

МІНІСТЕРСТВО ВНУТРІШНІХ СПРАВ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ВНУТРІШНІХ СПРАВ
ФАКУЛЬТЕТ № 6

Филипська В.І.

ENGLISH FOR MASTERS IN PSYCHOLOGY

НАВЧАЛЬНИЙ ПОСІБНИК

для здобувачів

другого (магістерського) рівня вищої освіти

за спеціальністю 053 Психологія (практичний психолог)

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Ф51

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English for Masters in Psychology. Навчальний посібник для здобувачів другого (магістерського) рівня вищої освіти за спеціальністю 053 Психологія (практичний психолог) – Х. : ХНУВС, 2019. – 76 с.

Пропонований посібник має на меті підготувати майбутніх фахівців в галузі «Психологія» до застосування англійської мови у професійній та науковій сферах. Посібник містить аутентичні наукові статті зарубіжних психологів, термінологічну лексику, вправи на засвоєння лексики в галузі психології, завдання на відтворення усного мовлення, курс граматики та ряд вправ на закріплення граматики. До посібника входять завдання дослідницького характеру: написання назви наукової праці, ключових слів, описової, інформативної анотацій та наукової статті.

Для здобувачів другого (магістерського) рівня вищої освіти за спеціальністю 053 Психологія (практичний психолог).

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ВСТУП

Пропонований посібник призначений для вивчення англійської мови магістрантами-психологами. Автор ставить за мету допомогти студентам оволодіти таким рівнем комунікативної компетенції, який дозволить їм використовувати англійську мову в усній та письмовій формах в типових ситуаціях професійного спілкування при вирішенні ділових завдань, а також допомогти якісно написати англійською мовою назву своєї наукової статті та анотацію до неї та підготуватися до написання анотації до дипломної роботи.

Навчальний посібник містить 4 юніти. Кожен юніт складається з 4 практикумів. Лексичний практикум містить оригінальну наукову статтю для читання провідних зарубіжних психологів, список активної лексики та завдання на запам'ятовування лексики. Усний практикум має на меті відтворити вже засвоєну лексику в усному діалогічному та монологічному мовленні. Граматичний практикум складається з теоретичного та практичного матеріалу. Теорію подано описово та в таблицях, що сприятиме кращому орієнтуванню та засвоєнню матеріалів. Граматичні вправи спрямовані не лише на відтворення граматичного явища, а також на закріплення активної лексики юніту. Науковий практикум містить пояснення, приклади наукових анотацій українських та зарубіжних психологів, найуживаніші кліше наукового викладу. До текстів наукового спрямування в кожному юніті студент пише описову та інформативну анотацію.

Більшість вправ складено автором самостійно. Граматична теорія, деякі граматичні завдання та теорія наукового практикуму підібрані з різних підручників і посібників українських авторів. Тексти наукового спрямування (статті) – оригінальні.

За рівнем складності тексти і вправи можна використовувати для студентів із середнім і високим рівнем знань мови. Для студентів із середнім рівнем знань спеціально виписано великий перелік слів до оригінальної статті у послідовності, а також всі інструкції до завдань на українській мові.

У додатку подано додаткові тексти для читання та список неправильних дієслів.

Посібник також буде корисним всім студентам під час систематизації граматичного матеріалу за темою «Дієслово». Його можна використовувати як для групових, так і для індивідуальних занять.

Автор має надію, що магістранти-психологи зацікавляться науковим дослідженням і продовжать навчання в аспірантурі.

UNIT 1

GETTING HELP THROUGH SEEING A PSYCHOLOGIST

Лексична тема: Вибір кваліфікованого психолога. Результат відвідування психолога. Оцінка роботи психолога.

Граматична тема: Модальні дієслова.

Тема наукового дослідження: Назва наукової праці, ключові слова

LEXICAL PRACTICE

1. Знайдіть у тексті відповідні фрази:

Опитування надає основну інформацію, взаємовідносини між людиною та професіоналом, виходячи з наступних обставин, втрачають надію, дослідження показує, ефективність лікування, тісно пов'язані, покращити загальний стан здоров'я людини, декілька відвідувань психолога, суто особиста справа, гарний досвід під час практики, компетентні психологи, терапевт, надати пропозиції, рівень освіти, підібрати те, що тобі підходить, спілкуються відкрито, які є основні проблеми, будь відвертим, відвідувати всі заплановані прийоми, страх, який руйнує щоденне життя, запам'ятай, певні завдання потребують більше часу, щоб їх завершити, відчуваєш, що те, чого ти досяг, об'єднання зусилля, з іншого боку, рухаєшся не в правильному напрямку, бувають періоди, коли тобі здається, що психолог до тебе байдужий, не відноситься до тебе позитивно, нехай твій психолог знає, почувають дуже багато емоцій, подумати про свої думки та поведінку, занепокоєння про те, що немає значних зрушень, є й інші міркування, як довго ти будеш відвідувати психолога, успіх у досягненні початкових цілей, люди, які бажають працювати, знайти полегшення від емоційних розладів.

2. Прочитайте та перекладіть наукову статтю, використовуючи подані після тексту слова та словосполучення:

Getting help through seeing a psychologist

Millions of people have found relief from depression and other emotional difficulties through seeing a psychologist. Even so, some people find it hard to get started or stay in therapy. This brief question-and-answer guide provides some basic information to help individuals take advantage of outpatient (non-hospital) therapy.

Why do people consider using therapy?

Therapy is a partnership between an individual and a professional such as a psychologist who is licensed and trained to help people understand their feelings and assist them with changing their behavior. According to the National Institute of Mental Health, one-third of adults in the United States experience an emotional or substance abuse problem. Nearly 25 percent of the adult population suffers at some point from depression or anxiety.

People often consider therapy, under the following circumstances:

- They feel an overwhelming and prolonged sense of sadness and helplessness, and they lack hope in their lives.
- Their emotional difficulties make it hard for them to function from day to day. For example, they are unable to concentrate on assignments and their job performance suffers as a result.
- Their actions are harmful to themselves or to others. For instance, they drink too much alcohol and become overly aggressive.
- They are troubled by emotional difficulties facing family members or close friends.

What does research show about the effectiveness of therapy?

Research suggests that therapy effectively decreases patients' depression and anxiety and related symptoms — such as pain, fatigue and nausea. Therapy has also been found to increase survival time for heart surgery and cancer patients, and it can have a positive effect on the body's immune system. Research increasingly supports the idea that emotional and physical health are very closely linked and that therapy can improve a person's overall health status.

There is convincing evidence that most people who have at least several sessions of therapy are far better off than untreated individuals with emotional difficulties. One major study showed that 50 percent of patients noticeably improved after eight sessions while 75 percent of individuals in therapy improved by the end of six months. Psychotherapy with children is similar in effectiveness to therapy with adults.

How do I find a qualified psychologist for therapy?

Selecting a psychologist is a highly personal matter. A psychologist who works very well with one individual may not be a good choice for another person. There are several ways to get referrals to qualified psychologists, including the following:

- Talk to close family members and friends for their recommendations, especially if they have had a good experience with therapy.
- Many state psychological associations operate referral services which put individuals in touch with licensed and competent mental health providers.
- Ask your primary care physician (or other health professional) for a referral. Tell the doctor what's important to you in choosing a psychologist so he or she can make appropriate suggestions.
- Inquire at your place of worship.

Ideally, you will end up with more than one lead. Call and request the opportunity, either by phone or in person, to ask the psychologist some questions. You might want to inquire about his or her licensure and level of training, approach to therapy, participation in insurance plans and fees. Such a discussion should help you sort through your options and choose someone with whom you believe you might interact well.

If I begin therapy, how should I try to gain the most from it?

There are many approaches to outpatient therapy and various formats in which it may occur, including individual, group and family therapy. Despite the variations, all therapy is a two-way process that works especially well when patients and their psychologists communicate openly. Research has shown that the outcome of therapy

is improved when the psychologist and patient agree early about what the major problems are and how therapy can help.

You and your psychologist both have responsibilities in establishing and maintaining a good working relationship. Be clear with your psychologist about your expectations and share any concerns that may arise. Therapy works best when you attend all scheduled sessions and give some forethought to what you want to discuss during each one.

How can I evaluate whether therapy is working well?

As you begin therapy, you should establish clear goals with your psychologist. Perhaps you want to overcome feelings of hopelessness associated with depression. Or maybe you would like to control a fear that disrupts your daily life. Keep in mind that certain tasks require more time to accomplish than others.

After a few sessions, it's a good sign if you feel the experience is truly a joint effort and that you and the therapist enjoy a good rapport. On the other hand, you should be open with your psychologist if you find yourself feeling "stuck" or lacking direction once you've been in therapy awhile.

There may be times when a psychologist appears cold and uninterested or doesn't seem to regard you positively. Tell your psychologist if this is the situation, or if you question other aspects of his or her approach. If you find yourself thinking about discontinuing therapy, talk with your psychologist. It might be helpful to consult another professional, provided you let your therapist know you are seeking a second opinion.

Patients often feel a wide range of emotions during therapy. Some qualms about therapy that people may have result from the difficulty of discussing painful and troubling experiences. When this happens, it can actually be a positive sign indicating that you are starting to explore your thoughts and behaviors.

You should spend time with your psychologist periodically reviewing your progress (or your concern that you are not making sufficient headway). Although there are other considerations affecting the duration of therapy, success in reaching your primary goals should be a major factor in deciding when your therapy should end.

Therapy isn't easy, but patients who are willing to work in close partnership with their psychologist often find relief from their emotional distress and begin to lead more productive and fulfilling lives.

2017 American Psychological Association

Active vocabulary

relief	полегшення
brief	короткий
to help individuals	допомогти людям
to take advantage of	мати перевагу в...
outpatient therapy	лікування поза лікарнею
license	дозвіл, ліцензія
to assist	допомагати

behavior	поведінка
adults	дорослі
mental health	розумове здоров'я
abuse	залежність
to suffer from	страждати від...
anxiety	занепокоєння, тривога
to overwhelm	переповнювати
sadness	сум
helplessness	безпорадність
a sense of	почуття
prolonged	тривалий
to concentrate on assignments	концентруватися на дорученнях
job performance	працездатність
harmful	шкідливий
to become overly aggressive	стати надзвичайно агресивним
to be troubled by	бути стурбованим
to decrease	зменшувати
to increase	збільшувати
related symptoms	пов'язані з цим симптоми
pain	біль
fatigue [fə'ti:g]	втома
nausea ['nɔ:sjə]	нудота
cancer	рак
body's immune system [i'mju:n]	іmunна система організму
convincing evidence	очевидність в тому, що...
to treat	лікувати
to improve	удосконалити
effectiveness	ефективність
to get referrals	отримати рекомендації (направлення)
to operate ... service	надавати ... послугу
to inquire	наводити довідки
worship	поклоніння, богослужіння
to call	дзвонити
to request	попросити
an approach of therapy	підхід до лікування
insurance	страхування
fee	оплата, внесок
to interact	спілкуватися, взаємодіяти
to gain	отримати
to occur	стикатися, мати справу
despite	незважаючи на...
to communicate	спілкуватися

research	дослідження
responsibilities	відповідальність
to establish a good working relationship	встановити хороші робочі взаємини
to maintain	підтримувати
expectations	очікування
to share	ділитися
concerns	проблеми, занепокоєння
to arise	підніматися, виникати
forethought	обдуманість
to establish clear goals	ставити точні цілі
to overcome feelings	подолати почуття
to control a fear	контролювати страх
to disrupt	руйнувати
to keep in mind	запам'ятати
to require	вимагати
to accomplish	завершити
a good sign	хороший знак
to regard	відноситися
discontinuing	безперервний
to consult	консультуватися
qualms [kwɔ:ms]	невпевненість
to indicate	показувати
to review	переглянути
considerations	думки
to reach	досягати
to will to work in close partnership	мати бажання працювати в тісній співпраці
productive and fulfilling life	продуктивне і наповнене життя

3. Знайдіть у тексті синоніми до наступних слів:

- 1) a psychologist
- 2) people
- 3) qualified
- 4) research
- 5) troubled
- 6) to talk
- 7) choosing
- 8) therapy
- 9) to improve
- 10) a wide range of
- 11) assignments
- 12) noticeable
- 13) to arise

- 14) progress
- 15) discontinuing
- 16) troubles
- 17) to request

4. Знайдіть у тексті антоніми до наступних слів:

- 1) non-hospital therapy
- 2) to increase
- 3) unable
- 4) lack
- 5) to treat
- 6) relief
- 7) hard

5. Розподіліть слова та словосполучення за колонками:

Sad feelings

Happy feelings

Anxiety, abusement, fatigue, nausea, sadness, productive therapy, fulfilling life, helplessness, pain, help, effectiveness, concerns, aggressive behavior, qualms, positive thoughts, harmful actions, fear.

6. Знайдіть відповідності:

- | | |
|-----------------------------|------------------------------|
| 1) to take advantage of | a) assignments |
| 2) to assist people with | b) a person`s overall health |
| 3) to concentrate on | c) outpatient therapy |
| 4) to be troubled by | d) qualified psychologists |
| 5) to maintain | e) the approach of therapy |
| 6) to get referrals to | f) good working relationship |
| 7) therapy can improve | g) emotional difficulties |
| 8) to inquire about | h) changing their behavior |
| 9) to establish | i) fear |
| 10) to disrupt | j) clear goals |
| 11) to overcome feelings of | k) your progress |
| 12) sheduled | l) another professional |
| 13) to work | m) sessions |
| 14) to review | n) your life |
| 15) to consult | o) in close relationship |

7. Знайдіть зайве слово:

- 1) Inquire – research – study – established.
- 2) Therapy – sessions – seeing – using – visit.
- 3) Licensed – competent – well-experienced – various.
- 4) Psychologists – patients – mental health providers – therapists – professionals.
- 5) Effectiveness – partnership – interaction – joint effort – relationship.
- 6) Recommendations – services – referrals – suggestions.

COMMUNICATION PRACTICE

8. Дайте відповіді на запитання до тексту:

- 1) What is therapy?
- 2) What do people feel when they have difficulties in life?
- 3) What are 5 circumstances under which people seek a psychologist?
- 4) What does therapy effectively decrease?
- 5) What does therapy effectively increase?
- 6) How many times do people go to a psychologist?
- 7) Who can help in finding a qualified psychologist for therapy?
- 8) What aspects should you inquire about speaking with a future psychologist?
- 9) What are recommendations about evaluation of therapy that is working well?

9. Перекажіть текст, використовуючи план:

PLAN

1. Reasons of seeing a psychologist.
2. Symptoms of the effectiveness of therapy.
3. Inquiring about qualified psychologists.
4. Special recommendations towards cooperating with a psychologist.

10. Складіть діалоги відповідно до ситуацій. Використайте слова та словосполучення з вправи 2.

- 1) You have visited a psychologist recently. Speak with your friend and tell him/her about the effectiveness of therapy. Advise him/her where to find a qualified psychologist.
- 2) You operate a psychological service in the office. Talk to your patient who suffers from a prolonged sense of anxiety.

GRAMMAR PRACTICE

11. Ознайомтесь з граматичними правилами:

МОДАЛЬНІ ДІЄСЛОВА

Модальне дієслово can	
теперішній час:	can
минулий час:	could
майбутній час:	will be able to
переклад:	МОГТИ, ВМІТИ
виражає:	
фізичну або розумову здатність, уміння або можливість виконати дію	<p>I can read French. <i>Я можу читати французькою мовою.</i></p> <p>I couldn't solve the problem <i>Я не зміг розв'язати задачу.</i></p> <p>Perhaps this young man will be able to help you. <i>Можливо, цей молодий чоловік зможе допомогти</i></p>

	<i>вам.</i>
дозвіл або заборону	You can use dictionaries. <i>Можете користуватися словниками.</i> Can I come in? <i>Можна ввійти?</i>
сумнів, здивування, невіру (у питальних і заперечних реченнях)	Can she be working now? <i>Невже вона зараз працює?</i> He can't be waiting for us now. <i>Не може бути, щоб він зараз чекав на вас.</i>
Модальне дієслово may	
теперішній час:	may
минулий час:	might
переклад:	може, можна
виражає:	
припущення	She may come back. <i>Можє, вона повернеться.</i>
можливість виконати дію	You may go there by train. <i>Ви можете поїхати туди поїздом.</i>
дозвіл, ввічливе прохання	May I use your phone? - No, you must not . <i>Можна скористатися вашим телефоном? – Ні, не можна.</i> Might I speak a word to you? <i>Дозвольте звернутися до вас.</i>
докір, осуд (лише might)	You might be more attentive. <i>Ти міг би бути уважнішим.</i>
Модальне дієслово must	
теперішній час:	must
переклад:	повинен, треба, мушу
виражає:	
обов'язок	To catch the train I must get up at six. <i>Щоб потрапити на поїзд, я мушу встати о 6 годині.</i>
заборону (у заперечних реченнях)	You must not talk aloud in the reading-hall. <i>У читальному залі не дозволяється голосно розмовляти.</i>
наказ	Tomorrow you must come at eight. <i>Завтра ви повинні прийти о восьмій годині.</i>
Модальні дієслова should/ought to	
теперішній час:	should/ought to
переклад:	слід, треба
виражає:	
пораду	You ought to go to the movies more. <i>Вам слід більше ходити в кіно.</i>

	Kate is in hospital. You should visit her. <i>Катя у лікарні. Ви б відвідали її.</i>
подив з питальним словом why	Why should I feel guilty about it? <i>Чому я маю почувати себе винним у цьому?</i>
Модальне дієслово have to/has to	
теперішній час:	have to/has to
минулий час:	had to
майбутній час:	will have to
переклад:	треба, приходитьсья, маю, повинен
виражає:	
необхідність, обов'язок	You don't have to go in. <i>Вам не обов'язково заходити.</i> You did not have to think about it. <i>Вам не треба було думати про це.</i> You will have to go home now. <i>Вам доведеться зараз піти.</i> Will I have to sell most of my things? <i>Я буду змушений продати всі мої речі?</i>
Модальне дієслово be to	
теперішній час:	is to / are to / am to
минулий час	was to / were to
переклад:	маю, треба, повинен
виражає:	
обов'язок, що впливає з попередньої домовленості, плану, розкладу, графіка	We were to work two hours every morning. <i>Ми мали працювати дві години кожного ранку.</i>
наказ, інструкцію	You are not to come here any more. <i>Більше сюди не приходьте,</i>
Модальне дієслово need	
теперішній час:	need
переклад:	необхідно, потребую, треба
виражає:	
необхідність	You need not trouble about that at all. <i>Вам зовсім не треба турбуватися про це.</i>
Модальне дієслово dare	
теперішній час:	dare
переклад:	сміти, наважуватись
виражає:	
сміливість або зухвальство (у питальних та	How dare you say it? <i>Як ви смієте казати це?</i> For a while he dared not move.

