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по английскому языку для академических целей
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Методические указания включают неадаптированные оригинальные тексты для развития навыков чтения и перевода. Расширяя рамки тем, рассматриваемых в МУ по английскому языку для академических целей (Ч. 1 и Ч. 2), тексты способствуют культурному и интеллектуальному развитию студентов. Предтекстовые задания предполагают ориентацию студента на высказывание собственного мнения по предложенной тематике, а послетекстовые – на повторение освоенных языковых явлений. Англо-русский словарь включает слова и словосочетания, встречающиеся в пособии и подлежащие активному усвоению.

Предназначены для использования на занятиях по английскому языку со студентами 1-2 курсов всех специальностей и магистрантов.

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PRE-READING EXERCISES

STUDY PLANS

If you were to go and study English or study at a university in another country, where would you go? Put these countries in order of preference (1=favourite, 5=least favourite).

Australia

Canada

New Zealand

United kingdom

United States

Here are some reasons students give for going abroad to an English language university. Which reason would you be most likely to give?

`I had never lived overseas and always wanted to. That's why, when I got the chance, I jumped at it! I wanted a bit of adventure.`

`I had little choice. My subject, petrochemical engineering, is not very well developed in my country, so I had to go overseas to study it.`

`I thought I would get a better job back home if I had a qualification from an American university.`

`I just fancied a bit of a break. I could do some studying, as well as visit places of interest and do some exciting things.`

`I thought it would be good to do a business studies course and improve my English at the same time.`

APPLICATION PROCESS

Number the actions to show the order in which they usually happen for a prospective student.

- wait for the application to be processed
- find an appropriate course
- attend an interview
- attach a personal statement to the form
- decide on what career they would like to do
- be offered a place
- be called for an interview
- ask referees if it is all right to put their names on the application form
- check that they fulfill the necessary requirements
- fill in the application form

What personal information do you think can appear in an application form?

- name
- grades
- date of birth
- address
- parents' names
- driver number
- place of birth
- name of school or university
- account number

Have you ever written a personal statement to support an application? If so, what was the most important information it contained?

STUDY DESTINATIONS

What famous universities do you know?

Match descriptions (a-c) with the universities.

Harvard University

South-West State University

Oxford University

a)

One of the world's most famous universities. It was founded in 1636 and is the oldest education institution in the USA. Today it has about 2,300 professors. The number of undergraduate students is 6,650 and there about 13,000 graduate students. It has nine faculties. These are Arts and Sciences, Law, Business, Medicine,...

b)

One of the best universities in Russia. It was founded in 1964 and is a fast growing centre of education, science and technology. Nowadays the university comprises 8 faculties and more than 60 specialities. It has more than 1,000 professors. More than 14,000 students are getting their degrees at the University...

c)

The oldest university in the English-speaking world. It has no known foundation date. The university is made up from a variety of colleges and academic departments. There are over 22,000 students at the university, including 11,772 undergraduates and 9,850 graduate students.

What English-speaking university would you like to study at?
Why?

UNIVERSITY LIFE

Which building do you go to if you want to:

1. find information about student clubs?
2. enquire about payment of fees?
3. listen to a talk about English literature?
4. see a doctor?
5. borrow a book?

the Administration Building

the University Health Centre

the Student Union

the University Library

the Lecture Theatre

Read the questions and choose the answer that is the most true for you.

Do you arrive to class on time?

- a) always
- b) sometimes
- c) never

Is your cellphone/smartphone turned off and hidden from view during class time?

- a) always
- b) sometimes
- c) never

Do you contact your classmates to determine what was missed if you miss a class?

- a) always
- b) sometimes
- c) never

READER

Characteristics of International Students

Formerly referred to as *foreign* students, *international students* are students from abroad who are enrolled for courses at foreign schools, colleges, or universities and admitted under a temporary visa. These students' primary intent is to obtain an undergraduate, graduate, or professional degree and return to their home countries.

The number of international students studying at foreign colleges and universities is rising. More international students pass through America's doors than those of any other country, making the United States the world's most sought-after and diverse educational region in the world. More than half a million (514,723 in the year 2000) international students, or 3.8 percent of all U.S. higher education students, were enrolled between 1999 and 2000. This 3.8 percent included 2.7 percent of all four-year undergraduates and 12 percent of graduate enrollments. These individuals were admitted expressly for the purpose of study. They did not include recent immigrants, resident aliens, or refugees.

