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NAVOI STATE PEDAGOGICAL INSTITUTE

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**ENGLISH FOR STUDENTS OF
PSYCHOLOGY AND PEDAGOGY**

(5110900- pedagogika va psixologiya ta'lim yo'nalishi 2 - kurs bakalavrlari uchun)

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English for Students of Psychology and Pedagogy: o'quv qo'llanma
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Mazkur o'quv qo'llanma Psixologiya va pedagogika ta'lim o'nalishlari bakalavr talabalari uchun mo'ljallangan bo'lib, mutaxassislik bo'yicha tanlangan matnlarni ingliz tilida o'rganish va mustaqil ta'lim matnlari va ularni mustahkamlashga mo'ljallangan turli mashqlarni o'z ichiga olgan.

Данное учебное пособие предназначено для студентов бакалавриата, специализирующихся в области психологии и педагогики, и включает в себя избранные тексты по специальности на английском языке и различные упражнения, призванные закрепить тексты для самостоятельного изучения.

This manual is intended for undergraduate students specializing in psychology and pedagogy, and includes selected specialty texts in English and various exercises designed to consolidate texts for self-study.

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PREFACE

In accordance with the Presidential Decree-1875, for further improvement of teaching foreign languages in Uzbekistan, in 2016 the British Council, in cooperation with the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan and Scientific-Practical Innovation Centre under Uzbekistan State World Languages University have launched the ESP (English for Specific Purposes - Integrated Reform in Uzbekistan: IRU).

ESP programs aimed at reforming the curriculum, materials and assessment in non-philological directions throughout the country. Thus, one of the aims of the manual is to improve classroom teaching and learning through effective delivery of the course materials, incorporating modern methodology within CEFR levels and training in ESP proficiency.

The purpose of the manual is to develop psychology students' skills in reading, speaking and writing according to CEFR (B2 level) and prepare them for further to reach the level of B2 by the end of the whole course, using the real language in a professional-oriented course.

The course consists of 38 hours' lessons and tasks for self-study, which include texts, lexico - grammatical exercises, and various tasks in accordance with the topics of the English language program for non-philological students. Lessons aim to adjust the knowledge and language skills acquired by students in universities: it contains materials on the various topics related mainly psychology and activities on B1-B2 level English grammar. In each lesson, students will be acquainted with the vocabulary related to the specific topics and receive basic information about the target area specialization.

It also contains the lessons, which are devoted to English-speaking countries; it does not present in a systematic way: the most important information about the United Kingdom and London, as well as exercises and various tasks containing

information about the education system, which relates to pedagogy and people, in turn, devoted to the topic of psychology.

Each lesson contains: 1) at least three texts of various levels of complexity, designed to develop the skills and abilities of oral speech. The survey (search) reading, analytical or intensive reading; 2) essential vocabulary; 3) dialogues and self-improving activities to develop oral skills; 4) lexical activities aimed at training and securing vocabulary topics; 5) a certain grammatical material, corresponding to the level of complexity of the lesson.

Each grammar assignment is accompanied by proper explanation of Grammar rules in English. A large number of tasks allows the teacher to vary the construction of the lesson depending on the level of students. Tasks intended for the type of work for students are marked with emoji characters depending on the individual work, pair work or a discussion with a group.

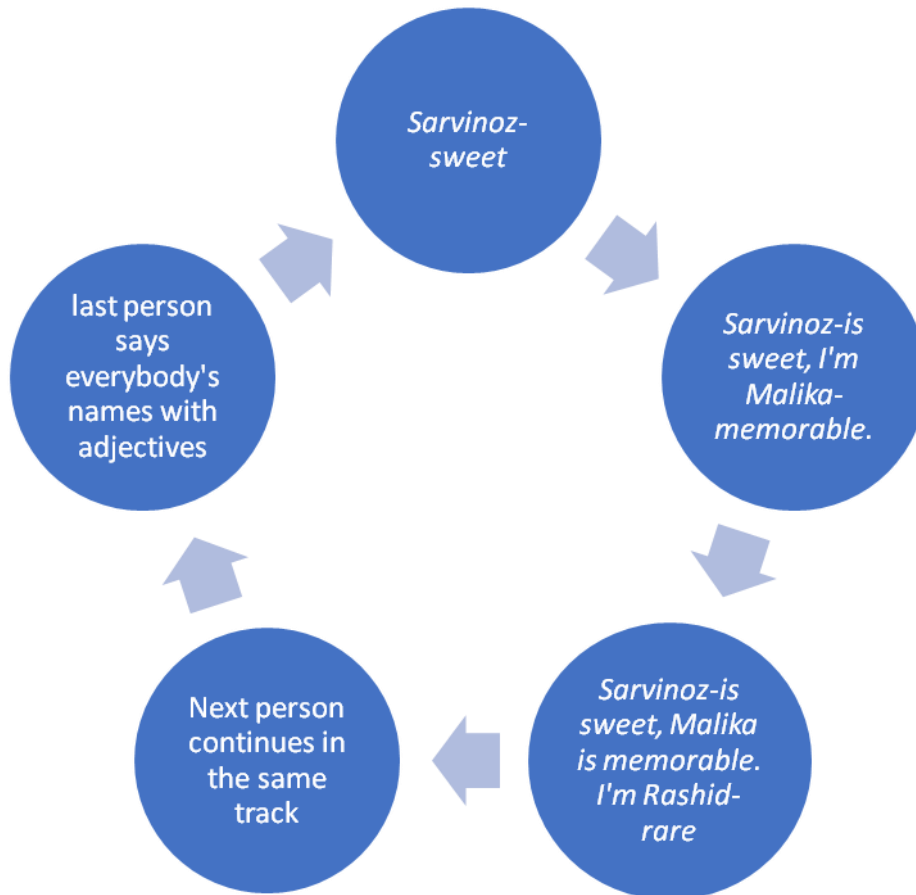
The manual "English for Pedagogy and Psychology Students" has been compiled in accordance with the requirements of the state Standard and Curriculum on Practical English for ESP directions "Pedagogical and psychological education" (all profiles).

This manual is a part of the teaching kit in the English language, along with the texts related to English for Specific Purposes, particularly pedagogy and psychology, "Short English Grammar» and various activities. The basic course consists of 38 lessons, which include texts and lexical and grammatical tasks in accordance with the theme of the program "Foreign Language for Non-Philological Universities and Faculties" and prepares future graduates for their professional activities and specific purposes.

The publication is intended for classroom and independent work of professional bachelor degree students of the 2nd year in Pedagogy and Psychology specialties.

LESSON 1. MEETING AND INTRODUCTION

Task 1. Introduce one another: Two Truths and a Lie– each student takes turns telling three personal statements (or three facts from last week’s topic), two of which are true and one of which is a lie, have the students guess which one is a lie, continue to play until everyone has had a turn (for advanced students, this can possibly spark a conversation about ethics, and how do we determine what is right and wrong). Each person says his/her name with the adjective starting their names.



Task 2. Read and learn the following tongue twisters:

1. A black cat sat on a mat and ate a fat rat.
2. I can think of six thin things,
And of six thick things, too.
3. Which wristwatch is a Swiss wristwatch?
4. I scream, you scream, we all scream for ice-cream!
5. Peter Piper picked a peck of pickled pepper.

Task 3. Teaching Pronunciation and Word Order.

Write one answer for every question you have received by passing each time your paper to other students. Your answer must begin with the first sound in the person's name (e.g. Mary – made a mess...). Continue doing this until all the blanks on all the papers are full. Do it 2 times.

Sample: Bobur bought a bike in Navoi supermarket on his birthday because he was bored.

WHO: _____

WHAT: _____

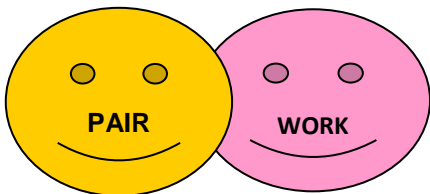
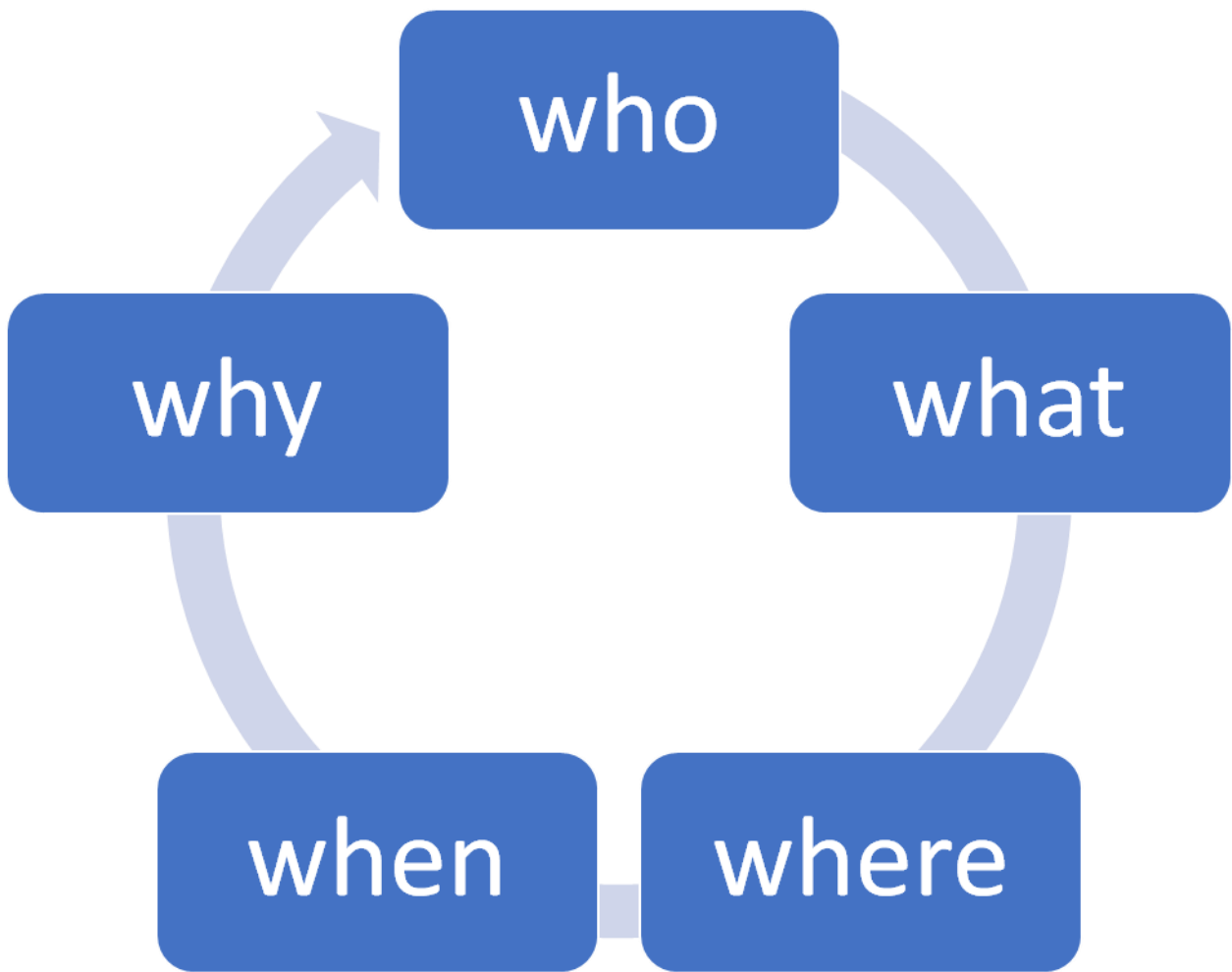
WHERE: _____

WHEN: _____

WHY: _____

Task 4. Who's Who? – display photos of fifteen famous people and facts about each person, have students get into pairs and give them time to guess which facts correspond with each picture, (this can be a good exercise on critical thinking in English and “stereotyping”, where the students might begin to conceptualize that just because a person looks a certain way, it does not mean they always fit a certain mold).

Task 5. In this activity each member of the group will introduce himself/herself and tell life experiences to the group.



➤ **Speaking Task**

Some Necessary Greetings	Some Phrases of Parting
Hi! Hello! How do you do? How are you? Glad /nice to meet you –Meet my friend.	Good-bye / Bye-bye / Bye. So long! See you again / soon / later – I must be going All the best.

➤ Sample Dialogue

A: Hello!

B: Hi! Meet my friend Nodir. He is a first-year student. He is Uzbek.

A: Nice to meet you. My name is Alice.

C: I'm glad to meet you too. And where are you from, Alice?

A: I am from France. But I'm in a hurry now. So long.

B and C: See you soon.

Task 4. Make up dialogues putting the sentences in the right order

Student 1

He is married.

Is he our new manager?

I don't know.

What is his name?

What is his E-mail address?

Is he married or single?

His name is Dick.

Yes, he is.

Student 2

Yes, she is.

She is Spanish. She lives in Madrid.

Is she Italian or Spanish?

And what is her occupation?

Is Alice your friend?

And can she speak English?

Yes, she can.

She is a guide. She can speak three foreign languages.

Task 5. Read the answers. What were the questions?

1. _____? – I'm fine, thanks.

2. _____? – They are from Italy.

3. _____? – My friend is in Greece.

4. _____? – Our names are Kate and Sally.

5. _____? – No, I am single.

6. _____? – No, I'm a student.

7. _____? – It is 90 4426661.

8. _____? – It is 17 Ibn Sino Street, Navoi.

Task 6. Make up the sentences using the following words.

His name is...; lives...; was born...; he is..., studied at..., can speak..., had a job at..., is interested in....

Task 7. Answer the questions and introduce yourself to your group mates.

1. What's your first /family/ name? 2. How old are you? 3. Are you single or married? 4. When is your birthday? 5. Where are you from? 6. Where do you live? 7. What is your future profession? 8. What do you do in your spare time? 9. What do you think about your boy/girl friend? 10. What's your telephone number? 11. How do you spell your surname?

LESSON 2. STUDENTS' LIFE

Pre-reading tasks

Task 1. Read and do all the possible tasks related the text.

We were admitted to the University because we passed the entrance examinations. Now we are first-year students of different faculties of the University. We are full-time students, but there are also part-time and external students at the University who combine work and learning.

The course of studies for future Bachelors lasts four or five years. The academic year at the University begins in September. It lasts ten months and ends in July. Each academic year has two terms. At the end of each term students take credit-tests and terminal examinations. Full-time students usually have their examination sessions in January and in June.

There are a lot of subjects on the curriculum: History of Uzbekistan, Philosophy, Pedagogy, Psychology, Computer Studies, Foreign languages, etc. Some of the subjects are rather difficult, so we work hard and do our best. Some subjects are very interesting.

We study six days a week: on Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. Sunday is our day off. Our classes usually begin at 8:30 in the

morning. Every day we have got a lot of lectures and seminars. As a rule, we attend all of them and don't miss classes. Some students work in the laboratories and carry out different experiments. The others have regular computer classes.

The University has a library and there are many thousands of books in it. There we can prepare for the next day's classes, write a report or a project (a course paper). Those who do well at their studies receive a state grant. We devote our spare time to the University social activities and take part in cultural life of the University. During summer holidays some students work in summer camps for children. Senior students always have a teaching practice at schools or in kindergartens.

Some of us live in hostels. They are not far from the University and it takes us not much time to get there. At the end of the course of study we'll take our final examinations and submit a graduation paper. After graduating from the University we'll be teachers at schools or in kindergartens.

Task 2. While -reading activities. Put special questions on the text and ask your partner to answer them.

Task 3. Discuss the parts of the text in small groups and make up Present Continuous sentences with state verbs.



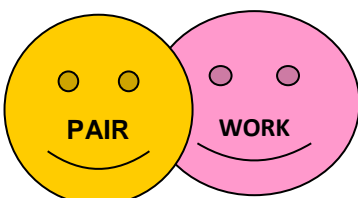
Task 4. Practice new words and give their equivalents in your mother tongue.

1. To attend lectures (word-comb.)
2. Credit-test (com. noun)
3. Entrance examinations (word phrase)
4. Full-time student (word phrase)
5. To graduate from the University (word phrase)
6. Hard (adj.)
7. To last (v)
8. To miss (v)
9. Senior student (n)
10. Social activities (word phrase)
11. Subject – fan (word phrase)
12. Successfully (adv.)
13. To submit a graduation paper (word phrase)
14. To take / to pass an examination (in) (word phrase)
15. Teaching practice (word phrase)
16. Term (n)

Task 5. Answer the following questions

1. Did you enter the University this year?
2. You are a full-time student, aren't you?
3. How long does the course for future Bachelors last?
4. How many terms does the academic year have?
5. What do students take at the end of each term?
6. What subjects are there in the curriculum?
7. What subjects are the most interesting for you?
8. What will you submit at the end of the course of study?
9. What are your future plans after graduating from the University?

➤ **Speaking Activity**



Task 6. Ask your friend if he or she...

- a) attends all the lectures and seminars;
- b) lives in a hostel;
- c) often goes to the library;
- d) receives a state grant;
- e) has the teaching practice this year;
- f) devotes his spare time to the social activities.

➤ **Vocabulary Practice**

Task 7. Fill in the blank using the word bank to identify the word that best completes the sentence

Complex	positive	professor	technology	typography	named after
psychologist	equipped	provides	established	disposal	formed
Engaged	facilities	laboratories			

Task 8. Fill in the blanks with the words given in the exercise.

1. An umbrella _____ protection from the rain.
2. He was a well-known _____ of psychology who taught at the university.
3. She was _____ in the campaign to develop human rights.
4. Their department is equipped with all modern _____.
5. Sorry, we can't handle that work. Our office is not _____ for such a big job.
6. We go to the _____ to do experiment.
7. Tom tried to fix the computer but the problem was too _____.
8. They _____ a team.

9. The police _____ that he was at home at the time of the crime.
10. Washing the dishes is my job, the _____ of the trash is your job.
11. He was so depressed he decided to see a _____.
12. He is always smiling and in a _____ mood.
13. The baby was _____ her grandfather.
14. Computer _____ improves every year.

Task 9. Matching. Write the letter of the word that matches the definition on the line. If it helps, feel free to draw a line between the definition and the matching word

1. Complex
2. Positive
3. Professor
4. Technology
5. Typography
6. Named after
7. Psychologist
8. Equipped
9. Provides
10. Established
11. Disposal
12. Formed
13. Engaged
14. Facilities
15. Laboratories
- 16.

1. _____ Give or supply something.
2. _____ A university or college scholar or teacher.

3. _____ To become involved with a person or Task.
4. _____ apparatus and equipment in a laboratory, office
5. _____ To give the tools needed for a job.
6. _____ a place where we do experiments.
7. _____ Hard to understand or do.
8. _____ To make something.
9. _____ To determine if something is true or not.
10. _____ The throwing away or getting rid of something.
11. _____ Professional who studies and works with the human mind.
12. _____ Showing happiness.
13. _____ To give a person, place, or thing the name of an important individual.
14. _____ Knowledge of machinery, computers, etc.
15. _____ The arrangement of composed type, or the appearance of printed matter.

Task 10. Write your own sentences: For each of the words in the box, write an original sentence using the word. Circle the vocabulary word in each sentence. Be sure to write a sentence that would help the reader better understand the meaning of the word.

Complex	positive	professor	technology	typography	named after
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psychologist	equipped	provides	established	disposal	formed
Engaged	facilities	laboratories			

➤ **Lexico - grammatical exercises.**

Task 1. Fill in the blanks with prepositions if necessary

1. He is a student ... the Pedagogical University.
2. ... last year I entered ... the faculty ... psychology.
3. He goes ... the University every day.
4. My sister got interested ... chemistry ... the age ... 16.
5. How long does the course ... engineers last ... your University?
6. We passed our examination ... philosophy ... the 12th ... January.
7. How do you prepare ... the next day classes?
8. D.I. Mendeleev graduated ... the institute in 1854.
9. My friend is good ... mathematics.
10. Some students take part ... cultural activities.
11. The hostels are not far ... the University.
12. ... the end ... the course ... study we'll take our final exams.

Task 2. Explain or name what it is...

- a) the method of teaching when students listen to a professor and write down;
- b) students who combine work and learning;
- c) the place where books and other literary materials are kept;
- d) a sum of money to finance educational study;
- e) the testing of knowledge of students without giving any definite mark;
- f) a period in which a break is taken from studies for rest, travel, or recreation;
- g) the method of teaching when students in small groups discuss with a professor theories and exchange information;
- h) any of the divisions of the academic year at the University.

Task 3. Read the sentences translating the words in brackets into English.

1. We began to attend school (yetti yoshda)
2. We (qiziqqa boshladik) in some school subjects
3. I worked hard and passed the Entrance Exam (omadli tarzda)
4. Now I (birinchi bosqich talabasiman)
5. In January we will (imtihonlarni topshiramiz)
6. It is very important not to (dars qoldirmoq)
7. We (olamiz) all necessary books in the library (darslarga tayyorgarlik ko'rish uchun)
8. There are different subjects on the (o'quv rejasida)
9. We work (qattiq) and (harakat qilamiz)
10. Some students (stipendiya oladi) and live (talabalar turar joyida turishadi)

Task 4. Make up your topic "Student's Life" using the following expressions.

- a) taking the Entrance exam;
- b) the academic year at the University;
- c) the subjects on the curriculum;
- d) the forms and methods of teaching;
- e) the time-table of your classes;
- f) social life at the University;
- g) your future plans.

PRESENT SIMPLE

	TO BE	VERBS
+	S + am/is/are + predicate...	S + verb + object...
-	S + am/is/are + not + predicate...	S + don't/doesn't + verb + object...
?	Am/Is/ Are + S + predicate?	Do/ Does + S + verb + object?

1. Present Simple Tense expresses repeated action.

I always meet this man in the park.

2. Present Simple tense expresses the action which is repeated systematically.

Every day Tom wakes up at 8 o'clock.

We use the present simple to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general:

1. Nurses look after patients in hospitals.
2. I usually go away at weekends.
3. The earth goes around the sun.
4. The cafe opens at 7.30 in the morning.

We use do/does to make questions and negative sentences:

1. I come from Canada. Where do you come from?
2. I don't go away very often.
3. What does this word mean? (not What means this word?)
4. Rice doesn't grow in cold climates.
5. In the following examples, do is also the main verb (do you do / doesn't do etc.):
6. 'What do you do?' 'I work in a shop.'
7. He's always so lazy. He doesn't do anything to help.

We use the Present Simple to say how often we do things:

1. I get up at 8 o'clock every morning.
2. How often **do** you **go** to the dentist?
3. Julie **doesn't drink** tea very often.
4. Robert usually goes away two or three times a year.
5. I promise / I apologise etc.

Sometimes we do things by saying something. For example, when you promise to do something, you can say 'I promise ...'; when you suggest something, you can say 'I suggest ...':

1. I promise I won't be late. (not I'm promising)
2. 'What do you suggest I do?' 'I suggest that you ...'

In the same way we say: I apologise ... / I advise ... / I insist ... / I agree ... / I refuse ... etc.

Adverbs of time: always, every Monday, usually, every week (day, month, year), sometimes, every winter (summer, spring, autumn), often, on Mondays, frequently, seldom, from time to time, as a rule, every time, rarely.

Task 2. Complete the sentences using the following verbs:

Cause... (s), close...(s) connect...(s) go...(es) live...(s) speak...(s) take...(s)

1. Tanya speaks German very well. 2. Ben and Jack ... to the same school. 3. Bad driving ... many accidents. 4. The museum... at 4 o'clock on Sundays. 5 My parents ... in a very small flat. 6. The Olympic Games ... place every four years. 7. The Panama Canal ... the Atlantic and Pacific oceans.

Task 3. Put the verb into the correct form

1. Julia doesn't drink (not / drink) tea very often.
2. What time (the banks / close) here?
3. I have a car, but I (not / use) it much.

4. Where (Maria / come) from? Is she Spanish?
5. 'What (you / do)?' 'I'm an electrician.'
6. Look at this sentence. What (this word / mean)?
7. David isn't very fit. He (not / do) any sport.
8. It (take) me an hour to get to work in the morning. How long (it / take) you?

➤ Grammar Activities

Task 4. Put correct forms of the verbs.

1. Andrea Schwartzman, an exchange student from Switzerland (to live) with the Connor family in San Francisco. 2. She (get up) at a.m. and (to take) a shower. She normally (not to have) breakfast. 3. She (to go) to the university by bus. 4. It (to take) her 15 minutes to get there. 5. She (to play) tennis on Sundays. 6. You (to cook) well? 7. We (to have) English twice a week. 8. They (not to eat) meat, they are vegetarians. 9. Ann not (to use) the dictionary while translating. 10. They (to study) five days a week. 10. Sometimes they (to invite) their friends and (to listen) to music and (to talk). 11. Mr. and Mrs. Connor often (to take) them for a camping weekend to the seaside or to the museum. 12. A few friends usually (to go) along, too. 13. One of her friends has got a car, so he (to pick) them up and then (to drive) them home. 14. After swimming they often (to go) out for a pizza.

Task 5. Ask general questions. Give negative answers. Work in pairs.

Model: He always gives her presents.

Does he always give her presents? - No, he doesn't. He doesn't give her presents.

1. They speak French very well. 2. He goes in for sports every week. 3. She has a modern computer. 4. My sister calls me Dan. 5. They know many English songs. 6. He likes modern art. 7. My friends often visit museums. 8. We send letters to our

friends. 9. I try to keep fit. 10. My dog likes cats. 11. This watch goes. 12. We have an English lesson three times a week. 13. They come home from the university in the afternoon. 14. My mother likes watching Uzbek movies but I like watching fantastic films.

Task 6. Ask special questions.

1. When...? → The dean comes at half past nine.
2. What...? → The girl asks us a lot of questions.
3. How often...? → We always air our classroom twice a day.
4. Who...? → They tell us about their studies.
5. What book...? → I read an English book every day.
6. What kind of...? → My father drives a new car.
7. How...? → He speaks English very well.
8. Where...? → My sister goes to her office on week-days.
9. How many...? → We have three classes on Monday.
10. How much money...? → not much, but I can lend you some.

LESSON 3. THE FOUNDATIONS OF PSYCHOLOGY

Task 1. Read the text and discuss it in small groups.

Objectives:

After completing this unit, you will be able to:

- define psychology;
- state the goals of scientific psychology;
- identify the five classical school of psychologies and their founders;
- name and describe seven important fields of psychology.

Pre-reading tasks:

I. Work in groups of three or four:

- give the definition of psychology as a science;
- name famous psychologists you know.

Task 2. Before reading the text practice the following proper names for pronunciation.

Socrates ['sɒkrətiːz]

Plato ['pleɪ təʊ]

Aristotle ['æristɒtl]

Wilhelm Wundt ['wɪlhɛlm 'wʊntɪt]

William James ['wɪljəm 'dʒeɪmz]

Max Wertheimer ['mæks wə 'ðeɪmə(r)]

Kurt Koffka ['kɜːt 'kɔːfkə]

Wolfgang Kohler ['wʊlfɡæŋ 'kɔːlə(r)]

John B. Watson ['dʒɒn 'wɔːtsən]

Sigmund Freud ['sɪgmʊnt 'frɔɪd]

Josef Breuer ['dʒɔːzef 'brɔɪə(r)]

Task 3. Read the text and answer the questions below.

While-reading tasks:

Text. Looking at the word psychology: from ancient to modern meanings

The word psychology has had several different meanings from ancient to modern times. Here is its present definition: Psychology is the science that studies the behavior of organisms. Three words in the definition merit special attention: (1) science, (2) behavior, and (3) organisms. Modern psychology is considered a science because it bases its conclusions on data, information obtained by systematic observations. Behavior has three aspects: (1) cognitive processes, (2) emotional states, and (3) actions.

Cognitive processes refer to what an individual think. Emotional states refer to what an individual feel. Actions refer to what an individual does. An organism is any

living creature. Consequently, the behavior of dogs, rats, pigeons, and monkeys can be legitimately included in the study of psychology. Such organisms have indeed been subjects in psychology experiments. However, traditionally the principal focus of psychology has been humans. When animals are used in experiments, the implicit goal is often to explore how such basic processes as learning and motivation, as studied in animals, can cast a light on our understanding of human behavior.

Although you now know the modern definition of psychology, it is important to realize that the word psychology has its roots in ancient meanings associated with philosophy. The Greek word *psyche* means soul. Consequently, to philosophers living 400 to 300 B.C., psychology was the —study of the soul.

This was the meaning given by Socrates, Plato, and Aristotle. In view of the fact that these thinkers, particularly Socrates and Plato, did not believe that animals have souls, it becomes evident why for many centuries psychology 's main attention has been given to human beings. The ancient philosophers asserted that the soul is the seat of consciousness. It is consciousness that makes mental life possible.

This is why psychology is often thought of as the science of the mind. Indeed, this meaning is the one given to it by William James, the dean of American psychologists. Working at Harvard a little more than one hundred years ago, James defined psychology as —the science of mental life. He believed that the purpose of psychology should be to investigate such mental processes as thinking, memory, and perception.

Although psychology no longer is thought of as the study of the soul, this original meaning colors our present-day approach, with its emphasis on human behavior and the importance of cognition. Contemporary scientific psychology has four explicit goals: describe, explain, predict, and control behavior (adopted from www.rawanonline.com/Psychology-A-Self-Teaching-Guide-English).

Answer the questions:

1. What is the subject of psychology?
2. Why is psychology considered a science?
3. What is the immediate goal of psychology?

4. What is the etymology of the word psychology?
5. How did the ancient philosophers treat psychology?
6. What is the contemporary approach to psychology?

Task 4. Find out common nouns in the text and form their plurality.

Task 5. Find sentences used in the Present Simple tense and change them into Present Continuous.

PRESENT CONTINUOUS TENSE



S + am/is/are + V-ing +...

He is playing.

S + am/is/are (not) + V-ing +...

He isn't playing.

Am/is/are + S + V-ing +...?

1. Adverbs of Time:

now (adv.)	at these days (adv.)
nowadays (adv.)	at present (adv.)
at the moment (adv.)	Listen! (v.)
Look! (v)	at days (adv.)
Hello! (n)	at the minute (adv.)
It is 5 o'clock	
SHhh! (interj.)	

2. We never use Present Continuous with the verbs given below:

I am seeing – I see

I am loving – I love

Want

Realise

Hate

Need

Believe

Suppose

Prefer

Like

Mean

Know

Love

Understand

Belong

See

Hear

3. The following list of verbs always take ending-ing. Give examples to these verbs.

Sample: I am smelling the milk, it smells bad.

I am tasting the soup, it tastes

good.

Smell (v)

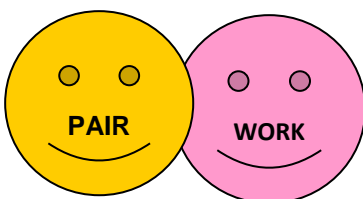
Taste (v)

Feel (v)

Look (v)

Appear(v)

➤ **Grammar Activities**



Task 1. Give short answers. Pay attention to the verb “to be”

Model: Are you from Tashkent? → Yes, I am. / No, I am not.

1. Are you a student of Pedagogical University? 2. Is your friend seventeen? 3. Is your friend a student of Philology? 4. Are your parents from Khiva? 5. Are they teachers? 6. Is a lawyer a well-paid job? 7. Is this book a dictionary? 8. Is your pet clever? 9. Are your groupmates good friends? 10. Are you good at English? 11. Were you at home yesterday evening? 12. Was your friend in the library the day before yesterday? 13. Were your group-mates in the University on Sunday? 14. Were they late for classes on Monday? 15. Was the weather fine last week? 16. Was the home task in English difficult? 17. Will you be at the University tomorrow? 18. Will you be a student in five years? 19. Will the lesson be over at 6 o'clock?

Task 2. Fill in the blanks with the necessary form of the verb “to be” according to context

1. I ... in the library yesterday. 2. Where ... they from? 3. We ... in the south of Perm region last year. 4. My friends ... in the north of Uzbekistan now. 5. ... this kind of transport good? 6. Ann ... a good teacher in the future. 7. It ... the way to my house. 8. They ... real friends in the past. 9. There ... a traffic jam yesterday. 10. It ... warm next week. 11. ... your sister a student too? 12. Kate ... here in two days. 13. Ann ... good at English. 14. My brother and I ... at home.

