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English for Preschool Teachers 1

(nastavni materijal za kolegij Engleski jezik odgojiteljske struke 1)

Zagreb 2011

This teaching material is designed to help students in achieving the principal aims of the course *English for Preschool Teachers*, namely to acquire knowledge, skills and competences necessary to autonomously read and understand authentic academic texts related to students' field of study, and to establish basic written and oral communication in academic contexts. It will also help students to develop autonomy in learning that is essential for lifelong learning.

English for Preschool Teachers is composed of fifteen units related to the basic aspects of written academic discourse, including its structural features at the morphological, syntactic and semantic levels. It covers a range of topics relevant to students in the course, particularly texts related to child development, language acquisition, (pre)school education, and as a result offers plenty of opportunity to practise and extend the related vocabulary. The material focuses on specific skills required for academic studies, in particular reading comprehension, writing practice and study skills, including those for vocabulary development. The exercises provided in the material offer ample opportunity for practice.

Table of contents

1. What Makes a Good Language Learner	1
2. Effective Reading and Memorizing Vocabulary.....	7
3. Using Dictionaries.....	10
4. Register and Style.....	13
5. Academic Writing.....	17
6. Word formation and Word Classes.....	21
7. Noun Phrases.....	25
8. Verbs.....	29
9. Verb Phrases: Expressing Time and Modality.....	32
10. Sentences.....	39
11. Clauses.....	44
12. Clauses (continuation).....	49
13. Relative clauses.....	52
14. Discourse: Achieving Cohesion and Coherence.....	56
15. Discourse (continuation).....	60
Bibliography.....	63

Unit 1 What Makes a Good Language Learner?

1. Are you a good language learner? Answer the following questions. You may circle more than one answer to each question.

1. When you start a course in a foreign language, do you know what you want to get out of it?
a) Yes, always. b) Yes, sometimes. c) No, never.
2. Do you know what level you are now?
a) Yes. b) No.
3. When you learn a new piece of language, do you practise it afterwards?
a) Never. b) Sometimes. c) Usually. d) Always.
4. Do you try to understand the rules of the language you are learning?
a) Not really, I just try to speak it as well as I can.
b) Yes, I think it is important to understand the rules.
c) I'd like to understand the rules, but sometimes I find it difficult.
5. How important, in your opinion, is learning new words?
a) It is the most important thing in language learning.
b) I feel that it is important enough but knowing grammar is more important.
c) I don't think that it is very important.
6. How do you remember new vocabulary?
a) I don't!
b) I revise new words regularly.
c) I write a sentence with each new word I learn.
d) I write lists of new words with translations.
e) I draw mind maps.
7. Have you got an English dictionary?
a) Yes. b) No.
8. Do you check your work before you give it to the teacher?
a) Always. b) Sometimes. c) Never.
9. Do you ever have any contacts with English speakers?
a) No, I don't live in an English speaking country.
b) Yes, sometimes, I try to meet them even though I don't live in an English speaking country.
c) I don't think it's important to meet English speakers, so I never do.
d) I have a pen pal. / I use the Internet to communicate with English speakers.
10. What do you do when you feel depressed about your English?
a) I think to myself that it can happen to everyone, and I just go on.
b) I do something else for a while.
c) I think I should start learning another language instead.

11. How do you feel about learning English?
- a) I hate it, but I have to do it!
 - b) I like it most of the time, but sometimes it's rather boring and difficult.
 - c) I love it.
 - d) I have no feelings about it – I just need to do it.
12. How do you feel about the culture of the English speaking countries?
- a) I am not interested in it at all.
 - b) I am very interested in it.
 - c) I am not really interested in it but I realise I need to understand it in order to understand the language better.

2. Now discuss your answers with your partner. Which answers would a perfect language learner give?

3. Some students are better at learning a foreign language than others. Why is that so? What is it that makes for a good language learner in your opinion? Discuss in small groups.

Reading techniques

Surveying → pre-reading → looking at the titles, table of contents, introduction, chapter headings, illustrations, tables, graphs, etc.

Skimming → moving quickly through the text to get a general idea (reading the topic sentences, key words)

Scanning → looking for specific pieces of information that you need (telephone directory!)

4. Survey and skim the text to predict its content.

P1 The concept of language aptitude is derived from everyday experience: there are some language learners who appear to have a gift for languages which others lack. Why is this so? And what is it that makes a good language learner?

P2 There have been numerous attempts to specify the qualities of the ‘good language learner’ based on studies carried out by many researchers, including Fröhlich and Naiman. These studies found out that ‘... good language learners take advantage of potentially useful learning situations, and if necessary create them. They develop learning techniques and strategies appropriate to their individual needs’ (Fröhlich 1976; Naiman *et al.* 1978, as cited in Stern, 1983:406). According to Stern, there are four basic strategies which good language learners are likely to employ ‘...while less efficient learners employ them only weakly, fail to maintain them concurrently, or fail to develop them altogether’ (1983:411).

P3 The first of these is the active planning strategy. In other words, good language learners have the ability to select goals and subgoals, recognise stages and developmental sequences and actively participate in the learning process. Secondly, there is the academic learning strategy: good language learners are prepared to study and practise. As they perceive the language as a formal system with rules and regular relationships between language forms and

meanings, they pay attention to these features. They develop the second language as a consciously perceived system which they constantly revise until the learning process is completed. Furthermore, they analyse the language and develop the necessary techniques of practice and memorization. The third important factor is to develop a social learning strategy. This means that good learners understand that, in early learning, they will be vulnerable and dependent, and can accept this. However, they also seek communicative contact with native speakers of the language. They work out ways of dealing with difficulties in the language, and become active participants in authentic language use. Finally, there is the affective learning strategy. All language learners will have emotional and motivational problems while they are learning. In spite of this, good learners will cope effectively, and will cultivate positive attitudes towards themselves, towards language and language learning in general, and towards the target language, its society and culture.

P4 The features that language aptitude research has identified relate very well with the application of the academic learning strategy. Language aptitude is often defined as the ability to learn from teaching. In addition, the view of language aptitude reflected in the language aptitude tests ‘is that aptitude is not a single entity but a composite of different characteristics which come into play in second language learning’ (*ibid.*:369). The current view on language aptitude coincides with this belief, i.e. that language aptitude is composed of several elements which learners possess to varying degrees, and that it can predict language learning achievement in formal classroom situations. However, research findings are controversial regarding whether or not language aptitude can be developed. Thus, some estimates suggest that one’s ability in learning a second language is dependent upon one’s learning experiences, while others seem to indicate aptitude stability.

P5 However, many researchers state that language aptitude is only one of the learner factors which influence language learning success, maintaining that other learner factors, such as motivation, attitude and personality, are just as influential as aptitude. For example, highly motivated learners with extrovert personalities seem to be more successful in learning languages. Moreover, such variables as the social context and the conditions of learning have a strong influence on successful language learning.

P6 In short, from the many studies of language aptitude conducted since the sixties, it seems that conclusive findings about the nature of language aptitude are still rare. Clearly, more research is needed, particularly to determine whether language aptitude is an innate ability or not, and how far it can be trained so as to facilitate foreign language learning outcomes.¹

5. Skim the paragraphs 2 – 5. Find the paragraph which gives information on:

- The nature of language aptitude _____
- Other factors affecting language learning _____
- Qualities of good language learners _____
- Strategies used by good language learners _____

¹ Based on Stern (1983) and Othman (2002)

6. Scan the text to answer the questions.

- a) What strategies do good language learners employ?
- b) How does the academic learning strategy influence language learning?
- c) What can help good language learners to cope with emotional problems?
- d) How do some researchers define language aptitude?
- e) Where do researchers disagree related to language aptitude?
- f) What other factors besides language aptitude affect language learning?
- g) Have the researchers arrived at a satisfactory answer to the question: What makes a good language learner?

7. Use the context and your previous knowledge to help you work out the meanings of the underlined words.

H. H. Stern (1983) has pointed out that language aptitude is not a 'single entity but a composite of different characteristics which come into play in second language learning'

8. Vocabulary development.

Find these words and phrases in the text. Match them with their meanings.

language aptitude, entity, composite, strategy, employ, goal, recognise, rule, revise, practice, memorization, active participant, attitude, personality, predict, innate ability, facilitate, learning outcome

1. the usual way that something happens	
2. to use	
3. something made up of different parts	
4. to make easy or easier	
5. the skill someone was born with and which makes him a good language learner	
6. something that has a separate, independent existence	
7. to study again lessons already learnt, usually before an exam	
8. to describe a future happening in advance	
9. the whole nature or character of a particular person	
10. regular or repeated exercise in order to learn something well	
11. to know again something one has seen, heard or experienced before	
12. one's aim or purpose	
13. result of learning	
14. a person who takes part in an activity	
15. a way of feeling or thinking about something, especially as this influences one's behaviour	
16. the act of learning and remembering on purpose	
17. a particular plan for gaining success in a particular activity	
18. natural ability or skill, especially in learning	

9. The importance of discourse: cohesion and coherence.

Discourse → a coherent unit of writing consisting of a number of connected sentences

Cohesion → grammatical and/or lexical links between clauses, sentences and paragraphs, in which conjunctions, reference repetition, etc. play a role

Coherence → relationships which link the meanings of utterances so that they are perceived as a text rather than as random, unconnected sequence; may be based on shared knowledge or the clarity of ideas expressed in the text, and the organisation of the content

Discourse markers → words or phrases which signal semantic relations between two clauses, sentences, etc., connect them, and can indicate writers' attitudes, e.g. *however*, *to sum up*, etc.

a) Answer the following questions about the text:

1. How is the text structured?
 2. Look at the initial paragraph. What is its purpose (to introduce the topic, catch the reader's interest, etc.)?
 3. What is the function of the final paragraph (to conclude, summarize, evaluate, discuss consequences, suggest solutions, etc.)? Is the author expressing facts, or rather speculates, giving opinions? Write down the words which helped you decide.
-

4. The sentences and the paragraphs link well with each other to make the text clearer. How is this achieved? Work in small groups and give examples.

b) Scan the text to find examples and answer the questions:

1. Find examples of repeating key words and expressions.
2. Find an example of maintaining the grammatical subject of the sentence in the next sentence or paragraph.
3. What does the word *these* in *the first of these* (paragraph 3) refer back to?
4. What does the expression *in other words* indicate?
5. What is the function of the marker *secondly*? Identify markers functioning similarly in the same paragraph.
6. Analyse the structure of the sentence:

As they perceive the language as a formal system with rules and regular relationships between language forms and meanings, they pay attention to these features. What does the conjunction *as* indicate? Who are *they* in the sentence? What does the phrase *these features* refer to?

7. The linking adverb *furthermore* in the third paragraph indicates that new information is added to give further support. Find in the text at least two more words or phrases functioning in the same way.
8. Find the sentence in paragraph three: ***This** means that good learners understand that, in early learning, they will be vulnerable and dependent, and can accept **this**.*
What do the words written **in bold** refer to?
9. What does *in spite of this* in the same paragraph signal?
10. Look at paragraph four. What do the markers *however* and *thus* indicate?
11. What is the function of *for example* in paragraph five? Find in the paragraph other expressions with a similar function.

10. Simplify the following sentences by dividing each of them into two shorter ones.

The current view on language aptitude coincides with this belief, i.e. that language aptitude is composed of several elements which learners possess to varying degrees, and that it can predict language learning achievement in formal classroom situations.

