

English for Students of Elementary and Primary Education

Кам'янець-Подільський

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Навчальний посібник “English for Students of Elementary and Primary Education” рекомендований студентам та магістрантам вищих навчальних закладів, які опановують спеціальності «Початкова освіта» й «Дошкільна освіта». Книгу укладено з урахуванням сучасних методик навчання англійської мови за професійним спрямуванням. Матеріал посібника слугує ефективним підґрунтям для аудиторної, самостійної та індивідуальної роботи студентів і магістрантів.

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ПЕРЕДНЄ СЛОВО

Навчальний посібник “English for Students of Elementary and Primary Education” розрахований на студентів вищих навчальних закладів, які опановують спеціальності «Початкова освіта» й «Дошкільна освіта», підготовлений з урахуванням вимог чинних навчальних робочих програм, що встановлюють стандартизовану базу для розвитку навичок іншомовного спілкування.

Головна мета – формування у студентів загальних та професійно-орієнтованих комунікативних мовленнєвих компетентностей.

Книга написана з урахуванням новітніх технологій навчання іноземних мов, містить цікавий виклад інформації, ефективну систему вправ, що орієнтують на інтеграцію усіх видів мовленнєвої діяльності та ефективно засвоєння системи мовних одиниць в умовах комунікативного контексту, а також граматичні тренувальні тести. Сучасні автентичні тексти для читання й аудіювання та вправи до них сприяють продуктивному засвоєнню змісту професійної тематики, допомагають формуванню як необхідних навичок професійного спілкування, так і розвитку креативного мислення студентів.

Навчальний посібник “English for Students of Elementary and Primary Education” відповідає потребам часу і може служити ґрунтовним навчально-методичним забезпеченням для формування навичок і вмінь професійного іншомовного спілкування.

Посібник укладено з урахуванням сучасних методик та новітніх технологій навчання іноземних мов.

Бажаємо успіхів!

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Unit 1

Education



Education



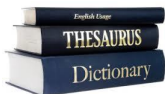
Reading

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.



Key Vocabulary

1. well-educated people – [wɛl-'ɛdju(:)keɪtɪd] - високоосвічений
2. self-education – [self-,ɛdju(:)'keɪʃən] - самоосвіта
3. developed personality – [dɪ'veləpt ,pɜ:sə'nælɪti] - розвинена особистість

4. highly qualified specialist – ['haɪli 'kwɒlɪfaɪd 'speʃəlɪst] - висококваліфікований спеціаліст
5. professionalism – [prə'feʃnəlɪzəm] - професіоналізм
6. refresher courses – [rɪ'freʃə 'kɔ:sɪz] - курси підвищення кваліфікації
7. knowledge – ['nɒlɪdʒ] – знання
8. learning – ['lɜ:nɪŋ] – навчання
9. ability – [ə'bɪlɪti] - здатність
10. educational policy – [ˌɛdʒu(:)'keɪʃənl 'pɒləsi] - освітня політика
11. find out – [faɪnd aʊt] – з'ясувати, дізнаватися
12. educational program – [ˌɛdʒu(:)'keɪʃənl 'prəʊgræm] – освітня програма

програма

13. optional course – ['ɒpʃənl kɔ:s] – факультативний курс
14. subject – ['sʌbdʒɪkt] – предмет, дисципліна
15. educative process [ˌɛdʒu(:)'kætɪv 'prəʊses] – виховний процес
16. capacity – [kə'pæsɪti] розумові здібності, компетенція
17. secondary school – [ˌsekəndəri sku:l] - середня школа
18. lyceum – [laɪ'siəm] - лицей
19. college – [kɒlɪdʒ] - 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:vmənt] – досягнення
24. personal fulfillment – [ˌpɜ:snl fʊl'fɪlmənt] – особиста

реалізація

25. persistent in learning - [pə'sɪstənt ɪn 'lɜ:nɪŋ] – наполегливий у навчанні



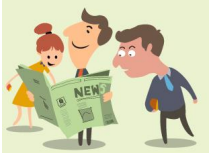
Comprehension Check

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.



Listen to the information about learning styles. Complete the descriptions with the correct learning styles below.

| | |
|--------------------------|------------------------------|
| <i>concrete thinkers</i> | <i>abstract thinkers</i> |
| <i>active processors</i> | <i>reflective processors</i> |

1. _____ make sense of an experience by thinking

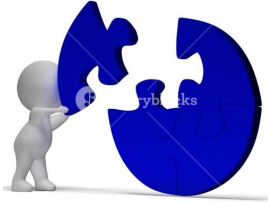
about it.

2. _____ learn by doing things.
3. _____ learn by observing and analyzing things.
4. _____ make sense of an experience by quickly using the new information.

Listen again and choose the correct answers.

1. Tina thinks instruction books are
 - a) easy to use and understand.
 - b) boring but useful.
 - c) not worth reading.
2. Alex reads his instruction book because
 - a) he wanted to find out how to store phone numbers on his computer.
 - b) he thinks you learn more if you read the instruction book.
 - c) he doesn't like experimenting with things, he prefers to follow instructions.
3. Vicky
 - a) usually enjoys reading instruction books and experimenting.
 - b) doesn't like people telling her what to do.
 - c) has a friend who taught her how to use her mobile.
4. Most people use
 - a) one main learning style.
 - b) at least three learning styles.
 - c) all four learning styles.
5. The presenter
 - a) is an active processor.
 - b) likes thinking about new experiences.
 - c) doesn't like learning new things.
6. Dr Jones thinks that
 - a) not everyone is clever because some people don't learn very well.
 - b) everyone is clever, but people are clever in different ways.

c) everyone is intelligent, but people should use a variety of learning styles.



Match the words below with the following definitions:

brainstorm something

a) learning from daily life and work rather than going to university.

b) try to develop an idea or think of new ideas.

qualification

c) to take an exam you failed in the past for a second time.

retake

d) didn't pass a test and didn't get the necessary grade.

revise

e) to study before a test.

university of life

f) the official proof that you have successfully completed a course or that you have the necessary skills.



Complete the sentences using the words in the box.

| | | | |
|-------------------|------------------|------------------|-------------------|
| <i>graduation</i> | <i>schedule</i> | <i>principal</i> | |
| <i>freshman</i> | <i>semesters</i> | <i>textbook</i> | <i>enroll</i> |
| <i>seminar</i> | <i>timetable</i> | <i>recess</i> | <i>attendance</i> |

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.

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 _____ .



Mark the letter A, B, c, or D to indicate the correct answer to each of the following questions.

1. It is not easy at all to get a good job without any _____ qualifications.

- A. Academic B. social C. great D. favourite

2. At the _____ level, you can join three-year or four-year colleges.

A. Primary B. secondary C. postgraduate D. undergraduate

3. They _____ sacrifices so that their only child could have a good education.

- A. Made B. did C. provided D. lent

4. A university is an institution of higher education and research, which grants _____ degrees at all levels in a variety of subjects.

- A. Secondary B. optional C. academic D. vocational

5. You have to be highly _____ to do well in these subjects.

- A. Competitive B. competitor C. competition D. competed

6. _____ education normally provides undergraduate and postgraduate education, as well as vocational education and training.

- A. Intermediate B. Primary C. Secondary

D. Tertiary

7. I wonder if you could tell me who was awarded the _____ .

A. Scholar B. scholastic C. scholarship D. scholarly

8. If you're not sure what "something" means, look it _____ in the dictionary.

A. For B. out C. at D. up

9. If you need to _____ the teacher's attention, just put up your hand.

A. Attract B. pay C. take D. pull

10. I did six hours of _____ for the test, but I still failed.

A. Education B. survey C. revision D. training

11. It's my _____ ceremony next week; I think my parents are looking forward to it more than I am.

A. Graduation B. graduate C. graduating D. graduates

12. Going to university is expensive because in addition to the tuition _____ , there are expenses for accommodation, books, living costs, etc.

A. Grants B. fees C. fares D. scholarships



Discussion questions.

1. Is a bilingual education an asset for the future?

2. Which system do you favour for measuring children's progress – final examinations or continuous assessment?

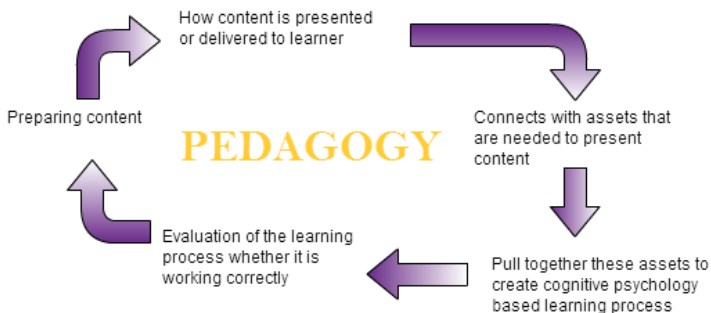
3. Do the "three Rs" (Reading, Writing and Arithmetic) make up the most important part of the school curriculum?

4. What is your attitude to the saying: It is better firstly to evaluate your skills and then to make right choice in your life.

Extracurricular Activities

Read the texts to obtain and discuss the information.

Text 1 From the History of Pedagogics.



The Greek were innovators in educational methods which mainly depended on imitation and memorization. The method of instruction that early men used was through imitation. Children began to imitate their elders first in play. In fact, children of all periods have done this. Toys and games were miniature of adult activities. During Homeric age and for a long time afterward the youth were set noble examples of great men to imitate. The method of instruction aimed to affect conduct. There was no divorce of word and deed. The young were constantly under the supervision of their elders. A young man was continually being directed or reminded, — this is just and that is unjust; — this is honourable, that is

dishonourable; — do this and don't do that. And if he obeys, well and good; if not, he is punished,

The Romans were no innovators in educational methods. They copied their educational method from Greek. Roman boys were expected to memorize the law of their people. Like the Greeks, Roman boys were set noble examples of; manhood to imitate. But unlike the Greeks, they were under the supervision not of a pedagogue, as he often was a slave, but of their fathers. Rome's great schoolmaster Quintilian (42-118 after Christ) mentioned that the way of learning by precept - was long and difficult but by example - short and easy. Later the Education of Roman youth became literary in character. More time was spent on grammar and effective speech. The youth were taught to express themselves artistically.

The revival of learning which began in Italy in the 14th century (The Renaissance) influenced in the sphere of education almost at once. The best humanistic teachers attempted to make the educative process an



attractive and enjoyable one. In their works they repeated many of the ideas which the Rome schoolmaster Quintilian had written for youth many centuries ago. There was the same insistence on the value of an all-round education, on the need to adapt subjects to be learned to the individual bent and to the age of the pupil.

The Dutch scholar Erasmus (1466-1536) has left instruction on how to adapt subjects to be learned to the individual bent and to the age of the pupils. He noted that the – innate capacity and the – native bent of the child could be developed through instruction; Erasmus insisted on the importance of beginning a child's education from the earliest years. He

remained his opinion that where the method was sound, where teaching and practice go hand in hand, any discipline may be acquired by the flexible intellect of man.

I. Answer the questions.

1. What educational methods were dominant during Homeric age and for a long time afterward?
2. Were Romans innovators in educational methods?
3. What disciplines do Romans prefer the most?
4. When did the revival of learning begin in Italy?
5. What did the Rome's great schoolmaster Quintilian say about learning?
6. What the theory of learning was suggested by the Dutch scholar Erasmus?


Text 2

Teaching Creative Thinking.

Teaching Creative Thinking

Introduction

Creative thinking is the creation or generation of ideas, processes, experiences, or objects.



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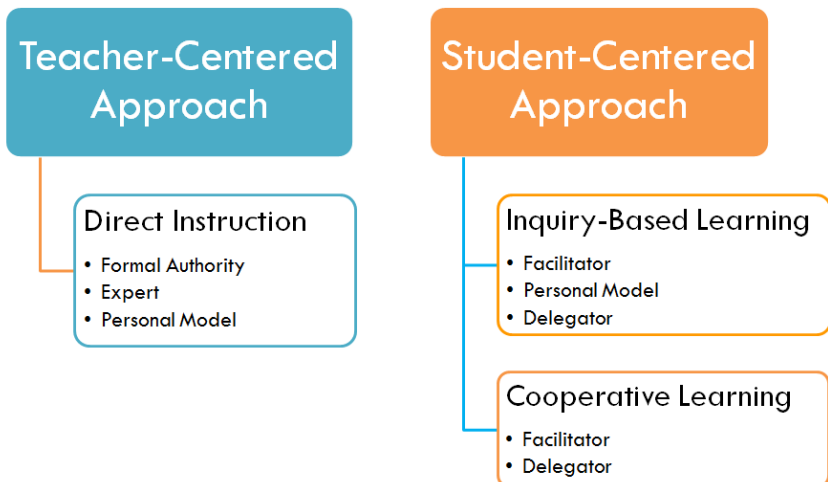
In the past twenty years a common objective of all school programs has been to develop critical and creative thinking in each individual.

Children who are encouraged to think become more and more independent. An independent, thinking child will be able to express

himself well. He will learn to face emotional and mental problems. A dependent child, on the other hand, learns to imitate and follow set patterns in life rather than to take the initiative to think through his problems by himself. Our society is full of such imitations as a result of the lack of teaching of creative thinking in the schools. We need to evaluate our school programs to be sure we are teaching each child to think creatively. We need to find and encourage the talents of our children. We, too, need to teach creatively, and evaluate our teaching.

In the preschool years children are naturally creative as they try to make sense of the very large world around them. Once they reach the primary grades, however, they have learned enough that they no longer have the same compelling need to be inventive just to survive. The teacher's role in these two early stages is somewhat different. In the earliest years, we need to support children's natural creativity, protecting them from the academic pressures that so often are forced upon them. In the primary years, we need to support children's need to get things "right," while continuing to nurture their creative abilities.

Researchers in creativity learning, suggest several ways in which teachers can build a climate for creative behaviour. She begins by pointing out some misconceptions regarding the development of creativity. These guidelines for teaching and the applications of theory that preceded them



may seem overwhelming to you if you have not yet had any teaching experience. Yes, there is much to remember. It is wise, however, to develop your skills gradually. Take time to experiment with an idea or two, and then reflect on your experiences before trying others. This step-by-step approach to learning about teaching will help ensure your success.

I. Answer the questions.

1. What is a common objective of all school programs in the past twenty years?
2. What is difference between independent and dependent children?
3. Are children naturally creative in the preschool years?
4. What is the main task of the primary school teacher?

Unit 2

Art of Teaching



Art of Teaching



Reading

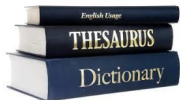
"Teaching is an art – but effective teaching consists of a set of skills that can be acquired, improved and extended."

Teaching¹ has a scientific basis which can guide its ***practice²***; it also has an artistic side. The role of the teacher is a complex one that has been shaped by historical and contemporary forces. ***Expectations³*** for teachers have changed. In the nineteenth century the ***primary concern⁴*** was the teacher's moral character, whereas today we are more concerned about the teacher's ***pedagogical abilities⁵***. Today almost one-third of our students come from minority backgrounds, a situation that is currently reshaping the teacher's role. Teachers are expected to work in complex ***multicultural educational settings⁶*** and to provide good ***educational experiences⁷*** for all children. Increasingly teachers are expected to have ***advanced preparation⁸*** and to demonstrate their knowledge of both ***subject matter⁹*** and ***pedagogy¹⁰***.

*Effective teachers*¹¹ are those who understand the knowledge base on teaching, can execute a *repertoire of best practices*¹², have attitudes and *skills*¹³ necessary for *reflection*¹⁴ and *problem solving*¹⁵, and consider learning to teach a *lifelong process*¹⁶. The scientific basis of teaching is learned mainly through studying *research*¹⁷ and the wisdom of practice accumulated by the profession. From *scientific knowledge*¹⁸ certain *teaching principles*¹⁹ and propositions have been derived which can inform "best" teaching practices. Principles based on research, however, cannot be translated directly into fixed recipes and formulas that will work all the time. Repertoire refers to the number of strategies and processes teacher are prepared to use. Effective teachers develop a repertoire of methods and skills to successfully carry out various aspects of their work.

A teacher's work can be conceptualized around three main functions: the *executive*²⁰, the *interactive*²¹, and the *organizational*²². The executive functions of teaching refer to the *leadership roles*²³ teachers are expected to play in their classrooms, such as providing *motivation*²⁴, planning, and allocating scarce resources. The interactive functions refer to methods and processes teachers employ as they provide *day-by-day instruction*²⁵ to students. The organizational functions refer to teachers' work in the *school community*²⁶, including work with colleagues, parents, and school leadership personnel. Effective practice includes abilities to approach classroom situations in reflective and problem-solving ways.

Learning to teach is developmental, and teachers go through *predictable stages*²⁷. At first they are concerned about survival, later about their teaching situation, and finally about the social and academic needs of their pupils. Learning to teach is a complex process, and information that is useful to *experienced teachers*²⁸ may not have the same value for beginners. Parents and teachers often influence a person's decision to enter teaching and affect a teacher's vision of teaching. *Memories*²⁹ of favorite teachers, however, may not be the best models for developing one's own teaching style, because these teachers may not have been as effective as they seemed.



