

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЧЕРНІГІВСЬКИЙ НАЦІОНАЛЬНИЙ ТЕХНОЛОГІЧНИЙ
УНІВЕРСИТЕТ

АНГЛІЙСЬКА МОВА
Методичні вказівки для навчання спілкування у
ситуації «University life» для студентів I курсу
нелінгвістичних спеціальностей

Обговорено і рекомендовано
на засіданні кафедри
іноземних мов
професійного спрямування

Протокол № 1 від 27.08.2018

Чернігів ЧНТУ 2018

АНГЛІЙСЬКА МОВА Методичні вказівки для навчання спілкування у ситуації «University life» для студентів I курсу нелінгвістичних спеціальностей / Укл. Дивнич Г.А. Чернігів: ЧНТУ, 2018. 49 с.

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Вступ

Методичні вказівки призначені для студентів вищих навчальних закладів I курсу денної форми навчання нефілологічних спеціальностей для навчання спілкуванню у ситуації «University life».

Мета даних методичних вказівок – забезпечити формування у студентів I курсу навчання нефілологічних спеціальностей навичок усного та писемного мовлення у академічному дискурсі.

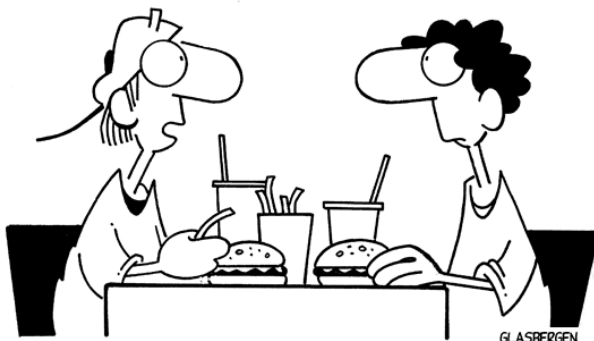
Методичні вказівки складаються з двох модулів (6 розділів – по 3 у кожному модулі). Кожен розділ містить теми для групового обговорення з теми «University life», тематичний текст та завдання різних рівнів на розуміння змісту, засвоєння лексики, завдання на повторення граматики, розвиток усних та писемних мовленнєвих вмінь. Після трьох розділів модулю надані тестові завдання на перевірку пройденого матеріалу. Наприкінці запропоновано короткий глосарій основних слів та фраз для вивчення по кожному розділу.

Матеріал, розміщений у методичних вказівках, сприятиме формуванню соціокультурної компетентності студентів та створює основу для їх успішної комунікації у англомовному академічному середовищі.

MODULE 1

I. Education: University

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**“I forgot to make a back-up copy of my brain,
so everything I learned last semester was lost.”**

Questions for group discussion:

How do you feel about entering this university?

How is a university different from a school?

What are your expectations of studying at this university?

**Exercise 1. Read the text about the University education.
Give Ukrainian equivalents of the words in bold.**

A. Subjects

You can normally do / study these subjects at university but not always at school:

medicine	law	philosophy	engineering
psychology	sociology	architecture	politics
business studies		agriculture	history of art

B. Studying at (a British) university

If you want to go to (= enter) university, you must first **pass examinations** that most students take at the age of eighteen

(called “A” levels). Most students take the “A” levels (three examinations in three different subjects) and they must do well in order to **get / obtain** a place at university because the places are limited. At the moment, approximately 30% of young adults go to university in Britain.

If you get a place at university, the **tuition** (= the teaching) is free, and some students also **get** (= receive) **a grant** (= money to pay for living expenses, e.g. food and accommodation) as well. Students at university are called **undergraduates** while they are studying for their first degree.

Most university courses **last** (= go on for / continue for) three years, some courses last four years, and one or two courses, e.g. medicine, may be even longer. During this period students can say that they are **doing / studying** history, or **doing / studying for** a degree in history, for example. When they finish the course and pass their examinations, they receive **a degree** (the qualification when you complete a university course successfully). This can be a **BA** (= Bachelor of Arts) or a **BSc** (= Bachelor of Science), e.g. I have a friend who has a BA in history, and another who has a BSc in chemistry.

C. Postgraduate courses

When you complete your first degree, you are a **graduate**. (In the US students also use this word as a verb and say, they “graduated in history” or “graduated in chemistry”, for example.) Some students then go on to a second course or degree (**postgraduate course \ postgraduate degree**). These students are then **postgraduates**. There are usually three possible degrees:

MA (Master of Arts) or MSc (Master of Science); usually one year

MPhil (Master of Philosophy); usually two years

PhD (Doctor of Philosophy); at least three years

When people study one subject in great detail (often to find new information), we say they are **conducting / doing / carrying out research**; e.g. I'm **doing** some **research into / on** the languages of different African tribes.

D. School vs. university

At school, you have **teachers** and **lessons**, at university, you have **lecturers** and **lectures**. When a lecturer **gives / does** a lecture, the students listen and **take / make notes** (= write down the important information), but do not usually say much, except to ask occasional questions.

Exercise 2. Read these sentences spoken by university students. What is each person studying?

1. We have to know every bone in a person's body.
2. I'm concentrating on the modernist style and the work of Le Corbusier.
3. The way we use fertilizers is much more precise than twenty years ago.
4. We're going to concentrate on Freud and Jung this term.
5. I've been reading some books on time management.
6. Expressionism was really a reaction to the work of the Impressionists.
7. We've spent a lot of time on American foreign policy and how it has been affected by various domestic problems.
8. You must know this case – it's one of the most famous in legal history.