Task 3. Find mistakes in sentences

1. Is the days lovely? 2. Yes, my children aren't in the bar. 3. The cinema is in Wrihten Square? 4. I is not in the bank. 5. The taxi aren't near the theatre. 6. Where the hotel? 7. What is your names? 8. The town aren't in the north of France. 9. I am not a student, I a doctor. 10. Where will he from?

Task 4. Write the necessary form

1. We _____ dinner now. (have)
2. We _____ lunch at 1 p.m. (eat)
3. He _____ at the moment. (type)
4. She _____ for her boyfriend now. (wait)
5. It _____ late. We must go home. (get)

6. Don't shout. I _____you perfectly. (hear)
7. I cannot ask her now. She _____(pray)
8. Sometimes we _____to bed pretty late. (go)
9. The academic year _____on October 1st. (start)
10. I _____to hear about it. (not / want)
11. He _____for President in this election. (not / run)
12. You are wrong. We _____any guests. (not / expect)

Task 5. Fill in the blanks with the necessary form of the verb “to have” (have, has, had, will have, haven’t, hasn’t)

1. They ... dinner together every Sunday. 2. We ... much free time tomorrow morning. 3. He ... got a brother, he ... got two younger sisters. 4. We ... little work to do yesterday evening. 5. ... she got a credit card? Yes, she 6. Did you ... a rest yesterday? Yes, I ... a good rest. 7. ... you got a pet at home? – No, I 8. She ... a nice dress on. 9. I’m sure he ... a good mark in History next term.

Task 6. Read the nouns and classify them into 3 groups: a) with the sound [s] in the plural; b) with the sound [(I)z]; c) exceptions

Rooms, hands, hats, children, fish, boys, books, foxes, horses, brushes, mouths, boxes, potatoes, roofs, steps, computers, leaves, bananas, houses, feet, watches, minutes, dollars, guides, telephones, eyes, squares, names, nurses, women, jobs, mice, cameras, men, shelves, teeth, news.

Task 7. Write the nouns in the plural form

A farmer, a country, a city, a day, a disc, a leaf, an address, a lemon, an apple, a child, a man, a house, a mouse, a tooth, a photo, hair, a potato, a box, a hobby, an Task -book, a piano, a son-in-law, a wife, a gallery, a toy, a roof, a foot, money.

Task 8. Use correctly:

a) **this** or **these**: ... prize, ... credit-tests, ... lecture, ... town, ... shoes, ... hair, ... students, ... men, ... news, ... houses.

b) **that** or **those**: ... photo, ... children, ... shelves, ... library, ... apples, ... bags, ... building, ... women, ... brothers-in-law.

LESSON 4. OUR INSTITUTE

➤ Pre-reading activities

Task 1. Transcribe the following words, spell them and use them in your own sentences.

Pedagogical, technical, pharmaceutical, agricultural, faculty, mathematics, philology, culture, pedagogy, primary, pre-school, psychological, music, lecture, integral, individuality.

Task 2. Match the topics and the paragraphs of the text.

1. The role of our Institute
2. The Faculties
3. Higher education in Uzbekistan
4. Opportunities for the students
5. The Structure
6. The Staff

Task 3. Read and put various types of questions on the text.

Text. Our Institute



Navoi State Pedagogical Institute (NSPI) is the only one Institute in Navoi Region with one million population. Navoi region is a biggest and industrial region of Uzbekistan. NSPI prepare all pedagogical specialists for secondary schools, professional colleges and academic lyceum of the region. NSPI was established on the base of Tashkent State Pedagogical Institute in 1983. In February 28, 1992, Navoi State Pedagogical Institute (NSPI) was reestablished by Decree of the President of Republic of Uzbekistan. Nowadays, NSPI offers 29 Bachelor degree, 12 Master degree on different fields of study. Total number of students about 7000. Number of foreign students are about 100. We have 468 teachers and professors, 23 of them are doctor and professors, 173 are assistant professors (25 teachers obtained their PhD degrees in Europe) and 264 of them are teachers and assistant teachers. The university has 7 main buildings, 4 student's dormitories, 2 informational resources centers, many sport clubs and other opportunities for student's entertainments. Each year approximately 1500 students graduate from the university. The majority of them are hired by the leading local companies, governmental and non-governmental organizations. All students and teaching staff have free access to high speed Internet. There are about 800 personal computers, 27 computer classes. There are 8 Faculties: Physics and Mathematics, Natural sciences, Pedagogy, Foreign languages, Physical training, History, Uzbek language and Literature, Methods of Pre –School and Primary Education. Vocational education and training are the most developing activities for NSPI. The Institute is involved in the process of modernization in the national educational system, enhances the professional competences of the staff and facilitates the alignment with labour needs.

Task 4. Snowball Fight– pass out one or more full pieces of paper to each student and ask them to write a question on the paper related to the lesson topic.

Sample: When was Navoi State Pedagogical Institute organized?

1.

Task 5. Find out verbs of action from the text and give their following forms.

Sample: prepare-prepared-preparing

Task 5. Taboo – divide into teams, one student draws a card with one highlighted main word and 3-5 other related words, the student tries to explain the main word by giving definitions of the words.

1. To develop (v)
2. Education (n)
3. To be engaged in (v)
4. Establishment (n)
5. Equipment (n)
6. Experienced (P2)
7. To include (v)
8. To make a contribution (word phrase)
9. Outstanding (adj.)
10. To provide (v)
11. Research (n)
12. Science (n)
13. Staff (n)
14. To train (n)
15. Various (adj.)

Task 6. Answer the following questions.

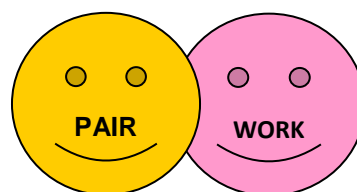
1. Are there different types of higher educational institutions in Uzbekistan?
2. What establishments train specialists in various fields in our city?
3. Does our institute provide higher education for future teachers?
4. What faculties are there at our higher educational institution?
7. What fields do students carry out research in?

8. What conditions does the institute provide?
9. Who is the rector of our institute?
10. What part does the institute play in developing public and higher education in Uzbekistan?

Task 7. Learn the following classroom expressions and use them in your speech.

2. I am sorry, I am late
3. Who is staying away?
4. All students are present
5. Are you ready?
6. I am afraid, I am not ready yet
7. Who is the monitor?
8. Begin reading!
9. Go on working!
10. Will you translate this word, please?
11. What's the Uzbek for "establishment"?
12. Shall I read or translate the text?
13. The time is over. Hand in your papers, please!
14. There goes the bell
15. Let's have a break
16. Let's air the classroom.

➤ **Sample Dialogues**



Task 1. Interviews– students practice interviewing each other by using who, what, when, where, why, how questions, (can be turned into an oral presentation by having students interview a person outside of class as part of a homework assignment, then having them report what they learned back to the class)

Task 2. Act the dialogues with your partners.

1. *Teacher:* Good morning! Let's begin our class. Who is the monitor?

Monitor: I am.

Teacher: Who is staying away?

Monitor: All students are present.

2. *Student:* I am sorry, I am late.

Teacher: Why are you late?

Student: I got stuck in a traffic jam.

Teacher: Go to your seat and don't be late next time.

3. *Teacher:* I checked up your test-papers yesterday.

Students: What are our results?

Teacher: Two papers are excellent, five papers are good, three papers are satisfactory.

One student got a bad mark: he made too many mistakes.

4. *Student A:* Who is the monitor in your group?

Student B: Nargiza Botirova is.

Student A: Where is she now?

Student B: She is at the Dean's Office.

Student A: What is she doing there?

Student B: She is talking to the Deputy Dean.

Student A: What are they speaking about?

Student B: I think they are speaking about the timetable.

➤ **Role play: The teacher and students in a class.**

Task 1. Open-ended questions – questions that create a lot of room for the student to dream big, and give a long answer, EXAMPLES: “If you had a million dollars what would you buy?” / “If you were a superhero, what would your superpower be?”

Task 2. Use the phrases from the dialogues and the classroom expressions and make your own dialogues.

PRESENT PERFECT TENSE



S + have/has + past participle

I have tried sushi.



S + have not (haven't)/has not (hasn't) + past participle

I have not tried sushi.



Have/Has + subject + past participle?

Have you tried sushi?

The Present Perfect (something has happened) is a present tense. It tells us about the situation now.

‘Tom has lost his key’ = he doesn’t have his key now.

The Past Simple (something happened) tells us only about the past. If somebody says ‘Tom lost his key’, we don’t know whether he has the key now or not. We know only that he lost it at some time in the past.

Compare Present Perfect and Past Simple:

They’ve gone away. They’ll be back on Friday. (they are away now)

They went away, but I think they’re back at home now. (not They’ve gone away).

It has stopped raining now, so we don’t need the umbrella. (it isn’t raining now)

It stopped raining for a while, but now it’s raining again. (not It has stopped)

You can use the Present Perfect for new or recent happenings:

I’ve repaired the washing machine. It’s working OK now.

‘Hannah has had a baby! It’s a boy.’ ‘That’s great news.’

Usually, you can also use the past simple:

I repaired the washing machine. It’s working OK now.

Use the Past Simple (not the present perfect) for things that are not recent or new:

Mozart was a composer. He wrote more than 600 pieces of music. (not has been ... has written)

My mother grew up in Italy. (not has grown)

Compare:

Somebody has invented a new type of washing machine.

Who invented the telephone? (not has invented)

We use the Present Perfect to give new information. But if we continue to talk about it, we normally use the Past Simple:

a: Ow! I've burnt myself.

b: How did you do that? (not have you done)

a: I picked up a hot dish. (not have picked)

a: Look! Somebody has spilt something on the sofa.

b: Well, it wasn't me. I didn't do it. (not hasn't been ... haven't done)

Adverbs of times: *just, this month, already, this week, ever, recently, never, lately, yet, for three times, today, this year, before, since, in the past few months, so far, by now, previous (day, month, many times).*

Use the words in brackets to put each of the following into either the Simple Past or Present Perfect:

1. How many times (you/try) _____ to pass your driving test?
Three times so far.

2. When (you/go) _____ to Rome?
3. You look different. (you/have) _____ a haircut?
4. I (not/see) _____ David at all this week. I don't even know _____ where he is.
5. (you/speak) _____ to Peter yet? No, not yet.
6. When (you/start) _____ your job?
7. I (move) _____ house three times in the last five years.
8. My sister (be) _____ to New York three times and she's going again next month.
9. The US President (be) _____ in our country last year.
10. The US President (visit) _____ our country three times in the last two years.

Task 2. Put the verb into the correct form, Present Perfect or Past Simple.

1. It stopped raining for a while, but now it's raining again. (it / stop)
2. The town where I live is very different now. It has changed a lot. (it / change)
3. I studied German at school, but most of it now. (I / forget)
4. The police three people, but later they let them go. (arrest)
5. What do you think of my English? Do you think? (it / improve)
6. Are you ready to go? your coffee? (you / finish)
7. For a job as a tour guide, but I wasn't successful. (I / apply)
8. Where's my bike? outside the house, but it's not there now. (it / be)
9. Quick! We need to call an ambulance. an accident. (there / be)
 - a: I've found my phone.
 - b: Oh, good. Where it? (you / find)

a: At the bottom of my bag. (It / be)

11 a: Ben won't be able to play tennis for a while. his arm. (He / break)

b: Oh. How? (that / happen)

a: Off a ladder. (He / fall)

LESSON 5. MY FUTURE PROFESSION

➤ Vocabulary Exercises

Task 1. Oral presentations– give a topic to talk about, then let students prepare a presentation to be given in front of the class (can be short and simple, or more in depth and involving homework and extra research, can be done individually or in group:

training (v)

advice (n)

a skill (n)

to decide (v)

to respect (v)

to leave (v)

to involve (v)

to evaluate (v)

independent (n)

moreover (adv)

to choose (v)

an ability (n)

to exist (v)

a use (n)

to follow (v)

to make (v)

vital (adj)

constant (adj)

a stream (n)

a decision (n)

a challenge (n)

a flash (n)

to aim (v)

to create (v)

an exception (n)

to require (v)

flexible (adj)

an approach (n)

to reward (v)

to deal with (v)

a pleasure (v)

to repair (v)

to equip (v)

to mark (v)

to prepare for (v)

to complain (v)

to pay (v)

to improve (v)

responsibility (n)

to master (v)

ignorant (n)

burning (Gerund)

a desire (n)

Task 2. Practice the pronunciation of the following words:

individual [ˈɪn.dɪvɪd.ju.əl], career [kəˈrɪə], world [wɜːld], evaluate [iˈvæljueɪt],
sure [ʃʊr], moreover [məʊəvə r], character [ˈkærɪktə], specific [spiˈsɪfɪk],
knowledge [nɒl.ɪdʒ], creativity [kri.eɪtɪv.i.ti], pedagogy [ˈped.ə.gɒdʒ.i],
psychology [saɪkɒl.ə.dʒi], philosophy [fɪlɒs.ə.fi], literature [lɪt. ə r.i.tʃə], varied
[veə.rɪd], require [rɪˈkwaɪə], reward [rɪwɔːd], pleasure [pleʒ.ə], equipped [iˈkwɪpt],
gym [dʒɪm], catalyze [ˈkætəlaɪz], guardian [gɑːdi.ən], quality [kwɒl.i.ti],
audience [ˌɔː.di.əns], would [wəd], enough [ɪnʌf].



Task 3. Read and render the gist of the text “My Future Profession”.

Pre-reading activities:

1. What is *a profession*? As Cambridge International Dictionary of English says, it is “any type of work which needs a special training or skill, often one which is respected because it involves a high level of education”. Several colleges and universities in Perm provide necessary training for individuals wishing to get good education and enter professional careers.

2. *Finishing school* is quite the right time to think about future profession because it is the beginning of the independent life for millions of school leavers. Many roads are opened for them, but it is not an easy thing to choose a profession out of more than 2,000 existing in the world. Some follow the advice of their parents or the example of their friends and make an easy choice, for others it's difficult to decide. It is really so because people have to evaluate themselves before

choosing a career, they must be sure they know their interests. Moreover, they must be realistic about their abilities, so as to make the best use of their own talents.

3. As for me I made my choice long ago - *I want to become a teacher*. Many young people consider teaching as a career. It's not surprising – teachers play a very important role in our lives. All people have the deepest respect for them. They serve humanity doing the most vital job of all. Besides, with ten school years behind and with all the teachers you have met, you think there isn't anything you don't know about this work.

4. I must say that this decision didn't come to me as a sudden flash. My mother is also a teacher and I have always known that teaching is a very specific and difficult job. Teaching is a constant stream of decisions, that's why this job is a real challenge to my character and abilities. I see that the successful solution of the complex tasks of upbringing depends to a great extent on the teacher, his professional skill and cultural background. The teacher is a sculptor of the young personality. Everybody knows that *it isn't easy to teach* modern children. Teachers don't only give knowledge in their own subjects. Modern school is also aimed to develop individual abilities of children, independent thinking and creativity. To be a good teacher you must be deeply interested in what you are doing. You have to be quite creative and well educated yourself. You must be a model of competence and know a lot of things not only in your subject but also in many others such as pedagogy, psychology, philosophy, history, literature and music for example.



5. Every job has its *pros and cons*. The profession of a teacher is not an exception. On the one hand this work is varied, it requires a flexible approach to every lesson and good communication skills. This profession can be rewarded if you like dealing with children because children will love you too. If you like people you will like teaching. Moreover, it's a pleasure to work in modern well-repaired and well-equipped schools with special rooms for different subjects, computer classes, laboratories, gyms, sports grounds, and even swimming pools.

6. On the other hand, most jobs are done within the usual office hours from 9 a.m. till 5 p.m. but not for teachers. They are devoted to their work and their evenings are usually spent in marking exercise books and preparing for the next lesson. Teachers always complain that they are overworked and underpaid. That's true but there are summer holidays, which last almost two months and there is also hope that the economic situation in Uzbekistan will soon improve and the situation in payment will change.

7. To be a teacher is a great responsibility. A teacher is a person who is always *mastering and learning herself* while teaching others because every time you learn something new you become something new. An ignorant teacher teaches ignorance but a good teacher catalyzes in her pupils the burning desire to know. John Steinbeck wrote: "A great teacher is a great artist. Teaching might even be the greatest of arts since its medium is the human mind and the human spirit."

8. I'm sure that a teacher should have such *personal qualities* as generosity, tolerance, flexibility and so on. A boring teacher teaches boredom, so a teacher cannot afford being dull, mean or narrow-minded. Only bright personalities are respected by audience. She has to be clever and obtain a set of specific skills to be able to explain difficult points in simple words because teachers must develop their pupils' intellect, form their views and characters, their attitude to life and to other people.

9. I can't say that all these qualities can be found in me but I'm keen on this profession and I'll do my best to match it. It's not easy, as it may seem at first but I think that love for children combined with the knowledge I'll get at the University would be quite enough to succeed in my future work.

While-reading activities:

Task 4. Find irregular verbs from the text and give their next forms.

Task 5. Answer the questions below.

1. What is a profession?
2. Why is finishing school quite the right time to think about future profession?
3. How many professions exist in the world?
4. What do schoolchildren do to choose a career?
5. Why is teaching a real challenge to a person?
6. Do people respect teachers greatly?

Task 5. Read about some school policies of one of the English schools.

Discipline. We aim to base our discipline on a spirit of cooperation between pupils and staff, and to train the pupils in self-discipline and responsibility. Where this fails, and a punishment is necessary, a pupil may be detained after school (he

is always given 24 hours warning) or his parents may be asked to visit the school to discuss matters with one of the senior staff.

Homework. The College arranges homework appropriate to the pupils' abilities and provides for all pupils in each subject. The teachers hope that parents will combine positively with staff to encourage their children to fulfill all the tasks. Each child has a homework diary and a homework time-table; parents are asked to monitor all homework, check the diary and sign it weekly.

Special educational needs. We keep a list of pupils with learning or other problems, monitor them constantly and review their needs once a term. We aim to support them in class rather than withdraw them.

Money and valuables. Children should not bring expensive or easily damaged things to school. There are no proper facilities for their storage and the school is not responsible for them.

Post-reading activities:

➤ **Lexical Activities**

Task 1. Answer the questions using the words in brackets.

1. Are you a student? (first-year, study, faculty)
2. How many faculties are there at the University? What are they? (train/trains teachers of, the course of studies)
3. Are there many laboratories? (is/are equipped, of advanced design, Internet facilities)
4. What does our University provide good conditions for? (research, laboratories, carry out, various fields of knowledge).

Task 2. Read the sentences translating the words in brackets into English.

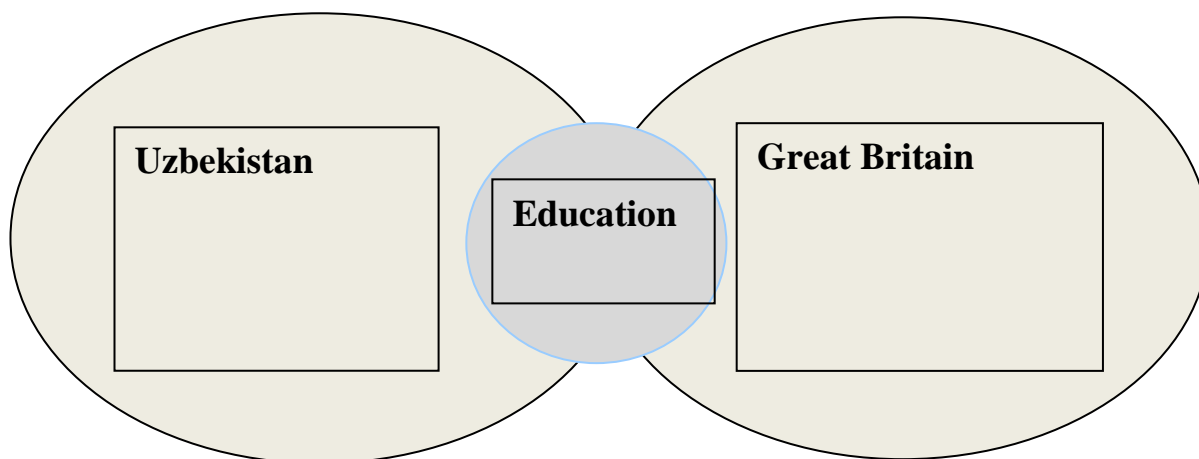
1. Navoi State Pedagogical Institute is one of the (*oliy ta'lim maskani*)

3. Nowadays it is an important centre of training specialists (*turli sohalarda*) of technology and engineering.
4. The laboratories are equipped (*zamonaviy jihozlar bilan*).
7. Professors, lecturers and instructors (*o'z hissasini qo'shadi*) to science and technology.
9. Pedagogical Institute provides good conditions for (*ilmiy izlanish*).
10. All students (*ilmiy izlanish olib borishadi*) in various fields (*ilmiy rahbar boshchiligida*).

Task 3. Fill in the blanks with prepositions and adverbs if necessary.

1. Pedagogical Universities train specialists ... various fields ... knowledge.
2. There are ... faculties ... our University, and ... then the Faculty ... Philology and the Faculty ... History.
3. My friends and I study ... the Faculty ... Psychology.
4. Our University is a centre ... training teachers in Uzbekistan.
5. It provides good conditions ... scientific work.
6. We carry... research ... various fields ... knowledge.
7. Here many laboratories are equipped ... apparatus ... advanced design.
8. Our University plays an important part ... developing public education in Uzbekistan.
9. The teachers ... our University make a contribution ... various fields ... knowledge.
10. The Rector is ... charge ... the University.
11. The Dean is responsible ... the faculty.
12. The monitor is the leader ... the group.

Task 4. Compare the education system of two countries using Venn Diagram



Task 5. Fill in the table

Thing	Person	Thing	Person	Thing	Person
science			Friend		educator
psychology		profession		design	
chemistry		Library		research	
physics		History		lecturer	

Task 6. Form verbs from these nouns and translate them into the native language.

Establishment, department, knowledge, equipment, development, independent, education, responsibility, leadership, advice, training, learning, warning, translation, contribution.

Task 7. Fill in the table with appropriate words

Noun	Verb	Adjective
		research
Education		
	Produce	
		responsible
		free

		advanced
Design		
Science		

Task 8. Choose the appropriate word in the correct form.

1. Students carry out research in all fields of research is an important part of higher education. Young ... have many advantages. (scientist, scientific, science)
2. The faculty of ... trains Many of the teachers are brilliant ..., their ... produce a great impression on the listeners. (history, historian, lecture, lecturer)
3. ... is a fashionable science nowadays. Our University ... hundreds of young people every year, and a lot of ... get their ... here. After graduating from the University, they will devote themselves to the solution of ... problems of children and adults. (educate, education, psychologist, psychological, psychology)

Present Perfect Continuous Tense



S + have/has + been + V-ing

They have been learning English for 2 years.



S + have/has + not + been + V-ing

They have not been learning English for 2 years.



Have/has + S + been + V-ing

Have they been learning English for 2 years?

We use the present perfect continuous for an activity that has recently stopped or just stopped:

- Why are you out of breath? Have you been running?
- Paul is very tired. He's been working hard.
- Why are you so tired? What have you been doing?
- I've been talking to Amanda and she agrees with me.
- Where have you been? I've been looking for you.

It's been raining for two hours.

It began raining two hours ago and it is still raining.

How long has it been raining?

It's been raining **for two hours**. (= It has been ...)

We use the present perfect continuous in this way, especially with **how long**, **for ...** and **since**

- **The activity is still happening (as in this example) or has just stopped.**
- **How long** have you been learning English? (= you're still learning English)
- Ben is watching TV. He has **been watching** TV all day.
- Where have you been? **I have been looking** for you **for the last half hour**.
- Chris **has not been feeling** well recently.
- **You can use the present perfect continuous for repeated actions:**
- Silvia is a very good tennis player. She has **been playing since** she was eight.
- Every morning they meet in the same cafe. They have **been going there for years**.

➤ **Grammar Activities**

Task 1. Write a question for each situation.

1. You meet Kate as she is leaving the swimming pool. You say:

Hi, Kate. (you / swim?) Have you been swimming?

2. You have arrived a little late to meet Ben who is waiting for you. You say:

I'm sorry I'm late, Ben. (you / wait / long?)

3. Jane's little boy comes into the house with a very dirty face and dirty hands.

His mother says:

Why are you so dirty? (what / you / do?)

4. You are in a shop and see Anna. You didn't know she worked there. You say:

Hi, Anna. (how long / you / work / here?)

5. A friend tells you about his job – he sells phones. You say:

You sell phones? (how long / you / do / that?)

Task 2. Read the situations and complete the sentences

1. It's raining. The rain started two hours ago. It's been raining for two hours.

2. We are waiting for the bus. We started waiting 20 minutes ago.

We _____ for 20 minutes.

3. I'm learning Japanese. I started classes in December.

I _____ since December.

4. Jessica is working in a hotel. She started working there on 18 January.

_____ since 18 January.

5. Our friends always go to Italy for their holidays. The first time was years ago.

_____ for years.

Task 4. Put the verb into the present continuous (am/is/are + -ing) or present perfect continuous (have/has been + -ing).

1. Maria has been learning (Maria / learn) English for two years.

2. Hi, Tom. I _____ (I / look) for you. I need to ask you something.

3. Why _____ (you / look) at me like that? Stop it!

4. Rachel is a teacher. _____ (she / teach) for ten years.

5. (I / think) _____ about what you said and I've decided to take your advice.

6. 'Is Paul on holiday this week?' 'No, _____ (he / work).'

7. Sarah is very tired. _____ (she / work) very hard recently.

8. It's dangerous to use your phone when _____ (you / drive).

9. Laura _____(travel) in South America for the last three months.

LESSON 6. THE CLASSICAL SCHOOLS OF PSYCHOLOGY:

FIVE GREAT THINKERS AND THEIR IDEAS

Task 1. Scan the text and copy out unknown words and expressions and use them in language conversations.

You are going to read the text about classical schools of psychology. Five paragraphs have been removed from the text. Choose from the paragraphs A-F the one which fits each gap (1-5). There is one extra paragraph which you don't need to use.

It has been said that psychology has a long past and a short history. This statement should be taken to mean that although psychology has its roots in philosophy, as a scientific discipline psychology is only a little over 120 years old. As noted earlier, the roots of psychology can be easily traced back about 2,400 years to ancient Greek philosophers. However, the beginning of scientific psychology is usually associated with the date 1879, the year that a German scientist named Wilhelm Wundt founded the first psychological laboratory at the University of Leipzig in Germany. Modern psychology arose in the context of what are known as schools of psychology. From a historical perspective, the first school of psychology to be established was structuralism. Its founding personality was Wilhelm Wundt (1832–1920). He became interested in studying not so much the physiology of the sense organs such as the eyes and ears, but in how simple sensations associated with the sense organs combined to form what we call human consciousness.

First, there is hue, or color. Second, there is brightness. Third, there is saturation. This refers to the —richness‖ or —fullness‖ of a color. No matter what visual stimulus Wundt 's subjects looked at, there were no other kinds of

sensations experienced than the three identified above. Consequently, Wundt concluded that all visual experiences are structured out of these same three types of elemental experiences. Similar statements can be made about the other senses such as hearing, taste, and touch. According to Wundt, the primary purpose of psychology is to study the structure of consciousness. By the structure of consciousness, Wundt meant the relationship of a group of sensations, a relationship that produces the complex experiences we think of as our conscious mental life. This approach to psychology has been called mental chemistry.

William James (1842–1910), teaching at Harvard in the 1870s, was following Wundt 's research with interest. James had an interest not only in psychology, but also in physiology and eventually in philosophy. James founded a psychological laboratory at Harvard; he also authored *The Principles of Psychology*, the first psychology textbook published in the United States. The book was published in 1890, and this can also be taken as the date when the school of psychology known as functionalism was born. The principal personality associated with it is James, and he is said to be the dean of American psychologists.

The German psychologist Max Wertheimer (1880–1943), like James, was also dissatisfied with Wundt 's structuralism. Wertheimer believed that Wundt 's emphasis on the importance of simple sensations as the building blocks of perceptions was misguided.

The general pattern that induces a complex perception is described with the German word *Gestalt*. *Gestalt* is usually translated as a —pattern, a —configuration, or an —organized whole. In 1910 Wertheimer published an article setting forth the basic assumptions of *Gestalt* psychology, and this is usually taken to be the starting date of the school. The article reported a series of experiments using two of his friends, Kurt Kafka and Wolfgang Kohler, as

subjects. These two men went on to also become well-known Gestalt psychologists.

Returning to the United States, behaviorism is a fourth classical school of psychology. Its founding personality is John B. Watson (1878–1958). A wave of enthusiasm for Watson 's ideas swept him to the presidency of the American Psychological Association (APA) in 1915, and this can be taken as the starting date for behaviorism. Doing research first at the University of Chicago and then at Johns Hopkins University, Watson came to the conclusion that psychology was placing too much emphasis on consciousness. In fact, he asserted that psychology is not a mental science at all. The —mind is a mushy, difficult-to-define concept. It can 't be studied by science because it can 't be observed. Only you can know what 's going on in your mind. If I say I 'm studying your mind, according to Watson, it's only guesswork.

In order to identify a fifth classical school of psychology, it is necessary to return to the European continent, specifically to Austria; the school is psychoanalysis. The father of psychoanalysis is Sigmund Freud (1856–1939). Freud was a medical doctor with a specialty in neurology. His findings and conclusions are based primarily on his work with patients.

Freud 's original work was done with a colleague named Josef Breuer (1842–1925). Breuer and Freud collaborated on the book *Studies on Hysteria*. Published in 1895, it is the first book written on psychoanalysis. This can also be taken to be the starting date for the school. After the publication of this first book, Freud went on alone without Breuer; it was a number of years before he worked again with colleagues.

In order to explain chronic emotional suffering, Freud asserted that human beings have an unconscious mental life. This is the principal assumption of psychoanalysis. No other assumption or assertion that it makes is nearly as

important. The unconscious mental level is created by a defense mechanism called repression.

Psychoanalysis is not only a school of psychology, but also a method of therapy. Freud believed that by helping a patient explore the contents of the unconscious mental level, he or she could obtain a measure of freedom from emotional suffering. It is important to note that of the five classical schools of psychology, psychoanalysis is the only one that made it an aim to improve the individual 's mental health. (adopted from "Psychology: A Self-Teaching Guide" Frank J. Bruno).

According to James, psychology should be more interested in how the mind functions, or works, than how it is structured. Consequently, James stressed the importance of studying such processes as thinking, memory, and attention. You will recall that James defined psychology as —the science of mental life. In brief, functionalism as a school of psychology asserts that the primary purpose of psychology should be to study the functions of human consciousness, not its structures.

The principal aim is to provide a work environment that will facilitate production, reduce accidents, and maintain employee morale. A theme that guides industrial psychology is —the human use of human beings. Wundt trained assistants in the art of introspection, a skill characterized by paying attention not to the whole pattern of a stimulus, but to an elemental part of a stimulus. Wundt 's studies of vision suggested that there are only three basic kinds of visual sensations.

Consequently, Watson asserted that the purpose of psychology should be to study behavior itself, not the mind or consciousness. Some critics of Watson say that he denied the very existence of consciousness. Others assert Watson was primarily saying that references to the consciousness, or mental life, of a subject don 't provide solid explanations of behavior. In either event, Watson 's view is

today thought to be somewhat extreme and is referred to as radical behaviorism, a psychology that doesn't employ consciousness as an important concept.

Its aim is to protect the ego against psychological threats, information that will disturb its integrity. The kind of mental information repressed tends to fall into three primary categories: (1) painful childhood memories, (2) forbidden sexual wishes, and (3) forbidden aggressive wishes.

In the experiments, Wertheimer demonstrated that the perception of motion can take place if stationary stimuli are presented as a series of events separated by an optimal interval of time. This sounds complicated.

Task 2. Read the whole text again and answer the following questions. Then using your answers, give your summary of the text.

1. What was the subject of Wundt 's primary interest?
2. What is introspection?
3. What is the primary goal of psychology according to Wundt?
4. What approach can be called mental chemistry?
5. What is functionalism?
6. How did the behaviorism appear?
7. Why did Watson refuse to consider psychology as mental science?
8. How did the work on psychoanalysis start?
9. What are the fundamental assertions of Freud`s studies?
13. What is repression? What does it serve for?

Task 3. Scan the text and find out key sentences of it and discuss with your friends.

Task 1. Pay attention to the following terms and use them in your speech.

