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**MASTERING PSYCHOLOGY
ENGLISH**

ПІДРУЧНИК З АНГЛІЙСЬКОЇ МОВИ

**ДЛЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ
ОСВІТНЬОГО СТУПЕНЯ «МАГІСТР»
ФАКУЛЬТЕТІВ ПСИХОЛОГІЇ**

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЄВРОПЕЙСЬКИЙ УНІВЕРСИТЕТ

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З-48 Mastering Psychology English: Підручник з англійської мови для здобувачів вищої освіти освітнього ступеня «магістр» факультетів психології. К.: Вид-во Європейського університету, 2020. 330 с.

Підручник з англійської мови призначений для здобувачів вищої освіти освітнього ступеня «магістр», що навчаються на факультетах психології, а також для широкого кола людей, які вивчають англійську мову самостійно та використовують її в своїй практичній діяльності у сфері психології. 10 розділів підручника охоплюють широке коло питань, що стосуються важливих проблем психології. Система вправ забезпечує набування стійких навичок у всіх видах мовленнєвої діяльності. Підручник містить додатковий матеріал: основні відомості про фонетику, словотворення та граматику англійської мови, таблицю нестандартних дієслів.

Підручник ставить за мету навчити здобувачів вищої освіти освітнього ступеня «магістр», що навчаються на факультетах психології, читати оригінальну літературу з фаху і вести бесіду на професійні теми.

The purpose of this textbook is to teach the students taking the Master course at the faculties of psychology to read the authentic literature on psychology and to talk about professional topics.

10 units of the textbook provide a collection of the material for the study and practice of the English language which concerns a wide range of the issues pertaining to the important problems of psychology. The system of the exercises makes it possible to form the skills in all the types of the speech activity.

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ПЕРЕДМОВА

Підручник “Mastering Psychology English” призначений для здобувачів вищої освіти освітнього ступеня «магістр», що навчаються на факультетах психології, володіють англійською мовою в об’ємі 4 курсів бакалаврату, бажають удосконалити свої знання, а також для широкого кола людей, які вивчають англійську мову самостійно та використовують її в своїй практичній діяльності у сфері психології. Тому він має як загальноосвітні, так і чисто практичні цілі. Підручник дає, по-перше, певні знання з психології, по-друге, словник для вираження відповідних понять, по-третє, базові знання з англійської граматики і, по-четверте, систему вправ, що забезпечують закріплення словника, розвиток навичок усного і писемного мовлення на базі цього словника і опрацювання та засвоєння граматичних явищ, що зустрічаються в текстах з психології.

Оскільки основною метою навчання іноземної мови здобувачів вищої освіти освітнього ступеня «магістр» є формування в них іншомовної професійно спрямованої комунікативної компетенції, що дозволяє їм інтегруватися в міжнародне професійне середовище і використовувати професійну іноземну мову як засіб міжкультурного і професійного спілкування, тому підручник призначений для заключного етапу роботи над мовою і має такі цілі: поглиблення мовних знань і розуміння оригінального англійського тексту з психології, що містить знайомий лексичний і граматичний матеріал, передбачений програмою з англійської мови для здобувачів вищої освіти освітнього ступеня «бакалавр», збагачення словникового запасу за рахунок розмовних зворотів і конструкцій, розширення тематичного словника, удосконалення навичок усного та писемного мовлення. Такий підхід до навчання іноземної мови здобувачів вищої освіти освітнього ступеня «магістр» уможливорює розвиток і удосконалення лінгвістичної та комунікативної компетенцій.

При складанні підручника бралися до уваги принципові вимоги, які ставляться до системи допоміжних засобів для сучасного навчання іноземної мови у закладах вищої освіти немовних спеціальностей, а саме: системність і комплектність; врахування особливостей кожного етапу навчання; послідовність усіх компонентів системи допоміжних засобів; науково обґрунтований підхід до відбору навчального матеріалу; адаптивна спрямованість навчальних матеріалів; інформативно-мовленнєвий характер навчальних матеріалів у всіх аспектах процесу навчання; врахування специфіки профілюючих спеціальностей певного закладу вищої освіти; концентрична та циклічна побудова навчальних матеріалів.

Усі тексти оригінальні, неадаптовані і скорочені лише в тій мірі, в якій вважалося за необхідним з міркувань навчально-методичного характеру. При підготовці навчальних текстів використано автентичні фахові довідкові та інформаційні джерела, а також Інтернет-ресурси. При відборі текстів автор керувалася тим, щоб кожний окремий текст мав пізнавальний інтерес і міг

служувати ілюстрацією до теми, матеріалом для бесіди, базою для закріплення тематичної та загальнорозмовної лексики.

Курс складається з 10 тематичних розділів, які мають єдину структуру: основний текст, що має на меті загальне знайомство з темою; словник до тексту з перекладом слів, словосполучень, виразів українською мовою; вправи (граматичні, лексичні, на охоплення змісту тексту); тексти для додаткового читання, що мають більш спеціальний характер, ширше розкривають суть теми та уможливають розширення лексики з теми; психологічний тест; низка тем, які пропонуються у підрозділі “Discussion”, розрахована на самостійну, творчу роботу здобувачів вищої освіти освітнього ступеня «магістр» із залученням додаткового матеріалу англійською та українською мовами.

Мета вправ – закріплення лексики, практичне застосування граматичних форм і конструкцій англійської мови, удосконалення усних і писемних навичок.

У підручнику є біографічні довідки про авторів висловлювань (відомих філософів, психологів, письменників), які здобувачам пропонуються прокоментувати; деякі тексти стосуються історії розвитку психології як науки; у граматичних вправах використовуються речення не лише з фахової літератури, але й з художніх творів видатних англійських і американських письменників. Таким чином реалізується культурологічний підхід до навчання іноземної мови, що є одним із головних і загальноприйнятих принципів її навчання сьогодні.

Підручник містить спеціальний розділ (основні відомості про фонетику англійської мови, словотворення, граматику англійської мови), а також таблицю нестандартних дієслів.

Автор не пропонує чітко визначених методичних рекомендацій щодо роботи з підручником, оскільки він може використовуватися в самих різних умовах навчального процесу, і викладач сам може визначити конкретні методичні прийоми в залежності від рівня підготовки здобувачів вищої освіти освітнього ступеня «магістр» і мети навчання. Розділи можуть вивчатися в тій послідовності, як вони представлені в підручнику, або вибірково, тому що відбір словника кожного розділу зумовлений перш за все його тематикою.

Підручник побудований таким чином, що його можна також використовувати для самостійної роботи здобувачів вищої освіти освітнього ступеня «магістр» як в аудиторії, так і в позааудиторний час.

РОЗВИТОК НАУКОВО-ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ У НЕЛІНГВІСТИЧНІЙ МАГІСТРАТУРІ ЗАСОБАМИ ІНОЗЕМНОЇ МОВИ

Однією з обов'язкових вимог до підготовки здобувачів вищої освіти освітнього рівня «магістр» є володіння ними іноземною мовою як засобом спілкування. Компетентність іншомовного спілкування майбутнього магістра є важливою частиною його професійної підготовки. Наголошується, що професійний підхід до навчання іноземної мови передбачає здатність іншомовного спілкування в професійних, ділових та наукових сферах і ситуаціях із врахуванням професійного, наукового, критичного та логічного мислення, при організації мотиваційно-спонукальної та орієнтовно-дослідної діяльності. Проаналізовано сутність професійної, наукової, комунікативної та професійної іншомовної комунікативної компетентностей. Визначено низку компонентів, що входять до складу цих компетентностей. Розглянуті завдання навчання іноземної мови здобувачів вищої освіти освітнього рівня «магістр» в нелінгвістичній магістратурі, а також низка методів формування науково-професійної компетентності засобами іноземної мови, які охоплюють моделювання ситуацій, рольові та ділові ігри, творчі роботи, магістерські праці тощо.

Ключові слова: здобувач вищої освіти, магістр, нелінгвістична магістратура, іноземна мова, компетентність, наукова компетентність, професійна компетентність, комунікативна компетентність, професійна іншомовна комунікативна компетентність.

Сучасні умови розвитку суспільства, розширення міжнародних контактів фахівців у різних галузях професійної діяльності вимагають не тільки систематичне удосконалення професійної, наукової, але й мовної культури, навичок та вмінь пристосовуватися до умов нових відношень, готовності до діалогу та асиміляції в міжкультурному просторі. Тому сучасний фахівець повинен володіти вміннями використовувати зокрема іноземну мову для практичної діяльності з фаху, науково-дослідної роботи, для підвищення свого професійного рівня, досягнення професійних та наукових цілей, здійснення ефективної ділової та міжособистісної комунікації та для просування по кар'єрній драбині. Суттєве значення в підвищення якості показників вищої освіти має така дисципліна, як «Іноземна мова для спеціальних цілей», яка сприяє загальноосвітньому розвитку тих, хто навчається; їхньому професійному становленню; поглибленню культури, духовності, моралі; розвитку пам'яті й почуттів; забезпеченню оптимальних умов для виховання гнучкого й багатогранного наукового мислення, різних способів сприйняття дійсності; створення

внутрішньої потреби саморозвитку й самоосвіти протягом усього життя; формуванню соціально-ціннісних якостей особистості, а також поширенню міжнародних зв'язків, інтеграції України в європейське та світове співтовариство, робить наших фахівців конкурентноспроможними на ринку праці [6, с. 5]. Володіння іноземною мовою вже не є ознакою престижу, а потребою сучасного фахівця, саме тому професійна підготовка магістрів вимагає правильно організованого процесу комунікації [1, с.214]. Мета та завдання навчання здобувачів професійної іноземної мови полягають у формуванні та розвитку навичок та вмінь використовувати наукову літературу з фаху з метою отримання, розуміння, узагальнення, інтерпретації інформації для наукового та професійного спілкування та написання анотацій, рефератів, тез, доповідей, що сприяє формуванню науково-професійної компетентності; у виробленні відповідної системи комунікативних вмінь, оволодінні термінологічною системою, розумінні значення термінів; у формуванні навичок використання в усіх видах мовленнєвої діяльності характерних для певної підмови конструкцій, речень, кліше, зворотів; у формуванні навичок професійного та наукового спілкування в актуальних для певного фаху ситуаціях. Професійний підхід до навчання іноземної мови передбачає здатність іншомовного спілкування в професійних, ділових та наукових сферах і ситуаціях із врахуванням професійного, наукового, критичного та логічного мислення, при організації мотиваційно-спонукальної та орієнтовно-дослідної діяльності.

Питання основних компетентностей, професійної та наукової компетентностей фахівця, професійно-спрямованого навчання іноземних мов, професійної іншомовної комунікативної компетентності розглядаються в працях таких науковців, як В. Байденко, І. Бім, О. Віханський, Н. Гез, Н. Гершунський, В. Глумаков, Н. Гончарова, Д. Демченко, В. Доній, Ю. Ємельянова, І. Єрмаков, І. Зимня, Г. Ібрагімова, Г. Китайгородська, А. Коваль, Н. Комісарова, Н. Кузьміна, В. Ляшенко, А. Маркова, Р. Мільруд, Л. Муратов, Л. Паламар, Ю. Пассов, Г. Рогова, Н. Розов, І. Халеева, А. Хуторський, Ю. Ципкін, М. Чошанов, R. Epstein, E. Hundert, G. Moskowitz, M. Mulder, R. Scarcella, E. Stewick, D. Yule, E. Tarone та інші. Проте, дослідження цієї проблеми не дає повної уяви про значення іноземної мови як одного з важливих факторів формування професійної та наукової компетентностей, іншомовної професійно-комунікативної компетентності майбутніх магістрів, оскільки в зв'язку з розвитком держави постійно змінюються вимоги до підготовки фахівців вищої кваліфікації. На сьогоднішній день актуальною стає задача навчити студентів оволодіти мовою своєї спеціальності, прищепити навички та вміння ефективної мовленнєвої поведінки в науковій та професійній сферах спілкування [4, с. 119]. Для спеціалістів з вищою освітою ... знання іноземної мови стає не тільки засобом отримання інформації з оригінальних джерел, але й засобом професійної комунікації, коли вирішуються певні прагматичні завдання. В умовах навчання іноземної мови в неможливому закладі вищої освіти необхідним є формування не тільки загальної, але й спеціалізованої

комунікативної компетенції в професійній і трудовій сферах спілкування в зв'язку з потребами професійної діяльності в галузі майбутньої спеціальності [6, с. 5], що, своєю чергою, сприяє розвитку професіоналізму, креативного мислення, відповідальності, самостійності та самоконтролю.

Компетентність – характеристика індивідуальних інтелектуальних ресурсів, що передбачає високий рівень засвоєння різних типів знань, включаючи знання в конкретній предметній сфері, сформованість певних якостей мислення, мотивацію до цього виду діяльності, готовність приймати рішення у відповідних предметних ситуаціях, наявність системи цінностей [9]. Отже, компетентність забезпечує процес розвитку та саморозвитку особистості, її здатності до виконання діяльності, сприяє формуванню в неї ціннісного ставлення до цієї діяльності.

Професійна компетентність фахівця – складне індивідуально-психологічне утворення на основі інтеграції досвіду, теоретичних знань, значимих особистісних якостей, що зумовлюють його готовність до актуального виконання професійної діяльності [2]. Професійна компетентність – звичне та розважливе використання комунікації, знань, технічних навичок, міркувань, емоцій, оцінювань і думок у щоденній діяльності на благо особистості та суспільства, якому вона служить [10, с. 226]. Професіонал є компетентним, коли він чи вона діє відповідально та ефективно відповідно до заданих стандартів діяльності. Тоді можна говорити, що професіонал володіє достатньою компетентністю. Професійна компетентність є загальною, інтегративною та внутрішньою здатністю здійснювати тривалу ефективну (достойну) діяльність (включаючи рішення проблем, реалізацію інновацій і здійснення перетворень) у певній професійній галузі, роботі, ролі, організаційному контексті і заданій ситуації [11]. Професійна компетентність визначається як інтегративна якість фахівця, що включає рівень володіння ним знаннями, вміннями та навичками. Отже, професійна компетентність означає готовність і здатність працівника на основі свідомо засвоєних знань, умінь, набутого досвіду, всіх своїх внутрішніх ресурсів самостійно аналізувати і практично вирішувати значні професійні проблеми. До компонентів професійної компетентності, на думку науковців, можна віднести інформаційний, гносеологічний (когнітивний) (отримання та накопичення нових знань), діяльнісний (вміння, навички), особистісний (професійно-особистісні якості), рефлексивний (здатність до самооцінки), мотиваційно-ціннісний (мотиви та ціннісне ставлення), комунікативний (володіння навичками спілкування, вміння працювати в колективі), понятійно-змістовий, знаннєвий (вивчення норм, методів, вимог), орієнтуючий (формування вмінь ставити завдання, визначати вимоги), операційний (формування вміння застосовувати знання), досвід. Як бачимо, деякі науковці (О. Загора, А. Сергеев та інші) серед основних компонентів професійної компетентності (соціально-правового – знання та вміння взаємодіяти з людьми та суспільними інститутами, прийоми професійного спілкування та поведінки; спеціального – здатність самостійно набувати нових знань та вмінь згідно свого фаху, самостійно виконувати

професійну діяльність, вирішувати професійні завдання; персонального – здатність до професійного зростання та підвищення кваліфікації) зазначають також й іншомовний (здатність до самореалізації в умовах діалогу культур, міжкультурної інтеграції, соціально-професійної мобільності). На успішність формування професійної компетентності впливає низка чинників, що зумовлюють рівень засвоєння знань студентами, зокрема педагогічний соціум, форми навчального процесу, самостійна робота студентів, особистісний потенціал, здібності, соціальне оточення [8]. Сюди також необхідно додати такий важливий фактор, як мотивація навчання, оволодіння фахом взагалі та іноземною мовою зокрема, що є дуже суттєвим, оскільки мотивація здобувачів до навчання іноземної мови повинна формуватися через наявність внутрішніх мотивів засвоєння іноземної мови; наявність пізнавально-комунікативних потреб; бажання вдосконалювати, відшліфовувати власне мовлення (володіння екстралінгвістичними засобами спілкування); прагнення підвищити якість власної мовленнєвої культури (використання мовних засобів відповідно до мети, умов, ситуацій спілкування) [5, с. 23].

Наукова компетентність – інтегративна, динамічна якість особистості, що виражається у єдності психологічної, науково-педагогічної та практичної готовності до діагностично-аналітичної та проектної діяльності, застосування цієї діяльності і впровадження результатів дослідження в практику. Наукова-дослідна робота здобувачів вищої освіти освітнього рівня «магістр» є одним із видів навчальної роботи, мета якої збагачення та закріплення теоретичних і практичних знань, набуття та удосконалення професійної та наукової компетентностей. Для здійснення наукової діяльності необхідно мати такі компетенції, як здатність використовувати інформаційні засоби та новітні технології, знаходити та опрацьовувати інформацію, методично її обробляти, самостійно формулювати проблему, здатність висунути гіпотезу, здатність до критичного мислення, володіння методами аналізу, синтезу, співставлення, порівняння, систематизації, узагальнення, генерування ідей, вміння робити висновки і набувати нові знання та застосовувати їх на практиці. До складу наукової компетентності також входять такі компетенції, як професійна наукова компетенція, яка характеризує наявність необхідних професійних наукових знань і сформованість професійних вмінь і навичок; освітня компетенція, формуюча здатність вести викладацьку діяльність; компетенція в науковому спілкуванні, що формує здатність налагоджувати професійне спілкування з іншими членами наукового співтовариства [7]. Наукова комунікація уможливорює розвиток та вдосконалення вмінь і навичок практичного володіння іноземною мовою, розвиток творчого мислення, опрацювання наукової та професійно спрямованої літератури (читання, переклад, реферування, анотування), отримання та поширення іншомовної наукової та професійно спрямованої інформації, використання літератури та інформації у власному науковому дослідженні. А компетенція в науковому спілкуванні має такі компоненти, як комунікативний (вміння чітко, зрозуміло та

аргументовано висловлювати свої думки, логічно будувати своє мовлення, погоджуватися чи заперечувати співрозмовнику), інтерактивний (здатність до взаємодії, вміння викликати інтерес слухачів до запропонованої інформації) та перцептивний (сприйняття та розуміння співрозмовника, адекватна інтерпретація реакції співрозмовника на певну ситуацію).

Методами формування науково-професійної компетентності можуть бути тренінги, моделювання ситуацій, рольові та ділові ігри, творчі роботи, магістерські праці, які сприяють формуванню творчого стилю мислення, досвід роботи в команді, аналізу ситуації та швидкого прийняття рішення.

Професійна підготовка фахівця передбачає здатність до логічного мислення, вміння будувати усне та писемне мовлення, вести полеміку та дискусію. Фахівець повинен бути здатним брати участь у ділових переговорах, семінарах і конференціях, зарубіжних стажуваннях, бути здатним до участі в діалозі культур. Будь-яка взаємодія як між індивідуумами, так і соціальними групами передбачає здійснення комунікативних актів. Мовна спільність виражається за допомогою багаточисленних окремих актів узагальнених дій, що орієнтуються на очікування зустріти в особі іншого розуміння смислу, що передбачається [3, с. 522]. Тому невід'ємною частиною професійної компетентності є формування комунікативних лінгвістичних навичок, що сприяють розкриттю та розвитку творчого потенціалу кожної особистості в процесі іншомовного спілкування, становленню суб'єктних якостей майбутнього фахівця, самоорганізації ціннісно-мотивованого ставлення до професійної діяльності. Комунікативна компетентність формується в результаті соціальної взаємодії та реалізується в мовленнєвій діяльності, в здатності користуватися мовою в процесі комунікації. В структуру комунікативної комунікації входять такі компоненти, як мовний, мовленнєвий, дискурсивний, культурознавчий та риторичний. Професійна іншомовна комунікативна компетентність фахівця є складним інтегративний цілим, що уможливорює професійне спілкування з використанням засобів іноземної мови в умовах міжкультурної комунікації в процесі виконання фахівцем професійних обов'язків, що, на думку дослідників, має такі ознаки, як дотримання визначених правил і норм спілкування, спрямованість на ситуацію спілкування, залежність від об'єктивних факторів, регламентованість, функціональність, атрибутивність, субординаційність, імпровізаційність. Іншомовна професійно-комунікативна компетентність містить такі взаємопов'язані між собою компоненти, як лінгвістичний, дискурсивний, прагматичний, стратегічний, лінгвопрофесійний, психологічний, міжкультурний, лінгвокультурологічний, соціолінгвістичний, соціокультурний, соціальний, соціально-інформаційний, соціально-політичний, особистісний. Так, наприклад, міжкультурна компетенція включає такі компоненти, як соціокультурний, комунікативний, лінгвістичний та психологічний, а лінгвокультурологічна компетенція містить мовний, комунікативний, лінгвістичний, лінгвокраїнознавчий компоненти.

Завданнями навчання іноземної мови здобувачів вищої освіти освітнього рівня «магістр» в нелінгвістичній магістратурі є розвиток набутих ними раніше вмінь і навичок іншомовного ділового, наукового та професійного спілкування до середнього та високого рівня; вивчення основ комунікативних стратегій і тактик ділового, наукового та професійного спілкування; удосконалення лексико-граматичних навичок, необхідних як для писемного, так і усного використання в процесі іншомовної ділової, наукової та професійної комунікації; оволодіння основами публічного мовлення; формування навичок презентації професійної, ділової та наукової продукції іноземною мовою; розвиток навичок читання та письма, необхідних для здійснення ділової кореспонденції іноземною мовою; удосконалення навичок аудіювання іншомовних текстів сфери ділового, наукового та професійного спілкування з метою отримання ключової інформації; розвиток умінь анотування, реферування, складання плану та тез виступу іноземною мовою; формування вмінь, що є основою навчально-пізнавальної діяльності в рамках фаху на матеріалі іншомовних джерел, необхідних для засвоєння закордонного досвіду в галузях знань, що вивчаються та є суміжними; формування навичок самостійної роботи, необхідних для подальшої самоосвіти, професійного та інтелектуального самоудосконалення.

Отже, основною метою навчання іноземної мови здобувачів вищої освіти освітнього рівня «магістр» в нелінгвістичній магістратурі є досягнення ними практичного володіння іноземною мовою, що уможливорює її використання в майбутній професійній діяльності та науковій роботі, в побутовому та професійному спілкуванні. Навчання іноземної мови є засобом систематичного поповнення, розширення та поглиблення професійних знань, формування та розвитку в здобувачів особистісних творчих і професійних якостей та вмінь, здатності до іншомовного спілкування в конкретних професійних, ділових і наукових сферах із врахуванням особливостей професійного та наукового мислення, до самостійних теоретичних і практичних суджень і висновків, до розвитку науково-творчої самостійності, підвищення результативності професійної та науково-дослідної роботи.

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Зеленская Е.П. Развитие научно-профессиональной компетентности соискателей высшего образования в лингвистической магистратуре средствами иностранного языка

Одним из обязательных требований к подготовке соискателей высшего образования образовательного уровня «магистр» является владение ими иностранным языком как средством общения. Компетентность иноязычного общения будущего магистра является важной частью его профессиональной подготовки. Подчеркивается, что профессиональный подход к обучению иностранного языка предусматривает готовность к иноязычному общению в профессиональных, деловых и научных сферах и

ситуациях, принимая во внимание профессиональное, научное, критическое и логическое мышление, при организации мотивационно-побудительной и ориентационно-исследовательской деятельности. Проанализирована сущность профессиональной, научной, коммуникативной и профессиональной иноязычной коммуникативной компетентностей. Определен ряд компонентов, составляющих эти компетентности. Рассмотрены задания обучения иностранного языка соискателей высшего образования образовательного уровня «магистр» в нелингвистической магистратуре, а также методов формирования научно-профессиональной компетентности средствами иностранного языка.

Ключевые слова: соискатель высшего образования, магистр, нелингвистическая магистратура, иностранный язык, компетентность, научная компетентность, профессиональная компетентность, коммуникативная компетентность, профессиональная иноязычная коммуникативная компетентность.

Zelenska O.P. Developing scientific-professional competence of the students taking the non-linguistic master's course by means of a foreign language

One of the necessary demands to training the future masters is their command of the foreign language as the means of business communication. The master's competence of foreign language business communication is an important part of his/her professional training. The professional approach to teaching the foreign language which foresees the ability of foreign language communication in professional, business, and scientific spheres and situations taking into consideration professional, scientific, critical and logical thinking under conditions of organizing motivational, inducing, orientation and research activity is underlined. The essence of professional, scientific, communicative, and professional foreign language communicative competences is analyzed. The range of the components constituting these competences is defined. The tasks of teaching the foreign language to the students taking the non-linguistic master's course, and the methods of forming scientific-professional competence by means of the foreign language are considered, among which are situations modelling, role and business games, creative tasks, master's papers, etc.

Key words: student, master, non-linguistic master's course, foreign language, competence, scientific competence, professional competence, communicative competence, professional foreign language communicative competence.

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МІЖДИСЦИПЛІНАРНИЙ ПІДХІД ДО НАВЧАННЯ ЧИТАННЯ ІНШОМОВНОЇ ПРОФЕСІЙНО СПРЯМОВАНОЇ ЛІТЕРАТУРИ В НЕПРОФІЛЬНІЙ МАГІСТРАТУРІ

Особливе місце в навчанні іноземної мови студентами непрофільної магістратури займає читання професійно спрямованої літератури, тому що магістратура – важлива ланка підготовки майбутніх науковців, для яких робота з літературою, в тому числі й іншомовною, є абсолютно необхідною умовою. У зв'язку з цим перспективним напрямом вирішення цього завдання є використання міждисциплінарного підходу, який сприяє розвиткові у студентів професійних, культурних, духовних навичок, тому що в однаковій мірі відповідає цілям оволодіння іноземною мовою та фахом, пропонує комплексне вивчення дисципліни, сприяє формуванню комунікативної компетенції особистості.

Ключові слова: міждисциплінарний підхід, іноземна мова, читання, магістратура, професійно спрямована література, комунікативна компетенція.

Серед завдань сучасної вищої освіти необхідно відзначити її інтеграцію в світовий освітній простір і підвищення конкурентоздатності української освіти на світовому ринку. Освіта повинна бути спрямована на створення умов для навчання молодих людей у відповідності з їхніми професійними інтересами, сприятливих для побудови фундаментальних знань для творчого кар'єрного росту [7]. Це повною мірою стосується підготовки майбутніх магістрів, зокрема навчання іноземної мови, що забезпечить їх активне міжкультурне спілкування в контексті своєї професійної, наукової та побутової діяльності.

У наш час фахівець повинен володіти, крім глибоких, фундаментальних професійних знань, творчим типом мислення, сучасними інформаційними технологіями, самостійністю в прийнятті рішень, уміти отримувати, обробляти та працювати з інформацією, зокрема науковою, бути ерудованим та ініціативним. Основою магістерської освіти повинні стати не стільки навчальні предмети, скільки способи мислення і діяльності. Знання і методи пізнання, а також діяльності необхідно поєднати в органічну цілісність [1, с. 59]. До цього варто додати ще одну дуже важливу умову, без

якої в наш час професіонал не може бути повноцінним – це володіння іноземною мовою як однією з основних компетенцій випускників непрофільної магістратури, навичками іншомовного міжкультурного спілкування, що не лише дозволить поглибити кваліфікацію, але й сприяти розвитку мислення, ерудиції, самостійності, роботі з інформацією тощо, оскільки мова – це система знаків, що слугує для зберігання, переробки та передачі інформації; мова є умовою для здійснення мислення і засіб, який дозволяє зберігати думки, що сформувалися в процесі мислення, і передавати їх; мова відіграє суттєву роль у формуванні свідомості. Тому володіння іноземною мовою є обов'язковою загальнокультурною компетенцією майбутніх магістрів, які навчаються в непрофільній магістратурі, що уможливорює формування вмінь використовувати іноземну мову в практичній діяльності, володіти комунікативними навичками і культурою ефективної ділової та міжособистісної комунікації. Мета навчання іноземної мови відображає основні положення сучасної парадигми освіти, а саме: навчання протягом життя, підвищення ролі самостійної роботи, самоконтроль і самооцінка, вміння працювати з сучасними джерелами інформації, розвиток навичок спілкування іноземною мовою як на професійному рівні, так і для вирішення повсякденних проблем тощо. В курсі іноземної мови в магістратурі необхідно звернути увагу на важливі мовні аспекти, такі як читання, переклад, аудіювання і мовлення, спеціалізовану та ділову лексику і граматику, які необхідні для удосконалення професійно спрямованої мовної компетенції майбутніх магістрів [10]. Особливе місце займає читання професійно спрямованої літератури, тому що магістратура – важлива ланка підготовки майбутніх науковців, для яких робота з літературою, в тому числі й іншомовною, є абсолютно необхідною умовою.

Навчання магістрів повинно бути реалізовано на новому змісті як самоосвіта, що планується самостійно, за програмами, побудованими на компетентнісній основі, міждисциплінарними, гнучкими (модульними), особистісно орієнтованими за структурою, з ліберальною організацією навчання [1, с. 58].

У сучасних соціально-економічних умовах актуальним завданням є підготовка універсальних фахівців, здатних удосконалювати і розвивати свій інтелектуальний та загальнокультурний рівень, самостійно набувати за допомогою інформаційних технологій та використовувати в практичній діяльності нові знання та вміння, зокрема в нових галузях знань, які безпосередньо не пов'язані із сферою їхньої діяльності, готових до кооперації в межах міждисциплінарних проектів, роботі в суміжних галузях. У зв'язку з цим перспективним напрямом розвитку системи професійної підготовки є розширення міждисциплінарних освітніх програм [4].

Міждисциплінарний підхід передбачає зв'язок, у цьому випадку, іноземної мови з дисциплінами не тільки професійного спрямування, але й з певними загальноосвітніми дисциплінами, що свідчить про фундаментальність цього предмета, його цілісність і системність. Міждисциплінарний метод навчання – це інтеграція навчальних дисциплін з

метою багатостороннього розгляду окремо взятої теми, поняття, проблеми [8], розуміння процесів, що відбуваються в навколишньому середовищі.

Питаннями міждисциплінарного підходу як однієї з основних умов навчання та формування системного мислення займалися Т. Астафурова, В. Буданов, М. Вятютнєв, Н. Гез, Л. Заблоцька, І. Зверєва, І. Зимня, О. Князева, О. Коваленко, В. Максимова, Є. Минченкова, О. Пахомова, Г. П'ятакова, Т. Савицька, М. Скаткіна, М. Степанова, С. Тер-Минасова, Ю. Чабанський, Н. Gardner, J. Klein, M. Magnin, B. Mansilla, W. Newell, A. Repko, R. Roberts та ін. Такі науковці, як А. Бабайлова, Г. Барабанова, В. Бутева, В. Григоров, Г. Гринюк, Л. Зільберман, Г. Китайгородська, З. Навицька, Р. Мільруд, В. Купарева, О. Старікова, О. Столбова, О. Тарнопольський, С. Фоломкіна, Е. Ханіна, С. Шатилов, R. Day, R. Feathers, F. Johns, T. Johns, F. Davies, Ch. Nuttall, F. Smith та інші вивчали різні аспекти навчання читання іншомовних текстів. Проте видається необхідним дослідити можливості та науково обґрунтувати підвищення ефективності іноземної мови з використанням міждисциплінарного підходу для навчання майбутніх магістрів читання іншомовної професійно спрямованої літератури в непрофільній магістратурі, оскільки читання – одне з основних завдань навчання іноземної мови у ВНЗ. Читання – найефективніший інструмент одержання, організації і використання інформації, необхідної для будь-якого виду діяльності людини [3, с. 61].

До переваг навчання іноземної мови з використанням міждисциплінарного підходу можна віднести таке:

✓ Цей підхід уможливорює підготовку не тільки висококваліфікованого фахівця, що має лише вузькопрофесійні знання, але й сприяє вихованню духовно та культурно розвинутої особистості, яка володіє важливим надбанням людства – мовою, не лише рідною, але й іноземною. Змістовий компонент міждисциплінарної інтеграції на основі іноземної мови є системою інваріантних і варіативних блоків, що включають в себе специфічні знання (мовні, тобто знання іноземної та рідної мов, соціокультурні, лінгвокультурні, літературознавчі, знання з галузі фахових предметів), вміння (мовленнєві, комунікативні, інформаційні, творчі), ціннісні відношення (до світу, рідної країни, людини, культури, науки, освіти, праці, мистецтва, рідної та іноземної мов тощо) [9].

✓ Основна мета застосування цього підходу в навчанні іноземної мови – формування іншомовних міжкультурних комунікативних навичок. Культурологічному аспекту приділяється значна увага, бо він відображає культури та ментальності різних народів. Очевидна необхідність міжкультурної компетенції, тобто такої здатності спілкування з носіями інших культур, яка забезпечує єдине для всіх учасників професійної взаємодії розуміння того, що відбувається, його причин і наслідків; це єдине розуміння прийнято називати позитивним результатом міжкультурного спілкування [5, с. 291].

✓ Запланований програмний матеріал повинен відображати майбутню практичну діяльність студентів магістратури, тобто бути професійно

спрямованим. Важливо добирати матеріали, які б у значній мірі стосувалися суті професійної діяльності, були актуальними, цікавими, цінними за формою та за змістом. Це можуть бути журнальні та газетні статті, уривки монографій, матеріали конференцій з різних питань, пов'язаних не тільки з фаховими дисциплінами, але й соціологією, педагогікою, філософією, мовознавством, культурологією, підручники, навчальні посібники тощо, тобто студенти мають змогу, використовуючи іноземну мову, розширювати та поглиблювати свої знання з інших дисциплін. Робота з автентичним текстом як носієм мовної, мовленнєвої, професійної та соціокультурної інформації займає пріоритетне положення. У відповідності з принципом мінімізації відбір навчального матеріалу повинен відповідати рівню іншомовної комунікативної компетенції, корелювати з предметно орієнтованими знаннями студентів [2] з інших дисциплін. Тематична організація матеріалів повинна бути визначена на основі аналізу потреб студентів магістратури та обсягу знань спеціалізації, якою вони оволодівають.

✓ Майбутні магістри можуть отримувати інформацію з різних джерел, у тому числі й використовуючи Інтернет-ресурси, що надає їм безмежні можливості знайомитися з найновішими дослідженнями, матеріалами, статтями, монографіями тощо.

✓ Навчання іноземної мови, з одного боку, спрямоване не лише на формування навичок іншомовної міжкультурної комунікації, але й сприяє поглибленому вивченню фахових дисциплін, а з іншого боку, формує вміння та навички науково-дослідної роботи.

✓ Міждисциплінарний підхід сприяє підвищенню інтересу та мотивації студентів до вивчення як фахових дисциплін, так і іноземної мови. Іноземна мова є засобом організації навчання професійної діяльності та досягнення її результатів.

✓ Різні форми проведення практичних занять з іноземної мови – дискусії на основі прочитаного, рольові та ділові ігри, вікторини, конференції тощо дозволяють студентам підготуватися до реальних ситуацій, що відбуваються в житті.

✓ Міждисциплінарний підхід до навчання максимально сприяє розвитку не тільки загальнопредметних, але й ключових компетенцій, серед яких важливе місце займають такі, як комунікативна, інформаційна, науково-дослідна компетенції та робота в групі.

Ми також дотримуємося думки, що метою навчання читання є формування умінь читання, а не навчання видів читання (пошукового, вивчаючого тощо), що є лише засобом для досягнення цієї мети [11, с. 88]. Вільне, зріле читання іншомовних оригінальних професійно спрямованих текстів, яким повинні оволодіти майбутні магістри, що навчаються у непрофільній магістратурі, передбачає формування вмінь і навичок виділяти в текстах опорні змістові блоки, основні думки та факти, визначати структурно-семантичне ядро, знаходити логічні зв'язки, опускати неважливу для розуміння основного змісту інформацію, здійснювати обробку отриманої

з тексту інформації, інтерпретацію прочитаного з висловленням особистої думки щодо цього, розвиток мовної здогадки на основі контексту, лексики, словотворення, граматичних конструкцій тощо.

При організації процесу навчання читання іншомовної професійно спрямованої літератури необхідно брати до уваги такі умови: автентичність та новизну навчальних матеріалів; використання різних типів професійно спрямованого дискурсу; врахування міждисциплінарних зв'язків під час відбору компонентів змісту навчання іншомовного професійного дискурсу; системний виклад професійно орієнтованих текстів; наявність лексико-граматичних та творчих вправ, вправ на розуміння прочитаного, оскільки основний об'єкт навчання розуміння – це змістовий аспект тексту, а отримані знання потребують свого подальшого застосування; виконання завдань, що відображають реальні ситуації професійної діяльності майбутніх магістрів; особистісно спрямований характер матеріалів (рівень підготовки, мотивація, етап навчання, вік); опору на професійні знання студентів, їх практичний досвід, тому що викладач іноземної мови не є фахівцем в інших галузях знань; організація самостійної роботи студентів з метою удосконалення навичок професійної та комунікативної іншомовної компетенції та підвищення мотивації навчання, оскільки студенти мають змогу обирати матеріали самостійно і саме ті, що сприятимуть їх практичному оволодінню своїм фахом і цікавлять їх найбільше, тобто вони відповідають професійним інтересам того, хто читає; самостійне опрацювання іншомовних професійно спрямованих матеріалів сприяє тому, що студенти змушені застосовувати всі свої знання, досвід, уміння та навички, щоб прочитати текст, глибше вникнути в його зміст, його суть, проаналізувати його та в різних формах (розповіді, відповіді на запитання, дискусії тощо) відтворити прочитане.

Отже, професійно спрямовані тексти, що пропонуються студентам магістратури, повинні мати певні ціннісні характеристики:

- ✓ наукова цінність, тобто наскільки зміст тексту відповідає новизні в тій чи іншій галузі знань;

- ✓ когнітивна (пізнавальна) цінність, тобто в якій мірі інформація, що міститься в тексті, може стимулювати пізнавальну активність студентів, розвитку їх раціональних способів мислення, вміння виконувати різні логічні операції (аналіз, синтез, встановлення причиново-наслідкових зв'язків, аргументування, узагальнення, висновки, коментування тощо);

- ✓ мотиваційна цінність, тобто в якій мірі текст відповідає специфіці та потребам адресата (інтереси, мотиви, мовний рівень, віковий рівень) [6];

- ✓ комунікативна цінність, оскільки студенти мають змогу задовольняти свої комунікативні потреби як в усній, так і писемній формі, використовуючи отриману інформацію в подальшій діяльності (на заняттях не тільки з іноземної мови, але й з фахових дисциплін);

- ✓ практична цінність, тобто застосування умінь і навичок роботи з іншомовною професійно спрямованою літературою в подальшій практичній діяльності, оскільки вона потребує постійне оновлення знань;

✓ науково-дослідна цінність, тому що ступінь магістра, яка дозволяє поглибити спеціалізацію з певного професійного напрямку, відображає, перш за все, освітній рівень випускника вищої школи і свідчить про наявність у нього вмінь і навичок, притаманних науковому працівнику, а володіння іноземною мовою в значній мірі сприяє науково-дослідній діяльності;

✓ креативна цінність, тобто вміння майбутнього фахівця застосовувати отриману інформацію для реалізації своїх власних проектів, планів, завдань, розробки нових методик, організації проведення дослідження, систематизації наукової інформації, підготовки публікацій за результатами виконаних досліджень, впровадження отриманих розробок тощо;

✓ розвиваюча цінність, тобто навчання культурі розумової праці, розвиток здібностей та особистісних якостей майбутнього фахівця, а саме: здатність чітко та ясно висловлювати свою точку зору щодо прочитаного, здатність сприймати та оцінювати точку зору співбесідника, прагнення до співпраці, прагнення до самоосвіти, самоудосконалення та самоорганізації.

Таким чином, використання міждисциплінарного підходу в навчанні читання іншомовної професійно спрямованої літератури в непрофільній магістратурі сприяє розвитку у студентів професійних, культурних, духовних навичок, тому що в однаковій мірі відповідає цілям оволодіння іноземною мовою та фахом, допомагає шукати, аналізувати та генерувати інформацію, необхідну для професійної діяльності та подальшого всебічного розвитку фахівця, оскільки такий підхід синтезує інформацію з різних галузей знань, пропонує комплексне вивчення дисципліни, сприяє формуванню комунікативної компетенції особистості. Це, своєю чергою, підвищує мотивацію студентів до активної навчальної та пізнавальної діяльності, уможливорює розширення фундаментальної підготовки майбутніх магістрів у непрофільній магістратурі, покращення її якості, формування вмінь застосовувати міжпредметні зв'язки для вирішення практичних завдань не тільки в професійній сфері, але й в соціальній, економічній, культурній тощо галузях, у побуті та в міжкультурній комунікації.

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МЕЖДИСЦИПЛИНАРНЫЙ ПОДХОД К ОБУЧЕНИЮ ЧТЕНИЯ ИНОЯЗЫЧНОЙ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОЙ ЛИТЕРАТУРЕ В НЕПРОФИЛЬНОЙ МАГИСТРАТУРЕ

Зеленская Елена Пименовна

Особенное место в обучении иностранному языку студентов непрофильной магистратуры принадлежит чтению профессионально ориентированной литературы, потому что магистратура – важное звено подготовки будущих научных сотрудников, для которых работа с литературой, в той числе и иностранной, является абсолютно необходимым условием. В связи с этим перспективным направлением решения этого задания является использование междисциплинарного подхода, который содействует развитию у студентов профессиональных, культурных, духовных навыков, так как в одинаковой степени соответствует целям овладения иностранным языком и специальностью, предлагает комплексное изучение дисциплины, содействует формированию коммуникативной компетенции личности.

Ключевые слова: *междисциплинарный подход, иностранный язык, чтение, магистратура, профессионально ориентированная литература, коммуникативная компетенция.*

INTERDISCIPLINARY APPROACH TO TEACHING READING FOREIGN LANGUAGE PROFESSIONALLY ORIENTED LITERATURE ON NON-LINGUISTIC MASTER'S COURSE

Zelenska Olena Pimenivna

Reading professionally oriented literature occupies a specific place in teaching a foreign language by the students who take the non-linguistic Master's course, because the Master's course is an important step in training the future scientists and researchers for whom working with literature (foreign literature including) is an absolutely necessary condition. In this connection a very perspective direction of solving the task is the usage of the interdisciplinary approach, which helps to develop the students' professional, cultural and moral skills, because it meets the goals of both mastering the foreign language and the speciality, offers the complex learning of the discipline, contributes to forming the communicative competence of the individual.

Key words: *interdisciplinary approach, foreign language, reading, Master's course, professionally oriented literature, communicative competence.*

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UNIT 1

WARM-UP

Comment on the quotes:

Education made us what we are – *Claude-Adrien Helvetius* (1715 – 1771) (French philosopher).

If civilization is to survive, we must cultivate the science of human relationships – the ability of all peoples, of all kinds, to live together, in the same world at peace – *Franklin D. Roosevelt* (1882 – 1945) (32nd President of the United States).

Do good to your friends to keep them, to your enemies to win them – *Benjamin Franklin* (1706 – 1790) (American scientist, inventor, politician, philanthropist, businessman; the only Founding Father who signed all three documents that freed America from Britain; is credited with drafting the Declaration of Independence and the American Constitution).

GRAMMAR	VOCABULARY
The system of tenses in the active voice.	Interpersonal relationships, physical attractiveness, proximity, attitude similarity, demographic similarity, similarity in personality, physical appearance, assessment, to resemble, attractiveness, attractive, feature, maturity, male, female, to determine, antagonistic relationships, to become friends, possibility, similar, dissimilar, to confirm, to contribute to, maintenance, to maintain, self-disclosure, commitment, dissolution, acquaintance, relative, cultural context.

INTERPERSONAL RELATIONSHIPS

 There are several types of interpersonal relationships, ranging from romantic relationships to casual friendships in the workplace.

Why are you attracted to one person rather than another? Numerous factors are involved in the formation of interpersonal relationships. It is not possible to consider all the relevant factors, but here are five of the main ones: physical

attractiveness, proximity, attitude similarity, demographic similarity, and similarity in personality.

Physical attractiveness. The first thing that we generally notice when meeting a stranger is his/her physical appearance. This includes how he/she is dressed and whether he/she is clean or dirty, and it often includes an assessment of his/her physical attractiveness. People tend to agree with each other about whether someone is physically attractive. Women whose faces resemble those of young children are often perceived as attractive. For example, females with relatively large and widely separated eyes, a small nose, and a small chin are regarded as more attractive. However, wide cheekbones and narrow cheeks are also seen as attractive, and these features are not usually found in young children. Men having features such as a square jaw, small eyes, and thin lips are regarded as attractive by women. These features can be regarded as indicating maturity, as they are rarely found in children. Males and females both agree that physically attractive individuals are poised, sociable, interesting, independent, exciting, and sexually warm. Physical attractiveness is of importance in influencing initial attraction for other people.

Proximity. Proximity or nearness is an important factor in determining our choice of friends because proximity determines who you are likely to meet. Friendships and relationships are more common between individuals living close to each other, but so are antagonistic relationships. Most of the enemies of residence in apartment blocks also live close by.

Attitude similarity. One of the factors determining interpersonal attraction is attitude similarity. For example, friendships are much more likely to develop between students who share the same beliefs and attitudes than between those who do not. Attitude similarity has much more of an effect on interpersonal attraction when the attitudes are of importance to the individuals.

Demographic similarity. Several studies have considered the effects of demographic variables (for example, age, sex, social class). It has nearly always been found that those who have similar demographic characteristics are more likely to become friends.

Similarity in personality. Reasonable similarity in physical attractiveness, attitudes, and demographic variables is found in friends, engaged couples, and married couples. What about similarity in personality? One possibility is that people who have similar personalities are most likely to become involved with each other – *Birds of a feather flock together*. Another possibility is that dissimilar people are most likely to become friends or to marry – *Opposites attract*. Similarity in personality is important and people tend to be intimately involved with those who are like themselves.

Why is similarity so important? First, if we like those who are similar to us, there is a reasonable chance that they will like us. Second, communication is easier with people who are similar. Third, similar others may confirm the rightness of our attitudes and beliefs. Fourth, it makes sense that if we like ourselves, then we should also like others who resemble us. Fifth, people who are similar to us are likely to enjoy the same activities.

It is also important to consider how relationships are maintained and ultimately why some of them fail. Various factors contribute to the maintenance of friendships and relationships. These factors include self-disclosure, commitment, various maintenance strategies, and the following of relationships rules. In contrast, a decline in the level of self-disclosure is typically associated with a reduction in the strength of a relationship. Dissolution tends to be explained in terms of the typical sequence of events that may be followed when a relationship breaks down, as well as the factors that may contribute to such breakdown.

There is a wide variety of different relationships: between friends, between acquaintances, and between relatives especially parents and children. Perhaps the most obvious and important relationship is romantic involvement as in marriage.

There are large differences in interpersonal relationships between cultures. The relationships that individuals form depend on their personal needs and attitudes, the cultural context in which they live, and so on. It is expected in Western societies (especially in the USA) that individuals will make their own decisions and take responsibility for their own lives. In Eastern societies, in contrast, it is expected that individuals will regard themselves mainly as part of family and social groups, and that their decisions will be influenced strongly by their obligations to other people. An American says "How does my heart feel?" A Chinese asks "What will other people say?"

GLOSSARY

several types of interpersonal relationships – кілька типів міжособистісних взаємовідносин

to range from ... to – коливатися від ... до

romantic relationship – романтичні взаємовідносини

casual friendship in the workplace – випадкова дружба на місці праці

to attract – приваблювати, притягати; полонити, чарувати

rather – швидше, переважно, краще, охочіше

another – другий, інший

numerous factors – численні фактори

to be involved in (was, were; been) – бути включеним у; бути втягненим у

formation of interpersonal relationships – формування (утворення) міжособистісних взаємовідносин

possible – можливий

to consider – розглядати; обмірковувати, обдумувати; вважати; гадати; брати до уваги

relevant factor – доречний фактор; фактор, що стосується справи

main – основний, головний

physical attractiveness – фізична привабливість

proximity – близькість

attitude similarity – схожість (подібність) ставлення (відношення)

demographic similarity – демографічна подібність

similarity in personality – подібність особистості

generally – взагалі; звичайно; здебільшого
to notice – помічати; звертати увагу
stranger – незнайомець, стороння особа
physical appearance – (зовнішній) вигляд, зовнішність
to include – містити в собі, охоплювати; включати
to dress – одягати(ся), вбирати(ся)
clean or dirty – чистий чи брудний
often – часто
assessment – оцінка; оцінювання
to tend to agree with each other – бути схильним погоджуватися
(домовлятися) один з одним
physically attractive – фізично привабливий
face – обличчя
to resemble – скидатися, бути схожим на
to perceive – відчувати; збагнути, зрозуміти; помітити; усвідомлювати;
розрізняти
female – жінка
relatively large and widely separated eyes – відносно великі і широко поставлені
очі
small chin – маленьке підборіддя
to regard – дивитися на; брати до уваги, звертати увагу на; ставитися;
вважати; стосуватися, мати відношення
however – проте, однак
wide cheekbones – широкі вилиці
narrow cheek – худа щока
features – риси обличчя
usually – звичайно
to find (found, found) – (з)находити, виявляти; зустрічати
square jaw – квадратна щелепа
thin lips – тонкі губи
to indicate maturity – вказувати на зрілість, бути ознакою зрілості
rarely – рідко
male – чоловік
both – обидва, той і другий; і ... і
poised – врівноважений
sociable – товариський; дружній
independent – незалежний
exciting – збуджуючий, хвилюючий, захоплюючий
sexually warm – сексуально палкий
to be of importance (was, were; been) – бути важливим
influencing – вплив
initial attraction – початкова (попередня) привабливість
nearness – близькість
to determine – визначати; встановлювати
choice of friends – вибір друзів

to meet (met, met) – зустрічати; знайомитися
 friendship – дружба
 common – спільний; звичайний
 to live close to each other – жити поруч
 antagonistic relationships – антагоністичні взаємовідносини
 enemy – ворог, (су)противник
 residence – місце проживання; перебування; проживання
 apartment block – багатоквартирний будинок
 to develop – розвиватися; проявлятися
 to share the same beliefs and attitudes – поділяти однакові погляди і думки
 variable – змінна
 age – вік
 nearly – майже; приблизно
 always – завжди
 similar demographic characteristics – подібні демографічні особливості
 to become friends (became, become) – ставати друзями
 reasonable – розсудливий, поміркований
 engaged couple – заручена пара
 married couple – одружена пара
 possibility – можливість; імовірність
 Birds of a feather flock together – Рибак рибака пізнає здалека
 dissimilar – несхожий; відмінний
 to marry – одружуватися
 opposites attract – протилежності притягуються
 intimately – внутрішньо
 to be like themselves (was, were; been) – бути подібними на себе
 similar – подібний
 to like – подобатися, любити; хотіти
 chance – можливість, ймовірність, шанс
 easy – легкий; вільний
 to make sense (made, made) – мати смисл
 to enjoy the same activities – мати задоволення від подібної (такої ж) діяльності
 to maintain – підтримувати, утримувати; захищати, відстоювати; твердити
 ultimately – зрештою, кінець кінцем
 to fail – не досягти, не зробити, не вдатися; не виправдати; провалюватися
 various – різний; різноманітний
 to contribute to – сприяти (чомусь)
 maintenance – підтримання; підтримка
 self-disclosure – саморозкриття
 commitment – зобов'язання
 various maintenance strategies – різноманітні стратегії підтримання
 following of relationships rules – дотримання правил взаємовідносин
 in contrast – на противагу

decline in the level of self-disclosure – погіршення (занепад) рівня саморозкриття
 associated – пов'язаний
 reduction – зниження; зменшення, скорочення
 strength of a relationship – міцність взаємовідносин
 dissolution – розірвання; ліквідація
 to explain – пояснювати, тлумачити
 in terms of – мовою; з точки зору
 typical sequence of events – типова послідовність подій
 to follow – наслідувати; поділяти погляди, підтримувати
 to break down (broke, broken) – ламатися; розвалюватися
 as well as – так само як
 breakdown – падіння; розвал
 different – різний
 acquaintance – знайомий
 relative – родич
 especially – особливо
 perhaps – можливо
 obvious – очевидний, явний, ясний
 involvement – втягання, вплутування
 marriage – шлюб; одруження
 difference – різниця; відмінність
 to form – утворювати(ся)
 to depend on – залежати від
 personal needs and attitudes – особисті потреби і думки
 cultural context – культурний зміст
 to expect – чекати, сподіватися; гадати, думати, припускати
 society – суспільство
 to make one's own decisions (made, made) – приймати свої власні рішення
 to take responsibility for their own lives (took, taken) – нести відповідальність за своє власне життя
 to regard – вважати (за когось, щось – as)
 mainly – головним чином; здебільшого, переважно
 as part of family and social groups – як частина родинних і соціальних груп
 obligations to other people – обов'язки перед іншими людьми

EXERCISES

 **Task 1. Underline the suffixes in the words. Put the words into the right column. Translate the words into Ukrainian.**

For example:

NOUN	VERB	ADJECTIVE	ADVERB
organization	organize	organizational	organizationally

Interpersonal, relationship, codify, generally, numerous, widen, formation, physically, attractiveness, simplify, dirty, proximity, attractive, falsify, similarity, usually, broaden, demographic, personality, generalize, identify, rarely, meeting, stranger, independent, lengthen, appearance, antagonistic, assessment, maximize, reasonable, maturity, sociable, importance, memorize, nearness, important, attraction, intimately, personify, possibility, communication, socialize, ultimately, rightness, various, commitment, specialize, maintenance, romantic, visualize, difference, cultural, responsibility, weaken, mainly, strength.

 **Task 2. Complete the table with the suitable words instead of the dots.**

NOUN	ADJECTIVE	ADVERB	VERB
.....	.....	.....	to form
attract / .....	.....	.....	.....
.....	important	.....	
..... / .....	.....		to determine
.....	similar	.....	
developer / .....	..... / ..... / .....	.....	.....
..... / ..... / ..... / .....	..... / ..... / ..... / .....	.....	to vary
..... / ..... / ..... / ..... / ..... / .....	..... / ..... / .....	.....	to act /
type	.....	.....	.....
.....	different	.....	.....

 **Task 3. Define the tenses of the predicates in the sentences. Translate the sentences into Ukrainian.**

- How did you manage to get that rare book?
- We two will be able to manage it quite well.
- She always eats dinner with her family around six o'clock.
- We shall fulfill our plan in a week's time.
- The women of Ukraine take an active part in the political life of the country.
- She told me you were not at home.
- This article contains much valuable information.
- After graduating from the University she will know English well.
- When did you begin to study English?
- I don't interrupt people when they read.
- Will this be the paper you mean?

12. Oliver walked twenty miles that day; and all that time he ate nothing but his piece of bread.
13. Buses pass my house every hour.
14. She thought about it last week.
15. I shall know the results of our test paper in a week.

 **Task 4. Put the verbs in brackets in the sentences into the Present Simple Tense, the Past Simple Tense or the Future Simple Tense. Translate the sentences into Ukrainian.**

1. Bad driving (to cause) many accidents.
2. What you (to do) yesterday?
3. Thanks for lending me money. I (to pay back) you next Friday.
4. Ann (not to drink) tea very often.
5. Where we (to go) in three days?
6. Mozart (to write) more than 600 pieces of music.
7. How often you (to go) to the dentist?
8. They (not to invite) her to the party last week.
9. He is very busy nowadays, that is why he (not to visit) us next Sunday.
10. I (to play) the piano, but I (not to play) it very well.
11. My sister (to graduate) from the University in two years.
12. The police (to apprehend) a dangerous criminal last week.
13. You (to have) time to help me tomorrow?
14. Mr. Manning (to teach) Astronomy at the local high school last year.
15. She always (to carry) an umbrella.

 **Task 5. Make the sentences negative and interrogative. Put questions to the italicized words.**

1. *She* does her morning exercises every morning.
2. You will be *in Rome* tonight.
3. Her little daughter drew me *a map*.
4. I shall remember *this* day all my life.
5. They sell fresh *grape* juice here.
6. The new student worked *hard* last week.
7. He will play in a tennis match *on Friday*.
8. We leave home *at 7:00* every day.
9. We shall know about *the accident* tonight.
10. *Her* father drove the car perfectly but very fast.
11. Her daughter caught cold in the *wet* weather.
12. *The window-cleaner* will come at eight tomorrow.
13. I visit *my relatives* at weekends.
14. Ann invited *us* to her birthday party.
15. I read *two* books every month.

 **Task 6. Define the tenses of the predicates in the sentences. Translate the sentences into Ukrainian.**

1. What were you doing at six o'clock yesterday? I was working at my English.
2. Tom can't have the newspaper now because his aunt is reading it.
3. Don't disappoint me, I shall be expecting you.
4. We were walking home when it began to rain.
5. Listen! Somebody is singing in the street.
6. We shall be having breakfast in a minute.
7. While I was writing, there came a knock at the door.
8. What will you be doing at seven o'clock? I shall be preparing my home task.
9. Is the lift going up or down?
10. He will be packing all day tomorrow.
11. I was very busy at the end of June, I was preparing for my last examination then.
12. At the present moment she is hurrying to her university.
13. Robert is just now speaking to my uncle and they are shaking hands. (*Ch. Brontë*)
14. I shall already be working when you return.
15. When I returned, she was sweeping the floor. (*Bennett*)

 **Task 7. Put the verbs in brackets in the sentences into the Present Continuous Tense, the Past Continuous Tense or the Future Continuous Tense. Translate the sentences into Ukrainian.**

1. Why you (to look) at me like that? What's the matter?
2. At 10 o'clock tomorrow she will be in the office. She (to work).
3. Tom burnt his hand while he (to cook) the dinner.
4. Jane (to wait) for me when I arrived.
5. I (to read) an interesting book at the moment.
6. You (to pass) the post office when you are out?
7. What you (to do) at this time yesterday? I was asleep.
8. Is it all right if I come at about 8.30? Yes. I (not to watch) the football then.
9. We can go out now. It (not to rain) any more.
10. You (to use) your bicycle this evening?
11. John took a photograph of me while I (not to look).
12. I'm tired. I (to go) to bed now. Goodnight!
13. At 12 o'clock tomorrow I still (to cook) dinner.
14. *David Copperfield* is not to be got. The second-year students (to read) it.
15. At midnight he still (to work), though he (to feel) ill.

 **Task 8. Put the verbs in brackets in the sentences into the Present Simple Tense, the Present Continuous Tense, the Past Simple Tense, the Past Continuous Tense, the Future Simple Tense or the Future Continuous Tense. Translate the sentences into Ukrainian.**

1. Listen to those people. What language they (to speak)?
2. We (to see) Rose in town a few days ago.
3. That bag looks heavy. I (to help) you with it.
4. I (to walk) home when I met Dave.
5. I usually (to go) to work by car.
6. He (to have) lunch at 12.45 tomorrow.
7. The water (to boil). Can you turn it off?
8. It was cold, so I (to shut) the window.
9. Did you phone Ruth? Oh, no, I forgot. I (to phone) her now.
10. Julia is very good at languages. She (to speak) three languages very well.
11. They (to play) tennis from 3 to 5 next Saturday.
12. While I (to work) in the garden, I hurt my back.
13. The Earth (to rotate) round its axis.
14. He did not notice what (to go) on around him – he (to read).
15. In the past he (to make) an entry in his diary every night.

 **Task 9. Define the tenses of the predicates in the sentences. Translate the sentences into Ukrainian.**

1. By that time I had already written the letter.
2. By six o'clock I shall have finished my translation.
3. He has studied English for two years.
4. She had been ill for two days when we learnt about it.
5. It is clearing up; in an hour the rain will probably have ceased.
6. She has opened the window, that is why it is rather cold in the room.
7. By this time tomorrow they will have crossed the Channel.
8. When I came home the children had already returned from school.
9. I have changed only a few points in your manuscript.
10. The porter said that our friend had just left the club.
11. We shall have walked a long way before we reach the sea.
12. He has been to Yalta this year.
13. When they had left, I went down to the beach.
14. I am not going till you have answered me.
15. I shall have been a teacher for 20 years by next May.

 **Task 10. Put the verbs in brackets in the sentences into the Present Perfect Tense, the Past Perfect Tense or the Future Perfect Tense. Translate the sentences into Ukrainian.**

1. When Sarah arrived at the party, Paul already (to go) home.
2. I think, by the time you ring me up I (not to finish) my work.
3. He told me his name but I (to forget) it.
4. They (to pass) all the examinations by the beginning of the next month.
5. This student (to prepare) his report by the end of the next week.
6. I have written the letter but I (not to post) it yet.
7. Her brother just (to come back) from Kyiv.
8. The house was dirty. They (not to clean) it for weeks.
9. The student (to translate) this article by the time her friend calls on her?
10. You (to hear) from George recently?
11. I (to buy) a new English book before you met me.
12. Where this student (to study) before he entered the University?
13. I shall be back by six, and I hope you (to have) a good sleep by that time.
14. I am a little frightened for I (to lose) my way.
15. Fortunately the rain (to stop) before we started.

 **Task 11. Put the verbs in brackets in the sentences into the Present Simple Tense, the Present Continuous Tense, the Present Perfect Tense, the Past Simple Tense, the Past Continuous Tense, the Past Perfect Tense, the Future Simple Tense, the Future Continuous Tense or the Future Perfect Tense. Translate the sentences into Ukrainian.**

1. I (to wait) for you when you come out.
2. By the end of the next term we (to learn) many new words and expressions.
3. I (to speak) to the secretary to-morrow.
4. We sat down at the table only when all the guests (to arrive).
5. I'm very busy at present, I (to work) on my report.
6. She (to write) a letter to her friend yesterday.
7. He (to sit) at his desk when I came in.
8. I usually (to come) here by bus.
9. By the 1st of July we (to be) at the seaside for a fortnight.
10. Mother (to rest) now. She always (to rest) after lunch.
11. This time next month I (to sit) on a beach.
12. Light (to travel) more quickly than sound.
13. He told me that his friend already (to leave) Kyiv.
14. He (to be) twenty next year.
15. We (to be) friends since our schooldays.
16. She (to come in) a moment ago.
17. I was alone in the house at that time because Mr. Jones (to work) in the garage and Mrs. Jones (to do shopping).
18. I not (to finish) my letter yet.

 **Task 12. Define the tenses in the sentences below. Translate the sentences into Ukrainian.**

1. Wilhelm Wundt (1832-1920) started psychology on its way as an independent discipline.
2. For thousands of years, philosophers have tried to understand behaviour.
3. Psychologists study both human and animal behaviour from conception to death, including conscious and unconscious influences on behaviour.
4. William James established the first American psychological laboratory at Harvard College, about the same time Wilhelm Wundt was establishing his laboratory in Germany.
5. Physiological psychologists and comparative psychologists often employ experimental techniques to study problems within their areas of specialization.
6. A directional hypothesis proposes that a particular change in the conditions of an experiment will alter the outcome of the experiment.
7. Careful study of the cerebral hemispheres has allowed a labeling of specific areas and a “mapping” of many of their functions.
8. The teacher explained that while some researchers had stressed the importance of hereditary influences on the aspects of behaviour, others had emphasized environmental effects.
9. Jean Piaget (1896-1980), a Swiss psychologist, proposed a series of cognitive development stages.
10. Kinesthetic receptors are providing information about the activity and position of the body.

 **Task 13. Translate the word-combinations. Find them in the text and read the sentences they are used in.**

- | | | | |
|-------------------------------------|-----------------------------------|--|--|
| 1) physically attractive individual | 4) typical sequence of events | 7) to share the same beliefs and attitudes | 10) to agree with each other |
| 2) obligations to other people | 5) to make sense | 8) romantic relationships | 11) personal needs and attitudes |
| 3) initial attraction | 6) various maintenance strategies | 9) choice of friends | 12) to become involved with each other |

 **Task 14. Find the right Ukrainian equivalents in Column B to the words and word-combinations in Column A.**

COLUMN A

COLUMN B

- 1) possibility
- 2) physical attractiveness
- 3) dissolution
- 4) sociable
- 5) interpersonal relationship
- 6) choice of friends
- 7) demographic similarity
- 8) dissimilar
- 9) self-disclosure
- 10) antagonistic relationships
- 11) physical appearance
- 12) maintenance
- 13) relevant factor
- 14) to make a decision
- 15) to make sense

- 1) вибір друзів
- 2) товариський
- 3) відмінний
- 4) демографічна подібність
- 5) антагоністичні взаємовідносини
- 6) фактор, що стосується справи
- 7) можливість
- 8) приймати рішення
- 9) міжособистісні взаємовідносини
- 10) підтримання
- 11) фізична привабливість
- 12) мати смисл
- 13) зовнішність
- 14) розірвання
- 15) саморозкриття

 **Task 15. Find the right English equivalents in Column B to the words and word-combinations in Column A.**

COLUMN A

COLUMN B

- | | |
|--|--|
| 1) залежати від | 1) reduction |
| 2) розвал | 2) exciting |
| 3) бути подібними на когось | 3) strength of a relationship |
| 4) міцність взаємовідносин | 4) similarity in personality |
| 5) бути важливим | 5) breakdown |
| 6) фізично привабливий | 6) attitude similarity |
| 7) формування міжособистісних взаємовідносин | 7) to consider |
| 8) провалюватися | 8) to depend on |
| 9) схожість відношення | 9) to contribute to |
| 10) врівноважений | 10) physically attractive |
| 11) вважати | 11) to be like somebody |
| 12) подібність особистості | 12) formation of interpersonal relationships |
| 13) зменшення | 13) poised |
| 14) сприяти (чомусь) | 14) to be of importance |
| 15) хвилюючий | 15) to fail |

 **Task 16. Match the words in Column A with their antonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
To like, several, difference, marriage,	Weakness, big, dependent, far, female,

possible, relevant, clean, to include, to agree, large, widely, small, attractive, male, physically, independent, warm, nearness, close, similar, to attract, to fail, strength, obligation.	dirty, distance, impossible, unappealing, one, small, dissimilar, to exclude, to repel, right, irrelevant, to succeed, mentally, cold, narrowly, to disagree, divorce, similarity, to dislike.
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 **Task 17. Match the words in Column A with their synonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
Obligation, decision, relationship, need, society, responsibility, important, to consider, male, to maintain, various, rule, decline, similarity, to resemble, to enjoy, to attract, effect, characteristic, to develop, belief, proximity, common, appearance, assessment, attractive, rarely, female, maturity, formation.	Different, to advance, adulthood, liability, regulation, result, evaluation, to appreciate, likable, feature, image, want, to regard, nearness, decay, seldom, view, duty, creation, likeness, to draw, conclusion, woman, man, general, to sustain, to look like, community, affiliation, significant.

 **Task 18. Complete the translation of the sentences into English.**

1. Evidence that фізично привабливі люди are thought of as being generally привабливими was reported by J.C. Brigham.
2. Even Internet взаємовідносини are formed through a kind of близькості.
3. C. Werner and P. Parmalee found that подібність in preference for leisure діяльності (which is related to схожості ставлення) was more important for дружби than was схожість ставлення.
4. R.F. Winch found that одружені пари who were рідними in personality were happier than those who were подібними.
5. The importance of фізичної привабливості has sometimes been assessed by showing participants photographs of people they have never met, and asking them вказати how they would хотіли б to go out with them.
6. Of course, фізична привабливість is going to have an enormous вплив на результати when no other інформації, що стосується справи, is available.
7. Міжособистісні взаємовідносини are formed over time as two people begin to know each other better, but задіяні (використані) processes have rarely been studied in the laboratory.
8. Psychologists зацікавлені in formulating theoretical accounts of поведінки, on the basis of research свідчень.
9. Саморозкриття, which involves revealing особистої інформації about oneself to another person, is of fundamental значення in developing and підтримання intимасу.
10. Зобов'язання, in the sense of a determination to continue взаємовідносини, increases over time.

11. In order to підтримувати взаємовідносини successfully (whether романтичні взаємовідносини, дружбу, or whatever), it is necessary for both of the people involved to keep to certain informal правил взаємовідносин.
12. Поведінка і спілкування need to be understood within the context in which they occur, and this context clearly відрізняється considerably from one culture to another, and across різних типах взаємовідносин.
13. Культурні відмінності міжособистісних взаємовідносин remind us that scientists, like everyone else, are socialized within a given culture.
14. The cultural values and environmental умови in North America have led Northern American social psychologists to be primarily concerned with first-time знайомими, дружбою and близькими взаємовідносинами.
15. Кібер взаємовідносини may replace реальні взаємовідносини which are зрештою more complex and satisfying.

 **Task 19. Fill in the gaps with the suitable words and word-combinations from the box.**

personality	meaningful and satisfying relationships	age
influential role	to identify	approach
belongingness	behaviour	relationship break-ups
social class	essence	love interpersonal relationships
sex	interpersonal situations	wellbeing
Humanistic Psychology	psychological processes	healthy social interactions

1. In modern days, even though people are involved in a number of ... , and seemingly have little time, yet the aspect of ... and being together is very much existent.
2. One of the reasons why human beings prefer to socialize and be in groups is the need for ... or the need to belong.
3. It is a fundamental human motivation to have
4. Abraham Maslow, one of the pioneers of ... (the ... that proposes that moral and ethical values and intentions directly determine behaviour), suggests that the need for belongingness is the need to have friends and family.
5. D.B. Kandel asked students in secondary school ... their best friend among the other students.
6. These best friends tended to be of the same ... , religion, ... , ... , and ethnic background as the students who nominated them.
7. Gordon Allport defines ... as the dynamic organization within the individual of those psychological systems that determine his/her characteristic ... or thought.
8. For Harry Stack Sullivan, personality cannot be isolated from ... , and interpersonal behaviour is all that can be observed as personality.
9. For H.S. Sullivan, perceiving, remembering, thinking, imagining, and all

- other ... are interpersonal in character.
10. It is important to distinguish between ... , same-sex friendships, opposite-sex friendships, ... in the workplace, and so on.
 11. Interpersonal relationships shape an individual and play an ... in a person's ... and further effect other life activities.
 12. Theories and ... show that human beings are naturally developed to have relationships and socialize with each other.
 13. Some ... are accompanied by bitter recrimination and even violence, whereas others are handed in a more "civilised" way.
 14. Obstacles in having ... and forming social bonds cause a number of difficulties to an individual.
 15. Taking out the aspect of social interactions from human beings loses the very ... of being human.

 **Task 20. Match the words in Column 1 with their definitions in Column 2.**

COLUMN 1

COLUMN 2

- | | |
|-----------------|---|
| 1) similarity | a) to think about somebody/something, especially in order to make a decision |
| 2) relationship | b) fond of the company of other people; friendly |
| 3) attractive | c) to decide firmly that something will be done; to make up one's mind about something; to resolve |
| 4) attitude | d) a state of being related by birth or marriage, or beliefs |
| 5) sociable | e) the characteristics and qualities of a person seen as a whole |
| 6) proximity | f) resemblance of somebody/something but not being the same; likeness |
| 7) determine | g) to be like or similar to (another person or thing) |
| 8) personality | h) having the power to arouse interest or pleasure in (somebody/something); pleasing or interesting |
| 9) consider | i) nearness in space or time; closeness |
| 10) resemble | j) a way of thinking or behaving |

 **Task 21. Are the following statements true (T) or false (F)?**

- | | |
|---|------------|
| 1. Communication is easier with people who are not similar. | T F |
| 2. Women whose faces resemble those of young children are often perceived as attractive. | T F |
| 3. Similarity in personality is important and people tend to be intimately involved with those who are like themselves. | T F |
| 4. There is only one type of relationships. | T F |
| 5. If we like those who are similar to us, there is a reasonable chance that | |

- | | | | |
|-----|---|---|---|
| | they will like us. | T | F |
| 6. | The first thing that we generally notice when meeting a stranger is his/her attitude similarity. | T | F |
| 7. | Men having features such as a square jaw, small eyes, and thin lips are regarded as attractive by women. | T | F |
| 8. | There are absolutely no differences in interpersonal relationships between cultures. | T | F |
| 9. | In Western societies (especially in the USA) individuals will make their own decisions and take responsibility for their own lives. | T | F |
| 10. | Attitude similarity has much more of an effect on interpersonal attraction when the attitudes are not significant to the individuals. | T | F |
| 11. | One of the factors determining interpersonal attraction is attitude similarity. | T | F |
| 12. | The relationships that individuals form depend on their likes, wishes, and dislikes. | T | F |
| 13. | Perhaps the most obvious and important relationship is romantic involvement as in marriage. | T | F |
| 14. | People who have similar personalities are most likely to become involved with each other – Opposites attract. | T | F |
| 15. | Various factors contribute to the maintenance of friendships and relationships. | T | F |

 **Task 22. Match the beginning and the end of the sentences.**
Translate the sentences into Ukrainian.

- | | | | |
|----|--|----|---|
| 1) | An interpersonal relationship is a strong, deep, or close association or acquaintance between two or more people ... | a) | whereas the other has strong opinions about how to decorate a shared space. |
| 2) | The study of interpersonal relationships involves several branches of the social sciences, ... | b) | relationship satisfaction is based on three factors: rewards, costs, and comparison levels. |
| 3) | The relational self theory posits that prior and existing relationships influence one's emotions and behaviours in interactions with new individuals, ... | c) | or they gradually deteriorate as people drift apart, move on with their lives and form new relationships with others. |
| 4) | Two parties can be dominant in different areas, for example, in a friendship or romantic relationship, one person may have strong opinion about where to eat dinner, ... | d) | but instead characterized by intimacy, growth, and resilience. |

- | | |
|---|---|
| 5) Interpersonal relationships are dynamic systems ... | e) including such disciplines as sociology, communication studies, psychology, anthropology, and social work. |
| 6) Interpersonal relationships tend to grow and improve gradually as people get to know each other and become closer emotionally, ... | f) than relationships that are low in costs. |
| 7) The social exchange theory and C. Rusbult's investment model show that ... | g) particularly those individuals that remind him or her of others in his or her life. |
| 8) The social exchange theory and the investment model both theorize that relationships that are high in costs would be less satisfying ... | h) that may range in duration from brief to enduring. |
| 9) Positive psychologists use the various terms "flourishing, budding, blooming, blossoming relationships" to describe interpersonal relationships that are not merely happy, ... | i) positive psychology argues that relationship health is not merely the absence of relationship dysfunction. |
| 10) While traditional psychologists specializing in close relationships have focused in relationship dysfunction, ... | j) that change continuously during their existence. |

 **Task 23. What is the meaning of the underlined words? Choose the correct answer. Use a dictionary to check your answers. Translate the sentences into Ukrainian.**

1. An interpersonal relationship may be based on inference, love, solidarity, regular business interaction, or some other type of social commitment.
 - a) assistance;
 - b) help;
 - c) cooperation.
2. Interpersonal relationships are formed in the context of social, cultural and other influences.
 - a) understanding;
 - b) connection;
 - c) domination.
3. Interpersonal relationships may be regulated by law, custom, or mutual agreement, and are the basis of social groups and society as a whole.
 - a) obligation;
 - b) rule;

- c) necessity.
- 4. Interpersonal skills are vital when trying to develop a relationship with another person.
 - a) knowhow;
 - b) measurement;
 - c) duration.
- 5. Human beings are innately social and are shaped by their experiences with others.
 - a) realistic;
 - b) dominant;
 - c) friendly.
- 6. According to A. Maslow's hierarchy of needs, humans need to feel love and acceptance from social groups (family, peer groups).
 - a) ability;
 - b) requirement;
 - c) possession.
- 7. Power is the ability to influence the behaviour of other people.
 - a) workability;
 - b) labour;
 - c) self-control.
- 8. When two parties have or assert unequal levels of power, one is termed "dominant" and the other "submissive".
 - a) decisive;
 - b) inferior;
 - c) persistent.
- 9. One of the most influential models of relationship development was proposed by psychologist George Levinger.
 - a) reliability;
 - b) steadiness;
 - c) progress.
- 10. Healthy relationships are built on a foundation of secure attachment and are maintained with love and purposeful positive relationship behaviours.
 - a) ability;
 - b) devotion;
 - c) need.

