



**FOREIGN  
LANGUAGES**

*Syllabi*  
for  
EIGHT-YEAR  
SCHOOL

SU  
Z-12  
(1,66)

**OSVESHCHENIYE · 1966**

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MINISTRY OF EDUCATION OF THE R. S. F. S. R.

# *Syllabi*

For  
eight-year  
school

FOREIGN LANGUAGES

Georg-Eckert-Institut  
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## FOREIGN LANGUAGES

### EXPLANATORY NOTE

The study of foreign languages in schools, now that the international ties of the Soviet Union are being developed and strengthened, becomes the matter of special importance.

The knowledge of foreign languages by the rising generation facilitates mutual understanding between the peoples, contributes to the establishment of friendly business and cultural ties between various countries.

Teaching of the foreign language should be ideologically purposeful. In the process of learning foreign languages the schoolchildren are educated in the spirit of Soviet patriotism, in the spirit of devotion to their country and the Communist Party, in the spirit of internationalism and respect for other peoples.

The main task of the teachers of foreign languages is to give pupils a practical knowledge of the foreign language sufficient for them to speak on various subjects and to read texts in the foreign language with a complete grasp of the meaning. As a result of learning the foreign language in the eight-year school the pupils should be able:

1. To render short oral statements; to speak on various topics envisaged by the programme.
2. To read without dictionary texts containing familiar grammar material and not more than 4—6 unfamiliar words for a hundred words of the text.<sup>1</sup> The meaning of

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<sup>1</sup> Articles are not taken into account.

these 4—6 unfamiliar words can as a rule be guessed from the context and familiar word-building elements.

For the purpose of acquiring reasonable proficiency in mastering the foreign language it should be used as much as possible as a means of communication between teacher and class and the pupils should be trained to recognize and carry out classroom instruction given by the teacher in the foreign language. As a rule the study of the subject should be conducted on an oral basis. Students should be given various oral exercises and texts to read.

The study of vocabulary, grammar and phonetics must be linked up with oral practice.

To enable the pupils to successfully master the foreign language various forms of studying the foreign language should be closely interrelated. Therefore, in the process of doing various exercises skills and habits in oral speech and reading should be developed, and a good knowledge of the linguistic material secured.

The aim of oral speech is to give the pupils command of the words and phrases to enable them to talk on everyday and social topics using the words and grammatical rules at their disposal.

In the process of instruction the pupils must be able to ask and answer questions and render simple statements within the limits of topics given in the programme. They must also be able to understand by ear the foreign speech based on the programme.

The programme envisages the topics of talks and oral statements in the foreign language for each form separately.

Oral speech consists of two interrelated components: expression of one's thoughts in the foreign language and comprehension of the foreign speech by ear. The exercises in oral speech must correspond to the above components.

The necessity to develop speech habits requires correct combination of oral practice, reading and writing at the lessons.

In all cases oral practice should come ahead of reading and writing.

It is recommended to have oral practice at the very beginning of the English course. It will help pupils to concentrate on learning to speak and pronounce the words

correctly. The backbone of the course is a neat system of oral exercises which will help the pupils to learn more words and expressions than they might have learned when given oral practice, writing and reading simultaneously with the active use of the vocabulary and grammar.

In senior forms oral mastering of the linguistic material with the extensive use of the various visual aids, record players and tape recorders should precede oral practice exercises.

The teacher must speak with the pupils using mainly the words and phrases they have already learned. The teacher may also use in his speech the words and grammar constructions which have not been learned by the pupils but which are necessary for conducting the lesson in the foreign language. While speaking the teacher should not give different versions of the same sounds.

In teaching oral speech a wide use should be given to various visual aids: pictures on corresponding topics, records; slides, films.

The primary aim of instruction in reading in the eight-year school is to teach the pupils to intelligently read foreign texts based in the main on the study material.

Reading material must include not only texts from the textbooks but also books especially put out for schools, containing adapted passages from classical and modern progressive literature.

Texts for reading must depict not only the life in the Soviet Union but also show the everyday life, customs, geography and the culture of the nation whose language the pupils are studying. They must contain words and phrases widely used in the modern foreign language.

Pupils of the 5—7th forms should be taught in the main synthetical reading, and starting from the 8th form they should be taught to work independently translating texts with the help of a dictionary.

Writing in the eight-year school is one of the means (very important at that) of teaching the language, the means which facilitates the development of skills of reading and of oral speech and helps to master new language material.

To master the foreign language, students should learn in the course of the four-year study period in the eight-year school 800 words and word combinations.

Students should learn new words and word combinations as part of the sentence and not separately.

When explaining the words, it is necessary to pay attention to their meaning, use, structure, sound and graphic forms.

The study of grammar in the eight-year school helps the pupils to correctly form their speech and understand the text they are reading. The programme therefore includes only that grammatical material without which the pupils will not be able to master oral speech and reading. Therefore the grammatical material is given in the syllabus according to the years of instruction in conformity with the skills which must be acquired by the pupils.

The section "Grammar" includes those grammatical phenomena which cover numerous groups of words. These phenomena should be studied in particular and generalized into rules. Until there is not enough words to generalize certain grammatical phenomena into rules they should be first studied as grammatical forms of the word. In these cases separate grammatical forms of words and the words themselves are given in the section "Vocabulary".

The grammatical phenomena extending to some groups of words or to separate words should be learned by heart together with the words studied as separate forms of these words. These forms of words are also included in the section "Vocabulary".

When teaching syntax, particular attention should be paid to the fact that students learn not only general structural models of sentence formations but know concrete possible models and can conscientiously construct other sentences when studying new material.

The rules on the word-order and other rules of syntax are given, as in morphology, when pupils can already make up a big number of phrases with the help of these rules.

Students of the eight-year school should learn to use the grammar material in conversation and in reading.

When explaining the grammar phenomena and formulating the rules, it is necessary to take into consideration the difficulties arising as a result of differences in the grammar systems of Russian and foreign languages



and to compare with the Russian language when expedient.

For better understanding and mastering grammar use should be made of various tables and diagrams.

To master conversation and reading in the foreign language the pupils should learn the material in phonetics, the rules of reading and spelling stipulated by the syllabus.

Pronunciation should be improved throughout the course of learning the foreign language.

Phonetic drills, sound-letter-syllable analysis of the words, reading aloud, copying, spelling tests and dictations, etc., are recommended to improve pronunciation, reading and spelling.

So far as the English language is concerned it is also recommended to work on the partial word transcription.

For better mastering of pronunciation it is expedient to study the material: words, sentences and passages in a chorus and also make regular phonetic drills a practice. This is particularly useful when forms are divided into smaller groups.

Working on the foreign language in out-of-school hours in the eight-year school contributes to the development of speech habits envisaged by the syllabus and raises educational role of studying the foreign language.

