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# СБОРНИК ТЕКСТОВ И УПРАЖНЕНИЙ ПО АНГЛИЙСКОМУ ЯЗЫКУ

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ФГБОУ ВО «Тувинский государственный университет»

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ПО АНГЛИЙСКОМУ ЯЗЫКУ**

*Учебно-методическое пособие  
для студентов 1-2 курсов филологического факультета,  
по направлениям подготовки 44.03.05 Педагогическое образование  
(с двумя профилями подготовки), профили «Родной язык, литература»  
и «Иностранный язык» (английский язык), «Иностранный язык»  
и «Иностранный язык» (английский и французский языки)*

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Данное учебно-методическое пособие представляет собой сборник текстов по системе образования Великобритании, а также включены упражнения с вокабуляром для развития устной и письменной речи у студентов.

Учебно-методическое пособие предназначено для студентов 1-2 курсов по дисциплине «Практика устной и письменной речи английского языка», направления подготовки 44.03.05 Педагогическое образование (с двумя профилями подготовки) профили «Родной язык, литература» и «Иностранный язык» (английский язык), «Иностранный язык» и «Иностранный язык» (английский и французский языки) филологического факультета.

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## Пояснительная записка

Настоящее учебно-методическое пособие предназначено для студентов 1-2 курсов филологического факультета, направления подготовки 44.03.05 Педагогическое образование (с двумя профилями подготовки) профили «Родной язык, литература» и «Иностранный язык» (английский язык), «Иностранный язык» и «Иностранный язык» (английский и французский языки). Основная цель его – научить студентов читать и понимать литературу по профилю на английском языке. Читая тексты, студенты знакомятся с системой образования в Великобритании. В учебно-методическое пособие включены также некоторые упражнения для развития у студентов навыков устной речи.

Учебно-методическое пособие состоит из трех частей. Каждая часть содержит учебные уроки (Lessons).

Структура трех частей однотипна. В каждой части четыре урока: три основных, а четвертый – урок закрепления и повторения материала, предыдущих трех уроков (Revision Lesson).

В учебно-методическом пособии даны уроки трех типов:

1. Все уроки под номерами 1, 2 содержат предтекстовые упражнения, текст и упражнения на закрепление текста. Эти уроки рассчитаны на развитие навыков подготовленного чтения, так как основные трудности снимаются во время выполнения предтекстовых упражнений.

2. Уроки под номером 3 предназначены для развития навыков неподготовленного чтения. Урок начинается с текста, который студенты должны первый раз прочитать, стараясь понять общее содержание, а при повторном чтении со словарем они должны понять текст полностью. После этого выполняются упражнения на закрепление материала этого текста.

3. Уроки повторения (Revision Lesson) содержат небольшой текст для перевода и упражнения, в основном речевые, для повторения материала предыдущих трех уроков.

Принимая во внимание специфику обучения, наибольшее место в учебно-методическом пособии отводится упражнениями для самостоятельной работы.

При подготовке данного учебно-методического пособия автор использовал оригинальную литературу, при этом тексты адаптации не подвергались.

## PART 1

### LESSON 1 EXERCISES

**1. Read the following words aloud. Mind the letters in bold type:**

[e]	[ei]	[i]	[ai]
select	stay	infant	wide
present	stage	system	divide
accept	they	different	primary
education	state	until	alongside
secondary	play	informal	private
direct	accommodate	exist	either

**2. Pronounce the following:**

girl	nursery
firm	university
fur	first
turn	observe

**3. Pronounce the following:**

pass	all
glass	call
class	small

**4. Arrange the following words into two columns according to the reading of c and read them:**

class, secondary, act, committee, local, education, call, except, public, cultural, attendance, complicated, compulsory, include, facilities, intellectual.

**5. Arrange the following words according to the four types of stressed syllables and read them:**

five, are, and, is state, in, as, time, further, well, which, part, type, offer, age, stage, start, of, same, system, nursery, at on, be, until, primary, local, attach, informal.

**6. Read and translate the following words:**

independent, private, public, nursery, provide, complicated, attendance, cultural, provision, leisure, activities, except, attached, present, junior, educational, co-educational, authority, facilities, accept, either, include, comprehensive, different, primary, secondary,

number, local, accommodated, separate, further, system, alongside, exist, compulsory, informal, division, intellectual.

**7. Practice, reading aloud the following word combinations:**

part-time and full-time, at present, of nursery, is divided, into two, three types, until they, attached to, must start,	there are, the number of, or in nursery classes, are accommodated, either in nursery schools, or in nursery classes, further education, there exists, free or charge,
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provide informal educational and play facilities,  
the local authority may establish,  
pass from primary schools to secondary schools,  
may be given in separate schools.

**8. Read and translate the following adjectives. Mind the suffixes of them:**

educational, cultural, technical, intellectual, traditional, primary, elementary, secondary, compulsory.

**9. Write Past Indefinite and Participle 2 of the verbs:**

to be, to exist, to accept, to pass, to stay, to give, to offer, to play, to begin, to start, to establish, to leave, to provide, to make, to teach, to attend.

**10. Read and translate the following sentences. Mind the prepositions:**

1. There are three stages **of** education **in** England.
2. The under fives may attend nursery schools or nursery classes attached **to** infant schools.
3. Informal educational and play facilities are provided **for** children **between** two and five years old.
4. Attendance **at** nursery schools is not compulsory, but attendance **at** infants' schools is compulsory.
5. Secondary education includes the state system **of** education and system **of** private schools called public schools.
6. Education in England and Wales is compulsory **from** five **to** sixteen years **of** age.



**11. Translate the following word combinations into Russian:**

the local authority, comprehensive schools, the under fives, attendance at school, informal educational and play facilities, infants' school, junior schools, public schools, nursery schools, the traditional tripartite system, intellectual training.

**TEXT**

**THE EDUCATIONAL SYSTEM IN ENGLAND AND WALES**

The educational system is more or less the same all over England and Wales, but Scotland has the own system.

The educational system in England and Wales is complicated. There are wide variations between the parts of the country. The English educational system is a divided one. The first division is between those who pay and those who do not; the second, between those selected for an intellectual training and those not so selected.

Education in England and Wales is compulsory from five to sixteen years of age. The state provides this education free of charge.

Education in England and Wales is regulated by the Education Act 1944, which received the Royal Assent on August 3 of that year.

The National Education Act of 1944 divided education into three stages: Primary Education, Secondary Education, and Further Education. All larger councils have an Education Committee, often called the local education authority, which is responsible for all educational matters in the council's area.

The local authority may establish nursery schools for very small children who are not yet five years old. There are some nursery schools which provide informal educational and play facilities for children between two and five years old. Attendance at nursery schools is not compulsory. The under fives are accommodated either in nursery schools or in nursery classes attached to infant schools. The number of nursery schools and classes is at present small.

**a) Primary Education**

All children start school at five years of age. The primary stage is divided into two – Infant School (5-7) and Junior School (7-11).

