

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
РІВНЕНСЬКИЙ ОБЛАСНИЙ ІНСТИТУТУ ПІСЛЯДИПЛОМНОЇ
ПЕДАГОГІЧНОЇ ОСВІТИ
РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ



ENGLISH FOR PRE-SCHOOL EDUCATION

**Навчально-методичний посібник з англійської мови для здобувачів
вищої освіти, спеціальності 012 Дошкільна освіта**

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Навчальний посібник розроблено для здобувачів педагогічного факультету, денної та заочної форми навчання. Структура посібника дає можливість викладачеві вибрати оптимальні шляхи організації як аудиторної, так і самостійної роботи з урахуванням рівня їх знань. Спеціальні тексти для читання, перекладу та переказу сприяють розвитку навичок одержання інформації та її аналітичної обробки. Більшість текстів аутентичні та адаптовані. Посібник можуть використовувати здобувачі, вихователі, викладачі та методисти закладів післядипломної педагогічної освіти.

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ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ
ЗМІСТОВИЙ МОДУЛЬ 1.
Preschool Education

Тема 1. Children of two to six.

Self-study: Child's Pre-School Development. Children's needs.

Grammar: Present simple.

Тема 2. Teachers and Educators.

Self-study: Education.

Grammar: Past simple.

Тема 3. Preschool Education – the First Link in the System of Education.

Self-study: Teaching

Grammar: Future simple.

Тема 4. Montessori Method.

Self-study: Creative Work with Infants.

Grammar: Present continuous.

Тема 5. Parents and Children

Self-study: Stages of Education.

Grammar: Past continuous.

ЗМІСТОВИЙ МОДУЛЬ 2.

Product

The Interactive Functions of Teaching

Тема 1. The Essential of Good Upbringing

Self-study: The Interactive Functions of Teaching.

Grammar: Future continuous.

Тема 2. Children in the Kindergarten.

Self-study: Internet and Education.

Grammar: Present perfect.

Тема 3. Business structure, staff of the enterprise.

Self-study: What are the keys to successful problem solving?

Grammar: Past perfect.

Тема 4. Normal Children in a Nursery School

Self-study: Toyland in the Kindergarten.

Grammar: Past perfect.

Тема 5. Being a Good Teacher

Self-study: The Teacher as an Actor

Grammar: Future Perfect

ПЕРЕДМОВА

Навчально-методичний посібник “English for Pre-School Education” для здобувачів денної та заочної форми навчання педагогічного факультету створено відповідно до вимог програми з іноземних мов для здобувачів першого бакалаврського рівня.

Мета, яку ставили перед собою автори посібника, полягає в підготовці майбутніх фахівців до самостійного опрацювання, читання та розуміння фахово спрямованого навчального матеріалу англійською мовою. Усі тексти посібника тематично співвідносяться з майбутніми професіями студентів.

Навчально-методичний посібник складається з двох змістових модулів і Module Test. Усього посібник містить 10 тем, які розбиті на дві частини: одна опрацьовується здобувачами під час аудиторної роботи, а частина Self-study має на меті самостійне опрацювання студентами матеріалу, вивченого разом з викладачем.

Щодо самих текстів, то їх побудовано з дотриманням дидактичного принципу наростання лексико-граматичних труднощів. Це стосується як дібраних із фахових переджерел і відповідним чином опрацьованих і адаптованих англійських текстів, так і створених авторами, з використанням тих чи інших джерел. Як ті, так і інші тексти опрацьовувались і вносились до посібника з метою виробити у здобувачів зміння читати, перекладати літературу зі свого майбутнього фаху, розуміти, орієнтуватися в ній і видобувати з неї необхідну фахову інформацію.

Поряд із основним завданням, що має виконуватись за допомогою цього посібника - навчання читанню та розумінню фахово-орієнтованої літератури, використання його служить також реалізації й іншої мети - вироблення навичок підготовленого і непідготовленого мовлення в межах засвоєної професійної тематики. Саме тому вправи у посібнику поділяються на мовні та вправи для самостійного опрацювання здобувачем (Self-study). Вправи для самостійного опрацювання виконуються вдома, деякі завдання спрямовують здобувачів до відповіді на будь-яке питання за текстом, ряд завдань виконується письмово і носить тестовий характер. Мовні завдання виконуються в аудиторії.

MODULE I

THEME I. CHILDREN OF TWO TO SIX

sweet	happiness
body	confident
alert	certain to be aware of (that)
happy	



Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.

1. allert (a) [ə'lə:t] –живий; allert (n) [ə'lə:t] – сигнал тривоги;
2. body (n) [bodi] –тіло;
3. certain (a) [ˈsə:tən] –надійний, певний;
4. confident (n) [ˈkonfidənt] –довірена особа; confident (a) [ˈkonfidənt] – впевнений, сміливий;
5. happiness (n) [ˈhæpinis] –щастья;
6. happy (a) [ˈhæpɪ] –щасливий, задоволений;
7. sweet (a) [swi:t] –лагідний, чудовий; sweet (n) [swi:t] –солодощі, цукерка;
8. to be aware of (that) [ˈəwəə] –розуміти, брати до уваги.

Read the sentences and translate them.

1. Oh, how sweet!
2. They need to see children as growing, for they want to help develop good habits, strong bodies, alert minds, good relationships with people and happy, confident outlook of life.
3. There are some ways in which most children of a certain age act alike.
4. In addition to this, you will need to be aware of the fact that, despite all these characteristics in common.

Read the following words and word combinations. Cover the left side of exercise and try to translate them.

experience (n)	досвід
experience (v)	випробовувати, дізнатися з досвіду
take the particular pleasure	доставляти особливе задоволення
she is just darling	вона просто душенька
casual conversation	проста розмова
go beyond	виходити за рамки
outlook on life	погляд на життя
act like	діяти схоже
in common	загалом

Read and translate text. Answer the following questions, be ready to retell it.

CHILDREN OF TWO TO SIX

Children of two to six are interesting, and many people take particular pleasure in this age group. Such expressions as, “Isn’t he cute?” “Oh, how sweet!” and “She is just darling,” are rather common in casual conversations about little children. Teachers enjoy young children too, but their pleasure in working with them must go beyond expressions of “cute” and “darling”. They need to see children as growing, learning individuals, for they want to help develop good habits, strong bodies, alert minds, good relationships with people, and a happy, confident outlook on life.

What do you have to know about children of two to six to be a good teacher for them? There are many things that you know about people and about children in general that will help you, but young children differ from older children and adults. You will have to know the characteristics of young children that would make school for them need to differ from school for older children.

There are some ways in which most children of certain age act like, so you will have to know about specific age-group characteristics.

You, as a teacher, should realize that some of your five-years-olds will act in some ways more like four-year-olds, some of your five-year-olds will act more like six or seven-year olds.

Thus, you will need to know the stages of development, through which child pass in early childhood toward greater independence and control of his environment. In addition to this, you will need to be aware of the fact that, despite all these characteristics in common, each child is a unique individual, different from any other individual. Therefore you will have to know in what ways children are different and what these differences should mean to you as a teacher.

VOCABULARY

1. take particular pleasure – приносити особливі задоволення
2. she is just darling – вона просто душка
3. casual conversation - проста розмова
4. go beyond – виходити за рамки
5. outlook on life – погляд на життя

Answer the following questions:

1. Why do teachers enjoy young children?
2. Is there any difference between teachers and parents as to their attitude towards children?
3. What are main qualities to be developed in children of two to six?
4. In what ways are groups of children different from each other?
5. Why is it necessary to consider each child a unique individual?

Watch video and discuss:

<https://www.youtube.com/watch?v=MVG14QJTZqY>

Answer the quiz questions. Listen again or use the transcript to help you.

1. A ‘toddler’ is a young child who is learning to do what?

- a) read
- b) walk
- c) ride a bike

2. Which adjective means speaking ‘in a way so that other people can hear’?

- a) out loud
- b) up loud
- c) in loud

3. What is ‘a noisy, uncontrolled outburst of anger’?

- a) an argument
- b) a shriek
- c) a tantrum

4. Which word describes ‘the messages that you tell yourself, and the way in which you tell them’?

- a) self-chat
- b) self-talk
- c) hearing voices

5. Which phrase is similar in meaning to ‘self-talk’?

- a) head voices
- b) inner voice
- c) sense of self

6. Which word describes a toddler’s ‘self-talk’?

- a) encouraging
- b) critical
- c) negative

Which of the following statements is true?

- a) Toddlers are attracted to shapes that resemble the human body.
- b) Toddlers are more active than at any other time in their lives.
- c) Toddlers can grow up to 3 centimetres during sleep time.

Vocabulary:

toddler - young child, aged between 2 and 4 years old, who is learning to walk

tantrum - noisy, uncontrolled outburst of anger

out loud - in a way that other people can hear

self-talk - the messages that you tell yourself, and the way in which you tell them; your inner voice

(be) down on yourself - feel disappointed and self-critical about yourself

negative cycle - a pattern of repeating the same negative thoughts over and over again

KEY: 1b, 2a, 3c, 4b, 5b, 6a

Read, translate with a dictionary, discuss and retell the story «A Cinderella». Learn underlined words.

As the kingdom prepares for a much anticipated Royal Ball, will the poor servant girl Cinderella be able to attend? Or will her wicked stepmother get in the way?

Once there lived a poor servant girl.

Her days were long and grueling—filled with the most tiresome and tedious chores. Scrubbing floors. Washing clothes. Dusting shelves. And cooking meals.

She was made to work from dawn until dusk without a single penny in return for her long-suffering hardship.

It was the most terrible injustice.

You see, her mother had died and her father soon remarried. But his new wife was a simply wretched woman. And she had—from a previous marriage—two equally wretched daughters of her own.

They would tease the poor girl dreadfully each day. And one day, while she swept the cinders from the fire, they taunted her and chanted,

*“Cinders... cinders... sweep sweep sweep,
In those rags in which you sleep,
From this day your name will be,
Cinderella... hee... hee... hee!”*

And—sure enough—from that day forward the servant girl's real name was forgotten and she became known across the land as Cinderella.

She was a meek and mild-natured young lady.

Despite years of torment from her wicked step-mother and beastly step-sisters, she did not once raise her voice to them or try to avenge them. Nor did she wish them ill.

She simply continued with her duties in the hope that one day—when she was older—she would escape and live the wonderful life of which she had often dreamed. One day, came a knock on the door.

Cinderella opened it.

In front of her stood a small, rotund man dressed in royal regalia, carrying an important looking scroll. Behind him stood two armoured knights flying flags embossed with the King's Arms.

The little man unrolled the scroll and began to read aloud.

“It is my duty to announce,” he said, formally, “that his majesty the King sends forth an invitation. To all the young ladies of this fine kingdom to attend The Royal Ball at the palace.”

Hearing this, the step-sisters ran to the door and pushed Cinderella aside. “Oh goodie!” they cried, clapping their hands with delight.

The little man continued.

“The prince—and heir to the throne—seeks a princess. And he would like to meet each lady of the kingdom in the hope of finding true love. The palace doors will open at 8 p.m. this Saturday.”

The little man then turned, mounted his horse and galloped off—followed closely by the two knights.

The step-sisters closed the door and—not able to contain their excitement—let out an almighty shriek.

The step-mother entered.

“What is the meaning of all this hilarity?” she cried.

“Oh... Mamma... we have been invited to The Royal Ball and I feel sure that one of us will be picked as the new princess.”

“Of course you will,” replied the step-mother, breaking into a hideous smile, “what prince would not want to marry my precious little munchkins.”

Cinderella watched on, desperately trying to avoid a fit of the giggles. For she knew—as it was plain for all to see—that any prince would rather have lived a life of solitude than marry either of these wretched, selfish brutes.

The step-mother turned to Cinderella.

“Prepare the gowns!” she hollered.

Cinderella nodded.

“Of course, Ma’am,”

You have to know that Cinderella longed—more than anything—to go to the ball. But she daren’t ask her wicked step-mother, for she already knew the answer. And she didn’t want to hear it. So she simply busied herself for the following days with her chores and, of course, preparing her step-sisters’ ball gowns.

The evening of The Royal Ball arrived.

A splendid horse-drawn carriage pulled up to the front door. And the step-sisters—adorned in their painstakingly hand-stitched gowns—promptly climbed aboard.

Cinderella looked on with great sadness as the carriage set off down the drive towards the palace.

She sighed deeply.

“If only I had a single wish,” she said to herself, “I would attend The Royal Ball and—for just one night—be spared my frightful chores.”

Suddenly, there was a flash.

A tiny fairy appeared in front of Cinderella—hovering like a hummingbird at Cinderella’s eye level and clasping a tiny wand.

“And you shall,” said the fairy.

“Shall what?” Cinderella replied, looking confused.

“You shall have your wish, for I am your fairy godmother. Oh how you have suffered in silence all these years. You are a kind soul. A mild and gracious young lady. And you shall go to the ball. Your wish—my dearest Cinderella—is my command.”

Cinderella beamed.

“Oh my,” she exclaimed, with glee.

Then she stopped—and a frown came upon her face.

“But I am not prepared, fairy godmother. My clothes are threadbare. And my shoes are tattered. I cannot possibly attend the palace like this.”

“Worry not, Cinderella,” said the fairy godmother, with a smile.

“For all I will need to grant your wish is a pumpkin, a rat, two mice and four grasshoppers.”

Cinderella looked mystified.

“Hurry along then, dear.”

And she did.

First, Cinderella went to the garden and returned with a large, ripe pumpkin. The fairy godmother tapped it once with her wand and—in an instant—it transformed into a majestic, golden carriage.

Then, she went to a trap in the kitchen and returned with a rat.

“Excellent, dear,” said the fairy godmother, “now, if you wouldn’t mind just placing it on the coachman’s seat for me.”

Cinderella obliged.

Another swoosh of the wand and, this time, a resplendent coachman appeared. The two mice—which Cinderella found in the pantry—were turned into two smartly attired footmen. And the four grasshoppers into four magnificent white horses.

“And now,” said the fairy godmother, “for my final touch.”

She tapped Cinderella’s shoulder with her wand.

A spark flew up.

The ragged clothes in which she stood a moment earlier were replaced with a picture of sublime elegance—Cinderella in a magical, sparkling ball gown fit for a princess. And, upon her feet, the finest pair of shimmering glass slippers that your eyes could behold.

“Sensational!” exclaimed the fairy godmother.

“But remember,” she said, shortly, “as the clock strikes midnight this magic spell will be broken and your clothes will return to rags.”

“I understand,” said Cinderella, kissing her fairy godmother on the cheek, “and a thousand thank yous for your wonderful kindness.”

Cinderella stepped into the carriage, then—with a single swish of the coachman’s reins—the horse-drawn, golden carriage departed for The Royal Ball.

A trumpet sounded as the golden carriage drew up at the palace gates.

Cinderella received a royal welcome.

Lords bowed low.

Ladies curtsied.

And many heads turned as she entered the ballroom—including that of the Prince, who was immediately struck by Cinderella’s elegance and the warmth of her smile.

The Prince approached.

“M’lady,” he said, bowing his head slowly and offering his hand, “would you be so kind as to take my first dance?”

“I would be delighted,” said Cinderella.

She could feel her cheeks beginning to blush as she accompanied the Prince to the dancefloor.

The orchestra began to play.

Every eye in the ballroom was upon them—including those of her step-sisters. But, such was her transformation, they simply didn’t recognise her. Instead, they stared in envy, longing to take her place before the Prince.

But they never did.

From that moment forth, the Prince had only eyes for Cinderella. The two of them spent the whole evening dancing in each other's arms and greatly enjoying each other's company.

Many hours drifted by.

9 p.m.

10 p.m.

11 p.m.

Suddenly, Cinderella looked up at the clock—it was 11:59 p.m and she only had one minute before the magic spell was broken.

“Oh, I must go,” she said to the Prince.

Without delay, she darted out of the room, past the guards and through the palace. But—as she reached the hall—she lost one of her glass slippers. And in her haste to get away, she left it.

Alas!

The clock struck midnight.

Cinderella found no coach outside the palace. Only a pumpkin. Even the rat, mice and grasshoppers were nowhere to be seen. And now—clad in her original rags—Cinderella had no choice but to run home alone in the darkness of the night.

A few days passed.

Cinderella returned to her daily chores. And her step-sisters continued their relentless beastliness towards her.

Everything was back to normal.

The evening of The Royal Ball began to blur and fade in Cinderella's mind like a magical dream.

Had the pumpkin really turned into a golden carriage?

And the rat into a coachman?

Had she really danced all night with the Prince—as her step-sister's watched on in envy?

She was beginning to doubt it.

Suddenly, came a rap upon the door. Cinderella opened it.

In front of her stood the same round little man that'd announced The Royal Ball—the same two knights behind him as before.

“I present,” he said, triumphantly, “his majesty The Prince.”

A trumpet sounded and the armoured knights parted to reveal the Prince, holding a sparkling glass slipper—the very same slipper that had escaped Cinderella's foot as she fled the palace a few nights earlier.

Cinderella's eyes widened.

“It really happened,” she thought to herself.

She locked eyes with the Prince and held his gaze for a moment. Not for long—but enough time for him to know the lady with whom he had danced that magical night was standing before him.

All of a sudden came the heavy stomping of feet and the step-sisters came rushing to the door—barging Cinderella aside so hard she nearly lost her footing.

The little man continued.

“His majesty is visiting every home in the land to find the rightful owner of this glass slipper. The foot that fits this shoe belongs to the lady that he will ask to marry.”

The sisters yelped with excitement.

Now, at this point, the Prince already knew that the sisters’ feet would not fit the shoe, but he had not the heart to tell them. So—for the following ten minutes—a quite ridiculous charade took place as the sisters, in turn, tried on the slipper.

The first sister’s foot was so wide that it barely made it halfway in. And—to avoid the slipper shattering under the pressure being exerted upon it—the little man was forced to intervene.

The second sister had more luck. She eventually managed to compress her foot into the slipper, only for the sides of her foot to spill over the edges like a river bursting its banks.

Then came the turn of Cinderella.

The sisters’ scoffed in unison at the mere thought of Cinderella—in her threadbare rags—trying on such an elegant shoe.

The Prince stepped forward with a knowing look in his eye, knelt down and carefully slid the glass slipper on Cinderella’s foot.

The Prince smiled.

“A perfect fit!” he said.

Without a moment’s hesitation Cinderella reached into the pocket of her ragged servant’s dress. Then—bending slowly forward—she placed the matching slipper upon her other foot.

“A matching pair,” exclaimed the Prince with delight, “there is no doubt that you, Cinderella, are my one true love. I have not been able to stop thinking about you. Would you do me the grand honour of becoming my wife?”

Cinderella looked upon her rags and then back to the Prince.

“I am but a poor servant,” she said.

“You are,” replied the Prince, “a Princess in my eyes. And it matters not to me of the clothes upon your back, for we share something more valuable than the gold of a thousand kingdoms...”

He looked longingly into Cinderella’s eyes and said,
“We share love.”

I am pleased to say that Cinderella gladly accepted the Prince’s proposal and—shortly after—they were married. Before long, they ruled as King and Queen, and dedicated their lives to the happiness and prosperity of the people in their wonderful kingdom.

The End

Answer the questions.

How old is Cinderella?

What happens between Cinderella and Prince Charming?

Who are the main characters in this story?

What is the summary of this story?

SELF-STUDY CHILD'S PRE-SCHOOL DEVELOPMENT. CHILDREN'S NEEDS.



Preliminary notes:

It is very important for every teacher and parent to find an individual approach to a child. Being a parent is probably the most difficult and demanding job people ever do. The idea of bringing up a perfect child is unrealistic. The most important thing to remember is that there is no one correct way of bringing up a child. If we provide the child's needs, children from all

different kinds of social, religious or cultural backgrounds can still grow up to be happy, well-adjusted adults. Many parents find it difficult to understand what their children need. Remember: your feelings and emotions must be natural and sincere.

VOCABULARY

To bring up - виховувати

To provide - забезпечити

the child's needs – потреби дитини

well-adjusted - врівноважений

adults - дорослі

sincere –справжній, чесний, щирій

Have you ever thought of the problem “What do children need?”? Have you ever discussed it with your friends, family, and colleagues? Give an extensive answer.

What's your opinion about your child's needs? Group his/her needs according to the following items:

- a) the most necessary things;
- b) the least necessary things;
- c) emotional support;
- d) your own implementation.

Read the text. Get the list of vital children's needs.

What Do Children Need?

Children have three essential types of needs - emotional, physical and intellectual. You may not be able to meet all their needs as you would like. What matters is doing the best you can.

Love is the most vital need of all. If you can love children without expecting

anything in return, they will grow up feeling more confident and positive about themselves and more able to love others.

Children need a lot of **praise** – not just for achieving things, but for trying too.

As for **physical care**, it includes warmth, regular nutritious meals and plenty of rest. Most children feel more secure if a few things happen at roughly the same time every day and any changes in routine are explained to them.

Try to provide a variety of creative interesting things for your children to do.

Encourage them to explore and take on new challenges if you think they are ready for them. Your interest and praise will help to build their self-esteem.

Talk to your baby or child as much as possible and encourage them to talk to you. Independence means encouraging them to learn to do things for themselves, like getting dressed and feeding themselves. It also means allowing them to make choices sometimes, perhaps about which clothes they wear or which toys they prefer to play with.

Children deserve to be treated with courtesy, just like adults. They should be told about decisions which affect them, like hospital visits or separations¹⁵. They have rights too. But don't forget to teach them to respect grown-ups: their parents, grandparents, teachers, etc.

Answer the questions:

1. What essential types of needs have children got?
2. What is the most vital need of all children's needs?
3. Why do children need praise?
4. What does "independence" mean when dealing with children?
5. Which way do children deserve to be treated?

Listen to the text once more: click true (t) or false (f) statements. Mark the answers with the corresponding letters in the box by each one:

1. What matters is doing something you can.
2. Physical care, it includes warmth, regular nutritious meals and plenty of rest
3. Do not talk to your baby or child as much as possible and never encourage them to talk to you.
4. Children shouldn't be told about decisions which affect them, like hospital visits or separations.
5. It is not very important to teach children to respect grown-ups: their parents, grandparents, teachers, etc.

Speak on the topic "Children's essential types of needs" with the little ones. Use the expressions from ex. III.

The following word combinations may be of use to you in your story:

to enjoy the full benefit; social welfare; to earn a livelihood; to be protected against every form of exploitation; to bring up; with due respect for the family as an entity; all means, requisite for normal development; to help mentally or physically handicapped and the maladjusted; to shelter and succour the orphan and the waif.

a) Don't forget to recall the way you should present your story to the children who are 6-7 years old (mind the vocabulary, manner of speaking, prosody).

b) Explain why your choice is believed to be the best one to make children get interested in your speech.

c) What makes you be sure the children will understand you?

Read the abstract from the interview “Why do children play?” The conversation is being held between a kindergarten teacher and a mother of a child attending this kindergarten.

Why do children play?

A mother of a child: Why do you think children need play?

Kindergarten teacher: Play is a core of a child's development in the world. You know, a recently born child is new to the world, and the world is new for him. As play begins, the child learns: about himself or herself, about other people, about the world and how it works ...

A mother of a child: But play can take up all of the child's attention for there is so much to explore in the world, such as: shape (round or square), texture (rough, smooth, slippery), consistency (hard, soft), taste, etc. How is it possible to choose proper games at a particular age of a child?

Kindergarten teacher: Knowledge of the average ages at which a child masters certain skills will help the adult to know what to expect and be able to provide play opportunities which will help the child go up to the next stage of development.

A mother of a child: In what way should a teacher behave with children to establish a contact, interest them, gain their love?

Kindergarten teacher: Thank you for the question. The teacher of games must be impartial, both in the selection of games and in the assigning of different tasks to players. Children's feelings are hurt when it appears to them that someone else is the teacher's pet. The teacher is sure to gain respect and affection of children if she (or he) participates in a game.

A mother of a child: You are an experienced pedagogue. I have never given a thought of how it is possible to involve all children into some kind of co-work. It is so difficult to pay attention to everyone.

Kindergarten teacher: It's great work. As it turns out experiences in many schools and kindergartens indicate that many children lack the ability to get along with others if they didn't use to play as a team.

Actually, with proper guidance and leadership games can help children to learn many things. For example, a shy backward child can learn to enjoy himself with the others, an aggressive child can learn to take his turn in line, a child who seems to lack a sense of security can gain self-respect and respect of his classmates through the skill he may show in a game experience.

A mother of a child: How right you are! Valentyna Ivanivna, what is the most significant about games to your mind?

Kindergarten teacher: Games can help a child to develop self-control. Many decisions when to run, when to stop, whom to choose, what to say, and whether to follow rules of conduct or break them are made by a child during his play, and all are, to him, of great magnitude ...

Answer the following questions. Try to use as many sentences as you can while answering:

1. Have you ever interviewed teachers? What was the topic you dwelt on?
2. Do you agree with all the teacher's answers? Explain why you agree or disagree with the ideas the teacher has expressed.
3. If you were a parent, what questions would you discuss with a kindergarten teacher?

Imagine such a situation: “Your child is crying. He/she is very upset.” You do not know the reason why. Try to comfort your child:

- a) Which words would you choose? What kind of intonation is more effective in your opinion? Why? Should there be any interjections in your utterances? Why?
- b) Role play the dialogue between:
 - a mother and a child;
 - a father and a child;
 - a grandmother and a child;
 - a grandfather and a child.
- c) What other extralinguistic techniques may be helpful in this situation? What makes you think so? Comment on your choice.

Think of the most “popular” fairy tales:

- Choose a fairy tale, watch and discuss.

