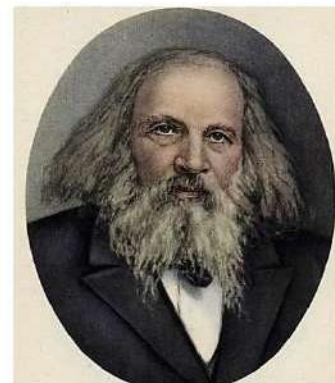


# Методическое пособие по английскому языку для студентов педагогических специальностей

ГАПОУ СО «НИЖНЕТАГИЛЬСКИЙ ПЕДАГОГИЧЕСКИЙ КОЛЛЕДЖ № 1»  
ЧЕРНЕНКО ОЛЬГА АЛЕКСАНДРОВНА, СОБОЛЕВА МАРИЯ ИГОРЕВНА,  
ШУБИНА ЕЛИЗАВЕТА СЕРГЕЕВНА, БЕРЕЗИКОВА АНАСТАСИЯ ВИТАЛЬНЕВНА

*«Вся гордость учителя в учениках в росте посеянных им семян ...»*

*Дмитрий Иванович Менделеев*



## **ПРЕДИСЛОВИЕ**

*Предлагаемое пособие «Студентам о детях с ограниченными возможностями здоровья» предназначается как для педагогов кафедры: «Преподавание в начальных классах» и «Коррекционная педагогика в начальном образовании», — так и для их студентов.*

*Данное учебное пособие посвящено вопросам методики проведения практических занятий по учебной дисциплине «ОГСЭ.04 Иностранный язык в профессиональной деятельности» и предназначено для преподавателей. Книга предназначена также для самостоятельной работы студентов очного отделения учебного заведения.*

*В данном учебном пособии, в отличие от аналогов, представлено развёрнутое описание тем про диагнозы детей с ограниченными возможностями здоровья, варианты и приёмы обучения.*

*Следует отметить, что в соответствии со сложившейся в специальной (коррекционной) педагогике традицией в реализации задач коррекционного обучения и воспитания детей с отклонениями в развитии в специальных образовательных учреждениях активное участие принимают педагоги и психологи общего профиля. Решение задач познавательного развития, обеспечения полноценного личностного развития, подготовки к предстоящему школьному обучению детей дошкольного возраста, решение задач начальной общеобразовательной подготовки детей, имеющих проблемы в развитии, невозможно без активного участия педагогов и психологов общего профиля. Всё это определяет необходимость соответствующей теоретической и практической подготовки будущих учителей и воспитателей к педагогической работе с детьми с отклонениями в развитии, к участию в той коррекционной работе, которую проводят педагоги-дефектологи и психологи специальных образовательных учреждений и коррекционных классов и групп.*

*Специализация в сфере коррекционной педагогике, коррекционного обучения и воспитания детей и подростков, имеющих проблемы в развитии, включение образовательных учреждений общего типа в систему инклюзивного образования, широкое внедрение в педагогическую практику модели интегрированного обучения, предусматривает более глубокую и основательную теоретическую и практическую подготовку будущих педагогов к проведению коррекционно-педагогической работы с данным контингентом учащихся в массовых общеобразовательных учреждениях.*

# 1a

## Education at school

### Vocabulary

1 Read and translate.

Teachers

Exams

Children

Sessions

Math

Goal

Work

Parents

Students

School hours

### Reading

2 Can you tell which sentences are true and which are false?

1. Primary school teachers teach young children.

2. Primary school teachers work in high schools.

3. Primary school teachers teach subjects like math and science.

4. Primary school teachers only work during school hours.

5. Primary school teachers have summers off.



6. Primary school teachers are responsible for grading exams.

7. Primary school teachers work with parents to support students' learning.

8. Primary school teachers have to attend meetings and professional development sessions.

9. Primary school teachers have to create lesson plans.

10. Primary school teachers have to discipline students when they misbehave.





### 3 Translate and fill in the missing words.

lectures, cheat, abc, schedule, exam, college, get, holidays, kicked, course, department, book, sheet, textbook, diploma, session

1. The \_\_\_ for our Biology class has been updated with new information.
2. My \_\_\_ \_\_\_ is a childhood favorite that I still like to read.
3. I'm currently taking a \_\_\_ on French cooking and it's been really helpful.
4. My cousin had a lot of fun during her time at \_\_\_ last year.
5. The Linguistics \_\_\_ has some very knowledgeable professors on their staff.
6. As a student, I always make sure to attend my \_\_\_ and complete my assignments on time.
7. I love spending my summer vacation exploring new places and trying new things during my \_\_\_.
8. Please check the \_\_\_ to see when the next \_\_\_ starts.
9. I couldn't remember all the formulas we needed for the \_\_\_, so I made a \_\_\_ \_\_\_ to help me study.
10. My brother just graduated and received his \_\_\_ in Business Administration.

# Types of schools and their characteristics

## Vocabulary

### 1 Read and translate.

School

Primary school

Middle school

Secondary school

Private schools

Public schools

Students

State schools

Religious

High school

Government

College

### 2 Read the text.

Primary school is the first stage of compulsory education. It is for children aged 4 to 11 in England and Wales, but 5 to 12 in the Scottish primary system. Primary school used to be divided into infant schools (age 4 to 7) and junior schools (age 7 to 11), but these divisions are less common now.

Children generally go to a middle school when they are about 9 years old and go on to a secondary school at age 12. In some areas there are three levels of school - lower (ages 9 to 13), middle (ages 13 to 16) and upper (ages 16 to 18).



Secondary school is for children aged 11 to 16. In some areas there are middle schools for ages 9 to 13 (similar to American 'middle schools'). In other areas, there are 'all-through' schools which start with primary level classes and continue through secondary level to 18.

In the UK, private schools charge parents for their children's education. Some people think that this means that only rich people can send their children to private schools, but in fact many private schools give scholarships to poorer students. Private schools are often called public schools. This can be confusing for people from other countries because in many other countries, public schools are free schools run by the government for all children.

State schools in the UK are free. They are paid for by taxes. Almost all British children go to state schools. In England and Wales, state schools teach the National Curriculum. This is a set of subjects and standards that all schools have to follow. State schools are not religious, although some have strong links with churches. Many state schools are very good. At the same time, there are some bad state schools. The government is trying to improve them.

### **3** Let's Answer the Following Questions!

1. What is the age range for children attending primary school in England and Wales?

2. How are primary schools divided in the UK?
3. At what age do children generally transition to middle school in the UK?
4. Are there three levels of school in some areas of the UK? If so, what are they?
5. What is the age range for secondary school in the UK?
6. Are private schools in the UK only for rich people? Explain.
7. Are state schools in the UK free? Who pays for them?

## 4 Can You Match These Words to Their Definitions?

- |                   |                   |
|-------------------|-------------------|
| 1. Primary school | 4. State school   |
| 2. Middle school  | 5. Private school |
| 3. High school    |                   |

a) a school for young children, usually from ages 5 to 11.

b) a school for students between middle school and college, typically from ages 14 to 18.

c) a school that is funded and run by the government.

d) a school for students between elementary and high school, typically from ages 11 to 14.

e) a school that is not funded or run by the government, often requiring tuition fees for attendance.



## My school

### Vocabulary

### 1 Read and translate.

Education

Exams

Different

type of school

Classes

Schedule

Rules

subject

### 2 Read and translate.

Words of Wisdom

Education is a movement from darkness to light.

(Allan Bloom, American philosopher)

I study in a state school. There are eleven grades with exams after 9th and 11th. Moreover, lessons in my school start at 8:30 o'clock and end between 1:00 am and 2:00 am. Pupils go to school in different ways. Some of them go by foot, others use public transport or personal family vehicles. To my mind, we don't have strict rules. For instance, we shouldn't smoke or drink, be late. Besides, we have to be calm during the lessons, do the homework, listen to the teachers. I love my school, because people there really friendly and helpful. What

is more, there are tasty lunches every day, so students can enjoy it and then grind away at one's studies.

### 3 Compare a school in London and your school.



	My school	School in London
Country		
Form		
Territory		
Study room		
Equipment		
Furniture		

### 4 Write a short article about your school (120- 200 words). Write: the type of school and classes, how students get there, schedule, rules.



1d

# School of the future

## Vocabulary

1 Read and translate.

Modern

Technologies

Communication

Webinar

Expert

Self-development

Socialization

Specialist

Work

Project

2 Why do you think this school is modern? Write a short text about modern school based on one of the illustrations.



3 Which school would you like to work at?

Design a school for the future. Draw a model of the school/offices/corridor/library and write a short story about it.

**Words for reference:** number of floors, number of students, office, interactive equipment, furniture.

Te

# The system of preschool and primary general education in

Russia

Vocabulary

## 1 Read and translate.

preschool education  
primary education  
curriculum  
kindergarten  
primary school  
teacher  
to learn  
to teach

to attend  
educational program  
school supplies  
homework  
parental involvement  
early childhood  
elementary education  
academic performance

## 2 Read and translate.

The Russian education system is organised in a similar way to that in many other countries.

Children start school at the age of six (in the United States, seven), and they study for ten years. After the ninth year, which is usually when students are 15 or 16, they have to take a set of exams called the 'state finals'. If they pass these, they can continue at school for another two years. This is sometimes called 'senior school' or 'high school', and at the end of this time students take further exams called the 'university entrance exams'.

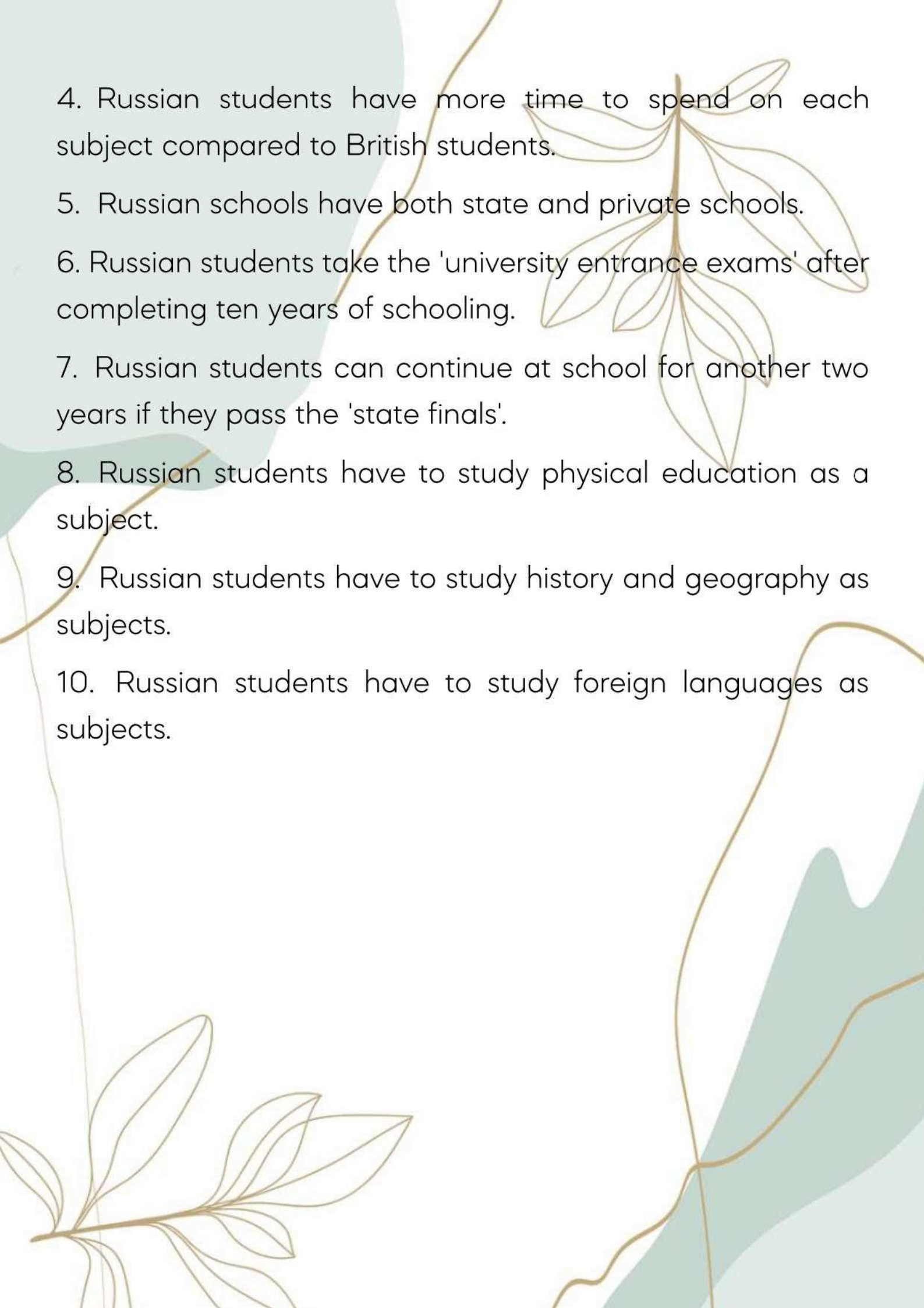


However, there are some differences between the Russian and British systems. For example, in Russia children do not go to school until the age of six - in Britain, children start school at five. Also, there are no private schools in Russia - all schools are state schools. Another difference is that Russian children have more subjects at school than British children. In addition to the usual subjects like maths, science and languages, Russian students also study subjects like history, geography and physical education. They have fewer lessons in each subject, though, so they spend less time on each subject than British students do.

One of the most important differences, however, is that Russian education places a much greater emphasis on academic achievement than British education does. Students are expected to work hard and get good grades, and there is a lot of competition between them. The 'state finals' and the 'university entrance exams' are very difficult, and if you fail them, it can be very hard to find a good job. In fact, many students spend two or three years studying for the 'university entrance exams' after they leave school, because they want to make sure they get the best possible results.

### **3** Based on the text, answer whether it is true or false.

1. Russian children start school at the age of five.
2. Russian students study fewer subjects than British students.
3. Russian education system emphasizes academic achievement more than the British education system.

- 
4. Russian students have more time to spend on each subject compared to British students.
  5. Russian schools have both state and private schools.
  6. Russian students take the 'university entrance exams' after completing ten years of schooling.
  7. Russian students can continue at school for another two years if they pass the 'state finals'.
  8. Russian students have to study physical education as a subject.
  9. Russian students have to study history and geography as subjects.
  10. Russian students have to study foreign languages as subjects.



1f

# Special schools for children with physical disabilities

## Vocabulary

1 Read and translate.

Disabilities  
Different  
Development  
Upbringing  
Treatment  
Society  
Correction  
Disabled people

Anomaly  
Health  
Flaw  
Hearing impaired  
Deaf  
Autistic  
Prevention  
Peculiarities

2 Compare the class of a regular school and a class for children with disabilities.



### 3 Do you think the subjects at school are different?

Write down the items that can be in a classroom with children with disabilities.

Children	Children with disabilities

**Words for reference:** Russian language, exercise therapy, mathematics, literary reading, rhythm, fine arts, classes with a speech therapist, labor, speech development, music, English, the world around us.



1g

# Daily routine of a junior schoolchild. Study and leisure

Vocabulary

1 Read and translate.

Week  
Day  
Sleep  
Leisure  
Rest  
Holidays

Dinner  
Lessons  
Mode  
List  
Time

2 Create a school week schedule for 3 classes.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning					
Afternoon					
Evening					
Night					

# 3

Find the words.