In 2000 Asian students (from China, Japan, and India) constituted more than half of international enrollments, and Europeans were the second largest regional group, with 15 percent of U.S. enrollments. More than two-thirds (67%) of all international students in the United States receive their primary source of support from non-U.S. sources. These sources include personal and family funds. U.S. colleges and universities provide approximately 19 percent of funds and home governments/universities provide 4 percent.

More than 20 percent of all international students are enrolled in universities and colleges located in just ten U.S. counties in or around New York City, Los Angeles, Boston, and Washington, D.C. International students currently study in areas where there are centers of finance, information, technology, media services, education, and industry, which are crucial to the emerging global economy.

Business and management are the most popular fields of study among international students, followed by engineering, mathematics, and computer science. These students come to America to study fields that are not well developed in their countries. International undergraduates have in the past outnumbered graduates; however, the

pattern changed in the late 1980s, when the graduate and undergraduate proportions were roughly equal. Male foreign students have consistently outnumbered female students; however, the proportion of females is rising steadily. More than 2,500 U.S. institutions host international students and the international presence varies widely from institution to institution.

International students, scholars, and faculty enrich American colleges and universities and, eventually, U.S.-based firms. It is the collective responsibility of lawmakers, university administrators, and state government to ensure that the best of them continue to choose the United States for their education. In addition to providing diversity on American campuses, these students and their dependents make an economic contribution of \$12.3 billion dollars per year (1999–2000).

Admissions Process for International Students

Admissions offices at universities, which admit large numbers of international students, are well versed in the recruitment and admission of international students. Colleges, which admit smaller numbers of international students, must develop recruitment and admission procedures and often rely on knowledgeable colleagues at nearby universities to answer admission and immigration questions.

Testing. Each U.S. college and university has its own admission standards for admitting international students. Most universities require the Test of English as a Foreign Language (TOEFL), proof of graduation from high school, and either the SAT or ACT Assessment. The question often arises if the SAT and ACT Assessment are appropriate tests to be used for admission of international students into American colleges and universities, as it has been argued they are culturally bound tests (made for American students). Although there is truth to this argument, the SAT and ACT Assessment are the two tests that are most familiar to American universities for admissions decisions. Traditionally, test scores alone are not the sole determinants for university admission. Usually university admissions offices use a composite of international students' high-school course work (its rigor and depth), English-language ability, participation in school and community activities, scores on standardized tests, and commitment to academic purpose in making admissions decisions. International students are often asked to provide a writing sample and are given mathematics and English-language placement tests, once they are admitted, to determine their correct academic placement in classes.

Foreign transcript evaluation. International students seeking to transfer to American universities from foreign universities abroad must have their transcripts evaluated by a transcript-evaluation service in order to determine if their course work taken abroad will transfer (for degree credit) to the American semester or quarter system. Large universities often evaluate foreign credentials in-house, while smaller universities require that international students have their credentials evaluated by a professional evaluation service (specializing in the

translation and evaluation of foreign academic credentials) either prior to or during the admissions process.

Entering the United States. International students currently apply to American universities via university websites, through overseas advising centers, by written form, and in person while visiting the United States. The most common visa category for international students is F-1 (student visa) followed by the J-1 (exchange visitor). Visas are obtained abroad in the student's home country once he or she has been fully admitted to an American college or university, and a document—either I-20 (for F-1 students) or IAP-66 (for J-1 students)—has been sent to the student.

Foreign student advisers must determine that each international student has sufficient academic preparation to enter the college or university, appropriate English-language ability (or the student will enroll for English as a second language [ESL] classes prior to pursuing academic credit), and sufficient funding to cover the total cost of tuition, room, board, fees, books, insurance, and so forth, while studying in the United States. Foreign student advisers are the front line for American embassies abroad and their roles are vital in that they are responsible for determining which students possess the academic, linguistic, and financial ability to be admitted to study in the United States. Academic institutions in the United States, which have been designated by the Immigration and Naturalization Service (INS) to offer courses of study, are allowed to admit international students for a specific educational or professional objective. Just because a student has the appropriate academic background, sufficient financial resources, and is issued a Form I-20 or a Form IAP-66 does not always mean that he or she will receive a visa to study in the United States.

U.S. consulates abroad determine which students receive visas. If a visa officer determines that a student does not (in his or her estimation) have the appropriate academic background, sufficient English-language fluency, and the financial means of support, or if the officer determines that the student has intent to immigrate (or has otherwise misinterpreted his or her intent) the visa may be denied. The Immigration and Nationality Act of 1952 (INA) allows a nonimmigrant student to enter the United States, who is a bona fide student qualified to

pursue a full course of study and who seeks to enter the United States temporarily and solely for the purpose of pursuing a course of study at an established college, university, seminary, conservatory, academic high school, elementary school, or other academic institution, or in a language-training program.