12. Знайдіть модальні дієслова та перекладіть речення на українську мову:

1. Something can't be right or wrong just for yourself, if it's right or wrong it must be right or wrong for everybody. 2. People shouldn't feel helpless. Something ought to be done. 3. But dearest Frances, you must have seen girls like that girl a hundred times. Dublin is full of them. 4. And anyway, Father was saying they have no arms. They can't fight. 5. "Here, I've picked you a lovely green rosebud. Mind the thorns" "May there be no thorns in our life together". 6. NO, you'd better not buy the ring. You may still change your mind. 7. I have very little time for social conversation, you must excuse me. 8. You can't apologize just by saying "I apologize", not in that tone, 9. I wish we could meet sometimes and talk, just talk of anything at all, that's in our minds. 10. "Listen, Kathleen. I must tell you something." 11. Don't talk so loudly. I can hear you quite well. You mustn't talk like that here. 12. You know he'll go wherever you go. Are we to tie him up or what? 13. "You know, you should have given me a ring, Christopher, it might have protected me." 14. I may be totally uneducated, but at least I can make bread and butter. 15. I shall never be able to explain that. 16. Well, I must say I'm a bit suspicious of these mysterious "specialists" who can't even tell you plainly what they're doing. 17. You oughtn't to spend the winter in London with that cough in your chest.

13. Заповніть пропуски за допомогою must або should:

1. Your questions surprise me, you ___ to know this. 2. You ___ be absent for such a long time. Everyone forgot you. 3. Though it is a very unpleasant mission, I feel I ___ to tell you the truth. 4. We had a wonderful time at that party. You ___ be there. 5. Let's tell him as it is. He ___ to understand. 6. You ___ to apologize when you saw that his feelings were hurt. 7. She is a very experienced doctor. You ___ consult her. 8. She ___ not to say about such things in the child's presence. Now you see the result. 9. I ___ to know that it might come to that. 10. If they had been warned in time, they ___ to be there by now. 11. He gave you just the feeling of assurance, of confidence that a doctor ___ to give.

14. Заповніть пропуски за допомогою had to або should:

1. I ___ (to send) a telegram because it was too late to send a letter. 2. You ___ remind me to do it earlier. 3. I ___ (not to tell) him the news, he was so much upset, but I really ___ (to do) so, for the circumstances demanded it. 4. The agreement was if Johnny White could not repay the money he had borrowed, the Luke Flint ___ (have) the right to sell the land. 5. It was very hard work, but we ___ (to do) it. 6. She ___ (not to let) it pass like that, she ___ (to explain) to him that he was wrong. 7. Although it was unpleasant to her, she ___ (to tell) to him that he was wrong.

15. Заповніть пропуски за допомогою can/could to або may/might:

1. ___ we leave the room? Is the lesson over? 2. ___ you stand on your

head?– I ___ when I was at school but I ___ now. 3. ___ smoke here? – No, you ___ smoking is not allowed. 4. ___ I come in? – Please, do. 5. Where I ___ buy fruit? 6. He ___ answer the teacher’s question yesterday. 7. ___ I come and see you this evening? – Of course, you ___. 8. When I first came to Spain I ___ read Spanish but I ___ speak it. 9. There was a lot of noise in the street last night, and I ___ sleep. 10. ___ I borrow your umbrella?

16. Перефразуйте речення, використовуючи модальне дієслово need:

1. It is not necessary to copy the composition I can read it as it is. 2. It was not necessary for her to carry the bags all by herself: there were porters at the station. 3. Why do you want to buy a new bag? I could have lent you mine. 4. There is no use worrying about her; she is quite able to take care of herself. 5. What’s the use of reproaching of you? 6. I don’t think there is any need to bother them.

17. Заповніть пропуски за допомогою should to або need:

1. We ___ not (hurry) we have half an hour before the train starts. 2. You ___ not (to come) so early, now you will have to wait. 3. You ___ not (to give) the child so much money, it will spoil him. 4. You ___ not (to return) the money so soon. I could wait. 5. I ___ not (to help) with this work. He could have managed it himself. 6. You ___ not (to go) into this at present. They’ve clean forgotten about it.

18. Зробіть граматичний аналіз тексту впр.2. Знайдіть у тексті речення з модальними дієсловами, прочитайте та перекладіть їх. Поясніть, у якому значенні вони вживаються.

19. Виберіть правильний варіант відповіді:

- 1) This therapy improve his overall health status last year.
a) could b) must c) can d) should
- 2) Seeing a psychologist have a positive effect on her if she visited the sessions.
a) may b) could c) can d) should
- 3) It’s hard for you to function from day to day so I suppose you have emotional difficulties.
a) need b) can c) may d) must
- 4) I think you change your behavior.
a) might b) should c) need d) may
- 5) I not concentrate on assignments, so my job performance suffers as a result.
a) may b) can c) need d) should
- 6) A psychologist and a patient agree about what main problems are.
a) have to b) need c) must d) might
- 7) My friend reach her primary goals. I do advise it.
a) need b) may c) must d) should
- 8) I not therapy. I try to control my fear myself.
a) need b) must c) should d) can

20. Перекладіть речення на англійську мову. Використайте активну лексику та модальні дієслова:

1. Ви можете концентруватися на дорученнях. 2. Психологи повинні допомагати своїм пацієнтам. 3. Можливо, вона отримає направлення завтра. 4. Тобі слід відвідати психолога щоб зменшити втому і підвищити працездатність. 5. Ти повинен поставити точні цілі. 6. Я не можу контролювати страх. 7. Мені треба проконсультуватися з психологом. 8. Можливо, я перегляну свою думку. 9. Це може не потребувати багато часу. 10. Друзям слід ділитися своїми проблемами. 11. Цей психолог вміє встановлювати та підтримувати хороші робочі взаємовідносини. 12. Я не можу запам'ятати це. 13. Мені прийдеться спілкуватися з Анною та перебороти почуття, яке руйнує наші відносини. 14. Чи можу я дізнатися про нові підходи до лікування? 15. Ці проблеми можуть виникнути завтра. 16. Це завдання не потребує багато часу, щоб його завершити. 17. Це дослідження повинно показати ефективність лікування у цього психолога. 18. Ти – компетентний кваліфікований психолог, тому тобі слід надавати психологічні послуги людям, які страждають від затягнутих почуттів тривоги, безпорадності та невпевненості, переповненого почуття печалі, та тим, які можуть ставати занадто агресивними. 19. Їй не треба з'ясовувати це сьогодні. 20. Йому треба працювати в тісній співпраці з колегами.

RESEARCH PRACTICE: Title Writing, Key Words

Основи наукового дослідження: назва наукової праці, ключові слова

21. Ознайомтесь з рекомендаціями щодо перекладу назви наукової праці:

Переклад назви наукової праці

Назва наукової статті (дипломної роботи, дисертації, тез доповіді) має бути стислою, конкретною, інформативною. Уникайте “порожніх” слів, що не мають смислового навантаження. Розглянемо деякі з них.

Конструкції “іменник плюс іменник” (N+N) вельми поширені в англійськомовних наукових текстах, наприклад: university language centre “університетський мовний центр”; Нагадуємо, що останній іменник у такій конструкції відповідає на питання “що?”, а попередні – “який?”, наприклад: alcohol consumption culture “культура споживання алкоголю”. Інакше кажучи, останній компонент відноситься до попереднього (попередніх) за схемою “клас – підклас”: entertainment star “зірка естради”, pop star “поп-зірка”, movie star “кінозірка”; book title “назва книжки”, graduation paper title “назва (тема) дипломної роботи”; business tourism “бізнес-туризм”, language tourism “мовний туризм”, medicine tourism “медичний туризм”, sightseeing, tourism “пізнавальний туризм”.

Не бажано утворювати конструкції “іменник плюс іменник”, коли йдеться про дію або результат дії, наприклад, вплив (influence, effect, impact), розвиток (development, evolution), формування (formation, shaping), використання (use), проектування (designing), підтримка (support) тощо. Кострубатом і штучно

виглядає, наприклад, The Ukrainian musical culture development; краще було б: The development of Ukrainian musical culture. Правила вжитку артиклів у назвах статей загалом збігаються з правилами нормативної граматики англійської мови. Означений артикль пишемо в конструкціях з of, що містять додаткові дані про іменник (the culture of Ukraine, але Ukrainian culture – без артикля).. Неозначений артикль уживаємо тоді, коли йдеться про один варіант із кількох можливих (an analysis of..., a new approach to... “новий підхід до...”). Артикль відсутній перед неуточненими абстрактними іменниками (life, music, tourism).

Наведемо кілька прикладів з оригінальної англійської наукової літератури з коментарями:

- The life of Robert Burns (“життя” не взагалі, а конкретного поета).
- The economic aspects of the history of the civilisation of Japan (тобто аспекти конкретної історії окремо взятої цивілізації).
- The collapse of ancient states and civilizations (“загибель” не взагалі, а конкретно – давніх цивілізацій).
- Symbol and image in Celtic religious art (назви абстрактних понять пишуть без артикля).

22. Прокоментуйте наступні переклади і дайте свої варіанти. Зважайте на правила вжитку артиклів та конструкцій N+N:

- Міжетнічні впливи на розвиток культури на Буковині. Ethnic influence on culture development in Bukovina.
- Культурний туризм: від старого змісту до нової концепції. Cultural tourism: From the old content to the new concept;
- Аналіз тенденцій асоціальної поведінки... Analysis of tendencies of antisocial behaviour...

23. Прокоментуйте наведені нижче назви статей з англійської наукової літератури і перекладіть їх. Змініть нижчеприведені назви статей на більш стислі:

- What are the roles of aggression and violence in social psychology?
- What are the underlying causes of prejudice and discrimination?
- How does family’s group behavior get affected by a child death?
- How can members of society adjust to physical disabilities?
- What are the main social influences on children today?
- What are some of the most harrowing learning difficulties and how do they affect people in the workplace?
- What can bring about a severe change of attitudes towards religion?
- Prosocial behaviors in social psychology.
- What use does the bystander effect have in social psychology?
- How can families adjust to bereavement?
- How can one adjust to physical illnesses?

24. Перекладіть назви статей:

1. Memory and Eyewitness Testimony
2. Repressed and Recovered Memory
3. Language and Language Development
4. Thinking and Problem Solving
5. Critical Thinking
6. Artificial Intelligence
7. Social Cognition
8. Attitudes and Attitude Change
9. Group Processes
10. Social Influence
11. The Nature of Love
12. Prejudice and Stereotyping
13. Leadership
14. Health Psychology
15. Stress and Stressors
16. Coping Skills
17. Resilience
18. Positive Psychology
19. Human Performance in Extreme Environments

25. Прочитайте та перекладіть англомовні анотації до статей за допомогою словника. Підберіть назви:

1.

Brittany Horth and Naomi Eisenberger, Ph.D. University of California, Los Angeles

Phrases such as “warm the heart” suggest that there may be an inherent relation between social emotions and temperature perception. Thus, positive and negative social experiences (feeling loved, rejected) may cause us to feel warm or cold, respectively. In this study, undergraduates were randomly assigned to write about a time in which they felt a great deal of love, a time in which they felt rejected, or their route to school (control condition). Then participants answered seemingly unrelated questions about their estimate of the room temperature and preferences for hot and cold drinks and foods. We hypothesized that, compared to participants in the control condition, participants who wrote about love would feel warmer – as indexed by higher room temperature estimates and stronger desires for cold drink and food, and participants who wrote about rejection would feel colder – as indexed by lower room temperature estimates and stronger desires for warm drink and food. These analyses extend previous work (Zhong & Leonardelli, 2008), showing that feeling rejected increases cold sensitivity.

2.

Angie Dunn, Joe Toscano, Rewbecca Harris and Sarah Gervais, Ph.D. University of Nebraska at Lincoln

Dehumanization has been linked with a myriad of negative outcomes including justification for acts of genocide and rape. Understanding the cognitive process and potential individual factors that may relate to dehumanization then, is an important

psychological question. Previous research by Viki and Abrams (2003) suggests that individuals with more sexist attitudes have a higher likelihood to view targets as having more in common with animals than with other humans. Extending this research, the present study examines the relationship between scores on the hostile and benevolent subscales of the Ambivalent Sexism Inventory (ASI; Glick & Fiske, 1996), and an individual's implicit reaction to dehumanizing words. We hypothesize that those with higher sexism scores will respond faster to dehumanizing words in a lexical decision task than those with lower sexism scores. Use of a lexical decision test replicates previous explicit research while also allowing access to the expected automatic nature of dehumanizing cognitive processes.

26. Ознайомтесь з правилами написання ключових слів до статті:

Ключові слова

Ключові слова (Key words) – це 5-10 основних термінів, які використані в статті. Ключові слова слід упорядкувати від найбільш загальних, відповідних проблемі, до більш диференційованих, відповідних опису учасників та методів дослідження. В якості ключових слів не можна використовувати жаргон та надмірно довгі словосполучення, фрази з однорідними членами речення.

Наприклад:

EFFECTS OF AGE ON DETECTION OF EMOTION

Age differences were examined in affective processing, in the context of a visual search task. Young and older adults were faster to detect high arousal images compared with low arousal and neutral items. Younger adults were faster to detect positive high arousal targets compared with other categories. In contrast, older adults exhibited an overall detection advantage for emotional images compared with neutral images. Together, these findings suggest that older adults do not display valence-based effects on affective processing at relatively automatic stages.

Keywords: aging, attention, information processing, emotion, visual search

27. Перекладіть анотацію. Підберіть ключові слова:

The Effect of Job Stress On Clinical Health Outcomes

Brett H. Neely, Jr.; Bridget Reynolds, Ph.D; Rena Repetti, Ph.D; Ted Robles, Ph.D University of California, Los Angeles

Approximately 15-25% of the U.S. working population is classified as high-risk for job stress. This type of stress is known to exert a psychological toll on workers (Repetti & Wang, 2009). However less is known about the impact of job stress on physical health and how current findings translate to clinically relevant outcomes in everyday life, such as susceptibility to the common cold. In an ongoing daily diary study, 68 adults (37 females) completed measures of job stress and upper respiratory infection (URI) symptoms every day for eight weeks. Preliminary analyses show that males who had busier days at work on average also endorsed a greater number of total URI symptoms. Additionally, males who reported lower perceived job security and less supervisor support were sick with upper respiratory infections on more days across the study than were those with greater job security and supervisor support. Among females, endorsing more busy days (whether at home

or at work) was associated with greater endorsement of URI symptoms. The findings expand our understanding of links between job stress and immune functioning by elucidating effects on a clinically-relevant health outcome.

28. Перекладіть анотацію. Підберіть назву та ключові слова:

This research-paper provided an overview of our knowledge of mood disorders. As we move farther into the 21st century, it is likely that our knowledge of the etiology and treatment of these disorders will increase exponentially. Newer technologies such as fMRIs now allow living, functioning human brains to be studied in great detail. The Human Genome Project, now complete, will likely provide invaluable data for studying the contributions genes make to many forms of illness. As we increase our understanding of the biology of mood disorders, the importance of psychosocial factors should not be ignored. It remains a challenge for us truly to integrate research on the mind with research on the body.

29. Напишіть ключові слова до статті «Getting help through seeing a psychologist» впр. 2.

UNIT 2

COPING WITH STRESS AT WORK

Лексична тема: Джерела стресу. Наслідки неконтрольованого стресу. Шляхи подолання стресу: практичні поради відомих зарубіжних психологів.

Граматична тема: Систематизація часів дієслова: активний стан.

Тема наукового дослідження: Описова анотація до статті (annotation).

LEXICAL PRACTICE

1. Знайдіть у тексті відповідні фрази:

Типові джерела стресу на робочому місці, дуже велике навантаження на роботі, не мати належного контролю, рішення, пов'язані з роботою, сидіти вдома, стресова атмосфера на роботі, ведуть нездоровий спосіб життя, кроки щоб подолати стрес, визначте джерела стресу, як ти відповідаєш на них, записи допоможуть тобі визначити джерела стресу та твою реакцію на них, зроби все можливе для здорового способу життя, знайди час для хобі, повноцінний сон, ефективне управління стресом, звичка здорового сну, відчувати тиск, залишатися на зв'язку цілодобово, створення правила, поєднувати роботу з особистим життям, знайди час для відновлення, негативний вплив, повернутися до достресового рівня життєдіяльності, відволікатися від роботи.

