

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

Кафедра английской филологии

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## SCHOOLING IN GREAT BRITAIN

*Утверждено редакционно-издательским советом университета  
в качестве практикума*

Самара  
Издательство «Самарский университет»  
2010

УДК 2/3  
ББК 81.2 Англ  
М 41

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**Мехеда, О. Б., Черкунова, М.В., Веденева, Ю.В.**  
М 41 **Schooling in Great Britain** : практикум / О.Б. Мехеда, М.В. Черкунова,  
Ю.В. Веденева. – Самара : Изд-во «Самарский университет», 2010. – 80 с.

Представленный в практикуме материал тематически соотносится с третьим уроком учебника «Практический курс английского языка. 3 курс» под редакцией В.Д. Аракина.

Практикум состоит из четырех разделов, приложения и глоссария. Первый раздел содержит дополнительные материалы, направленные на закрепление лексических единиц и грамматических конструкций из учебника Аракина. Второй и третий разделы включают тексты и упражнения, ориентированные соответственно на отработку тем «The Teacher's Lot» и «The School System in Britain». Аутентичные тексты различных функциональных стилей, составляющие основу данных разделов практикума, сопровождаются заданиями и упражнениями, направленными на расширение лексического запаса по теме «Образование», совершенствование навыков письменной речи, говорения и аудирования, а также перевода в рамках указанной темы. Четвертый раздел содержит комплекс дополнительных упражнений на отработку лексического материала. В приложение включены скрипты аудио- и видеоматериалов. Тематический глоссарий предлагает перевод и объяснение ключевых понятий по изучаемой теме. Предлагаемые материалы могут быть использованы как для аудиторной, так и для самостоятельной работы студентов.

Предназначен для работы на занятиях по практике устной и письменной речи на 3 курсе филологического факультета специальности «Английский язык и литература».

УДК 2/3  
ББК 81.2 Англ

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**UNIT 1**  
**PART 1. SPEECH PATTERNS**

**1. Study the speech patterns. Practise making up your own sentences with them.**

1. *to be up to sb* = to be the responsibility of someone:
  - ✓ *It is up to you* to take the dog for a walk.
2. *to feel/to look/to seem/to smell/to sound/to stay/to taste* + *Adjective/Participle II*
  - ✓ He *looks funny* in his new coat.
  - ✓ The soup *tastes delicious*.
3. *love/disrespect/hatred/affection for smb* – in relation to someone:
  - ✓ Her *feelings for him* had changed.
  - ✓ He felt nothing but *contempt for her*.

*love/disrespect/hatred/affection of smth* – in relation to something:

  - ✓ I don't share my boyfriend's *love of sport*.
4. *dare do smth* – as a modal verb: to have the courage or independence to do something, to venture. It is used chiefly in interrogative and negative sentences:
  - ✓ *Dare you tell* him the news?
  - ✓ I *wouldn't dare have* a party in my flat in case the neighbours complained.

*dare to do smth* - as an intransitive verb: to be brave enough to do something difficult or dangerous. In this sense it is used mainly in negative statements:

  - ✓ Everyone in the office complains that he is haughty and arrogant but nobody *dares to mention* it to him.
  - ✓ I was going to ask if his dog was any better, but I *didn't dare to do* it in case it had died.

*I dare say* – I suppose, no doubt

*How dare she/you...* – used to express anger or indignation about something someone has done:

  - ✓ *How dare you* use my car without asking!
  - ✓ *How dare he* tell me what to do!

*Don't you dare* – a way to express prohibition; used to order someone threateningly not to do something

*Dare smb to do smth* – to defy or challenge (someone) to do something

*a dare* – as a noun: a challenge, especially to prove courage

*do smth on/for a dare*

✓ He jumped in the river at twelve o'clock last night *for/on a dare*.

## **2. Explain the meaning of *dare* in the following sentences and translate them into Russian:**

1. He felt he *dared* not reply. 2. Her face bore an expression of such ferocity that no one *dared* come near to speak with her. 3. I *dare* say you're a little tired after your walk, dear. 4. He *dared* not look into her face. 5. I didn't *dare* to ask him to call off his trip. 6. Who *dares* to jump over the stream? 7. She did not *dare* to leave the house in case he telephoned. 8. He doesn't *dare* to speak. 9. He *dare not* speak. 10. I *dare* you to jump the stream! 11. Don't you *dare* touch me! 12. She ran across the highway for a *dare*. 13. Who *dares* wins. 14. How *dare* you talk to me like that!

## **3. Translate the sentences into English using *dare*:**

1. Не смею вас задерживать. 2. Большинство коллег ненавидят Гарри, но они не смеют признаться в этом. 3. Она не посмела вымолвить ни слова. 4. Я расскажу ей об этом. - Не смей! 5. На спор он сделает, что угодно. 6. Как вы смеете подслушивать чужой разговор! 7. После того, как он застрял в лифте в прошлом году, он не осмеливается им пользоваться. 8. Билл не набрался смелости признаться жене, что потерял зарплату. 9. Держу пари, ты и часа не выдержишь со стариком Смитом. 10. Люди говорят, что он трус. Смею заметить - это правда. 11. На спор он прочитал «Войну и мир» за одну ночь. 12. Что с тобой? Ты вся горишь! - Я только что осмелилась сказать Биллу, что не люблю его. 13. Как он посмел прочитать мой дневник!

## **4. Paraphrase the following sentences using the Speech Patterns:**

1. Cinderella was responsible for doing all the household chores. 2. I didn't find the smell of the porridge pleasant. 3. Andrei Sakharov was one of the few people who were not afraid to protest. 4. Romeo died because he loved Juliet greatly. 5. How can you talk to your father in such a way? 6. Jasmine is a climbing plant with white, yellow or pink flowers that have a strong smell. 7. If you are going to get married, don't ask anybody for advice. Only you should make a decision. 8. Some peo-

ple hate anything new. 9. I adore the new exotic fragrance by Versace. 10. He was brave enough to come to the wedding without being invited.

### 5. Answer the following questions using the Speech Patterns:

1. What are your household chores? 2. Who is responsible for food shopping in your family? 3. How do you usually feel on Saturday evening? on Monday morning? 4. Who should make the first move in romantic relationship: a man or a woman? 5. How do you find the sound of classical music? 6. Have you ever ventured to walk into a cemetery at night? 7. What is patriotism?

### 6. Translate the sentences into English using the Speech Patterns:

А. 1. Его любовь к путешествиям мешала его карьере. 2. Я чувствую восхищение этой актрисой. 3. Вы читали рассказ Джека Лондона "Любовь к жизни"? 4. Их неуважение к друзьям было потрясающим. 5. Презрение к врагу чувствовалось в его словах. 6. Прежде, чем он осмелился открыть рот, прошло несколько минут. 7. Артур отважился бежать. 8. Защитники города отважились сопротивляться. 9. Какие соленые на вкус огурцы! 10. Суп сегодня недосолен. 11. Попробуй, капуста на вкус очень кислая? 12. Грейпфруты горьковаты. 13. Музыка звучит так тихо и спокойно. 14. Гарри почувствовал себя униженным. 15. Вам решать, вмешиваться или нет в это дело. 16. Ей принимать решение, но именно вам предстоит объяснить все. 17. Как ты смеешь говорить такое? 18. Как он смеет путать эти понятия - добро и зло! 19. Осмелюсь утверждать, что вы не правы. 20. Он не смел признаться, что это его ошибка.

Б. 1. Тебе решать, пойдём мы в кино или нет. 2. Именно Том должен был забрать младшего брата из детсада, но он забыл. 3. Именно дети должны убирать свои игрушки после того, как поиграют. 4. Вам решать, покупать это шикарное платье или нет. 5. Джек должен был решить, какую вечеринку устроить на день рождения. 6. Его преданность семье удивительна. 7. Я считаю естественным испытывать ненависть к войне. 8. Все члены этой партии выражают недоверие к правительству. 9. Неуважение к пожилым в нашей стране пугает. 10. В комнате хорошо пахнет. 11. Тетушка Дженни с утра чувствует себя плохо. 12. Ты когда-нибудь пробовал виски? По-моему, оно отвратительное на вкус. 13. Ее голос звучал слишком тихо, чтобы понять, о чем она говорила. 14. В кафе звучала приятная мелодия. 15. Осмелюсь заметить, вы - негодяй! 16. Я действовал настолько быстро, насколько хватало смелости. 17. Не смей лгать мне! 18. После раздумий, он осмелился сделать шаг вперед. 19. Попробуй, скажи ей это прямо в лицо. 20. Вы не смеете подозревать меня во лжи!

7. Make up short dialogues tying up in one dialogue as many speech patterns under study as possible.

UNIT I  
PART II. TO SIR, WITH LOVE

**1. Read the text *To Sir, With Love* (Text 3 Lesson 3. Textbook by V. D. Arakin) and do the exercises below.**

**2. Transcribe and practise pronouncing the words (and their derivatives) from the text *To Sir, With Love*:**

diplomacy, diplomat, diplomatic, diplomatist; prejudice, prejudiced, pre-recess period, to associate, associated, an associate, sacred, occurred, occurring, occurrence, transient, predecessor, survey, intellectual, intellect, challenge, psyche, psychology, psychologist, psychological, enthusiasm, enthusiast, enthusiastic(ally), illustrations, conspire, conspiracy, conspiratorial, campaign, company, pretext, sympathy, sympathetic, sympathise, culprit, aplomb, vicious, viciousness, arithmetic (n.), arithmetic(adj.)

**3. Spell the following words in English:**

большая перемена в школе; каникулы, под предлогом, предшественик, просмотр, рецензия, схема, мимолетный/временный, энтузиазм, заговор, замышлять заговор, заговорщик, комментарий, апломб, кампания, компания, завлекать/соблазнять, деталь, ассоциировать, предубеждение, предрассудок, поведение, обвиняемый/виновник, интеллектуальный, вызов (испытание), чувство приличия, порочность, умный, тревога

**4. Give Russian equivalents for the following:**

a pre-recess period, a pet scheme, a pet subject, a pet name, a pet shop, to brook no interference, in his own way, it was associated with school in some way, no one and nothing was sacred, to be safe from any form of reprisal, it's of advantage to the teacher and the schoolchildren, something that matters to me, to take pains, in terms of spelling, to get a pretty good idea, to observe the trend of individual and collective interests, what sort of figure I cut in their eyes, to display utter disrespect for..., I played right into their hands. He was overcome with disgust. I must admit to a mixture of relief and disappointment

**5. Find in the text the expressions equivalent to those below. Reproduce the sentences they are used in:**

в том году из-под его пера вышли несколько поэм; урок перед большой переменной; излюбленный метод/схема/занятие; не терпеть вмешательства; описывать что-либо своими словами; свободно комментировать, кри-

тиковать, соглашаться или нет; быть как-то связанным со школой; никто и ничто не оставалось неприкосновенным/святым; поощрять участие детей в дискуссии; прилагать усилия; иметь значение для кого-либо; записать что-либо как можно аккуратнее и подробнее; на языке фактов; улучшить письменный английский в плане правописания и стиля; иметь прекрасное представление; достаточно честный; умный учитель; знакомство с классом; представлять (кем-либо) в чьих-то глазах; смесь облегчения и разочарования; не видеть смысла тратить время и усилия; достучаться до (сознания) детей; мучительная череда дней; не добиться успеха; трудная мыслительная задача; поставить перед кем-либо задачу; реагировать на что-либо; на самом деле; выполнять что-либо без вопросов и протестов; примеры из жизни; они были небрежны в одежде; поощрять участие; выносить что-либо с апломбом, на который только способен; нарушить стройный ход урока; простые поэтические строки; вовлечь кого-либо в активное участие; отдаваться (звучать) в каждой клеточке твоего существа; не иметь никакого представления о приличии; заговор безразличия; быть временным, проходящим; под любым глупым предлогом; вплоть до директора

#### 6. Fill in the blanks with prepositions where necessary:

1. The task was set ... the students and we joined ...them ... their discussion.
2. Does this matter anything ... you?
3. The new teacher didn't dare to make her class spend the pre-recess period ... writing their weekly review.
4. There's nothing I can do ...the matter.
5. The Headmaster's attempts ... informality and even familiarity fell flat.
6. It was ... the sensible teacher to provide his children ... an intellectual challenge. - Did they respond ... it?
7. It never occurred ... Wilson that he cut a ridiculous figure ... front ... his students and he wouldn't manage to get ... them.
8. Shall we write the review ... our own words?
9. Is writing a weekly review an advantage ... both the students and the teacher?
10. The students' comment ... the teacher's behaviour was reasonably fair.
11. If you took greater pains ... planning your lessons, your pupils would display more respect ... you.
12. ... the physics period the class ... large played ... the hands of the inspector.
13. ... some silly pretext he referred ... his being busy.
14. The professor was overcome ... anger.
15. The pupils' activity coloured ... viciousness can make the teacher feel sick ... heart.

## 7. Make up a short story using the following phrases from the text:

преднамеренное поведение, по-своему, заговор равнодушия, по любому глупому поводу, я не потерплю оскорблений, делать для чьей-то пользы; примеры из нашей собственной жизни, для таких людей ничто не свято, что-то, что имеет для меня значение, вы не спасетесь от преследований, получить прекрасное представление о ..., бессмысленно прилагать огромные усилия, соответствовать/отвечать конкретным требованиям, выполнить задачу, которую я поставил перед ними, безалаберно относиться к чему-либо, потерпеть фиаско/провал, сыграть им на руку, захлестнул гнев

## 8. Translate the sentences into English. Make use of the vocabulary under study.

### A.

1. Умный учитель сумеет получить прекрасное представление об учениках, анализируя свои первые представления о школе.

2. Бессмысленно сердиться на детей. Лучше поставьте перед ними трудную мыслительную задачу.

3. До меня дошло, что, действуя излюбленными методами директора, я не отвечаю требованиям учащихся.

4. Прилагайте больше усилий к планированию, читайте книги по психологии, используйте примеры из жизни учеников, поощряйте их энтузиазм и интерес к знаниям.

5. Вам решать, будет ли ваш новый учитель спасен от преследования или он станет еще одним временным человеком в школе.

6. Как он осмеливается с презрением говорить о том, что имеет такое огромное значение для всех? Есть ли для него что-нибудь святое?

7. Мои попытки ответить всем требованиям директора провалились, но меня не волнует, как я выгляжу в его глазах.

8. Это случайное замечание прервало ход урока, и он вскипел от гнева и негодования. Конечно, стихи были незамысловаты, но есть ли для детей что-нибудь святое?

### B.

1. Учитель дал задание всему классу описать события прошедшей недели своими словами, даже если они не были связаны со школой.

2. Вы – директор, вам комментировать и критиковать, учителям и учащимся – выполнять задачи, поставленные перед ними.

3. Все, что я делал, все – ради учеников (их блага), но во время уроков литературы я не раз попадался им в руки. В их отношении ко мне не было ничего святого.



4. Если любовь к детям что-нибудь значит для вас, приложите все усилия, чтобы стать к ним ближе.
5. Осмелюсь утверждать, что директор не потерпит никаких комментариев по поводу своих действий.
6. Умный учитель будет побуждать учащихся к участию в работе на уроке.
7. До меня дошло, что это был заговор безразличия, и я прикладывал огромные усилия, чтобы не взорваться.
8. У нашего директора прекрасное представление о том, кто из коллег отвечает требованиям времени.
9. Разве не ясно, что наша новая директриса не потерпит вмешательства в свои дела?
10. Мы не нашли контакта с новым учителем, было ясно, что этот учитель - временный человек в школе.
11. Все их попытки провалятся, если они будут так возбуждены.
12. Нет смысла ставить перед ними сложные задачи – они их не выполнят. Вы ничего не сможете с этим поделать.
13. К сожалению, вы не отвечаете требованиям, вы не на уровне. Вам надо улучшить навыки правописания и грамматики.
14. Присоединяйтесь к нашему разговору.
15. Если мы безразличны к собственным манерам, люди сразу замечают это.
16. Джек был расстроен и подавлен: все попытки узнать правду провалились.
17. Учитель должен планировать свою работу, принимая во внимание личные и общественные интересы учащихся.
18. В обществе, где ничто не свято, никто не спасен от преследований.
19. Бессмысленно сердиться на все человечество.
20. Что я, по-вашему, за человек в их глазах?

**9 (a). Text 3 “*To Sir, With Love*” suggests a set of words and expressions handy in making a quarrel:**

I'll brook no interference in ...  
 free to comment on (criticize on)  
 nothing is sacred  
 safe from reprisal  
 nothing matters to you/me  
 not to take any pains in .../to ...  
 (there's) no point in ...  
 up to you to ...  
 try to reach someone through  
 a thick pane of glass

do smth purely for your benefit  
 on some silly pretext  
 I completely lost my temper.  
 display utter disrespect for me  
 coloured by an ugly viciousness  
 pointless (to be angry with)...  
 the sensible person  
 your own fault  
 a sense of decency  
 attempts at ... have fallen (

You are not making the grade.	pitifully) flat
the young culprit	pet schemes
bear it with as much show of aplomb	burning anger
as I could manage	overcome by anger and disgust
what matters to you is ...	play right into your hands
a pretty good idea	unfair
careless about	at your age
get through to smb	to feel sick at heart
bear with aplomb	with those innocent eyes of yours

**9 (b). Make up a quarrel on a suggested topic between:**

- a) the headmaster and green teacher – on methods of teaching;
- b) school teachers having opposite views – on teaching foreign languages;
- c) a parent and his/her son's teacher – on the child's disrespect for the teacher;
- d) husband and wife – on their son's disobedience;
- e) mother and daughter – on the girl's misconduct at school;
- f) sister and brother – on their household chores;
- g) your friend and you – on the mockery he/she threw upon you in the presence of your mutual friends.