The school, through the official responsible for admission, accepts the prospective student for enrollment in a “full course of study” that leads to the attainment of a “specific educational or professional objective”(Fosnocht, p. 3). In order to be admitted to an American college or university, the international student’s application, transcripts, and all other supporting documents normally necessary to determine scholastic and linguistic eligibility for admission, as well as the student’s financial documentation, must be received, reviewed, and evaluated at the school’s location in the United States. Newly admitted international applicants should be advised that they are likely to be required to present documentary evidence of financial support at the time they apply for a visa and again to the INS when they arrive in the United States. Close communication during the application and admission process between a prospective international student and the foreign student adviser can prevent most (but not all) unexpected problems and visa denials.

Adjustments for International Students

International students who choose to study in the United States usually are among the brightest and most highly motivated of the student-age population in their home countries. Only students with a high degree of motivation can cope simultaneously with the necessary language learning, travel, and dislocation anxiety necessary to enter American universities. Pierre Casse defines cross-cultural adaptation as the process by which an individual is forced to function effectively, but without alienation, in a setting that does not recognize all or parts of the assumptions and behavioral patterns that the person takes for granted. Culture shock is brought on by the anxiety that results from losing all the familiar signs and symbols of social intercourse.

The challenges. International students often arrive in the United States unaware of the immense hurdles in adjustment they must overcome to be successful in the American educational system. These hurdles include English-language acquisition, adaptation to differences in education systems, differences in philosophy/ purpose of education, learning styles, and the challenges of other social, religious, and economic values. International students arrive with their own strategies for coping, studying, and socializing; however, these strategies often do not fit the dominant culture and must be reworked.

A myriad of adaptive behaviors, including cognitive self-awareness, behavior modification, and experiential learning take place. Studies by Jin Abe, Donn M. Talbot, and Robyn J. Geelhoed indicate that social adjustment and institutional attachment are significantly lower for international students than for their U.S. counterparts. In addition noncognitive variables, such as self-confidence, availability of a strong support person, realistic selfappraisal, leadership opportunities, and preference for long-range academic goals all impact international students' academic success and persistence. The pressure for international students created by inadequate language skills, inappropriate study skills and habits, and ineffective coping strategies for being a student reveal themselves in many areas of students' lives. Ongoing organized interactions between international and American students are crucial for successful integration into the campus

environment. International students experience a constant adaptational process as they attempt to integrate into the American university system.

Cultural adaptation. According to Carmel Camilleri, there is much tension and many psychological problems that international students face related to difficulties of cultural adaptation. Five areas that give foreign students the most difficulty are: abandonment of important cultural values, compromises to merge modern privileges while preserving traditional values, viewing one's community in a position of inequality with respect to society, inability to make sense of nonverbal communication, and dual roles related to parental issues.

The acquisition of culture for international students occurs inside and outside the classroom. There are the lessons that are taught formally and the lessons that are learned informally. These lessons enable international students to make meaning of their environment. Certain agreed-on values reside within and become part of the international student's cultural repertoire and are used to cope with the student's academic environment.

The process of international students entering and graduating from American colleges and universities is a dynamic one fraught with many chances to fail. It is the collective responsibility of administrators, professors, staff, and community volunteers to attempt to connect international students to their American higher education experience. Philip G. Altbach states that the presence of a half million international students and scholars from virtually every country in the world is the most important single element of globalization on American campuses.

Services Designed to Assist International Students

International education is growing in importance and as enrollments of international students in the United States increase, the abilities of teachers and administrators on American campuses must increase to meet these students' unique needs. The international dimension is critical to a well-conceived educational program. The internationalization of the university is one of the most significant challenges facing higher education in the twenty-first century.

Typical services for international students at American colleges and universities include visa and immigration services, English as a second language (ESL) classes, orientation programs, and host family programs. Staff in international student services, admissions, and student affairs, and academic advisers and professors all help these international students. The foreign student adviser (in the international office or student services office) has the specialized function of dealing with international students. Skilled counselors, often housed in international offices on large campuses, provide services that include referral, coordination, and a special field of knowledge that deals with international students and their specific problems and needs. Traditionally, foreign student advisers and the staff of international offices help students with academic, immigration/visa, acculturation, language, financial, racial, cultural, religious, and ethnic issues.