Key Vocabulary

1. teaching – ['ti:tʃɪŋ] - викладання
2. practice – [præktɪs] – практика, діяльність
3. expectation – [ekspek'teɪʃən] - очікування
4. primary concern – ['praɪməri kən'sɜ:n] – основна проблема
5. pedagogical ability – [ˌpedə'gɒdʒɪkəl ə'bɪləti] – педагогічна здатність
6. multicultural educational setting – [ˌmʌltɪ'kʌltʃərəl ˌɛdju(:)'keɪʃənəl 'setɪŋ] – багатокультурна освітня установа
7. educational experience – [ˌɛdju(:)'keɪʃənəl ɪks'pɪəriəns] – освітній досвід
8. advanced preparation – [əd'vɑ:nst ˌpreɪpə'reɪʃən] – вдосконалена підготовка
9. subject matter – ['sʌbdʒɪkt 'mætə] - предмет
10. pedagogy – ['pedəgɒdʒi] - педагогіка
11. effective teacher – [effective teacher] – справжній вчитель
12. repertoire of best practices – ['repətwa:r ɒv best 'præktɪsɪz] – репертуар передового досвіду
13. skills – [skɪlz] – навички
14. reflection – [rɪ'flekʃən] – міркування, ретельне обмірковування
15. problem solving – ['prɒbləm 'sɒlvɪŋ] – вирішення проблеми
16. lifelong process – ['laɪflɒŋ 'prəʊses] – життєвий процес
17. research – [rɪ'sɜ:ʃ] - дослідження
18. scientific knowledge – [ˌsaɪəntɪfɪk 'nɒlɪdʒ] – наукові знання
19. teaching principles – ['ti:tʃɪŋ 'prɪnsəplz] – принципи викладання
20. executive function – [ɪg'zɛkjətɪv 'fʌŋkʃən] – виконавча функція
21. interactive function – [ˌɪntər'æktɪv 'fʌŋkʃən] – інтерактивна функція

22. organizational function – [ˌɔːgənəɪ'zeɪʃən(ə)l 'fʌŋkʃən] – організаційна функція
23. leadership – ['liːdəʃɪp] – керівництво
24. motivation – [ˌməʊtɪ'veɪʃən] – мотивація
25. day-by-day-instruction – [deɪ-baɪ-deɪ-ɪn'strʌkʃən] – щоденна інструкція
26. school community – [sku:l kə'mju:nɪti] – шкільна громада
27. predictable stages – [prɪ'dɪktəbl 'steɪdʒɪz] – передбачувані етапи
28. experienced teacher – [ɪks'prɪərɪənst 'tiːtʃə] – досвідчений вчитель
29. memory – ['meməri] – пам'ять



Comprehension Check

1. Has teaching a scientific basis only?
2. What are the requirements for teachers today?
3. What is an effective teacher?
4. What functions can be conceptualized a teacher's work?
5. What are the executive functions of teaching?
6. What are the interactive functions of teaching?
7. What are the organizational functions of teaching?
8. What predictable stages do teachers go while they work at school?
9. What is the art of teaching?



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

- a) щоденна інструкція

- b) висококваліфікований вчитель _____
- c) педагогічна майстерність _____
- d) інтерактивні функції викладання _____
- e) відповідальність _____
- f) сукупність умінь і навичок _____
- g) репертуар передового досвіду _____
- h) багатокультурна освітня установа _____



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

T F

1. Teachers can't demonstrate their knowledge of both subject matter and pedagogy.
2. Reflection refers to the number of strategies and processes teacher are prepared to use.
3. Effective teachers develop a repertoire of methods and skills to successfully carry out various aspects of their work.
4. A teacher's work can be conceptualized around one main function: the executive.
5. The executive functions refer to methods and processes teachers employ as they provide day-by-day instruction to students.



From the following words choose ones that are the synonyms for "teaching".

E.g.

what are other words for teaching staff?

faculty, teachers, professors, staff, teaching body, lecturers, professorate, teacher, department, institute



Coaching; training; discipline; irresponsibility; guidance; tutoring; ignorance; inconsistency; instruction; learning; schooling; neglect, reading, apprenticeship, enlightenment.



Make sentences with the following words and phrases:

experienced teacher; multiple objective; productive learning environment; teaching experience; observation; interest level.



Listen to the conversation “What’s new in education?”. Answer the questions with the names of three speakers (Ann, Robert or Grace).

Who:

1. has just started learning at home? _____
2. has improved academically? _____
3. at first didn't like the idea of home schooling? _____
4. finds the experience of learning at home quite lonely? _____
5. enjoys learning Maths? _____



Look at this list of teacher’s qualities and divide them into two groups: the good teacher’s qualities and the bad teacher’s qualities. Discuss them with your groupmates.

- | | |
|---|-------------------------------|
| 1. set the example | 11. poor people skills |
| 2. be compassionate | 12. being fair-minded |
| 3. lack of organizational skills | 13. lack of motivation |
| 4. being good at explaining things | 14. poor judgment |
| 5. coping well with change | 15. being a good time manager |
| 6. lack of content knowledge | 16. enjoying a challenge |
| 7. lack of classroom management | |
| 8. having patience and a good sense of humor | |
| 9. ability to work in a team as well as using your own initiative | |
| 10. having a strong knowledge in particular subject areas | |

| <i>Good Teacher</i> | <i>Bad Teacher</i> |
|---------------------|--------------------|
| | |



Match each term with the correct definition.

1. *Teaching methods* ⇒ a) students check each other's work. For example check each other's calculations; punctuation etc after this work has been done individually.
2. *Buzz Group* ⇒ b) something, such as a lecture or speech that is set forth for an audience. Students are given a topic to explain to the class. They may work alone or in a small group;
3. *Pair Checking* ⇒ c) an exposition of a given subject delivered before an audience or a class, as for the purpose of instruction;

4. *Research* ⇒ d) a method of shared problem solving in which all members of a group spontaneously contribute ideas;

5. *Presentation* ⇒ e) students work in a small group for a few minutes to answer a question or complete a task. The teacher asks the group for their answer;

6. *Seminar* ⇒ f) consideration of a subject by a group; an earnest conversation;

7. *Lecture* ⇒ g) a way of doing something, especially a systematic way; implies an orderly logical arrangement (usually in steps);

8. *Discussion* ⇒ h) Scholarly or scientific investigation or inquiry. Students are given a topic to research using books, internet, etc. Students may be given references or asked to find the material for them;

9. *Brainstorming* ⇒ i) a small group of students meeting regularly under the guidance of a tutor, professor, etc, to exchange information, discuss theories, etc.



*Are you thinking of becoming a teacher?
Take this quiz to find out if this is a good career
choice for you.*

1. How would you describe your ability to explain something to someone?

a) I can easily explain things to others. b) I am fairly good at explaining things to others.
c) I'm not very good at explaining things to others.

2. Are you good at conveying information to others verbally?

a) Yes. b) Usually. c) Not at all.

3. How would you describe your ability to listen to others?

a) I pay complete attention and only interrupt to ask questions if necessary. b) I usually listen well, but my mind sometimes wanders.
c) I find my mind wandering whenever others are speaking.

4) How often do you complete tasks on time?

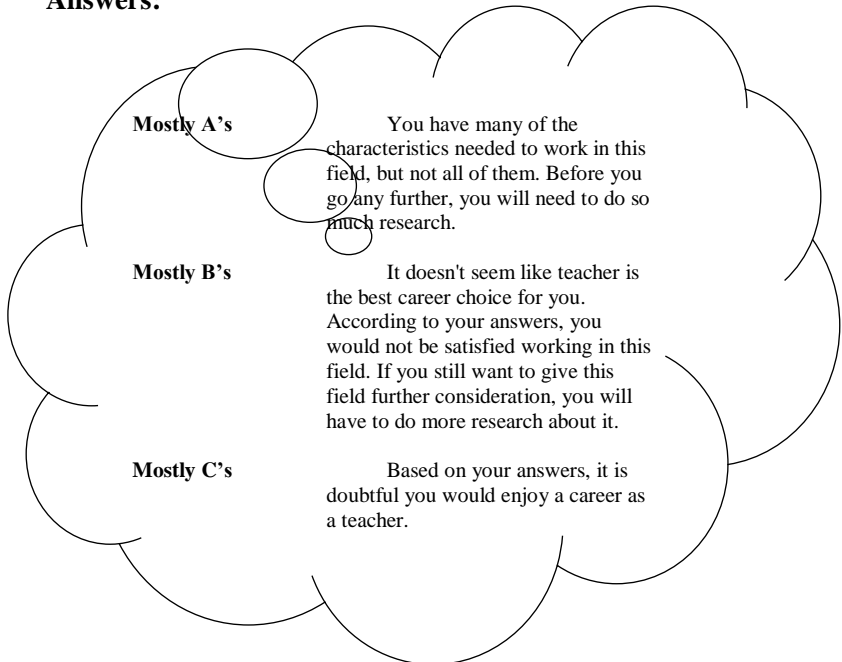
a) Always. b) Usually. c) Never.

5. Are you good at picking up on social cues?

a) Yes. I'm very aware of people's reactions and feelings.

- b) Usually, but sometimes I miss them. c) No.
6. How do you feel about public speaking?
a) It terrifies me. b) It's not my favorite thing, but I'm willing to do it.
c) I love public speaking.
7. How do you feel about regularly having face-to-face discussions with individuals or teams?
a) I like discussing things with other people. b) I don't really like talking to other people.
8. Are you good at controlling your emotions?
a) Yes. b) I sometimes lose control. c) I often lose control.
9. How much time are you willing to spend in school in order to become a teacher?
a) I am willing to spend four years in school in order to earn a bachelor's degree. b) I am willing to spend two years in school in order to earn an associate degree. c) I need to start working immediately.

Answers:





Discussion questions.

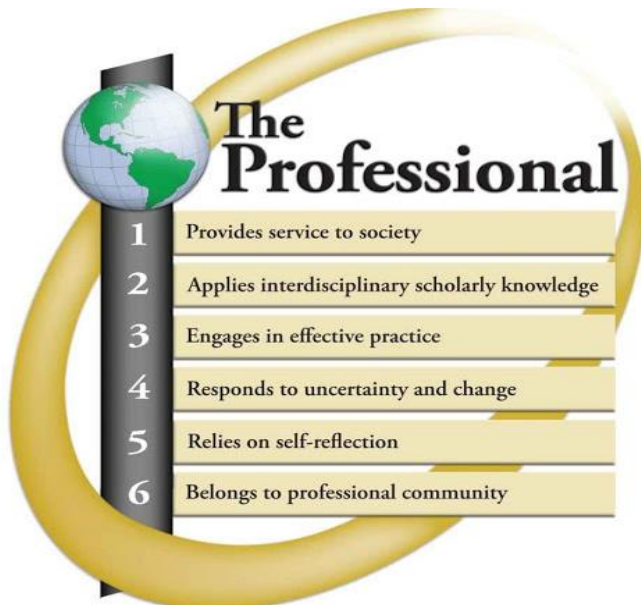
1. What are advantages and disadvantages of teacher profession?
2. What teaching methods are the most effective?
3. What is your opinion about new teaching technologies for the future?
4. What do you think it takes to be a good teacher?
5. What make the teacher good?
6. Would you rather learn from a young teacher or an older teacher? Why?
7. If you are going to be a teacher, where would you like to teach?

Extracurricular Activities

Read the texts to obtain and discuss the information.

Text 1

Teachers' Professional Qualities



Many young people consider teaching as a career. It's not surprising: after your parents your teacher may be the most important person in your life. With all the teachers you meet, you think there isn't anything you

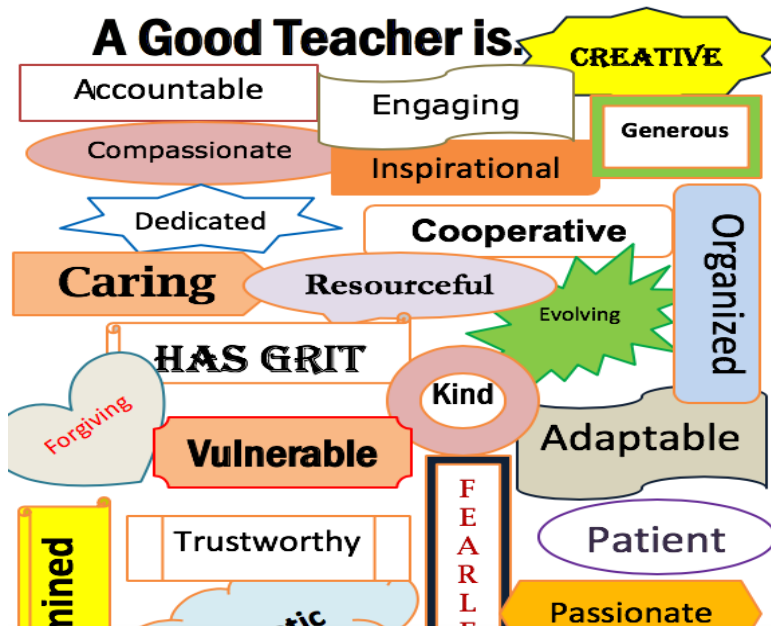
don't know about the work. That's where you are wrong, since only those who are in it can appreciate it. Teaching is far more difficult than many people realize. A good teacher is prepared for the challenges of the classroom and ready to change a lesson plan when necessary. The key word in teaching is balance. The material must not be too difficult or too easy. All the students must be given an opportunity to participate and pushed so that they realize their full potential.

A good teacher is full of energy and enthusiasm. Simply put, if a teacher shows little or no energy and is not enthusiastic about the material, the students will notice. It's very important for a teacher to instill a love of learning in students and get the most out of them. A good teacher makes learning so much fun that the student doesn't see it as work but rather as enjoyment.

In every classroom there is a tendency for a few students to want to answer all questions and dominate classroom discussion. If a teacher is not careful, the result may be that many students will feel left out and frustrated. The key to effective teaching is to ensure that all students have a chance to participate. When doing group work and pair work, a good teacher mixes the groups so that students have a chance to work with different partners. Another sign of a good teacher is one who pairs a strong student with a weaker one. This helps to achieve an optimal balance in the classroom.

It sometimes happens that an activity takes more or less time than planned. In such situations, it's really important to be flexible. For example, if students absolutely love an activity and generate many ideas, it's a good idea to let them continue because they're engaged and fully learning. At the same time, if an activity bombs, it's fine to cut it short and move to another one.

Another quality of a good teacher is patience. Students often know the answer to a question but simply need time. If a teacher is impatient, students may be reluctant to answer a question because they will realize that if they wait long enough, the teacher will answer it for them. Rather, a good teacher gives students the time they need to answer a question and gives them confidence.



Positive feedback is also very important. A good teacher encourages students and makes them understand that mistakes are part of learning. If they feel comfortable in the classroom, they can relax and learn from one another. A good teacher also learns the strengths and weaknesses of each student and does everything necessary to enhance their learning environment by targeting lessons to address their greatest needs. This is only possible when the teacher knows his/her students well.

A good teacher is fair, patient, flexible and enthusiastic. Every classroom is different so a good teacher prepares lessons that meet the needs of his/her students. In many cases, lessons don't go exactly as planned, so a good teacher makes adjustments whenever necessary. Also, every good teacher learns from past experiences and improves over time.

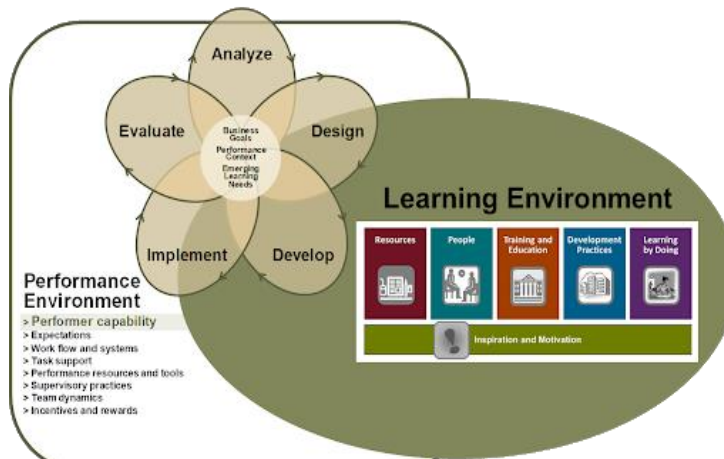
I. Answer the questions.

1. Why the key word in teaching is balance?
2. What a good teacher must be?
3. Is an energy and enthusiasm necessary for a teacher?

4. What is a key to effective teaching?
5. What are the main qualities of a good teacher?

Text 2

The Learning Environment.



The learning environment should be flexible, recognizing that children learn holistically, and that individual learners have individual needs. Teachers should plan for an environment that engages children with a wide variety of abilities, learning styles, and preferences. Providing a variety of ways to access the curricula to meet various learning styles can help to provide the best outcomes for all learners, including those with special needs. Flexible environments include the following: hands-on materials, which encourage children to use their imagination. In addition to blocks, visual arts materials, found materials such as sticks, cloth, boxes, and so on enhance children’s learning through play. Loose parts – anything that can be moved around, carried, rolled, piled, or combined, such as wood, containers, shapes, and so on – foster creativity and problem solving. Teachers may want to avoid the use of commercial toys that are linked to television shows or other adult-generated stories, as they tend to undermine children’s own imaginative play.

Oral language, that plays a special role in nurturing children’s capacity to express ideas and feelings, and to extend and shape their own thinking and learning. Language-rich environments provide children with chances to communicate, explore relationships, tell stories, ask questions, and shape the world around them. Teachers can encourage children to explore their rich linguistic potential by following a child’s lead, responding in ways that are appropriate to the context and to the child’s level of linguistic development, and elaborating and extending the child’s language. It is also important to incorporate other approaches into oral language activities. For example, teachers may include icons and pictures, incorporate singing, make intentional use of body language or elements of signing, or include opportunities

for physical engagement during oral instruction and storytelling. Oral storytelling, which is a central part of BC Aboriginal cultures, allows children to share their experiences and to demonstrate their listening skills. It also helps to: sharpen their imagination, working memory, and visualization skills; enhance critical and creative thinking;

increase vocabulary and understanding of unfamiliar words; improve listening and speaking abilities; spark an interest in reading; and develop greater understanding of their own and others’ cultural heritage.

Numeracy develops when children are given opportunities to engage with early numeracy concepts such as classification, magnitude, enumeration, dynamics, pattern, shape, measurement, and spatial relations. Found materials such as buttons, beads, and small stones are useful for counting and sorting. Open-ended materials such as wooden blocks, puzzles, measuring tools (cups, measuring tapes, scales), can be provided in a math centre, along with board games, card games to meet Mathematics Prescribed Learning Outcomes with a play based approach.



Situating the math centre near the dramatic play centre encourages children to use math manipulative in their play.

Physical activity enhances brain development, coordination, social skills, gross motor skills, emotions, leadership, and imagination. It also helps children build confidence and self-esteem, and learn to enjoy being active. Kindergarten children learn through all their senses, so the learning environment must accommodate hands-on, whole body learning and the physical activity needed for healthy development.

I. Answer the questions.

1. Why the learning environment should be flexible?
2. What does the flexible environment include?
3. Why do the language-rich environments play a special role in nurturing children's capacity?
4. When does numeracy develop in children?
5. What does the physical activity enhance in children?

Unit 3

The Teacher as an

Actor

What is a Teacher?

- Actor
- Public speaker
- Grammarian
- Comedian
- Team-builder
- Story-teller
- Poet and singer
- Cognitive psychologist
- Program administrator

The Teacher as an Actor



Reading

Early childhood *educators*¹ 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 voice*², a *reprimand voice*³ and a *praise voice*⁴. Those vocal tones can have an effect on the *management*⁵ and control of the classroom if the teacher is consciously aware of using the different voices.

*Body language*⁶ 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 message*⁷, 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 plans*⁸ 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 *enthusiasm*⁹, 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.