However, many researchers state that language aptitude is only one of the learner factors which influence language learning success, maintaining that other learner factors, such as motivation, attitude and personality, are just as influential as aptitude.

11. Summarize the text in five sentences.

Unit 2 Effective Reading and Memorizing Vocabulary

1. Survey the text and answer the questions.

- a) What is the text about?
- b) Where could it come from?
- c) Who is the text written for? What is the main intention in writing it?

2. Skim the text and match initial sentences a-d with paragraphs 1-4.

- a) Why is the study of child development important?
- b) Some developments in behaviour and thought are very similar for all children.
- c) Child development stands for physical, intellectual, social, and emotional changes that occur from birth to adolescence.
- d) A variety of factors influence child development.

1. _____
Although people change throughout their lives, developmental changes are especially dramatic in childhood. During this period, a dependent, vulnerable newborn grows into a capable young person who has mastered language, is self-aware, can think and reason with sophistication, has a distinctive personality, and socializes effortlessly with others. Many abilities and characteristics developed in childhood last a lifetime.

2. _____
Around the world, most infants begin to focus their eyes, sit up, and learn to walk at comparable ages, and children begin to acquire language and develop logical reasoning skills at approximately the same time. These aspects of individual growth are highly predictable, *whereas* other aspects of development show a much wider range of individual differences. Whether a child becomes outgoing or shy, intellectually advanced or average, or energetic or subdued depends on many unique influences whose effects are difficult to predict at the child's birth.

3. _____
Heredity guides every aspect of physical, cognitive, social, emotional, and personality development. Family members, peer groups, the school environment, and the community influence how children think, socialize, and become self-aware. Biological factors *such as* nutrition, medical care, and environmental hazards in the air and water affect the growth of the body and mind. Economic and political institutions, the media, and cultural values all guide how children live their lives. Critical life events, such as a family crisis or a national emergency, can alter the growth of personality and identity. Most important of all, children contribute significantly to their own development. This occurs as they strive to understand their experiences, respond in individual ways to the people around them, and choose activities, friends, and interests. *Thus*, the factors that guide development arise from both outside and within the person.

4. _____
One reason is that it provides practical guidance for parents, teachers, child-care providers, and others who care for children. A second reason is that it enables society to support healthy growth. Understanding early brain development, *for example*, means that parents can provide

better opportunities for intellectual stimulation, and society can reduce or eliminate obstacles to healthy brain growth. Third, the study of child development helps therapists and educators better assist children with special needs, such as those with emotional or learning difficulties. *Finally*, understanding child development contributes to self-understanding. We know ourselves better by recognizing the influences that have made us into the people we are today.²

3. Scan the text. Decide whether the following statements are true or false. Correct the false ones.

- Dramatic changes happen in childhood.
- It is not possible to predict with any certainty the aspects of individual growth.
- Factors guiding child development are numerous.
- Children contribute only insignificantly to their own development.
- The study of child development is important because it can help self-understanding.

4. Underline the content words (nouns, verbs, adjectives) in sentences 1 – 3 from the text.

E.g. It is easy to read this by looking at the content words.

1. Although people change throughout their lives, developmental changes are especially dramatic in childhood.
2. During this period, a dependent, vulnerable newborn grows into a capable young person who has mastered language, is self-aware, can think and reason with sophistication, has a distinctive personality, and socializes effortlessly with others.
3. Many abilities and characteristics developed in childhood last a lifetime.

5. Divide this paragraph from the text into sense groups. Read the paragraph aloud to a partner. Compare your paragraphs.

Around the world, / most infants begin to focus their eyes, sit up, and learn to walk at comparable ages, and children begin to acquire language and develop logical reasoning skills at approximately the same time. These aspects of individual growth are highly predictable, whereas other aspects of development show a much wider range of individual differences. Whether a child becomes outgoing or shy, intellectually advanced or average, or energetic or subdued depends on many unique influences whose effects are difficult to predict at the child's birth.

6. Vocabulary development.

- a) **Which words from the text, relevant to your profession, will you record to use actively? Discuss with a partner.**

² Thompson, R. A. (2008)

b) Scan the text again to complete the collocations (common word combinations) and phrases.

grow _____;

master _____;

family _____;

_____ *predictable*;

children with _____;

_____ *crisis*;

contribute _____;

_____ *difficulties*;

c) Scan the text to find five adjectives used to describe a child:

...and three (near) synonyms for young children: _____

7. Find...

- italicized words in each paragraph; what do they indicate?

- instances of listing a number of items; underline the words or phrases introducing them

- examples of cohesive ties between sentences and paragraphs

8. Read the third paragraph of the text. How is it structured? Find sentences which give ...

- the main point _____

- the support _____

- explanations _____

- examples _____

9. Would you survey, skim, scan, or read intensively to...

a) find a word in a dictionary? _____

b) decide if you need to read an article in a journal? _____

c) get information from an article for an essay? _____

d) decide if a book would be useful for your studies? _____

e) understand how children acquire languages? _____

f) make notes about early education in the UK? _____

Unit 3 Using Dictionaries

1. **Choosing a good dictionary. What should a good dictionary provide you with? With a partner discuss the following aspects: different meanings, translation, pronunciation, spelling, usage /style, collocations and idioms, punctuation, grammar, etc.**
2. **Look at the examples below taken from dictionaries and decide what type of information is being given in each case. Choose from the words in the box.**

example sentences	collocations	word formation	usage/style	pronunciation
grammatical information	cross reference	word stress	quotations	meaning

- a) / 'pri:sku:l/
- b) toilet training *n* [U] the teaching of a young child when and how to use the toilet
- c) educate, education, educator, educational
- d) teach 4 *He who can, does. He who cannot, teaches.* quote a phrase from *Maxims for Revolutionists* by George Bernard Shaw
- e) teach 1 to give someone training or lessons in a particular subject: *She teaches English to preschool teachers.*
- f) Compare *teach* and *instruct*. *Teach* is the general word for helping a person to learn something. If you *instruct* (rather formal) a person you pass on knowledge to them, but you cannot be sure that they have learned anything.
- g) *teaching* noun *adj* effective, whole-class, individual; + *noun* method, strategy, technique, style, aid, material
- h) infant *n* a very young child, especially one who has not learnt to speak or walk: *a high rate of infant mortality* → see *child* (usage)

3. **Use a dictionary to answer the questions about each of the words in the box.**

1. What part of speech is it?
2. How many meanings are given?
3. Find a word with the same root and a word which collocates with it.

<i>relate, preschool, role, develop, receive, establish, opportunities, indirectly</i>
--

4. Use the words from exercise 3 to complete the text.

The nursery school teacher

The teacher's _____ is to provide education, care and affection. The children _____ some education directly, as when the teachers gives them information or tells stories. Other education comes _____, such as the creation of learning _____ that children can use on their own. The teacher must also _____ a warm relationship with the children. She should understand how children _____ and how to help them learn. A person who wants to be a _____ teacher should like and respect children. She needs to be intelligent, well-educated and able to _____ warmly to young children.³

5. Think, pair, share.

- a) What do you do with the words that you have just learned?
- b) What do you do later to recall them?
- c) How successful do you think your methods are?

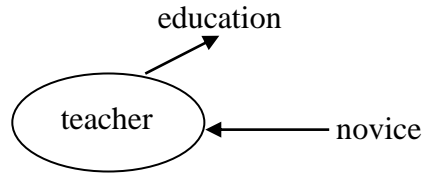
6. Organise these words into pairs of synonyms and/or antonyms.

<i>complex</i>	<i>supply</i>	<i>simple</i>	<i>incomprehensible</i>	<i>complicated</i>	<i>illegible</i>	<i>unusual</i>	<i>present</i>	
<i>ordinary</i>	<i>detest</i>	<i>obscure</i>	<i>clear</i>	<i>common</i>	<i>provide</i>	<i>legible</i>	<i>comprehensible</i>	
<i>abhor</i>	<i>absent</i>	<i>special</i>	<i>composite</i>	<i>understandable</i>	<i>admire</i>	<i>basic</i>	<i>enjoy</i>	<i>difficult</i>

³ Based on World Book Encyclopaedia (2009:P756)

7. Complete these arrow circles with the words in the box.

competent	experienced	novice
education	preschool	trainer
primary	union	



newborn	contented	breast-fed
bottle-fed	girl	talk
carrier	ten-month-old	colicky



8. Matching collocations. Match the verbs on the left with the phrases on the right. Use a dictionary if necessary.

receive	a class
skip	private tuition
teach	a quick learner
be	full marks
pick up	necessary skills
get	on reading skills
focus	a few words of Italian
acquire	more effectively

9. Matching synonyms. Add the words below to the table, so that each column contains words with similar meanings. Which of the words are used in informal contexts?

*kid professor illiterate pick up clever assess smart infant lecturer
toddler study tutor grade bright clueless youngster knowledgeable
mug up educationalist canny swot up evaluate brilliant brat uneducated*

child	teacher	learn	mark	intelligent	ignorant

10. Write a passage about your strategies of recording and remembering new vocabulary.

Unit 4 Register and Style

1. Say where you think these extracts are taken from, who they might have been written for, and why.

- a) Jane failed to do any revision before the end of term test, and had poor results. She seems to have the mistaken idea that she can succeed without studying. She has also had many absences and has frequently arrived late for class. I regret to have to inform you that...
- b) Regarding the necessary qualifications in the states, some require a nursery school teacher to have a bachelor's degree in early childhood education, plus a teaching certificate. Other states require little more than a high school education. Teacher aides, also called teacher assistants, do not need a certificate. They help teachers with such tasks as caring for school materials and providing individual help for the children.
- c) In the influential novel, *Emile*, Rousseau expounded a new theory of education emphasizing the importance of expression rather than repression to produce a well-balanced, freethinking child.
- d) Beatrix Potter (1866-1943), an English writer and illustrator of children's books, born in London, and privately educated. Unsuccessful in attempts to publish her serious botanical work, she wrote and published privately for an invalid child *The Tale of Peter Rabbit*. This story about the first of many animal characters she was to create became a children's classic throughout the world. Inseparable from her whimsical tales are her delicate but exact and detailed watercolour illustrations depicting her characters in domestic scenes.
- e) Anyway, let me tell you about our English teacher. He's really weird. The other day he came to the class wearing a kilt and we laughed our heads off when he put on a Scottish accent.
- f) A confrontation of expectations with reality, clashes of ideals and a theory-practice gap are typical of entry into any profession. However, teaching is specific because of the abruptness with which teachers must assume full responsibility at the very beginning. This article deals with the initial phase of the professional development of teachers. The author's research project investigated novice teachers' socialization processes, behaviours, and attitudes, and the effect that professional collegial relationships may have on them.
- g) Controversy exists over the diagnosis of ADHD. Physicians in the United States diagnose the disorder more often than doctors elsewhere in the world. Critics regard this discrepancy as evidence that physicians and psychologists too often apply psychiatric labels to children who are naturally more active or simply nuisances to teachers and parents. Experts maintain that diagnosing ADHD is difficult because most children are inattentive, hyperactive, and impulsive at least some of the time, but such behaviours must last for at least six months, and must occur more frequently than in other children of the same age.

2. Answer these questions for each extract. Compare your views with another student.

- a) Is the register formal, informal, neutral?
- b) Is the tone personal or impersonal, serious or light-hearted?
- c) Do the extracts concentrate on facts or opinions?
- d) Do they contain descriptive language?

