1. Близнюк Т.О. English for Professional Purposes (Primary Education) [Текст] = Англійська мова за професійним спрямуванням (Початкова освіта) : [навчальний посібник з англійської мови за професійним спрямуванням для студентів денної та заочної форми навч. Педагогічного факультету] / Т.О. Блтзнюк. – Івано-Франківськ : ІНІН, 2016. – 110 с.

**ЗМІСТОВІ ТЕМИ**

**UNIT** **I**

**CAREERS IN PRIMARY SCHOOL EDUCATION**

**Тексти для читання, перекладу та диcкусії**:

Early childhood education: a career with many rewards.

Professional qualities of a teacher.

Montessori method.

**Тексти для анотування:** Montessori method. Childcare choices for babies. Profession of a preschool teacher. Montessori classroom: the three year cycle.

**Розмовні теми:**

T 1. Careers in preschool and primary education.

T 2. My future career as a primary school teacher.

**Теми рефератів:**

1. Outstanding educators (primary education).

2. Personality of a teacher.

3. Early childhood education environments.

4. Public versus private childcare centres and schools.

5. A good specialist and a bad pimary school teacher.

**ЛЕКСИЧНИЙ МІНІМУМ 1**

1. ***Прочитайте та перекладіть лексеми.***

Academic, characteristic, cognitive, communication, conception, control, creative, discipline, enthusiasm, hygiene, individual, leader, management, moral, organization, physical, problem, progress, rhythm, social.

1. ***Запам’ятайте слова***.

absorb [əb'so:b] розуміти, осягати, уловлювати

au pair [ou ‘peə] помічниця по господарству

authority [ɔː‘θorɪti] авторитет, переконливість

behaviour [bɪ’heɪvə] поведінка

care [keə] 1) турбота, піклування, опіка 2) уважність, старанність; обережність

career [kə’riə] 1) кар'єра; успіх 2) професія, заняття

childhood [‘ʧaildhud] дитинство

collaboration [kəlæbə’reiʃ(ə)n] співробітництво

confidence [‘kɔnfid(ə)ns] 1) довіра 2) упевненість, самовпевненість development [dɪ’veləpmənt] розвиток, ріст, зростання; удосконалювання disorder [dɪs'ɔ:də] розлад, хвороба

environment [in’vai(ə)rənmənt] середовище, оточення

flexibility [fleksə'biliti] 1) гнучкість 2) піддатливість, поступливість 3) маневреність, рухливість; пристосовність

fulfil [ful'fil] реалізувати або розвивати потенційні можливості

gift [gift] 1) подарунок, дар, дарунок 2) дар; талант; здібність

implement [‘impliment] виконувати, здійснювати; запроваджувати в життя impression [im'preʃ(ə)n] враження; уявлення, поняття

infant [‘infənt] немовля, дитя; дитина (до семи років)

instruction [ɪn’strʌkʃ(ə)n] освіта, освіченість, знання, навчання

kindergarten [‘kɪndəˌgɑːt(ə)n] дитячий садок

knowledge [nolɪʤ] 1) знання; пізнання, ерудиція; наука; сума знань 2) поінформованість, відомості; розуміння

mind [maɪnd] розум; розумові здібності; глузд; інтелект

nanny [‘næni] нянька (при дітях)

nurture ['nɜ:ʧə] 1) виховання; навчання 2) виховувати

personality [pɜ:sə'næliti] особистість, індивідуальність

pre-school [pri:’sku:l] 1) дитяча дошкільна установа (ясла, дитячий садок) 2) дошкільний

property [‘prɔpəti] 1) власність, майно 2) властивість, якість; характеристика; здатність

psychological [saikə’lɔdʒik(ə)l] психологічний

readiness [‘redinis] 1) підготовленість, готовність 2) спритність; швидкість, жвавість

responsibility [ri,spɔnsə'biliti] 1) відповідальність 2) обов'язок, зобов'язання resolution [rezə'lu:ʃ(ə)n] вирішення (проблеми)

reward [ri’wɔ:d] нагорода, винагорода, перевага

self-esteem [self i’sti:m] самоповага, почуття власної гідності

significance [sig’nifikəns] 1) значення, зміст 2) важливість, значущість; значимість

