**ПЛАН РАБОТЫ**

**ДЛЯ СТУДЕНТОВ**

**ПСИХОЛОГО-ПЕДАГОГИЧЕСКОГО ФАКУЛЬТЕТА**

**ЗАОЧНОЙ ФОРМЫ ОБУЧЕНИЯ**

**План работы в зимнюю сессию**

**для студентов I курса психолого-педагогического факультета  
заочной формы обучения**

**специальности «Начальное образование (3,5 года)»**

**(8 часов)**

|  |  |  |
| --- | --- | --- |
| **Кол-во часов** | **Лексико-тематическое содержание** | **Грамматический материал** |
| **2** | Social Political Portrait of Great Britain | Prepositions. Conjunctions |
| **4** | Getting along with Children | Direct and indirect speech |
| **2** | The Education of Gifted Children | The infinitive. Forms and functions |

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**ЗАДАНИЕ НА ЛЕТНЮЮ СЕССИЮ**

**(2 семестр)**

***Устные темы****:*

“Our University”

“Image of Belarus”

“The United Kingdom of Great Britain and Northern Ireland”

“Teaching as a Career”

“What Is Psychology?”

“Psychology's Roots”

“Education in Belarus”

“The Application of Psychology to Educational Problems”

“Personality”

“Special Education”

***Самостоятельное чтение****:*

1) прочитайте тексты “Why I Teach”, “Dear Editors…”, выполните задания после текстов.

2) прочитайте текст “Most Important Hour in a Family’s Day”, выпишите и выучите ключевые слова, письменно переведите выделенные абзацы.

Составьте ***аннотации***текстов “Memory”, “An American and a European”, “The Value of Education”.

Выполните ***грамматическое задание*** по темам “Предлоги”, “Союзы”, “Прямая и косвенная речь”, “Инфинитив”, “Времена группы Simple, Continuous, Perfect, Perfect Continuous ”, “Глагол в пассивном залоге”.

***Oral Topic***

**OUR UNIVERSITY**

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

The University occupies several academic buildings: an old building at the crossing of Savetskaya and Mickevich Streets, the Sports Complex with gymnasiums, a swimming pool, several lecture halls and tutorial rooms, and a seven-storeyed building in Kasmanautau Boulevard with a canteen, a library, reading halls, laboratories, lecture halls and subject rooms. At the disposal of students there are four hostels, a winter garden, a garden of successive blossoming, an agricultural and biological station. The University has three museums: of biology, of geology, and of physical culture and sport.

The University educates about … students at the day-time department and about … students acquire higher education at the correspondence department. There are 10 faculties at the University: Language and Literature, Foreign Languages, Psychology and Pedagogics, Social Pedagogics, Geography, Biology, Physics and Mathematics, Physical Education and Sports, History and Law. Students are educated in … specialities.

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

The main form of work for external students is independent work. External students come to the University twice a year for short periods, which usually last for about 1-2 weeks. During these periods external students attend lectures, have practicals, get credits and take exams.

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

***Oral Topic***

**Image of Belarus**

The Republic of Belarus lies in the centre of Europe. It occupies an area of 208 thousand square kilometers. Belarus shares its border with five states: the Russian federation, Lithuania, Poland, the Ukraine, and Latvia. The population of Belarus is about 10 mln.

Belarus has a cool continental climate moderated by maritime influences from the Atlantic Ocean.

The first written documents of the Belarusian statehood go as far back as 980 AD when Prince Rogvold began his reign on Polotsk lands, which are the historic and religious center of Belarusian nation and culture. From the 13-th till the 16-th century the territory of contemporary Belarus was the center of a medieval polyethnic state - the Grand Duchy of Litva. The lands of contemporary Belarus, Lithuania, the Ukraine and a part of Russia comprised this state. In 1569 the Grand Duchy of Litva and the Polish Kingdom established a political union according to which the Litva - Poland confederation - Rzecz Pospolita -emerged. As a result of three divisions of Rzecz Pospolita in 1772, 1793 and 1795 between three empires - Russia, Austria and Prussia - the Belarusian lands were incorporated into the Russian Empire.

On March 9, 1918 Belarus was declared a democratic Peoples' Republic. On January 1, 1919 the Belorussian Soviet Socialist Republic was created. On December 30, 1922 the Communist governments of Belarus, Russia, the Ukraine and Caucasus created the Union of Soviet Socialist Republics. In August 1991 Belarus declared its independence.

Now Belarus is a presidential republic. State power in the Republic of Belarus is formed and realized through three main branches - legislative, executive and judicial.

According to the Constitution of 1994 and its modifications of 1996, a two-chamber parliament is the supreme standing and exclusive legislative body of state power in the Republic of Belarus. The President of the Republic of Belarus is the chief of the state. The executive branch is represented by the Council of ministers headed by the prime minister, Courts perform the judicial power in the republic,

The present National Emblem and Flag of the Republic of Belarus symbolize historical adherence of the Belarusian people to constructive labor, their faith in the triumph of justice and attainment of a worthy place in the world community.

The sources of Belarusian culture come from the pre-Christian times and have a lot of common with traditions of the other Indo-European cultures, Traditional rites, music and art elements are widely used in contemporary cultural life, thus illustrating symbols of the old and young Belarusian culture.

Belarus is rather a highly developed industrial country. The main branches of Belarusian industry are machine building, instrument making, chemical, wood processing, light and food industries. Over 100 large enterprises are the basis of Belarusian economy.

Minsk, the capital of Belarus, is one of the most beautiful and significant cities. It is first mentioned in chronicles as a fortress in the Principality of Polotsk in connection with the battle on the river Nemiga in 1067.