2. Прочитайте та перекладіть наукову статтю, використовуючи подані після тексту слова та словосполучення:

Coping with stress at work

Common Sources of Work Stress

Certain factors tend to go hand-in-hand with work-related stress. Some common workplace stressors are:

- Low salaries.
- Excessive workloads.
- Few opportunities for growth or advancement.
- Work that isn't engaging or challenging.
- Lack of social support.
- Not having enough control over job-related decisions.
- Conflicting demands or unclear performance expectations.

Effects of Uncontrolled Stress

Unfortunately, work-related stress doesn't just disappear when you head home for the day. When stress persists, it can take a toll on your health and well-being.

In the short term, a stressful work environment can contribute to problems such as headache, stomachache, sleep disturbances, short temper and difficulty concentrating. Chronic stress can result in anxiety, insomnia, high blood pressure and a weakened immune system. It can also contribute to health conditions such as depression, obesity and heart disease. Compounding the problem, people who experience excessive stress often deal with it in unhealthy ways such as overeating,

eating unhealthy foods, smoking cigarettes or abusing drugs and alcohol.

Taking Steps to Manage Stress

- *Track your stressors.* Keep a journal for a week or two to identify which situations create the most stress and how you respond to them. Record your thoughts, feelings and information about the environment, including the people and circumstances involved, the physical setting and how you reacted. Did you raise your voice? Get a snack from the vending machine? Go for a walk? Taking notes can help you find patterns among your stressors and your reactions to them.

- *Develop healthy responses.* Instead of attempting to fight stress with fast food or alcohol, do your best to make healthy choices when you feel the tension rise. Exercise is a great stress-buster. Yoga can be an excellent choice, but any form of physical activity is beneficial. Also make time for hobbies and favorite activities. Whether it's reading a novel, going to concerts or playing games with your family, make sure to set aside time for the things that bring you pleasure. Getting enough good-quality sleep is also important for effective stress management. Build healthy sleep habits by limiting your caffeine intake late in the day and minimizing stimulating activities, such as computer and television use, at night.

- *Establish boundaries.* In today's digital world, it's easy to feel pressure to be available 24 hours a day. Establish some work-life boundaries for yourself. That might mean making a rule not to check email from home in the evening, or not answering the phone during dinner. Although people have different preferences when it comes to how much they blend their work and home life, creating some clear boundaries between these realms can reduce the potential for work-life conflict and the stress that goes with it.

- *Take time to recharge.* To avoid the negative effects of chronic stress and burnout, we need time to replenish and return to our pre-stress level of functioning. This recovery process requires “switching off” from work by having periods of time when you are neither engaging in work-related activities, nor thinking about work. That's why it's critical that you disconnect from time to time, in a way that fits your needs and preferences. Don't let your vacation days go to waste. When possible, take time off to relax and unwind, so you come back to work feeling reinvigorated and ready to perform at your best. When you're not able to take time off, get a quick boost by turning off your smartphone and focusing your attention on non-work activities for a while.

- *Learn how to relax.* Techniques such as meditation, deep breathing exercises and mindfulness (a state in which you actively observe present experiences and thoughts without judging them) can help melt away stress. Start by taking a few minutes each day to focus on a simple activity like breathing, walking or enjoying a meal. The skill of being able to focus purposefully on a single activity without distraction will get stronger with practice and you'll find that you can apply it to many different aspects of your life.

- *Talk to your supervisor.* Healthy employees are typically more productive, so your boss has an incentive to create a work environment that promotes employee well-being. Start by having an open conversation with your supervisor. The purpose of this isn't to lay out a list of complaints, but rather to come up with an

effective plan for managing the stressors you've identified, so you can perform at your best on the job. While some parts of the plan may be designed to help you improve your skills in areas such as time management, other elements might include identifying employer-sponsored wellness resources you can tap into, clarifying what's expected of you, getting necessary resources or support from colleagues, enriching your job to include more challenging or meaningful tasks, or making changes to your physical workspace to make it more comfortable and reduce strain.

- *Get some support.* Accepting help from trusted friends and family members can improve your ability to manage stress. Your employer may also have stress management resources available through an employee assistance program (EAP), including online information, available counseling and referral to mental health professionals, if needed. If you continue to feel overwhelmed by work stress, you may want to talk to a psychologist, who can help you better manage stress and change unhealthy behavior.

American Psychological Association

Active vocabulary

to tend	мати тенденцію
low salary	низька заробітна плата
excessive	надмірний
workload	завантаженість на роботі
opportunities	можливості
advancement	удосконалення
to challenge	давати випробування, труднощі
engaging	чарівний
support	підтримка
disappear	зникає
to persist	залишатися тривалий час
to take a toll	утримувати
well-being	самопочуття
to contribute	викликати, впливати
sleep disturbances	порушення сну
short temper	запальний характер
difficulty concentrating	складність зосередитися
insomnia	безсоння
blood pressure	тиск
to supervise	спостерігати, дивитися за
obesity	повнота
disease	хвороба
to compound	з'єднувати, змішувати, в результаті, в сукупності
to overeat	переїдання
to track	простежити, залишити слід, визначати
to respond to stress	реагувати на стрес

to record	записувати
environment	оточення
circumstances	обставини
to involve	залучати
to raise a voice	підвищувати голос
to get a snack	перекусити
vend	торговий
patterns = stressors	моделі, стрес-фактори
reaction	реакція
a response	відповідь, відповідне почуття
attempt	наміри
the tension rise	напружений стан (підвищення)
to make sure	упевнитися
to build healthy sleep habits	дотримуватися звички здорового сну
to establish boundaries	встановити межі
available	доступний
to check	перевірити
to blend work and home life	поєднувати
realms	області, сфери
to reduce	зменшити
to recharge	перезавантажувати, назначити знову
to burnout	вигоріти
to replenish	знову наповнювати, поповнювати
recovery	відновлення
to unwind	розвіятися
reinvigorated	енергійний, сильний
a quick boost	швидкий сплеск, підвищення напруги
to judge	судити
an incentive	заохочення, стимулювання
to come up with	пропонувати, придумати
to cope with, to melt away, to manage , to fight stress	подолати стрес

3. Знайдіть у тексті синоніми до наступних слів:

- 1) hobbies
- 2) to make time for
- 3) to recharge
- 4) to take notes
- 5) to establish boundaries
- 6) life
- 7) to experience
- 8) a physical activity
- 9) to cope with stress
- 10) job-related

- 11) improvement
- 12) to be prolonged
- 13) answer
- 14) to go out
- 15) to rise
- 16) to mix
- 17) to limit
- 18) energetic
- 19) to stay at home
- 20) to watch
- 21) wages

4. Знайдіть у тексті антоніми до наступних слів:

- 1) to replenish
- 2) healthy sleep
- 3) to reduce
- 4) hard
- 5) to disappear
- 6) controlled
- 7) illness
- 8) minimizing

5. Утворіть словосполучення та складіть речення з утвореними словосполученнями:

stressful, work-related, excessive, physical, short, good-quality,
 work-life, social, job-related, unclear, healthy, effective
 ...work, ...setting, ...boundaries, ...expectations, ...decisions, ...stress,
 ...responses, ...work, ...management, ...support, ...workloads, ...term.

6. Знайдіть відповідності, перекладіть утворені словосполучення на українську мову та знайдіть їх у тексті впр. 2:

- | | |
|--------------------------|---------------------------|
| 1) to avoid | 15) to blend |
| 2) to melt away | a) work and home life |
| 3) to make time for | b) stress at work |
| 4) to take a toll | c) good-quality sleep |
| 5) to minimize | d) the pre-stress level |
| 6) to reduce | e) the tension rise |
| 7) to get | f) burn-out |
| 8) to record | g) work-life conflict |
| 9) to make | h) favorite activities |
| 10) to respond to | i) a rule |
| 11) to tend to go | j) stimulating activities |
| 12) to fight stress with | k) situations |
| 13) to replenish | l) on your health |
| 14) to cope with | m) fast food |

n) your thoughts

o) hand-in-hand

7. Знайдіть зайве слово:

- 1) To come up with – to cope with – to manage – to melt away – to fight.
- 2) Reinvigorated – energetic – engaging – short-temper.
- 3) Advancement – improvement – raising – available.
- 4) Recovery – replenishing – burnout.
- 5) To compound – to mix – to track – to blend.
- 6) Disease – high blood pressure – insomnia – obesity.
- 7) To establish – to build – to reduce – to create.
- 8) To persist – to unwind – to take a toll – to keep.

COMMUNICATION PRACTICE

8. Дайте відповіді на запитання до тексту:

- 1) What are common workplace stressors?
- 2) What problems can be when stress persists?
- 3) What are ways to manage stress?
- 4) What does the word-combination “track your stressors” mean?
- 5) How do people attempt to fight stress?
- 6) What are great stress busters?
- 7) How should people build healthy sleep habits?
- 8) What might it mean “to establish work-life boundaries”?
- 9) What is the process of replenishing?
- 10) What are techniques of relaxation?
- 11) What are incentives to create favourable work environment?

9. Перекажіть текст, використовуючи план:

PLAN

1. Common workplace stressors.
2. Problems of work-related stress.
3. Steps to manage stress.

10. Складіть діалоги відповідно до ситуацій. Використайте слова та словосполучення з вправи 2.

- 1) You are a psychologist. Come up with an effective plan for managing the stressors you've identified in your patient. Give some piece of advice and talk to him/her.
- 2) You are a psychologist. You have just attended a scientific conference “Work Stress” and met your friend there. Speak about new scientific approaches how to manage stress.
- 3) You are a psychologist. Talk to your college about creating favourable work environment.

GRAMMAR PRACTICE

11. Ознайомтесь з граматичними правилами:

В англійській мові дієслова вживаються в активному стані і пасивному.

Якщо підметом речення є суб'єкт дії, то дієслово-присудок вживається в активному стані:

My brother wrote this letter yesterday. – Мій брат написав цього листа вчора.

Якщо підметом речення є об'єкт дії, то дієслово-присудок вживається в пасивному стані:

This letter was written yesterday. – Цей лист був написаний учора.

Систематизація часів дієслова: активний стан

	Present Теперішній	Past Минулий	Future Майбутній
<p>Indefinite або Simple</p> <p>Неозначені або прості часи</p>	<p>Обставини часу: <i>usually</i> – звичайно <i>always</i> – завжди <i>seldom</i> – рідко <i>often</i> – часто <i>every day.</i> – кожного дня <i>Sometimes</i> – інколи</p> <p>+ дієслово-s/-es – / ? does - he, she, it do – всі інші</p> <p>+<u>Хто/що робить</u>s/es</p> <p>– <u>He, she, it doesn't не робить</u> –<u>Хто/що (інші) don't не робить</u></p> <p>? Does <u>he, she, it робить</u>? ? До <u>хто/що (інші) робить</u>?</p> <p>Наприклад: + They (He) play (plays) chess every</p>	<p>Обставини часу: <i>yesterday.</i> – вчора <i>the day before yesterday.</i> – позавчора <i>last month.</i> – минулого місяця <i>a week ago.</i> – тиждень тому назад <i>a month later.</i> – місяць потому <i>in 2019.</i> – у 2019 році <i>When ... ?</i> – Коли ... ?</p> <p>+ дієслово - ed / 2 форма – / ? did</p> <p>+<u>Хто/що робив</u> ed / 2 форма</p> <p>–<u>Хто/що didn't не робив</u></p> <p>? Did хто/що робив?</p> <p>Наприклад: + They played chess last Wednesday.</p>	<p>Обставини часу: <i>tomorrow.</i> – завтра <i>the day after tomorrow</i> – післязавтра. <i>next year.</i> – наступного року <i>in an hou.r</i> – через годину <i>in 2050.</i> – у 2050 році</p> <p>+ will дієслово – / ? will will not = won't</p> <p>+<u>Хто/що will робитиме</u></p> <p>–<u>Хто/що will not не робитиме</u></p> <p>? Will хто/що робитиме?</p> <p>Наприклад: + They will play chess next week.</p>

	<p>Saturday and Sunday.</p> <p>– They (He) don't (doesn't) play chess on Mondays.</p> <p>? Do (Does) they (he) play chess on Wednesday?</p> <p>1) Дія є повторюваною або постійною. 2) Дія підпорядкована розкладу (початок фільмів, відправлення транспорту). 3) Закони природи.</p>	<p>– He didn't play chess last Wednesday.</p> <p>? Did you play chess last Wednesday?</p> <p>1) Дія відбулася і завершилася у минулому. 2) Декілька послідовних дій відбулися у минулому.</p>	<p>– They won't play chess next Sunday.</p> <p>? Will they play chess in a week?</p> <p>Дія є прогнозом, передбаченнями щодо майбутнього. Незапланована.</p>
<p>Continuous</p> <p>Тривалі часи</p>	<p>Обставини часу: <i>now.</i> – зараз <i>at this moment.</i> – в даний момент</p> <p>+ is/are/am дієслово ing – / ? is /are/am дієслово ing</p> <p>+<u>Хто/що</u> is/are/am робить ing</p> <p>–<u>Хто/що</u> is not/are not/am not не робить ing</p> <p>? Is/are/am хто/що робить ing?</p> <p>Наприклад: + They (He) are (is)</p>	<p>Обставини часу: <i>at 5 o'clock.</i> – о 5 годині <i>from 5 till 6 o'clock.</i> – з 5 по 6 годину <i>the whole day</i> – цілий день <i>while</i>..... – в той час як</p> <p>+ was/were дієслово ing – / ? was/were дієслово ing</p> <p>+<u>Хто/що</u> was/were робив ing</p> <p>–<u>Хто/що</u> was not/were not не робив ing</p> <p>? Was/were <u>хто/що</u> робив ing?</p> <p>Наприклад: + They (I) were (was)</p>	<p>Обставини часу: <i>at 5 o'clock.</i> – о 5 годині <i>from 5 till 6 o'clock.</i> – з 5 по 6 годину <i>the whole day</i> – цілий день <i>while</i>..... – в той час як</p> <p>+ will be дієслово ing – / ? will be дієслово ing</p> <p>+<u>Хто/що</u> will be робитиме ing</p> <p>–<u>Хто/що</u> will not be не робитиме ing</p> <p>? Will <u>хто/що</u> be робитиме ing?</p> <p>Наприклад: + They will be playing</p>

	<p>playing chess now. – They (He) aren't (isn't) playing chess now. ? Are (Is) they (he) playing chess now?</p> <p>1) Дія відбувається в момент мовлення. 2) Дія стосується запланованого майбутнього</p>	<p>playing chess at 7 p.m. yesterday. – They (he) weren't (wasn't) playing chess at 7 p.m. yesterday. ? Were (was) they (he) playing chess at 7 p.m. yesterday?</p> <p>Дія відбувалася у визначений час у минулому.</p>	<p>chess at this time tomorrow. – They won't be playing chess at 12 p.m. tomorrow. ? Will they be playing chess at 5 p.m. tomorrow?</p> <p>Тривала дія, що відбуватиметься в певний момент в майбутньому.</p>
<p>Perfect</p> <p>Доконані або перфектні часи</p>	<p>Обставини часу: <i>already</i> – вже <i>just</i> – щойно <i>ever</i> – коли-небудь(?) <i>never</i> – ніколи (+) <i>so far</i>. – давно <i>today</i>. – сьогодні <i>this week</i>. – на цьому тижні <i>for 3 years</i>. – протягом 3 років <i>yet</i>. – ще (-) <i>lately</i>. – нещодавно <i>recently</i>. – нещодавно <i>How long ... ?</i> – Як довго</p> <p>+ have/has дієслово ed/3форма – / ? have/has дієслово ed/3форма</p> <p>+<u>Хто/що</u> have/has зробив ed/3форма</p> <p>–<u>Хто/що</u> have not/has not не зробив ed/3форма</p> <p>? Have/has</p>	<p>Обставини часу: <i>by 5 o'clock</i>. – до 5 години <i>by that time</i>. – до того часу ... <i>by the time</i> ... – до того часу, як</p> <p>+ had дієслово ed/3форма – / ? had дієслово ed/3форма</p> <p>+<u>Хто/що</u> had зробив ed/3форма</p> <p>–<u>Хто/що</u> had not не зробив ed/3форма</p> <p>? Had <u>хто/що</u> зробив ed/3форма?</p>	<p>Обставини часу: <i>by tomorrow morning</i>. – до завтрашнього ранку</p> <p>+ will have дієслово ed/3форма – / ? will have дієслово ed/3форма</p> <p>+<u>Хто/що</u> will have зробить ed/3форма</p> <p>–<u>Хто/що</u> will not have не зробить ed/3форма</p> <p>? Will <u>хто/що</u> have зробить ed/3форма?</p>

	<p><u>хто/що зробив ed/Зформа?</u></p> <p>Наприклад: + They (He) have (has) just finished a game of chess. – They (He) haven't (hasn't) finished a game of chess yet. ? Have (Has) they (he) finished a game of chess?</p> <p>Дія відбулася у минулому, завершилася і є її результат у теперішньому часі.</p>	<p>Наприклад + They had played chess before we returned. – They hadn't played chess before we returned. ? Had they played chess before she returned?</p> <p>Дія завершилася до певного моменту в минулому.</p>	<p>Наприклад: + They will have played chess by the time mother comes. – They won't have played chess by the time mother comes. ? Will they have played chess by the time mother comes?</p> <p>Дія завершиться до певного моменту в майбутньому.</p>
<p>Perfect Continuous</p> <p>Доконано-тривалі часи</p>	<p>Обставини часу: <i>for 2 hours.</i> – протягом 2 годин <i>since 2018.</i> – з 2018 року</p> <p>+ have/has been дієслово ing – / ? have/has been дієслово ing</p> <p>+<u>Хто/що</u> have/has been робить ing</p> <p>–<u>Хто/що</u> have not/has not been не робить ing</p> <p>? Have/has <u>хто/що been робить ing?</u></p> <p>Наприклад: + They (He) have (has) been playing chess for three hours. – They (He) haven't</p>	<p>за контекстом</p> <p>+ had been дієслово ing – / ? had been дієслово ing</p> <p>+<u>Хто/що</u> will have/has been робив ing</p> <p>–<u>Хто/що</u> will not have been не робив ing</p> <p>? Will <u>хто/що</u> have been робив ing?</p> <p>Наприклад: + They had been playing chess for three hours before I came home.</p>	<p>–</p>

	<p>(hasn't) been playing chess for two hours. ? Have (Has) they (he) been playing a game of chess for five hours?</p> <p>Дія почалася в минулому і все ще відбувається в момент мовлення.</p>	<p>– They had been playing chess for three hours before I came home. ? Had you been playing chess for three hours when I came?</p> <p>Тривала дія, яка почалася до певного моменту в минулому і /або продовжувалася в цей момент, або закінчилася безпосередньо перед ним.</p>	
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12.Прочитайте та перекладіть приклади речень. Користуючись таблицею, визначте причину вживання часів дієслова:

The Present Indefinite Tense

1.We **take** the bus to work every morning. 2. They **don't live** in Lviv. 3. Where **do** you **work**? 4. The sun **sets** in the west. 5. It rarely **rains** in the desert.6. The plane from Brussels **arrives** at 8:30. 7. The train **leaves** at 4 o'clock. 8. The film **starts** at seven o'clock. 9. The play **doesn't finish** in half an hour.