? Task 24. Answer the following questions.

- 1. What are the types of interpersonal relationships?
- 2. What are the main relevant factors that are involved in the formation of interpersonal relationships?
- 3. What does physical appearance include?
- 4. Why is physical attractiveness of importance in influencing initial attraction for other people? Give examples.
- 5. What does proximity determine?

6. How can you explain attitude similarity?
7. Why are those who have similar demographic characteristics more likely to become friends?
8. Why is similarity in personality important? Give examples.
9. What factors contribute to the maintenance of friendships and relationships?
10. Why are there differences in interpersonal relationships between cultures? Give examples.

 **Task 25. Read the text, consider the facts described and draw your conclusion.**

WHAT IS INTERPERSONAL RELATIONSHIP?

 A strong bond between two or more people refers to interpersonal relationship. Attraction between individuals brings them close to each other and eventually results in a strong interpersonal relationship.

Forms of Interpersonal Relationship

An interpersonal relationship can develop between any of the following:

- Individuals working together in the same organization.
- people working in the same team.
- Relationship between a man and a woman (Love, Marriage).
- Relationship with immediate family members and relatives.
- Relationship of a child with his parents.
- Relationship between friends.

Relationship can also develop in a group – relationship of students with their teacher, relationship of a religious guru with his disciples and so on.

Must Have in an Interpersonal Relationship

- ✓ Individuals in an interpersonal relationship must share common goals and objectives. They should have more or less similar interests and think on the same lines. It is always better if individuals come from similar backgrounds.
- ✓ Individuals in an interpersonal relationship must respect each other's views and opinions. A sense of trust is important.
- ✓ Individuals must be attached to each other for a healthy interpersonal relationship.
- ✓ Transparency plays a pivotal role in interpersonal relationship. It is important for an individual to be honest and transparent.

Interpersonal Relationship between a Man and a Woman

A strong interpersonal relationship between a man and a woman leads to friendship, love and finally ends in marriage.

A sense of commitment is essential in marriages and love affairs. Partners must feel attached to each other and most importantly trust each other.

The famous psychologist Robert Sternberg proposed the triangular theory of love in interpersonal relationship.

According to the triangular theory of love the following three components lay the foundation in love affairs and marriages:

1. Passion.
2. Intimacy.
3. Commitment.

The amount of love in any relationship is directly proportioned to the above three components. The relationship is stronger when there all three components.

1. **Passion:** passion refers to the physical and sexual attraction between two individuals. Individuals must feel physically attracted to each other for the charm to stay in relationship for a much longer period of time.
2. **Intimacy:** The amount of closeness between two individuals in a relationship refers to intimacy. Partners must get with each other and a strong bond between them is essential.
3. **Commitment:** The decision of two individuals to stay together forever is called commitment. Commitment is nothing but two people deciding to be with each other life-long either by staying together or by entering the wedlock.

If any of the above factors is missing from a relationship, love fades away in a short span of time giving rise to troubles and sorrows.

Relationship between Friends

- Friends must be honest to each other.
- Stand by your friends at times of need.
- Avoid leg pulling, criticism and making fun of your friends.
- Try not to mix friendship with love as it creates problems and misunderstandings.

Interpersonal relationship between children and parents, brother and sister, immediate family members or relatives revolves around trust, commitment and care.

 **Task 26. Read the text and translate it into Ukrainian. Prepare an oral presentation in English concerning the issues discussed in the text.**

DIFFERENT TYPES OF INTERPERSONAL RELATIONSHIPS

 When two individuals feel comfortable in each other's company and decide to be with each other, they enter into a relationship.

A close association between individuals who share common interests and goals is called interpersonal relationship.

Individuals who are compatible with each other enter into an interpersonal relationship. People must get well for a strong and healthy relationship.

Let us go through the various types of interpersonal relationship:

1. Friendship

Friendship is an unconditional interpersonal relationship where individuals enter into by their own sweet will and choice.

Friendship is a relationship where there are no formalities and individuals enjoy each other's presence.

Friendship can be between:

- A man and a woman.
- A man and a man.
- A woman and a woman.

Must have in Friendship:

Transparency is the most essential factor for a stable friendship. Do not hide things from your friends. Be honest to them.

Guide them whenever required. Never give them any wrong suggestions or advice.

Feelings like ego, jealousy, hatred, anger do not exist in friendship.

The entire relationship of friendship revolves around trust and the notions of give or take. No relationship can be one sided and same with friendship. Try to do as much as you can for your friends.

2. *Love*

An interpersonal relationship characterized by passion, intimacy, trust and respect is called love. Individuals in a romantic relationship are deeply attached to each other and share a special bond.

Must have in a Romantic Relationship:

Two partners must trust each other in this relationship.

A sense of respect and mutual admiration is essential.

Partners must reciprocate each other's feelings for the charm to stay in the relationship for a longer period of time.

Case 1

Marriage happens when two individuals in love decide to take their relationship to the next level. Marriage is a kind of formalized relationship where two individuals after knowing each other well decide to enter the wedlock and stay together life-long through thick and thin.

Keys to a successful Marriage:

✓ ***Understanding***

- ✓ Love
- ✓ Passion
- ✓ Intimacy
- ✓ Respect
- ✓ Trust.

Case 2

Two individuals might love each other but decide not to get married. They are often called as boyfriend and girlfriend. They may or may not stay together. If they stay together without formally getting married, they are said to enter into relationship. Individuals staying in far off places but in relationship are said to be in long distance relationship.

Case 3

Individuals not getting along might decide to end relationship for a better future.

2. *Platonic Relationship*

Relationship between two individuals without any feelings or sexual desire for each other is called platonic relationship. In such relationship a man and a woman are just friends and do not mix love with friendship. Platonic relationships

might end in romantic relationship with both the partners developing mutual love for each other.

3. **Family Relationship**

Individuals related by blood or marriage are said to form a family.

4. **Professional Relationship (Work Relationship)**

Individuals working together for the same organization are said to share professional relationship. Individuals sharing professional relationship are called colleagues. Colleagues may or may not like each other.

 **Task 27. Read the text and express your opinion about the facts discussed in it. Can any of them influence interpersonal relationships?**

 Just think of it ... 7.7 billion unique combinations of colour, age, nationality, language, height, weight, beliefs, dreams and fears. Amazing, isn't it? Yet despite our differences, in one very important way we're exactly the same. How? Well, from Tokyo to Timbuktu and Paris to Peking, what everyone basically consists of is (1) a mind, (2) a body. Here are some fascinating facts about the way our minds and bodies are made.

Cells

There are over 50 billion cells in every adult human being. Millions of these die every second, but that's not a problem because new cells quickly replace them. How do cells reproduce? By splitting in two. Another interesting fact is that different types of cells last for different lengths of time – for example, red blood cells last an average of four months, but bone cells can last for as long as 30 years.

Temperature

The average temperature of the human body is 36,5°C.

The Brain

The brain has two halves or “hemispheres”. The left hemisphere controls the right side of the body and is generally more powerful than the right hemisphere. That's why 91 per cent of people are right-handed.

Intestines

If you laid the intestines in a human body end to end, they would measure over ten metres.

Eyes

We blink roughly fifteen times per minute to clean our eyes and stop them getting dry.

The average human being produces over three litres of tears per year. (Elephants are the only other animals, apart from human beings, which cry when they feel very sad or happy).

Eight per cent of men and five per cent of women are colour blind. This means that they can't tell the difference between one colour and another. The commonest colours which people have problems with are red and green.

Fingerprints

No two human beings have exactly the same fingerprints.

Skin

The thickness of skin varies. On your eyelids it's only 0.5 millimetres thick, but on the soles of your feet it's 6 mm thick. The average thickness on most parts of your body is 2 mm.

The old skin cells are constantly replaced by the new ones (that's why suntans gradually fade after holidays). And what happens to the old skin cells? Well, they simply drop off; in fact, most house-dust is simply dead skin.

Dreams

Everyone dreams every night. That's true even if you can't remember your dreams the next morning.

Blood

The total length of all the blood vessels (arteries, vein, etc.) in one body is 96,560 kilometres. That's enough to go around the world twice.

There are four types of 'groups' of blood – 'A', 'B', 'AB', and 'O'. The commonest type is 'O'.

A human heart beats roughly 100,000 times per day, sending blood on its journey around the body. The average time it takes to complete that journey is 45 seconds.

Bones and Muscles

Each of us has 206 bones. Collectively they're called the skeleton.

There are more than 600 muscles in your body, over 100 of which are in your face.

Water

Human beings are two-thirds water.

? Task 28. Pop quiz: What type of boyfriend/girlfriend are you?

① When a boy and a girl go out to the cinema together, who do you think should pay?

- a) the boy;
- b) the person who has more money;
- c) they should pay for themselves.

② Your boyfriend/girlfriend is in a play. He/she has to kiss someone who you know he/she likes. What do you do?

- a) forbid him/her to participate in a play;
- b) trust him/her;
- c) worry but say nothing; you might sound paranoid.

③ Your boyfriend/girlfriend is always very attentive when you are alone together. However when he/she is with other people he/she almost ignores you. What do you do?

- a) nothing, it's obvious that he/she is going to act differently;
- b) demand more attention;
- c) ask him/her why he/she is acting differently.

④ You and your boyfriend/girlfriend are going to a party. He/she tells you that the person who he/she used to go out with will be there. What do you do?

- a) go to the party and try to be friendly to his/her 'ex';
- b) worry that you are not as attractive/interesting as his/her 'ex';
- c) refuse to go to the party.

⑤ You receive two Valentine's cards. One is definitely from your boyfriend/girlfriend but you don't know who the other one is from. The unidentified card has a very romantic message. Do you tell your boyfriend/girlfriend about it?

- a) of course, I want him/her to be jealous;
- b) of course I don't want any secrets between us;
- c) no, the other person who sent a card might be attractive.

⑥ Your boyfriend/girlfriend is depressed. You don't know why. He/she says he/she doesn't want to go out on Saturday night but your friend is having a party. What do you do?

- a) go to the party but ring him/her to check that he/she is OK;
- b) get angry with him/her because you want to go out;
- c) go to his/her house and try to cheer him/her up.

Now you should add your scores:

①	a = 3	b = 2	c = 1
②	a = 3	b = 1	c = 2
③	a = 1	b = 3	c = 2
④	a = 1	b = 2	c = 3
⑤	a = 3	b = 1	c = 2
⑥	a = 2	b = 3	c = 1

ANALYSIS:

6-9: You are someone who is very trusting – perhaps too trusting at times. You are happy to devote a lot of time to your boyfriend/girlfriend. You are obviously a generous and patient person when you go out with someone. However, do not sacrifice too much. Sometimes you are too cool and distant because you don't want to be a nuisance. Your feelings are as important as your boyfriend/girlfriend's.

10-14: You are a caring person who enjoys seeing your boyfriend/girlfriend but you are not too demanding. If there is a small problem in your relationship, you do not panic or go mad. You sort it out sensibly. You are neither possessive nor too distant.

15-18: You are very passionate and romantic. This is great but you are too possessive. Your views of boy-girl relationships are very old-fashioned and traditional. Be careful, we think you might get hurt. Your boyfriend/girlfriend will be made angry by your constant demand for attention. Stop feeling so insecure!

TALKING POINTS

1. Analyze the reasons why people are attached to one another.
2. Explain what physical attractiveness (proximity, attitude similarity, demographic similarity, similarity in personality) is.
3. Speak about the importance to consider the maintenance of relationships and their failure.
4. Focus on the differences in interpersonal relationships between cultures and give the examples of your own.
5. Have a group discussion about the strong points of having good interpersonal relationships.

UNIT 2

WARM-UP

Comment on the quotes:

Examinations are formidable even to the best prepared, for the greatest fool may ask more than the wisest man can answer – *Ch. Caleb Colton* (1780 – 1832) (English cleric, writer and collector).

Don't become a mere recorder of facts, but try to penetrate the mystery of their origin – *Ivan Pavlov* (1849 – 1936) (Russian physiologist, won a Nobel Prize Award in 1904).

The greatest discovery of my generation is that human beings can later change their lives by altering their attitudes of mind – *William James* (1842 – 1910) (American philosopher and psychologist).

GRAMMAR	VOCABULARY
Passive Voice.	Approach, behaviour, to make sense, mental disorder, living organism, biological approach, language acquisition, biological explanation, developmental psychology, assumption,

	physiological psychology, nativist approach, medical approach, physical illness, biological system, bodily activity, brain activity, central nervous system, to impose, to make reference to, autonomic nervous system, endocrine system, inherited, inborn, native, to acquire, unit of communication, gene, diagnosis of an illness, physical treatment, practical application, to treat, genetic counselling, environment.
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APPROACHES IN PSYCHOLOGY. THE BIOLOGICAL APPROACH

 What is an approach in psychology? An **approach** is a way of addressing the problem of explaining behaviour. Different psychologists prefer different approaches in psychology. We all find that different things make sense. In terms of psychology, the situation is not as straightforward as in politics, as most people might favour one kind of approach when explaining, say, aggression, whereas they might favour another approach when offering an account of why some individuals develop mental disorders.

The Biological Approach. Biology refers to the study of living organisms. For example, psychologists use the biological approach to explain biological rhythms, sleep and dreaming, motivation, and emotion. N. Chomsky's account of language acquisition is a biological (nativist) explanation. A number of explanations within developmental psychology are grounded in biology. The evolutionary approach to explaining behaviour is also biological. Included within the biological approach are physiological psychology, which is concerned with the functioning of the body; the nativist approach, which is concerned with an individual's genetic nature; and the medical approach, which is a term used to describe how mental disorders are explained in the same way that the medical profession explains physical illnesses.

The two key assumptions of this approach are that all behaviour can be explained and understood at the level of the functioning of biological systems, and that both behaviour and experience can be reduced to the functioning of biological systems.

The Physiological Approach. A physiological explanation is one that refers to bodily activity. There are physiological theories about dreaming that are based solely on brain activities, that is, the functioning of the central nervous system. It is claimed, using the physiological perspectives, that dreams are simply the random electrical activity of the brain during sleep upon which the mind imposes some sense. Other physiological explanations make reference to neurotransmitters and synapses, such as explanations of depression.

A further example of a physiological account could be of stress, which would focus on how your heart rate and breathing increase when in the presence of a stressor. Activity in the autonomic nervous system and endocrine system leads to the production of hormones which govern the stress response.

The Nativist Approach. The nativist approach to understanding behaviour is based on the idea that all behaviour is inherited. Plato used to talk about things being inborn or native to an individual, as contrasted with those characteristics that were acquired through experience. The unit of communication between one generation and the next is the gene.

The Medical Approach. The biological or somatic approach to the treatment of mental disorders suggests that psychological problems can be treated in the same way as physical problems. The medical model of mental illness assumes that all mental disorders have a physical cause (micro-organisms, genetics, biochemistry, or neuroanatomy). It also assumes that mental illnesses can be described in terms of clusters of symptoms; and symptoms can be identified, leading to the diagnosis of an illness. Finally diagnosis leads to appropriate physical treatments.

An Evaluation of the Biological Approach. On the one hand, biological explanations have proved valuable in terms of practical applications; for example, using drug therapies to treat mental disorders. In certain circumstances these have proved highly effective, such as with schizophrenics, and this supports the biological explanations. More recently, genetic counselling for prospective parents is an outcome of our understanding of the links between genes and behaviour.

But on the other hand, the biological approach overlooks the experiential aspect of behaviour. It ignores past experience in our environment as an influence on behaviour. Biological explanations are more appropriate for some kinds of behaviour (such as vision) than other kinds where high-order thinking is involved (for example, emotion). However, even vision involves some higher-order mental activity. Therefore biological explanations on their own are usually inadequate.

GLOSSARY

approach in psychology – підхід у психології

a way of addressing the problem of explaining behaviour – метод підходу до проблеми пояснення поведінки

different – різний; відмінний, інший

to prefer – віддавати перевагу

to find (found, found) – (з)находити, виявляти; зустрічати

to make sense (made, made) – мати смисл

in terms of psychology – мовою психології; з точки зору психології

straightforward – прямий, що веде *або* іде прямо вперед; чесний, відвертий; простий; прямо, відверто

to favour one kind of approach when explaining, say, aggression – підтримувати якийсь вид підходу, пояснюючи, скажімо, агресію

another – інший

to offer – пропонувати

account – звіт; думка; оцінка; підстава, причина; значення, важливість

why some individuals develop mental disorders – чому у деяких людей
 розвиваються ментальні розлади
 biological approach – біологічний підхід
 to refer to – стосуватися; посилається на; звертатися до
 living organism – живий організм
 to explain – пояснювати, тлумачити
 dreaming – сновидіння
 language acquisition – оволодіння мовою
 nativist explanation – пояснення з точки зору нативізму
 number of explanations – низка пояснень
 within – у межах
 developmental psychology – психологія розвитку
 to be grounded in biology (was, were; been) – ґрунтуватися на біології
 evolutionary approach – еволюційний підхід
 to include – містити в собі, охоплювати; включати
 physiological psychology – фізіологічна (анатомічна) психологія
 to be concerned with (was, were; been) – стосуватися (*чогось*), відноситися до;
 займатися (*чимсь*)
 functioning of the body – функціонування тіла
 nativist approach – підхід з точки зору нативізму
 genetic nature – генетична природа
 medical approach – медичний підхід
 to describe – описувати, зображати
 in the same way – таким же чином, як і
 physical illness – фізична хвороба
 key assumption – ключове припущення
 behaviour – поведінка
 at the level – на рівні
 both – обидва, той і другий; і ... і
 experience – (життєвий) досвід; переживання; випадок
 to reduce – обмежувати; зменшувати; знижувати; скорочувати; доводити;
 приводити в певний стан
 bodily activity – фізична діяльність
 to be based on (was, were; been) – ґрунтуватися на
 solely – єдино; тільки, виключно
 brain activity – розумова діяльність
 that is – тобто
 to claim – вимагати; претендувати на; твердити, заявляти
 physiological perspectives – фізіологічні перспективи
 dream – сон
 simply – просто
 random electrical activity of the brain – випадкова (безладна) електрична
 діяльність мозку
 mind imposes some sense – розум накладає певний сенс
 to make reference to (made, made) – посилається на
 neurotransmitter – нейротрансмітер, (нейро)медіатор
 synapse – синапс

such as – такий як
 explanations of depression – пояснення депресії
 further – дальший; наступний; додатковий
 to focus on – зосереджуватися на
 heart rate – серцебиття
 breathing – дихання
 to increase – зростати; збільшувати(ся); посилювати(ся)
 when in the presence of a stressor – під дією стресора
 autonomic nervous system – автономна нервова система
 endocrine system – ендокринна система
 to lead to (led, led) – вести до, приводити до
 production of hormones – вироблення гормонів
 to govern the stress response – контролювати реакцію на стрес
 to be based on the idea (was, were; been) – ґрунтуватися на ідеї (думці)
 all behaviour is inherited – уся поведінка є успадкована
 things being inborn or native to an individual – речі, що є природними або
 природженими для людини
 as contrasted with those characteristics – на противагу тим особливостям
 to acquire through experience – набувати через досвід
 unit of communication – одиниця зв'язку
 generation – покоління
 next – наступний
 gene – ген
 somatic approach – соматичний підхід
 treatment of mental disorders – лікування розумових розладів
 to suggest – пропонувати; підказувати (думку), наводити на думку; говорити
 про; означати
 to treat – лікувати
 in the same way as physical problems – таким же чином, як і фізичні проблеми
 to assume – вважати, припускати
 physical cause – фізична причина
 in terms of clusters of symptoms – з точки зору низок симптомів
 to identify – розпізнавати, пізнавати
 to lead to the diagnosis of an illness (led, led) – приводити до визначення
 діагнозу хвороби
 finally – зрештою, кінець кінцем; остаточно
 appropriate physical treatment – відповідне фізичне лікування
 on the one hand – з одного боку
 evaluation – оцінювання, оцінка
 to prove – доводити; засвідчувати; випробовувати; стверджувати; перевіряти
 valuable – корисний, важливий
 practical application – практичне застосування
 drug therapy – медикаментозна терапія
 in certain circumstances – за певних обставин (умов)
 to support – підтримувати; сприяти; допомагати; підтверджувати
 recently – недавно
 genetic counselling – поради, що стосуються генетичних проблем

prospective parents – майбутні батьки
 outcome of our understanding – наслідок нашого розуміння
 link – зв'язок
 on the other hand – з іншого боку
 to overlook – не помічати, пропускати, недоглядіти
 experiential aspect of behaviour – аспект поведінки, заснований на досвіді
 to ignore – ігнорувати; відхиляти
 past experience – минулий досвід
 environment – оточення; середовище
 as an influence on behaviour – як вплив на поведінку
 appropriate – підхожий, придатний, відповідний
 vision – зір
 high-order thinking – високий рівень мислення; високоорганізоване мислення
 to be involved (was, were; been) – бути задіяним; бути втягненим, бути
 вплутаним
 however – як би не; проте, однак
 even – навіть
 therefore – тому, отже
 on one's own – самостійно, незалежно
 usually – звичайно
 inadequate – невідповідний, неадекватний; недостатній; невідхожий

EXERCISES

 **Task 1. Underline the suffixes in the words. Put the words into the right column. Translate the words into Ukrainian.**

For example:

NOUN	VERB	ADJECTIVE	ADVERB
organization	organize	organizational	organizationally

Behaviour, recently, equalize, psychologist, different, electrify, biological, dreaming, motivation, crucify, acquisition, developmental, highly, broaden, physiological, functioning, horrify, genetic, illness, solely, nervous, idealize, activity, breathing, stressor, magnify, communication, treatment, identify, finally, effective, moralize, experiential, usually, thinking, prospective, valuable, evaluation, explanation, lengthen, depression, bodily, activity.

 **Task 2. Complete the table with the suitable words instead of the dots.**

NOUN	ADJECTIVE	ADVERB	VERB
..... / /			to behave
psychology /			

.....	.....		to explain
stress / .....	..... / .....		.....
..... / /	communicative / .....		.....
developer / .....	..... / ..... / .....	.....	.....
..... / ..... / ..... / .....	..... / ..... / ..... / .....	.....	to vary
..... /	identical / .....	.....	.....
..... / / /	 /		to apply
practice / ..... / ..... / .....	..... / ..... / ..... / .....	.....	.....

 **Task 3. Define the tense of the predicates in the sentences. Translate the sentences into Ukrainian.**

1. The delegation was met at the station.
2. This subject will be discussed in detail at our next meeting.
3. Excellent shelters for tourists have been built in the mountains here and there.
4. Many new houses are being built in this district.
5. The faces of the children had already been browned by the fresh air and the sun.
6. She was offered some interesting work.
7. Only a few points have been touched upon.
8. Your clothes will be looked after.
9. Many expeditions are organized by different institutions every year.
10. While the books were being catalogued, several volumes were mislaid.
11. A playhouse, which was called “The Theatre”, was erected by James Burbage in England in 1576.
12. Whom is the book written by?
13. It has been made known that the company of Shakespeare Royal Theatre will soon come to our city.
14. At Shakespeare Royal Theatre in Stratford-on-Avon only W. Shakespeare’s plays are given.
15. What play is being performed now?

 **Task 4. Define the tense of the predicates in the sentences. Translate the sentences into Ukrainian.**

1. In the history of scientific endeavour, psychology is considered a relatively new discipline.
2. Many of the basic problems of psychology – such as learning, motivation,

personality, perception or physiological influences on behaviour – were first discussed by philosophers.

3. For example, psychologists have always been concerned with questions of how the human mind develops from birth to adulthood.
4. Much of the methodology that accompanied the introduction of scientific inquiry into behavioural areas was borrowed or adapted from other sciences.
5. In 1890, William James published “The Principles of Psychology”, a textbook that systematized much of the knowledge that had been published in fragmented form up to that time.
6. The Stanford-Binet test of the thinking and reasoning abilities has been widely used by educators and psychologists.
7. In the USA about 15 per cent of all psychologists are involved in counselling psychology.
8. The theory of sensation that helped to explain how the nerve cells transmit information to the brain was formulated by Johannes Muller.
9. The autonomic nervous system is further divided into the sympathetic and parasympathetic divisions.
10. Methodology, areas for investigation, and justification for study were all taken by psychology from older scientific disciplines.

 **Task 5. Define the tense and the voice of the predicates in the sentences. Translate the sentences into Ukrainian.**

1. The car was sent for at once.
2. We meet twice a week.
3. Where is John? He is preparing his lessons.
4. The plan had been agreed upon before you came.
5. This bed has not been properly made.
6. I have just seen my friend off.
7. At last I have done all my work; now I shall go out.
8. The text is illustrated by practical examples.
9. The librarian said that a new system was being started because the books were not being returned by people.
10. He came a moment ago.
11. Nowadays at many theatres the plays are performed almost without any scenery.
12. The sleeping car attendant will check our tickets.
13. *As You Like It*, a comedy by W. Shakespeare will be performed by our dramatic circle next Sunday.
14. He had been ill for several days before he sent for the doctor.
15. Were theatres often visited by women at Elizabethan time?

 **Task 6. Define the tense and the voice of the predicates in the sentences. Translate the sentences into Ukrainian.**

1. Sometimes animals are used in studies simply because a psychologist is interested in learning about animal behaviour, since animals are important as part of the environment, and understanding their behaviour may be worthwhile for that reason.
2. The system of structuralism, which Wilhelm Wundt espoused, tested the method of introspection, which he developed in his laboratory, and thus provided a “target” for several other systems that followed.
3. Psychology describes behaviour (the what) and tries to explain the causes of behaviour (the why).
4. The encyclopaedic “Handbook of Physiology” was produced by Johannes Muller, in which he gave prominence to psychological matters.
5. Neither philosophers nor psychologists have definitely concluded which, if either, of their views best explains behaviour, and the present tendency is to recognize a mix of environmental and innate (hereditary) factors.
6. The teacher explained that humanistic psychology had emerged in the 1950s in reaction to both behaviourism and psychoanalysis.
7. In the state of California (USA) the term *psychologist* is protected by state law.
8. Freudianism is slowly disappearing.
9. The insights of Freudianism have been absorbed into general clinical psychology that is dominated by humanistic psychology.
10. It is true that S. Freud essentially considered psychoanalysis a pure science, but that is a view which has been replaced by the current view, which puts more emphasis on the issue of how fruitful psychoanalytic treatment is as a treatment.

 **Task 7. Put the verbs in brackets into the proper tense in the passive voice. Translate the sentences into Ukrainian.**

1. Most of the Earth's surface (to cover) by water.
2. This room (to clean) yesterday.
3. The room (to clean) later.
4. I have not received the letter. It might (to send) to the wrong address.
5. The vegetables did not taste very good. They (to cook) for too long.
6. The situation is difficult. Something must (to do) before it is too late.
7. The park gates (to lock) at 6.30 p.m. every evening.
8. The room (to clean) at the moment.
9. My car has disappeared. It (to steal).
10. We (to wake up) by a loud noise during the last night.
11. Some plays by W. Shakespeare (to perform) at “The Theatre” before the “Globe” playhouse was erected.
12. In modern theatres technical accessories (to set) in motion by electricity.
13. When I entered the hall a new play (to rehearse).

14. Good books (to enjoy) always by the readers.
15. Our lift (to repair) just.

 **Task 8. Put the verbs in brackets into the proper tense in the active voice or in the passive voice. Translate the sentences into Ukrainian.**

1. This text (to illustrate) recently by a friend of mine.
2. I often (to spend) my summer vacation at the seaside.
3. Thick ice usually (to break) with the help of explosives such as ammonal.
4. The building of the house (to begin) next April.
5. We already (to settle) the matter.
6. This type of computer (to manufacture) in many European countries now.
7. The theatre (to open) only last month.
8. We (to have) a picnic yesterday, but the rain (to spoil) the whole pleasure.
9. I was shocked to hear that your house (to break into).
10. I (to meet) him when he (to walk) to the station last Monday.
11. At our University the lectures on English literature always attentively (to listen to).
12. No one (to bring up) that question at the meeting yesterday.
13. The vacancy already (to fill).
14. People soon (to forget) it.
15. I was shocked to hear that your house (to break into).

 **Task 9. Translate the word-combinations. Find them in the text and read the sentences they are used in.**

- | | | | |
|-----------------------------|--------------------------|---------------------------------|------------------------------|
| 1) genetic counselling | 4) cluster of symptoms | 7) biological systems | 10) make reference to |
| 2) autonomic nervous system | 5) language acquisition | 8) higher-order mental activity | 11) developmental psychology |
| 3) high-order thinking | 6) unit of communication | 9) physical cause | 12) central nervous system |

 **Task 10. Find the right Ukrainian equivalents in Column B to the words and word-combinations in Column A.**

COLUMN A

- 1) brain activities
- 2) drug therapy
- 3) medical approach
- 4) environment
- 5) explanations of depression

COLUMN B

- 1) середовище
- 2) живий організм
- 3) досвід
- 4) мати смисл
- 5) дихання

- 6) to make sense
- 7) language acquisition
- 8) experience
- 9) evolutionary approach
- 10) breathing
- 11) production of hormones
- 12) appropriate
- 13) to treat
- 14) living organism
- 15) in terms of psychology

- 6) розумова діяльність
- 7) відповідний
- 8) пояснення депресії
- 9) лікувати
- 10) медикаментозна терапія
- 11) з точки зору психології
- 12) еволюційний підхід
- 13) медичний підхід
- 14) вироблення гормонів
- 15) оволодіння мовою

 **Task 11. Find the right English equivalents in Column B to the words and word-combinations in Column A.**

COLUMN A

- 1) за певних обставин
- 2) доводити
- 3) фізична діяльність
- 4) підхід у психології
- 5) розпізнавати
- 6) покоління
- 7) високий рівень мислення
- 8) допомагати
- 9) біологічний підхід
- 10) лікування розумових розладів
- 11) звіт
- 12) автономна нервова система
- 13) серцебиття
- 14) ендокринна система
- 15) контролювати реакцію на стрес

COLUMN B

- 1) to identify
- 2) endocrine system
- 3) biological approach
- 4) in certain circumstances
- 5) heart rate
- 6) high-order thinking
- 7) to prove
- 8) generation
- 9) treatment of mental disorders
- 10) bodily activity
- 11) autonomic nervous system
- 12) to govern the stress response
- 13) approach in psychology
- 14) account
- 15) to support

 **Task 12. Match the words in Column A with their antonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
experience, another, to reduce, most, aggression, central nervous system, mental, different, to find, random, depression, to increase, presence, inborn, illness, appropriate, valuable, effective, recently, to ignore, inadequate, to govern.	remotely, cheerfulness, health, autonomic nervous system, to decrease, absence, ineffective, acquired, physical, similar, to control, adequate, inappropriate, deliberate, to increase, valueless, to recognize, to lose, the same, least, friendliness, theory.

 **Task 13. Match the words in Column A with their synonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
approach, to explain, behaviour, different, disorder, acquisition, to ground, to describe, to offer, experience, sense, account, activity, response, characteristic, treatment, to assume, cause, illness, to identify, appropriate, valuable, effective, link, to ignore, influence.	to take no notice of, function, suitable, personal knowledge, conduct, medical care, to suppose, effect, disease, acquirement, to recognize, comeback, connection, feature, to propose, efficient, record, meaning, important, various, reason, to base, method, to explain, illness, to clarify.

 **Task 14. Complete the translation of the sentences into English.**

1. A psychologist would explain the поведінку in terms of мозкової діяльності and the action of the центральної and автономної нервової систем.
2. The пояснення of lottery addiction using the біологічний підхід would focus on how biological systems can be used щоб пояснити and розуміти this поведінку.
3. Фізіологічна психологія explains поведінку in terms of bodily activity, making reference to діяльність мозку, neurotransmitters, and гормони.
4. Biological psychologists have provided пояснення for a range of психологічних розладів including depression and schizophrenia, and the медикаментозна терапія they have helped to develop has allowed many people to live normal lives that previously would not have been possible.
5. Підхід з точки зору нативізму offers explanations in terms of генів and спадковості.
6. Медична модель розумових розладів assumes that all psychological illnesses can be explained in terms of фізіологічних причин.
7. Медична модель розумових розладів assumes that хвороби can be diagnosed from симптоми, and suitable лікування prescribed.
8. The strengths of the підходу include its objective, reductionist nature, which facilitates експериментальне дослідження.
9. The strengths of the біологічного підходу also include a host of практичного використання such as drug therapy for розумових хвороб.
10. The determinist, reductionist, and mechanistic nature of біологічних пояснень can also be seen as a слаба сторона біологічного підходу.
11. Біологічні пояснення oversimplify complex поведінку and de-emphasize відповідальність особистості.
12. The біологічний підхід overlooks the емпіричний аспект поведінки and ignores past досвід.

13. In the іспиті you will be required to demonstrate your розуміння of each підходу by using it to пояснити a particular поведінку.
14. The біологічний підхід is particularly suitable for експериментів because it reduces поведінку to simple components.
15. The investigation might be conducted in the field where поведінка might be more naturalistic but, on the negative side, поведінка учасників might be affected by other things in the навколишньому середовищі rather than just the fruit machine activity (for example, a noisy atmosphere in the pub).

 **Task 15. Fill in the gaps with the suitable words and word-combinations from the box.**

gender development	experimental research	biological approach
multiple personality disorder	explanations of causal relationships	behaviour
constituent parts	responds to stress	cause and effect relationship
generation	cognitive development	explanation of behaviour
medical model	biological systems	approach
laboratory experiments	depression and anxiety disorders	

1. Britain is producing a ... of child gamblers hooked on the lottery and fruit machines.
2. You will be required to explain a target behaviour using any
3. A psychologist might use the ... to explain the behaviour.
4. Explanations of how the body ... are considered in Part 2.
5. J. Piaget's account of ... relies on the notion of maturation or biologically determined stages in development.
6. This also applies to J. Piaget's theory of moral development and to some theories of
7. The study of individual differences includes a consideration of the ... of abnormality.
8. Part 6 considers biological explanations of ... , culture-bound syndromes, schizophrenia and
9. The key assumptions of the biological approach is that all ... can be explained in terms of the functioning of
10. The objective nature of physiological explanations facilitates
11. It is possible to investigate ... by observing the effects of certain drugs on behaviour.
12. Biological explanations offer a determinist, reductionist, and mechanistic
13. There are positive aspects to oversimplification, such as increased control in experiments and clear
14. As already mentioned the biological approach lends itself to
15. The process of analysis involves identifying the ... of a problem and discussing them.

 **Task 16. Match the words in Column 1 with their definitions in Column 2.**

COLUMN 1

COLUMN 2

- | | |
|------------------|--|
| 1) approach | a) a way of acting or functioning |
| 2) explanation | b) a unit in a chromosome which controls heredity |
| 3) describe | c) of, in or to the mind |
| 4) behaviour | d) to say what somebody/something is like; to depict something in words |
| 5) biological | e) of or concerning the scientific study of the normal functions of living things |
| 6) offer | f) a way of dealing with a person or thing |
| 7) gene | g) of the body |
| 8) physiological | h) to put forward something (to somebody) to be considered and accepted or refused; to present |
| 9) mental | i) a process of making something plain or clear |
| 10) physical | j) of or relating to the scientific study of the life and structure of plants and animals |

 **Task 17. Are the following statements true (T) or false (F)?**

- | | |
|--|------------|
| 1. The unit of communication between one generation and the next is the gene. | T F |
| 2. The biological approach concerns the experiential aspect of behaviour. | T F |
| 3. An approach is a way of addressing the problem of explaining behaviour. | T F |
| 4. There is only one approach in psychology – a biological one. | T F |
| 5. Psychologists use the biological approach to explain biological rhythms, sleep and dreaming, motivation, and emotion. | T F |
| 6. Biology refers to the study of a human body. | T F |
| 7. The medical model of mental illness assumes that all mental disorders have a physical cause. | T F |
| 8. The nativist approach is one that refers to bodily activity. | T F |
| 9. N. Chomsky's account of language acquisition is a biological explanation. | T F |
| 10. A physiological explanation is based on the idea that all behaviour is inherited. | T F |
| 11. The biological approach ignores past experience in our environment as an influence on behaviour. | T F |
| 12. Some physiological theories about dreaming are based solely on brain activities. | T F |

- | | | | |
|-----|---|----------|----------|
| 13. | The biological or somatic approach to the treatment of physical problems suggests that psychological problems can be treated in the same way as mental disorders. | T | F |
| 14. | Activity in the autonomic nervous system and endocrine system lead to the production of hormones which govern the stress response. | T | F |
| 15. | Drug therapies are used to treat mental disorders. | T | F |



Task 18. Match the beginning and the end of the sentences. Translate the sentences into Ukrainian.

- | | | | |
|----|--|----|---|
| 1) | Psychologists from the biological approach assume that ... | a) | because the brain relies on a large number of chemicals (called neurotransmitters and hormones) to send signals between neurones. |
| 2) | The things that people think and feel, say and do are caused, one way or another, by electrochemical events occurring within and between the neurones ... | b) | many biopsychologists think that behavioural and psychological characteristics may have evolutionary explanations. |
| 3) | Many biopsychologists also agree that because the development of the brain is determined (at least partly) by the genes a person inherits, ... | c) | Broca's area, which controls the production of speech and Wernicke's area, which controls the comprehension of speech. |
| 4) | Because the genes we inherit are the result of evolution, ... | d) | but researchers favour the methods that are quantitative, objective and well controlled because these are most likely to produce valid scientific evidence. |
| 5) | The brain can be subdivided into many different areas and structures ... | e) | behaviour and experiences are caused by activity in the nervous system of the body. |
| 6) | Biopsychologists believe that language in humans is governed by two areas of the cerebral cortex, ... | f) | making it vulnerable to malfunctioning in certain ways that produce the symptoms of the disorder. |
| 7) | It is widely believed by biopsychologists that schizophrenia, a psychological disorder involving a range of symptoms including hallucinations, delusions and disorganized thinking and speech, | g) | that make up their nervous system, particularly in the brain. |

- ...
- | | | | |
|-----|---|----|--|
| 8) | These faulty genes are thought to influence the development of the nervous system, ... | h) | and biopsychological explanations often focus on which brain areas are responsible for which types of thinking or behaviour and how they connect with the other functions and brain areas. |
| 9) | Biopsychologists believe that chemical processes in the brain can be an important influence on behaviour, ... | i) | is at least partly the result of inheriting a faulty gene or genes. |
| 10) | The role of biological processes in behaviour can be studied in many ways, ... | j) | that behaviour may be influenced by genetic factors. |

 **Task 19. What is the meaning of the underlined words? Choose the correct answer. Use a dictionary to check your answers. Translate the sentences into Ukrainian.**

1. Biological psychologists explain behaviour by trying to relate it to the functioning of the brain and nervous system.
 - a) head;
 - b) mind;
 - c) skull.
2. Some biopsychologists focus more on the role of the genetic influences in particular types of behaviour.
 - a) ways;
 - b) methods;
 - c) effects.
3. Researchers who are interested in the genetic influences may use twin, family history and adoption studies.
 - a) masters;
 - b) investigators;
 - c) instructors.
4. Various types of brain scanning technology including PET (and MRI) can be used to study the structure and functioning of the brain.
 - a) examination;
 - b) view;
 - c) picture.
5. The nervous system can also be studied by manipulating the brain surgically.
 - a) emotional;
 - b) biological;
 - c) sensitive.
6. Biological bases have been found for a range of psychological disorders.

- a) features;
 - b) diseases;
 - c) characteristics.
7. Whilst most people regard the positive characteristics of the biological approach as strength some would suggest that biopsychologists neglect an important aspect of being a person: their experiences.
 - a) feelings;
 - b) emotions;
 - c) practice.
 8. Social psychologists would suggest that it is difficult to explain what people do without reference to their relationships with other people.
 - a) to determine;
 - b) to clarify;
 - c) to visualize.
 9. Many psychologists would suggest that culture, particularly in the forms of social learning and language, has a critical impact on thinking and behaviour that the biological approach tends to neglect.
 - a) movement;
 - b) brainwork;
 - c) conclusion.
 10. It cannot be denied that the biological approach has contributed an enormous amount to our understanding of the fundamental processes of behaviour.
 - a) quantity;
 - b) measurement;
 - c) strength.

? Task 20. Answer the following questions.

1. How can you explain what an approach is?
2. What is an approach in psychology?
3. What is the biological approach?
4. What examples of the biological approach can you give?
5. What are the two key assumptions of the biological approach?
6. How can you explain what the physiological approach is? Give some examples of this approach.
7. What is the nativist approach based on?
8. What is the essence of the medical approach? Give some examples of the medical approach.
9. What are the positive sides of the biological approach?
10. What is the weakness of the biological approach?

 **Task 21. After completing the text you should be able to explain the terms in bold type.**

ASSUMPTIONS OF THE BIOLOGICAL APPROACH

The biological approach has five main **assumptions**. They are as follows:

✓ Human behaviour is strongly determined by our **genes** and our genetic inheritance. Non-human animal behaviour is almost totally determined by genes.

✓ The central nervous system, especially the **brain**, plays an essential role in thought and behaviour. To explain human thought and behaviour, it is necessary to understand the functions and structure of the brain and the nervous system more generally.

✓ Chemical processes in the brain are responsible for many different aspects of psychological functioning. An imbalance of certain chemicals in the brain may cause abnormal behaviour and **thought** – for example, bipolar mood disorder.

✓ Humans and other animals have evolved biologically through Darwinian evolution. This means that animals ‘high’ on the evolutionary tree, such as monkeys and apes, are similar genetically to humans.

✓ **Evolution** has taken place over millions of years, and the ‘flight-or-fight-response’ is common across the animal kingdom and is important to understanding how humans react in threatening situations.

The biological approach in psychology uses highly scientific methods of **research**. Techniques such as single-cell recording of neuronal activity and scanning techniques using PET scanners are used to understand the activity of neurons in the central nervous system. The biological approach makes use of the natural occurrence of identical and fraternal twins to help determine the extent to which psychological characteristics, such as personality and **intelligence**, have a genetic basis. Case studies on people with brain damage are used to help understand the role of different parts of the brain in personality, higher thought processes and intelligence.

The most common methods of investigation used by the biological approach are:

➤ Laboratory experiments on both humans and other animals. Ethical guidelines strongly determine what can and cannot be done to humans and other animals. Testing animals for **drugs** and removing a part of the brain to see how behaviour is affected are common techniques.

➤ Observation of behaviour under strict laboratory conditions is used to investigate, for example, human sleep patterns and aggressive behaviours in animals.

➤ Studies of identical twins (who share exactly the same genetic make-up) brought up together or reared apart are used to help determine the contribution of genes to psychological characteristics.

Task 22. Read the text and try to answer the following questions:

1. Why are animal studies used to investigate the biological mechanisms that govern human behaviour?
2. What is your opinion about this research method?
3. What are the positive sides of using case studies?

4. *Can you give some more examples of using case studies while investigating behaviour?*
5. *Why is drug therapy important?*
6. *Why are the initial phases of the research using drug therapy usually conducted on non-humans?*
7. *Why are scans useful for investigating the functions of the brain?*
8. *What do the acronyms MRI, PET, CAT stand for?*
9. *Why is it sometimes difficult to carry out twin/family studies?*
10. *If you were a biopsychologist which research method would you prefer to use? Why?*

RESEARCH METHODS USED BY THE BIOLOGICAL APPROACH

The biological approach attempts to explain behaviour as the direct product of interactions within the body. Researchers use different methods while conducting their studies.

- **Animal studies** are used to investigate the biological mechanisms that govern human behaviour, often where ethical guidelines would not allow human participation. Many species (e.g. rats) are thought to have a similar biological makeup to humans, such that studies' conclusions can be generalized to humans. However, this methodology still raises ethical debate, and some argue that complex human behaviour cannot be replicated in non-human animals like rats, and thus cannot be investigated.

- **Case studies** can investigate normal behaviour by observing behavioural abnormality alongside corresponding changes in biology. A very early example is the apparent personality alteration observed in Phineas Gage (mid 1800s) after a railroad construction accident drastically changed his physiology by forcing an iron rod through his brain's frontal lobe.

- **Drug therapy** foresees that behaviour can be manipulated by altering an individual's biochemistry, a research method that can ultimately lead to developing drug applications to improve health and wellbeing. The initial phases of the research are usually conducted on non-humans.

- **Scans** foresee that physiology and activity across the brain can be gauged using various techniques (e.g. MRI, PET, CAT), helping researchers to identify the functions of the specific regions (known as *localization of cortical function*).

- **Twin/family studies** are useful for investigating the heritability of behaviour. For instance, research can investigate the likelihood that both of two twins develop a characteristic, known as a concordance rate. However, these studies can be time-consuming, due to long delays often required before follow-up data is collected. It is also difficult to find many participants for twin studies.

? Task 23. Pop quiz: Are you your number one fan?

Do you dig who you are? Or do you think you sink? It's important to think the world of yourself to get anywhere these days, so take this quiz to see if you've got self-esteem.

1. When I get upset, I go with my gut reaction and trust my feelings.

- ☐ always
- ☐ sometimes
- ☐ never.

2. If someone disagrees with me or gives me a hard time about my opinion, I can hold my own and tell him or her what I think.

- ☐ always
- ☐ sometimes
- ☐ never.

3. I make and keep close friendships only with people who respect and like me.

- ☐ always
- ☐ sometimes
- ☐ never.

4. I have a clear idea of what I like, want and need.

- ☐ always
- ☐ sometimes
- ☐ never.

5. I can tell someone my needs or ask for something in order to get what I want.

- ☐ always
- ☐ sometimes
- ☐ never.

6. I can make private time for myself and time for activities, friends and events that make me happy.

- ☐ always
- ☐ sometimes
- ☐ never.

7. I have a strong sense of what my good qualities are.

- ☐ always
- ☐ sometimes
- ☐ never.

8. I have a good sense of what my less-than-ideal traits are, but can avoid putting myself down in spite of them.

- ☐ always
- ☐ sometimes
- ☐ never.

9. I feel capable and secure.

- ☐ always
- ☐ sometimes
- ☐ never.

10. I can stay calm when people criticize me.

- ☐ always
- ☐ sometimes
- ☐ never.

11. I am satisfied with my appearance (hair, skin, sense of style).

- ☐ always
- ☐ sometimes
- ☐ never.

12. I'm satisfied with my weight and the shape of my body.

- ☐ always
- ☐ sometimes
- ☐ never.

13. I feel comfortable walking into a crowded room alone.

- ☐ always
- ☐ sometimes
- ☐ never.

SCORING

If you scored mostly “always”: GOT IT TOGETHER.

You have a healthy dose of self-esteem and feel good about yourself. Chances are, your family supported you early on and gave you lots of positive messages that convey their respect and love for you. It's not like you don't get depressed or disappointed – it's just that your feelings don't shut you down. You have the confidence to cope with whatever comes your way.

If you scored mostly ‘sometimes’: GET IT RIGHT.

Your self-esteem isn't decrepit, but you don't consistently feel good about yourself. When something bad happens, or when you're under a lot of stress, you can get down on yourself. A blow to your ego can throw you off completely. You probably depend on others for emotional support – not a problem unless you lean too heavily on outside support and feel you can't handle things on your own. Strengthen your self-image and practice trusting yourself.

If you scored mostly “never”: GET A LIFE.

Your self-esteem is bottoming out and needs some major repair. But don't worry – low self-esteem doesn't mean there's something wrong with you. You have lots of talents and good qualities. Most likely, you didn't get a lot of nurturing and care when you were little, so you may not feel that you deserve to be happy or successful. Females with low self-esteem often describe feeling inadequate or worthless, and they spend more time worrying about their deficiencies than appreciating their good qualities and when things go wrong, they blame themselves.

to think the world of somebody – бути високої думки про когось

to get anywhere – досягти чогось

gut reaction – природжене чуття

to put down – принижувати

to cope with – справлятися з

to get down on somebody – піддавати кого-небудь різкій критиці; нападати

to lean on outside support – покладатися на чийсь допомогу

to bottom out – досягати найнижчого рівня

TALKING POINTS

1. Give the explanation of an approach in general and an approach in psychology in particular.
2. Speak about the biological approach in psychology and give some examples of it.
3. Explain what the physiological approach is and give several examples of it.
4. Speak about the nativist approach.
5. Focus on the medical approach and its application in psychology.
6. Speak about the strong and weak points of the biological approach in psychology.
7. Describe and evaluate the biological approach in psychology.
8. Express your own opinion about the biological approach.
9. Prepare an oral presentation on one famous psychologist.
10. Have a group discussion about the essence of the biological approach, its importance, strong and weak points.

WARM-UP

Comment on the quotes:

Spare the rod, and spoil the child – *S. Bulter* (1612 – 1680) (English poet).

No one really knows why humans do what they do – *David R. Reynolds* (an American, the leading Western authority on Japanese psychotherapies, the writer and the founder of Constructive Living).

You can take the human out of the jungle, but you can't take the jungle out of the human – *Abhijit Naskar* (born in 1991 in Calcutta, India) (one of the world's celebrated Neuroscientists, writer, director and producer).

GRAMMAR	VOCABULARY
Modal Verbs.	Essence, behavioural approach, assumption, experience, environment, stimulus-response unit, conditioning theory, stimulus and response links, to observe, observable behaviour, emotion, theory of evolution, methodological behaviourism, radical behaviourism, neo-behaviourism, cognitive activity, abnormality, mental disorder, classic conditioning, concept of reinforcement, moral development, behaviour therapy, gender development, introspection, operant conditioning, scientific research, social learning theory, consciousness, learning theory, subjective experience, reductionist.

APPROACHES IN PSYCHOLOGY. THE BEHAVIOURAL APPROACH

 The essence of the behavioural approach is the assumption that all behaviour is learned and that when we are born we are like a blank slate, or *tabula rasa*. Experience and interactions with the environment make us what we are. We become what we become as a result of forming stimulus-response units of behaviour in reaction to the environment.

The second assumption is that all behaviour can be explained in terms of conditioning theory: stimulus and response (S-R) links that build up to produce more complex behaviours.

The third main assumption is that we need look no further than the behaviours we can observe in order to understand and explain how humans and non-human animals operate. This is why of course it is called “behaviourism” – because the focus is solely on observable behaviour.

A further assumption of the behavioural approach is that humans and non-human animals are only quantitatively different, that is, they differ in terms of having more or less of something rather than differing qualitatively. This is supported by the theory of evolution which suggests that all animals have evolved from a common ancestor and are “built” from the same units (called stimulus-response units by the behaviourists).

It is important to recognize the contrasting perspectives within behaviourism:

- **Methodological behaviourism:** the view that all perspectives use some behaviourist concepts to explain behaviour. This is a mild view of behaviourism – it is the view that the perspective is not a “stand-alone” approach but is part of all explanations.

- **Radical behaviourism:** the view that all behaviour is learned. B.F. Skinner was a radical behaviourist but most behaviourists nowadays would take a less radical view.

- **Neo-behaviourism:** this is a newer development and an extension of behaviourism. The best known example is social learning theory which was an attempt by Albert Bandura to reformulate learning theory to include a role for cognitive factors. The principle of social learning theory is that we learn through indirect rewards (which requires some cognitive activity) as well as through direct rewards.

Some examples of the behavioural approach consider learning theory as an explanation of attachment and behavioural models of abnormality, behavioural explanations of mental disorders and behavioural methods of treatment. Learning theory and the concept of reinforcement are also used as explanations for motivation. Both learning theory and social learning theory are important in developmental explanations such as with respect to moral development and gender development.

An Evaluation of the Behavioural Approach. Behaviourism has had enormous influence through its emphasis on behaviour rather than introspection, and its insistence on studying behaviour in controlled conditions. However, the theory of behaviour put forward by the behaviourists has been rejected by most psychologists.

Classic learning theory has had a major influence on all branches of psychology. This is described as methodological behaviourism. There is no doubt that conditioning, both classic and operant, is a fundamental part of psychological explanations.

The second strength of the behaviourist approach is the large number of successful applications derived from this theory. For example, behaviour therapy is clearly successful for some mental disorders, such as phobias.

The third strength of the behavioural approach is that it lends itself to scientific research. It focuses on observable and measurable behaviours, things that can be quantified and controlled in an experimental setting.

There is a raft of negative criticism that is leveled at the behavioural approach. It is a mechanistic approach which ignores consciousness, subjective experience, and emotions. The behavioural approach is also reductionist, reducing complex behaviour to stimulus-response links. The behaviourists de-emphasise the influence of internal factors such as motivation and knowledge. Behaviourism also excludes the role of cognitive (mental) factors, except for social learning theory, a neo-behaviourist perspective. The behaviourists assume that conditioning principles apply in very similar ways in different species. In so doing, they drastically underestimate the differences between species. The behaviourists assume that reward or reinforcement has a major impact on learning. In fact, however, reinforcement typically has more effect on performance than on learning. Finally, it should be reflected on the fact that the use of behaviourist principles to control others (as in some prisons and psychiatric institutions using reward and punishment) can be considered unethical.

GLOSSARY

essence – суть, сутність, істотність

behavioural approach – поведінковий підхід

assumption – припущення; удавання

behaviour – поведінка

to be like a blank slate (was, were; been) – бути як чиста грифельна дошка

tabula rasa – чиста дошка (*лат.*)

experience – (життєвий) досвід; переживання; кваліфікація, майстерність

interaction – взаємодія, взаємодіяння

environment – оточення; середовище

as a result of – як результат (*чогось*)

forming stimulus-response units of behaviour – формування (утворення) актів поведінки на стимул-реакцію

in reaction to the environment – у результаті реакції на оточуюче середовище

to explain – пояснювати, тлумачити

in terms of – мовою; з точки зору

conditioning theory – теорія умовних рефлексів

stimulus and response (S-R) links – зв'язки між стимулом і реакцією

to build up (built, built) – будувати

to produce – виробляти; створювати

complex – складний

main – головний, основний

to need – потребувати

further – далі

to observe – спостерігати; стежити; помічати

in order to – для того, щоб

human – людина

non-human animal – тварина, що не належить до людського роду

to operate – діяти
 this is why – ось чому
 of course – звичайно
 solely – тільки, виключно
 observable behaviour – поведінка, яку можна спостерігати; гідна уваги поведінка; помітна поведінка
 quantitatively different – різний у кількісному відношенні
 that is – тобто
 to differ – відрізнятися; різнитися
 rather – швидше, переважно, краще; вірніше
 qualitatively – у якісному відношенні
 to support – підтримувати; сприяти; допомагати; підкріпляти
 theory of evolution – теорія еволюції
 to suggest – пропонувати, радити; підказувати (думку); натякати; наводити на думку; говорити про
 to evolve from a common ancestor – еволюціонувати від спільного предка
 important – важливий, значний
 to recognize – пізнавати; визнавати; усвідомлювати
 contrasting perspectives – протилежні перспективи
 methodological behaviourism – методологічний біхевіоризм
 view – погляд, думка, точка зору
 behaviourist concept – концепція поведінки
 mild view of behaviourism – поміркована (слабка) точка зору про біхевіоризм
 “stand-alone” approach – підхід, «що стоїть осторонь»
 part of all explanations – частина всіх пояснень
 radical behaviourism – радикальний біхевіоризм
 nowadays – за наших часів, тепер
 neo-behaviourism – нео-біхевіоризм
 development – розвиток; еволюція; зростання
 extension – розширення; подовження
 social learning theory – теорія соціального навчання
 attempt – спроба, намагання
 to reformulate – переформулювати
 learning theory – теорія навчання
 to include a role for cognitive factors – передбачати роль, яку відіграють когнітивні фактори
 principle – принцип
 through – через
 indirect rewards – непрямі заохочення (винагорода)
 to require – вимагати; наказувати; потребувати
 cognitive activity – когнітивна діяльність
 as well as – так само як
 direct reward – безпосереднє заохочення (винагорода)
 to consider – розглядати; обмірковувати, обдумувати; вважати, гадати; брати до уваги, зважати на
 attachment – прихильність, відданість; прикріплення; пристосування; прив’язка

behavioural models of abnormality – поведінкові моделі аномальності
 behavioural explanations of mental disorders – поведінкові пояснення розумових розладів
 behavioural methods of treatment – поведінкові методи лікування
 motivation – мотивація
 developmental explanation – пояснення розвитку
 with respect to – щодо
 moral development – моральний розвиток
 gender development – гендерний розвиток
 evaluation – оцінювання, оцінка
 enormous influence – величезний вплив
 emphasis on behaviour – наголос на поведінці
 introspection – самоаналіз, самоспостереження
 insistence – наполегливість, настійливість; вимога
 studying behaviour in controlled conditions – вивчення поведінки за контрольованих умов
 however – проте, однак; незважаючи на це (те)
 to put forward (put, put) – висувати, пропонувати; сприяти
 to reject – відкидати, відхиляти; відмовляти
 major influence on – основний вплив на
 branch of psychology – галузь психології
 to describe – описувати, зображати
 there is no doubt – немає сумніву
 conditioning – умовні рефлекси
 classical conditioning – класична теорія умовних рефлексів
 operant – інструментальний
 operant conditioning – інструментальні умовні рефлекси
 large number – велика кількість
 successful application – успішне використання (застосування)
 to derive from – походити від
 behaviour therapy – поведінкова терапія
 clearly successful – цілком успішний
 mental disorder – розумовий розлад
 such as – такий як
 to lend to scientific research (lent, lent) – бути сприятливим для наукових досліджень
 to focus on – зосереджуватися на
 observable and measurable behaviour – поведінка, яку можна спостерігати та вимірювати
 to quantify – визначати кількість
 experimental setting – експериментальне оточення
 raft – велика кількість
 to level at – цілитися на
 mechanistic approach – механістичний підхід
 consciousness – свідомість
 subjective experience – суб'єктивний досвід
 emotion – емоція

reductionist – що зменшує, редуційний
 to reduce – зменшувати; знижувати; скорочувати; послаблювати
 to de-emphasise – зменшувати значення
 internal factor – внутрішній фактор
 motivation and knowledge – мотивація та знання
 also – також
 to exclude – виключати, вилучати; не допускати
 role of cognitive (mental) factors – роль когнітивних (ментальних) факторів
 except for – крім
 neo-behaviourist perspective – нео-біхевіористська перспектива
 to assume – вважати, припускати
 conditioning principles – принципи умовних рефлексів
 to apply in very similar ways in different species – дуже подібно
 застосовуватися до різних видів
 in so doing – застосовуючись таким чином
 drastically – докорінно
 to underestimate – недооцінювати
 differences between species – різниці між видами
 reward – нагорода; винагорода; відплата
 reinforcement – заохочення; підсилення, зміцнення
 to have a major impact on learning (had, had) – мати основний вплив на
 навчання
 in fact – фактично
 effect on performance – вплив на досягнення (виконання)
 finally – зрештою, кінець кінцем; остаточно
 it should be reflected on the fact that – необхідно відобразити той факт, що
 prison – в'язниця
 psychiatric institution – психіатрична установа
 punishment – покарання
 to consider unethical – вважати неетичним

EXERCISES

 **Task 1. Underline the suffixes in the words. Put the words into the right column. Translate the words into Ukrainian.**

For example:

NOUN	VERB	ADJECTIVE	ADVERB
organization	organize	organizational	organizationally

Behavioural, qualitatively, memorize, assumption, reinforcement,
 observable, behaviour, behaviourism, identify, quantitatively, different, extension,
 behaviourist, recognize, experimental, setting, typically, broaden, explanation,
 measurable, development, learning, widen, cognitive, attachment, simplify,

abnormality, motivation, clarify, developmental, insistence, psychologist, methodological, successful, specify, application, scientific, soften, criticism, consciousness, subjective, satirize, experience, knowledge, performance, finally, psychiatric, punishment, rationalize, unethical, strength.

 **Task 2. Complete the table with the suitable words instead of the dots.**

NOUN	ADJECTIVE	ADVERB	VERB
..... / .....	..... / .....	.....	to react /
production / ..... / ..... / .....	.....	.....	.....
..... / / / /	observable / .....	.....	.....
..... / ..... / ..... / .....	..... / .....	.....	to operate
quantity / .....	..... / .....	.....	.....
/ .....	..... / ..... / .....	.....	to qualify
..... /	learned	.....	.....
..... / ..... / .....	..... / .....	.....	to motivate
description	.....	.....	.....
..... / .....	..... / ..... / .....	.....	to measure

 **Task 3. Explain the use of the verb can in the following sentences. Make up a table to illustrate the use of the verb can.**

The verb <i>can</i> is used to express:		
1.	Physical ability.	The little boy cannot open the window.
2.	Mental ability.	A can memorize poems.
3.	Ability depending on circumstances.	I cannot stay here any longer because my mother is ill.
4.	Doubt or uncertainty.	Can she be in Lviv now? She wanted to leave for Kyiv.

- I can teach you a great many things. (*J. Eliot*)
- I can bring you a basket with some jam-tarts and things ... (*J. Eliot*)
- Bob could climb the trees like a squirrel ... (*J. Eliot*)
- Can it be a misprint?
- I can't go now because it is raining.
- I can make houses and all sorts of chimneys, and windows in the roof ... (*J. Eliot*)
- I shall go down; I can smell the dinner going in. (*J. Eliot*)
- Can she be so ill? I saw her at the University yesterday.
- I can't stay, I must help at dinner. (*J. Eliot*)

10. I can't remember things easily. (*J. Eliot*)

 **Task 4. Fill in the blanks using the verb *can* or its equivalent in the appropriate tense.**

1. You see I ... not read. But our children and our children's children must be able to read. (*P. Abrahams*)
2. I ... not see beyond the lawns, the falling rain came thick and fast. (*D. Du-Maurier*)
3. If I ... not see, I ... hear. (*R. Stevenson*)
4. The moon was high and they ... see each other by moonlight. (*P. Abrahams*)
5. He jumped as high as ever he (*J. Galsworthy*)
6. Brett, ... I tell you some wonderful news? You have a scholarship at the University of Chicago. You ... to work for your doctor's degree. (*I. Gow and A. D'Usseau*)
7. ... to go to the rest home for your winter vocation?
8. The master turned and went back to the school-house. He ... do no more that day. (*Bret Harte*)
9. She ... to come to the University tomorrow, as she is ill.
10. The snow covered them from head to foot. It was so heavy, that they ... not move their arms or their legs. (*Bret Harte*)

 **Task 5. Reject the actions given in the sentences below, using the verb *can* in the negative form. Translate the sentences into Ukrainian.**

Model: a) He thinks so. – He can't think so.

b) He went to Kharkiv. – He can't have gone to Kharkiv.

1. The doctor says so.
2. They discussed the book "Roksolana" by Pavlo Zagrebelny.
3. The two friends met at the entrance.
4. His nephew missed the train.
5. The lecture is put off.
6. Oleg found your book in the hall.
7. Your cousin spoke German with this foreigner.
8. This lawyer knows his sister.

 **Task 6. Paraphrase the following sentences, using the interrogative form to express a doubt. Use either the indefinite or the perfect forms of the Infinitive. Translate the sentences into Ukrainian.**

Model: a) She brought your notes yesterday. Could she bring my notes yesterday?

b) I slept two hours. – Could I have slept two hours?

1. The performance began 10 minutes ago.
2. They moved into this flat a week ago.
3. Your friend came back from Kyiv.
4. She carried all the luggage herself.
5. She forgot my address.
6. Their telephone was out of order.
7. They took a boat down the river.
8. The train started some minutes ago.

 **Task 7. Fill in the blanks, using the verb *can* or its equivalent in the present, past or future.**

1. The language of peace is clear to all and ... express all things to all people.
2. George is very intelligent, speaks handsomely, ... read and write. (*H. Beecher-Stowe*)
3. She knew more of the world, and ... tell me many things. (*Ch. Brontë*)
4. She ... be in the room, the door is locked.
5. The car ... climb no more, we had reached the summit. (*D. Du-Maurier*)
6. If the work comes off successfully, you ... to do some very interesting and important experiments. (*O. Wilde*)
7. “But what time do you usually get into the lab in the morning?” “Sometimes when I’ve got classes to teach, I ... get in until the afternoon.” (*O. Wilde*)
8. When he was on the beach he ... see water as far as the eye ... reach (*D. Du-Maurier*)
9. You ... not hide an eel in a sack. (*proverb*)
10. I suppose I ... to do this experiment tomorrow.
11. You ... come and go as you like and work whenever you want. Do you think I ... to stand by and watch and not do anything to help? (*O. Wilde*)
12. I think I’ve shown that I ... learn. (*O. Wilde*)

 **Task 8. Explain the meaning of the verb *may*. Translate the sentences into Ukrainian.**

1. It is very cold. It may snow today.
2. My father may be away from home tomorrow.
3. “May I go into the mill with you?” said Maggie. (*J. Eliot*)
4. I don’t feel very well. May I go upstairs? (*J. Galsworthy*)
5. “I mean to go to the pond and look at the pike. You may go with me if you like,” said Tom. (*J. Eliot*)
6. May I sit here? Yes, you may if you wish.
7. May I take this flower? Please, do.
8. May I take your book? No, you may not. I need it badly.

9. May I take your toothbrush? No, you must not.
10. May I take your notes? No, don't.
11. She may use your dictionary, may she not?
12. He may not go to the skating-rink, may he?

 **Task 9. Fill in the blanks with the verbs may, might, to be allowed, to be permitted.**

1. My friend said his sister ... arrive from Kyiv soon.
2. If the weather is fine tomorrow, the children ... to skate and ski.
3. Where is Ivan? He ... come.
4. Yesterday they ... to go boating.
5. There are clouds in the sky. It ... snow.
6. They ... to remain there.
7. "If you finish your lessons in time, you ... to go to the cinema," said the boy's mother.
8. Jolyon thought he ... not have the chance of saying it after. (*J. Galsworthy*)
9. You are to stay in bed until you ... to get up. (*D. Du-Maurier*)
10. "You ... think you're very old," he said, "but you strike me as extremely young." (*J. Galsworthy*)

 **Task 10. Insert the verbs can or may.**

1. "You ... go," Gert said without looking. (*P. Abrahams*)
2. I ... not understand you. (*E.L. Voynich*)
3. "... the little girls come too, sister?" asked Mrs. Tullever. (*J. Eliot*)
4. ... I go out for a while? No, you mustn't.
5. We ... hear them here. (*M. Twain*)
6. Come to see us tonight, your friend ... come too.
7. ... you go now? Are you strong enough? (*M. Twain*)
8. I don't know if he ... draw.
9. Cousin Val ...n't walk much, you know, but he ... ride perfectly. He's going to show me the gallops. (*J. Galsworthy*)
10. ... I use your phone?
11. You ... enter the room, the door is unlocked.
12. A doctor ... make a mistake like other people. (*E.L. Voynich*)

 **Task 11. Explain the use of the verb must in the following sentences. Translate the sentences into Ukrainian.**

1. You must keep your books clean.
2. I must turn back now. You keep straight along. (*P. Abrahams*)
3. Where is she? She must be in the garden.

4. I have some important work this afternoon. I am afraid I must go. (*Bret Harte*)
5. You must be cold, come to the fire. (*Ch. Brontë*)
6. You must meet the schoolmistress at once. (*Bret Harte*)
7. She must tell me something. (*P. Abrahams*)
8. Toy must not disturb your mother.
9. As you brew, so must you drink. (*proverb*)
10. The book must be in the book-case, mustn't it?

 Task 12. Explain the use of the verb *must* and its equivalents.

1. You must say what you want. (*Bret Harte*)
2. He turned his horse's head towards Julian Fleming's home. But he did not have to go all the way, because he met Mr. Fleming on the road. (*Bret Harte*)
3. We must have someone here whom we can trust ... (*E.L. Voynich*)
4. Julian carried a gun. He had to go to school through the mountain forest and there were wolves and bears there. (*Bret Harte*)
5. "Shall I be able to find him if you show me where he went." "No. You will have to wait for him here," was the answer. (*Bret Harte*)
6. Last year he did not have to take the tram going to the University because he lived near it.
7. "It is certainly very cold," said Peggotty. "Everybody must feel it so." (*Ch. Dickens*)
8. The work which you will have to do here is very important. (*Bret Harte*)

 Task 13. Insert *can*, *may*, *must* in the appropriate tenses.

1. The box was very heavy and the boys ... not carry it. (*Mark Twain*)
2. We ... wait till the lights are out. (*Mark Twain*)
3. "... I go and play now, aunt?" "How much have you done?" "It's all done, aunt." "Tom don't lie to me/ I ... bear it." (*Mark Twain*)
4. It ... rain in the evening.
5. It's half past two; I ... be off! (*E.L. Voynich*)
6. I ... listen tonight; I'm not well. My head aches; you ... wait. (*E.L. Voynich*)
7. Rivarez ... be unpleasant, but he is not stupid. (*E.L. Voynich*)
8. He made himself some coffee, found he ... not eat anything, and went back to the bedroom. (*R. Aldington*)
9. ... she have said it?
10. At any rate she murmured something to the effect that he ... stay if he wished. (*Th. Hardy*)
11. And now I ... go back to my social duties. (*E.L. Voynich*)
12. You ... leave the room at once!

13. Mrs. Page reflected that though Andrew looked hungry he ... not be hard to feed. (*A. Cronin*)
14. If only his father were alive! He ... have done so much. (*J. Galsworthy*)
15. Every citizen ... observe the laws of the country, work honestly, and respect the rules, customs and traditions of the society he lives in.

 **Task 14. Explain the use of the verb *ought to* in the sentences. Translate the sentences into Ukrainian.**

1. You ought to go home to bed; little boys have no business out of doors at night, you'll be quite frozen! (*E.L. Voynich*)
2. I ought to be more careful ... (*D. Du-Maurier*)
3. I think you ought to do something with your hair. Why don't you have it waved? (*D. Du-Maurier*)
4. When your mother asks you to help her, you ought to do it.
5. I ought to have told him he was wrong before he went any further. (*W. Collins*)
6. "So it was in your house the books from Marseilles were hidden?" "Only for one day. Oh! Perhaps I oughtn't to have told you." (*E.L. Voynich*)
7. I felt very uneasy. It was all wrong, this situation. It ought not to be happening at all. (*D. Du-Maurier*)
8. After studying at the University for two years, you ought to know English well.
9. It's murder, and we ought to stop it. (*J. London*)
10. She ought to have known that the whole subject was too dangerous to discuss at night. (*J. Galsworthy*)

 **Task 15. Tell the difference between the use of the verbs *must* and *ought*. Translate the sentences into Ukrainian.**

1. You must not be angry with me ... for what I have told. (*Oscar Wilde*)
2. How dare you make such a noise when you ought to be in bed!
3. To get there I must take tram number 9.
4. In that case you ought to ask your teacher's advice.
5. He was to have prepared everything for our work but failed to do so; he must have been very tired.
6. You ought not to be angry with him.
7. He ought to have made a better report.
8. He must have been ill then.
9. We, I suppose we ought to be off ... (*D. Du-Maurier*)
10. "I've brought you a picture." "But, Dad, it's a masterpiece ... You oughtn't to give it to me, it must be worth any account. You ought to have it in your collection." (*J. Galsworthy*)

 **Task 16. Explain the use of the verb *should* in the sentences. Translate the sentences into Ukrainian.**

1. Don't forget that you are a good scientist, an excellent man in your own field. You should get back to your own work. (*R. Aldington*)
2. It's a very awkward business ... You should have told your wife the whole thing ... (*Oscar Wilde*)
3. One cold night, when I was so tired I could hardly keep myself awake, who should come up ... but Lizzie. (*B. Shaw*)
4. *Desdemona*. Where should I lose that handkerchief, Emilia? Believe me I had rather have lost my purse. (*W. Shakespeare*)
5. Lesse, you should have asked me before you walked all the way down here. (*A. Maltz*)
6. Tell me what you were thinking? Why should I? You never tell me what you are thinking about. (*D. Du-Maurier*)
7. And suddenly Lanny remembered. This was the Highveld, and on the Highveld one did not speak to a white man till he spoke to you. He should have remembered. It was stupid to forget. (*P. Abrahams*)
8. I am careless; I forget rules when I should learn my lessons ... (*Ch. Brontë*)
9. You shouldn't have blamed her, it wasn't her fault.
10. The weather should be bad tomorrow, for the sky is overcast with clouds.
11. I walked to the window to compose myself and whom should I see in the court-yard but the gardener. (*W. Collins*)
12. And how will dear Irene like living in the country? Of course she will like it; why shouldn't she? (*J. Galsworthy*)
13. You should go home and tell mother the good news.
14. I don't know why he should go there but he must be there. (*W.M. Thackeray*)
15. It is important that you should send a telegram at once.

