

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
МИКОЛАЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ В.О. СУХОМЛИНСЬКОГО
КАФЕДРА ЗАГАЛЬНОЇ ТА ПРИКЛАДНОЇ ЛІНГВІСТИКИ**

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
ДЛЯ САМОСТІЙНОЇ РОБОТИ
З ДИСЦИПЛІНИ «ІНОЗЕМНА МОВА
ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ»**

**ДЛЯ СТУДЕНТІВ-МАГІСТРАНТІВ СПЕЦІАЛЬНОСТЕЙ
013 ПОЧАТКОВА ОСВІТА, 012 ДОШКІЛЬНА ОСВІТА**

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Методичні рекомендації для самостійної роботи з дисципліни «Іноземна мова за професійним спрямуванням» для студентів-магістрантів спеціальностей 013 Початкова освіта, 012 Дошкільна освіта / укладач О.Є. Дем'яненко. – Миколаїв: МНУ імені В.О. Сухомлинського, 2021. – 127 с.

Методичні рекомендації містять завдання для самостійної роботи студентів-магістрантів спеціальностей 013 Початкова освіта, 012 Дошкільна освіта відповідно до програми з навчальної дисципліни «Іноземна мова за професійним спрямуванням», вправи різних ступенів складності, що відповідають рівню дидактичних вимог. Завдання спрямовані на навчання різним видам читання, удосконалення мовленнєвих навичок студентів за допомогою створення професійно-орієнтованих ситуацій. Лексичне наповнення текстів відображає сучасні тенденції розвитку як розмовної, так і академічної англійської мови. Посібник призначений для студентів закладів вищої освіти, викладачів англійської мови.

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ПЕРЕДМОВА

Самостійна робота студентів з дисципліни «Іноземна мова за професійним спрямуванням» є складовою навчального процесу, важливим чинником, який формує вміння навчатися, сприяє активізації засвоєння студентом знань. Мета самостійної роботи – сприяти формуванню самостійності як особистісної риси та важливої професійної якості майбутнього фахівця, суть якої полягає в уміннях систематизувати, планувати, контролювати й регулювати свою діяльність без допомоги й контролю викладача.

Дисципліна «Іноземна мова за професійним спрямуванням» в комплексі з іншими предметами має велике значення і посідає одне з основних місць в освітньо-професійній підготовці магістрантів, є невід'ємною частиною загальної підготовки висококваліфікованих фахівців. Вивчення предмету базується на принципах міжпредметних зв'язків, взаємопов'язаних видів мовленнєвої діяльності, теорії поетапного навчання. Самостійна робота з іноземної мови за професійним спрямуванням вирішує такі завдання: удосконалення знань, навичок і вмінь набутих на практичних заняттях; розширення світогляду студентів; розвиток творчих здібностей і самостійності.

Самостійна робота передбачає позааудиторну підготовку студентів до практичних занять з виконанням різних видів вправ за темами визначеними програмою. Навчальний посібник має практичне спрямування, що дає змогу студентам набути професійну та функціональну комунікативну компетенцію у володінні англійською мовою. Навчальна діяльність здійснюється шляхом інтеграції мовленнєвих знань, умінь та навичок у рамках тематичного і ситуативного контексту відповідно до академічної та професійної сфер студента.

Основна мета посібника – надання студентам ґрунтовних знань, подальший розвиток їх словникового запасу в рамках розмовних тем, передбачених програмою, на базі знань, вже набутих у процесі вивчення англійської мови. Матеріали посібника підібрані за ступенем складності з урахуванням різного рівня підготовки студентів, а також перевірені й випробувані експериментально в процесі проведення практичних занять зі студентами. Викладач не обмежується у виборі інших завдань для самостійної роботи за умови відповідності змісту завдання до робочої навчальної програми дисципліни.

У методичних рекомендаціях наведено тексти різні за обсягом і ступенем складності; серію вправ для розвитку навичок вживання лексичних одиниць і автоматизацію вживання граматичних структур; завдання для розвитку вмінь і навичок говоріння та письма. Письмові вправи рекомендується виконувати вдома з подальшим аналізом під час аудиторних занять з метою контролю засвоєння матеріалу і розвитку мовленнєвих навичок. Самостійна робота для студентів містить також творчі завдання, які передбачають поглиблене вивчення і ширше розуміння тематичного матеріалу, а також сприяють розвитку вміння складати та формулювати особисті думки з певної теми.

UNIT 1. PROFESSION OF A PRESCHOOL TEACHER AND A PRIMARY SCHOOL TEACHER

READING AND SPEAKING 1. EARLY CHILDHOOD EDUCATION DEGREE AND CAREER

PRE-READING TASKS: VOCABULARY LIST

Ex. 1. Study the vocabulary list.

absorb [əb'so:b]	розуміти, осягати, уловлювати
au pair [ou 'peə]	помічниця по господарству
authority [ə:'θɔ:rti]	авторитет, переконливість
behaviour [bi'heivə]	поведінка
care [keə]	1) турбота, піклування, опіка 2) уважність, старанність; обережність
career [kə'riə]	1) кар'єра; успіх 2) професія, заняття
childhood [ˈtʃaɪldhʊd]	дитинство
collaboration [kələbə'reɪʃ(ə)n]	співробітництво
confidence [ˈkɒnfɪd(ə)ns]	1) довіра; 2) упевненість, самовпевненість
development [dɪ'veləpmənt]	розвиток, ріст, зростання; удосконалювання
disorder [dɪs'ɔ:də]	розлад, хвороба
environment [ɪn'veɪ(ə)rənmənt]	середовище, оточення
flexibility [fleksə'bɪlɪti]	1) гнучкість 2) піддатливість, поступливість 3) маневреність, рухливість; пристосовність
fulfil [ful'fɪl]	реалізувати/виконувати/розвивати
gift [gɪft]	1) подарунок, дар; 2) дар; талант; здібність
implement [ˈɪmplɪmənt]	здійснювати; запроваджувати в життя
impression [ɪm'preʃ(ə)n]	враження; уявлення, поняття
infant [ˈɪnfənt]	немовля, дитя; дитина (до семи років)
instruction [ɪn'strʌkʃ(ə)n]	освіта, освіченість, знання, навчання
kindergarten [ˈkɪndə,ɡɑ:t(ə)n]	дитячий садок
knowledge [nɒlɪdʒ]	1) знання; пізнання, ерудиція; сума знань 2) поінформованість, відомості; розуміння
mind [maɪnd]	розум; розумові здібності; глузд; інтелект
nanny [ˈnani]	нянька (при дітях)
nurture ['nɜ:ʃə]	1) виховання; навчання 2) виховувати
personality [pɜ:sə'nælɪti]	особистість, індивідуальність
pre-school [pri:'sku:l]	1) дитяча дошкільна установа (ясла, дитячий садок); 2) дошкільний
property [ˈprɒpəti]	1) власність, майно 2) властивість, якість;
psychological [saɪkə'lɒdʒɪk(ə)l]	психологічний

readiness [ˈredɪnɪs]	1) підготовленість, готовність 2) спритність; швидкість, жвавість
responsibility [rɪˌspɒnsəˈbɪləti]	1) відповідальність; 2) обов'язок
resolution [rezəˈluːʃ(ə)n]	вирішення (проблеми)
reward [riˈwɔːd]	нагорода, винагорода, перевага
self-esteem [self iˈstiːm]	самоповага, почуття власної гідності
significance [sigˈnɪfɪkəns]	1) значення, зміст 2) важливість, значущість; значимість
supervise [ˈs(j)uːpəvaɪz]	1) спостерігати; наглядати 2) керувати
toddler [ˈtɒdlə]	дитина; той, що ще вчиться ходити
upbringing [ʌpˈbrɪŋɪŋ]	виховання
all-round development	всебічний розвиток
in charge of smth / smb	бути відповідальним за
to assist with smth	допомагати, сприяти
to be aimed at	бути націленим на, мати на меті
to be aware of	усвідомлювати
to be equipped with	бути обладнаним чимось
to be responsible for smth / smb	бути відповідальним за
to deal with smth	мати справу з
to differ from	відрізнятися від
to foster learning	сприяти навчанню
to handle smth	справлятися з чимось
to introduce smb to smth	ознайомлювати (з чим-небудь)

Ex. 2. Translate the words and word-combinations into Ukrainian.

Academic, characteristic, cognitive, communication, conception, creative, discipline, enthusiasm, hygiene, individual, leader, management, physical, progress, rhythm, social, ideal teacher, Bachelor degree, Master degree, benefits, environment, responsibility, system of education, instruction, training, qualification, profession, department, learning activity, literacy, numeracy, intelligence, teaching staff, curriculum, experience.

Ex. 3. Translate the words and word-combinations into English.

Виховання, важливість, бути обладнаним чимось, об'єктивна мета (ціль), співробітництво, сприяти навчанню, упевненість, бути націленим на, затримка розвитку, підготовка, теоретичне навчання, всебічний розвиток, державна школа, приватна школа, усвідомлювати.

Ex. 4. Read the text to find the main information.

Text 1. EARLY CHILDHOOD EDUCATION DEGREE AND CAREER

An early childhood education degree can help prepare you for a rewarding career teaching children in the preschool age. Early childhood educators are responsible for caring for and educating young children. The areas of study within this career focus on both the cognitive and social development which includes various activities that engage a student's abilities to flourish. They like many different aspects of the job: to plan lessons and to implement them, to work with children and their parents, to have a lot of freedom in curriculum planning and activities, to enjoy watching children soak up every little thing a teacher teaches them, to give children experiences and to introduce them to ideas they've never been exposed to before.

What is Early Childhood Education?

Early childhood education describes the period of learning that takes place from birth to 7 years old. There are several types of early education programs, including those that are state or privately funded. The curricula and approach often vary at the preschool level, but there are generally agreed-upon standards for the types of learning addressed in early childhood education settings.

There are many career paths you can take, including teaching, managing a daycare, and providing in-home care for children. Below are some examples of early childhood education careers:

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

Childcare Provider or Childcare Worker. Childcare provider is a general term covering those who care for children in full-day childcare centres or daycare

programs. For three to five year olds, their duties are similar to those of preschool teachers with the added responsibility of overall care, as childcare providers must also make sure children get adequate food and rest throughout the day. Because they have more time with children, there are often several periods of less structured, exploratory play throughout the day.

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

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

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

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

actually working with children in the classroom as their other duties occupy most of their time.

Psychologist. Working in primary schools, psychologists can diagnose learning disabilities or cognitive, emotional or behavioral problems in young pupils. Together with parents, the psychologists can design and implement behaviour modification programs for students.

Early Childhood Education Workplaces

Pursuing a career in early childhood education can lead you to work in various types of workplaces. Commonly, early childhood educators will work within a school setting but can work from care centers or private residences. Listed below are potential workplaces for early childhood education professionals: public schools, private schools, special education, kindergartens, daycare, in-home nanny.

Early Childhood Education Degree Requirements

Being an early childhood education teacher is an important job. You'll be charged with building the foundation of the youngest learners; all future teachers will build upon the foundation you lay. Because of that, it's important that you understand the early childhood education degree requirements in the state in which you plan to work.

Ex. 5. Write out the unknown words from the text in your vocabulary notebook and look up each word in the dictionary. Choose the words which make understanding difficult. Write out the translation of the word which corresponds to the context.

Ex. 6. Comprehension questions.

1. What are the tasks (aims) of preschool education?
2. What does the realization of these tasks depend on?
3. What characteristics should a person share to be an effective preschool teacher?
4. What kind of communication must be provided in modern kindergartens?
5. Are methodical knowledge of upbringing and education of preschool children important in the 21st century?

6. What principles do you think the process of education of small children must be based on?
7. What can you say about teaching and upbringing in your family?
8. What skills do you think you have to become a preschool teacher?

VOCABULARY PRACTICE

Ex. 7. Make sentences using the given words.

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

Ex. 8. Make pairs of synonyms.

- | | |
|----------------|-------------------|
| 1. concern | A. instruction |
| 2. babyhood | B. self-worth |
| 3. child | C. supervise |
| 4. advantage | D. employee |
| 5. profession | E. responsibility |
| 6. worker | F. career |
| 7. duty | G. toddler |
| 8. control | H. childhood |
| 9. self-esteem | I. reward |
| 10. teaching | J. Care |

Ex. 9. Read the article.

OUTDOOR LESSONS TO HELP LEARNING

A primary school has given its pupils “all-weather” school uniforms so they can have lessons outside, even in the rain. Pott Row First School wants to provide half of all lessons outside in the next two years.

The headteacher, Mrs Petzer, said the idea began when her teachers noticed that the children found it easier to concentrate out in the fresh air. “We realised the children worked much better and were happier if they had been outside during the day”, she said. Staff would comment that if the children hadn't been outside, perhaps because it had been raining, they wouldn't listen so well in class.

“We realised that it is essential for the pupils to have the opportunity to play outdoors no matter what the weather conditions. As a result we have purchased raincoats for every single pupil in our school.”

Mrs Petzer said staff and parents had been extremely supportive of the idea. “A number of parents have said how much happier their child is and how they are so enthusiastic about coming to school,” she said.

Ex. 10. Complete this summary. Use words from the article.

Pott Row First School has given every 1_____ a 2_____ so that they can have their 3_____ outside. This is because the 4_____ believe that the children 5_____ better and work harder in the 6_____. Both 7_____ and 8_____ think it is a good idea and the children are much 9_____ and more 10_____ about school.

READING AND SPEAKING 2. PROFESSIONAL QUALITIES OF A PRESCHOOL TEACHER

PRE-READING TASKS

Ex.1. Agree (T - true) or disagree (F - false) with the statements, expressing your own opinion.

1. The aim of preschool teachers is to provide the readiness of children to school and knowledge of life.
2. Preschool teaching is vital during the formative years of a child.
3. All round development of a child must not be realized on the basis of national culture and spirit.
4. Preschool education must provide conditions for the development of only gifted children.
5. The only task of preschool teacher is to master the mother tongue.
6. In the process of preschool education the personality of a teacher is not very important.
7. Preschool teachers build the foundation skills students use later to succeed academically.
8. Most preschool lessons consist of games and other group activities building basic skills in art, music, science and math.
9. Preschool teachers must evaluate children to ensure they are developing in healthy way.

Ex. 2. Read the text to find the main information.

Text 2. PROFESSIONAL QUALITIES OF A PRESCHOOL TEACHER

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

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

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

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

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

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

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

Organization Skills. Strong organizational skills are a professional quality that a preschool teacher should possess as he/ she is responsible for a myriad of

educational tasks. Juggling the emotional, educational, administrative, and creative tasks involved in a preschool teacher's job can be frightening. Organizational skills will help when making lesson plans; coordinating lunch, nap and recess periods; preparing field trips and special events; and checking the classroom for safety and health reasons.

Classroom Management Skills. A preschool teacher must be able to manage a group of young children in a classroom with minimal disruption. He/she must maintain a sense of authority and control, while creating an engaging and comfortable environment that fosters learning. He/she must employ a discipline style that is tender yet inspires mutual respect and admiration. A preschool teacher must be able to provide effective conflict resolution for young children.

So, the personality plays a major influence in whether or not one would even survive as a preschool teacher. He/she must demonstrate a high level of patience, be highly organized and be a natural manager and leader.

Ex. 3. Write out the unknown words from the text in your vocabulary notebook and look up each word in the dictionary. Choose the words which make understanding difficult. Write out the translation of the word which corresponds to the context.

VOCABULARY PRACTICE

Ex. 4. Find English equivalents in the text.

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

Ex. 5. Tell about the profession of an early childhood educator, using these tips.

To be an early childhood educator a person must share important characteristics, including:

- patience, flexibility and creativity,
- a nurturing, warm personality,
- good communication skills,
- good listening skills,
- excellent problem-solving skills.

A preschool teacher must...

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

Ex. 6. Write an essay on the topic "The importance of preschool education in the 21st century", using these phrases.

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

Ex. 7. Do your project work.

Early childhood educators can work in a wide variety of settings. Nannies and au pairs, for example, typically work in the home of the child(ren) they care for; homecare providers create a childcare center or preschool in their own home; other childcare workers and preschool teachers care for children outside of their homes in daycare centers and preschools. Childcare centers and preschools come in all shapes

and sizes, from a small homecare with just three or four children to a large, government-funded daycare center with eighty children. Write your project paper “Early childhood education environments” and describe some of more typical ones.

Ex. 8. Make a presentation.

Make your presentation “A good specialist and a bad specialist” and compare a good psychologist (social worker) and a bad psychologist (social worker) using the given items as a plan:

- character and personality;
- experience;
- methods of work;
- methods of communication;
- atmosphere during communication;
- etc.

READING AND SPEAKING 3. MONTESSORI METHOD OF TEACHING

PRE-READING TASKS

Ex. 1. Complete Maria Montessori's statements by choosing the correct word.

Knowledge(2), education, child, encourage, care, personality, intelligence, environment, birth

“The work of (1) ... is divided between the teacher and the environment”.

“(2) ... is necessary, but not sufficient. The well educated person is a well developed (3) ... who knows how to live a healthy life in every aspect of human existence”.

“The most important part of life is not the age of university studies, but the first one, the period from (4) ... to the age of six”.

“Within the (5) ... lies the fate of the future”.

“Education is a natural process carried out by a child and not acquired by listening to words but by experiences in the (6) ...”.

“Our (7) ... of the children should be governed not by the desire to ‘make them learn things’, but by the endeavour (сипоба) always to keep burning within them the light which is called (8) ...”.

“Montessori schools also often allow children of different ages to mix in the classroom and (9)..... the older children to share their (10) with their younger classmates”.

Ex. 2. Read the text to find the main information.

Text 3. MONTESSORI METHOD OF TEACHING

“Free the child's potential,
and you will transform him into the world”,
Dr. Maria Montessori

The Montessori method of teaching is a modern educational movement that encourages teachers to view children and classroom education differently than the common teacher-student relationship. Instead of focusing on academic education, the Montessori method focuses on respecting and encouraging each child's individual differences, providing a nurturing environment to teach social interaction and emotional skills. The Montessori method is most often applied at the pre-school level due to its focus on early child development.

The Montessori method was created in the early 1900s by Maria Montessori, an Italian educator and physician. The philosophical tenet behind the Montessori method is that children each have their own internal guidance for self-directed development. The teacher acts as a guide, watching over the classroom to remove obstacles from learning but not participating as a direct instructor. Lessons given by the teacher often involve how to use or play with the various instructional toys in the classroom.

According to Dr. Montessori, each child develops through several stages, each unique and requiring a slightly different teaching strategy. The first occurs between birth and age six. This stage represents the time when infants, toddlers, and children acquire language and begin to experience the world for the first time. It includes the

development of the ego, where the child begins to first differentiate between self and other. The second stage occurs between the ages of six and twelve, during which children begin to develop the capacity for independent thought and abstract reasoning. This stage is marked by the desire to interact socially and emotionally with others. The last stage in development is adolescence.

Instead of instructing with lectures, handouts, worksheets, and lesson plans, a Montessori teacher will offer guidance, but the child is ultimately responsible for his or her own individual learning. The classroom will often contain several stations, each containing toys which allow children to explore and learn. For example, a common station in a Montessori classroom will have a bucket of Lego blocks and several pictures of simple objects like an apple or a house, which the children can build if they want. Other stations might have books, crayons, a xylophone, or other engaging activities. The whole idea behind the Montessori classroom is allowing children to learn through playing.

Another interesting uniqueness to Montessori classrooms is age grouping. Typically children are separated by ages and grade levels, interacting primarily with children their own age. A Montessori classroom will often be a mixed-age class, for example, containing all children between the ages of three and six. This is important because children are always at different stages in their development, and younger children can learn by watching older children play.

A Montessori classroom is different from a typical classroom in a number of important ways. These changes encourage children to develop independently into well-rounded individuals. By allowing children to play, instead of sit and listen to lectures, the classroom allows children develop the motivation to learn and explore. Though it's not the traditional way to teach a class, the Montessori method offers empirically-supported advantages to children above and beyond normal development and learning.

The Montessori method of teaching contains five basic principles.

Principle 1: Respect for the Child

Respect for the Child is the major principle underlying the entire Montessori method. Montessori believed children should be respected (not common practice in the early twentieth century). Respect is shown for children by not interrupting their concentration. Respect is also shown by giving pupils the freedom to make choices, to do things for themselves, and to learn for themselves. Teachers model respect for all students as well as peaceful conflict resolution, and must learn to observe without judgement.

Principle 2: The Absorbent Mind

Montessori education is based on the principle that, simply by living, children are constantly learning from the world around them. Through their senses children constantly absorb information from their world. They then make sense of it because they are thinking beings.

Principle 3: Sensitive Periods

Montessori pedagogy believes there are certain periods during which children are more ready to learn certain skills. These are known as sensitive periods, and last only as long as is necessary for the child to acquire the skills. The order in which sensitive periods occur (i.e. a sensitive period for writing) as well as the timing of the period varies for each child. Through observation, Montessori teachers must identify sensitive periods in their students and provide the resources for children to flourish during this time.

Principle 4: The Prepared Environment

The Montessori method suggests that children learn best in an environment that has been prepared to enable them to do things for themselves. Always child-centred, the learning environment should promote freedom for children to explore materials of their choice. Teachers should prepare the learning environment by making materials and experiences available to children in an orderly and independent way.

Principle 5: Self-education

Self-education is the concept that children are capable of educating themselves. This is one of the most important beliefs in the Montessori method. Montessori

teachers provide the environment, the inspiration, the guidance and the encouragement for children to educate themselves.

Ex. 3. Write out the unknown words from the text in your vocabulary notebook and look up each word in the dictionary. Choose the words which make understanding difficult. Write out the translation of the word which corresponds to the context.

