

Управління освіти і науки
Волинської обласної державної адміністрації
Луцький педагогічний фаховий коледж
Комунального закладу вищої освіти
«Луцький педагогічний коледж»
Волинської обласної ради

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English for Specific Purposes

НАВЧАЛЬНИЙ ПОСІБНИК

з іноземної мови за професійним спрямуванням
для студентів спеціальності 012 Дошкільна освіта

Луцьк, 2025

УДК 811.1(075.8)

T70

Триндюк В.А., Лук'янчук М.В. English for Specific Purposes: навчальний посібник з іноземної мови за професійним спрямуванням для здобувачів освіти спеціальності 012 Дошкільна освіта. Луцьк, КЗВО «ЛПК» ВОР. 2025. 112 с.

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Посібник складається із двох розділів, які охоплюють основні розмовні теми для практичних занять та граматичні явища сучасної англійської мови. Перший розділ містить автентичні тексти із спеціальності Дошкільна освіта. До кожної теми розроблено лексичні, граматичні вправи, завдання на розуміння текстів, запропоновано творчі вправи на розвиток критичного мислення. Другий розділ містить таблиці з граматики англійської мови: коротко сформульовано правила утворення та вживання окремих граматичних явищ. Після теоретичного матеріалу пропонуються тестові завдання для практичного засвоєння граматичних конструкцій.

Посібник може використовуватися як для самостійної роботи студентів, так і для роботи на аудиторних заняттях. Навчально-методичне видання призначене для студентів педагогічних коледжів, училищ, університетів спеціальності 012 Дошкільна освіта.

Розглянуто на засіданні кафедри філології Комунального закладу вищої освіти «Луцький педагогічний коледж» Волинської обласної ради. (протокол № 7 від 11.03.2025)

Рекомендовано до друку Науково-методичною радою Комунального закладу вищої освіти «Луцький педагогічний коледж» Волинської обласної ради. (протокол № 8, від 27.05.2025р.)

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UNIT 1. OUR COLLEGE

1. Read and learn the words!

to note – відзначити

outstanding – видатний

to create – створювати

several - кілька

to attend – відвідувати

among – поміж

to achieve – демонструвати

2. Read the text “ Our college” and write down the underlined words!

I would like to tell you about my college. This is the Lutsk Pedagogical College. First, I would like to note that our educational institution is not new, and has its own traditions. Our college was built more than 85 years ago, and among its graduates there are outstanding people who are well known in our scientific field.

The classrooms at our college are bright, spacious and comfortable. They are all equipped with everything you need in our time: computers, video and interactive whiteboards. There are laboratories for the study of physics, chemistry and biology. Our college has six computer classes, where students use the Internet, create their first computer programs and projects in various subjects. There is also an excellent library that contains a variety of encyclopedias and dictionaries, books by classic and modern writers. Behind the library there is a large assembly hall for concerts and theatrical performances. There are several circles that students can attend after classes: a theater studio, a literary club, a dance studio.

Students take part in concerts and art festivals that are held annually at our college. The college has good sports equipment: a large gym equipped with modern exercise equipment, as well as a football field, which helps to develop sports in our college. One of the most popular places among students and teachers is the dining room. Our chefs prepare delicious meals to take for lunch.

My college has everything you need to get a good education. Our students are hardworking, they always take part in various educational programs, quizzes and competitions, and therefore achieve good results. Experienced teachers help create a friendly learning environment. They prepare students for admission to the best universities in our country.

Vocabulary Exercises

3. Match the words with their meanings:

Match the following words from the text to their definitions:

- Traditions
- Graduates
- Spacious
- Equipment
- Chefs

- a) Tools or devices needed for a particular activity
- b) Students who have completed their studies
- c) Large or with plenty of space
- d) Customs or beliefs passed down over time
- e) People who cook professionally

4. Fill in the blanks:

Use the words below to complete the sentences:

(traditions, assembly hall, laboratory, hardworking, interactive)

- a) Students study chemistry in a modern ____.
- b) The college has its own ____, which have been followed for years.
- c) Concerts and plays are held in the large ____.
- d) The classrooms are equipped with ____ whiteboards.
- e) The students are very ____, always taking part in competitions and programs.

5. Word formation: Form new words from the given words and use them in sentences:

- a. Bright (e.g., brightness)
- b. Study (e.g., student)
- c. Equip (e.g., equipment)
- d. Perform (e.g., performance)
- e. Teach (e.g., teacher)

Comprehension Exercises

6. Read the statements and decide if they are true or false:

1. Lutsk Pedagogical College was built 50 years ago.
2. The classrooms are equipped with computers and interactive whiteboards.
3. There are no laboratories in the college.
4. Students can attend a dance studio after classes.
5. The dining room is a popular place for students and teachers.
6. Our college was built more than 73 years ago.
7. Among our college graduates are outstanding people who are well known in our scientific field.
8. The classrooms at our college are small and uncomfortable.
9. Students can not use the Internet in our college.
10. The college has a large gym, the library and a large assembly hall.
11. Our chefs prepare awful meals to take for lunch.
12. Our students are hardworking.
13. Experienced teachers help create a friendly learning environment.
14. Our library contains a variety of encyclopedias and dictionaries, books by classic and modern writers.
15. Our college has just 2 computer classes.

7. Answer the questions:

- a) How old is the Lutsk Pedagogical College?
- b) What facilities are available in the classrooms?
- c) Name the activities students can participate in after classes.
- d) What kind of books can students find in the library?
- e) What helps to develop sports in the college?

8. Find and list:

- a) List three modern facilities the classrooms have.
- b) Name the clubs or studios mentioned in the text.
- c) What makes the dining room popular?

Grammar Exercises

9. Complete the sentences using the correct tense:

Use the verbs in brackets:

- a) The college ____ (build) more than 85 years ago.
- b) Students ____ (take) part in educational programs every year.
- c) Our teachers ____ (prepare) students for university.

10. Make questions:

Form questions for the following sentences:

- a) The college has six computer classes.
- b) Students take part in concerts and festivals.
- c) The dining room is popular among students and teachers.

11. Rewrite the sentences in the negative form:

1. I would like to tell you about my college. 2. Our college was built more than 85 years ago. 3. The classrooms at our college are bright, spacious and comfortable. 4. Our college has six computer classes. 5. Behind the library there is a large assembly hall for concerts and theatrical performances. 6. There are several circles that students can attend after classes. 7. Students take part in concerts and art festivals that are held annually at our college. 8. Experienced teachers help create a friendly learning environment. 9. They prepare students for admission to the best universities in our country. 10. Our chefs prepare delicious meals to take for lunch.

Writing and Speaking Exercises

12. Write an English sentence with each word!

Мати власні традиції, наш коледж, бути збудованим в, наукове поле, бути відомим, бути оснащеним, створювати програми, різноманітні навчальні дисципліни, актовий зал, театральні вистави, брати участь у концерті, смачні страви, найкращий університет, створювати дружнє середовище, повар, футбольне поле, працьовитий студент, хімія, інтерактивна дошка.

13. Writing:

Write a short paragraph about your school or college. Mention the facilities, traditions, and activities you like the most.

14. Discussion:

Discuss in pairs or groups:

- a) Why is it important for colleges to have modern equipment?
- b) How do extracurricular activities help students grow?

15. Creative task:

Imagine you are creating a brochure for Lutsk Pedagogical College. Write a few sentences promoting the college to prospective students.

Translation Exercise

16. Translate the following sentences into your native language:

- a) Our college was built more than 85 years ago.
- b) There are laboratories for the study of physics, chemistry, and biology.
- c) Students take part in concerts and art festivals annually.
- d) The college has good sports equipment, including a large gym and a football field.
- e) Experienced teachers help create a friendly learning environment.

Creative Exercise

17. Plan your perfect college:

Based on the text, design your ideal college. Describe:

- a. Facilities
- b. Clubs and extracurricular activities
- c. Types of programs and competitions

18. Find the information about our college and write about departments and faculties!

UNIT 2. CAREER MOTIVATION FOR STUDENTS

1. Read and learn the words!

to face – зустрічати

lack of – нестача

to pursue – домагатися

to struggle – боротися, робити зусилля

influence – вплив

attention – увага

whichever – будь-який

passion – запал, пристрасть

inspiration – натхнення

2. Read the text “Career motivation for students” and write down the underlined words!

The truth is most of us have faced such a situation in life where there is a clear lack of motivation or drive to pursue our goals or pursuits.

While some students struggle to cope with the lack of motivation is a common concern felt by many students in different stages of their academic lives. pressure of academics, others struggle to develop an interest in what they are studying or pursuing. Often, students end up choosing a professional course because of social or peer influence and end up realizing that they do not have an interest in that particular field.

In some cases, this lack of motivation comes from unsupportive classroom structures where teachers do not give adequate attention to the individual needs of the students. In other cases, lack of motivation stems from unstructured thinking and lack of clear direction.

Whichever the case your motivational deficit is a result of, here are 5 ways you can motivate yourself towards achieving your life and career goals:

1. Discover your passion
2. Don't just study for scores
3. Surround yourself with motivated people
4. Learn new skills
5. Seek inspiration from powerful stories

Motivation is the food for life, so build a positive mind-set, work towards your goals and passion and see the magic life unfolds for you.

Vocabulary Exercises

3. Match the words with their meanings:

Match the following words from the text to their definitions:

- Motivation
 - Pursuit
 - Unsupportive
 - Deficit
 - Passion
- a) A strong feeling or enthusiasm for something
 - b) A lack or shortage of something
 - c) The drive or willingness to do something
 - d) Not helpful or encouraging
 - e) The act of striving to achieve something

4. Fill in the blanks: Use the words from the text to complete the sentences:

(motivation, unstructured, pressure, influence, skills)

- a) Many students feel ____ when they cannot handle their academic workload.
- b) Social ____ can cause students to choose careers they are not interested in.
- c) Lack of motivation often stems from ____ thinking.
- d) Learning new ____ can inspire and energize you.

e) Teachers should help students cope with academic ____.

5.Find synonyms in the text: Find words in the text with similar meanings to:

- Stress
- Focus
- Encouraging
- Direction
- Enthusiasm

Comprehension Exercises

6.Read the statements and decide if they are true or false:

1. Lack of motivation is only a problem for students at the beginning of their academic lives.
2. Choosing a career under social influence can lead to dissatisfaction.
3. Teachers always meet the individual needs of students.
4. Unstructured thinking can cause a lack of motivation.
5. Surrounding yourself with motivated people can help boost your own motivation.
6. Most of us have faced such a situation in life where there is a clear lack of motivation.
7. Students end up realizing that they have an interest in that particular field.
8. Lack of motivation comes from unsupportive classroom structures where teachers do not give adequate attention to the individual needs of the students.
9. You must study for scores.
10. You should not surround yourself with motivated people.
11. Motivation is the food for life.
12. You should not build a positive mind-set.
13. Here are 9 ways you can motivate yourself towards achieving your life and career goals.

7.Answer the questions:

- a) What are the common causes of lack of motivation among students?
- b) Why do some students lose interest in their studies?
- c) What role do teachers and classroom structures play in student motivation?
- d) What are some ways students can motivate themselves?
- e) How does a positive mindset help in achieving goals?

8.List from the text:

- a) List 3 reasons why students may experience a lack of motivation.
- b) Name the 5 ways suggested to motivate yourself.
- c) Write 2 examples of external factors that influence student motivation.

Grammar Exercises

9. Complete the sentences using the correct form of the verb:

- a) Some students ____ (struggle/struggles) to develop an interest in their studies.
- b) Teachers ____ (do/does) not always give enough attention to individual needs.
- c) Lack of motivation ____ (stem/stems) from unstructured thinking.
- d) Motivation ____ (is/are) the food for life.
- e) Students ____ (end/ends) up choosing the wrong courses due to peer influence.

10. Change the sentences into questions:

- a) Motivation is the food for life.
- b) Teachers do not give adequate attention to individual needs.
- c) Students can motivate themselves by learning new skills.
- d) Social influence causes students to make wrong career choices.
- e) Some students struggle to cope with academic pressure.

11. Rewrite the sentences in the negative form:

- a) Motivation is the food for life.
- b) Surround yourself with motivated people.
- c) Teachers give adequate attention to all students.
- d) Students always choose their careers wisely.
- e) Lack of direction stems from structured thinking.

Writing and Speaking Exercises

12. Write an English sentence with each word!

Нестача мотивації, цілі та завдання, прикладати зусилля на розвиток, професійний курс, цікавитися, вчитель приділяє увагу, поле зацікавленості, чіткий напрямок, вчитися заради оцінок, нові навички, шукати натхнення, сформувати позитивний настрій

13. Writing task:

Write a short paragraph about a time when you struggled with motivation and how you overcame it. Use ideas from the text for inspiration.

14. Discussion task:

In pairs or groups, discuss:

- a) Why do students sometimes feel unmotivated?
- b) What can schools and teachers do to support unmotivated students?
- c) Which of the 5 ways to motivate yourself do you think is the most effective? Why?

15. Creative task:

Imagine you are organizing a workshop for students about motivation. Write a short speech introducing the 5 ways to stay motivated.

Critical Thinking Exercises

16. Analyze and reflect:

Why do you think social and peer influence affects student career choices so strongly? How can students resist this pressure?

17. Problem-solving task:

A student is feeling unmotivated because they are overwhelmed with academic pressure. Suggest 3 specific steps they can take to regain their motivation.

Translation Exercise

18. Translate the following sentences into your native language:

- a) Lack of motivation is a common concern among students.
- b) Surrounding yourself with motivated people can inspire you.
- c) Teachers should give adequate attention to individual needs.
- d) Discovering your passion can help you achieve your goals.
- e) Building a positive mindset can create amazing opportunities in life.

19. Read, translate the sentences !

1. Lack of motivation is a common concern felt by many students in different stages of their academic lives. 2. Students end up choosing a professional course. 3. This lack of motivation comes from unsupportive classroom structures. 4. Teachers do not give adequate attention to the individual needs of the students. 5. Discover your passion. 6. Surround yourself with motivated people. 7. Learn new skills. 8. Seek inspiration from powerful stories. 9. Motivation is the food for life.

Creative Writing

20. Design a motivational poster:

Create a motivational poster using one of the 5 tips from the text as the main idea. Add your own encouraging message.

21. Imagine a success story:

Write a short story about a student who overcame a lack of motivation and achieved their dreams.

[2,3]

22. Read and translate the opinions of some people!

1. Princess Tinka

Early Years Educator
Answered Apr 11, 2018

A love of working with children is key - also you need to have patience - as children will all learn and develop at different rates, and the best thing we can do to help is support and guide them as they learn. Also, it can be a very stressful job, so the ability to keep calm under pressure helps - as although it can be stressful it is also one

of most rewarding jobs out there, as after all, we are helping raise the next generation :)

2. Renee LaBossiere

Associate's in Science Early Childhood Education, Penn Foster Online (2016)
Answered Apr 12, 2018

The passion to work with and help children. I also agree with the other answers. Every single child develops differently and at their own pace, so patience is key, as well. Being open-minded helps, too. I, myself have been in the field for 18 yrs. now, and I do my own studying & research, along with the training hour requirements I have to do each year. I've learned to integrate many beliefs & theories into my curriculum some Highscope, mainly Reggio Emilia, Magda Gerbers RIE, Montessori, & Waldorf, including Yoga & Mindfulness. So focus is play & nature based with life experiences, and social-emotional skills.

3. Scarlett Hartzoge

Lead Preschool Teacher (2001-present)
Answered Dec 14, 2020

As a still working preschool teacher, at right at 40 years, I would say it was a “calling”. If you don't love children and have a lot of patience, then this isn't the job for you. You have to be a referee, teacher, nurse, second mom, have a sense of humor, love to dance and act silly with the children. I love all of it! I couldn't imagine doing anything else!

[4]

UNIT 3. MAIN JOB DUTIES AND RESPONSIBILITIES

1. Read and learn the words!

job duties - робочі обов'язки
responsibilities - обов'язки
to achieve - досягати
curriculum - навчальний план
to utilize - використовувати
environment - середовище
to encourage - заохочувати
to provide - забезпечувати
a staff member - співробітник
to uphold - підтримувати

2. Read the “Main Job Duties and Responsibilities” and write down the underlined words!

Main Job Duties and Responsibilities

- plan a program that helps each student achieve learning objectives and curriculum goals
- prepare lesson materials and resources

- utilize games, music, books, art, technology and other resources to teach basic skills and foster student development
- adapt standard teaching methods to meet different student needs and interests
- create a positive and appropriate classroom environment that is conducive to learning
- develop and implement a suitable classroom management system.
- establish and effect rules for acceptable behavior
- apply and follow up on approved disciplinary interventions
- make referrals for assistance where necessary
- encourage cooperative social behavior through games and activities
- observe, evaluate and record children's social and academic progress
- provide constructive feedback to parents, guardians and administration
- prepare and distribute written reports
- plan and order classroom equipment and supplies
- ensure equipment and facilities are clean and safe
- collaborate with other staff members to promote the general health of the school
- perform required administrative duties including attending staff meetings
- uphold the school code of conduct and all school policies, rules and procedures in a supportive and positive manner.

Vocabulary Exercises

3.Match the words with their meanings:

Match the terms from the text to their definitions:

- Curriculum
 - Foster
 - Implement
 - Constructive
 - Referrals
- a) To encourage or promote the development of something
 - b) Recommendations for someone to get additional help or services
 - c) Educational program or plan
 - d) To put a plan or decision into effect
 - e) Providing helpful and positive feedback

4.Fill in the blanks:

Use the words below to complete the sentences:

(conducive, objectives, collaborate, observe, positive)

- a) Teachers create a classroom environment that is ____ to learning.
- b) It is important to set clear learning ____ for students.
- c) Teachers must ____ with other staff to maintain a healthy school environment.
- d) One of the duties of a teacher is to ____ and evaluate students' progress.
- e) Teachers should handle disciplinary interventions in a ____ manner.

5.Find synonyms in the text:

Find words or phrases in the text that mean the same as:

- Rules
- Prepare
- Encourage
- Clean
- Supportive

Comprehension Exercises

6.True or False:

Read the statements and decide if they are true or false:

- a) Teachers need to adapt standard teaching methods to suit all students.
- b) Teachers are not required to collaborate with other staff members.
- c) Providing constructive feedback to parents is a part of the teacher's job.
- d) Classroom equipment and facilities must be ordered and maintained by teachers.
- e) Teachers must follow and enforce school policies.

7.True or false?

- 1. Main Job Duties and Responsibilities are :
- 2. Wash dishes.
- 3. Utilize games, music, books, art, technology and other resources.
- 4. Plan and order classroom equipment.
- 5. Visit colleagues during non-working hours.
- 6. Observe, evaluate and record children's academic progress.
- 7. To clean the area near kindergarten.
- 8. Plan and order classroom equipment.
- 9. To wear multicolored clothes.
- 10.To attend staff meetings.
- 11.To uphold the positive manner.

8.Answer the questions:

- a) What materials and resources can teachers use to foster student development?
- b) How should teachers handle classroom management?
- c) What kind of feedback are teachers expected to provide to parents and guardians?
- d) Why is it important for teachers to observe and record children's progress?
- e) What administrative duties do teachers perform?

9.List from the text:

- a) List 3 ways teachers can create a positive classroom environment.
- b) Name 3 duties teachers perform outside of teaching.
- c) List 3 activities teachers can use to encourage cooperative social behavior.

Grammar Exercises

10.Complete the sentences using the correct form of the verb:

Use the verbs in brackets:

- a) Teachers ____ (observe/observes) students' progress regularly.
- b) A positive classroom environment ____ (help/helps) foster learning.
- c) The teacher ____ (prepare/prepares) lesson materials before the class.
- d) Classroom rules ____ (establish/is established) to maintain discipline.
- e) Teachers ____ (collaborate/collaborates) with staff to promote health in the school.

11. Turn into questions:

Rewrite the sentences below as questions:

- a) Teachers prepare lesson materials and resources.
- b) They observe and evaluate children's social and academic progress.
- c) Teachers provide constructive feedback to parents and administration.
- d) Classroom equipment and supplies are ordered by the teacher.
- e) Teachers establish rules for acceptable behavior.

12. Negative sentences: Rewrite the sentences in negative form:

- a) Teachers foster student development through games and music.
- b) They adapt teaching methods to meet student needs.
- c) The teacher prepares written reports.
- d) Teachers follow approved disciplinary interventions.
- e) The classroom environment is conducive to learning.

Writing and Speaking Exercises

13. Writing task:

Write a short essay describing the qualities of an effective teacher. Use the responsibilities listed in the text for inspiration.

14. Speaking task:

In pairs or groups, discuss:

- a) Why is classroom management important for learning?
- b) How can teachers provide constructive feedback to parents?
- c) Which duty listed in the text do you think is the most challenging? Why?

15. Creative task:

Imagine you are a teacher preparing a new classroom. Write a plan describing how you will create a positive and effective learning environment.

16. Write an English sentence with each word!

Досягнути мети, цілі навчальног плану, застосовувати ресурси, базові вміння, застосовувати ефективні правила, заохочувати кооперативну соціальну поведінку, обирати обладнання, співпрацювати із колегами, засідання колективу, дотримуватись шкільного кодексу поведінки

Critical Thinking Exercises

17.Problem-solving task:

A teacher notices that some students are not participating in classroom activities. Suggest 3 strategies to improve their engagement, based on the text.

18.Scenario: Imagine you are a teacher, and a parent complains that their child is not progressing in school. Using the text, describe how you would handle the situation.

Translation Exercise

19.Translate the following sentences into your native language:

- a) Teachers adapt teaching methods to meet different student needs.
- b) It is important to create a positive classroom environment conducive to learning.
- c) Teachers observe, evaluate, and record children's academic progress.
- d) Collaboration with other staff members is essential for promoting the general health of the school.
- e) Classroom equipment and facilities must always be clean and safe.

20.Read, translate the sentences !

1. Plan a program that helps each student achieve learning objectives. 2. You have to utilize games, music, books, art, technology and other resources to teach basic skills and foster student development. 3. Create a positive and appropriate classroom environment. 4. Teachers should establish and effect rules for acceptable behavior. 5. Plan and order classroom equipment. 6. You must collaborate with other staff members to promote the general health of the school. 7. Perform required administrative duties including attending staff meetings.

Creative Writing

21.Design a Teacher's Day Schedule:

Based on the duties listed in the text, create a daily schedule for a teacher. Include time for lesson preparation, teaching, observation, and collaboration.

22.Imagine an Ideal Classroom:

Write a description of what an ideal classroom looks like, using details from the text (e.g., equipment, resources, rules, environment).

UNIT 4. KEY SKILLS AND COMPETENCIES

1. Read and learn the words!

opportunity – можливість

ability – здатність

aptitude – здібність

effortlessly – без зусиль

various – різноманітний

to interact – взаємодіяти

Bachelors degree – ступінь бакалавра
strengths – сильні сторони

2. Read the “Resume” and write down the underlined words!

Miss. Ann Koliadiuk

Mobile: 095xxxxxxx

Email id: xxxxxx.aarti@yahoo.com

Career Objective

Seeking the position of a kindergarten/Primary teacher in the organization that will give me the opportunity to utilize my skill set for the progress of the organization.

Summary of Skills

- Ability to work with children of different aptitudes and skills.
- Excellent communication and ability to mix with children effortlessly.
- Ability to create an effective teaching method for the children.
- Highly skilled in using the various tools to make the teaching interesting and effective i.e. books, films, music, and games.
- Ability to interact with the children effectively so they can learn quickly i.e. rhyming games, story telling, and acting games.

Educational Qualifications

Completed the Bachelors degree in science from XXXXX University, in the year 1999.

INTERESTS

- Interaction with children.
- Teaching.
- Singing.

