeen especially unique? When was it established?
11. Which of the universities is/are more sports-oriented?
12. Which of the universities listed is/are the most popular with international students?
13. Which of the universities listed has/have the monument to honour the students who died in the wars?
14. Which university has the most strict entry requirements?

TYPE II. RED BRICK UNIVERSITIES: CREATING CHANGE



A **red brick university** is a term used to describe a group of universities in the United Kingdom that **attained autonomy** during the late 18th and early 19th centuries. Each institution is characterised by its red-brick buildings, which were a prominent campus architectural feature back in the Victorian era, first started with the University of Liverpool (though the University of Birmingham is the first to have received a Royal charter.) The University of Liverpool received university status in 1903.

This significant milestone allowed the University of Birmingham **to enjoy greater autonomy and govern itself**, marking a crucial step in its development as a **distinguished academic institution**. The attainment of the Royal Charter was a testament to the university's commitment to **providing accessible and high-quality education**. Ultimately, this **shaped the trajectory** of other similar institutions in their **pursuit of academic excellence and relevance to the changing needs of society** during the Victorian era. The **red brick universities** emerged throughout the Industrial Revolution to emphasize

scientific, architectural and engineering education. The aim was **to equip graduates with the skills needed to meet the evolving demands** of the economy.

The term “red brick university” also helped distinguish newer institutions from older and more established ones. These include Oxford and Cambridge, which were often referred to as “ancient universities.” The list of Red Brick Universities includes: University of Birmingham, University of Liverpool, University of Leeds, University of Sheffield, University of Bristol, University of Manchester, Newcastle University, University of Reading, University of Nottingham.

Red brick universities today. Over time, some of the universities have **expanded, merged, and undergone significant transformations**. They have **evolved into comprehensive research institutions of high repute**. Although the term “red brick university” may no longer strictly apply to all the institutions it once did, it remains a historical reference. And will always **acknowledge their shared heritage** and progressive vision in the evolution of higher education in the UK. All six red brick universities are also a part of the Russel Group and are quite preferred by international students.

Ancient universities vs. Red brick universities

Ancient and redbrick universities in the UK differ primarily in their historical origins. Ancient universities, such as the University of Oxford and the University of **Cambridge**, have a long and prestigious history, with their roots dating back to the Middle Ages. These institutions are characterized by their traditional architecture and a strong focus on classic academic disciplines, such as humanities and sciences.

On the other hand, redbrick universities are a group of institutions that were established in the 19th and early 20th centuries. They were often built with red bricks, hence the name. These universities **emerged as a response to the growing demand for higher education** during the Industrial Revolution. They tend to have a more modern and **practical approach** to education, with **a focus on applied sciences and vocational training**.

(<https://uk.urbanest.com/journal/what-is-a-red-brick-university-exactly/#:~:text=Although%20the%20term%20%E2%80%9Cred%20brick,its%20attainment%20of%20university%20independence.>)

All of the statements are false. Correct them.

1. Red brick universities were established in 1625.
2. Red brick universities focus on the Humanities.
3. Red brick universities appeared during the cultural revolution.

4. Red brick universities are not self-governed institutions.
5. Red brick universities have a theoretical approach to education.
6. Oxford university is characterized by modern architecture.

TYPE III. PLATE GLASS UNIVERSITIES: MODERN ICONS



The concept of "Plate Glass Universities" refers to a group of universities in the United Kingdom that emerged in the late 19th and early 20th centuries. These were built to increase the overall number of universities in the UK. Plate Glass universities were progressive and **took initiatives to update the syllabus, teaching methods, examination, administration, and discipline.** These universities **evolved into hubs of creative learning, welcoming change and advancement.** The primary purpose of Plate Glass Universities was **to provide higher education opportunities** to a growing middle class during the Industrial Revolution. Unlike earlier universities, which were often small and **exclusively focused on traditional subjects** like theology and classics, Plate Glass Universities aimed **to offer education in a broader range of subjects**, particularly science and technology, **to meet the demands of the changing industrial society.** These universities were characterized by their modern architecture, often featuring large expanses of glass for aesthetic and practical purposes. They were also known for their **commitment to research and the promotion of scientific education.** In contrast, "Red Brick Universities" is another term used to describe a group of civic universities in the United Kingdom. The purpose of Red-Brick Universities was also **to expand access to higher education**, but they **differed** from Plate Glass Universities **in a few aspects.** In summary, Red Brick Universities were often associated with the working-class and trade union movement, aiming to provide education and opportunities to the local working-class population, while Plate Glass Universities emphasized science and technology and tended to be located in urban areas.

Among the most prestigious plate glass universities are: Aston University, University of East Anglia, University of Essex, University of Kent, Lancaster University, University of Sussex, University of Warwick, University of York.

(www.linkedin.com/pulse/types-universities-uk-edify-group-of-companies)

<https://www.classace.io/answers/what-was-the-purpose-of-the-glass-plate-universities-how-do-they-differ-to-red-brick-universities>

Answer the questions below.

1. When were the Plate Glass universities founded?
2. Why are they called so?
3. What subjects do they prioritize?
4. What differs Plate Glass University from Red brick ones?

TYPE IV. RUSSEL GROUP UNIVERSITIES

It was originally established in 1994, named after Russell Hotel in Russell Square, London where the group first formed. It started with 17 members to create a collection of public research universities to represent the wants and needs of its members to both the government and Parliament. Now the Russel Group is **a cooperation of 20 prestigious research-intensive institutions** in the United Kingdom. These universities are dedicated to maintaining **high educational standards, pioneering teaching methods and unrivalled links with business and the public sector.**

How is the Russell Group different from other universities? The Russell Group is made up of **research-intensive universities to contribute to the cultural, and economic research** in the UK. The rankings of the universities are consistently impressive, both in and outside the UK. The main difference is this research intensity but this doesn't mean that universities outside of the Russell Group don't have great research facilities and opportunities for you. The Russell Group is known for **leading research, innovation and strong funding.**

TYPE V. New universities or Polytechnic and metropolitan universities

These universities have evolved from Polytechnics, Further Education Colleges, Teacher Training Colleges, University Colleges and other higher education institutions as part of the education reforms between the 1980s and 1990s. Although they have recently received their university status, their education roots are old. These universities are growing rapidly and competing

with other older institutions in terms of new facilities and a modern outlook. These universities have a very high status in the UK. (<https://unixperts.com/top-locations-to-study-in-uk/>

<https://universitycompare.com/advice/student/russell-group-universities>)

Answer the questions below.

What are the main features of Russel Group and new universities or Polytechnic and metropolitan universities? What makes them unique? To which of the universities listed would you personally apply?



University students' slang words

A Cap

A cap is a lie. "No cap" means I am telling the truth. If someone says that he or she is capping they are telling a lie.

*For example: "I don't believe she has passed the exam. I think **she's capping**."*

Nibbles

These are snacks. We all know how hungry college students can get, so it is not surprising that there would be a slang word for food. These are usually light and eaten between meals.

*For example: "Let's get some **nibbles** before we go to the lecture."*

Drip

Something that is a drip, drippin', or drippy is very cool, awesome and stylish. It is usually used for clothing and accessories like shoes, watches, and jewelry.

*For example: "Did you see her new dress? She is really **drippin'** tonight."*

UNIT 4

THE UNIVERSITIES OF THE USA

Task 1. Describe the pictures. While speculating about the situations remember to give your reaction by using the following phrases. *What strikes me from the picture is ... This picture reminds of ... Judging from the photograph / picture we can say that ... The ... appears to be ... When you give a closer look it reveals ... It is difficult to tell from a photograph/ picture but this one could have been taken in ... I might be wrong, but I would say this picture ... To me, the picture is essential for ...*



Task 2. Warming-up activities.

If you had a chance to study at university in the US...
- what particular academic field would you pursue?

- would you like to study at a large university with thousands of other students, or would you prefer a smaller setting with fewer students?
- would you like to live in a major metropolitan area like New York City, Atlanta or Los Angeles or would you prefer a more secluded campus?
- what length of time would you like to study in the US? For just one semester? For a short-term program? For a four-year degree? For doctoral or research work?

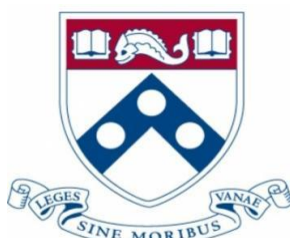
Task 3. Read the text about the Ivy League Universities and the most prestigious Universities in the USA. Answer the questions below the text.

What is the Ivy League?

The Ivy League is a group of eight US universities principally founded in the 1700's - early in the nation's history. These schools are well-known for their academic excellence and outstanding faculty. The Ivy League includes the University of Pennsylvania, Columbia University, Harvard University, Dartmouth College, Yale University, Cornell University, Brown University, and Princeton University.

Ivy League schools are considered prestigious and are ranked among the best universities in the world. The Ivy League is synonymous with academic excellence, prestige, and a rich history of tradition. Comprising eight private institutions in the Northeastern United States, the Ivy League is known for its rigorous admissions process, world-class faculty, and outstanding alumni: over a third of US Presidents attended an Ivy League school, and collectively, they have an impressive share of Nobel laureates.

(League#:~:text=The%20University%20of%20Pennsylvania%20(Penn,known%20as%20the%20Ivy%20League)



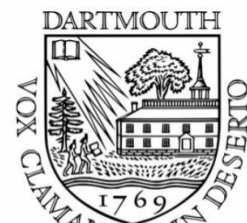
Penn



COLUMBIA



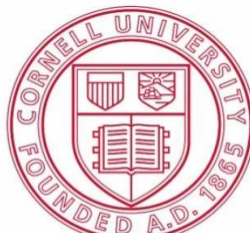
HARVARD



Dartmouth



Yale



Cornell



BROWN



PRINCETON

The United States of America is one of the most preferred landing places for study abroad in the world. The country has more than a million students coming from different countries to study at top-ranked universities. Below there are the top universities in the USA.

Princeton is an independent, coeducational, **nondenominational** institution that provides undergraduate and graduate instruction in the humanities, social sciences, engineering, computer and information sciences and support services; biological and biomedical sciences; public administration and social service professions. Princeton is known for its architecture, for the Institute of Advanced Study, which has hosted **luminaries** such as Einstein and John Nash (an American mathematician). Established nearly 280 years ago, is the fourth-oldest college in the country and No. 1 in National Universities ranking. Princeton offers first-rate academic resources, from specialized libraries to state-of-the-art laboratories and even an art museum on campus. More than 115,000 works reside in the collections at the Princeton University Art Museum. With a 5-to-1 student-faculty ratio, the university allows students to benefit from small class sizes and one-on-one advising relationships.



Harvard was founded in 1636 and is one of the most selective in the Ivy League. Despite popular opinion John Harvard did not found Harvard, but he was the first major benefactor and he donated half of his estate and his library of more than 400 books to the School. Nowadays Harvard's extensive library system houses the oldest national collection and the largest private collection worldwide. Harvard is also home to numerous research centers, institutes, and laboratories that cover **a wide spectrum of disciplines**. These centers serve as **incubators for innovation and collaboration**, bringing together experts

from various fields **to tackle multifaceted problems**. The **alumni** and faculty of Harvard have been closely associated with many areas of American intellectuals and political development. By the end of the first decade of the 21st century Harvard had educated eight U.S. presidents, among them - John Adams, Theodore Roosevelt, Franklin D. Roosevelt, John F. Kennedy, George W. Bush, and Barack Obama. Committed to **sustainability**, Harvard offers green living programs for undergraduates, graduates and community members.



