

Образование в Великобритании и США

**Учебно-методические материалы
по английскому языку
для студентов НГЛУ,
обучающихся по направлению подготовки
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**Дисциплина: Практический курс второго иностранного языка
(английский язык)**

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Предисловие

Настоящие материалы предназначены для студентов, изучающих английский язык как второй иностранный и имеющих определенные навыки и умения устной и письменной речи. Данная разработка содержит подборку материалов по указанной теме, претерпевших незначительное сокращение или адаптацию, а также комплекс лексико-грамматических упражнений, способствующих приобретению и развитию навыков иноязычного общения по данной теме. В конце УММ представлен список литературы. Пособие может быть использовано для аудиторной и самостоятельной работы.

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Part I. At School in Great Britain

The system of education in Great Britain

Education in Great Britain is provided by the Local Educational Authority (LEA) in each country. It is financed partly by the government and partly by the local taxes. Until recently, planning and organization were not controlled by central government. In September 1988, however, the 'National Curriculum' was introduced, which means that there is now greater governmental control over what is taught in schools.

Nursery education (under 5 years)

Children do not have to go to school until they reach the age of 5, but there is some free nursery-school education before that age. However, LEAs do not have nursery-school places for all who would like them and these places are usually given to families in special circumstances, for example, families with one parent only. Because of the small number of nursery schools, parents in many areas form play groups where children under 5 years can go for a morning or afternoon a couple of times a week.

Primary education (5 to 11 years)

Primary education takes place in infant schools (pupils aged from 5 to 7 years). There is no written timetable and classes are informal. From 8 to 11 pupils attend junior school, which is the second stage of primary education. In primary school children are taught the so-called 3 R's: reading, writing and arithmetic. They also have music, physical training and art classes.

Secondary education (11 to 16 / 18 years)

At the age of 11 most pupils go to secondary schools. Free secondary education has not always been available to all children in Britain. But since 1944 due to the Education Act of Parliament all children have got an opportunity to get secondary education. Secondary schools are usually much larger than primary schools. Most children – over 80% – go to comprehensive schools at the age of 11. These schools are not selective – pupils do not have to pass an exam to go there.

The policy of comprehensive education was introduced in 1965. Before that time, all children took an exam at the age 11 called the "11+". Those who passed the exam went to the academic grammar schools. Those who failed the "11+" (80%) went to secondary modern schools. So comprehensive schools were introduced to offer suitable courses for pupils of all abilities.

Grammar schools provide an academic type of education up to the age of 18. They prepare pupils for university entrance. The curriculum includes English, Literature, Modern languages, Latin, Maths, Chemistry, Physics and so on. In addition, most grammar schools have a group of out of school

activities. These may include a debating society, a geographical society, an art club, a music society and a chess club.

Secondary modern schools give a general education, including some practical instruction. The curriculum is limited.

Comprehensive schools want to develop the talents of each individual child. So they offer a wide choice of subjects, from art and craft, woodwork and domestic science to the sciences, modern languages, computer studies, etc. 80% of the timetable must be spent on the “core curriculum”. This must include English, Mathematics, Science and a Modern Language for all pupils up to the age of 16.

At 16 pupils take the national exam called GCSE (General Certificate of Secondary Education) and then they can leave school if they wish. Some 16-year-olds continue their studies in the sixth form at school or at a sixth-form college. The sixth form prepares pupils for the national exam called A-level (Advanced Level) at 18. Good A-Level passes are essential for pupils if they want to enter a university.

Pupils at comprehensive schools are quite often put into “sets” for the more academic subjects such as mathematics or languages. Sets are formed according to ability in each subject. All pupils move to the next class automatically at the end of the year.

Private education

Some parents choose to pay for private education in spite of the existence of free state education. Private schools are called by different names to state schools: the preparatory (often called “prep”) schools are for pupils aged up to 13, and the public schools are for 13 to 18 years-olds. These schools are very expensive and they are attended by about 5% of the school population.

School uniform

Pupils at most secondary schools in Britain have to wear a uniform. This usually means a white blouse for girls, with a dark-coloured skirt and pullover. The colours may be grey, brown, heavy blue, dark green or similar. Boys wear a shirt and a tie, dark trousers and dark-coloured pullovers. Pupils of both sexes wear blazers – a kind of jacket, with the school badge on the pocket. They often have to wear some kind of hat on the way to and from school – caps for the boys, and berets or some other kind of hat for the girls. Shoes are usually black or brown and should be sensible – no high heels!

Young people in Britain often don't like their school uniform, especially the hats and shoes. Sometimes they don't wear the right clothes. Schools will often give them a warning the first time that this happens but will then punish them if they continue not to wear the correct uniform.

Vocabulary and Grammar Practice

- I. Find the English equivalents in the text:
графство, начальная школа, государственная школа, школьная программа, средняя школа, сдавать экзамены, общеобразовательная школа, основываясь на способностях, домоводство, частная школа, школьная форма, наказание, широкий выбор предметов, подходящие курсы для школьников с любыми способностями.
- II. Explained the following words and word combinations in English:
non-selective education, grammar schools, preparatory schools, play groups, sets, nursery education, the National curriculum, the core curriculum, the policy of comprehensive education, the 11+, A-level exams, GCSE.
- III. Correct the mistakes in the text:
- I did not enjoyed playing sports much when
 - I was at school. I suppose this was because we did
 - not really have a very good physical education teachers.
 - They were always shouting at us and telling to us to try
 - harder. If you asked what did you had to do to improve,
 - they could never give you a good advice. When I left
 - school, I started playing at tennis with some friends.
 - To my great surprise, I loved to it. I became a complete
 - tennis addict, sometimes playing as many as five times
 - in a week. I played so much that eventually became quite good.
- IV. Fill in the gaps in this life story of a British woman.
Use the words from the list: grammar, comprehensive, nursery, primary, play group, sixth form, infant, higher, evening classes, grant, private school, teacher-training college. You do not need to use all the words.
- At 5, Nelly Dawes went straight to (1) school, because there were very few (2) schools for younger children in those days. When she was ready to go on to secondary school, she passed an exam and so got into her local (3) school.
- Nowadays her own children don't do that exam, since most children go to a (4) school. She left school at 16 and did not go on to (5) education, but she works during the day, then she goes to (6) at the local school once a week to learn French. She would like to take up her education again more seriously, if she could get a (7) from the government. Her ambition is to go to a (8) and become a school teacher.

(from English Vocabulary in the Use, Upper-intermediate,
by M. McCarthy, F. O'Dell)

Oral Practice

I. Answer the following questions:

1. Do you think secondary education should be selective or comprehensive? What are the advantages of both systems? And disadvantages?
2. What do you think are the advantages of school uniform? And disadvantages? Did you have to wear uniform at school?
3. Compare the education system in Russia and Great Britain. Enumerate advantages and disadvantages of both of them.

II. Act out a conversation: a) between a Russian and an English pupil – try to prove that your system of education is the best; b) between a Russian pupil and his / her parents – discuss the opportunity to study in Great Britain.

Grammar Revision: Modal verbs

- I. Recall your school days: what were you allowed or forbidden to do? Make up 10 sentences using modal verbs: could, had to, needed, didn't need, didn't have to.
- II. Suppose you are a teacher / headmaster at school. Write 10 sentences on school rules: use modal verbs – can, must, mustn't, needn't (don't have to). Work in pairs – compare your school rules with school rules of your groupmates.

Read the text written by Winston Churchill (1874-1965). He described his first day at school, when he was seven.

Winston Churchill's Prep School

The school my parents had selected for my education was one of the most fashionable and expensive in the country. It modelled itself upon Eton and aimed at being preparatory for that Public School above all others. It was supposed to be the very last thing in schools. Only ten boys in a class; electric light (then a wonder) a swimming pond; spacious football and cricket grounds; two or three school treats, or 'expeditions' as they were called, every term; the masters all M.A. s in gowns and mortarboards; a chapel of its own; no hampers allowed; everything provided by the authorities. It was a dark November afternoon when we arrived at this establishment. We had tea with the Headmaster, with whom my mother conversed in the most easy manner. I was preoccupied with the fear of spilling my cup and so making 'a bad start'. I was also miserable at the idea of being left alone among all these strangers in this great, fierce, formidable place. After all I was only seven, and I had been so happy in my nursery with all my toys. I had such wonderful toys: a real steam engine, a magic lantern, and a collection of soldiers already nearly a thousand

strong. Now it was to be all lessons. Seven or eight hours of lessons every day except half-holidays, and football or cricket in addition.

When the last sound of my mother's departing wheels had died away, the Headmaster invited me to hand over any money I had in my possession. I produced my three half-crowns, which were duly entered in a book, and I was told that from time to time there would be a 'shop' at the school with all sorts of things which one would like to have, and that I could choose what I liked up to the limit of the seven and sixpence. Then we quitted the Headmaster's parlour and the comfortable private side of the house, and entered the more bleak apartments reserved for the instruction and accommodation of the pupils. I was taken into a Form Room and told to sit at a desk. All the other boys were out of doors, and I was alone with the Form Master. He produced a thin greeny-brown covered book filled with words in different types of print.

'You have never done any Latin before, have you?' he said.

'No, sir.'

'This is a Latin grammar.' He opened it at a well-thumbed page. 'You must learn this,' he said, pointing to a number of words in a frame of lines. 'I will come back in half an hour and see what you know.'

Behold me then on a gloomy evening, with an aching heart, seated in front of the First Declension.

Mensa	a table
Mensa	O table
Mensam	a table
Mensae	of a table
Mensae	to or for a table
Mensa	by, with or from a table

What on earth did it mean? Where was the sense of it? It seemed absolute rigmarole to me. However, there was one thing I could always do; I could learn by heart. And I thereupon proceeded, as far as my private sorrows would allow, to memorize the task which had been set me.

In due course the Master returned.

'Have you learnt it?' he asked.

'I think I can say it, sir,' I replied; and I gabbled it off.

He seemed so satisfied with this that I was emboldened to ask a question.

'What does it mean, sir?'

'It means what it says. Mensa, a table. Mensa is a noun of the First Declension. There are five declensions. You have learnt the singular of the First Declension.'

'But,' I repeated, 'what does it mean?'

'Mensa means a table,' he answered.

'Then why does mensa also mean O table,' I enquired, 'and what does O table mean?'

'Mensa, O table, is the vocative case,' he replied.

‘But why O table?’ I persisted in genuine curiosity.

‘O table – you would use that in addressing a table, in invoking a table.’ And then seeing he was not carrying me with him, ‘You would use it in speaking to a table.’

‘But I never do,’ I blurted out in honest amazement.

‘If you are impertinent, you will be punished, and punished, let me tell you, very severely,’ was his conclusive rejoinder.

Such was my first introduction to the classics from which, I have been told, many of our cleverest men have derived so much solace and profit.

