

Reading and vocabulary

Designing the University of the Future

Thirty delegates from 10 European universities were invited by Maastricht University to discuss the concept of the “university of the future”.

Participants were top students from Copenhagen, Dublin, Warwick, Mannheim, Bamberg, Aachen, Liège, Hasselt, Tilburg, Eindhoven and Maastricht.

The conference was organised around three topics:

- what academic competences should be learned at university
- societal responsibilities of universities and higher education
- dilemmas of standardising European higher education

For each of these topics a working group was established, and the results and recommendations of these discussions were presented in a final plenary session.



See article on the right for a Eurotop student's impressions.

ECTS

Over the last decade, the European Credit Transfer System (ECTS) was introduced through the European Commission's Socrates ERASMUS programme. Initially designed to facilitate European student mobility, ECTS has until recently been used primarily as a credit transfer system, with its impact limited to a relatively small number of mobile students. But as higher education systems and degree structures across Europe have begun to converge through the implementation of the Bologna Process, the role and importance of ECTS has been transformed. It has become a generalised credit system for the emerging European Higher Education Area.

1. Read the article below and sum it up in about 50 words.

There Is No Single University of the Future

Take 30 top-students from six different nationalities and 10 different universities and put them together to think about the “the university of the future”. The first thing that becomes uncompromisingly clear is that there is no single university of the future. Some students prefer to study alone and reject the idea of working in groups all the time. Others however, flourish in groups and feel they learn more by interaction. Some students find it important that education is linked to the faculty's research. Others aren't really bothered. These sort of topics, and many more, were discussed at the Eurotop conference for top students, which I attended. I was a member of the working group that discussed the required academic competencies a university should teach. When we first started answering this question, our list grew longer and longer. Communication skills, team skills, interpersonal skills, reading/writing skills, ethical awareness, open-mindedness, international mindedness and many others were on our list. They all seemed important. But at some point we realised that teaching all these competences, though important, should never substitute the university's function of providing knowledge. Living in a Google and MSN-era doesn't mean the university should just teach how to find knowledge so it can put its efforts in teaching how to be a communicative and open-minded person. Teaching knowledge remains the main task of universities. But we also noted that none of us would be really satisfied if this was all that they did. We wondered how many possible competences can actually fall within the responsibility of the university?

Reading and vocabulary

If I feel that I will become a better person for studying abroad for a semester, does my university have to arrange this for me? And what if I feel that I will become a better person by eating healthy food and going to the gym? There is a powerful dilemma here, because again we felt that going to university should have much broader implications than following classes and gathering knowledge. In this respect it was interesting to note that different views on this topic seemed to be determined also by cultural differences. The Germans, for instance, seemed really keen on more interactive lectures aimed also at enhancing their interpersonal and presentation skills. Some of the Dutch, on the other hand, kept on stressing the importance of being able to study independently as well. Our final resolution illustrated a desire to reach consensus. And indeed we all agreed in the end. We recommended a diversity of universities that all teach knowledge and offer plenty of possibilities for personal development, but with diverse educational design. In the final debate on the last day, all 30 participants raised their green voting paper, and accepted the recommendation unanimously. But raising a red paper would have been an unendurable vote for an unhappy life! For me, the group process offered much more valuable insights than the final recommendation itself.

Mila Versteeg is a student at the University of Tilburg, Holland

2. After reading the article above, what do you most incline in favour of: knowledge or skills? Why?

3. How are the article and the ECTS bubble related?

4. Use the word in capitals at the end of each line to form a word that fits in the space in the same line. The derived words can be found in the text you have just read.

- The pain became _____ during the night so I called the doctor.
ENDURE
- You cannot enter the country without the _____ documents.
REQUIRE
- The failure of this scheme would have serious _____.
IMPLY
- The meeting adopted a _____ calling for the president to resign.
RESOLVE
- The government adopted an _____ stern approach, which met with criticism.
COMPROMISE
- The stain on her dress was very _____.
NOTICE
- He had no _____ that he was being watched.
SUSPECT
- Vicky and John arrived late at the opera and were refused _____ until the end of the first act.
ADMIT



EUA at a glance

The European University Association (EUA) represents and supports higher education institutions in 46 countries, providing them with a unique forum to cooperate and keep abreast of the latest trends in higher education and research policies.

EUA plays an essential role in shaping tomorrow's European higher education and research landscape thanks to its unique knowledge of the sector and the diversity of its members. The Association's mandate in the Bologna process, contribution to EU research policy-making and relations with intergovernmental organisations, European institutions and international associations, ensure its capacity to debate issues which are crucial for universities in relation to higher education, research and innovation.

EUA is the result of a merger between the Association of European Universities (CRE) and the Confederation of European Union Rectors' Conferences, which took place in Salamanca, Spain on 31 March 2001.

