

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
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ENGLISH
FOR
PSYCHOLOGISTS

*Навчальний посібник з англійської мови для здобувачів вищої освіти
першого бакалаврського рівня, спеціальності
053 Психологія, Практична психологія*

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Навчально-методичний посібник розроблено для здобувачів психолого-природничого факультету денної та заочної форми навчання. Структура посібника дає можливість викладачеві вибрати оптимальні шляхи організації як аудиторної, так і самостійної роботи з урахуванням рівня знань студентів. Спеціальні тексти для читання, перекладу та переказу сприяють розвитку навичок одержання інформації та її аналітичної обробки. Більшість текстів аутентичні та адаптовані. Навчально-методичний посібник можуть використовувати студенти та наукові працівники відповідного профілю.

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ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

ЗМІСТОВИЙ МОДУЛЬ 1.

Тема 1. What is psychology?

Grammar: Present simple.

Тема 2. Consciousness.

Grammar: Past simple.

Тема 3. States of Consciousness.

Grammar: Future simple.

Тема 4. Language.

Grammar: Present Continuous.

Тема 5. Nonverbal Communication.

Grammar: Past Continuous.

ЗМІСТОВИЙ МОДУЛЬ 2.

Тема 6. Perception.

Grammar: Future Continuous.

Тема 7. Social Interaction and Influence.

Grammar: Present perfect.

Тема 8. Emotions.

Grammar: Past perfect.

Тема 9. Fears and Phobias.

Grammar: Future perfect.

Тема 10. Positive Psychology

Grammar: Modal Verbs.

ПЕРЕДМОВА

У сучасному світі, де міжнародні дослідження та обмін інформацією відіграють ключову роль, знання англійської мови для психологів є не лише бажаним, а й необхідним. Вивчення професійної англійської мови дозволяє здобувачам бути конкурентоспроможними на ринку праці, брати участь у міжнародних проектах та дослідженнях, а також вільно користуватися науковими матеріалами з різних джерел.

Навчальний посібник “English for Psychologists” з дисципліни «Іноземна мова (англійська) за професійним спрямуванням» розроблений для здобувачів першого бакалаврського рівня за спеціальністю 053 «Психологія», «Практична психологія» денної та заочної форм навчання. Посібник призначено для формування та розвитку навичок читання, перекладу, анатування, реферування аутентичних текстів англійською мовою у вказаній сфері, а також формування мовленнєвих компетентностей, необхідних для професійного спілкування, зокрема у міжнародному науковому та професійному середовищі.

Навчальний посібник створено відповідно до державного та галузевого стандартів з урахуванням Загальноєвропейських рекомендацій щодо мовної освіти. Він відтворює зміст робочої програми з нормативної дисципліни «Іноземна мова (англійська) за професійним спрямуванням».

Навчальний посібник також розроблено з урахуванням специфіки заочної форми навчання. Він передбачає самостійну роботу здобувачів, спрямовану на вдосконалення їхніх мовних навичок через виконання різноманітних завдань, аналіз текстів і виконання практичних вправ, пов'язаних з їхньою професійною діяльністю.

Навчальний посібник складається з трьох розділів. Перший розділ посібника містить 10 тем, які опрацьовуються здобувачами під час аудиторної роботи. Другий розділ – Self-study – складається з 20 тем і має на меті самостійне опрацювання студентами матеріалу. Третій розділ – граматика – містить граматичний довідник і вправи на закріплення граматичного матеріалу. У посібнику також є два модульних тести.

Оволодіння англійською мовою за професійним спрямуванням відкриває широкі можливості для кар'єрного зростання та сприяє підвищенню якості наукових досліджень у галузі психології.

Таким чином, цей посібник стане надійним помічником для здобувачів, допомагаючи їм удосконалювати свої знання з англійської мови, розвивати професійні навички та підготуватися до ефективної роботи в міжнародному контексті.

UNITE 1

THEME 1. WHAT IS PSYCHOLOGY?

“Psychology is ... describing things which everyone knows in language which no one understand” Raymond Cattell

Think and share your ideas:

1. When have you heard about psychology for the first time?
2. What does psychology tell you?
3. What does psychology deal with?
4. What branches of psychology are you interested in?

THE NATURE OF PSYCHOLOGY

Psycho – is a learned borrowing from Greek meaning breath, soul, spirit and the mind.

Psychology is

1. the science of the mind or of mental states and processes: the science of human nature;
2. the science of human and animal behavior;
3. the sum of the mental states and processes of the person or of a number of persons, especially as determining action (e. g. the psychology of a soldier at the battle).

ACTIVE VOCABULARY

Psychology	психологія
mind	розум
study	вчення
definition	визначення
term	термін
belong to	належати до
scientific	науковий
behavior	поведінка
separate	окремий
founding father	засновник
relationship	взаємозв’язок
approach	підхід
investigation	дослідження
conscious mind	свідомість
experience	досвід
image	образ

sensation	відчуття
feeling	почуття
survive	виживати
adapt	адаптуватися
psychoanalysis	психоаналіз
unconscious mind	підсвідомість
determine	визначати
to be aware of	усвідомлювати
observable	той, що спостерігається
objective science	об'єктивна наука
ignore	ігнорувати
information processing	обробка даних
brain	МОЗОК
to confirm	підтверджувати
dominant	домінуючий
aims	цілі
evolutionary	еволюційний
genetic	генетичний

READING

WHAT IS PSYCHOLOGY?

The word **psychology** comes from two Greek words: “Psyche” meaning “**mind**” or “soul” and “Logos” meaning “study of”. Therefore, psychology means “**study of the mind**”. There are many modern **definitions** of the **term**. One of them **belongs** to **Atkinson**, who defined psychology as “the **scientific** study of **behavior** and mental processes”. However, psychologists always disagreed not only about the definition of psychology, but also about what they should study and how they should do it.

The year 1879 is considered to be the start of psychology as a **separate** discipline. It was the date when **Wilhelm Wundt** created the first psychology laboratory in Leipzig, Germany. Americans disagree and think that **William James** was the **founding father** of psychology because in 1875 he started teaching a course on the **relationship** between physiology and psychology at Harvard University. In 1890 he wrote a book “Principles of psychology” which was a very important step in the history of psychology.

Structuralism was the first **approach** in psychology. It was described by **Wundt** who thought that the object of psychological **investigation** should be the **conscious mind**. According to Wundt, the mind should be studied by introspection (looking at one's own mental **experience**) in order to break down into its components such as **images, sensations and feelings**.

Functionalism was developed by **William James** who thought that the workings of the mind are functional. The mind works to **survive** and

adapt. So we should investigate what behavior and thoughts are for.

At the turn of the 19th century two powerful approaches appeared. One of them is *psychoanalysis* developed by **Sigmund Freud** in Austria. Freud wrote that the proper object of psychological investigation should be the **unconscious mind** and that our behavior is **determined** by processes that we are not **aware of**.

Behaviourism, introduced by **John Watson**, was the most important of all approaches that investigated “minds” and proposed that psychology should investigate only **observable** behavior if it wanted to be an **objective science**. This approach dominated experimental psychology until 1950’s when a strong interest in the ‘mind’ developed in the form of the **cognitive** and **humanistic** approaches. Representatives of these approaches argued that behavior is **ignored** all the most important and interesting things that go on in our heads.

Cognitive psychology investigates the mind by using computer **information processing** ideas to arrive at models of how our brain works and then apply scientific methods to **confirm** these models. The cognitive approach was successful and is a very dominant one in psychology today.

The **Humanistic** approach has had less of an impact on psychology because it adapted less scientific view of the human mind. Humanistic psychologists argued that psychology should focus on each individual’s conscious experience and aims in life.

The **biological** approach has advanced **evolutionary**, physiological and **genetic** explanation for human behavior throughout the history of psychology.

1. Answer the questions:

1. Where does the word psychology come from?
2. How did Atkinson define psychology?
3. What year is considered to be the start of psychology?
4. Who created the first psychology laboratory?
5. Who is considered to be the “founding father” of psychology in the USA?
6. What was the first approach in psychology?
7. What is the object of investigation from the structuralism point of view?
8. Who developed the functional approach in psychology?
9. What are the functions of brain from the functional point of view?
10. What approaches appeared at the turn of the 19th century?
11. What is the proper object of investigation in psychoanalysis?
12. What should psychology investigate from the behaviorist point of view?
13. What did cognitive and humanistic psychologists criticize in behaviorism?
14. What does cognitive psychology investigate?
15. What did the humanistic psychologists argue for?
16. What did the biological approach contribute to the study of human behavior?

2. Give the Ukrainian equivalents for the following:

mind, conscious mind, unconscious mind, term, study, definition, determine, science, scientific, approach, investigation, information processing, observe, confirm, experience, behavior, survive, adapt, to be aware of, images, sensations,

feelings.

3. Find in the text English equivalents for the following:

психологія, психоаналіз, генетика, біологія, фізіологія, розум, свідомість, підсвідомість, мозок, поведінка, образ, відчуття, почуття, розумовий процес, досвід, усвідомлювати, спостерігати, ігнорувати, підтверджувати,

WHAT DO PSYCHOLOGISTS DO?

Who is a **psychologist**? A psychologist is a person who deals with psychology. Psychology is present in different branches of our life, knowing about psychology may not give all the answers but it helps to ask the right questions. A psychologist studies the mind and behaviour to learn more about it. He or she may also work with the people to help solve problems.

Psychologists may be divided into two groups:

Academic psychologists do research. In the research area specializations exist in the following areas: experimental and physiological, developmental, social, personality, cross-cultural psychology. **Professional psychologists**, on the other hand, use the results of research work and put them into practice.

Psychology is a science with many areas of specialization. The most practiced specialization is **clinical and counseling psychology**. A branch of medicine that specializes in abnormal behaviour and **psychotherapy** is psychiatry. Psychiatrists are doctors that use physical treatment like drugs. But clinical psychologists develop programmes to teach people better ways of coping with their lives. Counseling psychologists help people to deal with the stresses of everyday life.

Psychologists who study behaviour and mental processes in the life cycle are **developmental psychologists**.

Educational psychologists study children's learning and adjustment.

Health psychology is a very broad area. The aspects of it are health education problems, antismoking campaigns, anti-AIDS campaigns, healthy diets.

Environmental psychologists are specialists in how people are affected by the environment. They act as consultants for new architectural developments, in approaches to reducing crime through the design of the city.

Forensic psychologists deal with many aspects of crime: analyzing the reasons of committing crimes, rehabilitation of criminals.

Sport psychologists work with coaches and sportsmen, advise on how to reduce stress, develop better training systems.

Consumer psychologists study how people spend their money. They take part in designing shops, shelf lay-outs. They do advertising and market research, study how the products can come to the markets.

As we can see, professional psychologists can be found at work in almost any area of dealing with people.

4. Answer the questions:

1. Suggest the definition of psychology.
2. What do the psychologists do?
3. What are the main goals of psychology?
4. What are the basic psychological approaches?
5. What is behavior?
6. What aspects of behavior does psychology study?
7. What do the mental processes include?
8. What do the main branches of psychology deal with?

5. Give the Ukrainian equivalents for the following:

science, scientific, research, brain, mind, mental state, human, personality, psychology, psychological, psychologist, psychoanalysis, psychotherapy, psychiatry, to emphasize, to behave, behavior, behaviorism, awareness, to be conscious (of)/unconscious, consciousness, to apply, application, applied, to approach, approach, to observe, thinking, perceiving, dreaming, to deal (with), environment, to experience, experience, experienced, to treat, treatment, response, to respond.

6. Read the sentences. Which don't you agree with?

1. Psychology is the science of the behavior of organisms.
2. Animals have held an important place in psychological laboratories as experimental subjects.
3. Life span (тривалість життя) of most laboratory animals is longer than that of people.
4. Psychology achieved scientific status when it became experimental.
5. Psychology is the science of random observations.

7. Read the sentences and correct them if necessary:

1. The goals of psychology are to describe, predict, explain and control behavior.
2. Mental processes are those activities of an organism which can be directly observed or recorded.
3. Behaviorism appeared in the late 19th century.
4. Academic psychologists use the results of research work and put them into practice.
5. Psychiatry deals with many aspects of crime: analyzing the reasons of committing crimes, rehabilitation of criminals.
6. Wilhelm Wundt developed the first scientific psychology laboratory.

WORD USE**8. Translate the following sentences and word combinations into Ukrainian:**

He **behaved** badly at the lesson; Bill, behave yourself! People behave differently in this situation; to study the behavior of man; what can you say about his behavior?

To deal with animals; to deal with man's behavior; to deal with the selection of animals for the experiment; to deal with the human brain.

To apply the results of the experiment to practice; to apply a new method; an application of new methods; the application of natural selection; the application of a law;

Natural **environment**; artificial environment; to study the **environmental** conditions;

The subjective **approach** to the problem; the objective approach; an artificial approach; the results will depend on our approach to the problems;

To study one's past **experience**; our behavior depends on our experience; experienced psychologist; to experience **psychiatry treatment**;

Human mind; the science of mind; a quick mind; to develop the mind; Science of human nature; applied science; exact science; scientific experiment; scientific research;

The **response** was unexpected; to emphasize the response; personal response; to respond to the treatment;

Observable behavior; **psychoanalyst** observes attentively human behavior;

9. Which of these words go together? Use the expressions in the sentences of your own:

	environment	random	deal with	apply
natural				
behavior				
conditions				
knowledge				
psychology				
approach				
consciousness				

10. Translate the following phrases into English using active vocabulary:

Вивчати людську поведінку; спостерігати за навколоишнім середовищем; втратити свідомість; реагувати на дослідження проблеми; застосовувати результати експерименту на практиці; мати справу з людським досвідом; суб'єктивний підхід до вивчення проблеми; добре поводитись; наголошувати на лікуванні людини; практична психологія; свідома думка; елементи свідомості; усвідомлення розумових станів; елементи мислення та сприйняття;

11. Complete the following sentences using the words from the active vocabulary:

1. Psychology is the scientific study of behaviour and in humans and animals.
2. Freud's theory has been applied to development, abnormal behaviour, and
3. Psychology ... with the behavior of ... beings and groups, it also ... with the study of animal
4. It is always difficult to adjust to new ... conditions.
5. Knowledge of neurology is becoming more and more important to the
6. Various contacts with other people and the ... will help the child to develop an adaptable

personality. 7. The new ... to that problem gave very important results. 8. ... is closely connected to both the biological and social sciences. 9. Psychology achieved ... status when it became experimental. 10. Psychiatrists are doctors that use physical ... like drugs. 11. It is difficult to translate laboratory and clinical findings directly into practical 12. Because of emphasis upon conscious experience, psychology was at that time designated the science of

12. Match the following words with their definitions:

1. unconscious	a) to come near to in quality, character, time, condition;
2. to survive	b) to remain alive after some accident; continue to live;
3. to influence	c) made or occurring without definite aim, reason or pattern;
4. randome	d) giving (money, time, knowledge, assistance) to a common supply, for a charitable purpose;
5. environment	e) of or relating to the social aspect of people;
6. to approach	f) power to affect based on prestige, wealth, ability or position;
7. human	g) to stress something; to cause to appear important or deserving attention;
8. addition	h) the process of joining something to something else, typically to make it larger;
9. to emphasize	i) lacking awareness and the capacity for sensory perception;
10. contribution	j) the totality of the natural world that affect and influence the growth, development, behavior and survival of organisms.

WORD FORMATION

13. Complete the chart by writing either the noun, adjective or verb from each word given.

Nouns	Adjectives	Verbs
psychologist		
		to experience
	conscious	
observation		
	applied	
behaviorism		

14. Fill in the correct word derived from the word in brackets:

Some ... (psychology) were trying to discover what consciousness is. They analyzed experiences and related them to ... (environment) and organic factors. Darwin pointed out that organisms which have the most adequate means of ... (adjust) to their environment are those most likely to survive. Consciousness may aid to the ... (survive) of organisms. No science is absolutely ... (depend) from philosophy. ... (experiment) procedure in psychology was first applied to analyses of ... (consciousness) experience. Most of the early ... (psychology) experiments dealt with experience. Wundt made an effort to discover the relations between stimuli, ... (physiology) structures, and particular types of experience. Psychology achieved ... (science) status when it became experimental.

14. Prepare a short presentation: The nature of psychology.

THEME 2. CONSCIOUSNESS

“We do not see things as they are. We see them as we are” The Talmud

Think and share your ideas:

1. What is the function of consciousness?
2. How rich is consciousness?
3. Are other animals conscious?
4. Are vegetative patients conscious?

WHAT IS CONSCIOUSNESS?

Consciousness describes our awareness of internal and external stimuli.

Awareness of **internal stimuli** includes feeling pain, hunger, thirst, sleepiness, and being aware of our thoughts and emotions.

Awareness of **external stimuli** includes experiences such as seeing the light from the sun, feeling the warmth of a room, and hearing the voice of a friend.

ACTIVE VOCABULARY

Consciousness	свідомість
awareness	усвідомлення
inward	всередину
external	зовнішній
internal	внутрішній
to experience	відчувати, переживати

to avoid	уникати
transitory	тимчасовий
to influence	впливати
concussion	струс мозку
to shift	змінювати
memory	пам'ять
stream	потік
dramatically	різко
smooth	гладкий
effortless	легкий, без зусиль
occasionally	іноді
to confuse	плутати
conscience	совість
dream	сновидіння
drugs	препарати
perception	уява

READING

CONSCIOUSNESS

Consciousness is what separates humans from animals. Consciousness refers to our **awareness** of our own mental processes, such as our thoughts, **feelings**, and **sensations**. It is possible that we are the only beings on this planet that have this type of self-awareness and the ability to look **inward** and examine these processes. For example, if you are angry, you can try to understand your anger, why you are angry, what that anger feels like. But can a cat?

Consciousness is the state or quality of awareness, of an **external** object or something within oneself. If you can describe something you are **experiencing** in words, then it is part of your consciousness. Consciousness is subjective, it is a private world. It is a separate, discrete function of the brain. It is different from memory and from motor control.

Some philosophers and religious practices argue that the mind (or soul) and the body are separate entities. They believe that the mind is separate from (although connected to) the physical body. In contrast to the dualists, psychologists believe that consciousness (and thus the mind) exists in the brain, not separate from it. In fact, psychologists believe that consciousness is the result of the activity of the many neural connections in the brain, and that we experience different states of consciousness depending on what our brain is currently doing.

Our experience of consciousness is functional because we use it to guide and control our behavior, and to think logically about problems. Consciousness allows us to plan activities and to monitor our progress toward the goals we set for ourselves. And

consciousness is fundamental to our sense of morality – we believe that we have the free will to perform moral actions while **avoiding** immoral behaviors.

Because the brain varies in its current level and type of activity, consciousness is **transitory**. If we drink too much coffee or beer, the caffeine or alcohol **influences** the activity in our brain, and our consciousness may change. When we are anesthetized before an operation or experience a **concussion** after a knock on the head, we may lose consciousness entirely as a result of changes in brain activity. We also lose consciousness when we sleep. Our conscious experiences are constantly **shifting** and changing. For example, in one moment we may be focused on reading this article. Our consciousness may then shift to the **memory** of a conversation we had earlier with a co-worker. Next, we might notice how uncomfortable your chair is, or maybe we are mentally planning dinner. This ever-shifting **stream** of thoughts can change **dramatically** from one moment to the next, but our experience of it seems **smooth** and **effortless**.

In psychology, consciousness is **occasionally confused** with the **conscience**. It is important to note that while consciousness involves awareness of yourself and the world, your conscience is related to your morality and sense of right or wrong.

What aspects of consciousness do researchers study? Topics such as sleep, **dreams**, hypnosis, hallucinations, meditation and the effects of psychoactive **drugs** are just a few of the major topics related to consciousness that psychologists study. An individual may experience many types of consciousness: ideas, thoughts, feelings, sensations and **perceptions** and dreams. Consciousness is a function of brain activity and each individual may have several consciousnesses.

1. Answer the questions:

1. What is the proper definition of consciousness for you?
2. Why is it difficult to give a proper definition of consciousness?
3. What is the difference between consciousness and conscience?
4. What aspects of consciousness do researchers study?
5. What is the connection between the human body and the mind?
6. What external substances and chemicals can influence our consciousness?
7. How does consciousness change during sleep?

2. Confirm or deny the statements. Make use of the following phrases:

To my mind/opinion, I fully support..., I strongly disbelieve that ..., I completely agree/disagree with/that ..., I'm totally against ..., On the whole, That's right,

1. Consciousness is objective – a social world, accessible mainly through introspection.
2. Consciousness is the separate function of brain that differs from memory and other mental processes.
3. Consciousness can be defined as our subjective awareness of ourselves and our environment.
4. Some psychologists prove that the mind (or soul) and the body are separate entities.
5. We believe that we have control over, and are aware of most of our behaviors.
6. Consciousness can be defined as the flow of feelings, thoughts, images and emotions that is often called the stream of consciousness.

7. Our consciousness may change under the influence of caffeine or alcohol.

2. Give the Ukrainian equivalents for the following:

To involve awareness; to study the meditation; hypnotized person; separate function; unconscious decision; internal mental experience; to be aware of the alcoholism; to shift memory; the flow of thoughts and emotions; to guide immoral behavior; the effects of psychoactive drugs; external object; discrete function of the brain; moral actions; the results will depend on the approach to the problem; we are dependent on the social morality; to study the dependence of behavior on unaware processes.

3. Find in the text English equivalents for the following:

Потік думок та уявлень; спостерігати за несвідомою поведінкою; усвідомлення розумових процесів; втратити свідомість; мораль і совість; керувати внутрішніми здібностями; зовнішній зв'язок; точне визначення поняття; окрема функція; залежати від роботи мозку; бути відокремленим від тіла людини; відрізнятись від тварин; тимчасове усвідомлення; загіпнотизована людина; гіпноз не є сном; змінити ціль; струс мозку.

4. Match the following words with their meaning:

1. conscience	a) the part of the body that controls thoughts, feelings and physical activity;
2. transitory	b) a sleep-like state in which person's mind and actions can be influenced by the person who produced this state;
3. awareness	c) understanding or knowledge of a particular subject or situation;
4. to shift	d) an essential or distinctive characteristic, property, or attribute of something;
5. to confuse	e) to cause someone to feel uncertain or unclear, or to make something difficult to understand;
6. drug	f) not permanent; temporary;
7. thought	g) the act of thinking about something to form ideas and opinion; an idea produced by thinking;
8. brain	h) to change direction or move from one person, position, or place to another.;
9. quality	i) any chemical that is used as a medicine;
10. hypnosis	j) the feeling that you know and should do what is right and should avoid doing

	what is wrong, and that makes you feel guilty when you have done something you know is wrong.
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WORD USE

5. Complete the following sentences using the words from the active vocabulary (*Vary, lose, connection, immoral, human mind, consciousness, awareness, to guide, separate, conscious*):

Consciousness is defined as our subjective ... of ourselves and our environment. The experience of consciousness is fundamental to human nature. We all know what it means to be ..., and we assume (although we can never be sure) that other human beings experience their consciousness similarly to how we experience ours. Some philosophers and religious practices argue that the mind (or soul) and the body are ... entities. For instance, the French philosopher René Descartes (1596–1650) was a proponent of dualism, the idea that the mind, a nonmaterial entity, is separate from (although connected to) the physical body. In contrast to the dualists, psychologists believe that consciousness (and thus the mind) exists in the ..., not separate from it. In fact, psychologists believe that consciousness is the result of the activity of the many neural ... in the brain, and that we experience different states of ... depending on what our brain is currently doing. We also ... consciousness when we sleep. The amount of time spent asleep can ... from person to person. Jule's instincts took over, and he allowed them ... his sword and punches. He liked to dine and drink well, and though he considered it ... and humiliating could not resist the temptations of the bachelor circles in which he moved.

6. Which of these words go together? Use the expressions in the sentences of your own:

Human	awareness
mental	object
the flow of	drug
self	activity
internal	effect
external	thoughts
separate from	physical body
sense of	feeling
psychoactive	morality
hallucinogenic	body

WORD FORMATION

7. Learn the difference between similar words and their derivatives:

Conscious	свідомий
Consciously	свідомо
Subconscious	підсвідомий
Subconsciously	підсвідомо
Unconscious	несвідомий
Unconsciously	несвідомо
Consciousness	свідомість
Conscience	совість
Conscientious	добросовісний
Conscientiously	добросовісно
To lose one's consciousness	втратити свідомість
To regain consciousness	прийти до пам'яті

8. Complete the sentences with the correct word from the list:

1. Though being the most ... student of the group she failed the test.
2. I was ... that he was ill at ease, despite his efforts of conversation.
3. I had a guilty ... about not telling her the truth.
4. The experience helped to change her social
5. Two days ago Henry He had been lying ... for at least two hours before the doctor came.

9. Complete the chart by writing either the noun, adjective or verb from each word given.

Nouns	Adjectives	Verbs
subject		
		to confuse
	dependent	
	conscious	
		to vary
thought		
		to be able
hypnosis		

10. Fill in the correct word derived from the word in brackets:

1. It is extremely difficult to avoid the ... (subject) element in dealing with matters of fact, and the religious ... (treat) of history is influenced, however ... (conscious), by the mental environment of the writers. 2. His use of Guardian's words ... (confuse) her

already drained mind. 3. Helen's ... (depend) on me for almost everything makes me strong and glad. 4. The last thing she saw before she lost ... (conscious) was a rock ledge coming at her. 5. They chatted amiably about a ... (vary) of things. 6. When she fell silent, he appeared ... (think) rather than surprised. 7. Tom definitely overestimates his own ... (to be able). 8. More and more attention is paid to ... (hypnosis) treatment of some disease.

11. Prepare a short presentation: Consciousness.

THEME 3. STATES OF CONSCIOUSNESS

SIX LEVELS OF CONSCIOUSNESS

Your life is a journey from unconsciousness to higher consciousness:

1. *Life happens to you.*
2. *Life happens by you.*
3. *Life happens in you.*
4. *Life happens for you.*
5. *Life happens through you.*
6. *Life is you.*

ACTIVE VOCABULARY

Hypnosis	гіпноз
hypnotic	гіпнотичний
state of consciousness	стан свідомості
suggestibility	сугестивність, навіюваність
breathing	дихання
hypnotic capacity	гіпнотична здатність
entertainment	розважальний
exaggerated	перебільшений
clinical hypnosis	клінічний гіпноз
anxiety	занепокоєння, тревожність
fall asleep	засинати
phase of quiet sleep	фаза спокійного сну
REM (rapid eye movement)	швидкий рух очей
to exist	існувати
the repair theory	теорія відновлення

to repair the damage	відновити пошкодження
to modify perception	змінити сприйняття
keeps us from wasting energy	не дає витрачати енергію
sleep disorder	порушення сну
insomnia	безсоння
insomniacs	хворі на безсоння
sleepwalking	лунатизм
sleep talking	говоріння уві сні
nightmares	кошмари
frightening dream	страшний сон
narcolepsy	нарколепсія
drugs	препарати
tolerance	терпимість
addiction	залежність
addicts	наркомани
psychological dependence	психологічна залежність
changes of mood	зміни настрою
abuse	жорстке поводження
to abuse	зловживати
adults	дорослі
adolescents	підлітки
cope with stress	впоратися зі стресом
frightened	наляканий
frustrated	розчарований
curiosity	допитливість
dangerous	небезпечний
to destroy personality	знищити особистість
to alter	змінювати

READING

HYPNOSIS

Hypnosis comes from the Greek word Hypnos, the Greek god of sleep.

Hypnosis is a state of consciousness characterized by increased suggestibility and associated with changes in thinking, perception and behavior. There are no physiological changes: breathing, pulse, reflexes remain the same. Approximately 10% of people have very high hypnotic capacity. Children are good hypnotic subjects while older adults (60+) are poor subjects.

There are **4 steps** used in hypnosis:

1. The hypnotist makes the subject feel comfortable.
2. The hypnotist tells the subject to concentrate on one specific thing.
3. The hypnotist gives the subject suggestions about what to expect.
4. The hypnotist suggests events that will happen.

Stage hypnosis is performed in entertainment places. It is conducted by non-professionals. Hypnotic behaviors in this context are exaggerated.

Clinical hypnosis is used by many clinical psychologists and psychiatrists in treating anxiety, phobias, depression. It is usually combined with other treatment.

Hypnosis may help smokers to quit and insomniacs to sleep. Some doctors use hypnosis to reduce the pain of medical procedures.

Experimental hypnosis is used by researchers to have a better understanding of perception, memory and learning.

SLEEP AND DREAMS

On the average sleep takes one-third of our lives. When you first fall asleep, you enter the **phase of quiet sleep**. The brain is inactive. This is the deepest sleep of the night. Then comes **delta sleep**, during which you switch from deep to light sleep. During this phase muscles get more blood and the body repairs any damage that is done during the day. The body fights infections, improves the immune system. **REM** (rapid eye-movement) is the period when you dream most vividly. The periods of REM last 30 minutes. REM is the brain sleep. At this stage your mind sorts what you learnt during the day and imprints it in your memory.

Two theories exist why we sleep. The first one is **the repair theory**: sleep repairs our brains and bodies. The second, **ecological theory**, says that sleep keeps us from wasting energy in the situation when we are not adapted.

Sleep is very important. How you feel and behave tomorrow depends on how you sleep tonight. But there are some **sleep disorders**: insomnia, sleepwalking, sleep talking, nightmares, narcolepsy.

Insomnia is a common sleep disorder when a person can not sleep.

A sleep disorder when individuals walk in their sleep is called **sleepwalking**.

A **nightmare** is a frightening dream that wakes up a sleeper from REM sleep.

Narcolepsy is sudden and very strong desire to sleep.

When we sleep we have dreams. **Dreaming** is a mental experience that occurs during sleep and consists of vivid images.

Historically, dreams had historical, personal, and religious importance. According to psychoanalysts, the sexual and aggressive dreams represent wish fulfillment. Freud said that we hide our wish fulfillment using symbols. The second opinion is that dreams represent thinking activities and attempts to solve problems.

Although some people say that they dream only in black and white, everyone's dreams have colour.

DRUGS

Every human society knows some drugs that change people's **state of consciousness**. Drugs can be everything from cigarettes and alcohol to heroin, opium, LSD and amphetamines. Drugs which can influence our state of consciousness are psychoactive drugs. All those drugs influence the nervous system and modify perception. Users of drugs may develop tolerance, psychological dependence, addiction.

We say that a user developed tolerance when he needs more and more drug to produce effect.

When users stop using a drug they feel great pain. When the body becomes physically dependent on a drug, this condition is called **addiction**. The psychological need to take a drug is called **psychological dependence**.

Some signs show that a person is taking drugs, for example, sudden changes of mood, aggression, loss of interest in hobbies or friends, loss of appetite, insomnia.

The most widely used drug in our society is alcohol. Alcohol is the substance most abused by adolescents and college students. Both genetic (heredity) and environmental factors can influence alcoholism.

What pushes people to take drugs? There are many reasons. Some people hope that they help relax and cope with the stress and problems. Some people have pressures at school, work, they feel frightened or frustrated. Others take drugs out of curiosity but often become addicted. Many people think that drugs are the way-out. However they don't realize how dangerous they are. They destroy personality, lead to serious diseases, psychological disorders and death. Many drug addicts become criminals.

1. Answer the questions on the text:

1. What types of drugs can change our state of consciousness?
2. What is psychological dependence?
3. How is hypnosis differentiated?
4. What pushes people to take drugs?
5. What psychological and physiological activities are changed during hypnosis?
6. What are the basic sleep disorders?
7. How can be dreaming characterized?
8. What is the influence of drugs on human body?

2. Confirm or deny the statements. Make use of the following phrases:

To my mind/opinion, I fully support..., I strongly disbelieve that ..., I completely agree/disagree with/that ..., I'm totally against ..., On the whole, That's right,

1. Everyone dreams at night. ____ (T/F)
2. Taking sleeping pills is a good way to get relaxing sleep and wake up feeling refreshed. ____
3. Under hypnosis, a person will do whatever the person who put them under tells them to do, regardless of what it is. ____
4. We are most likely to sleepwalk and sleeptalk while we are dreaming. ____

5. Lack of sleep can produce hallucinations and even death. ____

6. If you die in your dream, you will die in real life. _____
7. People can actually stop breathing at night and fall back asleep without realizing it. _____
8. Without any external cues to know what time it is (clocks, daylight, TV, schedules, etc.) we would begin to function on a 25 hour day. _____

WORD USE

3. Give the Ukrainian equivalents for the following:

physiological change; hypnotic capacity; concentrate on; treat anxiety; fight infection; repair body and brain; experience sleep disorder; mental helplessness; influence perception; substance abused by adolescents; heredity factors; cope with stress; destroy personality.

4. Find in the text English equivalents for the following:

психіатричне лікування; краще розуміння гіпнотичної поведінки; третина життя; покращувати імунну систему; чітко бачити сни; витрачати енергію; страшний сон; сильне і різке бажання спати; здійснення мрії; психотропні ліки; наркозалежність; відчувати біль у м'язах; психологічна залежність; заради цікавості.

5. Match the following words with their meaning:

1. alter	a) to use wrongly or improperly; misuse;
2. to destroy	b) a disturbance in physical or mental health or functions; malady or dysfunction;
3. adult	c) terrifying dream in which the dreamer experiences feelings of helplessness, extreme anxiety, sorrow;
4. abuse	d) a person who is fully grown or developed or of age;
5. disorder	e) the state of being enslaved to a habit or practice to something that is physically habit-forming, as narcotics;
6. anesthesia	f) to change; become different or modified.
7. substance	g) injure beyond repair or renewal; demolish; ruin;
8. immune system	h) physical matter or material;
9. addiction	i) general loss of the senses of feeling, as pain, heat, cold, touch, and other less

	common varieties of sensations.
10. nightmare	j) a diffuse, complex network of interacting cells, that protects the body from pathogens and other foreign substances.

6. Complete the following sentences using the words from the active vocabulary

(*Blood, awaken, emergency, loses, headache, breathes, injuries, pale, vomiting, responsible for, move, regain*):

Loss of Consciousness – Head Injuries

When a child ... consciousness, you need to take the situation very seriously. Although unconsciousness can have several causes, head injuries are ... many cases. Quite often the child will ... consciousness just seconds after a blow to the head, but even so, she should still be examined by a doctor. While most head ... are relatively minor, contact your doctor if ... or clear fluid is draining from the ears or nose. Immediate examination by your physician is also necessary if your youngster fits any of the following descriptions: she complains of a ... or dizziness; acts agitated, irritable, or incoherent, or exhibits a decrease in mental alertness; ... oddly or noisily; has convulsions; has difficulty seeing or walking; looks sweaty and ...; or vomits more than twice. If your child wants to sleep after a minor head injury, your doctor may advise you to let her do so. During the first night, ... the child every two hours to make sure she can be aroused and recognizes you. Check that her breathing is normal, her color is fine and she is not If she cannot be aroused, or if any of these other signs are present, call 103 immediately. If the head injury appears to be a serious one, call for ... help at once. Do not ... the child except to prevent additional injury. Monitor her breathing and pulse until emergency help arrives.

7. Which of these words go together? Use the expressions in the sentences of your own:

Cruel	need
stomach	used
college	disorder
widely	addict
loss of	appetite
psychological	behavior
produce	damage
lead to	abuse
drug	disease
hypnotic	students
repair	effect

WORD FORMATION

8. Study the difference:

Nightmares and Night Terrors

Nightmare – typical scary dream. Occurs during REM sleep, often influenced by the day's events. Occur about once or twice a month. Seems to occur more often in children. May happen because the world is more terrifying to kids.

Night terror – more intense nightmares. Heart races, blood pressure increases, though the sleeper does not fully wake up. Dreamer may have some recollection of vague or image as to what the dream was about. Night terrors are more common in the early sleep cycles; nightmares are more common toward the morning.

Real life – it was August 1985, and Colin Kemp, a 33-yr-old salesman in England went to sleep as usual. About 2 hours later, two Japanese soldiers appeared in his room. They started to chase him. One soldier had a knife, the other a gun. Kemp ran as fast as he could but he was not fast enough. Kemp wrestled with the knife-wielding soldier. The other soldier pointed his gun at Kemp, but Kemp tripped him and began to choke him but he slipped away. The soldier pointed his gun at Kemp and fired. Kemp awoke in a state of panic, sweat pouring down his head. He turned to his wife, who was lying next to him in bed. She was dead. Kemp had strangled his wife, not a Japanese Soldier. 9 months later at his trial Kemp said that he was asleep when he killed his wife. He pleaded not guilty to the murder charge because he intended to kill a Japanese soldier not his wife.

Kemp had experienced night terrors on two occasions prior to the fatal event. Both times the intruders chased him during his sleep. In one he punched his wife. The second time he kicked her.

Would you find Kemp guilty or not guilty? Verdict _____

Sleep Apnea – breathing interruption during sleep. People may wake up grasping for air, and once they start breathing, go right back to sleep. Affects 1 in 20 people – usually overweight males. Can happen over 400 times a night. Most sufferers do not know there is a problem. Often correlated with snoring or other blocked airway problems.

Narcolepsy – sleep problem where people fall asleep suddenly no matter what time it is or where they are. People go directly into REM sleep. Usually lasts less than 5 minutes. Affects roughly 1 in 2000 people.

9. Think about the derivatives to the underlined words in the text from Exercise 8 and complete this table.

Nouns	Adjectives	Verbs

10. Read the text below. For questions 1–5, choose the correct answer

(a, b, c, d).

Roy was always tired when he woke up in the morning.

«I really can't understand it», his brother said. «You go to bed earlier than I do and you get up later. I know you sleep well because you snore a lot! In fact, you sometimes keep me awake half the night! So why are you tired in the morning? It doesn't make sense»!

«Perhaps it's because I dream so much», Roy suggested.

«But dreaming is good for you», his brother told him. «All the doctors and psychiatrists agree about that».

«Maybe», Roy replied. «But the trouble is, I always dream about hard work! Last night, for example, I dreamt I was a minor. I went down the mine almost as soon as I fell asleep – and I dreamt that I was digging coal all night long. I was worn out in the morning! Then, a few nights ago, I dreamt I was a sailor. I was on one of those old fashioned sailing ships. We were crossing the Atlantic and there was a terrific storm. We had to struggle for hours to stop the ship from going down. It's always like that. In the past few weeks, I've dreamt I was a waiter, a lorry driver and a football player. I never have a nice easy job»!

«I was reading an article about sleep in a magazine the other day», his brother said. «The writer's advice was: try to relax before you go to sleep».

«But how»?

«Well, why don't you listen to some music? Something pleasant».

Roy was willing to try anything. But what sort of music? He liked pop music, but that was probably too noisy. So he decided to play some classical music and, just before he went to bed that night, he put on a record of Mozart. In fifteen minutes he was fast asleep.

«Well»? his brother asked him at breakfast next morning. «Did it work»? Roy yawned. «Well», he said, «I didn't dream about hard work for once. I dreamt I was conducting an orchestra. The trouble was, the players weren't very good and we had to keep on playing the same piece again and again. In the end, we practiced all night! I can tell you, I feel more tired this morning than I usually do»!

1. Roy had a problem. He:

- a) went to bed late;
- b) was tired in the morning;
- c) couldn't sleep;
- d) worked very hard all day long.

2. In his dreams Roy:

- a) was always in trouble;
- b) had to work hard;

c) travelled a lot;
 d) kept his brother awake.

3. Roy's brother advised him to:

a) listen to music;
 b) sleep less;
 c) read a magazine;
 d) watch TV.

4. Roy chose classical music because it was:

a) quick;
 b) easy;
 c) quiet;
 d) hazard.

5. Roy felt tired the next morning because:

a) he didn't like the players;
 b) he didn't like the music;
 c) he had to work hard all night;
 d) the players didn't like him.

11. Prepare a short presentation: States of Consciousness.

THEME 4. LANGUAGE

«*Silence is the language of god, all else is poor translation*». —Jalaluddin Rumi

ACTIVE VOCABULARY

Cognition	пізнання
thinking	мислення
judging	судження
imagining	уявлення
categorizing	категоризація
reasoning	міркування
understanding	розуміння
problem solving	вирішення проблеми
decision making	прийняття рішення
creativity	творчість
mental representations	ментальні уявлення
concept	поняття
prototype	прототип
cognitive schemas	когнітивні схеми

quality	якість
particular instance	конкретний екземпляр
knowledge	знання
beliefs	вірування
assumptions	припущення
associations	асоціації
expectations	очікування
to emphasize	підкреслити
influences of learning	вплив навчання
language acquisition	засвоєння мови
cognitive development	когнітивний розвиток
patterns of thinking	моделі мислення
cognitive skills	когнітивні навички
unfold	розкриватися, розвиватися
to mature	дорослішати
to explore	досліджувати
environment	середовище
crucial part	вирішальна частина
to depend	залежати
interaction	взаємодія
environmental circumstances	обставини середовища
to conceive	розглядати
language abilities	мовні здібності
akin	схожий, близький
language acquisition device	пристрій для засвоєння мови
to argue	стверджувати
proponent	прихильник
to be acquired	набувається
conditioning	обумовлення
reinforcement	підкріплення
meaningful communication	змістовне спілкування
to be considered	вважатися
written characters	письмові символи
meaningful	значущий
generative	продуктивний
infinite number	нескінчена кількість
to encounter	зіткнутися
hierarchically	ієрархічно
communicate meaning	передавати значення

distinguish	розділяти
babbling	лепетати
resemble	нагадувати
articles or prepositions	артиклі або прийменники
tenses and plurals	час і множина
ambiguity and sarcasm	двоозначність і сарказм
metaphors and puns	метафори і калямбури
metalinguistic awareness	метамовне усвідомлення
species	види
simple and rigid	простий і жорсткий
incredibly flexible and complex	наймінільно гнучкий і складний
preposition	прийменник
subject with a predicate	підмет з присудком
human interaction	людська взаємодія
society	суспільство
to transmit	передаватися
generation	покоління

Think and share your ideas:

1. Can we separate language and cognition?
2. Is the world possible without language?
3. What criteria can be used to determine whether a particular system of communication is a language?
4. Do people who speak different languages think differently?

READING

COGNITION AND LANGUAGE

Cognition is the process of thinking, judging, imagining, categorizing, and reasoning – all the higher mental processes of human beings. Cognition, or thinking, involves mental activities such as understanding, problem solving, and decision making. Cognition also makes creativity possible. When humans think, they manipulate mental representations of objects, actions, events, and ideas. Humans commonly use mental representations such as **concepts, prototypes, and cognitive schemas**. A **concept** is a mental category that groups similar objects, events, qualities, or actions. Concepts summarize information, enabling humans to think quickly. (Example: *The concept «fish» includes specific creatures, such as an eel, a goldfish, a shark, and a flying fish.*) A **prototype** is a typical example of a concept. It is the collection of the most typical

features categorizing the category as a whole. Humans use prototypes to decide whether a particular instance of something belongs to a concept.

(Example: Goldfish and eels are both fish, but most people will agree that a goldfish is a fish more quickly than they will agree that an eel is a fish. A goldfish fits the «fish» prototype better than an eel does.) **Cognitive schemas** are mental models of different aspects of the world. They contain knowledge, beliefs, assumptions, associations, and expectations. (Example: *People may have a schema about New York that includes information they've learned about New York in school, their memories of New York, things people have told them about New York, information from movies and books about New York, what they assume to be true about New York, and so on*).

Some researchers emphasize the influences of learning on language acquisition, while others emphasize the biological influences.

Cognitive development refers to the change in children's patterns of thinking as they grow older. The scientist best known for research on cognitive development is **Jean Piaget**, who proposed that children's thinking goes through a set series of four major stages. Piaget believed that children's cognitive skills unfold naturally as they mature and explore their environment.

Psychologist **Lev Vygotsky** believed that children's sociocultural environment plays an important role in how they develop cognitively. In Vygotsky's view, the acquisition of language is a crucial part of cognitive development. After children acquire language, they don't just go through a set series of stages. Rather, their cognitive development depends on interactions with adults, cultural norms, and their environmental circumstances.

Noam Chomsky conceived language abilities as akin to a mental organ. According to this view, children are born with a language acquisition device and with specific linguistic knowledge. Chomsky argued that children do not learn to speak by imitating adults. A major proponent of the idea that language depends largely on environment was the behaviorist **B. F. Skinner**. He believed that language is acquired through principles of conditioning, including association, imitation, and reinforcement. According to this view, children learn words by associating sounds with objects, actions, and events. They also learn words and syntax by imitating others. Adults enable children to learn words and syntax by reinforcing correct speech.