3. The choice of words can also influence the style of a piece of writing because some words are only appropriate in a certain register. Look at these sets of words with a similar meaning. The first word in each set has been used in one of the extracts above. Find it and try to substitute the three other words. Do any seem inappropriate for the extract?

- | | | | | |
|----|--------------|------------|----------------|----------------|
| a) | investigated | went into | analysed | examined |
| b) | depict | show | picture | represent |
| c) | emphasize | foreground | play up | stress |
| d) | poor | bad | disappointing | dismal |
| e) | weird | cranky | unusual | unconventional |
| f) | maintain | argue | claim | contend |
| g) | regarding | concerning | with regard to | as to |

4. Which of the words and expressions in the box would be more useful to...

- a) a medical student?
- b) a law student?
- c) a future teacher?

lecture, legal, national curriculum, disease, Supreme Court, therapy, continuous assessment, lesson observation, immune, accused, sudden infant death syndrome, proved beyond reasonable doubt, classroom management, vaccine, language acquisition, Chief Justice, heal, pupils with special educational needs, poor academic achievement, plead guilty, preschool education, attention-deficit hyperactivity disorder, diagnosis, genetic factors, child development

5. Study these sentences. They are mixed formal and informal. Which of them are formal? Find and discuss the features of formal / informal style.

1. Recent research has suggested that extensive reading has a significant effect on vocabulary development.
2. He's interested in the ways the classroom discipline influences learning.
3. During the project a large number of case studies were recorded and analysed.
4. I wonder why the teacher tolerated the naughtiness of children for so long.
5. This library is closed until further notice.
6. The lecture will commence at two o'clock.
7. If you require further assistance, please contact the school secretary.
8. Student loos are at the back of the building.

6. Although phrasal verbs may sometimes be used in formal writing, they are much more common in informal texts. Decide which of the alternatives best completes each sentence.

1. Can you try to *find out* / *ascertain* what happened to Anna?
2. Please take a seat and *hang on* / *wait* until the school secretary is ready to assist you.
3. The aim of this report is to *pin down* / *specify* five areas where improvements could be made.
4. Adam was *told off* / *reprimanded* by his class teacher for being late for school.
5. The Principal had no more appointments so he could not *get out of* / *avoid* attending the meeting.
6. Expenditure on teaching aids has *gone up* / *increased* substantially since 2005.

7. Cautious language is common in academic style (the author establishes a position which he can defend if criticized). Underline examples of caution.

It appears that conflicts with others can be valuable sources of social and emotional understanding for young children. For example, a young boy who turns to his mother for comfort after a fight with his brother may learn from her why his brother felt as he did. Seemingly, with such guidance, preschool children can better comprehend and empathize with other people's feelings and perspectives.

8. Formal letters.

Communication with people in a business context requires a more formal style than writing to friends and family. Formal letters typically avoid colloquial language, and have a standard layout. They include the use of full forms instead of contractions and a number of set phrases. However, in this century, the most common form of communication between colleagues is almost certainly email. Because they are designed for speed, they usually avoid formal expressions used in letters, relying more heavily on the use of incomplete sentences and abbreviations.

Layout and set phrases:

- Your address and the date appear at the top of the page, on the right-hand side; the address of the recipient on the left-hand side.
- You can start your letter in one of the following ways:
- If you know the name of the person you are writing to, put *Dear Mr/Ms* (surname) and end the letter: *Yours sincerely*.
- If you do not know the name, begin the letter: *Dear Sir / Madam* and end it: *Yours faithfully / truly*. Less formal ways of ending a letter are: *With best wishes*. *Best wishes*. *Regards*.

- Start your letter using one of the set phrases: *I am writing to inform you that.../to complain about.../regarding your advertisement.../ I regret to inform you that Margaret.../ Further to my letter in June...*
- Set phrases like *Thank you in advance for.../ I look forward to hearing from you in the near future* are used to close the letter.

9. Writing letters. Divide these sentences into two groups according to the style.

1. I look forward to hearing from you at your earliest convenience.
2. It was great to hear from you again after such a long time.
3. Take care of yourself and keep in touch.
4. I shall have no alternative but...
5. It was lovely to chat to you the other day.
6. As you will see from the enclosed curriculum vitae, I have considerable experience in this field.
7. I'm afraid we won't be able to make it after all.
8. I am writing in response to your advertisement in yesterday's *Independent*.
9. We're both really looking forward to seeing you.
10. We regret to inform you that you have not been selected for the post.
11. I hope this matter will receive your prompt attention.
12. Sorry I haven't written for ages but you know how it is!

10. Write an application for a job using some of these expressions:

I am writing to enquire about the possibility of holiday work with your company...

I am very interested in gaining some experience working for ...

For the last years I have been...

Next year I am planning to do a one-year course...

I have good computer skills...

I very much hope you have a vacancy for me...

I enclose a copy of my...

Note

The extracts in exercise 1 of this unit are taken from various sources: b) based on World Book Encyclopaedia (2009:P756); c) "Jean Jacques Rousseau." (2008); d) "Beatrix Potter." (2008); f) English Teaching Forum (2000:53); g) Woods, M. (2008).

Unit 5 Academic Writing

1. Read the title of the text. What is your opinion?

Give arguments to support your opinion. Discuss with a partner.

Are private schools better than state schools?

For parents, few things are more important than their child's education. In many countries, parents of school-age children can choose to send their child to a private school rather than to a state school. In this essay, state schools are defined as those that do not charge tuition fees because they are funded and run by local or central government; private schools, on the other hand, are funded almost entirely by the fees that they charge. Before deciding where to educate their child, parents need to examine the *differences between* the two types of school, particularly as regards the curriculum, the quality of tuition and student achievement.

Private and state schools are comparable in some respects. Like state schools, private schools aim to develop the knowledge, skills and character of students, in order to *prepare them for* their future lives. Both types of school are also very similar in the way they organize their teaching and assessment, using terms or semesters with assessments at the end of the *academic year*.

Despite these similarities, there are a number of *marked differences* in the way that state and private schools operate. The range of the subjects taught at state schools is largely limited by the demands of the national curriculum. In contrast, private schools can offer a greater choice of subjects, because they generally have more money to *spend on* equipment, technology and staff than state schools do.

Teachers working within the state system must have *recognized teaching qualifications* and are paid according to a national scale. Private schools, however, are in a position to offer *higher salaries* and may therefore be able to attract subject specialists who have *considerable expertise* in their field.

In general, it is true to say that while state schools have a high student-teacher ratio, private schools *tend to* offer smaller classes. This may *lead to* better discipline in private schools with the result that students may achieve somewhat *higher academic standards*.

It is clear, therefore, that there are *significant differences* between private and state schools, and that private schools may offer advantages. The *benefits of* private schooling must, however, be *balanced against* the cost involved and each family's budget priorities.⁴

2. Analyse the organisation and structure of this comparing and contrasting essay.

3. Match the functions with the appropriate sentence(s) in the introduction. Which of them...

- ... indicates the scope of the essay? _____
- ... catches the reader's interest? _____
- ... gives definitions of the two types of school? _____

⁴ Oxford Advanced Learner's Dictionary (2011:WT6)

4. What are the functions of the sentences in the conclusion?

5. Skim through the paragraphs 2, 3, 4 and 5 and decide which of the titles listed below is best suited to each of the paragraphs.

- Class size, discipline and academic standards
- Curriculum
- Aims, teaching and assessment
- Quality of teachers

6. Private and state schools are compared and contrasted in the essay. Scan the text and underline the ways of introducing similarities and contrasts. Decide which are more emphasized: the similarities or differences?

7. Read the essay and identify some examples of facts and opinions. Explain the clues which lead you to your decision.

8. Complete the sentences in a logical way. Underline words and phrases in the sentences which indicate a similarity or a difference.

a) Children in Britain go to a primary school from the age of 5 to 11, whereas children in Croatia _____

b) Schools in Britain are largely co-educational. In the same way, in Croatia _____

c) All primary schools in the UK follow the National Curriculum. Similarly, in Croatia _____

d) At the age of 11 students in Britain move to a secondary school. On the other hand, in Croatia _____

9. Put the collocations given in *italics>* into one of the listed categories.

adjective + noun

noun + preposition

verb + preposition

10. Read the paragraph on debates over early childhood reading.

- a) What is the prevailing opinion among teachers in the USA?
- b) What is your opinion? Discuss the issue with a partner to see if there is any difference of opinion.

The philosophy underlying kindergarten has continued to evolve. Although most American kindergartens now offer some academic training to prepare children for first grade, educators continue to debate the extent to which kindergartens should teach children such basic skills as phonics, reading, and arithmetic. Despite these debates, most teachers believe that appropriate kindergarten curriculums should devote some attention to school readiness while also allowing children to engage in more creative and self-expressive activities.⁵

2. Analyse the structure of the above paragraph. Is it similar to the structure of a 'perfect' paragraph below? Write a 'perfect' paragraph about a controversial issue.

A 'perfect' paragraph usually contains a topic sentence, (a) supporting sentence(s), and a final sentence, which concludes or summarizes, or leads on to the next paragraph.

11. Read this short opinion essay and do the tasks.

- a) Think of a suitable title.
- b) Analyse the structure of the essay and one of its paragraphs.
- c) Which sentences give ...:
 - the main points?
 - support?
 - specific examples?
- d) Underline the linking words and sort them out according to what they indicate:

contrast	adding support	exemplifying	summing up	sequencing	result

⁵ "Kindergarten." (2008)

Nowadays more and more students bring their mobile phones to school. While I believe that students should carry mobile phones in case of emergency, I am strongly opposed to these phones being used at school, particularly in the classroom.

Firstly, many students travel to and from school without their parents. Therefore, it is important for them to have a mobile phone in case they need help or have an accident on the way to school or home. Furthermore, parents who work may need to contact their children. For example, if a parent has to work late, the student has to be told if arrangements have been made for a relative or a neighbour to look after them.

On the other hand, nothing is more disruptive during a lesson than the sound of a mobile phone ringing or playing an annoying tune. Moreover, students who send and receive text messages in class are not paying attention to the lesson.

In conclusion, I feel that students should be allowed to take mobile phones for use in an emergency. However, all phones should certainly be turned off during lessons.⁶

12. Choose one of the tasks:

a) Are private kindergartens better than state kindergartens? Write a comparison essay (approximately 200 words) with the structure similar to the essay in 1.

b) Write an opinion essay (approximately 200 words) *Are written exams a fair way of testing students?* using the model provided here:

- introduction
- arguments for + supporting evidence, examples or reasons
- arguments against + evidence
- (evaluation of arguments)
- summary and conclusion

⁶ <http://www.salesianosbadajoz.com/alumnos/Ingles/Opinion%20essay.pdf>

Unit 6 Word formation and Word Classes

Read this passage and do the exercises.

The Second Language as a Lingua Franca of Education

In some systems of education, especially in the developing countries of Asia and Africa, the second language is frequently the necessary medium of instruction and is therefore taught *ab initio* or at a very early stage of schooling. This was the custom in the colonial systems of education. Educational reformers and, in recent years, national-minded educationists in the emerging new states have, to a certain extent, tended to counteract this practice and to promote early teaching in the vernacular. The need for a world language is still frequently unquestioned but psychological considerations or national prestige have often prompted an emphasis on the vernacular and a delay in the introduction of the second language. (...)

(Stern, 1967:31)

1. It is often possible to work out the meaning of a new word from its context. Try to guess the meaning of the words *vernacular* and *emphasis* (or any other unfamiliar word) making use of the strategies for guessing the meaning.