STRENGTHS

- Excellent Verbal and Communication skills.
- Honest.
- Kind.
- Loving and Caring.

Date of Birth: 28/04/19**.

Languages known: English,....

[5]

Vocabulary Exercises

3. Match the words with their meanings:

Match the words from the text to their meanings:

- Aptitudes
 - Utilize
 - Effortlessly
 - Interaction
 - Verbal
- a) Without difficulty or hard work
b) The ability to do something naturally
c) To make use of something

- d) The act of communicating or engaging with others
- e) Related to spoken communication

4.Fill in the blanks: Use the words below to complete the sentences:

(communication, skills, effective, children, strengths)

- a) Miss Ann Koliadiuk has excellent _____ to teach and interact with children.
- b) She is highly skilled in using various tools to make teaching _____ and fun.
- c) Her _____ include being honest, kind, and caring.
- d) The teacher focuses on engaging _____ of different aptitudes and interests.
- e) Good verbal _____ are essential for a teacher.

5.Find synonyms in the text:

Find words in the text that mean the same as:

- Abilities
- Honest
- Methods
- Interested in
- Various

Comprehension Exercises

6.True or False: Read the statements and decide if they are true or false:

- a) Miss Ann Koliadiuk is looking for a position as a kindergarten or primary teacher.
- b) She struggles to interact with children.
- c) She completed her bachelor's degree in 2005.
- d) Her teaching tools include books, films, and music.
- e) Miss Ann is fluent in English.

7.True or false?

- 1. I am Miss. Ann Koliadiuk.
- 2. I can not communicate with children.
- 3. My interests are building and drawing.
- 4. I am cruel.
- 5. I am honest and kind.
- 6. My date of birth is 28/04/1992.
- 7. I have no interest.
- 8. My interest are reading and singing.

8.Answer the questions:

- a) What is Miss Ann Koliadiuk's career objective?
- b) Name three tools she uses to make teaching effective and fun.
- c) What are her main strengths as a teacher?
- d) What are her main interests?
- e) Which skills does she use to interact with children effortlessly?

9. List from the text:

- a) List three teaching methods mentioned in the text.
- b) Name three personal qualities that make her a good teacher.
- c) What are three interests or hobbies she enjoys?
- d) List 5 key competencies for kindergarten staff.
- e) Name 2 goals of kindergartens mentioned in the text.
- f) Write 3 personal traits that are necessary for working with young children.

*Grammar Exercises***10. Complete the sentences with the correct form of the verb:**

- a) Miss Ann ____ (work/works) well with children of different aptitudes.
- b) She ____ (use/uses) rhyming games and storytelling to interact with children.
- c) Her ability to create effective teaching methods ____ (help/helps) children learn quickly.
- d) Miss Ann ____ (complete/completed) her bachelor's degree in 1999.
- e) She ____ (is/are) kind, loving, and caring.

11. Rewrite as questions:

Turn the sentences below into questions:

- a) Miss Ann Koliadiuk is looking for a position as a kindergarten teacher.
- b) She completed her bachelor's degree in science in 1999.
- c) She uses books, films, and games as teaching tools.
- d) Singing is one of her interests.
- e) She is fluent in English.

12. Rewrite in negative form:

Rewrite the following sentences in the negative:

- a) Miss Ann can teach children with different aptitudes.
- b) She uses music and storytelling to engage students.
- c) She is kind and caring.
- d) Miss Ann has excellent verbal skills.
- e) She enjoys interaction with children.

*Writing and Speaking Exercises***13. Writing task:**

13.a. Write a short paragraph describing what qualities make a good kindergarten teacher. Use Miss Ann's profile as a guide.

*Creative Writing***13.b. Design a Professional Development Plan:**

13.c. Write a plan for how kindergarten staff can improve their skills over a year. Include workshops, team-building activities, and training sessions.

13.d. Describe an Ideal Kindergarten Teacher:

Write a short essay describing the traits, skills, and values of an ideal kindergarten teacher, based on the text.

14. Write an English sentence with each word!

Розвивати свої здібності, сукупність навичок, різні здібності, здатність спілкуватися вільно, здатність творити, різноманітні інструменти, ефективне навчання, взаємодіяти з дітьми, швидко вчити, ступінь бакалавра, турбота, особиста компетентність, дитячий садок, відігравати роль, піклування, терпіння, якісна робота, педагогічний заклад, продовжувати розвиватися, планування, терплячість, використовувати опис, каркасний план.

15. Speaking task:

In pairs or groups, discuss:

- a) Why is it important for teachers to have good communication skills?
- b) How do tools like games and music make learning more effective?
- c) What other skills might be helpful for a kindergarten teacher?

16. Creative task:

Imagine you are writing a recommendation letter for Miss Ann Koliadiuk. Highlight her skills, strengths, and interests in 3-5 sentences.

Critical Thinking Exercises

17. Problem-solving task:

If Miss Ann were to face difficulties engaging children with different learning styles, what strategies could she use to overcome this challenge?

Problem-solving task:

A kindergarten teacher struggles with managing the classroom due to a lack of planning skills. What steps can they take to improve?

18. Scenario:

Imagine Miss Ann has a student who is very shy and reluctant to participate in activities. Using her skills, what methods could she use to help the child feel more comfortable and confident?

Scenario:

Imagine a kindergarten staff member lacks enthusiasm and creativity. How could their colleagues or administration help them develop these skills?

Translation Exercise

19. Translate the following sentences into Ukrainian:

- a) Miss Ann Koliadiuk is skilled in working with children of different aptitudes.
- b) She uses books, films, music, and games to make teaching fun.
- c) Her strengths include being honest, loving, and caring.
- d) Interaction with children is one of her main interests.
- e) She completed her bachelor's degree in science in 1999.

20. Read, translate the sentences !

1. The organization that will give me the opportunity to utilize my skill set for the progress of the organization. 2. I can work with children of different aptitudes and skills. 3. I can interact with the children effectively. 4. I have completed the Bachelors degree. 5. I am honest and kind. 6. My date of birth is 28/04/19**. 7. I speak English. 8. My strengths are Loving and Caring

Vocabulary Exercises

21. Match the words with their meanings:

Match the terms from the text to their meanings:

- Competencies
 - Inequalities
 - Framework
 - Pedagogical
 - Adaptability
- a) The ability to adjust to new conditions
 - b) Differences in social, economic, or educational opportunities
 - c) Knowledge, skills, and abilities required to perform a job
 - d) Related to teaching or education
 - e) A structure or system for organizing ideas or rules

22. Fill in the blanks:

Use the words below to complete the sentences:

(development, competencies, flexibility, enthusiasm, framework)

- a) Staff ____ are essential for ensuring quality work in kindergartens.
- b) A kindergarten's ____ plan guides its goals and methods.
- c) Teachers should demonstrate ____ and patience when working with children.
- d) Ongoing professional ____ helps staff improve their skills.
- e) Energy and ____ are key traits for working in a kindergarten setting.

23. Find synonyms in the text:

Find words or phrases in the text that mean the same as:

- Abilities
- Communication
- Evolving
- Creativity
- Cooperation

Comprehension Exercises

24. True or False:

- 1. A kindergarten's most important resource is the professional and personal competencies of its staff.
- 2. The kindergarten is a good arena for formative development,
- 3. The kindergarten does not teach reducing social inequalities.

4. Kindergartens are societal pedagogical institutions.
5. Quality work in kindergartens is not an important thing.
6. Competencies of kindergarten staff do not affect the quality of care and play for children.
7. Kindergartens aim to reduce social inequalities.
8. Quality work in kindergartens does not require staff development.
9. Patience and stress tolerance are important skills for kindergarten staff.
10. Teamwork is a necessary competency for kindergarten teachers.

25. Answer the questions:

- a) What is the most important resource for a kindergarten?
- b) Why are staff competencies important in kindergartens?
- c) What role does a kindergarten play as a pedagogical institution?
- d) Name three skills mentioned in the text that are key for a kindergarten teacher.
- e) Why is ongoing development important for kindergarten staff?

Grammar Exercises

26. Complete the sentences with the correct form of the verb:

- a) Staff competencies ____ (play/plays) an essential role in reducing inequalities.
- b) Quality work in kindergartens ____ (require/requires) continuous staff development.
- c) Kindergartens ____ (aim/aims) to foster care, play, and learning.
- d) Teachers ____ (demonstrate/demonstrates) patience and enthusiasm.
- e) A comprehensive job description ____ (help/helps) draft better teaching roles.

27. Make questions:

Rewrite the following sentences as questions:

- a) The competencies of staff are a kindergarten's most important resource.
- b) Kindergartens are in a state of constant development.
- c) Staff members require adaptability and flexibility.
- d) The framework plan guides kindergartens in their work.
- e) Teachers work as part of a team.

28. Rewrite in the negative form:

Rewrite the following sentences in the negative:

- a) Communication skills are essential for kindergarten staff.
- b) Staff competencies help reduce social inequalities.
- c) Teachers use creativity to make learning fun.
- d) The kindergarten is in a state of evolution and development.
- e) Ongoing development is part of quality work.

Writing and Speaking Exercises

30. Writing task:

Write a paragraph describing why professional competencies are important for a kindergarten teacher. Use ideas from the text.

31. Speaking task:

In pairs or groups, discuss:

- Which skills or competencies are most important for kindergarten teachers? Why?
- How can kindergartens promote professional development for their staff?
- What challenges might teachers face, and how can they overcome them?

32. Creative task:

Imagine you are hiring a kindergarten teacher. Write a short job advertisement using the key skills and competencies from the text.

UNIT 5. HOW TO TEACH ENGLISH TO KINDERGARTENERS

1. Read and learn the words!

a few – декілька

completely – повністю

existential crisis – екзистенційна криза

trust – довіра

come up – підійти

to participate – брати участь

pay attention – звернути увагу

interaction – взаємодія

to extend – розширити

vocabulary – словниковий запас

to hold – тримати

2. Read the “Types of pre-school institutions” and write down the underlined words!

Kindergarten students have needs that are completely different from learners just a few years older. Issues that seem minor to elementary students feel like an *existential crisis* to a kindergarten learner. For this reason, it's important always listen to kindergarten students when they're upset in order to earn their trust. You also need plan your lessons a little differently to keep them following along and having fun.

Here's how you can do that.

The best way to find the balance **between being the fun teacher and the teacher kindergarten students listen to** is to come up with fun little games that grab your students' attention (while also getting them to participate in English).

The more you practice them with the class, the more likely your students will stop talking and pay attention. For a truly gamified experience, you can keep classroom points on the board for every successful call-and-response interaction.

“Eyes on me!” Clap your hands and say “eyes on me!” **“Who’s ready?”** At any point during class, whenever you ask “who’s ready,” your students need to sit upright with their hands on their knees and respond with “I’m ready!”

Kindergarteners aren’t able to sit quietly at their desks for extended periods of time, so they really need to move around and have fun in order to get the most out of their English learning experience.

Even if you’re teaching from a kindergarten textbook, it’s a good idea to have supplemental ESL activities waiting on the back burner just in case they move through your lesson quicker than you expected.

The game is one of the best to use with young learners. Kindergarten students especially love it because it gives them the opportunity to move around and have fun while learning English.

To play the game, make flashcards that use the key vocabulary words and expressions you’ve been going over with your kindergarten students. You want to go with **flashcards that use pictures**, as most kindergarten students have difficulty reading - especially if their first language uses a different writing system.

Hot potato is another energetic activity that works really well with kindergarten students. While you play music, students pass the potato to the next person, and the student holding the potato when the music stops is expected to speak.

The good thing about this activity is that you can modify it to cover a number of kindergarten — related English topics. For example, the student holding the hot potato can...

- Introduce themselves
- Ask another student to introduce themselves
- Make a statement or answer a question related to the material they’ve been learning — examples include students saying their favorite animal, favorite food, time they woke up and more
- Ask another student a question

As you can see, teaching kindergarteners English isn’t hard. You just need to be patient and willing to have fun with your students. If you want to teach a kindergarten lesson like a pro, you just need to be fair and consistent, energetic and plan activities that get them moving and participating in English.

By doing this, you’ll be the teacher that kindergarten students listen to, as well as the fun teacher that they all love.

Vocabulary Exercises

3.Match the words with their meanings:

Match the terms from the text to their definitions:

- Gamified
- Supplemental
- Flashcards
- Energetic
- Modify

- a) Small cards with pictures or words used for teaching
- b) Full of energy and enthusiasm
- c) Additional or extra
- d) To make changes to something
- e) Made into a game to make learning fun

4.Fill in the blanks: Use the words below to complete the sentences:

(fun, patience, attention, existential, modify)

- a) Kindergarten students often feel like small issues are an ____ crisis.
- b) Teachers need ____ to work effectively with young learners.
- c) Games and activities help grab the ____ of kindergarten students.
- d) Teachers can ____ games to cover different topics.
- e) Kindergarten lessons should be full of ____ to keep students engaged.

5.Find synonyms in the text:

Find words or phrases in the text that mean the same as:

- Adjust
- Add-on
- Energetic activity
- Main idea
- Engage

Comprehension Exercises

6.True or False:

1. Kindergarten students have needs to move during the lesson.
2. It's important always listen to kindergarten students when they're upset.
3. You also need not plan your lessons a little differently to keep them following along and having fun.
4. The less you practice them with the class, the more likely your students will stop talking and pay attention.
5. Kindergarten students aren't able to sit quietly at their desks for long time.
6. During The Hot Potato students pass the potato to the next person.
7. As you can see, teaching kindergarten students English is hard.
8. If you want to teach a kindergarten lesson like a pro, you just need to be fair and consistent, energetic and plan activities that get them moving and participating in English.
9. Kindergarten students have the same needs as elementary students.
10. Fun little games can help kindergarten students pay attention.
11. Flashcards with pictures are not useful for kindergarten students.
12. The game "Hot Potato" encourages movement and learning.
13. Patience is an important quality for teaching kindergarten students.

7. Answer the questions:

- a) Why is it important to listen to kindergarten students when they're upset?
- b) What should teachers do if students move through a lesson faster than expected?
- c) How can the game "Hot Potato" be modified for English learning?
- d) What are some key qualities of a successful kindergarten teacher?
- e) Why do kindergarten students enjoy movement-based activities?

8. List from the text:

- a) List 3 activities that teachers can use with kindergarten students.
- b) Name 4 things a student holding the "hot potato" can do.
- c) What are 3 qualities a teacher should have to teach kindergarten effectively?

Grammar Exercises

9. Complete the sentences using the correct form of the verb:

- a) Kindergarten students ____ (need/needs) fun activities to stay engaged.
- b) Teachers ____ (plan/plans) supplemental activities for faster learners.
- c) Flashcards ____ (help/helps) students remember key vocabulary.
- d) The "Hot Potato" game ____ (encourage/encourages) students to participate in class.
- e) Teachers ____ (modify/modifies) games to suit the material being taught.

10. Make questions:

Rewrite the following sentences as questions:

- a) Teachers create games to grab students' attention.
- b) Kindergarten students learn through movement-based activities.
- c) Flashcards with pictures are used for teaching vocabulary.
- d) The teacher asks "Who's ready?" during class.
- e) Students pass the potato while music plays.

11. Rewrite in the negative form: Rewrite the following sentences in negative form:

- a) Kindergarten students enjoy games and activities in class.
- b) Teachers keep classroom points on the board.
- c) Flashcards help children learn new words.
- d) Patience is an important quality for kindergarten teachers.
- e) Movement-based activities are good for young learners.

Writing and Speaking Exercises

12. Write an English sentence with each word!

Довіра, спланувати урок, брати участь, розважатися, навчатися, очікувати, представитися, садок, бути терплячим, передати іншому учневі, флешкартка, звертати увагу, давати відповіді на питання, давати можливість, хороша ідея, досвід, брати участь у вивченні англійської мови, швидше ніж очікується.

13. Writing task:

Write a short paragraph describing how you would use the "Hot Potato" game in a kindergarten class. Include the topic and how you would modify the game.

14. Speaking task:

In pairs or groups, discuss:

- a) Why is it important to use games when teaching kindergarten students?
- b) How can teachers balance being fun and maintaining classroom discipline?
- c) Which activity from the text do you think is the most effective? Why?

15. Creative task:

Imagine you are planning a lesson for kindergarten students. Write a lesson plan that includes:

- 1. A fun warm-up activity
- 2. A main lesson with a game
- 3. A closing activity

Critical Thinking Exercises

16. Problem-solving task:

If a group of kindergarten students becomes restless during a lesson, what strategies could a teacher use to regain their attention?

17. Scenario:

Imagine you are teaching a class of kindergarten students who don't understand much English. How would you use flashcards and games to help them learn?

Translation Exercise

18. Read, translate the sentences!

1. Kindergarten students have needs that are completely different from learners just a few years older. 2. You also need plan your lessons a little differently. 3. Here's how you can do that. 4. The best way to find the balance is to come up with fun little games that grab your students' attention. 5. The more you practice them with the class, the more likely your students will stop talking and pay attention. 6. You can keep classroom points on the board. 7. Your students need to sit upright with their hands on their knees. 8. Kindergarten students especially love it because it gives them the opportunity to move around and have fun while learning English. 9. You want to go with flashcards that use pictures. 10. If you want to teach a kindergarten lesson like a pro, you just need to be fair and consistent.

19. Translate the following sentences into your native language:

- a) Kindergarten students need activities that allow them to move and have fun.
- b) Flashcards with pictures are effective for teaching vocabulary.
- c) Teachers can modify games to cover different English topics.
- d) Patience and consistency are key qualities for a successful kindergarten teacher.
- e) Games like "Hot Potato" encourage students to speak and participate in class.

20.Design a Fun Game:

Create your own classroom game for kindergarten students to help them learn vocabulary. Write instructions for how to play the game.

21.Describe Your Ideal Kindergarten Class:

Write a short description of what your ideal kindergarten classroom would look like. Include activities, teaching methods, and classroom rules.[6]

UNIT 6. GAMING ACTIVITY AS A KEY IN THE KINDERGARTENS

1. Read and learn the words!

Participant – учасник

tap – натисніть

feedback – зворотній зв'язок

decision – рішення

argument – аргумент

graciously – люб'язно

discover – виявити

self-awareness – самосвідомість

abruptly – різко

seek – шукати

to misjudge – неправильно оцінити

2. Read the “Types of pre-school institutions” and write down the underlined words!

To help you see the learning potential in the games that just seem fun, we've gathered together nine well-loved American preschool games. Read on to discover how each game secretly models real-world situations and helps kids learn how to live and act.

9 Classic Preschool Games That Secretly Teach Life Skills

3. Duck, Duck, Goose

This kid-favorite is an excellent game for teaching strategic thinking. Participants sit in a circle, and one child walks around the outside tapping each head in turn and saying “duck.” Eventually they pick one child to be the “goose” and run around the circle to try to take that child's place before the “goose” catches them. If they reach the end without getting tagged, the “goose” returns to their own seat and the original player continues around the circle.

As kids play this game more, they start thinking about how to pick a “goose” (such as someone who isn't paying attention) who will give them a better chance of getting back to their seats without getting tagged. Duck, Duck, Goose teaches

children to plan ahead and gives them immediate feedback on the quality of their decisions.

4. Musical Chairs

This game helps teach kids to resolve arguments peacefully, deal with disappointment and practice patience. Set chairs in a circle, one fewer than the number of children in the game, and then play music as kids walk around the circle. Every time the music stops, children must try to sit on a chair. Kids who don't get a chair are out. Then remove a chair and begin again.

As a game of Musical Chairs progresses, children must learn to deal with the frustration of being out of the game, therefore practicing patience and waiting graciously. They must also learn to use their words to work out arguments about whose chair is whose or who got there "first.» Be sure to have an adult on hand specifically to ensure conflicts are settled peacefully and to help kids who are no longer in the game stay cheerful.

5. Simon Says

Simon Says is an excellent game for helping kids learn to pay close attention to instructions, while also giving them a taste of leadership. In Simon Says, one kid asks their peers to do silly actions by saying "Simon says tap your head" or "Simon Says jump like monkeys." Then the other kids will do the action—but only as long as the leader adds "Simon says" to their instructions.

Kids who don't pay attention quickly discover that if they don't listen, they'll be the only one doing the silly action. That gives them extra motivation to listen closely to the entire set of instructions before getting started.

6. Row Your Boat

Self-awareness is an important skill for children to develop as part of the learning process. That's one of the reasons we ask children to assess their own learning at Whitby. When children are small, this can start with physical self-awareness. Knowing how to moderate one's body is a very useful skill that prepares kids for later life. The game here is simple: pair children up facing one another with knees bent up in front of them and holding hands. Instruct them to rock back and forth in time to the song "Row, Row, Row Your Boat." They'll need to work together and keep an eye on their own movements at all times. It works best to play this game with a CD or a song on YouTube, so you can incorporate a «freeze» element by stopping music abruptly. This helps children focus on auditory cues and match their physical movements to them.

7. Hide and Seek

Hide and Seek is a great game for teaching problem solving. In order to stay hidden for the longest possible amount of time, children have to assess their options so they can pick the best possible hiding spot. This builds spatial awareness, because kids must consider factors such as which hiding places will offer the most cover from the most vantage points. As they gain experience with the game, kids will take an even more in-depth assessment approach, thinking about which spots are frequently used during free play and therefore most likely to be checked first.

8. Parachute Games

Playing with a parachute is a fun way for kids to learn teamwork. Kids stand around a circle, holding a parachute (or large sheet) between them. When a ball or other object is placed on the parachute, kids toss the ball up and down. Kids must move in sync or the ball will fall off the side of the parachute. If playing with a big parachute, kids have to work together to keep multiple balls in play at the same time, or learn how to throw the parachute up so one child can run underneath before the parachute falls.

9. Hopscotch

This classic sidewalk game is perfect for developing critical thinking skills. Kids draw the hopscotch shape on the sidewalk, then take turns tossing a rock underhand at the hopscotch shape. They then must navigate the hopscotch course while avoiding the square the rock landed on. Since it's often difficult to avoid the square with the rock while hopping on one foot, kids will need to plan ahead to find the best "route" through the course.

10. Red Light, Green Light

Red Light, Green Light is great for teaching patience. After all, children don't love to stand still. To play, one kid stands facing away at the other side of the field. The goal is to be the first to touch that person, without getting caught moving. When the person is facing away, that's a green light and kids can move toward them. When the leader turns around to face the group, that's a red light, and kids must stop moving. Anyone the leader catches still in motion has to go back to the starting line. To win at Red Light, Green Light, kids need to rein in their impulse to run forward, instead choosing a pace where they can stop instantly if the leader starts to turn. As they near the leader, they'll also have to learn how to wait for the exact right moment to rush forward. If they misjudge and go too soon, they'll have to start over from the beginning.

9. Sleeping Lions

It's important for kids to learn how to stay focused despite distractions. Sleeping Lions is a fun way for kids to learn this important life skill. During this preschool game, all the children lie down and pretend to be asleep. Then one person walks among the group (without touching anyone, trying to convince kids into reacting and opening their eyes. The last kid to still look like they're "sleeping" is the winner.

Sleeping lions encourages kids to be silly as they try to wake up their peers. To stay "asleep," kids have to keep themselves focused on not moving a muscle—no matter how their peers try to distract them. That's extremely hard for young children to do, and the focusing they practice during Sleeping Lions will help a child later on when they're trying to learn in boisterous environments.

Vocabulary Exercises

3. Match the words with their meanings:

Match the following terms from the text to their definitions:

- Strategic

- Spatial awareness
 - Impulse
 - Synchronize
 - Distractions
- a) The ability to think ahead and plan actions
 - b) Sudden desire to act without thinking
 - c) Unrelated stimuli that make it hard to focus
 - d) The ability to understand space and movement
 - e) To work or move together at the same time

4.Fill in the blanks:

Use the words below to complete the sentences:

(patience, teamwork, problem-solving, distractions, critical thinking)

- a) Playing «Hide and Seek» helps kids develop ____ skills as they choose the best hiding spots.
- b) The game «Red Light, Green Light» teaches children to practice ____ and control their movements.
- c) During «Parachute Games,» children learn ____ by moving in sync to keep the ball in play.
- d) «Sleeping Lions» helps children stay focused despite ____.
- e) «Hopscotch» encourages kids to use ____ to find the best route through the course.