Vocabulary and Grammar Practice

- I. Find synonyms in the text: to speak to smb; to be very much afraid of smb; terrible place; to give; to leave some place; nonsense; to memorize; answer; encouraged; insolent.
- II. Give antonyms: cheap; arrival; displeased; answer; false; uneasiness; out of date; happy; to begin well; shy.
- III. Give derivatives: prepare; establish; converse; depart; possess; comfort; sense; proceed; curious; conclude; introduce; profit.
- IV. Insert prepositions and adverbs where necessary:
 1. He was evidently satisfied ... the result.
 2. The school modelled itself ... Eton and aim ... being preparatory ... that Public School ... all others.
 3. It was supposed to be the very last thing ... schools.
 4. My first introduction ... classics was not a pleasant one.
 5. What ... earth did it mean?
 6. It seemed absolute rigmarole ... me, as there was no sense ... it.
 7. We arrived ... the establishment ... November.
 8. The Headmaster invited me to hand ... any money I had ... my possession.
 9. I could choose what I liked ... the limit ... the seven and sixpence.
 10. Then we quitted ... the Headmaster’s parlour and the comfortable private side ... the house, and entered ... the more bleak apartment reserved ... the instruction ... the pupils.
- V. Complete the essay with the linking words below: although, on the other hand, such as, to sum up, because, despite, moreover, on the one hand.

Private Schools: For and Against

A lot of people in England think that if we didn’t have private schools, we would have better state schools, (1) ... these people usually don’t say how you can stop private schools from opening.

(2) ... , some of these private schools have very good facilities, (3) ... gymnasiums and swimming pools. (4) ... , they often have good teachers and get good exam results.

(5) ... , you can argue that it is not fair and not right that people should get better schools for their children (6) ... they have more money.

(7) ... the good teachers and the good exam results, these people say, we should close these schools down.

(8) ... , nobody is saying the system is fair but nobody wants to close good schools either.

(from New Opportunities. Intermediate)

Oral Practice

I. Answer the questions:

1. What was Winston's first impression, when he arrived at his new school?
2. Why did the parents want him to study in this school?
3. Why was the school so fashionable?
4. Where was he taken after his mother's departure?
5. What did the Form Master ask him to do?
6. Why didn't Churchill understand the task that the Form Master set him?
7. What did the boy decide to do?
8. Why did the Form Master threaten to punish Winston?
9. What was the education like at school? What was Winston's opinion of it?
10. Has education absolutely changed since then? What changes can you trace?

II. Retell the text: in the name of a) the Form Master; b) the Headmaster.

III. Work in pairs: make up a dialogue a) between Winston and his mother; b) between Winston and one of the pupils of the class.

Improve Your Grammar

Dependent prepositions

I. Put the correct prepositions into each gap. Consult grammar reference books when necessary.

When my grandmother was at school, she had to learn everything (1) heart, and even years later she could recite countless poems (2) memory. She was discouraged (3) thinking (4) herself, and concentrated simply (5) learning facts. The teachers were strict (6) pupils in those days. My grandfather confided (7) me that he was expelled (8) school (9) playing truant just once.

It's always worthwhile for governments to invest (10) education. Nobody should be deprived (11) a good education and everybody should benefit (12) it. Nothing can compensate (13) a bad start in

life. Pupils (14) public schools still account (15) many of the students at Oxford and Cambridge university. Until quite recently these Universities seemed to be prejudiced (16) pupils from state schools. Many people objected very strongly (17) this and at last things are changing.

I had to intention (18) staying (19) at university after I had finished my first degree. I finally succumbed (20) parental pressure, but only (21) protest, and carried (22) research (23) the life of Baudelaire.

- II. Pick up 10-15 phrases with prepositions and use them in a mini-situation, describing your experience as a pupil. (Work in pairs: compare your school experience with the experience of your groupmates).

What's the secret of successful language learning?

Read the article in which two teachers were asked for their opinion.

Alastair Banton is a teacher at a private language school in the UK. He also taught English in Japan.

- (1) I think the most important thing is that you really have to want to learn the language – without that, you won't get very far. You also have to believe that you will do it ... imagine yourself using the language confidently, and think, "Yes, I can do that".
- (2) Then there are other things: of course you need to work hard, but at the same time you need to enjoy it and not get frustrated when you feel you're not making much progress. And you have to be realistic – learning a language takes time, and you can't expect to know and understand everything in a few weeks!
- (3) Also, you should try to "develop an ear" for the language not only to recognize the sounds of the language and to understand what people are saying, but also notice the exact words and phrases that people use and then try to use them yourself. Some people can do this naturally, but others have to learn how to do it – that's where having a good teacher is important!

Teresa Pelc is a teacher of English in Poland. She has taught English in a secondary school for a number of years.

- (4) For me, motivation is the most important thing. You have to be ready to study grammar, read a lot, listen to English songs, radio and TV, and what's more you have to do these things systematically.
- (5) It is so easy to forget what you have just learnt ... that's why I needed a teacher to force me to study. Even the most motivated pupils need that extra push sometimes. I believe that only a few people can learn a language on their own.
- (6) Learning a language can be quite stressful, especially for adults ... suddenly, we speak like children and make fools of ourselves. But if you're

motivated, you learn to overcome this. It all sounds like very hard work and it is. It is also very enjoyable – I praise pupils for every thing they do well, however small it is. Many of them are very successful and speak English better than me, and some of them have even become English teachers themselves.

Vocabulary and Grammar Practice

1. Find in the text the words and phrases which mean:
 - 1) you won't make much progress (para. 1);
 - 2) become angry because you can't do what you want to do (para. 2);
 - 3) see and pay attention to (para. 3);
 - 4) often and carefully, and in an organized way (para. 4);
 - 5) alone, without help (para. 5);
 - 6) do smth that makes you seem stupid (para. 6).
2. Give Russian equivalents for the following phrases:

To make	an attempt an effort a fortune fun of smb a mess a mistake a choice money notes progress a fuss	To do	one's best harm / damage good (home) work research a subject badly / well the room some experience crosswords
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3. Match the verb phrases (1-10) with the meanings

1) make notes;	a) check that smth is certain;
2) do badly;	b) injure;
3) make an attempt;	c) work and become rich;
4) make a journey;	d) try as hard as possible;
5) do harm;	e) write down information;
6) do some exercise;	f) try;
7) make sense;	g) not be successful;
8) make a fortune;	h) travel;
9) make sure;	i) practise a set of movements to stay healthy;
10) do one's best;	j) understand because it is clear.

Oral Practice

- I. Answer the following questions:
 1. Which pieces of advice are most useful?
 2. Is it difficult for you to study foreign languages?
 3. Do you remember your language lessons at school? Did you like them? Why? / Why not?
- II. Speak on the problem of successful language learning. (Use the vocabulary of ex. 1, 2, 3 p.11)

The Idea of Summerhill

This is a story of Summerhill. Summerhill began as an experimental school. It is no longer such; it is now a demonstration school; for it demonstrates that freedom works.

When my first wife and I began the school, we had one main idea: *to make the school fit the child* instead of making the child fit the school.

Obviously, a school that makes active children sit at desks studying mostly useless subjects is a bad school. It is a good school only for those who believe in such a school, for those uncreative citizens who want docile uncreative children who will fit into a civilization whose standard of success is money.

I had taught in ordinary schools for many years. I knew the other way well. I knew it was all wrong. It was wrong because it was based on an adult conception of what a child should be and of how a child should learn.

Well, we set out to make a school in which we should allow children freedom to be themselves. In order to do this, we had to renounce all discipline, all suggestion, all moral training, and all religious instruction. We have been called brave, but it did not require courage. All it required was what we had a complete belief in the child as a good, not an evil, being.

My view is that a child is innately wise and realistic. If left to himself without adult suggestion of any kind, he will develop as far as he is capable of developing. Logically, Summerhill is a place in which people who have the innate ability and wish to be scholars will be scholars; while those who are only fit to sweep the streets will sweep the streets. But we have not produced a street cleaner so far. Nor do I write this snobbishly, for I would rather see a happy street cleaner than a neurotic scholar.

What is Summerhill like?

...Well, for one thing, lessons are optional. Children can go to them or stay away from them – for years if they want to. There is a timetable – but only for the teachers.

The children have classes usually according to their age, but sometimes according to their interests. We have no new methods of teaching, because we do not consider that teaching in itself matters very much. Whether a school has

or has not a special method for teaching long division is of no significance, for long division is of no importance except to those who want to learn it. And the child who *wants* to learn long division *will* learn it no matter how it is taught.

Summerhill is possibly the happiest school in the world. We have no truants and seldom a case of homesickness. We very rarely have fights, quarrels of course, but seldom have I seen a stand up fight like the ones we used to have as boys. I seldom hear a child cry because children when free have much less hate to express than children who are down trodden. Hate breeds hate and love breeds love. Love means approving of children, and that is essential in any school. You can't be on the side of children if you punish them and storm at them. Summerhill is a school in which the child knows that he is approved of.

The function of the child is to live his own life, not a life according to the purpose of the educator who thinks he knows what is best. All this interference and guidance on the part of adults only produces a generation of robots.

In Summerhill everyone has equal rights. No one is allowed to walk on my grand piano, and I'm not allowed to borrow a boy's cycle without his permission. At a General School Meeting, the vote of a child of six counts for as much as my vote does.

But, says the knowing one, in practice, of course the voices of the grownups count. Doesn't the child of six wait to see how you vote before he raises his hand? I wish he sometimes would, for too many of my proposals are beaten. Free children are not easily influenced; the absence of fear accounts for this phenomenon. Indeed, the absence of fear is the finest thing that can happen to a child.

Vocabulary and Grammar Practice

- I. Translate the underlined words and word-combinations, make up sentences of your own, using these words and word-combinations.
- II. Insert articles where necessary:
 1. Mr. Peck taught us ... algebra and ... geometry; he was ... man of fifty-five who had spent his whole life at ... school.
 2. ... fees at ... secondary school were ... three guineas ... term.
 3. In ... morning I went as ... usual to ... school.
 4. He went to ... school to speak to ... headmaster about ... progress of his son.
 5. At ... odd moments he glanced back on those wonderful two weeks before ... school began.
 6. In Britain, children from ... age of ... five have to go to ... school.
 7. There were some people waiting outside ... school to meet their children.
 8. My uncle began teaching me ... mathematics and I spent ... hour everyday with him.

9. I had read ... poetry at ... school, but as ... task.
10. Being himself ... fine musician, my father dreamed of turning me into ... great musician too, and my training on ... piano began when I was three years old.

III. Correct the mistakes in the text:

My sister Ann is a very ambition person. Since our childhood she always wanted to be the best. At school she would have top grades and the best results in many danger sports. She hated being loser. One day Ann used to come home crying. She looked terribly. Later we learnt that she didn't take part in a race because someone stole her running shoes. It was a real disasterous for her. She didn't forget this event, and I'm thinking that she is still a bit over-ambitious.

