**План прохождения дисциплины «Иностранный язык (английский)»**

**и задания для студентов психолого-педагогического факультета**

**специальности «Начальное образование»**

**заочной формы обучения**

***1 семестр: 8*** аудиторных часов

|  |  |  |
| --- | --- | --- |
| № | Название темы | Количество аудиторных часов |
| 1 | Brest State University. My Studies at the University. | **1** |
| 2 | Social and Political Portrait of the Republic of Belarus. Brest. | **2** |
| 3 | The United Kingdom of Great Britain and Northern Ireland. Places of interest in Great Britain. | **1** |
| 4 | The Development of Education | **2** |
| 5 | What is Primary Education | **2** |

1. *Подготовить устные высказывания по темам:*
2. Our University. My studies at the University.
3. The Republic of Belarus (general information: geographical position, population, political system, places of interest, outstanding representatives, etc.).
4. The United Kingdom of Great Britain and Northern Ireland (general information: geographical position, population, political system, places of interest, outstanding representatives, etc.).
5. The Development of Education
6. What is Primary Education
7. *Прочитать и перевести тексты* “Learning through Play ” *и* “ Zone of Proximal Development ”*, составив словарь незнакомых слов. Ответить на вопросы после текстов.*
8. *Составить аннотацию текста* “Educational Psychology”.

**Topic 1: OUR UNIVERSITY**

Brest State University was founded in 1945. It was called the Teachers’ Training Institute then. In 1995 it became a university. Its full name is Brest State Alexander Pushkin University.

The University occupies several academic buildings: an old building, the sports complex with gymnasiums, a swimming pool, several lecture halls and tutorial rooms, and a seven-storey building with a canteen, a library, reading halls, laboratories, lecture halls and subject rooms. At the disposal of students there are four hostels, a winter garden, a garden of successive blossoming, an agricultural and biological station. The University has museums of biology, of geology, and of the history of physical culture and sport.

The University educates about 3,500 students at the day-time department and about 3,000 students acquire higher education at the correspondence department. There are 11 faculties at the University: Language and Literature, Foreign Languages, Psychology and Pedagogics, Social Pedagogics, Geography, Biology, Physics and Mathematics, Physical Education and Sports, History, Law, and Pre-University Preparation. Students are educated in 45 specialities.

Teaching is maintained at a high level. About 400 professors, associate professors and tutors teach students at the University.

The course of study lasts four-five years. Each year consists of two terms (autumn and spring) with examination periods at the end of each term. The term is divided between theoretical and practical work: students have a few weeks of lectures followed by seminars. When students have seminars, they spend a lot of time in the reading room revising the material. Fortunately, the Internet helps now a lot. The main form of work for external students is independent work at home.

Students do not only study, they are also engaged in various forms of research work. They write course papers and diploma theses, participate in scientific conferences and publish their articles. This work helps them to better understand the subjects they study and the current requirements of the national economy, to see the results of their work put into practice.

**Topic 2: THE REPUBLIC OF BELARUS**

Belarus is situated in Central Europe. The Republic borders on Russia, the Ukraine, Poland, Lithuania and Latvia. Its territory is 207,600 square kilometres and the population is about 10 million people. Most of the people live in cities, the largest of which are Minsk (the capital), Gomel, Brest, Vitebsk, Grodno and Mogilev.

Belarus is a bilingual republic: the official languages are Belarusian and Russian. The total population of the country is literate. The main religion is Eastern Orthodox (80 %), others include Roman Catholic, Protestant, Jewish and Muslim.

Belarus is a broad plain. One third of the territory is covered with woods and forests. The largest of them are called pushchas, the most famous are the Belovezhskaya and the Nalibockskaya. Other national reserves are Braslavsky and Narochansky National parks, Berezinsky Reserve, etc. They have rich flora and fauna some of which have survived only in Belarus.

There are about 20,000 rivers and brooks in the republic. They flow into the Baltic Sea or into the Black Sea. Seven rivers are more than 500 kilometres long each. They are the Dnieper, the Neman, the Western Dvina, the Pripyat, the Berezina, the Sozh and the Viliya. There are also more than 10,000 lakes in Belarus. The largest of them are Braslav Lakes and Lake Naroch, the pride of the republic. The swamps of Belarus deserve a special mention. These unique natural ecosystems take up nearly a quarter of the country. In general 6 % of the country is officially viewed as specially protected natural territories.

The climate in the republic is moderate continental with comparatively mild and humid winters, warm summers and rainy autumns. The breathing of the Baltic Sea is felt here.

Belarus has a well-developed industry and economy. The main sectors of the economy are industry, agriculture, services. Belarusian industry produces tractors, heavy trucks, combine-harvesters, automatic lines, metal-cutting machine tools, electronic equipment, computers, refrigerators, television sets, bicycles, motorcycles, watches, chemical fibres, fertilizers and textiles. Agriculture specializes in cattle breeding and crops growing. The main crops cultivated here are potatoes, grain, flax, medical herbs, sugar beets, vegetables and fruits. Our nation today faces a crucial task of how to compete in a global economy.

Since 1991 the Republic of Belarus has been a sovereign state, which independently carries out its domestic and foreign policy. The state system of the republic is very much like that of other European states. There are three branches of power – legislative (Parliament), executive (Council of Ministers) and judicial (Supreme Court). The bicameral Parliament, i.e. the National Assembly of the Republic of Belarus, consists of the Council of the Republic and the Chamber of Representatives. The Government, i.e. the Council of Ministers of the Republic of Belarus, is the central body of state management, the executive power in the Republic of Belarus. In its activities, the Government is subordinated to the President and reports to the Parliament. The judicial power in the Republic of Belarus belongs to courts. The control over correspondence of standard laws in the State to the Constitution is performed by the Constitution Court.

Belarus is a member of many international organizations including the United Nations organization.

**Topic 3: THE UNITED KINGDOM OF GREAT BRITAIN**

**AND NORTHERN IRELAND**

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles which contain more than 5,000 small islands. It consists of four parts: England, Wales, Scotland and Northern Ireland. The capital of Scotland is Edinburgh, the capital of Wales is Cardiff, the capital of Northern Ireland is Belfast, and the capital of England and the whole of the UK is London. England, Wales and Scotland occupy the territory of Great Britain. Northern Ireland is situated in the northern part of Ireland.

The territory of the United Kingdom is about 244,8 square kilometres. The population is more than 60 million. About 80 % of the population is urban.

Great Britain is surrounded by seas on all sides (the North Sea, the Irish Sea and the Atlantic Ocean). It is separated from the continent by the English Channel which is 34 km wide in its narrowest point.

The surface of Great Britain varies greatly. The northern and western parts of the country are mountainous and called the Highlands. All the rest (south, east and centre) is a vast plain which is called the Lowlands. The mountains are not very high. The highest mountain peaks are Ben Nevis in Scotland and Snowdon in Wales. The rivers are not long. The most important of them are the Thames, the Mersey, the Severn, the Clyde, the Trent. There are many beautiful lakes in the mountainous parts of the country.

The mountains, the Atlantic Ocean and the warm waters of the Gulf Stream influence the climate of Great Britain. It is mild the whole year round. The weather in Britain is very changeable and people like to say that they have no climate but only weather.

Great Britain is a highly developed industrial country. It is famous first of all for its heavy and textile industries. Britain is one of the world’s largest producers and exporters of iron and steel products, machinery and electronics, chemicals and textile, aircraft and navigation equipment. One of the chief industries of the country is shipbuilding. 7 % of the population is engaged in farming. The biggest industrial cities are London, Glasgow, Liverpool, Sheffield, Birmingham, Manchester.

Great Britain is a country of old cultural traditions and customs. It has the world known educational centres such as Oxford and Cambridge universities. They are considered to be the intellectual centres of Europe.

The United Kingdom is a parliamentary monarchy and the Queen is the head of the state (since 1952 – Elizabeth II). She summons and dissolves Parliament. She normally opens the sessions of Parliament with the speech from the throne. But in practice Britain is ruled by the elected government with a Prime Minister at the head. He/she has a great deal of power in contrast to that of Monarch. Number 10, Downing Street is the official residence of the British Prime Minister.

The legislative branch of power is the British Parliament which consists of two chambers: the House of Lords and the House of Commons. The Parliament sits in the House of Parliament in Westminster. It makes new laws, gives authority for the government to spend state money, keeps a close eye on the government activities.

There are three main political parties in Great Britain: the Labour, the Conservative and the Liberal parties. There’s no written constitution in Great Britain, they act only on precedents and traditions.