5.Find synonyms in the text: Find words in the text with similar meanings to:

- Attention
- Focus
- Movement
- Leadership
- Navigation

Comprehension Exercises

6.True or False:

Read the statements and decide if they are true or false:

- a) «Duck, Duck, Goose» teaches children to plan ahead.
- b) In «Musical Chairs,» children must stand still until the music starts again.
- c) «Simon Says» encourages children to pay attention to instructions.
- d) «Red Light, Green Light» is designed to help kids develop self-awareness.
- e) «Sleeping Lions» teaches kids to stay focused in distracting environments.

7.Answer the questions:

- a) What skill does «Duck, Duck, Goose» teach children?
- b) Why is «Simon Says» a good game for teaching attention to instructions?
- c) How does «Parachute Games» help children learn teamwork?
- d) What is the primary skill developed in «Red Light, Green Light»?

e) How does «Sleeping Lions» prepare kids for learning in noisy environments?

8.List from the text:

- a) Name 3 games that teach patience or focus.
- b) List 2 life skills children learn from «Hopscotch.»
- c) What are the key benefits of «Hide and Seek»?

Grammar Exercises

9.Complete the sentences with the correct form of the verb:

- a) «Duck, Duck, Goose» ____ (help/helps) children practice strategic thinking.
- b) Kids ____ (learn/learns) patience during «Musical Chairs.»
- c) «Parachute Games» ____ (teach/teaches) children to move in sync.
- d) «Sleeping Lions» ____ (require/requires) children to stay focused on not moving.
- e) Kids ____ (develop/develops) spatial awareness while playing «Hide and Seek.»

10.Make questions:

Rewrite the following sentences as questions:

- a) «Simon Says» helps children follow instructions.
- b) Kids practice teamwork during «Parachute Games.»
- c) «Red Light, Green Light» helps kids control their impulses.
- d) «Hopscotch» teaches critical thinking.
- e) «Sleeping Lions» is a game for learning focus.

11.Rewrite in the negative form:

Rewrite the following sentences in negative form:

- a) «Hide and Seek» teaches spatial awareness.
- b) Kids develop patience in «Musical Chairs.»
- c) «Duck, Duck, Goose» encourages strategic thinking.
- d) «Parachute Games» are only about having fun.
- e) «Simon Says» is easy for children who don't listen.

Writing and Speaking Exercises

12.Writing task:

Write a short paragraph explaining which game you think is the most effective for teaching life skills and why.

13.Speaking task:

In pairs or groups, discuss:

Which of the games do you think is the most fun for preschool children?

b) Why is it important to teach life skills through games?

c) Can you think of other games that teach similar skills?

14.Creative task:

Imagine you are introducing a new game to a group of preschoolers. Write instructions for the game, including what skills it will teach and how it will be played.

Critical Thinking Exercises

15.Problem-solving task:

A group of preschoolers is having trouble taking turns in «Duck, Duck, Goose.» How could you modify the game to make it more inclusive or easier for them?

16.Scenario:

Imagine some kids feel left out during «Musical Chairs» because they're always the first ones out. How could you change the game to keep all the children engaged and happy?

Translation Exercise

17.Translate the following sentences into your native language:

- a) «Red Light, Green Light» teaches children to control their impulses.
- b) «Sleeping Lions» is a great game for helping children focus despite distractions.
- c) «Hide and Seek» builds problem-solving and spatial awareness skills.
- d) «Parachute Games» encourage teamwork and collaboration.
- e) «Duck, Duck, Goose» helps children learn to plan ahead and think strategically.

18.Write an English sentence with each word!

Навички мислення, навчитися жити і діяти, працювати разом, бути зосередженим на, працювати разом, сховати, підняти із підлоги, подальше життя, планувати наперед, зворотній зв'язок, спіймати, лідер, класики, найкраща позиція, думати про

Creative Writing

19.Design a Preschool Game:

Create a new game for preschoolers that teaches a life skill (e.g., patience, teamwork, or problem-solving). Write a description of how to play the game and what children will learn from it.

20.Describe a Game Day:

Write a short paragraph describing a perfect game day for preschoolers. Include details about which games they'll play, what they'll learn, and how they'll have fun.

UNIT 7. EDUCATION, QUALIFICATIONS AND EXPERIENCE

1. Read and learn the words!

career – кар'єра, професія

to make sure – переконатися в

willing – вольовий, охочий

to waste time – гаяти, марнувати час

option – варіант

to decide - вирішувати

bachelor's degree – диплом бакалавра
an advantage – перевага
technique – технічний прийом
to apply – застосовувати
to be successful – бути успішним
to display – показувати, виявляти

2. Read the text “Education, Qualifications and Experience” and write down the underlined words!

The first step to choosing a career is to make sure you are actually willing to commit to pursuing the career. You don't want to waste your time doing something you don't want to do.

When you decide on a career in early childhood education, you get to make an important difference in the lives of children. Your early childhood education degree gives you many different career options, too.

Careers in Early Childhood Education:

- Bachelor's degree in elementary education or equivalent
- certification or license as required by relevant State
- First Aid and CPR certifications an advantage
- previous teaching experience preferred
- understanding and proficiency in relevant technology
- knowledge of current educational and instructional methodologies and techniques
- knowledge of theories and practices of early child development
- knowledge of State, local and Federal regulations that apply to students and education

What are the key skills and qualities of a good kindergarten teacher?

To be successful in the kindergarten teaching role an early childhood teacher should display the following 6 key qualities:

- enthusiasm
- patience
- flexibility
- creativity
- communication skills
- planning and organizing

[7, 8]

Vocabulary Exercises

3. Match the words with their meanings:

Match the following terms from the text to their definitions:

- Certification
- Methodologies
- Proficiency
- Enthusiasm

- Flexibility
- a) Advanced knowledge or skill in a particular subject
- b) A formal document showing qualification or ability
- c) Eagerness or excitement about something
- d) The ability to adapt to different situations or conditions
- e) A system or method for teaching

4.Fill in the blanks:

Use the words below to complete the sentences:

(patience, methodologies, certification, organizing, enthusiasm)

- a) A good kindergarten teacher shows _____ while working with young children.
- b) Teachers need knowledge of current educational _____ to teach effectively.
- c) Some careers in early childhood education require a teaching _____.
- d) Planning and _____ are important skills for a kindergarten teacher.
- e) A teacher with _____ can inspire children to enjoy learning.

5.Find synonyms in the text:

Find words in the text with similar meanings to:

- Eagerness
- Techniques
- Knowledge
- Qualification
- Creativity

Comprehension Exercises

6.True or False: Read the statements and decide if they are true or false:

1. The second step to choosing a career is to make sure you are actually willing to commit to pursuing the career.
2. You can waste your time doing something you don't want to do.
3. Your early childhood education degree gives you few different career options.
4. You should be a model to work in kindergarten.
5. Working in kindergarten you must provide first aid.
6. To be successful in the kindergarten teaching role you ought to be flexible and creative.
- 7.Deciding on a career in early childhood education doesn't require commitment.
- 8.Teachers need to understand theories of early child development.
- 9.Certification is not necessary to work in early childhood education.
- 10.Planning and organizing are key skills for kindergarten teachers.
- 11.Previous teaching experience is preferred for a career in early childhood education.

7. Answer the questions:

- a) What is the first step to choosing a career?
- b) Why is a career in early childhood education important?
- c) Name three qualifications required for careers in early childhood education.
- d) What are some key qualities of a good kindergarten teacher?
- e) Why is understanding educational methodologies important for teachers?

8. List from the text:

- a) List 3 types of knowledge required for a career in early childhood education.
- b) Name the 6 key qualities of a good kindergarten teacher.
- c) What certifications or licenses are considered an advantage for early childhood education?

Grammar Exercises

9. Complete the sentences using the correct form of the verb:

- a) Teachers ____ (need/needs) to have knowledge of child development theories.
- b) A kindergarten teacher ____ (should display/should displays) enthusiasm and flexibility.
- c) Your early childhood education degree ____ (give/gives) you many career options.
- d) Planning and organizing ____ (is/are) essential skills for success in teaching.
- e) Teachers ____ (have/has) to adapt to the needs of individual students.

10. Make questions:

Rewrite the sentences below as questions:

- a) Teachers require First Aid and CPR certifications as an advantage.
- b) A kindergarten teacher needs patience and creativity.
- c) Knowledge of instructional methodologies is important.
- d) Teachers must understand Federal regulations for education.
- e) Certification or license is required by the State.

11. Rewrite in the negative form:

Rewrite the sentences in negative form:

- a) Teachers have knowledge of educational methodologies.
- b) A good teacher displays enthusiasm and patience.
- c) The degree gives you many career options.
- d) Teachers understand Federal and State regulations.
- e) Certification is required for the role.

Writing and Speaking Exercises

12. Write an English sentence with each word!

Кваліфікація, досвід, перший крок, переконатися в, раннє дитинство, вирішити, важлива різниця, життя дитини, дошкільна освіта, перша медична допомога, знання методів та технологій, ранній розвиток дитини, вихователь, розуміння технологій, теорія і практика, креативність, ключові якості.

13. Writing task:

Write a paragraph explaining why flexibility and creativity are important qualities for a kindergarten teacher.

14. Speaking task:

In pairs or groups, discuss:

- a) Which of the 6 key qualities is the most important for a kindergarten teacher? Why?
- b) Why do you think understanding child development theories is crucial for teachers?
- c) How can a teacher inspire enthusiasm in young learners?

15. Creative task:

Imagine you are recruiting a kindergarten teacher. Write a short job advertisement highlighting the skills and qualifications mentioned in the text.

Critical Thinking Exercises

16. Problem-solving task:

A kindergarten teacher is struggling with managing their time effectively. Suggest 3 ways they can improve their planning and organizing skills.

17. Scenario:

Imagine a teacher who lacks enthusiasm and struggles to communicate with children. What steps can they take to improve and become more effective in their role?

Translation Exercise

18. Translate the following sentences into your native language:

- a) A good kindergarten teacher displays enthusiasm, patience, and flexibility.
- b) Certification and knowledge of child development theories are important for teaching roles.
- c) Careers in early childhood education offer many opportunities.
- d) Teachers need to plan and organize their lessons effectively.
- e) Creativity and communication skills are key to working with young children.

19. Read, translate the sentences into Ukrainian !

1. The first step to choosing a career is to make sure you are actually willing to commit to pursuing the career. 2. I want to waste my time. 3. When you decide on a career in early childhood education, you get to make an important difference in the lives of children. 4. Your early childhood education degree gives you many different career options. 5. To be successful in the kindergarten teaching role an early childhood teacher should display the following 6 key qualities.

20.Design a Teacher Training Program:

Write a short description of a training program for aspiring kindergarten teachers. Include key skills they will learn and why these skills are important.

21.Imagine your first day as a kindergarten teacher:

Write a diary entry describing how you would use flexibility and creativity to handle unexpected challenges in the classroom.

UNIT 8. TYPES OF PRE-SCHOOL INSTITUTIONS

1. Read and learn the words!

non-profit co-operative schools - некомерційні кооперативні школи

church-affiliated schools - церковні школи

local community schools – школи місцевих громад

attach - приєднатися

include – включати в себе

specialized – спеціалізований

emphasis – наголос

encourage – заохочувати

2. Read the “Types of pre-school institutions” and write down the underlined words!

There are various types of pre-schools, including non-profit co-operative schools, church-affiliated schools, local community schools, private schools and Montessori schools. A co-operative school is usually the least expensive, as parents work voluntarily as teachers’ aides alongside professional teachers. Church-affiliated schools are usually attached to religious centres and may include religious education (it isn’t always necessary for children to follow the same religion as the school). Private schools are the most expensive and vary considerably from small home-run set-ups to large custom-built schools.

A number of private nursery schools use the Montessori method of teaching, developed by Dr Maria Montessori in the early 1900s. Montessori educational approach is based on the belief that each child is an individual with unique needs, interests and patterns of growth and that children are naturally eager to learn. Some Montessori schools have ‘pre-school’ (for children aged two-and-a-half to six) and elementary levels (ages 6 to 12).

There are also specialized preschool institutions for children with physical and mental disabilities. The length of stay at most of the facilities is nine hours, but there are also institutions, which work on a 24 hour basis. Preschools provide childcare and initial intellectual, physical, and aesthetic education. Special emphasis is made on the preparation of children for primary school. Classes are devoted to the development of

speech and elementary numerical skills, singing, dancing, foreign languages, and art. The government encourages the study of the Ukrainian language and culture.

Vocabulary Exercises

3.Match the words with their meanings:

Match the following terms from the text to their definitions:

- Co-operative
 - Montessori method
 - Intellectual
 - Emphasis
 - Disabilities
- a) Focus or special attention placed on something
 - b) Relating to the ability to think and understand
 - c) Physical or mental conditions that make it harder to do certain activities
 - d) A school where parents help teachers voluntarily
 - e) A teaching approach that focuses on individual learning

4.Fill in the blanks:

Use the words below to complete the sentences:

(religious, numerical, custom-built, individual, disabilities)

- a) The Montessori method focuses on the ____ needs of each child.
- b) Church-affiliated schools often include some level of ____ education.
- c) Classes at preschools help children develop speech and elementary ____ skills.
- d) Private schools can range from small home-run set-ups to large ____ schools.
- e) Specialized preschools cater to children with physical and mental ____.

5.Find synonyms in the text:

Find words or phrases in the text that mean the same as:

- Teaching approach
- Unique
- Focus
- Differ significantly
- Initial

Comprehension Exercises

6.True or False: Read the statements and decide if they are true or false:

1. There are not various types of pre-schools.
2. A co-operative school is usually the most expensive.
3. A number of private nursery schools use the Montessori method of teaching, developed by Dr Maria Montessori in the early 1800s.
4. Some Montessori schools are for children aged two-and-a-half to six.

5. There are also specialized preschool institutions for children with physical and mental disabilities.
6. The length of stay at most of the facilities is six hours.
7. Preschools provide childcare and initial intellectual, physical, and aesthetic education.
8. Children sing, dance, learn foreign languages, and art at preschool institutions.
9. Co-operative schools are the most expensive option.
10. Children must follow the same religion as the school in all church-affiliated schools.
11. The Montessori method was developed by Dr Maria Montessori in the early 2000s.
12. Specialized preschools exist for children with physical and mental disabilities.
13. The Ukrainian language and culture are encouraged in preschools.

7. Answer the questions:

- a) What are the main types of preschools mentioned in the text?
- b) What is the Montessori method based on?
- c) What subjects or activities are emphasized in preschools?
- d) How do co-operative schools differ from private schools?
- e) What is the purpose of specialized preschool institutions?

8. List from the text:

- a) List 3 types of preschools.
- b) Name 3 activities children do in preschools.
- c) What are the two levels of Montessori schools and their age groups?

Grammar Exercises

9. Complete the sentences with the correct form of the verb:

- a) Parents ____ (work/works) voluntarily as teachers' aides in co-operative schools.
- b) Montessori schools ____ (use/uses) a method developed in the early 1900s.
- c) Preschools ____ (provide/provides) initial intellectual and physical education.
- d) Specialized institutions ____ (cater/caters) to children with disabilities.
- e) Classes in preschools ____ (focus/focuses) on speech and numerical skills.

10. Make questions:

Rewrite the following sentences as questions:

- a) Montessori schools use a unique teaching method.
- b) Private schools vary considerably in size and structure.
- c) The government encourages the study of Ukrainian language and culture.
- d) Church-affiliated schools are attached to religious centres.
- e) Classes are devoted to the development of speech and elementary skills.

11. Rewrite in the negative form:

Rewrite the following sentences in negative form:

- a) Co-operative schools are the least expensive option.
- b) Montessori education focuses on individual learning needs.
- c) Specialized preschools cater to children with disabilities.
- d) Private schools include home-run set-ups and custom-built schools.
- e) Preschools work on preparing children for primary school.

Writing and Speaking Exercises

12. Write an English sentence with each word!

Садок, вчитель за професією, релігійна освіта, найдороща, одна із найдешевших, садок домашнього типу, велика кількість приватних садків, школа Монтесорі, початковий рівень, дошкільний навчальний заклад, іноземна мова, мистецтво, мова та культура.

13. Writing task:

Write a short paragraph comparing co-operative schools and private schools. Include their differences in cost, structure, and involvement of parents.

14. Speaking task:

In pairs or groups, discuss:

- a) What are the benefits of the Montessori method for children?
- b) Why is it important to have specialized preschool institutions?
- c) Which type of preschool do you think is the most beneficial for children and why?

15. Creative task:

Imagine you are starting your own preschool. Write a short description of your school, including its teaching approach, type, and activities offered.

Critical Thinking Exercises

16. Problem-solving task:

If a parent cannot afford private preschool but wants their child to have a quality education, what alternatives could they consider based on the text?

17. Scenario:

Imagine a Montessori preschool is introducing a program for children with disabilities. What adjustments or methods could they implement to ensure the children receive proper care and education?

Translation Exercise

18. Read, translate the sentences!

1. Private schools are the most expensive. 2. A number of private nursery schools use the Montessori method of teaching. 3. Some Montessori schools have 'pre-school'. 4. The length of stay at most of the facilities is nine hours. 5. Preschools provide childcare and initial intellectual, physical, and aesthetic education. 6. The government encourages the study of the Ukrainian language and culture. 7. Classes

are devoted to the development of speech and elementary numerical skills, singing, dancing, foreign languages, and art. 8. Montessori educational approach is based on the belief that each child is an individual with unique needs. 9. There are various types of pre-schools. 10. Church-affiliated schools are usually attached to religious centres and may include religious education.

19. Translate the following sentences into your native language:

- a) Co-operative schools are the least expensive because parents work as teachers' aides.
- b) Montessori schools believe that children are naturally eager to learn.
- c) Specialized preschools cater to children with physical and mental disabilities.
- d) Classes focus on speech, numerical skills, and aesthetic education.
- e) The government encourages the study of Ukrainian language and culture.

Creative Writing

20. Design a Preschool Curriculum:

Create a weekly schedule for a preschool. Include activities such as singing, art, foreign languages, and free play based on the ideas in the text.

21. Describe an Ideal Preschool:

Write a paragraph describing your vision of the perfect preschool. Use details about the type of school, its teaching methods, and the activities it would offer. [9]

UNIT 9. PRESCHOOL EDUCATION IN THE UK

1. Read the words!

extremely - надзвичайно
approach - підхід
successfully - успішно
combine - поєднувати в собі
accumulate - накопичувати
different - різні
century - століття
resources - ресурси
technics - техніка
funding source - джерело фінансування
pupil's diversity - різноманіття учнів
opportunity - можливість
library- бібліотеки
prefer - надавати перевагу
preferences - переваги
applied - застосований
developmental - розвиваючий
protective - захисний
educator - вихователь
although – хоча

2. Read and translate the text!

The British are a nation that is extremely protective of its history and traditions. This approach is also applied in English education, which successfully combines modern developmental methods and all the best that has been accumulated by teachers and educators at schools of different levels during the centuries.

Preschool education in England has rich useful resources and technics. Traditionally it begins at the age of 2-3. Although this education step is not compulsory, most parents prefer to send their children to preschool at this age, and by the age of five young kids become schoolchildren.

In the UK there are preschool institutions of different types with different working hours, funding sources, goals and content of educational programs, pupil's diversity - for any preferences and financial opportunities (playgroups, family centres, libraries of books and toys, mother and child clubs, religious (in churches), etc.).

Vocabulary Exercises

3. Match the words in the text with their synonyms:

- Protective → _____ (options: careful, cautious, defensive)
- Accumulated → _____ (options: gathered, ignored, removed)
- Diversity → _____ (options: variety, similarity, unity)

4. Fill in the blanks with appropriate words from the text:

1. Preschool education in England is not _____, but most parents prefer it.
2. British education _____ modern methods and traditional approaches.
3. The UK offers preschool institutions with different _____ sources.

Grammar Exercises

5. Find the verbs in the text and identify their tenses:

1. "The British are a nation that **is** extremely protective." (Present Simple)
2. "Preschool education in England **has** rich useful resources." (Present Perfect)
3. "Most parents **prefer** to send their children." (Present Simple)

6. Transform Sentences

1. Rewrite this sentence in the past tense:
"Traditionally it begins at the age of 2-3."
→ Traditionally it **began** at the age of 2-3.
2. Rewrite this sentence in the future tense:
"Young kids become schoolchildren by the age of five."
→ Young kids **will become** schoolchildren by the age of five.

Critical Thinking Exercise

7. Discussion Prompt:

1. Why do you think the British education system combines tradition and modern methods? Do you think this approach is effective in today's world? Provide examples to support your opinion.

2. Writing Task: Write a short paragraph (50–70 words) answering the question:
What are the benefits of having diverse types of preschool institutions in the UK?

8. Read and translate the text!

government-уряд;
citizen-громадянин
maintenance-утримання
assistance-допомога
right-право
expensive-дорого
participate- брати участь
adhere-дотримуватися
allowed-дозволено
changes-зміни
certain-певний
provides- забезпечувати

British education "from three to five"

This aspect is regulated at the state level: the government program provides free preschool education for children from three years. Each young citizen of foggy Albion is entitled to 38 weeks of study per year, 15 hours a week.

To ensure this right, parents receive state vouchers for the maintenance of a child in a kindergarten. At the same time, each family can spend it as they wish, using either as full payment for education in a public preschool institution or as material assistance to pay for a more expensive private or commercial kindergarten.

It is important to note that all institutions participating in the program must adhere to programs and methods provided by the British Department of Education - but they are allowed to make their own changes to the main program to focus the educational process on certain activities (for example, learning several languages).

Vocabulary Exercises

9. Match the words from the text with their synonyms:

- Regulated → _____ (options: controlled, ignored, uncertain)
- Maintenance → _____ (options: support, removal, abandonment)
- Adhere → _____ (options: follow, avoid, modify)

10. Fill in the blanks with words from the text:

1. Parents in the UK receive state _____ to pay for kindergarten.
2. Preschool institutions must _____ to the British Department of Education's programs.
3. Free education is available for up to _____ hours a week.

Grammar Tasks

11.a. Find the verbs in the sentences and identify their forms:

1. "This aspect **is regulated** at the state level." (Passive voice, Present Simple)
2. "Parents **receive** state vouchers for the maintenance of a child." (Present Simple)
3. "Institutions **are allowed** to make their own changes." (Passive voice, Present Simple)

11.b. Sentence Transformation

1. Rewrite the sentence in the past tense:
"Parents receive state vouchers for the maintenance of a child in a kindergarten."
→ Parents **received** state vouchers for the maintenance of a child in a kindergarten.
2. Rewrite the sentence in the future tense:
"Each family can spend it as they wish."
→ Each family **will be able to spend** it as they wish.

Critical Thinking Exercise

12.Discussion Prompt: Do you think providing state-funded preschool education for all children is beneficial for society? What could be the possible advantages and challenges of this system?

Writing Task

13. Write a short paragraph (50–70 words) answering the question:
How does the voucher system benefit families and preschool institutions in the UK?

Problem-Solving Task

14.Scenario-Based Question:

Imagine you are a parent in the UK with a state voucher for preschool education. Would you choose to use it for a public preschool or as partial payment for a private institution? Explain your decision, considering the cost, quality of education, and personal preferences.