People of Belarus are proud of their country. The proverb says, "what you give returns to the giver. Love for love, trust for trust". Belarus entrusted itself to the people and they in their turn enjoy its beauty and glory.

***Oral Topic***

**The United Kingdom of Great Britain and Northern Ireland**

The United Kingdom of Great Britain and Northern Ireland (commonly known as the United Kingdom, the UK or Britain) is a sovereign state located off the north-western coast of continental Europe. The country includes the island of Great Britain, the north-eastern part of the island of Ireland and many smaller islands. Northern Ireland is the only part of the UK that shares a land border with another sovereign state – the Republic of Ireland. Apart from this land border the UK is surrounded by the Atlantic Ocean, the North Sea, the English Channel and the Irish Sea.

The United Kingdom is a unitary state governed under a constitutional monarchy and a parliamentary system, with its seat of government in the capital city of London. It is a country in its own right and consists of four countries: England, Northern Ireland, Scotland and Wales. There are three devolved national administrations, each with varying powers, situated in Belfast, Cardiff and Edinburgh; the capitals of Northern Ireland, Wales and Scotland respectively. Associated with the UK, but not constitutionally part of it, are three Crown Dependencies and fourteen overseas territories. These are remnants of the British Empire which, at its height in 1922, encompassed almost a quarter of the world's land surface and was the largest empire in history. British influence can still be observed in the language, culture and legal systems of many of its former territories.

The UK is a developed country and has the world's sixth-largest economy by nominal GDP and seventh-largest economy by purchasing power parity. It was the world's first industrialised country and the world's foremost power during the 19th and early 20th centuries. The UK remains a great power with leading economic, cultural, military, scientific and political influence. It is a recognised nuclear weapons state and its military expenditure ranks third or fourth in the world. The UK has been a permanent member of the United Nations Security Council since its first session in 1946; it is also a member state of the European Union, the Commonwealth of Nations, the G8, the G20, the OECD, the Council of Europe, the World Trade Organization, and NATO.

(adapted from <http://en.wikipedia.org/wiki/United_Kingdom>)

***Oral Topic***

**Teaching as a Career**

As for me, the most important criterion is job-satisfaction, and that's why I have chosen the profession of a teacher. Teaching is a very specific and responsible occupation. Not everyone has enough courage to accept this responsibility. I believe teaching to be a very valuable and challenging profession that requires complete dedication, love of the subject and lots of enthusiasm. However, there are also disadvantages that apply to the teaching profession. It is sometimes regarded as low-status and underpaid work. Luckily my main interest is not money but the belief that education is very important for the success and progress of our society.

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

The teacher must be a model of competence, so he is a person who is learning as well as teaching all his life. Most jobs can be done within the usual office hours, but teacher's work is never done and evenings are mostly spent marking exercise-books and preparing for the next lesson. It is also a stressful job because you have to encourage your pupils and keep them interested in the subject you teach.

A good teacher treats his pupils with respect and values them as individuals. He understands that each child is unique and has special talents and capabilities. That's why he educates each pupil with special attention to his or her interests and encourages each one to make his best in life. He helps children to develop their critical and creative thinking, to form their views and characters, their attitudes to life and to other people. He teaches them to work independently and cooperatively, to be helpful and useful.

A good teacher will do his best to bring up honest and considerate, patient and tactful, self-confident, objectively-minded and self-disciplined people, able to meet many challenges of adult life in a rapidly changing world.

***Oral Topic***

**WHAT IS PSYCHOLOGY?**

**PSYCHOLOGY'S ROOTS**

How did psychology arise? From what perspectives do psychologists analyze behavior? What do they study and do?

Psychology is a fairly young science, with roots in many disciplines, from physiology to philosophy. Wilhelm Wundt, who founded the first psychology laboratory in 1879 at Germany's University of Leipzig, was both a physiologist and a philosopher. Ivan Pavlov, who pio­neered the study of learning, was a Russian physiologist. Sigmund Freud, renowned personality theorist, was an Austrian physician. Jean Piaget, this century's most influential observer of children, was a Swiss biologist. William James, author of an important 1890 psychology text­book, was an American philosopher.

As this list of pioneering psychologists illustrates, psychology has its origins not only in many disciplines but also in many countries. In the last few decades, psychology has especially flourished in the United States, which currently has more than 100,000 psychologists. But the field is now growing rapidly in other countries as well. Psychology's researchers and students, like its historic pioneers, are citizens of many nations.

With current research that ranges from recording nerve cell activity to studying the effects of psychotherapy, and with perspectives that range from basic science to philosophy, psychology is difficult to de­fine. A century ago, psychology was defined as the science of mental life. In establishing his psychology laboratory, Wilhelm Wundt focused on the *inner* (covert) experiences of consciousness—sensations, feel­ings, and thoughts. Introspection, the examination of one's own emo­tional states and mental processes, was the basic research tool at that time. Psychologists of that era therefore relied on people's introspec­tive reports of their conscious experiences in response to various stim­uli. Then, from about 1920 to 1960, American psychologists led by John Watson redefined psychology as the science of behavior. After all, they said, science is rooted in observation. You cannot observe a sensation, a feeling, or a thought; but you *can* observe how people's *outer* (overt) behaviors are affected by external stimuli.

Since the 1960s, psychology has recaptured its initial interest in conscious and unconscious mental processes. Many psychologists now study how our minds process and retain information. To encompass psychology's concern with both overt behavior and covert thoughts and feelings we will define psychology as the science of behavior and mental processes*.*

One big issue today is whether our behavior and mental processes are best explained by *internal* or *external* influences: Are eating and sexual behavior mostly "pushed" by internal drives or "pulled" by external incentives? Is social behavior better explained by the presence of enduring inner traits or by the temporary demands of external situa­tions? Are personality and intelligence influenced more by our genes or by our experience?

