

I. Creating a Caring and Healthy Classroom.

Грамматический раздел: страдательный залог (Passive Voice)

Урок 1

1. Прочитайте слова и ознакомьтесь с их переводом на русский язык:

- attribute [ˈætrɪbjʊ:t] — характерный признак, атрибут
belong to [biˈlɒŋ] — принадлежать
code [kəʊd] — кодекс, законы чести; моральные нормы
educator [ˈedju(:)keɪtə] — педагог, воспитатель
ethics [ˈeθɪks] — этика
introduction [ˌɪntrəˈdʌkʃən] — введение, нововведение
leadership [ˈliːdəʃɪp] — руководство
provide [prəˈvaɪd] — обеспечивать
regulatory [ˈregjuleɪtəri] — регулирующий
skill [skɪl] — навык, умение
socialize [ˈsəʊʃəlaɪz] — подготавливать к жизни в коллективе, обществе
vocabulary [vəˈkæbjʊləri] — словарь, запас слов

2. Прочитайте следующие слова и догадайтесь об их значении:

profession, program, professional, train, regular, training, regulate, concept, group, focus

3. Переведите на русский язык следующие словосочетания:

professional attributes
public school programs
to be socialized into profession
to become a professional
to be a babysitter
an early childhood professional
to provide someone with the concepts
to belong to a group of professionals
to have strong leadership
a code of ethics
a regulatory organization
to work in child care programs for young children

4. Прочитайте предложения, обращая внимание на употребление страдательного залога:

1. It is very important for every early childhood educator to be socialized into profession.
2. A code of ethics, regulatory organizations and a proud history are taken up by all early childhood professionals.
3. Different child care programs are offered in the field of early childhood education.
4. Necessary skill, vocabulary and concepts are provided by special education and training.
5. A training program for future teachers is focused on professional skills and a code of ethics.

5. Прочитайте и переведите текст, определите его основную идею:**Text 1**

(by Janet Gonzales-Mena)

The early childhood educator belongs to a group of professionals that has strong leadership, a proud history, a code of ethics, regulatory organizations, and other professional attributes. "I'm not a babysitter" is the proud cry of early childhood educators, whether they work in child care programs for young children, public school programs, or other kinds of programs.

To become an early childhood professional, you will need education and training to provide you with the necessary skills, vocabulary, and concepts, but to enter the field of early childhood education, you will also need to know something about its history. Because history is an important part of being socialized into profession.

(from *Foundations. Early Childhood Education in a Diverse Society*)

The main idea of the text is that

- a) the early childhood educator belongs to a group of professionals.
- b) it is very important for the early childhood educator to be socialized into profession.
- c) it is necessary to know something about a proud history of early childhood education.

6. Закончите следующие высказывания:

1. The early childhood educator belongs ...
2. A group of professionals has strong leadership ...
3. To become an early childhood professional ...
4. To enter the field of early childhood education ...
5. History is an important part ...

7. Вставьте вместо пропусков подходящие по смыслу слова из рамки:

provide	attributes	socialized
care	education	babysitters

1. In early education there are different kinds programs, for example, child ... programs for young children, public school programs and others.
2. These are the professional ... of early childhood educators: strong leadership, a proud history, a code of ethics and some regulatory organizations.
3. Education and training ... the teacher with the necessary skill, vocabulary, and concepts.
4. Educators are proud of being not ... but professionals in the field of early childhood education.
5. To be ... into profession every educator will need to know its history.

8. Прочитайте предложения и догадайтесь по контексту, о чем идет речь:

1. We use this word to name a small boy or a girl.
2. It is the time when you are a child.

3. It is a person who gives lessons, especially in school.
4. It's a person who is paid to care for a child when the child's parents are away.
5. It's a specialist in education; a person who educates.
6. It means to care for a child while his or her parents are away.
7. It's a special document that provides the teacher with the necessary information on educational concepts.
8. It means the study of things that happened in the past.
9. It means all the words you know in a language.
10. It is a person who belongs to one of the professions.

9. Ответьте на вопросы:

1. What will you need to become an early childhood professional?
2. What kinds of programs do early childhood educators work in?
3. What group does an early childhood educator belong to?
4. Do you agree that an early childhood educator is not a babysitter? Prove it.
5. What does the group of early childhood professionals have?
6. What is a person who is paid to care for a child when the child's parents are away?
7. What do you need to become a good professional?
8. Is history or psychology an important part of being socialized into profession?
9. What is an important part of being socialized into profession?
10. What do you need to know to enter the field of early childhood education?

10. Ситуация «I am an early childhood educator»:

- ♦ Вы представляете педагогический университет на ярмарке профессионального образования. Подготовьте презентацию о профессии преподавателя и расскажите о том, что необходимо для того, чтобы стать профессионалом в этой области и какими чертами обладают специалисты-педагоги.
- ♦ Вы — студент педагогического университета и принимаете участие в международной конференции, посвященной вопросам дошкольного и школьного образования и воспитания. Расспросите зарубежного коллегу о том, что требуется для того, чтобы стать специалистом в области раннего обучения детей.