2. Read the following statements and decide whether they are true or false according to the text. Justify your choice.

- Children in some of the developing countries of Asia and Africa are bilingual.
- In those countries second language learning starts at the secondary level.
- Children were taught a second language in the past as well.
- Some educational reformers were of the opinion that early teaching of a second language was not necessary.
- Educationists think that early teaching should be done in the children's mother tongue.
- Early second language teaching has often been prevented by national-minded people.
- Most people think that all children should be taught a world language.
- Most psychologists think that children should be monolingual at first.

3. Find in the above passage at least a pair of words used as synonyms and two international words of Latin or Greek origin.

4. What do *this* in the second sentence and *this practice* in the third sentence refer to?

5. Find examples of coordinating conjunctions (*and, but, or*). What do they coordinate?

6. Find in the passage examples of words formed by:

- prefixation _____
- suffixation _____
- conversion _____
- compounding _____

7. Fill in the table.

noun	verb	adjective	adverb	person
<i>education</i>	<i>educate</i>	<i>educational</i>	<i>educationally</i>	<i>educator</i> <i>educationist</i>
		<i>developing,</i> <i>developmental</i>		
<i>practice</i>				<i>practitioner</i>

8. Read the text carefully. Use the word in brackets to form a word that fits in the space.

Margaret started English Literature this term, and I am afraid that her _____ (**introduce**) to the subject has not been entirely _____ (**success**). She has not shown much enthusiasm, and does not always pay _____ (**attend**) in class. Her assignments are often _____ (**read**), because she is so untidy, and because of her _____ (**fail**) to check her work thoroughly. She failed to do any _____ (**revise**) before the end of term test, and had poor results. She seems to have the _____ (**mistake**) idea that she can _____ (**success**) without studying. She has also had many _____ (**absent**) and has _____ (**frequency**) arrived late for class. Although Margaret is a _____ (**gift**) student in some respects, she has not had a _____ (**satisfy**) term.

9. Sort out the words you have filled in the text.

nouns
adjectives
adverbs
verbs

10. Complete the sentences with a word formed from the word in bold and a prefix to produce an opposite meaning.

1. She has written ten novels as well as a number of _____ books. **fiction**
2. Young children can be upset when something _____ happens.
expected
3. It once seemed _____ that children could be _____ to teachers. **imaginable, obedient**
4. The room was in a state of complete _____ because of children running around _____ to leave. **order, patient**
5. It appears that Margaret acts as a typical _____ teacher.
experienced
6. The teacher instructed the children to move _____. **clockwise**
7. Apparently, student teachers sometimes _____ the situation in the classroom. **understand**
8. Teachers often _____ over what should be done when a crisis occurs.
agree

11. Try to define the meaning of the word *in italics*.

1. *Unquestionably*, young children learn best through play. (without question)
2. The results of the study were *misinterpreted*. _____
3. It was discovered that the problems were *interrelated*. _____
4. The data was *inaccurately* collected. _____
5. At first glance the two reports were *indistinguishable*. _____

12. Which verbs are related to these nouns?

argument _____	imagination _____
achievement _____	boredom _____
intensity _____	recognition _____
relationship _____	inference _____

13. What nouns relate to the following adjectives?

equal _____	attentive _____
wise _____	obedient _____
immature _____	monotonous _____
illegible _____	ignorant _____

Unit 7 Noun Phrases

1. Skim the text. What is it about?

Child care, which is defined as an alternative caregiving arrangement provided by someone other than the parents of the child, has become prevalent in the United States for infants, toddlers, and school-age children. Examples of child-care arrangements are child-care centres, family day care, or in-home care. The need for alternate child care has increased as a reflection of the increase of women in the work force. However, some children attend child care for reasons other than a working parent, such as for socialization experiences and preparation for school. This chapter will explore the variety of structural forms found in child care and examine the relations between child care and families. The information on child care which is included in this chapter will not conclusively answer the debate over child care; however, it will provide a more thorough understanding of the issues involved. (...)

There is a growing debate about the quality of child care and the effects of child care on children's development. Recent research studies will be discussed in this chapter to clarify the complexities of this debate. (...) Researchers conceptualize child-care quality as either structural quality or process quality. Structural quality generally refers to regulatable variables including adult/child ratio, group size, and the education and training of adult caregivers. Process quality refers to the provision of developmentally appropriate activities and to warm, nurturing, and sensitive caregiving within the child-care arrangement. (...) The characteristics of the teachers, including amount and kind of formal education, their experience in child care, and stability in the classroom, are indicators of quality found on most child-care assessment measures.(...)

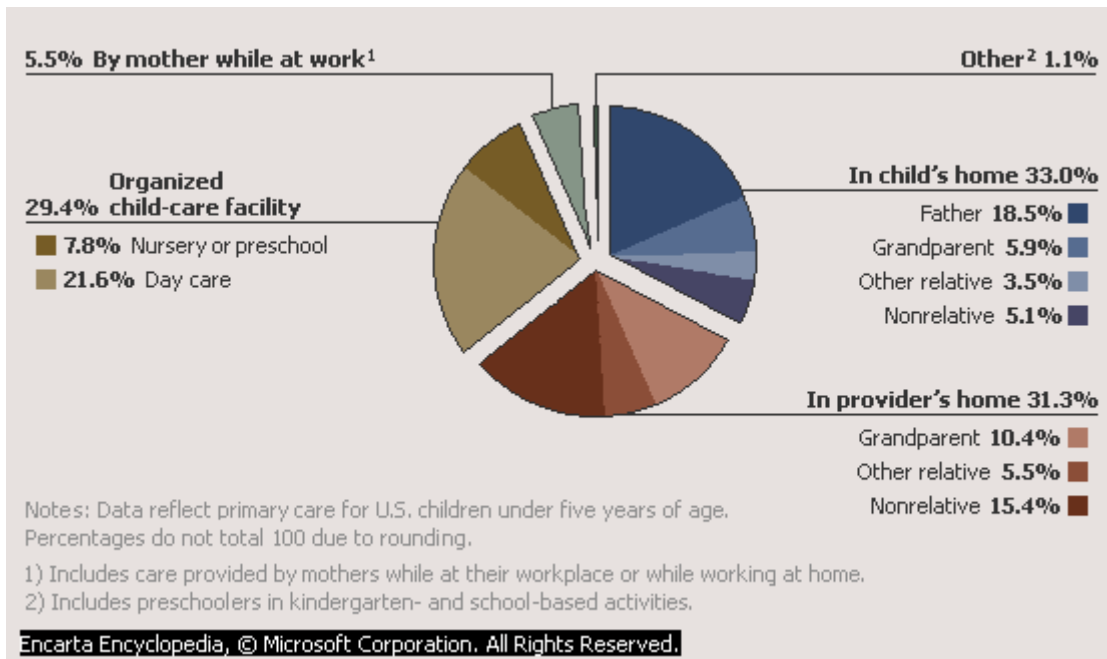
Future teachers prepare for a career in nursery education by enrolling on programmes offering the study of early childhood education or child development. Most American colleges and universities and many community and junior colleges offer such programmes. The programmes include courses in teaching methods, the history of early childhood education, and practice-teaching. In practice-teaching, a student actually teaches in a classroom under the guidance of an experienced teacher. (...) Teachers who had more formal education were found to be more effective: in fact, the teachers with the highest level of education (BA degrees and higher) were the most effective compared with those at lower levels of education. (...) Clearly, however, teacher behaviour towards children in care differs tremendously on an individual basis.⁷

2. Scan the above text and look at the chart to do the tasks. Work in small groups.

- a) Give a definition of child care.
- b) Discuss reasons for the increase in demand for alternate child care in the US and Croatia.
- c) Discuss types of child care in the USA. Compare these with the situation in this country.
- d) Discuss the quality of child care provided in preschool education and the factors which seem to have an influence on it.
- e) Discuss the qualities of a good teacher.
- f) Interpret the data from the chart.

⁷ Based on Roopnarine (2000:39/41/44) and World Book Encyclopaedia (2009:P756)

Types of Child Care in the USA



As can be seen from the chart, families with working mothers most often rely on fathers,

to care for children under five years of age during work hours. About _____
 _____ preschool-age children are cared for by relatives
 other than their mothers, either in the children's home or in the relatives' home. _____

3. Find in the text an example of a noun phrase with these pre-head elements:

- a) an adjective *recent research* _____
- b) a noun *teacher education* _____
- c) a determiner *this chapter* _____

... and then with these post-head elements:

- a) a full-form relative clause *Child care, which is defined as an alternative caregiving arrangement...* _____
- b) reduced relative clause *...provided by someone other than the parents of the child...*

4. Read the sentence. Do you agree?

*The major sources of influence on the novice teacher are their own model of what a teacher is, accrued through thousands of hours of being a student, and the real world experience of being a teacher that they have so far accumulated.*⁸

Underline the subject of the main clause. Analyse its structure and underline the head.

5. Read the passage about autistic children and their symbolic play. How can it be helpful in diagnosing autism? Underline examples of attributive adjectives in the passage. Which of these adjectives are also participles? Find examples of adjectives used predicatively.

*Autistic children show very **impoverished** pretend play. Their pretend or symbolic play is extremely **limited**, not only in comparison to normal children their age but even in comparison to chronologically younger normally **developing** children and mentally retarded children who have equivalent developmental skills and language abilities. The virtual absence of make-believe is among the most striking differences between autistic and nonautistic children's play with objects; it is a hallmark feature of autism. In fact, clinicians frequently ask parents if their children engage in pretend play as first step in the process of diagnosing autism.* (Sigman, 1997:28)

Look at the noun phrase *chronologically younger normally developing children*. Paraphrase it to explain its meaning. Give a similar example with multiple modifiers.

Remember

An adjective can have an **attributive** function (used before a noun: *Many **recent** studies have explored the effects of child care on children's **developmental** outcomes.*) or a **predicative** function (used after a linking verb: *The findings are **conflicting**, and further study is **imperative**.*).

⁸ Wajnryb, R. (1999)

6. Expand the noun phrases (subject and object) in the following sentences.

- *Children like games.*
- *Teachers use picture books.*

Remember

Noun phrases consist of minimally a noun or pronoun, which act as the head of the phrase: *Sally/She respects children*. However, academic writing seems to prefer complex noun phrases, and accordingly, the head of the phrase may be preceded and/or followed by several dependent elements.

Integrating information in the noun phrase:

- ✓ premodification: *The new ambitiously conceived research project...*
- ✓ post-head elements, which define and specify:
 - postmodifiers:
 - ✓ *the information on kindergartens which is included in this chapter*
 - ✓ *the variety of structural forms found in child care*
 - ✓ *infants and toddlers in child care with better adult/child ratios*
 - ✓ *caregivers predictive of children's cognitive competence*
 - complements:
 - ✓ *Despite the fact that learning seemingly occurs spontaneously and in ways unintended and unplanned, preschool teachers carefully engineer the environment to structure and maximize learning opportunities.*
 - ✓ *It is difficult to differentiate the effects of formal education and child-related training on children's development.*

Function of noun phrases:

Child care and families are powerful influences on children's development. → subject; subject complement

We can enhance children's development and reduce family stress by improving the quality of child care. → object

Complex educational judgements are made every day. → adverbial

Unit 8 Verbs

Read the text and do the exercises.