**(Mind your intonation and different social registers.)**

**UNIT I**  
**PART III. ESSENTIAL VOCABULARY**

**1. Match the terms in the left column with their definitions:**

- |                              |   |
|------------------------------|---|
| 1. school                    | a. a way of thinking about a particular subject or idea that is shared by a group of people                             |
| 2. scholar                   | b. someone who has just left school and is looking for a job  |
| 3. scholarship               | c. a place where children go to be taught   |
| 4. school age                | d. the way in which men who have been to the same expensive private school help each other to find good jobs            |
| 5. schoolkid/schoolboy       | e. the difficult experiences that happen in someone's life and influence the type of person they become                 |
| 6. schooling                 | f. someone who studies a particular subject and knows a lot about it  |
| 7. school-leaver             | g. an amount of money that an organization gives to someone so that they can study at a particular school or university |
| 8. the school of hard knocks | h. the age when children must go to school  |
| 9. school of thought         | i. a child who goes to school   |
| 10. the old school tie       | j. the education you get at school  |

**2. Translate the following sentences into English:**

1. Учёные долго спорили, но так и не смогли решить эту проблему.
2. Внутри этого направления живописи существует, по меньшей мере, 3 различных школы.
3. Какое образование получил Диккенс? – Он почти не ходил в школу.
4. Она совсем недавно закончила школу и теперь ищет работу с частичной занятостью.
5. Твоя школа находится далеко от дома?
6. Служба в армии оказалась для него суровой школой жизни.
7. Она выиграла стипендию/грант на обучение в Оксфорде.
8. Сколько лет вашему сыну? – Почти десять, он уже школьник.
9. Когда дети начинают ходить в школу в России?
10. Во время летних каникул все школы города закрыты.

**3. Learn the idiomatic expressions with the word *back* and complete the sentences using the appropriate idiom:**

Your back is often associated with hard work. If you *put your back into something*, you work very hard at it. If you *have your back to the wall*, literally, you are about to be killed by a firing squad. Metaphorically, it means you are in a desperate situation. If you *pat someone/give someone a pat on the back*, you are congratulating them. If someone is *on your back* all the time, they may be checking up on you. You want them to *get off your back* and leave you alone. If you *turn your back on a person*, you refuse to take any notice of or give support to him. If you *go back on your word*, you break your promise. If you want somebody to help you, do not forget to help him in return, as the saying goes: “*You scratch my back and I’ll scratch yours*”. Otherwise you’ll be called a cheat *behind your back* and you can *see the back of your friend*.

1. Listen Ben, when are you going to get out of the house and start looking for a job? – I’m trying my best. Now would you ..... and give me a break!

2. I rang the police when I saw something strange going on across the road and they caught a couple of burglars red-handed! – You certainly deserve .....

3. If you want to criticize me, tell it to my face. If there's one thing I hate it's people who .....

4. Could you help me with my essay, Peter? I really need some ideas. – Certainly. As long as you check my maths paper for me. You .....

5. I admit I was pretty wild in my teens, but I ..... on all that – clubs, drinking, late nights, and things like that when Daniel was born.

6. I’ll never be able to clear the garden by Friday. It's impossible. – You will if you ... .. You don't know what hard work is.

7. Did you hear that the headmaster at your school is leaving? – Yes, next week, and we won't be sorry to ..... him! He has not been very popular.

**4 (a). Find the definition for each of the following expressions and choose the appropriate sentence as an example of the usage of the expression:**

1. to gradually become thinner and weaker, usu. because of an illness	<b>to go to waste</b>	a. Jane, there was no use ... . He never follows anyone’s advice.
2. to cause very serious damage to a place, esp. in a war	<b>to waste one’s breath</b>	b. Money ... lottery tickets may not come back.

3. to be spoilt or thrown away	<b>to lay waste</b>	Jane was sorry for him – he was ... . Consumption is a dangerous disease.
4. not to give the idea or realization how good or valuable something is	<b>to waste smth or smth</b>	d. You're going to treat them to rare-brand champagne? It will ... your guests.
5. to talk in vain	<b>to waste away</b>	e. Let's pick apples or they will ... soon.
6. to use more of something that is necessary	<b>to be wasted on smb</b>	f. The country ... to the invading army.

**4 (b). Choose the correct answer:**

- Which of the following means *a useless person*?  
a. *a wasteful person*    b. *a waste of space*    c. *a waste of words*
- Are diseases such as cholera and consumption ...?  
a. *wasteful*    b. *wasting*    c. *wasted*
- He who has wasteful habits  
a. *causes very serious damage to his budget*    b. *suffers from some disease*  
c. *inflicts other people*

**4 (c). Translate the sentences into English using the word *waste* and expressions with it:**

1. Спорить с таким человеком - только время тратить даром. 2. Храните это вино при температуре 8°C, иначе оно испортится. 3. Туберкулез – изнурительная болезнь. 4. Кто деньгам не знает цены, тому не миновать нужды. 5. Горнодобывающие компании не потратили ни пени, чтобы наладить жизнь в краю, который они сами и опустошили. 6. Зря стараетесь – я с вами все равно не пойду. 7. Не трать на него лучшее время своей жизни. Про таких как он говорят – «пустое место». 8. Не трать попусту слова. Убедить дальтоника (a daltonian) в том, что помидор красный невозможно. 9. Дети разорили гнездо ласточки. 10. Он никогда не прислушивается к чужим советам. Не трать собственное время и силы. 11. Что с Робертом? Он тает как свеча. 12. Говорят, мексиканская кухня самая экономная, т.к. она безотходная. 13. Никогда бы не подумала, что она такая расточительная особа.

**5. Translate the following sentences into Russian:**

1. The old school tie still has enormous power in many City companies. 2. Despite the twin advantages of wealth and beauty, she did not have a happy life. 3. For a goalkeeper, it's a great advantage to have big hands. 4. I think she

takes advantage of his good nature. 5. She admitted making a mistake. 6. There's a notice outside the building which says 'No admission before 12 noon'. 7. My mother couldn't bear waste - she always made us eat everything on our plates. 8. He's a time waster. 9. The bomb laid the city centre to waste. 10. If he hits me, I'll hit him back. 11. She left the house by the back door. 12. The horse I backed came in last. 13. She's gone back on her word and decided not to give me the job after all. 14. They live in some village in the back of beyond. 15. I've told him that he's heading for trouble, but he won't listen - it's just water off a duck's back. 16. Bringing up children often requires from you putting their needs first. 17. Students who fail to meet the requirements (of the course) will fail. 18. In her autobiography she occasionally refers to her unhappy schooldays. 19. He's got a really bad temper. 20. I learnt to temper my criticism. 21. He can be hardly called even-tempered. 22. Posters for the concert were displayed throughout the city. 23. The shops take a lot of trouble over their window displays at Christmas. 24. All she wants is a decent job with decent wages. 25. I can't come to the door, I'm not decent.

**6. Translate the sentences into English using words and expressions from the Essential Vocabulary List:**

**A.**

1. В чем его преимущество перед остальными? – Он никогда не транжирит время.
2. У тебя нет преимуществ перед друзьями, ты постоянно отказываешься от своих слов.
3. Его английский - в значительной мере преимущество, он будет получать приличную зарплату.
4. Они воспользовались вашим отсутствием и утаили от всех правду. Это неприлично с их стороны.
5. С высоты птичьего полета город виден наилучшим образом.
6. Вы упустили возможность использовать своё преимущество над другими.
7. В рукописях 13-го века нет упоминания об этом событии.
8. После землетрясения Спитак лежал в руинах.
9. Не раз викинги опустошали западное побережье Англии.
10. "Там Царь Кощей над золотом чахнет..."
11. Том расточительный человек, он никогда не будет хорошим мужем.
12. Напрасные усилия не увенчались успехом.
13. Все промышленные отходы будут переработаны к концу года.
14. Утилизация отходов в XX веке стала глобальной проблемой.
15. Дедушка не был расположен шутить, все его попытки найти любимые очки были напрасны.

## Б.

1. Джонни был очень сердит, но все, что он мог сделать, – ходить туда-сюда по комнате.
2. Поставьте подпись на лицевой и оборотной стороне бланка.
3. Кто поддерживает этот неправительственный фонд?
4. Прокрутите пленку задом наперед.
5. По данным ООН в большинстве отсталых африканских стран население страдает и умирает от недоедания.
6. Что от меня требуется? – Не выказывать своих чувств, даже если эти кумушки будут сплетничать за вашей спиной.
7. Его замечание ко мне не относится.
8. Инструкции не отвечают требованиям стандарта.
9. Ссылки на его политические взгляды удивили меня, я думал, что он не поддерживает ни одну из партий.
10. Больного следует направить к психиатру, он не контролирует свое поведение.
11. Приступы гнева вызваны его взрывным характером.
12. Перемена настроения у учителя не должна влиять на оценки учащихся.
13. Мама сегодня не в духе. Неудивительно: домашняя работа изнуряющая и, зачастую, бессмысленная.
14. Все её попытки контролировать свое настроение были напрасны.
15. Сдерживайте свой нрав, работая с детьми. Внезапное проявление чувств пугает их.
16. Этот его гадкий характер доведет парня до беды.

## UNIT 2

### THE TEACHER'S LOT

#### *A TRIBUTE TO THOSE WHO EDUCATE, ENCOURAGE AND INSPIRE*

1. Listen to the three 12-year-olds answering the question 'What makes a good teacher?' and name the teacher's good qualities they mention. Remember your school years and add more of the qualities of a 'good teacher'.

*Sharon* believes that a good teacher ...

*Elizabeth* states that a good teacher should ...

*Wayne* supposes that a good teacher ...

*In my opinion*, a good teacher ...

**2. Now study the qualities of a good teacher from the viewpoint of a 7-year-old child, Alison.**

*Stuff for a Good Teacher*

1. Loves her kids.
2. Helps you out.
3. Always has a smile.
4. Is fair with her kids.
5. Is full of surprises.
6. Takes good care of us.
7. Has smart brains.
8. Tries her best.
9. Likes to laugh.
10. Listens to her heart.

*Alison, age 7  
from Teachers are Special compiled by Nancy Burke*

**3. Make up a portrayal of a good teacher from the viewpoint of a child.**

**4. Read the text and say if you share the author's opinion of a teacher:**

I have come to the frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that creates the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a lot of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.

Teachers are special people who cause joyful happenings in the hearts of children. If you make happy two people in your classroom today, be sure only one of them is you.

*Haim Ginott "Between Teacher & Child"*

**5. Study the qualities of a 'good teacher' listed below and speak on them in an order of importance. Add any other qualities if you feel it necessary.**

**A good teacher**

- keeps in contact with the parents of his or her pupils and lets them participate in the life of the school (in a primary or secondary school).
- is able to maintain discipline and order.
- lets the students share his or her own life with all its ups and downs.
- works hard to remain up-to-date in his or her subject.
- openly admits when he or she has made a mistake or does not know something.



- is interested in his or her students, asks them about their homes and tries to help where possible.
- makes the students work hard and sets high standards.
- is friendly and helpful to his or her colleagues.
- uses a lot of different materials, equipment and teaching methods and attempts to make his or her lessons interesting.
- helps the students become independent and organize their own learning.

**6. Listen to *Interview with a secondary school teacher (Christine Massey)*, and choose the answer which best reflects her views. (If more than one answer seems true, choose the one that seems to sum up her views most effectively.)**

Note: *downside:* disadvantage; *tosh:* nonsense

1. What's likely to happen in any lesson is always ... .
  - a) unpredictable
  - b) challenging
  - c) amusing
  
2. Teaching a subject should involve not only imparting knowledge but ... .
  - a) entertaining students
  - b) getting good exam results
  - c) helping students to learn about life
  
3. One of the downsides of teaching is that ... .
  - a) it can be emotionally stressful
  - b) it is occasionally dull and unrewarding
  - c) some students find it difficult to learn, which is discouraging
  
4. Good teachers appreciate students' reactions because ... .
  - a) it increases students' self-esteem and independence
  - b) they can take on board feedback from students
  - c) students take part of the responsibility for preparing course materials
  
5. She advocates a 'partnership' between teachers, students and ... .
  - a) administrators
  - b) parents
  - c) politicians

6. When schoolchildren are asked to assess their own progress they usually... .
- a) exaggerate their achievements      b) underestimate their achievements  
c) do it very accurately and honestly
7. It's ... .. for teachers to be authoritarian than relaxed.
- a) easier                                      b) more difficult                              c) important
8. A relaxed classroom leads to... .
- a) lower standards                      b) purposeful quality work              c) sloppiness
- 7. Remember the pupils' views of what makes a good teacher and compare them with the views expressed by Christine.**
- 8. Say to what extent you agree with Christine's ideas about education.**
- 9. How do your own experiences of school compare with those of Christine?**
- 10. What are the qualities of a 'good student' or a 'good pupil'?**
- 11. Read the text and do the exercises that follow:**

### **My Lessons in the Classroom**

"*You must be mad!*" was the general comment of family, friends and colleagues. "Giving up a teaching post now, when there isn't much chance of finding another one, ever!

"And what about all that lovely money you're earning, and all those long holidays!"

But I had already come to my lonely decision, after months of concealed suffering. I knew I could no longer continue in the teaching profession. To wake in the morning with a fear of the day ahead, to force a hasty breakfast down an unwilling throat, and then set off for work with pounding heart and frozen face had become habitual, and I had turned to tranquillizers to help me along.

It had not always been as bad as this. Ten years ago I managed well enough, and the holidays for rest and recuperation used to come round just in time.

But I, in common with most other teachers, am enormously self-critical, and I knew now that I was no longer "managing". My classes were noisy, the children were not learning very much, my attempts to cope with changing teaching methods were patchy, I had run out of enjoyment and enthusiasm. It was time to stop.

But was it all my own failure? In fairness to myself, I don't think it was. I had plenty of ideas, I loved my subject, and, by and large, I liked children.

I had been idealistic. But the reality I faced was bored children, over-stimulated by video-watching the night before and tired out by a late bedtime. They were children who were given the wrong food at the wrong time, who came breakfastless to school and then stuffed themselves with gum, crisps and sweets bought on the way; who were "high" with hunger in the lesson before lunchtime and giggled restlessly as the smell of chips from the school kitchen came wafting to all floors.

There were children who absorbed all the smutty side of sex before they were 10, and were constantly teasing and titillating each other; bright, hard-working little girls who changed, under the pressures of peer group and advertising, into assertive, screeching empty-heads, with make-up in their pencil cases and a magazine concealed on their desks.

Then there were the ones from difficult homes, such as Simon, whose parents had split up after many years together and who was not wanted by either — his tired eyes flickered all round when I tried to remonstrate with him privately, and his pale face never stopped twitching. But he could bring chaos to my lessons with his sniggerings and mutterings.

The rudeness I had to put up with, and the bad language, appalled me. I had no redress, as the only form of punishment available was a detention, which meant keeping myself in, too.

Sometimes parents could be contacted, and their help sought, but frequently they were as bewildered and incapacitated as we ourselves.

A frequent image came before me, as I lay in bed after an early waking - the maths room, after a "wet break", chairs turned over, books and orange peel on the floor.

Year 10 are due for their English lesson, so I come in and attempt to assert myself and restore order. Jeremy is telling jokes. Donna is cackling. Andrew is standing on a desk and yelling out of the window.

At one time my very presence in the doorway would be enough to ensure a partial silence. Now they give a vague "Hello, Miss", and carry on.

I distribute the work sheets, expensively photocopied, and we try to start, but two slow girls are making noises: "Miss, I can't understand this!" And James is quietly reading his football magazine, Jeremy continues to tell jokes, more quietly now, and Michele bares her gum-filled teeth and urges Paul to shut his face,

I have been trying to create the basic conditions in which teaching becomes possible, but I have failed, and no longer have *the stomach for the job*. And that is why I'm giving up.

Anne Bonsall

## 12. Give synonyms from the text:

<i>beating loud</i>	<i>incomplete</i>	<i>hungry</i>
<i>tell off</i>	<i>laughing disrespectfully</i>	<i>way of putting things right</i>
<i>unable to take action</i>	<i>exercise control</i>	<i>laughing shrilly</i>

## 13. Answer the questions highlighting the relevant information in the passage and make notes. Share your opinion with your group-mates.

1. Why were the writer's friends and family taken by surprise?
2. Why was the writer's heart pounding as she set off for work?
3. How well had she managed to adapt to new teaching methods during her ten years' teaching?
4. Why did the hard-working little girls change?
5. Why was the writer unwilling to punish pupils who misbehaved?
6. Who are referred to as '*we ourselves*'?
7. How do the Year 10 English class react to the writer's entry into the room?
8. What is meant by 'the stomach for the job'?
9. Why doesn't the writer blame her lack of success as a teacher on her own shortcomings?

(Make notes on the reasons. Be sure you only note down the relevant information).

## 14. Write a summary of the text (about 10-12 sentences). To check yourself, compare it with that in the Supplement.

**Note:** *When writing summaries, remember that you should try to use your own words and not quote directly from the excerpt or text. Remember also that you make sure that you only select the information that is required, and that your summary is accurate and brief – not long-winded.*

*P.S. For more information on how to execute a summary, see Appendix (Tactic Suggestions to Students on Writing Summary and Essay) in the textbook Практический курс английского языка. 3 курс. Под ред В.Д.Аракина. – Любое издание.*

## 15. Read the text and do the exercises that follow:

### A TEACHER'S LOT IS CERTAINLY A DIFFERENT ONE

Say "teacher" and a clear image forms in people's minds, which is not surprising in the years we all spent contemplating the reality. More surprising is the variety of **bizarre** forms this image takes. People used to think that teachers, if **female**, were intense persistent **creatures**, and if male, were a little strange. They would refer to teachers they knew and **proceed** to generalisations, most frequently concerning their **quarrelsome**, emotional way of discussing things, their **dictatorial** or **pedantic** tendencies and, above all, their boring inability to talk about anything other than their jobs.

Teachers themselves are prone to a particularly self-conscious view of their role. Outside their working **milieu**, they tend to feel isolated and to grow away from friends who work a standard office day, in much the same way as doctors and social workers do. Inside the life of a school their **anxiety** can be seen in different ways. One of the more chilling is staffroom **paranoia** – the phenomenon whereby everyone sits stiffly around the room, working in silence, or gossiping about the children, or chatting about other things, but never daring to talk with **candour** about their mistakes and **experiments** in class, or their real feelings about teaching.

Apparently unaffected by this **reticence** there are the teachers who talk tirelessly about their jobs in response to any encouragement. They, too, are reacting to the same stresses, but in a different way.