Language is a system of symbols and rules that is used for meaningful communication. A system of communication has to meet certain criteria in order to be considered a language:

- A language uses **symbols**, which are sounds, gestures, or written characters that represent objects, actions, events, and ideas. Symbols enable people to refer to objects that are in another place or events that occurred at a different time.

- A language is meaningful and therefore can be understood by other users of that language.

- A language is **generative**, which means that the symbols of a language can be combined to produce an infinite number of messages.

- A language has rules that govern how symbols can be arranged. These rules allow people to understand messages in that language even if they have never encountered those messages before.

Language is organized hierarchically, from phonemes to morphemes to phrases and sentences that communicate meaning.

Children develop language in a set sequence of stages, although sometimes particular skills develop at slightly different ages:

– Three-month-old infants can distinguish between the phonemes from any language.

– At around six months, infants begin **babbling**, or producing sounds that resemble many different languages. As time goes on, these sounds begin to resemble more closely the words of the languages the infant hears.

– At about thirteen months, children begin to produce simple single words.

– By about twenty-four months, children begin to combine two or three words to make short sentences. At this stage, their speech is usually telegraphic. **Telegraphic speech**, like telegrams, contains no articles or prepositions.

– By about age three years, children can usually use tenses and plurals.

– Children's language abilities continue to grow throughout the school-age years.

They become able to recognize ambiguity and sarcasm in language and to use metaphors and puns. These abilities arise from metalinguistic awareness, or the capacity to think about how language is used.

Children's ability to understand language develops faster than their ability to speak it. Receptive language is the ability to understand language, and expressive language is the ability to use language to communicate. If a mother tells her fifteen-month-old child to put the toy back in the toy chest, he may follow her instructions even though he can't repeat them himself.

Language is a social tool, and its principal function is to coordinate our actions and exchanges with others in our social group. We use human language to communicate information from one person to another and to influence one another's actions. Many other species also have simple communication systems: bees dance on the floor of a hive to tell other workers where nectar has been found, seagulls use distinct cries to communicate the location of food or the presence of danger. But such animal signaling systems are simple and rigid. By contrast, human language is incredibly flexible and complex.

Our system of language forms a sort of bridge, or chain of relationships between our thoughts and the sounds we make in order to communicate. We pack our thoughts together and find ways of expressing them in accordance with the grammar of our language. The thought occurs in our consciousness in the form of a preposition, consisting of a subject with a predicate.

As a tool for social communication, language coordinates the thoughts and actions of the speaker and the listener. Human interaction would be almost impossible without language; societies would not exist and cultures would not be transmitted from one generation to the next.

1. Answer the questions on the text:

1. What is the relationship between language and cognition?
2. What mental processes and activities does our cognition include?
3. What are the main functions of a concept?

4. Are people the only creatures that have their own language?
5. How do we recognize an object as a member of a category?
6. What can influence language acquisition?
7. How can language be defined?
8. What is human language characterized by?
9. What is the basic function of language?
10. What are the main types of language?

2. Confirm or deny the statements. Make use of the following phrases:

To my mind/opinion, I fully support..., I strongly disbelieve that ..., I completely agree/disagree with/that ..., I'm totally against ..., On the whole, That's right,

1. Expressive language is the ability to understand language.
2. Prototypes contain knowledge, beliefs, assumptions and expectations.
3. At about thirteen years, children begin to produce simple single words.
4. Symbols and rules of language are used for meaningful communication.
5. Receptive language is the ability to use language to communicate.
6. Many other species also have complex communication systems.
7. Human interaction is a tool for social communication.
8. Language coordinates the thoughts and actions of the speaker and the listener.

WORD USE

3. Give the Ukrainian equivalents for the following:

вирішення проблеми; приймати рішення; використовувати поняття; підсумовувати інформацію про взаємодію; вирішальна частина когнітивного розвитку; вірити у творчість; набуття мови; споріднений; бути схожим на мову; вплив навчання на мову; включати вид тварин; містити припущення; очікування особи; пізнавально розвиватись; гнучке мислення та судження; засіб (знаряддя) спілкування.

4. Find in the text English equivalents for the following:

to believe in language abilities; to emphasize the associations; to belong to a social group; to enable to think; to govern child's behavior; to assume the resemblance; reason for adults' influence; infinite creativity; akin species; meaningless babbling; to refer to human species; infinite number of messages; to recognize ambiguity; to acquire crucial knowledge; flexible interaction; to vary in problem solving; to fit the prototype.

5. Which of these words go together? Use the expressions in the sentences of your own:

Language	schemas
to contain	assumption
crucial	acquisition
receptive	tool

social	part
to coordinate	language
cognitive	actions
to emphasize	influence
to belong to	a concept
particular	instance

6. Match the following words with their meaning:

1. quality	a) doubtfulness or uncertainty of meaning or intention;
2. flexible	b) anything used as a means of accomplishing a task or a purpose;
3. infinite	c) a degree, kind, or point of likeness;
4. resemblance	d) the act or process of knowing; perception;
5. to vary	e) to take for granted or without proof;
6. tool	f) unlimited or immeasurable in extent of space, duration of time;
7. cognition	g) an essential or distinctive characteristic, property, or attribute;
8. ambiguity	h) confidence; faith; trust;
9. to assume	i) susceptible of modification or adaptation; adaptable;
10. belief	j) to change or alter, as in form, appearance, character, or substance.

7. Complete the following sentences using the words from the active vocabulary (*Concept, adults, resemble, knowledge, abilities, acquisition, cognitive, believed, species, language*):

1. As a child grows up, he sounds ... more closely the words of the language that he hear every day.
2. Societies would not exist and cultures would not be transmitted from one generation to the next without
3. The ... of language is a crucial difference between humans and animals.
4. A ... is a mental category that groups similar objects.
5. ... scientists have debated whether language and cognition are separate mental faculties.
6. Children are born with a language acquisition device and with specific linguistic
7. Chomsky argued that children do not... learn to speak by imitating
8. The set of language – specific ... has been variously called the language acquisition device.
9. Skinner ... that language is acquired through principles of conditioning, including association, imitation, and reinforcement.
10. Many other ... also use distinct cries to communicate.

WORD FORMATION

8. Fill in the correct word derived from the word in bold:

People don't always make rational ... (to decide). One ... (acquisition) bad habits very easily. The amount of time spent asleep can ... (various) from person to person. All happy families ... (resemblance) each other, each unhappy family is unhappy in its own way. We should try to avoid imposing our own ... (to believe) on others. Your ... (to assume) that his death was an accident seems to be wrong. Other peoples' ... (to expect) affect how we behave. Language ... (to be able) us to communicate with other people. I think Tom doesn't have the ... (to be able) to solve the problem. He made ... (refer) to my book. A proper ... (summarize) of an article does not include one's personal opinion on the topic.

9. Search the text for the derivatives of the following words and complete this table:

Nouns	Adjectives	Verbs
		to cognize
belief		
	acquired	
	creative	
	various	
		to be able
resemblance		

10. Prepare a short presentation: Cognition and Language.

THEME 5. NONVERBAL COMMUNICATION

«*The most important thing in communication is hearing what isn't said*». – Peter F. Drucker

Non-verbal Communication / body language

- Sounds (e.g. laughing)
- Ways of talking (e.g. pauses, stress on words)
- Posture (e.g. slouching)
- Appearance (e.g. untidiness)
- Head movements (e.g. nodding)

- Hand movements (e.g. waving)
- Eye movements (e.g. winking)
- Facial expression (e.g. frown)
- Body contact (e.g. shaking hands)
- Closeness (e.g. invading someone's space)

ACTIVE VOCABULARY

Verbal	вербальний, словесний
nonverbal	невербальний, безсловесний
amount	обсяг
ability	здатність
emotion	емоція
enact	виявляти
affect	впливати
emotional display	емоційний прояв
gesture	жест
posture	поза, постава
facial expression	вираз обличчя
eye gaze	погляд очей
features of speech	особливості мовлення
stress	наголос, акцент
voice quality	якість голосу
sensory channel	сенсорний канал
conscious	свідомий
unconscious	несвідомий
purposeful	цілеспрямований
facilitating communication	полегшення спілкування
derisive	насмішкуватий
emphasize	підкреслити
contradict	суперечити
call attention	звернути увагу
distract	відволікати
convey	передати
frown	нахмуритися
unblinking	немигаючий
disapproval	несхвалення
happiness	щастя

sadness	смуток
anger	гнів
indifference	байдужість
fear	страх
deliberate	навмисний
communicate meaning	передавати значення
waving	розмахування
pointing	вказування
using fingers	використання пальців
paralinguistics	паралінгвістика (вивчає голосове спілкування)
arbitrary	довільний
loudness	гучність
inflection	флексія
pitch	ступінь
strong tone of voice	сильний тон голосу
hesitant tone	нерішучий тон
somber, downcast tone	похмурий, пригнічений
defensive posture	захисна поза
proxemics	проксеміка (вивчає просторову комунікацію)
perceive	сприймати
casual conversation	невимушена розмова
to stare	пильно дивитись, вітріщатися
to encounter	зустрітися, зіткнутися
hostility	ворожість
steady eye contact	постійний зоровий контакт
trustworthy	надійний
shifty eyes	очі змінюють положення
deceptive	оманливий
haptics	гаптика (вивчає дотикову комунікацію)
touch	дотик
deprived touch	позвавлений дотику
impede	заважати
affection	прихильність

familiarity	знайомство
care	догляд
concern	турбота
nurturance	виховання
to assert	стверджувати
to evoke	викликати
to alter	змінювати
subtle judgments	тонкі судження
thinness	худорлявість
full-figured	повнота

READING

NONVERBAL COMMUNICATION

A significant **amount** of the communication that goes on between people is **nonverbal**. Nonverbal communication involves the **ability** to recognize and accurately read other people's **emotions**, the ability to **enact** emotions to **affect** others, and ability to regulate and control our **emotional displays** (being a good emotional actor). Nonverbal communication is usually understood as the process of sending and receiving wordless messages. Such messages can be communicated through **gesture**, body language or **posture**, **facial expression** and **eye gaze**, object communication such as clothing, hairstyles or even architecture, symbols and infographics, **features of speech** such as intonation and **stress** and other paralinguistic features of speech such as **voice quality**, emotion and speaking style.

Non-verbal communication can occur through any **sensory channel** – through sight, sound, smell, touch or taste. Non-verbal communication can be **conscious** and **purposeful** or **unconscious**. Also, non-verbal communication comes in many forms at the same time. For example, a person's dress, tone of voice, attitude, and movement all contribute to the communication going on in a certain situation. It can be very helpful in **facilitating communication** or it can be very **derisive**.

Scientific research on nonverbal communication and behavior began with the 1872 publication of Charles Darwin's «The Expression of the Emotions in Man and Animals». Research has identified several types of nonverbal communication.

These nonverbal elements of communication are mostly uncontrolled and spontaneous; and can **emphasize** a verbal message, **contradict** it, **call attention** to important details and sometimes even **distract** from it. Nonverbal communication seems to be universally understood, and **conveys** the emotional context of the message. For example, we might combine a **frown** with crossed arms and **unblinking eye gaze** to indicate **disapproval**.

1. **Facial Expressions** are responsible for a huge proportion of nonverbal communication. Consider how much information can be conveyed with a smile or a frown. The look on a person's face is often the first thing we see, even before we hear what they have to say. While nonverbal communication and behavior can vary dramatically between cultures, the facial expressions for **happiness, sadness, anger, indifference and fear** are similar throughout the world.

2. **Gestures. Deliberate** movements and signals are an important way to **communicate meaning** without words. Common gestures include **waving, pointing, and using fingers** to indicate numeric amounts. Other gestures are and related to culture. In courtroom settings, lawyers have been known to utilize different nonverbal signals to attempt to sway juror opinions. An attorney might glance at his watch to suggest that the opposing lawyer's argument is tedious or might even roll his eyes at the testimony offered by a witness in an attempt to undermine his or her credibility. These nonverbal signals are seen as being so powerful and influential that some judges even place limits on what type of nonverbal behaviors are allowed in the courtroom.

3. **Paralinguistics** refers to vocal communication that is separate from actual language. This includes factors such as tone of voice, **loudness, inflection** and **pitch**. Consider the powerful effect that tone of voice can have on the meaning of a sentence. When said in a **strong tone of voice**, listeners might interpret approval and enthusiasm. The same words said in a **hesitant tone of voice** might convey disapproval and a lack of interest. A friend might ask you how you are doing, and you might respond with the standard «I'm fine», but how you actually say those words might reveal a tremendous amount of how you are really feeling. A cold tone of voice might suggest that you are actually not fine, but you don't wish to discuss it. A bright, happy tone of voice will reveal that you are actually doing quite well. A **somber, downcast tone** would indicate that you are the opposite of fine and that perhaps your friend should inquire further.

4. **Body Language and Posture.** Posture and movement can also convey a great deal on information. Research on body language has lately grown significantly, but popular media have focused on the over-interpretation of **defensive postures**, arm-crossing, and leg-crossing.

5. **Proxemics.** People often refer to their need for «personal space», which is also an important type of nonverbal communication. The amount of distance we need and the amount of space we **perceive** as belonging to us is influenced by a number of factors including social norms, cultural expectations, situational factors, personality characteristics, and level of familiarity. For example, the amount of personal space needed when having a **casual conversation** with another person usually varies between 18 inches to four feet. On the other hand, the personal distance needed when speaking to a crowd of people is around 10 to 12 feet.

6. **Eye Gaze.** The eyes play an important role in nonverbal communication and such things as looking, **staring** and blinking are important nonverbal behaviors. When people encounter people or things that they like, the rate of blinking increases and pupils dilate. Looking at another person can indicate a range of emotions including **hostility, interest, and attraction**. People also utilize eye gaze as a means to determine if someone is being honest. Normal, **steady eye contact** is often taken as a sign that a person is telling the truth and is **trustworthy**. **Shifty eyes** and an inability to maintain

eye contact, on the other hand, is frequently seen as an indicator that someone is lying or being **deceptive**.

7. **Haptics.** Communicating through **touch** is another important nonverbal behavior. There has been a substantial amount of research on the importance of touch in infancy and early childhood. Harry Harlow's classic monkey study demonstrated how **deprived touch** and contact **impedes** development. Baby monkeys raised by wire mothers experienced permanent deficits in behavior and social interaction. Touch can be used to communicate **affection**, **familiarity**, sympathy, and other emotions. Touch is also often used as a way to communicate both status and power. Researchers have found that high-status individuals tend to invade other people's personal space with greater frequency and intensity than lower-status individuals. Sex differences also play a role in how people utilize touch to communicate meaning. Women tend to use touch to convey **care**, **concern**, and **nurturance**. Men, on the other hand, are more likely to use touch to **assert** power or control over others.

8. **Appearance.** Our choice of color, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication. Research on color psychology has demonstrated that different colors can **evoke** different moods. Appearance can also **alter** physiological reactions, judgments, and interpretations. Just think of all the **subtle judgments** you quickly make about someone based on his or her appearance. These first impressions are important, which is why experts suggest that job seekers dress appropriately for interviews with potential employers. Culture is an important influence on how appearances are judged. While **thinness** tends to be valued in Western cultures, some African cultures relate **full-figured** bodies to better health, wealth, and social status.

Although most people do not realize it, we are constantly using our bodies to send signs to each other. These signs can indicate what we are truly feeling at the time or we can be misinterpreted by the other person and misunderstanding can result. Thus, understanding your body language and correctly reading the body language of others can be critical in effective communication. Nonverbal communication plays an important role in how we convey meaning and information to others, as well as how we interpret the actions of those around us. The important thing to remember when looking at such nonverbal behaviors is to consider the actions in groups. What a person actually says along with his or her expressions, appearance, and tone of voice might tell you a great deal about what that person is really trying to say.

1. Answer the questions on the text:

1. How would you define nonverbal communication?
2. What are the means of conveying nonverbal communication?
3. What emotions do facial expressions convey?
4. Think about the examples that prove that nonverbal communication is culture-specific (gestures, posture, movements).
5. What does Paralinguistics signify?
6. What is the «personal space» influenced by?
7. What do the shifty eyes and steady eye contact indicate?
8. Why is appearance considered a means of nonverbal communication?

9. What does Haptics signify?

10. Is it easy or difficult to control nonverbal communication?

2. Confirm or deny the statements. Make use of the following phrases:

To my mind/opinion, I fully support..., I strongly disbelieve that ..., I completely agree/disagree with/that ..., I'm totally against ..., On the whole, That's right,

1. Nonverbal communication is communication using the body or cultural symbols other than spoken words.

2. Nonverbal communication occurs only through touch.

3. Facial expressions can convey just limited range of human emotions: pain and indifference.

4. Eye contact is a widely used means of body language.

5. Proxemics includes pointing, waving and using fingers to indicate.

6. Paralinguistics refers to looking, staring, gazing and blinking.

7. The amount of space needed for casual conversation is similar to the personal distance needed for formal speaking to a crowd of people.

8. Shifty eyes are the indicators that someone is lying or being deceptive.

9. Defensive postures, arm-crossing and leg-crossing can also indicate feelings and attitudes.

10. The tone of voice has the limited effect on the meaning of a sentence.

WORD USE

3. Give the Ukrainian equivalents for the following:

hand gestures; a person's tone of voice; numeric amount; to enact emotions; to contribute to the communication; emotional display; to facilitate sadness and depression; derisive smiling; tedious tone of voice; to contradict verbal message; to distract by loudness; to utilize signals; influential wordless body language; vocal communication; defensive posture; level of familiarity; the choice of posture with arm-crossing; to alter physiological reactions; the amount of paralinguistic signs can indicate the mood;

4. Find in the text English equivalents for the following:

надсилати знаки один одному; обсяг простору; вказувати на ряд емоцій; сприяти ворожості; культурні очікування; використовувати візуальний погляд; оманливий жест; нездатність підтримувати контакт очей; стійкий контакт очей; бігання очей; тонкі судження; кольори можуть викликати різний настрій; значення дотику; значний обсяг досліджень; безсловесні повідомлення; емоційний актор; передати емоційний контекст; звернути увагу на байдужість;

5. Which of these words go together? Use the expressions in the sentences of your own:

Unblinking	reactions
to convey	attention to
to utilize	behavior

to send wordless	of happiness
to evoke	the emotional context
to call	eye gaze
facial expression	signals
to alter physiological	different moods
nonverbal	messages
body	language

6. Match the following words with their meaning:

1. to point	a) a quick or brief look;
2. inability	b) to show, as by measuring or recording; make known;
3. to contradict	c) to direct attention to;
4. glance	d) a distinctive emotional quality or character;
5. mood	e) being of great importance, having or exerting influence;
6. indifference	f) formal permission or sanction;
7. to indicate	g) suggesting a deceptive or evasive character;
8. approval	h) to speak or declare against; oppose;
9. influential	i) lack of interest or concern;
10. shifty	j) lack of ability; lack of power, capacity, or means;

7. Complete the following sentences using the words from the active vocabulary (mood, shifty, inability, indicates, contradicts, indifference, display, features, influential, point):

1. The thermometer ... air temperature. 2. The manager was asked to ... out the advantages of a proposal. 3. The ... of the music was almost funereal. 4. Three ... educators have been awarded a Nobel Prize. 5. She was obviously lying and tried to hide her ... look. 6. His way of life ... his stated principles. 7. We were shocked by their ... toward poverty. 8. He was dismissed of his position for his ... to make decisions. 9. When her gaze returned to Lisa, her ... softened into a warm smile. 10. His gaze went to the sunrise, a brilliant ... of reds and oranges over the desert.

8. Read and translate the sentences. Make up questions of the following sentences:

1. Nonverbal communication is based on the use of the body to convey information.
2. Facial expressions are crucial to nonverbal communication.
3. Eye contact is a widely used means of body language.
4. Hand gestures are also eloquent in communicating with people.

5. Hand gestures supplement spoken words.
6. Body language is largely culture specific.
7. Nonverbal communication is often difficult to control.

WORD FORMATION

9. Fill in the correct word derived from the word in brackets:

1. He is capable of ... (deceptive) others to get what he wants. 2. «Tastes ..., (difference)» murmured the dragonette, slowly dropping its eyelids over its yellow eyes, until they looked like half-moons. 3. If there is anything you want, don't ... (hesitation) to ask me. 4. Patience is sometimes the most ... (effect) weapon. 5. Because its eyeball is fixed, the whale must move its huge body to ... (shifty) its line of sight. 6. A healthy diet, and regular exercise will ... (facilitation) loss of those unwanted pounds. 7. Don't drive under the ... (influential) of alcohol. 8. Nobody ... (contribution) to the understanding of dreams as much as Freud. 9. I trust your ... (judge) better than I do my own. 10. ... is the act of using something, like the utilization of your voice that enables you to sing a song.

10. Search the text for the derivatives of the following words and complete this table:

Nouns	Adjectives	Verbs
contribution		
	influential	
		to facilitate
shift		
	effective	
	hesitant	
indifference		
	deceptive	

11. Study body language matters in order to avoid conflicts:

DO'S & DONT'S Interview Body Language Techniques

DO'S	DONT'S
Carry 1 item only A combination of bags, briefcases and	Smile nervously Smiling too much can make you seem

big coat makes you seem disorganized.	nervous. Smile upon intro & exit only.
Shoes count Many employers say the last thing they remember is the back of a candidate's shoes.	Purse your lips It makes you look like you are holding something back.
Sit slightly angled Sit an angle instead of directly across to show that "we're on the same side."	Contract or expand Claim your space (keep arms uncrossed) but don't be too territorial.
Be poised To help convey poise & confidence, practice the "power pose" right before the interview.	Touch your face & hair Try not to touch your face altogether – it's a sign of nervousness.

12. Read the texts below. Match choices (A–H) to (1–5). There are three choices you do not need to use.

- A. Cover bad breath
- B. Show that you are wrong
- C. Show that everything is fine
- D. Indicate approval or disapproval
- E. Making fun or just being focused
- F. Indicating a feeling of helplessness
- G. Guard against negative consequences
- H. Demonstrate your peaceful intentions

1 _____

Shaking hands is a polite gesture indicating friendship and acceptance. At one time, however, meeting with a stranger aroused suspicion and fear. To prevent each other from suddenly attacking, strangers joined right hands as a pledge of non-aggression, thus demonstrating that neither party was about to use a weapon. Handshaking is now the activity practiced by both men and women not only to greet one another, but to seal a contract as well.

2 _____

The American «OK» sign, the joining of the thumb and forefinger in a circle, indicates that all is well or perfect. The «OK» sign acquired its modern connotation from the ancient world, where in the circle itself was one of the oldest and most common symbols for perfection. The verbal expression «OK» is native to the United States and was formed in support of the letter «O» indicating that something was as perfect as a circle.

3 _____

When not used in hitchhiking, the thumbs-up gesture in American culture typically indicates «I like that», while the thumbs-down gesture indicates your negative feelings towards something. The gesture has been linked to the time of the Roman arena, where

the emperor supposedly ordered life or death for a gladiator by turning thumbs up or thumbs down.

4 _____

Crossing one's fingers serves as protection from bad luck or from the penalties associated with lying. Thus, when people wish for good luck, they cross their fingers, and when they wish not to be held accountable for a lie, they cross their fingers and hide their arms behind their backs to not let on that they are lying.

5 _____

By sticking out their tongues, people react to the situations that may be unpleasant for them. Such displays indicate laughing or rejection. For example, children often stick out their tongues to tease each other. Or, they may also stick out their tongues in reaction to activities requiring close concentration; hence, the tongue-showing of children focused on their homework.

13. Prepare a short presentation: Nonverbal Communication.

MODULE TEST 1

1. Read the text. Think over the title of it. Give written Ukrainian translation of the text.

People have been thinking about human thought, emotion, intelligence, and behaviour for thousands of years, but as a discipline based on facts rather than speculations, psychology is still in its infancy.

It emerged from two other disciplines, physiology and philosophy. In 1870s, the first experimental psychology laboratory was created, but 80 years after Alfred Adler made the remark that psychology was not considered a science. We still have a long way to go in terms of creating a rocksolid science that could match the certainty of some quite different subjects.

In the mean of time, we all need a theory of human nature, a personal theory of what makes people tick. To survive and to thrive, we have to know who and what we are, and to be canny about the motivation of others. The common route to this knowledge is life experience. Today, it is easy to take for granted how much the average person is familiar with psychological concepts such as Gestalt, the ego, the unconscious, the archetypes, selfactualisation, motivation, conditioning, facilitation and others, but they all are the legacy of the preeminent figures of psychology, such as S. Freud, A. Freud, Ivan Pavlov, B. F. Skinner, Aaron Beck, David D. Burns, Abraham Maslow, Carl Jung, Fritz Perls, and many other thinkers.

2. Make up pairs of synonyms.

To think, some, facts, motivation, route, legacy, to match, to thrive, to need, remark, science, to consider, several, discipline, data, to go with, to succeed, drive, way, comment, to require, inheritance.

3. Make up pairs of antonyms.

Intelligence, common, today, worst, personal, certainty, infancy, stupidity, adulthood, uncertainty, public, preeminent, rare, yesterday.

4. Give English equivalents to the following Ukrainian Words and word-combinations:

1. A discipline	a) бути обізнаним у чомусь
2. Speculations	b) сприймати як належне
3. A rock-solid science	c) пересічна людина
4. In the mean of time	d) бути спадком
5. To be canny about smth	e) видатний, винятковий
6. To take for granted	f) з плином часу
7. An average person	g) непохитна наука
8. A pre-eminent figure	h) дисципліна, предмет, галузь знання
9. To be the legacy	i) припущення, абстрактне теоретизування

5. Match the terms to their definitions:

1. The ego	a) In Abraham Maslow's theory of personality, the final level of psychological development that can be achieved when all basic and meta needs are fulfilled and the actualization of the full personal potential takes place.
2. The unconscious	b) The name for an intervening process or an internal state of an organism that impels or drives it to action.
3. An archetype	c) A generic term for a set of empirical concepts, particularly those that specify the conditions under which associative learning takes place.
4. Self-actualisation	d) The act of making something easier, removing impediments or difficulties.
5. Motivation	e) In Jung's characterization of the psyche, the inherited, unconscious ideas and images that are the components of the collective unconscious.
6. Conditioning	f) The collected psychological processes that are concerned with self. Also one of the

	components of the Freudian model of the psychic
7. Facilitation	g) In psychoanalysis, a domain of the psyche encompassing the repressed id functions, the primitive impulses and desires, the memories, images and wishes that are too anxiety provoking to be accepted into consciousness.

6. Complete the sentences using your current vocabulary.

1. Psychology _____ from two disciplines, physiology and philosophy.
2. The _____ lab was created in 1870s.
3. The common route to knowledge of human nature is life _____.
4. Today, an _____ person is to a large degree familiar with many psychological concepts.
5. There were many _____ figures in the history of psychology.

7. Answer the following questions.

1. Is psychology a young or old discipline?
2. What disciplines did psychology emerge from?
3. What remark did Alfred Adler make?
4. What do people need in order to survive and to thrive?
5. What are the widely known psychological concepts?

8. Choose the correct form of the verb to be.

1. Some films **are/were** so aggressive these days.
2. As they know, Jane's family **was/is** very music oriented, focusing on classical music.
3. Collective emotion **is/was** not fake; it **was/is** usually a projection of what are really feeling.
4. When she **was/is** 16 she had very high expectations of society.
5. Later, you will **be/are** less anxious.
6. What **are/is** your priorities when you do a supermarket shop?
7. You would never **be/is** attracted to someone who **is/was** too changeable.
8. Some years her house **is/will** be stuffed with bits and pieces of every kind.

9. Complete the sentences using the proper possessive pronoun.

1. Abraham Maslow is one of the representatives of humanistic approach. _____ hierarchy of needs is well known around the world.
2. Anna Freud is well known as a NeFreudian psychologist. _____ contribution to the development of psychodynamic approach can hardly be underestimated.
3. Wilhelm Wundt is viewed as the founding father of psychology. It was _____ lab established in Leipzig.
4. David Hubel and Torsten Wiesel studied sensation and perception. _____ work concerned investigation of groups of neurons in the visual cortex.
5. We really succeeded in _____ research. _____ findings have supported the hypothesis.

10. Complete the sentence. Use the proper tense forms of the verbs in brackets (Present Simple, Past Simple or Future Simple).

to study, to finish, to graduate from, to get (got, got), to enter

1. Some years ago I _____ secondary school.
2. I _____ the General Certificate of Secondary Education Qualification.
3. Now I _____ at the University.
4. In 5 years I _____ the University.
5. I _____ the Diploma.
6. Some years ago my sister _____ school №8.
7. My mother _____ from Taras Shevchenko State University in Kyiv.
8. Her brother _____ at Oxford College of Arts.
9. His friend _____ at Cherkasy State University.
10. Our nephew _____ secondary school last year.
11. As for their father, he _____ Odesa State University in 1970.
12. Some years ago her sister _____ Kyiv conservatory.
13. So, she _____ there now.
14. After graduating from the University his uncle _____ the Bachelor of Arts Degree.
15. Eight months ago our aunt _____ Kharkiv University and _____ the Bachelor of Sciences Degree.

THEME 6. PERCEPTION

«Humans see what they want to see». – Rick Riordan

ACTIVE VOCABULARY

Perception	сприйняття
to perceive	сприймати
perceptual	перцептивний
to interpret	інтерпретувати
interpretation	інтерпретація
sensory	сенсорний
stimulus/stimuli	стимул / стимули (подразник)
to report	повідомляти
to understand	розуміти
understandable	зрозумілі
sensation	відчуття
complex	складний

cognitional, cognitive	когнітивний
automatic	автоматичний
external	зовнішній
internal	внутрішній
vestibular	вестибулярний
receptor	рецептор
somatic	соматичний
skin	шкіра
tissue	тканина
experience	досвід
to expect	очікувати
expectation	очікування
in relation to	у зв'язку з тим
to permit	дозволяти
to interact	взаємодіяти
to influence	впливати
cue	сигнал
to affect	впливати
to pay attention to	звертати увагу на
in order to	для того, щоб
to occur	відбуватися
inheritance	успадкування
motivation	мотивація
to define	визначати
definition	визначення
to recognize	відзначати
recognition	відомання
to include	включити
respond	реагувати
to equip	обладнати
inputs	вхідні дані
to transmits	передавати
to argue	стверджувати
to survive	виживати
to make sure	впевнитись
danger	небезпека
dangerous	небезпечний
infant	немовля
to rely on	покладатися на
to judge	визначити
appropriate	відповідний
to vary	варіювати
to assign	призначати

meaning	значення
wart	бородавка
to guess	згадуватися
to store	зберігати
error	помилка

READING

PERCEPTION

Perception is a process by which a person **interprets sensory stimuli**. The sensory processes report about the stimulus environment; perception translates these sensory messages into **understandable** forms.

Perception comes between simple **sensation** and **complex cognitional** behavior. By the time people are able to talk about it, perception has become so **automatic** that they hardly realize that seeing what they see, hearing what they hear, is an interpretation.

As well as perception of the **external** environment, there is perception of oneself. Information about one's position in space, for example, comes from vision, from **vestibular receptors**, and from **somatic** receptors in the **skin** and deep **tissues**.

Perception appears to be a function of **experience**. The world is made up of things people **expect** to see, hear, or smell, and any new sensory event is perceived **in relation to** what they already know. A subject who cannot or is not **permitted to interact with** the stimulus environment will not show normal perceptual development.

Two types of factors **influence** perception: external (stimulus) **cues** and internal (personal) cues. Both internal and external cues **affect** the way in which a subject will **pay attention to**, or attend to a stimulus. A subject must pay at least some attention to a stimulus **in order** for perception **to occur**.

External cues (learning, features of the environment) develop from the properties of a stimulus or groups of stimuli. Internal cues appear to be a function of a subject's cognitive processes. For example, **inheritance**, **motivation** of a subject, a subject's past experience or the expectations of a subject at a given time may all act as internal cues.

Perception can be **defined** as our **recognition** and interpretation of sensory information. Perception also **includes** how we **respond** to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. In order to receive information from the environment we are **equipped** with sense organs: eye, ear, and nose. Each sense organ is part of a sensory system which receives sensory **inputs** and **transmits** sensory information to the brain.

Some **argue** that perceptual processes are not direct, but depend on the perceiver's expectations and previous knowledge as well as the information available in the stimulus itself.

Perception is also necessary for us to **survive** in our environment. For example, before parents feed their babies microwaved food, they taste it in order to **make sure** that the temperature isn't too hot. This involves using sensory information (touch and taste) to make sure that the food is not **dangerous** for the **infant**. Before we cross a busy street, we **rely on** our hearing and sight to make sure a car is not coming. Without the sensory information, we would not be able to **judge** which food was too hot or when an **appropriate** time to cross the street would be, which could put us and our children in danger.

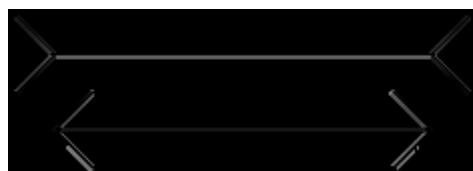
Perceptions **vary** from person to person. Different people perceive different things about the same situation. And we **assign** different **meanings** to what we perceive. And the meanings might change for a certain person. One might change one's perspective or simply make things mean something else.



This is a famous picture. What does it look like to you?

Some people see a young lady looking away. Others see an old lady looking down. Depending on how you look at it, part of the picture might be the young woman's nose and eyelash, or it might be a **wart** on the old woman's nose. What is the young woman's ear might be the old woman's eye. What is the young woman's necklace might be the old woman's mouth. The picture hasn't really changed. You just emphasize different parts of it and assign them different meaning.

Look at these two arrows. Which horizontal line is the longest?



They are exactly the same size. However the top one looks longer than the bottom one. It is an optical illusion tricking us into assigning a different meaning to what we see.

The meaning of something will change when you look at it differently. You can look at anything differently and it will have a different meaning.

There is no fixed meaning to anything. You can always change perspectives and change meanings. Why not change them to what you prefer them to be?

Summary

- A lot of information reaches the eye, but much is lost by the time it reaches the brain (Gregory estimates about 90% is lost).
- Therefore, the brain has **to guess** what a person sees based on past experiences. We actively construct our perception of reality.
- Richard Gregory proposed that perception involves a lot of hypothesis testing to make sense of the information presented to the sense organs.
- Our perceptions of the world are hypotheses based on past experiences and **stored** information.
- Sensory receptors receive information from the environment, which is then combined with previously stored information about the world which we have built up as a result of experience.
- The formation of incorrect hypotheses will lead to **errors** of perception (e.g. visual illusions like the Necker cube).

1. Answer the questions on the text:

1. What is perception?
2. What factors may influence perception?
3. What does perception depend on?
4. Do our learning experience help us to interpret our sensations?
5. How may the features of environment influence the total process of perception?
6. What causes the perception to be incorrect?
7. In what way do we receive information from the environment?

2. Read the sentences and correct them if necessary:

1. What we sense we interpret and this psychological process is called perception.
2. Our learning experiences help us to understand the differences in the sensations we receive.
3. Each sensory organ receives sensory inputs and transforms them into hypotheses.
4. Perception cannot differ from person to person.
5. If we have incomplete perceptions, our body fills in the rest.
6. Everything in the world has a fixed meaning.
7. All the information that reaches our sense organs reaches our brain.
8. Perception occurs when a person doesn't pay attention to a stimulus.
9. Internal cues develop from the properties of a stimulus.
10. External cues are the function of a subject's cognitive processes.

3. Read and translate the sentences. Make up questions of the following sentences:

1. The process of perception is complex and applies to the whole range of sensations.
2. The field of visual perception is the most frequently investigated and usefully discussed.
3. Perception is influenced by the condition or state of a person at the time.
4. We tend to perceive things as we need or want to be rather than as they are.

5. It is impossible to completely separate perception from sensation.
6. Before we cross a busy street, we rely on our hearing and sight to make sure a car is not coming.
7. Without the sensory information, we would not be able to judge the world around us, which could put us in danger.

WORD USE

4. Give the Ukrainian equivalents for the following:

perception of colour; visual perception; we perceive those parts of the environment that interest us; to influence the results of the experiment; to inherit good sight; inherited qualities; the physical basis for earning; instrumental learning; awareness of danger; to assign the meaning to what we see; in relation to the person's expectations; stimulus environment; somatic receptor; the function of the internal cues; vestibular receptor; to direct the incorrect perception; to affect one's hearing.

5. Find in the text English equivalents for the following:

успадкована поведінка; для того, щоб вплинути на пізнавальну реакцію; звертати увагу на тлумачення соматичних відчуттів; зовнішні натяки; немовля покладається цілком на батьків; наявний попередній досвід; накопичувати та передавати попередні успадковані знання; неправильна гіпотеза приводить до помилок у сприйнятті; бути добре оснащеним; від соматичних рецепторів на шкірі; взаємодіяти з стимулами навколошнього середовища; складна когнітивна поведінка.

6. Which of these words go together? Use the expressions in the sentences of your own:

To translate sensory messages	development
complex cognitional	time
external	environment
position	into understandable forms
deep	different meaning
to interact with	expectations
perceptual	illusion
perceiver's	behavior
appropriate	tissue
to assign	in space
optical	the stimulus environment

7. Match the following words with their meaning:

1. infant	a) a deviation from accuracy or correctness; a mistake, as in action or speech;
2. to guess	b) situated or existing in the interior of something; interior;
3. to store	c) to think, believe, or suppose;
4. skin	d) coming or occurring before something else; prior;
5. internal	e) the external covering or integument of an animal body, especially when soft and flexible;
6. cue	f) suitable or ready for use; of use or service; at hand;
7. to permit	g) a child during the earliest period of its life, especially before he or she can walk; baby;
8. available	h) to allow to do something;
9. error	i) a hint; intimation; guiding suggestion;
10. previous	j) to supply or stock with something, as for future use;

8. Complete the following sentences using the words from the active vocabulary (*survive, occur, internal, influence, assign, interact, previous, expectations, transmits, cues, understandable, inheritance*):

1. A person who cannot ... with the stimulus environment will not show normal perceptual development. 2. Perception translates sensory messages into ... forms. 3. Different factors ... our perception. 4. A person must pay at least some attention to a stimulus in order for perception to 5. Internal ... are the function of a subject's cognitive processes. 6. ..., motivation and past experience of a subject may act as ... cues. 7. Each sense organ receives sensory inputs and ... sensory information to the brain. 8. Perceptual processes depend on the perceiver's ... and ... knowledge. 9. Perception is also necessary for us to ... in our environment. 10. Optical illusion makes us ... a different meaning to what we see.

WORD FORMATION

9. Translate and memorize the following words and their derivatives. Single out noun, verb, adjective, adverb forming suffixes:

Sense – sensory – sensation – sensitive – sensible – sensitivity – sensibility;
Perceive – perception – perceptual – perceptive – perceptible – perceptiveness;
Expand – expanse – expansive – expansion – expansionism;
Regulate – regular – regularity – regularly – regulation;
Receive – receptor – reception – receptive – receptionist – receptivity – receptiveness;
Taste – tasty – tasteful – tasteless – taster;
Explore – exploration – explorer – exploratory;
Feel – feeling – feelingly;
Olfaction – olfactory – olfactorily;
Image – imagine – imaginative – imagination – imaginable;
Vision – visual – visualize – visible – visionary;
Real – unreal – realistic – realize – realization – realizable – reality;
Consider – considerate – consideration – considerable;
Stimulus – stimulate – stimulation – stimulating;
Reflect – reflector – reflection – reflective – reflex.

10. Complete the sentences with the derivatives of the suggested words from the list: *sense, stimulus, feel, taste, consider, real, reflect, perceive, explore, image*

1. Don't mention that she has put on weight – she is very ... about it.
2. I don't really know what to think – I've got very mixed ... on the subject.
3. There must be a full ... of all the possibilities before we decide.
4. The pantomime really captured the children's ... and they talked about it for weeks.
5. Taking everything into ..., the result is better than I expected.
6. I find swimming the most ... form of exercise.
7. Do you think this opinion is an accurate ... of the public mood?
8. ... involves integration of information into mental structures.
9. British pubs are often the best places to eat well and cheaply in Britain, and they also increasingly try to serve ... British food.
10. We were promised a trouble-free holiday, but the ... was rather different.

11. Complete this table of words. Which of the words in the completed table means?

- a) To show that something is true;
- b) A system or method of doing something;
- c) Relating to ideas which might explain observed facts;
- d) To see, hear, smell, taste or touch something;
- e) A picture or design of any kind;

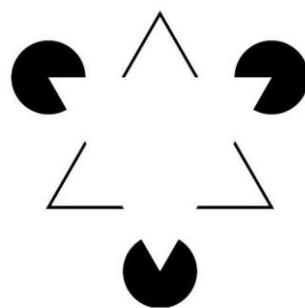
Nouns	Adjectives	Verbs
psychologist		
theory		

perception		
	outlined	
demonstration		
experience		
	sensory	
image		
process		

12. Select the appropriate verb for each of the following examples and say why it is appropriate:

- a) We were walking home one night and suddenly we (saw/looked at) a shooting star.
- b) A: What are you (seeing/ looking at)?
B: I'm just (seeing/watching) those birds building a nest.
- c) I don't (see/watch) television much these days.
- d) C: (See/Look at) those men. They are climbing through your window.
D: Where? I can't (see/watch) them.
- e) E: Ssh. Did you (hear/listen to) that noise upstairs?
F: Yes. (Hear/Listen): there it is again. Let's go and (see/look at) what's happening.
- f) By coincidence I (saw/looked at) my ex-husband in the street yesterday. He (saw/looked at) me as if I was a ghost!

INTERESTING FACT



Created by Italian psychologist Gaetano Kanizsa in 1955, the *Kanizsa Triangle* is a classic example of illusory contours. As shown in the image above, a white equilateral triangle can be clearly perceived even though there are no explicit lines or enclosed spaces to indicate such a triangle. The white triangle actually appears brighter than the surrounding white background, even in areas where there is no change in luminance or color.

Gestalt psychologists use the Kanizsa Triangle to describe the *law of closure*, which claims that objects grouped together are seen as a whole. This means that we

perceive objects as being whole even when they are incomplete; we ignore gaps and we complete contour lines to form familiar figures and shapes. For example, in the Kanizsa Triangle Illusion we readily perceive three black circles and two triangles, even though there are technically no circles or triangles in the image.

The illusion challenges the reductionist approach to vision as what we see in the image is not merely the sum of all its parts. We see something *more*. We actually perceive objects that are not really there.

THEME 7. SOCIAL INTERACTION AND INFLUENCE

«I fear the day that technology will surpass our human interaction. The world will have a generation of idiots.» Albert Einstein

«Never underestimate the influence of the people you have allowed in your life...» Albert Einstein

«Bad company corrupts good morals.» 1 Corinthians 15:33

Think and share your ideas:

1. How do we form our impressions of people and come to interpret their actions?
2. What determines who we like, love, dislike, are indifferent to or even hate?
3. How do we influence one another?
4. What are the problems of the youth?
5. What are the reasons of misunderstanding between different groups of people (parents, friends, peers, teachers, etc.)?

ACTIVE VOCABULARY

Society	суспільство
social interaction	соціальна взаємодія
to interact with	взаємодіяти з
social order	суспільний лад
manner	спосіб
communication	спілкування
to communicate	спілкуватися
to interpret	тлумачити
sequence	послідовність
to modify	змінювати
modification	видозміна

due to	завдяки
to attach meaning	надавати значення
to respond accordingly	відповідати відповідним чином
to derive from	походити від
accident	випадок
accidental	випадковий
stranger	незнайомець
direction	напрямок
to direct	направляти
to repeat	повторювати
repeated	повторний
bound to happen	обов'язково трапляється
regular	регулярний
regulated	регульований
by customs	за звичаями
law	закон
staff	персонал
hierarchy	ієрархія
advanced	розвинений
to consist of	складатися з
social relations	соціальні відносини
movement	рух
to move	рухатися
meaning	зміст
purpose	мета
to solicit	просити
attitude	ставлення
societal conditions	суспільні умови
foundation stone	фундамент
reciprocal	взаємний
influence	вплив
to involve	залучати
to beat	бити
to bit	кусати
to pull	тягнути
to push	штовхати
to kill	вбивти
to convey	передавати
to complete	завершувати
to expand	розширювати
to store	зберігати

to transmit	передавати
generation	покоління
gestures	жести
deaf and dumb	глухонімий

READING

SOCIAL INTERACTION AND INFLUENCE

Social interaction is the basis of the whole **social order**. Social group is the product of social interaction. There is interaction among animals and birds also. Social interaction is the **manner** in which people talk to and interact with one another. Social interaction is dependent upon the structure in which the **communications** occur. *Social interaction* is the process by which men **interpret** the minds of each other.