WATCH VIDEO (FAIRY TALES)

<https://www.youtube.com/watch?v=cAgnx8d503s>

<https://www.youtube.com/watch?v=J3a43BgSgMc>

THEME II. TEACHERS AND EDUCATORS



great deal of	to lay special
heavy	emphasis on
staff	optional
comprise	enjoy
emphasis	encouragement
	diverse



Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling

1. comprise (v) [kəmpraɪz] – складатися з, налічувати;
2. diverse (a) [dɪvə:s] – різноманітний;
3. emphasis (n) [ˈemfəsɪs] – наголос, акцент;
4. encouragement (n) [ɪnˈkʌrɪdʒmənt] – допомога, підтримка;
5. enjoy (v) [ɪnˈdʒɔɪ] – користуватися чим-небудь, отримувати задоволення;
6. heavy (a) [hevi] – величезний, важкий;
7. optional (a) [ˈɔpsɪnəl] – факультативний;
8. staff (n) [staˈf] – персонал; штат;
staff (v) [staˈf] – укомплектування кадрів;
9. great deal of [greit di:l əv] – багато, більше;
10. to lay special emphasis – надавати особливого значення.

Read the sentences and translate them.

1. Under the government a great deal of attention has been devoted to the training of efficient specialist for preschool institutions.
2. Heavy demands are made on the teachers and educators in kindergartens.
3. The institutions are staffed with graduates from specialized secondary schools.
4. Teachers institute provides students with a thorough theoretical and practical background in educational methodology.
5. The course comprises the fundamentals of preschool educational theory.
6. The new curriculum also lays more emphasis on special courses.
7. There are different optional courses such as singing and voice training, etc.
8. Students of courses enjoy extra leave from their place of work and other privileges.
9. Education boards give every encouragement to preschool educators.
10. Diverse pedagogical literature is published yearly.

Read and translate text. Answer the following questions, be ready to retell it.

TEACHERS AND EDUCATORS

Public preschool education was given little in the beginning of the 20 th century. There were no qualified teachers or educators for this type work. A great deal of attention has been devoted to the training of efficient specialist for preschool institutions. Today heavy demands are made on the teachers and educators in kindergartens and nurseries. These institutions are staffed with graduates from specialized secondary schools or teacher's institutes.

Teacher's institute provide students with a theoretical and practical background in educational theory, psychology and methodology. Special time is given to practical training and particular attention is devoted to organization. To meet increasing demands in the training of preschool traders with a higher education a new curriculum has been worked out for teacher's colleges.

The course comprises the fundamentals of preschool educational theory, didactics and methods for teaching students in specialized secondary schools, giving a more purposeful and effective character to the training of specialists.

The new curriculum also lays more emphasis on special courses and seminars. A series of social science lectures take care of the students' ideological and theoretical education and training.

All students in preschool departments learn to play a musical instruments: piano, violin, accordion, or dombra.

There are also different optional courses such as choir singing (conducting), singing and voice training, etc.

Students at specialized secondary schools are provided with text-books, grants and hostel accommodations. Students of evening and correspondence courses enjoy extra leave from their place of work and other privileges. The graduates of these schools have the right to occupy corresponding posts in kindergartens and to be enrolled in any of the country's higher schools.

Much attention is being given to raising to qualification of preschool teachers and educators. Public education boards give every encouragement to preschool educators to take correspondence course at teachers' training schools and institutes and provide them with all the necessary facilities.

The state helps preschool educators with regular self-education and enable

them to make use of the experience of pedagogical experts. The district methodological centers also play an important role in improving the qualifications of preschool educators.

Diverse pedagogical and methodological literature is published yearly, for example, numerous periodicals on educational theory also serve the same purpose. The creative work of preschool educators is greatly promoted by teachers' societies set up in all the districts. All these measures ensure the well-rounded training of teachers for preschool institutions.

VOCABULARY

1. devote to – присвячувати;
2. efficient specialist – кваліфікований спеціаліст;
3. theoretical and practical background – теоретична і практична основа;
4. grants – стипендія;
5. social sciences – загальні дисципліни, науки;
6. hostel accommodation – гуртожиток;
7. extra leave – додатковий відпочинок;
8. public education board – відділ народної освіти;
9. regular self-education – постійна самоосвіта.

Answer the following questions:

1. What optional courses are used for teachers training college students? Which of them do you prefer?
2. Do preschool teachers get encouragement to raise their qualification? Which are the most effective?
3. What institutions train teachers for kindergartens
4. What subjects are taught at pedagogical universities?

Translate into Ukrainian.

great deal of -

comprise -

heavy -

enjoy -

to lay special -

emphasis -

emphasis on -

encouragement -

staff -

diverse -

optional -

Translate into English.

присвячувати; кваліфікований спеціаліст; теоретична і практична основа; стипендія; загальні дисципліни, науки; гуртожиток; додатковий відпочинок; відділ народної освіти; постійна самоосвіта.

Retell the text.

Read, translate the fairy tale and learn new vocabulary.

HOW JACK WENT TO SEEK HIS FORTUNE

ONCE ON A TIME there was a boy named Jack, and one morning he started to go and seek his fortune. He hadn't gone very far before he met a cat.

“Where are you going, Jack?” said the cat.

“I am going to seek my fortune.” “May I go with you?” “Yes,” said Jack,

“the more the merrier.” So on they went, jiggelty-jolt, jiggelty-jolt. They went a little further and they met a dog.

“Where are you going, Jack?” said the dog. “I am going to seek my fortune.” “May I go with you?” “Yes,” said Jack, “the more the merrier.” So on they went, jiggelty-jolt, jiggelty-jolt. They went a little further and they met a goat. “Where are you going, Jack?” said the goat. “I am going to seek my fortune.” “May I go with you?” “Yes,” said Jack, “the more the merrier.” So on they went, jiggelty-jolt, jiggelty-jolt.

They went a little further and they met a bull. “Where are you going, Jack?” said the bull. “I am going to seek my fortune.” “May I go with you?” “Yes,” said Jack, “the more the merrier.”

So on they went, jiggelty-jolt, jiggelty-jolt. They went a little further and they met a rooster. “Where are you going, Jack?” said the rooster. “I am going to seek my fortune.” “May I go with you?” “Yes,” said Jack, “the more the merrier.” So on they went, jiggelty-jolt, jiggelty-jolt.

Well, they went on till it was about dark, and they began to think of some place where they could spend the night.

About this time they came in sight of a house, and Jack told them to keep still while he went up and looked in through the window. And there were some robbers counting over their money. Then Jack went back and told them to wait till he gave the word, and then to make all the noise they could.

So when they were all ready Jack gave the word, and the cat mewed, and the dog barked, and the goat bleated, and the bull bellowed, and the rooster crowed, and all together they made such a dreadful noise that it frightened the robbers all away.

And then they went in and took possession of the house. Jack was afraid the robbers would come back in the night, and so when it came time to go to bed he put the cat in the rocking-chair, and he put the dog under the table, and he put the goat upstairs, and he put the bull down cellar, and the rooster flew up on to the roof, and Jack went to bed.

By-and-by the robbers saw it was all dark and they sent one man back to the house to look after their money. Before long he came back in a great fright and told them his story.

“I went back to the house,” said he, “and went in and tried to sit down in the rocking-chair, and there was an old woman knitting, and she stuck her knitting-needles into me.” That was the cat, you know.

“I went to the table to look after the money and there was a shoemaker under the table, and he stuck his awl into me.” That was the dog, you know. “I started to go upstairs, and there was a man up there threshing, and he knocked me down with his flail.” That was the goat, you know. “I started to go down cellar, and there was a man down there chopping wood, and he knocked me up with his axe.”

That was the bull, you know.

“But I shouldn’t have minded all that if it hadn’t been for that little fellow on top of the house, who kept a-hollering, ‘Chuck him up to me-e! Chuck him up to me-e!’” Of course that was the cock-a-doodle-do.

SELF-STUDY Education

Reading

Education plays a very important role in our life. It is one of the most valuable possessions a man can get in his life. Human progress mostly depended upon *well-educated people*¹. *Self-education*² is very important for the development of human's talents. Only through self-education a person can become a harmonically *developed personality*³. A person becomes a *highly qualified specialist*⁴ after getting some special education. And *professionalism*⁵ can be reached only through it. Even highly qualified specialists from time to time attend *refresher courses*⁶ to refresh their *knowledge*⁷. We get our knowledge of this world and life through education. Many famous discoveries would have been impossible if people were not interested in *learning*⁸ something. Education develops different sides of human personality, reveals his *abilities*⁹. Besides, it helps a person to understand himself, to choose the right way in this world. The civilized state differs from others in the fact that it pays much attention to the *educational policy*¹⁰.

An educated person is one who knows a lot about many things. He always tries to learn, *find out*¹¹, and discover more about the world around him. He gets knowledge at school, from books, magazines, from TV *educational programs*¹². The pupils can get deeper knowledge in different *optional courses*¹³ in different *subjects*¹⁴ and school offers these opportunities. The result of the *educative process*¹⁵ is the *capacity*¹⁶ for further education. Nowadays the students of *secondary schools*¹⁷ have opportunities to continue their education by entering *lyceums*¹⁸, *colleges*¹⁹, higher schools.

But the road to learning is not easy. To be successful in studies one must work hard. It's for you to decide to learn and *make progress*²⁰ or not to learn lose your time. The role of foreign languages is also increasing today. Thanks to the knowledge of foreign languages one can read books, magazines in the original, talk to foreigners, translate various technical articles. Moreover, joint ventures which have recently appeared in our country need specialists with *profound knowledge*²¹ of foreign languages like English, German or French. To know foreign languages is absolute necessary for every educated person, for good specialists. Our country is transferring to a market economy. Research and innovations should improve living, working conditions of our people. Progress in every practical field depends on having capacities that *schooling*²² can educate. Education is thus a means to foster the individual's, society's, and even humanity's future development and prosperity. One's individual development and the capacity to fulfill one's own purposes can depend on an adequate preparation in childhood. Education can thus attempt to give a firm foundation for the *achievement*²³ of *personal fulfillment*²⁴. That is why it is so important to be *persistent in learning*²⁵.

VOCABULARY

1. well-educated people – [wel- 'edju(:)keɪtɪd] - високоосвічений
2. self-education – [self-, 'edju(:)'keɪʃən] - самоосвіта

3. developed personality – [dɪ'vɛləpt, pɜ:sə'nælɪti] - розвинена особистість
4. highly qualified specialist – ['haɪli 'kwɔ:lfaɪəd 'spɛʃəlist] - висококваліфікований спеціаліст
5. professionalism – [prə'fɛʃnəlɪzm] - професіоналізм
6. refresher courses – [rɪ'frɛʃər 'kɔ:sɪz] - курси підвищення кваліфікації
7. knowledge – ['nɒlɪdʒ] – знання
8. learning – ['lɜ:nɪŋ] – навчання
9. ability – [ə'bɪlɪti] - здатність
10. educational policy – [ə'dʒu(ɔ:) 'keɪʃənl 'pəlɪsi] - освітня політика
11. find out – [faɪnd aʊt] – з'ясовувати, дізнатися
12. educational program – [ə'dʒu(ɔ:) 'keɪʃənl 'prəʊgræm] – освітня програма
13. optional course – ['ɒpʃənl kɔ:s] – факультативний курс
14. subject – ['sʌbdʒɪkt] – предмет, дисципліна
15. educative process – [ə'dʒu(ɔ:)kətɪv 'prəʊses] – виховний процес
16. capacity – [kə'pæsɪti] розумові здібності, компетенція
17. secondary school – ['sɛkəndəri sku:l] - середня школа
18. lyceum – [laɪ'siəm] - ліцей
19. college – [kɔ:lɪdʒ] - коледж
20. make progress – [meɪk 'prəʊgrəs] - досягти успіху
21. profound knowledge [prə'faʊnd 'nɒlɪdʒ] – глибокі знання
22. schooling – ['sku:lɪŋ] – шкільне навчання
23. achievement – [ə'ʃi:vɪmənt] – досягнення
24. personal fulfillment – [pɜ:snl ful'fɪlment] – особиста реалізація
25. persistent in learning - [pə'sɪstənt in 'lɜ:nɪŋ] – наполегливий у навчанні

Comprehension Check

1. What is the education?
2. Why education is one of the most valuable possessions a man can get in his life?
3. What does the human progress depend on?
4. Is self-education necessary? Why?
5. Why do the highly qualified specialists from time to time attend refresher courses?
6. What is an educated person?
7. Where can children get knowledge?
8. Where can pupils get deeper knowledge?
9. Why knowledge of foreign languages is important today?
10. Why is so important to be persistent in learning?

Find the English equivalents to the following words and phrases in the text:

- a) курси підвищення кваліфікації _____
- b) висококваліфікований спеціаліст _____
- c) самоосвіта _____
- d) розвивати здібності _____
- e) самореалізація _____
- f) наполегливість у навчанні _____

g) здатність виконувати поставлені цілі _____

Read the beginning of the sentence and find its ending.

1. The development of human's talents depends on the ...

a) self-education; b) highly qualified specialist; c) knowledge.

2. After getting some special education a person becomes a ...

a) teacher; b) educator; c) highly qualified specialist.

3. From time to time the refresher courses attend ...

a) even highly qualified specialists; b) only young professionals; c) teachers.

4. The pupils can deep their knowledge in the ...

a) gymnasiums; b) different optional courses; c) refresher courses.

5. To be successful in studies one must

a) discover more about the world around you; b) work hard; c) translate various technical articles.

6. To know foreign languages is necessary for ...

a) every educated person; b) highly qualified specialists; c) pupils.

7. Education can attempt to give a firm foundation for ...

a) one's individual development; b) increasing knowledge; c) the achievement of personal fulfillment.

Complete the sentences using the words in the box.

**graduation schedule principal freshman semesters textbook enroll seminar
timetable recess attendance**

1. A list of the times when classes in school happen is called _____ in American English and _____ in British English.

2. A _____ is a student in the first year of university.

3. The period of time between classes when children do not study is called _____.

4. The teacher calls your name to take _____ at the beginning of class.

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5. The periods into which a year is divided at school, college or university are called _____.

6. An occasion when a teacher or expert and a group of students meet to study and discuss something is called a _____.

7. The book that contains detailed information about a subject is called a _____.

8. The _____ ceremony is when you receive your degree for completing your education or a course of study.

9. To _____ at the college means to put yourself in the official list of members of that college.

10. The head teacher of a school is called a _____.

THEME III. PRESCHOOL EDUCATION – THE FIRST LINK IN THE SYSTEM OF EDUCATION

conviction	environment
inclination	key
concern	trait
reluctant	skill



Read the new words and word combinations with their translation and write them down into the vocabulary.

Pay attention to their spelling.

1. conviction (n) [kən'viksən] –переконання, впевненість;
2. concern (n) [kə'sə:n] –турбота, хвилювання;
3. environment (n) [in'veiərəmənt] - оточення, середовище;
4. inclination (n) [inkli'neisn] - нахил;
5. key (a) [ki:] –головний, той, що веде;
6. reluctant (a) [ri'l^ktənt] –неохочий, нехочачи;
7. skill (n) [skil] – майстерність, уміння, навички;
8. trait (n) [trɛit] –риса вдачі.

Read the sentences and translate them.

1. The child's environment and his upbringing have a decisive effect.
2. The upbringing will to a large extent determine future habits and inclinations.
3. The children like the kindergartens so much that they were often reluctant to go home.
4. The intellectual development and the role of the family and society in the formation of the child's move traits.
5. No instructions on education are capable of compensating for a lack of conviction on the part of the teacher.
6. Concern for the child's health and proper physical development was to become a key task of all preschool institutions.
7. Providing him with all the necessary knowledge and skills for school.

Read the following words and word combinations. Cover the left side of exercise and try to translate them.

to be acquainted with -

initial stage -

vocational -

principal moral traits -

elaboration -

decisive effect -

elaborate -

large extent в -

doom (v) -

extensive contribution -

doom (n) -

natural faculties -

embody -

Read and translate text. Answer the following questions, be ready to retell it.

PRESCHOOL EDUCATION – THE FIRST LINK IN THE SYSTEM OF EDUCATION

Public preschool education plays an important role as the initial stage in the system of public education. Preschool age is the period of the most intensive physical and intellectual development of a child. This is the time when the principal moral traits, character and abilities are formed on the basis of the child's instincts.

The child's environment and his upbringing have a decisive effect on this process. A small child is highly sensitive to the influence of his teachers. The idea of public preschool education was first developed by the great English Utopian Socialist Robert Owen. The kindergartens he set up in New Lanark enrolled children liked the kindergartens so much that they were often reluctant to go home. Problems of preschool education stirred the minds of many progressive teachers, writers and political leaders.

The writings of Belinsky, Chernyshevsky and Dobrolyubov deal with questions of aesthetic education, intellectual development and the role of the family and society in the formation of the child's moral traits.

The great world teacher K.D. Ushinsky made an extensive contribution to pedagogical science. Ushinsky pointed out that nothing could replace the influence of the educator's personality on the child. No instructions on education are capable of compensating for a lack of conviction on the part of the teacher. Moral qualities can be developed in the child only under the direct influence of the personality.

K. Ushinsky was the ideological inspiration of an entire school of thought in preschool education.

The creation of a broad network of preschool institutions was an essential requisite for emancipating women, organizing the people's life along new, lines and what was most important, forming the new man, and bringing up future citizens of a new society.

Many Ukrainian teachers in the 20 th century made a substantial contribution to the development of preschool education, they made a close study of the practical side of preschool education in different European countries. They regarded the proper organization of preschool education. They considered that physical education should be a major element in preschool education alongside the child's intellectual development. Concern for the child's health and proper physical development was to become a key task of all preschool institutions. By means of play the child can be acquainted with different forms of work.

They linked vocational training with intellectual education. Children must be brought up in the spirit of national morality. One should learn to develop the desire for public activity, friendship between children of different nationalities and a feeling of comradeship. Their will-power and an interest in the surrounding life should be developed and desire to work and study should be stimulated. They made a special point of the necessity of taking a child's age into account.

Importance was attached to the uniform character of education and upbringing aimed at the all-round physical, intellectual, aesthetic and moral development of a child and providing him with all the necessary knowledge and skills for school.

These principles are embodied in the present "Kindergarten Educational

curriculum”, which is an important document in Ukrainian preschool development.

VOCABULARY

1. initial stage – початкова стадія
2. principal moral traits – головні людські якості
3. decisive effect – вирішальний вплив
4. large extent — в значній мірі
5. extensive contribution — значний внесок
6. natural faculties – вроджені здібності

Answer the following questions:

1. What stirred the minds of many progressive teachers and writers?
2. Who made an extensive contribution to pedagogical science?
3. What age is the most important in the physical and intellectual development of a child?
4. Did Ukrainian teachers a substantial contribution to the development of preschool education?
5. What was the importance of uniform character of education and upbringing.
5. Look through the text and give the main idea of it.
6. Speak to each other on the following topics.

Watch the video and put missing words in the conversation below:

https://www.bbc.co.uk/learningenglish/features/6-minute-english_2024/ep-240711

Phil

Hello. This is 6 Minute English from BBC Learning English. I'm Phil.

Georgie

And I'm Georgie.

Phil

Some people remember their school days as the best time of their lives. For others, it was the worst. Did you enjoy school, Georgie?

Georgie

Most of the time, yes, but there was one thing I didn't like - the school rules!

Phil

Luckily that's not a problem for pupils at the Bamboo School in Thailand because there, the children, not the teachers, make the rules! Children at the Bamboo School are responsible for every part of running the school, from buying food for the kitchens to disciplining fellow students and even hiring new staff. It's a school run by students, for students.

Georgie

Yes. In this programme we'll be hearing about the Bamboo School, a unique school where the children 1. _____ – they have the power to make the decisions.

We'll also be learning some useful new vocabulary, and before you ask, Phil - yes, the Bamboo School really is made of bamboo!

Phil

Sounds good, Georgie. But first I have a question for you. The Bamboo School is a private school for poorer children who can't afford school fees. Bamboo School children get educated for free but have to do something in return. But what? Is it:

- a) teach lessons?
- b) plant trees? or,
- c) learn English?

Georgie

Hmm, I guess they have to learn English.

Phil

OK Georgie, I'll reveal the answer at the end of the programme. The idea behind the Bamboo School is simple – teaching children responsibility by letting them run their own school. The school doesn't employ cooks, gardeners or cleaners – it's all done by the pupils.

Georgie

Twice a week, children go to the vegetable market with a school officer and buy food for all 150 students. The prices are then carefully checked by other students like Nooneem, who manages the food accounts. Here is Nooneem speaking with William Kramer, reporter for BBC World Service programme, 'People Fixing the World':

Nooneem

I am interested in accounting to begin with, so I get excited by it. When I actually get to do it, I enjoy it a lot since we are doing the actual job. With this 2. _____ experience we see the school's real spending and the things we purchased.

William Kramer

So, you went to a local school before, just in this area, what are the differences between that school and this school?

Nooneem

My old school wasn't like this. It was just classes and then home. Here, I get to try so many things, gain real world experience, and work on my leadership skills with my friends. I never had these opportunities before and the school has been amazing!

Phil

Nooneem says shopping at the market is a hands-on experience – she's actively involved in doing something practical, rather than getting someone else to do it.

Georgie

She enjoys managing the food accounts because it's real world experience. The phrase 3. _____ describes how the world works in reality, rather than someone's idea of it, which might be unrealistic. Children at the Bamboo School get opportunities to try something new and different outside the classroom, increasing the chances they'll find something they're really good at.

Phil

Of course, there are some adults – every school needs teachers. But what's special is how children are trusted, and respond positively to that trust. Here's reporter, William Kramer, again, speaking with Myra Anubi for BBC World Service programme, People Fixing the World:

Myra Anubi

So, just to be clear, it seems like the 4. _____ are still in charge in the

classrooms, but outside it's the kids who run stuff.

William Kramer

Yeah, I think that's broadly right, and I think one of the things that's interesting about this school is it manages to be quite conventional in some ways and really innovative, even radical, in others.

Phil

At the Bamboo School, the grown-ups - another word for adults - are still in charge in the classroom, but it's the kids, or children, who run everything. It's a radical idea and means that besides lessons, there's lots of work to be done. Children do two hours of community service, that's work that is done without pay to help people in a community, every week.

Georgie

Anyway, I think it's time to reveal the answer to your question.

Phil

Yes. We just heard that kids go to the Bamboo School for free but do something in return. But what? Georgie guessed it was learning English, which was... the wrong answer, I'm afraid. In fact, pupils at the school have to plant trees, 400 of them every year!

Georgie

Right, let's recap the vocabulary we've learned from this programme about a school where the 5. _____, or children, call the shots, a phrase meaning have the power to make the important decisions.

Phil

Hands-on experience means being actively involved in doing something practical, rather than just talking about it, or getting someone else to do it.

Georgie

The phrase real world is used to describe how the world really is, rather than someone's idea of it which may be unrealistic or untypical.

Phil

A grown-up is an informal word for an adult, and a kid is an informal word for a child.

Georgie

And finally, 6._____ is work that is done without pay to help people in a community. Once again, our six minutes are up, but remember to join us again next time for more trending topics and useful vocabulary, here at 6 Minute English. Goodbye for now!

Phil

Bye!

VOCABULARY

call the shots

have the power to make the important decisions which can influence a situation

hands-on

being actively involved in doing something practical, rather than talking about it or getting someone else to do it

real world

used to describe how the world really is, in contrast to a particular person's view which may be unrealistic or untypical; reality rather than an idea, wish or dream

grown-ups

(informal) adults

kids

(informal) children

community service

work that is done without pay to help people in a community

Now listen to the first two minutes of the episode.

- What do the presenters say the episode is about?
- What is this week's question? What do you think the answer is?

Answer the quiz questions. Listen again or use the transcript to help you.

1. What is special about the Bamboo School?

- a) It's a private school.
- b) The children run the school.
- c) It's in Thailand.

2. 'Kid' is an informal name for what?

- a) a student
- b) a teacher
- c) a child

3. What does it mean if you 'call the shots'?

- a) You buy a round of drinks.
- b) You make the important decisions.
- c) You shout a warning.

4. How do you call 'work that is done without pay to help local people'?

- a) community service
- b) internship
- c) work experience

5. 'Grown-up' is an informal word for what?

- a) a child
- b) an adult
- c) an elderly person

6. "As well as studying and listening to lectures, student nurses have to work with patients in a hospital. Most find this _____ experience essential".

- a) community
- b) theoretical
- c) hands-on

Expansion activities

- Role-play an interview with an 'interviewer' and an 'expert' on this topic.
- Write a short story or article using the vocabulary from this episode.
- Read original articles on this topic.
- For homework: If it is available in your country, download and listen to the original podcast these extracts were taken from.

Read the tale, translate without a dictionary and retell it.

THE BEAN THAT BURST

Once upon a time a coal, bit of straw and a bean took themselves off and went out into the world. They walked till they came to a little stream, but there was no sign of any bridge or plank by which they could get across.

The coal said: "Little straw, if you would lie down across the stream, we could use you as a bridge."

So the bit of straw lay down the stream and the glowing coal started crossing to the other side. But by the time it was half way over, it had burned through the straw, which promptly broke in half, and the coal fell into the water with a great sizzling plop!

When the bean saw what had happened it started laughing, and it laughed and laughed till it burst. Happily, at that moment, a tailor happened to be passing by and he immediately sowed up the slit in the bean. That is the reason why the bean has a seam in its side!

KEYS: 1b, 2c, 3b, 4a, 5b, 6c

SELF-STUDY



Teaching1 is defined as the **interaction2** of a teacher and children over a **subject3**. Teaching involves a teacher trying to teach someone something somewhere. Can there be teaching without students? If there are no children, there is no teaching. Can there be teaching when there are children, but no teacher? Often educational process goes on without teachers, but the activity is called

learning, not teaching. Can there be teaching without a subject? There must be a medium, a subject, about which there can be structured and sustained dialogue. Teaching involves a teacher and a child interacting over a subject in a setting.

Some say that teaching is a science. These people stress the **scientific aspects4** of teaching and focus on ways to **systematize5** the **communication6** between teacher and children. Others say that teaching is an art. They argue, actual teaching involves great amounts of **intuition7**, **improvisation8**, **expressiveness9**, and efficiency teaching depends on high levels of **creativity10**, **sound judgment11**, and **insight12**. The teacher, like the conductor, draws upon a repertoire of skills and orchestrates a highly complex process.