The guidance tradition

(...) Across the middle of the century, a broad array of educators and psychologists nurtured and sustained the guidance tradition.(...) German born Friedrich Froebel was the originator of the kindergarten, at the time intended for children aged three to six.(...) For Froebel the whole purpose of education was guidance so that the ‘innate impulses of the child’ could be developed harmoniously through creative activity. As part of his early developmental orientation, Froebel believed that the nature of the child was essentially good and that ‘faults’ were the product of negative experiences, sometimes at the hand of the educator.

Similarly, Maria Montessori took a developmental viewpoint, maintaining that ‘the child is in a continual state of growth and metamorphosis, whereas the adult has reached the norm of the species’. Montessori (...) abhorred the traditional schooling of the day, which failed to consider children's development. She criticized didactic teaching practices with children planted behind desks, expected to recite lessons of little meaning in their lives, and kept in line by systematic rewards and punishments. (...)

Jean Piaget (...) discussed implications of his work for the classroom in *The Moral Judgement of the Child* (1932/1960). He shared with Montessori the precept that children learn through constructing knowledge by interacting with the environment. Furthermore, he shared leaders of nursery school and kindergarten education a high regard for the social content of learning, insisting that peer interaction is essential for healthy development. He maintained that education must be an interactive endeavour and that discipline must respect and respond to this fact. Piaget pointed out:

If one thinks of the systematic resistance offered by pupils to the authoritarian method, and the admirable ingenuity employed by children the world over to evade disciplinary constraint, one cannot help regarding as defective a system which allows so much effort to be wasted instead of using it in cooperation.(1932/1960, pp. 366-367)

(...) Piaget saw the classroom as a ‘laboratory’ in which the practice of democracy was to be modelled, taught, and learned. For Piaget, the means to social, personal, and intellectual development was guidance practised in the classroom by a responsible adult.⁹

1. Scan the text to answer the questions and do the tasks.

a) Thematic aspects

1. Why was guidance the purpose of education for Froebel?
2. What was Montessori's opinion of traditional schooling?
3. What aspects of teaching practice did Montessori detest?
4. How do children learn in the opinion of Piaget?
5. How do Piaget's views relate to the views of other educators and psychologists?
6. What was Piaget's opinion of the authoritarian method in education? Why?

⁹ Based on Gartrell (2004:22/24/25)

b) Formal aspects

1. Find the subject of the verb *nurtured* in the first sentence. Underline the head noun(s).
2. Find all occurrences of the coordinator *and* in the first paragraph. What does it coordinate in each case?
3. Underline the topic sentences of the first two paragraphs.
4. What does the linking adverb *similarly* indicate?
5. Explain the use of the marker *whereas* in the same paragraph.
6. Find the object in the sentence: *Montessori abhorred the traditional schooling of the day, which failed to consider children's development.* What is the head noun? What does *which* refer back to?
7. Underline the object(s) of the verb *maintained*: *He maintained that education must be an interactive endeavour and that discipline must respect and respond to this fact.* What does the coordinator *and* coordinate? What meaning do the modals add to the sentence?
8. Underline all finite verb forms in the first paragraph.
9. Underline all infinitives in the quotation.

2. Vocabulary development. Look at the sentences from the text. Rewrite each sentence by replacing the underlined words with a suitable form of their (near) synonyms from the box. Use a dictionary if necessary.

emphasize fundamental great likewise moreover claim while achieve esteem perspective
--

Similarly, Maria Montessori took a developmental viewpoint, maintaining that ‘the child is in a continual state of growth and metamorphosis, whereas the adult has reached the norm of the species’.

Furthermore, he shared with the leaders of nursery school and kindergarten education a high regard for the social content of learning, insisting that peer interaction is essential for healthy development.

3. Underline the subject and the subject complement in the sentence. Translate the sentence.

German born Friedrich Froebel was the originator of the kindergarten, at the time intended for children aged three to six.

Note

Linking verbs *be, appear, seem, become, feel, smell, taste, look, remain, sound* link the subject with its complement, which completes the meaning of the subject, referred to usually as the subject or predicative complement.

E.g. *Montessori was an Italian physician.* (Cf. imenski predikat)

4. Read the sentences about novices. Paraphrase them to explain the meaning. Decide which of the words in bold are gerunds (verbal nouns), participles (used as adjectives or to form a tense) or nouns.

*Novice teachers have **learned** **unwritten** rules to govern behaviour, like **learning** the **meaning** of road signs as part of **learning** to drive. At this stage, a **beginning** teacher is **learning** some **interesting** and **well-known** facts of a classroom situation.¹⁰*

5. Transform these non-finite clauses from the text into finite ones:

E.g. *German born Friedrich Froebel was the originator of the kindergarten, **at the time intended for children** aged three to six. (...**which was** at the time intended for children...)*

- *For Piaget, the means to social, personal, and intellectual development was guidance **practised in the classroom by a responsible adult.***

-
- *If one thinks of the systematic resistance **offered by pupils to the authoritarian method**, and the admirable ingenuity **employed by children the world over** ...*
-

Note

Non-finite clauses are subordinate clauses which contain a non-finite verb - an incomplete verb phrase. (Cf. predikatni proširci)

¹⁰ Wajnryb, R. (1999)

Unit 9 Verb Phrases: Expressing Time and Modality

Research approaches to child development

P1 Studying children presents many challenges. Young children cannot easily put their understanding into words, and their attention span is limited, so scientists must find creative ways of discovering what they know. In addition, all human development involves change, so scientists must study how behaviour and thinking change over time to derive conclusions about childhood growth.

P2 Developmental scientists often study children in their everyday settings—at home, at school, on the playground, in a child-care centre, or in the neighbourhood—because they seek to understand children’s behaviour in these natural contexts. Furthermore, children act more typically in these settings. For some research questions, however, the controlled environment of a laboratory is required—particularly when children’s responses to experimental procedures must be carefully studied. Sometimes laboratories are designed to resemble a living room at home so that children feel more comfortable and respond more typically.

P3 There are many methods researchers use to learn about how children act and think. In observational studies, they observe children without intruding on their behaviour, permitting conclusions about how they behave but not necessarily why they do so. Experiments, by contrast, are carefully designed procedures, usually conducted in a laboratory setting, used to measure the reactions of children to specific events. Occasionally, scientists can interview children face-to-face or use questionnaires to survey older children about their thoughts, knowledge, and reactions. Researchers may also learn about children by collecting information from others who know them well, such as their parents. These secondary source reports can be quite informative when children are too young to give reliable information on their own. Sometimes scientists administer psychological tests, such as tests of intelligence or memory ability, which are more objective indicators of ability or knowledge, to evaluate what children can do. On occasion, researchers conduct case studies of specific individuals, usually children who have unusual characteristics or exceptional experiences, in the hope of generalizing their findings to a larger population.

P4 Experiments are typically conducted in a laboratory so that all variables can be tightly controlled. Because experiments can isolate cause and effect, they enable researchers to derive conclusions about significant influences on development and behaviour, although the laboratory may alter the behaviours that occur in natural settings. Owing to the fact that their conditions are so carefully controlled, experiments are well suited to understanding the causes of behaviour and development. The experimenter manipulates one factor in a situation, keeping all other variables constant, to determine the effect of that manipulation. An experiment could be designed, for example, to study how the facial expressions of mothers influence their infants when an unfamiliar adult suddenly appears. In one experimental condition, the mother might be instructed to look cheerful, and in another condition she might be instructed to look frightened. By observing the infant’s reaction to the stranger in each condition, and keeping all other aspects of the situation the same, the experimenter could determine the effect of the mother’s facial expression.

P5 To learn about how children change over time, scientists use one of two basic research designs: longitudinal research and cross-sectional research. In longitudinal research, the same children are repeatedly observed and tested as they age, enabling researchers to identify the

later consequences of early influences on them. However, such studies take years to complete, are expensive, and run the risk that the subjects (or researchers) will die, drop out of the study, or become unavailable. In cross-sectional research, different groups of children are observed at each of several ages. This enables scientists to study development more quickly and easily, but the long-term effects of early influences cannot be identified because each child is studied at only one point in time.

P6 In conducting research, developmental scientists must take care to ensure that their studies are objectively designed with procedures that children can understand, and that children are free from stress or coercion when they participate. Considerable thought and creativity are required to balance the needs and perspectives of children with the goals of the scientific study.¹¹

1. Skim the text. Which paragraph gives information about...

- 1. experiments? _____
- 2. research designs scientists use? _____
- 3. what scientists must be careful about in conducting research? _____
- 4. why it is difficult to study children? _____
- 5. methods researchers can use? _____
- 6. where children are studied? _____

2. Skim and scan the text to answer the questions and do the tasks.

a) Thematic aspects

- 1. Why is studying children difficult?
- 2. Where do scientists study children? Why?
- 3. What methods do researchers use to study children?
- 4. What are secondary source reports? When are they used?
- 5. What is the difference between observational studies and experiments?
- 6. Why are case studies conducted?
- 7. In what way are longitudinal and cross-sectional types of research used in developmental studies?

b) Formal aspects

- 1. What is the text about? Underline the topic sentences in the text.
- 2. How is the text structured? Analyse the structure of one of the paragraphs.
- 3. Who is the text intended for?
- 4. Is it predominantly descriptive or argumentative?

¹¹ Thompson, R. A. (2008)

5. Establish the ratio of expressing facts and opinions.
6. What does *in addition* in the first paragraph indicate? Find in the text other markers functioning in the same way.
7. Explain the use of the marker *by contrast* in the third paragraph.
8. Find a synonym of the adverb *occasionally* in the same paragraph.
9. Explain the use of the marker *because* (paragraph four)? Find another marker in the same paragraph functioning similarly. Try to substitute this marker with *because*. Make changes if necessary.
10. Find all markers introducing examples and explain their use.
11. Underline all adjectives in paragraph five. Which are used attributively and which predicatively?
12. Read the sentence:

Because experiments can isolate cause and effect, they enable researchers to derive conclusions about significant influences on development and behaviour, although the laboratory may alter the behaviours that occur in natural settings.

How many clauses does the sentence contain? Underline the main clause.

13. Find this sentence in paragraph five: *This enables scientists to study development more quickly and easily, but the long-term effects of early influences cannot be identified because each child is studied at only one point in time.* What does *this* refer to?

3. Vocabulary development. Complete these collocations from the text and sort them out.

_____ span, over _____, _____ home, _____ the neighbourhood,
 _____ scientist, _____ to understand, administer _____, _____ carefully
 _____, _____ suited, _____ the effect, _____ the risk, _____
 setting, _____ expression, _____ occasion

v + n	adj + n	p + n	adv + adj	v + v

4. Scan the above text. Which is the dominant tense? Why?

5. Choose the correct form of the verbs in the letter.

Dear Karen,

I'm having / I have a great time here in England. My university term isn't starting / doesn't start until the autumn, so I'm taking / I take the opportunity to improve my English. I'm staying / I stay with some English friends who are owning / own a farm. On weekdays I'm catching / I catch a bus to go to language classes. I'm making / I make good progress, I think. My friends say / are saying my pronunciation is much better than when I arrived, and I'm understanding / I understand almost everything now.

Do you come / Are you coming to visit me at Christmas? I'm spending / I spend the winter holiday here at the farm. Let me know as soon as you're deciding / you decide.