**Topic 4: THE DEVELOPMENT OF EDUCATION**

Education is the process of facilitating [learning](https://en.wikipedia.org/wiki/Learning), or the acquisition of [knowledge](https://en.wikipedia.org/wiki/Knowledge), [skills](https://en.wikipedia.org/wiki/Skill), [values](https://en.wikipedia.org/wiki/Values), [beliefs](https://en.wikipedia.org/wiki/Belief), and [habits.](https://en.wikipedia.org/wiki/Habit_%28psychology%29) Educational methods include [storytelling](https://en.wikipedia.org/wiki/Storytelling), [discussion](https://en.wikipedia.org/wiki/Discussion), [teaching](https://en.wikipedia.org/wiki/Teaching), [training](https://en.wikipedia.org/wiki/Training), and directed [research](https://en.wikipedia.org/wiki/Research). Education frequently takes place under the guidance of educators and also learners may also [educate themselves](https://en.wikipedia.org/wiki/Autodidacticism). Education can take place in [formal](https://en.wikipedia.org/wiki/Formality) or [informal](https://en.wikipedia.org/wiki/Informal_education) settings and any [experience](https://en.wikipedia.org/wiki/Experience) that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called [pedagogy](https://en.wikipedia.org/wiki/Pedagogy).

Formal education is commonly divided into such stages as [preschool](https://en.wikipedia.org/wiki/Preschool) or [kindergarten](https://en.wikipedia.org/wiki/Kindergarten), [primary school](https://en.wikipedia.org/wiki/Primary_school), [secondary school](https://en.wikipedia.org/wiki/Secondary_school) and then [college](https://en.wikipedia.org/wiki/College), [university](https://en.wikipedia.org/wiki/University), or [apprenticeship](https://en.wikipedia.org/wiki/Apprenticeship).

Education began in prehistory, as adults trained the young in the knowledge and skills deemed necessary in their society. In pre-[literate](https://en.wikipedia.org/wiki/Literacy) societies, this was achieved orally and through imitation. Story-telling passed knowledge, values, and skills from one generation to the next. As cultures began to extend their [knowledge](https://en.wikipedia.org/wiki/Knowledge) beyond skills that could be readily learned through imitation, formal education developed. Schools existed in Egypt at the time of the [Middle Kingdom](https://en.wikipedia.org/wiki/Middle_Kingdom_of_Egypt).

[Plato](https://en.wikipedia.org/wiki/Plato) founded the [Academy](https://en.wikipedia.org/wiki/Platonic_Academy) in [Athens](https://en.wikipedia.org/wiki/Ancient_Athens), the first institution of higher learning in [Europe](https://en.wikipedia.org/wiki/Europe). The city of [Alexandria](https://en.wikipedia.org/wiki/Alexandria) in Egypt, established in 330 BC, became the successor to Athens as the intellectual cradle of [Ancient Greece](https://en.wikipedia.org/wiki/Ancient_Greece). There, the great [Library of Alexandria](https://en.wikipedia.org/wiki/Library_of_Alexandria) was built in the 3rd century BC. European civilizations suffered a collapse of literacy and organization following the fall of Rome in AD 476.

After the [Fall of Rome](https://en.wikipedia.org/wiki/Fall_of_Rome), the [Catholic Church](https://en.wikipedia.org/wiki/Catholic_Church) became the sole preserver of literate scholarship in Western Europe. The church established [cathedral schools](https://en.wikipedia.org/wiki/Cathedral_schools) in the Early Middle Ages as centres of advanced education. Some of these establishments ultimately evolved into [medieval universities](https://en.wikipedia.org/wiki/Medieval_universities) and forebears of many of Europe's modern universities.

[The Renaissance](https://en.wikipedia.org/wiki/The_Renaissance) in Europe ushered in a [new age of scientific and intellectual inquiry](https://en.wikipedia.org/wiki/Scientific_revolution) and appreciation of ancient Greek and Roman civilizations. Around 1450, [Johannes Gutenberg](https://en.wikipedia.org/wiki/Johannes_Gutenberg) developed a printing press, which allowed works of literature to spread more quickly. The European Age of Empires saw European ideas of education in philosophy, religion, arts and sciences spread out across the globe. Missionaries and scholars also brought back new ideas from other civilizations – as with the [Jesuit China missions](https://en.wikipedia.org/wiki/Jesuit_China_missions) who played a significant role in the transmission of knowledge, science, and culture between China and Europe, translating works from Europe like [Euclid's Elements](https://en.wikipedia.org/wiki/Euclid%27s_Elements) for Chinese scholars and the thoughts of [Confucius](https://en.wikipedia.org/wiki/Confucius) for European audiences. [The Enlightenment](https://en.wikipedia.org/wiki/The_Enlightenment) saw the emergence of a more secular educational outlook in Europe

**Topic 5: WHAT IS PRIMARY EDUCATION**

Primary education is the first stage of [compulsory education](http://en.academic.ru/dic.nsf/enwiki/1088799). It is preceded by [preschool or nursery education](http://en.academic.ru/dic.nsf/enwiki/243804) andis followed by [secondary education](http://en.academic.ru/dic.nsf/enwiki/18173). In [North America](http://en.academic.ru/dic.nsf/enwiki/12843), this stage of education is usually known as elementaryeducation and is generally followed by [middle school](http://en.academic.ru/dic.nsf/enwiki/148388).

In most countries, it is compulsory for children to receive primary education, though in many jurisdictions it ispermissible for parents to provide it. The transition to [secondary school](http://en.academic.ru/dic.nsf/enwiki/302547) or [high school](http://en.academic.ru/dic.nsf/enwiki/27125) is somewhat arbitrary, but itgenerally occurs at about eleven or twelve years of age. Some educational systems have separate [middle schools](http://en.academic.ru/dic.nsf/enwiki/148388)with the transition to the final stage of education taking place at around the age of fourteen.

The major goals of primary education are achieving basic [literacy](http://en.academic.ru/dic.nsf/enwiki/11167) and [numeracy](http://en.academic.ru/dic.nsf/enwiki/226065) amongst all pupils, as well asestablishing foundations in [science](http://en.academic.ru/dic.nsf/enwiki/16349), [mathematics](http://en.academic.ru/dic.nsf/enwiki/11380), [geography](http://en.academic.ru/dic.nsf/enwiki/10982738), [history](http://en.academic.ru/dic.nsf/enwiki/5836788) and other [social sciences](http://en.academic.ru/dic.nsf/enwiki/16384). The relative priority ofvarious areas, and the methods used to teach them, are an area of considerable political debate.

Typically, primary education is provided in [schools](http://en.academic.ru/dic.nsf/enwiki/17209), where the child will stay in steadily advancing classes until theycomplete it and move on to high school/secondary school. Children are usually placed in classes with one teacherwho will be primarily responsible for their education and welfare for that year. This teacher may be assisted to varyingdegrees by specialist teachers in certain subject area often [music](http://en.academic.ru/dic.nsf/enwiki/11387) or [physical education](http://en.academic.ru/dic.nsf/enwiki/139829). The continuity with a singleteacher and the opportunity to build up a close relationship with the class is a notable feature of the primary educationsystem.

Traditionally, various forms of [corporal punishment](http://en.academic.ru/dic.nsf/enwiki/35109) have been an integral part of early education. Recently thispractice has come under scrutiny, and in many cases been outlawed, especially in Western countries.

**Text for reading:**

**LEARNING THROUGH PLAY**

Early childhood education often focuses on learning through play, based on the research and philosophy of [Jean Piaget](https://en.wikipedia.org/wiki/Jean_Piaget), who posits that play meets the physical, intellectual, language, emotional and social needs (PILES) of children. Children's curiosity and imagination naturally evoke learning when unfettered. Learning through play will allow a child to develop cognitively. This is the earliest form of collaboration among children. In this, children learn through their interactions with others. Thus, children learn more efficiently and gain more knowledge through activities such as dramatic play, art, and social games.[[](https://en.wikipedia.org/wiki/Early_childhood_education%22%20%5Cl%20%22cite_note-19)

Tassoni suggests that "some play opportunities will develop specific individual areas of development, but many will develop several areas." Thus, It is important that practitioners promote children’s development through play by using various types of [play](https://en.wikipedia.org/wiki/Play_%28activity%29) on a daily basis. Allowing children to help get snacks ready helps develop math skills (one-to-one ratio, patterns, etc.), leadership, and communication. Key guidelines for creating a play-based learning environment include providing a safe space, correct supervision, and culturally aware, trained teachers who are knowledgeable about the Early Years Foundation.

