

AI

SEMINAR 4 University

Quotes – Read the quotes, then discuss your views about some of them in class.

1 “No one wants a good education; everyone wants a good degree.” ~ Lee Rudolph, *American math professor*.

2 “A man who has never gone to school may steal from a freight car; but if he has a university education he may steal the whole railroad.” ~ Theodore Roosevelt (1858-1919), *26th American president*.

3 “Training is everything. The peach was once a bitter almond; cauliflower is nothing but cabbage with a college education.” ~ Mark Twain (1835-1910), *19th century American writer*.

4 “There are two types of education: one should teach us how to make a living, and the other how to live.” ~ John Adams (1735-1826), *2nd American president*.

5 “No man should escape our universities without knowing how little he knows. ~ Robert Oppenheimer, (1904-1967), *American physicist*.

Departments at the Faculty of Arts

Department for the Study of Religions
Department of Archaeology and Museology
(*Dept. of Museology*)
Department of Auxiliary Historical Sciences and
Archive Studies
Department of Classical Studies (*Classical Text
Division, Electronic Database Division*)
Department of Czech Language
(*Dept. of Czech for Foreigners*)
Department of Czech Literature and Library Studies
(*Dept. of Library Studies*)
Department of Educational Sciences
Department of English and American Studies

Department of European Ethnology
Department of German, Scandinavian and
Netherlands Studies
Department of History
Department of History of Art
Department of Linguistics
Department of Musicology (*Dept. of Aesthetics*)
Department of Philosophy
Department of Psychology
Department of Romance Languages and Literatures
Department of Slavonic Studies
Department of Theatre and Film Studies
(*Dept. of Film Studies*)

Departments at the School of Social Studies

Department of Environmental Studies
Department of International Relations and European
Studies
Department of Media Studies and Journalism

Department of Political Science
Department of Psychology
Department of Social Policy and Social Work
Department of Sociology

Discussion

Work in pairs. Think of three facts, experiences or expectations (astonishing, interesting, unusual, or typical) concerning university life and your studies. Discuss them with your partner and be ready to present them formally to the rest of the class. Don't forget to introduce yourself – give your name and at least one fact about yourself! Find your department in the lists above so that you are sure to give the correct English name for it.

Task 1

Rank the following university positions:

Senior Lecturer (GB) = Associate Professor (US)
Sub-Dean (GB) = Vice-Dean (US)
Reader (GB) = Associate Professor (US)
Vice-Chancellor (GB) = President (US) = Rector (EU)
Lecturer (GB) = Assistant Professor (US)
Dean
Professor
Deputy Head of the Department
Chancellor
Vice-Rector
Assistant Lecturer (GB) = Instructor (US)
Head of the Department

Task 2a

Match the extracts with the types of university teaching.

Practicals – Seminars – Fieldwork – Lectures – Consultations

- (1) are talks on a particular subject given by teachers where regular attendance is usually not required. Reading assignments are set here to help students to read about the subject in their own time.
- (2) In, a small group of students meets under the guidance of a teacher to discuss an essay or report on a specialised topic, usually prepared by one of the students. They form an integral part of the programme of study within a number of courses.
- (3) form a part of some courses and allow students to gain 'hands on' experience in working within a subject. They involve experiments, computer-based analysis, laboratory work, fieldwork, numerical or graphical analysis of data, and the production of academic written reports.
- (4) are discussions between individual students or a very small group of students and their teacher. Such meetings are held to deal with a range of topics including giving advice related to specific study issues (essays, presentations, reading materials), or simply helping with any difficulties that arise in the course of studies at university.
- (5) is of great importance to the teaching of some branches, and some departments integrate into various courses in the second or third year. Specialised excursions are run to chosen localities; apart from one-day trips to points of local interest, longer trips are often run as well.

Task 2b: Enrolment.

Put each of the following words or phrases into its correct place in the passage.

amount	credits	opportunity	technical
calendar	curriculum	outlines	three
class hours	electives	prospectus	week
college	graduation	specified	
selecting	major	subjects	
course	number	requirements	

The courses given by a or university are called its curriculum. The of the institution the complete It gives the for entry to each course, as well as the credits given for the

Each course is designated as giving a number of credits. These are usually equal to the number of devoted each week to the course. For example, a course that meets three times a usually gives credits towards graduation. Schools using the semester require about 120 credits for Between 30 and 40 of the required credits must be in the student's subject.

Schools vary considerably in the of freedom given students in their courses. Almost all schools have a certain of required Students can also usually choose non-required courses called Liberal-arts colleges usually give students more to choose than do schools.