Movie

Walk

Eat

Sleep

Play

Book

Disco

Yoga

s	l	e	e	p	s	d	v
f	m	o	v	i	e	l	e
g	e	q	s	b	e	s	a
k	g	j	o	o	t	d	t
p	n	a	d	o	h	i	l
l	o	d	v	k	v	s	n
a	w	a	l	k	k	c	a
y	a	y	o	g	a	o	n



# 1h

## How to become a teacher in our country

### Vocabulary

1 Read and translate.

Employer

Teacher

Retraining

Courses

Career

Salary

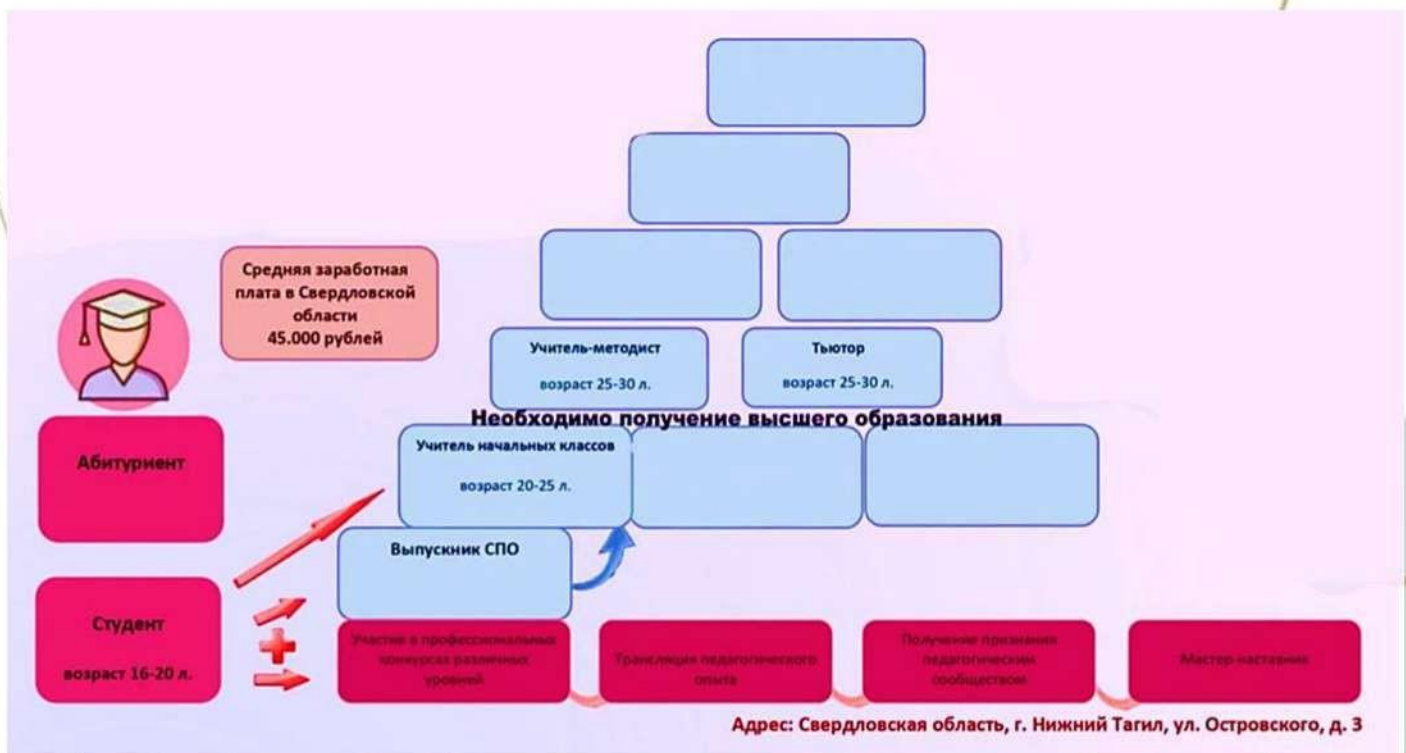
Speech therapist

Psychologist

Speech pathologist

Tutor

2 Fill the table.



### 3 Read and translate.

The first step to becoming a teacher in our country is to complete your secondary education. After that, you need to obtain a Bachelor's degree in Education from a recognised university or college. There are many institutions in the country which offer this course. A Bachelor's degree in Education usually takes four years to complete and includes both theoretical study and practical teaching experience.

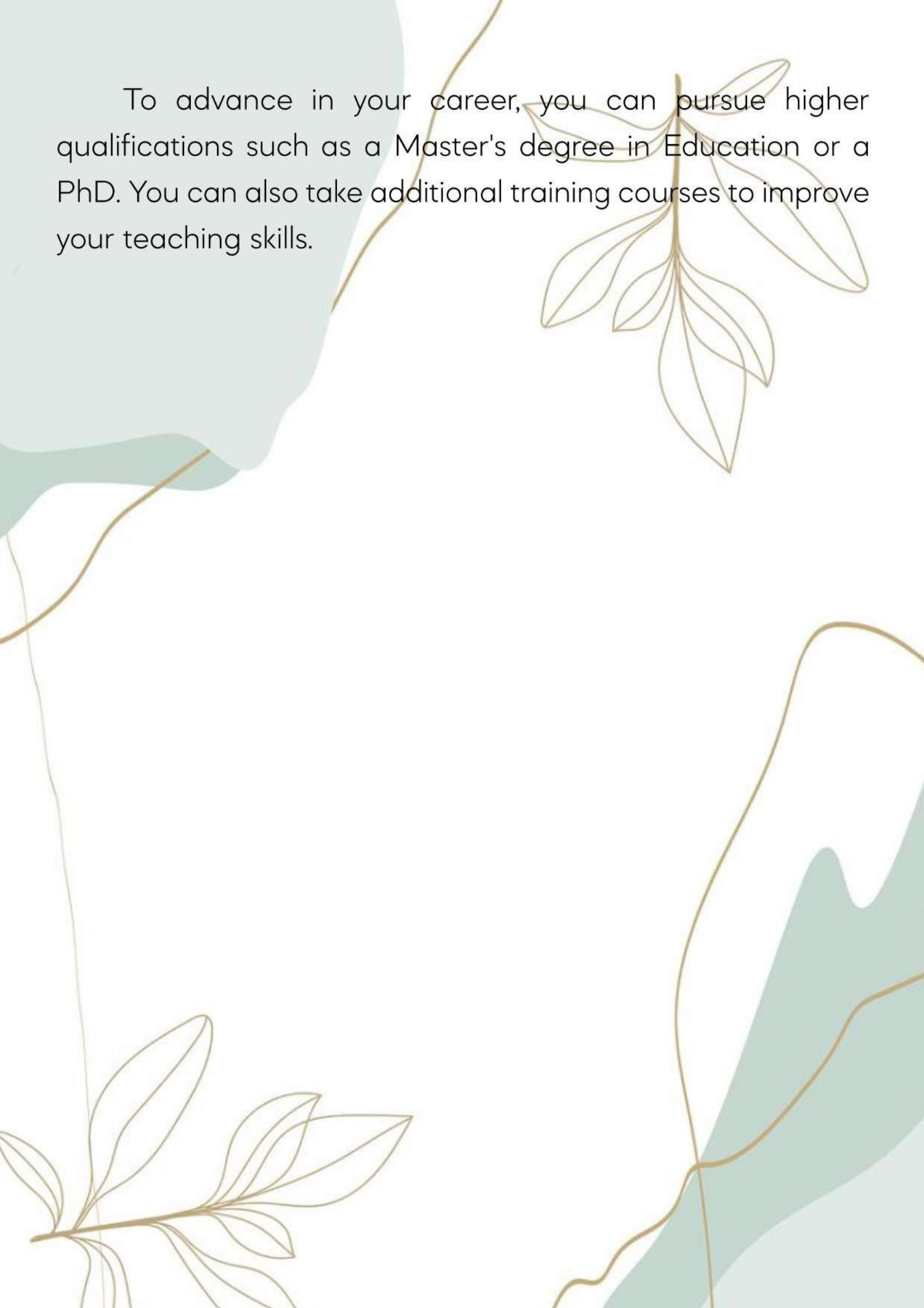
Once you have completed your degree, you will also need to pass the Teacher Eligibility Test (TET). This test is conducted by the government and it assesses the basic skills and knowledge required for teaching positions.

After passing the TET, you can apply for teaching jobs in schools. You will also need to register with the State Council of Educational Research and Training (SCERT) or the National Council of Teacher Education (NCTE). This registration is mandatory for all teachers in our country.

During your first few years as a teacher, you will be on probation. This means that your performance will be closely monitored and evaluated. After completing your probation period successfully, you will be confirmed in your position.



To advance in your career, you can pursue higher qualifications such as a Master's degree in Education or a PhD. You can also take additional training courses to improve your teaching skills.



# Famous Russian University

## 1 Read and translate.

university  
education  
students  
professors  
campus  
facilities

graduate  
undergradu  
ate  
lecture  
study  
academic

### Vocabulary

research  
library  
classroom  
course  
degree

## 2 Read and translate.

M.V. Lomonosov Moscow State University



M.V. Lomonosov Moscow State University (MSU) is the largest university in Russia. Students have been studying there since it was founded in January 25th, 1755. Even today January the 25th is celebrated as Student's Day all over Russia. Originally located on Red Square, nowadays most of its faculties are situated on Sparrow Hills, in the southwest of Moscow. MSU is a highly prestigious university. It's students



are proud to study there. MSU has some very impressive buildings. The main building was the tallest building in Europe until 1988 and the central tower is believed to have a total of 33 kilometres of corridors and 5.000 rooms. The university's facilities are superb and include a concert hall, a museum, a huge library, a swimming pool and a police station! The facade of the building is highly decorative thanks to the giant clocks, carvings and Soviet crests that you can see there. But perhaps most impressive of all is the star on top of the main tower - it weights 12 tons!

In the early days MSU only had three faculties: philosophy, medicine and law. Today, It has a total of 29 faculties and 15 research centres and has 4,000 teaching staff and 31,000 students and 7,000 postgraduates.

### **3** Answer questions based on the text.

**1. When was M.V. Lomonosov Moscow State University founded?**

- A. January 25th, 1755
- B. January 1st, 1800
- C. February 14th, 1901
- D. March 17th, 1950

**2. Where are most of the faculties of MSU located?**

- A. Red Square
- B. Sparrow Hills
- C. Moscow City Center

D. The Kremlin

**3. What is the main building of MSU known for?**

- A. Having the tallest tower in Europe
- B. Having the largest library in Russia
- C. Having a concert hall inside
- D. Having a swimming pool and a museum

**4. How many faculties does MSU have today?**

- A. 3
- B. 10
- C. 29
- D. 50

**5. How many teaching staff members does MSU have?**

- A. 1,000
- B. 4,000
- C. 10,000
- D. 20,000

**6. How many students are enrolled at MSU?**

- A. 5,000
- B. 15,000
- C. 31,000
- D. 50,000

**7. How much does the star on top of the main tower weigh?**

- A. 5 tons
- B. 10 tons
- C. 12 tons
- D. 15 tons



4 Translate quotes and find their author using the Internet.

"Education is the most powerful weapon which you can use to change the world." -

"Education is not the filling of a pail, but the lighting of a fire." -

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today." -

"Education is the key to unlock the golden door of freedom." -

"Education is the foundation upon which we build our future." -

1j

# The system of preschool and primary general education in Britain

## Vocabulary

### 1 Read and translate.

nursery

primary school

reception class

key stage

curriculum

teaching

assistant

to enroll

to attend

playground

educational

activities

homework

teaching

methods

qualified teacher

school uniform

parent-teacher

meeting

extra-curricular

activities

### 2 Read the dialogue and tell what it is about.

**David:** So, what's it like for children to go to school in Britain?

**Helen:** It's a bit different from other countries. We have two phases of education: primary and secondary.

**David:** Can you explain more about that?

**Helen:** Sure. Primary education starts at the age of five and lasts until the child is eleven. That's when they move on to secondary education. Right now, I'm studying to be a teacher specifically for children between the ages of three to seven in primary schools.



**David:** Interesting. And what do students learn during that time?

**Helen:** They learn basic subjects such as English, math, science, history, and geography. But we also focus on developing social skills, creativity, and self-expression through play. We want our kids to enjoy learning and develop their personalities.

**David:** Sounds very holistic. Is there an emphasis on testing or exams in this phase?

**Helen:** No, not really. We have periodic assessments to monitor progress, but we believe in education rather than just test scores. It's important for us to create well-rounded individuals, not just academically successful ones.

**David:** That makes sense. How about secondary education? What happens there?

**Helen:** After primary school, students move on to secondary education which lasts until they are sixteen. There, they can choose to stay in general education or attend vocational schools for specific career paths. Then, some may continue onto college or university for further studies.

**David:** Wow, quite a complex system. Thanks for explaining all of that.

**Helen:** My pleasure! Education is a topic.

**3** Map the system of primary and pre-school education in Britain.

**4** Put the words in the correct order.

1. my / located / near / home / school / is / my
2. at / in / morning / school / go / eight / to / I / the
3. at / a / lot / friends / of / have / I / school
4. classrooms / and / corridors / very / spacious / cozy / wide / school / is / Our
5. is / school / there / garden / a / my / and / a / is / around / sports / There / ground / nearby
6. 4-5 / school / a / at / we / day / lessons / have
7. they / A's / me / give / at / school
8. there / of / and / very / at / interesting / school / I / because / learn / things / we / a / it / lot / find / interesting / new
9. of / lot / like / I / me / like / myself / a / do / and / but / answers / to / I / but / give / at / answers / to / football / the / ask / play / don't / they / homework / it / school / at / homework
10. love / all / most / lessons / of / I / At / the / school / the / recess



## Types of secondary schools

## Vocabulary

## 1 Read and translate.

nursery

primary school

reception class

key stage

curriculum

teaching

assistant

to enroll

to attend

playground

educational

activities

homework

teaching

methods

qualified teacher

school uniform

parent-teacher

meeting

extra-curricular

activities

## 2 Read and translate the text, what it is about.

In England, Wales and Northern Ireland, children attend primary school from the age of 5 to 11. After that, they go to secondary school until they are 18. There are two main types of secondary school: comprehensive schools and grammar schools.

## Comprehensive schools.

The majority of British secondary schools are comprehensive schools. Comprehensive schools accept all students, regardless of their ability. They offer a wide range of



subjects and abilities are mixed. Some comprehensive schools do have special programmes for very talented students or those with learning difficulties, but in general, students at comprehensive schools study the same subjects.

### **Grammar schools.**

Grammar schools are selective schools. Students must pass an exam called the 11-plus to get into a grammar school. This exam tests students' ability in English, maths and reasoning. Grammar schools are usually smaller than comprehensive schools and often have a strong academic reputation. They prepare students for university and many students who go to grammar schools go on to study at top universities. In some areas of the UK, there are no grammar schools, while in other areas, such as Kent and Buckinghamshire, the majority of secondary schools are grammar schools.

### **Private schools.**

Some parents choose to send their children to private schools. Private schools, also known as independent schools, charge fees for students to attend. They are not funded by the government. There are different types of private schools, including boarding schools (where students live at the school) and day schools (where students go home at the end of the



school day). Many private schools have a long history and are known for their high standards and strict discipline. Some of the most famous private schools in the UK include Eton College and Harrow School.

### **Academies.**

Academies are a type of state-funded school. Like private schools, academies are independent of local authorities and have more freedom over their curriculum and admissions process. Academies can be sponsored by businesses, universities, faith groups or voluntary organisations. Some academies have a special focus on a particular subject, such as science or the arts.

## **3 Can you tell which sentences are true and which are false?**

1. In England, children attend primary school from the age of 5 to 11.
2. Comprehensive schools accept students based on their ability.
3. Grammar schools are usually larger than comprehensive schools.
4. Students must pass an exam called the 11-plus to get into a comprehensive school.