Learning through play has been seen regularly in practice as the most versatile way a child can learn. [Margaret McMillan](https://en.wikipedia.org/wiki/Margaret_McMillan%22%20%5Co%20%22Margaret%20McMillan) (1860-1931) suggested that children should be given free school meals, fruit and milk, and plenty of exercise to keep them physically and emotionally healthy. [Rudolf Steiner](https://en.wikipedia.org/wiki/Rudolf_Steiner%22%20%5Co%20%22Rudolf%20Steiner) (1861-1925) believed that play time allows children to talk, socially interact, use their imagination and intellectual skills. [Maria Montessori](https://en.wikipedia.org/wiki/Maria_Montessori%22%20%5Co%20%22Maria%20Montessori) (1870-1952) believed that children learn through movement and their senses and after doing an activity using their senses. The benefits of being active for young children include physical benefits (healthy weight, bone strength, cardiovascular fitness), stress relief, improved social skills and improved sleep. When young students have group play time it also helps them to be more empathetic towards each other.

In a more contemporary approach, organizations such as the [National Association of the Education of Young Children](https://en.wikipedia.org/wiki/National_Association_for_the_Education_of_Young_Children%22%20%5Co%20%22National%20Association%20for%20the%20Education%20of%20Young%20Children) (NAEYC) promote child-guided learning experiences, individualized learning, and developmentally appropriate learning as tenets of early childhood education. A study by the Ohio State University also analyzed the effects of implementing board games in elementary classrooms. This study found that implementing board games in the classroom "helped students develop social skills that transferred to other areas." Specific outcomes included students being more helpful, cooperative and thoughtful with other students. Negative outcomes included children feeling excluded and showing frustration with game rules.

Piaget provides an explanation for why learning through play is such a crucial aspect of learning as a child. However, due to the advancement of technology, the art of play has started to dissolve and has transformed into "playing" through technology. Greenfield, quoted by the author, Stuart Wolpert, in the article, "*Is Technology Producing a Decline in Critical Thinking and Analysis?",* states, "No media is good for everything. If we want to develop a variety of skills, we need a balanced media diet. Each medium has costs and benefits in terms of what skills each develops." Technology is beginning to invade the art of play and a balance needs to be found.

Many oppose the theory of learning through play because they think children are not gaining new knowledge. In reality, play is the first way children learn to make sense of the world at a young age. As children watch adults interact around them, they pick up on their slight nuances, from facial expressions to their tone of voice. They are exploring different roles, learning how things work, and learning to communicate and work with others. These things cannot be taught by a standard curriculum, but have to be developed through the method of play. Many preschools understand the importance of play and have designed their curriculum around that to allow children to have more freedom. Once these basics are learned at a young age, it sets children up for success throughout their schooling and their life. Many Early Childhood programs provide real life props and activities to enrich the children's play, enabling them to learn various skills through play.

1. What needs does play meet in early child education?
2. Which is the earliest form of collaboration among children?
3. What are the main forms of children’ learning activity?
4. What do the benefits of being active for young children include?
5. What are the arguments against the theory of learning through play?
6. How do basics learned at a young age help children in their life?

**Text for reading:**

**ZONE OF PROXIMAL DEVELOPMENT**

The zone of proximal development, often abbreviated as ZPD, is the difference between what a learner can do without help, and what they can't do. The concept was introduced, but not fully developed, by psychologist [Lev Vygotsky](https://en.wikipedia.org/wiki/Lev_Vygotsky%22%20%5Co%20%22Lev%20Vygotsky) (1896–1934) during the last ten years of his life. Vygotsky stated that a child follows an adult's example and gradually develops the ability to do certain tasks without help Vygotsky and some other educators believe that the role of education is to give children experiences that are within their zones of proximal development, thereby encouraging and advancing their individual learning such as skills and strategies.

The concept of the zone of proximal development was originally developed by Vygotsky to argue against the use of academic, knowledge-based tests as a means to gauge children’s intelligence. He also created ZPD to further develop [Jean Piaget](https://en.wikipedia.org/wiki/Jean_Piaget%22%20%5Co%20%22Jean%20Piaget)'s theory of children being lone learners. Vygotsky spent a lot of time studying the impact of school instruction on children and noted that children grasp language concepts quite naturally, but that mathematics and writing don’t come naturally, that these are concepts taught in schools and tend to come along with some difficulty, while Piaget believed that there was a clear distinction between development and teaching. He said that development is a spontaneous process that is initiated and completed by the children, stemming from their own efforts. Piaget was a proponent of independent thinking and critical of the standard teacher-led instruction that was common practice in schools.

Alternatively, Vygotsky saw natural, spontaneous development as important, but not all-important. He believed that children would not advance very far if they were left to discover everything on their own. It's crucial for a child's development that they are able to interact with more knowledgeable others. They would not be able to expand on what they know if this wasn't possible. He noted cultural experiences where children are greatly helped by knowledge and tools handed down from previous generations. Vygotsky noted that good teachers shouldn't present material that is too difficult and “pull the students along.”

### Text for annotation:

### EDUCATIONAL PSYCHOLOGY

[Educational psychology](https://en.wikipedia.org/wiki/Educational_psychology%22%20%5Co%20%22Educational%20psychology) is the study of how humans learn in educational settings, the effectiveness of educational interventions, the psychology of teaching, and the [social psychology](https://en.wikipedia.org/wiki/Social_psychology%22%20%5Co%20%22Social%20psychology) of [schools](https://en.wikipedia.org/wiki/School%22%20%5Co%20%22School) as [organizations](https://en.wikipedia.org/wiki/Organization%22%20%5Co%20%22Organization). Although the terms "educational psychology" and "school psychology" are often used interchangeably, researchers and theorists are likely to be identified as [educational psychologists](https://en.wikipedia.org/wiki/Category%3AEducational_psychologists%22%20%5Co%20%22Category%3AEducational%20psychologists), whereas practitioners in schools or school-related settings are identified as [school psychologists](https://en.wikipedia.org/wiki/School_psychologist%22%20%5Co%20%22School%20psychologist). Educational psychology is concerned with the processes of educational attainment in the general population and in sub-populations such as [gifted](https://en.wikipedia.org/wiki/Gifted%22%20%5Co%20%22Gifted) children and those with specific [disabilities](https://en.wikipedia.org/wiki/Disabilities%22%20%5Co%20%22Disabilities).

Educational psychology can in part be understood through its relationship with other disciplines. It is informed primarily by [psychology](https://en.wikipedia.org/wiki/Psychology%22%20%5Co%20%22Psychology), bearing a relationship to that discipline analogous to the relationship between [medicine](https://en.wikipedia.org/wiki/Medicine%22%20%5Co%20%22Medicine) and [biology](https://en.wikipedia.org/wiki/Biology%22%20%5Co%20%22Biology). Educational psychology, in turn, informs a wide range of specialties within educational studies, including [instructional design](https://en.wikipedia.org/wiki/Instructional_design%22%20%5Co%20%22Instructional%20design), [educational technology](https://en.wikipedia.org/wiki/Educational_technology%22%20%5Co%20%22Educational%20technology), curriculum development, [organizational learning](https://en.wikipedia.org/wiki/Organizational_learning%22%20%5Co%20%22Organizational%20learning), [special education](https://en.wikipedia.org/wiki/Special_education%22%20%5Co%20%22Special%20education) and [classroom management](https://en.wikipedia.org/wiki/Classroom_management%22%20%5Co%20%22Classroom%20management). Educational psychology both draws from and contributes to [cognitive science](https://en.wikipedia.org/wiki/Cognitive_science%22%20%5Co%20%22Cognitive%20science) and the [learning sciences](https://en.wikipedia.org/wiki/Learning_sciences%22%20%5Co%20%22Learning%20sciences). In universities, departments of educational psychology are usually housed within faculties of education, possibly accounting for the lack of representation of educational psychology content in introductory psychology textbooks.

***2 семестр: 6*** аудиторных часов

|  |  |  |
| --- | --- | --- |
| № | Название темы | Количество аудиторных часов |
| 1 | The Application of Psychology to Educational Problems | **1** |
| 2 | Special Education | **1** |
| 3 | Montessori Method of Education | **1** |
| 4 | Outstanding Pedagogue John Amos Comenius  | **2** |
| 5 | Teaching as a Career | **1** |

1. *Подготовить устные высказывания по темам:*
2. The Application of Psychology to Educational Problems
3. Special Education.
4. Montessori Method of Education
5. Outstanding Pedagogue John Amos Comenius
6. Teaching as a Career
7. *Прочитать и перевести тексты* “Planes of Development ” *и* “ Johann Heinrich Pestalozzi”*, составив словарь незнакомых слов. Ответить на вопросы после текстов.*
8. *Составить аннотацию текста* “Gross and Fine Motor Development”.

**Topic 1: THE APPLICATION OF PSYCHOLOGY TO EDUCATIONAL PROBLEMS**

Generally speaking, psychology is the study of the mind and how it works. The main issues studied by psychologists include learning cognition, intelligence, motivation, emotion, personality, and the extent to which individual differences are shaped by genetics o environment. The methods used in psychological research include observation, interviews, psychological testing, laboratory experimentation, and statistical analysis. The fields of psychology which are closely connected with education include child psychology, educational psychology, and school psychology.

