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English
For holders of a master's degree of preschool education

ОДЕСА
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Unit 1

Sweet body alert happy	happiness confident certain to be aware of (that)
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1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.

1. alert (a) [ə'ɪ ə:t] – живой, проворный; живой;
- allert (n) [ə'ɪ ə:t] – сигнал тревоги; сигнал тривоги;
2. body (n) [bɒdi] – тело; тіло;
3. certain (a) [ˈsɜ:tən] – определенный, надежный; надійний, певний;
4. confident (n) [ˈkɒnfɪdənt] – доверенное лицо; довірена особа;
- confident (a) [ˈkɒnfɪdənt] – уверенный, смелый; впевнений, сміливий;
5. happiness (n) [ˈhæpɪnɪs] – счастье; щастя;
6. happy (a) [ˈhæpi] – счастливый, довольный; щасливий, задоволений;
7. sweet (a) [swi:t] – милый, ласковый; лагідний, чудовий;
- sweet (n) [swi:t] – сладость, конфета; солодощі, цукерка;
8. to be aware of (that) [ˈəweə] – сознавать, отдавать себе отчет; розуміти, брати до уваги.

2. Read the sentences and translate them.

1. Oh, how sweet!
2. They need to see children as growing, for they want to help develop good habits, strong bodies, alert minds, good relationships with people and happy, confident outlook of life.
3. There are some ways in which most children of a certain age act alike.
4. In addition to this, you will need to be aware of the fact that, despite all these characteristics in common.

3. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

experience (n)	ОПЫТ
experience (v)	ИСПЫТЫВАТЬ, УЗНАТЬ ПО ОПЫТУ
take the particular pleasure	ДОСТАВЛЯТЬ ОСОБОЕ УДОВОЛЬСТВИЕ
she is just darling	ОНА ПРОСТО ДУШЕНЬКА
casual conversation	НЕБРЕЖНЫЙ РАЗГОВОР
go beyond	ВЫХОДИТЬ ЗА РАМКИ
outlook on life	ВЗГЛЯД НА ЖИЗНЬ
act like	ДЕЙСТВОВАТЬ ПОХОЖЕ
in common	В ОБЩЕМ

4. Read and translate text. Answer the following questions, be ready to retell it.

CHILDREN OF TWO TO SIX

Children of two to six are interesting, and many people take particular pleasure in this age group. Such expressions as, “Isn’t he cute?” “Oh, how sweet!” and “She is just darling,” are rather common in casual conversations about little children. Teachers enjoy young children too, but their pleasure in working with them must go beyond expressions of “cute” and “darling”. They need to see children as growing, learning individuals, for they want to help develop good habits, strong bodies, alert minds, good relationships with people, and a happy, confident outlook on life.

What do you have to know about children of two to six to be a good teacher for them? There are many things that you know about people and about children in general that will help you, but young children differ from older children and adults. You will have to know the characteristics of young children that would make school for them need to differ from school for older children.

There are some ways in which most children of certain age act like, so you will have to know about specific age-group characteristics.

You, as a teacher, should realize that some of your five-year-olds will act in some ways more like four-year-olds, some of your five-year-olds will act more like six or seven-year olds.

Thus, you will need to know the stages of development, through which child pass in early childhood toward greater independence and control of his environment. In addition to this, you will need to be aware of the fact that, despite all these characteristics in common, each child is a unique individual, different from any other individual. Therefore you will have to know in what ways children are different and what these differences should mean to you as a teacher

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1. take particular pleasure – доставлять особое удовольствие
 2. she is just darling – она просто душенька
 3. casual conversation – небрежный разговор
 4. go beyond – выходить за рамки
 5. outlook on life – взгляд на жизнь

Answer the following questions:

1. Why do teachers enjoy young children?
2. Is there any difference between teachers and parents as to their attitude towards children?
3. What are main qualities to be developed in children of two to six?
4. In what ways are groups of children different from each other?
5. Why is it necessary to consider each child a unique individual?

5. Look through the text and give the main idea of it.

6. Speak to each other on the following topics.

7. Read the tale, translate without a dictionary and retell it.

WHY THE OWL HIDES BY DAY (JAPANESE)

Long, long ago the owl was a dyer. All the birds used to go to him to have their feathers dyed. The owl would dye them in many beautiful colors according to their

wishes. All were fully satisfied with him except the raven. He despised the owl's art of dyeing and was always boasting of his pure white feathers. There came a day, however, when even he was tired of the owl and said: "Very well, you may dye my feathers, too, but they must have a color that no one else has anywhere in the world." The owl took a long time to decide what color he should dye the raven's feathers – and finally he dyed them black, and said: "Now you have a color that no one else has anywhere in the world." When the raven saw that his feathers were completely black, as though he had pulled them straight out of chimney, he was terribly sorry for himself. And from that day on, all ravens have never forgotten the owl. Whenever they saw him, they fly at him and would tear him to pieces, if they had the chance.

8. Read and discuss the story from the book "Going to the Kindergarten."

Unit 2

great deal of heavy staff comprise emphasis	to lay special emphasis on optional enjoy encouragement diverse
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1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling

1. comprise (v) [kəmpraɪz] – включать, заключать в себе, содержать; складатися з, налічувати;
2. diverse (a) [dɪvə:s] – разнообразный; різноманітний;
3. emphasis (n) [ˈɛmfəˌsɪs] – ударение, акцент; наголос, акцент;
4. encouragement (n) [ɪnˈkʌrɪdʒmənt] – помощь, поддержка; допомога, підтримка;
5. enjoy (v) [ɪnˈdʒɔɪ] – пользоваться чем-либо, получать удовольствие; користуватися чим-небудь, отримувати задоволення;
6. heavy (a) [hevi] – огромный, тяжелый; величезный, важный;
7. optional (a) [ˈɒpsɪnəl] – факультативный; факультативний;
8. staff (n) [stɑːf] – штат, персонал; штат;
staff (v) [stɑːf] – укомплектовывать кадрами; укомплектування кадрів;
9. great deal of [greɪt di:l əv] – много, больше; багато, більше;
10. to lay special emphasis – придавать особое значение; надавати особливого значення.

2. Read the sentences and translate them.

1. Under the government a great deal of attention has been devoted to the training of efficient specialist for preschool institutions.
2. Heavy demands are made on the teachers and educators in kindergartens.
3. The institutions are staffed with graduates from specialized secondary schools.

4. Teachers institute provides students with a thorough theoretical and practical background in educational methodology.
5. The course comprises the fundamentals of preschool educational theory.
6. The new curriculum also lays more emphasis on special courses.
7. There are different optional courses such as singing and voice training, etc.
8. Students of courses enjoy extra leave from their place of work and other privileges.
9. Education boards give every encouragement to preschool educators.
10. Diverse pedagogical literature is published yearly.

3. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

under the government	при власти
devote to	посвящать, уделять
efficient specialist	квалифицированный специалист
theoretical and practical background	теоретическая и практическая
основа	
grants	стипендия
social sciences	общественные дисциплины, науки
hostel accommodations	общежития
extra leave	дополнительный отпуск
public education board	отдел народного образования
regular self-education	постоянное самообразование

4. Read and translate text. Answer the following questions, be ready to retell it.

TEACHERS AND EDUCATORS

Public preschool education was given little in the beginning of the 20 th century. There were no qualified teachers or educators for this type work. A great deal of attention has been devoted to the training of efficient specialist for preschool institutions. Today heavy demands are made on the teachers and educators in

kindergartens and nurseries. These institutions are staffed with graduates from specialized secondary schools or teacher's institutes.

Teacher's institute provide students with a theoretical and practical background in educational theory, psychology and methodology. Special time is given to practical training and particular attention is devoted to organization. To meet increasing demands in the training of preschool teachers with a higher education a new curriculum has been worked out for teacher's colleges.

The course comprises the fundamentals of preschool educational theory, didactics and methods for teaching students in specialized secondary schools, giving a more purposeful and effective character to the training of specialists.

The new curriculum also lays more emphasis on special courses and seminars. A series of social science lectures take care of the students' ideological and theoretical education and training.

All students in preschool departments learn to play a musical instruments: piano, violin, accordion, or dombra.

There are also different optional courses such as choir singing (conducting), singing and voice training, etc.

Students at specialized secondary schools are provided with text-books, grants and hostel = accommodations. Students of evening and correspondence courses enjoy extra leave from their place of work and other privileges. The graduates of these schools have the right to occupy corresponding posts in kindergartens and to be enrolled in any of the country's higher schools.