The Past Indefinite Tense

1.They **went** camping by the lake last month. 2.They **had** a great time. 3.We **wrote** a test yesterday. 4.The test **was not** very difficult. 5.First he **read** the message, then he **called** his boss. 6.**Did** she **watch** TV yesterday? 7.**Were** they in London last month? 8.He **didn't go** to the cinema last week.

The Future Indefinite Tense

1.She **will spend** her holidays in the country. 2.I **will open** the door for you. 3.The journey **will take** two hours. 4.**He'll be** 15 next year. 5.**Will they be** busy in the evening? 6.How long **will** the journey **take**? 7.They **will not go** with us. 8.I **won't be** late. 9.The weather **will not be** fine on Friday. 10.They **will not swim** tomorrow. 11. We **will go** on an excursion **if it doesn't rain**.

The Present Continuous Tense

1. He **is moving** into his new house next week. 2.I **am flying** to London in two hours. 3. She **isn't standing** at the window at the moment. 4. They **are not speaking** on the telephone now. 5. **Are you learning** the rule now?

The Past Continuous Tense

1.He **was walking** down the street when he ran into an old friend. 2. At seven o'clock yesterday evening they **were having** dinner. 3. I **was not reading** a book at 6 o'clock yesterday. 4. **Were** they **writing** a test at this time yesterday?

The Future Continuous Tense

1. He **will not be swimming** at this time tomorrow. 2. **Will we be working** from 5 till 7 tomorrow? 3. This time next week we **will be cruising** round the islands. 4. **Will you be going** out later? – Yes. Why? – Could you get me a sandwich, please?

The Present Perfect Tense

1. She **has just washed** her hair. 2. They **have lost** their keys. 3. I **have not spent** all my money. 4. The Tailors **have bought** a sailing boat. 5. We **have seen** this film. 6. She **has been** to London three times. 7. He **has told** us nothing about it. 8. **Have you ever eaten** caviar? 9. He **has never flown** a jet liner. 10. She **has taken** fifteen pictures today. 11. He **has read** three books this week.

The Past Perfect Tense

1. She **had finished** work when she met her friends for coffee. 2. He **had not done** his homework by 6 o'clock yesterday. 3. **Had she translated** the article by that time?

The Future Perfect Tense

1. **Will the film have** already **started** by the time we get to the cinema? 2. They **will have finished** their meeting by four o'clock this afternoon. 3. She **will not have delivered** all the newspapers by 8 o'clock.

The Present Perfect Continuous Tense

1. His father **has been working** at this plant for twenty years. 2. I've **been waiting** here for half an hour. 3. For the past six months I've **been waiting** for only one thing. 4. What **have you been doing** since you left the mine? 5. Since when **have you been working** here?

The Past Perfect Continuous Tense

1. I explained that I **had not been looking** for it for the last two hours. 2. Keri was angry. She **had been waiting** for Jim since three o'clock. 3. There sat her father. The newspaper he **had been reading** had dropped on the carpet.

13. Use the correct form of the verb in Present Indefinite in the following sentences:

1. We (to learn) English at the university.
2. She (to play) tennis very well.
3. My friend (to work) at the office this year.
4. He usually (to walk) much in the evening.
5. The porter (to call) a taxi.
6. He usually (to stay) at this hotel.
7. We (to take) the exams in January.
8. Ben (to go out) to parties every week-end.
9. The manager always (to solve) all the problems.
10. They (to write) the dictations every lessons.

14. Transform the following sentences in Present Indefinite into Past Indefinite changing or adding the corresponding adverbial modifiers:

1. Tom usually wakes up early.
2. She is always late for her work.

3. I often go for a walk in the evening.
4. He usually has a sandwich for lunch.
5. The weather is fine today.
6. Every summer I go to London to visit my friend.
7. My parents work in a bank.
8. They always have their exams in June.
9. She always works very hard at her English.
10. They always read much.

15. Use the correct form of the verb in the following sentences in Future Indefinite:

1. The taxi (to drive) him to the railway station.
2. I (to spend) my summer holidays in the country.
3. I (to return) you this book tomorrow.
4. We (to call) a taxi for you.
5. They (to meet) with their partners next Saturday.
6. He (to arrive) at 8 p.m.
7. She (to park) the car near their hotel.
8. Her relatives (to live) in Canada next year.
9. The traffic (to be) heavy during the holiday.
10. She (to buy) a new car next month.

16. Complete the following sentences with the verbs in Present Continuous tense:

1. She (to type) a book now.
2. Don't make any noise. He (to sleep).
3. My sister (to try) the dress on.
4. We (to have) our lunch in the cafeteria.
5. They (to build) a new supermarket in our district.
6. She (to speak) to her teacher now.
7. The shop assistance (to help) them to choose a toy.
8. Where (to go) you to? – I (to go) to the University.
9. What he (to do)? – He (to translate) an article now.
10. They (to have) their English lessons now. They (to read, to translate) the text.

17. Transform the following sentences from Present Continuous into Past Continuous adding the necessary adverbial modifiers:

1. The kettle is boiling. Can you turn it off, please?
2. Kate is waiting for you in the library.
3. This computer isn't working. It broke down yesterday.
4. What are you thinking about? – I am thinking about tomorrow's exam.
5. Somebody is climbing up that tree over there.
6. Can you hear those people? What are they talking about?
7. She is looking for a Christmas present for her husband.
8. He is going to the supermarket. He wants to buy some milk.
9. The Browns are coming to see us tonight. Buy some sweets and a cake!

10. He is celebrating his birthday today. Send him your congratulations.

18. Complete the following sentences with the verbs in Future Continuous:

1. I (to do) my homework the whole day tomorrow.
2. He (to work) at her essay when I call her.
3. She (to sleep) tomorrow at 9.
4. When we go out, it (to rain).
5. They (to drink) coffee when I enter the room.
6. Mike (to write) a letter to his sister on Sunday at 7.
7. I (to have) dinner when you call me.
8. What you (to do) at 9.30 on Saturday evening? – I (to watch) the film in the cinema.
9. We (to wait) for you at the library at 5 tomorrow.
10. I (to cook) dinner at this time tomorrow.

19. Complete the following sentences with the verbs in Present Perfect:

1. My friend (to help) me to solve a difficult problem.
2. The rain (to stop) and the sun is shining in the sky again.
3. The weather (to change), and we can go for a walk.
4. My friend knows so much because he (to travel) a lot of.
5. I just (to meet) our teacher.
6. I never (to visit) that place.
7. He already (to move). He (to find) a nice flat.
8. Have a cup of tea with me! I (to bake) a new cake.
9. I am not hungry. I (to have) lunch already.
10. Don't describe the place to me! I (to be) there several times.

20. Complete the following sentences with the verbs in Past Perfect:

1. By 5 o'clock yesterday the doctor (to examine) all the patients.
2. On my way to the office I remembered that I (to leave) my key at home.
3. During the holidays my friend visited the village where he (to live) in his childhood.
4. When they entered the classroom the students (to finish) the test.
5. He (to study) English before he entered the University.
6. Jenny said that she (to get) her education at Cambridge University.
7. By the end of the last year they (to build) the canal.
8. When we came the performance (to begin).
9. When they returned home the football match (to finish).
10. She went for a holiday after she (to pass) the exam.

21. Complete the following sentences with the verbs in Future Perfect:

1. By the end of this year I (to learn) English very well.
2. When the uncle returns from Britain his son (to grow up).
3. I'll return this book. Will you (to look it through) by the morning?
4. If you come at 9 the lessons (to begin).

5. By the end of the month they (to move) into a new flat.
6. We must be late. They (to eat) everything by the time we come.
7. Before they choose a suitable car they (to see) hundreds of them.
8. When you go out it (to stop) raining.
9. By the end of June they (to pass) their final exams.
10. Before they write a test they (to review) all the rules.

22. Complete the following sentences with the verbs in Present Perfect Continuous:

1. I (to learn) French for seven years now.
2. Hello, John. I (to look) for you all morning. Where have you been?
3. Ann began looking for a job six months ago. She (to find) for six months.
4. Sarah is very tired. She (to work) very hard recently.
5. The rain started two hours ago. It (to rain) for two hours.
6. We started waiting for the bus 30 minutes ago. We (to wait) for 30 minutes.
7. How long they (to look for) a car?
8. Tom (to live) in Paris since January.
9. How long you (to work) here?
10. Her shoes are muddy. She (to dig) in the garden.

23. Зробіть граматичний аналіз тексту впр.2. Знайдіть у тексті речення з дієсловами в активному стані, прочитайте та перекладіть їх. Поясніть, у якому значенні вони вживаються.

24. Виберіть правильний варіант відповіді:

- 1) Stress a toll on people`s health.
a) is taking b) took c) take d) takes
- 2) Stress to depression last night.
a) is contributing b) contributed c) contribute d) contributes
- 3) I won`t for a walk with you today.
a) go b) went c) gone d) has gone
- 4) you ever your voice?
a) Do raise b) Have raised c) Did raise d) Are raising
- 5) We notes to find patterns among our stressors at the moment.
a) were making b) are making c) have made d) will make
- 6) My friend steps to manage stress the whole year.
a) Is taking b) will take c) was taking d) took
- 7) Lack of social support on work environment 2 years ago.
a) influenced b) influences c) influence d) will influence
- 8) I usually emails from home in the evenings.
a) am taking b) will take c) was taking d) take
- 9) your boss employee well-being the whole month last year?
a) Does promote b) Have promoted c) Did promote d) Was promoting
- 10) They skills by the end of the next month.

- a) have improved b) had improved c) has improved d) will have improved
- 11) she with stress by that time?
- a) Had coped b) Has coped c) Was coping d) Does cope
- 12) I healthy sleep habits by limiting my caffeine intake next month.
- a) build b) will build c) have built d) was building

25. Перекладіть речення на англійську мову. Використайте активну лексику та часи дієслова:

1. Стрес часто впливає на самопочуття людини. 2. В минулому році стрес не залишився тривалий час і завдяки підтримці батьків і друзів зник. 3. Протягом багатьох місяців він не дотримувався звички здорового сну. 4. Психолог нещодавно підвищував голос? 5. До цього часу я не мав такої можливості поєднувати роботу і домашні справи. 6. Ти вже подолав стрес? 7. До кінця наступного місяця ми будемо спостерігати його наміри подолати стрес. 8. В наступному місяці ми запропонуємо доступні методи відновлення здоров'я людини після стресу. 9. Цілий місяць вона записувала джерела виникнення стресу. 10. Весь наступний тиждень вони будуть боротися з надмірним навантаженням на роботі, порушенням сну (безсонням) та складністю зосередитися. 11. Моя колега зазвичай не реагує на стресові ситуації. 12. Вже рік я стежу за тиском. 13. Що впливає на виникнення запального характеру? 14. Вчора я впевнився, що стомився на роботі і потребую відновлення сил. 15. Я вже «розвіявся», «перезавантажився» і знову наповнився енергією. 16. Вони зараз не спостерігають напружений стан і погане самопочуття. 17. Що викликає у Вас порушення сну? 18. Куди зникла Ваша підтримка? 19. Ти щойно перекусив? 20. Це має тенденцію до удосконалення деяких сфер Вашого життя.

RESEARCH PRACTICE: ANNOTATION

26. Ознайомтесь з правилами написання описової (короткої, стислої) анотації до статті (annotation).

Анотація (annotation) – це стисла характеристика статті, що має певну структуру.

Описова анотація коротка (не більше 100 слів). Її мета – описати інформацію, подану в статті, проте в ній не зазначають результати дослідження та не висловлюють власні судження.

Структура анотації має включати такі частини:

- бібліографічний опис та дані про автора статті;
- виклад матеріалу статті – 3-5 речень (використовуються кліше наукового викладу);
- ключові слова – 4-8 слів.

Найуживаніші кліше наукового викладу

Актуальне питання an up-to-date issue

Вивчено... The article explores (examines) ... Можливий варіант у пасивному стані: ... is/are explored (examined)

Визначено особливості... The specific features of ... are outlined

Визначити основну думку (причини) identify the main argument (the causes)

Висвітлено проблему ... The issue concerning ... is highlighted

Виходячи з досвіду ... Judging by the experience of ... On the basis of ...

Виявлено... ... is/are found out

Відповідно, ... Accordingly, ...

В контексті ... within (in) the context of ..., from the perspective of ..., in relation to ...

В умовах ... in/under the conditions of ...

Головну (основну) увагу приділено... Particular (special) attention is paid (drawn) to... The author focuses on ...

Детально описано ... is/are described in detail

Доведено факт ... The author has established the fact that ...

Доведено, що... it is shown that ... The author shows (demonstrates) that ... The author argues that ...

Досліджено... The paper/author explores... (examines ..., studies..., investigates..., describes ..., considers ...). **Можливий варіант у пасивному стані:** ... is/are explored (examined, etc.)

Зазначено, що... The author states (shows, points out, explains, indicates, develops the view) that ... It is claimed that ...

За цих умов (обставин) under these conditions (circumstances)

Звернути увагу на ... draw attention to ...

Здійснене дослідження the study, this study (типова помилка: the conducted study)

Здійснювати дослідження conduct a study

Зображено... is shown (demonstrated)

З позиції ... from the standpoint of ...

Зроблено спробу визначити An attempt is made at identifying (defining) ...

Лежати в основі underlie

Наведено аналіз ... The article provides an analysis of ... The article provides a detailed examination of ...

Наведено дані про ... Data are given about ...

Наведено приклади ... This article provides examples of gives examples showing...

Наведено характеристику... ... is/are described

На підставі (на основі, на базі)... considering ..., drawing on ..., proceeding from ..., having analyzed ..., ... is based on ...

На початку / наприкінці (80-х рр. XX ст.) in the early / late 80s of the 20th century (1980s)

На прикладі (на матеріалі ...) the case of, by ...ing, proceeding from, having analyzed ..., ... is based on ..., using ... as an example (Типова помилка: by the example of ...)

На сучасному етапі at present

Окреслено коло питань стосовно ... is/are ... highlighted

Окреслено характерні риси... Characteristic features of ... are outlined

Описано ... The paper/author describes (offers a description of...). Або: ... is/are described

Особливу увагу приділено ... Particular (special) attention is paid to... The paper concentrates on ... focuses on ... Extensive coverage is given to ... Much attention is given to ...

Охарактеризовано... The author explores (describes, examines, analyzes)... is/are described (identified)

Піднімати питання ... raise the issue of ...

Показано вплив... The influence (impact, effect) of ... on ... is shown

Показано значення... The importance (significance) of .. for ... is stressed

Показано на прикладі (проілюстровано) ... is exemplified by ...

Пояснити на прикладі ... illustrate by ...ing

Представлено огляд... This paper presents a review of ...

Проаналізовано особливості... characteristic (specific, distinctive) features of ... are analyzed. Або: The author analyzes ... (presents/provides an analysis of ...)

Проблему розглянуто шляхом ... The study investigates this issue by examining

Розв'язати проблему find a solution to the problem

Розглядаються проблеми... The issues addressed are ...

Розглянуто... (У статті розглянуто...) The paper deals with ... This article discusses the issue of... The study is concerned with ... The paper describes ... The paper is concerned with ... The author considers ... Або: ... is (are) described (discussed, considered, etc.)