Clearly, the influences on us are both internal and external. The issue is their relative importance and how they interact. This issue is basic and longstanding. The Greek philosopher Plato (128-348 B.C.) assumed that character and intelligence are largely inherited and that ideas are inborn (Robinson, 1981). Aristotle (384-322 b.c.), on the other hand, argued that there is nothing in the mind that does not first come1 from the external world through the senses. In the seventeenth cen­tury, this issue was revived by the philosophers John Locke, who be­lieved that the mind is a blank slate at birth and that most knowledge comes through sense experience, and Rene Descartes, who thought that knowledge is not dependent on sense experience. Thus, the ques­tion of internal and external influences weaves a thread from the an­cient past to our time Psychology is a young science but an old subject.

***Oral Topic***

**Education in Belarus**

The educational system in Belarus is the main source intellectual, cultural, scientific and trained potential and includes more than 6,000 preschool institutions and nearly as many secondary schools, lyceums, gymnasias and colleges, 33 University type institutions and 149 community college type institutions. The educational system also includes 20 commercial graduate institutions. The Republic of Belarus has 180 college and university students per each 10 thousand citizens. For each 1,000 people employed in the national economy there are 351 specialists with higher and middle specialized education.

The first level of the education system is pre-school education which sets out to provide favorable conditions for child development and help to families prepare children for formal schooling. At present, of the one million children of pre-school age half attend pre-school establishments. Education at this level includes nurseries for children up to the age of three years and kindergartens for children up to the age of six. For many years insufficient attention was paid to the individual approach in respect of child development. During the last years new pre-school establishments have appeared where children can develop their gifts in arts, music, foreign languages, etc. There are also new pre-schools of the sanatorium type for children in poor health and for those with mental or physical handicaps. Various other types of school offering a flexible work programme and alternative education have been opened, as well as “kindergarten schools” where children cover the elementary stage of the compulsory school.

Pre-school education establishments are under the supervision of various authorities. Some are financed directly by educational bodies, the rest by branch ministries and departments. Pre-school establishments are staffed by over 60 000 employees. Five higher and ten secondary special education establishments train teachers and educators for the pre-school sector. In accordance with law preschool establishments conduct classes in Belarusian and Russian.

Particular attention is given to pre-school establishments for orphaned children. According to the law "On children's rights", orphans are placed not in orphanages but adopted by families or family-type orphanages.

The general education stage is the most important one in the education system. Schooling starts at the age of six or seven years, account being taken of medical factor and the parents' consent. The education programme of the first form can be provided in the kindergarten.

General education comprises three stages:

-primary school (four years) ensuring the initial education of the child;

-the second (basic) stage which provides a grounding in secondary education necessary for the continuation of studies;

-the third stage which rounds off a pupil's secondary education taking particular account of the interests of the individual.

The primary and basic stages are compulsory. On completion of the basic stage a pupil can transfer to a vocational school.

The general school leaving examination opens up the possibility to enter higher education establishments. A network of gymnasiums and lyceums provides a higher level of education than that of the general school. These establishments have close links with higher education sector and provide a mechanism for selecting gifted and talented children. There are special schools for children with mental or physical handicaps. General education is combined with vocational training, and at the third stage there is pro-professional training and workshops to facilitate insertion into the labour market.

After the ninth grade of the general school young people can enter vocational schools where they receive both vocational training and general secondary education. The staff is trained in industrial pedagogical schools and in a number of higher pedagogical establishments. Vocational schools are well equipped both for vocational training and for manufacture. Medium level specialists are catered for technical schools and colleges.

Higher education is dispensed in universities, academies and institutes, access being on the basis of entrance examination. In recent years, certain institutes have been turned into universities. Full-time students whose academic progress meets requirements receive state grants. Higher education establishments carry out a wide range of work in the fields of fundamental and applied research. Post-graduate education caters annually for over 100,000 persons. In recent years there have appeared some commercial organizations offering in-service training lasting from one to six months, with some retraining course lasting more than a year. The teaching staff is highly qualified specialists from higher or specialized secondary establishments, scientists and people with specialized industrial experience. Trainees receive their average salary for the duration of the course. There is provision for the in-service training of staff with medium-level responsibilities, and there are also retraining possibilities for the unemployed.

***Oral Topic***

**The Application of Psychology to Educational Problems**

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

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

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

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

***Oral Topic***

**Personality**

Personalityis a characteristic way of thinking, feeling, and be­having. Personality embraces moods, attitudes, and opinions and is most clearly expressed in interactions with other people. It includes behavioral characteristics, both inherent and ac­quired, that distinguish one person from another and that can be observed in people's relations to the environment and to the so­cial group. Perhaps the oldest personality theory known is con­tained in the cosmological writings of the Greek philosopher and physiologist Empedocles and in related speculations of the physician Hippocrates. Empedocles cosmic elements – air (with its associated qualities, warm and moist), earth (cold and dry), fire (warm and dry), and water (cold and moist) – were related to health and corresponded to Hippocrates' physical hu­mours (humour is one of the four liquids that in the past were thought to be present in the body and to influence someone's character), which were associated with variations in tempera­ment: blood (sanguine temperament), black bile (melancholic), yellow bile (choleric), and phlegm (phlegmatic). This theory, with its view that body chemistry determines temperament, has survived in some form for more than 2,500 years. According to these early theorists, emotional stability as well as general health depends on an appropriate balance among the four bodily humours; an excess of one may produce a particular bodily ill­ness or an exaggerated personality trait. Thus, a person with an excess of blood would be expected to have a sanguine temperament – that is, to be optimistic, enthusiastic, and excitable. Too much black bile (dark blood perhaps mixed with other se­cretions) was believed to produce a melancholic temperament – that is, to be very sad, low-spirited. An oversupply of yellow bile (secreted by the liver) would result in anger (choleric means easily and often made angry) and irritability. An abun­dance of phlegm (secreted in the respiratory passages) was al­leged to make people stolid, apathetic, and undemonstrative.