Much attention is being given to raising to qualification of preschool teachers and educators. Public education boards give every encouragement to preschool educators to take correspondence course at teachers' training schools and institutes and provide them with all the necessary facilities.

The state helps preschool educators with regular self-education and enable them to make use of the experience of pedagogical experts. The district methodological centers also play an important role in improving the qualifications of preschool educators.

Diverse pedagogical and methodological literature is published yearly, for example, numerous periodicals on educational theory also serve the same purpose. The creative work of preschool educators is greatly promoted by teachers' societies set up in all the districts. All these measures ensure the well-rounded training of teachers for preschool institutions.

1. devote to – посвящать, уделять;
2. efficient specialist – квалифицированный специалист;
3. theoretical and practical background – теоретическая и практическая основа;
4. grants – стипендия;
5. social sciences – общественные дисциплины, науки;
6. hostel accommodations – общежития;
7. extra leave – дополнительный отдых;
8. public education board – отдел народного образования;
9. regular self-education – постоянное самообразование.

Answer the following questions:

1. What optional courses are used for teachers training college students? Which of them do you prefer?
2. Do preschool teachers get encouragement to raise their qualification? Which are the most effective?
3. What institutions train teachers for kindergartens?

5. Look through the text and give the main idea of it.

6. Speak to each other on the following topics.

What subjects are taught at pedagogical universities?

7. Read the tale, translate without a dictionary and retell it.

THE FOX AND THE STORK (RUSSIAN)

Once upon a time a fox went up to a stork and said: "Good morning, stork!" – "Good morning, fox! What news have you today?" "I have been reading many books and I understood that you and I are cousins. We should visit one another and make

friends.” “Fine,” said the stork, “you must invite me to dinner.” So the fox invited the stork to dinner. He cooked some porridge and put it on the plate and said to the stork, “Help yourself, stork! Take as much as you want!” The Stork pecked away at the plate with his long beak, but couldn’t pick up any of the porridge, and so the fox licked it all up himself. The next day the Stork invited the fox to the dinner. He cooked some soup, poured it into a jug with a long narrow neck and said to the fox: “Help yourself, fox! Take as much as you want!” The Fox walked round the jug, poked his nose in, but couldn’t reach a drop of soup.

So the Stork, with his long beak, drank it all.

All that was the end of the friendship between the fox and the stork.

8. Read and discuss the story from the book “Going to the Kindergarten”.

Unit 3

environment	conviction
inclination	concern
reluctant	key
trait	skill

1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.

1. conviction (n) [kən'vɪksən] – убеждение, уверенность; переконання, впевненість;
2. concern (n) [kən'sɜ:n] – забота, беспокойство; турбота, хвилювання;
3. environment (n) [ɪn'vaɪəmənt] – окружающая обстановка, среда; оточення, середовище;
4. inclination (n) [ɪn'kli'neɪʃn] – склонность; нахил;
5. key (a) [ki:] – главный, ведущий; головний, той, що веде;
6. reluctant (a) [rɪ'lʌktənt] – неохотный, делающий с неохотой; неохочий, нехотячи;
7. skill (n) [skɪl] – мастерство, умение, навык; майстерність, уміння, навички;
8. trait (n) [treɪt] – черта (характера); риса вдачі.

2. Read the sentences and translate them.

1. The child's environment and his upbringing have a decisive effect.
2. The upbringing will to a large extent determine future habits and inclinations.
3. The children like the kindergartens so much that they were often reluctant to go home.
4. The intellectual development and the role of the family and society in the formation of the child's move traits.
5. No instructions on education are capable of compensating for a lack of conviction on the part of the teacher.

6. Concern for the child's health and proper physical development was to become a key task of all preschool institutions.
7. Providing him with all the necessary knowledge and skills for school.

3. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

to be acquainted with	быть знакомым с кем-либо
vocational	профессиональный
elaboration	разработка, совершенствование
elaborate	сложный, тщательно
разработанный	
doom (v)	осуждать, обрекать
doom (n)	судьба, рок
embody	воплощать, облекать в конкретную
форму	
initial stage	начальная стадия
principal moral traits	основные человеческие качества
decisive effect	решающее влияние
large extent	в значительной степени
extensive contribution	значительный вклад
natural faculties	врожденные способности

4. Read and translate text. Answer the following questions, be ready to retell it.

PRESCHOOL EDUCATION – THE FIRST LINK IN THE SYSTEM OF EDUCATION

Public preschool education plays an important role as the initial stage in the system of public education. Preschool age is the period of the most intensive physical and intellectual development of a child. This is the time when the principal moral traits, character and abilities are formed on the basis of the child's instincts.

The child's environment and his upbringing have a decisive effect on this process. A small child is highly sensitive to the influence of his teachers. The idea of public preschool education was first developed by the great English Utopian Socialist Robert Owen. The kindergartens he set up in New Lanark enrolled children liked the kindergartens so much that they were often reluctant to go home.

Problems of preschool education stirred the minds of many progressive teachers, writers and political leaders.

The writings of Belinsky, Chernyshevsky and Dobrolyubov deal with questions of aesthetic education, intellectual development and the role of the family and society in the formation of the child's moral traits.

The great world teacher K.D. Ushinsky made an extensive contribution to pedagogical science. Ushinsky pointed out that nothing could replace the influence of the educator's personality on the child. No instructions on education are capable of compensating for a lack of conviction on the part of the teacher. Moral qualities can be developed in the child only under the direct influence of the personality.

K. Ushinsky was the ideological inspiration of an entire school of thought in preschool education.

The creation of a broad network of preschool institutions was an essential requisite for emancipating women, organizing the people's life along new, lines and what was most important, forming the new man, and bringing up future citizens of a new society.

Many Ukrainian teachers in the 20 th century made a substantial contribution to the development of preschool education, they made a close study of the practical side of preschool education in different European countries. They regarded the proper organization of preschool education. They considered that physical education should be a major element in preschool education alongside the child's intellectual development. Concern for the child's health and proper physical development was to become a key task of all preschool institutions. By means of play the child can be acquainted with different forms of work.

They linked vocational training with intellectual education. Children must be brought up in the spirit of national morality. One should learn to develop the desire for public activity, friendship between children of different nationalities and a feeling of comradeship. Their will-power and an interest in the surrounding life should be developed and desire to work and study should be stimulated. They made a special point of the necessity of taking a child's age into account.

Importance was attached to the uniform character of education and upbringing aimed at the all-round physical, intellectual, aesthetic and moral development of a child and providing him with all the necessary knowledge and skills for school.

These principles are embodied in the present “Kindergarten Educational curriculum”, which is an important document in Ukrainian preschool development.

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1. initial stage – начальная стадия
 2. principal moral traits – основные человеческие качества
 3. decisive effect – решающее влияние
 4. large extent — в значительной степени
 5. extensive contribution — значительный вклад
 6. natural faculties – врожденные способности

Answer the following questions:

1. What stirred the minds of many progressive teachers and writers?
2. Who made an extensive contribution to pedagogical science?
3. What age is the most important in the physical and intellectual development of a child?
4. Did Ukrainian teachers a substantial contribution to the development of preschool education?
5. What was the importance of uniform character of education and upbringing.

5. Look through the text and give the main idea of it.

6. Speak to each other on the following topics.

7. Read the tale, translate without a dictionary and retell it.

THE BEAN THAT BURST (SLOVAK)

Once upon a time a coal, bit of straw and a bean took themselves off and went out into the world. They walked till they came to a little stream, but there was no sign of any bridge or plank by which they could get across.

The coal said: “Little straw, if you would lie down across the stream, we could use you as a bridge.”

So the bit of straw lay down the stream and the glowing coal started crossing to the other side. But by the time it was half way over, it had burned through the straw, which promptly broke in half, and the coal fell into the water with a great sizzling plop!

When the bean saw what had happened it started laughing, and it laughed and laughed till it burst. Happily, at that moment, a tailor happened to be passing by and he immediately sowed up the slit in the bean. That is the reason why the bean has a seam in its side!

8. Read and discuss the story from the book “Going to the Kindergarten”.

Unit 4

cope with	demand
flow	threat
seek	accordingly
share	suit
interaction	maturity
invent	mature
tend	fascinate

1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.

