

Министерство образования Республики Беларусь
Учреждение образования «Витебский государственный
университет имени П.М. Машерова»
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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СТУДЕНТОВ ПЕДАГОГИЧЕСКОГО ФАКУЛЬТЕТА

Методические рекомендации

*Витебск
ВГУ имени П.М. Машерова
2014*

УДК 811.111(075.8)

ББК 81.432.1я73

М89

Печатается по решению научно-методического совета учреждения образования «Витебский государственный университет имени П.М. Машерова». Протокол № 5 от 21.04.2014 г.

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М89 Английский язык для студентов педагогического факультета : методические рекомендации / И.А. Мужейко, Е.А. Воронцова, В.В. Халючкова. – Витебск : ВГУ имени П.М. Машерова, 2014. – 47 с.

Основная цель данного издания – совершенствование навыков и умений в различных видах чтения, а также обучение устным формам общения по научной тематике.

Методические рекомендации предназначены для студентов дневного отделения педагогического факультета. Состоят из трех разделов, содержащих профессионально-ориентированный текстовый материал и объединенных общей тематикой.

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ВВЕДЕНИЕ

Образовательный подход к овладению языками предполагает не только формирование необходимых узких навыков активного и пассивного владения устной и письменной речью, но и важность разработки навыков глубокого проникновения в содержание аутентичных текстов. Это соединяется с необходимостью расширения лексического запаса изучающих язык, а также с развитием навыков угадывания неизвестных ранее значений отдельных слов и их сочетаний.

Данное учебное издание предназначено для студентов педагогического факультета высших учебных заведений дневной формы обучения.

Цель методических рекомендаций – сформировать у обучающихся навыки и умения различных видов чтения и говорения, развить способности извлекать и интерпретировать информацию, содержащуюся в оригинальных профессиональных текстах, а также осуществлять речевое взаимодействие для получения и обмена информацией. Соответственно, основное внимание в данном учебном издании уделяется работе с текстом как носителем информации и единицей деловой коммуникации, а также вербальному обеспечению речевого взаимодействия в профессиональной сфере. Это предполагает не только адекватное понимание, но и расширение активного и пассивного словарного запаса студентов.

Учебное издание состоит из трех тематических разделов (Unit), содержащих профессионально-ориентированный текстовый материал и объединенных общей тематикой. Целенаправленный подбор текстов, основанный на принципе максимальной доступности в смысловом и языковом отношении, призван сформировать у обучаемых систему образов и понятий, относящихся к базовым профессиональным знаниям. Это активизирует познавательную деятельность студентов и будет способствовать приобщению к профессиональной концептуальной системе и развитию навыков профессионального сотрудничества на иностранном языке.

Разнообразный познавательный и информативный материал методических рекомендаций ориентирован как на аудиторную, так и на самостоятельную работу студентов с иноязычными аутентичными текстами. Организация материала предполагает также развитие творческой активности обучающихся.

Preface

Leaders in early childhood learning and development state that the earliest years of life are the most important. Half of an individual's intelligence is developed by the age of four and in the same years children are not susceptible to environmental influences! Teachers have a very influential role in being the first link in a long chain of instruction. For success in a child's progress through school, our teachers have a responsibility to provide for your child an environment that will stimulate and enrich him or her and help to lay a foundation for future academics.

Agree or disagree with the following statement. Discuss it in pairs.

UNIT I. PRESCHOOL EDUCATION

Text 1. Preschool Education and Language Development

Exercise 1. Brainstorming. *Why is it important to have a proper pre-school education? What theories of early child development do you know? What is the role of parents in the educational process?*

Exercise 2. *Make sure you know the difference in meaning of the words in the box. Read their definitions and match the words with their definitions.*

<i>a newborn</i>	<i>a baby</i>	<i>a toddler</i>	<i>an infant</i>	<i>a kid</i>
<i>a child</i>		<i>a teenager</i>	<i>an adult</i>	

1. A very young child, especially one that cannot yet walk or talk.
2. A child (*informal*).
3. A young child who is just beginning to walk.
4. A very young child or baby.
5. A person aged between 13 and 19 years.
6. A human being who is not yet an adult.
7. A recently born child or animal.
8. A mature, fully developed person.

Exercise 3. *Define the part of speech of the following words and translate them into Russian:*

Social – socialize; to comprehend – comprehensive – comprehension; to agree – to disagree – agreement; to vary – variety – various; mean-

ing – meaningful; to relate – relation; to investigate – investigation; to develop – development.

Exercise 4. Read and memorize the following words.

preschool educational institutions	[edju`keiʃ(ə)n(ə)l]	учреждения дошкольного образования
vary	[`veəri]	изменяться
creche	[kreʃ]	ясли
appropriate (for)	[ə`prəʊpriət]	подходящий
socialize	[`səʊʃ(ə)laiz]	подготавливать к жизни в коллективе, в обществе
kindergarten	[`kində ,ga:t(ə)n]	детский сад
handicraft	[`hændikra:ft]	ремесло, ручная работа
primary education	[`praɪməri]	начальное образование
language development	[`læŋgwiðɜ]	развитие языка
true speech	[`tru:]	истинная, настоящая речь
engage (in, into)	[`ɪŋgeɪɜ]	вовлекать
average	[ævəriɜ]	средний
vocabulary	[`və`kæbjul(ə)rɪ]	запас слов
setting	[`setɪŋ]	окружение, окружающая обстановка
skill	[`skɪl]	навык

Exercise 5. Make sure you know all the words in the box. Read their definitions and match the words with their definitions.

<i>infancy</i>	<i>mature</i>	<i>compulsory education</i>	<i>crèche</i>
<i>skill</i>	<i>socialize</i>	<i>experience</i>	
<i>optional education</i>	<i>handicraft</i>	<i>pedagogy</i>	

1. To fit or train for society or a social environment.
2. A developed ability.
3. Possible but not necessary; left to personal choice.
4. A craft that requires skilful hands.
5. The period of child's life before it can walk or talk
6. Skill or knowledge that you get by doing something.
7. A training course you have to attend.
8. A day nursery for very young children.
9. The science and art of education.
10. Behaving in a sensible and reasonable way.

Exercise 6. Read the passage and give the examples of educational institutions in your country.

Preschool is generally considered appropriate for children between three and five years of age, between the toddler and school stages. During this stage of development, children learn and assimilate information rapidly, and express interest and fascination in each new discovery. These qualities make them prime candidates for education, although most are not ready for structured primary or elementary education.

Institutions for preschool education vary widely around the world, as do their names (e.g., infant school, day care, maternal school, nursery school, crèche, kindergarten). The first systematic theory of early childhood pedagogy was offered by Friedrich Froebel, the founder of the kindergarten. Other influential theorists include Maria Montessori and Jean Piaget. Some preschools have adopted specialized methods of teaching, such as Montessori, Waldorf, High Scope, Reggio Emilia approach, Bank Street and various other pedagogies, which contribute to the foundation of education.

Educational institutions for preschool education in Britain include crèches, playgroups and nursery schools. A nursery school is a school for children aged between 2 and 5. Children are not required by law to go to nursery school, and may go instead to other groups such as playgroups or crèches. A playgroup or a playschool is a place where children who are below school age go regularly to play together and to learn through playing. A crèche is a place where babies and small children are taken care of while their parents are working, studying.

Educational institutions for preschool education in the US include nursery schools and kindergartens. Children from three to five years old attend nursery school, an optional school where children play together and learn to socialize. Children from 5 to 6 years old are to attend kindergarten, which is compulsory and is considered a part of elementary education. Kindergartens in the US prepare young children for elementary school and develop basic skills and social behaviour by games, exercises, music, and simple handicrafts. Creches are attended by children in different European countries as well as in Russia, Scandinavia and Israel. In Italy, a child goes from the nursery school directly to the primary school. In Germany in addition to the kindergarten there is the school kindergarten, which is for children of school age who are not considered sufficiently mature.

Of major concern in preschool education is language development. Most investigators agree that true speech starts when the child begins to develop meaningful associations with the words he uses. For example, an infant who imitates the word “mama” without understanding its meaning is not engaging in true speech. For a child between 2 and 6, oral speech is a

major task, involving both expression and comprehension. By about the age of four he has mastered the fundamentals of the grammar of his language. By the age of six the average child has increased his vocabulary to about 2.500 words or so – depending on the quality of his environment, and particularly the willingness of adults to relate to the child. One of the many tasks of early childhood education is to provide training in elementary language skills for all children. To improve their comprehension and speech, there are listening and language games.

Exercise 7. Find in the text all the cases of Passive Voice.

Exercise 8. Answer the questions.

1. What are the names for preschool educational institutions? 2. What educational institutions does preschool education in Britain include? 3. Are British children required by law to go to nursery schools? 4. What do American children do in their nursery schools? 5. What is the main task of early childhood education? 6. Who were the first theorists of early education? 7. What is the common age of children attending preschool? 8. What are the peculiarities of the children of this age? 9. What is the purpose of a crèche? 10. What are the stages of childhood language development?

Exercise 9. Work in pairs. Discuss the statements below. Say what you think about them and ask your partner if he/she agrees or disagrees with you.

1. The enrichment of the child's vocabulary depends on the quality of his environment, doesn't it?
2. Children need preschool.
3. Creche can substitute a family for a child.
4. Children are not always ready for preschool.

To my mind...

From my point of view...

In my opinion...

To my knowledge...

As far as I know...

As far as I can judge...

Exercise 10. Fill in the right prepositions.