Exercise 3. What do you call:

1. the money some students receive if they get a place at university?
2. the qualification you get at the end of university?
3. the name we give students during this period at university?
4. teachers at university?
5. students when they have completed their first degree?

6. students studying for a second degree?
7. the study of one subject in great depth and detail, often to get new information?
8. the talks the students go to while they are at university?

Exercise 4. Read the dialogue and underline synonyms that a student and a teacher use:

Student: Do we have to go to all the lectures to do the course or just yours?

Teacher: You must attend all the lectures to complete the course.

Student: Excuse me. Where will next week's class be? In this room?

Teacher: No. Next week's class will be held in Room 405.

Student: When do we have to give you our essays?

Teacher: You have to hand in your essays on Friday.

Student: When do we have to send in our university applications?

Teacher: You have to submit your application by December 1st.

Student: What do I have to do if I want to leave the course?

Teacher: If you want to withdraw from the course, you have to go to the College Office.

Exercise 5. Replace the underlined verbs with different verbs that have the same meaning in the context.

1. Who is giving the lecture today?
2. Can I receive a grant for the course?
3. Is it more difficult to obtain a place at university?
4. You have to pass the exams before you can enter university.
5. He's studying physics, I think.
6. I think they are carrying out some research into the cause of asthma.
7. I always take detailed notes at lectures.
8. The course goes on for three years.

Exercise 6. Replace all the uses of *do* or *get* in this paragraph with the alternatives. Use the table below.

<i>Expressions with do/get</i>	<i>Alternatives</i>
do an exam	I have to sit/take an exam in biology at the end of term.
do research, do a research project	Our class carried out/conducted a research project into the history of our school.
do a course	I decided to enrol on/take a course in computer programming.
do a degree/diploma	She studied for/took a degree in engineering.
do a subject (e.g. law)	I studied/took history and economics in high school.
do an essay/assignment	All students have to write an essay/assignment at the end of term.
do a lecture/talk	Professor Parkinson gave a lecture on American Civil War.
get a degree/diploma	He obtained/was awarded a diploma in Town Planning in 1998.
get a grade	Her essay received/was given an A-grade.
get a qualification	You will need to obtain/acquire a qualification in social work.
get an education	The country is poor; only 27% of children receive a basic education .

I have three daughters. The oldest one did a degree in economics at Birmingham University. She got her bachelor degree last year and is now doing some research on taxation laws in different countries. The second one is doing a course at Newcastle University. She's doing history. She loves it, though she says she has to do far too many assignments. My youngest daughter is still at school. She's doing her school-leaving exams in the summer. She'll go to university next year if she gets good enough grades in her exams. She wants to do sociology and then get a social work qualification. My daughters are all getting a much better education than I ever had.

Exercise 7. Read the sentences. Underline and translate new phrases on the topic.

- Do you keep a vocabulary notebook? It's a good way of recording new collocations.
- I did the first draft of my essay last week and the final draft this week. I have to hand it in tomorrow. Then the teacher gives us feedback after about a week.
- We don't have exams at my school. We have continuous assessment, [system where the quality of a student's work is judged by pieces of course work and not by one final examination]
- The local technical college provides training for young people in a variety of professions.
- After secondary school, 30% of the population go on to higher/tertiary education, and 20% of adults do some sort of further education course during their lives.
- Does your government recognise foreign qualifications for school teachers?

Exercise 8. Complete these questions with the appropriate words.

1. What homework do we have to _____ tonight?
2. In which month do students usually _____ their final exams in your country?
3. Who do we have to _____ our essays in to?
4. Who is _____ today's lecture on Shakespeare?
5. What do we need to do if we want to _____ from the course?
6. In which room is the translation class going to be _____?
7. Have you done the first _____ of your essay yet?
8. Do you prefer exams or continuous _____?
9. Do you always _____ to all your lectures?
10. Does the college _____ training in computer skills?

Exercise 9. Choose the correct collocation.

1. I'm happy to say that you have all *sat / taken / passed* your maths test.
2. Will the teacher *give / provide / make* us some feedback on our essays?
3. The university *agrees / recognises / takes* the school-leaving exams of most other countries.
4. It isn't compulsory to *assist / attend / listen* all the lectures at this university.
5. How long will it take you to *complete / carry out / fulfil* your degree?
6. You must *submit / send / write* your application in before the end of June.
7. Several students have decided to *withdraw / go / leave* the course this year.
8. I want you all to *write / hold / keep* a vocabulary notebook.

Exercise 10. Make as many collocations as possible (a word may be used more than once).

to do	a research
to study for	a subject
to receive	
to sit	a degree
to enroll on	a lecture
to get	
to obtain	a qualification
to take	an exam
to acquire	
to carry out	a grade
to conduct	a course
to be awarded	
to give	a diploma
to be given	an education

Exercise 11. Use collocations from Exercise 10 to answer the questions:

1. What types of classes do students have at your university?
2. What do they do at different types of classes?
3. How is their knowledge assessed?

Focus on Grammar

a) *Read the text about the University education again and find examples of the present simple and the present continuous tense.*

b) *Read the situations given below and decide which tense to use for:*

- repeated actions (regularly, often, never)
- actions taking place right now
- developing situations
- actions set by a timetable or schedule
- actions taking place around now (temporary)
- daily routines
- arrangements for the near future

c) *Match the situations stated above and the following sentences:*

1. We are having English class now.
2. We are gathering today after classes to discuss the project.
3. Our classes start at 8:00.
4. I feel my English skills are improving.
5. Peter never asks questions on lectures.
6. I usually wake up at 6:30, have breakfast and go to the University.
7. Peter is working hard these days.

d) *Put the verbs in brackets into the Present Simple or the Present Continuous tense and explain your choice.*

Dear Mum,

I _____(write) to tell you how I _____(get) on in my first term at university. In fact, I _____(really enjoy) myself. I _____(study) quite hard as well, but at the moment I _____(spend) a lot of time making new friends. I _____(attend) lectures every morning, and most afternoons I _____(study) in the library. In fact, I _____(write) this letter right now instead of an essay on Shakespeare.