(from Opportunities Intermediate. Test Book)

IV. Insert prepositions where necessary:

1. The main idea ... a good education is to make the school fit ... the child.
2. Sometimes it is essential ... teachers to allow ... children freedom to be themselves.
3. Children are capable ... developing ... adult suggestion of any kind.
4. In Summerhill pupils can go ... classes or can stay them.
5. Methods ... teaching are ... no importance in Summerhill.
6. Teachers do not storm ... pupils and approve ... them because they believe ... their pupils.
7. It is difficult to influence ... a free child.
8. The absence of fear accounts ... their freedom.
9. Being free ... school is the best thing that can happen ... a child.
10. According ... the headmaster ... Summerhill, it is the happiest school ... the world.

Oral Practice

I. Answer the following questions:

1. In what way does a child usually have to fit a school?
2. What are the freedoms that children at Summerhill enjoy?
3. Should freedom really be unlimited? What consequences can be predicted?
4. What are the advantages of Summerhill? Are there any disadvantages?
5. Were any of the principles described followed in the school where you studied?
6. Would you like to send your own children to the school like Summerhill? Why?
7. To what extent do you think Summerhill fits a child?

- II. Comment on the views of the headmaster of this school, A.S. Neill:
1. Most of the school work that adolescents do is simply a waste of time, of energy, of patience. It robs youth of its right to play and play and play; it puts old heads on young shoulders.
 2. I hold that the aim of life is to find happiness, which means to find interest. Education should be a preparation for life.
- III. Speak on the ideal school how you imagine it. Make sure that all your ideas are supported with arguments.

Two Schools

(from Gentlemen and Players by J. Harris)

My own school was called Abbey Road Juniors; a squat little building on the council estate, with a bumpy playground built on a slant and two entrance gates with Boys and Girls written above them in sooty stone. I'd never liked it; but even so I dreaded my arrival at Sunnybank Park, the sprawling comprehensive that I was destined by postcode to attend.

Since my first day at Abbey Road I'd watched the Sunnybankers-cheap green sweatshirts with the school logo on the breast, nylon rucksacks – with growing dismay. They would hate me, I knew it. They would take one look at me and they would hate me. I sensed it immediately. I was skinny; undersized; a natural hander - in of homework. Sunnybank Park would swallow me whole.

I pestered my father. "Why? Why the Park? Why there?"

"Don't be a sissy. There's nothing wrong with the Park, kid. It's just a school. They're all the same."

Well, that was a lie. Even I knew that. I'd seen the police cars outside Sunnybank Park. I'd seen the graffiti on the sides of the buildings and the boys throwing stones at cars in the lane. I'd heard them yelling at the teachers as they came out of school, and I'd seen the generous sheaves of razor wire above the staff car park. Once I had watched as a group of four or five cornered a boy on his own. He was a few years older than I was, and dressed with greater care than the majority of Sunnybankers. I knew he was in for a beating as soon as I saw the library books under his arm. Readers are always fair game at a place like Sunnybank.

St. Oswald's was another world. Here I knew there would be no graffiti, no litter, no vandalism – not so much as a broken window. This place where young trees could be planted without somebody snapping their heads off in the night, where no one was left bleeding in the road; where there were no surprise visits from the community police officer, or posters warning pupils to leave their knives at home. Here would be stern Masters in old-fashioned black gowns; surly porters like my father; tall prefects. Here to do one's homework was not to be queer. Here was safety. Here was home.

I. Agree or disagree:

1. Abbey Road Juniors was a modern school with good school facilities.
2. The girl didn't like the idea to study at Sunnybank Park because she would have to wear a uniform there.
3. She was a diligent pupil as she always did her homework.
4. Her father didn't care much about the school his daughter was going to attend.
5. Pupils at St Oswald's had a reputation of bullies and wrongdoers.
6. Sunnybankers liked to play games with clever pupils.
7. St Oswald's was an ordinary comprehensive school.

II. Recall the school you went to. What are your school memories? Were you happy at school?

Vocabulary extension

I. Explain the meaning of the following verbs:

To study, to learn, to know, to acquire, to memorize, to pick up, to master, to revise, to teach, to do (a subject).

II. Choose the right word from the list above:

1. He ... to ride when he was about five years old.
2. Michael ... at Oxford University.
3. Do you ... how to use this machine.
4. She ... a good knowledge of English and French.
5. I ... physics now though I don't like it very much.
6. You'll have to ... your lines by next week.
7. His father ... him to drive a car.
8. I ... some German while I was on vacation in Berlin.
9. Each night he tried to ... long lists of verbs for his next lessons.
10. I can't come out tonight – I ... for my test.
11. Once you ... the basics, you can begin to experiment a little.
12. He ... the map thoroughly to choose the best route.
13. Did you ... chemistry at school?
14. She is very interested in ... more about Japanese culture.

III. Read the text and use the words given after the text to form a word that fits in the space of the sentences. There is an example (0) at the beginning.

Problems at School

Stephen Murray was clearly going through a difficult adolescence (0). He had never managed to gain the ... (1) of his teachers at school. He ignored repeated ... (2) to change his attitude or be expelled. He was widely considered to be an ... (3) pupil who was wasting his ... (4) by misbehaving in class. His parents received regular ... (5) about their son but in spite of their own

experience of Stephen's rebellious ... (6), it was their ... (7) that the school was as much to blame as Stephen was for the ... (8) that arose from time to time. They reacted ... (9) to any suggestion that the boy's upbringing was in any way ... (10) for Stephen's lack of discipline.

- | | |
|------------------|----------------|
| 1) approve; | 6) behave; |
| 2) warn; | 7) believe; |
| 3) intelligence; | 8) understand; |
| 4) opportune; | 9) angry; |
| 5) complain; | 10) response. |

(from Grammar and Vocabulary for First Certificate by L. Prodromou)

Part II. The education system in the USA

Secondary Education

The American system of education differs from the systems in some countries. There are state-supported public schools, private elementary schools, and private secondary schools. Public schools are free and private schools are fee-paying. The organization and curricula of private schools and colleges are similar to those of public schools although the administration differs. The vast majority of students at the primary and secondary levels go to public schools. Each individual state has its own system of public schools. The school year is usually nine months, from early September till mid-June. Elementary education begins at the age of six with the first grade and continues up to the eighth grade. The elementary school is followed by four years of the secondary school or high as it is called. In some states the last two years of the elementary and the first years of the secondary school are combined into a junior high school. Another pattern of organization, referred to as the 6-3-3 plan, includes elementary school in grades 1 through 6, junior high school in grades seven through nine and senior high school in grades ten through twelve. Besides giving general education, some high schools teach subjects useful to those who hope to find jobs in industry and agriculture. Some give preparatory education to those planning to enter colleges and universities.

Preschool education

A child's introduction to formal education is usually in kindergarten classes operated in most public school systems. Many systems also preside nursery schools. The age group is commonly 4 and 5 years. These preschool education programs maintain a close relationship with the home and parents, and aim to give children useful experiences which will prepare them for elementary school. The programs are flexible and are designed to help the child grow in self-reliance, learn to get along with others, and form good habits.

Elementary school

The main purpose of elementary school is the general intellectual and social development of the child from six to twelve or fifteen years of age. Curricula vary with the organization and educational aims of individual schools and communities. The more or less traditional program consists of teaching prescribed subject matter. Promotion from one grade to the next is based on the pupil's achievement of the specified skills in reading, writing, spelling, arithmetic, history, geography, music and art.

High education

Most pupils follow a course that includes English, science, social studies, mathematics and physical education. Elective subjects may be chosen in the fields of foreign languages, fine arts and vocational training. Pupils usually select about half of their work in grades nine through twelve. During the 7, 8 and 9 grades, guidance counseling is important as the pupils begin to plan their careers and select subjects that will be useful in their chosen work. Among the subjects added to the foundational are more advanced maths and science courses and foreign languages. The vocational program may give training in four fields: AGRICULTURAL education; BUSINESS education, which trains students for the commercial field; HOME ECONOMICS, which trains students for home management, child care and care of the sick; and TRADE AND INDUSTRIAL education, which provides training for jobs in mechanical, manufacturing, building and other trades. Their program prepares students either for employment or further training. The third program, a general or comprehensive program, provides features of the academic and vocational types. Its introductory courses give an appreciation of the various trades and industrial arts rather than train students for a specific job. Those who do not expect to go to college or enter a particular trade immediately, but who want the benefits of schooling and a high school diploma, often follow the general course. Most young Americans graduate from school with a high school diploma upon satisfactory completion of a specified number of courses. Students are usually graded from A (excellent) to F (failing) in each course they take on the result of performance in tests given at intervals throughout the year, participation in class discussions and completion of written and oral assignments. Locally developed end-of-the-year examinations are given in many schools. Students receive "report cards" at least twice a year, but in some school districts, up to six times; this "report cards" indicate the grades they have received in each of the subjects they are studying. High schools maintain a school "transcript" which summarizes the courses taken and the grades obtained for each student. Education is mandatory in the United States to age 16 and the majority of students graduate from high school. Many students, upon finishing high school, choose to continue their education.

The American system of education is known for its flexibility. Students have a freedom of choice, which allows them to make their own decisions regarding their interests and goals. The American high schools have courses of different difficulty levels, which can range from easy, basic courses to advanced placement courses. They permit everybody to study and to be apt for doing at least some work...

The examinations in the American system of education are very objective. The teachers usually use standardized tests which contain multiple choice, true or false, matching, and sometimes essay questions. The teachers cannot influence the grading of the test, using a subjective view and personal opinion, and the students are not discriminated. The missed work is given zero points, and it has a significant influence on the final grade. This method is very rational, and the grades correspond to the work done by a student.

The educational system of the USA has always stressed the importance of “character” and “social skills” through extracurricular activities, including organized sports. There is usually a very broad range of such activities available. They not only give pupils a chance to be together outside normal classes, but they also help to develop a feeling of “school spirit”. Patriotism is also trained since childhood in the US. On every holiday celebrated in the US such as Washington’s Birthday (February 22), Columbus Day (October) pupils usually take part in some activities, make some historical performances.

Vocabulary Notes

state-supported – maintained and funded by public authorities

public – provided by government

private – conducted outside the state system, at an individual’s expense

elementary schools – primary, basic

secondary schools – following primary

free – not requiring any payment

fee-paying – requiring regular payments

grade – 1) class at school, year of students; 2) mark given for a particular piece of work in school; v- to grade – 1) to arrange in grades; 2) to give a grade to sb

prescribed – advised, recommended, obligatory

guidance counsellor – sb employed in a school to give advice to students about what subjects to study and to help with their personal problems

foundational – basic

vocational – related to a particular profession

comprehensive – secondary school for children of all abilities

course – series of lessons in a particular subject

transcript – an official document of an educational institution that has a list of a student’s classes and the results they received

mandatory – compulsory, obligatory

flexible – adaptable

basic – simple or lowest in level, fundamental

advanced – higher level

placement – a job, esp. as part of a course of study which gives you experience of a particular type of work.

apt for – clever, quick to learn sth

multiple choice – accompanied by several possible answers from which one is to be chosen

essay – short piece of writing on a given subject

point – a unit used to show the score

extracurricular – not part of a normal curricular

Vocabulary Practice

- I. Find antonyms in the text:
private; elective; junior; free; basic; written assignment; excellent; subjective; competent.
- II. Find synonyms in the text:
to choose; sensible; a mark; program; obligatory; optional; primary.
- III. Give derivatives:
subject; grade; prepare; to support; to promote; guide; to pay; to examine; to place.
- IV. Explain the meaning of the following words:
junior, preschool, kindergarten, nursery school; subject matter; achievement; vocational training; high school diploma; satisfactory completion; end-of-year examinations; essay questions; available.