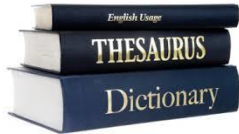
The third is *excitement*¹⁰. Children need to believe that the teacher truly finds the job full of excitement and transfers how exciting learning

When you teach a class you have the same delivery problems that the stage actor does. You need to convince each member of the audience that you are speaking to them, personally.



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.



Key Vocabulary

1. Educator – ['ɛdju(:)keɪtə] - педагог, вчитель
2. instruction voice – [ɪn'strʌkʃən vɔɪs] - інструкційний голос
3. reprimand voice – ['reɪpɪmɑ: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.



5. Body language, enthusiasm and excitement are three main factors the most important for a teacher.



You will hear twice three different extracts. For each extract choose the answer (A-C) which fits best according to what you hear.

Extract 1.

1. **The speakers are among**
- a) the best students in their class.
 - b) the worst students in their class.
 - c) the average students in their class.

Extract 2.

2. **How should the interview be headlined?**
- a) Discussion Helps
 - b) Memory Aids
 - c) Ambitious Learners

Extract 3.

3. **Which of the following is stated in the interview as a fact, and not an opinion?**
- a) Teenagers rely on technology a lot.
 - b) Young people want to be around other young people.
 - c) Teachers do not approve of the use of mobile phones in the classroom.



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.

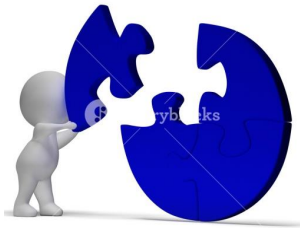
2. *school improvement* ➤ b) a situation where a teacher starts an activity, then stops and starts another one, and finally returns to the original activity.

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

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

6. *flip-flop* ➤ 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?

Extracurricular Activities

Read the texts to obtain and discuss the information.

Text 1

Learning through Play.



In playing, children express, explore, combine, and extend what they have learned about the sights, sounds, smells, and textures of the world around them; about the words, signs, symbols, and customs of their language and culture; and about their own and other people's thoughts, feelings, ideas, and sensations. In the play scenarios children invent and explore by themselves and with other children, they bring together everything they have learned and are wondering about. In play, children represent and transform the world around them, providing other children and adults with a window into their thoughts and perceptions, and often helping adults to see the world in new ways. Much of children's early learning takes place through play. The positive emotions associated with

play are as important as the skills children are building in creating a disposition to enjoy learning and to embrace it with confidence.

Play promotes healthy physical, intellectual, and social-emotional development in ways that cannot be achieved by focusing on narrow pre-academic skills, such as counting to 10 or learning the alphabet. For example, when children play with blocks, sand, or water, they are learning the basis of logical and mathematical thinking, scientific reasoning, and cognitive problem solving. During dramatic play they are re-contextualizing what they have learned from personal experience or listening to stories. In symbolic play using literacy materials, they are deepening their understanding of the nature and purposes of written language.

During active play, children learn to have fun while being physically active. They have a chance to release their energy, display calmer behavior during the day, and sleep better at night. During group play activities with their peers, children are building relationships, combining ideas, compromising, developing oral narratives, and learning to take the perspective of others – key elements of social competence, creative thinking, imagination, and emerging literacy.



To foster optimum development in all domains, children need two kinds of opportunities for play: child-initiated and teacher-initiated. Both opportunities contribute to the development of children’s language skills, early literacy. In both, the teacher or teacher assistant supports children to extend what they are doing and to make meaning as they engage in play activities. In the hands of a skilled two kinds of play are useful in kindergarten – play initiated by children and teacher-initiated learning experiences guided by an adult. Through its less formal structure, play

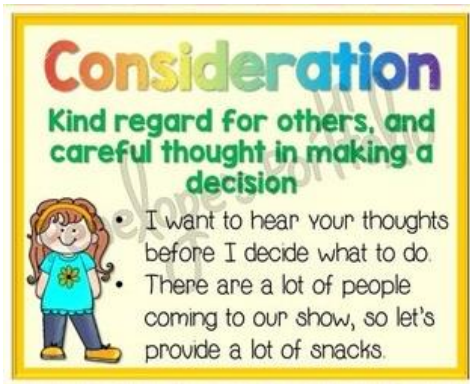
provides children with chances to choose their own level of challenge, and to be stretched by others in a low-stress opportunity.

I. Answer the following questions.

1. What do the children learn through the play?
2. What does the play promote?
3. What thinking is developed in the children when they play with blocks, sand, or water?
4. What do the children learn during dramatic play?
5. What do the children learn during active play?
6. What are two kinds of play foster optimum children development in all domains?

Text 2

Regard, Consideration and Respect.



Respect is necessary for a successful business life. It is also necessary for a healthy relationship with oneself, with others and with society. As an educator, you can help children develop this essential value from a young age by emphasizing its different facets with their own examples and through classroom

management. If love cannot be simulated, regard, consideration and respect can. These can often be formed in a teacher who devotes herself to acquiring a detailed knowledge of her children's abilities, achievements, needs, physical status and home life. If she joins this knowledge with a recollection of the difficulties, disappointments, small successes and little joys of her own childhood, she may be able to put herself emotionally and imaginatively in the place of her children. She can thus try to develop the

feeling that has been called "empathy". This is a feeling that is essential to the correct estimate of the feelings of others, and that must result in better interpersonal understanding. The only guide that can be offered to build up this empathy towards your children is: learn to know them. Study them as individuals worthy of your regard. They will surprise you with their potential powers. From there, it is just a short step to respect. Their reaction to your effort will make the time spent most worth-while. With this respect for children come very important attitude. You will be willing to give the child a new start in your class. You will not be interested in his former failures, but only in his reaction to your constructive attitude.

With this changed attitude towards the child, he will feel himself well with the teacher. He will know that, if he makes a mistake, he is still safe in the teacher's understanding and esteem. Also is important for students to be in a positive classroom where they are comfortable enough to express their ideas and questions. Creating this positive climate requires the teacher to lead by example. Open lines of

Respect

Showing respect is treating others in a way that shows consideration or special regard for them.

By respecting others I am showing respect for myself.

communication are the key to positive climates, so involve students in the development and maintenance of a positive environment. Positive classroom climates result from established expectations and consequences, discussion and review of classroom activities, and student and teacher cooperation.

A well-managed classroom is characterized by mutual respect among the students and by their respect for authority. They learn to respect their teachers and other personnel in the school. They can later transfer this respect to other figures of authority, such as their future college professors or managers. Simple rules like raising their hands before speaking or addressing you with a proper title help them develop this respect through

good manners. You can also help them foster it on a deeper level by showing them, through your behavior and self-respect, that you are worthy of their respect.

I. Answer the following questions.

1. Why respect is necessary for a successful business life?
2. Can an educator develop this essential value from a young age? What ways?
3. Can regard, consideration and respect to children be simulated?
4. What can be simulated and what cannot?
5. What is "empathy"?
6. What is the way to learn to know the children?
7. Why the positive climate is necessary for pupils?
8. What well-managed classroom is characterized by?

Unit 4

The Interactive

Functions of Teaching



Reading

The Interactive Functions of Teaching

*Presentations*¹, *explanations*², and lectures by teachers comprise a large portion of *classroom time*³ primarily because *curricula*⁴ in schools have been structured around bodies of information which students are expected to learn.

The presentation *teaching model*⁵ draws its rationale from three streams of contemporary thought: concepts about the way knowledge is structured, ideas about how to help students *acquire*⁶ meaningful *verbal learning*⁷, 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*

*knowledge*⁸ is knowledge about something or knowledge that something is the case. *Procedural knowledge*⁹ 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 knowledge*¹⁰. People take in information and knowledge through their senses and transform it into working and *long-term memory*¹¹.

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 *clarity*¹², *enthusiasm*¹³, economy, and power. The instructional effects of the *presentation model*¹⁴ are mainly to help students acquire, assimilate, and retain information. The general flow or syntax for a presentation consists of four main phases: *presenting objectives*¹⁵ and *establishing set*¹⁶, presenting an advance organizer, presenting the learning materials, and using processes to help extend and strengthen student *thinking*¹⁷.

Successful presentations require a fairly tightly structured *learning environment*¹⁸ which allows the teacher to effectively present and explain new information and the students to hear and acquire the new information.

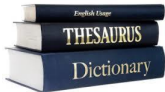
The *preinstructional tasks*¹⁹ include carefully *selecting content*²⁰,



creating *advance organizers*²¹, 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 matter*²² being presented. Advance organizers serve as intellectual scaffolding on which new knowledge is built. Specific techniques used in presenting new material include *explaining links*²³, rule-example-rule, *elaborations*²⁴, and *verbal transitions*²⁵. Teachers can help students extend and strengthen their thinking about new materials through *discussion*²⁶, *questioning*²⁷, and dialogue.

*Postinstructional tasks*²⁸ of the presentation model consist mainly of finding ways to test for student *knowledge acquisition*²⁹. 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 processing*³⁰ on their tests, students will also learn to do that.



Key Vocabulary

1. presentation – [ˌprezənˈteɪʃən] – презентація
2. explanation – [ˌɛkspləˈneɪʃən] – пояснення
3. classroom time – [ˈklaːsrʊm taɪm] – аудиторний час
4. curricular – [kəˈrɪkjələ] – навчальна програма
5. teaching model – [ˈtiːʃɪŋ ˈmɒdl] - навчальна модель
6. acquire – [əˈkwɪə] - набувати
7. verbal learning – [ˈvɜːbəl ˈlɜːnɪŋ] – вербальне навчання
8. declarative knowledge – [dɪˈklærətɪv ˈnɒlɪdʒ] - декларативні знання
9. procedural knowledge – [prəˈsɪdʒərəl ˈnɒlɪdʒ] – методичні, процедурні знання
10. prior knowledge – [ˈpraɪə ˈnɒlɪdʒ] – попередні знання

11. long-time memory – [lɒŋ-taɪm 'meməri] – довгострокова

пам'ять

12. clarity – ['klærɪti] – ясність

13. enthusiasm – [ɪn'θju:ziæzm] – ентузіазм

14. presentation model – [ˌprezən'teɪʃən 'mɒdl] – модель презентації

15. presenting objects – [prɪ'zentɪŋ 'ɒbdʒɪkts] – представлення

предметів

16. establishing set – [ɪs'tæblɪʃɪŋ set] –

17. thinking – ['θɪŋkɪŋ] – мислення

18. learning environment – ['lɜ:nɪŋ ɪn'vaɪərənmənt] – навчальне

середовище

19. preinstructional tasks – актуалізація знань

20. selecting content – [sɪ'lektɪŋ 'kɒntent] – вибір змісту

21. advance organizer – [əd'vɑ:ns 'ɔ:gənaɪzə] – попередній план

22. subject matter – ['sʌbdʒɪkt 'mætə] – тема обговорення

23. explaining link – [ɪks'pleɪnɪŋ lɪŋk] – пояснення посилання

24. elaboration – [ɪ'læbə'reɪʃən] – опрацювання

25. verbal transition – ['vɜ:bəl træn'sɪʒən] – словесний перехід

26. discussion – [dɪs'kʌʃən] – обговорення

27. questioning – ['kwesʃənɪŋ] – опитування

28. postinstructional tasks – узагальнення матеріалу

29. knowledge acquisition – ['nɒlɪdʒ ˌækwi'zɪʃ(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) 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 _____



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 |



You will hear twice six extracts. For the following questions (1 -6) choose the answer (A-C) that fits best according to what you hear.

Extract 1.

1. The message is for ...

- A the conference presenters only.
- B the conference organisers.
- C all the conference participants.

Extract 2.

2. As far as science fiction books are concerned now, the girl ...

- A does not mind them.
- B is very keen on them.
- C does not like them.

Extract 3.

3. What is the relation between the speakers?

- A They are strangers.
- B They are colleagues.
- C They are school mates.

Extract 4.

4. What made the greatest impression on the speakers?

- A interactive displays
- B a household appliance
- C a teenager's show

Extract 5.

5. Where are the speakers?

- A in the school lab
- B at home
- C at an electrical shop

Extract 6.

6. Why did the man prefer sciences to the humanities?

- A They seemed less useful.
- B They were less challenging.
- C They were more practical.



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

.... .

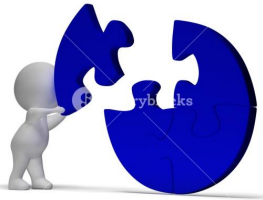
a) classroom; b) environment; c) condition.

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.

| |
|--|
| <i>Postinstructional scaffolding explanations model preinstructional techniques mastery thinking</i> |
|--|

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.

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?

Extracurricular Activities

Read the texts to obtain and discuss the information.

Text 1

Distance Learning

Types of distance learning:



- **Video Conferencing**
- **Synchronous / Asynchronous**
- **Open-Schedule Online Courses**
- **Hybrid Distance Education**
- **Computer-Based**
- **Fixed-Time Online Course**

After years of lost weekends and long-range commuting, distance-learning students can now undertake a whole programme in the comfort of their living rooms, thanks to CD ROMs, video and the Internet. Business schools such as Harvard are at the forefront of the electronic revolution with highly sophisticated interactive applications for their full time programmes. E-mail, advanced video-conferencing and the Internet ensure a more effective contact between full-time students and tutors. Other

schools are taking advantage of this same technology and philosophy to provide innovative teaching methods for distance learning.

The programme materials are available on the Internet and via interactive databases. In addition to text, the advanced system allows students to receive and download images, video and sound. A key factor of this integrated learning environment is that distance learning students can obtain regular access to fellow participants, enabling them to exchange ideas and advice, and to pass on information. Unlike previous experience, distance learners can now be part of an international student class, just like their full-time student counterparts - but the classroom is now of global dimensions. Students can join from home or work, and the online resource is continuously updated.

Among the most successful operators is the Open University. Based in the UK, Open University programme reaches students in more than 40 countries across Europe, the Americas and Asia. The University delivers more lectures and classes off-campus via satellite and two-way video at a fraction of a cost. Distance learning is coming on fast and this type of study could soon be the norm. A number of leading schools duplicate many aspects of their full-time programme in the distance learning option. They aim to maximise student/teacher contact through e-mail, fax and telephone. Workshops also form an important forum for direct feedback. Some schools combine online learning with classroom sessions to sustain the – peer group element of the programmes, which feature a – virtual campus that allows participants to work together on projects via the web. These online teams are brought together for classroom sessions held in different cities throughout the year. Whatever the location of the physical part of the course, the creation of the virtual community of students may turn out to be the key to success. The communication facilities of the Internet may yet allow participants to learn what they need from their fellow students – even if they never meet in real life.

E-student profiles often differ from those of students who choose traditional classrooms. More than half of online learners are over 30 years old, hold down a fulltime job and already have a degree. Distance

education provides adults with knowledge -the food of the modern workplace.

DISADVANTAGES **OF DISTANCE LEARNING**

- **lack of social interaction**
- **format isn't ideal for all learners**
- **some employers don't accept online degrees**



It would be naive to assume that everybody will be excited by e-learning. That is not just a generation issue – people have different preferences. Neither age nor family responsibility should preclude anyone from seeking a traditional degree. Conventional, campus-based courses are becoming more and more flexible. The division between them and distance education is breaking down. Technological change and university reforms are narrowing the difference between distance and campus-based higher education. The move towards flexible learning has been driven by the growth of the Internet. Allowing the students to fulfill their course requirements in different ways has obvious benefits. A student in any country can study on the same course as a campus-based student or the one who commutes and only attends lectures intermittently. Universities try to provide learning environment using the latest technology for the students to take advantage of the benefits of any time, learning anywhere to be better prepared for the future.

I. Answer the questions.

1. What innovative teaching methods are popular today?
2. What is a key factor of this integrated learning environment?

3. What is the distance learning?
4. Does E-student differ from those of students who choose traditional classrooms?
5. What are advantages and disadvantages of e-learning?

Text 2

Internet and Education.



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

THE 6 BEST INTERNET USES IN TEACHING AND LEARNING

1. BEST PRACTICES
2. BLOGGING
3. SOCIAL NETWORKING
4. EDUCATIONAL GAMES
5. EMAIL
6. RESEARCH



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 is advantages and disadvantages of the Internet?

Online Education

| Advantages | Disadvantages |
|--|---|
| <ul style="list-style-type: none">• Flexible hours• The ability to work full time at home while attending classes• Cheaper due to transportation savings• Adaptability to learning styles and diverse needs | <ul style="list-style-type: none">• Difficulties with technology and interface• Lack of computer skills and self-motivation/discipline• Lack of problem solving skills and perseverance• 10 to 20% higher drop-out rates |



Unit 5

The Role of Play in Child Development



The Importance of Play

PLAY IS A CHILD'S WORK. Play is important for children's development. As children grow, play helps them learn how to act in society and build lasting bonds.

Dr. Theresa Vadala



Reading

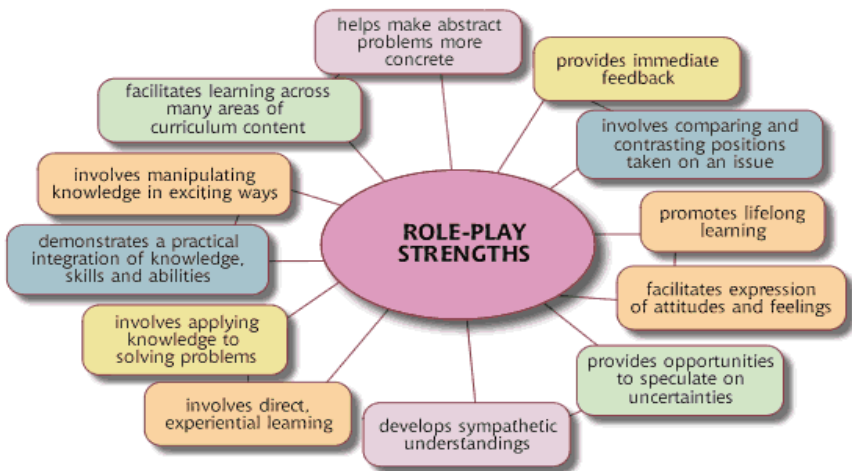
The Role of Play in Child Development

Play is extremely important for children, but this importance is not widely understood. Parents need to hear from their child's trusted teacher that building with blocks is a valuable *learning experience*¹; otherwise they come to rely on *worksheets*² as *benchmarks*³ of their child's learning.