Child psychology is the study of the psychological processes of children, specifically, how these processes differ from those of adults, how they develop from birth to the end of adolescence, and how and why they differ from one child to the next. The data of child psychology are gathered from a variety of sources. The principal topics of child psychology include language acquisition and development, personality development, and emotional and intellectual growth.

Educational psychology is a branch of psychology concerned with the psychological problems associated with teaching and learning. The optimization of teaching and learning is the main purpose of educational psychology. The educational psychologist studies the cognitive development of students as it affects learning and behaviour, their ability to take part in the creative process, the way in which students and teachers behave towards each other and affect each other, and the application of psychology to the art of teaching. Educational psychology provides teachers with methods to measure and test students' intelligence and their ability to learn.

School psychologists deal largely with psychological testing and student consultation in elementary and secondary schools. Psychological testing is the systematic use of tests to quantify psychophysical behaviour, abilities, and problems and to make predictions about psychological performance.

**Topic 2: SPECIAL EDUCATION**

Special education is the education of children who deviate socially, mentally, or physically from the average to such an extent that they require major modifications of usual school practices. The children include the emotionally disturbed, children who have learning disabilities, the gifted, the mentally retarded, those with impairments of vision, hearing, or speech, and those with orthopedic and neurological handicaps.

The Education of Children with Maladaptive Behaviour

Socially and emotionally maladjusted children are referred for special programs by parents or by teachers when they find it difficult to manage the child at home or in school. Autistic children make a separate part of maladjusted children. Autism is a severe mental illness that affects children and prevents them from communicating with other children or people. Psychiatrists together with social workers and teachers, determine the eligibility of maladjusted and autistic autistic children for special programs. Children with learning disabilities are assessed by psychoeducational diagnosticians, who through educational and psychological diagnostic tests determine the child's potential for learning and his level of achievement.

The Education of Gifted or Mentally Retarded Children

For the gifted and the mentally retarded, the primary criterion of identification is an intelligence test. If the child is high (for the gifted, generally above 125 IQ) or low (for the mentally retarded, below 75), he is considered for the special program. The determination is made by psychologists who in most cases must certify the child for eligibility for special programs.

The Education of Physically Handicapped Children

For children with sensory handicaps the evaluation of the problem is made by medical personnel. Speech therapists make a diagnosis for those with speech defects. Children with motor handicaps are sent to special programs upon the results of orthopedic or neurological examination by doctors, with supplementary ass psychological and educational diagnosticians.

**Topic 3: MONTESSORI METHOD OF EDUCATION**

The method, developed by [Maria Montessori](https://en.wikipedia.org/wiki/Maria_Montessori%22%20%5Co%20%22Maria%20Montessori), is a child-centered educational approach based on scientific observations of children. Montessori's method has been used for over 100 years in many parts of the world.

Montessori’s method views the child as one who is naturally eager for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning environment. It attempts to develop children physically, socially, emotionally and cognitively. Following her medical training, Maria Montessori began to develop her educational philosophy and methods in 1897, attending courses in [pedagogy](https://en.wikipedia.org/wiki/Pedagogy%22%20%5Co%20%22Pedagogy) at the [University of Rome](https://en.wikipedia.org/wiki/Sapienza_University_of_Rome%22%20%5Co%20%22Sapienza%20University%20of%20Rome) and reading the educational theory of the previous two hundred years. While visiting an [asylum](https://en.wikipedia.org/wiki/Psychiatric_hospital%22%20%5Co%20%22Psychiatric%20hospital), during her schooling with a teacher, she used her observations of mistreatment of the kids there, especially those with [autism](https://en.wikipedia.org/wiki/Autism%22%20%5Co%20%22Autism), to create her new form of education. In 1907, she opened her first classroom, Children's House, in a tenement building in Rome. From the beginning, Montessori based her work on her observations of children and experimentation with the environment, materials, and lessons available to them. She frequently referred to her work as "[scientific pedagogy](https://en.wikipedia.org/wiki/Maria_Montessori%22%20%5Cl%20%22Scientific_pedagogy%22%20%5Co%20%22Maria%20Montessori)".

Montessori education is fundamentally a model of [human development](https://en.wikipedia.org/wiki/Developmental_psychology%22%20%5Co%20%22Developmental%20psychology), and an educational approach based on that model. The model has two basic principles. First, children and developing adults engage in psychological self-construction by means of interaction with their environments. Second, children, especially under the age of six, have an innate path of psychological development. Based on her observations, Montessori believed that children who are at liberty to choose and act freely within an environment prepared according to her model would act spontaneously for optimal development.

Montessori education involves free activity within a "prepared environment", meaning an educational environment tailored to basic human characteristics, to the specific characteristics of children at different ages, and to the individual personalities of each child. The function of the environment is to help and allow the child to develop independence in all areas according to his or her inner psychological directives. In addition to offering access to the Montessori materials appropriate to the age of the children, the environment should exhibit the following characteristics: a) an arrangement that facilitates movement and activity; b) beauty and harmony, cleanliness of environment; c) construction in proportion to the child and her/his needs; d) limitation of materials, so that only material that supports the child's development is included; e) order; f) nature in the classroom and outside of the classroom.

As Montessori developed her theory and practice, she came to believe that education had a role to play in the development of world peace. She felt that children allowed to develop according to their inner laws of development would give rise to a more peaceful and enduring civilization.

**Topic 4: OUTSTANDING EDUCATOR- JOHN AMOS COMENIUS**

John Amos Comenius was a Czech [philosopher](https://en.wikipedia.org/wiki/Philosophy), [pedagogue](https://en.wikipedia.org/wiki/Pedagogy) and [theologian](https://en.wikipedia.org/wiki/Theology) who is considered the father of modern education. He served as the last bishop of the [Unity of the Brethren](https://en.wikipedia.org/wiki/Unity_of_the_Brethren%22%20%5Co%20%22Unity%20of%20the%20Brethren) before becoming a religious refugee and one of the earliest champions of [universal education](https://en.wikipedia.org/wiki/Universal_education%22%20%5Co%20%22Universal%20education), a concept eventually set forth in his book *Didactica Magna*. As an educator and theologian, he led schools and advised governments across Protestant Europe through the middle of the seventeenth century.

Comenius introduced a number of educational concepts and innovations including pictorial textbooks written in native languages instead of Latin, teaching based on gradual development from simple to more comprehensive concepts, lifelong learning with a focus on logical thinking over dull memorization, [equal opportunity](https://en.wikipedia.org/wiki/Equal_opportunity) for impoverished children, education for women, and universal and practical instruction.

The most permanent influence exerted by Comenius was in practical educational work. Few men since his days have had a greater influence though, for the greater part of the eighteenth century and the early part of the nineteenth, there was little recognition of his relationship to the current advance in educational thought and practice. The practical educational influence of Comenius was threefold. He was first a teacher and an organizer of schools, not only among his own people, but later in Sweden, and to a slight extent in Holland. In his *Didactica Magna* (Great Didactic), he outlined a system of schools that is the exact counterpart of the existing American system of kindergarten, elementary school, secondary school, college, and university.

In the second place, the influence of Comenius was in formulating the general theory of education. In this respect, he is the forerunner of [Rousseau](https://en.wikipedia.org/wiki/Jean-Jacques_Rousseau), [Pestalozzi](https://en.wikipedia.org/wiki/Johann_Heinrich_Pestalozzi), [Fröbel](https://en.wikipedia.org/wiki/Friedrich_Fr%C3%B6bel%22%20%5Co%20%22Friedrich%20Fr%C3%B6bel), etc., and is the first to formulate the idea of "education according to nature" so influential during the latter part of the eighteenth and early part of the nineteenth century. The influence of Comenius on educational thought is comparable with that of his contemporaries, [Bacon](https://en.wikipedia.org/wiki/Francis_Bacon%22%20%5Co%20%22Francis%20Bacon) and [Descartes](https://en.wikipedia.org/wiki/Ren%C3%A9_Descartes%22%20%5Co%20%22Ren%C3%A9%20Descartes), on science and philosophy. In fact, he was largely influenced by the thought of these two; and his importance is largely due to the fact that he first applied or attempted to apply in a systematic manner the principles of thought and of investigation, newly formulated by those philosophers, to the organization of education in all its aspects. The summary of this attempt is given in the *Didactica Magna*, completed about 1631, though not published until several years later.