Social interaction is a dynamic, changing **sequence** of social actions between individuals (or groups) who **modify** their actions and reactions **due to** the actions by their interaction partner(s). In other words they are events in which people **attach meaning** to a situation, interpret what others are meaning, and **respond accordingly**. Social relations **derived from** individual, form the basis of the social structure.

Social interactions can be differentiated into:

- **accidental** (also known as social contact) – not planned and likely not repeated. For example, asking a **stranger** for **directions** or shopkeeper for product availability.
- **repeated** – not planned, **bound to happen** from time to time. For example, accidentally meeting a neighbor from time to time when walking on your street;
- **regular** – not planned, but very common, likely to raise questions when missed. Meeting a doorman or a security guard every workday in your workplace, dining every day in the same restaurant, etc.
- **regulated** – planned and regulated **by customs** or **law**, will definitely raise questions when missed. Interaction in a workplace (coming to work, **staff** meetings, etc.), family, etc.

In sociological **hierarchy**, social interaction is more **advanced** than behavior, action, social behavior, social action and social contact, and is in turn followed by more advanced concept of social relation. In other words, social interactions, which **consist of** social actions, form the basis for **social relations**.

So the forms of social relation and interaction in social psychology may be described as follows: first and most basic are animal-like behaviors, i.e. various physical **movements** of the body. Then there are actions – movements with a **meaning** and **purpose**. Then there are social behaviors, or social actions, which address (directly or indirectly) other people, which **solicit** a response from another agent. Next are *social contacts*, a pair of social actions, which form the beginning of social interactions. Social interactions in turn form the basis of social relations.

Social interaction is an event that changes the behavior and **attitude** of the interacting persons. It is a social relationship among at least two persons. It changes the **societal conditions** of life of the people. Interaction is the soul of social life and relationship. It produces group which is the **foundation stone** of society.

The elements of social interaction include:

- two or more than two persons;
- **reciprocal** relationship among them;
- **influence** on the event, behavior, brain of the persons;

These three conditions interrelate the people among themselves and convert them into social groups.

Types of social interaction:

- Direct or physical interaction – it **involves** physical action among individuals.

Beating, biting, pulling, pushing, killing are the examples of direct interaction;

– Symbolic interaction. It involves the use of language and symbols. Human beings **convey** their ideas through language and it is **completed** by reciprocal response. All cultures develop, **expand** and change only through language symbolic interaction. Through language man **stores** its previous experiences and **transmits** them to the following **generation** with a change. **Gestures** are also symbolic. **Deaf** and **dumb** convey their ideas through voice and gestures of hands and eyes.

The forms of social interaction:

- Between individual and individual;
- Between individual and group;
- Between group and group;
- Between individuals and culture. This form is found when people listen to the radio, read newspapers.

1. Answer the questions on the text:

1. How can social interaction be defined?
2. How can social interaction be differentiated?
3. What forms the basis for social relations?
4. What is the difference between regular and regulated social interaction?
5. What are the basic forms of social relation in social psychology?
6. What do the elements of social interaction include?
7. What is direct or physical interaction characterized by?
8. What is symbolic interaction characterized by?
9. What are the gestures used for?

2. Read the sentences. Which don't you agree with? Make use of the following phrases: *To my mind/opinion, I fully support..., I strongly disbelieve that ..., I completely agree/disagree with/that ..., I'm totally against ..., On the whole, That's right,*

1. Social interaction is the process of making sense to ourselves and to others of the world around us.
2. Symbolic interaction involves the use of physical action among individuals.
3. Actions are movements with the meaning and purpose.
4. Social contact is the process by which men interpret the minds of each other.
5. Social interaction is a social relationship only among a group of people.
6. Direct interaction involves the use of language and symbols.
7. Through gestures people store past experience.

8. Social interaction consists of social actions and forms the basis for social relationship.

3. Translate the following sentences. Confirm or deny the statements:

1. According to Erikson's theory of development, the most important task of adolescence is to resolve the crisis of identity versus role confusion.
2. The social world of the adolescent requires achieving a balance between childlike dependence and adult like independence.
3. Adolescents typically move from a state of role confusion to a state of identity achievement.
4. Erikson based his theory on studies of males, who might place a greater premium on the development of self sufficiency than do females, who might place a greater premium on intimate relationships in which there is mutual caring.
5. Adolescents, in trying out various styles and values, are influenced by the cohort to which they belong.
6. Adolescent conflicts with parents generally have more to do with superficial stylistic questions than with substantive question about values.

4. Explain and expand on the following:

1. The young are always questioning the assumptions of the adults, though the latter don't want their values to be doubted.
2. It's impossible that a generation gap can ever be bridged, but some concessions on both sides are possible.
3. It is true that tolerance is the pledge of friendship.
4. The development of positive self image, the influence and support of parents, teachers, age mates and other people help the young to gain a state of personal identity.

WORD USE

5. Translate the following word combinations into Ukrainian:

Accidental interaction, physical action, to ask a stranger, to complete the task, to attach meaning to a situation, to transmit experience to the following generations, to store in memory, several generations, the older generation, to involve thinking, to involve new data, to store facts, stored information, regulated by customs and law, you must respond accordingly, to modify the actions under the influence of a stranger, sequence of events, reciprocal relationship.

6. Arrange the following words into pairs of word combinations. Use expressions in the sentences of your own:

To derive	to the following generation
to interact	gap
to store	previous experience
to expand	communication
to transmit	like behavior

generation	with purpose
symbolic	with one another
animal	from individual
movements,	interaction
meaningful	through language

7. Match the words with their definitions:

To interpret, communication, deaf, staff, dumb, to repeat, language, generation, to involve, movement

- a) to happen, or to do something, more than once;
- b) a change of position;
- c) all the people of about the same age within a society;
- d) to decide what the intended meaning of something is;
- e) the group of people who work for an organization;
- f) to include someone in something, or to make them feel part of it;
- g) unable to hear, either completely or partly;
- h) permanently or temporarily unable to speak;
- i) the act of communicating with people;
- j) a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work;

8. Translate the following phrases into English using active vocabulary:

залежати від спілкування, включати фізичні дії, пряма взаємодія, душа соціального життя, впливати на події, соціальні умови, змінювати реакцію, напрямок руху, реагувати відповідно на незнайомця, регулярна зустріч, випадкова дія, мета соціальної взаємодії, глухі і німі, передавати досвід наступним поколінням, складатись із звичаїв і законів, вплив на мозок людини.

9. Complete the following sentences using the words from the active vocabulary (*communication, staff, interpret, deaf, generations, language, law, expand, movement, attitude, social*):

1. Life of each society is regulated by
2. Social interaction changes the behavior and ... of the interacting persons.
3. All cultures develop ... and change only through language symbolic interaction.
4. ... contacts form the beginning of social interactions.
5. To humans, words are more than a means of ..., they can shape our beliefs, behaviors, feelings and ultimately our actions.
6. Any change of behavior will be ... as a sign of weakness.
7. He made a sudden ... and frightened the birds away.
8. It's our duty to preserve our knowledge for future
9. There is a good relationship between ... and students at the university.
10. She is ... in her left ear.
11. One of the main reasons I came to England was to study the

WORD FORMATION

10. Complete this table of words from the texts and active vocabulary.

Nouns	Adjectives	Verbs
		to repeat
direction		
		to mean
	accidental	
	interacting	
communication		
	stored	
		to regulate

11. Fill in the correct word derived from the word in bold:

1. Lack of ... (to communicate) in a marriage causes serious problems. 2. This must be the reason the thick short candles were ... (to store) there. 3. She stood, wobbled, and then went the ... (to direct) he indicated. 4. He didn't believe she was ... (to interact) with real people and instead called the other online players invisible friends. 5. Making a conversation deep and ... (to mean), however, takes a little more. 6. Janice takes medicine to help ... (regular) her blood pressure. 7. Through language man stores its previous experiences and transmits them to the following ... (to generate) with a change. 8. «If it bears any resemblance to me, it is purely ... (accident)», she said. 9. ... (to move) outside the window caught Carmen's attention. 10. Another method of genetic ... (modify), called mutagenesis, dates to the early part of the twentieth century.

12. Comment on the mottoes to live by:

- Your life is what you make of it.
- God helps those who help themselves.
- Miracles happen to those who believe.
- If you want to be on top, don't let education stop.
- If you judge people, you have no time to love them.
- To make the world a friendly place, one must show it a friendly face.

13. Discuss the following statements with your group mates making use of the expressions below:

My point is that..., I am perfectly aware that..., I doubt if (that)..., It's hardly likely (that)..., I'm against it..., It must be admitted (noted, pointed out) that....

1. Human behavior is a function of both the person and the situation.
2. There are a lot of things that can affect us.
3. Compliance with orders and requests often depends on our unwitting allegiance to social norms.

4. In the process of identification we obey the norms and adopt the beliefs, attitudes, and behaviors of groups that we respect and admire.
5. College students frequently move away from the views of their family reference group toward the college reference group.
6. After college we tend to select new reference groups that share our views.

14. Answer the following questions using your active vocabulary:

1. How do you feel in the presence of other people (your parents, friends, group mates, well known people, newcomers, unknown people, and highly ranked people)?
2. When you are in a crowd do you feel that you lose your identity and merge into the group?
3. Are you an easy person to persuade?
4. What would you prefer – to comply with another person's ideas or to compel him to your will?
5. What can affect your decision making?
6. Which source of information is more influential in your buying decision (the survey of several thousand owners of a car, for instance, or your neighbor or friend)?
7. Is it difficult for you to obey to authority?
8. Can you adjust your position to conform to that of the majority?
9. Is it possible to regulate your attitudes and behavior within your reference group?
10. Can you identify any changes in your beliefs and attitudes that have come about by being exposed to a new reference group?

15. Read the article and match the headings and paragraphs A–D.

- Space invaders
- Small children
- Conversation makers
- Nervous fliers

When you are travelling by plane or train, there are some passengers you just don't want to have next to you ...

NOT NEXT TO ME, PLEASE!

A _____

Perhaps you normally like them, but when you are sitting next to them on a plane it's a different thing. They usually spend all the flight moving around and dropping their toys on the floor, and when they're drinking their orange juice it ends up on your trousers. Then they decide that they want to play with you, so you can't have the little siesta that you were planning.

B _____

You recognize this type as soon as you sit down. They immediately start talking about the plane, or the weather, or they ask you a personal question. It's very difficult

not to talk to these people, and you'll probably have to continue talking until the plane lands.

C _____

These are the people with white faces who sit down and immediately ask for a double whisky. Every five minutes they call a flight attendant to ask if there are any problems with the plane. They also tell you about air disasters (which you are not interested in). The best thing to do is to buy them a few drinks or pretend to sleep.

D _____

These people are not necessarily very big, but they have a terrible habit of taking up all their room, and some of your room too. They usually sit so that you can't move, with their arms and legs in your space. They also have a lot of hand luggage which takes up all the room in the overhead locker

16. What do the underlined words in the text mean? Circle a or b.

1. a) letting (toys) fall from your hand;
b) putting (toys) somewhere;
2. a) say hello to;
b) know and understand;
3. a) goes into the air;
b) touches the ground;
4. a) try to do something;
b) give the impression of doing something;
5. a) space;
b) seat.

17. Tick the things the writer says in the text above.

1. You can't sleep if there are children next to you.
2. Children eat all your food.
3. Some people want to talk all through the flight.
4. «Space invaders» have long arms and legs.
5. Nervous fliers have a drink every five minutes.

18. Read the text and give a short summary of it.

PEOPLE MEET PEOPLE

How different are the attitudes of different people to other people! One person, during a long train journey, will not observe other travelers. The other will analyze their character, try to guess about their circumstances, even discover secret histories of some of them.

Some people find almost everybody boring, others develop friendship. Take again such thing as travelling: some people will travel through many countries, always going

to the best hotels, eating exactly the same food as they would eat at home, meeting the same rich people, discussing the same topics. When they get home, they feel happy that this boring journey is finished. Other people will meet local people, observe what is interesting historically or socially, eat food of the country, learn the customs and the language, and come home with new impressions and ideas.

In all these different situations the person who has the curiosity and interest in life has the advantage over the person who has none.

THEME 8. EMOTIONS

«*The emotion that can break your heart is sometimes the very one that heals it*» Nicholas Sparks

Think and share your ideas:

1. What is emotion, to your mind?
2. What emotions do you know?
3. How can you distinguish one emotion from another?
4. Can you think of any classifications of emotions?
5. Do emotions and their manifestation change in the course of human life? How?
6. What are the problems connected with emotions that are still to be resolved?

ACTIVE VOCABULARY

Emotion	емоція
to recall	згадувати
to experience	відчувати
significance	значення, значущість
significant	важливий
subjective feeling	суб'єктивне відчуття
gland	залоза
hormone	гормон
to engage in	брати участь
overt	явний
to tremble	тремтіти
motivation	мотивація
motivator	мотиватор
to be related	бути пов'язаним
to be aroused	спонукати, бути збудженим
to evoke	викликати
harmful	шкідливе
beneficial	корисне

hence	отже
considerable	значний
obvious	очевидний
to turn to	переходити
related	відповідний
issue	питання
emotional responses	емоційні відгуки
to described	описати
intersecting	пересічні
dimension	вимір
pleasantness	приємність
unpleasantness	неприємність
relaxation	розслаблення
tension	напруга
calm	спокій
excitement	збудження
attempt	спроба
scheme	схема
to claim	стверджувати
primary	первинні
to construct	побудувати
fear	страх
anger	гнів
shame	сором
contempt	презирство
disgust	огида
distress	страждання, нещастя
interest	інтерес
surprise	здивування
joy	радість
anxiety	тревожність
guilt	почуття провини
pride	гордість
gratitude	вдячність
love	любов
happiness	щастя
embarrassment	збентеження
envy	заздрість
to believe	вірити
to dissect	розчленувати
physiological basis	фізіологічна основа
emotionality	емоційність
wellbeing	самопочуття

to yield	викликати
to avoid	унікнути
to seek	шукати
approach	підхід
to approach	наблизатися
satisfactory	задовільний
agreement	згода, договір
distinguish	розділяти
to guide	направляти
diversity	різноманіття
visceral	вісцевальний

READING

DEFINING AND CLASSIFYING EMOTIONS

Defining Emotions

Try **to recall** the last time you **experienced** an **emotion** of some **significance** – perhaps the **fear** of going to the dentist. You may be able to identify four components to your emotional reaction:

- 1) You experience a **subjective feeling**, or affect, which you may label **fear**;
- 2) You have a cognitive reaction: you recognize or “know”, what happened;
- 3) You have an internal, physiological reaction, involving **glands**, **hormones**, and internal organs;
- 4) You **engage in** an **overt** behavioral reaction. You **tremble** as you approach the dentist’s office.

Note that when we add an overt behavioral component to emotions, we can see how emotions and **motivation** are **related**. Emotions are **motivators**. To be motivated is **to be aroused** to action. Emotional experiences also arouse behaviors. Theorist Richard Lazarus put it in this way: “Without some version of a motivational principle, emotion makes little sense, in as much as what is important or unimportant to us determines what we define as **harmful** or **beneficial**, hence emotional.”

There has been **considerable** debate in psychology concerning how best to define emotion. As one researcher puts it, “Despite the **obvious** importance of emotion to human existence, scientists concerned with human nature have not been able to reach a consensus about what emotion is and what place emotion should have in a theory of mind and behavior” (Le Doux). For now, however, we need a working definition, and we’ll say that an emotion is an experience that includes a subjective feeling, a cognitive interpretation, a physiological reaction, and a behavioral expression. With this definition in mind, we **turn to** the **related issue** of how to classify emotions.

Classifying Emotions

In fact, there are several ways to classify **emotional responses**. Wilhelm Wundt, in that first psychology laboratory in Leipzig, was concerned with emotional reactions. He believed that emotions could be **described** in terms of three **intersecting dimensions**: **pleasantness–unpleasantness**, **relaxation–tension**, and **calm–excitement**. Let's look at a few more recent **attempts** to classify emotions.

Carroll Izard has proposed a classification **scheme** calling for nine **primary** emotions. From these, he **claims**, all others can be **constructed**. Izard's nine primary emotions are **fear**, **anger**, **shame**, **contempt**, **disgust**, **distress**, **interest**, **surprise**, and **joy**. Izard calls these nine emotions primary because he **believes** that they cannot be **dissected** into simpler, more basic emotions and because each is thought to have its own underlying **physiological basis**. Other emotions are some combination of any two or more of these nine.

Richard Lazarus proposes a theory of emotion that stresses the motivational role of **emotionality**. He claims that emotion is the result of specific relationships or interactions between people and their environments. Some relations are perceived as (potentially) harmful to one's **wellbeing** and **yield** negative emotions, such as **anger**, **anxiety**, **fear**, **shame**, or **guilt**. These are emotions we are motivated **to avoid**. Some relations are (potentially) beneficial, give rise to positive emotions, such as **joy**, **pride**, **gratitude**, and **love**, and are emotions we are motivated **to seek or approach**.

None of the **approaches** to classifying emotions listed so far has proven completely **satisfactory**. Psychologists continue to propose theories to account for the nature of an emotional reaction (for example, Berkowitz, 1990; Ekman, 1993; Mathews and McLeod, 1994)

The only issue on which there appears to be a consensus is that emotions can be classified as being either positive (for example, **happiness**) or negative (for example, **fear**, **anger**, **shame**). Unfortunately, there isn't even complete **agreement** on how to **distinguish** between positive and negative emotions. Fear, for example, seems like a reasonable candidate for a list of negative emotions. Yet it is clear that fear can be useful and can serve **to guide** one's behavior in positive and adaptive ways.

So where does it leave us? As sensible as it may sound to try to construct a system of basic, primary emotions, particularly if such a system had a physiological or evolutionary foundation, such an attempt will prove difficult at best. One problem is that there is no total agreement on just what basic or primary means when we are talking about emotions. "Thus, the question 'Which are the basic emotions?' is not only one that probably cannot be answered, it is a misdirected question, as though we asked, 'Which are the basic people?' and hoped to get a reply that would explain human **diversity**" (Ortony & Turner, 1990).

If there is one conclusion regarding emotion with which all theorists agree, it's that part of being emotional is a physiological, **visceral** response.

Gerow J., Bordens K. Psychology: An Introduction. Carrolton, USA, 2000, pp. 444–447

1. Answer the questions on the text:

1. What are the four components of an emotional reaction?
2. How could emotions be described according to Wundt?
3. What classification did Carroll Izard propose?
4. What Richard Lazarus's theory of emotion does emphasize?
5. What ideas concerning emotions do all psychologists share?
6. Is distinction between positive and negative emotions always true?

2. Read the sentences. Which don't you agree with? Make use of the following phrases: *To my mind/opinion, I fully support..., I strongly disbelieve that ..., I completely agree/disagree with/that ..., I'm totally against ..., On the whole, That's right,*

1. An emotional reaction is limited to its overt behavioral component.
2. An emotional reaction is a subjective one.
3. Emotions are behavior motivators.
4. All psychologists have come to a consensus when classifying emotions.
5. Fear is a negative emotion.
6. All theorists agree that any emotion involves a physiological, visceral response.

WORD USE

3. Translate the following word combinations into Ukrainian:

Defining emotions, identify, emotional reaction, subjective feeling, internal organs, engage in, behavioral reaction, related, to be aroused, aroused to action, harmful or beneficial, despite, theory of mind and behavior, turn to the related issue, emotional responses, attempts, classification scheme, dissected into simpler, interactions between people, environment, to avoid, to seek or approach, complete agreement, to distinguish, serve to guide one's behavior, human diversity.

4. Translate the following word combinations into English:

Спробуйте пригадати, відчувати емоції, залози, гормони, явний, тримтіти, emotional experiences, отже, людське існування, людська природа, виміри, приемність – неприємність, розслаблення – напруга, спокій – збудження, первинні емоції, страх, гнів, сором, презирство, огіда, нещастя, тривожність, провина, гордість, інтерес, здивування, радість, вдячність, любов, щастя, сприймати, викликати, вісцеральна реакція.

5. Arrange the following words into pairs of word combinations. Use expressions in the sentences of your own:

Subjective	responses
cognitive	reaction
physiological	scheme
behavioral	diversity
emotional	one's behavior
classification	feeling
give rise to	expression

to guide	a system
to construct	interpretation
human	positive emotions

6. Match the words with their definitions:

Contempt, disgust, guilt, fear, anxiety, joy, gratitude, pride, shame, embarrassment, anger

- a very strong feeling of dislike (e.g. one caused by a bad smell or taste or a very unpleasant sight);
- a strong emotional reaction to a specific present danger; anxiety to an anticipated danger;
- an acute emotional reaction elicited by any of a number of stimulating situations, including threat, overt aggression, restraint, verbal attack, disappointment or frustration, and characterized by strong responses in the authonomic nervous system;
- an emotion characterized by feelings of guilt, embarrassment, and avoidance;
- a feeling of satisfaction arising from a knowledge of one's worth, success, qualities, efforts, etc., or related to those of persons closely related to one;
- the emotional feeling associated with the realization that one has violated an important social, moral, or ethical regulation;
- the feeling that is caused by what is unworthy, by things or actions that are not to be feared or respected; scorn;
- kind feelings towards someone who has been kind;
- feeling of apprehension about the future without specific cause for the fear;
- a highly pleasant emotion associated with accomplishment, satisfaction and gratification;
- a feeling of anxiety, perplexity or confusion so that one is uncomfortable and does not know what to do or say.

7. Complete the following sentences using the words from the active vocabulary (*beneficial, dissected, feelings, harmed, complex emotions, evoke, dimension, existence, grateful*):

1. Basic emotions emerge early in infancy, but complex emotions such as ... of guilt, embarrassment, and pride don't emerge until 18–24 months. 2. Conditions that trigger ..., such as pride, envy and shame depend upon the culture, and children have to learn when these emotions are appropriate. 3. Only recently there have been hard data showing that having emotionally intelligent parents is itself enormously ... for a child.
4. One evening I returned home full of enthusiasm over what my wife had done, and felt very ... to her. 5. Physical presence is an important ... of communication and intimacy.
6. Among psychologists and psychiatrists there are many whose concept of the individual is that of an object to be, ..., diagnosed and manipulated. 7. Might people be ... if they become "Internet addicted"? 8. Situations that ... pride in one culture may ... embarrassment or shame in another. 9. No psychology, at any rate, can question the ... of personal selves.

8. Arrange the following words into pairs of antonyms:

to construct	to involve
swift	harmless
to exclude	benefit
to overtake	due to
harmful	tension
gratitude	slow
overt	happiness
consensus	to destroy
despite	to fall behind
grief	ingratitude
harm	disagreement
relaxation	covert

9. Arrange the following words into pairs of synonyms:

to dissect	contempt
thankful	size
route	point
to involve	swift
overt	to cut into pieces
instant	to include
to ponder	outward
consensus	way
dimensions	moment
scorn	to think
rapid	agreement
issue	grateful

10. In his book “Emotional Intelligence” (N.Y., 1995, p. 289) D. Goleman gives the following list of 8 core emotions. Match each emotion with one of the 8 core emotions:

anger
sadness
fear
enjoyment
love
surprise
distaste
shame

According to D. Goleman, each of them comprises a lot of variations and nuances. Here is a list of them:

anxiety, annoyance, apprehension, amusement, acceptance, astonishment, amazement, aversion, cheerlessness, contempt, despair, delight, devotion, euphoria, ecstasy, embarrassment, fury, fright, friendliness, grief, gloom, guilt, hatred, hostility, happiness, irritability, joy, kindness, loneliness, melancholy, nervousness, phobia, panic, pride, sensual pleasure, regret, sorrow, self-pity, satisfaction, shock, scorn, trust, wonder.

WORD FORMATION

11. Complete this table of words from the texts and active vocabulary.

Verb	Noun	Adjective
	harm	
		beneficial
dissect		
		underlying
	contempt	
yield		
		grateful

12. Put a suitable word from the box above into each gap.:

1. I feel nothing but ___ for his dishonest behavior towards me.
2. Let's ___ Carroll Izard's theory as regards his classification scheme of primary emotions.
3. Constant worries and trouble have done much ___ to his health and wellbeing.
4. He has the ___ of a first class education to make a successful career.
5. I had nothing to do but to ___ to pressure on his part and obey him.
6. At the meeting the Dean expressed his ___ to students for their active participation in the experiment.
7. Any experimental research must have an ___ theoretical basis.

13. Scan the text below to find:

- who offered the best assessment of the emotional mind;
- the main difference between the emotional mind and the rational mind;
- the relationship between emotional response and conscious awareness;
- disadvantages of the emotional mind;
- advantages of the emotional mind;
- overt and covert manifestations of emotional reactions;
- a peculiarity of triggering emotions in the rational mind.

HALLMARKS OF THE EMOTIONAL MIND

Only in recent years has there emerged a scientific model of the emotional mind that explains how so much of what we do can be emotionally driven – how we can be so reasonable at one moment and so irrational the next – and the sense in which emotions have their reasons and their own logic. Perhaps the best two assessments of the emotional mind are offered independently by Paul Ekman, Head of Human Interaction Laboratory at the University of California, San Francisco, and by Seymour Epstein, a clinical psychologist at the University of Massachusetts.

A Quick but Sloppy Response

The emotional mind is far quicker than the rational mind, springing into action without pausing even a moment to consider what it is doing. Its quickness precludes the deliberate, analytic reflection that is the hallmark of the thinking mind.

The rapid mode of perception of the emotional mind sacrifices accuracy for speed, relying on first impressions, reacting to the overall picture or the most striking aspects. It takes things in at once, as a whole, reacting without taking the time for thoughtful analysis. Vivid elements can determine that impression, outweighing a careful evaluation of the details. The great advantage is that the emotional mind can read an emotional reality in an instant, making the intuitive snap judgments. The emotional mind is our radar for danger. If we waited for the rational mind to make some of these judgments, we might not only be wrong – we might be dead. The drawback is that these impressions and intuitive judgments may be mistaken and misguided.

Paul Ekman proposes that this quickness, in which emotions can overtake us before we are quite aware they have started, is essential to their being so highly adaptive: they mobilize us to respond to urgent events without wasting time pondering whether to react or how to respond. Using the system he developed for detecting emotions from subtle changes in facial expression, Ekman can track microemotions that flit across the face in less than a half second. Ekman and his collaborators have discovered that emotional expressions begin to show up in changes in facial musculature within a few thousandths of a second after the event that triggers the reaction, and that the physiological changes typical of a given emotion – like shunting blood flow* and increasing heart rate – also take fractions of a second to begin. This swiftness is particularly true of intense emotion, like fear of a sudden threat.

First Feelings, Second Thoughts

Because it takes the rational mind a moment or two longer to register and respond than it does the emotional mind, the “first impulse” in an emotional situation is the heart’s, not the head’s. There is also a second kind of emotional reaction, slower than the quick response, which simmers and brews** first in our thoughts before it leads to feeling. The second pathway to triggering emotions is more deliberate, and we are typically quite aware of the thoughts that lead to it. In this kind of emotional reaction there is more extended appraisal; our thoughts – cognition – play the key role in determining what emotions will be roused. Once we make an appraisal, a fitting emotional response follows. In this slower sequence, more fully articulated thought

precedes feeling. More complicated emotions, like embarrassment or apprehension over an upcoming exam, follow this slower route, taking seconds or minutes to unfold – these are emotions that follow from thoughts.

The rational mind usually does not decide what emotions we “should” have. Instead, our feelings typically come to us as a fait accompli.*** What the rational mind can control is the course of those reactions. Usually we do not decide when to be mad, sad, and so on.

D.Goleman. Emotional Intelligence, N.Y., 1995, pp. 291–292

Notes:

- * **shunting blood flow** зміна кровотоку;
- ** **to simmer and brew** тут дозрівати, формуватися;
- *** **fait accompli** фр. доконаний факт;

14. Prepare a short presentation: Positive and Negative emotions.

THEME 9. FEARS AND PHOBIAS

“He who is not everyday conquering some fear has not learned the secret of life”- Ralph Waldo Emerson.

Think and share your ideas:

1. What are some phobias? Name some.
2. Do you have any phobias?
3. How is fear to fly called? Give reasons people are afraid of flying.
4. Is there any way to help people with phobias?

ACTIVE VOCABULARY

Fear	страх
phobia	фобія
to protect	захищати
protective	захисний
instinct	інстинкт
sign	знак, ознака
danger	небезпека
overcome	подолати
to divert	відводити
sweating	потовиділення
breathing	дихання

oxygen	кисень
white with fear	побіліти від страху
symptom	симптом
faced with danger	зіткнувшись з небезпекою
fun-fair rides	атракціони
horror film	фільм жахів
to experience fear	відчувати страх
reason	причина
unreasonable fear	безнадійний страх
to be scared	лякатися, боятися
to disappear	зникати
to turn into	перетворитися на
panic	паніка
to paralyze	паралізувати
a fear of heights	страх висоти
closed space	закритий простір
spider	павук
flying	політ
uncommon	незвичайний
hairdresser's	перукарня
to treat	лікувати
to discuss	обговорювати
by discussing	шляхом обговорення
rational	раціональний
to control	контролювати
similar	подібний
approximately	приблизно
toddler	малюк
the worst fears	найгірші страхи
separation	розлука
change	зміна
profoundly	глибоко
daring	сміливий
content	задоволення
fear of strangers	страх перед незнайомими
consequence	наслідок
attachment	прихильність
to acquire	набувати
to be afraid	боятися
to differentiate	відрізняти
particular	конкретний

recognition	визнання
to explore	досліджувати
to discover	виявляти
be of assistance	допомогти
preventing	запобігання
prognostication	прогноз
overwhelming	приголомшивий
prompt	швидкий
unstinted	необмежений
frightening experience	страшний досвід
to provide	забезпечити
night-light	нічник
to encourage	заохочувати
avoidance	уникання
to reinforce	підсилювати
to ridicule	висміювати
to dismiss	відкидати
reassured	заспокоєний
to force	змушувати
to confront	протистояти
well-grounded	добре обґрунтований
irrational fear	ірраціональний страх
to hesitate	вагатися
to refuses	відмовлятися
taking too great a toll	сильно впливати
contact desensitization	контактна десенсибілізація
to eliminate	ліквідувати
premise	передумова
fear is learned	страх засвоюється
can be unlearned	можна відучити
overly sensitive	надмірно чутливий
introduction	знайомство
coupled with	у поєднанні з

strength of the fear	сила страху
manageable	керований
assurance	запевнення
dramatically	різко
get out of hand	виходити з-під контролю

READING

FEARS AND PHOBIAS

Fear is an important **protective instinct**. When there is a **sign of danger** certain chemicals are released into the blood. These produce physical effects that can help us to **overcome** danger. For example, blood is **diverted** to the muscles to make them stronger, **sweating** increases to cool the muscles and faster **breathing** provides more **oxygen**. This is why we can go —**white with fear** and feel sweaty and cold at the same time. All these **symptoms** are natural and healthy when we are **faced with danger**. For many people they can even be exciting and pleasurable so long as they can be controlled. That is why we enjoy **fun-fair rides** or **horror films**. But some people **experience fears** for **reasons** that are not clear. This is very common in childhood. For example, Tom from Ealing writes, —I am nine years old and I have an awful fear of fire. I keep having nightmares about it. Alan from Gloucestershire is **scared** of being alone in a dark room. —When I go to bed I close my curtains and open my door wide and have all the lights on outside my room. Many of these childhood fears, such as fear of the dark or of storms, **disappear** as the child gets older. For some, thought, the fear **turns into** a phobia. Phobias are **unreasonable fears** which can be so strong that they send your mind into **panic** and **paralyze** your body. The most common phobias are **a fear of heights, closed spaces, spiders or flying**. But there are endless **uncommon** phobias too, like the fear of going to the **hairdresser's**. Most phobias can be **treated** often by **discussing** them and learning to be more **rational** about what you fear. There are many people who have phobias but lead normal lives by facing what they fear and learning to **overcome** it. The important thing is to do something about controlling the fear before it begins to **control** you.

1. Answer the questions on the text:

1. What are three physical effects of fear?
2. What are two examples of childhood fears mentioned in a text?
3. What are the examples of uncommon phobias?
4. What is phobia?
5. How can phobias be treated?
6. What makes us go white with a fear?

Children's Fears

1. Children's fears come and go, but most children experience **similar** types of fears at **approximately** the same age. For **toddlers**, the **worst fears** are often associated with **separation** and **change**. Toddlers want their own mommy, daddy, spoon, chair, and bed. They are **profoundly** conservative little people. The most **daring** toddlers feel **content** if they can hold onto what they already know. Yet, children's fears are a useful index of their development. **Fear of strangers** appears to be a **consequence** of their first specific **attachment**, and its ending is a **sign** that they have **acquired** a more inclusive schema of faces and people in general. A child who is **afraid** of cats, but not of rabbits, evidently can **differentiate** one small animal from another. Fear of a **particular** person implies **recognition** of that person.

2. Just as children learn to fear things, they can learn what not to fear. As long as fears do not become too intense, a child's natural impulse to **explore** and **discover** things will be of help. Parents can **be of assistance**, both in overcoming fears and in **preventing** their development. They can prepare a child through play, stories, and happy **prognostications** for dealing with new situations that might be **overwhelming**; give **prompt** and **unstinted** comfort after a **frightening experience** or a bad dream; **provide a night-light** if the child is afraid of the dark; and devise ways in which a child can be gently and gradually – not abruptly – **encouraged** to take another look at feared objects and situations. **Avoidance** of the feared object **reinforces** the fear, and the fear becomes increasingly intense. Children's fears should be taken seriously, never **ridiculed** or **dismissed** as silly or babyish. Often, if the caregiver can get the child to explain exactly what it is that is so frightening, the child can be **reassured**. The one thing not to do is **force** children into **confronting** a feared situation before they are ready to do so.

3. Almost all children are afraid of something and, as with adults, these fears are often **well-grounded**. If we are in an open field during a thunderstorm, we probably have good reason to be afraid of lightning.

4. But occasionally fear of something gets out of control and becomes a phobia. A phobia is an **irrational fear** of something. A child may be afraid of the dark and **hesitate** to go up the stairs alone at night. But when the child **refuses** to remain in a place where there is no light, such as the movies or his or her bedroom, the fear is **taking too great a toll** on the child's development.

5. There are many different ways that phobias are treated in children. One of these techniques, commonly referred to as **contact desensitization**, is a behavioral technique designed to **eliminate** unnatural fears. The basic **premise** of the technique is that any **fear is learned**, and that anything that is learned **can be unlearned**. If a child is **overly sensitive** to something like water, for example, the gradual **introduction** of the feared object **coupled with** a pleasant experience can help reduce the **strength of the fear**, making it more **manageable**.

6. This exact technique was used in one study with fifty snake avoidant children ranging in age from three to nine years. To see which technique was most effective, the fifty children were divided into five groups:

A. Members of the “contact desensitization group” were told about snakes and how to approach them, were encouraged by an adult to approach a snake, were given praise when they tried, and watched one adult hold the snake.

B. The “contact desensitization without touch group” received all that group A did, but no one touched the snake.

C. The “verbal input plus modeling group” received verbal input and modeling (when the adult touched the snake).

D. The “verbal input only” received only verbal **assurances** from the adult.

E. Finally, one group of children received no treatment and, hence, was called the “no treatment group.”

7. The researchers used something called the Behavior Avoidance Test to see if there was a reduction in avoidance of the snake. Here, an adult reads a series of instructions to each child, asking him or her to do things such as approach the snake, pet it, pick it up, and hold it. The instructions go from little contact with the snake to increasing contact. This way the researchers can see which group of children has the most contact.

8. The results showed that 82 per cent of the children in the contact desensitization group reduced their fear of snakes. Children in the other groups also reduced their fear, but not as **dramatically**.

9. Fears are something we all have to live with. When they **get out of hand**, a technique like the one we described here can be very useful in assisting a child through a difficult experience.

2. Choose the best answer to the questions:

1. Which of the following details best supports the authors’ point that children can be helped to overcome fears?

a) Fear of strangers usually ends when a child develops a more inclusive schema of faces and people.

b) Children should never be forced to confront a feared situation before they are ready to do so.

c) A child can sometimes be reassured after a caregiver has encouraged the child to explain the fear.

d) Many of children’s fears are well-grounded and reasonable.

2. In paragraph 1, the sentence “The most daring toddlers feel content if they can hold onto what they already know” can best be described as having which of the following effects on the reader?

a) It focuses the reader’s attention on the wide variety of children’s fears.

b) It informs the reader of a specific type of fear.

c) It helps the reader understand children’s fears from an adult perspective.

d) It allows the reader to decide how best to handle children’s fears.

3. Based on the information presented in this selection, a child can best be helped to overcome a fear of riding an escalator by:

- a) talking with an adult about why riding an escalator is frightening.
- b) watching an adult ride an escalator, being encouraged to try it, and being praised if he or she does.
- c) being allowed to avoid escalators until the fear has diminished naturally.
- d) watching an adult ride an escalator and receiving verbal assurances from the adult that it is safe.

4. Which of the following details from the passage is least relevant to the authors' main topic?

- a) Parents can help prevent the development of fears in their child.
- b) Just as children learn to fear things, they can learn what not to fear.
- c) A child's fears should be taken seriously; they should not be ridiculed.
- d) In one study of children's fears, fifty children were divided into five groups.

3. Read the sentences. Which don't you agree with? Make use of the following phrases: *To my mind/opinion, I fully support..., I strongly disbelieve that ..., I completely agree/disagree with/that ..., I'm totally against ..., On the whole, That's right,*

1. Fear is an important protective instinct.
2. Fears always develop into phobias.
3. Avoidance of the feared object reinforces the fear, and the fear becomes increasingly intense.
4. Children's fears should not be taken seriously.
5. Fears are never well-grounded.
6. Phobias are not treated in children.

WORD USE

4. Read the word combinations and sentences and translate them:

fear – to fear for, I fear to think what may happen. I fear for the safety of those mountain climbers in this sudden bad weather. All mothers fear for their children when they first leave home. It fears me;

phobia – computer phobia, phobic reaction, man with a phobia of women, list of phobias. What are the signs and symptoms of phobias? How can people cope with phobias? A phobia is a fear of a situation or an activity;

overcome – overcome one's fear, to overcome smb., to overcome obstacles, to overcome temptation to overcome difficulties, overcome one's laziness, He was overcome by sleepiness. We shall overcome. She managed to overcome her shyness;

nightmare – to have a nightmare, terrible nightmare, to have a nightmare, it's a real nightmare! there's an awful lot of people there! He woke up from the nightmare in a cold sweat;

childhood – to be in childhood, childhood disease, childhood friend, the childhood of the human race, institute of maternity and childhood protection, since (from) childhood, Nostalgia for one's childhood does not necessarily mean that the childhood was a happy one.

danger – out of danger, danger-signal, to create danger, there's no danger of that, to face danger, There was a danger that fire would break out;

face – to face the facts, to face reality, face to face, to laugh in smb.'s face, The man now facing me is my teacher. Let's face it! Faced with the possibility of losing their jobs, the workers decided to go back to work. Walker had arrived in London. His face was in every print shop. Get out of my face! It's written all over his face;

experience – to know smth. from experience, an unpleasant experience, to experience the bitterness of smth., experienced scientist, lack of experience, previous experience. She has 10 years experience in the job. We had never experienced this kind of holiday before and had no idea what to expect;

reason – to give reasons for smth., by reason of, to bring to reason, to hear (to listen to) reason. The pupils understood the teacher's reasoning. The reason why she did it was a mystery. I'll do anything for you within reason (в межах розумного).

5. Translate the following word combinations into Ukrainian:

Chemicals are released into the blood, to overcome danger, blood is diverted to the muscles, oxygen, enjoy fun-fair rides, horror films, awful fear, being alone in a dark room, turns into a phobia, send your mind into panic, uncommon phobias, the fear of going to the hairdresser's, treated by discussing them, learning to overcome it, separation and change, feel content, useful index of their development, differentiate, parents can be of assistance, give prompt and unstinted comfort, feared objects and situations, dismissed as silly or babyish, force children into confronting a feared situation, occasionally fear, the fear is taking too great a toll, phobias are treated in children, contact desensitization, to eliminate unnatural fears, the gradual introduction of the feared object, verbal assurances from the adult.

6. Translate the following word combinations into English:

Страх, захисний інстинкт, знак небезпеки, посилюється потовиділення, прискорене дихання, білий від страху, зіткнутися з небезпекою, симптоми, відчувати страх, причини, нічні кошмари, боятися, безпідставні страхи, паралізувати тіло, страх висоти, страх закритого простору, страх павуків, страх літати, малюки, найбільші страхи, страх перед незнайомими, страх перед конкретною людиною, запобігти, приголомшливий, страшний досвід, вигадувати способи, заохочувати, запобігання страхам, підсилювати страх, насміхатися, вихователь, вагатися, відмовлятися, поведінкова техніка, страх засвоюється, чутливий, сила страху, різко, виходити з-під контролю.

7. Arrange the following words into pairs of word combinations. Use expressions in the sentences of your own:

To face	a childhood fear
protective	symptoms
to overcome	of darkness
a fear	of phobias and fears
to treat phobia	the danger
awful	by discussing in
natural	nightmares

treatment	instinct
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8. Translate the sentences into English.

1. Хлопчик був наляканий і побілів від страху.
2. Найпоширеніші фобії – це страх висоти, темряви, павуків та дантистів.
4. Обговорення страхів, допомагає контролювати та долати їх.
5. Фобія – це страх ситуації чи дії.
6. Не хвилюйся, ми подолаємо твої страхови.
7. Більшість страхов у дитинстві.

9. Complete the following sentences using a suitable word (*terror, situation, harm, height, crew, board, fear, takeoff, phobia, rush, tunnel, enclosed*):

- 1) The people who work on airplanes and ships are called the
- 2) Tom found himself in a difficult ... and he didn't know what to do.
- 3) A ... is an illogical fear of something.
- 4) ... is a very strong word for fear.
- 5) ... is the feeling you have when you are afraid.
- 6) When you are in a hurry, you
- 7) Some dogs bite, but most of them won't ... anyone.
- 8) Passengers check in at the airport. Then they ... plane.
- 9) After ..., the airplane crew usually brings around drinks and food.
- 10) Some people become terrified when they are in an ... space.
- 11) What is the ... of the tallest building in your city.

10. Arrange the following words into pairs of antonyms:

protect	unhappiness
danger	pursuit
content	diminish
afraid	security
avoidance	detachment
reinforce	surrender to
attachment	appear
overcome	fearless
reassured	attack

11. Arrange the following words into pairs of synonyms:

fear	scared
instinct	brave
danger	liquidate
afraid	power
daring	emotive
assist	dread

frightening	laugh
ridicule	threat
eliminate	guarantee
sensitive	intuition
strength	help
assurance	horrible

WORD FORMATION

12. Complete this table of words from the texts and active vocabulary.

Verb	Noun	Adjective
		protective
	reason	
	panic	
to discuss		
to control		
	recognition	
		manageable

13. Put a suitable word from the box above into each gap.:

1. Fear is an important ____ instinct. 2. Some people experience fears for ____ that are not clear. 3. Phobias can be so strong that they send your mind into ____ and paralyze your body. 4. Most phobias can be treated often by ____ them and learning to be more rational about what you fear. 5. The important thing is to do something about ____ the fear before it begins ____ you. 6. Fear of a particular person implies ____ of that person. 7. The gradual introduction of the feared object coupled with a pleasant experience can help reduce the strength of the fear, making it more ____.

14. This is a self-discovery test to help you discover the level of your unhealthy fears. Please understand that there is a difference between an awareness of real danger and an unhealthy fear.

Please check the appropriate answer with 0 being the weakest or none and 5 being the strongest fear.