Love,

James

6. Scan the text *Research approaches to child development* and find modals expressing:

- necessity _____
- (in)ability _____
- possibility _____
- (un)certainty _____

7. Working with a partner explain the differences in meaning between the following sentences in each group.

1. Teachers **must try** to help children with ADHD.
Teachers **should try** to help children with ADHD.
Teachers **might try** to help children with ADHD.
Teachers **should have tried** to help children with ADHD.
2. Secondary source reports **can be** quite informative.
Secondary source reports **could have been** quite informative.
Secondary source reports **must be** quite informative.
3. By observing the infant's reaction to the stranger in each condition, the experimenter **could determine** the effect of the mother's facial expression.
By observing the infant's reaction to the stranger in each condition, the experimenter **could have determined** the effect of the mother's facial expression.
By observing the infant's reaction to the stranger in each condition, the experimenter **should have determined** the effect of the mother's facial expression.

8. Complete these sentences with the adjectives and modals in the box.

advisable, hyperactive, reluctant, regrettable, inevitable; cannot, should, will, should not, would not

1. Someone who says 'It is _____ that the staff did not do anything sooner about bullying' feels that the staff _____ have acted sooner.
2. If someone says it is _____ to wait, it means that you _____ act immediately.
3. When you describe something as _____ you are certain that it _____ happen.
4. It was clear that the child was _____ to talk and that the teacher _____ get any information about the incident from him.
5. If you say that a child is _____ you mean that he _____ concentrate for any length of time, especially as a result of attention deficit disorder.

9. Read the text to answer these questions.

1. What is the text about?
2. How did Froebel use play in his kindergarten?
3. In what way have kindergarten curricula evolved since Froebel?
4. Why are kindergartens the subject of much debate among educators?

Froebel was convinced that young children learned best through play and through handling material objects, rather than through books and didactic teaching. In Froebel's kindergartens, play was not simply an opportunity for children to freely express themselves but a sequence of directed activities designed to help children understand certain physical, moral, and intellectual principles that Froebel considered universal.

By the early 20th century, kindergarten curricula had lost many characteristics of Froebel's original model. American kindergarten teachers replaced the highly structured occupations with a wider range of materials and activities based on everyday American life. In addition, American kindergartens gradually became less teacher-directed, and children were encouraged to express their individual differences more freely.

The philosophy underlying kindergarten has continued to evolve. Although most American kindergartens now offer some academic training to prepare children for first grade, educators continue to debate the extent to which kindergartens should teach children such basic skills as phonics, reading, and arithmetic. Despite these debates, most teachers believe that appropriate kindergarten curricula should devote some attention to school readiness while also allowing children to engage in more creative and self-expressive activities.¹²

¹² "Kindergarten." (2008)

10. Scan the text to complete the table with examples. Explain the choice of tense. Translate the sentences.

Past simple
Past perfect
Present simple
Present perfect

11. Underline all passive forms in the following sentence. Paraphrase it to explain the meaning. Simplify the sentence by dividing it into at least two shorter ones.

Differences in learning style have already been discussed and it was concluded that, at present, whilst it seems probable that there are indeed stylistic differences between children in their preferred approach to the learning task, it is not clear how many dimensions are needed to characterize them nor whether they persist over the whole period of development or are only relatively short-lived.¹³

¹³ Wells, G. (1985)

12. Turn these active sentences into passive ones.

a) Teachers should make lessons more interesting for children.

b) Miss Jones will display the pupils' drawings in the classroom.

c) The teacher promised Paul a prize if he worked well.

d) Has anybody answered the question?

e) How do children learn languages?

f) What questions do pupils usually ask?

Remember

Active voice → subject as doer: *Nature and nurture influence child development.*

Passive voice → subject as recipient: *Child development is influenced by nature and nurture.*

Unit 10 Sentences

First Books: Where Reading Begins

How early should we begin introducing children to books? Should we begin reading to the unborn child? It is not a bad idea, even if it is only good practice. It is never too early to begin sharing books with children. Even tiny infants can learn the enjoyment of holding the so-called toy books - cardboard, pop-up, or cloth book. By the time they are two, they will be asking for their favourite stories to be read to them. But the time we have to share books with children is short indeed, for they grow up so quickly. It is time that should not be wasted on mediocre books. Books for the very young are wonderfully varied. Stimulating wordless picture books are excellent introductions to the world of books for children (and some remain appealing for adults). All children should know the joy of nursery rhymes, with their playful use of language and their imaginative stories. Alphabet books, most of which are designed to teach children to recognize the letters and sounds of the alphabet, and counting books, which are similar to alphabet books in their purpose of teaching children (they teach the concept of counting and recognizing numbers), can go far beyond instruction and can provide wondrous journeys into the imagination. And concept books that offer exciting introductions to cognitive concepts such as colour, shape, size, and even emotional and social development enrich a child's reading experience. The most effective of these books are very imaginative and entertaining, and they are attractive and stimulating to look at.

These first experiences with books should be both happy and stimulating for children. Their encounters with books should be frequent and varied. A good book is food for the child's mind and spirit. Why would we want to nourish our children with anything less than the very best?
(Russell, 2009:111)

1. Look at the text and answer the questions.

a) Thematic aspects

1. How early should we begin introducing children to books? Why?
2. List all types of first books.
3. What is the most important criterion for choosing first books?
4. How often should children be read to? Why?

b) Stylistic and formal aspects

1. What was the intention of the author in writing the text?
2. Is the text predominantly descriptive or argumentative? Support your opinion by giving examples.
3. Find examples of gerunds (verbal nouns) and participles used as adjectives (attributively and predicatively) or in a complete verb phrase.
4. What is the author's opinion about early reading and first books?
5. Establish the ratio of expressing facts and opinions.

2. Find different classes of sentences in the text.

class	example
simple sentence	
compound sentence	
complex sentence	
compound-complex sentence	
yes or no question	
wh-question	

3. Underline the main clause in the sentence. Simplify the sentence by dividing it into at least three short ones.

Alphabet books, most of which are designed to teach children to recognize the letters and sounds of the alphabet, and counting books, which are similar to alphabet books in their purpose of teaching children (they teach the concept of counting and recognizing numbers), can go far beyond instruction and can provide wondrous journeys into the imagination.

4. Think, pair, share.

- How important is reading stories in preschool programmes? Why?
- What does reading or telling stories develop? Why?

5. Look at the text and answer the questions.

1. Why do teachers include story reading into their programmes?
2. Is there any clear proof that listening to stories helps children learn to read?
3. What effects do stories have on children?

Reading stories to children

Children enjoy listening to stories in their mother tongue and understand the conventions of narrative. For example, as soon as they hear the formula ‘Once upon a time...’ they know what to expect next. Early childhood teachers have long included story reading as an important part of their programmes. Research has finally determined that this activity is indeed essential in children's development of literacy.

Furthermore, we now know why an adult's reading aloud of stories specifically helps children learn to read by themselves. Neuroscientists have discovered that learning to read relies on brain circuits already in place for language. This means that children must use these circuits before they can be established, and hearing stories read aloud helps children develop these circuits. Also, when children hear stories, the visual images which are made in their minds promote memory development. Often children may correct a reader if she leaves out even one word during rereading of a favourite book, and eventually some children are able to ‘read’ an entire story almost verbatim from memory alone.

Stories are motivating and fun and can develop positive attitudes towards reading and create a desire to continue learning. In addition, stories exercise the imagination as children can identify with the characters, which helps develop their own creative powers. Moreover, listening to stories in class is a shared social experience which is not only enjoyable, but can help build up the child's confidence and encourage social development.¹⁴

6. What might, in your opinion, be the logical sequence of these activities related to reading picture books to very young children? Compare your list with a partner.

1. Choose simple, colourful books with exciting-sounding words.
 - Use the book as a lead-in to other classroom activities.
 - Read the book to yourself, first silently and then aloud.
 - Have children participate by saying words or making motions.
 - Introduce the book by showing the cover.
 - Reread the book as frequently as possible.
 - Read to small groups by showing the pictures.
 - Ask children what they liked about the characters or story.

¹⁴ Adapted from Beaty, 2009 and Ellis and Brewster, 1991

7. Analyse the sentences in the final paragraph of the text in terms of coordination and subordination. How many clauses are there in each of the sentences? Underline the main clauses.
8. Underline all discourse markers indicating the author's purpose to add further arguments.
9. Find in the text the ways of achieving cohesion between clauses, sentences and paragraphs. Complete the table with examples from the text.

linked by	examples
linking words	
pronouns (<i>they</i>) which refer the reader back	
referring determiners (<i>this activity</i>)	
pronouns <i>this</i> and <i>which</i> that refer back to a previous sentence/clause	
maintaining the same subject in the next sentence	
repeating key words	
use of tenses and aspects	

10. Compare at least two first books and evaluate them according to these criteria:

- the illustrations are skilfully executed and imaginative
- the illustrations capture the sense of the text; they add to it
- the text is clear in its purpose, enjoyable to read, and memorable
- the size and shape are suited to the book's subject and purpose
- the book is captivating and enjoyable

11. Choose an ending (1-7) for each beginning (a-g). Add the coordinators *and, but, or*.

a. The teacher does not learn solely by acquiring new information or knowledge about teaching _____.

b. Janet is a competent teacher _____.

c. Novices behave rationally _____.

d. An observer may watch a lesson alone _____.

e. The children learn to express ideas _____.

f. This book takes the focus away from the performance element of teaching _____.

_____.

g. Mentors should help student teachers _____.

1. ... he may watch it with others.
2. ... they will not be able to cope with everyday problems.
3. ... conform to the rules.
4. ... she did not get a promotion.
5. ... places it on the observation of teaching.
6. ... to listen to the ideas of others.
7. ... through thinking about new ideas in the light of past experience.

Unit 11 Clauses

1. Skim the text. What is it about?

During much of the twentieth century, two widely divergent theories have organized a great deal of the research on language acquisition. The learning-theory approach attributes language to nurture. It accords the leading role in language acquisition to children's environments, especially to the language environment and teaching activities provided by adults. According to this point of view, language acquisition depends on imitation and on learning by association, through the mechanisms of classical (associating objects and words and grasping the meaning of a word as the sum of all the associations that the word evokes) and operant conditioning (sounds which children emit at random during the early phases of babbling represent the initial elements of spoken language, which are gradually shaped through reinforcement and refined through practice).

The nativist approach, which has been dominated by the work of the linguist Noam Chomsky, attributes language acquisition largely to nature. It assumes that children are born ready to learn language and that as they mature, their language using capacity appears naturally, with only minimum input from the environment and without any need for special training. According to Chomsky, because children produce a vast array of sentences that they have never before heard, it seems implausible that language could be acquired primarily through classical or operant conditioning. That children's early original utterances often violate grammatical rules in a systematic way also prompts Chomsky and other nativists to believe that imitation cannot adequately explain language acquisition, although Chomsky does acknowledge that 'children acquire a good deal of their verbal and non-verbal behaviour by casual observation and imitation of adults and other children'.

Chomsky believes that the capacity to comprehend and generate language is innate, and that the principles by which it develops are not the same as those underlying other human behaviours. Instead, he argues, the capacity to comprehend and generate language is more like a special human organ with its own structure and function. Chomsky proposes that every child is born with a language acquisition device, which is programmed to recognize the universal rules that underlie any particular language that a child might hear. Chomsky theorizes that as the child matures and interacts with the environment, maturation of the LAD enables the child to fit increasingly complex language forms into the pre-existing structure of the LAD, the eventual result of which is the adult capacity to use language.

In summary, nativists contend that the essential structures that make language acquisition possible – the universals of grammar – are determined far more by the evolutionary history of our species than by the experiential history of particular children.