15.Read and translate the text!

place - місце

spend - витратити

staying - перебування

believe - вірили

requirement - вимоги

ensure - забезпечити

entertainment - розвага

naps - сон

carried out - здійснювати, проводити

constantly - постійно

In some countries, a kindergarten is just a place where children spend time while their parents are busy (зайнятий) at work (one might say, the alternative to staying at home with their grandmother - and, as is often believed, not the best). The main requirement for a preschool institution is to ensure good nutrition and a proper timetable (правильний графік), which includes entertainment, games, healthy activities, obligatory naps, and a walk in the fresh air. In English kindergarten the main thing is the learning process, so it is carried out not only at a special time, but constantly.

Vocabulary Exercises

16.a.Synonyms. Match the words from the text with their synonyms:

- Ensure → _____ (options: guarantee, ignore, question)
- Proper → _____ (options: correct, inappropriate, incomplete)
- Entertainment → _____ (options: amusement, boredom, struggle)

16.b. Fill in the blanks with words from the text:

1. The main requirement in some kindergartens is to _____ good nutrition and a proper timetable.
2. An English kindergarten focuses on the _____ process.
3. Walks in the _____ air are part of the daily routine in some preschools.

Grammar Tasks

17.a. Identify Verb Tenses

1. "The main requirement for a preschool institution **is** to ensure good nutrition." (Present Simple)
2. "The learning process **is carried out** constantly." (Passive voice, Present Simple)
3. "Children **spend** time while their parents **are** busy." (Present Simple)

17.b. Sentence Transformation

Rewrite the sentence in the negative form:

"In English kindergarten the main thing is the learning process."

→ In English kindergarten the main thing **is not** the learning process.

Change the sentence to a question:

"The main requirement for a preschool institution is to ensure good nutrition."

→ **What** is the main requirement for a preschool institution?

Critical Thinking Exercise

18.Discussion Prompt: Do you think the emphasis on the learning process in English kindergartens is better than focusing solely on entertainment and physical care? Why or why not?

Writing Task

19. Write a short paragraph (50–70 words) answering the question:
What are the advantages and disadvantages of focusing on education in kindergartens instead of entertainment and physical care?

Comparative Analysis

20.Exercise: Compare the focus of kindergartens in some countries (as described in the text) with the focus in English kindergartens. Write a few sentences explaining which approach you think is better and why.

Problem-Solving Task

21.Scenario-Based Question: Imagine you are tasked with designing a kindergarten program that balances learning, physical activities, and rest. What would your daily timetable look like? Include at least three elements from the text in your answer.

UNIT 10. BENEFITS OF PRESCHOOL EDUCATION

1.Read and translate the text!

development - розвиток

ability - здатність

abilities - здібності

notice - повідомлення

immersion - занурення

Preschool education regulated by the state program in Britain should provide:

- personal and emotional development of the child;
- his social skills, ability to communicate;
- knowledge of the language, literacy;
- development of mathematical abilities;
- general ideas about nature and society;
- physical and aesthetic education.

Speaking about British preschool institutions we should notice that, in parallel with general development, pupils learn English, and the high efficiency of teaching is guaranteed by full immersion in the language environment.

Vocabulary Exercises

2.a.Synonyms: Match the words from the text with their synonyms:

- Guaranteed → _____ (options: ensured, reduced, questioned)
- Literacy → _____ (options: reading and writing skills, athletic skills, social skills)
- Immersion → _____ (options: deep involvement, avoidance, separation)

2.b. Fill in the blanks with words from the text:

1. Preschool education in Britain focuses on the _____ and emotional development of children.
2. Pupils in British preschools learn English through full _____ in the language environment.
3. Development of _____ abilities is one of the priorities in British preschool programs.

Grammar Tasks

3.a. Identify Sentence Components

- Find the subject and predicate in the sentence:
"Speaking about British preschool institutions we should notice that pupils learn English."
Subject: **we**
- Predicate: **should notice**
- **Identify the verb tense:**
"The high efficiency of teaching **is guaranteed** by full immersion."
Passive voice, Present Simple

3.b. Sentence Transformation

1. Rewrite the sentence in the past tense:
"British preschool education should provide emotional development."
→ British preschool education **should have provided** emotional development.
2. Rewrite the sentence as a question:
"Pupils learn English through full immersion."
→ How do pupils learn English?

Critical Thinking Exercise

4.Discussion Prompt: Why do you think full immersion in the language environment is considered an effective way to teach English to preschoolers? Can this approach be applied to other languages or skills?

Writing Task

5. Write a short paragraph (50–70 words) answering the question:
Why is it important to focus on both emotional and academic development in preschool education?

Analytical Task

6.Exercise: List three advantages and two potential challenges of using full language immersion for teaching English in British preschools.

7.Scenario-Based Question: Imagine you are a preschool teacher in Britain. How would you design an activity that incorporates both aesthetic education and language learning through immersion? Describe your activity in a few sentences.

8. Read the dialogue!

Student 1: Hey, I was reading about preschool education in the UK, and it seems like they start early, around 2 or 3 years old. Do you know if it's compulsory?

Student 2: No, it's actually not compulsory at that stage. Most children attend preschool from around the age of 3, but parents can choose whether or not to send their kids at that age. However, by 5, children are generally required to start formal schooling.

Student 1: That makes sense! So what types of preschool institutions are available in the UK?

Student 2: There are quite a few options, like playgroups, family centers, libraries with books and toys, mother and child clubs, and even religious preschools. Each type varies in terms of funding and educational goals. Some are free, and others may be private or commercial, depending on what parents can afford.

Student 1: Interesting! I also heard that preschool education is government-regulated. How does that work?

Student 2: Yes, the UK government offers free preschool education for children from the age of 3, providing 15 hours per week for up to 38 weeks a year. This is supported through state vouchers, which can be used for public or private preschools. But all schools must follow the national educational guidelines, although they can adapt the curriculum to focus on specific areas like language learning.

Student 1: So, is language learning a big part of preschool in the UK?

Student 2: Absolutely! In British preschools, children are immersed in English as part of their development. Alongside general learning, such as mathematics and social skills, they are introduced to language in a natural, immersive way, which helps boost their literacy skills early on.

Student 1: That sounds like a well-rounded approach. So, in general, what are the main goals of preschool education there?

Student 2: The main focus is on personal and emotional development, social skills, language development, and physical education. The goal is to prepare children for school in a holistic way, focusing not just on academics but also on physical and emotional well-being.

9. Find the words or phrases in the dialog that are synonymous with the following:

1. Obligatory → _____
2. Begin → _____

3. Educational institutions → _____
4. Children → _____
5. Help → _____

10. Fill in the blanks with words from the dialog.

1. Preschool education in the UK starts around age ____ or ____.
2. By age ____, children must start formal schooling.
3. Some preschools are funded by the _____, while others are _____ or _____.
4. The government provides ____ hours of free preschool education per week.
5. A main focus of preschool is developing _____ and _____ skills.

11. Divide the words from the dialog into two groups:

(A) Types of preschools

(B) The main goals of preschool education

Words: playgroups, social skills, mother and child clubs, emotional development, libraries, language development, family centers, physical education, religious preschools

12. Match the English words with the corresponding Ukrainian translation:

English word Ukrainian translation

Compulsory a) фінансування

Immersive б) обов'язковий

Funding в) природний

Holistic г) занурювальний

Natural д) цілісний

13. Do the test!

1: At what age do children usually start preschool in the UK?

- a) At 1 year old
- b) At 3 years old
- c) At 5 years old
- d) At 6 years old

2: Is preschool education compulsory in the UK?

- a) Yes, from age 2
- b) No, never
- c) No, it's optional until age 5
- d) Yes, from age 3

3: What types of preschool institutions are mentioned in the dialogue?

- a) Kindergartens, boarding schools, academies
- b) Playgroups, family centers, religious preschools
- c) Universities, colleges, training courses
- d) Private schools, high schools, libraries

4: How does the UK government support preschool education?

- a) It fully funds all private preschools
- b) It gives money only to low-income families
- c) It provides 15 hours of free preschool per week for children aged 3 and up
- d) It does not offer any support

5: What are the main goals of preschool education in the UK?

- a) Only language learning
- b) University preparation
- c) Development of social, emotional, language, and physical skills
- d) Studying history and geography

14.Translate into English!

у віці 2 років, освітній крок, відправити дитину у дитсадок, ставати школярем, освітня програма, джерело фінансування, застосувати підходи, сучасні розвиваючі методи, вчителі та вихователі, корисні ресурси і техніки, розвиваючі методи, у віці 2-3 років, різні типи дошкільних закладів, графік роботи, джерело фінансування, цілі та зміст освітніх програм, ігрові групи, сімейні центри, бібліотеки книг та іграшок, клуби матері та дитини, релігійний здо (при церквах).

15.Answer the questions!

1. What combines British preschool education?
2. When does British preschool education begins ?
3. When do young kids become schoolchildren ?
4. What are the differences in preschool institutions ?
5. Who provides free preschool education for children?
6. What do parents receive for the maintenance of a child in a kindergarten?
7. What Department provides programs and methods in a public preschool institution?
8. What kind of place is a kindergarten?
9. What is the main requirement for a preschool institution?
10. What does a proper timetable include?
11. Is the learning process important in English kindergarten ?
12. What is preschool education regulated by?
13. What should the state program for kindergarten in Britain provide ?
14. How pupils learn English in a British kindergarten ?

GRAMMAR IN TABLES

I. АРТИКЛЬ ARTICLE

1. Перед назвами деяких країн і регіонів.	The United States of America, The Middle East, The Far East	Сполучені Штати Америки, Близький Схід, Далекий Схід.
2. Перед назвами річок, морів, океанів, каналів.	The Red Sea. The Dnieper. The English Channel connects the British Isles with the western coast of France.	Червоне море. Дніпро. Ла-Манш з'єднує Британські острови із західним узбережжям Франції.
3. Перед назвами гірських хребтів, груп островів, пустель.	The Canary Isles. The Andes.	Канарські острови. Анди.
4. Перед назвами суден, готелів, ресторанів, музеїв, галерей, англійських газет, кінотеатрів, театрів.	I've read an article about the "Titanic". I read the "Morning Star" every week. We were in the Metropol restaurant last week. I have been to the British Museum twice. We are proud of the National Theatre.	Я читав статтю про "Титанік". Я читаю "Морнінг Стар" кожного тижня. Ми були в ресторані "Метрополь" минулого тижня. Я був у Британському музеї двічі. Ми пишаємось національним театром.

Відсутність артикля No article

1. Перед абстрактними іменниками, перед назвами речовин.	Our country is rich in coal. Snow is white. Such is life.	Наша країна багата на вугілля. Сніг білий. Таке життя.
2. Перед іменником, перед яким або за яким стоїть кількісний числівник.	Where is room 102? We have bought two dictionaries.	Де знаходиться кімната 102? Ми купили два словника.

3.Перед власними назвами.	My name is Pete. London is the capital of England.	Мене звати Петро. Лондон столиця Англії.
4.Перед назвами континентів, країн, графств, штатів, міст, вулиць.	I have never been to Africa. Welcome to Texas!	Я ніколи не був в Африці. Ласкаво просимо до Техасу!
5.Перед злічуваними іменниками у множині, якщо вони позначають усіх представників даного класу, осіб або предметів і коли в однині потрібно	This plant is engaged in the production of fans.	Цей завод займається виробництвом вентиляторів.
6. В газетнихзаголовках, об'явах, телеграмах	Arrival of English Delegation.	Прибуття англійської делегації.
7. Перед назвами наук	I like literature and history.	Я люблю літературу та історію.

2. ІМЕННИК NOUN

Іменник означає живі істоти, предмети, речовини, абстрактні поняття.

Власні назви Proper nouns	Загальні назви Common nouns	
Tim Baker Europe Great Britain London the Grand (Hotel) Oxford Street Penny Lane the Thames the British Museum the Daily News	boy man book people sand glass love hatred development marriage	velocity arrival delivery division education departure importance actor secretary engineer

[1]

Розрізняють два класи загальних назв: злічувані й незлічувані.

Злічувані іменники Countable nouns	Незлічувані іменники Uncountable nouns	
a boy (two boys) a man (three men) a table (four tables) a city (five cities) a house (ten houses) a mile (a hundred miles) a book (many books)	bread water love equality clothing furniture permission knowledge	tea cotton peace ignorance leisure equipment advice news

Деякі іменники можуть виступати як злічувані, так і незлічувальні, виражаючи при цьому різні поняття.

Злічувані іменники Countables	Незлічувані іменники Uncountables
a brick – цеглина (одна) a chocolate – шоколадна цукерка a fire – пожежа a grammar – граматика (підручник) a hair – волосина an iron – праска; a justice – суддя a light – вогник; лампа a paper – газета; документ a play – п'єса a time – раз a wood – ліс a work of art – витвір мистецтва	brick – цегла (будівельний матеріал) chocolate – шоколад fire – вогонь grammar – граматика (наука) hair – волосся iron – залізо justice – справедливість light – світло paper – папір play – гра time – час wood – дерево (деревина) work – робота

Незлічувані іменники – назви різноманітних матеріалів, речовин, рідин – можуть використовуватися, особливо в розмовній мові, в якості злічуваних, коли мова йде про якийсь один різновид, один сорт, вид матеріалу або речовини, про його частини, порції.

This is a very good coffee. - Це дуже хороша кава. (Сорт кави.) Buy me two cheeses. - Купіть мені два види сиру (два сирка.) They ordered three beers. - Вони замовили три пива (три кружки.)

[1]

Утворення множини злічуваних іменників Plural of countable nouns

Основа + закінчення -s

Однина Singular	Множина Plural
a boy	boys
a table	tables
a trick	tricks
a cliff	cliffs
a myth	myths
a railway	railways

Основа + закінчення -es [ɪz] після -s, -ss, -sh, -ch, -tch, -x і, як правило, після закінчення -o

Однина Singular	Множина Plural
a bus	buses
a glass	glasses
a bush	bushes
a brush	brushes
a bench	benches
a match	matches
a box	boxes
a potato	potatoes

Кінцева літера -у (після приголосної) змінюється на -ies

Однина Singular	Множина Plural
an army	armies
a country	countries
a fly	flies
a lady	ladies

[1]

Кінцева літера -f (-fe) змінюється на -ves

Однина	Множина
--------	---------

Singular	Plural
----------	--------

a calf	Calves
--------	--------

a half	halves
--------	--------

a leaf	leaves
--------	--------

a shelf	shelves
---------	---------

a wolf	wolves
--------	--------

a wife	wives
--------	-------

a knife	knives
---------	--------

За винятком: roof, cliff, chief, handkerchief

Утворення множини іменників не за загальним правилом

Irregular plurals

Змінюється коренева голосна

Однина /Singular	Множина/ Plural
a man	Men
a woman	women
a foot	feet
a tooth	teeth
a goose	geese
a mouse	mice

Додається закінчення -en

Однина	Множина
--------	---------

Singular	Plural
----------	--------

an ox	oxen
-------	------

a child	children
---------	----------

Іменники, запозичені з латини, грецької та французької мов

Однина	Множина
--------	---------

Singular	Plural
----------	--------

a radius	radii або radiuses
----------	--------------------

a corpus	corpora
----------	---------

a formula	formulae або formulas
-----------	-----------------------

a bacterium	bacteria
-------------	----------

a criterion	criteria
-------------	----------

a basis	bases
---------	-------

a crisis	crises
----------	--------

an index	indices або indexes
----------	---------------------

a bureau	bureaux або bureaus
----------	---------------------

[1]

Складені іменники
Compound nouns

Однина Singular	Множина Plural
a manservant - слуга a woman-teacher - вчителька a mother-in-law - теща, свекруха a passer-by - перехожий a man-of-war - військовий корабель	menservants - слуги women-teachers - вчителі mothers-in-law - тещі, свекрухи passers-by - перехожі men-of-war – військові кораблі

Особливі випадки
Special cases

Тільки однина/Only Singular	Тільки множина/Only Plural
news – новина measles - кір physics - фізика knowledge - знання advice - порада furniture – меблі	archives - архів arms - зброя belongings - речі clothes - одяг credentials - вірчі грамоти earnings - заробіток goods - товари outskirts - окраїна, околиця, передмістя premises - приміщення remains - залишки riches - багатство surroundings - оточення, середовище thanks - подяка whereabouts - місцезнаходження

Однакова форма для однини і множини
Single form

Singular	Plural
a deer – олень a sheep - вівця a salmon - лосось a trout - форель a means – засіб	deer – олені sheep - вівці salmon - лососі trout - форелі means – засоби

[1]

Присвійний відмінок іменників

Possessive case of nouns

Присвійний відмінок виражає належність чого-небудь кому-небудь, відношення однієї особи до іншої

Власні назви

Proper nouns

Однина Singular	Множина Plural
Tim's dog - собака Тіма Alice's cat - кішка Аліси James's mother – мати Джеймса St. Paul's Cathedral - собор Св. Павла St. Mary's Church - церква Св. Марії Mr. Bakers' house - будинок містера Бейкера	the Bakers' house – будинок Бейкерів

Іменник, що означає назву істот

Animate nouns

Однина Singular	Множина Plural
a girl's hat- дівочий капелюшок the boy's dog – собака хлопчика a man's suit – чоловічий костюм a child's toy – дитяча іграшка a cat's tail - хвіст кішки	a girls' school - школа для дівчат the boys' dogs – собаки хлопчиків men's suits – чоловічі костюми children's books – дитячі книжки cats' tails - кошачі хвости

Іменник, що означає назву неживих предметів

Inanimate nouns

В англійській мові іменники, які позначають час, можуть використовуватися в присвійному відмінку

Однина Singular	Множина Plural
a minute's walk a day's work a week's stay today's conference yesterday's paper	five minutes' walk three days' work a few weeks' stay

Рід іменників

Gender of nouns

Рід іменників в англійській мові - поняття умовне, яким можна знехтувати під час вивчення мови. Означення не залежать від роду іменників.

Чоловічий Masculine	Жіночий Feminine	Середній Neuter
a nice little boy a favourite actor an old Englishman	a nice little girl a favourite actress an old English woman	a nice little toy a favourite play an old English town

Для всіх родів іменника вживається одна і та ж форма дієслова.

Чоловічий Masculine	Жіночий Feminine	Середній Neuter
The king has a dog. The boys have left.	The queen has a cat. The girls have left.	The table has four legs. The trains have left.

Означники іменників Noun determiners

Означники Determiners	Злічувані іменники Countables		Незлічувані іменники Uncountables
	Однина Singular	Множина Plural	
Неозначений артикль a / an	a boy, an apple	Boys, apples	-
Означений артикль the	the boy	the boys	the tea
Присвійні займенники: my, your, his, her, its, our, their	my apple our house	my apples our houses	my tea our money
Вказівні займенники: this (these) that (those)	this boy that apple	these boys those apples	this tea that money
Питальні займенники: what which whose	what boy? which apple? whose book?	what boys? which apples? whose books?	what tea? which money? whose money?
Неозначені займенники: some- якийсь any-будь-який	some boy any book	some boys any books	some news any tea
Кількісні означники:			
some - декілька, небагато, трохи	-	some boys	some tea

many - багато	-	many boys	-
much – багато	-	-	much tea
little - мало	-	-	little tea
few - мало	-	few boys	-
a little – небагато, трохи	-	-	a little tea
a few – декілька	-	a few boys	-
more - більше	-	more boys	more tea
most - більшість, більша частина	-	most boys	most tea
a lot of – багато	-	a lot of boys	a lot of tea

Функції іменника в реченні

Syntactical functions

Підмет /Subject

The **boy** likes jam.

Water is a liquid.

Додаток /Object

The boy likes **jam**.

He told us a **story**.

Іменна частина складного іменного присудку /Predicative

Water is **a liquid**.

They are **students**.

Означення /Attribute

There is a **metal** door in the **stone** wall.

She is **Tim's** sister

Обставина /Adverbial modifier

There is a large tree in **front of the house**

3. ЗАЙМЕННИК

PRONOUN

Займенники вживаються замість іменників, прикметників та числівників.

Власні займенники

Personal pronouns

Особа Person	Однина Singular		Множина Plural	
	Називний відмінок Subjective case	Знахідний відмінок Objective case	Називний відмінок Subjective case	Знахідний відмінок Objective case
Перша	I*	me	We	us
Друга	you**	you	You	you

Третя чоловічий	He	him	they	them
Жіночий рід	She	her		
Середній рід	It	it		

* Займенник I завжди пишеться з великої літери.

** В сучасній англійській мові немає займенника **ти**. Замість нього вживається **you** (ви).

Присвійні займенники

Possessive pronouns

Вказують на належність чого-небудь кому-небудь.

Однина Singular			Множина Plural		
Особові займенники	Присвійні займенники		Особові займенники	Присвійні займенники	
	Перша* форма	Друга** форма		Перша форма	Друга форма
I	My	mine	we	our	ours
You	Your	yours	you	your	yours
He she it	his her its	his hers its	they	Their	theirs

* Перша форма (1st possessive) вживається разом з іменником, виступаючи його означенням.

This is **my (your, his, her)** book. These are **our (your, their)** books.

** 2-а форма (2nd possessive) вживається самотійно.

You have a car and I have a car; **yours** is newer than **mine**.

Зворотні і підсилювальні займенники

Reflexive and emphasizing pronouns

Зворотні займенники відповідають українській зворотній частці -ся або слову себе.

He shaves **himself**. - Він голиться.

Підсилювальні займенники відповідають українському слову **сам**, самотійно.

He will do it **himself**. - Він зробить це сам.

Однина Singular		Множина Plural	
Особові займенники Personal pronouns	Зворотньо - підсилювальні займенники Reflexive/ Emphasizing	Особові займенники Personal	Зворотньо- підсилювальні займенники Reflexive/ Emphasizing

I	Myself	we	ourselves
you	yourself	you	yourselves
he	himself		
she	herself	they	themselves
it	itself		

Неозначено-особовий займенник **one** має зворотню (підсилювальну) форму **oneself**.

Вказівні займенники Demonstrative pronouns

Однина /Singular	Множина /Plural
this – цей	these – ці
that - той	those - ті
such - такий	such - такі
the same - той самий, такий самий	the same - ті ж / такі ж самі

Взаємні займенники Reciprocal pronouns

each other - один одного Вживається, коли мова йде про двох осіб: Tim and Ann like each other	one another - один одного Вживається для двох і більше осіб: Football players pass the ball to one another
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Питальні займенники Interrogative pronouns

what- що, який, які whom - кого, кому which - який (з декількох) whose - чий who – хто
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Неозначені займенники Indefinite pronouns

some - якийсь, якісь	any - будь-який, будь-які
somebody - хто-небудь	anybody - будь-хто,
someone - хто-небудь	хто завгодно
something - що-небудь	anyone - будь-хто
one - дехто, хтось	anything - будь-що, що
somewhere – десь	завгодно
	anywhere - де завгодно

В питальних, і заперечних реченнях вживаються займенники any, anybody, anyone, anything.

Заперечні займенники Negative pronouns

no - ніякий, ніяка no one, none – ніхто nobody – ніхто nothing - ніщо

[1]

4. ПРИКМЕТНИК ADJECTIVE

Прикметники означають певні ознаки та властивості осіб і предметів.

Ступені порівняння якісних прикметників

Вищий і найвищий ступені порівняння односкладових і двоскладових прикметників з закінченням -у, -ow, -ег, -le утворюються додаванням суфіксів -er-, -est-.