1. accordingly (adv) [ək'ɔ:dɪŋh]— соответственно, таким образом; відповідно, таким чином;

2. cope with (v) [kəʊp wɪð] — управляться с чем-либо; упоратися з чим-небудь;

3. demand (n) [dɪ'ma:nd]— требование, просьба, запрос; вимога, прохання, виклик;

demand (v) [dɪ'ma:nd] — требовать, нуждаться; вимагати, мати потребу;

4. fascinate (v) [fæsɪneɪt] — очаровывать, пленять; зачаровувати;

5. flow (n) [fləʊ]— поток, наплыв; потік;

flow (v) [fləʊ] — течь, разливаться; текти, розливатись;

6. interaction (n) [ɪnter'æksən] — взаимодействие; взаємодія;

7. invent (n) [ɪn'vent] — изобретать, придумывать; винаходити, вигадувати;

8. mature (a) [mə'tʃʊə]— зрелый; зрілий;

9. maturity (n) [mə'tʃʊərɪti]— зрелость, завершенность; зрілість, довершеність;

10. seek (v) [si:k] — искать, разыскивать; шукати, розшукувати;

11. share (n) [ʃeə] — часть, доля, участие; частина, доля, участь;

share (v) [ʃeə] — делить, распределять, принимать участие; ділити, розподіляти, приймати участь;

12. suit (n) ['sju:t] — костюм; костюм;

suit (v) ['sju:t] — соответствовать, быть к лицу; відповідати, личити;

13. tend (v) [tend] — направляться, склоняться; прямувати, схилитися;

14. treat (n) [trit] — удовольствие, развлечение; задоволення, розвага;

treat (v) [trit]— обращаться, обходиться, рассматривать; звертатись, поводитись, розглядати.

2. Read the sentences and translate them.

1. The child develops early many skills necessary for coping with the complex world about it.

2. If adults take time to talk with him and answer the continuous flow of questions, he acquires vocabulary at a rapid pace.

3. The child seeks companionship in carrying on its activities.

4. His ability to share.

5. There's little interaction except for occasional disputes over possessions.

6. A child of this age often invents imaginary ones.

7. The dramatic play of this period tends to reproduce adult activities.

8. He may demand a gun or lasso a mother's hot or high-heeled shoes for “dress up” purposes.

9. Demands to be treated accordingly.

10. Poetry and stories suited to their maturity and interests fascinate them at this age.

11. Their sent lengthen and become more mature.

3. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

gun	охотничье ружьё, пушка, орудие
launder	стирать
toss about	постоянно пользоваться, вставлять
gleefully	весело, радостно
distortion	искажение, искривление
lively group	веселая группа
growing use	более частое использование
companionship in carrying on his activity	дружеская поддержка его деятельности

rather than	скорее, чем
be concerned	интересоваться
imaginary	воображаемый
unusual sounding	необычное звучание
add new concepts	вкладывать (давать) новые понятия
employ	использовать
measure of growth	показатель роста
only child among adults	единственный ребенок в семье
high-heeled shoes	туфли на высоком каблуке

4. Read and translate text. Answer the following questions, be ready to retell it.

THE PRESCHOOL CHILD

The child of two to five years of age may be at home or in the nursery school or kindergarten. He may be only child among adults, or he may be living with a lively group of brothers and sisters. The child develops early many skills necessary for coping with the complex world about him, among them the growing use of voice and speech. If adults take time to talk with him and answer his continuous flow of questions, he acquires vocabulary at a rapid pace and grows in ability to think and to express his thoughts clearly. He seeks companionship in carrying on his activities but often plays alongside others rather than with them. His ability to share and to cooperate extends only to things that interest him and then for short periods of time. As he talks with other children he is likely to be concerned primarily with himself and his own interests. There is little interaction except for occasional disputes over possessions and privileges. If he has no playmates, a child of this age often invents imaginary ones who fill his need for companionship until he goes to school and finds real companions. He adjusts to organized groups slowly and turns to adults for help and approval fully as often as to his playmates.

The dramatic play of this period tends to reproduce adult activities as the child explores his own world by playing, house, store, deliveryman, or postman and

impersonates one after another the characters he meets on radio or television, in picture books, and in stories which are read or told him.

His imagination takes care of most properties, though he may demand a gun or lasso or mother's hat or high-heeled shoes for "dress up" purposes.

Children of four and five are keenly interested in words-especially new and unusual sounding ones – and play with them, toss them about gleefully, and invent all sorts of distortions of them. They like to imitate adult talk and will copy adult behavior and conversation in their play of housekeeper, calling on the neighbors, and serving as teacher or storekeeper. Poetry and stories suited to their maturity and interests fascinate them at this age. They delight especially in books of their own and will carry them around, talk about them, even pretend to read them if an adult will listen.

As the child builds vocabulary and adds new concepts from his experiences, his sentences lengthen and become more mature. Most five-year-olds employ all the types of sentences used by adults. Length and quality of sentences is perhaps the best measure of growth in language power. The ease with which the child uses languages for self-expression is a good indication of his mental health.

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1. lively group – веселая группа
 2. growing use — более частое использование
 3. companionship in carrying on his activity — дружеская поддержка его деятельности
 4. rather than — более, чем
 5. be concerned — интересоваться
 6. imaginary — воображаемый
 7. unusual sounding — необычное звучание
 8. add new concepts — вкладывать (давать) новые понятия
 9. employ — использовать
 10. measure of growth — показатель роста

11. only child among adults — единственный ребенок в семье

12. high-heeled shoes — туфли на высоком каблуке

Answer the following questions:

5. Look through the text and give the main idea of it.

6. Speak to each other on the following topics.

7. Read the tale, translate without a dictionary and retell it.

ALDAT-KOZE AND HIS MAGIC CLOAK (KAZAKH)

Aldar-Koze was a clever lad. Although he was poor, he never lacked for anything and never got himself into a tight corner. And he was welcome everywhere in Kazakhstan. But one winter's day Aldar-Koze felt sad. A cold wind was flowing and he was riding alone across the steppe. Far and wide there was not a man to be seen. His nag was lame and his cloak had seventy holes and ninety patches in it. Suddenly he saw a rider coming towards him. He had a beautiful horse and a warm fox fur cloak. Surely it must be a rich merchant. Aldar-Koze sat up in his saddle, loosened his cloak and began singing: "Aren't to you cold?" asked the rich man in amazement. "Your cloak is full of holes, how can you still feel like singing?"

"I singing because my cloak is full of holes. The wind blows in one hole and out another. The warmth remains with me. You must be cold in your fox fur." "Yes, I am cold," admitted the rich man. "Suppose you sell me your cloak!" "It's not for sale, for then I, in my turn, would be cold." "I'll give you some money and my cloak as well!" "Very well, agreed Aldar-Koze, after a moment." "Let's exchange cloaks, and let us exchange horses too. And you can keep the money."

So the merchant gave Aldar-Koze his fox fur cloak and his beautiful horse and he took the lame nag and the cloak with seventy holes and ninety patches and was pleased he had made a good bargain. Aldar-Koze put on the fur cloak, jumped on the horse and rode off. In the village that evening he told of his magic cloak with seventy holes and ninety patches. And everybody laughed at the way he had outwitted the rich merchant.

8. Read and discuss the story from the book "Going to the Kindergarten"

Unit 5

plunder	round-the-clock
increase	manual
creche	agility
strain	agile
attachment	disease

1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.

1. agile (a) [ə'dzil] – подвижный, ловкий; рухливий, спритний;
2. agility (n) [ə'dziliti] — подвижность, ловкость; рухливість, спритність;
3. attachment (n) [ə'tætsmənt] — привязанность; прив'язаність;
4. creche (n) [kreis]— детские ясла; дит'ясла;
5. disease (n) [di'zi:z] — болезнь; хвороба;
6. increase (n) [in'kri:z] — рост, увеличение; ріст, збільшення;
increase (v) [in'kri:z] — расти, увеличиваться; рости, збільшуватися;
7. manual (n) [mænju:əl] — учебник, пособие; підручник, посібник;
8. plunder (n) ['plʌndə] — добыча, грабеж; здобич, пограбування;
plunder (v) ['plʌndə] — грабить, расхищать; грабувати, розкрадати;
9. strain (v) [strein] — оказывать влияние, изменять; мати вплив, впливати, змінювати;
10. round-the-clock (a) — круглосуточный; цілодобовий.