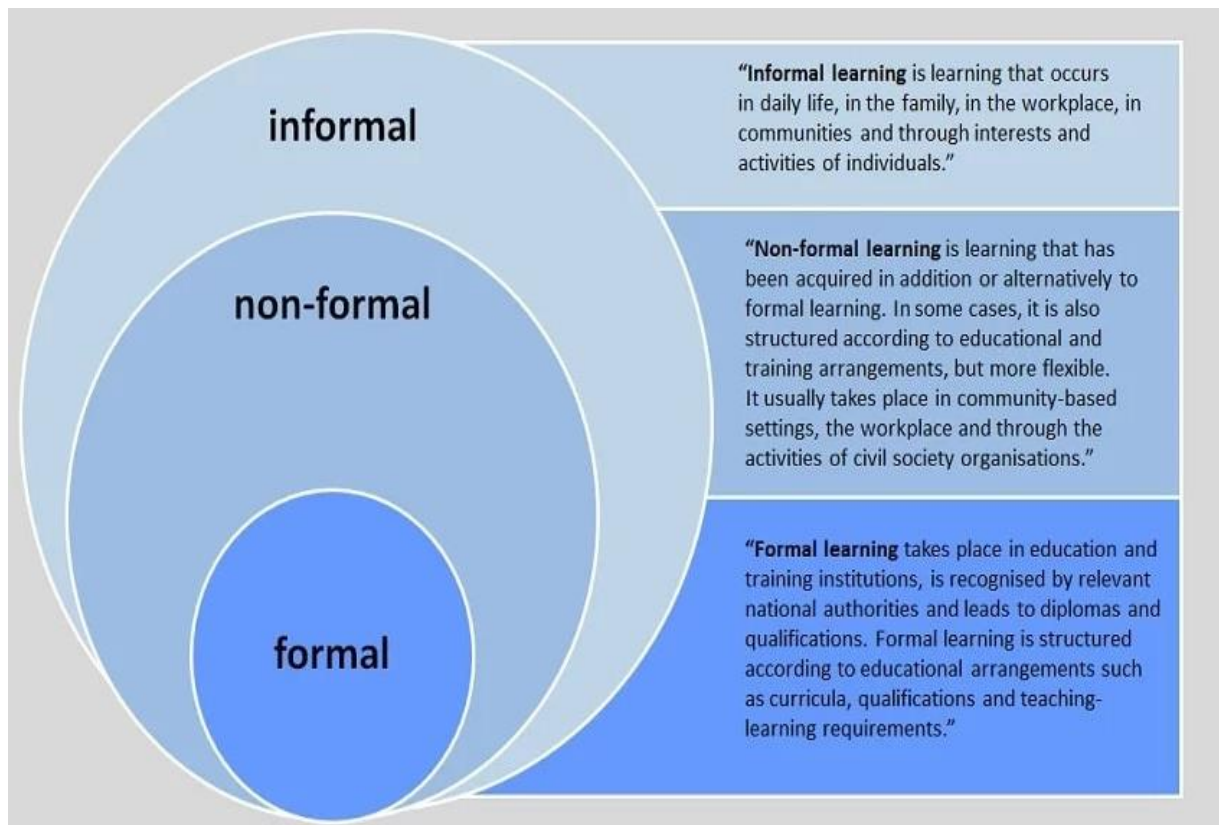
1. To gain (*v*)
2. To involve (*v*)
3. Mother tongue (*n*)
4. To learn to dress (*verb expr.*)
5. To ride a bicycle (*v*)
6. To make a telephone call (*v*)
7. On their own initiative (*noun expr.*)
8. To take or pass tests or exams (*verb expr.*)
9. To offer (*v*)
10. Gifted children (*word collocation*)
11. Physically or mentally handicapped children (*word collocation*)
12. To take up (*phr. verb*).

LESSON 7. FORMAL AND INFORMAL EDUCATION

Task 1. Read the text. The text is dedicated to formal and informal education. Remember what information you have already known about it.



Task 2. Find the sentences in the text in which the word combinations listed above are used.



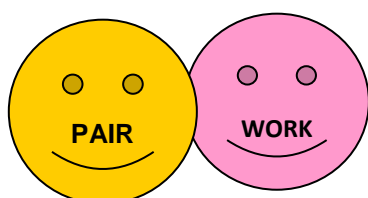
Education includes different kinds of learning experiences. In its broadest sense, we consider education to be the ways in which people learn skills, gain knowledge and understanding about the world and themselves. One useful scheme for discussing education is to divide these ways of learning into two types: informal and formal.

Informal education involves people in learning during their daily life. For instance, children learn their mother tongue simply by listening and by trying to speak themselves. In the same information manner, they learn to dress themselves, to eat with good manners, to ride a bicycle, or to make a telephone call. Education is also informal when people try to obtain information or to learn skills on their own initiative without a teacher. They may visit a book shop, library or museum. They may watch a TV show, watch a cassette or a DVD, or listen to the radio programme. They do not have to take or pass tests or exams.

We consider formal education to be the instruction given at different kinds of schools, colleges, universities. In most countries, people enter a system of

formal education during their early childhood. In this type of education, the people who are in charge decide what to teach. Then learners study those things with the teacher at the head. Teachers expect learners to come to school regularly and on time, to work at about the same speed as their classmates, and to pass tests and exams. Learners have to pass the exams to show how well they have progressed in their learning. At the end of their studies learners may earn a diploma, a certificate or a degree as a mark of their success over the years.

The school system of all modern nations provides both general and vocational education. Most countries also offer special education programmes for gifted or for physically or mentally handicapped children. Adult education programmes are provided for people who wish to take up their education after leaving school. Most countries spend a large amount of time and money on formal education of their citizens.



Task 1. Answer the questions:

1. What are the two main types of education?
2. Which of them is the most popular ones? Effective? Influential?
3. What are the general characteristics of each of the educational types?

Task 2. Say whether the following statements are true or false:

1. Education includes several kinds of learning experiences.
2. Education is the way in which people learn skills, gain knowledge and understanding about the world and themselves.
3. Informal education involves people in learning during their daily life.

4. Education is informal when people try to obtain information or to learn skills on their own initiative without a teacher.
5. Formal education is the instruction given at different kinds of schools, colleges, universities.
6. In most countries, people enter a system of informal education during their early childhood.
7. In formal education, the people who are in charge decide what to teach. Then learners study those things with the teacher at the head.
8. The school system of all modern nations provides both general and vocational education.
9. Most countries also offer special education programmes for gifted or for physically or mentally handicapped children.
10. Adult education programmes are provided for people who wish to take up their education after leaving school.

Task 3. Give synonyms of the verbs from the text to the following words.

to contain (v) -

to believe (v)-

to study (v)-

to get (v)-

to be responsible for smth.(v)-

to continue education (v) -

Task 4. Fill the blanks with the words from the text.

We ... formal education to be the ... given at different kinds of schools, colleges, universities. In most countries, people ... a system of formal ... during

their early childhood. In this type of education, the people who are ... decide what to teach. Then learners study those things with the teacher.... Teachers expect learners to come to school regularly and..., to work at about the same speed as their..., and to pass tests and.... Learners have to pass the exams to show how well they have progressed in their learning. At the end of their studies learners may ... a diploma, a certificate or a ... as a mark of their success over the years.

The ... system of all modern nations provides both general and vocational education. Most countries also ... special education programmes for gifted or for physically or mentally ... children. Adult education programmes are provided for people who wish to ... their education after leaving school. Most countries spend a large ... of time and money on formal education of their citizens.

Task 5. Which word in the list is odd?

- a) instruction; formal education; informal education; learning experiences; education;
- b) a book shop; library; museum; a TV show; a cassette or a DVD; radio programme; to take or pass tests or exams;
- c) general and vocational education; education programmes; formal education; to learn skills without a teacher;
- d) to study things with the teacher at the head; informal education; to learn to dress oneself; to eat with good manners; to ride a bicycle; to make a telephone call; to obtain information or to learn skills on one`s initiative;
- e) teachers; learners; school; classmates; daily life.

PAST SIMPLE TENSE

	TO BE	VERBS
+	S + Was/were They were friends.	S + V-ed She worked yesterday.
-	S + was not/were not + ... They weren't friends.	S + did not + verb (base form) She didn't work yesterday.
?	Was/Were + S + ...? They weren't friends.	Did + S + verb (in base form)? Did she work yesterday?

Very often the past simple ends in **-ed** (regular verbs):

I work in a travel agency now. Before that I **worked** in a department store.

They **invited** us to their party, but we **decided** not to go.

The police **stopped** me on my way home **last night**.

Laura **passed** her exam because she **studied** very hard.

But many verbs are irregular. The past simple does not end in -ed. For example:

write → wrote Mozart **wrote** more than 600 pieces of music.

see → saw We **saw** Alice in town a few days ago.

go → went I **went** to the cinema three times last week.

shut → shut It **was** cold, so I **shut** the window.

In questions and negative sentences, we use **did/didn't + infinitive (enjoy/see/go etc.)**:

- I **enjoyed** the party a lot. **Did** you **enjoy** it?
- How many people **did** they **invite** to the wedding?
- I **didn't buy** anything because I **didn't have** any money.
- 'Did you go out?' 'No, I **didn't**.'

Sometimes do is the main verb in the sentence (**did you do? I didn't do**):

- What **did** you **do** at the weekend? (not What did you at the weekend?)
- I **didn't do** anything. (not I **didn't** anything).

The past of be (am/is/are) is was/were:

- I **was** annoyed because they **were** late.
- **Was** the weather good when you **were** on holiday?
- They **weren't** able to come because they **were** so busy.
- I **wasn't** hungry, so I **didn't** eat anything.
- **Did** you go out last night or **were** you too tired?

Adverbs of times

Yesterday, last week (month, year), the day before yesterday, last time, ago, in the past, a day ago, 2 days ago, last, the other days, just now.

Task 6. Read the Past Simple forms according to the pronunciation.

Phonetic Rule	Examples
Verbs ending in: -p, -k, -s, -f, -ch, -sh	passed, forced, liked, worked, watched
Verbs ending in all vowels and all consonants except: -t, -d, -p, -k, -s, -f, -ch, -sh	changed, entered, loved, lived, controlled
Verbs ending in: -t and -d	graduated, started, studied, lasted, attended

Task 7. Form the Past Simple of these regular and irregular verbs and them in your speech.

- 1) to order, to clean, to ask, to answer, to decide, to discuss, to miss;
- 2) to stand, to take, to read, to write, to see, to go, to put, to leave, to do, to have, to find, to know, to teach, to lose, to get, to come, to think, to speak.

Task 8. Fill in the gaps as in the model.

Model: A year ago, I enjoyed tennis but I ... swimming.

A year ago, I enjoyed tennis but I didn't enjoy swimming.

1. We learnt English at school but we ... German.
2. They went to the USA last year but they ... to England.
3. We saw Jack yesterday but we ... his brother.
4. At the party she ate an orange but she ... an apple.
5. He taught physics at the University but he ... mathematics.
6. We met Boris two days ago but we ... Ann.
7. Last week we took a credit-test but we ... an exam.

LESSON 8. ENGLISH SPEAKING COUNTRIES

➤ **Phonetic Activities**

Task 1. Practice the following tongue twisters and learn them by heart.

1. Time flies!
2. Measure for measure.
3. Mind your eye!
4. Eat at pleasure, drink with measure.
5. My child's bright.
6. I quite like Mike.

Task 2. Practice pronunciation and spelling of the words with "ate".

[eit] (verbs)	[it] (adjectives, nouns)
separate	separate
graduate	graduate

cooperate	cooperate
appropriate	appropriate
delegate	delegate
moderate	moderate



Essential Vocabulary

Task 3. Learn the following words by

actually (adv.)

area (n)

coast (n)

to consist of (phrasal verb)

government (n)

heart and use them speech situations.

to influence (v)

island (n)

isle (n)

to be known for (v)

lake (n)

mountain (n)

plain (n)

population (n)

relief (n)

to separate (v)

to be situated (v)

state (n)

to unite (v)

to vary (v)

Task 4. Practice the pronunciation of the following words

official language, isle, island, kilometer, ocean, climate, mild, temperate, mountain, vary, unite, unit, separate(v), separate (n), state

Task 5. Mind some geographical proper names

1. The United Kingdom (UK)
2. Wales (Welsh)
3. Scotland
4. Northern Ireland
5. Edinburgh
6. Manchester
7. Birmingham
8. Glasgow
9. The British Isles
10. The Continent
11. The English Channel
12. The Irish Sea
13. The North Sea

➤ Pre-reading activities:

Great Britain



Task 6. Scan and guess the meaning of the text Great Britain

When we speak about the United Kingdom of Great Britain and Northern Ireland, we actually speak about four countries united into one state: England, Scotland, Wales and Northern Ireland. Each of these countries has its language, its capital, and its government. Their capitals are London, Edinburgh, Cardiff and Belfast. At the same time London is the capital of the United Kingdom. English is the official language, but some people also speak Scottish, Welsh and Irish.

The population of the country is over 57 million people. There are many beautiful cities in Great Britain: Liverpool and Manchester, Glasgow and Edinburgh, Belfast and Birmingham.

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles to the north-west of Europe. The British Isles consist of two large and about 5000 small islands.

Their total area is over 244,000 square kilometers, the English Channel (or La Manche) and the Strait of Dover (or Pas de Calais) separate them from the Continent. The Atlantic Ocean and the Irish Sea wash the West Coast of the country. The East Coast is washed by the North Sea.

The relief of the British Isles varies very much. The north and the west of England are mountainous, but all the rest – east, centre and south – is a vast plain. Ben Nevis in Scotland is the highest mountain in the UK (it is only 1,343 m. high). There are a lot of rivers in Great Britain but they are not very long. The Severn is the longest river, running from east to west. The Thames is the deepest and the most important river, where London is situated. The Lake District in Northern England with its lakes and valleys is a favourite holiday area. Scotland is also known for the beauty of the lakes, called lochs.

The mountains and the warm waters of Gulf Stream influence the climate of the British Isles. It can be described as mild and temperate. Winters are warm but summers are cool and wet. Rain falls all the year round. Thick fogs in autumn are typical of the climate of Great Britain.



➤ **While-reading activities:**

Task 7. Find the following geographical names on the map of Britain and may up sentences with them.

- a) large and small islands which belong to the British area;
- b) seas and oceans Great Britain are washed by;
- c) the English Channel which separates the UK from the Continent;
- d) the highest mountains – Ben Nevis and Snowdon;
- e) the capital cities of England, Scotland, Wales and Northern Ireland;
- f) the most important industrial cities;
- g) the native town of “The Beatles”.

Task 8. Answer the following questions.

1. What is the official name of Great Britain?
2. What countries does the UK consist of?
3. What languages are spoken in the UK?
4. How large is the population of Great Britain?
5. Where is the country situated?
6. What seas and ocean is Great Britain washed by?
7. The surface of Great Britain varies much, doesn't it?
8. What river does London stand on?
9. Why is the British climate mild?
10. What is characteristic of Britain's climate?

Task 9. Ask your group-mates.

- a) what the total area of the country is;
- b) if English is the official language of Great Britain;
- c) what the biggest cities of the UK are;
- d) what it is separated by from the continent;
- e) what the highest mountain in Great Britain is;
- f) if there are a lot of long and deep rivers in Great Britain;

- g) what Scotland is known for;
- h) if the Lake District is situated in Scotland.

➤ **Lexical Activities**

Task 1. Choose the right word from the list.

to wash to consist area to separate
 to vary climate mountainous typical influence

1. In spite of its small ... Australia is one of the leading agricultural countries in the world.
2. The USA ... of 50 states joined in a federal republic.
3. Alaska is ... from Uzbekistan Siberia by only 50 miles of the Bering Strait.
4. New Zealand comprises two islands ... by the south-western Pacific Ocean.
5. The changeability is ... of Irish weather.
6. The surface of Great Britain ... very much.
7. The mild ... of this country is good for plants and flowers.
8. Deserts and semi-deserts greatly ... the climate of Australia.
9. The ... territory of the Caucasus attracts a lot of tourists with its beauty.

Task 2. Arrange a) and b) in pairs of synonyms.

- a) to unite, area, relief, to influence, mild, temperate;
- b) surface, to join, soft, moderate, territory, to affect.

Task 3. Arrange a) and b) in pairs of antonyms.

- a) to unite, north, west, mountain, deep, warm, short, beautiful;
- b) cold, ugly, to separate, south, plain, long, east, shallow.

➤ **Grammar activities:**

Task 4. Fill in the prepositions if necessary.

1. The United Kingdom of Great Britain and Northern Ireland occupies most ... the territory ... the British Isles.
2. We speak ... four countries united ... one state.
3. The population ... Scotland is about five and a half million people.

4. Great Britain is separated ... the Continent ... the English Channel and the Strait of Dover.
5. The East Coast is washed ... the North Sea.
6. The Severn is flowing ... England and Wales.
7. North Wales is a country ... mountains and deep valleys.
8. The mountains and the warm waters ... Gulf Stream influence ... the climate ... the British Isles.
9. Heavy rains in autumn are typical ... the mountainous part of Britain.

Task 5. Fill in the blanks with the prepositions if necessary.

The climate ... Australia varies ... tropical ... cool and temperate. Australia is the driest continent ... the Earth. About one half ... its territory is occupied ... deserts and semi-deserts. The commonest trees ... Australia are the eucalyptus, which there are over 500 kinds.



There are also acacia or mimosa, which is the national emblem ... Australia. Even stranger than plants are the animals. There live kangaroos, duck-bills, koalas (or koala-bear) and a great number ... different birds, parrots ... them.

Task 6. Form the adjectives from the following nouns using the suffix “-ous” and translate them into your mother tongue. Fame, danger, mystery, glory, mountain, wander, disaster, fury, adventure, clamor, contemporary, autonomy, odory.

ARTICLES: A / AN / THE



A / AN



THE



- Used for objects that are not specific or one of several things of a similar type

E.g. I need **a phone**.

- Used the first time we introduce an object

E.g. I saw **a movie** last night.

- Used as synonyms for the number one

E.g. They bought **a computer**.

- Used to indicate one of a group

E.g. She is **a singer**.



- Use for specific objects or objects that both the speaker and listener know

E.g. Can you give me **the books** on the table?

- Used when we mention the object again

E.g. **The movie** is based on a real-life incident.

- Used before plural countries or other plural regions and bodies of water

E.g. **The Netherlands**

- Used before certain adjectives to give a plural meaning

E.g. **The rich**

We can use numbers with countable nouns. So, we can say one banana, two bananas etc.

Examples of nouns usually countable:

1. Kate was singing **a song**.
2. There's **a nice beach** near here.
3. Do you have **a ten-pound note**?
4. It wasn't your fault. It was **an** accident.
5. There are no **batteries** in the radio.
6. We don't have enough **cups**.
7. **An uncountable noun** has

only one form (rice). There is no plural. We cannot use numbers with uncountable nouns. We cannot say ‘one rice’, ‘two rice’ etc. Examples of nouns usually uncountable:

1. Kate was listening to **music**.
2. There’s **sand** in my shoes.
3. Do you have any **money**?
4. It wasn’t your fault. It was bad **luck**.
5. There is no **electricity** in this house.
6. We don’t have enough **water**.
- 7.

You can use a/an with singular countable nouns: a beach, a student, an umbrella

You cannot use singular countable nouns alone (without a/the/my etc.):

- Do you want **a banana**? (not want banana)
- There’s been **an accident**.
(not There’s been accident)

You can use plural countable nouns alone:

- I like **bananas**. (= bananas in general)
- **Accidents** can be prevented.

We do not use **a/an** with uncountable nouns.

We do not say ‘**a sand**’, ‘**a music**’, ‘**a rice**’.

But you can often use a ... of. For example: **a bowl / a packet / a grain** of rice. You can use uncountable nouns alone (without the/my/some etc.):

- I eat **rice** every day.

- There's **blood** on your shirt.
- Can you hear **music**?

You can use **some** and **any** with plural countable nouns:

- We sang **some** songs.
- Did you buy **any** apples?
- We use **many** and **few** with plural countable nouns:
- We didn't take **many** pictures.
- I have **a few** things to do.

You can use **some** and **any** with uncountable nouns:

- We listened to **some music**.
- Did you buy **any apple juice**?

We use **much** and **little** with uncountable nouns:

- We didn't do **much shopping**.

I have **a little work** to do.

Task 1. Some of these sentences need a/an. Correct the sentences where necessary.

1. Joe goes everywhere by bike. *He doesn't have car. He doesn't have a car.*
2. Helen was listening to music when I arrived. *OK*_____.
3. We went to very nice restaurant last weekend. _____.
4. I brush my teeth with toothpaste. _____.
5. I use toothbrush to brush my teeth. _____.
6. Can you tell me if there's bank near here? _____.
7. My brother works for insurance company. _____.

8. I don't like violence. _____.
9. When we were in Rome, we stayed in big hotel. _____.
10. If you have problem, I'll try and help you. _____.
11. I like your suggestion. It's interesting idea. _____.
12. Can you smell paint? _____.
13. I like volleyball. It's good game. _____.
14. Lisa doesn't usually wear jewelry. _____.
15. Jane was wearing beautiful necklace. _____.
16. Does this city have airport? _____.

Task 2. Complete the sentences using the following words. Use a/an where necessary.

Accident, biscuit, blood, coat, decision, electricity, ice, interview, key, moment, music, question.

1. The road is closed. There's been **an accident**.
2. Listen! Can you hear _____ music?
3. I couldn't get into the house. I didn't have _____.
4. It's very warm today. Why are you _____ wearing?
5. Would you like _____ in your drink?
6. Are you hungry? Have _____!
7. Our lives would be very difficult without _____.
8. Excuse me, can I ask you _____?

9. I'm not ready yet. Can you wait _____, please?
10. The heart pumps _____ through the body.
11. We can't delay much longer. We have to make _____ soon.
12. I had _____ for a job yesterday. It went quite well.

Task 3. Complete the sentences using the following words. Use the plural (-s) where necessary.

advice	chair	damage	experience	
furniture	hair	luggage	permission	progress

1. We didn't have much **luggage** – just two small bags.
2. We have no, _____ not even a bed or a table.
3. There is room for everybody to sit down. There are plenty of _____.
4. Who is that woman with short _____? Do you know her?
5. Carla's English is better than it was. She's made good _____.
6. If you want to take pictures here, you need to ask for _____.
7. I didn't know what I should do, so I asked Chris for _____.
8. I don't think Dan should get the job. He doesn't have enough _____.
9. Kate has done many interesting things. She could write a book about her _____.
10. The _____ caused by the storm will cost a lot to repair _____.

We use the when there is only one of something:

1. Have you ever crossed **the equator**? (there is only one equator)
2. Our apartment is on **the tenth floor**.
3. Buenos Aires is **the capital of Argentina**.

4. I'm going away at **the end of this month**.
5. We use **the** + superlative (**best, oldest** etc.):
6. What's **the longest river in Europe**?
7. Compare **the** and **a/an**:
8. **The sun** is **a star**. (= one of many stars)
9. **The hotel** where we stayed was **a very old hotel**.
10. We live in **an apartment** on **the tenth floor**.
11. What's **the best way** to learn **a language**?

Task 4. When we are talking about things or people in general, we do not use the:

1. I'm afraid of dogs. (not the dogs) (dogs = dogs in general, not a specific group of dogs)
2. Doctors are usually paid more than teachers.
3. Do you know anybody who collects stamps?
4. Life has changed a lot in the last thirty years.
5. Do you like classical music / Chinese food / fast cars?
6. My favourite sport is football/skiing/athletics.
7. My favourite subject at school was history/physics/English.
8. We say 'most people / most shops / most big cities' etc. (not the most ...):
9. Most shops accept credit cards. (not the most shops)

Task 5. Which is right?

1. a) Apples / The apples are good for you. (**Apples** is correct)
- b) Look at **apples / the apples** on that tree. They're very big.
2. a) Who are **people / the people** in this picture?
- b) It annoys me when **people / the people** throw rubbish on the ground.
3. a) My memory isn't good. I'm not good at remembering **names/ the names**.

- b) What were names / the names of those people we met last night?
4. a) **First World War / The First World War** began in 1914 and ended in 1918.
- b) A pacifist is somebody who is against war / the war.
5. a) He's lazy. He doesn't like hard work / the hard work.
- b) Did you finish work / the work you were doing yesterday?

Task 6. Which is right?

1. Steve is very good at telling stories / the stories.
2. I can't sing this song. I don't know words / the words.
3. Don't stay in that hotel. It's noisy and rooms / the rooms are very small.
4. I don't have a car, so I use public transport / the public transport most of the time.
5. All books / All the books on the top shelf belong to me.
6. Life / The life is strange sometimes. Some very strange things happen.
7. We enjoyed our holiday. Weather / The weather was good.
8. Everybody needs water / the water to live.
9. I don't like films / the films with unhappy endings.

Task 7. Fill in the blanks with the articles if necessary.

1. Several rivers run into ... sea at ... New York. The most important is ... Hudson River which flows into ... Atlantic Ocean.
2. ... Altai Mountains are higher than ... Urals.
3. ... Neva flows into ... Gulf of ... Finland.
4. ... Kazbek is the highest peak of ... Caucasus.
5. ... Shetland Isles are situated to ... north of ... Great Britain.
6. ... Black Sea is in ... south of the country.
7. ... Lake Baikal is the deepest lake in the world.
8. ... Europe and ... America are separated from each other by ... Atlantic Ocean.

Task 8. Read these sentences carefully. Some are correct, but some are not. Correct the sentences where necessary.

Model: Milan is in north of Italy – Wrong

Milan is in the north of Italy – Right.

1. Last year we visited Canada and United States.
2. South of England is warmer than north.
3. We went to Spain for our holidays and swam in Mediterranean.
4. Tom has visited most countries in Western Europe.
5. My friend worked as a reporter in Middle East.
6. Next year we are going skiing in Swiss Alps.
7. Malta has been a republic since 1974.
8. Nile is the longest river in Africa.
9. United Kingdom consists of Britain and Northern Ireland.

LESSON 9. GREAT BRITAIN

➤ Essential Vocabulary

Task 1. Learn the following words and expressions from the text and make up situations of your own.

1. To appoint (v)
2. Chamber (n)
3. Disadvantage (n)
4. General election (n)
5. Hereditary (adj.)
6. Highly developed (p)
7. To hold (held, held) (v)
8. Legislative power (n)
9. Manufacture (n)
10. Majority (adv.)

11.Nevertheless (conj.)

12.Offshore (n)

13.Raw material (n)

14.

To receive (v)

15.To rule (v)

16.Significant (adj.)

17.Vehicle (v)

➤ **Pre-reading activities:**

Task 2. Practice the pronunciation of the following words in the text.

parliamentary, monarchy, hereditary, party, labour, conservative, industry, industrial, vehicle.

Political System of Great Britain



The United Kingdom is a parliamentary monarchy. The Queen is the official head of the state. But it is more a tradition than a real fact. In practice the country is ruled by an elected parliament. The legislative power in the country belongs to the British Parliament, which consists of two chambers: The House of Lords and the House of Commons. The seats are partly hereditary in the

House of Lords, but the members of the House of Commons are elected every 5 years.

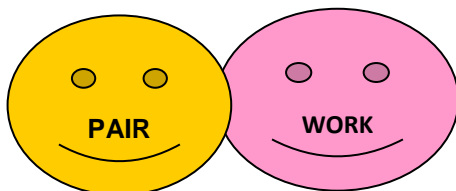
In Great Britain there are three main political parties: the Labour, the Conservative and the Liberal. Every five years a general election is held. The party which receives the majority in the House of Commons becomes the party in power and its leader is appointed Prime Minister by the Monarch.

The great disadvantage of Britain's industry is that it has very few raw materials. Only offshore petroleum and natural gas reserves are significant. Nevertheless, the United Kingdom is a highly developed industrial country. Major manufactures include motor vehicles, aerospace equipment, electronic data-processing and telecommunication equipment, petrochemicals. Shipbuilding, fishing and publishing also are important economic industries.

Great Britain is a birthplace of many famous poets, novelists, scientists and politicians: R. Burns and Ch. Dickens, C. Doyle and L. Carol, Ch. Darwin and I. Newton, Admiral Lord Nelson and W. Churchill.



Speaking Activities



Task 3. Answer the following questions.

1. What kind of state is the UK?
2. Who rules Britain officially? Who rules Britain in practice?
3. What party won the last general election? Who is the PM now?
4. Great Britain isn't rich in mineral resources, is it?
5. Do you know any famous Englishmen?

Ask your group-mates:

- a) how many chambers Parliament consists of;

- b) what the main political parties of Great Britain are;
- c) if the Queen rules the country in practice;
- d) if he (she) knows her name;
- e) what Great Britain produces and exports.

➤ **Lexical Activities**

Task 1. Choose the right word (*raw materials, legislative, election, the majority, birthplace, to appoint*).

1. Parliamentary _____ must be held every five years.
2. In reality, the House of Commons is the only one which has true _____ power.
3. The party which wins _____ of seats forms the government.
4. He was _____ Prime Minister last year.
5. Offshore petroleum and natural gas are major _____ of Britain's industry.
6. The _____ of Shakespeare is Stratford-upon-Avon, a small English town.

Task 2. Arrange a) and b) in pairs of synonyms.

- a) main, general, legislative, official, receive, disadvantage, oil
- b) formal, get, chief, shortcoming, petroleum, common, law-making.

Task 3. Fill in the blanks with prepositions if necessary.

1. The UK's form _____ government is a constitutional monarchy _____ a parliamentary system.
2. _____ the USA a large amount _____ legislative power belongs _____ State governments.
3. Scotland is known _____ coal and oil production, forestry and marine fishing.

Task 4. Complete the following sentences

The Queen is the official head of the UK, but in practice. _____ The British Parliament, which consists of _____. Members of the House of Commons. _____ There are three main political parties... Every four year. _____ The Prime Minister is _____ Great Britain is not rich in _____ The UK exports _____.

PAST PERFECT TENSE



S + had + past participle + ...

She had finished the test.



S + had not/hadn't + past participle + ...

She hadn't finished the test.



Had + S + past participle + ...?

Had she finished the test?

The Past Perfect (simple) is **had + past participle** (gone/seen/finished etc.).

Sometimes we talk about something that happened in the past:

Sarah **arrived** at the party.

This is the starting point of the story. Then, if we want to talk about things that happened before this time, we use the Past Perfect (**had ...**):

When Sarah **arrived** at the party, Paul **had** already **gone** home.

Some more examples:

When we **got** home last night, we **found** that somebody **had broken** into the flat.

Karen **didn't come** to the cinema with us. She'**d already seen** the movie.

At first, I thought I'**d done** the right thing, but I soon **realized** that I'**d made** a big mistake.

The people sitting next to me on the plane **were** nervous. They **hadn't flown** before or They'd **never flown** before.

Compare Past Simple (**left, was** etc.) and Past Perfect (**had left, had been** etc.):

Past Simple Tense.

a: **Was** Tom there when you **arrived**?

b: Yes, but he **left** soon afterwards.

Kate **wasn't** at home when I **phoned**.

She **was** at her mother's house.

Past Perfect Tense.

a: Was Tom there when you arrived?

b: No, he'd already **left**.

Kate **had** just **got** home when I phoned.

She'd **been** at her mother's house.

Task 1. Read the situations and write sentences using the words in brackets.

1. There was a picture lying on the floor.

(It / fall / off the wall) It had fallen off the wall.

2. You went back to your home town recently after many years. It wasn't the same as before. (It / change / a lot)

It_____.

3. Somebody sang a song. You didn't know it.

(I / not / hear / it / before) I _____.

4. I invited Rachel to the party, but she couldn't come.

(She / arrange / to do something else) _____.

5. You went to the cinema last night. You got to the cinema late.

(The film / already / start) _____.

6. Last year we went to Mexico. It was our first time there.

(We / not / be / there / before) We _____.

7. I met Daniel last week. It was good to see him again after such a long time.

(I / not / see / him for five years) _____.

8. I offered my friends something to eat, but they weren't hungry.

(They / just / have / lunch) _____.

9. Sam played tennis yesterday. He wasn't very good at it because it was his first game ever.

(He / never / play / before) _____.

Task 2. Put the verb into the correct form, Past Perfect (I had done) or past simple (I did).