This highlights what seems to be an underemphasized side of the teaching life, namely that the job imposes exceptional stresses and conflicts, and that these have the power to isolate teachers from everybody else, to **alter** their outlook and even their characters.

Monday morning is a good example of the differences between school and office. In many offices you can arrive a little late, whatever is not important can be put off, and with luck you can have an extended lunch-hour.

A teacher's Monday is more likely to begin on Sunday night, when the first uneasiness creeps up behind. There are preparations to be made for the morning, and even if they have been made it is difficult to shake off a sense of guilt about the quantity and the quality of the preparations, or **vague** resentment over the **erosion** of free time. From the moment of the arrival at school, there is no place for **lethargy** – children are all around, full of questions and bounce.

The same worry can spill over into evenings and weekends. Young teachers who have had college lectures on discipline in the classroom situation or the deprived child are not properly warned of the emotional impact children can make on them. They sit and brood about the children's needs, and always feel that they could be doing more. Of course, that's true, but the best teachers are those who can switch off by doing whatever work necessary, and then refusing to let it **encroach** further on their life.

But the stress of responsibility remains, and it leads to a **proliferation** of minor ailments. In an ordinary job such complaints are trivial and quickly dealt with by a day in bed if they become irritating. In school they ruin things for everybody. Knowing the difficulty that absence creates in school, with the class being split up and loaded on to **colleagues** or else being minded by supply staff, teachers are notoriously **hypochondrical**. Yet they don't stay home when they should, and often totter back to school before they're fully recovered, propelled by anxiety. Thus, the cycle continues, and under circumstances like these the most reasonable person can be petty and childish – answering back, trying to hurt.

It is this kind of intensity that makes teaching so **extraordinary**. Extremes of behaviour are more common in the classroom than people should believe. Many teachers discover in themselves depths of bad temper, even rage, they never knew they had.

What a contrast it is to wake up without a nervous jolt, to feel the number of your responsibilities diminishes by approximately 33, and to be free to enjoy your mental and physical space. There is no going back, though; the rewards of the job are so special that teachers learn to maintain high expectations, and apply them generally. The experiences they have in school have a great influence on their attitudes to jobs and people. Most of the generalizations about them are rooted somewhere in truth – teachers are different – but few people bother to find out why.

*Helen Rogan*

*(adapted from The Times)*

**16. Transcribe the words in bold type. Make sure you know their meaning.**

**17. Find in the text the words and expressions similar to the following:**

to reflect the reality; strange, inadequate forms; authoritative, strict; to be inclined to; to respond to; to change smb's outlook; personal social surroundings; reserved and taciturn; dissemination/extension; unimportant; to emphasize

**18. Give English equivalents for the following:**

рассматривать реальность, многообразие причудливых форм, упорные люди, эмоциональная (сварливая) манера обсуждения, властные манеры, вне рабочего коллектива (окружения), говорить прямо (искренне), реагировать на стрессы, освещать, придавать большое значение, работа накладывает особый груз, менять взгляды/характер, стряхнуть с себя чувство вины, смутное недовольство, нет места вялости (апатии), отключаться, огрызаться/давать отпор, посягать на/вторгаться в чью-то жизнь, обычные жалобы, крайности поведения, проснуться с нервным потрясением, ковылять.

### 19. Answer the questions:

1. What are stereotyped images of male and female teachers? Do you agree with the descriptions given in the text? What is your vision of a teacher's image?
2. What teachers' image has been created in society? Why?
3. What stress does school life impose on the teacher? Do you agree that the job of a teacher is exceptional and absolutely unlike the job of an office-worker?
4. What strains and stresses outside school bother the teacher?
5. How do teachers shake off their stress? Are there any facilities for the teacher in this country to recreate and relax? What would you suggest?
6. Why do teachers go to work even if they are ill or exhausted? Is it for the pupils' good? Would you do that? Why?
7. Describe a teacher's typical day. Make use of the new words and expressions from the text.
8. Say what advantages and disadvantages you find in teaching as a job.

**20. Write a summary of the text. Use it as the basis for your speech (essay) on a teacher's lot.**

### 21. Comment on the following quotations:

1. Education is not filling a pail but the lighting of a fire. (William Butler Yeats, *Irish poet and dramatist*)
2. The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards. (Anatole France, *French novelist, poet and critic*)
3. A child cannot be taught by anyone who despises him, and a child cannot afford to be fooled. (James Baldwin, *American writer*)
4. Don't set your wit against a child. (Jonathan Swift, *English satirist*)
5. Teachers who educate children deserve more honor than parents who merely gave them birth; for bare life is furnished by the one, the other ensures a good life. (Aristotle, *Greek philosopher*)
6. The object of teaching a child is to enable him to get along without his teacher. (Elbert Hubbard, *American writer*)
7. Education is hanging around until you've caught on. (Robert Frost, *American poet*)
8. To teach is to learn twice. (Joseph Joubert, *French essayist and moralist*)

**22. Write a poem on a teacher's joys and sorrows. (*The ABC of Teacher's Happiness* in the Supplement may challenge you, giving you some idea and impulse).**

## UNIT 3

### PART 1. SCHOOL SYSTEM IN ENGLAND AND WALES

**1. Listen to an interview with three people remembering their school-days. Fill in the gaps with information from the recording. Then sum up the ideas of each speaker.**

1) **Ishia** was disappointed by her grammar school education because .....  
 She was bored because she spent all her time .....  
 Her school turned her into a .....

2) According to **Mike**, the American high school system provides a .....  
 education than the English system.  
 The main benefit Mike got from his school was .....

3) **Christine**, who went to school in Scotland, describes four phases in the way the girls viewed the boys:

a) From the ages of 5 to 10 she thought the boys were .....

b) From 10½ to 14 the girls thought the boys were .....

c) At 14 or 15 they admired the older boys but their contemporaries were .....

d) In the sixth form the boys and girls formed lovely .....

4) Christine remembers Miss Rae, who was a .....

Pupils who made spelling mistakes were .....: Anne Black was punished because she was ..... and she spelt words in the way she ..... them.

Since that time Christine has always ..... of teachers intimidating pupils.

**2. Study the chart of the stages in a person's education in the UK. Do these stages correspond to those in Russia? Compare this system to that of your country.**

play-school nursery school	pre-school (2-5 years old)	mostly play with some early learning
infant school	primary	basic reading, writing, arithmetic, art, etc.
junior school	(5/6 – 12/13)	
comprehensive school or grammar school	secondary (12/13 – 16/18)	wide range of subjects in arts and sciences and technical areas
college or polytechnic or university	further or higher (18+)	degrees/diplomas in spe- cialized academic areas



*Note:* **Comprehensive schools** in the UK are for all abilities, but **grammar schools** are usually by competitive entry. **Public schools** in the UK are very famous private schools. **Polytechnics** are similar to **universities**, but the courses tend to be more practically-oriented. **Colleges** include **teacher-training colleges** and general colleges of further education.

**3. Read the text and answer the questions that follow. Make sure you know the underlined words and expressions.**

## STATE PRIMARY AND SECONDARY SCHOOLS IN ENGLAND AND WALES

### # 1

The educational system of England and Wales is extremely complex and bewildering. It is very difficult to generalize about particular types of schools as schools differ from one another. This is to be expected, considering that each school is responsible for its own organization and curriculum. Administration of state schools (maintained schools) is decentralized. Education in England is overseen by two Government Departments. The Department for Children, Schools and Families (DCSF) is directly responsible for state schools in England and Wales, but control of state schools in Northern Ireland and Scotland has been devolved to those regions. The Department for Children, Schools and Families is responsible for all issues affecting people up to the age of 19 including child protection and education. The Department for Innovation, Universities and Skills is responsible for adult learning, further and higher education, skills, science and innovation.

The Department for Children, Schools and Families doesn't run any schools, it doesn't employ teachers, or prescribe curricula or textbooks. These matters are left to the local education authorities (LEAs) who pass the responsibility on to the school governing bodies, schools and head teachers. Each school has its own "board of governors", consisting of teachers, parents, local politicians, members of the local community, businessmen and sometimes pupils. All schools are given a considerable amount of freedom.

Almost all state-funded schools in England are maintained schools, which receive their funding from LEAs, and are required to follow the national curriculum.

Since 1998, there have been 4 main types of maintained schools in England:

- **community schools** (formerly county schools), in which the LEA employs the schools' staff, owns the schools' lands and buildings and has primary responsibility for admissions;

- **voluntary controlled schools**, which are almost always church schools, with the lands and buildings often owned by a charitable foundation. However, the LA employs the schools' staff and has primary responsibility for admissions;

- **voluntary aided schools**, linked to a variety of organisations. They can be faith schools (often the Church of England or the Roman Catholic Church), or non-denominational schools. The charitable foundation contributes towards the capital costs of the school, and appoints a majority of the school governors. The governing body employs the staff and has primary responsibility for admissions;

- **foundation schools**, in which the governing body employs the staff and has primary responsibility for admissions. The school land and buildings are owned by the governing body or by a charitable foundation. The Foundation appoints a minority of governors. Many of these schools were formerly grant maintained schools. In 2005 the Labour government proposed allowing all schools to become Foundation schools if they wished.

All state-funded schools are regularly inspected by the Office for Standards in Education (Ofsted), which publishes reports of the quality of education at each school. Schools judged by the Ofsted to be providing an inadequate standard of education may be placed in special measures, which may include replacing the governing body and senior staff.

Schooling for children is compulsory from 5 to 16, though some provision is made for those under 5 (nursery schools, day nurseries), and some pupils may continue their secondary studies for further two years (sixth form), leading most typically to an A-level qualification, although other qualifications and courses exist, including General National Vocational Qualification (GNVQ) and the International Baccalaureate.

About 8.5 million children attend 30,000 state schools. 539,000 schoolchildren go to 2,300 private (independent) schools. The majority of schools are mixed (co-educational) schools where boys and girls are taught together. Most private secondary schools are single-sex, but there is a tendency towards co-education. State schools are almost all day schools holding classes between Mondays and Fridays. The school year in England and Wales normally begins in early September and finishes in July. Schools usually divide their year into three “terms”:

**Autumn** term – Christmas holiday (about 2 weeks)

**Spring** term – Easter holiday (about 2 weeks)

**Summer** term – Summer holiday (about 6 weeks)

In addition, all schools have a “half-term” (= half-term holiday), lasting a few days or a week in the middle of each term.

State-run schools are financed through national taxation, and provide education free of charge to pupils between the ages of 3 and 18. The schools

may levy charges for activities such as swimming, theatre visits and field trips, provided the charges are voluntary, thus ensuring that those who cannot afford to pay are allowed to participate in such events. Approximately 93% of English schoolchildren attend such schools.

- 1) *What government departments are responsible for education policy in Great Britain?*
- 2) *What are the stages of education in England and Wales? Which of them are compulsory?*
- 3) *Do all the schools belong to the state system?*
- 4) *How are state schools controlled?*
- 5) *What is the difference between the four types of maintained schools?*
- 6) *What are the characteristic features of state-run schools?*

## # 2

### **Nursery and primary education**

About 50% of three- and four-year-olds in England attend school and many other children attend pre-school playgroups, mostly organised by parents. In Wales more than 70 per cent do so, while in Northern Ireland the level of nursery education is lower (15.2 per cent). Compulsory education begins at 5 in England, Wales and Scotland, and 4 in Northern Ireland, when children go to infants' schools or departments.

Three common names for nursery school are *pre-school*, *playschool*, *playgroup* and *nursery*. The German word *kindergarten* is not generally used in the UK. In the UK, pre-school education in nursery classes or schools is fully funded by the government and is generally available to children aged over three. Pre-school education can be provided by childcare centres, playgroups, nursery schools and nursery classes within primary schools. Private nursery education is also available throughout the UK and varies between structured pre-school education and a service offering child-minding facilities.

Pre-schools in England follow the Early Learning Goals for education produced by **the Department for Children, Schools and Families** which carries on into their first year of school at the age of four. This year of school is usually called Reception. The Early Learning Goals cover the main areas of education without being subject driven. These areas include:

- Personal, social and emotional development
- Language, literacy and communication
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

Until the mid 1980s, nursery schools only admitted pupils in the final year (three terms) leading up to their admission to primary school, but pupils now attend nursery school for four or five terms. It is also common practice for many children to attend nursery much earlier than this. Many nurseries (such as St Paul's Nursery, Birmingham) have the facilities to take on babies, using the 'Birth to Three Matters' framework as a guide to give each child the best possible start to becoming a competent learner and skillful communicator.

Education within the maintained school system usually comprises two stages – primary and secondary education. The majority of **primary schools** are mixed. In most counties these schools are subdivided into infant schools (ages 5-7) and junior schools (ages 7-11/12).

**Infant schools** are largely informal: the first two years are spent on informal development of expression and ability to concentrate. Children are encouraged to read, write and make use of numbers (the three Rs – reading, writing, 'rithmetic) and to develop their creative abilities. Subject teaching is rare. The work is based upon the pupils' interests as far as possible. Primary children do all their work with the same class teacher, except for physical education (PE) and music, which are often taught by specialist teachers.

The junior stage extends over 4 years. Teaching is often more formal than it is in infant schools, in junior schools children have set periods of Arithmetic, Reading, Composition, History, Geography, Nature Study and other subjects. (Some counties have "middle" schools rather than "junior" schools. In these counties children go to primary school from 5 to 7/8, middle school from 7/8 to 11/12 or 13 and senior school from 11/12 or 13 to 16.)

Up to the 1990s at this stage of schooling pupils had been often placed in A, B, C or D streams according to their ability and attainment. The most able children were put in the A stream, the least able in the D stream. The lower streams either followed a simplified curriculum, or, if there was a common curriculum, covered less material. Opposition to streaming has increased in recent years, and nowadays some schools have modified forms of streaming, some have unstreamed classes (mixed-ability classes/groups).

- 1) *What are the possibilities for pre-school education in the UK?*
- 2) *What do the Early Learning Goals include?*
- 3) *How many stages are there within the maintained school system?*
- 4) *What is the subdivision within primary school? Is there any kind of streaming at this stage?*

### # 3

#### Secondary Education

The usual age of transfer from primary to secondary school is 11. Till recently, most junior schoolchildren had to sit for the eleven-plus examination (Secondary Selection Examination) which was important, for it concluded the primary stage of education and decided what kind of secondary school the child would attend. So the results of this exam affected the child's future. It usually consisted of an arithmetic paper, an English paper, and an Intelligence test which played the dominant role because it was supposed to determine the child's inborn abilities and his intellectual potential. The intelligence tests consisted of a large number of short questions (usually between 50 and 100). Here are some examples of typical questions:

1. Write two letters in the brackets to continue the series:  $a z y a x w a v u$   
(...) (...)
2. Write a word in the empty brackets so that the three things on the right go together like the three things on the left: girl (two) feet : horse (...) hooves
3. If 29384791 means "strength" what does 184 mean?
4. Underline the two words in the brackets which always go with the word outside: Tree (park/leaves/birds/bushes/branches).

Nearly all the intelligence tests had a time limit of half to three quarters of an hour. The pupils who could not cope adequately with such questions were labelled "retarded" ("unpromising") as early as the age of 11 and often began to believe in their own lack of ability.

Though under the pressure of progressive parents, teachers and educationists, the eleven-plus examination has now been abolished in most counties, the selective procedure at the age of 11 is still preserved in some areas, as children are admitted to different secondary schools on the results of various intelligence tests (which substitute for the abolished eleven-plus exam). In very few areas, where such selection is practised, children are sent to grammar schools, technical schools or secondary modern schools.

**Grammar schools** provide a mainly academic course for selected pupils from the age of 11 to 18 or 19. Many grammar schools were founded in the Middle Ages and are mostly single-sex schools. Only those children who have the best results are admitted to these schools. In comparison with other maintained schools, grammar schools have better buildings, smaller classes, more highly qualified teachers, and often better playing-fields and sport facilities. They give pupils a much higher level of academic instruction, which can lead to the university. The curriculum includes the English Language, English Literature, modern languages, Latin, Mathematics, Chemistry, Physics, Biology, History, Geography and other subjects.

**Technical schools** appeared in England at the beginning of the 20th century. They offer a general education with a technical bias and serve those pupils who are more mechanically inclined. Their curricula feature more Science and Mathematics. These schools were planned as academic equals to grammar schools but specialized in technical subjects. In fact, the standing of the technical school is often lower than that of the grammar school. Children with slightly lower marks are often admitted. There are very few schools of this type in England and Wales.

**Secondary modern schools** were formed in England in 1944 to provide a non-academic education up to the minimum school-leaving age of 16 for children of lesser attainment. The curriculum includes Reading, Writing, Arithmetic, some elementary History and Geography, and more practical subjects than are included in the grammar school curriculum (cooking, needlework, shorthand, typing, woodwork, metal work, gardening). In fact, this kind of education is secondary only in name. A great majority of secondary modern school pupils leave school half-educated.

The selection of children at the age of 11 deprives many gifted young people of true educational opportunities. It is believed that intelligence tests measure children's inborn abilities. Yet, the pupils have been prepared for these tests either by their parents or by private teachers. Private coaching is known to produce good results, but the fees are high and accessible only to rich parents. Working-class families can hardly manage them. As a result, only a small part of working-class children are admitted to grammar schools.

The selection procedure at the age of 11 aroused a lot of criticism on the part of progressive people in the country. The necessity to organize a school that would accept all the children from a particular area without consideration of their inborn ability or aptitude became urgent in England and Wales. The first schools of this kind, the so-called **comprehensive schools**, began to appear after World War II. These are mainly mixed schools which can provide education for over 1,000 pupils. A much wider range of subjects is offered here than in smaller schools. Ideally they provide all the courses given in grammar, technical and secondary modern schools.

The main educational advantages of comprehensive schools are:

- 1) they are open to all children of all types of ability from a particular area;
- 2) they are mixed schools;
- 3) the future of a child is not decided by the results of a selection procedure at the age of 11 and the final choice of a course can be made at a later age;
- 4) a much wider range of subjects is possible;
- 5) if necessary, a pupil can change from one course to another without moving to another school;

6) though streaming may be preserved, in some comprehensive schools it is modified and made more flexible and some schools do not stream their pupils.