In the process of individual out-of-class work the pupils are preparing short statements about the authors or about the books by foreign authors which they are able to read, poems or selected passages of prose, translate poems and prose into Russian, prepare visual aids which help them to learn the foreign language, etc.

Group work includes both permanently-acting language circles and also temporary groups formed to make instructional wall sheets, albums on certain themes, stands, etc.

The main organizational form of work on the foreign language in out-of-school hours is a language circle, whose members can be engaged in the following activities: develop skills and habits in conversation, organize games in the foreign language, read and discuss foreign texts, translate passages from fiction, listen to records, issue wall newspapers, learn songs and plays for the parties to be held in foreign languages.

Besides the work on the foreign language in the circles mass out-of-class work can be carried out at school: putting out school magazine, organizing various competitions and parties of amateur art festivities in foreign languages, etc.

It is expedient to correspond with pupils abroad, provided there is supervision on the part of the teacher.

# SYLLABI

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## ENGLISH

### **FIFTH FORM**

(140 hours)

REQUIREMENTS  
FOR GIVING THE PUPILS A PRACTICAL KNOWLEDGE  
OF THE ENGLISH LANGUAGE

#### **Oral Speech**

The pupils should be able:

to ask and answer questions on a given topic or give the contents of the text read or of pictures;

to describe pictures; to make up a story looking at a picture;

to do simple oral statements on the given topic;

to understand the teacher's speech based on the studied subject and on his instructions (in English) connected with carrying out the lesson.

#### **Reading**

The pupils should be able:

to correctly read aloud and understand both the studied texts and unfamiliar texts based on the linguistic material already learned;

to divide the text read into parts according to the meaning; to find in the text the answers to the given questions.

#### **Writing**

The pupils should be able:

to ask and answer questions in the written form

(within the limits of the already learned linguistic material and on the topics studied);

to write dictations (up to 20 words) based on the linguistic material learned.

### *Approximate Topics for Reading and Developing Oral Speech*

1. School. Coming to school. Description of a class-room. School appliances. At a lesson of the foreign language. Class-room duty. Leaving the school after the lessons.

2. At home. A room. Place of residence (address). Members of the family. Playing in the yard.

3. Town and country. Description of a street.

4. Physical training and sport. Summer and winter sports.

## KNOWLEDGE REQUIREMENTS

### Vocabulary

Vocabulary should consist of 250 words and word combinations including:

The verbs: *to be, to have, to do, can, must.*

The prepositions: *in (in the room); in (in summer, in the morning); on (on the desk); at (at the desk); to (to the desk); into, out, of, under, with (with my sister); from.*

The pronouns: *I, you, he, she, it, we, they, me, him, her, them, us; my, your, his, her, our, their.*

The cardinal numerals: from 1 up to 12.

The conjunctions: *and, but, or.*

### Grammar

#### Morphology

The article and the noun.

The article. The kinds of the article: the indefinite article *a (an)* and the definite article *the*.

The use of the indefinite article for giving a name to a thing and making it one of a whole category of things as contrasted to a member of another category.

The use of the definite article for distinguishing the thing within the same category.

The absence of the article:

if the noun is a countable in the plural and we want to give a name to it;

if the noun is preceded by the possessive pronoun or the noun in the Possessive Case.

The noun. Forming the Possessive Case of nouns in the singular.

Forming the plural number with the help of suffix.

The adjective. The positive degree.

The verb. The Infinitive. The Present Indefinite Tense, its forming. Affirmative, interrogative and negative forms. The use of the Present Indefinite Tense for expressing habitual or recurrent actions and for showing the succession of events.

Peculiarities of the form of the third person, singular, ending in-(e)s.

The verb to do as an auxiliary-verb.

The Imperative Mood in the affirmative and negative forms.

## Syntax

The word order in a simple extended declarative sentence.

The word order in interrogative sentences beginning: with a verb;

with interrogative words *when, where, what* (*What do you see?*).

The verb *to be* as a link-verb.

## Phonetics

Vowels:

Short vowels: [ɪ], [e], [æ], [ʌ], [ʊ], [ɔ], [ə].

Long vowels: [i:], [ɑ:], [ɔ:], [u:], [ə:].

Diphthongs: [eɪ], [aɪ], [ɔɪ], [aʊ], [oʊ], [ɪə], [eə], [ʊə].

Consonants: [t], [d], [n], [l], [ʃ], [θ], [ð], [h], [w], [s], [r], [dʒ], [tʃ].

The absence of the deafening and voiced consonants.  
The absence of palatalization of the consonants.  
Long and short vowels.

Intonation.

The stress. The absence of stress on the form-words (articles, prepositions, conjunctions, etc.).

Rhythm. Division of the sentence into rhythmical groups.

The tunes. The use of the falling tune in declarative sentences and in interrogative sentences beginning with an interrogative word. The use of the rising tune in interrogative sentences beginning with the verb.

Transcription. The knowledge of signs of phonetics transcription of the vowels and consonants learned.

### **The Rules of Spelling and Reading**

The names of letters of English alphabet. The reading of vowel letters in stressed close and open syllables and before *r*.

The reading of combinations of letters: *ay*, *oo*.

The reading of consonant letters: *c* as [k] and as [s]; *s* as [s] and as [z].

The reading of combinations of consonant letters: *ch*, *sh*, *th*, *ng*, *ck*.

### **SIXTH FORM**

(105 hours)

#### **REQUIREMENTS**

FOR GIVING THE PUPILS A PRACTICAL KNOWLEDGE  
OF THE ENGLISH LANGUAGE

#### **Oral Speech**

The pupils should be able:

to do oral statements and to speak on the topics learned;

to ask and answer questions on the topics studied;

to make up a story on the series of pictures;

to ask questions related to contents of the text, to render the contents of the text using the plan made up in the form of questions;

to understand by ear the fabulous stories rendered by the teacher based on the material learned and on the topics studied and to understand the teachers' instructions in English;

to recite poetry.

### Reading

The pupils should be able:

to correctly read (aloud and silently) and understand the text based on the linguistic material learned;

to read aloud with expression and understand the texts based on the vocabulary and grammatical material studied and including new words the meaning of which can be guessed from the context (maximum 1—2 words per hundred words of the text);

to make up with the help of questions the plan of the text read, to pick out from the text those sentences which are most important for revealing the contents; to abridge the text.

### Writing

The pupils should be able:

to ask and answer questions in a written form (within the linguistic material learned and on topics studied), and to write simple compositions;

to write dictations (up to 30 words) based on the linguistic material learned.

### *Approximate Topics for Reading and Developing Oral Speech*

1. School. Tidying up the school. At the pioneer meeting. Studies in the foreign language circle. Correspondence with the pupils from foreign countries.

2. At home. Home. House chores. Designation of time. Members of the family and their work. Visiting friends.

3. Town and country. Description of a town or a village. Riding about the town (in a tram, bus, trolley-bus or underground).