1. Paul wasn't at the party when I arrived. He'd gone (He / go) home.

2. I felt very tired when I got home, so ... (I / go) straight to bed.

3. The house was very quiet when I got home. Everybody... (go) to bed.

4. Mark travels a lot. When I first met him, ... (he / already / travel) round the world.

5. Sorry I'm late. The car... (break) down on my way here.

6. We were driving along the road when (we / see) a car which ... (break) down, so (we / stop) to help.

Task 3. Use the sentences on the left to complete the paragraphs on the right. These sentences are in the order in which they happened – so (a) happened before (b), b) before (c) etc. But your paragraph begins with the underlined sentence, so sometimes you need the past perfect.

1. a) Somebody broke into the office during the night.

b) We arrived at work in the morning.

c) We called the police.

2. a) Laura went out this morning.

b) I rang her doorbell.

c) There was no answer.

3. a) Joe came back from holiday a few days ago.

b) I met him the same day.

c) He looked very well.

4. a) James sent Amy lots of emails.

b) She never replied to them.

c) Yesterday he got a phone call from her.

d) He was surprised.

We arrived at work in the morning and found that somebody had broken into the office during the night. So, we called the police.

I went to Laura's house this morning and rang her doorbell, but _____ no answer

_____ out. I met Joe a few days ago. Just holiday_____ very well.

Yesterday James___ from Amy___ surprised_____ lots of emails, but_____.

Adverbs of time:

By 5 o'clock yesterday, by, by last week (month, year), by 2020, by the day before yesterday, by this time yesterday.

➤ Grammar Activities

Task 1. Use the Present Perfect Tense

1. You (to have) your lunch yet? 2. Here is your watch. I just (to find) it. 3. I (not to go) boating since last Wednesday. 4. ... you (to see) John lately? 5. Where is your key? – I (to lose) it. 6. The police (to arrest) two men in connection with the robbery. 7. Peter failed in the exam. – He (not to work) hard this term. 8. Who is absent? – Ann. She (to be) ill for a week. 9. What time is he leaving? – He (to leave) already.

Task 2. Use the Present Simple or the Present Perfect

1. Normally I (to have) breakfast at 9 in the morning. 2. I (to have) just my breakfast. 3. He (to write) letters to his mother once a week. 4. He (to receive) three letters this week. 5. We (to work) hard lately. 6. I (not to see) much of her for the last few days. 7. Students (to take) exams at the end of each term. 8. You ever (to visit) your relatives? 9. It (to rain) every Sunday since we arrived here. 10. They (to be) friends since childhood. 11. It long (to be) my dream to visit the Bolshoi Theatre. 12. She (to dream) of becoming a teacher.

Task 3. Answer the following questions

1. Have you ever been to Great Britain or the US?
2. Have you seen the new play by this author?
3. What films have you seen this month?
4. Have you had your lunch yet? What have you had for lunch?
5. What English books have you read lately?

6. When did you begin to learn English? Did you know English when you were a child? How long have you learned English?

8. Have you ever spoken to English-speaking foreigners? When did you speak to them?

Task 4. Say, what three important things you have done this month and what three important things you haven't done yet.

Task 5. Use the Past Perfect Tense.

1. She hoped that I (to pay for the tickets already). 2. When we came the performance (to begin). 3. He went to bed as soon as he (to switch off the TV-set). 4. By the end of the year she (to play in two films). 5. When they came home the football match (to finish). 6. By the time the producer arrived the actress (to learn her part). 7. She went for a holiday after she (to pass the exam).

Task 5. Use the Past Simple or the Past Perfect Tense.

1. I (to translate) two pages yesterday. 2. By the end of the week they (to translate) the first part of the book. 3. When you (to receive) a letter from her last? 4. When I (to phone) them they (not to be) ready yet. 5. We (to find) nobody in the house when we (to come) but we (to have) a feeling that somebody (to be) there before. 6. He (to understand) the book only after he (to read) it again.

Task 6. Read the dialogue and compare the use of the Past Simple and the Past Perfect Tenses. Make up your dialogue.

1. *Mary:* Why did you go home before the party had finished?
2. *John:* I had forgotten to switch my TV-set off.
3. *Mary:* What had happened when you got home?
4. *John:* My brother had switched it off for me.
5. *Mary:* Then why didn't you come back to the party?
6. *John:* Oh, I had left the TV on deliberately because I didn't want to stay at the party.

LESSON 10. TEACHER TRAINING IN GREAT BRITAIN

➤ **Pre-reading activities:**

Task 1. Read the text and discuss in small groups.

Nowadays teacher training in Great Britain is realized at universities, polytechnics and colleges of higher education. From 1st August 1975 the system of teacher training in England is being reorganized. All higher and further education outside the universities including teacher training is being assimilated into a common system. A number of the existing colleges of education are to be merged either with each other or with other institutions of further education (polytechnics and others). Further study or research is required at the modern universities for the first post-graduate degree of Master, and at all British universities for that of Doctor.

In Britain full-time university students (students who spend all their time studying and have no other employment) have three terms of about ten weeks in each year. University teaching combines lectures given by professors, readers or lecturers, 4 practical classes (scientific subjects) and small group teaching in seminars or tutorials.

The course of study for intending teachers is based upon compulsory and optional subjects. The Programme usually consists of three core components: School-based experience, Subject studies and Education studies. Theory of Education is one of the main subjects.

At the end of the first- or second-year students are to make their choice as to the age-range of children they wish to prepare to teach. Junior students go into schools for one day each week, watching experienced teachers at work. They take part in the life of the school, help with games, societies or play productions. Senior students spend fifteen weeks on teaching practice. They learn the use of different educational aids, audio-visual facilities, observe lessons and take an active part in discussing them with a supervisor (tutor) on school practice.

Examinations are held at the end of each term. Final examinations (or finals) are taken at the end of the course.



Task 3. Read and render the text below and tell what the plans are for the future.

Choosing a Career

One of the most important decisions in life is the choice of a profession. This problem is compounded by the fact that it is necessary to solve it very early, still not at a completely conscious age. The graduates of schools, in addition to their loads of the study of subjects and passing exams, should determine accurately their future profession.

The right choice in the modern world is becoming increasingly difficult. A great number of new and prestigious professions appear, more knowledge is required to implement one's plans for his or her future life. In addition, it is necessary to take into account the psychological characteristics of the individual. For many professions the character and natural gifts are not less important.

Choosing a career is like any other Task: it is the best to work to a plan. Too many people start looking for a specific job before thinking out

their occupational aims. It is a good idea to begin by attempting to define in clear terms what your requirements are from a career. This involves taking a realistic view of your strengths and weaknesses. You may think for example, that you would like a job which involves organizing people, but liking such a job is not a sufficient justification if experience you already may have suggests that this is not your strong point. On the other hand, you should remember that training will equip you to do new things. A further point to consider is how far you will be willing to do for a time thing which you do not like knowing that they are necessary to achieve your longer-term objectives.

Having thought carefully about the sort of person you are, try to work out a realistic set of occupational requirements. In particular, you can answer to important questions. First: what sort of life do you want to lead? For example, do you want to live in the country or in the town? Is leisure time of great importance to you? Is the size of your salary important? Do you want to put down roots or travel widely? Second: what sort of work do you want to do? For example, do you like working alone or with others? Does teaching people appeal to you? Do you want to be an organizer of other people's activities? Do you want to develop new ideas and initiate changes?



Task 4. Fill in the gaps

1. One of the most important decisions in life is ...

2. The graduates should ...
3. The right choice in the modern world is ...
4. It is necessary to take into account ...
5. For many professions ...
6. Choosing a career is like any other Task: it is best
7. Too many people start looking for a specific job before
8. It is a good idea to begin by attempting to define in clear terms....
9. This involves taking a realistic view of your
10. Having thought carefully about the sort of person you are, try to work out

Task 3. Answer the questions according to the text.

- a) What sort of life do you want to lead?
 - Do you want to live in the country or in the town?
 - Is leisure time of great importance to you?
 - Is the size of your salary important?
 - Do you want to put down roots or travel widely?

- b) What sort of work do you want to do?
 - Do you like working alone or with others?
 - Does teaching people appeal to you?
 - Do you want to be an organizer of other people's activities?
 - Do you want to develop new ideas and initiate changes?

➤ **Grammar activities: Possessive case**

(-'s (your sister's name) and of ... (the name of the book)

- A. We use -'s (apostrophe + s) mostly for people or animals:
- Tom's computer isn't working. (not the computer of Tom)

- *How old are Chris's children? (not the children of Chris)*
- What's (= What is) your sister's name?
- What's Tom's sister's name?
- Be careful. Don't step on the cat's tail.

You can use -'s without a noun after it:

- This isn't my book. It's **my sister's**. (= my sister's book)

We do not use -'s after a long group of words. So, we say: *my friend's mother* but the mother of the man we met yesterday (not the man we met yesterday's mother).

Note that we say **a woman's hat** (= a hat for a woman), **a boy's name** (= a name for a boy), **a bird's egg** (= an egg laid by a bird) etc.

B. With a singular noun we use -'s:

my **sister's** room (= **her** room – one sister)

Mr. Carter's house (= **his** house)

With a plural noun (**sisters, friends etc.**) we put an apostrophe (') after **s**:

my sisters' room (= **their** room – two or more sisters)

the Carters' house (= **their** house – **Mr. and Mrs. Carter**)

If a plural noun does not end in -s (for example **men/women/children/people**) we use -'s:

the **men's** changing room a **children's** book (= a book for children)

You can use -'s after more than one noun:

Jack and Karen's children **Mr. and Mrs. Carter's** house

C. For things, ideas etc., we normally use **of**:

the temperature **of the water** (not the water's temperature)

the name **of the book** the owner **of the restaurant**

We say **the beginning/end/middle of ... / the top/bottom of ... / the front/back/side of ...:**

the beginning of the month (not the month's beginning)

the top of the hill the back of the car.

D. You can usually use **-’s** or **of ...** for an organization (= a group of people). So, you can say:

the government’s decision or the decision **of the government**

the company’s success or the success **of the company**

We also use **-’s** for places. So, you can say:

the **city’s** streets the **world’s** population **Italy’s** prime minister

E. We use **-’s** with time words (**yesterday / next week** etc.):

Do you still have **yesterday’s** newspaper?

Next week’s meeting has been cancelled.

In the same way, you can say **today’s / tomorrow’s / this evening’s / Monday’s** etc.

We also use **-’s** (or **-s’** with plural words) with periods of time:

I’ve got **a week’s holiday** starting on Monday.

Julia has got **three weeks’ holiday**.

I live near the station – it’s only **ten minutes’ walk**.

Task 4. Translate into Uzbek or Russian.

1. Jack London’s novels, John Lennon’s songs, Oybek’s short stories, Navoiy’s works, my sisters’ names, my sister’s children, this child’s mother, my friend’s sister, these students’ books, the teacher’s bag.

Task 5. Form the Possessive Case of the nouns.

1) jeans, Botir 2) boy-friend, Bess 3) best test, Dono 4) TV-set, my mother-in-law 5) children, Mike and Mary 6) best red dress, Hilola 7) faces, children.

Task 6. Answer the following questions.

1. What is your sister's /brother's name?
2. What is your friend's favourite subject?
3. Where is your parents' house?
4. What is your mother's hobby?
5. Whose pen is it?
6. Whose Task book is over there?

**Task 6. In some of these sentences, it is more natural to use -'s or -'.
Change the underlined parts where necessary.**

1. Who is the owner of this restaurant? OK.
2. How old are the children of Chris? Chris's children.
3. Is this the umbrella of your friend?
4. Write your name at the top of the page.
5. I've never met the daughter of James.
6. How old is the son of Helen and Andy?
7. We don't know the cause of the problem.
8. I don't know the words of this song.
9. The friends of your children are here.
10. What is the cost of a new washing machine?
11. The garden of our neighbours is very small.
12. The hair of David is very long.

13. I work on **the ground floor of the building.**
14. I couldn't go to **the party of my best friend.**
15. George is **the brother of somebody I knew at college.**
16. Have you seen **the car of the parents of Ben?**
17. What is **the meaning of this expression?**
18. Do you agree with **the policy of the government?**

Task 7. Which is right?

1. Don't step on *the cat's* tail. (cat / cat's / cats').
2. It's my birthday ... tomorrow. (father / father's / fathers').
3. Those ... look nice. Shall we buy some? (apples / apple's / apples').
4. ...clothes are expensive. (Children / Children's / Childrens').
5. Zurich is ... largest city. (Switzerland / Switzerland's / Switzerlands').
6. Your ... parents are your grandparents. (parents / parent's / parents').
7. I took a lot of ... when I was on holiday. (photos / photo's / photos').
8. This isn't my coat. It's ... (someone else / someone else's / someone elses').
9. Have you read any of ... poems? (Shakespeare / Shakespeare's Shakespeares').

➤ **Pre-reading activities:**

LESSON 11. Why Did I Make Up My Mind to be a Teacher

Task 1. Read the text and discuss it in small groups.

Since childhood I have dreamed of becoming a teacher. Initially, it was an unconscious desire, because my grandmother was an elementary school teacher, and I always envied her. I consider her a real celebrity, lots of students from her previous classes of graduates came to visit her, their parents always addressed respectfully and lovingly to her, she often returned home with bouquets of flowers. It was so interesting for me to attend her school activities and interact with her students.

I saw that she was working hard, granny was always busy with notebooks, plans and tables. My grandmother knew how to do many things with her own hands and always taught me. My mother, unfortunately, did not opt for the teaching profession because she considered that my grandmother had devoted most of the time to school and not to the family. My mother's character is not suitable for this work, although she is kind, smart and perseverant. She loves her more relaxed and creative work and does not welcome much my choice.

Task 1. What made you choose the profession of a teacher?

Ideal Teacher: What is s/he look



like?

Few of those engaged in teacher training would conceive of a teacher who would be ideal for all and any teaching circumstances. The art and craft

of teaching is so diverse that no such paragon would be likely to exist. What is possible, however, is to conceive of an ideal which is redefined in terms of the particular kinds of teaching situations the teacher actually proposes to engage in. Such an "ideal" teacher would possess personal qualities, technical abilities and professional understanding of the following kinds:

1) **Personal qualities.** These include both inherent qualities and other qualities acquired through experience, education, or training. Equally, it is obvious that the teacher must be intelligent, have a non-discouraging personality, and display emotional maturity. Among the acquired qualities are to be included a wide experience of life, an adequate level of personal education and sufficient command of the subject he is teaching.

2) **Technical abilities.** These are of three kinds: first ability to discern and assess the progress and difficulties of his pupils, an unhesitating control of the teaching in his class so as to maximize the role of learning; secondly a fluent and responsive grasp of classroom skills and techniques; and thirdly a "creative familiarity" with the syllabus and materials being used in his classes.

3) **Professional understanding.** This refers to a sense of perspective that sees the teacher's own particular task in relation to all types of teaching situations, to an awareness of trends and developments in methods of teaching, and to an acceptance that it is in his professional duty to go on improving his professional effectiveness throughout his career.

Text. Education

Task 2. Read the text "Education" and put as many special questions as possible.

Education is the process of facilitating [learning](#) or the acquisition of [knowledge](#), [skills](#), [values](#), [beliefs](#), and [habits](#). Educational methods include [storytelling](#), [discussion](#), [teaching](#), [training](#), and directed [research](#). Education

frequently takes place under the guidance of educators, but learners may also [educate themselves](#).

Education can take place in [formal](#) or [informal](#) settings and any [experience](#) that has a formative effect on the way one thinks, feels or acts may be considered educational. The methodology of teaching is called [pedagogy](#).

Formal education is commonly divided formally into such stages as [preschool](#) or [kindergarten](#), [primary school](#), [secondary school](#) and then [college](#), [university](#), or [apprenticeship](#).

A [right to education](#) has been recognized by some governments and the [United Nations](#). In most countries today, full-time education, whether at school or [otherwise](#), is compulsory for all children up to a certain age. Due to this the proliferation of compulsory education, combined with population growth, [UNESCO](#) has calculated that in the next 30 years more people will receive formal education than in all of human history thus far.

Task 3. Discuss the text “Education” in groups whether you agree or disagree with the author’s view in the text? Tell your opinion.

Task 4. Make nouns from the following verbs.

To educate, to acquire, to [know](#), to [discuss](#), to guide, to advise, to complete, to choose, to elect, to form, to predict, to combine, to select, build.

Task 5. Make up collocations using given words below.

- | | | |
|------------------------------|----|-----------|
| 1. full-time | | |
| 2. secondary | | |
| 3. primary | a. | education |
| 4. informal | b. | school |
| 5. preschool | c. | Nations |
| 6. United | d. | Settings |
| 7. compulsory | e. | Work |
| 8. part-time | f. | duty |
| 9. formal | | |
| 10. full-time | | |
| 11. part-time | | |
| 12. professional | | |

PAST CONTINUOUS TENSE



S + was/were + V-ing

She was cooking all morning.



S + was/were + not + V-ing

She was not sleeping when he came home.



Was/were + S + V-ing?

Was she sleeping when he came home?

A. I **was doing** something = I was in the middle of doing it at a certain time. The action or situation started before this time, but had not finished:

I started doing I was doing I finished doing

Past

Past

Now

This time last year I **was living** in Hong Kong.

What **were** you **doing** at 10 o'clock last night?

I waved to Helen, but she **wasn't looking**.

A. Compare **I was doing** (past continuous) and **I did** (past simple):

I was doing (= in the middle of an action) I did (= complete action)

We were **walking** home when I met Dan. (in the middle of walking home)

We **walked** home after the party last night. (= all the way, completely)

Kate **was watching** TV when we arrived.

Kate **watched** TV a lot when she was ill last year.

D. You can say that something **happened** (past simple) in the middle of something else (past continuous):

Matt **phoned** while we **were having** dinner.

It **was raining** when I got up.

I **saw** you in the park yesterday. You **were sitting** on the grass and reading a book.

I **hurt** my back while I **was working** in the garden.

But we use the past simple to say that one thing happened after another:

I **was walking** along the road when I **saw** Dan. So, I **stopped**, and we **talked** for a while.

Compare:

When Karen arrived, we **were having** dinner. (= we had already started before she arrived).

When Karen arrived, we **had** dinner. (= Karen arrived, and then we had dinner).

*E. Some verbs (for example, **know** and **want**) are not normally used in continuous forms (**is** + **-ing**, **was** + **-ing** etc.).*

We were good friends. We **knew** each other well. (not we were knowing)

I was enjoying the party, but Chris **wanted** to go home. (not was wanting)

Task 6. Answer following questions using prompts in brackets.

1. What is education? (process, facilitating, acquisition, [knowledge](#), [skills](#), [learning](#), [values](#), [beliefs](#), [habits](#))
2. What do educational methods include? ([storytelling](#), [discussion](#), [teaching](#), [training](#), directed [research](#))
3. How does education frequently take place? (under the guidance of educators, learners, [educate themselves](#))
4. How can education take place? ([formal](#) setting, [informal](#) setting)
5. What experience may be considered educational? (formative effect, way, think, feel, act)
6. What is [pedagogy](#)? (methodology, teaching)
7. What is formal education divided into? (stage, [preschool](#), [kinder-garten](#), [primary](#), [secondary](#), [school](#), [college](#), [university](#), [apprenticeship](#))
8. What has been recognized by some governments and the [United Nations](#)? ([right](#), [education](#))
9. What education is compulsory in most countries today? (full-time, [education](#), [otherwise](#), children, certain age).

Task 7. Fill in the blanks with a correct form, the Past Simple or the Past Continuous.

1. We _____(play) volleyball with Mary, when you _____(call) me.

2. When the teacher _____(come) in, they _____ (study) English.
3. The baby _____ (sleep) when the telephone _____(ring).
4. As I _____(walk) in the streets of Holland, I _____ (meet) an old friend of mine.
5. I _____(lose) my car keys.
6. I was looking for my purse when I _____ (drop) my credit card.
7. My uncle _____ (take) me to the airport yesterday.
8. She _____ (dance) when she hurt her ankle.
9. It _____ (rain) heavily when I got up.
10. I _____ (see) the thief while he _____ (get) into my neighbor's house.

Task 8. Complete the sentences. Choose from: was looking, was wearing, wasn't listening, weren't looking, was snowing, was working, were sitting, were you going.

1. Today Helen is wearing a skirt. Yesterday she *was wearing* trousers.
2. 'What did he say?' 'I don't know. I _____.'
3. We _____ at the back of the theatre. We couldn't hear very well.
4. This time last year Steve _____ on a farm.
5. They didn't see me. They _____ in my direction.
6. The weather was bad. It was very cold and it _____.
7. I saw you in your car. Where _____?
8. I saw Kate a few minutes ago. She _____ for you.

Task 9. Put the verb into the correct form, Past Continuous or Past

Simple.

1. Jenny *was waiting* (wait) for me when I *arrived* (arrive).
2. 'What _____ (you / do) at this time yesterday?' 'I was asleep.'
3. ' _____ (you / go) out last night?' 'No, I was too tired.'
4. How fast _____ (you / drive) when the accident (happen)?
5. Sam _____ (take) a picture of me while I (not / look).
6. We were in a very difficult position. We _____ (not / know) what to do, so we _____ (do) nothing.
7. I haven't seen Alan for ages. When I last _____ (see) him, he _____ (try) to find a job.
8. I _____ (walk) along the street when suddenly I _____ (hear) something behind me. Somebody _____ (follow) me. I was scared and I _____ (start) to run.
9. When I was young, I (want) to be a pilot. Later I _____ (change) my mind.
10. Last night I _____ (drop) a plate when I _____ (do) the washing up. Fortunately, it _____ (not / break).

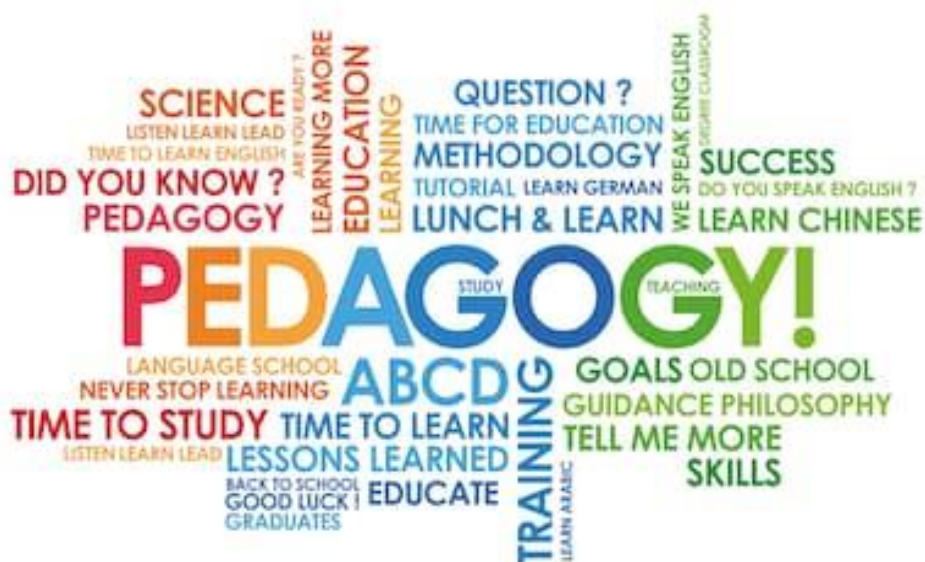
LESSON 12. PEDAGOGY IS THE ART OF SCIENCE

Task1. Read the text and discuss it in the class.

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. For example, Paulo Freire referred to his method of teaching adults as "critical pedagogy". In correlation with those teaching strategies the instructor's own philosophical beliefs of teaching are harbored and governed by the pupil's background knowledge and experiences, personal situations, and environment, as well as learning goals set by the student and teacher. One example would be the Socratic schools of thought.

1. What is pedagogy?

The first major milestone in the history of education occurred in pre-historic 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.



2. When did the first major milestone in the history of education occur? Why?

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.

3. How were young people educated in prehistoric societies?

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.

4. Who takes on more and more responsibility for educating the young today?

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.

5. What must a teacher require except a good knowledge of subjects s/he teaches?

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.

Task 6. Write an essay on the topic “What kind of job is teaching?”

Teachers’ Duties and Wages not Seeing as Being in Balance.

Dear Ann Landers!

I have no idea who wrote this piece. It was sent to us by a friend because both my wife and I are teachers. Perhaps some of your readers might consider passing it on to anyone they hear complaining about teachers being overpaid. Maybe they would like to try teaching for a week — or even a day. I’ll bet this would change their minds.

JOHN IN WINNETKA, CALIF.

Dear John!

I agree – totally Thanks for sending it my way. No one can tell the story better than someone who has been there.

Teaching

Let me see if I have this right. You want me to go into that room with all those kids and Fill their every waking moment with a love for learning. Not only that, but I am also to instill a sense of pride in their ethnicity modify disruptive behavior and observe them for signs of abuse.

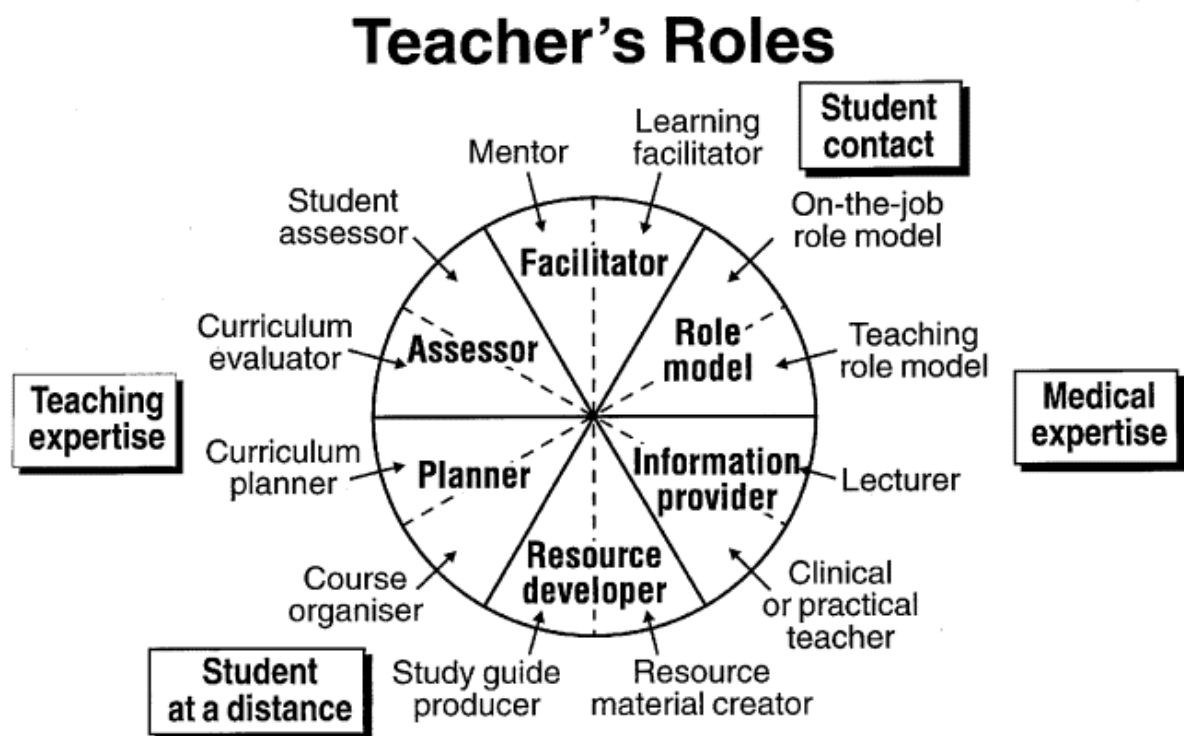
I am to fight the war on drugs and sexually transmitted diseases, check their backpacks for guns and knives and raise their self-esteem. I am to teach them patriotism, good citizenship, sportsmanship and fair play; how to balance a checkbook, and how to apply for a job.

I am to check their heads for lice, maintain a safe environment, recognize signs of potential antisocial behavior, offer advice, write letters of recommendation for student employment and scholarships, encourage

respect for the cultural diversity of others and, oh yes, teach, always making sure I give the girls in my class 50 percent of my attention.

I am required by my contract to work on my own time (summers and evenings) and at my own expense toward additional certification and a master's degree, to sponsor the cheerleaders, or the sophomore class (my choice); and after school, I am to attend committee and faculty meetings and participate in staff development training to maintain my current certification and employment status.

I am to be a paragon of virtue, such that my very presence will awe my students into being obedient and respectful of authority. I am to do all of this with just a piece of chalk, a bulletin board and a few books (some of which I may have to purchase myself). And for doing this, I am to be paid a starting salary that, in some states, qualifies my family for food stamps. Is that all?



Task 2. Answer the questions.

1. According to this article, what responsibilities do American

teachers have in addition to teaching their subject matter?

2. What additional responsibilities do Uzbek teachers have?
3. What do you consider to be (the greatest challenges that Russian teachers face?
4. According to this article, what are some of the challenges that American teachers face?
5. How do you think Uzbek teachers' duties have changed in the past 10 - 20 years?

Task 3. Read the text “My job” and discuss it in the classroom with your friends.

A good teacher must possess many qualities: to be creative, hard - working, self-restrained, able to solve problems and make the right decisions. While studying at school I have realized that teachers are different. Some of them have taken this job by mistake, without estimating their strengths and character. As a result, they fail to achieve good results in the work, and they ruin the life not only of themselves but also of other people, especially children. This is a very sad mistake which is sometimes difficult to correct.

I believe that a teacher should have a talent, as well as an actor, writer or a doctor. Before you decide on a profession and make it enjoyable, not a punishment for you, you need to listen to the advice of authoritative people, psychologists, good teachers. You need to observe the work from the "inside" and assess your abilities.

I understand that the noble and time-consuming work of a teacher is not highly valued in the country, salaries are small, the environment at work is far from being favourable and the profession requires constant dedication. But I believe that doing things you love, and not just making a career, can bring excellent results. There are a lot of examples of the teachers who have

become known for their work. I have read many books and watched a lot of movies about this fascinating, generous and interesting job. I think that the life of a society and a country as a whole, depend on the teachers, the quality of their work, their skills and commitment.

I know that some prestigious and highly paid professions can become a heavy burden for many young people. Moreover, opting for the most common and not fashionable jobs, you can achieve very good results and get real satisfaction, and sometimes the purpose of your life. I hope that I will succeed and I will never be disappointed about my choice.

Task 3. Prepare presentations on the following topics.

1. The teacher's profession
2. Training of teachers
3. From the history of education
4. The role of a teacher in modern society
5. Outstanding teachers in the history of education
6. An ideal teacher
7. My favorite teacher

PAST PERFECT CONTINUOUS TENSE



S + had + been + V-ing

They had been playing tennis.



S + had not / hadn't + been + V-ing

They hadn't been playing tennis.



Had + S + been + V-ing ?

Had they been playing tennis?

B. Some more examples:

My hands were dirty because I'd been repairing my bike.

Tom was tired when he got home. He'd been working hard all day.

I went to Madrid a few years ago and stayed with a friend of mine. She hadn't been living there very long, but she knew the city very well.

You can say that something had been happening before something else happened:

We'd been playing tennis for about half an hour when it started to rain heavily.

When Ann came, I had been waiting for her since 5 o'clock. When Ann came, I was waiting for her.

Till my father came, I had been working for a long time.

B. Some verbs (for example, know) are not normally used in continuous forms (be +ing):

We were good friends. We had known each other for years. (not had been knowing)

A few years ago, Lisa cut her hair really short. I was surprised because she'd always had long hair. (not she'd been having).

Task 4. Read the situations and make sentences using the words in brackets.

1. Tom was very tired when he got home.

(He / work / hard all day) He'd been working hard all day.

2. The children came into the house. They had a football and they were both very tired.

(They / play / football) _____.

3. I was disappointed when I had to cancel my holiday.

(I / look / forward to it) _____.

4. Anna woke up in the middle of the night. She was frightened and didn't know where she was.

(She / have / a bad dream) _____.

5. When I got home, Mark was sitting in front of the TV. He had just turned it off.

(He / watch / a film) _____.

6. The people waiting at the bus stop were getting impatient. The bus was very late.

(They / wait / a long time) _____.

Task 5. Read the situations and complete the sentences.

1. We played tennis yesterday. We didn't finish our game.

We'd been playing (We / play) for half an hour when *it started* (it / start) to rain.