- 
5. Private schools in the UK are funded by the government.
  6. Eton College and Harrow School are examples of comprehensive schools.
  7. Academies have more freedom over their curriculum and admissions process.

## 4 Match the beginning of a phrase with its continuation.

1. The academic year in British schools is divided.
  2. Most common age of admission.
  3. British children go to junior.
  4. In the UK, schools must conduct at least.
  5. Average cost of studying at a private boarding school in the UK.
  6. Most British students usually continue.
  7. Some schools offer special program options.
- 
- a. is around £25,000-40,000 per year.
  - b. 380 lessons (190 days) during the academic year.
  - c. for three semesters: autumn, spring and summer.
  - d. intended for foreign students.



- e. In British private schools, foreign students are 16 years old.
- f. A-level training.
- g. school at the age of 5-6 years.

## 5 Fill in the blanks.



1m

# Teacher training

## Vocabulary

Education  
Employer  
Teacher  
Retraining  
Courses  
Career  
Salary

### 1 Read and translate.

Skills  
Professionally  
Main focus  
Develop  
Personnel  
Job

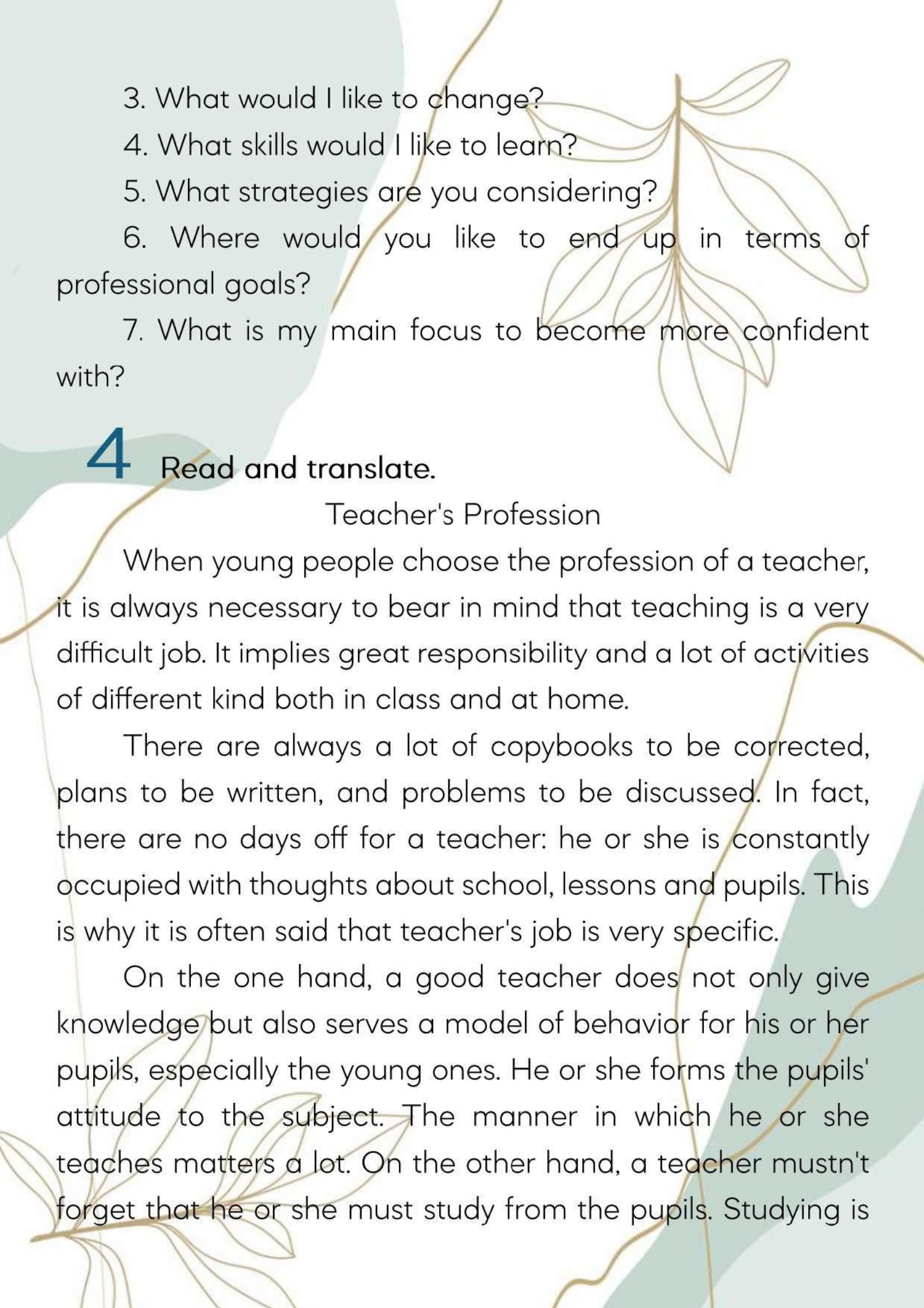
### 2 Create your career ladder using the diagram.



### 3 Answer questions at the right time.

1. What am I doing now professionally?
2. What do I enjoy?



- 
3. What would I like to change?
  4. What skills would I like to learn?
  5. What strategies are you considering?
  6. Where would you like to end up in terms of professional goals?
  7. What is my main focus to become more confident with?

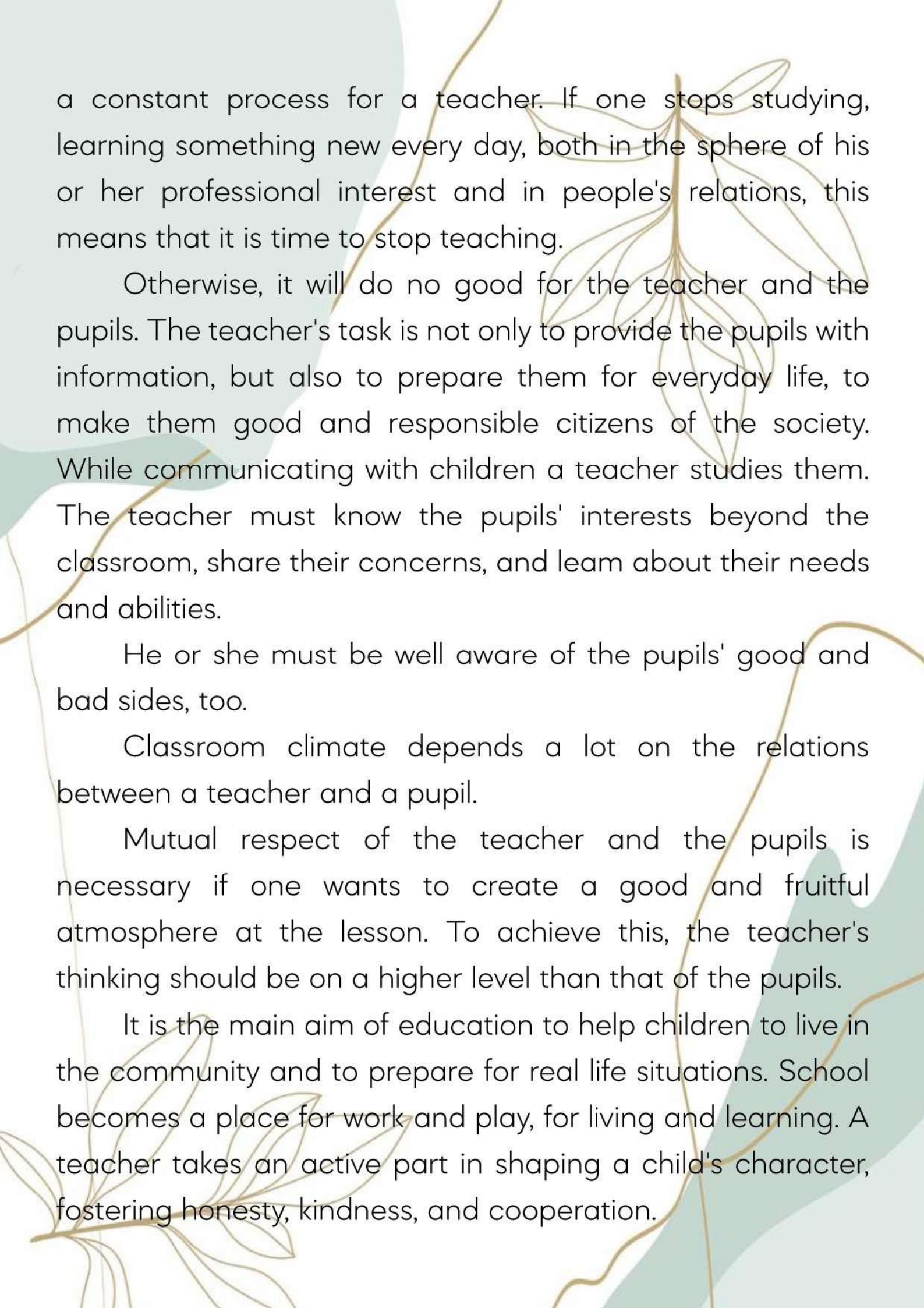
## 4 Read and translate.

### Teacher's Profession

When young people choose the profession of a teacher, it is always necessary to bear in mind that teaching is a very difficult job. It implies great responsibility and a lot of activities of different kind both in class and at home.

There are always a lot of copybooks to be corrected, plans to be written, and problems to be discussed. In fact, there are no days off for a teacher: he or she is constantly occupied with thoughts about school, lessons and pupils. This is why it is often said that teacher's job is very specific.

On the one hand, a good teacher does not only give knowledge but also serves a model of behavior for his or her pupils, especially the young ones. He or she forms the pupils' attitude to the subject. The manner in which he or she teaches matters a lot. On the other hand, a teacher mustn't forget that he or she must study from the pupils. Studying is



a constant process for a teacher. If one stops studying, learning something new every day, both in the sphere of his or her professional interest and in people's relations, this means that it is time to stop teaching.

Otherwise, it will do no good for the teacher and the pupils. The teacher's task is not only to provide the pupils with information, but also to prepare them for everyday life, to make them good and responsible citizens of the society. While communicating with children a teacher studies them. The teacher must know the pupils' interests beyond the classroom, share their concerns, and learn about their needs and abilities.

He or she must be well aware of the pupils' good and bad sides, too.

Classroom climate depends a lot on the relations between a teacher and a pupil.

Mutual respect of the teacher and the pupils is necessary if one wants to create a good and fruitful atmosphere at the lesson. To achieve this, the teacher's thinking should be on a higher level than that of the pupils.

It is the main aim of education to help children to live in the community and to prepare for real life situations. School becomes a place for work and play, for living and learning. A teacher takes an active part in shaping a child's character, fostering honesty, kindness, and cooperation.



Teaching is a very difficult job but those who are well equipped for it will have a happy and interesting life.

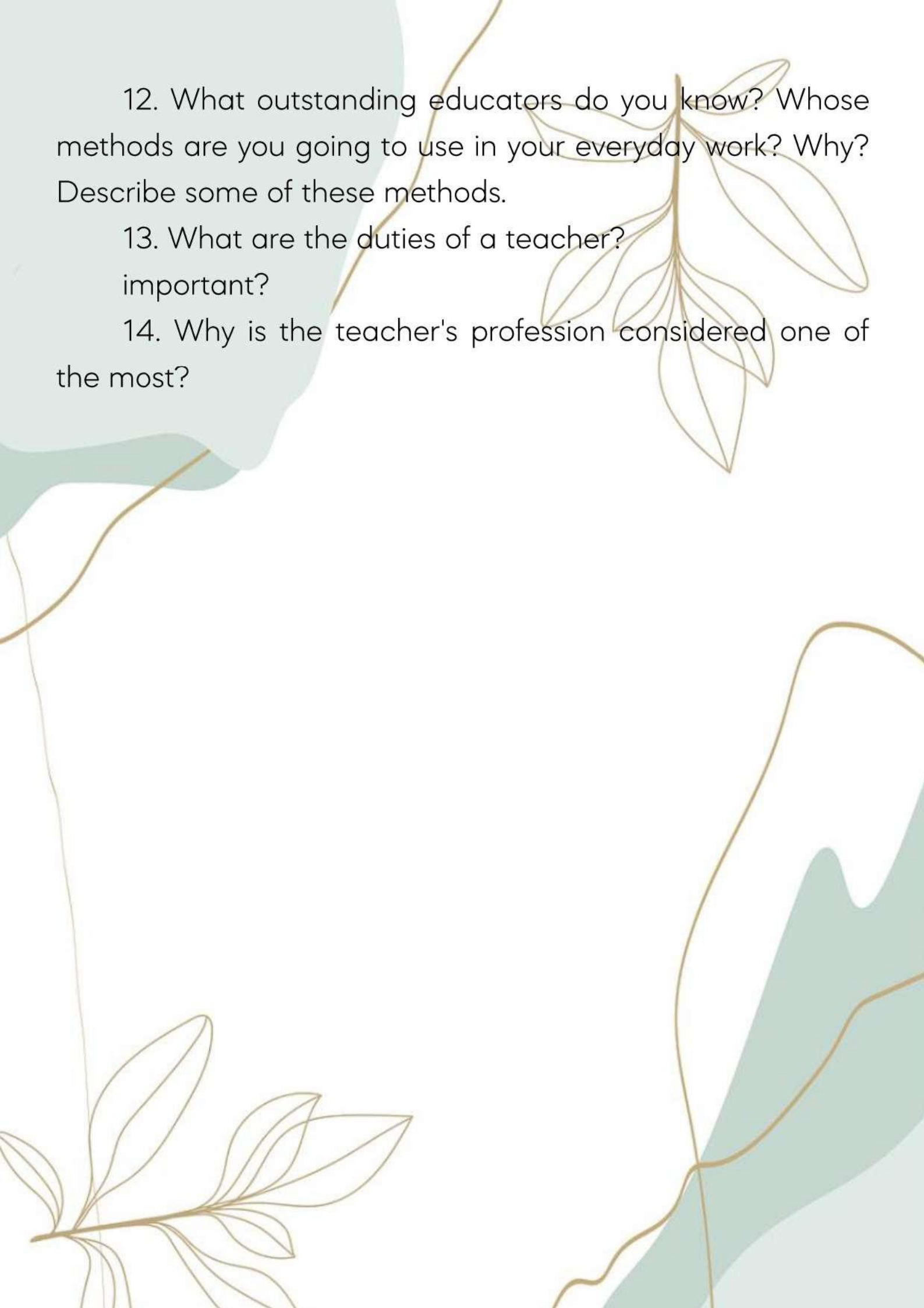
**5** Give the Russian equivalents of the following words and word combinations and use them in the sentences of your own:

to become a teacher;  
age group;  
a subject;  
out-of-class work;  
to graduate from;

the leading teacher of  
the class;  
to bring up new  
generation;  
responsibility  
on the curriculum.

**6** Answer the following questions:

1. Why have you chosen to become a teacher?
2. Where will you work after you graduate?
3. When will you graduate? What year are you in now?
6. What subjects in the curriculum will help you to teach children?
7. What kinds of teaching activities are taught at your college?
8. Do the students at your college do teaching practice?
9. What age group would you like to teach? Why?
11. Should a teacher devote much time to out-of-class work?



12. What outstanding educators do you know? Whose methods are you going to use in your everyday work? Why? Describe some of these methods.

13. What are the duties of a teacher?  
important?

14. Why is the teacher's profession considered one of the most?



In

## Renowned British University

### Vocabulary

### 1 Read and translate.

university

education

degree

student

faculty

research

to study

to attend lectures

to submit assignments

campus life

academic achievement

to graduate

scholarship

student accommodation

extracurricular activities

### 2 Read and translate

1. Oxford is one of the oldest

British cities. It is ninety kilometres from London and stands on the Thames. The Thames runs through Oxford and then the river runs southeast to London.