To take care ..., to prepare ..., children aged ... 2 ... 5, attend ... kindergarten, to contribute ..., learn ... playing, to be engaged ..., to depend ..., to be ready

Exercise 11. Translate into English.

1. Дети в возрасте от 2 до 5 (ниже школьного возраста) посещают школьные сады, пока их родители работают или учатся.
2. Дошкольные образовательные учреждения были основаны не только в США, но и в странах Европы.
3. Развитие речи – одна из важнейших задач дошкольного образования.
4. Существует много различных теорий раннего развития.
5. Посещение детского сада не всегда обязательно, но подготавливает ребят к младшей школе.
6. В детском саду малыши учатся общаться друг с другом, приобретают полезные навыки и, конечно, играют.
7. Развитие ребенка во многом зависит от его окружения и готовности родителей вносить свой вклад.
8. Дети учатся играя, и должны быть постоянно вовлечены в игровую деятельность.

Exercise 12. Tell more about early education theories. Choose one of the mentioned in the text.

Text 2. What Kids Learn in Preschool

Exercise 1. Brainstorming. Do you remember yourself as a kid? What about your preschool activities?

Exercise 2. Look through the derivatives of the words “exploration” and “discovery”. Complete the sentences below.

<i>to explore</i>	<i>exploration</i>	<i>explorer</i>
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1. Christopher Columbus was a famous
2. The best way ... the countryside is on foot.
3. Space ... is the use of astronomy and space technology ... outer space.

<i>to discover</i>	<i>discovery</i>	<i>discoverer</i>
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1. The ... of a telephone was an important one.
2. The first person to find or explore a place is a
3. The exercises let students ... math concepts on their own.

Exercise 3. Define the part of speech of the following words and translate them into Russian.

Guide - guidance, introduce – introduction, base – basic, science – scientific – scientist, relation – relationship, to use – user – usage, to decide

– decision, to express – expression, to entertain – entertainment, observe – observation - observer.

Exercise 4. Read and memorize the following words.

self-esteem	[selfi`sti:m]	самоуважение, чувство собственного достоинства
to negotiate	[ni `gəʊfi:it]	договариваться, обсуждать
blocks		кубики
to get along with		ладить, уживаться
to resolve conflicts	[ri `zɒlv]	разрешать конфликты
to share	[ʃeə]	разделять, делиться
to figure out		понимать, вычислять, разгадывать
to master	[`ma:stə]	овладевать, усваивать
tremendous	[tri`mendəs]	громадный, потрясающий
to happen to	[`hæpən]	случаться, происходить
conversation	[kɒnvə `seɪf(ə)n]	разговор, диалог, беседа
relationship	[ri`leɪf(ə)nʃɪp]	отношение, взаимоотношение, связь
to relate	[ri`leit]	относится, затрагивать
to observe	[əb`zə:v]	наблюдать
creative activity	[kri`eɪtɪv]	творческая деятельность

Exercise 5. Read the passage and think of a suitable title to improve the importance of preschool education.

In preschool children learn about the world through play. Preschool is a place for children to explore and find ways to play with many different things that they may not have at home. There is writing, dress-up, blocks, reading, and science and discovery areas for children to explore. Teachers may introduce children to basic concepts such as shapes, letters, and colors but preschool is about learning much more than what a circle looks like. It is where children first develop a relationship with learning.

They learn to play, to talk and to learn body control. They learn to negotiate and develop some basic concepts of sharing.

Children spend most of the day working together with classmates. Understanding how to get along with others can often take up the biggest part of a preschooler's day. Children learn how to resolve conflicts and practice skills like sharing, taking turns and cleaning up. They figure out how to express their feelings using words. Each conversation, whether talking about the class pet or deciding which color block to put on top of their tower, helps children develop their thoughts and language. They learn to listen and follow instructions.

Preschoolers use numbers every day when they count milk cartons for lunch or figure out how many children are at a table. They work with geometric shapes such as triangles, rectangles and squares in the block center and through art projects.

Preschoolers are scientists. They learn about the world by observing and experimenting. They may plant seeds or watch what happens to an ice cube in a warm room. Preschoolers learn through play with the guidance of their teachers. They learn phonics when they sing songs together. They master important physics concepts like balance and stability as they build blocks at the blocks center.

Preschooling is a time of tremendous social, emotional, physical and intellectual development. The skills learned at this stage – knowing what the letter A makes or adding $2+2 =$ may seem simple but they will set your child up for a lifetime of learning. Pre-K may look like all fun and games (music, storytime, dancing, art) but there's an intense amount of brainwork going on. Young children learn through play and creative activity, so your preschooler's building blocks and train tracks aren't just entertaining; they're teaching problem solving and physics. Preschool is also a time for developing good learning habits and positive self-esteem.

Exercise 6. Match the words to make word combinations you have come across in the text.

- | | |
|--------------|-------------|
| a) brain | conflicts |
| b) building | short trips |
| c) craft | activities |
| d) positive | word |
| e) printed | shapes |
| f) get along | feelings |
| g) resolve | work |
| h) practice | skills |
| i) express | self-esteem |
| j) take | blocks |
| k) geometric | with others |

Exercise 7. Arrange the words into pairs of.

a) ***synonyms*** – basic, go on, investigate, important, main, learn, explore, study, significant, continue.

b) ***antonyms*** – tiny, positive, entertaining, kids, negative, practice, dull, theory, tremendous, adults.

Exercise 8. Answer the questions and discuss them.

1. Do you think it's necessary to attend a kindergarten? 2. What practical skills can children get? 3. What are the best ways to teach a pre-

schooler? 4. What things can kids find entertaining? 5. Why are the yearly years so important for child development? 6. Is the guidance of teachers necessary for effective learning?

Exercise 9. Complete the following sentences.

1. Preschooling is a time of tremendous ... development. 2. Children learn how to ... 3. They figure out how to ... using words. 4. There is writing, ... and science areas for children ... 5. They learn phonics when they ... together. 6. Young children learn through ...

Exercise 10. Translate from Russian into English.

1. Основная задача дошкольного образования состоит в овладении базовыми навыками. 2. Дети – это юные экспериментаторы и исследователи, они быстро учатся под руководством своих учителей. 3. Учителя знакомят дошкольников с формами, цветами, буквами, а также учат их ладить друг с другом. 4. Они работают с такими геометрическими формами, как треугольники, прямоугольники и квадраты. 5. Дети учатся разрешать конфликты, делиться, выражать свои чувства, договариваться. 6. Они наблюдают за тем, что происходит с предметами вокруг них, например, тающим кубиком льда.

Exercise 11. Name the kinds of activities kids are involved in preschool.

Text 3. What You Do at Home with Children

Exercise 1. Brainstorming. Do children need home exercises? What did you enjoy doing when a kid?

Exercise 2. Translate the following word combinations and make up the sentences of your own.

Make one's bed, take responsibility, to follow the rules, to build fine motor skills, develop social skills, make a difference, point out words, to be consistent about, discuss observations, to turn into a game, identify numbers, figure out shapes and colors, put toys away, to squish and squeeze Play-doh.

Exercise 3. Make up valid word combinations.

everyday	twister
make	questions
ask	a song
nursery	learning
tongue	rhymes

body	parts
letter	a difference
sing	lives

Exercise 4. Read and memorize the following words.

to encourage	[in`kʌrɪdʒ]	ободрять, поощрять
to be able to		быть способным сделать что-л.
experience	[ik`spiəriəns]	опыт, впечатление
observation	[,ɒbzə`veɪʃ(ə)n]	наблюдение, соблюдение
household objects	[`ɒbdʒɪkt]	предметы домашнего обихода
to turn into		превратить во что-то
to look like		выглядеть
to try one's best	[`traɪ]	постараться, приложить все усилия
to succeed in	[sək`si:d]	следовать за, преуспевать
to depend on	[di`pend]	зависеть от
ability	[ə `bɪləti]	способность, умение

Exercise 5. Make sure you know all the words in the box. Read their definitions and match the words with their definitions.

ample	consistent	appropriate	politeness	reinforce
amazing	nursery rhyme	tongue twister	giggle	

1. A place where young children are cared for during the working day.
2. Causing surprise or astonishment.
3. Mill – fill - kill.
4. Laugh lightly and repeatedly in a silly way.
5. Always acting in the same way.
6. Having or showing good manners or respect for other people.
7. Enough or more than enough, plentiful.
8. To strengthen, to increase.
9. An ... example, an ... dress.
10. A sequence of words or sounds, that are difficult to pronounce quickly and correctly.

Exercise 6. Read the passage and say what questions parents can ask their children. Think of more questions.

-Reinforce letter-learning by having your child play with refrigerator magnets. Sing the “ABC song” together and look at the beginning sounds of words in your everyday lives.

-When you are cooking together, teach your child what the letters on recipes mean.

-A love of language, reading and books starts early and it starts at home, so encourage this by talking with your child and reading to him regularly. Even 10 minutes each night makes a difference; make it a warm, cozy experience by looking at pictures together, pointing out words, and talking about what's happening in the book. Ask questions ("What's this?" "What is she doing?") and discuss your child's observations and thoughts. Songs, nursery rhymes, and tongue twisters also teach your child about how sounds work and get plenty of giggles.

-As you read through books together, ask questions about color: What color is that car? and Which hat is yellow? Point out shapes of household objects and ask questions like: Does that picture look like a square or a triangle? When your child is getting dressed, talk about the colors of her shirt, pants, shoes and socks. Turn everything into a game. In the car or on bus rides, play a game where you ask about an object and your child has to figure out the shape and color.