2. I had arranged to meet Tom in a restaurant. I arrived and waited for him to come.

_____ (I / wait) for 20 minutes when _____ (I / realise) that _____ (I / be) in the wrong restaurant.

3. Sarah worked in a company for a long time. The company no longer exists.

At the time the company _____ (go) out of business, Sarah
_____ (work) there for twelve years.

4. I went to a concert. Soon after the orchestra began playing, something strange happened.

The orchestra _____ (play) for about ten minutes when a man in the audience suddenly _____ (start) shouting.

Now make your own sentence:

5. I began walking along the road. I _____.

When _____.

Task 6. Put the verbs into the correct form (Past Perfect Continuous)

1. We (sleep) _____ for 12 hours when he woke us up.
2. They (wait) _____ at the station for 90 minutes when the train finally arrived. _____ her ring for two hours and then we found it in the bathroom.
3. I (not / walk) _____ for a long time, when it suddenly began to rain.
4. How long (learn / she) _____ English before she went to London?
5. Frank Sinatra caught the flu because he (sing) _____ in the rain too long.
6. He (drive) _____ less than an hour when he ran out of petrol.
7. They were very tired in the evening because they (help) _____ on the farm all day.
8. I (not / work) _____ all day; so, I wasn't tired and went to the disco at night.
9. They (cycle) _____ all day so their legs were sore in the evening.

**LESSON 13. ASSESSMENT AS AN INTEGRATIVE PART OF THE
TEACHING PROCESS**

Task 1. Read the text and discuss it in small groups



“Assessment” is a very broad term that can cover formal exams and tests, both external and internal, which are structured and built into the fabric of the academic year, as well as more informal types of assessment that teachers undertake as a part of their day-to-day practice. The term “control” is often replaced by “assessment”.

In general, assessment is collecting data for revealing the level of language proficiency achieved within a certain time period. In language assessment, we gather information in a systematic way with the help of language testing tools.

Assessment is a part of the lesson during which the teacher evaluates how students have mastered the material and use it in reception and production of texts in the oral and written forms. For example, we may use an oral interview to gather information about students speaking abilities, then give comments based on that information, and make a decision what material and activities we should use if the students need more work on oral fluency. Thus, within the EL classroom we reveal sources and zones of learning difficulties, see the effectiveness of materials and activities, encourage students’ involvement in the learning process, track learners’ upgrading their English, and provide students with feedback about their EL learning progress for further classroom-based applications of language tests.

The objects of the assessment are: a) knowledge and sub-skills – language competence; b) using knowledge and language sub-skills in the process of production and reception of speech and interaction (communicative competence); c) country-study and linguo-cultural knowledge of verbal and non-verbal behavior – socio cultural competence.

The assessment in the ELT process fulfills different functions and objectives, which are shown in Table 1.

Table 1. Functions and tasks of the control.

From the position of	Functions	Objectives
Learners	<ul style="list-style-type: none"> a) motivation and stimulation; b) correction; c) teaching; 	<ul style="list-style-type: none"> a) stimulus and vehicle for gaining learning material; b) raising creative Task of learners in promotion of self-study and self-correction; c) opportunity to fixate self-achievement in language proficiency and in noticing shortcomings; d) eliminating gaps in language;
Teachers	<ul style="list-style-type: none"> a) diagnostic; b) checking-correction; c) evaluation; d) organization; e) revising. 	<ul style="list-style-type: none"> a) revealing the level of language performance; b) predicting learners' abilities for acquiring material and developing strategies of learning; c) diagnosing difficulties and shortcomings, choosing the ways of their preventing; d) creating competitive environment for creative Task;
Who are responsible for monitoring	<ul style="list-style-type: none"> a) managing; b) organization; c) analytical. 	<ul style="list-style-type: none"> a) monitoring the educational Task of learners and teachers; b) monitoring the objectivity and reliability of assessment techniques of learners' achievements; c) determining and analyzing the dynamic progress and regress in learners' achievements; d) creating a competitive environment for teachers' and learners' creative and productive Task; e) analyzing the persistent control of teaching and learning processes; f) predicting perspectives of education system development.

We should identify learning goals and objectives with students' achievements and assessment. We need to create tools of assessment that will help us evaluate and understand whether our learning outcomes have been achieved. But we also recognize that the assessment contributes to achieving some of our communicative goals. The tools of assessment we set up can be very different both in the skills they focus on, and also in the way they are executed. The assessments might be

individual, pair, or group-based. The assessments evaluation and feedback are also very important.

The feedback could be provided by students, it could even be practiced by the students themselves and thus encourage their self-assessment. What is the outcome of this process? It is a picture of students' progress and a better understanding of whether the content of the course achieves its goal. In light of what we learn about students' performance during the learning cycle (Figure), some changes may need to be incorporated to the content of the course.

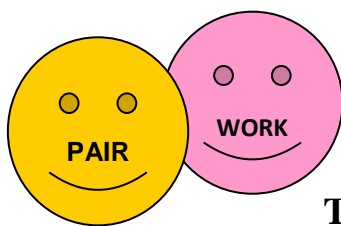
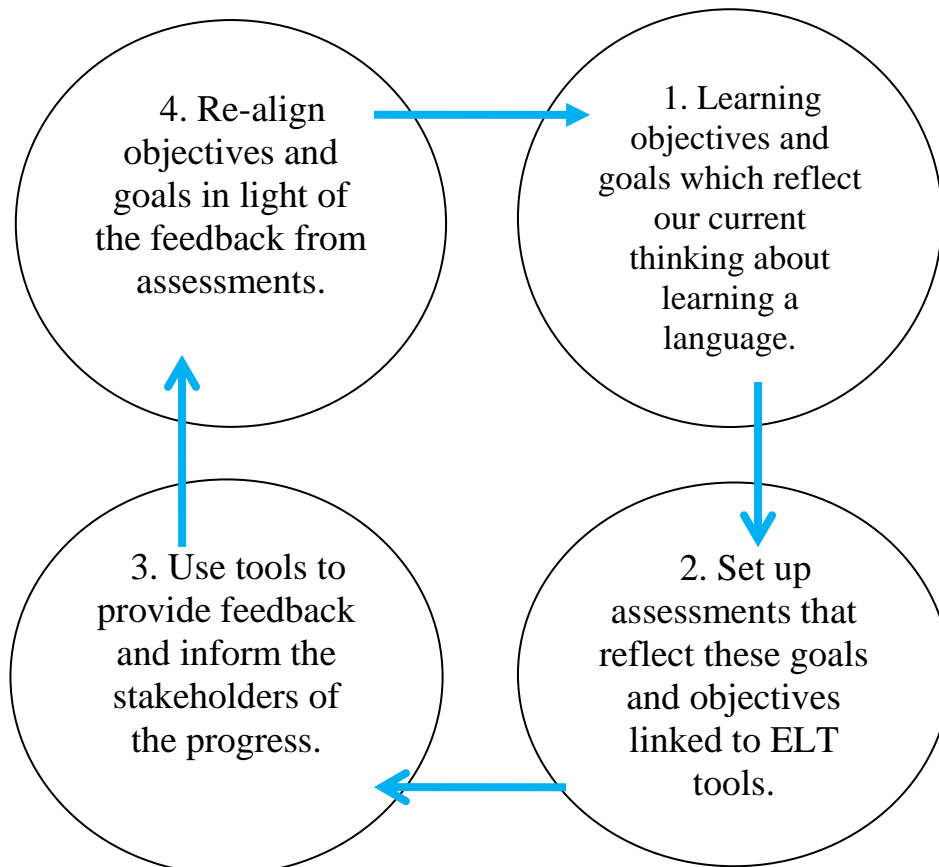


Figure 1. The Learning Cycle

Task 2. Discuss with your partners in the classroom.



Task 3. Types, forms and techniques of assessment in ELT

In the teaching process the summative and formative types are distinguished. **Summative assessment** often takes place at the end of a unit, module, or the whole course. The focus tends to be on the mark and the idea is to evaluate how well a student has learned what has been presented. **Formative assessment** takes place during a course, module or unit. The focus is more on gathering data about students' progress and using this data to help them improve language and fill in communicative gaps. In the teaching process the summative assessment is supported by the formative assessment data. We assess students at different stages and provide feedback that they can use to improve, re-draft or change what they are currently working on, but also to help them in their future learning (often referred to as feed-forward).

There are four stages in organizing classroom assessments: 1) planning assessments; 2) collecting data on students' learning through the assessment; 3) making judgments about students' performance, or evaluation; 4) providing appropriate feedback.

The assessment *correction* and organizing *feedback* are differentiated. Where the lesson makes use of accurate reproduction and drilling techniques, it needs to be carefully organized, during this stage, students' errors and mistakes will be corrected almost instantly.



There is a distinction between two different kinds of feedback. **Content feedback** concerns an assessment of how well students have performed the Task as a task is more important than a language task; e.g. when students have completed a role-play the teacher first discusses with students the reasons for their decision in the simulation. **Form feedback** tells the students how well they have performed linguistically, how accurate they have been.

During the teaching process assessment eventually leads to **evaluation**. Evaluation is used as a final judgment about students' level of performance which has been measured by using different tools. Evaluation refers to the extent to which the teaching/learning objectives, stated at the beginning of a school year, term or lesson have been achieved. This judgment is formally expressed in numbers and per cent or marks, grades or informally in scores or points, which eventually can be converted into marks.

In Uzbekistan evaluation at schools, lyceum and college is organized in the frame of five-score (1, 2, 3, 4, 5) marking. Assessment conducts within: 1) current control, 2) terminal (intermediate, or interval) control, 3) final control. But it is necessary to indicate here also preliminary control, because its role is important for organizing the ELT process.

The process of assessing students' performance is done by using variety of ways, techniques and forms. There are many techniques or activities of language performance in ELT. Dictation, strip stories, tests and written assignments are all examples of different types of techniques and activities suitable for English language learners. Simple dictations require students to write down a passage read aloud by the teacher. These offer an assessment of students' listening and writing skills. Strip stories require students to organize a short passage into the proper order after it has been taken apart and reorganized. Strip stories test reading comprehension and narrative awareness.

Testing is the most widely spread technique used for assessing students in the classroom. There are different tests: multiple choice, matching, true-false, fill-in-the-blanks tests, cloze and dictation procedures; essay exams; oral interview – but also tests differing in scope and structure from these well-known options. Technological development has led to a number of new languages testing formats, including computer-based and computer-adaptive tests, audiotape-based oral proficiency interviews, and web-based testing.

A communicative test approximates to real language use in the real world. For example, dictation and cloze tests are considered non-communicative types, while role-play, letter and essay writing, following instruction, problem-solving, oral interview are communicative tests. But, for example, cloze tests provide a good way of gauging a student's written, reading, grammar and vocabulary proficiencies.

Multiple choice tests and written assignments are good ways of assessing vocabulary, reading comprehension and writing skills.

Thus, language tests are simply instrumenting or procedures for gathering particular kinds of information, typically information having to do with students' language abilities. Tests have a variety of formats, length, item types, scoring criteria, and media.

Table 2. Types, forms, tasks, techniques of the assessment

Types of assessment	Forms of assessment	Objectives of assessment	Techniques
Preliminary control	<ul style="list-style-type: none"> - oral; - written; - individual; - group. 	<ul style="list-style-type: none"> - to define the level of language proficiency, the level of cognitive and learning abilities, and motivation to EL; - to make acquainted with new requirements and teaching conditions. 	<ul style="list-style-type: none"> - interview and tests; - oral or written tasks.
Current control	<ul style="list-style-type: none"> -individual, frontal, pair and group work in oral and written forms. - homework tasks; - project forms of work; - implicit control using different questions or plays; - self-control; - mutual control. 	<ul style="list-style-type: none"> - to make diagnostic of shortcomings in language performance; - to correct errors, mistakes; - to assess the level of language performance in the frame of the gained material; - to provide revising and rotation the acquired material as an addition to the new one; - to develop reflexive skills and self-evaluation; - monitoring the process of teaching and bringing up. 	<ul style="list-style-type: none"> - oral and written assignments for forming and developing all sub-skills and skills in the form of topics and situations of communication;
Intermediate control	<ul style="list-style-type: none"> - individual, frontal, pair, group forms; -self-control and mutual control. 	<ul style="list-style-type: none"> - to define a dynamic of language proficiency of each student and whole class; - to make diagnostic of students' gaps and shortcomings in output; - to define the level of learning sub-skills. 	<ul style="list-style-type: none"> - tests; - oral or written tests and assignments; - creative assignments.
Final control	<ul style="list-style-type: none"> - individual 	<ul style="list-style-type: none"> - to reveal the level of language proficiency in accordance with the syllabus requirements. 	<ul style="list-style-type: none"> - tests; -oral or written assignments.

Task 4. Answer the questions according to the text.

1. What do we mean by assessment?
2. What objects of assessment can you enumerate?
3. What function does assessment fulfill in the ELT process?
4. What is control?
5. How to conduct testing in schools?
6. What forms of control do you know?
7. What is the difference between combined control and individual control?

Control can be:

Current - oral and written

Intermediate - oral and written

Final

Forms of control


From the point of view of control method (the survey) can be:

1. Face to face

2. Individual

3. Combined

Indefinite Pronouns



	People	Things	Places
some-	someone somebody	something	somewhere
any-	anyone anybody	anything	anywhere
no-	no one nobody	nothing	nowhere
every-	everyone everybody	everything	everywhere

A. In general we use some (also somebody/someone/something) in positive sentences and any (also anybody etc.) in negative sentences:

Some

We **bought some** flowers.

He's busy. He **has some** work to do.

There's **somebody** at the door.

I **want something** to eat.

Any

We **didn't buy any** flowers.

He's lazy. He **never** does **any** work.

There **isn't anybody** at the door.

I **don't** want **anything** to eat.

B. We use any in the following sentences because the meaning is negative:

She went out **without any** money. (she **didn't** take **any** money with her)

He refused to eat **anything**. (he **didn't** eat **anything**)

It's a very easy exam. **Hardly anybody** fails. (= almost **nobody** fails)

C.1. We use both **some** and **any** in questions. We use **some/somebody/something** to talk about a person or thing that we know exists, or we think exists:

2. Are you waiting for **somebody**? (I think you are waiting for somebody)

We use **some** in questions when we ask for or offer things:

3. Can I have **some** sugar, please? (there is probably **some** sugar that I can have)

4. Would you like **something** to eat? (there is **something** to eat)

But in most questions, we use **any**. We do not know if the thing or person exists:

1. Do you have **any** luggage? (maybe you do, maybe not)

2. Is there **anybody** in the house? (maybe there is, maybe not).

D. You can use if + any:

Let me know if you need anything.

If anyone has **any** questions, I'll be pleased to answer them.

The following sentences have the idea of if:

I'm sorry for **any** trouble I've caused. (= if I have caused **any** trouble)

The police want to speak to **anyone** who saw the accident. (= if there is **anyone**).

E. We also use any with the meaning 'it doesn't matter which':

You can take **any** bus. They all go to the centre. (= it doesn't matter which bus you take)

Come and see me **any** time you want.

F. We use anybody/anyone/anything/anywhere in the same way:

We forgot to lock the door. **Anybody** could have come in.

G. Compare some- and any-:

a: I'm hungry. I want **something** to eat.

b: What would you like?

a: I don't mind. **Anything**. (= it doesn't matter what)

b: Let's go out **somewhere**.

a: Where shall we go?

b: **Anywhere**. I just want to go out.

H. Somebody/someone/anybody/anyone are singular words:

Someone is here to see you.

But we use they/them/their after these words:

Someone has forgotten their umbrella. (= his or her umbrella)

If **anybody** wants to leave early, they can. (= he or she can).

Task 1. Translate the following sentences into your mother language.

1. I found **nothing** interesting there.
2. We have **no** milk in the fridge.
3. **Anybody** may come to the meeting.
4. We did not see our friend **anywhere**.
5. **Something** happened two days ago.
6. **Anything** may happen.
7. **Somebody** asked to stop the discussion.

Task 2. Insert the pronouns in the following sentences.

1. I have ... friends in Tashkent. (something, somebody, some, any, anybody)
2. Did ... suggest a problem for discussion? (any, anybody, some, somebody)
3. He will do ... for you! (some, any, anything, something)
4. She doesn't want to see ... tonight. (nobody, nothing, somebody, anybody)
5. Please, do ... to help her. (nobody, no, anything, something)
6. Does ... help this girl with mathematics? (any, nobody, somebody, anybody)
7. ... may smoke here. (nobody, something, nothing, any)
8. If you have ... against me, speak out! (somebody, some, any, anybody, something)

9. If you have ... against it, let's do it together. (nothing, anything, anybody, no, some)

10. Have you ... problems with your new subject? (no, any, some, something, anything)

Task 3. Complete the sentences with some- or any- + -body/-thing/-where.

1. I was too surprised to say anything.

2. There's ... at the door. Can you go and see who it is?

3. Does ... mind if I open the window?

4. I can't drive and I don't know _____ about cars.

5. You must be hungry. Why don't I get you _____ to eat?

6. Emma is very tolerant. She never complains about _____.

7. There was hardly on the beach. It was almost deserted.

8. Let's go away. Let's go _____ warm and sunny.

9. I'm going out now. If _____ asks where I am, tell them you don't know.

10. Why are you looking under the bed? Have you lost _____?

11. This is a no-parking area _____ who parks their car here will have to pay a fine.

12. Quick, let's go! There's _____ coming and I don't want _____ to see us.

13. They stay at home all the time. They never seem to go _____.

14. Jonathan stood up and left the room without saying _____.

15. 'Can I ask you _____?' 'Sure. What do you want to ask?'

16. Sarah was upset about and refused to talk to _____.

17. I need to _____ translate. Is there _____ here who speaks English?

18. Sue is very secretive. She never tells _____. (2 words)

Task 4. Complete the sentences. Use any + noun or anybody/anything/anywhere

Complete the sentences. Use **any** (+ noun) or **anybody/anything/anywhere**.

1	Which bus do I have to take?	Any bus. They all go to the centre.
2	When shall we meet? Monday?	I don't mind. next week will be OK for me.
3	What do you want to eat?	I don't mind. Whatever you have.
4	Who shall I invite to the party?	It's your party. You can invite you want.
5	What sort of job are you looking for?	It doesn't matter what it is.
6	Where shall I sit?	It's up to you. You can sit you like.
7	Is this machine difficult to use?	No, it's easy. can learn to use it very quickly.

LESSON 14. CEFR IN UZBEKISTAN

Level group	Level	Description
A Basic user	A1 Breakthrough or beginner	<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</p> <p>Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have.</p> <p>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>
	A2 Waystage or elementary	<p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very</p>

		<p>basic personal and family information, shopping, local geography, employment).</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</p> <p>Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.</p>
B Independent user	B1 Threshold or intermediate	<p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>Can deal with most situations likely to arise while travelling in an area where the language is spoken.</p> <p>Can produce simple connected text on topics that are familiar or of personal interest.</p> <p>Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p>
	B2 Vantage or upper intermediate	<p>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.</p> <p>Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</p> <p>Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>
C Proficient user	C1 Effective operational proficiency or advanced	<p>Can understand a wide range of demanding, longer clauses, and recognize implicit meaning.</p> <p>Can express ideas fluently and spontaneously without much obvious searching for expressions.</p> <p>Can use language flexibly and</p>

		effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
	C2 Mastery or proficiency	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

Bologna System

With the simplest definition, it is a Bologna Process aims to create the European higher education area by harmonizing academic degree standards and quality assurance standards throughout Europe for each faculty and its development by the end of 2010.

The objectives are the introduction of undergraduate and postgraduate levels in all countries, with first degrees no shorter than 3 years; a European Credit Transfer System; the elimination of remaining obstacles to the mobility of students and teachers.

The name comes because the process was proposed at the University of Bologna with the signing, in 1999, of the Bologna declaration by ministers of education from 29 European countries in the Italian city of Bologna. This was opened up to other countries, and further governmental meetings have been held in Prague (2001), Berlin (2003) and Bergen (2005); the next meeting will take place in London in Autumn 2007.

General Information and Background. In May 1998 the ministers in charge of higher education of France, Italy, the United Kingdom and Germany signed the so-called Sorbonne Declaration on the harmonization of the architecture of the European Higher Education System at the Sorbonne University in Paris. Other European countries later subscribed to the Declaration.

The Sorbonne Declaration focused on;

- a progressive convergence of the overall framework of degrees and cycles in an open European area for higher education
- a common degree level system for undergraduates (Bachelor's degree) and graduates (Master's and doctoral degree)
- enhancing and facilitating student and teacher mobility (students should spend at least one semester abroad); removing obstacles for mobility and improving recognition of degrees and academic qualifications.

(Bologna 1999) In June 1999, 29 European ministers in charge of higher education met in Bologna to lay the basis for establishing a European Higher Education Area by 2010 and promoting the European system of higher education world-wide. In the Bologna Declaration, the ministers affirmed their intention to:

- adopt a system of easily readable and comparable degrees
- adopt a system with two main cycles (undergraduate/graduate)
- establish a system of credits (such as ECTS)
- promote mobility by overcoming obstacles
- promote European co-operation in quality assurance
- promote European dimensions in higher education

Convinced that the establishment of the European Higher Education Area would require constant support, supervision and adaptation to continuously evolving needs, the ministers decided to meet again in two years' time.

(Prague 2001) As it was planned, two years after the Bologna Declaration, the ministers in charge of higher education of 33 European signatory countries met in Prague in May 2001 to follow up the Bologna Process and to set directions and priorities for the following years.

In the Prague Community the ministers:

- reaffirmed their commitment to the objectives of the Bologna Declaration;
- appreciated the active involvement of the European University Association (EUA) and the National Unions of Students in Europe (ESIB);
- took note of the constructive assistance of the European Commission;
- made comments on the further process with regard to the different objectives of the Bologna Declaration;
- emphasized as important elements of the European Higher Education Area:
 - lifelong learning;
 - involvement of students;
 - enhancing the attractiveness and competitiveness of the European Higher Education Area to other parts of the world (including the aspect of transnational education).

The ministers decided that the next follow-up meeting of the Bologna Process should take place in 2003 in Berlin to review progress and to set directions and priorities for the next stages of the process towards the European Higher Education Area. (Berlin 2003) When ministers met again in Berlin in September 2003, they defined three intermediate priorities for the next two years: quality assurance,

the two-cycle degree system and recognition of degrees and periods of studies. In the Berlin Community, specific goals were set for each of these action lines.

Quality assurance

Ministers stressed the need to develop mutually shared criteria and methodologies and agreed that by 2005 national quality assurance systems should include:

- A definition of the responsibilities of the bodies and institutions involved
- Evaluation of programmes or institutions, including internal assessment, external review, participation of students and the publication of results
- A system of accreditation, certification or comparable procedures, international participation, co-operation and networking.

The two-cycle system

Ministers asked for the development of an overarching framework of qualifications for the European Higher Education Area. Within such frameworks, degrees should have different defined outcomes. First and second cycle degrees should have different orientations and various profiles in order to accommodate a diversity of individual, academic and labour market needs.

Recognition of degrees and periods of studies

Ministers underlined the importance of the Lisbon Recognition Convention, which should be ratified by all countries participating in the Bologna Process. Every student graduating as from 2005 should receive the Diploma Supplement automatically and free of charge.

The third cycle

Ministers also considered it necessary to go beyond the present focus on two main cycles of higher education to include the doctoral level as the third cycle in

the Bologna Process and to promote closer links between the European Higher Education Area (EHEA) and the European Research Area (ERA).

This added a tenth action line to the Bologna Process:

Doctoral studies and the synergy between EHEA and ERA.

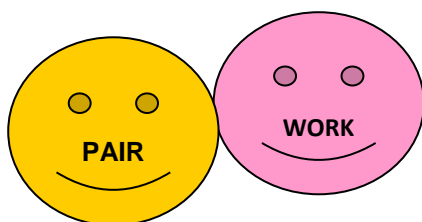
Ministers charged the Follow-up Group with organizing a stocktaking process in time for their summit in 2005 and undertaking to prepare detailed reports on the progress and implementation of the intermediate priorities set for the period.

Framework

The basic framework adopted is of three levels test of higher education qualification: bachelors, masters and doctoral degrees. In most cases, these will take 3, 2, and 3 years respectively to complete, but the framework is moving to defining qualifications in terms of learning outcomes and the length in years is in no way set in stone.

These levels are closer to the current model in the UK, Ireland (as well as the US) than that in most of Continental Europe, where the model often is based on the magister or diploma. In any case, programme length tends to vary from country to country, and less often between institutions within a country

Imperative Mood



A. Requests, offers, permission and invitations

Asking people to do things (requests)

We use can or could to ask people to do things:

Can you wait a moment, please?

or Could you wait a moment, please?

Helen, can you do me a favour?

Excuse me, could you tell me how to get to the bus station?

You can say Do you think you could ...?

Do you think you could take me to the airport?

(not Do you think you can).

B. Asking for things

To ask for something, we use Can (I) have ...? / Could (I) have ...? or Can (I) get ...?

(in a shop)

Can I have these postcards, please? or Can I get these postcards, please?

(in a restaurant)

Could we have the menu, please? or Can we have the menu, please?

May I have ...? is also possible:

May I have these postcards, please?

C. Asking to do things

We use can I or could I to ask to do something:

(on the phone) Hello, can I speak to Steve, please?

‘Could I use your phone charger?’ ‘Sure.’

Do you think I could borrow your bike?

May is also possible:

May I ask you a question?

May is more formal than can or could.

You can also say:

Do you mind if I ... ?

Is it all right if I ...? / Is it OK if I ...?

Do you mind if I use your phone charger?

‘Is it all right if I sit here?’ ‘Yes, of course’.

D. Offering and inviting

You can use Can I ...? to offer to do something:

‘Can I help you?’ ‘No, it’s OK. I can manage, thanks.’

‘Can I get you some coffee?’ ‘That would be nice.’

To offer or to invite, we use Would you like ...? (not Do you like):

‘Would you like some coffee?’ ‘No, thanks.’

‘Would you like to eat with us tonight?’ ‘That would be great.’

I’d like ... (= I would like) is a polite way to say what you want:

(at a tourist information office) I’d like some information about hotels, please.

(in a shop) I’d like to try on this jacket, please.

Task 1. Make up polite requests (you may continue the list).

Order	Polite request
Begin reading!	Will you begin reading, please?
Translate the text!	
Get ready!	
Read the story!	
Speak about your family!	
Give us the results!	

Task 2. Match the sentences with their definitions

1. Could you pass the sugar?	a) It depends what you want me to do.
2. Would you like to go to the cinema?	b) No, that’s fine.
3. Can I use your toilet?	c) Me too. Let’s go out for a walk.
4. Do you mind if I leave work early?	d) Sure. It’s the door on the left
5. Can you do me a favour?	e) Yes, here you are.
6. Would you like something to eat?	f) No, it’s all right. I can manage,

	thanks.
7. Can I give you a hand?	g) Maybe. What's on?
8. I'd like some fresh air.	h) No, thanks. I'm not hungry.

Complete the sentences. Choose from:

I'd like	Would you like to try	Do you mind	Can I take
Can I give	Would you like to come	Would you like	I'd like to

- You're driving and you see a friend walking along the road. You stop and say:
Hi Joe. Can I give you a lift?
- You're making a cold drink for your friend. Perhaps he wants ice. You ask:
_____ ice in your drink?
- You're ordering something to eat in a cafe. You say:
_____ a chicken salad, please.
- You have an extra ticket for a concert. Maybe your friend will come. You ask:
_____ to a concert tomorrow night?
- You answer the phone. The caller wants to speak to Lisa. You say:
Lisa's not here. _____ a message?
- You need to see a dentist. You phone for an appointment. You say:
Hello. _____ make an appointment, please.
- You work in a shoe shop. A customer asks you about some shoes. You ask:
_____ them on?
- You go into a cafe and see some people you know. You ask:
_____ if I join you?

Task 3. What would you say in these situations?

1. You're carrying a lot of things. You can't open the door yourself. There's a man near the door.

You say to him: Could you open the door, please?

2. You've finished your meal in a restaurant and now you want the bill.

You ask the waiter: _____.

3. You've filled in some forms in English. You want your friend to check them for you.

You ask your friend: _____.

4. The woman in the next room is playing music. It's very loud. You want her to turn it down.

You say to her: _____.

5. You're on a train. The window is open and you're cold. You'd like to close it.

You ask the man next to you: _____.

6. You're on a bus. You have a seat, but an elderly man is standing. You offer him your seat.

You say to him: _____.

7. You're a tourist. You want to go to the station, but you don't know how to get there.

You ask at your hotel: _____.

8. You are in a clothes shop. You see some trousers you like and you want to try them on.

You say to the shop assistant: _____.

9. You meet a very famous person. You want to get his/her autograph.

You ask: _____.

Task 6. Tips for speaking exam

1. Broaden your speaking abilities by looking at different forms of media such as radio, TV, online discussions and social conversations.

2. Share these experiences with friends by talking about ideas you found interesting as a way of practicing your spoken English.

Stretch your abilities!

1. Speaking practice with a friend or colleague whose English is at a higher level than yours allows you to learn by listening and develop your own skills by responding.

2. Make sure the difference between your English level and theirs is not too great or you **may become discouraged.**

Repetition with Understanding!

1. A great way to build confidence is to watch very short conversations, speeches, or discussions and then, once you are sure that you have understood what was being said, repeat them.

2. Start off with very short simple extracts and then increase the length and difficulty slowly – making sure that pronunciation aspects such as stress, rhythm, and intonation are as accurate as possible. This will also improve your English fluency.

The danger of learning speeches

1. While it is a good idea to repeat short extracts of speech as described above, you must never try to memorize speeches for the Speaking test.

2. An Examiner can always tell if a speech has been learnt before the test and rehearsed for the interview.

3. It is far better to speak naturally and to get as much practice doing this with friends as you can.

Don't be nervous!

1. Try not to allow nerves to stop you from performing to the best of your ability.

2. Remember, the Speaking test allows you to talk about your life experiences, ideas, and expectations in the most accurate, interesting ways you can. It is largely about you and there is no need to be nervous about yourself.

OVERALL IMPRESSION	1	2	3
COMMUNICATIVE EFFECTIVENESS	Contributions mostly irrelevant	Contributions mostly relevant	Contributions totally relevant
DISCOURSE MANAGEMENT	Short phrases, hesitation	Some hesitation, extended talk	Extended talk with little hesitation
ORGANISATION	Basic (and, but, or)	Limited cohesive devices	A good range of cohesive devices
COHERENCE	Ideas are logical in some places	Ideas are mainly logically	Ideas are logically and coherently
GRAMMAR RANGE	Simple grammatical forms	Simple and some complex grammar forms	Simple and complex grammatical forms
VOCABULARY RANGE	Basic meaning on unfamiliar topics	Limited vocabulary on familiar and unfamiliar topics	Wide vocabulary at length with clear meaning
PARAPHRASE	Frequent repetition and search for words	Some repetition and searching for words	Uses paraphrase to avoid repetition
ACCURACY	Errors impair communication	Errors sometimes impair communication	Error or word choice hardly impair communication
PRONUNCIATION	Some control of pronunciation features	Generally appropriate intonation and stress	Appropriate intonation and stress

1. Tips on Writing Examination Paper

The well-organized, neat-appearing individual will usually get the nod over another equally capable person who is disorganized and careless in appearance. Although other factors are involved, the analogy to examination writing is a skill. This skill can be improved by instruction. The student would be advised to follow certain steps in writing an essay exam.

2. Set up a time schedule!

If six questions are to be answered in forty-five minutes, allow yourself only five minutes for each. When the time is up for one question, stop writing and begin the next one. There will be 15 minutes remaining when the last question is completed. The incomplete answers can be completed during the time. Six incomplete answers, by the way, will usually receive more credit than three completed ones. Of course, if one question is worth more points than the others you allow more time to write it.

3. Read through the questions once!

Answers will come to mind immediately for some questions. Write down key words, listings, etc. now when they're fresh in mind. Otherwise these ideas may be blocked (or be unavailable) when the time comes to write the later questions. This will reduce "clutching" or panic (Anxiety, actually fear which disrupts thoughts).

4. Before attempting to answer a question, look at the directive words!

Your instructor may give you specific directions how to write your answer. If he/she wants you to evaluate a philosophical theory, you won't get full credit if you describe just the theory. Make sure you know what you are being asked to do.