The variety of types of comprehensive schools can be confusing. They can be organized in a number of ways, including schools which take the full secondary age-range from 11 to 18 (all-through schools); schools combining junior and senior comprehensive schools, whose pupils transfer to senior comprehensive schools at 13 or 14 (two-tier schools) and schools with an age-range of 11/12 to 16 combined with a sixth-form college or tertiary college for pupils over 16. A number of LEAs have quite a different comprehensive system. They have established middle schools covering various age-ranges between 8 and 13, and upper schools where pupils complete their secondary education. In areas with this system the schools for children from 5 to 8 are called first schools.

- 1) *What is the age of transferring to secondary school?*
- 2) *What is the essence of "the eleven-plus examination"? What are pros and cons of this procedure? Is there anything of the kind in Russia?*
- 3) *What types of secondary schools do we find in the state sector?*
- 4) *What kind of education do grammar schools/technical schools/secondary modern schools offer?*
- 5) *What advantages does each type have over others?*
- 6) *What does the term "comprehensive" imply? When did comprehensive education become the national policy? What are the advantages of such kind of education?*
- 7) *Comment on the phrase "the Conservative government tried to prevent the complete comprehensivization of education".*
- 8) *What similarity do you find between some types of Russian and English schools?*

#### # 4

### **The Sixth Form**

Though by law all children must receive full-time education between the ages of 5 and 16, formally each child can remain at school for further two or three years and continue his studies in **the sixth form** up to the age of 18 or 19 providing the school believes he can meet the requirements. Since the course lasts two years, it is usually subdivided into the lower-sixth and the upper-sixth. The sixth-form curriculum offers considerable opportunities for specialist study and is often aimed at university entry. The curriculum is narrowed to about five subjects of which the pupil will specialize in two or three. The choice of subjects tends to divide the sixth form

into two sides: the Natural Science course (Mathematics, Physics, Chemistry, Biology) and the Arts/Humanities course (History, Geography, Latin, foreign languages). Pupils choose their own curriculum and take either a Natural Science course or an Arts/Humanities course. In addition to their specialist studies, sixth-form pupils usually follow courses in general education – English Art, Music, Physical Education and other subjects. Grammar and comprehensive schools give schoolchildren the opportunity to become sixth-form pupils. A great majority of secondary modern school pupils do not get this chance and leave school at the age of sixteen.

- 1) *What is the “sixth form”? Why is it called so?*
- 2) *What kind of training is given to the pupils in the sixth form?*
- 3) *What does it prepare students for?*
- 4) *What types of schools, classes, or courses provide Russian school students with similar education?*

# 5

### **The National Curriculum**

In 1989 the National Curriculum made up of twelve subjects was introduced into schools in England and Wales, making for a broader, more balanced and coherent schooling system. The curriculum sets out what pupils should study, what they should be taught and the standards that they should achieve.

The National Curriculum in England and Wales is divided into four **Key Stages** (KS), three core subjects (English, Mathematics and Science) and nine non-core foundation subjects. The Key Stages are age-related: **KS 1** goes up to age seven, **KS 2** from seven to eleven, **KS 3** from eleven to fourteen (pre-GCSE) and **KS 4** from fourteen to sixteen (preparation for GCSE and equivalent vocational qualifications).

The core subjects – English, Mathematics and Science – are compulsory for all students aged 5 to 16. The other foundation subjects are compulsory at one or more Key Stages:

- Art
- Citizenship
- Design & Technology
- Geography
- History
- Information & Communication Technology
- Modern Foreign Languages
- Music
- Physical Education



In addition, other statutory subjects are not covered by the National Curriculum, including Religious Education (RE) in all year groups, and Career education, Sex education and Work-related learning at secondary age. Parents have a right to withdraw their children from these subjects.

The table below describes the most common patterns for schooling in the state sector in England:

Age on 1st Sept	Year	Curriculum stage	Schools		
3	Nursery	Foundation Stage	Nursery school		
4	Reception		Infant school	Primary school	First school
5	Year 1	Key Stage 1			
6	Year 2				
7	Year 3	Key Stage 2			
8	Year 4				
9	Year 5				
10	Year 6	Key Stage 3	Secondary school	Secondary school with Sixth Form	Middle school
11	Year 7				
12	Year 8				
13	Year 9	Key Stage 4 = GCSE	Sixth form college	Upper school	
14	Year 10				
15	Year 11	Sixth Form = A-level	Sixth form college		
16	Year 12				
17	Year 13				

- 1) *When and why was the National Curriculum introduced?*
- 2) *How many subjects (core and foundation) does it include?*
- 3) *How many stages is it divided into?*

## # 6

### Qualification Examinations

Before leaving secondary school between the ages of 16 and 18 schoolchildren may take different examinations. Schools have by law to publish their examination results.

At present the main qualification taken by secondary pupils in England, Wales and Northern Ireland at around the age of 16 is the General Certificate of Secondary Education. (In Scotland, the equivalent is the Standard Grade.)

This is the major academic qualification taken by pupils at the end of compulsory education at Key Stage 4 of the curriculum at the age of 16, as a series of exams in the individual subjects they have been studying. Results are graded from A (the highest) to G (the lowest), with U — unclassified — for those who do not meet the minimum standard. Pupils with different abilities are offered different exams in some subjects. For example, those expected by a school to do best will be entered for papers covering grades A to D; others will do papers in which the maximum possible grade would be a C.

In secondary schools, GCSE courses are taken in a variety of subjects, which are usually decided by the students themselves in Year 9 (age 13–14). Typically, study of chosen subjects begins at the start of Year 10 (age 14–15), and final examinations are then taken at the end of Year 11 (age 15–16). The number of subjects a student studies at GCSE level can vary. With compulsory GCSEs in English, mathematics and science, a student can select others, such as music, drama, geography and history from a series of options (usually somewhere between eight and ten subjects).

GCSE exams were introduced as the compulsory school-leavers' examinations in the late 1980s by the then Conservative Party government, replacing the Certificate of Secondary Education (CSE) and the General Certificate of Education Ordinary Level (O-Level) examinations.

Nowadays GCSEs provide a good all-round instruction for higher education. Education to GCSE level is often required of students who study for the International Baccalaureate or to the General Certificate of Education Advanced Level (A-level). Receiving five or more A–C grades, including English and Maths, is often a requirement for taking A-levels in the school sixth form, at a sixth form college or at a further education college after leaving secondary school.

The General Certificate of Education (GCE) Advanced level (A-level) is normally taken after a further two years of study. The Advanced Level General Certificate of Education, universally referred to as an A-level, is a qualification offered by education institutions in England, Northern Ireland and Wales and by a small minority of institutions, typically private, in Scotland. (In Scotland, students usually take **Highers** and **Advanced Highers** of the Scottish Qualifications Certificate instead).

A-levels are usually studied over a two-year period and are widely recognised around the world, as well as being the qualification that is the most common method used by British Universities to determine an applicant's suitability for academic subjects. A-levels are available in subjects from the humanities, arts, sciences and social sciences as well as in practical subjects such as engineering, leisure and tourism. A student can study up to four subjects simultaneously over two years, taking Advanced Supplementary (AS) examinations at the end of their first year (called the lower-sixth) and A-level qualifications at the end of their second year (called the upper-sixth). In the current system, A-levels are graded from A to E.

Still the Government would like to see more schools offer vocational qualifications which it sees as an equally valid route on to a more advanced education and training. Vocationally oriented qualifications have been available to students for some time but since 1991 a new breed of vocational qualification — **the General National Vocational Qualification (GNVO)** – has been introduced into schools. GNVQs are designed to strengthen the vocational route into higher education and the world of work and provide pupils with an alternative to the more traditional GCSEs and A- levels.

From the foregoing, it seems reasonable to conclude that the system of secondary education in England and Wales still has a long way to go to ensure that all children realize their optimum potential. According to official documents, the modern educational system is supposed to provide equal opportunity for all, but, in fact, it sustains inequality. It is still class-divided and selective. The comprehensive school brings about a general improvement in the system of secondary education but the Conservative government tried to prevent the complete comprehensivization of education.

In summary then, one can say that there are two main tendencies in the secondary education system at present:

- 1) attempts at its unification,
- 2) selection in education.

Further fundamental reorganization of secondary schooling is necessary to ensure true comprehensive education system in England and Wales.

- 1) *What are the major examinations taken by secondary school pupils?*
- 2) *What exams are taken at the age of 18?*
- 3) *What examination do the Russian school leavers take?*

**4. Read the following texts and pick out the things the speakers enjoyed and/or hated during their school years. Build up your impression of different types of schools in the UK.**

## THE HAPPIEST DAYS OF YOUR LIFE?

*Some people say that your schooldays are the happiest days of your life. Here are six people talking about their schooldays.*

**1) Sally Jennings** works in an advertising agency.

“I went to the local grammar school. It was an all-girls’ school, and we all had to wear uniform. That uniform! I really hated it! We had to wear white socks, white blouses, matching blue skirts and blazers, and one of those ... you know ... funny little hats. Ooh! And we had to wear ties, really! We didn’t mix much with children from other schools. It was a bit snobbish, I suppose. The syllabus was very academic. We never did things like cookery or needlework. I was glad at the time but I wish they’d taught us a few ... a few basics. I can’t even make a decent omelette. I didn’t like games, either – a lot of girls running round a hockey field on a freezing cold January afternoon. I hated it! Oh and another thing I regret ... I wish the school had been co-educational. I was terribly shy of boys for a couple of years after I left school... simply because I hadn’t met many.”

**2) Freddie Tapper** is a successful self-employed builder. He went to a secondary modern school.

“School? I left when I was 15, and I was glad to get out. I knew exactly what I wanted to do. I wanted to start earning a living as soon as possible ... in the real world. Most of the teachers were boring, and they didn’t seem to understand us. They lived in a different world. They couldn’t understand that we didn’t want the things they wanted – you know, Shakespeare and all that rubbish! I’d have left earlier if I could. I think teachers are overpaid, and their holidays are too long. I don’t know what they’re always complaining about. I’m sorry I had to go to school at all!”

**3) Samantha Wharton** is the personnel manager of a department store.

“I was at a big comprehensive - nearly 2000 students. Because it was so big there was a wide choice of subjects and I liked that. I suppose it was a bit impersonal sometimes. I often wished it had been smaller, but the teaching was very good and there were lots of extra activities. I played in the school orchestra - not very well - and helped to produce the school newspaper. I think comprehensives could be improved. A lot of my friends left at 16, and they now regret leaving so early. Some of them would have done very well academically, if they had been encouraged enough. Still, maybe things are different now.”

**4) William Bunter** is a civil servant. He's a senior official in the Foreign Office.

"I went to Eton, actually. I suppose I had a very privileged education. Academic standards were very high and I was able to go on to Oxford. The thing I remember most is the comradeship. The friendships I made there have lasted through my life. Sports were very important for me – I believe that team games teach people to work together, and we played every afternoon. There's been a lot of bad publicity about corporal punishment in schools. I was often beaten but it didn't do me any harm. Maybe young people would be better behaved these days if there were more discipline in schools. My only regret about boarding-school is that I didn't get to know my parents very well. I didn't see much of them after the age of eight. I've thought a lot about the problems, but I'd like to send both of my sons to Eton. I've already reserved their places."

**5) Joyce Brown** is a housewife.

"I was brought up in the country and I went to a little village school. We were all together – boys and girls of all ages. It was like one big, happy family. It was difficult for the teacher of course – different ages and abilities – but the older children helped the younger ones. I think it was a good preparation for life. I wish they'd never closed it. My children have to travel four miles by bus to the school in town. My schooldays were very happy, I never passed any exams, but I don't regret going to my little village school."

**6) Darren Andrews** was at a comprehensive school. He's unemployed.

"I left last year when I was 18. I passed all my exams, but I still haven't been able to find a job. I wish I'd applied for university, but even with a degree, there's no guarantee of work nowadays. I wish I'd chosen different subjects. I specialized in English Literature, History, and Latin. I enjoyed doing them, but you see ... most of the jobs these days are on the technical side. I think schools ought to give more advice on careers and there should be more specific job preparation. If I'd known more about job possibilities, I'd've done other subjects".

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

1. Did you have any similar or different experience at school?
2. How much does it coincide with what you liked and disliked in your school?
3. What is the point of going to school? What should the aims of education be?
4. Is it better to specialize or to have a broad education?
5. What balance should there be between a theoretical, academic approach and a more practical, vocational education?

**6. Read the text on how the Sixth-Form School Project was introduced in the United Kingdom and do the exercises that follow.**

## HIGH FLYERS TO START DEGREE IN SIXTH FORM

### *A DOZEN YEARS ON THE MOVE*

The scheme was launched and piloted in 1998 at five independent schools including Manchester grammar school, the Royal grammar school, Newcastle, and Dulwich College in London. It proved successful and there was every hope to extend it nationwide within some years.

**Martin Stephen**, the then high master of Manchester grammar, says, "We needed to restructure the whole relationship between schools and universities. Universities played too little part in the A-level examination while there were a large number of teachers in schools who had PhDs and were capable of teaching to university level".

Many independent schools said they already took their pupils well-beyond A-level standard, for which the pupils got little recognition apart from the largely disused S-level. Some also expressed concern that A-levels were getting easier.

At the same time some universities complained about the wide range in the ability of their recruits which could mean that high-flyers wasted their time during their first year as less able students caught up.

In the competitive market for good students universities also hoped the initiative would encourage high-quality candidates who were familiar with their courses to apply to them for a master's degree.

Four universities, led by Newcastle, were involved in the widely negotiated initiative. **Andrew Hammnet**, pro-vice-chancellor of Newcastle University, was among the first educators who saw the advantages of the move: "Our top people are world-beaters but we do have a wide range of entry and some people require substantial remedial teaching. We certainly see the attractions of getting more first-rate people in and we think this might be a good way to do it".

Universities were to run first-year graduate courses at top independent schools so that bright sixth-formers could start their degrees while still studying for their A-levels.

The students who left sixth-form college after completing their A-levels, got a chance to go straight into the second year of their university courses, and subsequently finish their degrees a year early. The final year might be devoted to completing a master's degree, giving the students a significant advantage in their jobs market over other graduates who had gained only an honours degree in the same time.

There are currently more than a hundred sixth-form colleges in operation in England and Wales. Most perform extremely well in national examination league tables.

Under the scheme universities now provide schools with much of the coursework along with some extra-teaching from university academics and access to high-technology facilities.

Some universities, such as Hull, franchise out foundation years in some science and maths courses to local further education colleges. Students then go on to a bachelor's degree. Although students are guaranteed a place on the course if they get appropriate A-level passes, they are free to opt for a place at a different university on a normal three-year bachelor's degree.

**James Miller**, LA official, Newcastle, says, "The sixth-form college has potential for almost any subject and is a way round the fact that young people may not be stretched enough in their first year while the less academically qualified catch up. The independent schools also act as magnet schools for top-flight pupils from neighbouring state schools who can join in the advanced teaching".

The scheme has proved an attractive tool in the battle by independent schools to improve links with state schools and the wider community.

*Judith O'Railly*  
*Education correspondent*  
*Sunday Times*

**7. Explain or paraphrase the following words and phrases. Reproduce the sentences they are used in.**

high-flyers/top-flight pupils; under the scheme; the scheme was launched; the project will be piloted at ...; to extend the scheme nationwide; to require substantial remedial teaching; access to high-technology facilities; an attractive tool in the battle; franchise out foundation years in...

**8. Make up sentences of your own with the following expressions from the text:**

to get/gain an honours degree, to get a master's degree, to apply for a master's degree, to consider key proposals, a significant advantage in the jobs market, to restructure the whole relationship between..., to express concern, in the competitive market, to get appropriate A-level passes, the initiative is still negotiated

**9. Answer the following questions:**

1. What scheme was launched in GB in 1998? What types of schools was it introduced at?
2. What was the scheme aimed at? What schools was it piloted at?

3. What advantages do students get from going to sixth-form classes? Do you find any drawbacks in the scheme?

4. What universities were put into the scheme? What facilities were provided for high-flyers?

5. Who does Andrew Hammnet of Newcastle University call 'world beaters' and 'first-rate people'? Why do you think they also have to be involved?

6. What difference do you find between the sixth-form class and magnet schools?

7. Do you know any similar schemes within the framework of nationwide education programmes on Russian soil? Are they as successful as Britain's?

**\*10. Study the list of punishments in UK schools and say how effective/ineffective each may prove. What punishments are used in Russian schools? Which ones are most effective?**

### COULD PUNISHMENT BE A MEANS TO COMBAT BAD BEHAVIOUR IN CLASS?

- Exclusion: a pupil is excluded from the school and cannot come back. The pupil has to find a new school or a different method of education (home tutor, special centre for difficult pupils)
- Suspension: when a pupil is suspended they cannot enter the building or attend lessons until the school has a meeting about their case. Suspension can last from 1 to 45 days in a school term. The school usually gives work to do at home with a tutor (special teacher).
- Detention: a pupil is detained/asked to stay at school at the end of the school day. The pupil must work for 30 minutes or an hour more before he/she is allowed to leave the school.
- Lines: a pupil has to write a sentence many times (100 times) on a sheet of paper. An example sentence: *I must not shout in class*. This punishment is sometimes given during detention, too.

**\*11. Study the examples of bad behaviour in school and classify them according to the scale: very serious / serious / quite bad / not bad behaviour. What kind of punishment do they deserve? Divide into groups and arrange a discussion providing at least five arguments for and against punishment.**

- chewing gum or eating sweets in class
- playing truant (not coming to school/not telling parents)
- smoking in the school building (in the toilets?)
- swearing (using bad language)
- swearing at a teacher or insulting a teacher
- not doing homework



- cheating in exams (copying from secret notes or another pupil)
- shouting and making noise during lessons
- running in the corridors
- writing on walls, desks and other school property
- stealing from other pupils' pockets or bags
- calling a teacher or another pupil bad names (bullying)
- carrying a dangerous weapon (gun, knife, penknife)
- hitting other pupils or teachers
- not listening/paying attention in lessons
- wearing unsuitable clothes for school
- kissing boys/girls during the lesson or in the corridor
- leaving the classroom without permission

**\*12. The statements listed below have always been challenging. Say if you agree or disagree with them. (Make some notes for and against the following statements). Discuss your ideas in class.**

**SCHOOL PROBLEMS THAT CAN NEVER BE SOLVED:  
PROS AND CONS, OR MANY MEN, MANY MINDS**

1. Pupils should wear a school uniform.
2. Pupils should pay for their school dinner.
3. P.E. should be voluntary.
4. No homework should be given to pupils in the first six years.
5. Teachers should be much stricter.
6. Classes should never be given on Sunday mornings.
7. There should be more written tests.
8. There must be distant teacher-learner education for those who want it.
9. Learners should not overuse the Internet - it kills a personality.
10. The summer holiday is too long.
11. The number of children in each class should be less than it is now.
12. Pupils should be allowed to wear make-up and jewelry at school.
13. Disco parties should be arranged at school every week so that school-children could shake off their exhaustion.
14. School leavers should be given an opportunity to choose the type of their final exam (Unified State Exam vs common exam).