 **Task 17. Explain the use of the verb *need* in the sentences. Translate the sentences into Ukrainian.**

1. "My children need not depend on anybody," said Mr. Tulliver. (*J. Eliot*)
2. I will leave it in your hands! You need give me no reason. (*E.L. Voynich*)
3. You needn't pretend you don't see what I'm driving at. (*B. Shaw*)
4. I'll ask no questions; and you need answer none. (*B. Shaw*)
5. Wasn't I a good brother, now, to buy you a line all to yourself? You know I needn't have bought it if I hadn't liked. (*J. Eliot*)
6. I need not keep you any longer. (*E.L. Voynich*)
7. We needn't talk to each other unless we feel like it. (*D. Du-Maurier*)
8. Mrs. De Winter need not bother her head about anything at all. (*D. Du-Maurier*)
9. Listen ... I will leave it in your hands. You need give me no reason. (*E.L.*)

Voynich)

10. You need not be afraid of any unpleasantness ... (*E.L. Voynich*)
11. If you don't choose to answer it, you needn't, of course. (*E.L. Voynich*)
12. They needn't have done it.
13. The students needn't have gone there.
14. I don't think it need take very long.
15. You need not make a secret of it. (*E. Brontë*)



Task 18. Insert the appropriate modal verbs in the right tense. Translate the sentences into Ukrainian.

1. Teachers ... be patient.
2. "... you learn drawing now? He said to change the subject." (*J. Eliot*)
3. ... I turn on the light M-m? No thank you. I ... see quite well. (*D. Du-Maurier*)
4. He led his mother into the other room and made her sit down and tell him where things were. She protested but he ... not listen to her protests. (*P. Abrahams*)
5. I ... go and put the car away. (*D. Du-Maurier*)
6. I told him to go away but he Why ... he go? I think he ... stay, Fieta. (*P. Abrahams*)
7. I ... not do what you ask me. I ... not. You have to ... (*Oscar Wilde*)
8. "I said that the summer was pretty awful," said Erik once more. "... I smoke?" (*M. Wilson*)
9. "How young and inexperienced I ... have seemed, and how I felt it, too." (*D. Du-Maurier*)
10. ... you manage your car? (*D. Du-Maurier*)
11. Well, I think we ... to be starting. (*J. Galsworthy*)
12. If you'd done this a year ago there ... have been some use in it. (*D. Du-Maurier*)
13. He felt guilty about Mabel. He ... have thought more of her problem. (*P. Abrahams*)
14. Mrs. Cheveley ... have changed since then. (*Oscar Wilde*)
15. You ... to be helping your mother with your salary and not squandering your money.



Task 19. Translate the sentences below into Ukrainian, paying attention to the modal verbs and their equivalents.

1. Where research ethics and the state of development in a given research domain permit, investigation may be pursued by experimental protocols.
2. This method has the advantage of seeing how a condition can affect individuals over long time scales.
3. A clinical psychologist must also undergo a rigorous internship in a mental

- health facility, where he or she works directly with patients under the supervision of experienced practitioners.
4. An understanding of necessary preconditions for consciousness in the human brain may allow us to address important ethical questions.
 5. John Locke's influence upon the concept can be found in Samuel Johnson's celebrated Dictionary, in which S. Johnson abstained from offering a definition of "consciousness", choosing instead to simply quote John Locke.
 6. As an example, associationists might be concerned with the ways in which a child might learn to make distinctions between the parts of the human body.
 7. Psychometric psychologists use a wide range of instruments (tests) including personality, intelligence, aptitude, vocational, and achievement tests, and they must be familiar with various types of statistical methods for handling the results.
 8. In many cases, a person will have to make a behavioural adjustment so that different instrumental responses are made and the cycle can be completed.
 9. Whenever possible, the experimenter should make sure that a subject's response is the result of the effect of the independent variable, and not of some extraneous variable.
 10. Any study should be written so that a skeptical or interested investigator has sufficient information to be able to repeat the research and either confirm or refute the reported results.

 **Task 20. Translate the word-combinations. Find them in the text and read the sentences they are used in.**

1) observable behaviour	4) non-human animal	7) theory of evolution	10) social learning theory
2) conditioning principles	5) internal factor	8) subjective experience	11) behavioural methods of treatment
3) gender development	6) methodological behaviourism	9) radical behaviourism	12) behavioural explanations of mental disorders

 **Task 21. Find the right Ukrainian equivalents in Column B to the words and word-combinations in Column A.**

COLUMN A		COLUMN B	
1)	differences between species	1)	з точки зору
2)	motivation and knowledge	2)	експериментальне оточення

- | | |
|--------------------------------------|--------------------------------------|
| 3) classical conditioning | 3) поведінкові моделі аномальності |
| 4) moral development | 4) когнітивна діяльність |
| 5) behavioural models of abnormality | 5) теорія еволюції |
| 6) theory of evolution | 6) різниці між видами |
| 7) stimulus and response links | 7) психіатрична установа |
| 8) behavioural approach | 8) класична теорія умовних рефлексів |
| 9) psychiatric institution | 9) походити від |
| 10) role of cognitive factors | 10) мотивація та знання |
| 11) experimental setting | 11) величезний вплив |
| 12) to derive from | 12) поведінковий підхід |
| 13) enormous influence | 13) моральний розвиток |
| 14) cognitive activity | 14) роль когнітивних факторів |
| 15) in terms of | 15) зв'язки між стимулом і реакцією |

 **Task 22. Find the right English equivalents in Column B to the words and word-combinations in Column A.**

- | COLUMN A | COLUMN B |
|---|--------------------------------------|
| 1) вплив на досягнення | 1) major influence on |
| 2) суб'єктивний досвід | 2) tabula rasa |
| 3) поведінкова терапія | 3) observable behaviour |
| 4) галузь психології | 4) subjective experience |
| 5) пояснення розвитку | 5) internal factor |
| 6) радикальний біхевіоризм | 6) developmental explanation |
| 7) еволюціонувати від спільного предка | 7) effect on performance |
| 8) чиста дошка | 8) in reaction to the environment |
| 9) внутрішній фактор | 9) behaviour therapy |
| 10) гендерний розвиток | 10) radical behaviourism |
| 11) у результаті реакції на оточуюче середовище | 11) operant conditioning |
| 12) поведінка, яку можна спостерігати | 12) branch of psychology |
| 13) основний вплив на | 13) successful application |
| 14) інструментальні умовні рефлекси | 14) to evolve from a common ancestor |
| 15) успішне використання | 15) gender development |

 **Task 23. Match the words in Column A with their antonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
Blank, experience, stimulus, complex, main, human, quantitatively, common, ancestor, most, important, less, newer, best, include, indirect, abnormality, mental, enormous, reject, major, large, successful, similar, negative, subjective, internal, difference, unethical.	External, insignificant, direct, private, small, more, unsuccessful, similarity, physical, tiny, non-human, filled in, accept, older, normality, auxiliary, objective, ethical, descendant, worst, dissimilar, minor, simple, qualitatively, positive, exclude, theory, response, least.

 **Task 24. Match the words in Column A with their synonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
Approach, differ, assumption, behaviour, explain, produce, complex, operate, different, suggest, important, reward, disorder, use, treatment, enormous, study, fundamental, research, influence, effect, performance, control, prison, punishment, consider.	Compensation, various, vary, work, investigation, penalty, govern, huge, realization, impact, utilize, conduct, supposition, basic, method, jail, therapy, propose, result, regard, significant, complicated, describe, learn, disease, create.

 **Task 25. Complete the translation of the sentences into English.**

1. There is no need to look at what goes on inside the “black box” of the mind (for example, сприйняття, увага, мова, пам’ять, мислення and so on), it is sufficient to be concerned only with зовнішню поведінку, поведінку, яку можна спостерігати.
2. Much behaviourist дослідження is conducted with тваринами, що не належать до людського роду.
3. In the case of тварин, що не належать до людського роду, it may be correct to suggest that теорія навчання can account of much of their поведінку because мислення clearly has a smaller, if not non-existent, role to play.
4. Теорія навчання has also been applied to освіті.
5. D.E. Broadbent argued that біхевіоризм is the best method for раціонального прогресу в психології.
6. However all these “weaknesses” (механістична, детерміністська, редуційна) are also strengths because they enable біхевіоризм to be highly appropriate for експериментального дослідження.
7. The біхевіористи also заперечували the role of innate factors, but we should remember that the підхід з точки зору нативізму is equally детерміністським and редуційним.

8. There is clear доказ, for example, in оволодінні мовою, that such пояснення з точки зору нативізму are correct and this leads us to conclude that радикальний біхевіоризм must be rejected.
9. Although нагорода would have influenced your досягнення or поведінку, it would not have affected your знання or навчання to the extent that you started to believe the earth was actually flat.
10. Any пояснення поведінки should involve terms and concepts such as заохочення, нагорода, and покарання.
11. The переваги of the експериментального підходу are that one can demonstrate причиново-наслідкові відношення under highly controlled умов.
12. In the examination you will be further asked to припустити how one підхід might дослідити this явище, and оцінити the use of this method of дослідження of this явища.
13. Throughout your studies there have been constant посилення to біхевіористський підхід, теорію навчання, and теорію соціального навчання.
14. On the other hand, поведінка of lower-order animals may arguably be due even more to природи rather than навчання (виховання), that is, can be explained з точки зору the principles of еволюції.
15. Біхевіористи assume that what we do is determined by the навколишнім середовищем we are in, which provides стимули to which we реагуємо, and the навколишнє середовище we have been in in the past, which caused us to learn to реагувати to стимули in particular ways.

 **Task 26. Fill in the gaps with the suitable words and word-combinations from the box. Translate the sentences into Ukrainian.**

reliable	weakened	punishment	reductionist approach
cause and effect relationships		prior learning	reinforcement
operant conditioning	behaviour	therapies	negative reinforcement
environment	practical solutions		internal mental processes
scientific method	deterministic	strengthened	experimental methods
classical conditioning	stimulus	consequences	innate reflexes
positive reinforcement	response	punishment	

1. Behaviourists regard all behaviour as a ... to a
2. Behaviourists are unique amongst psychologists in believing that is it unnecessary to speculate about ... when explaining behaviour: it is enough to know which stimuli elicit which responses.
3. Behaviourists believe that people are born with only a handful of ... (stimulus-response units that do not need to be learned) and that all of a person's complex behaviours are the result of learning through interaction with the

4. Behaviourists use two processes to explain how people learn: ... and
5. In operant conditioning, people learn to perform new behaviours through the ... of the things they do.
6. If a behaviour people produce is followed by a ... then the likelihood of that behaviour being repeated increases in future (the behaviour is ...).
7. A consequence can be reinforced in two ways: either the person gets something good (...) or they avoid something bad (...).
8. If a behaviour is followed by a ... then the likelihood of that behaviour being repeated in future decreases (the behaviour is ...).
9. Much behaviourist research involves learning animals under laboratory conditions, using
10. Experimental methods are used because they allow inferences to be drawn about ... between the variables studied.
11. The insistence on objectivity, control over variables and precise measurement means that the studies carried out by behaviourists tend to be very ... , and the behaviourists can be credited with introducing the ... into psychology.
12. Behaviourism has supplied ... to many human problems.
13. Many people with problems like phobia have benefitted significantly from ... including systematic desensitization.
14. The behaviourist approach is ... : people's behaviour is assumed to be entirely controlled by the environment and their ... , so they do not play any part in choosing their own actions.
15. The behaviourists' view that all behaviour, no matter how complex, can be broken down into the fundamental processes of conditioning makes it a highly ... to psychology.

 **Task 27. Match the words in Column 1 with their definitions in Column 2.**

COLUMN 1

COLUMN 2

- | | |
|-----------------|---|
| 1) stimulus | a) the process by which people or animals are trained to behave in a particular way when particular things happen |
| 2) response | b) able to be measured |
| 3) assumption | c) related to the process of knowing, understanding, and learning something |
| 4) conditioning | d) the treatment of an illness or injury over a fairly long period of time |
| 5) evolution | e) something that helps a process to develop more quickly or more strongly |
| 6) cognitive | f) something that you think is true although you have no definite proof |
| 7) gender | g) that can be seen or noticed |
| 8) therapy | h) something that is done as a reaction to something that has happened or been said |

- 9) observable i) the scientific idea that plants and animals develop and change gradually over a long period of time
- 10) measurable j) the fact of being male or female

 Task 28. Are the following statements true (T) or false (F)?

- | | | |
|--|---|---|
| 1. The behaviourists assumed that conditioning principles apply in very different ways in similar species. | T | F |
| 2. There is a raft of negative criticism that is leveled at the behavioural approach. | T | F |
| 3. Classic learning theory has had a major influence on all branches of psychology. | T | F |
| 4. Conditioning, both classic and operant, does not play an important role in psychological explanations. | T | F |
| 5. The strength of the behavioural approach is that it lends itself to scientific research. | T | F |
| 6. Learning theory and the concept of reinforcement are also used as explanations for motivation. | T | F |
| 7. The theory of behaviour put forward by the behaviourists has been praised and accepted by most psychologists. | T | F |
| 8. The behaviourists assumed that reward or reinforcement has a major impact on learning. | T | F |
| 9. The principle of learning theory is that we learn through indirect rewards as well as through direct rewards. | T | F |
| 10. We become what we become as a result of forming stimulus-response units of behaviour in reaction to the environment. | T | F |
| 11. The theory of evolution suggests that all animals have evolved from a common ancestor and are “built” from the same units (called stimulus-response units by the behaviourists). | T | F |
| 12. Knowledge and theory concerning the environment make us what we are. | T | F |
| 13. Behaviourism is the focus solely on hidden behaviour. | T | F |
| 14. Neo-behaviourism is a newer development and an extension of behaviourism. | T | F |
| 15. Stimulus and response links are built up to produce simpler behaviours. | T | F |

 Task 29. Match the beginning and the end of the sentences. Translate the sentences into Ukrainian.

- | | |
|-------------------------------------|--|
| 1) Behaviourism, also known as | a) and focused on observable |
| behavioural psychology, is a | behaviours rather than on |
| theory of learning ... | unconscious inner states. |
| 2) Some suggest that the popularity | b) so it is sometimes easier to quantify |

- of behavioural psychology grew out of the desire ...
- | | |
|---|--|
| 3) Researchers were interested in creating theories that could be clearly described and empirically measured, ... | c) that occurs through reinforcements and punishments. |
| 4) Classical conditioning is a technique frequently used in behavioural training ... | d) it has still had a major impact on our understanding of human psychology. |
| 5) Operant conditioning (sometimes referred to as instrumental conditioning) is a method of learning ... | e) based on the idea that all behaviours are acquired through conditioning. |
| 6) Even today, behavioural analysis is often used as a therapeutic technique ... | f) but also used to make contributions that might have an influence on the fabric of everyday human lives. |
| 7) Behaviourism is based on observable behaviours, ... | g) and have occasionally been helpful in the management of more severe mental disorders such as schizophrenia. |
| 8) While the behavioural approach might not be the dominant force that it once was, ... | h) to establish psychology as an objective and measurable science. |
| 9) Behaviourism emerged in the early 20 th century as a reaction to the psychoanalytic theory of the time, ... | i) to help children with autism and developmental delays acquire new skills. |
| 10) Behavioural approaches may be quite useful in treatment of anxiety ... | j) in which a neutral stimulus is paired with a naturally occurring stimulus. |

 **Task 30. What is the meaning of the underlined words? Choose the correct answer. Use a dictionary to check your answers. Translate the sentences into Ukrainian.**

- The Russian psychologist Ivan Pavlov is widely known for describing the phenomenon now known as 'classical conditioning' in his experiments with dogs.
 - processes;
 - tests;
 - acts.
- As I. Pavlov's work became known in the West, particularly through the writings of John B. Watson, the idea of conditioning as an automatic form of learning became a key concept in the development of behaviourism.

- a) prerequisite;
 - b) essay;
 - c) notion.
3. John B. Watson was an American psychologist best known for his controversial “Little Albert” experiment using classical conditioning.
- a) original;
 - b) disputable;
 - c) well-known.
4. Edward Lee Thorndike was an American psychologist whose work on animal behaviour and the learning process led him to discover what he termed the ‘law of effect.’
- a) to uncover;
 - b) to approve;
 - c) to research.
5. The ‘law of effect’ states that the responses that create a satisfying effect are more likely to occur again, while the responses that produce a discomforting effect become less likely to occur.
- a) action;
 - b) awareness;
 - c) reaction.
6. B.F. Skinner coined the term ‘operant conditioning’, which describes the strengthening or attenuation of a voluntary response based on association with the positive or negative consequences.
- a) opinions;
 - b) results;
 - c) feelings.
7. B.F. Skinner described two types of reinforcement: positive reinforcement, which is the introduction of a positive consequence such as food, pleasurable activities, or attention from others, and negative reinforcement, which is the removal of a negative consequence such as pain or loud noise.
- a) supporting;
 - b) undertaking;
 - c) believing.
8. Conditioning occurs through interaction with the environment.
- a) association;
 - b) linking;
 - c) cooperation.
9. Strict behaviourists believe that any person can potentially be trained to perform any task, regardless of genetic background, personality traits, and internal thoughts.
- a) screen;
 - b) heritage;
 - c) curtain.
10. Different factors can influence the classic conditioning process.
- a) promote;

- b) determine;
- c) act upon.

? Task 31. Answer the following questions.

1. What is the essence of the behavioural approach?
2. What makes us what we are?
3. In terms of what can all behaviour be explained?
4. What is “behaviourism”?
5. How are humans and non-human animals different in behaviorist explanations?
6. What does the theory of evolution suggest?
7. What is methodological behaviourism?
8. How can you explain radical behaviourism?
9. What is neo-behaviourism?
10. Can you give any examples of the behavioural approach in psychology?
11. What has behaviourism had enormous influence through?
12. What is a fundamental part of psychological explanations?
13. What is the second strength of the behavioural approach?
14. What is the third strength of the behavioural approach?
15. What does the behavioural approach ignore?
16. Why is the behavioural approach also reductionist?

 **Task 32. Read the text and translate it into Ukrainian. Prepare an oral presentation in English concerning the issues discussed in the text.**

BEHAVIOURAL PSYCHOLOGY

 Behavioural psychology, otherwise known as behaviourism, is based upon the idea that all behaviours are acquired through conditioning, via interaction with the environment. The original behaviourists claimed that internal states like cognition, emotions and moods were too subjective to give any credence to and that genetics should have no place in psychology; they believed that observable behaviours were the only factors in psychology worth considering.

Conditioning is one of the main themes of behaviourists, and they name two major types of conditioning, **classical** and **operant**.

Classical conditioning was discovered by Ivan Pavlov during his famous experiment with dogs. Every time I. Pavlov fed a dog, he rang a bell. I. Pavlov then rang the bell without feeding the dog, and the dog salivated at the sound of the bell. I. Pavlov had conditioned the dog to respond to the bell by salivating. I. Pavlov's experiment served as the one of the cornerstones of behaviourism.

Food acted as an *unconditioned stimulus* to the dog, because food is something that a dog is naturally drawn to. Likewise, the salivation of the dog was an *unconditioned response* to that stimulus because food naturally causes the dog to salivate. But the sound of a bell doesn't naturally cause the dog to salivate, so

the bell acted as a *conditioned stimulus* and the salivation at the sound of the bell was a *conditioned response*.

Behavioural psychology uses the basic principle of conditioning to re-train people who suffer from psychological disorders, by re-training the conditioned responses people have toward specific conditioned stimuli.

Operant conditioning (sometimes called **instrumental conditioning**) operates through reward (for good behaviour) and punishment (for bad behaviour).

Therapeutic techniques in behavioural psychology. Behavioural therapy is effective in treating people with phobias or obsessive behaviours. It is also useful in organizational psychology when employees need to be re-trained to enhance their performance. Perhaps its most useful purpose is in correcting behavioural problems in children and young adults, particularly in those who are in trouble with the law.

Here are some common techniques used:

Chaining breaks a task down into its component parts and then teaches the simplest component first. Once a component is mastered, the client moves on to the next simplest component until it is mastered.

Prompting uses visual or verbal prompts to trigger desired responses.

Shaping is the gradual alteration of bad behaviour by rewarding any slight betterment of that behaviour, gradually pulling that bad behaviour toward the desired behaviour.

Modelling is learning a new behaviour by watching someone do it properly.

Systematic desensitization is gradually exposing phobic patients to their phobias until they overcome them.

 **Task 33.** Read the text below to identify the differences contained in some of the existing views on the biological and behavioural approaches. Express your own opinion. You may use such conversational formulas as in my opinion ... ; as for me ... , to my mind ... ; as far as I am concerned ... ; from my point of view ... ; no doubt ... ; beyond all comparison ... ; that's right ... ; there is no denying it ... ; I think so ... ; I believe so ... ; I suppose so ... ; most likely ... ; most probably ... ; I can't agree that ... ; I don't think so ... ; that can't be true

WHAT IS THE DIFFERENCE BETWEEN THE BIOLOGICAL AND BEHAVIOURAL PSYCHOLOGICAL APPROACHES?

 The biological and behavioural views of psychology allow for two different approaches to studying the subject and often link to the nature-nurture debate.

The biological psychological approach is linked with the nature side of the nature-nurture debate. The approach assumes that all behaviour (whether human or animal) is driven by genetics and a person's biological-chemical composition. It assumes that the environment cannot change your behaviour and that your actions, decisions and the way you live can be traced back to stemming from your parents, from which you inherited your genes.

In contrast, the behavioural approach assumes that our behaviour is a product of our interaction with the environment. It assumes that as babies we are

born as a blank state and this moment on are shaped and influenced by the people and environment surrounding us. Hence the approach takes the nurture side of the nature-nurture debate. In contrast to the biological approach, the behavioural approach assumes that our behaviour is determined by the environment in which we find ourselves, for example, we may act differently with teachers at school, compared to when we are with our friends.

The two approaches can be investigated by looking at identical twins that have been either raised together or raised apart after being separated at birth.

The biological approach would assume that twins would behave and be exactly the same as each other whether they had been raised together or apart, whereas the behavioural approach would assume that the twins reared apart would behave differently to each other, due to their different surroundings.

? Task 34. Pop quiz: Do you worry about the environment?

① Imagine you are on holiday abroad. You eat loads of chocolate-covered sweets but there aren't any rubbish bins to put their wrappers in. What do you do?

- a) Keep the wrappers in your pocket until you see a bin.
- b) Throw them on the ground. It's not your fault there aren't enough rubbish bins.
- c) It depends. If there's a lot of rubbish on the floor, you might 'drop them accidentally'.

② On the way home you are very thirsty. What do you buy?

- a) Something in a non recyclable plastic bottle.
- b) Something in a glass bottle or aluminum can.
- c) Something in a carton.

③ Your personal stereo always needs new batteries. What do you do?

- a) Buy re-chargeable batteries.
- b) Put the old batteries in the bin and buy the new ones.
- c) Buy the new ones and take the old ones to a recycling centre.

④ If you lived near a beach, how would you react if a fast food restaurant opened near the beach?

- a) Be pleased but also worried about more rubbish on the beach.
- b) Be pleased. Now you can eat burgers on the beach.
- c) You never eat at fast food places because there is too much packaging.

⑤ You buy a couple of things in a shop. When you pay, the cashier is about to put the things in a plastic bag. What do you say?

- a) “No, thank you.” (You have brought your own bag from home.)
- b) Nothing. You let him/her put the things in the bag.
- c) It depends if you can carry the things easily without a bag.

⑥ There are a couple of flies in your bedroom. They are annoying you. What do you do?

- a) Try to kill them with a newspaper.
- b) Try to kill them with a horrible-smelling aerosol.
- c) Hit the air with a newspaper so they leave you alone.

⑦ You are writing a letter to a good friend. You have made several mistakes and need to cross things out. What do you do?

- a) Start the letter again on another piece of paper.
- b) Continue writing; your friend will excuse your mistakes.
- c) Continue to write but if you make any more mistakes, start again.

Now add up your scores:

1) a = 3	b = 1	c = 2
2) a = 1	b = 3	c = 2
3) a = 3	b = 1	c = 2
4) a = 2	b = 1	c = 3
5) a = 3	b = 1	c = 2
6) a = 2	b = 1	c = 3
7) a = 1	b = 3	c = 2

ANSWERS:

7-10: You do not worry about the environment at all! You think pollution is someone else’s problem, not yours. You think recycling and saving resources are too time-consuming.

11-17: You care about the environment and you have some good habits which help save it. However, there are probably a few other things you could do.

18-21: You definitely care about the environment. You think about it when you make everyday decisions. If more people in the world were as good as you, the planet would have fewer problems.

TALKING POINTS

1. Speak about the essence of the behavioural approach.
2. Explain what methodological behaviourism is.
3. Focus on radical behaviourism.
4. Concentrate on neo-behaviourism.
5. Give some examples of the behavioural approach.
6. Speak about the strong and weak points of the behavioural approach in

- psychology.
7. Describe and evaluate the behavioural approach in psychology.
 8. Express your own opinion about the behavioural approach.
 9. Prepare an oral presentation on such a branch of psychology as social psychology.
 10. Have a group discussion about the essence of the behavioural approach, its importance, strong and weak points.

UNIT 4

WARM-UP

Comment on the quotes:

Learning is a treasure which accompanies its owner everywhere (*proverb*).

The mind is like an iceberg, it floats with one-seventh of its bulk above water – *Sigmund Freud* (1856 – 1939) (Austrian neurologist and the founder of psychoanalysis).

To find a mountain path all by oneself gives a greater feeling of strength than to take a path that is shown – *Karen Horney* (1885 – 1952) (German psychoanalyst).

GRAMMAR	VOCABULARY
Prepositions.	Dynamics of behaviour, psychodynamic theory, personality, psychoanalysis, innate drive, experience, assumption, to behave, physical energy, libido, to regress, anxiety, unconscious force, to motivate, ego, ego defence mechanism, sublimation, id, repression, denial, conscious awareness, Freudian slip, superego, attachment, model of abnormality, eating disorder, to explain, obedience, prejudice, aggression, gender development, adolescence, to take an unbiased view, informed opinion, developmental psychology, adult behaviour, childhood, neurotic disorder, mental disorder, correlation, reification.

APPROACHES IN PSYCHOLOGY. THE PSYCHODYNAMIC APPROACH

 The term “psychodynamic” refers to any explanation that emphasises the processes of change and development, that is, the dynamics of behaviour or the forces that drive an individual to behave as he or she does. The best known example of a psychodynamic theory is S. Freud’s account of the development of personality.

S. Freud’s theory and his method of therapy are both called psychoanalysis. The psychoanalytic perspective seeks to explain human development in terms of an interaction between innate drives and early experience. The basic assumption of S. Freud’s approach is that early experience drives us to behave in predictable ways in later life. Childhood is a critical period of development. Infants are born with innate biological drives. Such drives have a physical (sexual) basis. If these drives are not satisfied this can lead to personality or behavioural problems later in life, because our physical energies (libido) remain attached to these earlier stages and therefore the individual will regress to that stage when experiencing anxiety.

A further key assumption is that unconscious forces motivate much of our behaviour. At any time if drives are thwarted or not satisfied, the ego copes by using ego defence mechanisms such as sublimation, repression, and denial. Thoughts and feelings are redirected and placed beyond conscious awareness. An individual may express such feelings in dreams and unconsciously motivated behaviours such as Freudian slips.

S. Freud described personality dynamics in terms of various structures and stages. He wrote that your *ego* is the conscious and intellectual part of your personality which regulates the *id*. The *id* is the primitive, innate part of your personality, and the ego mediates between the *id* and the *superego*. The *superego* is the moral part which is learned from parents and society. These parts are hypothetical entities (that is, they don’t physically exist). They develop through the stages of childhood.

A “neo-Freudian” psychologist basically agrees with the principles of psychoanalysis but has further adapted the theory. Neo-Freudians produced psychoanalytic theories that placed less emphasis on biological forces and more on the influences of social and cultural factors.

S. Freud’s psychodynamic approach is used as an explanation for attachment, and also as a model of abnormality and an explanation for eating disorders. The psychoanalytic perspective was also used to explain obedience (the authoritarian personality represses conflicting thoughts), prejudice and aggression, gender development and adolescence, mental disorders. Psychoanalysis is also used as a therapy.

An Evaluation of the Psychodynamic Approach. In studying psychology it is important to try to take an unbiased view and reach an informed opinion. It is worth remembering that S. Freud’s theory was constructed during a different epoch from ours and his concepts were quite revolutionary for their time. His ideas

appear in literature and art and everyday life. S. Freud is responsible for introducing certain key concepts to early psychology, namely the recognition that childhood is a critical period of development, and that unconscious sexual (physical) desires influence behaviour. S. Freud founded developmental psychology, proposed one of the first systematic theories of personality, and devised a form of therapy that was unsurpassed for over 80 years. S. Freud focused on the individual, observing particular “cases” in fine detail, an *idiographic approach*. This has the advantage of providing unique insights into behaviour because of the depth of information collected.

Probably the most significant criticism concerns the empirical support for the theory. S. Freud based the theory on his case histories. These were mainly of middle-class Viennese women suffering from neurotic disorders. The data were retrospectively collected and interpreted by S. Freud, who is likely to have been biased by his own theoretical beliefs. The theory of psychoanalysis lacks falsifiability. That is, it is difficult to prove his theory wrong because his arguments can be made to fit any behaviour. For instance, psychoanalysis depends heavily on the therapist’s interpretation of what the client says.

The main evidence of S. Freud’s theory consists of correlation between certain childhood experience and type of adult personality. Correlations cannot prove causes, and so these correlations cannot show that adult personality has been caused by childhood experiences. Those parts of the theory of psychosexual development that can be tested have mostly been found to be incorrect. S. Freud’s theory is also highly determinist because it suggests that infant behaviour is determined by innate forces and adult behaviour is determined by childhood experiences. The theory reduces human activity to a basic set of structures, which are reifications (abstract concepts that are presented as if they are real things). The original theory probably lays too much emphasis on innate biological forces.

GLOSSARY

psychodynamic approach – психодинамічний підхід

term “psychodynamic” – термін «психодинамічний»

to refer to – стосуватися; посилається; звертатися

explanation – пояснення, тлумачення

to emphasise the processes of change and development – підкреслювати процеси зміни і розвитку, наголошувати на процесах зміни і розвитку

that is – тобто

dynamics of behaviour – динаміка поведінки

force – сила; смисл, сенс, значення

to drive (drove, driven) – приводити, доводити (до – to, into)

to behave – чинити, поводитися

account of the development of personality – думка про розвиток особистості

both – обидва; і ... і

to seek (sought, sought) – намагатися; прагнути

to explain – пояснювати, тлумачити

human development – розвиток людини

in terms of – мовою; з точки зору

interaction between innate drives and early experience – взаємодія між
 вродженими інстинктами та раннім досвідом
 basic assumption – основне припущення
 to behave in predictable ways – поводитися передбачено
 in later life – у подальшому житті
 childhood – дитинство
 infant – дитиня, немовля; неповнолітній
 to be born with innate biological drives (was, were; been) – народитися з
 вродженими біологічними інстинктами
 such – такий
 basis – основа; підстава; база; базис
 to satisfy – задовольняти; відповідати (*вимогам*)
 to lead to (led, led) – вести до, приводити до
 personality or behavioural problems – особистісні або поведінкові проблеми
 later in life – пізніше в житті
 physical energy – фізична енергія
 to remain – залишатися
 attached to – відданий; прихильний до; прикріплений до
 earlier stages – більш ранні стадії
 therefore – тому, отже
 to regress – регресувати; рухатися назад
 to experience anxiety – відчувати (зазнавати) неспокій (тривогу)
 further – потім; крім того
 key assumption – основне припущення
 unconscious force – підсвідома сила (енергія)
 to motivate – мотивувати; спонукати
 at any time – у будь-який час
 if drives are thwarted or not satisfied – якщо інстинктам перешкоджають
 здійснюватися або вони не задовольняються
 ego – его, «я», суб'єкт
 to cope – справлятися, управлятися, упоратися
 using ego defence mechanisms – використання механізмів захисту его
 such as – такий як
 sublimation – сублімація (у психіатрії: *спрямування сексуальних потягів на
 іншу форму діяльності*)
 repression – придушення; репресія; стримування (*відчуттів, імпульсів*)
 denial – спростування; заперечення
 thoughts and feelings – думки і почуття
 to redirect – перенацілити; переспрямувати
 to place beyond conscious awareness – помістити за межами свідомого
 сприйняття (розуміння)
 to express such feelings in dreams – виражати такі відчуття у мріях
 unconsciously motivated behaviour – несвідомо вмотивована поведінка
 Freudian slips – обмовки за Фрейдом
 to describe – описувати; зображати
 various structures and stages – різні структури і стадії
 conscious and intellectual part – свідомо та інтелектуальна частина

to regulate – регулювати; упорядковувати
 id – «воно», підсвідомість (у психоаналізі)
 primitive, innate part of your personality – примітивна, вроджена частина вашої особистості
 to mediate – бути посередником
 between the id and the superego – між «воно» і суперего
 society – суспільство
 hypothetical entity – гіпотетична річ
 that is, they don't physically exist – тобто, вони фізично не існують
 to develop – розвиватися
 through – через, крізь; протягом
 basically – в основному
 to agree with – погоджуватися з
 further – дальший; наступний
 to adapt – пристосовувати; адаптувати
 to produce – розробляти
 to place less emphasis on – менше наголошувати на
 influences of social and cultural factors – впливи соціальних і культурних факторів (чинників)
 attachment – прихильність
 model of abnormality – модель анормальності
 eating disorder – проблема харчування
 obedience – покірність
 authoritarian personality represses conflicting thoughts – владна (авторитарна) особистість стримує суперечливі думки
 prejudice – упередження; забобон
 aggression – агресія
 gender development – гендерний розвиток
 adolescence – юність, юнацтво
 mental disorder – ментальний розлад (розумовий розлад)
 evaluation – оцінювання, оцінка
 it is important – важливо
 to try to take an unbiased view – намагатися мати неупереджену думку (точку зору)
 to reach an informed opinion – прийти до думки, що ґрунтується на знаннях
 it is worth remembering – варто пам'ятати
 to construct – розробляти
 during a different epoch from ours – під час іншої епохи, яка відрізняється від нашої
 idea – ідея; поняття; думка
 to appear – з'являтися
 art – мистецтво
 everyday life – щоденне життя
 to be responsible for (was, were; been) – бути відповідальним за
 introducing certain key concepts – представлення певних суттєвих концепцій
 namely – а саме
 recognition – визнання

desire – бажання
 to influence behaviour – впливати на поведінку
 to found developmental psychology – заснувати психологію розвитку
 to propose – пропонувати
 to devise – винаходити; придумувати
 unsurpassed – неперевершений
 to focus on – зосереджуватися на
 to observe particular “cases” in fine detail – спостерігати певні «випадки» дуже детально
 idiographic approach – ідеографічний підхід
 advantage – перевага
 providing unique insights into behaviour – забезпечення унікального проникнення в поведінку
 because of the depth of information collected – внаслідок глибини зібраної інформації
 probably – можливо, ймовірно
 significant – важливий
 to concern – стосуватися, відноситися
 empirical support – емпірична підтримка
 to base on – ґрунтуватися на
 case history – історія хвороби; досьє у справі
 mainly – головним чином; здебільшого
 middle-class Viennese woman – жінка з середнього класу, жителька Відня
 to suffer from – страждати від
 neurotic disorder – нервова хвороба
 datum (*pl* data) – дані; характеристика
 retrospectively – ретроспективно
 to interpret – пояснювати, тлумачити
 to be likely to (was, were; been) – ймовірно
 to be biased by (was, were; been) – бути упередженим внаслідок
 his own theoretical beliefs – його власні теоретичні переконання (думки)
 to lack – відчувати нестачу, потребувати; не мати; бракувати
 falsifiability – недостовірність, помилковість
 it is difficult – важко
 to prove his theory wrong – доводити, що його теорія помилкова
 to fit any behaviour – підходити до будь-якої поведінки
 for instance – наприклад
 to depend heavily on – дуже залежати від
 interpretation – пояснення, тлумачення
 client – клієнт
 evidence – доказ, свідчення
 to consist of – складатися з, полягати в
 correlation – співвідношення
 certain – певний; відомий; якийсь, один
 adult – дорослий, повнолітній
 cause – причина
 to cause – спричиняти

psychosexual development – психосексуальний розвиток
 to test – випробовувати, перевіряти; проводити дослід
 mostly – головним чином, здебільшого
 to be found to be incorrect (was, were; been) – визнавати неправильним
 highly determinist – дуже детерміністський
 to suggest – натякати; наводити на думку; говорити про; означати
 to reduce human activity to a basic set of structures – зменшувати людську діяльність до основного набору структур
 reification – матеріалізована річ
 abstract concepts that are presented as if they are real things – абстрактні концепції, які представляють як реальні речі
 probably – можливо
 to lay (laid, laid) – приділяти; класти; покладати

EXERCISES

 **Task 1. Underline the suffixes in the words. Put the words into the right column. Translate the words into Ukrainian.**

For example:

NOUN	VERB	ADJECTIVE	ADVERB
organization	organize	organizational	organizationally

Explanation, physical, winterize, development, highly, satisfy, psychodynamic, behaviour, personality, psychoanalytic, vulgarize, biological, interaction, heavily, assumption, predictable, childhood, critical, behavioural, likely, vocalize, repression, sexual, feeling, unconsciously, various, intellectual, physically, psychologist, utilize, probably, cultural, attachment, unify, abnormality, obedience, authoritarian, different, revolutionary, responsible, introducing, typify, recognition, information, significant, criticism, mainly, uglify, retrospectively, correlation, mostly, activity, threaten.

 **Task 2. Complete the table with the suitable words instead of the dots.**

NOUN	ADJECTIVE	ADVERB	VERB
explanation	.....		.....
..... / .....	..... / ..... / .....	.....	to develop
..... / /	predictive / ....	.....	.....
.....	..... / ..... / .....	.....	to satisfy
.....	regressive		.....
regulation / .....	.....		.....
.....	..... / .....	.....	to base
obedience	.....	.....	.....

..... / /	responsible / .....	.....	.....
support / .....	..... / .....		.....

 **Task 3. Read the sentences and define the prepositions of time, place, and direction. Translate the sentences into Ukrainian.**

1. Tom disappeared under the bed just in time. (*Mark Twain*)
2. One evening they were sitting in the shop. (*Ch. Dickens*)
3. "He is at home at present," said the latter. (*Ch. Dickens*)
4. The gentleman in the white waistcoat was also standing in front of the workhouse. (*Ch. Dickens*)
5. A large rose-tree stood near the entrance of the garden. (*L. Carroll*)
6. The old woman brought the food and piled it on the table. (*P. Abrahams*)
7. The woman closed the door between the two rooms. (*P. Abrahams*)
8. Two taxis took them to the station. (*P. Abrahams*)
9. She pushed him toward the bathroom and hurried downstairs. (*P. Abrahams*)
10. "Oh!" said I, taking it out of my pocket. "It's from my aunt." (*Ch. Dickens*)
11. During the spring, the summer, and the autumn he was happy ... (*Oscar Wilde*)
12. On tiptoe she went into the room. (*P. Abrahams*)
13. And when the people were going to market at twelve o'clock, they saw how the Giant was playing with the children. (*Oscar Wilde*)
14. On the sixth day after leaving London, hungry, dirty and all in rags, I at last reached Dover. (*Ch. Dickens*)
15. I shot an arrow into the air,
It fell to earth, I knew not where,
For, so swiftly it flew, the sight
Could not follow it in its flight. (*H. Longfellow*)

 **Task 4. Fill in the blanks with the correct prepositions.**

1. They arrived ... the United States last year.
2. He made a sandwich by putting a piece of cheese ... two pieces of bread.
3. Please put your books here ... the table.
4. Mr. Kelly is usually ... work ... the daytime and ... home ... the evening.
5. They are ... Rome now. I believe they are staying ... the Majestic Hotel.
6. I told the children to play ... the sidewalk and not to go ... the street.
7. I can't find the book. It must be ... the shelf.
8. Mrs. Drake is not tall enough to reach some of the cabinets that are ... the kitchen sink.
9. It would not be safe to let the lion get ... his cage.
10. Leave the suitcase ... the stairs. I'll take it upstairs later.
11. Jean was ... class yesterday. I think she was sick.

12. It gets very cold here ... winter. In fact, it's hardly ever ... freezing.
13. Please don't stand ... me. Come ... me so I can see you.
14. The boys left their bicycles leaning ... the wall.
15. He got ... his car and drove ... the street.

 **Task 5. Pick out the preposition in parentheses that would not be correct in each of the sentences below.**

1. Our house is (*in the middle of, near, ahead of*) town.
2. We went (*via, on, toward*) Baltimore.
3. I saw him go (*into, out of, onto*) the library.
4. They strolled (*across, on top of, down*) the street.
5. You'll find your ball (*under, to, near*) the tree.
6. She came (*down, into, from*) the house.
7. Please come and sit (*beside, by, at*) me.
8. They are usually (*in, at, on*) church on Sunday.
9. The statue is (*beyond, in, at the top of*) the hill.
10. The boat is sailing (*above, through, across*) the water.
11. Children, please go and play (*into, in, inside*) the house.
12. That plane always flies (*over, around, at*) the city at five o'clock.
13. He couldn't find any socks (*into, at the bottom of, inside*) his dresser drawer.
14. They decided to put the new train tracks (*close to, beyond, to*) the old ones.
15. Whose books are these (*in, on, on top of*) the table?
16. Put an X mark (*before, after, to*) the right answer.
17. Please take that book (*off, from, among*) the shelf.
18. The most convenient way to enter the building is (*at, by, on*) the side door.

 **Task 6. Fill in the blanks with the correct preposition.**

1. He came ... 2 o'clock ... April 7, 2020.
2. Please pick up your tickets ... Wednesday.
3. I want to get to class ... time to talk with the teacher before it begins.
4. We're usually at work ... the daytime, but we're almost always at home ... night.
5. He promised to come ... noon, but I don't know whether to expect him ... time.
6. They have lived in the United States ... several years.
7. She is usually at the office ... the day.
8. They always seem to work ... morning ... night.
9. We are getting that job finished little ... little.
10. He made a political speech ... the Fourth of July.
11. ... the end, they were glad they had waited.
12. It seemed incredible that the storm could continue with such force day ... day.

13. The child's mother told him that she was busy, but would read to him ... a while.
14. All ... a sudden, we heard a terrible crash.
15. ... Easter, people celebrate the coming of spring.
16. ... Thanksgiving Day, people eat a big dinner.
17. Robert Frost has been considered one of the greatest American poets ... many years.
18. ... the day, you can telephone her at the office.
19. He usually takes a month's vacation ... summer.
20. They took a trip ... the beginning of July.

 **Task 7. Pick out the expression that could not be used in the sentences below.**

1. I see her (*once in a while, before long, from time to time*).
2. We expect to hear from him (*by, before, at*) Wednesday.
3. The doctor can certainly see you (*after, before, on*) 2 o'clock.
4. Jane said she would be in town (*until, in, on*) Friday.
5. Be sure to come to see us (*during, in, at*) August.
6. They always go to the beach (*since, for, during*) summer.
7. He left (*about, behind, around*) 12 o'clock, didn't he?
8. He will be in France (*through, since, until*) August.
9. (*Day after day, At last, At Christmas*) he finished the book.
10. He asked us to come (*since last night, on the spur of the moment, at once*).
11. The car gives us trouble (*once in a while, in no time, from time to time*).
12. Why don't you stay with us (*at, for, through*) the weekend?
13. We should be having beautiful weather (*by, on, in*) June.
14. They worked hard (*around, during, through*) the day.
15. Let me know whether you will arrive (*ahead of time, on schedule, through tomorrow*).
16. The weather is rather cool (*behind, during, in*) autumn.
17. (*Little by little, From now on, Until*) you will see signs of improvement.
18. He has been there (*since, for*) two years

 **Task 8. Complete the sentences below with the prepositions from the list:**

by on like with in

1. I don't know many books ... modern writers.
2. Would it be possible to reach Mr. Brown ... phone?
3. Did you watch the ceremony ... television?
4. I prefer to hear the news ... the radio.
5. Your house won't be struck ... lightning if you put up lightning rods.

6. He stands ... a soldier.
7. I thought the portrait was done ... charcoal, but he said it was done ... ink.
8. He was embarrassed when he realized that he was eating his soup ... the wrong spoon.
9. He eyed the spinach ... distaste.
10. Somehow, he managed to do the boring job ... enthusiasm.

 **Task 9. Pick out the preposition in parentheses that could not be used in the sentences below.**

1. Mary was determined to finish school (*in spite of, despite, besides*) her father's opposition.
2. I know little (*about, as, concerning*) his life except that his family was quite poor.
3. (*Like, According to, For the purpose of*) his brother, he was quite successful.
4. Please go on the trip (*besides, with, without*) me.
5. The dog (*by, with, of*) the long, floppy ears must be a spaniel.
6. (*On account of, because of, Instead of*) the cold weather, fuel consumption has been very high this winter.
7. She seems to act (*with, according to, on*) her feelings of the moment.
8. I'll take those shoes (*without, with, concerning*) the bows on them.
9. (*For, According to, Because of*) that magazine article, the government official is thinking of resigning.
10. He needed money very much (*for, of, for the purpose of*) further study.
11. She went (*along with, in order to, with*) her friends to visit the museum.
12. The rivers were flooded (*because of, due to, according to*) heavy rains.

 **Task 10. Fill in the blanks with the correct preposition.**

1. They came ... car, I think.
2. Please get me a quart ... milk.
3. Have you read many books ... Mark Twain?
4. Were there any good programmes ... TV last night?
5. Cover the crack in the wall ... a picture.
6. She certainly looks ... her mother.
7. Are bananas sold ... the dozen or ... the pound?
8. This is the coldest winter ... years.
9. Please write ... ink; it's hard to read if you write ... pencil.
10. Were you talking ... the phone when I knocked at your door?
11. I tried to get in touch with him ... phone when I was in town.
12. We're looking forward to your visit ... pleasure.
13. Do many ... the people who live here speak Spanish?
14. Did she really make that blouse ... hand?
15. Hundreds ... birds were sitting on the telephone wires.

16. A few ... us decided to go out to dinner together.
17. He cut the apple ... half.
18. Multiply 2,480 ... 45.
19. Cloth is sold ... the yard.
20. Florence Nightingale is famous ... the woman who began professional nursing.
21. I see little resemblance ... New York and Chicago.
22. Benjamin Franklin was ... Thomas Jefferson in having a great many different talents.
23. The girl ... the red sweater is the prettiest girl ... the class.
24. Let's go to the diner ... a hamburger.
25. Have you ever had cheese ... apple pie?

 **Task 11. In the sentences below put a line through the preposition or phrase in parentheses that could not be used.**

1. They came (*by subway, in a car, at a taxi*).
2. If I were you, I'd send it (*by airmail, in airmail*).
3. Do you usually hear the news (*from the radio, on the radio, over the radio*)?
4. She is (*with, to, like*) her mother now.
5. How much is sirloin steak (*by the pound, per pound, in the pound*)?
6. Can you divide this number (*on, into, by*) forty-nine?
7. (*Many of, A great amount of, Most of*) the students wanted to take a course in history.
8. Why did you cut the cloth (*in two, into inches, in half*)?
9. I think the accident was (*according to, due to*) carelessness.
10. I still feel doubtful (*despite, in spite of, for the purpose of*) what you say.

 **Task 12. Translate the sentences below into Ukrainian paying attention to the prepositions.**

1. Psychology is truly the study of all behaviour, across all cultures and all socioeconomic levels, over the entire life span.
2. Wilhelm Wundt set up the laboratory at the University of Leipzig, in Germany.
3. E.H. Weber, who did research on the sense of touch, devised new methods for measuring sensitivity and gave us a formula for the relationship between stimulus and sensation (Weber's law).
4. Wilhelm Wundt started the first journal for psychology and wrote an early textbook in the area of physiological psychology.
5. Plato, the Greek philosopher of the fourth century B.C., believed that a human was born with certain innate, or given, mental abilities and knowledge.
6. Aristotle, a student of Plato's, wrote impressive essays on sensation, perception, learning, memory, sleep, dreams, youth, and old age.

7. Many departments of psychology within colleges and universities originated in departments of philosophy and only later gained independent status.
8. The biological theory of evolution and findings from zoology gave strong support to the development of comparative psychology, in which the behaviour of one species is compared to that of another.
9. Biology also provided much of the information on genetics and heredity that was eventually used by psychologists considering the effects of these influences on behaviour.
10. Although the concerns of psychiatry and clinical psychology both came from a medical tradition, there are differences in the training of psychologists and psychiatrists.
11. In America a person who wishes to become a psychiatrist must, after finishing undergraduate work, receive both a degree in medicine and subsequently specialize in psychological and psychotherapy training.
12. In America after completing their undergraduate work, psychologists earn a doctoral degree in psychology, with an emphasis on a particular speciality.
13. John B. Watson (1878-1958) established a system for the study of behaviour in which only the observable responses made by the subject were relevant.
14. Psychologists involved in counseling psychology use psychological techniques to assist individuals in coping with normal personal problems.
15. Experimental psychologists are interested in knowing about behaviour even if the information obtained from their studies has no direct application.
16. Experimental psychology is oriented toward exploring the fundamental questions of behaviour.
17. Social psychology investigates group influence upon the behaviour of individuals.
18. The study of an individual's behaviour over an extended time span is called developmental psychology.
19. While social psychologists study all the influences of groups upon an individual's behaviour, community psychologists try to improve the 'quality of life' for the people within the community.
20. Psychologists often obtain information about behaviour by asking the subjects to respond to specially designed tests, surveys, interviews, and questionnaires.

 **Task 13. Supply the appropriate preposition (of, in, to, during, from ... to, within, from, by, with, at, about, between, for, into, on, throughout). Translate the sentences into Ukrainian.**

1. Much physiological information is gathered simply to increase our knowledge ... bodily functions.
2. There are billions of neurons ... the human body.
3. The neuron fibres (dendrites and axons) are bunched together to form nerves, which carry signals ... the body.

4. The axon serves to conduct the impulse away ... the cell body.
5. Many factors are involved ... signal transmission.
6. The cerebrum is concerned ... higher mental activities, such as thinking and reasoning.
7. The autonomic nervous system is divided ... the sympathetic and parasympathetic divisions.
8. Charles Darwin's *On the Origin of Species*, published ... 1859, was the first theoretical study of evolution to be widely accepted by scientists.
9. Traits that allow a species to adjust to the environment are generally passed on ... one generation ... the next.
10. Traits that are disadvantageous ... survival are usually eliminated by natural selection.
11. Genetics is the study ... the biological transmission ... characteristics from a parent to an offspring.
12. ... the end of infancy, a child can walk or run, stand or sit, and generally move about independently.
13. In its simplest sense, adaptation is an equilibrium ... the organism's behaviour and the environment.
14. ... the adult years the individual takes on major new roles and develops new responsibilities.
15. Taste receptors are found mostly ... the tongue.
16. The receptors responsible for sending temperature are free nerve endings, which send signals of cold and hot ... the brain.
17. Pain is received primarily ... free nerve endings, which branch throughout the dermis and epidermis.
18. Humans are able to see colours ranging ... reds (the longest visible wavelengths) ... blues (the shortest) and any wavelengths

 **Task 14. Translate the word-combinations. Find them in the text and read the sentences they are used in.**

- | | | | |
|--------------------------|-----------------------------|---------------------|---------------------------|
| 1) neurotic disorder | 4) dynamics of behaviour | 7) infant behaviour | 10) physical energy |
| 2) to be responsible for | 5) developmental psychology | 8) innate drive | 11) unbiased view |
| 3) psychoanalytic theory | 6) psychodynamic approach | 9) key assumption | 12) ego defence mechanism |

 **Task 15. Find the right Ukrainian equivalents in Column B to the words and word-combinations in Column A.**

COLUMN A

COLUMN B

- | | |
|--------------------------|--------------------------|
| 1) thoughts and feelings | 1) впливати на поведінку |
|--------------------------|--------------------------|

- | | |
|--------------------------------------|---|
| 2) psychosexual development | 2) відчувати неспокій |
| 3) to be biased by | 3) несвідомо вмотивована поведінка |
| 4) case history | 4) пояснювати |
| 5) to influence behaviour | 5) думки і почуття |
| 6) gender development | 6) нервова хвороба |
| 7) unconsciously motivated behaviour | 7) прийти до думки, що ґрунтується на знаннях |
| 8) dynamics of behaviour | 8) історія хвороби |
| 9) to explain | 9) винаходити |
| 10) childhood | 10) психосексуальний розвиток |
| 11) to experience anxiety | 11) гендерний розвиток |
| 12) to regress | 12) дитинство |
| 13) neurotic disorder | 13) бути упередженим внаслідок |
| 14) to devise | 14) рухатися назад |
| 15) to reach an informed opinion | 15) динаміка поведінки |

 **Task 16. Find the right English equivalents in Column B to the words and word-combinations in Column A.**

- | COLUMN A | COLUMN B |
|--|---|
| 1) матеріалізована річ | 1) to take an unbiased view |
| 2) доводити, що теорія помилкова | 2) to observe a case in fine detail |
| 3) страждати від | 3) to found developmental psychology |
| 4) пояснювати | 4) reification |
| 5) спостерігати випадок дуже детально | 5) term “psychodynamic” |
| 6) відчувати нестачу | 6) human development |
| 7) заснувати психологію розвитку | 7) to interpret |
| 8) проблема харчування | 8) repression |
| 9) впливи соціальних і культурних факторів | 9) to lack |
| 10) термін «психодинамічний» | 10) development of personality |
| 11) розвиток особистості | 11) to suffer from |
| 12) стримування | 12) unconscious force |
| 13) мати неупереджену точку зору | 13) eating disorder |
| 14) підсвідома сила | 14) to prove the theory wrong |
| 15) розвиток людини | 15) influences of social and cultural factors |

 **Task 17. Match the words in Column A with their antonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
Emphasise, physical, best, innate, early, experience, satisfy, basic, predictable, childhood, later, regress, unconscious, much, defence, various, primitive, less, abnormality, aggression, biased, appear, advantage, difficult, prove, wrong, cause, incorrect, reduce, real.	Disappear, advanced, easy, normality, dissatisfy, progress, unbiased, acquired, peacefulness, correct, disprove, similar, earlier, unreal, adulthood, right, conscious, more, increase, disadvantage, attack, unessential, late, unpredictable, little, effect, theory, worst, mental, de-emphasise.

 **Task 18. Match the words in Column A with their synonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
Refer, explanation, development, change, behaviour, force, personality, explain, experience, drive, innate, anxiety, assumption, motivate, defence, denial, express, various, intellectual, learn, society, agree, adapt, influence, disorder, attachment, obedience, evaluation, important, opinion, responsible, propose, advantage, support, belief, for instance, evidence, prove, reduce, activity.	Community, stimulate, impulse, individuality, proof, maintenance, different, action, adjust, study, lessen, uneasiness, benefit, estimation, affirm, accountable, affection, intelligent, view, illness, protection, submission, conduct, conviction, think alike, progress, significant, rejection, supposition, for example, inborn, communicate, suggest, effect, direct, personal knowledge, power, difference, description, make clear.

 **Task 19. Complete the translation of the sentences.**

1. In the early 20th century, famed psychologist Sigmund Freud proposed the idea that our особистість is shaped and motivated by підсвідомими and свідомими силами, with strong впливом from childhood досвід.
2. S. Freud proposed that our психіка, which can be defined in many ways – our думки, почуття, розум, самосприйняття and особистість – is composed of three elements.
3. Three elements of our психіки are the еґо (which represents our свідомі думки), the суперєґо (which represents our соціальну свідомість) and the «воно» (which represents our підсвідомість, pleasure-seeking, внутрішні бажання).
4. The «воно» isn't logical or розсудливим, the еґо tries задовольнити the «воно» in a safe manner and the суперєґо keeps track of our провинністью and соціальними нормами.
5. According to S. Freud, the еґо develops strategies захищати you from

- щоденних конфліктів that may спричинити стрес or неспокій due to your «воно» desires and your суперего attempts to control those desires.
6. While there are those who still believe that Freudian concepts are a powerful tool to розуміння and explaining поведінки людини, there are many criticisms leveled by modern experts in the галузі психології.
 7. S. Freud's therapeutic technique of unveiling the психологічних сил that впливають на особистість людини and functioning became to be known as the психодинамічний підхід у психології.
 8. The exact way in which the ego deals with the «воно» and the суперего is determined during дитинство as the дитина goes through the psychosexual stages of розвитку first described by Sigmund Frued.
 9. Psychodynamic psychologists study поведінку людини by looking for the скриті значення in the things that people think, do or say.
 10. This approach requires psychodynamic psychologists to gather large amounts of кількісних даних about people, which is usually done through the use of the individual методу вивчення випадків.
 11. The subject of the вивчення випадків is often a person who страждає from a психічної хвороби and who is being treated with психоаналізу.
 12. The fact that two different дослідники can reach completely different тлумачення suggests that the methods lack об'єктивності.
 13. Defenders of the психодинамічного підходу point to the fact that it is unique among the підходів in recognizing the складності людських мотивів and the irrationality of much of поведінки людини.
 14. Many of S. Freud's передбачень – the importance of дитинства or the idea that we are influenced by підсвідомі процеси, for example – remain very influential even after most of his теоретичних концепцій have been rejected by the mainstream.
 15. A поведінка людини is determined by his/her підсвідомими мотивами which are shaped by the біологічними інстинктами and his/her early досвідами, making this детерміністським підходом.

 **Task 20. Fill in the gaps with the suitable words and word-combinations from the box. Translate the sentences into Ukrainian.**

conscience	preconscious part of the mind	mental life	id
developmental psychology	adulthood	emotions	structural model
childhood experiences	drives	social psychology	behaviours
conscious part of the mind		outside conscious awareness	
interrelated models	interacting mental structures	psychotherapy	
ego	determined psychological forces	sociology	ego defences
topographic model	unconsciously	unconscious part of the mind	
mind	unconscious psychological processes	psychoanalysis	superego
neuroscience	anxiety		

1. Originating in the work of Sigmund Freud, the psychodynamic perspective emphasizes ... (for example, wishes and fears of which we are not fully aware), and contends that ... are crucial in shaping adult personality.
2. According to psychodynamic theory, a lot of our ... and preferences of ... are shaped by the experiences in our childhood.
3. Psychodynamic theory is most closely associated with the work of Sigmund Freud, and with ... , type of ... that attempts to explore the patient's unconscious thoughts and ... so that the person is better able to understand him- or herself.
4. When in 1900 S. Freud suggested that much of our behaviour is ... of which we are largely unaware – that we literally do not know what is going on in our own minds – people were displeased.
5. Psychodynamic theory is simply too important for psychological science and practice, and continues to play an important role in a wide variety of disciplines within and outside psychology (for example, ... , ... , ... , ...).
6. Psychodynamic theorists contend that the majority of psychological processes take place
7. One of the core assumptions of psychodynamic theory is that nothing in ... happens by chance – that there is no such thing as a random thought, feeling, motive, or behaviour.
8. It is most accurate to think of psychodynamic theory as a set of ... that complement and build upon each other.
9. In his 1900 book, *The Interpretation of Dreams*, S. Freud introduced his ... of the mind, which contended that the mind could be divided into three regions: conscious, preconscious, and unconscious.
10. The ... holds information that you are focusing on at this moment – what you are thinking and feeling right now.
11. The ... contains material that is capable of becoming conscious but is not conscious at the moment because your attention is not being directed toward it.
12. The ... – the most controversial part of the topographic model – contains ...-producing material (for example, sexual impulses, aggressive urges) that are deliberately repressed (held outside of conscious awareness as a form of self-production because they make you uncomfortable).
13. To extend his theory, S. Freud developed a complementary framework to account for normal and abnormal personality development – the ... – which posits the existence of three ... called the id, ego, and superego.
14. The ... is the seat of ... and instincts, whereas the ... represents the logical, reality-oriented part of the ..., and the ... is basically your ... – the moral guideline rules, and prohibitions that guide your behaviour.
15. ... are basically mental strategies that we use automatically and ... when feel threatened.

 **Task 21. Match the words in Column 1 with their definitions in Column 2.**

COLUMN 1		COLUMN 2	
1)	psychoanalysis	a)	a child during the first few years of life
2)	neurotic	b)	(of a quality, feeling, etc.) in one's nature
3)	personality	c)	a method of treating mental disorders by repeatedly interviewing a person in order to make him aware of experiences in his early life and trace the connection between them and his present behaviour or feelings
4)	innate	d)	to show that something is true or certain by means of argument or evidence
5)	drive	e)	to fulfil (a need, desire, etc.); to do enough to meet (a requirement, etc.)
6)	prove	f)	caused by or suffering from neurosis; abnormally anxious or obsessive
7)	correlation	g)	intellectually and emotionally mature
8)	satisfy	h)	a desire to attain a goal or satisfy a need
9)	infant	i)	characteristics and qualities of a person seen as a whole
10)	adult	j)	mutual relationship

 **Task 22. Are the following statements true (T) or false (F)?**

1.	S. Freud based the theory on his case histories.	T	F
2.	S. Freud focused on the individual, observing particular "cases" in fine detail, a biological approach.	T	F
3.	The id is the primitive, innate part of your personality, and the ego mediates between the id and the superego.	T	F
4.	A "neo-Freudian" psychologist basically disagrees with the principles of psychoanalysis.	T	F
5.	In studying psychology it is important to try to take an unbiased view and reach an informed opinion.	T	F
6.	The original theory lays too much emphasis on acquired biological forces.	T	F
7.	Neo-Freudians produced psychoanalytic theories that placed less emphasis on biological forces and more on the influences of social and cultural factors.	T	F
8.	S. Freud's theory and his method of therapy are both called psychoanalysis.	T	F
9.	S. Freud's ideas appear in chemistry and physics and extraordinary events.	T	F
10.	Adulthood is a critical period of development.	T	F

11. The main evidence of S. Freud's theory consists of correlation between certain childhood experience and type of adult personality. T F
12. S. Freud described personality dynamics in terms of various models and patterns. T F
13. The superego is the moral part which is learned from parents and society. T F
14. S. Freud wrote that the id is the conscious and intellectual part of your personality which regulates your ego. T F
15. S. Freud founded developmental psychology, proposed one of the first systematic theories of personality, and devised a form of therapy that was unsurpassed for over 80 years. T F

 **Task 23. Match the beginning and the end of the sentences. Translate the sentences into Ukrainian.**

- | | |
|---|--|
| 1) S. Freud's theories revolve around three central ideas: ... | a) where our thoughts and memories are locked away and so forgotten unless you specifically try to access them. |
| 2) S. Freud called his therapy "the talking cure", and there is considerable evidence to suggest | b) and developed "the talking cures" (psychoanalysis, or more generally termed psychotherapy) to help release problematic repressed memories and relieve symptoms. |
| 3) Sigmund Freud – psychiatrist, neurologist and key pioneer of the psychodynamic approach (including his psychoanalytic theory of personality) theorised that our mental activity is mostly unconscious, ... | c) although modern psychodynamic theories give more recognition to the adult problems of everyday life, such as the effects of negative interpersonal relationships. |
| 4) S. Freud explained that traumatic childhood experiences pushed into the unconscious mind can later lead to mental disorders, ... | d) (you can't disprove that the Loch Ness monster exists – that doesn't mean they have scientific merit, but at the same time it doesn't mean he doesn't ...). |
| 5) S. Freud's psychoanalytical theory was based on case studies, ... | e) that it is only suitable for cultures where the discussion of personal problems is encouraged. |
| 6) It could be argued that S. Freud's approach overemphasises childhood experience as the source of abnormality ... | f) where you convince yourself you don't feel a certain way by acting in the complete opposite way. |
| 7) By using case studies to support | g) that personality has a discernible |

theories, the approach does not use controlled experiments to collect empirical evidence, ...

structure; that it is constructed by the passage through psychosexual stages; and that the unconscious conflicts of this process are mediated by psychological processes he called defence mechanisms.

- | | |
|---|--|
| 8) S. Freud's critics claim his ideas are 'unfalsifiable' meaning that they can't be disproved and so aren't scientific ... | h) which gather large amounts of detailed information about individuals or small groups. |
| 9) One form of defence mechanisms is repression, ... | i) and it is this unconscious activity that causes our behaviour. |
| 10) Another defence mechanism is reaction formation, ... | j) so it is considered far less scientific than other approaches. |

 **Task 24. What is the meaning of the underlined words? Choose the correct answer. Use a dictionary to check your answers. Translate the sentences into Ukrainian.**

- The foundation of psychodynamic thinking in psychology was laid by Sigmund Freud.
 - activity;
 - mentality;
 - brainwork.
- According to S. Freud, personality has three components: the id, the ego, and the superego.
 - elements;
 - stages;
 - links.
- The ego balances potential conflict between the id and superego, and tries to reduce anxiety.
 - war;
 - battle;
 - disagreement.
- Current psychologists using the psychodynamic approach still utilize case study evidence (for example, recording psychoanalytic interviews) to provide proof of their explanations.
 - information;
 - grounds;
 - papers.
- S. Freud highlighted a widely accepted link between childhood experience and adult characteristics.
 - background;

- b) ability;
 - c) personal knowledge.
6. In the early 20th century, the well-known psychologist Sigmund Freud proposed the idea that our personalities are shaped and motivated by subconscious and conscious forces, with a strong influence from childhood experiences.
- a) motivations;
 - b) powers;
 - c) feelings.
7. S. Freud proposed that our psyche, which can be defined in many ways – our thoughts, feelings, mind, self-perception and personality – is composed of three elements: the ego (which represents our conscious thoughts), the superego (which represents our social conscience) and the id (which represents our subconscious, pleasure-seeking, inner desire).
- a) specified;
 - b) treated;
 - c) discussed.
8. The id isn't logical or reasonable, the ego tries to satisfy the id in a safe manner and the superego keeps track of our guilt and social norms.
- a) to visualize;
 - b) to please;
 - c) to comment.
9. S. Freud was an advocate of the idea that the primary force of our energy in our psyche was the libido, an energy created by the survival and sexual needs below the level of conscious thought.
- a) activity;
 - b) benefit;
 - c) living.
10. According to S. Freud, the ego develops strategies to defend you from daily conflicts that may cause stress or anxiety due to your id's desire and your superego's attempts to control those desires.
- a) mechanisms;
 - b) schemes;
 - c) combinations.

? Task 25. Answer the following questions.

1. What does the term “psychodynamic” refer to?
2. How are S. Freud's theory and his method of therapy called?
3. How does the psychoanalytic perspective seek to explain human development?
4. What is the basic assumption of S. Freud's approach?
5. What do unconscious forces motivate according to another key assumption?
6. What are ego defence mechanisms?
7. How did S. Freud describe personality dynamics?

8. What are the ego, the id, and the superego according to S. Freud?
9. What psychoanalytic theories do neo-Freudians produce?
10. How is S. Freud's psychodynamic approach used?
11. Why is it important to try to take an unbiased view and reach an informed opinion in studying psychology?
12. What are the strong aspects of S. Freud's theories?
13. What are the weak sides of the theory of psychoanalysis?
14. What does S. Freud's theory probably lay too much emphasis on?



Task 26. Read the text and answer the questions below.

SOME FACTS FROM THE HISTORY OF THE PSYCHODYNAMIC APPROACH



• Anna O., a patient of Dr. Joseph Breuer (S. Freud's mentor and friend), suffered from hysteria from 1880 to 1882.

• In 1895 J. Breuer and his assistant, Sigmund Freud, wrote a book '**Studies on Hysteria**'. They explained their theory in it: Every hysteria is the result of a traumatic experience, one that cannot be integrated into the person's understanding of the world. This publication established S. Freud as 'the father of psychoanalysis'.

• By 1896 S. Freud had founded the key to his own system, naming it **psychoanalysis**. He had replaced hypnosis with '*free association*' in it.

• In 1900 S. Freud published his first major work '**The Interpretation of Dreams**', which established the importance of the psychoanalytical movement.

• In 1902 S. Freud founded the *Psychological Wednesday Society*, later transformed into the *Vienna Psychoanalytic Society*.

• As the organization grew, S. Freud established an inner circle of the devoted followers, the so-called "Committee", including Sándor Ferenczi, Hanns Sachs, Otto Rank, Karl Abraham, Max Eitingon, and Ernest Jones.

• S. Freud and his colleagues came to Massachusetts in 1909 to lecture on their new methods of understanding mental illness. Among those who attended those lectures were the country's most important intellectual figures, such as William James, Franz Boas, and Adolf Meyer.

• The *International Psychoanalytic Association* was founded in the years following S. Freud's visit to the USA. S. Freud designated Carl Jung as his successor to lead the *Association*, and its branches were created in the major cities of Europe. The regular meetings and congresses were held to discuss the theory, therapy, and cultural applications of the new discipline.

• Carl Jung's study on schizophrenia, '**The Psychology of Dementia Praecox**', led him into the collaboration with Sigmund Freud.

• Carl Jung systematically developed his own theories under the name of '**Analytical psychology**'. Carl Jung's concepts of the *collective unconscious* and of the *archetypes* led him to explore religion in the East and West, myths, alchemy, and later flying saucers.

• Anna Freud (S. Freud's daughter) became a major force in British psychology, specializing in the application of psychoanalysis to children. Among her best known works is '*The Ego and the Mechanism of Defence*' published in 1936.

- 1) Who was S. Freud's mentor and friend?
- 2) Why is S. Freud called 'the father of psychoanalysis'?
- 3) Why is S. Freud's work '*The Interpretation of Dreams*' his first major work?
- 4) Who was among the devoted followers of S. Freud?
- 5) What problems did S. Freud's lectures in Massachusetts deal with?
- 6) Who was the head of the *International Psychoanalytic Association*?
- 7) Which concepts did Carl Jung explore?
- 8) What did Anna Freud specialize in?

 **Task 27. Read the text. Single out the main problems raised.**

THE KEY FEATURES OF THE PSYCHODYNAMIC APPROACH

 If you know very little about psychology, and you have heard of just one psychologist, the chances are that this is Sigmund Freud, the founder of the psychodynamic approach to psychology and psychoanalysis. The psychodynamic approach includes all the theories in psychology that see human functioning based upon the interaction of drives and forces within the person, particularly unconscious, and between the different structures of the personality.

S. Freud's psychoanalysis was the original psychodynamic theory, but the psychodynamic approach as a whole includes all the theories that were based on his ideas, for example, Carl Jung (1964), Alfred Adler (1927), and Erik Erikson (1950).

➤ **Psychodynamic Approach Assumptions**

- ✓ Our behaviour and feelings are powerfully affected by unconscious motives.
- ✓ Our behaviour and feelings when we are adults (including psychological problems) are rooted in our childhood experiences.
- ✓ All behaviour has a cause (usually unconscious), even slips of the tongue. Therefore all behaviour is determined.
- ✓ Personality is made up of three parts: the id, the ego, and the superego.
- ✓ Behaviour is motivated by two instinctual drives: Eros (the sex drive and life instinct) and Thanatos (the aggressive drive and death instinct). These drives come from the id.
- ✓ The parts of the unconscious mind (the id and the superego) are in constant conflict with the conscious part of the mind (the ego). This conflict creates anxiety, which could be dealt with by the ego's use of the defence mechanisms.
- ✓ Personality is shaped as the drives are modified by different conflicts at different times in childhood (during the psychosexual development).

➤ **Critical Evaluation of the Psychodynamic Approach**

The greatest criticism of the psychodynamic approach is that it is unscientific in its analysis of human behaviour. Many of the concepts central to S. Freud's theories are subjective, and as such, difficult to test scientifically.

For example, how is it possible to scientifically study the concepts of the unconscious mind or the tripartite personality? In this respect it could be argued that the psychodynamic perspective is unfalsifiable as its theories cannot be empirically investigated.

However, cognitive psychology has identified the unconscious processes, such as the procedural memory (Endel Tulving, 1972), the automatic processing (John Bargh and Josee Chartrand, 1999; John Stroop, 1935), and social psychology has shown the importance of the implicit processing (Anthony Greenwald and Mahzarin Banaji, 1995). Such empirical findings have demonstrated the role of the unconscious processes in human behaviour.

Paul Kline (1989) argues that the psychodynamic approach comprises a series of hypotheses, some of which are more easily tested than others, and some with more supporting evidence than others. Also, whilst the theories of the psychodynamic approach may not be easily tested, this does not mean that it does not have strong explanatory power.

Nevertheless, most of the evidence for psychodynamic theories is taken from S. Freud's case studies (for example, Little Hans, Anna O.). The main problem here is that the case studies are based on studying one person in detail, and with reference to S. Freud the individuals in question are most often middle aged women from Vienna (i.e. his patients). This makes the generalizations to the wider population (for example, the whole world) difficult.

Another problem with the case study method is that it is susceptible to researcher bias. Reexamination of S. Freud's own clinical work suggests that he sometimes distorted his patients' case histories to 'fit' with his theory (Frank Sulloway, 1991).

The humanistic approach argues that the psychodynamic perspective is too deterministic, i.e. leaves little room for the idea of free will.

Finally, the psychodynamic approach can be criticized for being sexist against women. For example, S. Freud thought that females tended to develop weaker superego and to be more prone to anxiety than males.

 **Task 28. Read the text below to identify the differences contained in some of the existing views on the behavioural and the psychodynamic approaches. Express your own opinion. You may use such conversational formulas as in my opinion ... ; as for me ... , to my mind ... ; as far as I am concerned ... ; from my point of view ... ; no doubt ... ; beyond all comparison ... ; that's right ... ; I think so ... ; I believe so ... ; I suppose so ... ; most likely ... ; most probably ... ; I can't agree that ... ; I don't think so ... ; that can't be true**

DIFFERENCES BETWEEN THE PSYCHODYNAMIC AND BEHAVIOURAL APPROACHES



While the psychodynamic and behavioural approaches are the two major approaches to personality, they view personality from a different perspective. The psychodynamic approach argues that personality is caused by forces in the unconscious but is not learned. Individuals have little control over their behaviour as it is predetermined, and early childhood plays a crucial role in shaping one's personality. The behavioural approach, on the other hand, recognizes personality as learned and focuses only on the present behaviour matters. The strengths of the psychodynamic approach are the consideration of the childhood experiences and the recognition of the unconscious part. On the contrary, the behavioural approach focuses on behaviour that can be scientifically measured and verified, and recognizes the influence of the external environment on personality.

There are several substantial difference between the psychodynamic and behavioural approaches. The psychodynamic approach recognizes that experiences in childhood have influence throughout our lives without our consciousness. It provides an important framework for judging one's personality and behaviour. For example, the reason for a person committing murder may be the fact that his violent father has always physically punished him since childhood. Nevertheless, the behavioural approach argues that most human behaviour is mechanical, and one's personality is simply the product of the stimuli and responses. Therefore, the psychodynamic approach acknowledges everyone can suffer mental illnesses and conflicts without their faults.