The major function of the foreign student adviser is to help international students optimize their American educational experience. From orientation programs at the beginning of an international student's degree program to assistance with résumés as the student prepares to graduate, these advisers are interested in the international student's success. Foreign student advisers are responsible for international students and also to their universities. An odd situation exists in that foreign student advisers do not work for the federal government, yet they represent the federal government as Designated School Official (DSO) and Responsible Officer (RO) for the U.S. Department of Justice and the State Department in issuing visa paperwork. They are not paid or trained by the U.S. government, relying instead on professional training from organizations, such as NAFSA: Association of International Educators, a nonprofit professional organization, which

provides thorough and authoritative sources of information for international educators in the United States.

Global Market for International Higher Education

The global market for international higher education may be explained in terms of an interaction between supply-side factors and demand-side factors. It is important to note that the available literature in this area focuses only on students from developing nations choosing to pursue their higher education in developed countries. The literature does not shed light on reasons that students from developed countries choose to study in either developing countries or in other developed countries.

Supply-side factors. Supply-side factors refer to factors that motivate host countries to invite international students to study at their institutions of higher education. Supply-side factors may be classified into economic, political, security, and academic factors. Many of the factors mentioned here are specific to the United States, but may be generalized to other countries as well.

Economic factors. First, as mentioned earlier, international students and their dependents bring money into the economy. International students in Australia contributed more than \$1 billion to the Australian economy and foreign students in the United Kingdom contributed approximately \$1.8 billion to the economy of the United Kingdom. Second, international graduate students serve as research assistants in labs and projects at universities in the United States, thereby contributing to technological and scientific advancements. Third, in a country like the United States that has a strong tradition of immigration, foreign-born doctoral recipients, especially those in the science and technology fields, often stay on to enter the labor market as academicians or researchers, thereby making positive contributions to the U.S. economy and national interests. Finally, the presence of international students contributes to the creation of new jobs in the field of international educational exchange.

Political and security factors. First, students who study in the United States and then return to their home countries are seen to go back with a sense of good will towards the United States. This good will

benefits both U.S. political interests and business interests globally. Second, educating international students presents an opportunity to shape the future leaders who will guide the political, social, and economic development of their countries. International students in the United States gain an indepth exposure to American values such as democracy and take those values home to support democracies and free-market economies in their own countries. Third, educating international students plays an important role in American development assistance programs. Students educated in the United States form a cadre of trained professionals that understand the mission of U.S. development agencies such as the U.S. Agency for International Development (USAID). Development activities, while promoting social and economic progress in nations, also help to create a greater demand for American goods and services. Finally, international students provide Americans with an exposure to different cultures and political philosophies that, in addition to its social value, is seen as vital for U.S. security concerns.

Academic factors. First, international students provide cultural diversity to American campuses. Second, since they are often the best and the brightest in their countries, international students often provide a healthy dose of competition to American students, thereby raising the standards at institutions.

Demand-side factors. Demand-side factors refer to factors that motivate international students to seek higher education in countries outside their home countries. Economic models of student mobility have been developed since the mid-1960s by researchers including Everett Lee, Larry Sirowy and Alex Inkeles, Gerald Fry, William Cummings, Vinod B. Agarwal and Donald R. Winkler, and Philip G. Altbach. Most studies analyze demand-side factors that are classified as “push” factors and “pull” factors.

Push factors. The term *push factors* refers to factors that push students to seek higher education in countries other than their host or native countries. These can include poor educational facilities in certain subjects, social discrimination, limited openings at the university level, and an array of political and economic factors at home.

Pull factors. The term *pull factors* refers to incentives that pull students towards host countries. These factors include availability of scholarships, better facilities, political ties, cultural and linguistic similarities with the host country, and finally the hope that a foreign educational credential will help in obtaining a better job on their return to their home country.

Attracting International Students

The 1970s and 1980s saw a set of restrictive mechanisms, including tougher entry requirements and sharply higher tuition costs, come into place to restrict the flow of foreign students into the United States, Britain, France, Germany, Australia, and Canada. Reasons for this development included arguments that enrollments of foreign students damaged chances of students at home, that foreign students concentrated themselves in urban centers, and that foreign students often stayed and obtained employment in the host countries, thereby reducing opportunities for noninternational students in certain fields in those countries. However, recognizing the contributions that foreign students make to the economy, the United States and other countries have started making efforts to attract foreign students again.

Since late in the twentieth century, the United States has been in the process of formulating an international education policy to ease visa requirements, ease prohibitive tuition costs, and increase scholarships for international students.