2. Oxford is famous for its history and its university. It started in the thirteenth century. At that time Oxford was a market town on the river with roads running in it. There were walls around the town and not many people lived there.

But the town got bigger and bigger. People made new houses, walls, bridges. Soon the city had a palace, a castle and some churches.

Now Oxford is a big city. It has got a lot of old and very beautiful houses. There are many interesting museums, parks and gardens in the city. Tourists from many countries of the world come to Oxford to see it. The city has got a lot of hotels for tourists. There are many shops where visitors buy souvenirs. The centre of Oxford is a very green place. Visitors love walking in the narrow old streets. Many people travel in the city by bicycle. Some like to see Oxford from the bus.

## 1 Answer the questions.

- What was Oxford like in early days?
- Why is Oxford a city to see?
- What is Oxford like in the daytime?
- Where is Oxford situated?

## 2 Using the Internet, find the authors of quotes and translate them.

"Oxford is not just a university, it's a way of life." -

"Oxford is the home of lost causes, and forsaken beliefs, and unpopular names, and impossible loyalties!" -

"Oxford is like a fairy tale. Everywhere you turn, there is something beautiful, something inspiring." -

"Oxford is the mother of all universities." -

"Oxford is a place where you can discover yourself and find your true passion." -



## CV or resume?

CV (BrE) = resume (AmE)

**Curriculum vitae** is a short written document that lists your education and previous jobs, which you send to employers when you are looking for a job.

**How to design the layout of CV?**

Always type your CV. In general a new graduate's CV should cover no more than two sides of A4 paper. Usually you should not attach a photograph. A good font size to use is 12 (or 10 if you want to put more information). The document should use only one font style, for example Times New Roman. Keep your sentences short and simple.

**Name**

When writing your name, always put your first name first and your family name last even if you write the family name first in your own country).

**Address**

Include the full postcode. Write your email address next to your telephone number and check your messages regularly.

**Employment**

List the most recent jobs first. You should not use the word "I".

## **Education**

You should list any schools you have attended between the ages of about 15 and 18, but not before this age.

## **Other skills**

If you have other skills or qualifications which you believe may be relevant, you

For example:

Computer skills (e. g. "Good knowledge of standard office software, including email and the Internet").

An international driving licence (only mention this if you may need to drive for the job).

## **Personal details**

The exact list of personal details you want to give may depend on your circumstances and what the job requires. Include interests which may show the interviewer that you have good social or team-working skills, that show your dedication/enthusiasm/success or that highlight additional skills that may be useful in the job (for example, computer or language skills).

## **References**

You should only provide references if your employer asks for them. Possible referees include a teacher or previous employer. It may complicate your application if you give the name of a referee who lives abroad; if you want to do this, make sure that the person will be able to provide comments



in English, and give an email address so that delays can be minimized.

# 1 Read and translate the example CV.

## Store Assistant Manager


<p><b>Personal information</b></p> <p>First name(s) / Surname(s) Address(es) Telephone(s)</p> <p>E-mail(s) Nationality</p>	<p><b>Robinson Cano</b> 1234 Main Street Home: (903)555-0146 Mobile: (903)555-2082 r_cano@nomail.com American</p>
<p><b>Work experience</b></p> <p>Dates Occupation or position Main activities and responsibilities</p> <p>Name and address of employer</p> <p>Type of business or sector</p>	<p>December 1996 - present Store Assistant Manager Responsible for entire store operations in the absence of the manager. In charge of shipping and receiving, ordering and stocking of merchandise. Prepare cash pick-ups daily. Train new store employees Sav-A-Lot Grocers 8877 Texoma Pkwy. Sherman, TX 75090 USA Grocery/Supermarket</p>
<p>Dates Occupation or position Main activities and responsibilities</p> <p>Name and address of employer</p> <p>Type of business or sector</p>	<p>June 1995 - December 1996 Department Supervisor Ordering, receiving and stocking of merchandise. Inventory control Kroger Grocery Stores 5678 Lamar St. Sherman, TX 75090 USA Grocery/Supermarket</p>
<p><b>Education and training</b></p> <p>Dates Title of qualification awarded Principal subjects / occupational skills</p> <p>Name and type of organization providing education and training</p>	<p>September 1995 — June 1997 Associates Degree in Business Management Business management, communication skills, accounting, marketing and finance Grayson Community College</p>
<p>Dates Title of qualification - awarded Principal subjects / occupational skills</p>	<p>September 1991 - June 1995 High School Diploma</p>

Name and type of organization providing education and training	Algebra, Biology, Business, English Grammar, History, Literature, Mathematics and US History Texoma High School
Personal skills and competences Mother tongue(s) Other language(s) Organizational skills and competences	English Good conversational Spanish, basic French Assisting in profitability studies. Developing new, more profitable scheduling methods for incoming shipments and store employee scheduling. Risk Management studies and store safety issues. Reviewing job applications before passing on to manager and scheduling interviews. Creating marketing strategies to stimulate sales for the products. Excellent customer service, leadership and motivational skills
Computer skills and competences	Intermediate to expert level of proficiency in Excel, QuickBooks Pro and Word
Driving licence(s)	Texas Class B and C (commercial)
Additional information	References available on request

2 Make a resume using the example. Try to write a voluminous resume to interest the future employer. The most important thing is not to forget about the photo!

**Deanne Destler**  
SAG-Eligible

Hair: **Brown**    Weight: 115 lbs  
Eyes: **Brown**    Height: 5' 5"



**ROBERT PATTINSON**  
Spotlight Actors 2010/2011  
Page 2/95

Location: London  
Height: 6'1" (186cm)  
Weight: 11st. (73kg)  
Playing Age: 16 - 20 years

Role Types: White  
Eye Colour: Blue-Green  
Hair Colour: Light/Mid Brown  
Hair Length: Mid Length

**FILM:**

Nurse With Guns	Stelar Karla (Supporting)	Freak Show Entertainment
Taking A Stand	Lucy (Lead)	David Messey Prod.
Sexpot	Maureen (Supporting)	The Asylum
Grey Disables	Penelope Tree (Lead)	Gissolalia Films
FAME	Drama Student (Featured)	Lakeshore Entertainment

**TELEVISION:**

Mystery ER - "Scared Stiff"	Chloe (Co-Star)	Discovery Health
The Wizards of Waverly	Featured	Disney Channel
Zoey 101	Featured	Nickelodeon
Curb Your Enthusiasm	Featured	HBO

**MUSIC VIDEOS:**

Depeche Mode - "Hole To Feed"	Lead	Eric Wareham Dir.
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**TRAINING:**

Improv Comedy	Ulilan Lehman - Cal State University Northridge
Acting The Text	Christine Menzies - Cal State University Northridge
Commercial Auditioning	Mike Pointer - Hsy I Saw Your Commercial
Commercial & TV Auditioning	Jill Donnellan, Acting Coach/Manager
Script Analysis	Armin Shimman - Will Geer Theatricalum Botanicum
Auditioning Technique	Elen Geer - Will Geer Theatricalum Botanicum
Ballet, Jazz	Candy Sherwin - TADW (CSU Northridge)
Acting for the Camera	US Performing Arts Camps - UCLA
Improvisation	Kent Kineman - TADW (CSU Northridge)
Camera Combat	Edgar Landis - TADW (CSUN)

**Credits:**

Film	Television	Stage
2010, Feature Film, Edward Gullone, BREAKING DAWN, Summit Entertainment, Bill Condon		
2010, Feature Film, Josh Jaskowski, WATER FOR ELEPHANTS, Fox 2000, Francis Lawrence		
2010, Feature Film, Georges Dancy, BEL AMI, YF Entertainment, Declan Donnellan		
2009, Feature Film, Edward Gullone, ECLIPSE, Summit Entertainment, David Slade		
2009, Feature Film, Tyler Roth, REMEMBER ME, Underground Films, Allen Coulter		
2009, Feature Film, Edward Gullone, NEW MOON, Summit Entertainment, Chris Weitz		
2008, Feature Film, Edward Gullone, TWILIGHT, Summit Entertainment, Catherine Hardwicke		
2007, Feature Film, Salvador Dali, LITTLE ASIES, Paul Morrison		
2007, Feature Film, Walter, HOW TO BE, Oliver Irving		
2007, Feature Film, Cedric Diggory, HARRY POTTER & THE ORDER OF THE PHOENIX, Warner Bros, David Yates		

**Skills:**

Accents & Dialects: American-California, American-Southern States, Belfast, Black Country, Cornwall, Devon, Danish, Dublin, East European, Edinburgh, Essex, French, Goidic, German, Norwich, RP, South African

Languages: English\*

Music & Dance: Guitar\*, Keyboard\*, Piano\*

Sports: Athletics\*, Bowling\*, Darts, Football\*, Pool\*, Running\*, Skiing\*, Snowboarding\*, Swimming\*, Wind Surfing

\* - mother tongue  
\* - apply/used  
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What personal qualities should a teacher have?

## The desire to improve

Knowledge in the modern world is expanding and acquiring new formats, so the teacher should devote time to self-education. It is now impossible to conduct lessons on old notes: technologies and teaching strategies are changing, modern tools and services are emerging, each new generation of children is different from the previous one.

Professional development should not be a formality. The need for self-development is an internal need of a teacher. If it doesn't develop, it won't be able to inspire anyone else to develop.

## Ability to build communication

The skill of interaction and building effective communications will also be useful when communicating with children's parents. This is a significant quality for the professional activity of the teacher. In the work, it is often necessary to find out why the child has problems in learning or social adaptation, clarify the opinion of parents, their capabilities in terms of mutual support and coordinate the action plan.

## Basic rules of interaction with parents and children:

- to be able to hear the interlocutor;
- to communicate in a calm, respectful tone;
- to avoid direct accusations;
- not to give in to provocations;
- to keep a distance and not to switch to personality.

In communication with parents, the teacher should not only be able to discuss the child's problems, find out the causes of what is happening, but also make decisions about further actions. Knowledge from pedagogy, sociology, psychology of social conflict will be useful here.

**1** Invent and depict the perfect image of the teacher in school.



## The perfect teacher's social media account

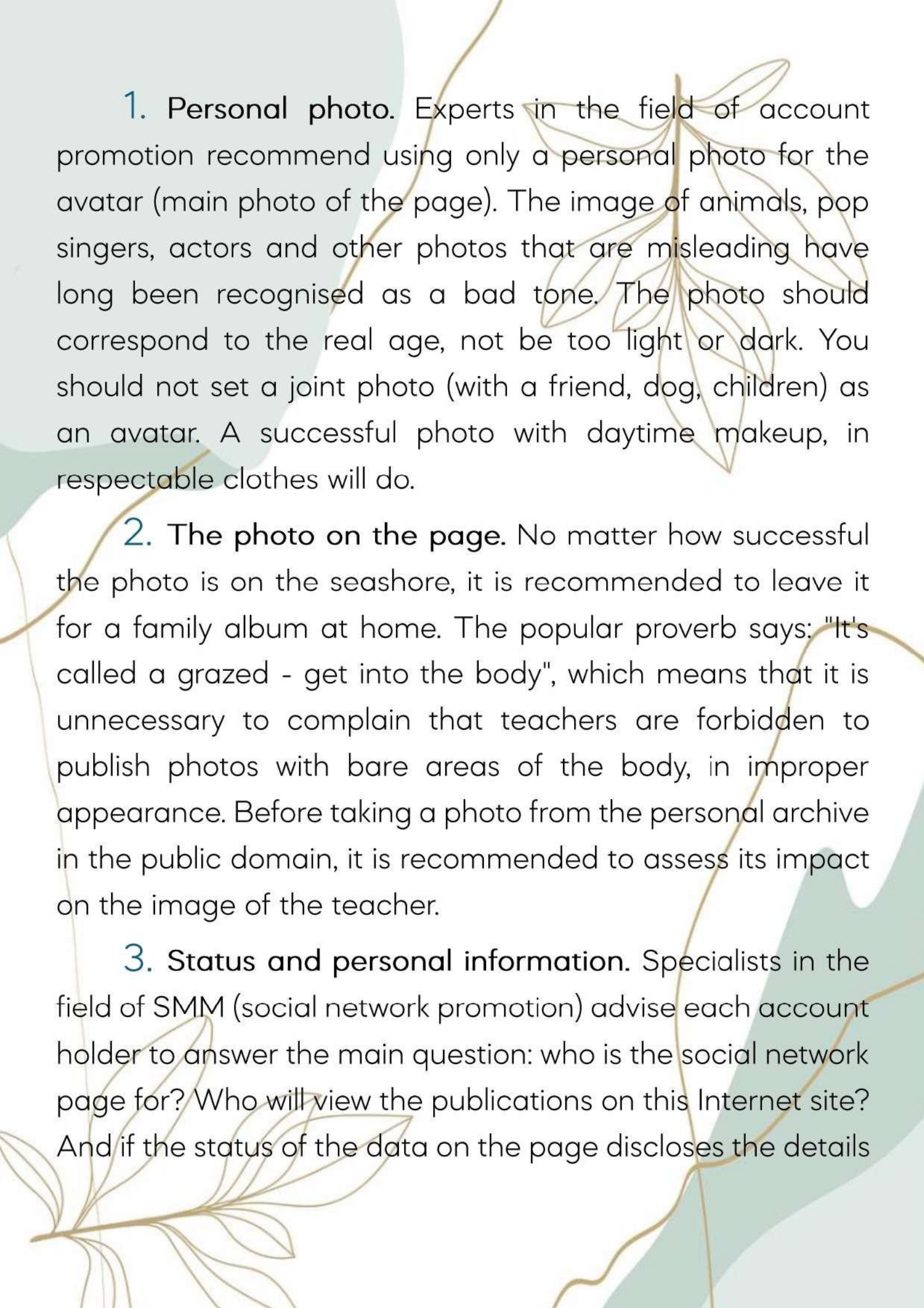
### Reading

Journalists and law enforcement officers, teachers and students, managers and subordinates, doctors and patients - all these people are united by a new, but already managed to form the rules, information platform - a social network.

Many teachers have already joined the World Social Web. However, not all education employees are aware of the rules of behavior on the social network.

Most progressive companies require, when hiring, to indicate in the resume not only an established list of data, but also a link to the page on social networks. Employers, as well as students, parents of students, colleagues, complement the existing portrait with information from the social network. The success of his activities depends on what the teacher's social network page looks like. It should be understood that the social network account becomes the business card of the teacher, an addition to the resume, and sometimes an alternative to him.

**The main recommendations for maintaining a page in any of the social networks:**



**1. Personal photo.** Experts in the field of account promotion recommend using only a personal photo for the avatar (main photo of the page). The image of animals, pop singers, actors and other photos that are misleading have long been recognised as a bad tone. The photo should correspond to the real age, not be too light or dark. You should not set a joint photo (with a friend, dog, children) as an avatar. A successful photo with daytime makeup, in respectable clothes will do.

**2. The photo on the page.** No matter how successful the photo is on the seashore, it is recommended to leave it for a family album at home. The popular proverb says: "It's called a grazed - get into the body", which means that it is unnecessary to complain that teachers are forbidden to publish photos with bare areas of the body, in improper appearance. Before taking a photo from the personal archive in the public domain, it is recommended to assess its impact on the image of the teacher.

**3. Status and personal information.** Specialists in the field of SMM (social network promotion) advise each account holder to answer the main question: who is the social network page for? Who will view the publications on this Internet site? And if the status of the data on the page discloses the details



of personal life, was it worth opening access to the page for students, parents and colleagues?