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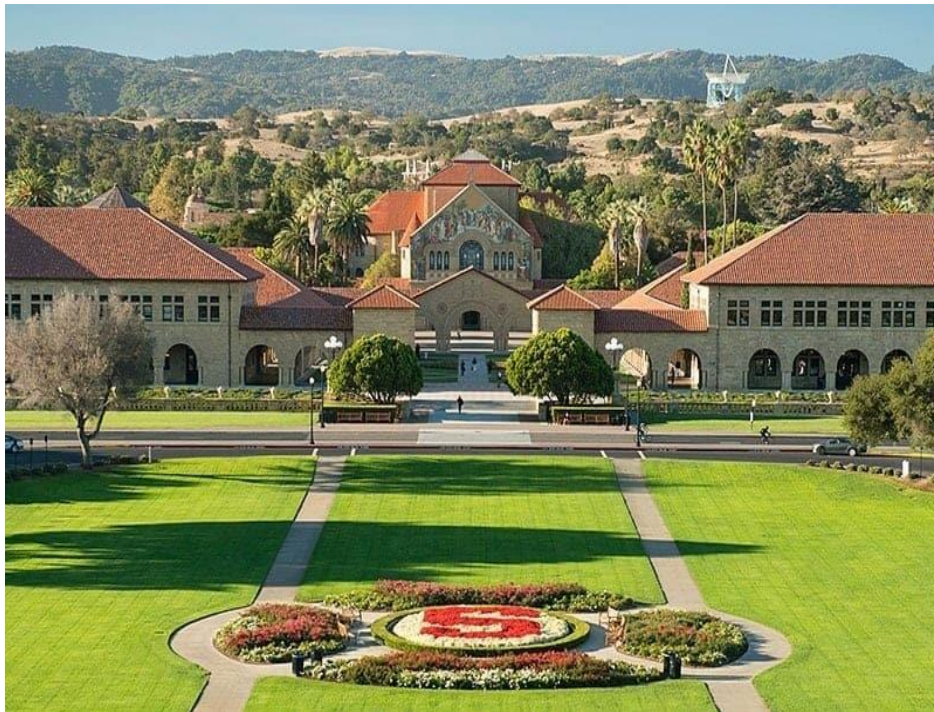
Massachusetts Institute of Technology (MIT) was established in the year 1861. It is a private, independent and coeducational university. The university focuses on technological and scientific research. World renowned for its excellence in engineering and scientific research, the institute contains many specialized laboratories. Among its facilities are a nuclear reactor, a computation center, geophysical and astrophysical observatories, a linear accelerator, a space research center, supersonic wind tunnels, an artificial intelligence laboratory, a center for cognitive science, and an international studies center. The well-developed Undergraduate Research Opportunities Program allows a large number of students **to conduct research** with faculty members for credit or pay. The beauty of this university is that it pushes students to go beyond their past understanding of what they believed themselves to be capable of.



The University of Chicago was established in the year 1856. The University of Chicago is a research-based private university located in the urban center of Chicago, the third most popular city in the USA. The alumni of the University are responsible for the development of many academic disciplines, such as economics, law, sociology, and literary criticism. Stepping into the University of Chicago, you will quickly realize that this is a place with its heart in academia but its soul in its traditions. Few universities can boast a culture as **vibrant** and **quirky** as this. One of the most loved activities is the annual “Kuviasungnerk/Kangeiko” or “Kuvia.” This week-long winter event encourages students to embrace the brisk Chicago winter and get up for early morning exercise. It is a testament to the **resilience** and **determination** of the University of Chicago community, as students gather before dawn to engage in various physical activities, from yoga to running. Kuvia promotes a healthy lifestyle and fosters a **sense of camaraderie** among participants as they brave the cold together.



Stanford University was established in the year 1885 by California senator Leland Stanford and his wife, Jane, “to promote the public welfare by exercising an influence in behalf of humanity and civilization.” It is located in the centre of the San Francisco Peninsula and in the heart of Northern California’s dynamic Silicon Valley. Stanford University has played a role in establishing Silicon Valley as a global hub for technological innovation, and its name alone conjures up images of **sun-drenched quads, top-tier academics**, and some of the brightest minds in the world. The university is an international institution, admitting students from all 50 states of the USA and more than 90 other countries. Out of seven schools of Stanford University, four of them offer undergraduate and graduate coursework, and the remaining three serve as purely graduate schools.



Cornell University was founded in 1865 and is the youngest Ivy League school. The university has a mission to **discover, preserve and disseminate knowledge**, to produce creative work, and to promote a culture of broad inquiry throughout and beyond the Cornell community. Each of Cornell’s seven undergraduate colleges and schools admits its own students and provides its own faculty, even though every graduate receives a degree from Cornell University. Each undergraduate college and school of Cornell university enrolled students on their own and provides its own faculty, even though every graduate receives the Cornell University degree. Cornell's two largest undergraduate colleges are the College of Agriculture and Life Sciences and the College of Arts and Sciences. Its graduate schools include S.C. Johnson Graduate School of Management, Law School, College of Engineering, and

Weill Cornell Medical College. Cornell offers more than 140 fields of study and has campuses in Ithaca, New York; New York City; Geneva, New York; Doha, Qatar; Washington, D.C.; and Rome.



Yale University is a private research university and a member of the reputed Ivy League. It was established in the year 1701, making it the third-oldest higher education institution in the USA. Student life here is rich, reflecting the diversity of cultures and nationalities on campus. The University is known for its drama and music programs at the well-regarded Yale School of Drama. In addition to Yale College and Yale Graduate School of Arts and Sciences, the university has 13 professional schools, including **the country's top-ranked law school** and highly ranked schools of medicine, management, art and nursing. One Yale graduation tradition dating back over 140 years involves graduates receiving clay pipes along with a small packet of tobacco that you are supposed to smoke and crush afterwards to symbolize the end of an era – a legendary 4-year era.



Columbia University. The hustle capital of the United States, New York City has more to offer than just The Statue of Liberty and the Empire State Building. In the famously artistic upper west side of this state, there is a cozy little Ivy. Columbia University was established in the year 1754. It is a privately owned research-based university located in New York City. Columbia is the birthplace of many significant technologies and platforms, including FM radio. Columbia is an amazing university, and it still holds down the title because of the quality graduates it produces every year. The university has a history of high achievers including 4 presidents, 46 Olympians, 84 Nobel prize winners, over 90 Pulitzer prize winners, and many celebrities. Columbia University is famous for having the most filmed college classroom. It was the setting for more than a dozen films including all three original spiderman films. Here's a cool story to end with. Did you know that Columbia has an underground tunnel system that connects many buildings on the campus? History has it that Columbia University was built over a mental asylum and the tunnels date back to that period. Although the tunnels are still in use today, students and staff are allowed only in a few numbers for safety concerns.



The University of Pennsylvania (Penn) was founded in part by Benjamin Franklin. It offers a mixture of world-class liberal arts coursework and preprofessional education. Penn enrolls many international students: of the undergraduate population, 13% of students are international. The school has the highest study abroad participation of the Ivy League, with international study programs offered in nearly 50 countries worldwide. On campus, students can join more than 600 clubs spanning political action efforts, performing arts,

sports clubs and student publications. The university's highly ranked graduate schools include the Wharton School, the School of Engineering and Applied Science, the Perelman School of Medicine, and the education and law schools. Penn's other notable graduate schools include the Stuart Weitzman School of Design and the School of Dental Medicine. Student life at the University of Pennsylvania serves up opportunities to discover new interests and passions in abundance, through a wide diversity in activities of political, social, religious, and cultural. (<https://www.mastersportal.com/articles/1958/what-are-ivy-league-universities.html>)

<https://www.admitsee.com/blog/10-fun-facts-about-yale>

<https://www.jeduka.com/articles-updates/usa/top-10-universities-in-usa>

[https://www.elp.upenn.edu/about/penn-and-ivy-l.\)](https://www.elp.upenn.edu/about/penn-and-ivy-l.)



Which of the universities mentioned above

- offers its students winter activities?
- has/ have a well-known theatre department?
- has a safe shelter?
- allows its students to make experiments with the university staff members?
- focuses on eco-friendly programs for its students?
- admits a great number of international students?
- has one of the best art collections in the world?
- has campuses scattered all over the world?
- has contributed to creating a global centre for technological innovation?

Task 4. Read the text and do the activity below.

Applying to universities in the USA

Selection of U.S. colleges/universities. Ideally, the pre-application process in the USA starts about 14-18 months before studies begin. It is advisable to select as many as 20-30 universities to write to or email at first, although the final shortlist could be anywhere from 8 to 10 or more schools. Several factors should be taken into consideration while selecting universities. A comparison chart listing the differences among departments of universities with respect to field of study, area of research quality and areas of faculty interest, the thrust of the program, accreditation, student requirements, selectivity or level of competitiveness, costs, financial aid possibilities, geographic locations and so forth. Since not all factors are equally important, each student should list his or her priorities at the time of short-listing graduate programs. The pre-application request could be in the form of an email describing your undergraduate educational background, degree and the program you intend to pursue in the U.S. (state the academic year you intend to enroll in - the year and the session), and proof of financial support (specify if you need financial assistance). Your request should be addressed to the appropriate official as mentioned on the website pertaining to international graduate admissions. Whichever path you choose, the college application process is not meant to be done alone. A dedicated college guidance counselor or advisor can assist you through the college admission process.

Most applications include:

Application form. Each university will set its own deadlines, applications requirements, etc. Fortunately, most applications follow a similar format, and they are able to re-use or adapt the materials they prepare for each application. They can either use the on-line applications or those that are mailed by colleges/ universities. Almost all U.S. institutions charge a non-refundable application fee anywhere between U.S.\$ 50 and U.S.\$ 250. Application deadlines vary with competitive/selective institutions usually having early deadlines. Others vary from January to March and beyond. Some schools have rolling admissions with no fixed deadlines. Generally speaking, **all** parts of the application should have reached the university before the deadline as applications are processed on a first-come, first-served basis.

Standardized test scores. Register for standardized admission tests: it is best to take the required standardized tests by October or November of the year before the Fall semester. If you are applying for the Spring semester, take the tests before June of the previous year.

Transcripts - official records of your academic work called. Besides mark sheets, foreign students should ask their school to provide a list of the subjects they studied each year for their last four years of study along with the duration of the program. Detailed break-ups, if available, indicating the number of times the class met per semester should be included with the examination results.

Personal statement - which is also called the Statement of Purpose essay or SoP. **The statement of Purpose** essay is a narrative about your interests and academic goals. This may be about a page or two long, describing your background and achievements and further plans. This provides you the opportunity to communicate positive factors to offset any weaknesses and discuss your areas of interest and any educational or career goals. Some colleges or universities specify essay topics - as broad as “What do you want to do with your life?” or as specific as “What event has had the biggest impact on you?”

Separate research statement (sometimes required— describing your research interests and plans).

2-3 Recommendation Letters maybe written by a member of the faculty, head of the department, a project guide or your supervisor at work. Letters of recommendation should be written by someone who has either taught you in a class and can speak to your academic abilities, or by an advisor who can provide a more well-rounded perspective on the kind of person you are.

CV (sometimes required) listing your professional and extracurricular accomplishments.

An Interview may be requested for some students (such as MBA applicants), while an **audition** (an interview for a role or job as a singer, actor, dancer, or musician, consisting of a practical demonstration of the candidate's suitability and skill) is likely to be required for students applying for programmes in the arts.