2. Read the sentences and translate them.

3. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

out of which	из которых
to be a great help	оказывать большую помощь
kindergartens accommodation	система детских садов
to be beneficial	быть полезным

to be left unattended	быть оставленным без присмотра
all-round physical and intellectual development	всестороннее физическое и умственное развитие
to acquire good habits	приобретать полезные привычки
does not lessen, but rather deepens	не уменьшает, а даже развивает
at least	по крайней мере
graduate of a teachers' college	выпускники педагогического колледжа
take care of	заботиться
in general	в общем
place no strain	не обременять
state-run	государственный
get to know	познавать

4. Read and translate text. Answer the following questions, be ready to retell it.

STAGES OF EDUCATION

Kindergartens. Preschool education is a part of a unified system of education.

In 1914, Ukraine had only few preschool establishments. Then many kindergartens were built. During the Second World War the fascists destroyed and plundered many preschool institutions.

In the post-war period the number of preschool institutions rapidly increased. Damaged buildings were repaired, and new Kindergartens, creches and medical institutions were built.

Kindergartens are great help to the women who account for three quarters of the country's doctors and teachers, nearly half of the rural doctors and teachers nearly half the students and one-third of the engineers and scientists. Kindergartens accommodations place no strain on the family budget, since the state covers all maintenance expenses, the parents paying only part of the cost of child's food in the

state kindergartens. State-run preschool educational institutions are beneficial to the children themselves.

Trained teachers and doctors watch over the childrens' health and see to their all-round physical and intellectual development.

The experience shows that children in kindergartens are healthy and acquire many good habits including those of living in collective. Upbringing in the kindergarten does not lessen, but rather deepens the children's love and attachment for their parents. But now many private kindergartens appeared in our country.

All work with children in Kindergartens is conducted in their native language. Most kindergartens operate from 8 a.m. to 6 p.m. There are also round-the-clock kindergartens. The headmistress of kindergarten must be a trained teacher, with at least four-year experience and special medical training. Teachers must be graduates of a teachers college.

The programmes and methods of teaching in kindergartens are determined by a special manual.

Children of kindergartens are usually divided into three groups: “junior-three-five years of age, middle-five-six years and senior-six-seven years.”

Their physical training includes health-building and development of physical agility. They are taught hygienic habits.

The requirements of hygiene are, considered when buildings are equipped and furnished. The children's diet and regimen are worked out scientifically, as are measures to prevent and treat disease. The kindergarten child is taught to feed himself unassisted to wash and dress himself, to keep his things clean and orderly, make his bed and take care of his toys. All this is designed to develop in the child good behavior habits.

For three-four every day the children take part in outdoor games, during which the teachers help them develop their abilities and initiative and learn the value of friendship and group activity. During study sessions they learn correct speech, counting, drawing, building with blocks singing and rhythmic moments and in general get to know the world around them.

In the kindergarten a child begins to develop a wish to go to school and learn to do not only what is interesting but also what is necessary.

The adoption of a new curricula by the secondary schools and the reduction of the primary course from four to three years have increased the role of kindergartens in preparing children to school.

Kindergartens operate in close contact with parents. Parents-teachers meetings are held regularly to discuss problems of bringing up children in kindergartens and in the family.

-
1. out of which – из которых
 2. to be a great help — оказывать большую помощь
 3. kindergartens accommodation — система детских садов
 4. to be beneficial — быть полезным
 5. to be left unattended — быть оставленным без присмотра
 6. all-round physical and intellectual development — всестороннее физическое и умственное развитие
 7. to acquire good habits — приобретать полезные привычки
 8. does not lessen, but rather deepens — не уменьшает, а даже развивает
 9. at least — по крайней мере
 10. graduate of a teachers' college — выпускники педагогического колледжа
 11. take care of - заботиться
 12. in general — в общем
 13. place no strain — не обременять
 14. state-run - государственный
 15. see to — следить за
 16. get to know — познавать

Answer the following questions:

1. How many children attended preschool establishments before the revolution?
2. When were many preschool institutions destroyed and plundered?

3. What is the main purpose of preschool educational institutions? What is your personal opinion about it?

5. Look through the text and give the main idea of it.

6. Speak to each other on the following topics.

7. Read the tale, translate without a dictionary and retell it.

8. Read and discuss the story from the book “Going to the Kindergarten”.

Unit 6

play	infinite
delight	scope
spontaneity	clumsy
self-expression	awkward
prop	

1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling

1. awkward (a) [ækwɔ:d] – неловкий, неудобный; неврапний, незручний;
2. clumsy (a) [kl^mzi] – неуклюжий; незграбний;
3. delight (n) [dilait] – наслаждение, удовольствие; насолода, задоволення;
delight (v) [dilait] – доставлять удовольствие, восхищаться; приносити задоволення, захоплюватись;
4. infinite (a) [in^finit] – бесконечный, безграничный; безмежний, безкрай;
5. play (n) [^plei] – игра, действие, движение; гра, дія, рух
play (v) [^plei] – играть, забавлять, развиваться; грати, бавити, розвиватись;
6. prop (n) [prəʊp] – опора; опора;
7. self-expression (n) [self iksp^resən] – самовыражение; самовираження;
8. spontaneity (n) [spətə^neiti] – самопроизвольность; мимовільність.

2. Read the sentences and translate them.

1. The play of children is never-ending source of interest and delight, spontaneity and unexpectedness.
2. Play means more than the fun of self-expression.
3. Learn in infinite variety of skills.
4. As he gets older he needs more scope for his activities.
5. Preparing food or cleaning the house are often clumsy and awkward.
6. What's an empty box to you may be an important prop in his game of make-believe.

3. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

make-believe	воображение, притворяться, делать вид
observant adult	наблюдательный, взрослый
never-ending source	бесконечный источник
explore	исследовать
variety of skills	разнообразие навыков
grow out of experience	появляются в следствие опыта
come from	происходить, выходить из
catch his fancy	вызвать интерес, любопытство
watch children playing	наблюдать за играющими детьми

4. Read and translate text. Answer the following questions, be ready to retell it.

HOME AND PLAY EQUIPMENT FOR YOUNG CHILDREN

Play and the family. For the observant adult, the play of children is the source of interest and delight, spontaneity and unexpectedness. But to the child, play means more than the fun of self-expression. In their play babies and young children experiment, explore and discover. Learn in infinite variety of skills, develop their capacities.

Adults – parents, relatives, neighbors, friends – have an important part in children play. They help to provide the toys, the equipment, the space, the time, the guidance and encouragement in human relationships that children need in order to develop their potentialities for healthy happy play.

At no age do children really play alone. Even the youngest child wants someone around to appreciate what he is doing, to help him get materials together.

Play and Learning. Some adults think of play as something aimless and rather unnecessary.

Any observant parent, however, not only recognizes that in his play the child experiments with his environment and tries out his powers but that he learns much through his play. Play is one of the ways the child has of establishing his relationship to his world and of expressing feelings and emotions that grow out of experience.

As he gets older he needs more scope for his activities. He needs to walk and run, to climb, to ride, to push, to dig, to throw. The development of the large muscles of arms and legs comes from these activities. Having the opportunity to handle and play with many different kinds of materials, the child begins to learn about colour, size, and shape. He begins to develop the smaller muscles of hands and eyes.

Imaginative Play. Much of child's play is an imitation of what he sees and hears. He tries to do what he sees his parents and other brothers and sisters doing. The small child's first attempts to be mother taking care of the baby or preparing food or cleaning house are often clumsy and awkward. But through repetition, he develops skills. Another time the child is the father doing to business or driving the car. The grocery man or the streetcar conductor catches his fancy and his toys help to act many roles.

What is an empty box to you may be an important prop in his game of make-believe. Toy animals and dolls are often real people in his play and he himself, may be "dog, horse, or a lion."

To watch children playing is to see the unfolding of their powers and their imagination. A child at play is inventive and alert and is solving problems. The child's play is also self-expression since through it he acts out his ideas and his feelings and learns about the ideas and feelings of other people.

Playing alone. It is important for a baby to learn to play alone. A baby will amuse himself happily with a few simple toys. He may want to hear his mother's voice now and then or have a change in toys, but it is not necessary to play with the child or pick him up as soon as he wakes up. At times a baby will play by himself more happily if he is in the same room with his mother. When he begins toddling his play may take the form of following his mother as she uses a dust cloth or a sweeper. As for as

possible, he should follow his own interests in his own way. His movements will become less awkward as he practices and tries out things by himself.

