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

**и задания для студентов социально-педагогического факультета специальности «Социальная работа**

**(социально-психологическая деятельность)»**

**заочной формы обучения**

***1 семестр:***  4 аудиторных часа

|  |  |  |
| --- | --- | --- |
| № | Название темы | Количество аудиторных часов |
| 1 | A New Stage in my Life. I am a Student Now. | **2** |
| 2 | Brest State University. My Studies at the University. | **2** |
| 3 | Social and Political Portrait of the Republic of Belarus. Brest. | **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. *Прочитать и перевести тексты* “Social Pedagogic Approaches ” *и* “Psychoanalysis as a Theory”*, составив словарь незнакомых слов. Ответить на вопросы после текстов.*
5. *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.

**Text for reading:**

**SOCIAL PEDAGOGIC APPROACHES**

Social pedagogues work with all age groups, starting from the early years up to the aged.

They work in nurseries and kindergartens, schools, children’s and youth services, play settings, children’s homes and youth clubs; they work in adult services engaging with communities and disadvantaged adults, such as ethnic minorities, substance misusers, homeless, unemployed or imprisoned persons; and they are employed in palliative care, supporting older people at home or in care. It is only logical that the practical methods in all these settings will differ, depending on the target group.

Therefore within the general discipline pedagogy we can distinguish various approaches. Some of these are named after key thinkers like Fröbel or Montessori who have created a very specific pedagogic concept for the context of their work, while others are termed according to the medium they are utilising, such as play, circus, music, or theatre pedagogy.

Despite these differences in approach, what combines all pedagogies is the way of thinking, the philosophy, the attitude with which these different methods are used – and this is what makes practice social pedagogic: as Hämäläinen (2003) points out, ‘social pedagogy is not a method, nor even a set of methods. As a discipline it has its own theoretical orientation to the world. An action is not social pedagogical because certain methods are used therein, but because some methods are chosen and used as a consequence of social pedagogical thought.’ So social pedagogy is not what we do, it is rather how we approach practice, with what attitude and aims. This also means that social pedagogy is not something we do or don’t do – the question to ask ourselves is to what degree we are working in a social pedagogical way! In that sense, social pedagogy is an ongoing journey of learning and development, not just for the people we work with but also for ourselves. Fortunately, as human beings our potential to develop is only limited by our imagination.

Five Rivers has a number of Social Pedagogues working within our Residential Children’s Homes, recruited throughout Europe to work as part of our ‘Integrated Children’s Services’. We have brought in these Specialist Practitioners as a direct benefit of being a Social Enterprise. Our Social Pedagogues work within our Children’s Homes as part of the staff team, they have extensive experience of Therapeutic Child Care and have often qualified at postgraduate level in Social Pedagogy. We have chosen to utilise this advance European model to complement and enhance our existing Integrated Therapeutic Services in order to deliver High-Impact, Sector Leading Residential Child Care.

1. What groups of individuals do social pedagogues work with?
2. Where do social pedagogues work?
3. Who are some of social pedagogic approaches named after?
4. What combines all pedagogies?
5. What does social pedagogy deal with?

**Text for reading:**

**PSYCHOANALYSIS AS A THEORY**

Sigmund Freud was a pioneer in the study of unconscious mental activity. His theories on the inner workings of the human mind are now accepted by most schools of psychological thought. In 1896, Freud created the term "psychoanalysis," and later he developed its main principles, objectives, techniques, and methodology of psychoanalysis.

Psychoanalysis is a set of [psychological](https://en.wikipedia.org/wiki/Psychological) and [psychotherapeutic](https://en.wikipedia.org/wiki/Psychotherapeutic) theories and associated techniques, created by Austrian physician [Sigmund Freud](https://en.wikipedia.org/wiki/Sigmund_Freud) and stemming partly from the clinical work of [Josef Breuer](https://en.wikipedia.org/wiki/Josef_Breuer) and others. Over time, psychoanalysis has been revised and developed in different directions. Some of Freud's colleagues and students, such as [Alfred Adler](https://en.wikipedia.org/wiki/Alfred_Adler) and [Carl Jung](https://en.wikipedia.org/wiki/Carl_Jung), went on to develop their own ideas independently. The [Neo-Freudians](https://en.wikipedia.org/wiki/Neo-Freudianism) included [Erich Fromm](https://en.wikipedia.org/wiki/Erich_Fromm), [Karen Horney](https://en.wikipedia.org/wiki/Karen_Horney), and [Harry Stack Sullivan](https://en.wikipedia.org/wiki/Harry_Stack_Sullivan)

Psychoanalysis focuses on the unconscious aspects of personality. According to Freud the human mind is like an iceberg. He believed that the conscious level of the mind was similar to the top of the iceberg which could be seen, but the unconscious was mysterious and was hidden.

In An Outline of Psychoanalysis Freud explains the principles of the psychoanalytic theory. He begins with an explanation of the three parts of the psychic apparatus — the id, the ego, and the superego. The id is the unconscious part that contains the instincts. The ego has the quality of being conscious and is responsible for controlling the demands of the id. It serves as a link between the id and the external world. Finally, the superego, whose demands are managed by the id, is responsible for the limitation of satisfactions and represents the influence of others, such as parents, teachers, and role models, as well as the impact of racial, so­cietal, and cultural traditions.

Sigmund Freud's psychoanalytic theory of personality has had a major impact on our understanding of our human makeup. Freud argued that the human personality results from a dynamic struggle between inner physiological drives (such as hunger, sex, and aggression) and social pressures to follow laws, rules, and moral codes. Furthermore, Freud proposed that individuals are aware of only a small portion of the forces that drive their behaviour. From his perspective, humans have a conscious, preconscious, and unconscious mind. This idea — that much of what propels humans to action is a part of the unconscious mind and not available for scrutiny — revolutionized the perception of the human personality.

Psychoanalytic thought had a major impact on marketing in the 1950s. Advertising firms hired psychoanalysts to help develop promotional themes and packaging to appeal to the unconscious minds of consumers. Psychoanalytic theory emphasized the use of dreams, of fantasy, and of symbols to identify the unconscious motives behind a person's actions.

As a therapy, psychoanalysis is based on the concept that individuals are unaware of the many factors that cause their behavior and emo­tions. These unconscious factors have the potential to produce unhappiness, which is expressed through a number of symptoms such as diffi­culty in relating to others, or problems with self-esteem. The basic ob­jective of psychoanalysis is to remove neuroses and thereby cure pa­tients by returning the damaged ego to its normal state.

The method of psychoanalysis has several steps. First, analysts gather material from patient's free associations, dreams and slips of the tongue. Second, analysts begin to form hypotheses about what hap­pened to the patients in the past and what is happening to them in their daily life. If analysts reveal their conclusions to patients too soon, resis­tance due to repression will occur. Overcoming this resistance requires additional time and effort by both the analysts and the patients. Once patients accept the conclusions, they are cured.

The value of psychoanalysis as a theory and as a therapy has been questioned since the early 1900s. Critics dispute the value of the data upon which Freud based his theories; and the method and effectiveness of psychoanalytic treatment. However, we should not forget the revolutionary introduction of the unconscious aspects of personality in the discipline of psychology.

1. What term did Freud create and developed in the field of psychology?
2. What does psychoanalysis focus on?
3. How did Freud describe a human mind?
4. What are the three parts of the psychic apparatus, according to Freud?
5. Which part of the psychic apparatus has the quality of being conscious?
6. Which part of the psychic apparatus represents the influence of others?
7. Which part of the psychic apparatus contains instincts?
8. What concept is psychoanalysis based on?
9. How can unhappiness be expressed?
10. What is the basic objective of psychoanalysis according to Sigmund Freud?
11. What are the main steps of psychoanalysis?

### Text for annotation:

### EDUCATIONAL PSYCHOLOGY

[Educational psychology](https://en.wikipedia.org/wiki/Educational_psychology) 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) of [schools](https://en.wikipedia.org/wiki/School) as [organizations](https://en.wikipedia.org/wiki/Organization). 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:Educational_psychologists), whereas practitioners in schools or school-related settings are identified as [school psychologists](https://en.wikipedia.org/wiki/School_psychologist). 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) children and those with specific [disabilities](https://en.wikipedia.org/wiki/Disabilities).

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), bearing a relationship to that discipline analogous to the relationship between [medicine](https://en.wikipedia.org/wiki/Medicine) and [biology](https://en.wikipedia.org/wiki/Biology). Educational psychology, in turn, informs a wide range of specialties within educational studies, including [instructional design](https://en.wikipedia.org/wiki/Instructional_design), [educational technology](https://en.wikipedia.org/wiki/Educational_technology), curriculum development, [organizational learning](https://en.wikipedia.org/wiki/Organizational_learning), [special education](https://en.wikipedia.org/wiki/Special_education) and [classroom management](https://en.wikipedia.org/wiki/Classroom_management). Educational psychology both draws from and contributes to [cognitive science](https://en.wikipedia.org/wiki/Cognitive_science) and the [learning sciences](https://en.wikipedia.org/wiki/Learning_sciences). 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:***  8 аудиторных часов

|  |  |  |
| --- | --- | --- |
| № | Название темы | Количество аудиторных часов |
| 1 | The United Kingdom of Great Britain and Northern Ireland. Places of interest in Great Britain | **2** |
| 2 | What is Social Work | **4** |
| 3 | Roots of Social Pedagogy | **2** |

1. *Подготовить устные высказывания по темам:*
2. The United Kingdom of Great Britain and Northern Ireland. Places of interest in Great Britain
3. What is Social Pedagogy
4. *Прочитать и перевести тексты* “Montessori Pedagogic Concepts ” *и* “Memory ”*, составив словарь незнакомых слов. Ответить на вопросы после текстов.*
5. *Составить аннотацию текста* “The Pedagogue in Ancient Greece”.