English in use and grammar

Tenses

Before you start on the exercise on the right, what tenses would you use to express these types of action?

- regular action in the present
- a present state/situation
- an important official event
- completed action
- an action completed before another completed action
- a recent action
- a prediction based on present evidence
- action in progress at the moment of speech
- regular action in the past
- personal plans
- an action which will happen at an unclear moment in the future
- an action which will happen at a clearly specified moment in the future

What other kinds of actions can the tenses you've identified express?

If you got at least 9 tenses, congratulations – you're ready for exercise 1!

1... 2... 3...

4... 5... 6...

7... 8... 9...

READY!



TENSES A-Z REVIEW

1. Put the verbs in brackets in the right tense and voice.

- a. When I _____ (see) him, I wanted to go.
- b. They _____ (like) fruit. They buy fruit every day.
- c. The President _____ (arrive) in Paris on Monday morning.
- d. Where _____ you _____ (go)?
I _____ to the market. I would like to buy some bread.
- e. They _____ (not eat) meat. They are vegetarians.
- f. She _____ (buy) a pink dress yesterday. She loves pink.
- g. This time next week, we _____ (dance) at Mary's party.
I can't wait!
- h. _____ (be) you Mr Smith? You _____ (have) white hair ten years ago!
- i. Last week I _____ (eat) a lot of meat so I _____ (not feel) very well now.
- j. Look at those clouds. I'm sure it _____ (rain).
- k. By the time we _____ (get) home, Mum _____ (finish) making the pie. I can't wait!
- l. Why _____ you _____ (not try) a different approach? I'm sure you'll accomplish your goal.
- m. I _____ (see) "Brokeback Mountain" yet. _____ you?
- n. I _____ (plan) on going to college next year.
- o. I _____ (give) you a penny for your thoughts.
- p. There _____ (be) nothing I can do about it:
the car _____ (work)!
- q. We _____ (had) a pretty average holiday, but we still can't say we _____ (be) glad to be back to work...
- r. He said he _____ (manage) to buy the supplies yet.
- s. The problem _____ (solve) eventually, I am sure of that.
- t. She _____ (take) a bath right now, she can't come to the phone.
- u. My father _____ (work) at a bank. He likes it there.
What _____ yours _____ (do)?

- v. Considerable economic growth _____ (expect) in the next decade.
- w. When I die, I would like to be able to say that I _____ (live) a full and beautiful life.
- x. I half expected him to bring me a present, but what he _____ (do) was way over my expectations.
- y. Please bring back some ice cream from the supermarket if you _____ (go).
- z. When I was little, my dad _____ (take) us kids to the funfair every week.

English in use and grammar

2. Rephrase the following sentences beginning as shown and using the word given without changing it.

Example:

We went to the fair with my dad every week when we were little.

My dad used _____ (TAKE)

My dad used to take us to the fair every week when we were little.

- It's not like him to be late.
He _____ (NEVER).
- I still don't have a car.
I _____ (YET).
- Rain's on its way, look at those clouds!
It _____ (SOON)
- He's on his way, give him another five minutes.
He _____ (HERE)
- This is too complicated, maybe Mark can help.
I _____ (IF)
- They never made it to Vegas.
They _____ (MANAGE)
- Hardly had we got there, when the rain started.
We _____ (JUST)
- It will be too late for the movie if we don't leave now.
We _____ (MISS)
- There was no water, so he didn't take a shower.
The water _____ (CUT)
- This Sunday it is my mum's birthday, I'm sure she'd like a party.
I think _____ (FOR)

3. Translate the following into English.

- Ieri am fost la film. Nu merg foarte des la film.
- Nu îmi place carnea de porc foarte mult.
- Nu văd bine fără ochelari.
- Când am fost la Paris nu am cumpărat nici un parfum.
- Eu n-am văzut Parisul, e frumos ?
- Copiii s-au culcat. Ce-ai zice de o plimbare?
- Mike se recăsătorește luna viitoare.
- Până ajungi tu, eu o să fac curat prin casă.
- O să te îngrași dacă mai mănânci atâtea dulciuri.
- Nu mi-a zis ce s-a întâmplat, dar am impresia că n-a ieșit tocmai bine.
- Întotdeauna mi-am dorit să zbor cu balonul.
- Un singur lucru am uitat să pun în coș, și nu mi-am dat seama decât când am ajuns acolo!
- După tot ce am făcut pentru tine, cum poți să nu mă ajuți?

Tenses

The best prompts for certain tenses are often time expressions. For example, *yet* usually prompts you to use *Present/Past Perfect Simple*.