Everything _____(cost) a lot here, and I _____(save) to buy a coat for the winter months. It _____(get) really cold here in the evenings.

I now _____(know) some other students and we _____(have) quite a good time.

I _____(look) forward to coming home next month.

See you soon.

Kate

e) This is a daily schedule of Michelle Hattan from the University of Illinois (taken from www.collegexpress.com). Make up sentences using the notes; tell the class how it differs from your daily routine.

Example: His first alarm rings at 7:10 am.

7:10 am	first alarm
7:20 – 7:50 am	get up
8:40 – 9:00 am	the long walk to class on the opposite side of campus.
9:00 – 10:00 am	Intro to Fiction
10:00 am – 12:00 pm	my professor's office hours
12:00 – 1:00 pm	Dynamics lecture (a crazy mechanical engineering class)
1:00 – 2:00 pm	Modeling Human Physiology

3:00 – 6:00 pm	Research!
6:00 – 7:00 pm	dinner with friends
7:00 – 8:00 pm	Engineering Council meeting.
8:00 pm – 12:00 am	Work on homework at the library!

Exercise 12. Work in pairs. Ask each other about your University life. Be ready to speak about your partner.

Writing

Your friend Andrew has entered a university in Cambridge. Write an e-mail to him about your university life and ask about his experience (100 – 150 words).

Look through your email, tick if you have the following:

- clear structure: opening, main body, closing, signature
- informal greeting
- short sentences
- contractions
- linking words

What would be the list like for a formal letter?

Look at the phrases. Where can we use them? Write down **I** for an informal letter and **F** for a formal one.

- How are you?
- Dear Sir/ Madam,
- To whom it may concern
- I hope you are doing well
- I am writing to make a reservation
- just a quick note to ...
- Could you please let me know if
- I would also like to know if
- Can you call me...

- I am attaching my CV for your consideration.
- Please see the statement attached.
- I'm attaching/sending you ...
- I can't wait to see you soon.
- Send my love to ...
- Yours faithfully,
- Yours sincerely,
- Best wishes,
- Kindly,
- Love,
- Sincerely Yours,

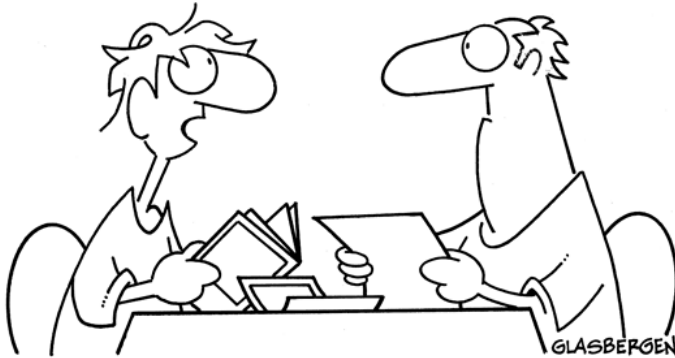
Writing

There is an open call for the participants of a two-week study visit to a Cambridge university. Write a letter of motivation to join the group, stating:

- *what you are studying at university;*
- *why you want to go on the study visit;*
- *why the organizing committee should choose you.*

II. Higher education in Great Britain

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“This college is very expensive, but when you graduate they give you a diploma, house, car, wife, kids and a dog.”

Questions for group discussion:

What do you know about the education in GB?

Where did you take this information from?

Would you like to study in GB? Why?

How do you think the life of an English student differs from yours?

Exercise 1. Read the text about the higher education in Great Britain and fill in the table after it.

When higher education of Great Britain is being spoken about the University education is generally meant. But in fact there is a considerable amount of past-school education, including part-time as well as full-time studies carried on in technical colleges, teacher training colleges, art colleges, institutes of adult education and so on.

Higher education, consisting of degree and equivalent courses, has experienced a dramatic expansion. The number of higher education students in Britain almost doubled between 1979 and 1993 to 1.5 million, so that today around 30 percent of young people enter full-time higher education.

There are some 90 universities, which enjoy academic freedom. Every University is autonomous and responsible to its governing body. The regulations differ from University to University. While there are similarities between them, they all differ from Oxford and Cambridge, where are a number of separate colleges, each with their own regulations and courses of studies. The new, so-called “red-brick” Universities are divided into various faculties: Faculty of Arts, Faculty of Science, Faculty of Social and Economic Studies, etc.

University degree courses are generally being taken for three, four or even five years. University teaching combines lectures, practical classes and small group teaching in either seminars or tutorials. The last is a traditional feature of the Universities of Oxford and Cambridge.

First degree courses are mainly full time and usually last three years, with longer courses in subjects such as medicine. Universities offer courses in a broad range of academic and vocational subjects, including traditional arts subjects, the humanities, and science and technology. The government encourages young people to choose degree courses in subjects, or combinations of subjects, that provide the knowledge and skills required by a technologically advanced economy.

Over 95 percent of students on first degree and comparable higher education courses receive government grants covering tuition and accommodation and other maintenance expenses. Parents also contribute, the amount depending on their income.

In addition, students can take out loans to help pay their maintenance costs.