1. Fear of the dark.
2. Fear of heights.
3. Fear of falling.
4. Fear of sickness and disease.
5. Fear of failure.
6. Fear of evil.
7. Fear of dying.

8. Fear of large animals.
9. Fear of dogs.
10. Fear of cats.
11. Fear of being poisoned.
12. Fear of closed spaces.
13. Fear of success.
14. Fear of the future.
15. Fear of divorce.
16. Fear of snakes or other reptiles.
17. Fear of spiders.
18. Fear of crawling bugs.
19. Fear of birds.
20. Fear of storms.
21. Fear of loud sounds.
22. Fear of evil spirits.
23. Fear of Hell.
24. Fear of losing your salvation.
25. Fear of public speaking.
26. Fear of end time events.
27. Fear of open spaces.
28. Fear of being alone.
29. Fear of germs.
30. Fear of anyone in authority.
31. Fear of men (male gender).
32. Fear of women (female gender).
33. Fear of haunted houses.
34. Fear of being around dead people.
35. Fear of flying (travel).
36. Fear of driving (travel).
37. Fear of getting old.
38. Fear of getting married.
39. Fear of being “found out”.
40. Fear of being poor.
41. Fear of what others may think about you.
42. Fear of guns, knives or other weapons.
43. Fear of insects.
44. Fear of the unknown.
45. Fear that God doesn’t love or accept you.
46. Fear of being in a crowded place.
47. Fear of personal mental illness.
48. Fear of seeing blood.
49. Fear of dirt.
50. Fear of going to sleep.
51. Fear of being overweight.
52. Fear of being underweight.

53. Fear of going to church.
54. Fear of not being prepared.
55. Fear of being punished.
56. Fear of evil people.
57. Fear of losing control of your emotions.
58. Fear of not awaking from sleep.
59. Fear of being ugly.
60. Fear of being naked.
61. Fear of being poor.
62. Fear of losing weight.
63. Fear of making decisions.
64. Fear of losing your family.
65. Fear of disorder/not having your life planned.
66. Fear of being emotionally wounded.
67. Fear of giving birth (child bearing).
68. Fear of recalling a past event.
69. Fear of remaining single.
70. Fear of aliens.
71. Fear of crying.
72. Fear of being angry.
73. Fear of being happy.
74. Fear of committing suicide.
75. Fear of having relations.
76. Fear of being labeled by others.
77. Fear of being emotionally intimate with others.
78. Fear of fire or being burned.
79. Fear of being tortured.
80. Fear of being without medication.
81. Fear of committing the unpardonable sin.
82. Fear of being in a hospital.
83. Fear of having surgery.
84. Fear of someone looking over your shoulder.
85. Fear of water or drowning.
86. Fear of mirrors.
87. Fear of certain foods.
88. Fear of being starved.
89. Fear of moving.
90. Fear of changes in your routine.
91. Fear of angels.
92. Fear of electronic gadgets.
93. Fear of sudden disaster.
94. Fear of what someone said about you may come true.
95. Fear of not being able to do what was told you.
96. Fear that you will never be a success.
97. Fear of open spaces.

98. Fear of losing a family member through death.
 99. Fear that God may or may not speak to you.
 100. Fear that is not otherwise listed.

15. Prepare a short presentation: What kind of things make you afraid?

THEME 10. POSITIVE PSYCHOLOGY

“When it rains look for rainbows. When it’s dark look for stars.” - unknown.

Think and share your ideas:

1. What benefits of positive attitude to life can you recollect?
2. Is it possible for positive psychologists to fine tune people's attitude to life?

ACTIVE VOCABULARY

Benefit	перевага
to enhance	покращувати
trait	риса
increased	підвищений
to increase	підвищувати
quality of life	якість життя
science	наука
satisfaction	задоволеність
value	цінність
valued	цінний
phenomena	явище
contentment	задоволеність
hope	надія
hopeful	з надією
happiness	щастя
well-being	благополуччя
aesthetic	естетичний
appreciation	оцінювання
courage	сміливість
interpersonal skill	навички спілкування

originality	оригінальність
wisdom	мудрість
cooperation	співпраця
altruism	альтруїзм
tolerance	толерантність
obvious benefit	очевидна користь
to boost	підвищувати
self-esteem	самооцінка
immune system	імунна система
to suffer	страждати
heart attack	серцевий напад
to recover	одужувати
get on their feet	стати на ноги
witness	свідок
kindness	доброта
by cutting	зменшивши
stress-related problems	пов'язані зі стресом проблеми
making you feel	змусити вас почуватися
helper's high	кайф помічника
release	викид
endorphins	ендорфіни
buzz	кайф
research focus	центр досліджень
to encompass	охопити
pleasure	задоволення
engaging in life	залучення до життя
developing meaning in life	розвинути сенс життя
overcoming stress	подолати стрес
outlook	світогляд
strategy	стратегія
to apply	застосовувати
strength	сила, міць
to strengthen	зміцнювати
weakness	слабкість
relationships	стосунки
to parent	виховувати
stepchildren	пасинки
rising to the challenges	долати виклики
extended family	розширені родини
to extend	поширювати,

	розширити
dysfunction	дисфункція
to fulfill	виконувати, втілювати
fulfilled	наповнений, повноцінний, самодостатній
worth living	вартий життя
signature strengths	сильні сторони
impact	вплив
call	заклик
concerned with	турбуватися про
to repair	ремонтувати
to heal pathology	лікувати патологію
to ignore	ігнорувати
to dismiss	відкидати
to discard	відкидати
to replace	замінити
to complement	доповнити
problem-focused	орієнтований на проблему
to confuse	плутати
self-help	самодопомога
footless	безглуздий
affirmation	афірмація
desirable outcome	бажаний результат
spin	обертання
roulette wheel	колесо фортуни

READING

BENEFITS OF POSITIVE PSYCHOLOGY

Positive psychology is the scientific study of what **enhances** life. It is all about positive experiences, positive **traits**, and positive organizations, leading to an **increased quality of life** for people. For the first time, **science** has tried to answer questions about what makes us happy, what a good life is, and how you can increase life **satisfaction**.

Positive psychology is the science of **valued** psychological **phenomena**, such as **contentment** and **satisfaction** (with the past), **hope** and optimism (for the future), and

happiness and **well-being** (in the present). It focuses on the positive subjective experiences, such as love and **aesthetic appreciation**; positive individual **qualities**, such as **courage**, **interpersonal skill**, **originality**, and **wisdom**; and positive social phenomena, such as **cooperation**, **altruism**, and **tolerance**. Altruism – living and acting in the interests of others without **obvious** benefit to yourself – is good for your health and wellbeing. Research shows that helping others **boosts** both **self-esteem** and the **immune system**.

At Duke University, patients who had **suffered** a **heart attack** **recovered** 60 percent faster after taking it on themselves to help other patients **get on their feet** again. A Harvard study shows that being a **witness** to an act of **kindness** can have a positive effect on your **immune system** by **cutting stress-related problems**, **making you feel** more positive and **hopeful**. In such situations, you can experience **helper's high** – a mild **release of endorphins** from the brain, bringing you a **buzz** after seeing a kind act or doing one yourself.

The US psychologist Martin E. P. Seligman introduced the term “positive psychology” in 1998. However, the first books on the psychology of happiness started appearing in 1980s. Then a few specialized academic journals appeared. Positive psychology became the **research focus** of many famous psychologists; today it **encompasses** considerably more than the study of happiness. Positive psychology is evolving into a useful practical positive science in the areas of work, education, and health. So, what can positive psychology do for you? It can help you in finding **pleasures** in life, **engaging in life**, **developing meaning in life**, staying, and **overcoming stress** by developing a positive **outlook** and knowing positive **strategies**. You can also **apply** positive psychology in real life situations, **strengthening** significant **relationships**, making the best of **parenting** your children and **stepchildren**, and **rising to the challenges** of the extended family.

1. Answer the questions on the text:

1. What is positive psychology?
2. What are valued psychological phenomena?
3. Who introduced the term “positive psychology” and may be called a “founding father” of it?
4. What does it mean “to be fully engaged in life”?
5. What is “living a meaningful life”?
6. What do you know about usefulness and practical application of positive psychology?
7. What is altruism?
8. What are the results of research concerning the effects of altruistic actions on people's health and life in general?
9. What is helper's high?

What Is Positive Psychology?

Positive psychology is the study of **happiness**. Psychology has traditionally focused on **dysfunction** and how to treat it. Positive psychology, in contrast, is a field that examines how ordinary people can become happier and more **fulfilled**. Positive psychology studies what makes life most **worth living**.

Positive Psychology is a subset within the broader field called the Science of Happiness, which **extends** to the natural as well as social sciences. For example, Positive Psychology is largely focused on the study of positive emotions and “**signature strengths**”, yet the Science of Happiness extends, for example, to such areas as exercise and psychological well-being as well as the **impact** of social media on happiness in human relationships. Positive psychology is the scientific study of what makes life most worth living. It is a **call** for psychological science and practice to be as concerned with **strength** as with **weakness**; as interested in building the best things in life as in **repairing** the worst; and as concerned with making the lives of normal people **fulfilling** as with **healing pathology**.

Nowhere does this definition say or imply that psychology should **ignore** or **dismiss** the very real problems that people experience. Nowhere does it say or imply that the rest of psychology needs to be **discarded** or **replaced**. The **value** of positive psychology is to **complement** and **extend** the **problem-focused** psychology that has been dominant for many decades.

Positive psychology is science and science requires checking theories. Accordingly, positive psychology is not to be **confused** with untested **self-help** and **footless affirmation**. Consider what has been learned in recent years about the psychological good life, none of which was mentioned in any of the psychology courses a few decades ago:

- Most people are happy.
- Happiness is a cause of good things in life.
- People who are satisfied with life eventually have more reason to be satisfied, because happiness leads to **desirable outcomes** at school and work, to **fulfilling** social relationships, and even to good health and long life.
- The good life can be taught.

This latter point is especially important because it means that happiness is not simply the result of a fortunate **spin** of the genetic **roulette wheel**. There are things that people can do to lead better lives.

2. Read the sentences. Which don't you agree with? Make use of the following phrases: *To my mind/opinion, I fully support..., I strongly disbelieve that ..., I completely agree/disagree with/that ..., I'm totally against ..., On the whole, That's right,*

1. You cannot apply positive psychology in real life situations, because it has no practical value.
2. Positive psychology tries to answer questions about what makes us happy, what a good life is, and how we can increase life satisfaction.
3. The term “positive psychology” was introduced in 1898.
4. Today, positive psychology encompasses only the study of happiness.

5. Research shows that optimistic people are high-achievers and enjoy good health.
6. Having humanity is about having capacity to show care and concern for others.
7. To be happy you must practice an unbalanced approach to life and to be not self-disciplined.
8. Living a meaningful life is about devoting time and attention to the needs of others.
9. Positive psychology is evolving into a very academic science with no practical applications in the areas of work, education, and health.

WORD USE

3. Choose the correct meaning of each word: a) or b):

dysfunction

a) unhealthy interaction; b) abnormal functioning;

subset

a) division; b) portion;

impact

a) pressing together; b) direct effect;

dismiss

a) to reject; b) to permit to leave;

affirmation

a) emotional support or encouragement; b) pronouncement;

outcome

a) result; b) walking out.

4. Translate the following word combinations into Ukrainian:

scientific study, increased quality of life, to increase life satisfaction, valued psychological phenomena, positive individual qualities, without obvious benefit to yourself, to boost self-esteem, to suffer a heart attack, to get on their feet, a witness to an act of kindness, to make you feel hopeful, to experience helper's high, to bring you a buzz, to develop a positive outlook, to know positive strategies, to strengthen significant relationships, to rise to the challenges, to become happier and more fulfilled, "signature strengths", human relationships, concerned with strength and weakness, to heal pathology, self-help and footless affirmation, fortunate spin of the genetic roulette wheel.

5. Translate the following word combinations into English:

позитивна психологія, покращувати життя, позитивний досвід, позитивні риси, позитивна організація, наука, задоволеність, надія, щастя, благополуччя, любов, естетична оцінка, сміливість, навички спілкування, оригінальність, мудрість, співпраця, альтруїзм, толерантність, імунна система, одужати, зменшивши пов'язані зі стресом проблеми, легкий викид ендорфінів, охоплює, знайти задоволення в житті, залучення до життя, розвинути сенс життя, подолати стрес, виховувати своїх дітей та пасинків, дисфункція, варте життя, вплив, цінність, бажані результати в школі і на роботі, повноцінні соціальні стосунки.

6. Arrange the following words into pairs of word combinations. Use expressions in the sentences of your own:

To increase	skill
psychological	stress-related problems
interpersonal	phenomena
immune	the worst
to cut	outcomes
to experience	quality of life
to repair	helper's high
desirable	system

7. Read and translate the sentences.

1. The psychology of happiness attempts to answer some fundamental questions about definition and measurement of happiness, and ways to increase happiness. 2. The first books on positive psychology started appearing in the late 1980s. 3. Researchers have listed a number of myths about the nature and cause of happiness. 4. Positive psychology has now attracted the interest of economists and even theologians and business people. 5. Prof. D. A. Hues said that happy people made better decisions and tended to be more creative. 6. Only 10 years ago, the study of happiness was thought to be unimportant, even trivial. 7. It has been found that if you act happy (smile, express optimism) it makes others react to you differently and you actually feel happy.

8. Complete the following sentences using a suitable word (*altruism, three routes, happiness and well-being, wisdom, subjective experience, positive, attitudes, meaning, constructively*):

1. Valued psychological phenomena include contentment and satisfaction; hope and optimism; _____.
2. Positive individual qualities encompass courage, interpersonal skill, originality, and _____.
3. Among _____ social phenomena, we can name cooperation, _____, and tolerance.
4. Positive _____ are love and aesthetic appreciation.
5. Positive _____ include confidence, hope, trust, and faith.
6. According to positive psychology, there are _____ to happiness. They are pleasure, engagement, and meaning.
7. “Engagement” means being able to use your strength _____.
8. “_____” in life denotes that you are part of something bigger than yourself.

9. Arrange the following words into pairs of antonyms:

strength	unhappiness
to ignore	important
pleasure	foolishness
hope	misery
altruism	to pay attention
wisdom	wretchedness
well-being	hopelessness
happiness	weakness
trivial	selfishness

10. Arrange the following words into pairs of synonyms:

contentment	to add
to heal	contacts
to dismiss	oriented
to parent	to treat
to complement	enclose
relationships	satisfaction
to boost	to implement
to apply	care
concern	to bring up
encompass	results
focused	to discard
outcomes	to increase

WORD FORMATION

11. Complete this table of words from the texts and active vocabulary.

Verb	Noun	Adjective
	quality	
	satisfaction	
		hopeful
to strengthen		
		fulfilling
to value		
	affirmation	

12. Put a suitable word from the box above into each gap.:

1. Positive psychology is the science of _____ psychological phenomena, such as contentment and satisfaction, hope and optimism, and happiness and well-being. 2. Act of kindness can have a positive effect on your immune system by cutting stress-related problems, making you feel more positive and _____. 3. Happiness leads to desirable

outcomes at school and work, to ____ social relationships, and even to good health and long life. 4. ____ is the assertion that something exists or is true. 5. Positive Psychology is largely focused on the study of positive emotions and “signature ____.” 6. ____ is a pleasant feeling that you get when you receive something you wanted, or when you have done something you wanted to do. 7. Positive experiences, positive traits, and positive organizations lead to an increased ____ of life for people.

13. Read about the seven habits of happy people. Put them in the order of importance personally for you (where 1 – is the most important, 7 – the least important).

The 7 Habits of Happy People

1. Relationships Express your Heart. People who have one or more close friends are happier. It doesn't seem to matter if we have a large network of close relationships or not. What seems to make a difference is if and how often we cooperate in activities and share our personal feelings with a friend or relative. “Active-constructive responding”, which is the ability to express genuine interest in what people say, and respond in encouraging ways, is a powerful way to enrich relationships and cultivate positive emotions.

2. Acts of Kindness and Cultivate Kindness. People who volunteer or simply care for others on a consistent basis seem to be happier and less depressed. Although “caring” can involve volunteering as part of an organized group or club, it can be as simple as reaching out to a colleague or classmate who looks lonely or is struggling with an issue.

3. Exercise and Physical Well-being. Keep moving and eat well. Regular exercise has been associated with improved mental well-being and a lower incidence of depression. The Cochrane Review (the most influential medical review of its kind in the world) has produced a landmark analysis of 23 studies on exercise and depression. One of the major conclusions was that exercise had a “large clinical impact” on depression. Many studies are proving the ancient adage, “sound body, sound mind”, including the recent discovery of a “gut-brain axis”, and a possible link between excessive sugar consumption and depression.

4. Flow, Find your flow. If we are deeply involved in trying to reach a goal, or an activity that is challenging but well suited to our skills, we experience a joyful state called “flow”. Many kinds of activities, such as sports, playing an instrument, or teaching, can produce the experience of flow. According to Mihaly Csikszentmihalyi, a pioneer of the scientific study of happiness, flow is a type of intrinsic motivation. In his words, “you do what you're doing primarily because you like what you're doing. If you learn only for external, extrinsic reasons, you will probably forget it as soon as you are no longer forced to remember what you want to do”.

5. Spiritual Engagement and Meaning Studies demonstrate a close link between spiritual and religious practice and happiness. Spirituality is closely related to the

discovery of greater meaning in our lives. As the psychologist Martin Seligman emphasizes, through the meaningful life we discover a deeper kind of happiness.

6. Strengths and Virtues Discover and use your strengths. Studies by experts such as Martin Seligman in the new field of Positive Psychology show that the happiest people are those that have discovered their unique strengths (such as persistence and critical thinking) and virtues (such as humanity) and use those strengths and virtues for a purpose that is greater than their own personal goals.

7. Positive Mindset: optimism, mindfulness and gratitude. Treasure gratitude, mindfulness, and hope. Of all the areas studied in the relatively young field of positive psychology, gratitude has perhaps received the most attention. Grateful people have been shown to have greater positive emotion, a greater sense of belonging, and lower incidence of depression and stress.

14. Prepare a short presentation on your favorite aspects of positive psychology: happiness, altruism, engaging in life and so on.

MODULE TEST 2

1. Read the text. Think over the title of it. Give written Ukrainian translation of the text.

... In 2008 4 000 books were published on happiness, while a mere 50 books on the topic were released in 2000. The most popular class at Harvard University is about positive psychology, and at least 100 other universities offer similar courses. A new generation of psychologists built up a respectable body of research on positive character traits and happiness boosting practices. At the same time, developments in neuroscience provided new clues to what makes us happy and what that looks like in the brain.

According to recent research, people are becoming sadder and more anxious while the happiness movement is flourishing. Moreover, it may be that college students sign up for positive psychology lessons because a full 15 percent of them report being clinically depressed.

Therefore, it is not surprising that the happiness movement has unleashed a counterforce, led by a troika of academics. Jerome Wakefield of New York University and Allan Horwitz of the Rutgers have penned “The Loss of Sadness: Psychiatry Transforms Normal Sorrow into Depressive Disorder”, and Wake Forest University’s Eric Wilson has written a defense of melancholy in “Against Happiness”. They observe that our preoccupation with happiness has come at the cost of sadness, an important feeling that we have tried to banish from our emotional repertoire.

However, both the happiness and antihappiness forces actually agree on something important that people tend to grab superficial quick fixes to subdue any negative feelings that overcome us. A body of research shows that instant indulgences do calm us down for a few moments, but they leave us poorer, physically unhealthy, and generally more miserable in the end. Happiness is not about smiling all the time. It is

not about eliminating bad moods. Iness encompasses living a meaningful life, utilising your gifts and your time, living with thought and purpose. It is maximised when you also feel part of a community. It involves a willingness to learn, stretch, and grow, which sometimes involves discomfort.

2. Make up pairs of synonyms:

Important, sadness, happiness, to learn, calm, to overcome, discomfort, to offer, recent, significant, grief, to gain knowledge of, peaceful, to beat, to propose, latest, uneasiness, contentment.

3. Make up pairs of antonyms:

Negative, to leave, to maximise, to agree, a few, willingness, physically, positive, generally, to stay, to differ, many, rarely, to minimise, reluctance, mentally.

4. Give English equivalents to the following Ukrainian words and word-combinations:

Щастя, подібні курси, позитивні риси характеру, останні дослідження, процвітати, бути пригніченим, надмірна захопленість, придушувати негативні почуття, поверховий, використання талантів, відчувати себе чаткою спільноти, готовність зростати.

5. Rewrite the sentences using synonyms to the underlined words.

1. According to the recent research, people are becoming sadder and more anxious.
2. Our preoccupation with happiness may cause emotional harm to us.
3. Both the happiness and antihappiness forces actually agree on some very important aspects.
4. Happiness encompasses living a meaningful life.
5. Happiness can be maximised when you feel part of a community.
6. You can familiarise yourself with a respectable body of research on positive character traits.

6. Complete the sentences:

1. The most popular books are on **abnormal/positive** psychology.
2. While the happiness movement is flourishing, people are becoming **more sad/sadder** and more anxious.
3. Happiness involves a willingness to learn and grow, which **sometimes/always** involves **discomfort/relax**.
4. The obsession with happiness has come at the cost of **grief/sadness**.
5. **Neither/Both** the happiness and antihappiness forces agree on some aspects of human tendencies in overcoming negative feelings.
6. Happiness encompasses **just smiling/living a meaningful life**.

7. Answer the following questions:

1. What is the most popular class at Harvard University?
2. What do new generation of psychologists build up?
3. Are there any problems concerning human emotional states?
4. What is the role of sadness in people's life?
5. What is happiness?

8. Complete the sentences using the verbs in brackets in their proper form.

1. This time yesterday, we (to write) our psychology paper on the famous behavioural theories.
Do not make so much noise, please. We (to write) our psychology paper on the famous behavioural theories.
This time tomorrow, we (to write) our psychology paper on the famous behavioural theories.
2. Last evening at about 8 o'clock, I (to study) how social psychology differs from other disciplines.
I (to study) how social psychology differs from other disciplines.
Tomorrow at about 8 o'clock I (to study) how social psychology differs from other disciplines.
3. Yesterday when they came to see me. I (to read) an interesting article about fundamental characteristics of personality.
Hush! Don't be so noisy! I (to read) an interesting article about fundamental characteristics of personality.
Don't phone me tomorrow between 7 and 8 pm! I (to read) an article about fundamental characteristics of personality.

9. Complete the sentences using Past, Present or Future Perfect Tense forms of the verbs in brackets.

1. We (to do) our home assignment since 3 o'clock pm. 2. He (to wait) for his bus for two hours. 3. They (to live) in the town since 1975. 4. We (to write) the critique on her article for some hours now. 5. James explained that he (to check out) the actual results of his research for more than two years. 6. Mr. Hoover (to carry out) his experiment for 10 years by the end of the month. 7. Nick (to write down) all important points and new terminology and concepts for three hours now.

10. Complete the sentences choosing the correct verb form. Give written Ukrainian translation.

1. Remember this, that very little **is needed / needs** to make a happy life. (M. Aurelius)
2. Nothing great **achieved / was ever achieved** without enthusiasm. (R. Emerson)

3. Laws **were making / were made** to be broken. (Ch. North)
4. One **is deceived / deceives** easily by what one loves. (J. Molière)
5. The human heart has hidden treasures,
In secret kept, in silence sealed;
The thoughts, the hopes, the dreams, the pleasures
Whose charms **were broken / are broken** if revealed. (Ch. Brontë)

UNIT 2

SELF-STUDY

THEME 1. How to Think Like a Psychologist

1. Read and translate the text:

How to Think Like a Psychologist

Many people begin their study of psychology without a clear understanding of the subject. They may have images of a laboratory where scientists run rats through labyrinth, or they may assume that it deals only with abnormal emotional disturbances. These, however, are only small parts of the study of psychology. Psychology provides tools to help us in getting some idea about our own behavior, as well as our

relationships with others. As you begin your study of psychology, you will find that it is different from any of your other classes. This is because psychology is connected to both the social sciences, such as history or economics, and the natural sciences, such as biology and chemistry. As a social science, psychology studies the influences of society on individual behavior and group relationships. As a natural science, psychology looks for biological explanations for human behavior. You will learn more about the social and biological aspects of human behavior. Your course material will help you to understand your life and the lives of those around you. In your study of psychology, you will learn to think like a scientist. Scientists constantly question their own assumptions and look for alternative clearness and conclusions. Scientists, including psychologists, use the scientific method as a problem-solving tool. It teaches them to think critically by encouraging open-mindedness, intellectual curiosity, and evaluation of reasons. Using the scientific method will help you think critically and be objective when applying principles to everyday routine, people, and problems. The scientific method consists of five steps that help the scientist integrate theory and research, as well as compare empirical or factual data with common sense ideas. You need to identify the problem; brainstorm possible solutions; evaluate the proposed solutions; choose and advice the best solution; review the success of the solution in some period of time.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. Is psychology connected to any other sciences? Name them.
2. Which method is the most effective to solve problems?
3. What are five steps of the scientific method?
4. How does psychology help people?
5. What is the main idea of the text?

4. Arrange the following words into pairs of word combinations:

Clear understanding	on individual behavior
psychology is connected	emotional disturbances
the influences of society	the problem
to identify	of the psychological subject
advice	the success
review	to social and natural sciences
abnormal	the best solution

5. Read and translate the sentences.

1. Психологія вивчає психічні відхилення.
2. П'ять етапів наукового методу допомагають бути об'єктивними у пошуку вирішення проблеми.
2. Люди починають вивчати психологію не розуміючи чітко предмета.

3. Психологія пов'язана як із соціальними науками, так із іншими.
4. Ви дізнаєтесь більше про соціальні та біологічні аспекти поведінки людини.
5. Психологія дає нам інструменти, які допомагають нам зрозуміти нашу поведінку.

6. Write an essay. Why do you want to become a psychologist?

THEME 2. Parapsychology

1. Read and translate the text:

Parapsychology (Period of Study: 1882 and 1975)

Scientists sometimes study the behavior or events that seem to have fantastic origins. In psychology, this area of study is known as parapsychology. Parapsychology is not a basic branch of psychology, but its ideas hold interest of many people. Parapsychologists think that humans have senses other than the known seven – vision, hearing, taste, smell, touch, balance, and body senses. Skeptics point that there is no real proving of parapsychology. And it has to go through testing.

In 1882, scientists established the first organization to study parapsychology, the Society of Psychical Research, in London. The American version of this society was formed in Boston three years later. These organizations focused on mediumship, or communication with those who have died. As time passed, other phenomena began to be studied, such as telepathy (the ability of people to communicate without using ordinary senses), clairvoyance (the ability to experience an event without physically being there), and psychokines is (controlling objects with the mind). Perhaps the most famous attempts to demonstrate psychokines were made by Uri Geller. Geller confirmed he could bend and break metal objects by using his mind. On non scientifically controlled occasions, Geller did appear to bend or break objects without touching them. In 1974, psychologists filmed several meetings with Geller. In one instance, Geller unbalanced a precision scale, and in another, he bend a steel band. Many people believed Geller really did all this with psychokinetic power; however, skeptics ruined this myth. The events surrounding Geller were highly mysterious; for him, they were highly useful. He began making appearances in various locations, bending spoons or similar objects. He eventually received an invitation to appear on national television, but when it was time to come, Geller didn't come. It was found out that he had access before all of his performances to the objects he was going to bend. On television, however, his personal set of objects had been switched with a new set, and Geller had to say that something was blocking his magic abilities.

Scientists accept the results of well designed tests, whether their hypotheses are supported or not. Geller rejected skepticism and explained that this unsatisfying result illustrates the difference between science and belief. The effects produced by

parapsychological phenomena have much simpler explanations – sleight of hand to bend spoons, hidden magnets to deflect compasses, and the like. Perhaps the study of parapsychology will ruin this one day. However, for now, healthy skepticism wins.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. What is parapsychology?
2. What abilities did Geller claim to have?
3. Have he ever made any parapsychological experiments on public?
4. Did people believe him?
5. Why didn't he appear on TV?

4. Arrange the following words into pairs of word combinations:

Hold	metal objects
to bend and break	of hand
to ruin	magic abilities
to have access	phenomena
to block	interest
parapsychological	myth
sleight	to the objects

5. Read and translate the sentences.

1. Парапсихологія цікавить багатьох людей.
2. Геллера оточували містичні події.
3. Силою розуму Геллер міг згинати та ламати залізні предмети.
4. Психокінез, телепатія та передбачення – частини парапсихології.
5. Парапсихологи вважають, що людина має більше, ніж відомі сім відчуттів.

6. Write an essay. Parapsychology in our life.

THEME 3. Like Father, Like Son?

1. Read and translate the text:

**Like Father, Like Son?
Perhaps Not . . .**

Go into a busy newsagent's and have a look at what kind of things people are reading. The chances are that women are reading about fashion, beauty, romance or

relationships and men are reading about cars, photography, equipment or sport. This ought not to be a surprise. After all, these choices are also seen in typical male and female hobbies – men generally enjoy things such as looking after their cars, buying new parts for their stereos, bird-watching or playing computer games while women seem to prefer keeping in touch with friends and entertaining.

For a long time, experts through these differences between male and female interests depended on how parents brought up their children and indeed society in general. However, when we look at young babies, we see that boys and girls have interests which we can call typical male or female from a very early age. A baby girl, as young as 12 months old, is sympathetic when she sees. She also looks sad and makes comforting sounds. Baby girls also make more eye contact and look longer at other people. Boys of the same age look longer at mechanical objects-toys that spin light up or move. Later, when they become teen agers, boys usually enjoy putting things together and building towns or bridges or vehicles. Boys are often more selfish and aggressive when they play with other children while girls are better at joining in with others. Just like adults. So where do this difference between male and female behavior come from? Although it is true that culture and upbringing play an important role, many scientists now believe that the answers also lies in the amount of male and female hormones in the mother's body before a child's birth. Research has shown that this balance of hormones leads to three different types of brain: type E, type S and type B. People who are born with a type S or male brain are generally interested in systems: constructing and organizing things and working out how things work. They tend to be good at working out where they are, from maps, making things from plans or collecting things. Others have type E or female brain which means they are good at understanding other people's emotions and treating people with care because they are sensitive themselves. Others are born with characteristics of both these male and female brains- this is called the type B or balanced brain.

Perhaps the most crucial thing that the researchers found out was that the type of brain you have does not have to depend on your sex. Not all men have the male brain. But on average, more males than females have a type E brain. So, does this mean that one sort of brain is superior? No, not at all. Some people find some things easier to do than others but both sexes have their strengths and their weaknesses. Researchers hope that understanding how people are born with different type of brain can help make all of us more tolerant of difference.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. Do the boys of baby age behave different to girls? In what ways?
2. In which ways do men and women differ in their hobbies and interests?
3. How many types of brain are there?
4. Does the type of brain you have depend on your gender?
5. Is there a type of brain which is better than the others?

4. Arrange the following words into pairs of word combinations:

treating people	to male in children's upbringing
upbringing	person
selfish	with friends
male and	style
female are superior	female
to keep in touch	a look

5. Read and translate the sentences.

1. Вчені вважають, що вроджені якості мозку також важливі, як і виховання.
2. Жінки багато читають про моду та красу.
3. Дослідження психологів показали, що поведінка та інтереси маленьких дітей схожі на інтереси дорослих.
4. Жінки краще розуміють почуття та переживання інших людей.
5. Агресивна та егоїстична поведінка під час гри характерна для хлопчиків.

6. Write an essay about the connection between upbringing and inborn qualities.

THEME 4. Genius and Talent

1. Read and translate the text:

Genius and Talent

Genius is a person of extraordinary intellectual power. The word genius is used in two closely related senses. In the first sense, as popularized by U.S. psychologist Lewis M. Terman, genius refers to higher intellectual ability as measured by performance on a standardized intelligence test. Terman set the intelligence quotient for —potential genius at 140 or over, a level reached by about 1 in 250 of the general population. Genius here means simply high intellectual ability and refers to potentiality rather than to attainment. In this sense, the term may be used to characterize —gifted children who have not yet had an opportunity to gain eminence by achievement. In the second sense (British scientist Sir Francis Galton), —genius is used to designate creative ability of an exceptionally high order as demonstrated by actual achievement, always provided that such achievement is not merely of transitory value or the result of accident of birth, as in the case of hereditary rulers.

Genius is distinguished from talent both quantitatively and qualitatively. Talent refers to a native aptitude for some special kind of work and implies a relatively quick and easy acquisition of a particular skill. Genius involves originality, creativeness, and the ability to think and work in areas not previously explored and thus to give the world something of value it would not otherwise possess. Although geniuses have usually left their unique mark in a particular field, studies of the early development of these people appear to show that their general intelligence is also exceptionally high. There have

been a variety of attempts to explain the nature and source of genius. One theory holds that genius belongs to a separate psychobiological species, differing as much from ordinary man in his mental and emotional processes as man differs from the ape. Another theory looks upon genius as closely related to neurosis and psychosis.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. How is person of extraordinary intellectual power called?
2. What is the word genius in the second sense?
3. What does talent refer to and imply?
4. What does genius involve and give the world?
5. How does one theory explain the nature and source of genius?
6. How does another theory explain the nature and source of genius?

4. Arrange the following words into pairs of word combinations:

closely related	ability
to be distinguished	by something
intellectual	from something
intelligence	for something
to gain eminence	to something
to have native aptitude	quotient
a variety	areas
not explored	of attempts

5. Read and translate the sentences.

1. Бути генієм означає мати високі інтелектуальні здібності.
2. Талант це особливі природні здібності чи навички.
3. Геніальність близько пов'язана із психозом.
4. Манія переслідування (persecution complex) – це психічне захворювання, коли людина впевнена в тому, що оточуючі хочуть нашкодити їй.
5. Комплекс неповноцінності (inferiority) це нав'язлива думка про власну меншовартість порівняно з оточуючими.

6. Write an essay about the life of any famous genius person.

THEME 5. **Hiden Talents**

1. Read and translate the text:

Hiden Talents

They often didn't learn to read and write until they were older. Their parents often thought they were stupid and their friends laughed at them. Some of them hated their schooldays and decided to drop out of school as soon as possible. In short, they had unhappy schooldays.

Some of the world's greatest composers, writers and inventors had an unpleasant time at school like this. Later, when they became successful, nobody was more surprised than their old classmates. Were these people stupid? No, of course not! Some people believe that they had something in common – dyslexia.

Dyslexia is a learning disability which means that people have problems with reading and remembering written words. It is often difficult for them to memorise things. Studies show that people with dyslexia use a different part of their brain to read and remember. Experts think that the cause of dyslexia is genetic: probably somebody else in the family also had dyslexia. Statistically, about 15 percent of people are dyslexic, but not everybody who has dyslexia knows about it. Some people with dyslexia discover they have special, hidden talents, but only when they are older. A good example is Agatha Christie, one of the most successful writers in history- two billion books published in 44 languages! At school she had problems with writing and often got bad marks for essays. Her parents were disappointed and wanted Agatha to leave school early. She only started writing because her older sister said she couldn't do it! And even when she was already a famous crime writer, she sometimes felt embarrassed because she still couldn't spell.

There are many more examples of people like Agatha Christie: Hans Christian Andersen, Albert Einstein, Leonardo da Vinci, Pablo Picasso and Thomas Edison; important and creative people who had problems with reading and writing when they were young. Of course, that doesn't mean that everybody with dyslexia is a genius, but it shows that sometimes people can be a lot more intelligent than they seem.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. What is dyslexia?
2. What causes the dyslexia?
3. Were there any famous people with dyslexia?
4. Are all people with dyslexia genius?
5. Is it difficult for children with dyslexia to learn at school?
6. What is the percentage of dyslexic people in the world?

4. Arrange the following words into pairs of word combinations:

Learning	out
hidden	to memorise
to drop	disability
to have something	successful
difficult	classmates
to become	talents
surprised	in common

5. Read and translate the sentences.

1. Індійська складова абетка (Devanagaro syllabary) може допомогти дітям, які страждають від дислексії.
3. Читаючи на деванагарі, людина задіює обидві півкулі мозку (hemisphere), а на англійській – лише ліву.
4. Актор Том Круз, як і його мати, і три його сестри, писав деякі літери у дзеркальному відображенні.
5. У школі Том не міг навчитися швидко розрізняти літери, що робило болісним процес читання та особливо письма.
6. Крузу довелося помінти понад десять шкіл, але це не вирішило його проблем.

6. Write an essay about ideas that can help dyslexic people to overcome dyslexia.

THEME 6. Human Memory

1. Read and translate the text:

Human Memory

Most people talk about memory as if it were a thing they have, like bad eyes or a good head of hair. But your memory doesn't exist in the way a part of your body exists - it's not a "thing" you can touch. It's a concept that refers to the process of remembering. Scientists do not yet understand many things about human memory and many of the ideas and theories about it are still quite controversial.

In psychology, memory is an organism's ability to store, retain, and recall information and experiences. Traditional studies of memory began in the fields of philosophy, including techniques of improving memory.

Most scientists agree that it is very useful to describe human memory as a set of stores which are "places" to put information, plus a set of processes that act on the

stores. A very simple model might contain 3 different stores: The Sensory Information Store (SIS) The Short-Term Store (STS), The Long-Term Store (LTS) and 3 processes Encoding (putting information into a store), Maintenance (keeping it "alive") Retrieval (finding encoded information).

The sensory memories act as buffers for stimuli received through the senses. For instance, information in the SIS might indicate a bright red object somewhere ahead. Attending to this information might reveal that there it is a stop-sign. Once information is processed in this way, it can be encoded into the short-term store (STS). Short-term memory. Usually, the STS is described as having a limited storage capacity (seven, plus or minus two items) that "decay" and become inaccessible after a relatively brief interval (estimates range from 12 to 30 seconds). Short-term memory acts as a scratch-pad for temporary recall of the information under process. For instance, in order to understand this sentence you need to hold in your mind the beginning of the sentence until you read the rest.

Long-term memory can store a very large number of information and can hold that information for very long periods of time. Information from the working memory is transferred to it after a few seconds. There are two types of long-term memory: episodic memory and semantic memory. Episodic memory represents our memory of events and experiences in a serial form. It is from this memory that we can reconstruct the actual events that took place at a given point in our lives. Semantic memory, on the other end, is a structured record of facts, concepts and skills that we have acquired. The information in semantic memory is derived from that in our own episodic memory, such that we can learn new facts or concepts from our experiences.

Forgetting occurs because memory fades with time. To stimulate memory use your memory to the utmost. Challenge a novelty. Learn new skills. If you work in an office, learn to dance. If you are a dancer, learn to deal with a computer; if you work with sales, learn to play chess; if you are a programmer, learn to paint. This could stimulate your brain's neural circuits to grow.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. Which types of memory do we have?
2. How does the process of human memory work?
3. How are memories formed?
4. Why do we lose memories?
5. What are the techniques of improving memory?

4. Arrange the following words into pairs of word combinations:

to store	with time
to challenge	to store, retain, and recall information
human memory fades	a novelty

long-term	of remembering
the process	of improving memory
the ability	an information
techniques	memory

5. Read and translate the sentences.

1. Пам'ять зберігає, накопичує та відтворює інформацію.
2. Найкраще запам'ятовуються незавершені дії, завдання, недомовлені фрази.
3. Метод Цицерону для покращення пам'яті заснований на використанні просторової уяви.
4. Метод Айвазовського заснований на тренуванні зорової пам'яті.
5. У давньогрецькій міфології є міф про царство смерті, де є річка Літа. Тих, хто втратив пам'ять, можна вважати померлими.
6. Існує багато методик поліпшення пам'яті.

6. Write an essay. Are there any tips to improve memory?

THEME 7. Attention

1. Read and translate the text:

Attention

Views on attention have passed through continuous evolution since the early work of the 1950s. The most widely known definition of attention goes back to the late 1800s. The psychologist and philosopher William James (1842–1910) defined it as "the taking possession of the mind, in clear and vivid form, of one out of what seem several possible objects or trains of thought". Since that time, the questions asked about attention, consciousness and control have changed. Rather than asking – What is attention?, people now consider – Why does attentional behaviour appear the way it is?

Attention is the cognitive process of selectively concentrating on one aspect of the environment while ignoring other things. Attention has also been referred to as the allocation of processing resources. Examples include listening carefully to what someone is saying while ignoring other conversations in a room (the cocktail party effect) or listening to a cell phone conversation while driving a car. Attention is one of the most intensely studied topics in psychology and cognitive neuroscience.

Attention can be organized in a model that includes such components as **focused attention**, **sustained attention**, **selective attention**, **alternating attention**, **divided**

attention. This model has been shown to be very useful in evaluating attention in very different pathologies, correlates strongly with daily difficulties and is especially helpful in designing stimulation programs such as APT (attention process training), a rehabilitation program for neurologic patients.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. What is attention?
2. What are the main types of attention?
3. Whose definition about attention is the most famous?
4. Are there any programs to stimulate attention?
5. What is —the cocktail party effect?

4. Arrange the following words into pairs of word combinations:

to evaluate	through continuous evolution
helpful	pathology
to pass	patients
sustained	programs
mental	attention
stimulation	attention
neurologic	programs

5. Read and translate the sentences.

1. Коли необхідно зробити вибір, а ви його не робите, – це також вибір.
2. Найбільша користь, яку можна отримати з життя – витратити життя на справу, яка переживе нас.
3. У будь-якому проекті найважливішим чинником є віра у успіх. Без віри успіх неможливий. (William James)
4. Як розвинути увагу? Ти знаєш ефективні вправи?
5. Я знаю багато вправ, ось одна з них: «Дивишся хвилину і запам'ятуєш розташування трьох предметів на столі, заплющаєш очі, помічник перемішує речі, після намагаєшся відновити як було. Щодня кількість предметів збільшується».

6. Write an essay. Are there any exercises to improve attention?

THEME 8. How Attention Works For Audiences

1. Read and translate the text:

How Attention Works For Audiences

Getting and keeping an audience's attention is probably the most important thing that a presenter must be able to do. There are other things that are important, but if the audience members are daydreaming or not listening, they just aren't going to hear you. In addition, bored audiences are noisier, and are more distracting to the presenter since they tend to talk amongst themselves, get up and leave. Once you know the basic principles, you can modify your presenting behavior to increase interest and attention.

The principle of Relevance: People will pay very close attention to something they perceive as having relevance to their own lives and concerns.

The principle of Highlighting and Linking: People often will not see the relevance of what is being said without the implications being teased out for them, and highlighted. In other words, you may be presenting something that the audience should be seeing as relevant, or important, but they don't see it as such. You need to highlight by linking the fact or piece of information to the benefit it relates to. You need to explain the importance of what you are saying.

The principle of Change: People have difficulty attending to anything that does not change or is relatively constant or repetitive. eg. We learn to tune out unchanging sound such as air conditioning, although we will notice when it goes off. That's why a monotone voice is so boring, or why it is more difficult to pay attention to a presenter at a podium than to one who is moving around (generally).

The principle of Controlled Change: The key element in generating human attention is introducing controlled change in the environment. It is the presenter's role to change things up. use AV, move, change voice tone, speed, etc. This increases enthusiasm. **Destructors:** People may pay attention to things that are irrelevant or trivial, since many people have trouble identifying key points or issues. People will be distracted by little things that are out of the ordinary (try leaving your zipper undone or jiggling your keys). They also will miss key points unless you help them.

Suggestions for presenters:

Within the first five minutes of any presentation, the presenter must create the idea that what would be said to the audience. It is important that the presenter understand the concerns of the audience with respect to the topic and address them early. Always establish relevance from the point of view of the audience! Even in the shortest presentation, the presenter "sends" a lot of information. The audience will only retain a portion of that information, so it is important that they retain the major points, not tangential details. Presenters can help the audience focus on the key points through verbal emphasis (tone, loudness and silence), use of overheads and diagrams for key points, etc.

It is difficult for an audience to pay attention for long periods of time with little change in the speaker's behavior. The worst tactic is to stand still, and talk in a

monotonous way, or showing slide after slide, or overhead after overhead. An expert presenter, using change elements, can keep attention for very long periods of time by using him/her self as a changing vocal point for attention.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. Why is it so important to keep audiences's attention?
2. What are the main principles of successful presentation?
3. What is the principle of Controlled Change about?
4. How does the principle of Relevance work?
5. Which destructors influence audience's attention?
6. Which suggestions give an author?