**Topic 1: 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 2: WHAT IS SOCIAL WORK?**

Social work is a profession concerned with helping individuals, families, groups and communities to enhance their individual and collective well-being. It aims to help people develop their skills and their ability to use their own resources and those of the community to resolve problems. Social work is concerned with individual and personal problems but also with broader social issues such as poverty, unemployment and domestic violence.

Social work is an interdisciplinary profession, meaning it draws from a number of areas, such as (but not limited to) psychology, sociology, politics, criminology, economics, education, health, law, philosophy, counseling and psychotherapy.

Human rights and social justice are the philosophical underpinnings of social work practice. The uniqueness of social work practice is in the blend of some particular values, knowledge and skills, including the use of relationship as the basis of all interventions and respect for the client’s choice and involvement.

In a socio-political-economic context which increasingly generates insecurity and social tensions, social workers play an important and essential role.

***Where Do Social Workers Work?***

Social workers work in a variety of settings: family services agencies, children’s aid agencies, general and psychiatric hospitals, school boards, correctional institutions, welfare administration agencies, state departments. An increasing number of social workers work in private practice.

***What Do Social Workers Do?***

Social workers provide services as members of a multidisciplinary team or on a one-to-one basis with the client. The duties performed by social workers vary depending on the settings in which they work.

Social workers employed by child welfare agencies (public and private) investigate cases of family violence, child abuse and neglect and take protective action as required. They may recruit foster parents or supervise the placement of children in protective care. Others work on adoption cases.

Many school boards hire social workers to help students adjust to the school environment. They help students, parents and teachers to deal with problems such as aggressive behaviour, truancy and family problems, which affect the students’ performance.

In general and psychiatric hospitals, social workers are members of the treatment team. They provide a link between the team and the family as well as with community resources. They contribute to the care, treatment and rehabilitation of the aged and of physically or mentally ill individuals, as well as the care of disabled persons.

In health and community services centres, social workers are involved in the provision of counselling to individuals or families and in providing services to seniors.

In the correctional field, social workers may be part of a team concerned with the social rehabilitation of young or adult offenders. They may work as probation officers or as parole officers. Parole officers help ex-prisoners adjust to life in the community while conforming to the conditions of their parole.

Social workers involved in policy analysis, policy development and planning usually work in state departments or social planning councils. Researchers are found in universities and governments. Others teach in universities and colleges.

**Text for reading:**

**MONTESSORI PEDAGOGIC CONCEPTS**

The method, developed by [Maria Montessori](https://en.wikipedia.org/wiki/Maria_Montessori), 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) at the [University of Rome](https://en.wikipedia.org/wiki/Sapienza_University_of_Rome) and reading the educational theory of the previous two hundred years. While visiting an [asylum](https://en.wikipedia.org/wiki/Psychiatric_hospital), 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), 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#Scientific_pedagogy)".

Montessori education is fundamentally a model of [human development](https://en.wikipedia.org/wiki/Developmental_psychology), 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.

1. What is the main characteristic of the method, developed by [Maria Montessori](https://en.wikipedia.org/wiki/Maria_Montessori)?
2. How does Montessori’s method view the child?
3. What inspired Montessori to create her new form of education?
4. What are the two main principles of Montessori’s education model?
5. What does Montessori’s education free activity mean?
6. What are the basic characteristics the education environment should

exhibit?

**Text for reading:**

**MEMORY**

Over the years memory researchers have wrestled endlessly with one major question relating to memory storage: How is knowledge represented and organized in memory? In other words, what forms do our mental representations of information take? Most theorists seem to agree that our mental representations probably take a variety of forms, depending on the nature of the material that needs to be tucked away in memory. For example, memories of visual scenes, of how to perform actions (such as typing or hitting a backhand stroke in tennis), and of factual information (such as definitions or dates in history) are probably represented and organized in very different ways. Many psychologists believe that there are three main kinds of memory: sensory, short-term and long-term. What makes up each of them?

Imagine that a friend who collects facts informs you about brain weight: a human brain weighs about 3 pounds, an elephant brain — approximately 13 pounds, a whale brain -roughly 20 pounds. How may this information make its way into memory? When you simply hear your friend cite the facts, some remembering that you are aware of is going on.

Information that strikes our sense organs is stored on the basis of the so-called *sensory memory* (SM). Materials held by sensory memory resemble afterimages. Typically, they disappear in less than a second unless they are transferred immediately to a second memory system, *short-term memory* (STM). How do you transfer sensory data to the short-term store? All you have to do is to attend to the material for a moment. If you listen as your friend talks, you will pass into your short-term memory.

The STM is pictured as the center of consciousness. The STM holds everything we are aware of - thoughts, information, experiences, - at any point in time. The «store» part of STM houses a limited amount of data for some time (usually for about fifteen minutes). We can keep information in SM system longer by repeating it. In addition, the short-term memory «works» as a central executive. It inserts materials into, and removes it from, a third, more or less permanent system, the *long-term memory* (LTM).

A schema is an organized cluster of knowledge about a particular object or sequence of events. People are more likely to remember things that are consistent with their schemas than things that are not. Information stored in memory is often organized around schemas. Thus, recall of an object or event will be influenced by both the actual details observed and the person's schemas for these objects and events.

Entering information into long-term memory is a worthy goal, but an insufficient one if you can't get the information back out again when you need it. Fortunately, recall often occurs without much effort. But occasionally a planned search of LTM is necessary. For instance, imagine that you were asked to recall the names of all 50 states in the United States. You would probably conduct your memory search systematically, recalling states in alphabetical order or by geographical location. Although this example is rather simple, retrieval is a complex process.

The tip-of-the-tongue phenomenon is the temporary inability to remember something you know, accompanied by a feeling that it's just out of reach. The tip-of-the-tongue phenomenon is a common experience that occurs to the average person about once a week. It clearly represents a failure in retrieval. Fortunately, memories can often be jogged with retrieval cues — stimuli that help gain access to memories. This was apparent when Roger Brown and David McNeill studied the tip-of-the-tongue phenomenon. They gave participants definitions of obscure words and asked them to think of the words. Brown and McNeill found that subjects groping for obscure words were correct in guessing the first letter of the missing word 57% of the time. This figure far exceeds chance and shows that partial recollections are often headed in the right direction.

1. What are the kinds of memory?
2. Where is the information stored?
3. What does the short-term memory hold?
4. What does the form of our mental representation depend on?
5. What is a schema?
6. What is a tip-of-the-tongue phenomenon?
7. What are retrieval cues?

**Text for annotation:**

**THE PEDAGOGUE IN ANCIENT GREECE**

To fully appreciate some of the debates around social pedagogy and the role of pedagogues it is worth going back to the distinction made between teachers and pedagogues in ancient Greece. We know that people had ‘jobs’ as specialist educators. For example, Achilles had a tutor, Phoenix, who had the task of teaching him to be ‘both a speaker of words and a doer of deeds’ (reported in the ninth book of the *Iliad*). Some centuries later, in Athenian society, there were schools (perhaps based on earlier Babylonian models).

Pedagogues were family attendants (usually slaves) whose duties were to supervise, and be with, the young sons of the house. Chosen for their reliability (and sometimes their inability to undertake heavier duties), pedagogues took the boys to the gym and the school (and sat with them in the classroom).

The *paidagogos* was also expected to supervise his young charge’s manners in the home and in the street and even in school, where he was in attendance as a symbol of parental authority throughout the school day. This moral supervision by the *paidagogos* must be stressed. He was more important than the schoolmaster, because the latter only taught a boy his letters, but the *paidagogos* taught him how to behave, a much more important matter in the eyes of his parents. He was, moreover, even if a slave, a member of the household, in touch with its ways and with the father’s authority and views. The schoolmaster had no such close contact with his pupils.

The low status of both teacher and pedagogue meant that they were frequently disrespected by the boys – and the hovering presence of the pedagogue was hardly likely to endear itself .

***3 семестр:***  12 аудиторных часов

|  |  |  |
| --- | --- | --- |
| № | Название темы | Количество аудиторных часов |
| 1 | What is Psychology | **2** |
| 2 | Social Pedagogy | **4** |
| 3 | Special Education | **2** |
| 4 | Work with Physically Handicapped Individuals | **4** |

1. *Подготовить устные высказывания по темам:*
2. What is Psychology
3. Social Pedagogy
4. Special Education
5. *Прочитать и перевести тексты* “Evolution of Social Pedagogy ” *и* “Emotions ”*, составив словарь незнакомых слов. Ответить на вопросы после текстов.*
6. *Составить аннотацию текста* “Educational Psychology”.

**Topic 1: WHAT IS PSYCHOLOGY**

Psychology is the scientific study of mental processes and behavior. The word psychology comes from two Greek words: "Psyche" mean­ing "mind" or "soul" and "Logos" meaning "study of**"**. Therefore, psy­chology means "study of the mind". There are many modern definitions of the term. One of them belongs to Atkinson, who defined psychology as "the scientific study of behaviour and mental processes". Psychologists observe and record how people and other animals relate to one another and to the environment. They look for patterns that will help them understand and predict behavior, and they use scientific methods to test their ideas. Through such studies, psychologists have learned much that can help people fulfill their potential as human beings and increase understanding between individuals, groups, nations, and cultures.