4. Nature. Description of the four seasons of the year and description of weather. The names of the days of the week and months. The dates.

5. Physical training and sport. At the Pioneer camp (summer sports).

6. The man. Appearance. Parts of the body.

7. Social activities. May Day festivities.

## KNOWLEDGE REQUIREMENTS

### Vocabulary

Vocabulary\* should consist of 450 words and phrase combinations including:

The verbs: *to have (they have to go), may (you may go), let (let's go), to stop (stop talking, stop playing),* etc.

Ordinal numerals: *first, second, third.*

Adjectives: *better, best.*

Pronouns: *this, that, these, some, any, no, every.*

Prepositions: *near, of (the name of the street), in front of, behind, for, about.*

Conjunctions: *because, than, so (because), that.*

Phrases: *there is, there are, there was, there were.*

Word building: suffixes of the numerals: *-teen, -ty, -th.*

### Grammar

#### Morphology

The noun. The use of the definite article before the nouns preceded by the attribute expressed by adjectives in the superlative degree or by the ordinal numeral: *the best pupil, the first lesson.*

The adjective. Forming the degrees of comparison of the adjective with the help of suffixes: *-er, -est.*

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\* Here and in all the subsequent forms the vocabulary also includes words already learned.



The verb. The Past Indefinite Tense. Affirmative, interrogative and negative forms. The use of the Past Indefinite Tense for expressing an action which took place in a completed period of time in the past.

The Future Indefinite Tense. Affirmative, interrogative and negative forms.

### Syntax

The place of secondary parts of the sentence:  
the direct object, the indirect object and the prepositional indirect object;  
the adverbial modifier of definite time and place.

### The Rules of Reading and Spelling

Reading the combinations of letters: *igh, ou* as [au].

Spelling the plural number of the nouns ending in *y*.

Spelling the form of the Past Indefinite Tense of the verbs ending in *y*. The cases of doubling the consonant of the verbs when forming the Past Indefinite Tense.

Spelling the adjectives in the comparative and superlative degrees.

### SEVENTH FORM

(105 hours)

#### REQUIREMENTS

FOR GIVING THE PUPILS A PRACTICAL KNOWLEDGE  
OF THE ENGLISH LANGUAGE

#### Oral Speech

The pupils should be able:

to do oral extended statements prepared beforehand and to talk on the topics studied;

to conduct unprepared discussion on the studied topics;

to render in English the contents of the text read or the contents of the story listened to; to ask and answer questions on the text, contents of the text read by the teacher;

to understand by ear short stories related by the teacher based on the material learned and including maximum one or two words the meaning of which can be guessed from the context;

to understand recorded material (based on the words and topics studied);

to recite poems and dialogues learned by heart.

### **Reading**

The pupils should be able:

to expressively read aloud and understand the contents of the texts based on the words and grammar material learned and including such unfamiliar words the meaning of which can be guessed from the context (not more than 3—4 new words per hundred words of the text);

to select from the text the material characterizing the personages and circumstances under which an action is taking place, to paraphrase the text.

### **Writing**

The pupils should be able:

to write a brief letter based on the linguistic material learned and on the topics studied;

to write dictations (up to 50 words) based on the linguistic material learned.

### *Approximate Topics for Reading and Developing Oral Speech*

1. **School.** At the school library. Discussion on the material read. At a pioneer meeting. Issue of a wall newspaper. Organizing the school party. Work on the school plot. Various kinds of useful work of the pupils.

2. **At home.** Food. Clothes.

3. **Town and country.** At the post-office. Telephoning. Shopping. The capital of our country. The capital of the country whose language the pupils are studying.

4. Nature. Landscape and climate.
5. Physical training and sport. Sport games.
6. Travelling. A trip during vacation (to work or to have a rest).
7. Cultural recreations. At the cinema.
8. Social activities. Celebration of the Great October Socialist Revolution.

## KNOWLEDGE REQUIREMENTS

### Vocabulary

Vocabulary should consist of 625 words and phrase combinations including:

Verbs: *to make (make him come)*.

Pronouns: *one; some, any, no, every* and their derivatives.

Adjectives: *more, most*.

Conjunctions: *if, as, before*.

Word-building suffixes: **-er** for forming the nouns of the type: *leader, writer*; **-ly** for forming the adverbs.

### Grammar

#### Morphology

The article. The use of abstract nouns and the nouns denoting the names of materials without the article.

The verb.

The use of the Present Indefinite Tense for expressing the future action after the conjunctions *if, when*.

The Present Continuous Tense. Affirmative, interrogative and negative forms. The use of the Present Continuous Tense for expressing an action going on at a given moment in the present.

Present Perfect and its formation. Affirmative, interrogative and negative forms. The use of Present Perfect for expressing an action completed by a certain moment in the present the result of which is evident and is in

some way or other connected with the situation which follows as a consequence.

The formation of Present Participle and Past Participle.

## Syntax

The place of the adverbial modifier of indefinite time in the sentence.

### **EIGHTH FORM**

(70 hours)

#### REQUIREMENTS FOR GIVING THE PUPILS A PRACTICAL KNOWLEDGE OF THE ENGLISH LANGUAGE

### **Oral Speech**

The pupils should be able:

to do oral statements prepared beforehand and to talk on the topics studied using the linguistic material learned; to render in English the contents of the text read or listened to and to render the contents of the story listened to (based on the linguistic material learned);

to understand by ear short stories related by the teacher based on the material learned and including maximum one or two new words the meaning of which can be guessed from the context;

to understand the recorded speech (based on the linguistic material learned).

### **Reading**

The pupils should be able:

to read and understand the contents of the texts based on the grammar material learned and including such unfamiliar words the meaning of which can be guessed from the context and by the familiar word-building elements (not more than 3—4 unfamiliar words per hundred words of the text);

to read and understand (using the English-Russian dictionary) the texts containing not more than 8—10 unfamiliar words and phrase combinations per hundred words of the text.

### Writing

The pupils should be able to write a letter using the linguistic material learned.

#### *Approximate Topics for Reading and Developing Oral Speech*

1. School. Various kinds of useful work of the pupils. Class meeting. The school life in the country whose language the pupils are studying.
2. At home. Radio and television broadcasts. House chores.
3. Town and country. Sightseeing.
4. Nature. The nature of the country whose language the pupils are studying.
5. Physical training and sport. Winter and summer sports (generalization).
6. Travelling and hiking.
7. Cultural life. At the theatre.
8. Social activities. The Soviet Constitution Day. The biographies of the outstanding people.

#### KNOWLEDGE REQUIREMENTS

##### Vocabulary

Vocabulary should consist of 800 words and phrase combinations.

Word-building: the suffixes of nouns: **-ing, -ness, -ment, -tion**;

The suffixes of adjectives: **-less, -y, -ful, -able**.