Arts students may also submit a **portfolio** of work, while students applying for research-focused degrees may be asked to submit a **writing sample**.

Application fee of approximately \$50-100 per application.

Financial aid: Graduate financial aid is given on the basis of **academic ability and merit**. It is intended to supplement the amount provided by the student's family and other sources. Students and their families will be expected to provide detailed information regarding their finances. Students with a greater chance of obtaining financial assistance must therefore demonstrate: high academic achievement, high scores on standardized tests, exceptional talent or a record of meaningful involvement in co-curricular activities relating to the intended field of study, Individualized letters of recommendation enumerating

his or her abilities, or strong professional background (if required as part of the admissions requirement) will help. Most colleges and universities include a Declaration and Certification of Finances form in their application packets. This must be signed by your parents, or whoever is meeting your college/ university expenses, and must be supported by a bank letter signed by the manager.

Finally, keep in mind that your application will be reviewed with respect to several strong applications received from all over the world. Everyone cannot be given admission. All colleges and universities have a set of institutional values and needs impacting admissions decisions each year. The process of getting into an American university or a college involves several factors, indicators and characteristics about you as an individual weighed against the goals and priorities set by each school and its respective departments. So, **find the right match** by selecting a university or a college well suited to your own needs and **work hard** on your applications.

When you receive a letter of acceptance, you are required to confirm your admission. A simple email confirming your acceptance should be fine. Some schools may require a deposit to confirm your admission. Send supplementary materials as appropriate. (<https://shorelight.com/student-stories/the-us-higher-education-system-explained>)

Reflect on the following issues. Remember to provide them with detailed information.

- pre-application campaign
- the list of documents to be submitted
- the next steps to be taken

Task 4. What most universities in the world look for is not just the applicant's high test scores. The universities also want to know whether you are motivated enough to change this world for the better. Read the text about the values of Stanford University and the questions potential students are asked while applying to it. Think how you would respond to the questions?

WHAT DOES STANFORD LOOK FOR IN STUDENTS?

When it comes to selecting students, Stanford looks beyond just test scores and academic achievements. The university seeks students who embody its values and mission. Yes, having competitive grades and test scores is important. You need to show how you are committed to creating positive change in the world and contributing to the betterment of society.

How do you know if Stanford is the right place for you? And how do you demonstrate to the school that you are the right person for Stanford? Stanford is interested in students who are not just academically driven but also committed to making a difference in the world.

Stanford is looking for students who are passionate about learning and exploring new ideas. The university values intellectual curiosity and seeks students who are eager to engage with their community and make a positive impact. Stanford also values leadership, teamwork, and collaboration. How do you see yourself aligning with this mission and these values? What parts of your story demonstrates that you have already worked toward these things, and that Stanford is the place for you to take your next steps? How will you and the Stanford community make great partners in trying to solve the world's problems?

1. How have you demonstrated leadership skills in your community or extracurricular activities? How have you worked with others to achieve a common goal, and what did you learn from that experience? How will you continue to do so at Stanford?
2. In what ways have you taken the initiative to pursue your interests, and how have you overcome any obstacles in doing so?
3. Where have you taken risks and learned resilience, and how have these experiences shaped you?
4. In what ways have you explored your creativity and innovative thinking, and how do you plan to continue to do so at Stanford?
5. How have you demonstrated your commitment to social responsibility and contributing to positive change in the world?
6. What ideas or projects have you developed that showcase your innovative and creative thinking? How have you challenged the status quo in your academic or personal pursuits?
7. What social or environmental issues are you most passionate about? How have you contributed to your community or made an impact in these areas?
8. How do you envision balancing your academic, extracurricular, and personal commitments at Stanford, and what strategies do you have for maintaining your well-being and avoiding burnout?

(<https://www.stanford.edu/about/history/>

<https://www.collegeessayguy.com/blog/how-to-get-into-stanford>)

University Students' slang words

Flaky

Flaky is a person you can't count on.

*e.g. You'll be surprised with the number of **flaky** people you'll meet at college.*

Veg out

This is something you do after exam weeks or after a big party. It means to relax and do nothing else with your time.

*e.g. I am so exhausted after the exams - I think I will just go home and **veg out**.*

Highkey

"Highkey" is the exact opposite of "lowkey." It means doing something loudly and openly: "I highkey want to improve my tech skills."

Don't forget to note these two college words in your slang vocabulary. You're definitely going to need them.

UNIT 5

ADMISSION TO COLLEGES AND UNIVERSITIES. UCAS. CLEARING SYSTEM. FORMAL LETTERS

Task 1. Describe the pictures. While speculating about the situations remember to give your reaction by using the following phrases: *What strikes me from the picture is ... This picture reminds of ... Judging from the photograph / picture we can say that ... The ... appears to be ... When you give a closer look it reveals ... It is difficult to tell from a photograph/ picture but this one could have been taken in ... I might be wrong, but I would say this picture ... To me, the picture is essential for ...*



Task 2. Warming up activities

1. What constitutes a good education? Explain what factors contribute most to a good education.

2. How far do you wish to continue your studies? What do you enjoy most/least about your education?

3. The concept of an educated person is a complex one. Below is a list of features which can make up an educated person. Which ingredients do you think are the most important? Add more points to the list.

- a) inborn intelligence
- b) independent critical thinking
- c) desire to seek knowledge
- d) thorough knowledge of the subject
- e) respect for rationality
- f) ability to make judgments
- g) creativity and original thinking
- h) curiosity in exploring the unfamiliar

4. How do intelligence and education stand with respect to each other?

5. How do industry and education correlate?

6. What is your opinion of non-compulsory attendance of lectures at some universities?

Key themes

Task 3. Listen to the information from the British Council about how to apply to study at a UK university

How to apply | Study UK (<https://study-uk.britishcouncil.org/plan-studies/apply>)

From our world-recognised universities to our innovative teaching approach and **the leading minds** who **deliver** it, we have what you need to **reach your potential**. The UK has been **the preferred choice** for some of the most important minds in history. One in four world leaders has studied in the UK, so if you're dreaming of achieving big things, you can be sure you're in the right place in the UK. Applying to a university in the UK is a **straightforward process** needing your efforts **step by step**.

Decide on a university, college or course. Coming to study in the UK is your opportunity to **gain the skills, outlook and confidence** you need to fulfil your potential. To ensure you choose the course that is right for you and for what you want to achieve, it is best to read as much as you can about the **range of courses**, colleges and universities available and compare them. It is also important to check the course **entry requirements**. You can do this using our course search tool, or the course profiles on the institutions' websites. If you have any questions, you can contact the university directly, who will be very happy to help you find the information you need.

Register and apply. Mind that the applying procedure is different for undergraduates and postgraduates.

Undergraduates: Applying for an undergraduate course in the UK is simple; there is one place where you can register and apply to all of the UK universities and colleges – you register and apply through **UCAS (Universities and Colleges Admissions Service)**. You don't need to get in touch with lots of universities – you can apply for up to five courses at once through UCAS for a small **administration fee** and UCAS handles everything else. First, go to the UCAS website where you can fill in your **application form**. Then write your **personal statement**. This is your chance to **stand out from the crowd** by explaining why you are interested in the course, the skills you have that make you suitable, and your life experiences and achievements. You also need to include **a written reference** from someone who can **confirm your ability to do the course**, such as a tutor or one of your school teachers. Make sure you contact your **referees** early so they have enough time to write this for you. There are four **application deadlines** throughout the year:

- October – for courses at the Universities of Oxford and Cambridge, or for most courses in medicine, veterinary medicine/science and dentistry
- 31 January – 'on time' deadline for most undergraduate courses
- March – for some art and design courses
- 30 June – late deadline for most undergraduate courses.

Applications received after this deadline will **automatically go into "Clearing"**, so you will not **be guaranteed your first choice**. While you will be able to apply after the January deadline right up until 30 June, it is better to apply early. You will still need to arrange your visa if you need one, as well as things like accommodation and flights. UCAS will contact you with any offers from your chosen universities or colleges. If your **offer is 'unconditional'**, you can relax as your place on the course is **confirmed**. Some offers are **conditional** – usually this means your offer is confirmed as long as you **achieve certain results in your current studies or in English language tests**. Once you have decided **to accept an offer** then you can **respond to it** through the UCAS website – then you're on your way to becoming a UK student. If you've not secured a university or college place, you expect your grades to change your plans or you're having **a last-minute rethink**, then there's good news: it's not too late. UK universities operate what's known as **'Clearing'** – a system specifically designed **to match empty university places to applicants who suit them**.

Clearing is the system employed by UCAS and UK universities at the end of the academic year to fill course places that haven't been taken. Every year thousands of places **are allocated** this way, and it's certainly not a case of getting rid of the courses that nobody wants. There are lots of reasons why

places may not be filled. Clearing is ideal for students who have **missed out on the grades** they were hoping for – or who got **better grades than they expected** – but it also helps anyone who has **changed their mind** about what they want to study. Whatever your situation, Clearing is designed to help you get everything sorted on a course you'll love. Any courses that still have vacancies are listed on the UCAS website. Once you've found one you think is right, you need to apply directly to see if the university or college will offer you a place. Once you've registered you can begin calling round universities informally, but you'll need a clearing number to apply formally, though you can only apply for one place at a time. You need to pay the standard UCAS fee of £26, which you may have already done. If you paid £20 for a single choice you'll need to top that up with another £6. You'll be **eligible for Clearing** if: you haven't received any offers

- you haven't accepted any of the offers you have received
- you didn't respond to your offers in time
- you're applying after the 30 June cut-off
- your grades are too low for your offers.

Whichever of these situations applies to you, it's a good idea to begin your Clearing search as quickly as possible **to boost your chances of finding** something that's a good match for your grades and plans. From 5 July to 18 October 2022, you can apply for a course through Clearing if you're not already holding an offer from a university or college, and the course still has places. When Clearing begins, you can start searching for courses using the online search tool. When you've found a course you want, you should ring the university directly to check they still have vacancies and **double check** you meet their entry requirements. If they offer you a place and you want to accept it, just follow the online process on the UCAS website. Being successful with Clearing is about being flexible and realistic.

Postgraduates. Postgraduate courses in the UK have their own specific entry requirements and application processes, so check the individual course websites for instructions on how to apply. To register and apply for postgraduate courses, you will need **to provide:**

- Your personal details including your **qualifications**.
- A reference or contact details for a referee (someone, such as a lecturer or tutor, who can confirm your ability to do the course).
- A personal statement – where you explain why you want to do this course – and the skills, **life experiences and achievements that make you suitable**.
- Different postgraduate courses in the UK have different entry requirements, so check the individual course websites for instructions on how to apply.

Many postgraduate courses do not have a **fixed application deadline**, so you can apply as soon as you decide that you want to study on a UK course. However, it is always best to apply early to make sure you have the best chance of being accepted. Many UK universities handle their own postgraduate applications and you can often apply directly through their website. You can check the course information for instructions on how to apply. For some courses you may be asked to come for an interview before you receive your offer, either on the phone or sometimes in person. Check the course information before you apply to find out whether this is required. You may be **eligible for one of the many scholarships** available to help with the cost of your studies. As an international student, you are likely to **need a visa to take up your study place** in the UK. (<https://study-uk.britishcouncil.org/plan-studies/apply>)

Task 4. Answer the following questions: 1. What is UCAS? How does it function? 2. Is there much difference between applying procedure for undergraduates and for postgraduates? 3. What is the procedure of processing the application by the UCAS system? 4. What is the basis on which candidates are admitted to the University? 5. Does the selection procedure seem to you complicated? 6. What answer can an applicant get from the committee? 7. What are the applicant's following actions? 7. What is the purpose of the Clearing system?