**4. The page is not a continuation of work.** Increasingly, it is necessary to observe how teachers turn a social network page into a journal for records, duplicating information or eliminating unresolved issues during the school day. Information about homework should be given at the end of the lesson, not on the social network, as well as to discuss educational issues, otherwise the teacher becomes a consultant after working hours. Students acquire the habit of "postponing for later" memorising the material, the need to write down their homework. After all, at any time you can find out about it from the online teacher.

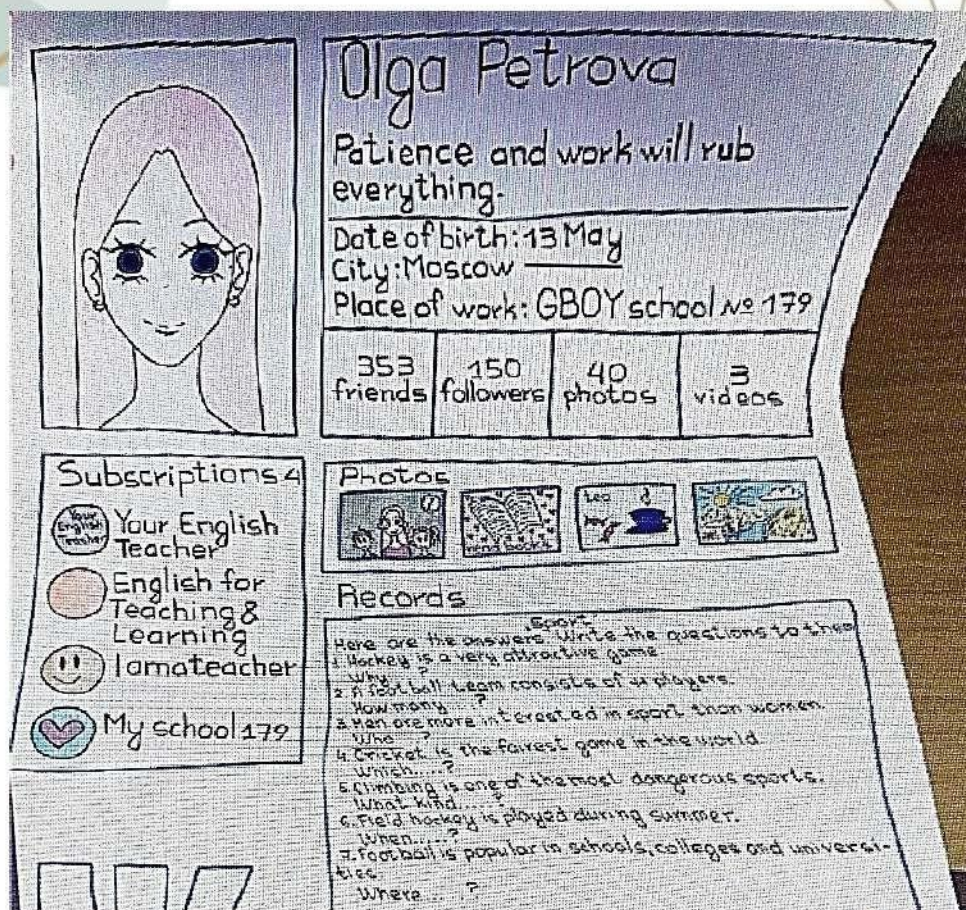
**5. Information on the page.** What content should I have on the teacher's page? Useful and informative, inciting to think. It is not recommended to make reposts on provocative topics, to participate in conversations on religious, political topics, to use abusive expressions. Everything that can harm the image of a teacher should not be distributed on the Internet.

To summaries, it is impossible to deny the presence of social networks in the lives of teachers and students. The decision on the need to maintain a page in a social network should be made exclusively by the teacher. If open access to



the materials of the page is planned, you should be attentive to the published content. When deciding to publish compromising content on his page, the teacher takes responsibility.

**1** Create and draw a teacher's social media account. Make an accompanying story and present your poster.



(Sample of work design)



1 Read the text and complete the tasks.

### Anne Meets her class.

The children fixed their eyes upon Anne. Anne gazed back, feeling helpless.

"Now, children," began Miss Enderby firmly, "you are very, very lucky this term to have Miss Lacey for your new teacher".

Anne gave a watery smile. The children's faces were unmoved.

"Miss Lacey," repeated Miss Enderby with emphasis. "Can you say that?"

"Miss Lacey," chorused the class obediently.

"Perhaps you could say 'Good morning' to your new teacher?" suggested Miss Enderby in an imperative tone.

"Good morning. Miss Lacey," came the polite chorus.

"Good morning, children," responded Anne in a voice which bore no resemblance to her own.

Miss Enderby motioned to the children to take their seats. "I should give out paper and coloured pencils," said Miss Enderby, "as soon as you've called the register. Keep



them busy while you're finding your way about the cupboards and so on".

She gave a swift look round the class. "I expect you to help Miss Lacey in every way," said the headmistress. "D'you hear me, Arnold?"

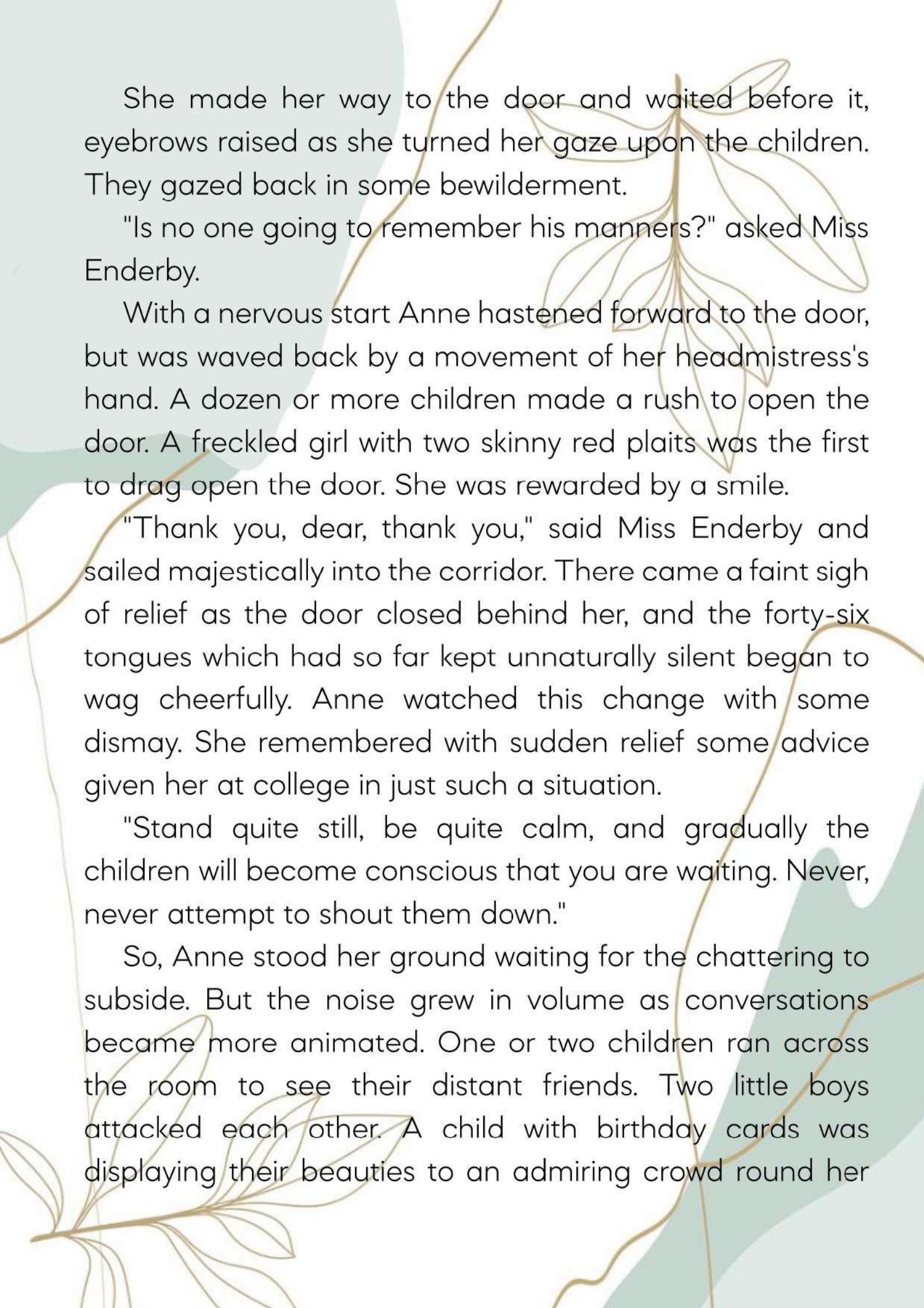
The little boy addressed, who had been crossing and uncrossing his eyes in an ugly manner for the enjoyment of his neighbors, looked suitably crest-fallen.

"If I were you, I should keep an eye on that boy," murmured Miss Enderby. "Broken home — brother in Borstal — and some rather dreadful habits!"

Anne looked with fresh interest at Arnold and thought he looked quite different from what Miss Enderby said about him. Far too innocent and apple-cheeked to have such a record. But even as she looked, she saw his pink face express his scorn of Miss Enderby who was giving her final messages to the new teacher.

"Break at ten forty-five, dear," said the headmistress. "Come straight to the staff room. I will wait there till you join us. I will introduce you to those you didn't meet on your first visit. How do you like the idea of having a cup of tea then? We need rest after all. If there's anything that puzzles you, I shall be in my room. You can depend on me. Just send a message by one of the children."





She made her way to the door and waited before it, eyebrows raised as she turned her gaze upon the children. They gazed back in some bewilderment.

"Is no one going to remember his manners?" asked Miss Enderby.

With a nervous start Anne hastened forward to the door, but was waved back by a movement of her headmistress's hand. A dozen or more children made a rush to open the door. A freckled girl with two skinny red plaits was the first to drag open the door. She was rewarded by a smile.

"Thank you, dear, thank you," said Miss Enderby and sailed majestically into the corridor. There came a faint sigh of relief as the door closed behind her, and the forty-six tongues which had so far kept unnaturally silent began to wag cheerfully. Anne watched this change with some dismay. She remembered with sudden relief some advice given her at college in just such a situation.

"Stand quite still, be quite calm, and gradually the children will become conscious that you are waiting. Never, never attempt to shout them down."

So, Anne stood her ground waiting for the chattering to subside. But the noise grew in volume as conversations became more animated. One or two children ran across the room to see their distant friends. Two little boys attacked each other. A child with birthday cards was displaying their beauties to an admiring crowd round her



desk. Arnold had removed his blue pullover and was attempting to pull his shirt over his head, in order to show his friends a scar on his shoulder-blade.

'Amidst growing chaos Anne remained silent. She looked at the clock which jerked from one minute to the next and decided to let it leap once more before she abandoned hope.

One crumb of comfort, if comfort it could be called, remained with her. This was an outburst of natural high spirits. Her presence, she noted, meant nothing at all to them.

A chair fell over, someone yelped with pain, there was a burst of laughter, and Anne saw the clock jump to another minute. Anne advanced into action.

"To your desks!" she roared, "And quickly!" With a pleasurable shock she saw her words obeyed. Within a minute order had returned. Refreshed by the break the children turned attentive eyes upon her. Anne's self-esteem crept back.

*(From "Fresh from the Country" by Miss Reed)*

## 1 Answer these questions:

1. How was Anne introduced to her class? 2. What did she feel at that moment? What words does the author choose to describe her feelings? 3. What instructions did the headmistress give to the young teacher? What do you think



of them? 4. Why did Anne "look with fresh interest at Arnold?" Describe Arnold's appearance and behaviour. 5. How did the other children behave in Miss Enderby's presence? (Find words describing their behavior.) 6. Why do you think "there came a faint sigh of relief" after Miss Enderby left the classroom? Describe the children's behavior after she left. 7. What advice given her at college did Anne remember? Did she follow the advice? What was the result? Why did the children behave like that? 8. How did Anne restore the order? Do you think it was the only way out? 9. Comment on the words: "Anne's self-esteem crept back".

## 2 Answer questions based on the text.

1. What is the name of the new teacher that the children are introduced to?

- A. Miss Enderby
- B. Miss Lacey
- C. Miss Arnold
- D. Miss Cupboards

2. How did the children respond when asked to say "Good morning" to their new teacher?

- A. They remained silent

B. They laughed

C. They said "Good morning, Miss Lacey"

D. They started crying

3. What did Miss Enderby suggest the children do while Miss Lacey was finding her way around the cupboards?

A. Call the register

B. Play outside

C. Colour with pencils

D. Sit quietly

4. What did Miss Enderby say about the little boy, Arnold?

A. He is a troublemaker

B. He has a broken home and a brother in Borstal

C. He is the teacher's pet

D. He is the smartest in the clas

5. What did Miss Enderby ask the children to remember?

A. To open the door for her

B. To remember their manners

C. To close the door behind them

D. To grab their textbooks



6. How did Anne react when she saw the children chatting after Miss Enderby left?

- A. She shouted at them to be quiet
- B. She joined in the conversation
- C. She waited patiently for them to quiet down
- D. She left the room in frustration

7. What advice was Anne given at college in dealing with noisy children?

- A. Shout at them to be quiet
- B. Stand still and wait for them to notice you
- C. Join in their conversations
- D. Ignore them and leave the room

8. What did Arnold attempt to show his friends?

- A. A scar on his shoulder-blade
- B. His new book
- C. His collection of birthday cards
- D. His latest drawing

5. What made Anne decide to take action and restore order in the classroom?

- A. The clock ticking
- B. A chair falling over
- C. A burst of laughter
- D. The children's high spirits

# 3b

## Professional communities

What is a professional network community?

A **professional network community** is a formal or informal group of professionals working in the same subject or problematic professional activity in the network.



Objectives of the network community

1. Exchange of teaching-learning experience.
2. Dissemination of successful pedagogical practices.
3. Creation of a single information space accessible to each member of the community.
4. Support for new educational initiatives.

What is the professional activity of teachers on the Internet?

The activities aimed at students, development of interest in the subject, development of their thinking, creativity, collectivism.

The second direction of professional activity of teachers in the network is activities aimed at teachers themselves, self-education, activities related to professional development.



## Types of professional communities

Organizations can organize professional learning communities in various ways. Here are three classifications and experiences professionals can use to create different types of PLCs:



### 1. Work teams

Coaches, trainers, or managers who work with work teams that share similar goals can come together to form a professional learning community. Because work teams share similar goals, managers may have shared challenges associated with these goals. They'll also have shared milestones to reach.

### 2. Topics

Instead of grouping PLCs based on similar work teams, trainers and coaches can also group professional learning communities together by topics. For example, all coaches who develop leaders in the same organization can come together to form a PLC.

These coaches will have plenty in common, since they focus on the same or similar topics. Because of this, they'll most likely run into similar roadblocks and will benefit from collaborating with like-minded individuals.

### 3. Departments

Finally, trainers or managers can also form professional learning communities based on departments.

Not all departments in an organization will have the same development needs. For example, poor performance in a marketing department won't always have the same root cause as poor performance in a finance department. Similarly, cultivating creativity and curiosity and empowering team members may look different in finance than in marketing.

At the same time, managers and coaches may find common trends between departments that could be related to company culture.

**1** What are professional communities? What types of professional communities exist?

**2** Enuse examples of Russian professional communities of teachers. Make a project and tell us about them.





# 4a

## Children with mental

### Lecture

**Mental retardation** is characterized by underdevelopment of intelligence or mental retardation, which is manifested in a decrease in the child's intellectual abilities and adaptive skills.

#### Causes of development:

- hereditary pathology;
- chromosomal anomalies;
- lack of nutrition or oxygen of the mother or fetus;
- infectious diseases;
- brain injury.