Is it not possible that teaching may be some art and some science? Perhaps the best way to call teaching is not an art, not a science, but a profession. Teaching involves professional judgment. Teaching calls for the **trained eye13** to see what is actually happening and the trained mind to decide what to do next. Teaching will become more effective when we consciously choose to employ teaching strategies, when we broaden our repertory of strategies, such as: **training14** and **coaching15** (developing **basic and advanced skills16** by using **clear objectives17**); lecturing and **explaining18** (presenting information in ways that it can be easily processed and remembered); inquiry and discovery (teaching **thinking skills19**, problem-solving, and creativity through inquiry and discovery); groups and teams (**sharing information20** and exploring attitudes, opinions, and beliefs through group processes); experience and reflection (enabling students to reflect on learning that takes place in work settings, **internships21**, travel, or outdoor activities).

These strategies can be employed with any subject in any setting and across any age group. They provide the basic professional information that any teacher needs to become more effective as a teacher. The rest comes through practice, **patience22**, and perspiration.

VOCABULARY

1. teaching – ['ti:ʃiŋ] – викладання, навчання
2. interaction – [ˌintər'ækʃən] - взаємодія
3. subject – ['sʌb'dʒikt] - предмет

4. scientific aspect – ['saɪən̩'tɪfɪk 'æspəkt] – науковий аспект
5. to systematize – ['sɪstəmətaɪz] – систематизувати
6. communication – [kə'mju:nɪ'keɪʃən] – спілкування
7. intuition – ['ɪntju(:) 'ɪʃən] – інтуїція
8. improvisation – ['imprəvai'zeɪʃən] – імпровізація
9. expressiveness [iks'prezɪvnəs] – виразність
10. creativity – [kri:et'rvɪtɪ] – креативність
11. sound judgment – [saʊnd 'dʒudʒmənt] - здоровий глузд
12. insight – ['ɪnsaɪt] – проникливість, розуміння
13. trained eye – досвідчене око
14. training – ['treɪnɪŋ] – виховання, навчання
15. coach – [kəʊtʃ] – інструктор, репетитор
16. basic and advanced skills – основні і додаткові навички
17. clear objective – [kliər əb' dʒektɪv] - чітка ціль
18. explaining – [iks'pleinɪŋ] – пояснення
19. thinking skills – ['θɪŋkiŋ skɪlz] - навички мислення
20. sharing information – ['ʃeərɪŋ ,infə'meɪʃən] – обмін інформацією
21. internship – ['ɪntɜ:nʃɪp] стажування
22. patience – ['peɪsəns] – терпіння

Comprehension Check

1. What is teaching?
2. Can there be teaching without students or teachers?
3. Can there be teaching without a subject?
4. Why teaching is called science?
5. Why teaching is called art?
6. What main teaching strategy do you know?
7. In what case can we use these strategies?

Find the English equivalents to the following words and phrases in the text:

- a) навчання включає в себе _____
- b) навчальний процес _____
- c) постійний діалог _____
- d) науковий аспект викладання _____
- e) спиратися на репертуар навичок _____
- f) професійна думка _____

Give the Ukrainian equivalents to the following words:

1. art of teaching _____
2. direct instruction model _____
3. executive functions of teaching _____
4. experiential learning _____
5. group investigation _____
6. interpersonal communication skills _____

Decide if the statements below are T (true) or F (false). Correct any false statements.

1. Teaching is defined as the interaction of teachers over a subject.
2. Educational process goes on without teachers, and this activity is called

teaching.

3. Some say that teaching is a science, but another one stresses that it is an art.
4. Teaching will not become more effective when we consciously use all teaching strategies.

5. Professionalism comes through practice, patience, and perspiration.

Read the beginning of the sentence and find its ending.

1. The interaction of a teacher and children over a subject is defined as
a) learning b) studying c) teaching
2. Educational process goes on without teacher is called
a) learning b) teaching c) educating
3. The scientific aspects of teaching involve
a) the possibility that learning occurs by chance
b) regulating interaction among the students and the teacher
c) careful selection and systematization of materials
4. Teaching is an art, and it needs the great amounts of
a) intuition, improvisation, expressiveness b) sound judgment c) insight
5. Learning goes on
a) only in school b) on training courses c) everywhere (in work settings, internships, travel, or outdoor activities)
6. Teaching will become more effective when we follow
a) clear objectives b) plan c) teaching strategies
7. Presentation of information in ways that it can be easily
a) processed and remembered b) learned c) systematized

Match the sentences in column A with their equivalents in column B.

A.

B.

1. Викладання вимагає

досвідченого ока, щоб бачити те, що насправді відбувається і тренованого розуму, щоб вирішити, що робити далі.

a) Often educational process goes on without teachers, but the activity is called learning, not teaching.

2. Ці стратегії можна застосовувати з будь-якою дисципліною в будь-яких умовах і в будь-яких вікових групах.

b) Efficiency teaching depends on high levels of creativity, sound judgment, and insight.

3. Часто навчальний процес відбувається без вчителів, але ця діяльність називається навчання, а не учення.

c) The teacher, like the conductor, draws upon a repertoire of skills and orchestrates a highly complex process.

<p>4. Учитель, як диригент, спирається на репертуар навичок і управляє дуже складним процесом.</p>	<p>d) Perhaps the best way to call teaching is not an art, not a science, but a profession.</p>
<p>5. Можливо, найкращий спосіб називати навчання не мистецтвом, не наукою, а професією.</p>	<p>e) Teaching calls for the trained eye to see what is actually happening and the trained mind to decide what to do next.</p>
<p>6. Ефективність навчання залежить від високого рівня творчості, здорового глузду і розуміння.</p>	<p>f) These strategies can be employed with any subject in any setting and across any age group.</p>

Make your definition of “teaching”.

Teaching is _____

Complete the following sentences by filling each gap with a verb from the bank.

1. The examiners him because he hadn't answered enough questions.
2. A lot of students an exam again because they failed it the first time.
3. His helpfulness today has made me my original opinion of him.
4. Let's his options before making a final decision.
5. I don't previous teacher's name.

There are some methods of interaction between a teacher and students during the instructional process. Look at the patterns and describe each of them. What of the given methods are the most effective in the classroom and in what situation? Prove it.

review	fail
remember	retake
revise	

1. The examiners him because he hadn't answered enough questions.
2. A lot of students an exam again because they failed it the first time.
3. His helpfulness today has made me my original opinion of him.
4. Let's his options before making a final decision.
5. I don't previous teacher's name.

Discussion questions.

1. Why did you choose a teaching career?
2. What do you think is the most important aspect that a primary school works on, and what is the most important aspect that teacher imparts to the child?
3. What are your strengths and weaknesses in teaching?
4. What interactive methods do you use in your teaching process?

THEME IV. MONTESSORI METHOD



absorbent mind
sensorial exploration
vital needs
to strive
to endow
span
fulfil

inner urges
framework
eliminate
bane
sophisticated balance
fame
instil care

Watch video: "What to Expect When Your Child Starts a Montessori School"
https://youtu.be/dQ9SYj3_s9Q

NAME FIVE TIPS TO FIND A MONTESSORI SCHOOL?

Read and translate the text.

MONTESSORI METHOD

The Montessori system of education, named after Dr. Maria Montessori, has today become synonymous with pre-school education. Her concepts revolutionized the way the world saw small children.

She referred to the mind of a child between 3 and 6 years of age, as the Absorbent Mind. During this time it literally absorbs everything in the environment through sensorial exploration. By sensorial absorbing the surroundings, a child forms his personality and himself. He constructs his mind, his memory, power to understand and ability to think through impressions gained from the environment.

Educational research has also verified that the early years are the most important years of a child's life. It is during the period between conception and four years that

the child develops 50-60 % of his intelligence and another 30% between the ages 4 to 8 years. Very little develops after that.

Today each parent wants to give their child the best education; however they have grown to realize that academic achievement alone will not prepare their child for life. Each child has certain vital needs as it grows up. In an academic environment these needs are generalized, hence these needs may be overlooked. However Montessori education strives to fulfil these individual needs.

Dr. Maria Montessori believed that a child has the inbuilt tendency to learn by himself. The child is the constructor of the adult. Mother Nature has endowed the child with necessary powers to fulfil this task. The child achieves various levels of growth, within the time spans fixed by nature. We have no control over them. All he needs is an encouraging environment, which fulfils his developmental needs.

The key elements of the Montessori Method are Self-education, individual instruction, didactic materials, a specially prepared environment, and the trained directress. A Montessori school provides prepared environments for children at each successive developmental plane where children are given freedom to work according to their inner urges. The child's natural interest in learning is encouraged by giving opportunities in spontaneous, purposeful activities with the guidance of a trained adult.

Within a framework of order eliminating the bane of competition, the children progress at their own pace and rhythm, according to their individual capabilities. These environments allow them to take responsibility for their own education.

A sophisticated balance between liberty and discipline is prevalent. Maria Montessori's fame is largely due to the apparatus to which her name has been given and to the result it produces while bringing out the hidden learning powers of the child. Younger children are intensely attracted to these materials and use them spontaneously, independently, repeatedly and with deep concentration. These materials are precision made, beautiful and enticing. The outstanding feature of these materials are that they have built-in "control-of-error" by which the child is enabled to judge his/her performance objectively and independently and to truly learn from one's mistakes.

A Montessori school is equipped with more than 100 different types of Montessori Apparatus, classified into Sensorial Material, Language Material, Arithmetic Material, and so on. Practical Life Exercises, through the use of Sensorial Material, instil care for themselves, for others and the environment.

Using this material, children learn to grade and classify impressions. They do this by touching, seeing, smelling, tasting, listening and exploring the physical properties of their environment, through these specially designed materials. The teacher's role is to provide the right environment for the child and make sure that the child can work at his own development in peace and freedom. The adult should understand that it is the child who has to achieve his goals. The adult cannot do it for him. For ordinary schools, education is same as literacy, but Maria Montessori calls it as "an aid to life", making the Montessori system, a highly successful learning concept

that has been acclaimed the world over (<http://williamsburgmontessori.org/about/montessori>).

Make synonymous pairs.

1. teaching	A. didactive
2. cleverness	B. education
3. ability	C. explore
4. educational	D. rhythm
5. help	E. accomplish
6. fulfil	F. capability
7. environment	G. intelligence
8. tempo	H. personality
9. study	I. aid
10. individuality	J. surrounding

Watch the video presentation “The Montessori classroom: the three year cycle”.

Choose the correct answer from the given options.

<https://www.youtube.com/watch?v=pKEPo7sFUSQ>

1. Montessori education emphasises the ... learning in collaborative environment.
A. individual;
B. creative;
C. group;
D. on-line.
2. Children learn at their own pace following their own
A. talents;
B. interests;
C. speed;
D. senses.
3. The area called “Practical life” is designed to allow a child ...
A. sleep a little bit;
B. communicate with teachers;
C. play with other children;
D. function autonomously.
4. The older children acquire new skills by
A. playing with younger students;
B. teaching younger students;
C. having meals with younger students;
D. listening to the stories together.
5. The sensorial material allows to explore and name all aspects of
A. feelings;
B. environment;
C. senses;
D. learning.
6. Children train their memory in preparation for

- A. writing;
- B. relationships;
- C. playing;
- D. snack time.

7. In Montessori classroom children become writers and readers simultaneously learning some aspects of

- A. vocabulary;
- B. terminology;
- C. phonology;
- D. grammar.

8. Developing logical thinking prepares children for learning

- A. biology;
- B. mathematics;
- C. grammar;
- D. reading.

9. Using different materials children acquires some knowledge of mathematical

- A. relationships;
- B. formulas;
- C. operations;
- D. objects.

10. Montessori classroom creates the foundation to sustain children in further education and in

- A. adult life;
- B. journeys;
- C. elementary school;
- D. family relationships.

Compare of traditional pre-school and Montessori.

TRADITIONAL

rigid curriculum
progresses at teacher's pace

constant guidance by teacher
much role-play and fantasy
teacher decides what the child
has to learn

teacher-centered environment
use of reward and punishment
in motivation

all children are treated alike

MONTESSORI

flexible curriculum
allows the child to learn
at his own pace
child free to discover on his own
reality orientated

child chooses activities according to inner
needs
child-centered learning environment

self-education through
self-correcting materials
recognition of sensitive periods
in each child

play materials
for non-specific skills

rigid rules not to move furniture and to
sit in designated places
silence is on many occasions enforced

focus on imparting knowledge

multi-sensory materials
to develop specific skills

liberty to move about self and furniture
liberty to speak (without disturbing others)
as he pleases
focus on developing the child's
personality

Answer the questions.

1. Who is Montessori?
2. What is the main idea of the text?
3. What are the key elements of the Montessori Method Self-education?
4. Are there any problems raised in the text?
5. What methods did you remember?
6. Who is the text useful for?

Finish the annotation of the text “Montessori method”

The headline of the text I have read is “Montessori method”. The text deals with the aim and purposes of preschool education and the tasks of Montessori concept. At the beginning of the text the author describes ... The second part is concerned with ...

THINGS TO THINK ABOUT

The Montessori emphasis on children's independence was considered an innovation in the field of early childhood education at the beginning of the twentieth century. What do you think have been the consequences of this innovation for the practice of early childhood education today?

SELF-CHECK TASK

1. The principles, practice, or profession of teaching.
2. A nursery school.
3. A system of education for young children that seeks to develop natural interests and activities rather than use formal teaching methods.
4. Willingness to change or compromise.
5. The gradual growth or formation of something.
6. Relating to society or its organization.
7. Confidence in one's own worth or abilities; self-respect.
8. The same term for teaching; education.
9. The imparting or exchanging of information by speaking, writing, or using some other medium.
10. A single person, especially when regarded as distinct from others.
11. Another word for CAREER.

SELF-STUDY CREATIVE WORK WITH INFANTS

Introduction into the topic

Preliminary notes:



From an early stage of living a baby is surrounded by people, unknown and strange (for him/her) things, sounds of various nature, natural processes going on around him/her, etc. It is very interesting for a baby to investigate everything, no matter how dangerous it may be. A baby is curious. It is eager to learn more about everything. In the process of acknowledging and getting in touch with things a baby's desire to learn more doesn't disappear. So, the task of the educator is to invent creative assignments for children to become acquainted with the world.

VOCABULARY

Curious - цікавий

eager - нетерплячий

to acknowledge - пізнавати

to invent - придумати

assignments - завдання

acquainted - знайомство

Have you ever thought of the problem “Development of children’s creativity”?

Have you ever discussed it with your friends, family, and colleagues? Give an extensive answer.

What’s your opinion about the spheres of creativity appliance? Group them according to the following items:

- a) creative playing;
- b) creative study;
- c) creative activity outside an educational establishment;
- d) your own implementation.

Read the text. Get the list of the things which develop children’s creativity in your opinion.

Young Children’s Creativity

Young children are enthusiastic and positive about learning. We all thrive on doing well and being praised for what we do and this is especially true for young children. It is important to praise them if they are to keep their enthusiasm and feel

successful from the beginning. If we label children's failures, then they believe us.

Young children sometimes have difficulty in knowing "What is fact and what is fiction?". The borderline between the real world and the imaginary world is not clear. They use language skills long before they are aware of them. Their own understanding comes through hands and ears. The physical world is dominant at all times.

Educators of young children have long recognized the power of play in the child's development. In play they saw a freedom of spirit which allows a child to investigate and research, a sense of personal involvement, control and mastery, a natural way of encouraging children to work co-operatively.

Playing alone and in small groups. Interpersonal relations with one's peers or with strange adults, like a new teacher, do not come easily for very young children. Entering the group life of school for the first time is a difficult task that must be learned and practised. A major role of the school is to help the child express his aggressive feelings but with acceptable actions. The teacher helps the child come to terms with his feelings, to understand how to deal with them.

Building skills and judgement. All children are very interested in the "what?", "why?", and "how?" of the phenomena around them. They look, listen, smell, touch and taste to satisfy their curiosity.

Self-directive materials can help children see difference in size, shape, colour – all of which help them to understand spatial relations, and achieve technical mastery. Often children take apart and put together objects in configurations which were not necessarily intended by the material. This kind of imaginative play we call "creativity". The rule of the educator is to help a child acquire language in which he can think and talk about them.

Communicating with language, music and art. Communicating is essential to interpersonal relations. A child communicates through the language of music, dance, arts and crafts. He is able to express himself physically and tactually before he can read and write. A child uses rhythm instruments to express moods and feelings. His art work reflects his reaction to what he sees around him. Physical communication demands skill in the use of material and tools; it spurs orderly work, physical co-ordination and creative thinking. Painting a picture evokes keen observation. Creative dancing and drama improvisations require body-control. Children who have experienced and mastered these means of communication are the ones who will "hear things" in music and "see things" in painting and be able to verbalize their perception.

Answer the questions:

1. What do usually children have difficulty in?
2. What is a major role of the school?
3. What do we call "creativity"?
4. Is communicating essential to interpersonal relations?
5. How do music and art help a child to develop his/her creativity?

Listen to the text once more:

Click true (t) or false (f) statements. Mark the answers with the corresponding letters in the box by each one:

1. Young children are not usually enthusiastic and positive about learning.
2. Children always believe grown-ups if they label children's failures.
3. It is not a difficult task for children to enter the group life of school for the first time.
4. A child communicates through the language of music, dance, arts and crafts.
5. Painting a picture evokes keen thinking.

Read the text again. Reproduce the situations where the following word combinations are used:

to thrive on; to keep smb's enthusiasm; feel successful; to be aware of smth.; a freedom of spirit; to investigate and research; a sense of personal involvement; to work co-operatively; interpersonal relations; to satisfy one's curiosity; to achieve technical mastery; to spur orderly work; to evoke keen observation; to verbalize perception.

Read the abstract from the conversation of a kindergarten teacher Maria Ivanovna and children on a summer day "A sports day in the kinder garden".

A sports day in the kinder garden.

Educator: What a lovely day we are having today, children. We are going to have sports competitions today. Are you ready?

Ann: I've forgotten my bathing-suit and a cap.

Educator: Never mind, Ann. You'll be a judge. Can you count from 1 to 20?

Ann: Sure, I can. 1, 2, 3, 4

Educator: That's okay. Be ready to help me.

Peter: May I put on my goggles? The sun is shining brightly. I can't see anything.

Educator: Peter, you may. Go to the shallow end of the swimming pool and stroke your hands to show the girls how to swim. They are at the start line waiting for you.

Den: Look, group №2 are in the sacks already. They are ready to sack race. Shall I cheer them up?

Educator: Do please. But be careful. There is a sand pit in front of you. You may stumble and fall into it. You'd better climb up the rope ladder. You're the quickest climber.

Ken: Guys, I can skip and hop very well, I also like to play hopscotch.

Children: We want to swing and play tags.

Educator: Kids, we should have physical jerks first. Stand straight. Hands up, hands down. Stretch your hands wide. Mihael, continue the exercises.

Mihael: OK. Walk on tiptoe, walk on heels. Kick your leg high into the air.

Stacy: I can't. My leg hurts me. Yesterday I fell down, because it was slippery.

Mihael: Then, Stacy, curl up small and stand on your fours. You'll pretend to be a cat. Say: "miaow".

Kate: Miaow.

Educator: Thank you Mihael, Vasya bend your arms down. Stand straight. Balance with your arms stretched. You're a bit sleepy. What's up?

Vasya: There was an interesting movie yesterday night.
I enjoyed it very much.

Educator: I see. Children, Morning exercises are over. Let's go to the slides and see-saws.

Children: Hurrah! And to the log cabin!!!

Sveta: Dima, why are you so impudent? This is me who is swinging on the bar. Go away. Hm. (she is crying)

Educator: Dima you shouldn't behave like this. Take the roundabout. It's vacant. Let Sveta swing.

Dima: She has been swinging for an hour already. I want it too.

Sveta: You are mistaken. Ha-ha-ha. You're a boy. Go to play football with other boys or ride a bicycle.

Dima: You're a naughty girl. I'll make sandcastles in the sandpit.

Sveta: Dima, I'd like it to. Take me with you, please...

Dima: OK, let's go. But don't spoil the figures, be patient, behave yourself...

Sveta: I agree.

Educator: Guys, who can dive?

Children: I, I, I, I ...

Educator: You can dig and rake. Don't forget to take the spades.

Boys: What for?!

Educator: We are going to plant fruit trees.

Children: What fruit trees?

Educator: Apple, plum, pear, peach trees.

Children: That's great. In autumn we'll harvest the fruit and eat it.

Educator: Of course, you will. Let's play.

Children: With pleasure.

Educator: Scatter. We'll play hide-and-seek. It's my turn to look for you.

Children: Count from 1 to 10.

Educator: 1, 2, 3, 4, 5 ... Children, where are you? I can't, find you. It's dinner time already. Come out, I'll allow you not to sleep in the day time.

Answer the following questions. Try to use as many sentences as you can while answering:

1. Have you ever watched young children play? What games did they play? Were they discussing anything?
2. Were there any quarrels while playing? What caused them?
3. If you were a kindergarten teacher, what games would you choose for children to play? Would they evoke their creativity? Give your arguments.

THEME V. PARENTS AND CHILDREN

Introduction into the topic.

Naturally, every parent is **anxious** (*прагнуми*) to teach and bring up their children. All parents' **strivings** (*зусилля*) may face problems of various kinds. Much depends upon the way a parent chooses to realize their plan. Parents' **excessive obtrusiveness** (*надмірна нав'язливість*) and permissiveness usually **spurn**



(*відкидати, відторгнути*) children from them. It is significant that parents should find balance between what to permit and what not to. Children should be taught responsibility. But responsibility cannot be imposed on them. It must grow from within. Besides, children are to be given opportunities for choosing and deciding things for themselves. They must account for what they do.

Have you ever thought of the problem “Excessive permissiveness”? Have you ever discussed it with your friends, family, and colleagues? Give an extensive answer.

What's your opinion about the things children are allowed and not allowed to do? Group them according to the following items:

- a) at school;
- b) in public;
- c) at home;
- d) your own implementation.

Read the text. Get the list of the things you agree and disagree about parents' behaviour.

Parents are Too Permissive with their Children Nowadays

Few people would defend the Victorian attitude to children. Children were to be seen and not heard. Freud and company did away with all that and parents have been bewildered ever since.

... The child's happiness is all-important, the psychologists say, but what about the parent's happiness? Parents suffer constantly from fear and guilt while their children gaily romp about pulling the place apart. A good old-fashioned spanking is out of the question: no modern child rearing manual would permit such barbarity. The trouble is you are not allowed even to shout ... Certainly a child needs love ... and a lot of it. But the excessive permissiveness of modern parents is surely doing more harm than good.

Psychologists have succeeded in undermining parents' confidence in their own authority and it hasn't taken children long to get wind of the fact. In addition to the

great modern classics on child care, there are countless articles in magazines and newspapers. With so much unsolicited advice flying about, mum and dad just don't know what to do any more. In the end, they do nothing at all. So, from early childhood, the kids are in charge and parents' lives are regulated according to the needs of their off-spring. When the little dears develop into teenagers, they take complete control. Lax authority over the years makes adolescent rebellion against parents all the more violent. If the young people are going to have a party, for instance, parents are asked to leave the house. Their presence merely spoils the fun. What else can the poor parents do but obey?

Children are hardy creatures (far hardier than the psychologists could believe) and most of them survive the harmful influence of extreme permissiveness which is the normal condition in the modern household. But a great many do not. The spread of juvenile delinquency in our own age is largely due to parental laxity.

Mother, believing that little Johnny can look after himself, is not at home when he returns from school, so little Johnny roams the streets. The dividing line between permissiveness and sheer, negligence is very fine indeed.

The psychologists have much to answer. They should keep their mouths shut and let parents get on with the job. And if children are knocked about a little bit in the process, it may not really matter too much ... Perhaps, there is some truth in the idea that children who've had a surfeit of happiness in their childhood emerge like stodgy puddings and fail to make a success of life.

VOCABULARY

excessive permissiveness - надмірна вседозволеність

attitude – ставлення відношення

suffer constantly from - страждати постійно від

fear and guilt - страх і провина

gaily romp about pulling the place apart - весело пустувати, розносячи все навколо

spanking – прочухан

barbarity – варварство, жорстокість

undermine parents' confidence - підривати впевненість батьків

off-spring – нащадки

lax authority - слабкий авторите

adolescent - підліток

rebellion – бунт

merely - лише

to spoil – псувати

to obey – підкоритися

household – родина

juvenile delinquency - злочинність серед неповнолітніх

laxity - розбещеність

to roam – блукати

negligence - недбалість

a surfeit – надлишок

stodgy puddings – застиглі пудинги

Answer the questions:

1. What do parents constantly suffer from?
2. Who regulates life?
3. What is the normal condition in the modern household?
4. What is the spread of juvenile delinquency largely due to?
5. Do most of children who've had a surfeit of happiness in their life always make a success of life?

Read the text once more:

Click true (t) or false (f) statements. Mark the answers with the corresponding letters in the box by each one:

1. In Victorian times parents could see and hear their children wherever they might stand.
2. Nowadays a parent is allowed to “apply manual rearing” while bringing up children.
3. Lax authority over the years makes adolescent rebellion against parents all the more violent.
4. Children are very sweet creatures.
5. The borderline between permissiveness and sheer negligence is vague.

Read the text again. Reproduce the situations where the following word combinations are used:

to be bewildered; to suffer from fear and guilt; modern child-rearing manual; to permit barbarity; excessive permissiveness; to succeed in; to undermine parents' confidence; to be in charge of smth/smb; to take complete control; adolescent rebellion; parental laxity; sheer negligence; to have a surfeit of happiness; to make a success of life.

Read the abstract from the dialogue between Mrs. Brent and Mr. Alden, a teacher.

Mr. Alden: Would you like another cup of tea or something?

Mrs. Brent: Well, no Thanks just the same.