Task 5. Find below the information on formal letters. What is the difference between the Application, a Motivation letter, a Cover letter, a CV and a Resume? Discuss with your partner the procedure of completing the Application form. Practice in writing them after analyzing samples under the reference.

A formal letter that students might have to submit when applying for an international educational programme, an internship in a competitive field, a grant, fellowship, or some sort of scholarship or a job is a **motivational letter**, also called a letter of motivation. Its goal is to show the admissions officer why you're the perfect candidate for the position. Motivational letters are typically submitted alongside your CV or resume. Unlike a **cover letter**, which gives practical examples of how your skills and experience match the opening, a motivational letter focuses more on your personality, interests, and motivation to apply. It is usually required when an organization wants to **gauge your enthusiasm**, cultural fit, and motivations for a particular opportunity. No matter the situation, a motivational letter serves to express your distinct driving forces and convey your enthusiasm for that specific role, program, or opportunity. That's why, done right, a motivational letter can convince the reader to go through your application in detail. Cover letters can be also a great addition to your application and help you **stand out from other candidates**

who are only relying on their resumes. (*Motivational Letter Writing Guide + Examples for 2024*. <https://novoresume.com/career-blog/how-to-write-a-motivation-letter>)

Getting you thinking

Task 6. Read the articles. Point out and discuss the advantages of the Clearing system in the UK. Why are more and more applicants using it while planning their future?

Record numbers turn down university offers in favour of Clearing

A record number of teenagers are expected **to apply directly for degrees** through clearing and **trade up for more competitive courses** after getting their A-level results. A slightly smaller proportion of UK school-leavers has applied to university this year than in 2023. Clearing allows candidates to apply directly to universities if they did not go through UCAS, the admissions service, or to seek new opportunities if they have missed their grades or done better than expected. The heads of UCAS want **to rebrand clearing** from being a fight over “leftovers” among those who missed their grades to an active choice for school-leavers who **have snubbed the traditional university admissions route**. Last year, record numbers of 18-year-olds in the UK **achieved places through clearing** — more than 38,000, an increase of almost 15 per cent on the year before — and that is expected to increase this year. A greater number of **prospective students** used the system to find a new course after turning down their original choice than those left scrambling for a place after missing grades and being rejected. Others **applied directly through clearing**. Pupils who **miss a grade** are expected to be more likely to get into their first choice university than in recent years as institutions, particularly those that are **less selective, battle over undergraduates**. The proportion of 18-year-olds in the UK applying to university is lower than last year, but still the second highest number recorded. However, **international student applications** have fallen. Around 30,000 courses are **currently available** in clearing from medicine through to psychology. In addition, growing numbers of UK school-leavers are using clearing **to secure a new choice** of university or college **after releasing themselves from a previous commitment** in 2023. Candidates were increasingly waiting until A-level results day before making a decision — **to “exert their choice”** once they had grades. The head of UCAS said: “There’s been a long debate in policy about whether admissions should be done post-qualification, and basically what we’re seeing here is that students are increasingly exerting that choice and the system is giving it to them.” (*The Times*, 2024)

Task 7. Use the words in bold from the text to fill the gaps in the following sentences:

1/ Please, _____, as we are cybersecurity experts, so you can rely on us to act with the utmost integrity and protect your business. 2/ In Washington, _____ the future of American intelligence was growing more and more fierce. 3/ A drastic reduction in weapons competition following a general _____ to the Cold War would be sharply in conflict with the needs of industrial system. 4/ We can all _____ and judge, but the truth is that the clearing system works well. 5/ Some men treat their wives like cars; after a few years or decades they like to _____ trade up for a newer model. 6/ Registration is _____ for our collaborators only.

Task 8. Speak about the challenges in students' lives, which are discussed in the following article. How do modern universities try to attract future students? What does the phrase "early bird offers" mean?

Role play. Provide a dialogue between an admission officer whose aim is to recruit as many students as possible and a candidate who still hesitates as for the choice of the college to study in. While giving arguments use active vocabulary from the text above.

Free accommodation' if students sign up to Clearing before results day

These years a **drop in international students** and other factors are already leading **selective institutions** to offer more places in clearing than last year, leaving other universities scrambling to recruit. Some institutions have seen international student numbers fall by half last year. As **overseas student** numbers decline, **cash-strapped universities** fight **to fill courses** with VIP packages and prizes for potential recruits. About four in ten universities are forecast **to run a budget deficit** this year with warnings that some could be forced **to merge** or **significantly restructure**, and about half are **undertaking redundancy programmes**. Universities are fighting for potential students with the chance to win a year of free accommodation and other prizes if they **sign up ahead of A-level results** for clearing packages. They have promised **special open days**, **fast-track access** to lecturers on results day, priority call-backs, **exclusive events and webinars**, the opportunity to win prizes and **guaranteed accommodation** in halls at a time of housing shortages in many university cities. They will get on results day, exclusive content to help prepare for clearing, and access to a support package. For instance, Norwich University of the Arts promises **personalised guidance** with one-on-one

support from its admissions team to find the “perfect course”, campus tours, a chance to meet faculty and even portfolio advice — “**bring your portfolio for constructive feedback and tips to enhance your application.**”

St Mary’s University promises candidates to sign up for “priority clearing” (“early bird offers”) which will be entered into a draw for the chance to win £250 to spend during their course at the university. Bridget Phillipson, the education secretary, has told institutions not **to expect a bailout** but recently asked the Office for Students to focus on **the financial sustainability** of institutions rather than on freedom of speech. Clare Marchant, former head of UCAS, said she believed government policies and rhetoric in recent years, plus **the cost-of-living crisis**, had contributed to the slightly lower proportion of school-leavers choosing to go to university in autumn 2024. Cost of living has had a big impact for UK students, not necessarily **tuition fees** but whether the **maintenance loan** is going to cover it. Most students will get **a part-time job alongside their studies**. This year’s free accommodation offer appeals to students because of their concern about the cost of living: “We’re seeing students struggling **to make ends meet** and also have a **financial assistance fund.**” (*The Times*, 2024)

Focus on research

Task 9. Express your opinion on the problem highlighted in the article about narrowing of the next generation’s intellectual range. Do you think it brings negative consequences to our life?

Number of polymath pupils decreasing

According to the National Foundation for Educational Research, teenagers are less likely to be polymaths and more inclined to take either science or arts A-levels. Pupils in England are studying **a narrower range of subjects** in post-16 education than two decades ago and increasingly choosing all of their A-levels from a single subject group. The report, commissioned by the British Academy, showed a particularly **sharp reduction in the range of subjects** chosen since 2015-16, when a change was made which meant AS levels could no longer count towards A-levels. The proportion of students taking AS or A-levels from a single subject group increased from 21 per cent to 35 per cent between 2021-22. Ed Fido, the founder and chief executive of London Interdisciplinary School, said: “We can’t afford to end up with a creative arts sector that ‘can’t do maths’ or an AI sector that doesn’t understand the humanities. A narrowing of the next generation’s **intellectual range** limits their **career resilience** in a changing

world and affects society's hope of **tackling the most complex challenges.**"
(*The Times*, 2024)

Task 8. Using the **Key terms** of the Unit write an essay 300 words on one of the topics:

1. Narrowing of the Next Generation's Intellectual Range.
2. Tackling the Most Complex Challenges in Education.
3. The Assistance Funding as a Key Concern of Modern University.
4. What it Means to Exert the Correct Choice.
5. Applying to a University is a Crucial Step in a School-leaver's Life.

University students' slang words

To "**ace a test**" is to get a very good grade.

"How'd you do on the chemistry test?"

"I **aced** it!"

If you "**cut class**," it means you don't go to class.

"I'm gonna cut math class so that I can finish this project for biology."

"OK. I'll tell the professor you're sick."

"To **hit the books**" is to study.

"I gotta go **hit the books**. I have a final exam tomorrow".

UNIT 6

MILLENNIUM DEVELOPMENT GOALS. TUITION FEES. STUDENT LOANS. TYPES OF SCHOLARSHIP

Task 1. Describe the picture. While speculating about the situations remember to give your reaction by using the following phrases: *What strikes me from the picture is ... This picture reminds of ... Judging from the photograph / picture we can say that ... The ... appears to be ... When you give a closer look it reveals ... It is difficult to tell from a photograph/ picture but this one could have been taken in ... I might be wrong, but I would say this picture ... To me, the picture is essential for ...*



Task 2. Warming-up activities

1. Why is it globally important to provide access to education for all people?
2. Can we refer education to the “basic needs”?
3. Should education be free? Do you consider tuition fee too high and not affordable for many?
4. What can a university charge?
5. Why have the tuition fees been increased?
6. Should international students be charged a bigger price by a university?

Getting you thinking

Task 3. Discuss the problem on the issues raised in the text below with your partner in a dialogue “*Happiness is inward*”.

Millennium Development Goals

The study of global development is essentially an examination of **global stratification** and the **inequalities of wealth, income, health and education** that stem from the fact that nations are ranked in a **hierarchy of affluence and destitution**. Within both developed and developing worlds, stratification systems based on status categories such as social class, gender, race/ethnicity, caste and tribe can clearly be seen. Among Millennium Development goals are: **to eradicate extreme poverty and hunger, to achieve universal primary education, to promote gender equality and empower women, to reduce child mortality, to improve maternal health, to combat AIDS, cancer and other diseases, to ensure environmental sustainability, to develop a global partnership for the development.**

It is argued that the measurement of development should focus on social rather than economic indicators of development. This approach, which is largely based on a desire for social justice and equity, has dominated the thinking on development by the **charitable organizations** like Oxfam, Christian Aid and Cafod, as well as the agencies of the United Nations. Many charitable organizations concentrate on the concept of “basic needs”. This is a recognition that the poor need to **be lifted out of subsistence poverty** (i.e. **living hand to mouth to survive**) and should have the right to **a nutritious diet, safe drinking water, sanitation, shelter, health and education**. It is stated that people in the developing world need to experience “social wellbeing”, i.e. have the right to be healthy, to be able to resist disease, to be able to live into adulthood and old age, as well as the right to be educated. These basic needs have benefits as they **produce a healthy and literate workforce**. The United Nations constructed the Human Development Index (HDI), which aims to measure aspects of **human welfare**, such as **adult literacy, life expectancy at birth**, a number of doctors for a country population, **establishment of good governance, conservation of natural environment** and other **environmental assets**, which **assure human beings of healthy and productive life**.

It is also noted that the progress should not **jeopardize the right** of future generations for better living standards. Development needs to be more “people-centered” and to **focus on empowering** local people, to encourage them to take more responsibility for their community over their daily actions. Each country

wants to **preserve, protect and promote** its unique culture and **safeguard its social values** by **entrenching them** in terms that the wider world may understand and respect “in quantifiable measures”. “**Gross National Happiness**” is more important than Gross National Product, because, as it is known, happiness is inward, and not outward; and so it does not depend on what we have, but on what we are [1].

Key themes

Task 4. Read the text about tuition fees and do the tasks that follow.