Урок 2

1. Прочитайте слова и ознакомьтесь с их переводом на русский язык:

- array [əˈreɪ] — ряд
- define [dɪˈfaɪn] — давать определение
- increase [ɪnˈkriːs] — увеличивать, поднимать
- issue [ˈɪʃuː] — вопрос, проблема
- motivate [ˈməʊtɪveɪt] — побуждать
- nap [næp] — короткий сон
- observe [əbˈzəːv] — наблюдать, замечать
- origin [ˈɒrɪdʒɪn] — происхождение
- please [pliːz] — доставлять удовольствие
- pursue [pəˈsjuː] — заниматься
- reassure [ˌriːəˈʃʊə] — заверять
- space [speɪs] — пространство, место
- term [tɜːm] — термин
- vary [ˈveəri] — разнообразить, различаться

2. Переведите на русский язык следующие словосочетания:

- health-improvement exercises
- to remain unchanged
- a regular classroom
- to reassure parents
- to be created for children
- to design lessons
- to bring children to school
- to introduce children to the world
- an array of organized activities
- to observe nature
- to be greeted with a smile
- to pursue music lessons

3. Прочитайте предложения вслух, обращая внимание на употребление страдательного залога:

1. Musical skills are developed throughout a school year.
2. This space will be created for the baby.
3. A child is brought to school by a parent or a grandparent.
4. Each class is grouped together by age.
5. The lessons were designed to develop math and communication skills.

6. The lessons are designed to introduce the children to nature and the world.
7. The teacher was greeted with a smile.
8. The array of organized activities was not changed.
9. These health-improvement exercises are being designed by the teacher who organizes all the sport activities in the kindergarten.
10. They will be given advice on their children-raising issue.

4. Ознакомьтесь с описаниями типов детских дошкольных учреждений:

crèche, day nursery, kindergarten, nursery school, play group

- ♦ **crèche** — this word of French origin, is defined in the Shorter Oxford English Dictionary (SOED) as follows: “a public nursery for infants, where they are taken care of while their mothers are at work, etc.” In modern English, however, it more often denotes something temporary, arranged to fulfill a specific need. For example, a crèche is sometimes organized while a meeting is being held, to enable both parents to attend;
- ♦ **day nursery** — day nurseries take children from two months to five years, and are run by the local health authority. Day nurseries are normally open for longer than nursery schools, and remain open virtually all the year round. A day nursery meets a social need: it minds children while their parents are at work;
- ♦ **kindergarten** — this term of German origin is defined by the SOED as follows: “a school for developing the intelligence of young children by object-lessons, toys, games, singing, etc., according to the method devised by Friedrich Froebel”. It is now used in England only of certain private schools, nursery school being the usual term. It is sometimes used by English people in a wider sense than given in the SOED, to mean any school for young children. In this case, it often refers to foreign countries, for example, the USA or Australia, where there are establishments called kindergartens;
- ♦ **nursery school** — this is a school for children under five, mainly, from three to five. The children spend most of their time in some sort of play activity, as far as possible of an educational kind. Most nursery schools are state institutions provided by the local education authority, but there are also some independent nursery schools. Nursery schools operate during normal school hours (approx. 9 a.m. — 4 p.m.) and observe normal

school holidays. A nursery school is an educational establishment and is concerned with the children's development;

- ♦ **play group** — this is a small group organized on a voluntary basis, usually by the parents themselves, for children under five who cannot get into a nursery school or day nursery.

Какое из приведенных определений детских дошкольных учреждений наилучшим образом соответствует понятию «детский сад» в русском языке?

5. Прочитайте текст и выберите суждения, соответствующие его содержанию:

DAILY LIFE IN A REGULAR RUSSIAN KINDERGARTEN

(by O. Melnik and O. Sidlovskaya)

This kindergarten is known as “The Sun.” Almost 160 children, ages 2 to 7, make up eight classes of children. Each class is grouped together by age.

In the kindergarten, there are spaces created just for children: an art room, a gym, a music room, a game room, and a “museum” for professionals' and children's paintings. In addition to the regular classrooms, there are bedrooms, cloakrooms, and bathrooms for each group.

The kindergarten opens at 7:00 a.m.; however, the majority of the young children are brought to school by their parents anywhere from 8:00 a.m. until 9:00 a.m. Whenever the child arrives, she or he is always greeted with a smile. From 8:00 a.m. until 9:00 a.m., the children do their morning exercises, then wash their faces and brush their teeth. Next, they eat their breakfast.

Around 9:00 in the morning, the game activities begin. These activities vary — young children have one lesson a day, while older children have two to three lessons. The lessons are designed to develop math and communication skills, and to introduce the children to nature and the world. In addition, the children might pursue ecology, music, theater, drawing, modeling, appliqué work, design, sports, and English lessons. During the winter, children as young as 5 skate and ski. In summer, they ride their bicycles.