### b) Secondary Education

All the children of 11\12 years of age pass from primary schools to secondary schools. There are different types of secondary education. Grammar schools, secondary modern schools, technical schools are the three types of school in the so-called tripartite system of education introduced in 1944. However the traditional tripartite system is now gradually being replaced by the comprehensive system. A new system of comprehensive schools has now become more usual all over the country.

Alongside the state system of education there exists the system of private, independent or public schools.

State		Independent	
Age	Type of School	Age	Type of School
2-5	Nursery	2-5	Nursery
5-7	Infant } primary	5-8	Pre-preparatory
7-11	Junior }	8-13	Preparatory
11-18	Secondary (secondary modern, grammar, technical, comprehensive, etc.)	13-18	Public, direct grant, etc.

There are co-educational and single-sex schools in Great Britain.

### c) Further Education

Further education means education after school, that is, in colleges of further education, technical colleges and various other institutions.

Further education includes all the part-time and full-time educational provision as well as cultural training, leisure-time activities, etc. (Except universities and some colleges of education which are independent.)

#### Vocabulary Notes

1. **to divide** – делить (ся), разделять(ся), дробить  
**division** – деление, разделение
2. **to train** – воспитывать, учить; тренировать  
**training** – воспитание, обучение; тренировка  
**intellectual training** – интеллектуальная тренировка, умственное развитие

3. **compulsory** [kəm'pʌlsəri] – обязательный

**compulsory education** – обязательное обучение

Secondary education is compulsory in the Russia.

4. **free of charge** – бесплатно

5. **primary** ['praɪməri] **education** (in Great Britain) = **elementary education** (in the USA) – начальное образование  
**primary (elementary) school (stage)** – начальная школа (ступень)

In the Russia primary school includes three forms (the first, the second, the third).

6. **secondary** ['sekəndəri] **education (school, stage)** – среднее образование (школа, ступень)

In the Russia secondary school education includes eleven forms.

7. **authority** [ɔ:' θɔ:riti], **authorities** – власть, власти

**local education authorities** – местные органы образования

8. **nursery school** – школа для детей до 5 лет, главным образом от 3 до 5. Посещение этой школы необязательно.

9. **informal** – неформальный, неофициальный, непринужденный

10. **facilities** [fə'silitiz] – возможности, благоприятные условия

**informal educational and play facilities** – благоприятная непринужденная обстановка для обучения в процессе игры

11. **to attend** – посещать, присутствовать на занятиях, лекциях

**to attend school (classes)** – посещать школу, учиться в школе

**attendance** [ə'tendəns] – посещаемость, присутствие

The attendance of the pupils for all the classes is compulsory in Russia.

12. **infant** – младенец, ребенок

**infants' school** = **infant school** – первая ступень начальной школы (для детей от 5 до 7 лет)

13. **junior** ['dʒu:njə] – младший

**junior school** – вторая ступень начальной школы (для детей от 7 до 11 лет)

The primary school in England includes an infants' school and a junior school.

14. **grammar school** – грамматическая школа

**secondary modern school** – средняя современная школа

**technical school** – техническая школа

15. **tripartite** ['traɪ'pa:tait] – состоящий из трех частей

These are the three types of school in the so-called tripartite system of education in Great Britain.

16. **comprehensive** [ˌkɒmpri'hensɪv] **school** – общеобразовательная школа

17. **independent (or private school)** – независимая от государства частная привилегированная школа с высокой платой за обучение

18. **co-educational** ['kəʊ,edʒu(:)keɪʃənl] **schools = mixed schools** – смешанные школы, школы для совместного обучения лиц обоего пола

19. **single-sex schools = separate schools for boys and girls** – отдельные школы для мальчиков и девочек

Local education authorities sometimes decide to change a co-educational school into two single-sex schools.

20. **full-time education** – дневное обучение

**part-time education** – вечернее обучение

## EXERCISES

1. **Read the text and agree or disagree to the following statements:**

*Model 1:* There are many kinds of schools in Britain. – Yes, you are right. There are many kinds of schools in Britain.

*Model 2:* English children must start school at 3. – No, you are not right. English children must start school at 5.

1. Attendance at nursery schools is compulsory.

2. The primary stage is divided into two – infant and junior schools.

3. All the children at 11\12 years of age pass from primary to secondary schools.

4. Grammar schools, secondary modern schools, technical schools are the three traditional types of school in Great Britain.

5. The system of private schools does not exist in Great Britain.

**2. Find in what context the following word combinations are used in the text. Read and translate the sentences with them:**

wide variations, intellectual training, the local authority, pass from primary school, different types of secondary education, alongside the state system of education, further education as well as cultural training, provide informal educational and play facilities, attendance at school, the under fives, tripartite system of education, co-educational schools.

**3. Answer the following questions on the text:**

1. How many stages of education are there in England?
2. What may the local authority establish for under fives?
3. What do nursery schools provide for children between two and five years old?
4. At what age must all children start school?
5. What is the primary stage divided into?
6. How many years do children go to infant schools?
7. How many years do children go to junior schools?
8. At what age do children begin to attend secondary schools?
9. How many systems of secondary education are there in England? What are they?
10. What can you say about the types of the state system of education?

**4. Speak about educational system in England and Wales.**

## LESSON 2

### EXERCISES

**1. Read the following words aloud. Mind the letters in bold type:**

[i]	[i:]	[e]	[ə:]
into	these	technical	<b>term</b>
infant	leave	attend	<b>birthday</b>
children	reach	attendance	<b>urban</b>
Christmas	<b>Easter</b>	education	<b>transfer</b>
until	feature	length	noteworthy
begin	complete	general	<b>further</b>
continue	receive	separate	<b>nursery</b>

**2. Transcribe the words and read them:**

vacations, separated, duration, education, beginning, birthday, continue, nineteen, customary, technical, percentages, normally, secondary, primary, attend, general, attainment, particularly, complete, eleventh, another, promote, attendance, junior, infant, corresponding.

**3. Practice reading aloud the following word combinations:**

is customary  
is compulsory  
is divided  
is separated  
is based  
from the age of five  
at the beginning of the term  
at the end of the school year  
until late in July  
divided into three terms  
full-time education in technical college  
four days' duration

**4. Arrange the following verbs, nouns and adjectives into three columns according to parts of speech. Read and translate them:**

education, continue, divide, vacations, start, customary, reach, last, compulsory, complete, attainment, secondary, attend,

primary, junior, transfer, promotion, type, urban, birthday, feature, noteworthy, period, duration, promote, attendance.

**5. Write Past Indefinite and Participle 2 of the verbs:**

to be, to leave, to continue, to start, to begin, to divide, to attend, to transfer, to last, to fall, to reach, to mark, to become.

**6. Read and translate the following sentences. Mind the prepositions:**

It is customary **for** children to start school **at** the beginning **of** the term.

They may continue until the age **of** nineteen.