VOCABULARY PRACTICE

Ex. 4. Insert the right preposition.

Montessori schools

Montessori schools differ (1) ... (from, with, by) other childcare centres and preschools in that they are aimed (2) ... (at, on, in) the educational philosophy developed (3) ... (at, in, by) Maria Montessori. One of Montessori's main principles is that children should be allowed to choose the kind (4) ... (from, of, in) work they are interested (5) ... (in, from, of) rather than following a set curriculum. (6) ... (For, In, At) example, one child may choose to spend all morning sorting shapes and colors while another might spend his time playing (7) ... (-, with, in) blocks and painting; they are able to pursue independent interests for much of the day. The Montessori classroom is carefully equipped (8) ... (in, by, with) educational activities spread throughout the room (9) ... (at, for, to) children to choose. Teachers work with each child individually and (10) ... (in, by, from) small groups to assist them (11) ... (with, in, by) understanding of new concepts. Montessori schools also often allow children of different ages to mix in the classroom and encourage the older children to share their knowledge (12) ... (to, with, -) their younger classmates.

Ex. 5. Make pairs of synonyms.

- | | |
|----------------|---------------|
| 1. teaching | A. didactic |
| 2. cleverness | B. education |
| 3. ability | C. explore |
| 4. educational | D. rhythm |
| 5. help | E. accomplish |
| 6. fulfil | F. capability |

- | | |
|-------------------|-----------------|
| 7. environment | G. intelligence |
| 8. tempo | H. personality |
| 9. study | I. aid |
| 10. individuality | J. surrounding |

Ex. 6. Complete the following text with the correct derivatives of the words in bold.

Maria Montessori is not (0) primarily (primary) remembered for being Italy's first woman to graduate in medicine, although this was the first of her many significant (1) _____(accomplish). Montessori went on to become one of the leading (2)_____ (educate) of the twentieth century. She worked with 3)_____ (mental) disabled children at the beginning of the century, and in 1907 opened her first school for children of "normal" (4)_____ (intelligent). What made her approach unique was her (5)_____ 57 (believe) that children learn more if their (6) _____(create) talents are encouraged to develop. Individual, rather than cooperative, learning was stressed. Montessori used (7)_____ (interest) objects to capture the (8)_____ (attend) of her pupils. They were allowed to work on their own, exploring and discovering new ideas at their own pace. (9)_____ (surprise), Montessori's schoolchildren did not become (10) _____ (bore) very easily, and undisciplined children became much better behaved. Today, there are schools all over the world which bear Maria Montessori's name and use her methods.

Ex. 7. Choose the correct word.

Maria Montessori lived between 1870 and 1952. She was an Italian *educator/education* who has left her *marking/mark* on education today. Her Montessori method of education is *widely/width* used all round the world. Many educationalists say it is the best system for *child/children* education. Montessori was also a doctor, philosopher and philanthropist. She was nominated for the Nobel Peace Prize three times for her work.

Montessori was the first woman to graduate *for/from* the University of Rome's Medical School. She trained as a psychiatrist and was interested *in/by* educating the "mentally retarded" and others with learning *difficulties/difficult*. She had great

success when her class of “problematic” 8-year-olds had above-average scores in *stating/state* reading and writing tests. This was described as "the first Montessori miracle."

Hearing *about/with* Maria’s achievements, Rome’s government asked her to start her own children’s school. In 1907, the Casa del Bambini opened in a *poor/poverty* neighbourhood of Rome. Montessori experimented with a philosophy she called “spontaneous self-development”, which meant letting children *develop/developing* and learn at their own *pace/space*. Her methods once again met with great success. More schools opened and she gained worldwide fame.

Montessori was *exhaled/exiled* from Italy because she refused to allow her schools to turn children *onto/into* soldiers. She lived in Spain until the Spanish Civil War *broke/broken* out in 1936. In 1939 she moved to India and spent ten years working on training courses, which are still seen as innovative today. She traveled the world *lectures/lecturing* until her death in 1952.

Ex. 8. Do your project work.

What do you know about outstanding foreign and Ukrainian educators in preschool/primary school education? Write your project paper “Outstanding educators (preschool/primary school education)” considering:

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

UNIT 2. CHILD DEVELOPMENT

READING AND SPEAKING 1. CHILD DEVELOPMENT: STAGES OF GROWTH

PRE-READING TASKS: VOCABULARY LIST

Ex. 1. Study the vocabulary list.

accelerated [æk'seləreɪtɪd]	прискорений, пришвидшений
accomplishment [ə'kʌmplɪʃmənt]	1) досягнення, 2) освіченість; 3) впорядкованість
achievement [ə'tʃi:vmənt]	досягнення; успіх; здобуток; перемога
attachment [ə'taʃmənt]	прихильність, відданість
caregiver [kæə'gɪvə]	дорослий, який несе відповідальність за дитину, опікун
concern [kən'sɜ:n]	1) турбота, хвилювання, 2) інтерес; участь
confusion [kən'fju:ʒn]	1) збентеження; 2) безладдя; плутанина
evaluate [ɪ'væljuəɪt]	оцінювати; визначати кількість
experience [ɪk'spɪ(ə)rɪəns]	1) досвід, 2) випадок, 3) знання
fairness ['feənɪs]	справедливість, чесність
fluctuate ['flʌktʃuəɪt]	коливатися; вагатися; бути нестійким
gender ['dʒendə]	стать
genetic makeup [dʒɪ'netɪk 'meɪkʌp]	генетична складова
identity [aɪ'dentɪtɪ]	1) ідентичність, 2) справжність, правдивість
infant ['ɪnfənt]	дитина, немовля
latency ['leɪtənsɪ]	прихований (латентний) стан
mature [mə'tʃuə]	досвідчений, сформований
milestone ['maɪlstəʊn]	віха, етап, новоутворення
mood swing [ˌmu:d 'swɪŋ]	зміна настрою
motor skills ['məʊtə 'skɪlz]	моторні (рухові) навички
nature ['neɪtʃə]	1) вроджені якості, 2) характер, вдача, натура
nurture ['nɜ:ʃə]	1) набуті якості, 2) виховання; навчання
peer [pɪə]	одноліток
puberty ['pjʊ:bəɪtɪ]	статева зрілість
research [rɪ'sɜ:ʃ]	наукове дослідження; вивчення
responsibility [rɪs,pɒnsə'bɪlɪtɪ]	відповідальність
self-esteem [ˌselfɪs'ti:m]	самоповага, почуття власної гідності
sense [sens]	відчуття, почуття
setting ['setɪŋ]	оточення
spurt [spɜ:t]	раптове (різке) зусилля; ривок
violence ['vaɪələns]	насильство; жорстокість
as a consequence	як наслідок
to focus on smth.	зосереджувати (увагу тощо)
to go into considerable detail	вдаватися в подробиці
to pull away from smth.	віддалятися
to rely on	покладатися, довіряти; бути впевненим

to supply smth. with smth. забезпечувати

Ex. 2. Translate the words and word-combinations into Ukrainian.

Authority, infant's behaviour, childhood, career in child development, disorder, nanny's care, environment, flexibility, impression, instruction, kindergarten, personality, responsibility, self-esteem, upbringing, competence, concept, coordination, depression, dramatic, enthusiasm, identification, integration, public, socioemotional.

Ex. 3. Translate the words and word-combinations into English.

Соціальні проблеми, фізичний розвиток, навчальне середовище, спілкування між дітьми, творчий потенціал, навички особистої гігієни, лідер групи, характерна особливість, організаторські навички вихователя.

Ex. 4. Read the text to find the main information.

Text 1. WHAT IS CHILD DEVELOPMENT?

Child development is a process every child goes through. This process involves learning and mastering skills like sitting, walking, talking, skipping, and tying shoes. Children learn these skills, called developmental milestones, during predictable time periods. Children develop skills in five main areas of development:

Cognitive Development. This is a child's ability to learn and solve problems. For example, this includes a twomonth-old baby learning to explore the environment with hands or eyes or a five-year-old learning how to do simple math problems.

Social and Emotional Development. This is a child's ability to interact with others, including helping themselves and self-control. Examples of this type of development would include: a six-week-old baby smiling, a ten-monthold baby waving bye-bye, or a five-year-old boy knowing how to take turns in games at school.

Speech and Language Development. This is a child's ability to both understand and use language. For example, this includes a 12-month-old baby saying his first

words, a two-year-old naming parts of body, or a five-year-old learning to say “feet” instead of “foots”.

Fine Motor Skill Development. This is a child's ability to use small muscles, specifically their hands and fingers, to pick up small objects, hold a spoon, turn pages in a book, or use a crayon to draw.

Gross Motor Skill Development. This is a child's ability to use large muscles. For example, a six-month-old baby learns how to sit up with some support, a 12-month-old baby learns to pull up to a stand holding onto furniture, and a five-year-old learns to skip.

What is a developmental milestone?

A developmental milestone is a skill that a child acquires within a specific time frame. For instance, one developmental milestone is learning to walk. Most children learn this skill or developmental milestone between the ages of 9 and 15 months. Milestones develop in a sequential fashion. This means that a child will need to develop some skills before he or she can develop new skills. For example, children must first learn to crawl and to pull up to a standing position before they are able to walk. Each milestone that a child acquires builds on the last milestone developed.

What are typical milestones, or skills, children learn at different ages?

We now know that our brains are not fully developed at birth. In fact, a baby's brain weighs about one quarter (1/4) of what an adult's brain weighs! The brain grows very rapidly during the first several years of life. During this time, a child is learning all sorts of new skills. Because children usually acquire developmental milestones or skills during a specific time frame or "window", we can predict when most children will learn different skills.

What if a child does not meet a developmental milestone?

Each child is an individual and may meet developmental milestones a little earlier or later than his peers. You may have heard people say things like, "he was walking before he turned 10 months, much earlier than his older brother" or "she didn't say much until she was about 2 years old and then she talked a blue streak!" This is because each child is unique and will develop at his or her own pace.

However, there are definitely blocks of time when most children will meet a milestone. For example, children learn to walk anytime between 9 and 15 months of age. So, if your child is 13 months of age and not yet walking, there is no need to worry if he is crawling and pulling to a stand. He has acquired the skills he needs to learn to walk and may begin walking soon. However, if you have a child 15 months of age who is not yet walking, it would be a good idea to talk with your child's pediatrician to make sure there aren't any medical or developmental problems since age 15 months is outside of the normal "window" or time frame in which children learn to walk.

How can parents help their child meet these developmental milestones?

As parents, we all want our children to succeed and be the best they can be. We know from research that two factors influence how your child succeeds and grows: genes and environment.

One of the factors that influence our child's development is their genetic makeup or "genes." Some people refer to this as "nature." Genes are the genetic material we pass onto our children. Children are born with their "genes" in place. These genes act like a blueprint for what characteristics a child may have. For example, genes determine if a child will have blue eyes or brown eyes; they also determine if he will be left- or right-handed.

The other factor that influences child development is the environment. This includes experiences children have in their home, school and community environments. Some people refer to this as "nurture." The environment can either improve or harm a child's genetic blueprint. For example, malnourished children who live in third world countries may not reach their IQ potential because of the impact of their environment on their brain development.

Ex. 5. Comprehension questions.

1. What is child development? 2. What does the process of development involve? 3. What is called *a milestone*? 4. What are the main areas where skills are developed? 5. Is the child's ability to learn and solve problems called cognitive

development? 6. Does social development include a child's ability to interact with others? 7. Does language development involve language usage or understanding? 8. A child's ability to use small muscles is called Gross Motor Skill Development, isn't it? 9. What factors influence a child's growing? 10. What factor is the most important for development?

VOCABULARY PRACTICE

Ex. 6. Find words by their definition.

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 1. an idea or mental image which corresponds to some distinct entity or class of entities | A. depression |
| 2. the process of adopting other people's characteristics more or less permanently | B. concept |
| 3. the coordination of processes in the nervous system | C. competence |
| 4. a mental condition characterized by severe feelings of hopelessness and inadequacy, typically accompanied by a lack of energy and interest in life | D. coordination |
| 5. the ability to do something successfully or efficiently | E. enthusiasm |
| 6. lively interest or eagerness | F. Identification |
| 7. the ability to use different parts of the body together smoothly and efficiently | G. integration |

Ex. 7. Combine Ukrainian words with their English equivalents.

- | | |
|------------------|---------------|
| 1. пристосування | A. adaptation |
| 2. чинник | B. isolation |
| 3. особистість | C. concept |
| 4. відокремлення | D. phobia |
| 5. невроз страху | E. factor |
| 6. усуспільнення | F. individual |
| 7. припущення | G. hypothesis |

- | | |
|-----------------|-------------------|
| 8. понятия | H. identification |
| 9. захоплення | I. socialization |
| 10. ототожнення | J. enthusiasm |

READING AND SPEAKING 2. CHILD DEVELOPMENT THEORIES

PRE-READING TASKS

Ex. 1. Make pairs of synonyms.

- | | |
|--------------------|---------------|
| 1. childhood | A. justice |
| 2. development | B. parent |
| 3. infant | C. activities |
| 4. coordination | D. ability |
| 5. skill | E. child |
| 6. accomplishments | F. balance |
| 7. caregiver | G. babyhood |
| 8. fairness | H. growth |

Ex. 2. Find the periods in the child's development by their definition.

A stage in development from around age seven or eight to puberty	IS CALLED	Pre-natal Period
Transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adulthood		Early Childhood
The time in pregnancy between conception and birth		Middle Childhood
A stage in human development from birth to the age of eight		Adolescence

Ex. 3. Read the text to find the main information.

Text 2. EARLY CHILDHOOD (birth to eight years)

Definitions of stages of growth in childhood come from many sources. Theorists such as Jean Piaget, Lev Vygotsky, Lawrence Kohlberg, and Erik Erikson

have provided ways to understand development, and recent research has provided important information regarding the nature of development. In addition, stages of childhood are defined culturally by the social institutions, customs, and laws that make up a society. For example, while researchers and professionals usually define the period of early childhood as birth to eight years of age, others in the United States might consider age five a better end point because it coincides with entry into the cultural practice of formal schooling.

There are three broad stages of development: early childhood, middle childhood, and adolescence. The definitions of these stages are organized around the primary tasks of development in each stage, though the boundaries of these stages are malleable. Society's ideas about childhood shift over time, and research has led to new understandings of the development that takes place in each stage.

Early childhood is a time of tremendous growth across all areas of development. The dependent newborn grows into a young person who can take care of his or her own body and interact effectively with others. For these reasons, the primary developmental task of this stage is *skill development*.

Physically, between birth and age three a child typically doubles in height and quadruples in weight. Bodily proportions also shift, so that the infant, whose head accounts for almost one-fourth of total body length, becomes a toddler with a more balanced, adult-like appearance. Despite these rapid physical changes, the typical three-year-old has mastered many skills, including sitting, walking, toilet training, using a spoon, scribbling, and sufficient coordination to catch and throw a ball.

Between three and five years of age, children continue to grow rapidly and begin to develop finemotor skills. By age five most children demonstrate fairly good control of pencils, crayons, and scissors. Gross motor accomplishments may include the ability to skip and balance on one foot. Physical growth slows down between five and eight years of age, while body proportions and motor skills become more refined.

Physical changes in early childhood are accompanied by rapid changes in the child's cognitive and language development. From the moment they are born,

children use all their senses to attend to their environment, and they begin to develop a sense of cause and effect from their actions and the responses of caregivers.

Over the first three years of life, children develop a spoken vocabulary of between 300 and 1,000 words, and they are able to use language to learn about and describe the world around them. By age five, a child's vocabulary will grow to approximately 1,500 words. Five-year-olds are also able to produce five- to seven-word sentences and tell familiar stories using pictures as cues. Language is a powerful tool to enhance cognitive development. Using language allows the child to communicate with others and solve problems. By age eight, children are able to demonstrate some basic understanding of less concrete concepts, including time and money. However, the eight-year-old still reasons in concrete ways and has difficulty understanding abstract ideas.

A key moment in early childhood socioemotional development occurs around one year of age. This is the time when attachment formation becomes critical. Attachment theory suggests that individual differences in later life functioning and personality is shaped by a child's early experiences with their caregivers. The quality of emotional attachment, or lack of attachment, formed early in life may serve as a model for later relationships. From ages three to five, growth in socioemotional skills includes the formation of peer relationships, gender identification, and the development of a sense of right and wrong. Taking the perspective of another individual is difficult for young children, and events are often interpreted in all-or-nothing terms, with the impact on the child being the foremost concern. For example, at age five a child may expect others to share their possessions freely but still be extremely possessive of a favourite toy. This creates no conflict of conscience, because *fairness* is determined relative to the child's own interests. Between ages five and eight, children enter into a broader peer context and develop enduring friendships. Social comparison is heightened at this time, and taking other people's perspective begins to play a role in how children relate to people, including peers

Ex. 4. Write out the unknown words from the text in your vocabulary notebook and look up each word in the dictionary. Choose the words which make understanding difficult. Write out the translation of the word which corresponds to the context.

VOCABULARY PRACTICE

Ex. 5. Find English equivalents in the text.

Більш сформовані моторні навички; супроводжуються різкими змінами; причинно-наслідкові зв'язки; відповідальність за свої вчинки; використовуючи картинки як основу; посилювати розвиток пізнавальної сфери; міркувати конкретними поняттями та не розуміти абстрактні поняття; теорія взаємодії; сприймати іншу особистість; ділитися власними іграшками з іншими; співставлення себе з іншими; включаючи однолітків.

Ex. 6. Make word-combinations.

- | | |
|---------------|--------------------|
| 1. early | A. vocabulary |
| 2. bodily | B. appearance |
| 3. adult-like | C. changes |
| 4. rapid | D. proportions |
| 5. motor | E. childhood |
| 6. spoken | F. identification |
| 7. abstract | G. ideas |
| 8. gender | H. accomplishments |
| 9. peer | I. comparison |
| 10. social | J. relationships |

Ex. 7. Read the text to find the main information.

Text 3. CHILD DEVELOPMENT THEORIES

Child development theories focus on explaining how children change and grow over the course of childhood. Such theories center on various aspects of development including social, emotional, and cognitive growth. The study of human development

is a rich and varied subject. We all have personal experience with development, but it is sometimes difficult to understand how and why people grow, learn, and act as they do.

Why do children behave in certain ways? Is their behavior related to their age, family relationships, or individual temperaments? Developmental psychologists strive to answer such questions as well as to understand, explain, and predict behaviors that occur throughout the life. In order to understand human development, a number of different theories of child development have arisen to explain various aspects of human growth.

The Background of Child Development Theories

Theories of development provide a framework for thinking about human growth and learning. But why do we study development? What can we learn from psychological theories of development? If you have ever wondered about what motivates human thought and behavior, understanding these theories can provide useful insight into individuals and society.

How Our Understanding of Child Development Has Changed Over the Years

Child development that occurs from birth to adulthood was largely ignored throughout much of human history. Children were often viewed simply as small versions of adults and little attention was paid to the many advances in cognitive abilities, language usage, and physical growth that occur during childhood and adolescence.

Interest in the field of child development finally began to emerge early in the 20th century, but it tended to focus on abnormal behavior. Eventually, researchers became increasingly interested in other topics including typical child development as well as the influences on development.

How Studying Child Development Allows Us to Understand Changes That Take Place

Why is it important to study how children grow, learn and change? An understanding of child development is essential because it allows us to fully

appreciate the cognitive, emotional, physical, social, and educational growth that children go through from birth and into early adulthood.

Some of the major theories of child development are known as grand theories; they attempt to describe every aspect of development, often using a stage approach. Others are known as mini-theories; they instead focus only on a fairly limited aspect of development such as cognitive or social growth.

Major Child Development Theories

The following are just a few of the many child development theories that have been proposed by theorists and researchers. More recent theories outline the developmental stages of children and identify the typical ages at which these growth milestones occur. There are such major child development theories:

- Psychosexual Development
- Psychosocial Development
- Behavioral Child Development
- Cognitive Development
- Attachment Theory
- Social Learning Theory
- Sociocultural Theory

While not all of these theories are fully accepted today, they all had an important influence on our understanding of child development. Today, contemporary psychologists often draw on a variety of theories and perspectives in order to understand how kids grow, behave, and think. These theories represent just a few of the different ways of thinking about child development. In reality, fully understanding how children change and grow over the course of childhood requires looking at many different factors that influence physical and psychological growth. Genes, the environment, and the interactions between these two forces determine how kids grow physically as well as mentally.

Ex. 8. Write an essay on the topic.

A person's preschool years (the time from birth to seven years of age) are the most important years of a person's life. Do you agree or disagree with the following statement? Use specific reasons and examples to support your answer.

Ex. 9. Do your project work.

You as a future specialist have been invited to school meeting to tell parents about child development. Start your lecture and don't forget to define the notion "child development":

- name factors influencing a child's growth;
- determine areas of a child's skills development;
- characterize all types of development;
- give your examples.

READING AND SPEAKING 3. CHILDREN'S SOCIAL DEVELOPMENT

PRE-READING TASKS

Ex. 1. Make pairs of synonyms.

- | | |
|-------------------|-----------------|
| 1. environment | A. bodily |
| 2. variable moods | B. reaction |
| 3. preschool | C. intelligence |
| 4. individuality | D. kindergarten |
| 5. physical | E. setting |
| 6. development | F. formation |
| 7. reflex | G. identity |
| 8. brain | H. mood swings |

Ex. 2. Divide words into those that have positive and negative shades of meaning.

+	-
<i>Values, ...</i>	<i>Problem,</i>

Violence, self-esteem, identity, depression, reliance, bizarre behaviour, disorder, enthusiasm, responsibility, conflict, experience, confusion, delay, perspective, fairness.