supervise [‘s(j)u:pəvaiz] 1) спостерігати; наглядати 2) керувати

toddler [‘təʊdlə] дитина, той, що ще вчиться ходити

upbringing [ʌp’brɪŋɪŋ] виховання

1. ***Запам’ятайте фрази та словосполучення.***

all-round development всебічний розвиток

in charge of smth / smb бути відповідальним за

to assist with smth допомагати, сприяти

to be aimed at бути націленим на, мати на меті

to be aware of усвідомлювати to be equipped with бути обладнаним чимось to be responsible for smth / smb бути відповідальним за

to deal with smth мати справу з

to differ from відрізнятися від

to foster learning сприяти навчанню

to handle smth справлятися з чимось

to introduce smb to smth ознайомлювати (з чим-небудь)

1. **A CAREER WITH MANY REWARDS**

***Вправа 1. Перекладіть слова українською мовою.***

Ideal teacher, admission, Bachelor degree, benefits, environment, responsibility, system of education, instruction, training, qualification, profession, department, learning activity, literacy, numeracy, intelligence, teaching staff, curriculum, experience.

***Вправа 2. Перекладіть слова англійською мовою.***

Друзі, родичі, сім’я, вчитель, об’єктивна мета (ціль), пристрої та засоби, здібний, тест на визначення розумових здібностей, затримка розвитку, підготовка, теоретичне навчання, застосовувати на практиці, державна школа, приватна школа, забезпечувати взаємодію.

***Вправа 3. Складіть речення з поданих слів, використовуючи різні часи:***

Academic social communication individual creative progress development, educational, intellectual, public, interaction, growth personality, artistic, innovative, original, communal, advancement, improvement, inventive, contact, identity.

***Вправа 4. Прочитайте і перекладіть текст .***

**EARLY CHILDHOOD EDUCATION :**

**A CAREER WITH MANY REWARDS**

Few careers offer the emotional rewards of a career in early childhood education. Despite the typically low salaries and long hours, year after year, hundreds of thousands of early childhood educators find themselves continually fulfilled by their daily interactions with children. They like many different aspects of the job: to plan lessons and to implement them, to work with children and their parents, to have a lot of freedom in curriculum planning and activities, to enjoy watching children soak up every little thing a teacher teaches them, to give children experiences and to introduce them to ideas they’ve never been exposed to before.

There are many different types of childcare arrangements and there are many ways to enter the field of early childhood education.

*Preschool Teacher*. Preschool teachers typically work with children aged three to five and usually follow a school readiness curriculum, teaching children important foundation skills such as letter recognition, phonics, number recognition, counting, and introductory writing along with basic natural science (such as the seasons, the life cycle of plants, and the weather). They develop lessons and activities that are playful yet educational. Daily activities typically include storytime, art projects, and music lessons etc.

*Childcare Provider or Childcare Worker*. Childcare provider is a general term covering those who care for children in full-day childcare centres or daycare programs. For three to five year olds, their duties are similar to those of preschool teachers with the added responsibility of overall care, as childcare providers must also make sure children get adequate food and rest throughout the day. Because they have more time with children, there are often several periods of less structured, exploratory play throughout the day.

*Nanny/Au Pair*. Nannies and au pairs are childcare providers who work for individual families in their homes. They may take care of one or several children and may live with the family (au pairs) or come to the family’s home only during working hours (nannies). They manage the total care of the child(ren), including feeding, nurturing, and developmental guidance. They are also often responsible for general housework, such as dishes and laundry. Some nannies and au pairs may be asked to provide specific educational services, such as teaching the child(ren) a foreign language.

*Teacher Aide.* Teacher aides are often volunteers or employees who assist in the preschool or childcare centre but are not necessarily training to become teachers themselves and have little responsibility with the actual instruction of students. They may help set up the classroom, assist students with an art project, read to children during circle time, or help the head teacher organize materials for the next day.

*Head Teacher*. A head teacher is typically in charge of one or more assistant teachers and may supervise teachers in other classrooms. Head teachers are often responsible for planning and implementing the curriculum, maintaining records, and organizing staff development activities.