Compared with the psychodynamic approach, another weakness of the behavioural approach is that it ignores the part of unconscious. According the 'Social Learning Theory', Albert Bandura has suggested that cognitive factors cannot be overlooked if learning is needed to be understood. A. Bandura has also noted that while reward and punishment substantially shape one's personality, cognition has as much impact as they do. Also, the principles of the behavioural approach have mainly been tested on animals. It implies that some findings may not be applicable to a human being, who is much more complex.

On the other hand, one of the strengths of the behavioural approach is that it only focuses on behaviour that can be tested and observed, which makes it very useful in experiments under laboratory setting where behaviour can be observed and verified. Therefore, the results derived from the behavioural approach have been, and continue to be, objectively and reliably measured.

The behavioural approach focuses on the present instead of examining one's past or their medical history. In some cases, this can be a kind of strength, especially for those suffering from their abnormal behaviour. For them, instead of knowing the causes, getting rid of the unpleasant behaviour is much more important.

The major criticism of the psychodynamic approach is that it cannot be scientifically verified or observed. In fact, no one is even able to design an experience which can effectively refute the psychodynamic theory. There is no way to prove whether the unconscious really exists, and whether a restrained memory is real or not. Therefore, the psychodynamic approach does not have the solid scientific evidence underpinning the arguments about personality.

Another weakness would be the fact that most of the evidence for the psychodynamic theories was taken from S. Freud's case studies which are based on studying one person in detail and are highly subjective.

? Task 29. Pop quiz: When in Rome ...

Would you like to study abroad or travel around the world, become a diplomat or an international executive? If so, you'll need to be sensitive to your environment.

Here is a quiz to check your knowledge of international etiquette.

1. Which should you never offer a Moslem to eat?

- a) beef
- b) pork.

2. What do you have to do before you go into a mosque?

- a) put on white clothes
- b) take off your shoes.

3. At a traditional meal in India you should eat:

- a) only with your right hand
- b) only with your left hand.

4. Which shouldn't you do in Japan?

- a) take off your jacket before a meal
- b) blow your nose in public.

5. In a Buddhist country you shouldn't:

- a) pat a child's head
- b) hold hands with a child.

6. Which is banned in Singapore?

- a) alcohol
- b) chewing gum.

7. Which colour is worn at a traditional Chinese funeral?

- a) black
- b) white.

8. The usual way of greeting people in China is:

- a) shaking hands
- b) bowing.

9. What do Italians do at midnight on New Year's Eve?

- a) throw old things out of the windows
- b) sit on the floor and hold hands.

10. If you're invited to a meal in Brazil you should arrive:

- a) shortly before the started time
- b) some time after the started time.

11. On holiday in Spain, you are invited to go on a paseo. Is this:

- a) a walk?
- b) a picnic?

12. In Russia, what do you do before going on an important journey?

- a) kiss your hat
- b) sit in silence for a short time.

13. Which flowers should you never take to a dinner party in Poland?

- a) carnations
- b) chrysanthemums
- c) tulips.

14. In Britain, what do superstitious people touch for luck?

- a) iron
- b) wood
- c) glass.

ANSWERS

- 1 **b)** Moslems do not eat pork. Hindus do not eat beef.
- 2 **b)** You have to take off your shoes. At some mosques you can borrow slippers.
- 3 **a)** At a traditional meal in India (and in Moslem countries) everybody takes food out of the same large dish with their right hand. Even left-handed people should use the right hand only.
- 4 **b)** In Japan sniffing is more polite than blowing your nose in public.
- 5 **a)** In Thai Buddhism, spirits enter and leave a person's body through the head. Patting a child on the head would seem rude in Thailand.
- 6 **b)** Chewing gum is illegal in Singapore. Foreign tourists should not be fined for chewing it, although they would be if they tried to sell it.

- 7 **b)** Traditionally the Chinese wear white for funerals.
- 8 **b)** Bowing is also the usual way of greeting in Japan.
- 9 **a)** Anything old will do: old clothes, old papers. Some people throw out old furniture, which can make the streets quite dangerous. It symbolizes throwing out the old year.
- 10 **b)** Your Brazilian hosts will expect you about half an hour after the started time. Never arrive early in case they are busy with last minutes preparations.
- 11 **a)** In small towns in Spain, young people often take a walk or paseo before dinner. The guys and the girls walk in opposite directions around the town square. Sometimes they stop for a chat.
- 12 **b)** The family sits in silence for a short time before one member goes on a journey. The time isn't strictly determined, but it's for about a minute or two – usually, the time it takes to say a prayer.
- 13 **b)** Chrysanthemums are only given at funerals.
- 14 **b)** The British touch wood. Americans knock on wood. Italians touch iron.

TALKING POINTS

1. Explain the meaning of the term “psychodynamic”.
2. Speak about the basic assumption of S. Freud's theory and his method.
3. Explain what the ego, the id, and the superego are.
4. Give several examples of the usage of S. Freud's psychodynamic approach.
5. Speak about the strong points of the psychodynamic approach in psychology.
6. Focus on the weak points of the psychodynamic approach in psychology.
7. Describe and evaluate the psychodynamic approach in psychology.
8. Express your own opinion about the psychodynamic approach.
9. Prepare an oral presentation on such a branch of psychology as Forensic Psychology.
10. Have a group discussion about the essence of the psychodynamic approach, its importance, strong and weak points.

UNIT 5

WARM-UP

Comment on the quotes:

Learning without thought is labour lose; thought without learning is perilous
Confucius (551-479 BC) (Chinese philosopher and politician).

Nature holds the key to our aesthetic, intellectual, cognitive and even spiritual satisfaction – *Edward Osborne Wilson* (born June 10, 1929) (American

biologist, researcher, theorist, naturalist and author).

Cognition reigns but does not rule – *Paul Valéry* (1871 – 1945) (French poet, essayist and philosopher).

GRAMMAR	VOCABULARY
Conjunctions. Coordinative Conjunctions. Subordinative Conjunctions.	Cognitive approach, behaviourism, mental explanations of behaviour, internal process, mind, brain process, perception, filter, attention, language, memory, schema, thinking, assumption, inputting data, storing data, retrieving data, to assume, information-processing system, laboratory experiment, to find evidence, to adopt, to make observations, introspection, self-examination, theory of conscious thought, advent of the computer age, to process information, social cognition, cognitive-developmental theory, input, output, storage, retrieval, parallel processing, networking, top-down processing, bottom-up processing, social cognition, episodic memory, memory for facts.

APPROACHES IN PSYCHOLOGY. THE COGNITIVE APPROACH

 The cognitive approach is in some ways at the opposite end of the spectrum to behaviourism. Where behaviourism emphasizes external observable events only, the cognitive approach looks at internal, mental explanations of behaviour. The word ‘cognitive’ comes from the Latin word *cognition* meaning “to apprehend, understand, or know”. These are all internal processes which involve the mind (brain processes) – processes such as those involved in perception, attention, language, memory, and thinking.

The cognitive approach is based on three main assumptions:

- ✓ The behaviour can largely be explained in terms of how the mind operates.

- ✓ That the mind works in a manner that is similar to a computer: inputting, storing, and retrieving data. Cognitive psychologists assume that there is an information-processing system in which information is altered or transformed.

✓ That psychology is a pure science, based mainly on laboratory experiments.

As you can see, the cognitive approach may be opposite to behaviourism in some ways, but there are also similarities. Both approaches are quite reductionist and experimental. The cognitive approach is reductionist in its use of computer analogies, and experimental in its attitudes towards research.

Psychology developed properly as a science towards the end of the nineteenth century when Wilhelm Wundt founded the first psychological laboratory at the University of Leipzig in Germany. W. Wundt was a cognitive psychologist. He studied mental processes and wanted to make such research more systematic. Instead of just developing his own ideas, he devised experiments to try to find evidence to support his theories. In this way he made psychology more scientific.

W. Wundt argued that conscious mental states could be scientifically studied using **introspection**. W. Wundt's introspection was not a casual affair but a highly practiced form of self-examination. He trained psychology students to make observations that were not biased by personal interpretations or previous experience, and used the results to develop a theory of conscious thought.

John B. Watson, the father of behaviourism, felt that such methods were not sufficiently scientific and proposed that psychology should adopt the experimental methods that had proved so successful within the physical sciences such as physics and chemistry. For many years cognitive psychology took a back seat to the domination of psychology by behaviourism.

The advent of the computer age gave cognitive psychology a new metaphor, and the 1950s and 1960s saw a tremendous rise in cognitive psychology research and the use of cognitive concepts in other areas of psychology, such as social cognition and cognitive-developmental theories. Cognitive psychologists could explain behaviour using computer concepts to explain how animals process information. The kind of concepts are input, output, storage, retrieval, parallel processing, networking, schemas, filters, top-down and bottom-up processing, and so on. The cognitive perspective relies on the computer metaphor or analogy as a means of describing and explaining behaviour.

However, the cognitive perspective involves more than the information-processing metaphor. It is a perspective that focuses on the way that mental or cognitive processes work. In this way any explanation that incorporates mental concepts is using a cognitive perspective. For example, in social psychology (where the relationships between individuals are studied) there is a branch called "social cognition" which focuses on how one's thinking affects social behaviour. In developmental psychology, theorists such as Jean Piaget explained behaviour in terms of mental operations and schemas.

An Evaluation of the Cognitive Approach. The advent of computers encouraged the rebirth of cognitive psychology and a new legitimacy for the concept of mental processes (cognitions), moving psychology away from the dominance of behaviourism. Cognitive psychology brought mental states back to psychology, including their use in social learning theory. Some more recent developments in cognitive psychology have aimed to focus less on reductionist explanations.

The approach has numerous useful applications, ranging from advice about the validity of eyewitness testimony, to suggestions about how to improve your memory, how to improve performance in situations requiring close attention (such as air-traffic control and shift workers controlling nuclear power stations), and numerous successful therapies for psychological problems, such as Meichenbaum's stress inoculation treatment.

The cognitive perspective has been criticized as being overly mechanistic and ignoring social, motivational, and emotional factors. It is mechanistic because cognitive explanations themselves are based on the behaviour of machines. This inevitably de-emphasizes the importance of emotion. Much of the work in cognitive psychology is experimental and based in laboratories, looking at behaviours that are highly idealized and lack ecological validity. For example, the main body of research into memory focuses on a particular kind of memory, called episodic memory or memory for facts, whereas there are many different kinds of memory.

GLOSSARY

cognitive approach – когнітивний (пізнавальний) підхід
to be in some ways (was, were; been) – бути певним чином
at the opposite end – з протилежного боку
spectrum – спектр
to emphasize – робити наголос, підкреслювати
external observable events – зовнішні гідні уваги випадки
only – тільки
internal, mental explanations of behaviour – внутрішні, ментальні (розумові)
 пояснення поведінки
to come from (came, come) – походити від
cognition – пізнання
to mean (meant, meant) – значити, означати
to apprehend – розуміти, схоплювати; збагнути, усвідомити
internal process – внутрішній процес
to involve – втягати, вплутувати; спричиняти
mind – розум; розумові здібності
brain process – процес у мозку
such as – такий як
to be involved in (was, were; been) – бути втягненим у, бути вплутаним у
perception – сприймання, відчуття
attention – увага, уважність
memory – пам'ять
thinking – мислення
to be based on (was, were; been) – бути оснований на
main – головний
assumption – припущення
largely – значною мірою
to explain – пояснювати
in terms of – мовою; з точки зору

how the mind operates – як діє розум
 in a manner – до певної міри
 similar – подібний
 inputting – введення, ввід, завантаження
 storing – зберігання
 retrieving – відтворення
 datum (*pl* data) – дані; характеристика
 to assume – вважати, припускати
 information-processing system – система обробки інформації
 to be altered or transformed (was, were; been) – бути зміненим або перетвореним
 pure science – чиста наука
 mainly – головним чином; здебільшого
 laboratory experiment – лабораторний експеримент
 as you can see – як ви можете бачити
 also – також
 similarity – подібність, схожість
 both – обидва; і ... і
 quite – цілком, зовсім; абсолютно; повністю
 reductionist – редуктивістський, обмежувальний
 experimental – експериментальний
 computer analogy – аналогія з комп'ютером
 attitude – відношення, ставлення до; позиція
 towards – до, щодо, стосовно
 research – (наукове) дослідження; вивчення; дослідницька робота
 to develop – розвиватися
 properly – належним чином, як слід; правильно; пристойно
 century – століття
 to found – засновувати, утворювати; обґрунтовувати
 instead of – замість
 just – просто, цілком; точно, саме, якраз
 own – свій, власний
 to devise – придумувати, вигадувати; винаходити
 to try – старатися, намагатися
 to find evidence (found, found) – знаходити докази (свідчення)
 to support – підтримувати; сприяти; допомагати; підкріпляти; підтверджувати
 scientific – науковий
 to argue – переконувати; доводити
 conscious mental state – свідомий розумовий стан
 introspection – самоаналіз, самоспостереження
 casual affair – випадкова справа
 highly practiced form of self-examination – форма самоаналізу, що широко застосовується
 to train – навчати, готувати
 to make observations (made, made) – робити спостереження
 biased – упереджений, тенденційний
 personal interpretations – особисті тлумачення

previous experience – попередній досвід
 result – результат
 theory of conscious thought – теорія свідомого мислення
 to feel (felt, felt) – почувати, відчувати; сприймати
 sufficiently – достатньо
 to propose – пропонувати; вносити пропозицію; гадати; передбачати; мати намір
 to adopt – приймати, засвоювати; вибирати, добирати
 to prove – доводити; засвідчувати; випробовувати; виявлятися
 successful – успішний, вдалий
 within – в, у межах, всередині
 physical science – фізична наука
 to take a back seat (took, took) – зайняти скромне становище
 domination – перевага; панування; вплив
 advent of the computer age – прихід віку комп'ютерів
 metaphor – метафора (*перенесення назви з одних предметів, явищ, дій, ознак на інші на основі подібності між ними*)
 tremendous rise – величезний підйом, величезне зростання
 area – сфера; район; зона; край; область
 social cognition – соціальне пізнання
 cognitive-developmental theory – теорія когнітивного (пізнавального) розвитку
 to explain – пояснювати, тлумачити
 to process information – обробляти інформацію
 kind of a concept – вид поняття
 input – введення, ввід
 output – вивід; вихід; випуск; результат
 storage – зберігання
 retrieval – відтворення
 parallel processing – паралельна обробка
 networking – сітка, мережа, система
 schema – схема
 filter – фільтр
 top-down processing – обробка зверху-вниз
 bottom-up processing – обробка знизу-вверх
 and so on – і т. д.
 to rely on – покладатися на
 analogy – аналогія
 as a means of describing and explaining behaviour – як засіб описування та пояснення поведінки
 however – однак, проте
 to focus on – зосереджуватися на
 the way that mental or cognitive processes work – спосіб, яким діють ментальні та когнітивні процеси
 in this way – таким чином
 any explanation – будь-яке пояснення
 to incorporate – включати(ся); об'єднувати(ся), сполучати(ся)
 relationship – зв'язок; відношення

branch – галузь
 to affect – впливати; діяти на
 evaluation – оцінювання, оцінка
 to encourage – підбадьорювати; заохочувати; підбивати (*зробити щось*)
 rebirth – відродження
 legitimacy – законність
 to move away from – відсувати від
 dominance – вплив; переважання
 mental state – ментальний (розумовий) стан
 social learning theory – теорія соціального навчання
 recent – недавній; новий, сучасний; останній
 development – розвиток; поліпшення; висновок; рішення
 to aim – цілити(ся); прагнути; намагатися; мати на увазі
 reductionist explanations – пояснення обмеження
 numerous – численний
 useful – корисний, придатний
 application – застосування, вживання
 to range from ... to – коливатися від ... до
 advice – порада; консультація
 validity – дійсність, чинність, законність; обґрунтованість
 eyewitness testimony – свідчення свідка
 suggestion – порада, пропозиція
 to improve – удосконалювати(ся), поліпшувати(ся), кращати
 performance – виконання, здійснення, здійснювання, робота
 to require – вимагати від когось; наказувати; потребувати; мати потребу
 close attention – пильна увага
 air-traffic control – контроль за авіа транспортуванням
 shift worker – робітник, що працює позмінно
 to control nuclear power stations – контролювати роботу атомних електростанцій
 successful – успішний, вдалий
 Meichenbaum's stress inoculation treatment – терапія стрес-щеплення за Мейхенбаумом, терапія вакцинації проти стресу за Мейхенбаумом
 overly – надмірно
 mechanistic – механістичний
 to ignore – ігнорувати
 motivational – мотиваційний
 behaviour of machines – робота машин
 inevitably – неминуче
 to de-emphasize – послаблювати; надавати меншого значення
 importance – важливість, значення
 highly idealized – дуже ідеалізований
 to lack – відчувати нестачу, потребувати; не мати; бракувати
 ecological validity – екологічна обґрунтованість
 main body of research into memory – основна частина дослідження пам'яті
 particular kind of memory – певний (окремий) вид пам'яті
 episodic memory – епізодична пам'ять

memory for facts – пам'ять на факти
 whereas – тоді як; оскільки

EXERCISES

 **Task 1. Underline the suffixes in the words. Put the words into the right column. Translate the words into Ukrainian.**

For example:

NOUN	VERB	ADJECTIVE	ADVERB
organiz ation	organiz e	organizat ional	organizat ionally

Behaviourism, emphasize, observable, explanation, behaviour, mainly, meaning, experimental, capitalize, thinking, assumption, largely, storing, properly, psychologist, information, toward, devitalize, similarity, reductionist, psychological, systematic, introspection, analyze, scientific, observation, scientifically, relationship, highly, dominance, classify, centralize, personal, sufficiently, validity, successful, performance, developmental, numerous, useful, application, eyewitness, criticize, overly, satisfy, mechanistic, motivational, emotional, inevitably, importance, idealize, ecological, episodic, different.

 **Task 2. Complete the table with the suitable words instead of the dots.**

NOUN	ADJECTIVE	ADVERB	VERB
.....	.....	.....	to emphasize
..... /	cognitive / .....	.....	
..... / ..... / .....	..... / .....	.....	to operate
..... / .....	.....		to transform
.....	similar	.....	
system	.....	.....	.....
thought / ..... / .....	..... / .....	..... / .....	.....
.....	sufficient	.....	.....
..... / .....	..... / ..... / ..... / .....	.....	to affect
.....	legit / .....	.....	.....

 **Task 3. Point out all the coordinative conjunctions connecting a) coordinative clauses and b) homogeneous parts in a simple sentence. Translate the sentences into Ukrainian.**

1. Then I heard someone weeping. It came from the direction of the tower, or what had been the tower (*Gr. Greene*)

2. He got both his arms round me and held me up, and then inch by inch he began to edge me to the bank and the roadside. (*Gr. Greene*)
3. I've got something else to celebrate and I know you will be glad of this. (*Gr. Greene*)
4. In fifty seconds everything was as black as night inside, nevertheless the man managed to grope his way to the door.
5. The experiments could not be continued the next day, nor the day after.
6. You know, it is really not for my sake, Martin, but for your own. I am sure smoking hurts you; and besides, it is not good to be a slave to anything, to a drug least of all. (*J. London*)
7. The sitting-room was furnished in the modern style, likewise was the dining room which looked very attractive.
8. My friend is a very methodical person, moreover he expects others to be the same.
9. Either do it now, or do not do it at all.
10. Will you take coffee or tea?
11. The girl sat and pondered. She considered the question for a long time, still she could not come to a conclusion.
12. At a first glance his face did not appeal to me, yet there was something interesting about him.
13. The river was hard to cross, nevertheless we were determined to do it.
14. He wanted to get there before nightfall; however, it was almost impossible to do it.
15. It was already getting dark, therefore we decided to stay the night there.

 **Task 4. Complete each sentence using the correct coordinative conjunction from the parenthesis. Translate the sentences into Ukrainian.**

1. Real accuracy and purity she ... possessed, ... in any number of years would acquire (*Ch. Brontë*) (as ... as, neither ... nor, sooner ... than)
2. The river was not high, ... there was not more than a two or three mile current (*J. Galsworthy*) (then, or, so)
3. Bianca wore her rain boots; ... her feet stayed dry during the storm. (however, therefore, still)
4. You have to be on time; ... you'll miss the train. (nonetheless, however, otherwise)
5. I'm afraid of heights, ... I appreciate the view from the top of this building. (and, yet, nor)
6. I have to go to work at six, ... I'm waking up at four. (but, so, yet)
7. Nadia doesn't like to drive, ... she takes the bus everywhere. (but, yet, so)
8. We were working hard; ... , Jill and Jerry were lounging by the pool. (meanwhile, instead, therefore)
9. He is a weak leader; ... , he has plenty of supporters. (otherwise, moreover,

nevertheless)

10. Would you rather stay home tonight ... would you rather go out? (and, or, but)
11. I love to travel ... I hate travelling by bus. (and, but, or)
12. Nobody was home when I rang Jenny ... I left a message for her. (therefore, besides, or)
13. Tom got a great Christmas bonus from work this year ... he and his family can have a good vacation this year. (but, instead, and)
14. John may have built this house by himself ... he hired an architect to design it. (or, nor, but)
15. The concert was cancelled, ... we went to a nightclub instead. (but, so, or)

 **Task 5. Supply the appropriate coordinative conjunctions (either ... or, but, so, nor, then, nevertheless, besides, or, accordingly, and, neither ... nor). Translate the sentences into Ukrainian.**

1. There is no need for both of us to go: ... you go ... I shall.
2. I rang the bell for some time, ... no one answered.
3. It seemed a quiet place ... we decided to have a rest there.
4. We knocked at the door, ... a young woman opened it and asked us to come in.
5. If you like it here, ... come again.
6. You have made great progress, ... you must still keep on working hard.
7. You will get to know him well, ... you will like him too.
8. ... she ... you were present that day.
9. He could not speak, ... he made signs.
10. The next day I made my appearance; ... the old man handed me the note.
11. Our friends told us about their trip, ... they spoke of their plans for the coming summer.
12. The stranger had not gone far, ... he made after him to ask the name. (*Ch. Dickens*)
13. Be quick, ... it may be too late. (*Ch. Dickens*)
14. But for a long time we did not see any lights, ... did we see the shore. (*E. Hemingway*)
15. We merely want to see the girl ... take her away. (*Th. Dreiser*)

 **Task 6. Point out the conjunctions connecting the principal and subordinate clauses. Define the type of the subordinate clause. Translate the sentences into Ukrainian.**

1. We supposed as he reached for the telephone that he finally would have to tell her the truth.
2. Unless Haviland proposed to do further research with another assistant, the entire machine would become just a pile of junk.

3. If I had known you were so worried about it, I'm sure I would have done something to help you before.
4. As I opened the door, I heard a noise as if somebody had just dropped something.
5. While walking through the woody region we talked low to each other, and were wondering if we were going right or not.
6. Montmorency looked as if he knew something, but said nothing.
7. When I got there, I saw him talking with his son.
8. Since nobody replied, he hoped they hadn't heard.
9. A walk along the river bank was very pleasant even though it was a little muddy after the rain.
10. Arthur remained at the gate while Ruth climbed Maria's front steps.
11. Whenever I looked at Susan she gave me a frank full-hearted smile.
12. In that small room he seemed even bigger than I remembered him.
13. Whenever she calls me, I feel happy.
14. Before you go to the beach, call your brother.
15. Since you already know the answer, why are you asking me?

 **Task 7. Supply the appropriate subordinative conjunctions. Translate the sentences into Ukrainian.**

1. ... the man ran, he would run after him; but the man did not run (that, if, than).
2. These were the thoughts of the man ... he strove onward (as, where, as if).
3. ... he was alone, he was not lost (than, that, though).
4. He stopped in the hope ... she would speak (because, that, if).
5. He was getting on better ... he had expected (although, when, than).
6. I shall hope to visit you ... I happen to be in London (where, so that, whenever).
7. I am quite comfortable ... I am (since, although, where).
8. Letters were infrequent in his world and not very welcome ... more often than not they contained bad news (because, that, than).
9. She kept her back to the window ... he might not see her rising colour (while, as if, that).
10. I will do anything you wish, my brother, ... it lies in my power (than, provided, though).
11. I enjoyed that day, ... we travelled slowly, ... it was cold, ... it rained (where, since, though).
12. Darkness had fallen and a keen blizzard was blowing, ... the streets were nearly deserted (so that, because, than).
13. Joe left the house ... he had entered it (as if, if, while).
14. He was white and jaded, ... he had not slept for many nights (where, as if, than).
15. ... he spoke there was a sharp ring at the bell (so that, as, as though).

 **Task 8. Translate the following sentences into Ukrainian paying attention to the subordinative conjunctions.**

1. S. Freud's theories became very well-known, largely because they tackled subjects such as sexuality and repression as general aspects of psychological development.
2. Although S. Freud's theories are only of limited interest in modern academic psychology departments, his application of psychology to clinical work has been influential.
3. Industrial psychology focuses on improving, evaluating, and predicting job performance while Organizational psychology focuses on how organizations impact and interact with individuals.
4. Where research ethics and the state of development in a given research domain permit, investigation may be pursued by experimental protocols.
5. In addition, since individual differences between members of the group are not controlled, it may be difficult to draw conclusions about the populations.
6. David Chalmers thinks that access consciousness is less mysterious than phenomenal consciousness, so that it is held to pose one of the easy problems of consciousness.
7. Intelligence, as measured by IQ, is widely used in educational, business, and military settings because it is an effective predictor of behaviour.
8. Psychology is not a purely empirical discipline, as it brings in elements of art, science, and philosophy to draw general conclusions.
9. Sometimes animals are used in studies simply because a psychologist is interested in learning about animal behaviour, since animals are important as part of the environment, and understanding their behaviour may be worthwhile for that reason alone.
10. Karl Rogers found that patients differ in how they respond to other people.
11. Whilst short-term memory is believed to encode information acoustically, long-term memory is believed to work semantically.
12. If you are nearsighted, you can see things clearly only if they are very near.
13. Eyeglasses or contact lenses help focus the light properly so that you can see clearly all the time.
14. Psychologists have attempted to discover whether a general factor of personality called "persuasibility" might be identified in people at large.
15. As the philosophers of the eighteenth and nineteenth centuries began to develop a greater emphasis on empirical values, the eventual rise of an independent psychology became possible.

 **Task 9. Translate the word-combinations. Find them in the text and read the sentences they are used in.**

- 1) information- 4) self-examination 7) episodic 10) social

processing metaphor		memory	cognition
2) eyewitness testimony	5) psychological laboratory	8) brain processes	11) conscious mental states
3) information- processing system	6) laboratory experiments	9) parallel processing	12) social learning theory

 **Task 10. Find the right Ukrainian equivalents in Column B to the words and word-combinations in Column A.**

COLUMN A	COLUMN B
1) mental explanations of behaviour	1) пильна увага
2) cognitive perspective	2) епізодична пам'ять
3) internal process	3) особисте пояснення
4) information-processing system	4) прихід віку комп'ютерів
5) episodic memory	5) екологічна обґрунтованість
6) top-down processing	6) когнітивна перспектива
7) advent of the computer age	7) процес у мозку
8) conscious mental state	8) пояснення обмеження
9) reductionist explanation	9) лабораторний експеримент
10) personal interpretation	10) розумове пояснення поведінки
11) brain process	11) розумовий стан
12) ecological validity	12) внутрішній процес
13) close attention	13) обробка зверху-вниз
14) laboratory experiment	14) свідомий розумовий стан
15) mental state	15) система обробки інформації

 **Task 11. Find the right English equivalents in Column B to the words and word-combinations in Column A.**

COLUMN A	COLUMN B
1) зайняти скромне становище	1) to find evidence
2) з протилежного боку	2) bottom-up processing
3) систематичне дослідження	3) memory for facts
4) теорія свідомого мислення	4) stress inoculation treatment
5) знаходити докази	5) social learning theory
6) попередній досвід	6) social cognition
7) терапія стрес-щеплення	7) particular kind of memory
8) зовнішні гідні уваги випадки	8) theory of conscious thought
9) обробка знизу-вверх	9) previous experience
10) подібний на	10) at the opposite end
11) випадкова справа	11) external observable events

- 12) теорія соціального навчання
- 13) пам'ять на факти
- 14) соціальне пізнання
- 15) певний вид пам'яті

- 12) similar to
- 13) systematic research
- 14) casual affair
- 15) to take a back seat

 **Task 12. Match the words in Column A with their antonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
Opposite, emphasize, external, mental, apprehend, understand, similar, alter, pure, use, end, more, own, find, conscious, highly, previous, sufficiently, successful, domination, new, tremendous, rise, input, top-down processing, bring back, recent, useful, improve, close, criticize, ignore, importance, much, main.	Put forward, same, old, another's, acknowledge, subsequent, impure, distant, little, misunderstand, secondary, output, inferiority, small, lose, useless, insufficiently, beginning, remote, physical, praise, fall, unconscious, retain, worsen, internal, bottom-up processing, insignificance, unsuccessful, misuse, less, lowly, release, de-emphasize, different.

 **Task 13. Match the words in Column A with their synonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
Approach, useful, opposite, mental, explanation, different, behaviour, mind, assumption, operate, similar, assume, alter, research, devise, evidence, support, study, affair, train, personal, experience, develop, domination, tremendous, use, area, perspective, for example, affect, recent, advice, validity, testimony, pure, improve, performance, therapy, importance, to involve.	Advance, significance, make better, overview, own, recommendation, proof, work, conduct, change, teach, invent, intellectual, contemporary, control, testimony, for instance, utilization, supposition, field, theoretical, treatment, influence, execution, learn, include, sustain, legality, various, helpful, undertaking, personal knowledge, description, investigation, analogous, huge, brain, method, suppose, other.

 **Task 14. Complete the translation of the sentences into English.**

1. Cognitive psychologists вважають that поведінка is the result of обробки інформації.
2. By describing мислення as обробку інформації, cognitive psychologists are making a comparison between розумом and комп'ютерами (that is, they are adopting комп'ютерну метафору for the mind).

3. This is useful because розум and комп'ютери have some attractive подібності: both have введення, виводи, запам'ятовуючі пристрої and a обмежений об'єм for how much information they can обробити at any one time.
4. Схеми are ways of organizing знання and досвіду of the world into genetic 'templates' that are used to make sense of objects, situations and people we encounter.
5. Cognitive psychologists try to build up когнітивні моделі of the обробки інформації that goes всередині people's розуму.
6. А когнітивна модель of the системи пам'яті would suggest that it has two main components, one for dealing with the information that we need to обробити now (робоча пам'ять), and another for зберігання всієї інформації we have acquired in the past and might need again in the future (довготривала пам'ять).
7. These components are assumed to be interconnected, because current обробка інформації may need to draw on минулий досвід and because вивід of current обробки інформації might need to be збереженим for future посилення.
8. One of the aims of когнітивної психології is to clearly визначити all the different модулі обробки інформації in the людському мозку in terms of their характерних особливостей and взаємовідносин with each other.
9. Cognitive psychologists use the results of their досліджень as the basis for making висновків about розумові процеси.
10. Лабораторні експерименти are often used as the laboratory situation gives better можливості than field оточення for careful manipulation and контролю of обробкою інформації and precise вимірами of когнітивної діяльності.
11. Cognitive psychologists' emphasis on наукових методах is a strength of their підходу, although some would question the цінність of their експериментального дослідження, which often makes use of very вигадані and нереалістичні tasks and measures which may not adequately reflect real-world психологічні and поведінкові процеси.
12. The підхід addresses some of the недоліків of the поведінкового підходу and підходу соціального навчання by offering a much better developed account of the внутрішніх процесів that shape поведінку, thanks to the use of the комп'ютерної метафори.
13. It can be suggested that the idealized описування of обробки інформації produced by cognitive psychologists ігнорують the huge різновидності between people in how they думають and діють, as well as often fail to reflect things we know about функціонування мозку and the вплив of генів on поведінку.
14. Когнітивні терапії are amongst the most effective ways of лікування problems like депресія and уникають many вад of other therapies, being relatively fast acting and free from побічних ефектів.
15. Central to the когнітивної точки зору of people is the idea that they actively

try to знайти сенс of their оточуючому середовищі by imposing порядок and значення on the things they стикаються.

 **Task 15. Fill in the gaps with the suitable words and word-combinations from the box. Translate the sentences into Ukrainian.**

human mind	treatment	objective and measurable way	behavioural approach
developmental psychology		experimental method	human behaviour
internal thinking process	stereotypes	scientific	retrieval cues
stimulus and response	controlled experimental lab		first assumption
phobias and depression	computing and mathematics		authority
social and cultural factors	information processing		cognitive psychologists

1. Human behaviour is caused by your
2. The ... of the cognitive approach is that behaviour is controlled by our own thought processes.
3. This approach came about in part due to the dissatisfaction with the ... which focused on our visible behaviour (response), without understanding the internal processes that create it.
4. A lot of the cognitive approach is based upon some aspects of the behavioural approach, but with an added focus on the intermediary process between
5. The cognitive approach is based on the idea that the ... works in a similar fashion to computers.
6. The third assumption of the cognitive approach is that ... can be explained as a set of scientific processes, in an
7. Although ... focus on our internal, mental processes (which can't be seen), they would still advocate a scientific approach to the study of human behaviour, one that should be conducted under
8. The cognitive approach has led cognitive psychologists to look at ways of improving peoples memories using
9. The cognitive approach has been easily combined with other approaches – cognitive behavioural therapy is a popular and successful form of ... for issues such as
10. As well as being usefully applied in therapy, the cognitive approach has also been applied to
11. In the cognitive approach important ... are often ignored, which seems unrealistic.
12. Cognitive psychology can explain why we form certain ... , and why we obey
13. One final strength of the cognitive approach is, like other approaches in psychology, it is very
14. The cognitive perspective is characterized by the ... and related to the learning of individuals in isolation.

15. Cognitive psychology grew out of a series of technological and theoretical advances in both ... that saw connection between people and complex machinery, such as computers, notable, that both could be understood in terms of

 **Task 16. Match the words in Column 1 with their definitions in Column 2.**

COLUMN 1		COLUMN 2	
1) cognition	a)	an idea of how something is, or how something should be done	
2) apprehend	b)	a series of actions that are done in order to achieve a particular result	
3) internal	c)	a serious study in order to discover new facts or test new ideas	
4) process	d)	to do something that produces an effect or change in something or in someone's situation	
5) mind	e)	the process of knowing, understanding, and learning something	
6) adopt	f)	noticing or realizing something	
7) research	g)	relating to the outside of something or of a person's body	
8) devise	h)	the process of getting back information stored on a computer system	
9) conscious	i)	to understand something	
10) introspection	j)	being legally or officially accepted	
11) external	k)	inside something rather than outside	
12) concept	l)	to start to deal with or think about something in a particular way	
13) retrieval	m)	the process of thinking deeply about your own thoughts, feelings, or behaviour	
14) affect	n)	to plan or invent a new way of doing something	
15) validity	o)	your thoughts or your ability to think, feel, and imagine things	

 **Task 17. Are the statements true (T) or false (F)?**

- | | |
|---|-----|
| 1. Psychology developed properly as a science towards the end of the nineteenth century. | T F |
| 2. Behavioural psychology brought mental states back to psychology, including their use in learning theory. | T F |
| 3. The word 'cognitive' comes from the Latin word <i>cognition</i> meaning "to apprehend, understand, or know". | T F |
| 4. The 1920s and 1940s saw a tremendous rise in cognitive psychology | |

- | | | | |
|-----|---|---|---|
| | research. | T | F |
| 5. | The cognitive perspective relies on the computer metaphor or analogy as a means of describing and explaining behaviour. | T | F |
| 6. | Cognitive approach and behaviourism are quite reductionist and experimental. | T | F |
| 7. | W. Wundt argued that conscious mental states could be scientifically studied using self-expression. | T | F |
| 8. | The cognitive approach and behaviourism are quite different and do not have any similarities. | T | F |
| 9. | Some more recent developments in cognitive psychology have aimed to focus less on reductionist explanations. | T | F |
| 10. | Where behaviourism emphasizes internal, mental explanations of behaviour, the cognitive approach looks at external observable events only. | T | F |
| 11. | Wilhelm Wundt founded the first psychological laboratory at the University of Leipzig in Germany. | T | F |
| 12. | For many years cognitive psychology took a back seat to the domination of psychology by behaviourism. | T | F |
| 13. | Cognitive perspective is a perspective that focuses on the way that physical or neurotic processes work. | T | F |
| 14. | The cognitive perspective is mechanistic and overly takes into account social, motivational, and emotional factors. | T | F |
| 15. | Much of the work in cognitive psychology is experimental and based in laboratories, looking at behaviours that are highly idealized and lack ecological validity. | T | F |

 **Task 18. Match the beginning and the end of the sentences. Translate the sentences into Ukrainian.**

- | | | | |
|----|---|----|--|
| 1) | Cognitive psychology revolves around the notion that if we want to know what makes people tick ... | a) | it fails to consider the important elements of both nature and nurture. |
| 2) | Cognitive psychology focuses on the way humans process information, ... | b) | but with an added focus on the intermediary process between stimulus and response. |
| 3) | Unlike behaviourism or psychoanalysis, there isn't one major theorist who has dominated the cognitive approach, ... | c) | the ways they process it (processes) and the effect it has on some aspects of behaviour (outputs). |
| 4) | The cognitive approach is based on how we think, ... | d) | such as perception and memory that affect the way we respond to the world around us. |
| 5) | A lot of the cognitive approach is | e) | then we need to understand the |

- based upon some aspects of the behaviourist approach, ...
- | | |
|---|---|
| <p>6) Although cognitive psychologists focus on our internal, mental processes (which can't be seen), they would still advocate a scientific approach to the study of human behaviour, ...</p> <p>7) Whereas behaviourists do not attempt to investigate what goes on inside the 'black box', cognitive psychologists have gone some way to explain the important mediational processes...</p> <p>8) While the cognitive approach does not consider the influence of both internal and external factors on behaviour (for example, the processes within the mind are 'internal' and the role of experience in the formation of schemas is 'external'), ...</p> <p>9) The role of genes in human cognition is ignored, ...</p> <p>10) The cognitive research may involve studying the information available to people (input), ...</p> | <p>f) yet the research into intelligence has consistently analysed the influence of genes through the use of twin studies.</p> <p>g) looking at how we treat information that comes in to the person (what behaviourists would call stimuli), and how this treatment leads to responses.</p> <p>h) with the belief that our thought processes affect the way in which we behave.</p> <p>i) one that should be conducted under controlled experimental lab conditions.</p> <p>j) and thus the cognitive approach has been used for a wide range of topics in psychology including but not limited to: memory, intelligence, social behaviour, and emotion.</p> |
|---|---|

 **Task 19. What is the meaning of the underlined words? Choose the correct answer. Use a dictionary to check your answers. Translate the sentences into Ukrainian.**

1. The first assumption of the cognitive approach is that behaviour is controlled by our own thought process.
 - a) mind;
 - b) mental activity;
 - c) cognition.
2. The second assumption of the cognitive approach is that our behaviour can be explained as a series of responses to external stimuli, much like a computer.

- a) processes;
 - b) acts;
 - c) reactions.
3. A cognitive psychologist might explain this 'thinking' in terms of schema driven processing.
- a) reveal;
 - b) activate;
 - c) describe.
4. The third assumption of the cognitive approach is that human behaviour can be explained as a set of scientific processes, in an objective and measurable way.
- a) procedures;
 - b) manipulations;
 - c) calculations.
5. The cognitive approach attempts to apply a scientific approach to human behaviour.
- a) to measure;
 - b) to clarify;
 - c) to employ.
6. Although we cannot see the cognitive processes occurring, we can measure the results of the processes in a scientific, objective way.
- a) assess;
 - b) find out;
 - c) explain.
7. In other words, what people 'say' and how they 'respond' can be taken as valid measures of their 'thought processes'.
- a) useful;
 - b) accurate;
 - c) optional.
8. Cognitive behavioural therapy is a popular and successful form of treatment for issues such as phobias and depression.
- a) assistance;
 - b) medication;
 - c) utilization.
9. Within social psychology, much of the thinking is 'cognitive' in nature, as it considers the mental processes involved in understanding the social world and people around us.
- a) moral;
 - b) inner;
 - c) intellectual.
10. Researchers can test theories of 'thinking processes' by making clear predictions about what they think will happen when people are exposed to certain stimuli.
- a) motivations;
 - b) realizations;

c) forecasts.

? Task 20. Answer the following questions.

1. Why is the cognitive approach in some ways at the opposite end of the spectrum to behaviourism?
2. What is the origin of the word 'cognitive'?
3. What assumptions is the cognitive approach based on?
4. Why is the cognitive approach reductionist and experimental?
5. What did Wilhelm Wundt study?
6. How did W. Wundt explain introspection?
7. Who was the 'father of behaviourism'?
8. What methods did John B. Watson propose and why?
9. Why did the advent of the computer age give cognitive psychology a new metaphor?
10. What is the essence of the cognitive perspective?
11. Why is the rebirth of cognitive psychology important?
12. What are the useful applications of the cognitive approach?
13. Why has the cognitive perspective been criticized?
14. What kinds of memory do you know?

 **Task 21. Read the text and translate it into Ukrainian. Prepare an oral presentation in English concerning the issues discussed in the text.**

COGNITIVE PSYCHOLOGY

 The cognitive psychologist studies the human perceptions and the ways in which the cognitive processes operate to produce responses. The cognitive processes (which may involve language, symbols, or imagery) include perceiving, recognizing, remembering, imaging, conceptualizing, judging, reasoning, and processing information for planning, problem-solving, and other applications. Some cognitive psychologists may study how the internal cognitive operations can transform symbols of the external world, others on the interplay between genetics and environment in determining individual cognitive development and capabilities. Still other cognitive psychologists may focus their studies on how the mind detects, selects, recognizes, and verbally represents features of a particular stimulus. Among the many specific topics investigated by the cognitive psychologists are language acquisition; visual and auditory perception; information storage and retrieval; altered states of consciousness; cognitive restructuring (how the mind mediates between conflicting, or dissonant, information); and individual styles of thought and perception.

The challenges of studying human cognition are evident when one considers the work of the mind in processing the simultaneous and sometimes conflicting information presented in daily life, through both the internal and external stimuli.

Since 1950s, the cognitive approach has assumed a central place in psychological research and theorizing. One of its foremost pioneers is Jerome

Bruner, who, together with his colleague Leo Postman, did important work on the ways in which needs, motivations, and expectations affect perception.

In 1957, Leon Festinger advanced his classic theory of cognitive dissonance, which describes how people manage conflicting cognitions about themselves, their behaviour, or their environment.

Language became an important area of study for cognitive psychologists. In 1953, the term ‘psycholinguistics’ was coined to designate an emerging area of common interest, the psychology of language, and Noam Chomsky, a professor at the Massachusetts Institute of Technology, became its most famous proponent. N. Chomsky argued that the underlying logic, or deep structure, of all languages is the same and that human mastery of it is genetically determined, not learned. His work has been highly controversial, rekindling the age-old debate over whether language exists in the mind before experience. Other well-known studies in cognitive psychology include that of Daniel Ellis Berlyne’s work on curiosity and information seeking; George Kelly’s theory of personal constructs, and investigations by Herman Witkin, Riley Gardner, and George Klein on individual perceptual and cognitive styles.

The emergence of cybernetics and computer science has been central to contemporary advances in cognitive psychology, including computer simulation of cognitive processes for research purposes and the creation of information-processing models. Herbert Simon and Allen Newell created the first computer simulation of human thought, called Logic Theorist, at Carnegie-Mellon University in 1956, followed by General Problem Solver the next year. Other major contributions in this area include Donald Eric Broadbent’s information theory of attention, learning, and memory, and George Armitage Miller, Eugene Galanter, and Karl Bribram’s analysis of planning and problem solving.

At one time, the study of cognitive processes was specific to cognitive psychology. As research began to yield information regarding the applicability of these processes to all the areas of psychology, the study of cognitive processes was taken up and applied in many other subfields of psychology, such as abnormal and developmental psychology. Today, the term ‘cognitive perspective’, or “cognitive approach” is applied in a broader sense to these and other areas of psychology.

 **Task 22. Read the text and answer the questions below.**

REMEMBERING THE FATHER OF COGNITIVE PSYCHOLOGY

 Ulric Neisser was the “father of cognitive psychology” and an advocate to cognitive research. U. Neisser was a brilliant synthesizer of diverse thoughts and findings. He was an elegant, clear, and persuasive writer. U. Neisser was also a relentlessly creative researcher, constantly striving to invent methods to explore important questions. His goal was to push psychology in the right direction.

With the publication of ‘*Cognitive Psychology*’ (1967), U. Neisser brought together the research concerning perception, pattern recognition, attention, problem solving, and remembering. He emphasized both information processing and constructive processing. U. Neisser always described cognitive psychology as an

assault on behaviourism. He considered behaviourist assumptions wrong and stated that those assumptions limited what psychologists could study.

U. Neisser developed an appreciation of James and Eleanor Gibson's theory of direct perception – the idea that information in the optic array directly specifies the state of the world without the need for constructive processes during perception.

U. Neisser contributed to the intellectual revolution by becoming an advocate for the ecological cognition research. He argued that the research should be designed to explore how people perceive, think, and remember in tasks and environments that reflect the real world situations. In '*Cognition and Reality*', U. Neisser integrated Gibsonian direct perception with the constructive processes in cognition through his perceptual cycle: information picked up through perception activates schemata, which in turn guides attention and action leading to the search for additional information.

Based on the perceptual cycle, U. Neisser and Robert Becklen created a series of the experiments concerning selective looking. In these experiments people watched superimposed videos of different events on a single screen. When they actively tracked one event, counting basketball passes by a set of players, for example, they would miss surprising novel events, such as a woman with an umbrella walking through the scene.

The definition of the self was a problem domain that appealed to U. Neisser as needing both a perceptual and ecological analysis. In U. Neisser's 1988 paper, he stated that several types of information contribute to an individual's understanding of the self. Through his perceptual analysis, he argued that the self begins as the physical location directly perceived, much as objects and events were directly perceived.

U. Neisser also applied an ecological analysis to the domain of intelligence. He began by arguing that in addition to academic intelligence, psychological scientists should also study general intelligence as a skill in dealing with everyday life.

- 1) Why is Ulric Neisser considered to be the “father of cognitive psychology”?
- 2) What was his main goal?
- 3) What was the essence of U. Neisser's paper '*Cognitive Psychology*'?
- 4) How did U. Neisser describe cognitive psychology?
- 5) What was U. Neisser's idea of direct perception?
- 6) What did U. Neisser think about the ecological cognition research?
- 7) How did U. Neisser intergrate Gibsonian direct perception with the constructive processes in cognition through his perceptual cycle?
- 8) What did U. Neisser and Robert Becklen create based on the perceptual cycle?
- 9) What was U. Neisser's understanding of the self?
- 10) How did U. Neisser apply an ecological analysis to the domain of intelligence?

 **Task 23. Read the text below to identify the differences contained in some of the existing views on the cognitive and the psychodynamic approaches. Express your own opinion. You may use such conversational formulas as in my opinion ... ; as for me ... , to my mind ... ; as far as I am concerned ... ; from my point of view ... ; no doubt ... ; beyond all comparison ... ; that's right ... ; there is no denying it ... ; I think so ... ; I believe so ... ; I suppose so ... ; most likely ... ; most probably ... ; I can't agree that ... ; I don't think so ... ; that can't be true**

THE COGNITIVE AND THE PSYCHDYNAMIC APPROACHES TO PSYCHOLOGY

 Psychologists introduced a number of diverse approaches in order to understand human nature and behaviour. There are different ways of explaining phenomena, that is why there are different approaches. These different approaches include the cognitive and psychodynamic ones.

The cognitive approach began to revolutionise psychology in the late 1950s and early 1960s. Jean Piaget is the best known cognitive development researcher who suggested that thinking progressed through qualitative changes due to the increasing maturity of the brain. He is remembered for his studies of the cognitive development in children (1896-1980). Jean Piaget said that the principal goal of education was to create people who were capable of doing new things, not simply or repeating what other generations had done. Cognitive psychologists are interested in how people understand, diagnose and solve the problems. The cognitive research mainly focuses on how our brains process information and the research tends to take place in the laboratory but not in the real-life settings.

According to Albert Ellis, when we think positively and make decisions based on reasons, we behave rationally, and as a result we are happy, competent and effective. On the other hand, the prolonged irrational thinking can lead to the psychological problems and abnormal behaviour.

The attribution theory suggests that when we are disguised with someone's behaviour, we try to work out in our minds why the person is acting weird. According to Harold Kelley (1967, 1973), when we are making these attributions, we work out in stages. Firstly, we try to decide whether the individual is to be blamed for his actions, secondly, whether someone else is responsible and thirdly, whether the situation itself has influenced the person to behave in such a way.

Unlike the cognitive approach, the psychodynamic approach focuses on three parts of mind which are conscious, unconscious and preconscious and three components of personality which are the id, the ego, and the superego.

Conscious are thoughts and perceptions while unconscious are wishes and desires formed in the childhood. It was mainly initiated by Sigmund Freud, a Viennese doctor who specialised in neurology. All the psychodynamic theories stem from psychoanalysis. Sigmund Freud first developed the basic idea that understanding behaviour required insight into the thoughts and feelings which influence our actions. Sigmund Freud's understanding of the mind was largely based on interpretive methods.

Cognitive developmental psychologists used such method as observation. Psychodynamic psychologists used clinical case studies, dream analysis and free association to research their theory.

Each theory is used to define the mentality of a man, to explain mental illnesses and to determine the way to control them if necessary. Each theory focuses on the human mind and its reaction to the environment.

 **Task 24. Read the text below to identify the differences contained in some of the existing views on the cognitive and the behavioural approaches. Express your own opinion. You may use such conversational formulas as** *in my opinion ... ; as for me ... , to my mind ... ; as far as I am concerned ... ; from my point of view ... ; no doubt ... ; beyond all comparison ... ; that's right ... ; there is no denying it...; I think so ... ; I believe so ... ; I suppose so ... ; most likely ... ; most probably ... ; I can't agree that ... ; I don't think so ... ; that can't be true*

COGNITIVE VERSUS BEHAVIOURIST PSYCHOLOGY



Cognitive psychology

Cognitive psychology assumes that humans have the capacity to process and organize information in their mind. It is concerned less with visible behaviour and more with the thought processes behind it. Cognitive psychology tries to understand the concepts such as memory and decision making.

Behaviourism

Behaviourism only concerns itself with the behaviour that can be observed. It assumes that we learn by associating the certain events with the certain consequences, and will behave in the way with the most desirable consequences. It also assumes that when the events happen together, they become associated and either event will have the same response. It does not note any difference between animal behaviour and human behaviour.

Both branches of psychology attempt to explain human behaviour. However, they are both theories that have been replaced by other approaches (such as cognitive behaviourism – which takes the best of both theories – and social psychology – which looks at how our interactions with others shape our behaviour).

Comparing Cognitive and Behaviourist Psychology

The **cognitive approach** revolves around the concept of understanding why people act in specific ways and requires that we understand the internal processes of how the mind works. Cognitive psychology is a specialized branch of psychology involving the study of the mental processes people use daily when thinking, perceiving, remembering, and learning. The core focus of cognitive psychology is on the process of people acquiring, processing, and storing information.

The practical applications of the cognitive research include improving memory, increasing decision-making accuracy, and structuring curricula to enhance learning. Cognitive psychology is associated with the related disciplines such as neuroscience, philosophy, linguistics, and instructional design. Researchers

in cognitive psychology use the scientific research methods to study the mental processes and do not rely on the subjective perceptions.

From 1950 and 1970 there was a shift away from the cognitive approach and a movement towards behavioural psychology that focuses on the topics such as attention, memory, and problem-solving. In 1967, the American psychologist Ulric Neisser described his approach in the book '*Cognitive Psychology*'. U. Neisser states that cognition involves "all the processes by which the sensory input is transformed, reduced, elaborated, stored, recovered, and used. It is concerned with these processes even when they operate in their absence of the relevant stimulation, as in images and hallucinations ... Given such a sweeping definition, it is apparent that cognition is involved in everything a human being might possibly do, and that every psychological phenomenon is a cognitive phenomenon".

The **behaviourist approach** emphasizes observable external behaviours rather than the internal state of the mental processing information. The key concepts of behavioural psychology include conditioning, reinforcement, and punishment. The basis of behavioural psychology suggests that all behaviours are learned through associations as demonstrated by the physiologist Ivan Pavlov, who proved that the dogs could be conditioned to salivate when hearing the sound of a bell. This process became known as classical conditioning and has become a fundamental part of behavioural psychology.

? Task 25. Pop quiz: Do you have what it takes to be a leader?

① At the fast food restaurant with your friends ...

- a) you order a 'superburger' for everyone – it's bigger than the other burgers!
- b) you have what the others are having
- c) you order your favourite burger.

② At the cinema with your friends ...

- a) you are happier if someone else chooses the film
- b) you refuse to go unless your friends agree to see the film you want to watch
- c) you try to persuade your friends that your choice is better than theirs.

③ When it comes to sport ...

- a) you think a solo sport, like surfing, is more challenging than a team sport
- b) you feel team sports are better ... as long as you are the team captain
- c) for you, team sports are more fun because you play with your friends.

④ It's the end-of-term party and ...

- a) you set the date and time and make a list of who does what
- b) you don't go. You have more interesting things to do

c) you don't want to be involved in organizing it.

⑤ Your friend is wrongly accused of cheating in an exam ...

- a) you protest to the teacher on her behalf
- b) you support your friend's protest
- c) you keep quiet. She can speak for herself.

⑥ You feel strongly about animal rights so ...

- a) you write to your member of Parliament about it. He/she is more powerful than you are and might be able to help
- b) you join a protest march. It's more effective to protest as a group
- c) you organize a protest march and get everyone to write to their member of Parliament. The more people you can involve, the more effective your protest will be.

How to score:

1.	a = 3	b = 1	c = 2
2.	a = 1	b = 3	c = 2
3.	a = 1	b = 3	c = 2
4.	a = 3	b = 1	c = 2
5.	a = 3	b = 2	c = 1
6.	a = 1	b = 2	c = 3

Add up your points.

ANSWERS

If you scored between 6 and 10 points:

You are an individualist. You value your independence. You have your own ideas and you refuse to follow everyone else. Sometimes you avoid contact with others.

If you scored between 11 and 14 points:

You are kind and adaptable and happy to go along with other people's ideas. Our advice: don't let other people tell you what to do! You might find life more satisfying if you take the initiative more often.

If you scored between 15 and 18 points:

You are a born leader, always ready to take control, whatever the situation. Our advice: don't let your strong personality make you stubborn and insensitive to others. Consult other people more often and you will be more popular than you already are.

TALKING POINTS

1. Speak about the essence of the cognitive approach.
2. Focus on the main assumptions the cognitive approach is based on.
3. Ground the importance of Wilhelm Wundt's studies.
4. State the importance of the computer age for the development of the cognitive approach.
5. Concentrate on the positive aspects of the cognitive approach.
6. Speak about the criticism of the cognitive approach.
7. Describe and evaluate the cognitive approach in psychology.
8. Express your own opinion about the cognitive approach.
9. Prepare an oral presentation on such a branch of psychology as Personality Psychology.
10. Have a group discussion about the essence of the cognitive approach, its importance, strong and weak points.

UNIT 6

WARM-UP

Comment on the quotes:

Science knows no country, because knowledge belongs to humanity, and is the torch which illuminates the world – *Louis Pasteur* (1822 – 1895) (French biologist, microbiologist, and chemist).

When I look at the world I'm pessimistic, but when I look at people I am optimistic – *Carl Ransom Rogers* (1902 – 1987) (American psychologist and one of the founders of the humanistic approach (or client-centred approach) to psychology).

The physician should not treat the disease but the patient who is suffering from it – *Moses Maimonides* (1138 – 1204) (Jewish philosopher, scholar and jurist).

GRAMMAR	VOCABULARY
Sequence of Tenses.	Humanistic perspective, free will, to reach one's potential, personal experience, humanism, human worth, subjectivity, personal responsibility, observation, Q-sort technique, discourse analysis, unique experience, self-actualization, to be responsible for,

	theory of motivation, humanistic therapy, to treat, mental disorder, to accept the view, client-centred therapy, individual responsibility, counselling, unconditional positive regard, self-healing, conscious awareness, to ignore, confirmation, pre-determined.
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APPROACHES IN PSYCHOLOGY. THE HUMANISTIC APPROACH

 Since the 1950s the humanistic perspective has been welcomed as a counterpoint to the other orientations in psychology because it is neither scientific nor deterministic. Abraham Maslow, a humanistic psychologist, called it the “third force in psychology”, regarding behaviourism and psychoanalysis as the other two forces. Some might argue about the status of humanistic psychology, but there is no doubt that humanistic psychology is a major force representing the case for free will, the uniqueness of the individual, the striving to reach one’s potential, and the inappropriateness of objective research into personal experience.

Humanistic perspectives are a reflection of modern society in the same way that both psychoanalysis and behaviourism were in their time. Perhaps because of its relative recency it is rather less well defined than the other perspectives. The lack of definition may also be related to the less scientific nature of the approach.

Having said that it is a recent approach, there are elements of the perspective that are not that recent. The *Encyclopaedia Britannica* traces the roots of **humanism** back to the fourteenth-century writings of Petrarch. Humanistic psychology is derived from these wider principles of humanism, described therein as “value systems that emphasize the personal worth of each individual but not include a belief in God”, in other words it is a kind of religion but one that does not invoke a divine being, instead it is based on a shared belief in human worth. The antecedents of psychological humanism go back to the nineteenth-century phenomenological philosophers such as Søren Kierkegaard who founded the existentialist movement, arguing that subjectivity is truth.

Humanistic psychologists reject behaviourist and psychodynamic perspectives as being reductionist and determinist. They feel that each individual has personal responsibility and is in control rather than controlled by external forces. Humanistic psychologists also suggest that most other perspectives in psychology overlook a key factor – that of experience. Descriptions of behaviour are often external rather than including important elements of experience, such as emotion.

This perspective is also at odds with the objective, empirical perspective to research that may produce statistically significant facts but ones that are humanly insignificant, lacking real-life validity. Humanistic psychologists have pioneered many alternative research methods, such as observation, the Q-sort technique, and discourse analysis.

The key assumptions of this approach are that each individual is unique. What matters in each person's subjective view rather than some objective reality. Reality is defined by the individual's perspective based on his/her own unique experiences in life. Each individual strives to maximize his/her potential (self-actualization) and should be responsible for his/her life (free will). The humanistic approach also assumes that human nature is inherently good and self-righting.

The humanistic psychologist Abraham Maslow used the humanistic approach in his theories of motivation. The humanistic approach is also taken into consideration while dealing with humanistic therapy when treating mental disorders and discussing humanistic views on free will.

The evaluation of the humanistic approach. This approach has encouraged psychologists in general to accept the view that there is more to behaviour than objectively discoverable facts. Humanistic psychology promotes a positive approach to human behaviour and one that emphasizes individual responsibility.

Client-centred therapy is a major contribution of the humanistic approach. Counselling has become a huge "industry" underpinning self-help groups, and telephone helplines as well as trained therapists. The fundamental element of humanistic psychotherapy is unconditional positive regard and the power of each individual for self-healing.

In spite of the various contributions of the humanistic approach, there are some criticisms that can be made of it. First, humanistic psychology is concerned only with those thoughts of which we have conscious awareness. As a result, it ignores all the important processes going on below the level of conscious awareness.

The humanistic perspective is vague, unscientific, and untestable. The theories are not set out in a way that lends itself to empirical verification but this is at least partly because humanist psychologists do not strive for this confirmation. In addition humanistic theories lack falsifiability, in other words they can neither be proved right nor wrong, and this too prevents our advance of understanding.

Free will is also a burden. Jean-Paul Sartre, an existentialist philosopher, said that we are "condemned to be free." Freedom is as much a burden as a boon, and much of humanity may prefer to view their lives as being pre-determined.

GLOSSARY

humanistic approach – гуманістичний підхід

humanistic perspective – гуманістична перспектива

to welcome – вітати; щиро приймати

counterpoint – контрапункт

orientations in psychology – орієнтації в психології

neither ... nor – ні ... ні

scientific – науковий

force – сила; смисл, сенс, значення

to regard – дивитися на; брати до уваги, звертати увагу на; ставитися; вважати; стосуватися, мати відношення

to argue – обговорювати; аргументувати; переконувати, відговорювати; доводити

status – статус
 doubt – сумнів
 major – більший; важливіший
 to represent the case – представляти справу (випадок)
 free will – власне бажання
 uniqueness of the individual – унікальність особистості
 striving to reach one's potential – намагання досягти свого потенціалу
 inappropriateness – невідповідність, неналежність, недоречність
 objective research – об'єктивне дослідження
 personal experience – особистий досвід
 reflection of modern society – відображення сучасного суспільства
 in the same way – таким же чином
 both – обидва; і ... і
 perhaps – можливо, ймовірно
 relative recency – відносна новизна (свіжість)
 rather – швидше, переважно, краще; вірніше; до деякої міри; дещо
 to be well defined (was, were; been) – мати хороше визначення
 lack – недостача, брак; відсутність (*чогось* – of)
 definition – визначення
 to be related to (was, were; been) – мати відношення до, стосуватися
 scientific nature of the approach – наукова природа підходу
 recent approach – новий (сучасний) підхід
 to trace the roots – простежити коріння
 writings of Petrarch – твори Петрарки (*Франческо Петрарка (1304-1374) – італійський поет і літописець, ранній гуманіст, один із засновників гуманізму, якого називають «батьком гуманізму»*)
 to derive from – походити від
 described – описаний
 therein – тут, там, у ньому
 value system – система цінностей
 to emphasize – робити наголос, підкреслювати
 personal worth of each individual – особиста цінність кожної людини
 to include – включати, містити в собі, обіймати
 belief in God – віра в Бога
 in other words – іншими словами
 kind of religion – різновид релігії
 to invoke – закликати, благати
 divine being – Божа істота
 instead – замість
 shared belief in human worth – думка, яку всі поділяють, про цінність людини
 antecedent – попереднє; *pl* минуле життя, минуле
 to go back to (went, gone) – повертатися до
 phenomenological philosopher – філософ-феноменолог
 such as – такий як
 to found – засновувати, утворювати; обґрунтовувати
 existentialist movement – напрям екзистенціалізм
 subjectivity is truth – суб'єктивність в істині (правді)

to reject – відкидати, відхиляти; відмовляти
 reductionist – редуктивістський, обмежувальний
 determinist – детерміністський
 to feel (felt, felt) – почувати, відчувати; сприймати
 responsibility – відповідальність; обов’язок
 to be in control rather than controlled by external forces (was, were; been) – швидше контролювати, ніж бути під контролем зовнішніх сил
 also – також
 to suggest – пропонувати, радити; підказувати (думку); натякати; наводити на думку; говорити про; означати
 to overlook a key factor – не помічати (пропускати) основний фактор
 external – зовнішній
 to include – містити в собі, охоплювати; включати
 important elements of experience – важливі складові досвіду
 emotion – емоція
 to be at odds with (was, were; been) – не ладити з чимсь
 objective, empirical perspective – об’єктивна, емпірична перспектива
 research – (наукове) дослідження; вивчення; дослідницька робота
 to produce – виробляти; створювати
 statistically significant facts – статистично важливі факти
 ones that are humanly insignificant – ті, що не є важливими з гуманної точки зору
 to lack real-life validity – не мати реальної життєвої обґрунтованості (чинності)
 to pioneer many alternative research methods – бути ініціатором багатьох альтернативних методів дослідження
 observation – спостереження; спостерігання; нагляд
 Q-sort technique – метод Q-сортування (Q-техніка (факторного аналізу))
 discourse analysis – дискурсний аналіз
 key assumption – основне припущення
 unique – унікальний, єдиний у своєму роді
 to matters – мати значення
 each person’s subjective view – суб’єктивний погляд кожної людини
 objective reality – об’єктивна реальність
 own unique experiences in life – власний унікальний досвід у житті
 to strive (strove, striven) – старатися, намагатися
 to maximize his/her potential – збільшити свій потенціал
 self-actualization – самоактуалізація
 to be responsible for his/her life – бути відповідальним за своє життя
 to assume – вважати, припускати
 human nature – людська природа, природа людини
 to be inherently good and self-righting (was, were; been) – бути хорошим і здатним до самовиправлення по своїй природі
 motivation – мотивація
 to take into consideration (took, taken) – брати до уваги
 to deal with (dealt, dealt) – мати справу з
 to treat mental disorders – лікувати розумові розлади

to discuss – обговорювати, дискутувати
 views on free will – думки (погляди) щодо власного бажання
 evaluation – оцінювання, оцінка
 to encourage – підбадьорювати; заохочувати; підбивати (*зробити щось*)
 in general – взагалі
 to accept the view there is more to behaviour than objectively discoverable facts –
 прийняти думку (погодитися з думкою), що це більше стосується
 поведінки, ніж фактів, які отримують об'єктивно
 to promote – сприяти; допомагати; підтримувати
 individual responsibility – відповідальність особистості
 client-centred therapy – терапія, що зосереджується на клієнті
 to be a major contribution of the humanistic approach (was, were; been) – бути
 основним вкладом в гуманістичний підхід
 counselling – консультації, консультативна допомога
 huge “industry” – потужна «індустрія»
 to underpin – підпирати; підводити фундамент
 self-help group – група самодопомоги, група самоудосконалення
 telephone helpline – допомога по телефону
 as well as – також як і
 trained therapist – кваліфікований терапевт
 fundamental element of humanistic psychotherapy – основна складова
 гуманістичної психотерапії
 unconditional positive regard – безумовне позитивне ставлення
 power – сила; міць; здатність, можливість
 each – кожний, всякий
 self-healing – самовилікування
 in spite of – незважаючи на, всупереч
 various contributions – різноманітні вклади
 criticism – критика
 to be concerned with (was, were; been) – цікавитися чимсь, займатися чимсь
 thought – думка; мислення; роздум; міркування
 conscious awareness – усвідомлення
 as a result – у результаті, як результат
 important – важливий
 to go on below the level of conscious awareness (went, gone) – відбуватися
 (проходити) нижче рівня усвідомлення
 vague – невизначений, неясний
 unscientific – ненауковий
 untestable – що не може бути перевіреном
 to set out (set, set) – виставляти, представляти
 in a way – таким чином
 to lend oneself to (lent, lent) – вдаватися до
 empirical verification – емпірична перевірка; емпіричне підтвердження
 at least – принаймні
 partly – частково
 confirmation – підтвердження; підкріплення
 in addition – крім того

to lack – потребувати; не мати; бракувати
 falsifiability – недостовірність, помилковість
 in other words – іншими словами
 neither be proved right nor wrong – не можна довести ні те, що вони правильні, ні те, що вони помилкові
 to prevent – відвертати; запобігати; перешкоджати
 advance of understanding – прогрес у розумінні
 burden – тягар; вага; ноша; тема; основна думка, суть
 Sartre – Жан-Поль Шарль Емар Сартр (1905-1980) (*французький філософ, драматург, письменник. Жан-Поль Сартр був одним із найвідоміших і найвпливовіших мислителів сучасності. У творах Жан-Поль Сартра поєднуються літературні і філософські погляди*)
 existentialist philosopher – філософ-екзистенціоналіст
 to be condemned to be free (was, were; been) – бути приреченим бути вільним
 freedom – свобода, воля
 to be as much a burden as a boon (was, were; been) – бути в однаковій мірі і тягарем, і благом
 humanity – людство
 to prefer – надавати перевагу
 to view one's lives as being pre-determined – вважати своє життя як таке, що передіришене (визначене) наперед

EXERCISES

 **Task 1. Underline the suffixes in the words. Put the words into the right column. Translate the words into Ukrainian.**

For example:

NOUN	VERB	ADJECTIVE	ADVERB
organiz ation	organiz e	organizat ional	organizat ionally

Humanistic, perspective, actualize, orientation, properly, scientific, deterministic, evidently, psychologist, behaviourism, uniqueness, clarify, striving, inappropriateness, objective, signify, personal, experience, reflection, openly, definition, humanism, writing, emphasize, phenomenological, forward, philosopher, heavily, existentialist, movement, specify, subjectivity, truth, behaviourist, psychodynamic, reductionist, criticize, determinist, responsibility, description, legalize, important, empirical, statistically, significant, humanly, insignificant, validity, alternative, observation, visualize, assumption, reality, maximize, self-actualization, responsible, inherently, motivation, consideration, lengthen, evaluation, clearly, behaviour, discoverable, contribution, counselling, victimize, fundamental, unconditional, lonely, self-healing, various, criticism, symbolize, awareness, truly, unscientific, untestable, verification, confirmation, addition, widen, falsifiability, understanding, objectively, freedom, humanity.

 **Task 2. Complete the table with the suitable words instead of the dots.**

NOUN	ADJECTIVE	ADVERB	VERB
..... / / / / /	human / ..... / ..... / .....	.....	.....
.....	unique	.....	
..... /	potential /	.....	
..... / ..... / .....	.....	.....	to reflect
.....	definite / .....	..... / .....	.....
person / ..... / ..... / ..... / .....	..... / ..... / .....	.....	..... / .....
..... / ..... / .....	.....	.....	to move
respondent / ..... / ..... / .....	..... / .....	..... / .....	.....
.....	.....	.....	to describe
significance	.....	.....	.....

 **Task 3. Explain the use of the tenses in each sentence. Translate all the sentences into Ukrainian.**

- I told my aunt that indeed she was mistaken. (*Ch. Dickens*)
- I said that neither Mr. nor Miss Murdstone had ever liked me or had ever been kind to me. (*Ch. Dickens*)
- I had hoped you would come over to our place, you know. (*P. Abrahams*)
- Tom instantly understood that he had made a mistake. (*Mark Twain*)
- You said you had done things to Bini; I didn't know you ever knew him. (*E.L. Voynich*)
- The boy asked his father why iron does not float in water.
- You see you are not so clever as you thought you were. (*J. Eliot*)
- I think this student knows English well.
- I thought you wanted to get up at six. (*Jerome K. Jerome*)
- He is asking where your friend studies.
- We remembered that we had packed the tooth-brushes and the brush and comb. (*Jerome K. Jerome*)
- I have always thought that your friend studies at the University.
- He knew the three people were looking at him but he took no notice. (*P. Abrahams*)
- I know that he came to Kyiv two years ago.
- Harris proposed that we should have scrambled eggs for breakfast. He said he would cook them. (*Jerome K. Jerome*)
- We know that his father was working at a plant in 2011.
- He became suddenly aware that she was speaking, and that she had been

speaking for some time. (*Jerome K. Jerome*)

18. He thinks that he will go to Kharkiv to spend his leave as he did last year.

 **Task 4. Replace the infinitives in brackets by the verbs in the appropriate tenses, observing the rules of the sequence of tenses. Translate the sentences into Ukrainian.**

1. When Tom awoke in the morning he (to wonder) where he (to be). (*Mark Twain*)
2. I was just going to send and ask if you (can) come to me this evening. (*E.L. Voynich*)
3. He thought he (must) go to the study where the pupils (to be). (*J. Eliot*)
4. I thought it (to be) better for you to know it before you (to come) home. (*J. Eliot*)
5. When people (to be) grown up, he considered, nobody inquired about their writing and spelling. When he (to be) a man, he (to do) just as he (to like). (*J. Eliot*)
6. When we were at school, we were told that water (to consist) of two gases.
7. Tom was ordered to stay two hours after school. But he was not sorry because he knew who (to wait) for him outside till his punishment (to be) over. (*Mark Twain*)
8. The teacher told the children that the earth (to be) surrounded by air.
9. She is thinking how happy she (to be) when her sister comes home.
10. I know that she (to write) a letter now, and (to write) it for half an hour.
11. The children were told that the Atlantic Ocean (to divide) Europe from America.
12. But I was almost sure he (to come) back if we (to ask) him.
13. It was evening when Oliver (to awake). The boy (to be) very ill, the doctor said, and weak from the loss of blood. (*Ch. Dickens*)
14. Children and young teachers all said they not (to see) Tom and Becky on board the ferry-boat. It was dark; no one had missed them. At last one young man said he (to fear) that they (to be) still in the cave. (*Mark Twain*)
15. We asked at what temperature aluminium (to melt).
16. She told me that she (to be) in the library where she (to meet) her friend with whom she (to study) at school.
17. Something goodnatured in the man's face encouraged me to ask him if he (can) tell me where Miss Trotwood (to live). (*Ch. Dickens*)
18. In a boat, I have always noticed that it (to be) the fixed idea of each member of the crew that he (to be doing) everything. Harris's notion was, that it (to be) he alone who (to be working). (*Jerome K. Jerome*)
19. He said that two days previously an enormous load of firewood (to dump) at his front gate and that since the he not (to be) able to get his car out.
20. He said that he (to have) no idea what the time (to be) but he (to dial) 071 and (to find) out.

 Task 5. Complete the sentences, using the appropriate tenses.

Model: When I met my friend he told me ...
(that he had just come back from Kyiv; that he would soon leave for Poltava, etc.)

1. When we came to the station they told us that ...
2. She knew she would be happy when ...
3. When the monitor saw the students of the group, he told them ...
4. Our teacher told us she supposed ...
5. The teacher asked the student ...
6. When they saw a woman sitting down upon a stone to rest, they asked her why ...
7. Maggie knew that she ...
8. My sister says that ...
9. Tom thought he was unhappy ...
10. When the children were at school they were told that ...
11. He became aware that she ...
12. I did not know that ...

 Task 6. Translate the word-combinations. Find them in the text and read the sentences they are used in.

- | | | | |
|------------------------------------|---------------------------------|------------------------------------|--------------------------------|
| 1) psychoanalysis and behaviourism | 4) empirical verification | 7) statistically significant facts | 10) to accept the view |
| 2) to take into consideration | 5) uniqueness of the individual | 8) humanistic psychotherapy | 11) unique experiences in life |
| 3) personal responsibility | 6) client-centred therapy | 9) to trace the roots back to | 12) existentialist movement |

 Task 7. Find the right Ukrainian equivalents in Column B to the words and word-combinations in Column A.