Mr. Alden: I am sorry to have to say this, but what would our youngsters do without the youth centre? They'd be pretty lost, wouldn't they?

Mrs. Brent: It's all right I suppose.

Mr. Alden: Er ... would you care to dance, Mrs. Brent?

Mrs. Brent: Thank you ... but no. The music isn't of my generation. You know ... the generation gap. When I was young I'd never dared speak as our children do. Especially with a teacher present.

Mr. Alden: We've got a bit of a problem here, you see. It's part of job to know people ... and especially young people ... as they are. And really the so-called generation gap is a myth you know. Teenagers aren't really so different. As a teacher I find them quite traditional in their attitudes.

Mrs. Brent: I'm sorry to disagree with you, but look at the way they dress ... and their hair!

Mr. Alden: I don't think you get the point. Those things are quite superficial. But basically their attitudes are very similar to those of our generation.

Mrs. Brent: There is no excuse for their language and you seem to approve of the kind of language we hear from our children.

Mr. Alden: Now, I didn't say that. Anyway the concepts of "approval" and "disapproval" tend to oversimplify matters. Every generation creates its own special language just as it creates its own styles in clothes and music.

Mrs. Brent: I'd like to point out that the styles and habits of today's teenagers are so ... Well basically ... unacceptable.

Mr. Alden: You mean unacceptable to you. In fact their clothes are very practical and very simple.

Mrs. Brent: I do wish you had a teenage son or daughter of your own, Mr. Alden.

Mr. Alden: But I have more contact with them. You see, we have regular discussions. You could come and sit in sometime if you like. And you'll realize I think how traditional their attitudes are.

Answer the following questions. Try to use as many sentences as you can while answering:

1. Have you ever interviewed teachers who defend children's interests, rights and attitudes? What was the topic you dwelt on?
2. Do you agree that "our youngsters" should wear clothes they like? Explain why you agree or disagree with this decision.
3. What is your attitude to their hair style and language? If you were a parent, what would you advise your child?

Watch video:

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-200430>

Introduction

How do you keep children educated and entertained at home in situations like the lockdown caused by the coronavirus pandemic? That's what Neil and Georgina discuss in this 6 Minute English. They'll listen to an expert who gives parents tips on coping and teach you some useful vocabulary.

This week's question

Under normal circumstances, which country has the longest school summer holidays? Is it:

- A) Australia
- B) Argentina
- C) Italy

Listen to the programme to find out the answer.

Transcript

Note: This is not a word-for-word transcript

Listen to the conversation and put missing words in a sentence.

Neil

Hello. This is 6 Minute English from BBC Learning English. I'm Neil.

Georgina

And I'm Georgina.

Neil

Do you remember the school holidays when you were a kid, Georgina?

Georgina

Ah, yes, I remember. Six whole weeks without school! I used to go to the seaside on holiday with my family - sometimes to the coast in England and sometimes abroad to France or Spain.

Neil

Yes. I remember my dad driving us down to the seaside, looking out the car window and playing I-1._____ with my sister.

Georgina

But with the 2._____ of the coronavirus pandemic many children are having to take an extended and unplanned break from school.

Neil

And with schools now shut for the 3._____, this is creating challenges - both for children who can no longer meet their friends to play outdoors...

Georgina

...and for parents who want to keep their children occupied and focused without spending hours watching TV or playing on mobile phones.

Neil

In this programme, we'll be discussing some advice for parents trying to keep their children educated and entertained at home in these unusual times. But first, today's quiz question: Under normal circumstances, which country has the longest school summer holidays? Is it:

- A) Australia
- B) Argentina, or
- C) Italy?

Georgina

Hmmm, they have really hot summers in Australia, right? I think maybe they also have long holidays, so I'll say a) Australia.

Neil

OK, Georgina. We'll 4._____ later whether you were right. Of course, what's happening right now is very different from normal school holidays. Parents and children may be living together under lockdown for weeks on end and this can be stressful as BBC Radio 4's You and Yours discovered when they spoke to parenting expert, Elizabeth O'Shea.

Elizabeth O'Shea

The most important thing is see this as an opportunity. It's 5._____ what's going on but you may have a chance to have two or more weeks with your children and if you can change your attitude towards that you can actually enjoy this time and teach your children amazing **coping skills** for dealing with difficulties in the future.

Georgina

Elizabeth thinks that having a positive attitude by seeing the lockdown as an opportunity will help in this unprecedented situation – a situation which has never happened before.

Neil

Adults are full of life experience and parents can teach their children things they wouldn't get to learn at school. Being able to spend time at home with your children can be a great opportunity to teach them coping skills - skills they can use to cope, or deal with, stressful situations.

Georgina

One of Elizabeth's main ideas is that parents shouldn't try to re-create a school classroom at home. Instead, it might be better to work with your children as a team and decide together what you'd like to do.

Neil

Here she is talking about keeping kids entertained at home.

Elizabeth O'Shea

I would 6._____ ideas and then draw up timetables of what you're going to do each day. Include a nice 7._____ of time, normally after lunch, for a bit of 8._____ - quiet reading or quiet play but then, the rest of the time, build in activities. So playing with your children is wonderful – ball games, board games, card games, word games, anything – doing a family disco – anything that is fun and entertaining for them.

Neil

If you lack ideas for what to do during the day, Elizabeth recommends brainstorming - talking to your children to produce ideas and suggestions for things to do.

Georgina

Of course, games and activities are fun ways of keeping children entertained and she suggests spending a chunk – or large part of time - on those.

Neil

But it's difficult to find the energy to keep playing games all day long. It's also important to timetable in downtime - time when you relax and do not do much, for example quiet reading.

Georgina

And if it all starts going wrong, here's Elizabeth again with a final tip.

Elizabeth O'Shea

Pillow fights are also a great way to 9._____.

Neil

If the situation becomes stressful then it's good to let off steam - do something 10._____ of strong feelings by expressing them without harming anyone. You could let off steam in many ways – anything from going for a run to having a pillow fight!

Georgina

I think I'm going to need a holiday to get over this lockdown.

Neil

Which reminds me... it's time to reveal the correct answer to this week's quiz question. I asked you which country's schools usually have the longest summer holidays.

Georgina

I said a) Australia.

Neil

Good try, Georgina, but the correct answer was c) Italy. They have up to 13 weeks' holidays in the summer! Imagine how much fun you could have!

Georgina

Or how much English vocabulary you could learn!

Neil

Today we've been giving some tips to parents for surviving the coronavirus lockdown, an unprecedented situation – meaning a situation which has never happened before.

Georgina

One parenting expert recommends keeping a positive attitude by focusing on the useful things parents can teach their children at home, like coping skills - skills to cope with stressful situations, like being locked down.

Neil

A good way to generate ideas for things to do is brainstorming – talking with your children to come up with ideas and suggestions for fun learning activities. A large chunk - or part - of the day could be spent in fun ways like playing games or finding things out together on the internet.

Georgina

But don't forget to schedule in some downtime – quiet time to relax and do nothing.

Neil

And when it all gets too much, find healthy ways to let off steam – get rid of strong emotions by doing something energetic, like going for a run....

Georgina

...Or having a pillow fight! Come on, Neil, I always have a pillow handy, just in case!

Neil

Well, unfortunately, we've run out of time. Search BBC Learning English for more language learning programmes as well as English activities for your children during the lockdown. Bye for now!

Vocabulary**unprecedented**

never having happened or existed before

coping skills

skills and methods a person uses to cope or deal with stressful situations

brainstorm

discuss with others to suggest ideas or solutions to a problem

chunk

a piece of something, often a large part

downtime

time when you relax and do not do very much

let off stream

do something to get rid of strong feelings like anger or excitement by expressing them without harming anyone

keys: 1. spy 2. outbreak 3. foreseeable future 4. find out 5. unprecedented 6. brainstorm 7. Chunk 8. downtime 9. let off stream 10. to get rid of

SELF-STUDY STAGES OF EDUCATION



plunder	agility
round-the-clock	strain
increase	agile
manual	attachment
creche	disease

Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.

1. agile (a) [ə'dzil] —рухливий, спритний;
2. agility (n) [ə'dziliti] —рухливість, спритність;
3. attachment (n) [ə'tætsmənt] —прив'язаність;
4. creche (n) [kreis] — дит'ясла;
5. disease (n) [di'zi:z] —хвороба;
6. increase (n) [in'kri:z] — ріст, збільшення; increase (v) [in'kri:z] —рости, збільшуватися;
7. manual (n) [mænju:əl] —підручник, посібник;
8. plunder (n) [plʌndə] —здобич, пограбування; plunder (v) [plʌndə] —грабувати, розкрадати;
9. strain (v) [strein] —мати вплив, впливати, змінювати;
10. round-the-clock (a) —цілодобовий.

Read the following words and word combinations. Cover the left side of exercise and try to translate them.

out of which

з яких

to be a great help

надати допомогу

kindergartens accommodation

система дитячих садків

to be beneficial

бути корисним

to be left unattended

залишити без догляду

all-round physical and intellectual development

всебічний фізичний та розумовий розвиток

to acquire good habits

набути корисних навичок

does not lessen, but rather deepens

не знижує, а навіть поглибшує

at least

принаймні

graduate of a teachers' college

випускники педагогічного коледжу

take care of

доглядати, дбати

in general

загалом

place no strain

не обтяжувати

state-run

державний

get to know

пізнавати

Read and translate text. Answer the following questions, be ready to retell it.

STAGES OF EDUCATION

Kindergartens. Preschool education is a part of a unified system of education.

In 1914, Ukraine had only few preschool establishments. Then many kindergartens were built. During the Second World War the fascists destroyed and plundered many preschool institutions.

In the post-war period the number of preschool institutions rapidly increased. Damaged buildings were repaired, and new Kindergartens, creches and medical institutions were built.

Kindergartens are great help to the women who account for three quarters of the country's doctors and teachers, nearly half of the rural doctors and teachers nearly half the students and one-third of the engineers and scientists. Kindergartens accommodations place no strain on the family budget, since the state covers all maintenance expenses, the parents paying only part of the cost of child's food in the state kindergartens. State-run preschool educational institutions are beneficial to the children themselves.

Trained teachers and doctors watch over the childrens' health and see to their all-round physical and intellectual development.

The experience shows that children in kindergartens are healthy and acquire many good habits including those of living in collective. Upbringing in the kindergarten does not lessen, but rather deepens the children's love and attachment for their parents. But now many private kindergartens appeared in our country.

All work with children in Kindergartens is conducted in their native language. Most kindergartens operate from 8 a.m. to 6 p.m. There are also round-the-clock kindergartens. The headmistress of kindergarten must be a trained teacher, with at least four-year experience and special medical training. Teachers must be graduates of a teachers college.

The programmes and methods of teaching in kindergartens are determined by a special manual.

Children of kindergartens are usually divided into three groups: "junior-three-five years of age, middle-five-six years and senior-six-seven years."

Their physical training includes health-building and development of physical agility. They are taught hygienic habits.

The requirements of hygiene are, considered when buildings are equipped and furnished. The children's diet and regimen are worked out scientifically, as are measures to prevent and treat disease. The kindergarten child is taught to feed himself unassisted to wash and dress himself, to keep his things clean and orderly, make his bed and take care of his toys. All this is designed to develop in the child good behavior habits.

For three-four every day the children take part in outdoor games, during which the teachers help them develop their abilities and initiative and learn the value of friendship and group activity. During study sessions they learn correct speech, counting, drawing, building with blocks singing and rhythmic moments and in general get to know the world around them.

In the kindergarten a child begins to develop a wish to go to school and learn to do not only what is interesting but also what is necessary.

The adoption of a new curricula by the secondary schools and the reduction of the primary course from four to three years have increased the role of kindergartens in preparing children to school.

Kindergartens operate in close contact with parents. Parents-teachers meetings are held regularly to discuss problems of bringing up children in kindergartens and in the family.

VOCABULARY

1. out of which – з яких
2. to be a great help — надати велику допомогу
3. kindergartens accommodation — система дитячих садків
4. to be beneficial — бути корисним
5. to be left unattended — залишити без нагляду
6. all-round physical and intellectual development — всебічний фізичний і розумовий розвиток
7. to acquire good habits — набувати корисних навичок
8. does not lessen, but rather deepens — не зменшує, а навіть розвиває
9. at least — принаймні
10. graduate of a teachers' college — випускники педагогічного коледжу
11. take care of - турбуватися
12. in general — в загальному
13. place no strain — не навантажувати
14. state-run - державний
15. see to — стежити за
16. get to know — дізнатися

Answer the following questions:

1. How many children attended preschool establishments before the revolution?
2. When were many preschool institutions destroyed and plundered?
3. What is the main purpose of preschool educational institutions? What is your personal opinion about it?
5. Look through the text and give the main idea of it.
6. Speak to each other on the following topics.
7. Read the tale, translate without a dictionary and retell it.

MODULE TEST

Translate into Ukrainian.

great deal of -

comprise -

heavy -

enjoy -

to lay special -

emphasis -

emphasis on -

encouragement -

staff -

diverse -

optional -

Translate into English.

присвячувати; кваліфікований спеціаліст; теоретична і практична основа; стипендія; загальні дисципліни, науки; гуртожиток; додатковий відпочинок; відділ народної освіти; постійна самоосвіта.

Read the beginning of the sentence and find its ending.

1. The interaction of a teacher and children over a subject is defined as

a) learning b) studying c) teaching

2. Educational process goes on without teacher is called

a) learning b) teaching c) educating

3. The scientific aspects of teaching involve

a) the possibility that learning occurs by chance

b) regulating interaction among the students and the teacher

c) careful selection and systematization of materials

4. Teaching is an art, and it needs the great amounts of

a) intuition, improvisation, expressiveness b) sound judgment c) insight

5. Learning goes on

a) only in school b) on training courses c) everywhere (in work settings, internships, travel, or outdoor activities)

6. Teaching will become more effective when we follow

a) clear objectives b) plan c) teaching strategies

7. Presentation of information in ways that it can be easily

a) processed and remembered b) learned c) systematized

Match the sentences in column A with their equivalents in column B.

A.

B.

1. Викладання вимагає

1. Викладання вимагає досвіченого ока, щоб бачити те, що насправді відбувається і тренованого розуму, щоб вирішити, що робити далі.

a) Often educational process goes on without teachers, but the activity is called learning, not teaching.

2. Ці стратегії можна застосовувати з будь-якою дисципліною в будь-яких

b) Efficiency teaching depends on high levels of creativity, sound judgment, and insight.

умовах і в будь-яких вікових групах.	
3. Часто навчальний процес відбувається без вчителів, але ця діяльність називається навчання, а не учення.	c) The teacher, like the conductor, draws upon a repertoire of skills and orchestrates a highly complex process.
4. Учитель, як диригент, спирається на репертуар навичок і управляє дуже складним процесом.	d) Perhaps the best way to call teaching is not an art, not a science, but a profession.
5. Можливо, найкращий спосіб називати навчання не мистецтвом, не наукою, а професією.	e) Teaching calls for the trained eye to see what is actually happening and the trained mind to decide what to do next.
6. Ефективність навчання залежить від високого рівня творчості, здорового глузду і розуміння.	f) These strategies can be employed with any subject in any setting and across any age group.

Make your definition of “teaching”.

Teaching is _____

What's your opinion about the spheres of creativity appliance? Group them according to the following items:

- a) creative playing;
- b) creative study;
- c) creative activity outside an educational establishment;
- d) your own implementation.

Answer the following questions. Try to use as many sentences as you can while answering:

1. Have you ever watched young children play? What games did they play? Were they discussing anything?
2. Were there any quarrels while playing? What caused them?
3. If you were a kindergarten teacher, what games would you choose for children to play? Would they evoke their creativity? Give your arguments.

MODULE II

THEME I. THE ESSENTIAL OF GOOD UPBRINGING

avaricious	grief
petty	trouble
cowardly	mould
philistine	virtue
crafty	pursue



Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.

1. avaricious (a) [ævəˈrisəs] – скупий, жадібний;
2. cowardly (a) [kauəd] – легкодухий, боягузливий, підлій;
3. crafty (a) [kra:fti] – хитрий, підступний, вправний;
4. grief (n) [gri:f] – лихо, туга, смуток;
5. mould (n) [mould] – формування, склад характеру;
mould (v) [mould] – формувати характер;
6. petty (a) [peti] – дрібний, мізерний;
7. philistine (n) [ˈfilistain] – обиватель, міщанин;
8. pursue (v) [pə:sju] – переслідувати ціль, прямувати;
9. trouble (n) [ˈtra:bl] – турбота, лихо, бентеження; trouble (v) [ˈtra:bl] – турбуватися, хвилюватися;
10. virtue (n) [ˈvə:tju:] - добродетель, гідність.

Read the sentences and translate them.

1. A poor bringing will mean our future grief.
2. To give a child guidance one must know exactly, what educational aims one wants to pursue.
3. To develop into a Philistine, avaricious and cowardly, a petty, crafty dealer.
4. Take the trouble to ponder on this question.
4. Take the trouble to ponder on this question.
5. The moulding of a child's personality begins before he reaches school age, it is then that the principal moral virtues are instilled in him.

Read the following words and word combinations. Cover the left side of exercise and try to translate them.

dry	сухий, нудний
map out	планувати
precisely	точно, як раз
its own way	свій особистий спосіб життя
at least	у всякому разі

Read and translate text. Answer the following questions, be ready to retell it.

THE ESSENTIAL OF GOOD UPBRINGING

“Our children are the future citizens of our country, of the world. They are to make history. Our children are the future fathers and mothers, they will also have to bring up sons and daughters of their own. Our children must grow into fine citizens, good fathers and mothers. But that is not all: our children are our old age. A correct upbringing will mean a happy old age for us, a poor bringing will mean our future grief, our tears, our fault towards other people, towards the whole country,” – said A. Makarenko.

The role of the family is particularly important in the education of children of kindergarten age, for it is precisely between the ages of three and seven that the foundation for their correct all-round development is laid.

The family is the first school where the child acquires his life experience, his moral principles and standards of behavior, and adopts a definite attitude towards life and his environment. The family is the first natural collective body of which the child feels he is a member.

Each family has its own way of living and each child has a personality of his own, all of which has to be taken into accounts when choosing the educational method to adopt in a given case. It is obvious, therefore, that there can be no dried rules and methods applicable to all families and all children. However, the basic principles of upbringing make it possible to outline the main conditions for a correct home upbringing. To give a child guidance one must know exactly what educational aims one wants to pursue, to develop into a Philistine, avaricious and cowardly, a petty, crafty dealer. Take the trouble to ponder on this question, at least think about it in private, and you will immediately see both the numerous mistakes you have made and the many correct roads for you follow.

One should map out a definite course of the child’s all-round physical, mental, moral and aesthetic education while he is still very young.

A good physical education is especially important for a growing child. All parents know it. Yet they make a big mistake, which is often difficult to correct, when they let their concern for the child’s health and physical development interfere with the other requirements of his education.

The moulding of a child’s personality begins before he reaches school age, it is then that the principal moral virtues are instilled in him: patriotism, collectivism, an industrious and respectful attitude to work, self-discipline, a sense of responsibility to the collective, honesty, truth-fullness, endurance and perseverance in attaining a set goal.

1. map out – планувати
2. precisely – точно, як раз
3. its own way – свій особистий спосіб життя
4. at least – у всякому разі

Answer the following questions:

1. What are the main traits you would like child to adopt”?

2. Why is it necessary to map out a definite course of the child's all-round education while he is very young?
3. What are the main reasons of correct upbringing?
4. Who was the first to describe the main aims of good upbringing?
5. What is particularly important in the education of children of preschool age?
5. Look through the text and give the main idea of it.
6. Speak to each other on the following topics.

Watch the video

<https://www.youtube.com/watch?v=82WZn64sDLA>

Answer the question:

What ten things will help you improve your parenting skills?

Read the tale, translate without a dictionary and retell it.

HOW THE LIZARD STOLE THE JAGUAR'S FIRE

(INDIAN FROM SOUTH AMERICA)

Once upon a time, long, long ago, there lived a jaguar beside the banks of a great river, and this jaguar had a fire. Now at that time one else had a fire, not even man and for that reason everyone ate their meat raw. Only the jaguar was able to roast, boil and fry his food on the fire.

Now man also wanted to have a fire and he begged the jaguar to let him have at least a glowing ember. But the jaguar was mean. He did fire in his tent and wouldn't give many any of it. Man was very angry and sent the lizard to take the jaguar's fire away from him.

It was raining at that time and the jaguar was watching to see that the rain did not drop the tent and put out fire. And as it had been raining for several days, the jaguar was sleepy and bad-tempered. Just then the lizard arrived.

“Go to sleep, jaguar. I'll watch you fire for you.”

Then jaguar was glad, and he lay down and fell asleep. When the lizard saw that the jaguar was really sleep, he took a burning branch from the fire, opened up the tent so that the water would pour in and put out the fire, and then took the branch to man.

Key:

1. Eye to Eye Time
2. Be Available
3. Put Truth Above Feelings
4. Being Uncomfortable is OK
5. Encourage SelfReliance
6. Consequences that Fit the Crime
7. Be a Loving and Committed Spouse
8. Just Say No
9. Take Care of Yourself
10. Teach and Train

SELF-STUDY

The Interactive Functions of Teaching

Presentations¹, explanations², and lectures by teachers comprise a large portion of classroom time³ primarily because curricula⁴ in schools have been structured around bodies of information which students are expected to learn.

The presentation teaching model⁵ draws its rationale from three streams of contemporary thought: concepts about the way knowledge is structured, ideas about how to help students acquire⁶ meaningful verbal learning⁷, and concepts from the cognitive sciences that help explain how information is acquired and processed.

Bodies of knowledge have logical structures from which key concepts and ideas are drawn for teachers' presentations. Knowledge can be broken into two main categories: declarative and procedural. Declarative knowledge⁸ is knowledge about something or knowledge that something is the case. Procedural knowledge⁹ is knowledge about how to do something. People process information in terms of basic units, sometimes called propositions or ideas. The way that new knowledge is processed is heavily dependent on the learner's prior knowledge¹⁰. People take in information and knowledge through their senses and transform it into working and long-term memory¹¹.

Meaningful verbal learning occurs when teachers present major unifying ideas in ways that connect these ideas to students' prior knowledge, and presenting the information with clarity¹², enthusiasm¹³, economy, and power. The instructional effects of the presentation model¹⁴ are mainly to help students acquire, assimilate, and retain information. The general flow or syntax for a presentation consists of four main phases: presenting objectives¹⁵ and establishing set¹⁶, presenting an advance organizer, presenting the learning materials, and using processes to help extend and strengthen student thinking¹⁷.

Successful presentations require a fairly tightly structured learning environment¹⁸ which allows the teacher to effectively present and explain new information and the students to hear and acquire the new information.

The preinstructional tasks¹⁹ include carefully selecting content²⁰, creating advance organizers²¹, and matching both to students' prior knowledge. Presenting information to students requires preparing students to learn from presentations as well as delivering learning materials.

Clarity of a presentation depends on both the teacher's delivery and the teacher's general mastery of the subject matter²² being presented. Advance organizers serve as intellectual scaffolding on which new knowledge is built. Specific techniques used in presenting new material include explaining links²³, rule-example-rule, elaborations²⁴, and verbal transitions²⁵. Teachers can help students extend and strengthen their thinking about new materials through discussion²⁶, questioning²⁷, and dialogue.

Postinstructional tasks²⁸ of the presentation model consist mainly of finding ways to test for student knowledge acquisition²⁹. Because students will learn what is expected of them, it is important to test for major ideas. If testing is limited to the recall of specific ideas or information, that is what students will learn. If teachers

require higher-level cognitive processing³⁰ on their tests, students will also learn to do that.

Key Vocabulary

1. presentation – [prə'zɛn'teɪʃən] – презентація
2. explanation – [ek'splə'neɪʃən] – пояснення
3. classroom time – ['kla:srʊm taim] – аудиторний час
4. curricular – [kə'rɪkjʊlə] – навчальна програма
5. teaching model – ['ti:ʃiŋ 'mɒdl] - навчальна модель
6. acquire – [ə'kwaɪə] - набувати
7. verbal learning – ['vɜ:bəl 'lɜ:nɪŋ] – вербальне навчання
8. declarative knowledge – [dɪ'klærətɪv 'nɒlɪdʒ] - декларативні знання
9. procedural knowledge – [prə'sɪdʒərəl 'nɒlɪdʒ] – методичні, процедурні знання
10. prior knowledge – ['praɪər 'nɒlɪdʒ] – попередні знання
11. long-time memory – [lɔŋ-taɪm 'mɛməri] – довгострокова пам'ять
12. clarity – ['klærɪti] – ясність
13. enthusiasm – [ɪn'θju:zɪəzm] – ентузіазм
14. presentation model – [prə'zɛn'teɪʃən 'mɒdl] – модель презентації
15. presenting objects – [prɪ'zentɪŋ 'ɒbjɪkts] – представлення предметів
16. establishing set – [ɪs'tæbliʃɪŋ set] –
17. thinking – ['θɪŋkɪŋ] – мислення
18. learning environment – ['lɜ:nɪŋ ɪn'venɪərmənt] - навчальне середовище 19.
- preinstructional tasks – актуалізація знань
20. selecting content – [sɪ'lɛktɪŋ 'kɔntent] – вибір змісту
21. advance organizer – [əd've:ns 'ɔ:gənaɪzə] – попередній план
22. subject matter – ['sʌbjɛkt 'mætə] – тема обговорення
23. explaining link – [ɪks'plæniŋ lɪŋk] – пояснення посилання
24. elaboration – [ɪ'læbə'reɪʃən] – опрацювання
25. verbal transition – ['vɜ:bəl træn'sɪzən] – словесний перехід
26. discussion – [dɪs'kʌsʃən] – обговорення
27. questioning – ['kwɛstʃənɪŋ] – опитування
28. postinstructional tasks – узагальнення матеріалу
29. knowledge acquisition – ['nɒlɪdʒ ə'kwaɪzɪʃ(ə)n] – здобуття знань
30. cognitive processing – ['kɒgnɪtɪv 'prəʊsesɪŋ] – когнітивна обробка

Comprehension Check

1. What does comprise the main portion of classroom time?
2. What is difference between the declarative and procedural knowledge?
3. What effect has the instructional presentation on assimilation of the new information? Why?
4. What are the main stages of the instructional presentation?
5. What is the success of the presentation?
6. What kind of the training activities should the teacher do before and after the new material presenting?
7. What do the preinstructional tasks include?