As soon as the lessons, which vary during the week, are over, the children go for a walk. They observe nature, play, and go on excursions to theaters, museums, and expositions. Young children have a lunch break at noon; an hour later, the older children have their lunch. The children take a nap after lunch, which usually lasts 2–1/2 to 3 hours for the young children and 1–1/2 hours for the older children.

After a nap, the children do breathing and health-improvement exercises, as well as gymnastics. After these health-improvement exercises, children

have their midday meal. They drink milk or juice, and eat stewed fruit. Then, the children play. They can choose from an array of organized activities, such as art class, crafts club, and so on.

Children also eat dinner in the kindergarten. While parents can take the children home at any time, the majority of the children go home between 5:00 p.m. and 6:00 p.m. The kindergarten is open until 6:30 p.m.

The following specialists work in the kindergarten: kindergarten teachers, two for each group; kindergarten teachers' helpers, who are responsible for making all the meals, keeping everything clean, and helping the teachers in the classroom; a psychologist; a teacher who organizes all the sport activities; teachers who develop aesthetic and musical skills; and the English teacher. Once a week, the psychologist gives advice to the parents on child-raising issues.

Each Russian kindergarten has its own unique features and differences, and each day differs from the previous one. But one thing remains unchanged: all the people who work in the kindergarten do their best to help develop healthy, creative, smart, and happy children and to reassure parents that their children are in good hands.

(from *Childhood Education, International Focus Issue*, 2002, Vol. 78, № 6, p. 341)

1. In the kindergarten there are spaces created just for:

- a) parents
- b) children
- c) teachers

2. The games activities include:

- a) making meals
- b) helping the teachers
- c) drawing pictures

3. Older children have a lunch break at:

- a) half past twelve
- b) noon
- c) one o'clock

4. The children have their midday meal after:

- a) their nap
- b) their gymnastics
- c) their health-improvement and breathing exercises

5. The game activities lessons are designed:

- a) to help children to become better

b) to help parents to bring up their children

c) to help children to develop communication skills

6. The following specialists work in the kindergarten:

- a) two psychologists for each group
- b) two epistemologists for each group
- c) two kindergarten teachers for each group

7. Each Russian kindergarten has its own:

- a) building
- b) playground
- c) unique features

6. Закончите предложения:

1. Each class is grouped together ...
2. There are spaces created just for children ...
3. The majority of the young children are brought to school by ...
4. They observe nature ...
5. The children take a nap after ...
6. After these health-improvement exercises ...
7. They can choose from an array ...
8. The majority of the children go home ...
9. The psychologist gives advice to ...
10. One thing remains unchanged ...

7. Вставьте вместо пропусков подходящие по смыслу словосочетания из рамки:

are being designed	are grouped	are made
are developed	are given	were greeted
will be designed	was brought	is being kept
	was helped	

1. All the classes ... by age.
2. The children ... with smiles.
3. These game activities ... by our new colleague.
4. Sue ... to school yesterday?
5. Willy ... by his older friend.
6. What purposes the lessons ... for?
7. All the meals ... by kindergarten teachers' helpers?

8. Musical or aesthetic skills ... by kindergarten teachers?
9. Everything always ... clean by kindergarten teachers' helpers.
10. Their parents ... good advice once a week.

8. Прочитайте предложения и догадайтесь по контексту, о чем идет речь:

1. It is a suggestion about what someone should do.
2. This is a large room that is used for doing exercises or training.
3. It is the pleasant sounds made by voices or by instruments.
4. It is a time when you learn things in school.
5. It is something you learn to do.
6. It is an activity in which you follow certain rules in order to get points and defeat another person or team.
7. It is a game or competition where you use your body.
8. It is the world and everything in it which people have not made, for example weather, plants, etc.
9. It is the Earth on which we live.
10. It is a father or a mother.

9. Ответьте на вопросы:

1. How long does a kindergarten day last?
2. Why are the children greeted with a smile at the beginning of each day?
3. What is the main purpose of working in the kindergarten?
4. What way should kindergarten specialists use in their everyday work?
5. What thing remains unchanged in each Russian kindergarten? What for?
6. What activities are used in the kindergarten?
7. What skills are developed by the kindergarten teachers?
8. What lessons can be pursued by children?
9. Why do the children do breathing and health-improvement exercises?
10. What meals are given to the children?
11. Who are kindergarten teachers helped by? What are their duties?
12. What time do the children have their midday meal?
13. What time are children taken home? What time can children be taken home? What time should children be taken home?
14. What forms of organized activities can be chosen?
15. Why do children have a nap in kindergartens? How long does the nap last?

10. Составьте развернутый план текста и подготовьте на его основе презентацию для родителей о детском саде.