Ex. 3. Read the text to find the main information.

Text 4. CHILDREN'S SOCIAL DEVELOPMENT

Ask any parent about their child's development, and they'll often talk about speech and language development, gross-motor skills or even physical growth. But a child's social development – the ability to interact with other children and adults – is a critical piece of the development puzzle.

What is social development? Social development refers to the process by which a child learns to interact with others around them. As they develop and perceive their own individuality within their community, they also gain skills to communicate with other people and process their actions. Social development most often refers to how a child develops friendships and other relationships, as well how a child handles conflict with peers.

Why is social development so important? Social development can actually impact many of the other forms of development a child experiences. A child's ability to interact in a healthy way with the people around can impact everything from learning new words as a toddler, to being able to resist peer pressure as a high school student, to successfully navigating the challenges of adulthood. Healthy social development can help a child:

Develop language skills. An ability to interact with other children allows for more opportunities to practice and learn speech and language skills. This is a positive cycle, because as communication skills improve, a child is better able to relate to and react to the people around him.

Build self-esteem. Other children provide a child with some of his most exciting and fun experiences. When a young child is unable to make friends it can be frustrating or even painful. A healthy circle of friends reinforces a child's comfort level with his own individuality.

Strengthen learning skills. In addition to the impact social development can have on general communication skills, many researchers believe that having healthy relationships with peers (from preschool on up) allows for adjustment to different school settings and challenges. Studies show that children who have a hard time

getting along with classmates as early as preschool are more likely to experience later academic difficulties.

Resolve conflicts. Stronger self esteem and better language skills can ultimately lead to a better ability to resolve differences with peers.

Establish positive attitude. A positive attitude ultimately leads to better relationships with others and higher levels of self confidence

Ex. 4. Write out the unknown words from the text in your vocabulary notebook and look up each word in the dictionary. Choose the words which make understanding difficult. Write out the translation of the word which corresponds to the context.

VOCABULARY PRACTICE

Ex. 5. Make pairs of synonyms.

- | | |
|------------------|----------------|
| 1. communication | A. parent |
| 2. resist | B. evaluate |
| 3. interact | C. oppose |
| 4. caregiver | D. adult |
| 5. progress | E. personality |
| 6. grown-up | F. child |
| 7. individuality | G. academic |
| 8. toddler | H. development |
| 9. skill | I. respond |
| 10. impact | J. communicate |
| 11. relate | K. influence |
| 12. react | L. concern |
| 13. frustrating | M. ability |
| 14. educational | N. provoking |
| 15. assess | O. interaction |

Ex. 6. Insert the right preposition.

Social development

Children's social development focuses ____ the ways in which children grow ____ terms of their social skills, awareness and others, cooperative behaviors, and ways of approaching and interacting ____ others. Children's social development has significant implications for later functioning ____ numerous areas, including

emotional development, educational and employment success, coping ____ problems and overall adjustment. Poor social development can place children at risk for lack ____ progress in relationships ____ their peers, academic problems, criminal activity, and mental health and solving problems. ____ a consequence, successful development socially is integrally important to children's overall well-being. From the moment they are born, children enter and have to begin learning how to navigate ____ a social world.

In their early life, children's primary social context for developing is their immediate family. Later, as they develop, children pull away ____ relatives, less rely ____ them and become increasingly more integrated ____ other divergent social contexts, including their peer groups, school networks, and professional networks once they handle ____ the job market, and eventually their own romantic relationships. Throughout their development over time, they are also affected ____ more influences such as the community, society, and culture ____ which they are living.

Ex. 7. Complete the sentence using the text.

1. Social development can impact many forms of child's development because
2. A child's ability to interact in a healthy way with the people around is important because
3. An ability to interact with other children allows for more opportunities to practice and learn speech and language skills because
4. A healthy circle of friends reinforces a child's comfort level with own individuality because
5. Having healthy relationships with peers provides adjustment to different school settings and challenges because

Ex. 8. Do your project work.

In contemporary society, the development and well-being of children capture public attention, the interest of scientists, and the concern of policymakers. Through history, though, interest in the development of children has been uneven. Childhood

has become such a distinct period that it is hard to imagine that it was not always that way. But in medieval times, for example, laws generally did not distinguish between childhood and adult offenses. Do your project work “Child development: Yesterday and today” considering: a) historical views of children; b) the modern study of child development.

Ex. 9. Read the text to find the main information.

Text 5. HOW LANGUAGE DEVELOPS

In describing language, we have touched on language development many times. In the first few months of life, the infant shows a startle response to sharp noises. Then, at 3 to 6 months, the infant begins to show an interest in sounds, play with saliva, and respond to voices. During the next 3 to 6 months, infants begin to babble, emitting such sounds as “goo-goo” and “gaga”. The start of babbling is determined mainly by biological maturation, not reinforcement, hearing, or caregiver-infant interaction. Even deaf babies babble for a time. The purpose of the baby’s earliest communication is to attract attention from parents and others in the environment. Infants engage the attention of others by making or breaking eye contact, by vocalizing sounds, or by performing manual actions such as pointing. All of these behaviors involve the aspect of language we have called pragmatics.

At approximately 6 to 9 months, infants begin to understand their first words. Receptive vocabulary refers to the understanding of words. While infants’ receptive vocabulary begins to develop in the second half of the first year, its growth increases dramatically in the second year from an average of 12 words understood at the first birthday to an estimated 300 words or more understood at the second birthday. At approximately 9 to 12 months, infants first begin to understand instructions, such as “wave bye-bye”.

Infants utter their first word at about 10 to 15 months of age. Many parents view the onset of language development as coincident with this first word, but as we have seen, some significant language milestones have already occurred. The infant’s

spoken vocabulary rapidly increases once the first word is spoken, reaching an average of 200 to 275 words by the age of two.

A child's first words include those that name important people (dada), familiar animals (kitty), vehicles (car), toys (ball), food (milk), body parts (eye), clothes (hat), household items (clock), or greeting terms (bye). These were the first words of babies fifty years ago and they are the first words of babies today. At times it is hard to tell what these one-word utterances mean. One possibility is that they stand for an entire sentence in the infant's mind. Because of limited cognitive or linguistic skills, possibly only one word comes out instead of the whole sentence.

By the time children are 18 to 24 months of age, they usually utter two-word statements. During this two-word stage, they quickly grasp the importance of expressing concepts and of the role that language plays in communicating with others. To convey meaning with two-word utterances, the child relies heavily on gesture, tone, and context.

UNIT 3. CHILDHOOD DISORDERS

READING AND SPEAKING 1. THE IMPORTANCE OF CHILDREN HEALTH DEVELOPMENT

PRE-READING TASKS: VOCABULARY LIST

Ex. 1. Study the vocabulary list.

adolescent	підліток
adverse	1) неблагонадійний, 2) негативний, 3) побічний
appropriate	1) відповідний, 2) підходящий
assistance	допомога
autism ['ɔ:tɪz(ə)m]	аутизм
babysitter	няня
background	середовище
benefit	користь
caregiver	1) опікун, 2) вихователь
childcare	1) догляд за дітьми, 2) дитячий заклад
curriculum	1) навчальна програма, 2) курс навчання
development	розвиток
employee [ɪm'plɔɪi:]	співробітник
environment	1) середовище, 2) довкілля
facility	1) об'єкт, 2) засіб, 3) установа
flexible	1) гнучкий, 2) динамічний
goal	1) ціль, 2) мета
growth	зріст
hostile	ворожий
identical	1) ідентичний, 2) той, що співпадає
measure	міра
nonprofit	некомерційний
nursery	дитячий садок
occasional	випадковий
option	1) варіант, 2) параметр, 3) можливість
parenting	1) виховання дітей, 2) батьківство
peer	одноліток
provider	1) вихователь, 2) медичний працівник
rapidly	швидкий
self-employed	самозайнятий
sibling	1) брат/сестра, 2) родич
to complete	завершувати
to consider	вважати
to determine	визначати
to investigate	1) досліджувати, 2) з'ясовувати
to prevent	1) не дозволяти, 2) запобігати

to recognize	розпізнавати
to reduce	1) зменшувати, 2) скорочувати, 3) знижувати
to shift	1) змінювати, 2) переміщувати
to suggest	1) пропонувати, 2) припускати
twin	близнюк
unpaid	неоплачений

to suffer from	страждати від
adverse events	несприятливі події
environmental aspects	екологічні аспекти
preventing measures	запобіжні заходи
peer group	група однолітків
to determine the risk	визначати ризик
adolescent children	діти-підлітки
genetic background	генетичний фон
positive goals	позитивні цілі
to be supervised	бути під наглядом

Ex. 2. Translate the words and word-combinations into Ukrainian.

Development, factor, daycare, babysitter, to succeed in, to determine, suggestion, hyperactivity, principal, social, member, exchange of information, supervision, authority, treatment, to solve a problem.

Ex. 3. Read the text to find the main information.

Text 1.WHY SOCIAL AND EMOTIONAL HEALTH MATTERS

Children's social and emotional health affects their overall development and learning. Research indicates that children who are mentally healthy tend to be happier, show greater motivation to learn, have a more positive attitude toward school, more eagerly participate in class activities, and demonstrate higher academic performance than less mentally healthy peers.

Children who exhibit social and emotional difficulties tend to have trouble following directions and participating in learning activities. Compared with healthier peers, they may be more likely to suffer rejection by classmates, have low self-esteem, do poorly in school, and be suspended. Thus, children's social and emotional health is just as important as their physical health, and affects their capacity to develop and potential to lead a fulfilling life.

Teachers can promote children's social and emotional health in many ways, for example, by organizing a material-rich environment to stimulate social interactions among children.

Establish trusting relationships

Young children develop and learn in the context of relationships. A trusting and caring "teacher-child relationship" is essential for children's development. Children who have trusting relationships with their teachers are, on average, more willing to ask questions, solve problems, try new tasks, and express their thinking than their peers without such relationships. Children develop positive social and emotional health as a result of close relationships with their teachers. Children benefit socially, emotionally, and academically when teachers intentionally create close, trusting relationships. But gaining the trust of every child is not as simple as being nice and engaging. How can teachers create trusting relationships with all of the children? Consistently offering warmth, affection, respect, and caring is essential.

Warmth and affection – even on bad days and when children are misbehaving – are critical to children's well-being in early education settings. They contribute to developing secure relationships between children and adults, provide models of gentle behaviour, and are linked with children's ability to interact positively with peers. The pre-schoolers use gentle hands and kind words and positively interact with peers most of the time. Their social and emotional well-being is nourished by their teachers' warmth and affection. Showing respect is a key way to connect with children and strengthen positive relationships. It helps children feel more confident and competent to explore and learn.

Teach social and emotional skills intentionally

Helping children develop social and emotional skills is the heart and soul of any good program for young children. Teachers (and all caregivers) play key roles in helping children develop social and emotional competence. Teachers can intentionally support children's social and emotional health by using children's books, planning activities, giving effective praise, modelling appropriate behaviours, and providing cues.

Warmth and affection – even on bad days and when children are misbehaving – are critical to children’s well-being in early education. Reading and discussing children’s books is an excellent way to invite children to identify the characters’ emotions and relate the characters’ experiences to their own. To introduce a new social or emotional skill a teacher should carefully choose high-quality books to read aloud at circle time.

Conclusion: Teachers and caregivers promote children’s social and emotional health by establishing trusting relationships, created when teachers express warmth, affection, and respect. Teachers can intentionally teach and enhance these skills using evidence-based strategies to teach, model, and reinforce positive behaviours. As evidenced in the preschool classrooms teachers who prioritize developing children’s social and emotional health are richly rewarded with happy, engaged children who learn to avoid and resolve conflicts, share and take turns, and express their emotions in productive ways.

Ex. 4. Write out the unknown words from the text in your vocabulary notebook and look up each word in the dictionary. Choose the words which make understanding difficult. Write out the translation of the word which corresponds to the context.

Ex. 5. Comprehension.

- a) Explain the title of the text.
- b) Make up a detailed plan of the text.
- c) Retell the text according to your plan.

Ex. 6. Read the text to find the main information.

Text 2. PEER CONFLICTS IN THE CLASSROOM

If teachers and parents learn to understand children's earliest peer conflicts, they will be in a better position to help young children break the current cycle of widespread violence. Traditionally, many adults have viewed conflicts between children as undesirable and have tried to prevent them or to intervene. Recent theory

and research, however, suggest that peer conflict contributes to children's development and represents an important form of social interaction. Early childhood educators are beginning to focus on helping children develop conflict resolution strategies independent of adult intervention. Parents too can focus on helping their children develop such strategies.

The structural features of a conflict are usually described as issues, strategies, and outcomes. Issues include control of the physical or social environment, such as control of objects or physical space. Scientists categorize children's conflict as involving issues of morality (such as physical harm and individual rights) and of social order (such as rules for activities).

Conflict strategies include physical and verbal tactics that can be both aggressive and non-aggressive. Researchers concur that children's conflicts infrequently include aggression. Non-aggressive physical strategies include taking a toy or entering a play space. Verbal strategies range from simple opposition to complex reasoning and negotiation. Children may use teasing and superiority of size, age, physical ability, or knowledge to establish control, or they may seek adult intervention to resolve a conflict. Psychologists found, however, that children were capable of resolving conflicts on their own, and that adult intervention usually led to an adult-generated resolution.

The outcomes of a conflict may be an unresolved situation, as when children simply drop the issue; an adult-imposed solution; the submission of one child to another; or a mutually agreed-on solution achieved through bargaining, compromising, or finding alternate activities.

Researchers have explored the relationships among the issues, strategies, and outcomes of children's conflicts. Issues often determine strategies. For example, object conflicts tend to involve physical resistance, although as children grow older, they begin to use verbal protest more frequently. Research also indicates that children's resolution strategies are related to the outcomes of their conflicts. Conciliatory behaviours are associated with peaceful outcomes and with continued

interaction following the conflict. Physical domination often leads to ending the interaction.

Studies of young children's conflicts indicate that age makes a difference in conflict resolution. Younger children are more often involved in object issues and use more physical strategies, while older children disagree over social issues and use more verbal negotiation and reasoning. In a study by leader psychologists, younger children used more conciliatory strategies in non-aggressive conflicts, while older children relied upon insistence. This and other studies suggest the possibility of a developmental sequence.

The role of gender in children's conflicts is not as clear as the role of age. According to some researchers, boys engage in more conflicts than girls and differ in their issues and strategies. Other researchers, however, have found no differences between girls and boys in issues, amount of conflict, or use of aggression.

Children's conflicts during play are influenced by the play setting, the children's prior relationship, and the presence of adults. Conflicts between children playing in isolated pairs differ from those between two children in a group setting. In a preschool classroom, for example, children have the option of walking away and finding a new activity. In pair play, however, children must persist in resolution efforts to continue to play. Disputes are more likely to occur in closed play areas with a single entrance, suggesting that poor accessibility to play space may contribute to conflicts.

A consistent finding in research is that children who were playing together before conflict were more likely to resolve their disputes and continue to play afterwards, and that they were more likely to disagree over play decisions than toy distribution, than children who were not playing together prior to a dispute. Researchers found that children who engaged in cooperative play used less aggression in conflict than children who engaged in solitary or parallel play.

The presence of an adult changes the context of children's conflicts. Children take responsibility for their interactions and generate their own solutions more often when an adult is absent. Children's conflicts tend to be more aggressive when an adult

is present. When adults provide solutions, they sometimes make mistakes or are inconsistent or biased in the resolutions they impose. Such inconsistency and bias are especially true in parents' dealings with their own children's conflicts.

So children's conflicts are complex social interactions, embracing a wide range of issues, strategies, and outcomes. These conflicts do not occur in a vacuum: the social and physical contexts are key elements. Researchers should continue to strive for an understanding of conflicts that will give children the means to create their own peaceful resolutions.

VOCABULARY PRACTICE

Ex. 7. Translate the words and word-combinations into English.

Батьківство, страждати від чогось, некомерційний заклад, життєва подія, мати доступ, моральний, дослідити питання, брак уваги, звинувачувати когось у чомусь, зменшувати негативні події, опікун, надавати підтримку, соціальне середовище, розвиток депресії, міри батьківства, соціальна група однолітків, генетичний фон, відносини, запобігати чомусь, спричиняти проблеми.

Ex. 8. Name the encrypted concepts by placing letters in the correct order.

E.g. Very unfriendly or aggressive and ready to argue or fight is ___ilehost – hostile.

1. The care of children, especially while parents are at work is ____ dchilarec.
2. The conditions that affect the behaviour and development of somebody/something; the physical conditions that somebody/something exists is _____. mntheinevron.
3. A person who takes care of a sick or old person at home is _____. egivaercar.
4. An illness that causes a part of the body to stop functioning correctly is _____. orddiser.
5. A group consisting of one or two parents and their children is _____. ylfaim.
6. The activity or process of expressing ideas and feelings or of giving people information is _____. niccomatuion.

READING AND SPEAKING 2. THE IMPORTANCE OF CHILDCARE

PRE-READING TASKS

Ex. 1. Make pairs of synonyms.

- | | |
|-------------------|------------------|
| 1. preschool-age | A. establishment |
| 2. financial | B. benefits |
| 3. flexible | C. service |
| 4. strong | D. babysitter |
| 5. increasing | E. plan |
| 6. social | F. assistance |
| 7. occasional | G. children |
| 8. for-profit | H. parents |
| 9. daycare | I. program |
| 10. after-school | J. number |
| 11. nursery | K. school |
| 12. unpaid | L. workers |
| 13. self-employed | M. care |
| 14. working | N. growth |

Ex. 2. Read the text to find the main information.

Text 3. WHAT IS CHILDCARE?

Childcare is when children are supervised and cared for by a person other than a parent or caregiver. Obtaining affordable, quality child daycare, especially for children under age 5, is a major concern for many parents. Childcare can range from single-night babysitting to daily childcare for working parents. Child daycare needs are met in many different ways.

Care in a child's home, care in an organized child daycare facility, or care in a provider's home are all common arrangements for preschool-age children. Older children may receive child daycare services when they are not in school, generally through before-school and after-school programs or private summer school programs. With the increasing number of women in the workforce, child daycare services has been one of the most talked about and fastest growing industries in the economy. Formal child daycare centers include nursery schools, preschool centers, Head Start centers, and group daycare centers. Self-employed workers often provide care in their home for a fee. Others provide care for children in the child's home.

Childcare can also be provided by occasional babysitters or people who provide unpaid care in their homes for the children of relatives or friends. The number of for-profit establishments has grown rapidly in response to demand for child daycare services. Within the nonprofit sector in the United States there has been strong growth in Head Start, the federally funded child daycare program designed to provide disadvantaged children with social, educational, and health services. Child daycare has shifted from unpaid to paid caregivers, particularly child daycare centers. Center-based care has increased, substituting for unpaid care by relatives, as fewer families have access to relatives who are willing or able to keep their children. Some employers offer child daycare benefits to employees. They recognize that the lack of child daycare benefits is a barrier to the employment of many parents, especially qualified women, and that the cost of the benefits is offset by increased employee morale and reduced absenteeism. Some employers sponsor child daycare centers in or near the workplace; others offer direct financial assistance, vouchers, or discounts for child daycare, after-school or sick-child daycare services, or a dependent care option in a flexible benefits plan.

VOCABULARY PRACTICE

Ex. 3. Finish the sentences.

1. Childcare is when children are supervised and cared for
2. Older children may receive child daycare services when....
3. With the increasing number of women in the workforce....
4. Childcare can also be provided by.....
5. Center-based care has increased
6. They recognize that the lack of child daycare benefits is
7. Child daycare has shifted from ...
8. Some employers sponsor child daycare centers in or near the workplace

Ex. 4. Translate the words and word-combinations into English.

Діти із вадами мовлення, процес самостереження, заохочувати розвиток, здатність повторювати та коригувати, привертати увагу, робити щось

спонтанно, марковане схвалення, потужні рушійні сили, вдосконалена спроба, чіткий приклад, відхилення від норми, в процесі мовлення, спотворити звук або слово, моделюючі виправлення; додаткові інструкції, пояснення або вимоги.

Ex. 5. Make pairs of synonyms.

- | | |
|------------|-------------------|
| 1. praise | A. skip over |
| 2. wrong | B. accurate |
| 3. child | C. understandable |
| 4. omit | D. grown-up |
| 5. correct | E. kid |
| 6. clear | F. admire |
| 7. adult | G. observe |
| 8. notice | H. incorrect |

Ex. 6. Read the text to find the main information.

Text 4. FORMS AND CAUSES OF CHILDHOOD DISORDERS

There are a great diversity of childhood disorder forms and causes. Some of these disorders are primarily disorders of the brain, while others are more behavioural in nature. Brain-based disorders are caused by neurochemical problems or structural abnormalities of the brain. They can be innate (i.e., appearing at or shortly after birth); or they may result from a physical stress such as illness or injury, or an emotional stress, such as trauma or loss. Behavioural problems, on the other hand, are outward signs of difficulty displayed at home, at school, or among friends in an otherwise physically healthy child. Like brain-based problems, behavioural problems may also result from physical or emotional stress. Note that the division between brain-based and behavioural disorders is somewhat arbitrary in many cases. Brain-based disorders such as ADHD clearly impact a child's behaviour in school and at home, and vice versa, many disorders previously thought to be primarily behavioural in nature have turned out to have a biological component to them.

Some of the childhood disorders we will discuss in this article can be cured or otherwise resolved, while others end up becoming chronic (long-term) problems that resist the best state-of-the-art interventions. The disorders we will discuss also vary in terms of prevalence and severity. Prevalence refers to a ratio, or percentage, of how

often a disease or disorder occurs within a group of people in a population at a given time. Recently, the American Psychological Association has noted an increase in the prevalence of childhood mental illnesses as a whole. Estimates of the current prevalence suggest that between 17.6% and 22% of children have symptoms of one or more childhood disorders; and that 15% of American children suffer from a mental illness that is severe enough to cause some level of functional impairment.