Find examples of:

Institutions of higher education	university, ...
Faculties	
Types of classes	
Subjects	

Exercise 2. Write down the missing words:

1. There are part-time as well as _____ studies.
2. Higher education consists of degree and _____ courses.
3. Separate colleges have their own _____ and courses of studies.
4. Tutorial is a traditional _____ of the Universities of Oxford and Cambridge.
5. Government grants cover tuition and _____.

Exercise 3. Match the collocating words. Use the expressions to talk about your student's life.

- | | |
|-------------|-----------|
| academic | costs |
| maintenance | grants |
| past-school | body |
| governing | freedom |
| government | education |

Exercise 4. Write 3 sentences describing similarity between higher education in Ukraine and Great Britain. Use the words: *both, and, also, ...*

Exercise 5. Write 3 sentences describing difference between higher education in Ukraine and Great Britain. Use the words: *but, while, however, ...*

Group project

Make teams of 4-5 students and follow the steps:

1. Write down questions about the education in Great Britain that you would like to ask.
2. Search for the information to answer your questions. You might try the Internet, as well as social groups on Facebook.
3. Share the information with your project group and prepare the joint presentation using the information you found.
4. Give the presentation about higher education in Great Britain to your groupmates using the phrases given below (about 10 slides).

Focus on Phrases for Presentations

Introducing the topic

As you all know, today I am going to talk to you about...

Today I would like to outline...

The purpose of my presentation today is to ...

Structuring the presentation

I'll start with / Firstly I will talk about... / I'll begin with then I will look at ... next...

and finally...

I will be glad to answer any questions that you may have at the end.

Starting the presentation

To begin with To start with .

Let's start/begin by looking at ...

I'd like to start by looking at

Before I start, does anyone know...?

Changing the topic/speaker

Now I'd like to move on to

Next I'd like to take a look at

Summary

To sum up...

So to summarize the main points of my talk...

Finishing and thanking

Thank you for your attention.

That brings the presentation to an end.

I'd like to thank you (all) for your attention and interest.

Inviting questions

Does anyone have any questions?

If anyone has any questions, I'll be pleased to answer them.

I will be happy to answer your questions now

If you have any questions, please don't hesitate to ask

III. Oxford and Cambridge: the similarities and differences

I can't see who's in the lead but it's either Oxford or Cambridge.

[Commentary on the 1949 Boat Race, between Oxford and Cambridge...]

Questions for group discussion:

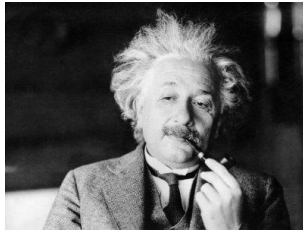
What does the commentary above hint on in your opinion?

What do you know about the mentioned universities?

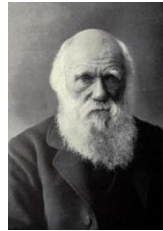
Look at the pictures. Do you know which of the two universities these people graduated from? Try to guess 😊



Hugh Grant



Albert Einstein



Charles Darwin



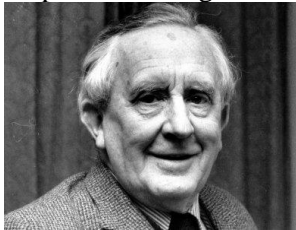
Stephen Hawking



Charles, Prince of Wales



Margaret Thatcher



John Ronald Reuel Tolkien



Oscar Wilde



Oliver Cromwell

Exercise 1. Read the text about the Universities of Oxford and Cambridge and write down the missing word endings.

The Universities of Oxford and Cambridge have a great deal in common, including their collegiate structure, personalised teach_____ methods and wealth of resources available to study_____. There are also some differences between the two institutions which we will explain below.

Courses

Oxford and Cambridge universities agree that the most important decision a prospective applic_____ has to make is the degree they wish to study, not which university they want to apply to. So it is important to read the course details careful____ for any subject you are interested in. You will be studying for several years, so it's important to choose something that you are really passionate about.

Oxford and Cambridge courses tend to be traditional academic courses, with a strong emphasis on personalised teaching. Formal assess_____ is often 100% based on examin_____.

Both universities are committed to recruiting the best and brightest students from all backgrounds.

Some courses are offered at one of the universities but not the other. Check each institution's Undergraduate Prospectus/website for details of courses on offer. However, it is important to be aware that courses with a similar title at the two universities may be different in content.

Colleges

Both Oxford and Cambridge universities are made up of individual colleges, as well as different subject depart_____. A college will be a student's home and their central focus of teaching for much of their time at university. Each college will have a diverse range of students - usually including both

_____graduate and graduate students - studying across a range of subject areas.

The college system offers the benefits of belonging to a large international_____ renowned university, and also to a smaller, interdisciplinary academic college community. You will have access to your college's facilities, such as extensive library and IT provision, as well as the resources of the wider university.

Each college offers an excellent standard of teaching and has very high academic standards. Both universities work hard to ensure that the best students are success_____ in gaining a place, whichever college they've applied to. This means that you may be interviewed by more than one college and you may receive an offer from any of them. If you would prefer not to choose a college, you can make an open applic_____.

Teaching

Teaching methods are very similar at both universities, as students will attend lectures, classes and laboratory work as appropriate for their course. ___like at many other universities, students at Oxford and Cambridge also benefit from highly personalised teaching time with experts in their field. The only difference is in the name: Oxford refers to these sessions as 'tutorials' while Cambridge calls them 'supervisions'.

Students are required to prepare an essay or other piece of work in advance for these sessions and then meet with their tutor to discuss the work, perhaps with one or two other students. Students are specialists or suitably qualified or experienced, so this time is extremely valuable to students in developing their understand_____ of the subject.

