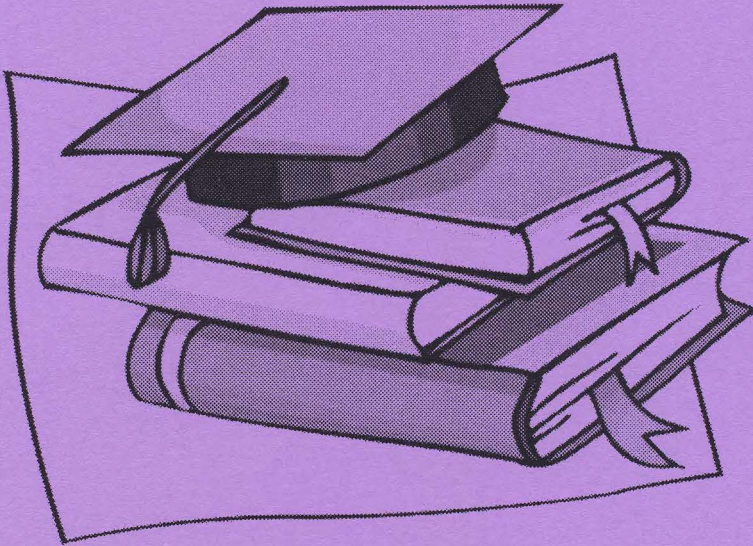


# ACADEMIC MATTERS



Academic Matters. Учебно-методическое пособие по английскому языку для студентов естественно-научных факультетов. 2-е издание, исправленное и дополненное. Составители: И.Ю. Вострикова, М.А. Стрельникова. – Воронеж: Истоки, 2014. – 68 с.

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Настоящее учебно-методическое пособие подготовлено на кафедре английского языка естественно-научных факультетов факультета РГФ Воронежского государственного университета и предназначено для студентов первого курса естественно-научных факультетов.

Целью пособия является развитие у студентов продуктивных и рецептивных видов речевой деятельности в рамках социально-культурной сферы общения: говорения, письма, чтения и аудирования. Тренируются различные стратегии чтения (просмотровое, поисковое, детальное), развиваются навыки диалогической и монологической речи.

Пособие рассчитано на 36 часов аудиторной и 36 часов самостоятельной работы.

Пособие состоит из 5 разделов (Units), охватывающих основную тематику общения в учебно-познавательной сфере: роль образования в современном мире, высшее образование в России и за рубежом, история и традиции вузов, внеучебная деятельность студентов, академическая мобильность.

Каждый раздел содержит предтекстовые упражнения; аутентичные письменные тексты и тексты для аудирования; послетекстовые упражнения, направленные на проверку понимания; блок упражнений на обсуждение информации, полученной из текстов; а также упражнения, направленные на формирование и развитие навыков письменной речи.

### 1c Comment on the following statements:

1. Education has produced a vast population able to read but unable to distinguish what is worth reading. 2. Every man's work, whether it be literature or music or pictures or architecture or anything else, is always a portrait of himself. 3. Education makes people easy to lead but difficult to drive; easy to govern but impossible to enslave. 4. Do not try to learn everything not to become an ignoramus in everything.

### 1d Answer the questions using the expressions in brackets:

1. Which job is more valuable: that of a) a space-pilot or that of a book-keeper; b) an economist or a philologist; c) an actor or a scientist? (in his own sphere, equally useful, necessary, to serve various needs of a community, to study the laws of nature, to predict the future developments, to care for the needs of, to entertain people)

2. What can you say about the advantages of universal secondary education? (to be given equal opportunities, to be guaranteed a chance to..., to develop various skills and abilities, to open the world of human knowledge and science in general)

3. What problems, do you think, may face a society where universal secondary education has been implemented? (to have no talent for academic training, to select the most capable/less capable, contrary to the expectations, to earn one's living, to meet the demands of modern highly industrialized society)

### 1e Read the text and be ready to discuss in groups the statements after the text:



#### THE VALUE OF EDUCATION

Education is not an end, but a means to an end. In other words, we do not educate children only for the purpose of educating them; our purpose is to fit them for life. As soon as we realize this fact, we will understand that it is very important to choose a system of education which will really prepare children for life. It is not enough just to choose the first system of education one finds; or to continue with one's old system of education without examining it to see whether it is in fact suitable or not.