#### Classifications:

1. light (debility) — corresponds to the IQ in the range of 50-69;
2. Moderate (imbecility) — IQ 35-49;
3. Severe (expressed imbecility) - IQ 20-34;
4. Deep (idiotic) — IQ less than 20.

### Reading

Intellectual disability is a problem with the brain. It makes learning and understanding things difficult. Children with intellectual disability develop more slowly than other children. They may take longer to learn to talk, walk, and take care of their personal needs such as dressing or eating. They may

have trouble learning at school. They can't do things that most kids of their age can do.

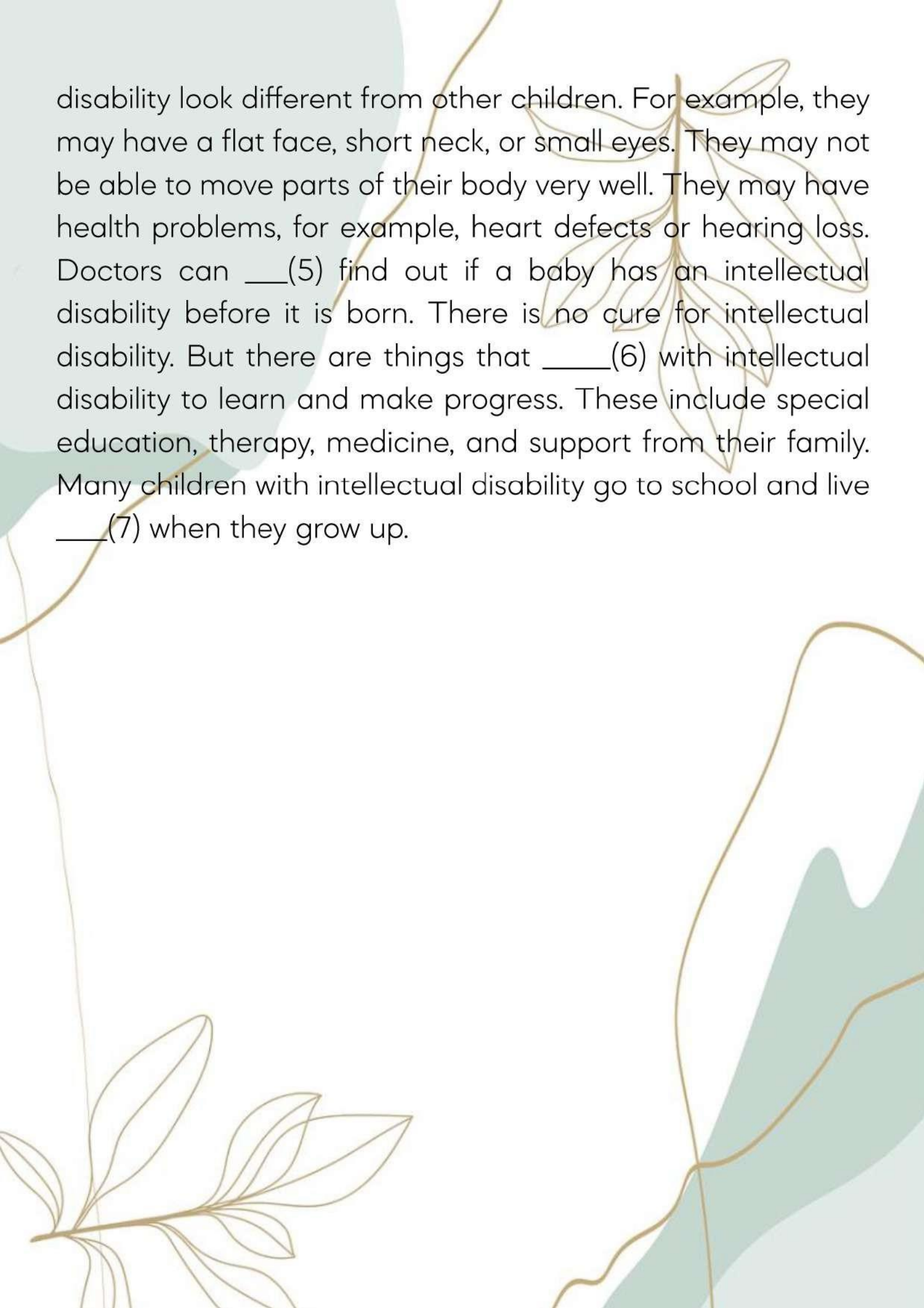
Some children with intellectual disability look different from other children. For example, they may have a flat face, short neck, or small eyes. They may not be able to move parts of their body very well. They may have health problems, for example, heart defects or hearing loss. Doctors can sometimes find out if a baby has an intellectual disability before it is born.

There is no cure for intellectual disability. But there are things that can help children with intellectual disability to learn and make progress. These include special education, therapy, medicine, and support from their family. Many children with intellectual disability go to school and live independent lives when they grow up.

**2** Get the missing words into the text and translate it: learning, can help children, independent lives, disability, brain, trouble, sometimes.

Intellectual disability is a problem with the \_\_\_(1). It makes \_\_\_(2) and understanding things difficult. Children with intellectual \_\_\_(3) develop more slowly than other children. They may take longer to learn to talk, walk, and take care of their personal needs such as dressing or eating. They may have \_\_\_(4) learning at school. They can't do things that most kids of their age can do. Some children with intellectual





disability look different from other children. For example, they may have a flat face, short neck, or small eyes. They may not be able to move parts of their body very well. They may have health problems, for example, heart defects or hearing loss. Doctors can \_\_\_(5) find out if a baby has an intellectual disability before it is born. There is no cure for intellectual disability. But there are things that \_\_\_\_ (6) with intellectual disability to learn and make progress. These include special education, therapy, medicine, and support from their family. Many children with intellectual disability go to school and live \_\_\_(7) when they grow up.

# 4b

## Children with hearing impairment

### Lecture

**Hearing impairment** - loss of the human body's ability to detect all frequencies or distinguish sounds with low amplitude.

The causes of hearing impairment in children may be:

1. Congenital disorders.
2. Diseases of the inner ear and auditory nerve.
3. Injury or prolonged exposure to strong noise and vibration.

### Education of children with hearing impairment

Hearing-impaired and completely deaf children are several years behind their hearing peers. To overcome developmental disorders, a holistic and social impact on the individual is necessary, so the education of children with hearing impairment should be carried out in specially organised educational institutions.

In such institutions, special conditions have been created that allow children to overcome the consequences of the defect, correct the disturbed course of personality formation, correct or recreate the most important mental properties. Special education for children with hearing impairments allows them to form their speech, conceptual thinking and verbal memory.



## Children with hearing impairment

Some children are born with a hearing problem. They can't hear very well or they can't hear at all. They have a hearing loss. Some children become deaf because of an illness, an accident or some medicine.

How do these children learn to speak?

Many children with a hearing loss learn sign language. They use their hands and their faces to talk. Other children with a hearing loss learn to lip-read. They watch people's mouths when they talk. Some children use a hearing aid, a small machine that they put in their ear. The hearing aid makes sounds louder.

### What is cochlear implant?

A cochlear implant is a small machine inside the ear. It helps people with a hearing loss to hear. Many deaf children use cochlear implants. The machine sends sounds to the brain. The brain hears the sounds and the child can learn to speak.

### Can children with a hearing loss go to school?

Yes, many deaf children go to special schools for children with hearing loss. They learn to speak and to read and write. Some deaf children go to normal schools. They have special lessons for deaf children and they learn with other children too.

# 1 Using the text, determine whether it is true or false?

## Statements:

1. All children are born with a hearing problem.
2. Children with hearing loss always learn sign language.
3. Children with hearing loss can learn to lip-read by watching people's mouths.
4. All children with hearing loss use a hearing aid.
5. Cochlear implants are the only solution for hearing loss.
6. Deaf children often attend special schools designed for those with hearing loss.
7. All deaf children go to normal schools.

# 2 Get the missing words into the text and translate it: disorders, serious, features, hearing, corrected, various.

\_\_\_\_\_ (1) of the treatment of various types of hearing \_\_\_\_\_ (2) in children are in \_\_\_\_\_ (3) treatment tactics. Conductive \_\_\_\_\_ (4) loss is usually \_\_\_\_\_ (5) surgically and does not lead to \_\_\_\_\_ (6) consequences.



**Severe speech disorders** are a condition in which children experience significant difficulties in pronouncing sounds, forming words and formulating sentences, which significantly makes it difficult for them to communicate with others and integrate into society.

### Causes of severe speech disorders

The causes of severe speech disorders are internal and external factors that affect the child's body and cause speech abnormalities.

#### Internal factors:

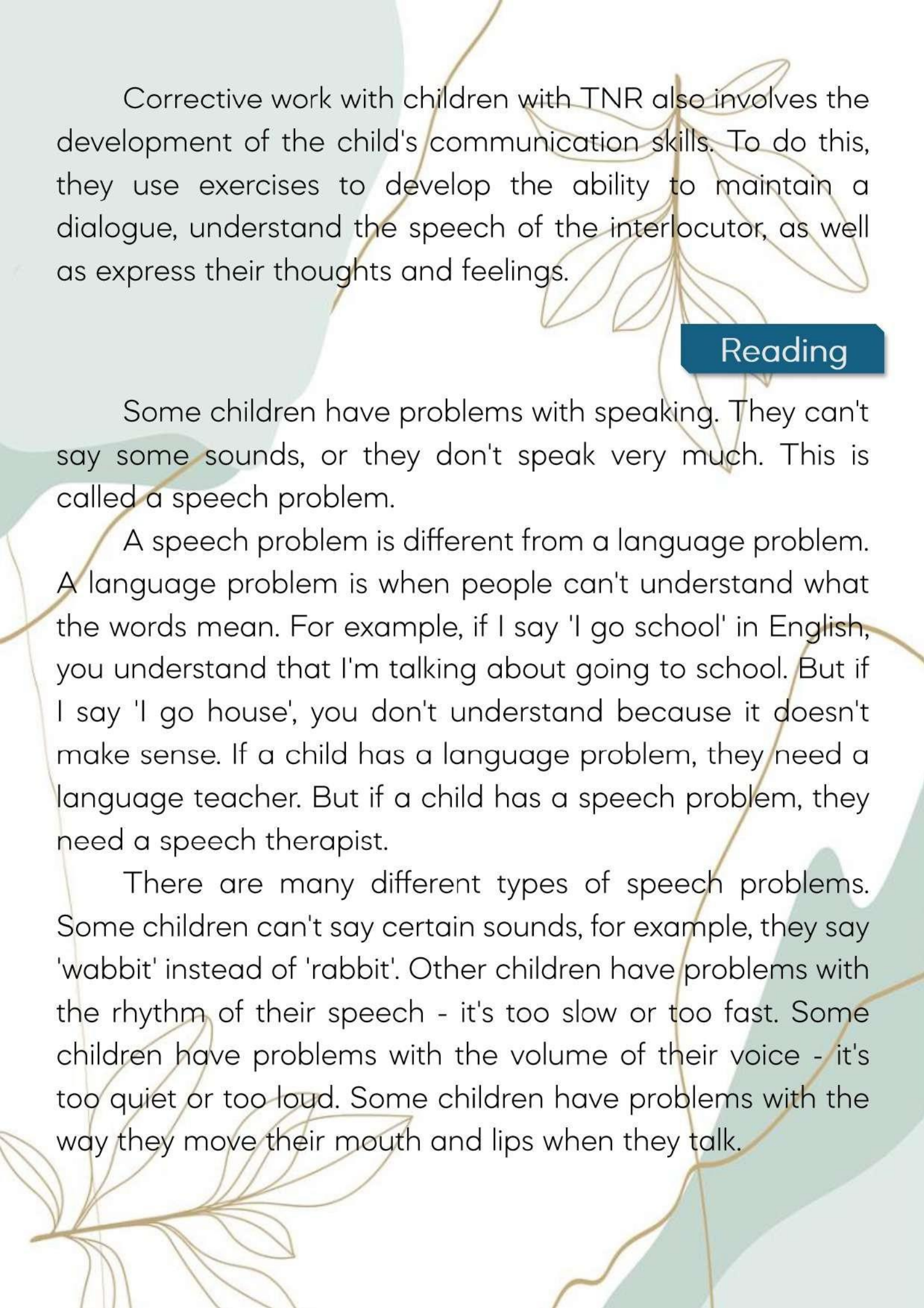
1. Birth injury or asphyxia.
2. Smoking, use of alcohol or drugs by the mother.
3. Mental state of the mother.
4. Hereditary disease.

#### External factors:

1. Unfavorable social and domestic.
2. Stress.
3. Insufficient communication with the child.

### Directions of work with children with TNR

Corrective work with children with TNR is aimed at eliminating speech defects and developing the child's speech abilities.



Corrective work with children with TNR also involves the development of the child's communication skills. To do this, they use exercises to develop the ability to maintain a dialogue, understand the speech of the interlocutor, as well as express their thoughts and feelings.

## Reading

Some children have problems with speaking. They can't say some sounds, or they don't speak very much. This is called a speech problem.

A speech problem is different from a language problem. A language problem is when people can't understand what the words mean. For example, if I say 'I go school' in English, you understand that I'm talking about going to school. But if I say 'I go house', you don't understand because it doesn't make sense. If a child has a language problem, they need a language teacher. But if a child has a speech problem, they need a speech therapist.

There are many different types of speech problems. Some children can't say certain sounds, for example, they say 'wabbit' instead of 'rabbit'. Other children have problems with the rhythm of their speech - it's too slow or too fast. Some children have problems with the volume of their voice - it's too quiet or too loud. Some children have problems with the way they move their mouth and lips when they talk.



If your child has a speech problem, you should see a doctor. The doctor can tell you if your child needs to see a speech therapist.

## 1 Answer the questions.

1. What is the difference between a speech problem and a language problem?
2. How can you identify if a child has a language problem?
3. What are some examples of speech problems that children may have?
4. What should parents do if their child has a speech problem?
5. Who should parents take their child to see if they suspect a speech problem?
6. What types of issues with speech can children experience?
7. How can a doctor help in addressing a child's speech problem?

## 2 Correlate the correct translation of words to correct severe speech disorders.

**Words:** 1. Консультация; 2. Моторика; 3. Игрушки; 4. логопедические упражнения; 5. Песочница; 6. Мяч; 7. Массаж; 8. Карточки.

**Translations:** a. motor skills; b. flashcards; c. massage; d. ball; e. sandbox; f. speech therapy exercises; g. toys; h. consultation.

In recent years, doctors have noted a tendency to increase children in our country suffering from physical developmental disabilities, especially disorders in the musculoskeletal system.

**In children with impaired ODA** functions, mental performance is reduced, fatigue is increased, which makes it difficult to form a cognitive experience, leads to distortion of mental activity. These difficulties make it difficult to master the curriculum and form special educational needs of our pupils.

Teachers in correctional and developmental activities with preschool children with disorders of the musculoskeletal system, solve the following groups of tasks:


### 1. Rehabilitation

- unloading of the spine - creation of favorable physiological conditions for the growth of vertebral bodies and restoration of the correct position of the body;
- strengthening the muscle corset;
- formation of correct posture;
- flat-foot correction.

### 2. Corrective - developing

- improving the health and performance of children with disabilities;



- 
- development of dynamic coordination and proportionality of movements;
  - development of static balance;
  - development of spatial orientation;
  - development of motor imagination and creativity, musical hearing and sense of the child's rhythm;
  - formation of skills and abilities of expressive, graceful movements and a conscious attitude to them.