The United Kingdom, the primary competitor of the United States for international students, has declared a formal international education policy designed to attract international students. The government and the British Council developed a program known as “the U.K. Education Brand” in 1999. The U.K. Education Brand is a research and development program that, according to the British Council, is intended to “re-establish and maintain the United Kingdom’s credentials as a world class provider of education and training.” In addition to aggressive marketing strategies, Prime Minister Tony Blair proposed a four-point program in 1999 to increase their current market share from 16 percent to 25 percent by 2005. The four point program includes (1) a streamlined visa process for qualified applicants; (2) state-of-the art electronic information systems in other countries to provide information to potential students; (3) removal of work restrictions so that international students can work and pay for school; and (4) 1,000 extra scholarships for international students funded by government and private industries.

Australia and other countries created easy-to-read websites that are inviting to students. Australia has established a comprehensive website

that deals with all aspects of international education, sponsored by the government.

France, in 1998, announced a new initiative called EduFrance, jointly created by the French ministry of national education, research, and technology; the ministry of foreign affairs; and the ministry for international cooperation. EduFrance was created with a budget of 100 million French francs for four years and a target of attracting 500,000 students overall.

Japan's government is developing a plan to raise the number of foreign students studying in Japan from approximately 20,000 to 100,000. In 1999 the Japanese ministry of education instituted a simplified testing requirement for foreign students in Japan. Until 1999 students who came to Japan either at their own expense or on private scholarships had to take two tests, the Japanese Language Proficiency Test and the General Examination for Foreign Students. Now they need to take only one. Students interested in studying a liberal arts curriculum take the language proficiency test and students interested in studying science-based subjects take the general examination. Also, the tests are now given in ten overseas locations in Asia and are administered twice a year, compared to the previous system where they were administered only in Japan and only once a year.

Most countries interested in attracting international students are now formulating policies which ease work restrictions and visa requirements and simplify testing procedures.

The Influence of International Students on Education Policy

In 1960 there were only 50,000 international students in the United States. The number of international students in the United States rose steadily thereafter, reaching a record high of 549,000 in 2001. Final year expenditures on tuition and fees by international students in the United States reached \$11 billion in 2001. Of those expenditures, approximately 66 percent were derived from personal and family sources. At the undergraduate level (i.e., for 254,000 students), family support accounted for 81 percent. While American higher education may be expensive by world standards, a large number of families outside the United States can afford it. Because of its potential, international education is now classified as a traded service by the U.S. Department of Commerce and has become the nation's fifth-largest service export.

More than one-half of the foreign students in the United States come from Asia, with students from China and India together accounting for more than 25 percent alone. Most are in the United States to study for utilitarian purposes. The proportion of international students studying humanities is only 2.9 percent; fine arts, 6.2 percent; and social sciences, 7.7 percent. Almost one-half of the foreign students are "crowded" into three fields: 19.4 percent are in business and management, 15.2 percent in engineering, and 12.4 percent in mathematics and computer sciences. Human resources are becoming more popular, with health at 4.1 percent and education at 2.6 percent of the total. Just as demand is growing for students to study in the United States, demand by American students to study abroad, even temporarily, is growing. From 1985 to 1999, the number of American students studying abroad increased from 45,000 to 140,000. These figures reflect high demand. But is the demand for higher education institutions in the United States as high as it is for higher education institutions outside the United States? In other words, in terms of attracting international students, does U.S. higher education continue to be competitive with higher education elsewhere?

In fact the trade in higher education outside the United States is growing faster. Since 1990 the share of international students studying within the United States dropped from 40 percent to less than 30

percent. And as a proportion of the overall student population, in 2001 the international student population in the United States (3.9%) was not that much greater than it was in 1954 (1.4%). As a percentage of the overall student population, in fact, the United States ranked twelfth among OECD countries in 1998. The international student proportion in Switzerland that year was 16 percent; in Australia, more than 12 percent; in Britain, about 11 percent; in Germany, about 8 percent; and in France, about 7 percent.

These figures suggest that international education has become openly competitive and that the United States does not have as large an advantage as it once did. The figures would also suggest that given their proportion of the overall student population, the “impact” of international students in the United States is modest by comparison to the situation that some of its trading partners face.

FOLLOW-UP EXERCISES

1. Complete the missing words in this email. The first letter of each word is given to help you.

Hi Miles,

I'd love a c..... as an international lawyer and am really hoping I can g..... in to Wanstow University to do a p.....g..... course in law there. I've f..... in all the necessary forms and just hope that my academic p..... will be good enough for them. I think I fulfill all their e..... r..... but who knows! It took me ages to get the t..... of my college g....., etc. translated but I managed to get everything in by the d..... So now I just have to wait to see if they c..... me for an interview or not. Fingers crossed!