## Grammar

### Morphology

Conjugation of the verbs in Past Indefinite Passive.  
The use of Passive in such sentences as: *The book was published (by), I was told . . .*

### The Rules of Reading

Reading of the words with the suffix *-tion*.

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# GERMAN

## **FIFTH FORM**

(140 hours)

### REQUIREMENTS FOR GIVING THE PUPILS A PRACTICAL KNOWLEDGE OF THE GERMAN LANGUAGE

#### **Oral Speech**

The pupils should be able:

- to ask and answer questions on a given topic or on the text read or on pictures;
- to describe pictures, to give a story from a picture;
- to do oral simple statements on a given topic;
- to understand the teacher's speech based on the themes studied and his instructions (in German) connected with the lesson;
- to recite simple poems by heart conducting.

#### **Reading**

The pupils should be able:

- to correctly read aloud and understand both the texts being studied and unfamiliar texts based on the linguistic material learned;
- to divide the text read into parts according to the meaning, to find in the text the answers to given questions.

#### **Writing**

The pupils should be able:

- to ask and answer questions in a written form (within the limits on linguistic material learned and on the topics studied);
- to write dictations (up to 20 words) based on the linguistic material learned.

## Approximate Topics for Reading and Developing Oral Speech

1. School. Coming to school. Description of a class-room. School appliances. At a lesson of the foreign language. Class-room duty. Leaving the school after the lessons.

2. At home. A room. Residence (address). Members of the family. Playing in the yard.

3. Town and country. Description of the street.

4. Physical training and sport. Summer and winter kinds of sports.

### KNOWLEDGE REQUIREMENTS

#### Vocabulary

Vocabulary should consist of 260 words and phrase combinations including:

The verbs: *lesen, sprechen, nehmen, geben, sehen, laufen, haben* and *sein* in all forms of the present tense.

The prepositions: *in, auf, an, mit, nach, zu*.

The pronouns: *ich, du, er, sie, es, wir, ihr, sie, Sie; kein, alle, das, dieser, wer, was, mein, dein, sein, unser, euer, Ihr*.

The adverbs: *wieviel, wie, wo, wohin*.

The numerals: from 1 to 100.

The conjunction *und*.

The word-building. The formation of the cardinal numerals up to 100.

#### Grammar

#### Morphology

The article and the noun.

The kinds of the article: indefinite and definite. The article as an indicator of the gender, number and case.

Declination of the article in Dativ and Akkusativ.

Confluence of the definite article with prepositions.

The use of the definite article for distinguishing a given thing.



The use of the indefinite article for giving a name to a thing and making it one of a whole category of things as contrasted to a member of another category.

The absence of the article:

if the noun is a countable in the plural and we want to give a name to it;

if the noun is preceded by the cardinal numeral, possessive and demonstrative pronouns, the pronouns *kein* and *alle*, the adverb *wieviel*.

Forming the plural number of the nouns with the help of the suffixes: **-e**, **-er**, **-en**, **-n** and **Umlaut**.

The absence of the suffix of the plural number of the nouns of masculine gender whose stem ends in **-er**.

Declination of the nouns: strong declination<sup>1</sup> and declination of the nouns of feminine gender in Dativ and Akkusativ in the singular and plural number.

The adjective. The short form of the adjectives.

The pronoun. The use of the demonstrative pronoun *das*, personal and possessive pronouns in the Nominative Case. Declination and use of the demonstrative pronoun *dieser*, negative pronoun *kein* and interrogative pronouns *wer* and *was* in Dativ and Akkusativ.

The verb. The formation of Präsens of the verbs of weak conjugation.

The use of Präsens for expressing an action in the present and future tense.

## Syntax

The place of the subject and the predicate in direct and reverse word-order. The word-order in the interrogative sentences with the interrogative words occupying an independent place in the sentence and without them.

The negative sentences with *nicht* and *kein*.

The predicate expressed by the link-verb *sein* with the noun or the adjective in a short form.

## Phonetics

Vowels: [a:], [a], [o:], [ɔ], [u:], [v], [e:], [ɛ], [ɛɪ], [ə], [i:], [ɪ], [ø:], [œ], [y:], [y].

<sup>1</sup> The term strong declination is not explained to the pupils.

Diphthongs: [æ̂], [âo], [ôø].

Hard start before the vowels at the beginning of the word and at the beginning of the prefix and root inside the word. Length and brevity, close and open vowels as bearers of meaning of the word. For example: *ihm, im*. The absence of qualitative reduction of the vowels in nonstressed words (they are distinctly pronounced). For example: *wohin, Oktober*.

Consonants *i, ç, h*. The absence of palatalization of the consonants. The absence of assimilation of the consonants for sounding. For example: *das Buch, hast du*.

The stress on the root syllable and division of the sentence into speech-measures.

### The Rules of Reading and Spelling

The Latin alphabet except the letters *x* and *y*, the rules of reading and spelling of the letters and the combinations of letters: *s* before the vowels, *s* before *t* and *p* at the beginning of the root; *ei, ai, au, eu, äu, ch, sch, tsch, ck, tz*.

Doubling of the consonants, doubling of the vowels *h* as a sign of length of the preceding vowel; *e* as a sign of length of the vowel *i*.

#### SIXTH FORM

(105 hours)

#### REQUIREMENTS

FOR GIVING THE PUPILS A PRACTICAL KNOWLEDGE  
OF THE GERMAN LANGUAGE

#### Oral Speech

The pupils should be able:

to do oral statements and to speak on the topics learned;

to ask and answer questions on the topics studied;

- to make up a story on the series of pictures;
- to ask questions on the text, to render the main contents of the text using the plan made up in the form of questions;
- to understand by ear the stories rendered by the teacher based on the linguistic material learned and on the topics studied, and to understand also the teacher's instructions in German;
- to recite poetry by heart.

### **Reading**

The pupils should be able:

- to correctly read (aloud and silently) and understand the texts based on the linguistic material learned;
- to read aloud with expression and understand the texts based on the vocabulary and grammatical material studied and including new words the meaning of which can be guessed from the context (maximum 1—2 words per 100 words of the text);
- to make up with the help of questions the plan of the text read, to pick up from the text those sentences which are the most important for revealing the content; to abbreviate the text.

### **Writing**

The pupils should be able:

- to ask and answer questions in the written form (within the linguistic material learned and on topics studied) and to write also simple compositions;
- to write dictations (up to 30 words) based on the linguistic material learned.

### *Approximate Topics for Reading and Developing Oral Speech*

1. S c h o o l. Tidying up school. At the pioneer meeting. Studies at the foreign language circle. Correspondence with the pupils from foreign countries.
2. A t h o m e. Home. House chores. Designation of

time. Members of the family and their work. Visiting friends.

3. Town and country. Description of a town or a village. Riding about the town (in a tram, bus, trolley-bus, underground).