***Oral Topic***

**SPECIAL EDUCATION**

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

*THE EDUCATION OF CHILDREN WITH MALADAPTIVE BEHAVIOUR*

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

*THE EDUCATION OF GIFTED OR MENTALLY RETARDED CHILDREN*

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

*THE EDUCATION OF PHYSICALLY HANDICAPPED CHILDREN*

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

***Home reading***

**WHY I TEACH**

Why do I teach? A friend asked me the question when I told him I didn't want a university administrative position. He was puzzled that I did not want to "step up" toward money and power.

One thing is certain – I don't teach because teaching is easy for me. Teaching is the most difficult of all the ways I have attempted to earn my living: bulldozer mechanic, carpenter, university administrator, and writer. For me, it's a red-eye, sweaty-palm, sinking-stomach profession. Red-eye, because I never feel ready to teach, no matter how late at night I stay up to prepare. Sweaty-palm, because I am always nervous before I enter a classroom, sure that I will bе found out for the fool I am. Sinking-stomach, because I usually walk out an hour later convinced that I was even more boring than usual.

Why, then, do I teach?

I teach because I like the pace of the academic calendar. June, July and August allow me to mix reflection, research and writing, all ingredients in my recipe for teaching. It is not that summers are less effort. It is that they are different effort.

I teach because teaching is built on change. Even when the material I teach is the same, I change, and, more important, my students change.

I teach because I like the freedom to make my own mistakes, to learn my own lessons, to stimulate myself and my students. As a teacher, I am my own boss. If, as in a recent semester, I want freshmen to learn how to write by putting together their own textbook, well, who is to say I may not? The course may be a colossal failure, but we can learn from colossal failures.

I teach because I like to ask questions, questions that students must struggle to answer. The world is full of right answers to bad questions. Teaching, I sometimes brush up against good questions.

I teach because I like to learn. One of the major discoveries of my professional life is that I teach best not what I know, but what I want to learn. When I wanted to know more about the role of the Indian culture in American literature, I taught a course on the subject, taking students with me on a path of discovery.

I teach because teaching gives me many nectars to taste, many woods to enter and leave, many fine books to read, and many ivory towers and real-world experiences to discover. Teaching gives me pace and variety and challenge and the opportunity to keep on learning.

I have not mentioned the most important reasons why I teach.

One is Vicky. My first doctoral student, Vicky was an energetic young woman who worked at a dissertation on a little-known 14-th century poet. And while still in graduate school she wrote articles and sent them off to learned journals. She did it all herself, with only an occasional smile or nudge from me. But I was there when she finished her dissertation, when she got word that the articles were accepted, when she handed a job and won a fellowship to spend a year at Harvard working on a book developing ideas she had germinated as my student.

There is Julie. Her kids were growing up and she wanted to sit in one of my classes to see if she was college material. I was there when she came in, weeping, to apologize because she knew she had failed her first test, even though she had studied for two weeks. It does not matter that I later told her she had gotten a D, or that on the next test she got a B. It does not matter that in the end she decided against college after all. It does matter that I was there when she asked.

There is George, who started out in engineering, then switched to English because he decided he liked people better than things. He stayed for a master's degree and now; teaches high-school English.

These are the real reasons why I teach these people who grow and change in my presence. Being a teacher is being there, being present at the creation, when the clay begins to breathe.

A "promotion" out of teaching would give me money and power. But I already get paid for doing the things I enjoy most: reading books, talking with people, making discoveries and asking questions.

And I already have power to nudge, to fan sparks, to ask troubling questions, to praise an attempted answer, to condemn hiding from the truth, to suggest books, to point out a path. What other power matters?

Teaching also offers something else: it offers love. Not only the love of learning and of books and ideas, but also the love a teacher feels for that rare student who walks into the life of a teacher and begins to breathe.

I teach because, being around people who are beginning to breathe, I occasionally find myself catching my breath with them.

*(From "Reader's Digest")*

**1. Agree or disagree with the following statements of fact or opinion relating  
to the text**

1. Teaching was not the first job for Peter Beidler.
2. Peter is very self-critical.
3. He is a very independent person.
4. Peter teaches English to University students.
5. He likes to teach new courses.
6. He supervised Vicky's doctoral dissertation at Harvard.
7. George had his master's degree in English.
8. Peter gets paid for talking with people, reading books, making discoveries and  
   asking questions.
9. Julie decided to leave college because her kids were too small.
10. A teacher's job resembles the work of a sculptor.

**2. Read the text again focussing on more detail so as to answer these  
questions.**

1. Why was Peter Beidler asked the question?
2. How had he earned his living before he started teaching?
3. Why does he find teaching the most difficult job of all?
4. What was Vicky's dissertation on?
5. Why was Julie weeping when she came in?
6. Why did George decide to give up engineering?