The third aspect of his educational influence was that on the subject matter and method of education, exerted through a series of textbooks of an entirely new nature. The first-published of these was the *Janua Linguarum Reserata*(The Gate of Tongues Unlocked), issued in 1631. This was followed later by a more elementary text, the *Vestibulum*, and a more advanced one, the *Atrium*, and other texts. In 1658 the *[Orbis Pictus](https://en.wikipedia.org/wiki/Orbis_Pictus%22%20%5Co%20%22Orbis%20Pictus)* was published, probably the most renowned and most widely circulated of school textbooks. It was also the first successful application of illustrations to the work of teaching, though not, as often stated, the first illustrated book for children.

**Topic 5: TEACHING AS A CAREER**

I am a student of Brest State University Preschool Education Faculty. In a several years I’ll graduate from the University and become a preschool educator. To become a good teacher one must know much. So at the University we are taught various general and special subjects: Psychology, Pedagogy, Pedagogical methods (methods of mathematical presentation, methods of speech development, methods of environmental education, methods of musical development), Physical development, Practical work on speech therapy and children's literature.

Teaching is a very specific and responsible occupation.

The success of educating and upbringing of children depends on the personality of the teacher, his professional skills, moral principles and cultural background. This noble profession demands from a teacher constant creativity, understanding of children and love for them.

A good teacher treats his pupils with respect and values them as individuals. He understands that each child is unique and has special talents and capabilities. That's why he educates each pupil with special attention to his or her interests. He teaches them to work independently and cooperatively, to be helpful and useful.

A good teacher will do his best to bring up honest, self-confident, and self-disciplined people.

Preschool education is the provision of education for children before the commencement of statutory education, usually between the ages of three and five, dependent on the jurisdiction. Preschool is also known as nursery school, day care or kindergarten. Preschool work is organized within a framework that professional educators create. The framework includes structural (administration, class size, teacher-child ratio), process(quality of classroom environments, teacher-child interactions),and alignment (standards, curriculum, assessments)components that are associated with each individual unique child that has both social and academic outcomes. The areas of development which preschool education covers varies from country to country. However the following main themes are represented in the majority of systems:1) personal, social and emotional development, 2) communication, including talking and listening, 3) knowledge and understanding of the world, 4) creative and aesthetic development, 5) physical development, 6) mathematical awareness and development. Allowing preschool aged children to discover and explore freely within each of these areas of development is the foundation for developmental learning.

**Text for reading:**

**JOHANN HEINRICH PESTALOZZI**

was a [Swiss](https://en.wikipedia.org/wiki/Switzerland) [pedagogue](https://en.wikipedia.org/wiki/Pedagogue) and educational reformer who exemplified [Romanticism](https://en.wikipedia.org/wiki/Romanticism) in his approach.

He founded several educational institutions both in German- and French-speaking regions of Switzerland and wrote many works explaining his revolutionary modern principles of education. His motto was "Learning by head, hand and heart". Thanks to Pestalozzi, illiteracy in 18th-century Switzerland was overcome almost completely by 1830.

Pestalozzi was a Romantic who felt that education must be broken down to its elements in order to have a complete understanding of it. Based on what he learned by operating schools at Neuhof, Stans, Burgdorf and Yverdon, he emphasized that every aspect of the child's life contributed to the formation of his personality, character, and capacity to reason. Pestalozzi's educational methods were child-centered and based on individual differences, sense perception, and the student's self-activity. Pestalozzi worked in Yverdon to "elementarize" the teaching of ancient languages, principally Latin, but also Hebrew and Greek. In 1819, [Stephan Ludwig Roth](https://en.wikipedia.org/wiki/Stephan_Ludwig_Roth%22%20%5Co%20%22Stephan%20Ludwig%20Roth) came to study with Pestalozzi, and his new humanism contributed to the development of the method of language teaching, including considerations such as the function of the mother tongue in the teaching of ancient languages. Pestalozzi and Niederer were important influences on the theory of physical education; they developed a regimen of physical exercise and outdoor activity linked to general, moral, and intellectual education that reflected Pestalozzi's ideal of harmony and human autonomy.

Pestalozzi's philosophy of education was based on a four-sphere concept of life and the premise that human nature was essentially good. The first three "exterior" spheres—home and family, vocational and individual self-determination, and state and nation—recognized the family, the utility of individuality, and the applicability of the parent-child relationship to society as a whole in the development of a child's character, attitude toward learning, and sense of duty. The last "exterior" sphere—inner sense—posited that education, having provided a means of satisfying one's basic needs, results in inner peace and a keen belief in God.

1. What was Johann Heinrich Pestalozzi’ moto of education?
2. Why did Pestalozzi consider education to be divided into elements?
3. What did every aspect of the child's life contribute to according to Pestalozzi?
4. What did Pestalozzi and Niederer develop concerning physical education?

**Text for reading:**

**PLANES OF DEVELOPMENT**

Montessori observed four distinct periods, or "planes", in human development, extending from birth to 6 years, from 6 to 12, from 12 to 18, and from 18 to 24. She saw different characteristics, learning modes, and developmental imperatives active in each of these planes, and called for educational approaches specific to each period.

The first plane extends from birth to around six years of age. During this period, Montessori observed that the child undergoes striking physical and psychological development. The first-plane child is seen as a concrete, sensorial explorer and learner engaged in the developmental work of psychological self-construction and building functional independence. Montessori introduced several concepts to explain this work, including the absorbent mind, sensitive periods, and normalization.

Montessori described the young child's behavior of effortlessly assimilating the sensorial stimuli of his or her environment, including information from the senses, language, culture, and the development of concepts with the term "absorbent mind". She believed that this is a power unique to the first plane, and that it fades as the child approached age six. Montessori also observed and discovered periods of special sensitivity to particular stimuli during this time which she called the "sensitive periods". In Montessori education, the classroom environment responds to these periods by making appropriate materials and activities available while the periods are active in each individual young child. She identified the following periods and their durations:

* [Acquisition of language](https://en.wikipedia.org/wiki/Language_acquisition%22%20%5Co%20%22Language%20acquisition)—from birth to around 6 years old
* Interest in small objects—from around 18 months to 3 years old
* Order—from around 1 to 3 years old
* Sensory refinement—from birth to around 4 years old
* [Social behavior](https://en.wikipedia.org/wiki/Social_behavior%22%20%5Co%20%22Social%20behavior)—from around 2½ to 4 years old

The second plane of development extends from around six years to twelve years old. During this period, Montessori observed physical and psychological changes in children, and developed a classroom environment, lessons, and materials, to respond to these new characteristics. Physically, she observed the loss of baby teeth and the lengthening of the legs and torso at the beginning of the plane, and a period of uniform growth following. Psychologically, she observed the "herd instinct", or the tendency to work and socialize in groups, as well as the powers of reason and imagination. Developmentally, she believed the work of the second plane child is the formation of intellectual independence, of moral sense, and of social organization.

The third plane of development extends from around twelve years to around eighteen years of age, encompassing the period of [adolescence](https://en.wikipedia.org/wiki/Adolescence%22%20%5Co%20%22Adolescence). Montessori characterized the third plane by the physical changes of [puberty](https://en.wikipedia.org/wiki/Puberty%22%20%5Co%20%22Puberty) and adolescence, but also psychological changes. She emphasized the psychological instability and difficulties in concentration of this age, as well as the creative tendencies and the development of "a sense of justice and a sense of personal dignity." She used the term "valorization" to describe the adolescents' drive for an externally derived evaluation of their worth. Developmentally, Montessori believed that the work of the third plane child is the construction of the adult self in society.

The fourth plane of development extends from around eighteen years to around twenty-four years old. Montessori wrote comparatively little about this period and did not develop an educational program for the age. She envisioned young adults prepared by their experiences in Montessori education at the lower levels ready to fully embrace the study of culture and the sciences in order to influence and lead civilization. She believed that economic independence in the form of work for money was critical for this age, and felt that an arbitrary limit to the number of years in university level study was unnecessary, as the study of culture could go on throughout a person's life.

In short, four core aspects of Montessori school include practical life, sensorial, math, and language arts. Some smaller aspects that could be integrated into Montessori schools include geography, art, and gardening.

1. What periods did Montessori observe in human development?
2. What is the main characteristic of the first period?
3. What did Montessori observe during the second period?
4. How did Montessori characterize the third period?
5. What do four core aspects of Montessori school include?

## Text for annotation:

## GROSS AND FINE MOTOR DEVELOPMENT

Gross motor skills involve the large muscles of the legs and arms while fine motor development is building the muscles of the hands that will be used for writing. Play can provide many opportunities to work on strengthening these muscles without children even being aware of it!

Stringing Beads and Lacing. Giving children beads and plastic tipped laces provide a fun way to work on fine muscle control. Your child can create a beautiful necklace while strengthening the fine motor muscles. Lacing cards or child safe needles and burlap will also provide fun “sewing” projects for young children.