4. Nature. Description of the four seasons of the year and description of weather. The names of the days of the week and months. The dates.

5. Physical training and sport. At the Pioneer camp (summer kinds of sports).

6. The man. Appearance. Parts of the body.

7. Social activities. May Day festivities.

## KNOWLEDGE REQUIREMENTS

### Vocabulary

Vocabulary \* should consist of 450 words and phrase combinations including:

The verbs: *müssen, können, wollen, werden* in Präsens and Imperfekt and the principal forms of the verbs: *beginnen, bringen, essen, fahren, fliegen, geben, gehen, haben, heißen, kommen, laufen, lesen, liegen, nehmen, scheinen, schlafen, schreiben, schwimmen, sehen, sein, singen, sitzen, sprechen, stehen, tragen, trinken.*

The prepositions: *unter, über, hinter, vor, neben, zwischen, bei, aus, durch, für.*

The pronoun *es* in the sentences: *es ist kalt, es ist warm, es ist Sommer, es ist Winter*, etc.

The adjectives and the adverbs: *besser — der beste, mehr.*

The numeral: *tausend.*

Conjunctions: *oder, aber.*

The word-building: the formation of the nouns of neuter gender with the suffixes **-chen, -lein**. The formation of the compound nouns.

The formation of the cardinal numerals up to 1000.

The formation of the ordinal numerals.

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\* Here and in all the subsequent forms the vocabulary also includes words already known to pupils.

## Grammar

### Morphology

The article and the noun.

Declination of the article in Genitiv of the singular and plural number.

The use of the definite article before the nouns which have the attribute in Genitiv.

The use of the indefinite article before the nouns which have the meaning of predicatives.

The absence of the article:

before nouns in the plural when they are enumerated before proper names (before names of the persons);

before the nouns which have the meaning of predicatives if a given noun denotes profession or rank.

The formation of the plural number of the nouns of masculine gender ending in *-en*, *-el*.

The formation of the plural number of the nouns of neuter gender ending in *-er*, *-en*, *-el*.

Declination of the nouns of the feminine gender and strong declination in Genitiv.

Weak declination of the nouns of the masculine gender.

The adjective. The formation of the degrees of comparison of the adjectives.

The prepositions. The prepositions with double government.

The prepositions requiring Dativ: *von*, *bei*, *aus*, *mit*, *nach*, *zu*.

The pronoun. Declination of the personal pronouns in Dativ, Akkusativ and the possessive pronouns in all cases.

The verb. Conjugation of the strong verbs in Präsens.

Conjugation of the verbs with prefixes. Conjugation of the weak verbs in Perfekt and Imperfekt. The use of Perfekt in questions and answers. The use of Imperfekt in narration. The formation of Partizip II of the weak verbs. The principal forms of the verbs. The formation and use of Imperativ.

The adverb. The formation of the degrees of comparison of the adverbs.

## Syntax

The simple predicate expressed by the verbs with detached prefix and by the complex tenses of the verbs. The compound verbal predicate expressed by the modal verb with the infinitive. The place of the parts of predicate in the sentence (the frame construction).

## Phonetics

The stress in the derivative and compound words. The stress in the loan-words.

## The Rules of Reading and Spelling

Reading of the letters *x* and *y*. Reading of the combinations of letters *qu*, *th*, *ph* and the suffix *-tion*.

Short pronunciation of the vowels before *tz* and *ck*. Spelling of the words beginning with *f*, *v*, *s*, *ss*, *ß* and the suffix *-ig*.

## SEVENTH FORM

(105 hours)

### REQUIREMENTS

FOR GIVING THE PUPILS A PRACTICAL KNOWLEDGE  
OF THE GERMAN LANGUAGE

### Oral Speech

The pupils should be able:

to do oral extended statements prepared beforehand and to talk on the topics studied;

to conduct unprepared discussion on the studied topic;

to render in German the contents of the text read or the contents of the story listened to, to ask and answer questions on the text read by the teacher;

to understand by ear short stories related by the teacher based on the material learned and including maximum one or two new words the meaning of which can be guessed from the context;

to understand the recorded speech (based on the material linguistic learned and on the topics studied);  
recite poems and dialogues learned by heart.

### Reading

The pupils should be able:

to read aloud with expression and understand the contents of the texts based on the grammar material learned and including such unfamiliar words the meaning of which can be guessed from the context (not more than 3—4 unfamiliar words per hundred words of the text);

to select from the text the material characterizing the personages and circumstances under which an action is taking place, to paraphrase the text.

### Writing

The pupils should be able:

to write a brief letter based on the linguistic material learned and on the topics studied;

to write dictations (up to 50 words) based on the linguistic material learned.

### *Approximate Topics for Reading and Developing Oral Speech*

1. School. At the school library. Discussion on the material read. At a pioneer meeting. Issue of a wall newspaper. Organizing the school party. Work on the pre-school plot. Various kinds of useful work of the pupils.

2. At home. Food. Clothes.

3. Town and country. At the post-office. Telephoning. Shopping.

The capital of our country. The capital of the country whose language the pupils are studying.

4. Nature. Landscape and climate.

5. Physical training and sport. Sport games.

6. Travelling. A trip during vacations (to work or to have a rest).

7. Cultural recreations. At the cinema.

8. Social activities. Celebration of the Great October Socialist Revolution.

## KNOWLEDGE REQUIREMENTS

### Vocabulary

Vocabulary should consist of 650 words and phrase combinations including:

The verbs: *sollen, dürfen* in Präsens and Imperfekt.

The prepositions: *ohne, um, seit, während*.

The pronouns: *was für ein, welcher, jemand, niemand, der, die, das, jeder, sich*.

The conjunctions: *daß, als, wenn, da, weil*.

The word-building: the formation of fractional numbers.

### Grammar

#### Morphology

The article and the noun.

The use of the article before the ordinal numbers.

The adjective.

The weak and strong declination of the adjectives.

Declination of the adjectives with the indefinite article.

The numeral.

Declination of the ordinal numbers.

The pronoun.

Declination of the pronoun *jeder*. The use of the non-finite pronoun *es* and the indefinite-personal pronoun *man*.

The verb.

Conjugation of the reflexive verbs.

Conjugation of the strong verbs in Perfekt and Imperfekt.

Partizip II of the verbs of strong conjugation.

The preposition.



Government of the prepositions requiring Akkusativ:  
*ohne, um, für, durch, gegen.*

The preposition *bis*.

## Syntax

The place of the direct object. The sentences with the subject expressed by the impersonal pronoun *es*.

The word-order in the complex sentence: in the subordinate clause and in the principal clause preceded by the subordinate clause.

The place of the reflexive pronoun *sich* in the principal and subordinate clauses.

## Phonetics

Intonation in the compound and complex sentences.