**3. Identify the key sentences in each paragraph. By doing this you will sum up  
the reasons and arguments the author gives for teaching.**

**4. Translate the following sentences using the vocabulary of the text.**

1. Многие его друзья ***недоумевали,*** почему он отказался от предложения.  
   Они считали, что административная должность - ***ступенька вверх*** к  
   деньгам и власти.
2. Мне нравится эта работа, потому что я сам себе хозяин. Я могу  
   ***совершать свои собственные ошибки*** и учиться на них.
3. Ученые часто не знают реального мира и живут в ***"башне из слоновой***

***кости".***

1. **Мы *учимся не только на победах,*** но и на ошибках.
2. Он любил ***открывать для себя новое.*** И, когда он читал курс по новому  
   предмету, он ***увлекал за собой*** студентов на ***дорогу открытий.***
3. Иногда мне кажется, что вместе с ними я тоже ***начинаю жизнь заново.***

**5. Discussion**

Do you agree with Peter Beidler about the challenges and rewards of the teaching profession? Share your views on the problem.

***Home reading***

***Read the letter which was printed in a psychology magazine and do the task that follows.***

**Dear Editors,**

Your readers may be interested in the following account of the behaviour modification of a small girl. Kathy started at my nursery school at the age of two years nine months. She was small for her age but confident, competent and determined. She settled into the group easily, would be first on the slide and highest up the climbing frame. She could put on her coat without help and not only fasten her own buttons but fasten other children's too.

She was a lovely child but unfortunately a scratchier. If anyone upset her or stood in her way her right hand would flash out faster than Mohammed Ali's and score down the face of her playmates from forehead to chin. Children twice her age would fly in terror from her and cower screaming in corners.

This must have been very rewarding for Kathy but obviously it had to be stopped - and stopped quickly. All the usual ways failed and then I remembered an account by I.C.K. Atkinson of Highfield School, Haledown, Liverpool of how bullying in the playground had been stopped.

No punishment had been given, but the bullies had been ignored and the victims rewarded. So I decided that in future Kathy would be ignored and her victim given a sweet.

With a pocketful of Smarties I followed Kathy around. She was so quick that it was impossible to prevent her scratching but I was determined to stay within arms length all afternoon.

All was peaceful but then I saw Kathy's hand descend and heard the scream. Quickly and gently I gathered up the little hurt one and cradling her in my arms said "Nice, nice sweetie", and I popped it into her mouth. Kathy opened her mouth expectantly and then when she got nothing looked puzzled.

Minutes later another scream, this time from John and while cuddling him I said "Look Kathy, a nice Smartie for John" and put the sweet into John's open mouth.

A smile of understanding flashed across Kathy's face and holding a finger tenderly she came to me and wailed "Hurt my finger".

"Never mind", said I coldly, "it will soon be better." She stamped her small foot and shouted "Give me a Smartie, I have hurt my finger!"

"No", I replied. "You'll get a sweet if someone hurts you."

Deliberately she turned and scratched a child, waited quietly while I mothered and rewarded him, then walked away. She has never scratched a child since.

Parents who find older children bullying younger brothers and sisters might do well to replace shouting and punishment by rewarding and giving more attention to the injured one. It's certainly less exhausting.

Margaret Seekree, Belcombe Croft Nursery School, Bradford-on-Avon, Wiltshire

***1. Check your comprehension by marking each sentence as True or False.***

1. Kathy was a difficult child in many ways.
2. Kathy was bigger than most of the other children.
3. Older children did not fight back when Kathy scratched them.
4. Margaret Seekree, who wrote the letter, got the idea from a teacher who  
   had written an article to the same magazine.
5. Ms. Seekree has also tried this method with her own child who bullies his  
   younger brothers and sisters.

***2. Read each paragraph again and think about the idea that the author  
wishes to express about the topic. Write out the key sentence of each  
paragraph (or the topic and the main idea sentences where possible).***

*e.g. Paragraph 1.*

The topic: *Kathy's character.*

The key sentence: *She was small for her age but confident, competent and*

*determined.*

***3. Make a short summary of the whole article basing on the sentences you  
have written out.***

***4. Translate the following sentences into English using the vocabulary of the text.***

1. Учитель попросил учеников подготовить ***отчет*** об эксперименте, который они проводили самостоятельно.

1. Эксперты ***дают уверенный*** прогноз о том, что бизнес наладится.
2. Секретарь директора достаточно ***компетентна,*** но она не проявляет  
   никакой инициативы.
3. Вы не должны ***игнорировать*** то, что ваш сын ***запугивает*** детей на  
   игровой площадке.
4. Девочка ***выжидающе повернулась*** к учительнице, но она  
   (учительница) ***проигнорировала*** ее.
5. Родители должны ***поощрять*** инициативу детей, если хотят, чтобы  
   они ***стали решительными*** и независимыми.
6. Он считал себя ***жертвой,*** хотя сам заслуживал наказания.

***5. Share your childhood memories. Were you a problem child?***

***Home reading***

**MOST IMPORTANT HOUR IN A FAMILY'S DAY**

**Recapture that special time when you and your children gather to share today's news and plan for tomorrow.**

Waiting on the sidelines for my son's football practice to finish, I was getting anxious. "I wish they'd hurry," mumbled to a neighbour standing nearby. "We have to get home for dinner."

"Dinner?" she asked. "You mean a family dinner? You must be joking. We save that for holidays and special occasions."

Unfortunately, this attitude is becoming increasingly common. Like many other families, my neighbour, her husband and children have hectic schedules and rarely find themselves together at dinner time. Yet, by abandoning this daily routine, they're ignoring its importance.

If the traditional family is eroding – and many people think it is one key reason is the demise of family dinner time. "In the past," says columnist Ann Landers, "that's where family members always connected. That's where children learned most of their values. Sad to say, too many kids now come home to an empty house and find a note saying, 'I won't be home till later. There's stuff in the fridge for supper.'"