Oral Practice

- I. Answer the questions about the American system of secondary education.
 1. When do children start going to school?
 2. What subjects do pupils study during the years of primary school?
 3. How long does secondary education last?
 4. What is the school leaving age?
 5. When is the American academic year?
 6. Do you agree that American examinations are objective?
 7. Do all the students have to study the same subjects?
 8. How are American students graded at the end of the year?
 9. At what age do they leave school?
 10. Why is much attention paid to extracurricular activities?
- II. Answer the same questions concerning the system of secondary education in Russia.

- III. What system of education is more rational, the American or the Russian one? What makes you think so?
- IV. Make up dialogues:
1. An American and a Russian students are discussing their systems of secondary education.
 2. An American and a British students are discussing their systems of secondary education.
 3. American parents discussing the problem of the child's education.
 4. American high school students talking about their studies.

My New School of Thought

(after "The Failure of Friends" by W. Saroyan)

Longfellow High was not strictly speaking a high school at all. It was the seventh and eighth grades of Junior High school, and its full name was Longfellow Junior High School.

It was at an ancient history that I first astonished my class into an awareness that there was a truly original mind. It happened that it was the first class of the very first day. Ancient history books were distributed and Miss Shenstone, our new history teacher, asked us to turn to page 192 for the first lesson.

I remarked that it would seem more in order to turn to page one for the first lesson.

Miss Shenstone asked my name and I was only too glad to say "William Saroyan."

"Well, William Saroyan", Miss Shenstone said, "I might say, Mister William Saroyan, just shut up and let me do the teaching of ancient history in this class." Quite a blow.

On page 192 I recall quite clearly, was a photograph of two rather common-looking stones which Miss Shenstone said were called Stonehenge. She then said that these stones were twenty thousand years old.

It was at this point that my school of thought and behavior was started. "How do you know?" I said.

This was a fresh twist to the old school: the school of thought in which the teachers asked the questions and the students tried to answer them. The class expressed its approval of the new school.

Instead of trying to answer the question, Miss Shenstone compelled me to demonstrate the behaviour of the new school. That is she compelled me to run. She flung herself at me with such speed that I was scarcely able to get away. The class approved of the behavior of the new school too. Instead of remaining in one's seat in a crisis, it was better to get up and go. The chase was an exciting one, but I got out of the room safely. Five minutes later, believing

that the teacher had calmed down, I opened the door to step in and return to my seat, but again she flung herself at me and again I got away.

I decided to present my case to Mr. Monsoon, Principle of the School, but when I did so I was amazed to find that his sympathies were with Miss Shenstone.

‘She said the rocks were twenty thousand years old,’ I said. ‘All I said was, How do you know? I didn’t mean they weren’t that old. I mean that maybe they were older, may be thirty thousand years old. How old is the earth? Several million years old, isn’t it? If the book can say the rocks are twenty thousand years old, somebody ought to be able to say how the book got that figure. This is Longfellow Junior High. I came here to learn. I don’t expect to be punished because I want to learn.’

‘Your name again, please,’ Mr. Monsoon said.

‘William Saroyan,’ I said as humbly as possible, although I must say, it was not easy to do.

‘You are?’ Mr. Monsoon said.

‘Eleven,’ I said.

‘No, I don’t mean that.’

‘One hundred and three pounds.’

‘No, no.’

‘Presbyterian.’

‘The name, I’m thinking of.’

‘It’s said to mean blond.’

‘Nationality,’ Mr. Monsoon said.

‘Armenian,’ I said proudly.

‘Just as I thought,’ the principal said.

‘Just as you thought what?’

‘Nobody but an Armenian would have asked a question like that.’

‘How do you know?’ I said giving the new school another twist.

‘Nobody did,’ the principle said. ‘Does that answer your question?’

‘Only partly,’ I said. ‘How do you know somebody would not have asked it if I hadn’t?’

‘In all the years that I have been with the public school system of California,’ Mr. Monsoon said, ‘no one has ever asked such a question.’

‘Yes, I said quickly,’ and in all the years before Newton wanted to know what made the apple fall, nobody wanted to know what made it fall.’

Mr. Monsoon did not want to continue the discussion. He just sat and looked at his shoes.

‘How about that,’ I said.

‘Well,’ he said, ‘I must give you a thrashing. How about that?’

‘For what?’ I said.

I got to my feet and in a moment I was out of the room.

Once again I tested the behavior of the new school and found that it worked.

I went home and found my Uncle Alecksander, who was studying law at the University of Southern California, on a visit at our house. I told him the story. He invited me into his car and we went to Longfellow Junior School.

I don't know what my Uncle and Mr. Monsoon said to one another, but a few minutes later my Uncle Alecksander came out to the car and said: 'You will spend the rest of the day away from school, but tomorrow you will return to you classes as though nothing had happened.'

Fortunately, Miss Shenstone taught at Longfellow only another four days, and during that time she did not allow herself to look at me once or to ask me a question. Several new teachers took over the teaching of the ancient-history class, but by now the new school was in full operation and the teachers were always eager to finish out a day or a week and be gone forever.

After a month Mr. Monsoon left the school too and he was succeeded by a man who was famous for his exploits in the First World War. It was expected of this man to quickly put down the new school and to restore the old. He tried the method of brutal force at first, and then he tried the method of taking the worst boys into his confidence, but neither of these methods worked, and after the first semester the man accepted a post at a small country school with only forty or fifty students.

As for myself, I transferred to Tech High in order to learn typing.

Oral Practice

- I. Compose 10 questions based on the text. Use all types of questions.
- II. Reproduce the story, paying special attention to reported speech.
- III. What kind of people are William, Miss Shenstone, Mr Monsoon. Characterise the personages.
- IV. What skills should be taught at school? Were you taught many practical skills at school, or was the focus mainly on academic subjects?

Vocabulary and Grammar Practice

- I. Give synonyms:
to surprise greatly; very old; to have knowledge; to force; in my opinion; really; to get away; to remember; to hand out, a notable deed, to trust, to take.
- II. Insert prepositions if necessary:
 1. I don't mind ... your coming a little later.
 2. It seemed difficult ... them to translate the text .. once.
 3. "Turn ... page 12", said the teacher.
 4. Instead ... saying his name he handed a small piece ... paper.
 5. The parents never approved ... their child smoking.

6. The girl was amazed ... getting such a nice letter.
 7. She was aware ... the fact that the children were getting ... hand.
 8. She looked ... him angrily and cried, "Shut ...!"
 9. He raised his hand and told ... the people to calm
 10. I often recall ... those wonderful days.
- III. Insert articles if necessary:
1. It happened that this was ... first class of ... very first day.
 2. ... ancient history books were distributed and the teachers asked ... pupils to turn to ... page 192 for ... first lesson.
 3. Let me do ... teaching of ... ancient history in this class.
 4. ... class approved of ... new school.
 5. I believed that ... teacher calmed down and opened ... door to step in and return to my seat.
 6. I decided to present my case to ... Mr. Monsoon, ... Principal of ... school.
 7. If ... book says ... rocks are 20 thousand years old, somebody ought to be able to say how ... book got ... figure.
 8. In all ... years that I have been with ... public school system of ... California no one has ever asked such ... question.
 9. Mr. Monsoon didn't want to continue ... discussion.
 10. I must give you ... thrashing.

Part III. Home Schooling

The education debate

- I. Why do children need to go to school?
 - 1) to learn about the past;
 - 2) to meet other people;
 - 3) to learn how to read, write and count;
 - 4) to help them get a job;
 - 5) to find out about interests and talents;
 - 6) to find out about the rest of the world;
 - 7) to learn how to think.
- II. Do you agree or disagree with the following statement: education is compulsory, school is not?
- III. Read the article on home education and answer the questions:
 1. How many children in the United States study at home?
 2. Why do some parents prefer to teach their own children?
 3. How do the Gutersons choose what to teach their children?
 4. What are two criticisms of home schooling?

Although education is compulsory in the United States, it is not compulsory for all children to get their education at school. A number of parents believe that they can provide a better education for their children at home. Children who are educated at home are known as 'home-schoolers'. There are about 300 000 home-schoolers in the United States today. Some parents prefer teaching their children at home because they do not believe that public schools teach the correct religious values; others believe they can provide a better educational experience for their children themselves. Interestingly, results show that home-schooled children tend to do better than average on national tests in reading and math.

David Guterson is an American writer. He and his wife teach their three children themselves. Guterson says that his children learn very differently from children in a regular school. Learning starts with the children's interests and questions. For example, when there is heavy snowfall on a winter day, it may start a discussion or reading about climate, snow removal equipment, Alaska, polar bears, and winter tourism. Or a spring evening, when the family is watching the stars, is a good time for setting up a telescope and asking questions about satellites, comets, meteors, and the space program. At dinner, if the Brazilian rain forests are on the news, it could be a perfect time to get out the atlas and encyclopedia. Then there might be two hours or more of eating, asking questions, looking up answers, discovering how rain forests influence the climate, what the 'greenhouse effect' is, how deserts are formed, and how the polar ice caps affect ocean levels.

Although, home schooling offers an experience that is often more interesting than regular schools, critics point out that home-schoolers miss out on many important things. The home-schooler is an outsider who because he or she never attended school, might be uncomfortable mixing with other people in adult life. Critics also say that most parents are not well qualified to teach their children and may pass on their own narrow views to their children. However, most parents don't have the time or desire to teach their children at home, so schools will continue to be where most children get their formal education.

Vocabulary and Grammar Practice

- I. Find antonyms in the text: not qualified, comfortable, teach children at home, wide, childhood, to put away, wrong, finish.
- II. Find synonyms in the text: mandatory, communicate, have an impact on, study at school, go on, typical, wish, a person excluded from a group.
- III. Insert preposition where necessary:
 1. The release of Madonna's new single was ... the news ... this evening.
 2. Usually it's obligatory ... Russian children to get their education ... school.

3. Truants miss ... many important things and face ... difficulties when taking exams.
4. Parents run the risk of passing ... their narrow views ... their children.
5. Many teachers point ... that school education is much better and fundamental.
6. It's time to get ... the dictionary and look ... the new words.