- When you see numbers in everyday life – in books, on food cans, even on TV – ask your child to identify them and count everyday things together: the stairs you walk up, the crayons in a box, and the blocks on the floor. Ask your children, How many crackers do you have? How many oranges are left in the bag?

Develop your child's social skills by arranging playdates and going to play groups and to the playground. At home, be consistent about simple rules your child must follow, such as making the bed or putting toys away. Let your child take responsibility for cleaning up, but remember to model appropriate social interaction and politeness.

Be sure to give your kid plenty of jumbo crayons and markers, thick sidewalk chalk, and ample opportunities to draw. Use Play-Doh to help build your child's fine motor skills. Squishing it and squeezing it will really work the muscles in their fingers.

Exercise 7. Arrange the words into pairs of.

a) ***synonyms*** - plenty of, ask, identify, many, cozy, encourage, point out, opportunity, show, stimulate, comfortable, possibility, enquire, recognize.

b) ***antonyms*** – politeness, simple, remember, amazing, take, early, rudeness, regularly, late, seldom, forget, complicated, horrible, give.

Exercise 8. Translate the words and word combinations from Russian.

1. Читайте своему ребенку регулярно. 2. Показывайте буквы, цифры, фигуры различной формы. 3. Пойте песни вместе. 4. Учите скороговорки и детские стишки. 5. Задавайте вопросы – Что это? Какого цвета? Сколько здесь игрушек? Какой формы эта фигура? 6. Пре-

вратите обучение в игру. 7. Рассматривайте картинки вместе, обсуждайте, что происходит в сказке. 8. Ребенок должен следовать дома простым правилам – застилать кровать и складывать свои игрушки. 9. Развивайте любознательность. 10. Помогите вашему ребенку развить мелкую моторику.

Exercise 9. Develop your own tips for parents. Make your suggestions about what you can do with children at home. What games would you propose?

Text 4. Play-Based and Academic Preschool Philosophies

Exercise 1. Brainstorming. What association does the word combination “play-based and academic preschool philosophies” call to mind? Which works better for children? Which is more widespread?

Exercise 2. Read the following international words. Translate them paying attention to the part of speech.

Term *n*, philosophy *n*, method *n*, aspect *n*, accreditation *n*, discipline *n*, social *adj*, situation *n*, visit *n, v*, education *n*, structure *n*, interest *n*, music *n*, priority *n*, academic *n, adj*, program *n*, section *n*, cooperation *n*, alternatively *adv*, didactic *adj*, plan *n, v*, guide *n, v*, comfort *n, v*, chaos *n*, elementary *adj*, intellectual *adj*.

Exercise 3. Read and memorize the following words.

to be overwhelming	[ˌəʊvəˈwelmiŋ]	быть непреодолимым
credentials	[krəˈdenʃl]	рекомендация
immersion	[iˈmɜːʃn]	погружение
rambunctious child	[ræmˈbʌŋkfəs]	непослушный ребенок
to settle down		остепениться, уюмониться
approach	[əˈprəʊtʃ]	подход
current	[ˈkʌr(ə)nt]	текущий, данный
to break up into		разбивать
to encourage	[inˈkʌrɪdʒ]	поощрять
facilitate	[fəˈsɪlɪteɪt]	облегчать
skill		
to aim at		стремиться
to distinguish	[dɪˈstɪŋɡwɪʃ]	различать
to thrive	[θraɪv]	преуспевать

to be regimented	[ˈredʒɪmənt]	быть строго регламентированным
to opt for		выбирать, предпочитать
to engage	[ɪnˈgeɪdʒ]	привлекать
to impart	[ɪmˈpɑ:t]	сообщать, передавать (знания)
to show up		показывать, обнаруживать

Exercise 4. Look through the derivatives of the word “value”. Complete the sentences below.

value	valuer	valuable
valueless	to value	valuables
		valued

A group of professors spoke to the students about the ... of a college education.

1. Mr. Brown always ... Jack for his hard work.
2. Guests should leave their ... in the hotel safe.
3. Their most ... belongings were locked in a safe in the bedroom.
4. Everyone dreams of a ... friend.
5. A ... should be aware of market trends to do his job well.
6. The information was ... to me.

Exercise 5. Feel the difference between the following words:

I. Experience – experiment

1. They carried out a series of ... to test the theory.
2. Being a parent isn't easy, as I know from
3. His ... showed that lightning was a kind of electricity.
4. From personal ... she knew and understood the problem of alcohol addiction.
5. He had no previous ... of managing a farm.
6. I think most animal ... are cruel and unnecessary.
7. I had some ... in fashion design.

II. Weather – whether

1. We'll go out if the ... is good.
2. I didn't know ... to believe him or not.
3. Drink lots of water in hot
4. She wasn't sure ... to stay or not.
5. The ... turned bitterly cold.
6. Ted asked me ... I needed any help.
7. Several flights were cancelled owing to bad

Exercise 6. Read the article about the preschool philosophies and define each of them.

Philosophy of education (философия образования) is the application of philosophical methods to educational problems. Philosophy of education deals with the nature of learning in children, and the question of whether, and if so how, educators (педагог-теоретик, педагог-методист) should develop or instill (исподволь внушать) moral virtues (моральные добродетели) and political values.

Comparing Preschool Philosophies: Play-Based vs. Academic

By Laura Lewis Brown

Picking a preschool should be easy, but with so many different terms and philosophies, it can be overwhelming. With a little research, parents can make the right choice for their child's first formal educational experience and set the stage for a lifetime of learning.

Factors to Consider

Beyond school philosophy and classroom methods, parents should consider many other aspects of a given school, including cost, location, schedule, accreditation, teacher credentials, safety, discipline, and most importantly the specific child's needs, such as how he does in social situations or even whether he needs a nap. Be open-minded as your child explores the different schools during visits and let him give you clues as to what works for him.

Choosing by Philosophy

When you enter the preschool search, you will want to consider what you value in your child's early education. Do you want a lot of free play or more structured activities? Do you want the teacher to direct the day or for your child to choose activities based on her interests? Are you interested in language immersion or a focus on music or the arts? Or maybe you want a little of everything? There may be a school that fits your child exactly, but you might have to pick and choose among your priorities. "Choosing what's right for your child really is not as prescriptive as it could be," cautions Dr. Robert Pianta, dean of the Curry School of Education at the University of Virginia. "There's some sense that for a more rambunctious child, Montessori could be harder, but on the other hand there are plenty of examples of kids who do better because it's quiet and they settle down more easily."

In general, a preschool will describe itself as either play-based or academic. Within those philosophies are several more specific approaches, such as Montessori and Cooperative.

Play-Based

In a play-based program, children choose activities based on their current interests. The term “play-based” is often interchanged with “child-centered,” which could be used to describe the majority of available pre-school programs. The play-based classroom is broken up into sections, such as a home or kitchen, science area, water table, reading nook, space with blocks and other toys, or other areas. Teachers encourage the kids to play, facilitating social skills along the way. “Even though it seems like they are just playing, they are learning valuable skills, including important social skills and cooperation with others, learning about signs (as most items are labeled), and early math,” says Jenifer Wana, author of “How to Choose the Best Preschool for Your Child.”

Academic

Alternatively, there are academic programs, considered didactic, “teacher-directed,” “teacher-managed.” In these classrooms, teachers lead the children in a more structured way, planning the activities, then guiding the children in doing them. This design is aimed at preparing kids for the kindergarten setting. For the most part, classroom time is devoted to learning letters and sounds, distinguishing shapes and colors, telling time, and other skills.

Although parents may take comfort in knowing their child is in a more academic setting, some say this only makes a difference in the short term. “A lot of people put children in Montessori, for example, because they want them to learn academics early. Research shows that’s true only up to a certain point,” Wana says. “Preschool is time to learn social and emotional skills so you are ready to learn those academic skills later on.”

If you worry that a play-based classroom is too chaotic and your child would not thrive in it, you can easily find a more structured setting. The important thing to remember is that preschool should not look like elementary school. “It should be organized so there is a plan and routine for the day. But at the same time, it should not be regimented in the sense that kids are spending five minutes at this, ten minutes at this, with no exception,” Pianta says. “It shouldn’t look like a fourth-grade classroom.”

Whether you opt for a play-based or more academic setting, you are choosing to prepare your child for kindergarten and later schooling. While play-based approaches may work for most types of children, any quality preschool program can set the foundation for the transition to kindergarten and beyond. What matters is that your child is learning from adults who engage and stimulate intellectual curiosity while imparting social skills. “Most kindergarten teachers will tell you what they really value is the opportunity to teach kids when they show up at school prepared and ready to learn. It’s not so much that teachers value that the kindergartner can read or write. They value that the children enjoy learning, have a set of experiences

that got them used to a classroom setting, and know how to engage adults and kids in another setting,” Pianta says.

Exercise 7. Speak in essence of every part of the text.

Exercise 8. State whether the statements are true or false. Correct the false ones.

1. While picking a preschool parents should consider school philosophy and classroom methods.
2. When parents search for the preschool, they only want to consider what they value in their child’s early education.
3. In a play-based program children are just playing.
4. Preschool is time to learn social and emotional skills.
5. Teachers at school value that the kindergartener can read and write.

Exercise 9. Answer the questions.

1. What should parents consider while picking a preschool?
2. What things should parents value in their child’s early education?
3. What are the main approaches to preschool education in the author’s opinion?
4. What are the synonyms to the term ‘play-based’ philosophy?
5. What skills are facilitating in a play-based program?
6. In what way do teachers act in academic program?
7. Why a preschool shouldn’t look like elementary school?
8. What is the aim of a preschool?