Playing with other children. Although a child of any age should have some time to himself, he also needs opportunities to play with other children. A 2-or-3-year-old will enjoy playing beside another child if both have their own toys. They seldom play together in the sense of sharing toys and joint play at this age. It is important for an only child to have experience with other children as soon as possible. The young child may be overprotected or exploited by other brothers and sisters and older children. Older children are impeded by having younger ones under foot all the time.

Children learn from each other as well as derive much pleasure from companionship. They learn both to lead and to follow, to share and to give and take.

Some activities should be planned for the family to enjoy doing together. They help build the feeling of family unity and belonging that is so important for the growing child.

-
1. make-believe – воображение, притворяться, делать вид
 2. observant adult – наблюдательный, взрослый
 3. never-ending source – бесконечный источник
 4. explore – исследовать
 5. variety of skills – разнообразие навыков
 6. grow out of experience – появляются в следствие опыта
 7. come from – происходить, выходить из
 8. catch his fancy – вызвать интерес, любопытство
 9. watch children playing – наблюдать за играющими детьми

Answer the following questions:

5. Look through the text and give the main idea of it.

6. Speak to each other on the following topics.

7. Read the tale, translate without a dictionary and retell it.

THE GOLDEN APPLE (ARMENIA)

There was once a king who had a proclamation made throughout his kingdom that whoever told him the biggest lie would receive an apple of pure gold. All sorts of people came to him and told him lies, but the king always shook his head and said: “That’s very well, but it could be true.”

One day a young man arrived, holding a barrel in his hand. He said to the king: “Oh, mighty monarch, I have come for gold sovereigns.” “What gold sovereigns?” asked the king.

“The barrel of gold sovereigns you borrowed from me last week!”

“I certainly never borrowed a barrel of gold sovereigns from you. That’s a lie!”

“If it is a lie, then give me the golden apple! The ring stopped short:

“Wait a moment, you’re quite right! I’ve just remember!”

“All the better, my liege, then give me the barrel of gold sovereigns!”

The king realized that he had been outwitted, and that was how the young man the golden apple.

8. Read and discuss the story from the book “Going to the Kindergarten”.

Unit 7

avaricious	petty
cowardly	philistine
crafty	pursue
grief	trouble
mould	virtue

1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.

1. avaricious (a) [ævə'risəs] – скупой, жадный; скупий, жадібний;
2. cowardly (a) [kauəd] – малодушный, трусливый, подлый; легкодухий, боягузливий, підлий;
3. crafty (a) [kra:fti] – хитрый, коварный, ловкий; хитрий, підступний, вправний;
4. grief (n) [gri:f] – горе, огорчение, печаль; лихо, туга, смуток;
5. mould (n) [mould] – формирование, склад характера; формування, склад характеру;
mould (v) [mould] – формировать характер; формувати характер;
6. petty (a) [peti] – мелкий, мелочный, ничтожный; дрібний, мізерний;
7. philistine (n) [ˈfɪlɪstɪn] – обыватель, мещанин; обиватель, міщанин;
8. pursue (v) [prə:sju] – преследовать цель, следовать; переслідувати ціль, прямувати;
9. trouble (n) [ˈtra:bl] – беспокойство, беда, волнение; турбота, лихо, бентеження;
trouble (v) [ˈtra:bl] – беспокоиться, волноваться; турбуватися, хвилюватися;
10. virtue (n) [ˈvɜ:tju:] - добродетель, достоинство; доброчесність, гідність.

2. Read the sentences and translate them.

1. A poor bringing will mean our future grief.
2. To give a child guidance one must know exactly, what educational aims one wants to pursue.
3. To develop into a Philistine, avaricious and cowardly, a petty, crafty dealer.

4. Take the trouble to ponder on this question.

4. Take the trouble to ponder on this question.

5. The moulding of a child's personality begins before he reaches school age, it is then that the principal moral virtues are instilled in him.

3. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

dry	сухой, скучный
map out	планировать
precisely	точно, как раз
its own way	свой собственный образ жизни
at least	по крайней мере

4. Read and translate text. Answer the following questions, be ready to retell it.

THE ESSENTIAL OF GOOD UPBRINGING

“Our children are the future citizens of our country, of the world. They are to make history. Our children are the future fathers and mothers, they will also have to bring up sons and daughters of their own. Our children must grow into fine citizens, good fathers and mothers. But that is not all: our children are our old age. A correct upbringing will mean a happy old age for us, a poor bringing will mean our future grief, our tears, our fault towards other people, towards the whole country,” – said A. Makarenko.

The role of the family is particularly important in the education of children of kindergarten age, for it is precisely between the ages of three and seven that the foundation for their correct all-round development is laid.

The family is the first school where the child acquires his life experience, his moral principles and standards of behavior, and adopts a definite attitude towards life and his environment. The family is the first natural collective body of which the child feels he is a member.

Each family has its own way of living and each child has a personality of his own, all of which has to be taken into accounts when choosing the educational method to adopt in a given case. It is obvious, therefore, that there can be no dried rules and methods applicable to all families and all children. However, the basic principles of upbringing make it possible to outline the main conditions for a correct home upbringing. To give a child guidance one must know exactly what educational aims one wants to pursue, to develop into a Philistine, avaricious and cowardly, a petty, crafty dealer. Take the trouble to ponder on this question, at least think about it in private, and you will immediately see both the numerous mistakes you have made and the many correct roads for you follow.

One should map out a definite course of the child's all-round physical, mental, moral and aesthetic education while he is still very young.

A good physical education is especially important for a growing child. All parents know it. Yet they make a big mistake, which is often difficult to correct, when they let their concern for the child's health and physical development interfere with the other requirements of his education.

The moulding of a child's personality begins before he reaches school age, it is then that the principal moral virtues are instilled in him: patriotism, collectivism, an industrious and respectful attitude to work, self-discipline, a sense of responsibility to the collective, honesty, truth-fullness, endurance and perseverance in attaining a set goal.

-
1. map out – планировать
 2. precisely – точно, как раз
 3. its own way – свой собственный образ жизни
 4. at least – по крайней мере

Answer the following questions:

1. What are the main traits you would like child to adopt”?

2. Why is it necessary to map out a definite course of the child's all-round education while he is very young?
3. What are the main reasons of correct upbringing?
4. Who was the first to describe the main aims of good upbringing?
5. What is particularly important in the education of children of preschool age?

5. Look through the text and give the main idea of it.

6. Speak to each other on the following topics.

7. Read the tale, translate without a dictionary and retell it.

HOW THE LIZARD STOLE THE JAGUAR'S FIRE (INDIAN FROM SOUTH AMERICA)

Once upon a time, long, long ago, there lived a jaguar beside the banks of a great river, and this jaguar had a fire. Now at that time one else had a fire, not even man and for that reason everyone ate their meat raw. Only the jaguar was able to roast, boil and fry his food on the fire.

Now man also wanted to have a fire and he begged the jaguar to let him have at least a glowing ember. But the jaguar was mean. He did fire in his tent and wouldn't give many any of it. Man was very angry and sent the lizard to take the jaguar's fire away from him.

It was raining at that time and the jaguar was watching to see that the rain did not drop the tent and put out fire. And as it had been raining for several days, the jaguar was sleepy and bad-tempered. Just then the lizard arrived.

“Go to sleep, jaguar. I'll watch you fire for you.”

Then jaguar was glad, and he lay down and fell asleep. When the lizard saw that the jaguar was really sleep, he took a burning branch from the fire, opened up the tent so that the water would pour in and put out the fire, and then took the branch to man.

8. Read and discuss the story from the book “Going to the Kindergarten”.

Unit 8

broaden	mental
emulate	orchard
establish	prejudice
grasp	superstition

1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling

1. broaden (v) ['brəʊd(ə)n] – расширять, распространять; розширювати, поширювати;

2. emulate (v) ['emjuleit] – соревноваться, соперничать; змагатися, бути суперником;

3. establish (v) [est'æblis] – основывать, устанавливать; засновувати, встановлювати;

4. grasp (n) ['gra:sp] – хватка, обладание, понимание; хватка, володіння, розуміння;

grasp (v) ['gra:sp] – схватывать, осознавать; схоплювати, усвідомлювати;

5. mental (a) ['mentəl] – умственный, мысленный; розумовий, уявний;

6. orchard (n) ['o:tsəd] – фруктовый сад; фруктовый садок;

7. prejudice (n) ['predzudis] – предубеждение, предрассудок; упередження, забобон;

prejudice (v) ['predzudis] – предупреждать, наносить ущерб; попереджати, наносити збитків;

8. superstition (n) ['sjʊpəstisən] – суеверие; забобон.