Despite how common they may be, childhood disorders are not part of the normal developmental process that children are expected to go through. The diagnostic criteria for childhood mental disorders requires that children's behaviour and/or development deviates from normal age-appropriate behaviour and/or development, so understanding normal child development is important. For this reason, you might want to read over our extensive material concerning normal childhood development. Understanding normal developmental milestones for different ages puts you in a better position to understand why disordered behaviour is considered abnormal.

Common childhood mental illnesses and developmental disorders include Depression, Bipolar Disorder and Anxiety Disorders, Autism and similar Pervasive Developmental Disorders, Attention Deficit and Hyperactivity Disorder, Learning Disabilities, Adjustment Disorders, Oppositional Defiant Disorder, and Conduct Disorder. The first three of these disorders are not strictly childhood disorders, but instead, affect both children and adults.

Major Depression is not strictly a childhood disorder, but children do become depressed. Major depression is diagnosed in children of all ages, but appears to increase significantly throughout adolescence. By age 18, prevalence rates appear to be 20%, with depression found in girls more often than boys.

Bipolar Disorder involves alternating periods of depression and mania (high energy levels that result in a decreased need for sleep, talkativeness, impulsivity, excessive pleasure-seeking behaviours, etc.). As is the case with Major Depression, bipolar disorder is not exclusively a childhood disorder. Though both adults and children may be diagnosed with Bipolar, children display a somewhat different set of

symptoms than do adults. For example, in children, mania often looks more like an extreme temper tantrum or severe irritability than the euphoric, hyperactive condition characteristic of adults. The Bipolar diagnosis as applied to children is currently considered controversial, because Bipolar disorder is often difficult to distinguish from other disorders that can occur in children, and may often be misdiagnosed as something else. Children may experience varying degrees of symptom severity, timing between mood fluctuations, et cetera.

Anxiety Disorders are the most common mental illnesses among youngsters today, with prevalence rates ranging between 10% and 20%. Children with anxiety disorders are more likely to develop (or to continue experiencing) anxiety disorders in adulthood, and have an increased risk of developing major depression, attempting suicide, and being hospitalized for mental illnesses.

Ex. 7. Choose the correct variant.

1. As adult speakers we constantly make little mistakes when we talk, and then quickly *correct/corrected* them, almost without noticing.
2. Children with *phonological/psychological* disorders are usually not very good "selfcorrectors."
3. Strategies and activities can be used in order *to encourage/discourage* the development of self-monitoring and the ability to make revisions and repairs.
4. When you use *labeled/labelling* praise, be very precise about what you are praising.
5. Labelled praise can be used also when the child makes an *improved/improvement* attempt at pronouncing a word.
6. Modelling is simply giving a *clear/clearly* example with no additional instructions, explanations or demands.
7. It is better to draw the sound or word to the child's *attentive/attention* by saying it repeatedly.
8. All you have to do is say the word clearly yourself several times, in a way the child will *noticed/notice*.

Ex. 8. Translate these sentences into English.

1. Мова і вади мовлення можуть впливати на те, як діти розмовляють, розуміють, аналізують або обробляють інформацію. 2. Навички мовлення є центром досвіду життя, особливо для дітей, які розвивають мову, критичну до пізнавального розвитку і навчання. 3. Здатність брати участь в активному й інтерактивному зв'язках з однолітками та дорослими в освітньому процесі є істотним для досягнення учнем успіху в школі. 4. Труднощі у навчання слухати, читати, говорити або писати можуть в результаті стати проблемами в розвитку мови. 5. Особистості із проблемами читання та письма також можуть мати труднощі у стратегічному використанні мови – розмовляти, думати та вивчати. 6. Мовні патологи працюють разом із діагностичними командами та командами оцінювання освіти для забезпечення всебічного мовного й мовленнєвого оцінювання дітей. 7. Служби патології мовлення можуть допомогти дітям стати ефективними мовцями, здатними вирішувати проблеми та приймати рішення. 8. Проблеми можуть з'явитися у продукуванні, розумінні й усвідомленні мови на рівні звуку, складу, слова, речення та на рівні бесіди. 9. Мовні патологи об'єднують комунікаційні цілі студентів з академічними й соціальними цілями. 10. Послуги, які надають мовні патологи мовної мови, можуть допомогти дітям подолати свої порушення, досягти гордості і самооцінки та знайти значущі ролі в їх життях.

Ex. 9. Write an essay on the topic “The role of a caregiver in modern world”.

A caregiver is the person who gives a safe, caring home to a child or young person, and provides for their food, shelter and clothing needs – but a caregiver also does so much more. Write an essay on the topic “The role of a caregiver in modern world” and describe the importance of a caregiver for child development in society.

READING AND SPEAKING 3. HOW TO DEAL WITH A DIFFICULT CHILD

PRE-READING TASKS

Ex. 1. Translate the words and word-combinations into English.

Вправлятися з важкими дітьми, природна гармонія, відкрити підтримку, протилежний вплив, суть справи, виявляти через поведінку, контрольоване почуття, розуміти чиюсь відмінність, закріпити сильну особистість, чіткі правила; розмова, що має сенс.

Ex. 2. Make pairs of synonyms.

- | | |
|----------------|----------------|
| 1. to accept | I. to arose |
| 2. influence | J. optimistic |
| 3. different | K. powerful |
| 4. to provoke | L. significant |
| 5. meaningful | M. result |
| 6. consequence | N. affect |
| 7. strong | O. to take |
| 8. positive | P. unusual |

Ex. 3. Read the text to find the main information.

Text 5. THE MOST COMMON BEHAVIOUR DISORDERS IN CHILDREN

Raising children is difficult, and raising difficult children can be life disrupting. But being able to tell whether your child is just going through a stage, or if something is really wrong isn't always that easy.

A tantrum doesn't automatically mean your 2-year-old has a problem with authority, and a kindergartner who doesn't want to sit still doesn't necessarily have an attention disorder. When it comes to understanding our children's behaviour, experts say diagnoses and labels should be kept to a minimum.

Defining "Disorders"

Child psychology experts from the University of Oxford and University of Pittsburgh say that the term "disorder" should be used cautiously for children up to 5 years old, and question its validity. Professors Frances Gardner and Daniel S. Shaw say the evidence is limited that problems in preschool indicate problems later in life,

or that behavioural issues are evidence of a true disorder. “There are concerns about distinguishing normal from abnormal behaviour in this period of rapid developmental change,” they wrote.

Early Childhood Behavioural and Emotional Disorders

Rarely will a child under 5 years old receive a diagnosis of a serious behavioural disorder. However, they may begin displaying symptoms of a disorder that could be diagnosed later in childhood. These may include:

1. attention deficit hyperactivity disorder (ADHD)
2. oppositional defiant disorder (ODD)
3. autism spectrum disorder (ASD)
4. anxiety disorder
5. depression
6. bipolar disorder
7. learning disorders
8. conduct disorders

Many of these you’ve likely heard of. Others are more rare or aren’t often used outside of discussions about childhood psychology.

ODD, for instance, includes angry outbursts, typically directed at people in authority. But a diagnosis is dependent on the behaviours lasting continuously for more than six months and disrupting a child’s functioning. Conduct disorder is a far more serious diagnosis and involves behaviour one would consider cruel, to both other people as well as to animals. This can include physical violence and even criminal activity – behaviours that are very uncommon in preschool-age children.

Autism, meanwhile, is actually a broad range of disorders that can affect children in a variety of ways, including behaviourally, socially, and cognitively. They are considered a neurological disorder and, unlike other behavioural disorders, the symptoms may begin as early as infancy. According to the American Psychiatric Association, about one in 68 children are diagnosed with an autism spectrum disorder.

Behaviour and Emotional Problems

Far more likely than one of the above clinical disorders is that your young child is experiencing a temporary behavioural and/or emotional problem. Many of these pass with time, and require a parent's patience and understanding. In some cases, outside counselling is warranted and may be effective in helping children cope with stressors effectively. A professional could help your child learn how to control their anger, how to work through their emotions, and how to communicate their needs more effectively.

Ex. 4. Write out the unknown words from the text in your vocabulary notebook and look up each word in the dictionary. Choose the words which make understanding difficult. Write out the translation of the word which corresponds to the context.

VOCABULARY PRACTICE

Ex. 5. Make your own sentences with these words and phrases.

To affect children, to hold meaningful conversations, to be at the heart of life's experience, to participate in communication, problems in language development, to involve cooperative efforts, to overcome smb's disabilities, to improve peer relationships, to achieve pride and self-esteem, to have difficulty understanding and expressing language.

Ex. 6. Combine the word with its definition.

- | | |
|----------------------|---------------------------------|
| 1. hyperactivity | A. variety |
| 2. persistent | B. undisciplined |
| 3. to focus on smth | C. to deal with smth |
| 4. mood swings | D. emotional, quick |
| 5. warning signs | E. changes in the state of mind |
| 6. to cope with smth | F. excessive labor |
| 7. impulsive | G. continuous |
| 8. out-of-control | H. symbols of caution |
| 9. spectrum | I. to concentrate on smth |

Ex. 7. Do your project work.

Many children have difficulty with reading, writing, or other learning-related tasks at some point, but this does not mean they have learning disabilities. A child with a learning disability often has several related signs, and these persist over time. The signs of learning disabilities vary from person to person.

Make your project work “Children with learning disabilities. Problems and solutions”, considering the following common signs:

- Difficulty with reading and/or writing
- Problems with math skills
- Difficulty remembering
- Problems paying attention
- Trouble following directions
- Poor coordination
- Difficulty with concepts related to time
- Problems staying organized

Ex. 8. Read the text to find the main information.

Text 6. PARENTING A DIFFICULT CHILD

Every parent knows that some children are harder to handle than others. Sometimes problems occur because of personality differences between a parent and a child, but there are children with whom any parent would have trouble. The truly difficult child may have been so from infancy, given to troubled sleep, feeding problems, and perhaps many minor illnesses. The challenge grows as the child does. He is strong-willed, with powerful needs and unyielding determination, and often intensely curious about every aspect of his surroundings.

Parents of a child like this can comfort themselves somewhat in knowing that difficult children often are unusually intelligent. Some may be classified as hyperactive, but that diagnosis should not be made before the child is of school age. After a complete physical examination and sometimes psychological testing, a child may be diagnosed as hyperactive and may be prescribed medication. Some doctors

believe hyperactivity can be helped by omitting sweets and food coloring from the diet, but this is a controversial issue and hyperactivity is a controversial diagnosis, especially when it involves the prescription of medication.

It is important to accept this strong-willed child as he is and to convey your love often and sincerely. Avoid confrontation when you can by distracting the child or heading off a situation you know will cause trouble. Be firm when you have to, but save your energy for major problems by letting your child win a battle now and then. There will be periods when your child is especially hard to handle and you feel stressed. Try to find time for yourself during these periods, if only for an afternoon or evening.

While no parent enjoys disciplining their child, it is an unfortunate necessity of raising children. If you approach the task being even-minded and fair, you will feel confident in your actions. Remember, discipline is for both you and your child even if they don't understand right away.

Parenting for Childhood Success

Parenting styles are rarely to blame for childhood behavioural problems. And if you're searching out solutions to help your family cope, that's a pretty good indication that you aren't causing your child's issues. Still, parents play a crucial role in treating early childhood behavioural issues.

Parenting Styles: Which One Is Right for You?

When we talk about parenting styles, there are four main types, one of which is most effective in raising well-adjusted and well-behaved children:

1. ***Authoritarian parenting:*** Strict rules with no compromise, and no input from the children.
2. ***Authoritative parenting:*** Strict rules, but parents are willing to listen and cooperate with their children. More of a democracy than authoritarian parenting.
3. ***Permissive parenting:*** Few rules, and few demands put on children. There is little to no discipline in this home, and parents typically take on the role of friend.
4. ***Uninvolved parenting:*** No rules and very little interaction. These parents are detached and may reject or neglect their children.

Authoritative parenting is most likely to raise well-adjusted and happy children. Uninvolved parents are most likely to raise children lacking self-esteem, self-control, and general competency, say experts.

What we can learn from these parenting styles is that children need clear rules and consequences, but they also need a parent who is willing to listen and guide.

Be Patient with Your Children

Empathy, a cooperative attitude, and a calm temperament are crucial traits for parents to adopt as their child struggles. Also, knowing when to ask for help is key. If your child's behaviour becomes disruptive to the regular running of your household or their education, or if they become violent, it's time to talk to a professional.

Raising children with behavioural problems isn't easy. But before you rush to diagnose them or turn into a strict disciplinarian, reach out for help. Your pediatrician can provide insight into whether your child's behaviour is normal for their age, and provide resources for assistance.

Ex. 9. Make your own sentences with these phrases.

To handle a child, personality differences, minor illness, a strong-willed child, to convey one's love, to avoid confrontation, to cause trouble, unfortunate necessity, to raise children, to feel confident.

Ex. 10. Combine the words in the columns to make phrases.

- | | |
|--------------------|--------------------------|
| 1. the difficult | J. soul |
| 2. to try one's | K. house |
| 3. core of one's | L. on the difficult teen |
| 4. extracurricular | M. teen |
| 5. to sneak out of | N. love |
| 6. to give up | O. patience |
| 7. unconditional | P. an effort |
| 8. to make | Q. Activities |

Ex. 11. Do your project work.

Some parents feel like the consequences they give to their children aren't working – and that he's just not listening. Giving consequences is more difficult than people realize sometimes, so they beat themselves up if they feel like they've been missing the mark. There's really no perfect way to do it – some consequences are simply more effective than others. Make your project paper “Parenting is a hard work”.

Ex. 12. Make a presentation.

Child psychologists use their expertise in counseling, assessment and human behavior to help kids and teens cope with their problems and grow into successful, well-adjusted adults. Relying on research-backed techniques, these professionals help their clients to better understand the reasons behind problematic feelings and behaviors and to replace these with positive skills and strategies. Make the presentation “The role of a psychologist in work with difficult children” and describe the importance of a psychologist in solving problems of difficult children in society.

UNIT 4. EDUCATION IN UKRAINE

READING AND SPEAKING 1. EDUCATIONAL SYSTEM IN UKRAINE

PRE-READING TASKS: VOCABULARY LIST

Ex. 1. Study the vocabulary list.

waste	марнування
survey	обстеження, інспектування
to conclude	дійти висновку
to perform well	добре встигати
amount	кількість
issue	питання
to prove	довести
assignment	завдання
rote	механічне запам'ятовування
concept	поняття
value	цінність
grade	оцінка
to encourage	заохочувати
to emphasize	надавати особливого значення
to research	досліджувати
proof	доказ
resource	можливість; засіб
to share a room	жити в одній кімнаті
inequality	нерівність
to fly in the face	суперечити
opportunity	можливість
low achiever	невстигаючий учень
sick note	лікарняний
strict punishment	суворе покарання
library facilities	можливості бібліотек
to skip lessons	пропускати заняття

Ex. 2. Translate the words and word-combinations into English and make up sentences with them.

Відповідати стандартам, освіта забезпечується, вищий навчальний заклад, аспірантура, позакласні заходи, школа з правовим нахилом, технічний ліцей, обов'язкові та факультативні курси, дітей навчають, менша кількість уроків.

Ex. 3. Read the text to find the main information.

Text 1. EDUCATIONAL SYSTEM IN UKRAINE

Ukrainians have always shown a great concern for education. The right to education is stated in the constitution of Ukraine. It's ensured by compulsory secondary schools, vocational schools and higher education establishments. It is also ensured by the development of extramural and evening courses and the system of state scholarship and grants.

Education in Ukraine is compulsory up to the 9th form inclusive. Compulsory secondary education begins at the age of 6-7 and is free in state schools and fee-paying in private ones. Secondary education includes three stages: primary (1-4 grades), basic (5-10 grades) and senior (11-12 grades). If a pupil of secondary school wishes to go on in higher education, he or she must stay at school for two more years. Primary and secondary school together comprise 12 years of study. Every school has a «core curriculum» of academic subjects.

After finishing the 9th form one can go on to a vocational school which offers programs of academic subjects and a program of training in a technical field, or a profession.

After finishing the 12th form of a secondary school, a lyceum or a gymnasium one can go into higher education. All applicants must take competitive exams. Higher education institution (that is institutes or universities) offers a 4-years program of academic subjects for undergraduates in a variety of fields, as well as a graduate course, so he or she can continue their education and receive a candidate's degree or a doctoral degree.

Higher educational establishments are headed by Rectors. Vice-rectors are in charge of academic and scientific work. An institute or a university has a number of faculties, each specializing councils which confer candidate and doctoral degrees.

The system of higher and secondary education in Ukraine is going through a transitional period. The main objectives of the reforms are: to decentralize the higher education system, to develop a new financial mechanism, to give more academic freedom to faculties and students. All secondary schools, institutes and universities until recently have been funded by the state. Now there is quite a number of private

fee-paying primary and secondary schools, some universities have fee-paying departments.

Ex. 4. Comprehension questions.

1. What kinds of Ukrainian educational establishments do you know?
2. What stages of compulsory education are there in Ukraine according to the article?
3. What is vocational school?
4. What do you have to do to become a student?
5. Who can receive a candidate's degree or a doctoral degree in Ukraine?
6. Who are Ukrainian secondary schools, institutes and universities sponsored by?

Ex. 5. Agree or disagree with the statements.

1. Ukrainians do care about their education.
2. Education in Ukraine is compulsory up to the 12th form inclusive.
3. If a pupil of secondary school wishes to go on in higher education, he or she must stay at school and learn a «core curriculum» of academic subjects.
4. A «core curriculum» of academic subjects is an essential part of every Ukrainian school.
5. A vocational school usually offers only a program of training in a technical field, or a profession.
6. Receiving a candidate's degree or a doctoral degree is an essential part of obtaining higher education in Ukraine.
7. Rectors of Ukrainian universities are usually in charge of academic and scientific work.
8. The system of higher and secondary education in Ukraine is in the process of transformation at the moment.
9. Decentralization of the higher education system is one of the basic aspects in the reforming process.

Ex. 6. Make up a plan of the text and retell it.

VOCABULARY PRACTICE

Ex. 7. Fill in the gaps with one of the words from the list below.

Classroom, blackboard, bell, staffroom, sports hall, office, canteen, corridor, playground, playing fields

1. Lessons are held in the _____ .
2. Some schools have a(n) _____ where pupils can buy their lunch.
3. The _____ rings to mark the end of one lesson and the beginning of another.
4. The pupils normally go out into the _____ to take their breaks.
5. In between lessons or at breaktime, teachers gather in the _____ .
6. Game lessons are given inside in the _____ or outside on the _____ .
7. The traditional _____ is now being replaced by the whiteboard in most classrooms.
8. The pupils walk between classrooms along a _____.
9. Pupils who behave especially badly in class are sent to the headteacher`s _____.

Ex. 8. Which of the following characteristics do you like best in a teacher? Put them in order from 1-8. Discuss your answers with your group-mates.

- is friendly ____
- gives a lot of homework ____
- gives frequent tests ____
- is young and attractive ____
- has a good sense of humour ____
- keeps good control of the students' behaviour ____
- makes a subject interesting ____
- knows his or her subject well ____

Ex. 9. Read and translate the text.

TEXT 2. IS YOUR CHILD GETTING ENOUGH PHYSICAL EDUCATION?

With concerns about childhood obesity weighing on the minds of parents and educators, physical education is taking on new importance. The good news is that P.E. class is still part of most kids' school experience. But whether kids are receiving enough physical education is another matter. Experts recommend that elementary school students spend 30 minutes each school day in physical education.

The benefits of physical education class are far-reaching. A regular P.E. class not only improves kids' strength, flexibility, and endurance, it can reduce stress, strengthen peer relationships, and improve self-confidence. In school, the benefits of gym class extend to reading and math. "When kids get moving, and they have their blood pumping, and have different body chemicals that are released it helps increase alertness and mental capacity," say scientists.

In the meantime, there are things that you can do to advocate for physical education in your child's school.

- First, know that P.E. class, formerly known as "gym" class is more than play time or recess. P.E., just like any other subject, teaches kids skills and abilities – in this case they can use what they've learned to construct an active and healthy lifestyle.
- Ask your child what he/she is doing in gym class: is he/she spending most of his/her time moving? "That may seem like a basic question, but it's not." says Russell Pate, Ph.D., professor of exercise science at the University of South Carolina. "We know from many studies that in some physical education programs kids stand around a lot more than they actually move." He also suggests asking your child if she's having fun, and if she's learning lots of different sports and skills.

Ex. 10. Write out the unknown words from the text in your vocabulary notebook and look up each word in the dictionary. Choose the words which make understanding difficult. Write out the translation of the word which corresponds to the context.

READING AND SPEAKING 2. PRIMARY AND SECONDARY EDUCATION

PRE-READING TASKS

Ex. 1. Translate the words and word-combinations into English.

Право на освіту, гарантуватися, послідовні освітні програми, державний освітній стандарт, освітні установи, органи управління та інші організації, загальна освіта, професійна освіта, дошкільна освіта, початкова освіта, середня

(повна) загальна освіта, професійно-технічна освіта, вища освіта, університетський рівень, середня професійна освіта, вища професійна освіта, фундаментальний, науковий, базова вища освіта.

Ex. 2. Read the text to find the main information.