Exercise 10. Discussion.

Tell your group mates about your own experience of a preschool. Do you remember your teachers there? What kind of philosophy was it? Were you happy when a kindergartener? Were you a success in the elementary school? Would you change anything if you had such a possibility? What exactly?

Exercise 11. Debates.

Divide into two groups. Give pros and cons of play-based and academic philosophies. Try to persuade the opposite team that your approach is more preferable for kindergarteners.

Preface

We believe that each child is unique and we do our best to nurture the intrinsic that each one brings and shares with us. We also believe that what truly makes a difference in a child's life, beneath all the methods, materials, and the curriculum, is a teacher who cares about each child and who teaches from the heart.

Agree or disagree with the following statement. Discuss it in pairs.

Unit II. PRIMARY EDUCATION

Text 1. Elementary Education

Exercise 1. Brainstorming. *Is elementary education compulsory in our country? In other countries of the world? At what age do kids start schooling in Belarus and abroad?*

Exercise 2. Read and memorize the following words.

elementary (AmE) / primary (BrE) education	[ˈpraɪm(ə)rɪ]	начальное образование
formal education		образование, полученное в школе или других учебных заведениях
nursery school	[ˈnɜːs(ə)rɪˌskuːl]	детский сад (младшая группа)
compulsory school	[kəmˈpʌls(ə)rɪ]	обязательное образование
infant school	[ˈɪnfənt]	младшие классы нач. школы
junior school	[ˈdʒuːniə]	старшие классы нач. школы
contemporary	[kənˈtemp(ə)r(ə)rɪ]	современный
to constitute	[ˈkɒnstɪtjuːt]	составлять
scholastic	[skəˈlæstɪk]	учебный
environment	[ɪnˈvaɪər(ə)nment]	окружение, окружающая обстановка
principle	[ˈprɪn(t)səpl]	правило, закон
immediate	[ɪˈmiːdɪət]	ближайший
to accept	[əkˈsept]	принимать
educational provision	[prəˈvɪʒ(ə)n]	обеспеченность образованием
to show up		показывать, обнаруживать
to drop out		пропускать
supply	[səˈplaɪ]	замещение вакантной должности

literacy	['lɪt(ə)rəsi]	грамотность
to be frustrated	[frʌs'treɪtɪd]	быть сорванным, расстроенным

Exercise 3. Read the following sentences. Study the collocations with the word “education”.

All parents want **a good education** for their children.

She had **a poor education**, and left school without qualification.

The school offers **a good all-round education**.

The state of California guaranties free **state/public education** to all children.

I don't agree with the principle of **private education**.

Children must stay in **full-time education** until the age of 16.

Make up your own sentences with the following collocations: to have an education; to get/receive an education; to leave education; to give/provide an education; the education system; education reform; education policy.

Exercise 4. Study the ways of speaking about nationalities. Here are some suffixes are used in names of nationalities.

-ese: Chinese, Japanese, Lebanese, Portuguese, Vietnamese, Maltese, Taiwanese.

-ian: (add **-n** to countries ending in **-ia**): Algerian, Australian, Austrian, Russian, Scandinavian, Syrian; other **-ian** endings: Argentinian, Belgian, Canadian, Egyptian, Iranian, Laotian, Norwegian.

-n or **-an:** African, American, Cuban, Korean, Mexican, Moroccan, Venezuelan.

-i: Iraqi, Israeli, Kuwaiti, Omani, Pakistani, Qatari, Saudi or Saudi Arabian, Thai.

-er: Icelandic, Liechtensteiner, Luxembourger, New Zealander, Britisher (AmE).

other endings: Cypriot, Dane, Finn, Filipino, German, Greek, Monegasque, Pole, Spaniard, Swede, Swiss, Turk.

adjective+**-man** or **-woman:** Englishman/-woman, Frenchman/-woman, Dutchman/-woman, Irishman/-woman, Scotsman/-woman, Welshman/-woman.

exceptions: Briton, Scot.

Give the nationality names of the following countries citizens. Consult the dictionary for correct pronunciation.

Belarus, (the) Ukraine, Latvia, Lithuania, Poland, Russia, Britain, France, Germany, Bulgaria, Finland, China, Venezuela, Japan, America, Canada.

Exercise 5. Read the passage, define its main idea and give your headline to it.

Elementary education, also called **primary education**, the first stage traditionally found in formal education, beginning at about age 5 to 7 and ending at about age 11 to 13. In the United Kingdom and some other countries, the term primary is used instead of elementary. In the United States the term primary customarily refers to only the first three years of elementary education – *i.e.*, grades 1 to 3. Elementary education is often preceded by some form of preschool for children age 3 to 5 or 6 and is often followed by secondary education.

In the French system, children age 6 to 11 attend the *école primaire élémentaire*. The United States, which has a decentralized system of education, generally has nursery schools and kindergartens integrated with the elementary schools.

Compulsory education in England begins at age 5 and continues to age 16. Formal school attendance begins at age 5, when the child enters the two-year infant school or department. Thereafter students may attend junior school until age 11. In Canada the elementary school, depending upon the province, may be 8, 7, or 6 years in length. In Australia compulsory attendance begins at the age of 6 and extends to 15 in five states and to 16 in Tasmania. As a general rule, elementary and secondary education last six years each.

The contemporary Japanese school system consists of a three-year kindergarten, a six-year elementary school, a three-year lower secondary school, and a three-year upper secondary school. In India each state has a director of public education who, among his other tasks, is responsible for the inculcation of basic education. In the Indian curricular system, the student may begin an eight-year elementary school at the age of 6 and may possibly move on to a three-year secondary school and a three-year college, which constitute the higher scholastic organization. Other national variations of the elementary school offer four- and six-year programs that are followed by a three-year junior secondary or middle school and a three-year secondary school.

There is a close relationship between the educational provisions of a country and its economic resources. This relationship shows up in such country-to-country comparisons as the percentages of children between the ages of 5 and 14 enrolled in school, the number who begin but soon drop out, the supply and qualifications of teachers, and so on. In all of these respects, large sections of Africa, Latin America, and parts of Asia and the Middle East are disadvantaged when compared with most of Europe and with countries such as the United States, Canada, Japan, and Australia.

The most critical problem of education in the world's developing countries is that of providing elementary schooling for all or even most of their children, and the second most critical problem then becomes one of keeping those children in school. The goal of literacy, which is central to elementary education everywhere, is frustrated not only when a small percentage of the people go to school but also when relatively few of those who do attend advance beyond the first or second grade. In some developing countries, for example, only one or two children out of five who go to school remain there until the fifth grade. A concentration of enrollment in the first grade or two is characteristic of underdeveloped school systems, partly because of the dropout problem and partly because many of those who stay on fail to meet requirements for promotion to the next grade.

Exercise 6. Answer the questions.

1. What is the first stage in formal education? 2. What age does primary education begin and end? 3. What is elementary education often preceded and followed by? 4. What is the relationship between the educational provisions of a country and its economic resources? 5. What is the most critical problem of education in developing countries? 6. What goal is central to elementary education? 7. Is primary education compulsory?

Exercise 7. The main idea of this passage is ...:

1. ... to tell the readers about the aims of elementary education.
2. ... to tell the readers some facts about primary education in different countries.
3. ... to tell the readers about differences in elementary education in developed and developing countries?

Exercise 8. Translate the following sentences into English in writing.

1. Начальное образование – первый этап школьного образования, начинающийся в возрасте 5-7 лет и заканчивающийся в возрасте 11-13 лет.
2. Начальному образованию зачастую предшествует дошкольное для детей от 3 до 5-6 лет, а после него следует среднее образование.
3. В США обычно детский сад интегрирован с начальной школой.
4. В Канаде в зависимости от провинции начальная школа может длиться 8, 7 или 6 лет.
5. Современная школьная система Японии состоит из 3-летнего посещения детского сада, 6 лет начальной школы, 3 лет среднего звена средней школы и 3 лет старшего звена средней школы.
6. Наиболее важная проблема образования в развивающихся странах мира состоит в обеспечении начальным образованием всех или боль-

шинства детей; а вторая – в том, чтобы эти дети продолжали обучение в школе.

7. В некоторых развивающихся странах, например, только 1 или 2 ребенка из 5, которые ходят в школу, посещают ее до 5 класса.

Exercise 9. Complete the summary of the passage.

The headline of the article is The article is devoted to Elementary education begins at about age 5 or 7 and often precede by There is a close relationship between Some critical problems of education in the world's developing countries are

Exercise 10. Work in pairs. Compare any two systems of elementary education. What age does it begin? How many years does it last? What features are common and what are different in primary education of compared countries?

Exercise 11. Discussion. Describe the contemporary Belorussian elementary education. Does it have any specific features in comparison with primary education of other countries mentioned in the text?

Text 2. The Basic Principles of Elementary Education

Exercise 1. Brainstorming. What are the objectives of elementary education? Are they common for nearly all nations?

Exercise 2. Practice the pronunciation of the following words.

Basic, principle, cultural, political, nation, mass, arithmetic, local, contact, factual, concept, system, stress, religious, ideological, globally, factors, population, public, ethnic, racial, group, expansion.