Psychology is a broad field that explores a variety of questions about thoughts, feelings, and actions. Psychologists ask such questions as: "How do we see, hear, smell, taste, and feel? What enables us to learn, think, and remember, and why do we forget? What activities distinguish human beings from other animals? What abilities are we born with, and which must we learn? How much does the mind affect the body, and how does the body affect the mind? For example, can we change our heart rate or temperature just by thinking about doing so? What can our dreams tell us about our needs, wishes, and desires? Why do we like the people we like? What is mental illness?"

The research findings of psychologists have greatly increased our understanding of why people behave as they do. For example, psychologists have discovered much about how personality develops and how to promote healthy development. They have some knowledge of how to help people change bad habits and how to help students learn. They understand some of the conditions that can make workers more productive. A great deal remains to be discovered. Nevertheless, insights provided by psychology can help people function better as individuals, friends, family members, and workers

**Topic 2: SOCIAL PEDAGOGY**

Social pedagogy is an academic discipline concerned with the theory and practice of holistic education and care. The term 'pedagogy' originates from the Greek *pais* (child) and *agein* (to bring up, or lead), with the prefix 'social' emphasizing that upbringing is not only the responsibility of parents but a shared responsibility of society. As a result, social pedagogy is a 'function of society' – it reflects how a given society at a given time thinks about education and upbringing, about the relationship between the individual and society, and about social welfare for its marginalized members. Consequently, social pedagogues work within a range of different settings, from early years through adulthood to working with disadvantaged adult groups as well as older people. To achieve a holistic perspective within each of these settings, social pedagogy draws together theories and concepts from related disciplines such as sociology, psychology, education, philosophy, medical sciences, or social work.

A major impetus for the current understanding of pedagogy was the educational philosophy of the Swiss social thinker Jean-Jacques Rousseau   
(1712–1778). Concerned with the decay of society, he developed his theories based on his belief that human beings were inherently good as they were closest to nature when born, but society and its institutions corrupted them and denaturalized them. Consequently, bringing up children in harmony with nature and its laws so as to preserve the good was central for Rousseau’s pedagogic theory.

Johann Heinrich Pestalozzi (1746–1827) refined Rousseau’s thoughts by developing a method of holistic education, which addressed head, heart, and hands. These three elements are inseparable from each other in Pestalozzi’s method and need to be kept in harmony.

Social pedagogy is based on humanistic values stressing human dignity, mutual respect, trust, unconditional appreciation, and equality. It is underpinned by a fundamental concept of children, young people and adults as equal human beings with rich and extraordinary potential and considers them competent, resourceful and active agents.

Overall, social pedagogy aims to achieve:

* Holistic education – education of head (cognitive knowledge), heart (emotional and spiritual learning), and hands (practical and physical skills);
* Holistic well-being – strengthening health-sustaining factors and providing support for people to enjoy a long-lasting feeling of happiness;
* To enable children, young people as well as adults to empower themselves and be self-responsible persons who take responsibility for their society;
* To promote human welfare and prevent or ease social problems.

**Topic 3: 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.

**Text for reading:**

**EVOLUTION OF SOCIAL PEDAGOGY**

The term ‘social pedagogy’ has been used in countries such as Germany, Holland and Hungary to embrace the activities of youth workers, residential or day care workers (with children or adults), work with offenders, and play and occupational therapists . It has also been used to describe aspects of church work and some community development activity. In a few European countries the notion of [animation](http://www.infed.org/animate/b-animat.htm) is utilized to cover a similar arena of practice. With the growth of more integrated children’s services in Britain, there has been an interest in social pedagogy as a means of making sense of the professional development of staff in these areas of state service. There also has been some usage of the term from those seeking to explore classroom group work.

As an idea *sozial pädagogik* first started being used around the middle of the nineteenth century in Germany as a way of describing alternatives to the dominant models of schooling. However, by the second half of the twentieth century social pedagogy became increasingly associated with social work and notions of [social education](http://www.infed.org/biblio/b-soced.htm) in a number of European countries. Within the traditions that emerged there has been a concern with the well-being or [happiness](http://www.infed.org/biblio/happiness_and_education.htm) of the person and with what might be described as a [holistic](http://www.infed.org/biblio/holisticeducation.htm) and educational approach. This has included an interest in social groups – and how they might be worked with.

Some of its practitioners translate it as ‘community education’ others in more social work terms – for example around care. It can be seen as having three key pillars or traditions. A concern with:

* **The nature of man** and, in particular the extent to which individuals can only develop fully as part of society. Within this tradition of social pedagogy there is an emphasis upon social integration and socialization. This tradition has been described as ‘The Continental tradition’ by Eriksson, and Markström (2003).
* **Social conditions and social problems**. This tradition of social pedagogy found expression in the work of the university and social settlements in Britain and North America and in the development of social work. Eriksson and Markström (2003) talk about this as ‘the American tradition’ and by this they are really focusing on social work. Within this element of the tradition there is an emphasis upon working with individuals, casework and providing care. In others there is more of an interest in and lessening the impact of inequalities in society, and dealing with social problems.
* **Pedagogy** – this tradition of social pedagogy has its roots in the work of educational thinkers and philosophers like Jean-Jacques Rousseau, Johann Heinrich Pestalozzi and John Dewey. More recently Paulo Freire has been especially influential in terms of helping people to frame their thinking.

Text for reading:

EMOTIONS

An emotion is generally a response of a person to a situation in which he finds himself. A situation which is out of the ordinary one for an individual is likely to result in emotional activity. This emotional activity is generally random and disorganized. It is accompanied by feelings of pleasantness or unpleasantness and universally associated with marked changes in the chemistry of the body.

Emotions are powerful reactions that have motivating effects on behaviour. Emotions are physiological and psychological responses that influence perception, learning, and performance. Unfortunately, there is no basic definition of emotions. For example, some people take the position that emotion is an entirely different process from motivation. Others say that emotions are simply one class of motives. Some define emotion subjectively - in terms of feelings experienced by the individual. Others see emotions as bodily changes. Most of these people have emphasized the reaction as the main component in emotion, but others concentrate on the perception of the situation that arouses the emotion or the effects of the emotion on ordinary behaviour.

We know an emotion is not an independent element which comes or goes at will. It is initiated by certain perceptions and accompanies the activities which are stimulated by the situation. We all know how much easier it is to work long hours on something we enjoy and how surprised we are to discover that we are suddenly fatigued after such activity. On the other hand, it is exceedingly difficult to work at something we dislike and find ourselves restless settling down to work at something with conscious effort and intent.

Most of our emotions are learned. We are born with a capacity for emotions and physiological structure capable of handling emotionally charged situations, but emotional behaviour as a reaction to particular objects or events is learned. A young child in such a situation as that of frustration may respond by an emotional storm. As he gets older he learns to inhibit the purely emotional response and to exhibit voluntarily controlled behaviour. As he learns to do this, emotional behaviour becomes less common and less intense. Uninhibited emotional responses amongst human adults are normally rare, and when an individual does exhibit outbreaks of rage, panic etc., these are recognised as pathological. They are one of the symptoms of regression or a going back to infantile modes of behaviour.

Throughout the life people may experience different kinds of emotions. The most characteristic for human beings are the so-called altruistic emotions. They may be of two types, i.e. sympathetic and disinterested emotions. We may experience the emotion of fear when we hear a scream of a frightened person or anger, when we hear a friend's voice raised angrily towards some person. The emotion called out in this way is called a sympathetic emotion. Similarly, we may feel anger at an insulting speech about another person which he has not himself heard. The emotion called out in this way on behalf of another person is called a disinterested emotion. The altruistic emotions are of obvious importance in social behaviour.

1. In what way do psychologists define emotions?
2. What definition do you think is the most significant in the psychological thought?
3. What is an emotional activity accompanied by?
4. What is an emotion initiated by?
5. Are our emotions learned or inborn?
6. What is a child's reaction to a situation characterizedby?
7. Is it easy or difficult for a grown-up person to inhibit an emotional response?
8. What altruistic emotions do you know?
9. What is a sympathetic emotion called?
10. What is a disinterested emotion called?

***4 семестр:***  10 аудиторных часов

|  |  |  |
| --- | --- | --- |
| № | Название темы | Количество аудиторных часов |
| 1 | Outstanding Psychologist | **2** |
| 2 | Careers in Psychology | **4** |
| 3 | My Future Profession | **2** |
| 4 | What Type of Social Pedagogue Would You Like To Be? | **2** |

1. *Подготовить устные высказывания по темам:*
2. Outstanding Psychologist
3. Careers in Psychology
4. My Future Profession
5. *Прочитать и перевести тексты* “Humanistic Approach and Psychology of carl Rogers ” *и* “Stereotypes and Stereotyping ”*, составив словарь незнакомых слов. Ответить на вопросы после текстов.*
6. *Составить аннотацию текста* “Artificial Intelligence”.

**Topic 1: OUTSTANDING PSYCHOLOGISTS**

**Lev Vygotsky** (November 17, 1896**-**June 11, 1934) was a psychologist who is best-known for his sociocultural theory. He believed that social interaction played a critical role in children's learning. Through such social interactions, children go through a continuous process of learning. Vygotsky noted, however, that culture profoundly influenced this process. Imitation, guided learning, and collaborative learning all play a critical part in his theory.