Full-time education is divided **into** two stages.

**After** an infants' school a child will transfer **to** a junior school.

Promotion is based **on** age and not **upon** attainment.

Mid-term is marked **by** a long weekend.

**7. Translate the following word combination into Russian:**

a junior school, a primary school, a secondary school, an infants' school, full-time education, primary stage, secondary stage, promotion, attainment, to transfer, to complete, compulsory.

**8. Replace the words in bold type using the following words:** *compulsory, attend, is divided into, be trained, lasts.*

1. Full-time education **is obligatory** from the age of five.

2. Full-time education **consists of** two stages.

3. During the primary stage a child may **go to** one school.

4. In urban areas they may **go to** both an infants' school and a junior school.

5. The school year **runs** from September till July.

### **Text**

#### **LENGTH OF SCHOOL LIFE**

Full-time education is compulsory from the age of five, and it is customary for children to start school at the beginning of the term in which their fifth birthday falls. They must not leave before the end of the term in which they reach the age of sixteen, but they may continue until the age of nineteen.

The period of full-time education is divided into two stages - primary and secondary. A child normally completes the primary

stage at the end of the school year in which his eleventh birthday falls. During this primary stage, a child may attend one school, or, particularly in urban areas, two, these being an infants' school and a junior school. If he begins in an infants' school, he will transfer to a junior school at the end of the school year in which he becomes seven years old. Upon leaving the junior school he goes to a secondary school of one type or another. A noteworthy feature of both primary and secondary schools is that promotion is, in general, based on age and not upon attainment.

The school year begins in September, and continues until late in July. It is divided into three terms separated by vacations at Christmas and at Easter, each lasting about three weeks, and a summer vacation of six or seven weeks. Mid-term is usually marked by a long week-end of three or four days' duration.

### Vocabulary Notes

1. **term** – семестр, четверть
2. **to complete** – завершать, заканчивать
3. **to transfer** – переносить, перемещать; передавать; переводить (в другой класс)

transference - передача; перенесение; перевод (в другой класс)

4. **to promote** – способствовать, поддерживать; переводить ученика в другой класс

The pupil was ill and he wasn't promoted to the second form.

**promotion** – продвижение; поощрение; перевод ученика в следующий класс

In our secondary schools promotion is based on pupils' knowledge.

5. **attainment** – достижение, приобретение; pl знания, навыки

**to attain** – достигать, приобретать

English children must not leave school before the end of the term in which they attain the age of sixteen.

6. **school year** - учебный год

7. **to separate** – отделять(ся), разделять(ся), разлучать(ся)

**to be separated** – отделяться, быть отделенным



The term of the Russian students are separated by examination periods and vacations.

**8. to last** – продолжаться, длиться

**lasting** – длительный, постоянный

The pupils' summer holidays last about 3 months

## EXERCISES

**1. Read the text and agree or disagree to the following statements:**

*Model 1:* The period of full-time education in Britain is divided into two stages - primary and secondary. Yes, you are right. The period of full-time education is divided into two stages - primary and secondary.

*Model 2:* Primary education is not compulsory in Britain. - No, you are not right. Primary education is compulsory in Britain.

1. Full-time education in Britain is not compulsory from the age of five.
2. British pupils must not leave school before the end of the term in which they reach the age of sixteen.
3. A child in Britain normally completes the primary stage at the end of the school year in which his eleventh birthday falls.
4. During the primary stage a child may attend only one school.
5. Upon leaving the junior school a child goes to the secondary school of one type or another.
6. A noteworthy feature of both primary and secondary schools in Britain is that promotion is based upon attainment.
7. The school year is divided into two terms separated by vacations at Christmas and at Easter.
8. Mid-term is usually marked by a long week-end of three or four days' duration.

**2. Give your own examples with the following words and word combinations:**

compulsory, full-time education, to attend school, to be divided, term, promotion, to transfer, primary schools, infants'

schools, junior classes, to be separated by stages, secondary schools, attainment, to complete, to leave school, technical colleges.

**3. Answer the following questions on the text:**

1. What type of education is compulsory in Britain?
2. When is it customary for children to start school?
3. How many stages is the period of full-time education divided into?
4. What are they?
5. When does a child normally complete the primary stage?
6. How many schools may a child attend during the primary stage ?
7. What primary schools may a child attend, particularly in urban areas?
8. When may a child be transferred to a junior school if he or she begins in an infants' school?
9. When does he or she go to a secondary school of one type or another
10. What is a noteworthy feature of both primary and secondary schools?
11. When does the school year begin?
12. How long does it continue?
13. How many terms is it divided into?
14. How long does each term last?
15. What is each term separated by?
16. What is mid-term usually marked by?
17. How long does it last?

**4. a) Retell the text in English. b) Make up a dialogue between an English and a Russian teacher.**

**5. Ask your friends:**

- if full-time education is compulsory from the age of five;
- when it is customary for children to start school;
- how many stages the period of full-time education is divided into;
- what schools a child may attend;
- what school a child will transfer to if he begins in an infants' school;
- at what age a child will transfer to a junior school;
- when the school year begins;

how long the school year continues;  
how many terms the school year is divided into;  
how long each vacation lasts;  
what mid-term is usually marked by.

**6. Explain what full-time education means and how long it lasts.**

**7. Speak about the school year of an English school.**

**8. Read the text and then translate it in writing:**

## **SECONDARY SCHOOL EXAMINATIONS**

There is no national leaving examination in England and Wales, but secondary school pupils (and candidates not attending school) may take the General Certificate of Education (GCE) or the Certificate of Secondary Education (CSE).

The both examinations are on a single subject and not a grouped subject basis (I.e. no subject is obligatory and individual subjects may be taken at different times).

The General Certificate of Education is an academic type of examination, taken in two separate stages: Ordinary level (O level) and Advanced level (A level). Pupils normally take O level at the end of their fifth year in a secondary school, that is, at about the age of 16. They take A level after two years in the sixth form, that is, about the age of 18. But candidates may enter for different subjects at different dates, and may enter for the same subject more than once. Passes in individual subjects at A level are graded and these grades are used by universities in deciding whether to admit students. Candidates who fail a subject at A level may, if their marks are good enough, be awarded an O level pass in that subject.

The Certificate of Secondary Education is an examination for less academic pupils, and usually taken at 15-16. The CSE, instituted in 1965, is designed for pupils who have completed five years' secondary education but who are not taking the GCE; it is controlled by teachers serving in the schools providing candidates. The highest grade of pass in the CSE is intended to be of the same standards as a pass in the GCE O level.



### LESSON 3

**Read and try to understand the text without a dictionary, then read and translate it consulting a dictionary.**

#### Text

#### **SPECIAL EDUCATIONAL TREATMENT**

Clearly if the local authorities are to offer such a variety of schools as are desirable in view of the abilities and aptitudes of the pupils, they must accommodate those pupils who suffer from any disability of mind or body. They must offer appropriate special educational treatment – either in special schools or otherwise. Ten categories of pupils requiring special educational treatment have been defined by the Secretary of State in the Handicapped Pupils and Special Schools Regulations of 1959. These are: the blind, partially sighted, deaf, partially hearing, delicate, educationally subnormal, epileptic, maladjusted physically handicapped, and those suffering from speech defects.