8. What does clarity of a presentation depend on?
9. What specific techniques are used in presenting new material?
10. What do the postinstructional tasks consist of?
11. What else interactive functions of teaching do you know?

Find the English equivalents to the following words and phrases in the text:

- a) вербалне навчання _____
- b) декларативні знання _____
- c) довгострокова пам'ять _____
- d) когнітивна схема _____
- e) методичні знання _____
- f) навчальна модель _____
- g) навчальне середовище _____
- h) навчальний результат _____
- i) схематичне відтворення _____
- j) ясність навчання _____

Make a list of all the words and phrases associated with presentation.

Match the words below with the following definitions:

1) cognitive	a) connected with thinking or conscious mental processes
2) curricula	b) all the courses given in a school, college
3) declarative knowledge	c) is knowledge about something or knowledge that something is the case
4) explaining	d) the act of explaining or giving a good reason for your actions
5) learning	e) the activity of getting knowledge
6) memory	f) the ability to remember things
7) model	g) something built or drawn esp. to show how something much larger would look
8) procedural knowledge	h) is knowledge about how to do something
9) teaching	i) to instruct or train someone or give someone knowledge of something
10) thinking	j) the activity of using your mind to consider something

Read the beginning of the sentence and find its ending.

1. Bodies of knowledge have logical structures from which key concepts and ideas are drawn for teachers'
 - a) presentations; b) declarations; c) explanations.
2. Knowledge can be broken into two main categories: declarative and
 - a) declaration; b) procedural; c) procedure.
3. People process information in terms of basic units, sometimes called propositions or
 - a) ideas; b) methods; c) concepts.
4. The way that new knowledge is processed is heavily dependent on the learner's prior
 - a) idea; b) action; c) knowledge.

5. People take in information and knowledge through their senses and transform it into working and
 - a) long-term memory; b) short-term memory; c) temporal memory.
6. Successful presentations require a fairly tightly structured learning
 - a) classroom; b) environment; c) condition.
7. Presenting information to students requires preparing students to learn from presentations as well as delivering learning
 - a) equipment; b) units; c) materials.
8. Because students will learn what is expected of them, it is important to test for
 - a) major ideas; b) major facts; c) main proposals.

Complete the sentences using the words in the box.

Postinstructional scaffolding explanations model preinstructional techniques mastery thinking

1. Presentations, _____, and lectures by teachers comprise a large portion of classroom time.
2. The instructional effects of the presentation _____ are mainly to help students acquire, assimilate, and retain information.
3. The _____ tasks include carefully selecting content, creating advance organizers, and matching both to students' prior knowledge.
4. Clarity of a presentation depends on both the teacher's delivery and the teacher's general _____ of the subject matter being presented.
5. Advance organizers serve as intellectual _____ on which new knowledge is built.
6. Specific _____ used in presenting new material include explaining links, rule-example-rule, elaborations, and verbal transitions. Postinstructional scaffolding explanations model preinstructional techniques mastery thinking 58
7. Teachers can help students extend and strengthen their _____ about new materials through discussion, questioning, and dialogue.
8. _____ tasks of the presentation model consist mainly of finding ways to test for student knowledge acquisition.

Discussion questions.

1. What is interactive learning?
2. Why is interactive learning important?
3. What are interactive activities?
4. What is interactive learning approach?
5. What are different types of teaching methods?
6. What are the most common teaching methods?

THEME II. CHILDREN IN THE KINDERGARTEN

broaden	mental
emulate	orchard
establish	prejudice
grasp	superstition



Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.

1. broaden (v) [ˈbrəud(ə)n] –розширювати, поширювати;
2. emulate (v) [ˈemjuleit] –змагатися, бути суперником;
3. establish (v) [estˈæblɪʃ] –засновувати, встановлювати;
4. grasp (n) [ˈgra:sp] –хватка, володіння, розуміння; grasp (v) [ˈgra:sp] – схоплювати, усвідомлювати;
5. mental (a) [ˈmentəl] –розумовий, уявний;
6. orchard (n) [ˈo:tsəd] –фруктовий садок;
7. prejudice (n) [ˈpredʒudɪs] –; упередження, забобон; prejudice (v) [ˈpredʒudɪs] – попереджати, наносити збитків;
8. superstition (n) [ˈsjupəstɪsən] –забобон.

Read the sentences and translate them.

1. Observe the established rules of behavior in their collective.
2. Moral and mental education is inseparable.
3. “I’m going to school,” says a toddler, collecting his picture books.
4. It is useful for children nearer school age to make nature studies, work in the orchard and kitchen garten, because all this broadens their horizons.
5. Also does away with much things as superstition and prejudices.
6. They grasp things with their senses rather their minds.
7. Giving him ideals to emulate.

Read the following words and word combinations. Cover the left side of exercise and try to translate them.

attentive	уважно
attention	увага
whole course	в цілому
respect elders	поважати старших
outside influence	вплив зовнішнього середовища
steadily guidance	постійне керівництво
thirst for knowledge	жага до знань

Read and translate text. Answer the following questions, be ready to retell it.

CHILDREN IN THE KINDERGARTEN

Children of kindergarten age receive their moral education in the process of play, hobby classes, in fact, in the whole course of their everyday life. It is important to teach them to play together nicely, share their toys, to help one another, respect their elders, observe the established rules of behavior in their collective, keep their toys in order, look after plants and pets, and to perform their duties conscientiously.

Teaching the children, methodically and tidiness is food for their health and also makes them efficient, disciplined and self-reliant. Children under seven are very susceptible to outside influence, they like to copy others and are extremely active and responsive to suggestion. These characteristics, which are peculiar to their age, greatly enhance the importance of example, demonstration, instruction and steadily guidance of their activity.

Moral and mental education is inseparable. The material required for mental development is chosen in accordance with the educational aims and pursued. Naturally, we do not make it our aim for children under seven to master anything too difficult, but we do say that it is necessary to broaden their horizons, develop their speech, thinking, memory, imagination, powers of observation and will-power, encourage their thirst for knowledge and cultivate other qualities essential for a good scholar by drawing their attention to the world around them, by guiding them in their occupation and games, and by reading and talking to them. Children often play "school," copying their elder brothers and sisters. "I'm going to school," says a toddler, collecting his picture-books. This game must be given every encouragement, so that "going to school" should really become the happy event of which the child dreams and for which he is making ready.

A child's mental development is greatly helped by direct contact with the world about him. It is useful for children nearer school age to make nature studies, take care of pets and plants, work in the orchard and kitchen garden, and watch adults operating modern farm machinery, because all this broadens their horizons, strengthens their power of observation and mental acquisitiveness, and also does away with such things as superstition and prejudices, making them aware of Man's power over Nature and creating the basis for a materialist world outlook. Young children are very emotional, they grasp things with their senses rather than their minds. An artistic image, which they can understand, embodied in a picture, in music and song, and their own art activities in which they reflect their observations and impressions, have an enormous influence on their minds. Esthetic education is inseparably bound up with the realization of the aims of mental and moral education; it plays a role of tremendous importance in shaping the child's moral character, in guiding his sympathies in the desired direction, and giving him ideals to emulate.

A study of the way family upbringing is practiced in our country shows that we have many fine parents who devote a great deal of attention to the all-round education of their children from an early age.

VOCABULARY

1. whole course – в загальному
2. respect elders – поважати старших
3. outside influence – вплив зовнішнього середовища
4. steadily guidance – постійне керівництво
5. thirst for knowledge – жажа до знань

Answer the following questions:

1. Why is it important to teach children to play together, to share toys?
2. Children of kindergarten age receive their moral education in the process of play, don't they?
3. In what way is the material required for mental development chosen?
4. What game do children like to play?
5. What helps a child's mental development?
5. Look through the text and give the main idea of it.
6. Speak to each other on the following topics.

Read the tale, translate without a dictionary and retell it.

THE WISE HEN (TAJIK)

One day a hen was pecking beneath a tree outside the village when a jackal ran toward her. He was very hungry and already enjoying the idea of a chicken for a dinner. But the hen quickly flew up into the tree. "Good morning, little hen!" said the jackal. "Have you heard the latest news?" "What news?" asked the hen. "What news! The very latest news – that all the animals have made peace. All animals are now good friends, and no animal will harm any other! So you can fly down from that tree quite safely. I won't eat you!"

But the hen was wise and knew that the jackal was not to be taken at his word. So she said: "I know you wouldn't harm me, but there is a better view from here. I can see all the way to our village." "And is there anything special to see in your village?" asked the jackal. "Nothing special, just a pack of dogs running this way." The moment the jackal heard this, he sprang up and raced away. "But why are you running away?" the hen called after him. "The dogs won't hurt you!" "They're sure not to have heard anything!" cried the jackal and he was gone in a flash.

VOCABULARY

to peck – дзьобати

beneath - під

a jackal – шакал

a hen – курка

to harm – завдати шкоди

a pack of dogs - зграя собак

to spring up – підскочити, схопитися

in a flash – миттєво, в одну мить

Write an exposition (retelling).

SELF-STUDY Internet and Education.

USES OF INTERNET IN EDUCATION



1. Utilizing Online Resources
2. Creating a Personal Learning Network
3. Exploring Virtual Worlds
4. Joining Online Discussion Groups
5. Accessing Educational Videos
6. Connecting with Peers
7. Signing Up for Online Courses
8. Participating in Educational Games
9. Researching Online
10. Finding Internships and Other Opportunities



The invention and development of the Internet was the biggest discovery by mankind in the 20th century that leads to a revolution. Today, the Internet is used by more than 50% of the world population as its applications are found in nearly every fields of life: be it communication, knowledge, news, shopping, marketing, entertainment, education, etc. The fast and relatively low cost access is one of the major benefits of Internet to people and students all over the world. Communication and information are the two most important advantages of the Internet in education. Internet has been an indispensable tool of the teaching-learning process for both teachers and students as it provides users with great opportunities to access information and communicate.

The Internet offers a host of ideas, a broad array of information and engaging, interactive opportunities to educators and students. As mentioned above, communication is one of the biggest advantages of the Internet in education. Students can contact other students or their teachers via the E-mail if they have queries about any information. Sharing of information, discussions on a particular subject, etc. can be easily carried out using the Internet. At the same time, teachers can also contact the parents and guardians easily using Internet.

The Internet can be most useful for completing projects in schools and colleges. As the Internet is an ocean of information, covering nearly all subjects known to man, one can literally find information, research work, etc. required for one's projects. Going through the information on the Internet is definitely faster than reading an entire book on the subject.

Teachers use Internet for a large variety of purposes including materials development, planning lessons, accessing instructional resources and communicating with colleagues. In addition, teachers guide students to benefit from Internet resources in order to do their assignments and projects.

Sometimes, encyclopedia may not always be available to students and they may have difficulty in gaining access to the books in the library. In that case, the encyclopedia of different subjects available on the Internet can be helpful. Another positive effect of Internet in education is the onset of distance education or online learning. With this facility, you can take up short term courses with the course material available online, learn and give exams. One of the benefits of online learning is that people from any part of the world can gain knowledge on different subjects, complete courses, etc. with the help of online learning.

These were some of the advantages of the Internet in education. Lastly, although the Internet cannot replace books or classroom education, it is one of the best substitutes for those who wish to gain deeper knowledge on literally every subject.

With these points, we find that the importance of Internet in education cannot be denied and hence, every student should be given access to the Internet for deeper understanding and knowledge of a subject. However, lots and lots of information can be termed as both, advantages and disadvantages of the Internet as students can also have an access to unwanted or unethical information and sites. Therefore, it is only wise for parents to make students understand what are good and what not for them or keep a watch on their surfing.

I. Answer the questions.

1. What was the biggest discovery by mankind in the 20th century?
2. What fields of life does mankind use the Internet?
3. What opportunities does the Internet provide to educators and students?
4. What is online learning?
5. What are advantages and disadvantages of the Internet?

THEME III. NORMAL CHILDREN IN A NURSERY SCHOOL

enquire
own
evident
purposeless
excel
purposeful
explore
undemanding
nourishment
warmth



Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling

1. enquire (v) [in'kwaɪə] – дізнаватись, опитувати;
2. evident (a) ['evid(ə)nt] – щирий, явний;
3. excel (v) [ɪk'sel] – перевершувати, виокремлюватись;
4. explore (v) [ɪk'splo:] – досліджувати, розвідувати;
5. nourishment (n) ['nɔ:riʃmənt] – харчування, підтримка;
6. own (a) [əʊn] – свій, власний;
- own (v) [əʊn] – визнавати, володіти;
7. purposeless (a) ['pɜ:psəlɪs] – безцільний;
8. purposeful (a) ['pɜ:psfʊl] – цілеспрямований;
9. undemanding (a) [ʌndu'ma:ndɪŋ] – невимогливий;
10. warmth (n) [wo:mθ] – тепло.

Read the sentences and translate them.

1. Morgan hasn't sent any letter to his aunt this month.
2. We haven't read the book yet. Can you take it later?
3. The children haven't made an order in their playroom. The tutor is upset.
4. Have you understood the text? – Not to the full.
5. Where has Richard gone? – Home.
6. Who has left this document on my table? – Linda has.
7. Has he driven a car for 3 or 5 years? – For 2 years.
8. You have answered all the questions, haven't you? – Yes, I have.

Read the following words and word combinations. Cover the left side of exercise and try to translate them.

community	об'єднання, спільнота, співтовариство
toward self	до самого себе
in comparison with	в порівнянні з
easy-going	невимушено, безтурботний
enquire	дізнаватись, опитувати;
evident	щирий, явний;

excel	перевершувати, виокремлюватись;
explore	досліджувати, розвідувати;
nourishment	харчування, підтримка;
own	свій, власний;
purposeless	безцільний;
purposeful	цілеспрямований;
undemanding	невимогливий;
warmth	тепло.

Read and translate text. Answer the following questions, be ready to retell it.

NORMAL CHILDREN IN A NURSERY SCHOOL

In order to acquaint (*пізнати, познайомити*) myself with the normal child and the normal nursery school, and perhaps because it is such a pleasant experience to observe healthy children, I visited one such setting a few weeks ago.

The school presented an overall atmosphere of certainty and security within which there was a flow of quiet, constructive, productive, and purposeful activity. The children were learning, exploring, searching, enquiring and relating to other children. They showed a feeling of pleasure in learning a sense of a developing process. There was a climate of human warmth, human job and human self-expression. The atmosphere of the nursery school which is not a regular characteristic of family life, is rarely evident in community.

We will examine this normal group as follows:

1. **Attitude Toward Self and Others.** There were two groups of eighteen children, each with one teacher. The children were aware of the teacher and of the other members of the class, they were self-contained and undemanding of attention. They accepted the presence of the other children, and commented on their activities as well as their own.

2. **Competition.** There was no struggle for possessions, no evidence of a need to excel in comparison with other children.

3. **Span (тривалість) of Attention.** The children appeared to be involved in their activities in an easy-going manner and able to continue working while talking to others. They maintained chosen activities for long periods of time.

4. **Communication.** Quiet, controlled, children looked directly into the face of the person spoken to and allowed themselves to be looked at. They communicated openly and trustfully and were able to listen and respond appropriately.

5. **Expression of Affect.** Affect was happy, outgoing, warm. There was joking and playfulness. There was no anxiety or over-activity, no depressiveness, no excessive impulsive outbursts. These are the children you see in the normal nursery school. Their dress, physical state and behavior indicate that they have parents who care about their welfare and provide physical and psychological nourishment and stimulation.

Answer the following questions:

1. What did the atmosphere in the nursery school look like?

2. What was the characteristic feature of the children's and teacher's attitude to each other?
3. In what way do children usually express their affect?
4. How do children relate to each other?
5. Why does the atmosphere of the nursery school different from family one?
5. Look through the text and give the main idea of it.
6. Speak to each other on the following topics.

Read the tale, translate without a dictionary and retell it.

SUN, MOON AND COCK-A-DOODLE (MALAYAN)

Many, many ages ago three brothers lived in the havens – Sun, Moon and Cock.

One day Sun went off to work, and Moon and Cock remained at home. Towards evening Moon ordered Cock to bring in the cattle from the fields. Cock was exhausted after a long day's work and refused to go, whereupon lazy Moon got furiously angry, seized his brother by his comb (гребінь) and hurled him from the sky right down to the earth.

In the evening Sun returned, and when he couldn't find Cock he began asking after him. In the end Moon had to tell him what had happened.

“Moon, if you can't live in peace with anyone else, then I won't live with you either.

From this day, the night will belong to you and the day to me. And brother Cock will never like you any more, because you chased him away. He will never forget me, however. When I rise, he will rise and rejoice (падіму); when you rise, he will hide and go to sleep.”

And that is how it has been since then. Hardly does the sun rise in the morning, than Cock is delighted to see his older brother again and calls out:

“Cock-a-doodle-doo, cock-a-doodle-doo!” Which in children language means:

“Here I am too, here I am too!”

And that's how Cock crows (кукурикamu) and calls all the livelong day. But hardly does the Sun depart and the Moon show itself, than Cock runs home and hides so that he won't have to look at the brother whom he dislikes.

Write an exposition (retelling).

SELF-STUDY

TOYLAND IN THE KINDERGARTEN

Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.

1. mosaic (n) [mo'zaik] – мозаїка
2. garage (n) ['garag] — гараж
3. farm (n) ['fa:m] — ферма
5. material (n) [ma'terial] - матеріал
6. plastic (n) ['plastik] — пластик
7. plasticine (n) ['plæstɪcain] — пластилін
8. binoculars (n) [binoqlars] — бінокль
9. microscope (n) ['maikroskop] — мікроскоп
10. constructor (n) [konstracro:] - конструктор
11. puzzle (n) ['pazl] — головоломка
12. dominoes (n) ['domainos] — доміно
13. lotto (n) ['loto] — лото
14. magnetic (a) [magnetik] — магнітний
15. globe (n) ['glo:b] — глобус

Read the sentences and translate them.

1. George has opened the window. So it's cool in the room.
2. We have translated the text. You may take this book.
3. Marta has written the exercise. She is free now.
4. I have bought some food. Don't go to the market.
5. Henry and Lora have been married for 20 years and they are still happy.
6. I have known George since childhood.
7. Peter has broken his leg today.
8. Marilyn has watched TV since morning.
9. Derrick hasn't cleaned the window. It's still dirty.

Read and translate text. Answer the following questions, be ready to retell it.
TOYLAND IN THE KINDERGARTEN

Kinder gardens usually work from 7 a. m. to 7 p. m. Almost all children like to go to the kinder garden. They have a lot of friends there. Children associate and play, learn new things and practice useful subjects. Nurses and tutors are kid's guides into the grown-up world, who help them develop as personalities, teach them necessary things. Kinder gardens are also important since plenty of parents work, they are short of time, that's why they can't simply pay enough attention (as they should do) to the bringing up of their children. So kinder gardens are a splendid way out for them.

When a kid comes to a kinder garden the whole world changes inside him. He gets into some toy land where everything agrees to his imagination, demands and wishes. There you can see toy wall units with wonderful dolls, teddy-bears, tops, rattles, wooden or plastic bricks and blocks, tool kits and constructor boxes of various kinds. Even the furniture resembles toy tables and chairs.

The main task of any tutor and nurse is to arrange all conditions to make a child feel at home and be ready and adapted to the surrounding world. We, parents, are to help them despite our constant lack of time, because they are our children and our future.

Answer the following questions:

1. When do usually kinder gardens work? Do all children like to go to the kindergarden?
2. Have they got many friends there? They associate and play with them, don't they? What other useful things do children do in the kinder garden?
3. What are the tutors and nurses for kids? Can parents devote much time to their children?
4. Why? Kinder gardens are a splendid way out for them, aren't they?
5. What happens to a child when he comes to the kinder garden? What can you see there?
6. What is the main task of any tutor and nurse? Are parents in regard of their children?
7. What other significant aims have kinder gardens got in your opinion. Develop your idea.

Look through the text and give the main idea of it.

Speak to each other on the following topics.

Read the tale, translate without a dictionary and retell it.

PLAY AND GAMES IN THE KINDERGARTEN

There are plenty of advantages when speaking about kinder gardens. But their educational purpose is out of the question. We all know that games prevail in children's activity till they are approximately 7 years old, besides we are to teach and bring up children in the form of a game. That's why a lot of various educational games exist: manipulative, pretend, creative play, jigsaws, and table games.

It's very important for every kid to see the results of his or her work. So, we can use mechanoes, tool kits, constructor boxes for boys, sewing sets, mosaic for girls. It doesn't mean that girls shouldn't build any figures of constructor parts or boys mustn't sew. This manipulative play aims to teach children elementary necessary things – to sew, to be able to repair, they can develop their skills whether to imitate or to work out something that belongs only to a child's imagination.

It's very funny and interesting to watch children being busy and puzzled with pretend play. Usually both boys and girls arrange the furniture in dolls houses, taking cars out of and putting them inside the toy garage or feeding domestic animals on the toy farms. A boy or a girl can "sit-and-drive" or play with a toy railway. The fact is they very seldom quarrel while playing, they share toys with each other. There are of course exclusions, so our task is to interest and involve all of them into the process.

Creative play is very significant too. Children express themselves drawing wherever it is possible – in albums, on the ground... Crayons, chalks, paint sets, felt-tip pens will do. They can realize their thoughts and views in modeling with plasticine. You'll be very surprised when you see how children make ornaments gluing different

parts to a sheet of paper. If you let them work with dry flowers, leaves or some other natural material you'll be astonished at the results.

It's necessary to develop children's mental activity as well by solving jigsaw puzzles. Dominoes and picture lotto provide thinking too. We can't do without kaleidoscopes, microscopes, binoculars, a globe at the lessons. They help find out and investigate the world around us. Remember! Toys are for doing not having.

Would-be teachers, let's go on thrilling excursion with our children. Be captains and at the same time assistants for the growing generation, they'll be very thankful for what you do for them.

THEME IV. COMPUTER AND PRESCHOOL EDUCATION

Read and translate the text.



Computer technology is rapidly transforming society. Although the task may seem daunting, there are several steps to help ensure that children use computers in ways that improve their lives now and in the future.

Parents, teachers, and other adults who work with children can teach children to make good choices about the time they spend with computers, to be savvy digital consumers², and to seek out software³ and online content that educates and inspires, not merely

entertains. With guidance children can use the computer to learn about other people and parts of the world, for example, as well as to play video games. Children have opportunities to use computer technology more actively to create, to design, to invent⁴, and to collaborate⁵ with children in other classrooms and communities. With the assistance of highly trained mentors⁶, children can learn to use computers to create finger paintings, or to design and build bird feeders, for example, as well as to surf the Web⁷ for the lyrics of hit songs. These are types of activities that empower children to play active roles in the emerging digital world, not merely to navigate through it.

To harness the potential of computer technology to enhance children's learning, can explore ways to use technology effectively in the classroom. Computers are becoming commonplace at school as aids to learning. Children can work individually or in pairs at a computer. They are used in reading, writing, mathematics, science, and social studies instruction. When children use computers to learn mathematics, the computer serves as a tutor⁸.

Some studies have shown that children who use computers from an early age have several advantages. Computer classes are taught in most kindergarten and elementary schools, so preschoolers⁹ who are already familiar with the operation of the keyboard and mouse will be ahead of the learning curve. They may also have an advantage if they have the opportunity to play with educational programs¹⁰.

Some experts suggest that allowing schoolchildren to have computer time can be beneficial because computer use: introduces educational skills¹¹, teaches spatial and logical skills¹², prepares children for future computer use, increases self-esteem¹² and self-confidence¹³, boosts problem-solving skills¹⁴, stimulates language comprehension, improves long-term memory¹⁵ and manual dexterity¹⁶. The greatest benefits, though, occur when children use computers side-by-side or when they work with adults. In these situations, schoolchildren develop cooperative problem-solving

skills. They also have the opportunity to interact with others, which enhances their overall learning.

Although computers may not be the panacea, certain uses of technology is useful for students by making learning more interesting and engaging and by providing new approaches to learning complex concepts and critical thinking¹⁷. Of course, computer knowledge is vital in our society. Today, many parents believe that the earlier their children begin to use the computer, the better. The most children are spending time on computers at school and at home, so parents would decide how much computer time is beneficial or when it's too much? ⁹⁹

Computer technology is only a tool – whether it serves to improve children's lives depends on how it is used. By taking these steps today, can help empower all children to use the tool effectively, responsibly, and creatively to shape the digital world¹⁸ of tomorrow.

Key Vocabulary

1. computer technology – [kəm'pjju:tə tək'nɒlədʒi] – комп'ютерна технологія
2. digital consumer – ['dɪdʒɪtl kən'sju:mə] – цифровий споживач
3. software – [sɔftweə] – програмне забезпечення
4. to invent – [ɪn'vent] – винаходити, створювати, вигадувати
5. to collaborate – [kə'læbəreɪt] – співпрацювати
6. highly trained mentor – ['haɪli trɛind 'mentə] – висококваліфікований наставник
7. to surf the Web – [sɜ:f] – проглядати інтернет-сторінки
8. tutor – ['tju:tə] – наставник, репетитор, вчитель, вихователь
9. preschooler – [pri:'sku:lə] – дошкільник, дитина дошкільного віку
10. educational program – [ɛdju(:)kəɪʃənl 'prəʊgræm] – навчальна програма
11. educational skills – [ɛdju(:)kəɪʃənl skilz] – освітні навики
12. spatial and logical skills – ['speɪʃəl ənd 'lɒdʒɪkəl skilz] – просторові і логічні навики
13. to increase self-esteem – ['ɪnkri:s self-ɪs'ti:m] – підвищити самооцінку
14. self-confidence – [self-'kɒnfɪdəns] – самовпевненість
15. problem-solving skills – ['prɒbləm-'sɒlvɪŋ skilz] – навички вирішення проблем
16. long-term memory – ['lɒŋtɜ:m 'mɛməri] – довготривала пам'ять
17. manual dexterity – ['mænjuəl dɛks'terɪ] – спритність рук, дрібна моторика
18. critical thinking – ['krɪtɪkəl 'θɪŋkɪŋ] – критичне мислення
19. digital world – ['dɪdʒɪtl wɜ:ld] – цифровий, комп'ютерний світ

Comprehension Check

1. What is the role of computer in contemporary world?
2. How can use the potential of computer technology to enhance children's learning?
3. Why computer classes are taught in most kindergarten and elementary schools?
4. What skills does computer develop in children?
5. What are advantages and disadvantages of the computer use from an early age?