COLUMN A

- 1) lack of definition
- 2) in other words
- 3) conscious awareness
- 4) individual responsibility
- 5) key assumption
- 6) objective research
- 7) to overlook a key factor

COLUMN B

- 1) намагання досягти свого потенціалу
- 2) основне припущення
- 3) важливі складові досвіду
- 4) не помічати основний фактор
- 5) відсутність визначення
- 6) природа людини
- 7) орієнтація в психології

- | | |
|---|---|
| 8) to be responsible for one's life | 8) група самопомог |
| 9) orientation in psychology | 9) іншими словами |
| 10) important elements of experience | 10) основна складова гуманістичної психотерапії |
| 11) divine being | 11) об'єктивне дослідження |
| 12) self-help group | 12) усвідомлення |
| 13) human nature | 13) Божа істота |
| 14) fundamental element of humanistic psychotherapy | 14) бути відповідальним за своє життя |
| 15) striving to reach one's potential | 15) відповідальність особистості |

 **Task 8. Find the right English equivalents in Column B to the words and word-combinations in Column A.**

COLUMN A	COLUMN B
1) статистично важливі факти	1) to lend oneself to
2) об'єктивна реальність	2) various contributions
3) думки щодо власного бажання	3) to treat mental disorders
4) відображення сучасного суспільства	4) trained therapist
5) власний унікальний досвід у житті	5) objective reality
6) не ладити з чимсь	6) to represent the case
7) унікальність особистості	7) views on free will
8) вдаватися до	8) to be condemned to be free
9) емпіричне підтвердження	9) one's own unique experiences in life
10) лікувати розумові розлади	10) statistically significant facts
11) брати до уваги	11) to be at odds with
12) різноманітні вклади	12) uniqueness of the individual
13) представляти справу	13) to take into consideration
14) бути приреченим бути вільним	14) empirical verification
15) кваліфікований терапевт	15) reflection of modern society

 **Task 9. Match the words in Column A with their antonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
Welcome, neither ... nor, major, free, unique, inappropriateness, objective, modern, less, lack, recent, wider, emphasize, worth, include, antecedent, subjectivity, truth, reject, external, most,	Insignificant, health, wrong, objectivity, irresponsible, excess, usual, old, unconscious, internal, de-emphasize, seldom, regression, successor, testable, conditional, scientific, either ... or,

overlook, experience, often, important, empirical, real, maximize, responsible, mental, right, disorder, unconditional, positive, advance, various, conscious, unscientific, untestable, understanding, freedom.	misunderstanding, inexperience, unreal, pay attention to, minimize, slavery, the same, distant, appropriateness, dependent, physical, least, negative, exclude, theoretical, falseness, subjective, more, narrower, accept, brush-off, secondary, uselessness.
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 **Task 10. Match the words in Column A with their synonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
Force, regard, argue, research, experience, modern, society, define, approach, element, recent, principle, belief, individual, worth, movement, truth, reject, responsibility, suggest, behaviour, important, validity, analysis, observation, assumption, unique, reality, potential, will, take into consideration, treat, disorder, view, accept, therapy, contribution, counselling, fundamental, various, concern, awareness, conscious, understanding, freedom, prefer.	Method, opinion, desire, conduct, refuse, convincingness, supposition, cure, liberty, recognition, different, comprehension, actuality, usefulness, donation, power, new, conviction, basic, investigation, liability, examination, contemporary, have rather, advice, agree to, significant, inspection, ability, take into account, aware, treatment, relate to, describe, dispute, consider, component, distinctive, illness, effort, human being, verity, community, rule, propose, personal knowledge.

 **Task 11. Complete the translation of the sentences into English.**

- Humanistic psychologists start from the припущення that every person has his/her власний унікальний спосіб сприйняття та розуміння світу and that the things he/she does only мають смисл in this light.
- Humanistic psychologists відкидають the об'єктивний науковий метод as a way of вивчення людей.
- Humanistic psychologists explicitly підтверджують the idea that people have власне бажання and are capable of choosing their власні дії (although they may not always розуміти this).
- Carl Rogers believed that people could only реалізувати свій потенціал розвитку if they had a basically позитивну думку of themselves (positive self regard).
- Whilst Carl Rogers believed that people needed безумовна позитивна повага, Abraham Maslow припускав that people have a різноманітність потреб that differ in невідкладності and which need виконання at different times.
- Методи якісного аналізу are preferred by humanistic psychologists,

particularly неструктуроване опитування as it allows доступ to other people's думок і досвіду without imposing on them the researcher's ideas about what is важливим.

7. Humanistic psychologists may also аналізувати all sorts of other якісних матеріалів that allow them проникати в how people розуміють світ, including щоденники, листи and біографії.
8. Abraham Maslow, one of the most influential humanist psychologists, is best known today for his визначення самоактуалізації and his розвиток ієрархії потреб.
9. Abraham Maslow selected probable самоактуалізатори from громадських та історичних особистостей and used біографічні та документальні докази to аналізувати what they had спільного.
10. Other підходи (approaches) would вважати their methods as ненаукові, невизначені and open to упередження and their спробу to «проникнути всередину» other people's way of сприйняття світу as неправильно скеровану and quite possible безцільну.
11. The консультативні підходи developed by Carl Rogers and other humanists have helped many people подолати труднощі, з яким вони стикаються в житті, which is a значним вкладом to удосконалення people's lives.
12. Humanistic psychology розглядає humans as холістичні особистості capable of визначати свою власну поведінку та цілі.
13. Humanism arose as a reaction to behaviourism and psychoanalysis but found its коріння in classical and Renaissance philosophy that наголошувала на самореалізації, that is, the здатності of a людини to intentionally grow and develop психологічно, розумово та етично.
14. These psychologists developed a теоретичну перспективу that sought to honour the whole людину as свідому, що має прагнення та здатну створювати смисл життя.
15. Humanistic psychology протистояла with behaviourism, which зосереджувався виключно на поведінці, and psychoanalysis, which did not believe that humans were completely усвідомлюють свої власні мотивації.

 **Task 12. Fill in the gaps with the suitable words and word-combinations from the box. Translate the sentences into Ukrainian.**

trust	humanism	humanistic psychology	peak experiences
experience	conscious	unconditional positive regard	mental illness
self-actualizers	ecstasy	human being	self-actualization
authenticity	behaviour	emotions	understanding
observation	therapist	healthy	harmony
empathic	understanding	personal potential	free will
subjectivity	environment	therapeutic change	influential
active	true research		

1. Much ... of humanistic psychologists has focused on how people can be helped to fulfil their potential and lead more contented lives.
2. A. Maslow believed that those who satisfied all their needs might become ...: rare, remarkable people who fulfil their potential completely.
3. The humanistic approach explicitly states that people have ... , which sets it apart from other approaches.
4. The foundation of ... developed throughout the 1950s and early 1960s through a series of meetings and conferences with the leading figures of the
5. A person's ... is influenced by his or her
6. People are aware of their ... , that is, they are ... of themselves and their surroundings.
7. Carl Rogers was very ... in the founding and promotion of ... and is considered one of the most ... psychologists of the 20th century.
8. Carl Rogers' first condition is ... , which means that the ... should affirm the client's worth as a ... and should never be judgmental or critical of the client.
9. Carl Rogers' second condition is ... – the ability of the therapist to understand the client's ... , ... and thoughts from the client's perspective instead of from a predetermined theoretical perspective.
10. Carl Rogers' third condition is ... and it refers to the ... of the therapist.
11. In Carl Rogers' view, these three core conditions were sufficient for creating an atmosphere of ... and ... , and that in such an atmosphere, the client would experience
12. Abraham Maslow did not believe that psychology should be solely focused on ... ; instead, he insisted on studying ... individuals.
13. From the studies of the biographies and writings of people that Abraham Maslow believed exemplified ... , he defined ... as the desire and motivation to reach one's
14. According to Abraham Maslow, self-actualizers also have frequent ... , during which they have a temporary feeling of ... , ... , and connection with themselves and their environments.
15. Humanistic psychologists favour research methods that will allow them to understand other people's ... , that is why they avoid methods that study people ... , including experimentation and non-participant

 **Task 13. Match the words in Column 1 with their definitions in Column 2.**

COLUMN 1

COLUMN 2

- | | |
|-------------|---|
| 1) humanism | a) knowledge or understanding of a particular subject or situation |
| 2) unique | b) the feeling that something is definitely true or definitely exists |

- | | |
|-----------------|---|
| 3) potential | c) a careful examination of something in order to understand it better |
| 4) define | d) a strong human feeling such as love, hate, or anger |
| 5) worth | e) being the only one of its kind |
| 6) belief | f) relating to health or state of someone's mind |
| 7) argue | g) based on scientific testing or practical experience, not on ideas |
| 8) emotion | h) the belief that human problems can be solved through science rather than religion |
| 9) reject | i) to state, giving clear reasons, that something is true, should be done, etc. |
| 10) empirical | j) advice or support given by a counsellor to someone with problems, usually after talking to them |
| 11) observation | k) having a natural ability or quality that could develop to make people or things very good |
| 12) analysis | l) to refuse to accept, believe in, or agree with something |
| 13) mental | m) how good or useful somebody or something is or how important he/it is to people |
| 14) counselling | n) the process of watching something or someone carefully for a period of time |
| 15) awareness | o) to describe something correctly and thoroughly, and to say what standards, limits, qualities, etc. it has that make it different from other things |

 Task 14. Are the statements true (T) or false (F)?

- | | | |
|--|---|---|
| 1. Humanistic perspectives are a reflection of modern society. | T | F |
| 2. The <i>Encyclopaedia Britannica</i> traces the roots of humanism back to the twentieth-century writings of Albert Schweitzer. | T | F |
| 3. Sartre, an existentialist philosopher, said that we are “condemned to be free.” | T | F |
| 4. Humanistic psychologists have pioneered many alternative research methods, such as observation, the Q-sort technique, and discourse analysis. | T | F |
| 5. Humanistic approach accepts all the important processes going on below the level of conscious awareness. | T | F |
| 6. The nineteenth-century phenomenological philosopher George Seydel founded the existentialist movement, arguing that objectivity is truth. | T | F |
| 7. Humanistic psychology is concerned only with those thoughts of which we have conscious awareness. | T | F |
| 8. Because of the humanistic perspective being scientific and deterministic it has been welcomed since the 1950s. | T | F |
| 9. The fundamental element of humanistic psychotherapy is unconditional positive regard and the power of each individual for | | |

- self-healing. T F
10. Because of its relative recency the humanistic perspective is very well defined, better than the other perspectives. T F
11. Humanistic psychologists reject behaviourist and psychodynamic perspectives as being reductionist and determinist. T F
12. Humanistic theories can neither be proved right nor wrong. T F
13. The humanistic perspective is clear, scientific, and testable. T F
14. Abraham Maslow, a humanistic psychologist, called it the “third force in psychology”, regarding the biological and evolutionary approaches as the other two forces. T F
15. Humanistic psychology is a kind of religion but one that does not invoke a divine being, but is based on a shared belief in human worth. T F

 **Task 15. Match the beginning and the end of the sentences.**
Translate the sentences into Ukrainian.

- | | |
|---|---|
| 1) The humanists brought in a new perspective, believing that the study of psychology should focus not just on the purely mechanistic aspects of cognition, nor purely on the impact of the environment on behaviour, ... | a) and thus to be able to contribute most effectively to the larger society. |
| 2) For Abraham Maslow the goal of any human being is to reach a state of ‘self-actualization’ ... | b) a way of viewing one’s self in which one is unconditionally positive and accepting, maintaining the right to be critical without being judgmental or overly harsh. |
| 3) Rollo May’s therapeutic approach was to attempt to help people accept the coincidental and ‘meaningless’ state of their existence by demonstrating that freedom was the natural consequence of this meaningless state, ... | c) and to the behaviourists’ view of humans passively reacting to the environment. |
| 4) Carl Rogers was the first to advocate for the importance of ‘unconditional positive regard’, ... | d) in which he proposed that human beings have certain needs in common and that these needs must be met in a certain order. |
| 5) Abraham Maslow expanded the field of humanistic psychology to include an explanation of how human needs change throughout | e) but they rather felt that the emphasis of psychological study should be on the particulars of the human experience. |

- an individual's lifespan, ...
- | | |
|---|--|
| 6) Often called the 'third force' in psychology, humanism was a reaction to both the pessimistic determinism of psychoanalysis, with its emphasis on psychological disturbance, ... | f) with the largest, most fundamental physiological needs at the bottom and the smallest, most advanced self-actualization needs at the top. |
| 7) Abraham Maslow is perhaps most well-known for his hierarchy of the needs theory, ... | g) regarding an individual's behaviour as directly related to his or her inner feelings and self-image. |
| 8) Abraham Maslow's hierarchy is most often presented visually as a pyramid, ... | h) in which all their needs are met and a state of contented happiness is achieved. |
| 9) The goal of humanistic psychology is to understand the whole person, and to aid each person to develop their potential to the fullest, ... | i) and how these needs influence the development of personality. |
| 10) Humanistic psychology emphasizes the study of the whole person, ... | j) and that the lack of a prescribed fate was a cause to be celebrated rather than feared. |

 **Task 16. What is the meaning of the underlined words? Choose the correct answer. Use a dictionary to check your answers. Translate the sentences into Ukrainian.**

- The humanistic approach in psychology developed in the 1960s and 1970s in the United States as a response to the continual struggle between behavioural theorists and cognitive psychologists.
 - opposition;
 - conflict;
 - standpoint.
- One of the first major proponents of humanistic psychology was Abraham Maslow.
 - advocates;
 - reviewers;
 - researchers.
- Humanistic psychology is the psychological approach which states that the human is the most important thing, more important than the disorder, the behaviour, or the environment.
 - interprets;
 - declares;
 - positions.
- Abraham Maslow attempted to explain human motivation from the

- standpoint that all people try to achieve 'self-actualization'.
- a) aspiration;
 - b) nature;
 - c) causation.
5. Carl Roger's approach to therapy was to allow clients to direct their own recovery through the principle of 'unconditional positive regard'.
 - a) to direct;
 - b) to permit;
 - c) to cause.
 6. Abraham Maslow's hierarchy of needs ranks human needs from the most basic physical needs to the most advanced needs of self-actualization.
 - a) likes;
 - b) duties;
 - c) necessities.
 7. Two of the leading humanistic theorists who made advancements in the field of personality psychology were Abraham Maslow and Carl Rogers.
 - a) progress;
 - b) tests;
 - c) investigations.
 8. In his research, Abraham Maslow studied the personalities of people who he considered to be healthy, creative, and productive, including Albert Einstein, Eleanor Roosevelt, Thomas Jefferson, Abraham Lincoln, and others.
 - a) honest;
 - b) many-sided;
 - c) inventive.
 9. Abraham Maslow believed that the successful fulfilment of each layer of needs was vital in the development of personality.
 - a) movement;
 - b) realization;
 - c) consideration.
 10. One of the five basic principles of humanistic psychology states that human beings have the ability to make choice and therefore have responsibility.
 - a) task;
 - b) obligation;
 - c) need.

? Task 17. Answer the following questions.

1. Why has the humanistic perspective been welcomed as a counterpoint to the other orientations in psychology since the 1950s?
2. How did Abraham Maslow call the humanistic perspective?
3. Why is humanistic psychology considered to be a major force?
4. Why is the humanistic perspective less well defined than the other perspectives?
5. What is humanistic psychology derived from?

6. What did Søren Kierkegaard found?
7. Why do humanistic psychologists reject behaviourist and psychodynamic perspectives?
8. What research methods have humanistic psychologists pioneered?
9. What are the key assumptions of the humanistic approach?
10. In what areas is the humanistic approach used?
11. What is the fundamental element of humanistic psychotherapy?
12. What does the humanistic approach ignore?
13. What are the weak sides of the humanistic perspective?
14. Why is free will a burden according to Jean-Paul Sartre?

 **Task 18. Before reading the text about the humanistic approach and women predict whether the following statements are true or false:**

- 1) The role of women in humanistic psychology is a simple one.
- 2) The feminist theories of intersubjectivity, personal knowledge, etc. were not taken into account by the male psychologists.
- 3) “Womanist” philosophy extends the themes of feminist psychology by focusing on the centrality of the community, mutual caring, and family.
- 4) Many women served as the mothers of humanistic psychology.
- 5) Humanistic psychologists are not interested in the development of the potential inherent in every person.
- 6) The world of humanistic psychology was a favourable environment for women.

HUMANISTIC APPROACH AND WOMEN

 The role of women in humanistic psychology is a complex one. On the one hand, much of humanistic thought, especially in regard to the centrality of personal experience and holistic and tacit ways of knowing, has much in common with the feminist theories of intersubjectivity, personal knowledge, and the importance of finding one’s own voice. On the other hand, existential, humanistic and transpersonal psychologists have all been subject to the feminist critiques that these perspectives privilege the sole self-evolving individual on a solitary and heroic journey of self-discovery. This journey is characterized by subduing nature, overcoming matter, transcending the body, promoting individuation, differentiation, and abstraction, and is filled with the masculine terms of agency, control, and self-sufficiency. Humanistic psychology, these critics charged, had forgotten the body and nature. In fact, existential humanism was based on the experience of the modern, alienated, urban white European male, which left out relevant experiences of women, children and indigenous peoples. Even the postmodern trend in humanistic psychology can also be critiqued as sharing “modernity’s groundlessness”, being disembodied, and lacking a sense of place and body. A truly radical feminist postmodernist humanistic psychology, therefore, would have to be grounded in an ‘ecosocial matrix’, which restored elements of the earth, body and community. Finally, a feminist perspective on humanistic

psychology can itself be critiqued as being insensitive to issues of power and social context. “Womanist” philosophy extends the themes of feminist psychology by focusing on the centrality of the community, mutual caring, and family, and it challenges us to move beyond experience to liberation and transformation. Although these criticisms are true for only part of humanistic psychology as challenges, they are important reminders for the field.

The Role of Women in Humanistic Psychology

While the ‘third force’ or humanistic orientation to psychology was fathered by such men as Abraham Maslow, Carl Rogers, Rollo May, Sidney Jourard, and others, many women served as the mothers of humanistic psychology. Humanistic psychologists believed that all human beings are basically creative and behave with intentionality and values. Their focus was on the experiencing person and the meaning of experience to the person; they emphasized the human qualities of choice, and self-realization; they were concerned with the problems that were meaningful to humans; and their ultimate concern was with the dignity and worth of humans and an interest in the development of the potential inherent in every person. During the late 1960s and 1970s, many women were attracted to humanistic psychology because of its philosophy, practices, and promises of self-fulfillment.

The world of humanistic psychology was a favourable environment for women. Many women attended workshops which were characterized by a great deal of exploration, experimentation, and creativity. Many women answered the call to human potential events. Their spirit of coming closer with others, the hallmark of women’s ways of being and knowing, was therefore significant in the zeitgeist of humanistic psychology. Among the well-known women-psychologists one can mention Eleanor Criswell, Charlotte Buhler, Norma Lyman, Ann Weiser Cornell, Lauraperls, Virginia Satir, and many others. Some of them are the wives of the founding fathers Carl Rogers, Abraham Maslow, and Sidney Jourard; for example, Helen Rogers, Bertha Maslow, and Antoinette Jourard. It is interesting to mention that they are all artists. Helen Rogers is a painter; Bertha Maslow was a sculptor; and Antoinette Jourard was a photographer. They were deeply self-actualizing persons, who were fully functioning and inspiring to their husbands and to others.

 ***Task 19. Divide the text into the essential parts and give the title to each part. Work in pairs.***

HUMANISTIC PSYCHOLOGY, EDUCATION AND LANGUAGE LEARNING

 A major approach which has achieved an increasing influence in education and training circles is that of humanistic psychology. This essentially optimistic approach emphasizes the role of feelings and motives relating to self-esteem.

In its student-centred application to education this approach stresses the facilitation of learners' self-development through respect for their autonomy at all times, the emphasis is on the consultation and negotiation.

Humanism has had such a profound influence on education in the last five centuries. The traditions of the Renaissance flowered humanism continue to influence educational practice in many parts of the world. English language teaching in Britain, the use of the word 'humanising' in the very particular context seems to arouse interest and to be associated with the humanist approaches to language teaching. The term 'humanistic' describes the learning approaches that assert the central role of the 'whole person' in the learning process. The humanistic approaches emerged in the mid-twentieth century and counterbalance to the exclusively intellectual (or cognitive) accounts of learning, such as mentalism. Effective teaching and learning engage the whole person involving the mind, the body, and the heart. The learner is the central person in the act of learning.

Creativity, involvement, and enjoyment are the essential elements for lifelong learning. The humanist approach to education enhances on the learner as an individual, taking their interests and goals as the basis to organize or to mould and facilitate their learning experiences.

On the other hand, learning is not seen as an end in itself, but rather as a means towards enabling the individual to realize their full potential achieving self-actualization which refers not only to the academic needs of the learning, but also to their emotional, creative, psychological, and developmental needs.

The humanistic approach mostly emphasizes upon recognizing and valuing the dignity of one's own self-worth of every individual learner and upon developing the self-concept of the learner. It starts from the assumption that the learner must feel positive about himself/herself and about his/her ability to improve and progress towards the realization of his/her full potential and for this the learner must have a clear and accurate understanding of his/her own strengths and weaknesses.

In practice, the humanistic method of education emphasizes on standards, targets, testing, and standardized curriculum. From 1970s, humanism in education has impressed more and more people's attention.

Language learning as a process involves the whole person and takes into account both the passion and spiritual needs of an individual. A language should be learner-centred, and the content, materials and learning activities should take into account the learner's emotional attitude towards the language, its culture and his/her classmates. Foreign language learning is a process in which the learner gradually acquires another system of communication. It is to be realized that the new language is not only a set of codes by which the ideas can be expressed, but as important part of a culture different from the learners own culture. The affective factors in language learning are divided into two types. The first one is the individual factors including anxiety, inhibition, extroversion and introversion, self-esteem and motivation, etc. The second one is the rational factors including comprising empathy, classroom transaction, cross-cultural processes and so on.

 **Task 20. Read the text below to identify the differences contained in some of the existing views on the behaviourist and the humanistic approaches. Express your own opinion. You may use such conversational formulas as** *in my opinion ... ; as for me ... , to my mind ... ; as far as I am concerned ... ; from my point of view ... ; no doubt ... ; beyond all comparison ... ; that's right ... ; there is no denying it ... ; I think so ... ; I believe so ... ; I suppose so ... ; most likely ... ; most probably ... ; I can't agree that ... ; I don't think so ... ; that can't be true*

BEHAVIOURISM AND HUMANISM COMPARISON



Humanistic Approach

The humanistic approach emphasizes the study of the whole person, and that behaviour is related to the individual's inner feelings and self-concept. The humanistic approach operates on the basic assumption that people have free will, and people have an innate desire to make themselves and the world better. Humanism also rejects the scientific approach used in other methods of psychological study, and places emphasis on humans being fundamentally different from other animals because humans are capable of thought, reason, and language. Humanistic researchers rejected the rigorous scientific approach to psychology because it was viewed as dehumanizing, and lacking in the ability to capture the importance of conscious experience. Instead, the humanistic approach relies on quantitative research methods like diary accounts, open-ended questionnaires, unstructured interviews, and observations on an individual level to discover the ways people think and feel.

The humanistic approach views personal growth and fulfilment as a basic human motive, and argues that objective reality is less important than subjective perception and understanding. It offered new ideas for approaching the understanding of human nature and condition, and expanded the horizon of methods used to study human behaviour. As a result, humanism introduced a broader range of effective methods of psychotherapy practices.

Behaviourist Approach

The behaviourist theory operates on the basic assumptions that psychology should be approached from a scientific manner, and emphasizes the concern of observable behaviour over internal events like thinking. It also suggests that behaviour is the result of a stimulus, and is determined by the individual's environment. Behaviourist psychologists believe that theories require the support of empirical data obtained through carefully controlled observation and behaviour measurement. Behaviourists also believe that behaviour can be objectively and scientifically measured, and that internal events like thinking and emotion can be explained using behavioural terms. Behavioural research employs clinical techniques like lab experiments.

Some of the more noted experiments in behavioural science are Ivan Pavlov's Dogs, The Skinner Box, and the Little Albert Experiment. Although behavioural theory provides highly applicable therapy, it disregards meditational process, biology, and implies that individuals have little or no free-will. Because

behavioural theory emphasizes that individuals and animals learn new behaviour through classical and operant conditioning, behaviourism is applied in areas like gender role development, behavioural therapy and modification, and treatment of phobias.

Comparison

Humanism and behaviourism both provide the solid aspects in the study of human behaviour. Each of these two theories offers opposing assumptions like free-will versus no free-will. Each theory offers different approaches that either accept or reject scientific study, and emphasize the importance of either environmental or innate influences on human behaviour. Behaviourism emphasizes the importance of the scientific process and assumes that individuals are shaped by their environment, while humanism rejects the scientific methods used by behaviourism and assumes that individuals are shaped by an innate drive to make themselves and the world a better place.

Conclusion

In the field of psychology, in particular the study of human behaviour and personality there are numerous theories that offer different approaches, assumptions, and applications. While many of these theories are built on previous theories, they may provide variations of the original theory, or even contradict the previous theory in certain areas. Other theories like humanism may reject completely the assumptions of the theories like behaviourism and take a completely different approach to the study of behaviour and personality. In either case, the various theories that dominate the study of behaviour and personality provide the researchers with a wealth of understanding how and why humans behave, and what drives an individual to develop specific personality traits. One thing to remember in the study of human behaviour and personality is that the researchers to this day do not agree on what approach is correct, and the researchers must determine what approach fits his or her needs the best.

? Task 21. Pop quiz: Are you a “yes” or a “no” person?

① You’re in a hurry, rushing to the supermarket when you see a former school friend with a writing pad.

Do you:

- a) pretend you haven’t seen her and rush into the shops
- b) swear silently to yourself but smile and agree to answer her questions
- c) tell her you’ll answer her questions in half an hour if she’s still there, but you must do the shopping first.

② Your kid brother/sister wants to play with your phone.

You:

- a) tell him/her he’s/she’s too young to play with it and to stop crying
- b) let him/her play with it and pray he/she doesn’t break it

c) let him/her play with it as long as you are with him/her at the same time.

③ You've prepared a delicious dinner for your friend. She/he phones and says she/he can't come because she's/he's got a temperature.

You tell her/him to:

- a) came anyway. You've been cooking all evening just for her/him!
- b) look after herself/himself and give your lovely dinner to the dog
- c) come tomorrow when she/he is better and put the dinner into the deep freeze.

④ Your best friend is very lazy. He/she asks you to do his/her homework for him/her even though you have three times as much to do as he/she.

You:

- a) tell him/her to get off his/her backside and do some work on his/her own for once!
- b) say you'll do it, after all, he's/she's your best friend
- c) say you'll do yours first and if you have time at the end, you'll help him/her with his/hers.

⑤ Your friend asks you if she/he can stay at your house for a few days as she/he has an interview in your town.

You tell her/him:

- a) you can't put her/him up as granny is coming and will be sleeping in the spare room
- b) to come for as long as she/he wants and hope to get rid of her/him by giving her/him horrible food
- c) she/he can only stay for one day.

SCORE:

Mostly A's: It's easy for you to say no. You certainly have no doubt about what you want. Why not relax a little and don't automatically assume people are going to take advantage of you.

Mostly B's: if you say no to someone, you feel as if you are rejecting them. Learn how to be more assertive and live life on your own terms.

Mostly C's: Sometimes you'll be a "Yes" person for the sake of a quiet life. You think that being fair but firm is the best way of going about things.

TALKING POINTS

1. Speak about the humanistic perspective as the "third force in psychology"

- according to Abraham Maslow, a humanistic psychologist.
2. Focus on the roots of humanism.
 3. Explain why humanistic psychologists reject behaviourist and psychodynamic perspectives as being reductionist and determinist.
 4. Concentrate on the key assumptions of the humanistic approach.
 5. Speak about the positive aspects of the humanistic approach.
 6. Focus on the weak sides of the humanistic approach.
 7. Describe and evaluate the humanistic approach in psychology.
 8. Express your own opinion about the humanistic approach.

UNIT 7

WARM-UP

Comment on the quotes:

There is no sin except stupidity – *Oscar Wilde* (1854-1900) (Anglo-Irish playwright, novelist, poet, and critic).

So the universe is constantly moving in the direction of higher evolutionary impulses, creativity, abstraction, and meaning – *Deepak Chopra* (born October 22, 1946) (American author, public speaker, alternative medicine advocate).

Change in my work happens not in revolutions – it's more evolutionary – *Wolfgang Tillmans* (born 1968) (German photographer).

GRAMMAR	VOCABULARY
Conditional Sentences.	Evolution, to evolve, natural selection, environment, adaptation, species, to survive, trait, sexual reproduction, gene, mutation, access, competition, limited resources, adapted, suited, to reproduce, genetic determination, gene pool, mental illness, mental disorder, natural selection, kin selection, survival, selective pressure, evolution of intelligence, evolutionary theory of sleep, genetic engineering, genetic counselling, conscious thought, cause and effect relationship, inherited behaviour, experience.

APPROACHES IN PSYCHOLOGY. THE EVOLUTIONARY APPROACH

 Evolution is a fact – to evolve is to change over time. There is clear evidence that groups of animals have changed over time. Charles Darwin's theory of evolution and natural selection is an attempt to offer an explanation of this process of change. The essential principles of this theory are:

- ✓ Environments are always changing, or animals move to new environments. Environmental change requires new adaptations in order for species to survive.

- ✓ Living things are constantly changing. This happens partly because of sexual reproduction where two parents create a new individual by combining their genes. It also happens through chance mutations of the genes. In both cases new traits are produced.

- ✓ Competition between individuals for limited resources (such as access to food and/or mates) means that those individuals who possess traits that are best adapted or suited to the changing environment are more likely to survive to reproduce. Those individuals who best “fit” their environment survive. The genes of the individuals with these traits are naturally selected. No one “selects” these individuals with useful traits, they are naturally selected.

The evolutionary approach assumes that all behaviour can be explained in terms of the genetic determination. Ethologists study behaviour in order to ascertain what the function of behaviour is for the individual. They argue that any behaviour must be adaptive in some way (or neutral) otherwise it would not remain in the individual's gene pool. This argument is applied, for example, to mental illnesses. If the genes for mental disorders did not have some adaptive significance, why would they still be with us? This of course assumes that mental disorders have some genetic basis.

The second assumption of the evolutionary approach is that genetically determined traits evolve through natural and kin selection. Behaviour that promotes survival and reproduction of a genetic line will be “selected” and the genes for that trait survive. As the environment changes (or an individual moves to a new environment) new traits are needed to ensure survival. Environmental change and competition exert selective pressure. New genetic combinations produce adaption and the individual and/or genes who best “fit” the environmental niche will survive (survival of the fittest).

The evolutionary approach is used to explain animal behaviour, animal navigation, communication, and language. The evolutionary explanations of human behaviour focus on how they can be used to understand human reproductive behaviour, the existence of mental disorders, the evolution of intelligence, and the evolutionary theory of sleep.

The evaluation of the evolutionary approach. There is no doubt that the aspects of our behaviour are determined by the genetic factors and the pressures of natural selection. There are useful and powerful applications of this approach, such as genetic engineering: genetically modified crops, selective breeding of farm

animals, and genetic counselling for prospective parents. However, there are many ethical problems associated with genetic engineering.

But the theory of evolution offers mainly after the fact evidence. It is hard to know whether behaviour is actually beneficial, and that is why it remained in a gene pool, or whether it was simply neutral and was never selected again, and thus survived. The fact that studies are often natural experiments means we cannot truly claim to have identified the cause and effect relationships.

Evolutionary explanations are highly deterministic. What would we do if we discovered that the tendency to behave aggressively was a necessary and inherited behaviour in certain individuals? Would we lock up such individuals, or would we prevent them reproducing? Recent attempts to justify rape in terms of the evolutionary theory have met with strenuous objections from men and women. However, one must remember that many other approaches in psychology are equally as deterministic as the evolutionary one (such as the biological or behavioural approaches). In fact science itself is highly deterministic, so we should not simply view determinism as a bad thing.

In terms of non-human animal behaviour, evolutionary explanations may be more appropriate because behaviour is less governed by experience (the behavioural approach), and less by conscious thought. In humans it is highly questionable to what extent our behaviour really is determined in this way. Nevertheless the evidence presented can be quite convincing.

One might also ask why we continue to behave in a manner that may have been adaptive in our evolutionary past but is no longer so today. This is a valid criticism and evolutionary psychologists refer to the environment of evolutionary adaptation – the period in human evolution during which our genes were shaped and naturally selected to solve survival problems operating then. This was roughly between 35,000 and 3 million years ago.

GLOSSARY

evolution – розвиток, еволюція; розгортання

to evolve – розвивати(ся); розгортати(ся); еволюціонувати

to change over time – змінюватися з часом

clear evidence – зрозумілий (ясний) доказ (свідчення)

animal – тварина

natural selection – природний відбір

attempt – спроба; намагання

to offer – пропонувати; висувати

explanation – пояснення, тлумачення

essential principle – основний принцип

environment – оточення; середовище

to move – рухати(ся); пересувати(ся); приводити в рух; спонукати до чогось

to require – вимагати від когось; потребувати

adaptation – адаптація, пристосування

in order to – для того щоб

species – вид; рід; порода; різновид

to survive – пережити; витримати, перенести, пережити (*щось*); лишитися живим; уціліти; продовжувати існувати
 living thing – жива істота
 constantly – постійно
 to happen – траплятися, ставатися
 partly – частково
 because of sexual reproduction – через статеве репродукування (розмноження)
 to create – створювати
 by combining the genes – поєднуючи гени
 through – через, крізь; протягом
 chance mutation – випадкова мутація
 both cases – обидва випадки
 trait – риса (*обличчя, характеру*)
 to produce – виробляти; створювати
 competition – змагання; конкуренція
 limited resources – обмежені ресурси
 such as – такий як
 access to food and/or mates – доступ до їжі та/або жінок/чоловіків (самиць/самців)
 to mean (meant, meant) – значити, означати
 to possess – володіти
 best adapted or suited to – найкраще пристосований до або придатний для
 likely – ймовірно; мабуть, певно
 to reproduce – відтворювати; відновлювати
 to fit – годитися, бути придатним
 naturally selected – природно відібраний
 no one – ніхто
 to select – вибирати, відбирати, добирати
 useful trait – корисна (придатна) риса
 evolutionary approach – еволюційний підхід
 to assume – вважати, припускати
 to explain – пояснювати, тлумачити
 in terms of – мовою; з точки зору
 genetic determination – генетичне вирішення
 ethologist – етолог
 to ascertain – встановлювати; пересвідчуватися; з'ясовувати; упевнитися
 function of behaviour – функція поведінки
 to argue – обговорювати; переконувати
 adaptive in some way – що певним чином пристосовується
 neutral – нейтральний
 otherwise – інакше, по-іншому
 to remain – залишатися
 gene pool – генофонд
 argument – довід, аргумент; аргументація
 to apply – застосовувати; вживати
 mental illness – психічний розлад
 mental disorder – психічний розлад

adaptive significance – важливість адаптації
 still – досі; все ще
 of course – звичайно
 genetic basis – генетична основа
 assumption – припущення
 genetically determined traits – генетично визначені риси
 natural and kin selection – природний і родинний відбір
 to promote – сприяти; допомагати; підтримувати
 genetic line – генетична лінія; генетичний родовід
 to need – потребувати
 to ensure – гарантувати, забезпечувати
 environmental change – зміна оточення (середовища)
 to exert – робити (*вплив*); впливати
 selective pressure – труднощі відбору
 genetic combinations – генетичні поєднання (комбінації)
 niche – ніша
 survival of the fittest – виживання найбільш придатного
 animal navigation – переміщення тварин
 to focus on – зосереджуватися на
 to understand (understood, understood) – розуміти, зрозуміти
 human reproductive behaviour – репродуктивна поведінка людини
 existence – існування
 intelligence – розум; розумові здібності
 evolutionary theory of sleep – еволюційна теорія сну
 evaluation – оцінка; оцінювання
 no doubt – без сумніву
 aspect – аспект; бік; точка зору
 to determine – визначати
 genetic factors – генетичні фактори
 pressures of natural selection – труднощі природного відбору
 useful and powerful applications – корисні та ефективні застосування
 genetic engineering – генна інженерія
 genetically modified crops – генетично модифіковані сільськогосподарські
 культури
 selective breeding of farm animals – селекційне розведення домашніх тварин
 genetic counselling for prospective parents – консультування щодо генних
 проблем майбутніх батьків
 ethical problems – етичні проблеми
 associated – пов'язаний
 mainly – головним чином; здебільшого, переважно
 after the fact evidence – свідчення після факту (після події)
 it is hard to know – важко дізнатися
 actually – насправді, дійсно, фактично
 beneficial – вигідний, корисний; благодіючий
 to remain – залишатися
 simply – просто
 thus – таким чином, отже

natural experiment – природний експеримент
 truly – справді; дійсно
 to claim – вимагати; претендувати на; твердити, заявляти
 to have identified cause and effect relationships – мати визначені (встановлені)
 взаємовідносини причини та наслідку
 highly deterministic – дуже детерміністський
 to discover – відкривати; довідуватися, виявляти
 tendency – прагнення; тенденція
 to behave aggressively – поводитися агресивно
 necessary and inherited behaviour – вимушена та успадкована поведінка
 certain – певний, окремий
 to lock up – замикати
 to prevent – відвертати; запобігати
 recent attempt – остання спроба
 to justify rape – виправдовувати зґвалтування
 to meet with (met, met) – зустрічатися з
 strenuous objections – енергійні протести
 to remember – пам'ятати
 equally – однаковою мірою; рівно; однаково
 in fact – фактично
 science itself – сама наука
 to view – розглядати, вважати
 non-human animal behaviour – поведінка тварин, що не належать до людського
 роду
 appropriate – підхожий, придатний; притаманний
 to be less governed by experience (was, were; been) – бути менш керованим
 досвідом
 conscious thought – свідоме мислення
 highly questionable – дуже сумнівно
 to what extent – до якого ступеня
 really – справді
 in this way – у цьому випадку
 nevertheless – тим не менш
 the evidence presented – представлені свідчення (докази)
 quite convincing – досить переконливий
 also – також
 to continue – продовжувати; тривати
 to behave – поводитися
 in a manner – таким чином
 evolutionary past – еволюційне минуле
 valid criticism – обґрунтована критика
 to refer to – посилається на; звертатися до
 evolutionary adaptation – еволюційне пристосування
 to shape – утворювати, робити (щось); надавати вигляду, форми; набирати
 вигляду
 to solve survival problems operating then – вирішувати проблеми, які тоді були
 roughly – приблизно

EXERCISES

 **Task 1. Underline the suffixes in the words. Put the words into the right column. Translate the words into Ukrainian.**

For example:

NOUN	VERB	ADJECTIVE	ADVERB
organiz ation	organiz e	organizat ional	organizat ionally

Evolution, natural, signify, partly, selection, explanation, naturally, essential, adaptation, constantly, sexual, reproduction, justify, competition, likely, evolutionary, behaviour, genetic, simplify, determination, simply, ethologist, adaptive, argument, naturalize, illness, significance, assumption, genetically, actually, selective, pressure, actualize, combination, adaption, survival, useful, navigation, truly, communication, equalize, reproductive, existence, powerful, highly, application, realize, engineering, breeding, counselling, prospective, ethical, mainly, beneficial, criticize, relationship, aggressively, strenuous, objection, equally, magnify, deterministic, behavioural, determinism, questionable, really, weaken, criticism, roughly.

 **Task 2. Complete the table with the suitable words instead of the dots.**

NOUN	ADJECTIVE	ADVERB	VERB
.....	.....		to evolve
select / ..... / ..... / .....	.....	.....	.....
...	...		to require
adaptation / ..... / .....	..... / .....		.....
..... / ..... / .....	.....	.....	to compete
..... / / /	useful / ..... / .....	..... / .....	.....
press / /	 / /		 / /
..... /	powerful / ..... / .....	..... / .....	.....
..... /			to modify
..... /	just / ..... / .....	.....	.....

 **Task 3. Define the type of the conditional sentences. Translate the sentences into Ukrainian.**

1. In case I don't find my friend at home, I shall leave him a note.

2. If I knew anything about where you would go or how they would treat you. (*B. Shaw*)
3. Had I known this, I should have come yesterday.
4. If we stand still, we're going backwards. (*I. Gow and A. D'Usseau*)
5. If you met her tomorrow, would you ask her her address?
6. If it were not so late, we should continue our work.
7. If I had seen her then, I could have asked her for her address.
8. If she knew about it, she might come.
9. I shall not be able to finish packing today, unless you help me.
10. Pupils should not be allowed to remain in the schoolroom during recess, even should they wish to do so, unless the weather is unfavourable.
11. Pupils will certainly not be punctual, if the teacher is not.
12. If she were to go to Kyiv she would let me know.
13. If you see her in the reading-room, tell her that we are waiting for her.
14. If the inkstand had been where the old gentleman thought it was, he would have dipped his pen into it and Oliver's fate would have been settled. (*Ch. Dickens*)
15. What would uncle Reed say to you, if he were alive? (*Ch. Brontë*)
16. Even though it were difficult to get there he would start at once to help his friend.
17. He is a little anxious on your behalf – just as I should be if I were leaving a favourite pupil. (*E. L. Voynich*)
18. Even if I had had the book, I should not have read it, because I was very busy.

 **Task 4. Replace the infinitives in brackets by the appropriate mood and tense.**

1. If I (to have) anywhere else to go, I should be glad to leave Gateshead. (*Ch. Brontë*)
2. We shall lose our way in the dark if we (to stay) a little longer. (*E. L. Voynich*)
3. If I (to be) you, I should tell her of that old matter. (*J. Galsworthy*)
4. "I would not alarm you if I (can) avoid it," rejoined Rose. (*Ch. Dickens*)
5. As I rose and dressed, I thought over what had happened, and wondered if it (to be) a dream. (*Ch. Brontë*)
6. Oliver saw that she was very pale, and gently inquired if she (to be) ill. (*Ch. Dickens*)
7. If he (to read) the letter when it came he could have wired. (*P. Abrahams*)
8. If you (to come) at 5 yesterday, you would have met our old friend. (*P. Abrahams*)
9. I think it had been a much better and happier thing if you (to let) that poor child alone. (*Ch. Dickens*)
10. It was better for you if you (to go) there.
11. Indeed, if there (to be) anything to tell, I would tell it to you. (*E. L. Voynich*)
12. If I (to go) to sleep, Mum, I shan't hear you come up. (*J. Galsworthy*)
13. If he (to know) what to do at the moment, he would certainly have done it.

14. If he (to be) on the spot, he might have helped a lot.
15. If you (to try) hard, you could obtain a permit.
16. If I (to think) the matter serious, I should have warned you beforehand.
17. If she (to be) at the University, she will go to the library after the lectures.
18. If she (to be) to go to the library she would get a book for me, too.

 **Task 5. Fill in the blanks using the appropriate moods, tenses and form of the infinitives given in brackets.**

a) real condition

1. (to be, to begin) If you ... ready, we ... our work.
2. (to get, to leave) If he ... the ticket, he ... for Kyiv to-night.
3. (to find, to work) If I ... my friend in, we ... together.

b) unreal condition

4. (to come, to be) Mary ... to the lesson if she ... not ill.
5. (to give, to have) I ... you this book if I ... it.
6. (to answer, to hear) I ... your question if I ... it.

c) unreal condition referring to the past

7. (to know, to do) If he ... what to do, he ... certainly it.
8. (can, to go) She ... get this book, if she ... to the library.
9. (to come, to be) If she ... two hours before, she ... in this compartment.

 **Task 6. Replace the infinitives in brackets by the appropriate mood, voice, and tense.**

1. If it (to be) necessary he will lay down his life for you. (*B. Shaw*)
2. If he (to be) ill as you say, why didn't I find him in?
3. Do you know what I (to do) with you if you were a baby again. (*B. Shaw*)
4. If I had but two little wings and were a little featherly bird, to you I (to fly), my dear. (*S.T. Coleridge*)
5. Do you think ... not (to go) rather to college and (to be) a lady if I had had the chance! (*B. Shaw*)
6. I could have done very well if I (to be) without the Murdstones. (*Ch. Dickens*)
7. Someone (to steal) your car if you leave it unlocked.
8. What will happed if my parachute not (to open)?
9. If you painted the walls yellow the room (to be) much brighter.
10. If he knew that it was dangerous he not (to come).
11. If they (to ban) the sale of alcohol at football matches there might be less violence.
12. If I (to know) what a bad driver you were I wouldn't have come with you.
13. If I had known that you were in hospital I (to visit) you.
14. If he (to read) in bad light he will ruin his eyes.
15. If I knew two foreign languages I (to go) to work or study somewhere.

16. If you had come ten minutes earlier you (to meet) her.
17. If you (to speak) more slowly at the meeting the students might have understood you.
18. Ice (to turn) to water if you heat it.

 **Task 7. Translate the word-combinations. Find them in the text and read the sentences they are used in.**

- | | | | |
|-----------------------------------|------------------------------|-----------------------------------|--------------------------------|
| 1) cause and effect relationships | 4) natural and kin selection | 7) environmental change | 10) strenuous objections |
| 2) genetic determination | 5) reproductive behaviour | 8) pressures of natural selection | 11) to ensure survival |
| 3) valid criticism | 6) naturally selected | 9) gene pool | 12) non-human animal behaviour |

 **Task 8. Find the right Ukrainian equivalents in Column B to the words and word-combinations in Column A.**

- | COLUMN A | COLUMN B |
|--------------------------------------|--|
| 1) living thing | 1) поводитися агресивно |
| 2) useful and powerful applications | 2) дуже сумнівно |
| 3) essential principle | 3) еволюційна теорія сну |
| 4) genetically modified crops | 4) жива істота |
| 5) highly questionable | 5) зміна середовища |
| 6) necessary and inherited behaviour | 6) з точки зору |
| 7) evolutionary theory of sleep | 7) генна інженерія |
| 8) conscious thought | 8) еволюційне пристосування |
| 9) environmental change | 9) корисні та ефективні застосування |
| 10) limited resources | 10) труднощі відбору |
| 11) to behave aggressively | 11) вимушена та успадкована поведінка |
| 12) evolutionary adaptation | 12) основний принцип |
| 13) genetic engineering | 13) обмежені ресурси |
| 14) selective pressure | 14) свідоме мислення |
| 15) in terms of | 15) генетично модифіковані сільськогосподарські культури |

 **Task 9. Find the right English equivalents in Column B to the words and word-combinations in Column A.**

- | COLUMN A | COLUMN B |
|----------|----------|
|----------|----------|

- | | |
|--|------------------------------------|
| 1) функція поведінки | 1) mental disorder |
| 2) природно відібраний | 2) adaptive significance |
| 3) обґрунтована критика | 3) function of behaviour |
| 4) найкраще пристосований до або придатний для | 4) to change over time |
| 5) генетична основа | 5) valid criticism |
| 6) труднощі природного відбору | 6) strenuous objections |
| 7) генетично визначені риси | 7) naturally selected |
| 8) психічний розлад | 8) natural experiment |
| 9) виживання найбільш придатного | 9) genetic basis |
| 10) змінюватися з часом | 10) chance mutation |
| 11) природний експеримент | 11) pressures of natural selection |
| 12) важливість адаптації | 12) quite convincing |
| 13) випадкова мутація | 13) best adapted or suited to |
| 14) енергійні протести | 14) genetically determined traits |
| 15) досить переконливий | 15) survival of the fittest |

 **Task 10. Match the words in Column A with their antonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
Evolution, new, change, clear, natural, essential, survive, constantly, limited, best, useful, mental, disorder, ensure, understand, human, powerful, hard, beneficial, simple, never, often, cause, against, highly, aggressively, necessary, inherited, lock up, recent, justify, bad, more, equally, conscious, ask, continue, past, longer, today, roughly, move, remain, strenuous, appropriate.	Unimportant, future, easy, order, useless, yesterday, less, remain, unequally, lowly, irregularly, seldom, good, for, complex, acquired, cease, stop, physical, softly, disappear, unnecessary, unsuitable, leave, answer, unconscious, powerless, effortless, disadvantageous, indistinct, non-human, jeopardize, remote, worst, ever, effect, peacefully, condemn, shorter, unlock, artificial, deterioration, misunderstand, old, unlimited.

 **Task 11. Match the words in Column A with their synonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
Evolution, evidence, selection, offer, explanation, essential, environment, survive, create, competition, access,	Live on, advice, argumentation, conversation, disorder, duplicate, mighty, suitable, contemporary,

trait, suited, reproduce, approach, assume, behaviour, argue, argument, illness, significance, evolve, ensure, pressure, communication, intelligence, aspect, useful, powerful, problem, hard, counseling, beneficial, identify, cause, effect, relationship, change, inherited, prevent, recent, justify, remember, objection, appropriate, experience, convincing, refer.	connection, characteristic, question, personal knowledge, motivation, tension, recollect, hold back, mention, surroundings, admittance, difficult, reason, conduct, proof, fundamental, motivation, devise, develop, method, secure, intellect, importance, criticism, alter, fit, excuse, helpful, choice, valuable, consequence, progression, persuasive, struggle, fallen heir to, propose, suppose, consideration, distinguish.
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 Task 12. Complete the translation of the sentences into English.

1. Evolutionary psychology seeks to understand людську поведінку as the result of психологічної адаптації and природного відбору.
2. Evolutionary psychology is an підхід in the social and natural sciences that examines психологічні риси such as пам'ять, сприйняття and мову from a modern еволюційної перспективи.
3. Just as evolutionary physiology has worked to пізнати фізичні адаптації of the body that represent "human physiological nature", evolutionary psychology works to пізнати evolved емоційні та когнітивні адаптації that represent "human psychological nature".
4. The field of evolutionary psychology has its історичні коріння in Charles Darwin's theory of природного відбору, but it has also been heavily influenced by fields such as етологія, еволюційна біологія, штучний інтелект, генетика, and антропологія.
5. According to evolutionary psychology, the мозок has evolved specialized нервові механізми that are specially designed for вирішення проблем that have recurred over evolutionary time.
6. Evolutionary psychologists hypothesize that люди have inherited ментальні здібності for адаптацій such as acquiring мови, inferring others' емоції, discerning родича from не родича, identifying healthier mates, and cooperating with others.
7. Адаптація is the dynamic еволюційний процес by which a риса with a current functional role in the life of an organism is maintained and/or modified by means of природної селекції in order to render the organism better fit to виживання in its current середовищі.
8. Природний відбір is a process by which спадкові риси conferring виживання and репродуктивну перевагу to individuals tend to be passed on to наступним поколінням and become more frequent in a population.
9. Proponents of evolutionary psychology наводять на думку that it seeks to bridge the division between the human соціальними науками (such as

- psychology and sociology) and the природничими науками (such as biology, chemistry, and physics).
10. Evolutionary psychology is the наука that seeks to пояснити through універсальні механізми поведінки why люди act the way they do.
 11. At the core of evolutionary psychology is the переконання that all люди on the planet have вроджені зони in their мозку which have особливі знання that help them адаптуватися to local середовища.
 12. These зони, when activated, give the мозкові specific алгоритмічні (step by step) вказівки that have evolved from our спадкового past to адаптуватися to all ситуацій that we now face as люди.
 13. These зони of the мозку have a number of names: evolved когнітивні структури; special навчаючі механізми; психологічні механічні засоби; ментальні механістичні засоби; functionally спеціалізовані комп'ютеризовані засоби; and Darwinian алгоритмічні механізми.
 14. The здатність to find the precise locations of these алгоритмічних модулів is still years away, but the загальне розташування цих зон has been culled from сканувань мозку which locate нервову діяльність, and from the study of дисфункцій поведінки resulting from ушкодження мозку or other malfunctions.
 15. Once we know how such емоції as упередження, ненависть, and гнів evolved, we, as люди, can begin to змінювати these negative механізми поведінки.

 **Task 13. Fill in the gaps with the suitable words and word-combinations from the box. Translate the sentences into Ukrainian.**

father presence	anxiety disorders	ancestors	eating disorders
evolutionary psychology	roots	dual-inheritance theory	publication
memory	psychologist	natural selection	inherited
inquiry	development	research	psychological adaptation
mate selection	explain	evolutionary perspective	traits
to process information	behaviours	human behavioural ecology	
sexual selection	perception	non-human life forms	solutions
survival	learning languages	brain	output

1. Evolutionary psychology seeks to reconstruct problems that our ancestors faced in their primitive ... , and the problem-solving ... they created to meet those particular challenges.
2. Ch. Darwin's theory of ... is monumental in the behavioural direction of this planet's future.
3. Evolutionary psychology is an approach to social and natural sciences that examines psychological ... such as ... , ... , and language from a modern evolutionary perspective.
4. Evolutionary psychology argues that much of human behaviour is the result

- of ... that evolved to solve recurrent problems of human ancestral environments.
5. Evolutionary psychologists hypothesize, for example that humans have ... special mental capacities for ... , making this process nearly automatic.
 6. In its broad sense, the term “...” stands for any attempt to adopt an ... on human behaviour by supplementing psychology with the central tenets of evolutionary biology.
 7. Evolutionary psychology is a general field of ... that includes such diverse approaches as ... , memetics, and
 8. The purpose of evolutionary psychology is to discover and ... the cognitive mechanisms that guide current human behaviour because they have been selected for as ... to the recurrent adaptive problems prevalent in the evolutionary environment of our
 9. Modern evolutionary psychology has its ... in the late 1980s and early 1990s, when ... Leda Cosmides and anthropologist John Tooby from Harvard joined the anthropologist Donald Symons at the University of California, Santa Barbara.
 10. L. Cosmides and J. Tooby argue that the evolutionary function of the human brain is ... in ways that lead to adaptive behaviour; the mind is a description of the operation of a ... that maps informational input onto behavioural
 11. Ch. Darwin provided two key theories that guide much of modern psychological ... – natural selection and
 12. These two theories have great heuristic value, guiding psychologists to classes of adaptive problems linked with ... (e.g., threats from other species such as snakes and spiders; threats from other humans) and reproduction (e.g., ... , sexual rivalry, etc.).
 13. Evolutionary developmental psychology has explored the ways in which critical ontogenetic events, such as father absence versus ... , influence the subsequent ... of sexual strategies.
 14. Evolutionary clinical psychology sheds light on common afflictions such as depression, ... , ... , and sexual disorders.
 15. 200 years after Charles Darwin’s birth and 150 years after the ... of “On the Origin of Species”, the field of psychology is travelling back to its roots as a life science, integrating the same principles biologists use to understand ... to understand human behaviour and cognition.

 **Task 14. Match the words in Column 1 with their definitions in Column 2.**

COLUMN 1

COLUMN 2

- | | |
|--------------|---|
| 1) evolution | a) to state, giving clear reasons, that something is true, should be done, etc. |
|--------------|---|

- | | |
|----------------|---|
| 2) selection | b) to tell somebody about something in a way that is clear or easy to understand |
| 3) survive | c) advice and support given by a counsellor to someone with problems, usually after talking to them |
| 4) gene | d) a change in the genetic structure of an animal or plant that makes it different from others of the same kind |
| 5) adapt | e) the scientific study and comparison of different races of people |
| 6) trait | f) not supporting any of the people or groups involved in an argument or disagreement |
| 7) counselling | g) a mental or physical illness which prevents part of your body from working properly |
| 8) mutation | h) to recognize and correctly name someone or something |
| 9) argue | i) the scientific idea that plants and animals develop and change gradually over a long period of time |
| 10) ethology | j) existing in nature and not caused, made, or controlled by people |
| 11) disorder | k) the careful choice of a particular person or thing from a group of similar people or things |
| 12) explain | l) to gradually change your behaviour and attitudes in order to be successful in a new situation |
| 13) natural | m) a particular quality in someone's character |
| 14) identify | n) a part of a cell in a living thing that controls what it looks like, how it grows, and how it develops |
| 15) neutral | o) to continue to live after an accident, war, illness, etc. |

 Task 15. Are the statements true (T) or false (F)?

- | | | |
|---|----------|----------|
| 1. The evolutionary approach is used to explain animal behaviour, animal navigation, communication, and language. | T | F |
| 2. Evolutionary explanations are highly pessimistic. | T | F |
| 3. Ethologists study behaviour in order to ascertain what the function of behaviour is for the individual. | T | F |
| 4. Charles Darwin's theory of evolution and natural selection is an attempt to offer an explanation of the process of change. | T | F |
| 5. The evolutionary approach assumes that all behaviour can be explained in terms of knowledge and experience. | T | F |
| 6. There are some powers that "select" the individuals with useful traits, they are not naturally selected. | T | F |
| 7. Aspects of our behaviour are determined by genetic factors and the pressures of natural selection. | T | F |
| 8. The theory of evolution offers mainly before the fact evidence. | T | F |
| 9. New genetic combinations produce adaption and the individual and/or genes who best "fit" the environmental niche will survive (survival of | | |

- the fittest). T F
10. Any behaviour must not adapt to any changes otherwise it would remain in the individual's gene pool. T F
11. Science itself is highly deterministic, so we should not simply view determinism as a bad thing. T F
12. Environmental change requires new adaptations in order for species to survive. T F
13. Other approaches in psychology are not deterministic at all as the evolutionary one. T F
14. As the environment changes (or an individual moves to a new environment) old traits are needed to ensure survival. T F
15. Environmental change and competition exert selective pressure. T F

 **Task 16. Match the beginning and the end of the sentences.**
Translate the sentences into Ukrainian.

- | | |
|---|--|
| 1) Just as the evolutionary theories in the biological sciences assume that living things adapt generation-by-generation to survive in their environment, ... | a) because these responses led to greater survival and reproductive success in the ancestral populations. |
| 2) The evolutionary psychologists presume that all human behaviours reflect the influence of physical and psychological predispositions ... | b) but he viewed instincts as complex programmes in which particular stimuli (for example, social obstacles) led to particular emotional states (for example, anger) that in turn increased the likelihood of particular behaviours (for example, aggression). |
| 3) In the evolutionary view, any animal's brain and body are composed of the mechanisms designed to work together to facilitate success within the environments ... | c) and eventually the population evolves in such a way that their traits manifest themselves across the population. |
| 4) William McDougall believed that many important social behaviours were motivated by instincts, ... | d) that helped the human ancestors to survive and reproduce. |
| 5) An evolutionary approach to behaviour involves an analysis of the particular recurrent problems faced by the members of a given species ... | e) and he theorized that behaviour was driven by a number of instincts that aid survival. |
| 6) According to the evolutionary | f) a theory that he began to develop |

theory, those who are the most fit are the most likely to survive, ...

when trying to interpret the observations he had made during his five-year voyage on the H.M.S. beagle, as well as in the research that he and others performed during the 23 years after Charles Darwin returned from that voyage.

- | | | | |
|-----|--|----|---|
| 7) | From the evolutionary point of view, behaviours are not made consciously; ... | g) | the evolutionary approach (also referred to as “evolutionary psychology”) involves the study of our cognitive processes and behaviour with the view that they too have been altered over the millions of years to help us to reproduce. |
| 8) | William James was an important contributor to the early research into motivation, ... | h) | that were commonly encountered by that animal’s ancestors. |
| 9) | The evolutionary approach assumes that species have evolved ways of responding (cognitively, emotionally, and behaviourally) to the environmental events ... | i) | they are instinctual, and based on what is the most advantageous in terms of passing one’s genes to the next generation. |
| 10) | Charles Darwin developed a credible naturalistic theory able to explain the evolutionary changes – ... | j) | and a search across species for correlations between common behaviours and common environmental conditions. |

 **Task 17. What is the meaning of the underlined words? Choose the correct answer. Use a dictionary to check your answers. Translate the sentences into Ukrainian.**

1. In the field of biology Charles Darwin developed the evolutionary ideas outlined in Charles Lyell’s work “Principles of Geology” and in 1859 he published the groundbreaking book “On the Origin of Species”.
 - a) theory;
 - b) concept;
 - c) essay.
2. Charles Darwin collected evidence for his theory of evolution from his trip to the Galapagos Islands.
 - a) formation;
 - b) development;
 - c) rebirth.
3. A natural conclusion of Charles Darwin’s theory was that in addition to other

species, humans were also subject to evolution, and shared common ancestry with apes.

- a) difference;
 - b) manifestation;
 - c) outcome.
4. Charles Darwin himself perhaps deserves the title of the first evolutionary psychologists as his observations laid the groundwork for the field of study that would emerge more than a century later.
- a) examinations;
 - b) obligations;
 - c) efforts.
5. Evolutionary psychology, which emerged in the late 1980s, is a synthesis of the developments in several different fields, including ethology, cognitive psychology, evolutionary biology, anthropology, and social psychology.
- a) formed;
 - b) expanded;
 - c) appeared.
6. At the base of evolutionary psychology is Charles Darwin's theory of evolution by natural selection.
- a) development;
 - b) choice;
 - c) resolution.
7. The evolutionarily informed research has suggested that brains are composed of a number of the specialized domain-specific mechanisms.
- a) concluded;
 - b) indicated;
 - c) judged.
8. Evolutionary psychology states that the genetic mutations are capable of altering not only the physical traits, but also the behavioural traits.
- a) features;
 - b) evidence;
 - c) proofs.
9. All animals, including humans, act in ways that improve their reproductive success; this results in the social processes that maximize the genetic fitness.
- a) justify;
 - b) eliminate;
 - c) better.
10. The optimization theory is related to the evolutionary theory, and is concerned with assessing the success of behaviour.
- a) understanding;
 - b) belief;
 - c) evaluation.

? Task 18. Answer the following questions.

1. What does evolution mean?
2. What does Charles Darwin's theory of evolution and natural selection explain?
3. What are the essential principles of Charles Darwin's theory of evolution and natural selection?
4. Why can all behaviour be explained in terms of the genetic determination?
5. What do ethologists study?
6. How do genetically determined traits evolve according to the evolutionary theory?
7. What is the evolutionary approach used for?
8. What do the evolutionary explanations of human behaviour focus on?
9. What are the applications of the evolutionary approach?
10. Why are evolutionary explanations highly deterministic?

 **Task 19. Read the text. Single out the main problems raised.**

EVOLUTIONARY PERSPECTIVE ON PERSONALITY

 The key to the survival of the species is living to reproductive age and reproducing.

Charles Darwin revolutionized the field of biology by proposing the theory of the process by which adaptations are created and the change takes place over time. This process is called *natural selection*.

Charles Darwin believed that the changes or variants that better enabled an organism to survive and reproduce would lead to more descendants. Furthermore, the descendants would inherit the variants that led to their ancestors' survival and reproduction.

Through this process the successful variants were selected and the unsuccessful variants weeded out. Natural selection, therefore, results in gradual changes in species over time, as the successful variants increase in frequency and eventually spread throughout the gene pool, replacing the less successful variants. Over time these successful variants come to characterize the entire species, whereas the unsuccessful variants decrease in frequency and vanish from the species.

Some events impede the survival and are called *hostile forces of nature*. These forces include food shortage, diseases, parasites, predators, and extremes in weather. *Adaptations* are inherited solutions to and reproductive problems posed by hostile forces of nature.

Some survival mechanisms (like elaborate coloration) fly in the face of adaptation and survival. For this Charles Darwin proposed the second theory of evolution called *the theory of sexual selection*. The evolution of characteristics because of their mating benefits, rather than because of their survival benefits, is known as *sexual selection*. Sexual selection can take the form of the a) intrasexual competition or b) intersexual competition.

The genes contain the DNA that is passed from one generation to the next so that at least 50% of the genes of siblings are the same. Some genes are passed along more often than others and these genes determine the future generations of that line in contrast to the genes that are not passed along. This is called *differential gene reproduction*. Both the successful mate competition and the successful survival are the results of differential gene reproduction.

The modern evolutionary theory based on differential gene reproduction is called *the inclusive fitness theory*.

 **Task 20. Divide the text into the essential parts and give the title to each part. Work in pairs.**

EVOLUTIONARY PSYCHOLOGY OVERVIEW

 **Evolutionary psychology** is the study of the evolutionary bases of behaviour and mind. It is the most recent major development in psychology. Indeed, it is a new theoretical perspective that is likely to be quite influential in the years to come.

Evolutionary psychology began to take form in the mid to late 1980s, and by the mid 1990s it became clear that psychology was witnessing the birth of its first major, new theoretical perspective since the cognitive revolution in the 1950s and 1960s. It is interesting to note that evolutionary psychology would seem to be a reflection of William James' "Functionalism" a hundred years earlier (at the birth of American psychology), which itself had its bases in Charles Darwin's theory of evolution by natural selection.

More contemporarily evolutionary psychology has its roots in **sociobiology**, the study of the biological bases for social behaviour in every species. But evolutionary psychology is distinguished by a shift in focus from behaviours to underlying cognitive mechanisms. Moreover, evolutionary psychologists do not believe that all behaviours are driven by the genetic mechanisms, but rather that the brain has built into it adaptations that are of a more general nature, that is, there is a set of rules that govern behaviour.

Evolutionary psychology can be defined as the theoretical perspective that examines behaviour and mental processes in terms of their adaptive value for a species over the course of many generations. Its basic premise is that natural selection favours behaviours and cognitive/information processing modules of the mind that enhance the reproductive success of the organisms, that is, the passing on of the genes to the next generation.

As with all prominent theoretical perspectives in psychology evolutionary psychology has its critics. It has been argued, for example, that the evolutionary explanations are *post hoc* accounts that are untestable. However, evolutionary psychologists have made persuasive rebuttals to these and other criticisms, and the evolutionary perspective is rapidly gaining acceptance.

? Task 21. Pop quiz: What's your true personality?

Do you like romantic films or action films? If you were an actor or an actress, which role would you like to play? Answer the following questions and you'll discover ... perhaps your life is ... you're right! A beautiful film.

1. How do you react when your friend has a big problem?

- a) you don't know how to help him
- b) you ask someone for advice
- c) you find a solution immediately.

2. What do you do when a person you know seems to be angry with you?

- a) you don't dare ask him/her for an explanation
- b) you ask him/her what's wrong
- c) you think it's just your imagination.

3. Which saying is best suited to your personality?

- a) Life is not always a bed of roses
- b) A bird in the hand is worth two in the bush
- c) Make hay while the sun shines.

4. What birthday present would you give to your friend?

- a) something that would remind him/her about you
- b) something useful
- c) something very original.

5. What is your reaction to a person you are meeting for the first time?

- a) you are very diffident
- b) you are very excited and look forward to meeting him or her
- c) you feel you've found a new friend.

6. What do you wear at your friend's birthday?

- a) elegant clothes
- b) clothes in which you feel comfortable
- c) T-shirt and a pair of jeans.

7. What do you do if there's a beautiful film on television but your television set is broken?

- a) you are a little unhappy but it doesn't really matter to you
- b) you phone the TV repair man immediately
- c) you go to your friend's home to watch the film.

8. What does your university diary mean to you?

- a) a book in which you record all the things you do daily
- b) an agenda
- c) a portrait of yourself.

9. What do you do when you have an important class test?

- a) you stay at home to study for hours
- b) you study for some time and do other things you normally do
- c) you don't worry about it much.

10. What kind of job would you like?

- a) a job that is to your satisfaction
- b) a job that is secure and without tension
- c) a prestigious job.

11. What would you like for your birthday?

- a) a book
- b) any present because it should be a surprise
- c) a record.

12. What would be the most enjoyable thing for you?

- a) an evening out with your friends
- b) an exciting film
- c) something that is unexpected and surprising..

If most of your answers are "a" – You are Mel Gibson/Julia Roberts in a romantic film: You like building castles in the air. You are sympathetic towards other people. You like to stay with them and understand their problems. Sometimes you don't feel confident as regards your relationship with others. Don't be afraid of reality: you have a positive personality and with a little bit of positive thinking you can get over your insecurity and realize your dreams.

If most of your answers are "b" – You are Colombo/Miss Marple in a detective film: You are a very confident type. You know how to deal with people and difficult situations and know what you want. But be careful, not to be too presumptuous. Somebody might be in need of your help and you may not realize it.

If most of your answers are "c" – Sylvester Stallone/Sigourney Weaver in an action film: Relax! You're too much sure of yourself. Many times you don't realize other people's needs. You do too many things at the same time. You are confident to overcome any difficulty you come across. You are full of energy but you should think and reflect before doing anything. Try and learn to understand yourself better and have a sympathetic attitude towards others.

TALKING POINTS

1. Explain what evolution in your opinion is.
2. Speak about the essential principles of Charles Darwin's theory of evolution.
3. Focus on the assumptions of the evolutionary approach.
4. Concentrate on the positive aspects of the evolutionary theory.
5. Speak about the negative aspects of the evolutionary theory.
6. Express your own opinion about the evolutionary approach.

UNIT 8

WARM-UP

Comment on the quotes:

There are no gains without pains – *Adlai Stevenson* (1900 – 1965)
(American lawyer, politician, and diplomat).

The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done – *Jean Piaget* (1896 – 1980) (Swiss clinical psychologist).

We do not see things as they are, we see things as we are – *Anais Nin* (1903 – 1977) (French-Cuban diarist, essayist, novelist, and writer of short stories).

GRAMMAR	VOCABULARY
Infinitive. Infinitive Constructions: Complex Subject. Complex Object.	Social constructionism, source, essence, objective reality, experience, unbiased data, perception, expectation, qualitative analyses, to refute, social event, social knowledge, to reveal, to emphasize, social attitude, belief, rigorous, social constructionist approach, gender bias, social representation, discourse analysis, social perception, manageable chunk, replication, to take a closer look at, multiple personality disorder, alternative view, notions of subjectivity and objectivity, investigative technique.

APPROACHES IN PSYCHOLOGY.

SOCIAL CONSTRUCTIONIST APPROACH

 Social constructionism, like humanistic psychology, is another source of change in the attitudes of psychologists to research. The essence of the approach is that the quest for an objective reality is misleading. It is a mistake to think that there is another objective reality. F.C. Bartlett said that all human life was effort after meaning. In other words it is the significance that we place on experience that is critical not the experience itself. We can see this if we consider any physical event, such as death. The experience of death varies from individual to individual, and from culture to culture. The physical reality is the same, but the way we experience it is related to what we bring to the event. And our “baggage” is given to us through culture and language.

It is also a mistake to think that we can collect unbiased data, because our perceptions are inevitably affected by our expectations, and these expectations are related to culture and language. Social constructionists propose that once you accept that purportedly objective data, like the kind of data collected in an experiment, are actually as subjective as the most subjective kind of research, then one can move forward and establish new methods for making qualitative analyses more rigorous.

A core concept within the social constructionist approach is that of social representations. S. Moscovici first described social representations as shared beliefs within a social/cultural group that are used to explain social events. Such explanations evolve through, for example, everyday conversations and media reports, eventually becoming regarded as “facts”. It is important to note the dual way that social representations are social: they are the way that we represent social knowledge and they also emphasize how this knowledge is unconsciously shaped by social groups.

The concept of social representations can be applied to scientific knowledge as well as more everyday knowledge. S. Moscovici used the idea of social representations to explain how psychoanalysis moved from a scientific theory to a broader explanation of why society is like it is. The first, scientific phase is when scientists use the theory. Second, the ideas become more widely known, and finally, in the ideological phase, the concepts are applied to society in general.

Many psychologists refute social constructionism on the basis of its subjective approach to research. However it is possible to make the methods more rigorous. The favoured approach of social constructionists is discourse analysis, when written or spoken conversations (discourses) are analyzed. The focus is on the language used. It is argued that such discourses can reveal a great deal about the behaviour, feelings, thoughts, and attitudes of the individuals engaged in the discourse. And thus the discourse can inform us about the culture in which it takes place, because it reveals social attitudes and beliefs (social representations) of the participants. And the discourse also reveals the facts.

The technique itself involves collecting data, coding them (putting them into manageable chunks), and then analyzing them. This process of analysis gains

objectivity through being repeated (replication). There are no regular procedures advocated for such analyses because, if there were, one might fall back into the trap of closed rather than open-ended research, and preclude uncovering the unexpected.

Social representations are used as the explanation to social perception. Multiple personality disorder is considered as a possible social construction. Social constructionism can also be in relation to the issue of gender bias and can be considered as an alternative view to psychology as a science.

The evaluation of the social constructionist approach. The social constructionist approach has certainly challenged psychologists to take a closer look at their notions of subjectivity and objectivity. It has also offered psychology new investigative techniques and new ways of looking at human behaviour, ways that emphasize the role of social influences in creating our world and also that emphasize the importance of experience. Discourses tell us what individuals are experiencing rather than allowing someone else to infer our feelings from observing our behaviour.

The main criticism of the approach comes from those psychologists who fundamentally disagree with the nature of discourse analysis as a means for discovering truths about human behaviour. They would argue that even flawed methodology has provided us with useful information about human behaviour. One can certainly point to a vast array of research stretching from studies of day-care and obedience, to sleep and emotion, and mental disorder, all based on traditional research approaches in psychology. It remains to be seen whether discourse analysis can become equally useful. It may be that the place for social constructionism is ultimately as a means of questioning our knowledge but not generating it. M.P. Humphreys says that social constructionists would make a good opposition but a poor government.