Every local education authority must ascertain what children in its area require special educational treatment.

There are still regulations governing the maximum size of classes in special schools – 10 for deaf or partially hearing pupils, or pupils suffering from speech defects; 15 for blind, partially sighted, or maladjusted pupils; 20 for a class of educationally subnormal, epileptic, or physically handicapped pupils; 30 for delicate pupils.

There are certainly not enough places in special schools for children with the various kinds of physical handicaps. There are not enough places for maladjusted children either, and the provision for the educationally subnormal and for children unsuitable for education in school is a positive scandal. In the first place, classes in ordinary schools are far too large for individual treatment to be given in them to educationally subnormal children. There are very few teachers in ordinary schools who have been specially trained for this job.

#### **Exercises**

**1. Read the following words aloud. Mind the letters in bold type:**

[a:]  
**are**

[ɔ:]  
**or**

[ʌ]  
**such**

[ai]  
**mind**

<b>far</b>	<b>form</b>	<b>must</b>	<b>kind</b>
<b>large</b>	<b>short</b>	<b>suffer</b>	<b>blind</b>
<b>class</b>	<b>normally</b>	<b>otherwise</b>	<b>sighted</b>
<b>partially</b>	<b>ordinary</b>	<b>subnormal</b>	<b>describe</b>

**2. Arrange the following words according to the four types of stressed syllables and read them:**

if, form, are, must, who, sixe, ten, place, for, short, time, can, be, first, far, large, in, them, job, local, offer, pupil, suffer.

**3. Copy the words, mark stresses. Read and translate the words:**

unsuitable, desirable, local, disability, authorities, accommodate, variety, appropriate, treatment, physically, provision, individual, epileptic, ascertain, maladjusted, partially sighted, physically handicapped, educationally subnormal children, Special Schools Regulations.

**4. Write out the text and translate all sentences with modal verbs.**

**5. Practice reading aloud word combinations:**

such a variety of schools,  
they must accommodate those pupils,  
suffer from any disability of mind and body,  
the Secretary of State in the Handicapped Pupils and Special Schools Regulations,  
every local education authority,  
there are certainly not enough places for maladjusted children.

**6. Write Past Indefinite and Participle 2 of the verbs:**

to be, to offer, to teach, to suffer, to have, to place, to give, to train, to define, to require, to accommodate.

**7. Translate the following word combinations into Russian:**

special educational treatment, handicapped pupils, educationally subnormal, delicate pupils, individual treatment.

**8. Read and translate the following sentences:**

1. The local authorities must accommodate those pupils who suffer from any disability of mind and body.

2. These are: the blind, partially sighted, deaf, partially hearing, delicate, educationally subnormal, epileptic, maladjusted, physically handicapped, and those suffering from speech defects.

3. Every local education authority must ascertain what children in its area require special educational treatment.

4. The provision for educationally subnormal and for children unsuitable for education in school is a positive scandal.

5. In the first place, classes in ordinary schools are far too large for individual treatment to be given in them to educationally subnormal children.

6. There are very few teachers in ordinary schools who have been specially trained for this job.

**9. Find in what context the following word combinations are used in the text. Read and translate the sentences with them:**

to offer such a variety of schools, ten categories of pupils requiring special educational treatment, the maximum size of classes, for maladjusted children, specially trained for this job.

**10. Answer the following questions on the text:**

1. What must the local authorities do?

2. How many categories of pupils requiring special educational treatment have been defined by the Secretary of State in the Handicapped Pupils and Special Schools Regulations of 1959?

3. What are they? Enumerate them.

4. Must every education authority ascertain what children in its area require special educational treatment?

5. What regulations are there governing the maximum size of classes in special schools?

6. Are there enough places in special schools for children with the various kinds of physical handicaps?

7. There are not enough places for maladjusted children, are there?

8. What can you say about the provision for the educationally subnormal and for children unsuitable for education in school in England?

9. Why are classes in ordinary schools unsuitable for individual treatment?

10. Are there many or few teachers in ordinary schools who have been specially trained for this job?

## **REVISION LESSON EXERCISES**

**1. Read the text and name each paragraph of the text in English:**

### **NURSERY SCHOOLS IN BRITAIN**

The school day at the nursery school lasts from about 9 a.m. to 4 p.m., for all but very young children who attend only in the mornings, and it includes the opportunity for an after-dinner rest.

There are no normal lessons in a nursery school. Indoor and outdoor play, using a great variety of materials, forms the basis of the daily programme and buildings and equipment are specially designed to meet the needs of small children. Other activities include drawing, painting, listening to stories told by the teacher, dancing and learning by organized play the values of money and weights and measures.

Superintendent teachers, and in almost all cases assistant teachers in nursery schools and teachers in charge of nursery schools, must be qualified. The recommended maximum number of children in a class is 30 (10 fewer than in a primary school).





**2. Answer the following questions:**

1. What can you about the state system of education in England?
2. What other schools exist there?
3. How long do English children stay in a primary school?
4. How long do English children stay in a secondary school?
5. What can you say about nursery schools?

**3. Ask your friends:**

what kind of education is compulsory in Russia;  
what is the school-leaving age in England;  
what type of secondary schools there are in England;  
where children of 3-7 years of age are accommodated in

Russia;

when children begin to attend school in Russia;  
if each pupil may enter an institute after school in Russia;  
if fees must be paid at the institutes and universities in Russia;  
what pupils must do to enter an institute;  
if there is only state education in England;  
if there is special educational treatment in England;  
if there are special educational treatment in Russia;  
if every local education authority in England must ascertain  
what children in its area require special educational treatment;  
if you can say something about special educational treatment  
in Russia.

**4. Explain what the GGE means.**

**5. Name some types of state schools and independent schools in Great Britain.**

**6. Suppose you are a teacher of a special school in Russia:**

1. Say what pupils you have.
2. Say how many pupils you have.
3. Say how you work with them individually.

**7. Make up a dialogue on the theme "The Educational System of Britain".**

**8. Speak about the state pre-school education in Britain.**

**9. Speak about special educational treatment in Great Britain.**

## PART 2

### LESSON 1 EXERCISES

#### 1. Transcribe the words and read them:

system, type, conduct, small, often, total, private, proceed, lead, use, geography, include, respect, start, before, thirteen, their, function, kindergarten, vary, knowledge, scripture, preparatory, depend, Latin, history, criterion, standard, mathematics, continue, preparation, independent,

#### 2. Practice reading aloud the following word combinations:

for about six per cent,  
is one of the functions,  
within the state system,  
of the total school population,  
they vary widely in type,  
until the age of eighteen,  
independent preparatory schools,  
about the age of eight,  
in the grammar schools,  
the selection of new entrants,  
about thirty per cent,  
the great majority of pupils.