Text 3. THE NEW UKRAINIAN SCHOOL

Child's body cannot handle more than the nature has provided for their age. The reform envisages significant changes in the structure of the secondary school to deal, as much as possible, with the physical, psychological, and intellectual capabilities of children of each age category. The new framework Law "About Education" envisages three levels for complete general secondary education:

- Primary education (four years);
- Basic secondary education at secondary schools (five years);
- Specialized secondary education at focused high schools or vocational education and training centers (three years).

Total duration of complete general secondary education will increase to 12 years. In Europe, the 11-year-long post-soviet school system is still in place in Ukraine, Belarus, and Russia. In all European countries, the minimal duration of attaining complete general secondary education is from 12 to 14 years.

We see a need in harmonization at all levels of education in both liberal arts/humanities and science and technology, in maintaining our good traditions and securing a high level of education in science and ICT in every school.

Primary Education

As a rule, education will start at the age of six. Children with special needs will be able to go to school at a different age. For such children, duration of their study at a primary school may be prolonged and supplemented with a correctional developmental component.

The quality of education, in particular, in foreign languages, will be increased in every primary school. Study will be organized according to a uniform standard; no

advanced-level subjects will be introduced. This will take place to avoid social segregation and selection of children at primary school age.

The first cycle of primary education will help the pupil to get used to school life. In particular:

- Class assignments and time for their completion will be based on individual abilities;
- It will be possible to integrate educational materials into the content of related subjects or to introduce them as modules;
- The amount of home assignments will be restricted;
- Study will be organized through activities, using games methods both in and out of class;
- The teacher will be free to choose or create educational programs within the primary education standards;
- No marks will be given; the main task of the teacher is to support self-confidence and motivation for knowledge in every child.

The second cycle of primary education will form a sense of responsibility and self-dependence, in particular:

- Methods that teach children to make independent choices, to link educational material with practical life, and to take into account each pupil's personality, will be used in the process of study;
- Subject-based study is introduced; some subjects will be marked

After completion of primary school, each pupil's educational outcomes should meet the standard set for primary schools. The national final assessment of pupils in primary education will be performed exclusively for the purposes of assessing the quality of educational activities at schools, and will be performed by school teaching staff. There will be no "one-hour" special courses or subjects at the primary school (as well as at the gymnasiums or lyceum). There will be no more than 8 mandatory subjects in a single grade.

Basic Secondary Education

A special focus in the educational process will be placed on the study of the national language. At this level, foundations will be laid for each pupil's conscious self-identification as a person and a member of a family, a nation and society, giving them the ability to deal with diversity in the world and humankind with tolerance and understanding.

The first cycle will awaken and support an interest in areas of knowledge and activities envisaged within the curriculum. The second cycle of basic secondary education will contribute to educating children as responsible members of society, able to deal with everyday problems independently, and to choose a path for further education in accordance with their interests and abilities.

Education will be mostly subject-specific. Some time will be allocated to the options chosen by individuals. After completion of basic secondary education, pupils should be able to realize what values underpin their actions, rely on the strongest traits of their character, and accept responsibility for results of their actions. Educational outcomes will be evaluated through the national final attestation in the form of external independent assessment.

Profession-Oriented Secondary Education

In the framework of the profession-oriented education, a high school pupil will be able to choose one of two concentrations:

- Academic, with advanced study in certain subjects and a goal to continue education at a university;
- Professional, which, alongside attaining complete general secondary education, provides training for a first profession (does not restrict the potential for continuing education)

Obtaining specialized secondary education under academic concentration will be enabled at academic lyceums (high schools), which are, as a rule, separate educational establishments. A network of academic high schools will be established following the example of professional high schools, i.e. the third phase of schooling will be separate from the second phase. The first year of education at academic high schools will be transitional. At this stage, the pupil still can change their direction of

study. Pupils will be able to select not only subjects, but the levels of their complexity as well. Academic high school leavers will be subject to the national final attestation in the form of the external independent assessment.

Leavers of professional high schools and colleges will take the national final attestation (NFA) in the form of the external independent assessment. Leavers of professional high schools and colleges who successfully pass NFA in the form of EIA will be able to enter higher educational establishments, and college leavers will be able to study at universities under an accelerated programme. Young people who completed profession-oriented schools will understand their future role in the family, their professional field, and society.

Ex. 3. Write out the unknown words from the text in your vocabulary notebook and look up each word in the dictionary. Choose the words which make understanding difficult. Write out the translation of the word which corresponds to the context.

VOCABULARY PRACTICE

Ex. 4. Match the words with their definitions.

1. postgraduate programme	a) a course of study in which student and tutors communicate by post
b) compulsory education	b) a system that checks progress over a period of time
c) further education	c) a university studies at a more advanced level than a first degree
d) corporate training	d) the school where children between 4 and 11 go to in the UK
e) primary school	e) education for business people
f) continuous assessment	f) the number of years at school that you have to
g) correspondence course	g) where you can go to study after you leave school

Ex. 5. State if these sentences are true or false.

1. The system of education in Ukraine matches the standards of the developed countries.
2. Pre-school education is fee-paying.
3. Most parents take their children to kindergartens at the age of 8.
4. Children are not taught the basics of arithmetic, reading and writing in senior groups.
5. Compulsory secondary education begins at the age of 9-10 and is free in private schools.
6. There are schools with different specializations in our country.
7. Children don't like extra-curricular activities.
8. There are no higher educational establishments in our country.

Ex. 6. Read the text to find the main information.

Text 4. ELEMENTARY EDUCATION

Since 2018, Ukrainian school education has been extended from 11 to 12 years. It now includes four years of elementary education, five years of middle school education, and three years of upper secondary (specialized) education. The changes will be implemented in the three levels in 2018, 2022, and 2027, respectively, beginning with the elementary stage. Education is provided free of charge at public schools, and is compulsory through grade 12 under the new system. However, pupils who started studying under the old system can still leave school after 11 years.

Elementary education starts at the age of six and is four years in length. The cycle is further subdivided into two phases: A basic phase 1 (grades one and two) that focuses on adaptation to school through play, while phase 2 (grades three and four) focuses on developing responsibility and independence. Children are admitted to school based on their place of residence. Each school serves a specific geographic area and guarantees seats for all school-age children residing in the area. There are no separate entrance examinations.

The curriculum includes reading, writing, mathematics, physical education, nature, art, and music. Not all courses at this level are graded, but grade four

concludes with a state examination that measures performance in Ukrainian (or another native language), reading, and mathematics.

Basic Secondary Education (Middle School)

Basic secondary education lasts five years (grades five to nine) and is open to all pupils who successfully completed elementary education. The general core curriculum includes subjects like Ukrainian language and literature, foreign language, history, mathematics, biology, chemistry, physics, physical education, music, and art. Assessment and promotion are primarily based on examinations. At the end of ninth grade, students sit for final state exams. Those who pass are awarded a “certificate of completion of basic secondary education”. The grading scale used at all levels of schooling is the 12-point scale shown below.

Upper-Secondary Education (Specialized Secondary Education)

All graduates of basic secondary education are eligible to enroll in upper-secondary school. Under the new regulations that will be in place by 2027, upper-secondary education will be three years in length (grades 9 to 12) instead of two years (grades 9 to 11). This will align the Ukrainian system with the 12-year systems found in most of the world.

Both the old and new systems introduce curricular specializations at the upper-secondary level. However, the new system will be designed to allow students greater flexibility in choosing their electives. Students will be able to choose between academic and professional tracks studied at either academic or professional lyceums. Within these tracks, students study a general academic core curriculum in addition to specializing in academic or vocational fields. While studies in the academic track are designed to prepare students for further university education, the professional streams prepare students for employment as well as admission to higher education. It should be noted, however, that not all schools offer specialization tracks. and that many students presently attend general secondary programs.

As of 2019, all graduates who pass the final state examinations receive a “certificate of completed general secondary education”, a credential formerly also called the “certificate of completed secondary education”. The certificate lists a large

number of subjects that span the entire curriculum, as well as three state examination subjects (Ukrainian language and literature, mathematics or history of Ukraine, and one subject of choice). In addition, students are required to sit for standardized tests that are externally assessed by the Ukrainian Center for Educational Quality Assessment. These standardized tests are used for university admissions.

More than 99 percent of upper-secondary school students are enrolled in public schools, per UNESCO. Private education does not play a significant role in the Ukrainian school system. In 2013 the completion rate exceeded 95 percent, and more than 80 percent of graduates enrolled in higher education programs.

Ex. 7. Write out the unknown words from the text in your vocabulary notebook and look up each word in the dictionary. Choose the words which make understanding difficult. Write out the translation of the word which corresponds to the context.

VOCABULARY PRACTICE

Ex. 8. Match the following English words with their Ukrainian equivalents.

- | | |
|---------------------------------|-----------------------|
| 1. appointment of staff | a) обов'язковий |
| 2. nursery school, kindergarten | b) аспірант |
| 3. compulsory | c) призначення кадрів |
| 4. headmaster / headmistress | d) кандидат наук |
| 5. deputy head | e) початкова школа |
| 6. school leaver | f) директор школи |
| 7. postgraduate | g) дитячий садок |
| 8. Candidate of Science | h) агрономія |
| 9. fee-paying | i) профтехучилище |
| 10. vocational training school | j) завуч |
| 11. primary school | k) випускник школи |
| 13. psychology | l) платний |
| 14. law | m) психологія |
| 15. sociology | n) правознавство |

- | | |
|-----------------|--------------------|
| 16. agriculture | o) соціологія |
| 17. engineering | p) предмет |
| 18. subject | q) машинобудування |

READING AND SPEAKING 3. HIGHER EDUCATION SYSTEM IN UKRAINE

PRE-READING TASKS: VOCABULARY LIST

Ex. 1. Study the vocabulary list.

to enter	вступати
level	рівень
to obtain	отримати
limited	обмежений
approximately	приблизно
adult	доросла людина
tuition	навчання
free	безкоштовний
scholarship	стипендія
expense	витрата
accommodation	житло, квартира
undergraduate	студент
degree	ступінь
to complete	закінчувати
science	природничі науки
postgraduate course	аспірантура
graduate	той, хто має вчений ступінь; випускник
to conduct (research)	проводити (дослідження)
to take/make notes	вести конспект
except	за винятком, крім
occasional	що відбувається час від часу, іноді
precise	точний
term	семестр

Ex. 2. Read and translate the text.

Text 5. THE OFFICIAL BOLOGNA PROCESS

A European reform process aimed at creating the European Higher Education Area. The aim of the Bologna Process is to create a European Higher Education Area (EHEA) based on international cooperation and academic exchange that is attractive

to European students and staff as well as to students and staff from other parts of the world.

The envisaged European Higher Education Area will

- facilitate mobility of students, graduates and higher education staff;
- prepare students for their future careers and for life as active citizens in democratic societies, and support their personal development;
- offer broad access to high-quality higher education, based on democratic principles and academic freedom.

Why is it called Bologna Process and who participates?

The Bologna Process is named after the Bologna Declaration, which was signed in the Italian city of Bologna on 19 June 1999 by ministers in charge of higher education from 29 European countries. Today, the Process unites 46 countries - all party to the European Cultural Convention and committed to the goals of the European Higher Education Area. An important characteristic of the Bologna Process - and key to its success - is that it also involves European Commission, Council of Europe and UNESCO-CEPES, as well as representatives of higher education institutions, students, staff, employers and quality assurance agencies.

What are the reforms all about?

- Easily readable and comparable degrees organised in a three-cycle structure (e.g. bachelor-master-doctorate): Countries are currently setting up national qualifications frameworks that are compatible with the overarching framework of qualifications for the European Higher Education Area and define learning outcomes for each of the three cycles.
- Quality assurance in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).
- Fair recognition of foreign degrees and other higher education qualifications in accordance with the Council of Europe/UNESCO Recognition Convention.
- Work is also undertaken in areas of broader societal relevance, such as the links between higher education, research and innovation; equitable participation and lifelong learning.

The ongoing reforms will have a strong impact on how European higher education relates to higher education in other parts of the world, which is why Ministers have adopted a Strategy for the European Higher Education Area in a Global Setting.

Ex. 3. Comprehension questions.

1. At what age do children start to go to school in your country?
2. Is education mandatory (children MUST go to school) in your country? If so, until what age?
3. Are most schools coeducational (boys and girls study together) in your country?
4. What did you like to study most in your school days? Why?
5. Did you have to do a lot of homework when you were a pupil?
6. What makes a "good student"?
7. What makes a "good teacher"?
8. Do you think your education will be helpful to you? Why or why not?
9. How do you think education could be improved in your country?
10. Do you think education should be free? Why or why not?
11. In your opinion, what is the most important aspect of education?
12. Why do some children have trouble doing schoolwork? How can we help them?
13. Do you think teachers get paid enough? How much should they be paid?
14. Do you think language education could be improved? If no, why not? If yes, how could it be improved?
15. Which do you think is more valuable, the experience we get on the job or in society or the theoretical knowledge we learn in schools?

VOCABULARY PRACTICE

Ex. 4. Read these sentences spoken by university students. What is each person studying?

1. We have to know every bone in a person's body.
2. I'm concentrating on the modernist style and the work of Le Corbusier.

3. The way we use fertilizers is much more precise than twenty years ago.
4. We're going to concentrate on Freud and Jung this term.
5. I've been reading some books on time management.
6. Expressionism was really a reaction to the work of the Impressionists.
7. We've spent a lot of time on American foreign policy and how it has been affected by various domestic problems.
8. You must know this case – it's one of the most famous in legal history.

Ex. 5. What do you call.

- 1) the money some students receive if they get a place at university?
- 2) the qualification you get at the end of university?
- 3) the name we give students during this period at university?
- 4) teachers at university?
- 5) students when they have completed their first degree?
- 6) students studying for a second degree?
- 7) the study of one subject in great depth and detail, often to get a new information?
- 8) the talks that students go to while they are at university?

Ex. 6. Read the article.

If you want to **go to** (= enter) university, you must first **pass examinations** that most students take at the age of eighteen (called 'A' levels). Most students take three "A" levels (three examinations in three different subjects) and they must do well in order to **get/obtain** a place at university because the places are limited. At the moment, approximately 30 % of young adults go to university in Britain.

If you get a place at university, the **tuition** (= the teaching) is free, and some students also **get** (= receive) **a grant** (= money to pay for living expenses, e.g. food and accommodation) as well. Students at university are called **undergraduates** while they are studying for their first degree.

Most university courses **last** (= go on for/continue for) three years, some courses last four years, and one or two courses, e.g. medicine, may be longer. During

this period students can say that they are **doing/studying** history, or **doing/studying for** a degree in history, for example. When they finish the course and pass their examinations, they receive a **degree** (the qualification when you complete a university course successfully). This can be a **BA** (= Bachelor of Arts) or a **BSc** (=Bachelor of Science), e.g. I have a friend who has a BA in history, and another who has a BSc in chemistry.

When you complete your first degree, you are a **graduate**. (In the US, students also use this word as a verb and say, they ‘graduated in history’ or ‘graduated in chemistry’, for example.) Some students then go on to do a second course or degree (**postgraduate course/ postgraduate degree**). These students are then **postgraduates**. There are usually three possible degrees:

- MA (Master of Arts) or MSc (Master of Science), usually one year;
- MPhil (Master of Philosophy), usually two years;
- PhD (Doctor of Philosophy), at least three years.

When people study one subjects in great detail (often to find new information), we say they are **conducting/doing/carrying out research**; e.g.

I’m **doing** some **research into/on** the languages of different African tribes.

school vs. university

At school, you have **teachers** and **lessons**, at university, you have **lecturers** and **lectures**. When a lecturer **gives/does a lecture**, the students listen and **take/make notes**(= write down the important information), but do not usually say much, except to ask occasional questions.

Ex. 7. Read the text to find the main information.

Text 6. THE STRUCTURE OF HIGHER EDUCATION SYSTEM IN UKRAINE

The structure of higher education system in Ukraine is based on the education systems of the developed nations of the world in accordance with recommendations from the UNESCO, UN and other international organizations. Higher education is an integral part of the Ukrainian education system as laid down in the Law of Ukraine

“On Education”. The system provides thorough academic, professional and practical training with the following degrees: Junior Bachelor, Bachelor, Master.

Higher education can be obtained in higher education establishments of a certain level of accreditation. The applicants must have either basic general secondary education, complete secondary education, or hold degrees of the Junior Bachelor or Bachelor, as well as of the Master if they apply for a postgraduate degree.

The students can take either the full-time courses (day), part-time courses (evening classes, distance learning), or take a combination of these. Sometimes they can do an external course.

Admission to higher educational establishments is selective and depends on the applicants' ability; it does not depend on the ownership type of the education establishment or the sources of money to pay tuition fees.

According to their status, all education establishments fall into four categories:

- First level – the technical school, vocational school, or other schools of the same level;
- Second level – the college, or other establishments of the same level;
- Third and fourth levels (according to their accreditation) – the institute, conservatory, academy, university.

The higher education establishments can award degrees:

- Junior Bachelor (technical schools, vocational schools, and other education establishments of the first accreditation level);
- Bachelor (colleges and other education establishments of the second accreditation level);
- Master (education establishments of the third and fourth accreditation level)

The multi-layer structure of the higher education system means that on completion of education on a given level, students obtain a corresponding degree and can move up from level to level.

According to the structure of the higher education system, the first level leads to Junior Bachelor Diploma, the second level to Bachelor's Degree (basic higher education), the third to Master's Degree (complete higher education).

Accredited education establishments provide instruction according to their accreditation level. However, the higher the accreditation level of an education establishments is, the more options it can offer its students, who can graduate it with a diploma or degree of any chosen level.

Being a participant of the Bologna process, Ukraine joined common European education system, as well as European academic research community. In this way it will take part in creation of the "Europe of Knowledge", and became more competitive.

Ex. 8. How similar is university education in your country? Answer these questions.

1. Do you need to pass examinations before you can go to university?
2. Do any students get a grant to study at university?
3. Is the tuition free if you go to university?
4. Do most students go to university at the age of 18 or 19?
5. Do most degree courses last three years?
6. Do you have similar postgraduate degrees in your country?
7. Do you think higher education should be free or fee-paying? Give your reasons.
8. Would you like to study abroad? Why?

VOCABULARY PRACTICE

Ex. 9.1. Read the article.

The five myths of distance learning

Myth 1: Online universities can offer as good an education as any traditional school. You just have to choose the right online course. Many of these now allow students to interact with expert teachers and learn through the Internet.

Myth 2: While this may be true of cheap schools or “fake” schools, degrees from properly accredited schools are accepted by employers in the same way that traditional degrees are accepted.

Myth 3: Qualifications from accredited online schools will be accepted by traditional institutions in the same way that grades and qualifications from “regular” colleges are accepted.

Myth 4: Anyone can claim to be an accredited agency, and many do. However, in order to be widely accepted, your degree needs to come from a college approved by your country's educational bodies. Always check with them first to avoid studying for an unrecognised qualification.

Myth 5: While some online students choose accelerated courses, others select online schools that let them do their work slowly, over a longer period of time. Just like traditional schools, some online institutions are known for being easier and others are known for being harder. Flexibility is key in the world of distance learning and the majority of online courses can change to fit your needs.

9.2. Complete each part of the reading about distance learning with a heading (a-f) below. There is one extra and incorrect heading.

- a) Distance learning credits don't transfer to other colleges.
- b) Online schools are faster and easier than traditional schools.
- c) Distance learning schools aren't as good as traditional schools.
- d) Distance learning is cheaper than traditional learning.
- e) Accredited schools always offer a good education.
- f) Employers won't accept degrees from distance learning universities.

9. 3. Find a word in the text which means the same as the following:

- 1. A common but untrue belief _____
- 2. Something that looks genuine but isn't _____
- 3. Officially recognised or approved (school) _____
- 4. Fast or speeded up _____

5. The ability to change_____

6. Communicate with_____

9.4. Read the text again and decide if these statements are true or false.

1. The courses at many online universities are equal to any traditional university.

2. Employers actually prefer degrees from online universities.

3. Qualifications from schools which are officially approved won't necessarily mean much to anyone.

4. Make sure your course is with a recognised educational body.

5. The main benefit of online learning is that it can fit your way of working and requirements.

Ex. 10. Read the article and choose the right alternative to complete the gaps.

Benefits of Continuing Education

Do you have a dead end job where there are few, if any, opportunities for ___1___? If this describes you, there are still opportunities to make a career transition to pursue the job you've always wanted. To make a career change, you might have to obtain more ___2___. Whether you enjoy learning or want a higher paying job, continuing education can be pursued at anytime during one's working life.

In fact, continuing education can open up previously closed doors or lead to better job opportunities. Continuing education usually refers to college courses or other ___3___ training obtained by older adults or working professionals. Economic conditions are one of the main reasons driving demand for continuing education, and many people ___4___ in continuing education programs during recessions. Likewise, during recessions, many workers seek to improve ___5___ to remain hired or find new job opportunities.

The following benefits can be derived from obtaining more education:

- Those with jobs who obtain graduate ___6___ improve promotion opportunities and can qualify for higher wages. It is often required to ___7___

specialized training to qualify for certain jobs, such as management or administration positions.

- Continuing education is the way to develop new skills or ___8___ necessary for a career transition.

- Continuing education is a great way to learn about ___9___ of personal interest. Courses taken do not necessarily have to be related to an individual's job.

- Obtaining additional education or completing a college ___10___ can enhance self-image and have positive effects on other aspects of a person's life

Some people enroll in college because they love learning, while some do so to qualify for certain jobs. However, many people feel unable to re-enroll in college since they must keep their ___11___ jobs. Working professionals wanting to keep their jobs but obtain more education can enroll in online continuing education programs.

People can return to school at any age. In fact, many older adults and working professionals are taking advantage of the opportunities provided by returning to college or earning additional degrees.