Oral Practice

Answer the following questions:

1. Where does learning start at home? Is it possible to base the process of education only on children's interests? Why?
2. What methods of control can be introduced in home schooling?
3. Is home schooling used in Russia? In what cases do children study at home?
4. What other alternative ways of educating children can you mention?
5. What are advantages and disadvantages of home schooling?

How Ruth Made History at Oxford

Read the article and make a list of the things that make Ruth unusual for a ten year old.

Child prodigy Ruth Lawrence made history yesterday when she came a clear first out of the 530 candidates who sat the entrance exam for St. Hugh's College, Oxford. The all-women's college is likely to offer her a scholarship. Ruth sat three three-hour papers – Algebra and Geometry; Calculus, Probability and Statistics; and Maths, Pure and Applied. "I was happy with the first two," she said yesterday, "but I wasn't sure about the third."

Ruth, who lives in Huddersfield, has never been to school. Her father, Harry Lawrence, a computer consultant, gave up his job when Ruth was five to educate her at home. Her mother, Sylvia, who also works in computers, is the family breadwinner.

Harry Lawrence explained that, besides mathematics, Ruth also enjoyed English, history, geography, nature study and other subjects. She began to read at four and started academic subjects at five. "We did not start off with the thought that she would not go to school," he said "but we enjoyed teaching her so much and we seemed to be making quite a good job of it, so we just carried on."

Because she does not go to school, Ruth has not mixed much with other children. "She enjoys serious conversation with adults," her father said, "and I don't think she will not think she will feel out of place at Oxford." He doesn't think she works harder than other children of her age, but concentrates on what she enjoys, principally mathematics. "She watches television a little but not as

a habit," he explained. "But she plays the piano and has quite a wide range of interests."

If she does well at St. Hugh's, Ruth expects to take a further degree and eventually hopes to become a research professor in mathematics – an ambition she may achieve while still in her teens. The Lawrence family plans to move to Oxford when Ruth takes up her place in October 1983. Before then, she plans to take four A levels to satisfy the college matriculation requirements. Her father hopes she will be exempt from the requirement to pass a foreign language – a 'diversion', he feels, "from her main interest".

Miss Rachel Trickett, the principal of St. Hugh's, said last night: "We are all very excited about Ruth. She is obviously quite brilliant and has shown genuine originality." Ruth's future, tutor, Dr. Glenys Luke, admits that taking so young a student is a daunting responsibility but says it is one she expects to enjoy. "I shall tailor the teaching to her requirements," she said. "Ruth shouldn't have to suffer the same tensions and disappointments that older students face. I hope I shall make it fun for her."

Last night the Lawrence family were thrilled at Ruth's achievements. "We all jumped up and down a bit when we heard," said Harry Lawrence. When Ruth becomes a student, Harry Lawrence looks forward to concentrating his efforts on her younger sister Rebecca, seven. "She's doing very well," he said "but it's too early to tell whether she's a mathematician."

(HEADWAY Intermediate. Student's Book.)

Vocabulary and Grammar Practice

- I. Translate the following words and word-combinations: scholarship, give up, breadwinner, achieve a ambition, college matriculation requirements, to be exempt from some requirements, principal, tension.
- II. Find antonyms in the text: final exam, feel at ease, fail an exam, fake, deny.
- III. Find synonyms in the text: continue, communicate with, variety, to expect smth eagerly.
- IV. Give derivatives: sure, consult, converse, require, achieve, responsible, disappoint.

Oral Practice

- I. Answer the questions:
 1. What role do Ruth's mother and father play in her upbringing?
 2. Why did they decide to educate her at home?
 3. What's Ruth's ambition?
 4. How old will she be when she achieves her ambition?
 5. How will the college change the course for Ruth?
 6. What was the Lawrence family's reaction to the news?

II. What do you think?

1. Work in pairs and compare the lists you made while you were reading.
2. Do you agree about what makes Ruth unusual?
3. 'Ruth has not mixed much with other children.' Do you think this is important?
4. What were your interests when you were ten?

III. Summarizing.

Match the summary to the correct paragraph

- _ a. Her father has been her teacher, while her mother goes out to work.
- _ b. The university tutors are very pleased that Ruth is coming and are going to change the course a little to suit her.
- _ c. She wants to be a research professor. Before university she hopes to take four more A-levels.
- _ d. Ruth's academic background.
- _ e. She made history by coming first, but she herself wasn't happy with all the examination papers.
- _ f. Her family are very excited and wonder if the younger sister will be as talented.
- _ g. The kind of person that Ruth is. Her likes and interests.

Here's a story of a family discussing a little boy's education. Gerry is ten years old when he and his family leave England to go and live on the Greek island of Corfu.

How to Educate a Child

Hardly had we settled into the strawberry-pink Villa when Mother decided that I was running wild, and that it was necessary for me to have some sort of education. But where to find this on a remote Greek island. As usual when a problem arose, the entire family flung itself with enthusiasm into the task of solving it. Each member had his or her own idea of what was best for me.

"Plenty of time for him to learn," said Leslie; "after all, he can read, can't he? I can teach him to shoot, and if we buy a boat I can teach him to sail."

"But, dear, that wouldn't really be much use to him later on". Mother pointed out adding vaguely, "unless he was going into the Merchant Navy or something."

"I think essential that he learns to dance," said Margo "or else he'll grow up into one of these awful tongue-tied idiots."

"Yes, dear, but he doesn't need to learn that sort of thing till later. He should get some sort of grounding in some thing like mathematics and French... and his spelling is awful."

“Literature,” said Larry, with conviction, “that’s what he wants, a good solid grounding in literature. The rest will follow naturally. I’ve been encouraging him to read some good stuff.”

“But don’t you think Rabelias is a little old for him?” asked Mother doubtfully.

“What he wants is a healthy, outdoor life; if he takes up shooting and sailing ...” began Leslie.

“Oh, stop talking like a bishop ... You’ll be in favour of cold baths next.”

“Now, now, there’s no sense in fighting,” said Mother. Gerry needs educating, and what we want is someone who can teach him and who will encourage him in his interests.”

“He appears to have only one interest,” said Larry bitterly, “and that’s this awful urge to fill things with animal life. I don’t think he ought to be encouraged in that. I went to light a cigarette only this morning and a great bumble-bee flew out of the box”.

“It was a grasshopper with me,” said Leslie gloomily.

“Yes, I think this sort of thing ought to be stopped,” said Margo.

“He doesn’t mean any harm, poor little chap,” said Mother pacifically.

“I wouldn’t mind being attacked by bumble-bees, if it led anywhere,” Larry pointed out. “But it’s just a phase ... he’ll grow out of it by the time he’s fourteen.”

“He’s been in this phase from the age of two,” said Mother, “and he’s showing no signs of growing out of it.”

“Well, if you insist on stuffing him full of useless information, George can have a shot at teaching him,” said Larry. “That’s a brain wave!” said Mother delightedly.

(after “My family & Other Animals” by Gerald Durrell)

Notes

1. Gerry – Gerald Durrell (b. 1925) – Дж. Дарелл – известный английский писатель-натуралист, автор многих книг о животных.
2. Merchant – торговый.
3. Rabelias, Francois (1494-1553) – Ф. Рабле, французский писатель-сатирик, автор романа «Гангратюа и Пантагрель».
4. Have a shot at smth. / doing smth. – приложить руку к чему-либо.
5. That’s a brain – wave! – Вот это находка (идея)!

Vocabulary and Grammar Practice

- I. Give the Russian for:
to arise, to solve a problem, to point out, conviction, to encourage, to take up, to mean no harm, to lead, to grow out of, to insist.
- II. Insert prepositions if necessary

1) It's absolutely necessary ... me to solve it as soon as possible. 2) John can help you to find a reasonable solution ... the problem. 3) It was hopeless to think that Gerry would grow ... his interest ... animal life. 4) The guide pointed ... at a small picture ... an unknown artist and said that she was convinced ... it being the greatest work ... art. 5) ... my mind, the boy is growing ... a very nasty young man. 6). This can lead ... trouble. 7) I have no doubts ... your being right, that's why I'm going to speak ... favour ... your suggestion. 8) Smoking can do a lot ... harm ... your health. 9) She insisted ... our clearing the matter at once. 10) There is no sense ... teaching him to shoot.

III. Insert articles if necessary

Mr. Sutton was ... engineer and ... good mathematician at that. I was at ... school with his son Gerald, ... gentle, bespectacled lad who was not particularly brilliant. Like myself, Mr. Sutton was interested in ... theory of ... numbers. I began making ... habit of seeing him two or three evenings ... week and talking over ... problems that interested me.

Apart from engineering, Mr. Sutton had been self taught. He had ... enormous respect for ... education. He had taught himself ... German and ... French, and even played ... piano. He spoke ... few words of ... dozen languages, and liked to be considered ... good linguist. He was not much liked by my father, who thought he was ... know-all.

Oral Practice

- I. Make up questions based on the text. Use all types of questions.
- II. Retell the story, paying attention to reported speech.
- III. Work out your own curriculum for Gerry. Work in pair. Compare your curriculum with the curriculum of your groupmates.

Reading Practice

Split Cherry Tree

(by J. Stuart)¹

Part I.

“I don't mind staying after school,” I says to Professor Herbert, “but I'd rather you'd whip me with a switch and let me go home early. Pa will whip me anyway for getting home two hours late.”

“You are too big to whip,” says Professor Herbert, “and I have to punish you for climbing up in that cherry tree. You boys knew better than that! The

¹ American writer (1906-1984)

other five boys have paid their dollar each. You have been the only one who has not helped pay for the tree. Can't you borrow a dollar?"

"I can't, I'll have to take the punishment. I wish it would be quicker punishment. I wouldn't mind," I say.

Professor Herbert stood and looked at me. He wore a grey suit. The suit matched his grey hair.

"You don't know my father," I say to Professor Herbert. "He might be called a little old-fashioned. He makes us mind him until we're twenty-one years old. He believes: 'If you spare the rod you spoil the child.' I'll never be able to make him understand about the cherry tree. I'm the first of my people to go to high school."

"You must take the punishment," says Professor Herbert. "You must stay two hours after school today and two hours after school tomorrow. I am allowing you twenty-five cents an hour. That is good money for a high-school student. You can sweep the schoolhouse floor, wash the blackboards, and clean windows. I'll pay the dollar for you."

I couldn't ask Professor Herbert to loan me a dollar. He never offered to loan it to me. I had to stay and help the janitor and work out my fine at a quarter an hour.

It was six o'clock when I left the schoolhouse. I had six miles to walk home. It would be after seven when I got home. I had all my work to do when I got home. Seven cows to milk. Nineteen heads of cattle to feed, four mules, twenty-five hogs, firewood and stovewood to cut, and water to draw from the well. He would be doing it alone when I got home. He would be mad and wondering what was keeping me!