#### 3. Give the nouns related to the following verbs:

to proceed, to provide, to continue, to select, to prepare, to examine, to populate.

#### 4. Write all the names of school subjects you know.

#### 5. Read and translate the following sentences. Mind the prepositions:

1. Independent schools which children **of** the rich go to are also called public schools .

2. Independent schools vary widely **in** type.

3. The independent school may be the small kindergarten school **in** a private house and the famous public schools.

4. The usual age **of** entry **to** a public school is thirteen.

5. The majority **of** pupils leave a public school **at** the age **of** eighteen.

6. The criterion **for** the selection **of** new entrants is the Common Entrance examination in most public schools.

7. The Common Entrance examination demands a good standard **of** knowledge **in** scripture, English, history, geography, French and mathematics.

8. Preparation **for** this examination is one **of** the functions **of** the independent preparatory schools.

9. Pupils **from** about the age **of** eight **until** the age **of** thirteen may go **to** the independent preparatory schools.

10. Set standards for the grammar and **for** the public school are **in** many respects alike.

## TEXT

### INDEPENDENT SCHOOLS

Independent schools vary widely in type, from the small kindergarten school often conducted in a private house to the famous public schools. The latter have in many respects set standards for the grammar schools within the state system; their curriculum is very much the same and their pupils take the same public examinations.

The usual age of entry to a public school is thirteen and the great majority of pupils continue until the age of eighteen. Most public schools use as their criterion for the selection of new entrants the Common Entrance examination, which demands a good standard of knowledge in scripture, English, history, geography, French and mathematics. Preparation for this examination is one of the functions of the independent preparatory schools, which admit pupils at about the age of eight and keep them until the age of thirteen. In these schools French and mathematics are begun at the age of nine or ten, depending upon ability, which is one or two years before they are started in the grammar schools.

### Vocabulary Notes

1. **kindergarten** ['kidə,ga:tn]– детский сад

In Russia the children from 3 to 7 years old attend kindergartens.

**kindergarten school** – частная школа закрытого типа для детей до 5 лет

2. **public school** – средняя школа закрытого типа для детей из высших слоёв общества

**3. standard** ['stændəd] – стандарт, норма, образец

**set standard** – установленный образец, стандарт

**4. surriculum** [kə'rikjuləm] (pl **-la**) – курс обучения, учебный план.

**5. entry** - поступление, зачисление

**to enter** – поступать

**to enter school (university, institute)** – поступать в школу (университет, институт)

**6. The Common Entrance examination** – вступительный экзамен на общих основаниях для поступления в частную школу

The Common Entrance examination is used for the selection of new pupils to most public schools.

**7. scripture** ['skriptʃə] – священное писание, библия

**8. depending (upon)** – в зависимости (от)

## EXERCISES

**1. Translate the following word combinations into Russian:**

kindergarten schools, independent preparatory schools, public schools, independent schools, the usual age entry, to proceed to universities, the selection of new entrants, the Common Entrance examination.

**2. Give your own examples with the following words and word combinations:**

kindergarten schools, public schools, to vary, set standards, a good standard of knowledge, the selection of pupils, new entrants, the Common Entrance examination, to depend upon ability.

**3. Answer the following questions on the text:**

1. Do independent schools vary in type?

2. Have public schools in many respects set standards for the grammar schools or for the modern schools? What about their curriculum and examinations?

3. Is the usual age of entry to a public school thirteen or eleven years old?

4. Do the great majority of pupils continue until the age of sixteen or eighteen?

5. Do most public schools use as their criterion for the selection of new entrants the Common Entrance examination?

6. Does the Common Entrance examination demand a good standard of knowledge in two or more subjects?

7. Preparation for this examination is one of the functions of the independent preparatory schools, isn't it?

8. Do they admit pupils at about the age of eight or six?

9. How long do independent preparatory schools keep the pupils?

10. Does the beginning of French and mathematics depend upon age or ability?

11. Do they begin learning these subjects earliest or later than in the grammar schools?

**4. Ask your friends:**

if independent schools vary widely in type;

what private schools there are in England;

until what age the great majority of pupils continue to study;

what most public schools use as their criterion for the selection of new entrants;

what this criterion demands;

at what age independent preparatory schools admit pupils and until what age they keep pupils;

at what age French and mathematics are begun in these schools.

**5. Retell the text "Independent Schools" (p.26) in English.**

**6. Read the text and then translate it in writing:**

### **INDEPENDENT SCHOOLS**

Independent schools in England and Wales must be registered with the Department of Education and Science to show that they conform to certain minimum standards. The largest and most important of the independent schools in Britain are known as public schools, although not all schools classed as public schools are independent and public schools form only a minority of all independent schools. (These schools should not be confused with the state-supported public schools in Scotland.) The public school today is characterized by a high staffing ratio and a high proportion of

pupils doing advanced work and is often, although not necessarily, a boarding-school. The usual age of entry to the independent public schools for boys is 13 and the leaving age about 18. There are some girls' public schools modelled to a certain extent on the public schools for boys.

Independent schools also include preparatory schools, many of them, boarding-schools, for boys aged from 8 to 13 years, most of whom are intending to enter public schools; a few similar schools for girls; and a wide range of other day and boarding-schools covering every age group and grade of education and many types of educational method. Some of these schools are owned and managed, often under a trust deed, by independent non-profit-making bodies. Others are privately owned by proprietor for whom the running of the school provides a living.



## LESSON 2

### EXERCISES

#### 1. Read the words according to the transcription.

##### Translate the words:

special ['speʃl]  
ability [ə'biliti]  
responsibility [ris,pənsə'biliti]  
restrict [ris'trikt]  
consider [kən'sidə]  
rapid ['ræpid]  
division [di'viʒn]  
effort ['efət]  
according [ə'kɔ:diŋ]  
kindergarten ['kində ,gɑ:tɪn]  
readiness ['redinis]  
subject ['sʌbdʒikt]  
music ['mju:zik]  
accomplishment [ə'kɒmplɪʃmənt]  
encourage [in'kʌrɪdʒ]  
encouraging [in'kʌrɪdʒɪŋ]  
arrangement [ə'reɪdʒmənt]  
arithmetic [ə'riθmətik]  
tolerable ['tɒlərəbl]  
maximum ['mæksɪməm]  
progress ['prəʊgres]  
generally ['dʒenərəli]  
rural [ruərəl]  
area ['eəriə]  
assign [ə'sain]  
classify ['klæsɪfaɪ]  
practice ['præktɪs]  
break [breɪk]

#### 2. Practice reading aloud the following word combinations:

in an infants' school	during the week
in an urban area	with the same class teacher
in junior classes	with special ability
children of the same age	are encouraged to read

is generally practised  
is given to children

so far as possible the work done  
subject teaching.