Assessment

Students at both Oxford and Cambridge are assessed informal_____ throughout their course by producing work for

their tutors/supervisors for tutorials/supervisions which usually take place weekly. Formal assess_____ is almost entirely based on examinations although in the final year of many courses one examination paper can be replaced with a dissertation.

At Oxford the final degree classification result is usually based on the examinations taken at the end of the final year. Cambridge students, in contrast, are assessed through examinations in more than one year of their course.

Exercise 2. Give Ukrainian equivalents for the following phrases:

have a great deal in common, the most important decision, the best and brightest students from all backgrounds, courses on offer, different in content.

Exercise 3. Find adjectives used with the following nouns:

structure, methods, courses, students

Exercise 4. Match the collocating words and find them in the text:

to read	a written test
to check	a college's facilities
to have access to	the course details
to receive	an essay
to prepare	an offer
to take	a university website

Exercise 5. Find the information about the following in the text:

Feature	Oxford	Cambridge
Courses		

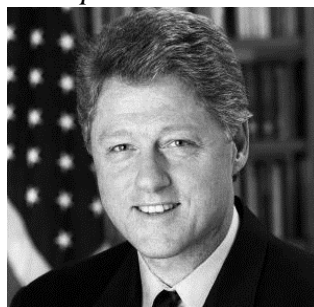
College system		
Teaching methods		
Assessment		

Which of the universities would you choose? Why?

Focus on Grammar

Read an extract from the article “7 Rulers of Countries Who Studied at Oxford” (taken from Oxford Royal Academy website) and find examples of using Past Simple.

The story of Bill Clinton’s time in Oxford begins with the will of Cecil Rhodes, the British imperialist and businessman. In order to promote civic leadership among young people, Rhodes left money in his will to sponsor non-British scholars to come and study at Oxford. To be a



Rhodes Scholar is highly prestigious, and it was a Rhodes scholarship that brought Clinton, a graduate of Georgetown University, to University College, Oxford, in 1968. He studied Philosophy, Politics and Economics, but left for Yale Law School before he took his degree. The Australian Prime Ministers Bob Hawke, Tony Abbott and Malcolm Turnbull were all also Rhodes Scholars.

Clinton defeated Bush in 1992 to become the 42nd President of the United States of America. In 1996, he was re-elected for a second term.

Tick the situations referring to the usage of Past Simple. What grammar tense do the other ones refer to?

- giving recent news
- giving information referring to the past
- when there is a result in the present
- when the time is not specific
- when the time in the past is clear
- with 'for' and 'since', when the actions have not finished yet
- with 'for' when the actions have already finished
- a series of completed actions
- habits in the past
- experiences

*Go around the class and put questions to find people who:
(write down the names with some detailed information)*

1. Went to school at 6.
2. Liked Maths at school.
3. Had excellent marks in most of subjects at school.
4. Applied to the university without much thinking.
5. Did all the homework yesterday.
6. Had a cat when he was small.
7. Didn't play the World of Tanks.
8. Was a diligent pupil.
9. Saw an accident.
10. Watched the Star Wars in the cinema.

Share what you have found out with the whole group.

Group work

Revise the Present Perfect form. Think of the time period since the beginning of the University studies and till the present. What have you done/studied/achieved so far? Make a list of 5 sentences.

Compare your achievements in small groups. Be ready to report on what similar achievements you have and what is special.

Speaking

Student A: your friend (Student B) is studying in Oxford. He has come to Ukraine for winter holidays. Share your experience of entering and studying at the universities. (Make up the dialogues. 10 replicas from each student)

Writing

Your friend wants to apply to A) Oxford B) Cambridge. Write him a letter giving recommendations (100 – 150 words).

Тестові завдання до першого модулю

1. Choose the word that fits:

- Teaching ___ are very similar in most universities.
A) subjects B) methods C) courses
- ___ give lectures at universities.
A) teachers B) students C) lecturers
- Some universities don't ___ foreign qualifications.
A) see B) give C) recognise
- The university ___ include a library, a gym, a computer class etc.
A) facilities B) classes C) staff
- During the course students have continuous ____.
A) assessment B) examinations C) tests

2. Write a word to name each group of words:

- medicine, psychology, law, politics, history -
- BA, MA, MSc, PhD -
- technical colleges, art colleges, institutes of adult education -

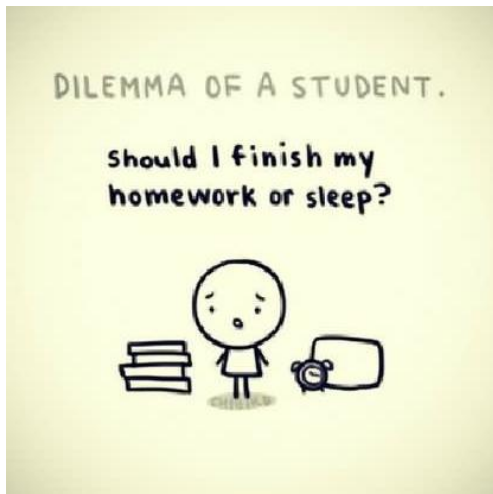
3. Write 3 word associations in each line:

- students:
_____.
- classes:
_____.
- tuition:
_____.

4. In 3 sentences express your impressions of the higher education in GB.

MODULE 2

IV. How to beat the fresher blues



Questions for group discussion:

What made you feel nervous when you started studying at the university? Why?

What helped you to adapt to the University life?

Exercise 1. Read the text “How to beat the fresher blues”. What type of writing is it? Translate the words in bold.