Lucia

2. Match each question below (1-5) to an answer (a-e) to have a visa interview with the visa officer.

Visa officer:

1. Why do you wish to study abroad and not in your home country?
2. Why did you choose this university?
3. For which course are you going?
4. Why did you choose this course?
5. What are your plans after completing your studies?

Applicant:

- a) I am going for MSc in Computer Science for the fall 2015 session.
- b) I am looking at global career opportunities for which I would need an internationally recognized degree.
- c) It is listed in the top 50 universities of the world with well-known experts as its Alumni.
- d) I want to take up a job in an international firm.
- e) MSc in Computer Science is correlated to my previous studies as I have done my BSc (Computer Science) and I would like to carry on my education in the same line of work.

3. Complete the visa application form about you.

VISA APPLICATION

Please print. Use black or blue print only. Tick (✓) the relevant boxes.

Family name..... **First name**.....

Middle name(s).....

Date of birth.....

Place of birth.....

Nationality.....

Passport/ID number.....

Place of issue.....

Sex Male Female

Marital status.....

Title Dr Mr Mrs Ms Miss Other (specify).....

Home Address.....

Email address.....

Home or mobile phone number

.....
.....
.....

.....

Reasons for visit

Duration of visit

Business

1-7 days

Study

8-15 days

Tourism

Up to one month

Family visit

More than one month

Other (specify).....

(specify length).....

Date of arrival (if known)

Date of departure (if known)

.....

.....

Address in country (if known).....

.....

4. *Read the text. Find and correct:*

1. three spelling mistakes;
2. three punctuation mistakes;
3. three grammar mistakes.

HERE TO HELP!

Are you a new student. In your first few days at university you will need to register for your classes, and find out where and when they are held. You will also meet many new people, students lecturers, and other members of the university staff. You will certainly be given long lists of books that are required reading for your course, as well as a list of essays and other course assignments.

All of this can be very daunting and stressful. But don't worry, we are here to help you. **The Students' Advisory Group (SAG)** is available to answer your questions, show you around the university, and to help with any other problems.

Come to our office in Room 501, 5th floor, Central Building, or ask any student wearing A SAG badge. And good luck with your studies!

ENGLISH-RUSSIAN
DICTIONARY

A

A	«отлично» (отметка)
abroad	за рубежом
academic	академический, теоретический, научный; учебный, педагогический; университетский
academic advisor	научный руководитель
academic content	содержание курса
academic year	учебный год
access	доступ; иметь доступ, обращаться
accommodation	проживание; предоставление жилья
acknowledge	подтвердить (получение и т.п.)
activities	виды деятельности, учебные занятия, задания, практические задания
admission	прием (на учебу), допуск к занятиям
admissions office	приемная комиссия
adviser	куратор
advising	форма поддержки обучающихся, кураторство
allocation	распределение (учебных мест), размещение
alumna (<i>pl alumnae</i>)	выпускница (-цы)
alumnus (<i>pl alumni</i>)	выпускник (-ки)
applicant	кандидат на поступление в учебное заведение, подавший заявление на

	учебный курс
application forms	регистрационные анкеты и формы, заполняемые при поступлении в учреждение, в том числе, образовательное
apply for	подавать заявление
assessment	оценивание, оценка
assignment	задание
attend	посещать; присутствовать
attendance	посещаемость
auditory	аудитория; слушатели
available	имеющийся в наличии
average	средняя величина, результат
award	присвоение степени, квалификации, вручение документа (об образовании)

В

В	«хорошо» (отметка)
BA (Bachelor of Arts)	бакалавр искусств (обладатель степени бакалавра по одной из гуманитарных или математических наук в университете); бакалавр гуманитарных наук
bachelor	бакалавр
basics	минимум (базовый курс обучения)
BC (Bachelor of Commerce)	бакалавр коммерции (степень)

BSc (Bachelor of Science)	бакалавр естественных наук (степень)
birth certificate	свидетельство о рождении
borrow	брать на время
break	перерыв; перемена

С

С	«удовлетворительно» (отметка)
campus	университетский двор или городок
candidate	учащийся, проходящий обучение по программе курса
career	профессиональная деятельность; работа
carrel	кабина для индивидуальной научной деятельности (в библиотеке и т.п.)
catalogue	каталог
certificate	сертификат; аттестат
certification examinations	экзамены на получение сертификата
check out	выдавать на руки (книги и т.п.)
class	1) пара; 2) курс (обучения)
classmate	одногоруппник; однокурсник
coed	студентка учебного заведения для лиц обоего пола
college	1) высшее учебное заведение 2) университетский колледж