GLOSSARY

social constructionist approach – соціально конструктивістський підхід

social constructionism – соціальний конструктивізм

source of change – джерело зміни

attitude – відношення, ставлення до; позиція

research – (наукове) дослідження; вивчення; дослідницька робота

essence – суть, сутність, істотність

quest for an objective reality – пошук об'єктивної реальності

to mislead (misled, misled) – вводити в оману; завести на хибний шлях

mistake – помилка

to think (thought, though) – думати, обдумувати, обмірковувати

another – ще один; другий, інший

effort after meaning – зусилля (спроба) після значення

in other words – інакше кажучи

significance that we place on experience that is critical – саме важливість, яку ми надаємо досвіду, є вирішальною

not the experience itself – не сам досвід

to consider – розглядати; обмірковувати, обдумувати

any physical event – будь-яка фізична подія
 such as – такий як
 death – смерть
 to vary – міняти(ся); змінювати(ся)
 same – той (же) самий
 way – шлях, дорога; метод, засіб, спосіб; спосіб дії
 to experience – зазнавати (*трудоців і т. д.*); почувати, відчувати, знати з досвіду
 to relate – мати відношення
 to bring to the event – привносити в подію
 baggage – багаж
 through – через
 to collect unbiased data – збирати неупереджені дані
 perception – сприйняття
 inevitably – неминуче
 to affect – впливати; діяти на
 expectation – чекання, сподівання
 to propose – пропонувати; вносити пропозицію
 once – як тільки
 to accept – приймати; припускати
 purportedly objective data – імовірно об'єктивні дані
 actually as subjective as the most subjective kind of research – фактично такий же суб'єктивний, як і більшість суб'єктивних видів дослідження
 to move forward – рухатися вперед, просуватися вперед
 to establish – засновувати; створювати
 qualitative analyses – квалітативний аналіз
 rigorous – точний; суворий
 core concept – основна концепція
 social representations – соціальні уявлення
 to describe – описувати; зображати
 shared beliefs within a social/cultural group – погляди (думки), які поділяють всі в межах соціальної/культурної групи
 to explain social events – пояснювати соціальні події
 explanation – пояснення
 to evolve – розвивати(ся); розгортати(ся)
 everyday conversations and media reports – щоденні розмови та повідомлення засобів масової інформації
 eventually become regarded as “facts” – зрештою починати вважатися «фактами»
 important – важливий
 to note – зазначати, відмічати
 dual – подвійний
 to represent social knowledge – представити соціальні знання
 also – також
 to emphasize – підкреслювати; робити наголос
 unconsciously – несвідомо

to shape – утворювати, робити (*щось*); надавати вигляду, форми; набирати вигляду, форми; пристосовуватися до чогось
 to apply – застосовувати, використовувати
 scientific knowledge – наукові знання
 as well as – також як і
 more everyday knowledge – більш щоденні (звичайні) знання
 to explain – пояснювати
 to move – рухатися
 broader explanation of why society is like it is – ширше пояснення, чому суспільство є таким, як воно є
 phase – стадія; фаза
 scientist – науковець, вчений
 widely known – широко відомий
 finally – зрештою, кінець кінцем
 ideological phase – ідеологічна стадія
 in general – у цілому
 to refute – спростовувати
 on the basis of – на основі
 however – однак
 possible – можливий
 favoured approach – переважаючий підхід
 discourse analysis – дискурсний аналіз
 focus – фокус; центр
 to argue – переконувати; аргументувати; обговорювати
 to reveal a great deal about the behaviour, feelings, thoughts, and attitudes – багато чого виявити про поведінку, почуття, думки і ставлення
 to be engaged in – бути зайнятим у
 thus – отже, таким чином
 to inform – інформувати, повідомляти
 to take place (took, taken) – відбуватися, мати місце
 belief – віра; вірування; переконання; погляд; думка
 participant – учасник
 technique – технологія
 collecting data – збір даних
 coding – приведення в систему
 putting them into manageable chunks – розміщення їх у групи, що легко контролюються (перевіряються)
 to gain – заробляти, добувати; мати користь; вигравати; домагатися; діставати, одержувати, здобувати
 to repeat – повторювати
 replication – копія, репліка; копіювання
 regular procedures – постійні процеси методики проведення (*досліду, аналізу*)
 to be advocated for (was, were; been) – бути призначеним для
 to fall back into the trap (fell, fallen) – потрапити в пастку
 closed rather than open-ended research – дослідження, яке швидше може завершитися, ніж не завершитися

to preclude – усувати, запобігати, відвертати; робити неможливим, виключати
 можливість; заважати, перешкоджати
 uncovering the unexpected – виявлення непередбаченого (несподіваного)
 multiple personality disorder – хвороба роздвоєння особистості
 possible social construction – можливе соціальне породження
 to be in relation to (was, were; been) – мати відношення до
 issue of gender bias – проблема дискримінації за ознакою статі
 alternative view to psychology as a science – альтернативний погляд на
 психологію як науку
 evaluation – оцінка; оцінювання
 certainly – звичайно, напевно, неодмінно
 to challenge – кидати виклик, викликати; оспорювати; заперечувати;
 піддавати сумніву; вимагати
 to take a closer look at (took, taken) – уважніше подивитися на
 notions of subjectivity and objectivity – поняття суб'єктивності та об'єктивності
 to offer – пропонувати
 investigative techniques – технології дослідження
 looking at human behaviour – споглядання людської поведінки
 social influences in creating our world – соціальні впливи на створення нашого
 світу
 rather – швидшу, переважно
 to allow – дозволяти
 to infer – виводити, робити висновок; означати, мати на увазі
 feeling – почуття, відчуття
 observing our behaviour – спостереження за нашою поведінкою
 main – основний, головний
 to come from (came, come) – походити від
 to disagree fundamentally with – істотно не погоджуватися з
 nature of discourse analysis – природа дискурсного аналізу
 means for discovering truths about human behaviour – засіб (метод) виявлення
 правди про людську поведінку
 flawed methodology – недосконала методологія
 to provide – забезпечувати, давати
 useful information – корисна інформація
 to point to – вказувати; спрямовувати
 vast array of research – великий обсяг дослідження
 to stretch from – починатися від
 studies of day-care and obedience – дослідження денного догляду та покірності
 (слухняності)
 sleep and emotion – сон і емоції
 to be based on (was, were; been) – ґрунтуватися на
 traditional research approaches in psychology – традиційні дослідницькі підходи
 в психології
 to remain – залишатися
 equally useful – однаково корисний
 place – місце
 ultimately – зрештою, кінець кінцем

questioning our knowledge – дослідження наших знань
to generate – спричиняти, викликати; створювати, генерувати, породжувати
to make a good opposition (made, made) – бути хорошою опозицією
poor government – погана влада

EXERCISES

 **Task 1. Underline the suffixes in the words. Put the words into the right column. Translate the words into Ukrainian.**

For example:

NOUN	VERB	ADJECTIVE	ADVERB
organiz ation	organiz e	organizat ional	organizat ionally

Constructionism, humanistic, purportedly, analyze, psychologist, objective, critical, reality, meaning, significance, actualize, death, perception, inevitably, expectation, constructionist, qualify, actually, subjective, qualitative, rigorous, representation, important, forward, conversation, knowledge, emphasize, scientific, participant, eventually, signify, ideological, behaviour, feeling, manageable, objectivity, construction, unconsciously, weaken, replication, relation, alternative, methodology, ultimately, widely, specify, perception, subjectivity, criticism, traditional, finally, ideological, idealize, personality, certainly, investigative, fundamentally, truth, useful, information, moralize, equally, opposition, government.

 **Task 2. Complete the table with the suitable words instead of the dots.**

NOUN	ADJECTIVE	ADVERB	VERB
..... / /	real / ..... / .....	..... / .....	.....
..... / ..... / ..... / .....	..... / ..... / .....	.....	to collect /
expectation / .....	.....	.....	.....
..... / /	qualitative / .....	.....	.....
..... /	 /		to represent
belief / .....	.....		.....
..... /	 /	 /	to perceive
construction / ..... / ..... / .....	.....	.....	.....
..... /	critical	.....	.....
..... / .....	..... / ..... / .....	.....	to oppose

 **Task 3. Point out the infinitives in the sentences below. Define the forms of the infinitives. Translate the sentences into Ukrainian.**

1. To find out some more information on this subject I went to the public library.
2. The pupils are very glad to have visited the Opera House.
3. We know this teacher to have been working at the University for forty years.
4. They believe this picture to have been painted in the 19th century.
5. He didn't want to be going to Chicago to meet Mary Carter. He didn't want to be faced with a decisive choice. (*M. Wilson*)
6. He remembered to have seen that young man before.
7. Mabel stopped and thought hard. She knew what she wanted to say but it was so hard to find the words. (*P. Abrahams*)
8. The wings of the rushing wind seem to be bearing you onward, you know not where. (*Jerome K. Jerome*)
9. I want you to be serious now. We may not have another chance to talk quietly. (*E.L. Voynich*)
10. My purpose, in short, is to have all things in an absolute perfect state of readiness for Diana and Mary, before next Thursday. (*Ch. Brontë*)
11. "I saw it was not easy to have trained Oliver to the business," replied the old man. (*Ch. Dickens*)
12. The only thing to be done was to sit and to wait until someone came by. (*Jerome K. Jerome*)
13. They happened, at the moment, to be standing near a small conservatory at the end of the garden. (*L. Collins*)
14. An intimate friend is said to have dined with him that day. (*Th. Hardy*)
15. It is so glorious to love and to be loved. (*I. Stone*)
16. The article was to be translated yesterday.
17. We are happy to have taken part in the construction of the plant in Chernigiv.
18. My friend was glad to have been given such an interesting assignment.

 **Task 4. Define the functions of the infinitives in the sentences below. Translate them into Ukrainian.**

1. The task of the Agricultural Exhibition is to bring the achievements of the best farmers, the best farms to all the farms in the country.
2. But we come because we feel we are your friends and it is the duty of friends to speak what is in their hearts. (*P. Abrahams*)
3. "Where did you get all that money, Lanny?" he smiled. To have a number of notes here was a cause for suspicion. "I earned it, mother." "But you were at school!" "I found time to earn it. I helped richer students with their lessons and I had two regular Indian girls to teach." (*P. Abrahams*)
4. "Well, you have come here to be educated, and to be taught a useful trade,"

- said the fat gentleman in the high chair. (*Ch. Dickens*)
5. "The child is very young to be sent alone," said she, putting the candle down on the table. (*Ch. Brontë*)
 6. At last Oliver began to long for fresh air, and begged the old man to allow him to go out to work with his two companions. (*Ch. Dickens*)
 7. Oliver being now too old to remain here, the Board have determined to send him back to the workhouse. (*Ch. Dickens*)
 8. Better to do well than to say well.
 9. To know everything is to know nothing.
 10. To worry over troubles makes the trouble double.
 11. To doubt, under the circumstances, is almost to insult.
 12. My intention is to get into parliament. (*J. Trollope*)
 13. We must not leave him by himself any longer. (*Ch. Dickens*)
 14. Leila had learned to dance at boarding school. (*K. Mansfield*)
 15. I have not had time to examine this room yet. (*Conan Doyle*)
 16. Laws were not made to be broken, laws were made to stay within. (*S. Heym*)
 17. I was too busy to see anyone. (*M. Wilson*)
 18. She nervously moved her hand towards his lips as if to stop him. (*Ch. Dickens*)
 19. To master this speciality is not an easy thing.
 20. Here is the article to be translated.

 **Task 5. Paraphrase the following complex sentences using simple ones.**

Model: The house which is to be built in this district will be comfortable. →
The house to be built in this district will be comfortable.

1. The satellite town near the capital which is to be ready in the nearest future will be built by industrial methods.
2. The first thing which attracted our attention was the small number of workers in some of the departments.
3. Engineer Klymenko was the first man who started the practical realization of the idea.
4. The data which we must receive after the experiment will be of great scientific value.
5. I want you to be serious now. We may not have another chance when we shall be able to talk quietly. (*E.L. Voynich*)
6. In the evening they camped on the bank of the Dnipro that they might have a good night's rest.
7. The sailor gripped the rope tightly for fear he should fall into the water.
8. We must hurry to the Palace of Culture in order that we might not be late for the amateur art concert arranged by our department.
9. He got to the top and was very disappointed when he found that someone

- else had reached it first.
10. I was astonished when I heard that he had left the country.
 11. The captain was the last man who left the ship.
 12. He was the only one who realized the danger.
 13. It is better that he should hear it from you.
 14. He reached the station exhausted and was very upset when he learnt that the train had just left.
 15. He was the first man who swam the Channel.

 **Task 6. Define the functions of the infinitives in the sentences below. Translate the sentences into Ukrainian.**

1. Motivation may be defined as those conditions that initiate, guide, and maintain behaviours, usually until some goal is reached or the response has been blocked.
2. The word **motive** comes from the Latin *movere*, which means “to move” or “to activate”.
3. Motives can be unlearned, such as the drive to obtain food and water, or acquired, such as the motive to form friendships, or they can be a combination of learned and unlearned, such as maternal behaviour.
4. The strength and quality of a motive condition may be estimated in one of two ways. First, strength can sometimes be estimated by determining how long it has been since the motive was last satisfied.
5. The second means of estimating the strength of motivation is to observe particular behaviours and infer from them a subject’s motive condition.
6. Instinct, need, and drive are three terms used to describe motive conditions.
7. The most basic motives of an organism are to maintain a life supporting equilibrium.
8. The motive to associate with others or maintain social contacts, which we call affiliation, is found almost universally in human societies and is also characteristic of many animals.
9. Adolescents tend to brood about their emotional problems.
10. Adults have learned to try to hide their fear reactions and put up a ‘good front’.
11. The earliest attempts to explain emotions were the Charles Darwin book “The Expression of Emotions in Animals and Man”, the Lames-Lange theory and the Cannon-Bard theory.
12. Classical conditioning is a process in which an organism learns to respond in a particular way to a stimulus that previously did not produce the response.
13. The term *Pavlovian conditioning* gives credit to the Russian physiologist Ivan Pavlov (1849-1936), the first person to investigate classical conditioning extensively.
14. Programmed learning is an instruction or review technique in which material to be learned is presented in successive, well-planned steps.

15. Thinking is symbolic mediation, or the use of symbols to span the time interval between presentation of some external stimuli and the responses made to them.

 **Task 7. Point out the Complex Subject. Translate the sentences into Ukrainian.**

1. He was supposed to attend a post-graduate lecture that afternoon. (*L. Carroll*)
2. The party was expected to arrive on Thursday afternoon, in time for dinner at six. (*Ch. Brontë*)
3. Old Tant seems to have been the only one in favour of this Sam Du Plessis. (*P. Abrahams*)
4. The delegation of British students was reported to have arrived in Kyiv.
5. Rivarez is known to be an influential member of one of the most pestilent secret societies in the country. (*E.L. Voynich*)
6. That afternoon he was supposed to be sitting for his last exam.
7. This experiment is certain to take a long time to complete and we are not likely to finish it before the end of the month.
8. He is sure to convince his friend of the necessity of doing it in time.
9. "It's what you appear to be doing," he said. (*J. Galsworthy*)
10. He offered me a job for a place to eat and sleep. I was supposed to help him in repairs and service. (*Oscar Wilde*)

 **Task 8. Point out the Complex Subject. Translate the sentences into Ukrainian.**

1. One additional motive condition, that of pain, also appears to be unlearned, and can be considered a survival motive.
2. Early training seems to play a significant role in the level of a person's achievement drive.
3. People are most likely to show affiliation behaviour when they are in stressful situations and looking for relief from their anxiety.
4. The need for stimulation appears to be both unlearned and learned.
5. Curiosity seems to be a characteristic of animals as well as humans.
6. A young child is very likely to show fear often, possibly by crying or withdrawing. The angry adult is more likely to speak out or gesture rather than strike.
7. Subjects are expected to respond to a certain problem and then to check to determine if the answer they have given is correct or incorrect.
8. In general, the observer is most likely to select as a model someone who is close by rather than someone remote.
9. Retention is thought to be the storage of learning over some period of time, called the retention interval.
10. People are believed to use various kinds of strategies in developing concepts.

11. W. Wundt is still considered to be the founder of psychology as a distinct discipline because he was the first to declare himself a psychologist and describe his facility as a psychological laboratory.
12. During the early 1800s, medical practitioners developed treatments for physical illnesses that were thought to contribute to abnormal patterns of behaviour.

 **Task 9. Paraphrase the following complex sentences using simple ones. Translate the sentences into Ukrainian.**

Model: It was reported that the delegation had arrived yesterday. → The delegation was reported to have arrived yesterday.

1. It is reported that the workers of this plant have overfulfilled the plan of this year.
2. It is known that Petrenko is now working at the invention of an automatic device to increase the production of these parts.
3. It was believed that after graduating from the university he would continue designing a new machine.
4. It is announced that a group of foreign tourists has arrived in Kyiv. It is expected that another group will arrive tomorrow.
5. It is supposed that this palace was built many centuries ago.

 **Task 10. Point out the Complex Object in the sentences given below. Translate the sentences into Ukrainian.**

1. When tea was over, his father wanted him to walk round the gardens. (*J. Galsworthy*)
2. “First time I’ve seen you cry,” Fieta said casually, but her eyes were bright. (*P. Abrahams*)
3. “I think I hear Mrs. Fairfax move, sir,” said I. (*Ch. Brontë*)
4. He watched Savina rise and go for her things. (*Oscar Wilde*)
5. I never know anybody to catch anything up the Thames, except dead cats, but that has nothing to do, of course, with fishing. (*Jerome K. Jerome*)
6. There was something he could not make Celia understand. (*P. Abrahams*)
7. I’ll try to make the people understand that you are a good person. (*P. Abrahams*)
8. I’d like you to meet Savina. (*Oscar Wilde*)
9. I did not expect so many of you to come. (*D. Carter*)
10. He heard Big Ben chime “Three” above the traffic. (*J. Galsworthy*)

 **Task 11. Paraphrase the sentences using simple sentences instead of the complex ones. Translate the sentences into Ukrainian.**

Model: I know that he studies at our University. → I know him to study at our University.

1. We know that our scientists, engineers and workers have achieved great success this year.
2. All the students expected that he would make a good report on the category of mood.
3. Returning home yesterday I heard that someone called me. I turned and saw that a middle aged man was approaching me.
4. We knew that he had been working hard in his special field since the end of the war.
5. Seeing the boy running away so fast he very naturally thought that he was the thief.

 **Task 12. Point out the sentences with the Complex Subject and the sentences with the Complex Object.**

1. She wished the ceremony to be delayed some months at least. (*Ch. Brontë*)
2. Edith is said to resemble me. (*Ch. Dickens*)
3. The rider was seen to disappear in the distance.
4. I haven't heard anyone call me. (*Oscar Wilde*)
5. He was thought to be honest and kindly. (*Th. Dreiser*)
6. I was upstairs at the window, and I saw the carriage stop at the gate. (*L. Collins*)
7. I believe him to have no conscience at all. (*Th. Hardy*)
8. Little Abraham was aroused and made to put on his clothes. (*Th. Hardy*)
9. I want you to come and dine with me. (*Ch. Dickens*)
10. The gods had given Irene dark-brown eyes and golden hair, which is said to be the mark of a weak character. (*J. Galsworthy*)
11. She declared him to be the most disobedient child in existence.
12. I dislike you to talk like that.
13. But he is sure to marry her. (*Th. Hardy*)
14. They seemed to have quite forgotten him already. (*Th. Hardy*)
15. Mr. Merdle ordered his carriage to be ready early in the morning. (*Ch. Dickens*)
16. Only yesterday we happened to see Soames Forsyte. (*J. Galsworthy*)
17. The noise caused her to awake.
18. But my restlessness made me get up again, to walk about a little. (*L. Collins*)
19. This fire is certain to produce a panic in the morning. (*Th. Dreiser*)
20. The manuscript is believed to have been written in the 15th century.

 **Task 13. Translate the word-combinations. Find them in the text and read the sentences they are used in.**

1) shared beliefs	4) unbiased data	7) social knowledge	10) regular procedures
2) nature of discourse analysis	5) objective reality	8) scientific phase	11) physical reality
3) multiple personality disorder	6) written or spoken conversations	9) traditional research approaches	12) investigative techniques

 **Task 14. Find the right Ukrainian equivalents in Column B to the words and word-combinations in Column A.**

COLUMN A	COLUMN B
1) to collect unbiased data	1) пошуки об'єктивної реальності
2) regular procedures	2) корисна інформація
3) to take place	3) не сам досвід
4) scientific knowledge	4) пояснювати соціальні події
5) useful information	5) недосконала методологія
6) to explain social events	6) основна концепція
7) to make a good opposition	7) відбуватися
8) not the experience itself	8) технології дослідження
9) flawed methodology	9) квалітативний аналіз
10) multiple personality disorder	10) збирати неупереджені дані
11) core concept	11) соціальні уявлення
12) investigative techniques	12) наукові знання
13) quest for an objective reality	13) хвороба роздвоєння особистості
14) qualitative analyses	14) постійні процеси методики проведення (досліджу, аналізу)
15) social representations	15) бути хорошою опозицією

 **Task 15. Find the right English equivalents in Column B to the words and word-combinations in Column A.**

COLUMN A	COLUMN B
1) потрапити в пастку	1) ideological phase
2) переважаючий підхід	2) nature of discourse analysis
3) споглядання людської поведінки	3) to fall back into the trap
4) традиційні дослідницькі підходи в психології	4) notions of subjectivity and objectivity
5) рухатися вперед	5) source of change
6) на основі	6) to represent social knowledge
7) ідеологічна стадія	7) favoured approach

- | | |
|---|--|
| 8) джерело зміни | 8) in other words |
| 9) походити від | 9) traditional research approaches in psychology |
| 10) природа дискурсного аналізу | 10) on the basis of |
| 11) збір даних | 11) to be advocated for |
| 12) поняття суб'єктивності та об'єктивності | 12) looking at human behaviour |
| 13) представити соціальні знання | 13) to come from |
| 14) інакше кажучи | 14) to move forward |
| 15) бути призначеним для | 15) collecting data |

 **Task 16. Match the words in Column A with their antonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
Social, another, change, objective, reality, human, experience, physical, death, vary, collect, unbiased, accept, forward, qualitative, establish, belief, important, sleep, dual, emphasize, unconsciously, scientific, broader, finally, in general, refute, possible, more, written, reveal, regular, closed, uncovering, unexpected, closer, new, allow, main, disagree, truth, useful, obedience, questioning, good, poor.	Birth, initially, agree, be awake, expected, backward, liquidate, useless, spoken, distribute, nonhuman, mental, consciously, support, forbid, mistrust, permanence, falseness, covering, bad, less, antisocial, irregular, farther, answering, unscientific, reject, keep insignificant, old, single, excellent, unchanged, conceal, narrower, the same, individually, quantitative, illusion, disobedience, impossible, subordinate, deemphasize, biased, opened, theory, subjective.

 **Task 17. Match the words in Column A with their synonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
Social, source, attitude, research, essence, approach, reality, effort, meaning, significance, experience, consider, vary, event, baggage, mistake, collect, affect, expectation, propose, accept, experiment, rigorous, describe, belief, conversation, note, knowledge, widely, refute, possible, analysis, reveal, behaviour, regular, procedure, perception, disorder, issue, notion, create, allow, observe, disagree, truth,	Core, examination, offer, happening, sense, test, administration, compliance, watch, characterize, illness, process, talk, influence, regard, take notice of, actuality, force, helpful, reasonable, challenging, intelligence, data, hope, conduct, devise, perspective, actuality, error, awareness, friendly, be of different opinion, concern, broadly, standard, luggage, expose, importance, dispute, problem, investigation, receive

argue, information, care, obedience, useful, opposition, government.	willingly, opponent, view, change, deny, gather, cause, concept, personal knowledge, permit.
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 Task 18. Complete the translation of the sentences into English.

1. Social constructionism or the social construction of reality (also social concept) is a theory of знань in sociology and the теорії комунікації that examines the розвиток of jointly constructed розуміння of the world that form the basis for shared припущення about reality.
2. A major focus of social costructionusm is to відкрити the ways in which individuals and groups беруть участь in the construction of their perceived соціальної дійсності.
3. Social constructionism understands the “основну роль мови і спілкування” and this understanding has contributed to the поворот до лінгвістики and more recently to the поворот до теорії дискурсу.
4. P.L. Berger and Th. Luckmann argue that all знання, including the most basic, taken-for-granted common sense знання of щоденної реальності, is derived from and maintained by соціальними взаємодіями.
5. When people взаємодіють, they do so with the розумінням that their respective сприйняття реальності are related, and as they act upon this розумінням their спільне знання про реальність becomes reinforced.
6. Social constructionism can be seen as a джерело of the postmodern руху, and has been впливовим in the field of cultural studies.
7. Critics have argued that social constructionism generally ignores біологічні впливи на поведінку чи культуру, or suggests that they are неважливими to achieve an розуміння людської поведінки.
8. Social constructionism may be defined as a perspective which believes that a great deal of людського життя exists as it does due to соціальним і міжособистісним впливам.
9. Although генетично успадковані фактори and social factors are at work at the same time, social constructionism does not заперечує the вплив генетичної спадковості, but decides to concentrate on дослідженні соціальних впливів on communal and individual life.
10. Two distinguishing marks of social constructionism включають the rejection of the припущень about the природу розуму and the теорії причинності, and placing an emphasis on the складності and взаємовідношення of the many facets of individuals within their communities.
11. The subjects that social constructionism is interested in are those to do with what антропологи call культурою, and соціологи call суспільством: the shared social aspects of all that are психологічними.
12. Social constructionism вважає individuals as integral with культурною, політичною та історичною еволюцією, in specific times and places, and so resituates психологічні процеси cross-culturally, in соціальному та

часовому контекстах.

13. Apart from the успадкованих і еволюційних aspects of людства, social constructionism hypothesizes that all other aspect of людства are created, maintained and destroyed in our взаємодіях with others through time.
14. What social constructionism shows to be важливим are the ways in which соціалізація and інкультурація, amongst the people we have known, plus the current вплив of those whom we now know, are the most active in shaping our взаємного існування with others.
15. Social constructionism has many коренів – some are in екзистенційно-феноменологічній психології, соціальній історії, герменевтиці and соціальній психології.

 **Task 19. Fill in the gaps with the suitable words and word-combinations from the box. Translate the sentences into Ukrainian.**

incomprehensible	notion	language	complex outcome
symbolic interactionism	constructionist approach		social constructionism
distinction	brute facts	knowledge	social constructionists
society	intellectual weakness	experience	social world
transformation	definition	institutional facts	judgements
creates	knowledge	society	represent a reality

1. The disciplines of the history of ideas and the sociology of knowledge also have much in common with
2. The theory of social constructionism centres on the notions that human beings rationalize their ... by creating models of the ... and share and reify those models through ...
3. A social construct or construction concerns the meaning, ... , or connotation placed on an object or event by a ... , and adopted by the inhabitants of that ... with respect to how they view or deal with the object or event.
4. A social construct as an idea would be widely accepted as natural by the society, but may or may not ... shared by those outside the society, and would be an invention or artifice of that society.
5. In terms of background, social constructionism is rooted in “ ... ” and “phenomenology”.
6. The majority of ... abide by the belief that “language does not mirror reality: rather, it ... it.
7. A broad ... of social constructionism has its supporters and critics in the organizational sciences.
8. A ... to various organizational and managerial phenomena appears to be more commonplace and is on the rise.
9. During the 1970s and 1980s, social constructionists theory underwent a ... as constructionist sociologists engaged with the work of Michel Foucault and others.

10. The view of most psychologists and social scientists is that behaviour is a ... of both biological and cultural influences.
11. In 1996, to illustrate what he believed to be ... of social constructionism and postmodernism, physics professor Alan Sokal submitted an article to the academic journal *Social Text* deliberately written to be ... but including phrases and jargon typical of the articles published by the journal.
12. Philosopher Paul Boghossian states that social constructionists ... that we should refrain from making absolute ... about what is true and instead state that something is true in the light of this or that theory.
13. In postmodern philosophy, social constructionism is the position that ... , including ... of reality, is socially constructed.
14. The strong form which is one of two general strains of social constructionism, denies an important ... made by the weak form.
15. In *The Construction of Social Reality*, John Searle, borrowing the concept from G.E.M. Anscombe, distinguishes between “ ... ” and “ ... ” .

 **Task 20. Match the words in Column 1 with their definitions in Column 2.**

COLUMN 1

COLUMN 2

- | | |
|-----------------|--|
| 1) essence | a) knowledge or skill that you gain from doing a job or activity, or the process of doing this |
| 2) reality | b) to make known something that was previously secret or unknown |
| 3) objective | c) what you think or hope will happen |
| 4) subjective | d) a serious speech or piece of writing on a particular subject |
| 5) experience | e) not to be influenced by one's own or other people's opinions |
| 6) biased | f) the feeling that something is definitely true or definitely exists |
| 7) expectation | g) to state, giving clear reasons, that something is true, should be done, etc. |
| 8) experiment | h) the most basic and important quality of something |
| 9) unbiased | i) unfairly preferring one person, thing or group over another |
| 10) participant | j) based on facts, or making a decision that is based on facts rather than on your feelings or beliefs |
| 11) belief | k) a scientific test done to find out how something reacts under certain conditions, or to find out if a particular idea is true |
| 12) event | l) what actually happens or is true, not what is imagined or thought |
| 13) discourse | m) someone who is taking part in an activity or event |
| 14) argue | n) existing only in your mind or imagination |

- 15) reveal o) something that happens, especially something important, interesting or unusual

 Task 21. Are the statements true (T) or false (F)?

- | | | | |
|-----|--|---|---|
| 1. | The concept of social representations can be applied to scientific knowledge as well as more everyday knowledge. | T | F |
| 2. | The process of analysis gains subjectivity through being carried out only once. | T | F |
| 3. | It is also a mistake to think that we can collect unbiased data, because our perceptions are inevitably affected by our expectations. | T | F |
| 4. | Many psychologists accept social constructionism on the basis of its objective approach to research. | T | F |
| 5. | A core concept within the social constructionist approach is that of social representations. | T | F |
| 6. | M.P. Humphreys says that social constructionists would make a poor opposition but a good government. | T | F |
| 7. | The essence of the social constructionist approach is that there is the quest for an objective reality. | T | F |
| 8. | The favoured approach of social constructionists is discourse analysis, when written or spoken conversations (discourses) are analyzed. | T | F |
| 9. | Multiple personality disorder is considered as a possible social construction. | T | F |
| 10. | Social representations are used as the explanation to motivation, emotion and sleep. | T | F |
| 11. | The social constructionist approach has certainly challenged psychologists to take a closer look at their notions of subjectivity and objectivity. | T | F |
| 12. | M.P. Humphreys first described social representations as separate beliefs within a social/cultural group that are used to explain political events. | T | F |
| 13. | Discourses tell us what individuals are experiencing rather than allowing someone else to infer our feelings from observing our behaviour. | T | F |
| 14. | F.C. Bartlett said that all human life is meaning after effort. | T | F |
| 15. | S. Moscovici used the idea of social representations to explain how psychoanalysis moved from a scientific theory to a broader explanation of why society is like it is. | T | F |

 Task 22. Match the beginning and the end of the sentences. Translate the sentences into Ukrainian.

- 1) Social constructionists do not believe that it is possible to make a) but how it is conceptualised in that particular society.

- observations that are objective and unbiased about people, ...
- 2) The social constructionist approach offered psychology the new investigation techniques and new ways of looking at human behaviours, ...
 - 3) The social constructionist approach re-evaluated our concepts of objectivity and subjectivity and aims to uncover what individuals are experiencing ...
 - 4) One of the weaknesses of the social constructionist approach is that social constructionists only try to interpret the social realities that people construct ...
 - 5) The methodology used by the social constructionist approach is usually qualitative because it deals with significance and meanings in a way that is easy to analyse ...
 - 6) The basic idea underlying all the social constructionist theories is that the ways in which we understand the world and the things we consider true are not just the 'natural' ways of understanding reality, ...
 - 7) Knowledge is seen as an expression of the particular social and historical context in which it is produced – ...
 - 8) Social constructionists would not, of course, deny the existence of the clear physiological differences – ...
 - 9) Social constructionists would argue that what most frequently has the greatest impact on people's sense of self and social lives is not what 'exists', ...
 - 10) The social constructionist
- b) as it focuses on the contexts in which meanings occur.
 - c) what is taken to be 'true' or 'real' is always produced and sustained by the social processes.
 - d) as we can only see the world as it is represented in our culture and language.
 - e) but what they would be particularly interested in is how these differences are made sense of in different societies, and the implications for people's identity and ways of life.
 - f) rather than simply deducing attitudes from external observations.
 - g) is in fact constructed by people within their own particular historical and social contexts.
 - h) the ways that emphasize the role of social influences in creating our world and also that emphasize the importance of experience.
 - i) but are actively constructed between people as they go about their everyday lives and interact with each other.
 - j) rather than try to explain where

approach suggests that all human knowledge – even knowledge that seems to be just an objective description of ‘reality’, such as physics or chemistry – ... they come from.

 **Task 23. What is the meaning of the underlined words? Choose the correct answer. Use a dictionary to check your answers. Translate the sentences into Ukrainian.**

1. Social constructionism looks at science in terms of social processes.
 - a) conservative;
 - b) friendly;
 - c) deterministic.
2. Social constructionism offers a substitute to the objective scientific approach in psychology suggesting that such beliefs are mistakes as there are no objective realities.
 - a) alternate;
 - b) opposition;
 - c) objection.
3. There is only socially determined knowledge and the investigations of this can be made as the purpose of the supposedly objective sciences.
 - a) means;
 - b) target;
 - c) component.
4. Social representations are one way to study the social constructions of the world.
 - a) to understand;
 - b) to suppose;
 - c) to research.
5. Social constructionism proposes that once you accept something it becomes subjective.
 - a) justify;
 - b) take something offered;
 - c) prove.
6. In order to understand behaviour psychology should seek explanations in terms of social context in which behaviour occurs.
 - a) evaluations;
 - b) measurements;
 - c) clarifications.
7. P.L. Berger and Th. Luckmann state that the social world becomes part of the individual and is incorporated into his/her actions and beliefs.
 - a) views;
 - b) objections;

- c) purposes.
- 8. P.L. Berger and Th. Luckmann think that the social world is constructed through how a person views it should be, that is his/her actions and thoughts are incorporated into building the social world he/she lives in.
 - a) inclinations;
 - b) activities;
 - c) motives.
- 9. P.L. Berger and Th. Luckmann believe that the social world constructed by people becomes a separate reality for those who constructed it.
 - a) actuality;
 - b) environment;
 - c) surrounding.
- 10. Social constructionists believe that meanings, ideas and values should be studied in context of culture and historical changes.
 - a) components;
 - b) facts;
 - c) senses.

? Task 24. Answer the following questions.

1. What is another source of change in the attitudes of psychologists to research?
2. What is the essence of the social constructionist approach?
3. How can you explain the words of F.C. Bartlett who said that all human life was effort after meaning?
4. How do social constructionists explain that it is impossible to collect unbiased data?
5. How did S. Moscovici describe social representations?
6. What did S. Moscovici use the idea of social representations for?
7. Why do many psychologists refute social constructionism?
8. What is the favoured approach of social constructionists?
9. What is discourse analysis?
10. What does the technique of discourse analysis involve?
11. What are the positive aspects of the social constructionist approach?
12. Why is the social constructionist approach criticised?

 **25. Divide the text into the essential parts and give the title to each part. Work in pairs.**

HISTORY AND DEVELOPMENT OF SOCIAL CONSTRUCTIONISM

 Constructionism became prominent in the USA with Peter Berger and Thomas Luckmann's 1966 book *The Social Construction of Reality*. P. Berger and Th. Luckmann argue that all knowledge, including the most basic, taken-for-granted common sense knowledge of everyday reality, is derived from and

maintained by social interactions. When people interact they do so with the understanding that their respective perceptions of reality are related and as they act upon this understanding their common knowledge of reality becomes reinforced. Since this common sense knowledge is negotiated by people, human typifications, significations and institutions come to be present as part of an objective reality, particularly for the future generations who were not involved in the original process of negotiation. For example, as parents negotiate rules for their children to follow, those rules confront the children as externally produced “givens” that they cannot change. P. Berger and Th. Luckmann’s social constructionism has its roots in phenomenology. It links to Martin Heidegger and Edmund Husserl through the teaching of Alfred Schutz, who was also P. Berger’s PhD adviser.

During the 1970s and 1980s social constructionist theory underwent a transformation as constructionist sociologists engaged with the work of Michel Foucault and others as a narrative turn in the social sciences was worked out in practice. This had a particular impact on the emergent sociology and technology studies. In particular, Karin Knorr-Cetina, Bruno Latour, Barry Barnes, Steve Woolgar and others used social constructionism to relate what science had typically characterized as the objective facts to the process of social construction with the goal of showing that human subjectivity imposed itself on those facts we take to be objective.

Social constructionism can be seen as a source of the postmodern movement and has been influential in the field of cultural studies. Some have gone so far as to attribute the rise of cultural studies to social constructionism. Within the social constructionist strand of postmodernism, the concept of the socially constructed reality stresses the ongoing mass-building of worldviews by individuals in the dialectical interaction with the society. The numerous so formed realities comprise, according to this view, the imagined worlds of human social existence and activity, gradually crystallized by habit into the institutions propped up the language conventions, given ongoing legitimacy by mythology, religion and philosophy, maintained by therapies and socialization, and subjectively internalized by upbringing and education to become part of the identity of social citizens.

In the book *The Reality of Social Construction* the British sociologist Dave Elder-Vass places the development of social constructionism as one outcome of the legacy of postmodernism. He writes that perhaps the most widespread and influential product of this process is social constructionism, which has been booming (within the domain of social theory) since the 1980s.

 **Task 26. After reading the text be able to answer the following questions:**

1. What is a discourse?
2. How is a discourse analysis carried out?
3. What is triangulation?
4. Which of the three types of triangulation would you use and why?

CONDUCTING QUALITATIVE RESEARCH



Many psychologists refute social constructionism on the basis of its subjective approach to research. However it is possible to make the methods more rigorous. The favoured approach of social constructionists is discourse analysis, where written or spoken conversations (discourses) are analyzed. The focus is on the language used. It is argued that such discourses can reveal a great deal about the behaviour, feelings, thoughts, and attitudes of the individuals engaged in the discourse. And thus the discourse can inform us about the culture in which it takes place, because it reveals social attitudes and beliefs (social representations) of the participants. And the discourse also reveals the facts.

The technique itself involves collecting data, coding them (putting them into manageable chunks), and then analyzing them. This process of the analysis gains objectivity through being repeated (replication). There are no regular procedures advocated for such analysis because, if there were, one might fall back into the trap of closed rather than open-ended research, and preclude uncovering the unexpected.

Although it is not desirable or possible to replicate the findings of such studies, it is possible to use the findings of other studies as a means of confirming the results. This process is called triangulation, a term taken from mathematics that describes how a point can be accurately located by taking sightings from at least two different positions (a “trig point” is a triangulation point used for constructing maps). There are three types of triangulation:

- *Between-methods*, as just described, where the results from several different studies, each using different methods, are compared.
- *Within-method triangulation*, where one qualitative study uses several different methods during the course of the investigation.
- *Investigator triangulation*, where two different qualitative researchers can conduct independent analysis of the same qualitative data, and then compare their findings, a kind of “inter-investigator” reliability.

? Task 27. Pop quiz: Are you a leader?

What qualities make a great leader? Do you see yourself as a leader or a follower, or neither? We all need leaders sometimes. But remember – you can’t be a great leader if no one will follow you. Take this quiz to access your leadership potential.

① You belong to a group or organization. When someone new joins the club, you:

- a) wait for them to introduce themselves
- b) say hello each time you see the new person
- c) ask the new person lots of questions and help him/her fit in.

② Other people ask you for advice:

- a) often

- b) sometimes
- c) not very often.

③ When you are working with other people, they:

- a) ignore you
- b) leave all the work to you
- c) ask for your ideas and suggestions.

④ You are on a hike with a group of friends. You are:

- a) at the front of the group, by yourself
- b) somewhere in the middle of the group
- c) trailing behind the group.

⑤ You are very good at maths. A friend asks for help on a problem.

You:

- a) do the problem for him/her and hope he/she learns by watching you
- b) explain the problem and the solution step-by-step
- c) let her solve it himself/herself.

⑥ Which of these feelings would you most like your friends to have about you?

- a) pity
- b) respect
- c) love.

⑦ Your teacher asks you to edit the university newspaper. You think you would be good at it but you've never done anything like it. You:

- a) ask to be an assistant editor first
- b) accept the position eagerly
- c) decide you don't want the responsibility.

⑧ You are a big movie fan. If you could have any job in the movie industry, you would be:

- a) a film star
- b) a film director
- c) a film producer.

⑨ You and a few friends are in a foreign town, and you are lost. You:

- a) urge one of your friends to ask for help
- b) ask a local person for directions

c) buy a map and find your position.

⑩ Napoleon supposedly said, “It is better to have an army of rabbits commanded by a lion than an army of lions commanded by a rabbit.” Which would you rather be?

- a) a rabbit
- b) a lion
- c) Napoleon.

SCORE:

1.	a = 5	b = 10	c = 15
2.	a = 15	b = 10	c = 5
3.	a = 5	b = 10	c = 15
4.	a = 15	b = 10	c = 5
5.	a = 10	b = 15	c = 5
6.	a = 5	b = 15	c = 10
7.	a = 10	b = 15	c = 5
8.	a = 5	b = 10	c = 15
9.	a = 5	b = 15	c = 10
10.	a = 5	b = 10	c = 15

ANSWERS:

50 to 80 points: You seem to let others make decisions for you. Don't be afraid to have and show your own opinion. You might be surprised – others may agree with you. It's okay not to be a leader; just be sure that you are not following someone else blindly.

85 to 115 points: You have some influence over others, but you lack some of the self-confidence that leaders need. You seem to recognize your potential, so let others be aware of it too.

120 to 150 points: You appear to have many of the qualities found in leaders. You have self-confidence and you are not afraid of responsibility. Make sure you lead other people – don't boss them around!

TALKING POINTS

1. Explain the essence of the social constructionist approach.
2. Focus on the core concept within the social constructionist approach.
3. Speak about discourse analysis as the favoured approach of social constructionists.
4. Concentrate on the positive aspects of the social constructionist approach.
5. Mention the negative sides of the social constructionist approach.
6. Express your own opinion about the social constructionist approach.

WARM-UP

Comment on the quotes:

The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things – *Jean Piaget* (1896 – 1980) (Swiss clinical psychologist).

You are always a student. never a master. You have to keep moving forward. – *Conrad Hall* (1926 – 2003) (American cinematographer).

The purpose of psychology is to give us a completely different idea of the things we know best – *Paul Valéry* (1871 – 1945) (French poet, essayist, and philosopher).

GRAMMAR	VOCABULARY
Participle. Present Participle. Part Participle. Perfect Participle.	To conduct the study, coursework, report, draft, to take into account, research, intention, new findings, to provide sufficient detail, to replicate, to confirm, validity, paper, journal article, summary, main points of the research study, to stick firmly to the key points, introduction, to identify, background, design decision, repeated measures design, independent measures design, outcome, key variables, observation, observational techniques, correlational study, covariable, relevant, educational background, gender, to be allocated to conditions, questionnaire, appendix section, to make sure, means of scoring the questionnaire, stimulus material, standardised instructions, main body of the report, raw data, descriptive statistics, statistical test, to justify, to modify, test calculations, conclusion, age, discussion section, strengths and limitations of the study, suggestion.

THE COURSEWORK REPORT



Once you have conducted your study, the final stage of the coursework is to write the report. It is the report that gets the marks, so it is especially important to do this carefully. You should hand in a rough draft to your teacher and you should take his or her feedback into account when preparing the final draft.

Psychologists can publish their research in magazines that are called “journals”. The intention of these journal reports is to inform other psychologists of the new findings and to give an analysis of what these new findings mean. The journal reports must also provide sufficient detail of the research study so that other psychologists could, if they wanted to, replicate the study to confirm the validity of the findings. The report that you are going to write follows the format generally used in journal articles, also called “papers”.

Invariably a journal article begins with a summary of the main points of the research study. This enables a reader to tell, at a glance, whether the article will be of interest to them. You should write this summary in full sentences but stick firmly to the key points.

The purpose of the part of the report which is named introduction is to identify the background to your study. The background information is often described as the “psychological literature”. This refers to the fact that the research is published in books and journals. Once these studies are described it should seem obvious what the aims of your study are going to be.

The part of the report which is under the title “Methods” is aimed to provide the reader with sufficient detail to replicate your study. This section is typically subdivided into the following sections:

✓ ***Design***

Describe design decisions, such as your choice of the method (for example, experiment or observation, etc.). If it is an experiment then state whether it is a repeated or independent measures design, and the key variables. If it is an observation, you should carefully describe details of your observational techniques. If it is a correlational study, state the covariables.

✓ ***Participants***

State how many people were involved, plus any relevant demographic details such as age, educational background, and gender. Describe where the participants were tested or observed, and how the particular sample was selected. Finally, where appropriate, you should explain how participants were allocated to conditions.

✓ ***Apparatus/materials***

Full details of any questionnaires or other materials should be placed in the appendix section of the report. You should name the measures that you used and say “See Appendix I”. If you include a questionnaire, make sure you also include the means of scoring the questionnaire.

If you designed the stimulus material yourself, then you should explain how you did this. For example “We selected a list of 20 four-letter words to use as the words to be remembered. We avoided any unusual or distinctive words. The order of the word list was determined randomly.”

✓ ***Standardised procedures***

You may place standardised instructions in the appendix, but in the main body of the report describe clearly and succinctly what you did.

The next part of the report is the results. There are three ways to illustrate your results:

➤ *Raw data* are the numbers prior to any analysis. These should be placed in the appendices but a summary might be included in the result section.

➤ *Descriptive statistics*, such as the use of measures of central tendency (mean, median, and mode) and/or spread (range of standard deviation), plus graphical representation. Select suitable methods of displaying your data so that one can see, at a glance, what was found in the study.

➤ *Statistical tests*. These enable you to determine whether your findings are significant. You must (a) state what test you are going to use, (b) justify your choice of statistical test, (c) record some details of the test calculations in the appendix, and (d) state the outcomes of the statistical test and thus your conclusions regarding the significance of your results.

The intention of the discussion section is to interpret the findings in terms of previous research, as mentioned in the introduction or with reference to other research. In addition, this is where the researcher reflects on the strengths and limitations of the study. You are to do more than state the significance of your results, which should have been done in the result section. The emphasis here is on an explanation of what you found. You might do this by relating your findings to your original aims. You might also note any findings that you did not anticipate. Relate your findings to previous research. Select two or three important limitations and state how you might modify the problem. State if your findings could be put to any practical use and include suggestions for future research.

At the end of the report you are required to provide the full references for any studies cited in the report. The reason for the full references is to provide the reader with the details of the original article or book if they wish to research the study/theory further themselves. Any named studies or theories in your report must be listed with full details in the reference section of your report.

You may include details of materials and/or questionnaires, standardized instructions, raw data, and statistical tests in the appendices.

GLOSSARY

once – як тільки

to conduct the study – проводити дослідження

final stage of the coursework – останній етап курсової роботи

report – доповідь; рапорт; звіт

to get the marks (got, got) – отримувати оцінки

especially important – особливо важливий

carefully – дбайливо; старанно; ретельно; уважно

to hand in – вручати, подавати

rough draft – чорновий варіант

to take his or her feedback into account (took, taken) – брати його чи її коментарі (зауваження) до уваги

to prepare the final draft – підготувати остаточний варіант

to publish – публікувати; видавати

research – (наукове) дослідження; вивчення; дослідницька робота

magazine – періодичне видання, журнал
 journal – журнал
 intention – намір, мета, ціль, прагнення
 to inform – повідомляти, сповіщати, інформувати
 new findings – нові відкриття
 to give an analysis (gave, given) – дати аналіз
 to mean (meant, meant) – значити, означати
 also – також
 to provide – забезпечувати
 sufficient detail of the research study – достатня кількість деталей (інформації)
 дослідницької роботи
 to replicate – повторювати, копіювати
 to confirm – підтверджувати; підкріпляти
 validity of the findings – обґрунтованість відкриття
 to follow – наслідувати; поділяти погляди, підтримувати
 format – формат; характер
 generally – взагалі; звичайно; здебільшого
 article – стаття
 paper – наукова стаття; наукова доповідь
 invariably – незмінно, стало
 summary – короткий виклад, резюме, конспект
 main points of the research study – основні положення наукової роботи
 to enable – давати змогу
 at a glance – з одного погляду
 full sentences – повні речення
 to stick to (stuck, stuck) – триматися, додержуватися; залишатися вірним
 firmly – непохитно, стало
 key points – основні положення
 purpose – мета, ціль
 introduction – вступ, передмова; представлення
 to identify – визначати
 background – підоснова; передпосилка; передумова
 often – часто
 to describe – описувати; зображати
 to refer – стосуватися; посилалися; звертатися
 obvious – очевидний, явний
 aim – ціль, мета
 title – заголовок, назва
 section – частина; параграф
 typically – типово
 to subdivide into – поділяти(ся) на; підрозділяти(ся) на
 following – такий, наступний
 design – намір; задум; проект; план
 decision – рішення
 such as – такий як
 choice of the method – вибір методу
 experiment – експеримент

observation – спостереження; спостерігання; нагляд
 to state – заявляти; повідомляти; констатувати; формулювати
 repeated or independent measures design – проект, що передбачає використання повторних або самотійних вимірів
 key variables – основні змінні
 observational technique – технологія спостереження
 correlational study – вивчення (дослідження) взаємозв'язку
 covariables – співвідносні змінні
 participant – учасник
 to involve – втягати, вплутувати; включати
 relevant demographic details – доречні демографічні деталі
 age – вік
 educational background – освіта
 gender – стать
 to observe – спостерігати; стежити; помічати
 particular sample – окрема особа
 to select – вибирати, відбирати, добирати
 finally – зрештою, кінець кінцем
 appropriate – підходящий, придатний, відповідний
 to explain – пояснювати, тлумачити
 to allocate – розміщати, розподіляти, призначати; локалізувати
 condition – умова
 apparatus – апарат; прилад; машина; інструмент; апаратура
 full details – усі деталі
 questionnaire – запитальник; анкета
 to place – розміщати; ставити
 appendix section – розділ додаток
 to name – називати
 measure – вимір
 to include – містити в собі, охоплювати, обіймати; включати
 to make sure (made, made) – переконатися
 means of scoring – (*тут*) підведення підсумків
 to design – планувати, проектувати; задумувати
 stimulus material – матеріал для стимулювання
 list – список
 words to be remembered – слова, які треба запам'ятати
 to avoid – уникати, ухилятися; скасовувати
 unusual – рідкісний; дивний
 distinctive – відмінний, характерний
 order – порядок
 to determine – визначати
 randomly – навмання, випадково
 standardised procedure – стандартний процес (процедура)
 standardised instructions – стандартні вказівки (інструкції)
 main body of the report – основна частина звіту
 clearly – ясно, очевидно; чітко
 succinctly – стисло; коротко

to illustrate – пояснювати
 raw datum (*pl* data) – необроблені дані
 number – цифра, число
 prior – до
 descriptive statistics – описова статистика
 measures of central tendency – заходи основної тенденції
 mean – середнє
 median – медіана
 mode – мода (*в математичній статистиці*)
 measures of spread – заходи поширення
 range of standard deviation – діапазон або стандартне відхилення
 graphical representation – графічне зображення
 suitable – придатний
 displaying the data – представлення даних
 to enable – робити придатним; уможливлювати
 significant – значний; важливий; істотний
 to justify – бути достатньою підставою; пояснювати
 to record – записувати; реєструвати
 test calculations – підрахунки (обчислення), зроблені під час тесту
 outcome – наслідок, результат
 thus – таким чином, отже
 conclusion – висновок
 regarding – що стосується
 to interpret – тлумачити; пояснювати
 in terms of – з точки зору; мовою
 previous research – попереднє дослідження
 to mention – згадувати; посилатися на
 with reference to – посилаючись на
 in addition – на додаток, крім того
 researcher – дослідник
 to reflect – відображати; зображати; роздумувати (*on*)
 strengths and limitations of the study – сильні сторони та обмеження
 (застереження) дослідження
 emphasis – наголос
 explanation – пояснення; тлумачення
 to relate to – мати відношення, стосуватися
 original aims – вихідні (початкові) цілі
 to note – записувати; згадувати
 to anticipate – передбачати, сподіватися
 to modify the problem – видозмінювати проблему
 practical use – практичне використання (застосування)
 suggestion – пропозиція, порада
 at the end of – у кінці
 to require – вимагати від когось; потребувати
 full references – повний список робіт
 to cite – цитувати; посилатися
 reason – причина

to wish – хотіти, бажати

further – далі

named studies or theories – згадані дослідження чи теорії

EXERCISES

 **Task 1. Underline the suffixes in the words. Put the words into the right column. Translate the words into Ukrainian.**

For example:

NOUN	VERB	ADJECTIVE	ADVERB
organization	organize	organizational	organizationally

Especially, teacher, correlational, carefully, identify, psychologist, intention, finding, sufficient, validity, justify, generally, reader, educational, invariably, decision, firmly, introduction, psychological, modify, information, typically, observation, variable, observational, widen, demographic, participant, finally, instruction, distinctive, randomly, organize, descriptive, clearly, suitable, succinctly, graphical, representation, nullify, significant, statistical, calculation, significance, intention, broaden, discussion, reference, addition, researcher, strength, limitation, explanation, signify, practical, suggestion.

 **Task 2. Complete the table with the suitable words instead of the dots.**

NOUN	ADJECTIVE	ADVERB	VERB
..... / /	 /	carefully / .....	.....
..... / ..... / ..... / ..... / .....	.....	.....	to publish /
participant / .....	.....		.....
report / ..... / ..... / .....			.....
..... /	valid		.....
..... / ..... / .....	..... / ..... / .....	.....	to explain /
sum /			 /
.....	.....		to introduce
.....	.....		to refer /
..... / / /	observable / ..... / .....	.....	.....

 **Task 3. Define the forms of the participles and translate the sentences into Ukrainian.**

1. In a few minutes a youth appeared in the distance, walking in the same direction. (*Th. Hardy*)
2. Uriah tried to induce Agnes to become his wife, hoping that she would sacrifice herself to a mistaken sense of duty. (*J. Bube*)
3. I am especially grateful for a great kindness done me a year or two ago. (*Mark Twain*)
4. And to my great delight, having said this, my father turned about and walked off with his friend. (*R. Greenwood*)
5. Left to his reflections Abraham soon grew drowsy. (*Th. Hardy*)
6. Mrs. D'Urberville's son had called on horseback, having been riding by chance in the direction of Marlott. (*Th. Hardy*)
7. On the morning appointed for her departure Tess was awake before dawn. (*Th. Hardy*)
8. It was eight o'clock before I woke next morning, having slept through the night perfectly tranquil and undisturbed by dreams. (*R. Greenwood*)
9. Having packed up her luggage she started in a hired trap for the little town of Stourcastle. (*Th. Hardy*)
10. Being commanded by her elder sister to bring "the dictionary" from the cupboard, Miss Jemima had extracted two copies of the book. (*W.M. Thackeray*)
11. Having been demonstrated at the art exhibition for two weeks, the picture was taken away.
12. It was like molten lead being forced into his stomach. (*J. London*)
13. Having at last stopped him, Mr. Winkle got down. (*Ch. Dickens*)
14. Seeing Tess standing at gaze, he went across to her. (*Th. Hardy*)
15. Tess, having quickly eaten her own meal, beckoned to her elder sister to come and take away the baby. (*Th. Hardy*)
16. A burnt child dreads the fire. (*proverb*)
17. A rolling stone gathers no moss. (*proverb*)

 **Task 4. Point out the participles expressing priority or simultaneity in relation to the action denoted by the finite verb. Translate the sentences into Ukrainian.**

1. She stood there looking after him. (*J. Galsworthy*)
2. Living in his neighbourhood, I saw him frequently. (*Ch. Dickens*)
3. Having lent him a night-cap, I left him to his rest. (*Ch. Dickens*)
4. And taking his daughter's arm, he led her forth. (*J. Galsworthy*)
5. Having helped her and the rest, he did not speak for a while. (*W.M. Thackeray*)
6. Having finished his preparation of it, he laid it down beside him. (*Ch. Dickens*)
7. We came downstairs one at a time, walking softly, and keeping to the shady side. (*Jerome K. Jerome*)

8. Seeing a light in the little round office, I went in there. (*Ch. Dickens*)
9. Having given some further directions, he departed. (*Ch. Brontë*)
10. I was making my bed; having received strict orders from Bessie to get it arranged before she returned. (*Ch. Brontë*)



Task 5. Define the functions of the participles in the sentences below. Translate the sentences into Ukrainian.

1. At night I see thousands of lights shining forth from the clocks of flats that have sprung up on the outskirts of the city.
2. Nearing his club at last he stopped to buy a paper. (*J. Galsworthy*)
3. Sam continued his jumping movement until he was near the fire. (*P. Abrahams*)
4. “No,” replied Emily, shaking her head. (*Ch. Dickens*)
5. The voices and laughs of the workfolk eating and drinking under the rock came to her as if they were a quarter of a mile off. (*Th. Hardy*)
6. Nothing is impossible to a willing heart. (*proverb*)
7. Having at last taken her course, Tess was less restless and abstracted. (*Th. Hardy*)
8. Having washed her hands, she opened a certain little drawer. (*Ch. Brontë*)
9. Having taken the key from the lock, she led the way upstairs. (*Ch. Brontë*)
10. The youth looked at him curiously, never having seen a Forsyte with a beard, and vanished. (*J. Galsworthy*)
11. She left confused and rather touched. (*J. Galsworthy*)
12. She attempted to look reserved. (*Th. Hardy*)
13. Lulled by the sound, I at last dropped asleep. (*Ch. Brontë*)
14. Led by her, I passed from compartment to compartment. (*Ch. Brontë*)
15. Seen now, in broad daylight, she looked tall, fair, and shapely. (*Ch. Brontë*)
16. Sitting on a low stool, a few yards from the armchair, I examined her figure. (*Ch. Brontë*)
17. Having obtained from the clerk a direction, I set out, the same afternoon, to visit my old schoolfellow. (*Ch. Dickens*)



Task 6. Define the functions of the participles in the sentences below. Translate the sentences into Ukrainian.

1. Probably the majority of psychological specialists could be categorized as applied.
2. The theory of sensation stated that the specific sensation one experiences is primarily the result not of an external stimulus acting on the sense organs but of the specific energy residing in a given nerve.
3. Human and animal behaviour have always been a concern of merchants, scientists, philosophers, and all thinking people.
4. The experimental method enabled psychologists to investigate problems of

- human behaviour, learning, and perception with the same rigour used by natural scientists.
5. Biology provided much of the information on genetics and heredity that was eventually used by psychologists considering the effects of these influences on behaviour.
 6. Early psychology was characterized by attempts to develop unified psychological systems.
 7. Community psychology is a particular type of applied social psychology.
 8. Using the experimental method, an experimenter manipulates a variable to be studied, chooses the response to be measured, and controls extraneous or irrelevant influences that might inappropriately affect the results of the experiment.
 9. An empirical study employs variables that are measurable, avoiding concepts that may be subject to many different interpretations and that cannot be observed and recorded in an objective way.
 10. The first standard measurements of intelligence were developed by Alfred Binet, working in Paris in the early 1900s.

 **Task 7. State whether the italicized word is a participle or the past tense of the common aspect.**

1. One evening Mary's father *asked* her why she had not visited Mrs. Wilson for a long time. (*E. Gaskell*)
2. *Asked* to give his address, he said he would rather not.
3. She *followed* him to the door. (*E. Gaskell*)
4. The woman went home, *followed* by her little boy.
5. Mary wished him to tell her what *oppressed* him so, but she did not dare to ask. (*E. Gaskell*)
6. *Oppressed* people are treated unfairly or cruelly and are prevented from having the same rights as other people.
7. Then he lighted a lamp, and *found* the trap-door. (*R. Stevenson*)
8. The pocket-book *found* in the cloak-room belongs to my friend.

 **Task 8. Insert the proper form of the verb. Translate the sentences into Ukrainian.**

1. Their friend (showed, shown) Nell and the old man where they could lie down. (*Ch. Dickens*)
2. Shortly after this they (began, begun) supper, which was already (to lay) on a side-table. (*Th. Hardy*)
3. The child caught the ball (threw, thrown) by his mother.
4. Jack London (wrote, written) many novels, short stories and essays.
5. The child (ran, run) to the fence and was lifted by one of the men.
6. The work (did, done) by them will be of great use to everybody.

7. Any action (took, taken) may come too late to be of help.
8. He was looking for a place to hide the (stole, stolen) silver.

 **Task 9. Paraphrase the sentences using simple sentences with the participial constructions. Translate the sentences into Ukrainian.**

1. When I came to the library, I found my friend there.
2. There are many students in our group who take part in the work of our scientific circle.
3. As she was very tired after the examination, she decided to have a little rest.
4. After he had been introduced, he joined the conversation.
5. As he approached the house, he noticed that a crowd was standing in front of the entrance door.
6. There was an old bridge which had evidently been built many years before.
7. In the hall I met the two girls who were asked to sing at our evening party.
8. As we had been asked not to come late, we thought we should leave earlier.
9. They decided to walk further as they wished to see everything.
10. The fence that surrounds the garden is newly painted.

 **Task 10. Translate the word-combinations. Find them in the text and read the sentences they are used in.**

- | | | | |
|------------------------------|--|-------------------------------|----------------------------------|
| 1) full details | 4) full references | 7) the background information | 10) the validity of the findings |
| 2) to interpret the findings | 5) the main points of the research study | 8) suitable methods | 11) original aims |
| 3) to take into account | 6) to modify the problem | 9) key variables | 12) sufficient detail |

 **Task 11. Find the right Ukrainian equivalents in Column B to the words and word-combinations in Column A.**

- | COLUMN A | COLUMN B |
|----------------------------------|----------------------------------|
| 1) key variables | 1) необроблені дані |
| 2) words to be remembered | 2) освіта |
| 3) with reference | 3) поділятися на |
| 4) standardised procedure | 4) останній етап курсової роботи |
| 5) to conduct the study | 5) отримувати оцінки |
| 6) to subdivide into | 6) посиляючись на |
| 7) original aims | 7) повний список робіт |
| 8) final stage of the coursework | 8) основні змінні |

- 9) raw datum
- 10) validity of the findings
- 11) full references
- 12) previous research
- 13) to get the marks
- 14) educational background
- 15) to modify the problem

- 9) попереднє дослідження
- 10) проводити дослідження
- 11) видозмінювати проблему
- 12) слова, які треба запам'ятати
- 13) вихідні цілі
- 14) стандартний процес
- 15) обґрунтованість відкриття

 **Task 12. Find the right English equivalents in Column B to the words and word-combinations in Column A.**

COLUMN A	COLUMN B
1) у кінці	correlational study
2) описова статистика	main body of the report
3) практичне використання	to make sure
4) представлення даних	at the end of
5) вивчення взаємозв'язку	full details
6) вручати	at a glance
7) підрахунки, зроблені під час тесту	descriptive statistics
8) усі деталі	strengths and limitations of the study
9) з точки зору	choice of the method
10) переконатися	graphical representation
11) вибір методу	to hand in
12) основна частина звіту	practical use
13) сильні сторони і обмеження дослідження	test calculations
14) графічне зображення	in terms of
15) з одного погляду	displaying the data

 **Task 13. Match the words in Column A with their antonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
Final, important, carefully, inform, new, give, sufficient, confirm, begin, main, enable, introduction, background, often, obvious, provide, plus, relevant, appropriate, other, include, independent, use, remember, unusual, distinctive, randomly, clearly, succinctly, next, prior, central, suitable, previous,	End, lost, minus, last, less, same, forger, foreground, dependent, misuse, take, there, usual, weakness, unsuitable, exclude, beginning, seldom, secondary, initial, refuse, typical, following, past, outside, unclear, extensively, improper, afterword, old, inadequate, carelessly, disprove, prohibit, intentionally, later,

strength, more, here, found, future, end.	indistinctly, unrelated, misinform, inessential.
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 **Task 14. Match the words in Column A with their synonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
Study, final, stage, report, important, carefully, draft, take into account, publish, research, inform, finding, analysis, provide, sufficient, confirm, validity, article, summary, purpose, introduction, identify, obvious, method, describe, data, appropriate, randomly, instruction, modify, justify, conclusion, significance, anticipate, suggestion, reference, discussion, calculation, remember, appendix, background.	Issue, suitability, prove, unplanned, importance, attentively, discovery, foreword, mention, conclusive, submit, evident, recollect, research, let know, explain, facts, disputation, account, enough, approach, change, grounding, significant, confirm, investigation, phase, determine, outcome, take into consideration, paper, predict, outline, recommendation, evaluation, intention, abstract, suitable, guideline, estimation, supplement.

 **Task 15. Complete the translation of the sentences into English.**

1. The dissertation is the final stage of the Masters degree and забезпечує вас можливістю to show that you have gained the необхідні уміння та знання in order to organize and conduct a дослідницьку роботу.
2. You повинні писати вашу працю with the idea in mind that the intended reader and рецензент have some shared розуміння в галузі, яка досліджується, however, underpinning concepts and arguments still need to be included as otherwise the глибина дослідження will be compromised.
3. Your Masters dissertation should be a document which is 'self-contained' and does not need any додаткового пояснення або тлумачення, or посилення на інші документи in order that it may be fully understood.
4. A dissertation must have розділи that provide an вступ, а огляд літератури, a justification of the data selected for the analysis and методологію дослідження, the analysis of the data and, finally, the висновки and recommendations.
5. Dissertations need to demonstrate знання і розуміння beyond undergraduate level and should also досягти рівня of scope and depth beyond that taught in class.
6. The academic style of a Masters dissertation does not just стосується the clarity of expression, grammar, використання цитат і посилань but relates to a clearly structured підходу to the пояснення та обґрунтування фактів, теорій і поглядів presented to form a precise argument.
7. The науковий керівник performs many functions and is to сприяти and not

- to lead, hence the відповідальність за якість і зміст of a Masters dissertation is entirely that of yourself, the student.
8. You may ask your supervisor детально прочитати a чернетку of a portion of your dissertation normally up to a maximum of two chapters, in order to give зворотний зв'язок on the presentation, content and style.
 9. Your науковий керівник will endeavour to meet you якомога швидше, but you must пам'ятати your науковий керівник has other work commitments, конференції, в яких треба взяти участь, наукові дослідження, які необхідно проводити, and will also take a vacation some time through the summer period.
 10. The пропозиція щодо дослідження shows that you have thought through what the основні цілі дослідження are to be, that you have identified the основні джерела of the primary and secondary data and that you have given thought as to the методології дослідження.
 11. The пропозиції щодо дослідження should provide your наукового керівника with a 'detailed skeleton' of the whole dissertation; the дрібні деталі as added when the огляд літератури is completed and the попереднє дослідження has been undertaken.
 12. The питання, що досліджуються, are more specific than your цілі дослідження and specify the various insights/information that need to be collected in order досягти цілі.
 13. A preliminary огляд літератури indicates that you have studied the work of the основних авторів у галузі дослідження; that you are familiar with the основними темами relevant to that subject area; what подальші дослідження you intend to pursue as part of the dissertation.
 14. You need обґрунтувати why the обрані методи were selected as the найбільш придатні for your research, amongst the many alternative ones, given its specific objectives, and незручності you may face in terms of access, time and so on.
 15. The анотація of the dissertation should provide достатню інформацію about the результати дослідження that reading the full dissertation is not necessary, although your рецензенти will read the full dissertation.

 **Task 16. Fill in the gaps with the suitable words and word-combinations. Translate the sentences.**

objectivity, provability, verifiability of the results	guidance of a supervisor
overview of the main ideas	qualitative and/or quantitative analytical approach
summarises	justification and explanation
to find and raise the important problems	research problem
combination of the techniques	formulate the research problems
under certain conditions	analyzing, interpreting and generalizing the results
assignments	previous research and theories
comparison of attitudes of different authors	main specialization
development of thought	brief summary of a problem or topic
skills of analysis	making suggestions on the basis of the empirical data

1. The papers to be written by a student are all those tasks and ... that are to be drawn up and submitted on paper or electronically, which reveal the student's ... , generalising skills, her/his orientation in the respective area of speciality.
2. The papers to be written by a student show how the student is able to independently ... , analyse them with the help of the appropriate methods, investigate and solve them.
3. An essay is a free form of the ... in an independently selected or given topic.
4. An abstract is a ... , which is based primarily on the written sources, that is the author ... the main points from the sources and reformulates them with his/her own words.
5. An abstract written on the basis of one source only provides an ... , conclusions or/and the author's own opinion.
6. When several sources are used a ... about the topic is provided in the referative paper.
7. A Master's thesis is an academic research paper written independently and personally under the ... , in which the author in a comprehensive manner discusses and works out the topical theoretical and practical problems according to the ... at a level worthy of the Master's degree.
8. An academic research in general is a ... to a subject related problem; when writing the paper the student acquires scientific research experiences and skills of
9. The generally accepted standards of the research papers should apply originality, ... , accuracy, system, and clarity.
10. An academic research must reveal that the author knows the reality in theory and practice, is able ... , and to investigate and solve them methodically.
11. A method is a process used for investigating/solving a problem, a ... that enable to get the new information about the problem in order to solve it.
12. The choice of the methods to be used, their ... is a natural part of every research; without this it is not possible to investigate, and comprehend the research or reach the motivated final results.
13. The theoretical papers have to present a systematized overview of the ... , suggest in a reasoned way the author's own theory, which would enable to solve the ... and find the answers to the research question.
14. The practical research conducted by the author, which comprises using certain methods of research, interpreting the results and drawing conclusions, and ... gathered by the author is an essential part of the student's research paper.
15. The research paper must demonstrate that the research and solution are correct ... and the author understands that some circumstances may significantly influence the problem and its solution



**Task 17. Match the beginning and the end of the sentences.
Translate the sentences into Ukrainian.**

- | | |
|---|---|
| 1) It is important for a student who writes a Master's Project to make its topic as creative as possible; ... | a) progressively providing more detailed, critical evaluation of the existing studies. |
| 2) If the topic of the future Master's Project is already chosen by the student, he/she should start exploring unique angels ... | b) without having consulted the Chair on the project in the preceding months. |
| 3) The student should be in regular communication with his/her Chair, ... | c) by evaluating the state of knowledge on the topic (that is, what the student already knows, what is contested, and what the student doesn't know). |
| 4) The student should absolutely avoid bringing his/her master's project draft paper to the Chair in the last month of the expected graduation semester, ... | d) that will demand differing amount of attention and space in the student's review: background, somewhat relevant, and the most relevant. |
| 5) There are many books ... | e) if the student is given the opportunity to choose his/her own, he/she should take advantage of it. |
| 6) The purpose of the literature review is to justify the student's research project ... | f) that the student needs to include a review of the relevant empirical studies as well as the theoretical literature. |
| 7) A literature review is the necessary step to identify the student's argument/specific hypothesis ... | g) that offer useful guidance to the students in writing their Master's Project. |
| 8) The literature which is relevant to the student's research project is likely to be of three types ... | h) that can set his/her content and information apart from the more obvious approaches many others will probably take. |
| 9) The student's thematic literature review will remove from general statements on the background literature to the detailed evaluation of the most relevant literature ... | i) and to develop the student's guide for gathering the evidence to examine this argument/hypothesis. |
| 10) There can be a theoretical and an empirical literature that pertains to the student's research question which means ... | j) keeping the Chair up-to-date on his/her progress in the form of e-mail contact and/or print-outs of the lists of potential sources, |

statistical output (if relevant), and drafts of the paper.

 **Task 18. What is the meaning of the underlined words? Choose the correct answer. Use a dictionary to check your answers. Translate the sentences into Ukrainian.**

1. The Master's Project is a research paper that is more substantial than a term paper.
 - a) reliable;
 - b) considerable;
 - c) significant.
2. The student who plans to graduate in the Spring semester, should begin thinking about the Master's Project topic as early as possible.
 - a) plan;
 - b) abstract;
 - c) paper.
3. Depending on the topic and methodology the Master's Project can range from 25 pages to 75 pages, exclusive of many tables or figures and the list of references.
 - a) books;
 - b) statements;
 - c) introductions.
4. The Master's Project entails a contribution to the literature in the field.
 - a) direction;
 - b) presentation;
 - c) gift.
5. In empirical research paper typical contributions entail an evaluation of either new or more recent data sources and/or application of a new methodology.
 - a) fulfilment;
 - b) passage;
 - c) estimation.
6. The contribution of a theoretical paper may be a new interpretation of the literature taking into consideration the latest writings on the subject.
 - a) explanation;
 - b) assessment;
 - c) overview.
7. In the introduction in about two pages you should be moving from laying out the broad context for the study to the narrowly-focused definition of the problem/research question.
 - a) contents;
 - b) meaning;
 - c) framework.

8. The wording of the narrowly-focused research question should be explicit and clear to even the most inattentive reader.
 - a) profound;
 - b) distinct;
 - c) broad.
9. When researching the student should use both primary (original texts, documents, legal case, interviews, experiment, etc.) and secondary (other people's interpretations and explanations of the primary source) sources.
 - a) authority;
 - b) lists;
 - c) writings.
10. Reading other people's comments, opinions and entries on the topic can often help you to refine your own, especially where they comment that 'further research' is required or where they posit challenging questions but leave them unanswered.
 - a) prove;
 - b) convince;
 - c) develop.

? Task 19. Answer the following questions.

1. What is the final stage of the coursework?
2. Why is it especially important to write the report carefully?
3. What is the intention of the journal reports?
4. What is the purpose of the part of the report which is named a summary?
5. What is the purpose of the part of the report which is named introduction?
6. What is the aim of the part of the report which is under the title "Methods"?
7. Into what sections is the section "Methods" typically subdivided and what are their characteristic features?
8. What are three ways to illustrate the results of the study?
9. What is the intention of the discussion section?
10. Why are you required to provide the full references for any studies cited in the report?
11. What can you include in the appendices?

 **Task 20. Read the text, consider the facts described and draw your conclusion.**

WHAT IS EXPECTED IN A MASTER'S THESIS?

 Research is an essential component of graduate education. The thesis is often seen as the culmination of the graduate work, and it is the formal product. However, the process requires the work of many people. The two crucial components of this work are the Major Advisor and Advisory Committee. These two components, interacting with a Master's student, create a significant

professional experience and shape the degree work and resulting thesis. One of the most important aspects of the graduate work is the communication between the Major Advisor and the student. The methods, circumstances, and personalities vary and can make sufficient communication challenging. Ultimately it is the student's responsibility for making adequate progress toward completion of his or her thesis and for producing high quality work.

A Master's thesis provides opportunities for students to plan, complete, interpret, and report research. The thesis projects must not have been published previously, and must be conducted and written under the supervision of a Graduate Faculty Major Advisor member and a Graduate Advisory Committee.

The Master's projects should be the result of the work that is independently conducted, and that represents original research and critical analysis. The work should demonstrate the following from the student concerning the field of study:

- Awareness and understanding of the important current work in the field;
- Ability to plan a research activity;
- Knowledge and motivation to carry out the planned research activity;
- Ability to analyze the results of the research;
- Ability to draw the reasonable conclusions from the research;
- Ability to complete a written description of the work in the form of a well-written, properly organized thesis;
- Ability to complete a thesis with the potential for the presentation at and/or participation in the professional meeting and/or publication in scholarly journals.

 **Task 21. Read the text and translate it into Ukrainian. Prepare an oral presentation in English concerning the issues discussed in the text.**

GETTING STARTED WRITING A MASTER'S THESIS

 Most research begins with a question. Think about which topics and theories you are interested in and what you would like to know more about. Think about the topics and theories you have studied in your programme. Is there any question you feel the body of knowledge in your field does not answer adequately?

Once you have a question in mind, begin looking for information relevant to the topic and its theoretical framework. Read everything you can – academic research, trade literature, and information in the popular press and on the Internet.