Degrees of comparison of qualitative adjectives Основа Base form	Вищий ступінь Comparative	Найвищий ступінь Superlative
young – молодий brave - сміливий happy - щасливий narrow - вузький clever - розумний simple - простий	younger- молодший braver - сміливіший happier- щасливіший narrower - вужчий cleverer - розумніший simpler - простіший	the youngest - наймолодший the bravest - найсміливіший the happiest- найщасливіший the narrowest- найвужчий the cleverest - найрозумніший the simplest- найпростіший

Прикметники, які складаються з трьох і більше складів, та двоскладові (за виключенням тих, що закінчуються на -у, -ow, -ег, -le) утворюють ступені порівняння за допомогою слів **more** і **most**

beautiful - красивий, гарний generous - великодушний interesting – цікавий	more beautiful - красивіший, гарніший more generous - великодушніший more interesting - цікавіший	the most beautiful - найкрасивіший, найгарніший the most generous - найвеликодушніший the most interesting - найцікавіший
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Правила написання прикметників із суфіксами -er-, -est-

Якщо -е в кінці слова не вимовляється, то у вищому та найвищому ступені прикметника воно не використовується:

large – larger – the largest
brave – braver – bravest

Кінцева приголосна після короткої голосної подвоюється.

sad fat	sadder fatter	saddest fattest
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[1]

Кінцева -у після приголосної змінюється на -і перед -er та -est.

happy easy busy	happier easier busier	happiest easiest busiest
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Утворення ступенів порівняння прикметників не за загальним правилом Irregular forms

Основа Base form	Вищий ступінь Comparative	Найвищий ступінь Superlative
good - хороший bad - поганий little - маленький far - далекий	better - кращий worse - гірший less *- менший farther**, further - дальший, подальший	the best - найкращий the worst- найгірший the least- найменший the farthest, the furthest - найвіддаленіший, найдальший

* **Less** і **least** вживаються у виразах типу: less important (менш важливий), the least important (найменш важливий). У тих випадках, коли мова йде про розмір, **little** замінюється на **small**.

Tim is **little**, but his sister is even **smaller**. She is **the smallest** (youngest) in their family.

** **Farther** і **farthest** вживаються по відношенню до відстані - більш дальній (далекій), найдальший (найвіддаленіший). **Further** вживається щодо відстані, а також вживається в розумінні **подальший, додатковий**: further improvement (подальше покращення), further information (додаткові дані) **Furthest** означає **найдальший і найпізніший**: He will be back at six **at the furthest** (він повернеться найпізніше о шостій* годині).

Порівняльні конструкції Comparative constructions

Предмети або особи мають однаковий ступінь якої-небудь якості	An apple is as big as an orange. Яблуко таке ж велике, як і апельсин. Tim is as old as Ann. Тіму стільки ж років, скільки й Енн.
Предмети або особи мають неоднаковий ступінь якої-небудь якості	Kyiv is not so big as London. Київ не така велика, як Лондон. Kyiv is half as big as New York. Київ наполовину менша від Нью Йорка. New York is twice as big as Kyiv. Нью Йорк удвічі більший за Київ. This city is ten times as big as that one. Це місто в десять разів більше ніжте (місто). He is taller than I (am). Або: He is taller than me.

	<p>Він вищий за мене.</p> <p>The Pacific is much more dangerous than the Atlantic.</p> <p>Тихий океан набагато небезпечніший, ніж Атлантичний.</p> <p>This dress is a little less expensive than those.</p> <p>Ця сукня трохи дешевша за ті.</p>
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5. ЧИСЛІВНИК NUMERAL

Числа	Кількісні Cardinal	Порядкові Ordinal
1	One	the first
2	two	the second
3	three	the third
4	four	the fourth
5	five	the fifth
6	six	the sixth
7	seven	the seventh
8	eight	the eighth
9	nine	the ninth
10	ten	the tenth
11	eleven	the eleventh
12	twelve	the twelfth
13	thirteen	the thirteenth
14	fourteen	the fourteenth
15	fifteen	the fifteenth
16	sixteen	the sixteenth
17	seventeen	the seventeenth
18	eighteen	the eighteenth
19	nineteen	the nineteenth
20	twenty	the twentieth
30	thirty	the thirtieth
40	forty	the fortieth
50	fifty	the fiftieth
60	sixty	the sixtieth
70	i seventy	the seventieth
80	eighty	the eightieth
90	ninety	the ninetieth
100	a (one) hundred	the hundredth
1,000	a (one) thousand	the thousandth
1,000,000	a (one) million	the millionth

1. Hundred, thousand, million з кількісними числівниками вживаються в однині.
two (three, four) hundred - двісті, триста, чотириста;
five (six, seven) thousand - п'ять (шість, сім) тисяч;
eight (nine, ten) million - вісім (дев'ять, десять) мільйонів.
Але; hundreds of letters, thousands of students.
2. Кожні три знаки від кінця відокремлюються комою.
5,500 - five thousand five hundred.
6,573,960- six million five hundred and seventy three thousand, nine hundred and sixty.
3. Десяткові дробі розділяються крапкою (point):
9.5 (nine point five) - дев'ять цілих, п'ять десятих.
6.75 (six point seventy five)- шість цілих, сімдесят п'ять тисячних.
4. Прості дробі читаються, як в українській мові:
1/3- one third; 3 2/7- three and two sevenths; 5 1/2- five and a half.

Чотири арифметичні дії Four arithmetic operations

Додавання Addition	We add four to five and get nine. - Додаємо чотири до п'яти і одержуємо дев'ять. Або: Four and five equals nine. - Чотири плюс п'ять дорівнює дев'яти. Або: Four and five is (are) nine.
Віднімання Subtraction	We subtract four from nine and get five. - Віднімаємо чотири від дев'яти і одержуємо п'ять. Або: We take away four from nine. - Віднімаємо чотири від дев'яти. Або: Four from nine is five.
Множення Multiplication	We multiply four by five and get twenty. - Помножимо чотири на п'ять і одержуємо двадцять. Або: Four times five is twenty. - Чотири рази по п'ять - двадцять. Або: Four fives is twenty.
Ділення Division	We divide twenty by four and get five. - Ділимо двадцять на чотири і одержуємо п'ять

6. ЧАСИ ДІЄСЛОВА VERB TENSES

6.1.Прості часи Simple / Indefinite Tenses

Виражають звичайні, характерні дії, загальні положення в теперішньому, минулому та майбутньому. Часто супроводжуються прислівниками **usually**

(звичайно), **generally** (взагалі), **always** (завжди), **often** (часто), **daily** (щодня), **every day** (кожного дня) та ін.

У третій особі однини дієслово приймає закінчення -s (es). Питальні і заперечні форми утворюються за допомогою допоміжного дієслова do / does (для третьої особи однини).

Простий теперішній час *Simple Present*

Стверджувальна форма	Питальна форма	Заперечна форма
I play. He / She plays. We play. You play. They play.	Do I play? Does he / she play? Do we play? Do you play? Do they play?	I do not (don't) play. He / She does not (doesn't) play. We do not (don't) play. You do not (don't) play. They do not (don't) play.

Простий минулий час *Simple Past*

За способом утворення форм простого минулого часу і дієприкметника II англійські дієслова діляться на стандартні і нестандартні. Більша частина дієслів належить до стандартних дієслів, які утворюють форми простого минулого часу і дієприкметника II шляхом додавання закінчення -ed до основи дієслова: to use - used - used.

Нестандартні дієслова утворюють форми простого минулого часу і Participle II різними індивідуальними способами (див. таблицю нестандартних дієслів).

Стверджувальна форма	Питальна форма	Заперечна форма
I played (wrote). He/She played (wrote). We played (wrote). You played (wrote). They played (wrote).	Did I play (write)? Did he / she play (write)? Did we play (write)? Did you play (write)? Did they play (write)?	I did not (didn't) play (write). He/She did not (didn't) play (write). We did not (didn't) play (write). You did not (didn't) play (write). They did not (didn't) play (write).

[1]

Простий майбутній час *Simple Future*

Стверджувальна форма	Питальна форма	Заперечна форма
I will (I'll) play. He/She will (He'll, She'll)	Will I play? Will he / she play?	I will not (won't) play. He / She will not (won't)

play. We will (We'll) play. You will (You'll) play. They will (They'll) play.	Will we play? Will you play? Will they play?	play. We will not (won't) play. You will not (won't) play. They will not (won't) play.
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6.2.Тривалі часи

Continuous / Progressive Tenses

Виражають дії, що відбуваються в момент розмови, в теперішній період або в конкретний період в минулому або майбутньому. Можуть супроводжуватись прислівниками now (зараз), at this time (в цей час), at that time (в той час), still (все ще) та ін. Утворюються за допомогою допоміжного дієслова be + смислове дієслово у формі Present Participle.

Теперішній тривалий час

Present Continuous / Progressive

Стверджувальна форма	Питальна форма	Заперечна форма
I am (I'm) playing. He / She is (He's, She's) playing. We are (We're) playing. You are (You're) playing. They are (They're) playing.	Am I playing? Is he / she playing? Are we playing? Are you playing? Are they playing?	I am not (I'm not) playing. He / She is not (isn't) playing. We are not (aren't) playing. You are not (aren't) playing. They are not (aren't) playing.

Минулий тривалий час

Past Continuous / Progressive

Стверджувальна форма	Питальна форма	Заперечна форма
I was playing. He / She was playing. We were playing. You were playing. They were playing.	Was I playing? Was he / she playing? Were we playing? Were you playing? Were they playing?	I was not (wasn't) playing. He/She was not (wasn't) playing. We were not (weren't) playing. You were not (weren't) playing. They were not(weren't) playing.

Майбутній тривалий час

Future Continuous / Progressive

Стверджувальна форма	Питальна форма	Заперечна форма
I will (I'll) be playing. He / She will (He'll / She'll) be playing.	Will I be playing? Will he / she be playing? Will we be playing?	I will not (won't) be playing. He / She will not(won't)

We will (We'll) be playing. You will (You'll) be playing. They will (They'll) be playing.	Will you be playing? Will they be playing?	be playing. We will not (won't) be playing. You will not (won't) be playing. They will not (won't) be playing.
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6.3.Перфектні / Доконані часи Perfect Tenses

Виражають завершену дію, результат якої важливий на момент мовлення. А також дії, які почались в минулому і продовжуються на момент мовлення. Можуть супроводжуватись прислівниками already (уже), yet (досі), just (щойно), for (протягом), since (з моменту), ever (коли-небудь), never (ніколи). Утворюються за допомогою допоміжного дієслова have + смислове дієслово у формі Past Participle (III форма дієслова).

Сучасний доконаний час Present Perfect

Стверджувальна форма	Питальна форма	Заперечна форма
I have (I've) played / written. He/She has (He's/ She's) played / written. We have (We've) played / written. You have played / written. They have(They've) played / written.	Have I played / written? Has he / she played / written? Have we played/ written? Have you played / written? Have they played / written?	I have not (haven't) played / written. He / She has not (hasn't) played /written. We have not (haven't) played/ written. You have not(haven't) played / written. They have not(haven't) played / written.

Приклад: He **has** already **written** 2 letters.- Він вже написав 2 листа.

Минулий доконаний час Past Perfect

Виражає дію, що передує означеному моменту або іншій дії у минулому.

Стверджувальна форма	Питальна форма	Заперечна форма
I had played/written. He/ She had played/written. We had played / written. You had played / written. They had played/ written.	Had I played/written? Had she/he played / written? Had we played/ written? Had you played/ written? Had they played/ written?	I had not (hadn't) played /written. He/ She had not played / written. We had not played / written. You had not played/ written.

		They had not played/ written.
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Приклад: I **had written** 2 letters before he came. - Я написав 2 листа до того, як він прийшов.

Майбутній доконаний час *Future Perfect*

Виражає дію, яку буде завершено до деякого строку в майбутньому.

Стверджувальна форма	Питальна форма	Заперечна форма
I will (I'll) have played / written.	Will I have played/ written?	I will not (won't) have played/ written.
He/ She will have played / written.	Will he / she have played / written?	He / She will not (won't) / have played /written.
We will (We'll) have played /written.	Will we have played / written?	We will not (won't) have played / written.
You will (You'll) have played / written.	Will you have played / written?	You will not (won't) have played / written.
They will (They'll) have played /written.	Will they have played / written?	They will not (won't) have played/ written.

Приклад: He **will have written** his report by the end of the week. Він напише доповідь до кінця тижня.

6.4.Перфектно - тривалі часи **Perfect Continuous / Progressive Tenses**

Виражають дію, яка почалась до деякого моменту в теперішньому (минулому), і продовжується (продовжувалась, буде продовжуватись) в момент мовлення або у вказаний момент в минулому (майбутньому). Супроводжується словами since (з моменту), for (протягом).

Минулий перфектно-тривалий час *Past Perfect Continuous / Progressive*

Стверджувальна форма	Питальна форма	Заперечна форма
I had been playing.	Had I been playing?	I had not been playing.
He/She had been playing.	Had he / she been playing?	He / She had not been playing.
We had been playing.	Had we been playing?	We had not been playing.
You had been playing.	Had you been playing?	You had not been playing.
They had been playing.	Had they been playing?	They had not been playing.

Приклад: He **has been playing** the piano since 10 a.m.- Він грає на піаніно з 10 години ранку.

[1]

Теперішній перфектно-тривалий час
Present Perfect Continuous / Progressive

Стверджувальна форма	Питальна форма	Заперечна форма
I have been playing. He / She has been playing. We have been playing. You have been playing. They have been playing.	Have I been playing? Has he /she been playing? Have we been playing? Have you been playing? Have they been playing?	I have not been playing. He / She has not been playing. We have not been playing. You have not been playing. They have not been playing.

Приклад: He **had been playing** for an hour when she came at last. Він грав цілу годину, коли вона нарешті прийшла.

Майбутній перфектно-тривалий час
Future Perfect Continuous / Progressive

Стверджувальна форма	Питальна форма	Заперечна форма
I will have been playing. He/She will have been playing. We will have been playing. You will have been playing. They will have been playing	Will I have been playing? Will he / she have been playing? Will we have been playing? Will you have been playing? Will they have been playing?	I will not (won't) have been playing. He/She will not (won't) have been playing. We will not (won't) have been playing. You will not (won't) have been playing. They will not (won't) have been playing.

Приклад. We **shall have been playing** for five hours when you come* back. - Ми будемо грати вже п'ять годин, коли ви повернетесь.

* У складнопідрядних реченнях з підрядними часу (після сполучників when, while, as soon as, before, after, as) і умови (після сполучників if, unless, in case of та ін.) в підрядних реченнях замість майбутнього часу вживається теперішній.

6.5.Майбутні часи "в минулому"
Future in the Past

Вживаються у відповідності з правилами узгодження часів в розповідях про минулі події для передачі непрямою мовою намірів, думок, слів, що відносяться до майбутнього.

Простий майбутній час "в минулому"
Simple Future in the Past

Стверджувальна форма	Заперечна форма
I/We He / She } I would play You/They	I (we і т. д.) would not (wouldn't) play.

Приклад: He said he **would come back** soon. - Він сказав, що незабаром повернеться.

Майбутній тривалий час "в минулому"
Future Progressive in the Past

Стверджувальна форма	Заперечна форма
I / We He /She } would be playing. You/ They	I (we і т.д.) would not (wouldn't) be playing.

Приклад: I was sure they **would be playing** chess at this time tomorrow. Я був впевнений, що вони будуть грати в шахи завтра в цей же час.

Майбутній перфектний час "в минулому"
Future Perfect in the Past

Стверджувальна форма	Заперечна форма
I/We He /She } would have played/written You/ They	I (we і т. д.) would not (wouldn't) have played / written.

Приклад: I wondered if they **would have written** the test by 11 a.m.
-Я поцікавився, чи напишуть вони тест до 11 години.

Майбутній перфектно-тривалий час "в минулому"
Future Perfect Progressive / Continuous in the Past

Стверджувальна форма	Заперечна форма
I/We would He / She } have been You/They playing	I (we і т. д.) would not (wouldn't) have been playing.

Приклад: I wondered how long he **would have been watching** TV by our coming.
- Цікаво, скільки він просидить біля телевізора до нашого приходу.

7.СТАН (VOICE)

В англійській мові існує активний стан (Active voice) і пасивний стан (Passive voice) дієслова.

Активний стан Active voice

В активному стані дієслово означає дію, яку здійснює підмет.

We **play** tennis on Sundays. - Ми граємо в теніс кожної неділі.

They **are playing** tennis now. - Вони зараз грають в теніс.

This boy **has never played** tennis. - Цей хлопчик ніколи не грав в теніс.

Пасивний стан Passive voice

У пасивному стані дієслово означає дію, яка здійснюється над підметом.

Пасивний стан утворюється за допомогою допоміжного дієслова be + смислове дієслово у формі Past Participle (III форма)

Прості часи в пасивному стані

Simple Tenses Passive

Теперішній Present	Минулий Past	Майбутній Future
I am invited.	I was invited.	I will (I'll) be invited.
He / She Is invited.	He / She was invited.	He / She will (He'll / She'll) be invited.
It is written.,	It was written.	It will (I'll) be written.
We are invited.	We were invited.	We will (We'll) be invited.
You are invited.	You were invited.	You will (You'll) be invited.
They are invited /written.	They were invited / written.	They will (They'll) be invited / written.

Приклад: Last month I **was invited** to ten parties.

– Минулого місяця мене десять разів запрошували на всілякі вечірки. This book **was written** two years ago. - Ця книга була написана десять років тому.

Простий майбутній час "в минулому"

Simple Future in the Past Passive

I/We He/She } You/They	- would be invited / written
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Приклад: He said **she would be invited**. -Він сказав, що її запросять. He said the article **would be written**. - Він сказав, що статтю напишуть.

Тривалі часи в пасивному стані

Progressive Tenses Passive

Теперішній Present	Минулий Past
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I am being invited. He / She is being invited. It is being written. We are being invited. You are being invited. They are being invited / written.	I was being invited. He / She was being invited. It was being written. We were being invited. You were being invited. They were being invited / written.
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Приклад: A new super-market **is being built** in our neighbourhood. - У нас по-сусідству будується новий універсам.

[1]

Складнопідрядні речення Complex sentences

В підрядних умовних реченнях

Нереальна дія, що відноситься до теперішнього або майбутнього	<p>If I were rich, I would travel all over the world. Якби я був багатим, я б об'їздив увесь світ.</p> <p>If he were here, he would help us. Якби він був тут, він би нам допоміг.</p> <p>If we had more time, we could visit her tomorrow. Якби у нас було більше часу, ми б змогли відвідати її завтра.</p> <p>We would go for a walk, if it stopped raining. Ми б пішли на прогулянку, якби дощ закінчився.</p>
Нереальна дія, що відноситься до минулого	<p>If I had had a car last summer, I would have driven to Paris. Якби у мене була машина минулого літа, я з'їздив би у Париж.</p> <p>If she had told me of her coming, I would have prepared lunch for her. Якби вона повідомила мене про свій прихід, я приготував би обід.</p>

Після дієслова **wish** - хотіти, бажати

Дія відноситься до теперішнього або майбутнього	<p>I wish I were a king. Я хотів би бути королем. (Шкода, що я не король).</p> <p>He wishes he were me.. Він хотів би бути на моєму місці. (Він шкодує, що він не я).</p> <p>We wish it were not cold. Нам хотілось би, щоб не було холодно (Шкода, що зараз холодно).</p>
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Дія відноситься до минулого	I wish I had known it yesterday. Шкода, що я не знав цього вчора. She wishes she had not gone there. Вона шкодує, що ходила туди.
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Після дієслів, які виражають наказ, пораду, пропозицію, припущення, **order, command, demand, propose, recommend** і т. ін.

We	demand order suggest propose advise	that	Tim should apologize (Tim apologize - в амер. варіанті)	Ми вимагаємо (пропонуємо, тощо), щоб Тім вибачився.
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Після сполучника **lest** - як би не, щоб не, аби не

We are afraid lest he should run away . Ми боїмося, як би він не втік. Put down the address lest you should forget it. Запишіть адресу, аби не забути.

Після головного речення типу **it is necessary**- необхідно, **it is strange** - дивно, **it is a pity** - шкода, і т. ін.

It is (was) necessary It is (was) important It is (was) unlikely It is (was) best It is (was) desirable Необхідно (важливо, краще всього)	that Tim should apologize . щоб Тім вибачився.
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Після головного речення **it is time**

It is (it's) time we went home. - Нам пора додому. It is (it's) high time we went home. - Нам давно пора додому. It is time you were washed and dressed . - Вам пора бути вмитими та одягненими.
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БЕЗОСОБОВІ ФОРМИ ДІЄСЛОВА VERBALS

Безособові форми дієслова інфінітив, дієприкметник, герундій - не змінюються за особами та числами.

8. ІНФІНІТИВ INFINITIVE

Неозначена форма дієслова звичайно вживається з часткою **to**.

Форми інфінітива

Forms of Infinitive

Активний стан /Active voice	Пасивний стан /Passive voice
Простий час Simple tense	
I am glad to meet you. Я радий з вами познайомитись.	He does not like to be disturbed . Він не любить, щоб його турбували.
Тривалий час Progressive tense	
The weather seems to be changing . Схоже, що погода змінюється	—
Перфектний час Perfect tense	
I am glad to have seen you. Я радий, що побачився з вами.	This book seems to have been translated into all languages. Схоже, що ця книга була перекладена на всі мови.
Перфектно-тривалий час Perfect progressive tense	
He seems to have been living only on water.	

Використання інфінітиву без частки **to**

Після допоміжних дієслівних After auxiliary verbs.	I do not like it. - Мені це не подобається. We will do it tomorrow. - Ми зробимо це завтра.
Після модальних дієслів, крім ought . After modal verbs except "ought".	He can swim. - Він може (вміє) плавати. We must be off . - Нам треба йти.
Після дієслів фізичного сприйняття в конструкціях "Складного додатку" After the verbs of physical perception in "Complex Object" constructions.	I saw (heard) him come. - Я бачив(чув), як він прийшов. I felt my pulse quicken . - Я відчув, як мій пульс почастішав.
Після дієслів let - дозволяти, make - у значенні "змушувати". After verbs "let", "make".	Let them speak . - Нехай говорять. Let us visit him. - Давайте відвідаємо його. She made me come back . - Вона змусила мене повернутись.

Після виразів "had better", "would rather", "cannot but". After phrases "had better", "would rather", "cannot but"	We had better go to France. - Ми краще поїдемо до Франції. I would rather visit Paris. – Я би краще відвідав Париж. I cannot but accept his suggestion. - Я не можу не прийняти його пропозицію.
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Функції інфінітива в реченні

Підмет Subject	To know the truth is our first duty. - Наш першочерговий обов'язок - знати правду. It is so good to see him again. - Так приємно його бачити знову.
Частина складеного дієслівного присудка Part of compound verbal predicate	We should not leave him alone. - Ми не повинні залишати його одного. It began to rain . - Почався дощ.
Частина складеного іменного присудка. Predicative	His intention is to win the Cup. - Він прагне виграти кубок.
Додаток Object	I like to speak English. - Мені подобається розмовляти англійською мовою.
Означення Attribute	He has a family to look after . - Він має сім'ю, про яку потрібно турбуватись.
Обставина Adverbial modifier	She came to say good - bye . - Вона прийшла попрощатись. He is too busy to come with us. - Він надто зайнятий, щоб іти з нами.

9. ДІСПРИКМЕТНИК

PARTICIPLE

Поєднує в собі властивості дієслова, прикметника і прислівника.