**\*13. SCHOOL LEAVERS' PROBLEMS**

**Before reading the article, discuss school leavers' problems with your class-mates.**

**Food for Thought:** How close are ties between the secondary education system and colleges and universities in this country? What do you know about

admission to higher education in England? What is the procedure? What are the types of exams that pupils in Britain have to take? Make a plan to speak on the problems and write down the keywords you think of as relevant, e.g.: final exams, grades, insurance place, recommendation/supporting letter, entry exams, admission, etc. Compare your ideas with the information on the British school-to-university scheme.

**14. Read the article and do the exercises that follow. Memorize the underlined key words.**

### TEST OF NERVE AS HOPEFUL AWAIT RESULTS

A-Level pupils Laura Hodgekinson and Sarah Donnelly spent yesterday at the seaside to try to banish their last-minute nerves. But, like thousands of other 17- and 18-year-olds who have been waiting all summer, examination results were never far from their thoughts.

Today, school doors open all over Britain as pupils learn their fate. Some dreams will be fulfilled and others shattered. And for those not brave enough to pick up their results, the brown envelopes will begin dropping through letter-boxes tomorrow.

Sarah, 18, a pupil at Aylesbury High School in Buckinghamshire, said; "My mother is driving me to school. She's keeping the engine running. I'll pick up my results and run straight back to the car without speaking to anyone". She needs B grades in German, Maths and History if she is to claim a place offered to her at Sheffield University to read History and Politics.

Her friend Laura, also 18, needs two B grades and a C in English, French and Spanish to take up a place at Cardiff University to read European Studies with French and Spanish. They decided to spend the last day of their summer wait shopping in Brighton. "We did not want to sit at home twiddling out thumbs and worrying," said Laura, of Princes Risborough.

"We have bought clothes, lots of clothes, to take our minds off it. Mind you, they are clothes for college, so I hope we actually get there".

She has spent the summer in Majorca brushing up on her Spanish, while Sarah, of Stoke Mandeville, travelled to Australia for a month of solo travel. "That has given me a great sense of achievement, even if the exams don't go to plan," said Sarah. "I didn't do too well in my mocks so I am not that confident. It is touch and go really. But I'm hoping".

Both young women have 'insurance' places. Laura can afford to slip in one subject and be accepted at Southampton University. Sarah can also afford to slip a grade and take up a place at Swansea University. "It has been a beautiful summer and everybody has been relaxing and enjoying the weather", said Laura. "But no matter what you do, it is always there lurking at the back of your mind."

especially when you meet up with your friends. We are all in the same position and it is all everybody is talking about”.

Laura and Sarah hope they will achieve their grades but realize that it is not the end of the world if they do not.

“Obviously, I will be disappointed but I’m sure I’ll come to terms with it”, said Sarah.

Caroline Davies – A-Level Exams:  
*The Daily Telegraph*

**Note:**

*brown envelopes* – envelopes with information about the exam results made = of cheap brown paper used by governmental committees = results envelopes

*mock* – an examination you take for practice before an important examination

a mock test, interview, etc. is one that you do in order to practice for a real one

*‘insurance’, ‘insurance’ place* – an alternative place (‘second choice’, ‘third choice’) at a university which sets out lower admission standards than those of the ‘first choice’

**15. Find in the text the words and phrases similar to the following:**

1. do nothing and feel impatient while you are waiting for smth to happen
2. to fail the exam (in ...)
3. to subconsciously remember smth
4. to accept and deal with an unpleasant situation or event (e.g. with grief)
5. to improve your knowledge of a subject
6. to compete for a place [at a university]
7. to know what will happen to you
8. to be accepted to the university
9. to smash (dreams)
10. to distract or divert oneself from smth
11. to get rid of the nervous wait
12. to be unpredictable
13. absolutely sure

**16. Find the English equivalents for the following phrases:**

избавиться от волнения в последние минуты, отвлечься от мыслей от ..., не выходить из головы, узнать свою судьбу, разбить (надежды), отличные и хорошие отметки, участвовать в конкурсе в университете, изучать историю и политику, стать студентом/быть принятым в университет, период ожидания результатов экзаменов A-level, бездельничать/бить баклуши, восстанавливать, освежать знания в ..., поездка без партнеров (в одиночестве), ощущение достижения результата, идти по плану, успешно сдать пробные экзамены, абсолютно уверенный, непредсказуемый исход, запас-

ные варианты (при поступлении в вуз), получить баллы, необходимые для поступления, провалиться или недобрать баллов на экзамене, (за)гагаться/сидеть в подсознании (о мыслях), смириться с чем-либо, прийти к соглашению с кем-либо

### **17. Paraphrase the following:**

1. The brown envelopes will begin dropping through letter-boxes tomorrow.
2. They spent the last day of their summer wait shopping.
3. We did not want to sit at home twiddling out thumbs and worrying.
4. Sarah's solo travel to Australia gave her a sense of achievement.
5. Tom slipped a grade and was not admitted to the university.
6. It's a touch-and-go situation.
7. Both young women have 'insurance' places.
8. Obviously, I'll be disappointed but I'll come to terms with it.
9. The thoughts of the exam results lurked at the back of their mind.
10. Some dreams will be fulfilled and other shattered.

### **18. Translate the sentences into Russian:**

1. Examination results were never far from their thoughts.
2. Some dreams will be fulfilled and others shattered.
3. She is to claim a place offered to her at Sheffield University to read History and Politics.
4. We did not want to sit at home twiddling out thumbs and worrying.
5. "We have bought clothes, lots of clothes, to take our minds off it.
6. The girls did well in their mocks.
7. She needs B grades in the Humanities.
8. Laura can afford to slip in one subject and be accepted at the university.
9. Sarah travelled to Australia for a month of solo travel.
10. Sometimes exams don't go to plan.

### **19. Translate the sentences into English:**

1. Его слова не выходят у меня из головы. Они сидят у меня в подсознании.
2. Период ожидания экзаменационных результатов для меня – мучение. – Не волнуйся, все идет по плану: еще два дня, и ты узнаешь свою судьбу.
3. Лишь немногие могут избавиться от волнения в последние минуты перед экзаменами.
4. Его мечты не реализовались, надежды были разбиты. Ему нужно было время, чтобы смириться со своим горем.
5. Какие предметы вы будете изучать в колледже?

6. Тебе трудно отделаться от мыслей о выпускных экзаменах? Не годится сидеть, ничего не делая и нервничая. Ты должен участвовать в пробных экзаменах как можно чаще.
7. Он провалился по физике в МГУ, но у него были запасные варианты (места) в других вузах, и сейчас он первокурснике аэрокосмического колледжа.
8. Я хочу отправиться в путешествие по Европе одна. Там я буду совершенствоваться в английском и французском.
9. Если ты наберешь нужное количество баллов по русскому языку, литературе и английскому языку, ты можешь участвовать в конкурсе и быть принят в университет.
10. Чтобы попасть на это запасное место, мне нужно всего 76 баллов по литературе.

**20. Put up 5-8 questions to the text 'Test On Nerve...' so that you could discuss the article with your classmates.**

**21. Make up a dialogue on the article on the following topics:**

- a) two girl-friends discuss their plans for the summer after having taken the A-level exams;
- b) two sixth-graders share their experience of waiting for the A-level results;
- c) a newspaper reporter interviews a Department of Education chief manager on school-leavers' opportunities of entering a university;
- d) a girl awaiting the A-level results discusses the strain of her summer wait with the doctor;
- e) a school-leaver tells her mother of the fears of getting low grades at the English final. The mother tells the daughter about her own feelings during/after the exam.

**22. Find more newspaper or Internet articles on various problems of English and Welsh schools which concern schoolchildren and their parents, school-leavers, teachers and head teachers, maintenance of schools and transfer of children to another level of education. Think of an assignment to each article (highlight the useful vocabulary, prepare questions for discussion, etc.) to encourage your group-mates to activity in class.**

**23. Render the following texts in English. Make use of the topical vocabulary.**

**А. Британской системе образования 700 лет – что в итоге?**

Британская система образования – это неоднозначный результат 700-летней непоследовательной эволюции.

Школы появились на Британских островах, когда монахи стали брать платных учеников, чтобы пополнить свой бюджет. Школы в Британии очень разные. Здесь и старинные частные школы, именуемые по непонятной причине «публичными», и религиозные, и суперсовременные государственные (а значит, бесплатные) технические колледжи. Частных школ в Англии менее 10%, но многие состоятельные и влиятельные люди отправляют своих детей именно туда - ведь школы эти очень престижны.

С пяти до одиннадцати лет британские дети ходят в начальную школу, где учат английский, арифметику, письмо и начало естественных наук. Оценки выставляются по семибалльной шкале, только не цифрами, как в России, а буквами. Оценки от А до С считаются хорошими.

Для школьников после одиннадцати лет, или, точнее, их родителей, существует широкий выбор школ. Одни предпочитают частные школы – там красивая форма, больше спорта и музыки, железная дисциплина, древнегреческий и латынь.

В государственных школах порядки посвободнее, форму обычно можно не носить, хотя почтительность к учителям и дисциплина насаждаются здесь не менее строго, чем в частных заведениях.

В какой бы школе ни учился юный британец, в шестнадцать лет всем положено сдавать одинаковые экзамены по 7-10 предметам. На этом обязательное образование кончается. Затем можно идти работать или продолжить образование. Но чтобы поступить в университет, нужно проучиться еще два года в своей школе или колледже и сдать экзамены по трем предметам по собственному выбору.

Правительство постоянно стремится поднять уровень школьного образования. Учитель в Британии - почетная и уважаемая профессия. Когда появляется преподавательская вакансия, то недостатка в претендентах никогда не бывает. Зарплата рядового учителя в Англии, Уэльсе - около £20000 в год. Директору школы, как правило, положено сорокатысячное жалование (для сравнения: британский премьер-министр получает чуть более £70000.).

Б. Обязательное образование в Великобритании распространяется на детей в возрасте от 5 до 16 лет. Однако малыши 3-4 лет имеют возможность посещать детский сад, а многие из тех, кто достиг 16-летия и окончил школу, продолжают обучение в колледжах и университетах, так что сложившаяся система выказывает тенденцию к расширению.

Школьникам предлагается широкий спектр учебных программ – от курсов профессиональной подготовки различного уровня погружения (там приобретаются полезные знания и практический опыт в той области, где учащийся предполагает потом работать) до академического, преимущественно теоретического курса.

В целом вся система образования делится на два сектора: государственный и частный. Условия приема и оплаты, учебный план, продолжи-

тельность семестра в учебных заведениях, относящихся к разным секторам, могут иметь заметные отличия, однако основная структура обучения, условия проведения экзаменов и уровень подготовки учащихся, определенный государственным стандартом, одинаков для всех учреждений образования.

Дошкольное образование в Великобритании обязательного статуса не имеет. В настоящее время им охвачено около 25% детей 3-4-летнего возраста. По всей стране имеется значительное число хорошо оснащенных частных и государственных дошкольных учреждений.

В государственном секторе дети в пять лет поступают в начальную школу, где учатся до одиннадцатилетнего возраста. Затем они переходят в среднюю школу, которую заканчивают в шестнадцать лет, сдав экзамены первого уровня. Если ученик выбрал «академический» (теоретический) курс, то он получает Общее свидетельство о среднем образовании. Если же выбран курс профессиональной подготовки, выдается (Общее) Национальное свидетельство о профессиональной квалификации (GNVQ). Существуют и другие виды квалификационных свидетельств.

В частном секторе обучение начинается с семи лет. До этого возраста дети посещают детский сад или специальную школу при выбранном учебном заведении. До 13 лет они учатся в начальной школе, которая иногда называется подготовительной, а затем, успешно сдав экзамены, поступают в среднюю школу. В 16 лет они сдают те же экзамены первого уровня, как и дети, посещающие государственную школу.

К шестнадцати годам, независимо от типа посещаемой школы, учащийся должен решить, какой путь выбрать: продолжить ли образование с тем, чтобы впоследствии поступить в университет, или получить профессиональную подготовку и начать работать.

Желающим поступить в университет предлагается специальный двухгодичный курс. В этом случае, успешно сдав экзамены первого уровня, ученики поступают в колледж для старшекласников, где изучают определенный набор дисциплин, исходя из собственного выбора и требований того университета, в который они намерены поступить.

В 18 лет, по окончании данного курса, ученики сдают экзамены второго (продвинутого) уровня и получают Свидетельство о среднем образовании продвинутого уровня.

## PART II. PUBLIC SCHOOL: VIDEO WATCHING, RENDERING, MAKING PROJECTS

**1. Read the text on the history of public schools in the UK and think of some 8-10 questions you'd like to ask, say, the headmaster of any private school in England or Wales. Ask your group-mates the questions.**

The British government attached little importance to education until the end of the nineteenth century. It was one of the last governments in Europe to organize education for everybody. Britain was leading the world in industry and commerce, so, it was felt, education must somehow be taking care of itself. Today, however, education is one of the most frequent subjects for public debate in the country. To understand the background to this debate, a little history is needed. Schools and other educational institutions (such as universities) existed in Britain long before the government began to take an interest in education. When it finally did, it did not sweep these institutions away, nor did it always take them over. In typically British fashion, it sometimes incorporated them into the system and sometimes left them outside it. Most importantly, the government left alone the small group of schools which had been used in the nineteenth century (and in some cases before then) to educate the sons of the upper and upper-middle classes. At these "public" schools, the emphasis was on "character-building" and the development of "team spirit" rather than on academic achievement. This involved the development of distinctive customs and attitudes, the wearing of distinctive clothes and the use of specialized items of vocabulary. They were all "boarding schools" (that is, the pupils lived in them), so they had a deep and lasting influence on their pupils. Their aim was to prepare young men to take up positions in the higher ranks of the army, in business, the legal profession, the civil service and politics.

When the pupils from these schools finished their education, they formed the ruling elite, retaining the distinctive habits and vocabulary which they had learnt at school. They formed a closed group, to a great extent separate from the rest of society. Entry into this group was difficult for anybody who had had a different education. When in the twentieth century, education and its possibilities for social advancement came within everybody's reach, new schools tended to copy the features of the public schools. (After all, they provided the only model of a successful school that the country had.)

### **Stereotypical public schools**

- are for boys only from the age of thirteen onwards, most of whom attended a private "prep" (= preparatory) school beforehand;
- take fee-paying pupils (and some scholarship pupils who have won a place in a competitive entrance exam and whose parents do not pay);



- are boarding schools (the boys live there during term-time);
- are divided into “houses”, each “house” being looked after by a “house-master”;
- make some of the senior boys “prefects”, which means that they have authority over the other boys and have their own servants (called “fags”), who are appointed from amongst the younger boys;
- place great emphasis on team sports;
- enforce their rules with the use of physical punishment;
- have a reputation for a relatively great amount of homosexual activity;
- are not at all luxurious or comfortable.

However, this traditional image no longer fits the facts. These days, there is not a single public school in the country in which all of the above features apply. There have been a fairly large number of girls’ public schools for the last hundred years, and more recently a few schools have started to admit both boys and girls. Many schools admit day pupils as well as boarders, and some are day-schools only; prefects no longer have so much power or have been abolished altogether; fagging has disappeared; there is less emphasis on team sport and more on academic achievement, life for the pupils is more physically comfortable than it used to be. Among the most famous public schools are Eton, Harrow, Rugby and Winchester.

**2. Say what stereotypical features public/private schools in the UK comprise.**

**3. Render the following text in English:**

### **Где учиться в Англии**

Хайгейт – это традиционная английская академическая частная школа для мальчиков. Школа была основана в 1565 году по велению королевы Елизаветы I, и ее главный плюс, по словам ее директора, – это превосходные спортивные площадки и близость к одному из лучших столичных парков – Хэмстед-Хиту.

Это дневная школа, предназначенная для мальчиков от трех до восемнадцати лет. Она делится на три ступени: подготовительную (3-7 лет), начальную (7-13 лет) и старшую.

Хайгейт – школа религиозная, христианская. Мальчики раз в неделю ходят на службу в школьную часовню, многие поют в церковном хоре. Языки, литература и другие гуманитарные предметы – в учебной програм-

ме на первом месте. Помимо обязательного французского языка, в Хайгейте можно факультативно изучать латынь, древнегреческий, немецкий, испанский и даже русский. Для старшеклассников каждую неделю устраивают встречи с видными политиками, деятелями искусства и культуры.

В школе свой оркестр, драматическая и художественная студии, фотолаборатория и центр компьютерной графики.

Как и в любой другой частной школе, здесь поощряется занятие спортом. Особенно популярны среди воспитанников бадминтон, баскетбол, гребля на байдарках, фехтование, каратэ, парусный спорт и водное поло. У школы есть собственный летний лагерь в горном районе Уэльса, куда ученики выезжают на практические занятия по биологии и географии.

Школа Лейз в Кембридже – это небольшая школа с домашней атмосферой, где преподаватели видят свою основную задачу в развитии индивидуальных способностей и талантов каждого ученика. В прошлом она была основана как школа для подростков, представляющих разные религиозные течения. Но эта школа известна не только религиозным воспитанием. Здесь превосходно оборудованная драматическая студия, свой симфонический оркестр и современные спортивные сооружения. Две трети учащихся живут на территории школы, остальные каждый день утром выезжают из дома и остаются в школе до половины девятого вечера. Для поступления в школу иностранцы должны сдать экзамены по английскому языку и математике и представить отзыв от директора своей последней школы. Плата за семестр – £4000, включая проживание в школьном интернате.