Урок 3

1. Прочитайте слова и ознакомьтесь с их переводом на русский язык:

- abandon [əˈbændən] — отказываться от, прекращать
 behaviour [biˈheɪvjə] — поведение
 bolt [bəʊlt] — нестись стрелой, удирать
 buoy [buɪ] — поддерживать
 fume [fju:m] — раздражаться, кипеть от злости
 horrify [ˈhɒrɪfaɪ] — страшить, шокировать
 incessantly [ɪnˈsesntli] — непрерывно, непрестанно
 inconsolable [ˌɪnkənˈsəʊləbl] — безутешный
 lash [læʃ] out — раздражаться (разразиться) бранью
 oblige [əˈblaɪdʒ] — обязывать
 rave [reɪv] — говорить с энтузиазмом
 sneer [sniə] — презрительная усмешка
 sniff [snɪf] — шмыгать носом, всхлипывать
 spot [spɒt] — обнаруживать
 toss [tɒs] — бросать, toss off сделать наспех

2. Переведите на русский язык следующие словосочетания:

- to take the opportunity
 to make somebody feel better
 to grab one's hand
 to put an arm around one's shoulder
 to crowd around somebody
 to tag along with the others
 to toss off rude comments
 to spot the footprints
 to coach someone
 to abandon one's aggressive behaviour
 to swear incessantly
 to rave about a discovery

3. Перефразируйте предложения, используя страдательный залог:

1. Last summer Jimmy led a group of 11-year-olds on a three-day trip.
2. They had developed the atmosphere of mutual respect.

3. She had forgotten her raincoat and sleeping bag.
4. The kids all begged her to tell a ghost story.
5. He spotted the footprints.
6. She showed him how she had made the footprints.
7. He abandoned his aggressive behaviour.
8. The good spirit of his fellow campers encouraged the boy to be more active.
9. On one of the last days of camp he was gently coaching a girl who spoke only a few words of English.
10. If the environment is right, your students will take the opportunity to be their best.

4. Прочитайте и переведите текст, определите основную мысль автора:

TEACHING KIDS TO CARE

(by Jennifer Prescott)

It was the summer of 1993. I was a **camp counselor**, leading a group of 10-year-olds on a three-day trip. In **the atmosphere of sharing and mutual respect** that **the children** had developed, one cherubic-looking child, who went by the name of Butch, was the piece that didn't fit. He had forgotten **his raincoat and sleeping bag**; he fumed and swore incessantly; he lashed out at others. When early in the trip I asked him to take his hands off an axe ("It's not a toy!"), he looked me up and down with a sneer and said, "Why should I listen to you? You are just a stupid girl!"

No surprise there. He had come to camp from **an unhappy and broken home**, and seemed a mean-spirited, narrow-minded **troublemaker**.

On the last evening of the trip, the kids all begged for **a ghost story**. I obliged. First I secretly planted several giant-sized phony footprints in the sand alongside the river. Then I bolted back up the beach, raving about my discovery. **Butch** tagged along with the others, tossing off rude comments. He spotted the **footprints**. His eyes grew wide, and his face became bright red. Suddenly, without warning, he **began to cry**. Horrified, I protested, "No, no, it is a joke. I made it up!"

The other kids crowded around Butch. "It's OK, Butch," they pleaded. One boy put his arm around Butch's shoulder, and a girl grabbed his hand. He was inconsolable until I showed him how I had made the footprints.

"You're sure you're not just telling me that to make me feel better?" he sniffed.

I realized then **something** that should have been obvious from the start. Butch wasn't a bad kid nor a mean kid. He was **a scared kid**. And something else happened: the other children saw that, too; and they reacted **with kindness**.

Over the summer, Butch abandoned his **aggressive behaviour**, buoyed **by the good spirit of his fellow campers**. On one of the last days of camp, I watched him gently coaching a girl who spoke only a few words of English. He worked with her patiently for a long time. Before I walked away, I heard him say to her, "Now you teach me some Spanish!"

Butch was able to grow because he felt safe. The environment was **right** and he **blossomed**... With **understanding and compassion**, students can and will take the opportunity to be their best. But it doesn't happen, by accident.

(from *The Scholastic Instructor*, September 2000, p. 6)

The purpose of the author is

- a) to describe how she worked as a camp counselor
- b) to tell a ghost story
- c) to describe Butch
- d) to prove that teachers should work on creating the right environment for children

5. Задайте вопросы к выделенным в тексте словам.

6. Прочитайте предложения и догадайтесь по контексту, о чем идет речь:

1. The conditions of the Earth and of the society surrounding you.
2. It's something, often bad, that happens by chance, not on purpose.
3. It's the way a person acts.
4. It's a group of relatives including parents and their children, and sometimes aunts, uncles, grandmothers, grandfathers and cousins.
5. It's the place where someone lives.
6. It's the quality of being kind.
7. It's a chance or time to do something.
8. It's a good opinion of someone.
9. It's an unexpected event.
10. It's a short journey.