*Director*. Childcare centre or preschool directors are the administrators who oversee the functions of the entire early childhood education program. They typically develop the curriculum, shape the school or centre’s philosophy, hire and train faculty and staff, handle crises, and manage the advertising, public relations, and finances of the organization. While they may have daily contact with many children and parents, unless the school or centre is very small, they often spend little time actually working with children in the classroom as their other duties occupy most of their time.

Early childhood educators can work in a wide variety of settings. Nannies and au pairs, for example, typically work in the home of the child(ren) they care for; homecare providers create a childcare centre or preschool in their own home; other childcare workers and preschool teachers care for children outside of their homes in daycare centres and preschools. Childcare centres and preschools come in all shapes and sizes, from a small homecare with just three or four children to a large, government-funded daycare centre with eighty children. Some schools and centres are located in corporate office buildings while others are held at local community organizations (Early childhood education/preschool teacher career starter / Elizabeth Chesla and Jelena Matic).

***Вправа 5. Утворіть синонімічні пари.***

1. concern A. instruction

2. babyhood B. self-worth

3. child C. supervise

4. advantage D. employee

5. profession E. responsibility

6. worker F. career

7. duty G. toddler

8. control H. childhood

9. self-esteem I. reward

10. teaching J. care

***Вправа 6. Із поданих слів складіть речення, використовуючи текст.***

1. their daily interactions / Preschool educators / with children / find themselves / fulfilled by 2. aged three to five / Preschool teachers / with children / typically work 3. education is also / that offers / Early childhood / a career / great flexibility 4. Daily activities / and music lessons / include storytime / of preschool teachers / art projects 5. help the head teacher / for the next day / Teacher Aides / organize materials 6. are often / planning the curriculum / Head teachers / responsible for / and implementing 7. are the administrators / of the early childhood education program / Preschool directors / who oversee the functions

***Вправа 7. Доповніть схему власними твердженнями.***

P R E S C → PRESCHOOL TEACHER → plan lessons, interact with children in the classroom … → CHILDCARE PROVIDER → ? → CHILDCARE WORKER → ? → NANNY → ? → AU PAIR → ? → TEACHER AIDE → helps the head teacher organize materials, … H O O L → DIRECTOR → ? → HEAD TEACHER → ? → CHILDHOOD EDUCATOR → ?

***Вправа 8. Поєднайте протилежні за значенням слова.***

1. ability A. patience

2. amateur B. comfortable

3. verbally C. preschooler

4. teacher D. in writing

5. confusing E. energetic

6. impatience F. professional

7. shy G. disability

***Вправа 9. Прочитайте та перекладіть додатковий текст 1 “Professional qualities of a teacher”.***

**PROFESSIONAL QUALITIES OF A TEACHER**

Choosing to become a teacher or other early childhood professional offers many challenges and rewards. No two days will ever be alike because you are working with children that are growing and changing every day. Early childhood education is not a career for everyone. First and foremost, to be an effective early childhood educator, one must share some important characteristics.

*Attentiveness*. The time spent in school is one of the most important times in a child’s life. As a teacher one has to observe the students and their development. Disorders and learning disabilities get recognized during this time, and a teacher needs to be aware of what to look for and how to remedy them. He/ she needs to be a keen observer of the students at play, during social interactions and while learning.

*Communication Skills*. A primary school teacher must be able to communicate effectively with schoolers and their parents, staff and the community, both verbally and in writing. He/she must be able to hold meetings or conferences with parents and discuss their child’s development. A school teacher is also tasked with keeping written records in order to make recommendations that allow parents to foster their child’s learning and development when not in the classroom.

*Enthusiasm*. A happy, energetic attitude contributes to any teacher’s success, but it is absolutely necessary for a productive school classroom. A teacher must always strive to inspire his charges by example. A bad or sour mood on the part of a primary school teacher will confuse children or have a negative effect on their behaviour.