Lev Vygotsky was born in Orsha. He attended Moscow State University, where he graduated with a degree in law in 1917. He studied a range of topics while attending university, including sociology, linguistics, psychology, and philosophy. However, his formal work in psychology did not begin until 1924 when he attended the Institute of Psychology in Moscow. He completed a dissertation in 1925 on the psychology of art but was awarded his degree in absentia due to an acute tuberculosis relapse that left him incapacitated for a year. Following his illness, Vygotsky began researching topics such as language, attention, and memory with the help of students including Alexei Leontiev and Alexander Luria.

Lev Vygotsky was a prolific writer, publishing six books on psychology topics over a ten-year period. His interests were quite diverse but often centered on issues of child development and education. He also explored such subjects as the psychology of art and language development.

According to Vygotsky, the zone of proximal development is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers."

Essentially, this zone is the gap between what a child knows and what he does not yet know. The process of acquiring that information requires skills that a child does not yet possess or cannot do independently, but can do with the help of a more knowledgeable other.

Parents and teachers can foster learning by providing educational opportunities that lie within a child's zone of proximal development. Kids can also learn a great deal from peers, so teachers can foster this process by pairing less skilled children with more knowledgeable classmates.

Vygotsky's life was cut tragically short in 1934 when he died of tuberculosis at the age of 37.

While Lev Vygotsky was a contemporary of Skinner, Pavlov, Freud, and Piaget, his work never attained their level of eminence during his lifetime. Part of this was because his writings were largely inaccessible to the Western world. His premature death at age 37 also contributed to his obscurity.

Despite this, his work has continued to grow in influence since his death, particularly in the fields of developmental and educational psychology. Vygotsky was the one of the most frequently cited psychologists during the 20th-century.

**Topic 2: CAREERS IN PSYCHOLOGY**

There are many careers in psychology. Psychology includes both research, through which we learn fundamental things about human and animal behaviour, and practice, through which that knowledge is applied in helping people to solve problems. Psychology is an extremely varied field. Psychologists conduct research, serve as consultants, diagnose and treat people, and teach future psychologists and other types of students. They test intelligence and personality.

As scientists, psychologists use scientific methods of observation, experimentation,

and analysis. But psychologists also need to be creative in the way they apply scientific findings.

Psychologists are frequently innovators, inventing new approaches to people and societies. They develop theories and test them in their research. As they collect new information, these findings can be used by practitioners in their work with clients and patients.

As practitioners psychologists work in laboratories, hospitals, courtrooms, schools and universities, prisons, and corporate offices. They work with business executives, performers, and athletes to reduce stress and improve performance. They advise lawyers on jury selection and cooperate with educators on school reform. Immediately following a disaster, such as a plane crash or bombing, psychologists help victims and bystanders recover from the shock of the event.

Involved in all aspects of our world, psychologists must keep up with what is happening around us. When you’re a psychologist, your education never ends.

Most psychologists say they love their work. They say that they have a variety of daily tasks and the flexibility of their schedules.

The study of psychology is a good preparation for many other professions. Many employers are interested in the skills of collecting, analyzing, and interpreting data, and their experience with statistics and experimental design.

Psychology is a very diverse field with hundreds of career paths. We all know about caring for people with mental and emotional disorders. Some other jobs like helping with the design of computer systems are less well known. What all psychologists have in common is an interest in the minds and behaviors of both humans and animals.

**Topic 3: MY FUTURE PROFESSION**

I'm a student of the Faculty of Social Pedagogics of Brest State University. I study Social Work at the (day-time) correspondence department. After the graduation I’ll become a social worker). Higher education means better career prospects for me.

What makes a good social worker and teacher? Whatever he or she does, besides love for children and psychological maturity a teacher should have a thorough practical and theoretical training in psychology and pedagogics and our University offers such training. At the University we are also taught various general and special subjects such as Psychology, Pedagogics, History of Belarus, Computer Science, Philosophy, Foreign Languages, etc.

The graduates of our faculty work as educators at kindergartens as well as teachers in various activities and development centres for children. Those who don’t consider teaching as a career can work in many other fields of industry.

Social workers, for example, help individuals, families, and groups restore or enhance their capacity for social functioning. Social workers help people overcome some of life’s most difficult challenges: poverty, discrimination, abuse, addiction, physical illness, divorce, loss, unemployment, educational problems, disability, and mental illness. They help prevent crises and counsel individuals, families, and communities to cope more effectively with the stresses of everyday life. Professional social workers are found in schools, hospitals, mental health clinics, senior centers, elected office, private practices, prisons, military, corporations, and in numerous public and private agencies that serve individuals and families in need.

**Text for reading:**

**HUMANISTIC APPROACH AND PSYCHOLOGY OF CARL ROGERS**

The humanistic approach was developed in America in the early 1960’s. It was also called the third force in psychology since it aimed to replace the two main approaches in the field – behaviourism and psychoanalysis.

There are several factors which distinguish the humanistic approach from other approaches within psychology. They are the emphasis on subjective meaning, rejection of determinism, and concern for positive growth rather than pathology. Most psychologists believe that behaviour can only be understood objectively (by an impartial observer)**,** but the humanists argue that this results in concluding that an individual is incapable of understanding their own behaviour. Instead, humanists like Rogers argue that the meaning of behaviour is personal and subjective; they further argue that accepting this idea is not unscientific, because ultimately all individuals are subjective: what makes science reliable is not that scientists are purely objective, but that the nature of observed events can be agreed upon by different observers. The humanistic approach aimed to investigate all the uniquely human aspects of existence such as love, hope, creativity and emphasized the importance of the individual’s interaction with the environment. Bugental, the first president of the American Association for Humanistic Psychology described some of its fundamental assumptions. First of all, a proper understanding of the human nature can be gained from studying humans, not animals. Second, psychology should study an individual case rather than the average group performance. Third, psychology should study internal as well as external behaviour and consider that individuals can show some degree of free will.

Carl Rogers was not the only one of the founders of the humanistic approach, but also the most influential therapist in the 20th century: a number of surveys**,** including several done after his death, found that more therapists cited Rogers as a major influence on their thinking and clinical practice than any other person in psychology (including Freud).

There are two fundamental ideas in the work of Rogers which are particularly important. First, Rogers talked about healthy development in terms of how the individual perceived their own being. A healthy individual will tend to see congruence between one’s sense of who he or she is (self) and who the person feels he or she should be (ideal self). While no one tends to experience perfect congruence at all times, the relative degree of congruence is an indicator of health.

The second fundamental idea in the work of Rogers is his concept of the conditions for healthy growth, and the role of a therapist in fostering healthy growth. Through a process of what Rogers called a person-centered therapy, the therapist seeks to provide empathy**,** openness, and unconditional positive regard.

1. Why did the humanistic approach start to develop?

2. When and where was the humanistic approach developed?

3. Why was it called “the third force in psychology”?

4. What are the factors that distinguish the humanistic approach from other approaches within psychology?

5. What do humanists think about objective understanding of psychological behaviour?

6. Where is the meaning of behaviour from humanistic point of view?

7. What makes psychological science reliable?

8. What aspects of existence does the humanistic approach aim to investigate?

9. Why can Carl Rogers be named the most influential therapist in the 20th century?

10. Who is a healthy individual according to the Rogers’s concept of healthy development?

11. What is an indicator of health according to Rogers?

12. What should a therapist do during a therapy according to Rogers?

**Text for reading:**

**STEREOTYPES AND STEREOTYPING**

Stereotyping is a simplification and generalization process. It helps people categorize and understand their world, but at the same time it often leads to errors.

Stereotypes can be positive or negative, such as when various nationalities are stereotyped as friendly or unfriendly. We often find people stereotyped around characteristics of age (“All teenagers love rock and roll and have no respect for their parents.”), sex (“men want just one thing from a woman.”), race (“All Japanese look and think alike.”), religion (“All Catholics love the Pope more than their country.”), profession (“All lawyers are greedy.”) and nationality (“All Germans are Nazis”).

Objects can be stereotyped around characteristics of places (“All cities are corrupt and sinful.” “Small towns are safe and clean.” “In England, it rains all the time.”) and things (“All Korean cars are cheaply made.”).

The term “stereotype” initially referred to a printing stamp which was used to make multiple copies from a single model, but the great journalist and commentator Walter Lippmann adopted the term in his 1922 book “Public Opinion” as a means of describing the way society is set about categorizing people – “stamping” human beings with a set of characteristics – as well. In his pioneering work, Lippmann identified four aspects of stereotypes. A brief look at them will serve as a summary of this valuable popular cultural tool.

Lippmann wrote that stereotypes are: 1) Simple: certainly more simple than reality, but also often capable of being summarized in only two to three sentences. 2) Acquired secondhand**:** people acquire (and absorb) stereotypes from someone else rather than from their own experience. The culture “distills” reality and then expresses its beliefs and values in stereotypical images. 3) Erroneous: all stereotypes are false. Some are less false than others, and (more importantly) some are less harmful than others. But all are false by their very nature. They are attempts to claim that each individual human being in a certain group shares a set of common qualities. Since an individual is different from all other individuals by definition, stereotypes are a logical impossibility. 4) Resistant to change**:** during the last twenty-five years the difficulties with racial and gender inequalities in American life have alerted most people to the tragic consequences of popular stereotypes.

Despite the fact that stereotyping is a natural method of classification and despite the fact that stereotyping has some useful functions under certain circumstances**,** it can be problematic.

Stereotypes can reduce a wide range of differences in people to simplistic categorizations; transform assumptions about particular groups of people into “realities”.