What tenses can you use the following time expressions with? Some can go with more than one.

just
before
now
already
every day
usually
yesterday
next month
this time tomorrow
at the moment
all the time
by the time
at the time
always
never
then

Present Simple
Present Continuous
Present Perfect Simple
Present Perfect Simple
Present Perfect Continuous
Past Simple
Past Continuous
Past Perfect Simple
Past Perfect Continuous
Future Simple
Future Continuous



Speaking and writing



When you write an essay to support your candidacy at a foreign university, consider the following:

1. Your **personal qualities** and skills
2. Any significant personal experience(s) that would help you to **adjust to a different culture**
3. How your chosen program (course selection) relates to your **undergraduate studies**
4. How you plan to **learn from the community** in which you will be living
5. Why you would like to study at that **particular University**
6. How you think to **benefit** from this study abroad program and what you **expect** from it



1. What weighs very heavily with any college application is the essay or personal statement, usually around 500 words long. Read through the following essay topics and:

- a. rank them from 1 (most difficult) to 10 (least difficult)
 - b. discuss them with your partner and agree on the three most difficult ones
- a. Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
 - b. Discuss some issue of personal, local, national, or international concern and its importance to you.
 - c. Indicate a person who has had a significant influence on you, and describe that influence.
 - d. Describe a character in fiction, a historical figure, or creative work (as in art, music, science, etc.) that has had an influence on you and explain that influence.
 - e. Topic of your choice
 - f. Do you believe there's a generation gap? Describe the differences between your generation and others.
 - g. What is your academic passion?
 - h. A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in the college community, or an encounter that demonstrated the importance of diversity to you.
 - i. According to astronomer Carl Sagan, "Somewhere, something incredible is waiting to be known." What unknown would you like to see revealed in your lifetime? Why is this of personal importance?
 - j. Have you witnessed a person who is close to you doing something that you considered seriously wrong? Describe the circumstances, your thoughts, and how you chose to respond. If you discussed it with the person, was his/her justification valid? In retrospect, what, if anything, would you have done differently and why?


2. Statistically speaking, the first five essay topics in the list above are the most frequently indicated or chosen. Take topic a and decide:

- a. what type of essay this is (narrative, opinion, analytic) — refer to the box on the next page
- b. what specific experience you would write about
- c. why this experience was important
- d. what you learned from the experience
- e. how your life changed after that particular experience

TIP OF THE DAY:

Quotes are great if you want a catchy opening or closing. Choose concise and effective quotes, not necessarily from widely-known authors/works.

Speaking and writing

 3. Before you write your own, read Kara Cohen's college application essay and underline the most effective points and illustrations she makes. Link each paragraph to ex. 2 (a–e) on page 12.

Volunteering Abroad

World travel has shaped my heart, my soul and my mind since I was very young. I am not from a wealthy family, In fact, I will need loans to attend your college. But my father and mother have always been world travelers. My father creates photography books, mostly about foreign countries. My mother speaks four languages, and they met in Japan. So I guess it's not entirely surprising, that when I was nine, my parents sold their house, cars and furniture, pulled my two brothers and me out of school and took us on a 16-month voyage around the world.

Of course, traveling for the sake of experience is wonderful, and I feel incredibly fortunate to have done that, but I also know that what counts most is what you learn from your experience and how you integrate that into your life.

I once traveled to India with my father, and worked with him at the Dazzling Stone orphanage in the slums of Chennai for a month. There, I witnessed the extreme poverty that plagues much of the world. I experienced 100-degree heat and the constant smell of raw sewage running through open sewers. I saw 2,000 poverty-stricken kids packed into a single school, and I spent every day with 100 orphans who had almost nothing – not even their own bed or a parent or even a last name. Some adult members of our Global Volunteers team had emotional breakdowns when they saw the conditions, and had to go home. But I experienced Dazzling Stone Orphanage in a different way. First, I saw it as part of my own heritage – I am part Indian. Second, I learned to overcome my natural shyness when I had to stand up every day in front of 60 Tamil-speaking children in a packed classroom with plywood walls and teach them English.

But most importantly, I found out that even though I was supposed to be the teacher, I could learn far more from my kids than they could ever learn from me. I learned that these desperately poor kids were, for the most part, much happier and kinder to each other than my friends at home. And when I really thought about it, I was forced to admit that they were (gulp!) happier than I was. (Global Volunteers has since raised funds to help construct a new orphanage facility, and now pays the daily living costs of all 108 children in the orphanage.)

That made me question some basic assumptions about my life and about modern American culture. Why were these kids in India with nothing but a cracked cricket bat always laughing and smiling, while my friends and I, with our comfortable houses, video games and \$150 sneakers always moping around because we “needed” more stuff? Why was there such a sense of community and family in a group of kids who actually had no family, while my friends and I often felt alienated and alone? And what does it do to a society when its children see more than a million television commercials – all saying, “You Need More” – before they reach age 18? Is American consumer culture all about creating needs that can never be filled? These are issues I want to explore in college. They are issues of philosophy, psychology, culture and probably lots of other things I don't understand yet. Traveling around the world is great, but maybe the value of traveling so far to so many places, is that, at the end, you can better appreciate the value of an intellectual journey. And that's a journey I'm ready to make.