2. Read the sentences and translate them.

1. Observe the established rules of behavior in their collective.

2. Moral and mental education is inseparable.

3. "I'm going to school," says a toddler, collecting his picture books.

4. It is useful for children nearer school age to make nature studies, work in the orchard and kitchen garden, because all this broadens their horizons.

5. Also does away with much things as superstition and prejudices.
6. They grasp things with their senses rather their minds.
7. Giving him ideals to emulate.

3. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

attentive	внимательно
attention	внимание
whole course	в целом
respect elders	уважать старших
outside influence	влияние внешней среды
steadily guidance	постоянное руководство
thirst for knowledge	страсть к знаниям

4. Read and translate text. Answer the following questions, be ready to retell it.

CHILDREN IN THE KINDERGARTEN

Children of kindergarten age receive their moral education in the process of play, hobby classes, in fact, in the whole course of their everyday life. It is important to teach them to play together nicely, share their toys, to help one another, respect their elders, observe the established rules of behavior in their collective, keep their toys in order, look after plants and pets, and to perform their duties conscientiously.

Teaching the children, methodically and tidiness is food for their health and also makes them efficient, disciplined and self-reliant. Children under seven are very susceptible to outside influence, they like to copy others and are extremely active and responsive to suggestion. These characteristics, which are peculiar to their age, greatly enhance the importance of example, demonstration, instruction and steadily guidance of their activity.

Moral and mental education is inseparable. The material required for mental development is chosen in accordance with the educational aims and pursued. Naturally, we do not make it our aim for children under seven to master anything too

difficult, but we do say that it is necessary to broaden their horizons, develop their speech, thinking, memory, imagination, powers of observation and will-power, encourage their thirst for knowledge and cultivate other qualities essential for a good scholar by drawing their attention to the world around them, by guiding them in their occupation and games, and by reading and talking to them. Children often play “school,” copying their elder brothers and sisters. “I’m going to school,” says a toddler, collecting his picture-books. This game must be given every encouragement, so that “going to school” should really become the happy event of which the child dreams and for which he is making ready.

A child’s mental development is greatly helped by direct contact with the world about him. It is useful for children nearer school age to make nature studies, take care of pets and plants, work in the orchard and kitchen garden, and watch adults operating modern farm machinery, because all this broadens their horizons, strengthens their power of observation and mental acquisitiveness, and also does away with such things as superstition and prejudices, making them aware of Man’s power over Nature and creating the basis for a materialist world outlook. Young children are very emotional, they grasp things with their senses rather than their minds. An artistic image, which they can understand, embodied in a picture, in music and song, and their own art activities in which they reflect their observations and impressions, have an enormous influence on their minds. Esthetic education is inseparably bound up with the realization of the aims of mental and moral education; it plays a role of tremendous importance in shaping the child’s moral character, in guiding his sympathies in the desired direction, and giving him ideals to emulate.

A study of the way family upbringing is practiced in our country shows that we have many fine parents who devote a great deal of attention to the all-round education of their children from an early age.

-
1. whole course – в целом
 2. respect elders – уважать старших
 3. outside influence – влияние внешней среды

4. steadily guidance – постоянное руководство
5. thirst for knowledge – страсть к знаниям

Answer the following questions:

1. Why is it to important to teach children to play together, to share toys?
2. Children of kindergarten age receive their moral education in the process of play, don't they?
3. In what way is the material required for mental development chosen?
4. What game to children like to play?
5. What helps a child's mental development?

5. Look through the text and give the main idea of it.

6. Speak to each other on the following topics.

7. Read the tale, translate without a dictionary and retell it.

THE WISE HEN (TAJIK)

One day a hen was pecking and acraping beneath a tree outside the village when a jackal ran toward her. He was very hungry and already enjoying the idea of a chicken for a dinner. But the hen quickly flew up into the tree. "Good morning, little hen!" said the jackal. "Have you heard the latest news?" "What news?" asked the hen. "What news! The very latest news – that all the animals have made peace. All animals are now good friends, and no animal will harm any other! So you can fly down from that tree quite safely. I won't eat you!"

But the hen was wise and knew that the jackal was not to be taken at his word. So she said: "I know you wouldn't harm me, but there is a better view from here. I can see all the way to our village." "And is there anything special to see in your village?" asked the jackal. "Nothing special, just a pack of dogs running this way." The moment the jackal heard this, he sprang up and raced away. "But why are you running away?" the hen called after him. "The dogs won't hurt you!" "They're sure not to have heard anything!" cried the jackal and he was gone in a flash.

8. Read and discuss the story from the book "Going to the Kindergarten".

Unit 9

enquire	own
evident	purposeless
excel	purposeful
explore	undemanding
nourishment	warmth

1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling

1. enquire (v) [in'kwaɪə] – узнавать, опрашивать; дізнаватись, опитувати;
2. evident (a) [ˈevid(ə)nt] – сердечный, очевидный, ясный; щирий, явний;
3. excel (v) [ɪk'sel] – превосходить, выделяться; перевершувати, виокремлюватись;
4. explore (v) [ɪk'splɔ:] – исследовать, разведывать; досліджувати, розвідувати;
5. nourishment (n) [ˈnʌrɪsmənt] – питание, поддержка; харчування, підтримка;
6. own (a) [əʊn] – свой, собственный; свій, власний;
own (v) [əʊn] – признавать, владеть; визнавати, володіти;
7. purposeless (a) [ˈpɜ:pəsli:s] – бесцельный; безцільний;
8. purposeful (a) [ˈpɜ:pəsfl] – целеустремленный; цілеспрямований;
9. undemanding (a) [ˈʌndu'ma:ndɪŋ] – нетребовательный; невимогливий;
10. warmth (n) [wɔ:mθ] - тепло, теплота; тепло.

2. Read the sentences and translate them.

1. Morgan hasn't sent any letter to his aunt this month.
2. We haven't read the book yet. Can you take it later?
3. The children haven't made an order in their playroom. The tutor is upset.
4. Have you understood the text? – Not to the full.
5. Where has Richard gone? – Home.
6. Who has left this document on my table? – Linda has.
7. Has he driven a car for 3 or 5 years? – For 2 years.

8. You have answered all the questions, haven't you? – Yes, I have.

3. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

community	объединение, сообщество
toward self	к самому себе
in comparison with	по сравнению с
easy-going	непосредственно

4. Read and translate text. Answer the following questions, be ready to retell it.

NORMAL CHILDREN IN A NURSERY SCHOOL

In order to reacquaint myself with the normal child and the normal nursery school, and perhaps because it is such a pleasant experience to observe healthy children, I visited one such setting a few weeks ago.

The school presented an overall atmosphere of certainly and security within which there was a flow of quiet, constructive, productive, and purposeful activity. The children were learning, exploring, searching, enquiring and relating to other children. They showed a feeling of pleasure in learning a sense of a developing process. There was a climate of human warmth, human job and human self-expression. The atmosphere of the nursery school which is not a regular characteristic of family life, is rarely evident in community.

We will examine this normal group as follows:

1. Attitude Toward Self and Others. There were two groups of eighteen children, each with one teacher. The children were aware of the teacher and of the other members of the class, they were self-contained and undemanding of attention. They accepted the presence of the other children, and commented on their activities as well as their own.
2. Competition. There was no struggle for possessions, no evidence of a need to excel in comparison with other children.

3. Span of Attention. The children appeared to be involved in their activities in an easy-going manner and able to continue working while talking to others. They maintained chosen activities for long periods of time.
 4. Communication. Quiet, controlled, children looked directly into the face of the person spoken to and allowed themselves to be looked at. They communicated openly and trustfully and were able to listen and respond appropriately.
 5. Expression of Affect. Affect was happy, outgoing, warm. There was joking and playfulness. There was no anxiety or over-activity, no depressiveness, no excessive impulsive outbursts. These are the children you see in the normal nursery school. Their dress, physical state and behavior indicate that they have parents who care about their welfare and provide physical and psychological nourishment and stimulation.
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1. community – объединение, сообщество
2. toward self – к самому себе
3. in comparison with – по сравнению с
4. easy-going – непосредственно

Answer the following questions:

1. What did the atmosphere in the nursery school look like?
2. What was the characteristic feature of the children's and teacher's attitude to each other?
3. In what way do children usually express their affect?
4. How do children relate to each other?
5. Why does the atmosphere of the nursery school differ from family one?