1. What is stereotyping?

2. What is the main function of stereotyping?

3. What characteristics are people most often stereotyped around?

4. What does the term stereotype initially refer to?

5. Who adopted the term in its modern meaning?

6. What are the four aspects of stereotypes according to Lippmann?

7. What does it mean that stereotypes are acquired second-hand?

8. Are all stereotypes false?

9. What is negative about stereotyping?

**Text for annotation:**

**ARTIFICIAL INTELLIGENCE**

Artificial Intelligence (AI) is the science of making computers performs operations that appear intelligent. A hybrid of cognitive psychology and computer science, AI has moved in two directions, one practical, and the other theoretical.

Thanks to a massive amount of stored information and rules for retrieving it, the practical side of AI has given us chess programs that can beat all but the masters, industrial robots that can sense their environment, and “expert systems” that can carry out chemical analyses, offer tax planning, advice, forecast weather, and help physicians diagnose their patients’ diseases.

The theoretical efforts, pioneered by psychologist Herbert Simon, study how humans think by attempting to make computers mimic or rival human thought processes. The goal is a “unified theory of cognition” embodied in a computer program that can process information, solve problems, learn from experience, and remember much as humans do.

Simon’s basic assumption is not that the mind is a computer or that computers have minds but rather, that both are information processors. Both receive information from the environment: computers via keyboards, disks; our minds via our senses. Both store this information, retrieve it as needed, and manipulate it in order to perform specific tasks. Both express the results of their information processing as output. The computer displays it on a screen or in a printout; we talk and write. Thus, the issue in artificial intelligence is not whether machines can think, but rather how skillfully can computer programs process information.

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2. Голованев, В. В. Английский язык для психологов / В. В. Голованев. – Минск : Тетра Системс, 2005.
3. Голованев, В. В. Английский язык для студентов педагогических специальностей вузов / В. В. Голованев. – Минск : Тетра Системс, 2009.
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6. Кошманова, И. Тесты по английскому языку / И. Кошманова. – М. : Айрис Пресс, 2001
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**ГРАММАТИЧЕСКИЙ МАТЕРИАЛ**

**ДЛЯ САМОСТОЯТЕЛЬНОГО ИЗУЧЕНИЯ**

*Рекомендуемые учебники для изучения грамматического материала:*

1. Murphy, Raymond. English Grammar in Use / Raymond Murphy. – Cambridge University Press, 2003. – 350 с.
2. Практическая грамматика английского языка для среднего и продвинутого уровней. Под ред. Л.М. Лещёвой. В 2-х ч. – Минск: Акад. упр. при Президенте Респ. Беларусь, 2004.
3. Христорождественская, В.Н. Intermediate English (в 3-х ч.) / В.Н. Христорождественская – Минск : ООО «Плопресс», 1998.

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)

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

**и задания для студентов социально-педагогического факультета специальности «Социальная работа**

**(социально-педагогическая деятельность)»**

**заочной формы обучения**

***1 семестр:***  4 аудиторных часа

|  |  |  |
| --- | --- | --- |
| № | Название темы | Количество аудиторных часов |
| 1 | A New Stage in my Life. I am a Student Now. | **2** |
| 2 | Brest State University. My Studies at the University. | **2** |
| 3 | Social and Political Portrait of the Republic of Belarus. Brest. | **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. *Прочитать и перевести тексты* “Social Pedagogic Approaches ” *и* “Psychoanalysis as a Theory”*, составив словарь незнакомых слов. Ответить на вопросы после текстов.*
5. *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, and 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 daytime 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.

**Text for reading:**

**SOCIAL PEDAGOGIC APPROACHES**

Social pedagogues work with all age groups, starting from the early years up to the aged.

They work in nurseries and kindergartens, schools, children’s and youth services, play settings, children’s homes and youth clubs; they work in adult services engaging with communities and disadvantaged adults, such as ethnic minorities, substance misusers, homeless, unemployed or imprisoned persons; and they are employed in palliative care, supporting older people at home or in care. It is only logical that the practical methods in all these settings will differ, depending on the target group.

Therefore within the general discipline pedagogy we can distinguish various approaches. Some of these are named after key thinkers like Fröbel or Montessori who have created a very specific pedagogic concept for the context of their work, while others are termed according to the medium they are utilising, such as play, circus, music, or theatre pedagogy.

Despite these differences in approach, what combines all pedagogies is the way of thinking, the philosophy, the attitude with which these different methods are used – and this is what makes practice social pedagogic: as Hämäläinen (2003) points out, ‘social pedagogy is not a method, nor even a set of methods. As a discipline it has its own theoretical orientation to the world. An action is not social pedagogical because certain methods are used therein, but because some methods are chosen and used as a consequence of social pedagogical thought.’ So social pedagogy is not what we do, it is rather how we approach practice, with what attitude and aims. This also means that social pedagogy is not something we do or don’t do – the question to ask ourselves is to what degree we are working in a social pedagogical way! In that sense, social pedagogy is an ongoing journey of learning and development, not just for the people we work with but also for ourselves. Fortunately, as human beings our potential to develop is only limited by our imagination.

Five Rivers has a number of Social Pedagogues working within our Residential Children’s Homes, recruited throughout Europe to work as part of our ‘Integrated Children’s Services’. We have brought in these Specialist Practitioners as a direct benefit of being a Social Enterprise. Our Social Pedagogues work within our Children’s Homes as part of the staff team, they have extensive experience of Therapeutic Child Care and have often qualified at postgraduate level in Social Pedagogy. We have chosen to utilise this advance European model to complement and enhance our existing Integrated Therapeutic Services in order to deliver High-Impact, Sector Leading Residential Child Care.

1. What groups of individuals do social pedagogues work with?
2. Where do social pedagogues work?
3. Who are some of social pedagogic approaches named after?
4. What combines all pedagogies?
5. What does social pedagogy deal with?

**Text for reading:**

**PSYCHOANALYSIS AS A THEORY**

Sigmund Freud was a pioneer in the study of unconscious mental activity. His theories on the inner workings of the human mind are now accepted by most schools of psychological thought. In 1896, Freud created the term "psychoanalysis," and later he developed its main principles, objectives, techniques, and methodology of psychoanalysis.

Psychoanalysis is a set of [psychological](https://en.wikipedia.org/wiki/Psychological) and [psychotherapeutic](https://en.wikipedia.org/wiki/Psychotherapeutic) theories and associated techniques, created by Austrian physician [Sigmund Freud](https://en.wikipedia.org/wiki/Sigmund_Freud) and stemming partly from the clinical work of [Josef Breuer](https://en.wikipedia.org/wiki/Josef_Breuer) and others. Over time, psychoanalysis has been revised and developed in different directions. Some of Freud's colleagues and students, such as [Alfred Adler](https://en.wikipedia.org/wiki/Alfred_Adler) and [Carl Jung](https://en.wikipedia.org/wiki/Carl_Jung), went on to develop their own ideas independently. The [Neo-Freudians](https://en.wikipedia.org/wiki/Neo-Freudianism) included [Erich Fromm](https://en.wikipedia.org/wiki/Erich_Fromm), [Karen Horney](https://en.wikipedia.org/wiki/Karen_Horney), and [Harry Stack Sullivan](https://en.wikipedia.org/wiki/Harry_Stack_Sullivan)

Psychoanalysis focuses on the unconscious aspects of personality. According to Freud, the human mind is like an iceberg. He believed that the conscious level of the mind was similar to the top of the iceberg, which could be seen, but the unconscious was mysterious and was hidden.

In An Outline of Psychoanalysis Freud explains the principles of the psychoanalytic theory. He begins with an explanation of the three parts of the psychic apparatus — the id, the ego, and the superego. The id is the unconscious part that contains the instincts. The ego has the quality of being conscious and is responsible for controlling the demands of the id. It serves as a link between the id and the external world. Finally, the superego, whose demands are managed by the id, is responsible for the limitation of satisfactions and represents the influence of others, such as parents, teachers, and role models, as well as the impact of racial, societal, and cultural traditions.

Sigmund Freud's psychoanalytic theory of personality has had a major impact on our understanding of our human makeup. Freud argued that the human personality results from a dynamic struggle between inner physiological drives (such as hunger, sex, and aggression) and social pressures to follow laws, rules, and moral codes. Furthermore, Freud proposed that individuals are aware of only a small portion of the forces that drive their behaviour. From his perspective, humans have a conscious, preconscious, and unconscious mind. This idea — that much of what propels humans to action is a part of the unconscious mind and not available for scrutiny — revolutionized the perception of the human personality.

Psychoanalytic thought had a major impact on marketing in the 1950s. Advertising firms hired psychoanalysts to help develop promotional themes and packaging to appeal to the unconscious minds of consumers. Psychoanalytic theory emphasized the use of dreams, of fantasy, and of symbols to identify the unconscious motives behind a person's actions.

As a therapy, psychoanalysis is based on the concept that individuals are unaware of the many factors that cause their behavior and emotions. These unconscious factors have the potential to produce unhappiness, which is expressed through a number of symptoms such as difficulty in relating to others, or problems with self-esteem. The basic objective of psychoanalysis is to remove neuroses and thereby cure patients by returning the damaged ego to its normal state.

The method of psychoanalysis has several steps. First, analysts gather material from patient's free associations, dreams and slips of the tongue. Second, analysts begin to form hypotheses about what happened to the patients in the past and what is happening to them in their daily life. If analysts reveal their conclusions to patients too soon, resistance due to repression will occur. Overcoming this resistance requires additional time and effort by both the analysts and the patients. Once patients accept the conclusions, they are cured.

