



AI

SEMINAR 4

University Education

STARTER – complete the quotes and discuss your views about them.

DEGREE EDUCATION UNIVERSITY EDUCATE

1. “If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, _____ people.” – Chinese proverb.
2. “Training is everything. The peach was once a bitter almond; cauliflower is nothing but cabbage with a college _____.” ~ Mark Twain (1835-1910), 19th century American writer.
3. “A man who has never gone to school may steal from a freight car; but if he has a _____ education he may steal the whole railroad.” ~Theodore Roosevelt (1858-1919), 26th American president.
4. “No one wants a good education; everyone wants a good _____.” ~ Lee Rudolph, American math professor.

VOCABULARY

A: use the wordlist and your own suggestions to complete the table.

	Places	People	Activities	Events
Primary Schools	Classroom	Pupil	Games, Quizzes	Parent Teacher Conferences
Secondary Schools	Computer Room	Head (UK) Principal (US)	Presentations Web Quests	School Leaving Exam
Universities				
Faculty of Arts				
School of Social Studies				



Department of History of Art Seminars Undergraduates Dormitory
Vice-Chancellor (GB) = President (US) = Rector (EU) Department of Psychology

Dean's Office Department of Media Studies and Journalism Degree Ceremony

Professor Head of the Department Lecture Hall Survey Graduation
Reader (GB) = Associate Professor (US) Practicals Bachelor Thesis
Lecturer (GB) = Assistant Professor (US) Department of Educational Sciences

B: Correct the mis-collocations in these sentences:

1. I can't come out. I'm studying. I'm passing an exam tomorrow.
2. Congratulations! I hear you succeeded your exam.
3. You can study a lot of different careers at this university.
4. She's a professor in a secondary school.
5. He gave an interesting 45-minute conference on Goethe.
6. She got a degree in personnel management from a private college.
7. When I was 12, we started having French seminars, and I fell in love with the language.

READING – read and compare information on Masaryk and Oxford Universities

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, 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.

Oxford University

As the oldest university in the English-speaking world, Oxford is a unique and historic institution. There is no clear date of foundation, but teaching existed at Oxford in some form in 1096 and developed rapidly from 1167, when Henry II banned English students from attending the University of Paris.

Oxford is an independent and self-governing institution, consisting of the central University and the Colleges.

Thirty-eight Colleges, though independent and self-governing, form a core element of the



University, to which they are related in a federal system, not unlike the United States. In order to make a competitive application to Oxford, students need to have already achieved, or expect to obtain, A-levels or equivalent qualifications. There are also specific subject requirements for some courses, particularly in the sciences.

University tuition fees are payable by all students studying for a degree, diploma or certificate at Oxford. For most programmes of study, fee rates are dependent on your nationality and country of residence and on the level of your previous study.

GRAMMAR – Direct and Indirect Questions

Revision – Direct Questions

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

1. When _____?
In 1919.
2. When _____?
From 1167.
3. What _____?
Rector's office.
4. How many _____?
38.
5. What _____?
Pass entrance examinations.
6. How long _____?
Three years.
7. What _____?
On your country of nationality and residence

Presentation – 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

Practice – transform the questions. Use Indirect questions.

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?

SPEAKING

Think of 5 things you would like to ask your classmates concerning their studies at this university. Think of using both direct and indirect questions in an appropriate way.

Possible sub-topics: their departments / their bachelor thesis / their English learning / their career plans

WRITING

A: read the letter to Antonio Delgado at the Faculty of Humanities. Correct the mistakes.

Dear Mr. Antonio,

I am writing to asking for informations in courses at the Faculty of Humanities. My name is Kemal Alpay. I am 19 years age and I live to Istanbul. I have left school a year ago and I am work in a museum like a guide.

I am interesting in the courses in history and museology. Could you please sent me details about the courses and the entrance exams?
I would also like now when the next term begins.

I look forward to hear from you.

Your sincerely,

Kemal Alpay

Task adapted from Harrison, Richard. New Headway Academic Skills. Oxford: Oxford University Press, 2006.

B: write an e-mail (70 words) to one of your lecturers and inquire about – seminar paper deadline / presentation requirements / recommended literature / exam dates etc. Be polite and use indirect questions.

LISTENING



Pre-listening - what do you know about university education in Canada, UK, US or Japan?
Are there tuition fees? Discuss in pairs or groups.





Gap-fill

Lori / Canada : Definitely, I think all education _____ be free. Too many people, who have big dreams don't have the opportunity to continue their studies simply because they don't have the finances. I don't think it's _____ that your financial situation, when you're young should effect you whole life.

Aki / Japan : _____. Yeah. I heard Germany ... in Germany you don't have to pay for your undergrad studies. Also, I got my master's for almost for free. I had to work but, my tuition was waived and I also got paid.

Chris / England: Absolutely, I think college _____ be free, but I think college students should be required to put something into society while their getting paid to do it, so it could be _____ or something like that.

Tom / United States: When I look at people from around the world, the countries that are the most successful are the countries where people go to college and I know that I loved going to college, so I really _____ college is free.

Helen / Canada: That's a tough one. I think it should be a lot _____ than it is. I think that if it were free, then people wouldn't really take it seriously and students wouldn't apply themselves as much as or maybe they'd apply themselves even less than they apply themselves now, so it shouldn't be free but I think it should be cheaper and I think government should try harder to provide _____ and things like that for students.

Adapted from <http://www.elllo.org/english/MX/T083-OTH-College.htm>

SPEAKING – comment on the arguments presented in the listening.