**3. Analyse the following words. Read and translate them:**

divide – division, arrange – arrangement, encourage – encouragement – encouraging, classify – classification, practise – practice, vary – various, general – generally, possible – possibility, responsible – responsibility, develop – development, create – creative – creation, instruct – instruction.

**4. Read and translate the following sentences. Mind the prepositions:**

1. For children **in** an infants' school the day may be shorter.
2. Teachers **with** special ability to teach special subjects, teach their subject **to** other classes.
3. Every teacher keeps general responsibility **for** his own class.
4. **In** urban areas the number **of** pupils is restricted **to** forty.
5. Children **of** the same age are assigned **to** the same form.
6. Children are usually classified according **to** their ability.
7. Group work **within** the form is practised **in** some primary schools in England.
8. Subject teaching takes place **in** junior school or classes.
9. **In** our kindergartens the teaching is based **upon** the interests **of** the children.

**5. Translate the following words and word combinations into Russian:**

9 a.m., 4 p.m., the mid-morning, the mid-afternoon, slow learners, arrangement, rural, ability, teachers with special ability, to teach special subjects, subject teaching, informal.

## **TEXT**

### **PRIMARY SCHOOLS IN ENGLAND AND WALES**

The school day usually runs from 9 a.m. to 4 p.m. with a break for lunch from noon to 1.30 p.m., and with 10- or 15-minute breaks in the mid-morning and in the mid-afternoon. For children in an infants' school or in the infants' classes of a junior and infants' school, the school day may be somewhat shorter.

Members of a class usually do all their work with the same class teacher. In junior schools or classes, however, teachers with



special ability to teach special subjects, for example music, something teach their to other classes while keeping general responsibility for their own class; the children may thus receive lessons from two or more teachers during the week. Such arrangements are rarely made for English or arithmetic.

Numbers in class vary widely: in rural areas they may be as small as 20 or even less; in urban areas every effort is made to restrict numbers to 40, which is considered the tolerable maximum.

So far as possible children of the same age are assigned to the same class, but where numbers in an age group are big enough to make up two or more classes, it is often found in junior schools (but rarely in infants' schools) that children are classified according to their ability in English and arithmetic. Even where such a division is made, group work, within the class, is generally practised.

The work of the infant school or the infant classes of a primary school is largely info formal. Children are encouraged to read, to write in their own words, to understand and make use of numbers and to develop their creative instincts using all manner of materials. Subject teaching is rare, but direct instruction is given to children when they are ready for it. So far as possible the work done is based upon the interests of the children.

### **Vocabulary notes**

1. **break** - перерыв, перемена

2. **ability** – способность, умственная одаренность; ловкость; умение; дарование

**teachers with special ability to teach special subjects** – учителя (начальной школы), способные преподавать специальные предметы (музыку, рисование)

Many Russian teachers of the primary stage have special ability to teach special subjects.

**able** – способный

3. **subject** – предмет, школьная дисциплина

**subject teaching** – предметное преподавание

**choice of subjects** – выбор предметов, преподавание отдельных предметов

Our pupils study various subjects at school.

Subject teaching is rare. – Предметное преподавание встречается редко.

**4. to arrange** – устраивать(ся); приводить в порядок, располагать, классифицировать

**arrangement** – устройство; приведение в порядок, расположение, классификация

Many visits to libraries and museums are arranged for the children in connection with their school work. Such arrangements are very useful.

**5. to vary** – менять(ся), изменять(ся); различаться; разнообразить

**various** – различный, разный; разнообразный; разносторонний

Secondary school curricula vary widely.

**6. so far as possible** – по возможности

**7. to assign** – назначать, определять; давать (задания); передавать, закреплять (за кем-либо)

To be assigned to – быть назначенным

In Russia children of the same age are assigned to the same form (class).

**8. to classify** – классифицировать

**to be classified according to** – классифицироваться в соответствии с; распределяться

Children are classified according to their ability in English and mathematics where numbers in an age group are big enough to make up two or more classes.

**9. to practise** – практиковать(ся)

**practice** – практика

Group work is generally practised within the class where the pupils are classified according to their ability.

## EXERCISES

**1. Read the text and agree or disagree to the following statements:**

1. The school day usually runs from 9 a.m. to 4 p.m. with a break for lunch and with 10- or 15- minute breaks in the mid-morning and in the mid-afternoon.

2. For children in an infants' school the school day must not be shorter.

3. Members of a class usually do all their work with the same class teacher.

4. Sometimes when there are teachers with special ability to teach special subjects at school, the children may receive lessons from two or more teachers during the week.

5. Numbers in class don't vary widely.

6. In rural areas numbers in class are larger than in urban areas.

7. Children of the same age are usually assigned to the same class.

8. Children are not classified according to their ability in English and mathematics.

9. The work of the infant is formal.

10. Children are encouraged to read, to write in their own words, to understand and make use of numbers, etc.

11. Subject teaching is rare and so far as possible the work done is based upon the interests of the children.

**2. Complete the following sentences from the text and translate them:**

1. For children in an infants' school or ...

2. In junior school or classes, however, teachers ...

3. Children of the same age area are assigned ...

4. Sometimes children are classified ...

5. Group work, within the class, is ...

6. Children are encouraged to ...

7. Subject teaching is ...

**3. Answer the following questions on the text:**

1. How long does the school day usually run in the infants' school and in the junior school?

2. How many breaks do they have?

3. Do pupils do their work with the same teacher or with several teachers as usual in primary schools?

4. What teachers teach sometimes their subject to other classes while keeping general responsibility for their own class?

5. Is the number of pupils larger in rural or in urban areas?

6. How are children usually assigned?

7. In what way (how) are children classified in primary schools?

8. Is the work of the infant school formal or informal?

9. What are children encouraged to do?

10. What is the work based upon as a rule?

**4. a) Speak about the junior pupils' school day in England. b) Compare their school day with the junior pupils' school day in Russia.**

**5. Speak about teachers in a primary school both in England and in Russia.**

**6. Speak about the classification of children in England.**

**7. Speak about the work in the infant school or classes in England.**

### **LESSON 3**

**Read and try to understand the text without a dictionary then read and translate it consulting a dictionary.**

#### **TEXT**

#### **PRIMARY SCHOOLS IN ENGLAND AND WALES**

The junior stage extends<sup>1</sup> over four complete years from the age of seven to eleven. The curriculum is more circumscribed<sup>2</sup>; the teaching is more formal than it is in infant classes. A daily period for religious institution<sup>3</sup> is no longer than the general practice: usually two or three periods of about 30 minutes each are included in the time-table for the week.

Some form of physical education, covering free movement with or without apparatus<sup>4</sup>, some swimming, dancing or games, is given on most days; 40 to 50 minutes every day are spent on mathematics; about an hour a week is given to work in history, geography, nature study and music. Art and various crafts<sup>5</sup> often occupy one or two hours each week and are also used in connection with the study of history, geography and literature. Pride of place is given<sup>6</sup> to English, which in its several aspects may occupy from 7 to 10 hours a week. Special care is taken<sup>7</sup> to continue the teaching of reading and extra attention is given to those who are slow to learn.