### **3. Educational**

- formation of skills to perform basic movements, important elements of complex movements;
- development of the ability to switch from one movement to another;
- development of self-control when performing physical exercises;
- increase in strength endurance of the muscles;

### **4. Health**

- relief of psychological tension and creation of an optimistic mood;
- development of healthy lifestyle habits;
- improving the adaptability and efficiency of the organs and systems of the growing organism;
- hardening of the body, prevention of colds;
- ensuring the proportional development of all muscle groups;

- formation of the musculoskeletal system and education of correct posture

### 5. Moral - educational

- education of hygienic habits and body reflection;
- education of will, conscious discipline, organization;
- maintaining interest in motor activities;
- education of the desire to participate in organized forms of work on physical culture, together with other children: to subordinate their behavior to the rules in outdoor games.

## Reading

Some children are born with musculoskeletal disorders. They can't walk and jump like other children. It's very difficult for them and their family.

As a rule, they walk on crutches or in a wheelchair. But if possible, they need to exercise. Doctors say it helps them feel better.

Today there are also special programs for children with musculoskeletal disorders. In these programs, children communicate with each other and learn to do different things. They like to be together and help each other.

Many of these children live with the disease all their lives. But today medicine has become better, and they can live life to the fullest. For example, some children with musculoskeletal disorders play sports games. They play football and basketball, and it's very important to them.



They show others that they can do the same as other children.

## 1 Answer the questions.

1. How do children with musculoskeletal disorders typically move around?

2. Why is it important for children with musculoskeletal disorders to exercise?

3. What are special programs for children with musculoskeletal disorders focused on?

4. Do many children with musculoskeletal disorders live with the disease all their lives?

5. How has medicine improved for children with musculoskeletal disorders?

6. What sports games do some children with musculoskeletal disorders play?

7. What message do children with musculoskeletal disorders convey by playing sports games?

## 2 Choose 1 answer option.

1. What is the primary focus in the social adaptation of children with mild and moderate motor impairments?

A. Learning multiple languages.

B. Developing self-care and independent mobility skills.

C. Learning to play musical instruments.

D. Studying advanced mathematics.

2. What important skills are mentioned for a child with motor impairments in the text?

- A. Singing and dancing.
- B. Solving complex puzzles.
- C. Performing acrobatics.
- D. Self-care and personal hygiene.

3. What do parents need to be prepared for when helping a child with motor impairments develop?

- A. Teaching them to drive.
- B. Providing emotional support.
- C. Enrolling them in advanced sports programs.
- D. Teaching them to play musical instruments.



## РУССКО-АНГЛИЙСКИЙ СЛОВАРЬ ОБРАЗОВАТЕЛЬНОЙ ЛЕКСИКИ

Термин	Определение	Перевод
<b>Актуализация</b>		
<b>Actualization</b>	The realization of one's full potential – intellectual, psychological, physical, etc.	Реализация потенциала – интеллектуального, психологического, физического и др.
<b>Акцентуация характера</b>		
<b>Accentuated character</b>	Emphasized particular feature of character	Ярко выраженная особенность характера
<b>Алгоритм</b>		
<b>Algorithm</b>	A systematic process consisting of an ordered sequence of steps, each step depending on the outcome of the previous one	Систематический процесс, состоящий из ряда последовательных шагов, каждый из которых зависит от результата предыдущего
<b>Антропология</b>		
<b>Anthropology</b>	<p>1. The study of humankind. It is holistic in two: it is concerned with all humans at all times, and with all dimensions of humanity.</p> <p>2. Central to anthropology is the concept of culture, and the notion that human nature is culture; that our species has evolved a universal capacity</p>	<p>1. Наука, изучающая человечество с 2 позиций: она изучает различные общественные формы в процессе формирования человечества и стадии его развития.</p> <p>2. Центральной в антропологии является концентрация культуры и утверждение о том, что основа человека есть культура; что человеческий род обладает всеобъемлющей способностью к постижению мира, научить и учиться этому с помощью социума, и таким образом преобразовывать как себя, так и окружающий мир.</p> <p>3. В США антропология традиционно подразделяется на 4 направления:</p>

		<ul style="list-style-type: none"> <li>– физическая антропология, которая изучает поведение приматов, эволюцию человечества и популяционную генетику;</li> <li>– лингвистика, которая изучает изменения в языке как во времени, так и в пространстве, социальные роли языка и отношения между языком и культурой;</li> <li>– археология, которая изучает материальные свидетельства различных цивилизаций;</li> <li>– культурная антропология или так называемая культурно-социальная антропология, которая изучает убеждения и схемы поведения в социуме</li> </ul>
<b>Воспитание</b>		
<b>Upbringing</b>	The way in which someone is treated and educated when they are young, especially by their parents, particularly in relation to the effect which this has on how they behave and make moral decisions	Обращение с детьми и воздействие на них родителей; в частности это понятие применяется при определении результатов нравственного воспитания
<b>Воспитание авторитарное</b>		
<b>Authoritarian education</b>	Upbringing, demanding total obedience to those in positions of authority	Воспитание, требующее полного повиновения и подчинения
<b>Воспитание гражданское</b>		
<b>civil education, civic Education</b>	The teaching of civics, which addresses the roles and responsibilities of citizens and their governments	Изучение гражданских прав и свобод, а именно меры свободы и границы ответственности граждан и государственных органов



### Воспитание гуманистическое

#### Humanistic education

1. Humanistic education is an alternative approach to education based on the principles of Humanism, most notably Abraham Maslow's hierarchy of needs and the work of Carl Rogers.

2. The whole person, not just the intellect, is engaged in the growth and development that are the signs of real learning.

3. The emotions, the social being, the mind, and the skills needed for a career direction are all focuses of humanistic education

1. Гуманистическое образование - это альтернативный подход к образованию, основанному на принципах гуманизма, среди которых наиболее известны иерархия потребностей Аэ Маслоу и работы К. Роджерса.

2. В процесс роста и развития вовлечен не только интеллект, но и личность в целом, что является признаком настоящего образования.

3. Эмоциональная и социальная сферы, интеллектуальные и практические навыки - все, что нужно для профессионального самоопределения, находится под пристальным вниманием гуманистического образования.

### Воспитание нравственное

#### Character education

Moral instruction in school: instruction in basic human values and morals as part of a school curriculum

Обучение нравственности в школе: обучение основным человеческим ценностям и морали как части школьной программы.

### Воспитание патриотическое

#### Patriotic education

Inspired by patriotism; actuated by love of one's country; zealously and unselfishly devoted to the service of one's country

Воспитание, основанное на патриотизме, на любви к Родине, готовящее к ревностной и бескорыстной службе Отечеству

### Воспитание политическое

#### Political education, development education

U. K. education study of world politics: a subject of study intended to give pupils a basic knowledge of world politics

В Великобритании - изучение системы мировой политики: предмет, целью которого является знакомство учеников с основами политического устройства

### Воспитание половое

#### Sex education, sexual education

Education on reproduction typically describes the process of a new human being coming into existence in stages including conception, the development of the embryo and fetus, and the birth of the new baby. It often includes topics such as sexually transmitted diseases and how to avoid them, as well as methods of contraception

Разъяснение репродуктивной стороны развития человека, обычно описывающее рождение человека по стадиям, включая стадию зачатия, развитие эмбриона и плода, рождение младенца. Предмет часто включает в себя следующие темы: болезни, передаваемые половым путем, и способы их предотвращения; методы контрацепции

### Воспитание семейное

#### Homeschooling, home education

The education of children at home and in the community, in contrast to education in an institution such as a public or parochial school. In the United States, homeschooling is the focus of a substantial minority movement among parents who wish to provide their children with a custom or more complete education that is unattainable in public schools

Обучение детей дома или в общине в противоположность к обучению в образовательном учреждении (напр. в средней или приходской школе). В США домашнее воспитание является основным для небольшого, но устойчивого движения среди родителей. Их цель в том, чтобы дать своим детям специфическое традиционное или более полное образование, которое не доступно в обычных школах



### Воспитание умственное

#### Mental education

1. Of or relating to intellectual as contrasted with emotional activity.
2. Of, relating to, or being intellectual as contrasted with overt physical activity.
3. Relating to spirit or idea as opposed to matter

1. Относящееся к интеллектуальной деятельности по контрасту с эмоциональной.
2. Относящееся к интеллектуальной деятельности по контрасту с чисто физической.
3. Относящееся к духу или идее в качестве противопоставления материальному

### Воспитание физическое

#### Physical education

Instruction in the development and care of the body ranging from simple callisthenic exercises to a course of study providing training in hygiene, gymnastics, and the performance and management of athletic games

Обучение развитию и уходу за телом, начиная от элементарных ритмических упражнений до спец. курсов по гигиене, гимнастике, проведении и организации спортивных игр

### Воспитание экологическое

#### 1. Environmental education 2. Conservation education

1. Efforts to teach about the ecosystems and the environment, and how changes in them can affect the health and survival of people, other species, and natural resources.
2. A comprehensive concept that spans curricula from kindergarten through adult, postgraduate programs and links the subject to natural resource conservation, stressing the characteristics and interrelationships in management and use of our natural resources that will result in knowledgeable citizenry with attitudes of responsibility toward the conservation of those natural resources

1. Попытка изучения экосистем и окружающей среды, а также насколько изменения в них влияют на здоровье людей и их способность к выживанию, и на другие биологические виды и ресурсы.
2. Всеобъемлющая концепция, включенная в учебные планы с детского сада до высших учебных заведений и связанная с сохранением естественных ресурсов, которая делает упор на взаимосвязи управления и использования естественных ресурсов для воспитания

		экологически образованных и бережно относящихся к природе граждан.
<b>Воспитанность</b>		
<b>Good breeding, decorum</b>	Training in the proper forms of social and personal conduct	Обученность принятым нормам социального и личного поведения
<b>Воспитательная система</b>		
<b>Educational system</b>	Any formulated, regular or special organization of instruction, training or knowledge disclosure, especially the institutional structures supporting that endeavor	Любая сформулированная, обычная или специально подобранная форма обучения, любое воспитание или приобретение новых знаний, особенно государственная структура, поддерживающая вышеперечисленные действия
<b>Грамотность</b>		
<b>Literacy</b>	Traditionally, refers to the ability to read and write (usually the former) in a given (usu-ally first) language. In modern context, it means reading and writing in a level that is adequate for written communication and generally a level that enables one to successfully function in a society. The standards for what level constitutes "literacy" vary between societies. Other skills such as computer skills or basic math skills may also be included	Обычно, относится к способности читать и писать на определенном языке. В современном понимании, это значит быть грамотным на уровне, необходимом для письменного общения и в целом достаточном для успешного функционирования в обществе. Стандарты, определяющие термин «грамотность», различаются в различных обществах. Такие навыки как владение компьютером и основами математики тоже могут быть сюда включены
<b>Гуманизм</b>		
<b>Humanism</b>	A doctrine, attitude, or way of life centered on human interests or values, stressing an individual's dignity and worth and capacity for selfrealization through reason and other human skills	Доктрина, отношение, образ жизни, направленные на человеческие интересы и ценности, подчеркивают достоинство и ценность личности, способность ее к



		самореализации посредством разума и других человеческих способностей
<b>Девиантное поведение</b>		
<b>Deviant behavior (activity)</b>	A behavior that is not accepted in the society or organizations	Поведение, не принятое в обществе или организации
<b>Делинквентное поведение</b>		
<b>Delinquent behavior</b>	A conduct by a juvenile characterized by antisocial behavior that is beyond parental control and therefore subject to legal action	Поведение в подростковом возрасте, характеризующееся антисоциальной направленностью и находящееся вне родительского контроля; (поведение) которое влечет преследование в судебном порядке
<b>Деловая игра</b>		
<b>Business game</b>	A theoretical construct in game theory in which players select actions and the payoffs depend on the actions of all players	Теоретическая структура в теории игры, согласно которой игроки выбирают определенные действия, а выигрыш зависит от слаженности действий всех участников
<b>Деонтология педагогическая</b>		
<b>Deontology</b>	The science relating to duty or moral obligation	Наука, изучающая моральные обязательства
<b>Деятельность</b>		
<b>Activity</b>	1. The state of being active or busy. 2. Something that people do, especially for pleasure, interest, exercise, etc.	1. Состояние активности или занятости 2. Нечто, что делают люди, особенно для удовольствия, ради интереса, практики и т. д.
<b>Дидактика</b>		
<b>Didactic</b>	The art or science of teaching	Искусство или наука обучения

<b>Задатки</b>		
<b>Abilities</b>	A natural or acquired skill or talent	Врожденные или приобретенные навыки и таланты
<b>Задержка психического развития</b>		
<b>Mental retardation</b>	Subaverage intellectual ability that is equivalent to or less than an IQ of 70, is present from birth or infancy, and is manifested especially by abnormal development, by learning difficulties, and by problems in social adjustment	Интеллектуальные способности ниже среднего уровня, равные 70 IQ и менее, проявляющиеся с рождения или младенчества в отклоняющемся развитии, в трудностях в учебе и в социальной адаптации
<b>Знание</b>		
<b>Knowledge</b>	<ol style="list-style-type: none"> <li>1. The act or state of knowing; clear perception of fact, truth, or duty; certain apprehension; familiar cognizance; cognition.</li> <li>2. That which is gained and preserved by knowing.</li> <li>3. Instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. Действие или состояние познания; чистое восприятие фактов, правды или долга; определенное понимание, когнитивная способность</li> <li>2. То, что приобретается и сохраняется познанием в процессе обучения</li> <li>3. Образованность</li> </ol>
<b>Игра</b>		
<b>Play, game</b>	<p>An important part of the learning process that allows for teamwork, risk taking, creativity, and testing one's ability against others.</p> <p>A game designed to teach people, typically children, about a certain subject or help them learn a skill as they play. Some people call these types of games edutainment because they combine education and entertainment</p>	<p>Важная часть процесса обучения, позволяющая отработать работу в команде, распределение рисков, выявить креативность мышления и сравнить способности каждого участника</p> <p>Обучающая игра - это игра, специально спроектированная по определенной теме (обычно для детей) или проводимая с целью улучшения каких-либо навыков в процессе игры. Некоторые называют такие</p>



		игры «эдьютеймент», т. к. они объединяет в себе развлечение с обучением.
<b>Игра ролевая</b>		
<b>Role play</b>	The learning process where the participants take on the role of other individuals in order to develop particular skills and to meet particular learning objectives. For instance, a mock viva can be the opportunity for a candidate to familiarize her/himself with the situation that will take place during an oral examination	Образовательный процесс, при котором участники играют различные роли для развития определенных навыков и воспроизводят реальные ситуации. Напр., имитация устного экзамена позволит кандидату чувствовать себя более спокойно при реальной сдаче экзамена.
<b>Игра сюжетная</b>		
<b>Social play</b>	Energetic and repetitive activity engaged in primarily by infants and juveniles. Includes a variety of behaviors such as tugging, running, chasing, swimming, etc.; there are two types of play: social play (with others) and nonsocial play, involves manipulating objects in one's environment, such as dragging a stick	Подвижная, повторяющаяся деятельность, в которую вовлечены преимущественно дети и подростки. Включает в себя самые разнообразные формы: борьба, бег, преследование, плавание и др. Существует 2 типа игр: социальная игра (с другими людьми) и несоциальная игра, включающая манипулирование предметами в собственном окружении, напр., волочение палки
<b>Индивидуальность</b>		
<b>Individuality, personality</b>	Total character peculiar to and distinguishing an individual from others	Характер в целом, позволяющий отличить одного индивидуума от другого
<b>Индивидуальный подход</b>		
<b>Individualized instructions</b>	Individualized instructions	Объем и скорость выдачи материала в соответствии с индивидуальными способностями к учению, возможностями, нуждами и целями