TUITION FEES

Cost of Studying in UK for International Students

Studying in the UK can be a **life-changing experience, a unique opportunity** for a student to get acquainted with the culture of Great Britain, although it can be **an expensive affair**, which is regularly featured in the list of top 5 most expensive **study abroad destinations**. The United Kingdom is **the ultimate study destination** because of the **academic excellence** and student life it offers. The quality of education in the United Kingdom is **proven internationally**. After receiving higher education there, people will be **considered a gem** and respected by any employer. While there is no doubt regarding the quality of education, a fact that worries students most of all is the cost of studying in the UK. There are many universities whose tuition fees are generally high. These are the **high-range universities** where to take international **foundation programmes** without a **scholarship** may cost from £16000 to £ 25000. Fees at **mid-range universities** are from £14,000 to £18,000, while for **native enrollees** they are usually about £9,000 a year. However, if you look at the brighter side, the duration of majority courses in the UK may be very short, which **reduces the overall cost**. Besides, you can **apply for various government and private scholarships**, which often **cover the entire cost** of a particular learner’s education. Many universities in the UK offer Masters or MBA courses ranging from £13000 to £18000 and postgraduate courses from £18000 to £32000. The course fee usually depends on the subject, location, and the type of the university.

Living Cost of Studying in UK for International Students

The living cost usually depends on the lifestyle of a student. It might be costly to study in the United Kingdom. International students must spend a lot on travelling, tuition, textbooks, and housing, letting alone the visa application. Of course, international students living expenditures in the UK might vary. Students have the opportunity **to do part-time jobs** while studying in the UK.

On average, a learner gets a chance to do a part-time job for 20 hours a week. But on holidays they can work more hours if they want. But there are **restrictions on doing direct business and freelancing**. Many students can also work as a research assistant in multiple universities and educational institutions. (<https://zainglobal.co.uk/living-cost-in-uk-for-international-students-2022-2023>)

Task 5. Support or oppose the following statements:

1. High tuition fees discriminate students of lower social standing by restricting their access to higher education.
2. Paid tuition is a fair option for all applicants.
3. **Meager university grants** kill the motivation of students.
4. The course fee usually does not depend on the subject, location, and the type of the university.
5. Providing restrictions on doing direct business and freelancing for international students is not fair.

Task 6. Read the information concerning the UK student loans.

Applying for an international student loan

Depending on your country of origin, an international student can apply for a loan to study abroad. The USA and Australia have such loans in place, but these may be **restricted to particular countries, courses and universities**. This is likely the closest equivalent to an international student loan in the UK. If you're a student from a European Union country your education costs will be **capped** as though you were a UK student. This means that you won't pay more than £9,250 a year for your university degree. You will also be eligible for **a government student loan**. This will cover your tuition fees, as well as your living costs if you're studying an undergraduate course. This UK education loan for international students is not paid directly to you; instead, it will be paid to your university, and you will be required to **pay it off in increments** once you graduate. UK education loans for international students are not available. Additionally, the cost of your tuition fees can potentially be far bigger than home students. It is also worth remembering that you'll need to prove that you have £1,015 in your international student bank for each month of study up to nine months in order to be eligible for your visa. This number increases to £1,265 if you're studying within London. This means that you'll need to have saved between £9,135 and £11,385 in your bank account (depending on your university's location) before you can **obtain your student visa**. (<https://www.pearsonpte.com/articles/uk-student-loans-for-international-students>)

Task 7. Discuss the article about the rise in tuition fees and answer the questions:

How big is the increase in fees? What are the reasons for changing fees now? What is people's reaction?



Students face higher fees

Tuition fees will **rise in line with inflation** for the first time in eight years to protect universities from **the threat of closure**. They have barely risen **since trebling** to £9,000 in 2012 and have been frozen at £9,250 since 2017. However, starting in the new academic year, both **maintenance loans** and maximum tuition fees will rise by 3.1 per cent **to reflect inflation rates**. For full-time students, the maximum tuition fee will increase by £285, raising the yearly cap to £9,535. Part-time students will see their maximum fees rise by £210, bringing **the total annual limit** to £7,145.

The increase in tuition fees in England can be **attributed to several factors**. Universities are **grappling with rising operational costs**, including **staff salaries** and **infrastructure maintenance**. They have also been hit by a **fall in the number of international students** after the introduction of **visa curbs** for their relatives. The Office for Students has warned that 40 per cent of institutions are **facing deficits** this academic year. Writing in *The Times*, Bridgette Phillipson, the education secretary, said: "It should never have come to this, but as in other **areas of the public realm**, a succession of Conservative ministers faced with tough decisions **ducked them time and again**."

Jo Grady, the general secretary of the University and College Union, said that "taking more money from **debt-ridden students** and handing it to overpaid, underperforming vice-chancellors is **ill-conceived** and won't come close to

addressing the sector's **core issues**". Alex Stanley, the vice-president for higher education at the National Union of Students, said that "students are being asked to foot the bill to literally keep the lights and heating on in their university buildings and prevent their courses from closing down" (*The Times*, 2024).



Task 8. Read the following text about different types of grants and do the tasks that follow.

WHAT ARE DIFFERENT KINDS OF SCHOLARSHIPS?

Scholarships are the best solution for students who need help to fund their education; no news here. However, getting a scholarship may be a difficult task because competition can be tough. There are two types of scholarships that most people mention: **merit and need-based**. At a closer look, there are more diverse ways to categorise them, ways that can increase your **chances of getting a scholarship**. Other relevant scholarship categories are based on who **awards** them, what students they **aim to help**, and skills they want to support and so on. The best way to **increase your chances of getting a scholarship** is by applying to the types of scholarships that **are best tailored to your specific profile**. But the golden rule will always stay the same: any type of scholarship will put excellent academic results first.

Merit-based scholarships are the best-known type of scholarship and are awarded to students based on their **superior achievements in academia**, art, or other similar fields. Beyond how well they do in school, many students **excel in specific fields** and **show potential** that can **genuinely impact our society**. In **recognition of this talent**, many institutions offer scholarships based on research, artistic, or athletic achievements. Thus, merit-based scholarships aim to recognise the hard work and dedication of students,

motivating others to do the same. They manage **to attract talent and the brightest minds** among students, which **leads to a competitive and high-performing learning environment**.

1. **Merit-based scholarships** can be divided into four categories that are more specific:

- Scholarships for excellent academic results – they are among the most **sought-after forms of financial aid** and play an essential role in giving **top-performing students** the resources to continue their academic pursuits;
- Scholarships for research achievements – dedicated to students who demonstrate **exceptional ability in conducting research**, often leading to new findings, innovations, or contributions to a specific field;
- Scholarships for artistic achievements – **recognise the students** who have demonstrated exceptional talent in the arts, be it visual arts, music, dance, theatre, or other artistic disciplines;
- Scholarships for athletic achievements – for the students who excel in sports; these scholarships are found especially in countries like the US or Australia, where college sports **play a significant role in culture and community**.

Key advice: focus on your grades and keep them as high as possible; document everything by maintaining thorough records of your research, including findings, methodologies, and implications. Your portfolio is **extremely valuable**, it is your **main tool to showcase your talent**. Make sure it is diverse, high-quality, and up-to-date. **Maintain a highlight reel**, as a video showcasing your skills and achievements can be crucial for many sports.

2. **Need-based scholarships** help **deserving students with low income get a fair shot** at higher education regardless of their economic background. It aims to support **economically disadvantaged students** and help **break the cycle of poverty**, offering recipients a chance to improve not only their lives but also their community.

Key advice: in your motivation letter, focus on the bigger effect your education can have on your community.

3. **Scholarships for all international students** – an increasing number of students choose to study outside their home countries. **Recognising the value** of this educational exchange, many institutions and organisations offer scholarships specifically for international students. These awards **promote cultural exchange, attract global talent**, and strengthen international relations. They help **create a more diverse campus** where you can find several cultures, perspectives, and experiences. **Common criteria to qualify** include:

- Being an international student is a mandatory condition;
- Language proficiency if the course is in a foreign language, demonstrated with tests like IELTS, TOEFL, or equivalent;
- Letters of recommendation: references from teachers, mentors, or professionals attesting to your potential can be crucial.

Key advice: check all the requirements of the scholarship, not only the international aspect, and apply for those that you are most suited for.

4. **Scholarships for underrepresented groups** – aim at minorities and underrepresented groups being the instruments of change that **empower people from marginalised backgrounds**, allowing them to challenge stereotypes and become role models for future generations. Examples of underrepresented categories include ethnic and racial minorities, women (especially in fields where they are traditionally underrepresented, like STEM), the LGBTQ+ community, students with disability, and first-generation students.

These four categories are the main types of scholarships and the most common way of **identifying financial awards** for students, but scholarships can also be classified **based on a specific focus** and **intertwine with** the ones discussed already.

- a. Location-specific scholarships. These scholarships are designed for students from a specific geographical area – be it a country, city, or a broader region. They may fall under the international scholarships category, or they may be scholarships created specifically for national or regional students in order to promote higher education in that area.
- b. Subject-specific scholarships. Tailored for students pursuing a particular field or subject, these scholarships promote education in specific domains. Many nations offer these scholarships in subjects where there's a shortage of skilled professionals.
- c. Programme-specific scholarships. These scholarships are related to specific academic programmes or courses, rather than broader subjects. They promote pioneering programmes by offering scholarships for newly introduced or unique programmes to attract talented students.

There are also scholarship types awarded by the institutions:

- Scholarships offered by universities. The criteria by which universities offer scholarships are usually academic excellence, level of study, age limit (students need to be under a certain age), nationality, programme of study, and income.
- Scholarships offered by the government. Usually, students who receive a scholarship awarded by the government are **exempt from tuition fees**. Most of these scholarships last for three, six, or nine months.

More rarely, you may also find scholarships awarded by the following bodies:

- Non-Governmental Organizations (NGOs) and Non-Profits

- Professional and Trade Associations
- Corporations and Businesses
- Community and Civic Groups
- Religious Organisations
- Foundations
- Military and Defense Organization
- Individuals
- Labour Unions
- Cultural or Ethnic Groups
- Sports organization

All the scholarships regardless of who awards them can **cover tuition fees** and other expenses fully or partially. These are the common types:

- Full-tuition Scholarships: these cover the entire tuition fee for a **course duration**.
- Partial Scholarships: only a part of the tuition fee is covered, which could be a **fixed amount or a percentage** of the total cost.
- Renewable Scholarships: these are awarded yearly, provided the student **maintains the requisite academic standard**.
- One-time Grants: a single financial grant awarded for a specific academic year or term.

How to secure a scholarship – to ease things, follow these steps to **keep track of your scholarship-search journey**:

1. Research early: start searching for scholarships by going to the search portal and selecting the Scholarships tab;
2. Identify what you are good at and **maintain a strong record** in that area: it may be academia, research, art, or sports;
3. Engage in extracurricular activities that relate to your strongest interests: **extracurricular activities with a purpose** are more meaningful;
4. Write a strong application: read our advice on how to write a good motivation letter, as well as excerpts from letters written by past winners of the Studyportals Scholarship.

Don't forget that scholarships reflect society's values, global trends, and academic priorities. The best chance to secure one is to **find a path tailored to your unique story, aspirations, and strengths**. The key lies in thorough research and a good understanding of where your **aspirations intersect with the available opportunities**. (<https://www.mastersportal.com/articles/3173/the-complete-guide-on-the-different-types-of-scholarships.html>)

Support or challenge the following statements.

1. Scholarships are the easy solution for students who need help to fund their education.
2. Merit-based scholarships are motivating for all students to recognise the hard work and dedication.
3. Need-based scholarships offer recipients a chance to improve not only their lives but also their community.
4. Scholarships for underrepresented groups is the instrument to allow people from marginalised backgrounds to challenge stereotypes
5. Location-specific scholarships can become role models for future generations.
6. Scholarships offered by the government are extremely discriminatory.
7. Renewable Scholarships are awarded limitlessly provided the student maintains the requisite academic standard.