Children learn by being *active participants*⁴ who explore experiment and *inquire*⁵. During play, children are free to *experiment*⁶, *attempt*⁷ and *try out possibilities*⁸, enabling them to reach above and beyond their usual level of abilities. Play offers children *opportunities*⁹ to master their environment. When children play, they are in command; they use their *imagination*¹⁰ and power of choice to determine the *conditions of play*¹¹. In an environment where children are allowed to discover independently,

at their own *pace*¹² and in their own unique way, they are more likely to become enthusiastic, *inquisitive learners*¹³. The following describes the unique learning that takes place in the block, language, *creativity*¹⁴, and *dramatic play*¹⁵, math, and science centers.

Block center. When children place one block on top of another, they learn basic *science concepts*¹⁶ such as balance, size and weight relations. When children make a barn for play animals, they learn to use their imagination and gain *self-confidence*¹⁷ to try their own ideas. Even clean-up time promotes learning. Important beginning *math skills*¹⁸ are learned as blocks are sorted and classified.



Language and circle time center. When children listen and talk about a story, they learn to love books, remember a sequence and recognize that there is a beginning, middle, and end to books and stories. When children sing, as a group, they learn how to *participate*¹⁹ with others, to hear and *repeat rhythms*²⁰, and *extend their memory*²¹.

Creativity and art center. It can be difficult to understand how the mass of lines and colours a child creates is part of the learning process. When children choose and gather paper, scissors, and crayons, they learn *decision-making skills*²² such as how to *implement their ideas*²³ and how to *follow through on a task*²⁴. When children create with paint, they learn

to mix colors and use their own ideas while exploring and discovering consequences.

Dramatic play center. When children put on dress-up clothes, they learn to express themselves and *try out different roles*²⁵. When children make "dinner" together they learn to *cooperate*²⁶, share, and make friends. A child who has a new sibling at home can express his or her feelings in a safe setting, and a child who is missing his or her Grandma can pretend to visit her.

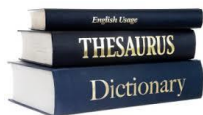
Math and manipulative center. To many adults, math is a difficult subject. However, if

from an early age children have positive *hands-on experiences*²⁷, they learn math concepts in a nonthreatening way and take what they learn from one concept and apply it to the next. When children are investigating sea



shells with magnifying glasses, they begin *to recognize similarities and differences of objects*²⁸. When children sort bear counters of different shapes and sizes, they *learn to classify*²⁹.

In order for children to understand their world, they must have opportunities to explore and question and then actively construct their own knowledge.



Key Vocabulary

1. learning experience – [ˈlɜːnɪŋ ɪksˈpɪəriəns] – досвід навчання
2. worksheet – [ˈwɜːkʃiːt] – робочий аркуш

3. benchmark – ['bɛnfɪmɑ:k] – орієнтир, опорна позначка
4. active participant – ['æktɪv pɑ: 'tɪsɪpənt] – активний учасник
5. to inquire – [ɪn 'kwaɪə] – дізнаватися, досліджувати
6. experiment – [ɪks 'pɛrɪmənt] – експеримент
7. attempt – [ə 'tɛmpt] – спроба
8. to try out possibilities – випробувати можливості
9. opportunity – [ˌɒpə 'tju:nɪti] – можливість
10. imagination – [ɪ,mædʒɪ'neɪʃən] – уява
11. conditions of play – [kən'dɪʃənz ɒv pleɪ] – умови гри
12. pace – [peɪs] – темп
13. inquisitive learner – [ɪn 'kwɪzɪtɪv 'li:nə] – допитливий учень
14. creativity – [ˌkri:ə'tɪvɪti] – творчість
15. dramatic play – [drə'mæɪk pleɪ] – драматична п'єса
16. science concept – ['saɪəns 'kɒnsept] – наукова концепція
17. self-confidence – [self-'kɒnfɪdəns] – впевненість у собі
18. math skills – [mæθ skɪlz] – математичні навички
19. to participate – [pɑ: 'tɪsɪpɛrt] – брати участь
20. to repeat rhythms – [rɪ'pi:t 'rɪðəmz] – повторювати ритми
21. to extend the memory – розширювати пам'ять
22. decision-making skills – [dɪ'sɪʒən-'meɪkɪŋ skɪlz] – навички прийняття рішень
23. to implement the ideas – [ɪm'plɪmənt ði aɪ'diəz] – втілювати ідеї
24. to follow through on a task – [follow through on a task] – далі виконайте завдання
25. to try out different roles – спробувати різні ролі
26. to cooperate – [kəʊ'ɒpə'reɪt] – співпрацювати
27. hands-on experience – практичний досвід
28. to recognize similarities and differences of objects – розрізняти схожості і відмінності між предметами
29. to learn to classify – навчитися класифікувати



Comprehension Check

1. Why play is so important for children?
2. What do children develop while they play with blocks?
3. What skills are formed in children in a language center?
4. What skills are formed in children in a creativity and art center?
5. What skills are formed in children in a dramatic play center?
6. What skills are formed in children in a math and manipulative center?



Are these statements true (T) or false (F)?

T F

1. The game "building with blocks" is a valuable learning experience for children, but this importance is not widely understood.
2. When children play, they are in command; they attempt and try out possibilities above and beyond their usual level of abilities.
3. When children listen and talk about a story, they learn basic science concepts.
4. To learn science concepts such as balance, size and weight relations, children have to attend creativity and art center.
5. When children create with paint, scissors, and crayons they learn to use their imagination and try to use their own ideas.
6. When children make "dinner" together they learn to express themselves and try out different roles.
7. Children learn math concepts only in a threatening way because math is a difficult subject and its basic concepts can't learn through play.
8. In order for children to understand their world, they must have opportunities to explore and question and then actively construct their own knowledge.
9. Children learn social skills spending a lot of time in front

of screens.



There are some types of play. Match each type with the correct explanation.

1 Unoccupied play \Rightarrow a) children play by themselves with no interest in what others are doing even if they are physically close.

2 Parallel play \Rightarrow b) children are organized, have a specific goal and have a sense of belonging to a group. It is teamwork and doing projects where they work

or play together.

3 Onlooker play \Rightarrow c) children learn by observing others without interaction.

4 Associative play \Rightarrow d) children focus intently on watching others conversation but do not play. They may engage in otherwise participate.

5 Solitary or independent play \Rightarrow e) children play alongside others with similar objects such as blocks; however, they do not play with each other but side by side separately.

6 Cooperative play \Rightarrow f) children engage in the same play activity without an organized goal. They may share blocks or tools but do not build the same structure.



Choose any type of play and try to explain what skills a child develops through it.

Eg. Different types of play have different roles in child development. Through the stages of play during child development, the following skills are developed...

- *Language*
- *Physical*
- *Emotional*
- *Social*
- *Cognitive/Intellectual.*



You will hear twice six different extracts. For each extract choose the answer (A-C) which fits best according to what you hear.

Extract 1.

1. The advertisement is for students who

- A** enjoy writing compositions in English.
- B** want to practise their speaking skills.
- C** are preparing for their final exam.

Extract 2.

2. Why does Tom do well in exams?

- A** He analyses what he is studying.
- B** He learns everything by heart almost every day.
- C** It's easy for him to remember things.

Extract 3.

3. Who are the speakers?

- A** university students
- B** first-year secondary school students
- C** students in the final grade of secondary school

Extract 4.

4. What does the teacher think about the idea of games in education?

- A They will always motivate students to learn.
- B They become unattractive to students.
- C They are no longer popular among teachers.

Extract 5.

5. What does the girl think of her study room?

- A It's very big.
- B It's very pleasant.
- C It's very messy.

Extract 6.

6. What did Mark like best about his stay in the USA?

- A doing online projects with others
- B going to a typical American school
- C learning English perfectly well



Identify the letter of the choice that best completes the statement or answers the question.

1. All children reach developmental milestones at roughly the same time, and the process is smooth and continuous.
 - a. True
 - b. False
2. What is the most important thing you can do to stimulate your child's brain development?
 - a. Put your child in daycare or preschool
 - b. Expose your child to a wide variety of new experiences that involve all her senses
 - c. Put your child on a daily regimen of books, videos, CDs, and flash cards
 - d. Give your child a daily multivitamin
3. Some scholars consider that imaginative play _____.
 - a. is the least understood form of play
 - b. is necessary for language development
 - c. can continue throughout life
 - d. is the purest form of symbolic thought
4. During the later childhood years in grades 4–5 _____.
 - a. the need for vigorous play is still important
 - b. vigorous play is not as important
 - c. children are more interested in symbolic play
 - d. none of the above

5. Older two- and three-year-olds _____.
 - a. enjoy symbolic play
 - b. enjoy reading activities
 - c. enjoy dramatic play
 - d. enjoy mathematics
6. The teacher's role in setting the stage for play _____.
 - a. is to step back and let it happen
 - b. is highly active and multifaceted
 - c. is to play the appropriate developmental activities
 - d. is passive and unilateral
7. Playful teachers _____.
 - a. follow developmental lesson plans
 - b. focus on realistic play objects
 - c. are guided by internal motivation
 - d. try not to get involved in the play
8. Young children do not differentiate between play, learning, and work.
 - a. True
 - b. False
9. When a child generally plays alone this is termed solitary play.
 - a. True
 - b. False
10. Play contributes mainly to the child's physical and social growth.
 - a. True
 - b. False
11. Children in the middle and upper elementary grades no longer learn through play.
 - a. True
 - b. False
12. Being accepted by the peer group is of vital importance to children.
 - a. True
 - b. False
13. Associative play is characterized by being present in a group.
 - a. True
 - b. False



Choose one of the given topics and prepare a project. You can work on the projects individually or in groups. Discuss the issues and make your own set of inference.

1. *Play is the lens through which children experience their world and the world of others.*
2. *You can discover more about a person in an hour of play than in a year of conversation (Plato).*

3. *Early play experiences set the stage for all subsequent development.*

4. *Play is the highest form of research (Albert Einstein).*

5. *Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul (Friedrich Froebel).*



Discussion questions.

1. How does play influence child outcomes?
2. What types of play best support children's development?
3. How does literacy enriched dramatic-play contexts contribute to print knowledge, concepts, and oral language? How does supportive adult participation in play contribute to gains in children's literacy and language?
4. How do play-based curricula such as Tools of the Mind affect children's learning?
5. Is teacher-directed play more effective than children's free play?
6. What are the six key learning areas and what do they mean?

Extracurricular Activities

Read the texts to obtain and discuss the information.

Text 1

Educating Our Preschoolers



Children come into the world eager to learn. The first five years of life are a time of enormous growth of linguistic, conceptual, social, emotional, and motor competence. Right from birth a healthy child is an active participant in that growth, exploring the environment, learning to communicate and, in relatively short order, beginning to construct ideas and theories about how things work in the surrounding world. The pace of learning, however, will depend on whether and to what extent the child's inclinations to learn encounter and engage supporting environments. There can be no question that the environment in which a child grows up has a powerful impact on how the child develops and what the child learns.

Child care and education cannot be thought of as separate entities in dealing with young children. Adequate care involves providing quality

cognitive stimulation, rich language environments, and the facilitation of social, emotional and motor development. Likewise, adequate education for young children can occur only in the context of good physical care and of warm affective relationships. Indeed, research suggests that secure attachment improves social and intellectual competence and the ability to exploit learning opportunities. Neither loving children nor teaching them is, in and of itself, sufficient for optimal development; thinking and feeling work in tandem.

Learning, moreover, is not a matter of simply assimilating a store of facts and skills. Children construct knowledge actively, integrating new concepts and ideas into their existing understandings.

Educators have an opportunity and an obligation to facilitate this propensity to learn and to develop receptivity to learning that will prepare children for active engagement in the learning enterprise throughout their lives. This report argues therefore, those promoting young children's growth calls for early childhood settings (half day or full day, public or private, child care or preschool)

that support the development of the full range of capacities that will serve as a foundation for school learning. As the child is assimilated into the culture of education in a setting outside the home, early childhood programs must be sensitive and responsive to the cultural contexts that define the child's world outside the school or center, and they must build on the strengths and supports that those contexts provide

Many kindergarten classrooms offer more formal learning and traditional school experiences than preschool. But kindergarten is still intended to stimulate children's curiosity to learn more about the world



around them. It's the job of the kindergarten teacher to help children become comfortable working in a classroom setting and to introduce some basic literacy and math-related skills in the midst of their important discoveries.

A child's life is like
a piece of paper
on which every person
leaves a mark.

I. Answer the following questions.

1. The first five years of children's life are a time of what?
2. Has environment in which a child grows up an impact on the child develops?
3. What does the adequate child care involve?
4. What is the job of the kindergarten teacher?

Text 2

Extracurricular Activity.



Guide on Extracurricular Activities



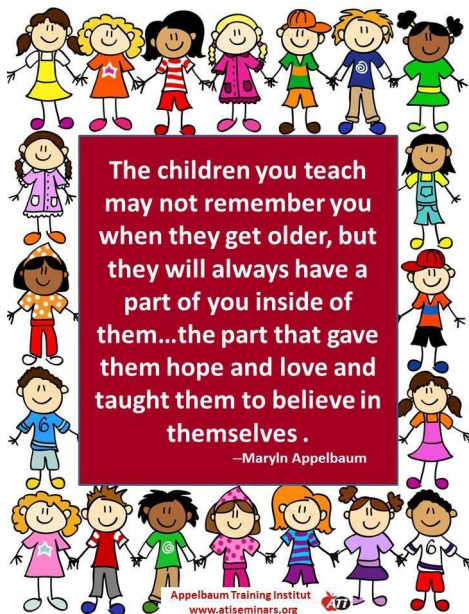
Extracurricular activities are those sponsored by and usually held at school but that are not part of the academic curriculum. They often involve some time commitment outside of the regular school day.

Once children reach middle or high school, there are usually many extracurricular activities available, including team sports such as soccer, baseball, basketball, and volleyball, and academic interests such as foreign language club, debate team, chess club, student government, student publications, environmental clubs, choir, band, photography, politics, and business.

Many activities, like football and drama, enjoy extreme longevity, serving as a part of their school's program over a number of years. Others, like an ecology club or writers' workshop, may be offered for a shorter time span to reflect a community interest or involvement by a particular sponsoring faculty member or class of pupils. For many children, extracurricular activities present an opportunity to practice social skills and to experiment in activities that may represent a career interest. For a child who is not gifted academically, the opportunity to excel in the arts or sports may make a big difference in his or her self-esteem. Those who

participate in extracurricular activities have higher levels of social, emotional, and healthy behavior than pupils who do not participate.

Preschoolers are often enrolled in classes or activities outside of preschool. These activities include dance, swimming, T-ball, soccer, and gymnastics. Children this age can benefit from these activities, but the number of activities should be limited. Parents or other primary caregivers should consider how much time their



children spend on these activities and the impact they have. Studies show that children who participate in one or more after-school activities are less prone to negative peer pressure and have higher levels of self-esteem than children who do not participate. Studies also show that extracurricular activities can boost a child's academic performance and provide students with a way to feel proud of themselves and their capabilities. They can help a child release pent-up frustration and energy, develop social skills, and discover talents, abilities, and interests.

In the early school age years, it is important for parents to let the child choose the activity or activities. Parents should not press the child to win. Parents need to insure the extracurricular activities do not interfere with school work or time spent with the family.

I. Answer the questions.

1. What is the importance of extracurricular activities for students?
2. What is the meaning of extracurricular activities?
3. What are the ways to get kids involved in extracurricular activities?
4. What are the advantages and disadvantages of extracurricular activities?
5. How to plan extracurricular activities for homeschooling?
6. What things are extracurricular activities important for?

Unit 6
Classroom
management

What is Classroom Management?

- It's effective discipline
- It's being prepared for class
- It's motivating your students
- It's providing a safe, comfortable learning environment
- It's building your students' self esteem
- It's being creative and imaginative in daily lessons
- ***And . . .***



Reading

Classroom management.

Classroom management¹ is not an end in itself but a part of the teacher's overall leadership role. ***Managerial and instructional aspects of teaching***² are highly interrelated and in real-life teaching cannot be clearly separated.

Unless classroom management issues can be solved the best teaching is wasted, thus making it possibly the most important challenge facing ***beginning teachers***³. A ***well-developed knowledge base***⁴ on classroom management provides guidelines for successful group management as well as ways of dealing with disruptive students. A large portion of disruptive student behavior can be eliminated by using preventive classroom management measures such as ***clear rules***⁵ and procedures and carefully

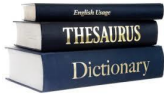
orchestrated *learning activities*⁶. With-itness, *momentum*⁷, *overlapping*⁸, *smoothness*⁹, and group alerting increase student work involvement and decrease off-task behavior and management problems.

Effective managers have *well-defined procedure*¹⁰ that govern student talk and movement, make work requirements clear to students, and emphasize *clear explanations*¹¹. Effective managers establish clear rules and procedures, teach these rules and procedures to students, and carefully orchestrate classroom activities during such unstable periods as the beginning and end of class and transitions. Effective managers develop systems for holding students accountable for their *academic work*¹² and *classroom behavior*¹³.

Regardless of planning and orchestration skills, teachers are still often faced with difficult or unmotivated students who will choose to be disruptive forces rather than involve themselves in academic activity. Effective managers have *intervention skills*¹⁴ for dealing quickly with disruptive students in direct but fair ways. Effective managers recognize the importance of *interpersonal influence*¹⁵ which stems from several sources: ability to distribute and withhold valued *rewards*¹⁶, vested authority, expertise and special knowledge, and personal attractiveness and membership in a primary reference group.

Teachers can encourage desirable behaviors by giving *praise*¹⁷ and granting rewards and *punishments*¹⁸. Specific approaches to classroom management, such as *assertive discipline*¹⁹, emphasize the importance of being clear about expectations and consistent in administering consequences. In the long run, effective teachers find ways to reduce management and discipline problems by helping students learn self-management skills. As with other teaching functions, effective teachers develop an attitude of flexibility about classroom management because they know that every class is different and plans, rules, and procedures must often be adjusted to particular circumstances.

Although many aspects of thinking about classroom management can be learned from research, some of the complex skills of classroom orchestration will come only with extended practice and serious reflection.



