**Diagnóstico:**

**Exercises**

1. **Find and correct the mistakes**

Comparative study of animal help to show how man's space require are influenced in his environment. In animals we can observing the direction, the rate, and the extent of changes of behaviour that follow changes in space available to them as we can never hope to do in men. For one thing, by using animals it am possible to acelerate time, since animal generations is relatively short. Scientist can, at forty years, observe four hundred forty generations of mice, while has in the same span of time seen only two generations of his own kind. And, off course, he can be more detatched about the fate of animal.

1. **Choose the correct word form in each case in the following text:**

In recent/recently years, there has been a dramatic/drama proliferation/proliferate of research concerned with the accuracy/accurate and reliability/reliable of eyewitness reports. This research has documented the importance/important of a number of variables of which one of the most interesting/interest and powerful is exposure/expose to postevent information/inform, which includes all addition/additional related information to which a person is exposed after witnessing an event. Loftus and Palmer (1974) reported that the natural/nature of questions asked a witness could systematic/systematically affect the report of details of that event. Subjects viewed films of automobile collide/collisions and subsequently were quizzed about the speeds at which the vehicles involved were travel/travelling. Speed extimate/estimates varied with the verb used in the interrogatory sentence. Specific/Specifically, estimates of the magnitude of speed were altered when the verbs smashed, collided, bumped, hit, and contacted were employed. These verbs were apparent/apparently interpreted as imply/implying different degrees of contact and caused the different estimates. Similar results have been obtained by vary/varying the adverb employed (Lipscomb, Bregman, & McAllister, in press). Loftus and Palmer have consistent/consistently argued that these effects are the result of an alter/alteration of the memory of the witnessed event produced by the introduction of postevent information/inform. Although such an explain/explanation is consistent with available data, so too is a somewhat more parsimonious explain/explanation.

**The Personal Qualities of a Teacher**

Here I want to try to give you an answer to the question: What personal qualities are desirable in a teacher? Probably no two people would draw up exactly similar lists, but I think the following would be generally accepted.

First, the teacher’s personality should be pleasantly live and attractive. This does not rule out people who are physically plain, or even ugly, because many such have great personal charm. But it does rule out such types as the over-excitable, melancholy, frigid, sarcastic, cynical, frustrated, and over-bearing : I would say too, that it excludes all of dull or purely negative personality. I still stick to what I said in my earlier book: that school children probably ‘suffer more from bores than from brutes’.

Secondly, it is not merely desirable but essential for a teacher to have a genuine capacity for sympathy - in the literal meaning of that word; a capacity to tune in to the minds and feelings of other people, especially, since most teachers are school teachers, to the minds and feelings of children. Closely related with this is the capacity to be tolerant - not, indeed, of what is wrong, but of the frailty and immaturity of human nature which induce people, and again especially children, to make mistakes.

Thirdly, I hold it essential for a teacher to be both intellectually and morally honest. This does not mean being a plaster saint. It means that he will be aware of his intellectual strengths, and limitations, and will have thought about and decided upon the moral principles by which his life shall be guided. There is no contradiction in my going on to say that a teacher should be a bit of an actor. That is part of the technique of teaching, which demands that every now and then a teacher should be able to put on an act - to enliven a lesson, correct a fault, or award praise. Children, especially young children, live in a world that is rather larger than life.

A teacher must remain mentally alert. He will not get into the profession if of low intelligence, but it is all too easy, even for people of above-average intelligence, to stagnate intellectually - and that means to deteriorate intellectually. A teacher must be quick to adapt himself to any situation, however improbable and able to improvise, if necessary at less than a moment’s notice. (Here I should stress that I use ‘he’ and ‘his’ throughout the book simply as a matter of convention and convenience.)

On the other hand, a teacher must be capable of infinite patience. This, I may say, is largely a matter of self-discipline and self-training; we are none of us born like that. He must be pretty resilient; teaching makes great demands on nervous energy. And he should be able to take in his stride the innumerable petty irritations any adult dealing with children has to endure.

Finally, I think a teacher should have the kind of mind which always wants to go on learning. Teaching is a job at which one will never be perfect; there is always something more to learn about it. There are three principal objects of study: the subject, or subjects, which the teacher is teaching; the methods by which they can best be taught to the particular pupils in the classes he is teaching; and - by far the most important - the children, young people, or adults to whom they are to be taught. The two cardinal principles of British education today are that education is education of the whole person, and that it is best acquired through full and active co-operation between two persons, the teacher and the learner.

(From Teaching as a Career, by H. C. Dent)