In a dialogue, share your opinions with your partner on the issue how to secure a scholarship.

University students' slang words

A “**pop quiz**” is a surprise quiz.

“We had a **pop quiz** in philosophy class today. I was completely unprepared!”

To **flunk a test** or a class is to fail.

“I have **flunked** economics three times”.

“Really? Maybe you should get a tutor.”

If you **slack off**, it means that you get lazy and don't work hard.

“A lot of students start **to slack off** at the end of the academic year.”

UNIT 7

LIFE CHANCES. SOCIAL EXCLUSION AND INCLUSION. ACADEMIC ASSESSMENT AND DEGREES

Task 1. Describe the pictures. While speculating about the situations remember to give your reaction by using the following phrases: *What strikes me from the picture is ... This picture reminds of ... Judging from the photograph / picture we can say that ... The ... appears to be ... When you give a closer look it reveals ... It is difficult to tell from a photograph/ picture but this one could have been taken in ... I might be wrong, but I would say this picture ... To me, the picture is essential for ...*



Task 2. Warming-up activities

1. Do you believe that we live in a world where most social groups are incorporated into a common social body with shared values and interests?
2. What individual merits can promote bigger success in life?
3. Discriminate between education as a social value and education as an end in itself.
4. What do you think matters more for obtaining a good education – the process of learning or the substance of what it learnt?
5. What might make it difficult for us to adjust to any changes in education?
6. Do you think it is easy to succeed in adjusting to new patterns of education?
7. Is it worth struggling for getting good education?

Getting you thinking

Task 3. Study the information below concerning the concepts of social inclusion and exclusion and explain the importance of the problem.

Social exclusion and inclusion

The concept of “**social exclusion**” has been debated in many societies: it concerns the idea that some groups such as **the long-term unemployed, single mothers** and the **residents of socially deprived areas** are somehow excluded from **the living standards** that most of us **take for granted**. In response, social policy has been **devised in the fields of education, training and welfare** with the concept of “**social inclusion**” in mind – that is, it has aimed to target these groups so that they can become part of **mainstream society** again. Sociologists have **taken up the baton of classlessness**, so **allegedly** we live in a world where most social groups have been **incorporated into** a common social body, with **shared values and interests**.

In order **to assess** whether social class **has any relevance** today, it is useful to analyze **the concept of meritocracy**, i.e. the social background is no longer important **in shaping educational and occupational success**. Educational and business institutions are primarily interested in **rewarding individual merits** – hard work, **perseverance**, efforts, talent, ability, achievements and so on. Success and failure, and hence, the quality of life, are the product of the individual, but not the background. In a fair and open society, all social groups are given the potential **to unlock their talents** and realize their **material rewards** [1].

Key themes

Task 4. Read the following text and do the tasks that follow.

THE UK SYSTEM OF ASSESSMENT

In England most examinations are written in all types of educational establishments. Most written exams in UK higher education have some common features. Depending on the academic culture you have previously studied in, these may be different to what you are used to. You will be expected to complete your answers **to strict time constraints** – these may be much shorter or much longer than you are used to. You will usually not have access to textbooks or other research material. You will usually not see the question paper in advance, and questions from previous years will not be reused. You will be expected

to demonstrate how you can put your knowledge to use – not just that you have memorized the content of your lectures or textbook. Unless the question is purely factual, you will need to **include critical analysis** in your answers. There are very few exams in which you can get a mark of 100%, and this mark is not expected of you. To get the best result in your examinations, you need to do more than just revise your subject knowledge. UK higher education exams are not a test of how much you can remember and recount from your lectures or your textbooks. The most effective way to do this is to practise making answer plans and writing timed answers (by hand) for questions of past exam papers. (<https://libguides.reading.ac.uk/exams/international>).

In most cases a student has a series of questions to answer, so it is necessary to answer a certain number of questions **to qualify in a subject**. There are different types of assessments that are used to assess and examine students' knowledge:

- **Assessed Coursework** is a piece of work or activity completed outside of **formal timetabled sessions**. This may include essays, projects, reports and online assessment. The format of the coursework as well as the deadline to submit or complete will be confirmed by the school. Students must complete a Statement of Academic Integrity for all assessment submissions. The statement reminds students of the University's definition of **plagiarism** and that in signing the form they are confirming the work they have submitted is entirely their own. The University takes plagiarism and other forms of **academic malpractice**, including **collusion** and **contract cheating** very seriously. You may be **excluded from the University** without award if you present coursework **in breach of the University's rules** which you have not **wholly completed** yourself.
- **Aural Examination (Listening Examinations)**. Some modules may be assessed with listening examinations where students will be required to listen to excerpts and complete the examination questions based on what they have heard. Usually these examinations take place on campus as formal examinations, and are timetabled and **invigilated** centrally by the Progress & Assessment Team. These examinations **fall under the university rules** governing the conduct of examinations.
- **Examination (On-Campus Examinations)**. A university examination is a formal examination which will take place on campus in **an examination venue** and will be invigilated by the Progress & Assessment Team. Information regarding question papers, multiple choice examinations and instructions regarding preparations of what to do before and on the day of the examinations can be found on special webpages. The timetable for each assessment period is to be published in advance and students are able to **view personal timetables**.

- **In-Class Tests** are normally short duration timed assessments which help to **consolidate your learning of a particular topic**. They may take the form of, for example, a multiple choice assessment (MCQ), a quiz, etc. These may be carried out **in scheduled teaching time**, or outside of this, and may be completed online. When and where these tests will take place will be **communicated by the school**.
- **Laboratory Work**. If appropriate for the programme of study, students carry out laboratory exercises. For certain modules, attendance in laboratory sessions is compulsory for the successful completion of the module and/or **progression** to the next stage of the programme. All assessment of this kind have clearly set guidelines, and students are expected to follow the instruction of the module leader and members of the teaching team. Students must **adhere to the rules** of the laboratory and **Health & Safety requirements** at all times.
- **Oral Examination (Speaking Examinations)** take place in the published University examination/assessment periods but also may be scheduled **on an ad hoc basis** by the school. The school will confirm the details of when and where the examinations will take place. If the examination does appear on the published timetable, usually students are given **a specific time slot** by the school within the published duration.
- **Presentations** are an important part of the learning process and sometimes these will be assessed. Assessed presentations can take the form of either an individual or group **presentation to an audience** which may **include peers**.
- **Video Examinations** take place on campus as formal examinations where students will be required to watch excerpts and complete the examination questions based on what they have seen.
- **Viva** is a voice examination as part of the assessment. This **entails a live discussion** between an Internal Examiner and an individual student, or group of students, based on a piece of work which has been **prepared in advance (a project report**, for instance). The function of the examination is **to explore the student's understanding of the material** which they have presented and to enable them **to remedy any deficiencies or omissions**. Viva voice examinations which form part of the assessment of a module may **be recorded and archived**. (<https://students.leeds.ac.uk/info/10111/assessment/1578/types-of-assessment>)

Answer the questions, using the information from the text.

1. Are examinations in the UK written or oral?
2. How are students tested to qualify in a subject?
3. What are the formats of assessments? How different are they?
4. What are the peculiarities of the UK written examinations?

Task 6. Read the text about the degrees awarded by UK universities and colleges and do the tasks that follow.

DEGREES AWARDED AT HIGHER EDUCATIONAL ESTABLISHMENTS

When you choose to study at university abroad, it is important to know everything you can about the course you are signing up to study, especially as the equivalent course can go by different names in different countries. University courses allow you to graduate with a specific award, for example a BA or an MSc. There is a great deal of diversity in the range of university award types around the world, and what those award types actually mean.

Bachelor's degrees are the **undergraduate degrees** that you will most commonly come across at university, and generally take between 3-4 years of Full-time study to complete. In some countries, Bachelors degree courses will simply be named as a Bachelor of a subject area, for example: Bachelor of Design or Bachelor of Biomedical Science. In other countries, Bachelors courses will be named using an abbreviation of the bachelors award type, for example: Biology BSc or History BA. Common Bachelors award types include: Bachelor of Arts (BA, B.A, BA (Hons) – awarded upon graduation they often cover subjects from within the liberal arts and humanities, examples of which could include Architecture, Philosophy, Politics and Music; Bachelor of Science (BSc, B.Sc, BS, BSc (Hons) –awarded upon graduation after covering subjects from within or drawing upon the sciences, examples of which could include Mathematics, Economics, Computer Science and Zoology; Bachelor of Engineering (BEng, BE, BEng (hons) –awarded upon graduation after covering subjects from engineering disciplines; etc.

Honours courses. If a bachelors course is labelled as Hons, it means that it is an Honours degree, which is generally regarded as more prestigious than its ordinary counterpart. Honours degrees generally involve a larger body of work and study than an ordinary bachelor's degree. For example, in the UK they may involve work that carries more credit marks, such as producing a major project in your final year.

Postgraduate Diploma (PG Dip, PGDip, PgD, PgDip) – studied at the same level as a Masters degree, a Postgraduate Diploma takes less time to study for than a full Masters degree, but can still be a very attractive next step in your studies after graduating with a Bachelor's degree.

Master's degrees are the postgraduate degrees that you will most commonly come across at university, and generally take between 1-2 years of Full-time study to complete. Common award types for Masters degrees include: Master of Arts (MA, M.A.) – awarded upon graduation after covering subjects

from within the liberal arts and humanities; Master of Science (MSc, M.S., MS) – awarded upon graduation after covering subjects from within or drawing upon the sciences; Master of Research (MRes). It is a course that places more emphasis on the **students' research skills**, as opposed to **the taught structure of a regular** Master degree. The MRes can be awarded as a degree in its own right, or as part of preparation for doctoral research; Master of Business Administration (MBA) degree is similar to studying for an MA or an MSc in Business, but offers the student **a wider grounding** in several areas of business. MBA courses are often aimed at professionals looking to improve their knowledge in the field of business.

Research Degrees include: Doctorate of Philosophy (PhD, DPhil), which is a doctorate degree awarded at the highest academic level to students who have completed three to four years of full-time academic research; Doctor of Education Degree (EdD) – a doctorate in the field of education, usually delivered part-time; Master of Philosophy (MPhil) research degree can be **studied standalone** or as part of a PhD, and usually involves only a single research project. As such, MPhil degrees in general do not take as long to study for as a PhD course, often taking one to two years when studied full-time.

Professional degrees are essentially degrees that prepare the student for a specific career. These can include professions such as Law, Medicine and Architecture. They may be undergraduate or postgraduate, and the details of the course and exact award will usually depend on the country in which you are studying. Some of the most common awards you will come across include: Doctor of Medicine (M.D.) which is a degree in medicine, often a higher research degree to be taken by medical graduates after 2 years of full time study to complete.

Dual degree and joint degree programs offer students the chance to work in parallel on two different degrees at the same time, resulting in a joint degree. This can be at either undergraduate or postgraduate level, and for regular academic or professional courses. These degrees will usually use common award titles, such as BA, BSc, LLB etc., but the student will end up with two degrees upon completion of the university studies. Most dual degree programmes involve studying at 2 universities, giving the international student even more new cultural experiences! Dual degree programmes typically take longer than single degree programmes to complete, for example a dual bachelor degree might take a year longer to complete than a regular bachelor degree. As an example, the University of Portsmouth in the UK offers several dual degree programmes through partnerships with universities around the world such as Edith Cowan University in Australia, Munster University of Applied Sciences in Germany and IDRAC Business School in France. (<https://goingto.university/choosing-a-course/university-award-types/>)

As you study the text about degrees awarded by the universities, fill in the table:

<i>Degree</i>	<i>Duration</i>	<i>Requirements</i>	<i>Kinds of degree</i>
Bachelor's Degree			
Master's Degree			
Doctor's Degree			
Research Degrees			
Honours Degrees			
Postgraduate Diploma			
Professional Degrees			
Dual Degrees and Joint Degrees			

Decipher the following acronyms from the text:

BA; BSc; BEd; BEng; EdD; MB; MEng; PG Dip; MSc; MPhil; MEd; BPhil; MS; BSc; DPhil; PhD; DSc.