Task 2c: Students

Put each of the following words into its correct place in the passage below.

authority	co-ordinate	located	undergraduates
bachelor's	courses	school	university
bodies	degree	separate	women
campuses	freshmen	sex	year
classes	graduates	special	
co-educational	junior	students	

The student body of a or college is divided into and undergraduates. Graduates have already received their degrees, while have not. The undergraduates belong to one of four according to their of study. These are, sophomore,, and senior classes. Most schools also admit students who take a number of, but are not working towards a

Student vary considerably from to school. Some institutions are with both men and students. Others admit of only one

A institution has men's and women's colleges. They are controlled by the same central and are usually on the same campus or nearby

Task 2d: Examination Grading

Put each of the following words into its correct place into the text.

achievements

adjustment

admit

attitude

average

colleges

common

failure

grade

letter

marking

method

minimum

occasionally

pass

percentage

perfect

progress

record

reports

school

teacher

Grading is a used in schools to student achievements. Almost every keeps a record of each student's in order to have some basis for measuring his The record supplies information for to parents. Universities and often use this information to help determine whether they should a student.

For a long time, the most method of recording achievement was by with a mark, or, of 100 per cent representing achievement. The mark for a was usually 70 per cent, and for work about 80 per cent. Today, the letters A, B, C, D, E, and F are much more commonly used. The mark A stands for exceptional achievement, and E or F means

A few schools use no system at all. Instead, each writes a detailed to the parents. Such letters report the student's progress,, activities, and social

Task 2e: Letter

Read the letter to Antonio Delgado at the Faculty of Humanities. Correct the underlined mistakes. Add the missing words (λ).

Dear Mr. λ ,

I am writing to asking for information in courses at the Faculty of Humanities. My name λ Kemal Alpay. I am 19 years old and I live to Istanbul. I left school a year ago and I am work in a museum as a guide.

I am interesting in the courses in history and museology. Could λ please send me informations about the courses and the entrance exams?

I would also like to now when the next term begins.

I look forward to hear from you.

Your sincerely,

Kemal Alpay

READING – Masaryk University Brno

Masaryk University Brno was founded as the second Czech university (with four faculties – law, medicine, natural science, and arts) on 28 January 1919 by President T. G. Masaryk (1850 - 1937). Today, it is the second largest university in the Czech Republic in terms of the number of students in accredited degree programmes*. The university's curriculum is based on disciplines grouped under the faculties of Arts, Social Studies, Law, Medicine, Science, Education, Economics and Administration, Informatics, and Sports Studies. The university includes a rector's office (the top administrative body of the university), a dean's office (the top administrative body of each faculty), the faculties, and a number of other schools, centres, and institutes.

Students who want to go to university must first pass entrance examinations. If they get a place at the university, they do not have to pay for the teaching – in other words, the tuition* is free; some of them can even receive a grant or scholarship to cover living expenses. Both the Bachelor's* and Master's* degree models are considered undergraduate programmes. At the faculties of Arts and Social Studies, the Bachelor's and Master's programmes take three and two years, respectively,* or five for a Master's that does not already include a Bachelor's degree. During this period, students study certain subjects for their degree. The courses consist of a combination of lectures, seminars and practicals, supplemented by consultations and, in some branches, fieldwork. When students finish the course and pass their final examinations, they receive the degree.

After graduation* some students can choose to go on to do a post-graduate or doctoral programme that takes at least three years and consists mostly of seminars, consultations and, above all, carrying out original research leading up to the writing of a dissertation. Postgraduates finish their courses with a Ph.D. (Doctor of Philosophy) degree. The recent introduction of a university-wide credit system based on the principles of the European Credit Transfer System (ECTS) has ensured greater flexibility and helped foster* the internationalization of curricula.

Grammar – Direct and Indirect Questions

Task 3

Complete these questions from the answers. You may need to look at the reading again.

1. When _____?

Masaryk University Brno was established in 1919.

2. Who _____?

The highest administrator of MU is the Rector.

3. How many _____?

It takes three years to do a Bachelor's degree.

4. How long _____?

It takes two years to do a Master's degree.

5. What _____?

It has ensured greater flexibility and helped foster the internationalization of curricula.

Task 4 – Indirect Questions

To make questions more formal or less personal, you can use **indirect** questions.

Note: The word order of indirect questions is different from direct questions.

Can/Could you tell me ... who/what + subject + verb

Can/Could/May I ask you ... + where/when + subject + verb

Do you know ...	how/why	+	subject	+	verb
Do you mind if I ask	if/whether	+	subject	+	verb

Examples:

Do you stay at the halls of residence? → Could you tell me if you stay at the halls of residence?

Where is the dean's office? → Do you know where the dean's office is?

Do you have a scholarship? → Do you mind if I ask if you have a scholarship?

1. At which faculty do you study?
2. Do you have any practicals?
3. Is attendance required at all your lectures?
4. How many seminars do you have per week?
5. Are you studying for a Bachelor's or Master's degree?
6. Are you carrying out any research?
7. Have you taken any notes at this lecture?
8. Do you receive any grants for your studies?
9. Who is giving the lecture tomorrow?
10. Have you completed your first degree?

Task 5

Prepare five indirect questions concerning studies at this university and ask some of your classmates.

Task 6 – Supplementary Reading

Use Your Gap-Year Wisely

Gap-year students trying to convince parents that sitting on a beach is a worthwhile way to spend a year will be disappointed with the message in a new government-backed report which suggests to volunteer* or get a job. The study concludes that people who take a year out before going to university, or just after they graduate, and use that time to gain useful skills are more attractive job candidates than those who rush for a degree. Dr. Andrew Jones of the study team found that employers were particularly interested in the "soft skills" that students pick up when travelling, volunteering, and working, because they do not trust universities to teach the arts of communication, teamwork, and leadership.