When my three sons were growing up, dinner separated the late-afternoon pandemonium of sibling skirmishes and after-school activities from homework and bedtime routines. Our dinner served as a touch-stone, symbolizing our importance to one another in good times and bad. Dinner was a time for slowing down, telling news, airing problems, rehashing today and planning for tomorrow.

I'm not arguing for a return to the 1950s, when mum stayed at home and took care of the house. But families need to continue sharing dinner, in whatever way works best for them. Here are some tips to help you recapture or revitalize this endangered tradition:

**Make the family dinner everyone's responsibility.**

A survey of working mothers in the US found that 77 per cent of them make dinner alone; 64 per cent wash up alone. Meanwhile, many dual-career parents complain that they can't find time to spend with their children. Both problems can be solved by getting children to work in the kitchen before and after dinner.

Decide who's going to do what during the meal's preparation and clearing up, depending upon the ages of your children. What's important is that you all do it together. Working alongside one another encourages heart-to-heart talk.

**Create a friendly atmosphere.**

Writer Janice Rosenberg remembers the discomfort she felt as when dinner conversation was dominated by criticism and interrogation. This ranged from "Sit up straight" to "Have you learnt your spelling?"

Determined never to treat her own children that way, Janice sticks with the old but wonderful rule: treat guests like family and family like guests. "A guest who spills her milk isn't called an idiot," she says. Above all, avoid using dinner time as lecture time.

**Avoid interruptions.**

**"We had two rules at our house," comments American humourist Erma Bombeck, mother of three. "The first was: 'Either show up for dinner or bring a note from God excusing you.' The second: 'Absolutely no one uses the phone while we're eating.'" If you can't ignore the phone, consider the solution of Diane Dittemore. "We have a designated answerer who says, 'We're having dinner at the moment. I'll ask him or her to call you back as soon as we've finished.'" She says it's crucial that the rule applies to parents as well as children.**

**Turn off the TV.**

Television is the prim distraction. A poll showed that among families in the US with children under the age of 18 living at home, 42 per cent spend dinner time watching TV. Even worse, children who microwave their own dinners and eat in front of the television lose the sense that family time is more important that TV time.

**Build family rituals.**

**David Kertzer, author of *Ritual, Politics, and Power* (Yale University Press, Ј10-50), stresses that tradition imbues certain times and places with special significance. Jim and Emily Angelini always say grace before starting dinner with their two daughters, Stephanie, 12, and Maria, nine. The blessing reminds the family to be thankful and sets a tone of relaxed togetherness. Just as important, closing rituals prevent children from making a gradual exodus from the table. Lawer David Babson sometimes asks of his three children to read a poem at the end of dinner. It's a gentle way of leaving everyone with a peaceful, contemplative moment. Psychologist Douglas Abbott and his wife Mary often finish Sunday dinner by reading a Bible story to their children. "It's our family spiritual time," he says.**

**Become a story teller.**

Instead of risking the classic stalemate -- Dad: "What did you do today?" Son: "Nothing" – try stimulating a child with a story of your own. Children who hear their parents talk over problems are more likely to describe their disappointments and successes at the dinner table too.

Elinor Ochs, an applied-linguistics lecturer at the University of California, who has studied dinner customs and conversations, says the most successful dinner times involve story­telling. Too often, however, parents get children to tell stories but contribute few of their own. "Typically," she says, "the mother encourages the child to tell a story, and then the father acts as the critic, judging the child's actions. Parents need to guard against this."

Perhaps the biggest value of story­telling is that it provides an easy path into any complex issue. "Everyone enjoys a good story," Elinor Ochs says, "especially the younger members of the family who might otherwise have trouble wrestling with complex ideas.

Story-telling is also valuable for problem-solving. Five years ago, my son Ben mentioned a child at day camp who kept bullying him. Sitting round the dinner table, Ben's two older brothers and I started wondering why. It turned out that it was the boy's first time there; he didn't know anybody. Someone recommended Ben use reverse psychology and ask the boy to join in some activity with him and his friends. The next night, Ben told us the new boy wasn't so bad. In fact, Ben had invited him over to play the following Saturday.

**Broaden the discussion to include everyone.**

**After one child's report of the day's events, steer the talk towards broader issues. John Ronan lives with his wife and two stepsons near the coast. One evening at dinner, 17-year-old Ben was complaining about his summer job on a fishing boat. Each day they pulled up lot's of worthless fish instead of the cod they sought. Detaching the unwanted ones, throwing them back and resetting the lines was time-consuming work that cut into Ben's pay-packet.**

**"It must be frustrating to work hard and not get much for it," John commented. Then he steered the conversation towards a wider topic, and soon the family was discussing] everything from the work ethic to regulations governing commerciall fishing. Ben began to see the relationship between his own situation and problems that beset the industry as a whole.**

**Play games.**

Paul Laffaldano, an advertising] salesman, recalls how his daughters Paige, eight, and Blair, six, used to clam up at dinner when asked about school. That changed when they invented a game called Truth or Lie. Now everyone takes turns relating what happened that day. Once in a while, someone throws in a tall tale to see if the others can detect it. *3* "When we were growing up," reminisces American broadcaster Katie Couric, "my dad asked each of us four kids to bring a new word to the dinner table every night. The other kids would have to guess the meaning. My favourites were 'incongruous' and 'perspicacity'."

**Invite a guest to dinner.**

New faces at the table mean new fresh point of view. Playwright Israel Horovitz remembers his parents always had lively Sunday dinners with family and friends. "My mother's side of the family told jokes, and we all doubled up laughing," says Horovitz. "My father's side sat quietly and told impressive success stories." Now, with wife Gillian and their nine-year-old twins, Horovitz keeps up the tradition of inviting friends or colleagues to dinner. Their dinner hour, he says, is filled with both "lots of jokes and lots of success stories." » Times change and families change. But one of the constants in life is the importance of the family dinner. As Erma Bombeck notes of her own childhood dinner times: "We argued. We sulked. We laughed. We asked for favours. We shouted. We listened. It is still our family's finest hour."