When the initial excitement of university begins to fade, it's normal to feel lost, **homesick** or even overwhelmed. But, as Russ Thorne explains, there are things you can do to make it easier.

The first few weeks of student life can be a blur of lectures, late nights, fuzzy mornings, **reading lists** and repeating what A-levels you did (and where) over and over again. And then it all stops, and things become clear: you're here, maybe a long way from home, for the next few years.

Many first year students find this period **challenging**, says Philip Ryland, associate dean (student experience) in the Faculty of Management at Bournemouth University, but there's a lot you can do about it.

“Uni is an important social experience,” he says. “Make the time to meet your fellow students, play sport, join clubs and societies and meet local people.”

If you're concerned about adjusting to degree-level study, again your **peers** can guide you. Look for course social events – they provide opportunities to meet like-minded people and mix with students in other years.

“Students at other levels of the programme will have a better understanding of how the programme is delivered and assessed and perhaps what is expected from you,” says Ryland.

Many issues come from a lack of balance – too much (or too little) work, **socialising**, sleep and so on can all take their toll.

“We recommend that students do what they can to get a balance between their physical, psychological, social and academic wellbeing and to recognise that all of those things influence each other,” says Gareth Hughes, psychotherapist and researcher at the University of Derby.

It's not necessarily about giving things up, he continues. “Many students drop hobbies or socialising when **deadlines** or exams approach and it's easy to see why, but those things usually help them manage stress better and keep their energy levels up.” Look after your body, too: eat well, exercise, drink water and get the odd early night. “All have been shown to benefit **academic performance**,” adds Hughes.

So you've joined the Gin Society, done some laundry and eaten a hot meal. Anything else? Your degree, of course. Get

involved, says Jack Wallington, community director at The Student Room.

“Talk to your **tutors**, delve into that reading list. Find the things that you really love,” he says, adding that while the weekly essay won’t always thrill you, “if you’re mixing it up with something different then it will be so much easier to stay motivated.”

Everyone gets the fresher blues in different ways, but the treatment is the same.

“Talk,” says Wallington. Speak to your friends – you may find they feel the same way and will be relieved you brought it up. Mine forums for advice, call home, or get support from your uni’s student services team.

Mainly, though, give yourself permission to feel low. Then you can start doing something about it.

“Don’t be surprised if you’re having worries or concerns; pretty much everyone does at this point,” adds Wallington. “By focusing on doing things that motivate and interest you, and by being open with the people around you, uni will soon feel like home.”

Exercise 2. Find words in the text that match the verbs as in the example:

to have	<i>worries</i>	to feel		to meet	
	<i>concerns</i>				
to drop				to join	

Exercise 3. Write corresponding words in each line:

1. Beginning of studies: *late nights*, ...
2. Social experience: *play sport*, ...
3. Course involvement: *talk to the tutors*, ...

Exercise 4. Complete the sentences with a few words from the text above:

1. ... there's a lot you can _____.
2. Make the time to _____.
3. ... your peers can _____.
4. Many issues come _____.
5. ... give yourself permission _____.

Exercise 5. Discuss the following questions in pairs and then share your opinion with the whole class:

1. How can you get social experience at the university?
2. Why is it good to talk to students at other levels of the programme?
3. How is it possible to keep balance between studying and leisure?

Speaking

You are invited to the social meeting of first-year students. Get ready to speak about your first week at the university. What was it like? How did you manage stress? (50 – 100 words).

Useful phrases:

First...

To begin with...

First of all...

Then....

Besides,...

Moreover,...

Furthermore,...

All in all...

As I said / mentioned...

I think / believe that...

As far as I'm concerned....

To my mind...

In my view...

I'm sure that...

I strongly believe that...

I have no doubt that...

To tell you the truth

to be honest / frank

The point I'm trying to make is that...

Let me put it this way:...

Briefly said,...

In short,...

Share your experience in a group of 4-5 people and prepare a leaflet “*Tips for a fresher*”. Present it to the whole group.



V. The best societies to join at the university

Questions for group discussion:

Can you remember a film where the main character is involved in a student society?

Are you involved in any societies? Would you like to?

What society would you like to create yourself?



Exercise 1. Read the text “The best societies to join at the university” and find the types of societies mentioned.

Heading to university for the first time is very exciting – if a little nerve-wracking – for the majority of students. But sometimes the sheer number of opportunities on offer can feel completely overwhelming.

We’re constantly told to make the most out of our time in higher education, and take every opportunity presented to us. But when it comes to sports clubs and societies, it’s not as simple as trying them all - who's got time for that?

...for making new friends

They say one of the hardest parts of university life is settling in, and so perhaps the most primary reason for finding the right societies to join will be to meet new people.

Unsurprisingly, people with common interests tend to get on well – so to meet those you will really gel with, get involved with something you’re passionate about. Particularly ‘social’ societies tend to include sports teams and drama troupes.

You'll also find very friendly people involved with volunteering and community service.

Alternatively, stepping slightly out of your comfort zone can sometimes reveal interests you never knew you had, and therefore bring fresh people into your social circles. It's worth trying at least one society you're not sure about, just in case. I've heard Magic Soc is good...

...for learning new skills

There is no place like university for expanding your skills repertoire and mixing with experts. With so many talented people from all walks of life in one place, you'll have plenty of opportunities to learn from the best.

You also have great access to expensive resources often free of charge, such as art studios and theatres and concert halls for performance. So if you're looking to try something new, and get good at it, try a 'Give it a Go' workshop in art, music or sport. You'll be amazed at how many people are starting from scratch.

If you're looking for something more nice, many universities offer smaller skills-based groups such as baking and craft societies.