However, failing to plan the year properly can leave a hole in your CV. Jones adds, "there is a clear differentiation between those doing a structured placement and the people who go on extended holidays diving off the coast of Thailand." He spent a year interviewing "gappers", their parents, career advisers, universities, and future employers about what a good gap year should involve. Some 800 organisations in the UK now offer chances for young people to do voluntary work and placements in industry in the UK and abroad; nevertheless, it seems that most gap-year students still do not properly plan their year.

According to the research, up to 200,000 students or recent graduates will take a year out this year. A growing number are state school educated, and are not being financed by their parents. The research disproves the myth that the increasingly common gap year is for the wealthy, or just an opportunity for an extended holiday. The rise of the boarding school equivalent of a gap year, which sees parents paying up to £20,000 for a structured world tour doing Prince William-style conservation work in the rainforest, masks a growing number of students working their way through their gap year to pay their university fees. Dr. Jones advises students to have something to show for their time. After all, he adds, "they are probably just going to get bored sitting around for six months."

Tom Griffiths, an ex-gapper and founder of [Gapyear.com](http://www.gapyear.com) says, "One of the fastest growing areas is earning money to go to university. It's a brilliant thing to have on your CV. If you're that focused on getting ahead, employers love it: it shows character, confidence, goal setting, and persistence." However, he adds that there is a revolt against backpacking at the moment. "There's this old opinion that you've got to do some good volunteering, yet there are a lot of people who actually just want to go off and see the world. I did some of that during my year off and I matured; I grew up. Some people say that's a wasted year. It's not; it's a growing year."

Adapted from an article by Polly Curtis, [The Guardian](http://www.theguardian.com), Tuesday, July 27, 2004.
Viewed at <http://travel.guardian.co.uk/gapyears/story/0,10787,1269753,00.html> on 11.10.2004.

Questions

1. Based on the text, what do you think is meant by the terms "gap year" and "soft skills"?
2. How is the quality of a gap-year related to the wealth of the student?
3. How is "earning money to go to university" a fast growing area?
4. Why is there a revolt against back-packing?
5. How would you summarize the opinions of Andrew Jones and Tom Griffiths?
6. Who do you agree with more? Why?
7. Do you have some experience like this or plans?
8. What kinds of gap-year ideas can you think of?

Vocabulary

- | | |
|---|---------------------------------|
| 1. *to study at university | studovat na univerzitě |
| 2. *to study (no article) English | studovat angličtinu |
| 3. *the School of Social Studies | fakulta sociálních studií |
| 4. *the Faculty of Arts | filozofická fakulta |
| 5. *to found (usually in passive) | založit |
| 6. *Masaryk University (no article) | Masarykova univerzita |
| 7. *business card | navštívenka, vizitka |
| 8. *at@, dot., slash/ (in e-mail addresses) | |
| 9. *to introduce someone to someone | představit někoho někomu |
| 10. *accredited degree programme | akreditovaný akademický program |
| 11. *Bachelor's degree (B.A. / B.Sc.) | titul bakalář |
| 12. *Master's degree (M.A. / M.Sc.) | titul magistr |
| 13. *Doctorate (Ph.D.) | doktorát (Ph.D.) |
| 14. tuition | školné, poplatek |
| 15. *respectively | v tomto pořadí |
| 16. to foster (to promote) | podporovat |
| 17. *graduation | promoce |
| 18. to volunteer | dobrovolně spolupracovat |

Word bank

- | | |
|---|---------------------------------------|
| 1. to take/do/sit an entrance exam for university | dělat přijímací zkoušku na univerzitu |
| 2. to pass/fail an exam | udělat/neudělat zkoušku |
| 3. to win/get a place at university | dostat se na univerzitu |
| 4. humanities | humanitní studia |
| 5. sciences | přírodní vědy |
| 6. enrol at a course | zapsat se do kurzu |

7. to attend lectures/seminars	chodit na přednášky/semináře
8. to get credits	získat zápočty
9. exam period	zkouškové období
10. to drop out	odejít ze školy kvůli prospěchu
11. department	katedra
12. major subject	hlavní obor studia
13. minor subject	vedlejší obor studia
14. to get a grant/scholarship	dostat grant/stipendium
15. post-graduate studies	postgraduální stadium
16. enrolment	zápis
17. curriculum	osnovy, učivo
18. graduation	maturita, promoce, závěrečná zkouška
19. major	obor
20. prospectus	prospekt, program (kurzu)
21. requirements	požadavky
22. degree	VŠ titul
23. freshman	student 1. ročníku (am. angličtina)
24. sophomore	student 2. ročníku (am. angličtina)
25. junior	student 3. ročníku (am. angličtina)
26. senior	student 4. ročníku (am. angličtina)
27. achievements	úspěchy, dosažené vzdělání
28. grade	známka
29. adjustment	přizpůsobení
30. admit	připustit
31. attitude	postoj
32. failure	selhání, propadnutí