As you become well-informed about your topic and prior research on the topic, your knowledge should suggest a purpose for your thesis. When you can articulate this purpose clearly, you are ready to write your prospectus/proposal. This document specifies the purpose of the study, significance of the study, a tentative review of the literature on the topic and its theoretical framework, your research questions and/or hypotheses, and how you will collect and analyze your data (your proposed instrumentation should be attached).

At this point, Master's students need to recruit committee members (if they haven't done so already) and hold a preliminary meeting. The purpose of this meeting is to refine your plans if needed and to make explicit expectations for completion of the thesis.

Obviously, the next steps are collecting and analyzing data, writing up the findings, and composing the final chapter. Your chair and committee members provide guidance as needed at this point but expect you to work as independently as possible.

You should be prepared to hire assistance with coding and data entry and analysis if needed.

 **Task 22.** *Read the text and be ready to comment on each element of a Master's thesis.*

WRITING A MASTER'S THESIS

 Each Master's thesis is unique but all share several common elements.

Chapter 1: Purpose and Significance of the Study

In the first chapter clearly state what the purpose of the study is and explain the study's significance. The significance is addressed by discussing how the study adds to the theoretical body of knowledge in the field and the study's practical significance for communicating with the professionals in the field being examined.

Chapter 2: Review of the Literature

The purpose of the study should suggest some theoretical framework to be explained further in this chapter. The literature review thus describes and analyzes the previous research on the topic. You should discuss and analyze the body of knowledge with the ultimate goal of determining what is known and is not known about the topic.

Chapter 3: Methodology

This chapter describes and justifies the data gathering method used. This chapter also outlines how you analyzed your data.

Begin by describing the method you have chosen and why this method is the most appropriate. In doing so, you should cite reference literature about the method.

Detail every step of the data gathering and the analysis process.

Chapter 4: Findings

This chapter addresses the results from your data analysis only. This chapter does not include discussing other research literature or the implications of your findings.

Usually you begin by outlining any descriptive or exploratory/confirmatory analyses (for example, reliability tests, factor analysis) that were conducted. Then you should address the results of the tests of the hypotheses. After that you should

discuss any ex post facto analysis. Tables and/or figures should be used to illustrate and summarize all numeric information.

Chapter 5: Discussion

The purpose of this chapter is not just to reiterate what you have found but rather to discuss what your findings mean in relation to the theoretical body of knowledge on the topic and your profession.

Begin by discussing your findings in relation to the theoretical framework introduced in the literature review. In some cases, you may need to introduce new literature (particularly with the qualitative research).

You should also indicate the study's practical implications.

This chapter next outlines the limitations of the study. The areas for the future research then are proposed.

The thesis or dissertation ends with a brief conclusion that provides closure.

? Task 23. Pop quiz: What personality are you?

Take this test for yourself ... and send it to your friends, and let them know who you are.

Don't peek but begin the test as you scroll down and answer. Answers are for who you are now ... not who you were in the past. Have a pen or a pencil and paper ready.

This is a real test given by the Human Relations Dept at many of the major corporations today. It helps them to get a better insight concerning their employees and prospective employees.

There are only 10 simple questions, so ... Grab a pencil and paper, keeping track of your letter answers. When you finished, send this to everyone you know.

① When do you feel your best?

- a) in the morning
- b) during the afternoon and early evening
- c) late at night.

② You usually walk ...

- a) fairly fast, with long steps
- b) fairly fast, with short, quick steps
- c) less fast head up, looking the world in the face
- d) less fast, head down
- e) very slowly.

③ When talking to people you ...

- a) stand with your arms folded
- b) have your hands clasped
- c) have one or both your hands on your hips

- d) touch or push the person to whom you are talking
- e) play with your ear, touch your chin, or smooth your hair.

④ When relaxing, you sit with ...

- a) your knees bent with your legs neatly side by side
- b) your legs crossed
- c) your legs stretched out and straight
- d) one leg curled under you.

⑤ When something really amuses you, you react with ...

- a) a big, appreciative laugh
- b) a laugh, but not a loud one
- c) a quiet chuckle
- d) a sheepish smile.

⑥ When you go to a party or social gathering you ...

- a) make a loud entrance so everyone notices you
- b) make a quiet entrance so everyone notices you
- c) make the quietest entrance, trying to stay unnoticed.

⑦ You're working very hard and you're interrupted. Do you ...

- a) welcome the break
- b) feel extremely irritated
- c) vary between these two extremes.

⑧ Which of the following colours do you like the most?

- a) red or orange
- b) black
- c) yellow or light blue
- d) green
- e) dark blue or purple
- f) white
- g) brown or gray.

⑨ In those last few moments before going to sleep, you lie ...

- a) stretched out on your back
- b) stretched out face down on your stomach
- c) on your side, slightly curled
- d) with your head on one arm
- e) with your head under the covers.

⑩ You often dream that you are ...

- a) falling
- b) fighting or struggling
- c) searching for something or somebody
- d) flying or floating
- e) you usually have dreamless sleep
- f) your dreams are always pleasant.

POINTS:

Use the Table below to calculate your points.

Question	a	b	c	d	e	f	g
1	2	4	6				
2	6	4	7	2	1		
3	4	2	5	7	6		
4	4	6	2	1			
5	6	4	3	5	2		
6	6	4	2				
7	6	2	4				
8	6	7	5	4	3	2	1
9	7	6	4	2	1		
10	4	2	3	5	6	1	

RESULTS:

Now add the total number of points:

Over 60 points: Others see you as somebody they should “handle with care.” You’re seen as vain, self-centered, and who is extremely dominant. Others may admire you, wishing they could be more like you, but don’t always trust you, hesitating to become too deeply involved with you.

51 to 60 points: Others see you as an exciting, highly volatile, rather impulsive personality; a natural leader, who’s quick to make decisions, though not always the right ones. They see you bold and adventuresome, someone who will try anything once; someone who takes chances and enjoys adventure. They enjoy being in your company because of the excitement you radiate.

41 to 50 points: Others see you as fresh, lively, charming, amusing, and always interesting; someone who’s constantly in the centre of attention, but sufficiently well-balanced not to let it go to their head. They also see you as kind, considerate, and understanding; someone who’ll always cheer them up and help them out.

31 to 40 points: Others see you as sensible, cautious, careful and practical. They see you as clever, gifted, or talented, but modest. Not a person who makes friends too quickly or easily, but someone who’s extremely loyal to friends you do make and who expect the same loyalty in return. Those who really get to know you

realize it takes a lot to shake your trust in your friends, but equally that it takes you a long time to get over it if that trust is ever broken.

21 to 30 points: Your friends see you as painstaking and fussy. They see you as very cautious, extremely careful ... A slow and steady plodder. It would really surprise them if you ever did something impulsively or on the spur of the moment, expecting you to examine everything carefully from every angle and then, usually decide against it. They think this reaction is caused partly by your careful nature.

Under 21 points: People think you are shy, nervous, and indecisive, someone who needs looking after, who always wants someone else to make the decisions and who doesn't want to get involved with anyone or anything. They see you as a worrier who always sees problems that don't exist. Some people think you're boring. Only those who know you well know that you aren't.

TALKING POINTS

1. Explain what a journal report is.
2. Focus on the part of the report which is named a summary.
3. Speak about the part of the report which is named introduction.
4. Concentrate on the section "Methods".
5. Speak about the part of the report which is named the results.
6. Characterise the discussion section.
7. Express your own opinion about the provision of the full references.

UNIT 10

WARM-UP

Comment on the quotes:

I am always sorry when any language is lost, because languages are the pedigree of nations – *Samuel Johnson* (1709-1784) (English writer who made lasting contributions to English literature as a poet, playwright, essayist, moralist, literary critic, biographer, editor, and lexicographer).

Science knows no country, because knowledge belongs to humanity, and is the torch which illuminates the world – *Louis Pasteur* (1822 – 1895) (French biologist, microbiologist, and chemist).

He who knows no foreign languages knows nothing of his own. – *Johann Wolfgang von Goethe* (1749 – 1832) (German poet, novelist, playwright, philosopher, diplomat and statesman).

GRAMMAR	VOCABULARY
Gerund. Verbal Noun.	Language development, learning, to convey a message, word, cognitive psychology, psycholinguist, acquisition, structure, usage of a language, written language, spoken language, expressive language, receptive language, message-producer, message-receiver, phoneme, communication, syllable, morpheme, phrase, clause, sentence, meaningful combination, deep structure, subject, predicate, complex sentence, compound sentence, statement, meaning, surface structure, arrangement, word-usage.

LANGUAGE DEVELOPMENT

 The language development is one of the major areas in the study of learning and cognitive psychology. Psychologists who study this area are called psycholinguists, and they are interested in the relationships between an organism and its language. Their work covers the acquisition, structure, and usage of a language.

Written vs. Spoken Language

The development of a written and spoken language in humans generally progresses differently. A written language depends upon the visual presentation of words, while a spoken language depends on the production and reception of sounds.

In general, the word usage in the written language differs somewhat from the word usage in the spoken language. Words are used with different frequencies, are arranged differently, are repeated more often in the spoken language, and generally take a more casual form in the spoken language and a more formal form when written.

Expressive vs. Receptive Language

An expressive language is the words used to convey a message. A receptive language is what is understood from the words used. The expressive and receptive language may not be the same thing; that is, the message-producer may intend to convey one message while the message-receiver may interpret the same words in a quite different manner.

Multiple meanings for words may make it particularly difficult for communication to occur. For example, the word *bread* had at one time at least two meanings: it meant both food and money. When a person producing a message said, “Wow, I sure would like more bread,” the receiver could understand the statement in at least two ways.

Words Development and Usage

The psycholinguists have studied the construction and use of words in great detail. These investigations have resulted in the development of the following terms and findings:

- **phonemes** – the basic sound components of a spoken language;
- **syllables** – are composed of one or more phonemes;
- **morphemes** – the smallest meaningful unit of a language;
- **words** – the symbols used in a language; phonemes, syllables, and morphemes may be considered the structural component for words;
- **phrases, clauses, and sentences:**
 - a *phrase* is a meaningful combination of grammatically related words that does not contain a subject and a predicate;
 - a *clause* is a construction containing both a subject and a predicate, and forming part of a complex or compound sentence;
 - a *sentence* contains both a subject and predicate, and presents a complete statement.

Surface Structure and Deep Structure

Psycholinguists have looked at how the arrangement of words may vary and what effect it has upon the meaning being conveyed. The arrangement of the words has come to be called the surface structure of the language, while the meaning being transmitted is called the deep structure.

Development of Language Rules

In general, children in all cultures develop the rules for language at about the same age and in approximately the same sequence, regardless of the specific language. In addition, children of all cultures tend to make word-usage and grammar errors that requires them to learn both rules and exceptions to rules.

GLOSSARY

language development – розвиток мови

major area – основна сфера

the study of learning – дослідження процесу навчання

cognitive psychology – когнітивна психологія

psycholinguist – психолінгвіст

to be interested in (was, were; been) – цікавитися (*чимсь*)

the relationships between an organism and its language – взаємовідносини між організмом і його мовою

to cover – охоплювати, містити в собі

acquisition – опанування; надбання; придбання, здобуття

structure – структура

usage of a language – використання (вживання) мови

vs. (versus) – проти; між; у порівнянні з, порівнюючи з

development – розвиток; еволюція

written language – писемна мова

spoken language – розмовна мова; усне мовлення

human – людина

generally – взагалі; звичайно; здебільшого

to progress – прогресувати; розвиватися; удосконалюватися; рухатися вперед;
 просуватися; робити успіхи
 differently – по-різному; інакше
 to depend upon (on) – залежати від
 visual presentation of words – видиме зображення слів
 production and reception of sounds – створення та сприйняття звуків
 in general – загалом; взагалі; звичайно; здебільшого
 word usage – вживання слова
 to differ – відрізнятися
 somewhat – до деякої міри
 different frequencies – різна частота
 to be arranged differently (was, were; been) – бути впорядкованим інакшим
 чином
 to repeat – повторюватися
 often – часто
 to take a more casual form (took, taken) – набувати більш випадкової
 (нерегулярної) форми
 formal form – формальна (офіційна) форма
 expressive language – мова для вираження повідомлення (думки, інформації)
 to convey a message – містити повідомлення
 receptive language – мова, за допомогою якої повідомлення сприймається
 to understand (understood, understood) – розуміти, зрозуміти
 the same thing – та сама річ; те ж саме
 that is – тобто
 message-producer – той, хто висловлює повідомлення
 to intend – мати намір, мати на увазі
 while – у той час, як
 message-receiver – той, хто отримує повідомлення
 to interpret – тлумачити, пояснювати
 in a quite different manner – цілком по-іншому
 multiple meanings for words – численні значення слів
 to make it particularly difficult for communication to occur (made, made) –
 ускладнювати здійснення комунікації (спілкування)
 at one time – колись
 at least – принаймні
 to mean (meant, meant) – значити, означати
 both – обидва, той і другий; і ... і
 food and money – продукт (їжа) і гроші
 sure – звичайно; безумовно; справді
 statement – заява, твердження; виклад; формулювання
 in great detail – дуже детально
 investigation – дослідження; слідство
 to result in – мати результатом, закінчуватися
 the following terms and findings – такі терміни та одержані дані (відомості)
 phoneme – фонема
 the basic sound component – основна одиниця системи вираження звукової
 мови

syllable – склад
 to be composed of (was, were; been) – складатися з
 morpheme – морфема
 the smallest meaningful unit of a language – найменша одиниця мови, що співвідноситься з відповідним їй елементом системи змісту
 to consider – розглядати; обдумувати; вважати; гадати
 the structural component for words – структурний компонент слів
 phrase – зворот мови, вираз, вислів, фраза
 meaningful combination of grammatically related words – завершене за змістом поєднання граматично зв'язаних слів
 to contain – містити *або* мати в собі; вміщати
 subject – підмет
 predicate – присудок
 clause – речення (*підрядне або головне, як частина складного речення*)
 to form part of a complex or compound sentence – бути частиною складнопідрядного або складносурядного речення
 sentence – речення
 to present a complete statement – являти собою завершене твердження
 surface structure – поверхнева структура
 deep structure – глибинна структура
 arrangement of words – розташування слів
 to vary – міняти(ся); змінювати(ся); різнитися, відрізнятися
 to have an effect upon (had, had) – мати вплив на
 meaning – значення
 to convey – передавати; повідомляти
 to transmit – передавати; відправляти
 to develop – розвиватися
 rules for language – правила мови
 approximately – приблизно
 sequence – послідовність; порядок
 regardless of – що не рахується з; що не звертає уваги на; що не зважає на
 specific language – певна (конкретна) мова
 in addition – крім того, до того ж
 to tend – прагнути, мати тенденцію до, нахил (*до чогось* – towards, to)
 to make word-usage and grammar errors (made, made) – робити лексичні та граматичні помилки
 to require – вимагати від когось; потребувати
 exceptions to rules – винятки з правил

EXERCISES

 **Task 1. Underline the suffixes in the words. Put the words into the right column. Translate the words into Ukrainian.**

For example:

NOUN	VERB	ADJECTIVE	ADVERB
organization	organize	organizational	organizationally

Development, generally, learning, glorify, cognitive, psychologist, differently, relationship, different, broaden, acquisition, usage, formal, production, reception, expressive, meaning, memorize, particularly, communication, receiver, statement, construction, receptive, simplify, investigation, finding, meaningful, structural, combination, grammatically, lengthen, arrangement, approximately, regardless, specific, harmonize, addition, exception.

 **Task 2. Complete the table with the suitable words instead of the dots.**

NOUN	ADJECTIVE	ADVERB	VERB
relationship / ..... / ..... / ..... / .....	..... / .....	.....	.....
..... / .....	.....		to acquire
presentation / ..... / ..... / .....	..... / ..... / .....	.....	.....
..... / / / / /	received / .....		.....
..... / /	expressive / .....	..... / ..... / .....	.....
..... /			to transmit
communication / .....	..... / .....		.....
..... /	meaningful / .....	.....	.....
.....	.....		to combine
arrangement / .....			.....

 **Task 3. Define the forms of the gerund. Translate the sentences into Ukrainian.**

1. I began thinking of running away. (*Ch. Dickens*)
2. He had good hopes of being employed at some other mill. (*E. Gaskel*)
3. Alice got behind a tree for fear of being run over. (*L. Carrol*)
4. Pyle was apologizing to Phuong for having kept her waiting. (*Gr. Greene*)
5. But I do not at all complain of having been kept out of this property. (*Ch. Dickens*)
6. I like making people happy. (*B. Shaw*)
7. She denies having spoken with him.
8. He likes neither reading aloud nor being read aloud to. (*W.S. Maugham*)
9. I am very fond of being looked at. (*Oscar Wilde*)
10. They accused me of having dealt with the Germans. (*S. Heym*)

 **Task 4. Define the syntactical functions of the gerund in the sentences. Translate the sentences into Ukrainian.**

1. Sailing is a thing that wants knowledge and practice, too. (*Jerome K. Jerome*)
2. It was like being up for oral examination and continually making silly mistakes. (*R. Aldington*)
3. She says you have always been in the habit of giving her playthings (*Ch. Brontë*)
4. At the back of the house two native women were busy washing. (*Ch. Brontë*)
5. Presently Joe went away, without saying a word. (*Mark Twain*)
6. After working for some time in silence, she suddenly began speaking to me again. (*Ch. Dickens*)
7. Mabel nodded. And then she suddenly burst out laughing. (*P. Abrahams*)
8. Lanny stopped and looked down at Sam. But Sam remained staring at one spot on the moonlit earth. Lanny felt ill at ease. (*P. Abrahams*)
9. "Of course you are angry with me for coming," said Stephan bitterly. (*J. Eliot*)
10. In descending the steps, he noticed that they wanted painting. (*J. Galsworthy*)
11. On returning to Oakland, Martin had done nothing but rest. (*J. London*)
12. He was glad and proud of being chosen. (*E. Gaskell*)
13. The entire summer was spent by the three men in preparing lectures for the coming term. (*M. Wilson*)
14. Here the street-cars had stopped running, few people passed, and there were no lights. (*J. Reed*)
15. Deciding is acting. (*saying*)

 **Task 5. Define the syntactical functions of the gerund in the sentences. Translate the sentences into Ukrainian.**

1. Some researchers, particularly physiologists, had preceded Wilhelm Wundt in conducting psychological investigations.
2. E.H. Weber, who did research on the sense of touch, devised new methods for measuring sensitivity and gave us a formula for the relationship between stimulus and sensation (Weber's law).
3. Understanding the motivation of consumers and applying this knowledge to help influence their buying habits or to make them better and more effective consumers is the prime concern of consumer psychologists.
4. Carl Jung is credited with developing a system of character types that has become a part of our language of personality description.
5. In studying the effects of social behaviour on the development of personality characteristics, psychologists have focused attention on two major areas: the influence of the family and the influence of peers.
6. Humanistic theories of psychology put emphasis on studying the whole human being and helping humans try to achieve their fullest potential.
7. S. Freud felt that one way of generating ideas and exploring desires within

- the therapy setting is dream analysis.
8. Attributing human characteristics to a lower organism is called anthropomorphism.
 9. An individual who is constitutionally weak may compensate by developing the body, perhaps by studying karate.
 10. All children have the potential for learning any language, and for some time are able to generate any required sounds.

 **Task 6. Substitute the subordinate clauses with the gerunds or gerundial complexes. Translate the sentences into Ukrainian.**

1. After he had graduated from the University of Foreign Languages, he took a post-graduate course.
2. After he had passed all his exams, he went to the Caucasus.
3. That you were absent last lesson does not free you from handling in your composition.
4. I had done all the exercises before you came.
5. The doctor insisted that my sister should go to the Caucasus.
6. Do you mind if he comes to out evening party?
7. I was angry with her because she was so lazy.
8. There is no chance that we shall catch the train.
9. I remember that he read "The Adventures of Tom Sawyer" last term.
10. Do you mind if I turn on the light? It is getting dark.

 **Task 7. Underline the verbal noun in the sentences. Translate the sentences into Ukrainian.**

1. The making of a new humanity cannot be the privilege of a handful of bureaucrats. (*Fox*)
2. I want you to give my hair a good brushing. (*Th. Hardy*)
3. Our likings are regulated by our circumstances. (*Ch. Brontë*)
4. Meanwhile Gwendolen was rallying her nerves to the reading of the paper. (*J. Eliot*)
5. Tom took a good scolding about clodding Sid. (*Mark Twain*)
6. The reading of this book took two hours.
7. Check the readings of this device.
8. The building of the British Empire may be said to have begun with the ascent of Queen Elizabeth to the throne.
9. Her marvellous singing won Helen the scholarship.
10. He gave a reading from his latest volume of poetry.

 **Task 8. Underline the verbal noun in the sentences. Translate the sentences into Ukrainian.**

1. Medicine made a major contribution to the beginning of psychology.
2. The biological theory of evolution and findings from zoology gave strong

- support to the development of comparative psychology.
3. Wilhelm Wundt's emphasis on experimental methodology gave psychology a strong scientific footing.
 4. Somatic (bodily) factors such as height, weight, skin colouration, and the functioning of sense organs may affect personality development.
 5. Sexual feelings are a class of feelings that are often subject to denial.
 6. Displacement involves the shifting (or replacement) of the object of a feeling or drive.
 7. All human beings share the same collective unconscious, since its contents go back to the beginning of the human race.
 8. For Alfred Adler, the key to personality was a striving for superiority.
 9. To understand the latent meaning of the dream, S. Freud held, the analyst must be familiar with the symbolic language of the unconscious.
 10. In all his writings, Carl R. Rogers emphasized the quality of the therapy relationship as the core of therapy.

 **Task 9. Define which part of speech (gerund or verbal noun) the ing-form is. Translate the sentences into Ukrainian.**

1. The idea of personal meetings between the heads of states for summit discussions to solve urgent international problems has been welcomed enthusiastically by millions of people all over the world.
2. If Sid really managed to make anything of Tom's disjointed mutterings, he kept it to himself. (*Mark Twain*)
3. The labouring of the ship in the troubled sea on this night, I shall never forget. (*Ch. Dickens*)
4. After a time she heard a pattering of feet in the distance. (*L. Carroll*)
5. "I am your son, mother. You sent me to Cape Town. I am your son. Isn't that so?" From the other room they could hear the hissing of the kettle. "Isn't it so, mother?" "Yes, Lanny." "Then stop crying." (*P. Abrahams*)
6. At last the tapping began again but soon died slowly away. (*R. Stevenson*)
7. A good beginning is half the battle. (*proverb*)
8. A good beginning makes a good ending. (*proverb*)
9. Don't cook a hare before catching him. (*proverb*)
10. There, there now, don't begin that groaning again. (*Mark Twain*)

 **Task 10. Define which part of speech (gerund, participle or verbal noun) the ing-form is. Translate the sentences into Ukrainian.**

1. Going down next morning rather earlier than usual, I paused outside the parlour door, on hearing my mother's voice. (*Ch. Dickens*)
2. Only while shaving did he suddenly remember that she called herself by her maiden name of Heron. (*J. Galsworthy*)
3. On seeing the master enter, the old woman stopped. (*Ch. Dickens*)
4. What an amazing place London was to me when I saw it in the distance. (*Ch.*

Dickens)

5. I listened to all the incidents of the house that made themselves audible to me; the ringing of bells, the opening and shutting of doors, the murmuring of voices, the footsteps on the stairs. (*Ch. Dickens*)
6. Life had given him no severe shocks nor rude awakenings. (*Th. Dreiser*)
7. There was no possibility of taking a walk that day. (*Ch. Brontë*)
8. I picture my small self in the dimly-lighted rooms, sitting with my head upon my hand. (*Ch. Dickens*)
9. I turned back until I could find a hiding-place. (*Ch. Dickens*)
10. Everything must have a beginning. (*proverb*)

 **Task 11. Define which part of speech (gerund, participle or verbal noun) the *ing*-form is. Translate the sentences into Ukrainian.**

1. Because humans express their conscious states using language, it is tempting to equate language abilities and consciousness.
2. S. Freud's understanding of the mind was largely based on interpretive methods and introspection, and was focused in particular on resolving mental distress and psychopathology.
3. The approach of cognitive neuroscience to studying the link between brain and behaviour is to use neuroimaging tools to observe which areas of the brain are active during a particular task.
4. Comparative psychology refers to the study of the behaviour and mental life of animals other than human beings.
5. Mainly focusing on the development of the human mind through the life span, developmental psychology seeks to understand how people come to perceive, understand, and act within the world and how these processes change as they age.
6. Researchers who study children use a number of unique research methods to make observations in natural settings or to engage them in experimental tasks.
7. Social cognition is a common approach and involves a mostly cognitive and scientific approach to understanding social behaviour.
8. Industrial Psychology focuses on improving, evaluating, and predicting job performance while Organizational Psychology focuses on how organizations impact and interact with individuals.
9. The testing of different aspects of psychological function is a significant area of contemporary psychology.
10. Academic psychologists may focus purely on research and psychological theory, aiming to further psychological understanding in a particular area.

 **Task 12. Translate the word-combinations. Find them in the text and read the sentences they are used in.**

1) multiple meanings

4) relationships between an

7) a complex or compound

10) to convey a message

	organism and its language	sentence	
2) to depend upon (on)	5) message-producer	8) to use with different frequencies	11) meaningful combination
3) surface structure of the language	6) regardless of the specific language	9) in great detail	12) to make word-usage and grammar errors

 **Task 13. Find the right Ukrainian equivalents in Column B to the words and word-combinations in Column A.**

COLUMN A	COLUMN B
1) to convey a message	1) поверхнева структура
2) in a quite different manner	2) правила мови
3) rules for language	3) мати результатом
4) to be composed of	4) тлумачити
5) in addition	5) опанування
6) to interpret	6) розвиток мови
7) word usage	7) містити повідомлення
8) acquisition	8) глибинна структура
9) multiple meanings for words	9) крім того
10) surface structure	10) цілком по-іншому
11) to result in	11) використання мови
12) deep structure	12) численні значення слів
13) statement	13) складатися з
14) usage of a language	14) формулювання
15) language development	15) вживання слова

 **Task 14. Find the right English equivalents in Column B to the words and word-combinations in Column A.**

COLUMN A	COLUMN B
1) винятки з правил	1) meaning
2) мова, за допомогою якої повідомлення сприймається	2) arrangement of words
3) дуже детально	3) written language
4) значення	4) investigation
5) мати вплив на	5) receptive language
6) розташування слів	6) the study of learning
7) створення та сприйняття звуків	7) exceptions to rules
8) цікавитися (чимсь)	8) visual presentation of words

- | | |
|----------------------------------|--|
| 9) писемна мова | 9) sequence |
| 10) основна сфера | 10) major area |
| 11) послідовність | 11) in a quite different manner |
| 12) дослідження процесу навчання | 12) production and reception of sounds |
| 13) видиме зображення слів | 13) to have an effect upon |
| 14) дослідження | 14) spoken language |
| 15) цілком по-іншому | 15) to be interested in |

 **Task 15. Match the words in Column A with their antonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
Major, usage, spoken, differently, often, more, expressive, understand, same, message-producer, great, smallest, consider, complete, surface structure.	Different, minor, biggest, ignore, message-receiver, incomplete, seldom, small, deep structure, less, misuse, receptive, misunderstand, written, similarly.

 **Task 16. Match the words in Column A with their synonyms in Column B. Translate the words into Ukrainian.**

COLUMN A	COLUMN B
Language, development, major, area, study, visual, differ, message, manner, meaning, for example, mean, statement, great, investigation, component, consider, combination, contain, complex, arrangement, effect, require, structure.	Research, for instance, include, utterance, main, arrangement, vary, organization, large, field, constituent, compound, regard, notice, tongue, result, need, way, learn, denote, composition, progress, sense, optical.

 **Task 17. Complete the translation of the sentences into English.**

1. Some дослідження have shown that the earliest language learning begins in utero when the fetus starts розпізнавати the sound and speech patterns of its голосу матері and розрізняти them from other sounds після народження.
2. The productive language is considered to begin with a stage of довербальної комунікації in which infants use жести and вокалізацію to make their наміри known to others.
3. The розвиток мови is thought to proceed by ordinary процесу навчання in which children acquire the forms, значення, and uses of words and utterances from the мовного вкладу.
4. The nativist theory, proposed by Noam Chomsky, argues that the language is a унікальним людським досягненням, and can be attributed to either

- “millions of years еволюції” or to the “principles of організації нервової системи that may be even more deeply grounded in physical law.”
5. An older empiricist theory, the біхевіористська теорія proposed by B.F. Skinner suggests that the language is learned through інструментальний умовний рефлекс, namely, by імітацію стимулів and by підсилення of correct responses.
 6. Other relevant theories about the розвиток мови include J. Piaget’s theory of the розумовий розвиток, which considers the розвиток мови as a continuation of the загального розумово розвитку and L. Vygotsky’s social theories that attribute the розвиток мови to an соціальним взаємодіям і зростанню особистості.
 7. Non-biologists also tend to believe that our здатність вивчати розмовну мову may have been developed through the еволюційний процес and that the основа мови may be passed down genetically.
 8. The здатність to speak and understand the мову людини requires здатність і вміння продукувати мовлення as well as multisensory integration of здатності здійснити сенсорну обробку.
 9. When children learn to write they need оволодіти letter formation, орфографією, punctuation and they also have to набути розуміння of the structure and the organizational patterns involved in the писемній мові.
 10. While most children throughout the world розвивають мову at similar rates and without difficulty, культурні та соціально-економічні відмінності have been shown to influence the розвиток.
 11. For опанування мовою to develop successfully, children must be in an оточенні that allows them спілкуватися socially in that language.
 12. The origin of the мови людини – the здатність of men and women спілкуватися with one another in an intelligent, symbolic, often abstract усному та писемному мовленні is a complete mystery to evolutionists.
 13. Evolutionary paleoanthropologists claim that they have no доказів whatever for the походження мови and the language is the main entity that відокремлює the man from the apes and other animals.
 14. The use of the language is to сприяти спілкуванню, допомагати розумінню between the language-originator and the language-recipient, and to enable корисна, відповідна та ефективна action to take place.
 15. The language is not just a haphazard stream of symbols; it is по суті систематична: that is to say, it operates according to низки визнаних законів і звичаїв; beyond that, even, it can be seen as a систему систем, and those can conveniently be described at the following levels: phonology, lexis, morphology, syntax, cohesion, and semantics.

 **Task 18. Fill in the gaps with the suitable words and word-combinations. Translate the sentences into Ukrainian.**

cognitive ability	utterances	words or morphemes	linguistic behaviour
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theory of other minds	their relationships	philosophy of language
social and cultural uses	organs of speech	computer programming
native language	techniques of communication	evolution
primate communication systems	traits	definition of language and meaning
artificially constructed communication systems		average child
natural languages	human brain	human beings
communication symbols	communities	social stratification
patterns of noises	phrases and utterances	long process of tradition

1. Questions concerning the ... , such as whether words can represent experience, have been debated at least since Gorgias and Plato in ancient Greece.
2. ... are spoken or signed, but any language can be encoded into secondary media using auditory, visual, or tactile – for example, in writing, whistling, singing, or Braille.
3. Depending on philosophical perspectives regarding the ... , when used as a general concept, the “language” may refer to the ... to learn and use, or to describe the set of rules that makes up these systems, or the set of utterances that can be produced from those rules.
4. Oral, manual and tactile languages contain a phonological system that governs how symbols are used to form sequences known as ... , and a syntactic system that governs how words and morphemes are combined to form
5. The language is thought to have originated when early hominins started gradually changing their ... , acquiring the ability to form a ... and a shared intentionality.
6. The language is processed in many different locations in the ... , but especially in Broca’s and Wernicke’s areas.
7. In addition to its strictly communicative uses, the language also has many ... , such as signifying group identity, ... , as well as social grooming and entertainment.
8. The languages evolve and diversify over time, and the history of their ... can be reconstructed by comparing the modern languages to determine which ... their ancestral languages must have had in order for the later developmental stages to occur.
9. The word “language” is sometimes used to refer to codes, ciphers, and other kinds of ... such as formally defined computer languages used for
10. One of the definitions of the language sees it primarily as the mental faculty that allows humans to undertake ... : to learn the languages and to produce and understand
11. All human beings have developed ... by means of the language: and different ... have developed their own particular species (Urdu, Arabic, Hopi, Greek, French, Chinese, English, etc.).
12. A language fundamentally is the system of possibilities available to its users

- of employing significant noises and ... produced by the ... (the lungs, vocal chords, hard and soft palate, tongue, teeth, lips, nose and so on).
13. The sounds or signs, and the combination of them, by a ... and learning, are used to refer to the objects, persons, ideas, and ... , which concern all human beings in the processes of conducting their lives both individual and collective.
 14. We all know how long it takes to learn any language well – whether our own ... or that of another community.
 15. This is not because ... are naturally ‘slow of study’ so much as because every language is an instrument of considerable intricacy and precision; indeed, in view of this, it is almost miraculous that, by the time an ... is about six years old, he has to a certain extent perfected the use of an extremely complicated system of

 **Task 19. Match the words in Column 1 with their definitions in Column 2.**

COLUMN 1		COLUMN 2	
1) language		a) the smallest unit of language that people can understand if it is said or written on its own	
2) progress		b) the process by which you gain knowledge or learn a skill	
3) statement		c) willing to consider new ideas or listen to someone else's opinion	
4) acquisition		d) to be different from something in some way	
5) sound		e) something you say or write, especially publicly or officially, to let people know your intentions or opinions, or to record facts	
6) word		f) showing very clearly what someone thinks or feels	
7) meaning		g) a system of communication by written or spoken words, which is used by the people of a particular country or area	
8) vary		h) something that you hear, or what can be heard	
9) expressive		i) the thing or idea that a word, expression, or sign represents	
10) receptive		j) the process of getting better at doing something, or getting closer to finishing or achieving something	

 **Task 20. Are the statements true (T) or false (F)?**

1. Psycholinguists have looked at how the arrangement of words may vary and what effect it has upon the meaning being conveyed. T F
2. In general, word usage in the written language differs somewhat

- | | | |
|---|---|---|
| from word usage in the spoken language. | T | F |
| 3. One meaning for words may make it particularly difficult for communication to occur. | T | F |
| 4. Linguists are interested in the relationships between an organism and its language. | T | F |
| 5. A phrase is a meaningful combination of grammatically related words that does not contain a subject and a predicate. | T | F |
| 6. The development of a written and spoken language in humans generally progresses similarly. | T | F |
| 7. Psychologists who study learning and cognitive psychology are called linguists. | T | F |
| 8. Words generally take a more casual form in the spoken language and a more formal form when written. | T | F |
| 9. A spoken language depends upon the visual presentation of sounds, while a written language depends on the production and reception of words. | T | F |
| 10. The arrangement of the words has come to be called the surface structure of the language, while the meaning being transmitted is called the deep structure. | T | F |
| 11. Words are used with different frequencies, and are arranged differently. | T | F |
| 12. A clause contains both a subject and predicate, and presents a complete statement. | T | F |
| 13. An expressive language is what is understood from the words used. | T | F |
| 14. Children of all cultures tend to make word-usage and grammar errors that requires them to learn both rules and exceptions to rules. | T | F |
| 15. Psycholinguists have studied the construction and use of words in great detail. | T | F |



Task 21. Match the beginning and the end of the sentences.
Translate the sentences into Ukrainian.

- | | |
|---|---|
| 1) It is evident that there is a close connection between the capacity to use a language ... | a) that patients can think without having adequate control over their language. |
| 2) At the common-sense level it appears that there is often a distinction between thought ... | b) which the writer has employed to embody his 'thought'. |
| 3) We often have to struggle hard to find words to capture what our thinking has already grasped, ... | c) and the capacities covered by the verb 'to think'. |
| 4) Again the study of speech disorders due to brain injury or disease suggest ... | d) and it is essential to recognize the appropriate one as soon as possible. |

- | | |
|---|---|
| 5) Some patients, for example, fail to find the names of objects presented to them and are unable to describe simple events which they witness; ... | e) as a method of building up sequences of organized and logical thought. |
| 6) A further essential stage in the learning of a language is to discover how to use it ... | f) and the words we employ to communicate with other people. |
| 7) A certain proportion of our language usage is, and ought to be, spontaneous and unconscious, ... | g) it is important to observe the way in which sentences are organized into connected discourses. |
| 8) Most words in a language, as any good dictionary makes clear, are capable of being used in many different senses, ... | h) and when we do find words we sometimes feel that they fail to do their job properly. |
| 9) Beyond the recognition of words individually, it is equally important to follow up faithfully the syntactic or grammatical structure ... | i) they even find it difficult to interpret long written notices. |
| 10) Apart from correctly interpreting the signals of meaning in individual sentences, ... | j) involving rapid automatic responses to familiar kinds of stimuli. |

 **Task 22. What is the meaning of the underlined words? Choose the correct answer. Use a dictionary to check your answers. Translate the sentences into Ukrainian.**

1. At the word level it is of great importance to ascertain the meaning referred to by particular words, in relation to the particular context.
 - a) pattern;
 - b) subject matter;
 - c) belief.
2. If a passage is difficult, or not immediately comprehensible, it is essential to trace out the grammatical structure which alone can guide us towards the intended meaning.
 - a) composition;
 - b) introduction;
 - c) foundation.
3. For example, in any difficult sentence, it is essential to discover the Subject-Predicate nucleus, which helps us to distinguish firstly the topic under consideration and secondly what is being said about it.
4.
 - a) to clarify;
 - b) to define;

- c) to notify.
5. When we are sure of the basic aim of a sentence, we can then go on to observe the kind of relationship among the subordinate parts, whether in phrase groups or in the clause structure.
 - a) essential;
 - b) subsidiary;
 - c) significant.
 6. While the honourable function of the language is to promote communication, we must remember that another of its historic functions, sometimes deliberate, sometimes accidental, is in ‘concealing and confusing’ thought.
 - a) conversation;
 - b) listening;
 - c) transmitting.
 7. While we shall not argue which use of the language ‘came first’, there is no doubt that a principal function of the language is the transmission of information.
 - a) idea;
 - b) thought;
 - c) data.
 8. ‘Information’ itself is a wide term, and implies chiefly data of an objective, utilitarian kind.
 - a) application;
 - b) word;
 - c) notification.
 9. It is also important to observe that what seems to be objective information may at times be subtly coloured by other factors.
 - a) to acknowledge;
 - b) to understand;
 - c) to remember.
 10. The National Institute of Industrial Psychology is a scientific association engaged in research into the satisfaction and efficiency of people in their working lives.
 - a) observance;
 - b) investigation;
 - c) design.

? Task 23. Answer the following questions.

1. What do psycholinguists study?
2. How does the development of a written and spoken language in humans generally progress?
3. What does a written language depend upon?
4. What does a spoken language depend on?
5. Is the word usage in the written language the same as the word usage in the spoken language? If not, prove it.

6. What is an expressive language?
7. What is a receptive language?
8. What is the difference between the expressive language and the receptive language?
9. Why do multiple meanings for words make it particularly difficult for communication to occur?
10. What linguistic terms and findings are the results of the psycholinguists' investigations?
11. What arrangement of the words has come to be called the surface structure of the language?
12. What is the deep structure?
13. How do the children in all cultures develop the rules for language?
14. Why is it necessary to learn both rules and exceptions to rules for the children in all cultures?

 **Task 24.** *After completing the text you should be able to express your opinion about B.F. Skinner's view that humans could construct linguistic stimuli that would then acquire control over their behaviour in the same way that external stimuli could.*

D.F. SKINNER AND HIS RELATION TO LANGUAGE

 B.F. Skinner, who carried out experimental work mainly in comparative psychology from the 1930s to the 1950s, but remained the behaviourism's best known theorist and exponent virtually until his death in 1990, developed a distinct kind of behaviourist philosophy, which came to be called radical behaviourism. He also claimed to have found a new version of psychological science, which he called behaviour analysis or the experimental analysis of behaviour.

As B.F. Skinner turned from experimental work to concentrate on the philosophical underpinnings of a science of behaviour, his attention naturally turned to human language. His book "Verbal behaviour" (1957) laid out a vocabulary and theory for functional analysis of verbal behaviour. This was famously attacked by the linguist Noam Chomsky, who presented arguments for the bankruptcy of B.F. Skinner's approach in the domain of language and in general. B.F. Skinner did not debut the review, later saying that it was clear to him that N. Chomsky had not read his book (though subsequent rebuttals have been provided by Kenneth MacCorquodale and David Palmer, among others). B.F. Skinner's supporters claim N. Chomsky's consideration of the approach was superficial in several respects, but the appropriate subject for a study of a language was a major point of disagreement. N. Chomsky (like many linguists) emphasized the structural properties of behaviour, while B.F. Skinner emphasized its controlling variables.

What was important for a behaviourist analysis of human behaviour was not language acquisition so much as the interaction between a language and overt behaviour. In an essay republished in his 1969 book "Contingencies of

Reinforcement”, B.F. Skinner took the view that humans could construct linguistic stimuli that would then acquire control over their behaviour in the same way that external stimuli could. The possibility of such instructional control over behaviour meant that contingencies of reinforcement would not always produce the same effects on human behaviour as they reliably do in other animals. The focus of a radical behaviourist analysis of human behaviour therefore shifted to an attempt to understand the interaction between instructional control and contingency control, and also to understand the behavioural processes that determine what instructions are constructed and what control they acquire over behaviour. Important figures in this effort have been A. Charles Catania, C. Fergus Lowe, and Steven C. Hayes.

 **Task 25. Read the text, consider the facts described and draw your conclusion.**

ENGLISH AROUND THE UK

 Not everyone in the United Kingdom speaks the same kind of English. Between Land’s End (in Cornwall) and John O’Groats (in Scotland) there are a lot of different accents and dialects. There are every three completely separated languages.

London

People from the east of London are called Cockneys. The cockney accent is one of the most famous in the UK. There’s a cockney dialect, too – it’s called ‘rhyming slang’. Here are a few examples.

Word	Cockney Rhyming Slang	Example
stairs	apples and pears	He went up the apples and pears.
face	boat race	What an ugly boat race you’ve got!
feet	plates of meat	These shoes are hurting my plates of meat.
car	jam jar	My jam jar’s five years old now.

The Cockneys even have kings and queens. These ‘pearly’ kings and queens aren’t really royal, but they wear special clothes on important days. The name ‘pearly’ comes from the pearls (they’re not real, either) on their clothes.

Britain’s most popular soap-opera is about Cockney people. It’s called ‘EastEnders’. More than twenty million people (over 30% of the UK population) watch it every week.

The Queen’s English

The official English accent is called R. P. (that stands for ‘received pronunciation’). This is the accent of the Royal Family and BBC news-readers. But fewer than 5% of English-speakers in the world have an R.P. accent.

Every year the Queen sends a ten-minute TV (and radio) message to the Commonwealth. She records her message (it’s called ‘The Queen’s Speech’) a few weeks before Christmas. Then, on December 25th, TV stations all over the world

show it at 3 p. m. 'The Queen's Speech' is an important part of Christmas for millions of people.

As well as the Cockney accent in London, there's a strong local accent and dialect in each of these cities.

Newcastle – the accent and dialect here are called 'Geordie'.

Liverpool – people from Liverpool speak 'Scouse'. The Scouse word for sandwich is 'butty'.

Birmingham – in the UK's second-biggest city the people have a 'Brummy' accent. 'Street' becomes 'strate'.

Other cities with accents and dialects include **Glasgow, Bristol, Swansea, Belfast, Penzance.**

As well as English, there are three other languages in the UK.

Today, only a few thousand people speak each of them. They are **Cornish** (in Cornwall), **Welsh** (in Wales), **Gaelic** (in parts of western Ireland and northern Scotland).

Do you know?

- ✓ English is one of over 2,700 languages in the world today.
- ✓ One billion people speak English. That's 20% of the world's population.
- ✓ 80% of all English vocabulary comes from other languages.

 ***Task 26. Read the text and translate it into Ukrainian. Prepare an oral presentation in English concerning the issues discussed in the text.***

LANGUAGES OF THE WORLD



How many languages are there in the world?

7,117 languages are spoken today. That number is constantly in flux, because we're learning more about the world's languages every day. And beyond that, the languages themselves are in flux. They're living and dynamic, spoken by communities whose lives are shaped by our rapidly changing world. This is a fragile time: roughly 40% of the languages are now endangered, often with less than 1,000 speakers remaining. Meanwhile, just 23 languages account for more than half the world's population.

What are the largest language families?

The six largest language families by language count are Niger-Congo, Austronesian, Trans-New Guinea, Sino-Tibetan, Indo-European, and Afro-Asiatic.

Of the 142 different language families, these six stand out as the major language families of the world. They can be found throughout the world, spreading uniquely to different regions and countries. Each of these families has at least 5% of the world's languages, and together account for two-thirds of all the languages. Niger-Congo and Austronesian are the two largest from this perspective, each with over 1,000 languages due to the incredible language diversity in sub-Saharan Africa and Southeast Asia, respectively. These six families also make up five-sixth of the world's population. Based on speaker count, Indo-European and Sino-Tibetan are the largest two language families, with over 4.6 billion speakers

between them. The two most spoken languages are in these families – English is classified as Indo-European, and Mandarin Chinese is classified as Sino-Tibetan.

What are the top 200 most spoken languages?

Over 88% of people speak one of the following languages as their native tongue, and many hundreds of millions more speak them as second languages: English (1268 million), Mandarin Chinese (1120 million), Hindi (637 million), Spanish (538 million), French (277 million), Standard Arabic (274 million), Bengali (265 million), Russian (258 million), Portuguese (252 million), Indonesian (199 million), Urdu (171 million), Standard German (132 million), Japanese (126 million), Swahili (99 million), Marathi (95 million), Telugu (93 million), Turkish (85 million), Yue Chinese (85 million), Tamil (84 million), Western Punjabi (83 million), etc.

What countries have the most languages?

Papua New Guinea has the most languages in the world – over 800. Indonesia isn't far behind with over 700.

The languages are spread unequally throughout the world. That trend is clear whether we're looking at whole regions or individual countries.

Top 10 countries where the most languages are spoken today, including all established and immigrant languages: Papua New Guinea – 840; Indonesia – 710; Nigeria – 524; India – 453; United States – 335; Australia – 319; China – 305; Mexico – 292; Cameroon – 275; Brazil – 228.

What is the most spoken language?

English is the largest language in the world, if you count both native and non-native speakers. If you count only native speakers, Mandarin Chinese is the largest.

Mandarin Chinese is the largest in the world when counting only first language (native) speakers. This is due to the significant population of China. We consider Mandarin to be the largest of the Chinese macrolanguage, a grouping of thirteen languages all considered “Chinese” due to a shared writing system and literature. Other well-known examples include Wu and Cantonese.

When factoring in second- third-, and higher language speakers, English is the largest language in the world. This is due first to the colonial influence of the British Empire, but later to the spread of American culture.

Mandarin is concentrated, while English is spread out. Because Mandarin's size is primarily due to native speakers, it is not surprising to see it concentrated in few countries – primarily in Asia – that have the most first-language speakers. English has more non-native speakers, and so can be found in far more countries, particularly in Africa. English is spoken in 146 countries, a stark difference to Mandarin's 29.

? Task 27. Pop quiz: A lot about your true self.

There are only 3 questions and the answers will surprise you. Do not cheat by looking up the answers. The mind is like a parachute, it works best when it is opened.

- ✓ Get a pencil and paper to write your answers.
- ✓ Answer each question in order, do not look ahead, and be honest.

This is an honestly questionnaire, which will tell you a lot about your true self.

1. Put the following 5 animals in the order of your preference.

- cow
- tiger
- sheep
- horse
- pig.

2. Write one word that describes each one of the following:

- dog
- cat
- rat
- coffee
- sea.

3. Think of someone (who also knows you and is important to you), that you can relate him or her to the following colours. Do not use the same person twice.

- yellow
- orange
- red
- white
- green.

Finished? Please be sure your answers are what you REALLY feel ... Last chance ... Look at the interpretations below:

Question # 1 – The order that you choose defines the priorities in your life.

- cow – signifies **CAREER**
- tiger – signifies **PRIDE**
- sheep – signifies **LOVE**
- horse – signifies **FAMILY**
- pig – signifies **MONEY**

Question # 2 – Descriptions

- | | |
|-------------------------------------|--|
| • Your description of a dog implies | YOUR OWN PERSONALITY |
| • Your description of a cat implies | THE PERSONALITY OF YOUR PARTNER |

- Your description of a rat implies **THE PERSONALITY OF YOUR ENEMIES**
- Your description of coffee implies **HOW YOU INTERPRET SEX**
- Your description of the sea implies **YOUR OWN LIFE**

Question # 3 – Colours

- yellow **SOME ONE YOU WILL NEVER FORGET**
- orange **SOMEONE YOU CONSIDER YOUR TRUE FRIEND**
- red **SOMEONE THAT YOU REALLY LOVE**
- white **YOUR TWIN SOUL**
- green **SOMEONE THAT YOU WILL REMEMBER FOR THE REST OF YOUR LIFE**

TALKING POINTS

1. Speak about the issues psycholinguists study.
2. Focus on the development of a written and spoken language.
3. Explain the essence of the expressive and receptive language.
4. Characterise the words development and usage.
5. Concentrate on the difference between surface structure and deep structure of the language.
6. Explain how language rules are developed.
7. Express your own opinion about the importance of learning a foreign language and culture.

SUPPLEMENTARY MATERIAL

ДОВІДНИК З ФОНЕТИКИ АНГЛІЙСЬКОЇ МОВИ

Звуки і букви

В англійській мові є 26 букв, з них 5 голосних, 20 приголосних і у, яка передає і голосний, і приголосний звуки. У мовленні слова складаються зі звуків, а на письмі – з букв. Звуки вимовляються, а букви служать для зображення звуків на письмі.

В англійській мові написання слів може відрізнятися від їх вимови. Це пояснюється тим, що англійська орфографія не мінялася протягом багатьох віків, а звукова форма зазнала значних змін. Кількість звуків в англійській мові набагато перевищує кількість букв: 26 букв англійського алфавіту передають на письмі 44 звуки: 6 голосних (з у) букв передають 20 голосних звуків: 12 монофтонгів і 8 дифтонгів; 20 приголосних букв передають 24 приголосні звуки. Все це створює значні труднощі для тих, хто вивчає англійську мову, бо, зокрема, кожна голосна буква може передавати кілька голосних звуків. Для того, щоб уміти правильно читати англійські слова, необхідно знати правила читання букв і буквосполучень, а також фонетичну транскрипцію.

Фонетична транскрипція

Фонетична транскрипція складається з певних знаків, причому кожний знак фонетичної транскрипції відповідає лише одному певному звуку, а кожний звук має свій, один транскрипційний знак. Щоб не змішувати букви зі знаками транскрипції, останні записуються в квадратні дужки. Наприклад: а [ei]; plate [pleit].

Англійський алфавіт

Англійські букви	Алфавітна назва букв (у транскрипції)	Вимова при читанні в словах
A a	[ei]	У залежності від типу складу
B b	[bi:]	[b]
C c	[si:]	[k], [s] перед e, i, y
D d	[di:]	[d]
E e	[i:]	У залежності від типу складу
F f	[ef]	[f]

G g	[dʒi:]	[g], [dʒ] перед e, i, y
H h	[eit]	[h]
I i	[ai]	У залежності від типу складу
J j	[dʒei]	[dʒ]
K k	[kei]	[k]
L l	[el]	[l]
M m	[em]	[m]
N n	[en]	[n]
O o	[ou]	У залежності від типу складу
P p	[pi:]	[p]
Q q	[kju:]	[kw]
R r	[a:]	[r] вимовляється лише перед голосними
S s	[es]	[s], [z] між голосними і на кінці слова після голосних і дзвінких приголосних
T t	[ti:]	[t]
U u	[ju:]	У залежності від типу складу
V v	[vi:]	[v]
W w	[ˈdʌblˈju:]	[w]
X x	[eks]	[ks], [gz] перед наголошеною голосною
Y y	[wai]	У залежності від типу складу
Z z	[zed]	[z]

Bb [bi:], Cc [si:], Dd [di:], Ff [ef], Gg [dʒi:], Hh [eit], Jj [dʒei], Kk [kei], Ll [el], Mm [em], Nn [en], Pp [pi:], Qq [kju:], Rr [a:], Ss [es], Tt [ti:], Vv [vi:], Ww [ˈdʌblˈju:], Xx [eks], Zz [zed].

Вимова приголосних

В англійській мові є чимало приголосних звуків, які вимовляються приблизно так, як відповідні українські звуки.

[b] – нагадує український звук [Б]: book, boy.

[f] – нагадує український звук [Ф]: food, wife.

[g] – нагадує український звук [Г] в словах *ганок, гава*: get, go.

- [k] – нагадує український звук [К], проте перед голосною вимовляється з придихом: *keep, took*.
- [m] – нагадує український звук [М], але англійський звук звучніший і протяжніший: *make, home*.
- [p] – нагадує український звук [П], у позиції перед голосною вимовляється з придихом: *pen, top*.
- [v] – нагадує український звук [В]: *visit, vote*.
- [s] } – нагадують відповідно українські звуки [С] і [З], але під час артикуляції англійських звуків кінчик язика піднесений: *snow, sit, zenith, plays*.
- [z]
- [d] } – відрізняються від українських звуків [Д], [Т], [Н], [Л] тим, що під час вимови кінчик язика притискується до альвеол (бугорків, розташованих вище передніх верхніх зубів); [t] перед голосною вимовляється з придихом: *dig, take, name, lake, tin, date, note*.
- [t] }
- [n] }
- [l] }
- [j] – дещо нагадує [Й] в українських словах *йокати, йти*; англійський звук [j] зустрічається лише перед голосними: *yes, you*.
- [r] – досить відрізняється від українського звука [Р]. Під час вимови англійського [r] кінчик язика підноситься до альвеол. [r] вимовляється лише перед голосними, в кінці слова і перед приголосними не вимовляється: *room, right, red*.
- [θ] – глухий звук; під час вимови кінчик язика утворює вузьку щілину з передніми верхніми зубами, в яку видихається повітря.
- [ð] – дзвінкий звук; під час вимови кінчик язика утворює вузьку щілину з передніми верхніми зубами, в яку видихається повітря.
- Подібних українських звуків немає: *this, thing*.
- [h] – утворюється легким видихом повітря; подібний до звука, який чути, коли дихнемо на дзеркало або окуляри, щоб їх протерти. Подібного звука в українській мові немає. Ніколи не вимовляйте цей звук як український [Х]: *how, house, here*.
- [ʃ] – нагадує звук [Ш] в українському слові *шість*: *shop, short*.
- [ʒ] – вимовляється приблизно так, як пом'якшений звук [Ж], без значного руху губ: *vision, usual*.
- [tʃ] – подібний до українського звука [Ч] в слові *чай*: *chair, chess*.
- [dʒ] – подібний до [ДЖ] в українському слові *джміль*: *page, job*.
- [ŋ] – задньоязичний носовий звук; утворюється внаслідок зімкнення задньої спинки язика і м'якого піднебіння. Цей звук можна легко відтворити, намагаючись вимовити український звук [Н] з відкритим ротом: *morning, going*.
- [w] – губний звук; для його утворення губи треба зблизити, немовби для вимови українського звука [У], але намагатися вимовити звук [В]: *work, wood*.

Запам'ятайте:

1. Приголосні в англійській мові не пом'якшуються.
2. Дзвінки приголосні в кінці слова не оглушуються. Вони завжди вимовляються як дзвінки звуки: bad [bæd], pig [pig].
3. Подвоєні приголосні букви передають один приголосний звук: bigger [ˈbɪgə], dinner [ˈdɪnə].

Основні правила читання приголосних

c [s] : перед i, e, y: city, centre, cycle

\ [k] : перед a, o, u і приголосними: cup, cat, coat, club

g [dʒ] : перед i, e, y: gist (але girl, gild – [g]), gem, gyp

\ [g] : перед a, o, u і приголосними: gave, got, gun, green

s [s] : на початку слова, перед приголосною та після глухої приголосної:
sit, desk, list, shops

\ [z] : у кінці слова, між голосними, після голосних і дзвінких: his, goes,
wise, please, towns

x [ks] : box, text, fox, expose, exercise

\ [gz] : exist, example, exhibit, але exhibition [ks]

ck [k] : clock, back, black

ch, tch [t] : such, French, much, catch

sh [ʃ] : shop, shelf, shall

th [θ] : thin, thick, tenth

th [ð] : this, that, then

ng [ŋ] : long, sing, strong

nk [ŋk] : ink, bank, thank

j [dʒ] : June, jump, joke

wh [w] : when, which, white, what, while

who [hu:] : who, whom, whose

ph [f] : photo, phone, phase, phrase

ght [t] : eight, weight, night
qu [kw] : quick, quest, question

wr [r] : wrist, write, wrong

kn [n] : know, knit, knee

ture [tʃə] : lecture, picture

ild [aɪld] : child, wild

ind [aɪnd] : kind, find, mind

old [ould] : old, cold

sure { [ʒə] : pleasure, measure, treasure
[ʃə] : pressure

tial, cial [ʃl] : social, official, essential

cient [ʃənt] : ancient, efficient

tion [ʃn] : dictation, nation

ssion
ssian { [ʃn] або [ʃən] : session, physician
cian {

-ed { [d] : після дзвінких приголосних і голосних: played, begged
[t] : після глухих приголосних і шиплячих: helped, washed
[ɪd] : після **t** і **d** : wanted, ended

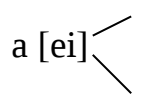
Голосні

Aa [ei], Ee [i:], Ii [ai], Oo [ou], Uu [ju:], Yy [wai].

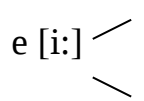
Вимова голосних

Кожна голосна має дві основні вимови: довгу або алфавітну (тобто голосна читається так, як вона називається в алфавіті) і коротку. Читання голосної залежить головним чином від того, в якому складі вона стоїть: у відкритому чи закритому, в наголошеному чи ненаголошеному. У відкритому наголошеному (або графічно відкритому, тобто з «німим» **e** в

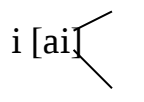
кінці слова) складі голосні, як правило, читаються так, як вони називаються в алфавіті. В закритому наголошеному складі вони мають коротку вимову.

a [ei] 

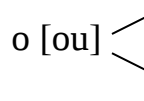
- [eɪ] – дифтонг; нагадує [ЕЙ] в українських словах *нейтральний*, *рейд*: name, make
- [æ] – під час вимови нижня щелепа опущена, кінчик язика впирається в нижні передні зуби, губи трохи розтягнуті. Звук більш переднього творення, ніж український звук [Е]: man, cat

e [i:] 

- [i:] – нагадує протяжливе [І] в українських словах *ніде*, *ніготь*: me, legal, theme
- [e] – нагадує коротке [Е] в українських словах *шеніт*, *шестеро*; під час вимови губи дещо розтягнуті або нейтральні: red, bed

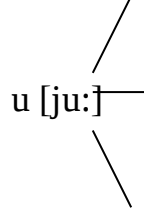
i [ai] 

- [ai] – дифтонг; нагадує [АЙ] в українських словах *знай*, *байка*: life, time, kite
- [i] – дуже короткий, щось середнє між українськими звуками [І], [И]; дещо нагадує [И] в українських словах *рижій*, *тирса*; під час вимови губи напружені і притиснуті до зубів: did, lip, will

o [ou] 

- [ou] – дифтонг; нагадує [УО] в слові *клоун*: go, no, home, low
- [ʊ] – завжди короткий, під час вимови губи злегка округлюються, але не випинаються, залишаються плоскими, відстань між щелепами широка, корінь язика відведений далеко назад: not, shop, dot

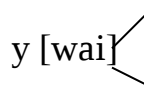
на [ju:] – нагадує український звук [ЙУ]; перший елемент схожий

u [ju:] 

- [j] в українському слові *май*, губи під час вимови звука залишаються плоскими і не випинаються: use, tune, you
- [ʌ] – короткий, дещо нагадує ненаголошений звук [А] в українських словах *масовка*, *замовець*: must, but, mushroom, cut
- [u] – короткий, схожий на український ненаголошений звук [У]

в

словах *гудок*, *путівка*: good, put

y [wai] 

- [ai] – нагадує [АЙ] в слові *Байкал*: my, dry
- [i] – див. букву і [i] : mystic, city, symbol

Основні правила читання голосних

Існує чотири типи складів:

I тип – відкритий склад. Якщо після наголошеної голосної безпосередньо або через одну приголосну стоїть ще одна голосна, то ця друга голосна не вимовляється, а показує, що перша читається, як називається в алфавіті.

II тип – закритий склад. Якщо після наголошеної голосної стоїть приголосна, за якою немає іншої голосної, то перша голосна читається коротко.

III тип – голосна + г.

IV тип – голосна + г + голосна.

Відкритий (I) тип складу

Буква	Звук	Приклади
a	[ei]	plate, safe, pale, made
ai	[ei]	paint, rain, nail, main
au	[ei]	play, say, day, may
e	[i:]	be, he, she, eve, me
ee	[i:]	week, green, tree, sleep
ea	[i:]	easel, read, speak, sea
i	[ai]	lie, wide, nine, time, life
y	[ai]	style, my, try, shy, cycle
o	[ou]	slope, home, open, nose
u	[ju:]	lute, due, dune, mute, hue

Закритий (II) тип складу

Буква	Звук	Приклади
a	[æ]	glad, stand, lamp, man
e	[e]	ten, bed, men, help, sell
i	[i]	list, little, if, did, tint
y	[i]	rhythm, lynch, system, pyramid, nymph
o	[ɔ]	on, stop, fond, clock, lost
u	[ʌ]	bust, lunch, must, sun, luck

III тип складу

Буквосполучення	Звук	Приклади
a + r	[a:]	art, artist, park, marble, star
e + r	[ə:]	her, term, verb, nerve, serve
i + r	[ə:]	girl, bird, first, skirt, third
y + r	[ə:]	myrrh, myrtle
o + r	[ɔ:]	horn, port, form, order, lord
u + r	[ə:]	fur, turn, purse, purple, return

IV тип складу

Буквосполучення	Звук	Приклади
a + r + гол.	[εə]	fare, prepare, stare, care
e + r + гол.	[iə]	here, mere, sere
i + r + гол.	[aiə]	fire, tire, wire, dire
y + r + гол.	[aiə]	tyre, lyre
o + r + гол.	[ɔ:]	more, sore, before, store, tore
u + r + гол.	[juə]	pure, cure, lure, during, mural

a + $\left. \begin{array}{l} ll \\ lk \\ lt \end{array} \right\} \begin{array}{l} [ɔ:] \end{array} \begin{array}{l} \text{all, ball, wall, fall, small} \\ \text{chalk, talk, walk} \\ \text{salt, halt, malt} \end{array}$

a + $\left. \begin{array}{l} nce, nch \\ nt \\ ss \\ sk, sp \end{array} \right\} \begin{array}{l} [a:] \end{array} \begin{array}{l} \text{chance, dance, France, branch} \\ \text{plant, grant, slant} \\ \text{pass, class, grass, glass} \\ \text{ask, bask, rasp} \end{array}$

a + $\left. \begin{array}{l} st \\ ft \\ th, the \end{array} \right\} \begin{array}{l} [a:] \end{array} \begin{array}{l} \text{past, last, fast} \\ \text{shaft, draft, after} \\ \text{bath, path, father} \end{array}$

ei	}	[ei]	eight, weight
ey			grey, they
oi	}	[ɔi]	point, join
oy			boy, toy, joy
au	}	[ɔ:]	August, pause, because
aw			saw, law, paw
oo	/	[u]	book, look, took (перед k та іноді перед t, d, m, але food [fu:d])
		[u:]	too, soon, spoon (але door [dɔ:], floor [flɔ:])
ou	/	house, our, count (але should, could, would – [u]; group, soup – [u:]; country, young, enough – [ʌ])	
ow		[au]	how, now, brown (але blow, flow, grow, show, follow, yellow, window – [ou])
ou	– [ə] colour, famous (у кінцевому ненаголошеному складі)		
ie	– [i:] piece, field, chief		
ie	– [e] friend		
oa + r	[ɔ:] oar, blackboard		
ou + r	[auə] our, flour, sour, але your, four [ɔ:]; tour [tuə]		
eu	[ju:] neutral, Euclid		
ew	[ju:] few, new, newspaper		

Голосна у на початку слова вимовляється [j]: yes, yet.

Exercise. Practise the pronunciation of the following words.

steak	Mister	fast	speak	spend
student	sister	last	space	spelling
star	yesterday	least	special	hospital
stand	western	rest	speed	expensive
play	– pray		plate	– prate
plank	– prank		plies	– prize
plays	– praise		applies	– apprise
ply	– pry		pleasant	– present
blue	– brew		bleach	– breach
Blake	– break		bloom	– broom
blight	– bright		blush	– brush
blanch	– branch		bleed	– breed

flee	–	free	fly	–	fry
flock	–	frock	flame	–	frame
flesh	–	fresh	flight	–	fright
flog	–	frog	flay	–	fray
tree		three	drive		
true		through	drink		
try		throw	dress		
train		thread	drop		
sharp		heart	church		work
purple		dirty	search		fork
Antwerp		porch	March		circle
Harper		part	arch		parking
caps		streets	backs		coughs
maps		coats	books		laughs
shops		weeks	hands		breaths
minutes		thanks	kerchiefs		deaths
stopped		talked	laughed		
hoped		liked	coughed		
kept		walked	left		
slept		looked	telegraphed		
names		nouns	things		
times		pens	rings		
poems		songs	walls		
towns		kings	smiles		
robbed		lagged	received		
described		helped	arrived		
engaged		believed	bathed		
obliged		lived	smoothed		

ДОВІДНИК ІЗ СЛОВОТВОРЕННЯ АНГЛІЙСЬКОЇ МОВИ

Основними засобами словотворення в сучасній англійській мові є:

1. Афіксація – утворення нових слів за допомогою суфіксів і префіксів.

2. Конверсія – перехід слова з однієї частини в іншу без будь-якої зміни його звукової або графічної форми.
3. Чередування наголосу та чередування голосних і приголосних.
4. Словоскладення – утворення нової (похідної) основи шляхом з'єднання двох уже існуючих основ, звичайно без зміни їх форми.

АФІКСАЦІЯ

Афіксація, тобто утворення нових слів шляхом додавання до кореневих слів префіксів і суфіксів, є звичним, широко вживаним засобом словотворення в англійській мові.

Префікс ставиться на початку слова і змінює значення кореневого слова:

personal (adj) – особистий

impersonal (adj) – безособовий;
об'єктивний

perception (n) – сприймання;
усвідомлення

preperception (n) – попереднє
сприйняття

Додавання префікса, як правило, не змінює належність слова до тієї чи іншої частини мови.

Суфікси стоять у кінці слова та служать для утворення похідних слів:

to adapt (v) – пристосовувати;
адаптувати(ся)

adapt**ation** (n) – адаптація,
пристосування

function (n) – функція; призначення

function**al** (adj) – функціональний

На відміну від префіксів, при додаванні суфіксів утворюються похідні слова, які відносяться до іншої частини мови:

memory (n) – пам'ять

to memor**ize** (v) – запам'ятовувати

Слова можуть бути утворені за допомогою двох суфіксів, кожний з яких зберігає своє значення:

type (n) – тип → typical**al** (adj) – типовий → typical**ly** (adv) – типово

Слова можуть утворюватися за допомогою префіксів і суфіксів одночасно:

to exhaust (v) – виснажувати → exhaust**ible** (adj) – що виснажується
→ **in**exhaust**ible** (adj) – невичерпний.

НАЙУЖИВАНІШІ СУФІКСИ

СУФІКСИ ІМЕННИКІВ

Іменники утворюються за допомогою суфіксів від *дієслів, прикметників та іменників*.

1. Суфікси, які утворюють іменники, що означають виконавця дії або предмет, за допомогою якого вона виконується. Такі іменники утворюються від дієслів:

-er

to work (v) – працювати

worker (n) – робітник

-or

to mediate (v) – бути посередником

mediator (n) – посередник,
примиритель

-ant

to assist (v) – допомагати

assistant (n) – помічник

2. Суфікси, які утворюють іменники, що означають особу:

-ist

to specialize (v) – спеціалізуватися

specialist (n) – спеціаліст

-ian

Ukraine (n) – Україна

Ukrainian (n) – українець

-ese

Japan (n) – Японія

Japanese (n) – японець

3. Суфікси, які утворюють абстрактні іменники, що означають загальні поняття (процеси, стан, властивості, якість тощо). Такі іменники утворюються від *дієслів, прикметників та іменників*:

а) від дієслів:

-ion, -tion, -ation, -sion, -ssion

to express (v) – виражати

expression (n) – виразність

to compose (v) – складати

composition (n) – композиція

to combine (v) – поєднувати

combination (n) – поєднання

to extend (v) – натягати

extension (n) – витягання

to admit (v) – допускати

admission (n) – доступ

-ment

to move (v) – рухатися

movement (n) – рух

-ance, -ence

to comply (v) – виконувати; погоджуватися
to differ (v) – відрізнятися

compliance (n) – згода; поступливість
difference (n) – різниця

б) від прикметників:

-ness

conscious (adj) – свідомий; що відчуває

consciousness (n) – свідомість; притомність

-ity

available (adj) – досяжний; що є в наявності; придатний

availability (n) – придатність; наявність

в) від прикметників і іменників:

-dom

free (adj) – вільний

wise (adj) – мудрий; розсудливий

freedom (n) – свобода, воля
wisdom (n) – мудрість

-ism

to determine (v) – визначати; встановлювати

determinism (n) – детермінізм

г) від іменників:

-hood

nation (n) – нація; народ

nationhood (n) – державність; статус нації

-ship

owner (n) – власник; господар

ownership (n) – власність; володіння; право власності

СУФІКСИ ПРИКМЕТНИКІВ

За допомогою суфіксів прикметники утворюються від дієслів, іменників і прикметників.

1. Суфікси, які вказують на наявність відповідних властивостей і якостей. Такі прикметники утворюються від дієслів і іменників:

а) від дієслів чи іменників:

-able

to value (v) – оцінювати

valuable (adj) – цінний

-ible

to comprehend (v) – розуміти; comprehensible (adj) – зрозумілий;

ОХОПЛЮВАТИ

збагнений

-ant

to resist (v) – противитися

resistant (adj) – стійкий

-ive

to create (v) – творити

creative (adj) – творчий

б) від іменників:

-al

correlation (n) – кореляція

correlational (adj) – кореляційний

-ful

doubt (n) – сумнів

doubtful (adj) – сумнівний

-ous

autonomy (n) – автономність

autonomous (adj) – автономний

2. Суфікс, який вказує на відсутність відповідних властивостей і якостей:

-less (за своїм значенням **-less** протилежний суфіксу **-ful**)

use (n) – вживання, застосування

useless (adj) – некорисний;
непотрібний

3. Суфікс, який вказує на наявність ознаки в слабкому ступені або належність до національності:

-ish

red (adj) – червоний

reddish (adj) – червонуватий

Pole (n) – поляк

Polish (adj) – польський

СУФІКСИ ДІЄСЛІВ

Дієслова утворюються за допомогою суфіксів від іменників і прикметників:

-en

deaf (adj) – глухий

to deafen (v) – глушити, заглушати

-(i)fy

simple (adj) – простий

to simplify (v) – спрощувати

-ize

stable (adj) – стабільний

to stabilize (v) – стабілізувати

СУФІКСИ ПРИСЛІВНИКІВ

Найуживанішим суфіксом прислівників є суфікс **-ly**, який додається до *прикметників*:

original (adj) – оригінальний

originally (adv) – оригінально

effective (adj) – ефективний

effectively (adv) – ефективно

СУФІКСИ ЧИСЛІВНИКІВ

Кількісні числівники від 13 до 19 утворюються за допомогою суфікса **-teen**, який додається до відповідних числівників першого десятка:

three – thirteen

five – fifteen

nine – nineteen

Кількісні числівники, що означають десятки (20-90), утворюються за допомогою суфікса **-ty**, який додається до відповідних простих числівників:

two – twenty

three – thirty

five – fifty

seven – seventy

Порядкові числівники, крім first, second, third, утворюються за допомогою суфікса **-th** або **-eth**, який додається до відповідних кількісних числівників:

four – fourth

five – fifth

thirty – thirtieth

hundred – hundredth

НАЙУЖИВАНІШІ ПРЕФІКСИ

Префікси, які мають заперечне значення:

un-

able – спроможний, здатний

unable – неспроможний, нездатний

dis-

to trust – довіряти

to distrust – не довіряти, сумніватися

in- (перед **l** префікс **in-** перетворюється в **il-**; перед **r** – в **ir-**; перед **m** і **p** – в **im-**):

sufficient – достатній
logical – логічний, послідовний

rational – раціональний
perfect – досконалий

insufficient – недостатній
illogical – нелогічний,
непослідовний
irrational – нераціональний
imperfect – недосконалий

non-
symmetrical – симетричний

non-symmetrical – несиметричний

Префікс **mis-** надає дієслову значення «зробити щось неправильно, помилково»:

to understand – розуміти

to **mis**understand – неправильно розуміти

Префікс **re-** означає повторну дію:

to create – творити; утворювати

to **re**create – відновлювати, поновлювати сили

Префікс **post-** має значення “після”:

structuralism – структуралізм

post-structuralism –
постструктуралізм

Префікс **pre-** має значення “до, перед”. Він протилежний за значенням префіксу **post-**:

meditation – роздум, міркування

premeditation – попереднє обміркування, планування; навмисність

КОНВЕРСІЯ

Деякі англійські слова у своїй основній формі можуть відноситися до різних частин мови – дієслів, іменників і прикметників – без зміни написання та вимови. Визначити, до якої частини мови відноситься слово, можна лише з контексту, за його синтаксичною функцією та морфологічними ознаками:

work (n) – робота
clear (adj) – чистий
place (n) – місце

to work (v) – працювати
to clear (v) – чистити
to place (v) – розміщати

УТВОРЕННЯ СЛІВ ЗА ДОПОМОГОЮ ЧЕРЕДУВАННЯ НАГОЛОСУ ТА ЧЕРЕДУВАННЯ ГОЛОСНИХ І ПРИГОЛОСНИХ

В англійській мові є *іменники* і *прикметники*, які мають однакове написання з відповідними їм *дієсловами*, лише наголос у них різний. Такі іменники та прикметники мають наголос на першому складі, а відповідні дієслова – на другому:

impact (n) – [’impækt] – вплив	to impact (v) – [im’pækt] – впливати
perfect (adj) – [’pə:fikt] – досконалий	to perfect (v) – [pə’fekt] – удосконалювати

У деяких випадках чередування приголосних супроводжується зміною кореневого голосного (чередування голосних):

depth (n) – глибина	to deepen (v) – поглиблювати
food (n) – їжа	to feed (v) – годувати

СЛОВОСКЛАДЕННЯ

Деякі слова можуть утворюватися шляхом з’єднання двох слів в одне слово. Такими словами можуть бути 1) складні іменники; 2) складні прикметники; 3) складні дієслова; 4) складні займенники; 5) складні прислівники.