...for keeping fit and healthy

While the obvious answer to keeping fit at university is to join a sports club, there are plenty of societies on offer for students who aren't into competition. High intensity work out classes like aerobics and hot yoga can make for really effective sessions, all at minimal cost and available on your doorstep.

If intensive fitness isn't your thing, more relaxed groups such as walking societies can be very sociable.

...for impressing employers

Employers now look specifically for evidence of transferable skills, and one of the best ways to acquire these is through engagement with academic and vocational societies.

Most universities have groups set up for various departments – ranging from Literature and History to Chemistry and Engineering societies, which are a good first step.

However particularly impressive is evidence that you can work in a team, handle responsibility and meet deadlines – such as would be required of you in the average workplace. For this, you might like to get involved in media societies.

Most universities produce at least one student paper, and many also feature entirely student-run radio and television stations, as well as various magazines and creative projects. Stepping up as an editor, contributor or technician will really boost your confidence and your archives; and to go to an employer with published work or broadcast footage is likely to set you apart from the rest.

...for making a difference

Students are well-known for their activism, and universities offer an ideal environment to come together and campaign for what matters to you. Many societies will represent specific charities and organise official projects and events, such as Amnesty International.

Many universities also feature political unions – such as the Durham Union and UCL Union Debating Society – who will frequently host events for prominent external speakers and take part in competitive debates.

...just for a laugh

University is also full of silly societies and special interest groups designed for meeting like-minded people and trying something a little whacky. From Mario Kart Society (Essex), to

groups for Douglas Adams fanatics (York) and curry appreciators (Bath), there's something for literally everybody.

But while these societies sound like a laugh, they do tend to take themselves quite seriously – so don't mess with Assassins Guild.

Exercise 2. Explain the following phrases used in the text (in English):

to make the most of time, to settle in, to go on well with smb, to get good at smth, to start from scratch, to make a difference

Exercise 3. Match the phrases:

to take	volunteering
to meet	responsibility
to get involved with	interests
to step out of	every opportunity
to reveal	deadlines
to handle	your comfort zone

Exercise 4. Write down 3 sentences about your university life using phrases from the previous task.

Exercise 5. Answer the questions:

1. Why you should join a society?
2. How can they help to make new friends?
3. Why you should try a new society?
4. What opportunities do universities provide for doing sport?
5. How can societies help to impress a future employer?

Focus on Grammar

Read the extract from the article “Benefits of joining a student society” and analyse the tenses used.

The obvious benefit of joining a student society is the impact it will have on your social life. You will meet people who share an interest with you, and you will widen your social network beyond your course and the people you live with.

However, there are also real gains in terms of your employability - the skills, qualities and knowledge you offer to prospective employers, which suggest that you will successfully adapt to life as a graduate in the workplace.

All societies depend on events for their success, such as meetings, matches, competitions, trips and fundraising events. Consequently, if you're an organizer or officer of your society, you will develop lots of experience and expertise in event planning and organization.

Even if you aren't an active member of a student society with an administrative position, you will demonstrate a number of qualities simply by becoming a member. Firstly, you will be a team player who is able to show commitment to fellow members of the society.

Secondly, by succeeding in your academic work alongside your participation in a society, you will demonstrate time management skills and come across as a well-rounded individual.

Why do you think Future Simple is used in the text?

When do we use “be going to” to refer to future actions?

*Here are some of **The 50 things to do before you leave university** from the online journal “Independent”. Choose 5 that you believe you will actually do one day and 3 that you are going to do in the nearest future. Share in groups and make a summary to share in the class.*

1. Feed the campus wildlife.
2. Have an epic karaoke night at your house using just YouTube and your natural star quality.
3. Go on a date with someone you would normally say no to - give them a chance.
4. Hand in an essay early.
5. Busk on campus for a charity (even if you have zero talent).
6. Teach someone something.
7. Read a book that isn't study-related.
8. Sleep out under the stars.
9. Study in every library that exists at your university (like you're 'on tour' - but studying).
10. Sit in on a lecture that's completely out of your field, but that you've always been fascinated by.
11. Apply for internships and jobs.
12. Turn up at a 8 am lecture along with all the other students dressed in your PJs and dressing gowns.
13. Get involved in a play or some kind of performance (e.g. fashion show, etc.).
14. Visit all historical building and monuments in your town (including churches).
15. If you think a lecture was particularly good, try and instigate a standing ovation.

Speaking and writing

Imagine you have created a society (of your choice). Give reasons why other students should join it. Write an advertisement to the student paper stating:

- name of the society
- its aim
- its target group
- what activities are planned
- what benefits it can give its members

Present your ideas to your groupmates.

The groupmates are to choose the society to join. The student with the largest amount of participants wins.

VI. The top 100 universities in the world



Questions for group discussion:

Did you take into account a university brand when choosing where to apply? Why?

How can a university raise students' employability?

Do you think all Oxford graduates find a good job?

Exercise 1. Read the text “The top 100 universities in the world for employability revealed” and state if the sentences are True (T) or False (F):

1. Oxford University graduates are among the most employable in the world.
2. “Professional experience” is the most important factor for employment.
3. A degree from a top ranking university means that a graduate has the best skills for the job.
4. Nowadays students don't mind the university brand.

“The top 100 universities in the world for employability revealed”

Cambridge University graduates are among the most employable in the world, according to new global rankings. The top-performing university came first in the UK and fourth in the world in the Global University Employability Ranking, published by Times Higher Education.

Oxford University, Imperial College London, King’s College London and the University of Manchester also ranked highly in the league table.