4. Arrange the following words into pairs of word combinations:

To highlight	relativrly
to show	or repetitive
to look	by linking the piece of information
to act	of something
constant	the implications
to get benefit	attention
implications	concerned
increase	of events
audience's	in pay

5. Read and translate the sentences.

1. Використання кількох простих принципів допоможе ефективніше впливати на аудиторію.
2. Діаграми, слайди та відео допоможуть зробити презентацію ефективнішою.
3. Завданням вправи було підкреслити дієслова у реченні.
4. Майкл приїхав у місто лише для особистої вигоди.
5. У перші п'ять хвилин виступу письменник розповів про ключові моменти свого життя.

6. Write an essay. Are there any tips to improve attention and the ability to concentrate?

THEME 9. Types of Parenting Styles

1. Read and translate the text:

Types of Parenting Styles

The way in which children seek independence and the way in which they resolve conflicts about becoming adults depend in large part on the parent-child relationship. Diana Baumrind (1971, 1973) observed and interviewed children and their parents. Follow-up observations when the children were 8 or 9 led to results about the impact of three parenting styles on children. In **authoritarian families** parents are the bosses. They do not think that they have to explain their actions or demands. In fact, such parents may believe the child has no right to question parental decisions. In **democratic or authoritative families** children participate in decisions affecting their lives. There is a great deal of discussion and negotiation in such families. Parents listen to their children's reasons for wanting to go somewhere or do something and make an effort to explain their rules and demands. The children make many decisions for themselves, but the parents still have the right to veto plans of which they disapprove. In **permissive or laissez-faire families** children have the final say. The parents may try to guide the children but give in when the children insist on having their own way. Or the parents may simply give up their responsibilities—setting no rules about behavior, making no demands, voicing no expectations, virtually ignoring the young people in their house. Psychologists (Maccoby & Martin, 1983) later identified a fourth parenting style: **uninvolved parents**. These parents were typically egocentric in raising their child and seemed quite distant.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. What are the main known parenting styles?
2. Which parenting style seems to lead to more confident relations?
3. What is authoritarian style like?
4. What is democratic style like?
5. How do children behave in families with permissive style?

4. Arrange the following words into pairs of word combinations:

To resolve conflicts	in making decisions
----------------------	---------------------

the impact	responsibilities
to explain	with parents
to participate	on children
to set	to guide
attempt	actions and demands
To give up	the rules

5. Read and translate the sentences.

1. У деяких дітей немає почуття відповідальності.
2. У сім'ях авторитарного типу батьки беруть участь у прийнятті всіх важливих рішень.
3. У сім'ях демократичного типу діти мають право на обговорення правил та вимог.
4. Егоїстичні батьки не дуже близькі зі своїми дітьми.
5. Стиль виховання дітей, має сильний вплив на їхнє майбутнє.
6. Психологи вважають, що незалежність та можливість впливати на своє життя – вкрай важливі для формування особистості дитини.
8. Батьки не завжди розуміють важливість виховання дітей у ранньому віці.

6. Write an essay about the parenting style in your family.

THEME 10. Effects of Parenting Styles

1. Read and translate the text:

Effects of Parenting Styles

Numerous studies suggest that youth who has grown up in democratic or authoritative families is more confident of their own values and goals than other young people. This seems to come because of two reasons—the *establishment of limits* on the child and responding to the child with warmth and support (Bukatko & Daehler, 1992). The children of democratic families are more likely to want to make their own decisions with or without advice.

There are several reasons for this:

First, the child is able to *assume responsibility gradually*. He or she is not afraid to exercise judgment (as in authoritarian families) or given too much responsibility too soon (as in permissive families).

Second, the child is more likely to *identify with parents* who love and respect him or her than with parents who treat him or her as awkward or who seem uninterested.

Finally, through their behavior toward the child, democratic parents **present a model of responsible, cooperative independence** for the growing person to imitate.

Although the style parents adopt in dealing with their children influences youth development, it would be wrong to conclude that parents are the only ones responsible for the way their children turn out. Children themselves may adapt to the style their parents use, with effect for their own personal development. Parents may adopt a laissez-faire attitude simply because they find that style the easiest way to cope with a teenager who insists on having his or her own way. Youth experiencing quick physical and emotional changes may force their parents to make some regulations in their parenting style.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. Why does it come that children grown up in democratic or authoritative families are more confident?
2. Does the parents' style influence a child?
3. What is the easiest way to cope with a teenager?
4. Which effect does permissive family has on a child?
5. Which effect does authoritarian family has on a child?

4. Arrange the following words into pairs of word combinations:

To suggest	in democratic family
to respond	responsibility
to grow up	with youth
to make	parents
to treat a child	with warmth
uninterested	as an awkward
to assume	decisions
to cope	some help

5. Read and translate the sentences.

1. Авторитарний стиль виховання, змушує дитину почуватися нездатною на самостійні рішення.
1. Діти легко адаптуються до нових правил.
3. Батьки з байдужим ставленням не мають належного впливу на своїх дітей.
4. Я не бачу причин залишатися вдома в такий прекрасний день.
5. Мені не потрібні твої поради, я зроблю по-своєму.

6. Write an essay Do you think that the way parents treat their children influences how those children will turn out?

THEME 11. Too Late for Words

1. Read and translate the text:

Too Late for Words The Case of Genie (Period of Study: 1981)

In 1970 an unusual discovery was made in California. A 13-year-old girl known as —Genie had spent all 13 years of her life locked in a room isolated from the world. Her parents had kept her harnessed to a potty-chair, which allowed only small movements of her hands and feet. At night Genie was put in a type of straitjacket and forcefully placed in a wire cage. Her parents refused to communicate with her in any way and demanded Genie's brothers and sisters avoid any form of communication with her as well. Genie was discovered by workers of social services and the police. When she was discovered, she had no bowel or bladder control, could not chew solid food, had severely damaged posture from years of sitting, and she could not speak or understand language. Nursing Genie back to physical health became the top priority. Then psychologists were to be called upon to evaluate her mental and emotional conditions, as well as to begin teaching her how to communicate.

The unfortunate case of Genie provided psychologists with some clues in defining whether language can be learned at any point in time or if there is a specific stage of development in which humans need to learn language and communication skills. The function of language has been traced to the left hemisphere of the brain. However, it is undetermined if a time period exists in early childhood that allows language to be learned easily. Placed in a hospital, Genie was described as being —a pitiful, malformed, incontinent, unsocialized, and severely malnourished creature (Pines, 1981). Genie was given various tests that were designed to measure social maturity and school-level placement. She scored at a level equal to that of a normal 1-year-old child. As time passed, Genie learned to recognize her written name. After 7 months passed, she began to develop spoken use of the phrases —stop it and —no more, one word spoken manner similar to what children use. One-word use progressed to two-word use; however, Genie's development was slower than that of children with similar language skills.

Genie made limited progress in language development. After 7 years had passed, she had learned as much language skill as a normal child learns in 2 to 3 years. When she was 24 years old, she had the language skills of a 5-year-old. Even though Genie learned much about language, she could not fully understand grammar or the use of pronouns and was unable to control the pitch of her voice. Perhaps Genie's time for learning language had passed; thus her brain could only understand language in a elementary form. However, the physical, emotional, and mental abuse that Genie had during her first 13 years of life played key roles in her development as a whole.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. How old was Genie when she was found?
2. Was she able to communicate?
3. Why, when found, was Genie unable to speak and understand language?
4. What was the stage of her development?
5. How did Genie's case help scientists?
6. How much progress in language development did Genie make?

4. Arrange the following words into pairs of word combinations:

To make	with friends
to force smb	a discovery
to communicate	in studies
mental and emotional	to do smth
to study	various subjects
stage of	condition
to make progress	development

5. Read and translate the sentences.

1. Ранні роки життя відіграють ключову роль у розвитку людини.
2. Незвичайний випадок дівчинки допоміг вченим дізнатися більше про роботу лівої півкулі мозку.
3. Якщо ти не сидітимеш рівно, ти зіпсуєш свою поставу.
4. У ранньому віці дитина може вивчити більше, ніж доросла людина.
5. Цуценя було налякане, опинившись у залізній клітці.
6. Я нещодавно пошкодила зуб і не можу жувати тверду їжу.

6. Write an essay. How did you become who you are? Which events have influenced your life the most?

THEME 12. First Impressions

1. Read and translate the text:

First Impressions

Imagine that it is the first time you are meeting someone. How do you treat that person? Why do you behave this way? Your first impression of someone is usually based on that person's physical appearance. You instantly make certain judgments

based on how he or she looks. For example, if you meet a well-dressed woman in an office building, you might assume that she is a well-paid corporate executive. Should you meet a waiter in a local restaurant, you might assume that he does not make as much money as the corporate executive. You might interact with these people differently, just as you might interact differently with people of different genders, races, or socioeconomic classes. These initial judgments may influence us more than later information does.

For example, one researcher invited a guest lecturer to a psychology class. Beforehand, all the students were given a brief description of the visitor. The descriptions were identical in all characteristics except one. Half the students were told that the speaker was a rather cold person, as well as being industrious, critical, practical, and determined; the others were told he was a very warm person, along with the other four attributes. After the lecture, the researcher asked all the students to evaluate the lecturer. Reading their impressions, you would hardly know that the two groups of students were describing the same person. The students who had been told he was cold saw a humorless, ruthless, self-centered person. The other students saw a relaxed, friendly, concerned person. The students used cold or warm to influence the meaning they picked to the other four words, so cold and warm — the first words heard — showed a primacy effect on the other, previously neutral, words. The students interpreted the common words practical and determined in terms of the different words warm and cold, giving them greater, or primary, impact. Thus, to be warm and determined was perceived as dedicated; to be cold and determined was perceived as rigid. It also affected their behavior. Students in the —warm group were warm themselves, initiating more conversations with the speaker than did the students in the other group.

What was your first impression of your teacher? Did that first impression ever change? These impressions sometimes become a self-fulfilling prophecy; that is, the way you act toward someone changes depending on your impression of him or her, and this in turn affects how that person interacts with you. For instance, suppose you showed up on the first day of class in a terrible mood. During the class period, you did not really pay attention to the lecture and even made a few jokes in class. Your teacher immediately labeled you as the class troublemaker and, therefore, did not treat you as an attentive and good student. You may have responded to that treatment by not studying nor caring about your grade in class. In reality, you may be a great student; you just had a bad day on the first day of class and now cannot seem to please your teacher. On many situations we take first impressions into account. For example, when you first start dating someone, you try to look nice. When going for a job interview, you dress well.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. What is first impression based on?

2. Do people take first impressions into account?
3. What kind of experiment was done in class?
4. Was teacher's evaluation similar in both groups?
5. How to make a good first impression?

4. Arrange the following words into pairs of word combinations:

To invite	behavior
to give	attention
to evaluate	a guest lecturer
to look	a person
to pay	of different genders
ruthless	concerned
people	a brief description

5. Read and translate the sentences.

1. Будь-яке судження виражається реченням, але не будь-яке речення може висловлювати судження.
2. У моого батька твердий характер. Йому важко догодити.
3. Його хвороба набула дуже серйозного (grave) характеру.
4. Перше, що ми бачимо та оцінюємо в людині, коли вперше її зустріли – це зовнішність. Тому зовнішність дуже важлива для початку знайомства.
5. Чому ти так до мене ставишся? Ти ніколи не зважаєш на мою думку.

Write an essay. What influences your first impression about the person?

THEME 13. Why sleep is the best medicine?

1. Read and translate the text:

Why sleep is the best medicine?
(by David Flak)

It's late at night and you have an important exam in the morning. You're sitting with your notes and books and you're beginning to feel tired. Should you listen to your mother's advice and go to bed? Or should you stay up all night and try to learn? Well, scientists say that our mothers are probably right – it's better to go to bed early before a big exam.

Last year in Germany, scientists looked into the effects of sleep on university students. They found out that students who had at least four hours of sleep did better in

exams. It also turned out that the students who had a lot of sleep had better scores in IQ tests.

So why is sleep good for our brains? First of all, scientists believe that after a hard day of thinking our memories are very messy. Sleep helps to tidy up our thoughts and memories and to put everything in the right place again. Because of this, it's easier to remember facts clearly which of course is important in exams. When we sleep, our brains also continue thinking about our problems of the previous day. We can sometimes come up with the answers after sleeping.

There are many examples of this in history. In the nineteenth century the chemical structures of benzene was still a big mystery to scientists. The German chemist Friedrich von Kekule fell asleep. He had a strange dream-snakes were coming towards him with their tails in their mouths! When he woke up, von Kekule knew that he had the answer to his problem – the atoms were arranged in a circle like his funny snakes!

But sleep does not only improve our memories and help us to find the answer to problems. Scientists believe that we are more creative after sleep too. Keith Richards, the guitarist of Rolling Stones, came up with the melody for 'Satisfaction', their biggest hit, as he was taking a nap in a London hotel room.

The Irish writer Bram Stoker also got the idea for his masterpiece 'Dracula', the classic horror story, while he was sleeping. He ate crabs late at night before going to bed, had some strange nightmares and kept on waking up!

So, take my advice – do you want to remember more in your exam tomorrow? The answer is simple – go to bed early!

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. Why sleep is the best medicine?
2. Is it true that answers to difficult questions appear in a dream?
3. Are there any examples to prove the mystery of sleep?
4. Which advice does an author give about sleep?
5. What do scientists say about the effect of sleep?

4. Arrange the following words into pairs of word combinations:

To take	nightmares
to find	an advise
to continue thinking	better scores
to find	the answer to problems
to show	to mother's advise
listen	about the problem
strange	out
to study	on human body
the effect	about sleep

5. Read and translate the sentences.

1. Дітям потрібно більше часу для сну, ніж дорослим.
2. За 8 годин сну ми втрачаємо 35 калорій, таку саму кількість калорій наше тіло втрачає за 10 хвилин ходьби.
3. Тепле молоко допомагає заснути.
4. Якщо ти не можеш заснути, встань і займися будь-якою справою.
5. Найбільше сна потребує наш мозок.
6. Двадцять відсотків студентів недостатньо сплять.

6. Write an essay. Give tips for non-sleepers how to fall asleep.

THEME 14. Classification of mental disorders

1. Read and translate the text:

Classification of mental disorders

World War II created a greater need for classification systems of mental disorders. The existence of several different classification systems such as APA (American Psychological Association), then US Army, and the US Navy, and the Veterans Administration (which all had separate classification systems) made communication among mental health professionals difficult. Therefore, in 1952 the American Psychological Association created the Diagnostic and Statistical Manual of Mental Disorders (DSM), which was designed to be the standard for mental health classifications in the US. The DSM has since undergone four revisions.

Diagnostic criteria for the most common mental disorders include: description, diagnosis, treatment, and research findings. The Diagnostic and Statistical Manual of Mental Disorders is published by the American Psychiatric Association. The book is considered the “bible” for any professional who makes psychiatric diagnoses in the United States and many other countries. Some of the disorders described in the manual are listed below.

Anxiety Disorders include different types of phobias, obsessive compulsive disorder (obsessive thoughts and compulsive rituals), and panic disorder (panic attacks). Anxiety is a feeling of tension associated with a sense of threat of danger when the source of the danger is not known. In contrast, fear is a feeling of tension that is associated with a known source of danger. It is normal for us to have some mild anxiety present in our daily lives. However, heightened anxiety is emotionally painful. It disrupts a person’s daily functioning.

Eating Disorders are characterized by disturbances in eating behavior. This can mean eating too much, not eating enough, or eating in an extremely unhealthy manner.

Many people argue that simple overeating should be considered a disorder, but at this time it is not in this category. Eating disorders include anorexia nervosa (self imposed starvation) and bulimia nervosa (binge eating and dieting).

Mood Disorders include those where the primary symptom is a disturbance in mood. To be diagnosed with a mood disorder, your feelings must be to the extreme. Mood disorders include bipolar disorder, cyclothymic disorder (mania with depression), dysthymic disorder (prolonged minor depression with mania) and major depressive disorder (major depression without mania).

Personality Disorders are a group of mental disturbances defined as a pattern of inner experiences and behaviors that are rigid and deep-seated to bring a person into repeated conflicts with his or her social and occupational environment. In addition, the patient usually sees the disorder as being consistent with his or her self-image and may blame others. They include antisocial personality disorder (impulsive, aggressive and manipulative), borderline personality disorder (impulsive, self-destructive, unstable), paranoid personality disorder (suspicious, distrustful), suspicious personality disorder (socially distant, detached) and others.

Substance Related Disorders include alcohol dependence, cocaine dependence, nicotine dependence, seductive dependence. Other disorders listed in the manual include autistic disorder, dementia and delirium.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. Why did World War II create a greater need for classification system of mental disorders?
2. What does DSM mean?
3. When did the American Psychological Association create the first DSM ?
4. What do the diagnostic criteria for the most common disorders include?
5. How many editions of DSM have been published?
6. What is anxiety?
7. What is fear?
8. How are eating disorders characterized?
9. What is the primary syndrome of mood disorders?
10. What do the personality disorders include?
11. What do the substance related disorders include?

4. Arrange the following words into pairs of word combinations:

Mental	systems
classification	of inner experiences and behaviors
diagnostic	of danger
threat	in eating behavior
to disrupt	manner

disturbances	criteria
unhealthy	environment
a pattern	disorders
social and occupational	a person's daily functioning

5. Translate into Ukrainian:

- 1 з кожних 8 осіб у світі страждає на психічні розлади.
- Психічні розлади означають значні порушення мислення, емоційної регуляції чи поведінки.
- Існує безліч різних типів психічних розладів.
- Існують ефективні варіанти профілактики та лікування психічних розладів.
- Більшість людей з психічними розладами не мають доступу до ефективної медичної допомоги.

6. Write an essay about mental disorders.

THEME 15. **Biopolar disorder**

1. Read and translate the text:

Bipolar disorder

Bipolar disorder, also known as manic-depressive illness, is a brain disorder that causes unusual shifts in a person's mood, energy, and ability to function. The symptoms of bipolar disorder are severe; they can result in damaged relationships, poor job or school performance, and even suicide. Bipolar disorder can be treated, and people with this illness can lead full and productive lives.

More than two million American adults, or about 1 percent of the population age 18 and older, have bipolar disorder. Symptom of bipolar disorder include cycling mood changes that include extreme highs (mania), extreme lows (depression), and periods of normal functioning (wellness). The periods of highs and lows are called episodes of mania and depression.

Signs and symptoms of mania (or a manic episode) include:

- Increased energy, activity, and restlessness.
- Excessively "high," overly good, euphoric mood.
- Extreme irritability.
- Racing thoughts and talking very fast, jumping from one idea to another.
- Distractibility, can't concentrate well.
- Little sleep needed.

- Unrealistic beliefs in one's abilities and powers.
- Poor judgment.
- Aggressive behaviour.
- Denial that anything is wrong.

A manic episode is diagnosed if elevated mood occurs with three or more of the other symptoms most of the day, nearly every day, for one week or longer.

Signs and symptoms of depression (or a depressive episode) include:

- Lasting sad, anxious, or empty mood.
- Feelings of hopelessness or pessimism.
- Feelings of guilt, worthlessness, or helplessness.
- Decreased energy, a feeling of fatigue.
- Difficulty concentrating, remembering, making decisions.
- Restlessness or irritability.
- Sleeping too much, or can't sleep.
- Chronic pain or other bodily symptoms that are not caused by physical illness or injury.
- Thoughts of death or suicide.

A depressive episode is diagnosed if five or more of these symptoms most of the day, nearly every day, for a period of two weeks or longer.

Bipolar disorder is a chronic disorder. After an initial episode, people with bipolar disorder usually experience alternating periods of mania, depression and wellness for the rest of their lives. There is currently no cure for bipolar disorder. However, it is important to understand that recognizing bipolar disorder and treatment, even during wellness, can help keep the condition under control and reduce the chance that the episodes will worsen over time. Medications known as "mood stabilizers" usually are prescribed to help control bipolar disorder.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. What is bipolar disorder?
2. What can the symptoms of bipolar disorder result in?
3. How many people in the USA have bipolar disorder?
4. What do the symptoms of the bipolar disorder include?
5. What are some symptoms of mania?
6. When is a manic episode diagnosed?
7. What are some symptoms of depression?
8. When is a depressive episode diagnosed?
9. How long do people experience bipolar disorder?

4. Arrange the following words into pairs of word combinations:

Bipolar	mood changes
manic-depressive	energy
damaged	disorder
cycling	mood
episodes	thoughts
racing	the condition under control
elevated	illness
decreased	of mania and depression
to keep	relationships

5. Translate into Ukrainian:

Bipolar disorder occurs in approximately 2% of the global population. In the United States, about 3% are estimated to be affected at some point in their life; rates appear to be similar in females and males. Symptoms most commonly begin between the ages of 20 and 25 years old; an earlier onset in life is associated with a worse prognosis. Interest in functioning in the assessment of patients with bipolar disorder is growing, with an emphasis on specific domains such as work, education, social life, family, and cognition. Around one-quarter to one-third of people with bipolar disorder have financial, social or work-related problems due to the illness. Bipolar disorder is among the top 20 causes of disability worldwide and leads to substantial costs for society. Due to lifestyle choices and the side effects of medications, the risk of death from natural causes such as coronary heart disease in people with bipolar disorder is twice that of the general population.

6. Write an essay How to keep the bipolar disorder under control?

THEME 16. Addictions

7. Read and translate the text:

Alcoholism

Alcoholism is a behavioral and or chemical addiction to either or both the consumption of or the inebriating effects of alcohol. Whereas “addiction” is defined as “compulsive drug use despite negative consequences”, alcoholism is the continued abuse of alcohol regardless of the detrimental consequences to the health of mind or body.

Alcoholism in the social sense refers to the excessive use of alcoholic beverages leading to disturbances which affect the individual and society. In a medical sense it is considered a form of toxicomania in which the substance abused is alcohol. There are various stages of alcoholism, along with the different syndromes, psychotic and otherwise, that develop. These include the personality changes found in alcoholism.

On etiology alcohol is used because of its effects on mental and physical state and that it has relaxing, sedative and euphoriant effects. The need for this effect is greater in people with neurotic or psychopathic traits, although social and psychological factors are also important. These include tradition, education, the micro-social environment (family life), physical and mental strain, psycho traumatic events. A genetic component is also recognized, although the etiological role of physiological factors is not established.

To justify their drinking alcoholics try to create so-called alibi system. Weighty arguments are presented as to why excessive drinking was necessary in each particular situation. When no alibi is any longer sufficient to explain regular drunkenness, an explanatory system of universal type emerges, postulating drunkenness as style of life. Society and other people relate to the person in a condemnatory, even hostile manner. The person feels guilty and endeavors to mitigate his guilt by conscientiously doing what is required of him. When sober, such people are very meticulously dressed, are always exaggeratedly polite, sugary, accommodating, and immediately ready to fulfill any desire one may have. The development of this expiatory behavior is the basis of the myth that all alcoholics are nice people. They are simply forced to be nice because of their problem. The person acts in a way that will restore his esteem in the eyes of others and allay his guilt.

The pattern of alcohol abuse depends upon personality traits. Thus, hyperthymic personalities may indulge in wild taking these to excess as they are prone to do in all aspects of life, for instance with various adventures, sexual or otherwise. Hysterics put on a show of drinking bravado to gain attention. Schizoid individuals may also abuse alcohol, but this likely to be in small, regular amounts, mainly in an attempt to relieve tension.

Because of the emphasis on premorbid personality there is no distinction between primary and secondary alcoholism, although "symptomatic" alcoholism, occurring in psychiatric disorders such as schizophrenia is recognized.

8. Write down unfamiliar words and phrases (work with dictionary).

9. Answer the questions on the text:

1. What is meant by the term alcoholism?
2. Why do people use alcoholic beverages?
3. What factors may influence the individual's alcohol intake?
4. What is the common alcoholics' behavior? Why do they have act like that?
5. Are alcoholics nice people indeed?
6. What does the pattern of alcohol abuse depend on?
7. Is there any difference between primary and secondary alcoholism while classifying them?

10. Arrange the following words into pairs of word combinations:

Chemical	negative consequences
inebriating	disorders

despite	drinking
alcoholic	addiction
psychopathic	effects
excessive	guilty
expiatory	beverages
to feel	behavior
psychiatric	traits

11. Translate into Ukrainian:

Drug abuse has a wide range of definitions, all of them relating to the use, misuse or overuse of a psychoactive drug or performance enhancing drug for a non-therapeutic or non-medical effect. Some of the most commonly abused drugs include alcohol, amphetamines, barbiturates, caffeine, cannabis, cocaine, methaqualone, nicotine, opium alkaloids, and minor tranquilizers.

12. Write an essay How to prevent addictions?

THEME 17. Shyness and Blushing

1. Read and translate the text:

Shyness and Blushing

Blushing is related to general anxiety, when people feel worried and nervous about what is going to happen. Shy people blush because they are always worried about what others think of them. They don't have any confidence in themselves.

Shy people are anxious about themselves all the time. They can't think about other people's feelings very much because they are too worried about themselves and what others are thinking about them. They think other people are more intelligent and can do everything better. They think other people are more attractive and more popular. They believe others have more knowledge. How do you feel when you realize you just gave a stupid answer in class? Or how would you feel if you were in the cafeteria, you dropped your dishes, and everyone stared at you when they heard the loud crash? You would feel embarrassed. When you are embarrassed, you want to sink through the floor so no one can see you. If you are really unlucky, you also blush. Your face gets red as a beet, and you can't do anything about it. It seems to stay red forever. People stare at you even more, and you feel even more embarrassed.

Why do people blush? Not much research has been done on it. Psychologists say that people of all skin colors blush. Women blush more than men, and young people blush more than older people. Some people blush only a few seconds, but the blush can appear and disappear for five or ten minutes in other people. Usually only the face or

upper part of the body blushes come very shy if they have to deal with people from a different social class, or if they have to work with more intelligent or more skilled people. Shy people get very anxious when they don't know how to act in situations that other people think are just ordinary. They feel inferior and want to get out of the situation.

Everything that shy people do with other people is difficult for them. Two researchers asked hundreds of men and women what made them most anxious. They said going to a party with strangers was the worst. That was even worse than having to give a speech or have an interview for a new job. They also felt unhappy when people asked them personal questions in public or when they talked to someone in a superior position. Young people were anxious when they met the parents of a date. The first day on a new job was also hard for shy people.

Shy people behave differently from more confident people. They don't want to complain about bad service in a store or restaurant. They don't make suggestions or volunteer to do things. They avoid social gatherings. They usually speak in a low voice.

Some shy people have physical reactions when they have to face one of these situations. Their hands get cold and moist or shaky, their mouth gets dry, they break out in a cold sweat, and their heart beats faster. They might have butterflies in their stomach, or feel nauseated.

There are three theories about why people are shy. One theory says that a person inherits shyness from the parents, that is, the person is born with this personality characteristic because the parents were shy. Another theory is that shy people never learned how to act with other people because no one ever taught them social skills. The third theory says that shy people learned to be shy when they were children because their parents didn't encourage them to be more confident. The parents probably comforted them and gave them extra attention when they acted shy, so the children learned that being shy was a good way to get extra love and attention.

Now researchers say that apparently all three theories are true. A study at Harvard University showed that even some infants acted shy when they were faced with something new and strange. They became silent and their heartbeat changed. Other infants were not afraid when faced with something unfamiliar, and their heartbeat didn't change. They appeared to have more confidence. This seems to prove that some of these infants inherited shyness; they didn't learn it.

These children were observed again when they were in kindergarten. None of the non-shy children had become shy. A few of the shy ones were less shy; apparently their parents had helped them learn to be more confident. Most of these children who had become more confident were boys.

Shy people have exaggerated feelings about themselves. They are very concerned about their outward behavior, their feelings of self-consciousness, and their physical symptoms of shyness. They are so anxious about themselves that the feelings of others don't touch them. They think everyone else is very self-confident. Obviously, no one is completely self-confident about their babies.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. What happens when a person blushes?
2. Do you think black people blush?
3. What types of people blush more?
4. What is blushing related to?
5. How can you define shy people? What are three theories about shy people?

4. Arrange the following words into pairs of word combinations:

General	embarrassed
to be anxious	anxious
to feel	shyness
to get	about themselves
superior	to be more confident
confident	anxiety
to encourage	feelings
exaggerated	people
inherited	position

5. Read and translate the sentences.

1. Почервоніння обличчя відбувається через збентеження або стрес.
2. Сильне почервоніння часто зустрічається у людей, які страждають на соціальну фобію.
3. Сильне почервоніння може завадити людині почуватися комфортно як у соціальних, і у професійних ситуаціях.
4. Ці симптоми призводять до низької самооцінки, відсутності впевненості та почуття безпорадності.
5. Коли ми перестанемо боятися і будемо намагатися витіснити тривогу, ми почнемо одужувати від соціальної тривожності.

6. Write an essay How to Prevent Shyness and Blushing?

THEME 18. Infantile Autism

1. Read and translate the text:

Infantile Autism

Infantile autism is a category of pervasive developmental disorders that is marked by serious distortions in psychological functioning. There may be deficits in language, perceptual, and motor development; defective reality testing; and an inability to function in social settings. There is a lack of responsiveness to other people, gross impairment in

communication skills, and bizarre responses to various aspects of the environment, all developing within the first 30 months of age. It is a rare condition, occurring in only 2 to 10 children out of 10,000. It occurs more often in boys than in girls.

The cause of the disorder is unknown, but it is believed to be a result of multiple factors, including genetics, perinatal complications and perhaps problems with biochemical substances in the body. As many as 50 % of children with the disorder are also cognitively impaired.

Common Symptoms in the Child with Autism

- Social isolation, abnormal social interaction
- Stereotyped behaviors
- Resistance to any change in routine
- Abnormal responses to sensory stimuli
- Insensitivity to pain
- Inappropriate emotional expressions
- Disturbances of movement
- Poor development of speech, impaired communication
- Specific, limited intellectual problems

Because of the lack of responsiveness to people that is part of the syndrome, normal attachment behavior does not develop. Infants fail to cuddle or make eye contact or exhibit facial unresponsiveness. They do not reach to be picked up. They are unable to play cooperatively or make friendships. Parents may first bring a child to a healthcare facility thinking he or she is deaf because of this.

The impairment in communication is shown in both verbal and nonverbal skills. Language may be totally absent. If a child does speak, grammatical structure may be impaired (the use of "you" when "I" is intended is common). There is inability to name objects (nominal aphasia) and abnormal speech melody, such as question-like rises at the end of statements. Echolalia (repetitive words or phrases spoken by others) and concrete interpretation also may be present.

Therapeutic Management

Autism is a perplexing condition. Parents need a great deal of support so that they do not reject the child because he or she seems to be rejecting them. Behavior modification therapy may be effective in controlling some of the bizarre mannerisms that accompany autism, but because the basic cause of the disorder is not known, therapy will not always succeed.

As children mature, they develop greater awareness and attachment to parents and other familiar adults. A day care program can help to promote social awareness. Some children may eventually reach a point where they can become passively involved in loosely structured play groups. Some children may be able to lead independent lives, although social ineptness and awkwardness may remain, especially if accompanied by cognitive impairment.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. What areas are important to address for the child who is cognitively challenged to reach his optimal level of functioning?
2. What assessment findings would you expect to find with a child with infantile autism?
3. What is the cause of infantile autism?
4. Why may parents first bring a child with infantile autism to a healthcare facility thinking he or she is deaf?
5. How is impairment in communication shown?
6. What does therapeutic management of autism include?

4. Arrange the following words into pairs of word combinations:

Developmental	in communication skills
distortions	unresponsiveness
gross impairment	to pain
bizarre	in psychological functioning
cognitively	of movement
insensitivity	impaired
disturbances	disorders
facial	social awareness
to promote	responses

5. Choose a synonym to the underlined word:

1. There may be deficits in language, perceptual, and motor development.
 - a) insufficiency
 - b) errors
 - c) problems
2. There is a lack of responsiveness to other people.
 - a) sympathy
 - b) participation
 - c) respect
3. Children with infantile autism have bizarre responses to various aspects of the environment.
 - a) specific
 - b) usual
 - c) poor
4. Infants fail to make eye contact or exhibit facial unresponsiveness.
 - a) show
 - b) obtain
 - c) develop

5. Autism is a perplexing condition.

- a) severe
- b) strange
- c) normal

6. Write what you know about 'Learning Disabilities'.

THEME 19. Mental Retardation in Children

1. Read and translate the text:

Mental Retardation in Children

The DSM-IV defines cognitive impairment on the basis of two criteria: significantly sub average general intellectual functioning – an intelligence quotient (IQ) of 70 or below – and concurrent deficits in adaptive functioning in at least 2 major areas. For infants, because available intelligence tests do not yield numerical values, a clinical judgment of significant sub average intellectual function must be made.

Approximately 2 % of children in the United States are cognitively challenged. This is not the result of a single cause, but conditions such as genetic abnormalities (e.g., fragile X syndrome and Down syndrome [trisomy 21]) and metabolic disorders (e.g., phenylketonuria).

Classification

Mild Mental Retardation. About 80 % to 90 % of children who are cognitively challenged fall into this category. In this group, a child's IQ is between 70 and 50. During early years, these children learn social and communication skills and are often not distinguishable from average children. They are able to learn academic skills up to about the sixth-grade level. As adults, they can usually achieve social and vocational skills adequate for minimum self-support. They need guidance and assistance when faced with new situations or unusual stress.

Moderate Mental Retardation. Children in this category have an IQ between 55 and 35. About 10 % of cognitively challenged children fall into this category. During preschool years, these children learn to talk and communicate but they have only poor awareness of social conventions. They can learn some vocational skills during adolescence or young adulthood and take care of themselves with 190 moderate supervision. They are unlikely to progress beyond the second-grade level in academic subjects. As adults, they may be able to contribute to their own support by performing unskilled or semiskilled work under close supervision in a sheltered workshop setting. They may learn to travel alone to familiar places. They need supervision and guidance when in stressful settings.

Severe Mental Retardation. Children in this group have an IQ between 40 and 20. About 4 % of cognitively challenged children fall into this category. During the preschool period, these children develop only minimal speech and little or no communicative speech. They usually have accompanying poor motor development. During school years, they may learn to talk and can be trained in basic hygiene and dressing skills. As adults, they may be able to perform simple work tasks under close supervision but as a group do not profit from vocational training. They need constant supervision for safety.

Profound Mental Retardation. The IQ of this group of children is below 20. Less than 1 % of cognitively challenged children fall into this group. During the preschool period, these children show only minimal capacity for sensorimotor functioning. They need a highly structured environment and a constant level of help and supervision. Some children respond to training in minimal self-care, such as toothbrushing, but only very limited self-care is possible.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. What level of development would you expect to see in a child who is cognitively challenged with an IQ of 45, 60, 30?
2. What are the four major categories of cognitive impairment?
3. How can intellectual functioning in infants be evaluated?
4. When do children with mild and moderate mental retardation need guidance and assistance?
5. When is the diagnosis of severe mental retardation made?
6. What do children with profound mental retardation need?

4. Arrange the following words into pairs of word combinations:

Intelligence	abnormalities
clinical	retardation
cognitively	conventions
genetic	judgment
metabolic	guidance and assistance
to need	quotient
social	for safety
supervision	challenged
mental	disorders

5. Read and translate the sentences.

1. Загальне інтелектуальне функціонування зазвичай вимірюється за допомогою тесту інтелекту.

2. Адаптивна поведінка стосується пристосування людини до повсякденного життя.
3. Діти з розумовою відсталістю стають дорослими; вони не залишаються «вічними дітьми». Вони вчаться, але повільно і важко.
4. Синдром Дауна є прикладом хромосомного розладу.
5. Синдром ламкої Х-хромосоми – це захворювання одного гена, розташованого в Х-хромосомі.
6. Фенілкетонурія – генетичний розлад, при якому дитина не здатна розщеплювати амінокислоту фенілаланін (міститься в багатьох звичайних продуктах харчування).

6. Write an essay about Mental Retardation in Children.

THEME 20. Childhood Schizophrenia

1. Read and translate the text:

Childhood Schizophrenia

Schizophrenia is actually a group of disorders of thought processes characterized by the gradual disintegration of mental functioning. It is a devastating mental illness that usually strikes at a young age in adolescence or young adulthood. Symptoms during childhood are usually undifferentiated or ill defined.

Over the years there has been a great deal of debate about the cause of schizophrenia. For a long time it was hypothesized that schizophrenia resulted solely from an impaired parent-child relationship. Current research, however, indicates that there is as much a genetic as an environmental basis for this disorder. It may well be that a combination of predisposing genetic factors that produce chemical reactions in combination with poor parent-child communication is responsible for the development of the disorder.

The influence of the family on the course of the illness has been the subject of intense research over the past 20 years. Some family environments – for example, those with high expressed emotion, or frequent, intense expression of emotion and a critical attitude – have been categorized as those most likely to cause relapse in children with schizophrenia discharged from hospitals. Neurologic studies have shown a linkage between schizophrenia and temporolimbic disease or frontal lesions.

Children with schizophrenia experience hallucinations (hear or see people or objects that other people cannot). They are not responsive (have a flat affect) and may withdraw so completely that they are stuporous (catatonia). Although schizophrenic manifestations may occur suddenly following a major stress in a child's life (such as rejection by a boyfriend or girlfriend) subtle signs of mental illness have usually been present for some time.

A diagnosis of a psychotic disorder of this extent is a shock to parents. Fortunately, therapy with modern antipsychotic drugs is effective in reducing children's hallucinations and bizarre thinking. Drugs that may be prescribed include trifluoperazine, chlorpromazine, and prochlorperazine. Parents need help to support a child during a long period of therapy. Many children who are diagnosed as having schizophrenia in childhood will continue to have mental illness as adults. Continuing support and long-term follow-up are essential.

2. Write down unfamiliar words and phrases (work with dictionary).

3. Answer the questions on the text:

1. What is meant by schizophrenia?
2. When can it develop?
3. What are the causes of childhood schizophrenia?
4. What symptoms can children with schizophrenia experience?
5. Is the disease curable?
6. What treatments can reduce the symptoms of schizophrenia?
7. Can the disease subside with age?

4. Arrange the following words into pairs of word combinations:

Thought	mental illness
gradual disintegration	manifestations
devastating	processes
impaired	hallucinations
temporo limbic	lesions
frontal	thinking
to experience	of mental functioning
schizophrenic	disease
bizarre	parent-child relationship

5. Read and translate the sentences.

1. Дитяча шизофренія — це важкий психічний розлад, який починається до того, як дитині виповниться 13 років.
2. Симптоми включають марення, галюцинації, дезорганізовану мову та рухи, а також зниження мотивації та здатності відчувати та виражати емоції.
3. Відсутність контролю над імпульсами означає те, що ваша дитина може взяти те, що хоче, як побачить, висловити свою думку чи накинутися.
4. Ваша дитина може перестати виражати емоції на обличчі або говорити рівним, байдужим голосом.

5. У багатьох здорових дітей бувають галюцинації або марення, наприклад, маленька дитина може розмовляти з уявним другом, що є нормальним та здоровим.

6. Write an essay about abnormal behavior.

UNIT 3. GRAMMAR

PRESENT SIMPLE

1. Form

+	verb / verb + -s	I live in London. My sister lives in Madrid. My parents live in Glasgow.
-	do not / does not + verb	I do not (don't) live in an apartment. He does not (doesn't) live in a house. We do not (don't) live in a block of flats.

?	Do / does ... + verb?	Do you work in an office? (No, I don't .) Does she work from home? (Yes, she does .) Where do they work ?
---	------------------------------	--

! Remember that the verb is different after **he, she, it**:

She lives near here. It eats a lot of meat. Where does he work? She doesn't like cities.

! We don't add **-s** to the main verb in questions and negatives: *Where does she live? He doesn't work in an office.*

2. Facts, permanent situations and opinions

We use the present simple

- for facts (things that are always true): *The Sun doesn't go round the Earth.*
- for permanent situations: *He works on an oil rig.*
- to describe opinions and ideas: *I think New York is exciting. You don't understand.*
- to describe likes and dislikes: *My grandfather likes the countryside. I prefer the city.*

3. Regular actions, habits and routines

We use the present simple for things that are often repeated, or that happen regularly: *He works there once a month. Do the children go out in the evenings?*

To say how often the action happens, we use

- adverbs of frequency (**always, often, sometimes, usually, rarely, regularly, seldom**): *She is often late for work. We usually use public transport.*
- other time expressions (**every day, once a year, on Sundays, every morning**). They usually go at the end or at the beginning of the sentence: *Do you come to the studio every day? Every morning, I start work at 8.30.*

4. Describing films, plays and books

We usually use the present simple

- when we describe what happens in a film, play or book: *The story takes place in the United States. The main character works on a farm ...*
- when a sport game is described live on TV: *Giggs passes to Rooney. Rooney shoots – he scores!*

EXERCISES

1. Put in am, is or are.

1. The weather is very nice today.
2. I ... not tired.
3. This case ... very heavy.
4. These cases ... very heavy.
5. The dog ... angry.
6. We ... hungry.
7. My brother and I ...

fond of tennis. 8. I ... 17, I ... 22. 9. Ann ... at home but her children ... at school. 10. I ... a student. My sister ... an architect.

2. Write full sentences. Use am / is / are each time.

1. (My shoes very dirty).....
2. (My bed very comfortable)
3. (I not happy today)
4. (She 6 years old)
5. (The houses old)
6. (Those flowers beautiful)
7. (The examination not difficult)

3. Put in am/is/are.

1. Чия це книжка? — Це не моя книжка. Це його книжка.
2. Де твоя ручка? - Вона в пеналі.
3. Чий це портфель? — Це портфель моєї сестри.
4. Чиї це олівці? — Це олівці не мої. Це олівці моого сина.
5. Чия це кімната? - Це кімната моого брата. В кімнаті стіл та стілець.
6. Це твій зошит? — Цей зошит не мій.
7. Де твої книжки? - Мої книжки на полиці.
8. Це його батьки? Так, його.
9. Чий це папір? — Це мій папір. — А де мій? Твій папір в столі.
10. Ця дівчинка моя сестра. Їй сім років.
11. Це моя кімната. Кімната велика. В кімнаті багато книжок.
12. Де ваші батьки? — Вони на роботі.
13. Чий це кіт? — Цей кіт мій.
14. Це моя машина. Машина нова. Вона в гаражі.
15. Де твоя сестра? — Вона вдома.
16. Я не учень. Я студент.
17. Його брат учень. Він у школі.
18. Мої батьки інженери. Вони на роботі.
19. Ви лікар? - Ні, я вчитель.
20. Твоя сестра учениця? — Ні, вона інженер. Вона на роботі.
21. Її сестра не секретарка. Вона вчителька.
22. Ці люди лікарі? - Ні, вони льотчики.
23. Ваша сестра вдома? — Ні, вона на роботі.
24. Наш батько вчений.
25. Його тітка не лікар. Вона актриса.
26. Це моя книжка. Вона на столі.
27. Мій двоюрідний брат не вчений, він інженер.
28. Це картини. Вони на стіні. Картини дуже гарні.
29. Моя бабуся пенсіонерка. Вона не на роботі. Вона вдома.
30. Ваші діти школярі? — Так, вони школярі.

4. Put in am/is/are.

1. He ... a student. He ... a good student.
2. His father ... a doctor.
3. My mother ... not a teacher.
4. ... your sister a pupil? — Yes, she
5. They ... at home now.
6. This ... my house.
7. ... they at school? — No, they ... not at school.
8. ... your father a pilot? — Yes, he
9. Nicky... not a student. He ... a pupil. He ... at school now.
10. These men ... drivers.
11. I ... a pupil, I ... not a student.
12. ... this your book? — This book ... not mine. My book ... in my bag.
13. Michael has a brother. His brother ... 20. He ... a student. He ... at home now.
14. These ... his newspapers.
15. there any books on your table? - Yes, there
16. I ... a doctor. I ... a good doctor.
17. his friends at school now? — No, they ... in the garden.
18. ... her sister a teacher? - Yes, she

5. Поставте подані речення в питальній і заперечній формах.

1. My friend lives in London.
2. Her uncle speaks French badly.
3. It often snows in winter.
4. He is my best friend.
5. His parents get up very early.
6. They listen to the news every evening.
7. We usually spend our holidays in the country.
8. They are our relatives.
9. My sister wants to become a teacher.
10. Her child likes to read the fairy-tales.