What is your opinion, are you for or against tuition fees at universities? Think of arguments for both positions.

FOR

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AGAINST

SUPPLEMENTARY READING

Recent Trends and Issues in International Student Mobility Hans de Wit

International students have reached the headlines in the news around the world in the past months. We have seen intensive coverage by the media of presumed (and later questions for their accuracy) racist attacks on Indian students, which threaten the success story of the increased number of students from India studying in Australia and their contribution to the economy. More emphasis is now being placed in the media on the contribution international students make to national and local economies. In New Zealand it generates more earnings than the export of wine; in Canada more than lumber and coal; and in the United Kingdom more than automotive or financial services. NAFSA: Association of International Educators estimates that foreign students and their dependents contributed, in the 2008/09 academic year, approximately \$17.6 billion to the US economy. For Australia, it is the fourth export product after coal, iron, and recently—as a result of its sharp increase in price—gold. The fact that these figures are becoming so dominant in the debate about international students relates to the shift from social/cultural



and academic to economic rationales in international student recruitment, which is increasingly evolving in a multinational industry.

Tuition Fees

The concept of differential, cost-related tuition fees for international students was introduced in the United Kingdom (early 1980s) and Australia (mid-1980s). This was not a factor in continental Europe and the United States—with the exception of the public sector, where inner and outer state fees (also for international students) always have existed. Only in recent years, countries like Denmark, the Netherlands, and Slovakia have introduced full cost fees for non-European Union (EU) students, as is also the case for Malta and Ireland. Sweden and Finland are considering this option as well. Five German states have introduced tuition fees, which have increased the cost of study in those parts of the country for international students. Other countries, though, like Austria, Greece, Italy, Spain, and France have no plans to introduce higher fees for national and/or international students.

Increased Global Competition and Recruitment of Top Talents

While tuition fees for international students are introduced or increased, one can see two other trends in international student circulation. First, there is increased competition for international students to the traditional top countries: United States, United Kingdom, Germany, France, and Australia. That competition is coming from other industrialized countries such as Canada, New Zealand, Japan, and continental Europe but also from emerging economies such as China, Malaysia, Singapore, Taiwan, South Africa, and the Middle East—also still the dominant sending countries. With local increasing capacity in higher education, as well as increased foreign presence in the sector, they compete for students from their region with the traditional recipients. In Malaysia and the Middle East, the Islamic education is also used as an attractive alternative for the increasing anti-Islam attitude in Europe and the United States.

A second visible trend is a shift from massive recruitment to selected recruitment of top talents, students who not only are invited to study but also to stay and work. Accounting for this shift, skilled migration fills the needs of the knowledge economy and replaces the shrinking educated labor forces in the graying societies of Northern America, Europe, Australia, and Japan. At the same time, countries like China also need these talents to serve their economies.

Shortened and adapted from International Higher Education, Spring 2010
http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/Number59/p13_14_deWit.pdf

Reading Comprehension

1. What has recently been the focus of the debate on international student mobility?
2. Are there cost-related tuition fees for international students in Sweden and Finland?
3. What are the reasons for an increased competition for international students from countries like Malaysia?
4. Why are some of the students encouraged not only to study abroad but also to stay and work there?



Supplementary Test Practice : Gap-fill

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	

Enrolment

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.

Word bank

- | | |
|--|---------------------------------------|
| 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. degree | VŠ titul |
| 8. accredited degree programme | akreditovaný akademický program |
| 9. Bachelor's degree (B.A. / B.Sc.) | titul bakalář |
| 10. Master's degree (M.A. / M.Sc.) | titul magistr |
| 11. Doctorate (Ph.D.) | doktorát (Ph.D.) |
| 12. tuition | školné, poplatek |
| 13. to foster (to promote) | podporovat |
| 14. to take/do/sit an entrance exam for university | dělat přijímací zkoušku na univerzitu |
| 15. to pass/fail an exam | udělat/neudělat zkoušku |
| 16. to do well/badly in the exam | udělat zkoušku dobře/špatně |
| 17. to retake an exam | opakovat zkoušku |
| 18. to do an entrance exam | dělat přijímací zkoušku |
| 19. to win/get a place at university | dostat se na univerzitu |
| 20. to take a placement test | dělat rozřazovací test |
| 21. to enrol in/for/at a course | zapsat si kurz |
| 22. enrolment | zápis |



23. curriculum	osnovy, učivo
24. enrol at a course	zapsat se do kurzu
25. to attend lectures/seminars	chodit na přednášky/semináře
26. to get credits	získat zápočty
27. exam period	zkouškové období
28. to drop out	odejít ze školy kvůli prospěchu
29. to get a grant	získat stipendium/grant (od státu)
30. to get a scholarship	získat stipendium (peníze získané od školy)
31. undergraduate	student vysoké školy
32. requirements	požadavky
33. achievements	úspěchy, dosažené vzdělání
34. grade	známka
35. failure	selhání, propadnutí
36. humanities	humanitní studia
37. sciences	přírodní vědy
38. department	katedra
39. major subject	hlavní obor studia
40. minor subject	vedlejší obor studia
41. graduation	maturita, promoce, závěrečná zkouška
42. graduate	absolvent vysoké školy (BR)
43. postgraduate student	postgraduální student prospectus
44. post-graduate studies	postgraduální studium
45. prospectus	prospekt, program (kurzu)
46. elementary/secondary education	základní/střední vzdělání
47. boarding schools	soukromé internátní školy v Británii
48. educational standards	různé úrovně vzdělání