In many modern countries it has for some time been fashionable to think that, by free education for all – whether rich or poor, clever or stupid – one can solve all the problems of society and build a perfect nation. But we can already see that free education for all is not enough; we find in such countries a far larger number of people with university degrees than there are jobs for them... Because of their degrees, they refuse to do what they think “low” work; and in fact, work with hands is thought to be dirty and shameful in such countries.

But we have to think for a moment to understand that the work of a completely uneducated farmer is not less important than that of a professor: we can live without education, but we die if we have no food. If no one cleaned our streets and

took the rubbish away from our houses, we should get terrible diseases in our towns.

In fact, when we say that all of us must be educated to fit us for life, it means that we must be educated in such a way that, firstly, each of us can do whatever job is suited to his brain and ability, and, secondly, that we can realize that all jobs are necessary to society, and that we shouldn't be ashamed of one's work, or scorn someone else's. Only such type of education can be called valuable to society.

**1f Work in groups and discuss the following.**

1. Universities should spend more time teaching the skills people need to get a job.
2. Education is basically a social experience. The atmosphere is the most important thing.
3. There should be no private education. All children should attend state schools/universities.
4. The purpose of secondary education is to prepare you for life.
5. Examination results are the most important aspect of education.
6. Sport is the most important subject at the university.

**1g Translate the following sentences into Russian, paying attention to the structure *it is* + *adjective* + *Infinitive* (при переводе подобных предложений начальное *it* опускается):**

1. It is quite absurd to think that some jobs are more important than others.
2. It is fashionable to say nowadays that parents don't understand their children.
3. It is essential to remember that education must fit children for life.
4. It is necessary to realize that free education doesn't solve all social problems.

<b>2.LISTENING AND SPEAKING</b>
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**2a Do you agree with the following sayings and statements? Why? Why not?**

- ✓ A successful teacher needs: the education of a college president, the executive ability of a financier, the humility of deacon, the adaptability of chameleon, the hope of an optimist, the courage of a hero, the wisdom of a serpent, the gentleness of a dove, the patience of job, the grace of God and the persistence of the devil. ~Anonymous
- ✓ Most of us end up with no more than five or six people who remember us. Teachers have thousands of people who remember them for the rest of their lives. ~Andrew A. Rooney
- ✓ Academic achievement depends mainly on your teacher.
- ✓ Teachers should be paid according to the exam results of their students.

**2b Look up into your dictionary to find the meanings of the words below:**  
environment method unique approach pace criticize



2c Listen to a university student talking about a teacher. Does he say the teacher was good or bad? **L1.1**

2d Listen again and tick (✓) which of the following adjectives the speaker uses to describe the teacher.

friendly informal easy-going strict punctual late formal well prepared interesting

2e Tell your partner about your favorite / worst teacher at school. Write a short profile (80-100 words) of him or her.

### 3.READING AND SPEAKING

3a With a partner, make a list of reasons for going to university.

3b Discuss the following in small groups.

- Is it worth going to university?
- Should almost everyone go to university?
- Should you have to pay to go to university?
- Find reasons in the article for NOT going to university.

3c Read the article and check the reasons given. Are they the same as yours?



#### THE TRUE COST OF UNIVERSITY FEES

The recent government announcement of *an increase in university fees* for the coming academic year has angered young people planning to go to university. In addition, *it has caused some of them* quite understandably *to question* the value of a university education.

In an ideal world, university education would *be free and open to all*. However, in most western countries, students do *contribute to the cost of going to university*, and most accept that they should pay something towards the benefits they receive from a university education; these benefits include *the opportunity to get good jobs* in the future, and this of course *leads to higher salaries* and *a more comfortable lifestyle*.

But is it that simple? It is true that university graduates may get better jobs, but on the other side this clearly means that many students *have to depend on their parents to finance their education*. As it is, students often *have to take out loans to pay for general living cost*. It will *discourage* some students *from going to university* because they simply cannot afford it. This is not good news for the Government, whose stated aim is to encourage 50 percent of young people *to go on to higher education*. Already, many young people *are questioning the value of a university education*. Everyone seems to have a degree these days, they say, so when they graduate from university, they cannot be sure they will get a well-paid