Balls and Balance Beams. Kicking balls and walking on balance beams can help children become more coordinated. Get outside and kick a ball around, create a goal area to make it a game. Anytime you see a narrow brick wall or wooden plank, give children some assisted practice at balancing.

Gather up the toys you have around and make it a point to provide ample time for play. Playing around with children is sure to provide many wonderful childhood memories and reap some great educational benefits as well.

1. Андреасян, И.М. Обучение общению: Практикум для будущих учителей: Учебн. пособие / И.М. Андреасян, Ю.В. Маслов, М.Е. Маслова. – Мн.: Лексис, 2003.
2. Голованев, В.В. Английский язык для психологов. – Мн.: Тетра Системс, 2005.
3. Голованев, В.В. Английский язык для студентов педагогических специальностей ВУЗов. – Мн.: Тетра Системс, 2009.
4. Горизонты. Практика устной и письменной английской речи. Horizons: A Practical Course in Spoken and Written English. Учеб. пособие для студентов специальности «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / Авт.-сост. Е.П. Михалева и др. – 3-е изд. – Мн.: Лексис, 2006.
5. Горизонты. Horizons: словар. практикум для студентов специальности «Современные иностранные языки» учреждений, обеспечивающих получение высшего образования / О.А. Лаптева, Е.В. Шарабчиева. – Мн.: Лексис, 2006.

**ГРАММАТИЧЕСКИЙ МАТЕРИАЛ**

**ДЛЯ САМОСТОЯТЕЛЬНОГО ИЗУЧЕНИЯ**

*Рекомендуемые учебники для изучения грамматического материала:*

1. Лещева, Л.М. Практическая грамматика английского языка в 3-х частях. / Л.М. Лещева- Минск, 2005. – 119 с. – 219 с.
2. Murphy, Raymond. English Grammar in Use / Raymond Murphy - Cambridge University Press, 1997. – 119 с. –324с.

Существительное: множественное число существительных, притяжательный падеж.

Определенный, неопределенный, нулевой артикль.

Личные, притяжательные, указательные, относительные, вопросительные, неопределенные местоимения.

Прилагательные, степени сравнения прилагательных.

Наречие, степени сравнения наречий.

Формальные признаки сказуемого: позиция в предложении (повествовательном, вопросительном).

Временная система изъявительного наклонения.

Согласование времен изъявительного наклонения.

Условное наклонение.

Неличные формы глагола: причастия настоящего и прошедшего времени, отглагольное прилагательное, деепричастие, герундий.

Строевые слова – средства связи между элементами предложения.

Побуждение к действию / просьба – глагол в повелительной форме.

Средства выражения долженствования / необходимости / желательности.

Структура сложноподчиненного предложения.

Причинно-следственные отношения – придаточные предложения (причины, следствия).

**GRAMMAR TEST**

**Active Voice Tense forms in comparison**

**1. Open the brackets putting the verbs into the appropriate form.**

**(A)**

I am a doctor and I have to drive a lot. I (1) (to drive) for twenty years. For all that time the police never (2) (to stop) me. But last Tuesday police officers (3) (to catch) me for speeding. It was afternoon. I (4) (to drive) fast because I (5) (to be) late. I (6) (to go) to the airport to meet a friend. I was late because a patient (7) (to telephone) before I (8) (to leave) the house. The police (9) (to wait) at the side road outside town. When they (10) (to see) me go past, they (11) (to follow) me and (12) (to stop) me. They (13) (to tell) me 1 was booked for speeding. I (14) (to try) to explain to them that my friend's plane (15) (to land) a few minutes before and he (16) (to wait) for me, but they (17) (not to want) to listen to my excuse. They (18) (to say) 1(19) (to have) to pay $50 the next day. I paid, of course. But since then I never (20) (to violate) traffic rules.

**(B)**

David William (21) (to have) such a terrible time this year that he ought to be in the Guiness Book of Records.

The trouble (22) (to start) one morning last January when David (23) (to find) that his car (24) (to disappear) from outside his house. He (25) (not to see) it ever since.

In March he (26) (to buy) a new car, but he (27) (not to have) it for more than a week when someone (28) (to crash) into the back of it. These disasters (29) (to continue) for more than a year right up to the present time. Two days ago David (30) (to sit) on a seat that someone (31) (to finish) painting only some minutes before. He (32) (to wear) a new suit he (33) (to buy) only the previous week.

The worst thing happened in August. David (34) (to spend) 3 days of his holiday at airports because of strikes. When he (35) (to arrive) home finally, he (36) (to discover) that someone (37) (to break) into his house. The burglars (38) (to steal) his video-recorder and TV-set. David doesn't know what he (39) (to do) to deserve all this bad luck. But he (40) (to hope) his luck will change soon.

**(C)**

1) Two days ago I (41) (to put) an ad in the local newspaper so that I could find a buyer for my old car. Yesterday I (42) (to sell) it. A man who (43) (to look) for an old car (44) (to buy) it. Today a friend of mine told me that he (45) (to want) to buy my old car, but he was too late. By the time he (46) (to talk) to me, I already (47) (to sell) my car.

2) After the teacher (48) (to return) the test papers to the students in class tomorrow, the students (49) (to receive) their next assignment.

3) Ever since they (50) (to build) the Taj Mahal three centuries ago, it has always been described as the most beautiful building in the world. A Turkish architect (51) (to design) it and it (52) (to take) 20.000 workers 20 years to complete it. Though it is so ancient, I'm sure, people always (53) (to like) it.

**(D)**

"Dear Sirs,

I (54) (to want) to complain to you about some fashion boots I (55) (to buy) from your Westborough branch last Wednesday. When I (56) (to put) them on for the first time at the weekend, it (57) (to rain) and after a few minutes the boots (58) (to let) the water in. The next day I took the boots to your shop and asked the assistant who (59) (to sell) them to me to replace the boots. But she said she (60) (not to replace) the boots because I (61) (to wear) already them. But how could I have seen the defect without wearing them? I can't believe that boots are made to wear in dry weather only! And I (62) (not to want) the boots which (63) (not to be) waterproof. I'll be grateful if you (64) (to send) me a replacement pair that will not let water in.

Look forward to your response.

Sincerely yours

Mary Crawford."

**(E)**

It (65) (to rain) when I (66) (to wake) up last Saturday. It always (67) (to rain) when I am not working. We (68) (to plan) to go to the seaside but in the end we (69) (to decide) to go to the theatre instead. We (70) (to miss) the bus and (71) (to arrive) late. We (72) (to arrange) to meet Joe outside the theatre and he (73) (to wait) for twenty minutes when we (74) (to get) there. The play already (75) (to start) when we (76) (to go) in.

It's Monday again today, and I (77) (to work) as usual. I (78) (to sit) here in the office for the last two hours, but I (79) (not to do) much work yet -1 (80) (to feel) I am fed up with work. I already (81) (to have) my holiday this year. I (82) (to go) to Scotland in July and, of course, it (83) (to rain) every day. Tomorrow I (84) (to book) a holiday for next April in Spain.

**(F)**

Will Kelogg, famous for Kelogg's cornflakes, was taken out of school at thirteen because he (85) (to be) a slow learner. Since he (86) (to fail) as a salesman, his brother, a doctor, (87) (to give) him a job in his hospital. He (88) (to shine) shoes for ten years when a fortunat» baking accident in the hospital kitchen (89) (to give) him an idea for Kelogg's cornflakes. This breakfast cereal already (90) (to become) one of the most successful business ideas. Every morning thousands of people (91) (to have) cornflakes for breakfast.

**(G)**

Mrs Winfred Weave (92) (to get involved) in politics ever since she (93) (to be) a student. She (94) (to go) to Hull University, where she (95) (to study) agriculture. She (96) (to have) a distinguished career in politics and (97) (to represent) her constituency for 30 years.

For the past few months she (98) (to write) her memoirs, although she insists her political career (99) (not to finish) yet. Who knows, maybe in some years she (100) (to become) a prominent politician.

from *Практическая грамматика английского языка для среднего и*

 *продвинутого уровней. Под ред. Л.М. Лещёвой. Часть ІІ. – Минск:*

*Акад. упр. при Президенте Респ. Беларусь, 2004. - c. 278-280.*

**GRAMMAR TEST**

**Passive Voice Tense forms in comparison**

**1. Choose the correct variant:**

1) Nylon … since 1938 and today it … in many things.

A) has been produced; is being found

B) has produced; is found

C) has been produced; is found

D) has been produced; has been found

2) Wait for a while .He … now.

A) is being interviewed C) has been interviewed

B) is interviewed D) will be interviewed

3) She … about the results of the research as soon as it ….. .