At last I came home, threw down my books in the chipyard. I ran to the barn to spread fodder on the ground for the cattle. I didn't take time to change my clean school clothes for my old work clothes. I ran out to the barn. I saw Pa spreading fodder on the ground to the cattle. That was my job. I ran up to the fence and said: "Leave that for me, Pa. I'll do it. I'm just a little late."

"I see you are," says Pa. He turned and looked at me. His eyes danced fire. "What in th' world has kept you so? Why ain't you been here to help me with this work? Make a gentleman out'n one boy in th' family and this is what you get! Send you to high school and you get too onery fer th' buzzards to smell!"

I didn't want to tell why I was late from school.

So I said: "I had to stay after school." I couldn't lie to Pa. He'd go to the school and find out why I had to stay. If I lied to him it would be too bad for me.

So I had to tell the truth: "Our biology class went on a field trip today. Six of us boys broke down a cherry tree. We had to give a dollar a piece to pay for the tree. I didn't have the dollar. Professor Herbert is making me work out

my dollar. He gives me twenty-five cents an hour. I had to stay in this afternoon. I'll have to stay in tomorrow afternoon."

He asked me whose cherry tree I had broken down. It was Eif Crabtree's cherry tree.

The father got very angry: "What was you doin' clear out in Eif Crabtree's place? He lives four miles from th' county high school. Don't they teach you no books at that high school? Do they jist let you get out and gad over th' hillsides? If that's all they do I'll keep you at home, Dave. I've got work here fer you to do!"

"Pa," I said, "spring is just getting here. We take a subject in school where we have to have bugs, snakes, flowers, lizards, frogs, and plants. It is biology. Today we went out to find a few of these. Six of us boys saw a lizard at the same time sunning on a cherry tree. We broke the tree down. It split at the forks. Eif Crabtree was plowing down below us. He ran up the hill and got our names. The other boys gave their dollar apiece. I didn't have mine. Professor Herbert put mine in for me. I have to work it out at school."

"I'll attend to that myself in th' mornin'. I'll go down there in the morning and see 'im."

"Don't go down there, please."

"Ashamed of your old Pap are you, Dave," he said, "atter th' way I've worked to raise you! Tryin' to send you to school so you can make a better livin' than I've made. A bullet will go in a professor same as it will any man!"

I thought I'd leave high school and home forever. I'd get away! I couldn't go back to school with him. He'd have a gun and maybe he'd shoot Professor Herbert. I could tell Pa that school had changed in the hills from the way it was when he was a boy, but he wouldn't understand. If I did run away from home it wouldn't matter to Pa. He would see Professor Herbert anyway. He would think that high school and Professor Herbert had run me away from home. There was no need to run away. I'd just have to stay, finish foddering the cattle, and go to school with Pa the next morning.

After I'd finished my work I went to the house and ate my supper. Pa and Mom had eaten. My supper was getting cold. I heard Pa and Mom talking in the front room. Pa was telling Mom about me staying in after school.

"I had to do all th' milkin' tonight, chop th' wood myself. It's too hard on me atter I've turned ground all day. I'm goin' to take a day off tomorrow and see if I can't remedy things a little. I'll go down to that high school tomorrow. I won't be a very good scholar fer Professor Herbert nohow. He won't keep me in atter school. I'll take a different kind of lesson down there and make 'im acquainted with it."

"Now, Luster," said Mom, "you jist stay away from there. Don't cause a lot o' trouble. You can be jailed fer a trick like that. You'll get th' Law atter you. You'll jist go down there and show off and plague your own boy Dave to death in front o' all th' scholars!"

But he was determined to go.

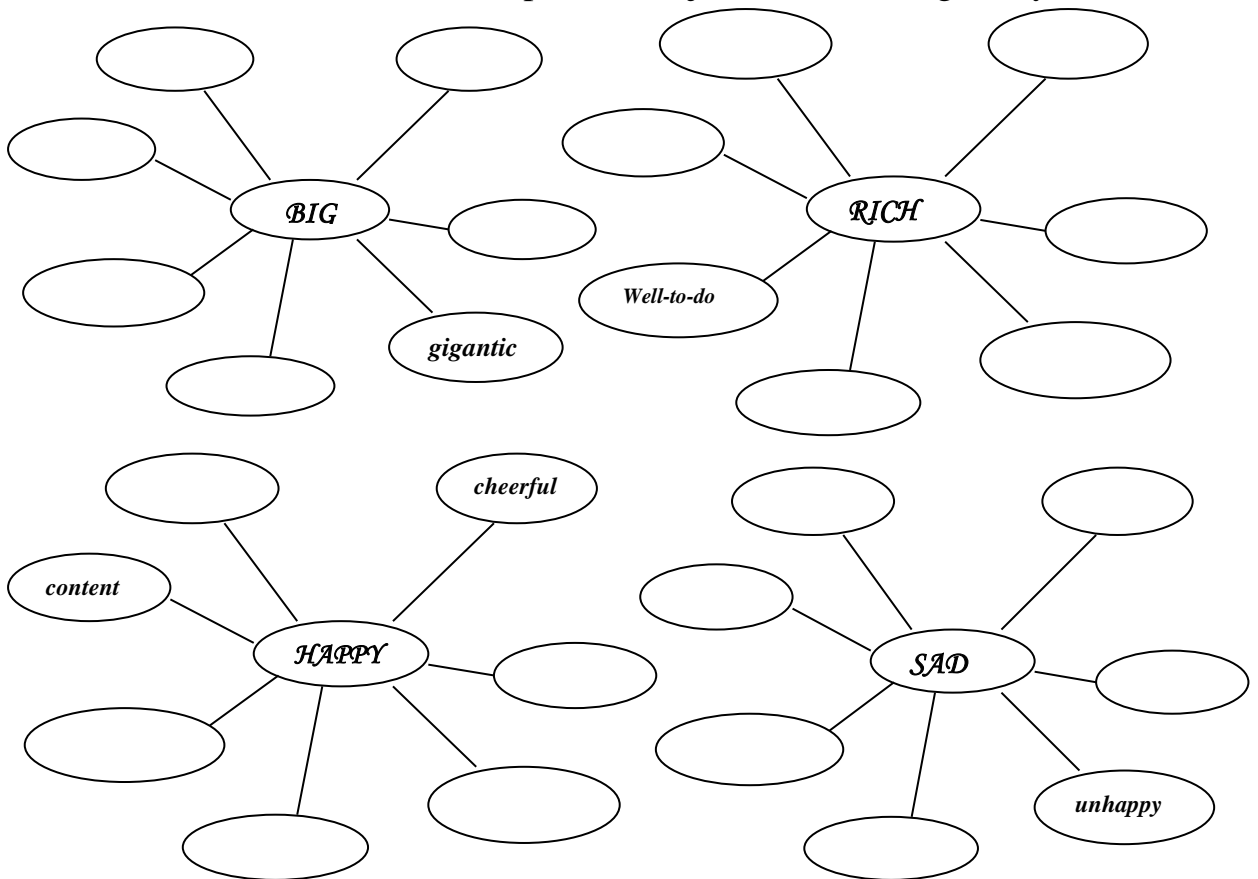
I ate my supper and slipped upstairs. I tried to forget the whole thing. I studied plane geometry. Then I studied my biology lesson. I could hardly study for thinking about Pa. I thought that he might shoot Professor Herbert. I hated to go with Pa. Maybe he'd cool off about it tonight and not go in the morning.

Vocabulary and Grammar Practice

- I. Give Russian equivalents for the following words and word combinations:
to whip with a switch; to borrow; to mind smb / smth; to loan; to work out a fine; his eyes danced fire; to go on a field trip; to gad over the hillsides; to make a living; to get away; to remedy; to cause trouble; to plague smb; to cool off.
- II. Insert articles where necessary.
 - 1.... boy had to stay after ... school to take ... punishment.
 - 2.Professor Herbert was ... grey-haired man who wore ... grey suit.
 - 3.The father sent his son to ... high school to give him ... opportunity to make ... better living.
 - 4.... teacher paid Dave twenty five cents ... hour.
 - 5.It was ... good money for ... high school student.
 - 6.Dave came ... home late and got down to ... work at once.
 - 7.... neighbour whose tree had been broken lived far from ... school.
 - 8.Dave and his schoolmates had to pay ... dollar ... piece for ... broken tree.
 - 9.Dave's father couldn't understand that ... methods of teaching had changed since ... time he was ... boy.
 - 10.He was determined to have ... talk with ... professor in ... morning.
- III. Insert prepositions where necessary
 1. The father was angry ... the boy because he was late ... school.
 2. Dave was sure Pa would whip him ... a switch ... getting home two hours late.
 3. He was the first ... his family to go ... high school.
 4. The teacher paid the dollar ... the boy but detained him ... classes.
 5. The class went ... a field trip to study the local fauna and flora ... the open air.
 6. The father thought that Dave's teachers let them get ... and gad ... the hillsides.
 7. Dave was terrified ... the father's decision to go ... the school.
 8. He decided to leave ... school and run ... home.
 9. Dave's mother asked her husband to stay ... the school not to get ... trouble.
 10. The boy hoped that the father would cool ..., and, perhaps, forget ... his intention.

Oral Practice

- I. Answer the following questions:
1. Why did Dave have to stay after school?
 2. What was his punishment?
 3. Why would he prefer to be beaten instead of staying after school?
 4. What kind of man was Dave's father?
 5. Was it easy for Dave to study?
 6. How did his father meet Dave when the boy came home?
 7. What made him extremely angry?
 8. What did he think of the way Dave was taught?
 9. What did he decide to do in the morning?
 10. Did his wife approve of that idea? Why not?
- II. Retell the text in the name of: a) Dave's father; b) Dave's schoolmate; c) Dave's mother.
- III. Suppose Dave and his mother had a conversation at night. What could they tell each other?
- IV. Extension: Word families
1. Write these words in the correct diagrams. Use a good dictionary:
 affluent, colossal, delighted, depressed, down, elated, wealthy, glad,
 glum, immense, loaded, massive, miserable, huge, prosperous, thrilled,
 vast, well-heeled, enormous, pleased, dejected, well-off, gloomy.



2. Make up 10 sentences using these adjectives to describe Dave, his father and their family. Work in pairs – compare your sentences with the sentences composed by your groupmates.

Split Cherry Tree

(by J. Stuart)

Part II

The father didn't forget about the school. After breakfast he said he was ready to go. I knew that Pa wouldn't be at home in the high school. He wore overalls, big boots, a blue shirt and a sheepskin coat. He put his gun in its holster. We started trudging toward the school across the hill.

It was early when we got to the county high school. Professor Herbert had just got there. We went to his office. The father was very angry, he pulled out his gun and laid it on the seat in Professor Herbert's office. He thought that the county school was no high school at all. It was a bug school, a lizard school, a snake school – no school at all. Professor Herbert tried to calm my father down, saying that he was doing his duty and following the course of study the state provided them with.