7. Найдите в тексте эквиваленты следующих слов и словосочетаний:

взаимный
развивать

соответствовать
 вести группу в двухдневный поход
 атмосфера взаимного уважения
 напуганный ребенок
 прекращать агрессивное поведение
 отреагировать с добротой
 быть поддерживаемым хорошими друзьями
 заставлять кого-либо почувствовать себя лучше
 быть очевидным с самого начала
 осознавать что-то
 с пониманием и состраданием

8. Расположите предложения в логическом порядке:

1. Butch tagged along with the others, tossing off rude comments.
2. "It's OK, Butch," they pleaded.
3. One boy put his arm around Butch's shoulder, and a girl grabbed his hand.
4. His eyes grew wide, and his face became bright red. Suddenly, without warning, he began to cry.
5. First I secretly planted several giant-sized phony footprints in the sand alongside the river.
6. He spotted the footprints.
7. The other kids crowded around Butch.
8. He was inconsolable until I showed him how I had made the footprints.
9. On the last evening of the trip, the kids all begged for a ghost story.
10. Then I bolted back up the beach, raving about my discovery.

9. Ответьте на вопросы:

1. Who(m) was the atmosphere of sharing and mutual respect developed by?
2. Why did the camp counselor think that Butch was a troublemaker?
3. Why was the camp counselor not surprised by Butch's aggressive behaviour?
4. Can you explain why Butch fumed and swore incessantly?
5. What thing should have been obvious from the start?
6. Why did the children react with kindness?
7. Why is the environment so important?
8. Why did Butch abandon his aggressive behaviour?
9. Is safety one of the main conditions for children to be able to grow?

10. How can you make your classroom promote considerate behaviour?
11. Is it difficult to know what to do or say to people if we do not know how they feel?
12. Sometimes we can tell how a person feels just by looking at them, can't we?

10. Составьте развернутый план текста и на его основе подготовьте пересказ, обоснуйте педагогическую ценность текста.

Урок 4

1. Прочитайте слова и ознакомьтесь с их переводом на русский язык:

abuse [əˈbjuːz] — плохо обращаться, злоупотреблять
 accommodate [əˈkɒmədeɪt] — приспособливать, снабжать
 available [əˈveɪləbl] — доступный, имеющийся (в наличии)
 exertion [ɪɡˈzɜːʃən] — усилие
 germ [dʒɜːm] — микроб
 impairment [ɪmˈpeɪmənt] — ухудшение, повреждение
 nutrition [njuːˈtrɪʃən] — питание
 preliminary [prɪˈlɪmɪnəri] — предварительный
 promote [prəˈməʊt] — способствовать, помогать
 reminder [rɪˈmaɪndə] — напоминание
 respiratory [rɪsˈpiərətəri] — респираторный, дыхательный
 respond [rɪsˈpɒnd] — отвечать, реагировать

2. Ознакомьтесь с определениями значений следующих слов, переведите их:

allergy asthma disability disease disorder

allergy — an illness that causes you to become ill every time you eat, drink, or touch a particular thing
asthma — a respiratory disorder, often of allergic origin, characterized by difficulty in breathing
disability — the condition of being physically or mentally impaired
disease — an illness, especially a serious one that lasts a long time
disorder — an upset of health

3. Переведите на русский язык следующие словосочетания:

to set up a healthy classroom
 to promote good health

to contribute
 to exercise outdoors
 to include rest periods
 a natural follow-up exertion
 to accommodate individual needs
 to prevent transfer of germs
 nutritional needs
 as a reminder of specific areas
 abused children
 health impairments

4. Прочтите предложения, обращая внимание на употребление страдательного залога:

1. A healthy classroom is set up and maintained by a preschool teacher.
2. Daily opportunities for young children will be provided by their preschool teacher.
3. Rest periods were included as a natural follow-up exertion.
4. Nutritional needs for the children under your care will be met through snacks and meals.
5. Children with health impairments such as AIDS, allergies, asthma, attention-deficit disorder, and physical and mental disabilities also can be accommodated in the classroom through your careful planning with parents and health specialists.

5. Прочитайте текст и выберите суждения, соответствующие его содержанию:

MAINTAINING A HEALTHY CLASSROOM

(by Janice J. Beaty)

As a preschool teacher you should be able to set up and maintain a healthy classroom that promotes good health and nutrition and is free from factors contributing to illness. You will be providing daily opportunities for your children to exercise both indoors and outdoors whether or not a large space is available. The balance of active and quiet activities you set up will include rest periods as a natural follow-up exertion, although you will accommodate individual needs for children who have no longer nap during the day. Washing hands and brushing teeth will be an important part of the program, with care taken to prevent transfer of germs during tooth brushing. Nutritional needs for the children under your care will be met through snacks and meals. In

addition, they will learn good food habits through their own fun experiences with nutritional foods.

Your children will be prepared to take medical tests and examinations through preliminary classroom activities set up by you or a health specialist.