Are these statements true or false?

1. Computer technology is rapidly transforming society, but it exists merely entertains.

2. Mentors who work with children can teach them to be savvy digital consumers, and to seek out software and online content that educates and inspires.
3. Computer classes are taught at schools as aids to play video games.
4. Computers are used in reading, writing, mathematics, science, and social studies instruction.
5. Preschoolers who are unfamiliar with the operation of the keyboard and mouse will be behind of the learning curve.
6. Children who play video games may have more advantages than those who play with educational programs.
7. The greatest benefits occur when children use computers individually.
8. Although computers may not be the panacea, computer knowledge is vital in our society.
9. Some experts suggest that the later children begin to use the computer, the better.

Underline the correct words to complete the sentences.

e.g. Computers can be used to improve/ impair a child's academic achievement.

1. Computers and other related *technologies / tools* are playing a critical role in accessing information.
2. Children naturally *explore / investigate* and learn about their environments through inquiry, and computer technologies help them.
3. Children can use the computer *to learn / to find out* about other people and parts of the world.
4. Parents, teachers, and other adults who work with children can teach them to be savvy *customers / digital* consumers.
5. There are different types of activities that *empower / forbid* children to play active roles in the emerging digital world.
6. They may also have *an advantage / disadvantage* if they have the opportunity to play with educational programs.

Complete the sentences using the words in the box.

logical thinking to message benefit internet connections improve completed websites research assignments programmes

One definite _____ of the widespread use of computers is the vast amount of great educational software and _____ which have been developed to improve children's education. These _____ can come in the form of creative and educational games, videos and lessons that will help your child _____ their knowledge of anything from vocabulary to mathematics, typing to _____ and everything in between.

With increased access to home computers and _____, students can now be given exciting homework and _____ that can be _____ online. Some schools offer their students the option _____ teachers and fellow students with any questions and issues they might have. You are going to hear part of an interview

with a woman talking about vocational training in secondary schools. In the table below, note down the main points she makes in favour of this kind of education.

Discussion questions.

1. Why computers should be placed in preschool settings?
2. How is technology used in early childhood education?
3. Do computers make learning easier?
4. Is there innovative thinking behind a school's adoption of technology in the classroom?
5. What is the rationale for opposing technology in the classroom?

SELF-STUDY

Read the texts to obtain and discuss the information.

Technology Education for Primary Schools

Technology education in primary schools involves the use of computers and other electronic devices in the classroom. Teachers can use technology to deliver information or provide ways for children to complete classroom lessons. Using technology in primary schools helps children learn computer basics at an early age.

Debating the pros and cons of technology in schools, especially the primary grades, is fairly common in education circles. Some teachers maintain that teaching technology at an early age is simply exposing children to one of the tools commonly used in today's world, according to Education World, a website for educators. On the other hand, it is sometimes challenging to find technology-based lessons that are appropriate for children in primary schools.

The most people prefer to learn visually, for example by watching videos, films and movies. Young children in particular have a strong preference for learning this way. For this reason, computers can be an effective way to teach young children.

Social-media websites such as Twitter can play a role in technology education for primary schools. Some educators believe using Twitter or creating blogs in the classroom can help encourage children to read and write. Critics, however, strongly caution that these skills should not take the place of traditional reading and writing exercises.

Technology can provide a creative outlet for primary-grade children. For example, children can use technology to learn about art history on the Internet and hone their own art skills. One way to do this is through lessons using computer-art programs such as Microsoft Paint or Photoshop. Children can use computer software to learn how to fill in objects with color, for example. To take it a step further, children can use their critical-thinking skills to complete worksheets or discuss colour and shading, according to the website for TechnoKids, an educational software developer.

The presence of computers in classrooms has not only given children the chance to learn how to operate computers but has also allowed for a major change in the way educators teach children.

Answer the following questions.

1. Why do teachers use technology electronic devices in the classroom?
2. Is there debating between the teachers about uses computers at an early child age?
3. What learning do the most people prefer?
4. How the social-media websites can help children to learn?
5. Can children develop the critical-thinking skills using computer-art programs?

THEME V. BEING A GOOD TEACHER

Introduction into the topic

The emphasis in society today is falling upon the need to individualize. The danger that the individual may become lost in the crowd has led in turn to the questioning of the very basis of authority by pupils (students), and in some cases by Authority itself. Primary, however, the concern must be with the child and the way or ways in which any child lives and moves within the school. The teacher has to prove himself through a period of apprenticeship, during which time he will be assessed by the children themselves. If, during this time, he reveals a genuine, as opposed to an expressed interest, he will eventually be accepted in both a tutorial and perhaps a counseling role. Being a good teacher implies a desire to know the child's background and his family history, and it implies also a respect for the child as he is, and not as we would like him to be.



2. Have you ever thought of the problem “What kind of person can be a teacher?” Have you ever discussed it with your friends, family, and colleagues? Give an extensive answer.

3. What’s your opinion about teacher’s characteristics? Reveal them according to the following items:

- a) the positive ones;
- b) the negative ones;
- c) your own implementation.

Listen to the text. Write out the ideas about real teacher’s characteristics you agree with.

What Makes A Good Teacher?

It's not an easy task to be a teacher, though it's considered to be a noble profession. Not everyone dares to become a teacher because teaching is also very difficult work with a great deal of complicated situations. Teacher is a model for his pupils, besides he helps them overcome different problems. At first sight it seems that teaching is easy and amusing work, but in reality a real teacher needs a lot of gifts. It is necessary not only to know the subject you teach, but to be able to hold the interest of audience and control a situation. Pupils praise a teacher who is confident and who obviously enjoys his profession and specialization. People who do not love children or are not tolerant can't simply be teachers. Besides a good teacher always finds an individual human approach to every pupil no matter how “difficult” his character is. We deal here with humanity and creativity of a teacher while working with children. A child should feel the atmosphere of trust, attention and affection towards him. Only love for children make people become teachers and they are never sorry about their choice.

Communication with children also plays a great role in the profession of a teacher. A teacher has an excellent opportunity to give his knowledge to children by means of communication. Pupils' success in great degree depends on their teacher and his professional skills. A good teacher devotes his life to children, which lets him win children's love and respect. It's nice if a teacher possesses a strong pleasing voice, so that his students could follow the topic of an explanation.

He stresses the most important items; a born teacher is not motionless. He is constantly gesticulating, moving his arms, hands; he uses mimics very often for us to understand the material.

Teaching is rewarding and stimulating work. Working with children a teacher stays young. Still there are many difficulties in this profession. Sometimes it's practically impossible to direct a child's energy into the right channel; there are problems with their discipline. We should take a child as an individual, a person.

Little children are very energetic; they can't sit and concentrate for a long time. We shouldn't prohibit them to stand up for example and go out. It's necessary to do physical jerks at the lessons. We must pay a great attention to their bearing otherwise their physical state may suffer and reflect on their health.

In other words, we must direct all our forces to the child's adaptation to the surrounding world. Teachers should try to do their best to develop a child's individuality. Our task is not to hurt a child, his self-esteem, we must protect children against the development of various psychological deviations. To sum up, a composite ideal teacher has infinite knowledge and energy, a sense of humour and a talent for discipline, alongside with personal charm and internal patience; he/she possesses impeccable teaching techniques. Think it over seriously before choosing the profession of a teacher.

Answer the questions:

1. What kind of profession is teaching?
2. What does a teacher need?
3. Why is communication important for every teacher and pupil?
4. What is difficult about being a teacher?
5. How can we characterize an ideal teacher?

Listen to the text once more:

Click true (t) or false (f) statements. Mark the answers with the corresponding letters in the box by each one:

1. Teaching is considered to be easy and amusing work.
2. A child should feel the atmosphere of trust, attention and affection towards him no matter how "difficult" his character is.
3. It is not necessary for a teacher to possess a strong pleasing voice.
4. Working with children a teacher becomes older.
5. Teachers should try to do their best to develop a child's individuality.

Listen to the text again. Reproduce the situations where the following word combinations are used:

a noble profession; to overcome different problems; to hold the interest of audience; to find an individual human approach to every pupil; the atmosphere of trust, attention and affection; by means of communication; professional skills; to devote one's life to children; to win children's love and respect; to possess impeccable teaching techniques; to use mimics; to direct a child's energy into the right channel; the child's adaptation to the surrounding world; to develop a child's individuality; the development of psychological deviations; a composite ideal teacher; internal patience.

Express your own opinion concerning the information contained in the text "What Makes A Good Teacher?" Give a detailed answer.

- Choose anyone you like in your group. Take an interview from the mate you've chosen. Try to use acute questions on the topic "How can a teacher find an individual approach to a child and create situations where he/she (a teacher) can be available to children as a friend?"

Read the abstract from the following interview with senior students.

Being a Good Teacher of English

Interviewer: Guys, the topic of our discussion today is "Being a good teacher of English". All of you studied at school. I would like you to recollect your teachers of English first. Do you consider them to be good ones? What makes you think so?

Natali: My teacher's name is Mrs Vira. It is she who "discovered" my foreign language skills. All her lessons were really interesting because she loves her subject and has a thorough knowledge of it. She knows what she is talking about. She is skillful at methods. Mrs Vira explained new material in such a way that there was nobody who didn't understand it. All were involved in the learning process.

Interviewer: Competence is of great importance for every teacher. But teachers may be so different...

Peter: I quite agree with you. Ours could talk for hours... not English. She would tell personal anecdotes in class. We were happy to divert from the subject. Only now do I really understand how we wasted our precious class time on nothing. I'll never do that with my pupils. A teacher's sense of humour and ability to take the tension out of language learning are important but there should be a borderline...

Interviewer: What would you say about discipline at the lessons? Is it the major factor of good learning results?

Olga: Er... It may be. There are some teachers who just let a class talk all the time. Then you never learn anything. It is more difficult to hold children's interest up to the end of the lesson. Only born teachers can do it. If a teacher allows pupils to be late for classes (or even miss them) or not to do homework, it may become regular. I do not think children will start to love and respect such teachers more. Their task is to study and assess knowledge. I couldn't afford to be

late for classes. Our teacher wouldn't have forgiven it, still we admired her in spite of the fact that she was strict and demanding. I remember many things she taught us till now.

Interviewer:

And what about teachers' attitude to pupils? Is it essential?

Denis:

They ought to be polite to us. We are people too. When a teacher is smiling at you, you want to try. You don't get so nervous about making mistakes. Mine could hear only her own voice. We were embarrassed by her caustic wit. She would talk only to the best students. It won't do. A teacher should respect all her pupils and be their guide.

Interviewer:

What other teacher's virtues are to be mentioned?

Laura:

The teacher's voice. It shouldn't be monotonous. You have to hear him in the back row. Timbre and choice of intonation are rather significant. Every lesson you perceive his enunciation (or mispronunciation) by ear. A teacher should be very careful about his phonetics.

Alex:

I like beautiful young teachers especially when they are neatly dressed. I have a great stimulus to work and create. I feel shame if I am not ready for a lesson. I do my best and know much ...

Interviewer:

Alex, sorry to interrupt you, but we are pressed for time. I hope I'll see you in a week and we'll continue our discussion in this studio. Thank you very much for your participation. Good-bye.

Answer the following questions. Try to use as many sentences as you can while answering:

1. Have you ever interviewed your group mates? What was the topic you dwelt on?
2. What positive and negative educational aspects in the teachers' behaviour do you find in this interview? Comment on them. What else would you add to the teacher's virtues?
3. If you were an interviewer, what questions would you discuss with your group mates?

Group the negatives moments that may occur in the teaching/learning process as if you were:

- a headmistress;
- a young teacher (a woman);
- a young teacher (a man);
- a pupil (a boy or a girl).

Imagine such a situation: “*You are a young teacher of English. There is a mess in your classroom. The pupils won't listen to you. They are preoccupied with their own business. You are to attract their attention, excite their curiosity and hold their interest till the end of the lesson*”. Have a try to convince your pupils that you are their friend and want to give them knowledge:

Which words would you choose? What kind of intonation is more effective in your opinion? Why? Should there be any interjections and parenthesis in your utterances? Why?

Role play the dialogue between:

- a young teacher (a man) and a schoolgirl;
- a young teacher (a man) and a schoolboy;
- a young teacher (a woman) and a schoolgirl;
- a young teacher (a woman) and a schoolboy.

What other extralinguistic techniques may be helpful in this situation? What makes you think so? Comment on your choice.

Think of helpful techniques (methods) when teaching children:

Explain how people react to teachers' strivings to educate them:

- mothers;
- fathers;
- schoolgirls;
- schoolboys.

Offer a universal way of teacher-student cooperative work. Give your recommendations. Try to interest both schoolchildren and their parents. Don't forget your intonation and a choice of words.

SELF-STUDY

The Teacher as an Actor

Reading

Early childhood educators¹ rarely think of themselves as actors. For example, the teacher's use of voice is just as important as the actor's. As we get older we get more monotone, especially if we're men. Children will look at you and seem to understand what you say, but if your voice doesn't convey an important message to them, they may choose to assimilate and accommodate something else that's more interesting.

Children get used to hearing an instruction voice², a reprimand voice³ and a praise voice⁴. Those vocal tones can have an effect on the management⁵ and control of the classroom if the teacher is consciously aware of using the different voices.

Body language⁶ is important for the teacher as well. For children who are just learning to speak, body language is critical. We know that if there's a conflict between the verbal and the nonverbal message⁷, we will hear the nonverbal. For example, if you praise a child, it's important that they see your face light up and your eyes get big and your body expand itself, so that not only do they hear that they did a wonderful thing, but, even more importantly, they see it from the teacher.

Referring to the importance of getting both voice and body language to work successfully together, teacher turns actor. You need to think about the message you want to convey and be sure your voice and body match it.

Next is look at your lesson plans⁸ for each day to determine which things will require more energy maybe because it's something the children don't like too much or even that you don't like. Once you identify these areas, you must be ready to follow through with extra effort.

The second is enthusiasm⁹, which is sometimes tied closely to giving extra effort to an unpopular lesson. That's probably the area that you should teach with the most enthusiasm. It's really a kind of salesmanship. You're trying to sell the children on the idea that something is important to learn and that it will help them. Enthusiasm, as we know, is contagious and the children will pick it up from you.

The third is excitement¹⁰. Children need to believe that the teacher truly finds the job full of excitement and transfers how exciting learning new stuff is to the class. As schmaltzy as this may seem, it is becoming one of the most vital ingredients in good, memorable teaching.

The three factors can go a long way toward dealing with a major problem for today's teachers: making learning attractive for children of the television age who are further distracted by the severe problems that many of them face in their homes.

VOCABULARY

1. Educator – ['edju(:)keɪtə] - педагог, вчитель
2. instruction voice – [ɪn'strʌkʃən vɔɪs] - інструкційний голос
3. reprimand voice – ['rɪprɪma:nd vɔɪs] - голос вимога
4. praise voice – [preɪz vɔɪs] - голос похвала
5. management – ['mænɪdʒmənt] – управління
6. body language – ['bɒdi 'læŋgwɪdʒ] - мова тіла

7. verbal and nonverbal message – вербальне і невербальне повідомлення
8. lesson plan – ['lesn plæn] – план уроку
9. enthusiasm – [ɪn'θju:zɪæzm] – ентузіазм
10. excitement – [ɪk'saɪtmənt] – хвилювання

Comprehension Check

1. Why teacher's voice is so important?
2. What different voices does teacher use for classroom management and control?
3. Is body language important for the teacher too?
4. What is difference between verbal and nonverbal message?
5. Why enthusiasm is necessary in teaching?
6. Is teacher like an actor? Do you think so?

Find the English equivalents to the following words and phrases in the text:

- a) засвоювати інформацію _____
- b) управління і контроль класом _____
- c) мова тіла _____
- d) уміння подати матеріал _____
- e) зробити навчання привабливим _____
- f) потребувати додаткових зусиль _____

Give the Ukrainian equivalents to the following words:

- 1) praise _____
- 2) feeling tone _____
- 3) punishment _____
- 4) rules for behaviour _____
- 5) prior knowledge _____
- 6) feedback _____

Decide if the statements below are T (true) or F (false). Correct any false statements. T F

1. If teacher's voice is monotone, children assimilate the new information better.
2. Vocal tones can have an effect on the management and control of the classroom.
3. The reprimand voice influences on children learning achievement the most.
4. Referring to the importance of getting both voice and body language to work successfully together, teacher turns artist.

Match the words below with the following definitions:

1. Overlearning

a) technique used by teachers to see if students have grasped new information or skills that have been presented.

2. school improvement

b) a situation where a teacher starts an activity, then stops and starts another one, and finally returns to the original activity.

3. active teaching

c) working or practicing a task or skill until it is learned completely and until it can be performed automatically.

4. best practice

5. checking for understanding

6. flip-flop

d) term used to describe the approach to direct instruction.

e) teaching methods, process, and procedures that have been shown to be effective for helping students learn.

f) term used to describe the process of helping schools change and adopt innovative practices.

Complete the sentences using the words in the box.

academic orientation; thoughts and feelings; attention; listener attention; enthusiasm; high-energy

1. Teaching is a lot like acting, a _____, performance profession that requires a person to act as a role model.
2. Both teachers and actors must fundamentally capture and hold _____.
3. This goal is particularly crucial in the classroom since _____ is prerequisite to learning.
4. Actors and teachers share some of the same _____ before they step across that threshold onto the stage or into the classroom.
5. Today's students are more visually oriented, more technologically sophisticated and more challenged in their _____ than the students of previous generations.
6. The _____ of which we speak should come from a genuine commitment to the teaching-learning process and to the subject matter.

Discussion questions.

1. What do you remember about your teachers?
2. What teacher impressed you the most? Why?
3. Do you still stay in touch with your teachers?
4. What kinds of qualities do students look for in teachers?
5. What personality traits do teachers need to be successful?

MODULE TEST

1. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

dry	сухий, нудний
map out	планувати
precisely	точно, як раз
its own way	свій особистий спосіб життя
at least	у всякому разі

2. Find the English equivalents to the following words and phrases in the text:

- a) вербальне навчання _____
- b) декларативні знання _____
- c) довгострокова пам'ять _____
- d) когнітивна схема _____
- e) методичні знання _____
- f) навчальна модель _____
- g) навчальне середовище _____
- h) навчальний результат _____
- i) схематичне відтворення _____
- j) ясність навчання _____

4. Match the words below with the following definitions:

- 1) cognitive a) connected with thinking or conscious mental processes
- 2) curricula b) all the courses given in a school, college
- 3) declarative knowledge c) is knowledge about something or knowledge that something is the case
- 4) explaining d) the act of explaining or giving a good reason for your actions
- 5) learning e) the activity of getting knowledge
- 6) memory f) the ability to remember things
- 7) model g) something built or drawn esp. to show how something much larger would look
- 8) procedural knowledge h) is knowledge about how to do something
- 9) teaching i) to instruct or train someone or give someone knowledge of something
- 10) thinking j) the activity of using your mind to consider something

5. Read the beginning of the sentence and find its ending.

1. Bodies of knowledge have logical structures from which key concepts and ideas are drawn for teachers'
 - a) presentations; b) declarations; c) explanations.
2. Knowledge can be broken into two main categories: declarative and
 - a) declaration; b) procedural; c) procedure.
3. People process information in terms of basic units, sometimes called propositions or
 - a) ideas; b) methods; c) concepts.

4. The way that new knowledge is processed is heavily dependent on the learner's prior
 a) idea; b) action; c) knowledge.

5. People take in information and knowledge through their senses and transform it into working and
 a) long-term memory; b) short-term memory; c) temporal memory.

6. Successful presentations require a fairly tightly structured learning
 a) classroom; b) environment; c) condition.

7. Presenting information to students requires preparing students to learn from presentations as well as delivering learning
 a) equipment; b) units; c) materials.

8. Because students will learn what is expected of them, it is important to test for
 a) major ideas; b) major facts; c) main proposals.

6. Complete the sentences using the words in the box.

Postinstructional scaffolding explanations model preinstructional techniques mastery thinking

1. Presentations, _____, and lectures by teachers comprise a large portion of classroom time.
2. The instructional effects of the presentation _____ are mainly to help students acquire, assimilate, and retain information.
3. The _____ tasks include carefully selecting content, creating advance organizers, and matching both to students' prior knowledge.
4. Clarity of a presentation depends on both the teacher's delivery and the teacher's general _____ of the subject matter being presented.
5. Advance organizers serve as intellectual _____ on which new knowledge is built.
6. Specific _____ used in presenting new material include explaining links, rule-example-rule, elaborations, and verbal transitions. Postinstructional scaffolding explanations model preinstructional techniques mastery thinking 58
7. Teachers can help students extend and strengthen their _____ about new materials through discussion, questioning, and dialogue.
8. _____ tasks of the presentation model consist mainly of finding ways to test for student knowledge acquisition.

7. Underline the correct words to complete the sentences.

e.g. Computers can be used to improve/ impair a child's academic achievement.

1. Computers and other related *technologies* / *tools* are playing a critical role in accessing information.
2. Children naturally *explore* / *investigate* and learn about their environments through inquiry, and computer technologies help them.
3. Children can use the computer *to learn* / *to find out* about other people and parts of the world.
4. Parents, teachers, and other adults who work with children can teach them to be savvy *customers* / *digital* consumers.

5. There are different types of activities that *empower* / *forbid* children to play active roles in the emerging digital world.

6. They may also have *an advantage* / *disadvantage* if they have the opportunity to play with educational programs.

8. Complete the sentences using the words in the box.

**logical thinking to message benefit internet connections improve
completed websites research assignments programmes**

One definite _____ of the widespread use of computers is the vast amount of great educational software and _____ which have been developed to improve children's education. These _____ can come in the form of creative and educational games, videos and lessons that will help your child _____ their knowledge of anything from vocabulary to mathematics, typing to _____ and everything in between.

With increased access to home computers and _____, students can now be given exciting homework and _____ that can be _____ online. Some schools offer their students the option _____ teachers and fellow students with any questions and issues they might have. You are going to hear part of an interview with a woman talking about vocational training in secondary schools. In the table below, note down the main points she makes in favour of this kind of education.

GRAMMAR
PRESENT SIMPLE TENSE
EXERCISES

1. Put in am, is or are.

1. The weather is very nice today. 2. I ... not tired. 3. This case ... very heavy. 4. These cases ... very heavy. 5. The dog ... angry. 6. We ... hungry. 7. My brother and I ... fond of tennis. 8. I ... 17, I ... 22. 9. Ann ... at home but her children ... at school. 10. I ... a student. My sister ... an architect.

2. Write full sentences. Use am / is / are each time.

1. (My shoes very dirty)
2. (My bed very comfortable)
3. (I not happy today)
4. (She 6 years old)
5. (The houses old)
6. (Those flowers beautiful)
7. (The examination not difficult)

3. Put in am/is/are.

1. Чия це книжка? — Це не моя книжка. Це його книжка.
2. Де твоя ручка? - Вона в пеналі.
3. Чий це портфель? — Це портфель моєї сестри.
4. Чиї це олівці? — Це олівці не мої. Це олівці моого сина.
5. Чия це кімната? - Це кімната моого брата. В кімнаті стіл та стілець.
6. Це твій зошит? — Цей зошит не мій.
7. Де твої книжки? - Мої книжки на полиці.
8. Це його батьки? Так, його.
9. Чий це папір? — Це мій папір. — А де мій? Твій папір в столі.
10. Ця дівчинка моя сестра. Їй сім років.
11. Це моя кімната. Кімната велика. В кімнаті багато книжок.
12. Де ваші батьки? — Вони на роботі.
13. Чий це кіт? — Цей кіт мій.
14. Це моя машина. Машина нова. Вона в гаражі.
15. Де твоя сестра? — Вона вдома.
16. Я не учень. Я студент.
17. Його брат учень. Він у школі.
18. Мої батьки інженери. Вони на роботі.
19. Ви лікар? - Ні, я вчитель.
20. Твоя сестра учениця? — Ні, вона інженер. Вона на роботі.
21. Її сестра не секретарка. Вона вчителька.
22. Ці люди лікарі? - Ні, вони льотчики.
23. Ваша сестра вдома? — Ні, вона на роботі.
24. Наш батько вчений.
25. Його тітка не лікар. Вона актриса.
26. Це моя книжка. Вона на столі.

27. Мій двоюрідний брат не вчений, він інженер.
28. Це картини. Вони на стіні. Картини дуже гарні.
29. Моя бабуся пенсіонерка. Вона не на роботі. Вона вдома.
30. Ваші діти школярі? — Так, вони школярі.

4. Put in am/is/are.

1. He ... a student. He ... a good student.
2. His father ... a doctor.
3. My mother ... not a teacher.
4. ... your sister a pupil? — Yes, she
5. They ... at home now.
6. This ... my house.
7. ... they at school? — No, they ... not at school.
8. ... your father a pilot? — Yes, he
9. Nicky... not a student. He ... a pupil. He ... at school now.
10. These men ... drivers.
11. I ... a pupil, I ... not a student.
12. ... this your book? — This book ... not mine. My book ... in my bag.
13. Michael has a brother. His brother ... 20. He ... a student. He ... at home now.
14. These ... his newspapers.
- 15.... there any books on your table? - Yes, there
16. I ... a doctor. I ... a good doctor.
- 17.... his friends at school now? — No, they ... in the garden.
18. ... her sister a teacher? - Yes, she

5. Поставте подані речення в питальній і заперечній формах.