Утворення дісприкетників теперішнього часу

Present Participle / Participle I

	Основа дієслова + ing Verb-stem + ing
play	play ing - той, що грає; граючи
stop	stop ping - той, що зупиняє; зупиняючи
tie	ty ing - той, що прив'язує; прив'язуючи
give	giv ing - той, що дає; даючи
sell	sell ing - той, що продає; продаючи

Утворення дісприкетників минулого часу

Past Participle / Participle II

Для правильних дієслів: основа + ed For regular verbs: verb-stem + ed
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play stop tie	played - зіграний stopped - зупинений tied - прив'язаний
Для неправильних дієслів: різні способи (III форма в таблиці) For irregular verbs (see the table)	
give sell begin	given - даний sold - який продається, проданий begun - який почався, розпочатий

Форми дієприкметників теперішнього часу

Forms of Present Participle

Активний стан Active voice	Пасивний стан Passive voice
Прості часи Simple Tenses	
playing writing Playing cricket you hit the ball with a bat. - Граючи в крикет, ви б'єте м'яч бітою.	being played being written Being played by two groups of people, cricket is a team game. - Оскільки в крикет грають дві групи людей, це командна гра.
Доконані часи Perfect Tenses	
having played having written Having played the first set he broke his racket. - Відігравши перший сет, він зламав ракетку.	having been played having been written Having been played all over England cricket became a national English game. - Оскільки в крикет грали по всій Англії, він став національною грою.

Дієприкметник минулого часу

Past Participle / Participle II

Має одну форму для всіх граматичних часів, для активного та пасивного станів.

I have never **played** cricket. - Я ніколи не грав в крикет.

He said he had never **played** cricket. - Він сказав, що ніколи не грав у крикет.

Cricket is **played** mostly in England. - У крикет грають головним чином в Англії.

Cricket has been **played** for over two centuries. - У крикет грають вже більше 200 років.

Функції дієприкметника в реченні

Означення Attribute	The playing boy is my brother. - Хлопчик, який грає, - мій брат. The boy playing in the field is my brother. - Хлопчик, що грає на полі, мій брат. The broken chair was thrown away. - Зламаний стілець викинули. The chair broken by Tim was thrown away. - Стілець, зламаний Тімом, був викинутий.
Частина дієслівного присудку Part of Verbal Predicate	He has been working here for 2 years. - Він працює тут протягом 2 років.
Іменна частина складеного присудку Predicative	A few pages in the book are missing . - У книзі не вистачає декількох сторінок. The door is locked. - Двері зачинені.
Частина конструкції "Складний додаток" Part of the "Complex Object"	I saw him crossing the street. - Я бачив, як він переходив вулицю.
Обставина Adverbial modifier	Playing cricket two teams hit the ball in turn. - Граючи в крикет, дві команди закидали м'яч по черзі.
Обставина Adverbial modifier	Having won the first game, they left the field talking and laughing . - Вигравши перший гейм, вони пішли з поля, розмовляючи і сміючись. Not knowing the rules of the game Tim was at a loss. - Не знаючи правил гри. Тім був у розпачі.

[1]

10. ГЕРУНДІЙ GERUND

Герундій поєднує в собі властивості дієслова і іменника. Всі форми герундія збігаються з формами дієприкметника теперішнього часу (Participle I): playing, being played; having played, having been played. В українській мові подібної форми немає.

Переклад герундія на українську мову

Функції герундія в реченні

Підмет	Playing football is his favourite sport. - Гра у футбол - його улюблений вид спорту.
Іменна частина складеного присудку	Her greatest pleasure was travelling . – Її найбільшою насолодою було подорожувати.

Додаток	He mentioned having seen this film before. – Він пригадав, що бачив цей фільм раніше.
Означення	We discussed different methods of teaching foreign languages. - Ми обговорювали різні методи викладання іноземних мов.
Обставина	The day was spent in packing . - День було витрачено на пакування речей.
Віддієслівним іменником	swimming - плавання smoking - паління reading - читання singing - спів
Інфінітивом	before leaving - перед тим, як піти to be afraid of falling - боятись упасти
Дієприслівником	without waiting - не чекаючи on turning to the right - повернувши направо
Підрядним реченням	I do not remember seeing her before. - Я не пам'ятаю, щоб бачив її раніше.

[1]

11. МОДАЛЬНІ ДІЄСЛОВА MODAL VERBS

Модальні дієслова виражають не саму дію, а відношення до неї - можливість здійснення дії, необхідність, здатність або ймовірність її здійснення.

Модальне дієслово	Модальне значення	Приклади
Can (could) еквівалент - be able (to)	1. Здатність, можливість, вміння 2. Сумнів, припущення	He can speak English. Can you do it? She couldn't come. They will be able to come tomorrow. Can they be home?
May (might) еквівалент – be allowed (to)	1. Можливість, дозвіл 2. Сумнів, припущення	May I come in? - Yes, you may . She might go for a walk. The child will be allowed to swim if the weather is warm. It may rain. They may come soon.
Must еквівалент - have (to)	1. Необхідність 2. Припущення (впевненість)	You must know your subject. He must try to do the work. She must be still working. This must be your coat.
Mustn't	Заборона	You mustn't go out today.

[1]

Переклад модальних дієслів

I can speak English.	Я можу розмовляти англійською мовою.
I couldn't speak English last year.	Я не міг розмовляти англійською мовою минулого року.
I hope I shall be able to speak good English next year.	Сподіваюсь, що наступного року я зможу добре розмовляти
They can come soon.	Можливо, вони незабаром прийдуть.
May I ask a question?	Можна запитати?
The weather may change.	Погода може змінитися.
The children were not allowed to go in before the bell.	Дітям не дозволили заходити в клас до дзвінка.
The teacher must know her students well.	Вчитель повинен добре знати своїх учнів.
It must be very interesting.	Це, певно, дуже цікаво.
You mustn't eat too much ice-cream.	Не можна їсти надто багато морозива.
We have to work hard now	Зараз нам доведеться багато працювати.
Tomorrow is Saturday, we don't have to get up early.	Завтра субота, не треба рано вставати.
The delegation is to arrive in April	Делегація повинна приїхати у квітні.

12. ПРИСЛІВНИК ADVERB

Прислівники позначають час, місце, обставини, спосіб дії. Велика кількість прислівників утворена від прикметників за допомогою суфікса -ly: recently - нещодавно, skilfully - майстерно, busily - діловито, quickly - швидко.

Прислівники способу дії Adverbs of manner	well badly quickly	slowly hard fast
Прислівники часу Adverbs of time	now today soon early late	then before lately first recently
Прислівники частоти Adverbs of frequency	always often seldom	never sometimes occasionally

Прислівники місця Adverbs of place	here there somewhere inside outside	upstairs above aboard abroad ashore
Прислівники ступеня Adverbs of degree	very much almost nearly rather most badly (= very much) pretty (= rather)	enough too quite fairly greatly a lot a little a great deal

Збіг прислівників з іншими частинами мови

Similarforms

З прикметниками	<p>A daily newspaper is published daily. - Щоденна газета друкується кожний день.</p> <p>A fast train travels fast. – Швидкий поїзд їде швидко.</p> <p>This is hard work and he has to work hard. - Це важка робота і йому потрібно напружено попрацювати.</p> <p>She is a pretty girl and she is pretty clever. - Вона гарна дівчина і досить розумна.</p>
З прийменниками і сполучниками	<p>He left before noon. - Він пішов до полудня, (прийменник)</p> <p>They will phone us before he leaves. - Нам зателефонують перед тим, як він вийде, (сполучник)</p> <p>We have not met him before. – Ми раніше з ним не зустрічались (не були знайомі), (прислівник)</p>

Ступені порівняння прислівників

Comparison Degrees of Adverbs

Основа Base form	Вищий ступінь Comparative	Найвищий ступінь Superlative
Односкладові прислівники		
soon late early	sooner later earlier	soonest latest earliest
Двоскладові (крім early) і багатоскладові прислівники		
slowly often efficiently	more slowly more often more efficiently	most slowly most often most efficiently

Утворення ступенів порівняння прислівників не за загальним правилом

Irregular forms

Основа Base form	Вищий ступінь Comparative	Найвищий ступінь Superlative
well	better	best
badly	worse	worst
much	more	most
little	less	least
far	farther (further)	farthest (furthest)

13.ПРИЙМЕННИК PREPOSITION

Прийменники вживають для зв'язку іменників або займенників з іншими словами у фразях і реченнях.

Прийменники місця

in - в	The boy is in the house.- Хлопчик - в будинку.
inside -всередині	It is warm inside the house. - В будинку тепло.
at- біля	The postman is at the door. - Листоноша - біля дверей.
on - на	There is a cap on his head. - У нього на голові картуз.
in front of -перед	There is a lawn in front of the house. - Перед будинком - газон.
behind -позаду	The garden is behind the house. - Сад - позаду будинка.
between - між	It is between the house and the river. - Це між будинком і рікою.
beside - поряд, біля	There is a tree beside the house. - Біля будинку росте дерево.
near - біля, коло	The tree is near the fence. - Дерево - біля паркану.
through -крізь, через	We see it through the window. - Ми бачимо його крізь вікно.
against- до, на	The bicycle leans against the tree. - Велосипед приставлений до дерева. (Спирається на дерево.)
under- під	The bicycle is under the tree. - Велосипед – під деревом.
across -через	The post-office is across the street. -Пошта - через дорогу.
round -навколо	There are flowers round the porch. -Навколо ганку -квіти.
by - біля	This town is by the sea. - Це місто - біля моря.
above - над	The sun is above the sea. - Сонце - над морем.
below -нижче, під	The cloud is below the sun. - Хмара нижче сонця.

over { над за через	The sky over the house is blue. - Небо над будинком синє. The church is over the river. - Церква - за річкою. The postman has a bag over his shoulder. - У листоноші сумка через плече.
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[1]

Прийменники напрямку та руху

to { До в/у	The postman came to the door. - Листоноша підійшов до дверей. He moved to this town a year ago. - Він переїхав у це місто рік тому.
into - в	He came into the house. - Він увійшов у будинок.
out of - з	He went out of the house. - Він вийшов з будинку.
from - від	He walked from the house to the road. - Він пройшов від будинку до дороги.
t o w a r d s - до , у	He is walking towards the post-office. - Він іде до пошти.
across - через	He is going across the street. - Він переходить вулицю.
along - по, вздовж	Cars run along the street. - Машини їздять вулицею.
up- на (вверх)	They drive up the hill. - Вони ідуть на гору.
down - з (вниз)	Then they go down the other side. - Потім вони спускаються з іншого боку.
onto - на	The boy climbed onto the roof. - Хлопчик заліз на дах.
off-з	He jumped off the roof. - Він зістрибнув з даху.

Прийменники часу

at- о	They arrived at 4 o'clock. - Вони приїхали о четвертій годині.
in { в/у, через	He was born in 1952, in February. - Він народився у 1952 році, у лютому. He will be back in an hour. - Він повернеться через годину.
by - до	He will be back by Friday. - Він повернеться до п'ятниці.
on { У/ в	We are leaving on Monday, on May, 1. - Ми від'їжджаємо в понеділок, першого травня. He is always busy on weekends. - Він завжди зайнятий у вихідні дні.
till (until)- до	They are leaving till August. - Вони від'їжджають до серпня.
since - від	I have not seen her since winter. - Я не бачив її від зими.

for - на	Let's go there for a day or two. - Давай поїдемо туди на декілька днів.
between - між	He left between 3 and 4. - Він пішов між третьою і четвертою годинаю.
during - під час	He had a snack during the break. - Він перекусив під час перерви.
before - до, перед	He called on before leaving. - Він заходив перед від'їздом.
after - після	He came after supper. - Він прийшов після вечері.
through - з - по (включно)	It will be closed April 15 through 20 - Він буде закритий з 15 по 20 квітня включно.

[1]

Англійські прийменники виражають відмінкові відношення іменників.

The roof **of** the house is sloping. - Дах будинку - похилий (родовий відмінок).

The postman gave the letter **to** the boy. - Листоноша віддав листа хлопчику (давальний відмінок).

The letter was **for** his father. - Лист був адресований його батьку (давальний відмінок).

It was written by his relation. - Він був написаний його родичем (орудний відмінок).

He wrote it **with** a ball-point pen. - Він написав його кульковою ручкою (орудний відмінок).

The letter was **about** his life in Canada. - Лист був про його життя у Канаді (місцевий відмінок).

14. СПОЛУЧНИК CONJUNCTION

Сполучники з'єднують слова, словосполучення і речення. Найпоширеніший сполучник - **and** - і / та.

Tim **and** his sister came to the party. (З'єднує два іменника.) They played **and** danced. (Два дієслова.)

They ran about the house **and** in the yard. (Два словосполучення).

He had a cup of tea **and** she had a cup of coffee. (Два речення).

Сурядні сполучники Coordinating Conjunctions

З'єднують однорідні члени речення або сурядні речення

З'єднувальні	and - і as well as - також, як both ... and-як ... , такі neither... nor- ні... , ні not only ... but also - не тільки..., але і
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Роз'єднувальні	or - або either ... or - або ... , або than - чим or else - інакше, а то; а ні, то
Супротивні	but - але while - тоді як still - все ж yet - втім nevertheless - втім
Сполучники результату або наслідку	so - так що thus - таким чином therefore - тому

Приклади: I **saw** * neither Pete **nor** Jack. - Я не бачив ні Піта, ні Джека. Come on Saturday **or** Sunday. - Приходьте в суботу або в неділю.

I wish I could go **but** I am too busy. - Я хотів би піти, але дуже зайнятий.

* В англійській мові в реченні можливе лише одне заперечення, в даному випадку вживається заперечний сполучник neither ... nor, тому присудок (saw) стоїть у стверджувальній формі, а в перекладі на українську мову - в заперечній (не бачив).

[1]

Підрядні сполучники Subordinating Conjunctions

Вживаються для приєднання підрядних речень до головного.

that	- що
if	- якщо
whether	- чи
as	- так як
since	- так як; з тих пір як
when	- коли
before	- перед тим, як
though	- хоча
so that	- щоб
as if	- ніби то
where	- де
unless	- якщо не
because	- тому що
after	- після того як

until / till	- до тих пір, поки не
in order that	- для того, щоб
for	- оскільки

[1]

Функції підрядних сполучників у реченні

Приєднують підметові підрядні речення (subject clauses)	That spring comes after winter is a fact. Або: It is a fact that spring comes after winter. - Те, що весна приходить після зими, це факт.
Приєднують додаткові речення (object clauses)	Time will show if (whether) I am right. - Час покаже, чи правий я.
Приєднують підрядні речення обставин (adverbial clauses): підрядні часу	Have a cup of tea before you leave. - Випий чашку чаю перед тим, як підеш.
підрядні місця	I hid it where nobody can find it. - Я сховав його там, де ніхто не знайде.
підрядні способу дії	He did everything as he was told. - Він робив все так, як йому казали.
підрядні порівняння	We went as fast as we could. - Ми йшли так швидко, як тільки могли.
підрядні причини	He took a taxi because it was a long way. - Він взяв таксі, тому що це було далеко.
підрядні мети	He gave me a lift so that I wouldn't miss the train. - Він підвіз мене, щоб я не запізнився на поїзд.
підрядні результату	The traffic was so heavy that he missed his train. - Вулиці були так заправлені машинами, що він запізнився на поїзд.
поступальні підрядні	Although they drove fast, he missed the train. - Хоч вони їхали швидко, він запізнився на поїзд.
умовні підрядні	If you drive faster, we'll get there in time. - Якщо поїдеш швидше, ми дістанемося туди вчасно. We'll miss the train unless you drive faster. - Ми спізнимось на поїзд, якщо ти не поїдеш швидше.

15.ПРОСТІ РЕЧЕННЯ SIMPLE SENTENCES

Прості речення бувають розповідними, питальними, спонукальними й окличними.

Розповідні речення

Statements

Стверджувальні речення Affirmative sentences	Заперечні речення Negative sentences
We are students. I like tea. He likes tea. They will do it. She has left.	We are not (aren't) students. I do not (don't) like tea. He does not (doesn't) like tea. They will not (won't) do it. She has not (hasn't) left.

В заперечних реченнях можливе лише одне заперечення. He does **not** know anything about it. Або: He knows **nothing** about it. - Він **нічого не** знає про це. He **never** comes on time. - Він **ніколи не** приходить вчасно.

Порядок слів в розповідному реченні

Word order in English statements

Підмет Subject	Присудок Predicate	Додаток Object	Обставина Adverbial modifier
Mr. Black I She Everybody	sent am writing will arrive knows	his son a letter her	to Mr. Green, now. tomorrow, very well.

Прямий порядок слів в розповідному реченні порушується, і присудок (або його частина) стоїть перед підметом у таких випадках:

[1]

1. Коли розповідне речення починається із звороту **there is / there are**, з прислівників **here, there, now, then**.

There are some letters on the table. **Here** is one of them.

2. В коротких реченнях - репліках, що починаються словами **So** і **Neither**.

I like him. - So do I. So does everybody. We can't stand her. - **Neither** can I.

Питальні речення

Questions

Загальні питання (потребують відповіді так або ні)	Are you coming with us? - Yes, I am. Do you like sweets? - No, I don't. Will they call us tomorrow? - Yes, they will. Has he left? - No, he hasn't. Can she drive? - I think so. Або: I don't think so.
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Питально-заперечна форма	Aren't you coming with us? - Хіба ви не ідете з нами? Hasn't he come yet? - Хіба він ще не прийшов? Don't you like jam? - Невже вам не подобається варення?
Спеціальні питання	What did you do last week-end? - Що ви робили в минулі вихідні? What dress did you buy? - Яку сукню ви придбали? Where did you go? - Куди ви їздили? When did you set off? - Коли ви виїхали (відправились)? Who(m) did you visit? - Кого ви відвідали? How did you travel there? - Як (на чому) ви туди їздили?
Альтернативні питання	Do you prefer coffee or tea? – Ви віддасте перевагу каві чи чаю? Would you like to stay here or go home? – Ви хочете залишитися тут чи піти додому?
Розділові питання	You are coming to the meeting, aren't you? – Ви прийдете на зустріч, чи не так? It's a beautiful day, isn't it? – Сьогодні прекрасний день, чи не так?

[1]

Спонукальні речення Imperatives

Накази і прохання	Be careful. - Будьте обережні. Everybody, stand up. - Всі встаньте. Let's visit them. - Давайте відвідаємо їх. Open the window, please. - Відкрийте, будь-ласка, вікно. Have another helping, will you? - Будь-ласка, беріть ще (пригощайтесь). Will you pass me the salt, please? - Передайте, будь-ласка, сіль.
Спонукально – заперечна форма	Don't open the window! - Не відкривайте вікно! Don't stand up! - Не вставайте!

Окличні речення Exclamations

What wonderful weather! - Яка чудова погода!
How interesting! - Як цікаво!
What a pity! - Як шкода!

[1]

16. СЛОВОТВОРЕННЯ WORD-FORMATION

1. Основні словотвірні суфікси

Частина мови	Суфікс	Приклади словотворення
1. Іменник	-ion -ment -ance (-ence) -er (-or) -ant (-ent) -ness -ity -dom -ism -ist -ship	to decorate - decoration to develop - development to perform - performance to exist - existence to work - worker to assist - assistant happy - happiness active - activity free - freedom social - socialism social - socialist friend - friendship
2. Прикметник	-able -ive -al -ful -less -ic -ous -y	to count - countable to act - active continent - continental beauty - beautiful help - helpless history - historic mountain - mountainous rain - rainy
3. Дієслово	-ate -ize (-ise) -fy -en	to decorate to organize (organise) to electrify to broaden
4. Числівник	-teen -ty -th	six - sixteen six - sixty six - sixth
5. Прислівник	-ly	nice - nicely

2. Основні словотвірні префікси

Префікс	Приклади словотворення
un-	to dress - to undress important - unimportant like - unlike
dis-	to like - to dislike appearance - disappearance content - discontent
mis-	to understand - to misunderstand
re-	to write - to rewrite

in-	attentive - inattentive
im-	possible - impossible
il-	legal - illegal
ir-	regular - irregular
de-	to mobilize - to demobilize
non-	effective - non-effective
pre-	war - prewar
over-	to estimate - to overestimate
under	to estimate - to underestimate
co-	existence - coexistence
en-	large - to enlarge
ex-	minister - ex-minister
anti-	war - antiwar
counter-	balance - counterbalance

[1]

НЕПРАВИЛЬНІ ДІЄСЛОВА LIST OF IRREGULAR VERBS

Інфінітив Infinitive	Простий минулий час Past Simple	Дієприкметник минулого часу Past Participle	Переклад
be	was/were	been	бути
beat	beat	beaten	бити, ударяти
become	became	become	ставати, робитися
begin	began	begun	починати
bend	bent	bent	гнути(ся)
bet	bet	bet	битися об заклад
bite	bit	bit(ten)	кусати(ся)
blow	blew	blown	дути, віяти
break	broke	broken	ламати
bring	brought	brought	приносити
broadcast	broadcast	broadcast	транслявати (по радіо, телебаченню)
build	built	built	будувати
burst	burst	burst	вибухати, розриватися
buy	bought	bought	купувати
catch	caught	caught	ловити, піймати
choose	chose	chosen	вибирати, обирати
come	came	come	приходити, прибувати

cost	cost	cost	коштувати, вартувати
creep	crept	crept	повзати; крастися; підкрадатися
give	gave	given	давати
go	went	gone	ходити, їздити, рухатися
grow	grew	grown	рости
hang	hung	hung	вішати, висіти
have	had	had	мати
hear	heard	heard	чути
hide	hid	hidden	ховати(ся)
hit	hit	hit	ударяти, влучати в ціль
hold	held	held	тримати, вміщувати
hurt	hurt	hurt	завдавати болю, ображати, пошкоджувати
keep	kept	kept	тримати, зберігати
kneel	knelt	knelt	стояти навколішки
know	knew	known	знати
lay	laid	laid	класти, накладати
lead	led	led	вести, керувати
leave	left	left	залишати, кидати
lend	lent	lent	позичати (комусь)
let	let	let	дозволяти,пускати
lie	lay	lain	лежати, перебувати, знаходитися
light	lit	lit	запалювати, засвічувати, світити
lose	lost	lost	губити, упускати
make	made	made	робити, виробляти
mean	meant	meant	означати
meet	met	met	зустрічати(ся)
pay	paid	paid	платити, сплачувати
put	put	put	класти, ставити
read	read	read	читати
ride	rode	ridden	їхати верхи
ring	rang	rung	дзвонити

rise	rose	risen	підійматися, вставати
run	ran	run	бігати, бігти
say	said	said	казати, сказати
see	saw	seen	бачити
seek	sought	sought	шукати, прагнути
sell	sold	sold	продавати
send	sent	sent	посилати, відсилати
set	set	set	ставити, класти, розташовувати
sew	sewed	sewn/sewed	шити, пришивати
shake	shook	shaken	тремтіти, трясти(ся)
shine	shone	shone	світити, сяяти, освітлювати
shoot	shot	shot	стріляти
show	showed	shown/showed	показувати
shrink	shrank	shrunk	збігатися, стискатися
shut	shut	shut	зачиняти
sing	sang	sung	співати
sink	sank	sunk	тонутися, топити, занурювати
sit	sat	sat	сидіти
sleep	slept	slept	спати
slide	slid	slid	ковзати; рухатися плавно
speak	spoke	spoken	розмовляти, балакати
spend	spent	spent	витрачати
spit	spat	spat	плювати
split	split	split	розколювати(ся), розщеплювати(ся)
spread	spread	spread	розстилати(ся), поширювати(ся)
spring	sprang	sprung	стрибати, виникати
stand	stood	stood	стояти
steal	stole	stolen	красти
stick	stuck	stuck	встромляти, приклеювати(ся)
sting	stung	stung	жалити, пекти (про кропиву)
stink	stank	stunk	смердіти

[1]

SAMPLE TEST TASKS

I. Choose the correct articles

1. 1) ... London, situated on 2) ... Thames, is 3) ... capital of 4)... Great Britain.
a) a; b) an; c) the; d) no article
2. He was poor then and often didn't have 1) ... money for 2).. bread.
a) a; b) an;
c) the; d) no article.
3. She worked at 1) ... hospital and looked after 2) ... sick.
a) a; b) an; c) the; d) no article
4. 1) ... Kilimanjaro is 2) ... mountain 3) top of which is always covered with 4) ... snow.
a) a; b) an;
c) the; d) no article.
5. Add 1) ... sugar to 2) ... cake.
a) a; b) an;
c) the; d) no article.