The trend of post-war opinion has been<sup>8</sup> to lay increasing stress upon written composition, variety of reading material, and the inclusion of simple mathematical ideas in addition to the mechanics of arithmetic. In a number of schools the teaching of mathematic is

being expanded<sup>9</sup> to include other branches of mathematics, and some elementary work in physical science takes its place with the study of nature. In history, geography and nature study, sometimes combined in a study of the locality, the tendency has been to encourage the children to search for information from original sources<sup>10</sup> and then to supplement it by reference to the books in their school libraries - which have been greatly improved in recent years. Valuable links exist in most places between the schools and the public libraries, museums and art galleries, and many visits are arranged for the children in connection with their school work.



### NOTES

1. **The junior stage extends over** – Младший этап обучения продолжается в течение
2. **The curriculum is more circumscribed** – Учебный план более ограничен
3. **A daily period for religious instruction** – Время, отводящееся ежедневно на занятия по изучению библии
4. **covering free movement with or without apparatus** – включая вольные упражнения на гимнастическом снаряде или без него
5. **Art and various crafts** – Уроки по искусствоведению (*по пению, рисованию и музыке*) и уроки труда

6. **Pride of place is given** – Основное место отводится
7. **Special care is taken** – Особое внимание уделяется
8. **The trend of post-war opinion has been** – После войны появилась тенденция
9. **In a number of schools the teaching of mathematic is being expanded** – В ряде школ объём преподаваемого материала по математике расширяется
10. **to search for information from original sources** – извлекать информацию из оригинальных источников

## EXERCISES

**1. Read the following words and arrange them into two columns according to the reading of c:**

create, accomplish, locality, curriculum, instincts, encourage, place, complete, instruction, reference, mathematic, classes, education, combine, dancing, music, include, music, include, physical, cover, occupy, care, mathematical, mechanics, tendency, increase, connection, public, sources.

**2. Copy the words, mark stresses. Read and translate the words:**

connection, informal, arrange, encourage, instincts, materials, mathematical, instruction, individual, accomplishment, complete, include, attention, curriculum, circumscribe, apparatus, mathematic, geography, period, reference, locality, physical, elementary, information.

**3. Practise reading aloud the following word combinations:**

the infant classes	make use of numbers
creative instincts	the curriculum is more
is largely informal	circumscribed
subject teaching	it is in infant classes
children are encouraged	so far as possible
	in connection with

**4. Analyse the following words. Read and translate them:**

develop – development, connect – connection, create – creation – creative, add – addition, accomplish – accomplishment, instruct – instruction, occupy – occupation, educate – education,

improve - improvement, move - movement, arrange - arrangement, encourage - encouragement, inform - information.

**5. Find in what context the following words and word combinations are used in the text “Primary Schools in England and Wales”. Read and translate the sentences with them:**

largely informal, to encourage, creative instincts, basic skills, curriculum, subject teaching, physical education, apparatus, variety of reading material, elementary work, to search for information.

**6. Write out of the text and translate the sentences with the verbs in the Passive Voice.**

**7. Write out of the text the names of the school subjects and learn them.**

**8. Give your own examples with the following words and word combinations:**

to develop, development, creative instincts, to write in their own words, time-table, curriculum, games, geography, nature study, physical education, art, crafts, apparatus, to search for, information, to encourage, original sources.

**9. Read the text and translate it in writing:**

### **INDEPENDENT PRIMARY SCHOOLS**

None of the types of independent schools quite corresponds to the state primary schools. The nearest thing to a state primary school among independent schools is pre-preparatory school, which may take children up to the age of 8 or even 11. But in the next stage, preparatory schools, the curriculum of fee-paying children differs radically from that of children in state schools. The independent primary schools are extremely varied.

There are very few girls' preparatory schools as such, but many independent girls' secondary schools have preparatory departments. There is an even greater number of schools which take boys and girls together up to say 11, and girls only from then on.

The average number of pupils per cent full-time in recognized a primary school is 13 and in unrecognized schools about 15. Fees vary enormously: from as little as 40 pounds a year for a day school to 500 pounds a year for a boarding-school.

## **REVISION LESSON EXERCISES**

**1. Read the text, name each paragraph of the text and retell it according to your outline:**

### **PRIMARY SCHOOLS IN GREAT BRITAIN**

At five, the age at which education becomes compulsory, children in England and Wales go to infant schools until they are seven and then on to junior schools until the age of about eleven (also in Northern Ireland, twelve in Scotland).

In the meantime, under the Education Act 1964, local education authorities and voluntary bodies in England and Wales may organize new schools so that the age of transfer is not necessary at eleven. Primary schools in Scotland take all children between the ages of five and twelve.

In Scotland primary pupils must be taught reading, writing, mathematics, English, music, art and handwork, nature study, physical training and, at the appropriate stage, history, geography and written composition; girls must learn needlework. Religious instruction is also given. In England, Wales and Northern Ireland, the curriculum is similar in scope with the addition, in Wales, of the teaching of Welsh. (Children who speak Welsh at home normally receive the early stages of their primary education in Welsh and are taught English as a second language.) Many interesting developments are taking place in the teaching of mathematics and foreign languages as well as in physical education, drama and art.

### **2. Answer the following questions:**

1. What education is compulsory in Russia? What education is compulsory in Great Britain?
2. Where are Russian children from the age of 3 to the age of 7 accommodated?
3. When do Russian children begin attending a primary school?
4. How many years do they go to a primary school?
5. When do they transfer to a secondary school?
6. What schools may children attend in Great Britain?
7. When do they begin going to school?
8. When do they transfer to a secondary school?



9. The period of full-time education in Russia and Great Britain is divided into two stages, isn't it?

10. When does the school year begin in both countries?

11. How long does it continue?

12. How many vacations a year have English pupils?

13. How many vacations a year have Russian pupils?

14. What vacations have children in Russia?

15. What vacations have children in Great Britain?

16. What can you say about the under fives both in England and in Russia?

17. What is the difference between the work in the infant school and the work in the junior school?

18. What can you say about the curriculum of a primary school in England?

19. What do you know about the curriculum of a primary school in Russia?

20. What crafts do pupils learn in a primary school in Russia?

**3. Speak about the work in the infant school in Great Britain.**

**4. Speak about the work in the junior school in Great Britain.**

**5. Point out the difference between the work in the infant school and in the junior school in Great Britain.**

**6. Speak about primary school in England.**

# **PART III** **LESSON 1** **EXERCISES**

**1. Read the following words aloud. Mind the letters in bold type:**

[a:]	[ɔ:]	[ʌ]	[ɔ]
large	<b>for</b>	just	copy
staff	<b>form</b>	under	bottom
<b>a</b> fter	sport	subject	modern
pass	small	none	<b>o</b> ffice
master	<b>a</b> lso	another	obvious

**2. Transcribe and read the following:**

curriculum, atmosphere, academic, instance, disciplinary, prepare, controlled, examination, responsibility, methods, supervision, housemaster, certificate, education, compulsory, streaming, gateway, advanced, create, reside, available, syllabus.