Exercise 3. Read and memorize the following words.

despite	[dɪ'spaɪt]	несмотря на
objective	[əb'dʒektɪv]	цель
to be committed to	[kə'mɪtɪd]	убежденный, приверженный
citizenship	['sɪtɪz(ə)nʃɪp]	гражданство
emphasis	['emfəsɪs]	акцент
immediate and familiar	[ɪ'miːdiət ənd fə'mɪliə]	ближайший и хорошо знакомый
distant and unfamiliar	['dɪst(ə)nt ənd ,ʌnfə'mɪliə]	отдаленный и незнакомый

denominational	[dɪˌnɒmɪˈneɪʃ(ə)n(ə)l]	конфессиональный
ecclesiastical	[ɪˌkliːzɪˈæstɪk(ə)l]	духовный, церковный
to maintain	[meɪnˈteɪn]	удерживать, защищать
potent	[ˈpəʊt(ə)nt]	мощный, сильный
determinant	[dɪˈtɜːmɪnənt]	определяющий фактор
equalizing	[ˈiːkwəlaɪzɪŋ]	выравнивание, уравнение
rural	[ˈruər(ə)l]	деревенский, сельский
urban	[ˈɜːb(ə)n]	городской
facility	[fəˈsɪlɪtɪ]	доступность
supply	[səˈplaɪ]	ресурс
to lag behind	[læɡ]	отставать, запаздывать
preoccupation with	[prɪˌɔkjəˈpeɪʃ(ə)n]	озабоченность
inequity	[ɪˈnekwəɪtɪ]	несправедливость
wealthy	[ˈwelθɪ]	богатый, состоятельный
dissociated	[dɪˈsəʊʃɪeɪt]	отмежёванный, отделённый
tax	[tæks]	налог
ample	[ˈæmpl]	богатый, изобильный, обильный

Exercise 4. Match the words with their definitions.

1. fruit	a. the way in which a good citizen behaves
2. ecclesiastical	b. relating to the Christian church or its priests
3. sex	c. an idea of how something is
4. citizenship	d. the tools, machines, etc that you need to do a particular job or activity
5. environment	e. the good result that you have from something after you have worked very hard
6. concept	f. the people and things that are around you in your life
7. equipment	g. a group of people who work together to do a particular job or who are together for a particular purpose
8. body	h. whether a person is male or female

Exercise 5. Look through the passage and find the words with negative prefixes. Review the rules of the usage of negative prefixes.

The prefixes **dis-**, **il-** (ill...), **im-** (imm... or imp...), **in-**, **ir-** (irr...), **un-** make words opposite in meaning to the original words:

to obey – to **disobey**; legal – **illegal**; patient – **impatient**;

definite – **indefinite**; regular – **irregular**, lucky – **unlucky**.

The same negative prefix is usually used with all derivatives of a word: possible – **impossible** – **impossibility**; but: pleasant – **unpleasant**, **displeased**, **displeasure**; comfortable – **uncomfortable**, **discomforted**, **discomfort**.

Mind that some words have two negative forms: decisive – **indecisive**, **un**deceive.

Change the meaning of the following words from positive into negative by using one of the above prefixes. Check your variants with the dictionary.

Convenient, dependent, familiar, formal, happy, legal, literate, mature, popular, punctual, regular, tidy, to approve, to believe, to lock, to obey, to satisfy, ability, experience, fortune, qualification, respect, similarity.

Exercise 6. Get the meaning of the collocations and fill in the gaps with the most suitable one.

develop a skill	require/take a skill	use a skill
have a skill	learn/acquire a skill	

1. He didn't ... the right skills for the job, so he failed.
2. People can ... new skills while they are unemployed.
3. We will give you the opportunity ... your skills if you work well.
4. I'm sure you can ... your communication skills to get your message across.
5. It's a difficult task which ... skill and experience.

great skill	good skill	basic skill
	practical skill	language skill

1. Students will have the opportunity to learn a lot of ... skills.
2. The best way to use ... skills is to go abroad.
3. He's a perfect boss. He's got ... management skills.
4. He played the part of Hamlet with ... skill.
5. The ... skills can be acquired very quickly.

Exercise 7. Read the passage and be ready to compare principles and difficulties of primary education in different countries.

The Basic Principles of Elementary Education

Despite the many cultural and political differences among nations, the objectives and curriculum at least of elementary education tend to be similar. Nearly all nations are officially committed to mass education, which is viewed as a full elementary education for all. Most nations consider the preparation for citizenship to be among the major objectives of elementary education. In terms of curriculum, this objective suggests an emphasis on reading and writing skills, arithmetic skills, and basic social studies and science.

Elementary schools in most nations introduce the child first to the local environment and then systematically bring him into contact with larger environments. The way in which this is done, the relative emphasis on factual knowledge, the relative attention to the concept of culture, and the degree of pupil involvement in the design of the learning experiences may vary greatly from nation to nation or even between educational systems. Nevertheless, the principle that a child's learning should move from the immediate and familiar to the distant and unfamiliar appears to be widely accepted.

Great variation therefore exists within nations and internationally regarding such characteristics as the degree of stress placed on textbook learning, the degree of religious and ideological training, and the relationship between teachers and students. It should be noted that in some nations, such as Spain, Ireland, and some Muslim countries, religious and denominational influences control the school systems. In other countries (*e.g.*, the United States), ecclesiastical and other religious bodies maintain elementary, secondary, and higher schools separate from the public-school systems.

Viewed globally, several factors continue to be potent determinants of change in elementary education. One factor is the expansion of enrollments resulting from population growth and an increased public desire for the fruits of schooling. A second factor is the social pressure for equalizing educational opportunity between social classes, ethnic and racial groups, rural and urban populations, and the sexes.

Unfortunately, the rapid educational expansion that took place in many developing countries in the second half of the 20th century was offset by equally rapid population growth. Each year more children go to school, but there are still more to be educated. Consequently, facilities and a supply of well-trained teachers lag far behind the seemingly endless need.

An earlier preoccupation with the sheer quantitative problems of providing schooling for all children has been replaced in developed nations with a growing concern for persistent inequities in the quality of schooling provided various segments of the population. Wealthy families often become dissociated from the educational needs of the rest of society because their children go to private schools. Or they join others like themselves in suburbs where their taxes support small classes, ample supplies of learning materials and equipment, and relatively well-paid teachers. The communities that they left are disadvantaged in the struggle to provide quality schooling for all.

Exercise 8. Look through the text and divide it into logical parts. Give each part a suitable title.

Exercise 9. Answer the questions.

1. Do the objectives and curriculum of elementary education tend to be similar in most countries?
2. Should the objectives of elementary education include full elementary education for all?
3. The preparation for citizenship is considered to be among the major objectives of elementary education, isn't it?
4. What academic subjects does the curriculum of elementary education suggest an emphasis on?
5. What principle is the curriculum of elementary education to be based upon?
6. What bodies may control the school systems in some countries?
7. What are potent determinants of change in elementary education?
8. What is the problem of schooling in many developing countries in the second half of the 20th century?
9. What problems do wealthy families have in developed nations?

Exercise 10. Translate the following expressions from Russian into English. Make up 5-7 sentences using the word combinations below.

Навыки чтения и письма; арифметика; естественные науки на самом простом уровне; ближайший и хорошо знакомый; отдаленный и незнакомый; этнические и расовые группы; социальные классы; цели начального образования; полное начальное образование для всех; сельское и городское население; религиозное воспитание; идеологическое воспитание; религиозные верования; мощный определяющий фактор; уравнивание возможности получить образование; развитие образования; хорошо подготовленный учитель; относительно хорошо оплачиваемый учитель; убежденность в неравенстве качества школьной подготовки; образовательные нужды; богатое оснащение.

Exercise 11. Find the key words and give a brief summary of the passage.

Exercise 12. Discussion. You have learnt about objectives and principles of elementary education. Are they similar to the ones in Belarus? What is our country school system controlled over? Does Belarus elementary education have problems of developing or/and developed countries?

Text 3. From Skills to Social Development in Elementary School

Exercise 1. Brainstorming. What was expected from you as 1-4th graders? Are today's expectations the same as in your times? Why?

Exercise 2. Practice the pronunciation of the following words.

Through, to identify, plural, number, concept, symbol, ocean, guidance, geology, cursive, assignment, cursive, weight, height, hypothesis, graph, non-fiction, myth, synonym, antonym, homonym, geometry, algebra, electricity.

Exercise 3. Read and memorize the following words.

adept	[ə'dept]	знающий, сведущий
handwriting	['hænd, raɪtɪŋ]	почерк
addition	[ə'dɪʃ(ə)n]	сложение
subtraction	[səb'trækʃ(ə)n]	вычитание
+ (plus)	[plʌs]	плюс
– (minus)	['maɪnəs]	минус
= (equals, is, makes)	['i:kwəl]	равно
< (is less than)		меньше чем
> (is greater than)		больше чем
fraction	['frækʃ(ə)n]	дробь
marine	[mə'ri:n]	морской
mammal	['mæm(ə)l]	млекопитающее
to tackle	['tækəl]	биться (над какой-л. задачей)
patience	['peɪʃ(ə)n(t)s]	терпение
place value of numbers		позиционное значение чисел
mentally	['ment(ə)li]	в уме
to handle	['hændl]	обращаться с
digestive system	[daɪ'dʒestɪv]	система пищеварения
to look forward to		очень хотеть
riddle	['rɪdl]	загадка
to take on responsibility		брать ответственность
dismissal	[dɪs'mɪs(ə)l]	ропуск (на каникулы)
reference book	['ref(ə)r(ə)n(t)s]	справочник, энциклопедия
thesaurus, мн. ч. thesauruses, thesauri	[θɪ'sɔ:ɾəs]	энциклопедия; справочник
discernible	[dɪ'sɜ:nəbl]	видимый
plot	[plɒt]	сюжет, фабула
allowance money	[ə'lauən(t)s]	карманные деньги

to multiply	['mʌltɪplaɪ]	умножать, множить
to divide	[dɪ'vaɪd]	делить
digit	['dɪdʒɪt]	цифра
chart	[tʃɑ:t]	график, диаграмма, схема, таблица, чертёж
to do research	[rɪ'sɜ:tʃ]	проводить исследования
supervision	[ˌsu:pə'vɪʒ(ə)n]	наблюдение
to gravitate toward	['grævɪteɪt]	тяготеть, стремиться
emphatic	[ɪm'fætɪk]	выразительный

Exercise 4. Find the synonyms.

a) To demonstrate, number, in one's head, to predict, assignment, dictionary, belongings, pocket money, graph, to add.

b) Possessions, to foreshow, allowance money, to show up, mentally, thesaurus, chart, digit, to sum, task.