II. Choose the correct pronouns.

1. May I have 1) ... slice of bread? I always eat 2)... bread.
1)
a) the other; b) another;
c) other; d) others.
- 2)
a) much; b) many;
c) any d) few
2. Children, behave ...!
a) yourselves; b) yourself;
c) themselves; d) yours.
3. He studies Literature, History and ... subjects.
a) others; b) other;
c) the other; d) another.
- 4.... he and his children want to stay there.
a) either; c) neither;
b) none; d) both
5. The question is so easy. ... can answer it.
a) nobody; b) anybody;
c) somebody; d) everything.

III. Choose adjectives and adverbs in an appropriate degree of comparison.

1. Don't send a letter. It is ... to send e-mail.
a) easy; b) easiest;
c) easily; d) easier.

2. Is it... to go by bus or by car?
a) most expensive; b) as expensive;
c) more expensive; d) expensive.
3. Which of these three novels did you enjoy....?
a) well; c) better; b) best; d) good,
4. My brother has run now than his friend has.
a) fast b) faster; c) the fastest d) not so fast,
5. Today we have free time than yesterday,
a) little; c) fewer; b) less; d) least.
6. He spoke ... than usual.
a) polite; b) not so polite;
c) more politely; d) most politely.
7. The 1) ... the poem is, the 2) ... it is to learn it.
1)
a) short; b) shorter;
c) shortest; d) less short.
2)
a) easier; b) less easy;
c) easy, d) easiest.
8. Their house is as as yours.
a) modern; c) most modern
b) more modern; d) less modern,
9. Which is..... : to walk or to jog?
a) usual b) more usual;
c) most usual; d) usually

IV. Fill in the blanks with proper prepositions.

1. Look at Johnny's knee. - He's just fallen ... his bike.
a) on; b) off;
c) from; d) under.
2. It's raining so we'll put... the picnic until next week.
a) from; b) off;
c) away; d) on.
3. Peter is aiming ... winning a scholarship.
a) after; b) to;
c) on; d) at.
4. Bob is interested 1) ... foreign languages, but he isn't good 2)... them.
a) on; c) in; b)at; d)up
5. He is 20 years old, but he is still dependent... his parents.
a) of; b) at;
c) from; d) on.
6. She is good ... Geography.
a) on; b) in;
c) at; d) upon.

7. Ben's Granny looks ... his children.

- a) on; b) after;
- c) at; d) upon.

8. Ann was angry ... me.

- a) on; b) at;
- c) with; d) by.

9. We met 1) ... chance 2) ... the way 3) ... the cinema.

- a) on; b) by;
- c) in; d) to.

10. He felt at that moment he was 1) ... love 2) ... the whole world.

- a) on; b) with;
- c) in; d) to.

V. Choose the correct verb.

1. When the train ... at the railway station, there were many people there.

- a) came; b) arrived; c) got d) went.

2. Mike and I ... to meet at 5 o'clock.

- a) appointed; b) arranged;
- c) discussed; d) considered.

3. They are sure to ... for Hawaii.

- a) leave; b) go;
- c) come; d) live.

4. You shouldn't... Grammar rules.

- a) get; b) forget;
- c) forgive; d) leave.

5. Who of your friends ... Japanese?

- a) talks; b) speaks;
- c) says; d) tells.

6. You can work in this room. I'm sure nobody will ... about you here.

- a) be anxious; b) disturb; c) trouble; d) find

7. I would like to have a talk to him, but the lessons ... and he has been off.

- a) have been over; b) have finished; c) have stopped; d) have ended,

8. It seems to me I have ... my brief-case in the office.

- a) forgot; b) left;
- c) stayed; d) remained.

9. My farther... smoking.

- a) refused; b) gave up;
- c) threw; d) cast.

10. Next year she will ... high school.

- a) leave; b) graduate from;
- c) end; d) stop.

VI. Choose the correct verb form.

1. When the teacher begins explaining a new rule to us, he... never....

- a) was interrupted; b) is interrupted;
 c) will interrupt; d) would be interrupted.
2. We were asked if French in our school.
 a) is taught; b) is being taught;
 c) was being taught; d) will be taught.
3. Mountanelli entered the room where Arthur ... for him at the supper table.
 a) is waiting; b) waited;
 c) will be waiting; d) was waiting.
4. When Eliza returned to her hotel she found a message that someone ... in his absence.
 a) had phoned; b) phoned;
 c) would phone; d) has phoned.
- Зразки тестових завдань*
5. Charly said that Tom had had an accident but he
 a) hasn't been injured; b) won't be injured; c) hadn't been injured; d) isn't injured.

VII. Complete the following sentences with "if-clauses" with proper verb forms.

1. I wish he ... to my place yesterday.
 a) will come; b) had come;
 c) has come; d) would come.
2. If you lied to me now, I ... never... you in future.
 a) will believe; b) believe;
 c) would believe; d) had believed.
3. I could have lent you money yesterday, if you ... me for it.
 a) will ask; b) would ask;;
 c) had asked; d) have asked.
4. If you gave me the article tomorrow, I ... it back to you on Saturday.
 a) give; b) will give; c) would give; d) gave
5. Mary would join our company, if it ... for the unexpected arrival of her acquaintance.
 a) wasn't; b) hasn't been;
 c) weren't d) hadn't been.

TASKS FOR SELF-EXAMINATION (UNIT 1-10)

1. Answer the questions!

1. How many lessons do you usually have every day? 2. What time do you come home? 3. Do you get up early? 3. What do you prefer: a hot or a cold shower in the morning? 4. How many lessons do you usually have every day? 5. Do you like making things? 6. How do you spend your weekends?

2. Translate into Ukrainian!

- Я студент денної форми навчання. Я навчаюся в коледжі. А де ти навчаєшся?
- Я теж навчаюся у коледжі. Це мій друг і він теж студент першого курсу.

- Твоя мама має вільний час?
- Ні. Вона немає вільного часу.

- У нього є хобі?
- Так. Звичайно. Він отримує задоволення від рибалки.

- Я йду в коледж пішки. А він?
- А він їде автобусом.

3. Change the verb into the correct form!

1. Christopher (drive) a bus.
2. We (have) some money.
3. (you watch) movies?
4. They (not work) for us.
5. I (love) to dance.
6. She (have) many friends.
7. Alexis and her husband always (come) for the summer.
8. (he draw) well?
9. James (not remember) me.
10. Laura (be) a beautiful girl.
11. I (not eat) cheese.
12. Cats (like) to sleep.
13. You (be) a smart boy.
14. She (wash) the dishes every evening.
15. (you be) ready?

4. Make up sentences and translate them!

1. general educational school. the basic element, of the system of education, is, in Ukraine.
2. primary, junior and senior, has, This school, three stages.
3. give, basic knowledge, for every pupil, the secondary school, necessary.
4. Post- secondary education, two main levels, include.
5. Is, technical schools and colleges, the first level.

5. Translate the words into English!

початковий ступінь, обдаровані діти, базові знання, навчання у вищій школі, система навчання, бакалавр, магістр, державний навчальний заклад, відділення, державна стипендія, отримувати диплом, науково-дослідна робота, галузь науки, наукова робота, відвідувати державну школу, мати право на, цілі та завдання, прикладати зусилля на розвиток, професійний курс.

6. Write the sentences correctly!

1. We ... (go) roller-skating last Saturday.
2. Our granny ... (bake) meat-pies every weekend.
3. We ... (write) an essay tomorrow.
4. I really ... (enjoy) the opera yesterday.
5. Where your husband ... (work) five years ago?
6. British people ... (prefer) tea to coffee.
7. Tom, you ... (meet) me at the railway station next Sunday?
8. Where she usually ... (celebrate) her birthdays?
9. ... you (have) a big family?
10. Newton ... (invent) the telescope in 1668.
11. When ... this accident (happen)?
12. I always ... (send) Christmas cards to my grandparents.
13. Nina and Nick ... (get married) in two weeks.
14. How many books they ... (bring) tomorrow?
15. Stanley ... (have) two sons and a daughter.

7. Translate the words into English!

Довіра, спланувати урок, брати участь, розважатися, навчатися, очікувати, представитися, садок, бути терплячим, передати іншому учневі, флешкартка, звертати увагу, дошкільна освіта, перша медична допомога, знання методів та технологій, ранній розвиток дитини, садок домашнього типу, велика кількість приватних садків, школа Монтесорі, навички мислення, навчитися жити і діяти, працювати разом, бути зосередженим на, початковий рівень.

8. True or false?

1. Kindergarten students have needs to move during the lesson.
2. It's important always listen to kindergarten students when they're upset.
3. You also need not plan your lessons a little differently to keep them following along and having fun.
4. There are not various types of pre-schools.
5. A co-operative school is usually the most expensive.

9. Make up sentences and translate them!

1. usually, attached to, church-affiliated schools, religious centres, are.
2. A number of, use, the Montessori method of teaching, private nursery schools,
3. There are, for children, also with physical and mental disabilities, specialized preschool institutions,
4. Special emphasis the preparation of children, is made on, for primary school.
5. You, to have fun, to be patient and willing, need, with your students.
6. The game, to use, with young learners, is, one of the best.
7. This game, teach kids, peacefully, help, to resolve arguments,
8. Simon Says, to pay close attention to, an excellent game, is, for helping kids, learn, instructions.
9. Hide and Seek, a great game, is, for teaching problem solving.
10. Sleeping lions, kids, to be silly, as they try to wake up their peers, encourages.

10. True or false?

1. Main Job Duties and Responsibilities of a preschool teachers are to observe, to evaluate and to record children's academic progress. 2. The kindergarten is a good arena for formative development, 3. The kindergarten does not teach reducing social inequalities. 4. Kindergartens are societal pedagogical institutions. 5. Quality work in kindergartens is not an important thing.

11. Translate the words into English!

Розвивати свої здібності, сукупність навичок, цілі навчального плану, застосовувати ресурси, базові вміння, застосовувати ефективні правила особиста компетентність, відігравати роль, піклування, терпіння, якісна робота, педагогічний заклад, продовжувати розвиватися, планування, терплячість, використовувати опис.

12. Using the words in parentheses, complete the text below with the appropriate tenses.

1. Начало формы

1. A: Why are you holding a piece of paper?
B: I (write) a letter to my friends back home in Texas.
2. A: I'm about to fall asleep. I need to wake up!
B: I (get) you a cup of coffee. That will wake you up.
3. A: I can't hear the television!
B: I (turn) it up so you can hear it.
4. We are so excited about our trip next month to France. We (visit) Paris, Nice and Grenoble.
5. Sarah (come) to the party. Oliver (be) there as well.
6. Ted: It is so hot in here!
Sarah: I (turn) the air-conditioning on.
7. I think he (be) the next President of the United States.
8. After I graduate, I (attend) medical school and become a doctor. I have wanted to be a doctor all my life.
9. A: Excuse me, I need to talk to someone about our hotel room. I am afraid it is simply too small for four people.
B: That man at the service counter (help) you.
10. As soon as the weather clears up, we (walk) down to the beach and go swimming.

2. Конец формы

13. Answer the questions!

1. Why do students often end up choosing a professional course ?

(because of social or peer influence and end up realizing that they do not have an interest in that particular field.)

2. Where does the lack of motivation comes often from?
(unsupportive classroom structures where (In some cases, teachers do not give adequate attention to the individual needs of the students.)
In other cases, lack of motivation stems from unstructured thinking and lack of clear direction.
3. How you can motivate yourself towards achieving your life and career goals?
4. What are the main job duties and responsibilities of a kindergartenteacher?

14.Translate into English!

Оточи себе вмотивованими людьми!
Не навчайся заради оцінок!
Розвивай нові навички!
Працюй на здійснення мрії!
Досягай програмної мети!
Використовуй ігри, книги, технології!
Готуй матеріали до занять!
Створи позитивне навчальне середовище!

TEXTS FOR SELF-STUDY

Preschool Teaching Practices

Education staff use effective teaching practices to:

- **Establish strong relationships with children and their families**
- **Create content-rich learning environments and activities that foster children's curiosity and extends their learning based upon their interests and development**
- **Support and extend children's learning in culturally and linguistically responsive ways**

Building Effective Teams in Preschools

Strong team building is the foundation of a high-functioning preschool environment. It goes beyond simply assembling staff—it involves fostering a cohesive, goal-driven, accountable, and dedicated team. Here's how preschool directors can cultivate effective teams:

1. Establish Clear Expectations

Begin by setting clear expectations regarding the team's vision, goals, and objectives. A well-defined direction encourages alignment, collaboration, and unity. Involving staff in developing these core principles builds a sense of ownership and inclusivity. Additionally, introducing new team members to these expectations during onboarding ensures everyone starts on the same page.

2. Foster Mutual Respect

Respect is the cornerstone of a successful team. When staff feel valued and respected, they are more likely to be productive, collaborative, and loyal. Directors should lead by example, modeling respectful behavior to cultivate a positive team culture.

Ways to demonstrate respect:

- Show kindness and courtesy
- Encourage open expression
- Actively listen to staff
- Implement staff suggestions
- Treat everyone fairly

3. Develop Emotional Intelligence

Emotional intelligence – the ability to recognize and manage one's own emotions and empathize with others – is vital for leadership. Key traits include self-awareness, self-regulation, motivation, empathy, and strong social skills. Emotionally intelligent directors understand team dynamics, adapt to individual needs, and foster a supportive, people-centered work environment.

4. Encourage a Positive Team Atmosphere

Positive reinforcement is a powerful motivator. Celebrate achievements, recognize hard work, and maintain an appreciative tone to inspire excellence and morale among staff.

5. Create Open and Transparent Communication

Strong communication builds trust and clarity. Tools like Brightwheel can help streamline communication between directors and staff. Best practices include:

- Encouraging openness
- Respecting diverse viewpoints
- Clarifying roles and responsibilities
- Requesting and acting on feedback
- Creating schedules that meet team needs

6. Conduct Regular Performance Reviews

Annual evaluations help improve operations and foster professional growth. Performance reviews provide opportunities to highlight strengths, identify improvement areas, and set personal goals. This culture of feedback keeps staff engaged and connected.

7. Prioritize Diversity

Diverse teams – comprising individuals with varied backgrounds and experiences – perform better and innovate more effectively. Inclusive environments value different perspectives, enhancing both productivity and team cohesion.

Questions for self-testing

General Understanding

1. Why is team building important in a preschool environment?
2. What are the characteristics of an effective preschool team?

Section-Based Questions

1. Establish Clear Expectations

3. What should preschool directors do to ensure all team members understand the team's direction?
4. How can involving staff in setting goals benefit the team?
5. Why is it important to introduce expectations during onboarding?

2. Foster Mutual Respect

6. Why is mutual respect essential in team building?
7. What are some ways directors can demonstrate respect for their staff?

3. Develop Emotional Intelligence

8. What is emotional intelligence and why is it important for preschool leaders?
9. Name at least three traits of emotional intelligence mentioned in the text.
10. How does emotional intelligence help directors manage team dynamics?

4. Encourage a Positive Team Atmosphere

11. How can directors use positive reinforcement to support team effectiveness?
12. What impact does recognizing achievements have on staff morale?

5. Create Open and Transparent Communication

13. Why is open communication important for preschool teams?
14. List at least three best practices for improving communication within a team.
15. How can tools like Brightwheel support communication?

6. Conduct Regular Performance Reviews

16. What is the purpose of annual performance reviews?
17. How do performance reviews help in the professional development of staff?

7. Prioritize Diversity

18. What are the benefits of having a diverse team in a preschool setting?
19. How does team diversity improve innovation and productivity?

Critical Thinking

20. Which of the strategies discussed do you think is most challenging to implement, and why?

Why Team Building Matters for Preschool Teachers

The success of a preschool program is closely tied to the satisfaction and capabilities of its staff. Team building strengthens relationships, boosts morale, and promotes shared goals. Here's why it's essential:

- **Builds Trust:** Strong bonds and mutual respect enable seamless collaboration.
- **Enhances Communication:** Team activities help staff connect, communicate openly, and build empathy.
- **Improves Performance:** Skills developed in team activities – like collaboration and delegation – translate to better classroom management and lesson planning.
- **Fosters Innovation:** Collaborative environments are more creative and solutions-oriented.

Fun and Effective Team Building Activities

In-Person Activities:

- **Fact Bingo:** Staff guess which fun facts belong to which colleague – great for breaking the ice.
- **Telephone Pictionary:** A hilarious mix of drawing and guessing that encourages creativity.
- **Walk and Talk:** Pairs of staff take short walks while answering fun prompts to spark conversation.
- **Obstacle Course:** A blindfolded navigation challenge that hones communication and trust.
- **Deserted Island:** Staff use classroom items to imagine survival strategies – encourages teamwork and resourcefulness.

Virtual Activities:

- **Virtual Scavenger Hunt:** Participants search for household items on camera.
- **Online Trivia:** Test knowledge with themed or personalized questions.
- **Two Truths and a Lie:** Discover surprising facts about your coworkers in this classic icebreaker.

Everyday Team Building Strategies

Team building doesn't have to be reserved for special occasions. Try incorporating it into daily routines:

- **High Fives:** Recognize peer contributions through digital or physical shoutouts.
- **Team Potlucks:** Celebrate milestones with shared meals—mindfully and inclusively.
- **After-Hours Outings:** Host family-friendly social events when possible.
- **Book or Article Clubs:** Encourage shared learning and discussion.
- **Walking/Jogging Clubs:** Support wellness while building camaraderie.

Conclusion: Build a Supportive Culture Year-Round

Team building is an ongoing process that shapes the tone and success of your preschool. A strong, connected team enhances the experience for staff, children, and families alike. Invest in your team with thoughtful activities, inclusive practices, and open communication to foster a thriving preschool community.

(<https://mybrightwheel.com/blog/team-building-ideas-childcare-staff>)

Questions for self-testing

General Understanding

1. What factor is closely linked to the success of a preschool program?
2. Why is team building important for preschool staff?
3. How does team building impact staff performance and classroom management?

Benefits of Team Building

4. What are some key benefits of team building mentioned in the text?
5. How does team building help improve communication among staff?
6. In what ways can team building foster innovation?

In-Person Activities

7. What is the purpose of the “Fact Bingo” activity?
8. How does the “Obstacle Course” help build trust among staff?
9. Which activity uses classroom items to simulate a survival scenario?

Virtual Activities

10. Name two virtual team building activities listed in the text.
11. How does “Two Truths and a Lie” help coworkers learn more about each other?

Everyday Strategies

12. What are some ways to incorporate team building into daily preschool routines?
13. How do book or article clubs contribute to team building?
14. Why is it important to include family-friendly social events in team building efforts?

Conclusion & Reflection

15. According to the text, how does team building contribute to the preschool's culture?

16. What are some ways preschool leaders can invest in their team year-round?

Team-Building Activities to Strengthen Your Preschool Team

Working with little ones brings endless joy and a deep sense of fulfillment – but let's face it, the preschool environment can also be a whirlwind of activity and emotion. That's why team-building is so important. These fun, engaging activities are more than just a good time – they're essential for creating a positive, connected, and collaborative workplace.

Let's explore some creative and effective team-building activities designed to bring your preschool team closer together and make each day at work even more rewarding.

Icebreaker Activities

Starting with lighthearted icebreakers helps build familiarity and ease among team members. These activities create a welcoming space and lay the foundation for stronger interpersonal connections.

Name Game

Each teacher introduces themselves while sharing a unique fact about their life. As names and stories unfold, a sense of community begins to take shape. The challenge of remembering each detail sparks engagement and fosters early bonds.

Two Truths and a Lie

In this playful activity, each participant shares three statements – two that are true and one that's false. Teammates try to guess which statement is the lie, leading to laughter, surprise, and insightful glimpses into each other's personalities.

Human Bingo

Each staff member receives a bingo card filled with different traits or experiences (e.g., "Has visited another continent" or "Loves baking"). The goal is to find colleagues who match each square. It's a great way to discover shared interests and spark conversations.

Collaborative Problem-Solving Activities

Once the team is comfortable, it's time to challenge their thinking and creativity. These activities require cooperation and out-of-the-box thinking, promoting teamwork and shared problem-solving skills.

Puzzle Challenge

Teams work together to solve puzzles or riddles within a time limit. Each person contributes their own perspective, and as pieces click into place, so does the sense of accomplishment and mutual respect.

Building Blocks

Using building materials like blocks or recycled items, teams are tasked with constructing a specific object or structure. Creativity and coordination are key, and the final product is a testament to the group's ability to collaborate.

Communication and Trust-Building Activities

Trust and open communication are vital for any team. These activities are designed to strengthen emotional safety and deepen mutual understanding.

Trust Fall

Working in pairs, one team member falls backward into the arms of their partner. This simple yet powerful exercise builds trust and reinforces the importance of relying on one another.

Circle of Appreciation

Team members sit in a circle and take turns expressing gratitude or admiration for the person to their right. This exchange of kind words fosters a positive atmosphere and reinforces mutual respect.

Outdoor Team-Building Activities

Bringing team-building outdoors adds energy and variety. Nature becomes the backdrop for movement, laughter, and shared experiences.

Scavenger Hunt

Staff break into small teams and work through a list of clues to find hidden objects or complete tasks. This engaging adventure encourages strategic thinking, collaboration, and a healthy dose of fun.

Tug of War

Nothing says teamwork like a friendly tug-of-war! Groups compete in a test of strength and coordination, promoting team unity and a spirited sense of camaraderie.

Relay Race

Whether it's a traditional race or one with playful twists (like balancing an object or hopping on one leg), relays promote teamwork, timing, and enthusiastic support for one another.

Conclusion: Building a Culture of Connection

These activities aren't just about having fun – they're about strengthening the team dynamic that makes your preschool run smoothly. When staff feel connected, supported, and valued, the entire environment benefits – from improved communication to increased morale and job satisfaction.

Incorporate these team-building ideas into staff meetings, professional development days, or even just for a fun break in the routine. The result? A more unified, energized, and joyful preschool team – ready to take on anything together.

(<https://kinderpass.com/blog/fun-activities-preschool-teacher-bonding/>)

Questions for self-testing

General Understanding

1. Why is team-building especially important in a preschool environment?
2. What are the overall benefits of team-building activities for preschool staff?
3. How do team-building activities contribute to a more positive work environment?

Icebreaker Activities

4. What is the purpose of starting with lighthearted icebreaker activities?
5. In the *Name Game*, what makes the activity engaging and community-building?
6. How does *Two Truths and a Lie* help team members learn more about each other?
7. What is the goal of *Human Bingo*, and what does it help participants discover?

Collaborative Problem-Solving Activities

8. What skills are emphasized in collaborative problem-solving activities?
9. How does the *Puzzle Challenge* promote teamwork?
10. What materials are used in the *Building Blocks* activity, and what does the final structure represent?

Communication and Trust-Building Activities

11. Why are trust and open communication essential for a preschool team?
12. What is the purpose of the *Trust Fall* activity?
13. How does the *Circle of Appreciation* help build a positive team culture?

Outdoor Team-Building Activities

14. What are some benefits of conducting team-building activities outdoors?
15. How does a *Scavenger Hunt* promote strategic thinking and collaboration?
16. What does *Tug of War* symbolize in terms of teamwork?
17. In what ways do *Relay Races* encourage support and unity among staff?

Conclusion & Application

18. According to the text, what is the deeper purpose of these team-building activities beyond having fun?
19. When are some good opportunities to incorporate these activities into the preschool schedule?
20. How does a connected and supported preschool team impact the overall preschool environment?

First Days of Preschool Activity Ideas

The first day of preschool is a special chance to greet children and set a joyful tone for the year ahead. When organizing activities and crafts for this important day, focus on making them enjoyable and interactive to help kids feel comfortable while getting to know their teachers and classmates.