1. My friend lives in London.
2. Her uncle speaks French badly.
3. It often snows in winter.
4. He is my best friend.
5. His parents get up very early.
6. They listen to the news every evening.
7. We usually spend our holidays in the country.
8. They are our relatives.
9. My sister wants to become a teacher.
10. Her child likes to read the fairy-tales.

6. Розкрийте дужки, вживаючи дієслова в *Present Simple*.

1. I (not to walk) to work every morning.
2. She (to wash) her car once a week.

3. We (to spend) our holidays in the country.
4. He (not to hope) to go there.
5. She (to go) to the theatre twice a month.
6. Mary (not to live) near the station.
7. You (to take) your dog for a walk?
8. She always (to invite) her friends to her birthday party.
9. He (to drink) coffee every morning.
10. Her brother (to study) in London?
11. I (to go shopping) every day.
12. He (to speak) Spanish?
13. I (to visit) my friend every week.
14. Helen (not to read) a lot.
15. He (to sleep) till nine o'clock.

7. Поставте подані речення в заперечній і питальній формах.

1. He goes to school every day.
2. My sister works here.
3. They eat a lot.
4. We work every day.
5. I come from Ukraine.
6. He comes from Germany.
7. They live in the USA.
8. He plays football every day.
9. I visit my parents very often.
10. His father works at an office.
11. She gets up at seven o'clock.
12. They play tennis very often.
13. We go to the cinema on Saturdays.
14. He wants to become a pilot.
15. My brother watches television every night.
16. I read newspaper every day.
17. Her father finishes his work at six o'clock.
18. Nick goes to bed at nine.
19. He goes to school by bus.
20. We skate once a week in winter.

8. Розкрийте дужки, вживаючи дієслова в *Present Simple*.

1. She (to learn) English.
2. I (to like) music.

3. My brother (to be) a school-boy. He (to go) to school.
4. Michael (to do) his lessons every day.
5. She (to live) in this house.
6. After supper my sister (to go) for a walk.
7. We (to visit) our grandparents very often.
8. The girl (to sing) very well.
9. My father (to work) at school.
10. Usually I (to have) dinner at 3 o'clock.
11. He (to want) to become a doctor.
12. Our mother (to come) home very late.
13. His brother (to go) in for sports.
14. She (to like) reading very much.
15. They often (to take) a bus.

9. Make a test:

1. Maggie and Carol good friends.

a) am b) are c) is d) isn't

2. Sue a science teacher.

a) are not b) is c) are d) am

3. Mark Steven a student at Kennedy High School. It an old school.

a) am / is b) are / is c) is / am d) is / is

4. Margarita from Spain. I from Turkey.

a) is / am b) are / is c) am / is d) is / are

5. You and I at the same age.

a) am b) isn't c) are d) is

PAST SIMPLE TENSE EXERCISES

1. Complete the sentences put the verb into the correct form, positive or negative. (simple past tense)

1. It was warm, so I off my coat. (take)
2. The film wasn't very good. I it very much. (enjoy)
3. I knew Sarah was very busy, so I her. (disturb)
4. I was very tired, so I to bed early. (go)
5. The bed was very uncomfortable. I very well. (sleep)
6. Sue wasn't hungry, so she anything. (eat)
7. We went to Kate's house but she at home. (be)
8. It was a funny situation but nobody (laugh)
9. The window was open and a bird into the room. (fly)
10. The hotel wasn't very expensive. It very much. (cost)
11. I was in a hurry, so I time to phone you. (have)
12. It was hard work carrying the bags. They very heavy. (be)

2. Complete the sentences in simple past tense.

1. I my teeth. (brush)
2. Tom tennis with his friends. (play)
3. They for their exam. (study)
4. Susan to me quietly. (talk)
5. Thomas me with my homework. (help)
6. Daniel his car. (wash)
7. The baby a lot. (cry)
8. The man so fast. (walk)
9. The mechanic the car. (fix)
10. My mother the flowers. (water)
11. The policeman the bus. (stop)
12. Alicia her bag. (carry)
13. She the door. (open)
14. Sonia the train. (miss)
15. I my teacher. (like)

3. Complete the sentences in simple past tense.

1. She to bed at 10 o'clock yesterday. (go)
2. Jenny very late as well. (sleep)
3. They a lot of calories in that marathon. (burn)
4. Benny about a year ago. (quit)
5. Todd 10 pounds when he was born. (is)
6. Dan his car to car wash. (take)
7. The boy off the couch in the morning. (fall)
8. The bride after the groom. (run)
9. The hot air balloon at the field a lot of attention in yesterday's game. (draw)
10. My mother the birds before we left for vacation. (feed)

4. Complete these sentences in the PAST TENSE, using the correct verb:

* play * enjoy * watch * listen * talk * phone * stop * walk * travel * like * stay
 I watched the late film on TV last night. 1. We really the concert last night. It was great! 2. She with friends in Brighton last summer. 3. Italy very well in the last World Cup. 4. Her parents by train from Shanghai to Moscow. 5. I you four times last night but you were out. 6. We along the beach yesterday. It was lovely. 7. She the film but she didn't like the music. 8. The men work at exactly one o'clock. 9. I to the new Sting album yesterday. It's great. 10. They to us about their trip to Madagaskar. It was very interesting.

5. Complete the conversation with WAS / WASN'T / WERE / WEREN'T.

A: Where were you last night? I phoned you but you at home.

B: I out with friends. We at the Bluenote Café.

A: Julia there?

B: No, she Why?

A: Oh, I just wondered.

B: She out with Nick. They at the Oasis. I think.

A: No, they

B: How do you know?

A: Because I there!

6. Complete the man's statement with the PAST SIMPLE form of the verbs in brackets:

Last night I (go) to my favorite restaurant in West Street. I (leave) the restaurant at about 11 o'clock. It (be) a warm evening and I (decide) to walk along the beach. Suddenly, I (hear) a noise. I (turn) and (see) three boys aged about eighteen. One boy (come) up to me and

(ask) me the time. When I (look) down at my watch, he (hit) me and I (fall) to the ground. Another boy (take) my wallet. I (shout) for help. Then they (run) away.F) Complete the story. Use the verbs in the brackets:Last year I went (go) on holiday. I (drive) to the sea with my friend. On the first day we (look) at the beautiful buildings and (eat) in lots of restaurants. The next day (be) very hot so we (drive) to the sea. We (leave) our clothes in the car and (sunbathe) and (swim) all day. At six o'clock we (walk) to our car, but the car (be) there. We (buy) some clothes and (go) to the Police Station. The police (be) nice and we (sleep) in the police station.

FUTURE SIMPLE TENSE EXERCISES

1. Use the correct form of the FUTURE SIMPLE:

- 1.A: Oh! You've got a ticket for the party.B: Yes. I (see) it on Friday.
- 2.A: Tea or coffee?B: I (have) coffee, please.
- 3.There isn't any cloud in the sky. It (be) a lovely day.
- 4.We (win) the match. We're playing really well.
- 5.The festival (last) for ten days.
- 6.I (have) a meal with a few friends. There (be) about ten of us.
- 7.Phil (come) round us tomorrow. We (be) at the airport at 9:30.
- 8.Why don't you come with us. I'm sure you (enjoy) the show.
- 9.That(not / cost) more than \$50.
- 10.The museum (open) at 9:00 everyday but tomorrow it (not / be) opened at 9:00.
- 11.I (pay) it back to you as soon as I get my salary.
- 12.The manager said,"We (have) the meeting on Thursday."

2. Fill in WILL or BE GOING TO:

- 1.A: Why do you need so much sugar?B: Imake a cake.
- 2.A: Oh no! I've left my purse at home and I haven't got any money on me!B: Don'y worry. I lend you some.
- 3.A: I don't know how to use this mixer. B: That's OK. I show you.
- 4.A: Why are all these people gathered here?B: The Prime Minister open the new hospital ward.
- 5.A: Did you remember to buy the magazine I asked for?B: Sorry, I didn't. I buy it when I go out again.
- 6.A: What's that on your curtains?B: It's a stain. I take them to the dry cleaner's tomorrow.
- 7.A: These bags are very heavy. I can't lift them.B: I carry them for you.
- 8.A: I hear you're going to Leeds University in September.
B: Yes, Istudy French and German.
- 9.A: Why don't you tidy your room?B: Iplay football in ten minutes, so I haven't got time.
- 10.A: How can we get all this home?B: Iask James to come and help.
- 11.She has bought some wool. She knit a sweater.
- 12.A: This problem is very difficult.B: I help you to solve it.
- 13.A: Why are you taking down all the pictures?B: I paint the room.
- 14.I climb that mountain one day.
- 15.Look at that young man. He looks very pale. He faint.

16.A: Why are buying that spade?B: I plant some trees in my garden at the back of the house.

17. She get better. There are positive signs.

18. I'm hungry. I have something to eat.

19. I be 38 years old next week.

3. Put the verb in to the correct form using WILL or GOING TO:

1.A: Why are you turning on the television?B: I (watch) the news.

2.A: Oh, I've just realized. I haven't got any money.B: Don't worry. That's no problem. I(lend) you some.

3.Those clouds are very black, aren't they? I think it (rain).

4.A: I've got a terrible headache.B: Have you? Wait here and I (get) an aspirin for you.

5.A: Why are you filling that bucket with water?B: I (wash) the car.

6.A: I've decided to re-paint this room.B: Oh, have you? What colour (you / paint) it?

7.A: Look! There's smoke coming out of that house. It's on fire!B: Good heavens! I call the fire-brigade immediately.

8.A: The ceiling in this room doesn't look very safe, does it?B: No, it looks as if it (fall) down.

9.A: Where are you going? Are you going shopping?B: Yes, I (buy) something for dinner.

10.A: I can't work out how to use this camera.B: It's quite easy. I (show) you.

11.A: What would you like to drink – tea or coffee? B: I (have) tea, please.

12.A: Has George decided on what to do when he leaves school? B: Oh yes. Everything is planned. He (have) a holiday for a few weeks and then he (start) a computer programming course

PRESENT CONTINUOUS TENSE EXERCISES

1. Fill in the blanks using present progressive tense.

1. Look! it is raining (rain)
2. They (watch) the news on TV.
3. The birds (fly) to South.
4. Matt (wait) for the bus.
5. The chef (not cook) anything today.
6. What Helen (do) at the moment?

2. Fill in the blanks with PRESENT CONTINUOUS:

1. The children (play) outside now.
2. She (read) the newspaper at the moment.
3. I (do) my homework now.
4. I (eat) my dinner now.
5. (you / want) a pizza?
6. They (watch) TV now.
7. Listen! I (not / like) spaghetti. And you?
8. The baby (sleep) now.
9. My mother (cook) dinner!
10. He (write) a letter to his pen-friend.
11. She (not / play) football whole day.
12. Mary (listen) to music now.
13. Tom usually (drink) coffee, but he (drink) tea now.

3. Build up sentences:

1. He / like watching TV / but / he / not / watch / at the moment / because / he / sleep //
2. What / Wendy / do / at the moment / ? // She / clean / her teeth / bathroom //
3. mother / can (-) / help me / now / because / she / cook / kitchen //
4. Why / you / eat / sandwich / now / ? // Because / I / be / hungry //
5. Tim / now / go / work / bicycle //
6. children / play / games / now //

4. Complete the sentences.

Use the present continuous form of the verb in brackets. Use contractions where possible.

1. You (use) my mobile phone!

2. My dad (wash) his car.
3. It (not rain) today.
4. Who (she / chat) to now?
5. What (you / do) at the moment?
6. We (sit) on the train.
7. The students (have) lunch in the canteen.
8. 'Are you making dinner?' 'Yes, I .'

5. Write the words in the ing-form form.

Feed, walk, wash, play, do

- Can I speak to Brad, please? I'm sorry, he's _____ his pet now.
- Can I speak to Paul, please? I'm sorry, he's _____ his homework now.
- What about Kelly? No, sorry, she's _____ her pet in the park now.
- Can I speak to Jenny then? Sorry, she's _____ the dishes now.
- Can I speak to Alice or Alex, please? I'm sorry, they're _____ tennis now.

6. Make up negative sentences in Present Progressive.

- the sofa / Sam / is / on / not / sitting.
- Are / playing / not / the cats.
- cooking / Mother / not / my / is
- Reading / friends / her / are / not

7. Make up questions.

- now / Tom / coffee / is / drinking?
- playing / Now / the / boys / are?
- the / skipping / girl / now / is?
- the / eating / fish / cats / are?

PAST CONTINUOUS TENSE EXERCISES

1. Decide whether to use 'was' or 'were'.

1. Boris.....learning English. They swimming in the lake. Your father..... repairing the car. I reading a magazine. You..... packing your bag. My friends watching the match on TV. It raining. The dog barking. The children brushing their teeth. Anne and Maureen singing a song.

2. Fill in the blanks with a correct form of PAST CONTINUOUS:

1.Alice hurt herself while she (skate). 2.I met my neighbor while I (walk) home from work.3.Sally saw a friend while she (ride) her bicycle along Park St. 4.Peter fell asleep while he (study).5.Bob stepped on Jane's feet while they (dance) together.6.I cut myself while I (shave).7.Mr. and Mrs. Brown burned themselves while they (bake) cookies. 8.Tommy had a nightmare while he (sleep) at a friend's house.

3. Fill in the blanks with a correct form of PAST CONTINUOUS:

1.It was very cold. The sun was not shining. (not / shine)2.It wasn't a stormy night. The wind (not / blow)3.He wasn't sleeping. He (look) at the ceiling.4.They were having a rest. They (not / work).5.They were very happy. They (enjoy) the party.6.He was at home. He (watch) a movie on TV. 7.He was getting worse. He (not / recover).8.We (travel) in the north of Turkey when we were on holiday. 9.She (drive) so fast when the accident happened.10.I(not / sleep) when you came in.

4. Write the words in brackets in the correct forms in English using Past Continuous Tense.

1. He all day yesterday. (**rest**)
2. We through the window when mother came in. (**look**)
3. They a newspaper when I entered. (**read**)
4. I to her but she. didn't hear me. (**speak**)
5. I didn't go for a walk because it (**rain**)
6. When you telephoned I my room. (**sweep**)

7. They with John's wife when I came in. (**talk**)

8. While we we heard a shot. (**play**)

9. She along the embankment when I met her yesterday. (**walk**)

10. We home when, it started to snow. (**go**)

11. I very hard when he called. (**study**)

12. She when his friend arrived. (**sleep**)

13. They to the lecture when the light went off. (**listen**)

14. She still when we returned home. (**work**)

15. When he his garden he found a silver coin. (**dig**)

FUTURE CONTINUOUS TENSE EXERCISES

1. Change the verb into the correct form:

1. He (wait) for quite some time.
2. Tomorrow at this time I (dance) at a party.
3. Next week at this time I (sunbathe) at the beach.
4. At 5 o'clock you (help) your brother.
5. This evening at 8 o'clock, she (watch) a movie with her friends.
6. Nicole (have) a hard time.
7. We (smile), and they (cry).
8. Rebecca (clean) the house, and John (wash) the dishes.
9. Tonight they (talk), (dance) and (have) a good time.
10. It (rain) tonight.
11. Tomorrow we (rest) and (have) fun.
12. Tonight at 10 o'clock she (come) home.
13. The day after tomorrow he (move) his apartment.
14. At this time tomorrow, I (sleep) deeply.
15. You (work) very hard to get that deal.

2. Change the verb into the correct form:

1. I (wait) when she (come).
2. They (work) when he (call).
3. He (read) when I (call) him.
4. When the bus (arrive) we (stand).
5. When the party (start), we (talk) outside.
6. When the police (arrive), we (go) north.
7. You (watch) the movie when we (come).
8. It (rain) when she (return).
9. Tiffany (jog) when you (meet) her.
10. The water (boil) when we (come) back.
11. The waiter (serve) when the manager (arrive).
12. When we (call) him, he (rest).
13. Steven (fly) to Italy when his mail (arrive).

14. The kids (play) with the ball when I (call) them.
15. You (sleep) when she (return).

3. Make future continuous 'yes / no' questions:

When the boss comes,

1. _____ (I / sit) here?
2. _____ (John / us) the computer?
3. _____ (Jane and Luke / discuss) the new project?
4. _____ (we / work) hard?
5. _____ (you / talk) on the telephone?
6. _____ (she / send) an email? 7. _____ (they / have) a meeting? 8. _____ (he / eat) lunch?
9. _____ (you / type)?
10. _____ (he / make) coffee?

4. Make sentences with **WILL BE -ING**:

- 1.I'm going to watch television from 9 until 10 o'clock this evening. So at 9.30 I
- 2.Tomorrow afternoon I'm going to play tennis from 3 o'clock until 4.30. So at 4 o'clock tomorrow I
- 3.Jim is going to study from 7 o'clock until 10 o'clock this evening. So at 8.30 this evening he
- 4.We are going to clean the flat tomorrow. It will take from 9 until 11 o'clock. So at 10 o'clock tomorrow morning
- 5.Tom is a football fan and there is a football match on television this evening. The match begins at 7.30 and ends at 9.15. So at 8.30 this evening
- 6.Don't phone me between 7 and 8. (we / finish) dinner then. 7.A: Can we meet tomorrow afternoon?B: Not in the afternoon. (I / work).
- 8.Do you think (you / still / do) the same job in ten years' time?
- 9.If you need to contact me, (I / stay) at the Hilton Hotel until Friday.
- 10.A: (you / see) Laura tomorrow?
B: Yes, probably. Why?
A: I borrowed this book from her. Can you give it back to her?

5. Ask questions with **WILL YOU BE -ING?**

- 1.You want to borrow your friend's bicycle this evening. (you / use / your bicycle this evening?).....
- 2.You want your friend to give Tom a message this afternoon. (you / see / Tom this afternoon?).....

3. You want to use your friend's typewriter tomorrow evening. (you / use / your typewriter tomorrow evening?).....

4. Your friend is going shopping. You want him/her to buy some stamps for you at the post office. (you / pass / the post office when you're in town?).....

PRESENT PERFECT TENSE EXERCISES

1. Fill in the blanks with *ALREADY* or *YET*:

1. He hasn't called us
2. They have sent the letter.
3. John has bought the tickets for the football match.
4. We have been to Mexico three times.
5. You haven't visited Tokyo
6. Has John bought a new car ?
7. The plane has left.
8. Has she done it ? No, not
9. A: Haven't they arrived ? B: Oh, yes. They have arrived.
10. Hurry up! The class has started.
11. Be careful! They have painted the door.
12. Haven't you read the book ?

2. Put the verbs in brackets into *PRESENT SIMPLE PASSIVE*:

There is a chimpanzee which is called (call) "Bubbles". It (own) by Michael Johnson. It (keep) in his home. It (feed) every day by Michael Johnson himself. It (always / dress) in funny clothes. It (said) that "Bubbles" is Michael Johnson's only friend

3. Complete the following sentences in the present perfect simple tense.

- 1) She _____ (to be) happy all day.
- 2) It _____ always _____ (to snow) here in December.
- 3) Dan _____ (to be) sick for three days.
- 4) Li and Susan _____ (to try) four times already and will not give up.
- 5) The old car _____ (to be) a piece of junk since I bought it.
- 6) We _____ not _____ (to take) this test before.
- 7) My uncle _____ (to be) to China.
- 8) Our father _____ never _____ (to drive) to California before.
- 9) I _____ (to speak) to the president before.
- 10) The old man _____ occasionally _____ (to need) help crossing the street.

4. Choose the correct verb from the list below to complete the following sentences.

take / work / find / see / speak / know / begin do / learn / eat / have / write / give / live / buy / be.

I met Barbara when we were in elementary school. We _____ each other for over twenty years. 2. We _____ many new words since we started this course. 3. That's a wonderful movie. I _____ it three times. 4. Mr. and Mrs. Tonner _____ married for 10 years. 5. You are late! The class _____ already _____. 6. Robert is my neighbor.

He _____ next door to me for five years. 7. Mary _____ several letters to her parents since she left home. 8. We _____ in that restaurant several times. 9. Our teacher _____ us a lot of help with the homework assignment. 10. She _____ to her landlord many times about the broken window. 11. We have a new camera. We _____ some beautiful pictures of the grandchildren. 12. They _____ all their homework already. 13. Mrs. Baxter _____ all her groceries for the week. 14. Tommy _____ a bad cold for two weeks. 15. Frank _____ for that company for many years. 16. After three months of looking, she _____ a beautiful apartment to rent.

5. Choose the correct verb from the list below to complete the following sentences. Put the verb in the negative form.

fix / begin / arrive / be / see / stop / speak / buy / read / visit

1. Mathew is waiting on the corner for his girlfriend, but she _____ yet.
2. My brother lives in a different country. I _____ him for two years.
3. Ellie and Bill got a divorce five years ago. They _____ to each other since then.
4. It is only 8:45. The class _____ yet.
5. It started to snow last night and it still _____.
6. She has finally decided which car she wants, but she _____ it yet.
7. I heard that the movie at the Roxy Theater is great, but I _____ it yet.
8. I bought a newspaper today, but I still _____ it.
9. He took his car to the service station yesterday, but they _____ it yet.
10. The Andersons moved out of New York ten years ago and they _____ back to the city since then.

6. Match the questions on the left with the correct answer on the right.

1. Has he finished university yet?	A) No, he hasn't. He's still talking.
2. Have you eaten breakfast yet?	B) No, I haven't. My wife's still reading it.
3. Have they gotten married yet?	C) No, he hasn't graduated yet.
4. Has the president finished speaking yet?	D) No it hasn't. The teacher isn't here yet.
5. Has Mary watered the plants yet?	E) No, they haven't finished yet.
6. Has the doctor seen you yet?	F) No, they haven't. They're still engaged.
7. Has the sun come out yet?	G) No, she hasn't. They are still dry.
8. Have they finished their homework yet?	H) No, I haven't. I'll eat in a few minutes.
9. Has the class begun yet?	I) No, he hasn't. He is with another patient.
10. Have you read the paper yet?	J) No, it hasn't. It's still raining.

PAST PERFECT TENSE EXERCISES

Make past perfect simple 'yes / no' or 'wh' questions:

1. _____ (you / go) there before we went together?
2. _____ (she / see) the film already?
3. Why _____ (he / forgot) about the meeting?
4. _____ (it / be) cold all week?
5. _____ (I / read) the book before the class?
6. When she arrived, _____ (we / eat) already?
7. Where _____ (you / be) when I saw you?
8. _____ (they / travel) by bullet train before?
9. _____ (John / meet) Lucy before they went on holiday together?
10. _____ (you / do) your homework before I saw you?
11. Where _____ (she / work)? 12. _____ (I / pay) the bill before we left? 13. _____ (we / visit) my parents already that winter?
14. When you called, _____ (they / eat) dinner?
15. How _____ (he / manage) to fix the cooker?
16. _____ (my sister / be) sick for a long time?
17. How much _____ (she / study) before the exam?
18. What _____ (you / cook) for dinner that night?
19. When _____ (they / arrive)?
20. How many coffees _____ (she / drink) before the interview?

2. Choose the correct verb from the list below to complete the following sentences. Put the verb in the past perfect tense (had & past participle).

1. When I got to the house, Mary wasn't there. She _____ already _____.
2. I didn't recognize my old classmate because she _____ so much.
3. We were late for the show last night. By the time we got to the theater, the movie _____ already _____.
4. Yesterday I went on my first plane trip. I was very nervous because I _____ never _____ before.
5. I couldn't eat much dinner last night because I _____ such a big lunch.
6. I couldn't buy any groceries last night because when I got to the supermarket, it _____ already _____.
7. Last week our teacher gave back the essays we _____ the week before.
8. The house was quiet when Andrew got home. Everyone _____ to bed several hours earlier.
9. They got to school late yesterday. The bell _____ already _____.
10. Sheila couldn't come to my house last night because she _____ already _____ other plans.

11. We couldn't find the house. It was clear that he _____ us the wrong address.

12. Annie didn't want to come to the movie with us because she _____ it the week before.

13. By the time the police arrived at the bank, the robber _____ already _____.

14. I couldn't get into my apartment when I came home from work last night because I _____ to take my key.

3. Complete the following sentences using the past perfect tense and the words provided.

Ex. I didn't meet Ellie for lunch because.... (she/eat) I didn't meet Ellie for lunch because she had already eaten.

1. My trip to New York was very exciting because.... (I/not be/before) _____

2. I couldn't see the doctor because.... (he/already/ leave the office) _____

3. I couldn't buy the car I wanted because.... (the car dealer/ already/ sell) _____

4. We couldn't see the new exhibit because.... (the museum/already/close) _____

4. Complete the following sentences in the past perfect simple tense.

1) She _____ (to write) six letters before she got a response. 2) It _____ always _____ (to snow) here before 1978. 3) Dan _____ (to be) sick for three days before he got better. 4) Li and Susan _____ (to try) four times before they gave up. 5) My father's old car _____ (to run) very well before he sold it. 6) We _____ not _____ (to take) the test before. 7) My uncle _____ (to visit) China several times in the past, so this visit was nothing new. 8) Our father _____ never _____ (to drive) to California. 9) I _____ (to speak) to the president twice before, so I was not that nervous. 10) The old man _____ occasionally _____ (to need) help crossing the street.

FUTURE PERFECT TENSE EXERCISES

1. Read the conversation and choose the correct word in italics.

1 A Shall we go out this evening?
B OK, but only after seven. I (1) *won't have / won't* finished my homework until then.
A That's OK. I'm working on my project this evening but I'll (2) *done / have done* most of it by seven-thirty, so I can phone you then.