I thought Pa was going to hit Professor Herbert every minute. His face was getting red. The red color was coming through the brown, weather-beaten skin on Pa's face.

What troubled Pa was that I had been made to work while the rest had paid the money. He thought that the professor should have whipped me.

"He's too big to whip," said Professor Herbert, pointing at me.

"He's not too big for me to whip," said Pa, "They ain't too big until they're over twenty-one! It jist didn't look fair to me! Work one and let th' rest out because they got th' money. And I don't see what bugs has got to do with a high school! It don't look good to me nohow!"

Pa picked up his gun and put it back in its holster. Color had come into the professor's pale cheeks when he saw the gun, but now the red color left his face. He talked more to Pa. And Pa softened a little. It looked funny to see Pa in the high-school building. It was the first time he'd ever been there.

"Have you heard of germs, Mr. Sexton?" said Professor Herbert.

"Yes, but I don't believe in germs. I'm sixty-five years old and I ain't seen one yet!"

"You can't see them with your naked eye. Just keep that gun in the holster and stay with me in the high school today. I have a few things I want to show you. That scum on your teeth has germs in it."

"What, you mean to tell me I've got germs on my teeth!"

"Yes, the same kind as we might be able to find in a living black snake if we dissect !" said the professor.

“I don’t mean to dispute your word,” says Pa, “but I don’t believe it. I don’t believe I have germs on my teeth.”

“Stay with me today and I’ll show you. I want to take you through the school anyway! School has changed a lot in the hills since you went to school. I don’t guess we had high schools in this county when you went to school!”

“No,” said my father, “jist readin’, writin’, and cipherin’. We didn’t have all this bug larnin’, frog larnin’, and findin’, germs on your teeth and in the middle o’ black snakes. Th’ world’s changin’!”

“It is,” said Professor Herbert, “and we hope all for the better. Boys like your own there are going to help change it. He’s your boy. Dave knows all of what I’ve told you. Just stay with me today.”

And Pa stayed. The bell rang. School took up.

When I went to my first class I saw Pa and Professor Herbert going around over the schoolhouse. I was in my geometry class when Pa and Professor came into the room. We were explaining our propositions on the blackboard. Professor Herbert and Pa came in and sat down for awhile. Before the class was over, Pa and Professor Herbert got up and went out. I saw them together down on the playground. The professor was explaining something to Pa. I could see the prints of Pa’s gun under his coat when he walked around.

At noon in the high-school cafeteria Pa and Professor Herbert sat together at the little table where the professor always ate by himself. They ate together. The students watched the way Pa ate. He ate with his knife instead of his fork. A lot of the students felt sorry for me after they found out he was my father. They didn’t have to feel sorry for me. I wasn’t ashamed of Pa after I realized he wasn’t going to shoot Professor Herbert. I was glad they had made friends. I wasn’t ashamed of Pa. I wouldn’t be as long as he behaved.

In the afternoon when we went to biology Pa was in the class. He was sitting on one of the high stools beside the microscope. We went ahead with our work just as if Pa wasn’t in the class. I saw Pa take his knife and scrape tartar from one of his teeth. Professor Herbert put it on the lens and adjusted the microscope for Pa. Pa held his face down and looked through the microscope. He was astonished.

“That’s the germ. Germs live in a world we cannot see with the naked eye. We must use the microscope. There are millions of them in our bodies. Some are harmful. Others are helpful,” explained the professor.

Professor Herbert wanted to show Pa the germs in the big black snake we had caught the day before but Pa said he believed him. He didn’t want to see the professor kill the snake. He never killed snakes himself.

“They are good mousers and a lot o’ help to us on the farm. I like black snakes. I jist hate to see people kill ’em. I don’t allow ’em killed on my place,” he said.

Professor Herbert took Pa through the laboratory. He showed him the different kinds of work we were doing. He showed him our equipment.

When our biology class was over I walked out of the room. It was our last class for the day. I would have to take my broom and sweep two hours to finish paying for the split cherry tree. I just wondered if Pa would want me to stay. He was standing in the hallway watching the students march out. He looked lost among us. He looked like a leaf turned brown on the tree among the treetop filled with growing leaves. He decided to help me sweep and pay the debt.

Professor Herbert wanted to cancel the debt, but Pa wouldn't let him do that. He said he was an honest man and never skipped debts.

So Professor Herbert went home. Pa and I stayed and swept one hour. It looked funny to see Pa use a broom. He never used one at home. Mom used the broom. Pa used the plow. Pa did hard work.

He said: "Dave, I've been wrong about th' school. You must go on to school. Jist remember, Dave, to pay your debts and be honest."

It was late when we got home. It was ten o'clock before we got the work finished, our suppers eaten. Pa sat before the fire and told Mom he was going to take her and show her a germ sometime. Mom hadn't seen one either. Pa told her about the high school and the fine man Professor Herbert. He told Mom about the strange school across the hill and how different it was from the school in their day and time.

Vocabulary and Grammar Practice

- I. Give English equivalents for the following words and word combinations:
обеспечить; покраснеть; иметь отношение к чему-либо; микробы; невооруженным глазом; к лучшему; стыдиться кого-либо / чего-либо; пока; продолжать что-то; аннулировать долг; отличаться.
- II. Insert prepositions where necessary
1. The school provided all its students ... necessary equipment.
 2. The boy wasn't ashamed ... his father.
 3. The man had never heard ... germs and didn't believe ... them.
 4. Dave's father was rude ... the teacher but Professor Herbert managed to calm him
 5. It is impossible to see germs ... one's naked eye.
 6. The professor adjusted the microscope ... Dave's father and he saw germs ... the microscope.
 7. He found ... that school had changed a lot ... the time he went ... school.
 8. Dave's father realized that he had been wrong ... the high school.
 9. He asked his son to go education.
 10. Dave's father was impressed ... what he had seen ... the high school.

Oral Practice

- I. Compose 10 questions based on the text. Use all types of questions. Discuss the questions with your groupmates.
- II. Retell the text in the name of: a) Dave's father; b) Professor Herbert.
- III. Work in pairs. Choose one of the suggested topics and discuss it with your groupmates.
 1. My favourite school teacher.
 2. My worst / best day at school.
 3. My daily programme at school;
 4. My entrance exams.
- IV. Points for Discussion:
 1. What makes a good lesson?
 2. What makes a good teacher?
 3. What makes a good pupil / student?
 4. What is the most important thing in education?

Part IV. Higher Education

Life at college

British Universities

There are 46 universities in Britain. Good 'A' Level results in at least two subjects are necessary to get a place at one. However, good exam passes alone are not enough. Universities choose their students after interviews, and competition for places at university is fierce.

For all British citizens a place at university brings with it a grant from their Local Education authority. The grants cover tuition fees and some of the living expenses. The amount depends on the parents' income. If the parents do not earn much money, their children will receive a full grant which will cover all their expenses.

Free at last!

Most 18 and 19 year-olds in Britain are fairly independent people, and when the time comes to pick a college they usually choose one as far away from home as possible. So, many students in northern and Scottish universities come from the south of England and vice versa. It is very unusual for university students to live at home. Although parents may be a little sad to see this happen, they usually approve of the move, and see it as a necessary part of becoming an adult.

Anyway, the three universities terms are only ten weeks each, and during vacation times families are reunited.

Freshers

When they first arrive at college, first year university students are called 'freshers'. A fresher's life can be exciting but terrifying for the first week.

Often freshers will live in a Hall of Residence on or near the college campus, although they may move out into a rented room in their second or third year, or share a house with friends. Many freshers will feel very homesick for the first week or so, but living in hall soon helps them to make new friends.

During the first week, all the clubs and societies hold a 'freshers' fair' during which they try to persuade the new students to join their society. The freshers are told that it is important for them to come into contact with many opinions and activities during their time at university, but the choice can be a bit overwhelming!

On the day that lectures start, groups of freshers are often seen walking around huge campuses, maps in hand and a worried look on their faces. They are learning how difficult it is to change from a school community to one of many thousands. They also learn a new way of studying. As well as lectures, there are regular seminars, at which one of a small group of students (probably not more than ten) reads a paper he or she has written. The paper is then discussed by the tutor and the rest of the group. Once or twice a term, students will have a tutorial. This means that they see a tutor alone to discuss their work and their progress. In Oxford and Cambridge, and some other universities, the study system is based entirely around such tutorials, which take place once a week. Attending lectures is optional for 'Oxbridge' students!

After three or four years (depending on the type of course and the university) these students will take their finals. Most of them (over 90 per cent) will get a first, second or third class degree and be able to put BA (Bachelor of Arts) or BSc (Bachelor of Science) after their name. It will have been well earned!

Talking Points

1. Is it a good thing to leave home at the age of 18? What are the advantages and disadvantages?
2. Many British people believe that if you do nothing more than study hard at university, you will have wasted a great opportunity. What do they mean and do you agree?
3. How do British universities differ from universities in your country? What do you like and dislike about the British system?

Vocabulary and Grammar Practice

- I. Find the English equivalents in the text:
собеседование, конкурс, стипендия, плата за обучение, расходы на жизнь, покрывать затраты, семестр, общежитие, первокурсник, в

любом случае, убедить стать членом общества, посещение лекций, встреча с руководителем, проводить (мероприятие), ошеломляющий выбор, снимать дом вместе с друзьями.

(Make up sentences of your own with these words and word combinations)

II. Insert prepositions where necessary

1. Usually, British parents approve ... their child's decision to live ... his / her own.
2. To enter ... a university you must have good results ... two subjects or more.
3. Competition ... places ... universities is high.
4. ... the first day of lectures freshers do their best to find the classroom. All of them have maps ... hand and worried looks ... their faces.
5. They discuss ... their papers ... seminars.
6. In some universities the study system is based entirely ... tutorials.
7. It's important ... freshers to come ... contact with different opinion.
8. It's always possible to leave ... the Hall of Residence and move a rented room ... their second of third year.
9. The academic year is divided ... three terms.
10. British students don't want to depend ... their parents, that's why they choose universities far home.

Oral Practice

- I. Compare university education in Britain, Russia and Germany (France). Which one do you consider better? Why?
- II. Make up a dialogue: a student from Great Britain meets a Russian student. Discuss university education in both countries. Find similarities as well as differences. (Use the vocabulary given above).

The Stars Who Did Their Own Thing

The results of this year's summer exams are due out next week. They will almost certainly result in misery for many and happiness for a few. On the one hand, if you did well, then you might find there are fewer places available in higher education; on the other hand, if you did poorly, news reports of a general trend towards better results nationwide will hardly make you jump for joy. In times of high unemployment many people work hard for exams to give themselves a better chance of getting a good job. But there are people who have made it to the top without being born with a silver spoon in the mouth and without getting A grades in their exams. We talked to a number of personalities about their success.