Fortunately, preschool teachers have an arsenal of strategies at their disposal to help ease this transition and make the first day a positive experience for everyone involved.

1. Help Children and Families Prepare in Advance

Teachers play a key role in easing the transition to preschool by preparing children and their families ahead of time. Hosting an orientation session is a great way to welcome families, introduce yourself, and familiarize them with the preschool setting. Use this time to explain daily routines, classroom expectations, and upcoming events. Giving families a chance to ask questions helps reduce anxiety and build trust.

Another helpful tool is sending out a welcome newsletter before school starts. This can include curriculum highlights, classroom guidelines, contact details, and tips for getting ready. Providing this information early on lays the foundation for a positive home-school connection.

2. Ease Separation Anxiety

The first day can be emotional for young children. Support them by acknowledging their feelings and offering comfort strategies, such as deep breathing exercises, a cozy calm-down area, or allowing a familiar comfort item from home. You can also display a family photo wall to help children feel more secure and connected.

3. Encourage Friendships

Use first-day activities to spark connections between classmates. Simple, engaging tasks can help children learn about each other and form early friendships, promoting a warm and inclusive classroom culture.

4. Introduce Yourself to the Children

Children are naturally curious about their new teacher. Help them get to know you with a fun introduction activity. Share a few personal facts, your interests, or what they can expect in your classroom this year to build rapport right from the start.

5. Keep Families Connected with Memorable Moments

Families will be eager to hear about their child's first day. Use tools like daily activity reports to keep them informed. Sharing updates, photos, and highlights helps families feel involved and reassured.

Fun and Welcoming First-Day Activity Ideas for Preschool Teachers

Make the first day of preschool enjoyable and comforting by including activities that promote connection, reduce nerves, and create a sense of belonging.

1. Read a First-Day-Themed Book

Choose a picture book about starting school to ease children's worries and set a positive tone. Some great titles include:

- *Little Critter: First Day of School* by Mercer Mayer
- *The Berenstain Bears Go to School* by Stan Berenstain
- *Pete the Kitty's First Day of Preschool* by Kimberly & James Dean
- *Curious George's First Day of School* by Margret & H.A. Rey
- *Rosie Goes to Preschool* by Karen Katz
- *Our Class is a Family* by Shannon Olsen

2. Give a Classroom Tour or Try a Scavenger Hunt

Help children get comfortable in the space by walking them through the classroom. Turn the tour into a fun scavenger hunt by giving children a checklist of items or places to find, encouraging exploration and engagement.

3. “Get to Know the Teacher” Game
Turn your introduction into a guessing game! Share a few fun facts about yourself and have children guess which ones are true. This makes learning about you more memorable and exciting.

4. Name Sticker Craft
Prepare each child’s name written in large letters and let them decorate it with stickers. This creative activity helps them recognize and celebrate their name while engaging in fine motor practice.

5. Favorite Things Drawing Activity
Ask children to draw some of their favorite things and talk about their drawings. It’s a great way for classmates to learn about each other, and you can revisit the activity later in the year to see how their preferences change.

6. Co-Create Classroom Rules
Introduce classroom rules in a collaborative way. Let children contribute ideas and help name the rules. Later, review the rules through a fun quiz or game to reinforce learning.

7. “Pass the Ball” Game
Use a soft ball to play an icebreaker. As each child catches the ball, they share their name and a fun fact, like a favorite animal or color. It’s a simple, low-pressure way to help children speak and listen to peers.

8. First-Day Self-Portrait
Have children draw themselves to capture how they feel on their first day. These portraits make charming keepsakes and help children express themselves through art.

9. Interview a Classmate
Pair children and encourage them to interview one another using simple questions (e.g., “What’s your favorite color?”). Then, each child can introduce their partner to the group.

10. Friendship Chain Craft
Give each child a strip of paper with their name on it to decorate. Then link the strips together to form a classroom friendship chain—an ongoing visual symbol of unity and connection.

Celebrate the First Day!
The first day of preschool is a meaningful moment. Your warm welcome, engaging activities, and positive energy help make it special for children and families alike. By organizing enjoyable activities, you’ll make it easier for children to feel at ease and quickly settle into their new surroundings.

(<https://mybrightwheel.com/blog/first-day-of-preschool-activity-ideas-for-teachers>)

Questions for self-testing

General Understanding

1. Why is the first day of preschool so important for children and teachers?
2. What is the main goal of first-day activities in a preschool classroom?
3. How do teachers help children feel comfortable during the transition into preschool?

Preparation for the First Day

4. What are two ways teachers can help children and families prepare before the first day of preschool?
5. Why is it helpful to send a welcome newsletter before school starts?
6. How can an orientation session help reduce anxiety for both children and their families?

Emotional Support

7. What strategies can teachers use to ease separation anxiety in young children?
8. How can a family photo wall provide comfort to preschoolers?

Encouraging Social Interaction

9. Why is it important to encourage friendships on the first day of preschool?
10. How does the “*Pass the Ball*” game help children get to know each other?
11. What is the purpose of the *Interview a Classmate* activity?

Teacher Introduction

12. What are some fun ways a teacher can introduce themselves to their new students?
13. How does the “*Get to Know the Teacher*” game make the introduction more engaging for children?

First-Day Activities

14. Name two books mentioned in the text that are great for reading on the first day of preschool.
15. How does a classroom tour or scavenger hunt help children adjust to their new environment?
16. What skills does the *Name Sticker Craft* support in young children?
17. What is the *Favorite Things Drawing Activity* designed to do?

Creating a Positive Classroom Environment

18. How can involving children in creating classroom rules benefit the group?
19. What is the purpose of the *Friendship Chain Craft* and what does it symbolize?
20. Why is the *First-Day Self-Portrait* a meaningful activity for children?

Conclusion & Reflection

21. According to the text, how does a teacher’s energy and attitude impact the first day?
22. What are some ways to keep families connected and informed about their child’s first day?

Interactive Circle Time Activities for Engaging Preschoolers

Circle time plays a vital role in early childhood education, offering a structured and engaging way to involve young learners in group activities. To ensure a successful session, it’s important to use interactive ideas that capture the attention of preschoolers – especially given their short attention spans. Activities such as storytelling, musical games like “freeze dance,” or simple actions like clapping and taking turns around the circle can keep children involved and attentive.

This daily routine provides a sense of structure and predictability, helping children feel secure and ready to participate. Circle time also creates opportunities to introduce educational content, such as letters of the alphabet, in a fun and accessible way. When preschool teachers make these moments lively and enjoyable, children are more likely to stay focused and absorb what they’re learning.

In addition to promoting early literacy and cognitive development, circle time encourages social interaction and helps build fine motor skills. It’s also an effective method for reviewing or reinforcing key concepts, making it a valuable teaching strategy for early childhood educators.

Understanding Circle Time Activities

Circle time involves structured group gatherings where preschool children take part in interactive and engaging tasks. These sessions play a crucial role in developing a sense of community and enhancing learning by sharing experiences together.

Why Circle Time Matters for Preschoolers

Circle time goes beyond entertainment – it’s a fundamental part of early childhood development and a key element of the daily preschool routine. It helps young children build critical social abilities such as listening, sharing, taking turns, and communicating with others.

Key Benefits of Circle Time in Preschool

Circle time brings a variety of developmental advantages, including:

Social growth: Children learn how to cooperate, take turns, and interact respectfully.

Cognitive stimulation: Hands-on activities encourage curiosity and support intellectual growth.

Emotional development: Group dynamics teach kids to recognize and manage emotions, building empathy.

Improved attention and retention: Active participation keeps children engaged and helps them absorb new information more effectively.

Planning Successful Circle Time Sessions

How to Create Effective Circle Time Plans

A well-organized circle time fosters learning and enjoyment. Planning ahead ensures that activities are meaningful and meet your students' needs and interests.

Selecting Developmentally Appropriate Activities

Choose activities that suit preschoolers' developmental levels – simple enough to understand, but engaging enough to challenge and motivate.

Adding Movement to Circle Time

Young children need to move. Incorporate physical elements such as stretching, clapping, or jumping to keep energy levels high and maintain focus.

Establishing a Consistent Routine

Routine is comforting for preschoolers. A predictable structure helps them know what to expect, making it easier for them to stay focused and participate fully.

Best Practices for Circle Time

Creating the Right Environment

An inviting and organized space enhances the effectiveness of circle time. Arrange seating in a circle so every child is visible and included, reducing distractions and promoting interaction.

Maintaining Children's Focus

Introduce variety: Rotate activities to appeal to different learning styles and keep children interested.

Use sensory elements: Include visuals, sounds, and tactile materials to stimulate engagement.

Encourage interaction: Ask questions, use prompts, and let children take leadership roles.

The Power of Storytelling

Stories can spark imagination and keep kids captivated. Use props, animated voices, and audience participation to make storytelling more dynamic and memorable.

Promoting Peer Interaction

Encourage children to express themselves and work together. Activities that involve turn-taking, sharing, and teamwork help build strong social bonds.

By following these best practices, educators can create a circle time experience that supports early learning, builds relationships, and fosters personal growth.

(<https://www.vancopayments.com/child-care/blog/circle-time-activities-for-preschoolers>)

Questions for self-testing

General Understanding

1. What is the primary purpose of circle time in preschool?
2. Why is it important to use interactive activities during circle time?
3. How does circle time help with classroom structure and predictability?

Benefits of Circle Time

4. What are four key developmental benefits of circle time?
5. How does circle time contribute to children's social growth?
6. In what ways does circle time support cognitive development?
7. How does participating in group activities during circle time help with emotional development?
8. Why is active participation during circle time important for improving attention and retention?

Planning Circle Time

9. What should teachers consider when planning a successful circle time session?
10. Why is it important to select developmentally appropriate activities for preschoolers?
11. How can movement be incorporated into circle time, and why is it effective?
12. How does having a consistent routine benefit preschoolers during circle time?

Best Practices for Circle Time

13. What are some strategies for creating an effective circle time environment?
14. Why is seating arrangement important during circle time?

15. What are some ways teachers can maintain children's focus during circle time?
16. How can sensory elements enhance engagement in circle time activities?
17. What role does storytelling play in circle time, and how can it be made more engaging?
18. What techniques can be used to promote peer interaction during circle time?

Application & Reflection

19. What are some examples of interactive circle time activities mentioned in the text?
20. How does circle time help build a sense of community in the classroom?
21. Why is it important for children to take on leadership roles during circle time?
22. How can rotating activities during circle time benefit different learning styles?

Physical Activities for Preschoolers

Teaching young children about the importance of regular exercise and how to include movement in everyday routines is key to building lifelong healthy habits.

Integrating physical activity into early childhood play is an excellent way to support a child's overall development. Whether in preschool or daycare, engaging in playful, movement-based games not only captures their attention but also gives them a chance to explore and express their individual talents.

The Value of Active Play

Young children are naturally energetic and need opportunities to release that energy in order to feel their best. Active play is a vital part of supporting both physical and mental development.

Children who regularly participate in physical activities often demonstrate longer attention spans, experience fewer behavioral issues, and perform better academically. Regular movement and exercise support children in the following ways:

Building strength, flexibility, and stamina

Developing confidence and self-esteem

Enhancing posture

Refining gross and fine motor skills

Maintaining a healthy body weight

Reducing stress and anxiety

Improving social interaction skills

Strengthening bones

Increasing balance and coordination

Boosting focus and concentration

Promoting better sleep

Conversely, a lack of physical activity in early childhood can contribute to health concerns such as:

Excess weight gain or high body fat

Elevated blood pressure

Poor bone development

Increased risk of heart-related conditions

Children who stay active are generally healthier and face a lower risk of chronic illnesses. They are less likely to develop conditions like:

Depression

Type 2 diabetes

Cardiovascular disease

Making regular physical activity part of a child's daily routine lays the foundation for a lifetime of healthy habits.

To support this, discover engaging and enjoyable physical games and activities tailored for preschoolers. Find inspiration and explore our wide range of child-friendly products at Playworld!

Questions for self-testing

General Understanding

1. Why is it important to teach young children about regular physical activity?
2. How can movement be effectively integrated into early childhood routines?
3. What makes physical play especially appealing to preschoolers?

Benefits of Physical Activity

4. What are some physical benefits of regular movement for preschoolers?
5. How does physical activity support a child's mental development?
6. In what ways can active play improve academic performance in young children?
7. Name three motor skills that are developed through physical activity.
8. How does physical activity influence sleep in children?

Health Risks of Inactivity

9. What are some health concerns associated with a lack of physical activity in early childhood?
10. Which chronic illnesses are children at greater risk for if they do not stay active?
11. How can physical inactivity affect a child's emotional and psychological well-being?

Long-Term Impact

12. How does being physically active in early childhood promote lifelong healthy habits?
13. Why is it important to make movement a part of children's daily routines?

Social and Emotional Development

14. In what ways does physical activity help children with social interaction?
15. How does active play contribute to building confidence and self-esteem?

Application & Engagement

16. Why is it helpful to use playful, movement-based games when encouraging children to exercise?
17. How can educators and caregivers make physical activity more enjoyable for preschoolers?
18. What role do child-friendly products and equipment (like those from Playworld) play in supporting active play?

Setting Up a Safe Space for Active Play

Before planning physical activities for preschoolers, it's essential to establish a secure and engaging environment. Since young children benefit from both structured and unstructured play, consider designing a space that accommodates both types.

Toddlers, in particular, are in a phase of discovery, where everything around them sparks curiosity. Their exploration often involves unconventional behaviors – like throwing objects or pushing physical boundaries – as they learn about their surroundings and capabilities. Here are some helpful tips for designing a safe and stimulating play area:

Designing for their height: Arrange the play area to suit toddler proportions. Bringing toys and play elements down to their level minimizes the risk of climbing and helps keep them safe.

Thoughtful furniture layout: Use shelves, toy bins, and other furniture to section off the room into smaller zones for different types of play. You can also rearrange furniture when needed to open up larger areas for group or movement-based activities.

Accessible toy storage: Make toys easy to reach so children can independently explore and make choices about what they enjoy. This promotes autonomy and encourages natural curiosity.

By creating a space tailored to toddlers' needs and behaviors, you support their safe exploration, which contributes to their overall development – mentally, physically, and socially.

Physical Play Activities for Toddlers – Indoors and Outdoors

Between the ages of 1 and 3, toddlers are developing greater mobility and beginning to master skills like walking and throwing. These early years are crucial for building gross motor skills – those that involve the larger muscles in the arms and legs.

Encouraging toddlers to use their bodies helps them learn key physical actions such as:

Running
Jumping
Spinning
Climbing

These skills require practice and repetition, making active games especially valuable at this stage. Try incorporating playful and age-appropriate activities to help toddlers stay active while having fun.

1. Row, Row, Row Your Boat

A fun, equipment-free activity for a toddler's physical development is "Row, Row, Row Your Boat." This game teaches them about socialization and playing together. All they have to do is sit on the floor while facing each other and pressing their feet into their partner's. As they hold hands, they lean back and forth while singing along to the song.

2. Musical Hide-and-Seek

Another engaging and effortless game is using your phone to play music and hiding it somewhere within their play space. The kids can then go on a hunt to find where the music is coming from. Musical hide-and-seek is perfect for getting toddlers moving and developing their problem-solving skills.

3. Build a Tower

For this activity, you'll need only a supply of blocks or other stackable objects such as kitchen containers with lids.

Using your items of choice, build a tower with your kids. You can take turns adding the building blocks to the tower. Allow them to see how high they can stack their items, and you can keep a count of each block added to the tower. The kids can knock it down for extra fun at the end.

4. Toss Balls in a Basket

For this game, choose soft balls that are small enough for toddlers to hold comfortably but large enough that they cannot put them in their mouths.

Have the kids practice making baskets into a laundry bin or sand bucket. As they get the hang of it, you can gradually move the basket farther away to challenge their new skills.

5. Imitate Animals

Imitating animals is another exciting way to get toddlers moving. Encourage them to **choose their favorite animals** and embody how they act and move.

They can roll around or walk on all fours. Have them use their entire body and practice being all kinds of creatures. The more active they are during this game, the better.

6. Traffic Safety

Begin by cutting three circles from colored paper — one red, one yellow and one green. Label the red circle "Stop," the yellow circle "Slow" and the green circle "Go."

Pick one child to be the traffic light. They will take turns holding up each color. The other children will move according to the chosen color. You can also take advantage of this active play idea to teach toddlers about traffic safety.

. Follow-the-Leader

You can play follow-the-leader with toddlers. Have them pay close attention and copy your designated moves. Consider having them do activities such as:

- Touching their toes
- Jumping up and down
- Stomping in a circle
- Crawling on all fours

Choose simple actions to engage gross motor skills.

8. Hit the Balloon

For this activity, blow up a couple of balloons and encourage the kids to keep them aloft by tapping them with their hands before the balloons hit the ground.

For more skilled kids, you can add a barrier like a pillow between them and have the kids try to volley the balloon back and forth.

Chasing the balloons can be great exercise and a lot of fun for toddlers.

Questions for self-testing

General Understanding

1. Why is it important to create a safe and engaging space before planning physical activities for preschoolers?
2. What are the two types of play that a well-designed play space should support?

Designing a Safe Play Area

3. Why should play areas be designed to match toddler height and proportions?
4. How can furniture be used to structure different zones in a playroom?
5. What is the benefit of having accessible toy storage for toddlers?
6. How does a thoughtfully arranged play space support toddlers' development?

Physical Development in Toddlers

7. What are gross motor skills, and why are they important during the toddler years?
8. Which physical abilities are toddlers beginning to develop between ages 1 and 3?
9. Why do toddlers need repetition when practicing new motor skills?

Activity-Specific Questions

10. How does the "*Row, Row, Row Your Boat*" activity promote physical and social development?
11. What skills does *Musical Hide-and-Seek* help toddlers develop?
12. In the *Build a Tower* game, what types of objects can be used, and what skills are practiced?
13. How can the *Toss Balls in a Basket* game be adjusted to challenge toddlers as they improve?
14. Why is the *Imitate Animals* game a fun and effective physical activity for toddlers?
15. What does the *Traffic Safety* game teach children in addition to getting them moving?
16. How does *Follow-the-Leader* help children develop gross motor coordination?
17. What makes *Hit the Balloon* both entertaining and physically beneficial for toddlers?

Health & Safety

18. What safety considerations should be made when choosing objects like balls for toddlers to play with?
19. Why is it important to supervise and tailor physical activities to toddlers' developmental levels?

Application & Reflection

20. How can these physical activities help toddlers learn while staying active?
21. What are some ways caregivers or teachers can modify these games for children with different needs or skill levels?
22. Why is it valuable to mix structured and unstructured play in a toddler's daily routine?

Engaging Preschoolers in Indoor and Outdoor Physical Activities

Children between the ages of 3 and 5 are ready for more coordinated forms of movement and play. At this stage, they can take part in a variety of fun and beneficial physical activities, such as:

Swimming

Riding a tricycle

Playing tag

Explore a variety of indoor and outdoor games designed to support physical fitness and developmental growth in preschool-aged children.

1. Musical Chairs

Place chairs either in a row or in a circle facing outward. Play fun, upbeat music and have the kids circle around the chairs. When you stop the music, the kids will sit in the seat closest to where they are.

You can adapt this game to be a no-lose version where there is always a seat for every participant. To keep kids active, change the movement with each new tune and have them do things such as:

- Crawl
- Bunny hop
- Skip

2. Red Light, Green Light

For this activity, have the preschoolers line up side by side, facing either a teacher or another player. The teacher stands on the other side of the room or space, facing the players.

When the teacher calls, “Green light,” the players run toward the teacher until the teacher yells, “Red light!” Then, the players must freeze in place. The game continues until the players reach the teacher.

You can also include handheld signs representing a green light and a red light for the teacher or child to hold up during the game.

3. Freeze Dance

Like musical chairs, this game requires an adult to play music for the kids. Encourage the kids to dance while the music is playing and have them freeze in place as soon as you pause it.

The kids will enjoy the spontaneity of the game and can work on their self-regulation skills.

4. Bowling

A fun and creative physical activity for preschoolers is makeshift bowling. You can use items such as:

- Water bottles
- Soda cans
- Paper towel rolls

Arrange them into a triangle as if they were bowling pins. Have the kids use a soft foam ball and practice rolling it underhand towards the pins. To practice their math skills, they can count how many pins they successfully knocked down after each turn.

5. Hopscotch

While outdoors, take some chalk to a sidewalk or blacktop to draw blocks for your game of hopscotch. This game will get kids hopping, challenging their balance and practicing counting. You can also adapt this hopscotch game to be an indoor activity by using tape to set up your squares.

6. Jump Over the River

To play this game, create a river using two chalk or tape lines. You can create sections of varying widths.

Instruct the children to leap over the smallest portion of the river and slowly work up to the longest jump to challenge their balance and skills.

7. Field Day

The ultimate activity for preschoolers isn’t only one game — it’s a jam-packed day of different physical activities for kids! Plan a field day with multiple activity stations full of movement and fun. This preschooler activity idea is adaptable for indoor or outdoor play and can be as complex or simple as you want to make it

Have a timer on hand to keep the fun moving and see that the participants get a turn at each station. Check out these ideas for activity stations and choose several different physical activities kids will love.

• **Cup stacking:** Gather some empty plastic cups for this fun activity that challenges kids’ hand-eye coordination. Set a timer and see how fast kids can stack cups in a set structure. Choose a cup structure appropriate to the children’s skill level, like a five-cup-high pyramid tower.

• **Obstacle course:** You can have children jump through hula hoops on the ground, crawl through a tunnel of boxes and hop between shoes — the options for your obstacle course stations are nearly endless!

• **Cleanup race:** The cleanup race makes the perfect final activity station for your field day. Plus, it gives you a breather after a busy day of fun. Have plastic bins ready and give everyone a time limit for picking up the field day supplies.

(<https://playworld.com/blog/physical-activities-for-toddlers-and-preschoolers/?lang=can>)

Questions for self-testing

General Understanding

1. Why are children between the ages of 3 and 5 ready for more coordinated physical activities?
2. How do indoor and outdoor games support preschoolers' physical fitness and developmental growth?
3. What are some examples of basic physical activities appropriate for preschoolers?

Activity-Specific Questions

Musical Chairs

4. How is *Musical Chairs* typically played, and how can it be adapted to be more inclusive?
5. What are some alternative movements kids can do during this game to keep it engaging?

Red Light, Green Light

6. What are the main instructions in *Red Light, Green Light*?
7. How can handheld signs be used to enhance this game?

Freeze Dance

8. What skills does *Freeze Dance* help preschoolers develop besides physical coordination?

Bowling

9. What household items can be used to create a makeshift bowling game for preschoolers?
10. How does *Bowling* also support early math skills?

Hopscotch

11. What physical and cognitive skills does *Hopscotch* help develop in young children?
12. How can you modify hopscotch for indoor play?

Jump Over the River

13. How is the *Jump Over the River* game set up, and how can it be made more challenging?
14. What motor skills does this activity help improve?

Field Day

15. What is the purpose of organizing a *Field Day* for preschoolers?
16. Why is it important to use a timer during field day activities?

Field Day Stations

17. What skills does the *Cup Stacking* station help children develop?
18. How can you customize a cup-stacking activity to suit different skill levels?
19. What elements can be included in a preschooler-friendly *Obstacle Course*?
20. How does the *Cleanup Race* combine physical activity with practical responsibilities?

Developmental Benefits

21. How do these activities encourage preschoolers to develop both gross and fine motor skills?
22. In what ways do these games promote social skills like teamwork, patience, and turn-taking?

Application & Reflection

23. Which of these activities would be most suitable for a rainy day in the classroom?
24. How could you modify these games for children with different physical abilities or needs?
25. Why is it important to offer a variety of movement-based activities throughout the day?

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