2 A Carol's lost a lot of weight!
B Yes, she's been on a very good diet. By next week she'll have been (3) *go / going* to a weight loss class for over six weeks! If she carries on like this she'll (4) *have / has* lost over five kilos by the end of the months.

3 A Will you (5) *have / been* finished plastering this room by the weekend?
B Yes. I hope so.
A Great. So will we be able to paint the room on Monday?
B Wait until Wednesday. The new plaster (6) *didn't try / won't have dried* until then.

4 A Excuse me, nurse. I've been waiting here for ages.
B I'm sorry. The doctor's very busy. She'll probably be able to see you after four.
A And by then I'll (7) *be / have been* waiting here for more than six hours!

2. Complete the sentences with the verb in brackets. Use the future perfect or, where possible, the future perfect continuous form.

1 By the end of next month I'll *have been living* here in Spain for six years. (live)

2 I'll ask Jane to call you back at twelve. Her meeting by then. (end)

3 When he retires next year, Adam here for more than twenty years. (work)

4 I'll have more free time after September because the children to school by then.
(go back)

5 My best friend is doing a 'round-the-world' trip. By this time next week she for more than six months. (travel)

6 Don't worry. By the time you get here, my mother-in-law !
(leave)

7 the project in time for the meeting? (the team, complete)

8 It's really long flight. We in the same seats for over fourteen hours
so we'll be exhausted when we get there. (sit)

9 You can't stay here next week. We the decorating. (not finish)

3. *Find five mistakes in the letter and correct them.*

Dear Mr. Sanderson

I am writing about the repairs which your company has been made to the roof of our apartment building. The work started in March and it still isn't finished. By the end of this week the men will have working on the roof for over two months. These means we will suffered more than eight weeks of continuous noise and disruption, and we will be living for all that time with permanent cold draughts and dirt.

As you know, my wife is pregnant and the baby is due next month. It looks as though the work will haven't been completed by the time the baby is born. This is unacceptable.

I would like you to reassure us that work on the part of the roof that covers our flat will have finishing by the beginning of June at the latest. I think this is the least we can expect.

Yours sincerely,
Jeremy Brogan

PASSIVE FORMS EXERCISES

1. Complete the second sentence so it means the same as the first, using passive forms.

0 They were painting that wall yesterday.	That wall <i>was being painted yesterday.</i>
1 We've turned off the lights.	The lights
2 We will send you an email tomorrow.	You
3 They aren't making that model any more.	That model
4 Do I have to fill in this form?	Does this form
5 They haven't repaired your computer yet.	Your computer
6 They're going to close the road for 24 hours.	The road

2. Complete the sentences, using passive forms of the verbs in the box.

build count decorate finish repair wash

0 This house <i>is being</i> 3 The roof needs <i>decorated.</i>
1 The votes 4 The bridge next .	year.
2 This castle in 5 The dishes 1250.yet.

3. Use the information in the email to complete the sentences below.

Hi Hilary

I'm so pleased that you can come to our wedding! Jake and I have planned everything over the last few weeks. At the moment we're sending out all the final invitations. (Don't worry, I haven't invited Jane Anderson. I know you get on with her!) I was a bit worried about the cost but last month Mum and Dad agreed to pay for the reception. They paid the deposit last week. That was a relief! Have you decided what to wear yet? I've bought my wedding dress (It's a bit big so I have to alter it). The shop had reduced the price so it was only a few hundred pounds.

Do you remember Aunt Terri? Apparently she's got a fantastic new video camera, so she is going to film the ceremony. We've got a professional photographer as well. She'll take the formal photos. And Antonio from the Italian restaurant is doing the

catering, so the food should be great! I can't wait to see you there. It's going to be a great day!

Lucy

- 0 Everything*has been planned*..... by Jake and Lucy.
- 1 The final invitations at the moment.
- 2 Jane Anderson to the wedding.
- 3 The deposit for the reception last week.
- 4 Lucy has bought her wedding dress but it has
- 5 The price of the dress by the shop.
- 6 The ceremony By Lucy's aunt.
- 7 The formal photos by professional photographer.
- 8 The catering by Antonio.

4. Choose the best word in italics. Sometimes both are grammatically correct, but one answer is more suitable.

HOW IS PAPER MADE

Everyone enjoys fashion magazines and newspapers. But have you ever thought about how the paper (1) *we print them / they are printed* on is made?

Most paper is (2) *made / making* from wood. First, (3) *they cut the wood / the wood is cut* into small pieces. These (4) *mix / are mixed* with water and heated to produce a kind of thick paste. Then chemicals (5) *we add them / are added* to clean the paste and make it white. Next the paste is spread on a screen and (6) *dried / is dried*. The water drains away or evaporates and (7) *are left / leaves* a thick layer of paper. (8) *We then pass this / This is then passed* between two large rollers (circular machines) to make it thinner and flatter.

(9) *The paper can then be cut / They can then cut the paper* into the correct sizes.

5. Three more of these paragraphs would be improved if the second sentence used a passive form. Decide which paragraphs they are and rewrite the second sentence.

0 Philip Green bought the famous British clothes store, Moss Bros, in 2008. Because they ran out of money, the original owners sold it.

It was sold by the original owners because they ran out of money.

1 Live aid was the most successful fund-raising event of the 1980s. A group of well-known British and American musicians organized it in July 1985.

.....
.....

2 The Laurentian Library in Florence is one of the greatest buildings of the Italian Renaissance. Michelangelo designed it in the 1520s.

3 Jeans first became popular when they were worn by film stars and singers in the 1950s. Elvis Presley and James Dean were the two stars who had the most influence on young people's fashion at that time.

4 In recent years several high street stores have started selling copies of designer jeans. People who can't afford to buy real designer clothes often buy them.

6. Rewrite these sentences so they are true for you. Change the underlined part.

0 My watch was made in Austria.	<i>My watch was made in Switzerland.</i>
1 My school was built in the 1960s.
2 My old photos are stored in the garage.
3 My favourite shirt is made of nylon.
4 My hair is usually cut by my mother.
5 I don't like food that has been fried.

MODAL VERBS EXERCISES

1. Complete the sentences. Use must + these verbs:

be eat go learn meet wash win

1. I'm very hungry. I must eat something.
2. Marilyn is a very interesting person. You _____ her.
3. My hands are dirty. I _____ them.
4. You _____ to drive. It will be very useful.
5. I _____ to the post office. I need some stamps.
6. The game tomorrow is very important to us. We _____.
7. You can't always have things immediately. You _____ patient.

a.

Write I must or I had to.

1. I had to walk home last night. There were no buses.
2. It's late. _____ go now.
3. I don't usually work on Saturdays, but last Saturday _____ work.
4. _____ get up early tomorrow. I've got a lot to do.
5. I went to London by train last week. The train was full and _____ stand all the way.
6. I was nearly late for my appointment this morning. _____ run to get there on time.
7. I forgot to phone David yesterday. _____ phone him later today.

b. Complete the sentences. Use mustn't or don't need to + one of these verbs:

forget go hurry lose phone wait

1. I don't need to go home yet. I can stay a little longer.
2. We have a lot of time. We _____.
3. Keep these papers in a safe place. You _____ them.
4. I'm not ready yet, but you _____ for me. You can go now and I'll come later.
5. We _____ to turn off the lights before we leave.
6. I must contact David, but I _____ him. I can send him an email.

2. Write don't need to / had to / must / must / mustn't.

MUM: Come on, Alice. You _____ hurry up.

ALICE: I'm ready. I _____ phone Jamie, and he talked and talked. That's why I'm a bit late.

MUM: Let's go. The train leaves in 20 minutes.

ALICE: Just a minute. Where's my umbrella?

MUM: You _____ take that. It's a beautiful day.

ALICE: OK. So where's my sun hat? I _____ forget that.

MUM: Alice, we _____ leave NOW.

3. Write must / mustn't / had to / don't need to.

1. You don't need to go. You can stay here if you want.
2. It's a fantastic film. You must see it.
3. The restaurant won't be busy tonight. We _____ reserve a table.
4. I was very busy last week. I _____ work every evening.
5. I want to know what happened. You _____ tell me.
6. You _____ tell Sue what happened. I don't want her to know.
7. I _____ hurry or I'll be late.
8. "Why were you so late?" "I _____ wait half an hour for a bus".
9. We _____ decide now. We can decide later.
10. It's Liza's birthday next week. I _____ forget to buy her a present.

4. Complete the sentences. Use have to or has to + these verbs:

do hit read speak travel wear

1. My eyes are not very good. I _____ glasses.
2. At the end of the course all the students _____ a test.
3. Sarah is studying literature. She _____ a lot of books.
4. Albert doesn't understand much English. You _____ very slowly to him.
5. Kate is not often at home. She _____ a lot in her job.
6. In tennis you _____ the ball over the net.

5. Complete the sentences. Use have to or had to + these verbs:

answer buy change go walk

1. We _____ home last night. There were no buses.
2. It's late. I _____ now. I'll see you tomorrow.
3. I went to the supermarket after work yesterday. I _____ some food.
4. This train doesn't go all the way to London. You _____ at Bristol.
5. We did an exam yesterday. We _____ six questions out of ten.

6. Complete the questions. Some are present and some are past.

1. I have to get up early tomorrow.

What time do you have to get up?

2. George had to wait a long time.

How long _____?

3. Liz has to go somewhere.

Where _____?

4. We had to pay a lot of money.

How much _____?

5. I have to do some work.

What exactly _____?

7. Write I have to in the correct verb form.

Jessica is a young tennis star. She _____ practice most days before school. She goes to the gym a lot too, but she thinks that is a bit boring. Sometimes she says to her coach, "You know I hate the gym. _____ do my exercises today?"

Jessica's father was a professional tennis player, but in those days players _____ practice so much. He's a bit worried about Jessica and asks her mother, "How long _____ play every morning?" "About 90 minutes. She _____ do it if she doesn't want to, but she loves it. And I'm afraid, nowadays, you _____ practice if you want to be the best."

8. Write can / can't / could / couldn't.

1. I _____ easily carry this trunk to the station.
2. He said that he _____ ship the goods in September.
3. When he was young, he _____ run a mile in less than five minutes.
4. He _____ have done it, it is very unlike him.
5. Why did you stop at a hotel? You _____ have spent the night at my house.
6. I said that he _____ have miss the train, as he have left the house very early.
7. If I had received his letter last week, I _____ have helped him.

9. Write may / might.

1. You _____ take any book you like.
2. She told him that he _____ go home.
3. He _____ come tonight, but I'm not sure.
4. I gave him the text-book so that he _____ learn his lesson.
5. I said that he was not in the house, but he _____ be in the garden.
6. I _____ come and see you next summer, but my plans are not fixed.
7. _____ I have another cup of tea?

10. Complete the sentences. Use you should + one of these verbs:

eat go take visit watch wear

1. When you play tennis, _____ the ball.
2. It's late and you're very tired. _____ to bed.
3. _____ plenty of fruit and vegetables.
4. If you have time, _____ the Science Museum. It's very interesting.

5. When you're driving, _____ a seat belt.
6. It's too far to walk from here to the station. _____ a taxi.

11. Write sentences with I think ... should and I don't think ... should.

1. We have to get up early tomorrow. (go home now) *I think we should go home now.*
2. That coat is too big for you. (buy it) *I don't think you should buy it.*
3. You don't need your car. (sell it) _____.
4. Karen needs a rest. (have a holiday) _____.
5. Sally and Dan are too young. (get married) _____.
6. You are not well this morning. (go to work) _____.
7. James isn't well today. (go to the doctor) _____.
8. The hotel is too expensive for us. (stay there) _____.

12. Match the sentence endings to the beginnings.

shouldn't spend too much money

should do yoga

should read it

should sit on it

should turn your phone off

should buy them

shouldn't eat so many cakes

1. David has a bad back, so I think he _____.
2. This book is fantastic. You _____.
3. When you're in the cinema, you _____.
4. These boots are fantastic! I think you _____.
5. If you want to stay thin, you _____.
6. That chair isn't very strong, so I don't think you _____.
7. It's a beautiful ring, but you _____.

13. Paraphrase the following sentences referring them to the future and to the past:

1. I can speak German very well.
2. You may watch television and listen to the radio in the evening.
3. You must learn to play a musical instrument.
4. She must bake a cake today.
5. You must learn foreign languages.
6. They should remind her of the excursion.
7. I can play football very well.
8. She can play badminton in the open air.

14. Write can / may / must / should / ought.

1. I ____ ski very well.
2. ____ he play the violin?
3. My sister ____ cook very well.
4. You ____ visit your friends.
5. She ____ see this performance.
6. You ____ visit the countryside.
7. You ____ learn to play the guitar.
8. You ____ watch outdoor sports.

INFINITIVE EXERCISES

1. Write the words in brackets in the correct forms either to infinitives or gerund in English.

Did you remember (call) your husband?

I don't remember (give) you permission to use my car.

I stopped (get) some petrol on my way home from work.

I wish the children would stop (make) so much noise.

My hair needs (cut) .

Oh no! I think I have forgotten (lock) the door.

She always forgets (close) the fridge.

She told me that she regrets (shout) at you yesterday.

The child will not stop (cry) . I guess he needs (feed) .

We regret (inform) you that we cannot offer you the job.

2. Use the verbs from the box to complete these sentences.

Arrive survive be work renovate contact answer talk

I asked him several times but he didn't bother my question.

Finally, we agreed on the project together. I demand

to your boss. Jack usually fails on time. Domestic animals somehow managed the fire. We're not planning the hotel much longer. If you have any questions, don't hesitate me. Was she just pretending your friend?

3. Use the nouns and the verbs in brackets to complete these sentences.

Example: Our parents allowed out tonight. (we - go)

Our parents allowed us to go out tonight.

These glasses will enable (she - read)

My uncle advised architecture. (I - not study)

Our teacher encouraged in the competition. (we - take part)

They persuaded the army. (she - not join)

We are training blind people. (they - help)

The policeman forced down. (he - lie)

My mum always reminds late for school. (I - not be)

The traffic warden warned on double yellow lines. (we - not park)

Test your Grammar

Test 1

Present Tenses Review.

I. Choose the correct item.

1. The President _____ a new healthcare plan.
a) has announced b) is announcing c) has been announced
2. She _____ trying to pass her driving test but fails every time.
a) kept b) is keeping c) keeps
3. Do you _____ a lot of work to do tonight? I was hoping we could go out to dinner at about 6 pm.
a) has b) have c) had
4. Who _____ my toothbrush?
a) is using b) uses c) has been using
5. My uncle still _____ heating oil from a company in Chicago.
a) sells b) sold c) will sell
6. The next train _____ this evening at 17.00.
a) is leaving b) leaves c) has left
7. A tornado _____ part of a shopping mall in Oklahoma.
a) destroys b) has destroyed c) is destroying
8. The human body _____ 206 bones.
a) has been containing b) has contained c) contains
9. Light _____ at almost 300,000 kilometers per second.
a) travels b) is traveling has been traveling
10. I _____ sushi, but I didn't like it.
a) am trying b) tries c) have tried
11. When I have finished dressing, I put on my shoes and _____.
a) am going downstairs b) go downstairs c) has gone downstairs
12. I _____ to do it right now.
a) want b) am wanting c) have wanted
13. Zoe _____ another chance by her boss.
a) was given b) has been given c) is given
14. The people _____ out of their money.
a) have been cheated b) are cheated c) were cheated
15. These monkeys _____ bananas now.
a) are eating b) eats c) have been eating
16. Jessica _____ each word.
a) is believing b) has believed c) believes
17. I admire that she _____ to her exercise plan.
a) has sticked b) is sticking c) has been sticking

18. Are you going to the school dance on Friday? - I'm not sure. I _____ yet.
a) haven't decided b) am not deciding c) haven't been deciding

19. She _____ yoga since the beginning of the year.
a) is doing b) has been doing c) does

20. This coming weekend, she _____ in a half-marathon race.
a) runs b) is running c) has been running

21. Helen _____ to an audio book this week.
a) listens b) has been listening c) is listening

22. What _____ in Tokyo? She _____ a business.
a) is she doing / is running b) does she do / is running
c) has she been doing / runs

23. Recently, he and his family _____ to a house on the same street as me, and now our children play together almost every day.
a) moved b) has been moving c) has moved

24. I wear my glasses when I _____.
a) read b) am reading c) have read

25. You _____ my toothbrush.
a) always take b) have always been taking c) are always taking

26. I _____ here for ten years
a) have been working b) am working c) have worked

27. Tourism _____ more and more popular nowadays.
a) becomes b) has became c) is becoming

28. Look. The cat _____ the mouse.
a) is tasting b) tastes c) has tasted

29. He _____ to move to another city.
a) always wants b) has always wanted c) always wanted

30. For the last ten years, Jack and I _____ for the same hockey team every Saturday.
a) play b) are playing c) have played

31. They _____ the problem for more than an hour.
a) have been discussing b) are discussing c) discuss

32. Dave, where have you been? We _____ for you for over an hour.
a) have waited b) are waiting c) have been waiting

33. Peter is in the library. He _____ for his finals.
a) is studying b) has been studying c) has studied

34. I _____ I am reading.
a) study b) am studying c) have been studying

35. I _____ my homework. Now I'm going to watch TV.
a) finished b) am finishing c) have finished

Test 2

Past Tenses Review

I. Choose the correct item.

1. While I _____ coffee with Max in a café, he told me an interesting story.
a) had b) was having c) had had
2. Last year, Max _____ to Pamplona, Spain to run with the bulls.
a) went b) was going c) had been going
3. I asked him, "How _____ such a crazy custom begin?"
a) was b) had c) did
4. As the cattlemen _____ their cattle to market, some men ran in front of the animals.
a) took b) were taking c) had taken
5. I asked, " _____ to make them hurry?"
a) were they trying b) did they try c) had they tried
6. While the men _____ it turned into a competition.
a) ran b) were running c) had run
7. They _____ to get to the pens safely before the bulls.
a) tried b) was trying c) had tried
8. He _____ to repair our washing machine that _____ a few days before.
a) was wanting / broke b) wanted / had broken c) wanted / broke
9. Before he _____ at my door, he _____ for a parking space for about ten minutes.
a) rang / had been looking b) had rung / was looking c) rang / had looked
10. While the plumber _____ the washing machine, I _____ the news.
a) repaired / watched b) was repairing / watched c) had repaired / was watching
11. Suddenly, I _____ that they _____ our street on TV.
a) had realized / were showing b) realized / had showed c) realized / were showing
12. The reporter _____ that a car _____ into a stop sign just before reaching the crossroads.
a) said / had crashed b) had said / crashed c) was saying / had crashed
13. While I _____ carefully to what _____, someone _____ at my door.
a) listened / had happened / was knocking b) was listening / had happened / knocked c) had been listening / was happening / had knocked
14. I _____ the door and _____ a police officer standing there.
a) had opened / saw b) opened / saw c) opened / had saw
15. When their mum _____ home, the boys _____ TV for two hours.
a) got / were watching b) had gone / had been watching c) was going / watched
16. There was no food left when I returned. They _____ everything!
a) ate b) were eating c) had eaten

17. By the time the presentation began, they _____ their discussion.
a) had completed b) completed c) were completing

18. I _____ the fire at four and it _____ brightly when Lisa arrived.
a) lit / was burning b) was lighting / burned c) lit / had burned

19. I _____ the letter when the wind _____ it out of my hands.
a) read / was blowing b) was reading / blew c) had been reading / blew

20. He _____ get up so early when he lived in Los Angeles.
a) didn't used to b) had used to c) didn't use to

21. Do you often exercise now? No, but I _____ to exercise a lot when I was at school.
a) used b) was using c) had used

22. My sister's roommate was upset. She _____ for an hour.
a) was waiting b) had waited c) had been waiting

23. They were cold because they _____ in the snow.
a) walked b) was walking c) had been walking

24. He _____ the bedroom when suddenly he _____ off the ladder.
a) was painting / was falling b) painted / fell c) was painting / fell

25. I just heard about the accident. _____ all night?
a) had the driver been working b) was the driver working did the driver work

26. When we _____, you _____ at that company for six months.
a) met / have been working b) were meeting / had worked c) had met / worked

27. I _____ the door, _____ my keys into my bag and _____ the house.
a) had closed / was putting / left b) closed / put / left c) was closing / had put / was leaving

Test 3

Future tenses Review

I. Choose the correct item.

1. 'Where are you going for your summer holidays?' 'We haven't decided yet. We _____ Greece.'
a) will probably go to b) are going to c) will have probably gone
2. 'The phone's ringing'.' OK. I _____ it.
a) am going to get b) will get c) will have got
3. She _____ to Paris on Friday for a conference.
a) will fly b) is flying c) will have flown
4. 'Do you fancy going for a drink this evening?' 'I would like to but I _____ my English homework.'
a) will do b) am doing c) am going to do
5. 'I'm afraid he's in a meeting. Could you call back in half an hour. They _____ by then.'
a) will finish b) will be finishing c) will have finished
6. The children will need a good meal when they get home. They _____ all day and they'll be starving.
a) will be hiking b) will have been hiking c) will hike
7. I'm starving! I'm not doing anything until I _____ something to eat.
a) am going to have b) have had c) will have
8. Just think. This time next week we _____ on the beach in Phuket.
a) are going to lie b) will lie c) will have lied
9. By September _____ English for 3 years.
a) will have been learning b) will have learned c) will learn
10. I expected you _____ your mind by tomorrow.
a) will have changed b) will change c) will be changing
11. He _____ until 8 o'clock.
a) won't finish b) won't have finished c) won't be finishing
12. Her room _____ before she comes.
a) will be ready b) is ready c) was ready
13. I _____ for you at 5 o'clock tomorrow morning.
a) will see b) will have been seeing c) will be seeing
14. My parents _____ the winter in Canada.
a) will spend b) will be spending c) will have spent
15. The play _____ at 8 p.m tomorrow.
a) starts b) will start c) will be starting
16. It's hot. I _____ open the window.
a) Will be opening b) will open c) opens
17. _____ you have a cup of tea?
a) will b) will be c) do

18. They _____ near the cinema at 2.15
a) will meet b) are going to meet c) will have met

19. The wedding _____ at St. Lui's Church on march 12th.
a) will have taken place b) will take place c) will be taking place

20. I promise I _____ your secret to anyone.
a) won't tell b) won't be telling c) won't have told

21. I have three days off next week. I _____ visit my mother.
a) will b) am going to c) will have

22. Alexander _____ his driving test next week.
a) will take b) will have taken c) is taking

23. A leading American journalist has said there _____ no newspapers a decade from now.
a) will b) is c) will be

24. I am afraid they _____ everything by the time we arrive.
a) will have eaten b) will be eating c) will eat

25. She _____ still _____ through the Black Sea when you arrive at Kyiv.
a) will be sailing b) will sail c) will have been sailing

26. When they _____ married in March, they _____ together for six years.
a) will get / will be b) get / will be c) get / will have been

27. Do you think the teacher _____ our homework by Monday morning?
a) will mark b) will be marking c) will have marked

28. The baby should be due soon, next week she _____ pregnant for nine months.
a) will have been b) will be being c) will have been being

29. By the time my mum _____ home, children _____ tennis for 30 minutes.
a) will get / will be playing b) get / will have been playing c) get / will have been played

30. That's what they always say, but they ... about it by next year.
a) will surely have forgotten b) will surely be forgetting c) will surely have been forgetting

Test 4

Infinitive or Gerund

I. Choose the correct item.

1. After his insulting comments, I thought Jack deserved _____ fired.
a) being b) to be c) having been
2. Max avoided _____ his cell phone when other people were in the room.
a) to use b) using c) use
3. We arranged _____ a taxi pick us up and take us to the airport.
a) having had b) to have c) having
4. I resent _____ treated like a servant in my own home!
a) to be b) was c) being
5. Frank completed _____ the new barn last week. Next, he is going to paint it red.
a) built b) having built c) building
6. Don't worry, I don't mind _____ dinner. I think I'll make fish with steamed vegetables, and a big salad on the side!
a) made b) making c) to make
7. Crying, the mother looked into the television camera and said, "Society will no longer tolerate _____.
a) to drink and drive b) drinking and driving c) having drunk and to drive
8. Karen and Neil would like _____ that new dance club downtown. It's supposed to have one of the largest dance floors in the world.
a) try b) trying c) to try
9. I can't see _____ a car when you don't even have a driver's license. That doesn't make any sense!
a) having bought b) to buy c) buying
10. When do you wish _____, now or later?
a) to begin b) beginning c) began
11. My mother usually goes _____ at the weekends.
a) to fish b) fishing c) fish
12. My father loves _____ to music.
a) to listen b) listen c) listening
13. Do you _____ lunch at home every day?
a) to have b) have c) having
14. We always go _____ on Saturdays.
a) ride b) riding c) to ride
15. I hate _____ e-mails.
a) write b) to write c) writing
16. I want _____ to the manager, please.
a) speak b) to speak c) speaking
17. Do you go _____ in the winter?

a) ski b) to ski c) skiing

18. Joan dislikes _____ in an office.

a) to work b) work c) working

19. Would you like _____ for a walk?

a) to go b) go c) going

20. Can you _____ a musical instrument?

a) play b) to play c) playing

21. I would like _____ the bill now, please.

a) pay b) to pay c) paying

22. Could you _____ the phone?

a) answer b) to answer c) answering

23. I enjoy _____ to get up so early in the morning. Sleeping in is great!

a) having b) not to have c) not having

24. Nancy proposed _____ a picnic at the beach.

a) our having b) our to have c) us to have

25. Do you wish _____, or would you like to stop now?

a) to continue b) continuing c) our continuing

26. His car needs _____. It looks like it hasn't been washed in years.

a) him to wash b) washing c) to wash

27. Smokers risk _____ several smoking related illnesses.

a) me to get a) getting c) to get

28. The astronomer told us _____ into the sun during the eclipse.

a) not looking b) not to look c) looking

29. I wish she would just quit _____ all the time.

a) complaining b) to have complained c) to complain

30. Linda regretted _____ her high school reunion.

a) not to go to b) to have gone to c) not going to

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