5. Look through the text and give the main idea of it.

6. Speak to each other on the following topics.

7. Read the tale, translate without a dictionary and retell it.

SUN, MOON AND COCK-A-DOODLE (MALAYAN)

Many, many ages ago three brothers lived in the havens – Sun, Moon and Cock-a-doodle.

One day Sun went off to work, and Moon and Cock-a-doodle remained at home. Towards evening Moon ordered Cock-a-doodle to bring in the cattle from the fields. Cock-a-doodle was exhausted after a long day's work and refused to go, whereupon lazy Moon got furiously angry, seized his brother by his comb and hurled him from the sky right down to the earth.

In the evening Sun returned, and when he couldn't find Cock-a-doodle he began asking after him. In the end Moon had to tell him what had happened.

“Moon, if you can't live in peace with anyone else, then I won't live with you either. From this day, the night will belong to you and the day to me. And brother Cock-a-doodle will never like you any more, because you chased him away. He will never forget me, however. When I rise, he will rise and rejoice; when you rise, he will hide and go to sleep.”

And that is how it has been since then. Hardly does the sun rise in the morning, than Cock-a-doodle is delighted to see his older brother again and calls out:

“Cock-a-doodle-doo, cock-a-doodle-doo!”

Which in children language means:

“Here I am too, here I am too!”

And that's how Cock-a-doodle crows and calls all the livelong day. But hardly does the Sun depart and the Moon show itself, than Cock-a-doodle runs home and hides so that he won't have to look at the brother whom he dislikes.

8. Read and discuss the story from the book “Going to the Kindergarten”.

Unit 10

mosaic	constructor
garage	puzzle
farm	dominoes
material	lotto
plastic	magnetic
plasticine	globe
binoculars	
microscope	

1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling

1. mosaic (n) [mo'zaik] – мозаика; мозаїка
2. garage (n) ['garag] — гараж; гараж
3. farm (n) ['fa:m] — ферма; ферма
5. material (n) [ma'terial] - материал; матеріал
6. plastic (n) ['plastik] — пластик; пластик
7. plasticine (n) ['plæsticain] — пластилин; пластилін
8. binoculars (n) [bino'quars] — бинокль; бінокль
9. microscope (n) ['maikroskop] — микроскоп; мікроскоп
10. constructor (n) [konstraco:] - конструктор; конструктор
11. puzzle (n) ['pazl] — головоломка; головоломка
12. dominoes (n) ['domainos] — домино; доміно
13. lotto (n) ['loto] — лотто; лото
14. magnetic (a) [magnetik] – магнитный; магнітний
15. globe (n) ['glo:b] — глобус; глобус

2. Read the sentences and translate them.

1. George has opened the window. So it's cool in the room.
2. We have translated the text. You may take this book.
3. Marta has written the exercise. She is free now.
4. I have bought some food. Don't go to the market.
5. Henry and Lora have been married for 20 years and they are still happy.

6. I have known George since childhood.
7. Peter has broken his leg today.
8. Marilyn has watched TV since morning.
9. Derrick hasn't cleaned the window. It's still dirty.

3. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

condition	условие
fell at home	чувствовать себя как дома
adapted	приспособлен
surrounding world	окружающий мир
despite	несмотря на
constant	постоянный
lack	нехватка, недостаток

4. Read and translate text. Answer the following questions, be ready to retell it.

TOYLAND IN THE KINDERGARTEN

Kinder gardens usually work from 7 a. m. to 7 p. m. Almost all children like to go to the kinder garden. They have a lot of friends there. Children associate and play, learn new things and practice useful subjects. Nurses and tutors are kid's guides into the grown-up world, who help them develop as personalities, teach them necessary things. Kinder gardens are also important since plenty of parents work, they are short of time, that's why they can't simply pay enough attention (as they should do) to the bringing up of their children. So kinder gardens are a splendid way out for them.

When a kid comes to a kinder garden the whole world changes inside him. He gets into some toy land where everything agrees to his imagination, demands and wishes. There you can see toy wall units with wonderful dolls, teddy-bears, tops, rattles, wooden or plastic bricks and blocks, tool kits and constructor boxes of various kinds. Even the furniture resembles toy tables and chairs.

The main task of any tutor and nurse is to arrange all conditions to make a child feel at home and be ready and adapted to the surrounding world. We, parents, are to help them despite our constant lack of time, because they are our children and our future.

-
1. associate – общаться
 2. guide – проводник
 3. a way out – выход
 4. to agree to – соответствовать
 5. imagination – воображение
 6. top – юла, волчок
 7. rattle – погремушка
 8. resemble – напоминать
 9. to arrange – устроить, организовать

Answer the following questions:

1. When do usually kinder gardens work? Do all children like to go to the kindergarden?
2. Have they got many friends there? They associate and play with them, don't they? What other useful things do children do in the kinder garden?
3. What are the tutors and nurses for kids? Can parents devote much time to their children?
4. Why? Kinder gardens are a splendid way out for them, aren't they?
5. What happens to a child when he comes to the kinder garden? What can you see there?
6. What is the main task of any tutor and nurse? Are parents in regard of their children?
7. What other significant aims have kinder gardens got in your opinion. Develop your idea.

5. Look through the text and give the main idea of it.

6. Speak to each other on the following topics.

7. Read the tale, translate without a dictionary and retell it.

PLAY AND GAMES IN THE KINDERGARTEN

There are plenty of advantages when speaking about kinder gardens. But their educational purpose is out of the question. We all know that games prevail in children's activity till they are approximately 7 years old, besides we are to teach and bring up children in the form of a game. That's why a lot of various educational games exist: manipulative, pretend, creative play, jigsaws, and table games.

It's very important for every kid to see the results of his or her work. So, we can use mechanics, tool kits, constructor boxes for boys, sewing sets, mosaic for girls. It doesn't mean that girls shouldn't build any figures of constructor parts or boys mustn't sew. This manipulative play aims to teach children elementary necessary things – to sew, to be able to repair, they can develop their skills whether to imitate or to work out something that belongs only to a child's imagination.

It's very funny and interesting to watch children being busy and puzzled with pretend play. Usually both boys and girls arrange the furniture in dolls houses, taking cars out of and putting them inside the toy garage or feeding domestic animals on the toy farms. A boy or a girl can "sit-and-drive" or play with a toy railway. The fact is they very seldom quarrel while playing, they share toys with each other. There are of course exclusions, so our task is to interest and involve all of them into the process.

Creative play is very significant too. Children express themselves drawing wherever it is possible – in albums, on the ground... Crayons, chalks, paint sets, felt-tip pens will do. They can realize their thoughts and views in modeling with plasticine. You'll be very surprised when you see how children make ornaments gluing different parts to a sheet of paper. If you let them work with dry flowers, leaves or some other natural material you'll be astonished at the results.

It's necessary to develop children's mental activity as well by solving jigsaw puzzles. Dominoes and picture lotto provide thinking too. We can't do without kaleidoscopes, microscopes, binoculars, a globe at the lessons. They help find out and investigate the world around us. Remember! Toys are for doing not having.

Would-be teachers, let's go on thrilling excursion with our children. Be captains and at the same time assistants for the growing generation, they'll be very thankful for what you do for them.

8. Read and discuss the story from the book “Play and Games in the Kindergarden”.

Stories about Children

Going to Kindergarten

Sasha and Alyosha

Sasha and Alyosha were two twin brothers. They lived on the fourth floor of a big house in the city. One day, when they were old enough, their mother said, "It's time for the boys to go to kindergarten."

"Kindergarten! Oh, we're going to kindergarten!" Sasha shouted.

"What's kindergarten?" Alyosha asked.

"You'll soon find out. And then you can tell us all about it," Daddy said.

"You'll have lots of new friends there. You'll play together and go for walks, and learn many interesting things," Mommy said

The First Day at Kindergarten

Mommy took the boys to kindergarten. Alyosha kept pulling on her hand. He was frightened and whined, "I want to go home!"

Sasha wasn't scared at all. He looked at the children. A girl with pigtails came up to them and said, "I'll go for Vera Ivanovna."

Vera Ivanovna, the teacher in the youngest group, greeted them. She said, "Hello, Sasha and Alyosha. Now which of you is Sasha and which is Alyosha? I'll try to guess. You're Alyosha. You're standing in front and aren't shy at all. And this is Sasha, hiding behind his mommy."