In recent decades a variety of interactionist approaches to language acquisition have gained prominence. Interactionists hold that both nature and nurture play significant roles in the acquisition of language, as in other areas of human development. They also believe that the development of children's language is closely tied to their overall mental development.

(Cole, 1997:315)

2. Scan the text to answer the questions.

1. What explanations of language acquisition are discussed in the text?
2. Which approaches have diametrically opposed views on language acquisition?
3. What is the difference between the two types of learning, classical and operant conditioning?
4. What does language acquisition depend on, according to the learning-theory approach? ...according to the nativist approach?
5. How does Chomsky explain language acquisition?

3. Vocabulary development. Match the words and their explanations.

nurture, divergent, underlie, eventual, propose, capacity, contend, acquisition

<i>things different from each other</i>	
<i>ability or power</i>	
<i>education, training and care given by caregivers, especially as these concern development</i>	
<i>an act of gaining or coming to possess a skill often over a long period of time</i>	
<i>claim; say or state strongly</i>	
<i>be a hidden cause or meaning of</i>	
<i>put forward for consideration; suggest</i>	
<i>happening at last as a result</i>	

4. What do *it* and *this point of view* in the first paragraph refer to?

5. Analyse the sentence. Underline the heads in the subject and object phrases.

During much of the twentieth century, two widely divergent theories have organized a great deal of the research on language acquisition.

6. There are several examples of reporting Chomsky's work in the third paragraph. Underline the reporting verbs. Scan the whole text to find other reporting verbs and copy them here.

7. **Find functional classes of clauses in the text** (clauses functioning like adverbs, nouns or adjectives).

adverbial	
nominal	
relative	

8. **How many clauses is this sentence composed of? Underline all the verbs. Simplify the sentence by dividing it into at least three shorter sentences.**

That children's early original utterances often violate grammatical rules in a systematic way also prompts Chomsky and other nativists to believe that imitation cannot adequately explain language acquisition, although Chomsky does acknowledge that 'children acquire a good deal of their verbal and non-verbal behaviour by casual observation and imitation of adults and other children'.

9. **Read the second paragraph of the text and find instances of nominal clauses functioning as a(n) ...**

subject
object

10. **Underline the relative clauses in the following sentence and decide which words they modify.**

Chomsky proposes that every child is born with a language acquisition device, which is programmed to recognize the universal rules that underlie any particular language that a child might hear.

12. Look at the sentence below and decide on...

- a. the number of clauses it contains.
- b. classes of subordinate clauses and their function.
- c. different meanings of *that*.

Froebel believed that the nature of the child was essentially good and that children's innate goodness and creative potential would unfold naturally in the "garden" that was created for that purpose.

13. Study these sentences about child development. Underline all nominal clauses in them and decide on their function. Translate the sentences.

1. Piaget claimed that children construct new knowledge by applying their current knowledge structures to new experiences and modifying them accordingly.

2. Other developmental scientists have studied how cultural values guide the skills and attitudes that children acquire as they mature, and how brain maturation influences the development of thinking and feeling.

3. The conclusion that strongly inherited characteristics are changeable has important practical implications.

4. Like other basic questions about development, whether early experiences are a determining force or fading influence has practical implications.

14. Rewrite each of these pairs of sentences as a single sentence using nominal clauses.

1. The ESP exam would be difficult. All the students were absolutely sure of it.

All the students _____

2. Applicants must hold recognized teaching qualifications. Mary was aware of that.

Mary _____

3. They have left the teaching profession, demoralized and undervalued. Everybody was completely surprised by that.

Everybody _____

Unit 12 Clauses (continuation)

1. Skim the text to find out what it is about.

The earliest stage, readiness, encompasses the skills that young children usually acquire before they can profit from formal reading instruction. Children acquire knowledge of the language and of letter names, in other words they learn that spoken words are composed of separate sounds and that letters can represent these sounds. Parents can aid in the process by reading to children, thus acquainting them with the more formal language of books, pointing out words and letters, and making them aware that words in a book can tell a story or give information. Other readiness skills are acquired while children engage in word and rhyme games. Play with language apparently helps young children focus their attention on the sounds of words as well as on their meanings.

Children also learn about other aspects of written language. When they are of younger ages, they can distinguish their script from that of other languages, recognize commercial logos, engage in 'pseudo reading' with familiar books, and so on. It has been suggested that these early 'reading' behaviours contribute to later reading success.

In kindergarten or first grade, children are often given readiness tests that measure abilities in language, knowledge of letter names, and skill in matching words and letters. High scorers on these tests will probably become good beginning readers, but children with low scores may or may not do well in reading. Experienced kindergarten teachers tend to predict first-grade reading abilities as well as or better than readiness tests.¹⁵

2. Scan the text and answer the questions:

a) Thematic aspects

1. How can children get ready for reading?
2. How can caregivers help in this process?
3. What are preschool children capable of doing, which may contribute to later reading success?
4. How can caregivers establish the level of readiness?

b) Formal aspects

1. What does the marker *in other words* indicate?
2. What does the marker *thus* introduce?
3. What does *that* refer to? *When they are of younger ages, they can distinguish their script from that of other languages, recognize commercial logos, engage in 'pseudo reading' with familiar books, and so on.*
4. Which participles (present and past) in the final paragraph are used as adjectives?

¹⁵ Chall, J. S., and Stahl, S. (2008)

3. Find in the text ...

1. expressions of caution _____
2. qualifications and generalizations _____
3. modal verbs showing uncertainty _____
4. an adverb showing certainty _____

4. Vocabulary development. Find the (near) synonyms of these words in the text. Use a dictionary if necessary.

comprise	benefit	training	individual	seemingly	concentrate
take part in	propose	forecast	result	well known	joining

5. Complete each sentence in such a way that it is as similar as possible in meaning to the sentence (pair) above it.

1. Students will not have lectures on Monday. It is a holiday.

As _____

Due to _____

2. We should not chatter during lectures.

While _____

3. Ann was collecting the tests when Mr Jones entered the classroom.

While _____

4. The test was difficult. Many students passed.

Although _____

In spite of _____

5. Sharon is a novice teacher. She is not able to anticipate what the children might do.

Since _____

6. The professor and his assistant were ill. The lectures were postponed.

As _____

Owing to _____

7. She wanted to explain her opinion about indiscipline in schools today. She wrote an essay.

In order to _____

6. Transform these non-finite clauses into finite ones:

1. Not feeling well, Ann cancelled her lectures.

2. Jane was quite flattered at first, being asked to work with one of the professors.

3. The child stood alone in the classroom, as if waiting for someone.

7. Rewrite each pair of sentences as a single sentence, using *so* in a result clause.

1. They were feeling really tired. They were not able to follow the lecture.

2. Jim was not able to do the homework. He forgot to take his textbook.

3. Jane is extremely conscientious. She deserves the promotion.

4. The children made such a mess in the classroom. The teacher was upset about it.

Unit 13 Relative Clauses

1. Skim the text. What is it about?

There are four primary theories of child development: psychoanalytic, learning, cognitive, and sociocultural. Each offers insights into the forces guiding childhood growth. Each also has limitations, which is why many developmental scientists use more than one theory to guide their thinking about the growth of children.

Psychoanalytic theories share an emphasis on personality development and early childhood experiences. In the psychoanalytic view, early experiences shape one's personality for an entire lifetime, and psychological problems in adulthood may have their origins in difficult or traumatic childhood experiences.

Learning theorists emphasize the role of environmental influences in shaping the way a person develops. In their view, child development is guided by both deliberate and unintended learning experiences in the home, peer group, school, and community. Therefore, childhood growth is significantly shaped by the efforts of parents, teachers, and others to socialize children in desirable ways. According to learning theories, the same principles that explain how people can use a bicycle or computer also explain how children acquire social skills, emotional self-control, reasoning strategies, and the physical skills of walking and running.

The best-known theory of cognitive development was developed by Swiss psychologist Jean Piaget, who became interested in how children think and construct their own knowledge. In the view of Jean Piaget, the leading constructivist of the twentieth century, knowledge is acquired through action. Piaget's perspective emphasized the active role children play in their own mental growth as inquisitive thinkers. Like Montessori's programme, a constructivist programme stresses the importance of an environment which encourages children to make choices and to pursue their play with peers. The teacher who has a role of an environmental architect is skilled in the use of questioning strategies that encourage children to reflect on their experiences and to predict future ones.

Sociocultural theory highlights how children incorporate culture into their reasoning, social interaction, and self-understanding. It also explains why children growing up in different societies are likely to have significantly different skills. To sociocultural theorists, children's growth is deeply guided by the values, goals, and expectations of their culture. In this perspective, children acquire skills valued by their culture through the guidance and support of older people. One of the pioneers of sociocultural theory was Russian psychologist Lev Vygotsky, whose writings in the 1920s and 1930s emphasized how children's interaction with adults contributes to the development of skills.¹⁶

2. Scan the text to answer the questions.

a) Thematic aspects

1. Which theories of child development are discussed in the text?
2. Why do many developmental scientists use more than one theory to guide their thinking about the growth of children?

¹⁶ Thompson, R. A. (2008)

3. How are early experiences related to personality development in the psychoanalytic view?
4. What is child development guided by according to learning theorists?
5. Who was the leading constructivist of the 20th century?
6. How is knowledge acquired in the opinion of Piaget?
7. Why is environment important in child development? Which programmes stress the importance of environment?
8. Why are children growing up in different societies likely to have significantly different skills?

b) Formal aspects

1. What do *each* and *which* in the first paragraph refer to?
2. Find examples of cohesive ties in paragraph three.
3. Find the phrase *unintended learning experiences*. How does the word *learning* function (an adjective or a noun)?
4. Underline all verbs and phrases which introduce different views of the theorists of child development.

3. Underline examples of defining and non-defining (full-form and reduced) relative clauses in the text. What do they modify?

4. Using relative clauses (defining and non-defining), make one sentence from each of these sentence groups.

E.g. *The best-known theory of cognitive development was developed by Swiss psychologist Jean Piaget. He became interested in how children think and construct their own knowledge.*

The best-known theory of cognitive development was developed by Swiss psychologist Jean Piaget, who became interested in how children think and construct their own knowledge.

1. Over the years, psychologists and other scientists have devised a variety of theories. These theories explain observations and discoveries about child development.

2. Experiments are carefully designed procedures. They are usually conducted in a laboratory setting. They measure children's reactions to specific events.

3. Dramatic play in an early childhood programme is a spontaneous role playing. Children engage in it as they pretend different real-life scenarios.

4. Singing is a natural language for young children. It speaks to them in tones they can relate to.

5. Whether a child becomes outgoing or shy, intellectually advanced or average, or energetic or subdued depends on many unique influences. The effects of these influences are difficult to predict at the child's birth.

6. There are teachers aware of a wide variety of things. These things are simultaneously going on in the classroom. Such teachers are said to 'have eyes in the back of their head'.

5. Identify all non-finite relative clauses in the following sentences and transform them into finite ones.

E.g. *Each offers insights into the forces **guiding** childhood growth. (...**which guide** childhood growth).*

E.g. *In this perspective, children acquire skills **valued** by their culture through the guidance and support of older people (...**which are valued** by their culture...).*

1. Child care, defined as an alternative caregiving arrangement provided by someone other than the parents of the child, has become prevalent in the United States for infants, toddlers, and school-age children.

2. This chapter will explore the variety of structural forms found in child care and examine the relations between child care and families.