*Flexibility*. A typical week in a school classroom may feature lessons on sharing, body movement, counting, the alphabet, colours, plants, animals or singing, etc. The ability to flow easily from one subject to the next provides a comfortable learning environment for the children. A primary school teacher needs a basic knowledge of music, art, science, English and math and methods used to introduce them to schoolers. Exercises that teach kindness, interpersonal skills and hygiene are all part of a school class as well. Versatility in lesson planning provides a good background for success as a primary school teacher.

*Patience*. A good primary school teacher must demonstrate patience, since he/ she deals with different types of students. Some children will be very energetic; other reserved or shy. A teacher needs to adapt the teaching skills to each student several times during each school day.

*Teaching Abilities*. A primary school teacher must be able to create and implement developmentally appropriate activities that foster children’s physical, emotional, intellectual and social development. He/ she must help children explore their interests, develop their talents and independence, build self-esteem and learn how to behave with others.

*Organization Skills.* Strong organizational skills are a professional quality that any school teacher should possess as he/ she is responsible for a myriad of educational tasks. Juggling the emotional, educational, administrative, and creative tasks involved in a teacher’s job can be frightening. Organizational skills will help when making lesson plans; coordinating lunch, nap and recess periods; preparing field trips and special events; and checking the classroom for safety and health reasons.

*Classroom Management Skills*. A primary school teacher must be able to manage a group of young children in a classroom with minimal disruption. He/ she must maintain a sense of authority and control, while creating an engaging and comfortable environment that fosters learning. He/ she must employ a discipline style that is tender yet inspires mutual respect and admiration. A teacher must be able to provide effective conflict resolution for children. So, the teacher’s personality plays a major influence in whether or not one would even survive as a teacher. He/ she must demonstrate a high level of patience, be highly organized and be a natural manager and leader.

***Вправа 10. Знайдіть у тексті еквіваленти слів та словосполучень.*** Хороший вчитель; слідкувати за розвитком дитини; під час навчання та спілкування; характеризується такими заняттями як; обговорювати розвиток дитини; вдома, поза класною кімнатою; продуктивна робота в групі (класній кімнаті); викликати збентеження у дітей; навчальне середовище; навчати дітей правилам гігієни; забезпечувати підґрунтя для успіху; пристосовувати навички викладання до кожного учня; запроваджувати види діяльності, спрямовані на всебічний розвиток дитини; слідкувати за дітьми під час прийому їжі; виробити власний стиль для наведення порядку; ефективно вирішувати конфлікти між дітьми.

***Вправа 11. Напишіть власне висловлювання (200-250 слів) на тему “The importance of primary education in the 21st century”, використовуючи запропоновані фрази.***

An option for working parents; care during the day; some sort of group experience; before he starts kindergarten; learn how to raise hand, take turns, and share the teacher's attention; good social and behaviour-management skills; a place where your child can gain a sense of self; play with peers; build confidence; speech development; absorb information; help child's brain develop.

***Вправа 12. Складіть діалог, обговоріть із друзями переваги та недоліки професії вчителя.***

You and your friend have found the site providing you with the current information on preschool education jobs. Discuss - experience you have; - kinds of work you like to do; - who you prefer to interact with; - advantages of your profession; - disadvantages of the occupation; - traits needed to be successful in preschool education career.

***Вправа 13. Розкажіть про професію вчителя, використовуючи запропоновані узагальнення.***

To be an early childhood educator a person must share important characteristics, including: - patience, flexibility and creativity, - a nurturing, warm personality, ? outcome -focused ? flexible ? ? ? open ?

Primary school teacher - good communication skills, - good listening skills, - excellent problem-solving skills.

A primary school teacher must - enjoy planning and organizing activities, - enjoy helping others discover and build their talents, - be good at interpreting and attending to people’s emotional and physical needs, - be passionate about giving young children a strong educational foundation and a sense of independence and self-worth.

**MONTESSORI METHOD**

***Вправа 14. Замість крапок вставте прийменники, обравши їх з дужок.***

**MONTESSORI SCHOOLS**

Montessori schools differ (1) … (from, with, by) other childcare centres and preschools in that they are aimed (2) … (at, on, in) the educational philosophy developed (3) … (at, in, by) Maria Montessori.