Систематизовано й узагальнено... ... is/are systematized and summarized

Стаття присвячена питанням... The article is devoted to... The article deals (is concerned) with... The paper touches upon the issue of... The study addresses the problems of ... уникайте: dedicated to ...)

Стисло описано ... is/are described in short

Сфера досліджень the field (area) of research

Установлено місце та роль... The position (place) and role of ... are identified

Установлено факт ... The author has established the fact that ...

Уточнено... is/are specified

27.Прочитайте та перекладіть приклад описової анотації до статті:

Kovalchuk, Olena Stepanivna, The operationalization of social responsibility phenomenon and the concept of beliefs about work / O.S. Kovalchuk // Organizational psychology. Economic psychology. — 2015. — №3. — С.19.

The phenomena of social responsibility and beliefs about work were considered in two levels: personality and organization. The posteriori five-factor model of social responsibility of personality that includes the following components: civil consciousness, law consciousness, awareness of the results of ones actions, moral consciousness, and altruism was chosen to measure the personality level. Balanced combination of social responsibility and profit, Role of Social Responsibility in the successful organizational performance, Global vision of social

responsibility was found. The concept of beliefs about work was operationalized by humanistic, organizational, ethical and leisure components.

Keywords: social responsibility, beliefs about work, personality.

28.Напишіть описову анотацію до статті «Getting help through seeing a psychologist» впр. 2 юніту 1.

29.Напишіть описову анотацію до статті «Coping with stress at work» впр. 2 юніту 2.

UNIT 3

HOW TO TALK TO CHILDREN ABOUT DIFFICULT NEWS

Лексична тема: Спілкування з дітьми різного віку.

Граматична тема: Систематизація часів дієслова: пасивний стан.

Узгодження часів дієслова.

Тема наукового дослідження: Інформативна (розширена) анотація до статті (annotation / extended abstract).

LEXICAL PRACTICE

1. Знайдіть у тексті відповідні фрази:

Розмова може здаватися нелегкою, на мові, що відповідає віку людини, як сильно дорослі намагаються уникати складних тем для розмови, дитина може не зрозуміти, що є неправильним, знати, що до них можна підійти в будь-який момент і отримати підтримку, добре було б потренуватися, потребує планування, попереднє планування, центр твоєї уваги, виясни, що вони знають, закладена в іншій країні, слухай більше, також вони можуть побачити, що, навіть будучи засмученим, будь зразком, говори на рівні, на якому тебе розуміють, для малих дітей, ніколи не побачимо їх знову, в серці і в пам'яті, понад усе, ти зробиш все, як зробити так, щоб вони були в безпеці, наглядати за ними, їх люблять.

2. Прочитайте та перекладіть наукову статтю, використовуючи подані після тексту слова та словосполучення:

How to talk to children about difficult news

The conversation may not seem easy, but taking a proactive stance, discussing difficult events in age-appropriate language can help a child feel safer and more secure.

As much as adults may try to avoid difficult topics, children often learn or know when something sad or scary happens. If adults don't talk to them about it, a child may overestimate what is wrong or misunderstand adults' silence. So, be the first to bring up the difficult topic. When parents tackle difficult conversations, they let their children know that they are available and supportive.

Guide the conversation

Think about what you want to say. It's OK to practice in your head, to a mirror or with another adult. Some advanced planning may make the discussion easier. You won't have to think about it off the top of your head.

Find a quiet moment. Perhaps this is after dinner or while making the next day's lunch. This is time and place where your children can be the center of your attention.

Find out what they know. For example, there was a shooting at a school or a bomb set off in another country. Ask them "What have you heard about this?" And then listen. Listen. Listen. And listen more.

Share your feelings with your child. It is OK to acknowledge your feelings with

your children. They see you are human. They also get a chance to see that even though upset, you can pull yourself together and continue on. Parents hear it often: Be a role model. This applies to emotions, too.

Tell the truth. Lay out the facts at a level they can understand. You do not need to give graphic details.

For young children, you may need to have the conversation about what death means (no longer feel anything, not hungry, thirsty, scared, or hurting; we will never see them again, but can hold their memories in our hearts and heads).

Say, "I don't know." Sometimes the answer to the question is "I don't know." "Why did the bad people do this?" "I don't know" fits.

Above all, reassure. At the end of the conversation, reassure your children that you will do everything you know how to do to keep them safe and to watch out for them. Reassure them that you will be available to answer any questions or talk about this topic again in the future. Reassure them that they are loved.

Take care of yourself

Talking about and experiencing difficult news and tragedies can be exhausting. Don't forget to take care of yourself:

- Turn off the news.
- Take a break.
- Engage in physical activity.
- Do something that will lift your spirits and those of your family.

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Active vocabulary

to take a proactive stance	з метою профілактики
age-appropriate	відповідний за віком
safe	безпечний
secure	
adults	дорослі
sad	сумний
scary	моторошний, полохливий
to overestimate	переоцінювати
silence	мовчання, тиша
to tackle	взятися за ... , енергійно за щось братися
to let	дозволяти
available	бути в розпорядженні, доступним
supportive	має підтримку
advanced	встигає, передовий
quiet	спокійний, тихий
perhaps	можливо
to find out	з'ясувати
shooting	постріл

to share	ділитися
to acknowledge	визнаватися
upset	засмучений
to pull yourself together	взяти себе в руки
to apply to	ставитися до ...
to tell the truth	говорити правду
to lay out	викласти, розповісти
death	смерть
to mean	означати
hungry	голодний
thirsty	хоче пити
to hold memories	тримати спогади
reassure	переконувати, заспокоювати
to take care of	піклуватися
exhausting	виснажений
to engage	зайнятися
to lift spirit	піднімати настрій

3. Знайдіть у тексті синоніми до наступних слів:

- 1) safe
- 2) to say
- 3) to talk
- 4) exercises
- 5) to raise
- 6) to keep
- 7) an example
- 8) to go on
- 9) sad
- 10) to look after
- 11) to tell
- 12) mood
- 13) to start a difficult topic
- 14) tomorrow`s lunch
- 15) to go in for

4. Знайдіть у тексті антоніми до наступних слів:

- 1) to understand
- 2) difficult
- 3) noisy
- 4) of different age
- 5) to remember
- 6) lie

5. Знайдіть відповідності, перекладіть утворені словосполучення на українську мову та знайдіть їх у тексті впр. 2:

- | | |
|-------------------------------|--------------------------------|
| 1) to pull yourself | a) adults` silence |
| 2) to be the centre of | b) memories |
| 3) to misunderstand | c) in physical activity |
| 4) exhausting | d) planning |
| 5) to take | e) your attention |
| 6) to tell | f) new circumstances |
| 7) to engage | g) a quiet moment |
| 8) advanced | h) the truth |
| 9) to hold | i) happens |
| 10) to discuss difficult news | j) work |
| 11) to lay out | k) together |
| 12) to take care of | l) a break |
| 13) something scary | m) children |
| 14) to find out | n) the facts |
| 15) to find | o) in age-appropriate language |

6. Знайдіть зайве слово:

- 1) Shooting – hungry – hurting – thirsty.
- 2) Conversation – talk – topic – tackle.
- 3) Safe – secure – scary.
- 4) To tackle – to engage – to seem – to do.
- 5) To lay out – to tell – to talk - to overestimate.
- 6) Spirit – head – memory – brain..

COMMUNICATION PRACTICE

7. Дайте відповіді на запитання до тексту:

- 1) What can help a child to feel safer and more secure?
- 2) Can adults avoid difficult conversations?
- 3) What do parents let their children know when they tackle difficult topics?
- 4) What are pieces of advice for parents when they want to speak with their children?
- 5) How can you explain the expression “advanced planning”?
- 6) Whom must parents be for their children?
- 7) What mustn't parents forget to do not to be exhausting?

8. Перекажіть текст, використовуючи план:

PLAN

1. Necessity of talking to children about difficult news.
2. Pieces of advice how to talk.
3. Ways of taking care of yourself.

9. Складіть діалоги відповідно до ситуацій. Використайте слова та словосполучення з вправи 2.

1) You are a psychologist. Mr and Mrs Brown want to talk to their daughter Jane, aged 12, about a necessity of moving in Manchester because Mr Brown is ill. Jane doesn't know about his disease.

2) You are Jane's parents – Mr and Mrs Brown. Speak with Jane.

GRAMMAR PRACTICE

10. Ознайомтесь з граматичними правилами:

1. Систематизація часів дієслова: пасивний стан

Якщо підметом речення є об'єкт дії, то дієслово-присудок вживається в пасивному стані:

This letter **was written** yesterday. - Цей лист був написаний учора.

Where **was this book published?** - Де була видана ця книжка?

He **is not sent** there. - Його туди не посилають.

The bridge **has not been built** yet. - Міст ще не збудовано.

Систематизація часів дієслова: пасивний стан

	Present Теперішній	Past Минулий	Future Майбутній
Indefinite або Simple Неозначені або прості часи	is + дієслово ed / III ф. are + дієслово ed / III ф. am + дієслово ed / III ф.	was + дієслово ed / III ф were + дієслово ed / III ф	will be + дієслово ed / III ф
Continuous Тривалі часи	is being + дієслово ed /III ф. are being + дієслово ed / III ф. am being + дієслово ed / III ф.	was being + дієслово ed / III ф were being + дієслово ed / III ф	не вживається
Perfect Доконані або перфектні часи	have been + дієслово ed /III форма	had been + дієслово ed /III форма	will have been + дієслово ed /III форма

Часові форми групи Perfect Continuous у пасивному стані не вживаються.

2. Узгодження часів дієслова

В українській мові дієслово-присудок підрядного додаткового речення може вживатись у будь-якому часі (теперішньому, минулому чи майбутньому), залежно від змісту. В англійській мові це можливо лише тоді, коли дієслово-присудок головного речення виражає дію стосовно теперішнього або майбутнього часу:

He **understands** that he
has made a mistake.

Він розуміє, що допустив по-
милку.

Якщо ж присудок головного речення в англійській мові виражений дієсловом в одному з минулих часів або в Present Perfect, що виражає дію, яка відбулась у минулому, то в підрядному додатковому реченні дієслово-присудок, як правило, має бути в одному з минулих часів або в майбутньому з точки зору минулого (Future-in-the-Past). Тобто дія підрядного речення узгоджується з дією головного речення:

He **understood** that he
had made a mistake.

Він розумів, що допустив по-
милку.

Запам'ятайте правила узгодження часів дієслова в підрядному реченні:

1) Present – Past:

~~I thought you **have left** England.~~

I thought you **had left** England. - Я думав, що ви залишили Англію. (в підрядному реченні потрібно писати Present Perfect, але замість нього за правилами узгодження часів вживаємо Past Perfect)

2) Past Indefinite (worked) – Past Perfect (had worked):

We asked him if anything **had happened**. - Ми запитали його, чи не трапилось чогось.

3) Past Continuous (was working) - Past Perfect Continuous (had been working):

4) Past Perfect (have worked) - Past Perfect (had worked)

5) Future (will work) - Future –in-the-Past (would work):

You have said you **would come**. - Ти казав, що прийдеш,

11. Зробіть граматичний аналіз текстів впр.2 юнітів 1-3. Знайдіть у текстах речення з дієсловами в пасивному стані, прочитайте та перекладіть їх.

12. Виберіть правильний варіант відповіді:

1) Reassure them that they

a) is loved b) are loved c) loved d) had been loved

2) The difficult topic before you arrived.

a) had been discussed b) was discussed c) is discussed d) will be discussed

3) A break by me next time.

a) is taken b) was taken c) will be taken d) is being taken

4) The news usually in our family.

a) are...turned off b) is...turned off c) will be...turned off d) were being ...turned off

- 5) The conversation by his parents last night.
a) is avoided b) will be avoided c) was avoided d) had been avoided
- 6) My spirit already by my friends.
a) is...lifted b) has...being lifted c) had...been lifted d) has...been lifted
- 7) To take a proactive stance the age-appropriate topics at the moment.
a) are being tackled b) have been tackled c) will be tackled d) had been tackled
- 8) The problem out the whole morning.
a) had been laid b) was being laid c) has been laid d) is being laid
- 9) The truth by that time tomorrow.
a) has been told b) will being told c) will have been told d) will be told
- 10) The events by scary Jim yesterday.
a) are being overestimated b) were being overestimated c) had been overestimated d) were overestimated
- 11) Memories about times when she had to pull herself together for many years.
a) have been held b) had been held c) are held d) were held
- 12) The reason of his sudden arrival yet.
a) hadn't been found out b) hasn't been found out c) wasn't found out d) won't be found out

13. Перетворіть речення в активному стані на речення в пасивному стані:

1. We **wrote** a test yesterday. 2. First he **read** the message. 3. **Did** she **watch** TV yesterday? 4. She **will spend** her holidays in the country. 5. I **will open** the door for you. 6. **Are** you **learning** the rule now? 7. I **was not reading** a book at 6 o'clock yesterday. 8. **Were** they **writing** a test at this time yesterday? 9. You got me a sandwich. 10. She **has just washed** her hair. 11. She **has not picked** a lot of apples. 12. They **have lost** their keys. 13. I **have not spent** all my money. 14. The Tailors **have bought** a sailing boat. 15. We **have seen** this film. 16. **Have** you ever **eaten** caviar? 17. He **has never flown** a jet liner. 18. She **has taken** fifteen pictures today. 19. He **has read** three books this week. 20. She **had finished** work when she met her friends for coffee. 21. He **had not done** his homework by 6 o'clock yesterday. 22. **Had** she **translated** the article by that time? 23. **Will** the film **have already started** by the time we get to the cinema? 24. They **will have finished** their meeting by four o'clock this afternoon. 25. She **will not have delivered** all the newspapers by 8 o'clock.

14. Перетворіть речення з прямою мовою на складнопідрядні речення:

- 1) "What have you heard about this?" they asked.
- 2) "I want to be a role model for you" mother said.
- 3) "I don't know" I said.
- 4) "Why did the bad people do this?" Tom asked.
- 5) I always told you "This is an exhausting event for me".
- 6) "I had reassured before you came" Mary said.
- 7) "I will always hold my memories about this" my granny said to me.

- 8) “Jane was talking to her children about difficult news the whole evening” my aunt said.
- 9) I told you “I am taking a break now”.
- 10) “Mark will have arrived by that time” my uncle informed.
- 11) She had found out it by that time and then said “When parents tackle difficult conversations they let their children know that they are available and supportive”.

15. Перетворіть складнопідрядні речення на речення з прямою мовою:

1. George said he felt thirsty. 2. They said it was very interesting. 3. I asked my cousin if she thought it could be a dream. She replied that she was about to ask me the same question. 4. I answered that I thought he would never smile again. 5. He told them they could follow him. 6. He went up to the policeman and asked him if he knew what time it was. 7. She asked me if you were serious. 8. I asked her not to go out. 9. I told Sam not to leave the house. 10. Then he asked me if I wrote for any newspapers. 11. I told her not to worry. 12. The elder sister said that she was afraid that they hadn't got on dresses suited to work. 13. When I had finished, George asked if the soap was in. I said I didn't care whether the soap was in or whether it wasn't. 14. They said it was very kind of him. 15. He told them they could follow him. 16. I promised mother I'd be home early tonight. 17. Why, George, you always said you liked to live in the middle of London. 18. They shook hands, and Barber asked if she wanted to go some place for a coffee. 19. He just came to me one night and said he'd got leave of absence from his job for a month and that he'd be back inside of thirty days and he'd tell me all about it when he got back, and he begged me not to ask any questions. 20. He told me he wouldn't write.

16. Перекладіть речення на англійську мову, використовуючи правила утворення і вживання пасивного стану часів дієслова та узгодження часів дієслова:

1. Сили вже відновлені завдяки фізичним вправам. 2. Він сказав, що ніколи не побачить її знову. 3. Вправи будуть відпрацьовані наступного тижня. 4. Викладач сказала, що вона не переоцінила наші можливості на минулій парі. 5. Брат розповів, що він був голодний і хотів пити весь час. 6. Мене вже переконали в цьому. 7. Я сказала, що буду піклуватися про тебе. 8. Ця новина була викладена дорослими вчора ввечері. 9. З метою профілактики складні теми будуть з'ясовані завтра. 10. До цього часу правду не розповіли мені. 11. Мій настрій зараз піднімається завдяки спокійній атмосфері. 12. Я пообіцяв, що до кінця тижня візьму себе в руки. 13. Мій дядько сказав, що він зараз з'ясовує моторошні події того вечора. 14. Він розповів, що, можливо, той постріл означає щось моторошне. 15. Дідусь говорить, що він поділиться тими спогадами зі мною. 16. Психолог зазначив, що він має попередній план дій. 17. Психолог сказала, що вчора батьки поділилися своїми почуттями зі своєю дитиною. 18. Вона розповіла, що весь час її батьки не уникали діалогу з нею.

RESEARCH PRACTICE: ANNOTATION

17. Ознайомтесь з правилами написання інформативної (розширеної) анотації до статті (annotation/extended abstract).

Інформативна анотація більша за розміром (від 200 слів), ніж описова анотація і складається з частини описової анотації. При написанні анотацій бажано використовувати прості речення, що містять пасивні конструкції, однорідні присудки, дієприкметникові звороти, безособові речення. Не варто переказувати зміст статті (висновки, рекомендації, фактичний матеріал). Також слід звести до мінімуму використання складних зворотів, особових та вказівних займенників.