5. Outline the answer before writing!

Whether the teacher realizes it or not, he/she is greatly influenced by the compactness and clarity of an organized answer. To begin writing in the hope that the right answer will somehow turn up is time consuming and usually futile. To know a little and to present that little well is, by and large, superior to knowing much and presenting it poorly--when judged by the grade it receives. Be sure to follow the directive words, and check your outline to see that it is logical.

6. Take time to write an introduction and summary!

The introduction will consist of the main point to be made; the summary is simply a paraphrasing of the introduction. A neat bundle with a beginning and ending is very satisfying to the reader. Be sure that your answer is direct and really answers the question.

7. Take time at the end to reread the paper.!

When writing in haste we tend to:

1. Misspell words
2. Omit words or parts
3. Omit parts of questions.

LESSON 15. Assessment of Foreign Language Proficiency WRITING Letter writing

Task Achievement			
4	3	2	1
Style and tone is fully appropriate (official/formal style used all times)	Style and tone inappropriate at times (some deviations from official/formal style)	Style and tone mostly inappropriate (informal style used most times)	Style and tone totally inappropriate (informal style used all times)
Salutation and closing appropriate	Salutation and closing appropriate	Salutation or closing inappropriate or	Salutation and closing inappropriate or

		missing	missing
Clear purpose is presented	Clear purpose is presented	Purpose is unclear	Purpose is not presented
All bullet points are addressed and fully developed	All three bullet points addressed, one not fully developed	Two bullet points addressed, but not fully developed	One bullet point is addressed, but not fully developed
Grammar Range and Accuracy			
4	3	2	1
Uses a good variety of structures, including a range of complex sentences (noun clauses, adverbial clauses, relative clauses) and / or constructions	Uses some variety of structures, including some commonly used complex sentences (object clauses, conditionals, clauses of reason, purpose and result)	Uses a limited range of structures; only occasionally uses complex sentences; these may tend to be less accurate than simple structures	Uses little or no variety of structures; hardly any complex sentences
Very good structural control: hardly any slips / errors / spelling mistakes	Good control of frequent patterns and structures; any structural and / or spelling mistakes do not cause misunderstanding	Limited control of frequent patterns and structures; structural mistakes may lead to misunderstanding; spelling frequently inaccurate	Accuracy is limited to a very limited range of frequently used routines and patterns; structural mistakes repeatedly cause misunderstanding; spelling frequently inaccurate
No structural influence from L1 / other languages	Some structural influence from L1 / other languages	Noticeable structural influence from L1 / other languages	Noticeable structural influence from L1 / other languages
Meets all expected standard punctuation conventions	Meets most of expected standard punctuation conventions	Meets only some of the expected standard punctuation conventions	Fails to meet expected standard punctuation conventions
Lexical Range and Accuracy			
4	3	2	1
Expresses him / herself clearly,	Expresses him / herself clearly,	Occasionally unable to express	Frequently unable to express him /

without having to restrict what he / she wants to say; uses a very wide range of vocabulary for the set task	though there may be some signs of restriction; uses a good range of vocabulary to cope with the set task	him / herself clearly; uses a limited range of vocabulary to cope with the set task	herself clearly; uses only basic vocabulary
Lexical accuracy is very high; hardly any incorrect word choice	Lexical accuracy is high on the whole; occasional incorrect word choice does not hinder communication	Good control of elementary vocabulary but major errors still occur when expressing more complex thoughts;	Frequently fails to express him / herself appropriately for the set task. Lexical inaccuracies prevent communication
Appropriately uses vocabulary of academic / formal register	May make mistakes in the use of vocabulary of academic / formal register	Sometimes fails to express him / herself appropriately for the set task	Frequently fails to express him / herself appropriately for the set task
Varies formulation to avoid repetition	Varies formulation to avoid repetition. Occasional lifting of words from the task prompt may occur	Few attempts to vary formulation, Noticeable lexical influence from L1 / other languages	No attempts to vary formulation. Lexical limitations frequently cause repetition and / or lifting of words from the prompt

Coherence and Coherence

4	3	2	1
Has a clear overall structure at the text level; Effective use of paragraphing	Has a satisfactory overall structure at the text level; Generally follows paragraphing conventions	Has inadequate overall structure at the text level; Seldom follows paragraphing conventions; Links only simple, shorter elements into a connected linear structure	Has little if any structure at the text level; Paragraphing conventions largely ignored
Marks relationships between ideas in	Some relationships between ideas marked	Only a few relationships between ideas	Ideas are presented in a random order

a clear way		marked	without logical connectors
Uses a variety of linking devices	Uses a limited number of linking devices	Only some simple linking devices used	Hardly any use of linking devices
Follows standard layout for required task type throughout	Follows standard layout for required task type most of the time	Follows standard layout for required task type some of the time	Standard layout largely ignored

Essay Writing

Task Fulfillment			
4	3	2	1
The essay is fully academic (non-academic)	Writing an essay has in some cases deviated from the academic style	The essay is written mainly in oral	The essay is written fully in oral
There is an introduction and conclusion in the essay and it is written to the extent required	There is an introduction and conclusion in the essay and it is written to the extent required	There is no introduction or conclusion in the essay and it is written as required	There is no introduction and conclusion in the essay and it is written as required
The purpose (thesis) of the essay is clearly stated	The purpose (thesis) of the essay is clearly stated	The purpose (thesis) of the essay is unclear	The purpose (thesis) of the essay is not given
Task was responded fully	Task was responded partially	Task was responded partially	Task was not responded at all
Grammatical Range and Accuracy			
4	3	2	1
There are grammatical variations: simple and compound words are used in their place	It tries to use different types of words and phrases, but there are errors in compilation of words.	Mainly simple sentences were used; colloquial words occur in one or two places	Simple structures were used only
No errors in grammar and punctuation	There are some errors in grammar and punctuation, but	Errors in grammar and punctuation	Systematic errors; mistakes are

	they don't affect the content	impede comprehension	made even in elementary grammar forms
Lexical Range and Accuracy			
4	3	2	1
There are lexical differences, complex words are used in the right place and right.	There are some errors in the use of complex words	Spelling and word-typing fails to comprehend the content	Use only elemental words; there are systematic errors in the use of words
A very wide range of vocabulary, synonyms are used	A wide range of vocabulary, synonyms are used	A range of vocabulary, synonyms are used	No synonyms or paraphrase
Coherence and Coherence			
4	3	2	1
There is a logical consistency in the essay	There is a logical consistency in the essay	There are errors in logical consistency in the essay	There is no logical consistency in the essay
The essay is divided into paragraphs	The essay is divided into paragraphs	There are errors in dividing the essay into paragraphs	The essay is misinterpreted or does not contain paragraphs.
The essay uses straightforward and sophisticated linkers (connectors, speeches, diamonds, etc.).	There are some mistakes in using sophisticated linkers	Only simple connectors are used	There is practically no use of linkers

➤ Essential Vocabulary

Task 1. Study the following key- words and definitions.

1. Control -(v) - the direct actions.
2. Decisive -(adj) - having the ability or quality to make a decision without hesitation.

3. Naturally -(adv) - the way things happen, when free from any outside control.
4. Positive -(adj) - showing happiness.
5. Secondary -(adj) - after first or less important.
6. Significant -(adj) - important.
7. Overcoming -(v) - succeed despite difficulties.
8. Altered -(v) - to change something or change into something else.
9. Bored -(v) - to make one feel tired through a lack of excitement or interest.
10. Intensity -(n) - power or strength.
11. Influence -(v) - make a change in.
12. Temperament -(n) - a person's normal manner of thinking or behaving.
13. Firm -(n) - company.
14. Risks -(n) - actions that may result in loss.
15. Environment -(n) - an organism and everything around it including other organisms and non-living things.

Task 2. Read the following passage carefully and...

<p>Read the entire passage quickly and generate questions using the graphic organizer below.</p> <p>Read the passage again more carefully and try to answer your questions.</p>			
<p>Thick Questions Big questions that you need to think and search to find the answers to. examples: Why does the author think that...? What would happen if ...? Why does...?</p>		<p>Thin Questions Smaller questions that you can find the answer to right in the text. examples: What...? Who...? When...? Where...?</p>	
Questions	Possible Answers	Questions	Possible Answers



LESSON 16. TYPES OF TEMPERAMENT

Task 1. Read the following text carefully and define “Types of temperament” and discuss it in small groups

The Choleric temperament has three combinations: Choleric-Sanguine, Choleric-Phlegmatic, and Choleric-Melancholy. The Choleric is the least occurring of the four temperaments, and a female Choleric is extremely rare. The traits of the primary temperament, Choleric, may be altered or modified in some significant way because of the influence of the secondary temperament. Remember, there are at least three levels of intensity of a temperament: classic, moderate, and mild. Some Choleric will be very strong, others somewhat strong, and still others milder.

Choleric are naturally result-oriented. They have active, positive, and forward movement, in an antagonistic environment. They influence their environment by overcoming opposition to get results. Choleric are extroverted, quick-thinking, active, practical, strong-willed, and easily annoyed. They are self-confident, self-sufficient, and very independent minded. They are brief, direct, to the point, and firm when communicating with others. Choleric like pressure and are easily bored when things are not happening fast enough. They are bold and like to take risks.

Choleric are domineering, decisive, opinionated, and they find it easy to make decisions for themselves as well as for others. They wake up wanting to control, change or overcome something...anything! They leave little room for negotiating—it's usually their way or no way.

HUMOUR	RELATED ELEMENT	RELATED QUALITIES	RELATED SEASON	RELATED ORGAN	RELATED TEMPERAMENT	TEMPERAMENT CHARACTERISTICS
blood	air	warm/moist	Spring	liver	Sanguine	courageous, hopeful, playful, carefree
yellow bile	fire	warm/dry	summer	spleen	choleric	ambitious, leader-like, restless, easily angered
black bile	earth	cold/dry	autumn	gall bladder	melancholic	despondent, quiet, analytical, serious
phlegm	water	cold/moist	winter	brain, lungs	phlegmatic	calm, thoughtful, patient, peaceful

Cholerics are visionaries and seem to never run out of ideas, plans, and goals, which are all usually practical. They do not require as much sleep as the other temperaments, so their task seems endless. Their task, however, always has a purpose because of their goal-oriented nature. Cholerics usually do not give in to the pressure of what others think unless they see that they cannot get their desired results. They can be crusaders against social injustice, and they love to fight for a cause. They are slow to build relationships, and tend to have only a few close friends, because results are more important than people. Cholerics do not easily empathize with the feelings of others or show compassion. They think big and seek positions of authority. Cholerics tend to not be angry, although their assertive push to get results may be interpreted as anger. They are quickly aroused, but quickly calmed.

The Sanguine temperament has three combinations: Sanguine-Choleric, Sanguine-Phlegmatic, and Sanguine-Melancholy.

The traits of the primary temperament, Sanguine, may be altered or modified in some significant way due to the influence of the secondary temperament. Remember, there are at least three levels of intensity of a temperament: classic,

moderate, and mild. Some Sanguines will be very strong, others somewhat strong, and still others milder. Some are “Super Sanguines” because they are so talkative and active that they can be overwhelming. Sanguines are naturally people-oriented. They have an active, positive movement in a favorable environment. They influence their environment by encouraging others to work together.

The Sanguine is by far the most versatile of the four temperaments. The Choleric, Phlegmatic, and Melancholy are all limited in what they can do, the Sanguine is not. The Choleric temperament is the fewest in number, and the Phlegmatic and Melancholy temperaments are not change agents, preferring to adapt to their environment. The Sanguine has the potential for the widest range of behavior due to possessing the widest range of emotions. This allows them to participate (based on their second temperament) in any kind of human task. They like to participate in, or change, their environment. The areas of business, politics, sports, and entertainment, to name a few, are dominated by the Sanguine temperament.

The Sanguine is extroverted, fun-loving, playful, Task -prone, impulsive, entertaining, persuasive, easily amused, and optimistic. They are enthusiastic, expressive, and tend to be very affectionate. Sanguines are personable, receptive, open to others, and build relationships quickly. They are animated, excitable, approachable, accepting, and trusting of others. They will smile, and talk easily and often. Sanguines are word smiths.

It is not unusual to feel as if you have known one who is Sanguine for years after the first meeting. They make and keep friends easily. They get so involved in conversations that they easily forget about time, and are often late arriving at their destination. Sanguines are easily bored if not involved in social Task. Sanguines dislike solitude. Their attention span is based on whether or not they are interested in the person or event. They can change their focus or interest in an instant if they become bored.

When telling a story, Sanguines often exaggerate what happened or leave out important details. They make the story exciting, and they may not let the facts get in the way!

Sanguines are very competitive. They usually like sports of any kind because of their natural desire to be active and involved with people. They tend to be disorganized and easily forget where they left something. They sometimes have difficulty controlling their thoughts and emotions. Actually, they tend not to store their thoughts and feelings—if they think it or feel it, they share it! Their voice will show excitement and friendliness. Sanguines enjoy dressing according to current fashion. They fear rejection or not making a favorable impression. Sanguines also fear others viewing them as unsuccessful. Sanguines are very effective working with others. Sanguines are easily distracted and can change quickly.

The Phlegmatic temperament has three combinations: Phlegmatic-Choleric, Phlegmatic-Sanguine, and Phlegmatic-Melancholy. The traits of the primary temperament, Phlegmatic, may be altered or modified in some significant way determined by the influence of the secondary temperament. Remember, there are at least three levels of intensity of a temperament: classic, moderate, and mild. Some Phlegmatics will be very strong, others somewhat strong, and still others milder.

Phlegmatics are naturally service-oriented. They are passive in both favorable and unfavorable environments. They influence their environment by cooperating with others to carry out the task. They tend to not be highly ambitious and they tend to lack a sense of urgency (both due to their passive nature). Phlegmatics are introverted, calm, unemotional, easygoing, indecisive, patient, and agreeable. They are both slow and indirect when responding to others. Phlegmatics are slow to warm-up, but will be accommodating in the process. They are by far the easiest people with whom to get along—as long as you do not try to alter their routine or ask them to change.

Phlegmatics live a quiet, routine life free of the normal anxieties of the other temperaments. They avoid getting too involved with people, and life in general, preferring a private, low-key life-style, centered around home and family. A mother who has the Phlegmatic temperament will often refer to her children as, “My children,” leaving a bewildered look on her husband’s face. Phlegmatics seldom exert themselves with others or push their way along in their career. They just let it happen. They make good team players. They communicate a warm, sincere interest in others, preferring to have just a few close friends. They are possessive of their friendships and material things. Phlegmatics will be very loyal to their friends. They find it difficult to break long-standing relationships regardless of what the other person does or doesn’t do. However, once a relationship is broken, they seldom return.

Phlegmatics strongly resist change. They need time to adjust when change does occur, especially sudden change. They avoid conflict (which is why they are so accommodating). They resist making quick decisions. Phlegmatics are practical, concrete, and traditional thinkers. Their stoic expression often hides their true feelings. They can be grudge holders. Phlegmatics can also be patient to the point of paralysis. They are persistent, and consistent, at whatever they undertake. Because of their passive nature, they tend to procrastinate easily and often. The Melancholy temperament has three combinations: Melancholy-Choleric, Melancholy-Sanguine, and Melancholy-Phlegmatic.

The traits of the primary temperament, Melancholy, may be altered or modified in some significant way due to the influence of the secondary temperament. Remember, there are at least three levels of intensity of a temperament: classic, moderate, and mild. Some Melancholies will be very strong, others somewhat strong, and still others milder. The Melancholy naturally wants to do things right, and is quality-oriented. Melancholies are not trying to be right; they are driven to figure out what is right. They have a cautious, tentative response designed to reduce tension in an unfavorable environment. The Melancholy’s

second response is often to become aggressive to restore peace in an unfavorable situation. They influence their environment by adhering to the existing rules, and by doing things right according to predetermined (and accepted) standards.

Melancholies are detailed-oriented, operate from a plan, and they are very private. Melancholies are introverted, logical, analytical, and factual in communication. They need information, time alone to think, and a detailed plan in order to function effectively without anxiety. Melancholies respond to others in a slow, cautious, and indirect manner. They are reserved and suspicious until they are sure of your intentions. Melancholies probe for the hidden meaning behind your words. They are timid, may appear unsure, and have a serious expression. Melancholies are self-sacrificing, gifted, and they can be a perfectionist.

Melancholies are conscientious, picky, and can be sensitive to what others think of their work. They have anxiety about the present and future. They tend to have guilt feelings but fail to realize that guilt will not change the past nor will worry change the future. They allow guilt and worry to rob them of enjoying the present. Melancholies are well organized. However, on occasion, they may keep things cluttered, but they will know what is in the piles. They are determined to make the right and best decision so they will collect lots of information, and ask very specific questions, and sometimes they will ask the same question several times. They may take excessive time to think about their options before making a decision. Even then, they may not be sure it is the right, and best decision.

Melancholies need reassurance, feedback, and reasons why they should do something. They can be moody, which is usually related to their negative evaluation of people or events.

Melancholies fear taking risks, making wrong decisions, and being viewed as incompetent. They tend to have a negative attitude toward something new until they have had time to think it through. Melancholies are skeptical about almost

everything, but they are creative and capable people. They tend to get bored with something once they get it figured out.

Question 1: If you could interview the person who wrote this text what two questions would you want to ask? Explain why each question is important.

Question 2: If you were asked to edit this text down to half its length, what details would you remove?

Question 3: Write 3-5 sentences summarizing the text.

Question 4: What is the tone of this text?

Question 5: What is the purpose of this text?

➤ **While-Reading Activities**

Task 2. Read the text “Temperament” and put as many special questions as possible.

Through most of human history, it has been assumed that people are divided into four basic personality types, or "temperaments" (the Latin word temperament means “mixture, proportionality”). The great Greek physician Hippocrates made the first description of temperament in 400 BC. He named the four temperaments "Melancholic", "Sanguine", "Choleric", and "Phlegmatic" after various human body fluids which he believed influenced personality. These fluids were blood, bladder, mucus and black bladder.

Thought Hippocrates' body-fluids theory turned out to be a dead end, his observations about human temperament were very accurate indeed. The vast majority of people tend to have one particular temperament. True, there are some people, which have features of two or more temperaments. Over the years, a great number of scientists worked on this problem and several different classifications have been proposed. So, there is the most common classification of the four temperaments.

Sanguine is a strong, steady, alive man, he has the raised task and is very vigorous and efficient. Sanguine is actively accepted for new business and can work hard without tiredness for a long time. Such type of personality easily converges with people and quickly gets used to the new conditions.

As well as sanguine choleric is a strong and lively type of personality. But he is rather unbalanced, unrestrained and impatient. High task and good spirits can quickly change into tiredness and irritation. Choleric is hot-tempered that's why he often has conflicts with people.

Phlegmatic is a strong, balanced and inert type. It is difficult to make him laugh or angry. He remains quiet at the large troubles. Phlegmatic has great patience and self-control. The lack is his inertness due to which he hardly switches his attention and adapts to new surroundings.

Melancholic is weak and unbalanced. Usually he is shy and sensitive. The smallest difficulty forces him to lower his hands. However, in habitual atmosphere melancholic can successfully cope with any tasks.

➤ Exercises for self-improvement

Task 1. Give equivalents of the following expression in your mother tongue.

personality types, made the first description, human body fluids, have features of two or more temperaments, the raised Task, accepted for new business, converge with people, change into, hot-tempered, remains quiet, adapts to new surroundings, to lower his hands, weak and unbalanced, habitual atmosphere.

Task 2. Is it true or false?

1. There are four basic personality types, or temperaments.
2. The great Greek physician Hippocrates made the first description of temperament in 500 BC.
3. All people tend to have one particular temperament.

4. Sanguine is a strong but unbalanced type.
5. Choleric is hot-tempered that's why he often has conflicts with people.
6. The only lack of phlegmatic is his impatience.
7. Melancholic is weak and unbalanced type of personality.

Task 3. Insert the missing words

1. Greek physician Hippocrates made ... in 400 BC.
2. Sanguine is ... for new business.
3. As well as sanguine choleric is ... of personality.
4. Phlegmatic ... at the large troubles.
5. ... forces melancholic to lower his hands.

Task 4. Complete the following sentences:

1. There are four main ...
2. Hippocrates named the four temperaments "Melancholic", "Sanguine", "Choleric", and "Phlegmatic" after ...
3. Several different classifications of temperament ...
4. Sanguine has the raised task and ...
5. Choleric is rather unbalanced ...
6. The lack of phlegmatic is his inertness due to which ...
7. The smallest difficulty forces melancholic to ...

Task 5. Find sentences in the text with these words and translate them:

Human body fluids, vigorous, hot-tempered, inert type, weak.

Task 6. Sum up the contents of the text by answering the following questions:

1. How many basic personality types are people divided into?
2. When did the great Greek physician Hippocrates make the first description of temperament?
3. Hippocrates named the four temperaments after various human body fluids, didn't he?

4. What are the main features of sanguine?
5. What are the differences between choleric and sanguine?
6. What is the lack of phlegmatic?
7. Which type of personality is weak and unbalanced?

Task 7. Read the text and translate it into your mother language.

Text. Temperament and Task

In order to be successful every teacher should know temperaments of his pupils. It will help him to adapt his teaching to their differences. Before sanguine it is necessary constantly to put new interesting tasks, to include his Task and to encourage his efforts. Choleric regularly needs the change of task and break, because he quickly gets tired. It is necessary to involve phlegmatic in the vigorous task and to interest him. He demands regular attention to himself. Phlegmatic also cannot be quickly switched from one business to another. A teacher shouldn't be sharp or rough to melancholic. It's better to support him and praise all his successes.

Task 9. Speak on temperament.

Task 10. Ask your friend if he/she:

- a) entered the Technical University last summer;
- b) studied German at school;
- c) made a good report at the seminar;
- d) visited a foreign country last year;
- e) attended the lecture in History;
- f) went to the theatre two days ago;
- g) was late for classes yesterday;
- h) played volleyball last Friday;
- i) had lunch at the student canteen;
- j) missed the classes the day before yesterday.

Task 11. Ask special questions to the underlined words.

1. We had breakfast at the student canteen. 2. He wanted to go to Moscow during the holidays. 3. Our English class began at 10 o'clock. 4. Last night I got a letter from my parents. 5. My sister read some English books. 6. My friend passed all the exams successfully. 7. They discussed important problems at the seminar. 8. We were late for classes yesterday. 9. She made a good report at the seminar.

Task 12. What did you do yesterday? Tell about your ordinary day. Use the Past Simple Tense (V+ed / V2) and the words “then, after that, as usual, as always”.

get up at 7 o'clock; wash, dress and do one's hair; have breakfast; leave the house at ... o'clock; go by bus /on foot; (it) take smb. ... minutes; come on time / be late for classes; begin at 9.30 a.m.; have 2 lectures and a seminar; make a good report at the seminar; discuss important problems; be over at 3 p.m.; have dinner at the canteen; come home at 6 p.m.; work on computer till 8; prepare for the next day's classes; listen to music a little; take a shower / a bath; go to bed at ... o'clock.



The infographic features a purple header with the text "SIMPLE FUTURE TENSE" in yellow. On the left, a cartoon teacher character with brown hair in a bun, wearing a light blue shirt and black skirt, holds a pointer stick. To her right are three blue rounded rectangular boxes, each preceded by a circular icon: a plus sign (+), a minus sign (-), and a question mark (?). The first box contains the formula "S+will/shall + V(bare form)" and the example "I will go to Thailand." The second box contains the formula "S + will not/won't + V(Base form)" and the example "I will not go to Thailand." The third box contains the formula "Will + S + V(Base form) +...?" and the example "Will you go to Thailand?"

A. We use I'll ... (= I will) when we've just decided to do something. When we say 'I'll do something', we announce our decision:

Oh, I left the door open. I'll go and shut it.

'What would you like to drink?' 'I'll have orange juice, please.'

'Did you call Max?' 'Oh no, I forgot. I'll call him now.'

We do not use the present simple (I do / I go etc.) in these sentences:

I'll **phone** him now. (not I phone him now)

We often use I think **I'll** ... / I don't think **I'll** ...:

I'm a little hungry. I think I'll **have** something to eat.

I don't think I'll **go** out tonight. I'm too tired.

In spoken English will not is usually won't:

I can see you're busy, so I **won't stay** long. (= I will not stay long)

I **shall go** home, when I finish my work.

I **shall call** you, as soon as I come home.

He **will tell** the secret, if he knows it.

B. We often use I'll in these situations:

Offering to do something

That bag looks heavy. I'll **help** you with it. (not I help)

Agreeing to do something

a: Can you give Tom this book?

b: Sure, I'll **give** it to him when I see him this afternoon.

Promising to do something

Thanks for lending me the money. I'll **pay** you back on Friday.

I **won't tell** anyone what happened. I promise.

C. We use won't to say that somebody refuses to do something:

I've tried to give her advice, but she **won't listen**.

The car **won't start**. (= the car 'refuses' to start)

Will you (do something)? = please do it:

Will you please turn the music down? It's too loud.

D. We do not use will to talk about what has been decided or arranged before:

I'm going on holiday next Saturday. (not I'll go)

Compare:

I'm **meeting** Kate tomorrow morning. (decided before)

a: I'll **meet** you at half past ten, OK?

b: Fine. See you then. (decided now).

E. We use shall mostly in the questions shall I ...? / shall we ...?

We use **shall I ...? / shall we ...?** to ask if it's OK to do something or to ask for a suggestion:

Shall I open the window? (= do you want me to open it?)

I've got no money. What **shall I do?** (= what do you suggest?)

'**Shall we go?**' 'Just a minute. I'm not ready yet.'

'Where **shall we have lunch?**' 'Let's go to Marino's.'

Compare **shall I ...?** and **will you ...?**

Shall I shut the door? (= do you want me to shut it?)

Will you shut the door? (= I want you to shut it)

Task 1. Decide what you will do at the time of speaking. Use the Future Simple Tense (will /won't + Infinitive)

1. Oh, I have left the door open. I (to go) and shut it.
2. What would you like to drink? – I (to have) an orange juice, please.
3. I can see you're busy, so I (not to stay) long.
4. Did you phone Ruth? – Oh, no, I forgot. I (to phone) her now.
5. I'm too tired to walk home. I (to get) a taxi.
6. I don't know how to use this computer. – OK, I (to help) you.
7. I have little time. I (not to do) the washing-up now.
8. I need some money. – OK, I (to lend) you some. How much do you need?
9. I'm sorry about what happened yesterday. It (not to happen) again.

Task 2. Combine these words with the Future Simple Tense.

probably → haven't seen Carol yet. I ... she (to phone) tonight.

expect Do you ... Sarah (to like) our present?

sure I ... (to be) home late this evening.

think I ... what (to happen).

don't think Don't worry about the exam. I am ... you (to pass).

wonder I ... the exam (to be) very difficult.

Task 3. Ask your friend's opinion using "Shall I..?", "Shall we...?"

1. You and your friend don't know what to do this evening. – What ...?
2. You are not sure whether to buy a new jacket. You ask a friend for advice. – ... it?

3. You want to give a birthday present to Ann but you don't know what. – What ...?
4. You don't know whether your friend wants you to open the window. – ...?
5. You and your friend haven't decided whether to travel by car or by train. – ... or ...?
6. You don't know whether your friend wants you to phone him /her later. – ...?
7. You are not sure where to have dinner – in a café or in a restaurant. – Where ...?

Task 4. Read the situations and write sentences with I think I'll ... or I don't think I'll

1. It's a bit cold. The window is open and you decide to close it. You say:
It's cold with the window open. I think *I'll close* it.
2. You are feeling tired and it's getting late. You decide to go to bed. You say:
I'm tired, so _____. Goodnight!
3. The weather is nice and you need some exercise. You decide to go for a walk.
You say:
It's a lovely morning _____. Do you want to come too?
4. You were going to have lunch. Now you decide you don't want to eat anything.
You say:
I don't feel hungry any more _____ lunch.
5. You planned to go swimming today. Now you decide not to go. You say:
I've got a lot to do, so _____ today.

Task 5. Make up sentences using “be going to Infinitive”.

1. Are you going shopping? – Yes, (I /buy) something for dinner.
2. Has George decided what to do when he leaves school? – Oh, yes. (He /do) a computer programming course.
3. I can take you to the airport tomorrow. – Thanks, but (Ann /take) me.
4. What are your plans for the weekend? – (We /have) a trip to London.

5. Have you decided what to do about that job that was advertised? – Yes, (I /not /apply) for it.
6. What (you /do) during your holiday? – I haven't decided yet.
7. (We /play) tennis yesterday but it rained all day.
8. (Sue and Tim /have) a party last Sunday but some of their friends couldn't come, so they cancelled it.
9. Smoking is very bad for you. – I know. (I /give up) it.

Task 6. Write an essay about your winter holiday using “I am going to...” (if you have decided yet) or “I think / I’ll probably ...” (if not).

To spend time in..., to go to the countryside, to go skiing /skating; to travel about /by..., to have a trip to..., to visit, to enjoy, to go sightseeing, to take pictures of beautiful views.

Task 7. Which is correct?

- 1 ‘Did you call Max?’ ‘Oh no, I forgot. I call / I’ll call him now.’ (I’ll call is correct)
- 2 I can’t meet you tomorrow morning. I’m playing / I’ll play tennis. (I’m playing is correct)
- 3 ‘I meet / I’ll meet you outside the hotel at 10.30, OK?’ ‘Yes, that’s fine.’
- 4 ‘Please don’t go yet.’ ‘OK, I’m staying / I’ll stay a little longer, but I have to go soon.’
- 5 I m having / I’ll have a party next Saturday. I hope you can come.
- 6 ‘Remember to lock the door when you go out.’ ‘OK. I don’t forget / I won’t forget.’
- 7 ‘Do you have any plans for the weekend?’ ‘Yes, we’re going / we’ll go to a wedding.’
- 8 ‘Are you doing / Will you do anything tomorrow evening?’ ‘No, I’m free. Why?’

9 '**Do you do / Will you do** something for me?' 'It depends. What do you want me to do?'

10 '**Do you go / Will you go** to work by car?' 'Not usually. I prefer to walk.'

11 I asked Sue what happened, but she **doesn't tell / won't tell** me.

12 I don't know if I can win the race tomorrow, but **I'm doing / I'll do** my best

-

LESSON 17. LEARNING STYLES

➤ Essential Vocabulary

Task 1. Study the following key words and their definitions in pairs.

- a) quiet (adj) - Makes very little noise; the opposite of loud.
- b) recognize (v) - To identify people, places or things from past experience.
- c) involved (v) - To make someone or something a part of something else.
- d) cater (v) - To give or serve what is needed or wanted.
- e) align (v) - Positioning two or more things so they are on a single line.
- f) referred (v) - To send to for a purpose.
- g) category (n) - Class into which things are divided.
- h) reinforce (v) - Make stronger.
- i) topic (n) - Subject; theme; a category or general area of interest
- j) find (v) - To locate something.
- k) can (v) - Have the ability to do something.
- l) engage (v) - To become involved with a person or Task.
- m) tend (v) - More likely to do or be one thing than another.
- n) following (v) - To do something the way it is written or defined.

Task 2. Read the following passage carefully and discuss types of learners in small groups



Types of learning styles

Learning styles and preferences take on a variety of forms—and not all people fit neatly into one category as there's plenty of overlap between styles. That being said, most learners align with the following styles:

1. Visual learners

How to recognize visual learners in your class: Someone with a preference for visual learning is partial to seeing and observing things, including pictures, diagrams, written directions and more. This is also referred to as the "spatial" learning style. Students who learn through sight understand information better when it's presented in a visual way. These are your doodling students, your list makers and your students who take notes.

How to cater to visual learners: The whiteboard is your best friend when teaching visual learners! Teachers should create opportunities to draw pictures and diagrams on the board, or ask students to doodle examples based on the topic they're learning. Teachers catering to visual learners should regularly make handouts and use presentations. Visual learners may also need more time to process material, as they observe the visual cues before them. So be sure to give students a little time and space to work through the information.

2. Auditory learners

How to recognize auditory learners in your class: Auditory learners tend to learn better when the subject matter is reinforced by sound. These students would much rather listen to a lecture than read written notes, and they often use their own voices to reinforce new concepts and ideas. These are the students who like to read out loud to themselves, aren't afraid to speak up in class and are great at verbally

explaining things. Additionally, they may be slower at reading and may repeat things a teacher tells them.