One of Montessori’s main principles is that children should be allowed to choose the kind (4) … (from, of, in) work they are interested (5) … (in, from, of) rather than following a set curriculum. (6) … (For, In, At) example, one child may choose to spend all morning sorting shapes and colors while another might spend his time playing (7) … (-, with, in) blocks and painting; they are able to pursue independent interests for much of the day.

The Montessori classroom is carefully equipped (8) … (in, by, with) educational activities spread throughout the room (9) … (at, for, to) children to choose. Teachers work with each child individually and (10) … (in, by, from) small groups to assist them (11) … (with, in, by) understanding of new concepts. Montessori schools also often allow children of different ages to mix in the classroom and encourage the older children to share their knowledge (12) … (to, with, -) their younger classmates (Montessori and Early Childhood / Susan Feez).

***Вправа 15. Прочитайте та перекладіть додатковий текст 2.***

**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.

***Вправа 16. Утворіть синонімічні пари.***

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

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.

***Вправа 17. Проаналізуйте анотацію тексту “Observation”.***

**OBSERVATION**

Sherlock Holmes chided Watson, “You see but you do not observe”. For observations to be effective we have to know what we are looking for, who we are observing, when and where we will observe, how the observations will be made, and in what form they will be recorded. That is, our observations have to be made in a systematic way.

*Consider aggression.* Do we want to study verbal or physical aggression, or both? Do we want to study younger or older children, or both? Do we want to evaluate them in a university laboratory, at school, at home, at a playground, or at all of these locations? A common way to record observations is to write them down, using shorthand or symbols. However, tape recorders, video cameras, special coding sheets, and oneway mirrors are increasingly used to make observations more efficient. Frequently, when we observe, it is necessary to control certain factors that determine behavior but that are not the focus of our inquiry. For this reason, much psychological research is conducted in a laboratory, a controlled setting in which many of the complex factors of the “real world” are removed. Laboratory research, however, has some drawbacks. First, it is almost impossible to conduct the research without the participants knowing they are being studied. Second, the laboratory setting may be unnatural and, therefore, elicit unnatural behavior from the participants. Subjects usually show less aggressive behavior in a laboratory than in a more familiar natural setting, such as in a park or at home. They also show less aggression when they are unaware they are being observed than when they are aware that an observer is studying them. Third, some aspects of child development are difficult if not impossible to examine in a laboratory. Although laboratory research is a valuable tool for developmentalists, naturalistic observation provides insight we sometimes cannot achieve in a laboratory. In naturalistic observation, scientists observe behavior in realworld settings and make no effort to manipulate or control the situation. Developmentalists conduct naturalistic observations at daycare centres, hospitals, schools, parks, homes, malls, dances, and other places where people live and frequent (Children / John W. Santrock).

***Summary***. The text is headlined “Observation”. It is devoted to the problem of observation principles and mechanisms. The author gives the example and starts by analyzing aggression, the aspects, the category of persons and setting to be studied. According to the text a common way to record observations is to write them down, using shorthand or symbols. It is said that it is necessary to control certain factors that determine behavior but that are not the focus of our inquiry. As a consequence, much psychological research is conducted in a laboratory. The text lays stress on some research drawbacks such as unnatural laboratory setting, considering some aspects of child development impossible to examine in a laboratory, participants’ knowing they are being studied etc. The author comes to the conclusion that naturalistic observation can give the best results as scientists observe behavior in real-world settings and make no effort to manipulate or control the situation. The text is useful for teachers, social workers, psychologists and everybody devoted to social studies.

***Вправа 18. Закінчіть анотацію тексту “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?

***Вправа 19. Вставте наступні слова у речення*:** *education system, kindergarten, elementary, observe lessons, pass an exam, attend school, taking any exams, specialize in, knowledge, curriculum, tests, doing homework, memorize, education, final examinations.*