Структура інформативної анотації має повторювати структуру статті та включати певні частини, кліше й оцінно-оформлювальну термінологію:

1. The title of the text (назва).	The text is headlined ... The headline of the text I have read is ...
4. The main idea of the text, problem setting (постановка проблеми)	The main idea of the text is ... The text is about ... The text deals with ... The text touches upon ... The text is concerned with ... The text is devoted to ... The text dwells upon... The text highlights... The text discusses... The text presents... The purpose of the text is to give the reader some information on ... The intention of the text is... The subject of the text is... The aim of the text is to provide the reader with some material (data) on ...
3. Paper main body (виклад основного матеріалу дослідження)	The author starts by telling the reader that... At the beginning of the text the author describes (dwells on, touches upon, explains) that... The author writes (states, stresses, describes, thinks, points out) that ... The author also provides the information on... The problems of... are considered ... are covered. ... are formulated. ... are also presented. ... are studied. Thereafter, ... The text describes ... It was noted... The second part is concerned with... According to the text ... Further the author reports (says) ... First,...second,... Then (after that, further on, next) the author passes on to, goes on to say that..., gives a detailed (brief) analysis (description). The text goes on to say that...
4. Conclusions of the research (висновки)	In conclusion ... The author comes to the conclusion that ... The text ends with... The text ends with the depiction (analysis) of...

18. Прочитайте, перекладіть та порівняйте описову та інформативну анотації:

ЗРАЗОК ОПИСОВОЇ АНОТАЦІЇ

Chastnyk O. S., Cand. of Art Criticism, Yaroslav Mudryi National Law University, Kharkiv

Space and time structure in Irish epic tales

The article explores the temporal world-image dimensions in Irish epic (mythological, heroic and wonder tale) traditions. Binary and threefold world concepts are analyzed. The author also examines the structural and semantic asymmetry of the 'human world – the Otherworld' opposition and the asymmetry of the Otherworld itself. Special attention is paid to the problem of inheriting mythological space and time concepts by epic tales. The paper gives examples showing that the epic tradition inherited from mythological consciousness the notions of dualism and triplism of the universe.

Key words: space, time, mythology, epic, wonder tale, opposition, asymmetry, journey.

ЗРАЗОК ІНФОРМАТИВНОЇ АНОТАЦІЇ

SPACE AND TIME STRUCTURE IN IRISH EPIC TALES

Chastnyk O.S., Cand. of Art Criticism, Associate Professor at the Department of Foreign Languages, Yaroslav Mudryi National Law University, Kharkiv

The aim of this study is to explore the spatial and temporal schemes in the world of Irish epic tale traditions.

Research methodology. The author describes the 'world image' in Irish epic tales in accordance with the principles of cultural-anthropological structuralism (C. Lévi-Strauss, R. Barthes, Yu. Lotman).

Results. It is shown that the world of Irish myths is binary and threefold at the same time. The epic tradition inherited from mythological consciousness the notions of dualism and triplism of the universe, asymmetric 'centre-periphery' opposition, inseparability of space and time, models of space expansion and compression, the idea of a sacral centre, and the symbolism of the circle. The mythological triplism reappears in the wonder tale as a threefold repetition motif. Unlike mythological time ('the time of gods') that can be defined as indeterminate past, epic time ('the time of heroes') can be termed as quasi-determinate past.

Novelty. An attempt is made in this paper to show the transformation of mythological perceptions of the universe in Irish epic tales.

The practical significance. The material of this article can be used in university lectures and textbooks in the history of world culture.

19. Прочитайте та перекладіть приклад інформативної анотації до статті Child Poverty за допомогою словника:

ANNOTATION

Battle, K. Child poverty: The evolution and impact of child benefits / K. Battle // A question of commitment : Children's rights in Canada Waterloo, ON : Wilfrid Laurier University Press. — 2007. — P. 21-44.

Ken Battle draws on his research as an extensively-published policy analyst, and a close study of some government documents, to explain child benefits in Canada. He outlines some fundamental assumptions supporting the belief that all society members should contribute to the upbringing of children. His comparison of Canadian child poverty rates to those in other countries provides a useful wake-up to anyone assuming Canadian society is doing a good job of protecting children from want. He pays particular attention to the National Child Benefit (NCB), arguing that it did not deserve the criticism it received from politicians and journalists. He outlines the NCB's development, costs, and benefits, including its dollar contribution to a typical recipient's income. He laments that the Conservative government scaled back the program in favour of the Universal Child Care Benefit (UCCB), and clearly explains why it is inferior. However, Battle relies too heavily on his own work; he is the sole or primary author of almost half the sources in his bibliography. He could make this work stronger by drawing from the perspectives of others' analyses. However, Battle does offer a valuable source for this essay, because the chapter provides a concise overview of government-funded assistance currently available to parents. This offers context for analyzing the scope and financial reality of child poverty in Canada.

Key words: child, poverty, evolution, child benefits.

20. Напишіть інформативну анотацію до статті «Getting help through seeing a psychologist» впр.2 юніту 1.

21. Напишіть інформативну анотацію до статті «Coping with stress at work» впр. 2 юніту 2.

22. Напишіть описову та інформативну анотації до статті «How to talk to children about difficult news» впр. 2 юніту 3.

UNIT 4

MONEY AND THE FAMILY: CREATING GOOD FINANCIAL HABITS

Лексична тема: Відкритий діалог психолога з членами сім'ї. Подолання конфліктів під час планування сімейного бюджету.

Граматична тема: Неособові форми дієслова: інфінітив, герундій, дієприкметник.

Тема наукового дослідження: Елементи наукової статті.

LEXICAL PRACTICE

1. Знайдіть у тексті відповідні фрази:

Йдуть поруч, відповідно до, цьогорічне дослідження, показано, найперші джерела стресу, роками, нікому не говорять, заборонена тема, розвиваємо наше відношення, закладаєте це у ваших дітей для їхнього майбутнього фінансового успіху, важливість обговорення теми про грошові справи, розпоряджатися грошима, фінансово грамотний, розраховувати на пенсію і виплати соціального захисту, заощаджувати, наперед, те, що ускладнює цю тему, зрозуміти поняття, відкритий діалог, з метою заощадження, не травмуючи і допомагаючи їм, з того часу, як це заставило людей, планування сімейних витрат, зосереджуючись, дотримуватись поставлених цілей, не витратити в повсякденному житті, що таке заощадження грошей, обережно підбирайте слова, може бути занепокоєним.

2. Прочитайте та перекладіть наукову статтю, використовуючи подані після тексту слова та словосполучення:

Money and the family: Creating good financial habits

Money and stress go hand in hand. According to the American Psychological Association's 2014 Stress in America survey, money is consistently among the top sources of stress for Americans year over year. This year's **survey** also revealed that parents of children under the age of 18 are more likely than adults with no children to have higher **financial stress** and are less likely to feel **financially secure**.

Yet many Americans are stressing in silence. The 2014 survey results indicated that 36 percent of Americans are uncomfortable talking about money, and 18 percent say money is **a taboo subject** in their families. For many Americans money is **a touchy subject**.

That's a problem, experts say — especially in families with children. We develop our attitudes and beliefs about money in childhood. By talking often about money, and **modeling good money management habits**, you'll set your children up for a future of financial success.

Abstract concept

Most of us appreciate the importance of discussing money matters. Nearly all of the 2014 Stress in America survey respondents (95 percent) said parents should talk to their kids about money. But only 64 percent said they themselves were taught

how to manage money, and just 37 percent said they often talk to their family members about the subject.

Yet helping kids become **financially literate** is more important than ever before, experts say. Previous generations could count on pensions and social security benefits to sustain them after retirement. Now, individuals must start planning — and saving for— retirement decades in advance.

Making matters worse, money has become an even more abstract idea. Credit and debit cards have replaced dollars and coins, making it difficult for kids **to grasp the concept** of paying for goods and services.

Open dialogue

With a little planning, you can talk to your kids about money in healthy, helpful ways.

Include the entire family in financial discussions. You may want to avoid the word “budget,” since it makes people think about **cutting back**. Instead, sit down together to develop a family spending plan. By focusing on what expenses are important to your family, you will naturally find ways to cut back on items you care less about.

Keep your goals front and center. Consider making a collage or bulletin board to represent your family’s financial goals. **A daily reminder** of the vacation you’re saving for or the house you’d like to buy helps both kids and adults keep big-picture goals from getting lost in the **day-to-day shuffle**.

Save together, spend together. When you decide to save for something as a family — such as a new computer or a trip to a theme park — show kids what saving money actually looks like. Get a big jar, and each week add dollars to the jar so the kids can see the savings grow. It helps the children learn how **to find the best value** for their dollar.

Choose your words carefully. Parents often find themselves saying, “We can’t afford it.” But that can send **a confusing message** to kids. Some might worry that their family doesn’t have enough money for necessities. But often, they know you’re not being completely honest — technically, you probably could afford that \$10 trinket tempting them from the checkout aisle.

Instead, try saying, “That’s not how we choose to spend our money.” This helps kids think about what they value. You might also say, “We can’t buy it now, but we can talk about how you can save for it, or you can put it on your birthday **wish list**.” That helps children learn to delay gratification and plan their spending — two important pieces of **financial health**.

Use allowance as a tool

Experts recommend giving children an allowance as a way for them to become financially literate. But don’t tie the allowance to chores. That can backfire when kids expect to get paid for everything they do to contribute to the family.

Many financial experts recommend **getting (or making) a piggy bank** that’s divided into sections. Each time the child receives an allowance, he or she should put a predetermined portion into each section:

- Spending — Kids can spend freely from this section. But when it’s gone, it’s gone!

- Saving — Children can set a spending goal and save up to meet that goal.
- Donating — By setting aside some money to donate, children learn the value of charity.
- Investing — Help kids learn to save for the future. Once you have enough money saved up in this section, you can help your child open an investment account.

When your child becomes a teen, consider giving allowance on a prepaid credit card. This way, children can learn to track how much they've spent and how much they have left to parse out. When they go on to use their own debit and credit cards, they'll already understand how to track and manage electronic money.

Brad Klontz, PsyD., and Mary Gresham, PhD,
2017 American Psychological Association

Active vocabulary

a survey	дослідження
to reveal	виявляти
consistently	послідовно, узгоджено
less likely	менш схоже на
a touchy subject	нагальна тема
to indicate	показувати
attitudes	відношення
beliefs	віра, точка зору
habits	звички
to manage	управляти; вдаватися щось зробити
to model	будувати
a concept	поняття
to appreciate	цінувати
nearly	приблизно, близько
literate	грамотний
social security	соціальний захист
benefits	переваги
to sustain	підтримувати, зберігати
retirement	пенсія
in advance	наперед
to replace	замінювати
to grasp [gra:sp]	зрозуміти
entire	весь
to avoid	уникати
to make...do	заставляти...робити
to cut back	урізати, економити
items	предмети, речі
to keep goals	дотримуватися поставлених цілей
a reminder	нагадування

to save / savings	заощаджувати / заощадження
to spend	витрачати
shuffle	човгання (ногами), волочіння
a theme park	розважальний парк
to look like	бути схожим на
comparison	порівняння
a jar	глечик, банка
to find the best value	мати найкращу цінність
to choose words carefully	ретельно підбирати слова
to afford	дозволяти
to worry	непокоїтися
for necessities	на необхідне
a trinket	брелок, дрібничка
to tempt	вмовляти
a checkout aisle	каса
a wish list	список бажань
to delay gratification	відкласти задоволення
allowance	дозвіл
a tool	знаряддя
to tie	прив'язувати
chores	домашні справи
to backfire	приводити до зворотніх результатів
a piggy bank	скарбничка
to divide into sections	розділити на секції
predetermined	визначений до цього часу
to donate	дарувати
charity	благодійність
an account	рахунок
to track	простежити, відслідкувати
to parse out	розподіляти

3. Знайдіть у тексті синоніми до наступних слів:

- 1) a research
- 2) advantages
- 3) a bill
- 4) about 2percent
- 5) beforehand
- 6) to find out
- 7) aims
- 8) to show
- 9) household duties
- 10) to keep
- 11) the whole
- 12) kids

- 13) a part
- 14) totally
- 15) former
- 16) to understand
- 17) to build
- 18) to wait
- 19) to allow
- 20) a forbidden subject
- 21) to model

4. Знайдіть у тексті антоніми до наступних слів:

- 1) disadvantages
- 2) to destroy
- 3) to spend
- 4) to forbid
- 5) certain
- 6) to finish
- 7) every year
- 8) to set aside

5. Знайдіть відповідності, перекладіть утворені словосполучення на українську мову та знайдіть їх у тексті впр. 2:

- | | |
|---|--|
| 1) it makes people think about to be | |
| 2) to learn | a) words carefully |
| 3) to choose | b) good financial habits |
| 4) money and stress | c) front and center |
| 5) to keep your goals | d) how to find the best value for their dollar |
| 6) to have enough money | e) for necessities |
| 7) to set aside some money | f) cutting back |
| 8) develop our attitudes and beliefs to hold | g) to sustain them after retirement |
| 9) to make | h) about money in childhood |
| 10) to create | i) matters worse |
| 11) to appreciate the importance something scary | j) to the family |
| 12) to delay | k) go hand in hand |
| 13) to count on pensions and social security benefits | l) of discussing money matters |
| 14) to divide | m) into sections |
| 15) to contribute | n) gratification |
| | o) to donate |

6. Знайдіть зайве слово:

- 1) To make – to build – to model – to donate.
- 2) To shuffle – to keep – to go – to walk.
- 3) To spend - to cut back – to save – to set aside.

- 4) Pieces – portions – parts – tools – sections.
- 5) To appreciate - to reveal – to find out – to indicate.
- 6) To donate – to present – to give – to invest – to spend – to save.
- 7) Spending – saving – donating – investing – replacing.

COMMUNICATION PRACTICE

7. Поясніть англійською мовою виділені фрази з тексту впр.2.

8. Дайте відповіді на запитання до тексту:

- 1) What did the survey in 2014 reveal?
- 2) Why is helping kids become financially literate more important than ever before?
- 3) What makes it difficult for kids to grasp the concept of paying for goods and services?
- 4) How should parents talk to their kids about money?
- 5) Do experts recommend giving children an allowance as a way for them to become financially literate?
- 6) What sections for saving of money in a piggy bank should be done?

9. Перекажіть текст, використовуючи план:

PLAN

1. The 2014 survey results.
2. To become financially literate.
3. An open dialogue.
4. Allowance as a tool.

10. Складіть діалоги відповідно до ситуацій. Використайте слова та словосполучення з вправи 2.

- 1) Give some advice to Jane`s parents – Alan and Mary Geens how to talk to her about money in healthy and helpful ways.
- 2) You are Alan and Mary Geens. Talk to your daughter Jane on this touchy topic.

GRAMMAR PRACTICE

11. Ознайомтесь з граматичними правилами:

Неособові форми дієслова: інфінітив, герундій, дієприкметник

1. Інфінітив – це неособова форма дієслова, яка тільки називає дію і відповідає на запитання *що робити?, що зробити?*: to write *писати*, to answer *відповідати*.

Форми інфінітива:

Група	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 asked	-----

Наприклад:

It was pleasant **to be driving** a car again. – Приємно було знову вести автомобіль.

I was pleased **to have done** something. – Я була задоволена, що я дещо зробила.

I want **to make** a report. – Я хочу зробити доповідь.

To know him is to trust him. – Знати його – значить довіряти йому.

2. Герундій – це неособова форма дієслова із закінченням -ing, що має властивості дієслова й іменника. Як і інфінітив, герундій називає дію: reading *читання*, listening *слухання*. В українській мові немає форми, яка відповідала б герундію.

Форми герундія:

Група	Active	Passive
Indefinite	asking	being asked
Perfect	having asked	having been asked

Наприклад:

They continued **listening** attentively. – Вони продовжували уважно слухати.

Seeing is believing. – Бачити – значить вірити.

He insisted on **telling** her how it happened. – Він наполягав на тому, щоб розказати їй, як це сталося.

3. Дієприкметник – неособова форма дієслова, що має властивості дієслова, прислівника та прикметника.

Форми дієприкметника:

Форма		Активний стан	Пасивний стан
Participle I	Present Participle Simple	дієслово + закінчення -ing <i>asking – питаючи</i> <i>doing – роблячи</i> Що роблячи?	being + 3 форма дієслова/ed <i>being asked – бути запитаним</i> <i>being fooled – бути обдуреним</i>
	Present Participle Perfect	having + 3 форма дієслова/ed <i>having asked – запитавши</i> Що зробивши?	having been + 3 форма дієслова/ed <i>having been asked – бути запитаним (вже)</i>
Participle II		-	3 форма дієслова/ed

Наприклад:

- 1. Reading** English books I wrote out new words (**Participle I: Present Participle Simple**). – Читаючи англійські книжки, я виписував нові слова. (Одночасно читав і виписував).
- 2. Having read** English books I wrote out new words (**Participle I: Present Participle Perfect**). – Прочитавши англійські книжки, я виписав нові слова. (Спочатку прочитав, а потім виписав).
- 3.** I saw a **broken** vase on the table (**Participle II**). – Я бачив розбиту вазу на столі. (Вазу розбили раніше).