**4. Watch the film “Public School. Rugby” (HEADWAY VIDEO. INTERMEDIATE Cassette Two. ) and answer the following questions:**

1. When was Rugby founded?
2. When do pupils start at Rugby?
3. Where is the school located? Where do pupils come from? Is Rugby a local or national institution?
4. What is special about Rugby School?
5. How many days of the week do students go to school?
6. What do students' rooms look like?
7. What facilities are students provided with in the language labs?
8. What information do we get about Rugby football?
9. Is Rugby a mixed school?
10. What are the benefits of being at Rugby?
11. What do pupils say about their free time?

12. How does the school prepare pupils for the further life?
13. Who were the famous Rugbians?
14. What will the pupils take with them from Rugby?

**5. Speak on Rugby School. Make use of the information you can find in the text *Rugby School* in the Supplement.**

**6. Render the following text in English. (Mind the difference between the notions 'public' and 'private' in the British and American systems of education. To make sure you get the things right, see the Glossary).**

### СТАРЫЙ ШКОЛЬНЫЙ ГАЛСТУК

Частные (публичные) школы существовали в Англии со средних веков. Они давали классическое образование, необходимое для публичной карьеры.

Ныне в Британии насчитывается 260 частных школ. Среди 38 тысяч остальных это вроде бы капля в море. Обучаются в них лишь около 8 процентов общего числа школьников. И все же влияние частных школ не только на систему образования, но и на общественно-политическую жизнь страны и даже национальный характер чрезвычайно велико.

В своем нынешнем виде публичные школы сложились полтора столетия назад. Именно тогда спортивные игры на свежем воздухе стали важной составной частью учебных программ. Вместо индивидуальных видов спорта в частных школах доминируют спортивные игры, то есть состязания соперничающих команд. Создатели частных школ считали такое соперничество эффективным средством воспитания «командного духа».

Девизом многих частных школ поистине могли бы стать слова: «Чем хуже питание, тем лучше воспитание». Классы с центральным отоплением – нововведение, которое куда чаще встретишь в какой-нибудь захолустной общеобразовательной школе. Спальни в публичных школах, размещающихся обычно в старинных зданиях, никогда не отапливаются. Окна в спальнях держат круглый год открытыми.

У англичан есть выражение «старый школьный галстук». По лондонским понятиям, галстук частной школы позволяет судить не только об образованности человека, но и о достоинствах его характера, о круге его знакомств – словом, служит свидетельством принадлежности к высшей касте. На сей счет даже существует игра слов, так как выражения «школьный галстук» и «школьные связи» по-английски звучат одинаково. Человек с галстуком частной школы, стало быть, человек со связями.

Подобно тому, как жизнь юных затворников пронизана внутренней субординацией, такая же субординация существует и между самими публичными школами. Примерно треть из этих 260 частных учебных заведений считается наиболее респектабельной, чем остальные, а внутри этой трети поистине элиту элит составляют наиболее старые школы: Итон, Винчестер, Регби, Харроу.

## 7. Render the following text in English:

Вика, 27 лет:

Моему образованию может позавидовать любой: дорогая английская частная школа – пансион, языки, музыка, танцы, железная дисциплина, вечные ценности. Прямая дорога на Олимп. Я гордилась тем, что училась в такой школе, хотя правильнее будет сказать: не училась, а жила, потому что за семь школьных лет дома я была семь раз – на летних каникулах. Школа была моим домом и, надо сказать, домом неплохим. Мне там было весело. Дружить было принято комнатами. С кем живешь – с тем и дружишь. А переселяли нас часто.

Образование у нас было действительно великолепным. Замечала ли я отсутствие мальчиков? Замечала, конечно. Но не могу сказать, что страдала от этого. Тем более что возможность пообщаться с ними была: постоянно проходили какие-то спортивные мероприятия, экскурсии, вечера, общественные проекты. Помню наши ежегодные балы. Нас приглашали в мужскую школу, мы купались в знаках внимания, каждая была принцессой. Наверное, для нас мальчики тогда были игрушками, каким-то куклами, с которыми дают поиграть по праздникам. В старших классах свободы было больше, иногда мы удирали на танцы, так что школу я закончила с некоторым романтическим опытом.

В жизни моих родителей кое-что поменялось, и получать высшее образование мне пришлось в России, в Москве. И тут начался ужас. Жить с родителями я не могла – мы мешали друг другу, жить одна я тоже не могла. Быт меня не пугал: в школе у нас был отдельный дом для старшеклассниц, где все по очереди готовили, убирали, поэтому я многое умела, но стоило мне выйти за пределы квартиры, как я начинала “спотыкаться” о каждую аптеку или сберкассу.

На работе тоже не ладилось. Коллектив, куда я устроилась, был на 80% мужской. Я в очередной раз ощутила себя инопланетянкой: не понимала мужской логики, не могла принять этот мужской стиль общения, видела в мужчинах постоянных соперников. В ушах словно звенел голос школьного тренера: “Девочки, давайте покажем этим мальчишкам, что мы лучше их”.

И я не выдержала. Плюнула на зарплату, на перспективы, ушла работать на скромное место в чисто женский коллектив. Тут я чувствую

себя в своей тарелке. Сейчас я хожу к психологу, учусь общаться с мужчинами и доверять им.

Считаю ли я, что во всем виновато мое обучение в пансионе для девочек? Не знаю. Если у меня когда-нибудь будет ребенок, то учиться он будет в обычной школе. Но, если честно, я даже не представляю себе, что у меня когда-нибудь будет ребенок.

### **8. Make a project with your group-mates and speak on:**

- a) one of the British private schools (Eton, Harrow, Winchester, etc.). Emphasize their advantages and disadvantages if you find any;
- b) the 11+ examination. Provide your listeners with examples of various tasks;
- c) the contents and structure of the final exam at a British school. Provide your group-mates with examples;
- d) British school centres training school-leavers for a job;
- e) sport in the UK schools;
- f) merits and awards the British children can be granted;
- g) the school uniform (think of your own design of the uniform);
- h) the opportunities the British museums offer for schoolchildren to investigate the natural, social, cultural treasures of the nation;
- i) the British children's favourite books;
- j) the playground games the British schoolchildren play;
- k) emblems and mottoes at British schools;
- l) famous people's opinions of their schooling and school years.

**UNIT 4**  
**TOPICAL VOCABULARY**

**1. Say which of the following does not belong to the group. Explain why.**

private school	state school	Sunday school	public school
comprehensive school	grammar school	gymnasium	junior school
nursery school	primary school	secondary school	

**2. Read the words below and decide which boxes of the chart they fit in. Give definitions to each word/expression. (You can put words in more than one column.)**

<i>kindergarten</i>	<i>high school</i>	<i>college</i>	<i>playgroup</i>	<i>nursery school</i>
<i>comprehensive</i>	<i>public school</i>	<i>preparatory school</i>	<i>sixth form</i>	<i>reception class</i>
<i>evening classes</i>	<i>polytechnic</i>	<i>technical college</i>	<i>university</i>	<i>teacher</i>
<i>master</i>	<i>mistress</i>	<i>lecturer</i>	<i>professor</i>	<i>tutor</i>
<i>head teacher</i>	<i>headmaster</i>	<i>headmistress</i>	<i>deputy head</i>	<i>student</i>
<i>pupil</i>	<i>graduate</i>	<i>postgraduate</i>	<i>doctorate</i>	<i>playground</i>
<i>classroom</i>	<i>lecture theatre</i>	<i>O levels</i>	<i>A levels</i>	<i>lines</i>

Pre-school Education (0-5)	Primary education (5-11)	Secondary education (11-16+)	Further education	Higher education

**Some of the words in the box refer to private education in Britain rather than state education. Say which are in the private education list.**

**3. Read the text and decide which answer (A, B, C, or D) best fits in the gap:**

A report on the notorious Fiveways School, visited recently by government (1) ..., was published yesterday. The report (2) ... inadequate strategic planning, poor (3) ... of teaching, and semi-derelict building conditions as being largely to blame for the problems at Fiveways, the school branded "the worst in Europe". Our reporters entered the school by (4)... arrangement, and witnessed at (5) ... hand the chaos that has heaped infamy on the school. On the day of their visit,

our reporters learned that one disruptive pupil had been given a three-week (6) ... for punching a teacher in the face. Our reporters saw pupils virtually (7) ... riot, throwing stones at passers-by and verbally (8) ... a teacher.

- |                  |               |               |                  |
|------------------|---------------|---------------|------------------|
| 1. A authorities | B inspectors  | C controllers | D examiners      |
| 2. A highlights  | B illuminates | C features    | D activates      |
| 3. A measures    | B patterns    | C standards   | D specifications |
| 4. A former      | B earlier     | C preceding   | D prior          |
| 5. A original    | B first       | C immediate   | D direct         |
| 6. A expulsion   | B caution     | C suspension  | D ban            |
| 7. A running     | B going       | C making      | D taking         |
| 8. A harming     | B abusing     | C damaging    | D oppressing     |

**4. Fill in each blank with an appropriate word from those given below:**

*cheat, divide, copy, pass, memorize, punish, pay, underline, revise, concentrate*

1. Our teachers used to ..... us by making us stay behind after school.
2. If you ..... twenty-seven by nine, the answer is three.
3. Try to ..... the most important rules.
4. It is difficult to ..... attention in a noisy classroom.
5. Pauline tried her best to ..... the end of year examinations.
6. Your work is the same as Harry's. Did you ..... his work?
7. Your mind is wandering! You must ..... more!
8. Helen decided to ..... all her work at the end of every week.
9. It's a good idea to ..... important parts of the book in red.
10. The teacher saw Jerry trying to ..... in the exam.

**5. Fill in the blanks with words formed from those in capitals. The First is an example.**

Last year I resigned my post as a Head of Department at a large comprehensive school. After 23 years of teaching, I had simply had enough of a job which is becoming increasingly (1) *problematic*. As a Departmental Head, I saw at close hand the effect of the government's increased (2) ... in educational matters; the job is now ten times more (3) ... than it was when I started out. Not content with loading teachers

PROBLEM  
INVOLVE  
BUREAU

down with paperwork, the government has also imposed standard national tests on pupils as young as six, a fact which has left many teachers (4) ... with their profession. But that side of things is by no means all. There is also the growing (5) ... of the pupils, including the girls. There are the frequent little acts of (6) ... which teachers have become almost (7) ... to stop, now that the right to discipline pupils has been all but taken from them. There is the restlessness and sheer (8) ... of children brought up on a diet of computer games and violent videos. Some people dismiss any link between computer games and a (9) ... in attention span, but few of them are teachers. When I started out, I used to enjoy teaching history, my chosen discipline, to (10) ... pupils; now I do so every Tuesday evening, teaching local history to pensioners.

- ENCHANT
- AGGRESSIVE
- RUDE
- POWER
- BORING
- REDUCE
- RESPECT

**6. Fill in the blanks with words formed from those in brackets:**

*School report*

Margaret has started English Literature this term, and I am afraid, her (1. **introduce**) ... to the subject has not been entirely (2. **success**) ... . She has not shown much enthusiasm, and does not always pay (3. **attend**) ... in class. Her assignments are often (4. **read**) ..., because she is so untidy, and because of her (5. **fail**) ... to check her work thoroughly. She failed to do any (6. **revise**) ... before the end of term test, and had poor results. She seems to have the (7. **mistake**) ... idea that she can succeed without studying. She has also had many (8. **absent**) ... and has frequently arrived late for class. This has resulted in several (9. **punish**) ... . Although Margaret is a (10. **gift**) ... student in some respects, she has not had a satisfactory term.

**7. Choose the correct word or phrase:**

1. Next summer Jack decided to take a *course/lesson/period/set period* in hotel management.
2. Sheila always got good *achievement/costs/marks/points* in algebra.
3. After leaving school, Ann *learnt/studied/trained/crammed* as a teacher.
4. Peter decided not to *go in for/enter/pass/stand for* the examination.
5. My sister *coached/educated/learned/taught* me how to draw.
6. I can't come to the cinema. I have to *read/study/teach/coach* for a test.
7. In history we had to learn a lot of dates by *ear/hand/heart/memory*.



8. I hope your work will improve by the end of the academic *course/education/term/training*.
9. Martin *failed/took /passed/scraped* his maths exam and had to sit it again.
10. If you have any questions, *arise/arouse/raise/rise* your hand.

**8. Choose the option which is a genuine collocation. The first is given as an example.**

1. In that country they have to do nine *basic/core* subjects and then they can choose several others.
2. At this school they put a strong emphasis on *academic/scholarly* achievement.
3. In that state *bodily/corporal* punishment was abolished forty years ago.
4. In my class we had a *helper/support* teacher who assisted pupils with learning difficulties.
5. On Friday afternoons we have lessons with the *trainee/apprentice* teacher.
6. Students have some end of year tests but most of their marks come from *progressive/continuous* assessment.
7. At sixteen they have the choice of doing more *vocation/employment* oriented courses, such as business studies and accounting.
8. When I was 15, I had a two-week work *position/placement* with a local factory.
9. He was expelled from school for *playing/going* truant too many times.

**9. Complete each sentence with an appropriate form of the verbs *do, make or take*:**

- 1) Have you ..... Exercise 3 yet? 2) I can't come this afternoon. I'm ..... an English exam. 3) Jack has ..... very well this term. 4) I'm afraid that you haven't ..... any progress. 5) Sue didn't know the answer, so she ..... a guess. 6) You all look tired. Let's ..... a break. 7) This is a good composition, but you have ..... a lot of errors. 8) I think you should ..... yourself more seriously. 9) The teacher gave a lecture, and the class ..... notes. 10) Paul finds maths difficult, but he ..... his best.

10. Learn to distinguish the verbs in the box, then complete the sentences using the verbs in the appropriate form.

**teach** is the general word for helping a person or group of people to learn something. If you **instruct** (rather formal) a person or group of people, you pass on knowledge to them, but you cannot be sure that they have learned anything. *He instructed us in Latin but some of us made little progress.* You can **train** a person or group of people up to a necessary level in a particular skill or profession and you can even train an animal: *It takes several years to train a doctor| to train a dog to do tricks.* You can **coach** a person or group of people, often outside the ordinary educational system, such as in sports, and often for a particular examination which they find difficult and which they must pass: *He had to be coached in chemistry at a private educational institution because he failed the chemistry exam at school.* When people are **educated**, they are taught at school or college. If you **learn** something, you obtain knowledge or skill through studying or training: *Children learn foreign languages very easily.* If you **study** a subject, you spend time learning about it: *They are both studying for A levels.*

1. You cannot expect to ... people properly unless you ... the latest books on the subject and ... new techniques. If you go on a teacher ... course, they will ... you in the new methods.
2. It's not enough to ... children in the classroom. They have to ... at home as well.
3. My father ... me in maths for my finals.
4. Some parents expect the school to ... their children manners, as well as to ... them.
5. He ... medicine at university and now he's ... to be a doctor at a hospital in London.
6. She ... at a school for handicapped children, where the boys and girls ... to look after themselves.
7. When I started ... athletics for the Olympic Games, one of the first things I had to do was to ... them how to relax.
8. You can't expect children to ... how to do things unless you've ... them how to do them.
9. Experience has ... me students ... best if they are encouraged.
10. Mrs. Cane had ... by her lawyers, and said very little in court.
11. Mother was trying to calm down Annie. "Breathe in", she ... her child.
12. The police are ... to keep calm in any urgency.
13. He was ... by a former Wimbledon champion.

11. Match the words in the box with a suitable definition (1-12), then make up your own sentences with these words:

<i>classmate</i>	<i>examiner</i>	<i>learner</i>	<i>professor</i>	<i>trainer</i>	<i>pupil</i>
<i>graduate</i>	<i>instructor</i>	<i>lecturer</i>	<i>principal</i>	<i>tutor</i>	<i>coach</i>

1) someone who teaches at a university; 2) someone who has a college degree; 3) the head of a school; 4) someone who studies at an English primary or secondary school; 5) the most important teacher in a university department; 6) someone who teaches one student or a very small class; 7) someone in the same class as yourself; 8) someone who trains a sports team; 9) someone who supplies you with statements or orders to let you know what you are required to do; 10) someone who writes the question papers of an examination; 11) someone who drives but has not yet passed a driving test; 12) to teach and accustom a person or animal to do something

12. A. Match the words and their definitions:

<b>1. credit</b>	a. the mark that you get in the examination; a letter or number that shows
<b>2. grade</b>	b. a symbol such as 5, 51, 10, etc.
<b>3. mark</b>	c. a number that represents how well someone did in a test.
<b>4. number</b>	d. a part of a college or university course; a list of people who helped to make a film, or a television programme
<b>5. score</b>	e. a score in the form of a number, percentage, or letter that a teacher gives a student for his work to show how good it is. ( <i>AE</i> a grade)

B. Fill in the blanks with the words *credit, grade, mark, number, score* in the appropriate form:

1) I got a ... 2 for art. 2) When he went to a comprehensive in Easter London he got the lowest ... in Spanish - a D. 3) This course counts as one ... to your degree. 4) Has this strict teacher ever given the highest ... in Maths? 5) Even ... are those which can be exactly divided by 2 (4, 6, 8, ..., 100, etc.). 6) The average ... for the test was 75. 7) I couldn't find his name on the ...

13. Find the definition for each of the following words and choose the appropriate sentence as an example of the usage of the words:

1. a sum of money that you borrow	<b>award</b>	a. You must be eligible for a ... to help you study.
2. prize or certificate that a person is given for doing something well	<b>grant</b>	b. The ... the team got for their last victory is kept now in the National Hockey Museum.

3. the money you get for your studies from the school, university, or some other organization	<b>loan</b>	c. She was given a firm's ... for her managerial skills.
4. an amount of money that the government gives to a person or an organization for a particular purpose such as education or home improvements	<b>prize</b>	d. I applied for a ... to study philosophy at Oxford.
5. something of value such as money or trophy that is given to the winner of a game, competition, or contest	<b>scholarship</b>	e. Very few banks can support you with a ... in the period of the world crisis.