## **EIGHTH FORM**

(70 hours)

### REQUIREMENTS

FOR GIVING THE PUPILS A PRACTICAL KNOWLEDGE  
OF THE GERMAN LANGUAGE

### Oral Speech

The pupils should be able:

to do oral statements prepared beforehand and to talk at random on the topics studied using the linguistic material learned;

to render in German the contents of the text read or listened to and to render the contents of the story listened to (based on the linguistic material learned);

to understand by ear short stories related by the teacher based on the material learned and including maximum one or two new words the meaning of which can be guessed from the context;

to understand the recorded speech (based on the linguistic material learned).

## Reading

The pupils should be able:

to read and understand the contents of the texts based on the grammar material learned and including such unfamiliar words the meaning of which can be guessed from the context and by the familiar word-building elements (not more than 3—4 unfamiliar words per hundred words of the text);

to read and understand (using the German-Russian dictionary) the texts containing not more than 8—10 unfamiliar words and phrase combinations per hundred words of the text.

## Writing

The pupils should be able to write a letter using the linguistic material learned.

### *Approximate Topics for Reading and Developing Oral Speech*

1. School. Various kinds of useful work of the pupils. Class meeting. The school life in the country whose language the pupils are studying.

2. At home. Radio and television broadcasts. House chores.

3. Town and country. Sightseeing.

4. Nature. The nature of the country whose language the pupils are studying.

5. Physical training and sport. Winter and summer sports (generalization).

6. Travelling and hiking.

7. Cultural life. At the theatre.

8. Social activities. The Soviet Constitution Day. The biographies of the famous people.

## KNOWLEDGE REQUIREMENTS

### Vocabulary

Vocabulary should consist of 800 words and phrase combinations including:

The prepositions: *außer, statt*.

The conjunctions and conjunctive words: *denn, sondern, dann, darum, was, damit, um . . . zu.*

The word-building.

The formation of the nouns of masculine gender with the suffixes *-er, -e*, of feminine gender with the suffixes *-in, -ung, -heit, -keit, -tion.*

The formation of the adjectives with the suffixes: *-isch, -ig, -los, -lich* and with the prefix *-un.*

## Grammar

### Morphology

The pronoun.

Declination and use of the relative pronouns in all cases (except Genitiv).

The verb.

The formation and the use of Futurum I. The use of Infinitiv with *zu* and without *zu.*

### Syntax

The use of Infinitiv as the adverbial modifier of purpose (*um . . . zu.*)

The word-order in compound sentences.

The attributive clauses with the relative pronouns in indirect cases (except Genitiv).

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## FRENCH

### *FIFTH FORM*

(140 hours)

#### REQUIREMENTS FOR GIVING THE PUPILS A PRACTICAL KNOWLEDGE OF THE FRENCH LANGUAGE

#### **Oral Speech**

The pupils should be able:

- to ask and answer questions on a given topic or give the contents of the text read or describe pictures;
- to describe pictures, to make up a story from a picture;
- to do oral simple statements on a given topic;
- to understand the teacher's speech based on the themes studied and his instructions (in French) connected with conducting the lesson.

#### **Reading**

The pupils should be able:

- to correctly read aloud and understand both the texts being studied and unfamiliar texts based on the linguistic material learned;
- to divide the text read into parts according to the meaning, to find in the text answers to the given questions.

#### **Writing**

The pupils should be able:

- to ask and answer questions in the written form (within the limits of the linguistic material learned and on the topics studied);
- to write dictations (some 20 words) based on the linguistic material learned.

## Approximate Topics for Reading and Developing Oral Speech

1. School. Coming to school. Description of a classroom. School appliances. At a lesson of the foreign language. Class-room duty. Leaving the school after the lessons are over.
2. At home. A room. Residence (address). Members of the family. Playing in the yard.
3. Town and country. Description of the street.
4. Physical training and sport. Summer and winter sports.

### KNOWLEDGE REQUIREMENTS

#### Vocabulary

Vocabulary should consist of 250 words and phrase combinations including:

The words and combinations of words;

The verbal word combinations learned in the fifth form as a part of the vocabulary: *être malade, être absent (absente), être content (contente)* in all the forms of present tense; *Que fait-il? Que fais-tu? C'est; ce sont;*

the adjectives the forms of which are learned as part of the vocabulary: *blanc, blanche, vert, verte, gris, grise, brun, brune, petit, petite, grand, grande.*

Numerals up to 10.

The adverbs: *voici, voilà.*

The form-words studied in the fifth form as a part of the vocabulary:

The prepositions: *à* (direction, place, purpose), *de* (the point of starting), *dans, sous, sur, chez, avec* (conjunction, accompaniment), *près de, avant, après.*

The conjunction *et.*

The interrogative words: *qui, que, où* (where).

The pronoun adjective: *ma, mon, ta, ton, sa, son, notre, votre, mes, tes, ses.*

#### Grammar

##### Morphology

The noun, the article and the possessive pronoun adjectives. The gender of the nouns. The expression of

the gender of the nouns in the singular with the forms of the article *le, la, un, une* and with the forms of the pronoun possessive adjectives *mon, ma, ton, ta, son, sa*.

The expression of the plural number of the nouns with the forms of the article *des, les* and with the forms of the pronoun possessive adjectives *mes, tes, ses*. The abbreviated form of the definite article (*l'*). The forms of the definite article written in one: *du, des, au, aux*. The use of the definite and indefinite articles in the main meaning (*Lucie apporte un livre. Elle met le livre sur sa table*).

The use of nouns without an article denoting the names of people and towns (cities).

The verb, personal pronouns and particles.

The use of *Présent* for expressing an action going on at a given moment of speech.

*Présent* of the verbs of the first group. *Présent* of the verbs *être, avoir, aller, prendre, mettre, venir, lire, écrire, répondre, sortir*.

Conjugation of the verb with the personal pronouns-subjects.

Conjugation of the verb with the personal negative particles *ne... pas*.

The forms of the verbs expressing orders or request (*Parlez! Parlez! Écrivez! Écrivez!*)

The preposition.

The expression of case relations with the prepositional constructions of nouns.

The use of preposition *de* in the meaning that corresponds to the genitive case of the Russian language (*Le livre de Lucie*).

The use of the preposition *à* in the meaning that corresponds to the dative case of the dative case of the Russian language (*Je donne le livre à Lucie*).

## Syntax

The direct order of the principal parts in the affirmative sentence. Obligatory use of the *être* in the sentence in contradistinction on to the Russian language (*Nous sommes dans la cour*).

The inverse word-order in the interrogative sentence without or with the interrogative words: *Prends-tu ton livre? Apporte-t-il son livre? Où va-t-il? Où est ton livre? Que prend-il?*

### Phonetics

The vowels: clean and nasal.

The sound combinations [wa], [je].

The consonants except [ʒ].