12. Знайдіть дієприкметники та перекладіть речення на українську мову:

1. Dressing myself as quickly as I could I went for a walk. 2. She came into the dressing-room to look for things belonging to their father and mother. 3. Mary stood for a time in silence, watching and listening. 4. Still looking at me, she shook her head while I was speaking. 5. I saw a passing shadow on her face. 6. He walked around, saying nothing. 7. Mary sat still looking at the writing. 8. We sat there talking about our pleasant old Canterbury days. 9. They ran to the steps leading down the water.

13. Виберіть необхідну форму дієприкметника:

1. Have you read the letters brought/bringing today? 2. We are examining the ancient coin found/finding here. 3. The mistake making/made by you is very serious. 4. Having finished/finishing his first article he began to prepare next one. 5. The church having been built/having built last century is a historical building. 6. Don't you remember the topic discussing/discussed yesterday? 7. I can't find the photos made/making by us at the seaside. 8. She was preparing for the exam listened/listening to the music. 9. Can I look at these magazines presenting/presented by your friends? 10. Having left/left the child with the baby-sitter she went to work. 11. Here is that famous professor having taught/teaching me 10 years ago. 12. Having been/being to the zoo yesterday we decided to continue our sightseeing.

14. Знайдіть герундії та перекладіть речення на українську мову:

1. Would you mind lending me two matches? 2. Dick went on asking about various friends. 3. She was saving her from being questioned and examined. 4. He had thought of taking Steve along with him. 5. I insist on being treated with a certain degree of consideration. 6. I don't mind telling you. 7. She had stopped asking about the time. 8. She has the gift of being able to work sixteen hours. 9. At the back of the house two women were busy washing. 10. He was afraid of being poor. 11. I recollect talking about it. 12. So he gave up trying to get breakfast.

15. Утворіть герундій від дієслів у дужках:

1. I'm so sorry I missed the chance of (to visit) Greenwich. 2. Everybody recognizes the importance of (to learn) foreign languages. 3. What is the use of (to argue). 4. No doubt he could change his way of (to live) if he only wanted to. 5. We have all hope of ever (to see) him again.

16. Використайте необхідну форму герундія і поставте прийменники:

1. Newton, the famous scientist, was sometimes engaged (to work out) difficult problems. 2. "There's no question (to forgive) you," he said quickly. 3. Of course, I should insist (to pay) for my work. 4. I wonder if there's any use (to try) to improve him. 5. We began to speak only when we were out (to hear) of the old man. 6. I insist (to go) there at once. 7. We all suspected him (to learn) it before and (to try) to conceal it from us. 8. They were all busy (to unpack) the books and (to put) them on the shelves. 9. (to hear) the news she ran over to the telephone to inform Gerald at once. 10. But (to make) this request Mr. Dennant avoided (to look) in his face. 11. I spent the rest of the time in the hall of the Station Hotel (to write) letters. 12. You can help me (to give) a piece of good advice, you're old enough to know it better. 13. (to discuss) the plan ourselves we decided to consult Mike's eldest brother who in our eyes was an expert. 14. He hesitated a little (to open) the door. He had a feeling that there was somebody waiting for him inside. 15. (to hear) the sound of the door opened downstairs he tiptoed into the corridor and bent over the banister. 16. (to see) three little children dancing in the street to their own music he came up nearer to see them better. 17. Excuse me (to come) late.

17. Знайдіть інфінітиви та перекладіть речення на українську мову:

1. Everyone had a wish to say something. 2. He decided to go alone. 3. We must work hard to live. 4. The question must be answered. 5. It was difficult to believe. 6. She was going to my rooms to see my aunt. 7. She had no desire to open her heart to her aunt. 8. The great thing is to make a good breakfast. 9. I am ready to go with Annie. 10. Nothing could be done before morning. 11. It wasn't safe to cross the bridge at night. 12. To earn a living he became a salesman. 13. The man was the first to speak. 14. I am too old to be given a hiding. 15. This is my bench, and you have no right to take it away from me.

18. Додайте частку to до дієслів, де необхідно:

1. I like ... play the piano. 2. My brother can ... write poems. 3. We had ... put on our overcoats because it was cold. 4. They wanted ... cross the river. 5. It is high time for you... go to bed. 6. May I.....use your telephone. 7. They heard the girl ... cry out with joy. 8. I would rather ... stay at home today. 9. He did not want ... play in the yard anymore. 10. Would you like ... go to England? 11. You look tired. You had better ... go home. 12. He wanted ... speak to Nick, but could not ... find his telephone number. 13. It is time ... get up. 14. Let me ... help you with в your homework. 15. I was planning ... do a lot of things yesterday. 16. I'd like ... speak to you. 17. I think I shall be able ... solve this problem. 18. What makes you ... think you are right? I 19. I shall ... do all I can ... help you. 20. I like ... dance.

19. Знайдіть неособові форми дієслова в тексті впр.2 та перекладіть речення на українську мову.

20. Складіть 9 речень, використовуючи активну лексику юніту та неособові форми дієслова. Прочитайте свої речення однокласникам. Однокласники мають на слух перекласти складені Вами речення.

RESEARCH PRACTICE:

21. Ознайомтеся з елементами наукової статті:

Українському “(наукова) стаття” відповідають англійські research article, research paper, study, інколи зустрічаються сполучення scientific paper, scientific article. Найчастіше англійські автори послуговуються однослівними термінами article або paper, які в цьому значенні можна вважати абсолютними синонімами. Говорячи про конкретну (у тому числі про свою) статтю, слід додавати означений артикль: the paper, the article; можливий варіант – this article, this study. Слово широкої семантики work може означати різні види наукової продукції – book, monography, paper, report (доповідь), survey, review (огляд). Нескромно вживати слово work, говорячи про свою статтю, але воно цілком доречно, коли йдеться про роботи інших, видатних вчених, наприклад: the importance of Hegel’s works. Передаючи англійською мовою слово “дослідження”, зважайте на те, що research – це радше “науково-дослідницька діяльність”, а у значенні “стаття” (конкретне дослідження) доцільніше слово study. Нагадуємо, що слово research не має множини.

Назви елементів основного тексту статті:

Постановка проблеми **problem statement, research justification**

Аналіз останніх досліджень та публікацій (стан дослідження) **research publications (previous research, the state of theme research)**

Мета статті **the aim (purpose) of the article (paper)**

Виклад основного матеріалу дослідження **the main material**

Висновки **conclusion(s)**

Перспективи подальших досліджень **further research prospects**

Список використаних джерел **references**

Постановка проблеми problem statement, research justification

Про предмет наукового дослідження можна повідомити за допомогою дієслів describe, explore, study, investigate, examine, consider, analyze, discuss, inquire into тощо. Ці слова є синонімами, але кожне з них має свої відтінки значення.

Analyze – досліджувати, вивчати, аналізувати.

Consider – вивчати, розглядати, обговорювати.

Describe – описувати, давати опис.

Discuss – обговорювати, описувати (з елементом полеміки).

Examine – окрім “вивчати, досліджувати”, означає “розглядати, уважно оглядати, перевіряти” (“сторінку за сторінкою, речення за реченням”).

Explore, inquire into – підкреслюють ретельність дослідження.

Investigate – має співзначення “розслідувати причини; розслідувати, щоб потім скласти звіт”.

Outline – коротко описувати, описувати (у загальних рисах), окреслити.

Report – повідомляти.

Study – має найбільш широке вживання і означає “вивчати, досліджувати”.

Перекладаючи анотацію (резюме) своєї статті англійською мовою, не намагайтеся сліпо копіювати структуру українських речень і прийнятий у нас стиль наукового викладу. У нас користуються стандартним набором висловів на основі безособових речень і пасивного стану дослідження... дієслів, наприклад: У статті розглянуто... Досліджено... Проаналізовано особливості... Вивчено... Головну увагу приділено... Зображено... Описано... Проведено

Натомість в англійському академічному стилі безособові речення в пасивному стані не так поширені. Повідомлення про дослідження частіше персоніфікується, тобто з’являється назва діяча (the author або the paper/article).

Наведемо приклад з оригінального англійського тексту.

– *The author examines the relationship between the percentage of migrants to the US which were apprehended by the police and the level of corruption in migrants’ origin countries. (Досліджено взаємовідношення між часткою мігрантів до США, затриманих поліцією, та рівнем корупції у країнах, з яких вони приїхали).*

Аналіз останніх досліджень та публікацій (стан дослідження) research publications (previous research, the state of theme research)

Наведемо деякі типові кліше.

З’ясовано, що ... – It has been (was) found (shown, demonstrated) that ...;
The study shows that ...

Показано значення... – The author demonstrates the importance of...; The importance of... has been demonstrated; The implications for ... have been demonstrated.

Аналіз показав, що ... – The analysis has shown (shows, showed) that ...

Дослідження показало, що ... – The study revealed that ...

Визначено особливості... – The specific features of ... are identified (outlined).

Розкрито причини... – The reasons for ... (the causes of ...) are explained.

Мета статті the aim (purpose) of the article (paper)

У значенні “мета дослідження” найчастіше вживаються aim і purpose, наприклад: The aim of the article is to explore...; The purpose of this study is to present...; The aim of this paper is to explicate (пояснити) a link between...; The purpose of this study is to address the problem of ...; This study has two purposes ...

Конкретні завдання називають objectives (specific objectives): The specific objectives of the present study are

Слова define, determine, identify, specify, find out, conceptualize не є абсолютними синонімами.

Define – визначити (чітко показати; дати дефініцію): define the role of

Determine – визначити, з’ясувати (мету і задачі дослідження, критерії, параметри, методи, обсяг роботи, значення слова, дату, коло питань тощо,

тобто часто вживається там, де йдеться про результати підрахунків/аналізу або прийняття якогось рішення).

Identify – визначити, назвати, виявити специфіку, “ідентифікувати”.

Conceptualize – визначити, дати (власну) концепцію... .

Specify – з’ясувати, уточнити (особливості): specify the reasons for ... – “з’ясувати причини ...” .

Find out – з’ясувати (причину).

Висновки conclusion(s)

Можна скористатися одним із багатьох кліше, доречних у цій ситуації, наприклад:

The author argues that... Автор вважає, що...

The study demonstrated (showed, revealed) ... Дослідження дозволило виявити ...

The results indicate that ... Результати свідчать про те, що ...

The author concludes that ... Автор доходить висновку...

The study has confirmed ... Дослідження підтвердило ...

It has been (was) found that ... Виявлено, що...

The influence (impact, effect) of ... on ... is shown. Показано вплив... на ...

Перспективи подальших досліджень further research prospects

Матеріали статті можуть зацікавити ... – The material in this article can be of interest to...; The paper may be of a particular interest to the specialists in ...

Надано рекомендації ... – Recommendations are given ...

Отримані результати дають можливість ... – The obtained results make it possible to ...

Призначений для ... – The study is intended (designed) for...; ... can be recommended for ...

22.Прочитайте та перекладіть статтю українського автора:

THE PSYCHOLOGICAL PECULIARITIES OF THE EMOTIONAL INTELLIGENCE OF FUTURE SOCIAL SPHERE PROFESSIONALS

Melnychuk O. The Psychological Peculiarities of the Emotional Intelligence of Future Social Sphere Professionals / O. Melnychuk // The Advanced Science Journal – Scireps Corporation, United States, 2015 (6). – pp. 107-112.

Abstract.

The results of the study of the phenomenon of emotional intelligence and the research of the psychological peculiarities of the emotional intelligence of future social sphere professionals have been analyzed in the article. It has been shown that such components of emotional intelligence as “emotional awareness”, “self-motivation”, “empathy” and “recognition of other people’s emotions” are mostly expressed on an average level; the indicators of the “management of one’s own emotions” component correspond to a low level. Such formation levels of partial and integrative emotional intelligence are going to complicate effective performance of professional activities by social workers in the future, as the particularity of their work has to do with interaction with people (certain individuals and groups) who need social and psychosocial care. A model to optimize the formation of emotional

intelligence during the college training of future social sphere professionals that includes a system of special social and psychological didactic conditions and means has been proposed.

Key words: emotional intelligence, components of emotional intelligence, partial emotional intelligence, integrative emotional intelligence, emotional intelligence of social sphere professionals, social sphere, professional training, optimization of forming emotional intelligence, cognitive culture, training of future social sphere professionals.

Introduction

The solution of the specific tasks of the social sphere require a high development of general and special abilities alike, well-formed professionally relevant intellectual and personal qualities and a wellformed individual intellectual style of activities, intellectual and personal culture and efficiency in professionals-to-be.

The requirements for the professionally relevant qualities of a social sphere professional are based on the determination of the particularity of their work, which is associated with interaction with both individual people and groups and communities requiring social support, protection and care. The personal attitudes, values, life senses and personal priorities of a social worker, which may both facilitate and hinder their effective professional work, manifest in their relations with clients. Emotional intelligence is an important factor that organizes and directs the intellectual, emotional, volitional and moral resources of a future social sphere professional towards the performance of professional tasks.

The history of the analysis of the category of emotional intelligence begins in the works dedicated to the study of social intelligence by such scientists as E. Thorndike (Thorndike, 1920), J. Guilford (Guilford, 1967), G. Ayzenk (Ayzenk, 1995). The abilities associated with emotional intelligence are also determined by H. Gardner in his works (Gardner, 1983).

P. Salovey and J. Mayer introduced the term “emotional intelligence” itself into scientific use and proposed a model of this phenomenon (Salovey, Mayer, 1990). They interpreted emotional intelligence as “the ability to trace one’s own and others’ feelings and emotions, distinguish between them and apply this information to direct thinking and activities (Salovey, Mayer, 1990, p. 189). In their later publications, the authors further defined and supplemented the model of emotional intelligence, basing it on the fact that human emotions contain information about connections (current, past, imaginary) to other people or objects (Mayer & al., 2001). The supplemented model contained components having to do both with one’s own emotions and the emotions of other people: 1) identification of emotions, 2) the application of emotions to raise thinking and activity effectiveness, 3) understanding of emotions, 4) management of emotions (control, decrease in intensity etc.) (Mayer & al., 2001).

In his model of emotional intelligence, D. Goleman combined the cognitive characteristics determined by Salovey and Mayer (Salovey, Mayer, 1990) with the personal attributes of perseverance, enthusiasm and social skills (Goleman, 1995).

In his studies, R. Bar-On (Bar-On, 1997) defines emotional intelligence as the abilities, knowledge and competences ensuring effective solution of real-life

situations and including the following components: 1) self-cognition (realization of one's emotions etc.), 2) interpersonal communication skills (empathy etc.), 3) ability to adapt, 4) stress management (stress resistance), 5) the dominating attitude (optimism, happiness etc.).

The problems of emotional intelligence have also been reflected in the works of I.M. Andreeva (Andreeva, 2006), D.V. Lyusin (Lyusin, 2000) etc. The peculiarities of the emotional intelligence of psychologists have been studied by A.M. Grys (Grys, 2013) and other Ukrainian psychologists. In general, scientists associate certain cognitive structures that allow differentiating, processing and applying in thinking and practical activities the emotional information having to do with the individual themselves and other people with the individual's emotional intelligence.

While defining emotional intelligence as an important factor of successful professional activities of future social sphere professionals, one obviously should speak of the ability of the professional-to-be to adequately take into account the particularity of social situation in their professional interaction with various categories of clients, their ability to render psychological support and care to individuals in a state of crisis, to effectively carry out the self-regulation of one's own emotional states, which is topical for the prevention of burnout syndrome. No studies of the emotional intelligence of social sphere professionals have been conducted in Ukrainian psychology.

In our study, we have proceeded from the assumption that social sphere professionals in training have sufficient level of expression of emotional intelligence components, which will enable them to effectively perform professional activities in the future. Emotional intelligence was the object of our study, whereas the emotional intelligence of future social sphere professionals was its subject.

The aim of the study is to study the psychological peculiarities of the emotional intelligence of future social sphere professionals as a factor of their effective performance of professional activities. The following tasks have been solved during the study: 1) determining the levels of expression of emotional intelligence components in social sphere professionals in training; 2) determining a model of optimizing the formation of the emotional intelligence of future social sphere professionals during their college training.

Method

1 to 5 day students of the Social Work and Management Institute of National Pedagogical Dragomanov University (18 men and 87 women) participated in the study. Emotional intelligence was studied using the N. Hall Emotional Intelligence Diagnostics method (Fetiskin, 2002). The respondents were proposed to rate 30 statements that describe the manifestation of an individual's ability to understand attitudes represented in emotions and manage their own emotional sphere on a six-point scale. The statements are united in five scales, which allowed measuring emotional intelligence levels: 1) emotional awareness, 2) management of one's own emotions (emotional flexibility), 3) self-motivation (voluntary management of one's emotions), 4) empathy, 5) recognition of other people's emotions (the ability to influence the emotional states of other people). Furthermore, the integrative

emotional intelligence level of students of various years of the experimental group was measured.

Results

The results of the study conducted allowed recording the following trends in the manifestation of emotional intelligence components in the sample studied

The results obtained evidence a low level of social intelligence in first-, third- and fifth-year students and an average one in second- and fourth-year students; - no statistically significant sex differences have been found. The descriptive statistics for the scales of the Emotional Intelligence Diagnostics test is given in Appendix A.