6. Розкрийтедужки, вживаючи дієслова в *Present Simple*.

1. I (not to walk) to work every morning.
2. She (to wash) her car once a week.
3. We (to spend) our holidays in the country.
4. He (not to hope) to go there.
5. She (to go) to the theatre twice a month.
6. Mary (not to live) near the station.
7. You (to take) your dog for a walk?
8. She always (to invite) her friends to her birthday party.
9. He (to drink) coffee every morning.

10. Her brother (to study) in London?
11. I (to go shopping) every day.
12. He (to speak) Spanish?
13. I (to visit) my friend every week.
14. Helen (not to read) a lot.
15. He (to sleep) till nine o'clock.

7. Поставте подані речення в заперечній і питальній формах.

1. He goes to school every day.
2. My sister works here.
3. They eat a lot.
4. We work every day.
5. I come from Ukraine.
6. He comes from Germany.
7. They live in the USA.
8. He plays football every day.
9. I visit my parents very often.
10. His father works at an office.
11. She gets up at seven o'clock.
12. They play tennis very often.
13. We go to the cinema on Saturdays.
14. He wants to become a pilot.
15. My brother watches television every night.
16. I read newspaper every day.
17. Her father finishes his work at six o'clock.
18. Nick goes to bed at nine.
19. He goes to school by bus.
20. We skate once a week in winter.

8. Розкритедужки, вживаючи дієслова в *Present Simple*.

1. She (to learn) English.
2. I (to like) music.
3. My brother (to be) a school-boy. He (to go) to school.
4. Michael (to do) his lessons every day.
5. She (to live) in this house.
6. After supper my sister (to go) for a walk.
7. We (to visit) our grandparents very often.
8. The girl (to sing) very well.
9. My father (to work) at school.
10. Usually I (to have) dinner at 3 o'clock.

11. He (to want) to become a doctor.
12. Our mother (to come) home very late.
13. His brother (to go) in for sports.
14. She (to like) reading very much.
15. They often (to take) a bus.

9. Make a test:

1. Maggie and Carol good friends.
a) am b) are c) is d) isn't
2. Sue a science teacher.
a) are not b) is c) are d) am
3. Mark Steven a student at Kennedy High School. It an old school.
a) am / is b) are / is c) is / am d) is / is
4. Margarita from Spain. I from Turkey.
a) is / am b) are / is c) am / is d) is / are
5. You and I at the same age.
a) am b) isn't c) are d) is

TEST

Present Tenses Review.

I. Choose the correct item.

1. The President a new healthcare plan.
a) has announced b) is announcing c) has been announced
2. She trying to pass her driving test but fails every time.
a) kept b) is keeping c) keeps
3. Do you a lot of work to do tonight? I was hoping we could go out to dinner at about 6 pm.
a) has b) have c) had
4. Who my toothbrush?
a) is using b) uses c) has been using
5. My uncle still heating oil from a company in Chicago.
a) sells b) sold c) will sell
6. The next train this evening at 17.00.
a) is leaving b) leaves c) has left
7. A tornado part of a shopping mall in Oklahoma.
a) destroys b) has destroyed c) is destroying
8. The human body 206 bones.
a) has been containing b) has contained c) contains
9. Light at almost 300,000 kilometers per second.
a) travels b) is traveling has been traveling
10. I sushi, but I didn't like it.
a) am trying b) tries c) have tried

11. When I have finished dressing, I put on my shoes and _____.
a) am going downstairs b) go downstairs c) has gone downstairs

12. I _____ to do it right now.
a) want b) am wanting c) have wanted

13. Zoe _____ another chance by her boss.
a) was given b) has been given c) is given

14. The people _____ out of their money.
a) have been cheated b) are cheated c) were cheated

15. These monkeys _____ bananas now.
a) are eating b) eats c) have been eating

16. Jessica _____ each word.
a) is believing b) has believed c) believes

17. I admire that she _____ to her exercise plan.
a) has sticked b) is sticking c) has been sticking

18. Are you going to the school dance on Friday? - I'm not sure. I _____ yet.
a) haven't decided b) am not deciding c) haven't been deciding

19. She _____ yoga since the beginning of the year.
a) is doing b) has been doing c) does

20. This coming weekend, she _____ in a half-marathon race.
a) runs b) is running c) has been running

21. Helen _____ to an audio book this week.
a) listens b) has been listening c) is listening

22. What _____ in Tokyo? She _____ a business.
a) is she doing / is running b) does she do / is running c) has she been doing / runs

23. Recently, he and his family _____ to a house on the same street as me, and now our children play together almost every day.
a) moved b) has been moving c) has moved

24. I wear my glasses when I _____.
a) read b) am reading c) have read

25. You _____ my toothbrush.
a) always take b) have always been taking c) are always taking

26. I _____ here for ten years
a) have been working b) am working c) have worked

27. Tourism _____ more and more popular nowadays.
a) becomes b) has became c) is becoming

28. Look. The cat _____ the mouse
a) is tasting b) tastes c) has tasted

29. He _____ to move to another city.
a) always wants b) has always wanted c) always wanted

30. For the last ten years, Jack and I _____ for the same hockey team every Saturday.
a) play b) are playing c) have played

31. They _____ the problem for more than an hour.
a) have been discussing b) are discussing c) discuss

32. Dave, where have you been? We _____ for you for over an hour.
a) have waited b) are waiting c) have been waiting

33. Peter is in the library. He _____ for his finals.
a) is studying b) has been studying c) has studied

34. I _____ I am reading.
a) study b) am studying c) have been studying

35. I _____ my homework. Now I'm going to watch TV.
a) finished b) am finishing c) have finished

7. Поставте подані речення в заперечній і питальній формах.

21. He goes to school every day.
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PAST SIMPLE

1. Regular and irregular verbs

Most verbs add **-ed** to the infinitive to form the past simple: *stay – stayed, learn – learned.*

+	verb + -ed	I stayed with my friend last night. He learned native American languages. They failed the exam.
–	did not + verb	I did not (didn't) stay with her last night. She did not (didn't) learn any languages. We did not (didn't) fail the exam.
?	Did ... + verb?	Did you stay with her? (Yes, I did .) Did she learn any languages? (No, she didn't .) Which exam did they fail ?

Many common verbs are irregular: *be – was/were, do – did, go – went, have – had, make – made, put – put, say – said, see – saw, take – took, tell – told.*

2. Past simple for past actions and situations

We use the past simple for

- a single completed action in the past: *He died in 1539. Did you see the film last night?*
- repeated actions in the past: *He learned several native American languages. Caroline phoned her family every day when she was on holiday..*
- a series of actions (when one thing happen after another) in the past: *We arrived in Rome at eleven o'clock and took a taxi to Franco's apartment. Then we went to the square and looked round the shop, but we didn't buy anything.*
- situations that finished in the past: *He lived from 1500 to 1539. Children didn't*

have so many electronic toys when I was young.

3. Past simple + adverbs of time: when, after

We often use adverbs of time to say when a past action happened, for example:

- **ago:** *We arrived at the airport ten minutes ago.*
- **for:** *The economic crisis lasted for two years.*
- **last week/month/year:** *Mariela started college last month.* We **had** a general election **last year.**
- **when:** *When they arrived, they explored Texas and New Mexico.*
- **after:** *After Rory left home that morning, he went to work as usual.*

EXERCISES

1. Complete the sentences put the verb into the correct form, positive or negative. (simple past tense):

1. It was warm, so I off my coat. (take)
2. The film wasn't very good. I it very much. (enjoy)
3. I knew Sarah was very busy, so I her. (disturb)
4. I was very tired, so I to bed early. (go)
5. The bed was very uncomfortable. I very well. (sleep)
6. Sue wasn't hungry, so she anything. (eat)
7. We went to Kate's house but she at home. (be)
8. It was a funny situation but nobody (laugh)
9. The window was open and a bird into the room. (fly)
10. The hotel wasn't very expensive. It very much. (cost)
11. I was in a hurry, so I time to phone you. (have)
12. It was hard work carrying the bags. They very heavy. (be)

2. Complete the sentences in simple past tense.

1. I my teeth. (brush)
2. Tom tennis with his friends. (play)
3. They for their exam. (study)
4. Susan to me quietly. (talk)
5. Thomas me with my homework. (help)

6. Daniel his car. (wash)

7. The baby a lot. (cry)

8. The man so fast. (walk)

9. The mechanic the car. (fix)

10. My mother the flowers. (water)

11. The policeman the bus. (stop)

12. Alicia her bag. (carry)

13. She the door. (open)

14. Sonia the train. (miss)

15. I my teacher. (like)

3. Complete the sentences in simple past tense.

1. She to bed at 10 o'clock yesterday. (go)

2. Jenny very late as well. (sleep)

3. They a lot of calories in that marathon. (burn)

4. Benny about a year ago. (quit)

5. Todd 10 pounds when he was born. (is)

6. Dan his car to car wash. (take)

7. The boy off the couch in the morning. (fall)

8. The bride after the groom. (run)

9. The hot air balloon at the field a lot of attention in yesterday's game. (draw)

10. My mother the birds before we left for vacation. (feed)

4. Complete these sentences in the PAST TENSE, using the correct verb: * play * enjoy * watch * listen * talk * phone * stop * walk * travel * like * stay

I watched the late film on TV last night. 1. We really the concert last night. It was great! 2. She with friends in Brighton last summer. 3. Italy very well in the last World Cup. 4. Her parents by train from Shanghai to Moscow. 5. I you four times last night but you were out. 6. We along the beach yesterday. It was lovely. 7. She the film but she didn't like the music. 8. The men work at exactly one o'clock. 9. I to the new Sting album yesterday. It's great. 10. They to us about their trip to Madagaskar. It was very interesting.

5. Complete the conversation with WAS / WASN'T / WERE / WEREN'T.

A: Where were you last night? I phoned you but you at home.
B: I out with friends. We at the Bluenote Café.
A: Julia there?
B: No, she Why?
A: Oh, I just wondered.
B: She out with Nick. They at the Oasis. I think.
A: No, they
B: How do you know?
A: Because I there!

6. Complete the man's statement with the PAST SIMPLE form of the verbs in brackets:

Last night I (go) to my favorite restaurant in West Street. I (leave) the restaurant at about 11 o'clock. It (be) a warm evening and I (decide) to walk along the beach. Suddenly, I (hear) a noise. I (turn) and (see) three boys aged about eighteen. One boy (come) up to me and (ask) me the time. When I (look) down at my watch, he (hit) me and I (fall) to the ground. Another boy

..... (take) my wallet. I (shout) for help. Then they (run) away. F) Complete the story. Use the verbs in the brackets: Last year I went (go) on holiday. I (drive) to the sea with my friend. On the first day we (look) at the beautiful buildings and (eat) in lots of restaurants. The next day (be) very hot so we (drive) to the sea. We (leave) our clothes in the car and (sunbathe) and (swim) all day. At six o'clock we (walk) to our car, but the car (be) there. We (buy) some clothes and (go) to the Police Station. The police (be) nice and we (sleep) in the police station.

TEST

Past Tenses Review

I. Choose the correct item.

1. While I coffee with Max in a café, he told me an interesting story.
a) had b) was having c) had had
2. Last year, Max to Pamplona, Spain to run with the bulls.
a) went b) was going c) had been going
3. I asked him, "How such a crazy custom begin?"
a) was b) had c) did
4. As the cattlemen their cattle to market, some men ran in front of

the animals.

a) took b) were taking c) had taken

5. I asked, " _____ to make them hurry?"

a) were they trying b) did they try c) had they tried

6. While the men _____ it turned into a competition.

a) ran b) were running c) had run

7. They _____ to get to the pens safely before the bulls.

a) tried b) was trying c) had tried

8. He _____ to repair our washing machine that _____ a few days before.

a) was wanting / broke b) wanted / had broken c) wanted / broke

9. Before he _____ at my door, he _____ for a parking space for about ten minutes.

a) rang / had been looking b) had rung / was looking c) rang / had looked

10. While the plumber _____ the washing machine, I _____ the news.

a) repaired / watched b) was repairing / watched c) had repaired / was watching

11. Suddenly, I _____ that they _____ our street on TV.

a) had realized / were showing b) realized / had showed c) realized / were showing

12. The reporter _____ that a car _____ into a stop sign just before reaching the crossroads.

a) said / had crashed b) had said / crashed c) was saying / had crashed

13. While I _____ carefully to what _____, someone _____ at my door.

a) listened / had happened / was knocking b) was listening / had happened / knocked c) had been listening / was happening / had knocked

14. I _____ the door and _____ a police officer standing there.

a) had opened / saw b) opened / saw c) opened / had saw

15. When their mum _____ home, the boys _____ TV for two hours.

a) got / were watching b) had gone / had been watching c) was going / watched

16. There was no food left when I returned. They _____ everything!

a) ate b) were eating c) had eaten

17. By the time the presentation began, they _____ their discussion.

a) had completed b) completed c) were completing

18. I _____ the fire at four and it _____ brightly when Lisa arrived.

a) lit / was burning b) was lighting / burned c) lit / had burned

19. I _____ the letter when the wind _____ it out of my hands.

a) read / was blowing b) was reading / blew c) had been reading / blew

20. He _____ get up so early when he lived in Los Angeles.

a) didn't used to b) had used to c) didn't use to

21. Do you often exercise now? No, but I _____ to exercise a lot when I was at school.

a) used b) was using c) had used

22. My sister's roommate was upset. She _____ for an hour.

a) was waiting b) had waited c) had been waiting

23. They were cold because they _____ in the snow.

a) walked b) was walking c) had been walking

24. He _____ the bedroom when suddenly he _____ off the ladder.

a) was painting / was falling b) painted / fell c) was painting / fell

25. I just heard about the accident. _____ all night?

a) had the driver been working b) was the driver working did the driver work

26. When we _____, you _____ at that company for six months.

a) met / have been working b) were meeting / had worked c) had met / worked

27. I _____ the door, _____ my keys into my bag and _____ the house.

a) had closed / was putting / left b) closed / put / left c) was closing / had put / was leaving

FUTURE SIMPLE TENSE

1. Form *be going to*

We use *am/is/are + going + to + verb*:

+	am/is/are + going + to + verb	I am ('m) going to be late. He is ('s) going to come late. They are ('re) going to sell it.
-	am/is/are not + going + to + verb	I am not ('m not) going to be late. He is not (isn't) going to arrive. We are not (aren't) going to see them.
?	Are/is ... going + to + verb?	Are you going to be late? (No, I'm not.) Is she going to take the bus? (Yes, she is.) What are you going to do?

Natural English: In informal conversation and in songs we often pronounce *going to* as 'gonna.'

2. Form *will*

We use *will (not) + verb*:

+	will + verb	I will ('ll) be late. He will ('ll) come later. They will ('ll) buy it.
-	will not + verb	I will not (won't) be late. It will not (won't) work . We will not (won't) take it.
?	Will ... verb?	Will you meet him? (No, I won't .) Will she see us? (Yes, she will .) What will you do ?

There is sometimes little difference in meaning between *will* and *be going to*. It is often just matter of formality. *Will* is generally more formal than *be going to*.

3. Facts about the future, predictions

We use **will** or **be going to**

- for facts about the future:

*The website **will** come online next week (more formal).*

*The website's **going to** come online next week (more informal).*

- for predictions:

*In the future, everyone **will** have their own flying car (more formal).*

*In the future, everyone **is going to** have their own flying car (more informal).*

Natural English: We often use **do you think** to ask what people expect to happen:

'Do you think he'll marry her? I think he will. I don't think he'll marry her.

Who do you think is going to win the elections?

It is possible to use **shall** instead of **will** after **I** and **we**. **Shall** is more formal than **will**.

The contracted form is **'ll**, the same as we use for **will**. The negative form is **shall not** or **shan't**.

We usually use time expressions when we talk about future plans (**tomorrow, next week, in a year, soon**): *I'm going to see Manchester United **next week**.*

4. Offers, suggestions, promises and warnings

We use **will**

- for offers and suggestions:

I'll help you with your physics homework, if you like.

With offers and suggestions in the question form, we do not use **will** with **I** and **we**. We use **shall**:

Shall I help you with your physics homework?

- for promises:

I'll work harder next year, I promise. I will never do that again.

- for warning:

I will not allow bad behavior in my house.

5. Immediate decisions

We use **will**

- for decisions made at the moment of speaking:

I'm tired. I think I'll go to bed now.

I've decided. I won't get a new DVD player just yet.

EXERCISES

1. Use the correct form of the FUTURE SIMPLE:

1.A: Oh! You've got a ticket for the party. B: Yes. I (see) it on Friday.

2.A: Tea or coffee? B: I (have) coffee, please.

3. There isn't any cloud in the sky. It (be) a lovely day.
4. We (win) the match. We're playing really well.
5. The festival (last) for ten days.
6. I (have) a meal with a few friends. There (be) about ten of us.
7. Phil (come) round us tomorrow. We (be) at the airport at 9:30.
8. Why don't you come with us. I'm sure you (enjoy) the show.
9. That (not / cost) more than \$50.
10. The museum (open) at 9:00 everyday but tomorrow it (not / be) opened at 9:00.
11. I (pay) it back to you as soon as I get my salary.
12. The manager said, "We (have) the meeting on Thursday."

2. Fill in WILL or BE GOING TO:

1. A: Why do you need so much sugar? B: I make a cake.
2. A: Oh no! I've left my purse at home and I haven't got any money on me! B: Don't worry. I lend you some.
3. A: I don't know how to use this mixer. B: That's OK. I show you.
4. A: Why are all these people gathered here? B: The Prime Minister open the new hospital ward.
5. A: Did you remember to buy the magazine I asked for? B: Sorry, I didn't. I buy it when I go out again.
6. A: What's that on your curtains? B: It's a stain. I take them to the dry cleaner's tomorrow.
7. A: These bags are very heavy. I can't lift them. B: I carry them for you.
8. A: I hear you're going to Leeds University in September.
B: Yes, I study French and German.
9. A: Why don't you tidy your room? B: I play football in ten minutes, so I haven't got time.
10. A: How can we get all this home? B: I ask James to come and help.
11. She has bought some wool. She knit a sweater.
12. A: This problem is very difficult. B: I help you to solve it.
13. A: Why are you taking down all the pictures? B: I paint the room. 14. I climb that mountain one day.
15. Look at that young man. He looks very pale. He faint.
16. A: Why are buying that spade? B: I plant some trees in my garden at the back of the house.
17. She get better. There are positive signs.
18. I'm hungry. I have something to eat.
19. I be 38 years old next week.

3. Put the verb in to the correct form using WILL or GOING TO:

1. A: Why are you turning on the television? B: I (watch) the news.

2.A: Oh, I've just realized. I haven't got any money.B: Don't worry. That's no problem. I(lend) you some.

3.Those clouds are very black, aren't they? I think it (rain).

4.A: I've got a terrible headache.B: Have you? Wait here and I (get) an aspirin for you.

5.A: Why are you filling that bucket with water?B: I (wash) the car.

6.A: I've decided to re-paint this room.B: Oh, have you? What colour (you / paint) it?

7.A: Look! There's smoke coming out of that house. It's on fire!B: Good heavens! I call the fire-brigade immediately.

8.A: The ceiling in this room doesn't look very safe, does it?B: No, it looks as if it (fall) down.

9.A: Where are you going? Are you going shopping?B: Yes, I (buy) something for dinner.

10.A: I can't work out how to use this camera.B: It's quite easy. I (show) you.

11.A: What would you like to drink – tea or coffee? B: I (have) tea, please.

12.A: Has George decided on what to do when he leaves school? B: Oh yes. Everything is planned. He (have) a holiday for a few weeks and then he (start) a computer programming course

TEST

Future tenses Review

I. Choose the correct item.

1. 'Where are you going for your summer holidays?' 'We haven't decided yet. We Greece.'

a) will probably go to b) are going to c) will have probably gone

2. 'The phone's ringing.' OK. I it.

a) am going to get b) will get c) will have got

3. She to Paris on Friday for a conference.

a) will fly b) is flying c) will have flown

4. 'Do you fancy going for a drink this evening?' 'I would like to but I my English homework.'

a) will do b) am doing c) am going to do

5. 'I'm afraid he's in a meeting. Could you call back in half an hour. They by then.'

a) will finish b) will be finishing c) will have finished

6. The children will need a good meal when they get home. They all day and they'll be starving.

a) will be hiking b) will have been hiking c) will hike

7. I'm starving! I'm not doing anything until I something to eat.

a) am going to have b) have had c) will have

8. Just think. This time next week we _____ on the beach in Phuket.
a) are going to lie b) will lie c) will have lied

9. By September _____ English for 3 years.
a) will have been learning b) will have learned c) will learn

10. I expected you _____ your mind by tomorrow.
a) will have changed b) will change c) will be changing

11. He _____ until 8 o'clock.
a) won't finish b) won't have finished c) won't be finishing

12. Her room _____ before she comes.
a) will be ready b) is ready c) was ready

13. I _____ for you at 5 o'clock tomorrow morning.
a) will see b) will have been seeing c) will be seeing

14. My parents _____ the winter in Canada.
a) will spend b) will be spending c) will have spent

15. The play _____ at 8 p.m tomorrow.
a) starts b) will start c) will be starting

16. It's hot. I _____ open the window.
a) Will be opening b) will open c) opens

17. _____ you have a cup of tea?
a) will b) will be c) do

18. They _____ near the cinema at 2.15
a) will meet b) are going to meet c) will have met

19. The wedding _____ at St. Lui's Church on March 12th.
a) will have taken place b) will take place c) will be taking place

20. I promise I _____ your secret to anyone.
a) won't tell b) won't be telling c) won't have told

21. I have three days off next week. I _____ visit my mother.
a) will b) am going to c) will have

22. Alexander _____ his driving test next week.
a) will take b) will have taken c) is taking

23. A leading American journalist has said there _____ no newspapers a decade from now.
a) will b) is c) will be

24. I am afraid they _____ everything by the time we arrive.
a) will have eaten b) will be eating c) will eat

25. She _____ still _____ through the Black Sea when you arrive at Kyiv.
a) will be sailing b) will sail c) will have been sailing

26. When they _____ married in March, they _____ together for six years.
a) will get / will be b) get / will be c) get / will have been

27. Do you think the teacher _____ our homework by Monday morning?
a) will mark b) will be marking c) will have marked

28. The baby should be due soon, next week she _____ pregnant for nine months.
a) will have been b) will be being c) will have been being

29. By the time my mum _____ home, children _____ tennis for 30 minutes.
a) will get / will be playing b) get / will have been playing

c) get / will have been played

30. That's what they always say, but they ... about it by next year.

a) will surely have forgotten b) will surely be forgetting c) will surely have been forgetting

PRESENT CONTINUOUS TENSE

1. Form

+	am/is/are + verb + -ing	I am ('m) having lunch. He is ('s) watching TV. They are ('re) running away.
-	am/is/are not + verb + -ing	I am not ('m not) watching TV. She is not (isn't) having lunch. We are not (aren't) staying there.
?	Am/is/are ... verb + -ing?	Are you watching TV? (No, I'm not.) Is she running away? (Yes, she is.) What are they having for lunch?

2. Actions happening now and around now

We use the present continuous for

- actions happening while we are speaking: *Hurry up. The taxi's waiting.*
'Are you watching TV?' 'No. I'm doing my homework.'
- actions happening around the time of speaking: *Trudi's studying animal behaviour.*
- Temporary situations: *We're staying at my mother's while the builders are repairing the roof of our house.*

With these uses of the present continuous, we often use time expressions like **now**, **at the moment**, **today**, **this week**, etc.: *I can't talk for a long because I'm cooking at the moment. Joe isn't working at home this week – he's at a conference in Germany.*

3. Annoying habits (usually with always)

We sometimes use the present continuous with *always* to criticize another person's actions:

Kate's always calling me late at night. I'm getting really fed up with it.

'I've lost my keys. Can you come home and let me in?' 'You're always losing your keys!'

2. Changes and trends

We use the present continuous to talk about things that are changing as we speak: *Hurry's been really ill but he's getting better now. Prices are going up again. More*

people **are taking** their pets to the vet with behaviour problems these days.

3. **Describing pictures**

We use the present continuous to describe what is happening in pictures and photos:
*In the photo on page 81, the scientists **are tasting** food. The woman in the middle is **holding** a cup ...*

EXERCISES

1. Fill in the blanks using present continuous tense.

1. Look! it is raining (rain)
2. They (watch) the news on TV.
3. The birds (fly) to South.
4. Matt (wait) for the bus.
5. The chef (not cook) anything today.
6. What Helen (do) at the moment?

2. Fill in the blanks with PRESENT CONTINUOUS:

1. The children (play) outside now.
2. She (read) the newspaper at the moment.
3. I (do) my homework now.
4. I (eat) my dinner now.
5. (you / want) a pizza?
6. They (watch) TV now.
7. Listen! I (not / like) spaghetti. And you?
8. The baby (sleep) now.
9. My mother (cook) dinner!
10. He (write) a letter to his pen-friend.
11. She (not / play) football whole day.
12. Mary (listen) to music now.
13. Tom usually (drink) coffee, but he (drink) tea now.

3. Build up sentences:

1. He / like watching TV / but / he / not / watch / at the moment / because / he / sleep //
2. What / Wendy / do / at the moment / ? // She / clean / her teeth / bathroom //
3. mother / can (-) / help me / now / because / she / cook / kitchen //
4. Why / you / eat / sandwich / now / ? // Because / I / be / hungry //
5. Tim / now / go / work / bicycle //
6. children / play / games / now //

4. Complete the sentences. Use the present continuous form of the verb in brackets.

Use contractions where possible.

1. You (use) my mobile phone!
2. My dad (wash) his car.
3. It (not rain) today.
4. Who (she / chat) to now?
5. What (you / do) at the moment?
6. We (sit) on the train.
7. The students (have) lunch in the canteen.
8. 'Are you making dinner?' 'Yes, I .'

5. Write the words in the ing-form form.

Feed, walk, wash, play, do

- Can I speak to Brad, please? I'm sorry, he's _____ his pet now.
- Can I speak to Paul, please? I'm sorry, he's _____ his homework now.
- What about Kelly? No, sorry, she's _____ her pet in the park now.
- Can I speak to Jenny then? Sorry, she's _____ the dishes now.
- Can I speak to Alice or Alex, please? I'm sorry, they're _____ tennis now.

6. Make up negative sentences in Present Progressive.

- the sofa / Sam / is / on / not / sitting.
- Are / playing / not / the cats.
- cooking / Mother / not / my / is
- Reading / friends / her / are / not

7. Make up questions.

- now / Tom / coffee / is / drinking?
- playing / Now / the / boys / are?
- the / skipping / girl / now / is?
- the / eating / fish / cats / are?

8. Complete the phone conversation with present continuous forms of the verbs in brackets.

WILL Hi, Amy. It's Will. Are you busy?

AMY Will, hi. No, (I / watch) TV – nothing important. It's good to hear from you. What (you / do) these days?

WILL That's why (I / phone).

I've just changed my job – I'm now a 'recipe taster.'

AMY What fun! (you / cook) all the time?

WILL No, I've only just started, so (I / work) with another tester.

..... (I / not / cook) the food yet!

AMY It'll be really interesting, though. (I / find) work really boring now.

WILL Amy, (you / always / complain) about your job, but it's really great!

AMY Oh, yeah, standing in the street in the cold and wet, trying to persuade people to talk to me. Actually, (I / not / spend) much time outside at the moment as (I / plan) a new project. But I really want to get into acting.

WILL Yes, (you / always / say) that, but you never do anything about it ...

9. Choose the correct alternative.

1 Thanks to you, I *understand / am understanding* now.

2 The Moon *goes / is going* round the Earth.

3 Listen! Somebody *comes / is coming*.

4 Temperatures *get / are getting* higher each year.

5 I *love / am loving* watching films. We *always go / are going* to the cinema at the weekend.

6 My brother *usually walks / is usually walking* to university, but this week *he goes / is going* by bus.

7 Not again! My sister *always takes / is always taking* my clothes.

8 *Do you wear / Are you wearing* a uniform at your school?

9 I *don't agree / am not agreeing* that it's better to study at home.

10 hat course *sounds / is sounding* really interesting.

10. Match the sentences 1-6 with the correct meaning, A or B.

1 Craig works in an architect's office.	A This is a temporary position. B This is his permanent job.
2 Rhona is staying with her aunt this weekend.	A She usually lives somewhere else. B This is her permanent home.
3 Max sings with a band on Friday evenings.	A This is a changing situation. B This is something he does regularly.
4 Steve can't talk now. He's interviewing someone.	A This is an action in progress. B This is something he does regularly.
5 More men are looking after their children these days.	A This is a permanent situation. B This is a changing situation.
6 Berlin is one of Germany's sixteen states.	A This is a fact – something permanent. B This is a changing situation.

TEST

Present continuous tense Review

Put the verb into the correct form - Present Simple or Present Continuous.

- 1 - "Don't talk so loudly!" — "I (not / to talk) loudly".
- 2 - He (to know) all about the film.
- 3 - Jane (to talk) to a friend at the moment.
- 4 - He (not / to work) on Sundays.
- 5 - Margaret (to love) music and dancing.
- 6 - The dog (to sleep) under the table at the moment.
- 7 - He (not / to like) his job. - I (to think) she (to be) very pretty.
- 9 - I (always / to go) to bed very early.
- 10 - How often a day (you / to eat) ice-cream?
- 11 - She (often / to clean) the house on Saturdays.
- 12 - (they / to go) to the pub every evening?
- 13 - They (now / to learn) to treat animals.
- 14 - He (to sit) on an armchair, (to smoke) a pipe.
- 15 - Good students (always / to study) hard.
- 16 - It (never / to rain) in Summer but it (now / to rain).
- 17 - They (generally / to arrive) early but today they (to come) late.
- 18 - Teachers (to teach).
- 19 - Why (you / not / to fix) it later?
- 20 - Why (you / to fix) it this morning?

PAST CONTINUOUS

1. Form

+	was/were + verb + -ing	I was waiting for you. She was travelling in the Middle East. They were living at home.
-	was/were not + verb + -ing	I was not (wasn't) waiting long. He was not (wasn't) travelling then. We were not (weren't) living there.
?	Was/were ... verb + -ing?	Were you waiting long? (No, I wasn't .) Were they living at home? (Yes, they were .) Where was she travelling ?

2. Past actions and situations

We use the past continuous

- to describe an action or situation happening at or around a time in the past:
I wasn't feeling well that day, so I didn't go out with the others.
- for temporary past situations:
We were living in Beijing at the time of the 2008 Olympics. (We don't live there now.)
- for two actions/situations happening at the same time:
While Rob was playing his match, I was waiting in the car outside.

With these uses of the past continuous, we often use time expressions like **all day long, all the time, the whole evening, from 2 to 5, at 2 o'clock, when, while, etc.**:
Our children were making noise the whole evening yesterday.

3. Annoying past habits (usually with always)

We can use the past continuous to criticize another person's actions, often with *always*:

Karla was always complaining about something or other.

4. Interrupted actions

We use the past continuous and the past simple together to show that one action (past simple) interrupts another action (past continuous):

The bus was going too fast and it hit the car. (The continuous action stops.)

We were having dinner when she arrived. (The continuous action doesn't stop.)

5. Plans that did not happen

The past continuous of verbs like *plan, hope, intend* shows that the action did not happen: *We were planning to come to your party, but Mike was ill so we couldn't make it. I was hoping to study medicine, but my grades weren't high enough so I couldn't.*

4. 6. Background information in a story

We often use the past continuous to describe a 'background' situation in a story:

The sun was shining and the birds were singing. Liza opened the window and looked out.

! We don't usually use continuous forms of state verbs (*like, see, hear, think, agree*).

EXERCISES

1. Decide whether to use 'was' or 'were'.

1. Boris.....learning English. 2. They swimming in the lake. 3. Your father..... repairing the car. 4. I reading a magazine. 5. You..... packing your bag. 6. My

friends watching the match on TV. 7. It raining. The dog barking. 8. The children brushing their teeth. 9. Anne and Maureen singing a song.

2. Fill in the blanks with a correct form of PAST CONTINUOUS:

1. Alice hurt herself while she (skate). 2. I met my neighbor while I (walk) home from work. 3. Sally saw a friend while she (ride) her bicycle along Park St. 4. Peter fell asleep while he (study). 5. Bob stepped on Jane's feet while they (dance) together. 6. I cut myself while I (shave). 7. Mr. and Mrs. Brown burned themselves while they (bake) cookies. 8. Tommy had a nightmare while he (sleep) at a friend's house.

3. Fill in the blanks with a correct form of PAST CONTINUOUS:

1. It was very cold. The sun was not shining. (not / shine). 2. It wasn't a stormy night. The wind (not / blow). 3. He wasn't sleeping. He (look) at the ceiling.
4. They were having a rest. They (not / work).
5. They were very happy. They (enjoy) the party.
6. He was at home. He (watch) a movie on TV.
7. He was getting worse. He (not / recover).
8. We (travel) in the north of Turkey when we were on holiday.
9. She (drive) so fast when the accident happened.
10. I (not / sleep) when you came in.

4. Write the words in brackets in the correct forms in English using Past Continuous Tense.

1. He all day yesterday. (rest)
2. We through the window when mother came in. (look)
3. They a newspaper when I entered. (read)
4. I to her but she. didn't hear me. (speak)
5. I didn't go for a walk because it (rain)
6. When you telephoned I my room. (sweep)
7. They with John's wife when I came in. (talk)
8. While we we heard a shot. (play)
9. She along the embankment when I met her yesterday. (walk)
10. We home when, it started to snow. (go)
11. I very hard when he called. (study)
12. She when his friend arrived. (sleep)

13. They to the lecture when the light went off. (**listen**)
14. She still when we returned home. (**work**)
15. When he his garden he found a silver coin. (**dig**)

5. Write the words in the correct order to make sentences. Put the verbs in the past continuous.

1 at / that man / you / why / stare?
2 not work / during / the strike / there / they
3 where / you / at the start of the year / live?
4 not feel / yesterday evening / I / very well
5 heavily / it / rain / and / the rivers / rise
6 she / talk / always / while / I / watch /
TV.....

6. Read the article and choose the correct words in italics.

METEORITE CRASHES IN TEXAS

At 3.30 p.m. yesterday a large meteorite *crashed / was crashing* to Earth near the small town of Karisville, Texas. Many local people *was / were* doing things outside and were *seeing / saw* it happen. Here are a couple of their reports: “I *washed / was washing* my car when *noticed / was noticing* a bright light in the sky. I *didn’t know / wasn’t knowing* what it was.”

“We *were / did* driving home from the shopping mall when we *heard / were hearing* a loud bang. When we looked up we could see smoke coming from the middle of a nearby field”.

It seems that whatever people *did / were doing*, they *stopped / were stopping* and *rushed / were rushing* to the site of the crush. Local police said that this was foolish but that nobody was hurt.

7. Read the article and choose the correct words in italics.

STEVE FOSSETT

Steve Fossett was always looking for adventure, even as a boy in the 1950s. After some years in business, he *began / was beginning* his well-known adventures, from swimming the English Channel to sailing round the world. But Fossett is best-known for his adventures in the air – in hot-air balloons, gliders and light aircraft.

In 2005 he *broke / was breaking* the record for non-stop flying when he flew round the world in 67 hours without stopping for fuel. A year later, as he *attempted / was attempting* to break the record for the longest flight, he had to stop because part of his engine had failed – but he broke the record, anyway.

Fossett's adventures often put him in danger – in 1998, while he *travelled / was travelling* around the world in a balloon, he almost died *while / when* the balloon fell from the sky. In the end, it was a routine flight that *took / was taking* his life – he was flying a small plane across the Nevada Desert in September 2007 when he *disappeared / was disappearing*. No one could find him, then, some months later, a hiker *walked / was walking* through the mountains in the southern California when he *noticed / was noticing* some personal items which *belonged / were belonging* to the adventurer, and soon afterwards a search party *found / was finding* the wreckage of the plane. Some time later, Fossett's body was found – his adventures were over.

8. Look at the verbs in these sentences and name the tenses (present simple, past simple, present continuous and past continuous).

- 1 At the moment I'm **studying** in my home town.
- 2 Last year my brother **went** away to study.
- 3 He **was having** a great time.
- 4 His friends **are** always **having** parties and **making** noise.
- 5 You always **make** more new friends when you **live** away from home.
- 6 He **sees** that he **needs** to study more.

9. Which tense do we use when we want to talk about

- a present routines and habits?
- b actions that are happening now?
- c temporary actions in the present?
- d changing situations in the present?
- e finished actions or situations in the past?
- f things that are always or generally true?
- g activities in progress at a moment in the past?
- h present states?
- i actions that happen very often and are annoying and irritating?

TEST

Past continuous tense Review

Circle the correct word or phrase.

- 1 I *saw / was seeing* Maria for the first time at Ray's birthday party.
- 2 Richard *watched / was watching* TV when the phone rang.
- 3 When we were on holiday, we *went / were going* to the café almost every day.
- 4 Denise *practiced / was practicing* the song every day until she could sing it perfectly.
- 5 The phone was engaged when I called. Who *did you talk / were you talking* to?
- 6 Mr. Connors *owned / was owning* two houses and a villa in the south of France.

7 Not again! My sister *always takes / is always taking* my clothes.

8 I *did / was doing* my homework as soon as I got home from school.

9 A car came round the corner and I *jumped / was jumping* out of the way.

10 When my dad met my mum, he *worked / was working* as a bus driver.

11 I *got / was getting* up at six o'clock every morning last week!

12 My cousin and I *played / were playing* on the computer when there was a power cut.

FUTURE CONTINUOUS

1. Form

We form the future continuous with ***will + be + the -ing form of the verb***:

+	will + be + verb + ing	I will ('ll) be working . They will ('ll) be waiting . They will ('ll) be watching TV .
-	will not + be + verb + ing	I will not (won't) be coming . It will not (won't) be working . We will not (won't) be leaving then.
?	Will ... be + verb + ing?	Will you be waiting for me? (No, I won't .) Will she be arriving tomorrow? (Yes, she will .) What will you be doing?

2. Actions happening at a future time

We use future continuous to talk about an action that will be in progress at or around a time in the future:

Come to the main door when you arrive at the theatre – we'll be waiting for you inside.
Don't phone me at the office tomorrow. I'll be working at home.

3. Future actions with possible results

We can use the future continuous to talk about a future action

- which may have a result:

I'll be meeting my friends after work so I may be home late.

or which may make another action possible or necessary:

I'll be seeing the doctor tomorrow. Do you want me to ask her about your prescription?

We'll be turning off the water supply for two hours at six o'clock. Please do not turn on your taps during this time.

4. Asking about plans

We use the future continuous to ask polite questions about plans and arrangements:

Excuse me. Will we be stopping for a break during the journey?

EXERCISES

1. Change the verb into the correct form:

1. He (wait) for quite some time.
2. Tomorrow at this time I (dance) at a party.
3. Next week at this time I (sunbathe) at the beach.
4. At 5 o'clock you (help) your brother.
5. This evening at 8 o'clock, she (watch) a movie with her friends.
6. Nicole (have) a hard time.
7. We (smile), and they (cry).
8. Rebecca (clean) the house, and John (wash) the dishes.
9. Tonight they (talk), (dance) and (have) a good time.
10. It (rain) tonight.
11. Tomorrow we (rest) and (have) fun.
12. Tonight at 10 o'clock she (come) home.
13. The day after tomorrow he (move) his apartment.
14. At this time tomorrow, I (sleep) deeply.
15. You (work) very hard to get that deal.

2. Change the verb into the correct form:

1. I (wait) when she (come).
2. They (work) when he (call).
3. He (read) when I (call) him.
4. When the bus (arrive) we (stand).
5. When the party (start), we (talk) outside.
6. When the police (arrive), we (go) north.
7. You (watch) the movie when we (come).
8. It (rain) when she (return).
9. Tiffany (jog) when you (meet) her.
10. The water (boil) when we (come) back.
11. The waiter (serve) when the manager (arrive).
12. When we (call) him, he (rest).
13. Steven (fly) to Italy when his mail (arrive).
14. The kids (play) with the ball when I (call) them.
15. You (sleep) when she (return).

3. Make future continuous 'yes / no' questions:

When the boss comes,

1. _____ (I / sit) here?
2. _____ (John / us) the computer?
3. _____ (Jane and Luke / discuss) the new project?
4. _____ (we / work) hard?
5. _____ (you / talk) on the telephone?
6. _____ (she / send) an email? 7. _____ (they / have) a meeting? 8. _____ (he / eat) lunch?
9. _____ (you / type)?
10. _____ (he / make) coffee?

4. Make sentences with WILL BE -ING:

1. I'm going to watch television from 9 until 10 o'clock this evening. So at 9.30 I
2. Tomorrow afternoon I'm going to play tennis from 3 o'clock until 4.30. So at 4 o'clock tomorrow I
3. Jim is going to study from 7 o'clock until 10 o'clock this evening. So at 8.30 this evening he
4. We are going to clean the flat tomorrow. It will take from 9 until 11 o'clock. So at 10 o'clock tomorrow morning
5. Tom is a football fan and there is a football match on television this evening. The match begins at 7.30 and ends at 9.15. So at 8.30 this evening
6. Don't phone me between 7 and 8. (we / finish) dinner then.
7. A: Can we meet tomorrow afternoon? B: Not in the afternoon. (I / work).
8. Do you think (you / still / do) the same job in ten years' time?
9. If you need to contact me, (I / stay) at the Hilton Hotel until Friday.
10. A: (you / see) Laura tomorrow?
B: Yes, probably. Why?
A: I borrowed this book from her. Can you give it back to her?

5. Ask questions with WILL YOU BE -ING?

1. You want to borrow your friend's bicycle this evening. (you / use / your bicycle this evening?).....
2. You want your friend to give Tom a message this afternoon. (you / see / Tom this afternoon?).....
3. You want to use your friend's typewriter tomorrow evening. (you / use / your typewriter tomorrow evening?).....

4. Your friend is going shopping. You want him/her to buy some stamps for you at the post office. (you / pass / the post office when you're in town?).....

6. Complete the captain's announcement with the future continuous form of the verb in brackets.

“Good afternoon, ladies and gentlemen. This is your captain speaking. Welcome on board today's flight to Las Palmas. Our flight time today will be around five hours and we (fly) at an altitude of 35,000 feet. Weather conditions are good and we (arrive) at Las Palmas at six o'clock local time.

During today's flight we (show) a sections of films. You can find details in the in-flight magazine in the pocket of the seat in front of you. Our cabin crew (pass) through the aircraft with refreshments shortly after take-off. I apologize for the fact that we (not / serve) a hot meal on today's flight. This is due to a strike at the catering company. However, we (offer) you sandwiches and the usual choice of drinks. In a few moments the cabin crew (demonstrate) the safety equipment. Please give them your full attention, then sit back, relax and enjoy the flight. Thank you”

7. Choose the best ending for each sentence, A or B.

1 I'm afraid the head of finance won't be able to meet you tomorrow as	A he'll attend a conference. B he'll be attending a conference.
2 By his time next week	A we're going to lie on the beach.. B we'll be lying on the beach.
3 The au pair will be taking the children to school	A if you are too busy. B tomorrow morning.
4 Don't disturb me tomorrow evening because	A I'll watch the match on TV. B I'll be watching the match on TV.
5 I'll be giving you a lift home	A so you don't need to bring your car. B if you like.
6 You can deliver the dishwasher anytime tomorrow because	A I'll be working from home. B I'll work from home.

8. Rewrite these statement and questions so they are more polite.

1 Are you going to give us extra points for correct spelling?

Will you be giving us extra points for correct spelling?

2 Do we get a pay rise next year?

.....
3 I'm afraid we aren't sending you the documents until next week.

.....
4 Are you going to stay the night?

.....
5 Will you recommend me for a promotion when you see the boss?

.....
6 Unfortunately, we aren't opening the day-care centre next summer.

.....
7 Are you going to bring some food for the picnic?