Opinion Essay

This is the traditional academic essay, usually five paragraphs long. It starts with a thesis statement, it continues with three arguments and pieces of evidences that support the argument, and it concludes with a paragraph explaining what the essay has illustrated.

Narrative Essay

This essay describes an important event and it makes use of vivid descriptions (of people, places, events). It is good to start and end with action while maintaining a good chronology of events. You might need to explain why you are telling this story.

Analytical Essay

This type of essay usually discusses an issue of importance, exploring two different solutions to a problem and explaining the pros and cons of each. You will need to compare and contrast (two people and their different influences on you, two events, two attitudes).

Cultural awareness



What IS education?

David Orr invites us to remember the ancient Greek concept of *paideia*:

The goal of education is not mastery of subject matter, but of one's person.

Subject matter is simply the tool. Much as one would use a hammer and chisel to carve a block of marble, one uses ideas and knowledge to forge one's own personhood. For the most part we labor under a confusion of ends and means, thinking that the goal of education is to stuff all kinds of facts, techniques, methods, and information into the student's mind, regardless of how and with what effect it will be used. The Greeks knew better.



1. In this lesson, you will examine different outlooks on education. Start with David Orr's observations in the box on the left. Do you agree with him? Why (not)?

2. The "Man" Kipling refers to is the result of a particular set of experiences and education. What qualities are referred to by the poet? Underline the words/lines that indicate a particular quality, then fill in the table below.

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too,
If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or, being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;
If you can dream – and not make dreams your master,
If you can think – and not make thoughts your aim;
If you can meet with triumph and disaster
And treat those two impostors just the same,
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to broken,
And stoop and build 'em up with wornout tools;
If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so bold on when there is nothing in you
Except the Will which says to them: "Hold on";
If you can talk with crowds and keep your virtue,
Or walk with kings – nor lose the common touch;
If neither foes nor loving friends can hurt you;
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run
Yours is the Earth and everything that's in it,
And – which is more – you'll be a Man, my son!

If by Rudyard Kipling

QUALITY	WORDS/LINE
— clear-mindedness	— "... keep your head..."
—	—
—	—
—	—
—	—
—	—
—	—

Cultural awareness

Are you ready for college?...

3. What would lead a young person to grow into the adult described by Kipling? Give an example of a subject in school and/or an experience that would help a young person develop the qualities listed below.



4. Below you have a completely different outlook on education, described by a character in a play by R. B. Sheridan. Give three synonyms to education as Mrs Malaprop understands it.

I would by no means wish a daughter of mine to be a progeny of learning; I don't think so much learning becomes a young woman: for instance, I would never let her meddle with Greek, or Hebrew, or algebra, or simony, or fluxions, or paradoxes, or such inflammatory branches of learning; nor will it be necessary for her to handle any of your mathematical, astronomical, diabolical instruments; but ... I would send her, at nine years old, to a boarding-school, in order to learn a little ingenuity and artifice: then, sir, she would have a supercilious knowledge in accounts, and, as she grew up, I would have her instructed in geometry, that she might know something of the contagious countries: this ... is what I would have a woman know; and I don't think there is a superstitious article in it.

*Mrs. Malaprop in **The Rivals**, Richard Brinsley Sheridan*

5. Is this outlook frequently encountered still? How do you relate to it? Discuss with 2-3 other partners to decide if this type of education is fully passé or not.

6. Now you are ready to give your own clear definition of education. Write it below in a few lines. Share it with your colleagues. Vote the best definition!

1) In order to afford a decent apartment you'll need to find a roommate. The most important feature in a roommate is:

- They don't own an accordion.
- Their main goal in life isn't to prove heterosexuality is vastly overrated.
- When they say they love smoking rock, they refer to an Van Halen solo.
- They don't wear PETA t-shirts that say "cockroaches are people too."



2) You desperately need a good grade in your English Lit class, yet it's two hours before the paper is due and you haven't even written the first line. You:

- Walk out to the driveway and slam your writing hand in the car door.
- You write a fantasy paper titled, What if Shakespeare was a pig? and rewrite Hamlet in Pig Latin as "Piglet".
- Tell your professor how you long for the good ole' days when it wasn't considered sexual harassment to trade sex for good grades.
- Go and have yourself admitted into a hospital.

3) In order to have a chance of being accepted, it's crucial that, on your college application you don't mention that:

- In high school you were voted "most likely to become a political prisoner."
- You've never tried to kill any teachers.
- Animal House is your favorite movie.
- Although you failed several courses in high school you always earned an A for effort.

You are ready for college if you have... see key!