The value of psychoanalysis as a theory and as a therapy has been questioned since the early 1900s. Critics dispute the value of the data upon which Freud based his theories; and the method and effectiveness of psychoanalytic treatment. However, we should not forget the revolutionary introduction of the unconscious aspects of personality in the discipline of psychology.

1. What term did Freud create and developed in the field of psychology?
2. What does psychoanalysis focus on?
3. How did Freud describe a human mind?
4. What are the three parts of the psychic apparatus, according to Freud?
5. Which part of the psychic apparatus has the quality of being conscious?
6. Which part of the psychic apparatus represents the influence of others?
7. Which part of the psychic apparatus contains instincts?
8. What concept is psychoanalysis based on?
9. How can unhappiness be expressed?
10. What is the basic objective of psychoanalysis according to Sigmund Freud?
11. What are the main steps of psychoanalysis?

### Text for annotation:

### EDUCATIONAL PSYCHOLOGY

[Educational psychology](https://en.wikipedia.org/wiki/Educational_psychology) 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) of [schools](https://en.wikipedia.org/wiki/School) as [organizations](https://en.wikipedia.org/wiki/Organization). 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:Educational_psychologists), whereas practitioners in schools or school-related settings are identified as [school psychologists](https://en.wikipedia.org/wiki/School_psychologist). 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) children and those with specific [disabilities](https://en.wikipedia.org/wiki/Disabilities).

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), bearing a relationship to that discipline analogous to the relationship between [medicine](https://en.wikipedia.org/wiki/Medicine) and [biology](https://en.wikipedia.org/wiki/Biology). Educational psychology, in turn, informs a wide range of specialties within educational studies, including [instructional design](https://en.wikipedia.org/wiki/Instructional_design), [educational technology](https://en.wikipedia.org/wiki/Educational_technology), curriculum development, [organizational learning](https://en.wikipedia.org/wiki/Organizational_learning), [special education](https://en.wikipedia.org/wiki/Special_education) and [classroom management](https://en.wikipedia.org/wiki/Classroom_management). Educational psychology both draws from and contributes to [cognitive science](https://en.wikipedia.org/wiki/Cognitive_science) and the [learning sciences](https://en.wikipedia.org/wiki/Learning_sciences). 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:***  8 аудиторных часов

|  |  |  |
| --- | --- | --- |
| № | Название темы | Количество аудиторных часов |
| 1 | The United Kingdom of Great Britain and Northern Ireland. Places of interest in Great Britain | **2** |
| 2 | What is Social Work | **4** |
| 3 | Roots of Social Pedagogy | **2** |

1. *Подготовить устные высказывания по темам:*
2. The United Kingdom of Great Britain and Northern Ireland. Places of interest in Great Britain
3. What is Social Work
4. *Прочитать и перевести тексты* “Montessori Pedagogic Concepts ” *и* “Memory ”*, составив словарь незнакомых слов. Ответить на вопросы после текстов.*
5. *Составить аннотацию текста* “The Pedagogue in Ancient Greece”.

**Topic 1: 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 2: WHAT IS SOCIAL WORK?**

Social work is a profession concerned with helping individuals, families, groups and communities to enhance their individual and collective well-being. It aims to help people develop their skills and their ability to use their own resources and those of the community to resolve problems. Social work is concerned with individual and personal problems but also with broader social issues such as poverty, unemployment and domestic violence.

Social work is an interdisciplinary profession, meaning it draws from a number of areas, such as (but not limited to) psychology, sociology, politics, criminology, economics, education, health, law, philosophy, counseling and psychotherapy.

Human rights and social justice are the philosophical underpinnings of social work practice. The uniqueness of social work practice is in the blend of some particular values, knowledge and skills, including the use of relationship as the basis of all interventions and respect for the client’s choice and involvement.

In a socio-political-economic context which increasingly generates insecurity and social tensions, social workers play an important and essential role.

***Where Do Social Workers Work?***

Social workers work in a variety of settings: family services agencies, children’s aid agencies, general and psychiatric hospitals, school boards, correctional institutions, welfare administration agencies, state departments. An increasing number of social workers work in private practice.

***What Do Social Workers Do?***

Social workers provide services as members of a multidisciplinary team or on a one-to-one basis with the client. The duties performed by social workers vary depending on the settings in which they work.

Social workers employed by child welfare agencies (public and private) investigate cases of family violence, child abuse and neglect and take protective action as required. They may recruit foster parents or supervise the placement of children in protective care. Others work on adoption cases.

Many school boards hire social workers to help students adjust to the school environment. They help students, parents and teachers to deal with problems such as aggressive behaviour, truancy and family problems, which affect the students’ performance.

In general and psychiatric hospitals, social workers are members of the treatment team. They provide a link between the team and the family as well as with community resources. They contribute to the care, treatment and rehabilitation of the aged and of physically or mentally ill individuals, as well as the care of disabled persons.

In health and community services centres, social workers are involved in the provision of counselling to individuals or families and in providing services to seniors.

In the correctional field, social workers may be part of a team concerned with the social rehabilitation of young or adult offenders. They may work as probation officers or as parole officers. Parole officers help ex-prisoners adjust to life in the community while conforming to the conditions of their parole.

Social workers involved in policy analysis, policy development and planning usually work in state departments or social planning councils. Researchers are found in universities and governments. Others teach in universities and colleges.

**Text for reading:**

**MONTESSORI PEDAGOGIC CONCEPTS**

The method, developed by [Maria Montessori](https://en.wikipedia.org/wiki/Maria_Montessori), 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) at the [University of Rome](https://en.wikipedia.org/wiki/Sapienza_University_of_Rome) and reading the educational theory of the previous two hundred years. While visiting an [asylum](https://en.wikipedia.org/wiki/Psychiatric_hospital), 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), 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#Scientific_pedagogy)".

Montessori education is fundamentally a model of [human development](https://en.wikipedia.org/wiki/Developmental_psychology), 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.

1. What is the main characteristic of the method, developed by [Maria Montessori](https://en.wikipedia.org/wiki/Maria_Montessori)?
2. How does Montessori’s method view the child?
3. What inspired Montessori to create her new form of education?
4. What are the two main principles of Montessori’s education model?
5. What does Montessori’s education free activity mean?
6. What are the basic characteristics the education environment should

exhibit?

**Text for reading:**

**MEMORY**

Over the years memory researchers have wrestled endlessly with one major question relating to memory storage: How is knowledge represented and organized in memory? In other words, what forms do our mental representations of information take? Most theorists seem to agree that our mental representations probably take a variety of forms, depending on the nature of the material that needs to be tucked away in memory. For example, memories of visual scenes, of how to perform actions (such as typing or hitting a backhand stroke in tennis), and of factual information (such as definitions or dates in history) are probably represented and organized in very different ways. Many psychologists believe that there are three main kinds of memory: sensory, short-term and long-term. What makes up each of them?

Imagine that a friend who collects facts informs you about brain weight: a human brain weighs about 3 pounds, an elephant brain — approximately 13 pounds, a whale brain -roughly 20 pounds. How may this information make its way into memory? When you simply hear your friend cite the facts, some remembering that you are aware of is going on.

Information that strikes our sense organs is stored on the basis of the so-called *sensory memory* (SM). Materials held by sensory memory resemble afterimages. Typically, they disappear in less than a second unless they are transferred immediately to a second memory system, *short-term memory* (STM). How do you transfer sensory data to the short-term store? All you have to do is to attend to the material for a moment. If you listen as your friend talks, you will pass into your short-term memory.

The STM is pictured as the center of consciousness. The STM holds everything we are aware of - thoughts, information, experiences, - at any point in time. The «store» part of STM houses a limited amount of data for some time (usually for about fifteen minutes). We can keep information in SM system longer by repeating it. In addition, the short-term memory «works» as a central executive. It inserts materials into, and removes it from, a third, more or less permanent system, the *long-term memory* (LTM).

A schema is an organized cluster of knowledge about a particular object or sequence of events. People are more likely to remember things that are consistent with their schemas than things that are not. Information stored in memory is often organized around schemas. Thus, recall of an object or event will be influenced by both the actual details observed and the person's schemas for these objects and events.

Entering information into long-term memory is a worthy goal, but an insufficient one if you can't get the information back out again when you need it. Fortunately, recall often occurs without much effort. But occasionally a planned search of LTM is necessary. For instance, imagine that you were asked to recall the names of all 50 states in the United States. You would probably conduct your memory search systematically, recalling states in alphabetical order or by geographical location. Although this example is rather simple, retrieval is a complex process.

The tip-of-the-tongue phenomenon is the temporary inability to remember something you know, accompanied by a feeling that it's just out of reach. The tip-of-the-tongue phenomenon is a common experience that occurs to the average person about once a week. It clearly represents a failure in retrieval. Fortunately, memories can often be jogged with retrieval cues — stimuli that help gain access to memories. This was apparent when Roger Brown and David McNeill studied the tip-of-the-tongue phenomenon. They gave participants definitions of obscure words and asked them to think of the words. Brown and McNeill found that subjects groping for obscure words were correct in guessing the first letter of the missing word 57% of the time. This figure far exceeds chance and shows that partial recollections are often headed in the right direction.

1. What are the kinds of memory?
2. Where is the information stored?
3. What does the short-term memory hold?
4. What does the form of our mental representation depend on?
5. What is a schema?
6. What is a tip-of-the-tongue phenomenon?
7. What are retrieval cues?