Key Vocabulary

1. classroom management – ['klɑ:srɒm 'mæniʃmənt] - класне керівництво, управління роботою в класі, на уроці
2. managerial and instructional aspects of teaching – [ˌmænə'dʒiəriəl] - управлінські та інструктивні аспекти навчання
3. beginning teacher – [bi'ɡiniŋ 'ti:tʃə] – вчитель початківець
4. well-developed knowledge base - добре розвинена база знань
5. clear rules – [klɪə ru:lz] – чіткі правила
6. learning activity – ['lɜ:nɪŋ æk'tɪvɪti] – навчальна діяльність
7. momentum – [məʊ'mentəm] – темп, імпульс
8. overlapping – [ˌəʊvə'leɪpɪŋ] – повторення, дублювання
9. smoothness – ['smu:ðnəs] - плавність
10. well-defined procedures – [wəl-di'faɪnd prə'si:dʒəz] – чітко визначена процедура
11. clear explanation – [klɪə ˌeksplə'neɪʃən] - зрозуміле пояснення
12. academic work – [ˌækə'demɪk wɜ:k] - академічна робота
13. classroom behavior – ['klɑ:srɒm bi'heɪvjə] - поведінка в класі
14. intervention skills – [ˌɪntə(:)'venʃən skɪlz] - навички втручання
15. interpersonal influence – [ˌɪntə'pɜ:sən(ə)l 'ɪnfluəns] – міжособистісний вплив
16. reward – [rɪ'wɔ:d] – нагорода, винагорода
17. praise – [praɪz] – похвала
18. punishment – ['pʌnɪʃmənt] – покарання
19. assertive discipline – [ə'sɜ:tv 'dɪsɪplɪn] - жорстка дисципліна



Comprehension Check

1. What is classroom management?

2. What is the most important challenge of beginning teachers?
3. What are the rules and procedures that govern student movement?
4. What is interpersonal influence? How does it influence on classroom management?
5. What specific approaches to classroom management can promote desirable children behaviors?



Are these statements true (T) or false (F)?

T F

1. Real-life teaching can be clearly separated from managerial and instructional aspects of teaching.
2. For successful group management need to have well-developed knowledge base on classroom management.
3. To decrease off-task behavior of students need to orchestrate learning activities carefully and increase student work involvement.
4. There are no clear rules and procedures for effective classroom management.
5. Last decades teachers aren't faced with difficult or unmotivated students' behavior.
6. Teachers can encourage desirable behaviors by giving praise and granting rewards.
7. Modern effective teachers often apply different kinds of punishment to motivate children to study.
8. As effective teachers know that every class is different they plan rules and procedures to help students learn self-management skills.



Match the sentence beginnings 1-6 with the endings a-f.

1. A well-developed knowledge base on classroom management
2. Teachers can encourage desirable behaviors
3. Teachers are still often faced with
4. Clear explanations and well-defined procedure....
5. Group alerting, momentum, overlapping and smoothness increase
6. Unless classroom management issues can be solved

a) difficult or unmotivated students who will choose to be disruptive forces rather than involve themselves in academic activity.

b) make work requirements clear to students and encourage to the academic activity.

c) provides guidelines for successful group management as well as ways of dealing with disruptive students.

d) the best teaching is wasted, thus making it possibly the most important challenge facing beginning teachers.

e) by giving praise and granting rewards and punishments.

f) student work involvement and decrease off-task behavior and management problems.



1. Which of the following statements about classroom management is TRUE?

- ☺☺ It is the same as behavior management.
- ☺☺ Your systems and procedures should always be age-appropriate.
- ☺☺ You can get along fine without a classroom management plan.
- ☺☺ There is a 'one size fits all' template that everyone must use.

2. Which of the following is the BEST definition of instructional procedures?

☒ Rules and regulations that the teacher creates for how students should behave at recess.

☒ Procedures created, planned, and implemented to keep things running efficiently in the classroom.

☒ Guides in the curriculum for teaching students how to keep things running smoothly in the classroom.

☒ Lesson plans to help you teach students how to complete certain tasks and activities in your classroom.

3. Why should teachers ensure there are physical pathways for students?

☒ It makes students less likely to become distracted.

☒ It helps allows the students private space to work by themselves.

☒ It makes it easier for students to see the blackboard.

☒ It makes it easier to attend to individual students' needs.

4. How can teachers create a warm, welcoming learning space?

☒ By focusing on keeping the classroom quiet

☒ By personalizing the classroom with accessories

☒ By supplying the room with colorful learning aids

☒ By teaching students to keep their work spaces tidy

5. Which of the following best describes rapport as it relates to education?

☒ Teachers who are liked by the students

☒ Teachers who are entertaining to students

☒ Teachers who demonstrate strong relationships with students

☒ Teachers who teach with a sense of humor

6. Which of the following factors is likely to have a negative impact on classroom experience?

☒ Students' age determine the type of tasks they are assigned

- ☼☼ There is plenty of seat work to prevent students from being bored
- ☼☼ Time spent on each task is planned ahead by the teacher
- ☼☼ There are breaks between tasks

7. How should you implement strategies to establish classroom norms and expectations?

- ☼☼ By modifying them to fit the grade and age level of your students.
- ☼☼ By carrying them out exactly as they are stated.
- ☼☼ None of the answers are correct.
- ☼☼ By modifying them depending on your needs that day.

8. Creating rewards and consequences in the classroom:

- ☼☼ Should only be used when the students' behavior requires managing.
- ☼☼ Tends to produce robot-like students who only perform on command.
- ☼☼ Gives well-behaved students more control in the classroom.
- ☼☼ Focuses on recognizing positive behavior over negative behavior.



1. Listen to a school announcement. Explain why answer C is correct. Why are the other two answers wrong?

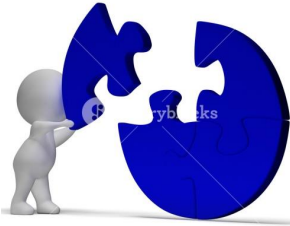
Who is the announcement for?

- A Students who have already logged on to the school's e-platfbrm,
- B Students who have asked for help to log on to the school's e-platfbrm.
- C Students who have not used the school's e-platform yet.

2. Listen to the dialogue. Choose the correct answer and decide which information may mislead you.

The speakers are

- A IT teachers.
- B science teachers.
- C art teachers.



Complete the sentences using the words in the box.

| | | | |
|------------------------|---------------------|------------------------|----------------|
| <i>to find reasons</i> | <i>remember</i> | <i>realized</i> | |
| <i>academic year</i> | <i>idea</i> | <i>identity</i> | <i>content</i> |
| <i>area</i> | <i>to challenge</i> | <i>end-of-the-year</i> | <i>tests</i> |

I was stunned that a middle school student would step into my classroom and determine that I would not like her from the get-go. I don't exactly what I said, but I think and hope it was some version of "I'm going to like you. Reading has nothing to do with it."

The first that I bring to the work of establishing a welcoming and high-functioning environment is to like students. Our care for students does not take into account how well they perform on benchmarks,, or even daily work. Our care of them is not conditional - it's necessary, because they are in our care.

I quickly I was seen by my students only as a teacher, not as a rounded person, and that led students who didn't like my to assume that we might have problems.

I also realized I was working with children who were constantly reminded of their strengths and challenges on metrics throughout the I represented a content area that some students loved and others hated. My job was not only to change the story of what success is, but also the idea that academic struggles lead to a disconnect between teacher and learner. Metrics did not tell the full story about my students, just as the phrase "English teacher" doesn't sum up my



Read the statement from the teacher. Think about this statement and decide how you can find out more about your learners.



The more you know about your learners the more you can include them in the learning process and manage their classroom behavior.

Notes:



Discussion questions.

1. Does classroom management affect learning?
2. How do you control students talking in class?
3. What are the two positive outcomes for effective classroom management?
4. How can you control a class without yelling?
5. How do you deal with misbehaving students?

Extracurricular Activities

Read the texts to obtain and discuss the information.

Text 1

Discipline - a positive act

CLASSROOM RULES

- Always give every task your best effort.
- Cooperate with other people in the class.
- Work quietly at your desk.
- Raise your hand if you have something to say or need help.
- Listen carefully
- Follow directions
- Respect others. Be kind with your words and actions.



MyShared

This article is aimed at parents of children or teachers who have interaction with children and feel that they could benefit from some extra discipline.

For a lot of parents, the School seems to be the answer to all problems. This is where a lot of parents go wrong – discipline isn't something that should be entirely left to the school. It needs to be a joint effort between the home and the school, between parents and teachers.

Whilst the school does play a very vital part in bringing up a child, the parents also have to take their fair share of responsibility. But how do you discipline a child without harming them? Here are some suggestions:

- Parents need to be firm and fair. Shouting at children just for the sake of it, is not the answer. This could be a short-term solution to a long-term problem. Children should not associate discipline with punishment, as this is not very helpful to their development. Learning through fear is not a positive way of approaching a situation. A child may behave well for a while because they are scared of the repercussions but they may not have understood the reason why the behaviour is considered bad in the first place. More often than not, children behave badly in an attempt to seek attention from parents or teachers. It is worth spending time talking to your child and making them realise that you are there for them. Communication is vital to maintaining good discipline and involves not just talking to your children but also listening to them.

- Set a good example to them. You cannot expect your children to be epitomes of good behaviour if you yourself as a parent are setting a poor example. If your children see you shouting, abusing and behaving in a threatening manner to other people, they're going to think that this is an acceptable way of conducting oneself.

- Praise your child for good behaviour. This will encourage your child to understand that it isn't just bad behaviour that gets noticed. Once in a while, it might be an idea to reward your child with a treat if he has behaved exceptionally well. The only thing parents need to be careful of is to ensure that children don't expect a reward in return for behaving well.

- There may be many reasons why your child is misbehaving – one of these could be that they are being bullied at school for instance. They may feel that they are not in a position to fight back or tell anyone about their negative experiences. This article also deals with the issue of bullying and how you discipline your child if he is bullying other children.

If your child is a victim of bullying, you can speak to the school to get help. The school needs to take responsibility to try and actively sort this problem out. Teachers are very aware of how to help with issues revolving around bullying.

If your child is a bully, it might be an idea to speak to the school to see if you and the teacher can work out a discipline program to help your child. You may need to enforce a stricter pattern of discipline at home.

What can schools do to stop bullying?

- **Implement classroom curriculum:**
 - ❖ Develop classroom rules against bullying
 - ❖ Develop cooperative learning projects that encourage teamwork and reduce social isolation
 - ❖ Create activities or assignments that teach problem-solving or conflict-resolution skills
 - ❖ Participate in role-playing or other activities to help children understand the perspectives of others and identify feelings



I. Answer the questions.

1. Educating discipline in children depends on school and teacher only, doesn't it?
2. Should discipline educate through the punishment?
3. What is vital to maintaining good discipline?
4. Who must be a good example to child?
5. What may be reasons why your child is misbehaving?
6. What methods of educating of discipline do you know?

Text 2

About Computer Basics for Grade School.



Since about a quarter of a century, the educational potential of computers is being explored by educationalists. Many scientists point to the ability of computers to support and even enhance teaching and learning processes in primary education. Today computers are used in many elementary school classrooms as everyday tools. One key aspect of the significance of computer use in primary schools includes learning benefits for children. At various stages of development, primary school children are able to perform basic tasks such as open and close a program; open, close, save and print a file; locate keys on the keyboard; understand the function of keyboard keys; gain fine motor skills to use the mouse; type, select, and format text; insert pictures and clip art; draw and format shapes; create slides and apply simple animations; view, add, and filter records in a database and more advanced tasks such as troubleshooting and working with design layout. Elementary school children learn how to use a computer for research, as well as what websites should be trusted for accurate information. Lists of educational sites are often printed out for pupils use at home, and aid further exploration of interesting subject matter. In elementary school, teachers introduce the basic functions of the computer, as well as organizational tricks and tips for using computers to assist in completing homework assignments.

For example, learning the functions of the mouse will help elementary school children navigate their way around the computer screen. Introducing elementary school children to the world of word processing help to develop not only typing skills, but spelling as well. Demonstrating

basic functions of Internet browsers for the pupils show them how to use a search engine, and where to type their search words.

One software program that recommend for use with first and second graders is Read, Write & Type.

With this program, children learn to read and write through a multisensory method that combines phonics and whole language and teaches keyboarding along with reading, writing, spelling, grammar, and punctuation. It does not mean



that you teach reading without a book or writing without paper. Another program is Kid Pix. Kid Pix is one of the most widely used creativity programs in schools, and it can be used from kindergarten through eighth grade. Kid Pix Deluxe, a paint and draw program, can be used to create individual and class slide show presentations. The children can also post their presentations to the class Web page. Print Shop lets children make cards, posters, postcards, banners, and letterheads.

So, children today use computers in their daily lives, to the extent that they are as essential to education as paper and pencil. Computer activities for elementary school pupils are endless.

I. Answer the following questions.

1. What basic tasks are primary school children able to perform?
2. Elementary school children learn how to use a computer for learning or playing only?
3. What does the world of word processing help to develop in elementary school children?
4. What the instructional software programs that recommend for use with first and second graders do you know?
5. What skills do they form in elementary school children?

Unit 7

**Computer and
Preschool Education**



Reading

Computer and Preschool Education

*Computer technology*¹ 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 consumers*², and to seek out *software*³ 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 invent*⁴, and *to collaborate*⁵ with children in other classrooms and communities. With the assistance of *highly trained mentors*⁶, 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 Web*⁷ 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.

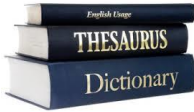
To harness the potential of computer technology to enhance children's learning, can explore ways to use technology effectively in the classroom. Computers are becoming commonplace at school as aids to learning. Children can work individually or in pairs at a computer. They are used in reading, writing, mathematics, science, and social studies instruction. When children use computers to learn mathematics, the computer serves as a *tutor*⁸.

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 *preschoolers*⁹ 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 programs*¹⁰.

Some experts suggest that allowing schoolchildren to have computer time can be beneficial because computer use: introduces *educational skills*¹¹, teaches *spatial and logical skills*¹², prepares children for future computer use, *increases self-esteem*¹² and *self-confidence*¹³, boosts *problem-solving skills*¹⁴, stimulates language comprehension, improves *long-term memory*¹⁵ and *manual dexterity*¹⁶. 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 thinking*¹⁷. 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?

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 world*¹⁸ of tomorrow.



Key Vocabulary

1. computer technology – [kəm'pjʊ:tə tek'nɒlədʒi] – комп'ютерна технологія
2. digital consumer – ['dɪdʒɪtl kən'sju:mə] – цифровий споживач
3. software – [sɒftweə] – програмне забезпечення
4. to invent – [ɪn'vent] – винаходити, створювати, вигадувати
5. to collaborate – [kə'læbəreɪt] – співпрацювати
6. highly trained mentor – ['haɪli treɪnd 'mentɔ:] – висококваліфікований наставник
7. to surf the Web – [sɜ:f] – проглядати інтернет-сторінки
8. tutor – ['tju:tə] – наставник, репетитор, вчитель, вихователь
9. preschooler – [ˌpri:'sku:lə] – дошкільник, дитина дошкільного віку
10. educational program – [ˌedju(:)'keɪʃənl 'prəʊgræm] – навчальна програма
11. educational skills – [ˌedju(:)'keɪʃənl skɪlz] – освітні навички
12. spatial and logical skills – ['speɪʃəl ænd 'lɒdʒɪkəl skɪlz] – просторові і логічні навички
13. to increase self-esteem – ['ɪnkrɪ:s self-ɪs'ti:m] – підвищити самооцінку
14. self-confidence – [self-'kɒnfɪdəns] – самовпевненість
15. problem-solving skills – ['prɒbləm-'sɒlvɪŋ skɪlz] – навички вирішення проблем
16. long-term memory – [lɒŋtɜ:m 'meməri] – довготривала пам'ять
17. manual dexterity – ['mænʃʊəl deks'terɪti] – спритність рук, дрібна моторика
18. critical thinking – ['krɪtɪkəl 'θɪŋkɪŋ] – критичне мислення

19. digital world – [ˈdɪdʒɪtl wɜːld] – цифровой, 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?

T F

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.

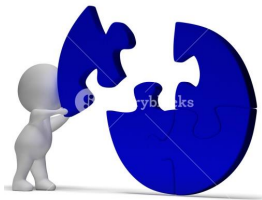
2. Children naturally *explore* / *investigate* and learn about their environments through inquiry, and computer technologies help them.

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.

| | | |
|-----------------------------|-----------------------------|-------------------|
| <i>logical thinking</i> | <i>to message</i> | <i>benefit</i> |
| <i>internet connections</i> | <i>improve</i> | <i>completed</i> |
| <i>websites</i> | <i>research assignments</i> | <i>programmes</i> |

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.

| <i>Arguments against vocational training</i> | <i>Arguments in favour of vocational training</i> |
|---|---|
| <ul style="list-style-type: none"> • School should be about learning academic subjects. | |
| <ul style="list-style-type: none"> • The skills students learn are soon outdated. | |
| <ul style="list-style-type: none"> • It's difficult to decide at the age of 15 what career you want to do. | |
| <ul style="list-style-type: none"> • Some schools train students for jobs available in their region, which may be limited. | |



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?

Extracurricular Activities

Read the texts to obtain and discuss the information.

Text 1

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.

I. 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?
6. What does the technology education in primary schools involve?

Text 2

Concept Teaching

Using Concept Teaching in Class

Select Big Idea Concept and determine the best approach (deductive or inductive)

Clarify aims/establish a “hook” to draw students in...

Proceed through the selected approach using

Get students to demonstrate their understanding

Employ higher-level questioning and discussion strategies

Concepts are the basic building blocks around which people organize their thinking and communication. A concept's critical attributes help define it and distinguish it from other concepts. The various kinds of concepts include conjunctive concepts, disjunctive concepts, and relationship concepts.

Concept learning and logical thinking are critical goals for almost everything taught in schools. These become important scaffolding for

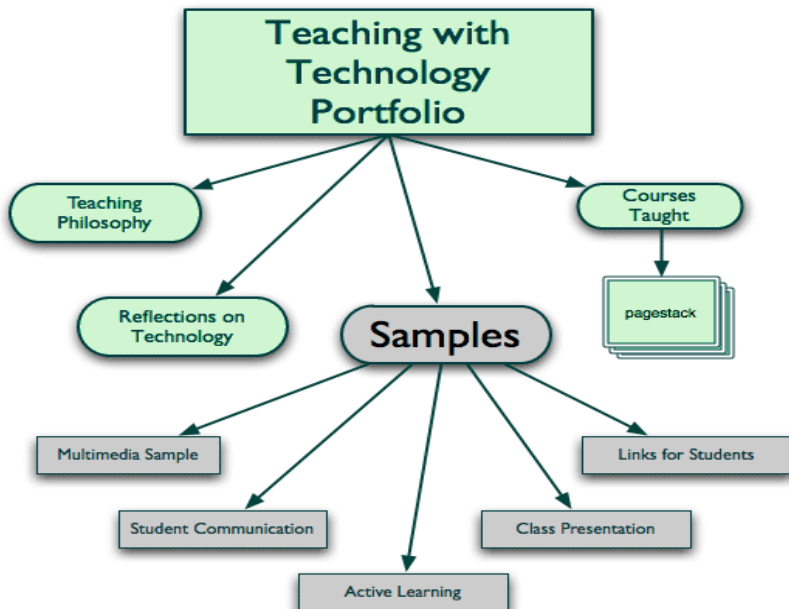
building student understanding of school subjects. Concept learning is essentially a process of putting things into classes or categories. The knowledge base on concept learning and teaching is extensive.