Sasha laughed and said, "That's Alyosha hiding behind Mommy!"

"You're playing hide-and-seek, aren't you, Alyosha? Do you know there are toys waiting for you on the rug and big blocks on the shelf? You can build a boat with them."

Vera Ivanovna had a very kind face. She spoke in a gentle voice and then patted Sasha on the head with one hand and Alyosha with the other. "Come on, boys. Take off your hats and coats. This will be your locker, Alyosha, and this will be yours, Sasha. You hang your coat on this hook, put your hat on this shelf and put your boots down here. That's the way all the children put away their things. We'll paste a picture

on the door of each locker so that you'll know which is yours.”

Some children ran off and came back with a bottle of paste and two pictures. One was of an airplane, the other of a horse. Vera Ivanovna pasted the picture of the airplane on Sasha's locker and the picture of the horse on Alyosha's.

“We have a nice horse in the playroom,” she said.

“It's real big. It's on wheels. Come on, we'll show you!” the children said.

“Run along, both of you,” Mommy said. “I'm leaving now. Be good boys. I'll call for you at five o'clock.”

That's No Way to Play

Sasha and Alyosha went to their group's playroom. There were so many toys there: teddy bears, rabbits, dolls, doll furniture and dishes, cars, trucks and fire engines. There was even a teddy bear riding a white horse.

Alyosha looked at all the toys and didn't know which one to take. Sasha looked at all the toys and wanted to take them all. He ran to the toy corner, tucked a teddy bear under his arm, stuck a little rabbit into his pocket, picked up a doll bed and some dishes and pulled a toy dog over to the pile he was making. “Don't anybody touch these! I'm going to play with these toys!” he said to the other children.

The children stood around watching him. They were very surprised. What a boy! Was that the way to play?

What a Helper!

It was time for lunch. A girl named Lena sat down at the table next to Sasha. She was a very nice girl, but she was a very poor eater. She would have a spoonful of soup and then sit there, looking at all the other children.

“Eat your soup before it gets cold. It won't be tasty then,” Vera Ivanovna said to her.

But Lena just dawdled.

Sasha was a good eater. He was the first to finish his soup. “I'm all done! See, my plate empty,” he said. Then he noticed Lena's full plate. He looked at her for a while,

then picked up his spoon and began to eat Lena's soup as quickly as he could.

“Sasha's eating my soup!” Lena wailed.

“I'm not eating her soup, I'm helping her,” he said in a hurt voice.

“You don't have to help me. I can eat by myself.”

Vera Ivanovna gave Lena another plate of soup. Lena picked up her spoon and ate her soup so quickly she surprised everyone.

Playing Dolls

“See what I have for you,” Vera Ivanovna said and took a large box from the cupboard. She set the box on a chair and opened it. Inside it were large and small wooden nesting dolls. “The large dolls are the mothers and the little ones their children,” Vera Ivanovna said. “Take whichever ones you want.”

The children each took a doll and sat down to play. The mother dolls said goodbye to their children and went off to work. The little dolls ran off to play. They skipped around the room, looking at everything. They ran up to the parakeet and scared it. They looked at the other toys and peeped into the bookcase. Sasha's doll went for a ride in a truck all across the room. Olya's doll went for a ride in a doll carriage.

Vera Ivanovna began to sing and clap in time to the song. The dolls began to dance. After they had been out for a walk and had finished playing it was time for them to come home. There the doll mothers were waiting for them. They sat their children round the table and said, “Here's a nice supper for you. Eat everything up.”

The little dolls ate their supper. Now it was time for them to go to bed. Vera Ivanovna gave each of the children a little box. Inside each were a tiny pillow and a blanket.

The big dolls put the little dolls to bed. Then the children put the boxes on the table in a row, just like their own cots in the bedroom at the kindergarten. They set the big dolls in a row on the windowsill.

“When we go out for a walk they can watch us through the window,” Olya said.

The children tiptoed out to the hall to get their hats and coats. They spoke in whispers so as not to wake the little dolls. They would have their nap while the

children went for a walk.

What the Children Saw Outside

When the children went out for a walk they saw:

A big new house. A shiny bus. A trailer truck. A militiaman on a motorcycle. A fire engine with a fire escape. A milk truck. Many cars and a truck with a raised platform.

The Goldfish

There's an aquarium on the little table by the window in the kindergarten. There are goldfish in it. The fish have a good home here. The aquarium is always clean, the water is always fresh, there is yellow sand on the bottom and pebbles, seashells and seaweed in it.

Every morning the children feed the fish. They sprinkle fish food into the water.

One morning Vera Ivanovna brought in a large basin of water. She took the the fish out of the aquarium and put them in the basin. Then she began to wash the glass sides. Meanwhile, the children watched the goldfish swimming in the basin.

“My doll wants to see, too,” Lena said.

The children moved aside to make room for her doll. The doll bent over, slipped out of Lena's hands and fell into the basin. There was a big splash. One of the goldfish landed on the floor. It lay there breathing hard.

Everyone began to shout at once. Vera Ivanovna scooped up the fish and dropped it back into the water. No fish can live without water.

Who Am I?

Vera Ivanovna brought a covered basket to kindergarten one day. She said, “Who can guess this riddle?”

Two pointed ears,

Four padded paws,

Whiskers fierce

And tiny claws.

I sleep all day And like to play.

At night I prowl And sometimes yowl.

Who am I?

The children were silent. No one knew the answer.

But there was the answer, peeping out of the basket!

When I Grow Up

The children sat around talking.

“I'm going to be a pilot.”

“I'm going to be an engine driver.”

“I'm going to be a driver.”

“I'm going to be a sailor and go to sea.”

“I'm going to be a doctor and cure everybody.”

“I want to be a teacher,” Lena said.

“I want to build houses, beautiful big houses,” Olya said.

All this time Sasha and Alyosha said nothing.

“What do you want to be when you grow up?” Vera Ivanovna asked.

“We want to work at the plant with our daddy, that's what,” Sasha said.

Building a House

One day Olya's daddy came to visit the children. He was a builder.

“Tell us how you build big houses,” the children said.

“The best way to learn is by doing it yourselves,” he said. “Let's build a house together.” He took a pencil and a piece of paper and drew a picture of a house, “this is the house we'll build. Now we have to find a place for it. We need a clear space to put it up.”

The children picked up their toys from the floor and moved the chairs away. There was room to build the house now. First, they would have to deliver the bricks and beams.

Trucks roared back and forth, just like at a real building site. The children were delivering bricks for the walls and beams for the ceilings. Vera Ivanovna was busy cutting doors and windows from a piece of cardboard.

“There's always a tower crane at a building site,” Olya's daddy said. “It moves along on special rails and has big steel hooks to pick up iron baskets of bricks and lift

them to the tenth floor or even higher. We'll have to do without a crane, though. The main thing is for the bricklayers to be quick about laying the bricks and for the carpenters to set the doors and windows in.”

The children were all busy working. They had one floor done and began putting up the second one. Olya's daddy helped them keep the sides straight.

They were working fast. The apartments were all ready on the ground floor. The painters were working on the next floor and the plasterers were busy on the third. Then they put on a roof to keep the rain out. Wooden hammers hammered away on the roof. Meanwhile, the other children were busy cleaning up, planting trees around the house and building a garage. Soon everything was ready.

The house looked just like the one Olya's daddy had drawn for them.

The children liked their house. After all, they had built it themselves.

Why We Hurry to Kindergarten

Because our friends are waiting for us. It's fun to romp and play together.

Because Vera Ivanovna will take us to see a real house being built and maybe we'll build one like it later.

Because just yesterday Lena's daddy who is a seaman, came to tell us all about real big ships. And today someone else's mommy or daddy might come to visit and tell us so many other interesting things.

Because Olya, Sasha, Alyosha, Lena and all of us are always so busy. We water the plants, feed the goldfish and take care of the parakeet. The parakeet hops around in its cage, waiting for us. It knows we will clean its cage, wash its water dish and fill the seed dish with birdseed.

Because the teddy bear on the white horse will come out to meet Alyosha. He'll build a house of blocks for the teddy bear and put the horse in the stable.

Because Vera Ivanovna will tell us a wonderful story. Because she'll bring us new books with bright pictures. Because she'll give us drawing paper and paints and will teach us a funny game.

That's why we hurry to kindergarten in the morning.