Caitlin Moran, who is 18, is a journalist with a regular column in the Times newspaper. She is also the presenter of the Channel 4 TV program, *Naked City*. Caitlin was brought up on a council housing estate and claims to have only one certificate – and that is in swimming. ‘University? My higher education was pubs and music. I only spent two weeks in the sixth form of my local grammar school and then left because I had already made up my mind to be a writer and broadcaster. I wasn’t discouraged by the education system, I just knew what I wanted.’

Bernie Grant is 49 and is a Member of Parliament. He did very well in his O level exams at school and went on to get 3 A levels, but left university after two years. ‘It was growing up in the Caribbean that made me confident. There are contests for everything there, from how loud your stereo sound system would go to your academic ability. I did pretty well in most of these. On balance I don’t see any problem with competitive exams. It’s good practice for kids who are going out into the wider world.’

Barrie K Sharpe, who is a 33-year-old fashion designer, comes originally from London’s East End and now works in Soho. He says he is not sure what his qualifications are. ‘Higher Education in my field would be a complete waste of time. If someone asked me in a job interview how many subject exams I’d passed, I’d say ten without any hesitation. I mean no one’s going to check up on you, are they?’

Des’ree, the 24-year-old pop star, took 5 A level subjects. ‘My mother wanted me to do a degree in journalism, but after I passed my A levels, I had to sit her down and explain that I knew in my heart what I wanted to do. Although I’m not sure that my A levels prepared me for the world of the music business, I still feel education has to be taken seriously.’

John Fashanu, the 29-year-old footballer, TV presenter and businessman, didn’t get any O levels. He describes himself as ‘working class’. ‘Kids from the middle and upper classes just don’t have the same hunger. On the football pitch or in business, the kids with degrees are usually too self-centered. Exams are just exams and at the end of the day the best education you can get is the university of life. For example, when I am importing coffee, I don’t need to be a mathematical genius or have a degree in Business Studies to get it right, do I?’

Note to the text

In British schools O (Ordinary) level exams were taken when students were 16 years old. A (Advanced) level exams are taken at the age of 18 and are regarded as university entrance qualifications.

- I. Answer the following questions:
 1. Do you agree with the opinion of those who think that higher education is not necessary to prosper in life?
 2. What benefits of higher education can you mention?

3. What was your reason to enter the University? Is university degree of any significance in Russia?
4. Is it easy to obtain a university degree in Russia? Compare the process with that in Great Britain / America.
5. Would you like to have a diploma of a foreign university? Why? Which country would you choose to study in?

II. Find mistakes in the text.

1 When I was 17, my father asked me about what jobs I was
 2 applying for. It was the moment I'd been dreading, but I couldn't
 3 avoid it. I said: "Dad, this may be come as a shock to you, but
 4 I'm thinking of going to the university." He looked confused.
 5 "University! What do you want to go there for?" "To train to
 6 be a fashion designer", I said. He looked out from me to my
 7 mum and back again. "You're joking, aren't you? Please, tell me
 8 you're joking." No one believed me I was serious. But in the
 9 end I stuck to my plans. I knew what I was good at, I knew
 10 what I wanted and how much to get it. And I did.
 11 After a three-year-long course, I graduated with a degree in
 12 fashion design. In my final year, months before graduating,
 13 I was sent examples of my designs around the world. The
 14 directors of an Italian fashion company were so far impressed
 15 with my work that I was given a contract for to design jackets
 16 for their summer collection. And at my graduation fashion
 17 show, there were no more prouder parents than mine.

Review: Vocabulary and Grammar Revision

I. What is the English for:

- 1) школьная программа;
- 2) быть отчисленным из школы;
- 3) подходящие курсы для школьников с любыми способностями;
- 4) сдать экзамены;
- 5) делать успехи;
- 6) послушный;
- 7) пропускать занятия;
- 8) готовить к поступлению в университет;
- 9) выучить наизусть;
- 10) обязательные предметы;
- 11) внеклассная деятельность;
- 12) общежитие;
- 13) встреча с руководителем;
- 14) первокурсник;
- 15) начальная школа.

II. What is the Russian for:

- 1) comprehensive school;
- 2) nursery education;
- 3) GSCE;
- 4) to do research;
- 5) to renounce discipline;
- 6) optional courses;
- 7) a truant;
- 8) to master a language;
- 9) courses of different difficulty levels;
- 10) to grade smb;
- 11) tuition fees;
- 12) a Bachelor of Arts;
- 13) educational establishment;
- 14) domestic science;
- 15) to encourage smb to do smth.

III. Insert articles where necessary:

1. You need ... patience to teach ... small children.
2. Can you tell me where we have ... exam? – In ... room 38.
3. Most people believe that ... university education is of ... great importance.
4. His parents sent him to ... most prestigious private school so that he could get ... excellent education.
5. In times of ... high unemployment many people work hard for ... exams to get ... good job in ... future.
6. At ... university he did ... degree in ... law. He became ... lawyer.
7. Many people decide to leave ... school at ... age of 16.
8. She went to ... school yesterday to attend ... parents meeting.
9. Look at ... exercise on ... page 19.
10. All ... books on ... top shelf belong to me.

IV. Translate it into English:

1. Некоторые родители предпочитают частное образование для своих детей.
2. Одаренные дети получают гранты для продолжения образования в университете.
3. Ника могли исключить из университета, так как он пропустил много занятий и не сдал экзамены по трем предметам.
4. Ученики должны носить школьную форму в средней школе.
5. Обучение в школе дает детям не только знания, но и возможность общаться со сверстниками.
6. Американская система образования известна своей гибкостью: в школах есть курсы разного уровня сложности.

7. В 14, 15 лет ученики начинают выбирать экзаменационные предметы.
 8. Дошкольное обучение должно быть доступным для всех детей, так как оно готовит их к обучению в школе.
 9. Учебный год в университетах Великобритании делится на три семестра.
 10. Степень бакалавра дает право преподавать в средней школе, степень магистра – в университете.
- V. Comment on the following proverbs:
1. Live and learn.
 2. Like teacher, like pupil.
 3. Little knowledge is a dangerous thing.
 4. To know everything is to know nothing.

Additional Reading

Read the story and be ready to explain the underlined words and word combinations. You are supposed to be able to give Russian equivalents as well as explanations in English.

At School

(after About a Boy Nick Hornby)

He got to school early, went to the form room, sat down at his desk. He was safe enough there. The kids who had given him a hard time yesterday were probably not the sort to arrive at school first thing. There were a couple of girls in the room, but they ignored him, unless the sort of laughter he heard while he was getting his reading book out had anything to do with him.

Marcus was weird. It wasn't his mum's fault. Sometimes he was weird just because of who he was, rather than what he did. Like the singing... When was he going to learn about the singing? He always had a tune in his head, but every now and again, when he was nervous, the tune just sort of slipped out. For some reason he couldn't spot the difference between the inside and outside, because there didn't seem to be a difference. It was like when you went swimming in a heated pool on a warm day, and you could get out of the water without noticing that you were getting out; that seemed to be what happened with the singing. Anyway, a song had slipped out yesterday during English; if you wanted to make people laugh at you, then the best way, he had discovered, was to sing out loud when everybody else in the room was quiet and bored.

This morning he was OK until the first period after break. He was quiet during registration, he avoided people in the corridors, and then it was double maths, which he enjoyed, and which he was good at, although they were doing stuff that he'd already done before. At breaktime he went to tell Mr Brooks,

one of the other maths teachers, that he wanted to join his computer club. He was pleased he did that, because his instinct was to stay in the form room and read, but he toughed it out; he even had to cross the playground.

But in English things went bad again. They were using one of those books that had a bit of everything in them; the bit they were looking at was taken from *One Flew Over the Cuckoo's Nest*. He knew the story, because he had seen the film, and so he could see really clearly, what was going to happen.

When it happened it was even worse than he thought it was going to be. Ms Maguire got one of the girls who she knew was a good reader to read out the passage, and then she tried to get a discussion going.

‘How do we know who is mad and who isn’t? How do we show them we are sane?’

Silence. One thing Marcus had noticed was that when you came into a school late you could tell straight away how well the teachers got on with a class. Ms Maguire was young and nervous and she was struggling, he reckoned. This class could go either way.

‘OK. Let’s put it another way. How can we tell that people are mad?’

Here it comes, he thought. Here it comes. This is it

‘If they sing for no reason in class, miss.’

Laughter. But then it all got worse than he’d expected. Everyone turned round and looked at him; he looked at Ms Maguire, but she had this big forced grin on and she wouldn’t catch his eye.

‘OK, that’s one way of telling, yes. You’d think that someone who does that would be a little potty. But leaving Marcus out of it for a moment...’

More laughter. He knew what she was doing and why, and he hated her.

Points for Discussion:

1. What do you think, what was the teacher doing and why?
2. How should a teacher behave to assert her authority?
3. What about your own school experience? Can you recall any situations when a teacher behaved in a similar way?
4. How would you behave, if you were Ms Maguire?
5. What could Marcus feel at the moment? Find as many adjectives as possible to characterize his inner state.

Let’s take leave of French

I. Read the articles and find out:

1. Why is the writer against teaching foreign languages in British schools?
2. What serious errors are responsible for the failure of language teaching?

One topic is rarely mentioned in all the talk of improving standards in our schools: the almost complete failure of the foreign-language teaching.

Despite the compulsory teaching of French in secondary schools, our ability to speak it is minimal.

Take any random sample of the population, and barely half of them will be able to say more than a few words. Those who can speak more than this probably owe their skills not to school, but to other experience or training.

As a French graduate who has taught for more than twenty-five years in state schools as well as independent schools, I believe I have some idea of why the failure is so total. Apart from the faults already diagnosed in the education system as a whole – such as child-centred learning, the discovery method, and the low expectations by teachers of pupils – there have been several serious errors which have a direct effect on language teaching.

The first is the removal from the curriculum of the thorough teaching of English grammar. Pupils now do not know a verb from a noun, the subject of a sentence from its object, or the difference between the past, present, or future.

Another important error is mixed-ability teaching, or teaching in ability groups so wide that the most able pupils are held back and are bored while the least able are lost and equally bored. Strangely enough, few head teachers seem to be in favour of mixed-ability school football teams or choirs.

Progress depends on memory, and pupils start to forget immediately they stop having regular lessons. This is why many people who attended French lessons at school, even those who got good grades, have forgotten it a few years later. Because they never need it, they do not practise it.

Most American schools have accepted what is inevitable and withdrawn modern languages, even Spanish, from the curriculum. Perhaps it is time for Britain to do the same, and stop wasting resources on a subject which few pupils want or need.

Daily Mail

Oral Practice

- I. Answer the questions:
 1. What is the idea of a) child-centred learning; b) mixed-ability learning; c) the “discovery” method?
 2. What does the writer think of these methods of learning?
 3. It is necessary to withdraw languages from the school curriculum?
 4. How many people speak one or more foreign language in Russia?
 5. At what age is it advisable to start learning a foreign language?
- II. Speak on education in Russia nowadays. Do you see any ways to improve it?

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