(From "Reader's Digest", 2003)

***Text for annotation***

**Memory**

If you do not use your arms or your legs for some time, they become weak; when you start using them again, they slowly become strong again. Everybody knows this, and nobody would think of questioning this fact. Yet there are many people who *do not seem to know* that the memory works in the same way. When someone says that he has a good memory, he really means that he keeps his memory in practice by exercising it regularly, either consciously or unconsciously. When someone else says that his memory is poor, he really means that he does not give it enough oppor­tunity to become strong. The position is exactly the same as that of two people, one of whom exercises his arms and legs by playing tennis, while the other sits in a chair or a motor car all day.

If a friend complains that his arms are weak, we know that it is his own fault. But if he tells us that he has a poor memory, many of us think *his parents are to blame,* or that he is just unlucky, and few of us realize that it *is just as much his own fault* as if it was his arms and legs that were weak. Not all of us can become extremely strong or extreme­ly clever; but all of us can, if we have ordinary bodies and brains, improve our strength and our memory by the same means – practice.

Have you ever noticed that people who cannot read or write usually have better memories than those who can? Why is this? Of course, because those who cannot read or write have to remember things: they cannot write them down in a little notebook. They have to remember dates, times, and prices, names, songs and stories; so their memory is the whole tune *being exercised.* So if you want a good memory, learn <...> to practice remembering.

[Hill L. A., Fielden R. D. S. Further Comprehension and Precis Pieces for Overseas Students. R 74].

***Text for annotation***

**An American and a European**

Nationality is a large group of people with the same race, origin and language. Nationalism is the belief that your own country is better than any other coun­try. "Cultural nationalism" consists of encouraging expressions of national characteristics through nonpolitical activities such as art, literature, music, dance, and other forms of culture. Almost every nation has a reputation (the opinion that people have about a particular person or thing because of what has happened in the past) of some kind. The French are supposed to be amo­rous, gay, fond of champagne; the Germans dull, formal, effi­cient, and fond of military uniforms and parades; the Americans boastful, energetic, gregarious and vulgar. The English are re­puted to be cold, reserved, rather haughty people who do not yell in the street, make love in public or change their govern­ments as often as they change their underclothes. They are steady, easy-going, and fond of sport. What's the difference, between an American and a European really? There's the rhythm of life of course. Quite a civilized (being well organized and developed socially) American woman might say, "I always feel guilty if I read a book during the day, when I ought to be doing something. At night, in bed, it's different". In Europe there are people who have lived in the same house and been in the same job for twenty, thirty, forty years, and who would hate to pull up their roots and change to something new. That's not the American way of life. They love change, they call it "the spirit of adventure," a spirit that they think is more characteris­tic of America than of Europe. There was a very interesting re­mark in a book by an English writer giving what he thought was a reason for this American characteristic. He wrote: "We in England, and the French, the Germans, the 'Italians, the Rus­sians, have all got one thing in common - we are descended from the men who stayed behind. In the States they are de­scended from the folk who moved away".

***Text for annotation***

**THE VALUE OF EDUCATION**

Education is not an end, but a means to an end. In other words, we don't educate children only for the pur­pose of educating them; our purpose is to fit them for life. As soon as we realize this fact, we will understand that it is very important to choose a system of educa­tion which will really prepare children for life. It is not enough just to choose *the first system* of education *one finds;* or to continue with one's old system of educa­tion without examining it *to see* whether it is *in fact*suitable or not.

In many modern countries it has for some time been fashionable to think that, by free education for all – whether rich or poor, clever or stupid –*one can solve* all the problems of society and build a perfect nation. But we can already see that free education for all is not enough; we find in such countries a far larger number of people with university degrees than there are jobs for them... Because of their degrees, they refuse to do what they think "low" work; and, in fact, *work* with the hands is *thought to be dirty* and shameful in such countries.

But we have only to think a moment to understand that the work of a completely uneducated farmer is far *more important* than *that of* a professor: we can live without education, but we die if we have no food. If 1 one cleaned our streets and took the rubbish away from our houses, *we should get terrible diseases*in our towns. In countries where there are no servants because every­one is ashamed to do such work, the professors have to waste much of their time doing housework.

In fact, when we say that all of us must be educated to fit us for life, it means that we must, be educated in such a way that, firstly, each of us can do whatever job is suited to his brain and ability, and, secondly, that we can realize that all jobs are necessary to society, and that it is very bad to be ashamed of one's work, or *to scorn* someone else's. Only such type of education can be called valuable to society

(from Hill L. A., Fielden R. D. S. Further Comprehension and Precise Pieces for Over­seas Students. London, 1965, P. 39).

**ГРАММАТИЧЕСКОЕ ЗАДАНИЕ**

***Упр. 1******Заполните пропуски предлогами (где необходимо).***

a) (1) … the order (2) … that size we can give you a 2% discount (3) … the value (4) … the goods.

b) We look forward (5) … establishing business relations (6) … your company.

c) The exhibition was held (7) … the motto: Peace (8) … economic cooperation.

d) We thank (9) … you (10) … your enquiry (11) … the 23rd March (12) … pumps (13) … the delivery (14) … June.

e) As the Seller was responsible (15) … the defects which were found (16) … the equipment, they had to correct them (17) … their expense.

f) I know that the guarantee period is 12 months (18) … the date (19) … putting the pumps (20) … operation.

g) Tomorrow the sun will set (21)… six o'clock.

h) The Earth casts a circular shadow (22) ... the Moon.

i) The ship came (23)... view early (24)... the morning.

j) They watched the distant ship (25)... the shore.

k) The sun rises (26)... the east.