The instructional effect of concept teaching is mainly to help learners acquire conceptual understandings of the subjects they are studying and to provide a basis for higher-level thinking.

A concept lesson consists of four major phases: presenting goals and establishing set, providing examples and nonexamples, testing for attainment, and helping students analyze their thinking processes.

There are several different approaches to teaching concepts. Two of the most prevalent are direct presentation and concept attainment. In direct presentation the teacher labels and defines the concept early in the lesson and then presents the best examples through exposition. In concept attainment the teacher presents examples and non-examples of a particular concept but does not define and label the concept until the end of the lesson.

Preinstructional tasks include concept selection and analysis,



selection of examples and nonexamples, and decisions regarding the sequence in which to present the examples.

Through questioning and discussion, teachers help students analyze their thinking and integrate new learning with old as the final phase of a concept lesson.

As with other instructional models, a major post-instructional task requires teachers to match their testing programs to the model's particular goals.

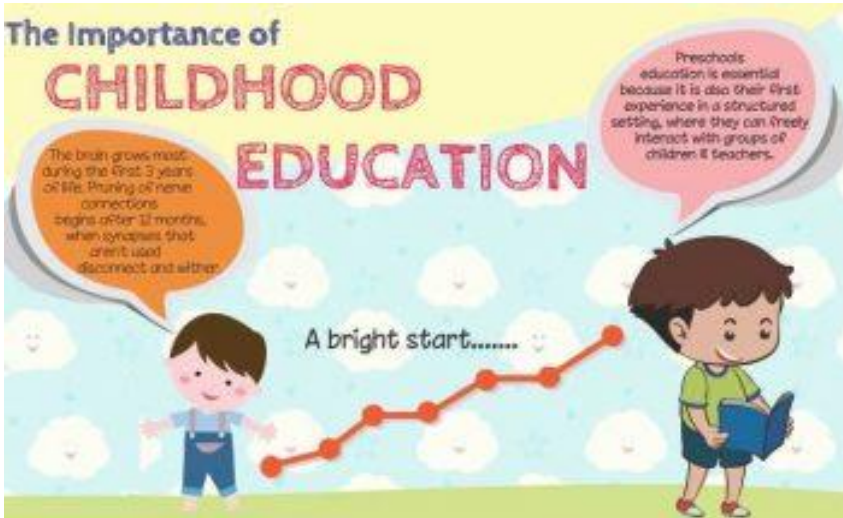
When evaluating students' understanding of a concept, it is important to ask students to do more than merely define the concept. Students should also be asked to demonstrate their knowledge of the concept's critical attributes and its relationship to other concepts.

I. Answer the following questions.

1. What kinds of concepts do you know?
2. What is concept learning?
3. What are the major phases of concept lesson?
4. What approaches to teaching concepts do you know?
5. What do preinstructional tasks include in?
6. Why questioning and discussion is so important for both teachers and students at the lesson?

Unit 8

Preschool Education



Reading

Preschool Education

*Preschool education*¹ and kindergarten emphasize learning around the ages of 3–6 years. The terms "*day-care*²" and "*child-care*³" do not convey the *educational aspects*⁴, although many childcare centers are now using more *educational approaches*⁵. The term "preschool" refers to instruction in non-public arenas such as *licensed preschools*⁶, *childcare centers*⁷, *family day care centers*⁸, home day care centers, center-based programs and full or part-day private child centers or day care centers sponsored by religious bodies.

Preschool teachers must be able to work well and interact with young children. Preschool children have a *short attention*⁹ span and their worries are usually fairly simple. Most preschoolers are affectionate and playful, and like to play games, to read, or play with toys.

Preschool teachers help their students to learn mainly through play and *interactive activities*¹⁰, capitalizing on children's play to further language and *vocabulary development*¹¹. They explain reading, writing,

science, and other subjects in a way that young children can understand. A *preschool teacher*¹² might use storytelling and rhyming and acting games to improve social skills or introduce scientific and mathematical concepts. Most preschool settings employ a less structured approach, including small-group lessons, *one-on-one instruction*¹³ and learning through creative activities, such as music, art and dance.

A preschool teacher needs to be proficient in helping children learn how to cooperate; providing fun learning activities suitable for preschoolers; keeping children safe; working as a team member along with other teachers; and interacting with parents.

Preschool teachers need to be eager participants in children growth and development, as well as helping students understand how to use their *natural curiosity*¹⁴ to help make the appropriate developmental leaps in their skills and abilities. They are expected to create an atmosphere where risks can be taken and discoveries made while children remain safe. These workers play an important role in a child development by caring for the child when parents are at work or away for other reasons. Some parents enroll their children in *nursery schools*¹⁵ or child-care centers primarily to provide them with the opportunity to interact with other children. In addition to attending to children's basic needs, these workers organize activities that stimulate the children's physical, emotional, *intellectual, and social growth*¹⁶. They help children explore their interests, develop their talents and independence, build self-esteem, and learn how to behave with others.



Key Vocabulary

1. preschool education – [ˌpriːˈsku:l ˌɛdʒu(:)ˈkeɪʃən] - дошкільна освіта
2. day-care – [deɪ-keə] - дитячий садок, яслі
3. child-care – [tʃaɪld-keə] - дошкільний дитячий заклад
4. educational aspect – [ˌɛdʒu(:)ˈkeɪʃənəl ˈæspɛkt] – освітній аспект
5. educational approach – [ˌɛdʒu(:)ˈkeɪʃənəl əˈprəʊtʃ] – навчальний підхід

6. licensed preschool – [ˈlaɪsənst ˌpriːˈsku:l] – ліцензований дошкільний заклад
7. childcare center – [ˈtʃaɪld,keə ˈsɛntə] -дитячий центр
8. family day care center – [ˈfæmɪli deɪ keə ˈsɛntə] – сімейний, денний дитячий центр
9. short attention – [ʃɔ:t əˈtenʃ(ə)n] - короткострокова увага
10. interactive activity – [ˌɪntərˈæktɪv ækˈtɪvɪti] – інтерактивна діяльність
11. vocabulary development – [vəʊˈkæbjʊləri dɪˈvɛləpmənt] – розвиток словникового запасу
12. preschool teacher – [ˌpriːˈsku:l ˈtiːtʃə] – вихователь дитячого садка
13. one-on-one instruction – [wʌn-ɒn-wʌn ɪnˈstrʌkʃən] – індивідуальне навчання
14. natural curiosity – [ˈnætʃrəl ˌkjʊərɪˈɒsɪti] – природня допитливість, цікавість
15. nursery schools – [ˈnɜːsəri sku:lz] – дитячий садок, яслі
16. intellectual and social growth - інтелектуальне та соціальне зростання



Comprehension Check

1. What does a preschool teacher do?
2. What types of preschool institutions do you know?
3. What are educational requirements for preschool teachers?
4. What role do the preschool teachers play in a child development? Why?
5. Why attending the kindergarten is important for children?



Are these statements true or false?

T F

1. Kindergartens emphasize learning around the birth to three years.
2. Different child-care centers don't convey the educational aspects, although use educational approaches.
3. Preschool children have a long attention span and like to listen to long stories.
4. To further language and vocabulary development preschool teachers learn their students mainly through play and interactive activities.
5. Preschool teachers use complex scientific and mathematical concepts to explain reading, writing, science, and other subjects.
6. Preschool teachers develop children natural curiosity, their skills and abilities and they are eager participants in children growth.
7. Parents enroll their children in nursery schools or child-care centers primarily to have the opportunity to work or just to have a free day.



Test yourself

1. The Early Childhood Education is also known as the...
 - ☺☺ Beginning childhood education
 - ☺☺ Nursery education
 - ☺☺ Kid's education
2. Which of the following can be related to Early Childhood Education?
 - ☺☺ Teaching of adolescent students
 - ☺☺ Teaching of young children
 - ☺☺ Teaching of parents about young children

3. The age bracket of students taking Early Childhood Education is between...

- ☺☺ 0-2
- ☺☺ 0-3
- ☺☺ 0-4

4. Early Childhood Education involves which of the following?

- ☺☺ Child development
- ☺☺ Fight against child abuse
- ☺☺ The emotional development of children

5. What is the main purpose of the Early Childhood Education?

- ☺☺ Educational child development
- ☺☺ The health of children worldwide
- ☺☺ General child development

6. How does preschool differ from daycare?

- ☺☺ Children in preschool have a longer day than children in daycare
- ☺☺ Preschool is another term for daycare; there is no difference
- ☺☺ Daycare teachers are generally trained in early childhood education

- ☺☺ Preschool focuses mainly on academics rather than play

7. Which one of the following is Not a creative development of a three year old

- ☺☺ Dramatizes Play
- ☺☺ Imaginary companion may appear
- ☺☺ Likes to be alone listening to music
- ☺☺ Enjoys simple poems

8. Managing the classroom requires a teacher to

- ☺☺ Juggle more than one task
- ☺☺ Put the children to sleep often
- ☺☺ Hire more employees
- ☺☺ Take more personal time off

9. When a teacher makes self assessments about themselves this is called

- ☺☺ Self Evaluation
- ☺☺ Self Recognition
- ☺☺ Self Realization
- ☺☺ Self Actualization

10. The stages of child's development are:

- ⌘ Social, physical, creative, language, cognitive and emotional
- ⌘ Physical, educational, philosophical, cognitive and emotional
- ⌘ Social, spiritual, statistical, cognitive and emotional

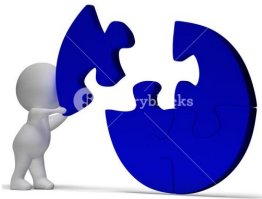


You will hear twice four extracts about different achievements. For each sentence (1-4) choose the answer (A-E) which fits best according to what you hear. Put the answers in the correct column. There is one extra sentence that you do not need to use.

The speaker

- A** likes comparing himself/herself to other people.
- B** achieved a lot because of his/her teacher.
- C** boasts about his/her excellent results.
- D** describes a stressful experience.
- E** explains why he/she did not do something.

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | | |



Complete the sentences using the words in the box.

| | | | |
|--------------------------|-------------------------------|--------------------|----------------|
| <i>preschool teacher</i> | <i>goal</i> | <i>responsible</i> | <i>basic</i> |
| <i>mathematical</i> | <i>order</i> | <i>developed</i> | <i>problem</i> |
| <i>solving</i> | <i>interactive activities</i> | <i>young</i> | |
| <i>children</i> | <i>structured approach to</i> | | |

A preschool teacher is someone who helps prepare for kindergarten through play,, and games. Language skills, vocabulary skills, social skills and and scientific concepts are by having small-group lessons, or even one-on-one instruction. The will encourage lots of discussion and from the children. Rhyming, storytelling, music, art, dance, and acting games are also part of a less teaching at this level. A preschool teacher is for teaching toddlers basic learning skills, keeping in the

classroom, and making sure that the children are safe. Ultimately, preparing these toddlers for kindergarten is the mainof the teacher.



Discussion questions.

1. What are teaching strategies for preschoolers?
2. How do you support language development in early childhood?
3. How can I make teaching interesting?
4. What is visible learning in the classroom?
5. What games can you play in a classroom?

Extracurricular Activities

Read the texts to obtain and discuss the information.

Text 1

Kindergarten Children's Learning.



Most kindergarteners want to learn all about the world and how it works. Kindergarten teachers often build on this enthusiasm by offering projects that encourage children to delve deeper into the areas that interest them. Children may make life-size tracings of themselves as they learn about the human body, or study animal habitats by researching information about the class pet. Many kindergarten classrooms offer more formal learning and traditional school experiences than preschool. But

kindergarten is still intended to stimulate children’s curiosity to learn more about the world around them. It’s the job of the kindergarten teacher to help children become comfortable working in a classroom setting and to introduce some basic literacy and math-related skills in the midst of their important discoveries. Kindergarten children notice that words are all around – in books, at the supermarket, at the bus stop and in their homes. They play with language by creating silly rhymes and nonsense words. While this is usually great fun, it is also a very important step in learning to read. Teachers read a variety of poems, stories, and non-fiction books aloud to children. Kindergarten children learn that letters and sounds go together to form words, and how to identify alphabet letters and their sounds. Many kindergarten children are expected to read words by the end of the year. Parents may receive their child’s first poem, as kindergartners will be asked to do more writing than preschoolers. Your kindergartener’s journal may look like a combination of letter strings and scribbles to most people, but it carries a most important message – that he can write to create his own stories, to tell about his experiences, and to share information.

Math: Counting cubes, number rods, and other math materials help kindergartners work with a larger set of numbers. Children also begin to use physical materials to solve simple addition and subtraction problems, like how many cookies they’ll have left after they’ve shared some with a friend. They’ll learn about time, using tools like clocks and calendars regularly in the classroom. While they’re not fully able to tell time or even realize exactly what a month or a second is, they’ll begin to understand that one measures a longer amount of time, and the other a short amount.

Science:

“Our task is to
HELP children
communicate
with the WORLD
using all their
potential, STRENGTHS
and languages,
and to overcome
any OBSTACLE
presented
by our culture”

Loris Malaguzzi

In kindergarten, children learn about plants and animals and explore the weather and seasons. They can separate toy animals into groups, such as those that are found on the land, sea, or sky; or animals that hatch from eggs and animals that do not. Social Studies: Kindergarteners are ready to expand their world beyond their homes and classrooms to the larger neighborhood or community. They learn more about the rules that help people get along with each other. They may begin to form opinions on issues and understand that others may have different points of view.

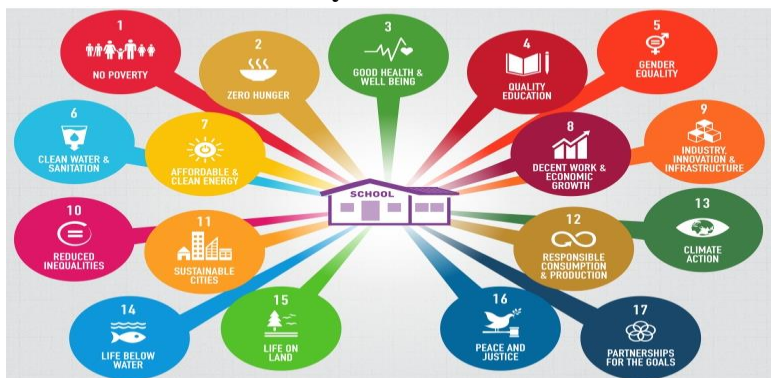
The child has a different relation to his environment from ours...the child absorbs it. The things he sees are not just remembered; they form part of his soul. He incarnates in himself all in the world about him that his eyes see and his ears hear.

MARIA MONTESSORI
THE ABSORBENT MIND

I. Answer the following questions.

1. What do kindergarten teachers do?
2. How do kindergarten teachers intended to stimulate children’s learning?
3. What do children learn in kindergartens?
4. Why is it important for children to attend kindergarten?

Text 2
Primary Education



Primary education provides safe and positive environments where effective learning can take place. Primary education aimed to provide an

opportunity to have a team that is steady to interact. The primary education is the phase where students may be influenced positively or negatively. The future of a child is totally depending on the primary education. Primary education will boost your kids' self-confidence and offer your child the skills they need for the long success in this competitive world. The youngsters who do not receive the basic education throughout their early years are instructed the counting, alphabet, colors, and shapes after their formal education started, they are going too far behind the children who already possessed the basic knowledge of everything.

Primary education has several benefits in the development of a child. Here, some of them are described:

1. Supports Social and Emotional Development.

It is very important for young children to spend some time with other children before starting primary school, especially for those who are from different cultures and

Social-Emotional Stages of Development

(S. Greenspan and S. Wieder)



backgrounds. One cannot take too lightly the significance of group activities. The group interaction help children to develop a sense of respect for others, learn the difference between right and wrong, how to play with cooperation, the importance of sharing, solve disputes, follow instructions, and voice their opinions.

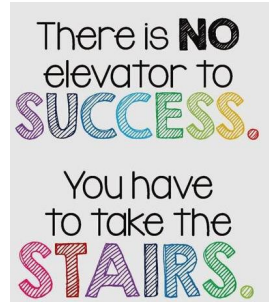
2. Teaches Independence and Confidence

It is a proven fact that children in their early phase of life who attend a preschool that gives a positive and nurturing environment more stable than those who don't, this also improve confident and individual young achievers. Early education offers a safe, happy and healthy environment where children can obtain a sense of self and explore new things which learns them about themselves.

3. Improves Reading and Communication Skills

The communication and reading skills of a kid are directly associated with their primary education. Generally, between the age of three and five, a child's communication skills developed, that is why the primary education is essential to child's overall development. Young kids who attend preschool have much better reading and communication skills than those who don't.

Various researchers claim today that getting a good primary education has more influence on children's overall development than their family background. Poor primary education can lead to a child towards negative effects. While primary education determines the development and growth of various aspects of a child in context to the society, on the other hand, having a poor quality of elementary education or absence of it can lead children to illiteracy. Consequently, primary education is the most crucial phase of a child's life. It shapes them into a better thinker, learner and human being.



Elementary education is very advantageous not only for an individual but also for the country as well. It is the foundation for the further education. It forms the lives of children by promoting their decision making skill. The children who got early education become more productive and skilled than those who don't get this fundamental education. Furthermore, when a nation is educated, it does not suffer many losses due to innovativeness and capabilities of its citizens who are able to bring about the revolution both at the grass root level and national level.

I. Answer the following questions.

1. What does primary education provide?
2. What knowledge can children get at primary school?
3. How does group interaction help children to develop?
4. What do researchers claim today about getting a good primary education?
5. Why children who got early education become more productive and skilled than those who don't get this?

Unit 9

What is Teaching?

CHARACTERISTICS

- ✓ Teaching is an interactive process
- ✓ Teaching is both formal and informal
- ✓ Teaching is art, craft as well science
- ✓ Teaching is not one sided
- ✓ Teaching is not an independent activity
- ✓ Teaching is a planned activity
- ✓ Teaching is diagnostic and remedial
- ✓ Teaching is dominated by communication skills
- ✓ Good teaching is democratic
- ✓ Teaching causes motivation
- ✓ Teaching is professional in character



Reading

What is Teaching?