- | | | | |
|--------------------|---------------|-----------------|--------------------|
| 1. a) improvement | b) promotion | c) qualifying | d) growing up |
| 2. a) organization | b) assignment | c) education | d) self-correction |
| 3. a) vocational | b) industrial | c) vacation | d) academic |
| 4. a) submit | b) subscribe | c) apply | d) enroll |
| 5. a) competent | b) skills | c) grades | d) methods |
| 6. a) degrees | b) thesis | c) records | d) grades |
| 7. a) graduate | b) end up | c) complete | d) submit |
| 8. a) knowledges | b) research | c) researches | d) knowledge |
| 9. a) subjects | b) objects | c) somewhat | d) approach |
| 10. a) curriculum | b) program | c) requirements | d) coursework |
| 11. a) full-time | b) overtime | c) ultimate | d) timely |

Ex. 11. Write an essay on one of the topics.

1. The roots of education are bitter, but the fruit is sweet. (Aristotle)

2. A good education is a great asset in life.
3. Education is useless without wit.
4. It is never too late to mend.
5. Where interest lags memory lags too. (Goethe)
6. Activity is the only road to knowledge. (G. B. Shaw)
7. Examinations are formidable even for the best prepared, for the greatest fool can ask more than the wisest man can answer.
8. As knowledge increases wonder deepens. (Ch. Morgan)
9. Arrogance, pedantry, and dogmatism are the occupational diseases of those who spend their lives directing the intelligence of the young. (H.S. Canby)
10. A learned fool is one who reads everything and remembers it. (J. Billings)
11. God sells knowledge for labour and risk. (Chinese proverb)
12. It is the great art of the teacher to awaken joy in creative expression and knowledge. (A. Einstein)

UNIT 5. EDUCATION IN GREAT BRITAIN

READING AND SPEAKING 1. EDUCATIONAL SYSTEM IN GREAT BRITAIN

PRE-READING TASKS: VOCABULARY LIST

Ex. 1. Study the vocabulary list.

degree	ступінь
to attend	відвідувати
Fellow	викладач, член ради коледжу
secondary school	середня школа
comprehensive school	загальноосвітня школа
option	вибір
independent	самостійний, незалежний
public school	закритий приватний привілейований середній навчальний заклад (у Великій Британії)
selection	відбір
influential	впливовий
further education	подальша освіта
to award	нагороджувати
to govern	керувати
curriculum	навчальна програма
vocational	професійний
infant school	школа в Британії для дітей віком від 4 до 8 років
junior school	школа в Британії для дітей віком від 7 до 11 років
boarding school	школа-пансіон, де деякі або всі учні живуть, як і вчаться, протягом семестру
Doctor of Philosophy(PhD)	кандидат наук (англ.)
Master of Arts (MA)	магістр мистецтва, магістр гуманітарних наук
Master of Science (MSc)	магістр природничих наук
Bachelor of Arts (BA)	бакалавр мистецтва, бакалавр гуманітарних наук
Bachelor of Science (BSc)	бакалавр природничих наук

Ex. 2. Try to answer these True/False statements by guessing, then read the text and find out if your guesses were correct.

1. Children go to junior school at the age of 7.
2. Most secondary schools in Britain are private schools.
3. In boarding schools pupils live during term-time.
4. Further education means post-school education.
5. Attending lectures is compulsory for Oxford and Cambridge students.

6. The Department of Education and Science has a lot of control over the curriculum of any university.

Ex. 3. Read the text to find the main information.

Text 1. EDUCATION IN GREAT BRITAIN

Around half of 3 and 4-years-olds in Britain receive nursery education – they attend nursery schools and many other children attend pre-school playgroups. Some parents send their children to private (fee-paying) nursery schools or kindergartens.

Full-time education is compulsory for all children aged between 5 and 16 (inclusive). Children first attend infant schools and move to junior schools or departments at 7.

The usual age for transfer from primary to secondary school is 11 (12 in Scotland). At the age of 16 pupils (students) may continue their secondary studies for 2 years (sixth form), leading most typically to an A-level qualification. The leaving age for compulsory education was raised to 18 by the Education and Skills Act (2008). The change will take effect in 2013 for 17 year olds and 2015 for 18 year olds. State-provided schools are free of charge to pupils and there is also a tradition of independent schooling. Parents may choose to educate their children by any suitable means.

The independent school sector is separate from the state educational system. An independent school in the United Kingdom is funded by private sources in the form of tuition charges and gifts. The most important of the independent schools are the public schools. In England and Wales the term “public school” refers to a privately funded independent school which had its origin in medieval schools.

About seven per cent of pupils go to private schools. These schools do not receive any money from the state: parents pay for their children. Most of these schools are single-sex boarding schools, that is, for boys or girls only, where students live during term-time. Usually they are very expensive, but their standards are very high.

Most pupils in Britain schools wear school uniform. The favourite colours for school uniforms are blue, grey, black and maroon.

The next stage in the British educational system is further education much of which is vocational. This term usually means post-school, non-university education. Young people have several options at 16. They can stay on at school until the age of 18 or leave school but continue full-time education in a further education college which prepares a variety of professions for industry, commerce and administration. Such colleges have various titles – colleges of further education, colleges of technology, colleges of commerce, colleges of art, agricultural colleges, drama schools, art schools, ballet schools, schools of librarianship, etc. A large proportion of further education establishments are independent or private, i.e. fee-paying.

There are 91 universities in Britain (including the Open University), 47 colleges of higher education and 30 polytechnics. Universities offer three- and four-year degree courses; colleges of higher education offer two-year Higher National Diploma courses and degree courses. A degree is a qualification you get from university when you pass your final exams.

The titles for a first degree are Bachelor of Arts (BA), Bachelor of Science (BSc) or BEd (Bachelor of Education) and for a second degree Master of Arts (MA), Master of Science (MSc) and Doctor of Philosophy (PhD or DPhil).

British Universities are independent, self-governing institutions. They all receive financial support from the state, but the Department of Education and Science has no control over their curriculum, examinations, appointment of staff, or the way in which money is spent.

The university is like a federation of colleges. It arranges the courses, the lectures and the examinations, and awards the degrees. Each college has its own building, its own staff and students. The colleges are governed by twenty to thirty 'Fellows'. Fellows of a college are 'tutors' (teachers, often called 'dons').

Undergraduates – students who are studying for degrees – go to lectures, but most of the work takes place in tutorials: lessons in groups of ten or more when the students discuss their work with the lecturer.

In Oxford and Cambridge the study system is based on tutorials which take place once a week. Attending lectures is optional for Oxford and Cambridge students.

The Open University was founded for those people who, for some reason, had no chance to enter any of the other universities. It takes both men and women at the age of 21 and over. Its degrees are the same as those of other universities.

Most British students go to university a long way from their home town. They think going to university is a time to be independent. Until 1998, British students did not pay for university. Now they must pay about £ 1,000 a year. Many students, whose parents do not earn a lot of money, are given a grant. Some students borrow money from the bank, which must be paid back after they leave university. In fact the grant is not large enough. Students often work during the holidays to earn more money.

Ex. 4. Comprehension questions.

1. Where do children in Great Britain receive nursery education?
2. Which schools do the pupils attend first?
3. What is the usual age for transfer from junior to secondary schools?
4. What is an independent school?
5. Is the independent school sector separate from the state educational system?
6. Are the public schools expensive?
7. What does the term „further education” mean?
8. Which options do the young people have at 16?
9. Does the Department of Education and Science have any control over the universities?
10. What degrees do the universities award?
11. What do you know about the Open University?

Ex. 5. Complete the sentences.

1. Full-time education is compulsory
2. Children receive nursery education at... .

3. The leaving age for compulsory education
4. Usually children go from junior to secondary school at ...
5. An independent school is funded by... .
6. British universities award such titles:
7. A lot of further education establishments are

VOCABULARY PRACTICE

Ex. 6. Fill in the gaps with the correct word(s) from the list below.

Options, variety, vocational, financial support, are governed, federation, wear, tutorials, university

1. Further education in Britain is mainly _____ .
2. A further education college prepares a _____ of professionals for industry, commerce and administration.
3. The university is like a _____ of colleges.
4. Most pupils in Britain _____ school uniform.
5. The _____ arranges the courses, the lectures and the examinations, and awards the degrees.
6. Young people have several _____ at 16.
7. The colleges _____ by Fellows.
8. British universities receive _____ from the state.
9. In Oxford and Cambridge the study system is based on _____ .

Ex. 7. Put the following events in the logical order.

1 a) take an exam b) pass an exam c) study for an exam

2 a) go to college b) go to secondary school c) go to kindergarten

3 a) learn b) listen c) forget

4 a) be a teacher b) be a schoolchild c) be an undergraduate

5 a) have a lesson b) do homework c) take a test

Ex. 8. Match the words to make collocations.

- | | |
|---------------|--------------|
| 1. academic | a) thesis |
| 2. lifelong | b) education |
| 3. secondary | c) truant |
| 4. defend | d) degree |
| 5. play | e) research |
| 6. master's | f) learning |
| 7. compulsory | g) school |

Ex. 9. Read the text to find the main information.

Text 2. THE BRITISH EDUCATIONAL SYSTEM

Education in Britain is compulsory from 5 till 16. The first stage is primary school (5-11). Children start primary school at 5 and continue until they are 11. In primary schools pupils are taught the so-called three "R": reading, writing and arithmetic.

The second stage is secondary school, which children start at 11. Secondary schools are called comprehensive, they are free and take children of all abilities, without entrance exams. There are also grammar schools which take children who pass the 11 plus exams. At 16 pupils take a national exam called GCSE (General Certificate of Secondary Education or "O" level (Ordinary) and they can leave school if they wish and start working. This is the end of compulsory education. Some 16-year-olds continue their studies in the 6th form (at school or at a sixth-form college). The 6th form prepares pupils for a national exam called "A" level (advanced) at the age of 18. You need "A" level to enter a university. If you don't enter a university you can go to college of further education to study more practical things such as hairdressing, typing, cooking etc.

The third stage is further education at university or college. Universities and colleges of higher education accept students with "A" levels. Most students graduate at 21 or 22 and are given their degree. Generally universities award two kinds of degree: the Bachelor's degree and the Master's degree. Altogether in

Britain there are about 100 universities. The oldest and the most famous of them are Oxford and Cambridge.

In Britain there are also private schools. They are expensive but considered to provide a better education and good job opportunities. Private schools are boarding schools, where the children actually live in the school. The most famous private schools are called “public” schools and they have a long history and traditions. Children from wealthy and aristocratic families often go to the same public schools as their parents and grand parents. The best known of these schools is **Eton**.

Some more facts about education in Britain:

- The academic year in Britain usually begins in September runs to early July; it has three terms, divided by the Christmas and Easter holidays. In addition all schools have a “half-term” holiday lasting for a few days or a week, in the middle of each term.
- Compulsory education is free.

In Britain education is compulsory, but schooling is not. It means that parents have right to educate their children at home if they wish. But the authorities have no right to enter people’s homes or make routine checks on children’s progress. The responsibility rests on the parents.

Conclusion:

1. There are **three stages** of education in Britain:
 - **the first stage** is primary education (5-11). There are infant schools (5-7) and junior school (7-11). In primary schools pupils are taught the so-called three “R”: reading, writing and arithmetic.
 - **the second stage** is secondary education (11- 18) Two last years (6th form) may be spent in a separate sixth-form college, which concentrates on career training.
 - **the third stage** is further education at university or college.
2. There is **the National Curriculum (государственный учебный план)**, which was introduced in Britain in 1988. It tells pupils what subjects they have to study, what they must learn and when they have to take **assessment** tests.

3. There are **three types of state secondary schools in Britain:**

- 1) grammar schools (for the most intelligent children)
- 2) modern schools (for less intelligent children)
- 3) comprehensive schools (for children of all abilities, without entrance exams)

Grammar schools lead towards higher education, the others give general education to prepare students for employment.

VOCABULARY PRACTICE

Ex. 10. Choose the correct variant.

1. Music, English and Mathematics are different sorts of _____ .

- a) terms b) curricula c) qualifications d) subjects

2. The _____ are the teachers working in a school.

- a) pupils b) staff c) persons d) helpers

3. The person in charge of a school is called the _____ or the _____ .

- a) headmaster/headmistress b) deputy head c) staff d) teacher

4. A school where the pupils are made up of both boys and girls is called a _____ school.

- a) single b) co-educational c) preparatory d) public

5. In England and Wales, the school year is divided into three _____ .

- a) terms b) times c) years d) months

6. The _____ is everything that is taught in a school.

- a) material b) subject c) curriculum d) term

7. Education in Great Britain from 5 to 16 is divided into two levels – _____ and _____ .

- a) primary/secondary b) public/primary c) infant/junior d) elementary/infant

8. If you want to know what day or time you have a particular lesson, you can always look at the _____ .

- a) subject b) term c) time-table d) curriculum

9. A _____ school is one where pupils live all the time and only go home to their families in the holidays.

a) junior b) primary c) public d) boarding

10. Most children in Great Britain go to _____ schools.

a) state b) boarding c) public d) single-sex

Ex. 11. Translate the words and word-combinations into Ukrainian.

Stage, grammar school, national exam, General certificate of secondary education, further education, to accept, to graduate from, to provide education, private school, boarding school, public school, assessment.

Ex. 12. Match the words to make collocations.

- | | |
|---------------|---------------|
| 1. do | a) assessment |
| 2. take | b) progress |
| 3. higher | c) education |
| 4. make | d) learning |
| 5. continuous | e) one's best |
| 6. high | f) school |
| 7. distance | g) exams |

READING AND SPEAKING 2. SCHOOLING IN THE UNITED KINGDOM

PRE-READING TASKS: VOCABULARY LIST

Ex. 1. Study the vocabulary list.

nursery, day care center(in the US) – a place where small children between three and five years old are looked after while their parents are at work

playschool (in Britain **playgroup**) – a type of school where children below school age meet regularly and play together while supervised by adults

nursery school – school for children from two or three to five years old (= kindergarten)

infant school – a school in Britain for children aged between four and eight

first school – a school in Britain for children between the ages of 5 and 8 or 9

primary school – a school for children in England and Wales between 5 and 11 years old

elementary school / grade school – a school in the US where basic subjects are taught for the first six years of a child's education

junior school – a school in Britain for children from the ages of 7 to 11

junior high school – a school in the US and Canada for children aged between 12 and 14

middle school:

(1) a school in Britain for children between the ages of 8 and 12;

(2) a school in the US for children between the ages of 11 to 14

secondary school – a school for children between the ages of 11 and 16 or 18

high school – a secondary school in the US and Canada for children of 14 or 15 to 18 years old

preparatory school / prep school:

(1) a private school in Britain for children between 8 and 13 years old whose parents pay for their education;

(2) a school in the US, usually a private one, that prepares students for college

public school:

(1) a private school in Britain, esp. England for children aged between 13 and 18 whose parents pay for their education. Public school usually provide food and accommodation for pupils;

(2) a free local school in the US, Australia, Scotland controlled and paid by the government

private school – a school where education must be paid for by the children's parents

comprehensive school / comprehensive – a state school in Britain for children over the age of 11 of different abilities

grammar school – a school in Britain for children over the age of 11 who have to pass a special examination to go there. The school concentrates on academic rather than technical or practical courses.

state school a British school which receives money from the government and provides free education

academy – a secondary school in Scotland that prepares pupils for higher education

boarding-school – a school where some or all of the pupils live as well as study during the term

day-school – a school attended daily by pupils living at home

night school – lessons given in the evening for adults in a wide range of subjects, eg languages, sport or cooking

Sunday school – a class held on Sundays at which children learn about the Christian religion

finishing school – a private, expensive school where girls are taught how to behave in fashionable society

independent school – a school not owned or paid for by the government

single-sex school – a school where only boys or girls are taught

coeducational school – a school where only boys or girls are taught together; the system of educating boys and girls together in the same building and classes

Ex. 2. Read the text to find the main information.

Text 3. SCHOOLING IN THE UNITED KINGDOM

The quality of a country's future life, commercially, industrially and intellectually, depends on the quality of its education system. From the end of the World War II the state in the United Kingdom provides a full range of free educational facilities. Those parents who prefer to send their children to private institutions, and could afford it, are free to do so.

The organization of state schooling is not as centralized as in most European countries. Firstly, there is no prescribed curriculum. Secondly, the types of school available and the age ranges for which they cater vary in different parts of the country. In each area Local Education Authority is responsible for education. At any publicly-maintained school no tuition fees are paid. State schooling in the United Kingdom is financed partly by the Government and partly by local rates.

Schooling is voluntary under the age of five, but there is some free nursery school education before that age. Primary education takes place in infant schools for pupils aged from five to seven and junior schools from eight to eleven . Some areas have a different system in which middle schools replace junior schools and take pupils aged from nine to twelve. Secondary education has been available in Britain since 1944. It is compulsory up to the age of sixteen, and pupils can stay at school voluntarily for up to three years longer.

Until 1964 children took an “eleven plus” exam at the age of eleven. At this exam they were selected, or “streamed” according to their current level of academic attainment, for training in different types of secondary schools. Grammar schools provided a mainly academic course for the top 20 percent; modern schools provided general education with a practical bias.

In 1965 non-selective comprehensive schools were introduced. Most local education authorities have now completely changed over to comprehensive schooling.

At the age of sixteen pupils take school-leaving examinations in several subjects at the Ordinary level. The exam was conducted by eight independent examining boards, most of them connected with the university. This exam was called the General Certificate of Education. Pupils of comprehensive school had taken the examination called the Certificate of Secondary Education either with or instead of the General Certificate of Education, Ordinary level.

The examination for the General Certificate of Education of Advanced (“A”) level was taken two years after the Ordinary level exam. It was the standard for entrance to University and to many forms of professional training. In 1988 both examinations were replaced by the more or less uniform General Certificate of Secondary Education.

The private sector is running parallel to the state system of education. There are about 2500 fee-charging independent schools in Great Britain. Most private schools are single-sex until the age of 16. More and more parents seem prepared to take on the formidable extra cost for education. The reason is the belief that social advantages

are gained from attending a certain school. The most expensive day or boarding schools in Britain are exclusive public schools like Eton college for boys or St. James' school for girls.

Ex. 3. Write out the unknown words from the text in your vocabulary notebook and look up each word in the dictionary. Choose the words which make understanding difficult. Write out the translation of the word which corresponds to the context.

Ex. 4. Comprehension questions.

4.1. Read the text 'Schooling in the United Kingdom'. Find out what information the following dates and figures deal with: 1944, 1964, 20, 1965, 2500, 16.

4.2. Answer the questions:

1. What is State schooling in the United Kingdom characterized by ?
2. When do they start education in Britain ?
3. What are the stages of schooling in the United Kingdom ?
4. Is secondary education selective or non-selective in Britain ?
5. According to what principles were children streamed until 1965 ?
6. What are the recent government measures in the sphere of education ?
7. What kind of school-leaving exams do children take at schools in Britain ?

VOCABULARY PRACTICE

Ex. 5. Complete the text with the words from the box.

a) compulsory b) exams c) reports d) marks e) state f) fee g) secondary h) private i) primary

In many countries school is ___1___. Pupils usually attend ___2___ school. Then they move to ___3___ school. Most pupils attend ___4___ schools, which are free. Some parents send their children to ___5___ schools, where they have to pay a ___6___. Most schools have ___7___ at the end of the year to test pupils' progress. If pupils' ___8___ aren't good enough, they have to give another exam. Teachers write ___9___ about their pupils.

Ex. 6. Translate into English.

1. Британські діти повинні вчитися в школі з 5 до 16 років. 2. Учні складають іспити в 16 років. 3. Загальноосвітня школа вчить фізики, хімії, біології, математики, історії, мистецтва, комерції та домоводства. 4. Більшість приватних шкіл – школи-інтернати, де учні живуть під час навчального семестру. 5. У 16 років багато учнів закінчують школу та йдуть в коледж.

Ex. 7. Read the text to find the main information.

Text 4. SCHOOL IN GREAT BRITAIN

Education in Britain is compulsory for all children between the ages of 5-16.

School-children attend a primary school for 6 years. When students transfer to Secondary School at the age of 11, they do not take any examination, but their reports are sent on from the Primary School.

Secondary School. Most children go to a comprehensive (комплексный) school. “Comprehensive” means all-inclusive. They admit pupils of all abilities. But there are also “grammar school” and “secondary-modern schools”.

The pupils have to pass an exam to go there. Grammar school - a school for children over the age of 11, who are specially chosen to study for examinations which may lead to higher education. Secondary-modern school - a schools for children over the age of 11, who are not expected (рассчитывать) to go on to higher study later. All types of secondary schools have the 5-year courses for pupils from 11 years up to the school leaving age.

Pupils in all state schools in England and Wales study 10 main subjects: Core subjects: English, mathematics, science; Foundation subjects: history, geography, a modern language, (art, craft and design), music, information technology, physical education. Religious education is also taught . Attainment tests are given at the ages of 7, 11 and 14, 16. At the end of a 5-year courses, at the age of 16, students sit the General Certificate of Secondary Education exams in as many subjects as possible. At the age of 16 about two-thirds of these pupils leave school and get job or

apprenticeships. About one-third stays on at school until the age of 18, preparing themselves for higher education.

The 6th Form. More ambitious pupils continue to study in the 6th form. They stay on at school for one or two years to prepare themselves for university. They have only three or four main subjects which are necessary to pass to advanced level exams at the age of 18. the school year is divided into three terms with the intervals between them during the Christmas and Easter holidays lasting about two weeks each and the summer holidays which begins rather late and is usually six weeks long. All kinds of out-of-class activities are part of school life in Britain. Students have a lot of opportunities for playing sports, attending different clubs and singing in a choir. Most schools have very good libraries which students use for reference work.