***Упр. 2 Преобразуйте прямую речь в косвенную***

1. "I'm tired", she said.

2. The attendant said, "The exhibi­tion finished last week".

3. A representative of the National Coal Board hi Britain said, "Britain will have to return to the use of coal".

4. The chairperson said, "We shall put off the dis­cussion of this issue till tomorrow".

5. She said, "We are leaving today".

6. The young scientist said, "I won’t support this idea".

7. The tenant of the flat said, "I don't want to move out, I have lived here since 1970". 8. Mr. Smith said, "I shall never change my mind".

***Упр. 3 Объедините предложения, используя Infinitive.***

* + - * 1. The text was difficult. I couldn’t understand it.
        2. We met him in the street at about midnight. It was strange.
        3. He is clever. He can answer the question.
        4. He realized the danger. He was the only one who did it.
        5. You aren’t very old. You can’t understand this.
        6. I was terrified. I couldn’t move.
        7. The text was boring. I couldn’t finish it.
        8. We saw him in Harlem. It was strange.
        9. He is young. He cannot get married.
        10. He opened the door. He intended to let the cat in.
        11. She put away the book when it got dark. She didn’t want to spoil her eyesight.
        12. He came on time. He was the only one who did it.
        13. You aren’t very busy. You can help me.
        14. I am buying a map. I want to find my hotel.
        15. He rushed out of the room. He wanted to stay alone.

***Упр. 4 Выберите правильный вариант.***

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

1. has been produced; is being found
2. has produced; is found
3. has been produced; is found
4. has been produced; has been found

2) Wait for a while. He ... now.

1. is being interviewed C) has been interviewed
2. is interviewed D) will be interviewed

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

1. will have been informed; is finished
2. will be informed; will be finished
3. will be informed; is finished
4. will have been informed; will have been finished

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

1. were being built C) were built
2. was built D) had been built

5) Acid rain ... by burning coal or oil

1. is caused C) has been caused
2. is being caused D) has caused

6) Boss says I a pay-rise.

1. was giving C) will given
2. will be given D) was be given

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

1. are being sent C) were being sent
2. will send D) are sent

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

1. give C) had been given
2. was being given D) are given

9) The room for a month.

1. hasn't lived in C) has not been lived in
2. is not lived in D) is not being lived in

10) By the time she comes, the problem

1. will have discussed C) will have been discussed
2. will being discussed D) will be discussed

***Упр. 5 Раскройте скобки***

1. The new proposal (to discuss) at our next meeting.
2. The man (to send) to prison for 6 months after he (to find) guilty of fraud.
3. Much of London (to destroy) by the fire in the 17-th century.
4. The Government is apparently winning the fight against inflation. A steady fall (to record) over the last 6 months.
5. The builders will start work as soon as the plans (to approve).
6. The motorist (to disqualify) some five years ago.
7. They say this book (to publish) next year.
8. The naughty boy (to teach) a good lesson by his friends.
9. The meat must be nearly ready. It (to cook) for nearly an hour.
10. I read in the paper a few weeks ago that Richard (to make) Vice-president of the company.
11. Their behaviour was so outrageous that we (to force) to leave the house.
12. The letter (to hand) to Lord Henry on the day of his departure.
13. Mind, you (to punish) if you disobey my orders.
14. The preparations for the party just (to finish) and the guests are arriving.
15. When I came into the kitchen I smelt something delicious. My favourite cookies (to bake) in the oven.
16. You can't use the fax now. It (to fix) at the moment.
17. Many towns (to destroy) by the earthquake in Japan last year.
18. You ever (to teach) how to play chess?
19. The exposition (to open) when we drove up to the picture gallery.
20. I can't believe my eyes! My book (to publish) already!
21. The helicopter (to construct) in Russia many years ago.
22. You'll have your copy soon, the contract (to type) now.
23. The sportsmen (to give) instructions before the match.
24. I'm happy as 1 just (to allow) to stay here for an extra day.
25. I wonder, when my project paper (to publish) (refer to the Future).
26. We felt happy that the car (to repair) the next day.
27. When they joined us, we already (to show) a lot of places of interest.
28. The house (to repaint) since they moved out.
29. She greatly (to impress) by the size and beauty of our capital every she visits Minsk.
30. He escaped when he (to move) from one prison to another.
31. They invited Jack, but Tom (not to invite).
32. The escaped convict (to arrest) in a few days.
33. After a million pounds (to spend) on the project, they decided that it impracticable and gave it up.
34. He said he (to involve) in an accident that month.
35. The bomb (to carry) to a safe place when it exploded.
36. The water level (to check) every week.
37. A whistle (to blow) if there is an emergency.
38. Your shoes (to mend) at the moment.
39. The children already (to tell) about the party.
40. The outside of the ship (to paint) when the accident happened.

From *Практическая грамматика английского языка для среднего и продвинутого уровней. Под ред. Л.М. Лещёвой. Часть ІІІ.*

**План работы в летнюю сессию**

**для студентов I курса психолого-педагогического факультета  
заочной формы обучения**

**(6 часов)**

|  |  |  |
| --- | --- | --- |
| **Кол-во часов** | **Лексико-тематическое содержание** | **Грамматический материал** |
| **2** | The Education of Mentally Retarded and Physically Handicapped Children | Participle |
| **2** | Teaching as a Career | Gerund |
| **2** | Activity and Methodical Teaching | Grammar Revision.  Lexical-Grammar Test |

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