(Великобритания)
3) университет (США)

compulsory	обязательный
coordinator	координатор; один из участников обучения, как правило, отвечающий за организацию и обеспечение учебного процесса
core course	базовый курс
counselling	как правило, консультирование (консалтинг) в целом, на разных стадиях обучения; в узком смысле — собеседования и обсуждение как часть консультирования
course	учебный курс
coursebook	учебник
course materials	материалы курса
course work	курсовая работа
credit	зачет, баллы, присваиваемые за обучение по тому или иному предмету (при аттестации)
credit hour	единица учебной нагрузки (обычно от одного до трех академических часов), определенное количество часов, которое необходимо набрать для получения зачета; зачетный час
curriculum	курс обучения, учебный план учебного заведения
CV (curriculum vitae)	резюме

D

D	«ПЛОХО» (отметка)
date	срок, дата
deadline	срок сдачи
dean	декан
degree	степень
delete as appropriate	ненужное зачеркнуть
department	факультет; кафедра
departure	отъезд
design	проект, план, схема, структура
desk	выдача книг(в библиотеке)
development	разработка, развитие, усовершенствование
diploma	диплом
discussion group	дискуссионная группа, коллоквиум
distinction	«ОТЛИЧНО»
dormitory	студенческое общежитие
draft	проект, набросок, черновик
drafting	создание наброска, черновика
duration	продолжительность

E

EAP (English for Academic Purposes)	английский язык для академических целей
education(al) institution	учебное заведение, образовательное

	учреждение
elective	факультативный курс, курс по выбору
eligible	имеющий право на что-л.
enroll in the course	записаться, быть зачисленным на курс
enrolment	зачисление, или регистрация в качестве студента определенного курса или программы обучения
entrance exams	вступительные экзамены
entry requirements	требования для поступающих
essay	эссе, сочинение
essential	обязательный; основной
evaluation	оценивание, оценка
exercise	упражнение
experience	опыт
expertise in smth	специальные знания, компетенция в чем-либо
expiry date	дата истечения срока действия

F

F	«неудовлетворительно» (отметка)
faculty	факультет; профессорско-преподавательский состав
fail	«два» (отметка); провалить экзамен
female	женщина; женского пола

final exams	выпускные экзамены
first name	основное имя
flexible	гибкий, универсальный
freshman	студент первого курса
full-time	работающий (учащийся) полный рабочий день

G

get in	попасть (в учебное заведение и т.п.)
given name	имя (в отличие от фамилии)
goal	цель
GPA (Grade Point Average)	средний академический балл; средний балл (в аттестате)
grades	отметки; успеваемость
grading system	система оценивания
grad school	магистратура (США)
graduate	выпускник высшего учебного заведения; окончить высшее учебное заведение
grant	стипендия

H

hall of residence	общежитие
handout	раздаточный материал
homesick	1) тоскующий по дому, родине 2) человек, которого тянет домой

home study courses курсы обучения на дому

homework assignments задания на дом

host family принимающая семья

I

IELTS (International English Language Testing System) Международная система тестирования по английскому языку

implementation осуществление, реализация, претворение в жизнь, внедрение

instruction обучение; инструкции; учебное пособие; задание

interaction взаимодействие учащегося с преподавателем, другими учащимися, предметом изучения; интерактивность.

international student иностранный студент

interview собеседование

issue date дата выдачи

J

junior студент третьего курса

L

learning skills учебные умения и навыки

lecture лекция

lecturer преподаватель, читающий лекции

lecture theatre	лекционный зал
learning activities	практические учебные задания, действия
level	уровень
librarian	библиотекарь
library	библиотека
library holdings	библиотечный фонд
loan	отдел абонеента (в библиотеке)

M

MA (Master of Arts)	магистр гуманитарных наук (степень)
major	1) профилирующая дисциплина; 2) направление подготовки 3) специальность (квалификация в университете)
male	мужчина; мужского пола
marital status	семейное положение
master	магистр
mature student	студент зрелого возраста
MBA (Master of Business Administration)	магистр делового администрирования (степень)
middle name	второе имя (которое родители могут дать дополнительно к обычному)
mid-term	промежуточный; в середине семестра
miss	пропустить (занятие, лекцию и т.п.)

missed assignment	академическая задолженность, долг
module	модуль; отдельный компонент учебного курса
motivation letter	письмо-обоснование (поясняющее причину выбора страны обучения)
MSc (Master of Science)	магистр наук (степень)