Taking into consideration opinions from 2,500 recruitment managers from international companies in 20 countries around the world, researchers named “professional experience” as the most important factor when predicting a graduate’s employability.

A high degree of specialism, and proficiency in at least two foreign languages were also hailed as important skills favoured by recruiters.

Responding to the results, Vicky Gough, a spokesperson for the British Council, said: “The reality is that speaking another language boosts job prospects and allows you to connect with another culture. And as the UK comes to reposition itself on the world stage, skills like these matter now more than ever. We must do everything we can to encourage more people to take on languages at school, university and beyond.”

While most employers recognised that a degree from a top ranking university was not necessarily indicative that a graduate might have the best skills for the job, the sheer volume of applications for top positions meant recruiters would most likely compare university ranks or look for universities with a strong “global brand” as a way of narrowing down applicants.

Around 85 percent of recruiters agreed or strongly agreed that employability could be defined as “a set of job-related aptitudes, attitudes and behaviour”, suggesting an individual’s general demeanour was as important as their qualifications and skills.

Respondents to the survey named the US as the country with the most employable graduates, with Germany and the UK come in close second and third place.

Phil Baty, editor of the Times Higher Education World University Rankings, said: “A university education brings a host of life-enhancing benefits but for many students, launching a successful career is one of the most important outcomes.

”In a year of huge political upheaval, where young students have witnessed Brexit and the unexpected election of Donald Trump as US President, many will seek the relative safety of a university with a strong track record of producing graduates who are valued by large, international graduate employers.“

As employers receive more international applications, it becomes ever more important for ambitious students to graduate from a university that has a “global brand,” he added.

Exercise 2. Divide the words and phrases into three groups:

- A) Important skills B) “Global brand” C) Employability

job-related aptitudes, attitudes and behaviour; global ranking, boost job prospects, professional experience, top-performing, high degree of specialism, proficiency in foreign languages, launch a successful career

Exercise 3. Answer the questions to the text:

1. What skills are important if you need to find a good job?
2. Why is it important to be able to speak a foreign language?
3. Why do recruiters compare university ranks?
4. How is employability defined?
5. Why do students want to graduate from a university that has a “global brand”?

**Exercise 4. How do you find your employment prospects?
Mark the following characteristics from 0 to 5.**

Mark	0	1	2	3	4	5
Characteristic						
Professional experience						
Specialism						
Proficiency in foreign languages						
General demeanour						
University brand						

Speaking

Look at the table with marks. What characteristics are the most important to you? Why? What do you want to achieve before you graduate?

A business company is going to provide a corporate scholarship for promising first-year students. Prepare a speech for the interview. Present it to your group. Use the patterns:

I'm going to win an Olympiad.

I want to travel a lot.

I am eager to show my talents.

I believe I will become a top student.

In 5 years' time I will be launching my start-up.

I will have won the President's scholarship by the end of studies.

Group project

Work in groups. Write down your collective “Code of Conduct” for the period of Bachelor studies. Present it to the whole group.

Тестові завдання до другого модулю

1. Choose the word that fits:

- Always remember about ___ to do everything on time.
A) deadlines B) tutors C) peers
- A good academic ___ is one of the conditions of further employment.
A) marks B) performance C) freedom
- Professional ___ makes you more employable.
A) experience B) degree C) university
- A ___ career is a dream of every graduate.
A) lost B) overwhelming C) successful
- ___ students tend to enter universities with a “global breed”
A. poor B) ambitious C) foreign

2. Write 3 word associations in each line:

- Fresher's feelings: _____.
- The first weeks of student life: _____.
- Social experience: _____.

3. Translate the following sentences into Ukrainian:

- Багато першокурсників сумують за домом у перші тижні навчання.
- Студентські спільноти відкривають багато можливостей для саморозвитку.
- В наш час волонтерська діяльність є дуже популярною серед студентів.
- Щороку в Україні складається рейтинг найкращих університетів.
- професійний досвід можливо отримати вже в університеті приймаючи участь у студентських спільнотах.

Glossary

1. Education: University

- to send in / submit an application
- to get / obtain a place at university
- to get / receive a grant
- to do / take / study for a degree
- an undergraduate
- a graduate
- a postgraduate
- to do / study a subject
- to conduct / do / carry out research
- to take / make notes
- to do a draft
- to give feedback
- to get / receive a grade
- to get / obtain / acquire a qualification
- to pass a test
- to do / sit / take an exam
- to pass examinations
- to obtain / be awarded a diploma
- a lecturer

- to give / conduct a lecture
- to provide training
- assessment

2. Higher education in Great Britain

- part-time, full-time studies
- academic freedom
- autonomous
- regulations
- a faculty
- academic and vocational subjects
- knowledge and skills
- tuition and accommodation

3. Oxford and Cambridge: the similarities and differences

- to have smth in common
- the best and brightest students
- courses on offer
- different in content

- a subject department
- a college's facilities
- high academic standards
- a tutor

4. How to beat the fresher blues

- to feel homesick
- a reading list
- challenging
- to join clubs and societies
- peers
- social events
- to meet like-minded people
- socialising
- deadlines
- to manage stress
- academic performance
- to bring up a topic

5. The best societies to join at the university

- to make the most of time,
- to settle in,

- to go on well with smb,
- volunteering and community service
- to get good at smth,
- to step out of your comfort zone
- to start from scratch
- transferable skills
- to make a difference
- to widen your social network

6. The top 100 universities in the world

- global ranking
- employers
- employability
- professional experience
- proficiency
- job-related aptitudes
- job prospects
- to launch a successful career
- to narrow down applicants
- ambitious students

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