A) will have been informed; is finished

B) will be informed; will be finished

C) will be informed; is finished

D) will have been informed; will have been finished

4) The Houses of Parliament … between 1849 and 1857.

A) were being built C) were built

B) was built D) had been built

5) Acid rain … by burning coal or oil

A) is caused C) has been caused

B) is being caused D) has caused

6) Boss says I ….. a pay-rise.

A) was giving C) will given

B) will be given D) was be given

7) Two million books ….. to America every year.

A) are being sent C) were being sent

B) will send D) are sent

8) The students of our Institute ….. every opportunity to master the language.

A) give C) had been given

B) was being given D) are given

9) The room ….. for a month.

A) hasn't lived in C) has not been lived in

B) is not lived in D) is not being lived in

10) By the time she comes, the problem ….. .

A) will have discussed C) will have been discussed

B) will being discussed D) will be discussed

11) By the time Mr. Brown returned, the old fireplace ….. .

A) had been taken out C) was taken out

B) had taken out D) has been taken out

12) The cats ….. hen Mary entered the room.

A) were fed C) had fed

B) fed D) were being fed

13) The new night club ….. by the council last week.

A) was closed C) closed

B) had been closed D) had closed

14) I'm going home now because all the work ….. .

A) is doing C) does

B) has been done D) has done

15) Jim's house is very modern. It …... only 2 years ago.

A) had been built C) was being built

B) built D) was built

16) This piece of music ….. yet. I have just composed it.

A) hasn't been recorded C) hasn't recorded

B) wasn't recorded D) wasn't being recorded

17) This tree is very old. It ….. in the 19-th century.

A) had been planted C) was planted

B) planted D) was being planted

18) The house ….. at this time yesterday.

A) was painting C) was being painted

B) had been painted D) was painted

19) A valuable painting ….. from the Art Gallery last night.

A) was stolen C) stole

B) had been stolen D) had stole

20) By the time I arrived, all the tickets ….. .

A) had been sold C) were sold

B) had sold D) sold

21) The garages ….. every day

A) are being cleaned C) are cleaned

B) clean D) will clean

22) Two hundred people ….. to the wedding last week.

A) were invited C) were being invited

B) invited D) have been invited

23) A new spaceship ….. by our scientists now.

A) is being examined C) has examined

B) is examined D) has been examined

24) After the work ….. , they went home.

A) was finished C) was being finished

B) had finished D) had been finished

25) This letter recently ….. by the secretary.

A) has brought C) is brought

B) has been brought D) was brought

26) The meal … now.

A) is preparing C) will prepare

B) has been prepared D) is being prepared

27) By the time I returned from work, my new washing machine ….. .

A) had been delivered C) has been delivered

B) was delivered D) was being delivered

28) We ….. all the time we were there

A) were watched C) watched

B) had been watching D) were being watched

29) A plan to build a helicopter near Westminster ... last year.

A) was considered C) had been considered

B) considered D) has been considered

30) The burglar ….. yesterday.

A) arrested C) was arrested

B) had been arrested D) was being arrested

31) They didn't leave the restaurant until the bill ….. .

A) was paid C) had been paid

B) had paid D) was being paid

32) When I entered the room, the politician ….. .

A) was being interviewed C) had been interviewed

B) interviewed D) has interviewed

33) The prisoners ….. to prison now.

A) are taken C) take

B) are being taken D) will be taken

34) When I returned, I noticed that the dog ….. yet.

A) wasn't fed C) hadn't fed

B) hadn't been fed D) fed

35) The window ... now.

A) is being replaced C) will have replaced

B) will replace D) will being replaced

36) Millions of pounds' worth of damage ….. by a storm which swept across the north of England last night. (refer to the Present)

A) has been caused C) caused

B) had been caused D) were caused

37) Too many offices ….. in London over the last 10 years.

A)were built C) have been built

B) are building D) had been built

38) When she discovered that all the biscuits ….. she got angry.

A) were eaten C) had eaten

B) had been eaten D) ate

39) I hope that the missing money ….. soon.

A) will be found C) is found

B) has been found D) will find

40) The antique car ….. by an expert, at the moment

A) is restored C) is being restored

B) is restoring D) has been restored

**2. Open the brackets. Use the proper tense and voice form.**

41) The new proposal (to discuss) at our next meeting.

42) The man (to send) to prison for 6 months after he (to find) guilty of fraud.

43) Much of London (to destroy) by the fire in the 17-th century.

44) The Government is apparently winning the fight against inflation. A steady fall (to record) over the last 6 months.

45) The builders will start work as soon as the plans (to approve).

46) The motorist (to disqualify) some five years ago.

47) They say this book (to publish) next year.

48) The naughty boy (to teach) a good lesson by his friends.

49) The meat must be nearly ready. It (to cook) for nearly an hour.

50) I read in the paper a few weeks ago that Richard (to make) Vice-president of the company.

51) Their behaviour was so outrageous that we (to force) to leave the house.

52) The letter (to hand) to Lord Henry on the day of his departure.

53) Mind, you (to punish) if you disobey my orders.

54) The preparations for the party just (to finish) and the guests are arriving.

55) When I came into the kitchen I smelt something delicious. My favourite cookies (to bake) in the oven.

56) You can't use the fax now. It (to fix) at the moment.

57) Many towns (to destroy) by the earthquake in Japan last year.

58) You ever (to teach) how to play chess?

59) The exposition (to open) when we drove up to the picture gallery.

60) I can't believe my eyes! My book (to publish) already!

61) The helicopter (to construct) in Russia many years ago.

62) You'll have your copy soon, the contract (to type) now.

63) The sportsmen (to give) instructions before the match.

64) I'm happy as 1 just (to allow) to stay here for an extra day.

65) I wonder, when my project paper (to publish) (refer to the Future).

66) We felt happy that the car (to repair) the next day.

67) When they joined us, we already (to show) a lot of places of interest.

68) The house (to repaint) since they moved out.

69) She greatly (to impress) by the size and beauty of our capital every she visits Minsk.

70) He escaped when he (to move) from one prison to another.

71) They invited Jack, but Tom (not to invite).

72) The escaped convict (to arrest) in a few days.

73) After a million pounds (to spend) on the project, they decided that it impracticable and gave it up.

74) He said he (to involve) in an accident that month.

75) The bomb (to carry) to a safe place when it exploded.

76) The water level (to check) every week.

77) A whistle (to blow) if there is an emergency.

78) Your shoes (to mend) at the moment.

79) The children already (to tell) about the party.

80) The outside of the ship (to paint) when the accident happened.

**GRAMMAR TEST: MODAL VERBS**

**l. Supply the modal verbs *can*, *could*, *to be able to*,or *managed to*.**

1) A good 1500-metre runner ... run the race in under four minutes.

2) Bill is so unfit he ... run at all!

3) Our baby is only nine months and he ... stand up.

4) When I was younger, I ... speak Italian much better than I... now.

5) ... she speak German well? - No, she ... speak German at all.

6) He ... draw or paint at all when he was a boy, bat now he is a famous artist.

7) After weeks of training, I ... swim a length of the baths underwater.

8) It took a long time, but in the end Tony ... save enough to buy his car.

9) Did you buy any fresh fish in the market?- No, I ... get any.

10) For days the rescuers looked for the lost climbers in the snow. On the forth day they saw them and ... reach them without too much trouble.

**2. Rewrite these sentences using the modal verb *can/could*.**

11) Do you see that man over there?

12) I smell something burning.

13) I understood what he said.

14) Did you understand what he said?

15) I don't hear anything!

**3. Rewrite these sentences so that each sentence contains the modal verb *can* and the meaning remains the same.**

16) I knew how to skate before I was five.

17) I hope one day we will meet again in more favourable circumstances.

18) It is still very cold here in March.

19) Some supermarket beef tends to be rather tough.

20) In the end we managed to communicate with sign language.

21) If you don't feel you'll make a contribution, just say so.

**4. Fill in the gaps using the modal verbs *can* or *to be able to*.**

22) They asked if they ... go.

23) I ... solve her problems for her.

24) I'd like to ... write as well as that.

25) ... you speak Spanish?

26) I might... help you.

**5. Insert the modal verbs *may* or *can* into each gap.**

27) The engines don't seem to be working properly. There ... be some ice in them.

28) Planes flying in cold countries in winter ... have problems because of ice on the wings.

29) Both engines have failed. I'll try to find a place to land. We haven't much chance of surviving, but we ... be lucky.

30) The engines were not working properly. The pilot said he thought there ... be some ice on the wings.

31) He said there wasn't much chance of surviving, but we ... be lucky.

32) He told me that planes flying in cold countries in winter ... have problems because of ice on the wings.

**GRAMMAR TEST: CONDITIONALS**

**1. Choose the correct answer.**

1) If she ... not so slowly she would enjoy the party.