You will be able to recognize symptoms of illness in children and know how to deal with them. You will also be familiar with the characteristics of abused children and with the ways that you and your program must respond. Children with health impairments such as AIDS, allergies, asthma, attention-deficit disorder, and physical and mental disabilities also can be accommodated in the classroom through your careful planning with parents and health specialists.

(from Beaty, J. J. (2000) *Skills for Preschool Teachers*, p. 26)

1. A preschool teacher should be able
 - a) to establish a safe classroom
 - b) to set up a healthy classroom
 - c) to organize daily opportunities for children
2. The balance of active and quiet activities must include
 - a) quiet activities
 - b) rest periods
 - c) nap periods
3. Children learn good food habits through
 - a) snacks and meals
 - b) own experiences with nutritional foods
 - c) preliminary classroom activities
4. A preschool teacher must accommodate
 - a) individual needs for children with physical and mental disabilities
 - b) individual needs for children who have no good food habits
 - c) individual needs for children who have no longer nap during the day
5. A preschool teacher should be able to
 - a) recognize symptoms of illness in children
 - b) treat sick children
 - c) prevent illness

6. Закончите следующие высказывания:

1. A preschool teacher should be able to set up and maintain ...
2. You must accommodate individual needs ...
3. Washing hands and brushing teeth is an important part of ...
4. They will learn good food habits ...
5. Your children will be prepared to take medical tests and examinations through ...
6. You will be able to recognize symptoms of ...
7. You should also be familiar with ...

7. Прочитайте пояснения и догадайтесь по контексту, о каких действиях идет речь:

1. to teach someone especially in a school or in a college.
2. to get knowledge of something or the ability to do something; to fix something in the memory.
3. to give people lessons in a particular subject, especially in a school; to show someone how to do something.
4. to feel admiration for someone's good qualities.
5. to do something which someone does not expect.
6. to say that you admire someone or something.

8. Вставьте вместо пропусков подходящие по смыслу слова из рамки:

opportunities	recognize	familiar
knowledge	transfer	experiences
impairments	accommodate	activities
nap	promote	

1. Children wash hands to prevent ... germs.
2. A doctor should be able to ... symptoms of illnesses and know how to treat them.
3. Students should be ... with some methods of teaching young children.
4. In Russian kindergartens teachers provide daily ... for young children to exercise both outdoors and indoors whether or not a large space is available.
5. An early childhood educator prepares young children to take medical examinations through preliminary classroom ... set by a health specialist.

6. Children can be taught good food habits through their everyday ... with foods.
7. Through careful planning with his parents and health specialists you can ... this child in the classroom.
8. Some young children have no longer ... during their day in the kindergarten.
9. If you want to become a professional in the field of early childhood education you will have to learn how to recognize symptoms of such health ... as AIDS, allergies, asthma, attention-deficit disorder, physical and mental disabilities.
10. To set up a healthy classroom means to ... good health and nutrition.

9. На основе текста составьте перечень мероприятий, необходимых для обеспечения здоровой атмосферы в группе.**10. Используя материалы текста, составьте 10 вопросов на английском языке, которые вы хотели бы задать своему коллеге.****Урок 5****1. Прочитайте слова и ознакомьтесь с их переводом на русский язык:**

- assault [əˈsɔ:lt] — нападение, атака; нападать
 barb [bɑ:b] — колкость, колкое замечание
 defense (defence) [dɪˈfens] — защита, оборона
 destructive [dɪsˈtrʌktɪv] — разрушительный, губительный, сокрушительный
 divert [daɪˈvɜ:t] (to) — отводить, отвлекать
 devise [dɪˈvaɪz] — разрабатывать
 failure [ˈfeɪljə] — провал, неудача
 frustration [frʌsˈtreɪʃən] — досада
 insulate [ˈɪnsjuleɪt] — изолировать, отгородиться
 insult [ɪnˈsʌlt] — оскорблять; [ˈɪnsʌlt] — оскорбление
 intimidating [ɪnˈtɪmɪdeɪtɪŋ] — устрашающий, пугающий
 profess [prəˈfɜ:s] — открыто признавать, претендовать на
 shrink [ʃrɪŋk] — садиться, сокращаться
 sling [slɪŋ] — швырять
 tease [ti:z] — дразнить, поддразнивать
 verbal [vɜ:bl] — устный

2. Переведите на русский язык следующие словосочетания:

to insulate oneself from stress, to determine the degree, to experience success in school, to rate each item, to provide opportunity, to demonstrate knowledge, to accommodate a variety of interests, to maintain an appropriate level, to build resistance of failure

3. Прочитайте и переведите текст, определите цель автора:

CREATE A CARING CLASSROOM

(by Jane Bluestein)

Part 1

On my very first day as a teacher, one of my new students **approached** me, looked me squarely in the eye, and announced: "I don't do reading." Only a few hours into my career, and here was a child telling me that I need not bother teaching her reading — she's tried it and had enough.