Focus on research.

Task 7. Find below valuable information concerning top countries and subjects chosen by the students as the most preferable ones for studies.

Top 5 European-Union countries of domicile (excluding the UK) for higher education enrolments

- Italian (13,985 students, 10% of the total)
- French (13,660, 9%)
- German (13,545, 9%)
- Greek (10,135, 7%)
- Spanish (9,630, 6%).

Top 5 subject areas studied at UK higher education institutions by students from European Union countries (excluding UK countries):

- Business and administrative studies: 27,260 (19%)
- Social studies: 14,330 (10%)
- Biological sciences: 13,160 (9%)
- Engineering and technology: 12,740 (9%)
- Creative arts and design: 12,355 (8%) (Source: [HESA Student Record 2017/18](#))

Task 8. Comment on the following quotations.

1. *"Education is the most powerful weapon which you can use to change the world."* – Nelson Mandela.
2. *"Live as if you were to die tomorrow. Learn as if you were to live forever."*
– Mahatma Gandhi.
3. *"The more that you read, the more things you will know. The more that you learn, the more places you'll go."* – Dr. Seuss.
4. *"Education is the key to unlock the golden door of freedom."* – George Washington. Carver.
5. *"An investment in knowledge pays the best interest."* – Benjamin Franklin.
6. *"Education is the passport to the future, for tomorrow belongs to those who prepare for it today."* – Malcolm X.
7. *"Learning is a treasure that will follow its owner everywhere."* – Chinese Proverb.
8. *"Education is not preparation for life; education is life itself."* – John Dewey.
9. *"Education is the foundation upon which we build our future."* – Christine Gregoire.
10. *"Education is the movement from darkness to light."* – Allan Bloom.
11. *"Education is not just about going to school and getting a degree. It's about widening your knowledge and absorbing the truth about life."* – Shakuntala Devi.
12. *"The more you learn, the more you earn."* – Warren Buffett.
13. *"To educate a person in the mind but not in morals is to educate a menace to society."* – Theodore Roosevelt.
14. *"The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education."* – Martin Luther King Jr.
15. *"Education is the most powerful weapon you can use to change the world for the better."* – Marian Wright Edelman.

UNIT 8

DISTANCE LEARNING. TEACHING STAFF AT UK UNIVERSITIES. STUDENTS' MOBILITY

Task 1. Describe the pictures. While speculating about the situations remember to give your reaction by using the following phrases: *What strikes me from the picture is ... This picture reminds of ... Judging from the photograph / picture we can say that ... The ... appears to be ... When you give a closer look it reveals ... It is difficult to tell from a photograph/ picture but this one could have been taken in ... I might be wrong, but I would say this picture ... To me, the picture is essential for ...*



Task 2. Warming-up activities.

1. What negative events in people's history can destroy the continuity of steady development and progress?
2. What consequences does the war entail?
3. Why is development impossible without stability?
4. Who, from your point of view, are the primary victims of any war?



Getting you thinking

Task 3. Read the text “Development and War” and express your opinion on the following questions: *What issues are the new wars focused on? Why are wars and conflicts in developing countries becoming the matter of global concern? Why has the emphasis in the international community regarding conflicts recently shifted?*

DEVELOPMENT AND WAR

The main concern of the international community regarding conflicts in the developing world has always been **essentially humanitarian** and focused on **supporting civilians in war zones**. However, **the emphasis has recently shifted** and the need **to address the issue of war** has now become **a central concern**. It is generally accepted that international organizations should be aware of conflicts and its effects, where possible, **gear their work towards conflict resolution** and helping to **rebuild war-torn societies** in a way that will **avert future violence**. Development is **ultimately impossible** without stability, and, at the same time, security is not sustainable without development. Many of new wars are focused on **identity issues** – some **rebel groups** may **develop grievances** based on national, tribal, religious and **linguistic differences** and try to capture and control through **sowing fear and hatred**. Within the new **security framework**, underdevelopment becomes dangerous.

The interest in the relationship between development and conflict has been motivated by globalization – specifically the realization that an excluded developing world may **encourage international instability through war, criminal activity and terrorism [1]**.

Key themes

Task 4. Read the text do the tasks that follow.

DISTANCE LEARNING: A PHILOSOPHY OF STUDY

Distance learning allows students all over the world to study for qualifications online from the comfort of their own home without having to deal with visa requirements or a more costly life in the UK. An increasing number of UK universities offer this unique type of course, making it possible for the students to combine work and family with their studies. The UK is a prominent provider of online degrees, boasting top universities that offer **high-quality, academically rigorous programmes**. These online courses, **equivalent to their on-campus counterparts**, cover various subjects and degree levels. With **cutting-edge technology, expert instructors, and a commitment to global collaboration**, the

UK **excels as a top choice** for those seeking a **reputable and enriching online education**. Universities take distance learning students just as seriously as those who study on campus, meaning the undergraduate or postgraduate degree you study is worth just as much. All course materials are provided **via an online portal**, while many universities offer the option to receive them **via the post**. Seminars will take place online, while one-to-one meetings with **your assigned tutor** mean you will **receive direct guidance** and support. Face-to-face encounters are also available if you are close enough to attend. (<https://www.studyin-uk.com/india/study-options/distance-learning/>).

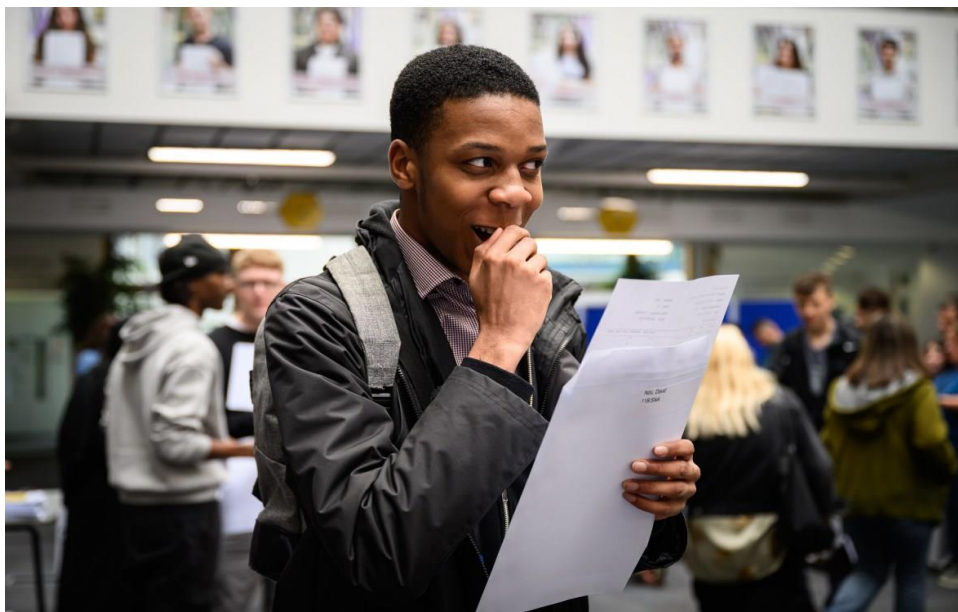
In recent years, online learning has become increasingly popular, as they give you the ability to **set your own pace**, review material as needed and move through the coursework in a way that **suits your learning style**. Online classes also provide access to a wider range of programmes and **course offerings**, thanks to the ability to reach more students without the high costs of **maintaining physical classrooms**. Among the other advantages of distance learning are saving time by not having to leave your home-place and money for paying less than for a full-time degree. Students can **access pre-recorded tutorials** and study material from any device, even when they are offline, by downloading them directly. It requires **prior planning**, but it is the only way to ensure that technical difficulties do not **derail your studies**.

Unfortunately, the disadvantages are also numerous: online education can lead to feeling of isolation, as students may not have the same opportunities to interact with other students and **form social connections**. When studying online, you are **dependent on access to internet**. Technical difficulties such as **internet connectivity issues, software compatibility** or problems with your laptop can **hinder your ability to access classes**. Another drawback is difficulty in maintaining focus when you study on your own. Online education is often done independently, which can make it more challenging **to navigate, stay engaged** and be motivated. UK Open University, being an expert in distance learning, provides its students with the **proper guidance and support to keep them on track**. It offers **direct access** to all resources and as the pandemic has taught us there are ways to stay connected with others even if we do not meet in person. (<https://www.iu.org/blog/studying-online/advantages-and-disadvantages-of-online-classes/>)

Answer the following questions:

1. What do you think is the main focus of distance learning?
2. What in your opinion are the benefits of studying remotely?
3. Do you think that the advantages of distance learning outweigh its disadvantages?
4. How does online study differ from traditional classroom one?

5. Why is the division between conventional campus-based education and distance learning so deep?
6. Do you think it is possible that a distance learning programme can be of equal value to its campus-based equivalent?
7. Can you suggest possible ways to improve online education?
8. Why is distance learning called a new philosophy of study?
9. What other advantages and disadvantages can you see in online classes?



Task 5. Explain the meaning of the words: *a freshman, sophomore, junior senior, alumna* (pl. -nae [a'lamni:]), *alumnus* (pi. -ni [nai]), *fraternity, sorority*. Learn some useful information about the main academic posts within universities.

TEACHING STAFF AT UK UNIVERSITIES AND COLLEGES

The **main academic posts** within universities are described below.

The **Chancellor** is a well-known public figure, the titular head of a university, with a purely ceremonial function, notably in conferring degrees. The **Pro chancellor** is a deputy to the chancellor for ceremonial occasions and graduation ceremonies, with overall responsibility for financial and other non-academic affairs of the university. The **Vice chancellor** is the chief academic and administrative officer of a university, in charge of its running while controlling and coordinating the activities of committees and academic departments. The **Principal** is the chief academic and administrative officer. **Deputies** and **pro vice chancellors** chair major committees of the university. The **Rector** is the chair of the main finance committee. The **Master** is a traditional title for the head of a college in Oxford and Cambridge Universities. The **dean** in charge of the academic administration of a collection

of related university departments known as a faculty. The **Head of Department** provides academic leadership to the department and is responsible for ensuring it upholds its high standards. The key activities of a Head of Department will differ depending on the breadth of its discipline and number of staff. However, their responsibilities will include ensuring the development of students, maintaining department-wide communication and overseeing research opportunities, financial management and overall quality assurance etc.