A) were B) is C) will be

2) If you ... my library book I will have to buy a new one.

A) will lose B) lost C) loose

3) If she ... you were in hospital she would have visited you.

A) had known B) knew C) would have known

4) I wish I ... rich.

A) would be B) were C) had been

5) I wish I ... his opinion before.

A) would know B) had known C) knew

6) I wish I ... to the Tower when I was in London.

A) had gone B) went C) would go

7) I wish I ... much yesterday.

A) didn't eat B) hadn't eaten C) were not eating

8) If she ... not so slowly she would enjoy the party.

A) were B) is C) will be

**2. Match the two parts of the sentences.**

9) He wouldn't have become so strong;... a) ... I wouldn't be worried now.

10)They would have come... b) ... I would have gone to the library.

11) If they had been ready the day before... c) ... we wouldn't have come so early.

12) If I hadn't needed the book... d) ... unless he had done sports.

13) If they had had a city map.. e) ... they wouldn't have been lost.

14) If you had warned us... f) ... if Jane had invited them.

15) He wouldn't know much... g) ... unless you had agreed with us.

16) We wouldn't have wasted so much time... h) ... unless he had read much.

17) If you had sent me a telegram... i) ... they would have taken their exam.

18) We had never done this ... j) if you have bought everything beforehand

**3. Correct the errors, if necessary.**

19) If I knew her well I will visit her.

20) If I were you I would have visited Jane yesterday.

21) If I have a computer I would learn Computer Studies.

22) If the weather would be nice tomorrow we'll go on excursion.

23) You did not miss the plane if you had taken a taxi.

24) I wish you have a car.

25) I wish things were different in the past.

26) I wish the weather were warmer.

27) I wish I did not decide to work in New York.

28) I wish I did not go to bed early yesterday.

**4. Complete the following radio programme by putting the verbs in brackets into the correct form.**

**Interviewer:** Welcome once again to our weekly programme in which we ask the questions "If you (29) \_\_\_ (be) alone on a tropical island for a month, what two items (30) \_\_\_ you \_\_\_ (choose) to take with you and why?" My two guests are racing driver Charles Brown and journalist Helen Howk, Charles?

**Charles:** Well, I think (31) \_\_\_ (get) very bored on this island if I (32) \_\_\_ (not have) anything to do. So, I (33) \_\_\_ (take) a knife and a ball of string. Then I (34) \_\_\_ (be able) to make useful things to catch food, and, maybe, build some kind of house to live in.

**Interviewer:** (35) \_\_\_ you \_\_\_ (try) to escape from the island?

**Charles:** If I (36) \_\_\_ (manage) to make a boat, I think I (37) \_\_\_ (try).

**Interviewer:** Helen, what about you?

**Helen:** Well, I definitely (38) \_\_\_ (not try) to escape. I'm totally impractical. So, if I (39) \_\_\_ (try) to make anything, I'm sure it (40) \_\_\_ (fall) to pieces very quickly. No, if I (41) \_\_\_ (have) to spend a month on the island, I (42) \_\_\_ (want) to have a good book and a pair of sunglasses.

**Charles:** But how (43) \_\_\_ you \_\_\_ (catch) things to eat if you (44) \_\_\_ (not have) any tools?

**Helen:** Oh, I expect there (45) \_\_\_ (be) plenty of fruit on the island. And I'm sure it (46) \_\_\_ (not hurt) me if I (47) \_\_\_ (not eat) meat or fish for a month.

**Interviewer:** (48) \_\_\_ either of you \_\_\_ (be) lonely?

**Charles:** Definitely. I (49) \_\_\_ (find) it very difficult if I (50) \_\_\_ (not speak) to anyone for a month.

**Helen:** I think (51) \_\_\_ (enjoy) the peace and quiet at first, but after a couple of weeks, yes, I (52) \_\_\_ (begin) to feel lonely.

**Interviewer:** Charles and Helen, thank you very much.

**5. Make up sentences.**

53) She / it / so / have / had / fallen / slippery / been / wouldn't / if/ not

54) had /1 / you / chosen / would /1 / have / If/ been / green / been / the / one

55) lot / if / would / trained / the / they / have / had / Our / won / a / team /

game

56) would / to / ill / place / have / your / if/ been / had / He / come / not / he

57) lay / would / gone /country / had / if / not / a / have / it / I / the / been / nasty / to

58) it / were / wish / now / summer /1

59) I / had /1 / been / wish / so / not / modest

60) redundant / been / made / If /1 / only / hadn't

**GRAMMAR TEST: VERBALS**

**1. Put in the correct form of the Infinitive choosing from А, В or С**

1) There was nothing now … for.

A) to wait B) to be waiting C) to be waited

2) She put on her wedding dress and turned round … .

A) to be admired B) to be abmiring C) to admire

3) He appeared to have plenty of money, which was said … for a couple of years at that company.

A) to be saved B) to save C) to have been saved

4) Stan seemed … silence intently, waiting for Susan to dismiss the subject.

A) to keep B) to be keeping C) to have been keeping

5) For the last few days she happened … to nobody but strange men.

A) to talk B) to be talking C) to have been talking

6) He is said … away a small fortune. So, he is safe.

A) to put B) to have put C) to be put

7) She couldn't help but … thankful for what her uncle had done for her sake.

A) to feel B)feel C) be feeling

8) You'd better … me back to my parents at once, or they' 11 be really angry with you.

A) take B) to take C) be taken

9) I'd rather … than ask him for another penny.

A) die B) to die C) to be dying

10) Jackie felt her blood in her veins when she saw what was left of the house.

A) to freeze B) freeze C) have frozen

**2. Complete the sentences choosing the verbs from А, В or С**

11) We … to leave the building as soon as possible.

A) hoped B) succeeded C) dreamed

12) Fred … in solving the problem.

A) failed B) succeeded C) looked forward

13) I … to going away next week.

A) hope B) am thinking C) am looking forward

14) Mary … to buy me a drink.

A) promised B) insisted C) objected

15) The police … the criminal lie on the ground.

A) forced B) allowed C) made

**3. Complete choosing the right preposition from A, B or С**

16) The President began his speech … explaining his point of view on the situation in the area.

A) in B) by C) with

17) Rachel seemed upset … hearing the news.

A) after B) before C) by

18) Melany left the company after her unsuccessful interview … being confused.

A) by B) without C) with

19) In many countries of the Middle East husbands prevent their wives … taking a job outside their homes.

A) against B) of C) from

20) Furious with his employees … turning up late each morning, the director decided to have a serious talk with them.

A) at B)for C) on

21) Nothing is gained … delaying.

A) without B) in C) by

22) The Foreign Minister was accused … interfering in the political affairs of another state.

A) of B)for C) with

23) Mary wouldn't dream … going to Spain.

A) of B) about C) on

24) We were warned … signing any contract with the company without a lawyer.

A) about B) against C) from

25) … discussing the future contract a lot of factors are to be taken into consideration.

A) in B) by C) at

**4. Complete with the correct form of the Verbals choosing them from A, В or С**

26) When Paul went out he remembered … the letter. He put it into the mail box.

A) posting B) having posted C) to post

27) Jane regrets … the firm after twenty years.

A) to leave B) leaving C) having been left

28) After approving the agenda we went on ... finance.

A) to discuss B) discussing C) discuss

29) Angela enjoys … tricks at people.

A) to play B) to have played C) playing

30) Julia has been ill but now she is beginning … better.

A) to get B) getting C) be getting

31) You are looking great. You seem … weight.

A) to lose B) losing C) to have lost

**5. Complete the sentences using the correct form of Participles from the verbs in brackets.**

32) … seven hundred miles, he was now near the border of the United States. (travel)

33) There was a silly smile … about the corners of his mouth. (play)

34) He had a beautiful house, and … a man of taste he had furnished it admirably. (be)

35) … him by his figure and his movements, he was still young. (judge)

36) … by the beauty of the twilight, he strolled away from the hotel. (stir)

37) For a moment the trio stood as if … to stone. (turn)

38) Cecilia had heard very little … in her own thoughts. (absorb)

39) … he went out. (dine)

40) If … to myself, I shouldn't lose my chance. (leave)

41) Thus absorbed, he would sit for hours … no interruption. (want)

42) She considered herself … to Mr Bennet. (engage)

43) It … now too dangerous to stay in the car any longer, Mark was waiting for a chance to escape. (be)

44) He sat with his feet … on the chair. (put)

45) If … , she slammed the door. (annoy)

46) When … , she never objected. (tell)

47) Douglas … to prove that he was right, reminded him of the promise. (determine)

48) She looked at Mike as if … of his manners. (disapprove)

49) While … the message she thought what she should tell the manager. (read)

50) Let them have the details … .(settle)