**Text for annotation:**

**THE PEDAGOGUE IN ANCIENT GREECE**

To fully appreciate some of the debates around social pedagogy and the role of pedagogues it is worth going back to the distinction made between teachers and pedagogues in ancient Greece. We know that people had ‘jobs’ as specialist educators. For example, Achilles had a tutor, Phoenix, who had the task of teaching him to be ‘both a speaker of words and a doer of deeds’ (reported in the ninth book of the *Iliad*). Some centuries later, in Athenian society, there were schools (perhaps based on earlier Babylonian models).

Pedagogues were family attendants (usually slaves) whose duties were to supervise, and be with, the young sons of the house. Chosen for their reliability (and sometimes their inability to undertake heavier duties), pedagogues took the boys to the gym and the school (and sat with them in the classroom).

The *paidagogos* was also expected to supervise his young charge’s manners in the home and in the street and even in school, where he was in attendance as a symbol of parental authority throughout the school day. This moral supervision by the *paidagogos* must be stressed. He was more important than the schoolmaster, because the latter only taught a boy his letters, but the *paidagogos* taught him how to behave, a much more important matter in the eyes of his parents. He was, moreover, even if a slave, a member of the household, in touch with its ways and with the father’s authority and views. The schoolmaster had no such close contact with his pupils.

The low status of both teacher and pedagogue meant that they were frequently disrespected by the boys – and the hovering presence of the pedagogue was hardly likely to endear itself .

***3 семестр:***  24 аудиторных часа

|  |  |  |
| --- | --- | --- |
| № | Название темы | Количество аудиторных часов |
| 1 | Pedagogy as a Science | **3** |
| 2 | From The History Of Pedagogy | **3** |
| 3 | Social Pedagogy | **3** |
| 4 | Social Pedagogy and Social education | **3** |
| 5 | Special Education | **3** |
| 6 | Montessori Methods of Education | **3** |
| 7 | Characteristics of a Social Teacher | **3** |
| 8 | My Future Profession | **3** |

1. *Подготовить устные высказывания по темам:*
2. Pedagogy as a Science
3. Social Pedagogy
4. Special Education
5. Montessori Methods of Education
6. Characteristics of a Social Teacher
7. My Future Profession
8. *Прочитать и перевести тексты* “Evolution of Social Pedagogy ” *и* “Emotions ”*, составив словарь незнакомых слов. Ответить на вопросы после текстов.*
9. *Составить аннотацию текста* “Artificial Intelligence”.

**Topic 1: PEDAGOGY AS A SCIENCE**

Pedagogy is the art or science of being a teacher. The term generally refers to strategies of instruction, or a style of instruction. Pedagogy is also sometimes referred to as the correct use of teaching strategies.

The first major milestone in the history of education occurred in prehistoric times when man invented language. Language enabled man to communicate more precisely than he could by signs and gestures. But early man had only a spoken language. He had no system of writing or numbering and no schools.

Young people in prehistoric societies were educated through apprenticeship, imitation and rituals. Through apprenticeship a young man learned, for example, how to build a shelter by working with an older experienced master builder. Through imitation, young people acquired the language and customs of their parents and other adults in their society. Through the performance of rituals, they learned about the meaning of life and the ties that bound them to their group. The rituals consisted of dancing or other activities. They were performed at times of emotional stress, such as death, warfare, or drought. The rituals usually involved myths, which dealt with such things as the group's history and its gods and heroes.

Today, in all societies, young people still learn through apprenticeship, imitation and ritual. But as a society grows increasingly complicated, teachers and schools take on more and more responsibility for educating the young.

The role of a teacher is generally a very varied one. It does not only require a good knowledge of the subjects you teach. Teachers must also have the ability to communicate, inspire trust and confidence, and motivate students. An understanding of the students’ emotional and educational needs in respect to their individual background and cultural heritage is also very important. A teacher will also benefit from being organized, dependable, patient and creative.

The day of a teacher can look very different, depending on where you end up teaching, and which age groups. Different schools organize their teaching differently, and public schools in poor areas usually have more problems with a low motivation of the students, and run down facilities with large classes. Such circumstances can make teaching much more challenging and stressful, than it may be in a smaller private school where students are admitted selectively and classes are smaller.

Teaching brings many rewards and satisfactions, but it is a demanding, exhausting, and sometimes frustrating job. It is hard to do well unless you enjoy doing it. Teachers who do enjoy their work will show this in their classroom behavior. They will come to class prepared for the day's lessons and will present lessons in a way that suggests interest and excitement in promoting learning. When students achieve success, the teacher shares their joy.

**Topic 2: SOCIAL PEDAGOGY**

Social pedagogy is an academic discipline concerned with the theory and practice of holistic education and care. The term 'pedagogy' originates from the Greek *pais* (child) and *agein* (to bring up, or lead), with the prefix 'social' emphasizing that upbringing is not only the responsibility of parents but a shared responsibility of society. As a result, social pedagogy is a 'function of society' – it reflects how a given society at a given time thinks about education and upbringing, about the relationship between the individual and society, and about social welfare for its marginalized members. Consequently, social pedagogues work within a range of different settings, from early years through adulthood to working with disadvantaged adult groups as well as older people. To achieve a holistic perspective within each of these settings, social pedagogy draws together theories and concepts from related disciplines such as sociology, psychology, education, philosophy, medical sciences, or social work.

A major impetus for the current understanding of pedagogy was the educational philosophy of the Swiss social thinker Jean-Jacques Rousseau   
(1712–1778). Concerned with the decay of society, he developed his theories based on his belief that human beings were inherently good as they were closest to nature when born, but society and its institutions corrupted them and denaturalized them. Consequently, bringing up children in harmony with nature and its laws so as to preserve the good was central for Rousseau’s pedagogic theory.

Johann Heinrich Pestalozzi (1746–1827) refined Rousseau’s thoughts by developing a method of holistic education, which addressed head, heart, and hands. These three elements are inseparable from each other in Pestalozzi’s method and need to be kept in harmony.

Social pedagogy is based on humanistic values stressing human dignity, mutual respect, trust, unconditional appreciation, and equality. It is underpinned by a fundamental concept of children, young people and adults as equal human beings with rich and extraordinary potential and considers them competent, resourceful and active agents.

Overall, social pedagogy aims to achieve:

* Holistic education – education of head (cognitive knowledge), heart (emotional and spiritual learning), and hands (practical and physical skills);
* Holistic well-being – strengthening health-sustaining factors and providing support for people to enjoy a long-lasting feeling of happiness;
* To enable children, young people as well as adults to empower themselves and be self-responsible persons who take responsibility for their society;
* To promote human welfare and prevent or ease social problems.

**Topic 3: 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 4: MONTESSORI METHODS OF EDUCATION**

The method, developed by [Maria Montessori](https://en.wikipedia.org/wiki/Maria_Montessori), is a child-centered educational approach based on scientific observations of children. 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. 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#Scientific_pedagogy)".

Montessori education is fundamentally a model of [human development](https://en.wikipedia.org/wiki/Developmental_psychology), 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.

Elementary Montessori peace curriculum starts with Five Great Lessons that give a big picture of the world and life. They are educational stories that also spark the imagination of the children. The Five Great Lessons are – The Beginning of the Universe and Earth, Life Comes to Earth, Human Come to Earth, How Writing Began, and How Numbers Began. It is important not to rush through them and give time for research in between. It is also important to share these lessons as early in the year as possible.

Finally, Montessori observed in children from three to six years old a psychological state she termed "normalization". Normalization arises from concentration and focus on activity which serves the child's developmental needs, and is characterized by the ability to concentrate as well as "spontaneous discipline, continuous and happy work, social sentiments of help and sympathy for others."

**Topic 5: CHARACTERISTICS OF A SOCIAL TEACHER**

Building trusting and authentic relationships with children is very important in social pedagogy. Without relationships we wouldn’t be able to really know a child, find out what they are thinking about and how they see the world. And without that we would not be able to help them, to support their development. After all, every child is very unique, and we can only appreciate their uniqueness if we know them well, if we look for their hidden talents and find out what brings them joy or causes them sorrow. For children themselves, these relationships are also very important, and they want to know who we are as a person, not just what we do as a professional. This can often cause challenges for professionals about what it means to be professional and to what extent we are able to be personal. Social pedagogues would argue that we can’t be professional without being personal, so we have to be both. What we must avoid is not the personal but the private self. Especially in Denmark this distinction is referred to as the 3 Ps: the professional, the personal and the private self of the social pedagogue. The **professional** self is fundamental, because it ensures that the relationship with a child is both professional and personal. It helps us explain and understand a child’s behaviour, for example to know that a foster child might refuse to go to school, not because he can’t be bothered but because he has had traumatic experiences in education before. So the professional self draws on our knowledge of the law, of relevant policies, and of research, practice evidence and theory connected to our field of practice. The professional self makes the relationship with a child purposeful, because as professionals we will have particular aims for the child, for example for a foster girl to get along well with her siblings. In this sense, the professional self frames the relationship and ensures that we never lose sight of those aims, that everything we do has a purpose.

The **personal** self is about how we engage with the child in a way that shows them who we are, so that we can develop a better, more genuine relationship with them. By actually being who we are and using our personality, but also showing our flaws, we can encourage children to be who they are and not to feel inferior to us. Using our personal self in a social pedagogical way requires a lot of professional reflections (which is where the professional self comes in): we have to know what we aim to achieve through the relationship, how the relationship may help the child, why this requires us to be authentic and how we can ensure that this is beneficial to the child. For example, if a boy has just lost a parent we might choose to talk about someone we have lost who was dear to us, how we have felt and how we have coped with the loss. This might help the child see that he is not the only one who has been in such a situation and has felt very sad, and it might provide a chance to talk about how we can support him through this difficult period, how he might want to commemorate his parent.