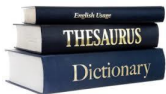
*Teaching*¹ is defined as the *interaction*² of a teacher and children over a *subject*³. Teaching involves a teacher trying to teach someone something somewhere. Can there be teaching without students? If there are no children, there is no teaching. Can there be teaching when there are children, but 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 aspects*⁴ of teaching and focus on ways to *systematize*⁵ the *communication*⁶ between teacher and children. Others say that teaching is

an art. They argue, actual teaching involves great amounts of *intuition*⁷, *improvisation*⁸, *expressiveness*⁹, and efficiency teaching depends on high levels of *creativity*¹⁰, *sound judgment*¹¹, and *insight*¹². 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 eye*¹³ 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: *training*¹⁴ and *coaching*¹⁵ (developing *basic and advanced skills*¹⁶ by using *clear objectives*¹⁷); lecturing and *explaining*¹⁸ (presenting information in ways that it can be easily processed and remembered); inquiry and discovery (teaching *thinking skills*¹⁹, problem-solving, and creativity through inquiry and discovery); groups and teams (*sharing information*²⁰ and exploring attitudes, opinions, and beliefs through group processes); experience and reflection (enabling students to reflect on learning that takes place in work settings, *internships*²¹, 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, *patience*²², and perspiration.



Key Vocabulary

1. teaching – [ˈtiːʃɪŋ] – викладання, навчання
2. interaction – [ˌɪntərˈæktʃən] – взаємодія
3. subject – [ˈsʌbdʒɪkt] – предмет
4. scientific aspect – [ˌsaɪəntɪfɪk ˈæspekt] – науковий аспект
5. to systematize – [ˈsɪstəmətaɪz] – систематизувати
6. communication – [kəˌmjuːnɪˈkeɪʃən] – спілкування

7. intuition – [ˌɪntju(:)ˈɪʃən] – інтуїція
8. improvisation – [ˌɪmprəvaɪˈzeɪʃən] – імпровізація
9. expressiveness [ɪksˈpresɪvnəs] – виразність
10. creativity – [ˌkri:ɪˈtɪvɪti] – креативність
11. sound judgment – [saʊnd ˈdʒʌdʒmənt] - здоровий глузд
12. insight – [ˈɪnsaɪt] – проникливість, розуміння
13. trained eye – досвідчене око
14. training – [ˈtreɪnɪŋ] – виховання, навчання
15. coach – [kəʊʃ] – інструктор, репетитор
16. basic and advanced skills – основні і додаткові навички
17. clear objective – [klɪər əbˈdʒektɪv] - чітка ціль
18. explaining – [ɪksˈpleɪnɪŋ] – пояснення
19. thinking skills – [ˈθɪŋkɪŋ skɪlz] - навички мислення
20. sharing information – [ˈʃeərɪŋ ˌɪnfəˈmeɪʃən] - обмін інформацією
21. internship – [ˈɪntɜːnʃɪp] стажування
22. patience – [ˈpeɪʃəns] – 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:

а) 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.

T F

- 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



You will hear a teacher talking about secondary education. For each of the questions below, circle the correct answer, A, B or C.

1. What does the man say in answer to the first question?
 - A** At the age of 15 students do not take their studies seriously enough.
 - B** He knew exactly what career he wanted when he was 15.
 - C** 15 is too young to decide on the kind of career you want to have.
2. According to the man, we have to
 - A** adjust what we teach to the changing demands of the job market.
 - B** make our young people as competitive as possible.
 - C** move away from today's focus on skills for the job market.

3. What should we be teaching in secondary schools, according to the man?

- A skills that professionals need
- B mainly academic subjects
- C theoretical and practical knowledge

4. As a teacher, the man would like students to

- A spend more time studying basic skills.
- B be able to think for themselves and change when necessary.
- C encourage each other to work towards their goals.

5. What does the man say about Ukraine?

- A It is important to make sure students study relevant skills.
- B We need to send fewer students into higher education.
- C Students would benefit from starting work at a younger age.



Work alone. Read the advice from teachers about how to use the feedback stage of a lesson productively. Tick any advice that you also use in your classroom.

| Advice | Do you use this? |
|---|------------------|
| A. Praise good work as well as correcting any errors | |
| B. Get learners to correct each other's exercises. | |
| C. Don't always ask the same learners for answers. | |
| D. Keep a brisk pace; ask no more than five learners. | |
| E. Ask for a personal response to an activity, as well as answers. For example, did learners like the activity? Why was it useful? | |
| F. Use the monitoring stage to check progress; use feedback to highlight good examples | |
| G. Use this stage to highlight pronunciation and other common errors. | |



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

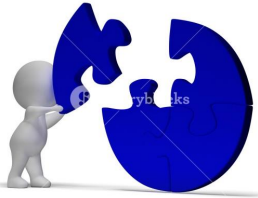
| A. | B. |
|--|---|
| <p>1. Викладання вимагає досвідченого ока, щоб бачити те, що насправді відбувається і тренованого розуму, щоб вирішити, що робити далі.</p> <p>2. Ці стратегії можна застосовувати з будь-якою дисципліною в будь-яких умовах і в будь-яких вікових групах.</p> <p>3. Часто навчальний процес відбувається без вчителів, але ця діяльність називається навчання, а не учення.</p> <p>4. Учитель, як диригент, спирається на репертуар навичок і управляє дуже складним процесом.</p> <p>5. Можливо, найкращий спосіб називати навчання не мистецтвом, не наукою, а професією.</p> <p>6. Ефективність навчання залежить від високого рівня творчості, здорового глузду і розуміння.</p> | <p>a) Often educational process goes on without teachers, but the activity is called learning, not teaching.</p> <p>b) Efficiency teaching depends on high levels of creativity, sound judgment, and insight.</p> <p>c) The teacher, like the conductor, draws upon a repertoire of skills and orchestrates a highly complex process.</p> <p>d) Perhaps the best way to call teaching is not an art, not a science, but a profession.</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>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.

| | | |
|---------------|---------------|-----------------|
| <i>review</i> | <i>fail</i> | <i>remember</i> |
| <i>retake</i> | <i>revise</i> | |

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.



no interaction - one way communication



teacher centered interaction



group centered interaction

Examples

"no interaction": lecture

"teacher centered interaction": interactive lecture

"group centered interaction": group work



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?
5. What are some good teaching strategies?

Extracurricular Activities

Read the texts to obtain and discuss the information.

Text 1

Primary Education in Ukraine.



Preprimary education in Ukraine is included in the state educational system. It is subordinate to the Ministry of Education. The major types of preschool facilities are nursery schools, which take care of infants from six weeks to three

years old, and kindergartens, which are intended for children from three to six years of age. Orphans and children without proper parental care are placed in children's homes, boarding kindergartens, and or family-type and sanatorium-type facilities.

There are also specialized preschool institutions for children with physical and mental disabilities, as well as other diseases. The length of stay at most of the facilities is nine hours, but there are also institutions, which work on a 24 hour basis. Preschools provide childcare and initial intellectual, physical, and aesthetic education, Special emphasis is made on the preparation of children for primary school. Classes are devoted to the development of speech and elementary numerical skills, singing, dancing, foreign languages, and art. The government encourages the study of the Ukrainian language and culture. Teachers for preschool institutions are trained

at specialized departments of teacher training schools, institutes, and universities, as well as advanced training and retraining institutes.

Elementary school education in Ukraine forms the foundation of a child's schooling career. Ukraine's Law on Education states that provision of

elementary schools must be made wherever there are students. Elementary or primary education acts to develop children's personalities, talents, formation of morals, working education as well as knowledge of the human body, nature, industry and society. This level of education is compulsory in Ukraine and is available at various types of institutions. Students begin secondary comprehensive schooling at the age of 6 or 7 years.

The purpose of primary education is the development of your weak characteristics; the purpose of university education, the development of your strong.

Nevin Fenneman

I. Answer the following questions.

1. What is preprimary education subordinate to?
2. What are the major types of preschools?
3. Where are the orphans placed?
4. What kind of education do preschools provide?
5. What is special emphasis made on?
6. Where are the preschool teachers trained?

Text 2

Tasks of the primary school.

The general principles and tasks of elementary education are reflected in the basic curriculum of elementary education. Proceeding from the basic curriculum, the Ministry of Education and Science of Ukraine develops standard curricula for general educational institutions. In the standard curricula, the content of the fields of study is presented in the form of school subjects and courses of the invariable component. Based on the standard curricula, educational institutions prepare working curricula on an annual basis in which they concretize the variable component of



**"Education
is not the learning
of facts,
but the training
of the mind."**

-Albert Einstein



Clip art by Laura Strockland

elementary education, taking into account the organizational specifics of the academic process.

The fourth year is the graduation year in the elementary school. It ends in state examinations to measure the educational achievements of the graduates, most often in the Ukrainian language or language of study, reading and mathematics. The content, forms, procedure, and schedule of such annual examinations are determined on an annual basis and approved by the Ministry of Education and

Science of Ukraine.

The educational results of the elementary school are:

- full-fledged verbal, reading, computational skills and physical abilities;
- general view of the real world;
- sufficiently developed thinking, imagination, memory, and sensor abilities;
- creative ability;
- attitude to work, art, and health as to values
- ability to perform simple creative tasks.

I. Answer the following questions.

1. What are the general principles of elementary education in Ukraine?
2. Who develops standard curricula for general educational institutions?
3. Which year is the graduation year in the elementary school?
4. What are the fourth year examinations assessing?
5. What are the educational results of the elementary school?

**Test
your
Grammar**

Test 1

Nouns: Number, Case. Comparative and Superlative Adjectives and Adverbs.

I. Choose the correct item.

- _____ is a science.
a) Mathematic b) Mathematices c) Mathematics
- _____ have equal rights with men.
a) Women b) Womans c) Womens
- My aunt has two little _____.
a) childrens b) children c) childs
- The girls injured their _____ climbing the mountain.
a) foot b) feets c) feet
- There is a good _____ of learning English words.
a) meaning b) meanes c) means
- Her _____ is always very useful.
a) advices b) advice c) advise
- His _____ was false.
a) informations b) informative c) information
- That _____ was heard on TV yesterday.
a) new b) newes c) news
- His _____ of Japanese is poor.
a) knowledge b) knowledges c) knowledgies
- These _____ are very useful for us.
a) data b) datum c) datas
- Here is the _____ you need.
a) formule b) formulas c) formula
- These measures may save many _____.
a) lifes b) leaves c) lives
- My _____ favourite sport is gymnastics.
a) brother's b) brothers' c) of brother
- The _____ programme was fulfilled by our laboratory.
a) years' b) year's c) years's

15. Radio is the past _____ discovery.
 a) centurys's b) of century c) century's
16. Her _____ drawings look quite professional.
 a) children's b) childs' c) childrens'
 b) of children
17. _____ books are interesting and valuable.
 a) Mr Lorenz's and Mr Jofes's
 b) Mr Lorenz's and Mr Jofes c) Mr Lorenz and Mr Jofes's
18. A two _____ travel is too much to waste time.
 a) week's b) weeks' c) weks's
19. Ann usually buys cakes and bread at the _____.
 a) bakers' b) bakers's c) baker's
20. If you want your watch repaired you'd go to the _____.
 a) watchmaker's b) watchmakers' c) watchmakers's
21. That is _____ room _____.
 a) my' and Peter's b) mine and Peter's c) my and Peter's
22. The temple is too _____ to restore.
 a) older b) old c) oldest
23. This stadium is much _____.
 a) wider b) wide c) the widest
24. This issue is not _____ as it may seem.
 a) so difficult b) as difficult c) the most difficult
25. This printer is _____ I've ever known about.
 a) complex b) more complex c) the most complex
26. In my opinion, the rat is much _____ than the mouse.
 a) clever b) cleverer c) cleverest
27. The chief is _____ person in the company.
 a) the eldest b) the oldest c) the most old
28. My friend is the _____ pupil in our class.
 a) worst b) bad c) better
29. The news we've read recently in the local newspaper is _____ than that we are reading now.
 a) the least interesting b) less interesting c) interesting

30. He told us _____ not to walk on the grass.
a) angrily b) much angrily c) angry
31. Could you write _____ ?
a) clearer b) clearly c) clearest
32. I hope I will do _____ in my examinations.
a) good b) well c) better
33. Mr. Taylor won't be at the meeting. I won't be _____ .
a) too b) also c) either
34. The pupils are _____ for the exams.
a) studying hardly b) hard studying c) studying hard
35. The geese rose _____ in the sky.
a) high b) highly c) higher

Test 2

Present Tenses Review.

I. Choose the correct item.

- The President _____ a new healthcare plan.
a) has announced b) is announcing c) has been announced
- She _____ trying to pass her driving test but fails every time.
a) kept b) is keeping c) keeps
- 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
- Who _____ my toothbrush?
a) is using b) uses c) has been using
- My uncle still _____ heating oil from a company in Chicago.
a) sells b) sold c) will sell
- The next train _____ this evening at 17.00.
a) is leaving b) leaves c) has left
- A tornado _____ part of a shopping mall in Oklahoma.
a) destroys b) has destroyed c) is destroying
- The human body _____ 206 bones.
a) has been containing b) has contained c) contains
- Light _____ at almost 300,000 kilometers per second.
a) travels b) is traveling c) has been traveling
- I _____ sushi, but I didn't like it.
a) am trying b) tries c) have tried
- When I have finished dressing, I put on my shoes and _____.
a) am going downstairs b) go downstairs c) has gone downstairs
- I _____ to do it right now.
a) want b) am wanting c) have wanted
- 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 stucked 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 3

Past Tenses Review

I. Choose the correct item.

- While I _____ coffee with Max in a café, he told me an interesting story.
a) had b) was having c) had had
- Last year, Max _____ to Pamplona, Spain to run with the bulls.
a) went b) was going c) had been going
- I asked him, "How _____ such a crazy custom begin?"
a) was b) had c) did
- As the cattlemen _____ their cattle to market, some men ran in front of the animals.
a) took b) were taking c) had taken
- I asked, " _____ to make them hurry?"
a) were they trying b) did they try c) had they tried
- While the men _____ it turned into a competition.
a) ran b) were running c) had run
- They _____ to get to the pens safely before the bulls.
a) tried b) was trying c) had tried
- He _____ to repair our washing machine that _____ a few days before.
a) was wanting / broke b) wanted / had broken c) wanted / broke
- 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
- 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 4

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 5
Modal Verbs

I. Choose the correct item.

1. Under no circumstances _____ leave home after dusk.
a) you mayn't b) you can't c) you mustn't
2. You _____ repair the car. It's already been repaired.
a) can't b) mustn't c) needn't
3. When Mr. Lee was younger, he _____ work in the garden for hours, but now he has to take frequent rests.
a) must b) should c) could
4. Isn't Peter Reeves a banker? – Yes. Why don't you talk to him? He _____ to help you with your loan.
a) is able to b) could c) may
5. Do you hear that squeak? What is it? – I don't know. It _____ a mouse. Isn't that what a mouse sounds like?
a) may be b) must be c) should be
6. It _____ rain this evening. Why don't you take an umbrella? – That's a good idea. _____ I borrow yours?
a) will / can b) must / could c) might / may
7. Soldiers _____ disobey a superior officers.
a) must/have to b) must not c) don't have to
8. To stay alive, people _____ breathe oxygen.
a) must/have to b) must not c) may
9. Look at all the children waiting for the bus. What time is it? – It _____ be after 3:00. That's when school is out.
a) must b) might c) can
10. I heard that Jose has received a scholarship and _____ to attend the university in the fall. – Wonderful! He _____ be very happy to have the matter finally settled.
a) will be able / must b) can / may c) could / might

11. Excuse me. Could you tell me which bus I _____ take to get to City Hall? – Bus number 63 _____ go there. But maybe you'd better ask the driver.
 a) should / might b) may / will c) must / is able to
12. What does Mr. Griffin do for a living? – Nothing. He's very rich. He _____ work for a living.
 a) must not b) shouldn't c) doesn't have to
13. Why are you so late? – I _____ my aunt to the airport. The traffic was terrible.
 a) could take b) must have taken c) had to take
14. I need some help with this table. _____ you lift the other end, please? – Sure, just a second.
 a) may b) should c) could
15. Last year I _____ read this fine print in these contracts, but now I can't. – You'd better go to the eye doctor.
 a) could b) had to c) must
16. You _____ see a dentist.
 a) ought to b) will c) have to
17. They _____ not tell me about it.
 a) ought to b) need c) may
18. She _____ try to get to work on time.
 a) need b) must c) may
19. Within five days from the delivery date the seller _____ send two sets of technical documents to the address of the buyers.
 a) must b) will be able to c) shall
20. _____ you be so kind to shut the window? It's cold in here.
 a) Can b) Might c) Would
21. _____ I see your driver licence, please?
 a) should b) must c) need
22. _____ I carry this bag for you?
 a) May b) Will c) Could
23. Many years ago you _____ smoke in cinemas, but now it's banned.
 a) could b) might c) may

24. We had to wear a tie at school, but we _____ to take it off in hot weather.
a) were able b) were allowed c) could
25. You _____ bring a friend to the party if you want.
a) will b) can c) should
26. You _____ borrow my phone if your battery is dead.
a) can b) must c) would
27. Passengers _____ take one small bag on board the plane.
a) can b) must c) may
28. When I was young, we _____ wear whatever we liked to school.
a) might b) were allowed c) could
29. Are you going to the party? – No, I _____ do my homework so I can't go.
a) have to b) ought to c) need
30. Harry's new jacket doesn't seem to fit him very well. – He _____ have tried it on before he bought it.
a) must b) may c) should

Test 6

Using the Passives

I. Choose the correct item.

1. Harry Potter and the Goblet of Fire _____ by J K Rowling
a) was written b) has been written c) wrote
2. Over a million dollars in cash _____ from a bank in Los Angeles.
a) has stolen b) has been stolen c) was stolen
3. Thieves _____ over a million dollars in cash from a bank in Los Angeles.
a) stolen b) were stolen c) have been stolen
4. I'll have to come by bus as my car _____ .
a) is being repaired b) has been repaired c) was repaired
5. The gold _____ in a cave near the top of the mountain.
a) was discovered b) has been repaired c) had been repaired
6. Archaeologists _____ the gold in a cave near the top of the mountain.
a) had been discovered b) were discovered c) are being discovered
7. The meeting _____ until the end of the month.
a) has postponed b) is being postponed c) has been postponed
8. VW cars _____ in Germany and the Czech Republic.
a) are being made b) had been made c) are made
9. Your letter _____ yesterday morning.
a) was arrived b) has been arrived c) is arrived
10. Helmets must _____ on the site.
a) wore b) are worn c) be worn

11. Vehicles parked in front of these gates will _____ .
 a) being removed b) has been removed c) be removed
12. A number of people _____ following a demonstration in central London.
 a) have arrested b) have been arrested c) are being arrested
13. It _____ that the painting is a fake.
 a) is now believed b) believed now c) is believing
14. It _____ if you could reply as soon as possible.
 a) has been appreciated b) is appreciated c) would be appreciated
15. All bills must _____ promptly.
 a) be settled b) was being settling c) settled
16. Two men _____ following a robbery in the city centre this afternoon.
 a) are questioning b) are being questioned c) had been questioned
17. In the summer, most streets around the town square ---- to vehicles.
 a) are closed b) have been closed c) are being closed
18. A plane carrying 15 members of the government to a conference in Brussels _____ a small scale fire earlier this morning.
 a) is known to have experienced b) is believed to have been experienced c) was said to have experienced

II. The first sentence is in the ACTIVE VOICE. Choose the most correct way of saying the same thing in the PASSIVE VOICE:

19. *They were interviewing her for the job.* She _____ for the job.
 a) was being interviewed b) was interviewed c) has been interviewed
20. *Tom is writing the letter.* The letter _____ by Tom.
 a) was written b) is being written c) has been written

21. *Everyone understands English.* English _____ by everyone.

a) is understood b) has been understood c) was understood

22. *The employees brought up this issue during the meeting.*

This issue _____ by the employees during the meeting.

a) has been brought up b) is brought up c) was brought up

23. *The professor told him not to talk in class.*

He _____ by the professor not to talk in class.

a) has been told b) was told c) was being told

24. *They say that women are smarter than men.*

Women _____ to be smarter than men.

a) were being said b) were said c) are said

25. *The fire has destroyed the house.*

The house _____ by the fire.

a) has been destroyed b) was being destroyed c) is destroyed

26. *She would have told you.*

You _____ by her.

a) would have been told b) would be told c) were being told

27. *She would reject the offer.* The offer _____ by her.

a) will have been rejected b) would be rejected c) will be rejected

28. *This surprises me.* I _____ by this.

a) would have been surprised b) will be surprised c) am surprised

Test 7

Sequence of Tenses.