<b>Инновация педагогическая</b>		
<b>Innovation pedagogical</b>	The act of introducing something new. Complementing the traditional assessment methods with new ones such as self-assessment, peer-assessment, etc, is an example of innovation in the domain of assessment. Developing new methods of delivery courses by the internet is concerned an important innovation	Представление чего-либо нового. Дополнение традиционных методов оценки новыми, такими как: самооценка, оценивание другим учеником и так далее, которые являются примером инновации в области оценивания знаний. Развитие новых методов обучения предмету посредством интернет-связи считается важной инновацией
<b>Коллектив</b>		
<b>Collective</b>	A number of individuals who interact on a regular basis and have a sense of collective identity	Некоторое количество людей, взаимодействующих на постоянной основе и обладающих чувством групповой идентичности
<b>Компетентность</b>		
<b>Competence</b>	The state of being capable, qualified, or sufficient. The quality of being adequately or well qualified physically and intellectually A specific range of skill, knowledge, or ability	Качество человека, заключающееся в том, что он в состоянии выполнить поставленную перед ним задачу, имеет необходимую для этого квалификацию. Достаточная физическая и интеллектуальная подготовленность человека. Особый уровень умений, знаний, навыков
<b>Компьютеризация обучения</b>		
<b>Computarization of eduction</b>	1. A process of carrying out, controlling, or producing educational programs by means of a computer. 2. To equip the schools with computers	Процесс внедрения, контроля и создания образовательных программ при помощи компьютера. Укомплектование школ компьютерами



### Концепции образования

<b>Conceptions of education</b>	A complex product of abstract educational ideas; the sum of a person's ideas and beliefs concerning education; the originating of educational ideas in the mind	Комплекс абстрактных образовательных идей. Обобщение индивидуальных идей и убеждений, касающихся образования. Мысленное создание образовательных идей
<b>Личность</b>		
<b>Personality</b>	The complex of all the attributes - behavioral, temperamental, emotional and mental - that characterize a unique individual	Комплекс всех характеризующих личность признаков, связанных с поведением, эмоциональной и умственной сферами, особенностями темперамента
<b>Логопедия</b>		
<b>Logopedia</b>	Study of speech defects. A branch of science concerned with the physiology and pathology of the organs of speech and with the correction of speech defects	Область науки, изучающая физиологию и патологию органов речи и занимающаяся коррекцией дефектов речи
<b>Метод</b>		
<b>Method</b>	<ol style="list-style-type: none"> <li>1. A procedure or process for attaining an object: as a systematic procedure, technique, or mode of inquiry employed by or proper to a particular discipline.</li> <li>2. A systematic plan followed in presenting material for instruction.</li> <li>3. A body of skills or techniques.</li> <li>4. A discipline that deals with the principles and techniques of scientific inquiry.</li> <li>5. The procedures and techniques characteristic of a particular discipline or field of knowledge</li> </ol>	<ol style="list-style-type: none"> <li>1. Процесс изучения объекта как системы, технологии, способы, применяемые по отношению к определенной дисциплине.</li> <li>2. Систематический план, заключающийся в предоставлении материала в качестве инструкции.</li> <li>3. Совокупность навыков и техник.</li> <li>4. Дисциплина, изучающая принципы и технологии научного исследования.</li> <li>5. Процессы и технологии, характерные для определенной дисциплины или области знаний</li> </ol>

### Методология

#### Methodology

1. A body of practices, procedures, and rules used by those who work in a discipline or engage in an inquiry; a set of working methods.
2. The study or theoretical analysis of such working methods.
3. The branch of logic that deals with the general principles of the formation of knowledge.
4. The branch of pedagogics based on the methods and principles of instruction

1. Совокупность принципов и правил, используемых научными работниками или теми, кто занимается научными исследованиями; совокупность практических методов.
2. Изучение или теоретический анализ практических методов.
3. Раздел логики, занимающийся основными принципами формирования знаний.
4. Раздел педагогики, основанный на методах и принципах образования

### Методы обучения

#### Teaching method

1. A method of instruction.
2. The principles and methods of instruction.
3. A system of interrelated actions of a teacher and a student in which the latter acquires knowledge

1. Метод обучения.
2. Принципы и методы обучения.
3. Система последовательных взаимосвязанных действий учителя и учащихся, обеспечивающих усвоение содержания образования

### Мировоззрение

#### Outlook

A person's way of understanding and thinking about something: mental disposition

Индивидуальное понимание и обдумывание чего-либо: способность к размышлению

### Мотивы

#### Motive

1. The psychological feature that arouses an organism to action toward a desired goal.
2. The reason for the action, which gives purpose and direction to behavior

1. Психологическая черта, заставляющая организм двигаться к поставленной цели.
2. Причина действий, которая формирует цель и способ поведения



### Мышление

<b>Thinking</b>	A higher cognitive function that comprises activities like creative thinking, problem solving, and decision making.	Одна из высших когнитивных функций, которая отвечает за такие виды деятельности как: креативное мышление, устранение проблем и принятие решений
<b>Навык</b>		
<b>Skills</b>	<ol style="list-style-type: none"><li>1. An ability to do an activity or job well, especially because you have practised it.</li><li>2. Proficiency, facility, or dexterity that is acquired or developed through training or experience.</li><li>3. The ability to use one's knowledge effectively and readily in execution or performance.</li><li>4. Dexterity or coordination especially in the execution of learned physical tasks</li></ol>	<ol style="list-style-type: none"><li>1. Способность адекватно выполнять какую-либо деятельность, благодаря приобретенному опыту.</li><li>2. Профессионализм, возможность, или навык, приобретенные или развившиеся благодаря практике или тренировке.</li><li>3. Возможность использовать знания эффективно и с готовностью применения их на практике.</li><li>4. Мастерство или умение координировать выполнение сложных заданий</li></ol>
<b>Наглядность</b>		
<b>Visual aids</b>	<ol style="list-style-type: none"><li>1. Easily discovered, seen, or understood (the property of being apparent).</li><li>2. Educational instruction by means of materials that use the senses of sight and hearing to stimulate and enrich learning experiences</li></ol>	<ol style="list-style-type: none"><li>1. Качество предмета, заключающееся в его быстром восприятии или понимании.</li><li>2. Обучение, основанное на материалах зрительного и слухового восприятия, которые используются для стимулирования и обогащения учебного опыта</li></ol>
<b>Наказание</b>		
<b>Punishment</b>	The infliction of some kind of pain or loss upon a person for a misdeed. Punishment may take forms varying from capital punishment, flogging and mutilation of the body to imprisonment, fines.	Причинение боли человеку или материальное взыскание с человека за какой-либо проступок. Может быть: тяжким, телесным, заключение под стражу или штраф.

### Направленность личности

<b>Personal orientation</b>	<ol style="list-style-type: none"><li>1. The direction taken by a tendency, habit, pattern of thought, or preference.</li><li>2. In psychology, one's perception of oneself and one's place in relation to other people and one's surroundings.</li><li>3. A person's awareness of self with regard to position and time and place and personal relationships.</li></ol>	<ol style="list-style-type: none"><li>1. Линия поведения человека, принятая под влиянием тенденций, привычки, образа мышления или предпочтений.</li><li>2. (псих.) Восприятие себя и своего места по отношению к другим людям и окружающей обстановке.</li><li>3. Личностное осознание себя по отношению к своему месту положению, времени и своим связям.</li></ol>
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### Неуспеваемость

<b>Learning disability</b>	A deficit in a specific area... which is out of line with overall intellectual ability	Дефицит знаний в определенной области..., что не свойственно человеку при нормальном интеллектуальном развитии
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### Образование

<b>Education</b>	The process that encompasses teaching and learning specific skills, and also something less tangible but more profound: the imparting of knowledge, good judgement and wisdom. One of the fundamental goals of education is to impart culture across the generations socialization.	Процесс, включающий в себя особые навыки преподавания и обучения, а также человеческие качества, имеющие не материальные, но духовные ценности, такие как передача знаний, здравомыслия и мудрости. Одна из основных целей образования - передача культурного наследия последующим поколениям
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### Образованность

<b>Erudition</b>	<ol style="list-style-type: none"><li>1. The act or process of educating.</li><li>2. The result of educating, as determined by the knowledge skill, or discipline of character, acquired.</li></ol>	<ol style="list-style-type: none"><li>1. Процесс обучения.</li></ol>
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	3. The act or process of training by a prescribed or customary course of study or discip.	2. Результат обучения, определяемый приобретенными навыками и знаниями, или приобретенная черта характера. 3. Процесс обучения на предложенном курсе учебных дисциплин.
<b>Образовательная программа</b>		
<b>Educational programme</b>	1. An integrated course of academic studies. 2. A system of projects or services intended to meet a public need	1. Интегрированный курс академических дисциплин. 2. Система проектов или услуг, отвечающая общественным нуждам
<b>Образовательные технологии</b>		
<b>Educational technology</b>	The discipline dealing with the art or science of applying scientific knowledge to practical problems. The term often characterises inventions using recently-discovered scientific principles and processes	Дисциплина, изучающая искусство или науку применения научных знаний при решении практических проблем. Термин часто характеризует изобретения, работающие на основе недавно открытых принципов и процессов
<b>Обучение</b>		
<b>Learning</b> <b>Teaching</b>	1. Knowledge gained through systematic study. 2. The process of gaining knowledge. 1. Actions intended to induce learning (interactionism). 2. Activities which result in learning (behaviorism)	1. Знания, приобретаемые благодаря систематической учебе. 2. Процесс приобретения знаний. 1. Действия, стимулирующие познавательную деятельность. 2. Виды деятельности, являющиеся основой обучения
<b>Общение</b>		
<b>Communication</b>	The process of exchanging information, usually via common system of symbols. It takes a wide variety of forms, from two people having	Процесс обмена информацией, обычно с помощью принятой системы символов. Имеет различные формы:

	a face-to-face conversation, to hand signals, to messages sent over global telecommunication networks	от диалога двух лиц до жестов или сообщений, посланных по глобальной телекоммуникационной сетью
<b>Одарённые дети</b>		
<b>Gifted children</b> <b>Prodigy</b>	Having special ability in a particular subject or activity. Child (usually under age 10) who is able to perform at an adult level in a specific skill.	Дети, имеющие особые способности к определенному предмету или виду деятельности. Ребенок (обычно до 10 лет), который более развит, чем его сверстники в определенной областию
<b>Парадигма</b>		
<b>Paradigm</b>	1. The generally accepted perspective of a particular discipline at a given time. 2. A standard or typical example	1. Перспектива определенной дисциплины в отдельный период времени. 2. Шаблон или типичный пример
<b>Педагогика</b>		
<b>Pedagogics</b>	The science or art of teaching. The principles and rules of teaching.	Наука или искусство преподавания. Принципы и правила преподавания.
<b>Порицание</b>		
<b>Censure</b>	The act of blaming or finding fault with and condemning as wrong; reprehension, disapproval.	Акт осуждения, выявления недостатков, указание на чьи-либо ошибки; выговор, неодобрение.
<b>Потребности</b>		
<b>Needs</b>	A need - a state that requires supply or relief, pressing occasion for something; necessity... In pedagogy the word is often used in phrases like «behavioral needs» or «educational needs», which can only be understood when the goals are known. A statement of needs makes sense only with an explicit or implied «... in order to...»	Состояние, требующее удовлетворения; крайняя необходимость в чём-либо...В педагогике слово часто используется в словосочетаниях типа «поведенческие потребности» или «образовательные потребности», значение которых можно понять только если известны



		цели употребления подобной фразы, если после неё следует явное или подразумеваемое «для того, чтобы...»
<b>Преподавание</b>		
<b>Teaching</b>	Actions of a teacher intended to induce learning (an increase in knowledge and skill)	Действия преподавателя, направленные на стимулирование обучения (обогащения знаниями и умениями)
<b>Приёмы обучения и воспитания</b>		
<b>Teaching styles / teaching strategies</b>	Variety of approaches, preferences or methods, adopted by an educational institution, which teachers can take to in the process of education	Разнообразие принятых образовательным учреждением подходов, способов и методов обучения, к которым преподаватели могут обращаться в процессе обучения
<b>Принципы воспитания и обучения</b>		
<b>Principles of education</b>	A set of basic laws and rules underlying education	Система основных законов и правил, определяющих процессы обучения
<b>Просвещение</b>		
<b>Education</b>	The act or process of education, the result of educating, as determined by the knowledge, skill or discipline of character; training by a prescribed or customary course of study	Акт или процесс образования, результат обучения, определяемый полученными знаниями, умениями или дисциплиной; обучение по установленному или стандартному курсу
<b>Развитие личности</b>		
<b>Personal development</b>	Cognitive (intellectual), emotional and physical growth of a person	Рост человека в умственном (интеллектуальном), эмоциональном и физическом плане

<b>Рефлексия педагогическая</b>		
<b>Reflexion pedagogical</b>	The process in which a learner takes certain period of time to consider an experience he or she has been involved in.... It may likewise refer to teachers' consideration of their own work	Процесс, в ходе которого обучаемому даётся определенное время на то, чтобы осмыслить результаты выполненной работы... Также понятие может относиться к анализу преподавателем своей деятельности
<b>Самообразование</b>		
<b>Self-education</b>	The process of educating oneself without formal outer instruction	Образование человеком самого себя без формального внешнего обучения
<b>Стандарты образовательные</b>		
<b>Standards educational</b>	Described criteria or statements of what learners should know after the course of study and be able to demonstrate. An established norm against which measurements are compared. The time allowed to do a task including the quality and quantity of work to be produced	Определенные критерии или положения о том, что учащиеся должны знать и уметь применить на практике после курса обучения. Установленная норма, с которой сравнивают результаты обучения. Стандарты включают в себя и время, отводящееся на выполнение какого-либо задания, а также качество и количество выполняемой учебной работы
<b>Сурдопедагогика</b>		
<b>Deaf-and-dumb pedagogics</b>	A branch of general pedagogy, studying methods of educational work with deaf and dumb children	Раздел общей педагогики, изучающий различные методы обучения глухих детей.
<b>Тифлопедагогика</b>		
<b>Methods of teaching the blind</b>	A system of specific methods worked out to educate blind children or those suffering from weak eyesight	Система особых методов, разработанных для обучения слепых детей или детей со слабым зрением



<b>Тренинг</b>		
<b>Training</b>	A department of education in which the chief element is exercise or practice for the purpose of imparting facility in any physical or mental operation.	Раздел образования, главным элементом в котором выступает упражнение или практическое задание, применяемые с целью облегчения какого-либо физического или умственного действия
<b>Умственная отсталость</b>		
<b>Intellectual backwardness</b>	Lack of normal intellectual development	Отклонение от нормального умственного развития
<b>Урок</b>		
<b>Lesson</b>	<p>1. A segment of instruction that contains a learning objective and information to be imparted to the student.</p> <p>2. Homework or classwork - anything read or recited to a teacher by a pupil - as a portion of book assigned to a pupil to be studied or learned.</p>	<p>1. Фрагмент учебного процесса, содержащий учебную цель и информацию для передачи учащимся.</p> <p>2. Домашняя или классная работа - какое-либо задание, дающееся учащимся с целью последующей его проверки учителем. Например, прочитать и выучить параграф из учебника.</p>
<b>Учебная деятельность</b>		
<b>Educational activity</b>	The activities of educating or instructing that impart knowledge and skill	Обучающие действия (обучение), предполагающие формирование умений и знаний.
<b>Учебный план</b>		
<b>Curriculum</b>	A plan of instruction that details what students are to know, how they are to learn it, what the teacher's role is, and the context in which learning and teaching will take place	План учебной деятельности, детально определяющий, что должны знать учащиеся, как они должны это учить, какова роль учителя в учебном процессе, а также какой должна быть учебная обстановка.
<b>Учебный предмет</b>		
<b>Subject (discipline)</b>	A branch of knowledge, part of curriculum	Область знаний, часть учебного плана