3. The factors guiding development arise from both outside and within the person.

15. Relative clauses or noun clauses? Translate the sentences.

a) The constructivist viewpoint rests on the assumption that children mentally construct knowledge through reflection on their experiences.

b) The assumption that underlay the constructivist view was that children mentally constructed knowledge through reflection on their experiences.

Unit 14 Discourse: Achieving Cohesion and Coherence

1. Analyse these sentence groups in terms of cohesion and coherence. (Some connective devices are indicated.)

*Regarding the necessary qualifications in the states, **some** require a nursery school teacher to have a **bachelor's degree in early childhood education**, plus a teaching certificate. **Other** states **require** little more than a **high school education**.*

***Applicants must hold** a recognized teaching qualification. In addition, **they should be** familiar with modern approaches to language teaching in nursery schools. **Furthermore**, they **need to** have considerable experience.*

***Emma is a hardworking student. She studies a lot and consequently** she passes her exams **without any difficulty**. **But** last month, **although** she studied hard, she failed the language exam.*

*Ana is bilingual. **In other words** she is as fluent in English as in Croatian.*

*Many developmental scientists **believe** that **children** do not proceed through universal stages or processes of development. **It is the sociocultural theorists**, who **claim** that **children's growth is** deeply guided by the values, goals, and expectations of their culture.*

2. Skim the text to find out what it is about.

A nursery school features long periods of play because young children learn best by playing. Preschool children cannot grasp the meaning of words **that** represent unfamiliar objects or situations. As a result, **these children** learn better by direct contact with things than by using words alone. Firstly, nursery school children learn the names, characteristics, and uses of objects with which **they** play. In the process, the youngsters handle things, compare **them**, count them, and move them around. Some of these activities help children understand directions, and distances. **Some** help them to understand numbers, shapes, and sizes.

Nursery school children **also** develop social skills through play. **For example**, they learn to cooperate with others, to share, and to resolve difficulties in a friendly way. In addition, the children learn to express ideas and to listen to the ideas of others.

A number of nursery schools use a teaching method developed by the Italian educator Maria Montessori, **which** involves special learning activities that children choose for themselves and work individually. Montessori based her educational method on giving children freedom in a specially prepared environment, under the guidance of a trained director. She stressed that leaders of the classroom be called directors rather than teachers because their main work was to direct the interests of children and advance their development. According to Montessori, when a child is ready to learn new and more difficult tasks, the director should guide the child to **do so**.¹⁷

¹⁷ based on World Book Encyclopaedia (2009:P756)

3. Answer these questions.

- a) Why is play important in early childhood?
- b) How do children learn the meaning of words which name unfamiliar objects?
- c) Which social skills do children develop through play?
- d) What was, in Montessori's opinion, the basic role of directors?

4. Find different ways in which the above text is linked together to make it clearer (some are indicated), and match them with connective devices listed in the table below.

What do the words in bold refer to?

Connective devices

vocabulary: repetition and restatement	
coordination and subordination	
tense, voice and aspect	
linking words	
references	
maintaining the same subject	
substitution	
ellipsis	

5. In pairs or small groups put these sentences and short paragraphs in order. Number 1 is the first sentence of the text.¹⁸

1. **Have you ever wondered why some students do much better in exams than others?**
2. Firstly, successful students tend to be tidy. For example, their notebooks are neat and well-organised, which makes it easier for them to retrieve information later.
3. To conclude, it does not matter how intelligent or hardworking you are. The most important thing is how you study.
4. In addition, they keep their rooms in good order. As a result, they do not waste time looking for important papers.
5. As the books do not always present information in a way that suits their learning style, they spend time making notes and organising them in a way that suits them best.
6. And they tend to organise their time well.
7. No, what seems to count is the way you study and whether it is effective. According to research, the students who perform best in exams have a series of techniques to help them.
8. Finally, they do not leave revision until the last moment. When they set their study targets, they allow regular revision time, which is much more effective than trying to study intensively at exam time.
9. For example, when they choose a suitable time to study they try to make this a regular, time-tabled part of the day without trying to find reasons to postpone getting started.
10. Apparently, intelligence is not the only answer because the most academically gifted students are not necessarily the most successful ones.
11. Secondly, good students develop good studying strategies.
12. And, as some of the most successful students actually work less, being conscientious and hardworking is not the whole story either.
13. Furthermore, when they read, they mark the important points so that when they are revising later, they can see the relevant material immediately.

6. Underline the words and phrases which helped you decide.

¹⁸ Based on Walton, R., Bartram, M. (2000:12)

8. What is substituted in the following sentences?

1. Many novice teachers are not able to anticipate what children might do. They do not possess the necessary skills whereas experienced teachers **do**.
2. Understanding how children think is crucial to understanding their development because children's perceptions of life events often determine how these events affect them. Cognitive theorists believe **so**.
3. The results were compared with the **ones** obtained from the best research laboratories.
4. Mentors are often able to help inexperienced teachers in ways no one else can **do**.
5. He founded a nursery school modelled on **that** of Maria Montessori.
6. How a textbook sells depends on the author, but **it** also depends on the publisher.
7. Collecting old textbooks was Mary's hobby, but she has given **that** up.
8. Whenever they need to borrow a textbook from the library, the teachers are invited to **do so**.
9. Everybody will need the textbook for the course, and should get **one** as soon as possible.

9. Ellipsis. What is omitted in the following examples?

1. Research shows that teachers modify their talk in the classroom, and they **should**, especially with very young children.
2. Experienced teachers are able to anticipate and to see where help is needed, whereas novice teachers **are not**.
3. The little girl just sat there, as if totally unaware of what was happening.
4. The teacher took off her glasses and began to polish them as though afraid of showing some emotion.
5. Teachers can use all available aids if they want to.
6. If teachers can, they should try different methods to see if they are more effective.
7. From a behavioural perspective, children come to a situation with a particular repertoire of behaviours. Some of these behaviours work, while the others do not.

Unit 15 Discourse (continuation)

1. Read these texts and answer the questions.

A. Brain researchers are continuously discovering information about learning and memory. In this book, the author, a practising teacher, tells how to apply this valuable information to the classroom situation. The author gives the reader a concise and straightforward synthesis of the research discussing the structure, function, and development of the brain. She describes the five memory lanes and tells how they work in relation to learning and memory. The author bridges the gap between theory and practice by offering pragmatic suggestions on ways of using the information in teaching and assessing students. The book also offers valid ideas designed to help learners store and recall information. Although not specifically targeted to the language learner, the information and suggestions are applicable to the language learner and classroom.

(English Teaching Forum, 2000:55)

B. In 1983 American psychologist Howard Gardner proposed a theory that sought to broaden the traditional definition of intelligence. He felt that the concept of intelligence, as it had been defined by mental tests, did not capture all of the ways humans can excel. Gardner argued that we do not have one underlying general intelligence, but instead have multiple intelligences, each part of an independent system in the brain. (...) According to Gardner, each person has a unique profile of these intelligences, with strengths in some areas and weaknesses in others.

(Detterman, 2008)

- a) What is the text about?
- b) Who is the text addressed to?
- c) What is the main function of the text (to convince, persuade, inform, present an opinion, etc.)?
- d) Is the author positive, negative, or neutral about his topic?
- e) What genre is the text?
- f) What are the main ideas? ...supporting ideas?
- g) How are the ideas connected?
- h) Give examples of cohesive ties:
 - references _____
 - linking words indicating addition and contrast _____
 - maintaining the same subject _____
 - tense, voice and aspect _____
 - substitution and ellipsis _____

2. In the previous text find an example of a/an:

- participle used as an adjective; a part of a complete verb phrase _____
- gerund used after a preposition _____
- adjective used attributively and one used predicatively _____
- non-finite clause _____

3. Skim the text to find out what it is about.

I want now to mention briefly the seven intelligences we have located, and to cite one or two examples of each intelligence. Linguistic intelligence is the kind of ability exhibited in its fullest form, perhaps, by poets. Logical-mathematical intelligence, as the name implies, is logical and mathematical ability, as well as scientific ability. Jean Piaget, the great developmental psychologist, thought he was studying *all* intelligence, but I believe he was studying the development of logical-mathematical intelligence. Although I name the linguistic and logical-mathematical intelligences first, it is not because I think they are the most important – in fact I am convinced that all seven of the intelligences have equal claim to priority. In our society, however, we have put linguistic and logical-mathematical intelligences, figuratively speaking, on a pedestal. Much of our testing is based on this high valuation of verbal and mathematical skills. If you do well in language and logic, you should do well in IQ tests and SATs, and you may well get into a prestigious college, but whether you do well once you leave is probably going to depend as much on the extent to which you possess and use the other intelligences, and it is to those that I want to give equal attention.

Spatial intelligence is the ability to form a mental model of a spatial world and to be able to manoeuvre and operate using that model. Sailors, engineers, surgeons, sculptors, and painters, to name just a few examples, all have highly developed spatial intelligence. Musical intelligence is the fourth category of ability we have identified: Leonard Bernstein had lots of it; Mozart, presumably, had even more. Bodily-kinaesthetic intelligence is the ability to solve problems or to fashion products using one's whole body, or parts of the body. Dancers, athletes, surgeons, and craftspeople all exhibit highly developed bodily-kinaesthetic intelligence.

Finally, I propose two forms of personal intelligence – not well understood, elusive to study, but immensely important. Interpersonal intelligence is the ability to understand other people: what motivates them, how they work, how to work cooperatively with them. Successful salespeople, politicians, teachers, clinicians, and religious leaders are all likely to be individuals with high degrees of interpersonal intelligence. Intrapersonal intelligence, a seventh kind of intelligence, is a correlative ability, turned inward. It is a capacity to form an accurate, veridical model of oneself and to be able to use that model to operate effectively in life.

(Gardner, 1993:8)

Note:

In the late 1990s Gardner added an eighth intelligence to his theory: *naturalist intelligence*, the ability to recognize and classify plants, animals, and minerals. Naturalist Charles Darwin is an example of this intelligence. (Detterman, 2008)

4. Answer the questions and do these tasks.

1. Who is the text intended for?
2. What are the general characteristics of the text? (Is it descriptive, narrative, argumentative, etc.?)
3. What was the purpose of the author when writing it?
4. Which genre does the text belong to?
5. Which discipline does the text belong to?
6. Analyse the structure of one of the paragraphs. Which sentences give the main points? ... specific examples?
7. How are the ideas connected?
8. Find different ways in which the text is linked together to make it clearer.
9. Are there groups of words that are semantically related?

10. Analyse this sentence in terms of coordination and subordination:

If you do well in language and logic, you should do well in IQ tests and SATs, and you may well get into a prestigious college, but whether you do well once you leave is probably going to depend as much on the extent to which you possess and use the other intelligences, and it is to those that I want to give equal attention.

11. Find examples of ellipsis in the two sentences.

Musical intelligence is the fourth category of ability we have identified: Leonard Bernstein had lots of it; Mozart, presumably, had even more.

Finally, I propose two forms of personal intelligence – not well understood, elusive to study, but immensely important.

12. What is the function of the phrase *in fact* in the following sentence?

Although I name the linguistic and logical-mathematical intelligences first, it is not because I think they are the most important – in fact I am convinced that all seven of the intelligences have equal claim to priority.

5. Find in the text ...

- a synonym of the adverb *probably* _____
- a present participle used in a set phrase _____
- adverbs modifying the adjectives *important* and *developed* _____
- three adverbs modifying verbs _____
- words and phrases used to express opinions _____
- a word in the final paragraph used both as a noun and as a verb _____

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