Discussion

The obtained results of the expression of partial intellect in student groups of various years of study composing our experimental sample evidence an insufficient level of awareness of the emotional sphere of the individual and the ability to differentiate between one's own and others' emotions, an insufficient level of development of the ability to empathize and the ability to influence other people's emotional states, as well as an insufficient level of the ability to control oneself and regulate oneself regarding one's own emotional states and feelings, which is professionally significant. Obviously, a situation like this is going to complicate effective performance of their professional activities by the young professionals in the future, as the search for the resources facilitating the improvement of the client's social functioning is important for social workers. Working with internal resources (intelligence, education, profession, sense of purpose, will, motivation etc.) gives clients an opportunity to come to believe in their own strengths, to realize their own competence and abilities, to learn self-control and positive self-esteem, to master the skills of self-management and managing their social roles etc. All of this, actually, along with other intellectual and personal attributes, is determined by the development of the partial and integrative emotional intelligence of social sphere professionals. Our results are concordant with the data of the study of the emotional intelligence of applied psychologists in training conducted by A.M. Grys (Grys, 2013), where insufficient levels of expression of partial and integrative emotional intelligence were also recorded. Obviously, the process of college study is more oriented towards equipping students with specific knowledge and techniques of professional activities. Forming professionally significant formations and qualities remains outside the scope of curricula.

The context of such results clearly implies the need for work aimed towards the formation of professional intelligence and emotional intelligence as a component of it in future social sphere professionals during their professional college training, which will ensure they will be able to assess and react at various situations of professional interaction with various categories of clients in a balanced and objective manner, be emotionally stable and active in professional communication and activities etc. in the future.

We determine a model of optimizing the formation of the emotional intelligence of future social sphere professionals during their college training that includes a system of conditions: 1) the creation of a professionally-oriented environment that forms psychological culture and cognitive culture, particularly; 2)

the maximum, all-round self-expression of students and lecturers in constructive, professionally-oriented learning activities; 3) the stimulation of educational interaction between lecturers and students on various levels, in various aspects and in various types of joint activities, which implies the creation of particular didactic conditions aimed at modeling the contents of education through the combination of theoretical knowledge and their actualization through a system of various forms of classes and practices; 4) the provision of a system of professionally-oriented awareness-raising work, where students have the opportunity to “immerse themselves” in the actual problems of the social spheres, gain the experience of professional interaction with various categories of clients, realize their own professional and personal attributes. (Melnychuk, 2012).

We determine such methods of optimizing the formation of emotional intelligence during college study as individual and group trainings, coaching, professional situation modeling etc. Such a model of optimizing the formation of the students' emotional intellect will facilitate the development of individual emotional intelligence attributes (emotional awareness as the ability to interact effectively with people in the system of interpersonal relations, the ability to orient in social situations, to determine the personal peculiarities and emotional states of other people correctly, to choose adequate methods of relations with them and to implement them in the process of interaction; the ability to individualize as the ability to distinguish a person's individual traits and change the process of interaction in accordance with them; empathy as the ability to empathize, sympathize, to understand the states of others, as the willingness to render social and psychological care to them; self-regulation ability as the ability to manage oneself and muster one's mental resources; reflection as the ability to realize one's own needs and motives, to analyze one's thoughts, feelings and actions, as the ability to learn oneself; tolerance as stress resistance, as the absence or weakening of the reaction to unfavorable factors; erudition as general awareness of various domains of the life of the individual and society in general) and will define the effective professional activities of social sphere professionals in the future.

23. Використовуючи кліше наукового викладу матеріалу, до статті впр.2 напишіть такі елементи: постановка проблеми, мета статті, висновки.

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APPENDIXES

Appendix A

Texts for reading Famous Psychologists

Wilhelm Wundt

If you've ever taken an introductory psychology class, then you have probably spent at least a little time learning about Wilhelm Wundt. This German psychologist, physician and philosopher is best known for establishing the first psychology lab in Leipzig, Germany, officially marking the beginning of psychology as a field of science distinct from philosophy and physiology. In addition to being considered one of the founders of contemporary psychology, Wundt is also frequently referred to as the father of experimental psychology.

Originally a professor of physiology, Wundt wanted to apply the same experimental methods used in science to the study of the human mind. Wundt also had an influence on his students, including Edward Titchener who went on to establish a school of thought known as structuralism. Structuralism focused on studying human consciousness by breaking it down to the smallest possible elements.

Alfred Adler

Alfred Alder was an Austrian psychiatrist who is often considered one of the most influential thinkers in psychology. He became one of the most prominent members of the Vienna Psychoanalytic Society after Sigmund Freud extended an invitation, but he later became the first major figures to break away from Freud's ideas. He developed a perspective that he called Individual Psychology. Adler had a major influence on other psychologists including Karen Horney, Carl Rogers, and Abraham Maslow.

William James

The philosopher and psychologist William James is widely regarded as the father of American psychology. Among his famous accomplishments was the publication of the 1200-page text, *The Principles of Psychology*, which quickly became a classic. Thanks to his teachings and writings, he helped establish psychology as a science. James also contributed to functionalism, pragmatism, and influenced many students of psychology during his 35-year teaching career.

Edward Thorndike

Edward Thorndike was an American psychologist who was associated with the school of thought known as functionalism along with other thinkers including Harvey Carr, James Rowland Angell and John Dewey. Thorndike is often called the father of modern day educational psychology and published several important texts on the subject.

Among his many accomplishments include being elected president of the American Psychological Association in 1912. In 1917, he was also one of the first psychologists to become a member of the National Academy of Sciences. Thorndike is also well-known for the puzzle box experiments he performed with cats, his concept of the law of effect, and his contributions to the field of educational psychology.

Sigmund Freud

No list of famous psychologists would be complete without an appearance by the eminent Sigmund Freud. Freud is often identified as one of psychology's most famous psychologists, but he is also seen as one of the most notorious. While his ideas were often controversial, his concept of the unconscious mind has had a deep and lasting influence on psychology. His work gave rise to the field of psychoanalysis, which continues to be used in various forms as a treatment method to this day. Other important theories that he introduced include the id, the ego, the superego, psychosexual development, and the death instincts.

Hugo Münsterberg

Hugo Münsterberg was a German psychologist and early pioneer of applied fields including industrial-organizational, forensic and clinical psychology. Münsterberg was studying medicine but after meeting Wilhelm Wundt, he turned his interest to the field of psychology.

William James later invited Münsterberg to take over the psychology lab at Harvard University, where he remained for three years before returning to Europe. He also served as the president of the American Psychological Association and taught a number of other prominent psychologists including Mary Whiton Calkins and Edward C. Tolman.

Münsterberg died on December 16, 1916 after suffering a massive cerebral hemorrhage right before he was set to deliver the opening remarks of a lecture at Harvard's Radcliffe Institute for Advanced Study.

James McKeen Cattell

James McKeen Cattell helped establish psychology as a legitimate science and became the first psychology professor in the United States. Cattell started out studying English literature, but developed an interest in the field of psychology after meeting German psychologist Wilhelm Wundt. Cattell traveled to Germany to become Wundt's assistant and later published the first psychology dissertation by an American.

After returning to the U.S., Cattell held a number of teaching positions and was influential in the formation of several major publications including *The Journal of Science* and *The Psychological Review*. In addition to helping advance psychology in the United States, Cattell also influenced other prominent psychologists including Edward L. Thorndike.

Mary Whiton Calkins

Mary Whiton Calkins is perhaps best-known as the first woman president of the American Psychological Association, but she made many more contributions to the field as well. Her experiences represent the difficulty and discrimination faced by many women in the early days of psychology. Despite fulfilling the requirements of a doctoral degree and receiving unanimous approval from a thesis committee that included William James, Josiah Royce and Hugo Münsterberg, Harvard refused to grant Calkins her degree because she was a woman.

Regardless of this, Calkins went on to have a successful and influential career in psychology. She invented the paired-associate technique, contributed to dream

research, advocated self psychology, and wrote more than 100 professional papers on topics in both psychology and philosophy.

Mamie Phipps Clark

Mamie Phipps Clark was a pioneering female psychologist who is known for her important research on race and self-concept. Her work with her husband, psychologist Kenneth Clark, played a pivotal role in the Supreme Court's ruling that segregation was unconstitutional in the famous *Brown vs. the Board of Education* case. While she is often overlooked or mentioned only in passing in psychology textbooks, her contributions to psychology are simply too important to ignore.

Anna Freud

Anna Freud was the youngest of Sigmund Freud's six children. While she began her career influenced by the theories of her father, she was far from living in his father's shadow. She made important contributions of her own to psychology, including founding child psychoanalysis, and summarizing the ego's defense mechanisms in her book *The Ego and the Mechanisms of Defense* (1936).

Lev Vygotsky

Lev Vygotsky has only become one of the most famous psychologists in recent years. He is considered a seminal thinker in psychology, and much of his work is still being discovered and explored today. While he was a contemporary of Skinner, Pavlov, Freud and Piaget, his work never attained their level of eminence during his lifetime. Part of this was because his work was often criticized by the Communist Party in Russia, and so his writings were largely inaccessible to the Western world. His premature death at age 38 also contributed to his obscurity.

Despite this, his work has continued to grow in influence since his death, particularly in the fields of developmental psychology and educational psychology. He is best known for his sociocultural theory and his concepts of the zone of proximal development and guided practice.

John Bowlby

John Bowlby was a British psychologist perhaps best known for developing attachment theory. His research on attachment and child development left a lasting impression on psychology, education, child care and parenting. Researchers extended his research to develop clinical treatment techniques and prevention strategies. His work also influenced other eminent psychologists, including his colleague Mary Ainsworth who also made major contributions to attachment theory.

Harry Harlow

American psychologist Harry Harlow is known for his infamous social isolation research conducted on rhesus monkeys during the late 1950s and early 1960s. At his primate lab located at the University of Wisconsin-Madison, Harlow performed a series of experiments in which infant monkeys were raised by surrogate "mothers."

In different variations of the experiments, some of the mother monkeys were made entirely of wire while others were covered in a soft terrycloth. At the time, some researchers suggested that feeding was force behind the mother-child bond. The main idea behind this was that children love their caregivers because they provide food. What Harlow and his fellow researchers found was that the vital factor

underlying an infant's love for its mother was contact comfort. The infant monkeys in Harlow's experiments preferred the soft terrycloth mothers over the wire mothers, even when the latter served as the source of food.

Harlow's experiments played an important role in changing our understanding of attachment, but they were also extremely controversial. The experiments were both shocking and cruel, particularly his later experiments that involved placing young monkeys in total social isolation. Most of his experiments are considered unethical by today's standards and the nature of his research contributed to concern and ethical regulations over how laboratory animals are treated.

Stanley Milgram

Stanley Milgram's name is forever associated with his famous obedience experiment that demonstrated just how far people will go to obey an authority figure. During his graduate years, he had spent some time working as a research assistant for psychologist Solomon Asch. As you might remember, Asch conducted a series of experiments that demonstrated how people conform in social groups. The researcher helped spark an interest in the topic of obedience and conformity, ultimately leading Milgram to perform his controversial experiment.

Raymond Cattell

Raymond Cattell was an American psychologist whose work influenced psychology in a number of different ways. Not only did he introduce the concepts of fluid and crystallized intelligence, he is also well-known for his 16-factor model of personality. Perhaps his greatest achievement was his work pioneering the use of factor analysis and multivariate analysis. In one 2002 review, Cattell was ranked as the 16th most eminent psychologist of the twentieth-century.

Edward B. Titchener

Edward B. Titchener was an influential figure in the formative years of psychology. As one of Wundt's students, Titchener is perhaps best remembered for establishing the school of thought known as structuralism. This early viewpoint in psychology focused on breaking down human consciousness into the smallest possible elements. Researchers utilized a method known as introspection, which involved having trained observers describe the mental processes that occurred when they were presented with different stimuli.

Titchener is also known for coining the term empathy and for supervising the graduate studies of Margaret Floy Washburn, the first woman to earn a Ph.D. in Psychology. While Titchener served as a powerful force in psychology, the school of thought he helped establish did not survive long following his death in 1927.

Clark L. Hull

Despite facing considerable adversity, Clark Leonard Hull managed to overcome struggles with his health and finances in order to become one of the most important American psychologists of the 20th-century. His early life was marked by bouts of illness, including a severe case of typhoid fever. After polio left him paralyzed in his left leg, Hull decided to switch his career ambitions from engineering to psychology. While he found it necessary to halt his education several times due to lack of money, he eventually earned his Ph.D. and embarked on a long career as a teacher and researcher.

Hull is best remembered for his influence on behaviorism and his drive-reduction theory, but is also notable for his research on hypnosis and his emphasis on rigorous scientific methods.

George Kelly

George Kelly grew up poor and never actually graduated high school. Despite those obstacles, he went on to earn a doctorate in psychology and become an influential personality theorist. During the Great Depression, he set out to do something useful with his skills and started a traveling clinic that offered psychological services to people throughout his home state of Kansas.

During this time, he also formulated his personal construct theory of personality. According to Kelly, the differences between people result from the differing ways that they interpret and predict events in the world around them. He believed that we act much like scientists, forming hypotheses and conducting “experiments” to test our ideas about the world.

Irregular verbs

I ФОРМА	II ФОРМА	III ФОРМА	ПЕРЕКЛАД
1. arise	arose	arisen	підійматися
2. be	was , were	been	бути
3. bear	bore	bom	народжувати
4. become	became	become	зробитися,
5. begin	began	begun	починати (ся)
6. bend	bent	bent	гнути
7. bind	bound	bound	зв'язувати
8. bite	bit	bitten	кусати (ся)
9. bleed	bled	bled	сходити кров'ю
10. blow	blew	blown	дути
11. break	broke	broken	ламати (ся)
12. breed	bred	bred	виховувати
13. bring	brought	brought	приносити
14. build	built	built	будувати
15. burn	burnt	burnt	горіти, палити
16. buy	bought	bought	купувати
17. cast	cast	cast	кидати
18. catch	caught	caught	ловити,
19. choose	chose	chosen	вибирати,
20. come	came	come	приходити
21. cost	cost	cost	коштувати
22. cut	cut	cut	різати
23. dig	dug	dug	рити, копати
24. do	did	done	робити
25. draw	drew	drawn	тягти;
26. dream	dreamt	dreamt	мріяти, бачити
27. drink	drank	drunk	пити
28. drive	drove	driven	вести, гнати
29. eat	ate	eaten	їсти
30. fall	fell	fallen	падати
31. feed	fed	fed	годувати
32. feel	felt	felt	почувати (себе)

33. fight [fought	fought	боротися,
34. find	found	found	знаходити
35. flee	fled	fled	тікати;
36. fly	flew	flown	літати
37. forget	forgot	forgotten	забувати
38. get	got	got	одержувати;
39. give	gave	given	давати
40. go	went	gone	іти, ходити
41. grow	grew	grown	рости, ставати
42. hang	hung	hung	вішати, висіти
43. have	had	had	мати
44. hear	heard	heard	чути
45. hide	hid	hidden	ховати
46. hold	held	held	тримати
47. keep	kept	kept	тримати,
48. know	knew	known	знати
49. lead	led	led	вести
50. learn	learnt	learnt	вчити (ся)
51. leave	left	left	залишати
52. lend	lent	lent	позичати
53. let	let	let	дозволяти,
54. light	lit	lit	запалювати,
55. lose	lost	lost	губити,
56. make	made	made	робити
57. mean	meant	meant	значити
58. meet	met	met	зустрічати
59. put	put	put	класти
60. read	read	read	читати
61. ride	rode	ridden	їздити верхи
62. rise	rose	risen	підніматися
63. run	ran	run	бігти
64. say	said	said	сказати
65. see	saw	seen	бачити
66. sell	sold	sold	продавати
67. send	sent	sent	посилати

68. set	set	set	поміщати;
69. shake	shook	shaken	трясти
70. shine	shone	shone	сяяти, блищати
71. shoot	shot	shot	стріляти
72. shut	shut	shut	закривати,
73. sing	sang	sung	співати
74. sink	sank	sunk	поринати
75. sit	sat	sat	сидіти
76. sleep	slept	slept	спати
77. smell	smelt	smelt	нюхати,
78. speak	spoke	spoken	говорити,
79. spend	spent	spent	витрачати
80. spoil	spoilt	spoilt	псувати
81. spread	spread	spread	поширювати
82. spring	sprang	sprung	стрибати
83. stand	stood	stood	стояти
84. steal	stole	stolen	красти
85. stick	stuck	stuck	приклеювати
86. sting	stung	stung	жалити
87. stride	strode	stridden	крокувати
88. strike	struck	struck	бити
89. strive	strove	striven	старатися
90. swear	swore	sworn	присягати
91. sweep	swept	swept	мести,
92. swim	swam	swum	плавати
93. swing	swung	swung	гойдатися
94. i take	took	taken	брати
95. teach	taught	taught	вчити
96. tear	tore	torn	рвати
97. tell	told	told	казати
98. think	thought	thought	думати
99. throw	threw	thrown	кидати
100. thrust	thrust	thrust	штовхати
101. tread	trod	trodden	ступати
102. understand	understood	understood	розуміти

103. upset	upset	upset	перекидати;
104. wake	woke	woken	прокидатися
105. wear	wore	worn	носити
106. weave	wove	woven	ткати
107. weep	wept	wept	плакати
108. win	won	won	перемагати
109. wind	wound	wound	заводити
110. withdraw	withdrew	withdrawn	брати назад,
111. wring	wrung	wrung	скручувати
112. write	wrote	written	писати

Навчальне видання

Филипська Віта Іванівна

ENGLISH FOR MASTERS IN PSYCHOLOGY.

Навчальний посібник

для здобувачів другого (магістерського) рівня вищої освіти
за спеціальністю 053 Психологія (практичний психолог)