Exercise 5. Match the words with their definitions.

1. instruction(s)	1. a short piece of writing about a particular subject
2. concept	2. the material that everything in the universe is made of
3. familiar	3. a statement telling someone what they must do
4. sense	4. someone or something that is well-known to you and easy to recognize
5. essay	5. the order that something happens or exists
6. sequence	6. an idea of how something is, or how something should be done
7. fiction	7. books and stories about imaginary people and events
8. matter	8. a feeling about something

Exercise 6. Complete the table with the proper derivatives. Sometimes not all parts of speech can be formed.

Noun	Verb	Adjective
		additional
subtraction		
		divisible
		multiple

Exercise 7. Revise the formation of ordinal numbers and check the solution of the following problems:

$$1/4 + 1/4 = 1/2$$

$$7/8 - 3/4 = 1/8$$

$$13/21 < 5/7$$

$$2/6 + 1/3 = 2/3$$

$$1/15 > 1/16$$

Read correctly ordinal numbers in proper names.

Elizabeth II, John Paul II, Benedict XVI, Henry VIII, World War I,
Louis ['lu:ɪs] XIV.

Exercise 8. Read the passage and be ready to discuss the pupils' progress in elementary school.

What You Can Expect in 1st – 4th Grades

Here's a general overview of what you can expect to see in your child as he moves through 1st grade lesson plans.

First Grade Social Skills

Become even more adept at paying attention, following instructions and exercising self-control.

Learn how to work together with classmates on a group project.

First Grade Reading and Writing

Read books in small groups with a teacher.

Begin independent reading.

Be able to identify ideas and details of a story, and be able to retell events of a story in order.

Become more skilled at using sounds of letters to read simple words.

Write his full name (if he hasn't learned to do so already).

Work on handwriting.

Write two or three sentences to create stories.

Understand and learn plurals of nouns.

First Grade Math

Count to 100 by groups of small numbers such as 2s, 5s, and 10s. Be able to recognize and write numbers up to 100.

Understand concepts such as equal to or greater than as well as addition and subtraction; become familiar with symbols such as "+," "-", "=", "<," ">."

Add numbers up to 10 in the head.

Be able to do simple subtraction.

Work with coins and add sums.

Understand and identify simple fractions (1/2, 1/3, 1/4).

Begin to tell time on an analog clock.

First Grade Science and Social Studies

Gain a better understanding of his senses.

Identify animals and classify them into groups (marine, mammals, etc.).

Identify the United States and learn about continents and oceans.

Here is a general guideline of what you can expect to see in your 2nd grader as he tackles 2nd grade math, reading, and other subjects this school year.

Second Grade Social Skills

Develop close friendships.

Be better able to concentrate on lessons for longer periods of time.

Demonstrate increased patience and self-control.

Second Grade Reading and Writing

Read more by herself.

Read longer, more complicated stories, including age-appropriate chapter books.

Predict what happens next in a story.

Be a better speller (spelling tests will be a regular part of 2nd grade).

Identify parts of speech (noun, verb, adjective, etc.).

Second Grade Math

Understand place value of numbers (tens, hundreds, etc.).

Be able to mentally add numbers up to 20.

Handle more complicated addition and subtraction.

Add and subtract money; learn how to make change.

Second Grade Science, Social Studies and Tech

Perform basic computer skills such as opening a new document, saving a file, and using the internet with a teacher's help and guidance.

Understand how the body works (such as the digestive system).

Learn more about the earth (geology and geography – such as studying land forms and continents).

Here is a general guideline of what you can expect to see in your 3rd grader as he tackles 3rd grade math, reading, and other subjects this school year.

Third Grade Social Skills

Focus on friends. Friendships become more important, and many 3rd graders look forward to socializing and seeing close friends at school.

Become more adept at understanding and sharing jokes and riddles with friends.

Take on more responsibility for themselves (such as making sure they write down homework assignments, packing up their own belongings for dismissal, etc.).

Work cooperatively on group projects such as science experiments.

Third Grade Reading and Writing

Use reference books such as dictionaries and thesauruses to get information.

Write detailed stories and essays with logical sequence of events and discernible plot points and endings.

Learn and practice cursive writing.

Third Grade Math

Become increasingly more adept at applying math to real-life situations such as making change or adding up allowance money.

Multiply and divide double- or triple-digit numbers by single-digit numbers.

Learn how to measure weight, height, volume.

Third Grade Science, Social Studies and Tech

Review the names of states and learn the state capitols.

Learn about space (the solar system, planets, moon, stars, etc.).

Learn how to prove or disprove a hypothesis using experiments.

Become skilled at using maps and globes to find places.

Learn how to analyze and create graphs and charts.

Use numbers to apply to real-life situations, such as using a budget.

Become more skilled at using the computer to do research with supervision.

Here is a general guideline of what you can expect to see in your 4th grader as he tackles 4th grade math, reading, and other subjects this school year.

Fourth Grade Social Skills

Gravitate toward certain friends. Take more responsibility for organizing and prioritizing her work. Be more emphatic about expressing his preferences about things.

Fourth Grade Reading and Writing

Demonstrate understanding of the themes of a book by writing a book report.

Become familiar with a wide variety of stories such as fiction, non-fiction, myths, fables, poems, biographies, and more.

Learn synonyms, antonyms, homonyms.

Fourth Grade Math

Tackle increasingly difficult fractions, multiplication, division using multiple digits.

Begin geometry and algebra.

Learn how to collect data and convert the information into graphs, charts and tables.

Fourth Grade Science, Social Studies and Tech

Learn about electricity and other forms of energy and matter.

Study history (and historical figures) of the U.S.

Learn about other cultures around the world.

Learn how to read maps.

Know the geography of the U.S.

Classify organisms.

Exercise 9. Answer the questions.

1. Must a 1st grader write essays?
2. Must they add numbers up to 100 mentally?
3. What should their knowledge be in science?

4. A second grader shows up increased patience and self-control, doesn't he/she?
5. What are his/her reading skills?
6. US pupils add and subtract money, don't they?
7. What computer skills must they perform being second graders?
8. Does friendship become more important for third graders?
9. What reference books do they start using?
10. Third graders multiply and divide triple-digit numbers by double-digit numbers, don't they?
11. What geographical skills do they obtain?
12. In what way do the fourth graders demonstrate understanding of the theme of a book?
13. What mathematical disciplines do they start?
14. What physical phenomena must they learn?

Exercise 10. Say whether the statements are true or false. Correct the wrong ones.

1. First graders read books by themselves.
2. First graders can't write their names.
3. They begin to tell time on analog clocks.
4. They identify the US and some neighbor countries.
5. Second graders write spelling tests rarely.
6. They handle increasingly difficult addition and subtraction.
7. They learn how the body works.
8. Third graders become more adept at understanding and sharing jokes and riddles.
9. They become more skilled at using the computer to play games.
10. They learn how to analyze and create graphs and charts.
11. Fourth graders become familiar with fiction and fables.
12. They begin physics.

Exercise 11. Translate from Russian into English.

1. Первоклассник должен уметь выделять главную мысль и детали рассказа, а также пересказать его события в нужном порядке. Второклассникам нужно предсказать, что произойдет в рассказе.
2. Третьеклассники должны получить знания о космосе: о солнечной системе, планетах, луне, звездах и т.д. четвероклассники знакомятся с электричеством и другими формами энергии и материи.
3. Второклассники могут открыть новый документ на компьютере, сохранить файл, а также пользоваться Интернетом под руководством учителя.

4. Третьеклассники обязаны уметь умножать и делить двузначные и трехзначные числа на однозначные. С четвертого класса ученики начинают изучать геометрию и алгебру.
5. Первоклассники учатся работать вместе над групповыми проектами.
6. В третьем классе ученики пользуются справочной литературой, такой как словари и энциклопедии для получения информации.

Exercise 12. Compare American and Belorussian lesson plans for the first graders. Is there any substantial difference? What curriculum is preferable and why? Create the most perfect one.

Русский язык. Первоклассники должны:

знать гласные и согласные звуки русского языка;
знать правила употребления большой буквы;
знать правила переноса слов;
знать правила оформления предложений на письме;
знать правописание словарных слов;
уметь записывать слова, предложения, небольшие тексты в 15-20 слов с образца (печатного, рукописного) и под диктовку;
уметь пользоваться словарями в учебнике для поиска нужной информации.

Литературное чтение. К концу первого класса ученики должны:

осмысленно, правильно читать целыми словами;
отвечать на вопросы учителя по содержанию прочитанного;
подробно пересказывать текст;
составлять устный рассказ по картинке;
заучивать наизусть небольшие стихотворения;
соотносить автора, название и героев прочитанных произведений;
различать рассказ и стихотворение.
читать целыми словами. Темп чтения вслух незнакомого текста в конце учебного года должен составлять от 30 – 40 слов в минуту и выше.