Like this child, all of my students had experienced **various degrees of failure and frustration** in their school careers, and all **devised** a variety of techniques to insulate themselves from further stress and discomfort. Some shrank into seats in the back, making themselves as small as possible. Others appeared unapproachable and intimidating. I had students who already knew everything, and others who professed **helplessness** in the face of even the most uncomplicated tasks. For each, **the goal** was the same: **safety**. So much **energy and instructional time** are diverted to dealing with these "survival" behaviors in the course of a teaching day. Wouldn't it be more efficient **to establish classrooms** that are caring and emotionally safe places, where these **self-protective** measures are unnecessary?

(from *The Scholastic Instructor*, September 2000, p. 35)

The purpose of the author is

- to describe his first day as a teacher
- to give recommendations on teaching reading
- to describe failure and frustration experienced by children at school
- to list the techniques devised by children to insulate themselves from stress and discomfort
- to suggest a solution to the problem of children's failure and frustration

4. Задайте вопросы к выделенным в тексте словам.

5. Закончите следующие высказывания:

- She doesn't do reading because she has tried it ...
- All her students devised ...

- This boy professes helplessness ...
- For each student the goal was ...
- A lot of instructional time is diverted to ...
- It is more efficient to establish safe classrooms where ...
- As a teacher you will deal with the "survival" ...

6. Ответьте на вопросы:

- Who had experienced various degrees of failure and frustration in school careers?
- What is more efficient: to establish classrooms that are caring and emotionally safe places or to use self-protective measures?
- Why do some students make themselves as small as possible, but others appear unapproachable and intimidating? What is the reason for that?
- Why do children devise a variety of self-protective techniques?
- Who professed helplessness in the face of even the most uncomplicated tasks?
- What techniques can students devise as self-protective measures?
- What is the goal of the "survival" behaviors?

7. Вставьте в пропуски слова из рамки, подходящие по смыслу:

careers	measures	caring
through	care	prevent

- A preschool teacher spends plenty of energy and instructional time to ... "survival" behaviors in the classroom.
 - Children learn ... their own daily experiences.
 - Some teachers profess helplessness in the face of these self-protective ... of their students.
 - To become a good professional in the field of early childhood education means to be able to establish ... and emotionally safe classrooms.
 - She teaches her students not to be afraid of failure and frustration in their school ...
- 8. Найдите в тексте эквиваленты следующих словосочетаний:**
 разнообразие приемов, отгораживаться от стресса, определять степень чего-либо, различные степени неудачи, казаться недоступным, быть более эффективным, меры самозащиты, отводить учебное время, несложные задания, взглянуть прямо в глаза, в течение учебного дня, знать все, самый первый день.

9. Выполните перевод предложений с русского языка на английский, используя данные предложения:

- Two main currents developed over the centuries in answer to these questions: the empiricist and rationalist currents.
Какие течения развились на протяжении столетий?
- For young children there is no distinction between work and play.
Какое различие существует для детей между работой и игрой?
- The game should provide a stimulating context for children's mental ability.
Что должна обеспечивать игра?
- Russian preschool education is concerned with balancing young children's physical and intellectual development.
Какой проблемой обеспокоено дошкольное образование?
- Some readers were surprised by the description of a typical day in a Japanese 3rd-grade classroom.
Описанием чего были удивлены читатели?

10. Составьте резюме прочитанного текста (5–7 предложений).

11. Используя тексты уроков 1–5, составьте развернутый план беседы с родителями о правильном выстраивании отношений между:

- а) учителем и учениками
- б) детьми

Урок 6

1. Прочитайте предложения, обращая внимание на употребление страдательного залога:

- Early childhood education should be directly linked to the rights of children to develop their personalities, talents, and mental and physical abilities from birth.
- Children are expected to be able to dress themselves, look after themselves and their belongings, and walk to and from kindergarten alone.
- School started at 8.45; classes were dismissed at slightly different times each day, generally around 2.40 p.m.
- The school has certain rules: for example, children are expected to wear white shirts and burgundy bottoms, parents are required to volunteer at the center, and preschool children are expected to be in bed at 9 p.m. and up by 7 a.m.
- The teaching profession is diversified geographically and economically.

2. Вставьте вместо пропусков подходящие по смыслу слова из рамки:

issue	qualities	article
model	behaviour	experiment
illustrated	offers	provide
care	classes	

- The ... was organized by Dr. Target.
- The students are investigating the ... of air and water.
- In this International ... of Childhood Education, they have drawn together a collection of articles from diverse range of countries.
- Each ... presents and analyzes aspects of school day experiences for certain group of children.
- The article ... insights into some priorities and challenges.
- She describes a ... of true inclusion.
- She has ... two key collaborative strategies, "Making Action Plans" and "Circle of Friends".
- The articles ... insight into topics that are unique to specific countries as well as issues that are common to all.
- Most of parents around the world ... about their children's education.
- The children create explicit rules for ...