Distinct pronunciation of unstressed vowels. Long vowels within the limits of the vocabulary learned (*ils, lisent, une image*).

The absence of deafening of the voiced consonants at the end of words. The absence of palatalization of consonants. The stress on the nouns, verbs, adjectives and adverbs. Unstressed form-words (the article, personal pronoun, pronoun adjective, preposition, negative particle *ne*). The pronunciation of form-words with independent words pronounced in one (*il a, tu as, des enfants, un arbre*).

### The Rules of Reading and Spelling

Reading and spelling of the letters: *a, o, u, i, b, d, j, l, f, m, n, p, r, t, v, z*.

The letter *s* between two vowels and in other positions.

The letter *c* before *e* and *i, y* and before the consonant.

The letter *g* before *a* and *i* and before the consonant.

The letter *e* at the end of a syllable, in a syllable ending in the consonant, in the ending *ez*, at the end of poly-syllables.

The combinations of letters *an, en, au, eau, ou, eu, ai, on, un, in, ch, qu, oi, ien*.

Reading and spelling of the letters with the signs: *ç, à, è, é, ê*.

Reading and spelling of the words in which the apostrophe is used.

The case of reading of consonant letters at the end of words within the limits of vocabulary learnt.

Reading of the letter *s* and letter *d* at the end of words when they are pronounced in one (*des amis, prend-il*).

Reading of the letter *t* at the end of words (*Lit-il*).

The rules of division into syllables when reading.

The main rule of spelling of the plural number of the nouns and adjectives. The personal ending of the verbs of the first group in *Présent*.

### **SIXTH FORM**

(105 hours)

#### REQUIREMENTS FOR GIVING THE PUPILS A PRACTICAL KNOWLEDGE OF THE FRENCH LANGUAGE

#### **Oral Speech**

The pupils should be able:

to do oral statements and to speak on the topics learned;

to ask and answer questions on the topics studied;

to make up a story on the series of pictures;

to ask questions related to the contents of the text, to render the main contents of the text using the plan made up in the form of questions;

to understand by ear the fabulous stories rendered by the teacher based on the material learned and on the topics studied, and to understand also the teacher's instructions in French.

#### **Reading**

The pupils should be able:

to correctly read (aloud and silently) and understand the texts based on the linguistic material learned;

to read aloud with expression and understand the texts based on the vocabulary and grammatical material studied and including new words the meaning of which can be guessed from the context (maximum 1—2 words per 100 words of the text);

to make up with the help of questions the plan of the text read, to pick up from the text those sentences which are the most important for revealing the contents, to abridge the text.



## Writing

The pupils should be able:

to ask and answer questions in a written form (within the limits of the linguistic material learned and on topics studied), and to write simple compositions;

to write dictations (up to 30 words) based on the linguistic material learned.

### *Approximate Topics for Reading and Developing Oral Speech*

1. School. Tidying up the school. At a Pioneer meeting. Studies in the foreign language circle. Correspondence with the pupils from foreign countries.

2. At home. Home. House chores. Designation of time. Members of the family and their work. Visiting friends.

3. Town and country. Description of town or village. Riding about the town (in a tram, bus, trolley-bus, underground).

4. Nature. Description of the four seasons of the year and description of weather. The names of the days of the week and months. The dates.

5. Physical training and sport. At the Pioneer camp (summer sports).

6. The man. Appearance. Parts of the body.

7. Social activities. May Day festivities.

## KNOWLEDGE REQUIREMENTS

### Vocabulary

Vocabulary should consist of 450 words and phrase combinations\* including:

The words and word combinations:

The verbs which are learned in the sixth form as a part of the vocabulary: *je me lave, il se lave, je me lève, il se lève, je m'habille, il s'habille, je me repose, il se*

\* Here in all the subsequent forms the vocabulary also includes words already learned.

*repose, je me promène, il se promène, il s'arrête, il y a; il n'y a pas; y a-t-il? il pleut; il neige; il faut, il fait froid, il fait chaud; il fait beau, il fait mauvais temps.*

Numerals up to 31.

The adjectives the forms of which are learned as part of the vocabulary: *bon, bonne, beau, belle, nouveau, nouvelle, fort, forte, intéressant, intéressante.*

The form-words:

The prepositions: *à* (time), *de* (time), *derrière, devant, entre, autour de, au milieu de, pendant, pour, sans, avec* (instrument of action);

the conjunctions: *ou, mais;*

the pronouns: *moi, toi, lui, elle, nous, vous, me, te, le, la, lui;*

the pronoun adjectives: *tout (toute la famille), quelque (quelques livres).*

the interrogative words: *comment, d'où, combien, quand, quel, quelle, pourquoi.*

## Grammar

### Morphology

The noun.

The use of the noun with the definite and indefinite articles, with all forms of the possessive and demonstrative pronoun adjectives and with the cardinal numerals.

The verb and personal pronoun.

The indefinite form of the verbs of the first group and of the verbs of the third group which have been learned.

Présent of the verbs of the third group: *faire, apprendre, comprendre, attendre, descendre, dire, vouloir, savoir, voir, partir.*

The use of *Passé composé* for expressing an action completed before a given moment of speech and connected with the present. The formation of *Passé composé*.

*Participe passé* of the verbs of the first group and of the following verbs of the third group: *aller, faire, lire, écrire, dire, partir, sortir, venir.*

The intransitive verbs (within the limits of the vocabulary learned), conjugation in *Passé composé* with the auxiliary verb *être*.

The use of Futur simple for expressing an action which will take place after a moment of speech.

The formation of Futur simple of the verbs of the first group and of the verbs of the third group learned (special forms only from the verbs *aller*, *venir*).

Conjugation of the verbs with the personal pronouns *me*, *te*, *le*, *la*, *lui*.

### Syntax

The presence of the link-verb *être* in the present tense as peculiarity of the French language:

The interrogative sentences with inverse word-order: With the interrogative word *qui* — (an object) (*Qui attendez-vous? Avec qui partez-vous?*).

With other interrogative words: *Comment parle-t-il français? Comment est votre chambre? Combien de frères as-tu? D'où viens-tu? Quand irez-vous au cinéma? A quelle heure allez-vous à l'école? Pourquoi êtes-vous venus?*

Without an interrogative word: *Les enfants, iront-ils au parc?*

### Phonetics

The sound-combination [ij].

The long vowels within the limits of vocabulary learnt (*il arrive, treize*). Pronunciation of the cardinal numerals (*dix, dix heures, dix mois*).

Rhythmic groups in connection with the form-words studied in the sixth form.

### The Rules of Reading and Spelling

All the letters of the alphabet. Combinations of letters: *am, em, om, gu, ill, il*.

The letters which are read at the end of words: *f, l, r*, (except the ending *-ier, -er*).

The concord (when writing) of Participe passé of the verbs conjugating in compound tenses with the auxiliary verb *être*. Personal ending of Futur simple.