Математика. К концу первого класса ученики должны:

знать смысл действий сложения и вычитания над целыми неотрицательными числами;
знать все цифры;
знать знаки больше ($>$), меньше ($<$), равно ($=$);
знать названия всех однозначных чисел и чисел второго десятка, включая число 20;
знать таблицу сложения однозначных чисел и соответствующие случаи вычитания;

знать геометрические термины (точка, линия, прямая, кривая, ломаная, отрезок, дуга, замкнутая, незамкнутая, многоугольник, треугольник, четырехугольник, прямой угол, прямоугольник);
уметь читать и записывать все однозначные числа и числа второго десятка;
уметь выполнять сложение однозначных чисел с переходом через разряд и вычитание в пределах таблицы сложения, используя данную таблицу в качестве справочника;

Окружающий мир. Первokлассники должны:

пользоваться в общении простейшими формулами речевого этикета при встрече, прощании, обращении с просьбой и т.д.;
знать роль руки и слов в общении;
знать, что человек узнаёт мир с помощью органов чувств, памяти, ума, родителей, учителей, книг;
знать основные профессии людей и взаимопомощь людей разных профессий;
знать основные природные богатства (солнечный свет, воздух, вода, почва, подземные кладовые, живые организмы и человек) и их роль в жизни человека;
знать свойства живых организмов (питание, дыхание, рост, размножение) и их отличия от неживых предметов;
знать основные черты сходства и различий растений и животных;
знать основные группы домашних растений и животных;
знать отличительные особенности человека от животных;
иметь элементарные сведения о строении человека;
оценивать правильность поведения в быту (правила общения, правила ОБЖ, уличного движения).

Text 4. What Makes a Good Primary Teacher?

Exercise 1. Brainstorming. would you like to become a primary teacher? What qualities should you possess to work with kids? Is it a pleasure to spend time teaching the class of young impatient scholars?

Exercise 2. Choose from the list the qualities that a good primary teacher needs.

Attentive, rude, dedicated to his job, curious, stern, talented, organized, funny, kind, patient, well-mannered. absent-minded, narrow-minded, fearless of darkness, lazy, understanding, creative, impolite, strong, a good runner.

Exercise 3. Define the part of speech of the following words and translate them into Russian.

To get bored – boredom, prime – primary, patience – patient, possibility – impossible, inject – injection, develop – development, different – difference, important – importance, depend – dependent – independence, person – personality, to prepare – preparation.

Exercise 4. Read and memorize the following words.

rewarding	[riˈwɔːdɪŋ]	стоящий, достойный награды
patience	[ˈpeɪʃ(ə)n(t)s]	терпеливость, терпение
approach	[əˈprəʊtʃ]	подход, приближение
primary teacher	[ˈpraɪməri]	учитель младших классов
recognize	[ˈrekəɡnaɪz]	признавать, узнавать
opportunity	[ɒpəˈtjuːnəti]	возможность
quality	[ˈkwɒləti]	качество
success	[səkˈses]	удача, успех
to succeed in	[səkˈsiːd]	следовать за, преуспевать
to depend on	[diˈpend]	зависеть от
ability	[əˈbɪləti]	способность, умение

Exercise 5. Read the passage and say if it's hard to fill in the profession of a primary teacher.

A primary teaching job is undoubtedly one of the most rewarding careers that you can have. Not only do you have the pleasure of working with young children, but it's near enough impossible to get bored as every day is different.

One of the most gratifying aspects of being a primary school teacher is the knowledge that what you are teaching these children will help them to develop skills that they will continue to build on for the rest of their lives.

Anybody who wants to be a primary school teacher will need to be organized; good at planning and have a lot of patience as working with young children can be very challenging. As well as this you need to be reasonably fit and be able to communicate effectively in written and spoken English.

The best primary school teachers are those that can recognize that each child is different, and knows that each child is going to need a different approach to learning and communication.

The most important part of the education process and this is particularly so at primary level, is the relationship between the class teacher and the children in the class, the qualities needed are those necessary to ensure that this relationship is positive and that each child is happy to come into school each day and is prepared to try his best.

Some tips for the beginners

- Must be able to assert yourself and maintain self-discipline because you will experience many personalities and moods, be agreeable and thoughtful it is a totally unselfish job. It must be in your blood to teach.
- You have to be able to be understanding and balance the ability to nurture and stay on task with each lesson. Not everyone will succeed in what they are to learn but you must offer the best opportunity for their success and that depends on how you bridge the gap between what they are to learn and how they interpret what you are teaching.
- It is also important to have tact, especially when around parents as they never want to hear that their child is a useless troublemaker, even if it's the truth.
- Inject lots of fun into class' learning, kids learn best when they don't know they are learning.

Exercise 6. Translate the following into English.

Преуспевать в чем-либо, эффективно общаться, несомненно, подход к обучению, эгоистичный, быть способным сделать что-то, понимающий, терпение, разговорный английский, самодисциплина, качества, постараться/приложить все усилия, удовольствие работать с детьми, быть готовым к чему-либо, продолжить, организованный, предложить наилучшую возможность.

1. Каждому ребенку нужен индивидуальный подход. 2. Важно иметь такт и быть терпеливым и организованным. 3. Задача учителя – привить навыки, которые пригодятся в будущем. 4. Не все ученики преуспеют, но все должны постараться.

Exercise 7. Answer the questions.

1. What is the main purpose a teacher's job? 2. What difference does it make to be a primary teacher? 3. Is it difficult to work with kids? 4. How to deal with the parents? 5. What influence do primary teachers have on children? 6. What are the disadvantages of the job?

Exercise 8. Revise the meaning of modal verbs. Find the sentences with them in the text. Use them when talking about the job of a primary teacher.

Exercise 9. Make up a dialogue between an applicant for a position of a primary teacher and an interviewer.

Exercise 10. Imagine that your friend is going to become a primary teacher. What advice would you give to him/her?

Unit III. ADDITIONAL READING

Text 1. Sample Educational Philosophy Statements

Sample #1 My Philosophy Statement on Education

I believe that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. It is my desire as a educator to help students meet their fullest potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas. There are three elements that I believe are conducive to establishing such an environment, (1) the teacher acting as a guide, (2) allowing the child's natural curiosity to direct his/her learning, and (3) promoting respect for all things and all people.

When the teacher's role is to guide, providing access to information rather than acting as the primary source of information, the students' search for knowledge is met as they learn to find answers to their questions. For students to construct knowledge, they need the opportunity to discover for themselves and practice skills in authentic situations. Providing students access to hands-on activities and allowing adequate time and space to use materials that reinforce the lesson being studied creates an opportunity for individual discovery and construction of knowledge to occur.

Equally important to self-discovery is having the opportunity to study things that are meaningful and relevant to one's life and interests. Developing a curriculum around student interests fosters intrinsic motivation and stimulates the passion to learn. One way to take learning in a direction relevant to student interest is to invite student dialogue about the lessons and units of study. Given the opportunity for input, students generate ideas and set goals that make for much richer activities than I could have created or imagined myself. When students have ownership in the curriculum, they are motivated to work hard and master the skills necessary to reach their goals.

Helping students to develop a deep love and respect for themselves, others, and their environment occurs through an open sharing of ideas and a judicious approach to discipline. When the voice of each student is heard, and environment evolves where students feel free to express themselves. Class meetings are one way to encourage such dialogue. I believe children have greater respect for their teachers, their peers, and the lessons presented when they feel safe and sure of what is expected of them. In setting fair and consistent rules initially and stating the importance of every activity, stu-

dents are shown respect for their presence and time. In turn they learn to respect themselves, others, and their environment.

For myself, teaching provides an opportunity for continual learning and growth. One of my hopes as an educator is to instill a love of learning in my students, as I share my own passion for learning with them. I feel there is a need for compassionate, strong, and dedicated individuals who are excited about working with children. In our competitive society it is important for students to not only receive a solid education, but to work with someone who is aware of and sensitive to their individual needs. I am such a person and will always strive to be the best educator that I can be.

Sample #2 Philosophy Statement

I believe the children are our future...

I believe each and every child has the potential to bring something unique and special to the world. I will help children to develop their potential by believing in them as capable individuals. I will assist children in discovering who they are, so they can express their own opinions and nurture their own ideas. I have a vision of a world where people learn to respect, accept, and embrace the differences between us, as the core of what makes life so fascinating.

Teach them well and let them lead the way...

Every classroom presents a unique community of learners that varies not only in abilities, but also in learning styles. My role as a teacher is to give children the tools with which to cultivate their own gardens of knowledge. To accomplish this goal, I will teach to the needs of each child so that all learners can feel capable and successful. I will present curriculum that involves the interests of the children and makes learning relevant to life. I will incorporate themes, integrated units, projects, group work, individual work, and hands-on learning in order to make children active learners. Finally, I will tie learning into the world community to help children become caring and active members of society.

Show them all the beauty they possess inside. Give them a sense of pride...

My classroom will be a caring, safe, and equitable environment where each child can blossom and grow. I will allow children to become responsible members of our classroom community by using strategies such as class meetings, positive discipline, and democratic principles. In showing children how to become responsible for themselves as well as their own learning, I am giving them the tools to become successful in life, to believe in themselves, and to love themselves.

Let the children's laughter remind us how we used to be...