The **private** self sets the personal boundaries of what we do *not* want to (or feel unable to) share with a child and should therefore not be brought into the relationship. The private self is who we are with those closest to us, our own family and closest friends. The private self draws the line between what is personal and what is private, and where we draw the line needs to be our own decision. It is fine to choose not to share some of our own experiences that have shaped who we are, especially if we haven’t fully processed them or feel that sharing them would not be helpful to the child. For example, if we are still feeling depressed about the loss of someone dear to us, then sharing this with the boy mentioned above could be very unhelpful for both of us. It is also important to understand that often the private self has an effect on how we engage with a child, for example that we’ll avoid talking to the boy who has just lost his parent, which might make him feel even more alone, or unconsciously doting on a girl who reminds us of our daughter. Therefore we need to reflect on our own behaviour and recognise when our reactions to a child may have something to do with what is part of our private self, and to be open to discuss this in professional supervision so that we can gain a deeper understanding of our private, personal and professional self and improve our practice.

The 3 Ps are all constantly in play during practice, meaning that we need to constantly reflect on how our work impacts on our professional, personal and private self. Especially in situations where we show our vulnerabilities, we must consider how it might affect our private self so that we respond in a professional and personal manner. But the 3 Ps is not just a useful model in challenging practice situations but can be applied more broadly.

**Topic 6: MY FUTURE PROFESSION**

I'm a student of the Faculty of Social Pedagogics of Brest State University. I study Social Work at the (day-time) correspondence department. After the graduation I’ll become a social teacher. Higher education means better career prospects for me.

What makes a good social teacher? Whatever he or she does, besides love for children and psychological maturity a teacher should have a thorough practical and theoretical training in psychology and pedagogics and our University offers such training. At the University we are also taught various general and special subjects such as Psychology, Pedagogics, History of Belarus, Computer Science, Philosophy, Foreign Languages, etc.

The graduates of our faculty work as educators at kindergartens as well as teachers in various activities and development centres for children. Those who don’t consider teaching as a career can work in many other fields of industry.

Social teachers, for example, help children, families, and groups restore or enhance their capacity for social functioning. Social teacher’s 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 area 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.

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.

**Text for reading:**

**EVOLUTION OF SOCIAL PEDAGOGY**

The term ‘social pedagogy’ has been used in countries such as Germany, Holland and Hungary to embrace the activities of youth workers, residential or day care workers (with children or adults), work with offenders, and play and occupational therapists. It has also been used to describe aspects of church work and some community development activity. In a few European countries the notion of [animation](http://www.infed.org/animate/b-animat.htm) is utilized to cover a similar arena of practice. With the growth of more integrated children’s services in Britain, there has been an interest in social pedagogy as a means of making sense of the professional development of staff in these areas of state service. There also has been some usage of the term from those seeking to explore classroom group work.

As an idea *sozial pädagogik* first started being used around the middle of the nineteenth century in Germany as a way of describing alternatives to the dominant models of schooling. However, by the second half of the twentieth century social pedagogy became increasingly associated with social work and notions of [social education](http://www.infed.org/biblio/b-soced.htm) in a number of European countries. Within the traditions that emerged there has been a concern with the well-being or [happiness](http://www.infed.org/biblio/happiness_and_education.htm) of the person and with what might be described as a [holistic](http://www.infed.org/biblio/holisticeducation.htm) and educational approach. This has included an interest in social groups – and how they might be worked with.

Some of its practitioners translate it as ‘community education’, others in more social work terms – for example around care. It can be seen as having three key pillars or traditions. They are:

* **The nature of man** and, in particular the extent to which individuals can only develop fully as part of society. Within this tradition of social pedagogy there is an emphasis upon social integration and socialization. This tradition has been described as ‘The Continental tradition’ by Eriksson, and Markström (2003)
* **Social conditions and social problems**. This tradition of social pedagogy found expression in the work of the university and social settlements in Britain and North America and in the development of social work. Eriksson and Markström (2003) talk about this as ‘the American tradition’ and by this they are really focusing on social work. Within this element of the tradition there is an emphasis upon working with individuals, casework and providing care. In others there is more of an interest in and lessening the impact of inequalities in society, and dealing with social problems.
* **Pedagogy** – this tradition of social pedagogy has its roots in the work of educational thinkers and philosophers like Jean-Jacques Rousseau, Johann Heinrich Pestalozzi and John Dewey. More recently Paulo Freire has been especially influential in terms of helping people to frame their thinking.

1. What has the term ‘social pedagogy’ been used for?
2. How was the term *sozial pädagogik*  at the beginning use?
3. What are the three traditions of social pedagogy?
4. What does the tradition of the nature of man focus on?
5. What is the main idea of the tradition of social conditions and social problems?

Text for reading:

EMOTIONS

An emotion is generally a response of a person to a situation in which he finds himself. A situation which is out of the ordinary one for an individual is likely to result in emotional activity. This emotional activity is generally random and disorganized. It is accompanied by feelings of pleasantness or unpleasantness and universally associated with marked changes in the chemistry of the body.

Emotions are powerful reactions that have motivating effects on behaviour. Emotions are physiological and psychological responses that influence perception, learning, and performance. Unfortunately, there is no basic definition of emotions. For example, some people take the position that emotion is an entirely different process from motivation. Others say that emotions are simply one class of motives. Some define emotion subjectively - in terms of feelings experienced by the individual. Others see emotions as bodily changes. Most of these people have emphasized the reaction as the main component in emotion, but others concentrate on the perception of the situation that arouses the emotion or the effects of the emotion on ordinary behaviour.

We know an emotion is not an independent element which comes or goes at will. It is initiated by certain perceptions and accompanies the activities which are stimulated by the situation. We all know how much easier it is to work long hours on something we enjoy and how surprised we are to discover that we are suddenly fatigued after such activity. On the other hand, it is exceedingly difficult to work at something we dislike and find ourselves restless settling down to work at something with conscious effort and intent.

Most of our emotions are learned. We are born with a capacity for emotions and physiological structure capable of handling emotionally charged situations, but emotional behaviour as a reaction to particular objects or events is learned. A young child in such a situation as that of frustration may respond by an emotional storm. As he gets older he learns to inhibit the purely emotional response and to exhibit voluntarily controlled behaviour. As he learns to do this, emotional behaviour becomes less common and less intense. Uninhibited emotional responses amongst human adults are normally rare, and when an individual does exhibit outbreaks of rage, panic etc., these are recognised as pathological. They are one of the symptoms of regression or a going back to infantile modes of behaviour.

Throughout the life people may experience different kinds of emotions. The most characteristic for human beings are the so-called altruistic emotions. They may be of two types, i.e. sympathetic and disinterested emotions. We may experience the emotion of fear when we hear a scream of a frightened person or anger, when we hear a friend's voice raised angrily towards some person. The emotion called out in this way is called a sympathetic emotion. Similarly, we may feel anger at an insulting speech about another person which he has not himself heard. The emotion called out in this way on behalf of another person is called a disinterested emotion. The altruistic emotions are of obvious importance in social behaviour.

1. In what way do psychologists define emotions?
2. What definition do you think is the most significant in the psychological thought?
3. What is an emotional activity accompanied by?
4. What is an emotion initiated by?
5. Are our emotions learned or inborn?
6. What is a child's reaction to a situation characterizedby?
7. Is it easy or difficult for a grown-up person to inhibit an emotional response?
8. What altruistic emotions do you know?
9. What is a sympathetic emotion called?
10. What is a disinterested emotion called?

**Text for annotation:**

**ARTIFICIAL INTELLIGENCE**

Artificial Intelligence (AI) is the science of making computers performs operations that appear intelligent. A hybrid of cognitive psychology and computer science, AI has moved in two directions, one practical, and the other theoretical.

Thanks to a massive amount of stored information and rules for retrieving it, the practical side of AI has given us chess programs that can beat all but the masters, industrial robots that can sense their environment, and “expert systems” that can carry out chemical analyses, offer tax planning, advice, forecast weather, and help physicians diagnose their patients’ diseases.

The theoretical efforts, pioneered by psychologist Herbert Simon, study how humans think by attempting to make computers mimic or rival human thought processes. The goal is a “unified theory of cognition” embodied in a computer program that can process information, solve problems, learn from experience, and remember much as humans do.

Simon’s basic assumption is not that the mind is a computer or that computers have minds but rather, that both are information processors. Both receive information from the environment: computers via keyboards, disks; our minds via our senses. Both store this information, retrieve it as needed, and manipulate it in order to perform specific tasks. Both express the results of their information processing as output. The computer displays it on a screen or in a printout; we talk and write. Thus, the issue in artificial intelligence is not whether machines can think, but rather how skillfully can computer programs process information.

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**ГРАММАТИЧЕСКИЙ МАТЕРИАЛ**

**ДЛЯ САМОСТОЯТЕЛЬНОГО ИЗУЧЕНИЯ**

*Рекомендуемые учебники для изучения грамматического материала:*

1. Murphy, Raymond. English Grammar in Use / Raymond Murphy. – Cambridge University Press, 2003. – 350 с.
2. Практическая грамматика английского языка для среднего и продвинутого уровней. Под ред. Л.М. Лещёвой. В 2-х ч. – Минск: Акад. упр. при Президенте Респ. Беларусь, 2004.
3. Христорождественская, В.Н. Intermediate English (в 3-х ч.) / В.Н. Христорождественская – Минск : ООО «Плопресс», 1998.

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)