## **SEVENTH FORM**

(105 hours)

### REQUIREMENTS FOR GIVING THE PUPILS A PRACTICAL KNOWLEDGE OF THE FRENCH LANGUAGE

#### **Oral Speech**

The pupils should be able:

to do oral extended statements prepared beforehand and to talk on the topics studied;

to conduct unprepared discussion on the topics studied;  
to render in French the contents of the text read or the contents of the story listened to, to ask and answer questions on the contents of the text read by the teacher;

to understand by ear short stories related by the teacher based on the material learned and including maximum one or two new words the meaning of which can be guessed from the context;

to understand the recorded speech (based on the material learned on the topics studied);

to recite poems and dialogues learned by heart.

#### **Reading**

The pupils should be able:

to expressively read aloud and understand the contents of the texts based on the grammar words and material learned and including such unfamiliar words the meaning of which can be guessed from the context (not more than 3—4 unfamiliar words per hundred words of the text);

to select from the text the material characterizing the personages and circumstances under which an action is taking place, to paraphrase the text.

#### **Writing**

The pupils should be able:

to write a brief letter based on the linguistic material learned and on the topics studied;

to write dictations (up to 50 words) based on the linguistic material learned.

### *Approximate Topics for Reading and Developing Oral Speech*

1. School. At the school library. Discussion on the material read. At a pioneers meeting. Issue of a wall newspaper. Organizing the school party. Work on the preschool plot. Various kinds of useful work of the pupils.
2. At home. Food. Clothes.
3. Town and country. At the post-office. Telephoning. Shopping. The capital of our country. The capital of the country whose language the pupils are studying.
4. Nature. Landscape and climate.
5. Physical training and sport. Sport games.
6. Travelling. A trip during vacations (to work or to have a rest).
7. Cultural recreations. At the cinema.
8. Social activities. Celebration of the Great October Socialist Revolution.

### KNOWLEDGE REQUIREMENTS

#### Vocabulary

Vocabulary should consist of 625 words and phrase combinations including:

Words and word combinations:

The pronouns: *quelque chose, tout le monde, eux.*

The numerals up to 100.

The adjectives studied as a part of the vocabulary:  
*vieux, vieille.*

The form-words:

The conjunctive words: *parce que, pendant que, comme.*

The adverbs: *même, jamais.*

The pronouns: *tout, toute (all), rien, personne, ça, cela, les, leur.*

## Grammar

### Morphology

The noun and the article.

The partitive article (*du, de la, de l'*), the use of the noun denoting the names of materials with the partitive and definite article (*du pain, de l'eau, le pain, l'eau*).

The adjective. The common rule of the formation of the feminine gender of the adjectives.

The verb, personal pronouns and particles.

Présent of the verb *finir* and of the following verbs of the third group: *pouvoir, connaître, boire, permettre, devoir, défendre, rendre, ouvrir, recevoir*.

Conjugation of the verb *finir* and all verbs of the third group (within the limits of the vocabulary learned) in Passé composé and in Futur simple.

The use of Imparfait for expressing: 1. An action, not completed in the past. 2. Habitual or recurrent actions in the past. The formation of Imparfait.

The pronoun verbs in all the tenses learned.

Conjugation of the verbs with the negative particles: *ne ... plus, ne ... rien, ne ... jamais, ne ... personne*.

### Phonetics

The sound [ŋ].

Rhythmical groups in connection with the form-words learned.

### The Rules of Reading and Spelling

The combinations of letters *ein, im, oin, eil (eille); gn*.  
The finite endings of Imparfait.

### **EIGHTH FORM**

(70 hours)

#### REQUIREMENTS

FOR GIVING THE PUPILS A PRACTICAL KNOWLEDGE  
OF THE FRENCH LANGUAGE

### Oral Speech

The pupils should be able:

to do oral statements prepared beforehand and to talk on the topics studied using the linguistic material learned;

to render in French the contents of the text read or listened to and to render the contents of the story listened to (based on the linguistic material learned);

to understand by ear short stories related by the teacher based on the material learned and including maximum one or two new words the meaning of which can be guessed from the context;

to understand the recorded speech (based on the linguistic material learned).

### Reading

The pupils should be able:

to expressively read aloud and understand the contents of the texts based on the grammar material learned and including such unfamiliar words the meaning of which can be guessed from the context and by the familiar word-building elements (not more than 4—6 unfamiliar words per hundred words of the text);

to read and understand (using the French-Russian dictionary) the texts containing not more than 8—10 unfamiliar words and phrase combinations per hundred words of the text.

### Writing

The pupils should be able to write a letter using the linguistic material learned.

#### *Approximate Topics for Reading and Developing Oral Speech*

1. School. Various kinds of useful work of the pupils. Class meeting. The school life in the country whose language the pupils are studying.

2. At home. Radio and television broadcasts. House chores.

3. Town and country. Sightseeing.

4. Nature. The nature of the country whose language the pupils are studying.

5. Physical training and sport. Winter and summer sports (generalization).
6. Travelling and hiking.
7. Cultural life. At the theatre.
8. Social activities. The Soviet Constitution Day. The Biographies of the outstanding people.

## KNOWLEDGE REQUIREMENTS

### Vocabulary

The pupils should know 800 words and phrase combinations including the numerals up to 1000.

The form-words:

The conjunctions and conjunctive words: *qui* (who), *que* (which), *que* (*what*), *où*, *quand*, *depuis que*, *si* (if).

The adverbs: *aussi*, *plus*, *moins*.

The pronouns: *les*, *leur*.

The word-building.

The nouns formed:

from the stem of a verb with the help of suffixes **-ment**, **-eux** (**-euse**);

from the stem of an adjective with the help of the suffix **-té**. The adjectives formed with the help of suffixes **-eux** (**-euse**).

The verbs formed with the help of the prefix **re-**.

The adverbs formed with the help of the suffix **-ment**.

The formation of the ordinal numerals.

### Grammar

#### Morphology

The adjective.

The degrees of comparison of the adjectives.

The verbs and personal pronoun.

The verbs of the third group: *devenir*, *construire*, *traduire*, *éteindre*, *envoyer* in all the tenses learned.

The verbs *mourir* and *naître* in Passé composé only.

Conjugation of the verbs with all forms of the personal pronouns (objects) except *en*, *y*.



The pronoun *on* and its use in the meaning of indefinite person.

The adverb.

The degrees of comparison.

The prepositions expressing: 1) spatial relations;  
2) time relations.

### Syntax

The complex sentence with adverbial clauses of condition (*si j'ai le temps, j'irai voir ce film*).

The interrogative sentence with the phrase *est-ce que*.

### Phonetics

Rhythmical groups in connection with the form-words learned.

### The Rules of Reading and Spelling

The combination of letters *ph*.

Designation of nasal vowels before the letters *p, b*.

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