1. The first academic institution that a student attends is called ‘…’ or ‘grammar school’. 2. All children go from one school to another without ... and without being selected according to their abilities. 3. If the students …, they go on to public school, where they usually remain until they are 18. 4. Most Americans… at least until high school graduation, when they are 17 or 18 years old. 5. American ... has been greatly influenced by the writings of a famous 20th-century philosopher named John Dewey. 6. It’s common for the public school ... to include a campaign against smoking and drug abuse.7. Free public education begins with ... classes for five-year-olds. 8. Generally, the class has the same teacher for most subjects, although art, music and physical education are usually taught by teachers who ... these areas. 9. Students may be ... in a study hall, participating in activities such as school orchestra, newspaper or math club. 10. Many ...are unfair to highly creative students because most tests do not require creative and divergent thinking. 11. As human … has expanded and life has become increasingly complex, the schools have had to go far beyond the original three R’s (reading, writing and arithmetic) that were created to teach. 12. The poem you are reading makes you stop dead, you hear the voice of the poet meld with your thought-process, the poem was written especially for you... You ... because you like it so much... 13. Improving the … is one of the nation’s top priorities. 14. In Great Britain senior students spend fifteen weeks on teaching practice, so they are able to... and take an active part in discussing them with a supervisor. 15. Examinations are held at the end of each term.... are taken at the end of the course.

***Вправа 20.Знайдіть правильне тлумачення терміну:***

a) Subject - secondary school for children of all abilities from the same district.

b) Tuition - a period in which a break is taken from work or studies for rest.

c) Grant - any of the divisions of the academic year, during which a school, College, etc, is in session.

d) Education - a male principal of a school.

e) Curriculum - any branch of learning considered as a course of study.

f) Time-table - schedule; a list of table of events arranged according to the time when they take place.

g) Term - a list of all the courses of study offered by school or college.

h) Headmaster - instruction, esp. that received in a small group; teaching.

i) Holidays - a sum of money provided by a government, local authority or public fund to finance educational study, building repairs, etc.

j) Comprehensive school - a formal test of somebody’s knowledge or ability in a subject.

k) Examination – the act or process of acquiring knowledge esp. systematically during childhood.

***Вправа 21. Утворіть словосполучення з поданих слів у двох колонках:***

|  |  |
| --- | --- |
| To pass | to school |
| To do | an exam |
| To call | school |
| To make | well |
| To leave/ finish | the register |
| To write | a mistake |
| To give | responsibility |
| To take | test |
| To live | homework |
| To accept | in a hall |

***Вправа 22. Виберіть зайве слово з п’яти поданих у рядку:***

Newsreel professor kindergarten changing room term

Punishment finals curriculum attorney tuition fee

Parent-teachers’ association headmaster to fail in exam prescription scholarship

Academic y stock market practical classes secondary school to do well

School-uniform dean education insurance company timetable

Staff meeting school leaver broadcasting to call the register subject

Scarlet fever group register polytechnic in break Bachelor

To make a report gymnasium oil colours specialize in supervisor

Audio-visual facilities boarding school holidays set homework witness

Finish school to live in hall sophomore age-range election

***Вправа 23. Вставте пропущені літери:***

H\_\_maniti\_s

Pol\_tec\_nic

Sop\_omor\_

S\_perv\_sor

S\_i\_ntist

Te\_ching sta\_f

Entr\_nce exam\_nation

To do homework in wri\_ten fo\_m

To have cl\_s\_es

S\_hool le\_ver

**INDIVIDUAL RESEARCH ASSIGNMENT**

***Реферати***

1. What do you know about outstanding foreign and Ukrainian educators? Write project papers “Outstanding educators (primary school education)” considering:

• biography of the pedagogue; • his (her) main professional ideas; • works written by the person etc.

1. One of the most important skills needed in a primary school career is PATIENCE. No two children are similar and each presents their own needs and desires for you to address. Another essential skill is COMMUNICATION. If you want to work in the child development career, you must be able to convey your messages in a way a child will understand without talking down to them, or making them feel intimidated. Write project paper “Personality of a teacher” and add your ideas about traits a person in such career should have.
2. Early childhood educators can work in a wide variety of settings. Nannies and au pairs, for example, typically work in the home of the child(ren) they care for; homecare providers create a childcare center or preschool in their own home; other childcare workers and preschool teachers care for children outside of their homes in daycare centers and primary schools. Childcare centers and primary schools come in all shapes and sizes, from a small homecare with just three or four children to a large, government-funded daycare center with eighty children. Write your project paper “Early childhood education environments”and describe some of more typical ones.