Ex. 8. Comprehension questions.

1. Is education in Britain compulsory for all children?
2. Have children to take any examination when they transfer to Secondary School?
3. What types of secondary schools are there in Britain? What are they?
4. What courses have secondary schools?
5. What subjects does Pupils in all state schools in England and Wales study?
6. When are attainment tests given?

VOCABULARY PRACTICE

Ex. 9. Translate the words and word-combinations into Ukrainian.

Primary school, secondary school, comprehensive school, Grammar school, to study for examinations, the 5-year courses, state schools, preparing themselves for higher education.

Ex. 10. Match the type of school and its description.

Primary School	do not take any examination, study of a large set of objects, preparing for the exam for the certificate of ... education
Secondary School	a school for children over the age of 11,

	who are specially chosen to study for examinations which may lead to higher education.
Comprehensive school	children study from 5 to 11, study arithmetic, reading, writing, model, singing, painting
Secondary-modern school	they admit pupils of all abilities.
Grammar school	a schools for children over the age of 11, who are not expected to go on to higher study later.

Ex. 11. Complete the sentences.

1. They stay on at school for _____ years to prepare themselves for university.
2. They have only _____ main subjects.
3. They learn subjects which are necessary to pass to advanced level exams at the age of _____ .
4. The school year is divided into three terms with the intervals between them during the _____ and _____ holidays lasting about two weeks each and summer holidays.
5. Students have a lot of opportunities for _____ .

READING AND SPEAKING 3. HIGHER EDUCATION IN GREAT BRITAIN

PRE-READING TASKS

Ex. 1. Make sure that you can translate the following sentences both ways: from English into Ukrainian and from Ukrainian into English.

1. To enter the University one has to pass entrance exams successfully.	1. Щоб вступити до університету, потрібно успішно скласти вступні іспити.
2. The University has many professors and highly qualified specialists on its staff.	2. У штаті університету багато професорів і висококваліфікованих викладачів.
3. They deliver lectures on various subjects.	3. Вони читають лекції з різних предметів.
4. Those who make progress in science take post-graduate courses.	4. Ті, хто роблять успіхи в науці, вчаться в аспірантурі.
5. The academic year is divided into two terms.	5. Навчальний рік в університеті ділиться на 2 семестри.
6. At the end of each term students	6. В кінці кожного семестру студенти

pass credit tests.	складають заліки.
7. The whole course of studies takes 5 or 6 years.	7. Повний курс навчання триває 5 або 6 років.
8. At the end of the whole course students submit graduation papers.	8. В кінці всього курсу навчання студенти захищають дипломні роботи.

Ex. 2. Read the text to find the main information.

Text 5. HIGHER EDUCATION IN GREAT BRITAIN

Pupils going on to higher education or professional training usually take “A” level examinations in two or three subjects. Universities accept students mainly on the basis of their “A” level results, although they may interview them as well. In 1971 the Open University was started, where these formal qualifications are not necessary. Nearly a quarter of all adult part-time students follow its degree courses on radio and television.

There are forty-seven universities in Britain and thirty former polytechnics (now also universities), plus 350 colleges and institutes of higher education (some of which train teachers).

Undergraduate courses normally take three years of full-time study, although a number of subjects take longer, including medicine, architecture and foreign languages (where courses include a year abroad). They lead in most cases to a Bachelor’s degree in Arts or Science. There are various postgraduate degrees, including Master and Doctor of Philosophy. The last two are awarded for research in arts or sciences.

Degrees are awarded either by the institution itself, or by the Council for National Academic Awards, particularly in vocational areas. Students of law, architecture and some other professions can take qualifications awarded by their own professional bodies instead of degrees.

At present, students who have been accepted by universities or other institutions of higher education receive a grant from their local authority, which covers the cost of the course, and may cover living expenses. Parents with higher incomes are expected to make a contribution. Until 1990 the grant did not have to be paid back, but now a system of loans has been introduced.

The most famous universities are Oxford and Cambridge, called “Oxbridge”. They are famous for their academic excellence.

Ex. 3. Make up the plan of the text. Retell the text according to your plan.

Ex. 4. Make up a summary of the text.

VOCABULARY PRACTICE

Ex. 5. Decide which answer A, B, C or D best fits each space.

Learning How to Learn

There is usually one important (1) missing from most school (2) Very few students are (3) how to organise their learning, and how to (4) the best use of their time. Let's take some simple (5) Do you know how to (6) up words in a dictionary, and do you understand all the (7) the dictionary contains? Can you (8) notes quickly, and can you understand them (9) ? For some reason, many schools give learners no (10) with these matters. Teachers ask students to (11) pages from books, or tell them to write ten pages, but don't explain (12) to do it. Learning by (13) can be useful, but it is more important to have a genuine (14) of a subject. You can (15) a lot of time memorising books, without understanding anything about the subject!

- | | | | |
|--------------------|---------------|------------------|------------------|
| 1. A) theme | B) book | C) subject | D) mark |
| 2. A) agendas | B) timetables | C) terms | D) organisations |
| 3. A) taught | B) learnt | C) educated | D) graduated |
| 4. A) take | B) give | C) get | D) make |
| 5. A) sentences | B) results | C) rules | D) examples |
| 6. A) find | B) look | C) research | D) get |
| 7. A) information | B) advise | C) subjects | D) themes |
| 8. A) do | B) send | C) make | D) revise |
| 9. A) after | B) afterwards | C) lastly | D) at last |
| 10. A) teaching | B) ability | C) instruction | D) help |
| 11. A) concentrate | B) remind | C) forget | D) memorise |
| 12. A) how | B) what | C) why | D) it |
| 13. A) the way | B) heart | C) now | D) law |
| 14. A) information | B) success | C) understanding | D) attention |
| 15. A) pass | B) waste | C) tell | D) use |

Ex. 6. Form new words to complete the sentences.

1. It was really difficult for her to pass the university _____ exams. (enter)
2. Academic _____ depends not only on your teacher. (achieve)
3. Some people say that mixed schools are less _____. (compete)
4. He wants to start his business career after _____. (graduate)
5. The Montessori Method teaches children skills to help them become _____. (depend)
6. This approach encourages children to learn by self-teaching and self-_____. (correct)
7. In this school children like to work together and they develop a social life based on _____ rather than _____. (cooperate, compete)
8. He didn't like school and often played _____ as he found the classes boring. (truancy)
9. Continuous _____ can be more efficient than exams as students have to prepare for tests regularly. (assess)
10. He had to _____ the exam because his previous attempt was unsuccessful. (take)

PRE-READING TASKS

Ex. 7. Give synonyms for the following word combinations.

To be present at lectures; to leave school; to be a first year student; to be absent from lectures; correspondence department; to be housed; education institution.

Ex. 8. Give antonyms for the following.

To attend lectures; to pass an examination; to be good at a subject; to miss lectures; part-time students; final examinations; to enter the University; a fresher.

Ex. 9. Read the text to find the main information.

Text 6. BRITAIN'S UNIVERSITIES

There are about 90 universities in Britain. They are divided into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), the 19th century universities such as London and Manchester universities, and the new universities. Some years ago there were also polytechnics. After graduating from a polytechnic a student got a degree, but it was not a university degree. 31 former polytechnics were given university status in 1992.

Full courses of study offer the degree of Bachelor of Arts or Science. Most degree courses at universities last 3 years, language courses - 4 years (including a year spent abroad). Medicine and dentistry courses are longer (5 – 7 years).

Students may receive grants from their Local Education Authority to help pay for books, accommodation, transport and food. This grant depends on the income of their parents. Most students live away from home, in flats or halls of residence.

Students don't usually have a job during term time because the lessons, called lectures, seminars, classes or tutorials (small groups), are full time. However, many students now have to work in the evening.

University life is considered "an experience". The exams are competitive but the social life and living away from home are also important. The social life is excellent with a lot of clubs, parties, concerts, bars.

There are not only universities in Britain but also colleges. Colleges offer courses in teacher training, courses in technology and some professions connected with medicine.

Oxbridge

Oxford and Cambridge are the oldest and most prestigious universities in Britain. Known together as 'Oxbridge' (the word was invented by Lewis Carroll, the author of 'Alice in Wonderland' and a lecturer in mathematics at Oxford), they have been chosen as national icons. Of the two universities Oxford is the oldest. Nobody knows for sure when it was founded but teaching was already going on there by the early 12th century. Life was hard at Oxford at that time because there was constant trouble, even fighting, between the townspeople and the students. Then one day a student accidentally killed a man of the town. The Mayor arrested three other students who were innocent, and by order of King John they were hanged. In protest, many students and teachers left Oxford and settled in another little town, and so the University of Cambridge was born.

Since then there has been constant friendly (and sometimes not-so-friendly) rivalry between Oxford and Cambridge. In the early centuries, Oxford and Cambridge were the only universities in the country - if you wanted a university

education, that's where you went. But in those days student life was very different from what it is now. Students were not allowed to play games, to sing or to dance and all the lessons were in Latin. Until the late 19th century, only men were allowed to be students at the two universities.

Both Oxford and Cambridge students refer to each other as 'the other place'. Oxonians sometimes call Cambridge 'a pale imitation of the real thing'. (Cambridge's colours are light blue). Cantabrigians (people of Cambridge) refer to Oxford as 'the dark side' (Oxford's colours are dark blue).

Oxbridge is made up of independent colleges. The 'University' is just an administrative body that organises lectures, arranges exams, gives degrees, etc. Today, there are 70 colleges at Oxbridge, and each college has its name, its coat of arms and its own buildings, including a chapel, a library, a dining hall and rooms for students to live in. Each college has its own character and its own traditions. Students go to lectures that are arranged by the University and are open to all students. The normal length of the degree course is three years, after which the students take the degree of Bachelor of Arts. Some courses, such as medicine or languages, may be one or two years longer. The students may work for other degrees as well.

Oxbridge has 35,000 students from the UK and all over the world. Oxbridge graduates often become powerful and successful members in British society, and many leading people in professions such as the law and politics have traditionally been 'Oxbridge-educated'.

Sport is a very important part of Oxbridge life. Colleges within each university often compete with each other in various tournaments. The most famous competition between the two universities is the Boat Race, a rowing race which takes place every year on the River Thames. It's a popular national event and is shown on television.

Ex. 9. Comprehension questions.

1. What makes Oxford and Cambridge so special ?
2. When was one of the first colleges in Oxford founded ?
3. How many colleges does the University consist of ?
4. When did women begin to study at Oxford ?

5. What is Oxford famous for ?
6. Is it easy to get a place to study at Oxford ?
7. Who invented the word 'Oxbridge'?
8. Which is older: Oxford University or Cambridge University ?

VOCABULARY PRACTICE

Ex. 10. Translate the words and word-combinations into English.

Вчитися на другому курсі; бути висококваліфікованим фахівцем; робити успіхи з фізики; читати лекції з математики; вступити до університету; добре встигати з іноземної мови; закінчити університет; закінчити школу; не скласти іспит; зробити все можливе; скласти іспит.

Ex. 11. Complete each sentence with a word from the list. Use each word once only.

Cheat, copy, memorise, revise, concentrate, divide, pass, punish, underline, pay

1. Our teachers used to _____ us by making us stay behind after school. 2. The teacher saw Jerry trying to _____ in the test. 3. Try to _____ the most important rules. 4. It is difficult to _____ attention in a noisy classroom. 5. Pauline tried her best to _____ the end of year examinations. 6. Your work is the same as Harry's. Did you _____ his work? 7. Your mind is wandering! You must _____ more! 8. Helen decided to _____ all her work at the end of every week. 9. It's a good idea to _____ important parts of the book in red. 10. If you _____ twenty seven by nine, the answer is three.

Ex. 12. Match the words with their definitions.

1. principal	a) a person who has a special knowledge of the principles and methods of teaching
2. dean	b) a first degree at college or university
3. undergraduate	c) the person in charge of a school or university
4. academic	d) a person who frightens and upsets someone smaller and weaker, especially at school
5. bachelor's	e) an official of high rank at university who is responsible for the organization of a department
6. educationalist	f) someone who teaches at a college or university
7. bully	g) a student who is studying for their first degree at college or university

Ex. 13. Make a presentation.

Make your presentation, compare British and Ukrainian systems of higher education. Discuss merits and demerits of both systems.

UNIT 6. EDUCATION IN THE USA

READING AND SPEAKING 1. AMERICAN EDUCATIONAL SYSTEM

PRE-READING TASKS

Ex. 1. Match the following words and word-combinations with their Ukrainian equivalents.

- | | |
|--------------------------------|--------------------------------------------|
| 1) church-related schools | a) відділ народної освіти |
| 2) board of education | b) навички спілкування |
| 3) standards and requirements | c) прийом до коледжу |
| 4) tuition fee | d) безкоштовно |
| 5) summer support classes | e) оцінки |
| 6) social skills | f) плата за навчання |
| 7) admission to college | g) залишитися на другий рік |
| 8) extra-curricular activities | h) позашкільні та позакласні заходи |
| 9) grades | i) навчальні матеріали |
| 10) teaching materials | j) норми та вимоги |
| 11) to repeat a course | k) релігійні школи |
| 12) at no cost | l) заняття для студентів, які не встигають |

Ex. 2. Read the text to find the main information.

Text 1. EDUCATION IN THE USA

Education in the United States of America is compulsory for children from the age of 6 till 16 (or 18). It involves 12 years of schooling. A school year starts at the end of August or at the beginning of September and ends in late June or early July. The whole school year is divided into three terms/trimesters or four quarters. American students have winter, spring and summer holidays which last 2 or 3 weeks and 6 or 8 weeks, respectively. The length of the school year varies among the states as well as the day length. Students go to school 5 days a week.

The American education system consists of 3 basic components: elementary, secondary and higher education. There is also such a notion as preschool education.

At the age of 4 or 5 children just get acquainted with the formal education in a nursery school. The preschool education programme aims to prepare children for elementary school through playing and help them to acquire the experience of association. It lasts for one year. Then they go to the first grade.

Elementary education starts when pupils are 6 years old. The programme of studies in the elementary school includes the following subjects: English, Arithmetic, Geography, History of the USA, Natural sciences, Physical Training, Singing, Drawing, wood or metal work. The education is mostly concentrated on the basic skills (speaking, reading, writing and arithmetic). Sometimes children also learn some foreign languages, general history and such new subjects as drug and sex education. The main goal of elementary education is the general intellectual, social and physical development of a pupil from 5 to 12 or 15 years old.

Secondary education begins when children move on to high or secondary school in the ninth grade, where they continue their studies until the twelfth grade. The secondary school curriculum is built around specific subjects rather than general skills. Although there is always a number of basic subjects in the curriculum: English, Mathematics, Science, Social Studies and Physical Education, the students have an opportunity to learn some elective subjects, which are not necessary for everybody. After the first two years of education they can select subjects according to their professional interests. The electives are to be connected with the students' future work or further education at university or college. Every high school has a special teacher – a guidance counselor who helps the students to choose these elective subjects. Moreover, he helps them with some social problems, too. The elective courses are different in various schools.

Members of each grade in high school have special names: students in the ninth grade are called freshmen, tenth graders are called sophomores, eleventh graders are juniors and as for twelfth graders, they are seniors.

After graduating from high schools the majority of the Americans go on studying at higher education establishments. In universities they have to study for

four years to get a bachelor's degree. In order to get a master's degree they must study two years more and, besides, be engaged in a research work.

Ex. 3. Make up the plan of the text. Retell the text according to your plan.

Ex. 4. Make up a summary of the text.

Ex. 5. Find at least 3 differences and 3 similarities between the systems of education in Ukraine and in the USA.

VOCABULARY PRACTICE

Ex. 6. Complete the information in the internet forum posts. You are given the first letter of each word.

Things you don't understand about school

I don't understand those students who look sad after they 1 **s**_____ an exam in which they know they've done really well. These students study 2 **h**_____ and prepare for every 3 **t**_____ and exam as if their lives depended on it; they learn by 4 **h**_____ everything that could possibly appear in the exam 5 **p**_____ so there's no way they could ever get less than ninety 6 **m**_____ out of a hundred, but when they finally get the 7 **r**_____ of the exam, they always say, 'What a surprise! I was sure I'd 8 **f**_____ it, but I 9 **p**_____ with 95%!'

Ex. 7. Match the words to make collocations.

- | | |
|---------------|--------------|
| 7. academic | a) thesis |
| 8. lifelong | b) education |
| 9. secondary | c) truant |
| 10. defend | d) degree |
| 11. play | e) research |
| 12. master's | f) learning |
| 7. compulsory | g) school |

Ex. 8. Read the text to find the main information.

**Text 2. DIFFERENCES IN THE ORGANIZATION OF EDUCATION
IN GREAT BRITAIN AND AMERICA**

Differences in the organization of education in Britain and America lead to different terms. One crucial word, school, is used in overlapping but different ways. A place of education for young children is a school in both varieties. But a public school in Britain is in fact a “private” school; it is a fee-paying school not controlled by the local education authority. The free local authority school in America is a public school. The American grade school has a BE near-equivalent of elementary school. But whereas an American can say: “Stanford is a pretty good school,” the word school in BE is never used to refer to a university or other college of higher education.

An American high school student graduates; a British secondary school pupil (never student) leaves school. To graduate is possible only from a university, polytechnic or college of education in British usage; graduating entails taking a degree. British universities have 3 terms; American universities have 2 semesters (or in some recent cases, 4 quarters). A British university student takes 3 years, in the typical case, to get his degree; these are known as the first, second and final years. The American university student typically takes 4 years, known as freshman, sophomore, junior and senior years. While he is studying, the American majors in a particular subject, but also takes electives; the British student usually takes a main and subsidiary subjects. The British term honours degree signifies that the student specializes in one main subject, perhaps with one subsidiary. The American student earns credits for successfully completing a number of self-contained courses of study, the credits eventually reaching the total needed for him to receive a degree. There is no counterpart to the credit system in British high education at present. T

The British student who has already taken a first degree (usually a BA. or B.Sc. except in Scottish universities) is a post-graduate; the 327 teach are known as the faculty; in Britain they are the staff, possibly dignified as the academic staff. BE has no equivalent to AE co-ed for a girl student, nor is there any BE equivalent of the

American sorority or fraternity, i.e. nationwide university clubs or associations with restricted membership.

Ex. 9. Decide whether the following statements about the USA education are true or false.

1. The USA like many other countries has a national system of education.
2. More American children study in private schools than in public schools.
3. American children must attend school until a certain age.
4. It would be difficult to describe a 'typical' American school because there are many differences from place to place.
5. All US schools teach the same subjects and use only the materials approved by the state board of education.
6. All American universities are very expensive.
7. College students with poor grades have to repeat the course.
8. Sports and extra-curricular activities are important school subjects as they develop 'social skills'.
9. Many US students enjoy sports activities free of charge.

VOCABULARY PRACTICE

Ex. 10. Read the article and fill the gaps with these sentences.

- a) Since the Internet is accessible for most people, anyone can enroll in an online college program.
- b) If costs are a concern, many financial aid programs are available for students struggling financially and U.S. military active and retired service members.
- c) Many companies are impressed when employees take the initiative to acquire more skills and education.
- d) In many cases, it's difficult for them to enroll in campus programs catering to working professionals.
- e) Employers often seek to promote workers with advanced degrees or specialized skills.

f) These programs are challenging and developed specifically for working professionals.

Should You Pursue an Online Degree?

It's not uncommon for workers to reach a point in their careers where they cannot advance any further. ____1____. It can be a great disappointment for experienced workers to miss out on a promotion because they do not have a college degree.

However, with the growth of online college programs, there are more opportunities than ever for working professionals to acquire more education. Many online universities are now offering bachelor's, master's, PhD, and online certification programs. ____2____. There are also a variety of programs to select from, including information technology, business management, accounting, nursing, and many others.

Advantages of Online Education

Most adults cannot begin, or re-enter, college because they have full-time jobs and other responsibilities. ____3____. This is one reason for the growing popularity of online college programs since students can complete courses at their convenience. Students enrolled in online programs can complete their education at anytime and anyplace. Online programs are making it possible for working professionals to acquire work experience while they obtain more education, which can ultimately position them to receive future promotions.

The Value of Education

Employers should not be blamed or looked down upon for highly valuing educated workers. Many college programs are designed for students seeking to acquire specialized skills and prepare for certain careers. Companies rely on workers with specialized skills and training to perform vital tasks, which can often only be learned in college. Specialized training can be acquired through an online program. Enrolling in an online college program can be an investment that pays off later in the future. ____4____.

Online Degrees vs. Traditional Programs

Many working professionals, especially those who've never attended or finished college, are concerned about the credibility of online college programs. Although this is a concern, it's a common mistake to think that education offered through online programs is inferior. _____5_____. Often, when online programs are developed, educators collaborate with industry leaders to make sure programs adequately train and prepare students for real world situations they will encounter in the workforce.

Technology designed to deliver educational content has evolved to the point where high quality education is available without infringing upon accessibility. Since many organizations highly value employees with technology skills, earning a degree online can be very beneficial. _____6_____. However, unless workers are only seeking to add a specific skill, they should be sure to enroll in an 66 accredited online program. Schools must adhere to high standards and have state of the art facilities to become accredited.

Enhance Your Career Prospects

The growth of online universities has increased the accessibility of college education for more people, and made it possible for working professionals with family responsibilities to acquire more education at their convenience.

READING AND SPEAKING 2. SECONDARY EDUCATION IN THE USA

PRE-READING TASKS

Ex. 1. Match the words to make collocations.