TEST

Future continuous tense Review

Write the verbs in brackets in the Future Continuous

1. He ____ about that today. (to talk)
2. You two ____ together? (to work)
3. I ____ to you again. (not to speak)
4. What ____ there? (you, to do)
5. The witch hunt has begun, and we ____ the trials. (to run)
6. ____ this floss anymore? (you, to use)
7. So I ____ to my graduation. (to walk)
8. Which of them ____? (you, to play)
9. And Brendan and I ____ the various options we've got in this case sometime next week. (to discuss)
10. And I ____ of you as I drink this... (to think)
11. You ____ your chocolate milk from a standard straw. (to drink)
12. Our lord ____ an announcement shortly. (to make)
13. I ____ right behind you. (to sit)
14. I'm sorry to say that this is not the movie you _____. (to watch)
15. The only thing it ____ tonight is men. (to rain)
16. I ____ with the mayor.
17. And when those vultures fly away into the distance, I ____ with them too. (to fly)
18. No, I'm afraid not but we ____ the hydroponics and the astrophysics laboratories. (to visit)
19. How many ____ for? (I, to cook)
20. Most likely, this or one of its variants is what your enemy _____. (to use)

PRESENT PERFECT

1. Form

We form the present perfect with *have* + *past participle*. The regular past participle ends in **-ed** (finished, worked).

Many common past participles are irregular:

INFINITIVE	PAST PARTICIPLE
<i>be break come dive eat go have</i>	<i>been broken come driven eaten</i> <i>gone had</i>

+	have + past participle	I have ('ve) finished . She has ('s) gone . They have ('ve) broken it.
-	have not + past participle	I have not (haven't) finished . He has not (hasn't) gone . We have not (haven't) broken it.
?	Have ... + past participle?	Have you finished? (Yes, I have .) Has he gone? (No, he hasn't .) Where have you been?

Natural English In speech and informal writing, we usually use short forms of *has*/*have* in positive and negative statements:

I've finished. She hasn't gone.

2. Past experiences

We use the present perfect to talk about actions and experiences that have happened in our lives up to now:

Have you driven an automatic car before? I've travelled a lot.

My father has worked for several different companies.

3. Ever, never, before

We often use *ever* to ask questions about past experiences. It means 'in your life':

Have you ever driven a truck? Has Kemal ever been to an opera?

We use *never* in negative sentences. It means 'not in your life':

I've never swum with dolphins. Caroline's never eaten Chinese food.

We often use *before* to say whether it's the first time done something:

We've been here before. We came for my birthday.

I haven't stayed in a five-star hotel before.

4. Past actions with present results

We can use the present perfect to talk about a past action that has a result in the present:

My car's broken down. They've gone out.

Compare this with the past simple, where the action and the result are both in the past:
My car broke down last year and I couldn't drive it for three weeks.

5. Just, already, recently

We use **just** to talk about actions that happened a very short time ago:

The plane has just landed. The shop has just closed.

Already means 'before the expected time'. We use it in positive sentences:

You've missed the match. It's already finished.

! We don't use **already** in negative sentences: *The parcel hasn't arrived yet.*

! We usually put **just** and **already** before the past participle:

My car has just broken down. Graham's train has already arrived.

2. Still, yet

We use **yet** in questions to ask about something we expect to happen around now, but which hasn't happened at the time of speaking:

Has the six o'clock train arrived yet?

! We don't use **yet** in positive sentences:

I've already paid for the meal.

We use **still** or **yet** in negative sentences when we expected something to happen before now: Our pizzas **haven't come yet**. *I gave my teacher that essay last week but she still hasn't marked it.*

! We usually put **yet** at the end of a question or negative statement:

Has your car been repaired yet?

! We put **still** before **hasn't / haven't**:

We still haven't had our exam results.

10. Unfinished time period + (so far), this morning, today, etc.

We use the present perfect to talk about actions in a time period that is still continuing

- with time expressions *today, this morning, this week, this year*:

I've driven 500 kilometres this week. Have you spoken to Ahmed this morning?

- With **so far** to mean 'up to now':

We've had four holidays so far this year, and it's only September!

11. Repeated actions

We use the present perfect to talk about repeated actions (that may happen again):

I've been there many times. She's phoned five times already.

12. Situations up to the present + for/since, how long

We use **for** (and not **since**) with a period of time (*for an hour, for years*):

David has worked in Mexico for many years. I haven't seen Janice for a long time.

! We don't use **for** before expressions beginning with **all** (*all day, all my life*):

I've worked there all my life.

We use **since** with a particular time, day or date, or with a past event:

David has worked in Mexico since January 2000. I haven't seen Janice since Tuesday.

We use the present perfect to talk about present situations that started in the past:

I've been married for ten years. We've lived here since 2005.

We use *How long?* in questions, usually with the state verbs:

How long have you known Alan?

13. Superlatives, the first time

We often use the present perfect + *ever* with superlative adjectives:

That was the worst film I've ever seen! This is the best holiday we've ever had!

We also use the present perfect with *the first, the second, etc.:*

This is the third time I've visited China, but it's the first time I've travelled in business class.

EXERCISES

1. Fill in the blanks with *ALREADY* or *YET*:

1. He hasn't called us
2. They have sent the letter.
3. John has bought the tickets for the football match.
4. We have been to Mexico three times.
5. You haven't visited Tokyo
6. Has John bought a new car ?
7. The plane has left.
8. Has she done it ? No, not
9. A: Haven't they arrived ? B: Oh, yes. They have arrived.
10. Hurry up! The class has started.
11. Be careful! They have painted the door.
12. Haven't you read the book ?

2. Put the verbs in brackets into PRESENT SIMPLE PASSIVE:

There is a chimpanzee which is called (call) "Bubbles". It (own) by Michael Johnson. It (keep) in his home. It (feed) every day by Michael Johnson himself. It (always / dress) in funny clothes. It (said) that "Bubbles" is Michael Johnson's only friend

3. Complete the following sentences in the present perfect simple tense.

- 1) She _____ (to be) happy all day.
- 2) It _____ always _____ (to snow) here in December.
- 3) Dan _____ (to be) sick for three days.
- 4) Li and Susan _____ (to try) four times already and will not give up.
- 5) The old car _____ (to be) a piece of junk since I bought it.
- 6) We _____ not _____ (to take) this test before.
- 7) My uncle _____ (to be) to China.
- 8) Our father _____ never

_____ (to drive) to California before. 9) I _____ (to speak) to the president before. 10) The old man _____ occasionally _____ (to need) help crossing the street.

4. Choose the correct verb from the list below to complete the following sentences.

take / work / find / see / speak / know / begin do / learn / eat / have / write / give / live / buy / be.

I met Barbara when we were in elementary school. 1. We _____ each other for over twenty years. 2. We _____ many new words since we started this course. 3. That's a wonderful movie. I _____ it three times. 4. Mr. and Mrs. Tonner _____ married for 10 years. 5. You are late! The class _____ already _____. 6. Robert is my neighbor. He _____ next door to me for five years. 7. Mary _____ several letters to her parents since she left home. 8. We _____ in that restaurant several times. 9. Our teacher _____ us a lot of help with the homework assignment. 10. She _____ to her landlord many times about the broken window. 11. We have a new camera. We _____ some beautiful pictures of the grandchildren. 12. They _____ all their homework already. 13. Mrs. Baxter _____ all her groceries for the week. 14. Tommy _____ a bad cold for two weeks. 15. Frank _____ for that company for many years. 16. After three months of looking, she _____ a beautiful apartment to rent.

5. Choose the correct verb from the list below to complete the following sentences. Put the verb in the negative form.

fix / begin / arrive / be / see / stop / speak / buy / read / visit

1. Mathew is waiting on the corner for his girlfriend, but she _____ yet.
2. My brother lives in a different country. I _____ him for two years.
3. Ellie and Bill got a divorce five years ago. They _____ to each other since then.
4. It is only 8:45. The class _____ yet.
5. It started to snow last night and it still _____.
6. She has finally decided which car she wants, but she _____ it yet.
7. I heard that the movie at the Roxy Theater is great, but I _____ it yet.
8. I bought a newspaper today, but I still _____ it.
9. He took his car to the service station yesterday, but they _____ it yet.
10. The Andersons moved out of New York ten years ago and they _____ back to the city since then.

6. Match the questions on the left with the correct answer on the right.

1. Has he finished university yet? A) No, he hasn't. He's still talking.
2. Have you eaten breakfast yet? B) No, I haven't. My wife's still reading it.
3. Have they gotten married yet? C) No, he hasn't graduated yet.

4. Has the president finished speaking yet? D) No it hasn't. The teacher isn't here yet.
 5. Has Mary watered the plants yet? E) No, they haven't finished yet.
 6. Has the doctor seen you yet? F) No, they haven't. They're still engaged.
 7. Has the sun come out yet? G) No, she hasn't. They are still dry.
 8. Have they finished their homework yet? H) No, I haven't. I'll eat in a few minutes.
 9. Has the class begun yet? I) No, he hasn't. He is with another patient.
 10. Have you read the paper yet? J) No, it hasn't. It's still raining.

7. Write sentences and questions in the present perfect, using the words below.

1 I / not finish / the report	<i>I haven't finished the report.</i>
2 you / see / my keys?	<i>Have you seen my keys?</i>
3 we / pay / five games this season
4 you / eat / anything today?
5 our friends / not had / a pet before
6 Sally / break / her mobile phone
7 Clive / use / this computer?
8 I / never drive / an American car
9 the children / see / all the Harry Potter films?
10 Mr. Lopez / not come / to work today

8. Match the sentences 1-8 with the explanations A-H.

1 My computer broke down.	A So I have to water the garden.
2 My computer has broken down.	B This is our first visit.
3 We've been here before.	C He isn't here at the moment.
4 We haven't been here before.	D I couldn't send any emails.
5 He's gone to the post office.	E So I don't have to water the garden.
6 He's been to the post office.	F This isn't our first visit.
7 It hasn't rained yet.	G I can't send any emails.
8 It's just stopped raining.	H He brought back some stamps.

9. Complete the conversation with the words from the box.

already been before ever just never recently still yet

MANDY How are the wedding plans going?

SARAH OK. But there are lots of things I haven't done (1)

MANDY But you've (2) chosen your dress, haven't you?

SARAH No, I (3) haven't seen anything I like.

MANDY Have you (4) to Baxter's? They've got a good selection.

SARAH Really? Their clothes used to be very old-fashioned. But I haven't been there (5)

MANDY It's better now. Actually, there are lots of nice designs in the Nuptia catalogue. Perhaps you should get a dress from them.

SARAH I'm not sure. I've (6) bought a dress from a catalogue.

MANDY Well, at least have a look at it. They've (7) sent me the new edition.
I can bring it around later.

SARAH All right.

MANDY What about the cake? Have you (8) tried the place on Randall Street? They do fantastic cakes.

SARAH I know. But they seemed a bit expensive to me. Of course, I don't really know how much a big wedding cake should cost. I've never bought one (9) !

10. Match sentences 1 and 2 with A and B in each pair.

1 1 How far did you travel?	A I'm asking about today.
2 How far have you travelled?	B I'm asking about yesterday.
2 1 The doctor called this morning.	A It is still morning.
2 We've been to the bank this morning.	B It is now the afternoon.
3 1 How many criminals have you arrested, Sally?	A Sally used to be a detective.
2 How many criminals did you arrest, Sally?	B Sally is a detective.
4 1 Mike did the reports.	A He finished them and went home.
2 Mike has done the reports.	B He is doing the accounts now.
5 1 Sylva has worn glasses for many years.	A She wears contact lenses now.
2 Samantha wore glasses for many years.	B She's just bought a new pair.
6 1 We went there twice in the summer.	A It is still the summer.
2 We've been there several times this summer.	B Now it is winter.

11. Complete the second sentence so it means the same as the first, using the word in brackets. Use two to five words in your answer.

1 It's Friday. We arrived here on Tuesday. (been)

We *have been here for* four days.

2 I haven't seen her for six months. (since)

It's I saw her.

3 I've lived in the same house since I was born. (life)

I've lived in the same house

4 It's three o'clock. The shop closed at one. (two)

The shop has been closed

5 It's years since I wore short trousers. (worn)

..... short trousers for years.

6 The last time I smoked was in January. (since)

I January.

7 Jane's been to the spa three times before. (time)

This is the fourth..... to the spa .

8 I've never eaten such a bad meal. (ever)
This is the worst meal
9 We got to the airport six hours ago. (it)
..... since we got to the airport.

TEST

Present perfect tense Review

Choose the present perfect or past simple.

1. I _____ (see) three police cars this morning (it's still morning).
2. After he _____ (arrive) home, he _____ (unpack) and _____ (go) to bed early.
3. A: What's wrong?
B: I _____ (break) a glass!
4. My grandparents only _____ (know) each other for a few months before they _____ (get) married.
5. I _____ (be) in London for three years. I love it here.
6. We _____ (see) Julie last night.
7. He _____ (be) a teacher before he _____ (become) a musician.
8. When the boss _____ (walk) into the room, we _____ (know) someone was going to get fired.
9. The children _____ (break) a window in the school last week.
10. He _____ (see) that film last year.
11. Lucy _____ (break) her leg, so she can't come skiing.
12. Julie _____ (arrive)! Come and say hello!
13. They _____ (be) cold when they _____ (arrive) home.
14. Jack _____ (break) his arm when he _____ (fall) off a horse in 2005.
15. I _____ (know) about the problem for months, but I _____ (not / find) a solution yet.
16. A: When _____ (you / arrive)? B: At 10pm last night.
17. She _____ (be) a teacher for ten years, and she still enjoys it.
18. How long _____ (you / know) Jill? I know you see her often. 19. I _____ (see) the sea before.
20. A: Hello
B: Hi Mum, it's me. I just wanted to say I _____ (arrive) safely and everything is fine.

PAST PERFECT

1. *Past perfect simple*

We form the past perfect simple with *had + past participle*.

+	had + past participle	I had already seen the film. She had met him before. We had finished early.
-	had not + past participle	I had not (hadn't) seen it before. He had not (hadn't) met her before. They had not (hadn't) finished the job.
?	Had ... + past participle?	Had you seen the film? (Yes, I had .) Had they finished the job? (No, they hadn't .) Where had he met her before?

2. *Past perfect continuous*

We form the past perfect continuous with *had + been + the -ing form of the verb*.

+	had + been + verb + ing	I had been watching them. She had been learning the language. We had been working hard.
-	had + not (hadn't) + been + verb + ing	I had not (hadn't) been watching them. He had not (hadn't) been learning the language. They had not (hadn't) been working hard.
?	Had ... been + verb + ing?	Had you been watching them? (Yes, I had .) Had they been working hard? (No, they hadn't .) Which language had you been learning ?

3. *The order of past action*

We can use the past perfect to show which action happened first:

(2) *Before I finally found a job, (1) I had been to about thirty interviews.*

We often use adverbs of time with the past perfect:

Four years earlier, she had become the first American female pilot in space.

By the time Grace decided to apply for the job, the position had been filled.

We often use the past perfect in stories to show a series of events in the past:

There was no answer from the house. No face at the window. Time had stopped here ... Where was she? Where had she gone? The grass had grown thick ... (from Ghostwalk, by Rebecca Stott)

4. *Past perfect or past simple?*

We usually use the past simple, not the past perfect

- If the order of action is clear: *I got my first job after I left university.*

- If the order of actions is the same as the order of the verbs in the sentence. Compare:

*When I got to the café, everyone **ordered** their drinks.*
 (= First, I got to the café, then everyone ordered their drinks.)

*When I got to the café, everyone **had ordered** their drinks.*
 (= First, everyone ordered their drinks, then I got to the café.)

5. **Giving reasons**

We can use the past perfect to give a reason for an action or situation, often with because:

*Eileen Collins became the commander **because** she **had already flown** as a space pilot.*

*Emily was unhappy – her husband **hadn't bought** her a birthday present.*

6. **Superlatives**

We often use past perfect (and ever) with superlative adjectives:

*It was the **worst meal I had ever eaten!** I never went there again.*

We also use the past perfect after *it was the first, second, etc.:*

*We went to Egypt in 1996. It was **the first time we'd travelled** outside Europe.*

7. **Past perfect continuous**

We use past perfect continuous to talk about the action or situation that was happening in the past before another action or time:

*I **had been learning** French for five years *when I went to live in Paris.**

*'How long **had you been living** in house when you sold it?' 'Oh, about a year.'*

We usually introduce the second action with when:

*He'd been taking driving lessons for years *when he finally passed the test.**

8. **Emphasizing time and giving reasons**

The past perfect continuous often emphasizes a period of time:

*Pizarro **had been exploring** for twenty years *when he went to Peru.**

We can use the past perfect continuous to give a reason for an action or feeling in the past:

*Derek was very tired *when he arrived* – **he'd been driving** in heavy traffic all afternoon.*

9. **Comparison with other forms**

Notice the difference between the past continuous and the past perfect continuous:

*When I arrived home, Brad **was washing** the car. (He was still washing it.)*

*When I arrived home, Brad **had been washing** the car and he was wet. (He was no longer washing the car.)*

The difference between the past perfect simple and past perfect continuous are similar to the differences between the present simple and continuous:

*I called Jane after **I'd written** my essay. (The essay was finished.)*

I called Jane after I'd been writing my essay for two hours. (The essay wasn't finished.)

- We use the past perfect simple with a number or amount:
I called Jane after I'd read half the reports.
I gave up after I'd phoned six times without getting through.
- We do not usually use the past perfect continuous with state verbs.

EXERCISES

1. Make past perfect simple 'yes / no' or 'wh' questions:

1. _____ (you / go) there before we went together?
2. _____ (she / see) the film already?
3. Why _____ (he / forgot) about the meeting?
4. _____ (it / be) cold all week?
5. _____ (I / read) the book before the class?
6. When she arrived, _____ (we / eat) already?
7. Where _____ (you / be) when I saw you?
8. _____ (they / travel) by bullet train before?
9. _____ (John / meet) Lucy before they went on holiday together?
10. _____ (you / do) your homework before I saw you? 11. Where _____ (she / work)? 12. _____ (I / pay) the bill before we left? 13. _____ (we / visit) my parents already that winter?
14. When you called, _____ (they / eat) dinner?
15. How _____ (he / manage) to fix the cooker?
16. _____ (my sister / be) sick for a long time?
17. How much _____ (she / study) before the exam?
18. What _____ (you / cook) for dinner that night?
19. When _____ (they / arrive)?
20. How many coffees _____ (she / drink) before the interview?

2. Choose the correct verb from the list below to complete the following sentences. Put the verb in the past perfect tense (had & past participle).

1. When I got to the house, Mary wasn't there. She _____ already _____.
2. I didn't recognize my old classmate because she _____ so much.
3. We were late for the show last night. By the time we got to the theater, the movie _____ already _____.
4. Yesterday I went on my first plane trip. I was very nervous because I _____ never _____ before.

5. I couldn't eat much dinner last night because I _____ such a big lunch. 6. I couldn't buy any groceries last night because when I got to the supermarket, it _____ already _____.

7. Last week our teacher gave back the essays we _____ the week before.

8. The house was quiet when Andrew got home. Everyone _____ to bed several hours earlier.

9. They got to school late yesterday. The bell _____ already _____.

10. Sheila couldn't come to my house last night because she _____ already _____ other plans.

11. We couldn't find the house. It was clear that he _____ us the wrong address.

12. Annie didn't want to come to the movie with us because she _____ it the week before.

13. By the time the police arrived at the bank, the robber _____ already _____.

14. I couldn't get into my apartment when I came home from work last night because I _____ to take my key.

3. Complete the following sentences using the past perfect tense and the words provided.

Ex. I didn't meet Ellie for lunch because.... (she/eat/) I didn't meet Ellie for lunch because she had already eaten.

1. My trip to New York was very exciting because.... (I/not be/before) _____

2. I couldn't see the doctor because.... (he/already/ leave the office) _____

3. I couldn't buy the car I wanted because.... (the car dealer/ already/ sell) _____

4. We couldn't see the new exhibit because.... (the museum/already/close) _____

4. Complete the following sentences in the past perfect simple tense.

1. She _____ (to write) six letters before she got a response. 2. It _____ always _____ (to snow) here before 1978. 3. Dan _____ (to be) sick for three days before he got better. 4. Li and Susan _____ (to try) four times before they gave up. 5. My father's old car _____ (to run) very well before he sold it. 6. We _____ not _____ (to take) the test before. 7. My uncle _____ (to visit) China several times in the past, so this visit was nothing new. 8. Our father _____ never _____ (to drive) to California. 9. I _____ (to speak) to the president twice before, so I was not that nervous. 10. The old man _____ occasionally _____ (to need) help crossing the street.

5. Which action comes first in each sentence? Write 1 or 2 after the verbs.

- 1 Russell realised [2] his mistake only hours after he had sent [1] the money.
- 2 When Kris arrived [] at the station, the group had already left [].
- 3 When Kris arrived [] at the station, the group left [].
- 4 Mandy had asked [] her father to lend her the car before, but this time he agreed [].
- 5 Sam had been [] in the room for some time before he realised [] it was the wrong class.
- 6 By the time the builder completed [] the work, we had already moved in [].
- 7 When the builders had completed [] the work, we moved in [].
- 8 Jelena started [] the course because she hadn't found [] a job.
- 9 Kevin got [] the job because he had been [] the best interviewee.

6. Read these sentences from novels and choose the correct words in italics.

- 1 Her mother *had / had had* a beautiful voice, both when she *sang / had sung* and when she
talked / had talked.
- 2 The girls were still there, standing where he *saw / had seen* them earlier.
- 3 Liesel's treat was a ride in a car. She was *never / had never been* in one before.
- 4 The man was very pleasant, reminding him that they *met / had met* at Adam's wedding.
- 5 As Joe walked away, he *felt / had felt* that he *said / had said* goodbye to the last phase of
his youth.
- 6 She stepped out of the bath, *reached / had reached* for the towel the maid *left / had left* for
her and *wrapped / had wrapped* it around her.

7. Complete the text with the words in brackets. Use the past simple or past perfect.

Leyton stared at the expanse of the Atlantic Ocean in front of him. He (1) *had finally come* (finally / come) to the end of his journey. Several months ago he (2) (not / know) whether the journey would really be possible. After all, he (3) (recover) from his illness only weeks before he (4) (make) the decision – well, it was because of the illness that he (5) (decide) to do this, to prove it was possible. Then, after a few weeks of planning and worrying, he (6) (set out), starting from the northernmost point of the country and walking, on his own, to the southernmost point. And here he was, at the end of his journey – he (7) (achieve) his aim. And he (8) (realise) now that it was the most exciting thing he (8) (ever / do) – and probably ever would do – in his life.

8. Write sentences in the past perfect continuous and the past simple using the words below.

1 The explorers / sail/ for days / when they / finally see / land

The explorers had been sailing for days when they finally saw land.

2 How long / you work there / when you / become / a director?

.....

3 I / not sleep / well / for weeks / when I / have / the accident at work

.....

4 Paul / work / really long hours / for six months / when he / become ill

.....

5 How long / Sarah / take / the medicine / before she / get better?

.....

6 We / not save / hard enough / so we / not can / go on holiday with the others

.....

9. Complete the sentences with the past perfect continuous of the verbs from the box.

not listen not wear play rain run work

1 Jack was feeling exhausted because he *had been running* for three hours.

2 Barry and Gill were soaked when they arrived because it heavily.

3 Emma found the essay difficult because she in the lecture.

4 Yolanda fell asleep at her desk because she too hard.

5 The children were dirty because they in the garden.

6 Will had got really sunburnt because he any sunscreen.

10. Complete the email with phrases from A-H below.

Hi Liz

Just a quick email to say that I think everyone's ready for the trip tomorrow. I rang round the students this evening to check. Grace has finally got the train ticket – she (1) for it for ages because they (2) a mistake with the time of the train. Irina (3) for the ticket when I spoke to her, so I told her to go online and print it out from there. Lily seems on top of things – she (4) when I called. Oh, Grace had to go out at the last minute and buy a new bag as she (5) two bags before she realised that we can only check in one piece of luggage!

By the way, I haven't got details of the hostel yet. When I spoke to the travel agent yesterday, they (6) enquiries about a better one earlier in the day, and they were waiting to her back. They're going to call me first thing tomorrow morning. They've been really good, actually – they (7) to change the hostel before calling me because they weren't happy with the first one.

I must go. I (8) to pack before I called the students so I'll finish now. I'll see you at the airport tomorrow evening.

A was starting
B had made

D was packing
E had packed

G had decided
H had been
waiting

C had been F was still waiting
making

TEST

Past perfect tense Review

Past or Past Perfect Tense – Simple: Fill in the correct form.

1. Mary _____ (give) me Tony's address before she left.
2. When the boys arrived at the cinema, the film _____ (already, start).
3. Before we reached the station we saw that we _____ (lose) our way.
4. All the tickets _____ (be) sold before the concert began.
5. They took a shower after they _____ (finish) the game.
6. I asked Mr Green how many books he _____ (read)
7. Mum asked me why I _____ (not tidy) up my room.
8. Bob was sorry that he _____ (told) me the story.
9. Alan watched TV after he _____ (have) lunch.
10. The sun _____ (shine) yesterday after it _____ (be) cold for many weeks.
11. Uncle David _____ (go) to the doctor after he _____ (be) ill for a month.
12. Before the police _____ (catch) the thief, he _____ (steal) two more watches.
13. Mum once _____ (paint) a picture although she _____ (never, learn) it.
14. I _____ (not tell) my teacher that my mum _____ (help) me with my homework.
15. I _____ (be) very angry when I _____ (see) that my brother _____ (eat) my apple.
16. The bike _____ (be) much more expensive than he _____ (think) at first.
17. Dad _____ (drive) me home after I _____ (fall) into the water.
18. Marion _____ (ask) me what _____ (happen) to me last week.
19. We _____ (eat) two Big Macs before we _____ (go) home.

20. Paul _____ (not say) that he _____ (take) Albert's watch.

21. The days _____ (become) colder after it _____ (snow).

22. Martin _____ (tell) me that he _____ (be) in London.

23. I _____ (feel) great after I _____ (pass) the exam.

24. It _____ (be) Freddy who _____ (clean) the room.

25. When I _____ (get) off the bike I _____ (see) that one of those tires _____ (lose) air.

26. I _____ (be) sorry that I _____ (not be) nicer to him.

27. Nobody _____ (come) to the meeting because Angela _____ (forget) to tell them about it.

28. I know that I _____ (see) her somewhere before.

29. Because she _____ (not check) the oil for so long, the car _____ (break) down.

30. She couldn't find the book that I _____ (lend) her.

31. They never _____ (never find) where he _____ (hide) the money.

32. It was a firm that I _____ (never hear) of.

33. When she _____ (come) in we all knew where she _____ (be)

34. The lesson _____ (already start) when I _____ (arrive).

35. When I _____ (get) to the park I found out that I _____ (lose) my keys.

36. She told me that she _____ (work) in Germany.

37. When he _____ (paint) the kitchen he _____ (decide) to have a rest.

38. After I _____ (finish) the report, I saw that it _____ (be) too late.

FUTURE PERFECT

1. Future perfect simple

We form the future perfect simple with *will + have + past participle*.

+	will + have +	I will ('ll) have worked.
---	----------------------	----------------------------------

	past participle	He will ('ll) have worked . They will ('ll) have arrived .
-	will not + have + past participle	I will not (won't) have worked . It will not (won't) have finished . We will not (won't) have stopped .
?	Will ... + have + been + past participle?	Will you have worked ? (No, I won't .) Will she have finished ? (Yes, she will .) What will you have done ?

2. *Future perfect continuous*

We form the future perfect continuous with *will + have + been + the -ing form of the verb*.

+	will + have + been + verb + ing	I'll have been working . He'll have been waiting . They'll have been watching TV .
-	will not + have + been + verb + ing	I will not (won't) have been working . It will not (won't) have been working . We will not (won't) have been skiing .
?	Will ... + have + been + verb + ing?	Will you have been swimming ? (No, I won't .) Will she have been waiting ? (Yes, she will .) What will you have been doing ?

3. *Completed actions*

We use the future perfect for actions which we expect to be completed by a particular time in the future:

We'll have got back and had a shower by seven
(= We will get back before seven o'clock).

We usually use time expressions with the future perfect:

He'll have arrived by this evening.
Do you think your guests will have left before we get there?

4. *Actions in progress*

We use the future perfect continuous to talk about an action which is happening up to a particular time in the future. The action may stop at that time or it may continue after it:

By next Friday I'll have been waiting for my exam results for over two months!

We can use this form, usually with *so*, to explain the reason for a future situation:

We'll have been skiing all day so we'll be ready for a meal!
They'll have been working since eight o'clock so they'll be tired.

Compare the future perfect simple and continuous:

By ten o'clock I'll have finished my homework. (emphasis on the completed action)

By nine o'clock I'll have been working on my essay for four hours. (emphasis on 'how long')

EXERCISES

1. Read the conversation and choose the correct word in *italics*.

1 A Shall we go out this evening?

B OK, but only after seven. I (1) *won't have / won't* finished my homework until then.

A That's OK. I'm working on my project this evening but I'll (2) *done / have done* most of it by seven-thirty, so I can phone you then.

2 A Carol's lost a lot of weight!

B Yes, she's been on a very good diet. By next week she'll have been (3) *go / going* to a weight loss class for over six weeks! If she carries on like this she'll (4) *have / has* lost over five kilos by the end of the month.

3 A Will you (5) *have / been* finished plastering this room by the weekend?

B Yes. I hope so.

A Great. So will we be able to paint the room on Monday?

B Wait until Wednesday. The new plaster (6) *didn't try / won't have dried* until then.

4 A Excuse me, nurse. I've been waiting here for ages.

B I'm sorry. The doctor's very busy. She'll probably be able to see you after four.

A And by then I'll (7) *be / have been* waiting here for more than six hours!

2. Complete the sentences with the verb in brackets. Use the future perfect or, where possible, the future perfect continuous form.

1 By the end of next month I'll *have been living* here in Spain for six years. (live)

2 I'll ask Jane to call you back at twelve. Her meeting by then. (end)

3 When he retires next year, Adam here for more than twenty years. (work)

4 I'll have more free time after September because the children to school by then.

(go back)

5 My best friend is doing a 'round-the-world' trip. By this time next week she for

more than six months. (travel)

6 Don't worry. By the time you get here, my mother-in-law ! (leave)

7 the project in time for the meeting? (the team, complete)

8 It's really long flight. We in the same seats for over fourteen hours

so we'll be exhausted when we get there. (sit)

9 You can't stay here next week. Wethe decorating. (not finish)

3. Rewrite the sentences with the words in brackets.

Example: The meal will be ready sooner than at 6 o'clock. (finish)
I will have finished the meal by 6 o'clock.

1. You will get the photographs on Friday. I the photographs by the end of the week. (take)
2. Call me later. I will know the information. When you call me I the information. (find out)
3. I will be here tomorrow, but Tim is going to leave today. I will still be here tomorrow, but Tim (leave)
4. Clare will have nothing to do in half an hour. Clare her work in half an hour. (finish)
5. In summer there will be two new houses in this field. By next winter they two new houses in this field. (build)
6. When we come to the station, the train will be already there. The train at the station before we come there. (arrive)
7. I will have 150 lessons in the English course. I 150 lessons when the English course ends. (attend)
8. We will have no bread tomorrow. We all that bread by tomorrow. (eat)
9. They will be in the middle of the journey when they reach York. They half of the journey in York. (do)
10. If you don't hurry, you won't meet anyone at the party. Hurry up or everyone home by the time you get to the party. (go)

4. Use the verbs in brackets to complete the sentences.

1. I'll tell you tomorrow. I by then. (decide) 2. When you come next time, we in a new house. (move)
3. By the time we reach the coast, the storm (end) 4. In two years's time I my university studies. (finish)
5. He the film before he retires. (complete) 6. Next year we in Spain for ten years. (be)
7. Don't worry. I the manager by noon. (contact)
8. The dinner will be ready when we get back. Mum it. (cook)
9. Please, call again later. Mr. Jones by two o'clock. (return)
10. The garden party will be in July. Do you think the grass in time? (grow)

5. Correct mistakes.

1. In two years' time we will have reconstruct our house. In two years' time we our house.
2. Will have your father returned by Sunday? by Sunday?
3. My friend will taken up a new job before summer. My friend a new job before summer.
4. Will you prepared everything for me when I arrive? everything for me when I arrive?
5. Will you have gone to bed until midnight? to bed ?
6. By the end of next week Sharon has come back from Greece. By the end of next week Sharon from Greece.
7. We will have tidy up the rooms before our guests appear. We the rooms before our guests appear.
8. Next month we will be married for five years. Next month married for five years.
9. The translation will be ready when you need it. Greg is going to do it by then. The translation will be ready when you need it.
10. Greg it by then. At the end of this exercise I will correct ten mistakes. At the end of this exercise I ten mistakes.

TEST

Future perfect tense Review

Fill in the correct form of Future Perfect.

1. It's late so she _____(finish) her work by now.
2. By the end of the year _____(be) in Madrit for three years.
3. Jane _____(cook) dinner by 5 o'clock.
4. The play _____(start) by the time we get to the theatre.
5. It's 8 so he _____(go) to work by now.
6. Don't worry. You _____(get) the money back in a year's time.
7. y the time she gets married I _____(have) a child.
8. My brother _____(come) back by next Sunday.
9. They _____ (Build) my house before the end of July.
10. You can phone her as she _____(wake up) by now.
11. By the end of the month Ken _____(work) with me for a year.
12. The president _____(change) by this time next year.
13. I _____(save) 500\$ by the end of the month.
14. By next year I _____(know) her for twenty years.

15. I'll be free as I _____ (leave) the office by that time.

16. By the time you get up Jim _____ (eat) all the food from the fridge.

17. I will have written all letters to my friends before Friday.

18. John _____ (sell) all his flats by next summer.

19. They _____ (argue) a couple of times by the end of the week.

20. My son _____ (forget) all English by the end of the holiday.

MODAL VERBS

Модальні дієслова виражають не дію, а ставлення мовця до дії, дія ж виражається інфінітивом, який вживається після модальних дієслів.

I **can** **do** this work. *Я можу зробити цю роботу.*

I **must** **do** this work. *Я повинен зробити цю роботу.*

Дія в цих реченнях виражається дієсловом **to do**, а дієслова **can** і **must** виражають ставлення мовця до дії.

Модальні дієслова не мають форми інфінітива, також не вживаються з часткою **to**.

Після модальних дієслів частка **to** перед наступним інфінітивом не вживається (виняток: ought).

He **must** **come** to take a book.

Він повинен прийти взяти книгу.

В третій особі однини Present Indefinite модальні дієслова не приймають закінчення **-s**.

Питальна та заперечна форми модальних дієслів утворюються без допоміжного дієслова **to do**.

May I ask you a question? *Дозволите вас запитати?*

You **must not** **be** late. *Ви не повинні запізнюватись.*

Всі модальні дієслова не мають форми майбутнього часу, а дієслово **must** не має також форми минулого часу.

Для вираження часових форм, яких не мають модальні дієслова, вживають замінники модальних дієслів.

МОДАЛЬНІ ДІЄСЛОВА ***MUST, TO HAVE, TO BE OBLIGED, TO BE***

Дієслово **must** виражає необхідність чи обов'язковість виконання дії:
You **must** do this work.

Ви повинні зробити цю роботу.

Замінники **to have** і **to be obliged** виражають повинність у значенні вимушеності:

I had to do this work.

Я повинен був зробити цю роботу.

We shall have to do this work.

Ми повинні будемо зробити цю роботу.

I was obliged to do this work.

Я повинен був (був змушений) зробити цю роботу.

Дієслово **to be** у функції замінника модального дієслова **must** виражає повинність внаслідок домовленості чи запланованості:

He was to come at 7 o'clock.

Він повинен був прийти о 7 годині.

Після дієслів **to have** і **to be**, що виражають модальність, інфінітив наступного дієслова вживається з часткою **to**.

He had to finish his work yesterday.

Він повинен був закінчiti роботу вчора.

У минулому часі замість дієслова **must** використовується замінник **had to**:

I was very hungry. I had to eat something.

Я дуже зголоднів. І мусив щось з'їсти.

Різниця між **mustn't** і **don't need to**. **Mustn't** означає *не можна*, а **don't need to** – *не потрібно, не обов'язково*. Порівняйте:

You don't need to go. You can stay here if you want.

Вам не потрібно йти. Ви можете залишитися тут, якщо ви хочете.

You mustn't go. You must stay here.

Ви не повинні йти. Ви повинні залишитися тут.

МОДАЛЬНІ ДІЄСЛОВА *CAN (COULD), TO BE ABLE*

Дієслово **can** (**could** в минулому часі) виражає фізичну можливість, яка не залежить ні від яких обставин.

He can speak English.

Він може (вміє) говорити англійською.

I can lift this box.

Я можу підняти цей ящик.

You can go home.

Ти можеш іти додому. (можливість)

Дієслово **can** не має майбутнього часу. У майбутньому часі замість **can** вживається сполучення **to be able to** – бути спроможним.

Will he be able to do this work?

Він зможе зробити цю роботу? (фізична можливість)

МОДАЛЬНІ ДІЄСЛОВА *MAY (MIGHT)*

Дієслово **may** (**might** в минулому часі) виражає дозвіл, припущення чи побажання.

You **may** go home.

Ви можете (вам дозволено) йти додому.

It **may be** rain tomorrow.

Завтра може бути дощ.

May success **attend** you!

Нехай вам щастить!

МОДАЛЬНІ ДІЄСЛОВА *SHALL, SHOULD*

Дієслово **shall** виражає повинність з відтінком наказу:

You **shall do** this work at once.

Ви повинні зробити цю роботу негайно.

Дієслово **should** виражає повинність з відтінком поради, докору, жалю:

You **should enter** the Institute.

Вам слід поступити в інститут.

У сполученні з Perfect Infinitive дієслово **should** виражає жаль про невиконану дію.

You **should have done** this work.

Вам слід було зробити цю роботу (але ви її не зробили).

МОДАЛЬНЕ ДІЄСЛОВО *OUGHT*

Дієслово **ought to** виражає необхідність того, чого слід очікувати згідно з логікою речей, моральний борг, бажаність дій:

Comrade Petrov **ought to know**, that for he is a skilled engineer.

Товариш Петров повинен це знати, оскільки він кваліфікований інженер.

You **ought to help** your friend.

Ви повинні (вам слід) допомогти вашому другу.

У сполученні з Perfect Infinitive дієслово **ought** виражає дію, яка не відбулась в минулому:

You **ought to have helped** your friend at that moment.

Вам слід було допомогти вашому другу в той момент.

МОДАЛЬНІ ДІЄСЛОВА *WILL, WOULD*

Дієслово **will** виражає бажання, волю, рішучість, прохання:

I **will** gladly **help** you.

Я радо вам допоможу.

Will you **come in**, please?

Заходьте, будь ласка.

Дієслово **would** у заперечному реченні виражає небажання виконати дію в минулому:

He **wouldn't** do it.

Він не хотів робити цього.

У питальному реченні **would** виражає ввічливе прохання:

Would you give me your book?

Дайте мені, будь ласка, вашу книгу.

EXERCISES

1. Complete the sentences. Use must + these verbs:

be eat go learn meet wash win

1. I'm very hungry. I must eat something.
2. Marilyn is a very interesting person. You _____ her.
3. My hands are dirty. I _____ them.
4. You _____ to drive. It will be very useful.
5. I _____ to the post office. I need some stamps.
6. The game tomorrow is very important to us. We _____.
7. You can't always have things immediately. You _____ patient.

2. Write I must or I had to.

1. I had to walk home last night. There were no buses.
2. It's late. _____ go now.
3. I don't usually work on Saturdays, but last Saturday _____ work.
4. _____ get up early tomorrow. I've got a lot to do.
5. I went to London by train last week. The train was full and _____ stand all the way.
6. I was nearly late for my appointment this morning. _____ run to get there on time.
7. I forgot to phone David yesterday. _____ phone him later today.

3. Complete the sentences. Use mustn't or don't need to + one of these verbs:

forget go hurry lose phone wait

1. I don't need to go home yet. I can stay a little longer.
2. We have a lot of time. We _____.
3. Keep these papers in a safe place. You _____ them.
4. I'm not ready yet, but you _____ for me. You can go now and I'll come later.
5. We _____ to turn off the lights before we leave.
6. I must contact David, but I _____ him. I can send him an email.

2. Write don't need to / had to / must / must / mustn't.

MUM: Come on, Alice. You _____ hurry up.

ALICE: I'm ready. I _____ phone Jamie, and he talked and talked. That's why I'm a bit late.

MUM: Let's go. The train leaves in 20 minutes.

ALICE: Just a minute. Where's my umbrella?

MUM: You _____ take that. It's a beautiful day.

ALICE: OK. So where's my sun hat? I _____ forget that.

MUM: Alice, we _____ leave NOW.

3. Write must / mustn't / had to / don't need to.

1. You don't need to go. You can stay here if you want.

2. It's a fantastic film. You must see it.

3. The restaurant won't be busy tonight. We _____ reserve a table.

4. I was very busy last week. I _____ work every evening.

5. I want to know what happened. You _____ tell me.

6. You _____ tell Sue what happened. I don't want her to know.

7. I _____ hurry or I'll be late.

8. "Why were you so late?" "I _____ wait half an hour for a bus".

9. We _____ decide now. We can decide later.

10. It's Liza's birthday next week. I _____ forget to buy her a present.

4. Complete the sentences. Use have to or has to + these verbs:

do hit read speak travel wear

1. My eyes are not very good. I _____ glasses.

2. At the end of the course all the students _____ a test.

3. Sarah is studying literature. She _____ a lot of books.

4. Albert doesn't understand much English. You _____ very slowly to him.

5. Kate is not often at home. She _____ a lot in her job.

6. In tennis you _____ the ball over the net.

7. Complete the sentences. Use have to or had to + these verbs:

answer buy change go walk

1. We _____ home last night. There were no buses.

2. It's late. I _____ now. I'll see you tomorrow.

3. I went to the supermarket after work yesterday. I _____ some food.

4. This train doesn't go all the way to London. You _____ at Bristol.

5. We did an exam yesterday. We _____ six questions out of ten.

8. Complete the questions. Some are present and some are past.

1. I have to get up early tomorrow.
What time do you have to get up?
2. George had to wait a long time.
How long _____?
3. Liz has to go somewhere.
Where _____?
4. We had to pay a lot of money.
How much _____?
5. I have to do some work.
What exactly _____?

9. Write I have to in the correct verb form.

Jessica is a young tennis star. She _____ practice most days before school. She goes *to the gym a lot too, but she thinks that is a bit boring. Sometimes she says to her coach, “You know I hate the gym. _____ do my exercises today?*

Jessica's father was a professional tennis player, but in those days players _____ **practice so much. He's a bit worried about Jessica and asks her mother**, “How long _____ play every morning?” “About 90 minutes. She _____ do it if she doesn't want to, but she loves it. And I'm afraid, nowadays, you _____ practice if you want to be the best.”

10. Write can / can't / could / couldn't.

1. I _____ easily carry this trunk to the station.
2. He said that he _____ ship the goods in September.
3. When he was young, he _____ run a mile in less than five minutes.
4. He _____ have done it, it is very unlike him.
5. Why did you stop at a hotel? You _____ have spent the night at my house.
6. I said that he _____ have miss the train, as he have left the house very early.
7. If I had received his letter last week, I _____ have helped him.

11. Write may / might.

1. You _____ take any book you like.
2. She told him that he _____ go home.
3. He _____ come tonight, but I'm not sure.
4. I gave him the text-book so that he _____ learn his lesson.
5. I said that he was not in the house, but he _____ be in the garden.
6. I _____ come and see you next summer, but my plans are not fixed.
7. _____ I have another cup of tea?

12. Complete the sentences. Use you should + one of these verbs:

eat go take visit watch wear

1. When you play tennis, _____ the ball.
2. It's late and you're very tired. _____ to bed.
3. _____ plenty of fruit and vegetables.
4. If you have time, _____ the Science Museum. It's very interesting.
5. When you're driving, _____ a seat belt.
6. It's too far to walk from here to the station. _____ a taxi.

13. Write sentences with I think ... should and I don't think ... should.

1. We have to get up early tomorrow. (go home now) *I think we should go home now.*
2. That coat is too big for you. (buy it) *I don't think you should buy it.*
3. You don't need your car. (sell it) _____.
4. Karen needs a rest. (have a holiday) _____.
5. Sally and Dan are too young. (get married) _____.
6. You are not well this morning. (go to work) _____.
7. James isn't well today. (go to the doctor) _____.
8. The hotel is too expensive for us. (stay there) _____.