The teaching staff of the department include a **PostDoc Research Fellow** or **Research Assistant** is a postgraduate doctorate holder working in research. Whilst both positions undertake similar work, a PostDoc Research Fellow typically has greater independence and responsibilities. An **Assistant Lecturer** is the most junior teaching position regarding the overall ranking of academic titles. They are usually only temporary positions, such as an individual covering for another lecturer during a period of absence. This will typically involve **leading tutorials**, marking coursework and **hosting laboratory sessions**. Besides this, they may also support lectures if their knowledge and **relevant experience** allow for it. The responsibilities of a **Senior Lecturer** extend further than that of a normal Lecturer, with the addition of leading and **supervising research** and greater administrative tasks. A **Reader** is an academic individual with both senior-level experience and **an international reputation for their academic or research contributions**. In terms of hierarchy, they are more distinguished than Senior Lecturers, largely because of their international presence, but below Professors due to not having yet contributed as a substantial amount. Interestingly, some universities use the title 'Principle Lecturer' or 'Associate Professor' in place of Reader. A **Professor** is the highest academic title and denotes an individual at the top of their respective field. This individual would have made significant scholarly contributions to their field. According to the Higher Education Statistics Agency, approximately one in ten academic teaching staff members is a Professor. Although not as common, some universities also make use of the following titles: a **Visiting Professor** is a professor who teaches on a short-term basis at one university, but officially belongs to another university; a **Professor Emeritus** is an academic title in the UK given to retired professors who have made distinguished contributions to their field. Professors who are given this title usually continue to work with their university voluntarily; a **Research Professor** is a full professor who specialises in research. Although they may teach from time to time, they will usually have very little 'formal' teaching responsibilities; an **Adjunct Professor** is a professor who primarily focuses on teaching and has a non-permanent contract. (https://www.discoverphds.com/advice/doing/uk-academic-titles#google_vignette)

Task 6. Express your opinion on the problem of modernizing the world. Discuss with the partner the issue of students' mobility using the vocabulary from the text.

Modernizing the world

It is not surprising that we associate **science and technology** with the developed world, as comfortable standard of living is **underpinned** by scientific discovery and **constantly evolving technology**. The fact that parts of the developing world lack our take-for-granted **access** to such technical support is most often attributed to poverty. But there are also those who think that aspects of culture of the developing world, such as religious beliefs, values and attitudes, will always **prevent progress**. Thus, it is not enough to inject aid in the form of money – physical and material development can only come about if attitudinal **development** occurs as well. Such societies are **dominated by traditional values** that act as obstacles to development: people are **committed to customs, rituals and practices** based on past experience and consequently they are unwilling **to adjust to modern ideas** and often **fatalistic about** their future. They also encourage such traditional norms as **ascription**, particularism, and collectivism which **undermine modernity** by **discouraging individual incentives**, achievement, and, in such a way, social change. Such societies need to **adopt the value** of meritocracy, i.e. **rewarding effort, ability and skills on the basis of examination and qualifications**, competition and future orientation, which will lead **to emergence of entrepreneurial spirit**, necessary to **get profound education**, to learn new skills, to replace traditional institutions, which stifled individualism, free enterprise, social and students' mobility. These new values will **speed up modernization** if the students **get education in Western schools, universities and academies**, bring new knowledge to their countries and **disseminate new values** down to the population. Thus, it makes European integrity and **students' mobility essential components of modern development** [1].

University students' slang words

*“**Senioritis**” is when students who are in their last year of university get lazy and stop working hard, because they know that they will finish their studies soon.*

*“Even the best students often **get senioritis** just before they graduate.”*

*If you “**pull an all-nighter**,” it means you stay awake the whole night, usually studying.*

*I had **to pull an all-nighter** to finish writing my paper for history class.”*

*“**Frat**” is short for “fraternity,” which is a social organization of male college students. The word for a social organization of female students is “sorority.” These organizations are often called by Greek letters, like Alpha Theta Chi or Kappa Delta, and members are called “brothers” and “sisters.”*

*“My brother joined **a frat** on his first year to make new friends.”*

*“The **sorority president** announced the upcoming philanthropy event.”*

AN EYE ON THE EXAM

The main issues to discuss:

1. Aims and types of education.
2. The University of the 21st century.
3. Academic challenges. Prospects of academic mobility.
4. Challenges and needs of Ukrainian universities.
5. Types of the UK and US Universities.
6. University values.
7. University ranking.
8. Social mobility. Millennium development goals.
9. Applying to the university. UCAS. The clearing system.
10. Tuition fees. Living costs for international students.
11. Types of scholarships and assistance funding. Students' loans.
12. Life chances: social inclusion and exclusion.
13. Academic assessment at British and American universities and colleges.
14. Development and war. Modernizing the world.
15. Distance learning. Advantages and disadvantages.
16. Teaching staff at UK universities.
17. Academic mobility. Life chances.
18. The UK and US higher education: common features and difference.
19. Degrees awarded at British and American universities and colleges.
20. Social inclusion and exclusion.

GRADE BOOSTER

Useful exercises for IELTS

READING EXERCISES. SKIMMING

para 1. The need for a satisfactory education is more important than ever before. Nowadays, without a qualification from a reputable school or university, the odds of landing that plum job advertised in the paper are considerably shortened. Moreover, one's present level of education could fall well short of future career requirements.

para 2. It is no secret that competition is the driving force behind the need to obtain increasingly higher qualifications. In the majority of cases, the urge to upgrade is no longer the result of an insatiable thirst for knowledge. The pressure is coming from within the workplace to compete with ever more qualified job applicants, and in many occupations one must now battle with colleagues in the reshuffle for the position one already holds.

para 3. Striving to become better educated is hardly a new concept. Wealthy parents have always been willing to spend the vast amounts of extra money necessary to send their children to schools with a perceived educational edge. Working adults have long attended night schools and refresher courses. Competition for employment has been around since the curse of working for a living began. Is the present situation so very different to that of the past?

para 4. The difference now is that the push is universal and from without as well as within. A student at a comprehensive school receiving low grades is no longer as easily accepted by his or her peers, as was once the case. Similarly, in the workplace, unless employees are engaged in part-time study, their employers may frown upon them, peers, and have difficulty even standing still. In fact, in these cases, the expectation is for the careers to go backwards and earning capacity to take appreciable nosedive.

para 5. At first glance, the situation would seem to be laudable; a positive response to the exhortations of politicians for us all to raise our intellectual standards and help improve the level of intelligence within the community. Yet there are serious ramifications according to at least one educational psychologist. Dr. Brendan Gatsby has caused some controversy in academic circles by suggesting that a bias towards what he terms "paper excellence" might cause more problems than it is supposed to solve. Gatsby raises a number of issues that affect the individual as well as society in general.

para 6. Firstly, he believes the extra workload involved is resulting in abnormally high stress levels in both students at comprehensive schools and

adults studying after working hours. Secondly, skills which might be more relevant to the undertaking of a sought-after job are being overlooked by employers not interviewing candidates without qualifications on paper. These two areas of concern for the individual are causing physical as well as emotional stress.

para 7. Gatsby also argues that there are attitudinal changes within society to the exalted role education now plays in determining how the spoils of working life are distributed. Individuals of all ages are being driven by social pressures to achieve academic success solely for monetary considerations instead of for the joy of enlightenment. There is the danger that some universities are becoming degree factories with an attendant drop in standards. Furthermore, our education system may be rewarding doggedness above creativity; the very thing tutors ought to be encouraging us to avoid. But the most undesirable effect of this academic paper chase, Gatsby says, is the advantage that “user pays” higher education confers on the poor, who invariably lose out to the more financially favoured.

para 8. Naturally, although there is agreement that learning can cause stress, Gatsby’s comments regarding university standards have been roundly criticized as alarmist by most educationists, who point out that, by any standard of measurement, Britain’s education system overall, at both secondary and tertiary levels, is equal to that of any in the world.

MATCHING HEADINGS (1): Match the headings to the paragraphs in the text.

Paragraph 1. ----- **d**; Paragraph 2. -----; Paragraph 3.-----; Paragraph 4. -----;

Paragraph 5.-----; Paragraph 6. -----; Paragraph 7. -----; Paragraph 8. -----.

- a.** Causes of concern for the individual.
- b.** The struggle for better education results in parents sending children to costlier schools.
- c.** Doubts as to whether competition is a modern phenomenon.
- d.** The value of education in securing employment.
- e.** Questions raised concerning the over-emphasis placed on paper qualifications.
- f.** Reaction to criticism of perceived bias towards paper qualifications.
- g.** Social consequences of the push for further education.
- h.** Comprehensive school students no longer receive low grades.
- i.** Competition in the workplace increasing the need for higher qualifications.

- j. Pressure to perform well at school and continue study while working.
- k. Positive response to the urging of educationalists to increase learning.
- l. Dr. Gatsby proves that learning causes stress.
- m. The disadvantage of “user pays” education system.

MATCHING HEADINGS (2): Next, match the **5 wrong answers** above with the **3 reasons why they are incorrect** given below. Note that some reasons are used twice:

1. The (possible) answer is not the main idea of the paragraph but an example supporting the main idea. ----- **b**
2. The (possible) answer is not a statement made in the text. -----
3. The (possible) answer is mentioned in the paragraph but the main point of the paragraph is an alternative viewpoint. -----

MATCHING DEFINITIONS: Match the left column words and phrases (taken from the text) with the meanings in the right column:

- | | |
|------------------------------|--|
| 1) i. the odds are shortened | a. main push |
| ii. plum job | b. not come lose to the (desired) level |
| iii. fall well short (of) | c. desire to increase the status (of) |
| iv. driving force | d. highly desired job |
| v. urge to upgrade | e. prejudice |
| vi. bias | f. the chances are lessened |
| 2) i. reshuffle | a. persons of equal rank or status |
| ii. exalted role | b. workmates |
| iii. perceived edge | c. noticeably large drop |
| iv. peers | d. smth has seen this when it is seen to be better |
| v. colleagues | e. highly praised position |
| vi. appreciable nosedive | f. a redistribution |
| 3) i. serious ramifications | a. important consequences |
| ii. academic circles | b. accompanying decline |
| iii. sought-after job | c. profits from working |
| iv. spoils of working life | d. a job lots of people want |
| v. attendant drop | e. severely attack |
| vi. roundly criticize | f. groups of academically qualified people |

GAPFILL: The following is a summary of part of the passage. Choose words below and refer to the passage to fill the gaps:

Dr. Gatsby, an (1) psychologist, has suggested that there are problems affecting the (2) and society when the workplace is biased towards hiring personnel only on the basis of their qualifications on (3) He claims that an over-emphasis placed on academic success is causing (4) in students at school and in working adults studying (5) Also, more practical skills might be (6) by employers hiring applicants for jobs. However, the most (7) consequence of this preference for ever more highly qualified (8) , apart from a possible drop in university (9) , is that those who unable to afford a (10) level of education are disadvantaged. Gatsby's views have not met with universal acceptance.

Undesirable, individual, stress, standards, problem, worse, educational, work, paper, higher, full-time, overlooked, applicants, subject, part-time, relevant, numbers, personal.

TRUE/ FALSE/ NOT GIVEN: Refer to the text.

- a. It is impossible these days to get a good job without a qualification from a respected institution. **T F NG**
- b. Most people who upgrade their qualifications do so for the joy of learning. ... **T F NG**
- c. In some jobs, the position you hold must be reapplied for. **T F NG**
- d. Some parents spend extra on their children's education because of the prestige attached to certain schools. **T F NG**
- e. According to the text, students who performed badly at school used to be accepted by their classmates. **T F NG**
- f. Employees who do not undertake extra study may find their salary decreased by employers. **T F NG**
- g. Citizens appear to have responded to the call by politicians to become better qualified. **T F NG**
- h. Britain's education system is equal to any in the world in the opinion of most educationists. **T F NG**

(IELTS tests. [2]).

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Ivy League Schools

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Inspire lifelong learning with these 25 education quotes

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Навчальне видання

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**ПИТАННЯ ВИЩОЇ ОСВІТИ:
ПОГЛЯД НА АКАДЕМІЧНУ МОБІЛЬНІСТЬ**

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