I. Choose the correct item.

1. They noticed they _____ for three hours already.
2. had been flying b) flew c) was flying
2. Tom said that it _____ him an hour to get to the station.
a) had taken b) took c) was taking
3. She asked them if they _____ tennis in the afternoon.
a) played b) had played c) play
4. Mary asked her brother if he _____ tell her the way to the shop.
a) could b) can c) is able to
5. Peter and John told me they _____ to the Kremlin the day before yesterday.
a) were going b) went c) had gone
6. Mother said she _____ a bad headache. Don't bother her.
a) have had b) had had c) had
7. Dorothy asked Margaret if she _____ buy a new dress in the nearest future.
a) was going to b) had gone c) am going to
8. They told us they _____ the Tretyakov gallery next Sunday.
a) will visit b) would visit c) will have visited
9. Jack said that he already _____ the letter.
a) had written b) was writing c) wrote
10. They asked if the work _____ by tomorrow.
a) will be finished b) would be finished c) finishes
11. The teacher asked the boys if they _____ the sums.
a) solved b) had solved c) solve
12. Although they _____, they did not lose heart.
a) defeated b) had defeated c) were defeated
13. Our teacher taught us that virtue _____ its own reward.

- a) is b) was c) were
14. Our holy books tell us that man _____ mortal.
a) is b) was c) were
15. He spoke so fast that I _____ understand anything.
a) could b) could not c) had not
16. This is the house where John _____ .
a) lives b) living c) is lived
17. He kept quiet that he _____ please me.
a) may b) can c) might
18. Just as I _____ the room, the bell rang.
a) entered b) enter c) will enter
19. Who told you that cows _____ on grass?
a) feed b) was feeding c) has fed
20. His health has improved since he _____ from the hills.
a) return b) would return c) Returned
21. He declared that he _____ it even if he saw it with his own eyes.
a) would not believe b) believe c) did not believe
22. If that man smoked less he _____ develop cancer.
a) will not b) had not c) would not
23. Tim was very upset yesterday because he _____ that he _____ his wallet.
a) realised / will lose b) had realised / lost c) realised / had lost
24. While mum _____ the VCD I hired, I _____ my assignment.
a) is watching / had finished b) was going to watch / finish
c) was watching / finished
25. She _____ the house when I _____ to her after a long time.
a) has been cleaning / have gone b) had been cleaning / went
c) is cleaning / am going
26. Some time ago, an interesting discovery _____ by archaeologists on the Aegean Island of Kec.

a) is made b) was made c) used to be made

27. For the time being we _____ for the exam, but this time tomorrow we _____ the best movie of this year.

a) are studying / will be watching b) study / will watch

c) have been studying / are watching

28. James Bond always drank champagne in the novels, although he _____ to wine by the time he _____ it to the silver screen.

a) had switched / made b) has switched / has made c) switched / was making

29. By the end of tomorrow Dortmund _____ Chelsea Champions League Cup.

a) is eliminated b) will have eliminated c) has been eliminated

30. These days, people who _____ manual work, often receive far more money than clerks who _____ in offices.

a) have done / have worked b) are doing / are working c) do / work

Test 8

Reported Speech.

I. Choose the correct item.

1. "He will come tomorrow". She told me that he _____ tomorrow.
a) is coming b) will come c) would come
2. "I see the clouds". He told me that she _____ the clouds.
a) sees b) is seeing c) saw
3. "My mother is taking the bus to work tomorrow". He told me that his mother _____ the bus to work tomorrow.
a) is taking b) was taking c) will take
4. "I will call you". I told her that I _____ her.
a) will call b) would call c) would have called
5. "I have been there". She told me that she _____ there.
a) had been b) has been c) was
6. "I will be studying tomorrow". I told him that I _____ tomorrow.
a) will be studying b) would be studying c) will study
7. "Open the window!". He asked me _____ the window.
a) to open b) open c) opened
8. "I am happy". She told me that she _____ happy.
a) has been b) is c) was
9. "I have seen that movie". He told me that he _____ that movie.
a) had seen b) will have seen c) has seen
10. "I am flying to India tomorrow". He told me that he _____ tomorrow.
a) is flying b) was flying c) will fly
11. Christopher: "Do you want to dance?" Christopher asked me _____ to dance.
a) did I want b) weather I want c) if I wanted
12. Betty: "When did you come?" Betty wanted to know _____.
a) if I came b) when I had come c) when had I come

13. Mark: "Has John arrived?" Mark asked me _____.
- a) if John had arrived b) had John arrived c) if had John arrived
14. Ronald: "Where does Maria park her car?" Ronald asked me _____.
- a) if did Maria park b) where Maria parked her car
c) where did Maria park her car
15. Elisabeth: "Did you watch the latest film?" Elisabeth asked me _____ the latest film.
- a) if had I watched b) if I had watched c) if did I watch
16. Mandy: "Can I help you?" Mandy wanted to know _____ help me.
- a) weather could she b) if could she c) if she could
17. Andrew: "Will Mandy have lunch with Sue?" Andrew asked me _____ have lunch with Sue.
- a) if Mandy would b) if would Mandy c) weather Mandy will
18. Justin: "What are you doing?" Justin asked me what _____.
- a) are they doing b) I was doing c) was I doing
19. Frank: "How much pocket money does Lisa get?" Frank _____.
- a) wanted to know how much pocket money Lisa got b) wants to know how much pocket money Lisa gets c) wanted to know how much pocket money Lisa had got
20. Anne: "Must I do the shopping?" Anne _____.
- a) said if she had to do the shopping b) asked if she has to do the shopping
c) asked if she had to do the shopping
21. Ian and Marvin: "We need new shoes." Ian and Marvin remarked (that) _____ new shoes.
- a) they needed b) they need c) we needed

22. Teacher: "Rachel has never been to Philadelphia." The teacher _____ (that) Rachel _____ to Philadelphia.
a) told / wasn't b) asked / had never been c) said / had never been
23. Nick: "Walter doesn't eat meat." Nick _____ us (that) Walter _____ meat.
a) said / hadn't eat b) told / didn't eat c) noticed / wasn't eating
24. Gloria: "I am sorry but I can't come to your birthday party because I am going away for the weekend."
Gloria said that she _____ sorry but she _____ come to my birthday party because she _____ away for the weekend.
a) is / couldn't / has gone b) was / couldn't / was going
c) was / was able to / had gone
25. Judy: "I have already written this paragraph four times". Judy _____ that paragraph _____ four times.
a) complained / had already written b) remarked / wrote
c) said / has already written

Test 9

Infinitive or Gerund

I. Choose the correct item.

- After his insulting comments, I thought Jack deserved _____ fired.
a) being b) to be c) having been
- Max avoided _____ his cell phone when other people were in the room.
a) to use b) using c) use
- We arranged _____ a taxi pick us up and take us to the airport.
a) having had b) to have c) having
- I resent _____ treated like a servant in my own home!
a) to be b) was c) being
- Frank completed _____ the new barn last week. Next, he is going to paint it red.
a) built b) having built c) building
- 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
- 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
- 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
- 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
- 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

Test 10

Participle Clauses.

I. Choose the correct item.

1. _____, she didn't mention her daughter's promotion.
a) Not wishing to boast b) Her not wishing to boast
c). Alice not wishing to boast
2. The company closed for a year of renovations, _____.
a) the boss leaving many employees looking for work. b)
leaving many employees looking for work. c) left many employees
looking for work.
3. _____, he had a long holiday.
a) Having finished the novel b) The novel finished c) The writer
having finished the novel
- 4 _____ with his daughter's behaviour, he bought her sweets.
a) Her daddy pleased b) Pleased c) Having pleased
- 5 _____, Mark retired from international competition.
a) Having won every major judo title b) Won every major judo
title
c) He having won every major judo title
- 6 _____, I feel that my training sessions are much better.
a) Taking my multivitamin b) Taken my multivitamin c). I taking
my multivitamin
- 7 _____, the surface maintains its original appearance over time.
a) Cleaned with hot water and soap b) Cleaning with hot
water and soap c) Having cleaned with hot water and soap
- 8 _____, he heard a strange noise that came from the ceiling.
a) Reached the top of the stairs b) John reaching the top of the
stairs
c) Reaching the top of the stairs
- 9 _____, he had to stay home while his friends were out having fun.

- a) Without John having any money b) Not having any money
- c) Not being had money
10. The boy _____ a blue parcel crossed the street.
a) carried b) having carried c) carrying
11. The battle _____ at this place was very significant.
a) fought b) fighting c) having fought
12. We were sitting in the bus shelter _____ for the rain to stop.
a) waiting b) waited c) having waited
13. _____ a little money, he travelled to Australia.
a) Saving b) Having saved c) saved
14. _____ along, they didn't see the car coming.
a) Having chatted b) Chatting c) Chatted
15. The reception, _____ carefully, was a great success.
a) prepared b) having been prepared c) be prepared
16. _____ by his mother, he didn't have to wait for the bus.
a) Picked up b) Picking up c) Having picked up
17. _____ her degree, she started to work for an international company.
a) Finished b) Finishing c) Having finished
18. _____ to the radio she didn't hear the doorbell.
a) Having listened b) Listened c) Listening
19. _____ yet, the room looked like a battlefield.
a) Not being tidied up b) Having tidied up c) Not having been tidied up
20. _____ a boyfriend, she flirted with every guy she met.
a) Not having had b) Not having c) Not had
21. Before _____ the house, he switched off the lights.
a) left b) leaving c) having left
22. _____ there before, he was stunned.
a) Not having been b) Not being c) Was

23. While _____ dinner, she cut her finger.
a) preparing b) having prepared c) prepared
24. When _____ around Ireland, I always stay in youth hostels.
a) travelling b) traveled c) having traveled
25. _____ him at the station, I drove straight to the supermarket.
a) Dropping b) Dropped c) Having dropped
26. While _____ on the phone, they forgot everything around them.
a) having told b) talking c) told
27. The conference _____ by non-governmental organisations was about globalisation.
a) planning b) planned c) having been planned
28. Irish people _____ in Great Britain have the right to vote in British elections.
a) having lived b) lived c) living
29. The problems _____ will be essential for your exam.
a) discussed b) discussing c) having discussed
30. Animals _____ plants are called herbivores.
a) eating b) eaten c)having eaten

Test 11

If-clauses.

I. Choose the correct item.

1. If I had more time, I _____ to your party yesterday.
a) would have come b) will come c) came
2. Give the book to Jane if you _____ it.
a) have read b) read c) will read
3. If you hadn't lost our flight tickets, we _____ on our way to the Caribbean now.
a) would be b) will be c) were
4. If you _____ dinner right now, I'll come back later.
a) have b) are having c) had
5. If we _____ off earlier, we wouldn't be in this traffic jam now.
a) had set b) have set c) will set
6. What would you do if you _____ of murder?
a) accused b) will accuse c) were accused
7. If I hadn't eaten that much, I _____ so sick now.
a) won't feel b) would not feel c) hadn't felt
8. We would take another route if they _____ the road.
a) haven't closed b) had not closed c) closed
9. She only _____ if she's in a good mood.
a) is singing b) sang c) sings
10. If she were sensible, she _____ that question, by which she offended him so much.
a) would not have asked b) won't ask c) wouldn't ask
11. _____ after their dog again if they go on holiday this year?
a) will you look b) would you look c) looked
12. I _____ the mail if it had contained a virus.

- a) would not have opened b) won't open c) hadn't opened
13. _____ that strict if you'd known the truth?
 a) Will you be b) Would you have been c) Will you have been
14. If I _____ to classical music, I _____ good poems.
 a) listen / can write b) listens / will write c) will listen / write
15. Lisa _____ after her baby brother if her father _____ jogging.
 a) look / go b) looks / will go c) must look / goes
16. If you _____ the train, you _____ in Sheffield before 8 pm.
 a) take / should arrive b) takes / arrives c) will take / arrive
17. The girls _____ if they _____ the tickets yet.
 a) harry / book b) harries / books c) should harry / haven't booked
18. If Phil _____ that, Sophia _____ .
 a) do / scream b) does / will scream c) will do / screamed
19. If they _____ careful with the spelling of the new words, they _____ a good mark.
 a) aren't / won't get b) won't be / get not c) be not / can get
20. You _____ orange if you _____ yellow to red.
 a) get / add b) got / can add c) can get / will add
21. I _____ Emily my car if she _____ it.
 a) lend / need b) lent / will need c) can lend / needs
22. If she _____ my dictionary, she _____ it back to me.
 a) find / give b) finds / must give c) will find / gave
23. John _____ a new monitor if his mother _____ him 100 euros.

- a) buy / give b) buys / will give c) might buy / gives
24. If I _____ the film in the cinema, I wouldn't have watched it on TV again.
a) had seen b) saw c) see
25. They'd have been able to return the bottle if they _____ the labels.
a) don't tear off b) didn't tear off c) hadn't torn off
26. If you _____ for a little moment, I'll tell the doctor you are here.
a) wait b) waited c) will wait
27. If you _____ the volume down, the music _____ clearer.
a) turn / sounded b) turns / would sounded c) could turn / would sound
28. This song _____ the charts if they _____ it in a studio.
a) hit / will record b) might hit / recorded c) will hit / record
29. Your pencils _____ if you _____ your school bag more carefully.
a) wouldn't brake / packed b) will brake / have packed
c) have broken / will pack
30. If the girls _____ to bed earlier, they _____ all through the lesson.
a) went / wouldn't yawn b) go / yawn c) will go / hadn't yawn

Test 12

Joining Clauses

I. Choose the correct item.

- Fans wondered how an old man _____ walked with a limp could play football.
a) which b) who c) where
- The team _____ scores the most points in this game will win the tournament.
a) that b) which c) where
- Our ability to use language is one of the things _____ set us apart from animals.
a) who b) that c) which
- Carmen is the only one of the applicants _____ has the ability to step into this position.
a) which b) that c) who
- This is the house _____ our grandfather built.
a) which b) that c) who
- They live in a house _____ looks a bit like a castle.
a) that b) which c) who
- All the money _____ we had was stolen last night.
a) that b) which c) who
- Alice is the only person _____ understands me.
a) that b) which c) who
- Chris is the only person _____ I trust.
a) that b) which c) who
- This is the place _____ I saw Robert for the first time.
a) that b) which c) where
- Jessica is going out with a boy _____ brother is a swimming champion.
a) whose b) who c) that
- This is the picture _____ Martin painted last week.

- a) whose b) _____ c) that
13. I quite like the girl _____ you have invited to the party.
a) whose b) _____ c) that
14. A scientist is a person _____ asks questions and tries different ways to answer them.
a) who b) that c) whose
15. I won't ask Hannah anything _____ could embarrass her.
a) which b) who c) whose
16. People _____ had small children boarded the plane first.
a) who b) which c) whose
17. Can you see the car _____ is coming up the road?
a) which b) who c) that
18. The new gym _____ was built last year is better than the old one.
a) where b) that c) whose
19. Yesterday, I met a girl _____ was in my class in primary school.
a) which b) where c) who
20. I bought a stopwatch _____ broke after a week.
a) whose b) who c) which
21. This is the house _____ we lived when I was a child.
a) which b) where c) whose
22. I'm phoning the person _____ car is parked in front of the gate.
a) whose b) who c) that
23. The shop _____ I bought my table tennis bat is closed today.
a) who b) which c) where
24. There is a swimming pool _____ we swim every morning.
a) who b) which c) where
25. The television _____ was bought 20 years ago was stolen.
a) that b) were c) who
26. The customer liked the waitress _____ was very friendly.
a) who b) which c) whose
27. The man _____ I saw told me to come back today.
a) who b) whom c) that
28. People _____ rents have been raised can appeal.

- a) whose b) who c) that
29. The film is about a spy _____ wife betrays him.
a) whose b) whom c) who
30. This is the picture _____ caused such a sensation.
a) who b) whose c) which
31. The stairs _____ lead to the cellar are rather slippery.
a) which b) who c) where
32. The ladder _____ I was standing on began to slip.
a) ____ b) where c) whose
33. Ann, _____ children are at school all day, is trying to get a job.
a) who b) whose c) whom
34. Have you seen the photographs _____ Ann took?
a) ____ b) where c) whose
35. What's the name of the hotel _____ we stayed?
a) when b) where c) which

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