**14. Look up the verbs *crib, cram, cheat, revise, rehearse, study*. Learn to distinguish between them and answer the questions.**

1. Which of the following verbs denote dishonest ways of doing at school?
2. What verbs denote an approach of getting the results in a better, improved way?
3. Which verb means 'giving time and attention to learning or discovering something'?
4. Which of the verbs in *BrE* means 'studying hard in order to learn a lot in a short period of time, esp. for an exam'?

**15. Choose the most suitable word or phrase to complete each sentence.**

1. Helen's parents were very pleased when they read her school .....  
*a. report                      b. papers                      c. diploma                      d. account*
2. Martin has quite a good ..... of physics.  
*a. result                      ..... b. passc.                      c. understanding                      d. head*
3. In Britain, children start ..... school at the age of five.  
*a. kindergarten                      b. secondary                      c. nursery                      d. primary*
4. Edward has a ..... in French from Leeds University.  
*a. certificate                      b. degree                      c. mark                      d. paper*
5. My favourite ..... at school was history.  
*a. topic                      b. class                      c. theme                      d. subject*
6. It's time for a break. The bell has .....  
*a. gone off                      b. struck                      c. rung                      d. sounded*
7. Our English teacher .... us some difficult exercises for homework.

- a. set                      b. put                      c. obliged                      d. made
8. Before you begin the exam paper, always read the ..... carefully.
- a. orders                      b. instructions                      c. rules                      d. answers
9. If you want to pass the examination, you must study ..... .
- a. hard                      b. enough                      c. thoroughly                      d. rather
10. Most students have quite a good sense of their own ..... .
- a. grasp                      b. ability                      c. idea                      d. information

### 16. Fill in the blanks with appropriate prepositions:

1) If you've got a problem, put ... your hand. 2) Please pay attention ... what your teacher says. 3) Mary has a degree ... civil engineering. 4) David was punished ... throwing chalk at the teacher. 5) I was very good ... maths when I was at school. 6) What's the answer if you multiply 18 ... 16? 7) We had to write a composition ... "Our Ideal School". 7) Please write this ... your exercise books. 8) You might not understand things even if you learnt them ... heart. 9) When Sue visited Italy, she soon picked ... the language.

### 17. Use the word which best fits in:

*uniform*      *private*                      *public*                      *vegetarian*      *GCSE*                      *packed*  
*year*                      *boarding*                      *strict*                      *mixed*                      *hockey*

Sarah goes to a large comprehensive school in North London. Her parents could pay for her to go to a (1) ... school, but they don't agree with (2) ... education. Sarah is happy at her school. She is 16 and in the fifth (3) ... studying for her (4) ... exams. She says herself that if she were at a (5) ... school, she would miss her parents a lot. She prefers to be able to go home at night. She takes a (6) ... lunch with her. She doesn't like the school meals and she's a (7) ... so she prefers to take her own lunch. The school she goes to is not very (8) ... but they have to wear a red and grey (9) ... . Sarah thinks this is a waste of money and she would rather wear her own clothes. Her school is (10) ..., but she has not got a boyfriend there at the moment because she says she's too busy with her studies. Sarah likes sport and she is the captain of the (11) ... team.

### 18. Five people are speaking about their learning experiences. Fill in each gap with an appropriate word. (The first letter of the word is given.)

1) I've just finished university, although I'll have to go back for my **g..raduation..** ceremony in October. So now I'm the proud possessor of a **d.....** in Modern Languages. At last I can get down to earning some money and paying

back my 1..... from the government. My friend is luckier than me in this respect – she’s off to the States. She has a s..... to study at Yale University.

2) I was known as a rather naughty, mischievous pupil, and I often used to get s..... out of the lesson or put in d..... after school. Little did the school know, however, that Dad was actually paying me to have extra Maths lessons at home with a private t..... . And it paid off, for in my Maths exam, I surprised everyone by getting the top m..... in the class.

3) I left school without any q....., and with no real job p..... . But then I started doing e..... classes at the local f..... education college. And now I’m a mechanic, and delighted with my job!

4) My problem was exams. I was never any good at them. Classwork fine, exams no go. For my A levels I r..... solidly for three months, but despite all this preparation, I got disappointing g.....: D for Physics, E for Chemistry, and E for Biology. The school suggested that I r..... the exams, but to be honest, I didn’t fancy all that studying all over again. But I did win a p.... at Sports Day, for the Senior Boys Long Jump.

5) When I was 28, I decided I wanted to go back into education, as I was getting more and more interested in English literature. One option was to become a m..... student at a university, but I couldn’t afford this full-time commitment. So in the end I signed up for a c..... course, or 'distance learning', as it’s called. I sent my essays and a ... to a tutor by post and also communicated with her by e-mail. I had to study English literature from 1300 to the present day, but I chose to s..... in the twentieth-century novel.

**19. Decide where the following words which describe clever and not so clever people should go on the grid below:**

*clever, brilliant, stupid, bright, gifted, daft, intelligent, thick, dim, brainy, silly, moronic, a genius, idiotic, absent-minded*

	<i>Formal English</i>	<i>Informal English</i>
<i>Very clever</i>		<i>brainy</i>
<i>Not very intelligent</i>		

**20. Read the conversation and put the children’s names into the correct columns:**

**Headteacher:** How’s your class getting on, Miss Keane?

**Miss Keane:** Well, how can I put it? Samantha’s a very *slow learner*, Tom’s permanently *disruptive*, Jemma’s *illiterate*, Sarah never *pays attention*, Jeffrey has *numeracy problems*, Sasha goes to the *special needs* teacher because

she's too *brainy*, Dulal's *mind keeps wandering*, Stella is *conscientious* but seems to have *learning difficulties*, Bill's so *absent-minded* he forgets his own name, Mary's *dyslexic*, and the Mishram sisters (Penny and Jasmine) seem to have no concept of *discipline* at all. Otherwise the class is fine!

Behaviour problems	Learning problems

**Explain in your own words what Miss Keane thinks the problem is with each pupil. Suggest your way to correction.**

**21. Fill in the gaps with the appropriate words or phrases:**

<i>elite</i>	<i>divisive</i>	<i>potential</i>	<i>gifted</i>
<i>classless</i>	<i>spontaneity</i>	<i>cram</i>	<i>streaming</i>
<i>conventional</i>	<i>labelled</i>	<i>privileged</i>	<i>inferiority complex</i>

**Issues of Education**

It is interesting that in some countries which are socialist and therefore supposedly (a) ..., the educational system is based on (b) ... which means that children are educated according to their ability, with the (c) ... children separated from the others. Supporters of this system say that more intelligent children will be helped to achieve their full (d) ... in this way and that these children will be held back if they have to share lessons with less clever pupils. Opponents of this system, on the other hand, maintain that it creates an educated (e) ..., a special class of (f) ... people who are encouraged to think of themselves as superior to the others. Similarly the others may, as a result of being (g) ... second-rate, develop some kind of (h) ... . In a word, such a system is (i) ... , since it creates a division between people. Another important question in education is the amount of freedom and choice children should be given at school. The conservative view is that a (j) ... system of strict rules is best. However, critics of this attitude say it causes regimentation, as in the army, and discourages children's natural imagination and (k) ... . We must ask ourselves what the purpose of education is: to (l) ... children's heads with facts or to encourage them to develop their natural abilities in their own way?

## SUPPLEMENT

### 1. Model Summary of the Text 'My Lessons in the Classroom'.

As she knows that ten years ago she was able to manage well enough and she is fond of children and adores her subject, she doesn't blame herself. She believes the problem is that children have changed for the worse over the years. Now not only are they bored, disobedient and badly behaved, but they are rude and they swear.

She explains that children are under pressures from advertising and from each other: the disruptive pupils dominate the hard-working pupils, which disturbs the whole class. Although their parents are themselves unable to cope, they must also take their share of the blame, for allowing their children to stay up late watching videos and not feeding them properly, so that when the children come to school they are tired and hungry, and unable to concentrate on their work.

### 2. Information on Rugby School

Motto	Orando Laborando (Latin "By praying, by working")
Established	1567
Type	Independent, Boarding school
Religion	Anglican
Founder	Lawrence Sheriff
Location	Rugby, Warwickshire, England
Students	831: 337 girls & 494 boys (2006)
Gender	Co-educational
Ages	11 to 18
Houses	16
Colours	Blue White Green
Former Pupils	Old Rugbians

Rugby School, located in the town of Rugby, Warwickshire, is regarded as one of the UK's leading co-educational boarding schools and is one of the oldest public schools in England.

Rugby School was founded in 1567 as a provision in the will of Lawrence Sheriff, who had made his fortune supplying groceries to Queen Elizabeth I of England. It is one of the nine English public schools as defined by the Public Schools Act 1868 and one of a handful of prominent English Public Schools that can be said to have created the ideal of the Victorian gentleman and the importance of public schools as the training ground for service in the Empire



in the nineteenth century. The influence of Rugby and its pupils and masters in the nineteenth century was enormous and in many ways the stereotype of the English public school is a reworking of Arnold's Rugby. Still today it is one of the best known schools in the country and seen as a leading innovator in education (e.g. see its leading role in developing the Cambridge Pre-U).

Since Lawrence Sheriff lived in Rugby, the school was intended to be a free grammar school for the boys of that town. Gradually, however, as Rugby's fame spread it was no longer desirable to have local boys attending and the nature of the school shifted, and so a new school – Lawrence Sheriff Grammar School – was founded in 1878 to continue Lawrence Sheriff's original intentions; that school receives a substantial proportion of the endowment income from Lawrence Sheriff's estate every year.

Rugby School continues to offer a large number of scholarship places for outstanding students from the local community, who come from state (maintained) primary schools in the immediate vicinity of Rugby. The school's new Arnold Foundation has been established to enable it to offer similar support to children from outside the Rugby area. The core of the school (which contains School House, featured in Tom Brown's Schooldays) was completed in 1815 and is built around the Old Quad (quadrangle), with its fine and graceful Georgian architecture. Especially notable rooms are the Upper Bench (an intimate space with a book-lined gallery), the Old Hall of School House, and the Old Big School (which makes up one side of the quadrangle, and was once the location for teaching all junior pupils). Thomas Hughes (like his fictional hero, Tom Brown) once carved his name onto the hands of the school clock, situated on a tower above the Old Quad. The polychromatic school chapel, new quadrangle, Temple Reading Room, Macready Theatre and Gymnasium were designed by the well-known Victorian Gothic revival architect William Butterfield in 1875, and the smaller Memorial Chapel was dedicated in 1922.

**3. Make a project on your Dream School. Present it before your group-mates and get ready to receive acclaim, appraisal and criticism.**

**4. Experience in the creative approach to vocabulary learning:**

### The ABC of Happiness

<p>Aspire to reach your potential.          Believe in yourself.          Create a good life.          Dream about what you might become.          Exercise frequently.          Forgive honest mistakes.</p>	<p>Nurture the environment.          Organize for harmonious action.          Praise performance well done.          Question most things.          Regulate your own behaviour.          Smile often.</p>
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<p><b>Glorify the creative spirit.</b>  <b>Humor yourself and others.</b>  <b>Imagine great things.</b>  <b>Joyfully live each day.</b>  <b>Kindly help others.</b>  <b>Love one another.</b>  <b>Meditate daily.</b></p>	<p><b>Think rationally.</b>  <b>Understand yourself.</b>  <b>Value life.</b>  <b>Work for the common good.</b>  <b>X-ray and carefully examine problems.</b>  <b>Yearn to improve.</b>  <b>Zestfully pursue happiness.</b></p>
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### QUIZ 1

1. Do you need to go to a public school in Britain/USA? (a) yes (b) no
2. Is a *prefect* (a) a pupil (b) a teacher?
3. At what age must all children in England start school?
4. What is PE?
5. At what age do pupils leave primary school?
6. What are the three Rs?
7. If someone says, "My sister is in the sixth form", is the sister (a) eleven or twelve; (b) eight or nine; (c) sixteen or seventeen?
8. What's a *comprehensive*?
9. A coeducational school is (a) a school for technologists; (b) a school where boys and girls study together; (c) a school for adults.
10. In June all Britain's school pupils (a) make their exams; (b) sit their exams; (c) pass their exams.
11. What's *break*?
12. What time do most secondary school pupils come out of school each day?
13. What is the name of the exam children take at age 16?
14. What is the name of the exam children take at age 18?
15. How many years do most university students study for a bachelor's degree?
16. What is PE?

### QUIZ 2

1. What is the '*first-class offer*' and what is the '*insurance place*'?
2. What is the procedure of admission?
3. What is contained in a '*brown envelope*'?
4. What are '*mocks*'?
5. Can schoolchildren take their A-levels in the sixth form?
6. Who helps schoolchildren to find their possible educational destinations?
7. How else are the applicants called when they try to find a place where their grades would meet the requirements?
8. What is a CV?

## TAPESCRIPTS

### **Public School. Rugby (Headway. Film "Rugby School").**

**Amanda:** *The public school is one of the great British institutions. This is one of the best known, Rugby School in Warwickshire, in the heart of the English Midlands. Rugby School was founded in 1567 and aims to provide its pupils with the highest standard of education.*

**Headmaster Michael Mavor:** *We call them independent schools now because they're not public at all; they're actually private. But it's a fee-paying school, and one which provides a whole range of facilities for boys and girls.*

**Amanda:** *What age do the pupils start here?*

**Headmaster:** *Here it's at eleven, but only two small classes for day pupils at eleven and twelve. The main entry is at thirteen.*

**Amanda:** *And where do they come from?*

**Headmaster:** *From all over Britain, and certainly quite a few from abroad, about eleven percent come from overseas. Nowadays, parents have changed their views about boarding school; they actually like to come and visit their children and to watch them playing games and to hear them playing music and so on. So quite a lot of the parents live with about ... within about an hour-and-half of the school in the Midlands area of England. But still quite a few come from Scotland, thank goodness, and from the north of England, from the West Country, and so on. So, it is still a national school, and not just a local one.*

**Amanda:** *And what is special about Rugby School?*

**Headmaster:** *One of the interesting things, there are quite a lot of special things, I think, is the mixture – the juxtaposition of what is old and what is new. If you walk around Rugby School and look at the buildings, you do get the sense of families having been here. It's an old school. It's been on the go for hundreds of years so there is a feeling of tradition. But at the same time it's a very innovative school and tries to do lots of new things.*

**George Godbarr:** *The facilities are exceptional and the tradition gives the whole school a sense of community and a real atmosphere.*

**Ross Patrick:** *I like the way that you live with people in your year for five years, and you get to be really good friends with them; and then after you're finished here, maybe go to university with them.*

**Amanda:** *So how many days a week do you have school?*

**Russell Simpson:** *Six days. We have a full day on Monday; we have half day on Tuesday, full day Wednesday, half day Thursday, full day Friday, and then half day on Saturday. And then Sunday is free time. We have chapel in the morning, but that's about it.*

**Louise Logan:** *The days are very long and you have lessons six days a week, which is hard work. But, in general, I really enjoy it.*

**Russell:** *My dormitory's through here. We have eight people sleeping through here. We have ... this is my bed here and my wardrobe. Got some drawers here to keep my clothes in, things like that. Shoes can go in here. We've got to be up here about 9.45 and at 10.00 a senior boy comes up and turns off the lights. He sleeps over there. He comes up about eleven o'clock. In fact, he just joins in with the fun. It's a really great atmosphere in the dorm.*

**Russell (in Language Lab):** *This is the language lab, where we can record some of our own conversations, watch videos in a different language. Again, we can use the computers to*

type in other languages, and write essays, watch TV from different countries. You can learn a whole variety of languages: Russian, German, Latin; basically, any language that you'd like to learn, you can learn it here.

**Amanda:** The school gave its name to this, rugby football. The game was invented here. During a game of football in 1823, a pupil called William Webb Ellis ran with the ball instead of kicking it! Such initiative is encouraged in pupils today.

**Headmaster:** William Webb Ellis in 1823 took the ball in his arms – and in those days you weren't allowed to do that. I suspect his friends didn't like him very much for that and thought that he'd spoilt things, and it took really quite a large number of years before that was incorporated into the game. But I also think it says quite a lot about the Rugby boy, and now the Rugby girl, that you need a little bit of rebellion in you and every so often it's good to have someone who actually does things differently.

**Amanda:** For over four hundred years Rugby was a school only for boys. In 1976 Rugby opened its doors to girls, but only in the sixth form. 1993 saw a big change with girls joining throughout the school. Now two hundred and ten of the school's seven hundred and ten pupils are girls.

**Catherine Saunders:** Although there are fewer girls than boys, there aren't any major difficulties. I think the one problem is sport. Because rugby was invented here, the boys are very proud of their sports and girls' sports tend to be pushed into the background. But apart from that, we're treated equally.

**Amanda:** What do you think are the benefits of being at Rugby?

**Catherine:** Well, there are very good facilities here. Every aspect of the academic life is catered for. There's a ... there's a new library that's just been opened. We've got a sports centre, gym, a drama studio, music facilities. So there's never any time to be bored; there's always something you can go off and do. And also, in a boarding school, the friendships you make are very close as well, so I think that's enjoyable too.

**Amanda:** So, you have a special role in the school. Can you explain what that is?

**Catherine:** Well, I'm head of Dean House, which is one of the girls' houses. And that means that on an administration level, I have to help with the running of the house. I have to work with my house master and mistress to give certain people certain jobs they have to do in the house. But I also have to get to know the girls quite well so I can help them with small problems they might have and tell the house master and mistress how everyone is getting on in the school. I usually get up about half past seven. We have breakfast at eight. And then on Tuesdays, Thursdays, Fridays and Saturdays we have to go to chapel at half past eight, so I have to gather everyone up and usher them into the chapel where we have a short service before the lessons.

**Amanda:** Do you feel that you get enough free time?

**Catherine:** Yes, I think a good thing about being at this school is you can decide how much you do. They do have the facilities, but you don't have to use them. So you can decide what you do and how much free time you have.

**Russell:** I think if we were given more free time, we would find out that we were pretty bored, if we were given too much. So I think we do have enough free time, yes.