- | | |
|----------------|---------------|
| 7. do | a) assessment |
| 8. take | b) progress |
| 9. higher | c) education |
| 10. make | d) learning |
| 11. continuous | e) one's best |
| 12. high | f) school |
| 7. distance | g) exams |

Ex. 2. Read the text to find the main information.

Text 3. HISTORY OF PRESCHOOL EDUCATION IN THE UNITED STATES

Head Start, the first publicly funded preschool program, was created in 1965 by President Johnson. The federal government helped create this half-day program for preschool children from low-income families. Head Start began as a summer pilot program that included an education component, nutrition and health screenings for children, and support services for families.

In the 1960s only ten percent of the nation's three and four year olds were enrolled in a classroom setting. Due to a large amount of people interested, and a lack of funding for Head Start, during the 1980s a handful of states started their own version of a program for students from low-income families. The positive success and effects of preschool meant many state leaders were showing interest in educational reform of these young students. By 2005 sixty-nine percent, or over 800,000, four year-old children nationwide participated in some type of state preschool program. The yearly increase in enrollment of preschool programs throughout the years is due to an increase of higher maternal employment rates, national anti-poverty initiatives, and research showing the link between early childhood experiences and the brain development of young children. These factors have caused the rate of attendance in preschool programs to grow each year.

In most states, there are multiple preschool or Pre-K options for young children. Parents have the choice of sending their child to a federally funded Head Start program, if their income is at the poverty level, state-funded preschool, government-funded special education programs, and for-profit and not-for-profit providers, including those that accept government subsidies that help low income parents pay. Currently, in the United States, Georgia, Illinois, Florida, Oklahoma, West Virginia, and New York are the only states with legislation underway or which already have universal preschool for all four year olds in the state, and Preschool For All in Illinois is the only universal preschool program that serves three year olds as well.

Some preschools have adopted specialized methods of teaching, such as Montessori, Waldorf, Head Start, HighReach Learning, High Scope, The Creative Curriculum, Reggio Emilia approach, Bank Street, Forest kindergartens, and various other pedagogies which contribute to the foundation of education.

Creative Curriculum has an interactive website where parents and teachers can work together in evaluating preschool age children. The website is very user friendly and prints off many reports that are helpful in evaluating children and the classroom itself. The web site has a variety of activities that are targeted to each of the fifty goals on the continuum.

The International Preschool Curriculum adopted a bilingual approach to teaching and offers a curriculum that embraces international standards and recognizes national requirements for preschool education. In the United States most preschool advocates support the National Association for the Education of Young Children's Developmentally Appropriate Practices.

Family childcare can also be nationally accredited by the National Association of Family Childcare if the provider chooses to go through the process. National accreditation is only awarded to those programs who demonstrate the quality standards set forth by the NAFCC.

VOCABULARY PRACTICE

Ex. 3. In the text find the translation of the words below.

Дошкільна програма, яка фінансується громадою; малозабезпечені сім'ї; літня експериментальна програма; харчування та перевірка стану здоров'я; суттєвий успіх; освітні реформи; зайнятість матерів на роботі; збільшення рівня відвідуваності дошкільної установи; спеціальні методи навчання і виховання; діючий вебсайт; спрямований на ждосягнення мети; лхоплювати міжнародні стандарти; двомовний підхід.

Ex. 4. Rearrange the words to make complete sentences.

1. the / for / is / known / academic / school / excellence

2. is / accommodation / there / for / campus / students / five / hundred / on
3. an / Maths / is / important / curriculum / school / part / of / the
4. she / of / degree / has / a / in / physics / University / from / the / Edinburgh
5. studying / I / am / and / economics / work / I / want / to / bank / in / a
6. Richard / University / studied / engineering / at / electrical / Manchester
7. graduated / Lina / has / just / university / from
8. went / lecture / we / to / a / on / art / Italian
9. is / she / wants / studying / medicine / and / she / to / be / a / doctor
10. primary / my / daughter / and / at / is / seven / she / is / school

Ex. 4. Match the word with the corresponding definition.

- | | |
|------------------|------------------------------------------------------------------------------------------------------------------------|
| 1) compulsory | a) training that teaches you the skills you need to do a particular job; |
| 2) vocational | b) a system of education in which pupils of different abilities go to the same school or are taught in the same class; |
| 3) comprehensive | c) something that is compulsory must be done because it is the law or because someone in authority orders you to; |
| 4) curriculum | d) an official organization or a local government department which controls public affairs, provides public services; |
| 5) background | e) an official plan that is intended to help people in some way; |
| 6) scheme | f) the events in the past that explain why something has happened in the way that it has; |
| 7) to site | g) to persuade someone to do something; |
| 8) to convince | h) to make a judgment about a person or situation after thinking carefully about it; |
| 9) to assess | i) be placed or built in a particular place; |
| 10) authority | j) the subjects that are taught by a school, college etc. or the things that are studied in a particular subject. |

Ex. 5. Read the text to find the main information.

Text 4. EARLY CHILDHOOD EDUCATION

By the age of five, about 87% of American children are attending school, most of them in pre-academic classes called kindergarten. However, many American youngsters are introduced to their first school setting even before the age of five,

through nursery school or day care attendance. In fact, about 29% of three-year-olds and 49% of four-year-olds are enrolled in one or the other.

The typical nursery school is equipped with toys, building blocks, book puzzles, art supplies, and an outdoor playground. These preschool programmes usually charge tuition, although some are subsidized, and some offer scholarships. Day care programmes are similar facilities that offer all-day care for the children of working parents.

Elementary School

In most areas, free public education begins with kindergarten classes for five-year-olds. These are usually half-day classes two or three hours long, although some communities run all-day kindergarten programmes. The primary purpose of kindergarten is socialization but the young students also gain information and skills. For example, they learn to identify colours, count to ten, print their names, work with art supplies, listen to stories, and enjoy books. After kindergarten American children begin their academic studies. Their schooling is divided into 12 academic levels called grades. One school year (from late August or early September to mid-June) is required to complete each grade. Academic work – learning to read, write, and do arithmetic – begins when children enter 1st grade, at about age of six.

The first academic institution that a student attends is called "elementary school" or "grammar school". In some school systems, elementary school includes kindergarten through 8th grade, and the next years (taught in a different school building) are called "high school" in other school systems, there is a third division called "junior high school" (or "middle school") which usually includes grades 6 through 8, but in some communities it includes grades 4 or 5 through 8 and in others – grades 7 through 9.

The typical school day is about seven hours long and ends at 3 p.m. Classes are in session Monday through Friday. Traditional vacation periods include a two-week winter vacation (including the Christmas and New Year's holidays), a one-week spring vacation (often coinciding with Easter), and a two-month summer vacation. In addition, there are several one-day holidays giving students a day off to celebrate.

Children going to public elementary schools usually attend school in their neighbourhood. In big cities, many children live close enough to walk to and from school and come home for lunch. However most elementary schools provide a place where students can eat if it's convenient for them to go home at lunchtime. American high schools are larger than elementary schools and serve a larger community. As a result, most high school students take public transportation or a school bus to and from school and eat lunch in the school cafeteria.

Grammar schools teach language arts (reading, writing, spelling, and penmanship), social studies (stressing history and geography), mathematics (up to and sometimes including algebra), science, physical education, and health. In addition, elementary school programs often include music, art, and home economics.

During the elementary school years, students are grouped into classes, and each group stays together for the entire school day and the entire school year. Generally, the class has the same teacher for most subjects, although art, music, and physical education are usually taught by teachers who specialize in these areas. Also, in the upper elementary grades, students in some school systems have different teachers (but the same classmates) for their major academic subjects.

VOCABULARY PRACTICE

Ex. 6. Translate the words and word-combinations into English.

Початкова освіта; широкий вибір предметів; обов'язкова освіта; підвищувати освітній рівень; підтримувати стару систему граматичних шкіл; реагувати на потреби та інтереси своїх учнів; вища освіта; підготовка до тестів; забезпечувати школу грошима, книжками і т. п.; оцінювати класну та домашню роботу учнів; професійне навчання; обдаровані діти; най здібніші діти; трирічний курс навчання; проводити навчання поштою (через листування).

Ex. 7. Rearrange the words to make complete sentences.

1. she / principal / is / the / London / of / a / school
2. is / a / professor / politics / of / he / at / a / UK / university

3. I / to / revise / tomorrow / because / I / have / exam / have / an
4. children / studying / started / our / science / they / were / when / young
5. son / my / is / fifteen / school / secondary / and / he / is / at / now
6. seminar / I / every / student / talked / a / lot / in / when / I / was / a
7. had / a / pass / tutor / to / help / daughter / her / my / her / maths / exams
8. my / school / daughter / close / attends / to / our / home

READING AND SPEAKING 3. HIGHER EDUCATION IN THE USA

PRE-READING TASKS: VOCABULARY LIST

Ex. 1. Study the vocabulary list.

to define	визначати
immediately	відразу
to major in	спеціалізуватися в
a grant	грант, стипендія
a dean	декан
a chairman	голова
to cover	охоплювати
principal purpose	основна мета
to remain	залишатися
various	різний
state institution	навчальний заклад,
to enrol	вносити до списку

Ex. 2. Translate the words and word-combinations into English.

Навчальний заклад, вступити до вузу, закінчити вуз, курс навчання, вища освіта, гуманітарний предмет, соціальні науки, природничі науки, професійна підготовка, отримати ступінь, скласти іспити, система освіти, платити за навчання, випускник, наукові знання.

Ex. 3. Read the text to find the main information.

Text 5. COLLEGES AND UNIVERSITIES IN THE USA

A college is generally defined as an institution of higher learning which offers a course of instruction over a four-year period, and which grants a bachelor's degree at the conclusion of studies. As part of university, a college graduate is distinguished from the graduate of professional school. However the professional schools in some universities are called colleges.

A college prepares the students for two things: either graduate study leading to master's or doctor's degree or a job immediately after graduation. A student who majors in business administration for example, may be fully prepared for a career in business when he has finished college. On the other hand, a student majoring in psychology often must do a great deal of graduate work before he is competent in this field.

The executive head of a college or a university is usually called the president. The various colleges or schools - which make up a university, are headed by deans. Within a school or college there may be departments - according to subject matter fields, each of which may be headed by a professor who is designated as department head or chairman. Other members of the faculty hold academic ranks, such as instructor, assistant professor, associate professor, and professor. Graduate students who give some part-time service may be designated as graduate assistants or fellows.

Students are classified as freshmen, sophomores, juniors and seniors. A freshman is a first year student, a sophomore, a second year student, a junior, a third year student, and a senior, a fourth year student. All students who have graduated from the senior class and who continue studying at a university are classified as advanced students or graduate students. Some graduate students receive grants which cover the cost of their education; a person on such a fellowship is called a university fellow. American colleges and universities are either public or private.

Ex. 4. Agree or disagree with the statements.

1. A college offers a course of instruction over a four-year period.

2. Colleges grant a bachelor's degree at the conclusions of studies.
3. A college prepares the students for a job immediately after graduation.
4. The executive head of a college or a university is usually called the president.
5. The various colleges which make up a university are headed by deans.
6. Students are classified as freshmen, sophomores, juniors and seniors.
7. A sophomore is a third year student.
8. A junior is a fourth year student.
9. A freshman is a first year student.
10. All graduate students receive grants.

Ex. 5. Comprehension questions.

1. Who usually governs higher educational institutions?
2. Who is the executive head of a college or university?
3. Who governs the departments of a college or a university?
4. How are the students classified?
5. How many years of specialized training are there for getting a degree?

VOCABULARY PRACTICE

Ex. 6. Match each person from the list with a suitable description. Use each word once only.

Class, classmate, examiner, learner, principal, pupil, coach, graduate, lecturer, professor, tutor

1. Someone who teaches at a university.
2. Someone who has a college degree.....
3. The head of a school.....
4. Someone who studies at primary or secondary school.....
5. The most important teacher in a university department.....
6. Someone who teaches one student or a very small class.....
7. Someone in the same class as yourself.....
8. Someone who trains a sports team.....

9. Someone who writes the question papers of an examination.....
10. Someone who drives but has not yet passed a driving test.....

Ex. 7. Choose the most suitable word or phrase to complete each sentence.

1. Helen's parents were very pleased when they read her school_____.
A) report B) papers C) diploma D) account
2. Martin has quite a good_____of physics.
A) result B) pass C) understanding D) head
3. In Britain, children start_____school at the age of five.
A) kindergarten B) secondary C) nursery D) primary
4. Edward has a_____in French from Leeds University.
A) certificate B) degree C) mark D) paper
5. My favourite_____at school was history.
A) topic B) class C) theme D) subject
6. It's time for break. The bell has_____.
A) gone off B) struck C) rung D) sounded
7. Our English teacher_____ us some difficult exercises for homework.
A) set B) put C) obliged D) made
8. Before you begin the exam paper, always read the_____ carefully.
A) orders B) instructions C) rules D) answers
9. If you want to pass the examination, you must study_____.
A) hardly B) enough C) thoroughly D) rather
10. Most students have quite a good sense of their own_____.
A) grasp B) ability C) idea D) information

PRE-READING TASKS

Ex. 8. Make up sentences of your own with the following words and word-combinations.

A university, a course of study, higher education, full-time study, to enter the university; a curriculum, to receive a grant, to live away from home, a term, to teach, to pay for education, to train a specialist.

Ex. 9. Read the text to find the main information.

TEXT 6. THE EARLIEST UNIVERSITIES

The first American college was Harvard, which was founded in 1636 by the graduates of Cambridge University. Later, in 1693, the college of William and Mary was founded. Virginia, with Yale soon following in 1701. By 1776, there were nine colleges in the colonies, including Princeton (New Jersey), Pennsylvania, Columbia (New York), Brown (Rhode Island), Rutgers (New Jersey), and Dartmouth (New Hampshire). These universities are among the most respected in the country today.

Harvard College was established with the principal purpose of providing a literate ministry for colonial churches. It was a small institution, enrolling only 20 students in 1642 and 60 in 1660. It soon became more than a theological training school and established itself as a liberal arts college. The next institution of higher learning established in the American colonies was the College of William and opened in 1693 at Williams-burg, Virginia.

Other colleges were founded in the next century, but all of them remained small schools for long periods. Student entered at the age of 14 and remained until they were 18, and the curriculum, while rigidly academic and classic was by modern standards rather secondary in nature.

Private colleges and universities were established in various states. In spite of the development of state institutions, private colleges and universities are keeping leading position in educational system of the United States.

The decentralized character of the American educational system is the greatest at the higher education level. This is principally because private higher education in the United States predated public higher education.

Ex. 10. Agree or disagree with the statements.

1. Harvard College was established in 1636.
2. It was established with the principal purpose of providing a literate ministry for colonial churches.
3. It soon established itself as a liberal arts college.
4. It was a small institution with 20 students.
5. The next institution of higher learning established in the American colonies was Princeton.
6. The College of William was opened in 1893.
7. Other colleges were founded in the next century.
8. Students entered the college at the age of 17.
9. Private colleges and universities were established in various states.
10. Private colleges and universities are keeping leading position in educational system of the United States.

Ex. 11. Answer the questions.

1. When was Harvard College established?
2. What was its original purpose?
3. Was it a big or small institution?
4. How many students studied at it at first?
5. What was the next institution of higher education established in the American colonies?

Ex. 12. Make up a plan of the text.

Ex. 13. Read the text to find the main information.

TEXT 7. YALE UNIVERSITY

Yale University is a private university in New Haven, Connecticut. Founded in 1701 as the *Collegiate School*, Yale is the third-oldest institution of higher education in the United States and is a member of the Ivy League. Particularly well-known are its undergraduate schools, Yale College, and the Yale Law School, each of which has produced a number of U.S. presidents and foreign heads of state. In 1861, the

Graduate School of Arts and Sciences became the first U.S. school to award the Ph.D. Also notable is the Yale School of Drama, which has produced many prominent Hollywood and Broadway actors and writers, as well as the art, divinity, forestry and environment, music, medical, management, nursing, and architecture schools, each of which is often cited as among the finest in its field.

The university's assets include a \$22.5 billion endowment (the second-largest of any academic institution) and more than a dozen libraries that hold a total of 12.5 million volumes (the second-largest university library system). Yale has 3,300 faculty members, who teach 5,300 undergraduate students and 6,000 graduate students. Yale is organized as a non-profit organization.

Yale's 70 undergraduate majors are primarily focused on a liberal arts curriculum, and few of the undergraduate departments are pre-professional. About 20% of Yale undergraduates major in the sciences, 35% in the social sciences, and 45% in the arts and humanities. All tenured professors teach undergraduate courses, more than 2,000 of which are offered annually.

Yale uses a residential college housing system modeled after those at Oxford and Cambridge. Each of 12 residential colleges houses a representative cross-section of the undergraduate student body and features facilities, seminars, resident faculty, and support personnel.

Yale's graduate programs include those in the Graduate School of Arts and Sciences – covering 53 disciplines in the humanities, social sciences, biology, physical sciences, and engineering — and those in the Professional Schools of Architecture, Art, Divinity, Drama, Forestry & Environmental Sciences, Law, Management, Medicine, Music, Nursing, and Public Health.

Ex. 14. Agree or disagree with the statements.

1. Yale University is the second-oldest institution of higher education in the United States.
2. Yale University has produced a number of U.S. presidents and foreign heads of state.

3. Many prominent Hollywood and Broadway actors and writers came from the Yale School of Drama.
4. Yale University libraries make up the second-largest university library system.
5. Yale is organized as a profit-seeking organization.
6. Yale has more than 50 undergraduate majors.
7. Nearly 50 % of Yale undergraduates major in the arts and humanities.
8. There are more than 2,000 undergraduate courses taught in Yale.
9. Residential College housing system is built according to its own housing project.
10. Yale's graduate programs include more than 50 disciplines in the humanities, social sciences, biology, physical sciences, and engineering.

Ex. 15. Answer the questions.

1. How old is Yale University?
2. What is the Yale School of Drama famous for?
3. What do the university's assets include?
4. What is special about Yale University libraries?
5. What are Yale's 70 undergraduate majors primarily focused on?

VOCABULARY PRACTICE

Ex. 16. Complete the sentences choosing from the list below:

Train specialists, education, departments, leaving their job, enter, course, to pay for education, postgraduate courses.

Every citizen of our country has the right to _____. After finishing a secondary, vocational, technical school or a college, young people can start working or _____ a university. Institutes and universities _____ _____ in different fields. A _____ at an institute or a university usually takes five years. Many universities have evening or extramural _____. They give their students an opportunity to study without _____ _____. Universities usually have _____ _____ which give candidate or doctoral degrees. At many universities there are also departments where students have _____.

Ex. 17. Choose the correct word in each of the following sentences.

1. Where were you *educated/trained* to be an accountant?
2. My brother is studying to be an *electrical/electric* engineer.
3. There is a very good *technological/technical* college not far from my native place.
4. They say that students at this University can *speak/talk* good English.
5. The money he earned was too scarce to let him *study/learn* at the University.
6. I *finished/graduated from* the University five years ago.
7. This teacher is *learning/teaching* the students to communicate in English.

Ex. 18. Read the article and choose the right alternative to complete the gaps.

The Value of a College Degree

Many people are reconsidering the merits of a college degree since costs seem to always be on the rise. Potential college students frequently consider whether expensive ___1___, large quantities of student loan debt, and attending school rather than working is a decision that will be beneficial in the future. ___2___ college can be a very difficult decision for students who come from families struggling financially.

It's best to consider whether obtaining a college degree is worth the time and money and ___3___ some research about the usefulness and value of degrees you're considering before deciding whether to enroll in college.

The Economic Value of Higher Education

The many benefits resulting from college education usually justifies the money spent obtaining a degree. Although wages between high school and college ___4___ often does not vary significantly until after years of work experience is acquired, college graduates usually earn more money during their working lives than people with only high school ___5___.

The increased earnings throughout one's working life is just one good reason to acquire a college degree. Most students currently enrolled in college and universities attend public institutions. These schools do not cost as much to attend as ___6___ schools. Students attending public college and universities usually pay just over 8,000

dollars per year, which includes tuition, books, and living ___7___. Students attending community colleges usually end up paying nearly 1,300 dollars for tuition annually.

Obtaining a college degree can be expensive, but college graduates usually earn more money during their lives than those who do not finish college. The high 67 costs of attending college should be viewed as an investment that pays ___8___ later in life.

Other Benefits of Higher Education

Besides higher wages, there are numerous other benefits associated with graduating ___9___ college. Many college graduates enjoy the opportunity to work where they want to live, have more time for recreation, and have a high ___10___ of living. Some of the greatest benefits of a college education are experienced during school. Students have the opportunity to ___11___ about different cultures and interesting subjects. They are also introduced to theories and unfamiliar ideas they might not learn about without attending college.

Some research indicates that many college graduates have healthy lifestyles. As a result, children of college graduates often receive instruction about the importance of good nutrition and exercise. This in turn ___12___ the quality of life and life expectancy rates for college graduates and their families.

- | | | | |
|----------------------|--------------|------------------|-----------------|
| 1. a) truancy | b) tuition | c) revising | d) lectures |
| 2. a) Attending | b) Going | c) Visiting | d) Graduating |
| 3. a) running | b) carrying | c) making | d) conducting |
| 4. a) undergraduates | b) graduates | c) postgraduates | d) leavers |
| 5. a) documents | b) licenses | c) diplomas | d) certificates |
| 6. a) state | b) private | c) special | d) closed |
| 7. a) expenses | b) prices | c) bills | d) loans |
| 8. a) in | b) of | c) out | d) off |
| 9. a) after | b) in | c) from | d) to |
| 10. a) level | b) standard | c) way | d) cost |
| 11. a) study | b) inform | c) find | d) learn |
| 12. a) brings | b) rises | c) improves | d) goes up |

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