Teaching is a lifelong learning process of learning about new philosophies and new strategies, learning from the parents and community, learning from colleagues, and especially learning from the children. Children have taught me to open my mind and my heart to the joys, the innocence, and the diversity of ideas in the world. Because of this, I will never forget how to smile with the new, cherish the old, and laugh with the children.

Text 2. Playway Method

Playway method of learning is a child centric method where the method of teaching is informal and natural to suit the child's interests. These kind of schools believe that learning is best through play activities.

Many schools have been following playway methodology to make teaching more lively and interesting. Playway methods are being incorporated in the school curriculum for teaching languages, mathematics, social studies etc through a series of activities like games, songs, free play, gardening, construction activities etc. The learning is not just limited to cognitive development, but also for the overall development of the child. A few methods and techniques included in this method are Role plays, Projects, Theme based learning, Field trips, Puppetry etc

Some play-based schools also follow some level of formal learning as well, to ensure that the child is ready for the primary education.

Reggio Emilia Method

Reggio Emilia approach, is an Italian method of preschool education. It was started after the World War II with a lot of community cooperation. This method shares values of Montessori system and Waldorf systems. The approach works on the following core values:

- Participation of child, teacher and parent are considered to be equally important in this approach. Parents are a vital part of this methodology. Parents are involved in defining the learning plan for the child.
- The child is seen as an active participant in learning. Like the Montessori method and playway method, this approach is also child centric, where the child learns through various activities. The child, in Reggio Emilia, is encouraged to wonder, take notice, and make new relationships that allow him to reach a new level of understanding and development.
- The school environment is considered as the third facilitator in this method. The class rooms include a studio which consists of materials that facilitate learning.
- Documentation of child's work in progress is viewed as an important tool in the learning process for child, teacher, and parents. : Learning is made visible by documenting the learning process.

- The method uses multiple symbolic languages. Commonly phrased as ‘the hundred languages of children’, where children are allowed to express their ideas through drawing, painting, drama, music dance etc.

Waldorf Education/ Steiner Education

The first Waldorf school was started by Rudolf Steiner, a scientist and an educator, in 1919 in Germany. The approach emphasizes on the role of imagination in learning. Waldorf philosophy believes that in order to understand the workings of the universe, people must first have an understanding of humanity.

Using the imagination is the child's most important 'work' posits the Steiner Method. A Waldorf education encourages the child to create his own toys from materials that happen to be at hand.

Waldorf curriculum is structured to the three developmental phases of childhood: from birth to approximately 7 years, from 7 to 14 years and from 14 to 18 years. Similar to Montessori system, Waldorf approach follows a curriculum that is developmentally appropriate to the child. Pre-school and kindergarten learning is primarily through imitation and imagination with emphasis on practical activities. This is achieved through storytelling, puppet play, games, singing, cooking, nature walks etc. In Waldorf system, academics are emphasized in the early stages. Waldorf early childhood education emphasizes oral language and reading and writing is not formally taught in the early years.

Text 3. Why become a teacher?

Jo Stanley, 29, has been teaching nine to ten-year-olds for the last five years. Here she talks honestly about the job: the pay, training, long hours and holidays.

Why become a teacher?

I've always wanted to be a teacher. The main reason is because I wanted to have a direct impact on the lives of children. When you're educating children you're imparting knowledge to create a better future for them.

But it's not just about the curriculum. As their guardian, you also need to make sure they develop emotionally, socially and intellectually. Teaching is definitely a vocation rather than a job. Anyone can teach, but to teach well and care for the people you're teaching you've got to be really committed.

Highs of teaching

1. **It's so entertaining!** Kids always say what they are thinking and don't necessarily have a handle on what's appropriate. For example, when I was training, a teacher asked her pupil to deliver something to a colleague but the pupil didn't know who she meant. After giving a general description, the pupil replied: "Oh, you mean the lady with the beard!" That sort of thing cracks me up because honesty can be so refreshing!
2. **Job satisfaction** I absolutely love my job. I wake up and think "I'm ready to go to school." I love that you have a direct impact on the lives of young people and can make a difference.
3. **Being part of a community** You become part of the community by getting to know the parents and your colleagues, and it's great to know you're working towards the same goals.
4. **Having a flexible day** I like the fact that I could leave work at 3.30 if I had something to do, like go to the doctor.
5. **The chance to use your skills.** It's such a diverse job and schools will encourage you to use your strengths. For example, if you're creative, you can run an after-school class.
6. **Holidays** 13 weeks a year isn't bad!

The bad bits

- **Holidays** Whilst they are long, going away during the school holidays is so expensive. Also, you can't take time off during the term as you can in other jobs.
- **Where does the job end?** Although lessons are structured, there's so many other things you could be doing that your work is never done. You can't be a perfectionist and teach for that reason.
- **Stress!** It is a stressful job because there's never enough time to do everything but you have to get used to that!
- **Handling naughty kids** You've got to be good at discipline.

Text 4. Teachers and actors

To be a good teacher, you need some of the gifts of the good actor: you must be able to hold the attention and interest of your audience; you must be a clear speaker, with good, strong, pleasing voice which is fully under your control; and you must be able to act what you are teaching in order to make its meaning clear.

Watch a good teacher, and you will see that he does not sit motionless before his class: he stands the whole time he is teaching, he walks about, using his arms, hands and fingers to help him in his explanations, and his face to express feelings. Listen to him, and you will hear the loud-

ness, the quality and the musical note of his voice always changing according to what he is talking about.

The fact that a good teacher has some of the gifts of a good actor does not mean that he will indeed be able to act well on the stage: for there are very important differences between the teacher's work and the actor's. The actor has to speak words which he has learned by heart; he has to repeat exactly the same words each time he plays a certain part; even his movements and the ways in which he uses his voice are usually fixed before. What he has to do is to make all these carefully learnt words and actions seem natural on the stage.

A good teacher works in quite a different way. His audience takes an active part in his play; they ask and answer questions, they obey orders, and if they do not understand something, they say so. The teacher therefore has to suit his act to the needs of his audience, which is his class. He cannot learn his part by heart, but must invent it as he goes along.

I have known many teachers who were fine actors in class but were unable to take part in a stage-play because their brains would not keep strictly to what another had written.

Text 5. The purpose of school

If you ask yourself why children go to school, you'll probably say that they go to learn their own language and other languages, arithmetic, geography, geometry, history, science and all other subjects. That is quite true: but why do they learn these things? And are these things all that they learn at school?

We send our children to school to prepare them for the time when they will be big and will have to work for themselves. They learn their own language so that they will be able to tell others clearly what they want and what they know, and understand what others tell them. They learn foreign languages in order to be able to benefit from what people in other countries have written and said and in order to make people from other countries understand what they themselves mean. They learn arithmetic in order to be able to measure and count things in their daily life, geography in order to know something about the world around them, and history to know something about human beings they meet every day. Nearly everything they study at school has some practical use in their daily life, but is that the only reason why they go to school?

No. There is more in education than just learning facts. We go to school above all to learn how to learn, so that, when we leave school, we can continue to learn. A man who really knows how to learn will always be successful, because whenever he has to do something new which he had

never had to do before, he will rapidly teach himself how to do it in the best way. The uneducated person, on the other hand, is either unable to do something new, or does it badly. The purpose of school, therefore, is not just to teach languages, arithmetic, geography etc., but to teach pupils the way to learn.

Text 6. The value of education

Education is not an end, but a means to an end. In other words, we don't educate children only for the purpose of educating them; our purpose is to fit them for life. As soon as we realize this fact, we will understand that it is very important to choose a system of education which will really prepare children for life. It is not enough just to choose the first system of education one finds; or to continue with one's old system of education without examining it to see whether it is in fact suitable or not.

In many modern countries it has for some time been fashionable to think that, by free education for all — whether rich or poor, clever or stupid — one can solve all the problems of society and build a perfect nation. But we can already see that free education for all is not enough; we find in such countries a far larger number of people with university degrees than there are jobs for them... Because of their degrees, they refuse to do what they think "low" work; and, in fact, work with the hands is thought to be dirty and shameful in such countries.

But we have only to think a moment to understand that the work of a completely uneducated farmer is far more important than that of a professor: we can live without education, but we die if we have no food. If no one cleaned our streets and took the rubbish away from our houses, we should get terrible diseases in our towns. In countries where there are no servants because everyone is ashamed to do such work, the professors have to waste much of their time doing housework.

In fact, when we say that all of us must be educated to fit us for life, it means that we must, be educated in such a way that, firstly, each of us can do whatever job is suited to his brain and ability, and, secondly, that we can realize that all jobs are necessary to society, and that it is very bad to be ashamed of one's work, or to scorn someone else's. Only such type of education can be called valuable to society.

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Учебное издание

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АНГЛИЙСКИЙ ЯЗЫК
ДЛЯ СТУДЕНТОВ ПЕДАГОГИЧЕСКОГО ФАКУЛЬТЕТА

Методические рекомендации

Технический редактор

Г.В. Разбоева

Компьютерный дизайн

Л.Р. Жигунова

Подписано в печать . . . 2014. Формат 60x84 ¹/₁₆. Бумага офсетная.

Усл. печ. л. 2,73. Уч.-изд. л. 2,26. Тираж экз. Заказ .

Издатель и полиграфическое исполнение – учреждение образования
«Витебский государственный университет имени П.М. Машерова».

Свидетельство о государственной регистрации в качестве издателя,
изготовителя, распространителя печатных изданий

№ 1/255 от 31.03.2014 г.

Отпечатано на ризографе учреждения образования
«Витебский государственный университет имени П.М. Машерова».

210038, г. Витебск, Московский проспект, 33.