**Задание на 08.04.2020 (сдать до 10.04.2020)**

Новая тема!!!! **TOYS and GAMES**

**1) работаем над фонетикой**

<https://learnenglishkids.britishcouncil.org/ru/tongue-twisters/toy-phone>

**2) знакомимся с новой лексикой, выполняем прикрепленные задания**

<https://learnenglishkids.britishcouncil.org/word-games/toys-1>

<https://learnenglishkids.britishcouncil.org/word-games/toys-2>

**3) развиваем фонематический слух, навыки чтения вслух, понимания прочитанного и услышанного (по заданию)**

<https://learnenglishkids.britishcouncil.org/short-stories/teddys-adventure>

а) preparation

b) watch video

c) game

d) printed story (читаем за диктором)

е) printed activities (в тетрадь или документом)

Grammar:

А) работа над ошибками

Б) упражнения на googleclassroom



**Задание 25.03.2020 сдать 27.03.2020**

**1/ Read the text and translate it**

**PIAGET`S THEORY**

Piaget`s theory is a psychological theory which helps to understand the nature of intellectual and moral development of children.

Piaget is often believed to be a psychologist, but he actually was an epistemologist. Epistemology is the study of the nature and origins of knowledge expressed in questions such as *How do we know what we think we know* and *How do we know that what we think we know is true?* Two main currents developed over the centuries in answer to these questions: the empiricist and rationalist currents.

Empiricists such as Locke, Berkeley, and Hume in essence argued that knowledge has its source outside the individual and that it is internalized through the senses.

Rationalists such as Descartes, Spinoza, and Kant did not deny the importance of sensory experience, but they insisted that the reason is more powerful than sensory experience.

Piaget saw the elements of truth and untruth in both camps. He makes a fundamental distinction between physical knowledge and logico-mathematical knowledge. Physical knowledge refers to knowledge of objects which are out there and observable in external reality. The only way the child can find out the physical property of objects is by acting on them materially and mentally and finding out how objects react to his action. For example, by dropping a ball and a glass on the floor, the child finds out how the objects react differently to the same action. While the source of physical knowledge is partly in objects, the source of logico-mathematical knowledge is in the child.

This can be clarified by the example of the simplest relationship between two objects, such as a red bead and a green one of the same size, both made of wood. The two beads can be considered “different”. This relationship exists in the head of the person who puts the objects into relationship, and if he did not put the objects into this relationship, the difference would not exist for that person. Thus, the source of logico-mathematical knowledge is in each child.

**2/ Answer the following questions:**

1. What does Piaget`s theory help us to understand?

2. What is epistemology?

3. What is the difference between empiricists and rationalists?

4. How does the child get physical knowledge?

5. What actions are the most important in creating logico-mathematical knowledge?

**3/ Learn new words and word combinations**

Грамматика(googleclassroom)

Unit 19 (p.114-119) Infinitive  
Все правила записать в тетрадь и выучить, упражнения выполнить письменно. (сдать до 1.04.2020)

Задание на 27.03.2020 (сдать до 30.03.2020)

**RENEWING THE TEACHING PROFESSION**

The success of an educational system inevitably depends upon the judgement and ability of those who teach... It is in the classroom that the pupil **experiences** the educational process; if the interaction between teacher and child is not effective, even the most sound federal, state, or local policies will be **useless**. Reducing objectives for the schools and revamping the curriculum will improve public education only if teachers are of high quality.

Economically, too, teachers are the **critical component** of the system. About 85 per cent of all **salaries** in education go to teachers – 65 per cent of the **total** budget. To be productive and, in a sense, **to invest** public funds wisely, schools must **recruit**, retain, and **reward** corps of competent professionals, imbued with high standards of performance and capable of **commanding the respect** of their "clients" – their pupils, the parents, and the public.

In 1983 "declining teacher quality" suddenly became an issue for the American media. A number of negative trends affecting the profession are often **mentioned**; low pay, **declining** prestige, decreasing academic ability among the teachers themselves, poor working conditions and in**adequate** **training** are among the **troubling complaint**s. Yet why so much concern now? After all, these problems, which result from an interrelated **set** of historical **circumstances**, have been building for years.

One reason for the present intense scrutiny of\* the teaching profession is that trends in student enrolment are changing once again. After declining over the past decade, enrolment will increase by 2 million from 1985 to 1990. Moreover, from 1970 to 1982 very few new teachers were **hired**, so that the average teacher is older and is close to retirement\*\*. In the 80s teaching will be one of the fastest growing professions. The student population is changing as well as growing; these new teachers will **confront** a higher proportion of pupils from disadvantaged\*\*\* and single-parent homes. By 1990 about two-thirds of the national student population will come from such households.

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\* the present intense scrutiny of– *(зд.)* особо пристальное внимание сегодня к

\*\* is close to retirement – скоро уйдут на пенсию, близки к пенсии

\*\*\* disadvantaged– *(зд.)* неблагополучный

There is an even more significant reason for looking closely at the teaching profession: fundamental changes in the labour market for teachers. Taken together the circumstances surrounding the work force in education compel a rethinking\*\* of the very concept of the teaching process.

**The Changing Labour Market**

Women make up two-thirds of the total **work force** of teachers – and 80 per cent of all elementary school teachers. The dependence of the teaching profession on women is a major cause for concern, because the vast expansion of occupational choices\*\*\* for young women has correspondingly decreased the supply of superior teachers. Women who **achieve high scores** on academic tests have disappeared from the school employers' personal files\*\*\*\*over the past 15 years because teaching– like nursing, librarianship, and social work– is no longer one of the few places for them to go. Management, law, medicine – all the **opportunities** are open to them today.

The bright young woman who taught English 15 years ago is now carrying an attach case and heading for an office.

New opportunities for women affect teacher quality in another way. Women who withdrew from teaching to raise families once constituted a vast reserve army of teachers who could be called upon as their children grew up. But today, about 70 per cent of women between the ages of 25 and 65 are already employed, meaning that the reserve army no longer exists. Education must compete on its own merits as a desirable occupation.

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\* compel a rethinking – вынуждают пересмотреть

\*\* expansion of occupational choices– увеличившийся выбор профессий

\*\*\* personal files– картотеки работников

***Assignments:***

**1**. Find in the text the English for:

испытывать на себе, бесполезный, важнейшая составная часть, заработная плата, общий (суммарный), вкладывать (средства), нанимать (брать на работу), награждать, завоевать уважение, упоминать, падающий (снижающийся), достаточная подготовка большая тревога, совокупность обстоятельств, сталкиваться с, рынок труда, рабочая сила, основная причина, достигать высоких результатов, возможности, умный (способный).

**2**. Form the nouns from the following verbs:

to depend, to judge, to retire, to experience, to interact, to improve, to invest, to reward, to perform, to respect, to concern, to result, to enroll, to change, to choose.

**3**. Arrange A and В in pairs of synonyms:

1. to recruit, productive, competent, bright, standard, interaction, child, household, total, pupils, fast, declining, reason, occupation.
2. decreasing, to hire, effective, communication, efficient, kid, overall, students, level, quick, cause, family, clever, profession.

**4**. Arrange A and В in pairs of antonyms:

1. useful, adequate, success, effective, poor, negative, fast, advantage, significant, superior, to appear, to increase.
2. ineffective, to decrease, useless, slow, positive, insignificant,todisappear, failure, inadequate, rich, disadvantage, inferior.

**5.** Underline 10-12 main sentences in the text.