N

note	примечание, сноска; знак; обращать внимание, аннотировать
notebook	тетрадь

O

objective	цель, задача
obligatory	обязательный
obtain	получать
off-campus	вне территории учебного заведения; дистанционный
on-campus	на территории учебного заведения
optional	дополнительный; по выбору
oral	устный
orientation	ориентация, встреча в начале обучения, на которой даются вводные установки и объясняются условия обучения
overdue	просроченный

overseas

за границей

Р

pagination

нумерация страниц

paper

письменная работа; реферат

participation

активная работа (на занятии)

part-time

работающий (учащийся) неполный рабочий день

pass

проходной балл; зачет

performance

успеваемость

personal statement

небольшое эссе с кратким описанием цели поступления в университет

PhD (Doctor of Philosophy)

доктор наук (по западной системе образования)

P.O. Box

абонентский ящик (а/я)

postcode

почтовый индекс

postgraduate

1) студент магистратуры;
2) аспирант

postgraduate education

последипломное образование

pre-enrolment counselling

консультирование перед зачислением

prerequisite

предварительное (необходимое) условие или требование

proceed

получать (более высокую) ученую степень

professional examination

экзамен по специальности

professional training	профессиональная подготовка
professor	преподаватель вуза (университета, колледжа)
profile	сведения (о ком-л.)
progress	успехи, успеваемость
project work	практические занятия (проект)
prospective student	абитуриент

Q

qualifications	1) диплом, аттестат, удостоверение, степень; 2) квалификация, подготовка, опыт
quiz	контрольный опрос; устная или письменная проверка
quote	цитата; цитировать

R

reading list	рекомендательный список книг
reading room	читальный зал
referee	автор отзыва; рекомендатель
reference	1) ссылка; источник ссылки; 2) рекомендация; 3) лицо, дающее рекомендацию
reference materials	справочная литература, справочные материалы
registrar's office	отдел кадров (для студентов университета)

registration form	регистрационная форма
registration system	система записи (регистрации) на курс
report	доклад; сообщение; реферат
request	запрос; запрашивать
require	требовать
research and evaluation	научно-исследовательская деятельность
reserve collection	зарезервированный фонд
review	повторить (пройденный материал); задание на повторение пройденного
reward	награда
role play	ролевая игра
room	аудитория
roommate	сосед(-ка) по комнате
rubric	1) критерий для оценивания; 2) задание (к упражнению в учебнике)

S

schedule	расписание
scholar	ученый; научный работник
scholarship	стипендия
school	1) учебное заведение 2) факультет университета
score	показатель уровня знаний

script	конспект, письменная работа
self-assessment	самопроверка, оценка своих знаний и умений
self-assessment exercise	упражнение на самопроверку
sell oneself	подавать себя
semester	семестр
senior	студент последнего курса
session	учебный семестр (в американских университетах)
sign up for (a course)	записаться (на курс обучения)
skip	прогуливать (занятия)
sophomore	студент второго курса
stacks	книгохранилище
staff	сотрудники
student ID card	студенческий билет
student loan	кредит на обучение/образование
student union	студенческий клуб
study group	группа студентов, совместно выполняющих задания
study materials	учебные материалы, учебная литература
study unit	учебный раздел
style of learning	стиль обучения
subject	предмет
submission	подача документов
submit	представлять на рассмотрение;

	сдавать
summary	подведение итогов; краткий обзор
supplementary	дополнительный
syllabus	программа (курса, лекций); содержание курса

T

talk	доклад; лекция
target audience	целевая аудитория
temporary visa	временная виза
term	семестр
textbook	пособие, руководство, учебник
timetable	расписание; график
TOEFL (Test of English as a Foreign Language)	тест на знание английского языка как иностранного
training aids	учебные (наглядные) пособия
training centre	учебный центр
transcript	выписка об академической успеваемости
transfer	переводиться (из одного учебного заведения в другое)
tuition fees	плата за обучение
tuition assistance	помощь в оплате обучения
tutor	тьютор, преподаватель-консультант
tutorial	тьюториал, практическое групповое занятие, чаще всего проводимое в

	форме активного учебного взаимодействия участников небольшой учебной группы
tutoring	тьюторинг, обучение, преподавание, консультирование, наставничество, проверка и рецензирование контрольных работ, организация групповых занятий

U

undergraduate	студент, обучающийся по основным программам высшего образования, до получения степени бакалавра
undergraduate programme	основная программа высшего образования, до получения степени бакалавра
underline	подчеркнуть
university	университет
upgrade	повысить, улучшить; повысить квалификацию
upperclassman	студент последнего курса

V

vacations	каникулы
visuals	наглядные материалы
vocabulary	словарь

W

waiting list	список кандидатов; список ожидающих очереди
workbook	рабочая тетрадь
workshop	семинар; тренинг

Y

year	курс (год обучения)
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