14. Match the sentence endings to the beginnings.

*shouldn't spend too much money
should do yoga
should read it
should sit on it
should turn your phone off
should buy them
shouldn't eat so many cakes*

1. David has a bad back, so I think he _____.
2. This book is fantastic. You _____.
3. When you're in the cinema, you _____.
4. These boots are fantastic! I think you _____.
5. If you want to stay thin, you _____.
6. That chair isn't very strong, so I don't think you _____.
7. It's a beautiful ring, but you _____.

15. Paraphrase the following sentences referring them to the future and to the past:

1. I can speak German very well.
2. You may watch television and listen to the radio in the evening.
3. You must learn to play a musical instrument.
4. She must bake a cake today.
5. You must learn foreign languages.

6. They should remind her of the excursion.
7. I can play football very well.
8. She can play badminton in the open air.

16. Write can / may / must / should / ought.

1. I ___ ski very well.
2. ___ he play the violin?
3. My sister ___ cook very well.
4. You ___ visit your friends.
5. She ___ see this performance.
6. You ___ visit the countryside.
7. You ___ learn to play the guitar.
8. You ___ watch outdoor sports.

TEST

Modal Verbs Review

Choose the correct item.

1. Under no circumstances _____ leave home after dusk.
a) you mayn't b) you can't c) you mustn't
2. You _____ repair the car. It's already been repaired.
a) can't b) mustn't c) needn't
3. When Mr. Lee was younger, he _____ work in the garden for hours, but now he has to take frequent rests.
a) must b) should c) could
4. Isn't Peter Reeves a banker? – Yes. Why don't you talk to him? He _____ to help you with your loan.
a) is able to b) could c) may
5. Do you hear that squeak? What is it? – I don't know. It _____ a mouse. Isn't that what a mouse sounds like?
a) may be b) must be c) should be
6. It _____ rain this evening. Why don't you take an umbrella? – That's a good idea. _____ I borrow yours?
a) will / can b) must / could c) might / may
7. Soldiers _____ disobey a superior officers.
a) must/have to b) must not c) don't have to
8. To stay alive, people _____ breathe oxygen.
a) must/have to b) must not c) may
9. Look at all the children waiting for the bus. What time is it? – It _____ be after 3:00. That's when school is out.
a) must b) might c) can

10. I heard that Jose has received a scholarship and _____ to attend the university in the fall. – Wonderful! He _____ be very happy to have the matter finally settled.
a) will be able / must b) can / may c) could / might

11. Excuse me. Could you tell me which bus I _____ take to get to City Hall? – Bus number 63 _____ go there. But maybe you'd better ask the driver.
a) should / might b) may / will c) must / is able to

12. What does Mr. Griffin do for a living? – Nothing. He's very rich. He _____ work for a living.
a) must not b) shouldn't c) doesn't have to

13. Why are you so late? – I _____ my aunt to the airport. The traffic was terrible.
a) could take b) must have taken c) had to take

14. I need some help with this table. _____ you lift the other end, please? – Sure, just a second.
a) may b) should c) could

15. Last year I _____ read this fine print in these contracts, but now I can't. – You'd better go to the eye doctor.
a) could b) had to c) must

16. You _____ see a dentist.
a) ought to b) will c) have to

17. They _____ not tell me about it.
a) ought to b) need c) may

18. She _____ try to get to work on time.
a) need b) must c) may

19. Within five days from the delivery date the seller _____ send two sets of technical documents to the address of the buyers.
a) must b) will be able to c) shall

20. _____ you be so kind to shut the window? It's cold in here.
a) Can b) Might c) Would

21. _____ I see your driver licence, please?
a) should b) must c) need

22. _____ I carry this bag for you?
a) May b) Will c) Could

23. Many years ago you _____ smoke in cinemas, but now it's banned.
a) could b) might c) may

24. We had to wear a tie at school, but we _____ to take it off in hot weather.
a) were able b) were allowed c) could

25. You _____ bring a friend to the party if you want.
a) will b) can c) should

26. You _____ borrow my phone if your battery is dead.
a) can b) must c) would

27. Passengers _____ take one small bag on board the plane.
a) can b) must c) may

28. When I was young, we _____ wear whatever we liked to school.
a) might b) were allowed c) could

29. Are you going to the party? – No, I _____ do my homework so I can't go.

a) have to b) ought to c) need

30. Harry's new jacket doesn't seem to fit him very well. – He _____ have tried it on before he bought it.

a) must b) may c) should

GLOSSARY

A

Ability – здатність, здібність, спроможність; **be able (to do sth.)** – мати можливість щось робити, бути здатним, умілим;

abnormal psychology – патопсихологія;

abuse – зловживання/ зловживати;

accident – аварія, випадок, нещасний випадок;

accidental – випадковий, несподіваний, побічний;

accordingly – відповідно, згідно;

activity – діяльність, активність;

acquire – здобувати, досягати, набувати;

acquisition – придбання, набуття; здобуття;

adapt – пристосовувати, приганяти, приладжувати (до, для – to, for);
адаптуватися; переробляти;

adapt to the situation – пристосовуватися до ситуації;

add – додавати, добавляти;

addition – додаток, поповнення, приєднання;

adjust (to) – пристосовуватись до, коректувати;

adjustment (to) – пристосування, врегулювання;

adolescence – юність, юнацтво;

adolescent – юнак; дівчина; підліток; юний; юнацький; молодий;

adult – дорослий, доросла людина, повнолітній;

affect – афект; впливати, діяти; хвилювати, зворушувати;

akin – близький, споріднений;

alimentary canal – травний канал;

alter – змінювати(ся), переробляти; **to alter one's mind** – передумати, прийняти інше рішення;

ambiguity – неоднозначність; двозначність, неясність; невизначеність;

amount – кількість, обсяг; suma; підсумок;

anaesthetize – анестезувати, знеболювати;

application – застосування, вживання, заява, звернення;

applied – практичний, прикладний;

applied psychology – практична психологія;

apply – застосовувати, використовувати; прикладати; вживати; **the medicine is to be applied twice a day** – ліки слід приймати двічі на день;

approach – підхід, наближення; настання;

approach – підходити, наставати; наблизатися, підходити; бути схожим (майже однаковим); робити пропозицію, починати переговори;

appropriate – підхожий, відповідний; доречний, придатний (для чогось – to, for);
властивий, притаманний (to);
approval – твердження, затвердження, схвалення; згода;
arbitrary – довільний; випадковий;
argue – сперечатися (з кимсь – with, against; про щось – about); аргументувати; to argue against – виступати проти; to argue in favour of smth. –
наводити доводи на користь чогось; обговорювати; переконувати, відговорювати
доводити;
assign – призначати; приписувати, вважати; доручати, передавати; визначати,
встановлювати (термін, межі) надавати;
assumption – припущення; самовпевненість; пихатість, зарозумілість;
assume – вважати, припускати; набирати, набувати; приймати (брати) на себе;
attach meaning – надавати значення;
attempt – спроба, намір; пробуватись, робити спробу;
attend – відвідувати, бути присутнім;
attitude – відношення, ставлення до; позиція; attitude of mind – склад розуму,
напрям думок;
automatic – автоматичний, несвідомий;
autonomic nervous systems – вегетативна нервова система;
available – доступний, наявний; що є в наявності; придатний, корисний; дійсний;
awareness – усвідомлення, розуміння; обізнаність; be aware of – розуміти,
усвідомлювати, бути проінформованим про.

B

Back bone – спинний хребет, хребетний стовп; хребет, основа;
behave – поводитись, вести себе; behave yourself! – поводься пристойно!
behavior – поведінка; манери;
behaviorism – біхевіоризм;
belief – віра, довіра, переконання; вірування;
believe – вірити; довіряти; думати, гадати;
belong – належати; стосуватися;
bleed – кровоточити, пускати кров; проливати кров;
blindness – сліпота; засліплення;
blood – кров;
body – тіло;
body language – мова тіла;
bone – кістка; скелет; кістяк;
brain – мозок (human brain – людський мозок); розум, глузд; розумові здібності;
disease of the brain – захворювання мозку;
breath – дихання, подих; to be out of breath – задихатися;
breathe – дихати; перевести дух, передихнути; breathe in – вдихати;
breathe out – видихати;
breathing – дихання, віддих, подих.

C

Call attention (to smth.) – привертати увагу (до чогось);
carry – нести, переносити; везти, перевозити; містити; продовжувати;
cell – клітина;
central – центральний;
circulation – циркуляція, обіг, поширення; кругообіг; circulation of the blood – кровообіг;
clot – грудка; згусток; тромб; скипатися, запікатися (про кров);
cognize – пізнавати;
cognition – пізнання, знання; пізнавальна здатність;
cognitive – пізнавальний, когнітивний;
cognitively – пізнавально, когнітивно;
cognitive psychology – когнітивна психологія;
coincidence – випадковий збіг обставин; співпадіння; тотожність;
communication – зв'язок, комунікація, спілкування;
communicate – повідомляти (когось – to); спілкуватись, підтримувати зв'язок;
complete – повний, закінчений; завершувати, закінчувати; комплектувати;
complex – група, комплекс, сукупність; складний, комплексний; заплутаний, важкий;
concept – поняття, ідея, задум, уявлення; концепція;
concussion – струс; поштовх, контузія; concussion of the brain – струс мозку;
confuse – змішувати, сплутувати; збивати, спантеличувати; робити безладдя;
connect – з'єднувати, сполучати; зв'язувати(ся); поєднувати(ся);
connection – зв'язок; сполучення; in connection with – у зв'язку з;
conquer – завойовувати; підкоряти; перемагати; переборювати;
conscience – совість, сумління;
be conscious / unconscious (of) – бути свідомим (з) / несвідомим;
consciousness – свідомість; притомність; to lose consciousness – знепритомніти, втратити свідомість; to recover consciousness, to regain consciousness – опритомніти, прийти до пам'яті;
consist of – складатись з;
contain – містити, утримувати, містити в собі; вміщати;
contradict – суперечити, заперечувати; спростовувати;
contribute (to) – сприяти (чомусь – to); вносити; робити вклад (у науку); співробітничати, писати (для газети, журналу – to); зробити внесок у;
contribution – вклад, внесок; сприяння;
convey – передавати, виражати; перевозити, переправляти; повідомляти;
convulsion – судома; конвульсія; хітання (грунту); потрясіння, заворушення;
cope with stress – впоратися зі стресом;
correct – правильний; точний; ввічливий, коректний; виправляти; коригувати; робити зауваження; регулювати;
cover – покривати; прикривати; вкривати; охоплювати, містити в собі; кришка, покришка; чохол; обкладинка; прикриття; конверт;
create – творити; утворювати, створювати; справляти (враження тощо);

creative – творчий;
creativity – творчість;
crucial – вирішальний, критичний;
cue – натяк, сигнал;
curiosity – цікавість; допитливість; рідкість; дивина;
custom – звичай, звичка.

D

Danger – небезпека; загроза;
dangerous – небезпечний; ризикований;
deaf – глухий; глухуватий;
death – смерть;
deal (with) – мати справу з; спілкуватися, мати справу (з – with) вести справу; розглядати питання (with);
deceptive – оманливий;
decide – вирішувати, виносити (приймати) рішення; врегульовувати; наважуватися;
decision – рішення; рішучість;
deep – глибокий; заглиблений; глибина, глибочінь; безодня; глибоко;
define – визначати, характеризувати;
definition – визначення, тлумачення; чіткість, виразність;
degeneration – виродження, дегенерація; переродження;
deliberate – навмисний, умисний; обережний, обачний; повільний (про рухи); обмірковувати; обговорювати; радитися;
depend (on / upon) – залежати від;
dependence – залежність; **independence** – незалежність;
dependent – залежний; підлеглий, підвладний;
deprive – позбавляти, відбирати, віднімати; усувати (з посади); не допускати;
depth – глибина;
derisive – глузливий; насмішкуватий; іронічний;
derive from – випливати з; походити; запозичувати; успадковувати; отримувати;
describe – описувати; викладати; характеризувати;
destroy – руйнувати, псувати, нищити;
destroy personality – руйнувати особистість;
developmental psychology – вікова психологія;
digest – переварювати, засвоювати, перетравлювати;
digestion – травлення, засвоєння;
direct – прямий; просто, безпосередньо; негайно;
direct – скеровувати, управляти; спрямовувати; направляти, адресувати;
direction – напрямок, галузь; керування, керівництво; адреса (на листі і т.п.); наказ; вказівка; інструкція; директиви, вказівки;
disapproval – несхвалення; осуд, засудження;
discrete – роз'єднаний, окремий; абстрактний, неконкретний дискретний, відірваний, переривчастий;

disease – хвороба, захворювання;
distinguish – розрізняти, відокремлювати; відрізняти(ся), відзначати(ся);
distinction – відмінність; різниця; розбіжність; відмінність; характерна ознака, особливість, відмітна риса; розрізнення, розпізнавання; відзнака;
distinctive – відмінний, характерний, розпізнавальний;
distract – відволікати; відвертати, розвіювати (думки, увагу); бентежити; непокоїти; засмучувати, гнівити;
disturbance – тривога, неспокій; порушення (порядку і т.д.); пошкодження;
divide – ділити, поділяти; відділяти(ся); роз'єднувати(ся); розходити(ся) (у поглядах);
division – поділ, розподіл; частина, розділ, відділ;
dream – сон, мрія; снитись, мріяти; бачити сон, бачити у (уві) сні;
dreaming – сновидіння; сон; мрія;
drug – лікарський засіб, ліки, наркотик;
drug addiction – наркоманія; вживання наркотиків, призвичаєння до наркотиків; фізична залежність від наркотику (наркотиків); наркотизм;
due to – через, завдяки;
dumb – німий; мовчазний, безсловесний; беззвучний.

E

Ear – вухо;
educational psychology – педагогічна психологія;
emotion – емоція, почуття; хвилювання, збудження;
emotional display – емоційний прояв, вияв;
emphasis – наголос, акцент; виразність;
emphasize – наголошувати; робити наголос, підкреслювати; надавати особливого значення;
enable – давати змогу, робити можливим, включати; полегшувати;
enact – наказувати; постановляти; приймати, вводити в дію (закон); відбуватися;
entertainment – розвага, забава; прийом (гостей); вечір, вечірка; частвування, гостинність;
environment – навколишнє середовище, оточення; довкілля;
equip – споряджати, устатковувати; постачати; екіпірувати (with); обладнувати;
equipment – обладнання, устаткування; приладдя; оснащення;
error – помилка, похибка;
event – подія, випадок, пригода; наслідок, результат, вихід;
evoke – викликати, спричиняти; вимагати;
excretory system – вивідна, екскреторна система;
exaggerate – перебільшувати; надмірно підкреслювати;
exist – існувати; жити; бути;
expand – розширювати; поширювати(ся); розвивати(ся);
expect – очікувати, сподіватись; гадати, думати, припускати;
expectation – очікування, сподівання;

experience – досвід, кваліфікація, майстерність; стаж практичної діяльності; зазнавати (труднощів тощо); почувати, відчувати, знати з досвіду; дізнаватись, переживати;

experienced – досвідчений, обізнаний, кваліфікований;

experimental psychology – експериментальна психологія;

external – зовнішній;

extent – ступінь, міра, рівень;

eye – око; зір, погляд;

eyegaze – пильний погляд очей;

eyelash – вія.

F

Facial expression – вираз обличчя; міміка обличчя;

facilitate – сприяти, полегшувати;

fall asleep – засинати;

feature – риса обличчя; особливість, характерна риса; ознака;

feed – годувати, вигодовувати;

feeling – почуття, переживання;

fever – жар, гарячка; пропасниця, лихоманка; **brain fever** – запалення мозку; нервове збудження; **fever heat** – жар, гарячка; викликати (спричиняти) жар (пропасницю); кидати в жар; морозити, знобити;

fight – бійка, боротьба; битись;

filter out – відфільтрувати, очищати;

finger – палець;

flexible – гнучкий, піддатливий;

fluid – рідкий, текучий; рідина;

foundation – фундамент, база, заснування;

frustrate – розладнувати, зривати (плані); зводити нанівець; розчаровувати; порушувати;

fulfillment – виконання, здійснення; завершення.

G

Generate – генерувати, породжувати; спричиняти, викликати; створювати;

generation – покоління;

generation gap – розрив поколінь;

gesture – жест; рух тіла; міміка (facial gesture); жестикулювати;

glance – блиск, вибліскування, спалах; побіжний швидкий погляд; погляд; кинути погляд, зиркнути;

goal – ціль, мета;

govern – керувати, управляти;

guess – припущення; здогадка, здогад; здогадуватись, вгадати, допускати;

guide – путівник; посібник; підручник; керувати, вести; направляти.

H

Haptics – вчення про відчуття дотику;

have a well-developed sense of hearing (touch, ...) – мати добре розвинене чуття слуху (дотику, ...);

hallucination – галюцинація;

handle – ручка, держак; брати (рукою); тримати в руках; керувати; обходиться, поводиться (з кимсь); викладати, трактувати (тему і т. ін.); мати справу з;

hear – чути; слухати, вислухувати; дізнаватися (про – of, about);

hearing – слух; be within hearing distance – перебувати в межах чутності;

heart – серце;

heart rate – пульс, частота серцевих скорочень;

hesitate – вагатись, роздумувати;

hesitation – нерішучість, вагання;

hesitant tone – нерішучий тон;

hide – ховати(ся), переховувати(ся); схованка; прихований запас;

hive – вулик; запасати, нагромаджувати; жити громадою;

hostility – ворожість, неприязнь;

human – людина, людство; людський; властивий людині;

hypnosis – гіпноз;

hypnotic – гіпнотичний; clinical hypnosis – клінічний гіпноз.

I

Immoral – аморальний, неморальний;

Immune system – імунна система;

impediment – затримка, перешкода, завада;

impress – справляти враження; вселяти, навівати (комусь – upon, on); враження; слід (чогось);

impression – враження; думка, уявлення; відбиток;

impressive – що справляє глибоке враження; вражаючий; виразний; зворушливий;

improve – вдосконалювати, покращувати, поліпшувати; впорядковувати;

impulse – спонука, спонукання; поштовх; порив; імпульс;

inability – нездатність, нездібність, неспроможність;

include – містити в собі, охоплювати, обіймати; включати;

incomplete – неповний; незакінчений, незавершений;

incomplete mind – психічна недорозвиненість;

incorrect – неправильний, неточний; некоректний; несправний;

indifference – байдужість; нейтральність; незначність, неважливість; посередність;

indicate – вказувати, позначати; показувати; означати, бути ознакою; вимагати, вказувати на необхідність (лікування, догляду тощо);

infant – дитина, немовля; неповнолітній; дитячий;

infection – зараження; інфекція; зараза; інфекційне захворювання;

infinite – нескінченний, безмежний; незлічений; безліч;

inflexion – згинання, згин; флексія; модуляція;

influence – вплив; впливати;

influential – впливовий;

input – вхідні дані; вихідні дані; введення (інформації тощо); надання інформації (даних);

inschemia – ішемія;

insomnia – безсоння;

instance – приклад, зразок; окремий випадок; вимога; at the instance of – на вимогу; ставити (правити) за зразок; бути зразком; for instance – наприклад; **in the first instance** – по-перше; насамперед;

insulate – відокремлювати; ізолятувати;

insulation – ізоляція; відокремлення;

interaction – взаємодія, взаємодіяння;

interact – взаємодіяти;

internal – внутрішній; душевний, потаємний;

interpret – перекладати (усно); тлумачити, пояснювати; інтерпретувати;

interpretation – тлумачення; інтерпретація; переклад (усний);

investigate – досліджувати; вивчати; розглядати (питання, справу тощо);

involve – залучати, втягувати (у щось); включати (в себе); тягнути за собою, передбачати.

J

Joint – об'єднаний, спільний; суглоб; out of joint – вивихнений;

join – з'єднувати, сполучати;

judge – судити; оцінювати; вважати, гадати; скласти собі думку; приходити до висновку;

judgment – думка, гадка; розсудливість, розважливість; in my judgement – на мою думку.

K

Kidney – нирка; нирковий;

knowledge – знання; пізнання; branches of knowledge – галузі науки; обізнаність.

L

Lack – нестача, брак; відсутність (чогось – of); lack of capacity – відсутність здібностей; for lack of – через відсутність (за браком) чогось; відчувати нестачу, потребувати; не мати; бракувати; he lacks knowledge – йому бракує знань;

language – мова; формулювання; текст;

larynx – гортань, глотка;

law – закон; право;

layer – шар, пласт; нашарування; нашаровувати; класти пластами;

lead – керівництво; ініціатива; приклад; вказівка; вести, приводити; керувати, командувати; очолювати;

loudness – гучність;
lose consciousness – втрачати свідомість;
loss – втрата, шкода, збиток;
lungs – легені.

M

Make a decision – приймати рішення;
make sure – переконуватися;
manner – спосіб; метод; манера (поведінки тощо); good manners – хороші манери; bad manners – погані манери; звичай;
meaning – значення; багатозначний; значущий;
memory – пам'ять; спогад, спомин;
mental state – психічний стан;
mind – розум; розумові здібності; глупці; інтелект; думка; погляд; дух, душа; to change one's mind – передумати; to read smb.'s mind – читати чужі думки; пам'ятати; мати на увазі; мати щось проти, заперечувати;
modify – змінювати, модифікувати; коригувати; modify perception – змінювати сприйняття;
modification – видозміна; модифікація; зміна;
monitor – наставник; радник; монітор; наставляти; контролювати, перевіряти; здійснювати поточний контроль (або моніторинг), здійснювати нагляд;
mood – настрій; спосіб; лад, тональність; to be in the mood for smth. – мати охоту до чогось; to be in no mood – не мати бажання, бути не в настрої (робити щось); a man of moods – людина настрою;
moral – моральний; етичний; повчальний; добросередній; повчання, мораль;
motivation – мотивація, мотивування, обґрунтування; викладення мотивів; спонукання, стимулювання;
motor function – моторна, рушійна функція;
move – рухати(ся); пересувати(ся); надавати руху; зворушувати; хвилювати; спонукати до чогось; переїжджати; переселятися; розвиватися (про події);
movement – рух; переїзд, переселення, переміщення;
muscle – мускул; м'яз; сила; a man of muscle – силач.

N

Narcolepsy – нарколепсія;
nerve – нерв; нерви; нервовість; сила, енергія; бадьорість; a fit [an attack] of nerves – нервовий приступ;
get on one's nerves – нервувати когось, дратувати;
strain every nerve – напруживати всі сили; мужність; холоднокровність, самовладання; зухвалість, нахабство;
have the nerve to do smth. – мати мужність (мати нахабство) зробити щось;
lose one's nerve – злякатися, втратити самовладання; a man of a nerve – людина з великим самовладанням, стримана людина;
nerve fiber – нервове волокно;

nervous system – нервова система;

neuron – нейрон, нервова клітина;

nightmare – жахливий сон; кошмар, страхіття;

non-random – не випадковий;

nonverbal – невербальний, безсловесний;

nonverbal communication – невербальне, безсловесне спілкування;

numeric – числовий, цифровий; numerical data – цифрові дані.

O

Object – предмет, річ; об'єкт; ціль, мета, намір; a distant ~ віддалений предмет; an ~ of discussion об'єкт обговорення;

object – заперечувати; протестувати, противитися; to ~ to/against smth. – протестувати проти чогось;

objective – об'єктивний, неупереджений; предметний;

observable – помітний; гідний уваги;

observation – спостереження, нагляд; результати досліджень (спостережень); ~ data дані спостереження; ~ method метод спостереження;

observe – спостерігати; стежити; вести наукові спостереження; помічати; ~ the behavior спостерігати за поведінкою;

observer – спостерігач, спостережник; той, хто додержує (закону); an impartial ~ неупереджений спостерігач; a skilled ~ досвідчений спостерігач;

obtain – одержувати, діставати, здобувати; досягати, домагатися; існувати, бути визнаним;

occasion – випадок, нагода; причина; обставини; можливість, шанс; on ~ при нагоді; при певних обставинах;

occasional – випадковий; що трапляється час від часу; an ~ cause другорядна причина;

occur – відбуватися, траплятися; спадати на думку; to ~ in/at ... відбуватися в ...;

opinion – думка, погляд; in smb's ~ на чиось думку; to form an ~ скласти думку; to express a bad/good ~ of smb./smth. – виразити погану/добру думку про когось/щось;

opportunity – слушна нагода, сприятлива можливість; have/find/create/ miss/take an ~ мати/знайти/створити/ упустити/ скористатися нагодою; in order to – аби; для того щоб;

organ – орган; ~s of speech органи мовлення; a sense ~ орган відчуття; the sense ~ of taste / smell / hearing... – орган відчуття смаку/нюху/слуху;

organic – органічний; організований; систематизований; погоджений;

organism – організм; предмет, що складається з частин;

origin – походження; джерело, початок;

original – початковий, вихідний; автентичний, оригінальний; новий, свіжий; the ~ state початковий стан; the ~ thought вихідна думка; the ~ copy оригінал;

originate – давати початок, породжувати; брати початок, походити (*від когось – from, with; від чогось – from, in*);

overcome – перемогти, побороти, подолати; охопити (*про почуття*); ~ one's egocentricity подолати свою егоїстичність;

P

Pain – біль, страждання; завдавати болю, боліти; my tooth doesn't pain me now – зараз зуб у мене не болить;

paralinguistics – паралінгвістика;

pay attention to – звертати увагу;

perceive – сприймати, розуміти, усвідомлювати; осягати; відчувати; почувати;

perceptible – відчутний, помітний; сприйманий;

perception – сприйняття, відчуття; розуміння, усвідомлення;

perceptive – сприйнятливий;

perceptivity – сприйнятливість; тямущість;

peripheral – зовнішній (периферійний) пристрій; окремий, другорядний;

peripheral nervous system – периферійна нервова система;

permit – дозвіл (письмовий); ліцензія; перепустка; дозволяти; допускати; давати можливість;

personality – особистість, індивідуальність; особисті риси; особливості характеру; відома особа; персона; діяч;

phase of quiet sleep – фаза спокійного сну;

pitch – ступінь, рівень, напруження; кидати; падати (on, into);

plaque – металевий (порцеляновий) диск, таріль (як стінна прикраса); почесний значок; дощечка з прізвищем (назвою установи); memorial plaque – меморіальна дошка; почесний знак (значок);

point – суть, головне; зміст; точка, місце, пункт; станція; момент (часу); особливість; показувати пальцем, вказувати; спрямовувати (на щось at); наводити; цілитися, прицілюватися; point of view – точка зору;

posture – положення; поза; постава; стан, настрій; становище; позувати; ставити в позу; the present posture of affairs – сучасний стан справ;

pressure – тиск; натиск; вплив; to put pressure upon smb. – тиснути на когось; тяжке становище, скрутні обставини; чинити тиск, впливати;

previous – попередній; що передував (to); передчасний, поспішний;

print – відбиток; слід; шрифт, друк; друкування; друкувати; (о)публікувати;

problem solving – вирішення проблеми, питання;

procedure – процедура, процес; спосіб (дій), (встановлений) порядок (дій тощо); методика; метод (методика) проведення; порядок проведення;

protective – захисний, охоронний, протекційний;

prototype – прототип;

proxemic – проксемічний;

psychiatric treatment – психіатричне лікування;

psychiatrist – психіатр;

psychiatry – психіатрія;

psychic = psychical – психічний;

psychoactive drugs – психоактивні препарати;

psychoanalysis – психоаналіз;

psychological – психологічний;

psychological drug dependence – психологічна залежність від наркотиків;
psychologist – психолог;
psychology – психологія;
psychotherapy – психотерапія;
purpose – мета; намір, замір, задум, призначення; воля, цілеспрямованість; мати на меті, мати намір;
purposeful – навмисний; який має намір; цілеспрямований; важливий;
purposely – спеціально, з метою; навмисно;
push – поштовх; удар; тиск; напір; натиск; напруження; зусилля, енергійна спроба; штовхати; просувати; натискати.

Q

Quality – якість; сорт, гатунок; **of good quality** – високосортний, високого гатунку; властивість; особливість; характерна риса; позитивна риса;
quantity – кількість; **negligible quantity** – незначна кількість; величина;
unknown quantity – невідоме; велика кількість; **a quantity of** – безліч; **in quantities** – у великій кількості;
quit – звільнення; вільний; кидати (роботу, службу); звільнятись; залишати, припиняти.

R

Raise – піднімати, ростити, виховувати, підніматися; вирощувати; підйом, підвищення, збільшення;
random – випадковий; безладний; **at random** – на(в)згодад, навмання, випадково;
reason – причина, привід, підстава; мотив, міркування; виправдання; аргумент; здоровий глупзд; міркувати; аргументувати; доводити; переконувати;
receive – одержувати, отримувати; приймати; вміщувати, містити;
receptor – рецептор;
reciprocal – обопільний, взаємний; еквівалентний; відповідний; обернений;
recognition – упізнавання, розпізнавання; визнання; схвалення;
recognize – упізнавати; визнавати; усвідомлювати;
reduce – зменшувати, знижувати; скорочувати; послаблювати;
reduce pain – послаблювати біль, страждання;
refer – мати стосунок, стосуватися; звертатися; направляти; передавати на розгляд;
reflex – рефлекс; відображення, образ; відсвіт; відблиск; рефлекторний; мимовільний; відображенний;
regular – правильний; регулярний; нормальній; постійний, систематичний; звичайний; кваліфікований; професійний;
regulate – регулювати; упорядковувати; пристосовувати (до вимог, умов); вивіряти;
regulated – регульований, врегульований, регламентований, контролюваний; **in relation to** – стосовно, щодо;

rely on – покладатись на щось;

REM (rapid eye movement sleep) – активний сон; фаза швидкого/активного сну;

remain – залишатися; перебувати в колишньому стані (на колишньому місці);

remains – залишок, рештки; руїни; останки, тлін;

repair the damage – відновлювати, ремонтувати пошкодження, збитки;

repeat – повторювати; повторюватися; говорити напам'ять; знову траплятися;

repeated – повторний; частий;

report – звіт; доповідь; рапорт; повідомляти; розповідати, описувати; доповідати, сповіщати (to);

reproductive – відтворний, репродукційний; **reproductive organs** – органи розмноження;

research – наукове дослідження; вивчення; дослідницька робота; ретельні пошуки (after, for); дослідницький; **research work** – науково-дослідна робота; досліджувати, займатися дослідженнями (into);

resemblance – схожість (to, between); **to have a strong resemblance to smb.** – бути дуже схожим на когось;

resemble – скидатися, бути схожим;

respond – відповідати; робити у відповідь; відгукуватися, реагувати (to); **to respond to treatment** – піддаватися лікуванню;

response – відповідь; взаємне почуття; відгук; реакція; **be responsible for** – бути відповідальним, відповідати;

S

Sequence – послідовність; порядок, ряд; наслідок; результат;

science – наука; **exact science** – точна наука; **applied science** – прикладна наука;

natural science – природничі науки;

scientific – науковий;

seizure – апоплексичний удар; напад;

sensation – відчуття; почуття; сенсація;

sense – почуття; відчуття; чуття; настрій; відчувати, почувати; розуміти;

sense organ – орган чуття (зору, слуху і т. ін.);

sense of morality – відчуття моральності, моралі;

sensory – чутливий, сенсорний;

separate – окремий; ізольований; відокремлений; **separate peace** – сепаратний мир; особливий; індивідуальний, самостійний; відокремлювати(ся), відділяти(ся), розділяти(ся); розлучати(ся), розходитися; сортувати; відсіювати; розкладати (на частини);

serve – служити; бути корисним; **to serve as** – служити (бути) кимсь (чимсь); обслуговувати; подавати (на стіл);

shift – переміщати(ся); пересувати(ся); міняти; змінювати(ся);

shifty – винахідливий; спритний; хитрий; мінливий; ненадійний;

be short-/long-sighted – бути короткозорим/далекозорим;

sight – зір, погляд; поле зору; вид; точка зору, погляд; to see the sights –оглядати визначні місця; out of my sight! – геть з моїх очей! побачити, виявити; спостерігати; be in/out of sight – бути у полі зору/зникати, не бути в полі зору; **sign** – знак, позначка, символ; in sign of smth. – на знак чогось; ознака, прикмета; ставити знак, відмічати; підписувати(ся); робити знак (рукою); make no sign of life – не подавати ознак життя;

skin – шкіра; шкура; mere [only] skin and bone – шкіра та кістки (про дуже худого); **skull** – череп; thick skull – тугодум; skull and cross bones – череп і кістки;

sleep – сон; сплячка; спати, засинати; ночувати (at, in);

sleep disorders – порушення сну;

sleepwalking – сноходіння;

smell – запах; нюх; to take a smell [at] – понюхати; чути (відчувати) запах; нюхати (at); пахнути (of);

social interaction – соціальна взаємодія;

social order – суспільна система, суспільний устрій, суспільний лад; громадський (суспільний) порядок;

societal conditions – соціальні умови;

society – суспільство; громада; громадськість; товариство; об'єднання; організація; світське товариство; світський;

solicit – прохати, випрошувати; клопотатися; вимагати; підбурювати;

solve problems – вирішувати проблеми;

somatic – тілесний, соматичний;

somatic nervous systems – соматична нервова система;

space – проміжок, віддаль, відстань; площа, місце; термін; проміжокчасу; інтервал;

species – вид; рід, порода; the [our] species – людський рід; різновид, вид;

speech – мова, мовлення; вимова; манера говорити;

spinal cord – спинний мозок;

staff – апарат; кадри; працівники; персонал; співробітник; співробітники; штат; укомплектовувати штати; забезпечувати персоналом;

states of consciousness – стани свідомості; altered state of consciousness –змінений стан свідомості;

stimulus/i – стимул, спонука; вплив; будник, подразник;

stranger – чужоземець, іноземець; незнайомець, стороння особа; відвідувач;

steady – стійкий; міцний, твердий; рівний; сталий; рівномірний; постійний, незмінний; твердий, вірний, непохитний;

store – запас; достаток; склад; магазин; велика кількість; запасати, накопичувати, зберігати на складі; відкладати;

stroke – удар; параліч; heat stroke – тепловий удар; гладити (рукою); погладжувати;

subjective – суб'єктивний;

substance – речовина; матерія, речовина, субстанція;

subtle – тонкий, ніжний (про запах тощо); гострий, тонкий (про зауваження тощо); витончений; вправний, майстерний;

suffer from – страждати на щось (або від чогось);

suggest – пропонувати, радити; наводити на думку;
summarize – підсумовувати; резюмувати; підбивати підсумок;
surgery – хірургія; кабінет (приймальна) лікаря; амбулаторія;
survival – виживання; доживання; survival of the fittest – природний добір;
survive – виживати, залишатися живим; переживати;
survivor – той, що вцілів (лишився живим);
swallow – ковтати, проковтнути; поглинати; стерпіти; to swallow an insult – проковтнути образу; прийняти на віру, повірити; to swallow one's words – брати свої слова назад; ковток; ковтання; ластівка;
sweat – піт, випоти; виділення (осідання) вологи (на поверхні чогось); потіти, пітніти; to sweat with fear – обливатися холодним потом від страху;
sweat gland – потова залоза;
switch – вимикач; перемикач; махати, розмахувати; вимикати; вмикати; змінювати напрям.

Т

Taste – смак, відчуття смаку; пробувати на смак, покуштувати; відчувати смак; мати смак (присмак);
tedious – нудний, стомливий;
temperature variations – зміна температури, коливання температури;
thinking – мислячий, розумний; міркування, розмірковування; думка;
thought – думка; мислення; роздум, міркування; намір;
tissue – тканина; павутинна, сітка, сплетення;
tolerance – терпимість, толерантність;
tone – тон; deep [thin] tone – низький (високий) тон; вираз; характер, стиль;
tongue – язик;
tool – знаряддя, інструмент; засіб;
touch – дотик; soft to the touch – м'який на дотик; to get in touch with smb. – зв'язатися з кимсь; to loose touch with smb. – втратити зв'язок з кимсь; торкатися, стосуватися;
transitory – скороминущий; короткоспільний, недовгочасний; тимчасовий;
transmission – передача; пересилання;
transmit – передавати; відправляти, посилати;
transmit information about – передавати інформацію, повідомлення про щось;
treat – поводитися; ставитися; лікувати (від чогось – for; чимось – with); пригощати, частувати (to); частування, пригощання to stand treat – пригощати, частувати, платити за частування;
treatment – ставлення, поводження; лікування; догляд; трактування, підхід;
take treatment – проходити курс лікування; manipulation treatment –лікувальні процедури.

У

Unconscious – несвідомий; мимовільний; ненавмисний; що втратив свідомість, непритомний; **the unconscious** – підсвідоме;
understand – розуміти, зрозуміти; припускати, здогадуватися;
understandable – дохідливий, збагнений;
understanding – розуміння; розум; кмітливість; розумний; що розуміє; чуйний;
utilize – утилізувати, використовувати.

V

Vary – варіювати; змінювати; вносити поправки;
verbal – вербальний, словесний; усний; буквальний (про тлумачення тощо);
vessel – судина; посудина; посуд;
vestibular – вестибулярний;
vestibule arapparatus – вестибулярний апарат;
vision – зір, проникливість, чудовий вид, видіння, мрія;
vivid – яскравий; жвавий; палкий;
voice – голос, думка, звук; виражати (словами), висловлювати (щось), заявляти;
voluntary movement – добровільний рух, переміщення, пересування.

W

Wart – бородавка; наростень (на дереві);
waste – шкода, збиток, втрата; даремно витрачати (гроші, енергію); марнувати (час);
wave – хвиля; коливання, гойдання; махання, помах, змах (рукою тощо); розвіватися, майоріти (про прапори); колихатися, хвилюватися (про траву тощо); робити знак рукою (комусь – to); махати (рукою);
weigh – зважувати(ся); обдумувати, обмірковувати, оцінювати; порівнювати (against, with); важити; мати вагу (значення); впливати;
weight – вага; маса; значення, важливість; сила; вплив; навантажувати; збільшувати вагу; обтяжувати (чимсь – with); надавати ваги (сили);
wordless – без слів; безсловесний; мовчазний; невисловлений; невимовний.

LIST OF IRREGULAR VERBS

Verb/Infinitive	Past Simple	Past Participle	Translation
1. arise	arose	arisen	виникати, з'являтися
2. awake	awoke	awoken	прокидатися, будити
3. be	was/were	been	бути
4. bear	bore	born	носити, народжувати
5. beat	beat	beaten	бити
6. become	became	become	ставати
7. begin	began	begun	починати
8. bet	bet	bet	битися об заклад
9. bind	bound	bound	зв'язувати
10. bite	bit	bitten	кусатися

11. bleed	bled	bled	кровоточити
12. blow	blew	blown	дуди
13. break	broke	broken	ламати
14. breed	bred	bred	розводити
15. bring	brought	brought	приносити
16. build	built	built	будувати
17. burn	burn/burned	burnt/burned	палити
18. burst	burst	burst	вибухати, розривати
19. buy	bought	bought	купувати
20. cast	cast	cast	кидати
21. catch	caught	caught	ловити
22. choose	chose	chosen	вибирати
23. come	came	come	приходить
24. cost	cost	cost	коштувати
25. cut	cut	cut	різати
26. dare	dared	dared	сміти, наважуватись
27. deal	dealt	dealt	мати справи
28. dig	dug	dug	копати, рити
29. do	did	done	робити
30. draw	drew	drawn	тягти, креслити
31. dream	dreamt	dreamt	мріяти, бачити сон
33. drink	drank	drunk	пити
34. drive	drove	driven	водити, керувати
35. dwell	dwelt	dwelt	жити, мешкати
36. eat	ate	eaten	їсти
37. fall	fell	fallen	падати
38. feed	fed	fed	годувати
39. feel	felt	felt	відчувати
40. fight	fought	fought	боротися
41. find	found	found	знаходити
42. fly	flew	flown	літати
43. forbid	forbade	forbidden	забороняти
44. forecast	forecast	forecast	передбачати, завбачати
45. foresee	foresaw	foreseen	передбачати
46. forget	forgot	forgotten	забувати
47. forgive	forgave	forgiven	прощати
48. freeze	froze	frozen	морозити
49. get	got	got	отримувати
50. give	gave	given	давати
51. go	went	gone	ходити

52. grow	grew	grown	рости, вирощувати
53. hang	hung	hung	вішати, висіти
54. have	had	had	мати
55. hear	heard	heard	чути
56. hide	hid	hidden	ховати(ся)
57. hit	hit	hit	ударяти
58. hold	held	held	тримати
59. hurt	hurt	hurt	поранити, завдати болю
60. keep	kept	kept	тримати
61. kneel	knelt	knelt	стояти навколошки
62. knit	knit/knitted	knit/knitted	в'язати, з'єднувати
64. know	knew	known	знати
65. lay	laid	laid	класти
66. lead	led	led	вести, керувати
67. lean	leant/leaned	leant/leaned	нахиляти(ся)
68. leap	leapt	leapt	стрибати
69. learn	learnt	learnt	вчити
70. leave	left	left	залишати
71. lend	lent	lent	позичати
72. let	let	let	дозволяти, пускати
73. lie	lay	lain	лежати
74. light	lit	lit	запалювати
75. lose	lost	lost	губити
76. make	made	made	робити
77. mean	meant	meant	означати
78. meet	met	met	зустрічати
79. mislead	misled	misled	вводити в оману
80. misspell	misspelt	misspelt	робити орфогр.помилки
81. misunderstand	misunderstood	misunderstood	неправильно розуміти
82. overcome	overcame	overcome	перемагати
83. partake	partook	partaken	підслуховувати
84. pay	paid	paid	платити
85. prove	proved	proved/proven	доводити
86. put	put	put	класти
87. read	read	read	читати
88. rebuild	rebuilt	rebuilt	відбудовувати
89. retell	retold	retold	переказувати
90. rewrite	rewrote	rewritten	переписувати
91. rid	rid	rid	звільнювати, позбавляти

92. ride	rode	ridden	їхати верхи
93. ring	rang	rung	дзвонити
94. rise	rose	risen	сходити, вставати
95. run	run	run	бігти
96. say	said	said	казати
97. see	saw	seen	бачити
98. seek	sought	sought	шукати
99. sell	sold	sold	продажати
100. send	sent	sent	відсылати
101. set	set	set	ставити, розміщувати
102. shake	shook	shaken	трусити
103. shine	shone	shone	світити, блищати
104. shoot	shot	shot	стріляти
105. show	showed	shown/showed	показувати
106. shut	shut	shut	закривати(ся)
107. sing	sang	sung	співати
108. sink	sank	sunk/sunken	тонути
109. sit	sit	sit	сидіти
110. sleep	slept	slept	спати
111. slide	slid	slid	ковзати
112. smell	smelt/smelled	smelt/smelled	відчувати запах
113. sow	sowed	sown/sowed	сіяти
114. speak	spoke	spoken	розмовляти
115. speed	sped	sped	поспішати
116. spell	spelt/spelled	spelt/spelled	читати по літерах
117. spend	spent	spent	витрачати
118. spill	spilt/spilled	spilt/spilled	роздивати
119. spin	spun	spun	прясти
120. spoil	spoilt/spoiled	spoilt/spoiled	псувати
121. spread	spread	spread	поширювати, простягати
122. spring	sprang	sprung	стрибати
123. stand	stood	stood	стояти
124. steal	stole	stolen	красти
125. stick	stuck	stuck	додержуватися
126. stride	strode	stridden	крокувати
127. strike	struck	struck	бити, страйкувати
128. string	strung	strung	зав'язувати, натягувати
129. strive	strove	striven	намагатися, старатися
130. sunburn	sunburned	sunburned	загорати

131. sweep	swept	swept	підмітати
132. swim	swam	swum	плавати
133. swing	swung	swung	коливати, хитати
134. take	took	taken	брати
135. teach	taught	taught	навчати
136. tear	tore	torn	рвати
137. tell	told	told	казати
138. think	thought	thought	думати
139. throw	threw	thrown	кидати
140. undergo	underwent	undergone	зазнавати
141. understand	understood	understood	розуміти
142. undo	undid	undone	розв'язувати, розстібати
143. upset	upset	upset	засмучувати
144. wake	woke	woken	будити, прокидатися
145. wear	wore	worn	носити
146. weep	wept	wept	плакати
147. win	won	won	перемагати
148. wind	wound	wound	заводити годинник
149. withdraw	withdrew	withdrawn	відклікати
150. write	wrote	written	писати

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