**Amanda:** Does the school only aim for academic excellence?

**Headmaster:** Not at all. That's at the centre of what one does, and I think for a member of the teaching staff, the most important thing is to get the teaching right and everything else

stems from that. But being a boarding school, we're trying to do a huge number of other things, and ironically, the universities now tend to look more at the academic side of things. But the next stage, employment, thank goodness, goes back to the other qualities of all-around excellence, of being able to do several things, at being able to see things through and plan things through to the end, leadership, teamwork, all that kind of thing. These are very important qualities. And employers, thank goodness, start to look at that. Universities are not so interested. But we care a lot about all the other things that happen outside the classroom.

**Amanda:** Life at Rugby certainly isn't all work and no play. There's a surprising range of activities outside the classroom, from rock bands and scuba diving to making television programmes in the school's media centre.

Many old Rugbeians, as the school's former pupils are known, have gone on to fame and fortune. Lewis Carroll, the author of *Alice in Wonderland*, was at Rugby. Other famous pupils include the poet Rupert Brooke, and Neville Chamberlain, who was the British Prime Minister at the beginning of the Second World War.

**Amanda:** So, what do you hope to do after you leave Rugby?

**Russell:** After I leave Rugby? I think I've decided on the media. I mean I know what I'm going to do for A levels. I think I'll do English, French and Spanish; and maybe study English at university.

**Amanda:** What do you hope to do when you leave Rugby?

**Catherine:** Well, I hope to go to university. I have been offered a place at university to study archaeology and anthropology. So I have to, I have to get certain grades, and if I get three As, I'll be able to go to Cambridge next year to study that.

**Amanda:** Good luck.

**Catherine:** Thank you.

**Amanda:** What do you hope that each pupil will take with them from Rugby?'

**Headmaster:** Something different. I'd hate them all to be the same. And I would hope that each one is able to develop his or her particular interest or excellence. I'd want them, first of all, to be able to work hard. The habit here is academic work. When they go on to be bankers, vets, farmers – whatever it might be, they must work hard at that particular discipline. I would like them to have a sense of fun. And I believe that school ought to be fun. If they're here for five years and haven't enjoyed those five years, there's something wrong. And I would like them also to have just a tiny sense, I say tiny because obviously one wouldn't survive if it was too great, a tiny sense of rebellion. I don't think they ought to take things for granted, and they ought to be able to say, well why are we doing things this way? Isn't there a better way of doing it, and can't we make the world a better place somehow?

(HEADWAY VIDEO. INTERMEDIATE  
Cassette Two.)

## GLOSSARY

**academic course** – a course of studies based on learning from books and study rather than on practical skills and experience - курс, имеющий теоретическую направленность

**academic year** – the period of a year in which school, college or university courses run. In Britain and the USA the academic year usu. begins in September or October and ends in July or June, with holidays at Christmas and Easter – учебный год

**adult education** – education provided for adults outside the formal educational system, usu. by means of classes that are held in the evening or in the Open University – образование для взрослых в целях повышения культурного или профессионального уровня; compare further education, higher education

**A level (advanced level)** - 1) an examination in a particular subject, which students in England and Wales take when they are 18. Students usually need to pass at least three A levels in order to be admitted to a university, e.g. *He has A levels in English, literature and history* – экзамен по программе средней школы на повышенном уровне. 2) the course that students study in order to prepare for A-level examinations. They usually start with their A levels when they are 16 and study for two years. *Chris did well in his GCSE's and he's starting his A levels in September.*

**all-through schools** – school where children start their schooling at an early age and stay in at school till they are 16 - «сквозные» школы (тип единой средней школы)

**aptitude** – natural ability that makes it easy for you to do smth well – способности, e.g. *I have no aptitude for mathematics and I hate it.*

**assembly** – a meeting of all the teachers and pupils of a school. Many schools in Britain have assembly in the morning before classes begin for the day - сбор учеников и учителей в школе, проводимый перед занятиями для чтения молитв и объявлений по школе. *Morning assembly is held in the school hall.*

**baccalaureate** [ˌbækəˈlo:riət]– an examination intended to qualify successful candidates for higher education; 2) an examination taken by students at the age of eighteen in France and some other countries, it allows you to study to at a university - бакалавриат; 3) in the US, a baccalaureate service or address is a service that is held or a talk that is given during the ceremony when students receive their degrees

**boarder** – a pupil who lives at a boarding school during the term – ученик, живущий в школе-интернате

**boarding school** – a school at which pupils live and study – школа-интернат. *Most British public schools are boarding schools.*

**catchment area** - an area from which a school gets its pupils – район, обслуживаемый одной школой, микрорайон (букв. водосборная площадь, бассейн реки)

**church school** – a primary school that is partly controlled by a church – церковная школа, субсидируется англиканской церковью

**class** – 1) a group of pupils or students who are taught together – класс. *We were at the same class at school. The English class is/are reading Shakespeare.* 2) occasion when this group meets to be taught – урок. *I have a Biology class at nine. The Hedamistrees told them off for talking in class.*

**classics, (the)** – the languages, literature, and history of ancient Greece and Rome – классические, античные языки, классическая, античная литература. *Very few people study classics now, but in the past a person without knowledge of the subject was considered uneducated.*

**coeducational (coed inform)** – the system of educating boys and girls together in the same building and classes – совместное обучение лиц обоего пола. *It used to be a single-sex school but it's gone coed.*

**colours** (BE) 1) An award given to a regular or outstanding member of a sports team, esp. in a school – поощрительная награда. *Last year he got/won his football colours.* 2) a special sign, cap, badge, won as a sign of one's school, club, team, etc. – отличительный знак (школы, клуба, команды и т. д.)

**comprehensive school** - a secondary school which admits pupils of over eleven of all abilities, and therefore without any academic selection procedure. Most secondary education in the US and in Russia has always been comprehensive, but most West European countries, including the UK, have switched from a selective to a comprehensive system within the last 20 years - единая (общедоступная) средняя школа

**council school** – in Britain, a school provided by public tax money – школа совета

**county school** – a state school provided and maintained in a county by the local education authority – школа графства

**cram** - 1) to prepare oneself for an examination by studying hard and quickly - наспех зубуривать; 2) to prepare someone for an examination in this way - натаскивать к экзамену

**crèche** [kref] BE – a place where babies and small children are looked after while their parents are busy - ясли

**dropout** – someone who leaves a school or college without completing the course – «выбывший», отсеявшийся, учащийся, не закончивший курс обучения

**educate** – to teach or train, esp. through formal instruction at a school or college; provide with education or instruction (*a campaign to educate the public on the danger of smoking*) – давать образование, обучать тренировать, воспитывать

**education** – the process by which the person's mind and character are developed through teaching, or through formal instruction at a school or college – образование. *The Minister of Education; an institute of adult education; She completed her education in France. The government is spending a lot of money on education*

**educationalist=educationist** - a specialist in education – специалист в области педагогики

**educator** esp. AE – a person who educates as a profession – педагог, специалист в области педагогики

**eleven-plus** – an examination for 11-year-old children used in Britain, esp. before the introduction of comprehensive education – отборочные испытания школьников в возрасте 11 лет. The result of the examination decided whether a child went to a grammar school or to a secondary modern school.

**further education** *BE* – education after leaving school but not at a university. It is most commonly available in further education colleges and many of the courses are intended to prepare people for work: further education classes at the local college – дальнейшее (после школы) образование. Compare: **adult education, continuing education, higher education**

**further education college** - college in the UK for students over school-leaving age that provides courses for skills toward an occupation or trade, and general education at a level below that of a degree course. Further education colleges were removed from local authority control in 1993. – колледж профессионально направленного обучения

**GCSE** (General Certificate of Secondary Education) – a document which one gets after passing examinations in a wide range of subjects taken by students in England and Wales, usually at the age of 15 or 16. – свидетельство о среднем образовании единого образца (введено в 1988 г. вместо GCE O-Level и CSE).

**GNVQ** (General National Vocational Qualification) – a general qualification offered by schools and colleges in the UK to prepare for specific training or higher education, set at various levels of which Intermediate and Advanced correspond in standard to GCSE and GCE A level – свидетельство о среднем профессиональном образовании

**grammar school** - in the UK, a secondary school catering to children of high academic ability, about 20% of the total, usually measured by the Eleven Plus examination. Most grammar schools have now been replaced by comprehensive schools. – классическая средняя школа

**grant-maintained school (maintained school)** - in the UK, a state school that has voluntarily withdrawn itself from local authority support (an action called opting out), and instead is maintained directly by central government. The schools are managed by their own boards of governors. – школа, которая финансируется из государственного фонда

**higher education** – education at a university or college – высшее образование. Compare: **adult education, further education**

**humanities, the (the Arts)** – subjects such as ancient and modern literature, history and philosophy that are based on the human culture and ideas – гуманитарные науки. Compare: **sciences**

**independent school** - in the UK, a school run privately without direct assistance from the state. A group of old established and prestigious independent schools are known as **public schools** – частная школа

**kindergarten** – *BE* = a **nursery school**; *Am E* the first year of formal education in the US, for children aged 5 or 6

**lines** *BE* – usually a stated number of written lines to be copied by a pupil as a punishment – «строчки», дополнительное задание (отрывок из книги или назидательная фраза, которую учащийся должен переписать много раз в виде наказания). *The teacher gave me 100 lines.*



**Local Education Authority (LEA)** – an organization in the UK which is responsible for public education in a particular area – местные органы народного образования. It is in charge of all the schools in this area, except for grant-maintained schools and private institutions, and it pays the wages of the teachers there, maintains school buildings and supplies school equipment and materials. It was set up under the 1902 Balfour Act.

**magnet school** – a school that specializes in a particular area of the curriculum; for example, science, sport, or the arts. Magnet schools were established in the US from 1954 in some inner cities, with the aim of becoming centers of excellence in their special field. It may attract pupils by advanced methods of teaching. Compare: in Russia – «школа-маяк»

**middle school** – школы средней ступени (тип единой средней школы в некоторых графствах Англии и Уэльса)

**National Curriculum, the** – the curriculum (programme of study) which is meant to be followed by all state schools in England and Wales – национальный учебный план. The government tells schools what subjects must be studied and what standards should be achieved by the pupils. All pupils have examinations in these subjects at the age of 7, 11, 14 and 16. Schools must teach the national curriculum but may teach additional subjects if they wish and if they can afford it. The contents of the national curriculum have caused some disagreement between teachers and the government.

**nursery school** – a school for young children between the ages of three and five, where the children learn such things as numbers, letters, colours, etc., and may begin to read and write – детский сад. Compare: **crèche, kindergarten, playgroup**

**O level (ordinary level)** - an examination taken in the past by students aged 15 or 16 in England, Wales, and Northern Ireland. Since 1988 students have taken examinations called GCSEs – экзамен по программе средней школы на обычном уровне

**period** - a division of a school day, lesson, e.g. *three periods of chemistry a week* – академический час

**playgroup** (also **pre-school playgroup, pre-school**) *esp. BE* – a group in which children aged 2-5 meet to learn through playing. Playgroups started in Britain in the 1960s because the British government did not provide many schools for children of this age. *e.g. Julia is at playgroup today.* Compare: **crèche, nursery school, kindergarten** – детская группа детей дошкольного возраста

**prospectus** – a printed statement describing the advantages of a college or a new business, etc. – проспект, рекламный справочник учебного заведения

**public school** - 1) in England, a fee-paying private school where students usually live as well as study – привилегированная частная средняя школа, закрытая, чаще школа-интернат для мальчиков; 2) in the USA and many English-speaking countries, a school that is maintained and controlled and paid for by the government – государственная школа; “private schools” in these countries are independent institutions supported by fees – частная школа; 3) In Scotland, a free local school controlled and paid for by the state, for children who study there but live at home – государственная школа

**NOTE:** Differences between British and American English:

In the UK, a **public school** is a private institution for young people between the ages of 13 and 18 whose parents pay for their education. The students often live at the school during the school year. American speakers usually refer to this as a **private school**. In the US, **public school** refers to a school that is paid for from taxes and provides free education to local children between the ages of about five and 18. This is called a **state school** in the UK.

Public schools in the UK are expensive and attended usually by people of high status or with a lot of money. The most famous British public schools include Eton, Harrow, and Winchester are known for their high standards and are considered prestigious (public since originally students could enter the school from anywhere in England and not just from the immediate neighbourhood).

**remedial class** - a class in some schools where children who have difficulty with reading, writing, or other skills, are given special help to catch up with children within the normal range of achievement - спецкласс в некоторых школах для детей с умственными и физическими недостатками

**report** – a written statement of teachers about a student’s work at school, sent to his or her parents – табель успеваемости. There is an example of a report below:

WINDSOR COMPREHENSIVE SCHOOL					
NAME: <u>ANTHONY RICHARDS</u>					
FORM: <u>4B</u>			NUMBER OF PUPILS: <u>28</u>		
Subject	Mark	Effort	Exam Position		
English	B+	A	5th	<i>Tony's work wasn't very good last year. Much better now.</i>	LN
Maths	A	A	2nd	<i>Tony has done very good work</i>	OH
French	B	B	4th	<i>A good term's work.</i>	DNK
German	A	A	3d	<i>Tony always does his best.</i>	DW
History	C	C	14th	<i>He could have better marks – must work more.</i>	AL
Science	B-	B	10th	<i>Much better</i>	JK
Music	B	D		<i>Sings well but is too quiet in class</i>	RN
Arts & Crafts	A	A		<i>Very good work</i>	PS
Home Economics	C	B		<i>Tries hard but must learn to work more carefully</i>	WS
Computer Studies	B-	A	6th	<i>A good exam</i>	SG
Physical Education	C	C			
<u>R. Simmons</u>			<u>J. Bond</u>		
FORM TEACHER			HEADMASTER		

**sciences** – scientific subjects such as chemistry, biology, physics, geography – предметы естественно-научного цикла. Compare: **the humanities**

**sixth form** - the last stage of school in England and Wales for students between the ages of 16 and 18. Students in the sixth form study for A-LEVEL examinations and a student at this stage is called a sixth-former.

**sixth form college** – a school in England and Wales for students between the ages of 16 and 18 that offers A-LEVEL courses.

**special school** – a school for children who have a disability of mind or body where they are given special help. Such schools can be either state (non-fee-paying) or private (fee-paying or run by a voluntary organisation) – специальная школа (начальная или средняя) для детей, имеющих физические или умственные недостатки

**stream** *esp. BE* (in schools) – a level of ability within a group of pupils of the same age. – параллельный класс – e.g. *She's in the top stream. A stream*

**student finance** - payment for higher education, whether by grants, loans, parents, or the student working part time. In the UK, students in higher education have their fees paid by their local education authority and are eligible for a maintenance grant, means-tested on their parents' income. In 1990 the government introduced a system of top-up loans intended gradually to replace 50% of the grant entitlement.

**Sunday school** - a place where Christian children receive religious teaching on a Sunday. Sunday school classes are usually organized by church members and are often held at the same time as the main Sunday morning service, so that parents can attend the service while their children attend the instructions. – воскресная школа

**supply teacher** *BE* = substitute (teacher) *AE* – a teacher who temporarily replaces another teacher who cannot – временный заместитель учителя (не является штатным сотрудником данной школы)

**teacher training** – the process of training people how to teach in schools, e.g. a teacher training course – обучение профессии учителя

**teaching practice** – a period of teaching children in a school, done by a person who is training to be a teacher – педагогическая практика

**teach yourself book** – a book that teaches a particular subject or skill, e.g. *Teach yourself typing/Japanese* – самоучитель

**teacher's pet** *infrm* – (usu. said by children about one child in the class) the teacher's favourite, or believed favourite, student often the subject of jealousy amongst the students

**term** *BE* – any of three periods of time into which the teaching year is divided at schools, colleges, universities, etc. – триместр. School terms extend from September to December (autumn term or Christmas term), January to March (winter term or Easter term), and April to July (summer term). College (university) terms are shorter and often have religious names – Michaelmas, Hilary, Lent, Trinity.

**tutor** – a teacher who gives private instruction to a single pupil or to a very small class and who sometimes lives with a family of his or her pupils, e.g. *a math's/French tutor, a piano tutor*

**vocation** – a job that you do because you feel it is your purpose in life and for which you have special skills – работа по призванию, e.g. *Debora regarded teaching as her vocation.*

Vocational – a vocational course teaches the skills necessary for a particular job

**voluntary school** – a type of British school run by a religious group or other independent organization – школа, содержащаяся на добровольные взносы. Voluntary schools receive money from the Local Education Authority in the same way as other state schools, but may provide the school buildings. Most voluntary schools are run by Christian or Jewish groups, and the first Muslim voluntary school in Britain was created in 1998.

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## RELEVANT INTERNET RESOURCES

12. Council for Curriculum, Examinations and Assessment: [www.nine.org.uk](http://www.nine.org.uk)
13. National Curriculum Online: [www.nc.uk.net/home/html](http://www.nc.uk.net/home/html)
14. National Childcare standards: [www.dfes.gov.uk/daycare](http://www.dfes.gov.uk/daycare)
15. Qualifications, Curriculum and Assessment Authority for Wales: [www.accac.org.uk](http://www.accac.org.uk)
16. British Council's information about the British educational system: <http://www.britishcouncil.org/learning-uk-education-systems-school-education.htm>
17. The British Council's website for anyone who would like to study in the UK: <http://www.educationuk.org/>
18. The Scottish education system explained: [http://www.educationuk.org/pls/hot\\_bc/page\\_pls\\_user\\_article?x=320993164011&y=0&a=0&d=WHY\\_SCOT\\_STRUC](http://www.educationuk.org/pls/hot_bc/page_pls_user_article?x=320993164011&y=0&a=0&d=WHY_SCOT_STRUC)
18. <http://www.multitrans.ru>

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Учебное издание

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## SCHOOLING IN GREAT BRITAIN

*Практикум*

Публикуется в авторской редакции  
Компьютерная верстка, макет Н.П. Бариновой

Подписано в печать 02.11.10. Формат 60x84/16. Бумага офсетная. Печать оперативная.  
Усл.-печ. л. 4,65; уч.-изд. 5,0. Гарнитура «Times New Roman». Тираж 100 экз. Заказ № 1936  
Изд-во «Самарский университет», 443011, г. Самара, ул. Акад. Павлова, 1.  
Тел. 8 (846) 334-54-23  
Отпечатано на УОП СамГУ