3. Задайте вопросы к выделенным в предложениях словам:

- Authors** are encouraged **to integrate** research, theory, and practice in their articles.
- The teaching profession is diversified **geographically and economically**, as well as according to teaching style and method of delivery and instruction.
- Authors are encouraged to submit **articles** that describe teaching relationships between novice and experienced teachers and supervisors.
- They all were required **to solve** puzzles, place buttons on an outline, color, place cards in the correct order, and model **play dough** into the form of a duck.
- Class time** was highly structured, including **an oral language section** in which the children heard **a story** and were asked **to retell it**.

4. Составьте предложения, используя следующие слова и словосочетания. Передайте содержание полученных утверждений на родном языке:

1. physical and intellectual development / is concerned with / Russian preschool education / balancing young children's.
2. 3rd-grade classroom / by the description of / some readers / a typical day / in / a Japanese / were surprised.
3. raising standards / are aimed at / and / improving teaching / the government strategies.
4. Christian traditions / this kindergarten / and / is based / on / beliefs.
5. children / this child / center / are attended / care / by / daily.

5. Ответьте на вопросы, используя информацию уроков 1–5:

1. What are day nurseries run by?
 - a) by the President
 - b) by the local health authority
 - c) by the local education authority
2. What small group is organized on a voluntary basis for children under five?
 - a) play group
 - b) day nursery
 - c) nursery school
3. What group does the early childhood educator belong to?
 - a) a group of children
 - b) a group of professionals
 - c) a group of education authorities

6. Переведите на русский язык следующие словосочетания:

- the atmosphere of sharing
- to establish classrooms
- muscular development
- self-protective measures
- professional attributes
- abstract topics
- to go on
- to recognize symptoms
- aggressive behaviour
- therapeutic value

7. Прочитайте текст. Выберите вариант ответа на заданные к тексту вопросы:

PLAY IS AN ENDANGERED SPECIES

(by Sheila G. Flaxman)

Children know a simple truth that many administrators seem to have forgotten: play is a necessary part of growing-up.

Unfortunately, in their frantic quest to raise standardized test scores and give children a competitive advantage at ever-earlier ages, many school districts have targeted “nonessential” activities as cutting into crucial instructional time. The result: recess and nonacademic free time are being shortened and even eliminated. A widespread belief is that schools should be solely devoted to academics and play can occur outside of the educational system.

I believe that this is a dangerous proposition. Playtime — recess play or unorganized inside play — is vital educational activity all its own. It allows children at all ages to use initiative and imagination, to be creative and social. Children left to their own devices will explore, experiment, test, err, and try again, all at their own pace. They will use their bodies and expand energy that might otherwise erupt when they need to be focused and alert.

(from *Journal of the Association for Childhood Education International*, 2002, p. 39)

1. What does “to eliminate” mean?
 - a) to take off
 - b) to cut out
 - c) to go out
 - d) to cut into
2. Is play a necessary part of growing-up?
 - a) Yes, it is. It allows parents to have more free time
 - b) Yes, it is. It allows children to use initiative and be social
 - c) Yes, it is. It allows teachers to give children more useful information
 - d) Yes, it is. It allows children to be happy in their free time
3. What is the main reason to shorten and eliminate nonacademic free time?
 - a) to help children to be more successful in their learning
 - b) to raise standardized test score
 - c) to help children to save their energy that should be used in class
 - d) to allow children to have a competitive advantage at ever-earlier ages
4. What does playtime mean?
 - a) time when children can do everything they want
 - b) educational activity

- c) an important part of crucial instructional time
- d) time when children can learn themselves

8. Подтвердите или опровергните следующие рассуждения, используя свои жизненные наблюдения и тексты уроков 1–5:

Often I say to my students, “You don’t have to be number one, just be one. Just be a student. You don’t have to be the best. Say to yourself, “This is me and I can do this.” I want them to show their ability in front everyone. I say, “Everyone will know that this is your strength”, so then we can use your ability the next time we solve a problem. We can cooperate, and we can learn from each other and help each other.” That is the main idea I want them to gain.

(by Scott Johnston, Tadahito Kotabe. *Journal of the Association for Childhood Education International. Child Education. Infancy Through Early Adolescence. International Focus Issue, 2002*)

9. Подготовьтесь к устному высказыванию (объем 15–20 предложений) на основе следующих вопросов:

1. Do you remember your very first day at school?
2. What can you tell about this day?
3. What was the main reason to choose your future profession?
4. Is it difficult to become a good teacher?
5. Should a teacher be noble in work and life, kind and attentive to people, responsible and reasonable, honest and prudent?
6. Do you think your classroom will be a caring and emotionally safe place?
7. How long does it take a teacher to make a caring and emotionally safe place?
8. Do you think that to be a pupil is more difficult than to be a teacher?
9. Do you agree that to bring up children is a great responsibility?
10. An exciting job that you really like is an important component of happiness in life, isn't it?
11. Do you consider that a great teacher is a great artist?
12. Can we say that teaching is the greatest of all the arts?