How to cater to auditory learners: Since these students can sometimes find it hard to keep quiet for long periods of time, get your auditory learners involved in the lecture by asking them to repeat back new concepts to you. Ask questions and let them answer. Invoke group discussions so your auditory and verbal processors can properly take in and understand the information they're being presented with. Watching videos and using music or audiotapes are also helpful ways to engage with auditory learners.

3. Kinesthetic learners

How to recognize kinesthetic learners in your class: Kinesthetic learners or "tactile" learners learn through experiencing or doing things. They like to get right in the thick of things by acting out events or using their hands to touch and handle in order to understand concepts. These are the students who might struggle to sit still, might be good at sports or like to dance, need to take breaks when studying and might not have great handwriting.

How to cater to kinesthetic learners: The best way teachers can help these students learn is by getting them moving. Teachers should instruct students to act out a certain scene from a history lesson they're teaching. Additionally, they should encourage these students by incorporating movement into lessons: pacing to help memorize, learning games that involve moving around the classroom or having students write on the whiteboard as part of a task.

Once these students can physically sense what they're studying, abstract ideas and difficult concepts will be easier to understand.

4. Reading/writing learners

How to recognize reading/writing learners in your class: According to the [VARK Modalities theory](#) developed by Fleming and Mills in 1992, reading/writing learners prefer to learn through written words. While there is some overlap with visual learning, these types of learners are drawn to expression through writing, reading articles on the internet, writing in diaries, looking up words in the dictionary and searching the internet for just about everything.

How to cater to reading/writing learners: This is probably the easiest learning style to cater to since most of the educational system provides lots of opportunities for writing essays, doing research online and reading books. Allow plenty of time for these students to absorb information through the written word, and give them opportunities to get their words out on paper as well.

DIFFERENT LEARNING STYLES

& tips for teaching



➤ Comprehension Questions

Task 1. Read the following questions and answer each to the best of your ability.

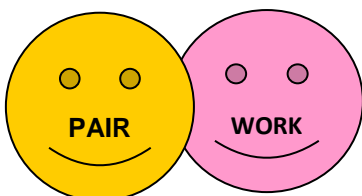
1. Suggest a different title for this text. Why do you think that this would make a good title?
2. Identify a quote from the text that you think is very important and explain why.

3. Imagine that you are the teacher, what three questions would you ask your students to see if they understood this text?


4. What connections can you make between the text and other texts, information, or experiences?

1. Identify 3 important supporting details that contribute to the main idea of the passage.	1. 2. 3.
2. Identify 2 details that are not very important to the main idea of the passage.	1. 2.
3. Write 1 brief paragraph summarizing the main idea of the passage. Use the important details to support your discussion of the main idea.	

Task 2. What is the purpose of this text? Discuss the text in small groups.



FUTURE CONTINUOUS TENSE



+ S + will + be + V-ing (present participle)
I will be singing in the concert tomorrow.

- S + will + not + be + V-ing (present participle)
I will not be singing in the concert tomorrow.

? Will + S + be + V-ing? (present participle)
Will you be singing in the concert tomorrow?

A. I will be doing something (future continuous) = I will be in the middle of doing it:

This time next week I'll be on holiday. I'll be lying on the beach or swimming in the sea.

You have no chance of getting the job. You'll be wasting your time if you apply.

B. Compare will be (do) ing and will (do):

Don't phone between 7 and 8. We'll be eating.

Let's wait for Liz to arrive and then we'll eat.

Compare:

At 10 o'clock yesterday, Tina was in her office. She **was working**. (past continuous)

It's 10 o'clock now. She is in her office. She **is working**. (present continuous)

At 10 o'clock tomorrow, she **will be** in her office. She **will be working**. (future continuous)

C. We also use will be - ing to talk about complete actions in the future.

For example:

The government **will be making** a statement about the crisis later today.

Later in the programme, I'll **be talking** to the Minister of Education.

The team's star player is injured and **won't be playing** in the game on Saturday.

When we use it in this way, **will be (doing)** is similar to **will (do)** and **going to (do)**.

D. I will have done something (Future Perfect) = it will be complete before a time in the future. For example:

Sally always leaves for work at 8.30 in the morning. She **won't be** at home at 9 o'clock – she'll **have gone** to work.

We're late. The film **will already have started** by the time we get to the cinema.

Compare:

Ted and Amy **have been married** for 24 years. (present perfect)

Next year they **will have been married** for 25 years. (future perfect)

When their son was born, they **had been married** for three years. (past perfect).

Task 1. Complete the sentences. Choose the words in bold type.

be watching, will be landing, won't be playing, will be starting, will you be voting, won't be going, be going, will you be doing

1. There's an election next week. Who will you be voting for?

2. I'll _____ shopping later. Can I get you anything?

3. Emily is not well, so she _____ volleyball tomorrow.

4. Little Emma _____ school soon. She's growing up fast.

5. The match is on TV tonight. Will you _____ it?
6. What in your new job? The same _____ as before?
7. I _____ to the wedding. I'll be away on holiday.
8. Please fasten your seat belts. The plane _____ in ten minutes.

Task 2. Put the verb into the correct form, will be (do)ing or will have (done).

1. Don't phone between 7 and 8. *We'll be eating* then. (we / eat)
2. Tomorrow afternoon we're going to play tennis from 3 o'clock until 4.30. So, at 4 o'clock, _____ tennis. (we / play)
3. Sarah will meet you at the station _____ for you when you arrive. (she / wait)
4. The meeting starts at 9.30 and won't last longer than an hour. You can be sure that _____ by 11 o'clock. (it / finish)
5. Do you think _____ in the same place in ten years' time? (you / still / live)
6. Lisa is travelling in Europe and so far, she has travelled about 1,000 miles. By the end of the trip, _____ more than 3,000 miles. (she / travel)
7. If you need to contact me, _____ at the Lion Hotel until Friday. (I / stay)
8. Ben is on holiday and is spending his money very quickly. If he continues like this _____, all his money before the end of his holiday. (he / spend)
9. I'm fed up with my job. I hope _____ it much longer. (I / not / do).

Task 3. Read the situations and complete the sentences using will ('ll) or (be) going to.

1. You want some coffee. You go to the kitchen to make some.

You say (to your friend): I'm going to make some coffee. Would you like some?

2. You're speaking to a friend and arranging to meet. You suggest a time and place.

You say: _____ you at 10.30 in the hotel lobby, OK? (I/see)

3. You have decided to sell your car. You tell a friend of yours.

You say: I don't need my car any more. _____ it. (I/sell)

4. Your friend is worried because she has lost her driving license.

You say: Don't worry. I'm sure _____ it. (you/find)

5 a. You have an old camera that is broken. You have decided to throw it away. You tell your friend.

You say: This camera is broken. _____ it away. (I/throw)

5 b. Your friend loves and collects old cameras. He doesn't want you to throw it away.

He says: Don't throw it away! _____ it. (I/have)

6 a. Joe has to go to the airport tomorrow. He doesn't know how to get there. Amy offers to take him.

Amy says: Don't worry about getting to the airport, Joe _____ you. (I/take)

6 b. Later that day, Paul offers to take Joe to the airport. Joe tells him that it's not necessary.

Joe says: Thanks, Paul, but _____ me. (Amy/take).

➤ **Vocabulary Practice**

Task 1. Fill in the blank and use the word bank to identify the word that best completes the sentence.

quiet	recognize	involved	cater	align	referred
category	reinforced	topic	find	can	engage
tend	following	opportunities			

1. You must _____ the traffic laws to drive safely.
2. I didn't _____ him without hair.
3. Holidays are an _____ to catch up on reading.
4. I _____ read and write in English.
5. What _____ do you want to read about?
6. He does whatever she tells him to and _____s to her all the time.
7. Michael Jackson? He's in the pop music _____.
8. The builders _____ the walls with bricks.
9. She carefully _____ed the dominoes so they would fall one after the other.
10. She _____s to work hard, but sometimes she relaxes.
11. I lost my keys but Joe _____ them.
12. Everything is _____ when the children are sleeping.
13. She was _____d in the campaign to develop human rights.
14. Please don't _____ me in your argument.
15. The salesman _____ me to his manager.

Task 2. Write the letter of word that matches the definition on the line. If it helps, feel free to draw a line between the definition and the matching word.

- A. quiet
- B. recognize

- C. involved
- D. cater
- E. align
- F. referred
- G. category
- H. reinforced
- I. topic
- J. find
- K. can
- L. engage
- M. tend
- N. following
- O. opportunities

1. _____ To do something the way it is written or defined.
2. _____ To identify people, places or things from past experience.
3. _____ A good or favorable time or condition; a chance for something good.
4. _____ Have the ability to do something.
5. _____ Subject; theme; a category or general area of interest
6. _____ To give or serve what is needed or wanted.
7. _____ Class into which things are divided.
8. _____ Make stronger.
9. _____ Positioning two or more things so they are on a single line.
10. _____ More likely to do or be one thing than another.

11. _____ To locate something.
12. _____ Makes very little noise; the opposite of loud.
13. _____ To become involved with a person or Task.
14. _____ To make someone or something a part of something else.
15. _____ To send to for a purpose.

➤ **Self-improving exercises**

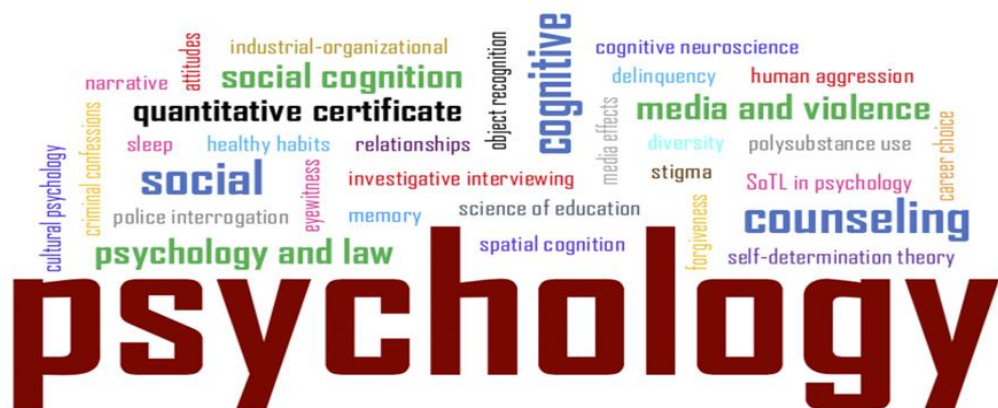
Task 1. For each of the words in the box, write an original sentence using the word.

Quiet recognize involved cater
align referred

category reinforced topic find can engage

Tend following opportunities

LESSON 18. What Psychology Is...



Task 1. Essential Vocabulary

1. Abolish (v) – to get rid of a law, system, practice etc.:

Psychologists want to abolish crime, international tension and war.

2. Advantage (n) – smth. that makes one person or thing more likely to succeed than others:

Psychology has unique advantages over most other academic subjects.

3. Aim (n) – the thing that you hope to achieve by a plan, action or Task:

The main aim of the course is to improve students' communication skills.

4. Apply (v) – to use a particular method, process, law etc.:

He wants a job in which he can apply his knowledge of Psychology.

5. Behavior (AE), behaviour (Br.E) (n) - a way of acting:

Her behaviour is often violent.

6. Cognition (n) – understanding:

They study the regions of the brain that are responsible for memory and cognition.

7. Concern (v) – to be important to or to be involved closely:

The state of my father's health concerns us greatly.

8. Discourse (n) - communication in speech or writing:

Civilized discourse between the two countries has become impossible.

9. Encourage (v) – to give someone confidence or hope:

His optimism encouraged me.

10. Gain (v) – to get or achieve sth usually as a result of a lot of effort:

Parents want to know what kind of children gain the most out of life.

11. Goal (n) – smth. that you hope to achieve:

One of the goals of Psychology is to explain, predict and sometimes modify behaviour of people.

12. Investigate (v) – to try to get detailed facts and information about a person's behaviour or character:

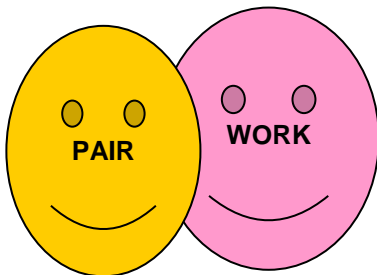
She was thoroughly investigated before being offered the job.

13. Prediction (n) - foreseeing the events:

To everyone's surprise his prediction of the storm came true.

14. Psychology (n) - the scientific study of the way the human mind works and how it influences behaviour:

She studied psychology at Harvard.



Task 2. A. Study and complete the chart.

B. Answer the questions. Start your answers with:

As far as I know ...

It seems to me that....

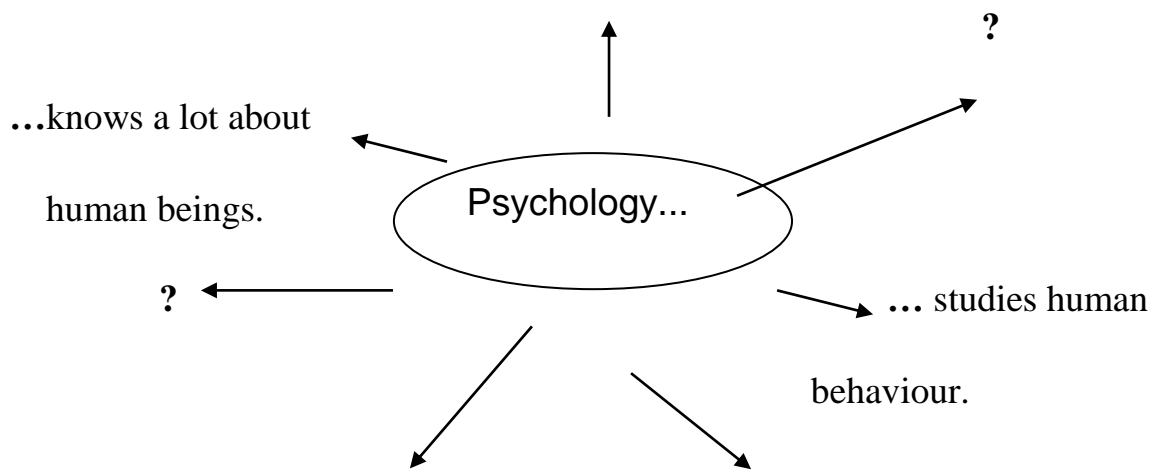
As far as I am informed.....

No doubt.....

Why is Psychology Interesting?

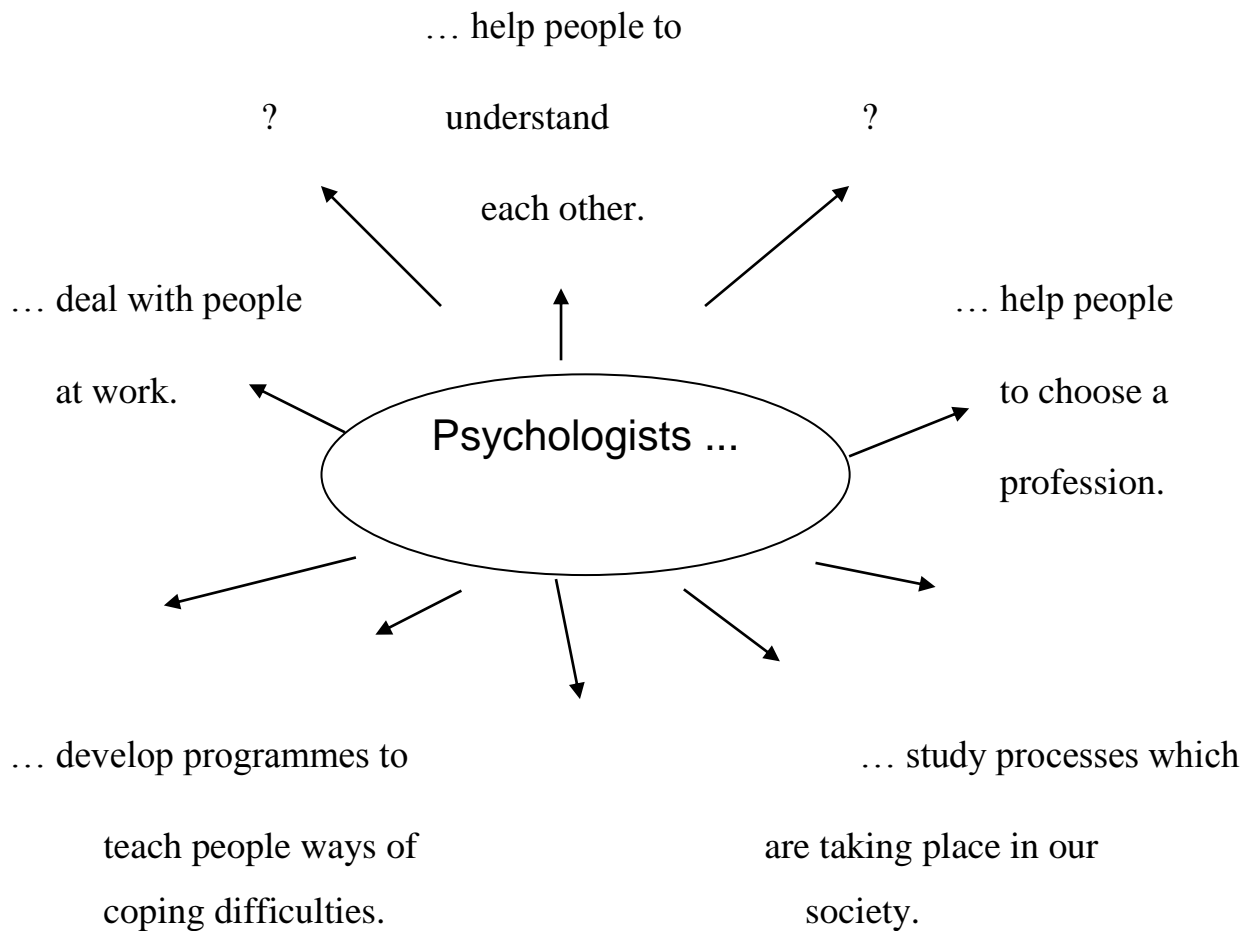
... has numerous

Applications to everyday life.



... has unique advantages over most other academic subjects. ... studies human nature.

What do Psychologists do?



Task 3. Make nouns from the given adjectives. Put them into one of the boxes according to the acceptable suffix.

Special, excellent, important, individual, different, lonely, possible, particular, biochemical, intelligent, excited, attached, biological, desperate, popular, tolerant, fluent, content, happy, obedient.

-ance	-ence	-ion	-ment	-cy	-iness	-ity	-ty	-y
					happiness			

Task 3. Put these words into one of the boxes according to the acceptable negative prefix.

Personal, sense, direct, use, rational, practical, original, possible, purpose, encourage, pleasant, rest.

im-	un-	ir-	in-	dis-	-less
		irrational			

Task 4. Complete the chart. Use the dictionary if necessary.

	verb	Noun	adjective	adverb
1.	-	Psychology	psychological	psychologically

		Psychologist		
2.	connect	...	...	...
3.	...	...	practical	...
4.	...	Memory	...	...
5.	...	...	...	objectively
6.	desire	...	...	...
7.	...	Content	...	...
8.	influence	...	...	...
9.	...	...	attached	...
10.	...	Definition	...	...

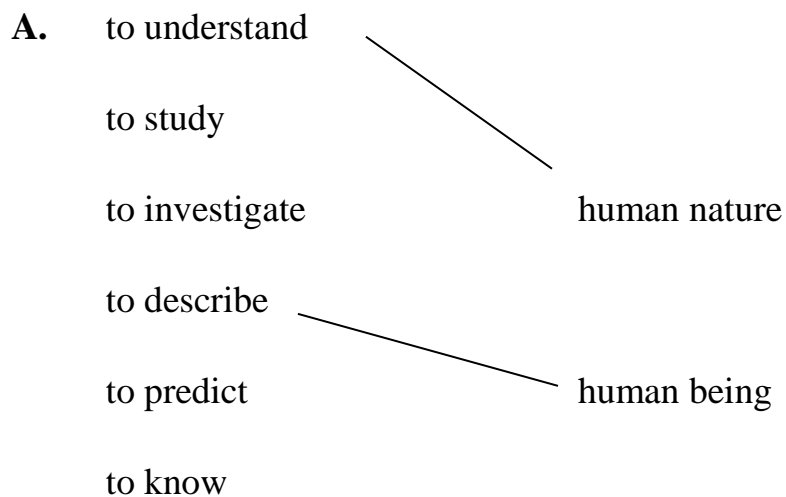
Task 5. Use the charts to complete the idea.

Start your statements with:

Modern psychologists ...

As a future psychologist, I ...

The aim of Psychology is ...



to probe

B. Practical interest

- to have a more practical interest
- to have an important practical interest
- to have a significant practical interest
- to motivate a practical interest
- to show a practical interest
- to develop a practical interest.

C. to have

to solve

to investigate

to escape

social problems

to change

to abolish

to diminish

D. a person → a personality → personally → different

types of personalities → to develop the personality →

to study the personality → to investigate the personality.

Task 6. Read the text and fill in the gaps using the words in the box.

Human beings	to solve	sufficient
Man	knowledge	personalities
to perceive	jobs	nature
emotions	difficulties	interest

FUTURE PERFECT TENSE



+ S + will + have + past participle + ...
He will have done it by this evening.

- S + will + not + have + past participle + ...
He will not have done it by this evening.

? Will + S + have + past participle + ...
Will he have done it by this evening?

A. You can also use the present perfect (have done) after when / after / until / as soon as:

Can I have the newspaper when you've finished with it?

Don't say anything while Ian is here. Wait until he has gone.

We use the present perfect to show that one thing is complete before the other.

The two things do not happen together:

When I've phoned Kate, we can go out. (= first, I'll phone Kate and after that we can go out)

Do not use the present perfect if the two things happen together:

When I phone Kate, I'll ask her about the party. (not when I've phoned)

It is often possible to use either the present simple or the present perfect:

I'll come as soon as I finish. or I'll come as soon as I've finished.

You'll feel better after you have or You'll feel better after you've had something to eat. something to eat.

B. if and when

After if, we normally use the present (if I do / if I see etc.) for the future:

I'll be angry if it happens again. (not if it will happen)

Hurry up! If we don't hurry, we'll be late.

We use if (not when) for things that will possibly happen (or not happen):

If it is raining this evening, I won't go out. (not when it is raining)

Don't worry if I'm late tonight. (not when I'm late)

If they don't come soon, I'm not going to wait for them.

We use when for things which are sure to happen. Compare:

I might go out later. (it's possible) If I go out, I'll get some bread.

I'm going out later. (for sure) When I go out, I'll get some bread.

Task 1. Combine the following pairs by changing them into the Future Perfect Tense.

1. The children will eat all the cake. (before their mother comes.)
2. The fire will destroy the whole building. (before the firemen arrive)
3. The patient will die. (before they reach the hospital)

4. He will leave. (before you reach his place)

5. We will pay back all our debts. (before we leave this city)

Task 2. Change the sentence into the correct tense.

1. I am writing a book. By this time next month, I _____ the book. 2. Maria is preparing a report. By this time tomorrow, Maria _____ the report. 3. Martha is learning German. By this time next year, Martha _____ German. 4. They are inviting all their friends. By this time tomorrow, they _____ all their friends. 5. We are bringing our stuff to our new apartment. By this time tomorrow, we _____ all our stuff to our new apartment.

6. I am fixing my computer. By this time next week, I _____ my computer. 7. My mother is making dinner. By the time the guests arrive, my mother _____ dinner. 8. Peter is reading a magazine. By the time his flight lands, Peter _____ the magazine. 9. My sister and I are painting our apartment. By this time tomorrow, my sister and I _____ our apartment. 10. John is cleaning the house. By the time his parents arrive, John _____ the house.

Task 3. Which is correct?

1. Don't forget to lock the door when you **go out / you'll go out**. (you go out is correct)

2. As soon as we get any more information, **we let / we'll let you** know.

3. I want to get to the cinema before the film **starts / will start**.

4. Don't drive through a red light. Wait until **it changes / it will change** to green.

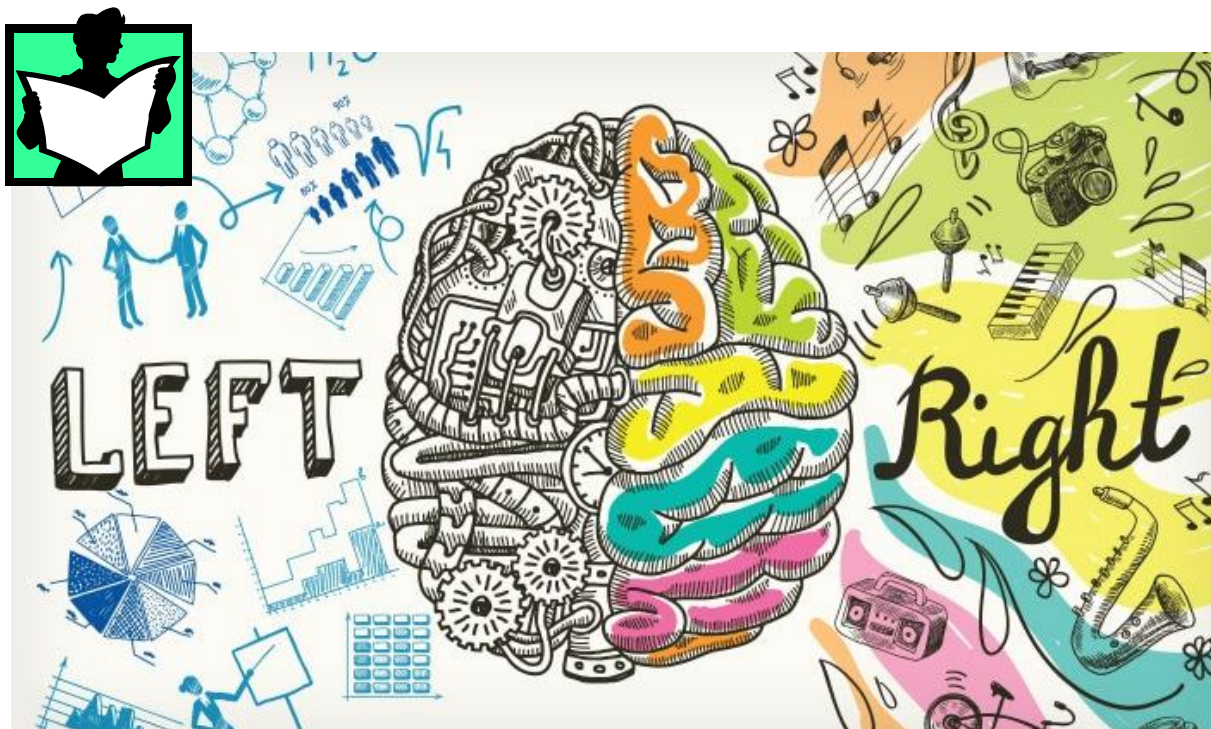
5. Sarah will be here soon. **I make / I'll make** some coffee when she comes.
6. I'm 20 now. I wonder where I'll be when **I'm 40 / I'll be 40.**
7. **I wait / I'll wait** for you until you're ready, but don't be long.
- 8 Oliver is five years old. He wants to be a TV presenter when he **grows up / he'll grow up.**
9. We could meet for coffee tomorrow morning if **you're / you will be free.**
10. If **the weather is / will be nice** tomorrow, we're going to the beach.
11. **Vicky is / will be** very disappointed if she doesn't get a place at university.
12. You'll feel better after **you've had / you'll have** something to eat.

Task 4. Put in when or if.

1. Don't worry **if** I'm late tonight.
2. Be careful. You'll hurt yourself _____ you fall.
3. I'm going shopping. _____ you want anything, I can get it for you.
4. I'm going away for a few days. I'll call you _____ I get back.
5. _____ I don't see you tomorrow, when will I see you again?
6. I'm watching a programme on TV right now. _____ it finishes, I'm going to bed.
7. We can eat at home or, _____ you prefer, we can go to a restaurant.

8. I hope Sarah can come to the party. It will be a shame _____ she can't come.

LESSON 19. WHY MEN STUDY HUMAN NATURE



Task 1. Read the text and fill in the gaps.

The interest of some people in human nature is motivated only by (1) _____. They want to know just for the sake of knowing. In exactly the same way that some people want to understand rocks or stars, others want to understand (2) _____. They agree with the poet Alexander Pope that 'the proper study of mankind is (3) _____. In effect, they want to know what it means to be a human being.

Some have a more practical interest in acquiring (4) _____ about human (5) _____. They believe it would be possible (6) _____ social problems if enough were known about their causes. Such people feel that man-

made (7) _____ can be overcome, that man-made institutions can be changed, given (8) _____ knowledge of man. They want to abolish or at least diminish industrial unrest, racial conflict, crime, international (9) _____ and war.

Still another kind of practical interest motivates studies of man: the desire to 'get along with other people'. They realize that in order to work and live as harmoniously as possible with others, they must know why people think and feel and act the way they do. There is also a business as well as a (10) _____ interest of this sort. Thus, employers want to know what kind of (11) _____ are most likely to succeed in particular (12) _____. Parents want to know what kind of children gain the most out of life.

Perhaps the strongest practical (13) _____ in human nature comes from our intense curiosity about ourselves.

How do I become aware of things? How do I (14) _____ things? How do I learn, remember, and forget? Am I wasting my intelligence and talent? How did my personality develop? Can I learn to control my (15) _____? Do my motives conflict? How can I make the best possible adjustment between the complex world and my equally complex but unique self?

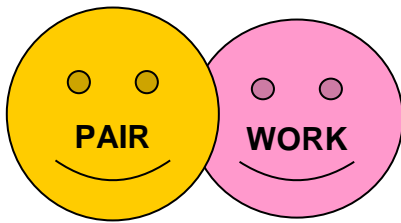
In asking these questions, people are following the 2,500-year-old dictum of Socrates, 'Know thyself'.

Task 2. Find sentences with these expressions in the text and use them in situations.

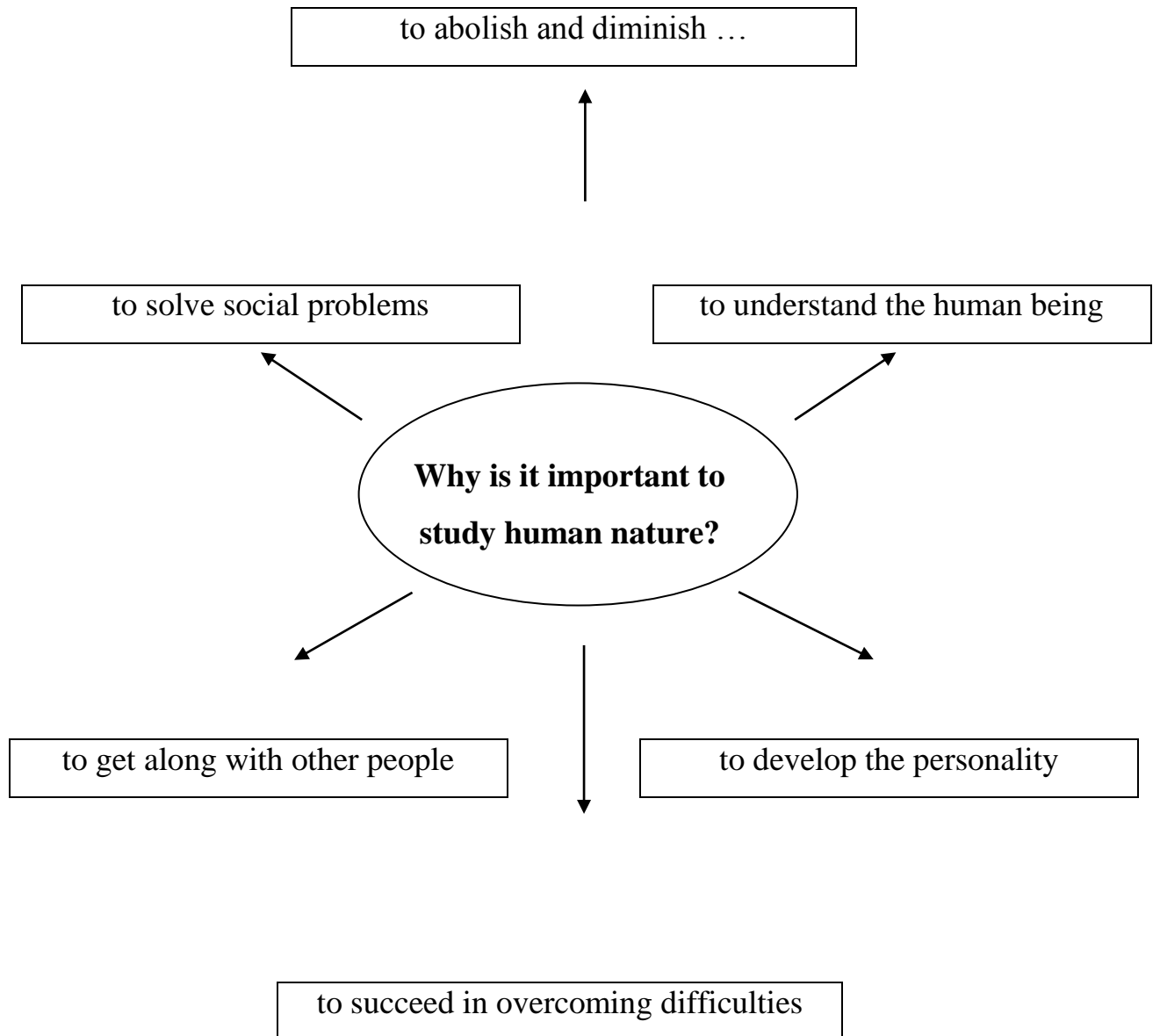
- a) To gain the most out of life
- b) to succeed in
- c) to study the human nature
- d) to overcome difficulties
- e) to get along with other people
- f) to become aware of things

g) to solve social problems

h) to diminish or abolish



Task 2. Complete the Cluster with your partner



Task 3. Read the text and fill in each gap with one noun from the box.