**3. Practise reading aloud the following word combinations:**

seven subjects	on the older fee-paying schools
formed to facilitate	the curricula and syllabuses
at sixteen	a much smaller number of pupils
sports competitions	examinations are available
is the real gateway	the examination determines the
for instance	curricula
their academic gowns	the delegation of disciplinary
the number of passes	responsibility
	under the supervision of a housemaster
	in the general atmosphere

**4. Read and translate the following words:**

fee-paying, disciplinary, secondary, compulsory, public, academic, artificial, delegation, competition, decision, division, examination, supervision, responsibility.

**5. Read and translate the following sentences. Mind the prepositions:**

1. The grammar school tries to copy the public school **in** its curriculum.

2. These are examinations set and marked **by** university examining boards.

3. The children **in** grammar, public and some modern schools are divided **into** houses.

4. The Headmaster is responsibility **for** his group **of** pupils.

5. **In** most primary and secondary modern and grammar schools there is streaming.

6. Streaming is based **on** the number **of** subject the group will take: the A stream may take exams **in** seven subjects and the C stream may not take exams at all.

7. The content **of** syllabuses is varied **in** different types **of** English schools.

## **TEXT**

### **GRAMMAR SCHOOLS**

The secondary grammar school bases itself on the older fee-paying schools. The grammar school tries to copy the public school in its curriculum, its disciplinary methods and in the general atmosphere it tries to create; masters wear their academic gowns, for instance.

The grammar schools (and some secondary moderns) usually divide the children into houses, just as in the public schools, but these houses in grammar schools are highly artificial groupings, formed to facilitated sports competitions and the delegation of disciplinary responsibility. A house is a social unit of the pupils. In each house there are pupils of all ages. The pupils meet together with the teachers who are connected with that house. The most obvious demonstration of a house system and the house feeling is the school sport day; though there may be all kinds of other house rivalries, in team games, play competitions and so on. The pupils of a house are under the supervision of a housemaster.

Most grammar schools prepare their pupils for the General Certificate of Education (GCE) at sixteen, an examination, devised and controlled by the universities. The examination determines the curricula and syllabuses to a large extent. Examinations are available in a large range of subjects and none are compulsory unless the Head makes them so. This applies also to the number of subjects any pupils may take. They may sit for the examination in one subject or ten! The number of passes they obtain is shown on the certificate. It is usually the Head and his staff who decide these questions, and streaming

(yes, it usually continues at the secondary stage, even in the grammar schools) is based first on the number of subjects the group will take; e. g. the A stream may all be taking seven subjects and the bottom C or lower stream may not be taking the examination at all.

Most pupils leave after getting their GCE and many go into offices. Many pupils with good results go on to become teachers. A much smaller number of pupils remain at school for another two years (i.e. till eighteen) and sit for the GCE at Advanced level (usual maximum three or four subjects). This is the real gateway to the university.



### Vocabulary notes

1. **fee** – плата за обучение  
**to charge fees** – взимать плату за обучение
2. **disciplinary methods** – дисциплинарные методы; меры, способствующие установлению дисциплины  
**discipline** ['disiplin] – дисциплина  
**to discipline** – дисциплинировать
3. **academic gowns** – мантии, специальные платья (носить их имеют право преподаватели, окончившие университет; обычай, сохранившийся со средних веков)
4. **the grammar schools usually divide the children into houses** – в грамматических школах обычно делят детей на определенные группы

5. **the General of Certificate Education (GCE)** [ˈdʒenərəl səˈtɪfɪkɪt əv ˌedʒuˈkeɪʃn] – документ об окончании средней школы, который получают после экзаменов по основным предметам

6. **supervision** [ˌsju:pəˈvɪʒn] – надзор, наблюдение  
**under the supervision of** – в ведении, под наблюдением, под руководством

**supervise** [ˈsju:pəvaɪz] – смотреть, наблюдать (за чем-либо); надзирать

7. **syllabus** [ˈsɪləbəs] (pl –bi, -buses) – программа курса по определенному предмету

**the content of syllabuses** – содержание программы по определенному предмету

The content of syllabuses is varied for boys and girls in modern schools.

8. **available** – доступный, имеющийся в распоряжении

**to avail** – быть полезным, выгодным

**availability** – (при)годность; наличие

9. **to take an examination (a test)** – сдать экзамен (зачет)

**to sit for an examination in = to take an examination in** – сдавать экзамен по

**to pass an examination (a test)** – сдать экзамен (зачет)

10. **pass** – сданный экзамен, отметка за сданный экзамен

11. **streams** – потоки (*разные группы, объединяющие учащихся приблизительно с одинаковыми способностями*)

## EXERCISES

### 1. Agree or disagree to the following statements:

1. The secondary grammar school bases itself on the older fee-paying schools.

2. The curriculum and the disciplinary methods of the grammar school are quite different from those of the public school.

3. The grammar schools usually divide the children into houses, just as in the public schools.

4. Most grammar schools do not prepare their pupils for the General Certificate of Education.

5. Examinations are available in a large range of subjects.

6. The examinations are not compulsory unless the Head makes them so.

7. All the pupils may sit for the examinations only in five subjects.

8. Most pupils may remain at school another two years.

**2. Answer the following questions on the text:**

1. How does the grammar school try to copy the public school?

2. How are the children divided in the grammar school?

3. Do most grammar schools prepare their pupils for the GCE at sixteen or fifteen?

4. Must a pupil take one or ten exams?

5. Is streaming based first on the number of subjects the group will take or on something else?

6. Do pupils leave after getting their GCE or remain at school for another two years?

**3. Explain the meaning of the following words and word combinations in Russian:**

curriculum, syllabus, the secondary grammar school, houses at school, housemaster, the GCE, streaming, the A stream, the B stream, the C stream, to sit for the GCE, fee-paying schools.

**4. Find in what context the following words and word combinations are used in the text. Read and translate the sentences with them:**

fee-paying schools, curriculum, syllabuses, disciplinary methods, houses, under the supervision of a housemaster, to sit for the examination, streaming.

**5. Ask 10 questions on the text.**

**6. Reproduce the text according to the following plan:**

1. The grammar school tries to copy the public school.

2. Most grammar schools prepare their pupils for the General Certificate of Education.

3. The Head and the staff decide the question of streaming which is based first on the number of subjects the group will take.

4. Pupils may leave after getting their GCE or may remain at school for another two years.

**7. Say what streaming is based on and if there is streaming in the Russian school.**

**8. Speak about the difference between examinations in grammar schools and the Russian secondary schools.**

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ПО АНГЛИЙСКОМУ ЯЗЫКУ**

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