1. Складні іменники:

day (n) + dream (n) – істерична фантазія, «сновидіння наяву»
to stand (v) + point (n) – standpoint (n) – точка зору
feed (v) + back (adj) – feedback (n) – зворотний зв’язок

2. Складні прикметники:

dark (adj) + blue (adj) – dark-blue (adj) – темно-синій
snow (n) + white (adj) – snow-white (adj) – білосніжний

3. Складні дієслова:

to carry → to carry on – продовжувати → to carry out – виконувати
over (prep) + come (v) – to overcome (v) – подолати

4. Складні прислівники:

everywhere (every + where) – скрізь
nowadays (now + a + days) – у наш час
meanwhile (mean + while) – тим часом

5. Складні займенники:

someone (some + one) – хто-небудь

nothing (no + thing) – ніщо

everything (every + thing) – все

Exercise. Arrange the following words into columns.

Noun	Verb	Adjective	Adverb	Numeral
motivation	simplify	useful	quickly	thirty

Significance, materialize, nineteen, accuracy, expressive, classify, statistical, openly, frighten, wisdom, fourth, application, safely, competitor, preventive, idealize, usually, difference, movement, identify, absurdity, reasonable, yellowish, regulation, eleventh, pharmacist, skillfully, sixteen, fifty, Swedish, carefully, symbolism, truthful.

ДОВІДНИК З ГРАМАТИКИ АНГЛІЙСЬКОЇ МОВИ

МОРФОЛОГІЯ

ЧАСТИНИ МОВИ

В англійській мові є ті ж самі частини мови, що і в українській: іменник, прикметник, займенник, числівник, дієслово, прислівник, прийменник, сполучник, вигук. Як в англійській, так і в українській мові є частки і модальні слова.

В англійській мові, крім того, є артиклі, яких немає в українській мові.

ІМЕННИК

Іменник – частина мови, що означає назви предметів і речовин, живих істот, явищ і абстрактних понять.

Іменники мають два числа: однину і множину.

Форму множини утворюють лише ті іменники, які піддаються лічбі й можуть сполучатися з кількісними числівниками:

a cell – many cells

one method – five methods

one cell – nine cells

a graph – a lot of graphs

Іменники утворюють форму множини досить просто: до форми в однині додається закінчення **-s** або **-es**:

hand – hands
idea – ideas

branch – branches
reflex – reflexes

Деякі іменники утворюють множину не за допомогою закінчення **-s**, а зміною кореневої голосної:

foot – [fut] – feet – [fi:t]
tooth – [tu:θ] – teeth – [ti:θ]
man – [mæn] – men – [men]
woman – ['wumən] – women – ['wimin]
goose [gu:s] – geese – [gi:s]

Деякі іменники зберегли стародавнє закінчення множини **-en**:

child – [tʃaɪld] – children – [ˈtʃɪldrən]
ox – [ɒks] – oxen – [ˈɒksən]

Деякі іменники, які мають у закінченні основи букви **f** або **fe** у множині змінюють глухий звук основи [f] на дзвінкий приголосний звук [v]; закінчення множини пишеться в цьому випадку **-ves** і вимовляється [vz]:

knife – knives
life – lives
wife – wives
wolf – wolves
leaf – leaves
shelf – shelves

Ряд іменників зберіг стародавню форму множини, яка збігається з формою однини:

deer – [diə] – deer
sheep – [ʃi:p] – sheep

Деякі іменники, запозичені з латинської і грецької мов, зберігають форми множини, які вони мали в цих мовах:

antenna – antennae
papilla – papillae
formula – formulae
datum – data

erratum – errata
radius – radii
stimulus – stimuli
catharsis – catharses
thesis – theses
criterion – criteria
phenomenon – phenomena

Деякі іменники не мають форми однини: *trousers* – штани, *scissors* – ножиці, *spectacles* – окуляри, *shorts* – шорти, *goods* – речі, товар, *greens* – овочі, *thanks* – вдячність, *talks* – переговори, *clothes* – одяг, *arms* – зброя.

Деякі збірні іменники мають лише форму однини: *people* – люди, *militia* – міліція, *police* – поліція, *cattle* – рогата худоба, *poultry* – свійська птиця.

Деякі іменники не вживаються в множині: *news* – новина, новини, *advice* – порада, *information* – інформація, *knowledge* – знання, *irritability* – подразнення, *consciousness* – свідомість.

Іменники в англійській мові мають два відмінки: загальний – *Jane*, *woman* і присвійний – *Jane's*, *woman's*.

Присвійний відмінок передає значення приналежності, що в українській мові передається родовим відмінком: *the doctor's coat* – пальто лікаря, *Mr. Brown's son* – син містера Брауна.

Присвійний відмінок на письмі має закінчення *-s* або лише апостроф (*'*), якщо іменник у множині закінчується на *-s*: *the girl's books* – книжки дівчини, *the girls' books* – книжки дівчат.

Форму присвійного відмінка приймають іменники, які означають живі істоти, а також ряд інших іменників, що означають: проміжок часу (*a day's waiting* – чекання протягом одного дня), відстань (*two miles' distance* – відстань у дві милі). У сучасній англійській мові спостерігається тенденція розширювати вживання присвійного відмінка з іменниками, які означають неживі предмети: *the book's success*, *the game's laws*, *the novel's hero*, etc.

Перед іменниками звичайно ставлять артикль **a**, **an** або **the**.

АРТИКЛЬ

В англійській мові є два артиклі: неозначений **a (an)** і означений **the**.

Неозначений артикль походить від числівника *one* (один) і тому вживається тільки перед тими іменниками в однині, які мають форму множини і їх можна перерахувати: **a** test, **a** recorder, **a** key, **a** theory, **a** signal. Але *bread*, *salt*, *work*.

Перед словами, які починаються з приголосної, вживається **a** (**a** gesture), а перед словами, що починаються з голосної – **an** (**an** observer).

Означений артикль має одну форму **the**, але вимовляється перед словами, які починаються з приголосної, як [ðə], а перед словами, які починаються з голосної, як [ði]: **the** fact [ðə 'fækt], **the** old fact [ði 'ould 'fækt].

Означений артикль походить від вказівного займенника *that* (той).

ПРИКМЕТНИК

Прикметники вказують на ознаку, якість, або властивість предметів. Прикметник відповідає на запитання *який?* **What?**

СТУПЕНІ ПОРІВНЯННЯ ПРИКМЕТНИКІВ

Прикметники в англійській мові, як і в українській, мають три ступені порівняння: *звичайний* (**the Positive Degree**), *вищий* (**the Comparative Degree**) і *найвищий* (**the Superlative Degree**).

Є два способи утворення вищого і найвищого ступенів порівняння: 1) за допомогою суфіксів **-er, -est**; 2) за допомогою слів **more, most**.

1. **Однокладові** та ті **двоскладові** прикметники, які закінчуються на **-er, -le, -y, -ow**, утворюють ступені порівняння за допомогою суфіксів **-er** для вищого ступеня, **-est** для найвищого ступеня.

Positive Degree	Comparative Degree	Superlative Degree
big	bigger	biggest
clever	cleverer	cleverest
simple	simpler	simplest
busy	busier	busiest
narrow	narrower	narrowest

2. **Багатоскладові** та **двоскладові** прикметники, крім двоскладових, які закінчуються на **-er, -le, -y, -ow**, утворюють вищий і найвищий ступені порівняння за допомогою слів **more** для вищого ступеня, **most** для найвищого ступеня.

Positive Degree	Comparative Degree	Superlative Degree
interesting	more interesting	most interesting
active	more active	most active

Якщо вказується на зменшення якості предмета, вживаються слова **less** для вищого ступеня, **least** для найвищого ступеня:

Positive Degree	Comparative Degree	Superlative Degree
difficult – важкий	less difficult – менш важкий	least difficult – найменш важкий

Деякі прикметники утворюють ступені порівняння від іншого кореня. Це: **good, bad, little, much, many, far**:

Positive Degree	Comparative Degree	Superlative Degree
good – добрий	better – кращий	best – найкращий
bad – поганий	worse [wə:s] – гірший	worst – [wə:st] найгірший
little – малий	less – менший	least – найменший
many, much – багато	more – більший	most – найбільший
	farther – дальший; further – дальший; наступний; додатковий	farthest – найвіддаленіший, найдальший; further – найдалі

При порівнянні предметів, коли прикметник стоїть у вищому ступені, вживається сполучник **than** (ніж):

His sight is **better than** his sister's sight.

This graph is **more** accurate **than** that one.

Для порівняння двох предметів (осіб, явищ) однакової якості вживається прикметник у звичайному ступені, який ставиться між подвійним сполучником **as ... as** (такий (же) ..., як (i)); у заперечних реченнях – **not so ... as** (не такий (же) ..., як (i)):

His English is **as fluent as** mine.

Jane's character is **not so aggressive as** Pete's.

Іменник, перед яким стоїть прикметник у найвищому ступені, вживається з означеним артиклем:

Traditionally, psychology dates back to **the earliest speculations** about the relationships of man with his environment.

ЧИСЛІВНИК

Числівник – частина мови, що виражає кількість або порядок предметів.

Числівники поділяються на *кількісні* і *порядкові*.

Кількісні числівники відповідають на запитання *скільки?* **How many?**

Empedocles said that the cosmos consisted of four elements: earth, air, fire, and water.

Plato recognized two classes of phenomena: things and ideas.

Між сотнями (або тисячами і мільйонами) та десятками або одиницями завжди ставиться сполучник **and**:

137 one hundred **and** thirty-seven

7,068 seven thousand **and** sixty-eight
1,549 one thousand five hundred **and** forty nine

Порядкові числівники вказують на порядок предметів при лічбі і відповідають на запитання *котрий?* **Which?**

fourth
thirteenth
fiftieth

У складених порядкових числівниках лише останній набуває форму порядкового числівника:

26-й – twenty sixth;
438-й – four hundred and thirty eighth

Запам'ятайте: page 10 – page ten; chapter 3 – chapter three; room 5 – room five.

Іменники, перед якими стоїть порядковий числівник, вживаються з означеним артиклем:

Wilhelm Wundt founded **the first** psychological laboratory in Leipzig, Germany in 1879.

Plato, the Greek philosopher of **the fourth** century B.C., believed that a human was born with certain innate, or given, mental abilities and knowledge.

У простих дробах чисельником є кількісний числівник, а знаменником – порядковий числівник, який має закінчення множини **-s**, якщо чисельник більше одиниці:

$\frac{1}{2}$ – one second; $\frac{1}{4}$ – one fourth; $\frac{3}{4}$ – three fourths.

Десяткові дробі читаються так:

2.75 – two point seven five

0.35 – nought [nɔ:t] point three five або o [ou] point three five.

ЗАЙМЕННИК

Займенники – це слова, які не називають предмети, явища, особи, якості або числа, а тільки вказують на них. Їх значення визначається контекстом або конкретними обставинами.

В англійській мові займенники поділяються на:

1. **Особові** займенники (мають називний і об'єктний відмінки).

Відмінок Особа	Називний	Об'єктний
<i>Однина</i> I II III	I я you ти he він she вона it воно	me мене, мені you тебе, тобі him його, йому her її, їй it його, йому, її, їй
<i>Множина</i> I II III	we ми you ви they вони	us нас, нам you вас, вам them їх, їм

You see **them**.

She visits **us** every Sunday.

2. Присвійні займенники.

Особові займенники	Присвійні займенники	
	Прилягаюча форма	Абсолютна форма
<i>Однина</i>		
I you he she it	my мій, моя, моє, мої your твій, твоя, твоє, твої his його her її its його, її	mine мій, моя, моє, мої yours твій, твоя, твоє, твої his його hers її its його, її
<i>Множина</i>		
we you they	our наш, наша, наше, наші your ваш, ваша, ваше, ваші their їхній, їхня, їхнє, їхні	ours наш, наша, наше, наші yours ваш, ваша, ваше, ваші theirs їхній, їхня, їхнє, їхні

Присвійні займенники у прилягаючій формі вживаються тільки у функції означення до іменника (герундія):

Their main areas of research included learning, attention, perception, and intelligence.

We met **our** friends yesterday.

Присвійні займенники в абсолютній формі можуть виконувати різні функції: підмета, додатка, предикатива, означення:

This pen is **yours**, and that one is **theirs**.

Jane, introduce me to a friend of **yours**, please.

3. **Зворотні і підсилювальні** займенники мають одну й ту ж форму. Проте відрізняються своїми властивостями.

Особа	Однина	Множина
Перша	myself себе, сам	ourselves себе, самі
Друга	yourself себе, сам(а), самі	yourselves себе, самі
Третя	himself себе, сам	themselves себе, самі
	herself себе, сама	
	itself себе, сам, сама, само	

Зворотні займенники завжди пов'язуються з дієсловами.

Підсилювальні займенники відносяться до іменників або займенників. За значенням вони відповідають українському займеннику *сам*.

Peter washes **himself** with cold water (зворотний займенник). – Петро вмивається холодною водою.

The *headmaster* **himself** presented the certificates to the school leavers (підсилювальний займенник). – Директор сам вручав атестати випускникам.

4. **Вказівні** займенники.

Однина	Множина
this цей, ця, це	these ці
that той, та, те	those ті

That important achievement is credited to Alfred Binet, a Frenchman.

These disorders are considered abnormal; that is, they create a problem for the individual or for society.

5. **Питальні** займенники.

Who? – хто?, **whom?** – кого, кому?, **whose?** – чий, чия, чие, чий?, **what?** – що, який, яка, яке, які?, **which?** – котрий, котра, котре, котрі?

Who is the author of the theory of prototype?

What stages does the thought go through before it is verbalized?

6. Відносні або єднальні займенники.

Who, whom – хто, котрий; **whose** – чий, котрий; **which** – котрий, який; **that** – котрий; **what** – що.

Ці займенники вживаються для з'єднання підрядних речень з головним і можуть виконувати у підрядному реченні різні функції.

Luria was a true scientist and a true humanist **who** contributed to a social progress and to the development of human capacity.

Ernst Weber named and studied discipline of psychophysics, **which** he defined as the study of the systematic relationships between physical events and mental events.

7. Неозначені займенники.

Неозначені займенники поділяються на *прості* і *складні*.

Простими неозначеними займенниками є : **all** – весь, вся, все, всі; **each** – кожний; **some** – дехто, деякі, одні, інші; **any** – який-небудь, будь-який, якийсь, скільки-небудь; **another** – ще один, другий, інший; **other** – інший; **much** – багато, багато що, значна частина; **many** – багато; **little** – мало; **few** – мало; **both** – обидва, той і другий; **one** – хтось, якийсь.

Складними неозначеними займенниками є: **somebody** – хтось, хто-небудь; **anybody** – хто-небудь, ніхто; **everybody** – кожний; **someone** – хтось, хто-небудь; **anyone** – хто-небудь, ніхто; **everyone** – кожний; **something** – що-небудь, щось, дещо; **anything** – що-небудь, будь-що, щось, ніщо; **everything** – все. **Some** і похідні від нього вживаються у стверджувальних реченнях; **any** і його похідні – у питальних і заперечних реченнях.

8. Заперечні займенники.

No – ніякий, не; **no one** – ні один, ніхто; **nobody** – ніхто; **nothing** – ніщо, нічого; **neither** – ніхто, жоден з; **none** – ніхто, ніщо.

ДІЄСЛОВО

Дієслова в англійській мові, як і в українській, означають дію, стан, почуття, процеси мислення.

УТВОРЕННЯ І ВЖИВАННЯ ЧАСІВ ДІЄСЛОВА

Прості часи Simple Tenses

Теперішній простий час The Present Simple Tense

Стверджувальна форма теперішнього простого часу співпадає з основою інфінітива дієслова без частки *to* для всіх осіб, за винятком третьої особи однини, коли дієслово має закінчення **-s (-es)**.

Теперішній простий час означає дію, яка відбувається взагалі, не в момент мовлення:

Psychology **describes** behaviour (the what) and **tries** to explain the causes of behaviour (the why).

Prof. Montgomery **maintains** that at present five to six percent of the population **suffers** from sociophobia.

Питальна та заперечна форми теперішнього простого часу всіх дієслів (крім ***to be, can, may, must***) утворюються за допомогою **to do (do, does)** та інфінітива смислового дієслова без *to*.

Стверджувальні речення	Заперечні речення	Питальні речення
I ask You ask He } asks She } It }	I do not ask You do not ask He } She } does not ask It }	Do I ask? Do you ask? Does { he } ask? { she } { it }
We } ask You } They }	We } do not ask You } They }	Do { we } ask? { you } { they }

You **speak** French well.
He **does not teach** English.
Does he **read** books?

Минулий простий час The Past Simple Tense

Минулий простий час стандартних дієслів утворюється за допомогою суфікса **-ed**, який додається до інфінітива без *to*. Нестандартні дієслова

утворюють цей час різними способами (див. таблицю нестандартних дієслів).

Минулий простий час означає дію, яка відбувалася в якийсь період, відрізок або момент часу в минулому. Час минулої дії уточнюється обставинними словами, а саме: *last week (month, year, etc.)* – минулого тижня (місяця, року, і т.д.), *yesterday* – учора, *an hour ago* – годину тому назад, *two days ago* – два дні тому, *at two p.m.* – о другій годині дня, *in 1994* – у 1994 році і т.д.:

Ernst Weber **received** his doctorate from the University of Leipzig in 1815, in physiology.

During the 15th and 16th centuries the scientific knowledge **developed** greatly.

Питальна та заперечна форми минулого простого часу всіх дієслів (крім *to be, can, may, must*) утворюються з допоміжного дієслова **did** та інфінітива дієслова без *to*.

Стверджувальне речення	Заперечне речення	Питальне речення
I asked You asked He } She } asked It } We } You } asked They }	I did not ask You did not ask He } She } did not ask It } We } You } did not ask They }	Did I ask? Did you ask? Did { he } ask? { she } { it } Did { we } ask? { you } { they }

Peter **stayed** at home.

Did Ann **see** Nick yesterday?

She **did not write** a letter.

Майбутній простий час The Future Simple Tense

Майбутній простий час утворюється за допомогою дієслів **shall** для I-ї особи однини і множини та **will** для всіх інших осіб і основи інфінітива відмінюваного дієслова без частки *to*. Є тенденція вживати допоміжне дієслово **will** з усіма особами.

Майбутній простий час означає дію або стан в майбутньому:

In this chapter, you **will learn** more about the five senses and how they work in your body.

They **will give** you the most reliable clues about your natural intelligences.

Стверджувальне речення	Заперечне речення	Питальне речення
I shall/will ask You } He } will ask She } It } We shall/will ask You } They } will ask	I shall/will not ask You } He } will not ask She } It } We shall/will not ask You } They } will not ask	Shall/Will I ask? Will { you } { he } ask? { she } { it } Shall/will we ask? Will { you } { they } ask?

You **will** soon **hear** about him.

Shall we **swim** in the river?

Mary **will not be** late.

Тривалі часи *Continuous Tenses*

Тривалі часи утворюються за допомогою допоміжного дієслова **to be** у відповідному часі та **дієприкметника теперішнього часу** відмінюваного дієслова. Дієприкметник теперішнього часу утворюється за допомогою суфікса **-ing**, яке додається до інфінітива дієслова без частки *to*: to memorize – memorizing.

Теперішній тривалий час *The Present Continuous Tense*

Теперішній тривалий час позначає дію, яка відбувається в момент розмови:

They **are testing** the new equipment now.

During the sleep our consciousness **is sleeping** too.

Стверджувальне речення	Заперечне речення	Питальне речення
I am asking You are asking He } She } is asking It	I am not asking You are not asking He } She } is not asking It	Am I asking? Are you asking? Is { he } asking? { she } { it }
We } You } are asking They }	We } You } are not asking They }	Are { we } asking? { you } { they }

It **is** again **raining**.
Where **are** they **going** to?
They **are not** **skating**.

Минулий тривалий час
The Past Continuous Tense

- Минулий тривалий час позначає тривалу дію в минулому, а саме:
- а) дію, яка відбувалася в певний момент часу в минулому;
 - б) дію, яка відбувалася протягом певного відрізка часу в минулому:

At that time she **was suffering** from the psychological disorder.
They **were having** classes *from seven till nine*.

Стверджувальне речення	Заперечне речення	Питальне речення
I was asking You were asking He } She } was asking It	I was not asking You were not asking He } She } was not asking It	Was I asking? Were you asking? Was { he } asking? { she } { it }
We } You } were asking They }	We } You } were not asking They }	Were { we } asking? { you } { they }

It **was raining** all evening.
Were they **playing** chess at five?
We **were not watching** TV when you rang us up.

Майбутній тривалий час The Future Continuous Tense

Майбутній тривалий час позначає дію в майбутньому, а саме:

- а) дію, яка відбуватиметься в певний момент часу в майбутньому;
- б) дію, яка відбуватиметься протягом певного відрізка часу в майбутньому:

They **will be doing** their English exercises *at six o'clock*.

We **shall be driving** *all night*.

Стверджувальне речення	Заперечне речення	Питальне речення
I shall/will be asking You will be asking He will be asking She will be asking It will be asking	I shall/will not be asking You will not be asking He will not be asking She will not be asking It will not be asking	Shall/Will I be asking? Will you be asking? Will he (she, it) be asking?
We shall/will be asking You will be asking They will be asking	We shall/will not be asking You will not be asking They will not be asking	Shall/Will we be asking? Will you (they) be asking?

They **will be translating** this text from eight to ten.

What **will** Mary and Ann **be doing** in the afternoon?

She **will not be skating** at midnight.

Перфектні часи Perfect Tenses

Перфектні часи утворюються за допомогою дієслова **to have** у відповідному часі і **дієприкметника минулого часу** основного дієслова. Дієприкметник минулого часу стандартних дієслів утворюється за допомогою суфікса **-ed**, який додається до основи дієслова: to develop – developed. Дієприкметник минулого часу нестандартних дієслів утворюється різними способами (див. таблицю нестандартних дієслів).

Теперішній перфектний час The Present Perfect Tense

Теперішній перфектний час позначає дію, що відбувалася або відбувається в певний період часу, який ще не закінчився і включає момент мовлення.

Теперішній перфектний час вживається саме в таких випадках:
а) коли час дії зовсім не вказаний:

Although psychology **has been concerned** primarily with the behaviour of human individuals and groups, it **has** also **dealt with** the study of animal behaviour.

б) коли є такі обставини: *today* – сьогодні, *this week* – цього тижня, *this year* – цього року, etc. (тобто вказується період часу, який ще не закінчився в момент розмови):

The students **have learned** about the senses of taste and smell and their two sense organs, the tongue and the nose *this week*.

в) коли вживаються прислівники неозначеного часу *ever* – коли-небудь, *never* – ніколи, *just* – тільки що, *seldom* – рідко, *often* – часто, *always* – завжди, *not yet* – ще не, *already* – уже:

They **have just carried out** the experiment.
This hypothesis **has not proved** to be correct *yet*.

Стверджувальне речення	Заперечне речення	Питальне речення
I have asked You have asked He } She } has asked It }	I have not asked You have not asked He } She } has not asked It }	Have I asked? Have you asked? Has { he } asked? { she } { It }
We } You } have asked They }	We } You } have not asked They }	Have { we } asked? { you } { they }

He **has** just **finished** his composition.
He **has not come** yet.
Have you **translated** the text?

Минулий перфектний час *The Past Perfect Tense*

Минулий перфектний час позначає дію, яка відбувалася до певного моменту або іншої дії в минулому:

That experimental introspection was in contrast to what **had been called** psychology until then.

Стверджувальне речення	Заперечне речення	Питальне речення
I You He She It } had asked	I You He She It } had not asked	Had { I you he she it } asked?
We You They } had asked	We You They } had not asked	Had { we you they } asked?

They told me that their father **had left** for Kyiv.

Had he **gone** to school before eight?

She **had not done** her exercises by nine.

Майбутній перфектний час позначає дію, яка відбуватиметься до певного моменту або іншої дії в майбутньому:

I **shall have finished** my work *by six o'clock*.

Стверджувальне речення	Заперечне речення	Питальне речення
I shall/will have asked You He She It } will have asked	I shall/will not have asked You (he, she, it) will not have asked	Shall/will I have asked ? Will you (he, she, it) have asked ?
We shall/will have asked You They } will have asked	We shall/will not have asked You (they) will not have asked	Shall/will we have asked ? Will you (they) have asked ?

I **shall have finished** my composition before you come home.

Shall we **have started** by ten?

They **will not have finished** this work by three.

НАКАЗОВИЙ СПОСІБ

Наказовий спосіб виражає наказ або прохання, заохочення до дії, заборону тощо.

Наказова форма дієслова збігається з формою інфінітива без частки *to*:

Be careful!

Wait a minute!

Please **help** me!

Для утворення заперечної форми вживається допоміжне дієслово **do** і заперечна частка **not** (**do not**, **don't**):

Don't trouble about it.

Don't do that.

Don't be in a hurry.

Щоб виразити спонукання до дії, у зверненні до першої і третьої особи вживається дієслово **let**, відповідний займенник в об'єктному відмінку (або іменник у загальному відмінку) й інфінітив без частки *to*:

Let them **do** this work.

Let us **go** to the theatre together.

Заперечна форма утворюється за допомогою **do not** (**don't**):

Don't let the children **play** on the road.

Don't let them **read** late at night.

ПАСИВНИЙ СТАН

Пасивний стан дієслів утворюється за допомогою дієслова **to be** у відповідному часі і дієприкметника *минулого часу* відмінюваного дієслова. Дієприкметник минулого часу стандартних дієслів утворюється за допомогою суфікса **-ed**, який додається до основи інфінітива без частки *to*: *to introduce* – **introduced**. Нестандартні дієслова утворюють дієприкметник минулого часу по-різному (див. таблицю нестандартних дієслів).

Час	Простий	Тривалий	Перфектний
Теперішній	The text is translated	The text is being translated	The text has been translated
Минулий	The text was translated	The text was being translated	The text had been translated
Майбутній	The text will be translated	—	The text will have been translated

Дієслово вживається у формі пасивного стану, коли підмет є особою чи предметом, що підлягає дії з боку іншої особи чи предмета:

In 1971 an Institute of psychology **was opened** in the Russian Academy of sciences. У 1971 році в Російській академії наук був відкритий інститут психології.

This practice **has long been done away with**. З цією практикою давно покінчено.

Professor Boiko's lectures are listened to with great interest. Лекції професора Бойка слухають з великим інтересом.

Are the following methods **used** most often by psychologists? Чи ці методи використовуються психологами найчастіше?

The article **was not written** in time. Стаття не була написана вчасно.

МОДАЛЬНІ ДІЄСЛОВА

Модальні дієслова **can, may, must, should, need** вживаються тільки з інфінітивом смислового дієслова без частки *to*. Після модального дієслова **ought** смислове дієслово завжди вживається у формі інфінітива з часткою **to**. Модальні дієслова називають не дію, а ставлення мовця до дії: можливість, необхідність або здатність виконати дію, імовірність дії тощо:

Just because we have modernized our environment doesn't mean we **can dismiss** our age-old tie to nature.

If only one of the physiological needs remains unsatisfied, it **may dominate** all the others.

Gestalt psychology proposes that the mind cannot be understood as a collection of elements but **must be seen** in terms of organized wholes.

Питальні речення з цими дієсловами утворюються шляхом інверсії, тобто модальні дієслова ставляться перед підметом:

Can animals reason?

May receptors *be involved in* such problems as pain, depression, memory loss, and schizophrenia?

Must we rewrite the test?

Заперечна форма утворюється за допомогою заперечної частки **not**, яка ставиться після модального дієслова:

Without a sense of smell, the subtleties of food flavour **cannot be** appreciated.

They **may not come** tomorrow morning.

You **must not do** that again.

Дієслово **must** вживається для вираження:

а) необхідності, морального обов'язку: *треба, необхідно; мушу, повинен, зобов'язаний*:

The source of a taste **must be** in contact with the tongue.

б) для вираження можливості з відтінком впевненості:

Wait a little, the rain **must** stop soon.

Еквіваленти модального дієслова **must** – **to have to** (вживається для вираження вимушеного обов'язку чи необхідності, що залежить від зовнішніх умов), **to be to** (вживається для вираження дії, яка повинна (або повинна була) здійснитися згідно з планом, погодженням або домовленістю):

In order to understand what such an approach implies we **have to go back** to the conditions that created “insoluble” conflicts.

The meeting **is to begin** at ten.

Дієслово **can** вживається для вираження:

а) фізичної чи розумової здатності, уміння виконати дію: *можу, вмію*:

Most people **can** identify and discriminate hundreds of odours.

б) прохання, дозволу або заборони:

Can I have your dictionary, please?

в) у заперечній і питальній формі для вираження малої ймовірності, а також досади, нерозуміння:

It **can't** be true!

What **can** he mean by that?

Дієслово **can** має форму минулого часу **could**:

Luria's first translated work, Nature of Human Conflicts (1932), supposed the idea that human behaviour **could not be reduced** to a sum of neurological reflexes.

Еквівалент модального дієслова **can** – **to be able to**:

The person **is able to detect** a taste, but **is not able to tell** what it is.

Дієслово **may** вживається:

а) для вираження дозволу або прохання:

You **may** use my pen.

б) для вираження можливості з відтінком сумніву:

Everything **may depend** upon your decision.

в) для вираження припущення з відтінком сумніву:

It **may rain** in the afternoon.

Модальне дієслово **may** має форму минулого часу **might**:

We thought we **might meet** you there.

Форма **might** з основою неозначеного і перфектного інфінітива вживається для вираження докору або зауваження:

You **might** be a bit more polite.

You **might** have told me everything.

Коли **may** виражає дозвіл або прохання, замість нього може вживатися еквівалент **to be allowed to**:

They **will be allowed to go** to the cinema.

Модальне дієслово **should** – *повинен, слід* – має лише одну форму часу. Воно вживається для вираження:

а) морального обов'язку, поради:

You **should** be more careful.

б) ймовірності:

They **should** be there by now, I think.

У сполученні з перфектним інфінітивом модальне дієслово **should** виражає докір або осуд з приводу невиконання якоїсь дії або обов'язку в минулому (стверджувальна форма) або докір за виконання дії (заперечна форма):

You **should** have helped your friend.

You **shouldn't** have laughed at him.

Модальне дієслово **need** має тільки одну форму і вживається у питальних і заперечних реченнях із значенням необхідності здійснення дії або відсутності такої:

Need you go so soon?

You **needn't** do the whole task again.

Модальне дієслово **ought to** вживається для вираження морального обов'язку:

Such things **ought not to** be done.

У сполученні з перфектним інфінітивом дієслово **ought to** виражає докір або осуд з приводу невиконання якоїсь дії або обов'язку (стверджувальна форма) або докір за виконання дії (заперечна форма):

You **ought to** have come in time.

You **ought not to** have touched my papers.

ДІЄСЛОВО TO DO

Дієслово **to do** може бути смисловим і допоміжним.

Форми дієслова **to do**:

Теперішній простий час	Минулий простий час	Майбутній простий час
------------------------	---------------------	-----------------------

I do You do She does She does It does	I did You did He did She did It did	I shall/will do You will do He will do She will do It will do
We do You do They do	We did You did They did	We shall/will do You will do They will do

Дієслово **to do** як допоміжне дієслово вживається:

- а) для утворення питальної, заперечної і підсилювально-стверджувальної форм дієслів у Present Simple і Past Simple Active Voice:

What **do** you mean?

I **don't** quite follow you.

I **do** think so.

- б) для утворення підсилювальної і заперечної форм Imperative Mood:

Do be quiet!

Don't be so noisy.

Do come!

- в) у функції дієслова-замінника (замість смислового дієслова в Present Simple або Past Simple):

Do you like the story? Yes, I **do**.

I got up before you **did**.

Дієслово **to do** вживають як смислове дієслово в різних значеннях, головними з яких є *робити, виконувати*:

What are you going **to do** now?

Have you **done** task ten?

ДІЄСЛОВО TO BE

Дієслово **to be** може бути смисловим, допоміжним, напівдопоміжним і модальним.

Форми дієслова **to be**.

Теперішній простий час	Минулий простий час	Майбутній простий час
I am You are He is	I was You were He was	I shall/will be You will be He will be

She is It is	She was It was	She will be It will be
We are You are They are	We were You were They were	We shall/will be You will be They will be

Допоміжне дієслово **to be** вживається:

а) для утворення часів групи Continuous:

What **are** you doing here?

б) для утворення Passive Voice:

This bridge **was** built last year.

Дієслово **to be** вживається як напівдопоміжне дієслово як дієслово-зв'язка в складеному іменному присудку:

It **is** awfully cold today.

Дієслово **to be** як модальне дієслово вживається для вираження дії, яка повинна (або повинна була) здійснитися згідно з планом, погодженням або домовленістю:

We **were** to have met on Saturday, but I was busy.

Дієслово **to be** вживається також як смислове з різними значеннями, основними з яких є *знаходитися, жити, бути*.

Where **are** my books? They **are** here, on the table.

Is he in town? – Yes, he **is**.

ДІЄСЛОВО TO HAVE

Дієслово **to have** може бути смисловим, допоміжним, напівдопоміжним і модальним.

Форми дієслова **to have**.

Теперішній простий час	Минулий простий час	Майбутній простий час
I have You have He has She has It has	I had You had He had She had It had	I shall/will have You will have He will have She will have It will have
We have	We had	We shall/will have

You have They have	You had They had	You will have They will have
-------------------------------------	-----------------------------------	---

Допоміжне дієслово **to have** вживається для утворення часів групи Perfect:

I **have** finished my composition.

Дієслово **to have** вживається як напівдопоміжне дієслово у складі фразового присудка типу **to have a walk; to have a swim; to have a look; to have a smoke** тощо:

Have a look at this picture.

Як модальне дієслово **to have** має значення повинності, необхідності:
I **have** to go now.

Дієслово **to have** вживається як смислове дієслово з основним значенням *мати, володіти*:

He **has** a lot of fiends.

БЕЗОСОБОВІ ФОРМИ ДІЄСЛОВА (*VERBALS*)

До безособових форм дієслова в англійській мові відносяться **інфінітив (*Infinitive*)**, **дієприкметник (*Participle*)** і **герундій (*Gerund*)**.

Інфінітив в англійській мові відповідає неозначеній формі дієслова в українській мові, а **дієприкметник** – дієприкметнику і дієприслівнику в українській мові. Форми, відповідної до герундія в англійській мові, в українській мові немає. Значення герундія може бути передано в українській мові віддієслівним іменником, неозначеною формою дієслова, а також іншими формами.

Загальними для всіх безособових форм дієслова є такі властивості:

- вони не мають форм особи і числа
- вони не можуть самостійно виступати в ролі присудка.

ІНФІНІТИВ

	Active	Passive
Indefinite	to ask	to be asked
Continuous	to be asking	–
Perfect	to have asked	to have been asked
Perfect continuous	to have been asking	–

Значення часових форм інфінітива

Indefinite Infinitive означає дію (стан), одночасну з дією (станом), вираженою дієсловом в особовій формі.

Researchers in the field of physiological psychology or neuropsychology **attempt to untangle** the connections between the nervous and endocrine systems and behaviour.

They also **try to discover** why people **tend to behave** in a fairly consistent manner in various situations.

Continuous Infinitive вживається для вираження дії, що триває в момент (період), до якого відноситься інша дія, виражена дієсловом в особовій формі.

I **do not want to be sitting** in the room.

The weather **seems to be changing**.

Perfect Infinitive означає дію (стан), яка передує дії (стану), вираженій особовою формою дієслова.

I **am glad to have written** the letter.

We **know** him *to have studied* at our institute.

Функції інфінітива в реченні

Підмета; перекладається неозначеною формою дієслова:

To speak much was not necessary. – Не було потреби багато говорити.

Іменної частини складеного присудка; перекладається неозначеною формою дієслова, інколи із сполучником **щоб**:

Their ultimate goal is to change the aspects of the environment that lead to disorder. – Їхня кінцева мета – **змінити** аспекти навколишнього середовища, які призводять до розладу.

Додатка; перекладається неозначеною формою дієслова. Якщо додаток виражений складною формою інфінітива, то він перекладається підрядним реченням із сполучниками **що** або **щоб**:

They want **to know** who likes whom – and why. – Вони хочуть знати, хто кого любить – і чому.

Mary asked me **to go** there with her. – Мері попросила мене **піти** туди з нею.

Частини складного дієслівного присудка після модальних дієслів або їх еквівалентів і дієслів у особовій формі, які означають початок, продовження або кінець дії; перекладається неозначеною формою дієслова:

They **began to learn** English last year. – Вони почали **вивчати** англійську мову минулого року.

These senses of taste and smell are inextricably connected, and both **can have** a profound effect on appetite. – Ці відчуття смаку і запаху складно між собою пов'язані, і вони можуть **мати** значний вплив на апетит.

Постпозитивного означення; інфінітив разом із залежними від нього словами перекладається, як правило, підрядним означальним реченням:

W. Wundt was the first **to declare** himself a psychologist and describe the facility as a psychological laboratory. – В. Вундт був першим, хто **проголосив** себе психологом і описав свої засоби як психологічну лабораторію.

Обставини мети або результату; перекладається дієсловом в особовій формі, неозначеною формою дієслова або з групою слів, які йдуть після інфінітива, перекладається, як правило, підрядним реченням мети або результату:

Wundt attempted to use introspection **to find** the basic sensations. – Вундт робив спроби використати самоаналіз, щоб **виявити** основні відчуття.

The box was too heavy **to be lifted**. – Ящик був занадто тяжкий, щоб його **підняти**.

Комплекс “Називний відмінок з інфінітивом” (Complex Subject)

Перша частина комплексу – особовий займенник у називному відмінку або іменник у загальному відмінку; друга частина – інфінітив.

Комплекс вживається з такими дієсловами:

1) дієсловами **мислення і почуттів** *to think, to believe, to know, to expect, to consider, to suppose, to hear, to see*. У реченнях такого типу дієслово-присудок завжди вживається в пасивному стані:

Wundt is considered to be the first psychologist. – *Вважають*, що **Вундт** є першим психологом.

2) дієсловами **повідомлення** *to say, to report, to describe* і т. п.; дієслово-присудок у пасивному стані:

She is said to have obtained good results. – Кажуть, що **вона отримала** хороші результати.

3) дієсловами, які виражають **наказ, прохання, пораду, дозвіл** to advise, to allow, to ask, to order, to permit, to make (примушувати), to tell (наказувати); дієслово-присудок у пасивному стані:

He was ordered to write a statement. – **Йому наказали написати** заяву.

4) дієсловами to seem, to appear, to happen, to prove (виявлятися), to turn out (виявлятися); дієслово-присудок у активному стані:

Dreams often seem to concern themselves with our daily activities and problems. – **Здається, що сни часто стосуються** нашої щоденної діяльності і проблем.

5) з прикметниками sure, certain, likely:

She is certain to prove her hypothesis. – **Напевно, що вона доведе** свою гіпотезу.

Переклад, як правило, починається з дієслова-присудка в пасивному стані, який перекладається неозначено-особовим реченням, а комплекс – підрядним додатковим реченням, в якому займенник/іменник є підметом, а інфінітив – дієсловом-присудком:

The conference is known to have been held in Washington. – **Відомо, що конференція проходила** у Вашингтоні.

Комплекс “Об’єктний відмінок з інфінітивом”

(Complex Object)

Перша частина комплексу – особовий займенник в об’єктному відмінку або іменник у загальному відмінку. Друга частина комплексу – інфінітив. Комплекс виконує функцію складного додатка і вживається після таких груп дієслів:

1) дієслова, що виражають **бажання** to want, to like, to mean, to prefer, to expect:

I want you to come back as soon as possible. – Я **хочу, щоб ти повернувся** якомога швидше.

2) дієслова, що виражають **фізичне сприйняття** to hear, to see, to feel, to watch (інфінітив вживається без частки to):

I haven't heard anyone call me. – Я **не чув, щоб хтось покликав** мене.

3) дієслова **мислення** to know, to think, to consider, to believe, to deny, to prove, to understand, to admit, to assume:

I do not believe this to be true. – Я **не вірю, що це правда.**

4) дієслова, що виражають **дозвіл, наказ, прохання, пораду** і т. д. to advise, to allow, to ask, to beg, to order, to permit, to promise, to tell (наказувати), to help, to warn:

The librarian advised the students to read the new book. – **Бібліотекар порадив студентам прочитати** нову книжку.

5) дієслова *to make* (примушувати), *to let* (дозволяти). Інфінітив вживається без частки **to**:

We *made him show* us his diagrams. – Ми примусили його показати нам свої діаграми.

Комплекс перекладається переважно підрядним додатковим реченням, у якому іменник (займенник) є підметом, а інфінітив перекладається дієсловом-присудком:

I *expect you to tell* me the truth. – Я сподіваюся, що ти скажеш мені правду.

ДІЄПРИКМЕТНИК

Дієприкметник – безособова форма дієслова, яка поєднує в собі властивості дієслова, прикметника і прислівника.

Форми дієприкметника

Форми дієприкметника	Active Voice	Passive Voice
Дієприкметник теперішнього часу (<i>Present Participle</i>)	touching	being touched
Дієприкметник минулого часу (<i>Past Participle</i>)	—	touched
Перфектний дієприкметник (<i>Perfect Participle</i>)	having touched	having been touched

Present Participle (Active and Passive) означає дію, одночасну з дією дієслова в особовій формі.

Seeing her I thought about our holidays. – Побачивши її, я згадав про наші канікули.

Being very tired the travellers fell asleep immediately. – Мандрівники заснули відразу, бо були дуже змучені.

Perfect Participle (Active and Passive) означає дію, яка передуює дії дієслова в особовій формі.

Having slept two hours he felt rested. – Поспавши дві години, він відчув, що відпочив.

Having been shown the wrong direction he lost his way. – Оскільки йому показали неправильну дорогу, він заблукав.

Past Participle означає дію, яка відбувається над особою або предметом.

The letter **received** yesterday is very important. – Лист, який отримали вчора, дуже важливий.

Дієприкметник може визначатися прислівником.

There is simply no substitute for **well-organized**, grammatically correct reports.

Дієприкметник може мати додаток:

Having read the book he went to the library.

Функції дієприкметника в реченні

Present Participle вживається в реченнях у таких функціях:

Означення

After a **tiring** day, you feel tired.

Бути в складі означального дієприкметникового звороту

Anybody **touching** that wire will get an electric shock.

Предикатива

A page is **missing** from the book.

Обставини часу, способу дії або порівняння, причини

Experimental studies most frequently are conducted **using** the special approaches of the experimental method.

Може вживатися для утворення часів групи Continuous

A person who is **telling** the truth can usually repeat the story the same way many times.

Past Participle вживається в реченні в таких функціях:

Означення

He has found a **broken** umbrella.

Бути в складі означального дієприкметникового звороту

The experimenter determining the groups for the “temperature-exam” study might use any one of the sampling techniques **discussed** above.

Предикатива

I’m very much **obliged** to you.

Обставини часу, способу дії, причини

When questioned Annie said that she was anxious about her sister.
Her spirit, **though crushed**, was not broken.

Може вживатися для утворення пасивного стану

In spite of himself, Val was **impressed**.

Може вживатися для утворення часів групи Perfect

We **have believed** her all the time.

Perfect Participle вживається в функції **обставини часу, способу дії, причини**.

Having finished their supper, the boys started for the door.

ГЕРУНДІЙ

Герундій – безособова форма дієслова, яка поєднує властивості дієслова та іменника. Подібної форми в українській мові немає.

Таблиця форм герундія

	Active	Passive
Indefinite	reading	being read
Perfect	having read	having been read

Indefinite Gerund звичайно означає дію, одночасну з дією дієслова в особовій формі.

He *tells* (told, will tell) me of his **writing** a report.

Perfect Gerund виражає дію, яка передує дії дієслова в особовій формі.

He *told* me of his **having seen** her.

Passive Gerund (Indefinite і Perfect) означає дію, яка виконується над особою або предметом.

I hate **being bothered** with silly questions.

Герундій може мати прямий, непрямий і прийменниковий додаток:
Would you mind **ringing** the bell?

Герундій може визначатися прислівником:

I was surprised at his **speaking** English so *fluently*.

Герундій може мати означення, виражене присвійним займенником або іменником у присвійному відмінку:

I rely on *her* (*Peter's*) **doing** it properly.

На українську мову герундій перекладається віддієслівним іменником, інфінітивом, дієсловом в особовій формі.

Функції герундія в реченні

Підмета

Understanding the motivation of consumers and **applying** this knowledge to help influence their buying habits or to make them better and more effective consumers is the prime concern of consumer psychologists.

Предикатива

Her aim is **mastering** English in the shortest time possible.

Означення

The date of my **leaving** for England is uncertain.

Прямого додатка до дієслів *to excuse, to avoid, to enjoy, to finish, to give up, to go on, can't help, to keep on, to mind* (у питальних і заперечних реченнях), *to mention, to put off, to postpone, can't stand, to stop, to want* (мати потребу)

Avoid **making** mistakes.

They postponed **giving** a definite answer.

Excuse my **interrupting** you.

Прийменникового додатка (найчастіше з прийменниками **of, for, by**) до дієслів *to think of, to complain of, to dream of, to begin by, to finish by, to end by, to mean by, to thank somebody for, to go in for, to excuse somebody for, to prepare for, to use something for, to help somebody in, to fail in, to succeed in, to look forward to, to save somebody from, to keep somebody from, to stop somebody from, to insist on, to look like, to feel like, to insist on, to object to, etc.*

We insisted on **calling** the doctor.

Thank you for **coming**.

She objected to **going** home.

Прийменникового додатка (найчастіше з прийменниками **of, for, at**) до прикметників і дієприкметників, звичайно після дієслова **to be** (*fond of, proud of, sure of, tired of, ashamed of, afraid of, good at, bad at, clever at, pleased at, surprised at, ready for, sorry for, grateful for, famous for, good for, right in, used to*).

He is fond of **reading** books on history.

I was tired of **writing**.
 She is proud of **having** such brave boys.

Безприйменникового додатка до прикметників busy і worth (while).

The book is worth **reading**.
 Jane was busy **laying** the table.

Обставини (в цій функції герундій завжди вживається з прийменником):

а) **обставини часу** (з прийменниками **on, upon, before, after, in**):

On pressing button B, you will get your money back.

б) **обставини способу дії** (звичайно з прийменниками **without, in, by**):

Psychologists often obtain information about behaviour **by asking** the subjects to respond to specially designed tests, surveys, interviews, and questionnaires.

в) **обставини причини** (звичайно з прийменниками **through, for, because of**):

I could not speak **for laughing**.

БАГАТОФУНКЦІОНАЛЬНІСТЬ СЛІВ З СУФІКСОМ –ING (ДІЄПРИКМЕТНИК, ГЕРУНДІЙ, ВІДДІЄСЛІВНИЙ ІМЕННИК)

Participle Дієприкметник		Gerund Герундій	Verbal Noun Віддієслівний іменник
У функції означення стоїть перед або після іменника, до якого відноситься.	У функції обставини стоїть на початку або в кінці речення. Може вживатися з сполучниками.	Вживаються у функціях усіх членів речення, крім простого дієслівного присудка.	
		Не має перед собою артикля і форми множини. Може мати після себе прямий додаток. У функціях означення та обставини вживається з прийменниками. У функції додатка може вживатися з	Може мати перед собою артикль і форму множини. Може мати після себе прийменниковий додаток.

		прийменником.	
<i>Перекладається</i>			
дієприкметником дієприкметниковим зворотом означальним підрядним реченням	дієприслівником обставинним підрядним реченням	іменником інфінітивом дієприслівником підрядним реченням	тільки іменником
<i>Приклади</i>			
The <i>smiling</i> girl. Усміхнена дівчина.	<i>Translating</i> the article, he found the necessary words in the dictionary. <i>Перекладаючи</i> статтю, він знайшов необхідні слова в словнику.	I thought of <i>improving</i> this device. Я думав про удосконалення цього приладу (про те, щоб удосконалити цей прилад). <i>Swimming</i> is useful.	The <i>reading</i> of this book took two hours. Читання цієї книги зайняло дві години.
The tree <i>being planted</i> by the pupils last year is very beautiful. Дерево, <i>посаджене</i> учнями в минулому році, дуже гарне.	While <i>translating</i> the article he consulted the dictionary. Коли він <i>перекладав</i> статтю, він звертався до словника.	<i>Плавати</i> корисно.	Check the <i>readings</i> of this device. Перевірте <i>покази</i> цього приладу.
The man <i>reading</i> the article is our dean. Людина, <i>яка читає</i> цю статтю, наш декан.		After translating the first part of the book I started the second part. <i>Після перекладу</i> першої частини книги я почав перекладати другу частину (<i>переклавши ... після того, як я переклав ...</i>).	

ПРИСЛІВНИК

До **прислівників** належать слова, що вказують на ознаку дії або якості (обставини дії, ступінь якості, час, місце і т.п.).

Ступені порівняння прислівників

Ступені порівняння прислівників утворюються таким же способом, як і ступені порівняння прикметників. Прислівники, які закінчуються на **-ly**, утворюють вищий ступінь за допомогою слова **more** і найвищий – за

допомогою слова **most**. Односкладові прислівники утворюють вищий ступінь за допомогою суфікса **-er** і найвищий – за допомогою суфікса **-est**:

Звичайний ступінь	Вищий ступінь	Найвищий ступінь
openly	more openly	most openly
commonly	more commonly	most commonly
fast	faster	fastest
hard	harder	hardest

Запам'ятайте: Ступені порівняння прислівника **early** утворюються лише за допомогою суфіксів:

Звичайний ступінь	Вищий ступінь	Найвищий ступінь
early	earlier	earliest

Деякі прислівники утворюють ступені порівняння від іншого кореня:

Звичайний ступінь	Вищий ступінь	Найвищий ступінь
well – добре, гарно	better – краще	best – найкраще
badly – погано	worse – гірше	worst – найгірше
much – багато	more – більше	most – найбільше
little – мало	less – менше	least – найменше
far – далеко	farther – далі; further – далі; потім; крім того	farthest – найдалі; furthest – найдалі

ПРИЙМЕННИК

Прийменник – це службова частина мови, яка виражає відношення одного члена речення до іншого. Як звичайно, прийменники передають відношення іменника, займенника, числівника або герундія до дієслова або іншого іменника.

My father works **at** a factory.

Our uncle lives **with** us.

There wasn't a cloud **in** the sky.

Our house is **near** the lake.

Прості прийменники в англійській мові, як правило, багатозначні і виражають різноманітні відношення: просторові, часові, напрямку дії, причинні, наслідкові та ін. Відповідно можна встановити і певну класифікацію прийменників:

Прийменники місця:

on – на, **by** – при, коло, біля, **at** – біля, за, на, **in** – в, у, **under** – під, **over** – над, **behind** – ззаду, за, **above** – над, вище, **in front of**, **before** –

попереду, перед, **near** – коло, біля, **between** – між, **round, around** – навкруги, навколо, **among** – серед, між, **after** – за, **across** – через, поперек:

Psychologists who specialize in psychopharmacology study the relationship **between** drugs and behaviour.

It is this combination of differences **among** individuals and consistency **within** individuals that creates personality.

Some behaviours may result from motives that are **below** a level of awareness.

Wundt set up the laboratory **at** the University of Leipzig, **in** Germany.

An investigator studying the effects of room temperature **on** the performance of a task might plot a frequency polygon as in Figure 2.2.

Psychology is truly the study of all behaviour, **across** all cultures and all socioeconomic levels.

Прийменники руху:

to – до, в (означає рух у напрямку до), **into** – в (означає рух усередину), **from** – від, з (означає рух від або з чогось), **out of** – із (означає рух із середини), **through** – через (означає рух наскрізь), **by** – мимо, **up** – (означає рух угору), **down** – (означає рух униз), **round, around** – навкруги, навколо, **across** – через:

If sufficient numbers of dendrites are excited, the signal is transmitted **through** the length of the cell as an impulse, or wave.

Axons may vary in length **from** only several microns **to** several feet.

During the interval the pupils go **out of** the classroom.

The girl is going **into** the house.

Прийменники часу:

at – вживається перед позначенням часу (години або моменту): **at** ten o'clock, **at** that (the) moment, **at** that time:

The train arrived **at two p.m.**

I was going to leave home **at the moment** you came in.

on – вживається перед датами і днями тижня: **on** the fifth of July, **on** Sunday:

We do not go to the institute **on Sundays.**

in – вживається, коли йдеться про відрізок часу або період, частину дня, місяця, року, пори року: **in** the morning, **in** the afternoon, **in** the evening, **in** June, **in** spring, **in** 1995; **in** також вживається в значенні *через, за*, коли вказується, через який час (протягом якого часу) відбуватиметься дія: **in** three hours (days, weeks, months, etc.) – через три години (дні, тижні, місяці тощо): to do the translation **in** two days – виконати переклад *через* два дні:

Summer begins **in June.**

In the evening they do their lessons and recreate.

by – до, перед: **by** nine o'clock – до дев'ятої години, **by** the time you come – перед тим (до того), як прийдеш:

This translation will have been done **by five o'clock**.

We shall have finished our work **by the end of the week**.

for – протягом, на (якщо вказується на певний термін): to stay here **for** five hours – залишатися тут протягом п'яти годин, to give the book **for** a month – дати книжку на один місяць:

Our guests are going to stay with us **for three days**.

during – протягом, під час: **during** the lesson – протягом (під час) уроку:

The pupils do many language and speech exercises **during** the English lesson.

Деякі інші прийменники:

about – про

Experimental psychologists are interested in knowing **about** behaviour even if the information obtained from their studies has not direct application. – Психологи-експериментатори зацікавлені у знаннях про поведінку навіть, якщо інформація, отримана під час їх досліджень, не має безпосереднього застосування.

for – для, за

The usual criterion is to judge behaviour as abnormal if it creates a problem **for** the individual or **for** society. – Звичайний критерій – оцінити поведінку як ненормальну, якщо вона створює проблему для окремої особи або для суспільства.

of – вживається для вираження відношень, які в українській мові відповідають родовому відмінкові без прийменника:

The psychological study of behaviour has as its purpose the prediction or the control of behaviour. – Психологічне вивчення поведінки має своєю метою передбачення або контроль за поведінкою.

Behaviour is often the product **of** a conscious choice. – Поведінка є часто наслідком свідомого вибору.

to – передає відношення, які в українській мові відповідають давальному відмінкові:

Muller produced the encyclopedic *Handbook of Physiology*, in which he gave prominence **to** psychological matters. – Мюллер видав енциклопедію “Довідник з психології”, в якій він надав значущості психологічним проблемам.

I give lessons of the Ukrainian language **to** my English friend. – Я даю уроки української мови моєму англійському товаришеві.

with – з, разом з

Psychologists have always been concerned **with** questions of how the human mind develops from birth to adulthood. – Психологи завжди цікавилися питаннями, як розвивається людський розум від народження до зрілості.

without – без

The description of behaviour that results from psychological study is not casual or **without** aim. – Опис поведінки, що є результатом психологічного вивчення, не є випадковим або безцільним.

СПОЛУЧНИК

Сполучник – частина мови, яка вживається для сполучення членів речення або речень.

За граматичними функціями сполучники поділяються на **сурядні** і **підрядні**.

Сурядні – це ті сполучники, які сполучають рівноправні слова або з'єднують у складне речення рівноправні прості речення. До сурядних сполучників належать: **and** – *і*, **both ... and** – *як ... так і*, **either ... or** – *або ... або*, **neither ... nor** – *ні ... ні*, **or** – *або*, **but** – *але*, **so** – *так що*, **therefore** – *тому та ін.*

Підрядні – це ті сполучники, які з'єднують у складному реченні нерівноправні залежні речення, з яких одне пояснюється другим. До підрядних сполучників належать: **that** – *що*, **if, whether** – *чи*, **if** – *якщо (коли)*, **because** – *тому що*, **since** – *тому що, оскільки, з того часу як*, **after** – *після того як*, **before** – *перше ніж*, **as** – *в той час як, коли*, **so that** – *щоб, для того щоб*, **when** – *коли*, **where** – *де та ін.*

Behaviour is defined as any observable **or** measurable response by a person **or** animal.

Either go with us **or** stay here.

There is often great difficulty in deciding **whether** a behaviour should be classified as normal **or** abnormal.

Gustav Fechner developed mathematical principles to explain the relationship between a physical **and** a mental event.

This date is chosen **because** in that year Wilhelm Wundt (1832-1920), a German physiologist, established the first psychology laboratory.

Plato, the Greek philosopher of the fourth century B.C., believed **that** a human was born with certain innate, **or** given, mental abilities **and** knowledge.

Although the concerns of psychiatry **and** clinical psychology both came from a medical tradition, there are differences in the training of psychologists **and** psychiatrists.

СИНТАКСИС

РЕЧЕННЯ

Реченням є інтонаційно оформлена група слів (або окреме слово), яка виражає закінчену думку.

Речення у більшості випадків складається з головних (підмет, присудок) і другорядних (додаток, обставини, означення) членів речення.

ПОРЯДОК СЛІВ В АНГЛІЙСЬКОМУ РЕЧЕННІ

У стверджувальному реченні порядок слів такий: підмет, присудок, додаток, обставина. Такий порядок називається прямим. Обставини можуть стояти і на початку речення:

Psychologists study both human and animal behaviour from conception to death.

For thousands of years, philosophers have tried to understand behaviour.

У питальних реченнях порядок слів дещо змінюється. Допоміжні і модальні дієслова ставляться перед підметом:

Can animals reason?

Does Luria's psychology concentrate on the development of mental capacities through learning?

У заперечних реченнях порядок слів прямий. Заперечна частка **not** ставиться після допоміжного або модального дієслова:

Psychology did not spring suddenly onto the scientific scene.

In attending to the world around us, we cannot possibly respond to all the thousands of stimuli that bombard us every second.

ПИТАЛЬНІ РЕЧЕННЯ

В англійській мові є такі типи питальних речень або запитань: загальні, спеціальні, альтернативні, роз'єднувальні.

У питальних реченнях допоміжне або модальне дієслово стоїть перед підметом (зворотний порядок слів). Лише у спеціальних запитаннях, які стосуються підмета або його означення, зберігається прямий порядок слів.

Загальне запитання – це таке запитання, на яке можна відповісти “так” або “ні”.

Порядок слів у загальному запитанні зворотний: допоміжне, модальне або дієслово **to be** ставиться перед підметом:

Were physics, chemistry, biology, and physiology all important as contributors to the start of psychology? Yes, they were. (No, they were not).

Did Aristotle write impressive essays on sensation, perception, learning, memory, sleep, dreams, youth, and old age? Yes, he did. (No, he did not).

Can psychology's roots be traced back to ancient Greece? Yes, they can. (No, they cannot).

Спеціальні запитання – це такі запитання, які починаються питальними словами **who?, whom?, whose?, what?, which?, how?, how much?, how many?, when?, where?, why?, what for?, how long?**.

У спеціальних запитаннях, за винятком тих, де питальне слово є підметом або означенням до підмета, вживається зворотний порядок слів, як і в загальних запитаннях:

Where are sweet things tasted?

Who was in each group that they studied?

How does the brain help you to see?

When do some left-handers start to stutter?

What parts of the human brain do you know?

Why do people sniff?

Which colour represents health?

Альтернативне запитання – це таке запитання, яке передбачає вибір одного із двох фактів (явищ, речей, осіб, дій, рухів, якостей і т.п.). Його можна поставити до будь-якого члена речення. Альтернативне запитання може починатися з дієслова (як загальне запитання) або з питального слова (як спеціальне запитання). Це запитання завжди має сполучник **or** – *чи*:

Does the parasympathetic division tend to affect one organ at a time *or* to act as a unit?

Who is generally acknowledged as the founder of experimental psychology: Wilhelm Wundt *or* Thomas Willis?

Роз'єднувальні запитання складаються з двох частин: перша частина – це стверджувальне або заперечне речення з прямим порядком слів; друга частина – це коротке загальне запитання, яке утворюється з відповідного допоміжного або модального дієслова. У другій частині вживається зворотний порядок слів. Друга частина відповідає українському виразу: **чи (хіба) не так?**

Якщо перша частина запитання є стверджувальним реченням, то дієслово в другій частині стоїть у заперечній формі; якщо перша частина є заперечним реченням, то дієслово в другій частині вживається в стверджувальній формі. В другій частині повторюється допоміжне або модальне дієслово, яке вживається в першій частині:

Sigmund Freud was an Austrian neurologist and the founder of psychoanalysis, wasn't he? Зигмунд Фрейд був австрійським неврологом і засновником психоаналізу, чи не так?

John B. Watson called this system behaviorism, didn't he? – Джон Б. Ватсон назвав цю систему біхевіоризмом, хіба не так?

Sometimes men and women cannot understand each other, can they? –
Часом чоловіки і жінки не можуть зрозуміти одні одних, хіба не так?

КОНСТРУКЦІЯ “THERE TO BE”

Речення з **there to be** вживаються для вираження наявності (або відсутності) якогось предмета (явища) або особи, виражених підметом, якщо їх не виділяє той, хто говорить, з ряду до них подібних предметів (осіб) або якщо цей предмет чи особа ще невідомі співрозмовникові.

В українській мові речення з **there to be** відповідають реченням, які починаються звичайно обставиною місця або часу і з присудком, вираженим дієсловами *бути, перебувати, існувати, стояти, лежати* і т.п.

There is a good park in our city. – У нашому місті є хороший парк.

There will be a festival in our city next summer. – Наступного літа в нашому місті відбудеться фестиваль.

There is a lamp on the table. – На столі стоїть лампа.

Конструкція **there to be** узгоджується по числу з першим підметом:

There is a pen, two pencils and a box of paper clips on the table.

There are two computers and one printer in the room.

У питальних реченнях **to be** ставиться перед словом **there**:

Is there a good park in our city?

Were there a lot of people in the park yesterday?

What **is there** on the table?

Заперечні речення з **there to be** утворюються :

1) за допомогою частки **not** при наявності артикля, неозначеного займенника або числівника перед підметом:

There isn't a single picture in the book.

There weren't any people in the street.

2) за допомогою заперечного займенника **no**, якщо підмет не має означальних слів, зазначених у пункті 1:

There are no books on the table.

СКЛАДНЕ РЕЧЕННЯ

СКЛАДНОСУРЯДНЕ РЕЧЕННЯ

Складносурядне речення складається з двох або кількох рівноправних за змістом речень, з'єднаних в одне ціле за допомогою сурядного зв'язку.

Studies with permanently implanted electrodes in animals help determine where sensory effects occur **and** where various types of muscular activity are controlled.

Речення, які входять до складу складносурядного речення, можуть з'єднуватися двома способами:

➤ за допомогою єднальних сполучників ***and, but, either ... or, neither ... nor***, etc.:

Some birth defects result from a defective gene, **and** the other birth defects are the result of a disruption of the pregnancy by some environmental agent, such as drugs or disease.

Freud did not at first intend for psychoanalysis to become a system, **but** the theories he developed to support his therapeutic techniques came to be taken as such.

➤ безсполучниковим способом – за допомогою інтонації і розділових знаків:

The genes hold “information” for the production of proteins; this information determines the way in which the organism will develop.

СКЛАДНОПІДРЯДНЕ РЕЧЕННЯ

Складнопідрядне речення складається з головного речення (***Principal Clause***) і одного або кількох залежних підрядних речень (***Subordinate Clauses***), з'єднаних з головним за допомогою підрядного зв'язку.

Підрядні речення можуть з'єднуватися з головним:

➤ за допомогою сполучників підрядності ***when, because, if, that, etc.***:

Behaviorists denied the concepts of “mind” and “consciousness” **because** a mind or consciousness could not be observed.

While American psychology still dominates the world scene, several other countries have proportionately as many psychologists as the United States.

➤ за допомогою сполучникових слів – сполучних прислівників і займенників ***how, which, who, whom, etc.***:

Some clinical psychologists **who** practice community psychology have the primary aim of preventing mental disorders.

➤ безсполучниковим способом – за допомогою порядку слів та інтонації:

Do you know (that) vision is one of our richest senses?

ТИПИ ПІДРЯДНИХ РЕЧЕНЬ

В англійській мові є такі типи підрядних речень:

а) підметове:

Who saved his life remained unknown. – Хто врятував його життя, лишилося невідомим.

б) предикативне:

“Motherland” is **what we call our country**. – “Батьківщина”, саме так ми називаємо нашу країну.

в) означальне, яке виконує функцію означення до іменника головного речення. Означальні підрядні речення приєднуються до головного за допомогою сполучних займенників **that, who, which**, сполучних прислівників **where, when** або безсполучниковим способом.

One of the systems **that developed as a reaction to structuralism** was called functionalism. – Одна із систем, яка розвивалася як реакція на структуралізм, була названа функціоналізмом.

The air **which we breathe** is made up of many gases. – Повітря, яким ми дихаємо, складається з багатьох газів.

г) місця:

Most educational psychologists work in colleges or universities, **where they conduct research and train teachers and psychologists**. – Більшість психологів, які мають справу з освітою, працюють у коледжах і університетах, де вони здійснюють наукове дослідження та навчають викладачів і психологів.

д) часу:

While many other disciplines – such as biology, physics, and chemistry – have traditions of study dating back to ancient history, the usual date selected for the beginning of psychology is 1879. – У той час, як багато інших дисциплін – таких як біологія, фізика і хімія – мають традиції їх вивчення, які відносяться ще до древньої історії, звичайною датою, обраною для початку психології, є 1879 рік.

By the mid-twentieth century, **when behaviorism and psychoanalysis were the two major forces dominating American psychology**, a new movement came into existence, which was referred to as the “third force”. – До середини 20-го століття, коли біхевіоризм і психоаналіз були основними силами, що домінували в американській психології, з’явився новий напрям, який вважали “третьою силою”.

е) причини:

Many misunderstandings between culturally different people arise simply **because a nonverbal signal of some kind was misinterpreted**. – Багато непорозумінь між людьми, що належать до різних культур, виникають просто тому, що деякий невербальний сигнал неправильно тлумачили.

є) мети:

Research should be conducted **so that the collection, analysis, and interpretation of behavioral information is done with maximum objectivity**.

– Необхідно здійснити дослідження, щоб збір, аналіз і тлумачення інформації про поведінку були максимально об'єктивними.

ж) способу дії:

It's **not so bad as you think it is**. – Це не так погано, як ти думаєш.

She looked **as if she was angry**. – Вона виглядає так, ніби сердилася.

з) наслідкове:

The text was so simple **that every student could read it and understand well without a dictionary**. – Текст був такий легкий, що кожний студент міг прочитати та добре зрозуміти його без словника.

і) умовне. Умовні речення поділяються в англійській мові, як і в українській, на речення, що виражають цілком здійсненні і нездійсненні припущення.

Реальні умовні речення. Ці речення виражають цілком реальні припущення, які можуть бути здійснені в теперішньому або майбутньому часі, або могли бути здійснені в минулому.

Якщо припущення стосується теперішнього або майбутнього часу, в підрядному реченні вживається теперішній простий час, в головному – теперішній простий час або майбутній простий час, залежно від змісту:

If the children *are* not at school today they *are* at the concert now. – Якщо діти не в школі сьогодні, вони зараз на концерті.

You *will not pass* your examinations *unless* you *work* hard. – Ви не складете ваші іспити, якщо не будете наполегливо працювати.

Якщо припущення стосується минулого часу, в підрядному реченні вживається минулий простий час, в головному – минулий простий час, теперішній простий (або тривалий) час або майбутній простий час, залежно від змісту:

If she *promised* to be here, she *will* certainly *come*. – Якщо вона обіцяла бути тут, вона неодмінно прийде.

If you *were* in the library, you *saw* Nick. He was there too. – Якщо ви були в бібліотеці, ви бачили Ніка. Він також там був.

If she *got* a ticket, she *is* at the theatre now. – Якщо вона дістала квиток, вона зараз у театрі.

Нереальні умовні речення, які виражають неймовірні або малоймовірні припущення, що стосуються теперішнього або майбутнього часу.

Присудок головного і підрядного речень виражається дієслівною формою умовного способу. У підрядному реченні вживається форма, яка нагадує минулий простий час (дієслово **to be** має форму **were** для всіх осіб), а в головному – **would, should, could, might** з неозначеним

інфінітивом (без **to**). Умовне речення цього типу перекладається українською мовою з дієсловом у минулому часі з часткою “**би**”:

If I *had* time, I *should* often *come* to see you. – Якщо б у мене був час, я б часто відвідував вас.

Нереальні умовні речення, що стосуються минулого. Ці речення виражають припущення, які відносяться до минулого часу, і тому не можуть бути виконані.

У підрядному реченні вживається форма, що нагадує минулий перфектний час, а в головному – **would, should, could, might** з перфектним інфінітивом (без **to**). Умовне речення цього типу перекладається українською мовою з дієсловом у минулому часі з часткою “**би**” :

We *should have left* last week, *if I had finished* my work. – Ми б поїхали минулого тижня, якщо б я закінчив свою роботу.

***If I had spoken* to her yesterday, I *should have learned* everything.** – Якщо б я поговорив з нею вчора, я б про все дізнався.

УЗГОДЖЕННЯ ЧАСІВ

В англійській мові існує певна залежність вживання часу дієслова-присудка підрядного речення від часу, в якому стоїть дієслово-присудок головного речення. Це правило називається правилом узгодження часів.

Правило узгодження часів характерне переважно для додаткових підрядних речень.

1) Якщо дієслово-присудок головного речення стоїть у теперішньому або майбутньому часі, дієслово-присудок підрядного додаткового речення може стояти у будь-якій часовій формі, якої вимагає зміст:

I *think* you *are* right. – Я думаю, що ти правий.

***Do you know* why he *was* absent yesterday?** – Чи ти знаєш, чому він був відсутній учора?

I *shall tell* you what you *will have* to do. – Я скажу вам, що вам треба буде зробити.

2) Якщо дієслово-присудок головного речення стоїть у минулому часі (звичайно в минулому простому часі), то і дієслово-присудок додаткового підрядного речення повинно стояти в одному з минулих часів, у тому числі в майбутньому з точки зору минулого. При цьому для позначення дії, одночасної з дією, вираженою присудком головного речення, у підрядному реченні вживається минулий простий час або минулий тривалий час (в українській мові – теперішній час):

I *thought* you *were* ready. – Я думав, що ви готові.

He *told* me that he *was preparing* for his exams. – Він сказав мені, що готується до своїх іспитів.

Для позначення дії, яка передувє дії, вираженій присудком головного речення, звичайно вживають минулий перфектний час (в українській мові – минулий час):

I **didn't know** she **had gone away**. – Я не знав, що вона пішла геть.

Для вираження майбутньої дії з точки зору минулого часу вживають форми майбутнього часу з точки зору минулого; замість **shall** вживають **should**, замість **will** – **would**. В українській мові – це майбутній час:

I **didn't expect** you **would be late**. – Я не думав, що ти запізнишся.

He **told** me that he **would meet** us at the station. – Він сказав мені, що зустрине нас на станції.

Правило узгодження часів не використовується у підрядних додаткових реченнях, коли присудок головного речення стоїть у минулому часі, якщо в підрядних додаткових реченнях мова йдеться про загальновідоме положення чи факт:

A series of investigations **proved** that the molecules in all bodies **are separated** from each other by spaces. – Серією досліджень було підтверджено, що молекули в усіх тілах відокремлені одна від одної деяким простором.

ТАБЛИЦЯ НЕСТАНДАРТНИХ ДІЄСЛІВ

Інфінітив (I форма)	Минулий простий час (II форма)	Дієприкметник минулого часу (III форма)	Переклад
be become	was, were became	been become	бути зробитися, статися
begin	began	begun	починати(ся)
break	broke	broken	ламати(ся)
bring	brought	brought	приносити
build	built	built	будувати
burn	burnt	burnt	горіти, палити
buy	bought	bought	купувати
catch	caught	caught	ловити, схоплювати
choose	chose	chosen	вибирати
come	came	come	приходити
cost	cost	cost	коштувати
cut	cut	cut	різати
do	did	done	робити
drink	drank	drunk	пити
drive	drove	driven	вести, гнати
eat	ate	eaten	їсти

fall	fell	fallen	падати
feel	felt	felt	почувати (себе)
fight	fought	fought	боротися,
			битися
find	found	found	знаходити
fly	flew	flown	літати
forget	forgot	forgotten	забувати
get	got	got	одержувати,
			ставати,
			робитися
give	gave	given	давати
go	went	gone	іти, ходити
grow	grew	grown	рости, ставати
hang	hung	hung	вішати, висіти
have	had	had	мати
hear	heard	heard	чути
hide	hid	hidden	ховати
hold	held	held	тримати
keep	kept	kept	тримати,
			зберігати
know	knew	known	знати
lead	led	led	вести
learn	learnt	learnt	вчити(ся)
leave	left	left	залишати
lend	lent	lent	позичати
let	let	let	дозволяти
light	lit	lit	запалювати,
			засвічувати
lose	lost	lost	губити, втрачати
make	made	made	робити
mean	meant	meant	значити
meet	met	met	зустрічати
put	put	put	класти
read	read	read	читати
rise	rose	risen	підніматися
run	ran	run	бігти
say	said	said	сказати
see	saw	seen	бачити
sell	sold	sold	продавати
send	sent	sent	посилати
shine	shone	shone	сяяти, блищати
shoot	shot	shot	стріляти
shut	shut	shut	закривати,
			зачиняти
sing	sang	sung	співати

sit	sat	sat	сидіти
sleep	slept	slept	спати
speak	spoke	spoken	говорити,
			розмовляти
spend	spent	spent	витрачати,
			проводити
spread	spread	spread	поширювати
stand	stood	stood	стояти
steal	stole	stolen	красти
swear	swore	sworn	клястися
swim	swam	swum	плавати
take	took	taken	брати
teach	taught	taught	учити, навчати (когось)
tell	told	told	сказати (комусь)
think	thought	thought	думати
understand	understood	understood	розуміти
wear	wore	worn	носити,
			зношувати
win	won	won	вигравати
write	wrote	written	писати

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