Psychologists study many aspects of behaviour and mental processes such as thinking, remembering and feeling that have practical (1) _____ for the lives of all

of us. They study topics - why some people learn to read at an early age but have little mechanical (2) _____, while others have good mechanical ability but may have trouble with connecting words on a page; what personality (3) _____ influence career choices; how we remember and forget and what the biological (4) _____ for memory is; what kinds of psychological changes occur during old age; how we choose our spouses and become attached to our parents and children - and many other issues that affect our day-to-day lives. (5) _____ is the scientific study of behaviour and mental (6) _____.

Let's look at this (7) _____ word by word. The term “psychology” comes from the Greek psyche (soul) and logos (word or discourse) and reveals the original definition as discourse about the soul (later, about the mind).

Scientific study uses scientific method, a systematic, objective, and organized way to get (8) _____.

(9) _____ is defined broadly as actions that can be readily observed, such as physical (10) _____ and speaking. We are also concerned with mental processes that occur even though they cannot be observed directly, such as perceiving, thinking, remembering, and feeling.

Example: psychologists

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Psychology, implications, information, activity, facility, processes, psychologists, behaviour, basis, definition, factors.

B. Complete the idea of the sentences proving that Psychology can improve society in general.

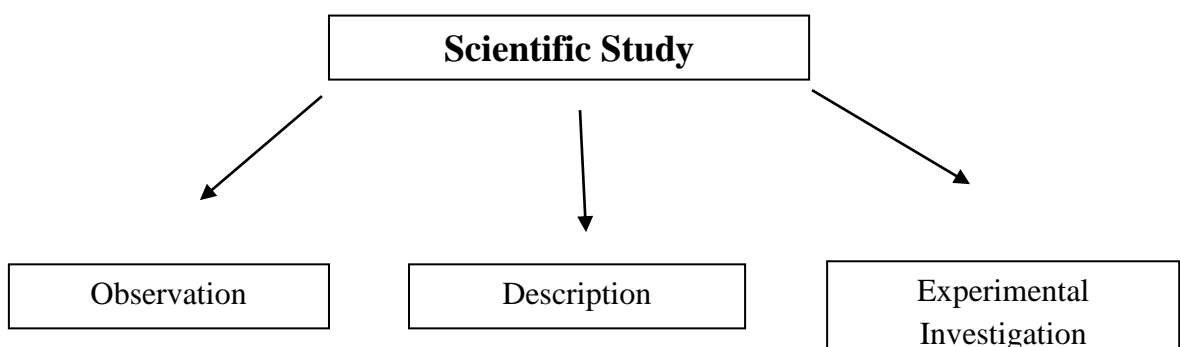
Future Perfect Progressive Tense:

- I **shall/will have been playing** football.
- You **will have been playing** football.
- He **will have been playing** football.
- She **will have been playing** football.
- We **shall/will have been playing** football.
- You **will have been playing** football.
- They **will have been playing** football.

1. I'm absolutely sure ...
2. It seems to me that ...
3. We can't deny the fact ...
4. Generally speaking ...

Task 4. Study the chart and distribute the list of the given verbs according to it.

The Tools of Scientific Method of Study:



- to test; - to speak about; - to try;
- to analyse; - to practice; - to describe;
- to look at; - to notice; - to follow;
- to watch; - to discuss; - to research
- **The Future Perfect Continuous**

I **will be doing** something (future continuous) = I will be in the middle of doing it:

This time next week I'll be on holiday. I'll **be lying** on the beach or swimming in the sea.

You have no chance of getting the job. You'll **be wasting** your time if you apply.

Compare will be (do)ing and will (do):

Don't phone between 7 and 8. We'll **be eating**.

Let's wait for Liz to arrive and then we'll eat.

Compare:

At 10 o'clock yesterday, Tina was in her office. She was working. (past continuous).

It's 10 o'clock now. She is in her office. She is working. (present continuous).

At 10 o'clock tomorrow, she will be in her office. She **will be working**. (future continuous)

Task 5. Put the verbs into the correct form (Future Perfect Continuous)

1. By the end of the week, I (work) will have been working here for four months.
2. By the end of this month, we (live)_____together for six years.
3. By the end of the term, she (study)_____for nine years.
4. By midnight, we (play)_____ this computer game for 48 hours.

5. She (talk) _____ on the phone for the last couple of hours.
6. They (look for) _____ me all night long.
7. He (play) _____ soccer all day long.
8. You (watch) _____ TV all the time.
9. He (not / sleep) _____ all morning.
10. (wait / they) _____ for 2 hours?

Task 6. A) Fill in the correct form of the verb.

1. The potatoes for 20 minutes now. (to cook)
2. The man here for 20 years. (to work)
3. The pupils at the bus stop since 1 pm. (to stand)
4. Ben English for years. (to learn)
5. Lucy with her friends for hours. (to chat)

(B) Write positive sentences, questions or negative sentences.

1. For – hours – will – have – been – He – resting.
2. Have – calling – been – Jake – now – for – hours – two – Won't?
3. A – long – time – sitting – have – will – been – there – Ben – for.
4. Won't – have – been – waiting – He – for – anyone.
5. There – for – 20 – minutes – The – taxi – standing – will – have – been.



Task 7. Complete the chart. Regular and Irregular Verbs

Infinitive	Past	Past Participle
Go	_____	_____
_____	_____	explained
_____	was, were	_____
study	held	_____
_____	_____	had
_____	knew	_____
teach	_____	_____
_____	introduced	_____
_____	_____	begun

Task 8. Read these words, if necessary, consult the dictionary.

Aristotle John Locke Rene Descartes
Functionalism Gestalt Psychology
Psychoanalysis Behaviorism **Structuralism**
Cognitive Psychology

GLOSSARY

GLOSSARY OF PEDAGOGICAL AND PSYCHOLOGICAL TERMS

Terms in English	Definition in English
Action	Something done so as to accomplish a purpose.
Ability grouping	Assigning students with similar skills to learning groups.
Absence	Any part of a school day when a student is not in school.
Academic Achievement	What a student has learned from classroom instruction.
Academic Advisor	The member of the teaching staff assigned to provide school advice and guidance to students.
Accountability	The expectation that schools and/or educators should be held responsible for improving student achievement and should be rewarded or sanctioned for

	their success or lack of success in doing so.
Accreditation	Official recognition that a person or an organization meets specific requirements to be able to deliver instruction.
Accuracy	The ability to correctly read, write, and solve problems.
Achievement Gap	A consistent difference in academic test scores between groups of students. The gaps most frequently referred to are those between white students and minority groups such as African-American and Hispanic students.
Achievement Tests	Tests used to measure how much a student has learned in various school subjects.
Adequate Yearly Progress (AYP)	The minimum level of improvement established by the federal government, that public schools must achieve each year.
Administrator	A school district employee, such as principal, director, or superintendent, who is responsible for directing and managing a school or program.
Adolescent psychology	Field of psychology concerned with the normal and abnormal behavior of adolescents.
Advanced Placement (AP) Program	A series of high-level courses that high school students can take to earn college credits.
Advisory Group	A small group of students who meet regularly with a

	school staff member to discuss school work and requirements.
Advocate	(noun) Someone who acts on behalf of another person
Advocate (To)	(verb) To support or speak in favor of an idea, issue, or person(s).
Affective	A term which refers to emotions and attitudes.
Aggressiveness	A feeling of hostility that arouses thoughts of attack.
After-school Program	Programs run by schools and/or organizations that provide recreational and learning activities for students after the end of the regular school day or on the weekends.
Alignment	How well the skills and knowledge taught in schools match the requirements of state and/or federal learning standards.
Anal stage	Freud's second stage of psychosexual development where the primary sexual focus is on the elimination or holding onto feces. The stage is often thought of as representing a child's ability to control his or her own world.
Arousal	Being alert, physically and mentally.
Alternative Assessment	Any form of measuring what students know and are able to do other than traditional tests. Examples are: oral reports, projects, performances, experiments, portfolios (collections of student's work), and class

	articipation.
Ambivert	A person who is intermediate between an extrovert and an introvert.
Anxiety	A strong and unpleasant feeling of nervousness or distress in response to a feared situation, often accompanied by physiological effects such as nausea, trembling, breathlessness, sweating, and rapid heartbeat.
Archetype	In Jungian psychology, an inherited pattern of thought or symbolic imagery derived from the past collective experience and present in the individual unconscious.
Attention	A state of focused awareness on a subset of the available perceptual information.
Bachelor's Degree	An award that normally requires at least four years of full-time equivalent college courses.
Behavior	The way a living creature behaves or acts.
Behaviorism	An approach to psychology focusing on behavior, denying any independent significance for mind and assuming that behavior is determined by the environment
Basic Skills	The fundamental skills needed to succeed in school and eventually in life. Historically, these skills have included the ability to read, write, and calculate (math).
Below Average	Under the usual, expected, or ordinary quality or

	performance.
Benchmark	The level of performance students should show by a particular point in their schooling.
Best Practices	Classroom instructional strategies that have been demonstrated and accepted by the professional community to improve student learning.
Bilingual Education	School program where two languages are used to teach the curriculum so that students gain knowledge of both languages.
Block Scheduling	Usually used in middle or high school, this scheduling allow student to have fewer classes per day and longer time in each class.
Breakfast Program	A program using state and federal dollars to provide low-cost or free breakfasts to low income students.
Budget	The plan for how to spend the school's or school district's funds.
Bulletin	A printed news publication.
Bullying	Repeated negative behavior that a person uses to take advantage of someone with less power. A bully is someone who uses bullying behavior.
Cadre	A group.
Calendar Day	Refers to all days of the week, including weekends and holidays.
Career and Technical	Classes that allow students to get credit for training in a skill or trade while still in high school. CTE classes

Education (CTE)	may be held on-site or at a skill center.
Categorical Funds	Funds from the state or federal government granted to qualifying school districts for specific programs and/or for particular groups of students.
Certificate of Individual Achievement	An official document available for students with an Individualized Education Program (IEP) who are unable to take the High School HSPE (with or without accommodations).
Certificated Staff	School employees who are required by the state to hold teaching certificates. Also referred to as Certified Staff.
Character Education	A method that teaches students about basic human values.
Child psychology	One of the many branches of psychology that psychology focuses on the mind and behavior of children from prenatal development through adolescence.
Charter School	A school that is run by a group of organizers other than the school board and free from most state and local regulations.
Class Size	The number of students enrolled in a school classroom.
Clinical psychology	A branch of psychology with purpose of understanding, preventing, and relieving psychologically based distress or dysfunction and to

	promote subjective wellbeing and personal development.
Closed Campus	A school where students are not allowed to leave the school grounds
Classroom Management	The way a classroom is organized to make instructional time as productive possible for all students
Cognitive	A term which refers to reasoning or intellectual capacity
Cognitive Development	The changes in the way children think, process information, and learn as they grow up. A field of study in neuroscience and psychology focusing on a child's development in terms of information processing, conceptual resources, perceptual skill, language learning, and other aspects of brain development and cognitive psychology compared to an adult's point of view
Cognitive Learning	The mental processes involved in learning, such as remembering and understanding facts and ideas.
Cognitive process	Refers to what an individual thinks.
Choleric	Quickly aroused to anger.
Counseling psychologist	Provides advice and guidance, often in a school setting.

Collaboration	Individuals working together to accomplish goals
Collaborative Learning	An instructional strategy where students of different abilities and interests work together in small groups to solve a problem, complete a project, or achieve a common goal.
Collective unconscious	According to Jung, the content of the unconscious mind that is passed down from generation to generation in all humans
Compensation	Behavior that develops either consciously or unconsciously to offset a real or imagined deficiency, as in personality or physical ability.
College Readiness	The level of preparation a student needs to be ready to enroll and succeed, without remediation, in credit-bearing college course.
Community Schools	Schools that provide essential services, such as medical and dental services, nutrition classes, parent programs, and social services, for both students and families.
Community College	A two-year college, may also be known as a Junior College.
Competence Tests	Tests created by a school district or state that students must pass before graduating.
Comprehension	This is a term used to describe the interpretations, understanding, and meaning readers construct as they listen to and read stories

Computer-assisted Instruction (CAI)	Educational programs delivered through the use of computers and educational software.
Conflict Management	A strategy that schools use to prevent and address conflict among students. It usually includes a set of expectations for behavior.
Concrete operations stage	According to Piaget, the stage of cognitive development where a child between the ages of 7 and 12 begins thinking more globally and outside of the self but is still deficient in abstract thought.
Conflict Resolution	A defined practice based on an understanding that there are various perspectives to address and solve a problem.
Credit	A unit of coursework given for satisfactory completion of the course.
Criterion-referenced Tests	Tests designed to measure how thoroughly a student has learned a particular subject compared to an established benchmark.
Critical Thinking	Logical thinking based on sound evidence
Cultural Competence	A set of attitudes, awareness, knowledge, and skills that enables effective teaching in racially, culturally and socio-economically diverse classrooms.
Curriculum	The subject matter that is to be learned
Curriculum Materials	Text, audio, video, and/or electronic media used to teach the curriculum of a school or subject area
Cut Score	The minimum score needed to pass a test
Data	Pieces of information

Developmental psychologist	Is concerned with maturational and learning processes in both children and adults.
Eclecticism	An approach to thought that draws upon multiple theories to gain complementary insights into phenomena.
Ego	The part of the personality which maintains a balance between our impulses (id) and our conscience (superego).
Ego defense mechanisms	Psychological forces which prevent undesirable or inappropriate impulses from entering consciousness
Ego ideal	The ideal or desired behavior of the ego according to the superego.
Extrovert	A person concerned more with external reality than inner feelings
Emotional state	Refers to what an individual feels.
Decoding	The process of translating individual letters or groups of letters into sounds so that the reader can pronounce a word.
Descriptive Sentences	Sentences that contain modifying words or phrases (adjectives and adverbs) and are more elaborate than simple sentences.
Detention	A disciplinary action that removes a student from the classroom to another designated space within the school.
Developmentally	Curriculum and instruction that is based on the mental and physical development of the student

Appropriate	
Developmental Screening Tests	Tests used to identify students who may have physical, behavioral, and/or developmental disabilities or delays, or sensory impairments.
Developmental psychology	The area of psychology focused on how children grow psychologically to become who they are as adults.
DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	A testing tool that helps teachers determine at what level students in grades Kindergarten through 6th are able to read and write.
Differentiated Instruction	An instructional technique that includes various ways to teach content and assess learning. It is used to meet student needs and differences in readiness, interests, and learning styles.
Diploma	A certificate conferred by a high school, college, university or other educational institution as official recognition for the completion of a program of studies
Direct Instruction	A teaching technique in which the teacher presents the content and students are expected to respond in a specific manner.
Discipline	All forms of corrective action or punishment used with students
Distance Learning	Taking classes in locations other than the classroom or places where teachers present the lessons including online, DVD, or telecommuting.
Early Childhood Education	The education of pre-school age children.

Egocentrism	The inability of a young child at the preoperational stage to take the perspective of another person.
Electronic Media	The different electronic sources such as television, web pages, e-mail, CDs, etc. that may provide information or be used to share information.
Electra complex	In Neo-Freudian psychology, the Electra complex, as proposed by Carl Gustav Jung, is a girl 's psychosexual competition with mother for possession of father.
ELL (English Language Learner)	A person learning English whose primary language is other than English
Emergency Expulsion	Immediate removal of a student from school or class for an indefinite period of time
Emergent Literacy	The view that reading and writing learning begins at birth and is supported by adult interactions.
Emotional Development	The ways in which individuals learn to interact in socially acceptable ways, establish and maintain relationships, and view themselves in positive ways.
Enrichment	Topics and activities that are not considered part of basic education.
Environmental Education	An educational practice that builds students' awareness of the natural world and how to protect it.
Erogenous zones	Areas of the skin surface that are especially sensitive to stimulation and that give rise to erotic or sexual sensations.
Epistemology	The study of knowledge and justified belief.

Equal Access	Case law based on religious non-discrimination. It requires schools that allow extra-curricular, voluntary-participation student clubs to meet on school property to also allow extra-curricular school use to religious groups.
ESL (English as a Second Language)	English language instruction for students whose primary language is not English
Evaluate	To conduct a careful appraisal or study of something and determine its worth or value.
Expenditure	All amounts of money paid out by a school system.
Experiential Education	– Education that emphasizes learning from experiences rather than from lectures, books, and other secondhand sources and which may take the form of internships, service learning, school-to-work programs, field studies, or similar experiences.
Expulsion	Removal of a student from school, class, or sometimes district property for an indefinite period of time.
Extra-curricular Activities	Activities that are not part of the required curriculum and that take place outside of the regular course of study.
Fact Finding Hearing	A court procedure where a judge determines whether a legal case can be made against an individual
Familiar Sounds	Sounds that students hear or speak in their primary language.
Family involvement in education	Sounds that students hear or speak in their primary language.

Financial Aid	Grants, loans, and funds provided by the government for college expenses, such as college tuition, manuals
Fluency	The ability to read a text accurately, quickly, and with proper expression and comprehension.
Fixation	A state in which a person remains attached to objects or activities more appropriate for an earlier stage of psychosexual development.
Formal operations stage	Final stage of cognitive development where thinking becomes more abstract.
Formative Assessment	A test that determines what students have learned at a particular time in order to plan further instruction.
Frustration	The feelings, thoughts, and behaviors associated with not achieving a particular goal or the belief that a goal has been prematurely interrupted
Functionalism	A general school of thought that considers psychological phenomena in terms of their role in adaptation to the person's environment
General Vocabulary	Words that are critical to understanding the main idea, events, characters, themes of a lesson.
Generalize	To arrive at a broad conclusion based upon a small piece of evidence
Genres	A term used to classify literary and informational works into categories, such as biography, mystery, historical fiction, etc.

Genital stage	Freud's final stage of psychosexual development where healthy sexual development is defined as attraction to a same aged, opposite sexed peer.
Gestalt	A collection of physical, biological, psychological or symbolic entities that creates a unified concept, configuration or pattern which is greater than the sum of its parts (of a character, personality, or being)
Gifted and Talented Program	A program that offers advanced coursework to students identified as being academically gifted or talented.
Graduate	A student who has received a diploma for successfully completing a program or school's course requirements.
Graduate School	University level school that provides instruction and degrees beyond the bachelor degree.
Graduation Requirements	The courses and number of credits required by a school district or the state to receive a high school diploma. The state provides a minimum set of requirements, and school boards can set additional graduation requirements for their school district.
Grant	Funds provided for students to attend college that do not have to be repaid.
Graphic Features	Maps, diagrams, graphs, charts, or pictures that help make the text meaningful and interesting to readers
Graphing Calculator	Maps, diagrams, graphs, charts, or pictures that help make the text meaningful and interesting to readers.
Gross motor	Functions which require large muscle movements, for example, walking or jumping

Guidance Counselor	School staff member who provides academic advice to students and their families, helps them address learning problems, and assists students in career and personal development.
Head Start Program	A federally sponsored preschool program for children from low-income families.
Health Education	Curriculum that addresses physical, mental, emotional, and social health.
Hearing Examiner/Officer	The decision-maker in school discipline hearings.
Heterogeneous Grouping	The practice of grouping together students of varying abilities, interests, or ages for instruction.
Higher Education	Study beyond high school at a college or university that results in an associate, bachelor, or higher degree
Higher-Order Questions	Questions that require thinking and reflection rather than single-solution responses.
Higher-Order Thinking Skills	The ability to understand complex concepts and apply sometimes conflicting information to solve a problem that may have more than one correct answer.
High Frequency Words	High utility words which make up 50% of printed text, for example: <i>A, the, this, that</i> , etc.
Homeschooling	Teaching children at home. This instruction must be supervised by a certificated educator, and families must keep documentation of students' annual progress.

Honors Program	Courses a school or district designs and offers to students to challenge their learning beyond the regular curriculum.
Human factors psychologist	Combines a knowledge of engineering with a knowledge of psychology.
Hysteria	Behavior exhibiting excessive or uncontrollable emotion, such as fear or panic.
Idiom	An expression that does not mean what it literally says, for example, “you drive me crazy”, “hit the deck”.
ID	The part of the personality which contains our primitive impulses such as sex, anger, and hunger
Ideal self	Humanistic term representing the characteristics, behaviors, emotions, and thoughts to which a person aspires.
Illiteracy	Lack of reading and/or writing skills.
Immersion	A program that teaches children to speak, read, and write in another language by instructing them in that language.
Inclusion	The practice of educating all children of various needs and capabilities in the same classroom.
Inferiority complex	A disorder arising from the conflict between complex the desire to be noticed and the fear of being humiliated, characterized by aggressiveness

	or withdrawal into oneself.
Incomplete	A temporary grade stating that a student has not finished all class assignments at the end of a grading period.
Industrial psychologist	Works for a corporation.
Introspection	A looking inward; specifically, the act or process of self-examination, or inspection of one's own thoughts and feelings; the cognition which the mind has of its own acts and states; self-consciousness; reflection.
Introvert	A person who is more concerned with his own thoughts and feelings than with other people or happenings outside him.
Independent Study	An opportunity for students to conduct self-directed learning and receive credit.
Individualized Instruction	A practice provides each student with the lessons and assignments according to her/his strengths and needs. Students work at their own pace to learn the material. Also called Individualized Education, Differentiated Curriculum, Individualized Education, or Differentiated Instruction. A practice provides each student with the lessons and assignments according to her/his strengths and needs. Students work at their own pace to learn the material.
Inference	A conclusion reached after reading text and using past knowledge and experience to understand it.

Informal Knowledge	Knowledge about a topic that students learn through experience outside of the classroom.
Inquiry	A process in which students explore a problem, and create and work through a plan to solve the problem.
Infancy	The early stage of growth or development.
Kindergarten Entry Age	The age when children are eligible to enroll in kindergarten, usually at least 5 years old.
Latency stage	Freud's fourth stage of psychosexual development where sexuality is repressed in the unconscious and children focus on identifying with their same sex parent and interact with same sex peers
Learner-centered Classroom	Classroom in which students are encouraged to choose their own learning goals and projects. Also known as a Student-Centered Classroom.
Learning Contract	An agreement between a student, teacher, parent (or other adult as a family member) detailing how the student will work toward specified learning objectives.
Learning Disability	A condition that interferes with a student's ability to learn. Also known as a Learning Disorder.
Learning Styles	Differences in the way students learn best including through hearing, seeing, or doing the learning task.
Libido	Sigmund Freud 's terminology of sexual energy or sexual drive.

LEP (Limited English Proficient) Students	Students who are reasonably fluent in another language but who have not yet achieved comparable skills in reading, writing, listening, or speaking English. Also known as English Language Learner (ELL).
Literacy	Ability to read and write. Also refers to other types of knowledge and skills such as scientific literacy, computer literacy, etc.
Literal	The common or ordinary meaning of words.
Local Revenues	The money a school district receives from local taxes, investments, and student activities.
Long-Term Suspension	Exclusion from school for more than 10 days.
Mainstream	To place students with disabilities into regular classrooms with the supports defined in their Individualized Education Plan.
Maturation	The continuing influence of heredity throughout development; the age-related physical and behavioral changes characteristic of a species.
Magnet Schools	An alternative public school that often focuses on a particular area of study, such as performing arts or science and technology, in addition to the core curriculum.
Melancholic	Experiencing or showing sorrow or unhappiness.

Manipulatives	Any object, for example, blocks, toothpicks, or coins, that can be used to represent or model a problem situation or develop a mathematical concept.
Mentor	To serve as a role model for another person.
Middle School	Schools for students in the early adolescent years, generally grade 6 th through grade 8 th .
Modeling	The practice of demonstrating to the learner how to do a task, so that the learner can copy the model. It often includes thinking aloud or talking about how to work through a task.
Multi-age Classroom	A classroom that includes children from different grades.
Multi-disciplinary Curriculum	Generally, refers to learning a particular topic area through the viewpoint of more than one subject.
Neighborhood Schools	Public schools nearest to students' homes as determined by school district attendance boundaries.
No Child Left Behind (NCLB)	A federal law that requires yearly student testing, consequences for schools or districts that do not meet standards, and requires all teachers and assistants to be highly qualified.
Non-verbal Communication	Messages sent by way of gestures and other body language, and drawings
Notice	Notification of an action that usually contains information about legal rights to appeal a decision.
Oedipus	In psychoanalysis, a subconscious sexual desire

complex	in a child, especially a male child, for the parent of the opposite sex, usually accompanied by hostility to the parent of the same sex.
Ombudsman	A person that helps resolve conflict or disputes.
On-Time Graduation rate	The number of students who started grade 9 th in the fall of a particular year and are expected to graduate four years later.
Oral stage	Freud's first stage of psychosexual development where the primary sexual focus is on the mouth through sucking, tasting, and verbalizing.
Open-Ended Question	A question that can be answered in more than one way and may have more than one correct answer.
Outcomes	What students are supposed to know and be able to do.
Parent Involvement	The participation of parents in the education of their children.
Parent Teacher Association (PTA)	A national, nonprofit organization, independent of the public school system that supports family involvement in schools and advocates for children.
Parent Teacher Conference	A meeting where the parents and the teacher of a particular student discuss present and future academic progress
Parent-Teacher Organization (PTO)	A local, school-based, organization of parents, and others to support family and public involvement in the school and advocate for students.
Pedagogy	The art or profession of teaching
Performance	A test that determines what students know through

Assessment	their ability to perform certain tasks.
Performance Criteria	The skills or knowledge that will be evaluated as a student completes a task.
Personality	The stable set of individual characteristics that make us unique.
Phonemic Awareness	The ability to identify and combine individual sounds (phonemes) into spoken words.
Phlegmatic	Having or suggesting a calm, sluggish temperament; unemotional.
Phallic stage	Freud's third stage of psychosexual development where the primary sexual focus is on symbolism of the genitals.
Picture Dictionary	A dictionary that defines words using pictures and graphics.
Placement Exam	A skills test given to new students to determine what class or courses are best for their abilities and interests
Policy	A piece of legislation, norm, or regulation.
Portable	A building, often with one or two rooms, that is used as a classroom and can be moved when it is no longer needed.
Portfolio	A collection of work that demonstrates and documents the student's learning progress over time. It might include writing samples, examples of math problems, and results of science experiments.
Primary Language	A student's first language. The language spoken at home

Preoperational stage	Piaget's second stage of cognitive development in which a child develops objects permanency and language.
Principal	The certificated hired by the Superintendent to manage the day-to-day business of the school, supervise and evaluate school staff
Professional Development	Programs that allow teachers or administrators to acquire the knowledge and skills they need to perform their jobs successfully. Also known as Inservice.
Proficiency	The ability to do something at grade level.
Prompt	Pictures or words to which a student responds orally or in writing.
Physiological psychologist	Like an experimental psychologist, does research.
Psyche	The human soul, mind, or spirit. (chiefly psychology) The human mind as the central force in thought, emotion, and behavior of an individual
Psychiatry	The branch of medicine that subjectively diagnoses, treats, and studies mental illness and behavioural conditions.
Psychoanalysis	A family of psychological theories and methods within the field of psychotherapy that work to find connections among patients' unconscious mental processes.
Psychology	The scientific study of the behavior and mental processes.

Psychotherapy	The treatment of people diagnosed with mental and emotional disorders using dialogue and a variety of psychological techniques.
Puberty	The time period between childhood and adulthood when physical changes allow for reproduction, i.e. making babies.
Quick Write	An exercise where students quickly write down everything they know about a topic.
Quota	The number or amount constituting a proportional share.
Quotation	The repeated statement from a person or from text. When written, it is enclosed in quotation marks.
Readability	The level of difficulty in a written passage.
Reference Tools	Materials for students to refer to in order to check spelling, word meaning, grammar, etc., such as picture dictionaries and/or bilingual dictionaries.
Remedial Class	Instruction, usually in addition to regular classroom learning, that provide additional time or attention for a student to learn what's expected at their grade level.
Report Card	The record of student attendance and grades for each grading period and the entire school year. Student report cards are sent home for parent review each grading period.
Repression	The act of repressing; state of being repressed. The involuntary rejection from consciousness of painful or disagreeable ideas, memories, feelings, or impulses

Rubric	A grading or scoring system that lists what work students must show to be proficient. Also called a Scoring Guide.
Running Start	A college preparation option that permits students in grades 11th and 12th to take courses on local community and technical college campuses and earn credit toward both high school graduation and a college degree
Sanctions	Another word for punishment
Sanguine	Confidently optimistic and cheerful.
Self	Consists of a person's conscious and unconscious aspects, their personality, cognitions or thoughts and feelings. All these traits or aspects combine together into the person's core identity. Other synonyms for "self" are soul, ego, personality, or individual.
Self-abasement	Degradation or humiliation of oneself, especially because of feelings of guilt or inferiority.
Self-concept	The subjective perception of the self.
Selfconsciousness	The top level of consciousness; cognizance of the autobiographical character of personally experienced events.
Self-realization	The development or fulfillment of one's potential.
Sensorimotor stage	The first stage in Piaget's stages of cognitive development where a child's primary way of learning about the world is through the senses and movement.

Selfactualization	Psychological development that can be achieved when all basic and mental needs are fulfilled
Scaffolding	An instructional technique in which the teacher breaks a complex task into smaller tasks and supports students as they learn, and then gradually shifts responsibility for learning to the students
School-Based Management	A system of school governance by which many school level decisions are made by the individual school rather than at district or other agency level. Also known as Site-Based Management or Site-Based Decision Making.
School Board	The school board is formed by School Board Directors or members. They set goals and policy, hire and supervise the Superintendent, and manage the finances of the school district.
School Culture	The values, cultures, safety practices, and organizational structures that cause a school community to function and react in particular ways. Also knows as School Climate or School Environment.
School Day	Any day, including a partial day, when students attend school for instruction.
School District	The organization responsible for providing free public education for school-age children residing
School-Family Partnership	Collaborative relationships between educators and family members based on mutual respect, trust, equality and shared goals that support and focus on

	student academic success.
School Improvement Plan (SIP)	The longterm plan schools create with staff and parents to ensure that all students are achieving at high levels.
School Improvement Status	The consequences faced by schools and districts that do not meet adequate yearly progress (AYP) required by No Child Left Behind federal legislation.
School Readiness	The basic background and knowledge that children are usually expected to have upon entering kindergarten.
School Records	Any information about a student kept by the school. School-to-Work – A curriculum that integrates academic study with up-to-date career and technical education and work-readiness skills.
Scientifically-based Research	Research about educational programs and activities that uses systemic and objective procedures that provide results considered reliable and valid.
Stimulus	Anything in the environment to which one responds.
Structuralism	A school of thought that focuses on exploring the individual elements of consciousness, how they are organized into more complex experiences, and how these mental phenomena correlate with physical events
Superego	The part of the personality that represents the conscience.
Trait	A relatively permanent internal characteristic.

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